

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	Socialist Republic of Viet Nam	Project Title:	Second Secondary Education Sector Development Program (SESDP II)
Lending/Financing Modality:	Sector development program (SDP) is proposed but lending modality will be finalized during the PPTA	Department/ Division:	SERD/SEHS

I. POVERTY IMPACT AND SOCIAL DIMENSIONS
<p>A. Links to the National Poverty Reduction Strategy and Country Partnership Strategy</p> <p>The Country Partnership Strategy 2012–2015 for Viet Nam¹ has prioritized the education sector in the support to Viet Nam's goal of raising the upper middle income country status through three pillars, which are inclusive growth, enhancing economic efficiency, and environmental sustainability. In the Country Business Operations Plan (COBP) 2013–2015, the project preparatory technical assistance (PPTA) of the Second Secondary Education Sector Development (SESDP II) is included in the 2013 TA pipeline and the ensuing loan is included in the lending pipeline for 2015, tentatively for \$70 million to be financed from the Asian Development Fund (ADF).</p>
<p>B. Targeting Classification</p> <p><input checked="" type="checkbox"/> General Intervention <input type="checkbox"/> Individual or Household (TI-H) <input type="checkbox"/> Geographic (TI-G) <input type="checkbox"/> Non-Income MDGs (TI-M1, M2, etc.)</p> <p>The proposed SESDP II will include selected disadvantaged groups as part of expected beneficiaries.</p>
<p>C. Poverty and Social Analysis</p> <p>1. Key issues and potential beneficiaries. The potential primary beneficiaries will be the secondary school students including ethnic minority students, students from the domestic migrants, and girls. 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.</p> <p>2. Impact channels and expected systemic changes. The expected impact of the proposed program is improved educational performance in Viet Nam. The outcome is enhanced efficiency and sustainability, quality, and equity of secondary education in Viet Nam. This will be achieved through policy reforms and investments in (i) improved secondary education and school-level planning, (ii) improved relevance and accountability of secondary education, and (iii) improved access and retention of disadvantaged groups in secondary education.</p> <p>3. Focus of (and resources allocated in) the PPTA or due diligence. The PPTA will review and assess the performance of the secondary education subsector in Viet Nam and identify the challenges, which are a bottleneck of socio-economic growth. The PPTA will help develop a sector development program suitable for ADB financing in terms of technical, financial, economic, institutional, and safeguard dimensions and will produce due diligence report. The Poverty and Social Analysis (PSA) will be conducted based on the detailed analysis and field trips during the PPTA.</p>

¹ ADB. 2012. *Country Partnership Strategy: Viet Nam, 2012–2015*. Manila.

4. Specific analysis for policy-based lending. Currently the lending scheme is the Sector Development Program (SDP) but the possibility of Result-based Lending (RBL) will be explored during the PPTA. The detailed sector/policy review and the financial due diligence will be conducted.

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?

Key gender issues include access to and affordability of 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 and Gender Specialists who undertake intensive data collection and analysis of girl's education to identify gender specific needs.

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

A gender action plan will be prepared building upon lessons learned from the gender action plan of SESDP 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 widen gender inequality?

Yes No

4. Indicate the intended gender mainstreaming category:

GEN (gender equity theme) 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. Department of Planning and Finance, Ministry of Education and Training (MOET). MOET will be the executing agency and the central project management unit (CPMU) to be established in MOET will be the implementing agency. All CPMU staff will need to be concurred with by ADB.

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?

One of the outputs of the SESDP II is to improve the access of disadvantaged groups including the ethnic minorities, rural poor, domestic migrants to urban areas, physically disabled, and girls and female to the good quality secondary education through provision of the targeted supports and system/policy reforms to make the delivery of schooling to the groups who are hard to reach. The intensive dialogues and socioeconomic and educational survey will be conducted during the PPTA implementation.

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 Consultation Collaboration Partnership

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

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 No civil works will be included in the proposed project.
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
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? - None
- 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 project design?
None

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?
- International and national gender and ethnic minority 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.