

INITIAL POVERTY AND SOCIAL ANALYSIS

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 IMPACT AND SOCIAL DIMENSIONS
<p>A. Links to the National Poverty Reduction Strategy and Country Partnership Strategy</p> <p>The project will support the People's Republic of China's (PRC) Twelfth Five-Year Plan (2011–2015), which prioritizes development in the western regions of the PRC and developing high quality human resources, and accelerating educational reform, including reform of technical and vocational education and training (TVET). The project will improve access, quality, and responsiveness of TVET in Baise Municipality, which is one of the priority national poverty areas in the country. It will contribute to creating a qualified labor force to support the rapid socioeconomic development in Baise, which requires a large number of multilevel skilled human resources by (i) enhancing teacher training and curriculum development; (ii) fostering industry partnerships through participation in curriculum development and practical training; (iii) building capacity to engage in regional cooperation activities at the school, municipality, and regional level; and (iv) building improved training facilities. 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.</p>
<p>B. Targeting Classification (Select one):</p> <p><input checked="" type="checkbox"/> General Intervention <input type="checkbox"/> Individual or Household (TI-H) <input type="checkbox"/> Geographic (TI-G) <input type="checkbox"/> Non-Income MDGs (TI-M1, M2, etc.)</p> <p>The project is focused on the development of a multilevel TVET in Baise, Guangxi Zhuang Autonomous Region.</p>
<p>C. Poverty and Social Analysis</p> <p>1. Key issues and potential beneficiaries. Who are the expected beneficiaries of the project? What are their (i) potential needs that can be addressed by the project and (ii) constraints to access the proposed benefits and services? Provide initial data for poverty (\$1.5/day; \$2/day) and sector relevant social indicators.</p> <p>Primary beneficiaries are students and staff of the TVET schools and industries who will employ the new graduates. The project will address access, improve quality, and relevance of TVET training and relationships with industry and regional institutional partners. The project will create a multilevel TVET educational system, which will allow students multiple pathways to a range of job levels and industries. TVET benefits both urban and rural students. Baise has high poverty incidence and a majority ethnic minority population.</p> <p>2. Impact channels and expected systemic changes. Describe impact channels and expected systemic changes that could benefit the poor and socially excluded through the project. How will the project address the potential constraints in accessing proposed benefits and services?</p> <p>The project school will be a demonstration institution for the city, provincial, national, and regional levels. Upgrading the campus and enhancing teaching quality will have a significant impact on the development and delivery of multilevel TVET focusing on social services and industries. The project will investigate ways to disseminate good practices and curriculum development. The project will assess barriers to improve access for students to the TVET school and employment, and investigate the creation of effective regional cooperation partnerships at the local, national, and international levels.</p> <p>3. Focus of (and resources allocated in) the PPTA or due diligence.</p> <p>1 person-month of international and 3 person-months of national consultants are included in the PPTA to cover the social safeguards and social and gender analysis.</p>
II. GENDER AND DEVELOPMENT
<p>1. What are the key gender issues in the sector/subsector that are likely to be relevant to this project or program?</p> <p>The recent reforms in education will open up new employment opportunities in public and private provision of social services and industries. Women have not benefitted equally from industrialization and urbanization. Rural women, particularly ethnic minority women 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 gender barriers in TVET education and subsequent employment opportunities.</p>
<p>2. Does the proposed project or program have the potential to make a contribution to the promotion of gender equity and/or empowerment of women by providing women's access to and use of opportunities, services, resources,</p>

<p>assets, and participation in decision making? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Please explain. The project is focused on enhancing educational opportunities for a multilevel TVET education system in Baise University and related programs. The project will be designed to be categorized as effective gender mainstreaming and a gender action plan will be prepared.</p>
<p>3. Could the proposed project have an adverse impact on women and/or girls or widen gender inequality? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Please explain</p> <p>4. Indicate the intended gender mainstreaming category: <input type="checkbox"/> GEN (gender equity theme) <input checked="" type="checkbox"/> EGM (effective gender mainstreaming) <input type="checkbox"/> SGE (some gender elements) <input type="checkbox"/> NGE (no gender elements)</p>
<p>III. PARTICIPATION AND EMPOWERMENT</p>
<p>1. Who are the main stakeholders of the project, including beneficiaries and negatively affected people? Identify how they will participate in the project design. Stakeholders include students (male and female, ethnic minority, rural, and urban) and staff of the vocational school, Baise Education Bureau, Baise Human Resources and Social Security Bureau, Baise Development Reform Commission, Baise Finance Bureau, Baise Ethnic Minority Affairs Commission, TVET association, other TVET secondary schools, public and private services and employers, regional cooperation partners, and design institute.</p> <p>2. How can the project contribute (in a systemic way) to engaging and empowering stakeholders and beneficiaries, particularly, the poor, vulnerable and excluded groups? What issues in the project design require participation of the poor and excluded? Extensive consultation with stakeholders will be necessary during the project preparatory technical assistance. A survey, focus group discussions, and key informant interviews are planned under the poverty and social assessment. Consultation will be conducted for the environment and indigenous safeguards.</p> <p>3. What are the key, active, and relevant civil society organizations in the project area? What is the level of civil society organization participation in the project design? Civil society organizations related to industries will be assessed to see if their participation can be included in project design. <input checked="" type="checkbox"/> Information generation and sharing <input checked="" type="checkbox"/> Consultation <input type="checkbox"/> Collaboration <input type="checkbox"/> Partnership</p> <p>4. Are there issues during project design for which participation of the poor and excluded is important? What are they and how shall they be addressed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Please explain. To ensure that the TVET curriculum is well-aligned with the needs in poor rural areas, the project anticipates designing and implementing migrant workers TVET education and training. Development of regional and industry partnerships in internships and practical training will facilitate entry into employment opportunities and ease the transition from students to professionals for graduates, many of whom come from poor rural areas and have limited professional contacts.</p>
<p>IV. SOCIAL SAFEGUARDS</p>
<p>A. Involuntary Resettlement Category <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> FI</p> <p>1. Does the project have the potential to involve involuntary land acquisition resulting in physical and economic displacement? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Please explain, and provide information on the extent of land and assets acquisition and the estimated number of affected persons. Also describe actions and/or measures to be conducted during due diligence to address involuntary resettlement. Land for the new campus is owned by Baise University. There will be no resettlement necessary. The only issue is compensation for cutting trees and replanting with the Baise Forest Bureau. A due diligence report will be prepared under the PPTA.</p> <p>2. What action plan is required to address involuntary resettlement as part of the PPTA or due diligence process? <input type="checkbox"/> Resettlement plan <input type="checkbox"/> Resettlement framework <input type="checkbox"/> Social impact matrix <input type="checkbox"/> Environmental and social management system arrangement <input checked="" type="checkbox"/> Due diligence report</p>
<p>B. Indigenous Peoples Category <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> FI</p> <p>1. Does the proposed project have the potential to directly or indirectly affect the dignity, human rights, livelihood systems, or culture of indigenous peoples? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>2. Does it affect the territories or natural and cultural resources indigenous peoples own, use, occupy, or claim, as their ancestral domain? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Please explain, and provide information on the potential benefits and/or expected impacts, as well as the actions and/or measures to be conducted during PPTA or due diligence to address the concerns of indigenous peoples.</p>

Benefits will be increased access to education and employment. Guangxi is an autonomous region with a high percentage of ethnic minorities, the majority being Zhuang. All the project TVET schools have a majority of ethnic minority students.

3. Will the project require broad community support of affected indigenous communities? Yes No Please explain.

4. What action plan is required to address risks to indigenous peoples as part of the PPTA or due diligence process?

- Indigenous peoples plan Indigenous peoples planning framework Social Impact matrix
 Environmental and social management system arrangement To be determined under PPTA

V. OTHER SOCIAL ISSUES AND RISKS

1. What other social issues and risks should be considered in the project design?

- Creating decent jobs and employment Adhering to core labor standards Labor retrenchment
 Spread of communicable diseases, including HIV/AIDS Increase in human trafficking Affordability
 Increase in unplanned migration Increase in vulnerability to natural disasters Creating political instability
 Creating internal social conflicts Others, please specify _____

Access to secondary TVET school is determined, in part, by affordability and universal design to ensure physical access.

2. How are these additional social issues and risks going to be addressed in the project design? Industry partnerships, human resources recruiting, and project assurances.

VI. PPTA OR DUE DILIGENCE RESOURCE REQUIREMENT

1. Do the terms of reference for the PPTA (or other due diligence) contain key information needed to be gathered during PPTA or due diligence process to better analyze (i) poverty and social impact; (ii) gender impact, (iii) participation dimensions; (iv) social safeguards; and (vi) other social risks. Are the relevant specialists identified?

- Yes No If no, please explain why.

2. What resources (e.g., consultants, survey budget, and workshop) are allocated for conducting poverty, social and/or gender analysis, and participation plan during the PPTA or due diligence?

4 person-months international and national for involuntary resettlement, social poverty, and gender specialists are included in the PPTA for poverty, social, and gender analysis.