Lao PDR: Strengthening Technical and Vocational Education and Training Project (Gender Action Plan)

Shireen Lateef
Senior Advisor (Gender)
Asian Development Bank
Lao PDR: Strengthening Technical and Vocational Education and Training Project

- **Expected impact:** more highly skilled and diverse workforce in Lao PDR.
- **Performance target:** number of workers in the labor force with formal TVET qualifications increases by 25% (50% for females) from 2011 to 2021.
- **Expected outcome:** accessible formal vocational training system that is more responsive to labor market needs.
- **Grant:** $23 million
Lao PDR: Strengthening Technical and Vocational Education and Training Project

Outputs:

- Improved quality of TVET
- Increased and more equitable access to TVET
- Increased private sector involvement in TVET strategy and delivery
- Strengthened governance and management of the TVET system
- Effective project management and implementation
Lao PDR: Strengthening Technical and Vocational Education and Training Project

- Focus on Certificate and Diploma levels
- Selection of 4 priority skills areas based on labor market assessment
  - construction and building
  - mechanical and machinery repair
  - furniture making
  - business.
- Links training with skills shortages in the labor market
- 7 public & 4 private institutions identified for support in teacher training, new curricula, equipment and facility upgrades, management training.
Three Outputs to highlight

- **improved quality of public & private TVET**
  - Positive images of females in the 4 skill areas
  - Social marketing campaign to attract females, improve image of TVET, mobilize private sector to recruit females
  - Training of female TVET teachers and female guidance counselors

- **Increased and more equitable access to TVET**
  - Assistance with tuition fees/stipends for the 4 priority skills areas (25% girls)
  - Dormitory spaces reserved for girls (50%)
  - Wage subsidy for 6 months paid to firms for recruiting females in the 4 skill areas

- **Increased private sector involvement in TVET strategy and delivery**
  - Specialist Skills Contracting Program – govt to contract private providers to deliver skills training – higher payment for female trainees
  - 50% female trainees
Lao PDR: Strengthening Technical and Vocational Education and Training Project (GAP)

<table>
<thead>
<tr>
<th>Project Outputs</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Ensure that 20% female enrolments in 4 priority skill areas with low female enrolment – (i) construction and building; (ii) mechanical and machinery repair; (iii) furniture making; (iv) business.</td>
</tr>
<tr>
<td></td>
<td>● 40% of enrolments in basic business are female by 2016</td>
</tr>
<tr>
<td><strong>Output 1:</strong></td>
<td></td>
</tr>
<tr>
<td>Increased quality of formal labor market related TVET, public and private</td>
<td>● TVET curriculum frameworks provide positive images of women working in the 4 priority skill areas.</td>
</tr>
<tr>
<td></td>
<td>● Implement a social marketing campaign to: (i) promote female participation in non-traditional skills and trades; (ii) publicize the voucher training assistance program, dormitory facilities to promote female enrolment in non-traditional TVET; and (iii) mobilize the private sector to hire more women in the 4 priority skill areas.</td>
</tr>
<tr>
<td></td>
<td>● Ensure that 10% of skills assessors and teachers trained in the 3 priority skill areas are women.</td>
</tr>
<tr>
<td></td>
<td>● 50% of teachers trained in basic business are female.</td>
</tr>
<tr>
<td></td>
<td>● Develop strategies for increasing the number of female teachers in the 3 priority skill areas.</td>
</tr>
<tr>
<td></td>
<td>● Conduct information/counseling sessions for prospective female students in the 4 priority skill areas.</td>
</tr>
<tr>
<td></td>
<td>● Ensure equipment is suitable for both male and female students.</td>
</tr>
</tbody>
</table>
## Lao PDR: Strengthening Technical and Vocational Education and Training Project (GAP)

<table>
<thead>
<tr>
<th>Project Outputs</th>
<th>Actions</th>
</tr>
</thead>
</table>
| **Output 2: Increased and more equitable access to TVET at certificate and diploma level** | ✗ 25% female student voucher recipients in the 4 skill areas.  
✗ 50% of dormitory spaces reserved for female students.  
✗ Female voucher recipient graduates assisted to secure employment through wage subsidy for employers for 6 months.  
✗ Ensure dormitories have separate spaces and facilities for males/females.  
✗ "Code of Conduct" training for dormitory management and staff, security guards.  
✗ Course schedules to be flexible and compatible with household demands of female students.  
✗ Where possible, ensure a critical mass of female students in the 3 skill areas to reduce female isolation in the male dominated training classes. |
### Lao PDR: Strengthening Technical and Vocational Education and Training Project (GAP)

<table>
<thead>
<tr>
<th>Project Outputs</th>
<th>Actions</th>
</tr>
</thead>
</table>
| **Output 3: Increased private sector involvement in TVET strategy and delivery** | * Ensure 30% female representation on the National Training Council.  
  * At least 40% female participants in the regional study tour.  
  * 25% female members on TVET advisory boards and 50% female facilitators supporting the TWGs in the 4 priority skill areas.  
  * At least 20% of TWG members in the 4 priority skill areas will be female.  
  * Prepare social marketing strategy with key messages for private sector to increase gender balance in priority skill areas and CSR.  
  * Females will constitute 20% of TVET teachers  
  * 40% of students to be provided training under Specialist Skills Contracting Program  
  * 50% female trainees under the Skills Contracting Program. |
| **Output 4: Strengthened governance and management of the TVET system**         | * Females to constitute at least 30% of participants in all management and other capacity development programs.  
  * As vacancies arise, ensure that females are recruited into managerial positions in institutions being supported under the project (especially in non-traditional skill areas).  
  * Gender disaggregated TVET information systems to collate and report on enrollment, drop-outs and graduates.  
  * Tracer studies to include sex disaggregated data. |
<table>
<thead>
<tr>
<th>Project Outputs</th>
<th>Actions</th>
</tr>
</thead>
</table>
| Output 5: Effective project management and implementation | ✷ Train all PIU staff and TVED staff in gender and ethnicity issues, including gender analysis.  
✷ Include gender disaggregated data on institutions supported by the project (eg. enrolments, drop-outs, graduates, etc)  
✷ All PIU reports to report on progress against GAP.  
✷ Gender Specialist consultants to be recruited to guide GAP implementation. |