



Initial Poverty and Social Analysis

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People's Republic of China: Guizhou Vocational Education Development Program

Asian Development Bank

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	People's Republic of China (PRC)	Program Title:	Guizhou Vocational Education 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 program will support the PRC's Twelfth Five-Year Plan, 2011–2015, which prioritize developing high-quality human resources and accelerating educational reform, including reform of TVET. The program seeks to improve access, quality, and relevance of TVET in Guizhou by strengthening the TVET system in four priority sectors; improving TVET institutional capacity, training of teachers, and curriculum development and implementation; fostering innovation through industry-TVET partnership; and promoting social and economic value of TVET across the province, including training of displaced farmers. The program will help to produce graduates (youth, unemployed adults, and the disadvantaged) with market-relevant skills capable of obtaining employment upon graduation.

The program aligns with the Asian Development Bank's country partnership strategy, 2011–2015 for the PRC,^a and conforms to its education sector strategies.

B. Poverty Targeting

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

The program will improve the quality and relevance of TVET that will benefit youth and adults. It is focused on eight secondary TVET institutions in Guizhou Province.

C. Poverty and Social Analysis

1. Key issues and potential beneficiaries.

Guizhou Province is a land-locked province in the southwestern part of the PRC. Its total population is 34.75 million, which includes minority population, accounting for 36% of the total population in the province.^b Guizhou has 9.23 million rural population^c living below the national poverty line of CNY2,300 (\$370) per capita per year. The province was considered poor for more than a decade with the lowest per capita gross domestic product in the country, low levels of industrialization, and economic growth largely reliant on agricultural and traditional services. However, in line with the PRC's strategy to accelerate development in the western regions, Guizhou has pursued an integrated regional development program that has focused on infrastructure, agricultural, and light industrial development. Modernizing agriculture and diversifying the industrial base in areas of information technology, equipment manufacturing, and tourism are the current main thrusts of Guizhou's provincial economic strategy. To meet the needs of a rapidly growing and diversifying economy, Guizhou needs a multiskilled workforce that is supported by an upgraded TVET system.

Over 60% of students enrolled in Guizhou's TVET institutions are from remote rural areas and ethnic minority communities, and another 20% come from poorer communities from neighboring provinces of Guangxi, Sichuan, and Yunnan. Primary beneficiaries of the program are students, teachers, TVET management, 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 80% of students). The program will improve quality and relevance of TVET. It will strengthen TVET-industry collaboration, and regional and international academic exchange cooperation.

2. Impact channels and expected systemic changes.

The program will develop the vocational education model schools (national and provincial higher vocational colleges and secondary technical) with key national, provincial, and municipal specialties and leading laboratories to demonstrate the implementation of the TVET in the province. Upgrading the TVET institutions and enhancing teaching quality will have a significant impact on the development and delivery of multilevel TVET focusing on electronic and information technology; equipment manufacturing; and modern agriculture, engineering, and tourism industry. The program will assess barriers to improve access for students, especially from disadvantaged communities, to the TVET and labor market. It will establish regional cooperation at the local, national, and international levels.

3. Focus of (and resources allocated in) the PPTA or due diligence.

3 person-months of international and 4 person-months of national consultants are included in the PPTA to undertake the safeguards systems assessment.

II. GENDER AND DEVELOPMENT
<p>1. What are the key gender issues in the sector/subsector that are likely to be relevant to this program?</p> <p>The key gender issues identified are (i) a broad gender balance in the overall students' and teachers' numbers, but an under-representation of women in management-level jobs in the TVET institutions—more detailed analysis is needed during the PPTA to reveal gender imbalances in TVET institutions, (ii) limited access of female students to nontraditional quality skill development programs (engineering and manufacturing) and 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, (iii) 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.</p> <p>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?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>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.</p> <p>3. Could the proposed program have an adverse impact on women and/or girls or widen gender inequality?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>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.</p> <p>4. Indicate the intended gender mainstreaming category:</p> <p><input type="checkbox"/> GEN (gender equity theme) <input checked="" type="checkbox"/> EGM (effective gender mainstreaming)</p> <p><input type="checkbox"/> SGE (some gender elements) <input type="checkbox"/> NGE (no gender elements)</p>
III. PARTICIPATION AND EMPOWERMENT
<p>1. Who are the main stakeholders of the program, including beneficiaries and negatively affected people? Identify how they will participate in the program design.</p> <p>PPTA will clarify the stakeholders but according to the initial assessment, the stakeholders are the Guizhou Education Department; Guizhou TVET committee; eight national and provincial higher vocational colleges and secondary technical schools; students, their families, and teachers; potential target groups of TVET; industries, public, and private services; and regional cooperation partners.</p> <p>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?</p> <p>The program will include activities that benefit the rural and ethnic minorities in training.</p> <p>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?</p> <p><input checked="" type="checkbox"/> Information generation and sharing (M) <input checked="" type="checkbox"/> Consultation (M) <input type="checkbox"/> Collaboration <input type="checkbox"/> Partnership</p> <p>Extensive consultation with stakeholders will be necessary during the PPTA. A survey, focus group discussions, and key informant interviews are planned under the poverty and social assessment. Consultation will be conducted for the resettlement, environment, and indigenous peoples safeguards. Relevant civil society organizations will be identified by the PPTA and their potential participation will be explored.</p> <p>4. Are there issues during program design for which participation of the poor and excluded is important? What are they and how will they be addressed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Level of access of the poor, ethnic minorities, unemployed, and other vulnerable groups to TVET, its affordability, and 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. Poverty and social analysis will look into those issues, and measures will be incorporated into a social action plan.</p>
IV. SOCIAL SAFEGUARDS
<p>A. Involuntary Resettlement Category <input type="checkbox"/> A <input checked="" 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>The initial assessment revealed that no land or property acquisition is expected under the program. The program's civil works will be implemented on the existing campuses of TVET institutions. However, the PPTA consultant will carry out a due diligence to assess the potential legacy issues related to previous land acquisition for the eight program TVET campuses.</p>

<p>2. What actions are required to address involuntary resettlement as part of the PPTA or assessment process? <input checked="" type="checkbox"/> Program safeguard system assessment and actions (due diligence for eight 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 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</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</p> <p>Not applicable.</p> <p>4. What actions are required to address risks to indigenous peoples as part of the PPTA program assessment process? <input checked="" type="checkbox"/> Program safeguard system assessment and actions <input type="checkbox"/> None</p> <p>Guizhou Province has three autonomous prefectures and a large proportion of ethnic minorities especially in rural areas. About 38% of TVET students and 30% of teachers are from different ethnic minority groups. Project impacts are anticipated to be positive. Increased quality of TVET as a result of the project will benefit all students, including ethnic minorities. The PPTA will further explore the necessity of development of special programs for ethnic minority students to address inclusion issues such as language, cultural, and religious practices. A full scoping will be included as one of the specific task under program safeguard systems assessment and preparation of ethnic minorities development plans could be identified as one of the proposed program actions.</p>
<p>V. OTHER SOCIAL ISSUES AND RISKS</p> <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, unemployed, and vulnerable groups, taking into account subsidies, and other support and targeting mechanisms.</p>
<p>VI. PPTA OR ASSESSMENT RESOURCE REQUIREMENT</p> <p>1. Do the terms of reference for the PPTA (or program assessments) contain key information needed to be gathered during PPTA 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 analyses, and participation plan during the PPTA or the program assessments? A team of international and national social and gender specialists are included in the PPTA who will undertake a poverty, social, and gender analysis including a program safeguard systems assessment, based on the initial program screening and categorization of environment, involuntary resettlement, and indigenous peoples.</p>

PRC = People's Republic of China, PPTA = program preparatory technical assistance, TVET = technical and vocational education and training.

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

^b There are 11 ethnic minority groups as Miao, Yao, Yi, Qiang, Dong, Zhuang, Bouyei, Bai, Tujia, Gelao and Sui.

^c Official Guizhou Provincial Government data based on national poverty line statistics from National Statistics Office for 2013.