

SUMMARY POVERTY REDUCTION AND SOCIAL STRATEGY

Country:	People's Republic of China	Project Title:	Guangxi Baise 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 project will support the Twelfth Five-Year Plan, 2011–2015 of the People's Republic of China (PRC). The plan prioritizes development in the western regions of the PRC, developing high-quality human resources, accelerating education reform, and improving the capacity and effectiveness of social services by focusing on technical and vocational education and training (TVET) in Baise Municipality. The project will support the construction of a multilevel TVET system and a new campus for Baise University, regional cooperation and school–industry partnerships; and create a pool of qualified teachers and students to address talent shortages. The multilevel TVET system aims to provide students with multiple pathways for initial training as well as entry into and progress within the workforce. The project aligns with the Asian Development Bank (ADB) country partnership strategy, 2011–2015¹ for the PRC 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. The Guangxi Zhuang Autonomous Region (GZAR) is one of 12 less-developed provinces and autonomous regions in western PRC. Baise City is one of the 14 nationally recognized poverty-stricken areas of the PRC. Nine out of 12 counties and/or districts of Baise are poverty areas. The proportion of the urban population is 12.13%, lower than the national average (52.57%). In 2012, the per capita disposable income of urban households in Baise was 80% of the average level of the country, while the per capita net income of rural households was 90% of the national average. More than 40% of undergraduate and vocational college students in Baise University and more than 90% of students in Baise Vocational School (BVS) are from poor or low-income households, which is representative of the current student composition in vocational colleges and schools in Baise.

2. Beneficiaries. The project's direct beneficiaries are the students and staff of Baise University and BVS, as well as enterprises who will be partners with Baise University during project implementation. It is expected that by 2019 about 24,900 students and 1,330 teachers or staff of Baise University and BVS per year will benefit directly from the project. Indirect beneficiaries include other TVET institutions in Baise: the Baise Municipal Government, including the education bureaus; the human resource and social security bureau; and kindergartens, primary, and middle schools (especially in rural areas) as well as related public service and industry sectors. Most of BVS and vocational college students are from rural areas. Nearly 100% of BVS students and more than 92% of Baise University students are employed after graduation, and there is a substantial present and future demand for graduates from services and industries.

3. Impact channels. Direct impact channels are the improved (i) quality of a multilevel TVET system, training, and facilities; (ii) employability of graduates; (iii) industry–school partnerships and international cooperation; and (iv) reductions in energy consumption. Indirect impact channels are increased wages, improved rural education services (kindergarten, primary and middle schools), multilevel vocational education outcomes, and environmental sustainability.

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 Baise Education Bureau, and the expansion of TVET facilities in GZAR.

5. Design features. The project focuses on establishing a multilevel TVET system, which will provide multiple pathways for student advancement at different levels. This will help meet the needs of the labor market and student employment expectations. Most students are from rural areas and include a large percentage of ethnic minorities. Key design features include (i) the participation of female and ethnic minority students and teachers in reforming and developing curriculum; (ii) the establishment of a system to support labor market and employment information, analysis, and dissemination; (iii) the inclusion of social indicators for analysis in graduate employment tracer studies, industry surveys, and the project performance monitoring system; (iv)

¹ ADB. 2012. *People's Republic of China: Country Partnership Strategy (2011-2015)*. Manila.

human resources outreach for recruiting in rural and poor areas; and (vi) targets for women’s participation in the teacher and management training opportunities.

C. Poverty Impact Analysis for Policy-Based Lending Not Available

II. PARTICIPATION AND EMPOWERING THE POOR

1. Summarize the participatory approaches and the proposed project activities that strengthen inclusiveness and empowerment of the poor and vulnerable in project implementation. Participatory approaches include (i) extensive involvement of industry partners in establishing partnerships, curriculum development, and governance; (ii) staff participation in training and developing the multilevel TVET strategy; (iii) outreach to students; and (iv) the development by regional partners of a human resources strategy with a focus on inclusion in recruitment.

2. If civil society has a specific role in the project, summarize the actions taken to ensure their participation. Selected communities, and possibly civil society organizations, will be involved during the development of a communication and outreach plan of the TVET, and the design and implementation of further outreach training programs for migrant workers and communities.

3. Explain how the project ensures adequate participation of civil society organizations in project implementation. Civil society organizations will participate in the development of the communication and outreach plan for the multilevel TVET system and outreach to migrant workers and communities.

4. What forms of civil society organization participation is envisaged during project implementation?
 Information gathering and sharing Consultation Collaboration Partnership

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?
 Yes. No. These actions will be included in the project design.

III. GENDER AND DEVELOPMENT

Gender mainstreaming category: Effective gender mainstreaming

A. Key issues. The female students at BVS, BVC, and Baise University account for 90%, 75%, and 55% of total students, respectively, and female staff represent 45.1% of staff at Baise University and BVC, and 61.6% at BVS. The project provides for career and employment opportunities for a substantial number of students from poor and rural areas. The development of a multilevel major for training preschool teachers will further help to open up job service areas in kindergartens, and emphasis on outreach to women for STEM-oriented majors (science, technology, engineering, and mathematics) will help them to transition to emerging industries that are rapidly expanding. The employment rate of graduates from Baise University, BVS, and vocational colleges is more than 92%, 93%, and 100%, respectively. By improving the quality of TVET education, the project will have a substantial impact on creating pathways for women—especially rural women—to enter the new economy and participate in the social and economic development of Baise.

B. Key actions. The social and gender action plan (SGAP) 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) developing a human resources outreach program for recruitment in rural areas, with an emphasis on addressing gender stereotypes and encouraging young women to engage wider employment positions in leadership development; (iv) identifying gender issues to be addressed in curriculum development and school–industry partnerships; and (v) ensuring that women have access to jobs related to construction activities.
 Gender action plan Other actions or measures No action or measure

IV. ADDRESSING SOCIAL SAFEGUARD ISSUES

A. Involuntary Resettlement **Safeguard Category:** A B C FI

1. Key impacts. No involuntary resettlement or land acquisition will take place under the project. A due diligence report has been prepared and approved.

2. Strategy to address the impacts. Not available.

3. Plan or other Actions.

<input type="checkbox"/> Resettlement plan <input type="checkbox"/> Resettlement framework <input type="checkbox"/> Environmental and social management system arrangement <input checked="" type="checkbox"/> No action	<input type="checkbox"/> Combined resettlement and indigenous peoples plan <input type="checkbox"/> Combined resettlement framework and indigenous peoples planning framework <input type="checkbox"/> Social impact matrix
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B. Indigenous Peoples **Safeguard Category:** A B C FI

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 Baise University and BVS.

Ethnic minorities make up more than half of the student and staff population in Baise University and BVS, 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.	
Is broad community support triggered? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
2. Strategy to address the impacts. As per para. 17 Safeguard Requirements 3 of the ADB Safeguard Policy Statement (2009), the project has included measures in the overall project design (see linked document 13) in lieu of preparing a separate indigenous peoples plan. Design elements to ensure ethnic minority inclusion have been included in several of the TVET capacity building components and the SGAP.	
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 checked="" type="checkbox"/> Indigenous peoples plan elements integrated in project with a summary
<input type="checkbox"/> Social impact matrix	
<input 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. <input checked="" type="checkbox"/> unemployment <input checked="" type="checkbox"/> underemployment <input type="checkbox"/> retrenchment <input checked="" type="checkbox"/> core labor standards The project will comply with internationally recognized core labor standards and/or applicable labor laws.	
2. Labor market impact. Graduates from Baise University and BVS will help meet the need for talented workers with different technical levels of education and training in relevant industry sectors for Baise Municipality and GZAR. From 2019, about 24,900 students per year in total—including 12,500 undergraduates, 3,500 vocational college students, 500 pre-undergraduates, 1,500 secondary vocational students, 5,000 adult continuing students, 1,300 migrant workers, and 600 foreign students—will successfully graduate and join the active work force. This is expected to improve the delivery of public social services and industry development in Baise. Human resources development, including the development of graduate employment tracer studies, is included in the project.	
B. Affordability. All BVS students receive free tuition from the government. Various subsidies from different government departments 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 the project area. There is a slight risk of communicable disease transmission from construction workers. HIV/AIDS clauses are included in contractor bidding documents.	
VI. MONITORING AND EVALUATION	
1. Targets and indicators. Indicators of the design and monitoring framework include targets for women participation, gender and ethnic minority recruitment, and with inclusive universal 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 SGAP is included in the project administration manual, and indicators will be integrated into the project performance monitoring system.	
4. Monitoring tools: The SGAP, tracer studies, and industry surveys will be implemented.	