

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	Tajikistan	Project Title:	Strengthening Private Sector Participation in Technical and Vocational Education and Training
Lending/Financing Modality:	Project	Department/ Division:	CWRD/CWPF

I. POVERTY IMPACT AND SOCIAL DIMENSIONS

A. Links to the National Poverty Reduction Strategy and Country Partnership Strategy

The Government of Tajikistan (the Government) supports poverty reduction through a Population Wellbeing Improvement Strategy, 2013-2015 (PWIS) and a 10-year National Development Strategy 2007-2015 (NDS). The NDS aims to (i) promote inclusive and sustainable economic growth, (ii) improve public administration, and (iii) develop human resources by expanding access to basic social services including education. The overarching goal of the PWIS is to improve wellbeing of the population and reduce poverty through economic growth and achievement of the Millennium Development Goals. The PWIS aims to reduce poverty from 41% in 2011 to 32.5% in 2015 by generating new jobs and improving the social safety net. It identifies lack of education and technical skills as one of the causes of poverty and low-income employment, and supports development of the technical and vocational education and training (TVET) system. A high-quality TVET improves the technical skills and productivity of workforce and thus helps meet the demand of domestic and overseas labor markets and increase employment. The Asian Development Bank country partnership strategy 2010-2014 is aligned with the NDS and PWIS and supports improvement of the TVET system under the pillar of human resources and private sector development.

B. Targeting Classification

General Intervention Individual or Household (TI-H) Geographic (TI-G) Non-Income MDGs (TI-M1, M2, etc.)

The project is a general intervention. It will address poverty by reducing skills shortages, thus allowing youths and adults to find better paid jobs and increase their income opportunities. A skilled workforce is needed to promote Tajikistan's sustainable economic growth based on innovations and new technologies.

C. Poverty and Social Analysis

1. Key issues and potential beneficiaries.

The project will help reform and modernize the TVET system. About two thirds of the labor force in Tajikistan is low skilled, limiting their opportunities to low-wage employment and increasing poverty incidence. Limited basic competencies and a mismatch with the qualification requirements of employers, result in graduates not finding highly-paid jobs. At times, financial constraints prevent workers from enrolling in TVET. The poor and the socially excluded also have potential constraints in access to information on available opportunities on TVET programs and job opportunities. Students who join the workforce without completing 9-year secondary education face serious constraints in re-entry to the education system owing to absence of a national qualifications framework. Such a framework should have a defined system of knowledge and skills acquired in the workplace and other sources of learning as equivalent to certain academic units in the education system, to bring such workers up to the minimum requirements of Grade 9 and enable them to proceed to Grade 10. The target beneficiaries need access to quality TVET to improve their skills in occupations that are priority and in high demand. The primary beneficiaries are graduates of grades 9 and 11 from general secondary schools. The beneficiaries will enter the improved primary and secondary TVET system to obtain competitive technical qualifications and skills, thereby improving their opportunities for employment. Workers in the labor market who need to upgrade their skills or develop new skills will also benefit from the project. Through the Skills Training Fund, contracted training will be accessed by the poor and socially excluded, to improve their skills. Those coming from remote areas will be accommodated in dormitories. The skills certification program will formally acknowledge workers' skills, to give a positive signal to employers and result in better employability and higher earnings.

2. Impact channels and expected systemic changes.

The project will address constraints by modernizing and improving the TVET system focus, methodology, infrastructure, and teaching quality. The Project will establish a Skills Training Fund to increase access of training to disadvantaged and vulnerable groups including women. A social media outreach component will be used to develop a communication plan to increase information outreach and convey a more positive image of TVET.

3. Focus of (and resources allocated in) the PPTA or due diligence.

International and national consultants will be engaged for the PPTA to prepare the detailed design of the project. The Project has links to poverty and the team will explore ways to maximize impact on poverty reduction. The Skills Training Fund under the proposed project is intended primarily to address the training needs of the poor and vulnerable groups including women and out-of-school youths particularly in hard-to-reach areas, ethnic minorities,

abandoned families of migrant workers, and the handicapped. These groups will be identified during the PPTA and appropriate training interventions to address their needs will be developed and tendered to public and private training providers during project implementation.

II. GENDER AND DEVELOPMENT

1. What are the key gender issues in the sector/subsector that are likely to be relevant to this project or program?

In Tajikistan women represent two-thirds of the population living below the poverty line. Their low economic participation and poor access to education translates into widespread gender inequality in the TVET sector. Unequal access to TVET is typical by gender (as well as those from rural areas, and the poor). This is usually the easiest form of inequity to document. It is estimated that only 30%¹ of TVET students and only 38%² of faculty staff are women (2012). Stereotypes of the domestic role of women, especially in rural areas, have a negative impact on women's enrollment in TVET. Low level of education and technical skills of women hinders their employability and increases their dependency on other members of the family. Beyond overall numbers, further inequity may occur in channeling female trainees into traditional female occupations, e.g., office work, sewing, and catering. These occupations tend to pay less than male-dominated occupations. However, attempts to divert females into nontraditional occupations (e.g., motor mechanics, plumbing, civil works) often run into the stone wall of gender stereotypes and can lead to frustration on the part of trainees. Key gender issues include: (i) limited access of women to non-traditional occupations such as motor mechanics, builder, electric engineering, medical technicians, and ICT which are better paid; (ii) limited access to TVET due to lack of dormitories with gender sensitive facilities and high cost of living; (iii) academic barriers in accessing TVET training; (iv) inadequate incentives including quotas and scholarships to encourage more females in nontraditional occupations; and (v) gender disparity in the TVET training force.

2. Does the proposed project or program have the potential to make a contribution to the promotion of gender equity and/or empowerment of women by providing women's access to and use of opportunities, services, resources, assets, and participation in decision making?

Yes No Please explain.

There is little that TVET alone can do to change entrenched stereotypes. But it can emphasize training for females in desirable jobs with higher relative incomes, e.g., medical technicians, ICT, and design. In many situations, women can be trained in service sector occupations for which demand is growing. An effective way to channel more female students into these nontraditional occupations is to train and recruit more female teachers in these fields. Typically, TVET institutions suffer from strong gender disparity in the training force. The project will contribute to gender equality by (i) increasing female enrollments in TVET, (ii) increasing training opportunities for female TVET teachers, (iii) promoting female participation in traditional and non-traditional skills and trades, and (iv) improving and developing gender-responsive infrastructure. A gender action plan with performance indicators will be developed to facilitate and promote increased women's participation in the project and benefit from it.

3. Could the proposed project have an adverse impact on women and/or girls or widen gender inequality?

Yes No Please explain

4. Indicate the intended gender mainstreaming category:

GEN (gender equity theme) EGM (effective gender mainstreaming)
 SGE (some gender elements) NGE (no gender elements)

III. PARTICIPATION AND EMPOWERMENT

1. Who are the main stakeholders of the project, including beneficiaries and negatively affected people? Identify how they will participate in the project design.

The potential initial stakeholders include (i) TVET students, (ii) various government agencies (Ministries of Education, Labor and Social Protection, Finance, Economic Development and Trade, and Migration Services etc.), (iii) primary vocational education schools (lyceums), secondary vocational education schools (technical colleges), adult training centers, (iv) private sector employers, industries associations, (v) migrant workers, (vi) NGOs, women's groups, and (vii) international development partners. Consultations with all stakeholders will be held during the PPTA and project processing including community meetings, surveys, workshops, interviews, and focus group discussions (FGDs). FGDs will also be conducted with civil society groups to discuss gender mainstreaming.

2. How can the project contribute (in a systemic way) to engaging and empowering stakeholders and beneficiaries, particularly, the poor, vulnerable and excluded groups? What issues in the project design require participation of the poor and excluded?

Consultations will be conducted with the poor, vulnerable and excluded groups. Needs assessment of these groups will be conducted. Based on the needs assessment, relevant training sessions (including modules) will be designed and implemented. During the PPTA, a project participation plan and a stakeholder communication strategy will be

¹ Government of Tajikistan, Statistical Agency. 2012. *Statistical Bulletin*. Dushanbe.

² Government of Tajikistan, Ministry of Education. 2012. *Education Statistics*. Dushanbe.

<p>prepared to ensure involvement of clients and beneficiaries of the TVET system in the project design and implementation. The participation plan will also help develop a mechanism for continued stakeholder involvement as a dynamic tool to be updated over the course of the project implementation. The stakeholder capacity will be assessed to participate in the project implementation in a meaningful manner.</p>
<p>3. What are the key, active, and relevant civil society organizations in the project area? What is the level of civil society organization participation in the project design? The following are the relevant and active civil society organizations (CSO) in Tajikistan - Acted, DVV International, Habitat for Humanities, Operation Mercy, VSO, Mountain Society Development Support Project, Manbai Meher and Imkoniyyat, Bonui Asr, Youth House and Nidoi Asr. Some of these will be consulted during project preparation. (M)<input checked="" type="checkbox"/> Information generation and sharing (M) <input checked="" type="checkbox"/> Consultation (M)<input checked="" type="checkbox"/> Collaboration (M) <input checked="" type="checkbox"/> Partnership</p>
<p>4. Are there issues during project design for which participation of the poor and excluded is important? What are they and how shall they be addressed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The project will have features focusing on participation of the poor and excluded, including the disabled. One such feature is the Skills Training Fund which will provide contracted training to the poor and socially excluded to improve their skills.</p>
<p>IV. SOCIAL SAFEGUARDS</p>
<p>A. Involuntary Resettlement Category <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> FI</p>
<p>1. Does the project have the potential to involve involuntary land acquisition resulting in physical and economic displacement? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No The project will not expected to require any land acquisition. Civil works will be limited to construction or refurbishment of dormitories or classrooms on existing school property. No temporary or permanent land acquisition or other assets is required. Any project components with civil work requiring land acquisition are not expected to be included under the project.</p>
<p>2. What action plan is required to address involuntary resettlement as part of the PPTA or due diligence process? <input type="checkbox"/> Resettlement plan <input type="checkbox"/> Resettlement framework <input type="checkbox"/> Social impact matrix <input type="checkbox"/> Environmental and social management system arrangement <input checked="" type="checkbox"/> None</p>
<p>B. Indigenous Peoples Category <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> FI</p>
<p>1. Does the proposed project have the potential to directly or indirectly affect the dignity, human rights, livelihood systems, or culture of indigenous peoples? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>2. Does it affect the territories or natural and cultural resources indigenous peoples own, use, occupy, or claim, as their ancestral domain? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No The project will not trigger the indigenous peoples safeguard as defined in the ADB SPS (2009).</p>
<p>3. Will the project require broad community support of affected indigenous communities? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No No indigenous community is expected to be affected during the project implementation.</p>
<p>4. What action plan is required to address risks to indigenous peoples as part of the PPTA or due diligence process? <input type="checkbox"/> Indigenous peoples plan <input type="checkbox"/> Indigenous peoples planning framework <input type="checkbox"/> Social Impact matrix <input type="checkbox"/> Environmental and social management system arrangement <input checked="" type="checkbox"/> None</p>
<p>V. OTHER SOCIAL ISSUES AND RISKS</p>
<p>1. What other social issues and risks should be considered in the project design? <input type="checkbox"/> Creating decent jobs and employment <input checked="" type="checkbox"/> Adhering to core labor standards <input type="checkbox"/> Labor retrenchment <input type="checkbox"/> Spread of communicable diseases, including HIV/AIDS <input type="checkbox"/> Increase in human trafficking <input type="checkbox"/> Affordability <input type="checkbox"/> Increase in unplanned migration <input type="checkbox"/> Increase in vulnerability to natural disasters <input type="checkbox"/> Creating political instability <input type="checkbox"/> Creating internal social conflicts <input type="checkbox"/> Others, please specify _____ The project will not have any adverse social issues and risks. It aims to improve the TVET system and technical skills of graduates, and thereby increase their employability and income opportunities. The project components will comply with applicable labor laws and core labor standards including prohibition of child labor as defined in national legislation for construction and maintenance activities.</p>
<p>2. How are these additional social issues and risks going to be addressed in the project design? A more effective, efficient, competency-based, and flexible TVET delivery system, with improved linkages with industry will lead to a skilled and more enabled labor, able to meet labor market needs, increasing employment opportunities, especially in the formal sector. The project design will closely follow the International Labor Organization's methodologies and ensure compliance with the core labor standards.</p>
<p>VI. PPTA OR DUE DILIGENCE RESOURCE REQUIREMENT</p>
<p>1. Do the terms of reference for the PPTA (or other due diligence) contain key information needed to be gathered during PPTA or due diligence process to better analyze (i) poverty and social impact; (ii) gender impact, (iii) participation dimensions; (iv) social safeguards; and (vi) other social risks. Are the relevant specialists identified? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>2. What resources (e.g., consultants, survey budget, and workshop) are allocated for conducting poverty, social and/or gender analysis and participation plan during the PPTA or due diligence? International and national consultants will be engaged under for the PPTA to prepare the detailed design of the project.</p>