

Yunnan Early Childhood Education Innovation Project

Summary of Social Assessment

Yunnan Province faces a number of challenges in order to increase the coverage of Early Childhood Education (ECE) and improve the teaching quality. In 2013, the gross enrollment rate for the children aged 3-6 in Yunnan was only 54.19%, far lower than the national average of 67.5%. In many rural areas, the children aged 5-6 generally receive the one-year preschool education provided by the preschool classes in primary schools. However, most of the one-year preschool classes in rural areas share common problems, such as large class size, limited teaching materials and poor education quality. In 2013, the ratio of teachers to students of the preschool classes in Yunnan Province was 1:30, but this figure at the national level had already reached 1:26 as early as 2010. There are a lot of private preschool classes in Yunnan Province, accounting for 72% of the total preschool classes in the Province, but these private preschool classes have low ECE quality. At the same time, the ECE investment by Yunnan Province is low. In 2013, the provincial investment on ECE accounted for only 2.8% of the total education expenditure in the Province. However, as early as 2012, the national mean value of this percentage had already reached 3.2%. At present, Yunnan Province has not yet established a provincial ECE Office, although such office is a critical to promote development of ECE in the province. Only some areas have the ECE Office, such as Dali Bai Autonomous Prefecture. Therefore, Yunnan Province still has a long way to go with regard to the ECE service and establishment of relevant policies.

In August 2015, Foreign Loan Office of Education Department of Yunnan Province commissioned Sichuan Fontal Strategic Consulting Co., Ltd. as a third-party organization to carry out social impact assessment for Yunnan Early Childhood Education Innovation Project. Sichuan Fontal Strategic Consulting Co., Ltd. organized the social assessment team to carry out the 13-day field investigation in all project counties and cities, where potential social benefits and impacts of the project are assessed in a comprehensive and objective manner through interviews with key stakeholders such as officials from education bureaus, heads and staff of public and private kindergartens and sample survey among parents. The close cooperation by officials from Yunnan Provincial PMO and education bureaus of all counties concerned created conditions for the social assessment team to successfully collect all necessary information and complete field investigation.

The following five methods have been adopted for the social assessment of the project: (1) Questionnaire survey: The questionnaire survey method is mainly to understand the parents' willingness of sending their child to the kindergartens, payment of tuition, and their evaluation of the kindergartens, including issues and suggestions. The sampling is non-random judgment sampling method (a sampling method by selecting the most representative unit as the specimen from all the samples according to the experience of the investigation team). In total 500 questionnaires were distributed, and 482 copies of questionnaires were returned. (2) Focus group discussion method: According to the different stakeholders, the investigation team used two different approaches. One is discussion among residents, which include group discussions with parents of kindergarten children, parents of the kids who are potential candidates of the kindergartens, relocated families and vulnerable groups. The other type of discussions is among all functional agencies and concerned communities, and villages in the project area, including officials from education bureaus, kindergarten principals and teachers, and staff of neighborhood committees. In all group discussions, at least 40% of participants are women. (3) Interview method: The investigation team carried out the separate interviews among officials of relevant government agencies and local governments and communities and collected their views and suggestions on ECE matters, particularly among vulnerable groups. (4) Field visits: Field visits were conducted for all proposed school sites to check whether the

project land has completed land acquisition procedures, and whether the surrounding residents will be adversely affected during the implementation of the project. (5) Literature review method: Literature review method is mainly used to collect the existing statistical data as well as the information from all relevant government agencies and local communities in order to identify social economic profile of concerned communities and analyze potential social benefits and impacts to be brought by the Project.

Table 1 Distribution of Questionnaires and Sample Kindergartens in Project Counties

County (district)	Zhanyi	Qiaojia	Weishan	Yangbi	Eryuan	Jianshui	Xichou	Total
Copies of questionnaires	54	28	72	82	80	78	88	482
Sample Kindergartens (Public)	1	1	3	1	2	1	2	11
Sample Kindergartens (Private)	1	1	4	3	2	1	2	14
Total Sample Kindergartens	2	4	7	4	4	2	4	25

1. Project Overview

In order to improve ECE coverage and improve the educational quality in Yunnan Province, the proposed Project includes four components: (1) increasing the coverage of ECE in Yunnan, particularly in rural areas; (2) improving the quality of ECE in the province; (3) enhancing ECE policy environment and social support; and (4) strengthening project management and monitoring during project implementation.

The content of the project includes the following: under the component of increasing ECE coverage, the Project will finance construction of 15 kindergartens (including 12 new and 3 renovated kindergartens) with 140 classes in 7 project counties; two demonstration kindergartens with 24 classes in Kunming College and Zhaotong College; two ECE community based education programs in Weishan and Qiaojia Counties; and one special child early education center with 6 classes in Kunming College.

Under the component of improving ECE quality, the proposed activities include training of the teachers and managers of kindergartens in the project counties, strengthening the education department for the project universities, building an ECE research center at Yunnan Normal University and a teacher training center at Kunming College and Zhaotong College and developing an ECE network resources database and platform, and providing the minimum teaching resource package for the one-year rural preschool classes.

Under the component of enhancing ECE policy environment and social support; the proposed activities include developing ECE quality standard as a pilot (including 3-6 years old, 0-3 years old as well as kindergartens affiliated to village primary schools, setting up teaching innovation funds (including kindergarten innovation, rural teacher awarding, course competition, etc.), and financing ECE development policy research and studies.

Under the component of strengthening project management and monitoring, activities like project management, capacity building and monitoring and evaluation will be included.

2. Social and Economic Status of Project Areas

Project counties include one city and seven counties, namely Kunming City, Zhanyi County, Qiaojia County, Jianshui County, Xichou County, Weishan County, Yangbi County and Eryuan County, which are located in the northeast, southeast and western parts of Yunnan Province respectively. The social and economic development of the project counties and cities in 2014 is shown in the table below. There are 2.56 million population in 7 project counties. In 2014, total GDP of these counties amounted to CNY45.48 billion, averaging CNY17,796 per capita. The

net rural per capita income was CNY7,458, and about 26% of total population are ethnic minorities.

Table 2 Social and Economic Statistics of Project Counties and Districts in 2014 (1)

Prefecture / city	County	Population (10,000 persons)	GDP (million yuan)	Growth rate (%)	Per capita GDP (yuan)	Urban Per capita income (yuan)	Rural Per capita net income (yuan)	Percent of Minority People
Dali	Weishan	31.72	4754.92	10.4%	15363	23334	6903	45%
	Yangbi	10.5	1742.77	3.2%	16709	22441	7518	69%
	Eryuan	29.61	4849.61	10.4%	16373	23513	7402	69%
Zhaotong	Qiaojia	59.6	5072.00	8%	23590	18651	6418	4.8%
Qujing	Zhanyi	44	16000.0	5.3%	36363	25048	9630	5.9%
Honghe	Jianshui	54.13	10541.0	13.6%	19473	20539	7741	28%
Wenshan	Xichou	25.97	2515.00	12.5%	9684	21942	6289	18%
	Total	255.53	45475.3		17796	21787	7458	26%

Table2 Social and Economic Statistics of Project Counties in 2014 (2)

Prefecture/ city	County	Number towns and townships	Number of villages	Urban population (10,000 persons)	Rural population (10,000 persons)	Poverty rate	Proportion of first three minorities
Dali	Weishan	10	83	8.67	22.35	9.72%	Yi (110,600)/Hui (23,700)/Bai (7640)
	Yangbi	9	66	1.53	8.97	7.23%	Yi (51,400)/Hui (3362)/Bai (11,500)
	Eryuan	9	88	5.92	23.69	7.83%	Yi (13,000)/Hui (6801)/Bai (187,200)
Zhaotong	Qiaojia	16	183	10.95	48.65	8.25%	Hui (9685)/Hui (7538)/Yi (2134)
Qujing	Zhanyi	8	85	16.85	27.15	6.42%	Yi (8992)/Bai (10367)/Miao (4510)
Honghe	Jianshui	14	153	18.84	35.29	11.08%	Yi (3421)/Miao (11,800)/Dai (2381)
Wenshan	Xichou	9	72	3.48	22.49	9.82%	Zhuang (25,500)/Miao (13,500)/Yi (7296)

3. Early Childhood Education Conditions in the Project Areas

According to the investigations, ECE conditions in terms of building area, quantity of teachers, academic background, and gross admission rate in project counties vary greatly. In poor and rural areas, the one-year preschool classes as only access of ECE are prevailing. The number of students in the private kindergartens in the project areas is two times as many as that of public kindergartens. The three-year kindergartens in rural townships account for 83% of the total kindergartens, far more than the proportion in urban areas (17%). The teacher to student ratio in the three-year kindergartens in all project counties ranges between 1:13 and 1:28, mostly lower than the nation's average level. In mountainous and rural regions, the three-year preschool admission rate is low. Qiaojia County recorded the lowest rate of only 8.3%. It is very urgent to develop ECE facilities in these counties. At the same time, even though there are a lot of new schools are being constructed, there is still a large gap of kindergarten teachers and principals need to be filled. The key findings are summarized as follows:

1) Distribution of kindergartens

According to the survey, there are 306 three-year kindergartens in the project counties with a total of 44,020 students. Among them, 69 are public kindergartens admitting 14983 students, and 237 are private run kindergartens with 29037 students. The number of private kindergarten students is about 2 times that of public kindergarten students. For three-year kindergartens, the number of kindergartens in rural townships accounts for 83%, far higher than 17% of the kindergartens in county towns due to distribution of population. Therefore, the development of ECE facilities in rural townships can benefit more people, and improvement of the teaching

level of private kindergartens will promote the education level improvement in the entire region. (There are 642 one-year preschool classes, including 624 in public schools, and 18 in private schools, and only three one-year preschool classes are located in county towns, while the vast majority of them are distributed in the rural township areas.

2) Quality and environment of kindergartens in project counties

The kindergartens in the project areas gain low points in other indicators, such as kindergarten standard, teaching quality standard, and nursing quality. The more remote the kindergartens are, the poorer quality and environment they are. Most kindergartens in the rural areas are poorly equipped with inadequate facilities, and the toys and teaching materials are scarce. Kids do not have suitable books. In remote and poverty-stricken rural areas, the kindergartens are seldom meet all national requirements, and some of them are even disqualified in the safety and hygiene conditions. In general, physical conditions of public kindergartens are slightly better than private kindergartens. Most private kindergartens are incapable of or fail to provide the nursing or teaching activities as scheduled, and the nutrition and hygiene of the food offered could not meet the standard. The buildings (including large-scale toys) are poor and shabby, shuttle buses cannot meet the relevant national requirements, which pose potential risks. In terms of total kindergarten building spaces, Jianshui County ranks the first with a total of 77,132 m², Qiaojia County ranks the last with only 11,191 m². The per student kindergarten building area varies from 4 m² to 6.7 m², far lower than the Level II national standard with 11.2 m². The highest per capita number of books is 12 books/persons in Yangbi County, and the lowest is 2.2 books per person in Qiaojia County.

Table 3 Distribution of Kindergartens in Various Project Counties

Locations	Ownership	No. of Kindergartens	Total Students	Total number Children Ages 3-6	Gross Rate of Enrollment
County Towns	Public	11	6022	20264	69.55%
	Private	42	8071		
	Sub-total	53	14,093		
Rural Townships	Public	58	8961	69037	43.35%
	Private	195	20966		
	Sub-total	253	29,927		
Total		306	44,020	89301	49.29%

Table 4 Building Area of Kindergartens in Project Counties

County	Building area of county kindergartens (m ²)	Per student building area of kindergartens in counties	Number of kids in kindergartens (10,000 persons)	Per capital books (Nr.)
Weishan	51384	6.73	0.7635	6.19
Yangbi	14110	5.105	0.2764	12
Eryuan	27928	3.7	0.7548	3
Jianshui	77132	4.0	1.9283	7.5
Xichou	26649	4.65	0.5731	3.4
Zhanyi	51100	4.61	1.1093	3
Qiaojia	11191	4.54	0.2465	2.2

Note: The national Class I kindergarten standard is per student building area no less than 6.09 m², and Class II standard is no less than 11.24 m².

3) Status of kindergarten teachers in project counties

The preschool education in project counties started at a late stage and at a low starting point, particularly the teachers of rural kindergartens mostly have graduated from non-childhood education major or transferred from primary and secondary schools, who have low professional levels and it is urgent for them to accept professional training. Therefore, the nursing and teaching quality of kindergartens is not high, and such nursing and teaching is more like “primary schooling”. The health development and preschool preparation for most rural kids is

lower than those from urban and public kindergarten. According to the survey, it is found that the sampled kindergartens in the project counties share common problems such as insufficient full-time teachers, low ratio of teachers with teaching certificate, low education background and lack of professional training.

There is large variation on availability of teacher training for kindergartens in the project counties. In general, proportion of ECE training above the county level is still low, which is the highest in Weishan County with more than 50%. Lack of full time teachers is most serious in Qiaojia County with only 11 teachers in the rural township kindergartens. No one has ever participated in the preschool education training above the county level. There are 92 teachers among private kindergartens, and only 5% of them have ever participated in the training.

The three-year kindergarten are generally better than one-year preschools in terms of the certified ratio and degree level. The ratio of three years' kindergarten teachers with professional education training background varies between 39% and 92% among project counties. Qiaojia County and Eryuan County recorded the lowest and highest ratio respectively. The proportion of certified teachers ranges between 34% and 95% among project counties, with Xichou County being the highest. There is a huge shortage of certified teachers and professional early childhood education teachers for one-year preschool classes, particularly those one year preschool classes in rural areas.

The proportion of teacher-student ratio of the three-year kindergartens ranges from 1:13 to the 1:28 in project counties, but the vast majority is below the national average. The one-year preschool class teacher-student ratio is even lower, varying from 1:23 to 1:47, with highest in Weishan County and lowest in Qiaojia County. Therefore, there is still a huge space for increasing the full-time teachers in the project areas, particularly in the areas with a lot of students, so it is very urgent to foster outstanding professional teachers.

Table 5 Training of Kindergarten Teachers in the Project Areas

Project County	Kindergartens in rural townships		Private kindergartens	
	Number of kindergarten teachers	Participation ratio in education training above county level	Number of kindergarten teachers	Participation ratio in education training above county level
Weishan	71	56%	328	89%
Yangbi	65	8.3%	29	5.8%
Eryuan	225	46%	231	76%
Jianshui	1072	50%	480	30%
Xichou	139	41%	16	10%
Zhanyi	22	25%	322	6%
Qiaojia	11	0	92	5%

4) Three-year enrollment rate of children in project counties

The three-year enrollment rate of all project areas ranges from the 8.4% to 78.2% with Weishan County being highest or 78.2% with 7601 students. Qiaojia County has the lowest rate of 8.4%, with a total of 1991 students. The rest counties have the overall enrollment rate around 50%, and generally the three-year enrollment rate is far lower than the nation's average level. Meanwhile, the three-year enrollment rate in rural areas is much lower than that in the urban areas. Take Qiaojia County as an example. The school enrollment rate in the urban areas is 48%, while the rate in rural areas is only 1%. Therefore, it is necessary to improve the three-year enrollment rate in the project counties, especially in the vast rural areas to establish and improve the early childhood education system to benefit a considerable number of school-age children.

5) Financial investment of preschool education

In general, the monetary investment in early childhood education in all project counties is still insufficient, and the financial investment by government agencies from different levels on early childhood education is still lagging compared with that on other basic education sectors. Under

such condition, it is difficult to ensure the sound development of ECE being achieved.

Secondly, the funds on ECE in the project counties mainly come from funds from the central government and local fiscal funds (both over 50%), and the proportion of using the social funds, external funds and other capital is low. Therefore, the financial sources are not diversified enough. The ratio of ECE funding from government budget in Weishan and Xichou County is the highest. In fact, national and local fiscal funds cannot completely solve the problems with public kindergartens in the counties, and the investment in the private kindergartens is very limited, and most of private kindergartens is basically self-financed by the owners.

Table 6 Summary of Preschool Education Financial Input in Project Counties in 2014

County	Preschool education expenses (10,000 yuan)	Fiscal preschool education expense (10,000 yuan)	Fiscal preschool education expense ratio (%)	County-level fiscal expenditure
				(10,000 yuan)
Weishan	1376	1003.3	72.90%	345.88
Eryuan	1159	633	54.60%	131
Yangbi	2593	1800	69.40%	245
Jianshui	4643	2607	56.14%	2401
Xichou	2403.9	1900.1	79.04%	1276.83
Zhanyi	2311.3	1351.3	58.46%	794.4
Qiaojia	2820	1782.48	63.20%	69

6) Three-year plan for ECE development

From the conditions of the research, there are a lot of towns and townships in the project areas which have no kindergartens, such as Yangbi County and Qiaojia County, but at the same time, there are a lot of school-aged kids in these towns and townships. In Qiaojia County there are a total of 20,065 children aged 3-6. Therefore, it is necessary to construct kindergartens in these above areas, and pilot work on early childhood education program should be carried out in these areas in order to expand the coverage of the benefit of the project. According to the current three-year construction plan, in addition to the 12 kindergartens with 129 classes proposed to be built by World Bank loans, there are 64 public kindergartens and 21 private ones with 585 classes to be established with domestic funds. Calculated based on the fact that each kindergarten recruits 30 students, 21420 children will be recruited into the kindergartens in three years, and the proportion of the students admitted to the World Bank loaned projects is 18%. In the project areas, Qiaojia County and Zhanyi County can increase the greatest number of children enrolled, 4860 and 5310 respectively.

There is still a large gap of kindergarten teachers and head teachers, particularly in Weishan County, Qiaojia County and Zhanyi County. In Weishan County, 23 kindergarten heads, 123 nurses and 246 full-time teachers are to be added. In Qiaojia County, 18 kindergarten heads, 144 nurses and 342 full-time teachers are to be added. In Zhanyi County, 28 kindergarten heads, 177 nurses and 354 full-time teachers are to be added. Thus, in the preparation and implementation of the project, the related county departments should pay close attention to the development of ECE sector and vigorously recruit kindergarten teachers.

7) Summary of Field Investigation of Kindergartens

To better and accurately understand the status quo of the existing kindergartens in the project counties, the social impact assessment team has carried out the sampling survey for the existing kindergartens, and these kindergartens have covered the public and private kindergartens in rural and urban areas. This sample survey covered 25 kindergartens from 13 towns and townships of 7 counties. This survey mainly focus on the kindergarten hardware level, teacher status, the source of student and financial situation to get a comprehensive understanding of kindergartens.

According to the results of the sampled kindergartens, it can be found in most project counties, the hardware level of private kindergartens is far lower than that of public kindergarten, and most of the sampled kindergartens lack books and toys.

From the survey results of the teaching and working staff of the sampled kindergarten, 48% of the teachers in the sampled kindergarten have the junior college education background, and 40% of the teachers in the sampled kindergartens have the education background of technical secondary school. The teacher-student ratio is between 1:12 to 1:49, far lower than the national average of 1:7 (Teaching and Staffing Personnel Standard of Kindergartens (Provisional) (JS [2013] No. 1) due to huge shortage of full-time teachers. Only Zhanyi County First Kindergarten and Jijie Township Central Kindergarten of Eryuan County has the average education background at or above undergraduate level.

In terms of source of students in the sampled kindergarten, in the same project area, the acceptance of rural students by private kindergartens is greater than that by public kindergartens. And the acceptance of minority students by rural kindergartens is higher than that by kindergartens in county towns.

From the fund investigation results of the sampled kindergarten, the main sources of funding for public kindergartens are government fiscal appropriation and tuitions, while the financial sources of private kindergartens are mainly self-raised funds and tuitions.

8) Summary of Field Investigation of Kids' Families

In order to solicit the suggestions and opinions from the kids' parents on the proposed project, the social impact assessment team has carried out the questionnaire survey in terms of conditions of families, children, the awareness of parents and preschool education demands and opinions. In the 7 project counties, a total of 500 questionnaires were distributed, and 482 copies of questionnaires were returned. Through the comparative analysis of the data, the main findings are summarized as follow:

Firstly, the annual income of the sampled families in Weishan County, Xichou County and Qiaojia County is low, and the sampled families in Weishan having the annual income below RMB 20,000 accounts for 65%; the sampled families having annual income lower than RMB 20,000 accounts for 62% in Xichou. However, the annual income of the families in Jianshui County and Zhanyi County is high: the sampled families having the annual income of RMB 60,000 – RMB 100,000 in Jianshui County accounts for 30%, sampled families in Zhanyi County having the annual income of RMB 150,000 – RMB 200,000 accounts for 18%, and the sampled data are consistent with the local economic development conditions in these counties.

Secondly, in the sample survey, the minority proportion of the sampled families in Eryuan County, Yangbi County and Xichou County is relatively high: with 80% in Yangbi County, and 39% in Eryuan and Xichou Counties. In Zhanyi County and Qiaojia County, Han families account for a high ratio, both 93%.

Thirdly, the parents of the sampled families in Eryuan County, Yangbi County and Jianshui County have relatively high educational background, where the parents having the undergraduate degree account for 68%, 55% and 51%. The sampled parents in Qiaojia have a lower education background, with 57% of the parents' education is only primary school and below. More than half of the sampled parents in Xichou County and Weishan County have an education background of junior high school, and more than half of sampled parents in Zhanyi County have a degree of high school education.

Fourthly, in the sample survey, the annual family education investment in Jianshui, Zhanyi, Eryuan and Yangbi County is higher than that in Xichou, Qiaojia and Weishan. The percent of families with annual education investment between CNY5000 and CNY10000 in Jianshui,

Zhanyi, and Yangbi is 66%, 42% and 54% respectively. In Yangbi, 58% of sampled families spent annual education less than CNY5000. In Qiaojia, 64% of families spent between CNY4000 and CNY6000 on education. About 55% of the sampled families in Xichou and 54% in Weishan have an annual education investment being CNY2000 and CNY4000, while 20% of the sampled families in Xichou County and 26% in Weishan County spent less than CNY2000 annually on education. The investment by the families in the project areas in the preschool education is in line with the local economic development. Jianshui County marks the highest investment, CNY9359 per family, and Xichou County has the lowest investment of CNY3470 per year.

Fifthly, in the survey of the parents' satisfaction of the surrounding kindergartens, the parents' satisfaction in Xichou County has reached 89%, which was due to fact that the sampling investigation was oriented Shangzhai Village and the kids from First Kindergarten and Second Kindergarten. Located only 3km from the county town, local villagers believe such distance is acceptable. Meanwhile, because the sampled parents have limited expectation on teaching requirements and scientific nursing, they are satisfied with the existing kindergartens. Parent satisfaction is also high in Jianshui and Zhanyi with 62% and 78% respectively due to well developed economy and better equipped facilities. Since Qiaojia County is in shortage of kindergartens, parents' satisfaction with kindergartens is lowest with only 23%.

Sixthly, different project areas have different expectations for the ECE curriculum. In general, economically developed areas have more requirements for the curriculum. For example, in Xichou and Yangbi, the simple literacy, arithmetic, singing and other basic courses will be able to meet parents' needs. But in more developed Zhanyi, Eryuan and Weishan, parents show their expectations for more innovation on ECE based on combination of traditional education with the characteristic education.

Seventhly, in the survey, it is found that the sampled families in all project counties have their dedication to teaching of kids in line with the parents' education background. In Jianshui County, Eryuan, Yangbi and Zhanyi, more than 50% of the families devote more than half an hour to the education of their children every day, and most of the parents in Xichou y and Weishan devote less than half an hour to teaching their kids in one day. However, because the parents in Qiaojia County have a low education degree, and 40% of the parents will not particularly devote some time to educating their children every day.

4 Stakeholder and Their Requests

In this Project, 5 major stakeholder groups have been identified, i.e. the project owners, other government agencies, project surrounding residents, kindergartens operators and NGOs. Their main interest requests are as follows:

Table 7 Stakeholders and Requests

Stakeholder	Project Associations	Influence on project Positive (+) negative (-)	Expectations
Owner	A Project Office is established for the financing and construction of the project, which organizes the work coordinated between other government agencies and contractor for managing the World Bank-loaned projects	(+)	They expect that the Project can be completed as soon as possible, which will bring the positive benefits to local people.
Other functional departments	Set up the world bank loaned project office at all levels of governments, which organizes, coordinates and manages the World Bank loaned projects and allocate the project responsibilities to all function departments, design, study and develop countermeasures to provide partial financing for project construction, and implement the responsibilities for local land acquisition and demolition	(+)	They hope the project can be completed as early as possible to promote the improvement of local preschool education and the quality of preschool education
Kindergarten families	After the completion of the project, more and better educational resources will be provided.	(+)	They hope to improve the quality of preschool education and optimize the local preschool education environment
Families with children intended to be admitted to a kindergarten	After the completion of the project, more and better educational resources will be provided.	(+)	They hope more high-quality kindergartens will be available, so that parents will have more choices.
Public kindergartens	After the completion of the project, it will share the recruitment pressure of public kindergartens in the city, and promote the rapid development of kindergartens in rural areas.	(+)	They hope that the project will be completed as soon as possible, to provide quality preschool education resources as demonstration.
NGO	Able to effectively interact with the implementation organization of the project, and make up for the preschool education in the areas not covered by the project	(+)(-)	Incorporated into the management of preschool education system; work with project organizations to improve the local preschool education

5 Social Benefits and Impacts of the Project

1) Social Benefits

On the whole, the proposed Yunnan Early Childhood Education Innovation Project to be implemented by Yunnan Education Development with World Bank Loan is feasible, and effective.

Firstly, the implementation of the project is in line with the medium and long-term strategy for the national and Yunnan education development, which plays a positive role in promoting the ECE in the province.

Secondly, improve the quality of ECE in Yunnan and expand the coverage of the quality ECE resources.

Thirdly, set up a ECE sector benchmark, and lead the development of ECE in the project areas.

Fourthly, enhance the level of acceptance of ECE by the poverty-stricken/remote /minority regions of Yunnan, in order to promote the development of the preschool education undertaking in Yunnan Province on a whole.

After implementation of the Project, the early education conditions in the project area will be improved greatly in terms of kindergarten enrollment rate, coverage rate in rural area, teaching quality, software and hardware level, etc.; see the table below for details. In general, the worse

the basic conditions are in an area prior to implementation of the project, the more benefits such area will obtain after implementation of the project. Taking Qiaojia County as an example, after implementation of the project, the enrollment rate for three-year kindergarten in county town will be increased by about 20%-40%.

2) Potential Impact - Land Acquisition and Resettlement

The construction of 14 new kindergartens under the Project will occupy about 243 mu of land areas. A due diligence review was conducted during social assessment for all school sites, including seven counties and three colleges. Based on review of relevant documents, such as land acquisition approval, compensation agreements, and payment receipts, and discussions with affected parties, it is concluded that all building sites have been obtained properly and affected people had been provided with compensation in compliance with national law and local regulations with no remaining problems. Table 8 illustrates the key findings of the review. Given the fact that school sites might be changed during project implementation, which might involve land acquisition, to address such impacts, a resettlement framework is prepared for the project.

Table 8 Land Use of the Proposed Project

City	County/ university	Proposed content	Land area	Acquired or not	More acquisition or not	Land acquisition data complete or not	Residual problem	Date of land acquisition
			(mu)					
Kunming	Yunnan Normal University	ECE Research Center	18.57	Yes	No	Readily available	N/A	State-owned land
	Kunming University	Teacher training base, kindergarten, special children's early education and rehabilitation center	56.00	Yes	No	Readily available	N/A	State-owned land
Dali	Weishan County (Nanzhao)	Nanzhao Kindergarten	10	Yes	No	Readily available	N/A	2014
	Weishan County (Wuyin Township)	Wuyin Township Kindergarten	11.8	Yes	No	Readily available	Houses to be demolished	State-owned land
	Yangbi County	Yangbi Kindergarten	16.07	Yes	No	Readily available	N/A	2015
	Eryuan County	Second Kindergarten of Eryuan County	15	Yes	No	Readily available	N/A	2013
Cibihu Town Kindergarten		15	Yes	No	Readily available	N/A		
Wenshan	Xichou County	First Kindergarten of Xichou County	8.02	Yes	No	Readily available	N/A	2000
Qujing	Zhanyi County	Second Kindergarten of Zhanyi County	14	Yes	No	Readily available	N/A	2010
		Zhuangjiawan Kindergarten	14	Yes	No	Readily available	N/A	
Honghe	Jianshui County	Qingyuan Kindergarten	12	Yes	No	Readily available	N/A	2012
Zhaotong	Zhaotong University	Teacher Training Base and Kindergarten	20	Yes	No	Readily available	N/A	State-owned land
	Qiaojia	County Kindergarten of Baihetan Town	13.67	Yes	No	Readily available	N/A	State-owned land
		Qiaojia County Kindergarten	9.99	Yes	No	Readily available	N/A	2015
		Chongxi Town Kindergarten	8.79	Yes	No	Readily available	N/A	2014

3) Issues Concerning Ethnic Minority in Project Areas

Yunnan has the greatest number of minority groups among all provinces of China. There are 51 minority groups living in Yunnan province. The Project mainly involves in 17 towns (townships) from 7 counties in 5 municipalities (prefectures). According to scope of the Project and the identification criteria of indigenous peoples of the World Bank in OP4.10, the social assessment team conducted social screening on minorities in the project area by ways of field investigation, data collection and literature review. According to the screening result, it is determined that rural community based ECE center program in Weishan County will involve with large number of ethnic minority communities, which triggers the World Bank policy on indigenous people. rural community based ECE centers will be built among 60 natural villages from five townships in Weishan County, and majority of these villages are ethnic minority villages. To address any impacts and benefits of this program, an ethnic minority development plan has been prepared for the Project.

Based on consultations in the project areas, the EMDP identifies basic social and economic profile of ethnic minorities in the affected area; identify any issues and benefits to be brought by the Project, as well as measures to be adopted in order to ensure equal participation and equal benefits of the minorities in the project areas. These measures are proposed in order to improve ECE conditions in these villages, and at the same time guarantee equal participation and benefits for minority groups, as well as ensure quality and traditions of these groups. The specific details of these measures are included in EMDP.

4) Further Regional Imbalance of ECE Resources

From the current project program, most proposed kindergartens of the subprojects are planned to be built in the county towns. As indicated from the survey, most rural areas and remote mountainous regions in Yunnan Province are the areas with scarce ECE resources. Therefore, to focus on building more kindergartens in county towns might expand the regional imbalance in ECE development. To address this issue, a rural ECE component has been developed under the Project, which include building more central kindergartens in town centers, building more village based kindergartens using primary school structures, and piloting community based children education centers in remote mountainous villages. In development of rural ECE component, the principles of increasing the coverage ECE in rural areas, and taking care of vulnerable groups are considered. In addition, the project design will further consider the following principles: 1) in favor of the remote and mountainous regions; 2) in favor of the basic-level towns and townships; 3) in favor of the suburbs; 4) university kindergartens and county kindergartens divide the source of students to ensure the enrollment of vulnerable groups.

6 Findings of Social Impact Assessment

6.1 Status Quo of Early Childhood Education

1) Disparity of ECE Resources in Project Counties

The social survey found that among project counties, there is wide disparity in terms of ECE resources and development. Such disparities are rampant between different counties, between the urban and rural areas and between the townships and towns. For instance, in Jianshui County, there are 68 kindergartens, and 34 of them are demonstrating kindergartens in Yunnan Province; in comparison, Qiaojia County only has 8 kindergartens and only one of them is public-funded. In Wuying Township of Weishan County, there are three kindergartens, but in Chongxi Town has no kindergarten at all, except one-year pre-school classes.

2) Economic situation is not only factor contributing ECE development

Generally, the regional economic level directly determines the local educational development level. However, from the perspective of the regional area, the economically backward areas will not necessarily result in poor education (Yangbi County of Dali Prefecture is a poverty-stricken country recognized by the state, but the education quality of some kindergartens are not poor). The result may be caused by various factors, such as close involvement of parents on kids' education, effective efforts made by relevant government institutions, which indicates that the high-quality pre-school education is also possible in the underdeveloped regions.

3) Pay attention to the function of the regulatory agency of early childhood education

The investigation results found that Dali Bai Autonomous Prefecture has established a early childhood education leading office with designated staff and budget. As a result, the early childhood education in the region is ahead of its economic level. Therefore, in the implementation of the Project, the function of the leading agency should be recognized and dedicated ECE leading agency should be set up in all project counties.

4) Two kinds of private-funded kindergartens are affected to different extents

There are a lot of private-funded kindergartens in the project areas. But the private-funded kindergartens in urban and rural areas will be affected by the Project differently. In urban areas, some private kindergartens are well operated with the stable student sources. After the completion of the Project with new public kindergartens being built, many these students will be attracted to these new schools posing challenge to the private kindergartens. However, in rural areas, most private kindergartens are poorly run with limited coverage. Therefore, the project will boost the development of these private-funded kindergartens once it is completed.

5) There are a lot of NGOs but with less integration

In Yunnan, there are a lot of NGOs involved in wide range of areas such as healthcare, education, environment, and economic development. Take Humanai - People to People China as an example. This organization has carried out quite a few assistance activities including ECE in different parts of Yunann, including some project counties. NGOs are not only capable of carrying out consultation among remote villages but also delivering community based ECE. Their involvement in ECE provides more ideas and methods on how to increase ECE coverage in remote rural areas. However, in project counties many officials from education bureaus are not acquainted with these NGOs, so it is necessary to integrate these NGOs into the overall ECE system to give full play to their functions and achieve common development with the government agencies.

6) Lack of institutional innovation

Although there are different forms of kindergarten operation modes in the project areas, such as public funded kindergartens, private run kindergartens, as well as public-rental private operations, the pre-school educational system in Yunnan Province is still lack innovation. The province should explore new methods for utilizing the private resources and management, such as introduction of mixed ownership reform, and other new modes.

6.2 Problems with Early Childhood Education in Rural Areas

According to the social survey and on-site interviews, it is found that the following problems and possible risks exist in the early childhood education in rural areas.

1) Widening Gap of ECE Development

According to the current project design, most new kindergartens under the Project are located in county towns within urban planned areas. They are functioned as upgrading to the existing public kindergartens in the counties. Due to limitation of region and household registration, the

children of the right age in the urban area will be firstly considered during enrollment, thereby making these kindergartens inaccessible for rural residents. Thus, the objective of the Project of making the ECE accessible in the rural area becomes difficult to realize.

Since most rural areas and remote mountainous areas in Yunnan Province are the regions with poor ECE resources, to place most new schools in the county towns will lead to the risk of increasing unbalance and disparity in the project counties.

2) "One more, two less and three difference"

The on-site investigation shows that the rural areas in the project counties are faced with an awkward condition of "one more, two less, three worse" in terms of ECE. "One more" refers to more children of the right age; "two less" refers to less educational resources and less financial support; "three worse" refers to worse educational environment, worse teacher's education level and worse educational concept.

Yunnan is a province with frontier nationalities; the mountainous area is 84% of total land area of 394,000km² of the whole province. Among total population of 45.97 million, 64.8% are agricultural population, and about one third are ethnic minorities. However, among 776,522 children in kindergartens, only 27.9% or 216,646 children came from rural areas. A large number of rural children of the right age do not have access to kindergartens. These rural children and children of minority nationalities are just eager to receive early childhood education like their urban counterpart.

Generally speaking, about 65% rural children are corresponding to only 28% early childhood educational resources; however, 35% urban children are corresponding to 72% educational resources. This kind of condition has been confirmed through survey and investigation,. In the poorer regions, such as Qiaojia County etc., the unbalance is more serious.

3) Scarce of Kindergarten Teachers in Rural Areas with Poor Professional Level

According to results of on-site investigation, in the remote mountain area in Yunnan Province, not only the physical conditions of early childhood education are deficient, but also are faculty resources. In many cases, only two teachers are responsible for pre-school classes from surrounding 3 to 4 natural villages.

To address such concern a rural ECE component has been considered in the Project to increase ECE coverage in rural areas, through building new central kindergartens in townships, building village kindergartens on existing village primary school buildings, and piloting community based education center in remote villages in order to increase ECE coverage and support ECE development in rural areas. However, following completion of these facilities, to have sufficient and qualified kindergarten teachers will be critical to ensure the success of the component and the Project.

4) Dominated by private-owned kindergartens, which have poor conditions, are small sized, difficult to be supported;

According to investigation, there are 306 three-year kindergartens in the project counties with 44,020 students. Among them, 69 are public kindergartens with 14983 students, and 237 are private kindergartens with 29037 students. The number of students in private kindergartens are about 2 times than that of public kindergartens. Due to private nature, poor infrastructures and small scale, such private kindergartens hardly get financial support from the government.

Generally, for most private kindergartens in rural areas, there are no professionally trained teachers work there; most classrooms are based on their own residential houses or rental houses with inadequate equipment and facilities. The playing/teaching aids are seriously deficient, few picture books are available for children to read. Most of them lack the essential conditions to run, and some of them could not even ensure basic conditions of health and safety

as required for kindergartens.

In remote mountainous rural areas, the early childhood education is still not available for all children due to poor road conditions and backward economic development.

5) Low Enrollment Rate with Huge Gap

The enrollment rate for three-year kindergarten in rural areas of the project counties are behind that in cities and towns. In some regions the gap is very large. By looking horizontally, the kindergarten enrollment rate in rural townships and villages is lower than that of the county towns. Such gap is largest in Qiaojia County with 47%, followed by Yangbi County with 40%, and lowest is in Zhanyi County with 3%. By looking longitudinally, the average three year kindergarten enrollment rate in project counties is far below the national average level.

6) Limited Mode of Operating Kindergarten

Currently, the teachers for urban kindergartens are obviously deficient. If adopting only state-run mode of kindergarten, the county government budget could not afford to finance all required teachers. Under such condition, when the finance needs of urban kindergartens cannot be satisfied, there will be limited financial support left to benefit the rural areas. At the same time, because of the limited income among rural residents, it is also not easy financially to introduce private capital to develop and operate kindergartens in rural areas.

7. Suggestions

1) “One cut, One point, Five systems”

Facing these problems and issues faced by the Project, the social assessment team proposed a set of recommendations which could be summarized into “one cut, one point, and five systems”.

One cut refers to dividing a certain percentage of enrollment quota dedicated to poor families, migrant workers, and other vulnerable groups, while enrollment should be open to whole society. There should be no restriction though household registration or administrative division to limit enrollment so that all groups of people particularly those in rural communities could benefit from the new kindergartens.

One point is to focus on the project effort on expanding ECE coverage into remote rural areas through inclusion of one rural ECE component under the Project in order to increase ECE coverage in rural areas of project counties. To this end, ECE component includes building township center kindergarten in Weishan and Qiaojia, building village kindergartens in Zhanyi, and piloting community based ECE centers in remote areas of Weishan and Qiaojiao.

Five systems refer to establish (1) faculty support system, (2) teaching resources sharing system, (3) kindergarten mutual assistance system, (4) social support coverage system, and (5) management and policy support system.

Table 9 lists more details of these suggestions, as well as proposed indicators.

Table 9 Action Plan for Project Risk and Benefit Management

Action Plan		Measures and Description of Action	Responsible Person(Organization of Implementation)	Guiding and Monitoring Organization	Scheduling	Main Monitoring and Evaluation indicators	
One cut	Cut enrollment proportion specially for rural area, migrant workers and disadvantaged groups		Project office, Bureau of Education in various counties, responsible person of kindergarten	World Bank, internal monitoring institution, external monitoring institution	2015-2019	Enrollment proportion of children of rural households, migrant workers and disadvantaged groups	
One point	The early education pilot works are carried out in the rural fringe areas in Weishan County, Zhanyi County and Qiaojia County.		Local educational competent department and related responsible person of kindergarten			1) Quantity of children benefited by early education point; 2) Quantity of teachers, funds and other social resources absorbed; 3) Successful innovation pattern; 4) Sustainability	
Five systems	1 Teacher support system	Training to teachers carried out by the education department in the project areas	Local educational competent department			1) Conditions of implementation of teacher training scheme of three universities; 2) Conditions of training to teachers by the local education department; 3) Practice and exchange of university students	
		Cultivation of preschool education teachers by three universities	Yunnan Normal University, Kunming University, Zhaotong University				
		Post shift and post replacement by the university students to support secluded areas	Yunnan Normal University, Kunming University, Zhaotong University				
	2 Network teaching resources sharing system	Development of network courses and sharing platform by three universities	Yunnan Normal University, Kunming University, Zhaotong University				Development of network courses and construction of hardware facilities by three universities
	3 Kindergarten mutual aid system	The high-quality kindergarten takes the lead in or assists in the establishment of other kindergartens	Project office, Bureau of Education in various counties, responsible person of kindergarten				Conditions of communication and exchange of public\private kindergartens and urban and rural kindergartens
4. Social support coverage system	launching the donation of money and materials of social institutions or striving for financial support from domestic and international corporates	Project office, social organizations	Conditions of NGO service purchase; conditions of rural tour supporting education pilot points and popularization in whole county; support activities of early education volunteers to secluded mountain areas				
	Cooperation with NGO for joint participation in development and implementation of contents of the project	Project office, county Bureau of Education, NGO					
	Support activities of volunteers to education in secluded mountain areas	Project office, education department					
5 Management and policy support system	Innovation of management and policy support of preschool education	Technical support provided by project office, education department and three universities	Management innovation and support by government to private kindergartens				

2) Strengthen the Leading Role of the Three Universities

The three participating universities are the major technical support providers and beneficiaries in the project, and are capable of leading the efforts in developing and improving the benefits of the project in many ways.

The Project can successfully achieve the goal of the development of ECE in Yunnan Province, which not only needs excellent physical facilities, but more important is to establish a high-quality faculty team to allow the completed facilities to play the biggest role. Hence, Yunnan Normal University, Kunming Collage, and Zhaotong College play a critical role in the project capacity training.

On the basis of the specific programs of the three universities, it is recommended that the planning, guidance and technical support of universities shall be given the full play during the operation of the early childhood education and the five systems.

3) Service Purchased from NGO to Introduce the Mature Preschool Education Model

Although the Project includes construction of a series of new kindergartens in urban and rural areas to achieve the purpose of improving the coverage of early childhood education in Yunnan Province, it is still impossible to reach remote areas by building standard kindergartens to meet the ECE demands. Therefore, it is more appropriate to purchase the services from NGOs of introducing mature preschool education model into these areas so that the basic teaching conditions in these areas could be improved. Since some NGOs have been involved in develering ECE service in remote areas of province, it is quite feasible to take this model to be used on community based ECE program under the Project. Through such piloting, ECE conditions in remote areas could be improved, and the educational needs of rural residents there could be met.

4) Innovation of Kindergarten Operation Mode

In the under developed counties, flexible and multiple kindergarten operation modes can be adopted to alleviate the financial pressure on the local fiscal revenue, such as public-owned and private-operating mode, and public-leased and private-operating mode. At the same time, in remote mountainous areas where residents have low income and private-run kindergartens also face financial difficulties, simple public kindergartens could be built through the support of the government, and teachers can be allocated from the village-level preschool classes after professional training provided by participating universities or high-quality kindergartens in order to establish standard early childhood education facility in these areas.