

**China**

**Yunnan Early Childhood Education Innovation Project**

**Ethnic Minority Development Plan**

**PMO at Yunnan Education Department**

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## **1. Preface**

### **1.1. Background of the Project**

Yunnan Province is facing series of challenges in the measures to improve early childhood education (ECE) and the quality of such education. In 2013, the gross enrollment rate of children aged 3 to 6 years old in Yunnan was only 54.2%, much lower than the national average of 67.5%. In the vast rural areas of Yunnan Province, one year preschool class as the main source of early childhood education is generally a must for children aged 5 to 6 years old before attending the primary school. In 2013, the preschool teacher-student rate in Yunnan was 1:30, which was lower than the national average in 2010 (1:26). In Yunnan, there are a lot of private kindergartens, accounting for 72% of the total kindergartens in the province. However, the quality of ECE provided by private kindergartens was generally poor compared with public ones. Furthermore, Yunnan has low investment in ECE. In 2013, provincial investment in ECE accounted for only 2.8% of the total investment in education sector in Yunnan; while the national average reached 3.2% in 2012. In addition, Yunnan has not yet set up a provincial-level office dedicated on ECE; only in a few prefecture cities, such as Dali Bai Autonomous Prefecture, ECE offices were set up. Therefore, on both ECE services and ECE related policies, there are large gaps in Yunnan Province.

The proposed Yunnan Early Childhood Education Innovation Project will not only enhance the coverage of ECE in Yunnan and push forward balanced ECE development, but also set up a series of quality guarantee systems for enhancing the nursing and teaching quality of ECE, and exploring different service modes in rural areas. To guarantee that the minority children aged 3-6 years old, their parents and school teachers can benefit equally from the Project and realize their development, the social assessment team assisted PMO to develop and prepare this *Minority Development Action Plan* (the “Plan”) based on field investigation and consultations among stakeholders.

### **1.2. Contents of the Project**

The Project executing agency is Education Department of Yunnan Province, while implementation units of the Project refer to education bureaus in seven project counties and three universities. They include 1) Weishan County; 2) Eryuan County; 3) Yangbi County; 4) Zhanyi County; 5) Xichou County; 6) Jianshui County; 7) Qiaojia County; 8) Zhaotong College; 9) Kunming College; and 10) Yunnan Normal University.

Construction contents of the Project consist of mainly four aspects. Detailed compositions and activities of the Project are as follows:

#### **1. Expand preschool education channels in rural areas:**

- 1) Build 15 kindergartens, including totally 140 classes, in rural areas of the 7 counties (districts);
- 2) Build 2 kindergartens, including totally 24 classes, affiliated to Kunming University and Zhaotong University, respectively;
- 3) Pilot community based children education center in Weishan County and Qiaojia County respectively;
- 4) Build a special ECE center (rehabilitation center), including 6 classes, in Kunming University;

#### **2. Improve the quality of preschool education:**

- 1) Training to teachers and management staffs of kindergartens in the involved counties;

- 2) Strengthen teacher education programs of involved universities;
- 3) Set up a preschool research center in Yunnan Normal University, and a teacher training center in Kunming University and Zhaotong University, respectively, totally three centers will be set up;

**3. Create preschool education environment:**

- 1) Set up and try to implement quality standard for preschool education institutions (include kindergartens for children aged 3-6 years old, 0-3 years old and kindergartens affiliated to village-level primary schools);
- 2) Publicity of and information concerning preschool education and scientific parenting;
- 3) Fund for innovation in preschool education and teaching (include kindergarten innovation, awards to rural teachers and curriculum contests, etc);
- 4) Research on the development of preschool education policies.

**4. Project management, monitoring and evaluation:**

- 1) Project management;
- 2) Monitoring and evaluation;
- 3) Ability building;

Total investment of the Project reaches CNY535.8 million, including USD 50 million (equal to CNY310 million) to be financed by the World Bank (account for 57.86%), CNY 225.8 million of domestic fund (account for 42.14%). Sources of China domestic fund include fund raised by the Project Owner, support from the government and support from competent authorities.

**1.3. Scope of the Project**

According to the Project contents described above, new public kindergartens, kindergartens attached to village primary schools and community based ECE centers involved in the Project, are distribute in Kunming City and 7 other counties. Specifically, a total of 17 towns or townships in 1 city and 7 project counties will be involved in the Project, which include Kunming City, Weishan County (Nanzhao, Wuyin, Weibaoshan, Zijin, Niujie and Ma'anshan Townships), Yangbi County (Cangshanxi Town), Eryuan County (Cibihu Town), of Dali City, Xichou County (Xisa Town) of Wenshan City, Jianshui County (Longhua Sub-district) of Honghe Prefecture, Qiaojia County (Baihetan Town, Dazhai Town, Yaoshan Town) of Zhaotong City, and Zhanyi County (Lin'an Town, Jinlong Town, Baishui Town and Lingjiao Township) of Qujing City. See Table 1-1 for detailed location of all sub-projects of the Project.

**Table 1-1 Location of All Proposed Facilities under the Project**

Type of Construction	Contents of Construction	City/County Located	Town/Township Located
Build three-year standard kindergartens	Preschool education research center	Kunming City	Inside Yunnan Normal University
	Teacher training center, kindergarten, early education and rehabilitation center for special children	Kunming City	Inside Kunming University
	Teacher training base, kindergarten	Zhaotong City	Inside Zhaotong University
	Nanzhao Kindergarten	Weishan County	Nanzhao Town
	Wuyin Kindergarten		Wuyin Township
	Yangbi Kindergarten	Yangbi County	Cangshanxi Town
	Eryuan the Second Kindergarten	Eryuan County	Cibihu Town
	Cibihu Kindergarten		
	Xichou the First Kindergarten	Xichou County	Xisa Town
	Zhanyi the Second Kindergarten	Zhanyi County	Lin'an Town
	Zhuangjiawan Kindergarten		
	Qingyuan Kindergarten	Jianshui County	Longhua Sub-district
	Baihetan Downtown Kindergarten	Qiaojia County	Baihetan Town
Qiaojiaying Kindergarten			
Chongxi Kindergarten			
Build rural community kindergarten	Rural community kindergarten of Qiaojia County	Qiaojia County	Baihetan Town
			Dazhai Town
			Yaoshan Town
	Rural community kindergarten of Weishan County	Weishan County	Wuyin Township
			Weibaoshan Township
			Ma'anshan Township
			Niujie Township
Rebuild kindergartens affiliated to rural primary schools	Reconstruction of affiliated kindergartens of rural primary schools in Zhanyi County	Zhanyi County	Zijin Township
			Jinlong Town
			Baishui Town
			Lingjiao Township

#### 1.4. Distribution of Ethnic Minority Population in the Project Area

According to scope of the Project and the criteria of indigenous peoples in the World Bank OP4.10, the social assessment team conducted initial screening in the project area based on field investigation, data collection and literature review. The basic findings are as follows:

Yunnan has the greatest number of minority groups among all provinces in China. There are 51 ethnic minority groups living in Yunnan, and 16 of them are indigenous, which include Yi, Bai, Hani, Dai, Lisu, Lahu, Wa, Naxi, Jingpo, Blang, Pumi, Achang, Nu, Jinuo, De'ang and Dulong. Distribution of the minority groups is characterized with "mixed inhabitation of different minorities broadly and concentration of single ethnic minority within small communities".

The Project mainly involves in 17 towns (townships) from 7 counties (regions) of 5 cities (prefectures) of Yunnan Province. Among these counties (regions), only Weishan County (Yi and Bai), Yangbi County (Yi) and Eryuan County (Bai) subordinated to Dali Bai Autonomous Prefecture are minority counties. Among all counties (regions) involved in the Project, population of minorities account for 26.7% of total population involved. Dominant minority

groups are Yi (35%), Bai (33%) and Hui (1). See Table 1-2 for details. In which, Eryuan County has the largest proportion of minorities (70%), while Qiaojia County has the smallest (4.85% only). In addition, the number of minority groups in the Project area is great and generally a lot of native minority groups live mixed in the same county. Except for Eryuan and Yangbi where a lot of minorities living in the downtown, most affected minorities live in rural and mountainous areas of other counties.

As shown in Table 1-3, Yi has the greatest population (totally 236,700 people, mainly in Weishan County and Yangbi County) among all minorities in the Project area, followed by Bai (totally 221,700 people, mainly in Eryuan County and Weishan County). And Hui (totally 86,400 people, mainly in Eryuan County, Qiaojia County and Zhanyi County). Other minority groups have smaller population and live scattered.

**Table 1-2 Survey on minority population in the Project area**

Prefecture (City)	County (District)	Year-end Population	Minority	Proportion	Minority County?
		(10,000)	(10,000)	(%)	(Y/N)
Dali	Weishan	31.79	14.51	45.64%	Y
	Yangbi	10.51	7.2519	69.00%	Y
	Eryuan	29.62	20.93	70.66%	Y
Zhaotong	Qiaojia	59.6	2.89	4.85%	N
Qujing	Zhanyi	43.76	2.58	5.90%	N
Wenshan	Jianshui	54.13	15.16	28.01%	N
Honghe	Xichou	25.97	4.81	18.52%	N
		255.38	68.13	26.67%	

**Table 1-3 typical distribution and population of minorities in the Project area**

Prefecture (City)	County (District)	Main Minorities	In Which					
			Yi	Hui	Bai	Miao	Dai	Others
Dali	Weishan	Yi, Hui, Bai	110648	23692	7640	1764	637	719
	Yangbi	Yi, Hui, Bai	51484	3362	11557	892	2494	2730
	Eryuan	Yi, Hui	13000	6800	187000	697	1297	506
Zhaotong	Qiaojia	Yi, Hui	2134	9685	890	7538	89	8564
Qujing	Zhanyi	Yi, Bai, Dai	8992	10367	1300	4510	270	414
Wenshan	Jianshui	Yi, Hui, Dai	32780	28643	8650	17890	19754	43980
Honghe	Xichou	Yi, Dai, Bai	17689	3860	4672	2457	12061	7641
		Share to Total	35%	13%	33%	5%	5%	9%

In order to have a better understanding on ethnic minority distribution, the survey team has further carried out detailed survey on the distribution of ethnic minorities in the relevant towns and townships to be affected by the Project.

Table 1-4 shows details of minorities and their distributions in the towns where the new three-year kindergartens to be built in the Project. It is clear that there are more than 17% of minorities living in Nanzhao Town (Weishan County), Cangshanxi Town (Yangbi County), Cibihu Town (Eryuan County) and Lin'an Town (Jianshui County). Since the proposed kindergartens will all be built within the urban planned areas in the county towns, there are no ethnic minority communities there. The population living in the urban areas is dominated by Han people. The minority population living in the county towns have been living harmoniously with Han people for long time, and they show little difference with Han people in life styles and languages.<sup>1</sup> Therefore, the ethnic minority development plan for the Project will not consider urban population of these four towns. Instead, the focus of EMDP is on those rural townships dominated by ethnic minority communities.

<sup>1</sup> The ancient Kingdom of Dali emphasized greatly on the learning of Han (Chinese) language and culture. Bai nationality are familiar with Chinese for long time, and they maintain living style roughly the same as Han people.

Table 1-5, Table 1-6 and Table 1-7 show details of minority population distribution in township and villages where the rural community kindergartens to be built in the Project. It can be seen that Weishan County has greater minority population concentration and distribution and thus emphasis shall be paid to influence of the Project on local minorities there. In the contrast, Qiaojia County and Zhanyi County have little minorities in project villages with 2.3% in Qiaojia, and 1.3% in Zhanyi.

**Table 1-4 Percent of Minority Population in Project Affected Towns or Townships**

County		Weishan		Yangbi	Eryuan	Qiaojia	Zhanyi	Jianshui	Xichou
Town/Township		Wuyin	Nanzhao	Cangshanxi	Cibihu	Baihetan	Longhua	Lin'an	Xisa
Population	Total Households	7358	17244	18920	21711	40986	10600	55060	11663
	Total Population	25830	46188	45679	75987	112321	38200	155028	46352
	In which	Minority Proportion	20739	10968	7765	20516	2808	1681	26355
		80%	24%	17%	27%	2.50%	4.40%	17%	9%

**Table 1-5 Percent of Minority Population in Project Affected Villages in Weishan County**

County	Town (Township)	Administrative Village	Total Population	Minority Population	Proportion	
Weishan	Wuyin	Bainai Village	3190	2855	89.5%	
		Shujie Village	7423	6680	90.0%	
		Yanzijiao Village	3430	3023	88.1%	
	Niujie	Niujie Village	2709	2493	92.0%	
		Aimin Village e	5238	4714	90.0%	
		Zhijie Village	2452	2432	99.2%	
	Weibaoshan	Jianshe Village	3512	179	5.1%	
		Longtan Village	1915	1845	96.3%	
		Anle Village	2096	1581	75.4%	
		Daqing Village	1495	1028	68.8%	
		Hezuo Village	1934	1034	53.5%	
	Ma'anshan	Zhonghe Village	2637	2637	100.0%	
		Wulixiang Village	1872	1872	100.0%	
		Sanhe Village	3319	2589	78.0%	
		Hongqi Village	3084	2014	65.3%	
		Henan Village	1607	1591	99.0%	
	Zijin	Xinhe Village	3435	1517	44.2%	
		Xinjian Village	3571	3571	100.0%	
		Minjian Village	3049	2670	87.6%	
	Total			57968	46325	79.9%

**Table 1-6 Minority Population in Project Affected Villages in Qiaojia County**

Rural Community Kindergartens	Fatu Village Kindergarten	Shuitang Village Kindergarten	Anju Village Kindergarten	Maiping Village Kindergarten	Yaoshan Town Kindergarten
Town/Township	Baihetan	Baihetan	Dazhai	Yaoshan	Yaoshan
Village	Fatu	Shuitang	Anju	Maiping	Tiansheng
Total population	2535	2515	2425	2610	2119
Minority population	48	60	52	116	0
Proportion of minority	1.9%	2.4%	2.1%	4.4%	0.0%

**Table 1-7 Minority Population in Project Affected Villages in Zhanyi County**

Rural Community Kindergartens to Be Built	Kindergarten of Jinlong Primary School	Kindergarten of Xiaotang Primary School	Kindergarten of Chizhang Primary School
Town/township	Jinlong sub-district	Baishui Town	Lingjiao Township
Village of the kindergarten	Jinlong Community	Xiaotang Village	Chizhang Village
Total population	2313	1290	937
Minority population	37	15	7
Proportion of minority	1.6%	1.2%	0.7%

## 1.5. Scope of the Minority Development Action Plan

According to the result of survey on the minority population and their distributions involved in the Project, 60 natural villages from five towns/townships (in Weishan County) where rural community kindergartens will be built are identified with high concentration of ethnic minorities, and they will be covered by this ethnic minority development plan. See Table 1-8 for detailed scopes.

**Table 1-8 Scope of survey involved in the ethnic minority development plan**

Town (Township)	Administrative Village	Natural Village	Minority Village <sup>2</sup>	Town (Township)	Administrative Village	Natural Village	Minority Village			
Wuyin	Bainai Village Committee	Xiabainai	Y	Ma'anshan	Wulixiang Village Committee	Longtoucun	Y			
		Nanmenqing	Y			Pacun Upper	Y			
	Shujie Village Committee	Fuquma	Y		Sanhe Village Committee	Maizuo	Y			
		Xiaowaga Upper	Y			Zhangbao	Y			
		Yangjizong	N			Dujiacun	Y			
	Yanzijiao Village Committee	Sujia	Y			Huoshancun	Y			
		Fanjia	Y			Waijiao	Y			
		Zhacun	Y			Longtan	N			
	Niujie	Niujie Village Committee	Gedeng			Y	Zijin	Hongqi Village Committee	Wanuba	Y
			Wamawu			Y			Tiankou	Y
Aimin Village Committee		Kaidu	Y	Xinhe Village Committee		Zhimakan		Y		
		Diba	Y			Xin'er		Y		
		Xunjian	Y	Henan Village Committee	Dabime	Y				
		Daxiao Mixi	Y	Xinhe Village Committee	Jiangbian	N				
		Lipi	Y	Xinjian Village Committee	Aduoli	Y				
		Wangzuo	Y		Shihuangshan	Y				
Shifanghe		Y	Limegu		Y					
Zhijie Village Committee		Liujiia	Y		Samitang	Y				
	Dianweichang	N	Dacun Community I		Y					
Weibaoshan	Jianshe Village Committee	Xizaotang	N		Dacun Community II	Y				
		Dalongtan	Y		Xincun	Y				
	Longtan Village Committee	Simali	Y		Lijiacun	Y				
		Anledi	Y	Niliwu	Y					
	Daqing Village Committee	Yuwanshui	N	Shangshiyian	Y					
		Daqingcun	N	Minjian Village Committee	Luowu	Y				
		Luowume	Y		Endime	Y				
	Hezuo Village Committee	Dibi	Y							
		Mengpuma	Y							
		Mihaidi	Y							
Zhonghe Village Committee		Damakan	Y							
	Zhonghepu	Y								
	Anzhangwu	Y								
	Jiligu	Y								
	Achahei	Y								

## 1.6 Purpose of the Ethnic Minority Development Plan

The ethnic minority development plan of the Project is prepared according to related laws and regulations of the People's Republic of China and local governments, as well as regulations stipulated in the World Bank business guideline OP4.10: *Operation Manual for Indigenous Peoples*. The purpose of preparing such plan is to guarantee that: (a) minorities affected by the

<sup>2</sup> Minority village: minority village in the Project refers to villages where minority population accounts for 50% or more of the total population of that village.



Project can get social and economic benefits complying with their cultural habits; (b) measures can be taken to avoid, alleviate or relieve negative influences (if any) of the Project to minorities, or make compensations for such negative influences.

The ethnic minority development plan will illuminate the population, social and cultural features of minorities living in the affected area; influence of the Project to the minorities; measures to be used to guarantee equal participation and equal benefits of the minorities and relieve adverse influences. Such measures consists of measures to improve living standard, measures to enhance comprehensive quality, measures to protect the ethnic culture and traditions of minorities and measures to guarantee equal participation and benefits of disadvantaged groups and action plans to relieve negative influences.

### **1.7 Goals of Ethnic Minority Development in the Project**

Development goals of the Project are: to enhance coverage and quality of early childhood education in Yunnan Province (rural area) and try different service modes in rural areas. The minority development goals are:

- 1) Provide whatever information concerning the Project in the way complying with traditions, culture and customs of the minorities; carry out sufficient communication and negotiation to analyze demands of the minorities;
- 2) In order to facilitate realization of goals of the Project, demands of minorities on the Project shall be integrated into design of the Project;
- 3) Learn the minorities' recognition of and demands on the Project; build ECE sites in rural areas and design other activities of the Project, in a way complying with cultural compatibility of minorities.
- 4) Take measures and actions to minimize potential negative influences and risks to minorities; provide more opportunities to enable minorities to benefit from the Project, in ways acceptable to the minorities.

## **2. Social and Economic Survey in Weishan County**

### **2.1. Social and Economic Survey in Weishan County**

Weishan County, located in the west of Yunnan Province and the south of Dali Prefecture, covers total land area of 2,200km<sup>2</sup>, including 2,050km<sup>2</sup> of mountainous area (account for 93.30%) and 148km<sup>2</sup> of flat area (account for 6.7%). There are totally 79 administrative villages and 4 urban communities from 6 townships and 4 towns in the county. There are 25 ethnic groups including Han, Yi, Hui, Bai, Miao and Lisu living there. By the end of 2014, Weishan has 310,200 residents, including 207,900 rural residents (account for 67%) and 145,100 minority people (account for 47%). In 2014, Weishan realized GDP of CNY 4.75 billion, marking a growth of 10.4% (ranking No.1 in the whole prefecture); total fixed-asset investment reached CNY2.05 billion, marking a growth of 21.82%; the general financial revenue reached CNY512.17 million, marking a growth of 1.7% (in which, the local public financial budget revenue reached CNY338.85 million (growth: 5%) and local public financial budget expenditure reached CNY1.73 billion (growth: 15.4%); the total retail sales of consumer goods reached CNY1.44 billion, marking a growth of 13%; the per capita disposable income of urban residents was CNY23,334, marking a growth of 12.4%; and the per capita net income of rural residents reached CNY6,903, marking a growth of 14%.

The social and economic survey was carried out mainly in the five towns/townships of Weishan County, namely, Wuyin, Weibaoshan, Ma'anshan, Zijin and Niujie. These five towns or townships are main area covered by the rural community based ECE center plan.

#### **2.1.1. Population and Distribution**

Wuyin Township of Weishan County is located 35 km in the west of Weishan county town. It borders with Miaojie Town and Nanzhao Town to the east, Changning County of Baoshan City to the west, Niujie Township and Qinghua Township to the south, and Ma'anshan Township and Yangbi County to the north. Wuyin covers land area of 440.4km<sup>2</sup>, consists of 8 villages, 175 village groups and 143 natural villages, which include Shujie, Xinmin, Bainai, Yanzijiao, Baichi, Xinjie, Mengxin, and Longjie. Wuyin Township has totally 25,906 people, including 20,739 minority people (account for 80%) and 5,167 Han people (account for 20%). Among total minorities, 19,978 are Yi people, accounting for 77%, making Wuyin one of the Yi settlements in Weishan County. Other minorities there include Miao, Lisu and Bai and so on, with total population reaching 761 (account for 3%). Among the total 25,906 people of Wuyin, 13,142 are male, while 12,494 are female.

Weibaoshan Township, located in the south of Weishan County, is adjacent to Midu County to the east, Nanjian County to the south, Qinghua Township and Nanzhao Town (of Weishan County) to the north. Weibaoshan People's Government is located in Sanjiaoping of Jianshe Village Committee, 6km away from Weishan county town. Weibaoshan Township has 6 village committees, with 40 natural villages and 72 village groups. Land area here is 152.55km<sup>2</sup>, including 1,643.33 hectare of farmland (236.66 hectares of rice land, 472.2 hectares of irrigable land and 934.47 hectares of dry land), with the per capita farmland area being 1.81mu. Weibaoshan Township is inhabited by 7 ethnic groups, including Han, Yi, Miao, Bai, Tibet, Hani and Lisu, with total population reaching 13,648, including 8,159 minorities (account for 60%). Most minorities there are Yi people.

Ma'anshan Township, located in the northwest part of Weishan County, is adjacent to Dacang Town and Miaojie Town to the east, Wuyin Township to the south, Yangbi County to the west (separated by a river), and Zijin Township and Yongjian Town to the north. The people's government of Ma'anshan Township is located in Fugadu of Sansheng Village Committee, 40km away from Weishan county town. Ma'anshan Township includes 6 villages, with 78 village groups and 64 natural villages. There are four markets in the township, namely,

Yanglin Street, Tiankou Street, Qingyun Street and Sanhe Street. Ma’anshan has 4,757 households and 16,790 persons, with 13,678 being ethnic minorities (account for 81% of the total). Among the minority population there, Yi population reaches 12,621, accounting for 75% of the total population.

Zijin Township, located in the northwest of Weishan County, borders Yongjian Town to the east, Ma’anshan Township to the south, Wachang Township of Yangbi Town to the west (separated by a river) and Taiyi Township of Dali Prefecture to the north. The people’s government of Zijin Township is located in Jinshaping of Zijin Village Committee, 72km away from Weishan county town and 61km from Xiaguan where the people’s government of Dali Prefecture is located. Zijin Township has 4 village committees with 76 village groups and 69 natural villages. In addition, there are 5 markets in Zijin Township, including Xinhe, Zijin, Baimatang, Yanjichang and Erhai. Zijin Township has 3,807 households and 14,769 persons, with 11,527 being ethnic minorities, accounting for 78% of the total. Among them, 6,275 are Yi people (account for 42% of the total) and 4,022 are Bai people (account for 27% of the total).

Niujie Township, located in the southwest of Weishan County, is the junction of Dali, Baoshan and Lincang prefectures (cities) and Weishan, Changning and Fengqing counties. Niujie Township borders Qinghua Township to the east, Wuyin Township to the north, Zhujie Township of Changning Town to the west, and Lushi Town, Shili Township and Xinhua Township of Fengqing County to the south (both separated by the Heihui River). Niujie Village Committee where the people’s government of Niujie Township is located is 62km from Weishan County town. Niujie Township has 4 village committees, with 90 village groups and 68 natural villages. There is one market in Niujie Township: Niujie. Niujie Township has land area of 167.1km<sup>2</sup>. There are totally 3,596 households and 11,779 persons, with 10,359 as ethnic minorities, accounting for 88% of the total. Among them, 10,006 people there are Yi people, accounting for 85% of the total.

It can be seen from Table 2-1 that except for Weibaoshan Township, all the other four towns (townships) of Weishan County involved in the Project have the minority population accounting for 80% or more of total local population. Yi people are the dominant minority group there, followed by Bai and Miao.

**Table 2-1 Minorities in towns (townships) of Weishan County**

Towns (Townships)	Total Population	Han		Yi		Miao		Bai		Others	
		Pop*	Prop*	Pop*	Prop*	Pop*	Prop*	Pop*	Prop*	Pop*	Prop*
Wuyin	25906	5167	20%	19978	77%	424	2%	59	0%	278	1%
Weibaoshan	13648	5489	40%	8011	59%	91	1%	19	0%	38	0%
Ma’anshan	16790	3112	19%	12621	75%	572	3%	198	1%	287	2%
Zijin	14769	3242	22%	6275	42%	1108	8%	4022	27%	122	1%
Niujie	11779	1420	12%	10006	85%	79	1%	119	1%	155	1%

2.1.2. Income

The survey team took Wuyin Township as the example and carried out thorough survey among 60 families by ways of door-to-door interviewing, for the purpose to learn their income and income compositions. Results show that the per capita income of the interviewed families is approximately CNY4,000/year, with the income from agricultural activities accounting for 73% and that from non-agricultural activities accounting for 27% (See Table 2-2 for details). Compared with Han people, minorities in Wuyin Township gain their family income mainly through agricultural activities which was followed by income from migrant work. See Table 2-3 for details. Survey on crop planting in Wuyin Township shows that traditional agricultural activities are kept there and human and animals are the main tools for farming. Agricultural production there is carried out in two seasons: early spring and late

autumn. Farmlands there mainly lie on hillside with limited flat areas. While most slope land area dryland, and most flat land are paddy land. Agricultural products there are mainly food crops (corn, rice, beans, cereals, potatoes in early spring; and wheat, peas, cereals and potatoes in late autumn). They are supplemented with cash crops, including tobacco, rape, marihuana, safflower carthamus, sugarcane, and vegetables. There is no planting of crops with special economic values, or large-scale industrialized crops.

**Table 2-3 Survey on income of sample families from Wuyin Township**

County/Town(Township)	Minority	Farming (%)	Migrant Work (%)	Others (%)
Wuyin	Yi	77.6	12.1	10.3
	Miao	80.3	7.6	12.1
	Bai	81.2	6.23	12.57
	<b>Total</b>	<b>79.7</b>	<b>8.64</b>	<b>11.66</b>

### 2.1.3. Land Resources and farming

Table 2-4 and Table 2-5 show the results of survey on the population, land resources and agricultural planting of administrative villages where the rural community kindergartens to be built. It is clear that except for Minjian Village of Zijin Township where Bai people are the dominant minorities; most other villages are Yi villages, with the proportion of Yi people accounting for 80% and more. The land resources in these villages are not plenty at all, with the per capita farmland reaching 1.5 mu only. As for planting, food crops are the dominant (corn, rice, beans, cereals, potatoes in early spring; and wheat, peas, cereals and potatoes in late autumn), and then cash crops (crude leaf tobacco, flue-cured tobacco, rape, marihuana, safflower carthamus, sugarcane, and vegetables). There is no planting of crops with special economic values, or large-scale industrialized crops.

**Table 2-4 List of crops planting in Wuyin Township**

County/Town/Township	Area of Food Planting			Economic Crops	Other Crops
	Area (mu)	In which: food (%)	Other crops (%)	Area (mu)	Area (mu)
Wuyin	90340	78%	22%	17780	6110
Weibaoshan	43735	74%	26%	10600	1530
Ma'anshan	48564	56%	44%	5692	2028
Zijin	40960	68%	22%	3180	1930
Niujie	45650	72%	28%	9700	1500

**Table 2-5 List of population and land resources in Project Villages**

Town/Township of Kindergarten		Wuyin			Ma'anshan				Niujie			Weibaoshan					Zijin					
Village of Kindergarten		Bainai VC*	Shujie VC	Yanzijiao VC	Wulixiang VC	Sanhe VC	Sansheng VC	Hongqi VC	Henan VC	Niujie VC	Aimin VC	Zhijie VC	Jianshe VC	Longtan VC	Anle VC	Daqing VC	Hezuo VC	Zhonghe VC	Xinhe VC	Xinjian VC	Minjian VC	
Population	Total household	923	1257	866	437	925	782	945	402	903	1492	736	1000	511	578	432	542	728	835	850	796	
	Total population	3190	7423	3430	1872	3319	3252	3084	1607	2709	5238	2452	3512	1915	2096	1495	1934	2637	3435	3571	3049	
	In which	Agricultural population	3158	7064	3320	18741	3219	2978	2932	1540	648	5091	2422	3461	1883	2050	1454	1898	2597	3230	3520	2926
		Non-agricultural population	22	359	110	31	100	274	152	67	255	147	30	51	32	46	41	36	40	205	51	98
		Main minority	Yi	Yi	Yi	Yi	Yi	Yi	Yi	Yi	Yi	Yi	Yi	Yi	Han	Yi	Yi	Yi	Yi	Yi	Han	Yi
Minority population	2855	6680	3023	1872	2589	2174	2014	1591	2493	4714	2432	179	1845	1581	1028	1934	2637	1517	3571	2670		
land	Farmland area (mu)	5147	8759	6500	2565	3920	3985	3335	2630	3850	9430	3926	5900	3878	2766	1794	2128	3428	1670	4167	4220	
	Per capita farmland (mu/person)	1.63	1.18	1.9	1.6	1.2	1.23	1.62	1.64	1.6	1.8	1.6	1.68	2.1	1.32	1.2	1.1	1.3	2	1.2	1.45	

\*VC: village committee

**Table 2-2 List of population, land and income of towns/townships involved in the Project**

Town/Township of Kindergarten		Wuyin			Ma'anshan				Niujie			Weibaoshan					Zijin				
Village of Kindergarten		Bainai VC*	Shujie VC	Yanzijiao VC	Wulixiang VC	Sanhe VC	Sansheng VC	Hongqi VC	Henan VC	Niujie VC	Aimin VC	Zhijie VC	Jianshe VC	Longtan VC	Anle VC	Daqing VC	Hezuo VC	Zhonghe VC	Xinhe VC	Xinjian VC	Minjian VC
Income	Per capita income (CNY/year)	4021	5290	5164	4800	2200	3500	2260	2760	4772	4950	5240	5000	4700	4800	4800	4500	4700	1627	2843	3256
	Agricultural income (CNY/year)	4000	4980	4928	3105	1402	1551	1575	2627	4416	4625	3492	2000	2500	2200	2200	2300	2500	1755	2832	3226
	Non-agricultural income (CNY/year)	4800	5600	5400	1789	1263	1949	1293	1725	5128	4980	1748	3000	2300	2600	2600	2200	2200	1500	3600	3500

#### 2.1.4. Education

Investigation on adult education among the sampled 30 minority households shows that although the free nine-year compulsory education is realized extensively, the education coverage in minority areas are generally poor. Among Yi, Miao and Bai peoples, the proportion of senior/junior middle school graduates is high, while the relatively aged people are mostly primary school or junior middle school graduates, and a lot of aged people are even illiterate. The education infrastructure in minority areas are poor, while the teaching faculty is insufficient, which severely hinders the development of education. On the other hand, the education awareness of minority people is lagging behind. Due to low family income and poor status in minority families, many minority children have to undertake various housework and even go out for migrant work early.

**Table 2-6 List of education background of sampled families**

<b>Ethnic Group</b>	<b>Junior College and Above</b>	<b>Senior Middle School/Technical Secondary Schol</b>	<b>Junior Middle School</b>	<b>Primary School</b>	<b>Illiterate</b>
Han	48%	31%	12%	7%	2%
Yi	23%	38%	20%	11%	8%
Miao	29%	40%	19%	9%	3%
Bai	26%	37%	21%	12%	4%

## 2.2 Minority Culture and Customs in the Project Area

Because of special geographical environment and cultural environment, different minority groups in the Project Area show differences compared with Han people in economy, culture, education, lifestyle, customs and conventions. As for this Project, analysis is focused on the different demands of concerned minorities on the design and construction of the Project, and proposed training and services to be provided by the Project. It is important to identify different needs of minorities so that the project design could refelect their needs and improve design of the Project.

Identification results show that except for some traditional festivals (such as the Sanyue Street Festival of Bai people in Dali, and the Torch Festival of Yi people in Weishan) and some food taboos (such as, no pork for Hui people), minorities inhabiting in counties affected by the Project, including Dali Bai Autonomous Prefecture (Weishan County, Eryuan County and Yangbi County), Wenshan Zhuang and Miao Autonomous Prefecture (Xichou County) and Honghe Hani and Yi Autonomous Prefecture (Jianshui County) where relatively great number of minorities are living, have little difference in their lifestyles, languages and ways of communication similar when compared with Han people. The contributing factor is that a lot of minority groups have lived together harmoniously with Han people in the same area for a long time, and their lifestyles and languages are assimilated.

The social assessment team has carried out investigation and research mainly on major minorities (Yi, Bai and Miao) inhabiting in the project area, for the purpose to get comprehensive knowledge about the traditional culture and customs of these minorities.

### (1) Yi people:

- **History:** Weishan is an early place where Yi people live and develop. It is also the cultural center of Yi people and enjoys important status in the history of Yi people in Yunnan and even the whole China. Weishan has been inhabited by Yi people in as early as the West Han Dynasty and the East Han Dynasty. At that time, Yi people were referred to as “Xi” and “Kunming”, later as “Wuman” in the Tang Dynasty, and “Luoluo” in the Yuan, Ming and Qing dynasties. After the foundation of new China, they are ethnically identified as Yi. Weishan Yi people consist of two branches according to the term they

use to describe themselves. One is Lulu(luo)ba Yi distributed all over the county; and the other is Geniba Yi immigrated from other places in the late Qing Dynasty and they live at some stockades in 4 village: Yinchang, Qinghe, Qingmin and Wuxing, all in Qinghua Town.

- **Religious belief:** The religion of Yi people shows thick primitive color and they adore polytheism including the nature, the totem and the ancestor. Religious activities of Yi people are presided over by “Bimo” and “Suye”, especially Bimo, because he is not only the presider of religious activities, but also the disseminator of Yi culture. Each village in Wuyin Town of Weishan County has their own natural sacred tree, namely, Miku. On each lunar February 8<sup>th</sup>, Yi people of all villages will kill chicken and pigs to sacrifice to the earliest ancestor Midingku under their sacred tree Miku. Each village has a local-god temple where the local god Nanzhao King, or the god Guanyin (Avalokitesvara) is worshiped. Yi people here worship the carnivorous male Guanyin. On each Chinese New Year Eve, all Yi families will carry the killed rooster and pig head to the local-god temple to worship the god Guanyin, the local god and their ancestors. In addition, families with newborns that year will also prepare pig head and rooster and select a special day to go to the local-god temple to pray for peace and luck.
- **Society and economy:** Yi has large population among all minorities of China and they live mainly in Sichuan, Yunnan, Guizhou and Guangxi provinces. In Weishan Yi and Hui Autonomous County, Yi people are indigenous and they lived mainly in flat area of Weishan in the ancient time. Later after the destruction of the Kingdom of Nanzhao, they moved to mountainous area. When it came to the Ming Dynasty, officials set up guard and encouraged farm production, and a lot of Yi people moved to mountainous and semi-mountainous areas. Wuyin Township has high proportion of Yi people and the population of Yi people accounts for 77% of the total population there. Yi people there live in big or small compact communities with Han, Hui, Miao, Lisu and Bai peoples and they have frequent social contact. In terms of economy, Weishan is one of the areas in west Yunnan has developed quite early, and it has been one of the political, economic and cultural centers in west Yunnan Province. As a branch of indigenous peoples living in the flat area, Yi people has active economy, with commercial sales outlets reaching all corners of village committees and natural villages. Xishu Street, 30km west to Weishan County Town, is the place where the people’s government of Wuyin Town locates and the important hub reaching Fengqing and other counties in west Yunnan Province. The street has commercial area of 4,600m<sup>2</sup>, holding about 4,000 people (mainly Yi and Han people) during market day. Goods available in the market include daily supplies, agricultural products, local specialties, food and drink, woods, big livestock, meat, poultrys and eggs. The social productive forces of Yi people for long time is lagging and is characterized as subsistence economy with agriculture as the main source of the economy. Crops here mainly include corn, buckwheat, potato, wheat, rice, barley, oat, and sedum stellariifolium. Farm tools mainly include the plough, harrow, bar-hoe and plate-hoe. The sparsely inhabited plateau area is beneficial to develop animal husbandry thanks to the rich pasture resources and livestock raised there include mainly cows, horses, pigs and sheep, etc. Mountain products are abundant in the mountainous area thus to the rich forest resources. Fishes and other aquatic products are available in the rivers and lakes. Hunting, crude drugs, fungus and fishing constitute main sources of economic income of local people. As for the handicraft industry, it exists as family sideline production and handicrafts are traded on the regular market days.
- **Language and characters:** The ancestor of Yi people created not only their language but also their words. Yi language prevails in communication among Yi people, while Chinese language prevails in communication between Yi people and other minority

peoples. Yi language in Weishan is a western dialect belonging to the Yi branch of Tibeto-Burman language, Sino-Tibetan language family. According to related historical records, Yi characters were widely used before the ancient Kingdom of Nanzhou. When it came to the time of Nanzhao Kingdom, Han culture in the central plains in the Tang Dynasty was introduced extensively and Yi culture was profoundly influenced by the Han culture and finally Yi characters were replaced by Han characters (Chinese Characters). Along with the extinction of Nanzhao regime, Yi characters got lost. As for language, field investigation shows that most Yi people living in the affected counties/towns can understand spoken mandarin Chinese. Some really aged people may speak Chinese with certain local dialect, but most young people can use Chinese for daily communication. As for characters, Chinese is the only dominator.

- **Folk dresses:** Yi people living in Wuyin Town and Nanzhao Town of Weishan County are main Xishan Yi people and they all belong to the “Naluo” branch except for very few “Geniba”. The customs of Xishan Yi people are totally different from those of Dongshan Yi people and show more complicated categories. From the aspect of regions, there are Ma’anshan dresses and Wuyin dresses. Men’s dresses are generally the same with those of Dongshan Yi people, while women’s dresses differ a lot. Xishan Yi people generally using black, white, cyan and blue silk and fabric to make clothes and the design of clothes are slightly different by regions. There are formal dresses, informal dresses and winter dresses, which are featured as magnificent, simple but elegant, plain and decent. Xishan Yi females love earrings and most of their earrings are made of silver. They wear blue or green right lapel short-front and long-back bent-lappet embroidered blouse, with the neckline, middle sleeve and sleeve opening inlaid with black-white embroidered strips. Inside the blouse, there is a white or blue shirt with embroidered collar. Most of Xishan Yi females have multi-fringe silverware or a pouch like a necklace, with a blue-green belt in the waist and an embroidered black cloth as loincloth. The loincloth is embroidered in black, red, blue, green and white in sequence. They wear silver or jade bracelets and silver rings. Their trousers are black or blue, with ring-like embroidery patterns on the cuff and their shoes are embroidered boat-head shoes. The suit looks clean, delicate and elegant. The youth may have on their shoulders an embroidered haversack with blue or red belts. Aged women wrap their heads with a piece of black brocade or black clothes, wear silver or jade earrings, carry a haversack made of black cloth and embroidered with blue or white flower patterns, which make them look plain but elegant.
- **Main taboos:** Weishan Yi people have developed many special production customs and taboos concerning production. For example, on each lunar February 8<sup>th</sup>, Yi people hold activities including make sacrifice to the god “Miku” and Zhadalu; in addition, villager will also come to their farmland to hold the “call back the soul” ceremony, that is, to call back the soul of crops for better harvest. During each lunar April, Yi people have a festival called “Eat the new wheat meal”; on the festival, Yi people make noodles with newly harvest wheat and make glutinous rice cake with glutinous rice and eat them with honey to worship their ancestors; they also invite friends and relatives to enjoy the food together to celebrate harvest; on that day, the married daughter will come back, carrying the glutinous rice cakes and other gifts. On someday of each lunar October, the Yi people hold the festival called “eat new rice”.
- **Educational customs:** Yi people attach great emphasis to their kids’ education, with types including family education, school education, temple education and social education, etc. The baby, will, from the very birth, be treated as an adult by the parents and other family members even the baby cannot speak or listen. They teach spoken languages, such as “manman” for rice, “wengweng” for water and “nengneng” for



grandma, etc. They teach the baby to talk, walk, and eat, etc slowly. The parents and family members teach the baby while nurse him/her, through personal examples and verbal instructions. At night, they may sit around the fireplace, tell stories, discuss family trees and moral principles, etc. When the baby grows up and ready to get married, the parents tell him/her how to conduct himself/herself, respect the aged, keep house, and start career, etc. At the time of formal wedding ceremony, even the uncle (mother's brother) will come out to give instructions. It can be said that the whole life of Yi people is tightly associated with family education and fireplace-type education. Besides that, Weishan Yi people have, since the time of Nanzhao Kingdom, attached great emphasis to the learning of Chinese central plain culture. This emphasis has even resulted in the fact that the education on Han culture has gone beyond the education on Yi culture and finally become dominant. When the kid grew to eight or nine years old, the parents of several families would jointly invite the Abi (Bimo of Yi people) to teach Yi culture and later invite Chinese teacher to teach Han culture (Chinese culture). Later, it turned to that several villages would set up a "school", with the expenses on teachers to be equally shared by parents of students. The school was governed by the teacher, with assistance from the "school assistant". The "school assistant" was responsible to handle all related matters. Chinese language was the main course in the school, with contents including the *Three Character Classics*, the *Doctrine of the Mean*, the *Great Learning*, the *Works of Mencius* and the *Book of Songs*, etc. Chinese Zhusuan (abacus arithmetic) was taught there. Confucius was adored in such school education.

- **Traditional festivals:** Weishan Yi people have festivals by lunar calendar. They have a lot of festivals, almost in every month. Festivals of Yi people include the Spring Festival and the Lantern Festival in the lunar January, the "Feb 8<sup>th</sup>" (the festival of Lunar Year, Miku Sacrifice and Ancestor Sacrifice in the past, but now the festival of Ancestor Sacrifice) in the February, the Tomb-sweeping Day in March, the Eat-new-wheat-meal Day in April, the Dragon Boat Festival in May, the Torch Festival in June, the Hungry Ghost Festival in July, the Mid-autumn Festival in August, the Local God Festival in September, the Eat-new-rice Day in October, the Winter Solstice Festival in November and the Goodbye-to-Kitchen-God Day and the New Year Eve in December. Among these festivals, the Spring Festival, the Feb 8<sup>th</sup>, the Dragon Boat Festival, the Torch Festival, the Hungry Ghost Festival, the Mid-autumn Festival, the Winter Solstice Festival and the New Year Eve are spent at fixed date, while other festivals are spent on lucky days selected by the family. Furthermore, there are Mitu Festival and Miku Festival, as well as temple fairs and sacrifices of different villages. Date of these additional festivals depends and they are held on traditional days of different villages. Furthermore, the slaughtering of pig to celebrate the Spring Festival of Yi people is as grand as festivals.

## (2) Bai people:

- **History:** Bai people, or Bai Huo, Bai Zi as they label themselves, is one of the indigenous peoples of Dali, Yunnan Province. Local chronicles indicated that in as early as the Song Dynasty, a few of Bai people moved into Weishan from Erhai Lake of Dali. In the Ming and Qing dynasties, more Bai people came from Eryuan, Longwei Pass (the Hongtupo (Doukangpo) under the General Cave today), Daguanyi, Wanqiao, Guanyintang, Boluodian and Xizhou near to Erhai Lake.
- **Religious belief:** the family god belief of Bai people is mainly admiration and worship to the ancestor and deceased elder generations. The memorial tablet of ancestors is generally put in the central place of above the principal room, reading "Tian Di Jun Qin Shi". Joss sticks and food are served. The family temple and the ancestral hall of Bai people are mainly the Local-god Temple, Guanyin Temple and the Jade Emperor

Pavilion. Bai people have their own local god worship idols. To be specific: 1. the worship of Bai people to the local god is almost nationwide, with few infidels. 2. Fixed temples and statutes for worship are available for each local god. The temple is tall and glorious, built as a courtyard and such temple is highest building of the village. 3. The temple is attended by a specific person or organization who is also leading public sacrifice activities held there. 4. Besides daily sacrifice by individuals, there is a temple fair to worship the local god with fixed rituals and such temple fair is held twice per year. One is held in the spring to meet and see off the local god and the other is to celebrate the birthday or death day of the local god. 5. There are sacrifice rituals and the *Local God Classics*, as well as a full set of rules, prohibitions and moral rules to ask the people behave loyal to the nation, show obedience to parents and elders, show respect to the aged and take care of children, work hard and live thrifty and never serve the devil, etc. The local god worship intermingles with the political, historical, philosophy, production and living, culture and arts, and folk customs of Bai people and gets deep root in the ideology of Bai people, forming a special and diversified local god culture.

- **Society and economy:** Bai people mainly rely on agricultural economy, with main grain crops including corn, rice, wheat, broad beans, peas, buckwheat and sorghum. Potatoes and corn are spring crops harvested in the summer, with the planting period lie between Lixia and Mangzhong (both compositions of the 24 Chinese solar terms, Lixia is the 7<sup>th</sup> and Mangzhong the 9<sup>th</sup> solar term). The production process and technology of corns of Bai people are the same with Han people. The “plum blossom type” planting was adopted in the past, with legume crops being intercropped.
- **Language and characters:** Bai people takes the Bai language as their mother tongue even today and they have a good knowledge of Chinese and rough knowledge of Yi language. At present, most Bai people living in the Project Area cannot speak Bai language again and Han language (Chinese) is prevailing here because of mixed living with Han people.
- **Folk dresses:** Dresses of Bai people show rich ethnic group features. In early days, most clothes of males and females were made by themselves with cotton cloth. In most cases, aged males wore front-opening jacket, side opening long gown and large crotch pants, with a skullcap on the head and a pair of cloth-made round-open tiger-head shoes or lotus-leaf embroidered shoes on the foot. Young males wore blue-white front opening jacket, a silver-button black shirt and black-blue large crotch pants, with a skullcap or felt cap on the head (or wrap with cloth), a belt on the waist and a pair of cloth-made multi-sole shoes or embroidered hand-made-sole shoes. When it came to the early Republic of China, young women made changes in their dress. They wore big sister match shirts in bright colors, such as red, purple or black, with all kinds of embroidered patterns and wide/narrow laces. Sparkling ornaments are sewed on the sleeves and lapels. The pants are black-blue or bright pink. Some middle and senior-aged women had laces on their pant bottoms. Girls put on black-blue fabric waistband or embroidered loincloth, with all kinds of embroidered shoes made of cloth on the foot. They loved silver or jade earrings in the willow leaf shape; they love also bracelets (sliding, twisted, flat silver or jade) and gold/silver fingerings. Clothes of women consisted of the long garment, sleeveless jacket and aprons, with ornamental cloth (black) on the head. Women put on jade bracelet, jade eardrops, and silver chains before the chest. Later after the foundation of new China, especially the reform and opening-up, except for aged women who kept the traditional dresses, most young women made great changes in the dresses. They put on short coats and watches, just looking the same as Han people. As for males, except the aged men who roughly kept the same dresses, young men made great changes in the dresses and they put on Chinese tunic suits and business suits, just looking the same as

Han people.

- **Main taboos:** Taboos concerning production: no farmland work on the Liqiu day (the 13<sup>th</sup> Chinese solar term); no farmland visiting on the lunar July 15<sup>th</sup>; no fruit picking by pregnant women; women are not allowed to go across the rope tying livestock or the shoulder pole, hoe, knife and axe used by men, etc; raised livestock are not allowed to enter the house of other people, or the owner shall open a “door to fortune” for such people. As for taboos in life: don’t enter the door of other families on lunar January 1<sup>st</sup> unless a boy has trampled that door; no billingsgate or watering all over on lunar January 1<sup>st</sup>; bad fortune will come if you hear the crow singing in the early morning; don’t attend the happy event ceremony when you are still in mourning; it is better not to lend out money or other substances shortly after your family have newly born babies or newly born livestock. That is, the borrowing may result in shortage of milk of the mom or the mother livestock. Anyway, if you have lent out such things accidentally, you’d better steal some salt from the borrower and put such salt in your salt pot. The married daughter is not allowed to sweep the floor of the parents’ house; slaughtering pig for spring festival shall be performed on a day without offending the animal (pig here) zodiac of the owner’s family member. Don’t speak “death” or other impolite, rude or dirty words in daily life.
- **Educational customs:** in the past, Bai people have set up private home school and village schools for their children to get education on Han culture. However, the universal economic poverty among Bai people allows their children to finish lower primary school education only. Very few children can finish higher primary school or junior middle school education. After the foundation of new China, the communist party and the state government attach great emphasis on the education development in remote areas and regions inhabited by minorities. A lot of primary schools were set up in the area inhabited by Bai people and universal primary school education is realized there.
- **Traditional festivals:** main traditional festivals of Bai people include the “Rao San Ling” (also, Rao Shan Lin or Rao Shan Ling) exclusive to Bai people in Dali, Yunnan Province. Rao San Ling is pronounced as “Guan Shang Lan” in Bai languages, which means to visit gardens and parks. The activity Rao San Ling is held between lunar April 23<sup>rd</sup> to 25<sup>th</sup> (totally three days) every year. The “San Ling” (three sacreds) here refer to the Shengyuan Temple for gods, the Jinkui Temple for immortals and the Chongsheng Temple for Buddha. The activity is held mainly to visit these three temples. There is a sea of people during the activity. Music and dances keep continuous in the song of “three to the south and four to the north”; at night, people camp in the field and sing the Daben music of Bai people, with the antiphonal lasting to daybreak.....a really all-nigh-long carnival. Sanyue Street----also known as the Guanyin Fair, Guanyin Street and Sacrifice Guanyin Street, is a grand festival and street fair day exclusive to Bai people in Dali, Yunnan Province. It is held at the foot of Diancang Mountain west to Dali downtown on each March 15 to 20. At the first, it was religious event, and gradually it turns into a big commodity fair. “Shuahai Fair”, also mentioned as “Laoshi Fair”, is another traditional festival exclusive to Bai people in Dali, Yunnan Province. Shuahai Fair lasts for as long as one month, namely, from lunar July 23<sup>rd</sup> to August 23<sup>rd</sup>. The Shuahai Fair with biggest size shall be that held on lunar August 8<sup>th</sup> among villages at the west bank of Erhai Lake in Dali. On that day, villagers from nearby villages gather their stunning boats on the water near to Caicun Village. At that time, you can see white sails here and there, lasting for over ten miles, in the Erhai Lake, with ten thousand people maybe, standing watch on the bank.

### (3) Miao people:

- **History:** Miao people live scattered in Weishan County in 17 natural villages from 13 village committees in 8 towns/townships, namely, Zijin, Ma'anshan, Yongjian, Weibaoshan, Wuyin, Niujie and Qinghua, from the north to the south, with the population exceeding 1,600, accounting for 0.52% of the total population of Weishan County. Local Miao people can be divided into three groups: Baimiao, Huamiao and Hanmiao. Among which, Baimiao is the main group and has lived in Weishan for approximately 140 years. Baimiao people are mainly migrated from Nanjian County, with their ancestral home located in Guizhou Province; Huamiao people mainly come because of marriage or other reasons, while Hanmiao people are migrated from Binchuan and other counties.
- **Religious belief:** Miao people adore a lot of ghosts and gods and the Miao medicine is miraculous. "Get rid of diseases by both god worship and medicine" is spreaded among the public. Main religious beliefs of Miao people include nature worship, totem worship, ancestor worship and other primitive religious forms. Miao people believe in ghosts and gods and witchcraft prevails since long. Some Miao people believe in Christian and Catholicism. Those who believe in Buddhism and Taoism are mainly Miao people living in the east area and they speak dialects. These people are mentioned as "Bad deib zhal" in Miao language.
- **Society and economy:** Self-sufficiency life is the main lifestyle in the area inhabited by Miao people. Jute planting is a main feature (main used for weaving) of Miao people. Traditional life style, such as the thatched houses, hand-pull stone mill, foot-operated stone grinding tool, linen spinning wheel, wood loom, are kept in most villages. Miao people in Weishan County mainly live in arctic-alpine mountainous areas. They live with both crop planting and livestock breeding. Crops planted in the areas inhabited by Miao people are mainly new corns, ricebeans, white kidney beans and paddy in early spring and broad beans, peas and wheat in late autumn. Economic crops here include mainly tobacco, walnut and plums, etc. Jute planting is a major feature in the life of Miao people and it is the original trace of the self-sufficient economy there, which provides the essential guarantee for clothing of Miao people. Because of the small population, Miao people seldom get involved in business. However, along with the social development, individual business activities appear in the slack farm season. Business activities of Miao people rely on natural conditions and include mainly purchasing of tricholoma matsutake, TCM materials and embroidery works of Miao people. However, these activities are mainly carried out in two different places and in small size.
- **Education customs:** according to the family education of Miao people, there are a lot of things which you "can't touch" and the purpose of such education is to develop well-behaved children. As a result, Miao children are generally introvert. Among the Miao people, principles such as "respect the old and cherish the young", "care for the weak and the small", "live harmonious with brothers", and "always respect and believe in yourself" are greatly adored and passed down from generation to generation. The education of Miao people in Weishan is mainly teaching Lusheng dances and songs performed in wedding and funeral events, all in oral and none in written. Keep records by notching wood is the only ancient characters of Miao people kept to today. At present, fewer and fewer people are learning Miao culture and more and more Miao people come to the classroom to receive education on Han culture. In Miao cultural, there are only limited cultural marks remaining today, often used in funeral or worships, which include "X" - implies a four-leg animal; the almost straight "人" - implies a two-leg animal; a hole - implies a liter of grain; a small transverse line which implies RMB 1.00 (the bigger one implies RMB 10.00 and the biggest one implies RMB 100.00); a bias from right upper to left bottom with a hole below indicates a kettle of liquor, etc.

- **Language and characters:** Miao people used to have their language characters in the history and such characters had lost because of frequent migrations of Miao people. Today, Baimiao, Hanmiao and Huamiao people all use the common Miao language. However, slight differences exist because of different regional disparities and schools. Miao people are good at dancing and singing and they have songs and dances at happy events or festivals. Songs and dances of Miao people mainly include folk song antiphonal singing and Lusheng dance. Miao males love hunting and always go out in groups for hunting.
- **Folk dresses:** Miao people emphasize on the fancy top, color and patterns of their dresses. Cross-stitch works on the dresses are represented by birds and flowers, in red and green and other colors. Miao women put on linen skirts. Unmarried girls put on clothes with blue stitch works, while the middle and senior-aged women put on black dresses. Men's dresses show difference in the location of buttons, that is, Hanmiao males have the buttons in the middle, while Huamiao and Baimiao males have the buttons at the right side.
- **Main taboos:** Miao people avoid washing of rice containers at improper time. Generally, they wash only when the container is used to hold new rices, which implies goodbye to old rices and welcome new rices; it is believed that washing rice containers at improper time may wash away family fortune and result in shortage of rice for eating. Miao people avoid also drinking unboiled water on the mountain. If it is necessary to drink, they make a mark with straws, which implies to kill diseases and ghosts. Miao people avoid touching clothes which are put aside on the road by somebody else, or they may catch leprosy; Miao people forbid their children playing bows or arrows in the house, or they may shoot at the ancestors; Miao people avoid touching or patting head of children, or they will not grow tall; Miao women are not allowed to sit on the same bench with the elder. However, the taboos of Miao people of different groups are slightly different.
- **Folk traditions and folk customs:** Miao people are all good at songs and dances and they have songs and dances at happy events and festivals. Such activities mainly include antiphonal singing of folk songs and Lusheng dances. Miao males love hunting and they always go out in groups for hunting at the slack season of agricultural activities. Miao people prefer to marry Miao people with different family names and generally don't marry with people of other ethnic groups. Miao marriage ceremony is quite ceremonious and last for a few days. On the first day, the bridegroom goes to the bride's family to pick up the bride and they both return to the bridegroom's home on the second day. On the third day, they come out to express appreciation to the guests. Huamiao people have Lusheng dances on the marriage ceremony, while Baimiao people have flute dance. Married Miao couples always walk together no matter when visiting friends or relatives, going out for shopping or hunting. It is a must that died Miao male shall have a linen belt on the waist before being buried, while died female put on linen skirts. No coffin is used for burial in the ground in some places. They just carry the body to the cemetery with bamboo and fence the body with four wood boards and then put the body into the grave and finally backfill the grave. The tomb "follows the geographical position and bury transversely".
- **Traditional festivals:** Miao is an ethnic group with rich ancient civilization and emphasizing on ceremonies. The festivals of Miao people show significant features. If divided by functions and significances, the festival of Miao people include: 1. Festival for agricultural activities; 2. Festival for material exchanges; 3. Festival for social contact, dating and marriage; 4. Festival for sacrifices; 5. Festivals for memory or celebration. If divided by seasons, Miao people have twelve months per year and there is at least one

festival each month. The 1<sup>st</sup> to the 15<sup>th</sup> day of the 11<sup>th</sup> lunar month is the Wannian Festival. The 1<sup>st</sup> day is the Tiansui Festival on which the Miao people don't go out for long journey; the 2<sup>nd</sup> day is the Disui Festival. From the 2<sup>nd</sup> to the 14<sup>th</sup> day, Miao people go out to visit friends and festivals to celebrate the New Year. Men and women may sing in antiphonal style and people play with dragon lantern or lion lantern. The 15<sup>th</sup> day is the Weibanian (burn the dragon lantern). The 1<sup>st</sup> day of the 12<sup>th</sup> lunar month is the Sheri, also mentioned as the Longtou Festival on which the Miao people worship the god of the earth, receive the dragon and settle the dragon (Ranrong in Miao pronunciation).

### 3. Early Childhood Education in Rural Areas of Weishan County

#### 3.1. Survey on early childhood education in Weishan County

Although Weishan ranks top among project counties of Yunnan Province in early childhood education, the early childhood education quality in rural townships with high concentration of ethnic minorities is still poor. Weishan has 6 townships and 4 towns, covering totally 79 administrative villages and 4 urban communities. There are 1,344 villager groups among 79 villages. By the end of 2015, the average three-year gross kindergarten enrollment rate for the whole county was 78.2%, in which, the three-year gross enrollment rate in Weishan county town reached 95%, while that in rural area was only 74%. What deserves special mention is that even within the vast rural area in Weishan County, there is huge disparity in terms of three year gross enrollment rate. In some cold highland areas and minority villages, the remote geographical location and the backward economic development result in some natural villages not having any preschool education institutions. Children of preschool ages there have no school to go. Therefore, the consulting team visited a number of villages in these 5 towns or townships in Weishan County in order to have better understanding of ECE conditions there.

1) As shown in Table 3-1, the coverage of ECE institutions in those five townships of Weishan County (Wuyin, Weibaoshan, Niujie, Zijin and Ma'anshan) is poor. There are still 20% natural villages having no preschool education institutions. Especially in Weibaoshan Township, there are 40% natural villages having no preschool education institutions, which means that there are approximately 300 children of school age having no opportunity to get normal preschool education.

**Table 3-1 List of existing kindergartens in the five towns (townships) of Weishan County**

Town (Township)	Number of Natural Villages	Natural Villages with Preschools	Natural Villages without Preschools	Proportion
Wuyin	143	135	8	5.6%
Weibaoshan	40	24	16	40.0%
Ma'anshan	64	51	13	20.3%
Niujie	68	58	10	14.7%
Zijin	69	56	13	18.8%

2) As shown in Table 3-2, survey on existing kindergartens in these townships indicated that a) the public and top-quality preschool education resources there are rather poor. In Wuyin, Zijin and Weibaoshan townships, there are no public kindergarten so far; b) the severe shortage of children education resources result in the school age of children being prolonged to 4-6 years old in some townships. Consequently, it is impossible for children aged 3 years old to enroll normal kindergartens; c) some schools are located far from some natural villages and thus these privately-run kindergartens become boarding schools, which is unfavorable for development of children at that age; 4) because of the backward social and economic development in these townships, among total enrolled kindergarten children, 85% or 1,483 are minority children; 497 or 29% are stay-at-home children (parents as migrant workers) and 987 or 57% are children from poverty-stricken families.

**Table 3-2 Existing kindergartens and enrolled children in the 5 townships of Weishan County**

Township	Kindergarten (Preschool)	Place	Nature of School	Natural Villages Covered	Number of Student Each Class	Age of Enrolled Children	Ethnic Group	Number of Minority Students	Language Used (Minority)	Number of Stay-at-home Student	Number of Children from Poverty-stricken Families
Wuyin	Qimeng Kindergarten	Xishu Street, Shujie VC*	Private boarding	33	72	4-6 years old	Yi	52	Yi	25	36
	Xinjie Kindergarten	Budu Community I, Xinjie VC	Private boarding	11	70	4-6 years old	Yi	45	Yi	10	50
	Longjie Kindergarten	Xinlong Street, Longjie VC	Private boarding	26	67	4-6 years old	Yi	50	Yi	10	26
	Xinmin Kindergarten	Bielegu, Xinmin VC	Private boarding	11	42	4-6 years old	Yi	35	Yi	12	20
	Xuguang Kindergarten	Chahe Street, Yanzijiao VC	Private boarding	14	55	4-6 years old	Yi	40	Yi	5	32
	Yinshan Kindergarten	Zhushehe, Bainai VC	Private boarding	23	92	4-6 years old	Yi	83	Yi	20	35
	Mengxin Kindergarten	Mengxin VC	Private boarding	20	55	4-6 years old	Yi	42	Yi	8	29
	Preschool of Baichi Primary School	Baichi Primary School	Private boarding	8	32	6 years old	Yi	20	Yi	5	20
Niujie	Niujie Central Kindergarten	Xiaowanzi, Niujie Village	Public	90	30	3-6 years old	Yi, Miao, Lisu, Dai, Bai	123	Yi, Miao, Lisu	30	140
	Niujie Chunmiao Kindergarten	Aboyu, Aimin Village	Private boarding	33	27	3-6 years old	Yi, Miao, Lisu, Dai	45	Yi, Miao, Lisu	10	50
	Preschool of Aiguo Primary School	Aiguo Primary School	Public boarding	7	26	3-6 years old	Yi	20	Yi	4	26
	Preschool of Zhijie Primary School	Zhijie Primary School	Public	10	59	3-6 years old	Yi	59	Yi	12	59
	Bijiashan Preschool of Aimin Primary School	Bijiashan, Aimin Village	Private	5	32	3-6 years old	Yi	24	Yi	5	32
	Laoheipeng Preschool of Aimin Primary School	Laoheipeng, Aimin Village	Private	3	19	3-6 years old	Yi	19	Yi	4	19



	Juxiong Preschool of Aimin Primary School	Juxiong, Aimin Village	Private	3	29	3-6 years old	Yi	29	Yi	6	29
	Kaidu Preschool of Aimin Primary School	Kaidu, Aimin Village	Private	4	20	3-6 years old	Yi	20	Yi	5	20
Ma'anshan	Qingyun Kindergarten	Chujia Village, Qingyun VC	Public boarding	18	38	3-6 years old	2	112	Yi, Bai	23	18
	Sanhe Kindergarten	Sanhe Xiaxin Village	Private boarding	11	40	4-6 years old	3	62	Yi, Miao, Lisu	14	15
	Chengguang Kindergarten	Factory I, Hongqi VC	Private boarding	12	30	4-6 years old	2	38	Yi, Bai	45	34
	Ma'anshan Central Kindergarten	Next to Ma'anshan Township government	Public boarding	15	50	3-6 years old	2	120	Yi, Bai, Miao, Hani	35	10
	Wulixiang Kindergarten	Wulixiang Village	Private boarding	5	31	4-6 years old	2	62	Yi, Bai	9	8
Zijin	Yingcai Kindergarten	Laojiechang, Xinhe VC	Private boarding	14	30	3-6 years old	Yi, Bai	73	Yi, Bai	34	60
	Xingxing Kindergarten	Lijia Village, Zijin VC	Private boarding	11	25	3-6 years old	Yi, Miao, Lisu, Bai	70	Yi, Bai	52	40
	Preschool of Zijin Primary School	Zijin Primary School	Public boarding	11	60	6 years old	Yi	53	Yi	18	47
	Preschool of Xinhe Primary School	Xinhe Primary School	Public boarding	14	30	6 years old	Yi	21	Yi, Bai	14	26
	Preschool of Xinjian Primary School	Xinjian Primary School	Public boarding	11	55	6 years old	Yi	48	Yi	20	49
	Preschool of Minjian Primary School	Minjian Primary School	Public boarding	9	37	6 years old	Yi, Bai	41	Yi, Bai	16	19
Weibaoshan	Zhonghe Kindergarten	Chaketang, Zhonghe VC	Private boarding	4	26	3-6 years old	Yi	52	None	30	30
	Preschool of Guboluo Primary School	Guboluo, Longtan VC	Private	1	25	5-6 years old	Yi	25	None	16	16

3) It is found that among existing privately-run kindergarten, lack of qualified teachers is a common problem; the proportion of certificate-holding teachers is low, the education background is poor and the opportunity to get training on ECE is rare. Table 3-3 shows that the average teacher-student ratio in these townships is 1:22, much lower than the national average of 1:7. In addition to that, statistics on the qualification of teachers show that there are totally 17 teachers holding the kindergarten leader/teacher certificate (account for 21% of the total) and 4 teachers holding the bachelor degree (account for 5%), 12 teachers holding the college degree (account for 15%) and 67 teachers holding no professional title (account for 85%).

**Table 3-3 List of kindergarten teachers in the five townships of Weishan County**

Township	Kindergarten (Preschool)	Number of Teachers	Credentials (Credential for Kindergarten Teachers)	Education Background of Teachers	Teacher-student Ratio
Wuyin	Qimeng Kindergarten	5	1 holding kindergarten leader certificate, 2 holding nursing license	Junior college: 1; technical secondary school: 1; senior middle school: 2	1:15
	Xinjie Kindergarten	3	1 holding kindergarten leader certificate, 2 holding nursing license	Junior college: 1; senior middle school: 2	1:23
	Longjie Kindergarten	3	1 holding kindergarten leader certificate, 2 holding nursing license	Junior college: 1; senior middle school: 2	1:22
	Xinmin Kindergarten	3	1 holding kindergarten leader certificate, 1 holding nursing license	Junior college: 2; junior middle school: 1	1:14
	Xuguang Kindergarten	3	1 holding kindergarten leader certificate, 2 holding nursing license	Junior college: 1; senior middle school: 2	1:18
	Yinshan Kindergarten	4	1 holding kindergarten leader certificate, 7 holding nursing license	Junior college: 1; senior middle school: 2; junior middle school: 1	1:23
	Mengxin Kindergarten	4	1 holding kindergarten leader certificate, 2 holding nursing license	Junior college: 2; senior middle school: 2	1:14
Niujie	Niujie Central Kindergarten	11	1 holding kindergarten leader certificate, 8 holding nursing license, 1 graduated as kindergarten teacher, 1 nursing staff without license	Bachelor: 2; junior college: 6; technical secondary school: 3	1:14
	Chunmiao Kindergarten	2	2 holding nursing license	Technical secondary school: 1; junior middle school: 1	1:24
Ma'anshan	Qingyun Kindergarten	8	1 holding kindergarten teacher certificate, 4 holding primary school teacher certificate, and 3 holding nursing license	Bachelor: 1; junior college: 2; technical secondary school: 3; senior middle school: 2	1:19
	Sanhe Kindergarten	4	None	Junior college: 2; junior middle school: 2	1:25
	Chengguang Kindergarten	5	2 holding kindergarten teacher certificate, and 3 holding nursing license	Junior college: 2; senior middle school: 3	1:21

	Ma'anshan Central Kindergarten	9	4 holding kindergarten teacher certificate, 2 holding primary school teacher certificate, 1 holding nursing license, and 2 holding graduation certificate for kindergarten teachers	Bachelor: 1; junior college: 6; technical secondary school: 2	1:17
	Wulixiang Kindergarten	3	2 holding nursing license	Junior college: 1; Junior middle school: 1	1:20
Zijin	Yingcai Kindergarten	5	1 holding kindergarten leader certificate, 4 holding nursing license, 1 graduated as kindergarten teachers, 1 nursing staff holding no license	Junior college: 1; senior middle school: 3; junior middle school: 1	1:23
	Xingxing Kindergarten	4	1 holding kindergarten leader certificate, and 3 holding nursing license	Senior middle school: 1; technical secondary school: 1; junior middle school: 2	1:21
Weibaoshan	Zhonghe Kindergarten	2	None	Technical secondary school	1:35

As shown in Table 3-4, it is a common problem among existing privately-run kindergartens that the teaching environment is shabby and the physical environment for teaching is poor. This problem is especially apparent among the one-year preschool classes and rural community kindergartens where the nursing activities, nutritional structure of school meals, and sanitary conditions are all having room for improvement; the buildings (including large-scale toys) are not well constructed. Urgent improvement of physical environment for nursing is required.

**Table 3-4 Size and buildings of existing kindergartens in the five townships of Weishan County**

Township	Kindergarten (Preschool)	Time of Establishment	Land Area of the Kindergarten (Preschool)	Rank of Kindergarten	Buildings	
					Number of Rooms	Area (m <sup>2</sup> )
Wuyin	Qimeng Kindergarten	2001.9	953	None	3	370
	Xinjie Kindergarten	2011.9	800	None	2	450
	Longjie Kindergarten	2011.9	734	None	2	440
	Xinmin Kindergarten	2012.9	2000	None	2	400
	Xuguang Kindergarten	2012.9	800	None	2	460
	Yinshan Kindergarten	2014.3	1400	None	3	569
	Mengxin Kindergarten	2014.3	2335	None	3	600
	Preschool of Baichi Primary School	2014.3	9959	None	1	40
Niujie	Niujie Central Kindergarten	2014.2	2475.19	None	22	1765.34
	Chunmiao Kindergarten	2012.8	2369	None	10	1286
Ma'anshan	Qingyun Kindergarten	2014.4	2400	Grade II Level II	22	1142
	Sanhe Kindergarten	2008.9	686	None	7	186
	Chengguang Kindergarten	2012.8	210	None	11	179
	Ma'anshan Central Kindergarten	2015.9	2667	Grade II Level II	10	1068
	Wulixiang Kindergarten	2009.9	420	None	15	220
Zijin	Yingcai Kindergarten	2006.9	1340	None	12	1027
	Xingxing Kindergarten	2009.11	840	None	9	502.45
Weibaoshan	Zhonghe Kindergarten	2012.9	600	None	4	400

### 3.2. Survey on Selected Natural Villages Involved in the Project

Based on the above mentioned facts and according to the survey on all towns and villages of Weishan County, 60 natural villages where there are no any preschool education institutions including one-year preschool class, are selected to be implemented with community based ECE center under the Project.

As shown in Table 3-5, 88% of these natural villages are minority villages, and most ethnic minorities are Yi people. Survey shows that the average distance of these natural villages to Weishan county town is 35 kilometers, and the average distance to township towns where township central kindergarten is located is 15km. The remote location and poor economic development are main reasons hindering school age children there from going to school.

**Table 3-5 Survey on natural villages without preschools in the five townships**

Township	Administrative Village	Natural Village	Distance from County DOWNTOWN	Distance from Town Center	Minority Village?	Preschool (Kindergarten) Available?	Number of Rural Households	Number of Children Aged 3 to 6	Children (aged 3 to 6) Attending Preschool (kindergarten)	Children don't Attending Preschool (Kindergarten)
Wuyin	Bainai Village Committee	Xiabainai	24	16	Y	N	113	19	6	13
		Nanmenqing	21	19	Y	N	79	23	6	17
	Shujie Village Committee	Fuquma	50	11	Y	N	43	12	0	12
		XiaoWaga Upper	52	12	Y	N	56	30	10	20
		Yangjizong	31	8	N	N	62	15	3	12
	Yanzijiao Village Committee	Sujia	60	20	Y	N	33	20	5	15
		Fanjia	57	18	Y	N	69	31	8	23
Zhacun		54	16	Y	N	69	27	12	15	
Niujie	Niujie Village Committee	Gedeng	66	2	Y	N	43	18	7	11
		Wamawu	70	2	Y	N	41	21	9	12
	Aimin Village Committee	Kaidu	80	16	Y	N	115	31	10	21
		Diba	70	6	Y	N	92	20	8	12
		Xunjian	65	5	Y	N	48	21	6	15
		Daxiao Mixi	88	24	Y	N	103	24	4	20
		Lipi	87	23	Y	N	87	20	0	20
	Zhijie Village	Wangzuo	89	25	Y	N	70	19	6	13
		Shifanghe	50	13	Y	N	58	13	3	10
		Liujia	57	16	Y	N	40	19	7	12
Weibaoshan	Jianshe Village	Dianweichang	6	1	N	N	231	25	1	24
		Xizaotang	6	1	N	N	217	24	14	10
	Longtan Village	Dalongtan	15	10	Y	N	144	19	1	18
		Simali	20	15	Y	N	112	13	0	13
	Anle Village	Anledi	17	12	Y	N	275	35	0	35
	Daqing Village	Yuwanshui	15	10	N	N	82	10	0	10
		Daqingcun	20	15	N	N	136	17	0	17
		Luowume	22	17	Y	N	157	20	0	20
	Hezuo Village	Dibi	25	20	Y	N	136	23	0	23
		Mengpuma	22	17	Y	N	207	37	0	37
		Mihaidi	20	15	Y	N	199	32	0	32
	Zhonghe Village	Damakan	20	15	Y	N	107	15	3	12
		Zhonghepu	20	15	Y	N	111	18	5	13
		Anzhangwu	21	16	Y	N	86	14	3	11
Jiligu		21	16	Y	N	68	12	0	12	
Ma'anshan	Wulixiang Village	Azhahei	22	17	Y	N	67	11	0	11
		Longtoucun	32	21	Y	N	133	26	15	11
	Sanhe Village	Pacunshang	50	12	Y	N	109	22	12	10
		Maizuo	49	8	Y	N	124	32	5	27
		Zhangbao	49	8	Y	N	88	18	5	13
		Dujiacun	48	7	Y	N	47	18	1	17
		Huoshancun	50	9	Y	N	76	20	8	12
		Waijiao	50	9	Y	N	95	15	5	10
		Longtan	56	15	N	N	97	25	13	12
	Hongqi Village	Wanuba	70	29	Y	N	65	18	8	10
Tiankou		80	40	Y	N	259	40	20	20	
Zhimakan		80	40	Y	N	57	20	10	10	
Henan Village	Xin'er	90	50	Y	N	78	16	4	12	
	Dabime	72	29	Y	N	76	16	4	12	
Zijin	Xinhe Village	Jiangbian	72	7	N	N	47	14	4	10
		Aduoli	81	11.2	Y	N	44	18	5	13
	Xinjian Village	Shihuangshan	81	11.2	Y	N	64	22	8	14
		Limegu	81	11.2	Y	N	54	18	5	13
		Samitang	81	11.2	Y	N	96	24	7	17
		Dacun I	81	11.2	Y	N	58	15	2	13
		Dacun II	81	11.2	Y	N	76	26	6	20
		Xincun	81	11.2	Y	N	37	11	1	10
		Lijiacun	81	11.2	Y	N	65	15	5	10
		Niliwu	81	11.2	Y	N	76	17	6	11
	Shangshiyuan	81	11.2	Y	N	53	15	4	11	
Minjian Village Committee	Luowu	87	12.8	Y	N	35	12	2	10	
	Endime	89	12.8	Y	N	43	13	3	10	

It can be seen from Table 3-6 that in these selected natural villages, there are 1,214 children aged 3 to 6, among which, 909 haven't received early childhood education (ECE), accounting for 75% of the total. Most of these children are minority children. For those children in Anle

Village, Daqing Village and Hezuo Village in Weibaoshan Township, the rate of children at school age who fail to receive any preschool education reaches 100%. Therefore, it is really urgently necessary to improve the preschool education situation there.

**Table 3-6 Population and Proportion of Children of School Age Failing to Receive ECE**

Township	Administrative Village	Number of Natural Villages Without ECE Institution	Number of Children Aged 3-6	Number of Children Who Haven't Received ECE	Proportion of Children Who Haven't Received ECE
Wuyin	Bainai VC*	2	42	30	71%
	Shujie VC	3	57	44	77%
	Yanzijiao VC	3	78	50	64%
Niujie	Niujie VC	2	39	23	59%
	Aimin VC	6	135	101	75%
	Zhijie VC	2	32	22	69%
Weibaoshan	Jianshe VC	2	49	34	69%
	Longtan VC	2	32	31	97%
	Anle VC	1	35	35	100%
	Daqing VC	3	47	47	100%
	Hezuo VC	3	92	92	100%
	Zhonghe VC	5	70	59	84%
Ma'anshan	Wulixiang VC	2	48	21	44%
	Sanhe VC	7	146	101	69%
	Hongqi VC	3	76	42	55%
	Henan VC	1	16	12	75%
Zijin	Xinhe VC	1	14	10	71%
	Xinjian VC	10	181	132	73%
	Minjian VC	2	25	20	80%
<b>Total</b>		<b>60</b>	<b>1214</b>	<b>906</b>	<b>75%</b>

### 3.4. Survey on Minorities Benefiting Directly from the Project

People directly benefiting from the Project are mainly the minority children of preschool age, their parents, and the minority teachers and management staffs in the Project area. The Wuyin Kindergarten to be built will provide additional 270 vacancies, bringing direct benefit to approximately 200 minority children or 74%. The 30 community based kindergartens to be built will provide ECE opportunities for 906 children of preschool age in rural areas who have never received ECE. Among them, at least 81% or 736 are minority children.

**Table 3-7 Statistics on minority population benefiting directly from the Project**

S/N	Contents of the Project	Number of Children Benefiting Directly	Number of Minority Children Benefiting Directly	Proportion (%)	Number of Teachers Benefiting Directly	Number of Minority Teachers Benefiting Directly	Proportion (%)
1	Wuyin Kindergarten	270	200	74%	20	8	40%
1	Rural Community Kindergarten	906	736	54.17%	30	28	93%
<b>Total</b>		<b>1176</b>	<b>936</b>	<b>79.5%</b>	<b>50</b>	<b>36</b>	<b>72%</b>

## 4. Policy Framework

The Ethnic Minority Development Plan for the Project is prepared based on related laws and regulations of the People’s Republic of China concerning minorities, related regulations of Yunnan provincial government, and the World Bank Policies concerning indigenous peoples (OP4.10 and BP4.10).

Main policy basis includes following three parts: 1. Related laws, regulations and supportive policies of China; 2. ECE-related regulation, education development plan and supportive policies of Yunnan provincial government and local governments; 3. World Bank policies concerning indigenous peoples (OP4.10 and BP4.10), etc. See Table 4-1, 4-2 and 4-3 for detailed provisions of these laws and regulations.

Generally speaking, the minority policies of China and the indigenous people policies of the World Bank share same objectives. That is, they both emphasizes on the interests, economic and cultural traditions, as well as equal rights of the minorities. Policies of the World Bank focus on how can the Project win support from the minorities through free-will and sufficient consultation, how can the Project actually improve positive effects to the minorities and how can it avoid or minimize potential negative influences to the same through series of specific measures.

**Table 4-1 Main National Laws and World Bank Policies concerning indigenous people**

Type	Title of Main Policies and Regulations	Main Contents and Key Points
The World Bank	The World Bank business policies concerning indigenous people (OP4.10) and World Bank procedures (BP4.10)	<p>Purpose of the World Bank policies concerning indigenous people is to guarantee the dignity, power, economy and culture of the minorities during development of the Project. Main contents include:</p> <p>(1) The World Bank realizes that the features and culture of minorities are always tightly associated with the land where they live on and the natural resources they depend on for their survival. This special feature exposes minorities to different risks and different types of influences brought by project development, such as losing national characteristics, culture and traditional livelihood, as well as invasion of illness, etc. Gender and generational difference among minorities are also quite complicated. As a social group showing significantly different characteristics from the mainstream social group, minorities are always the most marginalized and most fragile groups among local population. In addition, the World Bank also realizes that minorities are playing critically important role in the sustainable development and both the domestic and international laws are attaching more and more importance to protect their rights and interests.</p> <p>(2) Measures taken in the World Bank assisted project include: a) Avoid potential negative influence to the minority communities; or b) if inevitable, minimize and mitigate such influence at the best degree, or make compensation for such influences. Furthermore, the World Bank assisted project is designed for the purpose to guarantee that minorities can get social and economic benefits matching their culture and compatible with their gender and generation features.</p> <p>(3) If the project will affect minorities, the Project Team of the World Bank shall assist the borrower to conduct prior, free and informed consultations with the affected communities during the whole project process. In the preparation and implementation stages of the project, all information concerning the project shall be provided to minorities in the way satisfying cultural tradition of the same. Also, it shall be confirmed, according to social evaluation and results of prior, free and informed consultation at the early stage, that whether the Project is broadly supported by affected minorities.</p> <p>(4) The Ethnic Minority Development Plan shall be need-based, prepared flexibly and practically. Contents of EMDP shall include following elements: comply</p>

		with law and institution framework of minorities; information about the population, society, culture and political features of influenced minority communities, land owned, used or occupied by minorities traditionally, and natural resources depending on which minorities survive; summary of social assessment; summary of results of the prior, free, and informed consultation with minority communities in the preparatory stage of the project and such consultations wins broadly community support for the project; framework guaranteeing prior, free and informed consultations with affected minority communities during the implementation stage of the project; measures and action plan guaranteeing social and economic benefits to minorities (compatible to their culture); proper action plan concerning measures to avoid or reduce, relieve (at the maximum) or make compensation for the potential negative influences to minorities (if identified); expense budget and financing plan for the minority plan; procedures applicable to the project to handle appeals of minority communities because of implementation of the project; monitoring, evaluation, report mechanism and index system applicable to implementation of the minority plan of the project.
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**Table 4-2 Policies and provisions of Chinese regulations concerning education and minorities**

Type	Title of Main Policies and Regulations	Main Contents and Key Points
Chinese government	1. The State Middle and Long-term Educational Development Program (2010-2020);	<ol style="list-style-type: none"> <li>1. Develop preschool education actively, include preschool education in the urban and socialism new countryside construction plan;</li> <li>2. Set up harmonious private and public kindergarten running system guided by the government and attracting extensive social participation;</li> <li>3. Increase investment by the government, make perfect the cost apportionment system and grant subsidies to children from poverty-stricken families;</li> <li>4. Make perfect the toll administration of kindergartens;</li> <li>5. Strengthen preschool education management and make normative the kindergarten operation; set up standards for preschool operation and related access system;</li> <li>6. Carry out strict teacher qualification, strengthen training to preschool teachers, improve overall quality of preschool teachers, and actually realize status and remuneration to preschool teachers;</li> <li>7. Try to improve coverage of preschool education in rural areas; guarantee enrollment of stay-at-home children; take each effort to expand preschool education resources in rural areas, build or reconstruct kindergartens; sufficiently make use of surplus school buildings and teachers of middle or primary schools to run kindergartens (preschools); play the demonstrative role of town-level kindergarten to village-level kindergartens; support the development of preschool education in poverty-stricken areas.</li> <li>8. Ethnic education: Fully strengthen the preschool bilingual education.</li> <li>9. Realize universal coverage of preschool education: the preschool education shows important significance to the physical-mental health, habit formation and intellectual development of children. Follow the physical-mental development laws of children and insist on scientific nursing and teaching methods to guarantee happy and healthy growth of children. Develop preschool education actively and realize one-year preschool education, roughly realize two-year preschool education, and three-year education in areas where circumstances allow, by 2020. Emphasize education to children aged 0-3 years old.</li> <li>10. Attach emphasis to the development of preschool education in rural areas: try to enhance coverage of preschool education in rural areas; guarantee enrollment of stay-at-home children; take all measures to expand preschool education resources in rural areas, build or reconstruct kindergartens; sufficiently make use of surplus school buildings and teachers of middle or</li> </ol>



		<p>primary schools to run kindergartens (preschools); play the demonstrative role of town-level kindergarten to village-level kindergartens; support the development of preschool education in poverty-stricken areas.</p> <p>11. Try to expand the preschool education resources in rural areas. Local government shall include preschool education into the construction of socialism new countryside as an important part. Kindergarten shall be planned uniformly with other new countryside public service facilities and built firstly to speed up development. Governments at all levels shall increase investment in rural preschool education. From this year on, the central government will push forward preschool education project in rural areas and emphasis will be attached to the middle and west China area. Local governments at all levels shall arrange special fund to firstly built rural kindergartens.</p>
<p>2. Several Opinions as to Develop Current Preschool Education (briefly, State Regulation 10)</p>		<p>1. Put the development of preschool education in a more important status; to develop preschool education, the principle of public welfare and universal benefits shall be insisted on; try to set up the preschool education public service system covering urban and rural areas with reasonable layout; make sure children of school age can get fundamental and high-quality preschool education; insist on joint efforts of the government and social circles and attach equal importance to private and public kindergartens; governments at all levels shall fulfill their responsibilities and sufficiently mobilize enthusiasm of all circles; insist on reform and innovation and try to abandon system or institutional barrier to the scientific development of preschool education; make measures according to local conditions and actual situation to provide convenient, flexible and multi-layer preschool education to children and their parents; insist on scientific parenting and follow the physical-mental development laws of children so that to guarantee the happy and healthy growth of them.</p> <p>2. Expand preschool education resources by all ways: Develop public kindergartens actively and realize “large coverage, guaranteed fundamental” preschool education service. Increase investment by the government to build, reconstruct or expand a batch of safe and applicable kindergartens.</p> <p>3. Try all ways to strengthen construction of preschool teachers: Speed up to set up a team of preschool teachers with noble morality, loving heart, excellent competence and rational structure.</p> <p>4. Try all ways to increase investment in preschool education: governments at all levels shall include preschool funds into their financial budgets. Incremental in education funds shall be firstly used in preschool education. Fiscal funds for preschool education shall take up reasonable proportion in fiscal funds for education at the same level and such proportion shall be enhanced significantly in the coming three years.</p> <p>5. Strengthen license management for kindergarten running: make perfect related laws and regulations to set standards for preschool management. Carry out the license management strictly. Local government shall define operation standards for different types of kindergartens and carry out classified management and instructions, according to fundamental national standards and social requirements on children nursing and teaching.</p> <p>6. Strengthen supervision on kindergarten safety. Local government shall attach great importance to safety work of kindergartens, reinforce construction of safety facilities, appoint security workers and make perfect the safety management rules and safety responsibilities; put into practice related measures to prevent accidents.</p> <p>7. Set standards for the toll management of kindergartens. In 2011, related state authority issued the toll management provisions for kindergartens. Related provincial authorities shall set up toll standards for public kindergartens according to the actual rural-urban economic and social development situation, the cost of kindergarten running and the affording ability of common people, and the principle of reasonable apportionment of education</p>

		<p>cost for non-compulsory education.</p> <p>8. Insist on scientific preschool teaching to promote sound physical-mental development of children: strengthen instructions to the preschool teaching. In 2010, the central government issued the guidelines for children study and development.</p> <p>9. Make perfect the work mechanism, reinforce organizational leadership; carry out overall planning and implement three-year preschool action plan.</p>
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**Table 4-3 Policies and provisions of Regulations of Yunnan concerning education of minorities**

Type	Title of Main Policies and Regulations	Main Contents and Key Points
	<p>2. The Middle and Long-term Educational Development Program of Yunnan Province (2010-2020);</p>	<p>1. <b>Generally realize full coverage of preschool education:</b> the preschool education shows nursery education characteristics in aspects of interest cultivation, behavior formation, intellectual development and emotion shaping. The preschool education will be included in the basic public education service system. Improve overall level of preschool education for the purpose to roughly realize the three-year preschool education. Roughly realize three-year preschool education in relatively developed regions, two-year preschool education in areas where actual circumstances allow such education and one-year preschool education in underdeveloped regions. Emphasis shall be attached to education of infants aged 0 to 3 years old. Strengthen construction and management of ECE service institutions. Attach importance to family education.</p> <p>2. <b>Attach importance to bilingual education:</b> promote bilingual teaching in regions inhabited by minorities. Strengthen bilingual teaching and set up communication bridges for minority children. Show respect to and guarantee the rights of minorities to get education in their own languages; actively cultivate talents who understand both “Chinese and minority languages” and reinforce training to teachers who are capable of minority languages; increase investment to build training bases for provincial-level, prefecture/city-level bilingual teachers; to set up bilingual educational system and courses programs satisfying multi-minority and multi-language situation of Yunnan Province; translate, edit and publish bilingual textbooks satisfying education policies of the country and features of primary and middle schools of minorities and develop such textbooks towards higher levels. Give priority to the development of rural preschool education: take the development or rural preschool education as an important part of the socialism new countryside construction and kindergarten as the public service facility of new countryside; design and arrange kindergartens in an overall way, give priority to the construction of kindergarten and speed up development of the same; include the town-level kindergarten into the local education system for management and construction. It is required that by 2020, at least one public town-level central kindergarten will be set up in each town. Make sufficient use of surplus school buildings and teachers of middle and primary schools to add the quantity of kindergartens in towns (villages) with relatively great population and proper conditions. Make perfect the evaluation and award mechanisms for excellent and demonstrative kindergartens in rural area.</p> <p>3. <b>Push forward cultivation of high-level minority talents:</b> Keep well cultivating high-level backbone talents among minorities. Set up training bases for college, junior college and preparatory education students for minorities in Yunnan Province. Encourage higher education institutions at all levels to carry out oriented special talent training focusing on special industries and minority areas. Cooperate with senior middle schools in the middle and east China area to set up senior middle school education classes for minorities and further expand the talent training modes in areas inhabited by minorities. Encourage the minority colleges to strengthen discipline construction and talent team construction; enhance the schooling</p>

		<p>quality and management level. Formulate preferential policies and encourage college graduates to teach in areas inhabited by minorities.</p> <p><b>4. Develop the ethnic education cause actively:</b> Strengthen instructions to the ethnic education work and take ethnic education as a key part for educational development in Yunnan. Give priority to the development of ethnic education and solve special difficulties and problems during the development of ethnic education cause. Further reinforce support to the educational in areas inhabited by minorities, especially the education of minorities with small population. Provide more public education resources to areas inhabited by minorities. Strengthen construction of boarding schools in areas inhabited by minorities and enhance subsistence allowance standard to students at boarding schools; speed up development of senior middle school education in areas inhabited by minorities. Set up senior middle school courses for minorities in provincial-level combined junior-senior middle schools. Enhance subsistence allowance standard to poverty-stricken senior middle school minority students. Actively develop higher education in areas inhabited by minorities. It is required that by 2020, the percentage of minority students in all students at all levels and all kinds of schools in Yunnan are roughly similar to the percentage of minority population in Yunnan Province. Further reinforce assistance for education in oriented poverty-stricken areas inhabited by minorities and carry out oriented assistance concerning education among governments, educational authorities and schools at all levels; make perfect the multi-layer and multi-type educational assistance and support mechanism.</p>
	<p>3. The Three-year Action Plan for Preschool Education of Yunnan Province (Phase II) (2015—2017)</p>	<p>1. By 2016, the nationwide three-year preschool gross enrollment rate reaches about 75%. Full coverage of three-year preschool education is realized in urban areas and developed rural areas. Realize significant increase of the three-year preschool gross enrollment rate in other rural areas, especially those concentrated continuous poverty areas. Roughly set up the preschool educational service network anchored by public kindergartens and universal-benefit private kindergartens. Gradually set up the cost apportionment mechanism for rural preschool education, with investment mainly come from public finance. Schooling quality and nursery education quality in kindergartens are improved significantly.</p> <p>2. Further speed up the development of public kindergartens and give extensive support to universal-benefit private kindergartens. Further increase investment in preschool education and strengthen construction of preschool teacher team. Make perfect the kindergarten supervision system and strengthen nursery education guidance to kindergartens. It is proposed that by the end of 2015, the urban communities shall have sufficient kindergartens according to related national and local regulations; adjust the nursery education tolls according to given procedures and control within reasonable extent the cost to be undertaken by parents; solve the remuneration problems of temporary teachers in public kindergartens and teachers in collectively-owned rural kindergartens by ways of per student fiscal funding and special subsidy and finally realize equal payment for equal work.</p>
	<p>4. Regulations of Yunnan Province to Facilitate Minority Education</p>	<p>1. Education of minorities shall be planned in an overall way according to local conditions; guidance shall be give by types and priority shall be given.</p> <p>2. The county-level or above people's government and related educational authorities shall, by ways of bilingual kindergartens, ethnic schools, ethnic department (classes) and preparatory education for minorities, etc, develop preschool education, compulsory education, normal senior middle school education, occupational education, higher education and special education showing minority education features and satisfying the economic and social development in areas inhabited by minorities. Priority shall be given to the planning and construction of standard boarding middle and primary schools for minorities.</p>

		<p>3. The people's government at all levels shall speed up the development of preschool education for minorities and in areas inhabited by minorities and realize full coverage of preschool education. The county (prefecture, city)-level people's government shall set up bilingual kindergartens in towns densely inhabited by minorities who totally or generally don't use Chinese language. In this case, the provincial-level and prefecture-level people's government shall provide subsidies.</p> <p>4. Teachers working in areas inhabited by minorities are encouraged to learn and use minority languages prevailing in local places. Honors and awards shall be given to teachers who are capable to use minority languages and characters and have effectively improved teaching quality; priority will be given to such teachers at the time of performance evaluation, professional title appraisal, position appointment and backbone teacher appointment and appraisal of pace-setter in scientific researches under same conditions.</p>
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## 5. Consultations and Public Participation

### 5.1. Participation Process of Minority Teachers and Parents in the Project

In September 2015, the consulting team for preparing EMDP arrived at the Project site for social survey. There was one minority expert and 5 female researchers in the survey team. Field survey was carried out in 5 townships of Weishan County involved in the Project by ways of questionnaire, informal discussion and community discussion among minority parents, minority preschool teachers and related management staffs. Profound investigation was carried out and detailed knowledge was obtained. Opinions and suggestions of minorities toward implementation of the Project and their willingness to participate in the Project were explored and collected were made faithfully. The following activities were carried out during the survey and consultations.

- 1) **Survey on social and economic situation.** The consulting team for preparing EMDP conducted baseline survey on the social and economic situation of minorities in the five townships of Weishan County, collected secondary data collection and visited villages. Based on these, information concerning the population and distribution of minorities, the main social and economic conditions (source of family income, education degree and poverty level, etc), culture and customs of minorities and their views on the Project were collected.
- 2) **Questionnaire among parents.** The team conducted questionnaire among parents of children aged 3 to 6 years old among villages involved in the Project. The surveyed parents consisted of two parts. One was minority parents living in Wuyin Township center. The main focus of survey emphasized on their opinions and suggestions on the construction of new kindergartens under the Project and their willingness and requirements on ECE. The other was minority parents living in the rural areas of 5 townships where the community based ECE centers will be built and the questionnaire to them emphasized on their awareness of the Project, their attitude and opinions on the design and implementation of proposed ECE program and their willingness to participate in the project. During the survey, 60 copies of questionnaire were issued, 58 of which were returned, with the effective rate reaching 97%. In which, 15 effective copies of questionnaire were received among parents living in the areas where rural community preschools are to be built.

**Table 5-1 Statistics on questionnaire among minority parents in Weishan County**

Prefecture (City)	County (District)	Copies of Questionnaire Released	Copies of Questionnaire to Minority Parents	Proportion (%)
Dali	Weishan	60	58	83.3%

- 3) **Key informant interview with minority teachers.** The consulting team also conducted key informant interview with heads of central schools in the 5 townships of Weishan County. Based on these interviews, information like current development of ECE in these townships, particularly for minority villages, their opinions of the Project, influence of the Project to them, their attitude and opinions on the design of the project component, and their willingness to participate in the Project, was obtained.
- 4) **Groups discussions among stakeholders.** With assistance from the education bureaus of project counties, the consulting team held group discussions with key stakeholders, including relevant government agencies, such as the poverty relief office, the ethnic religion bureau, the women’s federation, the land resources bureaus and other related organizations in the project area in order to obtain their views on ECE for minority villages and potential influence of the Project.



Picture 5-1 Questionnaire among minority parents in Wuyin Township



Picture 5-2 In-depth interview with minority teachers



Picture 5-3 Discussion with minority preschool teachers



Picture 5-4 Discussion with minority parents

## 5.2. Attitude of Minority Preschool Teachers toward the Project

### 5.2.1. Attitude of Minority Parents of Children Aged 3 to 6 Years Old toward the Project

Knowledge of the minority parents on preschool education, to some extent, determines how successful development of ECE among minority villagers. This is particularly true in those relatively remote rural areas in Yunnan Province, where the knowledge of parents on ECE contributed greatly whether their children will attend school or not. Thus, the questionnaire to minority parents is divided into two parts according to two different groups involved. One is minority parents living in Wuyin Township center and the questionnaire to them emphasizes on their opinions and suggestions on the construction of new central township kindergarten in the Project, and their willingness and requirements on preschool education. The other is minority parents living in rural townships where community based ECE centers are to be built and the questionnaire to them emphasizes on their awareness of the Project and of preschool education, their attitude towards and opinions on the design and implementation of the Project and their willingness to participate.

Generally speaking, results of the questionnaire show that 100% parents (regardless of ethnic group) support greatly the Project and they are looking forward to early implementation of the Project, no matter construction of new kindergartens, or establishment of community based ECE center. 77% of the parents are satisfied at the information disclosure and publicity of the Project, while 47% of parents are not satisfactory at current distribution of kindergartens around their villages. 32% of parents are dissatisfied at the environment and teaching quality of existing kindergartens. As for awareness of parents, 98% of parents believe that children aged 3-6 years old shall have preschool education, 21% of parents expect for bilingual teaching, 17% of parents look forward to regular minority teachers in the kindergarten. 63% of parents attributed long distance from the existing kindergarten as the main reason for not

sending their children to the kindergarten. All these 63% of parents live in natural villages far away from the town centre, and quite a few natural villages have no kindergarten. 22% of parents considered high expenses as the main reason for not sending their children to the kindergarten. No parent thinks it unnecessary to go to the kindergarten and no parents think it is reasonable for not sending their children to kindergartens just because they are girls. 15% of parents believe it is all right not to go to kindergarten or delay to go to kindergarten because of other family reasons (for example, there are elders in the family who can take care of children, stay-at-home children and the unavailability of kindergartens nearby, etc).

It is found by the survey that minority families living near to the center of Wuyin Township have little difference with Han people in family income, ECE concept, living habits and daily communication, etc. In the contrast, minority families living far away from the township center have much lower economic income and educational background when compared to Han people. Although their awareness and approval level to preschool education are improved significantly in recent years, their willingness to go to kindergartens are apparently lower due to restrictions including distance from kindergartens, family income and the absence of preschool education concept, etc.

**Table 5-2 Questionnaire among minority parents in areas involved in the Project**

S/N	Question	Answer	Result				
			1	2	3	4	5
1	Do you know the Project? Are you satisfied at information disclosure and publicity of the Project?	(1) Very dissatisfied (2) Not so satisfied (3) Just so so (4) Satisfied (5) Very satisfied			40	10	10
2	Are you satisfied at distribution of kindergartens nearby?	(1) Very dissatisfied (2) Not so satisfied (3) Just so so (4) Satisfied (5) Very satisfied	48	8	2	2	
3	Are you satisfied at current teaching conditions of kindergartens?	(1) Very dissatisfied (2) Not so satisfied (3) Just so so (4) Satisfied (5) Very satisfied	19	23	11	7	
4	Are your supportive to implementation of the Project?	(1) Supportive (2) Not so supportive (3) I don't care (4) Not supportive	60				
5	Do you think preschool education is necessary to children aged 3 to 6 years old?	(1) Yes (2) I don't care (3) No	55	5			
6	Do you require bilingual teaching?	(1) Yes (2) No (3) Others	10	50			
7	Do you think it is a must that the kindergarten should have regular teachers of your ethnic group?	(1) Yes (2) No (3) Others	10	50			
8	What's the main reason hindering you from sending your children to the kindergarten?	(1) Distance (2) Affording ability (3) It is unnecessary to go to the kindergarten; (4) My child is a girl; (5) Other reasons	55	15	0	0	5

### 5.2.2. Attitude of Minority Preschool Teachers towards the Project

To further learn opinions and suggestions of the minority preschool teachers in these townships, the survey team interviewed principals the central schools of these five townships. The principals explained the basic information of local preschool education and expressed their opinions on the construction of rural community preschools. See Table 5-3 for details. Results of the survey show that principals of these central schools have all expressed their wishes for urgent improvement of local ECE environment. They believe that the implementation will not only solve school attending problems of children living in remote areas, but also enhance awareness of the parents and facilitate local development. However, they also argue that safeguard measures during implementation of the Project shall be reinforced to guarantee successful implementation and the Project and the sustainable, healthy and long-term local development.

**Table 5-3 Opinions of leading teachers of central schools of five townships in Weishan**

Township	Informant	Title	Telephone	Main Opinions Expressed
Wuyin	Zi Zhengzhou	Principal of Wuyin Central School	0872-6341011	Urgently look forward to early implementation of the Project because the Project will not only solve schooling problem of children in remote areas, but also enhance awareness of parents and facilitate local development
Weibaoshan	Shi Hongyin	Principal of Weibaoshan Central School	0872-6122635	There are 40% of children of school age having no school to attend; the village-level community kindergartens are needed urgently to solve these problems
Ma'anshan	Luo Xiangrong	Principal of Ma'anshan Central School	0872-6341543	Urgently look forward to early implementation of the Project because the Project will not only solve schooling problem of children in remote areas, but also enhance awareness of parents and facilitate local development; hope to give continuous support to the Project
Niujie	Hao Zhengqiang	Principal of Niujie Central School	0872-6343095	Urgently look forward to early implementation of the Project; the Project is especially favorable to undeveloped areas. Look forward to better operation modes and sufficient funds to guarantee sustainability of the Project
Zijin	Zhi Youzhuang	Principal of Zijin Central School	0872-6343515	Urgently look forward to early implementation of the Project to thoroughly solve the problem that children of school age in remote rural areas have no school to go; meanwhile, enrich the preschool teacher team of the township and enhance both the nursing and teaching abilities of teachers there

### 5.2.3. Attitude of Parents towards the Rural Community Preschool

Generally speaking, all the parents are urgently looking forward to early implementation of this Project. Along with the social development, the awareness of parents changes and they are now attaching great importance to preschool education. However, poor road condition and the unavailability of nearby kindergartens force them to give up preschool education. Therefore, these preschools to be built in their villages are enormously welcomed. According to the questionnaire among parents, the main suggestions of these parents include: 1) 10 out of 15 surveyed parents are looking forward to teachers of their own ethnic group; 2) most of



parents want the preschool to teach basic living skills and cultural knowledge to their children; 3) 9 parents hope that the preschool can afford nutritious meals to their children. See Table 5-4 for details.

**Table 5-4 Questionnaire on opinions of parents in the five townships of Weishan County on the Project**

Township	Informant Parent	Number of Children of School Age	Attend Kindergarten (one-year preschool included) now?	Ethnic Group	Approve of Establishing Rural Community Preschool?	Willing to Pay?	Suggestion on Rural Community Kindergarten
Wuyin	Wang Shugang	1	No	Yi	Yes	Yes	Set school in my village, give cultural knowledge to my children, I don't care whether the teacher is minority or not
	Zhou Qingzhong	1	No	Yi	Yes	Yes	Set school in my village, give cultural knowledge to my children, it is better that the teacher is of my ethnic group
	Yang Tianliang	1	No	Yi	Yes	Yes	Set school in my village, it is better that nutritious meals are provided and the teacher is of my ethnic group
	Yang Enqing	1	No	Yi	Yes	Yes	Hope to teach living knowledge to my children; I don't care whether the teacher is minority or not
Weibaoshan	Zi Chengchun	1	No	Yi	Yes	Yes	Set school in my village, it is better that nutritious meals are provided and the teacher is of my ethnic group
	Zhang Ming	1	No	Han	Yes	Yes	Set school in my village, it is better that nutritious meals are provided and the teacher is of my ethnic group
	Peng Jiajin	1	No	Yi	Yes	Yes	Set school in my village, it is better that nutritious meals are provided and the teacher is of my ethnic group
Ma'anshan	Li Simin	1	No	Yi	Yes	Yes	Hope to teach my children how to develop good habits, I don't care whether the teacher is a minority or not
	Luo Ming	1	No	Han	Yes	Yes	Set school in my village, it is better that nutritious meals are provided and the teacher is of my ethnic group
Niujie	Bi Xuejiao	1	No	Yi	Yes	Yes	Set school in my village, it is better that nutritious meals are provided and the teacher is of my ethnic group
	Zi Shaojun	2	No	Yi	Yes	Yes	Set school in my village, it is better that nutritious meals are provided and the teacher is of my ethnic group
Zijin	Bi Hengfei	1	No	Yi	Yes	Yes	Set school in my village, it is better that nutritious meals are provided and the teacher is of my ethnic group
	Yang Mei	1	No	Bai	Yes	Yes	Set school in my village, it is better that nutritious meals are provided and the teacher is of my ethnic group

### **5.3. Problems Identified during Survey**

According to the questionnaire among and in-depth interviewing with minority parents and on-duty minority teachers, a number of problems are identified for which great emphasis shall be paid during design and implementation of the Project in order to ensure the sufficient participation of minority parents and teachers in the Project and that they can benefit from the Project at the maximum.

**Problem 1: Although the awareness and knowledge of parents on preschool education are improved in certain degree, such awareness and knowledge are still weak in remote mountainous regions due to various restrictions.**

Questionnaire shows that compared to Han people living in county town, minority families living in townships involved in the Project have poorer economic income and education background and their willingness to attend preschool education is apparently lower. Besides the backward economic development in the area densely inhabited by minorities, the lack of preschool education awareness and the absence of education modes suitable to local minorities are critical reasons. Therefore, during the implementation of the Project, local conditions and local ethnic features shall be considered when building kindergartens and designing curriculums. At the same time, education for parents will be carried out as appropriate during the preparatory stage of the Project, so that to enhance the enthusiasm of minority families to go to kindergarten.

**Problem 2: Although minority parents have attached great importance to teaching in Chinese, the language of their ethnic group or accented dialects are still used for daily communication in remote mountainous regions. Therefore, in the early stage of the Project, activities involving in public participation shall be carried out in ways compatible with languages or habits of minorities. It is further recommended to set up minority-featured curriculums in daily teaching activities;**

Field investigation shows that more than 50% of children in remote natural villages of the five townships often use their ethnical language (or local accented Chinese) to communicate with their parents in daily life. Therefore, if to set up kindergartens or rural community preschools in areas with high concentration of minorities, it is necessary to assign sufficient minority bilingual teachers and to set up minority-featured curriculums, so that the preschool education can be implemented successfully and the minority culture can be passed on smoothly.

**Problem 3: Minority teachers in remote mountainous areas have more mobility and less opportunities of training.**

Restricted by geographic factors, economic factors, natural environment and other factors, minority teachers in existing kindergartens of Weishan County show more mobility. The mobility of teachers and child-care workers in private kindergartens is more apparent. Some natural villages still have no kindergarten or rural community preschool, while most existing kindergartens (private ones included) have overstaffing phenomenon and licensed teachers are critically short. Besides that, most preschool teachers in rural areas did not graduated from preschool-education major, and some of them have been transferred from teaching in middle or primary schools. They have relatively limited professional competence and need professional training urgently. As a result, the management level and nursery education quality in these kindergartens are poor. "Primary school" features are apparent in these kindergartens, and the growth and preschool preparatory state of children there are generally lower than children at urban or public kindergartens. It is learnt from investigation that most sampled kindergartens in areas inhabited by minorities/rural areas have problems including insufficient full-time preschool teachers, low ratio of licensed teachers, poor education background, less opportunities to get training, and great mobility, etc. Therefore, when

designing trainings for preschool teachers involved in the Project, the fund, time and ways of training to preschool teachers in rural areas shall be considered sufficiently to guarantee effectiveness of such trainings.

## **6. Influence of the Project to Minorities**

### **6.1. Positive Influences**

The minority development survey team has, by ways of questionnaire, interview, group discussion, and meetings with key stakeholders, analyzed influence of the Project to minority communities in the project areas and identified potential positive influence and negative influence of the Project based on the qualitative and quantitative analysis methods. Generally speaking, implementation of the Project will mainly have positive influences and very little negative influence to minorities in counties involved in the Project. Positive influences of the Project are represented mainly in following four aspects:

#### **1 Increase ECE for children in the area inhabited by minorities, narrow the regional education gap and push forward educational equality:**

At present, most of high-quality kindergartens of Yunnan Province, with most public ones and some private ones, are distributed in the urban areas including the county towns and center of developed towns. Data of the whole province shows that in 2014, among the 1,245,800 children attending kindergartens, only 518,2000 of them were from rural areas, accounting for 41.60% of the total. In contrast, the rural population accounts for 60% of total population of the Province. Thus, there were still a great number of children of school age having no kindergartens to go to in remote rural mountainous areas. This is particularly true for children from poverty-stricken families who have less opportunity to get preschool education in the kindergarten, although they are the very group who need preschool education most. The rural areas are the place where most minorities live. The current ECE situation in 5 townships in Weishan County show that the kindergartens in the Project Area is relatively poor in terms of floor area, number of teachers and their education degree, and quantity of preschool class in primary schools. The one-year preschool is rather common here; and the three-year kindergarten gross enrollment is relatively low. Therefore, it is greatly urgent to develop the ECE facilities in these rural areas where large number of minorities live.

The overall objective of the Project is to increase the coverage and quality of preschool education in Yunnan Province (rural area), and try out different service models in the rural area. By providing the effective comprehensive service of early childhood education for rural underprivileged children, the project provides the pilot for reform and development of rural ECE and construction of rural basic public education service system, and explores the new mechanism and new path to realize the strategy of fighting poverty with education. In order to further extend the coverage of ECE in the rural remote areas and increase the opportunity of children in area inhabited by minorities to receive early education, the early education pilot works in rural fringe areas in the project will be carried out in Weishan County, Zhanyi County and Qiaojia County. It is in Weishan County where are inhabited by large number of minority communities. The establishment of kindergartens in rural community is expected to provide ECE service for 906 children in remote rural areas in Weishan County, solve the problems of difficult enrollment for about 783 minority children. In Qiaojia County, rural ECE program will provide ECE service for 473 rural children with 11 of them being minorities. In Zhanyi County, three subsidiary kindergarten of primary schools will be constructed, including Subsidiary Kindergarten of Jinlong Primary School in Jinlong Street, Subsidiary Kindergarten of Xiaotang Primary School in Baishui Town, and Subsidiary Kindergarten of Chizhang Primary School in Lingjiao Township. A total of 270 children in these villages will be provided with ECE service, with about 7 of them being minorities. After implementation of rural ECE program under the Project, about 1649 rural children will be provided ECE service, including 754 minority children. Meanwhile, the project mainly through providing the service to rural underprivileged children, covering the rural poor families, poor mothers, kindergarten teachers in rural poverty-stricken area and other beneficiary groups,

integrates them into a comprehensive rural basic public service system. In addition by integrating the forces from multiple sectors, market, society and rural residents and by relying different service organizations including central kindergarten in town and township the objective of the Project is to construct a network system platform of early comprehensive service for children in rural community, which is capable of realizing such functions as children early education service, children health care service, children psychological health service, children social security and social service, poor mother employment service, etc. Generally, the Project is to be carried out on the basis of construction of standard high quality kindergarten, expand the coverage of standard high quality early education resources, increase the kindergarten enrollment and education quality, and provide standard practical training for local kindergarten teachers. As being an inclusive project, the project construction will greatly expand the opportunity of children in areas inhabited by minorities to receive early education, so as to improve the fairness of education in areas inhabited by minorities;

## **2. Improve professional competence of minority preschool teachers and facilitate improvement of preschool education in areas inhabited by minorities;**

Investigation on the minority preschool teachers in the Project Area shows that the preschool education there is characterized as starting late and starting from low point. Most existing kindergartens there have insufficient full-time teachers, and most of current teachers do not have teaching licenses, with low educational background, and have limited opportunity to get professional training. One point deserves special attention is that most teachers including mostly minority teachers in rural kindergartens do not have major in children education and quite of them have transferred from being teachers of middle or primary schools. These teachers have relative low level of expertise and need professional training urgently. The quality of teachers is essential for education and is the very strength to realize prosperous education. To have quality teachers is critical to the improvement of preschool education. To guarantee the improvement of preschool education in areas inhabited by minorities, the only way is to guarantee the construction of the teacher team in areas inhabited by minorities and guarantee the constant improvement of their quality. Teacher is the very first step to develop education. Therefore, we should seriously carry out training to minority teachers, especially training for bilingual teachers because it is an important basis to promote educational fairness and realize equality among all ethnic groups, as well as a critical guarantee for the inheritance of excellent minority culture and consolidation and improvement of the outcomes of achievements made on basic educations in areas inhabited by minorities. In 2010, the central government issued the *State Middle and Long-term Educational Development Program (2010-2020)* and Yunnan Province issued its own “program” later. In both the state-level and the provincial-level “programs”, the minority education was listed and highlighted as a separate chapter, which indicates that the development of minority education has attracted unprecedented importance as a state-level problem.

Accordingly, the Project will rely on colleges and universities to set up a preschool teacher training base integrated functions of teaching, scientific research and practice. This training base consists of experimental kindergartens, the training and practice center for teachers and the advanced study center. This training base will not only satisfy requirements for preschool education research, but also meet the requirements for training and practice of normal university graduates and the requirements on advanced study of existing teachers. It will play a great role in the construction of preschool education teacher team of the whole Yunnan Province. Teaching and scientific research concerning the construction of preschool education major to seek for new modes of preschool teacher cultivation, especially such modes meeting with requirements on the development of children in poverty-stricken areas and remote mountainous areas, in the overall background of preschool education development. A synergistic and innovative mechanism for teacher cultivation will be set up; colleges,

educational authorities, high-quality demonstrative kindergartens and other kindergartens undertaking the Project will be closely integrated together; and special attention will be paid to key difficulties concerning policies, theories and practices during the development of preschool education, so that the problems like poor interaction and difficult sharing of resources among colleges, education departments and employers concerning teacher cultivation could be resolved.

Furthermore, this developed platform will guide and assist preschool teachers throughout Yunnan Province in education and training before and after employment, which will improve the education system for preschool teachers and enhances the level of scientific research on preschool education. Among them, Yunnan Normal University will emphasize on the cultivation of backbone teachers and the exploration of preschool education policies; Kunming University will focus more on the cultivation of state-financed talents in preschool education and talents in special education, and Zhaotong University will attach more emphasis on the psychological assistance to stay-at-home children. According to the estimate by project implementation agencies, the number of preschool teachers (management staffs included) benefiting directly from implementation of the Project is about 7,745; and among them, 2,336 are minorities (account for 30%). Through implementation of the Project, the professional competence of preschool teachers will be enhanced comprehensively through systematic and overall trainings and the rate of licensed teachers will be improved. In addition, under the Project, good opportunities and conditions of training will be created for preschool teachers including minority teachers in the project counties, which will facilitate improvement of preschool education quality in areas inhabited by minorities.

### **3. Improve conditions and environment of kindergartens in (rural) areas inhabited by minorities;**

Investigation shows that kindergartens in the Project Area need urgent improvements in the size, faculty level, and nursery education quality. This is particularly true for those kindergarten in remote mountainous area. Most town and village-level kindergartens have common problems of poor or insufficient facilities, severe shortage of toys and training aids, and lack of picture books applicable to children. Conditions are even worsen in remote and poverty-stricken rural areas where most kindergartens lack even fundamental conditions, and some kindergartens do not have even reliable safety and hygiene environment. Besides, most private kindergartens are unable or unwilling to carry out nursery education activities according to adopted standards and plans. The meal and nutrition structure and hygiene conditions of these kindergartens are worrisome; the buildings and facilities (including largetoys) are simple; and the transport means are unsatisfactory, which makes safety a potential risk in these kindergartens.

By newly constructing 30 kindergartens in rural areas in 5 townships and towns in Weishan County, providing books, toys, courses and basic devices to rural preschool classes, and establishing the social support system, the Project will fully improve the software and hardware quality of kindergartens and kindergarten-running environment in the project area. The implementation of the project covers all children in preschool classes in rural area, and the children in minorities will enjoy equally such rights.

### **4. Inherit traditional knowledge of minorities and realize protection of minority culture by ways of cultivating bilingual teachers and developing, carrying out teaching programs with national features;**

Bilingual education is the bridge to communication, with the purpose to better realize exchange and interaction among all ethnic groups and enable each minority child to enjoy equal opportunities of study and getting advanced cultural knowledge. Thus, the

implementation of bilingual education is an important part to develop ethnic education and a good bilingual preschool education is beneficial to the development of minority preschool education. Implementation of the Project will further dig out preschool education resources from ethnic culture, highlight the multi-national cultural education features, encourage the development of minority teaching programs, and push forward education activities showing ethnic cultural elements. It is encouraged by the Project to develop and cultivate full-time minority teachers, to make innovations in curriculums with local minority features, and to sufficient play the facilitating role of education to pass down and protect ethnic culture.

## **6.2. Negative Influences**

Implementation of the Project shows no direct negative influence to minorities in the Project Area. Nevertheless, it is necessary to point out possible risks incurred to minorities when participating in the Project. Such risks are mainly represented as inadequate participation or insufficient participation.

On the one hand, for minority families (only those living in remote and rural areas), although their awareness has been improved gradually and the prefer-boy-to-girl phenomenon has been relieved significantly, the distance from school, the school expenses and different conditions (poverty, stay-at-home children and parents with weak knowledge) can directly prevent children of school age from going to the children schools. Thus, it is necessary to fully consider the actual needs and difficulties of minority families on schooling when designing the Project and ECE activities shall be carried out according to local conditions, so that to guarantee the enrollment and full participation of minority children in the preschool education for children aged 3 to 6 years old.

On the other hand, the kindergartens in rural communities are based on the rural localities, so a set of perfect mechanism and sufficient funds must be provided to ensure the developed CEC centers could be operated sustainably after the Project. Although the concrete implementation agencies such as local governments and NGOs have the practical experiences of running kindergartens in the same districts, for these facilities newly developed in remote and poor natural villages, what's the most important is to guarantee the stability of teachers in these ECE facilities in order to ensure relevant health care and education activities could be smoothly implemented.

Considering possible negative influences which might be generated during implementation of the Project, following measures are recommended so that to relieve or reduce risks incurred to minority families/teachers during their participation in the Project:

- 1. Guarantee or enhance opportunities of girls to get education in remote areas inhabited by minorities;**
- 2. Care for the ability of disadvantaged groups (poverty-stricken families, stay-at-home children and disabled children) to participate in the Project; provide support and special care to them;**
- 3. Cut down proportion of minority children dropping out of school due to poverty;**
- 4. Actually guarantee the sufficient availability of training funds and the effectiveness of training modes and methods.**
- 5. Actually guarantee the candidate and stability of teachers in kindergartens and ECE classes.**

## 7. Ethnic Minority Development Plan

### 7.1. Project Activities financed by the World Bank

An important social goal of the Project is to expand coverage of ECE in Yunnan Province (especially in rural areas) to push forward balanced development of early childhood education. Therefore, to carry out pilot project of preschool education in rural areas is an important part of the Project. Based on screening of ECE conditions in 7 project counties, Weishan County is selected for piloting rural community based ECE center component, due to fact Weishan has greatest minority population concentration in rural areas where ECE situation is poor. It is aimed to, through implementation of the Project, the issue on how to constantly and effectively to increase the coverage of ECE in rural areas and improve the quality of nursing and teaching.

According to the current “Three-year Action Plan for Preschool Education in Yunnan Province”, Weishan County is planning to build 8 public kindergartens in Wuyin, Weibaoshan, Ma’anshan, Niujie, and Zijin townships between 2015 and 2017, including 5 township central kindergartens and 3 village-level kindergartens, with total investment of CNY44.4 million (See Table 7-1 for details).

After completion of these kindergartens, the number of children expected to benefit will reach 1,890, which will greatly expand the coverage of preschool education in these areas and increase the three-year gross enrollment rate there. However, even with such development a lot of villages will still be left out. Thus, to further improve the really backward preschool education in Weishan County, to further expand coverage of the Project in remote rural areas, and to provide more opportunities for children in minority areas to receive early childhood education, the Project further choose other five townships with greatest and denser minority population in Weishan County to carry out the pilot program of building rural community based ECE centers. At the same time, the Project will also support an extensive training program to provide professional training to the teaching faculty of central kindergartens in the 10 towns (townships) of Weishan County and provide assistance for 23 rural preschools in hardware environment.

**Table 7-1 List of town /village-level kindergartens to be built in the Three-year Preschool Action Plan**

Township	Contents	Quantity	Number of Expected Beneficiary Children	Supporting Fund (RMB 10,000)	Time of Implementation
Wuyin	To build the town-level central kindergarten	1	360	730	2015-2017
	To build the village-level kindergarten	2	360	761	2015-2017
Weibaoshan	To build the town-level central kindergarten	1	270	730	2015-2017
	To build the village-level kindergarten	1	180	496	2015-2017
Ma’anshan	To build the town-level central kindergarten				2015-2017
	To build the village-level kindergarten	1	270	496	2015-2017
Niujie	To build the town-level central kindergarten				2015-2017
	To build the village-level kindergarten	1	180	481	2015-2017
Zijin	To build the town-level central kindergarten	1	270	746	2015-2017



	To build the village-level kindergarten				2015-2017
Total		8	1890	4440	

**Table7-2 List of trial preschool education activities carried out at different rural/minority areas**

Area	Covered Towns (Townships)	Contents	Any Minority Village There?	Supporting Fund	Executor
Weishan	Wuyin	To build a standard three-year town-level central kindergarten (Wuyin the First Central Kindergarten)	Yes	Loan USD 940,000 from the World Bank and RMB 2.13 million of domestic fund	The Education Bureau of Weishan County
	Wuyin, Ma'anshan, Niujie, Zijin, Weibaoshan	Choose 30 from the 60 natural villages in the 5 townships of Weishan County to set up the rural community kindergarten	Yes	Loan USD 1.5 million from the World Bank	NGO: HPP China/the Education Bureau of Weishan County
	Niujie, Weibaoshan, Miaojie, Ma'anshan, Wuyin, Zijin, Qinghua, Nanzhao, Yongjian, and Dacang	Improve the central kindergarten in 10 towns (townships), the teaching and nursing quality of 23 preschools, provide 2,300 books and 23 sets of toys	Yes		The Education Bureau of Weishan County

**Detailed contents of the Project are as follows:**

### 1. To set up a standard demonstrative kindergarten in Wuyin Township

**Background:** investigation on the distribution of existing kindergartens in Wuyin Township shows that there are 8 village committees and 175 villager groups in Wuyin Township of Weishan Yi and Hui Autonomous County. At present, there are only 6 kindergartens, all of them are private ones with no public kindergarten. Along with the increase of children of school age, the private kindergarten cannot satisfy requirements on preschool education; furthermore, there is no standard demonstrative public kindergarten there. Children of school age in Wuyin have no way to enjoy high-quality preschool education resources. Therefore, in order to greatly reduce the gap between preschool education and other types of education, and to allocate more preschool education resources to rural (minority) areas to enable local children of school age to get fair and high-quality preschool education and to realize education fairness, the World Bank will finance one central kindergarten in Wuyin Township to meet with requirements on the preschool education development in rural areas there at present and in the future.

**Scale of construction:** The kindergarten consists of 9 classes accommodating 270 children. It covers land area of 7,869 m<sup>2</sup> and total building floor area is 2,471 m<sup>2</sup>. Construction contents here mainly include a nursery and education building and other affiliated outdoor works.

**Source of fund:** total investment on the central kindergarten project of Wuyin amounts to CNY8.48 million, including civil engineering cost of CNY6.43 million (account for 75.8% of the total), equipment purchase and installation cost of CNY0.8 million (account for 9.2% of the total); other expenses on engineering construction of CNY846,100 (account for 10% of the total) and contingency of CNY403,900 (account for 5% of the total). Among the

CNY8.48million of construction investment, CNY7.42 million is expected to come from loan from the World Bank (account for 87.5%) and CNY1.06 million will be raised by the county-level government (account for 12.5%).

**Scope of enrollment:** according to the principle of administrative division, students to be enrolled by the central kindergarten of Wuyin Town are children in the eight village committees of Wuyin, children of migrant laborers and children from other towns. This central kindergarten will cover the 25,130 people from 8 villages and 175 village groups, and there are 9 minority groups among total population. According to the planning on buildings of the central kindergarten, 9 classes will be set up, holding 270 children of school age. Main sources of children are children in Shujie Village Committee, as well as children from neighboring village committees and migrant workers. Service radius of the kindergarten could reaches 12 km.

**Staffing:** totally 20 staffs will be employed for the central kindergarten of Wuyin at the principle of 1 principal, and 0.8 full-time teacher and 1 child-care worker for each class (7 full-time teachers and 9 child-care workers in total), 1 kitchen worker for each 45 children (6 kitchen workers in total), 1 medical worker, 1 full-time financial worker and 1 full-time cashier.

**Purpose of construction:** implementation of the Project will: 1) greatly improve the weak preschool education in Wuyin and end the history of no high-quality public kindergartens; relieve people's demands on high-quality preschool education and enable children (minority children) in rural areas to get better education equally and highlight the public-welfare nature of preschool education; 2) Set up a demonstrative kindergarten in Wuyin and this kindergarten will greatly guide and work together with other public kindergartens and private kindergartens to push forward the continuous and coordinating development of rural preschool education throughout the town; 3) improve the early education awareness of parents in the rural (minority) areas through this kindergarten and enhance the knowledge of rural residents, especially the poverty-stricken residents, concerning preschool education.

## **2. Set up 30 rural community based ECE center or class**

**Background:** besides to build a standard public center kindergarten with guiding and coordinating functions, 30 rural community based ECE centers will be built in 30 natural villages (the final number is based on actual local schooling conditions and the number of children of school age) out of the selected 60 natural villages without ECE institutions with about \$900,000 from the World Bank loan. This pilot component will be carried out for the purpose of realizing objective of "kindergarten available in each village". Here, the principle is to have long term sustainable operation and mode of operation should meet local conditions. The existing buildings in villages will be used for such facilities, including idle school buildings, unused village offices, and safe residential houses. Local people (parents, returning youths and substitute teachers) with certain qualification will be employed and trained to bring preschool education to local children so that they can enjoy preschool education without going across long distance. In this way, the fundamental and essential problem hindering the development of children in poverty-stricken rural areas can be solved, the intergenerational transmission of poverty can be terminated and the social fairness and the progress of ethnic groups can be facilitated.

**Source of fund:** the loan USD 900,000 from the World Bank will be used here.

**Rural community preschool consulting agencies:** two research teams will be set up relying on Yunnan Normal University and they will be responsible for the design and construction of the rural community preschools in Weishan County, respectively. One is the development of preschool education resources for the rural community preschools, which will be handled

mainly by the College of Educational Science and Management; the other is the site planning of the rural community preschools, which will be handled mainly by the College of Tourism and Geographical Science. The two teams will work and make innovation together to provide professional consultation and other service for the rural community ECE center component under the World Bank financed Project.

**Implementing body:** the Education Bureau of Weishan County will be implementation agency for the component. The selected NGOs; such as the Humana People to People China (HPP China) and the Yunnan Normal University, will be responsible to execute the rural community based ECE center component. Here, the selected NGO will be the main operating agency after establishment of the rural community preschools involved in the Project.

**Significance:** it is expected that the construction of rural community preschools in Weishan County will provide 906 to the 30 natural villages of the five townships and solve the schooling problem of 736 minority children of school age. At the same time, about 30 more preschool teachers will be employed, including 28 minority teachers. Following achievements could be obtained by implementing such component: 1) The coverage of preschool education resources are expanded, the balanced development of preschool education is facilitated, the enrollment rate for preschool education is enhanced, more schooling opportunities are provided for children of school age in remote rural areas, and the “schooling difficulty” of rural children could be resolved effectively, which lead to significant poverty alleviation effects through education; 2) In implenting the component, the enthusiasm, initiative and awareness of villagers and communities in education could be mobilized; burden of rural families in children nursing could be relieved effectively, and family labor forces are liberated greatly, which could have positive effects on local economic and social development; 3) the completed ECE centers will provide good learning environment to children in remote mountainous areas, and promote physical and psychological health of children, and the adaptability of children in poverty-stricken mountainous areas to primary school education is enhanced. Moreover, the Project will, based on the miniature experiment in Weishan County and the evaluation on its influence, seek for and set up standards and procedures for the establishment of rural community ECE centers so that systematic and feasible rural ECE site mode and experiences could be systematically introduced in rural areas of Yunnan Province, and even the whole country.

**Implementation program:** the task concerning sites of and researches on the rural community preschools in Weishan County will be defined mainly by Yunnan Normal University. See Table 7-3 for detailed outputs and timeline of the sub-project. The budget on consulting expenses for the sub-project is approximately CNY148,000.

**Table 7-3 List of the research program for the rural community preschool project in Weishan County**

Outputs	Timeline	Responsible Body
Determine the specific body and responsible person for the miniature experiment	Before March 31, 2017	Yunnan Normal University/the Education Bureau of Weishan County
Determine site planning for rural community preschools	Before June 30, 2017	Yunnan Normal University /College of Tourism and Geographical Science
Determine teacher candidates and activity contents for the rural community preschools	Before September 30, 2017	Yunnan Normal University / College of Educational Science and Management
Finish research report and consulting report on the rural community preschool miniature experiment--main contents of the action implementation plan of the Project	Before September 30, 2018	Yunnan Normal University / College of Educational Science and Management
Finish preparation of the <i>Procedures and</i>	Before June 30, 2019	Yunnan Normal University /

<i>Standards for Construction of Rural Community Preschools in the Demonstrative Innovation Project of the World Bank Loaned Experiment to Develop Yunnan Preschool Education</i>		College of Educational Science and Management
Finish preparation of the <i>Practices of Rural Community Preschool in Yunnan Province</i> and the <i>Countermeasures and Suggestions as to Promote Rural ECE Sites in Yunnan Province</i>	Before December 31, 2019	Yunnan Normal University / College of Educational Science and Management

The operation and daily management of the rural community preschools in Weishan County will be taken by the selected NGO. HPP China would be one such NGO which has successfully operated 3 rural community preschool projects in other towns of Yunnan Province and it is familiar with the rural preschool education situation there and has developed a set of solutions, which could be used for the Project, if they are selected for the work. The following details are based on operations in similar works in other townships.

1. The rural community based center shall be set up in the villages satisfying following requirements: 1) the number of children of preschool age but having no way to get preschool education reaches 15 or more; 2) the parents express strong willingness to send their children to kindergartens; 3) there are proper place to set up the preschool; 4) substitute teachers can be employed and parents are satisfied at such teachers. Salary (RMB 50 to 150/month/person) of the teachers there shall be paid by the parents. The Project provides trainings and subsidies to teachers, schooling facilities, turnover materials and funds to repair some schooling places. It is a kind of preschool education mode jointly operated with the village-level primary school or independently operated by local villages with certain external support from the HPP Project Office.
  2. Operation and important decisions concerning the preschool shall be determined by the parent committee so that such Project can be really accepted by the local people and the capacity of parents can be improved.
  3. Classrooms of the preschool will be based on existing idle school buildings or other safe places, such as the village activity room, culture room and reading room, etc. Fund from the Project will be used to purchase basic teaching facilities and equipments.
  4. Teachers of the preschool shall be performed by local people (holding at least the junior middle school graduation certificate) recommended by the parent committee. The teacher can be women engaged in agricultural activities, or young people returning from the outside, or former substitute teachers. They will be based in the rural areas and the implementation agency will provide all-round training to them for 3 years to help them grow into qualified preschool teachers and make contributions to local development.
  5. Main learning contents and development goals of the preschool: main learning contents in the preschool include good sanitary habits, practice and thinking ability, expressing ability and the way to get along with people. To measure the development level of children, the selected agency will provide the evaluation system where there are 30 to 40 skills applicable to children of 3-4 years old and 5-6 years old respectively.
  6. The operating fund of the preschool is covered by year from the USD 900,000 loan from the World Bank.
- 3. Support the central kindergartens of 10 towns in Weishan County to supplement teachers, improve rural kindergartens and ECE sites, and add teaching equipments**

**Contents:** 1) This component will support central kindergartens in Niujie, Weibaoshan, Miaojie, Ma'anshan, Wuyin, Zijin, Qinghua, Nanzhao, Yongjian and Dacang Towns within Weishan County, to supplement teachers in these kindergartens. It is expected that 20 teachers

will be employed; 2) Provide 23,000 books and 23 sets of toys to the existing 23 rural preschools in Weishan County.

**Source of fund:** CNY900,000 supporting fund for rural community preschools will be used here, including CNY300,000 for the teacher supplementation plan, and CNY600,000 for books and toys provided to rural preschools.

**Implementing body:** this sub-project will be executed by the Education Bureau of Weishan County.

**Time of implementation:** 2016-2020.

**Purpose:** 1) relieve the extreme shortage of teachers in towns (townships) of Weishan County and improve the nursery and education quality in rural (minority) areas; 2) Provide necessary teaching tools, mainly books and toys, for the one-year preschools.

**7.2. Output of the Project**

The general purpose of the Project is to effectively relieve the schooling difficulties, poor kindergarten conditions and shortage of kindergarten teachers, facilitate the continuous expansion of preschool education institution, gradually enhance the coverage of ECE, significantly improve the ECE quality and promote the constant development of childhood education, in rural areas of Weishan County. After implementation of the Project, the number and coverage of schools, three-year gross enrollment rate, capacity of teachers, rate of licensed teachers, and the basic nursery and education environment of one-year preschools will be improved and enhanced greatly. Table 7-4 shows detailed outputs of the Project.

At the same time, with the addition of the establishment and implementation of the 2015-2017 preschool education action plan in domestic China, the gross three-year enrollment in rural areas of Weishan County is expected to increase to 90% in 2017 from 74% at present.

**Table 7-4 List of achievements and outputs of the trial project of rural community preschools in Weishan County**

S/N	Objectives	Action Plan	Time of Implementation	Achievements and Output
1	Enhance quantity and coverage of rural preschools in rural areas of Weishan County	1. Build a public demonstrative kindergarten and 30 rural community preschools in rural areas, with loan from the World Bank; 2. Build a town-level central kindergarten with domestic fund.	2016-2017	8 various kindergartens will be added and the three-year gross enrollment rate in rural areas will be improved from 74% in 2015 to 90%, by 2017.
2	Increase number of teachers in rural areas of Weishan County	Supplement preschool teachers for central kindergartens in 10 towns with loan from the World Bank	2016	Additional 40 preschool teachers will be employed in Wuyin Township and the teacher-student rate will be increased from 1:18 in 2015 to 1:8, by 2017.

3	Enhance the rate of licensed teachers and the ability of preschool teachers in rural areas of Weishan County	Carry out different levels of trainings to preschool teachers in rural areas of Weishan County with loan from the World Bank	2016-2020	The rate of licensed teachers will increase from 26% in 2015 to 60%, by 2020;
4	Improve fundamental teaching environment of the one-year preschools in rural areas of Weishan County	Supplement books and toys to 23 rural one-year preschools with loan from the World Bank	2016-2020	Improve the basic teaching tools of existing rural one-year preschools
5	Summary and promotion of achievements from the newly built rural community preschools	Prepare research reports: 1. Report on the Miniature Experiments of Rural Community Preschools in Weishan County of Yunnan Province; 2. Procedures and Standards of Rural Community Preschool Construction in the Demonstrative Innovation Project of the World Bank Loaned Experiment to Develop Yunnan Preschool Education (guideline/manual); 3. Exploration on the Practice of Rural Community Preschools in Yunnan Province; 4. Countermeasures and Suggestions as to Promote Rural Community Preschools in Yunnan Province.	2016-2020	It is planned to explore the standard and procedures of rural community preschools in the Project based on the miniature experiment in Weishan County and evaluation on its influence, so that to provide systematic and feasible rural ECE site mode and experiences which can be popularized in other rural areas of Yunan Province, China and even the World.

### 7.3. The Ethnic Minority Development Plan

To make sure that the minorities can sufficiently benefit from the Project, the design agency and the implementing agency shall pay more attention to actual needs of the minorities during the preparation, implementation and operation stages of the Project and carry out activities of the Project in the ways acceptable to the minorities. To realize healthy and sustainable development of the Project in the minority area, local knowledge shall be respected when implementing the Project. To guarantee smooth implementation of the Project and sufficient benefits of the minorities involved in the Project, the implementing agency of the Project shall communicate and work together with the local national religion buruea, the women's federation, NGOs and other related institutions and finish related activities of the Project actively and jointly with funds raised. See Table 7-5 for detailed contents.

The EMDP for the Project include three part of contents. One is for the overall Project, the other focus on activities concerning building entral township kindergarten in Wuyin Township, and last part focus on rural community based ECE center component covering five townships in Weishan County.

#### Content of EMDP for building entral township kindergarten in Wuyin Township

**1. Contents of the plan:**

**A. Employ minority teachers on the premise and the ratio of the minority teachers is no less than 50%;**

- 1) Employ the minority teachers firstly and make sure the ratio of employment offered to minority teachers is no less than 50%;

**B. Carry out curriculums with ethnic minority features to facilitate inheritance of minority culture;**

- 1) Develop minority featured curriculums to be used in daily teaching activities;
- 2) Actively participate in the learning of local minority curriculums.

**C. Carry out assistance for all kindergartens in the township and play the leading role in the township;**

- 1) Set up the leading group for assisting work and appoint specific person to take charge of assistance activities for other kindergartens; formulate practical assistance plan; sign the assistance agreement with the assisted kindergartens;
- 2) Carry out the exchange teacher activities at the rate of twice per year or more;
- 3) Carry out demonstrative teaching activities at the rate of twice per year or more;
- 4) Carry out training on demonstrative preschool management at the rate of once per year or more.

**D. Strengthen training on minority teachers and guarantee stable improvement of comprehensive quality of minority teachers;**

- 1) Besides the training plan of the World Bank loaned project to preschool teachers in Weishan County, the Education Bureau of Weishan County will follow the *Five-year Plan for In-service Training to Teachers in the Weishan 2016-2020* to provide professional training to the 7 full-time teachers and 1 preschool heads of Wuyin Kindergarten. Contents of training include: teachers' ethnics and quality, knowledge and skills, practice and experiences. It is a must to all the teachers that at least 360 credit hours shall be finished within five years, while that of middle or senior teachers is 540 credit hours. Furthermore, the in-service preschool (kindergarten) head shall have at least 240 credit hours of off-job training, while the newly appointed preschool (kindergarten) head shall have at least 300 credit hours of qualification training; teachers in charge of the class shall have at least 30 credit hours of themed training; teacher trainers shall have at least 72 hours of research and study, while new teachers in the internship period shall have at least 120 credit hours of internship training. All measures will be taken to improve competence of minority teachers through learning and so that to improve the ratio of licensed minority teachers and the nursing and teaching quality of the same.
- 2) Provide professional training to 9 child-care workers, 6 cooking staffs, 1 medical workers and 2 financial workers of the kindergarten at the rate of once per year or more, for the purpose to improve management ability of the kindergarten.

**E. Improve the ECE awareness of minority parents and enhance comprehensive quality of the minority people;**

- 1) The kindergarten will organize and carry out campaigns on ECE awareness among parents at the rate of once per quarter or more;
- 2) The kindergarten will organize parents to participate in daily activities (the parent day) and other important festival celebrating events (the Children's Day and the graduation

ceremony) in the kindergarten.

**F. Strengthen assistance to disadvantaged groups and cut down the rate of minority children leaving school due to poverty;**

- 1) Actively seek for funds for poverty relieving and development of women and children and exempt or reduce (in certain degree) tuition for 10% children from poverty-stricken families.

**2. Capital budget:**

Totally CNY830,000 of domestic supporting fund and loaned fund will be used here.

**3. Organizer and implementer:**

The Education Bureau of Weishan County/Wuyin Kindergarten

**Content of EMDP for rural community based ECE center component in 30 natural villages):**

**1. Contents of the plan:**

**A. Carry out campaigns on ECE awareness among parents; strengthen ECE awareness of the parents and push forward local ECE development;**

- 1) Carry out the parent day activity in the 30 natural villages at the rate of 5 times per year or more;
- 2) Publicize ECE knowledge at irregular intervals every year through network, printed Medias and radio;

**B. Establish the parent committee to participate in operation and important decision-making activities of proposed ECE center;**

- 1) Set up the parent committee to participate in the operation and other important decision-making activities of the preschool and join in the daily management activities of the same;

**C. Improve and optimize safety conditions and environment of the preschool classrooms:**

- 1) Check the safety conditions, environment and sanitary conditions in the classroom, replace the classroom with safety risks, and facilitate improvement of the nursery and education environment of the classroom;
- 2) Carry out trainings and guidances on the preschool management at regular intervals;

**D. Provide related trainings to preschool teachers and enhance the nursery and education quality of preschool teachers;**

- 1) Use the town-level central kindergarten to provide site for the observation ing empathic learning, on-job training and regular concentrated training to preschool teachers; provide regular competence training to the same to enhance their nursing, teaching and management ability.

**E. Strengthen management ability of involved institutions;**



- 1) Strengthen supervision of involved institutions and carry out learning on construction of the rural community preschools;
- 2) Have meetings with the implement NGO at regular interval to learn the progress of preschool construction and the problems identified;
- 3) Set up the upper-to-lower communication mechanisms so that progress of the preschool construction can be learned, supervision on and management of the same can be realized;

**F. Strengthen the fund management ability;**

- 1) Strengthen the fund management; set up special accounts for the fund to guarantee availability of sufficient fund for operation of preschools;
- 2) Guarantee salary and other compensation to preschool teachers and enhance welfare level to the same;
- 3) Optimize the capital usage efficiency and provide other fund assistance to preschools.

**G. Provide basic nursery and education tools, including books and tools, to preschools to relieve the shortage of teaching tools in preschools;**

- 1) Supplement or provide necessary books and tools to preschools at regular intervals.

**2. Capital budget**

Totally CNY4.46 million, including domestic assistance fund and loan from the World Bank, will be used here.

**3. Organizer and implementer**

The Education Bureau of Weishan County/NGO

**Furthermore, during implementation of EMDP in Weishan County, the following efforts will be made to ensure minorities receive equally all project benefits proposed in the EMDP and project design, which include:**

**1. Guarantee equal participation of all ethnic groups:**

It is required that in the preparatory and implementation stages of the Project, the equal and sufficient consultation and participation of all related ethnic groups shall be guaranteed and make sure they can get information and fund of the Project equally, concerning establishment of the preparatory team among each natural village, the establishment of parent committee, publicity of the Project and implementation of training activities, etc.

**2. Set up the open and transparent complaint and grievance procedures which can be operated easily**

In order to ensure that the ethnic minorities affected by ECE activities have the channel to lodge the complaint for all aspects of ECE activities in their communities, the following complaint procedure has been established: The basic procedures is as follow:

- **Stage 1:** The persons impacted may propose their complaints to the village committee or town-level central school office in form of oral compliant or written compliant. The village committee or town-level central school must keep the written records of oral complaints and reply clearly within two (2)

weeks. If the problems involved need to be reported to the county level education bureau of Weishan County, the village committee or town central school office must obtain the reply from county education bureau within two (2) weeks as far as possible.

- **Stage 2:** If the complainant dissatisfies the reply from stage 1, the complainant can appeal to the county level PMO in education bureau within one (1) month after receiving the reply from stage 1. The county-level PMO must make decision within two (2) weeks.
- **Stage 3:** If the persons impacted dissatisfy the reply from the county-level PMO, they can appeal to the province-level PMO at Yunnan Provincial Education Department within one (1) month after receiving the reply from stage 2. The province-level PMO must make reply within four (4) weeks.
- **Stage 4:** If the persons impacted dissatisfy the reply from stage 3, they can appeal to the civil court within fifteen (15) days after receiving the reply from the province-level PMO.

Implementation of the above two plans will cost CNY40,000 of domestic support fund and the organizer is still the Education Bureau of Weishan County.

**Table 7-5 List of the minority development action plan**

Contents of the Project	Action Plan	Measures	Organizer	Time of Implementation	Source of Fund	Budget (RMB 10,000)
Common plan	Guarantee equal participation of all ethnic groups, carry out public participation activities sufficiently	1) Equal participation of all ethnic groups shall be guaranteed in the preparatory stage of the Project; publicize contents and implementation plans of the Project to collect advices of minorities; sufficiently take into consideration the attitude and opinions of minority parents whiling showing respect to their willingness; 2) The participation of parent committee in operation and important decision-making of the rural community preschools is required; informal discussion shall be made to listen to opinions and suggestions of minorities; make sure that the minority women representative shall occupy 40% or more seat in the informal discussion; 3) Information concerning publicity, training and implementation of the Project shall be notified to all villagers by ways of villager meeting, radio, bulletin board and other channels; 4) The time, place, language and ways of publicity and training of the Project shall be determined after taking advices of minorities; 5) If in remote villages scattered inhabited, activities of the Project shall be carried out team (village team) by team there;	The Education Bureau of Weishan County	Life cycle of the Project	Domestic fund	2
	Set up open and transparent mechanism and procedures for complaints and grievance	1) The procedures for complaint and grievance shall be implemented in the village level; the village committee shall receive oral or written complaints from villagers and appoint specific person to take such complaints; complaints failed to be solved by the village committee can be reported to the town or the county (level by level) by the village committee; 2) The Project institutions and the village committee shall inform villagers face to face in oral at proper time to listen to their opinions; 3) Publicize at the places easily accessible to minorities, such as the meeting place or the village committee office, etc	The Education Bureau of Weishan County	Life cycle of the Project	Domestic fund	2
Wuyin Kindergarten	Employ minority teachers	1) Employment shall be provided to minority teachers firstly at the rate of 50% or more;	The Education Bureau of Weishan County /Wuyin Kindergarten	Implementation stage of the Project	Domestic fund	50
	Carry out minority featured curriculums	1) Set up minority featured curriculums in the daily curriculum arrangement; 2) Actively take part in learning of local ethnic minority curriculums;	Wuyin Kindergarten	Implementation stage of the Project	Domestic fund -	2

	Straighten training to minority teachers	<ol style="list-style-type: none"> <li>1) Provide professional training to the in-service 7 full-time teachers and 1 kindergarten head of Wuyin Kindergarten;</li> <li>2) Provide professional training to the 9 child-care workers, 6 cooking staffs, 1 medical worker and 2 financial staffs at the rate of once per year or more to help them improve the kindergarten management ability;</li> </ol>	The Education Bureau of Weishan County	Implementation stage of the Project	Domestic fund/loaned fund	15
	Carry out assistance work and play the role of guiding kindergarten	<ol style="list-style-type: none"> <li>1) Set up the leading group for assistance work and appoint specific person to take charge of the assistance work; formulate practical and feasible assistance plan and implementation plan; sign assistance agreement with the assisted kindergarten;</li> <li>2) Carry out the exchange teacher activity at the rate of twice per year or more;</li> <li>3) Carry out demonstrative teaching activities at the rate of twice per year or more;</li> <li>4) Carry out training on demonstrative kindergarten management at the rate of once per year or more;</li> </ol>	Wuyin Kindergarten	Implementation stage of the Project	Domestic fund	6
	Improve ECE awareness of minority parents	<ol style="list-style-type: none"> <li>1) The kindergarten will carry out ECE campaign among parents at the rate of once per quarter or more;</li> <li>2) The kindergarten will call up parents to participate in daily activities (parents' day) and other important festival ceremonies (the Children's Day and the graduation ceremony);</li> </ol>	Wuyin Kindergarten	Implementation stage of the Project	Domestic fund	1
	Strengthen assistance to disadvantaged groups	Try to get funds for poverty relief and the development of women and children, exempt or reduce tuitions of children of the poverty-stricken families;	The Women's Federation, the Poverty Relief Office and the Education Bureau, of Weishan County	Implementation stage of the Project	Domestic fund	10
Rural community preschool	Carry out campaigns on awareness of parents	<ol style="list-style-type: none"> <li>1) Carry out the parents' day activity in the 30 natural villages at the rate of 5 times per year or more;</li> <li>2) Publicize ECE knowledge at irregular intervals every year through network, printed media and radio, etc;</li> </ol>	The Education Bureau of Weishan County	Implementation stage of the Project	Domestic fund	2
	Set up the parent committee to participate in operation and important decision-making of the kindergarten	<ol style="list-style-type: none"> <li>1) Set up the parents committee to take part in operation, important decision-making, and daily management activities, of the kindergarten;</li> </ol>	The Education Bureau of Weishan County/NGO	Implementation stage of the Project	Domestic fund	2
	Improve and optimize safety and environment of the preschool classrooms	<ol style="list-style-type: none"> <li>1) Check at regular intervals the safety and environment of the rooms used for nursery and education of preschools; replace those with safety risks and facilitate improvement of preschool nursery and education environment;</li> <li>2) Carry out training and guidance to the management of preschools at regular intervals;</li> </ol>	The Education Bureau of Weishan County/NGO	Implementation stage of the Project	Loaned fund	200

	Provide training to preschool teachers	1) Use the town-level central kindergarten to provide places for teaching observation, in-post training and regular training of preschool teachers; carry out service training to preschool teachers at regular intervals; improve the nursery and education quality and management ability of preschools;	The Education Bureau of Weishan County /NGO	Implementation stage of the Project	Loaned fund, domestic fund	30
	Strengthen management ability of related institutions	1) Strengthen construction of related institutions and carry out learning concerning construction of the rural community preschools; 2) Have meetings with the implementing NGO at regular intervals to learn the progress of preschool construction and problems identified; 3) Set up the upper-to-lower communication mechanism to make sure that implementation progress of preschools can be learnt in time, and supervision and management can be realized.	The Education Bureau of Weishan County /NGO	Implementation stage of the Project	Domestic fund	2
	Strengthen capital management ability	1) Practically strengthen fund management and set up special account to guarantee the availability of sufficient fund for operation of preschools; 2) Guarantee the salary and other compensations to preschool teachers and enhance the welfares to preschool teachers; 3) Optimize the capital usage efficiency and try to provide other capital support to preschools;	The Education Bureau of Weishan County /NGO	Implementation stage of the Project	Domestic fund, contribution from parents	200
	Provide books and toys to preschools	1) Supplement or provide necessary books and tools to the preschools at regular intervals;	The Education Bureau of Weishan County	Implementation stage of the Project	Loaned fund	10

**7.4 Implementing Body and Implementation Plan**

The Owner of the Project is the Department of Education of Yunnan Province, the enforcement body of subproject in Weishan County is the Bureau of Education of Weishan County, and the enforcement body includes the Bureau of Education of Weishan County and selected consulting teams from colleges and NGO that actually implement the rural community based ECE component under the project.

According to preparation of project construction and schedule of activity implementation, the implementation plan for development of minorities in the Project is proposed (see Table 7-6). The concrete implementation time may be adjusted properly due to certain deviation of overall progress of the project. The main working stages of the project are divided into the project preparation stage and implementation stage, and the concrete activities to be carried out within half year after completion of implementation stage are shown as follows:

- (1) Preparatory Stage. Main activities concerning EMDP in this stage include: collecting views and opinions on ECE component, disclose the Project activities by ways of meetings, notices, media, and bulletin boards, etc. Disclosure of the Project related documents in the Project Area is carried in public places (such as local websites, library and the village committee of villages involved in the Project, etc). Along with consultations with minorities, project team further identify influence of the Project to minority population; carry out survey on the attitude of minorities toward the Project, prepare EMDP report, and seek for opinions of the minorities on EMDP; and distribute the booklet of EMDP, etc.
- (2) Implementation Stage. Main activities concerning EMDP in this stage include:
  - Public participation: organize and invite minority families to join in the preparatory work for the construction/reconstruction of kindergartens and ECE sites; listen to suggestions and appeals of minority parents on the Project and include the reasonable suggestions into the design program of the Project.
  - Cooperative implementation: during the implementation period of the Project, the Project Office of the education bureau in Weizhan County will appoint one staff to take charge of the implementation of the EMDP; other social organizations (NGO, for example) or the relevant government agencies will assist the implementing bodies carry out the EMDP to guarantee the participation of minorities in the Project to ensure they will share equal benefits of the Project.
  - Internal monitoring and external independent monitoring. The Project Office is responsible for internal monitoring and prepare 1 internal monitoring report per half a year and submit the same to the World Bank; the Owner of the Project shall employ a third party independent monitoring organization to monitor and assess the minority development situation and, before implementation of the Project, prepare the job outline, survey outline and related tables, set up the monitoring system, clearly define the job contents, use the participation-based social evaluation methods to carry out fundamental survey and follow-up surveys, and submit an external independent monitoring and evaluation report to the World Bank every year.
- (3) Half a year after expiration of the Implementation Stage: submit a final evaluation report on the minority development to the World Bank.

**Table 7-13 Implementation contents and timeline of the minority action plan**

Stage	Job Contents	Timeline
Preparatory Stage	Information disclosure and informing of the Project	February 2016
	Public participation among minorities	July 2015- July 2020
	Identify influence of the Project to minorities	October 2015

	Survey on attitude of minorities towards the Project	October 2015
	Prepare the minority action plan and seek for opinions of minorities	October 20, 2015--- February 20, 2016
	Disclosure of the minority development plan	February 2016
	Approval on the minority development plan	February 2016
	Information pamphlet of the minority development plan	February 2016
Implementation Stage	Put the plan into practice	August 2016
	Concrete implementation	2016 to 2020
	Monitoring and evaluation	2016 to 2020
Half a year after expiration of the Implementation Stage	Final evaluation	By the end of 2020

## 8. Monitoring and Evaluation

For the purpose to guarantee the effective implementation of the minority development plan and the realization of expected targets, it is necessary for the Owner to carry out monitoring and evaluation on the implementation of EMDP, monitor and supervise effects of such plan, and submit such monitoring and evaluation results to the World Bank by the way of annual/semi-annual report.

Methods, contents, implementing bodies and job arrangements for monitoring and evaluation on the minority development plan of the Project are listed below:

### ● **Monitoring methods:**

- 1) Field survey, sampling investigation, collection of and analysis on the secondary data will be used jointly for monitoring and evaluation;
- 2) The field survey will be carried out in the integrated spot-sphere ways to fully investigate the implementation progress, fund availability, effects, institutions and management of the minority development plan;
- 3) Sampling investigation will be carried out on areas benefiting from the Project and families (especially minority families) with children going to kindergartens. The sampling investigation will be performed by the way of classified random sampling, and fixed-place follow-up investigations will be performed on typical minority sample families;
- 4) The sampling proportion each time shall be no less than 20% of the families with children going to kindergartens. In which, the proportion of minority families in such sample families shall be no less than 50%;
- 5) Besides written documents, special attention shall be paid to pictures, voice tapes and physical materials during the monitoring; a database of public participation and results will be set up.

### ● **Monitoring contents:**

- 1) Whether the Project is organized and implemented according to the EMDP and target of the Project? Whether the fund has been made available? Whether related measures are suitable?
- 2) Changes in the three-year gross enrollment rate in the implementation area (especially rural areas) of the Project during the full implementation period of the Project? What kind of improvements is made as for ability enhancement of preschool teachers in the Project Area?
- 3) Implementation progress of ECE sites in Wuyin Town of Weishan County and benefits to minorities there from the Project; summarize and put forward with systematic and feasible rural ECE site mode and experiences which can be promoted in other rural areas (minority areas);
- 4) What kind of concrete measures are taken by the local Project Office for the minority development? What about the actual effects of such measures?
- 5) How do the minority families and minority preschool teachers judge these measures?
- 6) Are the rights of minority families and minority preschool teachers to participate in the Project equally are actually guaranteed?
- 7) Are there any complaints and appeals raised by minorities involved in the Project during the whole implementation period of the Project? If any, how are they solved by the local



Project Office?

- 8) Other problems deserving attention during the implementation of the Project and concerning minority development.

● **The monitoring and evaluation organization**

Monitoring on the minority development consists of internal monitoring and external monitoring.

- 1) The internal monitoring is to be organized by the Project Office of the Education Department of Yunnan Province and performed by the Project Department of all related counties. The Project Office of related counties and regions is required to, in the implementation period of the Project, appoint a full-time staff to take charge of monitoring and evaluation. This staff is also responsible to collect and sort out in time information related to monitoring and evaluation, prepare a monitoring report every half a year and submit such report to the Project Office of the Education Department of Yunnan Province. The latter will analyze the monitoring information once per half a year, for the purpose to check the implementation progress and implementation process of the minority development plan.
- 2) At the same time, the provincial-level Project Office will entrust, by way of open tendering, an independent third party to carry out external monitoring and evaluation on the minority development activities of the whole Project until the expiration of the Project. The external monitoring organization will visit the Project Area, analyze and sort out obtained data and documents, prepare the external monitoring report, and submit such report to the provincial-level Project Office and the World Bank. Furthermore, the external monitoring organization will, as required by the World Bank and from the very implementation of the minority development plan of the Project, submit a yearly monitoring report to the World Bank and the Project Owner at the end of each year.