

## **INDIGENOUS PEOPLES PLAN**

### **A. Executive Summary of the Indigenous Peoples Plan**

1. This Indigenous Peoples Plan (IPP) draws on both literature review and field data collection from consultations with stakeholders during the project preparation for the Technical and Vocational Education and Training Sector Development Program (the program). The measures incorporated into the program design ensure positive impacts for disadvantaged ethnic groups by increasing their access to formal technical and vocational education and training (TVET). The measures discussed herein comprise specific actions to be implemented and monitored during program implementation and are integrated into the proposed program design and monitoring framework. The plan was prepared in accordance with ADB Safeguard Policy Statement 2009.

### **B. Description of Program**

2. The proposed program will support the Royal Government of Cambodia (the Government) to address equity and quality issues facing the TVET sector. The program supports the Government's commitment toward the development of high-quality, skilled, and capable human resources in order to meet the immediate and long-term needs of economic growth and socioeconomic development. The impact of the program will be increased employment of TVET certified workers. The outcome of the program will be an accessible, demand-driven TVET system responsive to continuing and emerging labor market demands. Four outputs have been designed to achieve the expected outcome: (i) increased access to TVET programs, particularly for women and the poor; (ii) improved quality and relevance of the TVET system; (iii) increased involvement of employers in TVET delivery; and (iv) strengthened governance and management of the TVET system.

3. The ADB categorization for indigenous people is B. The program is expected to have no adverse impact on indigenous people in the border provinces while substantially benefiting them. An indigenous peoples plan has been prepared in order to (i) outline the potential impacts of the program on indigenous groups; (ii) specify actions to address the impacts; and (iii) help improve the distribution of benefits to indigenous groups. The IPP supports the integration of indigenous peoples' needs and interests into each of the project outputs, and ensures effective participation and access to the benefits of the project. It outlines anticipated positive and negative effects and recommendations to enhance and/or mitigate impacts.

### **C. Social Impact Assessment**

4. About 4% of the population in Cambodia belongs to an indigenous group. The predominant dwelling areas of the indigenous populations are in the extremities of sparsely populated areas of the north and northeast. These areas are mainly along the national borders of Viet Nam, Lao People's Democratic Republic (Lao PDR), and Thailand. In general, provinces with larger remote and primarily indigenous populations have (i) more villages without school provision; (ii) more "incomplete primary schools"; and (iii) a serious lack of qualified teachers.

5. Though indigenous youth do enroll in school, the dropout rate is very high, particularly in the first two years of schooling.<sup>1</sup> Studies have emphasized that many teachers are not natives of

---

<sup>1</sup> Asian Development Bank. 2013. *Third Education Sector Development Program Concept Note and Working Papers*. Manila.

the communities in which they teach, do not speak the local language, and, thus, have some difficulty communicating with and teaching local youth.<sup>2</sup>

6. Cambodia is unique in that ethnic tensions have not been a significant driver of national fragility, due in part to their small proportions of the total population. While there are few official ethnicity-based education statistics, lack of inclusion can be inferred based on the fact that minorities live in those regions with predominantly higher poverty rates and lower school enrolment, such as Mondul Kiri and Ratanakiri.<sup>3</sup>

7. The livelihood strategy of indigenous peoples is based on agricultural production: shifting (swidden) cultivation, wetland rice cultivation, pig and chicken raising, gathering food from the forest, hunting and fishing. In traditional upland rice cultivation, forest areas are cleared by family groups and burned to establish plots of land that are farmed for several years. Clearing new plots of land every year allows previously farmed plots to remain fallow and regain their fertility until they are fit to be reused. Although some indigenous peoples began lowland rice farming in the 1960s they still keep swidden fields where they farm upland rice and other crops including vegetable, root crops, gourds, fruits and nonfood crops like tobacco and cotton (footnote 2).

8. Indigenous Peoples (IP) attitudes about education are mixed, as indigenous parents want their children to be literate in Khmer in order to take advantage of the opportunities in the modern world and to avoid being looked down on.<sup>4</sup> At school, not only is the language of study Khmer but the content is exclusively oriented to Khmer values, meaning that indigenous children are at a distinct disadvantage when they start school. Some IP groups (e.g., Mel or Phnong) have accepted and absorbed many mainstream values and school attendance is therefore higher. Other groups (e.g., Jarai or Stieng) have shown a pervasive reluctance to send their children to school.

9. From an International Labour Organization study, although some elders are still skeptical about the benefit of education and training as they feel this will increase the split between old and young, most interviewees emphasized their wish for sufficient literacy in Khmer. They expect this will put them in a better bargaining position in the market and help them to communicate with higher authorities in defending their own interests. Other elders would prefer teaching in the indigenous language or at least the compromise of bilingual teaching. Younger people especially among the Phnong, however, attach great importance to sending their children to school regularly, although they have difficulties doing so during certain times such as harvest. Even in Ratanakiri where there has been much criticism of the inappropriateness of the formal education system, every village still stated that education and training, done in a culturally appropriate and non-discriminatory way, can provide important opportunities to escape poverty.

## **D. Project Impacts**

10. The principal beneficiaries of the program will be the poor and disadvantaged Cambodian youth. Other beneficiaries are TVET instructors and administrators and Directorate

---

<sup>2</sup> International Labour Organization. 2005. *Indigenous and tribal people' perceptions of poverty and poverty reduction strategies in Cambodia*. Geneva.

<sup>3</sup> UNESCO. 2010. *Education and Fragility in Cambodia: A Case Study*. International Institute for Educational Planning. Paris.

<sup>4</sup> Findings based on focus group discussions and interviews in 12 indigenous villages in Ratanakiri, Mondulkiri, and Kratie.

General of Technical and Vocational Education and Training (DGTVET) staff. The IPP below provides measures to be carefully implemented and closely monitored throughout the project to ensure positive effects on IPs.

Project Output	Anticipated Positive Impact	Anticipated Negative Impact	Proposed measures to mitigate impact (by output and sub-output)
<b>Output 1: Increased Access to TVET Programs</b>	Better access of IPs to TVET programs, and increased awareness about TVET and employment opportunities.	IPs excluded due to limited TVET course offerings and limited employment opportunities in remote regions, and failure of social marketing campaigns	<p>Ensure that VSC piloting with the existing nonformal TVET courses in agricultural skills development offered by PTCs takes place in majority IP areas.</p> <p>Ensure that processes for RPL/RCC, including competency assessments, reflect awareness of IP cultural patterns and values.</p> <p>Ensure trainees in majority IP areas receive preferential access to training stipends for CQF levels 1–4 courses at public TVET institutes.</p> <p>Ensure social marketing strategies under the Office of Special Needs and Gender and social marketing agency are sensitive to ethnicity and culturally appropriate occupation choices and workplace skills.</p>
<b>Output 2: Improved Quality and Relevance of TVET System</b>	Skills development among IPs is recognized in terms of cultural patterns and values.	IPs exposed to limited TVET offerings and employment opportunities.	<p>Ensure quality standards for TVET institutions include sensitivity to ethnicity and culturally appropriate occupation choices and workplace skills.</p> <p>Directors of public TVET institutes in IP majority areas attend workshops and annual seminars on the implementation of TVET quality assurance system.</p> <p>Internal audit will include 2 public TVET institutes in IP majority areas.</p> <p>Competency assessment units will be established in 2 public TVET institutes in IP majority areas.</p> <p>Ensure competency assessment processes reflect awareness of IP cultural patterns and values.</p> <p>Ensure piloting of competency assessments to include Cambodian youth enrolled in Skills Bridging Program located in IP majority areas.</p> <p>RTC and PTC instructors of IP majority areas receive competency-based pre- and in-service TVET instructor training.</p> <p>Ensure trainees in majority IP areas receive preferential access to center-based and enterprise-based course offerings through VSTP.</p> <p>Ensure trainees in majority IP areas received preferential access to skills bridging program.</p>
<b>Output 3:</b>	IPs gain	IPs, TVET	Ensure that the members of sector skills councils are

Project Output	Anticipated Positive Impact	Anticipated Negative Impact	Proposed measures to mitigate impact (by output and sub-output)
<b>Increased Involvement of Employers in TVET Delivery</b>	awareness of skills required in the workplace.	instructors, and communities are excluded from benefits of employer involvement.	<p>aware of IP needs and support requirements for skills development and employment.</p> <p>Ensure internship programs at PTCs located in majority IP areas and RTCs serving majority IP areas are well networked to provinces with large enterprise and large business community.</p> <p>Ensure that 100% of TVET instructors at PTCs located in majority IP areas and RTCs serving majority IP areas participate in the piloting of the instructor apprenticeship program.</p> <p>Ensure sector-specific soft skills training program is developed in the context of IP cultural patterns and values.</p> <p>Include IP in piloting CQF Level 1 course in Basic Manufacturing Processes for Low Level technicians under the center of excellence in manufacturing.</p>
<b>Output 4: Strengthened Governance and Management of the TVET system</b>	IPs benefit from TVET programs linked to employment.		<p>Directors of PTCs located in majority IP areas and RTCs serving majority IP areas are supported to engage in network of provinces with large enterprise and large business community in developing their own business plan for revenue generation.</p> <p>Ensure that PTCs located in majority IP areas and RTCs serving majority IP areas use expanded TVET MIS to enable TVET programming relevant to IPs.</p>

IP = indigenous people, MIS = management information system, MLVT = Ministry of Labour and Vocational Training, PTC = provincial training centers, RCC = recognition of current competencies, RPL = recognition of prior learning, RTC = regional training centers, TVET = technical and vocational education and training, VSC = vocational skills certification, VSTP = voucher skills training program.

Source: Asian Development Bank.

**11. Implementation Arrangements.** The Project Director and project management unit (PMU) will be responsible to ensure IPP implementation in close cooperation with other relevant DGTVET units and other partners, such as Office of Special Needs and Gender. International and national consultants will assist in integrating indigenous people concerns into TVETSDP activities, working closely with the PMU. The Project Director and PMU will also ensure that semiannual IPP progress reports are submitted to ADB. Progress reports will provide data and analysis on IP related aspects. The midterm review mission will review and identify any needed adjustments to the IPP.

**12. Grievance Redress Mechanism.** The Office of Special Needs and Gender under the Department of TVET Management of DGTVET will be engaged under the project to implement and monitor the IPP, as well as to serve as the main unit of DGTVET to receive grievances from beneficiaries of the project. Social marketing efforts will communicate the role of the Office of Special Needs and Gender under DGTVET.