

## SUMMARY POVERTY REDUCTION AND SOCIAL STRATEGY

Country:	Cambodia	Project Title:	Second Upper Secondary Education Sector Development Program
Lending/Financing Modality:	Sector Development Program	Department/Division:	Southeast Asia Department Human and Social Development Division

<p><b>I. POVERTY AND SOCIAL ANALYSIS AND STRATEGY</b></p> <p>Poverty targeting: general intervention</p> <p><b>A. Links to the National Poverty Reduction and Inclusive Growth Strategy and Country Partnership Strategy</b> Cambodia's Rectangular Strategy for Growth, Employment, Equity, and Efficiency, Phase III, 2014–2018 and the National Strategic Development Plan, 2014–2018 set the government's strategy for education and skills development, with an emphasis on science, technology, and mathematics (STEM) to increase Cambodia's future competitive advantage in the labor market and to support poverty reduction and inclusive growth.<sup>a</sup> They both endorse the Education Strategic Plan, 2014–2018 of the Ministry of Education, Youth and Sport (MoEYS).<sup>b</sup> The country partnership strategy, 2014–2018 for Cambodia of the Asian Development Bank (ADB) is aligned with national priorities and supports the government's strategy for education.<sup>c</sup> The proposed Second Upper Secondary Education Sector Development Program (USESDP 2) is consistent with ADB's sector strategy on human capital enhancement via improved access and quality of secondary education, and aligns with Cambodia's (i) Public Financial Management Reform Program; (ii) the Industrial Development Policy, 2015–2025;<sup>d</sup> and (iii) the MoEYS' Gender Mainstreaming Strategic Plan (GMSP), 2016–2020.<sup>e</sup></p> <p><b>B. Results from the Poverty and Social Analysis during Project Preparatory Technical Assistance or Due Diligence</b></p> <p><b>1. Key poverty and social issues.</b> Poverty fell dramatically from 47.8% in 2008 to 13.5% in 2014, but a large share of the population remains vulnerable. In 2011, 10% of Cambodians lived on less than \$1.25 per day, 41% lived on less than \$2.00 per day, and 71% lived on less than \$3.00 per day. A higher proportion of Cambodians are multi-dimensionally poor than are income poor, and lack adequate access to basic services, especially in rural areas.<sup>f</sup> A labor skills shortage is because of low enrollments (except at the primary school level), high dropout rates, low graduation rates, and poor learning outcomes, especially in rural areas. While there is near gender parity in primary and secondary education enrollment—in school year (SY) 2016/17 even skewing towards girls with the upper secondary education (USE) gross enrollment rate 3.10 percentage points higher than boys—provincial disparities and low overall net enrollment rates (19.4% overall, 21.6% female) undermine primary education gains.<sup>g</sup> At the tertiary level, twice as many employed men than women have degrees. In the formal work sector, women comprise only 27% of wage employment, mostly in low-paid garment industry jobs. Key constraints to females accessing higher education include negative social attitudes toward girls' education, child marriage, and distance from schools.<sup>h</sup></p> <p><b>2. Beneficiaries.</b> The education-related policy reforms aim to benefit (i) USE teachers; (ii) education policy makers, administrators, managers; and (iii) female and male students, especially through improved teaching and learning of STEM and information and communication technology subjects. The workforce and private sector will indirectly benefit from the focus on 21<sup>st</sup> century skills in implementation of the reforms. The overarching outcome is the improved effectiveness of the USE system through (i) addressing the current mismatch of skills with those needed in the workforce and (ii) enabling the labor force to become more skilled and competitive in the near future. Nationwide interventions are expected to lead to enhanced USE teacher quality, a more enabling environment for female teachers to attend trainings, a more gender-responsive USE curriculum, strengthened service delivery at decentralized levels to meet local educational needs, and improved retention of USE students (nationwide, the SY2016/17 dropout rate was 18.3% [19.7% for males, 17.0% for females, and 19.7% for students in rural areas]) (footnote f).</p> <p><b>3. Impact channels.</b> The program will positively impact beneficiaries through (i) addressing regional and gender disparities in USE teacher distribution, (ii) strengthening gender-responsive STEM learning and teaching, (iii) enhancing the quality and gender-responsiveness of the secondary education curriculum, and (iv) promoting professional growth for teachers. The program will support the operationalization of specific actions in the MoEYS GMSP (footnote e).</p> <p><b>4. Other social and poverty issues.</b> Gender-based violence is an issue in Cambodia. The program indirectly addresses this through activities included in the project gender action plan (GAP), such as the development of a code of conduct to be included in partnership MOUs between upper secondary schools and industry, and the development of a module for school directors and management on the creation of a violence-free school environment.<sup>i</sup></p> <p><b>5. Design features.</b> The three outputs outlined in the design and monitoring framework (DMF): (i) quality of teachers in upper secondary schools improved; (ii) quality and labor market relevance of USE improved; and (iii) institutional capacity for planning, management, and delivery of education strengthened via capacity building, resource upgrades, and linkage activities, all tackle the poverty, inequity and social issues the Cambodian education sector faces.</p> <p><b>C. Poverty Impact Analysis for Policy-Based Lending</b></p> <p><b>1. Impact channels of the policy reforms.</b> The policy reforms support the effective implementation of the policies of the government to improve the quality of USE teachers to provide (i) better quality of USE; (ii) increased relevance of USE to the labor market, (iii) gender-responsive STEM-related curricula, (iv) enhanced assessment implementation, (v) links with the private sector, (vi) gender-related policy actions, (vii) resource allocation through the budget strategic plan,</p>
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<input type="checkbox"/> Resettlement plan	<input type="checkbox"/> Combined resettlement and indigenous peoples plan
<input type="checkbox"/> Resettlement framework	<input type="checkbox"/> Combined resettlement framework and indigenous peoples planning framework
<input type="checkbox"/> Environmental and social management system arrangement	<input type="checkbox"/> Social impact matrix
<input checked="" type="checkbox"/> No action	

**B. Indigenous Peoples** **Safeguard Category:**  A  B  C  FI

1. Key impacts. Is broad community support triggered?  Yes  No

2. **Strategy to address the impacts.** Policy reforms will be nationwide, and project investments will be implemented in selected schools in areas with ethnic minorities. The measures benefiting them and the means to monitor and evaluate these benefits are incorporated into the project design in lieu of a separate indigenous peoples planning document.

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 checked="" type="checkbox"/> Indigenous peoples plan elements integrated in project with a summary
<input type="checkbox"/> Social impact matrix	
<input type="checkbox"/> No action	

#### V. ADDRESSING OTHER SOCIAL RISKS

##### A. Risks in the Labor Market

1. Relevance of the project for the country's or region's or sector's labor market, indicated as high (H), medium (M), and low or not significant (L).
- H unemployment  H underemployment  M retrenchment  L core labor standards
2. **Labor market impact.** The program is expected to contribute to reducing the skills gap by equipping the country's human resources with the skills and competencies that are required in the labor market.

**B. Affordability.** Interventions, including installation of science classrooms and libraries in remote upper secondary network schools, will enhance affordability.

##### 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):
- N/A Communicable diseases  N/A Human trafficking
- Others (please specify) \_\_\_\_\_
2. **Risks to people in project area.** There are no anticipated risks to people in the project area.

#### VI. MONITORING AND EVALUATION

1. **Targets and indicators.** The DMF reflects the overall program's outcome target of improved effectiveness of the USE system. (i) Monitoring and evaluation will be qualitative and quantitative; (ii) data will be disaggregated by sex; and (iii) targets and/or indicators will be geared toward (a) measuring changes in student participation, promotion, and dropout rates; and (b) improving the qualifications and enhancing knowledge of teachers, school directors, and other MoEYS personnel. The relevance of the DMF and targets will be monitored and updated when necessary.
2. **Required human resources.** Technical assistance specialists with inclusive education and institutional strengthening experience will undertake the required activities to build capacity and deliver gender-responsive quality outcomes.
3. **Information in the project administration manual.** The executing agency and implementing agencies will report on poverty and social impacts as part of regular reporting to ADB.
4. **Monitoring tools.** Project coordination unit will prepare quarterly progress reports, including monitoring of GAP implementation, and ADB and the MoEYS will jointly conduct semiannual review missions with other government agencies. The project steering committee and project coordination unit will hold regular meetings.

<sup>a</sup> Government of Cambodia. 2013. *Rectangular Strategy for Growth, Employment, Equity, and Efficiency, Phase III, 2014–2018*. Phnom Penh; and Government of Cambodia. 2014. *National Strategic Development Plan, 2014–2018*. Phnom Penh.

<sup>b</sup> Government of Cambodia, MoEYS. 2014. *Education Strategic Plan, 2014–2018*. Phnom Penh.

<sup>c</sup> ADB. 2014. *Country Partnership Strategy: Cambodia, 2014–2018*. Manila.

<sup>d</sup> Government of Cambodia. 2015. *Cambodia Industrial Development Policy, 2015–2025*. Phnom Penh.

<sup>e</sup> Government of Cambodia, MoEYS. 2015. *Gender Mainstreaming Strategic Plan in Education, 2016–2020*. Phnom Penh.

<sup>f</sup> Social and Poverty Analysis (accessible from the list of linked documents in Appendix 2 of the report and recommendation of the President).

<sup>g</sup> Government of Cambodia, MoEYS. Education Management Information System, SY 2015/16 data.

<sup>h</sup> ADB. 2017. *Technical Assistance to Cambodia for Second Upper Secondary Education Sector Development Program*. Initial Poverty and Social Analysis (accessible in Appendix 4 of the concept paper).

<sup>i</sup> Gender Action Plan (accessible from the list of linked documents in Appendix 2 of the report and recommendation of the President).

<sup>j</sup> Chhi Sitha, Chey Chan Oeurn, No Fata, Khieu Vicheanon Associates Bac II Exam: Opportunities for system reform.