

China: Guangdong Compulsory Education
Project (P154621)

Social Impact Assessment Report

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Department of Education of Guangdong Province

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Executive Summary

Entrusted by the Provincial Project Management Office of the World Bank Loan Guangdong Compulsory Education Project, editorial specialists from the Research Center for Immigrants and Ethnic Groups of Sun-Yat-sen University visited the 16 project counties (cities/districts) from January 15 to 29, 2016 and conducted field investigations for social evaluation on the 8 established projects of the World Bank Loan Guangdong Compulsory Education Project. In February 29, 2016, they finished the social evaluation report of the bundled projects in 16 counties (cities/districts) of weak compulsory education, namely Chaoyang, Wengyuan, Wuhua, Haifeng, Lufeng, Suixi, Lianjiang, Leizhou, Wuchuan, Dianbai, Huazhou, Chao'an, Huilai, Puning, Jiexi, and Luoding. Based on field investigation and data analysis, the social evaluation group draws the conclusion that separate Ethnic Minority Development Plan is not necessary, thus the report mainly focuses on the analysis of the overall social impact of the project.

The content of the World Bank Loan Guangdong Compulsory Education Project includes 8 items, namely pilot project of sharing high-quality education resources, pilot project of school standardization, pilot project of quality-oriented education experiments, pilot project of optimized allocation of teachers, pilot project of education availability for special groups, pilot project of education quality management, pilot project of project management and ability improvement, and research and pilot project of management system for social donations to schools. Under the 8 items, there are 22 sub-items.

The project involves 16 counties (cities/districts) of Guangdong Province, namely Chaoyang District, Wengyuan County, Wuhua County, Haifeng County, Lufeng City, Suixi County, Lianjiang City, Leizhou City, Wuchuan City, Dianbai District, Huazhou City, Chao'an District, Huilai County, Puning City, Jiexi County, and Luoding City. Of the total population of 22.8626 million, urban population accounts for 6.887 million while rural population accounts for 15.9752 million.

In the preparation period of social evaluation, the group identifies major social

factors which may affect the project implementation:

1. Pilot project of sharing high-quality education resources. Major social factors which may affect the project implementation include infrastructure during early stage, behavior pattern of concerned groups, involvement of related stakeholders, later-stage management, professional services, etc.

2. Pilot project of school standardization. Major social factors probably existing in the project of standard classroom are demolition and temporary relocation, demands and expectations of stakeholders, use, management and allocation system, etc. While major social factors that may exist in the project of standard mobile laboratory are coverage of benefit, project participants, demands and expectations of stakeholders, medium- and later-stage management and maintenance of operating equipment, etc. Major social factors probably present in the project of dormitories for teachers in remote rural areas are demolition and temporary relocation, involvement of affected groups, compensations, etc.

3. Pilot project of quality-oriented education experiments. Major social factors which may affect the project implementation include the project understanding, expectations and demands of the benefited groups, later-stage evaluation standards and system, reasonable formulation of educational content and standards.

4. Pilot project of optimized allocation of teachers. Major social factors probably existing in the project of general primary school teachers include advance publicity, entrance exam system design, project understanding, expectations and demands of participants, later-stage compilation and arrangement. While major social factors that may exist in the project of ability improvement of headmasters and backbone teachers include demands and expectations of benefited groups, reasonable and well-established system, measure and guarantee, etc.

5. Pilot project of education availability for special groups. Major social factors probably present in the research and pilot project of the family care system for left-behind rural children are needs of rural people, interaction among project participants, such as between schools and families, connection between schools and other social institutions, reasonable curriculum design. Major social factors existing in

the research and pilot project of special children's learning in regular class system are tolerance to special children from the society and schools and the establishment of reasonable examining system, etc.

6. Pilot project of education quality management. The evaluation group holds that scientific system design, full involvement of schools, headmasters and teachers, establishment of scientific evaluation system, later-stage monitoring and management are major social factors influencing the implementation of the project.

7. Pilot project of project management and ability improvement. Major social factors which may affect the project implementation include executive capability of relevant personnel, organization publicity, organization ability, system construction capability, later-stage monitoring and management capability, etc.

8. Research project of management system for social donations to schools. Major social factors which may affect the project implementation are donation willingness towards the recipients, establishment of scientific and reasonable donation system, establishment of connection between donating institutions and recipients, later-stage improvement and maintenance, etc.

9. Involvement of vulnerable groups (including poor students, disabled students, left-behind children, minorities). Demands, expectations and involvement of vulnerable groups should be taken into consideration, especially the involvement process of poor students, disabled students, left-behind children, minorities, the impact of family on the involvement of vulnerable groups, family involvement, and family support. Based on the analysis of above social factors, corresponding policies and measures for vulnerable groups should be put forward.

10. Groups affected by temporary demolition. The right to information and involvement of groups affected by temporary demolition (students affected by temporary demolition of classrooms and teachers affected by temporary demolition of houses) should be paid attention to, including setting up special settlement methods and compensation standards, the formulation of safety management measures in the construction period in order to guarantee the daily life of affected people.

Centering on the above factors which may affect the project implementation,

based on the field investigation, and combining with relevant results in the social evaluation and analysis report of 16 counties (cities/districts) in Guangdong Province, the report focuses on the following:

I. Overall condition of economy, society, culture and education in project counties (cities/districts), including social and economic development level, implementation condition of compulsory education, distribution condition of compulsory education resources. Findings by the evaluation team are:

1. Seen from the financial input in compulsory education, the expenditures for compulsory education in the counties (cities/districts) mainly come from national, provincial, municipal and county-level financial input. In addition to financial input, social donation is another source of the expenditures for compulsory education.

2. Seen from the layout of educational resources, there are a total of 5795 compulsory education schools in the places under the influence of the project, of which there are 3460 primary schools, 688 junior high schools, 1916 teaching schools, and 430 boarding schools. According to the result of spot survey and research conducted by the evaluation team, lots of schools are located in comparatively remote towns which are fairly far away from downtown areas and are featured by low accessibility. Seen from the numbers of labs owned by the counties (cities/districts), the numbers of labs in such regions as Luoding City, Suixi County, Wuhua County, Wengyuan County, Jiexi County and Leizhou City are all smaller than the total numbers of the existing schools. In particular, the numbers of labs in Chao'an District, Leizhou City and Wengyuan County account for less than 50% of the total numbers of schools, which shows that lack in labs is still a fairly general issue.

3. According to the information on the teachers in the project counties (cities/districts), the number of female teachers accounts for 61.32 % of the total number of teachers, teachers aged between 30 and 50 are the majority in the age structure of the teachers.

4. According to the distribution of students in project counties (cities/districts), the total number of students receiving compulsory education in the 16 counties (cities/districts) where the project is located is 2415825. The number of

poverty-stricken students receiving compulsory education accounts for 19.3% of the total. There are a total of 11210 minority students in the 16 counties (cities/districts) where the project is located, accounting for 0.5% of the total. As for the statistic data on male and female students receiving compulsory education in the 16 counties (cities, districts) where the project is located, the number of girls studying at schools is 1062607, accounting for approximately 44.0% of the total students studying at schools

5. According to the enrollment rates of project counties (cities/districts), the enrollment rates of boys and girls studying in primary schools and junior high schools in the 16 counties (cities/districts) where the project is located are all higher than 99%, of which the enrollment rates of boys and girls studying in primary schools and junior high schools in Chao'an District, Chaoyang District, Huilai County, Jiexi County, Wuhua County, Dianbai District, Huazhou City and Wuchuan City are all 100%. The dropout rates of boys and girls studying in primary schools in Haifeng County are 1%, in Lufeng City are respectively 4.040% and 4.060%, in Lianjiang City are respectively 1.000% and 1.300%, and in other counties (cities/districts) among all counties (cities/districts) where the project is located are all lower than 1.000%.

6. According to the distribution of special training students and leftover children, there is one teacher who has received professional training on special education for every 9.8 students on average, while there is one full-time teacher of special education for every 36.9 students on average. The total number of leftover children is 305805. The number of leftover students receiving compulsory education accounts for 16.7% of the total. The proportion of leftover children to all students receiving compulsory education in the 8 counties (cities/districts) in the eastern part of Guangdong Province to the total is 4.2%. The proportion of leftover children to all students receiving compulsory education in the 7 counties (cities, districts) in the western part of Guangdong Province to the total is 20.4%. Obviously, the number of leftover children in the counties (cities/districts) in the western part of Guangdong Province is larger than that in the eastern part of Guangdong Province. The proportion of leftover children in Wengyuan County in the northern part of Guangdong Province is 52.7%,

being higher than those of the counties (cities/districts) in the eastern and western part of Guangdong Province.

II. The evaluation team recognizes stakeholders, in the meanwhile, aiming at the attitude and expectations of stakeholders and the impact on various stakeholders, the report conducts relevant evaluations.

III. The report identifies the positive and negative social impact and social risk of the construction period and puts forward monitoring program in the implementation period as well as measures and suggestions to eliminate or reduce negative impact or control social impact.

The evaluation group holds that the social benefits of World Bank Loan Guangdong Compulsory Education Project are as follows:

1. Improve infrastructure, teaching conditions and faculty for counties with poor performance for compulsory education. Enable underdeveloped areas to share high quality teaching resources of developed areas. Increase equipment information management professionals. Help to promote the integration of information technology and teaching, improve the level of education modernization and informatization.

2. Increase communication with experienced teachers and get inspired in teaching ideas. Help to reduce difference in level of education, teaching and management in rural areas, urban areas and different areas. Help to optimize allocation of education resources so as to promote balanced development of education between urban and rural areas from the perspective of structure.

3. Help to solve problems of deficiency of classrooms and “oversized class” in counties with poor performance on compulsory education. Relieve deficiency of teaching laboratory and experimental apparatus in counties with poor performance on compulsory education to some degree and increase practice opportunities of students.

4. Improve housing environment for teachers in counties with poor performance on compulsory education so as to improve their teaching efficiency and enthusiasm.

5. Reform education ideas and means. Provide students with more opportunities of extracurricular activities, improve their learning interest and relieve their strong dislike of school. Improve compulsory education enrollment rate and reduce school

dropout.

6. Help to solve problems of faculty deficiency and unreasonable teacher structure in counties with poor performance on compulsory education. Promote communication between experienced teachers at developed areas and teachers at underdeveloped areas and improve teaching levels of existing teachers. Improve the problem of uneven level of existing teachers.

7. Improve the left-behind children care service system and enhance education of left-behind children, especially psychological education resources. Improve mental health state of left-behind children. Increase resources of regular schools on learning in regular classes of special groups. Help to establish a reasonable school enrollment system for disabled students and help them to be integrated in society as far as possible.

8. Form incentives for teachers and improve pertinence and efficiency of teachers' work. Facilitate objective evaluation of education and teaching effect and realize targeted weakness improvement. Help the project organization to learn project experience on aspects of the management system, system ability and external monitoring.

9. Promote to form benign interaction between the recipients and donors and strengthen their communication. Help to form good social donation environment.

Based on field investigation, the social assessment team identifies the negatively affected groups:

The social assessment team believes that population for temporary resettlement due to demolition work will be mainly affected in negative way, including teachers and students for temporary resettlement. The project of standardized classroom construction may cause the temporary resettlement of students. Due to reconstruction of their old classroom, some students should be transferred to temporary learning places, such as hall of the school. Such places usually have poor teaching facilities and have public space designed different from ordinary classrooms. Therefore, negative impact may be caused to normal school life of students and to teachers' normal teaching activities.

For the construction of turnover dormitories at remote rural areas, on the other hand, land acquisition is not involved, but some dormitories will be reconstructed at the original site. Original buildings will be dismantled for rebuilding. Then, people originally living in these buildings should be temporarily resettled. Most of them are teachers of the school. In this project, they should seek for temporary residence in advance. Rent may also be aroused from temporary house renting. This part of people will be negatively affected by this project for daily life.

The evaluation group holds that the potential social risks of the project are as follows:

1. Potential risks from project implementation. The evaluation group holds that the infrastructure construction of the project, such as standard classrooms and dormitories for teachers in remote rural areas, has some risks on how to avoid the teaching area, how to keep a normal teaching order and how to protect the personal safety of people (such as students and teachers) during project implementation.

2. Risks of removal and temporary relocation. The projects of standard classrooms and dormitories for remote rural areas may involve the demolition and reconstruction of old houses, which may result in temporary relocation of the residents. For example, students may need to study in a temporary classroom or teachers may need to find a temporary house.

3. Low salary for teachers. In the “soft project”, such as the experimental project of teaching reform and the experiment project of quality-oriented education in rural areas, teachers are the core participants. However, from the current educational management methods, there is no effective incentive mechanism for teachers, which may result in low motivation and passion in teachers and hinder the implementation of the project.

4. Family education deficiency of left-behind children. Based on the field investigation of the evaluation group, the parents of left-behind children work in other places for a long time, thus they don't have the time to take care of children and communicate with their children. As a result, they tend to push the education responsibility to schools, so families of left-children have a high degree of

dependence for school education. However, the social evaluation group holds that, the education for left-behind children is not only a problem which needs to be solved by schools or educational community, but also a social problem. The education for left-behind children needs endeavor from parents, schools, society and even the left-behind children themselves. What's more, school only plays a supporting role in the education for left-behind children and it cannot replace family education or social education. Therefore, the evaluation group believes that if there isn't enough attention to the education for left-behind children as a social issue but just as a problem which needs to be improved and solved by school education, it may affect the implementation and virtuous circle of the project.

5. Lack of correct understanding of education for special children. Previous school education experience of disabled students shows that some parents refuse to take their children as disabled children due to their traditional ideas and have a low willingness to send disabled children to special school. As for the pilot project "special children's learning in regular class", there are the following difficulties: 1. As for the current social culture, vulnerable groups may suffer from social prejudice and discrimination; 2. As for school management, the learning in regular class may increase the teaching difficulties for teachers and management difficulties for schools. Therefore, the social evaluation group proposes that the project design of the learning in regular class for special children should take both social culture and traditional ideas into consideration.

6. Problems of insufficient information network terminals, imperfect equipment management system, and insufficient teacher trainings. As for information network, there are good infrastructure in project counties (cities/districts), but the network connectivity in the remote classrooms falls behind compared with schools. The common problems in project counties (cities/districts) are insufficient terminal hardware and below-par management. As for network equipment management and maintenance, there are 2 management modes in project counties (cities/districts), namely the central school or service companies are responsible for the daily management and maintenance.

7. Insufficient management experience in standard mobile laboratories. Standard mobile laboratories are new in the 16 project counties (cities/districts) without any previous construction or management experience.

8. Insufficient dormitories for teachers and bad living condition and imperfect allocation and management system. As for the management on dormitories, various education bureaus or schools have no detailed management programs, and it is planned by various education bureaus to be managed by schools. Chao'an District plans to build dormitories in the center of the town which will be managed by the school after completion.

9. The project has a long time span and duration with problems in early-stage system construction and later-stage management and maintenance. The social evaluation thinks that due to the repetition in hardware investment and the aging of information hardware equipment, classrooms and dormitories, the "hard project" has problems in technical services and later-stage maintenance and management. Currently, the project is under preparation, thus related participants have no thorough consideration on later management methods and stipulations.

As for the project of general primary school teachers (5 years for junior college degree and 6 years for college and university degree), there is the common unemployment problem of graduates due to historic causes. The social evaluation group holds that the solution to later employment in public institutions is closely related to enrollment, exam signup, employment and later graduates' placement and work allocation in different stages.

Suggestions by the social assessment team for the negatively affected groups are:

1. It is suggested to involve stakeholders in classroom design stage to participate actively and listen to suggestions of students, teachers other direct benefited groups.

2. According to field investigation, some schools and students advise to leave the first floor of the classroom building unoccupied as activity venue. It is suggested to build more laboratories at project sites and recruit more professional laboratory teachers. Strengthen training of full-time laboratory technicians so as to meet needs.

3. It is advised to develop a set of fair, just and transparent allocation system with

supervision mechanism in the future. The social assessment team advises to allocate based on whether the teacher has a house and give priority to teacher working at local place. At present, priority is given to teachers without house, lack of house and living far away from the school.

4. Simple interior decoration is recommended to facilitate future centralized and unified management. Future maintenance and use costs will be assumed by the school and the teacher.

IV. The assessment team identifies minorities in the project counties (cities/districts) and conducts investigation and evaluation on the social economy, population, benefit condition of minority students, project involvement of minorities.

According to requirements of OP4.10 policy, the social assessment team judges on the following five aspects whether a minority development plan should be compiled for the sub-project conforming to policy requirements: benefits to minority, whether the project affected area is located at the national autonomous area, impact on minority land and natural resources, whether commercial development of minority cultural resources is involved in this project, whether minority poverty will be caused by this project.

The assessment team makes judgment for 22 sub-projects conforming to OP4.10 policy based on the five points of criteria specified above and believes that:

1. Judging from the population, the total minority population in the 16 project counties (cities/districts) is 11734, accounting for 0.03% of the total population in the project counties (cities/districts). There are 11210 minority students in the 16 project counties (cities/districts), accounting for 0.5% of all students in school. Therefore, judging from the number of minorities affected, the total population within the project impact scope is small and accounts for a small proportion of the total population of project counties (cities/districts). Most of them come from immigrant families. Therefore, the nationality is not outstanding.

2. Judging from living forms of the minority, minorities nowadays live together with the Han nationality and are scattered widely. This is quite different from the traditional situation of living together. For minorities living locally for long time, only

small cultural difference from Han nationality can be observed due to long time cohabitation.

3. Judging from the use of everyday language, minorities within the project impact scope have been well integrated with the Han nationality in the cohabitation process; judging from investigation of minority students, they are widely distributed in various schools in scattered way. They study together with students of the Han nationality and can speak in mandarin fluently;

4. Judging from social economy, due to long time cohabitation with the Han nationality, the minority has social economic development situation similar to surrounding Han nationality. Difference among nations is much smaller than difference among regions. Urban and rural difference and regional difference among project counties (cities/districts) are larger.

Therefore, based on field investigation and data analysis, the social assessment team believes that it is unnecessary to compile the minority development plan for this project. However, the minority group should be taken into account in system design, project implementation and future supervision process so as to ensure their sufficient participation in this project.

It is believed by the assessment team that Guangdong compulsory education equalization demonstration project mainly has the following social benefits:

1. The project is the embodiment of the positive reform of education system in Guangdong Province under the background of “deepening educational reform”. Based on practical condition, aiming at the weak education in counties of weak compulsory education, and based on principles of reform and innovation, balanced development, overall coordination and knowledge introduction, Guangdong Province puts forward the “World Bank Loan Guangdong Compulsory Education Project”. Project accomplishment will greatly promote the balanced development of compulsory education in Guangdong Province, make contributions to reducing the poverty in underdeveloped areas in Guangdong Province, benefit the introduction of talents to counties of weak compulsory education, and promote the coordinated development of

economic and social development.

2. The project will have a long-term promotion effect to educational reform. Specifically: 1. Overall improvement of education environment; 2. Improvement in hardware and infrastructures in schools of counties of weak compulsory education; 3. Perfection of talents structure, namely the process to reinforce talents training, attract talents and promote community development and regional urbanization; 4. Increase in employment during and after the project implementation; 5. Experience accumulation for the sustainable development, reform and innovation of education.

3. The project implementation will also promote the capability of the executive departments of education and other educational institutions as well as project implementation institutions in the project areas. Through the introduction of advanced project management methods and the establishment of advanced office management system, it is good to foster professional administrators for educational projects.

4. Covering both poor rural and urban students, the project can improve the educational condition of poor students and improve their educational level.

5. Covering left-behind children and disabled students, the project can improve the educational level of left-behind children and disabled students and promote educational equality.

Considering social impact and project analysis of the project, in order to try best to reduce the negative impact, and to ensure the equal benefit for major stakeholders, the social evaluation group puts forward the following three suggestions on system establishment, ability improvement and monitoring mechanism.

I. System establishment

Based on field investigation and analysis, the social evaluation group holds that the project is still under preparation. Therefore, there are insufficient clear management systems. Establishment of the management system of information network equipment, allocation system of dormitories, arrangement for temporarily occupied classrooms, management and maintenance system of laboratories, evaluation and assessment system of teachers' proficiency, training and selection

system of headmasters and backbone teachers, evaluation system of class reform, caring system for left-behind children, and the learning in regular class system for special children should be improved. The social evaluation group holds that system establishment is necessary for solving potential social risk and difficulties during project implementation while the process of system establishment can bring some inspirations on project organizing and management for the implementation organization as a part of social benefits.

II. Ability improvement

The social evaluation group suggests clarifying the responsibilities of project implementation organizations as well as the rights and responsibilities of organizers, constructors, administrators, supervisors and maintainers for each sub-item in order to make them effective in the early publicity stage, middle implementation stage, and later monitoring stage. Project implementation organizations should ensure the right to information and involvement of participants. In addition, the relevant stakeholders' right of monitoring and management should also be guaranteed. As for the establishment of organization capability, the social evaluation group suggests the following:

1. Project feasibility research organizations are responsible for the determination of site, route, and technologies, program optimization, and the scale of dormitories, classrooms, and standard laboratories.

2. Construction organizations are responsible for the negotiation with stakeholders on the negative impact of transportation, daily life of students and teachers, and security in the school in order to get their understanding and support and positive consideration of measures to reduce the impact. For example, in the construction projects, noise barrier and protective fence should be built in the major activity regions of teachers and students in schools.

3. The project management office and educational departments are responsible for early-stage publicity, mid-stage implementation and later-stage monitoring and strengthening the connection with other departments to ensure the complete involvement of affected special groups including poor students, minority students,

left-behind students, disabled students and girls in compulsory education.

4. The Poverty Relief and Development Office is responsible for poor population identification and policy consultancy.

5. The Department of Ethnic Affairs. The project involves 7,729 minorities. The specific distribution is as follows: 3,445 She people in Chao'an District, 1,720 Zhaung and Miao people in Luoding City, 1,068 Zhuang and Miao people in Suixi County, and 1,495 in Wengyuan County. The social evaluation group suggests the Department of Ethnic Affairs in the above counties (cities/districts) to coordinate with the education bureau and project management office to take charge of the identification and policy consultancy of minorities to ensure their involvement rights.

6. The Finance Bureau is responsible for relevant funds, the formulation of application methods of the funds and the monitoring of relevant policies.

7. The Bureau of Letters and Calls and the Stability Maintenance Office are responsible for the prevention and control of social risks in the early stage, middle stage and later stage to ensure the social stability during the implementation period of the project.

III. Monitoring mechanism

Under the instruction of the Project Management Office, the social evaluation group formulates effective monitoring mechanism and puts forward objective and feasible monitoring and assessment system in the preparation period, implementation period and monitoring and evaluation period of the project. What's more, they also pay attention to the differences of assessment standards. The perfection of the monitoring mechanism is good for timely follow-up of the effects and the involvement process of participants during project implementation and obtaining the suggestions and opinions of the participants timely.

Preface

From January 15 to 29, 2016, the Research Center for Immigrants and Ethnic Groups of Sun-Yat-sen University visited the 1 project counties (cities/districts), namely Chaoyang, Wengyuan, Wuhua, Lufeng, Suixi, Lianjiang, Leizhou, Wuchuan, Dianbai, Huazhou, Chao'an, Huilai, Puning, Jiexi, and Luoding in East Guangdong, West Guangdong and North Guangdong, to conduct field investigation of the World Bank Loan Guangdong Compulsory Education Project.

Major objectives of the social evaluation including the following: ① To understand the social and economic development level in the project counties (cities/districts) and analyze major social factors which may affect the project implementation; ② To identify major stakeholders, involve relevant stakeholders, and analyze their demands and impact received; ③ To evaluate the potential positive and negative impact of the project and analyze the possible social risk of the project; ④ To include relevant social factors which may affect the project implementation into the program design of the project and put forward relevant measures to avoid or reduce negative impact and avoid social risk; ⑤ In accordance with the OP4.10 policy of the World Bank, to determine the necessity to formulate the Ethnic Minority Development Plan.

Centering on the above objectives, the evaluation group chose key investigation spots in the influenced area of the project, held forum, questionnaire, interview, and participatory rural appraisal (PRA) with stakeholders in the 15 days of field investigation, and collected various necessary data for the social evaluation. From January 30 to February 5, 2016, the evaluation group analyzed and organized the collected data and finished the first draft of the social evaluation report of the bundled project in the 16 counties (cities/districts) of weak compulsory education, namely Chaoyang, Wengyuan, Wuhua, Haifeng, Lufeng, Suixi, Lianjiang, Leizhou, Wuchuan, Dianbai, Huazhou, Chao'an, Huilai, Puning, Jiexi, and Luoding, and finished the final draft in Chinese of the social evaluation report of the project on February 29, 2016. The social evaluation received great support from Mr. Qu Zhanjiang, Mr. Xie Yong,

Mr. Liang Haiyong, Ms. Yang Xueliu, Ms. Liu Wei, officers from the Project Management Office of the World Bank Loan Guangdong Compulsory Education Project, and various project management offices and proprietors in the affected counties (cities/districts) of the project, and got active cooperation from headmasters, teachers, students, parents and community governments in the project area. When writing the report, Mr. Hao Aimin, an expert from the World Bank, gave us valuable suggestions and opinions. Therefore, we want to extend our heart-felt gratitude to leaders, colleagues and respondents who support our work.

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1. Background

1.1 Project Construction Necessity

Guangdong province is located at the southernmost part of China and is nearby Hong Kong & Macau. Its comprehensive economic strength has ranked front row in the country while the imbalance between economic development and compulsory education development still exists on the whole. However, the imbalance between economic development and the development of compulsory education still exists in Guangdong Province on the whole. On the one hand, Guangdong puts poor investment in compulsory education, and the public fund expenditure in students' average budget for compulsory education is below national average, thus lagging behind most provinces in China; on the other hand, imbalance exists between developed and underdeveloped areas and between urban and rural areas, especially remote mountainous areas throughout the province in terms of development of compulsory education. Take the statistical data of year 2014 for example: The annual gross domestic production (GDP) of Guangdong Province amounted to 6780.985 billion Yuan, of which the total GDP of the eastern, western and northern parts of Guangdong accounted for 22.8%, i.e. East Guangdong for 7.5%, West Guangdong for 8.5%, and North Guangdong for 6.8%. In view of the relatively low fiscal revenue, it seems particularly difficult to achieve balanced educational development between underdeveloped and developed areas.

Along with the rapid economic development at the Pearl River Delta in recent years, the gaps between the Delta and the eastern, western and northern parts of Guangdong have widened, which aggravates such issues as the inadequate investment in compulsory education, the backward construction of basic education facilities, the poor overall quality of teaching staff, and the widening of gap between urban and rural areas in respect of the development of compulsory education. According to the statistical indicators of compulsory education, the 16 counties (cities/districts, hereafter referred to as "weak counties of compulsory education") in the eastern,

western and northern parts of Guangdong, i.e. Chaoyang, Wengyuan, Wuhua, Haifeng, Lufeng, Suixi, Lianjiang, Leizhou, Wuchuan, Dianbai, Huazhou, Chaoan, Huilai, Puning, Jiexi and Luoding, are considered relatively weak in compulsory education in Guangdong Province.

In order to solve the problem of compulsory education imbalance in Guangdong province furthermore, in the national background of "intensifying comprehensive educational reform", Guangdong province in line with its own condition proposed "the demonstration project of the World Bank loan to under-developed areas in Guangdong province to promote balanced, qualified and standard development of compulsory education" according to the principles of reform and innovation, balanced development, coordination and intelligent first to aim at the poor compulsory education counties' problem such as lacking of qualified educational resource, unqualified of some schools, backward of educational concepts and means, low teaching level of teachers troop and insufficient insurance of special groups' compulsory education. Then to better promote balance development of poor compulsory educational counties.

1.2 Project Content and Size

This project consists of 8 major parts, i.e. the pilot project for sharing of high-quality education resources, the pilot project of school standardization, the pilot project for experiment of education for all-round development, the pilot project for optimized allocation of teacher resources, the pilot project for educational guarantee for special groups, the pilot project of education quality management, the pilot project of project management and capacity improvement, and the study on and pilot project of management system for social donations to schools. In addition, this project is divided into 22 sub-projects, including "hard projects" focused on capital construction or equipment purchasing and "soft projects" launched to promote connotative development of compulsory education. There are 5 "hard projects" (i.e. "**Ban Ban Tong**

(BBT)" teaching platform and maintenance, the online classrooms at teaching stations and their maintenance, standardized classrooms, standardized mobile laboratories, and teacher turnover dormitories in arduous remote rural areas) and 17 soft projects. Project development content and size are shown in Tables 1-1 and 1-2:

Table 1-1 Content List of Subprojects¹

Title of subjects	Construction items
<p>Subproject 1: " Ban Ban Tong (BBT)" teaching platform and it's maintenance</p>	<p>Establish a high quality resources "BBT" teaching platform in compulsory schools to achieve networks among project classrooms, science and education network of Guangdong Province and basic education network connectivity, gain quality resource of Guangdong Province's basic education in addition to other internet resources. At the same time it can be used to carry out multimedia teaching. "BBT" teaching platform contains two kinds of configuration.</p> <p>Construction quantity: 15200</p> <p>Configuration 1: one projector, one interactive electronic whiteboard, one video presenter, one computer and one set of sound, PA in addition to related software.</p> <p>Configuration 2: multimedia all-in-one flat-panel televisions and related software.</p>
<p>Subproject 2: Online classroom teaching stations and it's maintenance</p>	<p>Provide online courses system for central primary schools and teaching stations. According to the actual situation of project areas, equip lecture equipment in several teaching stations to realize synchronous teaching for teaching stations and central primary schools.</p> <p>Construction quantity: 100</p> <p>Equipments installed in lecture classroom include: tracking cameras, omnidirectional microphone, monitor, online classroom terminal, sound, computer, electronic whiteboard, etc.</p> <p>Equipments installed in listening classroom include: Hi-Vision cameras, wireless microphone, online classroom terminal, etc.</p>
<p>Subproject 3: Educational</p>	<p>Provincial project management office entrust</p>

¹ Data source: *Feasibility Study Report on World Bank Loan Guangdong Compulsory Education Project*

<p>information-based management system and its maintenance</p>	<p>social institutions to develop a suit of educational information-based management system software through public bidding for administrative departments of education and schools in project counties as well as other regions of the province. Construction quantity: 1</p>
<p>Subproject 4: Digital educational resource developing</p>	<p>Based on the original resources of basic education in Guangdong Province, develop a number of multimedia educational resources, which adapting to the needs of rural education, for schools in project counties and other regions of the province. There're two ways: suppliers provide direct educational resource maintenance or let them develop multimedia courseware. Construction quantity: 1</p>
<p>Subproject 5: Institutional study and pilot school-to-school partnership system</p>	<p>Organize compulsory schools in developed Pearl River Delta and project regions to help weak compulsory schools "one to one" in the aspect of education philosophy, school administration, education and teaching, professional capability of teachers, etc. Offer some transport subsidies to those principals, teachers who go to counterparts to carry out support activities. Construction quantity: 500</p>
<p>Subproject 6: Standardized classrooms</p>	<p>Weak compulsory county government should scientifically plan the distribution of compulsory education and construction of schools according to rural-urban migration, school age variation, student's age characteristics and their growth law. Moreover, plan and construct a number of standardized classrooms to solve the "oversized class" problem in township compulsory schools. Construction standards consult "Construction Standards for Ordinary Primary and Secondary Schools in Rural Areas" (Construction Standards 109-2008), each classroom has 100 square meters. The construction includes civil engineering, decoration, installation and outdoor ancillary works. Construction quantity: 250</p>

<p>Subproject 7: Standard mobile laboratories</p>	<p>Standard mobile laboratory refers to teaching instruments equipped in accordance with the requirements of “Teaching Instrument Equipment Standards for Mathematics of Elementary School (JY/T0388-2006)” and “Teaching Instrument Equipment Standards for Sciences of Junior High Schools (JY/T0386-2006)” issued by the Ministry of Education, put teaching instrument in the buses, meanwhile equipped with teachers, drivers and transport vehicles, carry out touring experimental teaching activities in rural schools in order to solve the problem of lacking experimental teaching in remote rural areas.</p> <p>Construction quantity: 4</p>
<p>Subproject 8: Teacher turnover dormitories in arduous remote rural areas</p>	<p>Build turnover dormitories for teachers in arduous remote areas at rural compulsory education schools of weak compulsory county. Affordable turnover dormitories should meet earthquake resistance requirements and have basic function of providing living necessities to ensure teachers' working and living conditions in rural areas. In the meanwhile, strictly control the construction standards, each turnover dormitory is no more than 35 square meters while with kitchen, bathroom and simple decoration.</p> <p>Construction quantity: 5200</p>
<p>Subproject 9: Class teaching reform experimental project</p>	<p>Carry out the reform and experimental research of teaching, promote the reform and innovation of teaching methods. Advocate heuristic, inquiry, discussion and participant teaching. Encourage students to think independently, explore and generate new ideas. Increase interaction with students, strengthen the charms of classroom. Guide students to master the scientific way of learning. Guide the students to take an active, industrious, diligent part in study. Improve the capacity and effectiveness of learning.</p> <p>Construction quantity: 100</p>
<p>Subproject 10: Experimental schools of quality education in rural areas</p>	<p>Set up experimental schools of quality education among rural compulsory education</p>

	<p>schools, and develop quality education experiment there. Equip enough teachers for those experimental schools according to the standards of teachers' preparation, and necessary teaching equipment. Offer enough courses and class periods. Focusing on cultivating all students' creation spirit and practice ability, promote the all round development of students.</p> <p>Construction quantity: 100</p>
<p>Subproject 11: Study on the training standards of general-subject teachers in rural primary schools and the training base construction</p>	<p>General-subject teachers in rural primary schools refer to those teachers who could adapt to the development of rural primary school education and competent at multi subjects teaching in rural primary school as well as the job of class adviser. This subproject includes two parts: the study on the training standards of general-subject teachers in rural primary schools and the training base construction.</p> <p>Construction quantity: 4</p>
<p>Subproject 12: Construction of the general-subject teachers rank in primary schools</p>	<p>Recruit excellent junior middle school graduates from week compulsory counties to training base of general-subject teachers mentioned by Subproject 11, cultivate 2400 junior college students (five years) and 400 undergraduate students (six years).</p>
<p>Subproject 13: Ability enhancement for headmasters and core teachers</p>	<p>Choose a group of young-middle aged headmasters and core teachers from week schools, let them enhance themselves by studying in better quality schools inside and outside the province. This subproject is expected to train 800 headmasters and core teachers.</p>
<p>Subproject 14: General-subject ability enhancement for village primary schools and teaching stations</p>	<p>Choose a group of young-middle aged teachers from village primary schools and teaching stations to study in Normal Universities, advancing their abilities in general-subject teaching. After the training, they go back to work at village primary schools and teaching stations. This subproject is expected to train 3000 teachers.</p>
<p>Subproject 15: Application training for teachers in " Ban Ban Tong (BBT)" project schools</p>	<p>Carry out application training for teachers in "BBT" project schools. Each "BBT" teaching platform trains one to two teachers, so that</p>

	<p>teachers can make full use of related equipments and improve teaching skills. This subproject is expected to train 91.200 teachers.</p>
<p>Subproject 16: Study and pilot the kindred system of rural left-behind children</p>	<p>Carry out research about kindred system of rural left-behind children, pilot programs among project county schools where have many rural left-behind children in addition to explore related institutions, working systems and patterns. This subproject includes conducting research and pilot on kindred system of rural left-behind children, as well as decorating the family activity room (excluding infrastructure projects). It's planned to build 100 pilot schools.</p>
<p>Subproject 17: Study and pilot the mainstreaming education system for special children</p>	<p>Carry out pilot study on the mainstreaming education insurance system for special children, construct mainstreaming education resources classrooms at project schools where have special children, offering services to meet their special education needs, improve the quality of this project. This subproject includes study and pilot on the mainstreaming education system for special children besides mainstreaming education resources classroom. It's planned to build 50 pilot schools.</p>
<p>Subproject 18: Participant in the quality text of compulsory education in Guangdong Province</p>	<p>Comprehensively evaluate the achievements of this project. Through organizing the quality text and comparison of compulsory education, reflect students' changes in their specific knowledge and skills beside process measures in the course of this project, summarize the effect of all the subprojects.</p>
<p>Subproject 19: Study and formulate relevant standards and norms</p>	<p>Combined with the reality of education development in less developed areas, supplement and detailed the standards and norms of subprojects under the guidance of relevant state policies, standards and norms in addition to reference to foreign relevant standards and norms. Then conscientiously sum up project experience to prepare for the project promotion.</p>
<p>Subproject 20: Project management training</p>	<p>Make training plans from project schedule management, previous arrangement, property and financial management, engineering</p>

	<p>management, procurement management, technical assistance and training management, debt management to operation management, etc. for project management office of province, county (city / district).</p> <p>Timely organize relevant personnel to participate in training and evaluate training achievements.</p>
<p>Subproject 21: Project monitoring and management</p>	<p>In order to strengthen management and monitoring of the entire project, this subproject divide into “software items” and “hardware items”. The former include service organization provide human and intellectual support in project management for the provincial project management office. Build a sound monitoring system, so that each county (city / district) will be able to timely and accurate feedback the implementation of each subproject. On the other side, “hardware items” mainly to improve the hardware conditions of the province, county (city / district) project management office.</p>
<p>Subproject 22: Study on management system of student social donation project</p>	<p>Combined with the reality of 16 project counties (cities / districts), forming perfect donate management mechanism, which including social donation management information disclosure and management process standardization, by learning from domestic and foreign advanced experience. Based on the open and transparent donation management mechanism, create a good atmosphere of social donation.</p>

Table 1-2 Schedule of project size²

No.	Project	Size	Remarks
1	Pilot project for sharing of high-quality education resources		
(1)	Remote education for rural middle and primary schools		
①	"BBT" teaching platform and maintenance	15,200 sets	Hard project
②	Online classrooms at teaching stations and their maintenance	100 groups	Hard project
③	Education & teaching information management system and its maintenance	1	
④	Digital education resources development	3000 sets	
(2)	Institutional study and pilot school-to-school partnership system	500 pairs	
2	Pilot project of school standardization		
(1)	Standardized classroom	250	Hard project
(2)	Standardized mobile laboratory	4 sets	Hard project
(3)	Teacher turnover dormitories in arduous remote rural areas	5,200 sets	Hard project
3	Pilot project for experiment of education for all-round development		
(1)	Experimental project of classroom instruction reform	100 schools	
(2)	Schools for experiment of education for all-round development in rural areas	100 schools	
4	Pilot project for optimized allocation of teacher resources		
(1)	Study on standard for cultivation of teachers of teaching multi subjects in rural primary schools and the development of cultivation base	4 schools	
(2)	Pilot project for development of teachers of teaching multi subjects in rural primary schools		
①	Development of new teachers of teaching multi subjects in primary school (5 years of junior college)	2400	
	Development of new teachers of teaching multi subjects in primary school (6 years of undergraduate course)	400	
②	Ability enhancement of headmasters and backbone teachers	800	
③	Full-subject teaching ability enhancement of teachers in rural primary schools and teaching stations	3000	
(3)	Trainings on application for teachers in schools involved in "BBT" project	91200 men-times	
5	Pilot project of educational guarantee for special groups		
(1)	Research and pilot project of affectional education system for left-behind children in rural areas	100 rooms	
(2)	Study and pilot project of guarantee system for special children's learning in regular class	50 rooms	
6	Pilot project of education quality management		
	Take province-specific compulsory education quality test	5 tests	
7	Pilot project of project management and capacity		

² Data source: *Feasibility Study Report on World Bank Loan Guangdong Compulsory Education Project*

	improvement		
(1)	Study and development of relevant standards and codes	1	
(2)	Training for project management personnel	1	
(3)	Project monitoring and management	1	
8	Research project of management system for social donations to schools	1	
	Total		

1.3 Project Task and Objective

1.3.1 Project Task

Guangdong Provincial People's Government plans to use the World Bank Loan to launch demonstration projects for balanced, high-quality and standardized development of compulsory education in underdeveloped areas in 16 weak counties of compulsory education in Guangdong Province based on actual conditions of development of compulsory education in Guangdong Province under the direction of the Decision of the CCCPC on Some Major Issues Concerning Comprehensively Deepening the Reform (hereafter referred to as "the Decision") passed at the Third Plenary Session of the 18th Central Committee of the Chinese Communist Party in November 2013, the Comments of Guangdong Provincial People's Government on Deepening of Comprehensive Reform of the Education System (GG No. (2012) 107) proposed by Guangdong Provincial People's Government in August 2012 based on the National Planning Framework for Medium- and Long-term Education Reform and Development (2010-2020), the Guangdong Provincial Planning Framework for Medium- and Long-term Education Reform and Development (2010-2020) and the achievements made at national education conference and other relevant policy documents.

Generally, this project comprises the following tasks and objectives:

- ① Go through with national and provincial policies concerning education reform and balanced development of compulsory education;
- ② Promote the coordinated development of compulsory education throughout Guangdong Province;
- ③ Improve the schooling conditions and education quality in weak counties of compulsory education;
- ④ Enhance compulsory education informatization, and actively promote the integration of information technology with teaching, as well as the sharing of high-quality education resources;

- ⑤ Enhance faculty capacity of weak counties of compulsory education, and comprehensively improve the development level of compulsory education there;
- ⑥ Perfect the compulsory education system for special groups (including the students from economically disadvantaged families, the disabled students, the children of urban floating population, and the stay-at-home children), and promote educational equality;
- ⑦ Broaden the fund raising channels, and enhance the investment in compulsory education;
- ⑧ Intensify local personnel cultivation, and promote the regional coordinated development in Guangdong Province.

1.3.2 Expected Outcome

The content, targeted issues and expected outcome of the 22 sub-projects are shown in Table 1-3 below:

Table 1-3 Schedule of expected outcome of project

Sub-project content	Targeted issue	Primary task and objective
Sub-project 1: "BBT" teaching platform and maintenance	Schools in weak counties of compulsory education are confronted with poor teaching condition, poor faculties and difficulty in merging, and are not accessible to high-quality digital teaching resources etc. of urban or developed areas;	Actively impel the sharing of high-quality education and teaching information resources throughout Guangdong Province, promote the integration of information technology with teaching, and forge towards educational informationization;
Sub-project 2: Online classrooms at teaching stations and their maintenance		
Sub-project 3: Education & teaching information management system and its maintenance		
Sub-project 4: Digital education resources development		

Sub-project 5: Institutional study and pilot school-to-school partnership system	Huge gap between urban and rural areas and between different areas in terms of education & teaching and management quality;	Enhance coordinated management, optimized allocation and comprehensive use of education resources in various areas, and promote the equalization of basic public education service in urban and rural areas;
Sub-project 6: Standardized classroom	Shortage of classrooms brings about widespread "oversized class quota";	Improve the schooling conditions and education quality in weak counties of compulsory education;
Sub-project 7: Standardized mobile laboratories	Schools in weak counties of compulsory education are confronted with poor teaching condition; for example, students have no access to hands-on opportunities due to the lack of laboratories and experimental apparatus;	
Sub-project 8: Teacher turnover dormitories in arduous remote rural areas	Teachers of schools in weak counties of compulsory education are in need of housing due to the poor teaching condition and low income;	
Sub-project 9: Experimental project of classroom instruction reform	Backward educational concepts and means, and imperfect education & teaching quality management;	
Sub-project 10: Schools for experiment of education for all-round development in rural areas		Introduce sophisticated teaching philosophy, perfect the education & teaching quality management system, promote the improvement in overall education & teaching quality in weak counties of compulsory education, and drive regional development through personnel cultivation;
Sub-project 11: Study on standard for cultivation of teachers of teaching multi subjects in rural primary schools and the development of cultivation base	Schools in weak counties of compulsory education suffer from inadequate outstanding teachers and irrational faculty structure, and the education & teaching quality of existing teachers should be further improved;	Enhance faculty capacity of weak counties of compulsory education in a number of aspects, and comprehensively improve the educational level there;
Sub-project 12: Project for cultivating new teachers of teaching multi subjects in primary schools		

Sub-project 13: Ability enhancement of headmasters and backbone teachers		
Sub-project 14: Full-subject teaching ability enhancement of teachers in rural primary schools and teaching stations		
Sub-project 15: Trainings on application for teachers in schools involved in "BBT" project	Shortage of professional management personnel for teaching facility informatization;	Training professional management personnel, lifting teachers' operating skills for computers and multi-media
Sub-project 16: Research and pilot project of affectional education system for left-behind children in rural areas	Care & service system for stay-at-home children is not sophisticated, and their psychological health state is of concern;	Enhance the education for special groups, and promote educational equality;
Sub-project 17: Study and pilot project of guarantee system for special children's learning in regular class	Common schools are provided with inadequate resources for learning in regular class for purpose of special education, and the quality of teaching should be improved;	
Sub-project 18: Take province-specific compulsory education quality test	Comprehensive appraisal on effectiveness of this project	
Sub-project 19: Study and development of relevant standards and codes	Get prepared for this project promotion.	
Sub-project 20: Training for project management personnel	Call up relevant personnel to participate in training, and examine the training result.	
Sub-project 21: Project monitoring and management	Take charge of overall monitoring of project.	
Sub-project 22: Research project of management system for social donations to schools	Guangdong Province is still confronted with huge pressure in respect of fiscal guarantee for compulsory education, and financial resources vary depending on areas;	Establish an open and transparent donation management mechanism at the level of institutional study, promote the favorable atmosphere of social donations to schools, and broaden financing channels in various manners.

1.4 Project Implementation

1.4.1 Scope of Project Implementation

The project implementation involves 16 counties (cities/districts) in Guangdong Province, i.e. Chaoyang District, Wengyuan County, Wuhu County, Haifeng County, Lufeng County, Suixi County, Lianjiang City, Leizhou City, Wuchuan City, Dianbai District, Huazhou City, Chaoan District, Huilai County, Puning City, Jiexi County, and Luoding City.

The schematic diagram of project implementation scope is shown in Fig. 1-1.



Fig. 1-1 Schematic diagram of project implementation scope

1.4.2 Project Size in Counties (Cities/Districts)

Among the 22 sub-projects of this project, the "BBT" teaching platform and maintenance, the online classrooms at teaching stations and their maintenance, the institutional study and pilot school-to-school partnership system, the standardized classrooms, the standardized mobile laboratories, the teacher turnover dormitories in arduous remote rural areas, the experimental project of classroom instruction reform, the pilot project for experiment of education for all-round development in rural

schools, the cultivation of new teachers of teaching multi subjects in primary school (5 years of junior college), the cultivation of new teachers of teaching multi subjects in primary school (6 years of undergraduate course), the improvement in headmasters and backbone teachers' ability, the improvement in full-subject teaching ability of teachers at teaching stations, the study and pilot project of affectional education system for left-behind children in rural areas, and the study and pilot project of guarantee system for special children's learning in regular class shall not be carried out unless relevant application is filed; the project implementation size in counties (cities/districts) is shown in Table 1-4 and Fig. 1-2 through 1-15:

Table 1-4 Schedule of implementation of projects in various counties

No.	Project county	"BBT" teaching platform and maintenance	Online classrooms at teaching stations and their maintenance	Institutional study and pilot school-to-school partnership system	Standardized classroom	Standardized mobile laboratory	Teacher turnover dormitories in arduous remote rural areas	Experimental project of classroom instruction reform	Schools for experiment of education for all-round development in rural areas	Development of new teachers of teaching multi-subject in primary school (5 years of junior college)	Development of new teachers of teaching multi-subject in primary school (6 years of undergraduate course)	Ability enhancement of headmasters and backbone teachers	Multi-subject teaching ability enhancement of teachers in rural primary schools and teaching stations	Research and pilot project of family-member-losing education system for left-behind children in rural areas	Study and pilot project of guarantee system for special children's learning in regular class
1	Chaoyang District	2674	2	55	48	1	112	13	10	120	20	200	500	3	4
2	Wengyuan County	116	1	7	0	0	61	6	4	20	10	26	40	7	3
3	Wuhua County	900	9	34	20	0	320	10	10	0	0	63	300	6	0
4	Haifeng County	487	3	31	15	0	240	4	4	0	0	37	180	6	2
5	Lufeng City	796	9	35	18	1	440	3	3	300	50	30	200	8	4
6	Suixi County	194	6	11	10	0	347	4	4	150	50	0	0	3	0
7	Lianjiang City	1127	5	37	12	0	434	5	7	181	30	40	226	8	4
8	Leizhou City	1181	8	39	20	0	416	7	8	192	32	44	240	8	4
9	Wuchuan City	893	12	27	16	0	267	10	9	60	10	15	60	6	3
10	Dianbai County	1001	7	36	15	2	382	7	7	200	25	60	60	9	0
11	Huazhou City	1168	7	41	0	0	507	2	4	225	40	66	343	8	6
12	Chaoan District	721	3	25	12	0	240	5	5	100	15	36	120	5	3
13	Huilai County	760	4	20	20	0	300	3	3	325	38	10	180	5	3
14	Puning City	1768	10	60	12	0	770	12	12	240	40	100	300	14	10

15	Jiexi County	604	6	15	32	0	64	5	5	100	30	33	150	0	1
16	Luoding City	810	8	27	0	0	300	4	5	187	10	40	101	4	3

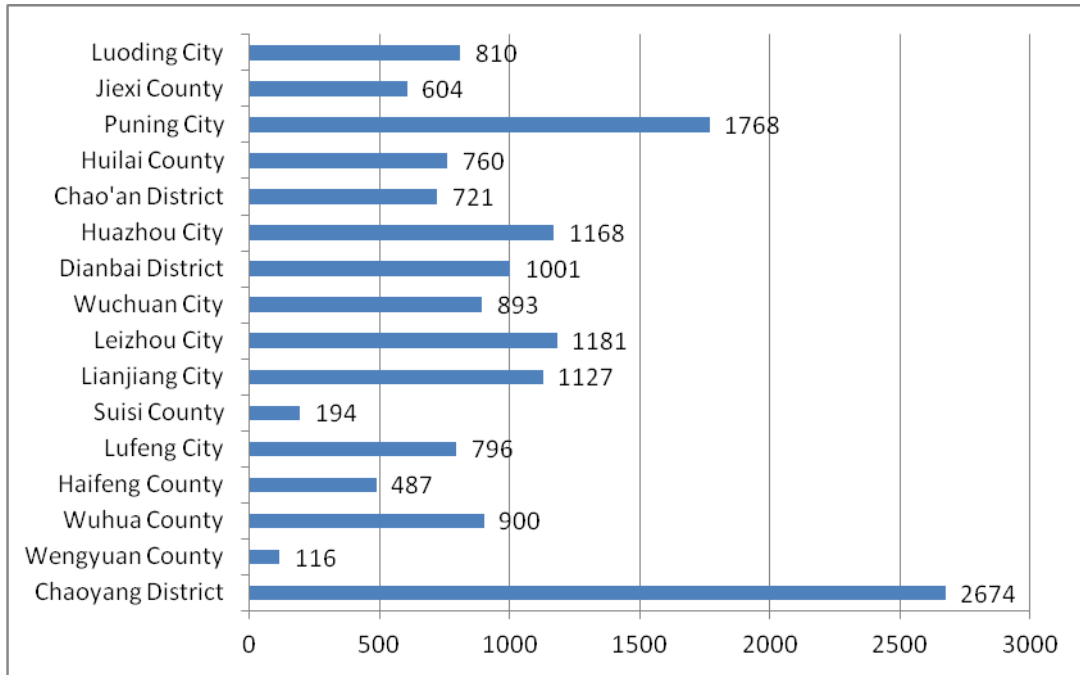


Fig. 1-2 "BBT" teaching platform and maintenance (unit: set)

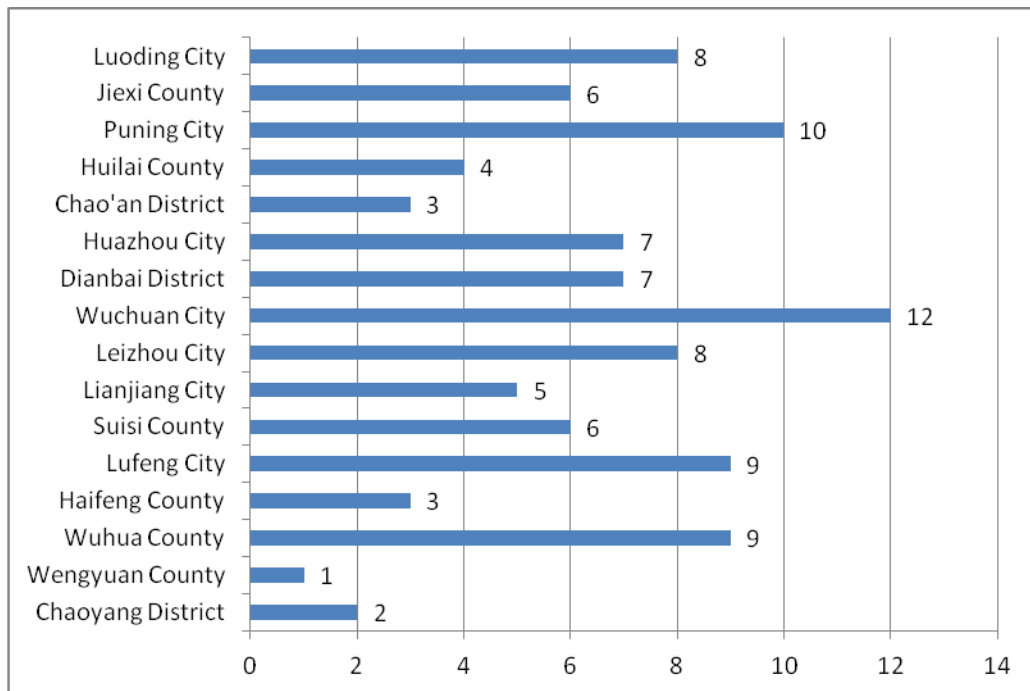


Fig. 1-3 Online classrooms at teaching stations and their maintenance (unit: group)

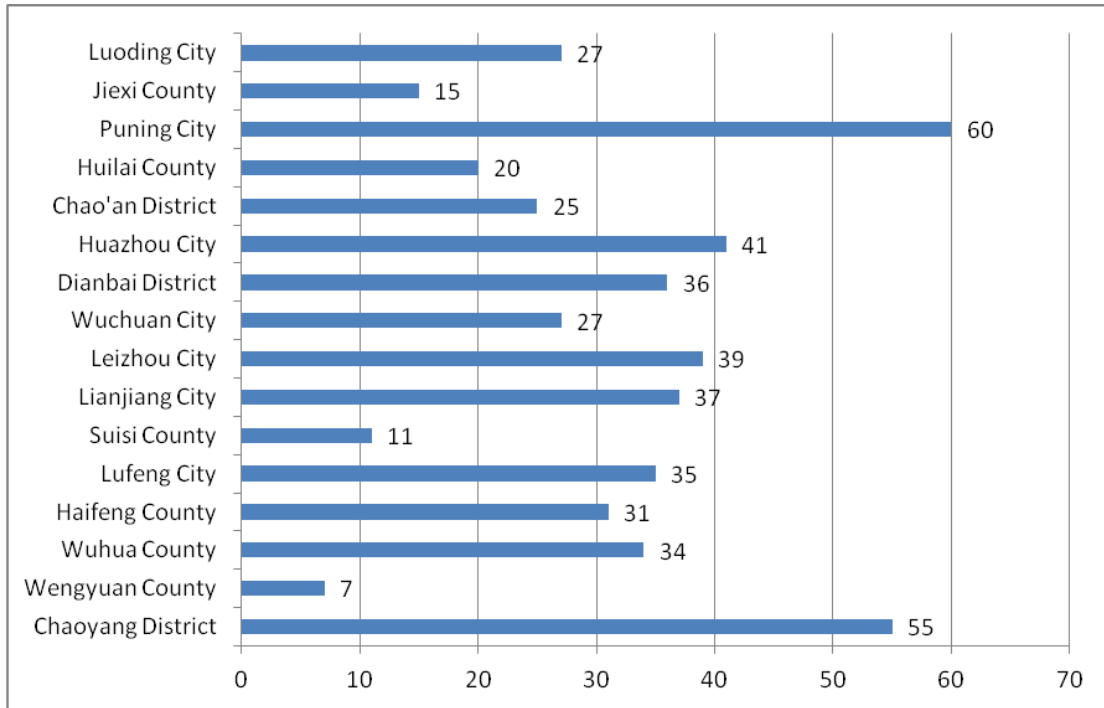


Fig. 1-4 Institutional study and pilot school-to-school partnership system (unit: pair)

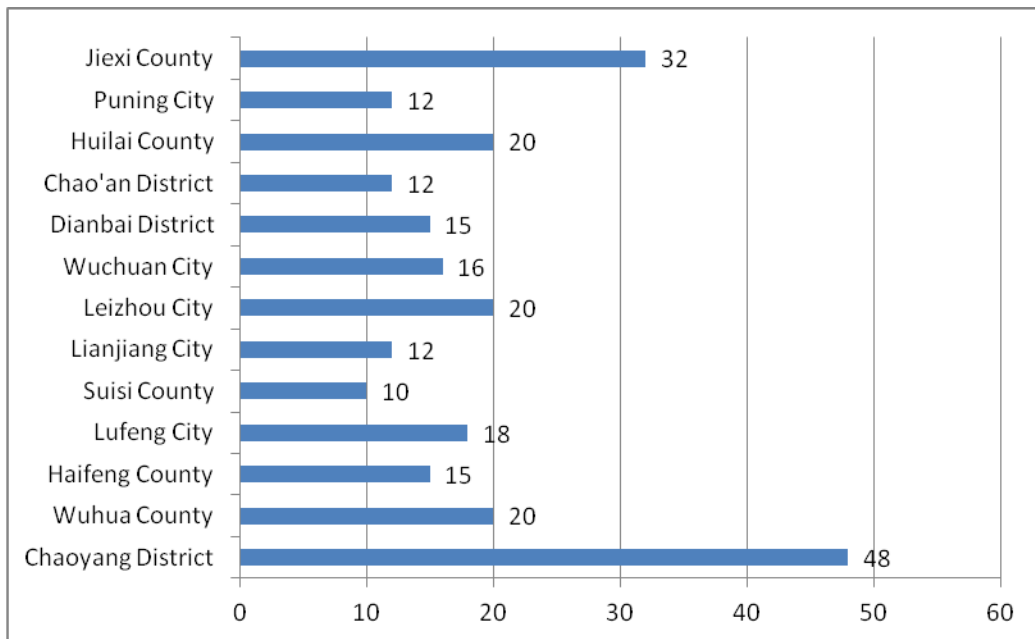


Fig. 1-5 Standardized classrooms (unit: room)

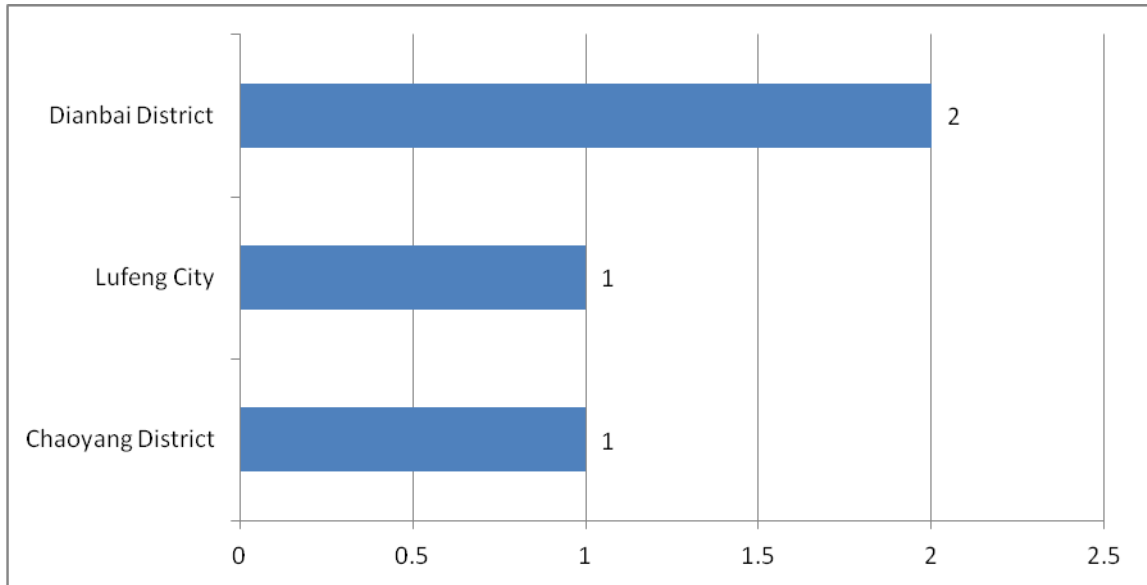


Fig. 1-6 Standardized mobile laboratories (unit: set)

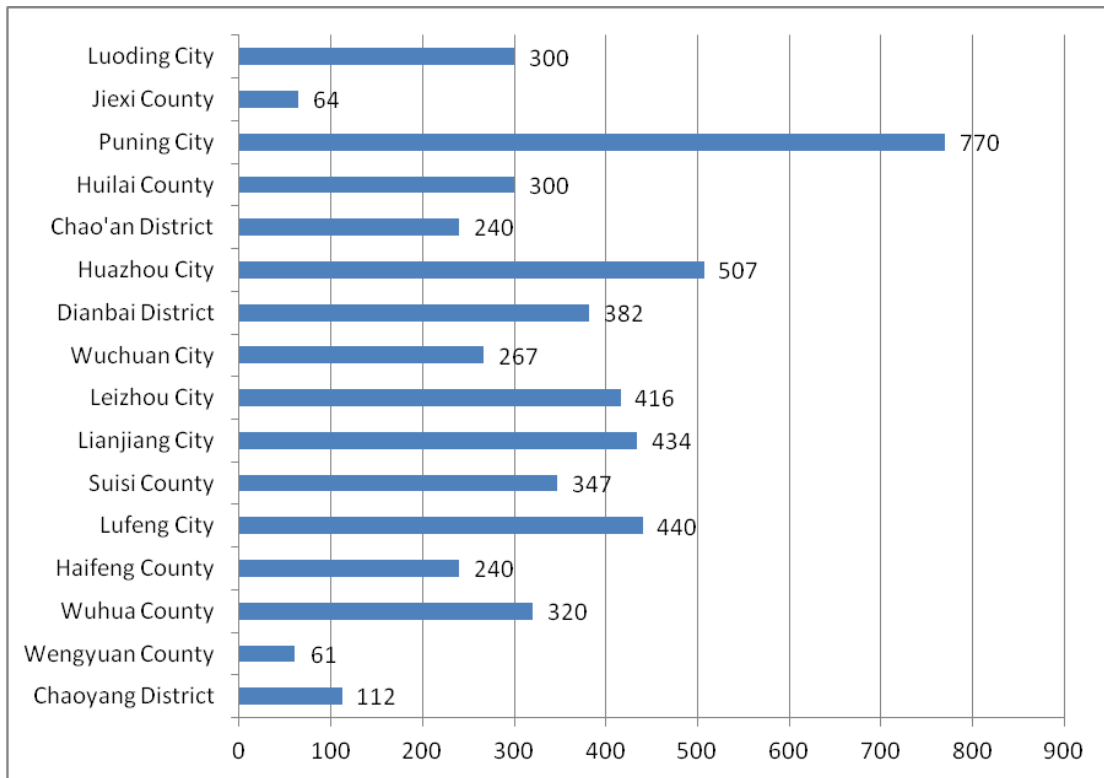


Fig. 1-7 Teacher turnover dormitories in arduous remote rural areas (unit: set)

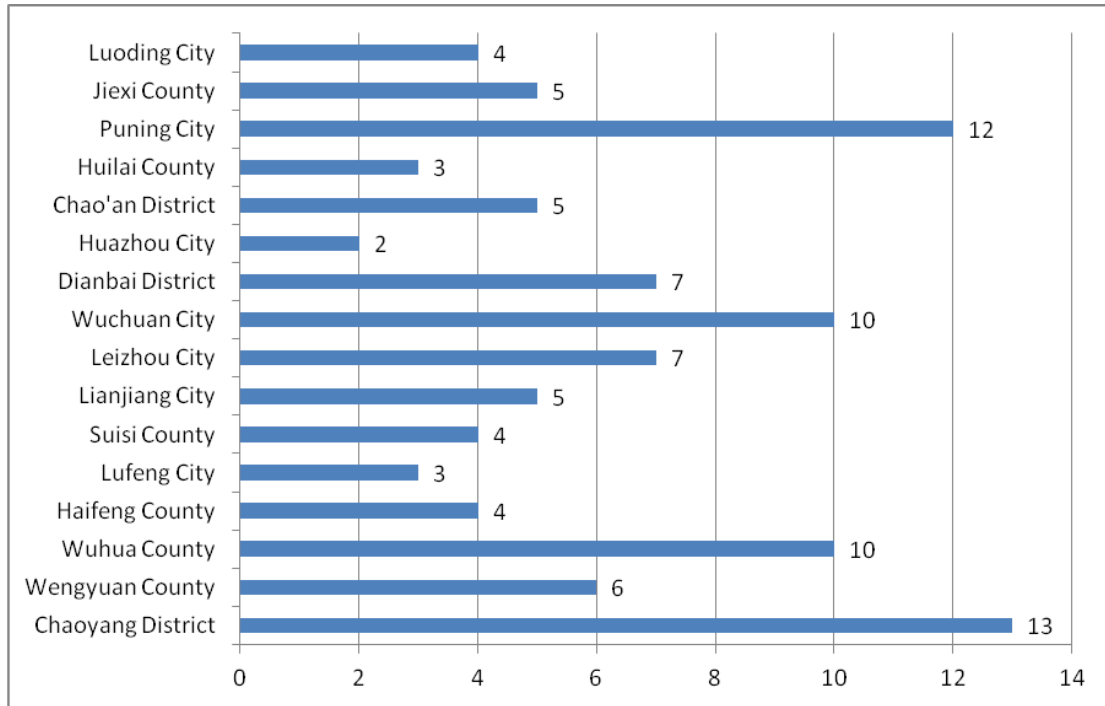


Fig. 1-8 Experimental project of classroom instruction reform (unit: school)

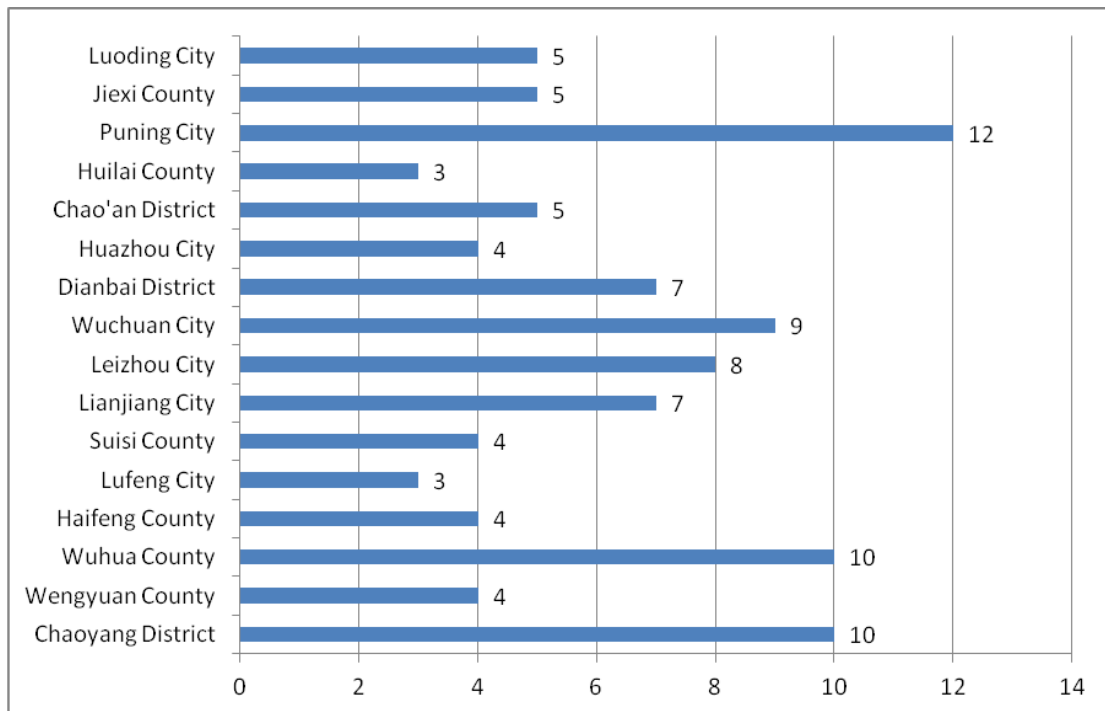


Fig. 1-9 Experiment of education for all-round development in rural schools (unit: school)

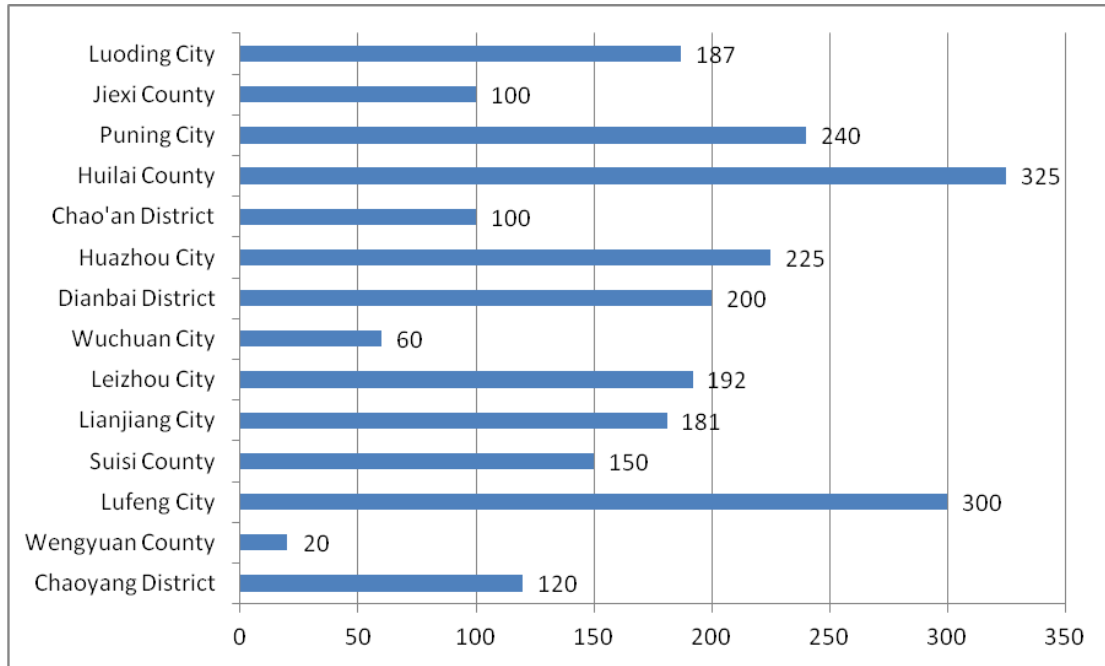


Fig. 1-10 Development of new teachers of teaching multi subjects in primary school (5 years of junior college; unit: Per teacher)

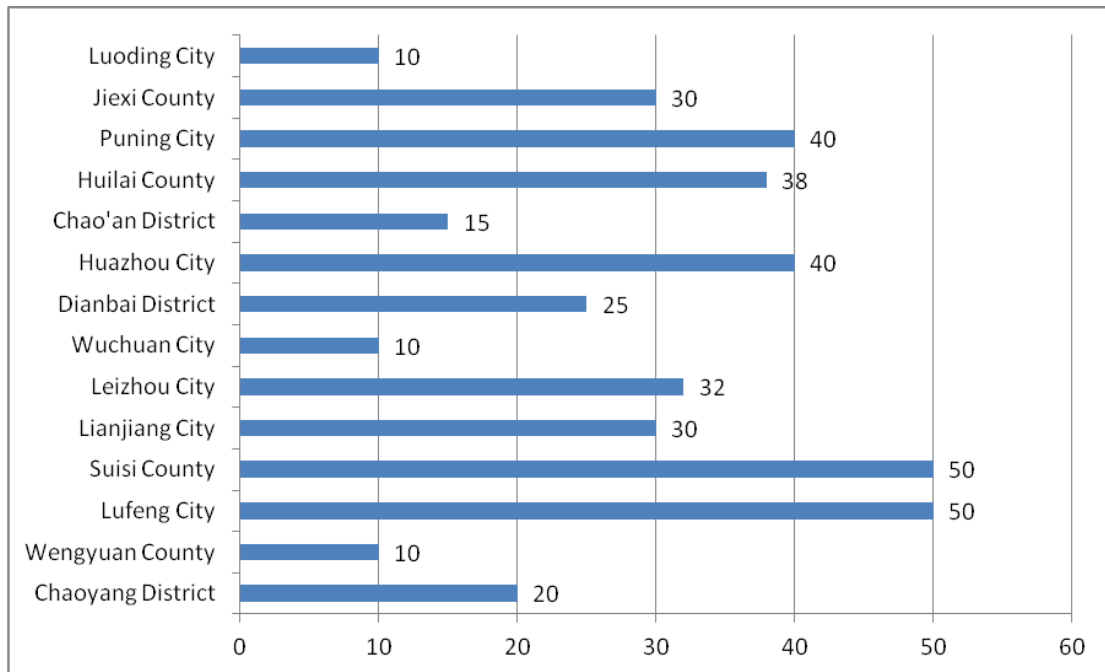


Fig. 1-11 Development of new teachers of teaching multi subjects in primary school (6 years of undergraduate course; unit: Per teacher)

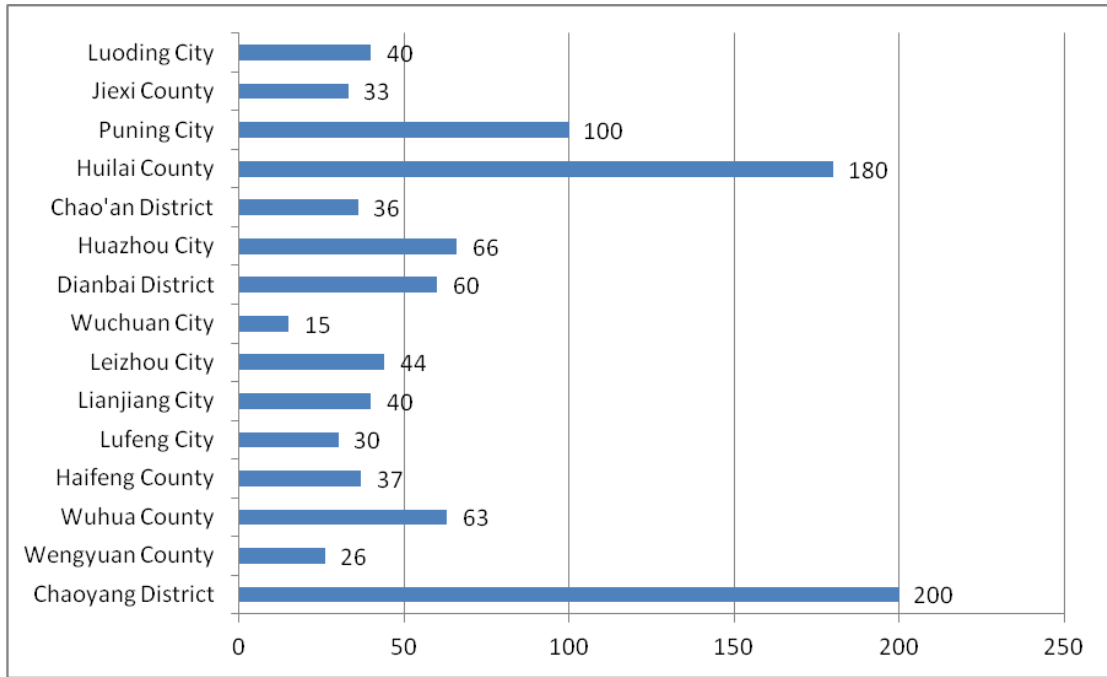


Fig. 1-12 Improvement in headmasters and backbone teachers' ability (unit: per headmaster and backbone teacher)

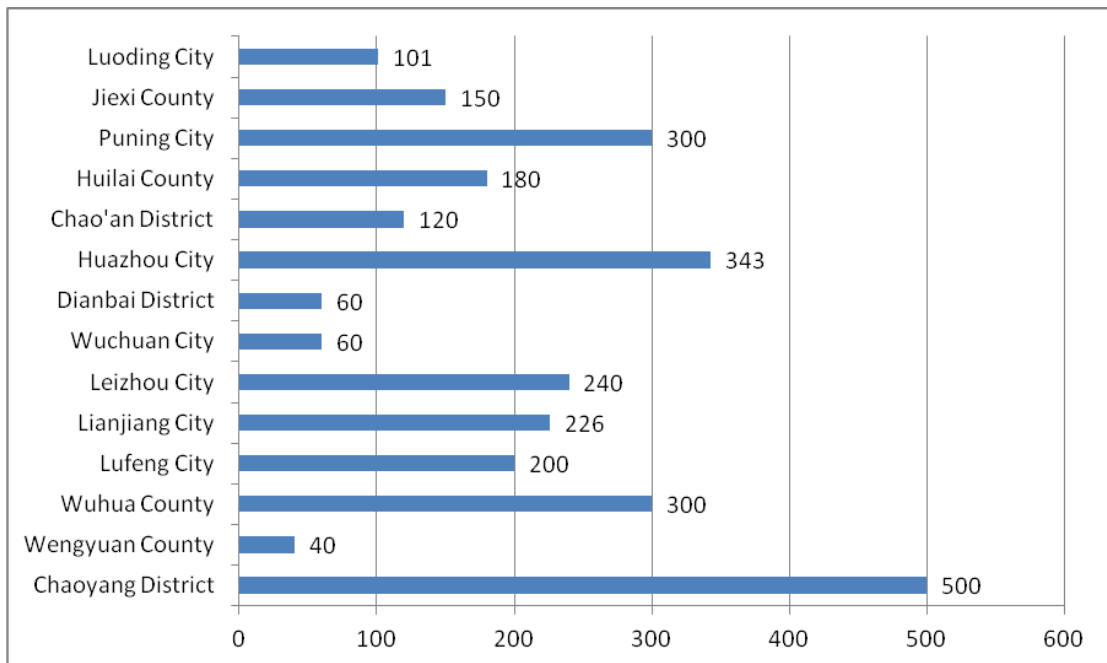


Fig. 1-13 Full-subject teaching ability enhancement of teachers in rural primary schools and teaching stations (unit: per teacher)

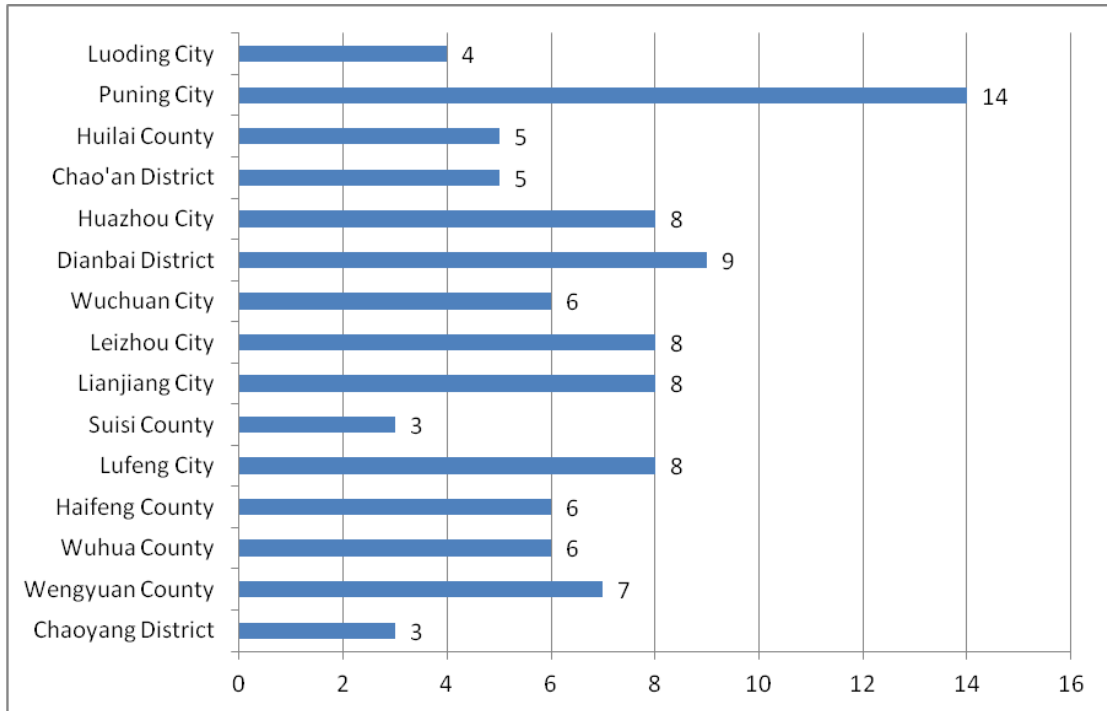


Fig. 1-14 Research and pilot project of affectional education system for left-behind children in rural areas (unit: room)

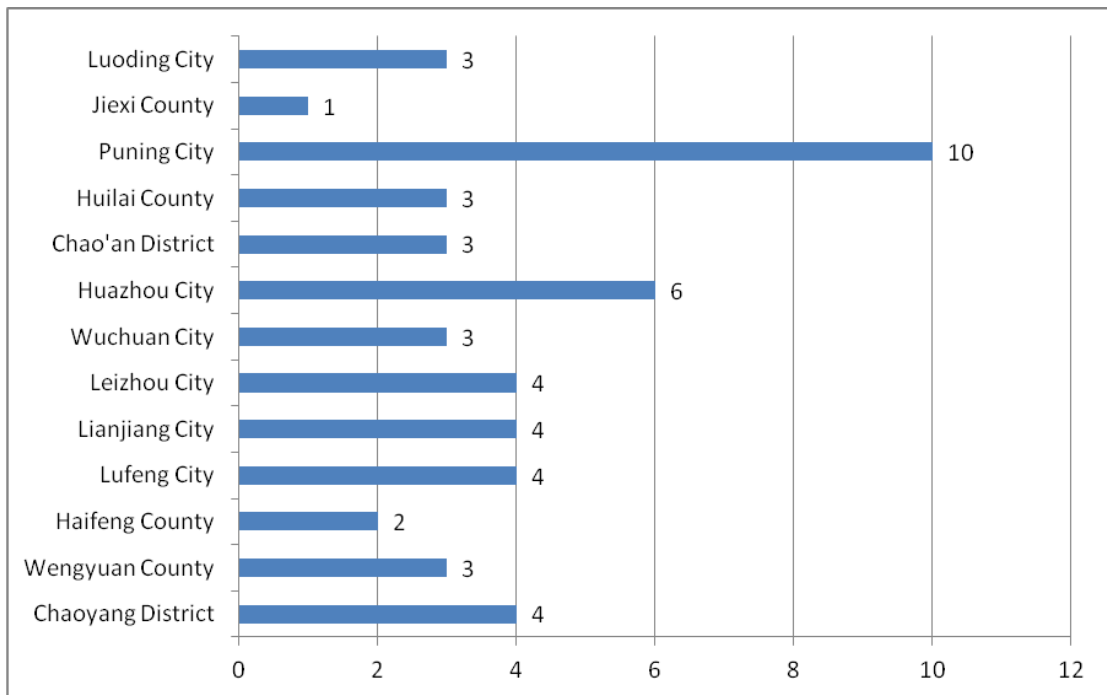


Fig. 1-15 Study and pilot project of guarantee system for special children's learning in regular class (unit: room)

1.4.3 Policy Basis

In recent years, the central government of China, the Guangdong Provincial People's Government and the concerned authorities have introduced a series of policy documents to stimulate the balanced development of compulsory education, having set a favorable policy foundation for implementation of this project; the said policies are as follows:

(1) In March 2010, the CPC Central Committee and the State Council promulgated the National Planning Framework for Medium- and Long-term Education Reform and Development (2010-2020), according to which the essential measure for the promotion of balanced development of compulsory education is to rationally allocate education resources and lay particular stress on rural areas, outlying poverty-stricken areas and areas inhabited by ethnic groups.

(2) In August 2012, Guangdong Provincial People's Government printed and distributed the Comments of Guangdong Provincial People's Government on Deepening of Comprehensive Reform of the Education System (GG No. (2012) 107), which points that it's important to perfect the balanced high-quality development of compulsory education in counties and the urban & rural compulsory education integration development mechanism, and to properly provide preferential support for rural schools and weak urban schools of compulsory education.

(3) In September 2012, the Local Local Development and Reform Commission introduced the Comments of the State Council on Further Promotion of Balanced Development of Compulsory Education (SI No. (2012) 48), which pointed out that it's essential to actively promote standardization of schools for compulsory education, make balanced and rational allocation of such resources as teachers, equipment, books and school buildings, and maximize school operation level and education quality. In February 2013, Guangdong Provincial People's Government printed and distributed the Comments of Guangdong Provincial People's Government on Enabling the Education to "get strong, contest first place and raise development level" (GG No. (2013) 17), according to which it's essential to promote educational development in under-developed areas by making education "get strong, contest first place and raise development level".

(4) In August 2013, the General Office of Guangdong Provincial Government printed and distributed the Circular of General Office of Guangdong Provincial

People's Government's Forwarding the Comments of Provincial Department of Education on Further Promotion of Balanced, High-quality and Standardized Development of Compulsory Education, which makes clear the objective responsibilities and physical measures for further promotion of balanced, high-quality and standardized development of compulsory education.

1.4.4 Project Schedule

According to preliminary proposal, this project is to be implemented during period from October 2016 to December 2021, i.e. 63 months in total. The final acceptance check is to be performed during period October to December 2021. The preliminary preparation for project is to be performed during period from October 2014 to September 2016, i.e. 24 months in total; efforts for project approval & initiation like the preparation and reporting of project proposal and feasibility study report for approval etc.

1.4.5 Project Investment

The gross investment in the project amounts to RMB 1.83 billion, including a project development investment of RMB 1.7681 billion. Among all the 22 sub-projects, "hard projects" received an investment of RMB 939.5 million, while the "soft projects" received RMB 827.97. This project is funded by provincial fiscal appropriation and World Bank Loan. The loan from the World Bank amounts to 120 million US dollars, i.e. RMB 732 million based on an exchange rate of 1 US dollar against 6.1 Yuan; the gap of capital fund (i.e. RMB 1.098 billion) is filled by Guangdong Provincial fiscal system in a coordinated manner.

2 General situation of the social evaluation

2.1 Task and target of social evaluation

2.1.1 Main task and target

The basic task for the social evaluation of this project is as follows:

- (1) To investigate and know about the overall condition of the economy, society, culture, education and other aspect in the project counties (cities/districts);
- (2) To investigate and know about implementation of compulsory education in the project counties (cities/districts) (data concerning the enrollment rate and dropout rate for different genders, left-at-home children and other aspects);
- (3) To investigate and know about the distribution of compulsory education teaching materials and the analysis;
- (4) To recognize stakeholders and their attitudes, expectations to the projects and the influence of the projects on various stakeholder groups;
- (5) To recognize the possible positive and negative social influence during the implementation and operation of the projects;
- (6) To propose measures and suggestion to eliminate or reduce negative effects;
- (7) To propose the monitoring scheme on the project implementation progress;
- (8) To recognize minority groups in the project counties (cities/districts) and to establish frameworks for minority editorials and for minorities to develop as is required.

2.1.2 Main social factors that influence the realization of project objectives

During the preparation of social evaluation, the editorial group recognizes the main social factors that influence the realization of project objectives:

- (1) Pilot project for excellent education resource sharing. Main potential social influence factors in the project include early-stage constructional fundament, behavior patterns of to-be-influenced crowds, participation of related stakeholder groups, late-stage management, specialized technology service, etc. Among them, main possible social influence factors in the institutional study and pilot school-to-school partnership system include requirements and expectations of stakeholder groups, system perfection, rational evaluation mechanism for the

support effect, etc.

- (2) Pilot projects for school standardization. The possible social influence factors of standardized classroom projects include removal and makeshift accommodation, requirements and expectations of related stakeholder groups, use, management, distribution systems, etc; the possible social influence factors of standardized mobile laboratory projects include benefit area, requirements and expectations of project participants and stakeholder groups, middle-stage and late-stage management and maintenance methods for the equipment operation; the possible social influence factors of recycling dormitory projects for teachers in remote arduous rural regions, participation of to-be-influenced groups, compensatory approaches, etc.
- (3) Experimental pilot projects for quality-oriented education. The main existing social influence factors are the understanding, expectation and requirement of beneficiary groups for the projects, late-stage evaluation criterion and systems, educational content and rational establishment of standards.
- (4) Pilot projects for education resource optimal configuration. Possible existing main social influencing factors in the construction project of new all-around teacher groups of primary schools are early-stage propaganda, formulation of entrance examination systems, understanding, requirements and demand of participants for projects, late-stage establishment arrangement; possible existing main social influencing factors for the ability improving projects for headmasters and core teachers, as well as all-around teaching ability improving projects for teachers in village primary schools and teaching schools, are requirements and expectations of the project beneficiary groups and guarantee for rational, standardized system measures.
- (5) Pilot projects for educational security of special groups. Kinship system research on left-at-home children in rural regions and possible existing main social influencing factors are requirements of peasant-workers children, interaction between the project participants, families and schools, linkage between the school and other social institutions, rational curriculum design, etc; possible existing main social influencing factors in the system research of exceptional children's learning in regular class and pilot projects are tolerance of the social and campus environments to exceptional children, establishment of rational check-up systems, etc.

- (6) Pilot projects for education quality management. It is believed by the assessment team that scientific system design, full participation of the school, headmasters and teachers, establishment of scientific evaluation systems and project late-stage supervision are main social factors to influence the realization of this project objective.
- (7) Pilot projects to elevate the project management and ability. Main social factors to influence the projects are the executive capability of persons from related authorities, propaganda and organizing ability of authorities, system construction ability and early-stage supervising ability, etc.
- (8) Research projects of management systems of social donations to schools, mainly including the donation willingness of recipient groups, establishment of scientific rational donation systems, establishment of relationships among donation institutions, donators, recipient institutions and recipients, late-stage perfection and maintenance, etc.
- (9) Participation of special groups (poverty students, handicapped children, left-at-home children and minorities): requirements and expectations of special groups who need to be paid attention to and their participation in detailed projects, especially for the participation progress of special groups such as poverty students, handicapped children, left-at-home children, minorities, etc; the influence of families on the participation of disadvantaged group project; focus on the participation of disadvantaged group families, family support and analysis based on the above-mentioned social influencing factors; to propose policy measures which are in accordance with the real situations of minorities.
- (10) Groups influenced by temporary demolition. The rights-to-know of crowds that need to be paid attention to and are influenced by temporary demolition during the early stage of project implementation and their rights to participate in the middle stage of the project include specialized settlement ways and compensation standards and formulation of safety management measures during the project construction so as to ensure the normal daily lives of the to-be-influenced groups.

2.2 Social evaluation progress

2.2.1 Social evaluation way³

The on-site social survey of this project is to be carried out based on the field investigation anthropological and Participatory Rural Assessment. By comprehensively utilizing document analysis, in-depth interviews, forums, rank, data analysis and other ways, it strives to combine the quantitative analysis with qualitative analysis to form objective assessment on evaluation content. To be specific, the social investigations adopt the following ways:

- A. Documentary method. To collect historical documents, current situation data, government work reports and empiric data on the same projects from the project counties (cities/districts). To improve the objectivity and accuracy of the social evaluation;
- B. Forum. To organize related stakeholder groups to convene forums. To rank possible influence factors and social problems. To know how the organizers and stakeholders know, recognize and participate in the project. It is believed by the assessment team that to organize forums constitutes one of the most important processes for stakeholders to participate in the project;
- C. Visits to different departments. To visit related departments such as the education department and organize persons from related authorities for forum. To know about the opinions and suggestions of these departments on this project. To make an investigation of the launch, implementation and late-stage management of this project;
- D. In-depth interview. To carry out structural or semi-structural interviews among stakeholders, especially to carry out in-depth individual interviews over those to-be-influenced special groups (including poverty students, left-at-home children, handicapped children, minority students and minority poverty students), student and teacher groups influenced by temporary removal. To know about how they know about the projects, especially to pay attention to the aspects which influence

³ Notes: Surveyors are required to be sincere and show some sympathy during the forums and in-depth interviews in the social evaluation. To enable reporters (including minority groups) to fully participate, speak out freely and ensure that the survey results are objective and authentic, the surveyors shall suggest that no interest body such as the third parties should be present except for the editorial groups and interviewees during the forum and households observation.

normal daily lives during the project implementation progress. To collect opinions on requirements and expectations;

- E. Rank. Assessment teams will rank the main stakeholders, special groups and to-be-influenced groups based on concrete problems. To collect the common requirements and special requirements of main stakeholder groups in this way so as to recognize the positive and negative influence of identified projects based on this;
- F. Data analysis and late-stage tracking. After completing the first drafts, the investigation team will make further investigations and tracking so as to constantly correct and improve the reports.

2.2.2 The social evaluation scope

2.2.2.1 The project influence scope

According to the project contents (see details at Table 1-1), among the 22 sub-projects in this project, beneficiary groups of Sub-project 3: education and teaching information management system and its maintenance, and Sub-project 4: digital education resource development are administrative departments for education and schools from the project counties (cities/districts) and other regions in the whole province. Other projects are carried out aimed at 16 project counties (cities/districts) where compulsory education is weak. Therefore, it is believed by the editorial group that, though the project influence scope can affect the compulsory education development in Guangdong on the whole, the main influence scope is within the counties where the compulsory education is weak.

Based on the field research and analysis, the assessment team recognizes special groups such as beneficiary groups and to-be-influenced groups for the project. They mainly include special groups which are divided into impoverished people and poverty students, minority people and students, girl students, left-at-home children, handicapped children; stakeholders of the project which include project schools and headmaster groups, teacher groups, student groups, student parent groups; project enforcement bodies including the executive departments of education, provincial, county, municipal and district project management offices and other participating departments, etc.

2.2.2.2 Selection of field investigation

The field investigation of this project is determined mainly based on project types, to-be-influenced group types (namely whether they are special groups, or groups that are influenced by temporary removal, or main stakeholder group), project school types (school scale, location and faculty) or other principles.

Detailed principles based on which to select survey spots

- (1) To make on-site visits to schools in the center of the county (city/district), town and teaching stations; schools for on-site survey include complete primary schools, junior high schools, nine-year education schools, teaching schools and other types;
- (2) To select survey spots based on whether there are infrastructure projects (whether to declare standardized classrooms and recycling teacher dormitory construction projects in arduous and remote rural regions);
- (3) To make on-site investigations on the school situation of special groups including special groups such as poverty students, girls, handicapped children and left-at-home children;
- (4) To select and visit the participators of other projects, such as the county, municipal and district governments (Bureau of Finance, Local Local Development and Reform Commission, Territory Departments, Letters and Visits Bureau, Safeguard Stability Office), etc.

The main principle to select respondents:

- (1) To select the main stakeholder groups of the project, including the headmasters, teacher groups, student groups and student parent groups, and have forums and individual interviews with them;
- (2) To select the to-be-influenced groups in the construction projects, including students, teachers and families (if yes) (including temporarily arranged classrooms or teacher dormitories) and make on-site investigations;
- (3) To select stakeholder groups of different ages and make on-site investigations, among which the teacher group shall include teachers of different ages.

Interviews on student groups shall include student groups of different grades including primary school students and junior school students;

- (4) To make investigations based on special groups and their project involvement processes during the interviews, including the requirements and expectations for the survey on poverty students, handicapped children, left-at-home children,

minority students and their parents. To especially focus on gender equality in education and demand that a certain proportion of girls should participate in the on-site survey.

Details on the social survey spots are shown in Table 2-1:

Table 2-1 List of on-site survey spots for editorial groups

County(city /district) name	On-site survey spots	Items declared	Basic situation for survey spot selection and the reasons
Chaoyang District	Zaopu Middle School, Jinzao Town, Chaoyang District	Excellent resource “BBT” teaching platform and its maintenance Institutional study and pilot school-to-school partnership system Standardized classroom Teacher turnover dormitories in arduous remote rural areas	A junior high school with 670 students, 12 teaching classes, 49 teaching and administrative staff. Now it has a teaching building and an office building. It is the location of this infrastructure project for this project.
Wengyuan Country	Jiangwei Central Primary School, Wengyuan Country	Teacher turnover dormitories in arduous remote rural areas Classroom teaching revolutionary experimental project Rural quality-oriented education experimental school Research and pilot project of special children’s learning in regular class system	Located in a poor county with large numbers of minority students.
Wuhua County	Wuhua No.1 Primary School	Excellent resource “BBT” teaching platform and its maintenance Standardized classroom	A complete primary school with 65 teaching classes, 2,996 students and a student enrollment rate of 100%. It has 141 teachers at school and 129 full-time teachers. It is the location of this infrastructure project.
Lufeng City	Tanxi No.2 Middle School, Lufeng	Excellent resource “BBT” teaching platform and its maintenance Teacher turnover dormitories in arduous	A primary school with 12 teaching classes, 502 students and 45 teaching and administrative staff. It is the location of this infrastructure project.

		remote rural areas	
Lianjiang City	Liangtong Middle School, Lianjiang	Excellent resource “BBT” teaching platform and its maintenance Teacher turnover dormitories in arduous remote rural areas Rural quality-oriented education experimental school	A junior high school. It is the location of this infrastructure project.
	Liangtong No.1 Junior High School	Teacher turnover dormitories in arduous remote rural areas	A junior high school. It is the location of this infrastructure project.
	Liangtong Watsons Spring Bud Primary School	Teacher turnover dormitories in arduous remote rural areas Excellent resource “BBT” teaching platform and its maintenance	A complete primary school. It is the location of this infrastructure project.
Leizhou City	Qindou Central Primary School, Leizhou City	Excellent resource “BBT” teaching platform and its maintenance Teaching station online classroom and maintenance Institutional study and pilot school-to-school partnership system	A complete primary school.
	Leizhou Zhujia Primary School	Excellent resource “BBT” teaching platform and its maintenance	Teaching stations with large numbers of state employed teachers from non-state employed teachers.
Wuchuan City	Huangpo Central Primary School, Wuchuan	Teaching station online classroom and maintenance Teacher turnover dormitories in arduous remote rural areas Rural quality-oriented education experimental school	A complete primary school with infrastructure projects.
	Tangzhui Central Primary School,	Research and pilot project of special children’s learning in	A complete primary school. There have been pilot projects for

	Wuchuan City	regular class system	exceptional child to learn in regular classes.
Huazhou City	Huazhou Tongqing Middle School	Excellent resource “BBT” teaching platform and its maintenance Teacher turnover dormitories in arduous remote rural areas	A junior high school with infrastructure projects.
	Huazhou No.1 Junior High School	Excellent resource “BBT” teaching platform and its maintenance Rural quality-oriented education experimental school	A junior high school. Quality-oriented education is the model for Huazhou.
Chao’an District	Jinshi Dazhai Middle School, Chao’an district	Institutional study and pilot school-to-school partnership system Teacher turnover dormitories in arduous remote rural areas	A junior high school with 18 teaching classes and 734 students (including 346 girls), 77 registered teaching and administrative staff (including 50 female teachers and 72 who have obtained the bachelor degree). It has more than 40 non-local teachers. It is the location of this infrastructure project.
Huilai County	Xian’an Central Primary School, Huilai County	Excellent resource “BBT” teaching platform and its maintenance Teacher turnover dormitories in arduous remote rural areas	A complete primary school with infrastructure projects.
Puning City	Nanjing Yuxiu Junior High School, Puning City	Teacher turnover dormitories in arduous remote rural areas	A junior high school with infrastructure projects.
Jiexi County	No.4 Overseas Chinese Middle School, Jiexi	Excellent resource “BBT” teaching platform and its maintenance Standardized classroom Teacher turnover dormitories in arduous remote rural areas	A nine-year-system school sponsored by overseas Chinese. Located in Huazhai, Fengjiang, Jiexi, the school has 24 teaching classes, 948 students, including 425 students in 12 primary school

			classes and 523 students in 12 junior high school classes. There are 69 teachers. The school has been for long years out of repair with aged classrooms. It is the location for two infrastructure projects.
Luoding City	Overseas Chinese Middle School, Luoding city	Excellent resource “BBT” teaching platform and its maintenance Classroom teaching revolutionary experimental project	A middle school greatly sponsored by overseas Chinese.
Dianbai District	Yangmei Primary School, Dianbai district	Excellent resource “BBT” teaching platform and its maintenance Teaching station online classroom and maintenance Standardized mobile laboratories Classroom teaching revolutionary experimental project Research and pilot project of the affectional education for left-at-home children in rural regions	A boarding school with large numbers of left-at-home children. It has infrastructure projects and obile laboratory projects.
	Tianchong Primary School, Dianbai district	Excellent resource “BBT” teaching platform and its maintenance Standardized mobile laboratories	A rural primary school with small numbers of students
Suixi County	Beipo Central Primary School, Suixi County	Teaching station online classroom and maintenance Rual quality-oriented education experimental school Research and pilot project of the affectional education for left-at-home children in rural regions	A central primary school with small numbers of students

	Leilin Middle School, Suixi County	Teacher turnover dormitories in arduous remote rural areas	A junior high school directly under the Education Bureau and transformed from the school for children of workers & staff members in forestry departments. It is an overstaffed school with generally older teachers.
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2.3.3 Collection of social evaluation data

This survey has collected data including:

- ① Annual working projects from the executive departments of education in 16 counties (cities / districts) education development projects, yearbooks (the education part), local chronicles, education chronicles and official data such as relevant systems and policies and regulations;
- ② The first-hand field survey data, including basic information on survey spots, interview record, forum data, sequencing graph, various photos and image data;
- ③ Statistical data related to the project, including the economy, society and population of the project counties (cities / districts) (including minority population and sex-specific demographic statistics), statistical data on the basic situation of education;
- ④ Statistical information on the background data related to the projects or sub-projects;
- ⑤ Archival data of project implementation experience similar to this project in recent years;
- ⑥ Background information related to this project, such as auxiliary information including the proposals for the project, feasibility study reports and environment evaluation contents;
- ⑦ Other relevant background information and data.

Among this, the editorial group hosted forums participated in by education bureaus, bureaus of finance, Local Local Development and Reform Commissions, land departments, letters and visits bureaus and safeguard stability offices in 15 project counties (cities/districts) where it visited 22 project schools. It carried out opinion collection, forums, ranks, case interviews, extensive collection of the requirements and opinions of project beneficiary groups among the headmasters, teachers, students and student parents from 50 of the above-mentioned project schools. It also carried out in-depth specific interviews on the special groups related to the project (the female, impoverished people, left-at-home children and exceptional children) related to this project in the project counties (cities / districts) and schools.

The editorial group invited relevant persons to convene 72 forums and took back 382 effective opinion consultation tables, including 226 participants in the

government forums, 243 participants in headmaster and teacher forums, with 58 female representatives who accounted for 24% of the total participants. There were 112 student parents with 70 female representatives who accounted for 63% of the total participants. There were 80 student parents with 51 girls who accounted for 64% of the total participants. See Table 1 to 4 in Appendix 4 for more details about the convening of forums and the participation of main stakeholder groups.

When utilizing the above-mentioned reference data, the editorial group shall strictly comply with three principles:

First, to utilize the latest statistical information and unify the statistical caliber as much as possible;

Second, to utilize the firsthand data acquired from the field survey so as to ensure the objectivity and accuracy of the numbers.

Third, to summarize the opinions and suggestions of main stakeholders, all project managers and provincial project management offices for comprehensiveness and objectivity as to the analysis and discussion of relevant problems.

3 The social and economic situation of the regions influenced by this project

The GDP of Guangdong region in 2014 was 6780.985 billion yuan, among which the GDPs of the primary industry, the secondary industry and the tertiary industry were respectively 316.682 billion yuan, 3141.975 billion yuan and 3322.328 billion yuan. ⁴Contribution of the three industries was respectively 1.7%, 49.8% and 48.5%. Provincial regional per capita GDP was 63,469 yuan, increasing by 7.1% compared with the previous year (2013). According to economic areas, the regional GDP in the Pearl River Delta region in Guangdong was 5765.002 billion yuan. Such indicators for the east flank, west flank and the mountainous regions were respectively 506.417 billion yuan, 577.657 billion yuan and 463.002 billion yuan. The proportions of regional GDP were 85.0%, 7.5%, 8.5% and 6.8%. The regional per capita GDP in the Pearl River Delta region was 100,448 yuan. The regional per capita GDP in the east flank, west flank and the mountainous regions were respectively 29,393, 36,770

⁴ Notes: 1. The primary industry before 2004 and the previous months shall not include farming, forestry, husbandry and fishery services. The transportation storage and mail business include the telecommunications industry, but not the urban public transportation. The wholesale and retail industries include catering services (the following tables are the same). 2. As of 2013, the three industry classification has been carried out based on the *Three Industry Division Regulations* formulated by State Statistics Bureau in 2012 (the following tables are the same).

and 28,047 yuan. According to the component ratio of the three industries, the proportion of the three industries in the Pearl River Delta region was 1.9:45.0:53.1. The proportions of the three industries in the east flank, west flank and the mountainous regions were respectively 8.3:55.3:36.4, 17.1:42.1:40.8 and 15.5:41.7:42.8.⁵ Analyzed from the various indicators in economic statistics, the regional GDP and per capita GDP in the Pearl River Delta region were higher than other regions in Guangdong. Therefore, judging from the results of horizontal comparison, we can see that the regional economy in Guangdong is still developing in an unbalanced way.

Guangdong has an area of 179,700 square kilometres, with 21 prefecture-level cities, 21 county-level cities, 34 counties, 3 autonomous counties, 61 municipal districts, 11 towns, 7 nationality towns, 1,128 municipal towns and 448 sub-district offices with 10,724 permanent residents. Among all the permanent residents in Guangdong, the town population accounts for 68% and the rural population 32%. According to the economic area, town population in the Pearl River Delta, the East Flank, the West Flank and the mountainous town population respectively account for 84.12%, 59.55%, 41.03% and 46.37% of the permanent resident population.⁶ According to the statistical data, the urbanization in the Pearl River Delta is higher than the average level of that in Guangdong, while the urbanization in East Guangdong, West Guangdong and mountainous regions in North Guangdong is lower than the average level of that in Guangdong. Meanwhile, the urbanization in the east flank, west flank and the mountainous regions is far lower than the standard at the same period in the Pearl River Delta region. It is shown that the regional society in Guangdong is still developing in an unbalanced way. In general, the economy, population and social regions in Guangdong are still developing in a greatly unbalanced way. The economic and social development in East Guangdong, West Guangdong and North Guangdong has yet to be elevated.

3.1 Social and economic situation of the project counties (cities/districts)

Among the 9 prefecture-level cities which the program mainly covers, Shanwei has a regional GDP of 71.699 billion yuan in 2014, increasing by 8.9% compared with

⁵ Data resources: 2015 Guangdong Statistical Yearbook

⁶ Data resources: 2015 Guangdong Statistical Yearbook

the previous year. The whole city reached a regional GDP of 23,928 yuan, increasing by 8.3%. In 2014, Jieyang reached a regional GDP of 178.044 billion yuan, increasing by 10.7% compared with the previous year. Regional per capita GDP reached 29,600 yuan, increasing by 10.0 %; In 2014, Chaozhou reached a GDP of 85.02 billion yuan, increasing by 8.2%, which is 0.4% faster than the whole province. The per capita GDP is 31,302 yuan, increasing by 7.8%; The GDP of Shantou in 2014 is 171.600 billion yuan, increasing by 9.0% compared with the previous year. The per capita GDP is 31,192 yuan, increasing by 8.2%; The GDP of Meizhou in 2014 is 88.583 billion yuan, increasing by 8.5%. The per capita GDP is 20,528 yuan, increasing by 8.2%; Yunfu reached the GDP of 66.4 billion yuan in 2014, increasing by 10.3% according to the calculation at comparable prices. Its per capita GDP reached 27,252 yuan, increasing by 9.6%; Maoming reached the regional GDP of 234.9 billion yuan in 2014, increasing by 10.4% compared with the previous year. Its regional per capita GDP is 38,951 yuan, increasing by 9.7%; Zhanjiang reached the regional GDP of 225.872 billion yuan in 2014, increasing by 10.0% compared with the previous year. Its per capita GDP reached 31,400 yuan, increasing by 9.2%; Shaoguan reached the GDP of 111.154 billion yuan in 2014, increasing by 9.5% compared with the previous year. Its per capita GDP reached 38,318 yuan, increasing by 8.7%. ⁷The national economic targets of the 16 project counties (cities/districts) are as follows in Table 3-1:

⁷ Data resources: National Economy and Social Development Statistical Bulletin (2015), in which the regional per capita GDP shall be calculated in terms of the permanent resident population.

Table 3-1 National economic development indicators⁸ for the project county, (city/district) (2014)

County (city/district) name	Subordinate to	Gross regional production (Unit: RMB 10,000 yuan)	Fiscal revenue (Unit: RMB 10,000 yuan)	Fiscal expenditure (Unit: RMB 10,000 yuan)	Proportion of the three main industries (primary industry: secondary industry: tertiary industry) ⁹	per capita GDP (Unit: RMB yuan)
Haifeng County	Shanwei City	2,642,000	109,988	279,000	13.6:46:40.4	17,643
Lufeng City		2,185,139	162,451	471,556	20.9:45.9:33.2	14,266
Huilai County	Jieyang City	2,672,603	28,026	86,236	21.5:56.2:22	20,524
Puning City		5,971,031	203,171	750,697	6.1:65.7:28.2	28,378
Jiexi County		2,026,421	426,405	386,815	14.9:56.2:28.9	24,010
Chao'an District	Chaozhou City	3,835,245	117,280	323,522	4.6:61.8:33.6	16,387
Chaoyang District	Shantou City	2,905,644	455,102	438,878	7.4:62.2:30.4	8,137
Wuhua County	Meizhou City	1,264,270	66,795	66,795	21.9: 29.1: 49	11,452
Luoding City	Yunfu City	1,752,240	26,683		22.2:40:37.8	9,147
Dianbai District	Maoming City	3,982,756	750,105	749,760	19.5:37:43.5	28,969
Huazhou City		4,025,663	113,734	547,974	20.0:31.4:48.6	32,405
Wuchuan City	Zhanjiang City	2,210,000	440,000	330,000		18,585
Leizhou City		2,503,300	58,700	553,700	42.0:15.0:43.0	14,115
Suixi County		2,615,717	454,432	447,746	41.4:30.8:27.8	12,909
Lianjiang City		3,556,000	94,748	446,395	25.9 :45.2 :28.9	24,006
Wengyuan County	Shaoguan City	900,691	249,991	233,082		22,384
In total		45,048,720	3,757,611			

Data resources: data questionnaires filled in by the counties (cities/districts).

Judging from the economic statistics analysis of 16 project counties (cities/districts) we can see by the vertical comparison results that the regional annual GDPs of cities which project counties are subordinate to have increased compared with the previous years. In general, the GNP of the 16 project counties (cities/districts) accounts for 6.3% of Guangdong's GDP¹⁰, but its population accounts for 21.3% of

⁸ The latest statistical data in the table is the 2015 statistical data. The report shall be based on this.

⁹ As of 2013, the three industry classification has been carried out based on the *Three Industry Division Regulations* formulated by State Statistics Bureau in 2012 (the following tables are the same).

¹⁰ According to the 2014 Guangdong National Economy and Social Development Statistical Bulletin, the regional GDP of Guangdong in 2014 was 6779.224 billion yuan.

the whole province¹¹. It is shown that the economic foundation of the 16 counties (cities/districts) where the project is located is relatively weak.

3.2 Population profile of the project counties (cities/districts)

The project¹² mainly covers Shanwei City (Haifeng County, Lufeng County), Jieyang City (Huilai County, Puning City, Jiexi County), Chaozhou City (Chao'an District), Shantou City (Chaoyang City), Meizhou City (Wuhua County), Yunfu City (Luoding City), Maoming City (Dianbai District, Huazhou City), Zhanjiang City (Wuzhou City, Leizhou City, Suixi County, Lianjiang City), Shaoguan City (Wengyuan County). There are in total 9 prefecture-level cities and 16 counties (cities/districts), where the population is 22,862,595, including a rural population of 15,975,195 and a town population of 6,887,400. The rural population accounts for 69.9% of the total population and the town population accounts for 30.1%. Among them:

The rural population in Chaoyang District accounts for 78.6% of the total population and the town population accounts for 21.4%;

The rural population in Wengyuan County accounts for 80.4% of the total population and the town population accounts for 19.6%;

The rural population in Wuhua County accounts for 86.7% of the total population and the town population accounts for 13.3%;

The rural population in Haifeng County accounts for 60.3% of the total population and the town population accounts for 39.7%;

The rural population in Lufeng City accounts for 62.7% of the total population and the town population accounts for 37.3%;

The rural population in Suixi County accounts for 83.1% of the total population and the town population accounts for 16.9%;

The rural population in Lianjiang City accounts for 79.2% of the total population and the town population accounts for 20.8%;

The rural population in Leizhou City accounts for 83.0% of the total population and the town population accounts for 17.0%;

¹¹ 10 According to the 2015 Guangdong Statistical Yearbook, Guangdong had 107.24 million permanent residents in 2014.

¹² Strictly speaking, the project includes the subprojects uniformly implemented in Guangdong. The influenced people groups include beneficiary groups outside the 16 counties (cities/districts) in Guangdong. The report, however, is the social influence evaluation mainly aimed at the 16 project counties (cities/districts). So we make this special announcement.

The rural population in Wuchuan City accounts for 55.6% of the total population and the town population accounts for 44.4%;

The rural population in Dianbai District accounts for 61.4% of the total population and the town population accounts for 38.6%;

The rural population in Huazhou City accounts for 84.6% of the total population and the town population accounts for 15.4%;

The rural population in Chao'an District accounts for 88.8% of the total population and the town population accounts for 11.2%;

The rural population in Huilai County accounts for 75.7% of the total population and the town population accounts for 24.3%;

The rural population in Puning City accounts for 67.8% of the total population and the town population accounts for 32.2%;

The rural population in Jiexi County accounts for 75.6% of the total population and the town population accounts for 24.4%;

The rural population in Luoding City accounts for 64.9% of the total population and the town population accounts for 35.1%.

Judging from the data analysis of horizontal comparison, we can see that Wuchuan City has the highest urbanization ratio among the counties (cities/districts) while Chao'an District has the lowest one. In Wuchuan City that is located in west Guangdong, the urban population is close to the rural population. In other 15 project counties (cities/districts) , however, the rural population is far higher than the town population. The basic information on the population in the 16 counties (cities/districts) is shown in the following Table 3-2:

Table 3-2 Table of the basic information on population in the project counties (cities/districts) (2015)

County (city/district) name	Subordinate to	Towns that are included	Total population (unit: persons)	Rural population (unit: persons)	Town population (unit: persons)
Chao'an District	Chaozhou City	Anbu Town, Wenci Town, Fenghuang Town, Jiangdong Town, Dongfeng Town, Longhu Town, Fengxi Town, Caitang Town, Jinshi Town, Fuyang Town, Shaxi Town, Fengtang Town, Guxiang Town, Dengtang Town, Chifeng Town, Guihu Town, Wanfeng Tree Farm	1,014,900	901,700	113,200
Chaoyang District	Shantou City	Wenguang Town, Mianbei Town, Chengnan Town, Jinpu Town, Haimen Town, Heping Town, Tongyu Town, Guiyu Town, Gurao Town, Hexi Town, Xilu Town, Guanbu Town, Jinzao Town	1,756,330	1,379,892	376,438
Haifeng County	Shanwei City	Haicheng Town, Chengdong Town, Gongping Town, Fucheng Town, Meilong Town, Lian'an Town, Taohe Town, Chikeng Town, Ketang Town, Houmen Town, Ebu Town, Xiaomo Town, Dahu Town, Huangqiang Town, Pingdong Town, Chishi Town	839,000	506,300	332,700
Lufeng City		Donghai Street, Hexi Street, Chengdong Street, Jiazi Town, Jieshi Town, Hudong Town, Da'an Town, Bomei Town, Neihu Town, Nantang Town, Bawan Town, Jinxiang Town, Tanxi Town, Jiadong Town, Hedong Town, Shangying Town, Qiaochong Town, Jiayi Town, Xinan Town, Tongluohu Farm, Xingdu economic developing testing zone, Da'an Farm	1,866,660	1,170,180	696,480
Huilai County	Jieyang City	Huicheng Town, Shenquan Town, Jinghai Town, Longjiang Town, Kuitan Town, Xian'an Town, Zhoutian Town, Qianzhan Town, Huahu Town, Donggang Town, Qishi Town, Aojiang Town, Da'nanhai, Xixi Town, Da'nanhai, Dongpuchang, Da'nanhai subdistrict office, Da'nanshan hometowns of overseas Chinese	1,454,588	1,101,646	352,942
Jiexi County		Shangsha Town, Wuyun Town, Liangtian Town, Pingshang Town, Hepo Street, Longtan Town, Nanshan Town, Huizhai Town, Jingxiyuan Town, Wujingfu Town, Dongyuan Town, Tatou Town, Jinhe Town, Mianhu Town, Fengjiang Town, Qiankeng Town, Daxi Town	994,262	751,314	242,948
Puning City		Liushadong Street, Liushaxi Street, Liushanan Street, Liushabei Street, Da'nanshan Street, Zhanlong Town, Junbu Town, Xiajiashan Town, Nanjing Town, Qilin Town, Hongyang Town, Nanxi Town, Guangtai Town, Chigang Town, Daba Town, Chiwei Street, Liaoyuan Street, Meitang Town, Lihu Town, Dachichang, Yunluo Town, Meilin Town, Chuanpu Town, Daping Town, Gaopu Town, Daping Farm, Houxi Town, Ma'anshan Farm	2,460,179	1,668,701	791,478
Luoding City	Yunfu City	Luoqing Town, Taiping Town, Fenjie Town, Luoping Town, Chuanbu Town, Langtang Town, Pingtang Town, Jinji Town, Weidi Town, Huashi Town, Sulong Street, Fucheng Street, Shuangdong Street, Tanbin Town, Lishao Town, Shengjiang Town, Lianzhou Town,	1,268,204	823,552	444,652

		Silun Town, Jiayi Town, Longwan Town, Luo Cheng Town			
Wengyuan County	Shaoguan City	Bazi Town, Jiangwei Town, Longxian Town, Zhoupo Town, Guandu Town, Wengcheng Town, Xinjiang Town, Tielong Town	305,887	245,862	60,025
Wuhua County	Meizhou City	Shuizhai Town, Hedong Town, Hengpo Town, Shuanghua Town, Guotian Town, Huacheng Town, Zhuanshui Town, Changbu Town, Qiling Town, Tanxia Town, Anliu Town, Mianyang Town, Huayang Town, Meilin Town, Longcun Town, Zhoujiang Town	1,377,261	1,194,042	183,219
Dianbai District	Maoming City	Nanhai Street, Gaodi Street, Shuidong Town, Shanyuan Town, Xiaoliang Town, Qijing Town, Poxin Town, Yangjiao Town, Lintou Town, Xiadong Town, Huangling Town, Nahuo Town, Shalang Town, Luokeng Town, Guanzhu Town, Wangfu Town, Mata Town, Lingmen Town, Magang Town, Danchang Town, Shuzai Town, Diancheng Town, Bohe Town, Xuni Town, Shuguang Farm, Shuifeng Farm, Chencun Town	1,995,148	1,224,623	770,525
Huazhou City		Hexi Street, Dongshan Street, Xiaguo Street, Nansheng Street, Shiwan Street, Changqi Town, Tongqing Town, Yangmei Town, Liangguang Town, Daqiao Town, Ligang Town, Xin'an Town, Guanqiao Town, Linchen Town, Hejiang Town, Nawu Town, Nawu Town, Boyang Town, Baowei Town, Pingding Town, Wenlong Town, Jianghu Town, Zhongdong Town, Jianjiang development zone, Xinshidai Farm, Xinhua Farm, Heping Farm, Hongyang Farm, Hongfeng Farm, Jianshe Farm, schools directly under the city government	1,698,541	1,436,590	261,951
Lianjiang City	Zhanjiang City	Luozhou Street, Chengbei Street, Chengnan Street, Shijiao Town, Hechun Town, Liangdong Town, Shicheng Town, Xinmin Town, Anpu Town, Yingzai Town, Cheban Town, Hengshan Town, Gaoqiao Town, Heliao Town, Yatang Town, Qingping Town, Shiling Town, Shijing Town, Jishui Town, Changshan Town, Tangpeng Town	1,787,100	1,415,000	372,100
Wuchuan City		Meilu Street, Bopu Street, Haibin Street, Tangwei Street, Da Shanjiang Street, Lanshi Town, Qinba Town, Wuyang Town, Huangpo Town, Zhenwen Town, Zhangpu Town, Tang Tuzhuo Town, Changqi Town, Qianshui Town, Wang Cungang Town	1,183,843	657,666	526,177
Leizhou City		Leicheng subdistrict office, Xincheng subdistrict office, Xihu subdistrict office, Fucheng Town, Shentang Town, Kehu Town, Yangjia Town, Tangjia Town, Jijia Town, Qishui Town, Baisha Town, Songzhu Town, Nanxing Town, Leigao Town, Diaofeng Town, Dongli Town, Longmen Town, Yingli Town, Beihe Town, Wushi Town, Qindou Town	1,773,500	1,472,005	301,495
Suixi County		Suicheng Town, Huanglue Town, Yangqing Town, Jiebao Town, Lemin Town, Jianghong Town, Yanggang Town, Chengyue Town, Wutang Town, Jianxin Town, Lingbei Town, Beipo Town, Gangmen Town, Caotan Town, Hetou Town	1,087,192	903,345	183,847
In total			22,862,595	15,975,195	6,887,400

3.3 Poverty status of project counties (cities/districts)

Rural poverty population refers to people groups whose annual per capita net income is lower than the low-income population poverty line in the rural regions of the project counties (cities/districts). Urban poverty population refers to people groups whose monthly per capita income is lower than the minimum subsistence level of the local cities.¹³

Among the 16 project counties (cities/districts), the total number of impoverished people is 760,663. Among them, Wuhua County, Jiexi County and Huilai County are the key poverty counties for Guangdong to support and develop. Jiexi, Wengyuan and Wuhua are Guangdong poverty counties. Wengyuan County in North Guangdong has a relative small number of poverty population, but it reaches up to 15.1%. The proportion of poverty population in Wengyuan is far higher than that in any of the other 15 project counties (cities/districts). It has the highest poverty people proportion in the 16 project counties (cities/districts). Poverty population situation for counties weak in compulsory education is shown in Table 3-3 and Fig 3-1:

¹³ According to Guangdong's latest adjusted standard in 2015, the poverty line was determined to be annual personal income lower than 4,000 yuan. The article collects relevant poverty data based on the provincial standard.

Table 3-3 Table of the basic information on poverty population in the project counties (cities/districts) (2015)

County (city/district) name	Poverty population (unit: persons)	Proportion of poverty population in the total population of the counties (cities/districts) (%)	Poverty students in the compulsory education stage (unit: persons)	Proportion of poverty students in all the students during the compulsory education stage(%)
Chao'an District	32476	3.2	11697	16.3
Chaoyang District	26191	1.5	66413	27.4
Haifeng County	24795	3.0	3395	3.6
Huilai County	46318	3.2	35629	22.8
Jiexi County	44564	4.5	15991	18.1
Leizhou City	90271	5.0	45411	23.4
Lufeng City	170382	9.1	33418	18.7
Luoding City	45575	3.6	10185	7.6
Suixi County	45585	4.2	17397	17.1
Wengyuan County	46254	15.1	11570	33.4
Wuhua County	61187	4.4	20822	14.7
Dianbai District	36769	1.8	24404	14.0
Huazhou City	34906	2.1	28114	13.6
Wuchuan City	12113	1.0	21727	17.2
Lianjiang City	29600	1.7	48254	26.7
Puning City	13677	0.6	52245	18.0
In total	760663	3.3	446672	19.3

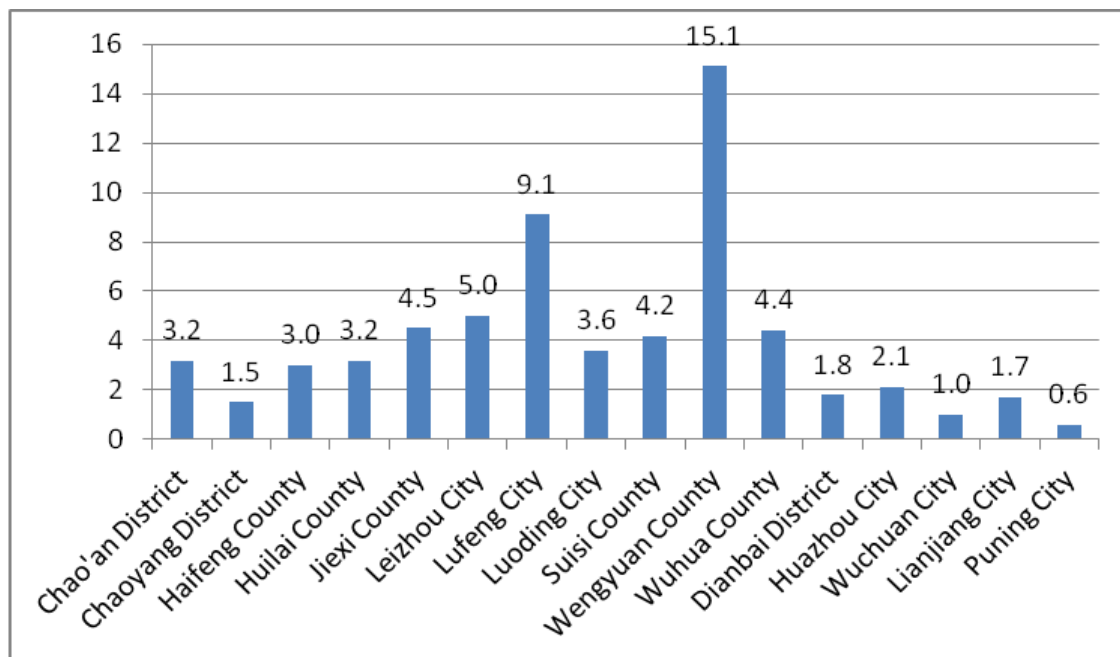


Fig 3-1 Proportion chart of the poverty population in the project counties (cities/districts) (unit: %)

3.4 The minority condition in the project counties (cities/districts)

In the project, there are 11343 minority people and 11210 minority students¹⁴ altogether in the project. Zhuang People, Yao People and She People are minorities that are widely distributed. Details on minority people in the project counties (cities/districts) are as shown in Table 3-4:

¹⁴There is a difference in the way for counting number of permanent registration minority population and number of minority students. Number of minority students not only contains students who have permanent registration in counties, cities or districts, but also contains floating students who do not have permanent registration in counties, cities or districts.

Table 3-4 Table of the information on minority people in the project counties (cities/districts) (unit: persons , 2015)

County (city/district) name	Number of permanent registration minority population	Number of minority students	Name of main categorites of minority people in the project region
Chao'an District	3446	6316	She people
Chaoyang District		13	
Luoding City	1720	116	Zhuang people, Miao people, Dong people, etc.
Suixi County	1068	30	Zhuang people, Miao people, Yao people, Buyi people, Shui people, etc.
Wengyuan County	1735	362	Yao people,etc.
Dianbai District	1965	45	
Leizhou City	1800	23	
Huazhou City		9	
Lianjiang City		620	
Wuchuan City		1224	
Puning City		2452	
Huilai County	0	0	
Wuhua County	0	0	
Lufeng City	0	0	
Haifeng County			
Jiexi County	0	0	
Total	11734	11210	

4 Development of Compulsory Education in the Project Places

4.1 Input in compulsory education in the project counties

(cities/districts)

Seen from the financial input in compulsory education, the expenditures for compulsory education in the counties (cities/districts) mainly come from national, provincial, municipal and county-level financial input. In addition to financial input, social donation is another source of the expenditures for compulsory education. According to the current statistic data and the information obtained from spot survey, Chaoyang District, Chao'an District, Haifeng County, Jiexi County, Luoding City and Wengyuan County have accepted social donation to different extents, with the maximum amount of donation being approximately RMB 200 million to 300 million¹⁵. See Table 4-1 for details of the sources of expenditures for compulsory education in 16 counties (cities/districts) where the project is located:

¹⁵ Data obtained from the interview with county-level government authority in Chaoyang District

Table 4-1 Sources of Expenditures for Compulsory Education in the Project Counties (Cities/Districts) (2014)

Name of county (city/district)	Expenditures for compulsory education financial input (unit: RMB ten thousand Yuan)			
	National financial input	Provincial financial input	Municipal financial input	County-level financial input
Chao'an District	1800	9158	1505	100421
Chaoyang District	18441	46757	0	0
Haifeng County	102511	25088	0	77423
Huilai County	6309	46932	124	2639
Jiexi County	3210	79000	0	13894
Leizhou City	6130	45514	2040	109022
Lufeng City	19335	58007	2800	102729.5
Luoding City	2108	31224	1571	6648
Suixi County	77256	32161	1326	72752
Wuhua County	124459	0	115899	8560
Wengyuan County	1100	8200	250	37223
Dianbai District		233277		
Huazhou City	15692	19113	4261	10626
Lianjiang City	4057	38915	1890	123193
Wuchuan City	3500	26947	1010	69810
Jinjing City	3545	72394	0	175036

4.2 Layout of educational resources in the project counties (cities/districts)

Seen from the layout of educational resources, there are a total of 5795 compulsory education schools in the places under the influence of the project, of which there are 3460 primary schools, 688 junior high schools, 1916 teaching schools, and 430 boarding schools. According to the result of spot survey and research conducted by the evaluation team, lots of schools are located in comparatively remote towns which are fairly far away from downtown areas and are featured by low accessibility. Seen from the numbers of labs owned by the counties (cities/districts), the numbers of labs in such regions as Luoding City, Suixi County, Wuhua County, Wengyuan County, Jiexi County and Leizhou City are all smaller than the total numbers of the existing schools. In particular, the numbers of labs in Chao'an District, Leizhou City and Wengyuan County account for less than 50% of the total numbers of schools, which shows that lack in labs is still a fairly general issue. The layout of educational resources in 16 counties (cities/districts) where the project is located is as shown in Table 4-2:

**Table 4-2 Layout of Educational Resources in the Project Counties
(Cities/Districts) (2015)**

Name of county (city/district)	Total number of compulsory education schools (unit: one)	Of which: number of primary schools (unit: one)	Of which: number of junior high schools (unit: one)	Teaching schools (unit: one)	Number of boarding schools (unit: one)	Existing classrooms (unit: one)	Existing labs (unit: one)
Chao'an District	325	279	46	5	17	3285	65
Chaoyang District	292	247	45	20	0	5819	370
Haifeng County	182	118	27	35	2	2443	435
Huilai County	321	280	32	8	1	2447	369
Jiexi County	272	222	34	15	1	4467	179
Leizhou City	362	148	22	192	25	4603	126
Lufeng City	574	219	133	220	2	1227	416
Luoding City	420	26	23	325	46	3394	245
Suixi County	371	127	37	156	51	1960	225
Wuhua County	386	160	55	171	35	5461	332
Wengyuan County	92	11	16	46	19	46	38
Dianbai District	450	422	28	273			
Huazhou City	440	401	39	79	129	7723	518
Lianjiang City	392	171	65	156	66	4098	354
Wuchuan City	372	156	15	154	47	2150	35
Jinjing City	544	473	71	61	24	13925	553
Total	5795	3460	688	1916	430		

4.3 Information on teachers in the project counties

(cities/districts)

According to the information on the teachers in the project counties (cities/districts), there are a total of full-time teachers in the counties where the project is located, including 96393 female teachers and 60796 male teachers. The number of female teachers accounts for 61.32 % of the total number of teachers. According to the analysis on the age structure of the teachers, teachers aged between 20 and 30 account for 38.68 % of the total number of full-time teachers. Accordingly, teachers aged between 30 and 50 are the majority in the age structure of the teachers. However, some counties are still confronted with the problem of teachers' fairly old age. For example, the number of teachers aged 50 and above in Huazhou City accounts for 31.54% of the total, while that in Wengyuan County accounts for 30.43%. According to the field survey data, the evaluation team deems that old age of the teachers is still an important factor that restricts the development of compulsory education in Wengyuan County and Huazhou City. Details on teachers in the project counties (cities/districts) are as shown in Table 4-3:

Table 4-3 Statistics on Teachers in the Project Counties (Cities/Districts) (2015; unit: person)

Name of county (city/district)	Number of full-time teachers	Gender		Age distribution					Distribution of educational background			Total numbers of lab teachers
		Male	Female	Aged between 20 and 30	Aged between 31 and 40	Aged between 41 and 50	Aged above 50	Proportion of teachers aged above 50 (%)	Lower than junior college	Junior college	College and above	
Chao'an District	6507	2124	4383	1297	2889	1662	659	10.13	137	3420	2950	194
Chaoyang District	13823	2850	10973	3319	5881	3587	1036	7.50	603	4776	3590	710
Haifeng County	6719	2738	3981	1320	2917	1762	710	10.57	589	3626	2399	435
Huilai County	8161	3599	4562	2108	2984	2110	959	11.75	740	5363	2085	229
Jiexi County	5785	1929	3856	1138	2181	1810	656	11.34	145	3659	1981	252
Leizhou City	10917	5143	5774	1530	3830	3850	1707	15.64	1594	7158	2165	126
Lufeng City	9883	4663	5220	2331	3930	2572	1050	10.62	1739	5843	2301	416
Luoding City	7004	2989	4015	1393	2511	2100	1000	14.28	564	3866	2570	155
Suixi County	6876	3031	3845	334	2549	2635	1358	19.75	14	4132	2730	206
Wengyuan County	2948	1752	1196	205	774	1072	897	30.43	305	980	1437	47
Wuhua County	9702	3970	5732	3985	1614	2764	1339	13.80	1213	4475	4014	293
Dianbai District	11952	4400	7552	1272	5133	3758	1789	14.97	573	6756	4670	
Huazhou City	14571	4600	9971	1461	5555	2959	4596	31.54	446	6290	7835	58
Lianjiang City	14059	6405	7654	2021	5456	4159	2423	17.19	2709	7200	4150	354
Wuchuan City	5193	2074	3119	395	2411	1674	713	13.7	653	2455	3108	12
Jinjing City	23089	8529	14560	6777	10132	3608	1529	6.62	382	11873	10834	95
Total	157189	60796	96393	30886	60747	42082	22421	14.3	12406	81872	58819	3582

4.4 Information on students receiving compulsory education in the project counties (cities/districts)

The total number of students receiving compulsory education in the 16 counties (cities/districts) where the project is located is 2415825. The number of poverty-stricken students receiving compulsory education accounts for 19.3% of the total. The proportion of the number of poverty-stricken students receiving compulsory education to the total number of students receiving compulsory education in the 16 counties (cities/districts) where the project is located is comparatively high, of which the proportion in Wengyuan County, Lianjiang City and Chaoyang District is respectively 33.4%, 26.7% and 27.4%, all being higher than 25%. There are a total of 11210 minority students in the 16 counties (cities/districts) where the project is located, accounting for 0.5% of the total. The number of students in some regions is larger than the number of children of school age. The proportion of students without permanent registration in the regions where they receive education is fairly high, which demonstrates that the local current population is comparatively large.

The enrollment rates of boys and girls studying in primary schools and junior high schools in the 16 counties (cities/districts) where the project is located are all higher than 99%, of which the enrollment rates of boys and girls studying in primary schools and junior high schools in Chao'an District, Chaoyang District, Huilai County, Jiexi County, Wuhua County, Dianbai District, Huazhou City and Wuchuan City are all 100%. The dropout rates of boys and girls studying in primary schools in Haifeng County are 1%, in Lufeng City are respectively 4.040% and 4.060%, in Lianjiang City are respectively 1.000% and 1.300%, and in other counties (cities / districts) among all counties (cities/districts) where the project is located are all lower than 1.000%.

As for the statistic data on male and female students receiving compulsory education in the 16 counties (cities/districts) where the project is located, the number of girls studying at schools is 1062607, accounting for approximately 44.0% of the total students studying at schools (see Table 4-4 for details). All girls can benefit equally from the sub-projects of this project. There are no special sub-projects that are exclusively targeted at the development of girls. According to the result of the spot

survey and research conducted by the evaluation team, the traditional view of "preferring boys to girls" in the project counties (cities/districts) has not been completely eliminated. However, there are less burden of educational expenditures on the families during the period of compulsory education, and due to such factors as changes in the families' concepts about children's education, the parents usually support the schooling of girls. Therefore, girls usually have equal rights as boys to receive compulsory education.

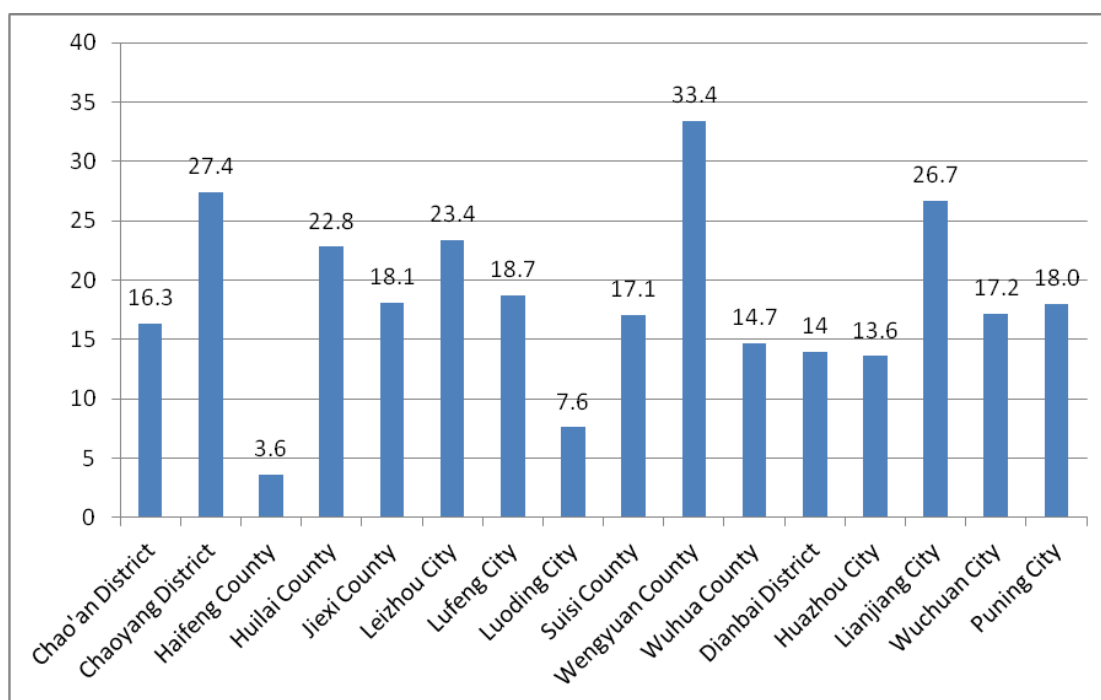
Basic information on students receiving compulsory education in the 16 counties (cities/districts) where the project is located is as shown in Table 4-4, Table 4-5 and Graph 4-1:

Table 4-4 Statistics on Students Receiving Compulsory Education in the Project Counties (Cities/Districts) (2015; unit: person)

Name of county (city/district)	Number of children of school age	Number of students receiving compulsory education	Gender		Number of poverty-stricken students receiving compulsory education	Proportion of the number of poverty-stricken students receiving compulsory education to the total (%)	Number of minority students
			Male	Female			
Chao'an District	93506	71629	30713	48979	11697	16.3	6316
Chaoyang District	224323	242756	115365	106144	66413	27.4	13
Haifeng County	97700	94378	53239	44185	3395	3.6	0
Huilai County	148955	156070	74261	74792	35729	22.8	0
Jiexi County	69789	88466	27159	25254	15991	18.1	0
Leizhou City	157110	193874	86138	77564	45404	23.4	23
Lufeng City	180527	178901	92726	86175	33418	18.7	0
Luoding City	124816	134197	54779	47126	29478	7.6	116
Suixi County	94558	101502	52976	41662	17397	17.1	30
Wengyuan County	40145	34601	18674	16530	11570	33.4	362
Wuhua County	212550	141267	71879	65207	20822	14.7	0
Dianbai District	174495	174495	96952	77543	24404	14.0	45
Huazhou City	206511	206511	115878	90633	28114	13.6	9
Lianjiang City	1679243	180718	102155	78563	48254	26.7	620
Wuchuan City	119973	126209	70316	44907	21727	17.2	1224
Jinjing City	239408	290251	152908	137343	52245	18.0	2452
Total	3863609	2415825	1216118	1062607	466058	19.3	11210

Table 4-5 Statistics on Enrollment of Students at the Stage of Compulsory Education in the Project Counties (Cities/Districts) (2015)

Name of county (city/district)	Primary school				Junior high school			
	Enrollment rate (%)		Dropout rate (%)		Enrollment rate (%)		Dropout rate (%)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Chao'an District	100.000	100.000	0.000	0.000	100.000	100.000	0.210	0.130
Chaoyang District	100.000	100.000	0.011	0.008	100.000	100.000	0.579	0.586
Haifeng County	99.990	99.990	0.100	0.100	99.000	99.000	0.300	0.330
Huilai County	100.000	100.000	0.000	0.000	100.000	100.000	0.560	0.740
Jiexi County	100.000	100.000	0.040	0.020	100.000	100.000	0.290	0.170
Leizhou City	100.000	100.000	0.000	0.000	100.000	100.000	0.510	0.490
Lufeng City	99.370	100.000	0.390	0.400	99.060	99.280	4.040	4.060
Luoding City	100.000	100.000	0.038	0.027	100.000	100.000	0.650	0.330
Suixi County	100.000	100.000	0.000	0.000	99.470	99.230	0.180	0.090
Wengyuan County	104.000	104.200	0.000	0.000	116.200	116.100	0.670	0.540
Wuhua County	100.000	100.000	0.000	0.000	100.000	100.000	0.000	0.000
Dianbai District	100.000	100.000	0.000	0.000	100.000	100.000	0.777	0.595
Huazhou City	100.000	100.000	0.000	0.000	100.000	100.000	0.320	0.250
Lianjiang City	100.000	100.000	0.000	0.000	99.110	98.770	1.000	1.300
Wuchuan City	100.000	100.000	0.000	0.000	100.000	100.000	0.000	0.000
Jinjing City	100.000	100.000	0.030	0.020	99.890	99.800	0.740	0.570



Graph 4-1 Proportion of Poverty-stricken Students Receiving Compulsory Education in the Project Counties (Cities/Districts) (Unit: %)

4.5 Information on schooling of disabled students and leftover children in the project counties (cities/districts)

There are a total of 6683 disabled students in the 16 counties (cities/districts) where the project is located. The total number of teachers who have received professional training on special education is 683; the number of full-time teachers of special education is 181. According to the analysis on the existing statistic data, there is one teacher who has received professional training on special education for every 9.8 students on average, while there is one full-time teacher of special education for every 36.9 students on average. There is one special education school respectively in the 16 counties (cities/districts) where the project is located, except in Chaoyang District, Haifeng County and Wengyuan County (the special education school in Huilai County is under construction).

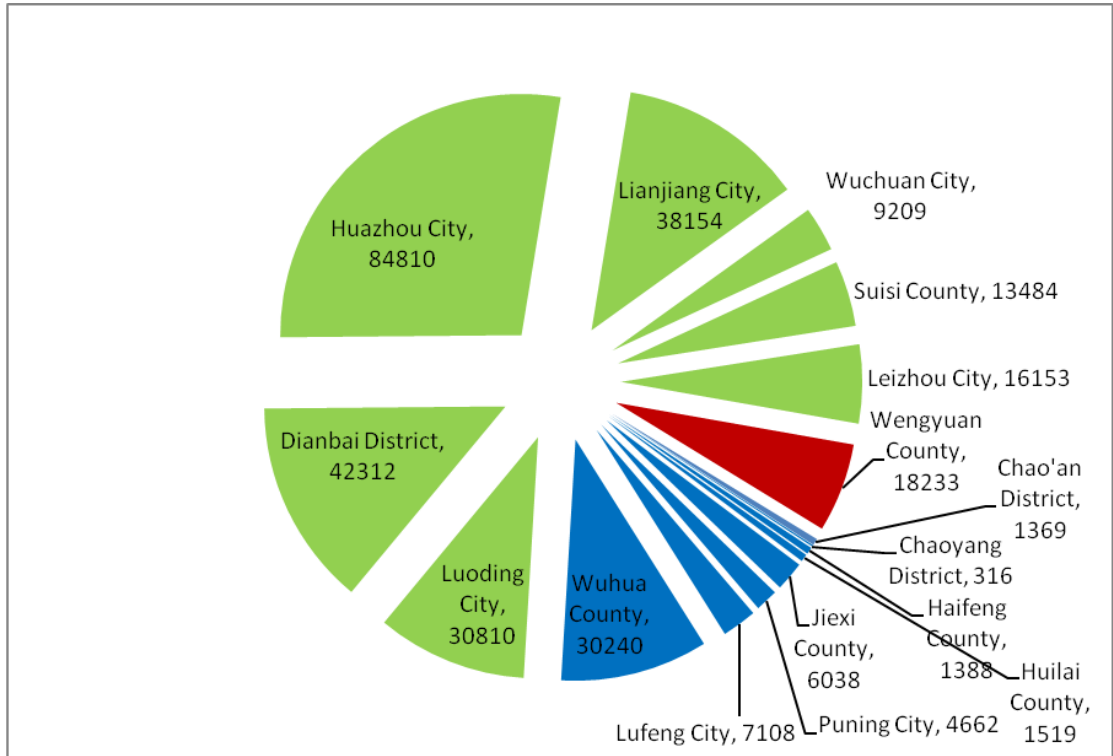
The total number of leftover children receiving compulsory education in the 16 counties (cities/districts) where the project is located is 305805. The number of leftover students receiving compulsory education accounts for 16.7% of the total. The number of leftover children in the 8 counties (cities/districts) in the eastern part of

Guangdong Province, that is, Chao'an District, Chaoyang District, Haifeng County, Huilai County, Jiexi County, Puning City, Lufeng City and Wuhua County, totals 52640; the number of students receiving compulsory education totals 1263718; the proportion of leftover children to all students receiving compulsory education in the 8 counties (cities/districts) in the eastern part of Guangdong Province to the total is 4.2%. The number of leftover children in the 7 counties (cities/districts) in the western part of Guangdong Province, that is, Luoding City, Dianbai District, Huazhou City, Lianjiang City, Wuchuan City, Suixi County and Leizhou City, totals 234932; the number of students receiving compulsory education totals 1152107; the proportion of leftover children to all students receiving compulsory education in the 7 counties (cities/districts) in the western part of Guangdong Province to the total is 20.4%. Obviously, the number of leftover children in the counties (cities/districts) in the western part of Guangdong Province is larger than that in the eastern part of Guangdong Province. The proportion of leftover children in Wengyuan County in the northern part of Guangdong Province is 52.7%, being higher than those of the counties (cities/districts) in the eastern and western part of Guangdong Province. Details on the schooling of disabled and leftover children in the 16 counties (cities/districts) where the project is located are as shown in Table 4-6 and Graph 4-2:

Table 4-6 Information on schooling of disabled students and leftover children in the project counties (cities/districts)(2015)

Name of county (city/district)	Number of disabled child students (unit: person)	Total number of teachers who have received professional training on special education (unit: person)	Total number of full-time teachers of special education (unit: person)	Number of existing special education schools (unit: one)	Number of leftover students ¹⁶ (unit: person)	Proportion of the number of leftover students receiving compulsory education to the total (%)	Number of teachers who have received training on psychological guidance (unit: person)
Chao'an District	147	47	14	1	1369	1.9	480
Chaoyang District	83	0	0	0	316	0.1	0
Haifeng County	88	45	25	0	1388	1.5	145
Huilai County	226	0	0	1 (under construction)	1519	1.0	365
Jiexi County	531	1	11	1	6038	6.8	1756
Leizhou City	885	361	6	1	16153	8.3	361
Lufeng City	584	118	24	1	7108	4.0	400
Luoding City	314	31	26	1	30810	23.0	382
Suixi County	433	15	15	1	13484	13.3	0
Wengyuan County	246	4	0	0	18233	52.7	125
Wuhua County	532	9	16	1	30240	21.4	16
Dianbai District	432	15	7	1	42312	24.2	3586
Huazhou City	542	7	14	1	84810	41.1	0
Lianjiang City	568	8	2	1	38154	21.1	388
Wuchuan City	296	9	9	1	9209	7.3	150
Jinjing City	776	13	12	1	4662	1.6	24
Total	6683	683	181	12	305805	16.7	8178

¹⁶ The leftover students in question are those who have been left behind for at least three months.



Graph 4-2 Number and Distribution of Leftover Students in the Project Counties (Cities/Districts) (Unit: person)

5 Analysis on Stakeholders

5.1 Identification of stakeholders

World Bank proposed the concept of "stakeholders" in its assistance strategy and divided relevant stakeholders. Stakeholders refer to "those who affect World Bank's actions and policies, and are affected by World Bank". (World Bank 1994:1) On the precondition that the World Bank's goal of relieving poverty is made definite, the stakeholders involved in the project are divided into: (1) Primary stakeholders which refer to the target people of the project, especially poor people and marginal people who are lack in information and power and are excluded from the development progress. (2) Borrowing stakeholders which refer to governments of borrower countries. (3) Secondary stakeholders which mainly include NGOs, business organizations and various experts who have professional skills and directly face primary stakeholders. According to the aforesaid definition of World Bank, the evaluation team has, on the basis of the field survey, identified primary stakeholders and stakeholders of eight major programs of this project, which are as shown in the following Table 5-1:

Table 5-1 List of Stakeholders of the Project¹⁷

No.	Program category	Project name;	Stakeholders
1	Pilot project of the sharing of high-quality educational resources	Program 1: "BBT" teaching platform and maintenance	① Principals and teachers in the schools covered by the project
		Program 2: Online class in teaching schools and the maintenance	② Students and their parents in the schools covered by the project
		Program 3: Educational & teaching information-based management system and the maintenance	③ Education bureau
		Program 4: Development of digital educational resources	④ Project management office in the project county (city/district)
		Program 5: Institutional study and pilot school-to-school partnership system	⑤ Provincial project management office ⑥ Other government authorities involved
2	Pilot project of standardized school construction	Program 6: Standardized class	① Principals and teachers in the schools covered by the project
		Program 7: Standardized mobile lab	
		Program 8: Teacher turnover dormitories in arduous remote rural	② Students and their parents

¹⁷ The shaded area stands for primary stakeholders.

		areas	in the schools covered by the project ③ Education bureau ④ Provincial project management office ⑤ Project management office in the project county (city/district) ⑥ Other government authorities involved
3	Pilot experimental project of quality-oriented education	Program 9: Experimental project of reform in class teaching	① Principals and teachers in the schools covered by the project ② Students and their parents in the schools covered by the project ③ Education bureau ④ Provincial project management office ⑤ Project management office in the project county (city/district) ⑥ Other government authorities involved
		Program 10: Experimental school of rural quality-oriented education	③ Education bureau ④ Provincial project management office ⑤ Project management office in the project county (city/district) ⑥ Other government authorities involved
4	Pilot project of optimized allocation of teacher resources	Program 11: Research on training standard for multi-subject teachers in rural primary schools and construction of training base	① Principals and teachers in the schools covered by the project ② Students and their parents in the schools covered by the project
		Program 12: Construction project of the team of new multi-subject teachers in rural primary schools	Students and their parents
		Program 13: Improvement in abilities of principals and backbone teachers	③ Education bureau ④ Provincial project management office
		Program 14: Improvement in all-subject teaching abilities of teachers in village primary schools and teaching schools	⑤ Project management office in the project county (city/district) ⑥ Other departments involved
		Program 15: Application training of teachers in schools covered by "BBT" project	
5	Pilot project of educational guarantee for special group	Program 16: Research on rural leftover children kinship system and the pilot	① Leftover children and special children ② Principals and teachers in related schools
		Program 17: Research on special children learning-in-regular-class system and the pilot	③ Students' parents ④ Education bureau ⑤ Provincial project management office

			⑥Project management office in the project county (city/district) ⑦ Other government authorities involved
6	Pilot project of educational quality management	Program 18: Participation in quality test on compulsory education organized by the province	① Compulsory education Schools ② Teachers in compulsory education schools ③Education bureau ④ Provincial project management office ⑤Project management office in the project county (city/district) ⑥ Other government authorities involved
7	Pilot project of project management and ability improvement	Program 19: Research and stipulation of relevant standards and norms	① Project implementing organizations ② Managerial personnel of the project ③ Other departments involved
		Program 20: Project manager training	
		Program 21: Project supervision and management	
8	Research project of management system for social donation to schools	Program 22: Research project of management system for social donation to schools	① Project implementing organizations ② Social donation organizations ③ Schools, teachers and students covered by the project ④ Other departments involved

5.2 Participation of stakeholders

5.2.1 "Free prior informed consultation" of primary stakeholders

The social evaluation team has carried out free prior informed consultation among primary stakeholders in the project. The evaluation team has surveyed the primary stakeholders and relevant stakeholders of the programs in various aspects, centering on the possible problems that will occur during the initial preparation and implementation of each program.

5.2.1.1 Working procedure and working method for free prior informed consultation

- (1) Training of survey personnel Carry out PRA training of surveyors before conducting survey, so that they can master PRA methods and understand the purpose and requirements of the project survey;
- (2) Collect data on the areas under the influence of the project Before conducting spot survey and research on the counties (cities/districts) where the project is located, surveyors should collect and coordinate initial information on the population, distribution of population, administrative division, history, culture, distribution of educational resources, educational policy and educational planning, etc. of the aforesaid counties (cities/districts);
- (3) Convene stakeholder forum and do the ranking After entering the survey spots, the evaluation team should call up stakeholders and convene forums of county-level (municipal-level, district-level) government authorities, principals, teachers, students and students' parents, so as to get informed of the basic information, the stakeholders' understanding degree of the project, their demands for the project, and their suggestions, etc.;
- (4) Interview on individual case After getting informed of the basic social, economic and educational information on the counties (cities/districts) where the project is located as well as the schools covered by the project, the social evaluation team should fill in opinion collection form or carry out further interview, targeting at working & living conditions of special groups (e.g. poor population, women and minority people) as well as education of special students involved in the project (e.g. leftover children and disabled students).
- (5) Survey conclusion Surveyors should perform analysis and draw conclusion on the situation known by them through the survey, and form the first draft of a survey report on this basis.
- (6) Information feedback The survey team should submit the survey result to the decision-making department in the project. It is suggested that they should take corresponding actions to settle potential problems, and timely feed back the opinions of the decision-making department to relevant counties (cities/districts) or the schools covered by the project.

5.2.1.2 Specific Activity and Goal of Free Prior Informed Consultation

The social evaluation team has carried out a series of project propaganda activities and multiple activities regarding primary stakeholders' participation in project decision making in the areas under the influence of the project, and determined the specific content and goal of the free prior informed consultation of the primary stakeholders on the basis of spot survey. The process of various stakeholders' participation in the project was carried out at three levels, which are as shown in Table 5-2:

Table 5-2 List of the Forms of Participation by Influenced Groups and the Activity Goals

Participant	Participation form	Activity goal
Various government departments	Forum Interview Fill in opinion collection form	(1) Get informed of the current state of project implementation and the appraisal; (2) Get informed of the construction basis, management system, operation mode and post-maintenance of various programs; (3) Raise possible problems and difficulties that might appear during project implementation; (4) Conduct social risk survey on the project within departments and discuss on countermeasures for risk reduction; (5) Collect suggestions on the way to improve project effect; (6) Get informed of the influence imposed by project implementation; (7) Collect relevant literature and statistic data on annual statements, etc. in the provinces, counties (cities/districts) as well as the schools covered by the project.
Principals and representatives of teachers in the schools covered by the project	Forum Interview Ranking Fill in opinion collection form	(1) Degree of understanding about the project The social evaluation team should carry out propaganda among relevant groups and make introduction to every program; (2) Collect data on the necessity of the construction of every program; (3) Get informed of the basic information on the schools and teachers (including teacher structure, major & course setup, housing conditions of teachers, and authorized deployment of teachers, etc.); (4) Get informed of the skills and training of professional managerial personnel in the project; (5) Previous implementing experience of similar projects; (6) Possible problems and difficulties in the construction of every program; (7) Means and measures guaranteeing smooth progress of the project; (8) Demand and expectation for the project
Forum of representatives of students in the schools covered by the	Forum Interview Ranking Fill in opinion collection form	(1) Degree of understanding about and propaganda of the project; (2) Understanding of educational input and poverty of the families; (3) Ranking of possible problems in school education;

project and their parents		(4) Ranking of possible improvements in school education; (5) Carry out individual interview with special groups (leftover children, disabled students and girls) to get informed of their education
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5.3 Demands and expectation of primary stakeholders

5.3.1 Analysis on the demands of primary stakeholders

After identifying stakeholders, the social evaluation team has analyzed and discussed on the common demands and special demands of primary stakeholders in every program. The specific analysis result is as shown in Table 5-3.

Table 5-3 List of Demands of Primary Stakeholders

Program category	Project name;	Primary stakeholders	Problems and demands of primary stakeholders				Special demands of the counties covered by the project
			Similar demands	Schools covered by the project and the principals;	Principals and representatives of teachers	Representatives of students and their parents	
Pilot project of the sharing of high-quality educational resources	Program 1: "Class-through" teaching platform and maintenance	①Principals and teachers in the schools covered by the project ②Students in the schools covered by the project and their parents	Improve facilities in the schools and teaching schools	①Increase the number of webmasters in the schools; ②Improve the teacher dispatching management system and method; establish in-post system; ③Enhance the technical training of teachers aged 50 and above.	①Strengthen one-to-one communication between teachers in model schools and the schools covered by the project; ②Strengthen the technical training of teachers at older age (50 and above) on multi-media application.		A. It was reported by Chaoyang District that there was fairly great difficulty in erecting network communication equipment in mountainous areas; it was suggested that satellite equipment system should be used in remote areas to acquire network signals, but due to the expensiveness of such equipment, it is suggested that the equipment should be hired. B. Parents of the students in the First Primary School in Wuhua County suggested that each class should be equipped with multi-media equipment.
	Program 2: Online class in teaching schools and the maintenance						
	Program 3: Educational & teaching information-based management system and the maintenance						
	Program 4: Development of digital educational resources						
	Program 5: Institutional study and pilot school-to-school partnership system						
Pilot project of standardized school construction	Program 6: Standardized class	①Principals and teachers in the schools covered by the project ② Students in the schools covered by the project and their parents	Improve the system for prior, middle and rear-stage project management as well as the maintenance and operation methods.	①There is severe shortage in full-time experiment managerial personnel; most of the present managerial personnel are taking part-time jobs, featuring evident mobility. ②The turnover houses need simple decoration and furniture for the	①Demand of the original dwellers of the teaching buildings and turnover dormitories or temporary placement ② The distribution method and management standard for teachers' dormitories should be improved.	①Demand of the original dwellers of the teaching buildings and turnover dormitories or temporary placement	Special demand of teachers in Chao'an District ①The houses should have scientific and reasonable functions; it would be better that they are designed with study.
	Program 7: Standardized mobile lab						
	Program 8: Turnover dormitories for teachers in rural remote areas						

				sake of follow-up unified management.			
Pilot experimental project of quality-oriented education	Program 9: Experimental project of reform in class teaching	①Principals and teachers in the schools covered by the project ② Students and their parents	There are no specific tracking mechanisms and management methods for measurement and evaluation of the project effect.	①Loosen the limits of authority in using educational expenditures; schools may independently stipulate incentive mechanism for teachers. ②It is necessary to design and stipulate corresponding incentive mechanism in addition to teachers' self-improvement.	①It is necessary to enhance the support by subsidy policy for teachers; ②Improve office conditions for the teaching research team.	①Increase fine arts lesson, music lesson and sports lesson; ②Carry out more after-school activities and increase the number of activity rooms.	
	Program 10: Experimental school of rural quality-oriented education						
Pilot project of optimized allocation of teacher resources	Program 11: Research on training standard for multi-subject teachers in rural primary schools and construction of training base	① Principals and teachers in the schools covered by the project ② Students receiving compulsory education in the project counties (cities/districts)	①The mountainous areas are usually confronted with the problem facing talents' reluctance to come and stay. ② It is necessary to properly settle the problem facing post taking by multi-subject teachers upon graduation.	①It is suggested that the training schools should be extended to counties (cities/districts), so as to better meet the local demand. ②The selection system and method for teacher training should be improved. ③The problem facing unbalanced teacher structure should be settled. Some areas are confronted with the problem facing excessive	①It is suggested that professional training of teachers without sufficient teaching enthusiasm and those with fairly poor educational background should be enhanced, so as to improve the overall level of the teachers; ②Post-transfer training of teachers should be carried out to settle the problem facing unbalance in subjects. ③The chances for study from peers in	①The parents suggested that famous teachers should be employed in addition to the dispatching of teachers for study in other places. They also suggested that "spacious and comfortable study environment should be created for children over a short time" ¹⁸ .	A. Wengyuan County and Huazhou City need to raise the proportion of young teachers, so as to settle the problem facing improper age structure of the teachers. B. The teaching schools covered by the project are dispersed and the number of students is small. It is necessary to first increase the number of teachers. C. Luoding City suggested to improve the college entrance system. D. The teachers in Huilai deem that the book resources are rare and the libraries are not effectively used; it is
	Program 12: Construction project of the team of new multi-subject teachers in rural primary schools						
	Program 13: Improvement in abilities of principals and backbone teachers						
	Program 14: Improvement in all-subject teaching abilities of teachers in						

¹⁸ The data come from what the interview objects said.

	village primary schools and teaching schools			deployment of teachers and poor structural deployment; the problem facing the lack in professional teachers (in the subjects of fine arts, music and sports) should be settled.	other places should be increased.		suggested that subject training should be carried out on a small scale, and special trainings such as "head teacher training" should be arranged.
	Program 15: Application training of teachers in schools covered by "class-through" project						
Pilot project of educational guarantee for special group	Program 16: Research on rural leftover children kinship system and the pilot		①Establish and improve special leftover children management system. ②Increase the number of professional psychological guidance teachers and professional teachers of special children education. ③Enhance the construction of relevant systems, e.g. continue to probe into the problem facing how to promote the recovery of special children, etc. ④Changing the parents' traditional educational concepts.				
	Program 17: Research on special children learning-in-regular-class system and the pilot	① Leftover children and special children ② Principals and teachers in related schools ③ Students and their parents		①Define guardians and regularly convene meeting of leftover children guardians. ②Regularly communicate with leftover children to get informed of each leftover child's basic situation.	①Talk to leftover children and pay home visit more frequently. ②Frequently encourage leftover children to take part in various activities organized by the schools. ③Make full use of the school societies. ④Make students form study pairs and establish mutual-assistance teams.	Increase the communication between parents and the schools;	A. Lots of residents in Huazhou engage in migrant work in other places, which result in the great number of leftover children. It is suggested that life tutors and psychological teachers should be arranged for the children. B. Suixi County deems that kinship education should be focused on psychological education. However, there are rare professional talents in this subject. It is necessary to increase the number of psychological teachers.
Pilot project of educational quality management	Program 18: Participation in quality test on compulsory education organized by the province	①Compulsory education Schools ② Teachers in compulsory education schools	Stipulate scientific and reasonable quality evaluation system for compulsory	The objective evaluation indexes should be objective and scientific.	In addition to objective evaluation indexes, it is necessary to add subjective evaluation		

			education		indexes, so as to enhance the construction of teachers' morality.		
Pilot project of project management and ability improvement	Program 19: Research and stipulation of relevant standards and norms	<ul style="list-style-type: none"> ①Project implementing organizations ②Managerial personnel of the project 	<ul style="list-style-type: none"> ①Learn from and draw conclusion on project experience in terms of management system, system capacity and external supervision. ②Improve the organization management capacity, system construction capacity and rear-stage management maintenance capacity of the project implementing organizations and participating organizations. 				The project counties hope that policies will be promulgated in a unified way to coordinate relevant departments, so as to exempt the submission & approval expenses for infrastructure construction project.
	Program 20: Project manager training						
	Program 21: Project supervision and management						
Research project of management system for social donation to schools	Program 22: Research project of management system for social donation to schools	<ul style="list-style-type: none"> ①Project implementing organizations ②Social donation organizations; ③Schools, teachers and students covered by the project 	In terms of system research, establish open donation management mechanism, so as to create favorable atmosphere for social donation to education and broaden the fund raising channels by various means.	The project counties (cities/districts) as well as the schools and teachers hold that they are somewhat experienced in donation to education, and the effect is fairly ideal.	The project counties (cities/districts) as well as the schools and teachers hold that they are somewhat experienced in donation to education, and the effect is fairly ideal.		

5.3.2 Ranking at forum

The social evaluation team made the ranking at the forum, targeting at (1) the difficulties in the development of compulsory education and (2) demands of and suggestions for the project in the 16 project counties (cities/districts). During the ranking, the social evaluation team adopted the method for ranking via voting according to the existing conditions of the project counties, namely, the team invited the participants to propose the items to be ranked respectively targeting at two ranking questions, then invited the participants to vote by writing Chinese character "正" according to the options of the ranking. The essentialness of the items to be ranked decrease progressively from 5 to 1. Finally, the team verified the total votes and released the final result to the participants at the site. See Attachment 4 for the list of the participants' names. Some of the ranking result is as follows:

Question 1. Ranking of difficulties in the development of compulsory education:**Ranking place and participants: Dazhai Middle School, Jinshi Town, Chao'an District; principal and teachers**

Items to be ranked	Number of votes
The expenditures for compulsory education is excessively restricted, which can not reflect the incentive mechanism.	70
Unbalance in teachers and subjects	62
The students are severely sick of schooling.	62
Restriction on student management system	57
Unbalanced distribution of teaching resources	53
The students hardly have awareness of unexpected development.	47
There are no full-time experiment teachers.	42
There are excessively obvious differences in question setting mode and curriculum standard.	42
The number of books in library is too small.	32

Ranking place and participants: Zaopu Middle School, Jinzao Town, Chaoyang District; students' parents and representative of the communities

Items to be ranked	Number of votes
Aging of the classrooms	75
Lack in turnover houses	72
There are rare opportunities for teacher training, which should be increased.	33
There are rare teachers for some subjects (music, sports and fine arts)	31

Ranking place and participants: Xian'an Central Primary School, Huilai County; representatives of students and their parents

Items to be ranked	Number of votes
Aging of classrooms and teaching buildings	30
Lack in informatization equipment	30
Lack in funds	30

Ranking place and participants: The Second Middle School of Tanxi, Lufeng City; principal and teachers

Items to be ranked	Number of votes
Lack in teachers' houses	69
Problems facing salary and treatment	64
Deficient capital input by the government	58
Reform in educational & teaching tests and assessment methods	55
Problems facing family education	55
Weak pertinence of the training of teachers' abilities	51
Influence of social morality on school education	49
Teachers' abilities	47
Lack in psychological education of leftover children	46
Lack in college teachers	40
Lack in pre-school education	30

Ranking place and participants: Yuxiu Middle School, Puning City; students

Items to be ranked	Number of votes
Short open hours of libraries	25
Deficient practice activities	13
Shortage and even lack in classroom facilities	10

Question 2. Ranking of project demands and suggestions**Ranking place and participants: Xian'an Central Primary School, Huilai County; representatives of students and their parents**

Items to be ranked	Number of votes
Enhance such subjects as sports and fine arts	30
Enhance daily communication among parents, schools and teachers.	30
Concern about problems facing environment and noise, etc. during project construction	30

Ranking place and participants: The Second Middle School of Tanxi, Lufeng City; principal and teachers

Items to be ranked	Number of votes
Enhance practicability of turnover houses during the design	62
Usage of turnover houses should be more targeted, so as to meet the earnest demands.	61
Moderately loosen the application qualifications of backward areas	60
Fasten the construction of turnover houses	57
Make heavier investment in facility construction project	51
Strengthen the support for supporting facilities in the project	42
Strengthen the input in continuous operation of labs	41

Ranking place and participants: The Second Middle School of Tanxi, Lufeng City; students

Items to be ranked	Number of votes
Supplement experiment apparatus	43
Increase teachers' salaries	43
Increase the number of experiment lessons and increase the chances for self-practice.	37
Increase the time and places for after-school tutoring	31
Increase the number of teachers' dormitories, so as to increase the time for communication between teachers and students	26
Increase teachers for some subjects such as fine arts	26
Cultivate children's interest in study and improve the study atmosphere	23
Prolong the open hours of library	15

Ranking place and participants: The Second Middle School of Tanxi, Lufeng City; students' parents

Items to be ranked	Number of votes
Increase the number of teachers' dormitories, so as to increase the time for communication between teachers and students	40
Increase teachers' salaries	28

Increase the time and places for after-school tutoring	15
Supplement experiment apparatus	15
Increase teachers for some subjects such as fine arts	13
Increase the number of experiment lessons and increase the chances for self-practice.	8

Ranking place and participants: Yuxiu Middle School, Puning City; students	
Items to be ranked	Number of votes
Carry out more after-school activities	50
Increase apparatus and facilities for sports and music, etc.	20
Increase experiment facilities	18

6. Analysis of Project Impacts and Social Risks

The implementation of this project will impact different interest groups and organizations in different degrees. Based on unlimited early stage informed participation of main stockholders, and based on detailed analysis of social influence caused by various subprograms, the assessment team analyzes impacts by "hard programs" and "soft programs" on main stockholders combining with fieldwork materials. Social impact of the project is generally divided into positive impact and negative impact by the assessment team. It is believed that the analysis of positive and negative impact of the project on main stockholders can provide basis for the identification of social benefits and social risks likely to be caused by this project. As a result, it can be expected to effectively bring into play social benefits of the project and control and avoid social risks associated to this project.

The social assessment team believes that negative impacts of this project have characteristics as below.

6.1 Project positive impact analysis

6.1.1 Student community

It is believed by the assessment team that the project will positively affect the student community on the following aspects:

(1) Improve school environment. The implementation of "hard programs" of this project will undoubtedly improve school environment on the aspect of external conditions. The online classroom maintenance program at teaching stations, for example, has significant positive impact on teaching resource acquisition and sharing at schools and teaching stations at remote mountainous areas. For students in village primary schools and teaching stations at places with deficiency of students, teachers and teaching resources where the cancellation or merger of schools can hardly be implemented, this program can ensure that they can enjoy education and teaching resources and rights equal to urban students. Restricted by poor traffic conditions, students in mountainous area can still go to nearby schools, but with this program, they can acquire high quality teaching resources.

The construction of standardized classroom, for another example, has the direct positive impact of relieving problems of "oversized class" and old classrooms. However, super oversized class with more than 100 students can still be found at the

survey points based on fieldwork. In such oversized class, the efficiency of students for listening to the lecture is usually quite low. On the other side, due to large number of students and limited teacher resources, teachers can hardly give consideration to study and life of every student. Students' learning initiative may be reduced, and then, the risk of school dropout will increase. As for the problem of classroom aging, some classrooms have been used for a long time and are now dangerous building. They bring safety risks to students. The repair or rebuilding of them can directly improve students' school environment.

(2) Enhance students' willingness to learn. Many "soft programs" in this project are to provide solving means for problems like poor learning motivation and willingness and strong dislike of school of students. The quality-oriented education experimental pilot program, for example, can on the one hand enrich learning contents by the increase of music, sports, art and laboratory courses so as to change to some degree the current situation of insufficient extracurricular activities and focusing too much on exam-based education;

On the other hand, the innovation of traditional teaching forms can also enhance students' learning initiative, including the special program of subject experiments proposed by Chaoyang District: introducing folk paper-cut of Chaoyang into the campus, special football activities proposed by Wuhua County and Suixi County and the research-based study on inheriting traditional cattail bag basketry and eucalyptus planting technology proposed by Leizhou relying on its advantage as a vegetable and fruit production and distribution center. Such innovation is to cultivate students' scientific and technological skills, artistic skills, electronic operation skills and so on. Besides, the survey on sea beach pollution is also proposed. The setting of featured teaching courses or teaching contents specified above will be the exploration of the idea to combine local culture with classroom education. This is the change of traditional teaching method of knowledge delivering by teachers. Field teaching, social practice, team activities and other courses are practical, scientific and interesting. While guiding students to get to know local history and national culture, they can also enhance local students' cognition and confidence in local culture.

(3) Nurture compassion. There are two programs in this project designed for special groups. They are education programs for left-behind children and disabled children. As for normal students, how can they get along with left-behind children and disabled children? How can they well communicate and help each other with special

children in daily learning and living process, including underprivileged children, minority children as well as other vulnerable groups? These problems are actually closely related to their compassion acquisition and nurturance. Research on the system of special children learning in regular class and system research on left-behind children carried out in this project can specifically embody the guarantee of special groups' right to receive education. Such research programs should be completed only with the understanding and joint participation of normal students, special children education experts, full-time special children education teachers, parents of vulnerable groups and society. Therefore, this project can still help thinking and exploring how to nurture compassion of normal children on vulnerable groups and to form good atmosphere for collaborative learning with left-behind children and special children in the class, thus reducing prejudice and discrimination in daily life.

See details of benefits acquired by students from various programs of this project as shown in Table 6-1:

Table 6-1 Benefits Acquired by Students from Various Programs

County (city, district)	Number of students for compulsory education (Unit: people)	High quality resource "Ban Ban Tong" teaching platform and its maintenance		Online classroom at teaching stations and its maintenance		Institutional study and pilot school-to-school partnership system		Standardized classroom		Standardized mobile laboratory		Classroom teaching reform experiment program		Rural quality-oriented education experimental schools	
		Quantity of beneficiaries (unit: people)	Benefit rate	Quantity of beneficiaries (unit: people)	Benefit rate	Quantity of beneficiaries (unit: people)	Benefit rate	Quantity of beneficiaries (unit: people)	Benefit rate	Quantity of beneficiaries (unit: people)	Benefit rate	Quantity of beneficiaries (unit: people)	Benefit rate	Quantity of beneficiaries (unit: people)	Benefit rate
Chaoan District	113019	75920	67.2%	1812	1.6%	22775	20.2%	2499	2.2%	Not applied		7202	6.4%	3761	3.3%
Chaoyang District	242756	160117	66.0%	1264	0.5%	52462	21.6%	1882	0.8%	Not applied		18141	7.5%	14991	6.2%
Dianbai District	140615	118369	84.2%	10382	7.4%	28640	20.4%	1476	1.0%	121433	86.40%	15013	10.7%	10825	7.7%
Haifeng County	94378	53975	57.2%	12717	13.5%	23260	24.6%	3394	3.6%	Not applied		11612	12.3%	6914	7.3%
Huazhou City	205926	146597	71.2%	16957	8.2%	58333	28.3%	Not applied		Not applied		4907	2.4%	6980	3.4%
Huilai County	156070	64565	41.4%	2911	1.9%	17387	11.1%	2545	1.6%	Not applied		10137	6.5%	5484	3.5%
Jiexi County	88466	36460	41.2%	17856	20.2%	7006	7.9%	1097	1.2%	Not applied		10749	12.2%	4359	4.9%
Leizhou City	193874	87142	44.9%	14396	7.4%	15943	8.2%	1556	0.8%	Not applied		26299	13.6%	12748	6.6%
Lianjiang City	184414	12716	6.9%	5408	2.9%	9328	5.1%	1365	0.7%	Not applied		6757	3.7%	7321	4.0%
Lufeng City	193362	89776	46.4%	8287	4.3%	22532	11.7%	2962	1.5%	10638	5.50%	5549	2.9%	2186	1.1%
Luoding City	132258	79716	60.3%	9433	7.1%	31796	24.0%	Not applied		Not applied		6844	5.2%	6996	5.3%
Puning City	298680	148664	49.8%	8978	3.0%	7764	2.6%	1772	0.6%	Not applied		2774	0.9%	12644	4.2%
Suixi County	101502	16199	16.0%	7699	7.6%	6689	6.6%	795	0.8%	Not applied		8552	8.4%	5528	5.4%
Wengyan County	34601	4801	13.9%	219	0.6%	7424	21.5%	Not applied		Not applied		9171	26.5%	3706	10.7%
Wuchuan City	126209	49730	39.4%	8807	7.0%	1014	0.8%	531	0.4%	Not applied		24839	19.7%	10303	8.2%
Wuhua County	141267	114405	81.0%	14100	10.0%	33493	23.7%	3198	2.3%	Not applied		15101	10.7%	17151	12.1%

6.1.2 Teacher community

It is believed by the social assessment team that the project will positively affect the teacher community on the following aspects:

(1) Improve classroom teaching. The implementation of "hard programs" in this project will improve teaching environment, perfect teaching hardware equipment, facilitate teachers to use multimedia, computers and other resources to expand teaching methods and means and improve teaching efficiency. For example, teachers from some areas reflect that teaching effect is obvious improved by the use of multimedia. For some courses, especially art, multimedia helps to improve students' score and learning initiative. "Soft programs" implemented to support "hard programs", such as "Ban Ban Tong" school teacher applied training program implemented to support "Ban Ban Tong" teaching platform and its maintenance program, helps to meet informationization teaching needs of elder teachers through delivering such training to teachers in schools with relatively large age structure. In this way, teaching enthusiasm of elder teachers can be enhanced. The configuration and improvement of classroom and other hardware facilities also help to improve teaching environment.

(2) Facilitate daily life. The increase of turnover dormitory helps to improve the status quo of teacher dormitory shortage and relieve the housing problem (no house or inconvenient housing conditions) faced by teachers in remote and border areas. In this way, teachers can be "reassuring and happy for teaching"¹⁹. Improvement of hardware facilities for daily life is logistics base and guarantee for teachers to carry out teaching activities. Improvement of hardware facilities can generally attract talents for "inflow" and "retaining", which can facilitate the realization of mountainous area talent strategy for long run and promote social and economic development of remote areas. Viewing from the consideration of some parents of students, the construction of turnover dormitory can increase time of teachers to accompany students, communicate with students and coach students for study. In this way, parents of students will feel more relieved.

(3) Promote personal growth of students. Programs of principal and backbone teacher training as "soft programs" of this project and the full-discipline new teacher training program have direct positive impact of enhancing training opportunity. This will facilitate the reform of concepts of education and teaching and improve teacher's

¹⁹ Words of respondents at project site.

service level. Consequently, teachers can be more competent for their teaching work. Field visiting or one-to-one training and support work will increase communication with teachers with abundant experience and get enlightened on teaching ideas. The training of full-discipline teachers and training on job transfer of teachers can solve the problems of faculty deficiency and unreasonable teacher structure in remote rural and mountainous areas. Education on teachers for art, music and sports will be strengthened. This can not only meet requirements on study contents of students, but also supplement each other with objectives of quality-oriented education. The strengthening of students' willingness to learn can facilitate the improvement of compulsory education enrollment rate and school finishing rate and reduce school dropout. Therefore, positive impacts can be brought by this program to teacher community, parents of students and student community. It is the common need of the three communities and can deliver "the sense of security to both teachers and students²⁰".

See details of benefits acquired by teachers from various programs of this project as shown in Table 6-2:

²⁰ Words of respondents at the project site

Table 6-2 Benefits Acquired by Teachers from Various Programs

County (city, district)	Number of students for compulsory education (unit: people)	Online classroom at teaching stations and its maintenance		Online classroom at teaching stations and its maintenance		School counterpart system research and pilots		Standardized classroom		Standardized mobile laboratory		Classroom teaching reform experiment program		Rural quality-oriented education experimental schools	
		Quantity of beneficiaries (unit: people)	Benefit rate	Quantity of beneficiaries (unit: people)	Benefit rate	Quantity of beneficiaries (unit: people)	Benefit rate	Quantity of beneficiaries (unit: people)	Benefit rate	Quantity of beneficiaries (unit: people)	Benefit rate	Quantity of beneficiaries (unit: people)	Benefit rate	Quantity of beneficiaries (unit: people)	Benefit rate
Chaoan District	113019	75920	67.2%	1812	1.6%	22775	20.2%	2499	2.2%	Not applied		7202	6.4%	3761	3.3%
Chaoyang District	242756	160117	66.0%	1264	0.5%	52462	21.6%	1882	0.8%	Not applied		18141	7.5%	14991	6.2%
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Haifeng County	94378	53975	57.2%	12717	13.5%	23260	24.6%	3394	3.6%	Not applied		11612	12.3%	6914	7.3%
Huazhou City	205926	146597	71.2%	16957	8.2%	58333	28.3%	Not applied		Not applied		4907	2.4%	6980	3.4%
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Leizhou City	193874	87142	44.9%	14396	7.4%	15943	8.2%	1556	0.8%	Not applied		26299	13.6%	12748	6.6%
Lianjiang City	184414	12716	6.9%	5408	2.9%	9328	5.1%	1365	0.7%	Not applied		6757	3.7%	7321	4.0%
Lufeng City	193362	89776	46.4%	8287	4.3%	22532	11.7%	2962	1.5%	10638	5.50%	5549	2.9%	2186	1.1%
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Puning City	298680	148664	49.8%	8978	3.0%	7764	2.6%	1772	0.6%	Not applied		2774	0.9%	12644	4.2%
Suixi County	101502	16199	16.0%	7699	7.6%	6689	6.6%	795	0.8%	Not applied		8552	8.4%	5528	5.4%
Wengyan County	34601	4801	13.9%	219	0.6%	7424	21.5%	Not applied		Not applied		9171	26.5%	3706	10.7%
Wuchuan City	126209	49730	39.4%	8807	7.0%	1014	0.8%	531	0.4%	Not applied		24839	19.7%	10303	8.2%
Wuhua County	141267	114405	81.0%	14100	10.0%	33493	23.7%	3198	2.3%	Not applied		15101	10.7%	17151	12.1%

6.1.3 Left-behind children

It is believed by the assessment team that the strengthening of school education on left-behind children, especially psychological counseling, help left-behind children for obtaining warmth and care in school. This can to some degree make up the lack of family education and help students to achieve healthy development of the soul. Judging from positive impacts on schools and teachers, systematic care for left-behind children can relieve the current situation that left-behind children do not like study or dislike study. Learning initiative of left-behind children can be improved. The implementation of this program in counties with large quantity of left-behind children helps to improve teaching quality as a whole. The assessment team, however, also believes that the education of left-behind children is not the responsibility of only the school, but the responsibility to be jointly assumed by the family, the school and society. Positive impact of the school on the education of left-behind children lies in counseling and care of left-behind children by professional psychological teachers. The family and society should pay attention to the education of left-behind children fundamentally. See details of benefits acquired by left-behind children from various programs of this project as shown in Table 6-3:

Table 6-3 Benefits Acquired by Left-behind Children from Various Programs

County (city, district)	Number of left-behind children (Unit: people)	Rural left-behind children family education system research and pilot	
		Quantity of beneficiaries (unit: people)	Benefit rate
Chaoan District	1369	394	28.8%
Chaoyang District	316	367	116.1%
Dianbai District	42312	4461	10.5%
Haifeng County	1388	733	52.8%
Huazhou City	84810	5612	6.6%
Huilai County	1519	504	33.2%
Jiexi County	6038	Not applied	
Leizhou City	16153	1572	9.7%
Lianjiang City	38154	2335	6.1%
Lufeng City	7108	2140	30.1%
Luoding City	30810	1980	6.4%
Puning City	4662	1390	29.8%
Suixi County	13484	649	4.8%
Wengyuan County	18233	2803	15.4%
Wuchuan City	9209	917	10.0%
Wuhua County	30240	2458	8.1%

6.1.4 Disabled students

As for education for disabled students, the assessment team believes that this project has positive impact on disabled students. The system of exceptional children learning in regular class is one of means for exceptional children to integrate into society through school education. Therefore, the improvement of the system of learning in regular class can help their living and integration in school, class and with classmates and is helpful for their growth. This project also has positive impact on parents of exceptional children. Affected by traditional concepts, parents are generally reluctant to admit that their children are exceptional. Therefore, they seldom choose special education schools for their children. The research and improvement of the learning in regular class system promotes combination between family education and school education for exceptional children. In this way, positive impact of this project can be better brought into play. See details of benefits acquired by exceptional children from various programs of this project as shown in Table 6-4:

Table 6-4 Benefits Acquired by Disabled Students from Various Programs

County (city, district)	Number of disabled students (Unit: people)	Exceptional children learning in regular class guarantee system research and pilot	
		Quantity of beneficiaries (unit: people)	Benefit rate
Chaoan District	147	13	8.8%
Chaoyang District	83	43	51.8%
Dianbai District	432	Not applied	
Haifeng County	88	No data available	No data available
Huazhou City	6683	77	1.2%
Huilai County	542	33	6.1%
Jiexi County	226	32	14.2%
Leizhou City	531	540	101.7%
Lianjiang City	885	91	10.3%
Lufeng City	568	23	4.0%
Luoding City	584	75	12.8%
Puning City	314	19	6.1%
Suixi County	776	Not applied	
Wengyuan County	433	33	7.6%
Wuchuan City	246	46	18.7%
Wuhua County	296	Not applied	

6.1.5 Poor students

The assessment team believes that positive impact of this project on poor students is basically similar to its impact on the student community, but for poor students, especially needy families, the increase of courses of music, sports, art and others, the improvement of teacher structure, the practice of quality-oriented education and the cultivation of full-discipline new teachers can directly promote the acquisition of extracurricular knowledge for poor students. Different from urban students, poor students and their families in mountainous areas and remote and border areas do not have enough educational input to support extracurricular classes or the extracurricular study of special skills. Therefore, the school is actually the only place for poor students to acquire knowledge. This project has positive impact on poor students' all-round development, the reduction of education burden of needy families and realizing education fairness among different social classes.

6.2 Analysis of social risks of this project

6.2.1 Identification of groups to be negatively affected

All basic engineering construction projects, including the construction and reconstruction of standardized classroom and turnover dormitories for teachers in remote rural areas, must not involve new land acquisition which is the precondition for project declaration and establishment. The majority engineering construction work is located at the campus with legitimate land certificates. Therefore, this project does not involve acquisition of new land and will not affect any population due to land acquisition. However, temporary resettlement and population affected by temporary resettlement may also be involved during construction. They may be negatively impacted to some degree. Specifically,

(1) Population for temporary resettlement in the project:

Based on field investigation, the social assessment team believes that population for temporary resettlement due to demolition work will be mainly affected in negative way, including teachers and students for temporary resettlement. The project of standardized classroom construction may cause the temporary resettlement of students. Due to reconstruction of their old classroom, some students should be transferred to temporary learning places, such as hall of the school. Such places usually have poor teaching facilities and have public space designed different from ordinary classrooms.

Therefore, negative impact may be caused to normal school life of students and to teachers' normal teaching activities.

For the construction of turnover dormitories at remote rural areas, on the other hand, land acquisition is not involved, but some dormitories will be reconstructed at the original site. Original buildings will be dismantled for rebuilding. Then, people originally living in these buildings should be temporarily resettled. Most of them are teachers of the school. In this project, they should seek for temporary residence in advance. Rent may also be aroused from temporary house renting. This part of people will be negatively affected by this project for daily life. See impact of this project on population for temporary resettlement as shown in Table 6-5:

Table 6-5 Project Impact on Population for Temporary Resettlement

County (city, district)	Number of people involved ²¹ (Unit: people)	Population for temporary resettlement in the project ²² (Unit: people)	Affecting rate
Huilai County	30794	1074	3.5%
Wengyuan County	2957	18	0.6%
Wuhua County	11065	3	0.0%

(2) Activity groups at the construction area:

Infrastructure construction work may cause noise pollution so as to negatively affect people with intensive activities at the teaching area, such as students and teachers. Construction noise may affect normal teaching order. Besides, environmental pollution may also be caused and the treatment of new wastes will be a problem. Production and domestic garbage generated after the construction of turnover dormitories may also cause certain negative impact on local environment of the project. Third, routine life and safety of students and teachers may also be affected during project construction due to dismantling and temporary resettlement work. For example, for the construction of standardized classrooms, students in related teaching buildings may have to transfer to another place for taking classes. Besides, turnover dormitory project at remote rural areas may involve reconstruction of dangerous buildings.

²¹ Including population involved in standardized classroom construction program and teacher turnover dormitory construction program at remote arduous rural areas

²² Including the quantity of students and teachers affected by dismantling and temporary resettlement in standardized classroom construction program and teacher turnover dormitory construction program at remote arduous rural areas

6.2.2 Project social risk identification

The social assessment team identifies main social risks associated to the project design and likely to affect the realization of project development objectives based on fieldwork and analysis combining with social and economic background at the project counties (cities/districts) and characteristics of this project. Main social risks are identified so that measures can be taken to avoid main social risks and facilitate arrangement of corresponding organizations. Potential social risks likely to occur for this project mainly include:

1. Potential risks from project implementation. Risks relating to project construction. The social assessment team believes that construction of standardized classrooms and turnover dormitories for teachers in remote rural areas involved in this project may have certain risks, including how to avoid the teaching areas for construction or how to avoid influence on normal teaching order in construction process and how to ensure personal safety of active objects in the teaching area (such as students, teachers, etc.). Engineering construction may produce noise pollution, environmental pollution and construction wastes. Risks on the maintenance of school's eco-environment and normal order may also be caused. The failure to well avoid or mitigate such negative impact in construction process may easily cause conflict between the school and the implementing agencies, which will affect construction progress.

2. Risks of removal and temporary relocation. Risks caused by demolition and temporary resettlement. It has been confirmed in declaration period that construction of standardized classrooms and turnover dormitories for teachers in rural remote and border areas will be carried out within the fence of the school. Therefore, land acquisition will not be involved. However, house construction may involve the dismantling and reconstruction of original old houses and then, the temporary resettlement of original house users will be involved. For example, students may have to transfer to temporary classrooms, or teachers may have to seek for temporary residence. In order to reduce risks, the social assessment team believes that it is necessary to properly deal with teachers and students for temporary resettlement and develop appropriate settlement measures so that they can be well accommodated in project implementation process.

3. Low salary for teachers. In the “soft project”, such as the experimental project

of teaching reform and the experiment project of quality-oriented education in rural areas, teachers are the core participants. However, from the current educational management methods, there is no effective incentive mechanism for teachers, which may result in low motivation and passion in teachers and hinder the implementation of the project. In addition to restriction to the use of education fund, there is no explicit provision on the way for teachers to obtain substantive incentives and rewards from course reform. Therefore, teachers may have low enthusiasm on teaching and this project, which constitute risks to hinder smooth implementation of this project.

4. Family education deficiency of left-behind children. Based on the field investigation of the evaluation group, the parents of left-behind children work in other places for a long time, thus they don't have the time to take care of children and communicate with their children. As a result, they tend to push the education responsibility to schools, so families of left-children have a high degree of dependence for school education. However, the social evaluation group holds that, the education for left-behind children is not only a problem which needs to be solved by schools or educational community, but also a social problem. The education for left-behind children needs endeavor from parents, schools, society and even the left-behind children themselves. What's more, school only plays a supporting role in the education for left-behind children and it cannot replace family education or social education. Therefore, the evaluation group believes that if there isn't enough attention to the education for left-behind children as a social issue but just as a problem which needs to be improved and solved by school education, it may affect the implementation and virtuous circle of the project.

5. Lack of correct understanding of education for special children. Previous school education experience of disabled students shows that some parents refuse to take their children as disabled children due to their traditional ideas and have a low willingness to send disabled children to special school. As for the pilot project "special children's learning in regular class", there are the following difficulties: (1). As for the current social culture, vulnerable groups may suffer from social prejudice and discrimination; (2). As for school management, the learning in regular class may increase the teaching difficulties for teachers and management difficulties for schools. Therefore, the social evaluation group proposes that the project design of the learning in regular class for special children should take both social culture and traditional ideas into consideration.

6. Problems of insufficient information network terminals, imperfect equipment management system, and insufficient teacher trainings. As for information network, there are good infrastructure in project counties (cities/districts). In particular, after the implementation of the education promotion project for "creating powerful and advanced highland schools" in Guangdong, most schools have accessed to broadband and are installed with multimedia teaching equipment. Taking Luoding for example, among 8 completed middle schools, 25 middle schools, 33 completed primary schools and 228 teaching stations, all these above completed primary schools have accessed to 30M optical fiber network. All teaching stations have accessed to 4M broadband network. There, network access is actually not a problem for schools involved in this project. However, the network connectivity in somewhere of the remote classrooms falls behind compared with schools, and the internet access rate at teaching stations is generally low. Taking Lufeng for example, the internet access rate for teaching stations at Lufeng is only 4.2%. In Wengyuan, there are still 46 teaching stations not accessed to internet. The common problems in project counties (cities/districts) are insufficient terminal hardware and below-par management.

As for network equipment management and maintenance, there are 2 management modes in project counties (cities/districts), namely the central school or service companies are responsible for the daily management and maintenance. The one mode is that the center school will be responsible for routine management and maintenance. This mode is adopted in Luoding, Dianbai, Wuchuan, Huazhou and other counties. Taking Luoding for example, each center school is configured with one and above technicians to take charge of network equipment maintenance in the center school and subordinated teaching areas. In the other mode, the company will take charge of network maintenance. Lianjinag, Suixi, Leizhou and other counties adopt this mode. The reason is that due to late construction of multimedia classroom in these counties and cities, most equipment are still in the warranty period so that they are under uniform maintenance by the company. See details on network equipment management and maintenance modes in various project counties (cities/districts) as shown in Table 6-6.

7. The construction of standardized mobile laboratory is blank and there is lack of management experience. Standardized mobile laboratory is still new in 16 project counties (cities/districts) . There is no similar construction and management experience. Dianbai District, Lufeng City and Chaoyang District that have applied for

this program also have not yet develop dedicated management plan. Their current idea is to use the laboratory as a window to add knowledge and stimulate learning interest of students and operate in the way flowing among schools so that students in all middle and primary schools can get to know such a new thing. See standardized mobile laboratory construction and management situation in project counties (cities/districts) as shown in Table 6-7.

8. Teacher turnover dormitories are generally serious deficient with poor accommodation conditions and poor dormitory management system. As for teacher dormitories, all project counties (cities/districts) have large problems left over by history. From Table 5-4, it can be seen that the gap of teacher turnover dormitories in schools applying for this program is generally above 60%.The gap rate of Wuchuan and Suixi is lower than 50% but higher than 30%. Since many teacher dormitories were built long ago at low standard, accommodation conditions are generally quite poor.

Take Huangpo Center Primary School in Wuchuan for example. Huangpo Town, where the school is located, is a central town of Guangdong. This school actually enjoys relatively good conditions comparing to other schools in western Guangdong area. But even in such a school, teacher accommodation still has serious problems. The school currently has more than 100 teachers, but has only 34 suits of houses. These houses were built in 1995 and are now quite old. The house is not too narrow, about 70m² for each suit, but since there is no independent bathroom, it is very inconvenient for teachers lived here. Besides, these houses are mostly assigned to senior teachers. So, young teachers have to rent a house outside or live together with their parents. Take Chinese High School in Luoding for another example. The school has 56 teachers, but does not any teacher dormitory in real sense. The currently used teacher dormitories were reconstructed from classrooms, one classroom built into two dormitories. The conditions are quite poor with no kitchen and no independent bathroom. Some schools have built adequate houses for teachers, but they were mostly built upon sponsorship of public figures. For example, Songbo Primary School in Wuchuan currently has 14 teachers and 14 suits of houses, 70m² for each. They were contributed by an entrepreneur in the village. Accommodation conditions of this school should be the best in the town because every teacher has house to live. Teachers reflect that the government now seldom takes charge of teacher housing. Therefore, only schools with good sponsors can provide good accommodation

conditions for teachers. The principal of Songbo School also said that due to the limited quantity of houses, no house can be provided by the school for new teachers in the future.

Education bureaus and schools at various places have not developed detailed plan on the management of turnover dormitory, but according to plans of education bureau, turnover dormitories will be managed by the school. As for the design of the temporary teacher turnover dormitory system, it is planned in Chaoan District that teacher turnover dormitories will be managed by the Central School of the town. Based on investigation, the two administration institutions are determined as the Central School of the town and the government of the town. Government of the district has discussed with the two institutions and determined that the government of the town will choose a school as per requirements of superior authority in the unit of town, mainly considering traffic convenience, convenience of daily life and scope of benefits. The town chooses to build turnover dormitory at the Central School which will be subject to unified management by the school. If they are built in the village, the village worries whether it has to assume part of costs for decoration or future services.

Some teachers suggest that the authority for the management of turnover dormitory should be given to the town for coordinate arrangement rather than to the school. The reason is that teachers may flow among schools and may flow more frequently under the "job transfer" system promoted in Guangdong in order to realize education balance. If dormitories can be arranged by the town, the embarrassment can be avoided that a teacher may have a house in one school but have no house for accommodation when he transfers to another school. See the gap of teacher turnover dormitory and the management plans declared by project counties (cities/districts) as shown in Table 6-8 and Table 6-9.

9. The project has a long time span and duration with problems in early-stage system construction and later-stage management and maintenance. The social evaluation thinks that due to the repetition in hardware investment and the aging of information hardware equipment, classrooms and dormitories, the "hard project" has problems in technical services and later-stage maintenance and management. Currently, the project is under preparation, thus related participants have no thorough consideration on later management methods and stipulations.

As for the project of general primary school teachers (5 years for junior college

degree and 6 years for college and university degree), there is the common unemployment problem of graduates due to historic causes. The social evaluation group holds that the solution to later employment in public institutions is closely related to enrollment, exam signup, employment and later graduates' placement and work allocation in different stages.

Considering social impact and project analysis of the project, in order to try best to reduce the negative impact, and to ensure the equal benefit for major stakeholders, the social evaluation group puts forward the following 3 suggestions on system establishment, ability improvement and monitoring mechanism.

Table 6-6 Network Equipment Management and Maintenance Modes in Project Counties (cities/districts)

County (city, district)	Apply for "Ban Ban Tong" or not	Full network coverage for all schools or not	Full network coverage for all teaching stations for not	Teachers trained or not	Configure full-time management staff or not	Equipment maintenance
Luoding City	Yes	Yes	Yes	Yes	Yes	Central School
Dianbai District	Yes	Yes	Yes	Yes	Yes	Central School
Wuchuan City	Yes	Yes	Yes	Yes	Yes	Central School
Huazhou City	Yes	Yes	Yes	Yes	Yes	Central School
Chaoan District	Yes	No	Yes	Yes	Yes	Central School
Lianjiang City	Yes	Yes	Yes	Yes	No	The company
Suixi County	Yes	Yes	Yes	Yes	No	The company
Leizhou City	Yes	No	No	Yes	No	The company
Chaoyang District	Yes	Yes	No	Yes	Yes	The company
Haifeng County	Yes	No	No	Yes	Yes	The company or other technical personnel
Huilai County	Yes	No	No	Yes	Yes	The company
Jiexi County	Yes	No	No	Yes	Yes	The company
Wuhua County	Yes	Yes	No	Yes	Yes	The company
Wengyuan County	Yes	Yes	No	Yes	Yes	The company
Lufeng City	Yes	No	No	Yes	Yes	The company

Table 6-7 Standardized Mobile Laboratory Construction and Management in Project Counties (cities/districts)

County (city, district)	Applied for the standardized mobile laboratory program or not	Have standardized mobile laboratory before or not	Established special management plan or not
Luoding City	No	No	No
Dianbai District	Yes	No	No
Wuchuan County	No	No	No
Huazhou City	No	No	No
Lianjiang City	No	No	No
Suixi County	No	No	No
Leizhou City	No	No	No
Wengyuan County	No	No	No
Chaoyang District	Yes	No	No
Haifeng County	No	No	No
Huilai County	No	No	No
Jiexi County	No	No	No
Wuhua County	No	No	No
Chaoan District	No	No	No
Lufeng City	Yes	No	No

Table 6-8 School Teacher Turnover Dormitory Gap Declaration in Project Counties (cities/districts)

County (city, district)	Number of teachers of the project declaring school	Existing teacher turnover dormitory area of the project declaring school (m ²)	Teacher turnover dormitory gap area (m ²)	Gap rate (%)
Luoding City	2194	4238	24818	85%
Dianbai District	654	0	18360	100%
Wuchuan City	945	19660	9520	33%
Huazhou City	3625	47989.29	73339	60%
Lianjiang City	2254	27038.5	47597	64%
Suixi County	1318	27600	22425	45%
Leizhou City	1578	4877	98175	95%
Wengyuan County	163	1440.0	2085.0	59%
Chaoyang District	372	0	7482	100%
Haifeng County	1145	0	19450	100%
Huilai County	1774	4440	37144	89%
Jiexi County	38	0	2250	100%
Wuhua County	644	0	10942	100%
Puning County	1537	1419	39321	97%
Chaoan District				
Lufeng City	1332	0	49625	100%

Table 6-9 Teacher Turnover Dormitory Management Plan of Project Declaring Schools in Project Counties (cities/districts)

County (city, district)	Apply for "turnover of dormitory" program or not	Construct within school fence or not	Involve land acquisition or not	Established special management plan or not	Management party
Luoding City	Yes	Yes	No	Yes	The school
Dianbai District	Yes	Yes	No	No	The school
Wuchuan City	Yes	Yes	No	No	The school
Huazhou City	Yes	Yes	No	No	The school
Lianjiang City	Yes	Yes	No	No	The school
Suixi County	Yes	Yes	No	Yes	The school
Leizhou City	Yes	Yes	No	No	The school
Wengyuan County	Yes	Yes	No	Yes	The school
Chaoyang District	Yes	Yes	No	No	The school
Haifeng County	Yes	Yes	No	No	The school
Huilai County	Yes	Yes	No	No	The school
Jiexi County	Yes	Yes	No	Yes	The school
Wuhua County	Yes	Yes	No	No	The school
Puning County	Yes	Yes	No	No	The school
Chaoan District	Yes	Yes	No	No	Central School of the Town
Lufeng City	Yes	Yes	No	No	The school

6.2.3 Social risk control measures and suggestions

To help project participants to equally enjoy social benefits of the project, the assessment team has actively carried out investigation at various areas based on social risks of the project identified so as to sufficiently get to know relevant regulations and policies at various levels; the team has actively encourage public involvement and organized sufficient discussion with main stockholders, including related governmental organizations, owners, implementation organizations, residents in the project area and others. On this basis, the social assessment team makes the following suggestions to minimize social risks likely to be caused by the project.

A. In view of risks likely to be caused by project construction, the social assessment team suggests that,

(1) If the construction site is near to teaching area, the construction unit should set up sound insulation bar, fence (wall) and set up obvious warning signs at places with hidden danger.

(2) If traffic within the school will be affected by construction, the construction unit should set guard railing and sign posts on main roads and set up warning signs at dangerous places. Set up sound insulation rail at places near to main teaching areas and reduce work time during daytime passenger flow peak hours. Take measures for night construction.

(3) For construction wastes likely to be generated in construction process, specify measures of recycling in advance.

(4) The school should strengthen security work during construction.

B. In view of "soft programs" in this project, the social assessment team suggests that,

(1) Strengthen system construction. Ensure specific institutional guarantee for main participating bodies in project preparation stage, project implementation stage and project evaluation stage. As for the education of exceptional children for example, strengthen publicity and guidance and eliminate prejudice to vulnerable groups. As for programs about classroom and teaching reform, have a try for differentiated education reform and design targeted education and teaching contents based on different background for the growth of rural and urban students.

(2) Strengthen future supervision. Put forward objective and feasible supervision and evaluation system in project preparation stage, project implementation stage and project evaluation stage and pay attention to the formulation of differentiated evaluation standards.

C. Risks relating to demolition and temporary resettlement. Suggestions:

(1) Ensure sufficient consultation, information and reasonable resettlement of the group for temporary resettlement. Before temporary building demolition or movement of classroom, inform population to be removed or transferred sufficiently and try to obtain sufficient understanding of people negatively affected.

(2) Consult with people negatively affected and develop reasonable measures on demolition and temporary resettlement. If temporary house demolition is involved, consider to develop corresponding compensation measures based on temporary resettlement compensation standard and offer proper subsidy for resettlement. See

impacts and potential social risks of the project as well as appropriate suggestions on risk control as shown in Table 6-10.

Table 6-10 Project Impact, Potential Social Risks and Control Measures and Suggestions

Project type	Project name	Group to be positively affected	Positive impact of the project	Potential social risks of this project	Control Measures and Suggestions
High quality education resources sharing pilot program	Sub-item 1: "Ban Ban Tong" teaching platform and its maintenance	(1) Project school (2) The principal and teachers (3) Students and their parents	(1) Improve infrastructure, teaching conditions and faculty for counties with poor performance for compulsory education.	(1) Project feasibility (2) Risks about future management and service of this project	(1) Develop different plans for schools at mountainous areas and urban schools. in view of poor traffic conditions and terrain conditions as well as other natural geographical conditions unfavorable for the access of network and optical fiber, adopt other alternatives for internet access. (2) Due to large time span of the project and since cost for internet access is currently assumed by schools in full, the project will provide part of network traffic fee and future equipment maintenance costs. (3) Establish professional training system to train older teachers on multimedia use skills and others. In future maintenance and management process, it is necessary to specify rights and obligations of organizations and their specific functions.
	Sub-item 2: Online classroom at teaching stations and its maintenance		(2) Enable underdeveloped areas to share high quality teaching resources of developed areas.		
	Sub-item 3: Education teaching information management system and its maintenance		(3) Increase equipment information management professionals.	(1) Source of support funding (2) Support forms (3) Support effect evaluation	
	Sub-item 4: Digital education resources development		(4) Help to promote the integration of information technology and teaching, improve the level of education modernization and informatization. (5) Increase communication with		

	Sub-item 5: school counterpart system research and pilots		<p>experienced teachers and get inspired in teaching ideas.</p> <p>(6) Help to reduce difference in level of education, teaching and management in rural areas, urban areas and different areas.</p> <p>(7) Help to optimize allocation of education resources so as to promote balanced development of education between urban and rural areas from the perspective of structure.</p>		<p>(1) It is advised to take the form of one-to-one communication. Through in-depth study and experience exchange between experienced teachers and backbone teachers of the school, improve training efficiency and quality.</p> <p>(2) Develop measures on the use of support funds. establish the support fund management system and specify responsibilities of related organizations as well as management measures.</p> <p>(3) It is advised to have personalized and one-to-one evaluation and examination to teachers participating in the support program by means of questionnaires completed by students and others.</p>
School standardization construction pilot program	Sub-item 6: Standardized classroom	<p>(1) The principal and teachers</p> <p>(2) Project school</p> <p>(3) Students at remote arduous rural areas and their parents</p>	<p>(1) Help to solve problems of deficiency of classrooms and “oversized class” in counties with poor performance on compulsory education.</p> <p>(2) Relieve deficiency of teaching laboratory and experimental apparatus in counties</p>	<p>(1) Risks relating to project construction</p> <p>(2) Risks caused by demolition and temporary resettlement</p> <p>(3) Risks about future management and service of this</p>	<p>(1) It is suggested to involve stakeholders in classroom design stage to participate actively and listen to suggestions of students, teachers other direct benefited groups.</p> <p>(2) According to field investigation, some schools and students advise to leave the first floor of the classroom building unoccupied as activity venue.</p>

			with poor performance on compulsory education to some degree and increase practice opportunities of students. (3) Improve housing environment for teachers in counties with poor performance on compulsory education so as to improve their teaching efficiency and enthusiasm.	project	
	Sub-item 7: Standardized mobile laboratory			(1) Risk about resource allocation (2) Risks about future management and service of this project	It is suggested to build more laboratories at project sites and recruit more professional laboratory teachers. Strengthen training of full-time laboratory technicians so as to meet needs.
	Sub-item 8: Teacher turnover dormitory in remote arduous rural areas			(1) Risks about construction and temporary resettlement (2) Risks about future management and service (3) Risk about resource allocation (4) Risks about future management and service of this project	(1) It is advised to develop a set of fair, just and transparent allocation system with supervision mechanism in the future. The social assessment team advises to allocate based on whether the teacher has a house and give priority to teacher working at local place. At present, priority is given to teachers without house, lack of house and living far away from the school. (2) Simple interior decoration is recommended to facilitate future centralized and unified management. Future maintenance and use costs will be assumed by the school and the teacher.
Quality-oriented education experimental	Sub-item 9: Classroom teaching	(1) The principal and teachers (2) Project	(1) Reform education ideas and means. (2) Provide students	(1) Lack of incentive mechanism	(1) It is advised to set up detailed and differentiated evaluation criteria. Design diversified teaching contents

pilot program	reform experiment program	school and their parents (3) Students and their parents	with more opportunities of extracurricular activities, improve their learning interest and relieve their strong dislike of school. (3) Improve compulsory education enrollment rate and reduce school dropout.	(2) Future monitoring and evaluation	based on features of the place where the school is located. (2) Set up objective evaluation mechanism and proper teach incentive mechanism, i.e., material reward, to improve teachers' work enthusiasm. (3) For teaching evaluation and daily assessment, it is proposed to develop differentiated assessment system based on actual situation about teacher configuration and education quality of schools at mountainous areas and reduce exam difficulties appropriately.
	Sub-item 10: Rural quality-oriented education experimental schools			(1) The content of quality education reform is not clear (2) Teachers' enthusiasm is low (3) How to develop the supervision, and how to develop a scientific evaluation criteria	(1)For students in remote mountainous areas and ethnic minority students, this project should focus on strengthening education contents about national culture, local culture and local culture, add related courses and provide related teaching materials so as to enhance self-confidence in national culture. (2) To perfect the related system and method design. (3)To develop reasonable regulation on educational funds usage, so as to promote teachers' positivity in teaching jobs
Teacher resource	Sub-item 11: Rural primary	(1) Principals and teachers in	(1) Help to solve problems of faculty	(1) Recruitment and publicity	(1) It is suggest refining detailed rules on the propaganda, application,

<p>optimized configuration pilot program</p>	<p>school full-discipline teacher training standard research and training base construction</p>	<p>the project county (2) Junior middle school students in school (3) Students' parents (4) Students</p>	<p>deficiency and unreasonable teacher structure in counties with poor performance on compulsory education. (2) Promote communication between experienced teachers at developed areas and teachers at underdeveloped areas and improve teaching levels of existing teachers. (3) Improve the problem of uneven level of existing teachers.</p>	<p>(2) Future management and sustainable development (3) Teacher training and work on regular post (4) Risks about subsequent supervision and evaluation as well as sustainable development</p>	<p>enrollment, employment, establishment and others for the construction of full-discipline new teachers for primary schools. (2) Define responsibilities of various departments to prevent problems of insufficient enrollment in early stage and failure for proper settlement of talents in the later stage.</p>
	<p>Sub-item 12: Primary school full-discipline new teacher construction program</p>			<p>(1) Teacher training and work on regular post (2) Risks about subsequent supervision and evaluation as well as sustainable development</p>	<p>(1) Centralized and off-site training for teachers is recommended. In this way, it will be more convenient for the school for uniform arrangement and management of teacher training and work on regular posts. Besides, opportunities for field visit to developed areas may also be obtained. (2) It is advised to develop differentiated training contents and evaluation standards based on specific demands on training of teachers at different areas (rural or urban areas).</p>
	<p>Sub-item 13: Ability enhancement of principals and backbone teachers</p>				
	<p>Sub-item 14: Full-discipline teaching ability enhancement for teachers in village primary schools and teaching</p>				

	stations				
	Sub-item 15: school teacher training on the application of "Ban Ban Tong" program				
Pilot program for the guarantee of education for special groups	Sub-item 16: Rural left-behind children family education system research and pilot	(1) Left-behind children and disabled students (2) The principal and teachers (3) Students' parents	(1) Improve the left-behind children care service system and enhance education of left-behind children, especially psychological education resources. (2) Improve mental health state of left-behind children. (3) Increase resources of regular schools on learning in regular classes of special groups. (4) Help to establish a reasonable school enrollment system for disabled students and help them to be integrated in society as	(1) Problems of traditional concepts (2) Security of disabled students in the school (3) Influence on performance of teachers	(1) Education sectors may cooperate with women's federation organizations or non-governmental organizations and seek for cooperation and support from multiple social organizations. (2) Schools are recommended to open interest classes and increase time for extracurricular activities. (3) Schools are recommended to configure special teachers to take charge of education, teaching and management of left-behind children. Ensure range of activity of left-behind children during the trusteeship and reduce the number of times for them to go to internet cafe.
	Sub-item 17: Exceptional children learning in regular class system		(1) To implement this project, it is recommended to consider special hardware facilities needed for the education of disabled students and configure and get ready such facilities. (2) For course design, course teachers		

	research and pilot		far as possible.		should have sufficient communication and consultation with professional teachers for special education so as to ensure that needs of disabled students can be guaranteed by classroom teaching as far as possible. (3) Increase reading or extracurricular activities so as to increase opportunities for disabled students to participate in collective activities. (4) Look for partners for disabled students and establish the partnership system to enhance communication and understanding among students.
Education quality management pilot program	Sub-item 18: participate in compulsory education quality test organized by the province	(1) Related schools (2) Teachers	(1) Form incentives for teachers and improve pertinence and efficiency of teachers' work. (2) Facilitate objective evaluation of education and teaching effect and realize targeted weakness improvement.	Whether the evaluation index design is scientific	(1)To perfect the evaluation system and index design. (2)To develop the evaluation system and standards for differentiation based on concrete development level in different project counties(cities, districts).
Project management and ability enhancement promote the	Sub-item 19: Research and formulation of relevant standards	(1)Project implementing agencies (2)Project managers	Help the project organization to learn project experience on aspects of the management system,	Whether project implementing agencies can learn project management	(1)To improve and strengthen the construction of organizations, to clarify the responsibility of different levels of organizations and officials in every organizations.

pilot program	Sub-item 20: Training on project managers		system ability and external monitoring.	mode and related management experience effectively, and to perform this during the process of the whole project	(2)To improve the design of related insitutions in detail, so as to improve the efficiency of persons and institutions. (3)To improve the detection mechanism.
	Sub-item 21: Project monitoring and management				
Research on the social donation for education management system	Sub-item 22: Research on the social donation for education management system	(1) Project implementation unit (2) Social donors (3) Related schools, teachers and students (4) Other participating departments	(1) Promote to form benign interaction between the recipients and donors and strengthen their communication. (2) Help to form good social donation environment.		

7. Judgment for the compilation of the minority development plan

According to World Bank minority policy OP4.10, if there are ethnic minorities in the project area or if ethnic minorities are collectively attached to the project area, determine whether to develop minority planning based on social evaluation and results of consulting with minority communities affected. Minority planning should be prepared flexibly and practically so as to ensure that (a) minority affected by the project can obtain social and economic benefits according with their cultural habits; (b) while confirming that potential negative impact will be caused by the project to minority, take measures to avoid, eliminate or relieve such negative impacts, or make compensation for such negative impacts.

7.1 Judgment basis

According to requirements of OP4.10 policy, the social assessment team judges on the following five aspects whether a minority development plan should be compiled for the sub-project conforming to policy requirements:

7.1.1 Benefits to minority

If the minority is the only direct beneficiary or accounts for the vast majority of direct beneficiaries, elements for minority planning will be directly integrated in the overall planning of the project. It is unnecessary to compile a minority plan separately.

7.1.2 Whether the project affected area is located at the national autonomous area

If the project affected area is located at the national autonomous area, there will be a series of national and local minority policies, regulations and preference to guarantee development of economy, natural resources, culture and political rights of various nations at project affected areas. To implement this project, such policies,

laws and regulations must be observed. They are the basis to guarantee the minority to enjoy equal benefit from this project.

7.1.3 Impact on minority land and natural resources

If the project involves the requisition or change of use of land and related resources of the minority, the assessment team will concern negative impact on livelihood, resources availability and inheritance of traditional culture of the minority due to the impact of the project on land and related natural resources. If risks caused by impact on land and natural resources to the minority is not covered in the immigration resettlement plan, the assessment team will give the recommendation to compile the minority development plan.

7.1.4 Whether commercial development of minority cultural resources is involved in this project

If commercial development of the minority's cultural resources and knowledge is involved in the project, the assessment team will assess potential impact of development activities on traditional culture, livelihood environment and resource use of the minority and will recommend compiling the minority development plan. Obtain the minority's consent on these development activities in advance and make appropriate arrangement. Ensure that the minority can be benefited in the way in line with their cultural habits and fairly enjoy benefits from such commercial development activities.

7.1.5 Whether minority poverty will be caused by this project

If the project will lead to poverty of ethnic minorities and there is no effective measures designed to avoid such poverty-leading factors, the assessment team will recommend compiling the minority development plan to avoid potential poverty-leading factors.

7.2 Judgment results and analysis

The assessment team makes judgment for 22 sub-projects conforming to OP4.10

policy based on the five points of criteria specified above and believes that:

- (1) Judging from the population, the total minority population in the 16 project counties (cities/districts) is 11734, accounting for 0.03% of the total population in the project counties (cities/districts). There are 11210 minority students in the 16 project counties (cities/districts), accounting for 0.5% of all students in school. Therefore, judging from the number of minorities affected, the total population within the project impact scope is small and accounts for a small proportion of the total population of project counties (cities/districts). Most of them come from immigrant families. Therefore, the nationality is not outstanding.
- (2) Judging from living forms of the minority, minorities nowadays live together with the Han nationality and are scattered widely. This is quite different from the traditional situation of living together. For minorities living locally for long time, only small cultural difference from Han nationality can be observed due to long time cohabitation.
- (3) Judging from the use of everyday language, minorities within the project impact scope have been well integrated with the Han nationality in the cohabitation process; judging from investigation of minority students, they are widely distributed in various schools in scattered way. They study together with students of the Han nationality and can speak in mandarin fluently;
- (4) Judging from social economy, due to long time cohabitation with the Han nationality, the minority has social economic development situation similar to surrounding Han nationality. Difference among nations is much smaller than difference among regions. Urban and rural difference and regional difference among project counties (cities/districts) are larger.

Therefore, based on field investigation and data analysis, the social assessment team believes that it is unnecessary to compile the minority development plan for this project. However, the minority group should be taken into account in system design, project implementation and future supervision process so as to ensure their sufficient participation in this project.

8. Conclusions and recommendations

It is believed by the assessment team that Guangdong compulsory education equalization demonstration project mainly has the following social benefits.

1. In the context of "deepening comprehensive reform in the education field" by the state, this project is the concrete embodiment of Guangdong Province to actively promote comprehensive reform of the education system. Combining with actual situation, Guangdong proposes the "Project of Balanced and Standard High-quality Development of Compulsory Education at Underdeveloped Areas of Guangdong Supported by World Bank Loan" to address the problem of weak education performance in counties with poor performance on compulsory education in principles of reform and innovation, balanced development, overall coordination and intelligence introduction. The project will greatly promote the balanced development of compulsory education in Guangdong and will make huge contribution to relieve poverty of underdeveloped areas of Guangdong. Besides, it will help counties with poor performance on compulsory education for attracting talents, promote coordination between economic development and social development and create significant social benefits.
2. This project will take a long run to display its roles in education reform and promotion. It will mainly have the following roles. First, it will comprehensively improve education and teaching environment; second, it will improve hardware infrastructure of schools in counties with poor performance on compulsory education; third, it will improve the talent structure, strengthen talent training, attract talents to promote regional social development and regional urbanization; fourth, it will promote employment in relevant industries during and after the completion of project construction; fifth, it will accumulate valuable experience for sustainable education development, reform and innovation.
3. The implementation of the project will also promote capacity building of education bureaus, other educational institutions and project implementing organizations at the project area. Through introducing advanced project management

methods and establishing advanced office management system, this project will also promote the training of a batch of professional educational projects management staff.

4. This project covers rural and urban poor students. It helps to improve education conditions of poor students and improve their level for being education.

5. This project covers the left-behind children and the disabled students. It can improve education level for the left-behind children and the disabled students and promote education fairness.

Based on fieldwork and data analysis, the social assessment team analyzes social benefits likely to be brought by this project based on features of stakeholders and groups affected by various sub-projects, proposes potential difficulties and problems of this project, identifies social risks likely to appear in project implementation process and then proposes related suggestions for the smooth implementation of this project in levels of system construction, capacity construction and supervision mechanism.

8.1 System construction

According to fieldwork and analysis, the social assessment team believes that since the project is still in the preparatory stage, many programs are still lack of explicit management systems. It is necessary to strengthen the construction of the network information equipment use management system, the dormitory allocation system, the temporary classroom occupation and resettlement measures, the laboratory management and maintenance system, teacher ability evaluation and appraisal system, the training and election system, the class reform effect evaluation system and left-behind children care system, the exceptional children learning in regular class implementation plan and other systems. The social assessment team believes that system construction is the required process to eliminate potential social risks of this project and solve difficulties on project implementation. The system construction process itself is also a part of social benefits likely to be produced by

this project. It can inspire project implementation organization on organization and management work.

8.2 Capacity construction

For each sub-project, the social assessment team specifies responsibilities of the project implementation organization and rights and responsibilities of project organizers, developers, managers, supervisors, future maintenance staff and other participants. In this way, the project can effectively bring into play their roles in early propaganda stage, implementation stage and supervision stage. The project implementation organization must ensure informed participation of related bodies and ensure the supervision and management of full-process participation of stakeholders. In terms of capacity construction of the organization, the social assessment team makes the following suggestions.

- (1) The unit for feasibility study of the project. Be responsible for project siting and the determination of routes and technical affairs, program optimization, and the determination of construction scale of dormitories, classrooms and standard laboratories.
- (2) Project developer. Since negative impact may be caused to school traffic, daily life and security of students and teachers and other aspects during project construction, the project developer should consult with stakeholders to strive for their understanding and support and actively consider measures likely to reduce such negative impact. For example, set up sound insulation fence, or guard railing for main teaching areas and main teacher/ student activity areas for engineering construction projects.
- (3) The project management office, the educational departments, etc.. Take charge of project propaganda work in the early stage, implementation work in the middle stage and supervision work in the later stage; strengthen the connection with other departments and organizations; ensure the full participation of poor students, minority students, left-behind children, girls and other special groups

in compulsory education stage affected by the project.

- (4) Poverty alleviation and development office. Mainly be responsible for poor population identification and policy consultation.
- (5) Ethnic affairs department. There are 11734 persons of minority in the project impact scope, specially distributed as below: 3445 She people at Chaoan District, 1720 Zhuang and Miao people in Luoding, 1068 Zhuang and Miao people in Suixi County and 1735 minority people in Wengyuan County. It is suggested that the ethnic affairs commission at above said counties (cities/districts) should cooperate with the education bureau, the project management office and other related organizations to carry out minority people identification and policy consultation work so as to guarantee right of minority to participate in this project.
- (6) Bureau of finance. Implement related costs and take the lead to develop fund use measures; supervise the implementation of related policies.
- (7) Letters and visits bureau and stability maintenance office. Be responsible for the prevention and control of social risks likely to be caused in early stage, middle stage and later stage of the project so as to ensure social stability throughout the project implementation process.

8.3 Supervision mechanism

It is recommended by the social assessment team to establish an effective supervision mechanism under the guidance of the project management office. Put forward objective and feasible supervision and evaluation system in project preparation stage, project implementation stage and project monitoring and evaluation stage and pay attention to the consideration of differentiated evaluation standards. The improvement of the supervision mechanism will facilitate real-time tracking of the project implementation effect in project implementation process, the tracking of participation process by participants and the absorption of opinions and suggestions of project participants from time to time.

Appendix 1 Members and Division of Labor of the Assessment Team

Name	Gender	Responsibilities	Title	Work unit
Zhou Daming	Male	General director for social evaluation	Professor, doctor	Sun Yat-Sen University, Immigrants and Ethnic Research Center
Yang Xiaoliu	Female	Formulation and control of social evaluation technical standards Person in charge of preliminary investigation and report writing	Associate professor, doctor	Sun Yat-Sen University, Immigrants and Ethnic Research Center
Wang Yueping	Female	Social evaluation director of Yuedong team Comprehensively responsible for fieldwork of the Yuedong team, fieldwork, report writing	Associate professor, doctor	Yunnan University, Immigrants and Ethnic Research Center of Sun Yat-Sen University
Li Cuiling	Female	Social evaluation director of Yuedong team Comprehensively responsible for fieldwork of the Yuexi team fieldwork, report writing	Associate professor, doctor	Wuhan University, Immigrants and Ethnic Research Center of Sun Yat-Sen University
Zhou Hua	Male	Research in Yuedong Team, fieldwork, materials analysis	Postdoctor	Sun Yat-Sen University, Immigrants and Ethnic Research Center
Tian Xuya	Female	Research in Yuedong Team, fieldwork, report writing	PhD student	Sun Yat-Sen University, Immigrants and Ethnic Research Center
Chen Shiming	Male	Research in Yuexi Team, fieldwork, report writing	PhD student	Sun Yat-Sen University, Immigrants and Ethnic Research Center
Liao Yue	Male	Research in Yuexi Team, fieldwork, report writing	Master student	Sun Yat-Sen University, Immigrants and Ethnic Research Center
Shen Lingling	Female	Data collection and report translation	PhD student	Sun Yat-Sen University, Immigrants and Ethnic Research Center
Jiang Zhiyuan	Male	Data collection and report translation	PhD student	Sun Yat-Sen University, Immigrants and Ethnic Research Center

Appendix 2 Fieldwork Agenda

Time	Work Schedule	
	Yuedong Team	Yuexi Team
Jan. 15~ Jan. 16, 2016	The social assessment team arrives at Wengyuan County, Shaoguan for field survey for all applied project at Wengyuan County.	
Jan. 18~ Jan. 19	No fieldwork arrangement	The social assessment team arrives at Luoding in western Guangdong for field survey for all projects applied in Luoding.
Jan. 19~ Jan. 20	No fieldwork arrangement	The social assessment team finishes fieldwork in Luoding and starts fieldwork in Dianbai District.
Jan. 20~ Jan. 21	The social assessment team arrives at Lufeng City in eastern Guangdong and carry out field survey for all applied projects in Lufeng	The social assessment team finishes fieldwork in Biandian District and starts fieldwork in Wuchuan.
Jan. 21~ Jan. 22	The social assessment team finishes fieldwork in Lufeng and starts fieldwork in Huilai County.	The social assessment team finishes fieldwork in Wuchuan and starts fieldwork in Huazhou City.
Jan. 22~ Jan. 23	The social assessment team finishes fieldwork in Huilai County and starts fieldwork in Puning City.	The social assessment team finishes fieldwork in Huazhou City and starts fieldwork in Lianjiang City.
Jan. 23~ Jan. 24	The social assessment team finishes fieldwork in Puning City and starts fieldwork in Jiexi County	The social assessment team finishes fieldwork in Lianjiang City and starts fieldwork in Suixi County
Jan. 24~ Jan. 25	The social assessment team finishes fieldwork in Jiexie County and starts fieldwork in Chaoyang District.	The social assessment team finishes fieldwork in Suixi County, starts fieldwork in Leizhou City, and finishes fieldwork in 7 counties/ cities/ districts in western Guangdong.
Jan. 25~ Jan. 26	The social assessment team finishes fieldwork in Chaoyang District and starts fieldwork in Chaoan District	
Jan. 28~ Jan. 29	The social assessment team finishes fieldwork in Chaoan District, starts fieldwork in Wuhua County, and finishes fieldwork in 7 counties/ cities/ districts in eastern Guangdong.	

Appendix 3 Related Policies and Management Regulations (draft)

Jiexi No. 3 Chinese High School Teacher Turnover House Allocation Plan (Draft)

In order to rationally arrange teacher turnover houses, strengthen the management and use of our school's teacher turnover houses, practically improve working and living conditions of teachers in our school, attract and retain outstanding talents to serve our school for long term and for lifelong, stabilize the team of teachers of our school and promote balanced development of education, the school has convened a executive leadership meeting and established the teacher turnover house allocation leading team. This teacher turnover house allocation plan is herein formulated as below.

I. Objects for house allocation:

All the staff of the school

II. Allocation principles:

1. Adhere to the principle of democratic centralism.
2. Adhere to the principle of openness, fairness and justice.

III. House allocation procedure:

1. The teaching staff of the school shall make application at the Principal's Office.
2. The school will review applications based on this plan and report to the turnover house allocation leading team for discussion and implementation.
3. There are 32 teacher turnover houses for allocation this time which will be numbered by the school for drawing lots by qualified teaching staff.

IV. Housing regulations:

1. The teacher turnover house shall be resided by teaching staff of our school in person only.
2. Teaching staff meeting the following conditions will be allocated with one house per person; other teaching staff will be allocated with one house for every two

persons:(1) residing in school for long-term; (2) living far away from the school (in principle, with home address not in Fengjiang or Mianhu); (3) being a teacher in charge currently; (4) being a front line Chinese, mathematics or English teacher currently; (5) with 15+ year (including 15 year) teaching experience; (6) making large contribution to the school (such as once being praised by the government)

3. Residents shall not lend or rent the teacher turnover house; otherwise, the school will be entitled to take back the turnover house allocated.
4. Water and electric meters will be installed by the school and residents shall bear the utilities.
5. Residents shall not transform or dismantle house structure and existing equipment in any excuse, and shall not modify the house. Any decoration shall not lead to change of the original house structure. For house withdrawal, the school will not appraise and make compensation for decoration cost.
6. Costs for facilities and furniture configured and installed by residents personally will not be admitted by the school at the time of withdrawal.
7. Residents shall well protect doors, windows, glass, water and electricity equipment and facilities when live in the turnover house. In case of any damage, compensations shall be made based on the price.
8. In case of retirement or work transfer of teachers, the house must be returned on time (within 1 month after retirement and within 15 days after work transfer).

Jiexi No. 3 Chinese High School

Jan. 28, 2016

Luoding Teacher Turnover Dormitory Management and Allocation Plan and Use Agreement

(Draft)

This allocation plan and use agreement is specially formulated according to relevant provisions of the Municipal Education Bureau combining actual situation of our city in order to strengthen management of teacher turnover dormitory in our city, standardize the system on the use of the teacher turnover dormitory, practically improve living and working conditions of teachers in schools, improve use rate of teacher turnover dormitories and create happy living and teaching environment with peace and harmony in better way.

Article 1 Teacher turnover dormitory management system

1. Three-level management by the Municipal Education Bureau, the Education Office of the Town and the school will be implemented for teacher turnover dormitories in our City.
2. The school shall be the specific manager of teacher turnover dormitories. The school shall formulate school rules for the use of teacher turnover dormitories based on actual situation of the school and carry out teacher turnover dormitory arrangement, adjustment, maintenance and other management work.

Article 2 Teacher turnover dormitory allocation plan and use agreement

I. Teacher turnover dormitories in Luoding shall be allocated in the order below in principle:

1. Teachers newly assigned to the school for employment, education supporting or communication (including teachers coming from another city for education communication and normal university students for internship).
2. Teachers living far away from the school (more than 3km).
3. Temporarily hired teachers and teachers responsible for the management of resident students.
4. Under the same conditions, give priority to teachers with morning and night lessons, teachers with relatively short length of service and female teachers.

5. If teachers' demands for living in school cannot be met, the school may arrange 2 or more teachers to use one suit of dormitory or arrange teachers to live in the students' dormitory according actual situation of the school.

II. The school shall put forward the teacher turnover dormitory allocation plan in principles of openness, fairness and justice and submit to the education office of the town and the Municipal Education Bureau for review and recording. Then, teachers meeting conditions may be arranged to use teacher turnover dormitories.

III. Procedures for the application and recording for the use of teacher turnover dormitories:

1. The validity period for teacher turnover dormitory allocation and use is one year. The teacher shall personally fill in the Application Form for the Allocation and Use of Teacher Turnover Dormitory in Luoding before Aug. 20 every year and report to the school for examination.

2. When the application is agreed by the school based on study and made public for 3 days, it will be reported to the education office of the town for approval and the Municipal Education Bureau for recording.

3. The applicant will sign the teacher turnover dormitory allocation and use agreement with the school.

IV. Costs for daily cleaning, water and electricity, gas, cable TV, telephone, Internet and other services generated in teacher turnover dormitory allocation and use period shall be personally borne by the teacher who uses the dormitory.

V. Teacher turnover dormitory delivery and withdrawal

1. Delivery: The teacher being approved and agreed to use the teacher turnover dormitory shall sign the allocation and use agreement with the school, check and sign the Teacher Turnover Dormitory Ancillary Facilities and Equipment List, pay RMB 1000 as the deposit (without interest accrued), and handle check-in procedures. The receiving of the key of the house will be regarded as the completion of house delivery.

2. Withdrawal: Upon the expiry of the teacher turnover dormitory allocation and use term, or upon the termination of the agreement, the user shall return the teacher

turnover dormitory together with corresponding auxiliary facilities and make cleaning. Upon acceptance by the two parties, the Teacher Turnover Dormitory Ancillary Facilities and Equipment List will be signed and affixed with seals. Costs to be borne respectively shall be settled and the deposit will be refunded.

VI. Where the teacher using the teacher turnover dormitory has work transfer or is dismissed, the teacher turnover dormitory withdrawal procedure shall be handled before the handling of other personnel formalities.

Article 3 Management on the use of teacher turnover dormitory

I. Teachers inhabiting in the teacher turnover dormitory shall observe rules and systems of the city and the school on the management of teacher turnover dormitory, protect various facilities inside the dormitory and promptly report any problems detected.

II. Where the teacher using the teacher turnover dormitory falls in one of the following circumstances, the school will unconditionally withdraw the teacher turnover dormitory;

1. Be transferred out of the school, quit automatically and resign, be fired, dismissed or retires.
2. The service period of education support teachers and internships from normal universities expires (except for these retained);
3. Change purpose of the teacher turnover dormitory without authorization or privately lease the house to others;
4. Do not reside in the teacher turnover dormitory for more than 3 months successively;
5. Other situations under which withdrawal of the house is required.

III. Adhere to and improve the teacher turnover dormitory patrol inspection system. The school will irregularly check the teacher turnover dormitories to avoid them being idled or wastes. The turnover dormitory will be immediately withdrawn once being detected to be leased to others.

Article 4 Management on the repair of teacher turnover dormitory

1. The school will be responsible for repair and maintenance of the teacher turnover dormitory for the common part. In case of any artificial damage, the school will repair with associated costs borne by the teacher. The teacher shall repair and replace indoors consumables, such as sockets, light bulbs, switches, faucets and so on.
2. During the use period, the teacher shall ensure that the turnover dormitory and its auxiliary facilities are in suitable and safe state. Once detecting any damage or fault of the house or auxiliary facilities, the residents shall promptly inform the school for repair.

Article 5 Disciplines for the use of teacher turnover dormitory

I. Teacher turnover dormitories are state-owned assets and shall not be privately occupied by any unit or individual. Any person illegally occupying the teacher turnover dormitory will be ordered by the school to move out within a given time limit. The school may also charge teacher turnover dormitory resource occupation fee (RMB 10 yuan/m² per month) based on the period of occupation. Where the person fails to move out or refuses moving out within the given period, liabilities of the occupant will be investigated.

II. In case of asset loss caused by favoritism or dereliction of duty in teacher turnover dormitory management process or in case of illegal and discipline violating behavior causing negative influence, liabilities of the party will be investigated according to relevant provisions. In one of the following circumstances, the party may be given with informed criticism, an administrative sanction, recover the illegally used teacher turnover dormitory and confiscate the illegal income based on the seriousness of the case. In case of any loss caused, the party shall assume compensation liability in accordance with related regulations.

1. Change use functions and types of the teacher turnover dormitory without authorization;
2. Change decoration and modify building structure without authorization;
3. Assign the right to use the teacher turnover dormitory to other unit or individuals without authorization.

S.J.Z.[2014]No.3

Notice on Printing and Distributing *Management Methods for Faculty Work Houses in Suixi County (On Trial)*

All kindergartens, primary schools and middle schools,
In order to enhance the management of faculty work houses in the kindergartens, primary schools and middle schools in our county, to promote reasonable and safe usage of school houses, to protect collective rights and interests of the schools, and to guarantee lawful rights and interests of the faculties, we hereby printed and distributed Notice on Printing and Distributing *Management Methods for Faculty Work Houses in Suixi County (On Trial)* to you. Please execute the Methods. In case of any issue that arises during the execution, please timely report to us.

Attachment: *Management Methods for Faculty Work Houses in Suixi County (On Trial)*

February 12, 2014

Office of Education Bureau of Suixi County

Printed on February 12, 2014

Attachments

Management Methods for Faculty Work Houses in Suixi County (On Trial)

Article 1 This Methods was stipulated in order to enhance the management of faculty work houses in the kindergartens, primary schools and middle schools in our county, to promote reasonable and safe usage of school houses, to protect collective rights and interests of the schools, and to guarantee lawful rights and interests of the faculties.

Article 2 Faculty work houses refer to school houses (including faculty dormitories inside or outside the schools, or those modified from houses of other purposes) that belong to the schools and are exclusively used for residence, rest and work by on-the-job faculties in their respective school, for the purpose of facilitating teachers' educational and teaching activities.

Article 3 The faculty houses shall be distributed under the principle of one house (suite) for one household. The distribution scheme shall be determined by leaders and financing teams of the schools according to the actual situation.

Article 4 The *Notice on Forbidding Unauthorized Alteration in the Purpose of School Houses (S.J.Z.[2012]No.111)* issued by the Educational Bureau of Suixi County shall be strictly executed. The purpose of the houses shall not be changed. The houses shall be used in accordance with relevant regulations.

Article 5 The dweller shall return the faculty work house under any of the following circumstances:

1. The in-service teacher/ administrative person or his/her spouse has built,

purchased or enjoyed public-owned house in Yuzhen Town where the school is located or the surrounding area (within a scope of 4km).

2. The retired or deceased teacher/ administrative person or his/her spouse has built, purchased or enjoyed public-owned house.

3. Both the retired teacher/ administrative person and his/her spouse have deceased.

4. The employment relation between the teacher/ administrative person and the school has been canceled.

5. The teacher/ administrative person has been transferred out from the school. Where the original working place of the borrower has idled work house, usage of the work house in the school may be delayed moderately.

6. Retired teacher/ administrative person who has received replacement expense.

7. The teacher/ administrative person or his/her spouse does not live in the work house but leases, transfers or lends it to others, or uses the house for other purpose other than dwelling.

8. The work house is idled for three months or longer.

Any one who should return the house but refuses to do so shall be punished by the school according to relevant agreement and school management system. In case of severe violation, the county-level department in charge of education and administration shall administratively punish the violator or reduce his salary.

Article 6 Using requirements for faculty work houses:

1. The faculty shall not casually change the purpose, structure or layout of the work houses, or put up any structure without authorization.

2. The faculty shall keep the houses clean and aesthetic, shall not pile up sundry at the passage or balcony, and shall not raise poultry on the campus.

3. The faculty shall protect the facilities for water drainage, heat insulation, electricity utilization and network in the work houses. Utilization of electricity, water and gas in violation of regulations is forbidden. In case of any damage to the house, the dweller shall timely repair the house. In case of natural damage to the exterior wall, door, window, insulating layer on the roof, or public facilities for water supply or power supply, the school shall take charge of the repair; in case of damage done by the dweller himself, the dweller shall take charge of the repair.

4. If the dweller needs to do finishing or install burglar mesh, etc. for the work house, he may apply to the school on the precondition that the structure or layout of the house is not changed and the safety quality and appearance of the school houses are not affected. Such finishing or installation may be carried out only after consent is obtained after verification. The finishing expense shall be solely borne by the dweller. The dweller shall not damage the decoration of the house when returning

the house. The school shall not make any compensation for the decoration.

5. The dweller shall timely pay water fee, electricity fee and network fee, etc. in line with relevant regulations.

Article 7 This Methods shall come into force as of the date of its promulgation.

Management Methods for Faculty Turnover Houses in Wengyuan County

This distribution scheme and management methods for turnover houses has been stipulated to ensure that turnover houses are arranged in a scientific and reasonable way and the difficulty in teachers' housing is substantially removed.

I. Nature of turnover house

Turnover houses belong to schools as state-owned assets. The faculty only enjoys the right to use the turnover houses during their service period.

II. Persons entitled to applying for turnover houses

In-service teachers/ administrative persons who voluntarily make application (including teachers taking special posts, teachers who are temporarily transferred from other schools, and substitute teachers)

III. Distribution principle for turnover houses:

1. Principle of adhering to democratic centralism;
2. Principle of sticking to openness, fairness and justness; namely dwellers are proposed in line with the procedure of recommendation by leading group, publication of standard, announcement of scores, and public determination of result.
3. Consideration of special situation Persons in extremely special situation may apply for exceptional concern after the conclusion of the first round of house selection by applicants; the leading group will decide the consideration of exceptional concern.

IV. Methods for arrangement and distribution of turnover houses:

(I) Establish leading group of faculty turnover house arrangement work: The principal shall act as the group leader; the chairman of trade union and the deputy principal shall serve as the deputy group leader; 2 head teachers (1 for primary school and 1 for junior high school) and 2 course teachers (1 for primary school and 1 for junior high school) shall be elected democratically to act as members of the leading group. There are a total of 7 group members.

(II) Teachers who need to live in turnover house shall apply to the leading group in writing. The failure in timely submitting house application shall be deemed as voluntary waiver of the right to live at school and choosing to lease house outside the school.

(III) Quantitative scoring of teachers applying for moving in turnover house: scoring shall be done by considering service period, educational background, technical title and working performance, etc.; then ranking shall be done on the basis of the accumulated scores (scoring method for working couple: scoring is targeted at only one person out of the couple. The total scores shall be one person's scores plus 10 points. House selection shall be done according to the ranking (in case of equal total scores, the one who gets higher score at working performance shall win, then the one who has longer service period at the school shall win). After house selection is finished according to the house distribution scheme, none of the applicants shall change his choice, or else he shall be deemed to have voluntarily waived the right to move in the house.

1. Scoring of working period: 1 point for one service year
2. Scoring of educational background: regular college: 3 points; junior college: 2 points; technical secondary school or below: 1 point
3. Scoring of technical title: 3 points for intermediate professional title or above; 2 points for junior professional title; 1 point for other
4. Additional scoring: (1) additional scoring for those who won prize in lesson giving match from the administrative department in charge of education or a professional organization, teenagers' technological innovation guidance prize, or teaching toys innovation prize: 10 points for national prize; 3 points for provincial prize; 2 points for municipal prize; and 1 point for county-level first prize or above. (2) Additional 4 points for those who won prize for outstanding teaching quality achievements issued by educational bureau of the county

(IV) Operation procedure:

- ① The leading group scores the teachers applying for moving into turnover house by using the aforesaid scoring method.
- ② Publicize the scoring result;
- ③ Administrative division of the school reviews the scoring result according to the feedback;
- ④ Teachers select houses according to the ranking of reviewed scores;

⑥ After houses are selected, agreement will be concluded, and keys will be given for moving in.

⑧ After the original dwellers move out of the turnover houses due to transfer-out or retirement, the teachers needing the houses may make an application, who will be determined according to the scoring done by using the aforesaid method.

VI. Regulations on Management of Teachers' Turnover Houses:

(1) Turnover houses of the school belong to state-owned assets. Only faculty of the school is entitled to living in the houses. It is forbidden to inherit, transfer, lease, idle or lend the houses, or else the school will take back the houses unconditionally.

(2) If a teacher/ administrative person is transferred out, moves out or retires, the teacher/administrative person and his family (spouse and children) must move out of the house within 3 months. The teachers/ administrative persons may move out of the houses voluntarily.

(3) Turnover houses of the school are not allowed to be decorated in principle. In case of simple decoration, the house structure can not be damaged. The expense hereby incurred shall be solely borne by the dweller. The school shall not make any compensation when the dweller moves out of the house. If the dweller wants to dismantle the decoration, he must recover the original state of the house. Equipment and facilities purchased by the dweller shall be moved away by the dweller. As for the ones that can not be moved away, the school shall not bear any expense. When moving out of the turnover house, the dweller shall ensure that the indoor facilities and equipment are intact. In case of artificial damage, the dweller shall bear corresponding economic compensation which may be deducted from the deposit, or the dweller may repair the house by himself.

(4) Other requirements: The inside and outside parts of the house shall be keep neat and aesthetic; it is forbidden to dump waste or other sundries into the sewer or toilet, for fear that danger or pipe blocking is caused; it is forbidden to place sundries in public space and occupy public place; it is forbidden to move any facility in water supply and power supply systems, etc.; unauthorized power connection, water pipe

connection, and television/ telephone wire connection is forbidden; raising cat, dog, pigeon, chicken or other poultry in the dormitory is forbidden.

Educational Bureau of Wengyuan County

Thursday, January 28, 2016

Education of Rural Leftover Children in Dianbai District Self-inspection Report

Our district has given top priority to the education and management of leftover children. In recent years, many actions have been taken to substantially settle the problems facing education and management of leftover children. In particular, Liu Xiaotao (member of the Municipal Standing Committee and Secretary of the District Committee) and Hua Cui (Deputy Secretary of the District Committee and District Chief) have indicated the educational bureau and relevant departments for many times to take effective actions to properly carry out education and management of leftover children, to avoid the dropout of any leftover child, and to make them grow up happily and healthily. Educational department and other departments of the district have positively engaged in related work, made joint effort in the construction of leftover children's schools, enhanced the education and management of leftover children, and provided them with favorable living and studying environment, so that they can grow up happily and healthily. Due to the priority given by leaders, effective actions and proper services, fairly ideal effect has been obtained in terms of construction of leftover children's schools as well as education and management of leftover children. The related work is hereby reported as follows:

I. Basic information

There are a total of 471 primary and middle schools in our district, including 467 compulsory education schools which have a total of 173323 students. There are a total of 61276 leftover children, including 27255 middle school students and 34021 primary school students. There are 65 leftover children's schools. The district has settled the boarding of over 52000 leftover children at schools, accounting for 84.9% of the total leftover children.

II. Main work and accomplishments

(I) Scientific planning, more input and vigorous construction of leftover children's schools

In order to ensure leftover children can receive normal education in an all-around way, to promote healthy growth of leftover children, and to remove the worries of migrant workers, our district has stipulated *Work Scheme for Construction of Rural Leftover Children's Schools in Dianbai District*. In combination with the construction of standard schools, adjustment of the layout of primary and middle schools, and creation of educationally powerful town in Guangdong Province, etc., our district has made planning for school scale and campus layout, etc. in a scientific way according to the specific distribution of leftover children in our district, so as to provide favorable educational environment for the leftover children. Up to the present, the district has input more than RMB 1370 million and constructed schoolhouses covering 485,800 square meters. One or two leftover children's schools have been built in each town, which basically meets the schooling demand of the leftover children in our district and can ensure that all leftover children in our district have the

right to receive education equally, and every leftover child can grow happily and healthily.

(II) Resource integration and reasonable arrangement for vigorous settlement of leftover children's schooling quota

Firstly, it is required that public schools will reserve schooling quota when working out enrollment plan, so as to meet the demand of migrant workers' children for receiving compulsory education. For instance, there are presently 2814 students in Yangmei Primary School, including 1555 migrant workers' children, which accounts for 55.3% of the total students. At least one boarding school on fairly large scale has been built in every town, which can provide migrant workers' children with favorable studying and living environment. Secondly, positively encourage private schools to reserve high-quality schooling quota for leftover children. For example, the private boarding school Yangmei Primary School, which has implemented compulsory education, has mainly enrolled leftover children. There are 3149 students in the school, including 2233 leftover children, accounting for 70.9% of the total.

(III) Mechanism establishment and department coordination for joint enhancement of education and management of leftover children

According to the provincial committee's and provincial government's requirements for realizing systemization, networking and full concern of leftover children, educational department and other relevant departments of the district have positively carried out related work. Various leftover children's schools have seriously carried out activities themed with "establishing schools as the major base for leading local civilized social morality and cultivating economic and social development talents". They have devoted to creating a favorable growing environment for leftover children, so that leftover children receiving compulsory education can be supervised in schools and properly take part in activities after school, and be concerned by the government, schools and people from all walks of life, so as to form a mechanism for education, management of concern of leftover children that is themed with "leading by the Party and government, assisted by departments, cooperated by families, and participated by the society", and to create a favorable atmosphere that is featured by the whole society's concern about leftover children.

Firstly, the education authorities substantially achieve "four" improvements.

Improve archives of leftover children and carry out dynamic management; improve the actions for forming study pairs for teaching and learning assistance by teachers, leftover children and their classmates; improve psychological consultation system according to which principals, head teachers and course teachers can regularly or irregularly talk to leftover children to timely understand their mental state and relieve their mental pressure; improve family-school communication platform by regularly or irregularly convening family education forum and experience exchanging meeting, so as to make full use of the effect of "common education by families and schools". Moreover, the activity of exchange between schools and parents via online video has been carried out in boarding schools, so that the students can feel their parents' love.

Secondly, youth league committee and district committee should substantially

manage "six" activities. Carry out "parent meeting" activity for leftover children; carry out activity of "hope homestead"; carry out "hand-in-hand" activity; carry out activity of "warmth in youth"; carry out study pair activity of "hope project"; regularly or irregularly organize social practice service team of young volunteers to carry out colorful caring activities. Various activities are carried out to create comfortable and pleasant studying and living environment for leftover children.

Thirdly, women's federation of the district has positively established "five" activity platforms. Establish the platform of "harmonious Dianbai, caring children-- voluntary activity of caring parents' holding the hands of children in dilemma"; establish the platform for "caring parents' grand alliance"; establish the platform for rural children's mobile library; establish the platform for presenting "our first schoolbag"; establish the platform for condolence during International Children's Day. Various activity platforms have been established to create a cozy growing environment for leftover children.

Fourthly, all township governments have enhanced the concern for leftover children. They have mobilized migrant workers to carry their children and make them study in the place where they work, so as to reduce the number of rural leftover children and promote their healthy growth. Meanwhile, they have organized "five old" teams (old cadres, old experts, old models, old teachers and old soldiers) to provide leftover children with all-around concern and education.

III. Existing problems and difficulties

(I) School construction Although our district has taken effective actions to positively promote the construction of boarding schools, we still fail to fulfill the boarding demands of all leftover children at schools. We still need to enhance the input in construction of more students' dormitories and living facilities in the future. However, our district is facing very great difficulty in finance, and it is difficult for us to raise funds.

(II) Education management

1. The quality of guardians is low in general; the number of leftover children is growing.

As time elapses, there are more and more migrant workers and therefore more and more leftover children. As for education, children left behind by their parents are usually looked after by their grandparents. Due to fairly poor educational background, grandparents are usually unable to assist the children in study. In case of children left behind by single parent, as the parents staying at home have to fulfill lots of house duties every day, they have no time to concern about their children. This situation has resulted in incomplete family education, poor education of leftover children, and severe influence on children's growth.

2. Parents' lack in educational concepts

Guardians of leftover children have misunderstandings about the supervision on leftover children. They deem that schools should take all educational responsibilities to leftover children, which resulted in some guardians' lack in education of leftover children. It was found in survey that most guardians attributed the problems in children to the failure of school education. One leftover child's parent said that

teachers' salary came from children's tuition, so they should educate children well; if anything happened to children, schools and teachers should assume all responsibilities. It is exactly such misunderstanding that resulted in malpractice of some guardians of leftover children in family education and a series of problems during the socialization process of the children.

3. Defects in inter-generational education

Due to differences in age and ideological understanding, guardians of leftover children rarely communicate with children, which resulted in inter-generational mental separation and great pressure on supervision. It was found during survey that around 78% of the leftover children are looked after by their grandparents; only 22% of the leftover children are looked after by other relatives. There are lots of defects in such inter-generational education, which imposed great influence on children's growth.

4. Defects in psychological education

Our district has taken a combination of measures for the education and management of leftover children and has obtained certain effect, but due to various reasons, some measures have not been implemented substantially. In particular, psychological guidance work still needs further enhancement.

IV. Conception about future work

(I) School construction

Enhance the construction of rural leftover children's schools in all towns. All towns have, on the basis of the completed leftover children's schools, enhanced the input in combination with construction of standard schools and creation of educationally powerful towns by expanding students' dormitories, dining rooms and other studying and living equipment and facilities, so as to fulfill the demand for the boarding of all leftover children at schools. All towns will strive to ensure that all leftover children can live and study on campus by the end of 2017.

(II) Education management

Firstly, we should make use of various social resources to form a favorable social environment where the whole society concerns about leftover children. Education and management of leftover children is dynamic and open social work. Schools, families and the society must cooperate closely to form cohesiveness. Administrative departments for education and schools should positively strive for the concern and support by the whole society during the promotion of the work. They should substantially enhance the coordination and communication with local relevant departments and NGOs, so as to jointly carry out education and management of leftover children.

Secondly, we should enhance evaluation and assessment, and include the concern about leftover children into evaluation of schools' moral education. Administrative departments for education should include the concern about leftover children into comprehensive evaluation of schools' moral education, and measure schools' teaching quality and management level in line with the requirements for all-around development, so as to promote continuous development of the education and management of leftover children.

Thirdly, we should continue deepening theme activities and further enhance the pertinence and attraction of the education and management of leftover children.

Colorful theme activities are an important carrier of the enhancement of education and management of leftover children, a primary means of improvement in the children's basic quality and cultivation of their good quality, and an essential way to display educational fruits. We should deepen the activity of "establishing schools as the major base for leading local civilized social morality and cultivating economic and social development talents", organize educational activities of various themes by starting with the aspects in which leftover children take the greatest interest according to their psychological features, and cultivate their moral concept, awareness of civilization, healthy mental state and good habits, so that their morality, intelligence, physical conditions, aesthetics and labour will be developed in an all-around way, and they will become talents with ideal, morality, knowledge and discipline observance.

**Educational Bureau of Dianbai District, Maoming City
September 21, 2015**

Self-inspection Report of Education and Care for Rural Left-behind Children in Luoding City

Our city always attaches great importance to provide care and education for left-behind children in rural areas within the jurisdiction and carries out relevant work to care about rural left-behind children. Now as required by the letter No. [2015] 38 from the General Office of the Ministry of Education *Notice of the General Office of the Ministry of Education on Self-inspection of Education and Care for Rural Left-behind Children*, we carry out relevant self-inspection of education and care for rural left-behind children in the stage of compulsory education within the jurisdiction. The relevant report is as follows:

I. Basic information of left-behind children in our city

As for compulsory education, there are 67 schools, 329 teaching stations, 132,258 students with 34,245 rural left-behind children which accounts for 25% of the total number of students. Among left-children, there are 23,096 guarded by grandparents, accounting for 67.1%, 3,277 guarded by relatives, accounting for 9.56%, and 1,081 without fixed guardians, accounting for 3.14%. The proportion in remote rural areas is slightly larger, and the overall situation is that the proportion of left-behind children is larger in remote rural areas. For example, there are 927 left-behind children in Longwan Central Primary School, accounting for 47.2% of the total number of students, 1,026 in Fenjie Central Primary School, accounting for 54.9%, and 488 in Xinrong Middle School, accounting for 80%. Due to the special home environment of left-children, their physical and mental health is easily affected and problems such as learning difficulties, life helplessness, psychological imbalance, and family affection loss appear easily.

II. Progress situation of work deployment

According to the spirit of the document *Sunshine Activity—Three-year (2013—2016) Activity Plan of Health and Growth Guarding Engineering for Adolescent in Guangdong Province* (YZZWYQ No.[2013]14), we published the “Implementation Plan of Sunshine Activity—Health and Growth Guarding Engineering for Left-behind children in Luoding City” in April 25, 2014 to guide and monitor the implementation of left-behind children caring activities in schools within the jurisdiction.

As for the establishment of the leading group of caring left-behind children, Deng Hanchao, director of the Ministry of Education, is the leader, Chen Huabi, deputy party secretary of the educational system, is the vice director, and principals of the Education Bureau Office (Youth League Committee), Moral Education Office, Finance Office, Human Resource Office, Enrollment Office, PE, hygiene and Art office, and the Teaching and Research Office are members. Offices are set under the leading group in Offices (Youth League Committee) with Qiu Lijiang, the director, and Chen Hongfei and Zhangfen, the vice directors, to conduct special monitoring on left-children caring activities.

III. Increase investment and improve educational conditions

1. As the deep implementation of innovation and strength in our city, we strengthened the construction and management of boarding primary and middle schools since 2012 with increased investment, construction of dormitories and living facilities improvement. From the beginning of the innovation and strength in 2012 to now, we have invested 65.8 million into the construction of school dormitories to expand the dormitory area by 34,800 m². Left-behind children have priorities in the bed places in various middle schools in towns and streets. Various central primary schools conduct integrated management on grade 5 and grade 6 students and arrange

dormitory, which eases the lack of monitoring for left-behind children at home. The school strengthens the management on various psychological counseling rooms with dedicated staff and proper supervision. We hope to achieve an early discovery, early interference and early recovery for left-behind children with psychological distress.

2. Strive for project fund from superiors positively, implement monitoring measures and ensure the specified purpose of special fund. Use the capital to the project construction of “Home for left-behind children”, “rights protection station for women and children”, “legal protection for rural left-behind children” and “intervention of harm to rural left-behind children”.

3. Enhance subsidization to poor left-behind children. To conscientiously study the spirit of relevant document and apply for left-behind children with a poor family condition in order to relieve their economic pressure. For example, the town government, school and society in our city participate jointly to establish the school supporting system. They also launch documents to subsidize poor students and allocate funds every year for the enrolment of poor students and left-behind children. Officers from the Party Committee, Government and various organs contribute money and goods. Xin Zhirui donated a teaching land area of 4,400m² in Xipingxi with a value of 1.15 million yuan. Chen Weirong donated the money to build a new teaching building in Tongren Primary School as well as some school supplies with a total investment of 1 million yuan. The Chinese People's Political Consultative Conference in Sanshui District, Foshan City, donated the money to repair the Pingwan Teaching station as well as some projectors, sport equipment and other educational supplies with a value of 570,000 yuan. The Guangzhou LP7 team donated 200,000 yuan to repair the Xingguang Teaching station.

IV. Reinforce educational management

1. Reinforce leadership and fulfill responsibility

In accordance with the care and protection program for left-behind children of the Ministry of Education and combining with the practical program formulated by the school, various schools establish the leading group of “Sunshine Activity—School’s Health and Growth Guarding Engineering for Left-behind children”, clarify the responsibilities, formulate detailed working plan and organize implementation according to the working plan in order to make the caring work systematic and standard and ensure left-behind children to enjoy preferential guidance in study, preferential care in life and preferential arrangement in activities. Various central schools should assign special people to guide and supervise the implementation of caring left-behind children.

2. Feel out the situation and build a management file for left-behind children.

Check on left-behind children completely, feel out the situation and build a management file for left-behind children. At the beginning of each semester, the bureau will ask schools within the jurisdiction to hand in daily students data to count up the number of left-behind students. Conduct concentrated, comprehensive, deep and careful check on all left-behind children within the jurisdiction to completely fell out the number, structure, feature, family state and other basic information of left-behind children. Conduct major checks on left-children who drop out in the stage of compulsory education with poor family state, no guardians, no dependants and disability. Teachers are required to conduct family investigation on students’ basic information, namely home address, telephone number, family member, parents’ names, gender, per capita income, living condition, family education state, parents’ working place, telephone number and suggestions to the school, classify and file them. The school, head teacher and subject teachers

hold one copy, and each teacher is responsible for helping several left-behind students. In addition, send basic requirements of the school and basic information of the students in the school to parents to enhance supervision and management.

3. Increase training on teachers, and strengthen the mental health education of left-behind children. Strive to build a team of teachers with professional counseling techniques of mental health and give full play to the function of psychological counseling room. At present the city has a total of more than 300 teachers who have passed the “C-level training” of mental health education for primary and middle Schools in Guangdong Province, and more than 50 teachers have passed the “B-level training” of mental health education for primary and middle Schools in Guangdong Province. Through this group of trained teachers, psychological counseling skills can be spread to township teachers to achieve timely intervention for psychological distress of more left-behind children.

V. Build a care service system positively.

1. Perfect three-in-one care service system by the government, family and society. Take left-behind children into the local economic and social development plan and development programs for children. In accordance with the principle of “government leadership, departmental interaction, family responsibility and social participation” and based on economic and social situation, distribution of left-behind children and investigation, we formulated the care service program for left-behind children.

2. Strengthen education and training for parents and guardians. Schools are required to take class as a unit to hold parents’ meeting. In the meeting, in addition to reporting the condition of the school to parents, another major task is to understand the students’ guardianship condition from the parents. We set up a “home of caring left-behind children” and implement the “caring project for left-behind children”. To strengthen training and education for parents or guardians of left-behind children, to guide and support migrant parents and guardians to bear the responsibility and obligation to raise and educate children, and to urge parents to fulfill the main responsibility in the growth of left-behind children. Before going out for work, parents should make reliable arrangements of the guardianship for minor children.

3. Build an education network of the school, family and society and form a joint care.

Teacher should keep in frequent touch with parents through letters, phone calls and network. When there are important matters, teachers should conduct timely communication with migrant parents to solve the problem.

VI. Difficulties and problems

Currently, the city has a large number of left-behind children with a scattered distribution. Most of them are in mountainous areas with inconvenient transportation and communication. When carrying out the education and care program for rural left-behind children, the city has encountered practical problems such as insufficient fund and hardware equipment, multiple roles of teachers, and the failure to form into a joint force of the school surroundings, parents and society.

VII. Suggestions and striving directions

Combining with the implementation situation of the education and care program for rural left-behind children and aiming at existing problems, the bureau will conduct the education and care program for rural left-behind children on the following aspects.

1. Conscientiously study the spirits of relevant documents and combine with the government,

Women's Federation, League and Municipal Committee and other departments to implement the care program for left-behind children.

2. Increase investment, increase the force to build dormitories, and reduce the number of day-boarders, concentrating students to live in the school to facilitate the management and education of the school in order to make students learn easily.

3. Advocate the society to care left-behind children. To integrate the maximum social resource, to encourage, advocate and organize various departments and people from all walks of life to care left-behind children, and to explore the new model of education and care service for left-behind children in Luoding City.

Education Bureau of Luoding City
September 25, 2015

Appendix 4 Forum Outline

Forum Outline for County-level Government

1. Ask relevant staff to introduce the general political and economic situation of the county;
2. Ask relevant staff to introduce the executive condition of compulsory education, including enrollment rate, promotion rate, and the attendance condition of left-behind children;
3. Ask relevant staff to introduce the progress of the World Bank Project, selection standard of the county project, and demands situation;
4. Ask relevant staff to introduce relevant educational methods for left-behind children, special groups and children;
5. Ask relevant staff to introduce the basis and current situation of the network information establishment;
6. Ask relevant staff to introduce the management system of relevant network information establishment;
7. Ask relevant staff to introduce the management of the engineering projects (dormitory for teachers, standard classrooms, etc.), implementation system, relevant laws and regulations and policies about inhabitant resettlement;
8. Ask relevant staff to introduce the operation method, management experience and assessment mechanism of the educational reform;
9. Ask relevant staff to introduce the difficulties and demands of the training program for teachers;
10. Ask relevant staff to introduce the establishment condition of the training system for multi-subject teachers, such as training methods and compilation problems;
11. Ask relevant staff to introduce the cases and implementation effects of counterpart assistance and suggestions for the project;
12. Ask relevant staff to introduce the demand, suggestions and expectations of the project based on the practical situation of the county.

Forum of Headmasters

1. Based on experience, can you briefly introduce the features and difficulties of school and education management? What are the relevant solutions?
2. What are the differences between the school education and family education?
3. Can you briefly introduce the development situation of the network information education of the school?
4. What is the weakness of the development of network information education in the school?
5. What endeavor do you expect the project to make on education information?
6. Can you briefly talk about the structure of teachers in the school? (Hometown, age and gender structure)
7. Do you think the faculty structure of the school is reasonable?
8. What do you think the bottleneck is for the improvement of faculty structure and teachers' quality?
9. Can you talk about the content, method and achievement for teachers to receive quality training?
10. What is the most serious problem in teachers' quality training?

11. Can you talk about the method, specific content and achievement of previous headmasters after training?
12. What expectations and demands do you have on the improvement of the ability of headmasters and core teachers in the project?
13. What is the content and method and how is the achievement of previous multi-subject teachers?
14. What are the difficulties for the implementation and follow-up development of the training program for multi-subject teachers?
15. Does the school have special policies for multi-subject teachers who return home?
16. What design and expectation do you have on the training program for multi-subject teachers?

Forum Outline of Teacher Representatives

1. Do you know the construction content of sub-items of network and information education?
2. Do you think it is necessary for educational information and modernization?
3. What aspects of educational information do you expect to improve?
4. Have you received special training for network information and technology training?
5. Where do you live?
6. Where do you work? Is it far away from your living place?
7. Do you think it is necessary to build dormitories for teachers?
8. Are there any relevant systems for the usage and management of dormitory for teachers?
9. Based on your experience, what is the content and specific implementation method for educational reform?
10. What are the problems and difficulties for previous educational reform?
11. Do you support the educational reform project? Why?
12. What do you think are the methods and measures to ensure the effective progress of the educational reform?
13. What aspects of the educational reform do you hope the World Bank Project will support?
14. How was the previous teachers' training carried out? How was the effect? What are the problems?
15. What training do you want most to receive?
16. What do you think are the motivating means for multi-subject teaches?
17. Did you exchange with other teachers as a teacher for counterpart assistance?
18. What expectations do you have on the content and methods of counterpart assistance?

Question Order for parents

1. Where are the living expenses of your family from?
2. What investments do you have on children's education?
3. What problems do you think there are in local school education?
4. What suggestions do you have aiming at the above problem?
5. What aspects do you think the World Bank Project should support?
6. What suggestions do you have aiming at the problems?

Question Order for Students

1. Do you love reading? Why?

2. What classes do you think are interesting? Why?
3. What classes do you think are not interesting? Why?
4. What else classes or content do you want to learn?
5. Do teachers control more or parents?
6. Are there many after-class activities? Is there any special room for after-class activities?
7. What after-class activities are you most interested in?

Question Order for Headmasters and Teachers

1. Based on your teaching and management experience, what are the problems for local basic education?
2. Based on your teaching and management experience, what are the difficulties in school management?
3. What training do school administrators need?
4. What is the appropriate training method?
5. What is the key to improve basic education?
6. What are your suggestions on the project?

Table 1 Table of forums with county (City/District)-level government held by the social assessment group

Name of the County (City/District)	Forum location	Participating department	Number of people in the forum (unit: person)	<i>Suggestion Consultancy Table of the Social Stability Risk Assessment Department</i> (unit: copy)
Chaoyang District	Education Bureau of Chaoyang District	Education Bureau of Chaoyang District, Stability Maintenance Office, Bureau for Letters and Calls, Finance Bureau, Local Development and Reform Commission, Environmental Protection Bureau, Comprehensive Management of Public	16	6
Wengyuan County	Education Bureau of Wengyuan County	Education Bureau of Wengyuan County, Finance Bureau, Local Development and Reform Commission, Ministry of Land, Bureau for Letters and Calls, Stability Maintenance Office	13	0
Wuhua County	Education Bureau of Wuhua County	Statistical Bureau of Wuhua County, Finance Bureau, Education Bureau, County Government, Comprehensive Management of Public, Land and Resource Bureau, Research Room, Bureau of Housing and Urban, Bureau for Letters and Calls	21	8
Lufeng City	Education Bureau of Lufeng City	Municipal Government Office of Lufeng City, Education Bureau, Stability Maintenance Office, Bureau for Letters and Calls, Finance Bureau, Local Development and Reform Commission, Representatives from the Village Committee and Community	18	0
Liangjiang City	Education Bureau of Liangjiang City	Education Bureau, Community, Bureau for Letters and Calls, Environmental Protection Bureau, Finance Bureau, Local Development and Reform Commission, Stability Maintenance Office	20	9
Leizhou City	Education Bureau of Leizhou City	Environmental Protection Bureau, Development and Reform Bureau, Bureau for Letters and Calls, Finance Bureau, Stability Maintenance Office, Education Bureau	6	5
Wuchuan	Education	Development and Reform	13	7

City	Bureau of Wuchuan City	Bureau, Finance Bureau, Environmental Protection Bureau, Education Bureau, Representatives from Villages, Towns and Communities		
Huazhou City	Education Bureau of Huazhou City	Municipal Administration Management Office of Huazhou City, Stability Maintenance Office, Education Bureau, Development and Reform Bureau, Finance Bureau, Environmental Protection Bureau, Neighborhood Committee	18	9
Chao'an District	Education Bureau of Chao'an District	Education Bureau of Chao'an District, Finance Bureau, Environmental Protection Bureau, Bureau for Letters and Calls, Development and Reform Bureau	10	4
Huilai County	Education Bureau of Huilai County	Education Bureau of Huilai County, Local Development and Reform Commission, Environmental Protection Bureau, Bureau for Letters and Calls, Stability Maintenance Office, Representatives from the Village Committee and Community	17	6
Puning City	Education Bureau of Puning City	Municipal Government Office of Puning City, Stability Maintenance Office, Bureau for Letters and Calls, Local Development and Reform Commission, Education Bureau, Finance Bureau	15	6
Jiexi County	Education Bureau of Jiexi County	Representatives from Village Committee in Jiexi County, Stability Maintenance Office, County Government Office, Education Bureau, Development and Reform Bureau, Bureau for Letters and Calls, Finance Bureau	18	6
Luoding City	Education Bureau of Luoding City	Education Bureau, Development and Reform Bureau, Finance Bureau, Stability Maintenance Office, Bureau for Letters and Calls, Environmental Protection Bureau	17	6
Dianbai District	Education Bureau of Dianbai District	Comprehensive Management Bureau of Dianbai District, Bureau for Letters and Calls, Development and Reform Bureau, Education Bureau, Environmental Protection Bureau, Finance	10	0

		Bureau		
Suixi County	Education Bureau of Suixi County	Finance Bureau, Bureau for Letters and Calls, Education Bureau, Development and Reform Bureau, Environmental Protection Bureau, Stability Maintenance Office	14	5
Total			226	77

Table 2 Forum table of headmasters and teachers held by the social assessment group

Forum location	Participants	Age (unit: person)				Gender (unit: person)		Missing check-in information (unit: person)	Suggestion Consultation Table of Headmaster (Unit: copy)	Suggestion Consultation Table of teacher representatives (Unit: copy)
		Under30(30 included)	30-40(40 included)	40-50(50 included)	Over 50	Male	Female			
Jinzaao and Zhenzaao Middle School in Chaoyang District	19 headmaster and teacher representatives from Zaopu Middle School, No.1 Zaopu Middle School, Jingou Primary School, Waimei Primary School, Huagang Primary School, Dong'an Middle School, Gangnei Primary School, Chenlin Middle School, Dong'an Middle School, Xinshan Primary School	0	8	10	1	14	5	1	10	10
Central Primary School in Jiangwei Town of Wengyuan County	8 headmasters and leaders as well as 9 teacher representatives from Longxian No.3 Primary School, Longxian No.4 Primary School, Xinjiang Primary School, Jiangwei Middle School, Xianhe School, Baizi Primary School	0	3	12	0	13	2	2	8	8
No. 1 Primary School in Wuhua County	7 headmaster and teacher representatives from No. 1 Primary School in Wuhua County	0	4	1	0	2	5	2	2	9
No. 2 Middle School in Tangxi Town,	A total of 15 headmaster and teacher representatives from No.2 Middle School and Shangpu School in Tanxi Town	2	6	2	1	10	1	4	2	13

Lufeng City												
Liangtong Middle School in Liangjiang City	10 headmaster and teacher representatives from Liangtong No. 2 Primary School and Liangtong No.2 Middle School	Age information unknown					5	5		0		9
Central Primary School in Qindou Town, Leizhou City	17 headmaster and teacher representatives in Qindou Central Middle School	Age information unknown					11	6		0		0
Huangpo Central Primary School in Wuchuan City	4 headmaster and teacher representatives from the school		0	3	0	1	4	0	0	0		0
Huazhou Tongqing Middle School	20 headmaster and teacher representatives from Tongqing Primary School, Tongqing Central Middle School, and Tongqing Middle School		1	8	7	4	16	4	0	0		0
Huazhou No. 1 Junior High School	15 headmaster and teacher representatives from the school		3	7	3	2	11	4		0		13
Dazhai Middle School in Jinshi	11 headmaster and teacher representatives from Jinshi Dazhai Middle School, Jiangdong Middle School, and Jinshi Central School		1	3	4	3	9	2	0	5		7

Town, Chao'an District												
Central Primary School in Xian'an Town, Huilai County	12 headmaster and teacher representatives from Zhoutian Middle School, Dianpu Primary School in Xian'an Town, Xixi School in Huilai County, Central Middle School in Xian'an Town, Qianzhan Middle School, Xizhuang Primary School in Xian'an Town, Central Primary School in Qianzhan Town, Xiannei Primary School in Xian'an Town, Qianzhan Goushu School	0	2	7	0	9	0	3	12	8		
Yuedong Middle School in Huilai County	11 headmaster and teacher representatives from Yuedong Middle School in Huilai County								1	6		
Yuxiu Junior High School in Puning City	19 headmaster and teacher representatives from Qiaozhu Middle School in Puning City, Guangtai Middle School, Yueyu Primary School, Simu Primary School, Minzhi Middle School, and Anjiao Primary School	0	9	6	4	17	2	0	8	11		
No.4 Huaqiao Middle School in Jiexi County	15 headmaster and teacher representatives from Jiexi No.3 Huaqiao Middle School and No.4 Huaqiao Middle School	3	7	1	0	8	3	4	2	13		

Huaqiao Middle School in Luoding City	34 headmaster and representatives from Huaqiao Middle School, Xinle Middle School, and Taiping Middle School	teacher	2	19	10	3	28	6	0	13	18
Yangmei Primary School in Dianbai District	6 headmaster and representatives	teacher	Age information unknown				0	6	0	0	0
Tianchong Primary School in Dianbai District	4 headmaster and representatives	teacher	Age information unknown				3	1	0	0	0
Central Primary School in Beipo Town, Suixi County	7 headmaster and representatives	teacher	Age information unknown				5	2	0	2	3
Leilin Middle School in Suixi County	8 headmaster and representatives	teacher					4	4	0	0	6
Total	19 forums, 243 people		12	79	63	19	169	58	16	65	134

Table 3 Table of parents' forum held by the social assessment group

Forum location	Parents representatives (person)		Gender (person)		Nationality		Missing check-in information (unit: person)	Suggestion Consultation of Parents (Unit: copy)	Table (Unit: copy)
			Male	Female					
Zaopu Middle School in Jinzao Town, Chaoyang District	10(7 around school)	villages the	7	3	Han		0	10	
Central Primary School in Jiangwei Town, Wengyuan County	13		6	7	3 people	Yao and 2 Miao people	0		
No.1 Primary School in Wuhua County	8		0	8	Han		0	8	
No.2 Middle School in Tanxi Town, Lufeng City	10(5 around school);	villages the	9	1	Han		0	10	
Liangtong Middle School in Lianjiang City	10		4	6	Han		0	6	
Central Primary School in Qindou Town, Leizhou City	No parents' meeting is held	special meeting					0	0	
Huangpo Central Primary School in Wuchuan City	29		7	22	Han		0	25	
Huazhou Tongqing Middle School	9		5	4	Han		0	0	
Dazhai Middle School in Jinshi Town,	7		5	0	Han		2	10	

Chao'an District								
Central Primary School in Xian'an Town, Huilai County	8		No information				0	8
Yuedong Middle School in Huilai County	12		6	6	Han			8
Yuxiu Junior High School in Puning City	13(3 around the school)	villages	3	8	Han		2	13
No.4 Huaqiao Middle School in Jiexi County	6							8
Huaqiao Middle School in Luoding City	5		No information	No information	No information		0	0
Yangmei Primary School in Dianbai District	5		0	5	Han		0	0
Tianchong Primary School in Dianbai District	No parents' meeting is held	special meeting	0	0			0	0
Central Primary School in Beipo Town, Suixi County	No parents' meeting is held	special meeting	0	0			0	0
Leilin Middle School in Suixi County	No parents' meeting is held	special meeting	0	0			0	0
Total	112		52	70			4	106

Table 4 Table of students' forum held by the social assessment group

Forum location	Students representatives (person)	Age (Unit: person)		Gender (Unit: person)		Nationality	Other instruction
		Under 15(15 included)	Over 15	Male	Female		
Zaopu Middle School in Jinzao Town, Chaoyang District	6	6	0	4	2	Han	
Central Primary School in Jiangwei Town, Wengyuan County	8	8	0	3	5	2 Miao students, 1Tujia Student and 1 Yao student	3 farmers, 2 from Guangxi and 1 from Hunan
No.2 Middle School in Tanxi Town, Lufeng City	10	4	6	3	7		
Liangtong Middle School in Lianjiang City	5	5	0	2	3		
Huangpo Central Primary School in Wuchuan City	8	8	0	4	4	Han	
Dazhai Middle School in Jinshi Town, Chao'an District	4	0	4	2	2	Han	
Central Primary School in Xian'an Town, Huilai County							
Yuedong Middle School in Huilai County							

Yuxiu Junior High School in Puning City No.4	19	5	14	3	16	
Huaqiao Middle School in Jiexi County	4	4	0	2	2	All Han
Huaqiao Middle School in Luoding City	5	No information				
Yangmei Primary School in Dianbai District	11	11		1	10	Han
Total	80	51	24	24	51	

Appendix 5 Conclusion of Individual Similar Successful Cases

Through this investigation, the appraisal team has found out that some project counties (cities/districts) have some successful experience in development of compulsory education and could provide important reference value for implementation of this project. Here the conclusion is as follows:

A. “Order-oriented” Training of General Primary School Teachers in Luoding City

In training of general teachers, Luoding City has made good exploration. Luoding City refers to a mountainous county in the west of Guangdong Province and the population distribution in the mountainous area is not balanced and the teaching schools are very disperse, which have caused the school life and teaching condition in the mountainous area to be still severe ever since and rural primary school teachers, especially English teachers, music teachers, art teachers and P.E. teachers are seriously short.

Luoding City Government has cooperated with Luoding Polytechnic to use “order-oriented” training method to train general primary school teachers. Luoding City will admit some excellent students from junior middle school students through examination to let them study the five-year program in Luoding Polytechnic and special training plan and examination system will be worked out for them. During such period, students shall pay some tuition fee and living fee, but this part of fees will be refunded after graduation on the premise that students have to serve rural schools for five years after their graduation. Besides, the school has also set up scholarship and outstanding students could get high scholarship in school. Luoding City’s training plan in general teachers has obtained good effect, which is shown in teachers’ high quality and good professional quality in various subjects. In addition, the stability of teaching team is good, without the phenomenon of brain drain.

“Order-oriented” training plan of general primary school teachers in Luoding City is successful in three points: the first point is students come from the local and have strong sense of identity to the hometown; the second point is general subject training but emphasis of one subject, thus teachers will specialize in one subject, but not be short of general knowledge in one subject; the third point is the source of most of excellent junior middle students is from rural families and their academic performance is outstanding but family economic condition is relatively poor. The

policy of refund after working is very attractive to them.

However, due to the policy restriction that examination is inevitable for working for public institutions currently, training plan of general teachers in Luoding City is only carried out for five years and was stopped from admission of students last year.

B. Rural School Youth Palace in Suixi County: New Carrier Which Develops Quality Education and Kinship Education

After central special lottery public welfare fund has supported rural school youth palace since 2011, rural school youth palace is becoming to be known gradually. But for the mountainous area in the west of Guangdong Province, rural school youth palace is a new thing indeed. The purpose of establishing rural school youth palace is to emphasize quality education mainly and provide field for rural young students and enable it to become a carrier and field to promote quality education. Suixi County has considered the situation of the county of many left-behind children and combined rural youth palace project with rural left-behind children, making it become a new carrier of quality education and kinship education. Beipo Town Central Primary School has obtained outstanding achievement in construction of rural school youth palace. Taking this school as an example, successful experience of Suixi County Rural School Youth Palace is introduced as follows:

Beipo Town Central Primary School Rural Youth Palace was established in Oct. 2012 and formally run from Sept. 2013. At the beginning, the school didn't consider the problem of left-behind children on establishment of the youth palace, but emphasized quality education and tried to set up some extracurricular activities in the school, widen students' living space, let them join some activities on their doorstep and reduce the difference between urban students and rural students in quality education using the experience of urban youth palace for reference. Thereafter, the school combines the youth palace with left-behind children because the left-behind children enjoy a high rate among boarding students (for example, there are 324 students boarding in the school now, of which there are over 100 left-behind children). The school has found out that these left-behind children have a lot of free time and are very boring after school and some of them even cry due to missing their parents. To enrich the life of left-behind children after school, the school began to make use of youth palace activities to organize them together and enable them to have something to do after class and play with others and feel the warmth of group life. Therefore, the

school combined the youth palace with left-behind children consciously at the time of carrying out this project finally.

In 2012, the school applied the financial support RMB 200,000 Yuan with central special lottery public welfare fund and made use of this fund to set up some music, dancing and art activity rooms and added a group of music, P.E. and art equipments. In addition to these special activity room, the school also made full use of existing sites to develop activities, such as reading and handwriting in the classroom and playing the chess in the dining hall. When students have the meal, tables in the dining hall will be cleaned up and put together for playing the chess. Now 20 interest teams are set up in the youth palace and they organize students to develop activities after school. The youth palace's opening hours are after the third class in the afternoon from Monday to Friday and all day long on Saturday. Various interest teams will organize activities by turns and every team will not organize activities every day. There are 1927 students in this school totally and the students joining the youth palace increase year by year and is totaling over 1200 participants now.

Voluntary registration is adopted for students to join in activities, but the school also makes some adjustment according to actual condition. For example, if there are too many students to apply for registration in one interest team, the school will discuss with students to make adjustment. As to which activity team students choose to join in, it mainly depends on students' interest, but the school will also make some introduction and exhibition activity, such as asking the teachers to give a demonstration and help them to choose which activity. At present, students join in basketball, table tennis, chess and football mostly among activities set up in the youth palace. These activities do not require teachers to give special instruction generally and several students can play by themselves. If students join in music and art team activities, their foundation will be examined. Among music activities, there are many students choosing electronic organ and dulcimer but little students choosing other musical instruments, such as violin, piano, Guzheng, Erhu and drum. Art and athletics are two very outstanding items developed by the school and various kinds of awards are conferred. So other activities are only arranged for two or three times by turns every week, but activities in the athletics team and art team are organized every day. Drawing board, paper, paint and paintbrush which students in the art team use are provided by the school completely.

Instructors in interest teams are held by teachers in the school and other social

people together. The school has selected over 20 specialty teachers to enable them to hold the instructors in interest teams. But the structure is not balanced, there are good teaching resources in dancing, art, P.E. and handwriting, while instrumental music teachers are seriously needed and the least activities in instrumental music team are arranged, only once on Saturday each week. Teachers holding the post of instructors in interest team live in the school mostly and it is easy for them to communicate with students. Besides teachers in this school, the school also invites some retired specialty people to teach here. In addition, the school also asks the students to recommend specialty parents to teach here and make publicity in the parents' meeting. The school has established a parent volunteer team including about 10 person. They are very happy to work on this job.

The effect developed by the youth palace is very outstanding and students can explore their potentials, have the opportunity to play specialty and exert a good role in promotion of students' moral quality, enhancement of students' self-confidence and close connection of relations between teachers and students. The school often makes use of various opportunities, such as organizing parties on Children's Day and New Year's Day and enabling students in interest team to give performances and leave good impression and praise in the people. Now many parents want to send their children to study in this school. One of main reasons is thanks to good development of specialty education in this school and children can learn one specialty here. Development of activities by the youth palace doesn't influence students' academic performance in their primary subjects. As activities in interest team are mainly developed in the spare time, it can enable the distance between teachers and students closer and also promote academic improvement on the other side. One math teacher said, he is an instructor of computer interest team and students joining in this interest team become more interested in math and start to study math carefully.

The principal mentioned that, main difficulties for development of the youth palace is as follows: one is teacher resources are seriously needed due to lack of capital source and it is impossible to stimulate teachers to join in the activities in interest teams. Now the school give participant teachers some subsidy, but it is in a small amount and funded by lottery public welfare fund. The amount of the fund which the school applies for is RMB 50,000 Yuan; the other one is insufficient sites and equipments and further expansion is required.

C. School for Children of Migrant Workers in Dianbai District: Full-time Boarding-style Management of Left-behind Children

Dianbai District is a large county having left-behind children. There are 161257 students studying in the school in the whole district in 2015, including 60152 left-behind children which account for 37% of total students studying in the school. On education and management of left-behind children, Dianbai District tries to promote construction of schools for left-behind children of migrant workers greatly and enable more left-behind children to enter into the full-time boarding schools for study. Currently, 52 left-behind children schools have been constructed in this district and the boarding study problem for 44593 left-behind children have been solved (30158 junior middle school students, 14435 primary school students), accounting for 74.1% of total left-behind children (primary school accounting for 55.8%, and junior middle school accounting for 88%). Yangmei Primary School established in 1989 is one important representative thereof. Taking this school as an example, successful experience on construction of schools for children of migrant workers in Dianbai District is as follows:

Yangmei Primary School is located at the region which combines the urban area and rural area of Sanjiaowei, Shuidong Town, Dianbai District. To meet the demand of boarding for children for many migrant workers, the school began to raise the fund by itself from 2003 to construct student apartment and provides boarding service for left-behind children of the right age in primary school, becoming the earliest boarding primary school established in Dianbai District. There are 2896 students studying in the school now, including 1444 left-behind children, accounting for 49.9% of all the students in the school.

Students in the school are divided into three types, i.e. day-care student, boarding student and extern. Day-care student is semi-boarding and has a noon rest in the school but doesn't live in the school in the evening; boarding student lives and has the meals in the school all day long; extern goes home in the noon and after school. Most of left-behind children fall within day-care and boarding students. The charge for every type of students is different. The charge for day-care students is RMB 300 Yuan/semester, the one for boarding students is RMB 480 Yuan and the one for extern is RMB 200 Yuan. These expenses include meal fee and students don't need to pay money additionally. Day-care students only have one meal in the school and boarding students have three meals in the school, but externs don't have meal in the school. The

lunch and supper include three dishes, two vegetable dishes and one meat fish generally and night snack is available in the evening. The meal on Thursday is the best and there is drumstick in the noon and night snack sweet water in the evening. The night snack on weekdays is porridge. At the weekend, some parents will come to take their children back. Some students' home is far away from the school and those students whose parents are migrant don't go back and still stay at school at the weekend. Boarding service is provided for left-behind children from kindergarten to grade six. There are living teachers helping students in grade one and grade two to wash clothes. For students in the kindergarten, teachers will also help them to sort out the dormitory. But teachers could only help these young children to do these. Students above grade three wash their clothes by themselves. There is no washing machine in the school and they wash their clothes by hand.

At the beginning of each academic year, the school will make an overall investigation to all the left-behind children in the school and know basic details of left-behind children and register them in a sheet. The file and contact card on left-behind children have been established to register left-behind children's parent name, working address, telephone, personal address and guardian's name and contact information. This is easy for teachers to communicate with their parents or guardian at any time and assist with education. Establishment of contact card system has not only enhanced the school's contact with students' parents and other guardian, but also carried out personalized education to left-behind children. The school asks class teachers and subject teachers to send messages to left-behind children's parents through mobile information platforms such as "Jiaoxiaotong" each semester, report the students' performance and academic record in the school, exchange opinions with every parent or guardian, discuss better education method together and promote children to make progress more quickly and grow up better. The school will also ask class teachers to make a home visit and phone visit to left-behind children each semester and know their family condition and enable their guardians to know left-behind children's life and physical and mental health in the school comprehensively.

The school has set up computer room and library, which become good places for left-behind children after school. In the recent several years, the school has also set up psychological guidance room and infirmary and equipped them with psychologist and full-time school doctor, providing psychological consultation and daily care service

for left-behind children. There are three or four teachers in the psychological guidance room, all of whom have been awarded with the qualification of psychological consultation. There are toy and massage chair in the psychological guidance room. If it is required, students can go to chat with teachers at any time.

Students are satisfied with the study and life in the school generally and think that though their parents are not at their sides, there are teachers and classmates. They feel not bored and eat and live and study very well. As to living matters such as washing clothes, they can solve them well. In their spare time, they will skip rope, play shuttlecock and basketball or read books. They miss their parents and hope them to return back earlier. One girl in grade three said, when she missed her parents, she would fold stars. Her old sister told her that Father and Mother will return back when there are many stars. Parents put forward that it is very convenient to have a video chat now and hope that the school can set up a special kinship chat room and enable parents and their children to have a video chat regularly. Thus, children could often meet their parents and parents can also know children's study and life better.