

SUMMARY POVERTY REDUCTION AND SOCIAL STRATEGY

Country:	People's Republic of China	Project Title:	Guangxi Nanning Vocational Education Development Project
Lending/Financing Modality:	Project	Department/Division:	East Asia Department/ Urban and Social Sectors Division

I. POVERTY AND SOCIAL ANALYSIS AND STRATEGY

Targeting classification: General intervention

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

The proposed project will help improve the capacity and effectiveness of social services by focusing on technical and vocational education and training (TVET) in Nanning Municipality. It will support TVET capacity building and civil works improvement of Nanning No. 4 Vocational and Technical School (NVTS) and Nanning Health School (NHS), and create a pool of qualified kindergarten teachers and nurses to address current skilled worker shortages and inadequate extension of social services. The project supports the strengthening of TVET to facilitate establishing a sound and sustainable public service system with a focus on education and health services, which is a priority under the People's Republic of China's (PRC) Twelfth Five-Year Plan. The National Medium- and Long-term Education Reform and Development Plan (2010–2020) calls for preschool education to be developed so that by 2020, 90% of children will have access to one year of kindergarten. The priorities in the National Health Care Reform include strengthening primary health care services and the grassroots health workforce. Development of TVET to train kindergarten teachers and health workers is urgently needed to meet these goals, and to address rising inequality and intergenerational poverty in order to help improve future competitiveness. The project aligns with the Asian Development Bank (ADB)^a PRC country partnership strategy and conforms to ADB's education policy and sector operations plan.

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

1. Key poverty and social issues. Guangxi Zhuang Autonomous Region (GZAR) is one of 12 less-developed provinces and autonomous regions in the western PRC. The development of Nanning as the regional urban center has led to rapid urbanization and an annual growth rate of 15.5%. Industrialization has created a rising demand for skilled workers and quality social services to provide balanced social development in rural and urban areas. The Three-Year Action Plan for Preschool Education Development in Guangxi Zhuang Autonomous Region (2011–2013) will build, renovate, or expand 6,628 kindergarten schools to increase enrollment to 1.33 million, necessitating the employment of an additional 21,000 teachers. The ratio of health service providers to patients is also low. In 2010, the national average was 7.6 health personnel per 1,000 urban residents, but GZAR has an average of just 3.6 health personnel per 1,000 residents.^b Insufficient coverage and poor delivery of social services perpetuates educational and health disparities, and is a contributing factor to rising rural–urban inequalities.

2. Beneficiaries. Direct beneficiaries of the project are students and staff of NHS and NVTS. Indirect beneficiaries include other TVET institutions in Nanning; the Nanning municipal government, including the Health and Education Bureaus; kindergarten students and their parents; and health services clients, especially in rural areas. The students of NHS and NVTS are mainly female with over 90% coming from rural areas. About 27% are classified as coming from “poor” households. Nearly 100% of students are employed after graduation, and there is a substantial present and future demand for the services provided by the graduates.

3. Impact channels. Direct impact channels are the improved (i) quality of TVET training and facilities, (ii) employability of graduates, and (iii) industry–school and international partnerships. Indirect impact channels are increased wages, improved social services (kindergarten and health), and health and education outcomes.

4. Other social and poverty issues. Access to and affordability of TVET for poor and rural students is being addressed through government subsidy programs, increased outreach efforts by the Nanning Bureau of Education, and expansion of TVET programs across the country.

5. Design features. The project focuses on providing quality TVET education for students who are mostly from rural areas, are primarily women, and include a large percentage of ethnic minorities. Key design features include (i) development of ethnic minority curriculum in the kindergarten training base; (ii) inclusion of social indicators for analysis in the tracer studies, impact assessment, and the project performance monitoring system; (iii) human resources outreach for recruitment in rural and poor areas; (iv) creation of elderly care curriculum and a bridging program for the nursing major; (v) two policy studies (elderly care and professional training for kindergarten teachers); and (vi) targets for women's participation in the teacher and management training opportunities.

C. Poverty Impact Analysis for Policy-Based Lending: Not applicable**II. PARTICIPATION AND EMPOWERING THE POOR**

1. Summarize the participatory approaches and the proposed project activities that strengthen inclusiveness and

<p>empowerment of the poor and vulnerable in project implementation. Participatory approaches include creation of core teacher training network and process, curriculum development on ethnic minority culture, and development of a human resources strategy with a focus on inclusion in recruitment.</p> <p>2. If civil society has a specific role in the project, summarize the actions taken to ensure their participation. Research institutions will conduct studies on selected TVET topics.</p> <p>3. Explain how the project ensures adequate participation of civil society organizations in project implementation. Direct support in project activities.</p> <p>4. What forms of civil society organization participation is envisaged during project implementation? <input checked="" type="checkbox"/> Information gathering and sharing <input checked="" type="checkbox"/> Consultation <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Partnership</p> <p>5. Will a project level participation plan be prepared to strengthen participation of civil society as interest holders for affected persons particularly the poor and vulnerable? <input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No. Actions included in project design</p>	
III. GENDER AND DEVELOPMENT	
Gender mainstreaming category: Effective gender mainstreaming	
<p>A. Key issues. Both schools are dominated by female students, who account for some 98% of preschool education, 97% of nursing, and 40% of rural doctor training students. The project provides for career and employment opportunities for a substantial number of students from poor and rural areas, and these opportunities are primarily directed to women. The job service areas of kindergarten teachers, nursing, and elderly care are all rapidly expanding in response to urbanization and key education and health sector policies to improve coverage and access to early childhood education and quality health care services. The employment rate of graduates from both schools is 100%. By improving the quality of social services, TVET will have a substantial impact on creating pathways for women, and especially rural women, to enter the new service-driven economy and participate in the social and economic development of Nanning.</p>	
<p>B. Key actions. The gender action plan (GAP) actions include (i) ensuring gender-sensitive materials are prepared under the competency-based curriculum development; (ii) providing access to training opportunities for female staff; (iii) development of a human resources outreach program for recruitment in rural areas, with an emphasis on addressing gender stereotypes, and encouraging more young men to join the kindergarten and nursing programs and young women to join the rural doctors programs; (iv) identifying gender issues to be addressed in curriculum development for elderly care; and (v) ensuring that women have access to the jobs related to construction activities.</p> <p><input checked="" type="checkbox"/> Gender action plan <input type="checkbox"/> Other actions or measures <input type="checkbox"/> No action or measure</p>	
IV. ADDRESSING SOCIAL SAFEGUARD ISSUES	
A. Involuntary Resettlement	Safeguard Category: <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> FI
<p>1. Key impacts. No involuntary resettlement or land acquisition will take place under the project. A due diligence report has been prepared and approved.</p> <p>2. Strategy to address the impacts. Not applicable</p> <p>3. Plan or other Actions.</p> <p><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</p>	
B. Indigenous Peoples	Safeguard Category: <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> FI
<p>1. Key impacts. The poverty and social assessment concluded that there will be no negative impacts on ethnic minority communities surrounding the TVET institutions or students and staff at the project schools. Ethnic minorities make up more than half of the student and staff population in the two project schools, with the majority coming from the Zhuang ethnic minority. The consultations have determined that there are affirmative government policies for ethnic minority groups for admission to TVET education, including specific subsidies to ensure affordability and access. Ethnic minority students in the project institutions will benefit equally from project.</p> <p>Is broad community support triggered? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>2. Strategy to address the impacts. As per para. 17 SR3 of the ADB Safeguard Policy Statement (2009), the project has included measures in the overall project design in lieu of preparing a separate IPP. Design elements to ensure ethnic minority inclusion are included in several of the TVET capacity building components and the social action plan (SAP).</p>	
<p>3. Plan or other actions.</p> <p><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 checked="" type="checkbox"/> Indigenous peoples plan elements integrated in project with a summary <input type="checkbox"/> Social impact matrix <input type="checkbox"/> No action</p>	

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. <input type="checkbox"/> unemployment <input type="checkbox"/> underemployment <input type="checkbox"/> retrenchment <input checked="" type="checkbox"/> core labor standards	
2. Labor market impact. Graduates from NHS and NVTS will help meet the deficit in kindergarten teachers, nurses, elderly care workers, and rural doctors for Nanning Municipality and GZAR. Over a 25-year period, a total of 31,028 students consisting of 15,087 nurses, 1,591 rural doctors, and 14,350 kindergarten teachers will successfully graduate and join the active work force. This is expected to improve the delivery of public social services in Nanning. Human resources development including tracer studies development is included in the project.	
B. Affordability All secondary school TVET students receive free tuition from the government and special subsidies are given to poor, rural, and ethnic minority students.	
C. Communicable Diseases and Other Social Risks	
1. Indicate the respective risks, if any, and rate the impact as high (H), medium (M), low (L), or not applicable (NA): <input checked="" type="checkbox"/> Communicable diseases L <input type="checkbox"/> Human trafficking <input type="checkbox"/> Others (please specify) _____	
2. Describe the related risks of the project on people in project area. Slight risk of communicable disease transmission from construction workers. HIV/AIDS clauses included in contractor bidding documents	
VI. MONITORING AND EVALUATION	
1. Targets and indicators: Indicators of the design and monitoring framework include targets for women's participation, gender inclusive recruitment, and kindergarten with inclusive design features.	
2. Required human resources: 6 months of funding for a gender and social specialist is included as part of project management support.	
3. Information in project administration manual: the GAP and SAP are included in the project administration manual, and indicators will be integrated into the project performance monitoring system.	
4. Monitoring tools: the GAP and SAP. An impact assessment and tracer studies will be implemented.	

^a Asian Development Bank. 2012. *Country Partnership Strategy: People's Republic of China, 2011–2015*. Manila.

^b Nanning has an average of 5.35 health personnel per 1,000 urban residents, but only 0.76 personnel per 1,000 for rural residents. Nanning has 23,518 village clinics, of which only 8.7% are public.

Source: People's Government of Guangxi Zhuang Autonomous Region. 2011. *Action Plan for 3-year Preschool Education in Guangxi*. Nanning.