

INITIAL POVERTY AND SOCIAL ANALYSIS

Country: Project Title:

Lending/Financing Sector: _____ Department/Division:

Modality: _____

I. POVERTY IMPACT AND SOCIAL DIMENSIONS

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

1. Nepal is one of the most earthquake prone country in the world and it is also exposed to other natural hazards such as floods, landslides, drought, fires and impact of climate change. Since historical times Nepal faced great earthquakes to the most recent one in April 2015 that caused huge damage to infrastructure and killed thousands of people. Almost every year, flood and landslides affect the lives and livelihood of thousands of citizens; for floods mainly in the hills and lowlands (particularly eastern Tarai region) and for landslides in the hilly regions. The worst affected people from these disasters are the poor, excluded and marginalized groups, who are less equipped to cope with the impacts of disasters. Nepal's 25.2% population still live below poverty line (NLSS, 2011), and rural poverty is 1.8 times higher than urban poverty. Poverty rates are the highest in the mountains (HPI:38.51) followed by Tarai (HPI:33.04) and the hills (HPI:29.20). Poverty rates are also affected by gender, caste and ethnic identities in the Nepalese social structure. Women in Nepal own only 19% of land, and 40% of women have no education (NDHS, 2011) in comparison to only 14% of men. 60% of Tarai women have no education, compared to 32% of women in the hills and mountains. Hill Dalits have the highest poverty incidence (43.6%), Madheshi Dalit has the lowest HDI (0.400), Muslims the second lowest (0.422) and the Tarai Janajati the third lowest (0.473). The highly marginalized groups among Dalits and Janajati are the poorest, and at high risk of falling into a vicious poverty circle due to recurring disasters. Single-headed household, women, children, elderly and disabled from these groups are the most vulnerable. The proposed project will explore and assess the needs of the poorest affected groups and regions and consider equitable and inclusive approaches in its interventions.

2. The proposed project is consistent with the strategic objective set out in the ADB's country partnership strategy for Nepal (2013 - 2017), focusing on disaster risk management by ensuring resilience of infrastructure against natural hazards and building institutional capacity (including knowledge base and management systems) in line with national disaster reduction priorities and poverty reduction goals. The project outputs will focus on (i) reconstruction of public school for increased disaster risk resilience; (ii) public school retrofitting and strengthening communities for disaster risk reduction; and (iii) strengthening institutional capacity for management and disaster resilience. With these interventions, the project will help build safe schools with enabling learning environment for students from all social groups and increase their access to education. The project will contribute to achieve the SDG 4 goal of 'ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all' by building and upgrading school infrastructure and other facilities to be gender sensitive, and child and disabled friendly with effective and inclusive learning environments.

B. Poverty Targeting:

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

The project will include pro-poor, gender and socially-inclusive design features in school construction and disaster risk reduction activities; and ensure inclusive and participatory approaches in project consultations and implementation.

C. Poverty and Social Analysis

1. Key issues and potential beneficiaries. The potential beneficiaries are the schools in disaster affected districts as well as students, families and teachers. Their potential needs would be school infrastructures with improved facilities, classrooms, toilets, laboratories, safe school premises etc. The poor and disadvantaged groups generally face extra challenges in responding to disasters and are less able to cope with the situation due to their vulnerable condition. Therefore, children from poor families and girls are more likely to drop out of schools to support their families through income generation and productive works. Their needs are to be identified to find out remedial actions in project interventions.

2. Impact channels and expected systemic changes. The project will develop criteria for selection of schools from poor and disadvantaged areas. Needs of poor, girls and people living with disabilities in infrastructure design, learning environment and disaster awareness will be considered. Disaster resilience awareness campaigns and action plans will be gender inclusive and socially responsive.

3. Focus of (and resources allocated in) the PPTA or due diligence. The PPTA will identify the barriers of the poor, excluded groups and girls to the project benefits, conduct poverty, social, gender analyses and will provide recommendations for the measures to be considered.

4. Specific analysis for policy-based lending. Not Applicable

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?

Women is the single largest disadvantaged group to be adversely affected by disasters because of their low socio-economic status and high vulnerability. Despite some legal reforms made in the past decade in favor of women, gender disparities still prevail in education, property ownership, employment and politics in Nepal. 40% of women have no education in comparison to only 14% of men (NDHS, 2011). In the civil service, only 10.6% are women and women own only 19.17% of housing and land. The female teacher ratio is 41.9% at primary level, 27.6% at lower secondary level and 38.8% at basic level. In basic and secondary education, gender parity has been achieved in net enrolment but girls drop out is higher in secondary and higher secondary levels. Girls access to education and retention depend on several factors. Other than cultural factors, the lack of appropriate infrastructure such as separate toilets for girls in schools and water supply, sanitation and hygiene (WASH) facilities are key contributory factors of adolescent girls' drop out. A study has reported that girls drop out increases when they start menstruating and there are no WASH and disposal facilities in schools. Moreover, there were instances of girls dropping out of schools in earthquake affected districts due to safety issues and to support household and income generating activities. Due to low socio-economic status, women and girls were found to be more vulnerable in crisis and disasters. In the April 2015 earthquake more women died than men. The Ministry of Women, Children and Social Welfare reported increased rates of girl and women trafficking and violence against them in the earthquake affected districts after the disaster. Therefore, improving school infrastructure and facilities to be gender friendly will help in retaining girls in school and provide them safe learning environment. It is expected to have greater impact on girl student's attendance and retention. The project will support gender responsive DRR plans of schools designed to address the specific needs of girls, women and vulnerable groups and in raising awareness of students, teachers and communities to mitigate disaster risk and be prepared and to respond to future disasters. It will also enhance coping strategies of women in disasters as they play important role in household and community management.

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. Gender equality and social inclusion action plan will be prepared during PPTA.

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

Yes No Please explain There will be no adverse impact on women and girls.

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 project, including beneficiaries and negatively affected people? Identify how they will participate in the project design.

The primary stakeholders and beneficiaries are the school management committees, students, teachers, parents and local communities. They will be consulted during the PPTA to incorporate their concerns in design, implementation and monitoring.

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?

The participation of the poor, vulnerable and excluded groups will be targeted in the consultations and in decision making structures. The school infrastructure design and learning environment will be upgraded to meet the needs of these groups. Special efforts will be taken to ensure they take part in disaster risk action planning and awareness raising activities.

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 (H) Consultation (H) Collaboration (M) Partnership (L)

The NGOs and CBOs working in the relevant sector and the area will be consulted during the PPTA.

Coordination will also take place with relevant UN agencies with field presence.

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 Participation of poor and excluded particularly the girls, people living with disabilities and disadvantaged castes and ethnic groups including poor households is important to identify their challenges to access school and use of facilities. It can be separate toilets and WASH facility for girls, ramps for disabled, safe play grounds etc.

Describe key features, responsibilities and resources to strengthen the participation of CSOs, and/or poor and vulnerable. To strengthen CSO participation their representation in School Management Committees should be ensured along the poor and vulnerable groups.

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

The project is classified as category 'B' for involuntary resettlement in accordance with ADB's Safeguard Policy Statement (2009). The project is aligned with the objective of government's school sector development plan (2017-2022) for disaster risk reduction and safer school and involves the reconstruction and rehabilitation of existing school buildings. The construction activity will be limited within the existing boundaries of the schools. According to an assessment of land availability for the proposed schools considered for project design and readiness, there is no need of new land acquisition and there won't be physical as well as economic displacement. A few school subprojects will be finalized after board approval. The current analysis indicates that additional schools considered for funding by the project in the future are also unlikely to require additional land. However, a minimal area of land may be required in the rare case where existing land would not be suitable for reconstruction.

A specific need for new land couldn't be defined at this stage. Hence, a Resettlement Framework will be drafted to bridge the gap between Borrower's and ADB policy and guide the screening and planning process of involuntary resettlement.

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

The project is expected to improve the physical infrastructure of the existing school buildings to reduce disaster risk. So, no impact to the dignity, human rights, livelihood systems, or culture of indigenous peoples has been envisaged.

3. Will the project require broad community support of affected indigenous communities? Yes No

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 (L) Adhering to core labor standards (L) Labor retrenchment
 Spread of communicable diseases, including HIV/AIDS Increase in human trafficking Affordability
 Increase in unplanned migration Increase in vulnerability to natural disasters (L) Creating political instability
 Creating internal social conflicts Others, please specify _____

Indicate high (H), medium (M), low (L) for selected boxes

2. How are these additional social issues and risks going to be addressed in the project design?

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 (v) other social risks. Are the relevant specialists identified?

- Yes No

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? Consultants, survey budget and workshops will be used for conducting poverty, social and gender analysis and participation plan. An individual consultant will be mobilized to assess the potential impact, consultation with stakeholders and preparation of necessary social safeguards due diligence and planning documents.