

## INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	Cambodia	Project Title:	Strengthening Secondary Education and Teaching of Math and Science
Lending/Financing Modality:	Program loan	Department/ Division:	Southeast Asia Department/ Human and Social Development Division

### 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 II, 2009-2013, and the National Strategic Development Plan, Updated 2009–2013 sets out the Government's strategy for education and skills development. Particularly, it targets enhancement of human resources with high technical and scientific skills that effectively respond to the labor market. The National Strategic Development Plan 2009-2013 targets education and skills development as one of the important factors in poverty reduction. The plan endorses the Ministry of Education Youth and Sport's (MoEYS) Education Strategic Plan for 2009–2013. The Asian Development Bank's (ADB's) Country Partnership Strategy (CPS) 2011–2013 for Cambodia is closely aligned with national priorities, including supporting the Government's strategy for education sector development.

The proposed Program is consistent with ADB's sector strategy, contributing to enhancement of human resources through improved access and quality of secondary education. It would contribute to poverty reduction by promoting equitable access to secondary education and improved labor market participation for poor youth and girls, enhancing potential for economic opportunities, contributing to inclusive growth, and expanding Cambodia's human capital.

#### **B. Targeting Classification**

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

The proposed Program aims to reduce poverty and support inclusive economic and social development by: (i) expanding access to secondary education, with an emphasis on poor students and girls from remote, rural areas; (ii) improving quality and relevance of upper secondary education, with emphasis on increasing private sector/employer involvement to produce demand-driven upper secondary education; and (iii) strengthened governance and management of secondary education.

#### **C. Poverty and Social Analysis**

1. Key issues and potential beneficiaries.

The principal beneficiaries will be poor youth and females between the ages of 13–18 years. The Program will explicitly prioritize disadvantaged groups and females in remote rural areas, inclusive of people in ethnic minorities.

2. Impact channels and expected systemic changes.

The following are impact channels with expected benefits for poor students and females: (i) new school construction in remote, rural areas; (ii) strengthened SRC operation and revised network system for SRC access; (iii) introduction of school-to-work transition program to support poor students and females at-risk of dropping out to gain workforce preparation; (iv) introduction of employability skills program to build required "soft skills" among poor students and females; and (v) introduction of entrepreneurship program to encourage poor students and females to apply knowledge and skills to support family businesses and/or begin their own profit-making initiatives.

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

ADB Team includes poverty and gender specialists to (i) align implications of findings from gender-specific labor market data analysis to project design; and (ii) conduct required poverty and social analysis.

4. Specific analysis for policy-based lending. N/A

## 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?

Key gender issues relevant to this Program include: (i) stereotypes associated with the traditional role of females in society that prevent parents from allowing girls to complete secondary education, (ii) far distances between home and school making travel to school unsafe for girls; (iii) lack of on-campus housing on school premises that deter female participation; and (iv) lack of sanitation facilities at schools deterring female participation.

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.

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

Yes     No    Please explain

Program activities will include specific indicators for reaching females that EA will need to monitor and report (i.e. # of females participating in programs implemented under SSETMS). Gender Action Plan will include monitoring of further follow-up activities supporting female participation in USE (i.e. extent to which females apply skills and knowledge to family business, etc.)

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.

Main stakeholders include: Ministry of Economy and Finance, Cambodian Federation of Employers and Business Associations (CAMFEBA); existing industry advisory groups; trade unions; TVET providers; key government agencies responsible for education and skills development and employment and industrial development; employment agencies; development partners and NGOs in education and skills development; special economic zones operators and administrators; and teachers, school directors, parents and students.

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?

Stakeholders and beneficiaries will be engaged and empowered through workshops/roundtables with government agencies, development partners, and private sector / employers / nongovernmental actors / parents / students; compilation of existing data and conduct of focused studies; informal focus group discussions at both the institution and community levels; and direct consultations with private companies and other local employers. Contents of proposed programs improving employability of students require participation of poor students and females and their families.

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?

Information generation and sharing     Consultation     Collaboration     Partnership

Key civil society organizations will be identified during PPTA. While information gathering / sharing and consultation is foreseen, efforts to collaborate and create partnership with relevant CSOs, especially NGO Education Partnerships (NEP) will be a priority of the PPTA, particularly for development and sustainability of SRCs.

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?  Yes  No Please explain.

Participation of poor students and females will be necessary in the design of proposed programs for USE such as school-to-work transition program, entrepreneurship program, and employability skills program.

#### 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

Construction of new USS and upgrading of existing schools will be undertaken at government-owned sites.

2. What action plan is required to address involuntary resettlement as part of the PPTA 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 Please explain. Need for this is not foreseen under scope of the proposed Program.

4. What action plan is required to address risks to indigenous peoples as part of the PPTA 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?

Creating decent jobs and employment (low)  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?

It is expected that the engagement with private sector / employer will support students to enroll in technical and vocational training, or identify employment opportunities after completion of USE.

#### VI. PPTA OR DUE DILIGENCE RESOURCE REQUIREMENT

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?

Yes  No If no, please explain why.

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?

PPTA team will include Social Development Specialist to conduct poverty, social and gender analysis.