

INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

Report No.: ISDSC12719

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I. BASIC INFORMATION

A. Basic Project Data

Country:	China	Project ID:	P154621
Project Name:	China: Guangdong Compulsory Education Project (P154621)		
Task Team Leader(s):	Amer Hasan		
Estimated Appraisal Date:	03-May-2016	Estimated Board Date:	12-Sep-2016
Managing Unit:	GED02	Lending Instrument:	Investment Project Financing
Sector(s):	Primary education (70%), Secondary education (30%)		
Theme(s):	Education for all (100%)		
Financing (In USD Million)			
Total Project Cost:	300.00	Total Bank Financing:	120.00
Financing Gap:	0.00		
Financing Source			Amount
Borrower			180.00
International Bank for Reconstruction and Development			120.00
Total			300.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

B. Project Objectives

The project development objective is to improve access to educational resources and quality of teaching in selected public schools located in 16 counties of Guangdong.

C. Project Description

The proposed project seeks to improve access to educational resources and quality of teaching. It will focus on selected public schools in 16 counties that face a number of challenges in delivery high quality compulsory education to their students. These challenges run the gamut from schools not

meeting existing standards, to teachers needing additional training, to ensuring specific activities are available for left-behind children and children with disabilities.

In order to address the challenges these counties face, the project will focus on the following components:

- a. Component 1: Improve educational resources for teachers and students
- b. Component 2: Assess teaching and learning practices, strengthen training and improve quality of teaching
- c. Component 3: Pilot experimental approaches to improving resources, teaching, teacher deployment and school management
- d. Component 4: Project Management, Capacity Building, and Monitoring and Evaluation

Under component 1, the following activities are envisaged:

- a. Hardware
 - Classrooms. Crowded classrooms continue to hamper the delivery of education in schools in parts of the province. Some classrooms will need to be constructed in order to bring schools in compliance with existing standards for class size.
 - Teacher dormitories. One key incentive provided to teachers in rural areas is the ability to get free/subsidized housing. Teacher dormitories will need to be constructed in some locations where demand for them outstrips supply or where the existing stock of dormitories needs to be replaced.
 - Mobile laboratories. The government seeks to ensure that all students have access to laboratories. However, it is not always feasible for all locations to have a dedicated, stand-alone laboratory: some locations may have too few students to justify the cost of constructing a laboratory while others may not have a teacher. This activity will lead to the design and deployment of mobile laboratories: buses or vans that house a configurable laboratory. Depending on the equipment loaded into the van at any given time, the lab can be configured to be a physics, chemistry, biology or computer lab and can be moved around among locations that need them.
- b. ICT Equipment and online educational content
 - ICT packages for primary and junior secondary schools: Ban Ban Tong. Under the Chuang Qian project, the government has been supplying schools with an ICT package referred to as Ban Ban Tong ? classroom-to-classroom connection. Under this project schools that have not yet received Ban Ban Tong will receive the package with a view to improving teaching practices.
 - ICT packages for teaching stations. Teaching stations are schools that only offer classes up to grade 5. Typically found in remote, rural locations, these schools require a more substantial ICT package. This package is similar but not identical to the Ban Ban Tong package.
 - Multi-media and video-conferencing equipment. Video-conference facilities are needed at the county level to facilitate teacher training ? particularly distance training. In addition to allowing face-to-face instruction these facilities will also allow teachers to access online teaching and teacher training materials.
 - Teaching materials. The content that will be needed for training and online sharing needs to be developed. This activity will finance the development of these materials.
 - Database. A database will be needed to house this online teaching and teacher training material. The database will include self-paced online training courses for teachers as well as online content that they can use in classrooms with their students.
- c. Special purpose equipment

- Equipment for children with mild learning disabilities. The government seeks to develop activity rooms in mainstream schools for children with mild learning disabilities (the exact list of disabilities that the project will be able to focus on has not yet been finalized). These rooms would be used to provide specialized care to these children. The project will finance the procurement of the equipment needed for these rooms.
- Equipment for an activity room for left behind children. The project counties are home to a large number of left-behind children. In order to better support their development, the government seeks to provide activity rooms for left-behind children. The project will finance the procurement of the equipment needed for these rooms.
- Equipment for extra-curricular activities. The government seeks to support the over-all development of children. In order to do so children must have opportunities to engage in extra-curricular activities. The project will finance the equipment needed to support such activities.

Under component 2, the following activities are envisaged:

- a. Video observation for teacher assessment
 - Video-based classroom observation. Teaching practices will be assessed using video-based classroom observations. In particular analysis of these videos will help understand how teachers and students interact with each other and with available ICT for learning and overall development.
 - Development of teacher training modules. These videos will be used to develop teacher training modules for continuous professional development (CPD). This approach builds on experiences in Indonesia and Vietnam where teacher CPD was reinforced using video-based classroom observation.
- b. Training
 - Training for multi-subject teachers. In smaller schools, teachers often have to teach multiple subjects. However, they have seldom been trained to do so. Under the project a short term program on multi-subject teaching will be developed and delivered for existing teachers.
 - Degree programs for multi-subject teachers. Two types of fully-subsidized degree programs are also envisioned for new teachers: (i) a 5 year associate's degree and (ii) a 6 year bachelor's degree.
 - Training for special education teachers. Teachers will need to be trained to work with and manage the activity rooms for children with mild learning disabilities. While the children will spend the day attending regular classrooms with the rest of their classmates, these teachers and activity rooms will be available for additional support as needed.
 - Training for teachers caring for left-behind children. Teachers who will be assigned to manage the activity room for left-behind children will need training in how to do so.
 - Training for regular and backbone teachers. Courses to improve teaching practices with a focus on learning outcomes and overall development will be designed and delivered to both regular and backbone teachers ? teachers who are considered excellent. These courses will be delivered through multiple channels including face-to-face training and online training.
 - Training for principals. Principals require training in school management skills to ensure that systems and processes for delivering quality education are efficient. A number of instruments exist to assess strengths and weaknesses of management practices. The project will identify an appropriate instrument for adaptation and use in the context of these 16 counties and use it to prioritize training for principals.
 - Courses for students. Students will need to be taught how to employ ICT to support them in achieving better learning outcomes. These courses will ideally be delivered in schools.
- c. Studies

- Evidence-based design. Several of the proposed activities under this project will need to be based on a review of existing practices and evidence. These are (i) a study on the standards for training multi-subject teachers; (ii) a study on how to reinforce the missing element of care for left-behind children and (iii) a study on how to design content for continuous professional development using video observation of classrooms.

Under component 3, the following activities are envisaged:

a. Pilots

- Leveraging social donations. In an effort to address the lack of financial resources for education at the county-level, foundations have often been relied on to raise social donations from prominent local and/or expatriate businessmen. The project will pilot the establishment of a standard, transparent management system for such foundations to collect and channel social donations for education.

- Improving children's overall development. A core objective of the government is to produce not only good students but good citizens. This objective focuses on children's overall development. A pilot will be undertaken to test out alternative strategies for improving the overall development of children in compulsory education.

- Providing incentives to teachers to work in rural areas. One persistent bottleneck to quality education in Guangdong is the lack of good teachers willing to teach in rural areas. The provincial government organizes special recruitment fairs each year for teachers in rural areas. This pilot will experiment with ways to strengthen the current incentive system to encourage teachers to work in rural areas. For instance, since 2008, Guangdong province has been refunding tuition fees to university graduates who work as teachers in rural areas. Under the project, the government will test two other approaches to boost teacher incentives to work in rural areas.

- (i) An institution-based approach: Schools within the province will be invited to participate in a school-to-school partnership system where educational resources and teachers from better-off schools can be shared with worse-off schools. A typical duration for teacher deployment under this approach would last up to 1 year.

- (ii) An individual-based approach: Under this approach the government would advertise a number of incentives for teachers to work in rural areas. It would monitor which ones attract the most candidates. Teacher deployment in this case would range from 3 to 5 years.

- Improving school management practices. Selected schools within the project counties would pilot approaches to streamline systems and processes. One possibility is using an ISO9000 certification approach to improve efficiency. Other approaches will be considered and piloted.

b. Studies

- Evidence-based design. A study reviewing incentives to encourage teacher mobility would be needed to inform the design of the pilots proposed in this component.

Under component 4, the following activities are envisaged:

- Consultants. Technical consultants will be recruited to form a panel of experts. They will supplement the capacity of the PMO and PIUs to:

- (i) Carry out research

- (ii) Assist in the day-to-day implementation of project activities, including procurement, financial management and safeguards

- (iii) Coordinate within and among the relevant government agencies.

- (iv) Carry out regular M&E activities

- Capacity Building. The Department of Education including the PMO and PIUs will be provided with:

- (i) Office equipment to facilitate communication, coordination, and project management.
- (ii) Training on Bank procedures and project management.
- (iii) Study tours for project management and for exchange of experiences in modernizing the education system.

- Monitoring and evaluation. M&E activities will need to be coordinated by the PMO following the Results Framework. In particular, to establish the impact of project activities on learning, a sample of students in grades 3 and 4 and in grades 7 and 8 will be tested before and after specific project activities. Appropriate sampling strategies will be followed to be able to demonstrate the causal impact of key interventions if deemed feasible.

For each component, school selection criteria will be developed to ensure that activities are well-targeted to schools that need them the most. These criteria will be objective and draw on administrative data on schools in each country. For instance, in the case of classrooms and teacher dorms, the project will examine enrollment trends over the last several years to assess whether the school has been growing or shrinking. Eligibility criteria will also be developed on the minimum size of schools that can be feasibly incorporated into the project.

D. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

The counties in which the project will operate are: Chaoyang, Wengyuan, Wuhua, Haifeng, Lufeng, Suixi, Lianjiang, Leizhou, Wuchuan, Dianbai, Huazhou, Chaoan, Huilai, Puning, Jiexi and Luoding.

E. Borrowers Institutional Capacity for Safeguard Policies

The Guangdong Department of Education (DoE) is the highest authority in the education system in the province. A Steering Committee headed by the Director of DoE will be established to oversee project preparation and implementation. A Project Management Office (PMO) was set up within the DoE in March 2015. The PMO will be responsible for the day-to-day project activities, while the Basic Education Division in the DoE will provide policy guidance in the implementation of project components. The PMO is staffed by government officials and technical specialists who are seconded from education institutions. Similar structures will be put in place at the county level. The Director of Education at the county level would be responsible for the project activities in the county. He or she would be supported by a Project Implementation Unit (PIU). The PIUs would be set up before June 2015 and staffed by seconded government staff. All PIUs are within the county education departments. Experienced professional consulting teams will be hired to prepare the safeguard document of the project. The Bank's safeguards specialists will provide training and support to help the client to complete the work in a satisfactory manner.

F. Environmental and Social Safeguards Specialists on the Team

Aimin Hao (GSU02)

Yiren Feng (GEN2A)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	Component 1 of the proposed project will finance the construction of standardized classrooms, teacher

		dormitories, and mobile laboratories. Both the classrooms and the teacher dormitories for each participating school will be within the existing campus, no land acquisition or relocation of people is anticipated. Depending on the equipment loaded into the van at any given time, the mobile lab can be configured to be a physics, chemistry, biology or computer lab. Currently there are 16 participating project counties. In total, 250 standardized classrooms will be built for the 16 counties, each classroom will be 100m ² ; the teacher dormitories will be 35m ² each with less than a 5 or 6 floor building planned. The total construction area will be less than 1000 m ² within the existing campus of each participating school. The scale and size of the building within the existing campus of each participating school is very small. Considering the type, location, sensitivity, and scale of the proposed project, the project is proposed to be classified as Category B due to the potential impacts that are small scale and limited to the site. An Environmental Management Plan (EMP) will be prepared for the civil works of the project and the labs to cover the environmental management activities of the project. The Environmental Code of Practice (ECOP) will be part of the EMP to address the generic construction impacts.
Natural Habitats OP/BP 4.04	No	The civil works of the project are within the existing campuses, or the residential areas in the town, the project will not affect any natural habitats or critical natural habitats as defined under the policy.
Forests OP/BP 4.36	No	Project activities will not affect forest areas, it will not involve any logging or planting activities in forest areas.
Pest Management OP 4.09	No	The project will not procure pesticides or increase use of pesticides.
Physical Cultural Resources OP/BP 4.11	No	Both the classrooms and the teacher dormitories will be constructed within the existing campus of each participating school. The EA team visited each proposed participating school and confirmed there are no physical cultural resources within the campuses as defined by the policy. Chance finding procedure will be included in the ECOP, and relevant clauses will be included in all construction contracts.
Indigenous Peoples OP/BP 4.10	No	Ethnic minority students account for 0.5% of total number of students in the 16 project counties.

		However, no ethnic minority concentration is found in these counties. No ethnic minority has been identified satisfying the four criteria stated in OP/BP4.10 policy. Based on social assessment, all ethnic minority students are from communities where there are predominantly Han people, and they mostly speak fluent Mandarin. There are no language barriers for these students to receive equal education at school.
Involuntary Resettlement OP/BP 4.12	Yes	The proposed project will improve quality of compulsory education in selected counties through improved school infrastructure, and improving teachers' quality. Construction of classrooms and teachers' accommodations will take place within current campus with land use rights, and no land acquisition is expected. This will be confirmed by the social assessment. However, construction will involve temporary transition for those live in structures to be rebuilt, which means teachers/current dwellers in these structures will have to rent houses elsewhere during construction. Details of temporary transition will become available during project implementation, and a Resettlement Policy Framework (RPF) will be prepared to ensure that project construction does not cause any reduced welfare to local communities. In particular, the cost of renting houses by teachers/current users of the structures to be rebuilt will be recovered by the project using counterpart funding. In the event schools willing to participate in project need land acquisition, a RAP will be prepared under the guidance of the Resettlement Policy Framework. The social assessment report and the Resettlement Policy Framework will be disclosed locally.
Safety of Dams OP/BP 4.37	No	The project will not finance construction or rehabilitation of any dams as defined under this policy.
Projects on International Waterways OP/BP 7.50	No	The project is not located in any international waterways as defined under the policy.
Projects in Disputed Areas OP/BP 7.60	No	The project is not located in any known disputed areas as defined under the policy.

III. SAFEGUARD PREPARATION PLAN

A. Tentative target date for preparing the PAD Stage ISDS: 05-Oct-2015

B. Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing¹ should be specified in the PAD-stage ISDS:

¹ Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.

The specific studies in timing will be specified in the PAD-stage ISDS.

IV. APPROVALS

Task Team Leader(s):	Name: Amer Hasan	
<i>Approved By:</i>		
Safeguards Advisor:	Name: Josefo Tuyor (SA)	Date: 11-May-2016
Practice Manager/ Manager:	Name: Harry Anthony Patrinos (PMGR)	Date: 17-May-2016

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