

SUMMARY POVERTY REDUCTION AND SOCIAL STRATEGY

Country:	Kyrgyz Republic	Project Title:	Skills for Inclusive Growth_Sector Development Program
Lending/Financing Modality:	Sector Development Program	Department/ Division:	Central and West Asia Regional Department Social Sector Division

<p>I. POVERTY AND SOCIAL ANALYSIS AND STRATEGY</p> <p>Poverty targeting: General Intervention, Sustainable Development Goal (SDG)-targeting (SDGs 4, 8, and 9)</p> <p>A. Links to the National Sustainable Development Strategy and Country Partnership Strategy</p> <p>The national sustainable development strategy (NSDS) 2013–2017 of the Kyrgyz Republic places utmost importance on reduction of poverty and social progress.^a With respect to technical and vocational education and training (TVET), the strategy identifies the need to: (i) eliminate the gap between the TVET structure and labor market requirements, (ii) improve the quality of human resources of primary and secondary TVET institutions, and (iii) update TVET institutions’ equipment and facilities. The poverty and social inclusion strategy covers all three approaches. The Asian Development Bank (ADB) will support the government through the proposed program to improve the quality of TVET, in line with priorities in the Education Development Strategy, 2012–2020 and the NSDS 2013–2017.^b The program is in line with the ADB country partnership strategy for the Kyrgyz Republic and aims to develop the human resources needed to meet the rising demand for skilled and semiskilled workers, while increasing labor productivity as part of pro-poor economic growth.^c</p> <p>B. Results from the Poverty and Social Analysis during PPTA or Due Diligence</p> <p>1. Key poverty and social issues. In the Kyrgyz Republic, 32.1% of the population lives below the poverty line, with 1.2% of citizens considered extremely poor. Many new workforce entrants, especially the poor, have limited skills and education. In 2015, the average income equalled \$59.50. Low incomes and a lack of job opportunities encourage internal migration to Bishkek and the surrounding Chui region, as well as abroad (mainly to the Russian Federation and Kazakhstan). The number of external migrants has decreased considerably—from 45,740 (22,121 male and 23,619 female) in 2011 to 7,788 (3,185 male and 4,603 female) in 2015—as a result of the economic crises affecting the Russian Federation and Central Asia, which are also responsible for the higher percentage of female migration. The demand for typical low-skilled male workers in construction and agriculture has declined, whereas demand for typical female professions (e.g., cleaners) has increased. About 28% of households are headed by women. Poverty has a significant impact on school attendance, school quality, and learning outcomes. Primary TVET in particular is of low quality, with a poor reputation in the Kyrgyz Republic, and attracts largely low-achieving students from vulnerable groups. Secondary TVET has a better general reputation, but with major issues regarding education quality. The employment rate of secondary TVET graduates is lower than the rate of primary TVET graduates, and when employed, it is often in form of underemployment.</p> <p>2. Beneficiaries. The project is expected to disproportionately benefit the poor and socially disadvantaged groups. The principal beneficiaries will be female and male students in the primary and secondary TVET system, and adults with no skills qualifications and who are under- or unemployed. Secondary beneficiaries include vocational education staff in TVET institutions, and industry partners and educational policy makers, education administrators, local communities, and parents. The general workforce and the private sector will directly benefit from the project’s skills development fund (SDF), which will respond rapidly and flexibly to emerging labor market needs.</p> <p>3. Impact channels. Disadvantaged groups will benefit directly from improvements in centers of excellence (COE) and indirectly from other reforms that increase educational quality. Improved learning environments, enhanced provision of teaching and learning materials, work-based learning (WBL), and better-trained teachers will help increase TVET attendance and learning outcomes. The program aims to ensure that the benefits of TVET are translated into economic development and inclusive growth for the country.</p> <p>4. Other social and poverty issues. Outreach to rural areas will be a key issue to inform rural graduates about improved TVET offerings in COEs and aligned primary TVET lyceums. A gender-sensitive social marketing campaign will facilitate professional orientation to vulnerable groups.</p> <p>5. Design features. The project design contains the following design features that address key poverty and social issues: (i) a special focus on regional and rural economic priorities, (ii) an SDF that includes and prioritizes vulnerable beneficiaries, and (iii) a professional orientation to attract female students to non-traditional occupations</p> <p>C. Poverty Impact Analysis for Policy-Based Lending Not applicable</p>
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II. PARTICIPATION AND EMPOWERING THE POOR	
<p>1. Participatory approaches and project activities. Participatory stakeholder consultations to gather information on poverty, social, and gender issues related to the project's interventions were held in Bishkek and in the Issyk-Kul, Chui and Osh regions by means of focus group discussions, interviews, and questionnaires with the national and regional governments, educational research institutions, civil society and nongovernmental organizations, the private sector and business associations, teachers, students, school management, and parents. The poverty and social inclusion strategy proposes to incorporate participatory approaches for all project outputs to support inclusive growth that includes the poor and persons with disabilities, and emphasizes continuous consultation (beginning during project preparation and ongoing during implementation). A participatory approach will be used to ensure safeguards issues are addressed throughout project implementation and that systematic monitoring measures are in place in compliance with the ADB Safeguard Policy Statement (2009).</p> <p>2. Civil society organizations. Engagement with civil society involved in working with the poor, youth, gender and disadvantaged groups will help ensure project initiatives are contextually relevant, culturally sensitive, and effective in benefiting traditionally marginalized and underrepresented groups. The program supports interventions to enable poor female and male youth and adults who are unemployed or work part-time to obtain job skills.</p> <p>3. The following forms of civil society organization participation are envisaged during project implementation, rated as high (H), medium (M), low (L), or not applicable (NA)</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> Information gathering and sharing (M) <input checked="" type="checkbox"/> Consultation (M) <input checked="" type="checkbox"/> Collaboration (M) <input checked="" type="checkbox"/> Partnership (M)</p> <p>4. Participation plan. <input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No. Regular consultations will take place throughout the program with local stakeholders, focusing particularly on increasing the effectiveness and efficiency of TVET provision.</p>	
III. GENDER AND DEVELOPMENT	
Gender mainstreaming category: Gender Equity (GEN)	
<p>A. Key issues. Key gender issues in TVET include: (i) stereotypes associated with the traditional role of females in society, which results in dropouts from TVET because of early marriages; and (ii) cultural barriers that prevent girls from choosing the most remunerative, in-demand professions. This is reinforced by the lack of female teachers (who could serve as role models) in male-dominated professions, and the lack of safe sanitation facilities at TVET institutions, which negatively impacts on participation by females. Since 2000, the female labor participation rate has slowly declined, reaching 49% in 2016, compared to 77% for men.^d Many young women, especially in rural areas, lack sufficient vocational skills to take advantage of opportunities provided by the evolving labor market, despite being old enough to work. Female students make up only about one third of primary TVET students, and are mostly concentrated in tailoring, services and public catering professions that are traditionally filled by women. At the same time, increasing numbers of male students are also entering these professions. While female students outnumber males in secondary TVET, these do not translate into the labor market. Female students are still prohibited from pursuing over 400 professions.</p>	
<p>B. Key actions. The program will support the following actions to address these issues: (i) integrating a gender and social inclusion perspective in the TVET strategy and all relevant policies, along with dormitory and facility rehabilitation; (ii) ensuring TVET institutions have the capacity to deliver gender-inclusive services; and (iii) increasing female participation in TVET. The Gender Action Plan (GAP) and Policy Matrix provide targets for increasing (i) recruitment and training of female teachers, and involvement in capacity building activities; and (ii) increasing female representation in enrollment, graduation, and employment in 15 priority occupations. These targets are strengthened by measures to encourage and facilitate the entry of women into these areas (e.g., through development and implementation of guidelines on developing a gender-sensitive learning environment; recruitment of more female teachers; gender-sensitivity training for TVET management and faculty; reserving slots for and addressing the needs of women in the design of dormitories; developing a gender-sensitive multi- and social media industry partnership campaign; conducting community awareness raising campaigns to encourage female enrolment; and introducing industry engagement mechanisms friendly to women).</p> <p><input checked="" type="checkbox"/> Gender action plan</p> <p><input checked="" type="checkbox"/> Other actions or measures: Gender-relevant policy actions included in the Policy Matrix <input type="checkbox"/> No action or measure</p>	
IV. ADDRESSING SOCIAL SAFEGUARD ISSUES	
A. Involuntary Resettlement	Safeguard Category: <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> FI
<p>1. Key impacts. There will be no resettlement impacts. All civil works will be limited to government-owned sites, with no informal settlers or issues of rightful land ownership.</p> <p>2. Strategy to address the impacts. The program will not finance subprojects that entail involuntary resettlement.</p> <p>3. Plan or other Actions.</p> <p><input type="checkbox"/> Resettlement plan <input type="checkbox"/> Combined resettlement and indigenous peoples plan</p> <p><input type="checkbox"/> Resettlement framework <input type="checkbox"/> Combined resettlement framework and indigenous peoples planning</p> <p><input type="checkbox"/> Environmental and social management system arrangement <input type="checkbox"/> Social impact matrix</p> <p><input checked="" type="checkbox"/> No action</p>	
B. Indigenous Peoples	Safeguard Category: <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> FI

1. Key impacts. The education reforms will generally benefit all students, including those from ethnic minority groups. Consultations with ethnic minorities were carried out and results of consultations indicate that they support the proposed program interventions. The project will support the government in ensuring the boards of trustees of schools reflect the communities they serve.

Is broad community support triggered? Yes No

2. Strategy to address the impacts. Not applicable

3. Plan or other actions.

<input type="checkbox"/> Indigenous peoples plan	<input type="checkbox"/> Combined resettlement plan and indigenous peoples plan
<input type="checkbox"/> Indigenous peoples planning framework	<input type="checkbox"/> Combined resettlement framework and indigenous peoples planning framework
<input type="checkbox"/> Environmental and social management system arrangement	<input type="checkbox"/> Indigenous peoples plan elements integrated in project with a summary
<input type="checkbox"/> Social impact matrix	
<input checked="" type="checkbox"/> No action	

V. ADDRESSING OTHER SOCIAL RISKS

A. Risks in the Labor Market

1. Relevance of the program for the country's or region's or sector's labor market, indicated as high (H), medium (M), and low or not significant (L): unemployment (H) underemployment (H) retrenchment (L) core labor standards (M).

2. Labor market impact. The impact on the labor market will be highly relevant as the project will improve workforce skill sets and increase the employability of primary and secondary TVET graduates. TVET will become more demand driven and offer skills development related to labor market needs in regions of the country. Special attention will also be paid to adhering to core labor standards under the WBL component, where applicable.

B. Affordability

The project is expected to increase access to formal primary and secondary TVET. In addition, demand-driven modularized short courses through the SDF will be provided with flexible timing, location, and content, and will thereby increase affordability. The program will encourage a shift to hands-on training, which will increase operating costs. Employment of highly qualified instructors will also increase the wage bill. The program will assess the affordability and cost-sharing possibilities of improved TVET. The COEs will be assisted to develop mechanisms to generate additional funds (e.g., through small-scale production and provision of services, fund-raising activities, solicitation of scholarships from potential employers, and cooperation with local governments).

C. Communicable Diseases and Other Social Risks

1. The impact of the following risks are rated as high (H), medium (M), low (L), or not applicable (NA):

Communicable diseases (NA) Human trafficking (NA)

Others (please specify) _____

2. Risks to people in project area. None.

VI. MONITORING AND EVALUATION

1. Targets and indicators. The project will support continuous monitoring and evaluation (M&E) related to poverty, gender and social inclusion indicators. Project progress reports and focused M&E and impact evaluation studies will report on gender and, to the extent possible, data related to access, outcomes, and other indicators that are disaggregated by disability and socioeconomic status.

2. Required human resources. One national consultant (12 person-months) will be contracted as PIU staff to support project-wide implementation of poverty, gender and social inclusion measures. The consultant will work with the project implementation team to achieve the targets—including GAP targets—mainly through capacity development, organizational development, institution building, monitoring, and reporting. There will be a special focus on providing professional orientation for female students entering non-traditional occupations, and supporting employment and WBL for females.

3. Information in the project administration manual. The project will assist in developing work plans and instruments for project-wide M&E, including ensuring timely and reliable gender disaggregated data collection and reporting; conducting workshops and broader capacity development support to strengthen staff capacity to implement M&E; and incorporating understanding of gender-, social inclusion- and poverty-related indicators and data. The project progress and review reports will report on progress, challenges and actions taken.

4. Monitoring tools. The project targets will be monitored through quarterly and consultant reports, mission reviews, and reports to the project steering committee. Regular project steering committee meetings will be held. GAP quarterly progress monitoring reports will be prepared to monitor GAP implementation.

^a President's Office. *National Sustainable Development Strategy of the Kyrgyz Republic (2013–2017)*. Bishkek.

^b Ministry of Education and Science. *Education Development Strategy of the Kyrgyz Republic (2012–2020)*. Bishkek.

^c ADB. 2013. *Kyrgyz Republic: Country Partnership Strategy, 2013–2017*. Manila.

^d United Nations Development Programme. 2016. *Human Development Report 2016*. New York.