

INTEGRATED SAFEGUARDS DATA SHEET

CONCEPT STAGE

Report No.: ISDSC13163

Date ISDS Prepared/Updated: 10-Dec-2015

Date ISDS Approved/Disclosed: 17-Dec-2015

I. BASIC INFORMATION

A. Basic Project Data

| | | | |
|---|--|-----------------------|------------------------------|
| Country: | China | Project ID: | P152860 |
| Project Name: | Yunnan Early Childhood Education Innovation Project (YECEIP) (P152860) | | |
| Task Team Leader(s): | Xiaoyan Liang | | |
| Estimated Appraisal Date: | 20-Jan-2016 | Estimated Board Date: | 15-Jul-2016 |
| Managing Unit: | GED02 | Lending Instrument: | Investment Project Financing |
| Sector(s): | Pre-primary education (100%) | | |
| Theme(s): | Education for all (80%), Nutrition and food security (10%), Child health (10%) | | |
| Financing (In USD Million) | | | |
| Total Project Cost: | 78.94 | Total Bank Financing: | 50.00 |
| Financing Gap: | 0.00 | | |
| Financing Source | | | Amount |
| Borrower | | | 28.94 |
| International Bank for Reconstruction and Development | | | 50.00 |
| Total | | | 78.94 |
| Environmental Category: | B - Partial Assessment | | |
| Is this a Repeater project? | No | | |

B. Project Objectives

The Project Development Objectives are to: improve the access and quality of ECE provision in Yunnan and to pilot sustainable ECE service delivery models in rural Yunnan. The Project will have four components: (i) increasing rural access to ECE by constructing public preschools in strategic locations and establishing rural ECE teaching points, (ii) improving the quality of ECE by strengthening the capacity of teacher training, delivering relevant in-service and pre-service teacher training programs, (ii) establishing a provincial ECE quality assurance and sustainable financing framework, and (iv) project management, monitoring and evaluation. The proposed YECEIP will

have a total investment of US\$65 million, with US\$50 million from the IBRD loan and US\$15 million in counterpart funds. The decisions were made in consultation with counterparts in Yunnan during the March 2015 identification mission.

In each of the components, the Project will support activities that complement the Province's own efforts in the implementation of the 2nd Three Year Action Plan for ECE. Activities have been designed to fill the gaps and complement the government's own actions to avoid overlap and duplication. The YECEIP will focus on seven poor counties in Yunnan. The counties were selected using a number of criteria including poverty status, demand for ECE, current government investment in ECE, as well as local government capacity and ownership, the Provincial Departments of Finance, Development Reform Commission, and Education. In addition, three university diploma and bachelor programs for preschool teacher training have been selected as project beneficiaries to receive capacity building and provide pre-service and in-service training in turn.

C. Project Description

The Project will have four main components:

Component 1: Increasing Rural Access to ECE. The project proposes to build 17 model public preschools, including 15 preschools in the more densely populated areas of the seven project counties with a total of 146 classes and two research preschools affiliated with Zhaotong University and Kunming University with a total of 24 classes. The project will also pilot different models of sustainable rural ECE service alternatives in Weishan county of Dali prefecture where the terrain is more mountainous and population sparse. Options include contracting experienced NGOs to provide ECE services based on these organizations' current model of rural and community ECE service provision which could be potentially more sustainable. This component will also include an impact evaluation to be financed by SIEF and Korea Development Institute. A total of 60 village ECE centers/classes will be established benefiting about 900 children of 3 to 6 year olds.

Component 2: Improving ECE quality. The project proposes to deliver a comprehensive in-service teacher and manager training program through the participation of the three universities and seven project counties. The development of training program will be informed by an in-depth needs assessment to be conducted in every project county. The training will serve the preschools constructed under the project as well as all the other public and private preschools in the project counties. All project entities will set aside approximately 20 percent of the loan proceeds for training of the preschool teachers based on agreed upon training plans.

The project will also enhance the capacity of pre-service ECE teacher education programs in Kunming University, Zhaotong University, and Yunnan Normal University. Under the project, Kunming University will build a research center focusing on ECE and rehabilitation services for children with disabilities, particularly focusing on early intervention in 0-3 age group. Zhaotong University will be assisted in building a teacher training center for ECE. The Project will support the Yunnan Normal University to develop a premium research institute for ECE research and teaching towards the Southwestern areas of China as well as the bordering countries of Myanmar, Laos, and Vietnam, by financing the construction of a state-of-the-art ECE research center and by recruiting and developing faculty and research associates. In each university, ECE faculty will be strengthened with training, exchanges, and collaboration with domestic and foreign research organizations. The ECE faculty members at the project universities can also receive competency enhancement support through involvement in the university-affiliated preschools and resource platform. The project will develop an on-line resource bank and platform for ECE teaching and learning.

Component 3: The project hence proposes to facilitate a more favorable ECE policy environment by developing and piloting ECE institutional quality accreditation standards as well as preschool teacher competency standards applicable to both private and public preschools. Additionally, the project will design and implement a culturally relevant information and advocacy campaign for ECE with the objective influencing local community and their knowledge of scientific childrearing practices. This intervention is considered relevant from the point of view of project's sustainability and engagement with local community of Yunnan, and hence all efforts will be made to engage local experts to ensure that the disseminated information and campaign content builds upon local best practices of child rearing and is culturally sensitive. Furthermore, the Project will invest in an innovation fund for ECE

teaching and learning activities to enable research and experimentation, and emergence of locally viable innovations. Finally, in order maximize the impact of quality assurance framework, advocacy campaigns, and new innovations, the Project will work with local partners to facilitate policy development on ECE including the development of sustainable ECE financing mechanisms.

Component 4: Project Management, Monitoring and Evaluation. Project management and monitoring and evaluation are key areas to ensure the achievement of the PDOs. This component will include activities related to project management, financial management, procurement, safeguards, monitoring and evaluation. In addition to the SIEF impact evaluation designed for the rural ECE, the project will also establish a comprehensive monitoring and evaluation framework to measure the overall success of the project. Capacity building of all project personnel both at the provincial and at the local level will also be routinely financed under this component.

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

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

E. Borrowers Institutional Capacity for Safeguard Policies

The Yunnan PPMO has been managing one ongoing Bank financed Technical and Vocational Education and Training (TVET) project in several cities across the province. For this early childhood education project, it has dedicated staff on environment and plan to engage experienced consultant to prepare the environmental and social assessment. However, PMOs at city and county level have little knowledge about the Bank safeguard policy and requirements. Extensive training by the Bank safeguard specialist will be continued during the whole project period to enhance their institutional capacity on preparing and implementing environmental and social safeguard.

F. Environmental and Social Safeguards Specialists on the Team

Xin Ren (GENDR)

Youxuan Zhu (GSU02)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

| Safeguard Policies | Triggered? | Explanation (Optional) |
|---|------------|---|
| Environmental Assessment OP/BP 4.01 | Yes | <p>The Project will build 17 preschools in built-up area or suburb and research and training centers within existing campuses in several cities, most of them county seats.</p> <p>Due to the small scale of each subproject, environmental impacts are small, mostly confined to the site with limited social disturbance. Thus, category B was assigned. Environmental Assessment (EA) will be carried out to investigate social-environmental baseline including pollution control facilities and analyze the impacts. An Environmental Management Plan (EMP) will be developed based on the consolidated EA covering all subprojects. As per the World Bank policy OP4.01, public consultation in all project cities is needed after the draft EA/EMP is publicly disclosed locally. Feedback from the public needs to be recorded in the EA and incorporated in the EMP.</p> |
| Natural Habitats OP/BP 4.04 | No | <p>The EA process has verified that all project sites are either in built up area or suburb of project cities or in existing campuses and facilities. Thus this OP is not applied.</p> |
| Forests OP/BP 4.36 | No | Not applicable |
| Pest Management OP 4.09 | No | Not applicable |
| Physical Cultural Resources OP/BP 4.11 | No | <p>Systematic investigation during the EA process has confirmed that the project doesn't affect any physical cultural resources as defined by this OP.</p> |
| Indigenous Peoples OP/BP 4.10 | Yes | <p>The policy is triggered since quite large portion of project beneficiaries are ethnic minorities. About 28 percent of population in the project counties are ethnic</p> |

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| | | <p>minorities, ranging from 5-6 percent in Xichou and Zhanyi to 69 percent in Eryuan. Among them, Yi, Bai, and Hui are three main minorities. Minority population appear more concentrated in rural townships and villages, where the rural ECE alternative pilot components are located. In order to ensure broad support by local population on different components of the project, extensive consultations were conducted with local communities, particularly ethnic minority people in the project areas, and an ethnic minority development plan (EMDP) has been prepared. Based on the consultations, issues concerning minority children, parents, and school teachers were identified and concrete measures for ECE improvement are incorporated in project design and included in the EMDP. The EMDP will be disclosed locally in project counties, and through the InfoShop. The key social benefits of the Project are increasing enrollment and quality of ECE in the project areas, particularly among ethnic minority communities, through development of new schools, provision of teacher training, and improvement of ECE policy and social support. All these recommendations have been accepted by the PMO and built into the project design. The PIU of project county will lead the implementation of the EMDP under the oversight of the provincial project leading group. An experienced external monitoring agency will be contracted to conduct independent monitoring and evaluation over the course of the project implementation. The monitoring results will be reported twice a year and, if needed, remedial actions will be designed.</p> |
| Involuntary Resettlement OP/ | No | Under the Project, a total of 17 preschools will be |

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| BP 4.12 | | constructed, including 15 preschools in the seven project counties and 2 experimental preschools in the two project universities. In addition, 3 research and training centers/buildings will be constructed in the universities. A total of 243 mu of land areas (1 ha = 15mu) is required. All the required land areas are either located within the existing campuses of three colleges or allocated by county governments. According to the due diligence review, land acquisition and compensation for all sites were carried out in accordance with national laws and regulations as well as basic principles of OP4.12. Therefore, the policy of involuntary resettlement will not be triggered. |
| Safety of Dams OP/BP 4.37 | No | Not applicable |
| Projects on International Waterways OP/BP 7.50 | No | Not applicable |
| Projects in Disputed Areas OP/BP 7.60 | No | Not applicable |

III. SAFEGUARD PREPARATION PLAN

A. Tentative target date for preparing the PAD Stage ISDS: 02-Dec-2015

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

EA is ready. EMP is expected to be ready by Appraisal December 14, 2015.

IV. APPROVALS

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| Task Team Leader(s): | Name: Xiaoyan Liang | |
| <i>Approved By:</i> | | |
| Safeguards Advisor: | Name: Peter Leonard (SA) | Date: 14-Dec-2015 |
| Practice Manager/ Manager: | Name: Harry Anthony Patrinos (PMGR) | Date: 17-Dec-2015 |

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