

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	People's Republic of China (PRC)	Program Title:	Guangxi Modern Technical and Vocational Education and Training Development Program
Lending/Financing Modality:	Results-based Lending	Department/Division:	East Asia Department/Urban and Social Sectors Division

I. POVERTY IMPACT AND SOCIAL DIMENSIONS

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

The proposed program will upgrade the schooling environment, improve the quality of technical and vocational education and training (TVET) standards and teaching, strengthen school-enterprise partnerships, and promote regional cooperation through partnership with institutions in the ASEAN region and strengthen management capacity of TVET system. The program will contribute to poverty reduction and inclusive growth in the economic development of Guangxi, by improving skills and employment outcomes.

The program is aligned with the PRC's five-year plans and the decisions of the Plenum which prioritize developing high-quality human resources, including reform of TVET. The program will support the PRC's strategy to strengthen development of human resources and play a demonstration role for other provinces in the western region. It will also support the Guangxi government's proposed 13th Five-Year Plan to promote further opening-up, innovation-driven growth, poverty reduction, and green development. The proposed program is aligned with the Asian Development Bank's (ADB's) country partnership strategy for the PRC, 2016–2020, Strategy 2020, and the recommendations of the Midterm Review of Strategy 2020 that emphasize promoting TVET to address the human resource agenda.^a It conforms to ADB's education policy and education sector strategies, which prioritize investment in TVET.

B. Poverty Targeting

General Intervention Individual or Household (TI-H) Geographic (TI-G) Non-Income MDGs (TI-M1, M2, etc.)

The Guangxi Modern Technical and Vocational Education and Training Development Program will support Guangxi Provincial Government's efforts to create a human resource base that meets the province's long-term development needs through an inclusive and responsive TVET system. The program will focus on improving skills and employability of students through TVET system improvements to contribute to poverty reduction and inclusive growth in Guangxi Zhuang Autonomous Region (GZAR).

C. Poverty and Social Analysis

1. Key issues and potential beneficiaries.

GZAR is one of the 12 less-developed provinces and autonomous regions in the PRC. Located in the southern gateway to the Greater Mekong Subregion (GMS) and the Association of Southeast Asian Nations (ASEAN) countries, GZAR aims to promote the region's economic and social development, but to share its development benefits with the neighboring landlocked provinces of Hunan, Guizhou, and Yunnan; Chongqing and Sichuan farther in the west; and ASEAN neighbors. The total population of Guangxi is about 55.2 million (including 49% urban population) represented by 11 ethnic groups, which includes minority population accounting for 38% of the total rural population in the province.^b The main ethnic group is Zhuang minority group (85% of total ethnic minorities) which is the largest in the PRC. There is also a significant number of both Dong and Miao minority peoples. In 2015, about 12.6% or 6.95 million of the total population lives below the poverty line, mainly in the remote mountainous, ethnic minorities concentrated and bordering areas.^c

To support Guangxi's development focused on infrastructure, agricultural, and industrial development, Guangxi needs a multi-skilled workforce that is supported by an upgraded TVET system. The development of TVET is one of the priorities under the government's plans focusing on development of a multilevel TVET system, which links the resources and capabilities of university, and higher, secondary, and short-term migrant TVET institutions to improve quality, extend access, and ensure that a multilevel pool of talent is created.

Over (tbd)% of students enrolled in Guangxi's TVET institutions are from remote rural areas and ethnic minority communities, and (tbd)% come from poorer communities from neighboring provinces of Guangdong, Guizhou, and Yunnan. Primary beneficiaries of the program are students, teachers, and industries who will employ TVET graduates. TVET benefits both urban and rural students, but mostly students from low-income and remote rural areas [about (tbd)% of students].

2. Impact channels and expected systemic changes.

The program will directly benefit students and teachers through (i) improved practical training facilities; (ii) developed industry-relevant competency-based curriculum; (iii) improved teachers skills; and (iv) higher likelihood of employment, and post-graduate incomes. Indirect impact channels are (i) increase in household income, especially among rural poor families, (ii) demonstration value of the program throughout the province, and (iii) enhanced regional cooperation with Asian countries.

3. Focus of (and resources allocated in) the TA or due diligence.
The consulting firm will undertake the poverty, social, and gender analysis to assess the impact of the project on the ethnic minorities, female, and poor students in order to develop pro-poor, inclusive design features.

II. GENDER AND DEVELOPMENT

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

The key gender issues identified are (i) a broad male-female balance in the overall students' and teachers' numbers, but underrepresentation of women in management-level jobs in the TVET institutions—more detailed analysis is needed during the TA to assess any gender imbalances in TVET institutions; (ii) limited access of female students to nontraditional quality skill development programs (engineering and manufacturing); and (iii) inadequate incentives to encourage more females in nontraditional occupations—the program design has to include social marketing to promote increased enrolment of female students in nontraditional occupations. The TA will further study the gender issues in TVET and develop relevant actions to provide equal opportunities for male and female students and teachers.

2. Does the proposed 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, assets, and participation in decision making?

Yes No

Gender analysis will be conducted as part of the poverty and social analysis to identify strategies, mechanisms, and components for addressing gender concerns. Gender actions will be incorporated in the design and implementation of the proposed program components. The results and recommendations of gender analysis will be built into key outputs such as capacity development and training plans. A gender action plan will be prepared.

3. Could the proposed program have an adverse impact on women and/or girls or widen gender inequality?

Yes No

The gender action plan will ensure there are specific actions taken to promote the participation of women in TVET training programs and address adverse impacts, if any.

4. Indicate the intended gender mainstreaming category:

GEN (gender equity theme) EGM (effective gender mainstreaming)
 SGE (some gender elements) NGE (no gender elements)

III. PARTICIPATION AND EMPOWERMENT

1. Who are the main stakeholders of the program, including beneficiaries and negatively affected people? Identify how they will participate in the program design.

TA will clarify the stakeholders but according to the initial assessment, the stakeholders are the Guangxi Education Department; Guangxi TVET committee; national and provincial higher vocational colleges and secondary technical schools; students, their families, and teachers; industries, public, and private services; and regional cooperation partners.

2. How can the program contribute (in a systemic way) to engaging and empowering stakeholders and beneficiaries, particularly, the poor, vulnerable and excluded groups? What issues in the program design require participation of the poor and excluded?

Extensive consultations through focus group discussions and key informant interviews will be conducted with ethnic minorities, female, and poor students. This will help to understand the issues related to TVET learning environment and students' employability from their perspective and include activities in the program design that benefit the vulnerable groups.

3. What are the key, active, and relevant civil society organizations (CSOs) in the program area? What is the level of CSO participation in the program design?

Information generation and sharing (M) Consultation (M) Collaboration Partnership

Extensive consultation with stakeholders will be necessary during the TA. A survey, focus group discussions, and key informant interviews are planned under the poverty, social, and gender analysis. Consultation will be conducted for the resettlement, environment, and indigenous peoples' safeguards. Relevant civil society organizations will be identified by the TA and their potential participation will be explored.

4. Are there issues during program design for which participation of the poor and excluded is important? What are they and how will they will be addressed? Yes No

Level of access of the poor, women and ethnic minorities, unemployed, and other vulnerable groups to TVET, its affordability (including subsidies for tuition, allowances for livelihood support, and targeting mechanisms) to improve their access are important issues to be taken into account during program design. Barriers to TVET such as academic performance and language will also be studied. Poverty, social, and gender analysis will look into those issues, and key social measures will be incorporated into the program action plan (PAP).

IV. SOCIAL SAFEGUARDS
<p>A. Involuntary Resettlement Category <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C</p> <p>1. Does the program have the potential to involve involuntary land acquisition resulting in physical and economic displacement? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Civil works construction under the RBL program in most cases will be located within the existing campuses. Due to expansion of some facilities, new land acquisition might be necessary. All efforts will be made during the TA to minimize the land acquisition resettlement impacts by utilizing unproductive land or formalizing leasing arrangements with farmers (if possible). A program safeguards systems assessment will be conducted for the RBL and appropriate actions will be included in the PAP.</p> <p>2. What actions are required to address involuntary resettlement as part of the TA or assessment process? <input checked="" type="checkbox"/> Program safeguard systems assessment and actions (including due diligence for program's TVET schools) <input type="checkbox"/> None</p>
<p>B. Indigenous Peoples Category <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C</p> <p>1. Does the proposed program have the potential to directly or indirectly affect the dignity, human rights, livelihood systems, or culture of indigenous peoples? <input checked="" type="checkbox"/> Yes <input 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</p> <p>The program will not have impact on territories or resources indigenous peoples own.</p> <p>3. Will the program require broad community support of affected indigenous communities? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Not applicable.</p> <p>4. What actions are required to address risks to indigenous peoples as part of the TA program assessment process? <input checked="" type="checkbox"/> Program safeguard system assessment and actions <input type="checkbox"/> None</p> <p>GZAR has 14 prefectures and a large proportion of ethnic minorities, especially in rural areas. Nearly 40% of TVET students and 30% of teachers are from different ethnic minority groups. Overall, the program impacts are anticipated to be positive. Increased quality of TVET and improved employability as a result of the program will benefit all students, including ethnic minorities. Also, language issue and curriculum development will consider ethnic minority concerns. The TA will further explore the incentives and barriers to participation of poor and ethnic minority students.</p>
V. OTHER SOCIAL ISSUES AND RISKS
<p>1. What other social issues and risks should be considered in the program design? <input checked="" type="checkbox"/> Creating decent jobs and employment (H) <input checked="" type="checkbox"/> Adhering to core labor standards (M) <input type="checkbox"/> Labor retrenchment <input type="checkbox"/> Spread of communicable diseases, including HIV/AIDS <input type="checkbox"/> Increase in human trafficking <input checked="" type="checkbox"/> Affordability (M) <input type="checkbox"/> Increase in unplanned migration <input type="checkbox"/> Increase in vulnerability to natural disasters <input type="checkbox"/> Creating political instability <input type="checkbox"/> Creating internal social conflicts <input type="checkbox"/> Others, please specify _____</p> <p>2. How are these additional social issues and risks going to be addressed in the program design? Poverty and social analysis will review the affordability of TVET for the poor and vulnerable groups, taking into account subsidies, and other support and targeting mechanisms. Recommended measures will be considered in program design.</p>
VI. PPTA OR ASSESSMENT RESOURCE REQUIREMENT
<p>1. Do the terms of reference for the TA (or program assessments) contain key information needed to be gathered during TA or the program assessment process to better analyze (i) poverty and social impact; (ii) gender impact; (iii) participation dimensions; (iv) social safeguards; and (v) other social risks. Are the relevant specialists identified? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. What resources (e.g., consultants, survey budget, and budget for workshop(s)) are allocated for conducting poverty, social and/or gender analysis, and participation plan during the PPTA or the program assessments? A team of international and national social safeguards, social/poverty and gender specialists are included in the TA who will undertake a poverty, social, and gender analysis and a program safeguard systems assessment.</p>

PRC = People's Republic of China, TA = program preparatory technical assistance, PAP = program action plan, RBL = results-based lending, TVET = technical and vocational education and training.

^a ADB. 2012. *Country Partnership Strategy: People's Republic of China, 2016–2020*. Manila (ADB's strategy includes a pillar on inclusive growth and outlines the importance of investing in TVET to upgrade labor skills and enhance inclusiveness); ADB. 2014. *Midterm Review of Strategy 2020: Meeting the Challenges of a Transforming Asia and Pacific*. Manila.

^b There are 11 ethnic minority groups i.e., Dong, Gelao, Gin, Hui, Niao, Shui, Sui, Vietnamese, Yao, Yi, and Zhuang.

^c Official Guangxi Provincial Government data based on national poverty line statistics from National Statistics Office for 2015.