

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	Nepal	Program Title:	Supporting School Sector Development Plan
Lending/Financing Modality:	Results-based lending	Department/Division:	South 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
 Nepal's Three Year Interim Plan (2013–2016) targets high economic inclusive growth. It has emphasized investments in education for promoting economic and social inclusion. The recently promulgated constitution has guaranteed the fundamental right to education with free education up to grade 12. While basic education is free and compulsory, free secondary education will be implemented gradually. In line with the national strategy, Asian Development Bank's Country Partnership Strategy (2013–2017) has underscored the need to broaden the access to economic opportunities through education. Equitable access to quality education and improved learning outcome particularly in school education is one of the priority areas to improve the human capital. In this context, the program contributes to the government's school sector development plan (2016–2023), in making the education system equitable, efficient and relevant.

B. Poverty Targeting
 General Intervention Individual or Household (TI-H) Geographic (TI-G) Non-Income MDGs (TI-M1, M2, etc.)
 Program supports government's plan to improve access and learning through pro-poor targeting and interventions specifically for girls and disadvantaged students. Program action plan will include actions for better distribution of scholarships, incentives, remedial classes and residential facilities from pro-poor and inclusive perspective.

C. Poverty and Social Analysis

1. Key issues and potential beneficiaries.
 The primary beneficiaries of the program are all students enrolled from grades 1–12. Current student numbers are 7,488,248. The program is expected to enhance the public sector capacity in delivering equitable and quality school education which is the foundation for the country's inclusive economic growth. Significant progress has been made in improving access to education, particularly in basic with net enrolment rate in grades 1–5 and grades 1–8 reaching 96.2% and 87.6% respectively. Challenges remain in improving access to secondary education. Low quality permeates all levels of education. Access to opportunities for science and math streams is currently limited which is also linked to low learning achievement level as well as pass rates. There are significant disparities across different regions of the country and within specific groups. The program will strengthen the equity and quality of education through interventions such as (i) upgrade of physical school facilities, including residential facilities to increase access to secondary education for girls; (ii) increase in number of trained subject teachers, including female teachers to increase retention and completion at secondary grades; (iii) improved curriculum, textbooks and innovative learning materials; and (iii) improved school management and governance system.

2. Impact channels and expected systemic changes.
 The program directly impacts the poor and socially excluded groups through expansion of equitable access to quality school education. The program will particularly facilitate enrolments, completion and learning achievements in secondary education. This is expected to increase access for boys and girls in secondary education, including in science and math streams, particularly from poor and disadvantaged backgrounds. Such improved educational opportunities at secondary stage will increase opportunity to work and potential increase in income.

There are 12 different types of scholarships to increase participation in schooling. There is 100% coverage of Dalit students for scholarships. The Public Expenditure Tracking Survey (PETS) of 2014 found that at the basic level the poorest 20% of students received 35% share of education expenditure, because of scholarships and their concentration in Public Schools. The PETS also found that 98% Dalits were receiving the scholarships and on time. In SSDP, the targeting of the scholarships will be improved and the focus of equity will strengthen beyond equity in enrolments to greater equity in completion, transition and learning achievements. SSDP will develop large lead schools with upgraded facilities and improved teaching and learning that will benefit a larger cohort of students to access a full cycle of school education of improved quality. SSDP will include systemic changes to enhance equity and quality for more effective service delivery in education. Higher rates of completion and quality of secondary education will lead to the creation of a more qualified workforce that is much needed for the economic and social development of the economy, particularly for taking the country out of the least developed country status.

3. Focus of (and resources allocated in) the PPTA or due diligence.
 The social development expert has been mobilized for detailed analysis of key issues and to strengthen program

interventions keeping in mind poor and excluded groups. SSDP will continue the sector wide approach in the school education sector, and the development partners will use a commonly agreed program action plan and disbursement linked indicators (DLIs) to track key reforms and actions.

II. GENDER AND DEVELOPMENT

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

Impressive achievements have been recorded in the education of girls. Gender parity has been achieved in net enrollment at all levels of school education. The coverage of girls for scholarships was increased from 50% to 100% in 2013. However, there is need for better targeting and improved in-school support to enhance quality. Opportunities at secondary level need to be enhanced. There are significant disparities across region and specific social groups. Caste, ethnicity and religion further restrict girls belonging to disadvantaged social groups from accessing quality school education as well as continuing higher education. Learning outcomes and pass rates for girls continue to be low compared to boys. There are substantial gaps in girls accessing science and math streams in higher secondary grades. There is gender gap in teacher cadre as well, which in turn has been found to affect girls' participation in school. The female teachers in primary are only 37.9% in grades 1-5 and 13.4% in grades 9-10. This is low compared to the envisaged targets of 50% and 25% for primary and secondary respectively. There is significant gap in teacher participation from Dalit and disadvantaged groups as well. Female head teachers are seldom found in schools. Participation of women (civil service cadre) in overall education service delivery system is very low despite affirmative actions. Currently there are only two female joint secretaries in education system.

2. Does the proposed 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.

Actions to enhance gender equity, particularly addressing learning achievements and secondary schooling, will be prepared during program assessments to subsequently form part of the program action plan and DLIs.

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

Yes No

4. Indicate the intended gender mainstreaming category:

GEN (gender equity) EGM (effective gender mainstreaming)

SGE (some gender elements) NGE (no gender elements)

III. PARTICIPATION AND EMPOWERMENT

1. Who are the main stakeholders of the program, including beneficiaries and negatively affected people? Identify how they will participate in the program design.

The program encompasses a wide range of stakeholders who will be positively impacted upon through program implementation. They are school-aged children and their parents, teachers and head teachers, members of school management committees (SMCs), local government officials particularly affiliated to Village Education Committees and District Education Committees, government implementing agencies including District Education Offices (DEOs), policy makers, international non-government organizations (I/NGOs), development partners, and education experts. They can be broadly classified into service seekers, service providers, program implementers, and policy makers. There are many channels for consultation and participatory decision making at the local level. Given the extensive decentralization, nearly 80% of expenditures occur at the school level. DEOs and SMCs play a strong role in school education matters. Social audit is undertaken by community representatives to increase accountability of the system. SSDP will further strengthen accountability, particularly for quality of education and student learning and in timely and robust financial management.

2. How can the program contribute (in a systemic way) to engaging and empowering stakeholders and beneficiaries, particularly, the poor, vulnerable and excluded groups? What issues in the program design require participation of the poor and excluded?

Caste, ethnicity, gender, poverty and geographic remoteness individually and in combination hamper the effective participation of poor and excluded in schooling. The SSDP secretariat has prepared a work plan for extensive stakeholder consultations at national and sub national level on program design. All program documents, including thematic papers are written in Nepali language to ensure accessibility to the widest possible network of stakeholders. NGOs are mobilized for consultation with beneficiaries for design as well as implementation. The program will use the overall consultation made by the government to sharpen the program's design features and implementation capacity.

3. What are the key, active, and relevant civil society organizations (CSOs) in the program area? What is the level of CSO participation in the program design?

In Nepal, there is an extensive network of local and I/NGOs that are active and their participation are critical in program design. This network is used for information generation and sharing at the national level and subnational

level including holding consultation with direct beneficiaries and capturing voices from the field. The NGOs also have a considerable role in implementation of various initiatives at the local level that complement and reinforce the government's program. Robust participation from NGOs and civil societies are already in place in the ongoing School Sector Reform Program and will be continued for SSDP. In addition, the government is also consulting teacher unions to strengthen teacher management and development for improving quality of education.

Information generation and sharing (H) Consultation (H) Collaboration Partnership

4. Are there issues during program design for which participation of the poor and excluded is important? What are they and how will they be addressed? Yes No

The due diligence will be conducted to identify key obstacles to increase enrollment, completion rate and learning outcomes of the poor and excluded students and develop key measures to mitigate them. Measures to increase participation of females and excluded groups in teaching, administration and management cadre will be also part of the due diligence.

IV. SOCIAL SAFEGUARDS

A. Involuntary Resettlement Category A B C

1. Does the program have the potential to involve involuntary land acquisition resulting in physical and economic displacement? Yes No

There will be no involuntary land acquisition or resettlement. Land for school buildings, if required, will be acquired only through either voluntary donation, or a willing buyer-willing seller approach. A framework that is already in place for the ongoing SSRP will be reviewed and program safeguards system assessment in accordance with RBL requirements will be prepared as part of the due diligence of the program development.

2. What actions are required to address involuntary resettlement as part of the PPTA or assessment process?

Program safeguard system assessment and actions None

B. Indigenous Peoples Category A B C

1. Does the proposed program have the potential to directly or indirectly affect the dignity, human rights, livelihood systems, or culture of indigenous peoples? Yes No

It is anticipated that there won't be negative impact on IP communities. However, positive impacts are expected due to affirmative action proposed to IP communities. The elements of IPP as enhancement measures will be included in the overall program design.

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 program require broad community support of affected indigenous communities? Yes No

4. What actions are required to address risks to indigenous peoples as part of the PPTA or the program assessment process?

Program safeguard system assessment and actions None

V. OTHER SOCIAL ISSUES AND RISKS

1. What other social issues and risks should be considered in the program design? N/A

Creating decent jobs and employment 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 program design? N/A

VI. PPTA OR ASSESSMENT RESOURCE REQUIREMENT

1. Do the terms of reference for the PPTA (or program assessments) contain key information needed to be gathered during PPTA or the program assessment process to better analyze (i) poverty and social impact; (ii) gender impact, (iii) participation dimensions; (iv) social safeguards; and (v) other social risks. Are the relevant specialists identified?
 Yes No

2. What resources (e.g., consultants, survey budget, and budget for workshop(s)) are allocated for conducting poverty, social and/or gender analyses, and participation plan during the PPTA or the program assessments?

Social development, social safeguard and environment experts for 50 days each are mobilized for conducting program assessments. The consultants will work with ADB staff to ensure necessary program assessments. In line with government's overall stakeholder consultation, ADB team will participate in consultation workshops at different levels. Ongoing TA 8521-NEP: Supporting Education and Skills Development Project resources are being mobilized for recruiting consultants, collecting available data from different sources and workshops.