

# INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

Report No.: ISDSC15923

**Date ISDS Prepared/Updated:** 11-Jul-2016

**Date ISDS Approved/Disclosed:** 12-Jul-2016

## I. BASIC INFORMATION

### A. Basic Project Data

<b>Country:</b>	China	<b>Project ID:</b>	P154623
<b>Project Name:</b>	China: Gansu Technical and Vocational Education and Training Project (P154623)		
<b>Task Team Leader(s):</b>	Liping Xiao		
<b>Estimated Appraisal Date:</b>	23-Aug-2016	<b>Estimated Board Date:</b>	03-Jul-2017
<b>Managing Unit:</b>	GED02	<b>Lending Instrument:</b>	Investment Project Financing
<b>Financing (In USD Million)</b>			
Total Project Cost:	141.00	Total Bank Financing:	120.00
Financing Gap:	0.00		
<b>Financing Source</b>			<b>Amount</b>
Borrower			21.00
International Bank for Reconstruction and Development			120.00
Total			141.00
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Is this a Repeater project?</b>	No		

### B. Project Objectives

The project development objective is to improve the quality of technical and vocational education and training (TVET) in selected project schools of Gansu and improve school-industry linkages.

### C. Project Description

International experience suggests that combining work-place experience and training with school-based vocational education holds the most promise for successful outcomes provided the following general principles are observed:

1. There needs to be a clear understanding of what the market and government failures are and where

the skills gaps are;

2. Training programs must have incentives to respond to market demands and ensure the quality of their graduates ? often by working in close collaboration with employers.

The proposed project will be guided by such principles and available international evidence on what works to strengthen skills development programs in TVET schools. Activities proposed under this project align well with the existing international evidence on education, skills, and jobs. A recent systematic review by Solutions for Youth Employment (2015), in partnership with the World Bank, highlights the importance of skills training on youth employment outcomes. The review reports on 113 experimental and quasi-experimental studies on youth employment interventions between 1990 and 2014. Results show that on average, interventions that focus on skills-training raise the probability of employment by 3.35% and lead to higher aggregate earnings (effects on both employment and earnings are statistically different from zero). Returns are larger when there are strong, explicit links between education and training programs and employers.

The importance of establishing strong linkages between training and jobs is also highlighted in the Independent Evaluation Group (IEG)'s 2012 report ?Youth Employment Programs: An Evaluation of World Bank and IFC Support.? Drawing on the World Bank Group's extensive experience with TVET programs, the report notes two key ingredients for success. First, comprehensive programs that combine both skills training and career guidance are the most effective in raising youth employment outcomes. Second, private sector participation in the content of skill development programs?such as curriculum development and training of teachers?leads more often to success. These ingredients are also highlighted in the framework for the SABER Workforce Development ? What Matters? paper.

In addition, the activities proposed in this project reflect the lessons accumulated in the skills, livelihoods and jobs training literatures. For instance, the World Development Report on Jobs (World Bank, 201) notes that: ?On average across countries, the return to one additional year of work experience in nonagricultural activities is roughly one-half the return to one additional year of education at the beginning of work life.? Thus making industry-sponsored workshops available to students during their schooling can help develop relevant experience that TVET graduates can take with them to their first employment.

The activities included in this project reflect the project design and implementation lessons learned from the Bank's TVET portfolio in China which spans projects in Guangdong, Liaoning, Shandong, Yunnan and Xinjiang. The experience from these projects underscores the importance of comprehensive reform packages at both the provincial and school levels which focus not only on improving facilities but on strengthening systems of instruction, assessment and evaluation.

Thus, the Gansu TVET Project follows these best practices identified by the World Bank Group and the broader scientific literature to improve the school-to-work transition for poor, rural youth in Gansu province.

The project activities are organized into four components.

Component 1: Strengthen the provincial TVET system

Under this component the project will:

? Undertake a study of financing mechanisms in Gansu's TVET sector to understand the causes of and solutions to funding gaps and propose policy options (Possibly using SABER-

#### Workforce Development)

- ? Undertake a STEP Skills Measurement Survey to assess skills mismatches between graduates and employers
- ? Improve the provincial system for evaluating TVET schools by incorporating third-party evaluation
- ? Support provincial level TVET groups to review selected course content and establish a mechanism to evaluate the curriculum being taught in TVET schools
- ? Establish a public-access online resource bank for TVET teaching and learning material, the content for which will be curated by sector experts
- ? Support an entrepreneurship incubator for students

#### Component 2: Improve school capacity to provide higher quality and more relevant skills

Under this component, the project will:

- ? Enhance school-industry linkages
  - o For students: promote establishment of industry-sponsored workshops in TVET schools
  - o For teachers: promote exchange of teachers and industry workers for short term training
- ? Improve in-service teacher training (ToT) to develop the professional knowledge and teaching skills of teachers in the project schools
- ? Reform curriculum and develop new teaching and learning materials
- ? Reform pedagogical practices. Focus on
  - o Student-centered teaching
  - o Competency-based teaching
- ? Improve existing school-based evaluation system for teaching and students
- ? Strengthen featured majors for each project school

#### Component 3: Improve school infrastructure

Under this component the project will:

- ? Construct buildings
- ? Procure equipment

Infrastructure improvements will take place in existing schools and shared infrastructure will be provided to the schools that will be relocated to the TVET park

#### Component 4: Capacity Building, Project Management, Monitoring and Evaluation

Under this component the project will:

- ? Provide training and office equipment for PMO and PIUs
- ? Facilitate South-South Learning for relevant departments and dissemination of experiences
- ? Supplement capacity of the PMO for project management, by ensuring consultants are available to assist with:
  - o Project Coordination
  - o Monitoring and Evaluation
  - o Procurement and Financial Management
  - o Environmental and Social safeguards
  - o Civil Works Engineering
- ? Undertake an impact assessment of key project activities, including a tracer study comparing the graduates of TVET schools that participate in the project with graduates from non-project TVET schools. In order to have the most meaningful assessment of impact, the impact assessment will compare graduates from similar programs. The design of this impact assessment will be based on lessons learned from the evaluation literature described in preceding sections and on lessons from the evaluations that are a part of the existing portfolio of China TVET projects.

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

The activities described above will be carried out by the following project schools ? all of which are DoE schools:

- ? Gansu Energy & Chemical Vocational College (to be relocated to the TVET park)
- ? Gansu Commerce & Trade Vocational College (to be relocated to the TVET park)
- ? Gansu Provincial Art School located in Lanzhou
- ? Gansu Senior Technical School of Mechanics located in Tianshui
- ? Jinchang Vocational and Technical School located in Jinchang

#### **E. Borrowers Institutional Capacity for Safeguard Policies**

The Department of Education (DoE) has set up a Project Management Office (PMO) in charge of project preparation and implementation at the provincial level. The PMO, headed by the Director of DoE, has a full management team and technical staff in place. The PMO staff are drawn from the Management Office for the TVET park in the new district. Most of the PMO managers and staff have been working on the TVET park and have recently been called to join the preparation of the proposed project. They do not have prior experience working on Bank financed projects and have little knowledge of Bank policies and procedures in procurement, financial management, monitoring and evaluation (M&E), and safeguards.

#### **F. Environmental and Social Safeguards Specialists on the Team**

Yiren Feng (GEN2A)

Youxuan Zhu (GSU02)

## **II. SAFEGUARD POLICIES THAT MIGHT APPLY**

<b>Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
Environmental Assessment OP/BP 4.01	Yes	The proposed project will finance the construction of new school buildings for additional training space and skills training. The planned civil works consist of the construction of five or six- floor building for each school on the existing land within the campuses. No land acquisition or relocation of people is anticipated. The water supply, drainage and power supply will be provided by the existing system within the campuses, no additional facilities are needed to make the buildings function properly. 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 five schools to cover the environmental management activities of the project.
Natural Habitats OP/BP 4.04	No	The civil works of the project are within the existing campuses, sites visit confirmed that 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	The civil works of the project are all within the existing campuses, the EA team conducted the survey and confirmed there are no physical cultural resources as defined by the OP4.11. However, the chance finding procedure will be included in the EMP, and the relevant clauses will be included in all construction contracts.
Indigenous Peoples OP/BP 4.10	TBD	Based on initial consultations with PMO, the project will not likely trigger OP4.10 since all project schools (with three in Lanzhou City, one in Tianshui City, and one in Jinchang City), are not located in the areas with concentrated ethnic minorities. This will be confirmed during screening to be carried out by the task team.
Involuntary Resettlement OP/ BP 4.12	TBD	<p>According to initial consultations with PMO staff, all proposed school improvement activities will be carried out within the existing campus of five project schools with no new land acquisition. Among them, three are located in new TVET Park in Lanzhou City, one is urban area of Tianshui City, and one in urban area of Jinchang City.</p> <p>The task team will conduct due diligence on the recent land acquisition completed for TVET park in Lanzhou City where three project schools are located. Such review is to see whether land acquisition for TVET park is in compliance with national laws and regulations.</p>
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: 31-Aug-2016

<sup>1</sup> 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.

**B. Time frame for launching and completing the safeguard-related studies that may be needed.  
The specific studies and their timing<sup>1</sup> should be specified in the PAD-stage ISDS:**

TBD

#### **IV. APPROVALS**

Task Team Leader(s):	Name: Liping Xiao	
<b><i>Approved By:</i></b>		
Safeguards Advisor:	Name: Peter Leonard (SA)	Date: 12-Jul-2016
Practice Manager/ Manager:	Name: Franco Russo (PMGR)	Date: 12-Jul-2016