

SUMMARY POVERTY REDUCTION AND SOCIAL STRATEGY

Country:	Vanuatu	Project Title:	Cyclone Pam School Reconstruction Project
Lending/Financing Modality:	Grant	Department/ Division:	Pacific Department Pacific Liaison and Coordination Office

I. POVERTY AND SOCIAL ANALYSIS AND STRATEGY

Targeting classification: Emergency

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

1. The project supports the reconstruction priorities of the Government of Vanuatu in the wake of Cyclone Pam, as articulated in the National Recovery and Economic Strengthening Program Plan (June 2015),^a which aims to rehabilitate schools in most affected areas and provide community shelters for future disaster events. According to the post-disaster needs assessment conducted after the cyclone in Tafea Province was one of the most damaged areas.^b The project is consistent with the Asian Development Bank (ADB) country partnership strategy for Vanuatu, which supports improvements to infrastructure services, the removal of major constraints on economic growth, and efforts to reduce rural poverty.^c ADB's Pacific Approach 2010–2014 aims to deliver sustained, resilient, and better standards of living for the people of the Pacific.^d This aligns with the government's development strategy to reconstruct schools in the most affected areas and provide community shelters for future disaster events.

2. The proposed project will also support ADB's approach to integrating climate resilience and disaster risk management in projects and programs in the Pacific, combined with capacity development initiatives to ensure community preparedness for further disasters; this will also include capacity development at the Ministry of Education and Training. The approach recognizes the need to assess infrastructure in terms of its vulnerability in general and in the face of climate change; define adaptive actions to mitigate risks; and assess and analyze key climate resilience issues, as well as alternative solutions for climate adaptation.

B. Results from the Poverty and Social Analysis during Project Preparation or Due Diligence

1. **Key poverty and social issues.** Before Cyclone Pam, poverty in Vanuatu was characterized by poverty of opportunity, lack of access to basic services, and lack of the means to earn cash to meet costs such as school fees, medical expenses, clothing and transport expenses, and costs associated with important social obligations. For the rural population, particularly those living on the more remote outer islands, poor access to markets, schools, and other social services constrains economic opportunities and social service provision. Poor households in rural areas suffer significantly more multiple deprivations than their counterparts in urban areas. The incidence of food and basic needs poverty is also much higher among people with no schooling or primary education only.

2. **Education.** Education in Vanuatu is both formal and nonformal. It is neither compulsory nor free. Girls and boys attend primary school in equal numbers, but secondary school retention levels are an issue. Girls and boys in rural areas also have far less access to education at all levels than those in urban areas. The destruction of critical infrastructure such as school buildings has only exacerbated the key poverty and social issues. In Tafea Province, for example, only 9 of 120 early-childcare centers are operational. Cyclone Pam has also created new vulnerabilities by impairing employment and livelihood-generating abilities, personal safety, public health and sanitation, household efficiency, and food production. While the destruction of physical assets occurred in March 2015, production losses and associated higher costs of production will continue for some time. The negative impact of the disaster on overall socioeconomic conditions will be felt for many years to come. The project will contribute to reconstruction and repair of schools in Tafea Province, and rebuild them to higher standards of disaster and climate resilience.

3. **Beneficiaries.** The project will focus on rehabilitation of up to five junior secondary schools in Tafea Province and will directly benefit at least 1,200 school children and 18,000 people. The project will improve the efficiency, safety, and quality of schooling. The rehabilitated schools will have a multipurpose role (both as schools and community centers) so they can be used as shelters in times of natural disasters. The centers will have features such as water tanks for rainwater collection, emergency power back-up, and emergency communication facilities, as well as access for disabled people. In addition to school rehabilitation, the project will engage with schools and their communities to raise awareness of and capacity for disaster preparedness.

4. **Design features.** Construction and repairs of schools will improve education, which will in turn boost people's chances of employment, especially for those from remote rural areas in Tafea Province. Special features have been included in the design to take account of the specific needs of girls and people with disabilities.

II. PARTICIPATION AND EMPOWERING THE POOR

1. Participatory approaches and project activities: A capacity development component will be included to ensure engagement of communities and nongovernment organizations (NGOs) during design and reconstruction. A further

<p>focus is on training for communities on (i) how to maintain the new facilities and (ii) disaster risk management in case of future disasters. This will also include revisions to school curricula to prepare schoolchildren for future disasters. Several international NGOs, particularly Save the Children, have been in Vanuatu for many years and are specialists in the delivery of disaster preparedness training to communities and other social support alongside the physical reconstruction of the schools.</p>
<p>3. Civil society: The project's stakeholder engagement plan establishes the principles and mechanisms for the participation of civil society. The plan recognizes that civil society stakeholders have different levels of interest in the project and that each stakeholder will contribute differently to the delivery of the project. The stakeholder engagement plan identifies major stakeholders and potential communication risks along with potential communication strategies.</p> <p>4. The following forms of civil society participation are envisaged during project implementation, rated as high (H), medium (M), low (L), or not applicable (NA): M <input checked="" type="checkbox"/> Information gathering and sharing M <input checked="" type="checkbox"/> Consultation H <input checked="" type="checkbox"/> Collaboration H <input checked="" type="checkbox"/> Partnership</p> <p>5. Participation plan <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Key features: The stakeholder engagement plan will be prepared based on participation methods that have worked well in other projects. It will provide guidelines for the project management unit and other relevant government agency staff, contractors, beneficiaries, and other stakeholders to enable them to communicate and consult with each other effectively, inclusively, and transparently and to ensure that effective participation occurs during design and implementation. This will rely heavily on the knowledge and support of an NGO familiar with the education sector in Vanuatu.</p> <p>Responsibilities and allocated resources: The stakeholder engagement plan will be implemented by the project management unit with the support and assistance of the consultants for project design and supervision.</p>
<p style="text-align: center;">III. GENDER AND DEVELOPMENT</p> <p>Gender mainstreaming category: Effective gender mainstreaming</p> <p>A. Key issues</p> <p>1. On the gender related development index for 2014, Vanuatu ranks 131 out of 187 countries (down three places from 2013),¹ giving it an equivalent ranking to the human development index according to the Human Development Report 2014 of the United Nations Development Programme. Women's social status means that they form the poorest bracket of the population and struggle the hardest to recover from disaster. While the destruction of critical infrastructure such as health and education facilities, water supply systems, and housing has affected everyone, women are hit hardest—because Cyclone Pam damaged and contaminated sources of drinking water, women and children must spend more time and effort on obtaining safe water from more distant locations. This increased workload reduces the time they can allocate to income generation and school attendance, and exposes them to hazards such as violence or disease.</p> <p>2. While the gender difference among those attending school in Vanuatu has narrowed—a higher proportion of girls are going to school and staying longer—rural areas such as Tafea Province still struggle to keep girls in secondary school. Damage to school bathroom and boarding facilities may further exacerbate this. At the same time, equitable post-disaster recovery could help reduce women's and girl's disadvantaged condition and increase their overall resilience. In this sense, women as well as men must have access to reconstruction and rehabilitation jobs, and income-generating projects, to support their long-term economic recovery. School rehabilitation can address sanitation and safety issues at schools and encourage families to prioritize girls' education. Training in disaster preparedness and community capacity building can foster longer-term awareness about gender equality and the specific needs of women and girls in disaster situations.</p> <p>3. The project is classified as effective gender mainstreaming. Construction will improve school facilities. Community disaster preparedness training, and curricula developed for use in schools, will be gender sensitive and will pay specific attention to the needs of women in disaster and post-disaster settings. At least three women in the Ministry of Education and Training will receive training in technical approaches to disaster risk reduction. Gender-specific outputs, targets, and indicators will be integrated into the project's design and monitoring framework.</p>
<p>B. Key actions <input checked="" type="checkbox"/> Gender action plan <input type="checkbox"/> Other actions or measures <input type="checkbox"/> No action or measure</p> <p>The gender action plan includes design features that will accommodate women's needs as outlined in the section above.</p>
<p style="text-align: center;">IV. ADDRESSING SOCIAL SAFEGUARD ISSUES</p> <p>A. Involuntary Resettlement Safeguard Category: <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> FI</p> <p>1. The project is classified as category C for involuntary resettlement and indigenous peoples based on ADB's</p>

¹ CARE Canada. 2015. *Rapid Gender Analysis Cyclone Pam Vanuatu*. Port Vila.

Safeguard Policy Statement (2009). The project is not expected to involve physical displacement or involuntary acquisition of land. The schools will be rebuilt on their existing sites. Any subproject activity that would require involuntary resettlement will be excluded.

2. Strategy to address the impacts.

3. Plan or other Actions

<input type="checkbox"/> Resettlement plan	<input type="checkbox"/> Combined resettlement and indigenous peoples plan
<input type="checkbox"/> Resettlement framework	<input type="checkbox"/> Combined resettlement framework and indigenous peoples planning framework
<input type="checkbox"/> Environmental and social management system arrangement	<input type="checkbox"/> Social impact matrix
<input checked="" type="checkbox"/> No action	

B. Indigenous Peoples **Safeguard Category:** ☐ A ☐ B ☒ C ☐ FI

1. Key impacts: The project is not expected to impact any distinct and vulnerable groups of indigenous people. The beneficiaries in the project areas are mostly Melanesians, native people of Vanuatu. The outputs will be culturally appropriate. Any subproject activity that would affect indigenous people will be excluded.

2. Strategy to manage the impacts: Project activities will be implemented in a participatory manner to ensure ownership of and engagement by schools and their surrounding communities.

3. Plan or other actions

<input type="checkbox"/> Indigenous peoples plan	<input type="checkbox"/> Combined resettlement plan and indigenous peoples plan
<input type="checkbox"/> Indigenous peoples planning framework	<input type="checkbox"/> Combined resettlement framework and indigenous peoples planning framework
<input type="checkbox"/> Environmental and social management system arrangement	<input type="checkbox"/> Indigenous peoples plan elements integrated in project with a summary
<input type="checkbox"/> Social impact matrix	
<input checked="" type="checkbox"/> 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)
 L ☒ unemployment L ☒ underemployment ☐ retrenchment H ☒ core labor standards (included in bid documents)

2. Labor market impact: The construction and repair of infrastructure facilities will generate employment and income opportunities.

B. Affordability

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):
 L ☒ Communicable diseases L ☒ Human trafficking
 NA ☐ Others (please specify) _____

2. Risks to people in project area.

VI. MONITORING AND EVALUATION

1. **Targets and indicators.** Design and monitoring framework targets will include the construction or repair of school infrastructure and capacity building for disaster preparedness.

2. **Required human resources.** Required consulting services will be described in the project administration manual.

3. **Information in the project administration manual.** Requirements for monitoring and evaluation—including project reviews, progress reports, and completion reports—will be included.

4. **Monitoring tools.** Progress in the design and monitoring framework will be reported regularly in progress reports.

^a Government of Vanuatu. 2015. *National Recovery and Economic Strengthening Program Plan*. Port Vila.

^b Government of Vanuatu. 2015. *Post Disaster Needs Assessment, Tropical Cyclone Pam*. Port Vila.

^c ADB. 2009. *Country Partnership Strategy: Vanuatu, 2010–2014*. Manila.

^d ADB. 2009. *Pacific Approach 2010–2014*. Manila.