ADB

Initial Poverty and Social Analysis

Project Number: 55134-001
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Cambodia: Science and Technology Project in Upper Secondary Education

Asian Development Bank

ABBREVIATIONS

ADB	–	Asian Development Bank
COVID-19	–	coronavirus disease
CPS	–	country partnership strategy
GDP	–	gross domestic product
ICT	–	information and communication technology
MoEYS	–	Ministry of Education, Youth and Sport
NGO	–	nongovernment organization
SDG	–	sustainable development goal
STEM	–	science, technology, engineering, and mathematics
SY	–	school year
TA	–	technical assistance
USE	–	upper secondary education
USS	–	upper secondary school

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	Cambodia	Project Title:	Science and Technology Project in Upper Secondary Education (STEP UP)
Lending/Financing Modality:	Project loan	Department/ Division:	SERD/SEHS

I. POVERTY IMPACT AND SOCIAL DIMENSIONS

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

Cambodia's Rectangular Strategy for Growth, Employment, Equity and Efficiency, Phase IV, the Industrial Development Policy, the Education Strategic Plan, 2019–2023, and Education Sustainable Development Goals 2030 set out the government's strategy to accelerate human resource development as a key driver of long-term competitiveness, poverty reduction, and inclusive growth.[a] The Asian Development Bank (ADB) country partnership strategy, 2019–2023 for Cambodia closely aligns with the country's national priorities in education and training, and its second pillar which seeks to strengthen human capital and lifelong learning[b]

B. Poverty Targeting:

☒General intervention ☐Individual or household (TI-H) ☐Geographic (TI-G) ☐Non-income MDGs (TI-M1, M2, etc.)
Overall, the proposed project is a general intervention focusing on increasing the knowledge, skills, and competencies of male and female upper secondary students, including those coming from the poor households, to enhance their skills, knowledge, and competencies, especially in STEM and prepare them for the world of work or post-secondary education.

C. Poverty and Social Analysis

1. Key issues and potential beneficiaries. Income poverty in Cambodia fell from 47.8% in 2007 to 13.5% in 2014 but is estimated to nearly double to 17.8% in 2020 as a result of the COVID-19 pandemic.[c] Many households lost jobs and/or incomes, adversely affecting their ability to send their children to school during this period and increasing the risk of long-term dropouts. This exacerbates the constraints already faced by the poor students, who represent majority of the early school-leavers, non-completers, or out-of-school youth, especially at the secondary level. Since most of the poor youth, especially the boys, attend school at a late age, many of them opt to leave school to work, given the high opportunity costs of schooling. A high proportion of Cambodians are multidimensionally poor and lack access to basic services, particularly in rural areas. Fewer women are employed than men, including as teachers and school directors, and women comprise only 27% of wage employment in the formal sector, and work in low-paid jobs[e]

2. Impact channels and expected systemic changes. The project will positively impact beneficiaries through: (i) increased access of the population, including the poor, to high-quality public upper secondary schools; (ii) better trained and qualified upper secondary teachers, including in STEM, and in the use of innovative pedagogies that will stimulate the interest, boost understanding and increase learning of the USE students; (iii) integration of ICT in teaching and learning, leading to improved student learning and enhanced student motivation; and (iv) strengthened institutional and school director's capacity to plan, implement, monitor, and deliver education relevant to local needs, mobilize and engage with key partners, including parents, communities and local governments to provide inclusive and equitable USE and improve learning outcomes, especially of the poor and vulnerable male and female students. School improvement plans to be developed by the school with its key stakeholders will be based on the detailed assessment of the diverse needs and unique situation of the female and male learners, not just in the classroom but also their personal circumstances which have an impact on their motivation to attend and complete USE.

3. Focus of (and resources allocated in) the transaction TA or due diligence. International and national social safeguards consultants and gender consultants will be mobilized through TA support[f] to conduct poverty and social analysis and complete other due diligence requirements.

II. GENDER AND DEVELOPMENT

1. What are the key gender issues in the sector and/or subsector that are likely to be relevant to this project or program? Overall, the performance of female and male students in USE, measured in terms of participation, completion, and learning, is low, especially with only less than a third of the upper secondary school-aged youth in the country attending USE. Aside from this overall low performance, the gender gap among male and female students in USE is significant and increasing. Boys are lagging behind the girls in the education performance indicators. A third (32.9%) of the female youth, compared to only a fourth of the male youth are attending USE. There are more USE female students (24.2%) completing USE than males (20.5%). Female students performed better in the SY 2019-20 grade 12 exam, both in science (54.47% females) and social science stream (88.22% female), compared to their male counterparts. The gender parity index data indicates a trend in favor of girls in upper secondary education. More often, boys leave school earlier than girls. Within urban areas, USE female enrolment grew by an average of 2.3% per year, compared to a 1% decline for male enrolment. On the other hand, USE female enrolment within rural areas grew by 8.3% per year, on average, compared to only 2.6% for male enrolment. Females have higher promotion rates than the males.[g] Various data[e] and analyses[h][i] point out possible explanations for boys' underperformance in USE vis-à-vis girls including: (i)

girls tend to start school more often at the correct age, transition more often than boys at the correct age, and graduate from school more often at the correct age; (ii) opportunity costs tend to pull boys out of school as they have more employment opportunities than girls in Cambodia and acquire higher wages, even in low/no skills jobs. The Special Economic Zones are a pull factor as do jobs in Thailand and Malaysia; (iii) inappropriate teaching methodologies, lack of conducive learning spaces/resources/facilities and unsupportive school environment, which tended to reduce the interest of the students, especially the boys; (iv) boys who struggle eventually leave early in greater numbers than girls (who tend to be more suited for academic-type school context); and (v) the focus on girls' education in Cambodia over the past decade by government, development partners, NGOs/civil society, and private donors has provided resources for females that may not have been available to males, thus reinforcing their commitment and offsetting opportunity costs for families. Deeper analyses of the underlying causes of the widening gender disparity will be undertaken during project preparation. A 2019 study revealed the continued under-representation of women in upper secondary schools' teaching (32%) and leadership posts (USS school directors: 7%, Director General: 7%, Director:8%).[e]

2. Does the proposed project or program have the potential to contribute 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

The proposed project will promote gender equality through actions that are gender-sensitive and responsive to the diverse needs of female and male students. The project's gender-inclusive design features include: (i) provision of upgraded facilities, education technology, equipment and learning resources allowing for more hands-on learning and visual (through EdTech) and project-based learning that will stimulate the students' interest, attention and learning; (ii) teacher training on innovative pedagogies and enhancing their pedagogical content knowledge that will allow more effective teaching especially of difficult STEM concepts using the teachers' knowledge of each of her/his students' ability, background, strengths, weaknesses to adjust pedagogy, approach, or interventions to increase students' understanding and learning; (iii) gender analysis of grade 11 examination and grade 12 assessment results to regularly identify and subsequently address underlying issues and improve male and female students' performance; (iv) having two teachers (preferably one female and one male) in each upper secondary school trained on career guidance and counselling to guide students on their choice of stream in grade 11/12 and on their career choices and provide overall counselling support to the students, especially those at risk of dropping out or who have learning difficulties; (v) use of sex-disaggregated data for program monitoring and gender-responsive indicators to assess the gender impacts of the program; (vi) continuous professional development opportunities for upper secondary teachers, school directors, and administrators from district and provincial offices of education, ensuring maximum participation of female staff; and (vii) gender-responsive physical infrastructure such as separate toilets for males and females in schools. A gender action plan will be developed during project preparation. A gender specialist will be recruited to assist the project coordination unit in gender action plan implementation.

3. Could the proposed project have an adverse impact on women and/or girls or widen gender inequality?
☐ Yes ☒ No

4. Indicate the intended gender mainstreaming category:
☒ GEN (gender equity)   ☐ 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 key stakeholders include male and female students, upper secondary teachers, school directors and vice directors, education policy makers and managers, industry partners, parents' groups, community representatives, and local leaders. Key stakeholders will be identified and will be extensively consulted during project preparation.

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? School-based management principles and approaches will be fully implemented in the project schools, which will thus extensively involve the key stakeholders and beneficiaries in school improvement planning, resource mobilization, monitoring school and student performance, and implementing school accountability measures. The design features of the project (e.g., access to enhanced facilities and learning resources, inclusive career guidance, relevant trainings), will provide positive benefits to the learners, including the poor, vulnerable, and indigenous peoples.

3. What are the key, active, and relevant civil society organizations (CSOs) in the project area? What is the level of civil society organization participation in the project design?
M Information generation and sharing **M** Consultation **L** Collaboration   **NA** Partnership

4. Are there issues during project design for which participation of the poor and excluded is important? What are they and how should they be addressed? ☐ Yes   ☒ No

IV. SOCIAL SAFEGUARDS

A. Involuntary Resettlement Category ☐ A ☐ B ☒ C ☐ FI

1. Does the project have the potential to involve involuntary land acquisition resulting in physical and economic displacement? ☐ Yes ☒ No
2. What action plan is required to address involuntary resettlement as part of the transaction TA or due diligence process? ☐ Resettlement plan   ☐ Resettlement framework   ☐ Social impact matrix ☐ Environmental and social management system arrangement   ☒ None

B. Indigenous Peoples Category ☐ A ☒ B ☐ C ☐ FI

1. Does the proposed project have the potential to directly or indirectly affect the dignity, human rights, livelihood systems, or culture of indigenous peoples?   ☐ Yes   ☒ No

2. Does it affect the territories or natural and cultural resources indigenous peoples own, use, occupy, or claim, as their ancestral domain? ☐ Yes   ☒ No

3. Will the project require broad community support of affected indigenous communities? ☐ Yes ☒ No

4. What action plan is required to address risks to indigenous peoples as part of the transaction TA or due diligence process?
☐ Indigenous peoples plan ☐ Indigenous peoples planning framework ☐ Social impact matrix
☐ Environmental and social management system arrangement   ☒ None

V.   OTHER SOCIAL ISSUES AND RISKS

1. What other social issues and risks should be considered in the project design?
L Creating decent jobs and employment ☐ Adhering to core labor standards ☐ Labor retrenchment
☐ Spread of communicable diseases, including HIV/AIDS ☐ Increase in human trafficking ☐ Affordability
☐ Increase in unplanned migration ☐ Increase in vulnerability to natural disasters ☐ Creating political instability
☐ Creating internal social conflicts ☐ Others, please specify _____

2. How are these additional social issues and risks going to be addressed in the project design?
The design and monitoring framework will articulate the risks and issues to be addressed as a part of the project design and plan.

VI.   TRANSACTION TA OR DUE DILIGENCE RESOURCE REQUIREMENT

1. Do the terms of reference for the transaction TA (or other due diligence) contain key information needed to be gathered during transaction TA or due diligence process to better analyze (i) poverty and social impact, (ii) gender impact, (iii) participation dimensions, (iv) social safeguards, and (v) other social risks. Are the relevant specialists identified? ☒ Yes ☐ No
Due diligence during processing will include analysis of poverty, social and gender impact, social safeguards, and other social risks.

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 transaction TA or due diligence? The project will be prepared using $800,000 financed by ADB's TA Special Funds (TASF-6) under a transaction TA facility to support the required due diligence.

ADB = Asian Development Bank, COVID-19 = coronavirus disease, CPS = country partnership strategy, GDP = gross domestic product, ICT = information, communication, and technology, MoEYS = Ministry of Education, Youth, and Sport, NGO = nongovernment organization, SDG = sustainable development goal, STEM = science, technology, engineering, and mathematics, SY = school year, TA= technical assistance, USE = upper secondary education, USS = upper secondary school.

[a] Government of Cambodia. 2017. *Rectangular Strategy for Growth, Employment, Equity and Efficiency, Phase IC.* Phnom Penh; Government of Cambodia. 2014. *National Strategic Development Plan 2014–2018.* Phnom Penh; and Ministry of Education, Youth and Sport (MoEYS). 2019. *Education Strategic Plan, 2019–2023.* Phnom Penh.

[b] ADB. 2019. *Country Partnership Strategy: Cambodia, 2019–2023–Inclusive Pathways to a Competitive Economy.* Manila.

[c] Asian Development Bank. 2021. *Basic Statistics 2021.* Phnom Penh.

[d] ADB. Forthcoming. *Kingdom of Cambodia: COVID-19 Active Response and Expenditure Support Program First Quarterly Monitoring Report (July–September 2020).* Manila.

[e] United Nations. 2019. *Draft Report: Cambodia Gender Assessment, Chapter on Education and Public Behavioural Change.* Phnom Penh. (Prepared for the MoWA's Project to Support Leading the Way to Gender Equality).

[f] ADB (Southeast Asia Department). 2020. *TA 9397-REG: Preparing Education Sector Programs Facility – Request for Increase in TA Amount, Minor Change in scope and Implementation Arrangements, and Extension of TA Completion Date.* Memorandum. 8 December (internal).

[g] MoEYS. 2019. *Education Management Information System Statistics and Indicators.* Phnom Penh.

[h] ADB. 2018. Cambodia: Upper Secondary Education Early School Leaving Field Study in Nine Provinces. Consultant's report. Manila (TA 9397-REG).

[i] East Asia and Pacific United Nations Girls' Education Initiative. 2012. *Why are Boys Under-performing in Education? Gender Analysis of Four Asia-Pacific Countries.* New York.

Source: Asian Development Bank.