

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	<input type="text" value="Viet Nam"/>	Project Title:	<input type="text" value="Second Lower Secondary Education for the Most Disadvantaged Areas Project (LSEMDAP II)"/>
Lending/Financing Modality:	<input type="text" value="Project Loan"/>	Department/Division:	<input type="text" value="Southeast Asia Department / Human and Social Development Division"/>

I. POVERTY ISSUES

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

The Government's Socio-Economic Development Plan (SEDP) 2012–2015 and ADB Country Partnership Strategy (CPS) for Viet Nam 2012–2015, all underline the need to address to environmental sustainability and geographical gaps. The project supports ADB's commitment in the country partnership strategy to inclusiveness with due consideration to the advantaged to enhance social and gender equity. The proposed the second Lower Secondary Education for the Most Disadvantaged Areas Project (the LSEMDAP II/the Project)¹ is a continuing phase of ongoing Loan 2384-VIE: Lower Secondary Education for the Most Disadvantaged Regions Project (LSEMDRP)².

B. Targeting Classification

Select the targeting classification of the project:

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

Explain the basis for the targeting classification: The proposed LSEMDAP II targets the most disadvantaged regions in Viet Nam where there are higher concentrations of ethnic minority population and incidence of poverty is higher than the national average. The CPS for Viet Nam emphasizes the 4 targeted regions in LSEMDAP II as geographical areas with the largest numbers of population living under the poverty line, and underscores the need for improving living conditions of the ethnic minority areas and disadvantaged regions.

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?

International and national ethnic minority education quality specialists and social development and gender specialists will be in charge of undertaking poverty, social, ethnic and gender assessments related to the sector and prepare a social and poverty analysis report with specific recommendations on how to strengthen the social development and gender mainstreaming aspects of the project.

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)?

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?

The potential primary beneficiaries will be the ethnic minority lower secondary school students, particularly girls and primary school graduates in disadvantaged regions.

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

The potential needs of the beneficiaries include increased access to the better quality teaching and learning environment in socio economically disadvantaged regions and gender-and ethnic minority-sensitive instructional materials, teaching aid and equipment, etc.

¹ A project preparatory technical assistance (PPTA) will support development of the detailed design.

² ADB. 2007. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Socialist Republic of Viet Nam for the Lower Secondary Education for the Most Disadvantaged Regions Project*. Manila (Loan 2384 approved on 18 December 2007).

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

Potential constraints and risks are (i) Government commitment to inclusive social development and economic growth through equitable human resource development might not be sustained; (ii) Universal secondary education might not continue to be a priority in the education sector; and (iii) MOET might not continue to allocate sufficient budget for secondary education and continuing education at the secondary level. The Project will maintain close policy dialogues with and raise awareness of MOET and relevant stakeholders in order to sustain and reinforce the government commitment to promoting equity in access to and the quality of secondary education

B. Consultation and Participation

1. Indicate the potential initial stakeholders.

Department of EM education in MOET and National Women's Association

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.)?

The project will build on the lessons of LSEMDRP. Extensive workshops and seminars are planned with key stakeholders including those agencies and organizations promoting women and ethnic minorities' development. The consultation meeting with different ethnic minority groups is particularly an important process for the preparation of the targeted assistance action plan for the ethnic minority group and gender strategy.

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 Please explain.

A C&P plan will be prepared in order to properly identify key stakeholders of agencies and organization, and key representatives from local ethnic minority groups. Appropriately identifying representatives of the large number of ethnic minority groups that benefit from LSEMDRP II and defining their roles in the project preparation are essential for successfully capturing the needs of targeted populations.

C. Gender and Development

Proposed Gender Mainstreaming Category: _____

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

Key gender issues include access to and affordability of lower secondary schools by girls; lack of gender sensitive and locally relevant curricula and teaching methods; lack of qualified female teachers and role models at the lower secondary level, etc. To achieve universal secondary education, identifying obstacles to girls' access to secondary schools and proposing mitigating measurement is crucial. The proposed TA will recruit international and national Ethnic Minority Education Quality Improvement Specialists/Team Leaders and Social Development and Gender Specialists who undertake intensive data collection and analysis of girl's education to identify gender specific needs.

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 Please explain.

A gender action plan will be prepared building upon lessons learned from the gender action plan of LSEMDRP phase I to ensure that gender inclusive design features are included within the various outputs.

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

- Yes No Please explain

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	The Project will include the contraction of new LSS in rural areas. While the construction sites will be mostly the existing schools which will have no negative impact of resettlement, the resettlement framework should be developed at the design stage and later when the actual construction sites are confirmed, it is decided whether resettlement plan needs to be developed.	Not Known as the civil works sites are not decided at the design stage.	<input type="checkbox"/> Resettlement Plan <input checked="" type="checkbox"/> Resettlement Framework <input type="checkbox"/> Environmental and Social Management System Arrangement <input type="checkbox"/> None <input type="checkbox"/> Uncertain
Indigenous Peoples	Significant positive impact is anticipated on ethnic minority groups, in particular small population groups/groups in mountainous areas by the targeted supports. However, actual need for an indigenous people plan will be carefully assessed during the TA	Possibility of Significant Impact–Positive	<input checked="" type="checkbox"/> Indigenous Peoples Plan <input type="checkbox"/> Indigenous Peoples Planning Framework <input type="checkbox"/> Environmental and Social Management System Arrangement <input type="checkbox"/> None <input type="checkbox"/> Uncertain
Labor <input type="checkbox"/> Employment Opportunities <input type="checkbox"/> Labor Retrenchment <input checked="" type="checkbox"/> Core Labor Standards	The project will promote the future employability of LSE graduates, especially ethnic minority students. Some project activities including construction/ renovation of local schools will help open up work opportunities in the concerned regions.	Limited Impact–positive	<input type="checkbox"/> Plan <input type="checkbox"/> Other Action <input checked="" type="checkbox"/> No Action <input type="checkbox"/> Uncertain
Affordability	The Project will introduce social equity measures such as scholarships and stipends to increase access of students from poor households and marginalized groups.	No negative impact.	<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	None		<input type="checkbox"/> Plan <input type="checkbox"/> Other Action <input checked="" 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 If no, please explain why.			
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 If yes, please provide details. If no, please explain why.			