

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	Cambodia	Project Title:	Second Technical and Vocational Education Training Project
Lending/Financing Modality:	Project loan	Department/ Division:	Southeast Asia Department/ Human and Social Development Division

I. POVERTY ISSUES

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

Cambodia's Rectangular Strategy for Growth, Employment, Equity, and Efficiency Phase III, 2014-2018, and the draft National Strategic Development Plan 2014-18 set 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 Ministry of Labor and Vocational Training (MLVT's) has developed a Gender Mainstreaming Action Plan in the Labour and Vocational Training Sector Phase III (2014–2018). The Asian Development Bank's (ADB's) draft Country Partnership Strategy (CPS) 2014–2018 for Cambodia is closely aligned with national priorities, including supporting the Government's strategy for education and TVET sector development.

The proposed Program is consistent with ADB's sector strategy, contributing to enhancement of human resources through improved access and quality of the technical and vocational education and training (TVET) sector. It will contribute to poverty reduction by promoting equitable access to formal TVET opportunities and improved labor market participation for poor out-of-school youth and women, expanding Cambodia's human capital, enhancing potential for economic opportunities, and contributing to inclusive growth..

B. Targeting Classification

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

The proposed Project aims to reduce poverty and support inclusive economic and social development by: (i) expanding access to certificate and diploma programs in priority skill areas, with an emphasis on out-of-school youth and women from remote areas; (ii) improving quality and relevant of formal TVET system, with emphasis on increasing private sector involvement to produce demand driven formal TVET system; and (iii) strengthened institutional governance and institutional and financial management of the TVET subsector.

C. Poverty Analysis

1. If the project is classified as TI-H, or if it is policy-based, what type of poverty impact analysis is needed? N/A

2. What resources are allocated in the PPTA/due diligence?

ADB Team includes 2 poverty and gender specialists to (i) align findings from gender-specific labor market data analysis to project design; and (ii) conduct required poverty and social analysis.

3. If GI, is there any opportunity for pro-poor design (e.g., social inclusion subcomponents, cross subsidy, pro-poor governance, and pro-poor growth)?

The following are pro-poor design components: (i) introduction of training-for-work scholarship program for grade 9 and 12 graduates who cannot afford to attend formal TVET institution; (ii) scale-up of skills bridging program to give out-of-school youth opportunity for workforce preparation; and (iii) introduction of skills development fund to develop a mid-level skilled labor force, with emphasis on the poor and on women in remote areas.

II. SOCIAL DEVELOPMENT ISSUES

A. Initial Social Analysis

Based on existing information:

1. Who are the potential primary beneficiaries of the project? How do the poor and the socially excluded benefit from the project?

Social analysis carried out under the PPTA will identify the precise target groups and beneficiaries. The principal beneficiaries will be out-of-school youth and women of secondary school age. The Program will explicitly prioritize disadvantaged groups and women in remote rural areas, inclusive of Indigenous Peoples.

2. What are the potential needs of beneficiaries in relation to the proposed project?

Low access to formal TVET is attributed to both supply-side and demand-related factors ranging from low completion rates at the secondary level (prerequisite to enter formal TVET is grade 9 or 12 completion) to physical access to formal TVET institutions, to financial constraints and opportunity costs affecting poor families.

3. What are the potential constraints in accessing the proposed benefits and services, and how will the project address them?

Several potential constraints are linked to issues indicated in the Problem Tree (Appendix 2). These include financial barriers such as training course fees, living expenses associated with on-campus study, and transportation costs for commuting students constrain participation and completion of formal TVET. Participation of female students and those living in remote regions is deterred by the lack of on-campus housing and limited part time programs. Other gender-specific constraints include stereotypes associated with certain technical areas and trade.

B. Consultation and Participation

1. Indicate the potential initial stakeholders.

Participatory project design process will include the following initial stakeholders: Ministry of Economy and Finance, Cambodian Federation of Employers and Business Associations (CAMFEBA); existing industry advisory groups; trade unions; private 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 parents and students.

2. What type of consultation and participation (C&P) is required during the PPTA or project processing (e.g., workshops, community mobilization, involvement of nongovernment organizations and community-based organizations, etc.)?

Workshops/roundtables with government agencies, development partners, and private sector / nongovernmental actors; 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.

3. What level of participation is envisaged for project design?

Information sharing Consultation Collaborative decision making Empowerment

4. Will a C&P plan be prepared during the project design for project implementation? Yes No**C. Gender and Development****Proposed Gender Mainstreaming Category: GEN**

1. What are the key gender issues in the sector/subsector that are likely to be relevant to this project/program?

Although progress has been made in female enrollment at the secondary level, in many rural areas there is a high percentage of out-of-school women. Moreover, women constitute over half of the labor force employed in the informal sector experiencing unproductive, uncertain, and unregulated underemployment. The proportion of women employed in the informal sector is higher because household responsibilities and childcare limit employment options.

The PPTA and Project design will develop measures to ensure that out-of-school youth—both male and female—have opportunities for workforce preparation. A gender action plan (GAP) will mainstream gender elements across Project interventions, including (i) improving gender sensitivity in the implementation of formal TVET curriculum, particularly in the context of entrepreneurship skill development; and (ii) prioritizing the needs of women in providing institute facilities and scholarships.

2. Does the proposed project/program have the potential to promote gender equality and/or women's empowerment by improving women's access to and use of opportunities, services, resources, assets, and participation in decision making?

Yes No

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

Yes No

III. SOCIAL SAFEGUARD ISSUES AND OTHER SOCIAL RISKS			
Issue	Nature of Social Issue	Significant/Limited/ No Impact/Not Known	Plan or Other Action Required
Involuntary Resettlement	PTC transformation to RTC will be undertaken at government-owned sites.	No impact	<input type="checkbox"/> Resettlement Plan <input type="checkbox"/> Resettlement Framework <input type="checkbox"/> Environmental and Social Management System Arrangement <input checked="" type="checkbox"/> None <input type="checkbox"/> Uncertain
Indigenous Peoples	The Program design will prioritize increased access to quality formal TVET for poor out-of-school youth (especially women) from rural areas. The PPTA will assess the magnitude and scope of expected benefits to poor, out-of-school youth and women, and specific interventions and measures will be integrated in the GAP and the design and monitoring framework.	Limited impact	<input type="checkbox"/> Indigenous Peoples Plan <input type="checkbox"/> Indigenous Peoples Planning Framework <input type="checkbox"/> Environmental and Social Management System Arrangement <input checked="" type="checkbox"/> None <input type="checkbox"/> Uncertain
Labor <input checked="" type="checkbox"/> Employment Opportunities <input type="checkbox"/> Labor Retrenchment <input type="checkbox"/> Core Labor Standards	Linking formal TVET to industry and private sector will support linking students' training and future employment.		<input type="checkbox"/> Plan <input type="checkbox"/> Other Action <input checked="" type="checkbox"/> No Action <input type="checkbox"/> Uncertain
Affordability	Interventions to be explored during PPTA will include financial support mechanisms (e.g. scholarships),		<input type="checkbox"/> Action <input checked="" type="checkbox"/> No Action <input type="checkbox"/> Uncertain
Other Risks and/or Vulnerabilities <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Human Trafficking <input type="checkbox"/> Others (conflict, political instability, etc.), please specify			<input type="checkbox"/> Plan <input type="checkbox"/> Other Action <input type="checkbox"/> No Action <input type="checkbox"/> Uncertain
IV. PPTA/DUE DILIGENCE RESOURCE REQUIREMENT			
1. Do the TOR for the PPTA (or other due diligence) include poverty, social and gender analysis and the relevant specialist/s? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
2. Are resources (consultants, survey budget, and workshop) allocated for conducting poverty, social and/or gender analysis, and C&P during the PPTA/due diligence? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			