



Initial Poverty and Social Analysis

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Nepal: Supporting School Education Sector Plan

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CURRENCY EQUIVALENTS
(as of 28 June 2022)

Currency unit	–	Nepalese rupee/s (NRe/NRs)
NRe1.00	=	\$0.0079
\$1.00	=	NRs125.354

NOTES

- (i) The fiscal year (FY) of the Government of Nepal ends on 15 July. “FY” before a calendar year denotes the year in which the fiscal year ends, e.g., FY2022 ends on 15 July 2022.
- (ii) In this report, “\$” refers to United States dollars unless otherwise stated.

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INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	NEPAL	Program Title:	Supporting School Education Sector Plan
Lending/Financing Modality:	Results-based lending	Department/ Division:	South Asia Regional Department/ Human and Social Development Division and Nepal Resident Mission

I. POVERTY IMPACT AND SOCIAL DIMENSIONS

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

The constitution of Nepal guarantees the right to education specifically guaranteeing access to compulsory and free education up to basic level and free education up to secondary level. Government of Nepal ensures to fulfill its commitment to SDG-4 – ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The government’s Fifteenth Plan (FY2020-FY2024) aims to achieve equitable economic prosperity and qualitative improvement in citizen’s lives underscoring the need to invest in human capital development to reduce poverty and promote socio-economic development. In line with national commitments and the ADB’s country partnership strategy 2020-2024, the program will contribute to strengthening equitable access to a high quality and resilient school education under the federalism.

B. Poverty Targeting

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

The program is aligned to three of SESP outputs to (i) ensure equitable access to and participation of all children especially from disadvantaged groups¹; (ii) enhance the quality and relevance of overall school education, ensuring minimum learning achievement in each child; and (iii) ensure effectiveness of education service delivery by promoting good governance across the system, strengthening intergovernmental coordination and collaboration, and developing institutional capacities of institutions and individuals involved in the delivery of school education throughout 753 local bodies of seven provinces. The DLI and PAP will include actions specifically targeting to improve equitable, inclusive, and quality education that targets to minimize difference based on socio-economic background

C. Poverty and Social Analysis

1. Key issues and potential beneficiaries.

The SESP targets about 8.1 million children of school age in all seven provinces including disadvantaged groups. Improving the quality of education has remained a persistent challenge: majority of students perform poorly as they progress to higher level and disparity in performance is visible among students from rural areas, less developed provinces and disadvantaged groups. At the secondary level, the majority of students receive a lower grade point average with significant disparities in student performance between public and private schools, and between boys and girls. The share of children with disabilities in basic and secondary enrollments is 0.88% and 0.89%, which is lower than their share of 1.94% in the total population. Poverty and geography hinders attendance and continuity of education of disadvantaged children leading to disparity in their access and outcomes.

2. Impact channels and expected systemic changes.

The program will support the SESP for basic and secondary schools with (i) Learning provisions for basic and secondary schools enhanced; (ii) Teaching and learning in basic and secondary schools strengthened; (iii) Learning recovery accelerated; and (iv) Local government education planning, monitoring, and reporting improved. It aims to strengthen equitable, quality and resilient school education. The program interventions will directly benefit disadvantaged groups through improved and equitable access to better learning opportunities including equal opportunity scholarships, enhanced access to resilient education (disaster-resilient infrastructure with improved educational facilities) and equitable provision of science subjects in grades 11 and 12.

3. Focus of (and resources allocated in) the transaction TA or due diligence.

Various school and family related factors influence children to discontinue schooling in the upper grades, such as poor economic condition, early marriage, high opportunity costs of schooling relative to income, perceived lack of learning in school, and persistence of various forms of bullying and harassment in school. Adequate resource is provisioned to undertake the due diligence. DLI and PAP will be developed to better address the issues.

II. GENDER AND DEVELOPMENT

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

In 2020, gender parity for NER has been achieved in all grades (NER at basic, secondary and higher secondary level is 96.9%, 71.1% and 31.7% respectively for girls and 97.9%, 70.5% and 31.3% respectively for boys). At the

secondary level, NERs for grades 9–10 and grades 11–12 (general education) improved from 59.8% and 18.2% in 2016 to 70.8% and 31.5%. Survival rate at grade 8 is higher for girls (83.7%) than boys (82%). Despite notable progress in achieving gender equality in access to education, disparities between groups, geographical areas and provinces and wealth quintile remain.. At the secondary level, grade 10 examination result show significant disparities between boys and girls with the majority of students perform poorly in three subjects—mathematics, science and English. There is progress in gender parity and inclusion of Dalits and Janajati in secondary level, but efforts are needed to maintain progress. High gender disparity in teacher recruitment is noted..

2. Does the proposed program have the potential to contribute to the promotion of gender equity and/or empowerment of women by providing women access to and use of opportunities, services, resources, assets, and participation in decision-making? Yes No

The program promotes gender equality and women empowerment by directly supporting the government's education sector plan which has a major focus on equitable access and inclusive education. The program will use an equity approach to facilitate inclusive education that ensures real access and meaningful participation of disadvantaged groups. Actions to enhance gender equality and social inclusion in addressing learning achievements will be incorporated in 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 EMPOWERING THE POOR

1. Who are the main stakeholders of the program, including beneficiaries and affected people? Explain how they will each participate in the program's design.

Children of school going age, their parents, communities, teachers, CSOs and I/NGOs and other private stakeholders working in the education sector are the key stakeholders. The program is designed in consultation with MOEST, who drafted the SESP in engaging various stakeholders (over 250 consultation meetings organized with over 8000 participants). Issues and challenges faced by disadvantaged communities were given due attention. Their participation and endorsement is ensured through local education group (LEG) for the design and implementation at federal level.

2. Who are the key, active, and relevant CSOs in the program area?

The Association of International Nongovernment Organizations in Nepal and the National Campaign for Education are key drivers who are part of LEG, for the design, implementation and monitoring of SESP. Relevant CSOs (Dalit, women, IPs, associations of disability etc.) are major stakeholders. The LEG endorsement for SESP is received.

3. Are there issues during the program design for which participation of the poor and vulnerable is important?

Yes No If yes, what are these issues?

Achievements for disadvantaged students have remained low, requiring improvement in the design of scholarships, policy schemes and learning materials. Student performance is well below the national minimum standards in all the assessed subjects and at all grades with significant disparities in achievement across geographic regions, rural-urban areas, private-public schools, and socio-economic groups. Consultations with poor and disadvantaged groups are inbuilt with the program design developed under the SWAP, however, needs further coordination and linkages. of CSOs at federal, provincial and local government.

4. How will the program ensure the participation of beneficiaries and affected people, particularly the poor and vulnerable and/or CSOs, during the program design to address these issues?

The association of International NGOs and CSOs are part of the LEG and always consulted as part of design and implementation of the SESP SWAp. Program Beneficiaries and affected people will be encouraged to participate in LEG and will be consulted on the program design and implementation at federal levels.

5. What level of CSO participation is planned during the program design?

H Information generation and sharing, M Consultation, L Collaboration, L Partnership

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

No involuntary resettlement will occur since construction of infrastructure will be within the school premises. The program will ensure that any temporary impacts during construction are mitigated. Any additional requirement for land

<p>will be met through negotiated settlement and voluntary donation. Updated guidelines following the requirement of ADB SPS Safeguards Requirements 2: Involuntary Resettlement for negotiated settlement and best practices on land donation processes based on SSDP implementation will be established. The program will ensure that failure of negotiation will not result in acquisition under eminent domain.</p>
<p>2. What actions are required to address involuntary resettlement as part of the transaction TA or assessment process?</p> <p><input checked="" type="checkbox"/> Program safeguard system assessment and actions <input type="checkbox"/> None</p>
<p>B. Indigenous Peoples Category <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C</p> <p>1. Does the proposed program have the potential to directly or indirectly affect the dignity, human rights, livelihood systems, or culture of indigenous peoples? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>The IPs will benefit from the affirmative actions under the program which will increase their participation and improve their learning outcomes. The provision of equal opportunity scholarship scheme in basic and secondary education will ensure participation. Mother tongue teaching in early grades to facilitate better learning and smooth transition to upper grades. The program will ensure affirmative actions are relevant and culturally appropriate and inclusive. The IPs will be included as part of disadvantaged groups in Key GESI actions. Social safeguard actions including Indigenous Peoples Planning Framework based on earlier program intervention will be prepared to ensure that IPs will receive a culturally appropriate education benefits and can actively participate in the program activities.</p> <p>2. Does it affect the territories or natural and cultural resources indigenous peoples own, use, occupy, or claim, as their ancestral domain? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>3. Will the program require broad community support of affected indigenous communities? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>4. What actions are required to address risks to indigenous peoples as part of the transaction TA or the program assessment process?</p> <p><input checked="" type="checkbox"/> Program safeguard system assessment and actions <input checked="" type="checkbox"/> Indigenous Peoples Planning Framework</p>
<p style="text-align: center;">V. OTHER SOCIAL ISSUES AND RISKS</p>
<p>1. What other social issues and risks should be considered in the program design?</p> <p><input type="checkbox"/> Creating decent jobs and employment <input type="checkbox"/> Adhering to core labor standards <input type="checkbox"/> Labor retrenchment</p> <p><input type="checkbox"/> Spread of communicable diseases, including HIV/AIDS <input type="checkbox"/> Increase in human trafficking <input type="checkbox"/> Affordability</p> <p><input type="checkbox"/> Increase in unplanned migration <input checked="" type="checkbox"/> Increase in vulnerability to natural disasters <input type="checkbox"/> Creating political instability</p> <p><input type="checkbox"/> Creating internal social conflicts <input type="checkbox"/> Others, please specify _____</p> <p>2. How are these additional social issues and risks going to be addressed in the program design?</p> <p>The vulnerability to natural disasters is addressed through disaster resilient measures in school construction.</p>
<p style="text-align: center;">VI. TRANSACTION TA OR ASSESSMENT RESOURCE REQUIREMENT</p>
<p>1. Do the terms of reference for the transaction TA (or program assessments) contain key information needed to be gathered during the transaction TA 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?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Due diligence required to understand the spatial disparity in relation to the differential needs based on caste/ethnicity, poverty, gender and IPs and children with disabilities needs</p> <p>2. What resources (e.g., consultants, survey budget, and budget for workshop(s)) are allocated for conducting poverty, social, and/or gender analyses; and the participation plan during the transaction TA or the program assessments?</p> <p>Adequate budget to be allocated to understand the factors leading to spatial disparity and continued inequities. Necessary financial and human resource arrangement will be made available together with other partners.</p>

ADB = Asian Development Bank, CSO = civil society organization, DLI = disbursement-linked indicator, LEG = local education group, MOEST = Ministry of Education, Science and Technology, RBL = results-based lending, TA = technical assistance

¹ SARD GESI framework that is being developed defines disadvantaged groups as “those groups who historically have been unable to fully access and/or benefit from social, economic, and political rights, opportunities and resources, including investments due to their identities i.e., disability, social identity, sexual orientation/gender identity, geographic location or income poor (systematic disadvantage); and/or because of their vulnerability such as age or migrant status (situational disadvantaged)”. For the project, this specifically includes children/students from disadvantaged groups as defined and following current practice of MOEST.