

**INTEGRATED SAFEGUARDS DATA SHEET
APPRAISAL STAGE**

Report No.: ISDSA15933

Date ISDS Prepared/Updated: 14-Mar-2016

Date ISDS Approved/Disclosed: 15-Mar-2016

I. BASIC INFORMATION

1. Basic Project Data

Country:	China	Project ID:	P152860
Project Name:	Yunnan Early Childhood Education Innovation Project (YECEIP) (P152860)		
Task Team Leader(s):	Xiaoyan Liang		
Estimated Appraisal Date:	15-Mar-2016	Estimated Board Date:	15-Aug-2016
Managing Unit:	GED02	Lending Instrument:	Investment Project Financing
Sector(s):	Pre-primary education (100%)		
Theme(s):	Education for all (80%), Nutrition and food security (10%), Child health (10%)		
Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?			No
Financing (In USD Million)			
Total Project Cost:	83.22	Total Bank Financing:	50.00
Financing Gap:	0.00		
Financing Source			Amount
Borrower			33.22
International Bank for Reconstruction and Development			50.00
Total			83.22
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

2. Project Development Objective(s)

The Project Development Objective is to improve the access and quality of ECE provision in the project counties in Yunnan Province.

3. Project Description

The Project will have four main components:

Component One: Increasing Access to ECE Programs in the project counties. This component will focus on 1a) Constructing and equipping fifteen kindergartens across the seven project counties, with a total of 140 classes; 1b) constructing and equipping two university affiliated research kindergartens in Kunming University and Zhaotong University with a total of 24 classes; 1c) piloting rural community-based ECE centers in Weishan and Qiaojia counties; and 1d) Constructing and equipping an early childhood special education center in Kunming University.

Component Two: Improving Quality of ECE. This component will focus on improving the quality of ECE by: 2a) providing structured in-service training of all ECE teachers, managers and staff; 2b) strengthening teacher education programs in three universities; 2c) Establishing ECE research/training centers; and 2d) providing a minimum teaching and learning package to all rural preprimary classes in the project counties.

Component Three: Creating an ECE Enabling Environment. This component has been designed to create a favorable policy environment conducive to quality provision of ECE services in the province, through: 3a) Developing and piloting ECE institutional quality standards; 3b) Information and advocacy campaign for ECE and scientific childrearing practices; and 3c) continuous policy development in ECE.

Component Four: Project Management, Monitoring and Evaluation.

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

A total of seven project counties and three colleges in two cities are selected for project implementation across Yunnan Province on Yun-Gui Plateau, Southwest of China. The seven project counties are located in five municipalities, with a total of 2.51 million of population. They include Weishan, Eryuan, and Yangbi Counties in Dali Prefecture, Jianshui County in Honghe Prefecture, Qiaojia County in Zaotong City, Xichou County in Wenshan City, and Zhanyi County in Qujing City. Two participating colleges are located in Kunming, and one collage in Zaotong City. Their climate ranges from subtropical, continental temperate to alpine zone with annual average precipitation from around 700 to about 1000 mm. Most of project counties are national poverty counties. About 28 percent of population are ethnic minorities in the project counties, ranging from 5-6 percent in Xichou and Zhanyi to 71 percent in Eryuan.

5. Environmental and Social Safeguards Specialists

Xin Ren (GEN02)

Youxuan Zhu (GSU02)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The Project will build new preschools in crowded urban or suburb areas as well as rural ECE centers in more remote rural areas. It will further establish research and teacher training centers within existing campuses of the three project universities. Due to the small scale of each subproject, environmental impacts are small, mostly confined to the site with limited social disturbance. Thus, category B was assigned.

		Environmental Assessment (EA) was carried out to investigate social-environmental baseline including pollution control facilities and analyze the impacts. An Environmental Management Plan (EMP) was developed based on the consolidated EA covering all subprojects. “As per the World Bank policy OP4.01, public consultation took place in project cities after the draft EA/EMP and the final was disclosed locally as well as in the Bank Infoshop. Feedback from the public was recorded in the EA and incorporated in the EMP.
Natural Habitats OP/BP 4.04	No	The EA process has verified that all project sites are either in built up area or suburb of project cities or in existing campuses and facilities. Thus this OP is not applied.
Forests OP/BP 4.36	No	Not applicable
Pest Management OP 4.09	No	Not applicable
Physical Cultural Resources OP/BP 4.11	No	Systematic investigation during the EA process has confirmed that the project doesn’t affect any physical cultural resources as defined by this OP.
Indigenous Peoples OP/ BP 4.10	Yes	The policy is triggered since quite large portion of project beneficiaries are ethnic minorities. About 28 percent of population in the project counties are ethnic minorities, ranging from 5-6 percent in Xichou and Zhanyi to 69 percent in Eryuan. Among them, Yi, Bai, and Hui are three main minorities. Minority population appear more concentrated in rural townships and villages, where the rural ECE alternative pilot components are located. In order to ensure broad support by local population on different components of the project, extensive consultations were conducted with local communities, particularly ethnic minority people in the project areas, and an ethnic minority development plan (EMDP) has been prepared. Based on the consultations, issues concerning minority children, parents, and school teachers were identified and concrete measures for ECE improvement are incorporated in project design and included in the EMDP. The EMDP has been disclosed locally in project counties and through the InfoShop. The key social benefits of the Project are increasing enrollment and quality of ECE in the project areas, particularly among ethnic minority communities, through development of new schools, provision of teacher training, and improvement of ECE policy and social support. All these recommendations have been accepted by the PMO and built into the project design. The PIU of

		project county will lead the implementation of the EMDP under the oversight of the provincial project leading group. An experienced external monitoring agency will be contracted to conduct independent monitoring and evaluation over the course of the project implementation. The monitoring results will be reported twice a year and, if needed, remedial actions will be designed.
Involuntary Resettlement OP/BP 4.12	Yes	<p>Under the Project, a total of 17 new pre-schools will be constructed, which include 15 preschools in the seven project counties and 2 experimental preschools in the two project universities. Further, 3 research and teacher training centers/buildings will be constructed in the universities. A number of rural ECE centers will also be established in the Weishan and Qiaojia counties. According to the survey, a total of 243 mu of land areas (1 ha = 15mu) would be required. All the required land areas are either located within the existing campuses of three colleges or allocated by county governments. Due diligence review confirmed that land acquisition has been obtained in compliance with national laws and local regulations, and compensations have been paid to the affected people with no problem reported.</p> <p>In order to cater to possible site changes during the project implementation, the team and counterparts agreed to trigger the OP/BP4.12 and have developed a Resettlement Plan Framework (RPF) under the project which has been disclosed locally and in the Bank's Infoshop.</p>
Safety of Dams OP/BP 4.37	No	Not applicable
Projects on International Waterways OP/BP 7.50	No	Not applicable
Projects in Disputed Areas OP/BP 7.60	No	Not applicable

II. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

Given the nature and small scale of the project activities, environmental impacts during construction will be small and largely confined to the site, including noise, dust, small amount of waste disposal and limited social disturbance. The majority of project sites are connected with sewer network and covered by garbage collection of the cities/towns. Therefore, impacts during operation (sewage, manure and solid wastes) are expected to be moderate too and can be readily mitigated.

The Indigenous Peoples policy (OP4.10) is triggered as 30 percent minority students and 30 percent minority faculty in project schools will benefit from the project activities. The project will bring positive social impacts to students, parents, and faculty in the project areas. Issues concerned to minority students and faculty were identified and concreate measures for improvements are incorporated in the project design and included in EMDP developed for the Project.

At the time of concept note for the project, it was decided that the Policy of Involuntary Resettlement (OP4.12) was not triggered as all new school buildings are located either within the existing campuses of participating colleges or on the land already acquired. Due diligence review was conducted for all schools with recent land acquisition and confirm that land acquisition is in compliance with national law and local regulations, and all affected people were paid with compensation with no remaining problem. However, upon further deliberations and consultations with the counterparts, the team decided to trigger the OP4.12 and developed a Resettlement Plan Framework for the project to cater to possible changes of construction sites during project implementation.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

This project will play a significant role in improving the quantity and quality of ECE provision in project counties, which will have great benefits for the project schools, teachers, students, and communities. The project implementation can not only directly improve the enrollment of ECE in project counties, particularly in rural areas, but also can promote social development in ethnic minority communities. By breaking the intergenerational transmission of poverty and improving the living standards especially for ethnic minorities, in the long term, harmonious relations among ethnic groups would be developed and sustained in Yunnan Province, Overall, the World Bank's support for the Yunnan Early Childhood Education Innovation Project is of positive social significance.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.

Alternative analysis of different design options was undertaken as part of the EA process, including a without project scenario. Site selection for all kindergartens and training centers was analyzed. Different design of toilets and types of sewage treatment were compared respectively for kindergartens in cities/county seats and those in township/countryside. Alternatives with less social and environmental impacts and more suitable for local condition were recommended. These recommendations have been incorporated in the feasibility studies and have been fed into the design process.

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.

Capacity building of the clients has been an integral part of the project preparation process, especially for at city and county level. The Provincial PMO has experience in managing World Bank projects including the most recent Yunnan Technical and Vocational Education and Training Project and has assigned a staff member to manage environmental and social safeguards. Extensive training by the Bank safeguards specialists will be continued during the whole project period to enhance their institutional capacity on preparing and implementing environmental and social safeguards.

Based on the EA, an Environmental Management Plan (EMP) was developed. It specifies

mitigation measures, based on experience from similar projects, the WB/IFC's General Guidelines on Environmental, Health and Safety, and recommendations from public consultation of the project. It outlines the supervising mechanism and monitoring plan. To ensure EMP implementation, the EMP includes a budgeted training plan. The EMP will be referred to in bidding documents and contracts with contractors and operators to ensure its implementation.

Given the fact that 30percent of students and faculty of project schools are ethnic minorities, in order to ensure their concerns and requirements are included in the project design, extensive consultations were conducted, based on which, an Ethnic Minority Development Plan was developed for the Project. Under EMDP, issues concerning minority students and faculty were identified and concrete measures for improvement were proposed with detailed budget and responsible agencies. The Bank's safeguards specialists will provide further training on safeguards during the project implementation phase.

A Resettlement Plan Framework (RPF) was also developed and disclosed in country in February 2016. The RPF sets up objectives, principles, eligible criteria for entitlements, compensation methods, participation and the consultation process and the claims solution mechanism in order to ensure that the affected people and households will restore their living standards, at least as the same as before the project.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

The key stakeholders include staff and students of the schools, communities nearby, and local government agencies where the new kindergartens and rural ECE centers will be established. During the project preparation, the project schools, PMO, environmental and social consultants carried out information disclosure and public consultation through posters, a questionnaire survey, interviews and public meetings in project cities. Altogether 476 people with a wide range of background were surveyed. Most of them highly supported the project. Their suggestions and concerns have been incorporated into the safeguards documents and conveyed to the PMO. Further consultations were also done while developing the EMP, EMDP, and the RPF. Finally, all safeguards documents have been disclosed locally in every project county, in the Capital City of Kunming where the Department of Education is located, as well as in the World Bank's Infoshop.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	02-Dec-2015
Date of submission to InfoShop	02-Dec-2015
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	
China	25-Feb-2016
<i>Comments:</i>	
Resettlement Action Plan/Framework/Policy Process	
Date of receipt by the Bank	02-Feb-2016
Date of submission to InfoShop	07-Mar-2016

"In country" Disclosure	
China	25-Feb-2016
<i>Comments:</i>	
Indigenous Peoples Development Plan/Framework	
Date of receipt by the Bank	18-Feb-2016
Date of submission to InfoShop	29-Feb-2016
"In country" Disclosure	
China	25-Feb-2016
<i>Comments:</i>	
If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.	
If in-country disclosure of any of the above documents is not expected, please explain why:	

C. Compliance Monitoring Indicators at the Corporate Level

OP/BP/GP 4.01 - Environment Assessment	
Does the project require a stand-alone EA (including EMP) report?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
OP/BP 4.10 - Indigenous Peoples	
Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Practice Manager?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
OP/BP 4.12 - Involuntary Resettlement	
Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Is physical displacement/relocation expected?	Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] TBD [<input checked="" type="checkbox"/>]
Provided estimated number of people to be affected	

Is economic displacement expected? (loss of assets or access to assets that leads to loss of income sources or other means of livelihoods)	Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] TBD [<input checked="" type="checkbox"/>]
Provided estimated number of people to be affected	
The World Bank Policy on Disclosure of Information	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
All Safeguard Policies	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Have costs related to safeguard policy measures been included in the project cost?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]

III. APPROVALS

Task Team Leader(s):	Name: Xiaoyan Liang	
<i>Approved By</i>		
Practice Manager/ Manager:	Name: Harry Anthony Patrinos (PMGR)	Date: 15-Mar-2016