

Indigenous Peoples Planning Document

August 2014

People's Republic of China: Guangxi Baise Vocational Education Development Project

Prepared by Asian Development Bank in consultation with the Baise Municipal Government.

CURRENCY EQUIVALENTS

(as of 18 August 2014)}

Currency unit	–	yuan (CNY)
CNY1.00	=	\$0.1624
\$1.00	=	CNY6.1544

ABBREVIATIONS

ADB	–	Asian Development Bank
BVC	–	Baise vocational college
BVS	–	Baise vocational school
CBA	–	competency-based approach
GZAR	–	Guangxi Zhuang Autonomous Region
kwh	–	kilowatt hour
MLT	–	multilevel TVET system
PMO	–	project management office
SGAP	–	social and gender action plan
SVS	–	secondary vocational school
TVET	–	technical and vocational education and training

NOTE

In this report, "\$" refers to US dollars.

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Ethnic Minority Project Design Elements

A. Project

1. The Guangxi Baise Vocational Education Development Project will improve the supply of skilled human resources in Baise Municipality to meet the demands from industry and support the transformation of the local economy in its effort to achieve sustainable and inclusive growth. The proposed project will be the fourth Asian Development Bank-financed technical and vocational education and training (TVET) investment project in the People's Republic of China (PRC), and will play a demonstration role for the sector and provinces in multilevel TVET.

2. Despite impressive growth over the past decades, the PRC is facing several development challenges. The government's key priorities to (i) rebalance the economy from export- to consumption-oriented growth, (ii) from low to higher value-adding industries, (iii) expand and improve the quality of public services, (iv) support rapid urbanization, and (v) environmentally sustainable and socially inclusive development requires significant investments in human capital and education. The PRC currently faces a structural mismatch between the supply and demand of workers with relevant knowledge and skills to meet the labor market needs for higher skilled multilevel workforce of technicians, technologists, and managers. The government's National Long-term Strategy on Education, 2010–2020 has identified improving TVET as a critical element to develop a skilled workforce. The emphasis in upgrading the TVET system is now on improved quality and responsiveness, providing more and easier access for students and workers to acquire higher levels of knowledge and skills, and strengthening TVET school-industry partnerships.

3. To address the skills shortage, Baise's Twelfth Five-Year Plan has outlined a key human resources development strategy, centered on creating a multilevel TVET system (MLT). The MLT provides an integrated education and training system that links the human resources skill supply from universities, vocational colleges, secondary vocational school (SVS), and also includes short-term migrant courses. The MLT system aims to provide students with multiple pathways for initial training, entry to, and progress within the workforce. Baise University, with its current three level programs (SVS, vocational colleges, and universities) is well-positioned to take a leading role in shifting to MLT provision, both locally and eventually at provincial and regional levels. This requires a major investment from all stakeholders in terms of reforms and upgrades to the TVET system.

4. All TVET students will benefit from project interventions, including ethnic minorities. The project will help them obtain skills and gain access to professional careers and employment opportunities. No project activities will adversely affect ethnic minorities and none are affected by resettlement or land acquisition. There are no adverse impacts on communities surrounding the project TVET institutions. The poverty and social assessment determined that ethnic minority students are well integrated into the project TVET institutions and face no barriers to enroll in TVET. In recent three years of 2011–2013, ethnic minority students in Baise University undergraduates, vocational colleges, and Baise vocational school (BVS) account for 44.5%, 58.3%, and 85.1%, respectively. Increased quality of TVET as a result of the project will benefit all students as well as the general public.

B. Project Components

5. The project has four components: (i) TVET quality improved and capacity developed; (ii) Chengbi campus constructed and environmental sustainability promoted; (iii) TVET innovation and relevance promoted; and (iv) project implementation management.

C. Project Schools

6. The project supports two schools: Baise University and Baise Vocational School. Baise University is a full-time integrated university targeted for local vocational education. Baise University currently provides the following programs: (i) four-year university education with a bachelor degree awarded; (ii) two or three-year vocational college education with a college degree awarded; (iii) one-year pre-university program for future university education;¹ (iv) two and half-year adult continuing education program with adult education certificates; and (v) foreign student education.

7. Baise University possesses 13 departments and schools, including 10 departments for both university and vocational college students, the business school only for vocational college students, the pre-university school, and the teaching and research department on the ideological political theories courses that is responsible for giving ideological and political classes for all students. Baise University has 35 university specialties and 38 advanced vocational programs, which cover eight disciplines such as economics, law, education, literature, science, engineering, management science, and art. By October 2013, Baise University has 10,518 full-time students in total, including 8,054 university students, 2,052 vocational college students, and 412 pre-university students.

8. Baise University currently has 627 staff members, including 399 specialized teachers, 180 administrative staff, and 48 logistic workers,² and 100 some external teachers for the areas in shortage of teachers (English, ethnic minority music instruments, etc.). Among the 180 administrative staff, 113 take both teaching and administrative roles with teaching certificates, while 67 are full-time administrative staff. Therefore, there are a total of 512 teachers inside Baise University. Among them, 74 hold dual qualifications, accounting for 14.5%.

9. **BVS** is an independent legal entity of a secondary vocational school. It is sponsored by Baise University and administered by the Baise Education Bureau. It is also a vocational training institute jointly designated by the Baise Human Resource and Social Security Bureau and Baise Finance Bureau.

10. BVS currently provides two types of education program: (i) three-year full-time secondary vocational education including 2 years' learning in campus and 1 year's practicing outside campus; (ii) 2-year adult continuing secondary education program with secondary adult education certificates; and (iii) migrant worker short-term training. By end of 2013, only two majors of BVS have SVE students in school, i.e. preschool education and computer application. Current SVE students consist of three grades including the entrance years of 2011, 2012, and 2013, with a total number of 329 persons, and almost 90% of students come from rural areas of Baise.

11. BVS has 13 specialized teachers and five logistic workers due to small enrollment scale. All the specialized teachers are taking administration tasks as well. All of them are young and just joined the school last year. BVS is also inviting Baise University teachers and some outside teachers, such as kindergarten principals, to provide professional lectures.

¹ The pre-university program will be further described in detail in the section on ethnic minority analysis.

² Not including 200–300 workers who are not receiving remuneration from Baise University, e.g. those employed by the cafeterias.

D. Ethnic Minorities at the Project Schools

12. Guangxi Zhuang Autonomous Region (GZAR) had a total population of 52.40 million in 2012, among which 46.82 million are permanent resident population.³ Among the total population, nearly 80.20% was rural population, much higher than the national average of 47.43%. In addition, about 47.35% of the total population was female; close to that the national average of 48.75%. It is an area with many ethnic minority peoples living there, including Zhuang, Yao, Miao, Dong, Mulam, Maonan, Hui, Jing, Yi, Shui, and Gelao; and many other smaller ethnic minority population groups. GZAR has the largest ethnic minority population in the country, which accounted for 37.18% of the region's permanent resident population, much higher than the national average level of 8.4%. The single largest minority group is the Zhuang minority group, representing 31.39% of the region's total population in 2010. It is also the ethnic minority group with the largest population in the country.⁴

13. The project city of Baise had a total population of 4.09 million by the end of 2012, among which 3.51 million were permanent resident population. The proportion of urban population was only 12.13%, much lower than the national average (52.57%) and some lower than the GZAR average (19.80%). Same as GZAR, it is dominated by ethnic minority people, which accounted for about 86.70% of the total population. The single largest minority group is also the Zhuang minority group, representing 78.64% of the region's total population, more than double of that of the region.

14. The ethnic minority student proportion varies greatly for university and vocational college students, being 33%–37% and 56%–62%, respectively. It is lower for the university mainly because more university students are from outside of Baise and even GZAR as shown in Table 1.

Table 1: Enrollment of Ethnic Minority Students in Baise University

	2013			2012			2011		
	Total	EM	% of EM	Total	EM	% of EM	Total	EM	% of EM
Undergraduates	2,792	928	33%	2,348	864	37%	1,851	657	35%
VC students	999	616	62%	758	422	56%	897	511	57%
Total	3,791	1,544	40.7%	3,106	1,286	41%	2,748	1,168	43%

15. Baise University currently has 627 staff members, among which 299 or 52.3% are ethnic minority people, including 48.2% of Zhuang and 4.1% of other ethnic minority persons as shown in **Table 2**. Among 399 specialized teachers, 187 persons or 46.9% are ethnic minority people; among 180 administrative staff, 115 persons or 63.9% are ethnic minority people; among 48 logistic workers, 26 or 54.2% are ethnic minority people. Compared with the general ethnic minority proportion (87%) of the city, the ethnic minority proportion of Baise University staff (52%–64%) is lower because they come from different places nationally. These ethnic minority teachers enjoy the same salary and benefits as Han teachers.

³ Guangxi Statistics Yearbook. 2013.

⁴ http://www.gxzf.gov.cn/zjgx/gxrw/qhrk/201402/t20140211_428687.htm

Table 2: Ethnic Minority Staff Baseline of Baise University

Item		Specialized Teacher	Administrative Staff	Logistic Workers	Total
Total	No.	399	180	48	627
Han	No.	212	65	22	299
	%	53.1%	36.1%	45.8%	47.7%
Zhuang	No.	169	109	24	302
	%	42.4%	60.6%	50.0%	48.2%
Other EM	No.	18	6	2	26
	%	4.5%	3.3%	4.2%	4.1%

16. The ethnic minority baseline of BVS is shown in Table 3. The students are of six nationalities of Han, Zhuang, Yao, Miao, Yi, and Buyi. The ethnic minority students account for a very high proportion of 89.7% among all students. It is particularly as high as over 90% in 2011 and 2012. Zhuang students account for the highest proportion for all majors, with an average of 70.8%. Yao is the second largest ethnic minority group, accounting for 17.3% of the total. There are also a few students of Miao (1.5%), Yao (0.3%) and Buyi (0.3%) students; all of them are from rural areas. It can be seen that the ethnic minority proportion for the preschool education major (88.2%~91.2%) is much higher than that for the Computer Application major (60%).

Table 3: Ethnic Minority Students Enrollment in Baise Vocational School

Nationality		Grade 2013 Pre-school	Grade 2012 Pre-school	Grade 2011		Total
				Pre-school	Computer	
Han	No.	8	11	23	2	44
	%	9.5%	11.8%	17.2%	40.0%	13.4%
Zhuang	No.	66	71	93	3	233
	%	78.6%	76.3%	69.4%	60.0%	70.8%
Yao	No.	10	11	36	0	57
	%	11.9%	11.8%	26.9%	0.0%	17.3%
Miao	No.	0	0	5	0	5
	%	0.0%	0.0%	3.7%	0.0%	1.5%
Yi	No.	0	0	1	0	1
	%	0.0%	0.0%	0.7%	0.0%	0.3%
Buyi	No.	0	0	1	0	1
	%	0.0%	0.0%	0.7%	0.0%	0.3%
Total	No.	84	93	147	5	329
Total of EM	No.	76	82	134	3	295
	%	90.5%	88.2%	91.2%	60.0%	89.7%

Source: Data provided by BVS.

17. Among the 13 specialized teachers in BVS, nine are Zhuang people, accounting for 69.2%; among the five logistics workers, four are Zhuang people, accounting for 80%. Same as in Baise University, they enjoy the same salary and welfare with Han teachers.

Table 4: Ethnic Minority Staff Proportion in Baise Vocational School

Item			Pre-school	Computer	Total
Specialized teachers	Subtotal	No.	10	3	13
	Han	No.	3	1	4
		%	3.6%	20.0%	30.8%
	Zhuang	No.	7	2	9
		%	70.0%	66.7%	69.2%
Logistic workers	Subtotal	No.	5		
	Han	No.	1		
		%	20.0%		
	Zhuang	No.	4		
		%	80.0%		
Total	Subtotal	No.	18		
	Zhuang	No.	13		
		%	72.2%		

Source: Data provided by BVS.

18. Baise University is implementing the regional policy for minority students to enjoy extra points in college and university enrollment as follows:

- (i) The ethnic minority students in the urban areas of Nanning, Liuzhou, Guilin, Wuzhou, and Beihai cities can enjoy five extra points.
- (ii) In the whole region (except in Nanning, Liuzhou, Guilin, Wuzhou, and Beihai cities), students of ten ethnic minority groups including Yao, Miao, Dong, Maonan, Melao, Hui, Yi, Jing, Shui, and Gelao, can enjoy 20 extra points.
- (iii) Students from 12 ethnic minority autonomous counties, including Longlin county in Baise, three counties including Lingyun and Xilin counties in Baise that enjoy the same treatment as the ethnic minority autonomous counties, Fangcheng District and Dongxing City of Fangchenggang City (including Han students), can enjoy 20 extra points.
- (iv) Students from 33 mountainous and boundary counties/cities/districts, including Youjiang District, Tianyang, Tiandong, Pingguo, Debao, Jingxi, Napo, Leye, and Tianlin counties of Baise, can enjoy 10 extra points.
- (v) Other ethnic minority students inside GZAR other than the above mentioned 50 counties/cities/districts and Nanning, Liuzhou, Guilin, Wuzhou, and Beihai cities (except those indigenous groups mentioned in item (ii)) can enjoy seven extra points.
- (vi) Students from eight boundary counties/cities/districts, including Jingxi and Napo counties in Baise, and five counties/districts enjoying the same treatment, including Debao County in Baise, can enjoy another 10 extra points in addition to those covered under item (i) to (v); but the total extra points cannot exceed 20 points.
- (vii) Ethnic minority students living scattered in areas dominated by Han people will enjoy priority enrollment if having same scores as Han students.

19. The cost of higher education is often cited as a potential barrier for enrollment and source of additional hardship on families, especially lower income families including remote

ethnic minority families who rely on higher education as a strategy for improved financial stability. To overcome such barrier, Baise City has implemented a series of senior TVET education poverty-alleviation programs and financing aiding policies as follows to ensure local poor students, including ethnic minority students have the access to adequate senior TVET education:

- (i) National fellowship. A national fellowship is provided for 20% of students, with an amount of CNY3,500 as first grade or CNY2,500 as second grade for both university and vocational college students.
- (ii) School scholarship. Several types of scholarships are provided. One is the National Motivation Scholarship of CNY5,000 per year. Another is National Scholarship, which is CNY8,000 per year and provided to a very small number of excellent students. The third is the GZAR government scholarship, which is CNY5,000 and also provided to a small number of students. Students awarded with scholarships cannot enjoy the national fellowship.
- (iii) Hometown-based student loan. Students can apply for student loan, no higher than CNY6,000 per year, at their hometowns via Guangxi Branch of China Development Bank. This level has remained same since 2009. Before 2013, any student can apply no matter whether she/he is from poor family. Now only poor students can apply for the loan. A market interest, about 5~6%, is applied for such loans. Students are required to pay back the principal in 14 years. No interest is charged during the academic years; students need to pay interest from the second month after graduation. Students can pay back in advance anytime they want.
- (iv) Entrance transportation subsidy for universities. One-time subsidy is provided for poor freshmen for transportation from home to school, i.e. CNY400 for schools inside GZAR, CNY500 for places south of the Yangtze River, and CNY600 for places north of the Yangtze River. More than 1,100 students received such transportation subsidy.
- (v) Donations by various foundations, enterprises and individuals, which are of a very small amount and are not stable.
- (vi) Tuition or loan compensation. If students go to work at grass-root level in the 29 poverty-stricken cities or counties in GZAR, they can enjoy the higher one of tuition return or loan compensation. Such return, no more than CNY6,000 per year, will be done once a year, lasting for three consecutive years, provided that the student is still working there; and
- (vii) Part-time work provided in school. Poor students will be given some opportunity of part-time work, such as in the librarian and cleaners. Such jobs are not many, and the remuneration is small in amount.
- (viii) On the other hand, in order to attract more students, including students from poor families including ethnic minority students, to study in secondary vocational education, governments at different levels have taken many measures to support SVE students, including:
 - a. **Free tuition.** Since fall semester of 2012, all SVE students with a *hukou*⁵ of key national poor counties, boundary counties, and ethnic minority autonomous counties are exempted from tuition, which covered all the nine national level poverty reduction counties of Baise. It is told by the key informant in the Baise Education Bureau that since this fall semester in 2014, all SVE students will be exempted from tuitions; the formal document is to be issued soon.

⁵ A *hukou* is a record in the system of household registration required by law in the People's Republic of China.

- b. **National fellowship.** A national fellowship of CNY750 is provided for each semester to 20% students to cover the living expenses such as dormitory charges, transport costs, etc. Those from exceptionally poor and boundary counties will not need to pay living expenses.
- c. **Guangxi Zhuang Autonomous Region scholarship.** This scholarship is CNY2,000 per year and covers a small number of students.
- d. **Implementation of national education driven poverty alleviation projects.** (1) The Baichuan Inspiration Class was initiated by the West Development Department of State Council, Guangdong Baichuan Charity Foundation, GZAR Development and Reform Commission, and Baise Municipal Government in 15 July 2011 at Tiandong Vocational School in Baise. An amount of CNY10 million is used to finance a targeted number of 1,500 students in three batches from poor families and ecologically vulnerable areas in Baise and surrounding cities to receive vocational education and then realize employment and settlement in urban area. The tuition is free, and each student is given a subsidy of CNY2,500/year for two years; those with excellent academic performance can enjoy a scholarship of CNY500. After three years' implementation, a total of 1,386 students were covered. Among the graduates of the first year, 42 students went to Beijing University of Applied Technology for further education, while others went to various aluminum enterprises for employment. It has been decided that the Baichuan Inspiration Class will be further implemented for another three years (2014-2016). (2) The Girl Inspiration Class in Baise is the second Girl Inspiration Class in the country, which is initiated by the West Development Department of State Council and the National Training Center for Leaders from Poor Areas. It is implemented in Guangxi Youjiang Business School for Nationalities. The tuition, dormitory and textbooks are all free. Every student receives a subsidy of CNY4,000/year for two years and start practicing from the third year. The enrollment number is 350 in 2011, 400 in 2012 and 400 in 2013. (3) The Boy Self-independence Class is initiated by the Baise Municipal Poverty Reduction Office and implemented in Guangxi Baise Agricultural School. Students from poor families are enrolled with CNY2,000 subsidy for living expenses provided every year. It was started in 2012 and has enrolled 550 students. Priority recommendation for employment will be provided for them after graduation. (4) The 506 Vocational Education Poverty Reduction Class is initiated by the Baise Education Bureau, municipal poverty reduction office, and Vocational Education Center and implemented in Baise Financial Vocational School. A total of 1,500 students from 506 exceptionally poor families are enrolled for vocational education. A subsidy of CNY2,000 is provided for each student per year.
- e. Donations by various foundations, enterprises, and individuals; which is not a big amount and is not stable.
- f. Part-time work provided in school. Poor students will be given some opportunity of part-time work, such as in the librarian and cleaners. The remuneration is small in amount.
- g. Subsidies for living cost in different amounts from different counties to attract more students.

20. The poverty and social assessment concluded that ethnic minority students are well integrated academically, socially and economically into both project TVET institutions. They receive various subsidies according to socioeconomic status and rural registration. The ethnic composition of the student population reflects the ethnic composition in Baise City at large.

E. Financing of Students

21. The poverty and social assessment and consultations have determined that affirmative government policies exist for admissions to tertiary education, and that there will be no adverse impacts under the project. Three levels of national, provincial and municipal finance are available to support the costs of TVET tuition fees, textbooks and living costs. The tuition fee support for GZAR administered TVET is CNY2,200 per capita/year and CNY2,000 for municipality administered TVET. The living subsidy is CNY 1,500 per capita/year.

22. Since Baise University is located in a poor area, many students are from poor areas and mountainous areas. Among 10,106 in-school students in 2013, about 40%⁶, i.e. 4,006 students, are recognized as from poor families, including 3,182 UGs and 824 vocational college students. These students are supported financially for tuition cost of UGs and vocational college. In addition, they also are received other finance support from local governments of where they come from for their living cost in different amounts. Most of such students are ethnic minority students. Students who are certified as belonging to rural families or urban families with low incomes are able, with this financial support from the government, to access the education at TVET institutions with the expectation of increasing their chances for improved livelihoods.

23. The national fellowship and student loan work as the main tools for poor student aid. The total number of students enjoying the scholarships and fellowship is 3,386, accounting for 33.5% of the total. The number of UGs and vocational college students utilizing loan is 4,230, accounting for 41.9% of the total. The proportion of female students getting scholarships and fellowship are as high as 70%–80%.

Table 5: Financial Aid of Baise University in 2013

Aid Mechanism	Unit Amount (CNY/person)	Student Number			% of Female	% of Total Students
		Subtotal	Male	Female		
Total		10,106				
1. No. of National Scholarship	8,000	16	4	12	75%	0.16%
2. No. of National Motivation Scholarship	5,000	325	69	256	79%	3.22%
3. No. of GZAR Government Scholarship	5,000	62	14	48	77%	0.61%
4. No. of National Fellowship	2,500	1,494	468	1,026	69%	14.78%
	3,500	1,489	429	1,060	71%	14.73%
5. No. of Student Loan	≤6,000	4,236				41.92%

Source: Data provided Baise University.

⁶ This percentage is set by Guangxi Zhuang Autonomous Region, and can cover those extremely poor students.

24. More than 90% students of BVS are from rural area in different counties of Baise Municipality, especially those from the preschool education major. Household conditions of most students are not good. Tuition of CNY2,500 was charged before 2012. Since 2012, students don't need to pay any tuition during their study in BVS. However, they still need to face the cost for lodging and meals, transportation, textbooks and other daily necessities. In order to promote youths study in SVE, local governments of all counties in Baise provide financial support for the students including living and transport subsidies in different amounts.

F. Technical and Vocational Education and Training Curriculum

25. At present, no courses in both Baise University and BVS are designed specifically to attract ethnic minority students. The current courses that involve ethnic minority elements include (i) the Ideological and Political Education major and Humanity Education, which include courses on ethnic policies; (ii) the Chinese Language and Literature, which include a course on intangible cultural heritage covering ethnic minority literature, folklore, and histories; and (iii) Music Performance major, which includes ethnic minority music and dancing.

26. Baise Municipality is endowed with a rich ethnic diversity. To take advantage of this variety, ethnic culture, such as Zhuang arts and crafts, music and folktales will be included in the design of curriculum for preschool education and tourism majors. This activity will also involve the production of teaching aids. Many rural students can speak Zhuang, which is learned from their families and not from the school. The written Zhuang language was transformed in the 1960's, from using Chinese characters to using the Latin alphabet. However it is not used very often. In Baise, no Zhuang- Mandarin bilingual teaching trials are conducted in primary schools. Therefore, both Baise University and BVS have not opened Zhuang- Mandarin bilingual teaching, especially written Zhuang language.

G. Employment and Future Prospects

27. More than 92% ethnic minority students of university and vocational colleges in Baise University were employed once graduated in the past three years. The employment rate of ethnic minority students is quite close to that of average level, indicating that there are no specific barriers to employment for ethnic minority students. This also coincides with what is learned from the discussions with the Baise University students, teachers, and leaders.

Table 6: Graduates of Ethnic Minority Students in Baise University

	2013			2012			2011		
	Total	Employed	Employment Rate	Total	Employed	Employment Rate	Total	Employed	Employment Rate
Undergraduates	1,564	1,468	93.9%	1,555	1,443	92.8%	1,391	1,288	92.6%
EM	586	555	94.7%	545	505	92.7%	609	565	92.8%
% of EM	37.5%	37.8%		35.0%	35.0%		43.8%	43.9%	
VC students	819	762	93.0%	829	782	94.3%	902	843	93.5%
EM	416	383	92.1%	370	342	92.4%	388	362	93.3%
% of EM	50.8%	50.3%		44.6%	43.7%		43.0%	42.9%	

28. According to BVS employment data for Grade 2011, among the 121 graduates, 111 are ethnic minority students accounting for 91.7%, including 103 Zhuang students who account for 85.1% of the total. All students have found a job, thus the employment rate of all students

including ethnic minority students is 100%. Ethnic minority students do not enjoy any special treatment or encounter any specific barrier during the job-hunting process according to the informant interviews. In addition, the ethnic minority students enjoy the same level of salary and job with the Han students.

29. According to the development plans of Baise University and BVS, by the time the project is completed, i.e. by 2019, the project will directly benefit:

- (i) 12,500 university students, 3,500 vocational college students, 500 pre-university students, 2,500 university adult learners, 2,000 vocational college adult learners, 600 foreign students of Baise University; 1,500 SVE students and 500 SVE adult learners of BVS through:
 - a. Newly established campus including new or better classrooms, dormitories, laboratories, libraries, cafeterias, playgrounds and stadiums, practicing and training centers;
 - b. Upgraded market-oriented curriculum and teaching skills that help the students become better qualified;
 - c. Improved access to the multiple TVET education via upgraded outreach programs and linkages (pathways) established in the pilot majors of preschool education, metal material engineering, project management and project cost estimates;
 - d. Increased employment opportunities and employment guidance via improved tracer studies, industry survey and employment data system, entrepreneurship incubation program, as well as school-industry partnerships; and
 - e. Increased incomes for better trained TVET graduates, leading to higher household income, especially among rural, poor and ethnic minority families.
 - f. In addition, by the time the project is completed, the project will directly benefit 1,300 staff members of Baise University and 30 staff members of BVS through:
 - g. Improved teaching and training equipment, facilities and centers;
 - h. Upgraded market-oriented curriculum;
 - i. Better teaching skills that support professional development via pedagogy reform, school-industry partnerships, and a combination of various training and capacity building activities;
 - j. Better motivation via improved incentive structure; and
 - k. Improved leadership via training.
- (ii) 1,300 migrant worker students of BVS through:
 - a. Outreach training programs for migrants – courses for migrant workers and communities designed and implemented.
- (iii) 40 industry partners through:
 - b. Better tailored talents that can satisfy the specific needs of the enterprises.

H. Conclusions and Agreed Design Features

30. The project will improve the extent and quality of the two schools in Baise Municipality. All TVET students will benefit from project interventions and this includes ethnic minority students who comprise the majority. The project will help the students to obtain skills and access to employment opportunities. The rate of employment after graduation is very high. There are scholarships and other financial support, and most of them are distributed according

to poverty criteria. The studies and consultations so far indicate that ethnic minority students are well integrated in the two schools and are likely to remain so in the future.

31. The Zhuang maintain their own culture, displayed in clothing, language, music, and traditions. At the same time, they are well integrated in the mainstream society, as they themselves constitute an important part of the mainstream. Their language is still maintained, but most of the Zhuang speak Mandarin because all students learn Mandarin in primary school. In terms of policies and statistics, the Zhuang ethnic minority is supported and well represented, and as a response to their unique ethnic identity, Guangxi is designated as the GZAR.

32. Other ethnic groups, such as the Yao (3.84% of the total population in Baise Municipality), Miao (3.72%), Yi (0.2%), and Gelao (0.09%), etc., are located in different counties of the municipality. The majority of these ethnic groups speak Zhuang and Mandarin, and elder people speak their own language. The ethnic minority people in Baise share similar social and cultural practices with Han people without distinct difference.

33. In terms of statistics and policies regarding ethnic minority students and staffs in the project schools, inclusion is really not an issue. However, there are areas where the project has design features to ensure inclusion and enhance benefits. The design features are included in the SGAP and cover:

- (iv) Under the component on Improving TVET quality and capacity development, ethnic minority cultures module will be developed and incorporated in new curriculum (e.g. tourism, preschool, etc.) and teaching materials and guides.
- (v) Ethnic minority staff will be included in staff development training programs and participate in the training in the MLT system and competency-based approach.
- (vi) Employment information management system, student tracer studies, and industry survey system will collect and analyze disaggregated data on student enrollment, graduation and employment per major including separate ethnic minority information. The activities are in the social and gender action plans and will be monitored.
- (vii) Under the component on Promoting TVET Innovation and Relevance, ethnic minority culture regional cooperation activities will be included in the regional cooperation expansion plan.
- (viii) Social indicators (including ethnicity, *hukou*, and sex) will be included in monitoring tools such as the tracer studies. A social development and gender expert (SDGE) with expertise in ethnic minority issues will be part of the project management consultant team. Terms of reference for this position are included in Appendix 7 of this project administration manual.

I. Responsible Persons

34. Design and implementation of the MLT system, employment information management system, and student tracer studies and industry survey system will be done by the system development consultants with support from the project social development and gender expert (SDGE) and Baise University. The new curriculum and teaching materials and guides will be developed by a curriculum development group with participation of Baise University and the SDGE. The core teacher training system including detailed training programs will be prepared by a reform group with support of the SDGE and Baise University. The regional cooperation will be implemented by a cooperation team with participation of the SDGE and Baise University. Social indicators will be included in the project performance management system and other monitoring tools, such as the tracer studies by the relevant consultants and project schools. All

activities are included in the social and gender action plan which will be regularly monitored, reported on and assessed in the project performance management system and regular Asian Development Bank's reviews. The specific ethnic minority actions will be monitored and reported on in a separate document semi-annually which will be disclosed on the ADB website.

J. Budget

35. All activities are a part of project design and fully covered in the component costs and consulting services budget.