

## INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	PRC	Project Title:	Guangxi Nanning Vocational Education Development Project
Lending/Financing Modality:	Project	Department/Division:	EARD/EASS

### I. POVERTY ISSUES

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

The project will support the PRC's Twelfth Five-Year Plan (2011-2015) which prioritizes developing high quality human resources and accelerating educational and health reform, including reform of TVET, initiation of compulsory kindergarten and expansion of public social services. The project will contribute to creating a qualified labor force to support the development and equitable access to public social services in urban and rural areas. Over 90% of the students in the schools are from rural areas and the disciplines of preschool education and nursing overwhelmingly serve female students. The project aligns with PRC's country partnership strategy of the Asian Development Bank (ADB) and conforms to ADB's Education Policy and education sector strategies.

#### 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.)

The project is focused on two secondary TVET schools located in Nanning, Guangxi Zhuang Autonomous Region.

#### 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? 1 person-month of international and 4 person-months of national consultants are in the PPTA to cover the poverty and social assessment and social safeguards.
3. If GI, is there any opportunity for pro-poor design. To ensure that the TVET curriculum is well aligned with needs in rural areas, the project anticipates designing and implementing a pilot to develop rural training centers for nursing students and rural doctors receiving short term training through the TVET programs. In addition, development of curriculum for elderly care anticipates important demographic shifts in the population and the need to provide qualified care at all levels of the health system. Development of regional and industry partnerships will facilitate entry into employment opportunities and ease the transition from students to professionals for graduates, many of whom come from rural areas and have limited professional contacts.

### 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? Primary beneficiaries are students and staff of the two schools. 90 % of the students are female and a large majority are from rural areas. Women have not benefitted equally from job opportunities created by industrialization and urbanization. Opening up new employment opportunities in public social services and improving the quality of skills will have long term positive benefits for students. Improving curriculum development and teaching skills will enhance secondary school TVET education in Nanning. The health school also offers short term training for rural health workers and doctors.
2. What are the potential needs of beneficiaries in relation to the proposed project? Improved campus facilities and teaching equipment. Improved teaching capacity and linkages to social services industry.
3. What are the potential constraints in accessing the proposed benefits and services, and how will the project address them? The project schools are demonstration schools at the city, provincial and national levels. Upgrading the campuses, teaching equipment and enhancing teaching quality will have a significant impact on the development and delivery of secondary school TVET focusing on social services. The project will investigate ways to disseminate good practices and curriculum development. The project will assess barriers to access for students to the TVET

schools and to social services industry and investigate the creation of effective regional cooperation partnerships at the local, national and international levels.

### B. Consultation and Participation

1. Indicate the potential initial stakeholders. Stakeholders include: Students and staff of the two schools, Nanning Education Bureau, Nanning DRC and Finance Bureau, Nanning TVET association, other TVET secondary schools providing public services TVET instruction, health and kindergarten public and private services and employers, regional cooperation partners.

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.)? Extensive consultation with stakeholders will be necessary during the PPTA. A survey, focus group discussions and key informant interviews are planned under the poverty and social assessment. Consultation will be conducted for the resettlement, environment and indigenous peoples safeguards.

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.

### C. Gender and Development

#### Proposed Gender Mainstreaming Category: EGM

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

Women are overwhelmingly employed in the nursing and kindergarten teaching professions. The recent reforms in health and education will open up new employment opportunities in public and private provision of social services in health and education. Women have not benefitted equally from industrialization and urbanization. Rural women in particular have had difficulty in participation in the economic growth in the PRC. The project will enhance the quality of teaching, improve skills of students and seek to create better training and partnerships with industry employers to help ensure that women have equal opportunities in the workplace and are able to participate in the new economic opportunities. The project will assess issues such as affordability, employability and improved training opportunities.

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. The project is focused on enhancing educational opportunities for nursing and kindergarten school teacher secondary school TVET. The project will be designed to be categorized as effective gender mainstreaming and a GAP will be prepared.

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
<b>Involuntary Resettlement</b>	Civil works will be carried out on existing state owned land or land already owned and occupied by a school campus.	Limited. No impact is anticipated. Due diligence will be conducted.	<input type="checkbox"/> Resettlement Plan <input type="checkbox"/> Resettlement Framework <input type="checkbox"/> Environmental and Social Management System Arrangement <input type="checkbox"/> None <input checked="" type="checkbox"/> Uncertain
<b>Indigenous Peoples</b>	Nanning is located in Guangxi Zhuang Autonomous Region and has a large proportion of ethnic minorities especially in rural areas. Many of the students come from these areas.	Limited. Impacts are anticipated to be positive. A full scoping will be conducted under the PPTA and if necessary, an EMDP will be prepared.	<input 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 checked="" type="checkbox"/> Uncertain

<b>Labor</b> <input checked="" type="checkbox"/> Employment Opportunities <input type="checkbox"/> Labor Retrenchment <input checked="" type="checkbox"/> Core Labor Standards	Civil works will be constructed at both of the schools. The project will generate employment opportunities both directly and indirectly.	Core labor standards will be used and included in the assurances.	<input type="checkbox"/> Plan <input checked="" type="checkbox"/> Other Action <input type="checkbox"/> No Action <input type="checkbox"/> Uncertain
<b>Affordability</b>	Access to secondary TVET school is determined, in part, by affordability.	An assessment of affordability will be conducted under the PPTA.	<input type="checkbox"/> Action <input type="checkbox"/> No Action <input checked="" type="checkbox"/> Uncertain
<b>Other Risks and/or Vulnerabilities</b> <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Human Trafficking <input type="checkbox"/> Others (conflict, political instability, etc.), please specify		No impact	<input type="checkbox"/> Plan <input type="checkbox"/> Other Action <input checked="" type="checkbox"/> No Action <input type="checkbox"/> Uncertain
<b>IV. PPTA/DUE DILIGENCE RESOURCE REQUIREMENT</b>			
<p>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.</p> <p>2. Are resources (consultants, survey budget, and workshop) allocated for conducting poverty, social and/or gender analysis, and C&amp;P during the PPTA/due diligence? <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No    Five months of international and national consultants are included in the PPTA for poverty, social and gender analysis. Resources are included for extensive consultation and participation, implementation of survey, focus group discussions, etc.</p>			