

## SUMMARY POVERTY REDUCTION AND SOCIAL STRATEGY

Country:	Nepal	Project Title:	Disaster Resilience of Schools Project
Lending/Financing Modality:	Sector	Department/Division:	Nepal Resident Mission South Asia Department

<b>I. POVERTY AND SOCIAL ANALYSIS AND STRATEGY</b>
Poverty targeting: General Intervention
<b>A. Links to the National Poverty Reduction and Inclusive Growth Strategy and Country Partnership Strategy</b>
<p>1. Nepal is the 11<sup>th</sup>-most earthquake prone country in the world. It is also exposed to other natural hazards such as floods, landslides, drought, fires, and climate change impacts. Nepal has endured great earthquakes that have caused massive damage to infrastructure and killed 9,000 people. The poor and vulnerable, who are less equipped to cope with the impacts of disasters, are the most affected. Geography, gender, caste, and ethnic identities are factors in determining poverty in Nepal. Hence, specific regions, women, and disadvantaged ethnic groups are worst hit by disasters. The Disaster Resilience of Schools Project will explore and assess the needs of the poorest groups affected by disaster, particularly those facing disadvantages and challenges in accessing public school education and in using school infrastructure. It will consider equitable and inclusive interventions.</p> <p>2. The project is consistent with the strategic objective of the ADB's country partnership strategy for Nepal, 2013–2017<sup>1</sup>. It is also in line with the national disaster reduction priority and the poverty reduction goal. The project will support (i) rebuilding heavily damaged schools, (ii) retrofitting unsafe schools to reduce disaster risks, and (iii) strengthening capacity for disaster resilience to create safer schools with enabling learning environments for all students and contribute to Sustainable Development Goal 4 goal on inclusive and quality education.</p>
<b>B. Results from the Poverty and Social Analysis during PPTA or Due Diligence</b>
<p>1. Key poverty and social issues. The project preparatory technical assistance showed that the capacity of students and their families to respond to disasters such as earthquakes is low. Poor households face more challenges and fewer opportunities in accessing schools and using infrastructure during and after disasters. The project will contribute indirectly to poverty reduction and social development by ensuring that specific needs and interests of poor and disadvantaged groups are met.</p> <p>2. Beneficiaries. The project will support 174 damaged schools that will be reconstructed and/or retrofitted in 14 districts<sup>2</sup> heavily damaged by the 2015 earthquake. The key beneficiaries of the project are students, teachers, SMCs, and poor and disadvantaged groups such as adolescent girls and persons with special needs. Local communities will benefit indirectly.</p> <p>3. Impact channels. Through the provision of sex-segregated and special needs toilets, menstruation hygiene facilities, gender equality and social inclusion (GESI)-friendly playgrounds, and other facilities, the project will benefit all students and teachers. It will consider the needs of poor and disadvantaged groups in disaster awareness. The project is expected to increase school attendance among adolescent girls, as well as enhance the knowledge and capacity of students, teachers, and SMCs to respond to disasters.</p> <p>4. Other social and poverty issues. Earthquake damage to houses and assets besides schools has disproportionately affected poor students' access to school education, especially girls and students with disabilities.</p> <p>5. Design features. The project will include pro-poor, gender-sensitive, and socially inclusive design features in its all outputs. It will use an inclusive and participatory approach in project consultations and implementation.</p>
<b>C. Poverty Impact Analysis for Policy-Based Lending</b>
<p>1. Impact channels of the policy reform(s). NA</p> <p>2. Impacts of policy reform(s) on vulnerable groups. NA</p>

<sup>1</sup> ADB. 2013. Country Partnership Strategy: Nepal, 2013-2017. Manila

<sup>2</sup> Dhading, Dolakha, Gorkha, Kathmandu, Kavre, Lalitpur, Makawanpur, Nuwakot, Okhaldhunga, Ramechhap, Sindhuli, Sindhupalchowk, Rasuwa, and Makwanpur.

3. Systemic changes expected from policy reform(s). NA

## II. PARTICIPATION AND EMPOWERING THE POOR

1. **Participatory approaches and project activities.** The project will use participatory approaches to strengthen the knowledge and capacity of disadvantaged groups and the SMCs affected by damaged school on disaster risk reduction and safety measures. The project will involve them in designing, reconstructing, and retrofitting school infrastructure and facilities, as well as in monitoring and evaluating, where applicable.

2. The project will collaborate with non-governmental organizations (NGOs) to support implementation of Disaster Risk Reduction (DRR) awareness for school SMCs, students, and teachers.

3. **Civil society organizations.** NGOs will help SMCs increase their access to DRR-related information. Parents, local authorities, local women, and youth groups will also be consulted.

4. The following forms of civil society organization participation are envisaged during project implementation, rated as high (H), medium (M), low (L), or not applicable (NA):

Information gathering and sharing (H). Project-related information will be generated by ADB in close consultations with the executing and implementing agencies during project preparation. The information will be shared with key stakeholders, including recipient school management committees, students, teachers, local NGOs, and development partners in the sector.

Consultation (H). Stakeholder consultations will be held using participatory methods in project design. Students from disadvantaged caste and ethnic groups, girls, female teachers, and those with special needs will be consulted to learn their needs in order to incorporate them into the project design. These needs may include access to infrastructure, water and sanitation facilities, and school safety.

Collaboration (M). The project will engage a civil society organization through a competitive bidding process to implement the DRR component. Inputs from SMCs will be incorporated into the project design.

Partnership (M). The implementing agency will sign an memorandum of understanding with key stakeholder recipient schools to support the implementation of project activities.

5. Participation plan.   Yes.  No. Plans for all schools to be constructed and/or retrofitted will be finalized in close consultation with SMCs, parent-teacher organizations, and local beneficiaries.

## III. GENDER AND DEVELOPMENT

Gender mainstreaming category: EGM (effective gender mainstreaming)

**A. Key issues.** Women and girls are often more vulnerable to disasters because of their low socioeconomic status. The gender and social inclusion analysis carried out in three affected districts<sup>3</sup> shows that the access of female students, particularly adolescent girls, to school education has been disproportionately hampered by a lack of water, sanitation, and hygiene facilities. Even before the 2015 earthquake, schools did not have an adequate number of sex-segregated toilets with wash rooms and menstruation hygiene facilities—and the deficit increased after the earthquake. For many adolescent girls (grade 7–10), absence for 3–5 days per month during menstruation and their gender-based roles at home during emergencies have contributed to their low attendance. The project will reconstruct public schools with disaster-resilient infrastructure and facilities, as well as GESI-responsive design that will support a learning and teaching environment friendly to girls, children, and students with special needs.

### B. Key actions.

Gender action plan  Other actions or measures  No action or measure

The project team developed a GESI action plan with specific indicators and targets. It includes (i) sex-segregated and special needs toilets, and improved menstruation hygiene facilities for female students and teachers; (ii) safety of girl and boy students of different ages, abilities, and needs from disaster exposure when retrofitting schools; (iii) awareness and capacity building for students and teachers on disaster risks and preparedness; and (iv) strengthening the capacity of SMCs to respond to needs during and after disasters.

## IV. ADDRESSING SOCIAL SAFEGUARD ISSUES

### A. Involuntary Resettlement

Safeguard Category:  A  B  C  FI

**Key impacts.** The project includes financing for reconstruction and retrofitting of about 174 schools in 14 districts heavily damaged by the 2015 earthquake. ADB conducted a due diligence study covering all schools to be considered for first batch financing. The study confirmed that no additional land is required for the schools studied. Construction will be within the existing boundaries of the schools, which means new land acquisition will not be

<sup>3</sup> Dolakha, Ramechhap, and Bhaktapur.

needed. The project will also not involve any physical or economic displacement. The executing agency will identify schools for second and third batches for rehabilitation after Board approval. The need for new land for these batches could not be defined at this stage. Hence, the EA and ADB prepared a resettlement framework to bridge the gap between the policies of the borrower and ADB, and to guide the screening and planning process of involuntary resettlement.

3. Plan or other Actions.

Resettlement framework

**B. Indigenous Peoples**

**Safeguard Category:**  A  B  C  FI

Key impacts. The project is expected to improve the physical infrastructure of the existing school buildings, reducing disaster risk. No impact on the dignity, human rights, livelihood systems, or culture of indigenous peoples is envisaged.

1. Is broad community support triggered?  Yes  No
2. Strategy to address the impacts. Not applicable

3. Plan or other actions.

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).

unemployment  underemployment  retrenchment  core labor standards (L)

2. Labor market impact.

The project is expected to generate construction jobs and income opportunities for local communities. The executing and implementing agencies will enforce compliance with the labor laws, including equal pay for work of equal value and no child labor.

**B. Affordability**

The project does not have a direct impact on affordability as it will mostly target the reconstruction and/or retrofitting of damaged public school buildings and infrastructure. However, high demand for construction materials and related price escalation may restrict local communities' access to affordable construction materials.

**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):

Communicable diseases (NA)  Human trafficking (NA)

2. Risks to people in project area. NA

**VI. MONITORING AND EVALUATION**

**1. Targets and indicators.**

Key GESI targets include (i) 1 female teacher trained on menstruation hygiene, and 20 adolescent girls in each target school oriented; (ii) at least 30% female and 30% male students, 15% female and 15% male teachers, and 10% persons with special needs participated in GESI responsive DRR educational sessions in each target school; and (iii) at least 1 female and 1 male SMC members from each target school will be trained on DRR preparedness.

2. Required human resources.

Review missions will monitor the timely implementation of the GESI action plan. The missions will be led by the project management unit (PMU); the Ministry of Education, Science and Technology; and district education offices through designated gender focal points, and with support from relevant NGOs and GESI experts,

3. Information in the project administration manual. Explain what information the project review, monitoring, and completion reports included in the PAM.

The PAM includes details of the monitoring mechanism and roles and responsibilities of central level project implementation unit, gender focal points, design and supervision consultant, GESI expert, and local project units. The manual also includes requirements to report quarterly on GESI action plan progress, including safeguards compliance reports. The reporting formats are included. The objectives of the review missions and the project completion mission reporting requirements are well defined.

4. Monitoring tools.

The central level project implementation unit will establish a monitoring and evaluation system based on information technology. The system will collect data against project targets that are disaggregated by sex, caste, and ethnicity, and monitored regularly by PMU. A monitoring checklist and matrixes will be used as tools

Source: Asian Development Bank.