

SFG2674 V1

**Gansu Technical and Vocational Education
and Training Project**

Social Assessment Report



Gansu Yishan Yishui Center for Environmental and Social Development

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Executive Summary

1. Entrusted by Gansu Provincial Department of Education, Gansu Yishan Yishui Center for Environmental and Social Development (hereinafter referred to Yishan Yishui) carried out social assessment for the proposed Gansu Technical and Vocational Education and Training Project financed by the World Bank. Following the TOR and under the guidance of Gansu Provincial Department of Education, Yishan Yishui formed a social assessment team with 9 persons, which is further divided into 3 groups. Between March 5 2016 and March 31, 2016, those groups conducted initial field survey for all participating vocational colleges in the project area by adopting participatory monitoring and evaluation method, based on which, first draft of SA report was prepared in early May 2016. Additional surveys were conducted between May and August 2016 following the review and comments by the Bank team, the report is result of the key findings of survey and consultations with key stakeholders in project schools.
2. Located in the northwest of China, Gansu province is situated at the intersection of the Loess Plateau, Inner Mongolia Plateau and Qinghai-Tibet Plateau. Since it is constrained by adverse geological location, historic and cultural factors, until now, Gansu is still one of the least underdeveloped region in China. Gansu is facing a very severe shortage of talent supply, and the overall development level of vocational education is not high. There are few well-developed and scaled vocational and technical colleges in Gansu, suffering from the weak education foundation and poor capacity in skills training. The general education level of rural laborers in Gansu is far below the national average. It urgently needs to improve the education level of the rural labor force in Gansu.
3. The vocational education is still the weak spot regarding the performance of the overall education system in Gansu. There are large number of secondary vocational schools in Gansu with relatively small scale and a great deal of repetitions. Effective mechanism of college-enterprise cooperation, and education and industry integration has not yet been established. Suffering from the poor school operation condition, the key indicators, such as percentage of “double certificated” teachers in Gansu vocational schools is generally much lower than the national average. Regarding the direction and position of vocational schools, most of them do not have close relationship with the market; could not meet the demand of local leading industries with outstanding specialties.
4. In order to change the situation of the backward vocational education in Gansu, Gansu provincial government has taken a set of measures in recent years. In 2014, Gansu provincial government organized a working conference focusing on the vocational education in Gansu, and issued the “Implementation Opinion on Decision Made by the State Council Requiring Acceleration of the Modern Vocational Education Development”. Together with 6 provincial departments, Gansu Department of Education adopted the “Plan of Building Modern Vocational Education System in Gansu (2014-2020)” in the same year. In 2015, Gansu Provincial Government issued the Joint Meeting System for the Departments Involving Vocational Education Work in Gansu and the Implementation Plan for the Key Work for Gansu Vocational Education. Gansu provincial also initiated several large projects focusing on

developing vocational education in order to support local economic development. The first such project is to develop a Vocational Education Park in Lanzhou New District, which is planned to complete the construction and put into operation in 2017. Such project is the result of following the development strategy of “One Belt, One Road” by connecting to central and west Asian countries and serving the western part of China, which would play the role as the forerunner area and demonstration zone supporting the reforms and development of modern vocational education in the western of China. The second is to promote the resource integration among existing vocational schools in the province. In 2015, Gansu Provincial Government had issued the “Instructive Opinions for the Integration of School Resources and Optimizing the Layout Structure of Vocational Education”, and indicated that within next three years, the number of vocational schools will be reduced from current 300 to 160 through integration and readjustment. The third task is to accelerate the reforms of vocational education by focusing on the improvement of the quality of talent training. A set of promotion would be encouraged for improving the cooperation of manufacture and skills training, setting up the system of “double-certificated” education including degree certificate and professional certificate, piloting modern apprenticeship by joint enrollment among schools and enterprises, and strengthening the “double certificated” teaching staff and increase its proportion.

5. According the development plan of Gansu Vocational Education Park in Lanzhou New District, Gansu province has optimized and integrated vocational education resources in the province so as to speed up the development of vocational education. The vocational schools in the park will closely meet the demands of the leading industry development located in Lanzhou New District by scientifically setting up schools and specialties in order to fully match the demands of local leading industry. The function of the vocational education park will be consistent with the function of industry clustering, industry undertaking and industry transformation in Lanzhou New District in order to promote the transformation from current rural migrant labors as main labor force in Lanzhou New District to be mainly composed of the graduates in vocational education park, and to fully achieve the strategic transformation of urbanization in the development of Lanzhou New District.

6. Implementation of above mentioned policies and projects needs funding and technical support from international cooperation. The proposed loan from the World Bank on Gansu Technical and Vocational Education and Training Project will play instrumental role in promoting development of vocational education in Gansu province. The proposed Project will involve four vocational schools. Three of them are located in Lanzhou Municipality and one in Tianshui Municipality. Gansu Finance and Trade Vocational College and Gansu Vocational College Energy and Chemical Industry are located in Lanzhou New District, Lanzhou University of Arts and Science is located in downtown of Lanzhou City. Gansu Senior Technical School of Mechanics is located in Tianshui City. Among these four schools, Gansu Finance and Trade Vocational College and Gansu Vocational College of Energy and Chemical Industry are newly established vocational colleges, which are based on integration of 11 secondary vocational schools. Table 1 illustrates the basic conditions of these schools, which are constrained by their limited campus area, inadequate building spaces, lack of experiment and training facilities, and shortage of books and resources. By merging 11 such secondary vocational collages into Gansu Finance and Trade Vocational College and Gansu Vocational College of Energy and Chemical Industry,

and building their new campuses in new vocational education park in Lanzhou New District will greatly improve the condition and quality of these schools.

Table 1 List of conditions for the Project Schools

No	Proposed Project School	Occupied Area (mu)	Construction area (10000m ²)	Fixed assets (100 million Yuan)	Teaching and training equipment (Yuan 0000')	Books (0000' copies)
1	Gansu Finance and Trade Vocational College *	234	13.34	1.43	2690.9	19.94
2	Gansu Vocational College of Energy and Chemical industry *	459	14.04	2.30	3071.4	24.44
3	Gansu Senior Technical School of Mechanics	386	10.41	2.1	3900	23.36
4	Lanzhou University of Arts and Science	385	33	8.34	7700	100

Note: For the two new schools, the total land area figure refers to those secondary schools before merging. After merging into two new schools, the total land areas have increased to about 2000 mu, which is three times larger than that before merging.

7. There are totally 2,083 faculties including 1588 teachers in four project schools. Among total teachers, 803 of them or 51% are female (Table 2). The education background among project schools is quite low. There is no teacher possessing doctor degree, and only 370 of them with master degree. And less than 30% of them obtained “double-certificates”, which is much lower than national average. In terms of student population, there are 29,145 students in 4 project schools (Table 3). Among them, 15,423 are female students, accounting for 53%, ranging from 32% to 68%; 22,690 are from rural areas, accounting for 78%; and 21,248 or 73% are considered as poverty students, receiving various assistance or subsidy by central and local governments. Among total poverty students, 18,470 of them came from rural areas, accounting for 87%, and 2778 of them came from urban areas, accounting for 13%.

Table 2 Profiles of Faculty and Teachers in Project Schools

N O	Proposed Project School	Number of faculty	Number of teachers	Teachers with senior professional title	Teachers with master Degree or over	Number of female teachers
1	Gansu Finance and Trade Vocational College	509	379	144	63	195
2	Gansu Vocational College of Energy and Chemical industry	387	315	79	33	118
3	Gansu Senior Technical School of Mechanics	413	273	48	18	99
4	Lanzhou University of Arts and Science	774	621	237	256	391
Total		2083	1588	518	370	803

Table 3 Profiles of Students in Project Schools

No	Name of Project Schools	Number of students	Female Students	Poverty-students	Rural Poverty-students
1	Gansu Finance and Trade Vocational College	6100	3444	4780	4209
2	Gansu Vocational College of Energy and Chemical Industry	5728	1845	4312	3732
3	Gansu Senior Technical School of Mechanics	7859	3715	6433	6012
4	Lanzhou University of Arts and Science	9458	6419	5723	4517
Total		29145	15423	21248	18470

8. The proposed Project consists of 5 components, which includes enhancement of school-enterprise cooperation, enhancement of teachers training, reform of school curriculum, improvement of teaching evaluation, and improvement of infrastructure facilities among project schools. The implementation of the proposed project would greatly promote the development of vocational education in Gansu province.

9. Based on TOR, the social assessment team conducted social screening among all project schools in order to confirm whether the implementation of the proposed project will trigger the resettlement policy and indigenous people policy of the World Bank. On resettlement policy, since all civil works under the proposed project would be implemented in the vocational school campuses, it would not involve any new land requisition and resettlement. For two new schools located in vocational education park in Lanzhou New District, the involved land areas had been acquired by Lanzhou New District Government in 2014 following relevant national laws and local regulations. Due diligence review had been conducted for the acquired land areas and found that affected farmers had been fully compensated with no problems reported. On indigenous people policy, all project schools are not located in the ethnic minority concentrated areas. The ratio of ethnic minority students in the proposed project schools is 3.25%. Therefore, the implementation of the proposed project will not trigger the indigenous people policy.

10. In order to have basic understanding of potential social benefits and impacts to be brought by the Project, the social assessment team visited all project schools and conducted field investigation and consultations among project teachers and students as well as other relevant stakeholders. Based on the survey and consultations, it is concluded that the Project will bring significant social benefits for teachers and students in the project schools. Specifically, it will:

11. (1) enhance teaching capacity of teachers in the project schools. Many project components relevant to teachers' capacity building have been included under the project such as strengthening teachers' training, reforming curriculum and teaching methods, and improving teaching evaluation. During implementation of these proposed project activities, the teachers' capacity will be significantly improved;

12. (2) Promote quality of the trained talents. After implementation of the Project, the teaching quality will be improved; school operation conditions will be greatly enhanced; professional advantage of project schools will be strengthened; the advanced specialty will be further enhanced, the education and training programs for talents will be more reasonable; the quality for the trained talents will be effectively improved and students' employment ability after school will be raised.

13. (3) Reduce poverty. According to the statistics, among total students in project schools, about 73% of students are from poor families, with 87% of them from rural areas. At present, they are entitled to various subsidies by the central and local governments. After more systematic vocational training in the project schools following the project, they will have more opportunities to obtain employment with higher salary so as to help reduce poverty in the province. In addition, during the implementation of the Project, it would provide more jobs to the poor residents in the project areas through infrastructure construction and operation of vocational colleges

so as to improve their living standard. Meanwhile, by taking the development of vocational school campus in the New District of Lanzhou as a part of "targeted poverty alleviation strategy", Gansu provincial government has provided relevant preferential policies to enhance the effects of poverty alleviation.

14. (4) Promote urbanization construction. Along with the development of Lanzhou New District, a large number of enterprises have been attracted by investment promotion and capital introduction. By August 2016, a total of 317 enterprises or companies had signed the contracts to establish their operation in LND with signed investment amounted to CNY387 billion. Among them, 34 companies are among the world's top 500 companies, domestic top 500 companies and top 500 private companies, such as China Railway Construction Corporation (CRCC), Greenland Group, and Amer International Group etc. Among them, 47 companies have completed construction and begun operation; and 172 companies are undertaking construction. Following the rapid development of Lanzhou New District, the number of new companies moving into Lanzhou New District will keep rising. Based on the incomplete statistics, by August 2016, about 70,000 persons had been employed in Lanzhou New District, with 21,000 of them working in large size enterprises. Undoubtedly, the development of Lanzhou New District will provide a great deal of internships and jobs for the students and graduates from vocation education park, which will greatly speed up the growth of vocational education and facilitate urbanization process in Lanzhou New District.

15. (5) Promote inclusive development and gender mainstream. By promoting the development of female teachers, enhancing enrollment and graduate's employment among female students, and gender sensitive design in school infrastructure, the Project will promote the popularity and extension of social gender concept for the project affected teachers and students. The large proportion of poverty students in project schools will be directly benefitted from improvement of education quality and infrastructure under the Project, based on better understanding of the inclusive culture for the affected teachers and students and making a set of interventions focusing on the issues of poverty, social gender, and so on.

16. The Project might have 3 potential risks during implementation. They include: (1) Concerns or complains raised by faculty and students from two new schools. Both Gansu Vocational College for Finance and Trade (merged by 7 vocational schools) and Gansu Vocational College of Energy and Chemical industry (merged by 4 vocational schools) will be located in Vocational Education Park in Lanzhou New District, which is about 70 kilometers from the downtown area of Lanzhou, where most existing vocational schools are located. As most teachers are currently living in downtown of Lanzhou, to move new schools into Lanzhou New District will inevitably increase commute time and cause inconvenience for most teachers, particularly for female teachers who need take care of children and elders of their families. This is particularly true if logistic arrangement is not properly handled. (2) Another risk associated with school merge is enhancement of teachers' capacity and adjustment of specialty for the students. In project schools as many as 59% of teachers would be transferred as the teachers working in senior vocational schools rather than the teachers working in secondary vocational schools. After newly formation of Gansu Vocational College for Financial and Trade and Gansu Vocational College of Energy and Chemical Industry, some specialties will be dropped out.

Therefore, after the secondary vocational schools are upgraded to the senior vocational schools, the professional competence for the teachers and their teaching capacity would urgently need to be improved otherwise they have to face risks. In addition, after the integration of the above mentioned colleges and schools, since some specialties will be removed, students who chose those specialties will have to choose new specialties. (3) The potential risks of income reduction for the land lost farmers. The construction of the new campus for 2 new vocational colleges in Lanzhou New District had acquired 1496 mu of arable land, affecting 260 households in two villages. Although Lanzhou New District Government had adopted a series of measures to mitigate such impacts, such as providing cash compensations following provincial regulations, enrolling in pension program for land loss farmers, arranging skill training and introducing employment introduction, the affected farmers might face the potential risks of income reduction or instability following the completion of project construction.

17. By conducting household interview, consultation with key stakeholders, and comprehensive analysis of primary and secondary data, the social assessment team has proposed the following measures to address identified potential risks mentioned above. (1) On the inconvenience caused by increasing commuting, it is suggested that Gansu Provincial Department of Education, Gansu Provincial World Bank Project Management Office (PMO) and the management for the relevant schools should establish a stable and transparent communication channel so as to solve any possible issues which might appear during project implementation. Regarding the possible complaints from some teachers following the integration and relocation into new campuses, it suggests the administrative committee of vocational education park to properly resolve the problems by offering both accommodation facilities and commuting transportation for the teachers, and establish a communication mechanism or complains appealing mechanism to address any concerns raised by teachers and students. By doing so, a more comfortable working and living environment could be developed in two new vocational colleges which will ensure the teachers and students to be able to concentrate on their teaching and learning in new schools. (2) On the challenge of capacity enhancement among affected teachers and study fields adjustment for the affected students, extensive project activities have been designed. They include teacher training, capacity building, curriculum development, and teaching method and teaching evaluation reform, which will facilitate transformation of teachers from secondary vocational colleges to senior vocational colleges. Regarding those students who need to adjust their specialties, the project schools should help them to transfer to new departments based on the job market demands and their personal views, and provide timely consultations. (3) Concerning the long term livelihood among affected farmers who had lost their land, it is suggested that the relevant government departments in Lanzhou New District should continuously implement land loss farmers' pension program for the remaining households who have not yet enrolled, and make serious efforts to introduce long term jobs from the enterprises in Lanzhou New District to the affected people. During the project implementation, the project schools should also make efforts to offer long term employment opportunities to the affected farmers who have lost land, especially to the affected women, poor households and disables. At the same time, further skill training should be provided regularly to the affected farmers in order to improve their employment prospect.

18. Overall, the implementation of the proposed Project will generate significant social benefits by promoting development of vocational education in Gansu. The potential social risks during project implementation appear not only very lower but also manageable.

19. In order to enhance social benefits of the Project, scale up the positive outcomes from the project implementation, and explore replicable innovative experience from the Project, the social assessment team has made following recommendations: (1) Conduct monitoring and evaluation. During the project implementation, the provincial PMO should hire an independent and experienced monitoring agency to carry out regular monitoring and evaluation, including development of monitoring indicators, and preparation of monitoring and evaluation report to be submitted to PMO and the World Bank. The key objective of monitoring and evaluation is to avoid or correct any deviation of project implementation from intended targets. (2) Pay attention to the sensitivity of social gender issues. In China, the understanding of social gender for all walks of life is generally lower. Regarding the proposed project schools, currently, the number of squatting toilets is obviously inadequate. The washing room for female in the school is either narrow or crowded. Female teachers are always in adverse situation facing the opportunity of professional promotion, management selection and further training. It is suggested that more attention should be paid on the factors of social gender during project implementation in the construction of school buildings, and ratios of male and female in offering training activities, with no less 45% for female teachers. For those female teachers from 2 schools resettled in Lanzhou New District, since they would involve more frequent commuting due to needs of taking care their families, their concerns and complaints need to be fully dealt with during project implementation. (3) Pay attention to poverty students. In project schools, as many as 74% are poverty students, with 87% of them came from rural areas. To ensure they will benefit from project activities equally it is suggested that project schools should pay special attention to poverty students by offering psychological consulting, policies consultation, employment support, and financial assistance, which will be beneficial for their study and employment, and in line with the World Bank's policy objective, and national poverty reduction strategy. (4) Enhance capacity building and improve vocational schools' management. Currently, the management levels for different project schools are uneven and lack of a long-term development planning. Performance of school management were often complained by some school teachers and students. It is suggested that the project schools should take the opportunity of implementing the World Bank project to learn the advanced international experiences on how to manage vocational schools and conduct extensive trainings for the management staff so as to truly achieve the result-oriented management scheme by including teachers' performance, students' employment capacity and quality of education into the school evaluation target. (5) Proposed policy study during project implementation. In order to facilitate project implementation and lay foundation for innovation, a number of policy studies were proposed, which include a) Case study of relevant policies of vocational school-enterprise cooperation at home and abroad; b) Promotion of internationalized management of teachers in vocational schools and the concept of social gender; c) Exploration on students training method, and participatory learning for the vocational schools; (6) Organize interdisciplinary cooperation and forum for vocational schools. It is proposed that the provincial PMO should organize interdisciplinary forum to further enhance their communication and exchange. In

addition, a working team should be set up to mobilize corporate technicians and key teachers of the vocational colleges in order to solve the problem of talents training and market demands; design and establish the market-oriented specialties so as to meet the demands of enterprises; and jointly develop the plan of teaching and internship for the students. Regarding the forums initiated by project schools, it is recommended that the management staff, representatives of teachers from vocational schools and relevant consultants should be invited to attend workshops twice a year focusing on various issues on vocational education, including its development trends, dynamic changes and some innovative cases etc.

1. Introduction

1.1 Background of the Project

1. During the past decades, although a notable success on the vocational education in Gansu has been achieved, comparing with its average development level in China, especially comparing with that in the middle and eastern region of China, a large gap still exists. Meanwhile, the important role that vocational education has played in supporting social development, and maintaining social and political stability has determined the necessity of accelerating the development of vocational education in Gansu. The 13th Five Year Plan for the Vocational Education Development in Gansu has proposed a development goal for the development of vocational education in Gansu, and formulated the arrangement for the implementation of the Plan. It mainly includes 3 aspects in terms of further deepening reform on the talents training and improve the quality of talents training; enhancing the capacity of vocational education colleges in scientific & technological innovation and supporting social and economic development; and promoting the construction of the professional talents team to achieve the provincial development strategy supported by providing qualified and skilled human resources. In order to achieve the above mentioned objectives, the national government, Gansu provincial government and Lanzhou municipality government have adopted the relevant policies which from different dimensions defined the direction of vocational education development. For example, based on the Plan for the Development of High Education During the 13th Five Year Plan in Gansu, under the available condition and supported by the applicable policies, it has put forward to support 1-2 the colleges such as the Police Vocational Colleges to be upgraded as the applied technological university, and enable 3-5 higher vocational schools to be transferred for further development. It plans to guide the municipal level to set up higher vocational schools when the supporting condition become available, and support the establishment, construction and development of private higher vocational schools, in addition to enhance the team building of “double-certificated” teachers. By 2020, it is expected to newly complete the construction of 4-6 bases at provincial level for the training of “double-certificated” teachers, enabling 50% of vocation collage teachers obtaining “double-certificates”. According to the notice on “Construction Plan of the Modern Vocational Education System from 2014 to 2020” issued by 6 departments including Gansu Provincial Department of Education, it is expected that “by 2020, a modern vocational system will be basically established in Gansu to meet the demand, which features with deep integration between education and industry, smooth connection between secondary vocational education and higher vocational education, and close cooperation between vocational education and university education. This demands-oriented modern vocational education system will be more scientific-constructed with the concept of a lifelong learning and able to meet the demands for the development of Gansu”.

2. These supporting policies and planning mentioned above have clearly set the direction for development of the vocational education in Gansu for a long term. However, it still faces a plenty of outstanding issues which need to be urgently resolved in order to achieve the expected objectives. They include: (1) the current basic school condition for most vocational schools in Gansu is still poor, a large gap exists concerning the improvement of conditions in training and internship which should be crucial equipment in vocational education; (2) the ratio of teachers having

“double-certificates” in the vocational schools is quite low; most schools suffer from the shortage of professional teachers. In general, the structure of teachers’ team is not good, and their quality could not meet the demands supporting the development of vocational schools; (3) the financial support has been inadequate; (4) It has a weak linkage between the skills training and employment, the cooperation partnership between vocational schools and enterprises as well as the contract-based training are all inadequate. The phenomenon of the separation of vocational education and employment still exists; (5) The bias of concept is one of key influential factors resulting of the sluggish of vocational education; (6) the practices and skills training for the students in vocational schools could not be effectively implemented; (7) the system of modern vocational education is still imperfect; (8) the attraction of vocational education is still weak for the relevant enterprises; (9) capacity building of the basic vocational education needs to be further improved. Frankly speaking, the implementation of the proposed project would provide additional values for Gansu in solving problems encountered in the development of vocational education, which would create a better condition for the achievement of objectives supporting the development of vocational education emphasized in the 13th Five Year Plan. In addition, it would provide support in the training of talents with sophisticated skills so as to meet the demands of social and economic development in Gansu, which is also the expected objective proposed by the project.

3. Facing the urgent issues mentioned above, Gansu provincial government suggests that it needs to further optimize and integrate all vocational education resources of the province, and to promote the process of reformation for the development of vocational education, based on the construction of new vocational education park in Lanzhou New District. In Lanzhou New District, it has focused on the development some key industries such as advanced equipment manufacturing, petroleum chemical, biological medicine and modern service industry etc., which would provide over 20,000 manufacturing jobs and internship positions for the students or graduates from the vocational school in the campus. By 2020, the available jobs will reach 64,000, which will greatly facilitate the development of vocational education. Meanwhile, the development of vocational education could further support the construction of the new type urbanization in Gansu, and play a fundamental role in poverty alleviation efforts. By the integration and concentration of available vocational education resources into vocational education park in Lanzhou New District, it will create basic condition to develop the brand of vocational education and exert great advantage of the vocational schools group; reducing the repetitive investment and over competition; balancing the use of funds by supporting the further development of vocational education; concentrating available teachers into a few vocational schools to improve teaching level and ensure the provision of available teachers for practical professional skills training and education; optimizing an enabling environment for the development of vocational education, and mobilizing the overall development of vocational education in the province. Thus, it is very necessary to implement this proposed project in Gansu.

1.2 Project overview

4. The executing agency for the proposed Gansu Technical and Vocational Education and Training Project is Gansu provincial government through Department of Education. The implementation units under the project cover 4 vocational schools

or colleges, which include Gansu Finance and Trade Vocational College, Gansu Vocational College of Energy and Chemical industry, Gansu Senior Technical School of Mechanics, and Lanzhou University of Arts and Science. The proposed project objective is to achieve the balanced development of vocational education in Gansu by conducting a set of reforms focusing on the overall improvement of schooling in the selected 4 vocational schools, and piloting the relevant opening policies applicable to the provincial and municipal level, and initiating project management practices. The proposed project activities include the “soft” activities and civil works. The “soft” activities refer to the activities conducted at both provincial level and at the involved vocational schools. It covers 4 project components, including the enhancement of systematic construction for vocational education in Gansu; the enhancement of capacity building for the proposed project vocational schools, to improve the quality of skills training and its correlation; the improvement of infrastructure construction for the proposed project vocational schools; the capacity building of project management team, project management, monitoring and evaluation. Project construction period is expected to be 60 months (including project preparation period), of which project preparation 24 months, project construction 36 months. It plans to start the project construction in March 2018, and complete the project construction for acceptance and put into operation in January 2021. The total investment of the proposed project is 969.7046 million Yuan, of which the World Bank loan 792 million Yuan, the domestic counterpart fund 177.7046 million Yuan.

1.2.1 Component 1: Enhance School-Enterprise Partnership

5. It plans to carry out school-enterprise partnership activities regarding the students in vocational schools, by focusing on the workshops of vocational education and internships as well as practical training activities which will be jointly organized by the project vocational schools and potential employers, enterprises etc. Regarding the teachers in vocational schools, it plans to initiate school-enterprise partnership activities, by mainly focusing on the promotion of short-term studying and training for the teachers in the vocational schools and staff in the involved enterprises.

1.2.2 Component 2: Enhancement of training for teachers

6. It aims to establish a long-term mechanism ensuring the training to the teachers in the vocational schools, and optimize the structure of teachers, so as to improve their comprehensive competence on professional knowledge and skills, and their relevant capacities on academic performance, teaching and education, and research etc.

1.2.3 Component 3: Reform curriculum, teaching method and teaching evaluation

7. By focusing on the objective for the promotion of educational connotation in the vocational schools, based on the demands and actual needs from the enterprises and the development of vocational schools, it plans to carry out a set of reformation practices in terms of changing curriculum, transforming teaching method, developing applicable training materials, enriching the contents of class activities, adjusting the establishment of specialties and optimizing structure of curriculum. It will mainly focus on how to carry out the “students-centered” and “student capacity-based”

practical teaching activities during the process of teaching and skills training. Based on the social demands and its advantages of the schools, concerning the key leading industries in Gansu, it aims to enhance the construction of outstanding specialties so as to achieve the characteristic development for the vocational education. During the implementation of the project, the involved vocational schools would explore the establishment, enhancement and innovation of its internal quality control and evaluation system, and encourage the performance evaluation on the satisfaction to the graduates by the employees and enterprises. It will actively support the implementation of independent evaluation focusing on the quality of graduates conducted by any professional organizations as the third party.

1.2.4 Component 4: Develop outstanding specialties in project schools

8. Based on the social demands and its advantages of the schools, concerning the key leading industries in Gansu, it aims to enhance the construction of outstanding specialties so as to achieve the characteristic development for the vocational education.

1.2.5 Component 5: Improve infrastructure in project schools

9. The construction of infrastructure facilities for the vocational colleges and schools in Gansu is generally lag, especially the existed common problems of being shortage of classrooms and experiment labs have become the bottleneck hampering the development of vocational education. During the implementation of the project, the involved project vocational schools will take the construction of buildings for teaching and laboratory as priority, so as to strongly promote the improvement of schooling condition. Meanwhile, it aims to meet the criteria of the schooling required by MOE, to further enlarge the enrollment of students in vocational colleges, and set a physical base in order to meet the social demands.

1.2.6 Component 6: Project management and M&E

10. 1). Training activities to project management staff. 2). Study tours for the staffs from PMOs and relevant departments. 3). Project related consulting services by hiring consultants and inviting consultation company. 4). Monitoring and evaluation of the social impacts caused by the implementation of the main project activities. 5). Office equipment for PPMO

1.3 Social analysis activities

1.3.1 Objectives of social analysis

11. It aims to design the applicable project activities based on the suggestions and opinions collected from the involved project stakeholders, by finding and clarifying the status, the popular and special issues existed in the involved 4 project vocational schools.

12. By conducting field investigation, group meetings and questionnaires survey etc. in the project vocational schools, it aims to understand the demands and their views to the project activities for the proposed project stakeholders, so as to forecast

the possible positive and negative impacts to the project beneficiaries caused by the implementation of the proposed project activities.

1.3.2 Social analysis method

13. The social assessment is conducted by Gansu Yi Shan Yi Shui Company, which is divided into 3 teams, conducting survey in Lanzhou, Tianshui, Baiyin respectively. They adopted the same survey approach including focus group discussion, key informant interviews, and questionnaire. The assessment teams consulted with relevant government agencies and project schools and prepared a detailed outline for the survey activities. In order to get the first-hand information, the teams conducted interview among key stakeholders, held group discussions with representative teachers and students, conducted sample survey, obtained relevant information about project schools, examined the current situation of infrastructures and teaching and conducted door-to-door interview among some parents nearby. At mean time, the team members continued collecting various second-hand information to supplement the data needed.



Picture 1-1 Students group meeting in
Gansu Economic School



Picture 1-2 Teachers group meeting in
Gansu Finance and Trade School

14. **Focus Group Meeting:** Focus group meeting is a conversation between a trained host and investigators from a group in a natural and non-structured way. The host is responsible for the discussion. The group meeting is designed to obtain the investigators' comprehension about teaching. Some unexpected findings are often exposed in this way. Some teachers and students are selected as the informants in the focus group meeting. The representative teachers are varied in ages, genders, professions and ethnics and students in regions, ethnics, genders, grades and majors. Teachers shared their opinions about the collaboration between schools and enterprises, teaching resources, training program, social service, infrastructure, integration of medium and higher vocational education etc. Students were asked about their degree of satisfaction about schools and majors, their vocational skills and techniques, the link with enterprises, etc. Thanks to the meeting, the teams have acquired the valuable first-hand materials for the social assessment.

15. **Key informant interview:** Key informant interview is to converse with the representative people relevant to the project. The teams can get more materials and key data in the interview since the representatives are special in occupation, identity

who obtains more detailed local information. The teams interviewed the key informants related in the project and collected data by conference, talking to different positions and families. The key informants cover the school teachers, students, executives, local governmental officials, women teachers and students, and Poor students etc.

16. **Questionnaire Survey:** The assessment team designed questionnaires specifically to teachers, students and parents in the project district to acquire detailed information. These questionnaires can tell the attitudes of different stakeholders and their expectation about the interests, which is the significant reference for the planning, designing and the SA of the project. The prerequisite of the questionnaire is that each school provides 10%-20% of all the teachers and students respectively as the sample. When conducting the survey of questionnaires in schools, the teams also collected other relevant data. At the same time, researchers send the questionnaires to the parents of the students in vocational schools by interviewing door-to-door in the surrounding areas.

1.3.3 Procedure of Social Analysis

17. Social analysis is comprehensively conducted based on the data collected by field survey and relevant literatures, following the procedures of SA preparation, field survey, data analysis and report drafting as well as revision of final version report.

18. The SA team is consisted of 3 assessment groups, and each of the groups includes 1 group leader and 2 professional members. From March 5th to March 31st in 2016, the groups have conducted the field investigation by visiting 4 schools. Before departure, all members of the SIA team had fully discussed the details and respective assignment for the field survey. Finally, the field investigation to the 4 schools had been coordinately completed by the members of teams in 3 groups.

19. The interviewees conducted for SA include: working staffs in Gansu Provincial Department of Education and PMOs at each level; teachers and students including some graduates in the involved project vocational schools; and representatives of enterprises setting partnership with the involved project vocational schools etc. The scope of field survey mainly covers the geological locations of 4 project vocational schools. The main methods applied in the field survey include questionnaire survey, interview and group meetings etc. The SA team has delivered a total of 580 copies of questionnaires to the teachers in the affected 13 sub-schools attached to the 4 project vocational schools, and received feedback of 544 copies of questionnaires, with the recovery ratio of 96%. 1750 copies of questionnaire have been delivered to the students in the affected vocational schools, receiving feedback of 1715 copies, with the recovery ratio of 98%. The SA team conducted 7 times of interviews with different departments of local governments, 33 times of group meetings with affected teachers and students, and 13 times of interviews with the affected enterprises. During the survey, the teams collected 54 printed documents, including 40 copied materials and 14 books, and 831 photos and 37 recordings from the schools. The sample questionnaire survey is among teachers and students affected by the project. The following explanation has been given below based on the questionnaire survey, group meetings and individual interviews in the affected 4 vocational schools.

20. During the field survey, it has taken the approach of distributing the questionnaires on-site one by one, which has greatly ensured a higher rate of response while ensuring the effectiveness of the questionnaires. During the questionnaires survey, the SA team took the opportunity to obtain answers and clarification from students and teachers on any questions. Following the survey and data processing, SPSS was used to ensure the accuracy of data analysis based on the collected questionnaires.

21. The ratios in total delivered questionnaires to the affected teachers in 4 vocational schools are 41% in Gansu Finance and Trade Vocational College, 31% in Gansu Vocational College of Energy and Chemical industry, 11% in Gansu Senior Technical School of Mechanics and 18% in Lanzhou University of Arts and Science. Because Gansu Finance and Trade Vocational College is integrated by the original 7 secondary or higher vocational schools, and Gansu Vocational College of Energy and Chemical industry is integrated by the original 4 vocational schools, it has taken 10%-20% of samplings for conducting questionnaires survey according to the total number of teachers. The ratio of male and female teachers receiving questionnaires is basically equal, which is about 51% for male teachers and 48% for female teachers; the ratio of teachers receiving questionnaires in the age of 30-50 years old is rather higher, roughly accounting for 64%; and the ratio of teachers receiving questionnaires in the age less than 25 years old or over 51 years old is much less, accounting for about 12%. Based on the questionnaires survey, it shows that the number of male teachers and female teachers in the affected 13 vocational schools is basically balanced, with more middle-aged teacher. Among the total samplings of teachers in 4 affected project vocational schools, the ratio of teachers possessing college degree accounts for 79%, and of 14% with master degrees; the ratio of teachers possessing medium-grade professional title accounts for 42%, and of 26% having associate professional title, and of 23% possessing primary professional title. Based on the sampled data on the teachers, it shows that there are more teachers possessing a bachelor degree in the 4 project affected vocational schools, and more teachers having medium-grade professional title.

22. The survey received 1715 responses 1750 copies of questionnaires to the affected students in the 4 involved project vocational schools. In each project affected vocational school, the sampling accounted 20%-30% in total. Of which 26% in total delivered questionnaires in Gansu Finance and Trade Vocational College, 26% of that in Gansu Vocational College of Energy and Chemical Industry, 17% of that in Gansu Senior Technical School of Mechanics, and 32% of that in Lanzhou College of Arts and Sciences. Among the project affected 4 vocational schools, students receiving questionnaires in the age of 15-20 years old accounts for 75% in total students delivered questionnaires, which mostly are the students studying in the technical secondary schools attached to the respective affected vocational colleges; students receiving questionnaires in the age of 20-25 years old accounts for 23% in total student delivered questionnaires, which mostly are the students studying in the colleges attached to the affected vocational schools; students receiving questionnaires in the age less than 15 years old accounts for 1.4% in total students delivered questionnaires, which mostly are the students studying in the secondary college of Arts attached to the affected Lanzhou University of Arts and Science. The ratio of students for male and female receiving questionnaires in the affected 4 vocational schools is respectively 60% for female students and 40% for male students. In

addition, the ratio of students from rural households accounts for 63% of the total number of students receiving questionnaires, while that from urban households accounts for 37% of the total. Based on the observation from field survey, there are total 29145 students studying in the project affected 4 vocational schools, of which 22690 rural students and 6455 urban students. Among the total samplings, of 78% rural students while 22% urban students. In addition, of 92% sample students are Han nationality, 3.3% students are Hui nationality, and 3.26% are Tibetan nationality. Based on the general situation of the sampled students, the ratio of students from rural households is quite higher, who are mostly Han.

23. With the support and coordination from Gansu Provincial Department of Education and PPMO, the 3 assessment groups visited all affected project vocational schools for field survey. In each visited school, 4-5 group meetings had been organized, of which respectively 1 group meeting with faculties of teaching and researchers, 1 group meeting with staffs working at grass level of the school, 1 group meeting with students, as well as 1-2 group meetings on the cooperation of school-enterprise.

2. Social Analysis

2.1 Overview of vocational education in Gansu

2.1.1 Roles of Vocational Education in Social Economic Development in Gansu

24. The Planning for the Construction of Modern Vocational Education System from 2012 to 2020 issued by the state has suggested that the construction of the modern vocational education system has outstanding strategic significance for supporting the fully completion of a better-off society and even achievement of great rejuvenation of the Chinese nation. During the third plenary session of 18th CPC central committee, it has put forward to accelerate the construction of modern vocational education system, deepen the integration of manufacture and teaching, enhance the cooperation partnership between schools and enterprises, and ensure the labor forces to be trained with higher quality and skills. In addition, it was also suggested tentatively implementing the credit transfer system between universities, higher vocational colleges and adult colleges. The prime minister of the State Council, Mr. Li Keqiang, hosted an executive meeting of the State Council in Feb. 26th 2014, to start the acceleration development of modern vocation education. It was proposed during meeting that the development of vocational education is a strategic measure promoting the transformation of development approach, readjustment of economic structure and the improvement of people's livelihood. In June 2014, the State Council delivered the Decision of Accelerating the Development of Modern Vocational Education, to fully implement the acceleration and development of modern vocational education. The Decision points out that the acceleration of the development of modern vocational education has great significance in deepening the implementation of innovation-driven development strategy, creating stronger talent dividend, accelerating the transformation of development approach, readjusting economic structure and upgrading industry.

25. Gansu is staying in a crucial stage for its economic development. It urgently needs to build a team of skilled talents in large scale in order to carry out its new type industrialization and accelerate the readjustment of its economic structure and transformation of its economic growth pattern. In order to meet the need for the current rapid growth of economy in Gansu, it will be a long term effective measure to promote the social and economic development in Gansu by enhancing vocational education and building a team of well-educated and skilled talents. To accelerating the development of modern vocational education is the key strategy made in the 18th CPC national congress and the third plenary of the 18th Central Committee, which is urgently needed for supporting the social and economic development in Gansu by training more well-educated labor forces and the skilled talents so as to promote employment; to promote readjustment of industry structure and the improvement of production efficiency and quality; to accelerate poverty eradication and the achievement of prosperous local people; to accomplish vocational education system and promote the balanced development of education.

26. Since the 12th Five Year Plan, it has achieved significant progress in the development of vocation education in Gansu, enjoying the increasingly scaled up and improvement of schooling, as well as the significant improvement of service capacity.

In Gansu province, priority has been given on the promotion of employment for the graduates from vocational schools, so as to guide the graduates finding jobs in enterprises and grass level in according to the market demand. As of 2015, there are totally 288 secondary vocational schools, 27 higher vocational schools in Gansu. From 2010 to 2014, the accumulated graduates from the secondary and higher vocational schools in Gansu has respectively amounted to 478,000 and 239,000, enjoying average annual employment rate of 95% and 81%. These graduates have made active contribution to the economic and social development in Gansu. Vocational education has been the important channel promoting the process of urbanization and achieving accurate targeting poverty eradication in Gansu, and is the important forces promoting economic structure readjustment and industry upgrading as well as the improvement of livelihoods in Gansu.

27. During the 13th Five Year Plan period, generally, it will be an important strategic opportunity for the development of Gansu. From the view of opportunity, the global economy is ready for initiating a new round of science and technology revolution and changes of industry, Chinese economic development pattern is rapidly undertaking transformation and its new growth engine is preparing to work, which has brought a new development opportunity for Gansu to accelerate its progress of technology and open to the outside world. With the promotion and deepening implementation of the “One Belt, One Road” development strategy, especially a set of important decisions have been deployed according to the 13th Five Year Plan proposed in the fifth plenary session of 18th CPC Central Committee, it has suggested taking extraordinary measures and supports to the western of China in poverty eradication, infrastructure, public service and industry development, which will be a set of great opportunities for the development of Gansu and provide a new room for Gansu to achieve a stable, rather rapid economic growth and transformation as well as the upgrading of industries. Gansu province is staying at its development stage of accelerated promotion of industrialization and urbanization, enjoying a set of overlapped supporting opportunities from the state under the circumstance of innovation, readjustment and accomplishment of macro economy performance, including the acceleration of opening to the outside world, the western region development strategy in China, special supports to the development of ethnic minorities resided regions, poverty-stricken regions, old revolutionary bases area, and the implementation of 3 state-grade economic, culture and ecological strategic development platforms in Gansu. During the process of economic structure transformation, industry upgrading and industry shifting from the eastern to the western region, it has created a huge market demand of production in Gansu, with the support of preferential policies and development opportunities. It clearly implies that, currently and later on, the training of highly skilled talents would be the endogenous requirement supporting the social and economic development in Gansu.

2.1.2 Faculty and Condition of Vocational Education in Gansu

28. Faculty change in Gansu Province is presented in Table 2-1 in 5 years.

Table 2-1 Profiles of Teachers in Vocation Schools in Gansu

Project School	2011	2012	2013	2014	2015
Number of teachers	21334	20856	20825	20156	19157
Full-time teachers	15886	15805	16008	15788	15578
Proportion	74.46%	75.78%	76.87%	78.33%	81.32
Double-certificated teachers	2392	2472	2650	2808	2888
Proportion	15.06	15.64	16.55	17.79	18.54

29. Table 2-1 shows that between 2011 and 2015, the number of teachers in the vocational education had decreased from 21,334 to 19,157, with a reduction of 2,177. Among them, the full-time teachers have not changed much in number while increased in proportion. In terms of double-certificated teachers, the number increased from 2,392 to 2,888 during the same period. The proportion has risen from 15% in 2011 to 19% in 2015. The increase, however, is too limited to meet the demands of the vocational education in Gansu Province.

30. As for the conditions of the higher vocational schools, in 2015, there were 1.8 million m² floor spaces, averaging 13 m² teaching and administration and 25 m² dormitory building areas per student. The instrument and equipment for teaching and researching worth of RMB 946 million with 8.3 million books. In secondary vocational schools, in 2015, there were 2 million floor spaces, averaging 8.8 m² teaching and administration and 18 m² dormitory building areas per student. The instrument and equipment for teaching and researching worth of RMB 1.08 billion, with 5.8 million of books.

2.2 Analysis on Stakeholders

2.2.1 Identification of the Stakeholders Groups

31. The World Bank presented the concept of “stakeholders groups” in its Aid Strategy and divided the groups. A stakeholders group refers to “those who affect and be affected by the World Bank” (World Bank 1994:1). For the Project, the key stakeholders were defined as follows based on the understanding the purpose of the project is to train skill-oriented talents so as to drive the vocational education of Gansu Province to an innovative direction and boost the sound and fast development of the regional economy.

a) Project administrative departments

32. The project administrative departments include Gansu Provincial Department of Education, Gansu Provincial Department of Finance, Gansu Provincial Development and Reformation Committee etc. Under the overall administration of Gansu Provincial Department of Education, PPMO is responsible for the project implementation, coordination and supervision. The PPMO and the involved 4 project vocational schools will jointly implement, manage and use the World Bank loan, and take the responsibility to coordinate the implementation of provincial project activities.

b) The management of project vocational schools

33. The management of project vocational schools is crucial important to ensure the smooth implementation of the project. The management of schools has double identities of both as the administrator and the faculty. Here it mainly focuses its identity as the administrator. The schools will set up PMOs, arranged with full time staffs respectively responsible for the implementation of project activities including reformation program, procurement, financial management, disbursement, M&E, safeguard policies, coordination, administration and coordinating the implementation of provincial activities.

c) Teachers Group of the Project school.

34. One of the key groups of the project is the teachers group since teachers are the basis of the organization and operation of a school, the direct beneficiaries and the performers of the project. The project involves course teachers, administrators, logistical personnel, etc. from 4 project schools, who are further divided on the basis of gender, education background, professional title, age and years of working for the schools. During the project preparation, the group entitled to know the background and plan of the project and could propose ideas and suggestions based on their own demands; during the project implementation, the group performs roles as the executors implementing project activities, and the supervisors, monitoring the implementation of the project in order to keep the project on the right track. Following the project, they are the main beneficiaries of the Project, and can also supervise the maintenance and management.

d) Students Group in the Project schools.

35. The students group is another key beneficiary of the project, and the basic elements for the composition and operation of a school. The group is not only the executor, but also the verifier of the project. The project involves all students of 4 schools, who are divided on the basis of gender, grade, major, nationality and census register. During the project, the students are needed to participate in various project activities in terms of educational reform, major setup, school-enterprise cooperation, etc.; in the later period of the project, the group is the verifier and supervisor of the development and implementation of the project. Therefore, the group is an essential part of the project.

2.2.2 Basic information of the project school

(a) Gansu Finance and Trade Vocational College

36. Gansu Finance and Trade Vocational College is made up of 7 secondary vocational schools, namely Lanzhou Garment Workers School, Gansu Banking School, Gansu Economic School, Gansu Finance and Trade School, Gansu Economic and Trade School, Gansu Industrial and Commercial Administration School and Gansu Business School. Gansu Finance and Trade Vocational College will be built in the Vocational Education Park in Lanzhou New District with campus area of 855 mu and building areas of 392,000 m². The school will accommodate about 10,000 students. With a total area of 187,600 m² of buildings in the first phase and investment of RMB

810 million Yuan, the school had begun construction since June 23rd in 2015, and will be completed and put into use in 2017.

37. The 7 secondary vocational schools had certain capacity and conditions in operating vocational schools. Among them, 5 vocational schools were key secondary vocational schools at national or provincial levels, and had many years' experience in carrying out higher vocational education and adult higher education with other universities or colleges. Before the merger of 7 secondary vocational schools, the main specialties offered by these schools were financial management, accounting and economics with a lot of repetitions. As a result, the enrollment for some schools were getting lower and lower, and even unable to start the class. At the same time, the school infrastructure condition varies widely among these schools. For example, Gansu Provincial Economic School enjoys a better infrastructure condition, but others are more poorly facilitated and lack of land areas and equipment for practice and training. The merger of 7 schools into one would be good for concentrating existing vocational education resources, improving school infrastructure, increasing enrollment and enhancing overall capacity of the vocational school.

38. At present, the seven vocational schools cover an area of 223.69 mu (1 mu=666.67 m²) with 106,700 m² building areas. The total asset including land areas was estimated at RMB 1.034 billion Yuan, including instrument and equipment worth of RMB 35 million Yuan and 320,000 books.

39. The school development plan: As planned, there will be 3,500 students in school by 2017 and 10,000 by 2020. The 2nd phase of construction will start in 2018 with total building area of 51,000 and a total investment of RMB281 million including RMB 241 million from the World Bank loan.

40. The faculty plan: there are 379 full-time teachers at present. By 2018, the number is expected to reach 450 including teachers responsible for guiding internship and training, plus 100 full-time administrative staffs and workers. The teachers and researchers are supposed to account for more than 80% in the faculty. In Gansu Provincial Vocational College for Finance and Trade, currently, among the total 509 faculty and staff, there are 379 teachers, of which 82 "double certificated" accounting for 26% of total teachers. Meanwhile, it has contracted 173 teachers from enterprises and different sectors. As for the age-structure among the 379 teachers, 44 teachers are below 29 years old accounting for 11% of the total faculties; 153 teachers are 30-39 years old accounting for 41%; 109 teachers are 40-49 years old accounting for 29%; 73 teachers are over 50 years old accounting for 19%. Among the full-time teachers of the school, 63 teachers possess postgraduate degree accounting for 17% of the total; 311 teachers possess bachelor degree accounting for 82%, 5 teachers with college and even lower education accounting for 1%. Among the current teachers of the school, of which 144 teachers possess vice higher-grade professional title accounting for 38% of total teachers; 172 teachers possess middle-grade professional title accounting for 45%; 49 teachers possess primary-grade professional title accounting for 13%; 14 teachers possess other professional title accounting for 4%.

41. The major construction plan: in the college, there will be 8 departments covering logistics, accounting, finance, economics and management, art and design, applied engineering, information technology, modern service system, etc. Six majors

including logistics management, electronic commerce, accounting, financial management practice, aviation service and decoration design will start their enrollment in 2016. Based on the demands of the economic and social development and conditions of the college itself, it will modify and add some majors to present the characteristic of finance and trade in modern service. As planned, there will be 36 majors by 2020.

(b) Gansu Vocational College of Energy and Chemical industry

42. Gansu Vocational College of Energy and Chemical industry is composed of 4 secondary vocational schools, namely Gansu Advanced Chemical Industry Vocational School, Gansu Construction Material Industry School, Gansu Coal Industry School and Lanzhou Electronics Industry School. Before the integration of 4 schools, the establishment of specialties in schools was mostly based on chemical related industry and energy related industry, with some similarity. Some specialties set in the schools are uncompetitive. With decreasing enrollment in the secondary vocational schools in Gansu since the past 3 years, it was even harder for less competitive and less capable schools to enroll students. There have been more enrolled students in Gansu Advanced Chemical and Industry Vocational School, and Gansu Construction Material School, but less enrolled students in Gansu Coal Industry School, and Lanzhou Electronically Industry School due to weak teaching capacity and poor macro condition. After the integration of schools, it will enhance the overall capacity of the integrated school, with newly set relevant specialties according to the urgent demands of equipment manufacturing industry.

43. The construction plan: there are two campuses: the main one in the New District of Lanzhou and the sub-one in Pingchuan. According to the plan, two campuses will cover 1,528 mu of land areas, with 1,000 mu for the main one and 528 mu for the other one. In Pingchuan campus, there is a building area of 91,800 m². According to the plan, the main campus will be constructed by phases. From June, 2015 to December 2017, the construction of the first phase will be implemented, covering academic building, comprehensive building and training building with a total building area of 139,700 m². From September 2016 to December 2018, the second phase will be carried out with the building area of 83,500 m², and the building areas of the main campus will be expanded to 223,200 m². With the current building area of 91,800 m² in Pingchuan campus, the total building area of the college will be 315,000 m².

44. The faculty plan: since 2015 when the new college was established, there are 387 faculties, including 315 teachers in the school. There are 82 "double certificate" teachers, accounting for 26%. At same time, additional 173 teachers come from the industries and enterprises. In the teacher group, there are 70 ones under the age of 29, accounting for 18%; 115 from 30 to 39, accounting for 38%; 84 from 40 to 49, accounting for 27%; 46 over 50, accounting for 17%. Among the full-time teachers of the school, 33 teachers possess postgraduate degree accounting for 11% of the total; 275 teachers possess bachelor degree accounting for 87%, 7 teachers with college and even lower education accounting for 2%. Among the current teachers of the school, 79 teachers possess higher-grade professional title accounting for 25% of total teachers; 134 teachers possess middle-grade professional title accounting for 43%; 79

teachers possess primary-grade professional title accounting for 29%; 23 teachers possess other professional title accounting for 7%.

45. At present, there are 35 majors in the school covering chemical engineering, mineral resources development, new materials and civil engineering, modern equipment manufacturing, electrical engineering and electronics and information engineering. Teachers' professional structure can basically meet the demand of the major settings and teachings. Although the professional structure is up to standard of Setting Standards of Higher Vocational Schools, the teachers group still needs to be further improved in terms of number, double-certification, comprehensive qualities, scientific research, academic leaders and teaching team constriction.

46. The major construction plan: Gansu Vocational College of Energy and Chemical industry will set up majors of application of chemical technology, coal technology, mining mechanical and electrical technology, material engineering technology, electrical automation technology, mechanical manufacturing and automation, computer network technology, etc. Based on the demands of the economic and social development and conditions of the college itself, it will set up some new majors to serve the provincial economic progress, underline the school characteristic in equipment manufacturing, energy and chemical industry, electronic information, new energy, new materials, energy saving and environmental protection and add majors into 35.

(c) Gansu Senior Technical School of Mechanics

47. Gansu Senior Technical School of Mechanics is a state-owned national-grade key skill training vocational school set in 1973, which has been successively recognized with a set of honorary titles of the "Advanced Collective in Vocational Education of Gansu", the "State-Grade Machinery and Electronics Project Higher Skilled Talents Training Base", the "State-Grade Practices Instruction and Training Base", the "Training Base of Sunshine Project", "Provincial-Grade Key Skills Training School", and the "State-Grade Key Skills Training School" etc. In 2006, the school was awarded "the vocational school enjoying best employment rate" by China Education Association. It occupies 386 mu of land area, with the construction area of 104,100 m².

48. The faculty plan: Currently, it has 413 faculty and staff in Gansu Senior Technical School of Mechanics, including 273 teachers, 21 professional leaders, 27 chiefs responsible for the construction of specialties, 83 "double-certificated" teachers, another 60 experienced advanced engineers and technicians are contracted as the teachers and instructors for practices and skills training. Among the group of teachers, there are 72 ones under the age of 29, accounting for 26%; 119 from 30 to 39, accounting for 44%; 50 from 40 to 49, accounting for 18%; 32 over 50, accounting for 12%; Among the full-time teachers of the school, of which 18 teachers possess postgraduate degree accounting for 7% of the total 235 teachers possess bachelor degree accounting for 86%, 20 teachers with college and even lower education accounting for 7%. Among the current 413 faculty of the school, of which 1 teacher possesses Advanced professional title, 47 teachers possess higher-grade professional title accounting for 17% of total faculties; 80 teachers possess middle-grade professional title accounting for 29%; 67 teachers possess primary-grade professional

title accounting for 25%; 78 teachers possess other professional title accounting for 29%.

(d) Lanzhou University of Arts and Science

49. Lanzhou University of Arts and Science is a provincial full-time common higher education institute whose predecessor is the combination of Gansu Institute of Education and Gansu United University, established in 1950 and 1985 respectively. In July 2001, two schools merged as the new Gansu United University and then, approved by the Ministry of Education, it was transformed into Lanzhou University of Arts and Science in April, 2013. There are teaching and researching instruments worth of RMB 77 million and about 1 million books in the library. In June 2011, Gansu Art School, approved by Gansu Party Committee and Government, became a department of Lanzhou University of Arts and Science. The former is accessible to all the resources of the latter.

50. The faculty plan: Currently, it has 774 faculty and staff in Lanzhou University of Arts and Science, including 621 teachers, 83 “double-certificated” teachers accounting for 13% of total teachers. Among the 621 teachers, there are 43 ones under the age of 29, accounting for 7%; 288 from 30 to 39, accounting for 46%; 168 from 40 to 49, accounting for 27%; 122 over 50, accounting for 20%; Among the full-time teachers of the school, 232 teachers possess postgraduate degree accounting for 37% of the total full-time teachers; 422 teachers possess bachelor degree accounting for 68%, 92 teachers with college and even lower education accounting for 15%. Among the current 621 teachers of the school, 172 teachers possess higher-grade professional title accounting for 28% of total teachers; 263 teachers possess middle-grade professional title accounting for 42%; 127 teachers possess primary-grade professional title accounting for 20%; 119 teachers possess other professional title accounting for 19%.

51. The major construction: It has set 11 university-grade specialties, 37 college-level specialties, 4 characterized specialties in Lanzhou University of Arts and Science, including the designing of environmental arts, psychological consultation, tourism administration, music performance. In Secondary Art School which is known as the Gansu Art School, there are 3 subjects namely music, dance and Chinese opera, covering more than 10 majors. Among them, Dunhuang dance, Qinqiang (Shannxi opera) and Long drama are the characteristic specialties.

2.2.3 The groups of faculties and students in the proposed project schools

52. **The group of faculties:** Among the proposed 4 project schools, there are 2083 faculty and staff, of which 970 females accounting for 47% of the total. The full-time teachers are 1588, of which 803 female teachers accounting for 51% of the total. In general, it has a basically balanced ratio for male and female teachers in the school, although the number of male teachers is slightly more. Among 4 project schools, there are 423 “double-certificated” teachers, which is 26% of total full-time teachers. Compared with the Standards for the Establishment of Secondary Vocational School issued by MOE, the number of teachers possessed double certificates should be more than 30%. As of the 4 project schools, the ratio of “double-certificated” teachers is less than such requirement. Only Lanzhou University of Arts and Science meets such

criteria. The rest 3 schools have inadequate “double-certificated” teachers, which is difficult for the schools to carry out adequate professional training of the skilled talents in order to meet the demands of social and economic development in Gansu.

Table 2-2 Basic information of teachers in project schools

NO	Project School	Number of faculty and staff	Number of teachers	Number of female faculty and staff	Number of female teachers	Double - type teacher
1	Gansu Finance and Trade Vocational College	509	379	250	195	82
2	Gansu Vocational College of Energy and Chemical industry	387	315	145	118	75
3	Gansu Senior Technical School of Mechanics	413	273	148	99	30
4	Lanzhou University of Arts and Science	774	621	427	391	236
Total		2083	1588	970	803	423

53. **The group of students:** Among 4 project schools, there are 29145 students, of which 15423 female students. Of total students, 22690 students come from rural area, accounting for 78%; 21248 as poverty students, accounted for 73% of total students. Among total poverty students, 2778 students come from urban area, accounting for 13% and 18470 from rural area accounting for 87%. Among 4 project schools, the distribution of poverty student is 4725 students in Gansu Finance and Trade Vocational College, 4312 in Gansu Vocational College of Energy and Chemical Industry, and 5723 in Lanzhou University of Arts and Science. Among 4 schools, there are 1013 ethnic minority students accounting for 3.25% of the total, which is very small. In 2015, the total graduates from 4 schools was 10754, of which 1323 entering higher colleges accounting for 12%, 7756 graduates employed accounting for 72%. The employment rate for the 4 schools reached 72% in 2015, of which 62% was the poverty graduates. The unemployed poverty graduates accounted for 41% of total unemployed graduates. Based on the data, it has a rather higher ratio of poverty graduates in total graduates, and a comparatively higher ratio for them to choose employment rather than continuing college studying. Lack of financial resources and wish to support family could be reason for such choice. Thus, some poverty students prefer to study in vocational schools in order to master a kind of skill to find jobs as sooner as possible, so as to support their families to get rid of poverty.

Table 2-3 Basic information of students in project schools

Project School	Number of students	Proportion of girls	Proportion of poor students	Minority proportion	Employment Rate
Gansu Finance and Trade Vocational College	6100	56%	77%	2.5%	57%
Gansu Vocational College of Energy and Chemical industry	5728	32%	75%	1.9%	88%
Gansu Senior Technical School of Mechanics	7859	47%	81%	3.4%	95%
Lanzhou University of Arts and Science	9458	68%	61%	5%	77%
Total	29145	53%	74%	3.25%	72%

2.3 Demands assessment on stakeholders groups

54. Demands assessment on stakeholders' groups are mainly about capacity building of schools, infrastructure construction, problems confronted teachers and students in their teaching and learning processes. The SA team has collected the demands from the groups of faculties and students in the 4 schools, by conducting questionnaire survey and group meetings, followed by the analysis to the affected faculties and students. Hereinafter it has listed the mostly concentrated demands from faculties and students and conducted demands assessments.

2.3.1 Teachers Demands

55. **Gansu Finance and Trade Vocational College:** The major needs expressed teachers in Gansu Finance and Trade Vocational College include: increasing the number of commuter vehicles and frequencies. Since most vocational schools before integration are located in downtown of Lanzhou, after moving to the new campus in the New District of Lanzhou, it will have impacts on teachers, and increase the transportation costs. On the issue of housing for the affected teachers, it has 3 suggestions: A: the establishment of single apartment in campus, in the size of one living room, 1 toilet and 1 kitchen; B: the construction of affordable houses subsidized by government; C: A centralized residence needs to be constructed in downtown. The construction of simple apartment in campus is to meet the demands of teachers for the breaks in noon and between lectures, in addition to the special demands of single teachers. Concerning working and living in the New District of Lanzhou, some teachers wish to get the affordable houses subsidized by government in order to reduce the costs of purchasing houses. The teachers who have already possessed houses wish to be compensated by the construction of centralized residence in downtown. Meanwhile, teachers wish to increase the construction of infrastructure near the New District of Lanzhou, such as kindergarten, primary school, junior school and hospital etc for the convenience of teachers taking cares of elders and children, and further improve entertainment facilities so as to enrich the leisure life for teachers. Regarding the welfares, teachers wish to increase their entitlement welfares and get more subsidies in transportation, dinning and housing etc. so as to increase the activities of teachers. Regarding the training of teachers, the teachers in the age of 40-50 years old wish to get training specifically focused to the elder teachers, or enjoy pre-retirement policies. For the schools upgraded to be the higher vocational colleges from the secondary vocational schools, the teachers wish to increase more training opportunities for the preparation of job-transferring in order to adapt to the demands of teachers for the upgraded colleges. Meanwhile, teachers of professional courses wish receive relevant training and practices in enterprises; teachers of general courses wish to increase more training opportunities on general courses.

56. **Gansu Vocational College of Energy and Chemical industry:** Before the integration of Gansu Vocational College of Energy and Chemical industry, the previous 4 schools were located far from the new campus. Most of teachers of schools have resided in the downtown of Lanzhou; it would bring great inconvenience for them in working and living after moving into new campus in the New District of Lanzhou. Some special demands have been proposed by them, which mainly involve the transportation and family caring. Regarding the transportation, the affected teachers wish to increase the numbers and frequencies of commuter vehicles for the

convenience of teachers who have to commute between their current residences and new campus. Regarding the housing, the affected teachers wish the school could construct single departments in campus for the teachers, or construct affordable apartments subsidized by government. For the teachers with families, they much concern about the availability of services and infrastructure of the New District of Lanzhou, such as kindergarten, primary school, junior school in order to ensure the provision of education to their children. For the teachers whose families have elders, they much concern the issue of caring elders, and wish the hospital should be available in the New District of Lanzhou for the convenience of family members to visit. Some teachers suggested that the construction of project should be more opening and transparency to ensure the smoothly implementation of the proposed project. Regarding the issue of teaching, the affected teachers wish government could set up a cooperative platform between the school and enterprise, so as to achieve the information-based teaching, deepen the partnership of school-enterprise and enlarge the scope of cooperation, conduct research programs and the development of new products. Regarding the entitlement welfares, the affected teachers wish the school could not only increase subsidies on transportation and housing, but also enable teachers joining the development of training materials.

57. **Gansu Senior Technical School of Mechanics:** Regarding the demands from the affected teachers in teaching, they wish to carry out the development of module-based training materials for the school. Since it has been lack of special funding for the development of module-based training materials, the affected teachers wish to get financial support from the World Bank loan project; Based on the new requirements, the teacher in charge of the class should be capable in playing the role of psychological assistance and employment instruction, which urgently needs the support of a special training fund; Finally, regarding the demands of training for teachers, they wish to get more teacher-based training both at home and abroad with the support by the implementation of the proposed project, in order to obtain new teaching concept and higher skills demanded.

58. **Lanzhou University of Arts and Science:** Since it does not involve the issue of resettlement in the new campus for Lanzhou University of Arts and Science, the demands from teaches are mainly focused on teaching. Regarding the promotion of specialties, for the specialty of fine arts, it needs to invite international experts visiting the school for lecturing; for the specialty of design, it needs to procure copyrighted software to be used in teaching by teachers and self-learning by the students; In Secondary Art Department, it needs to procure a set of fixed performance costumes and properties. Regarding the infrastructure of the school, it could not meet the demands of students in their ordinary studying and practicing. Teachers from the secondary art department wish to improve the infrastructure of stage in order to improve the quality of performance and shows. Meanwhile, it has suggested creating an enabling environment of practices for students, giving more practices opportunities to students. In addition, since constrained by the limited input from the aspects of policies support, preferential provisions and funding etc, the partnership and cooperation of school-enterprise has been weakly performed, the affected teachers wish to further improve and enhance the partnership and cooperation between school and enterprise.

2.3.2 Students Demands

59. **Gansu Finance and Trade Vocational College:** Gansu Finance and Trade Vocational College is composed of the 7 vocational schools, which have been diversified in infrastructure condition and diversified demands from students. Based on the interviews conducted by the SA team, the demands of students have been summarized as follows:

60. The size of each dormitory is generally for 8 students, most of them were crowded by 10 students; there is not special space for drying clothes in the dormitory, which have to dried at the side of the playground, and equipped with only one desk, worn-out and inadequate; there are separate toilets for male and female students, with 8 squatting pots. During the peak hours of occupation for female toilet, it is not enough for female students. Even the toilet has been cleaned daily by the specific worker, it is still not clean. The students wish to improve their accommodation conditions, resided by 4 to 6 students in each dormitory, and equipped with balcony for the convenience of drying clothes; increase the number of toilets and set washroom at each floor of the building, and public shower rooms should be set by the school. Regarding the infrastructure condition, the students wish Wi-Fi networks should be available to cover the campus, equipped with library, self-learning rooms, specific clinics and psychological consultation room. The students wish the school should construct the standardized running fields, procure sports facilities and updated teaching instruments etc. In addition, the piano room and physical training room for preschool education is also not large enough. Regarding the demands of teaching, the students suggest that: (a) the school should set up practical curriculum so as to improve students' capacity in practices; (b): the professional textbook is worn-out, which should be updated; (c): the teaching method of teachers should be improved, and should not repeat what the book says; except the above mentioned demands, since the school will be relocated to the new campus in The New District of Lanzhou, which might cause inconvenience to the students whose families resided in downtown of Lanzhou. The affected students wish to increase the number of school buses for the convenience of them outgoing and traveling between new campus and residence.

61. **Gansu Vocational College of Energy and Chemical industry:** Gansu Vocational College of Energy and Chemical industry is composed of 4 the vocational schools. After the integration of schools, it will also be moved to the new campus of the New District of Lanzhou. The summary of the demands from the affected students in the 4 vocational schools is as follows:

62. The infrastructure condition in the 4 involved schools is generally not good. Taking Gansu Advanced Chemical and Industry Vocational College as example, the female dormitory most is resided by 24 students in one room, while mostly 30 students in one room, 8 students in each room for the secondary department; the dormitory is crowded, there is no public bath room in the school, inadequate toilets and generally crowded with only 3 squatting pots for female students and 6 squatting pots for male students. The washroom is rather small, which generally has 6 taps, with lower pressure of instable supplying of water. Inside of the dormitory, there is limited storage room, with no fixed place for drying clothes; the students in the school wish to further improve their condition of accommodation, which will be mainly resided by 4-6 students per dormitory, and set a separate toilet at each floor of the building, and

set public bathroom facilities in school etc., and set a place supplying hot water. It lacks of activity center for the students in the school, thus the students wish to set a special students activity center in the school. Furthermore, since the integrated school will be moved to the new campus of the New District of Lanzhou, which would surely bring inconvenience in transportation and increase costs of living, the affected students wish the school could provide school buses for the unified outgoing in order to reduction the costs of transportation and increase travel security. Regarding the teaching aspect, the students suggest the school setting up the practical curriculum in order to improve the capacity of practices for the students. In addition, the professional textbooks are worn-out and should be timely updated. The current professional teachers and the “double-certificated” teachers could not meet the demands of student; especially the teachers specified in the fields of e-business and ground service for the civil aviation have been in shortage. The cooperation and partnership of school-enterprise is also not enough, there is less practices and internship opportunities for the students in the enterprises; for example, the students in Lanzhou Electronic Industry School has complained that there is less opportunities of internship and practices provided by the school during studying, and the students from the specialty of ground service for the civil aviation have not yet obtained internship opportunities. As for the students studying the specialty on e-business, they have just visited the enterprises, who wish to increase the cooperation and partnership between the school and enterprises.

63. **Gansu Senior Technical School of Mechanics:** regarding the infrastructure condition in the school, its library is rather small with limited collection of books, which mostly are old books only with a few new published books. Students in the school wish to build a new library, and increase the types and numbers of collected books. The classrooms are also worn-out, equipped with a small activity center, without hall, and students wish to build a new activity center in the school. The training and practice facilities are incomplete and inadequate, which has been expected by the students for improvement, so as to increase more opportunities to the students for more practices. Regarding the aspect of learning, the school lacks of the “double-certificated” teachers, and the students wish to increase the training of teachers obtaining the “double certificates”. The cooperation and partnership of school-enterprise is also not enough, the students wish to deepen and enlarge the cooperation and partnership with the enterprises for the school, so as to increase the opportunities for them practicing in the relevant enterprises. It has been irrationally designed for the 4 specialties in the school, including the Mold Manufacturing, CNC machining, Electrical Automation Equipment Installation and Maintenance, and Welding Technology, the curriculums should be further optimized by the school, as suggested by the students.

64. **Lanzhou University of Arts and Science:** the demands of students from the university are mainly focused on the establishment of specialties and the construction of infrastructure. Regarding the establishment of specialties, it is required by the students to further broaden the views and invite experts from outside for lecturing, and wish to operate the practices and training facilities after the classes. Under the acceptable condition, it wishes to increase the quota of teachers in the school, and contract more professional teachers who should possess their own workshop and enable to join the practices and internship outside the campus. Regarding the construction of infrastructure, it has been complained by the students from the

secondary arts department of the school that ever 12-14 students have resided and crowded in one room. The partition of rooms is poorly built made of simple plywood, which has potential safety risks in the event of fire emergency; dormitory and teaching building has been put into one building with conflict functions of living and studying in the building. The students wish to reallocate dormitories. In addition, some students wish to increase the number of stages and physical training rooms.

2.4 Attitude and Understanding of Stakeholders Groups

65. The survey show that the teachers and students of 4 project schools are all supportive to the project and believe that the implementation of the project will greatly improve the infrastructure, school-enterprise cooperation, courses and teaching reform and faculty training, so as to boost the development of vocational schools in Gansu Province. Gansu Provincial Department of Education and the 4 project schools have disclosed information of the project among teachers and Students Group.

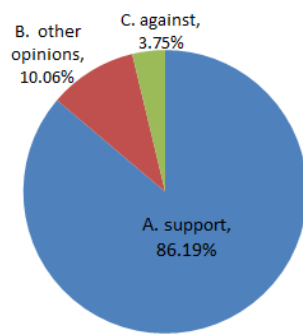


Fig. 2-1 Attitude of teachers

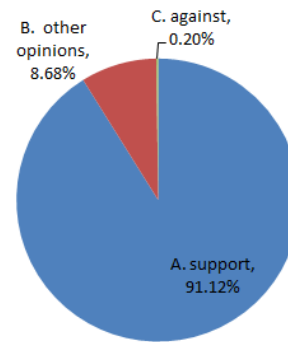


Fig. 2-2 Attitude of students

66. From the above figures we can see that 86.19% teachers support the project and only 13.87% other opinions; based on the investigation conducted by the SA team, it has noticed that the teachers in each school support the project, except more teachers in Gansu Economic School against the project. Since this school has ranked the top place among the secondary vocational schools in Gansu, regarding its condition in infrastructure and capacity building for the school. The teachers in the school are afraid of its original advantage for the school might disappear after the integration with the rest similar schools. 91.12% students support the project, while 0.2% students against the project, and only 8.68% other opinions. The students in each project school have generally supported the project, while some students have been opposed of the project and have not cared of it, since some students believe that there is no direct linkage between the implementation of the project and their own studying or employment. Generally, the project is supported by the beneficiaries of teachers and students.

Table 2-3 Project school teachers and students on the project attitude

Project School	Teachers			Students		
	Support Rate	Opposition Rate	It does not matter	Support Rate	Opposition Rate	It does not matter
Gansu Finance and Trade School	80%	4%	16%	84.3%	0	15.75
Gansu Industrial School	86.7%	3.3%	10%	98%	2%	0
Gansu Economic School	31.0%	34.5%	34.5%	93.2%	0	6.8%
Gansu Economic and Trade School	97.2%	2.8%	0	77.8%	4.5%	17.8%
Gansu Business School	84.4%	0	15.6%	92.2%	0	7.8%
Gansu Banking School	77.8%	10.1%	11.1%	98%	2%	0
Lanzhou Garment Workers School	62.0%	3.5%	34.5%	74.5%	17.7%	7.8%
Gansu Advanced Chemical Industry Vocational School	66.7%	11.9%	21.4%	83.5%	4.4%	12.15
Gansu Construction Material Industry School	95%	0	5%	97.2%	0	3%
Gansu Coal Industry School	100%	0	0	99.4%	0	0.7%
Lanzhou Electronics Industry School	91.7%	4.2%	4.2%	72.7%	0	27.3%
Gansu Senior Technical School of Mechanics	96.6%	0	3.5%	92.5%	0	7.5%
Lanzhou University of Arts and Science	94.3%	5.7%	0	90.6%	1.1%	8.2%

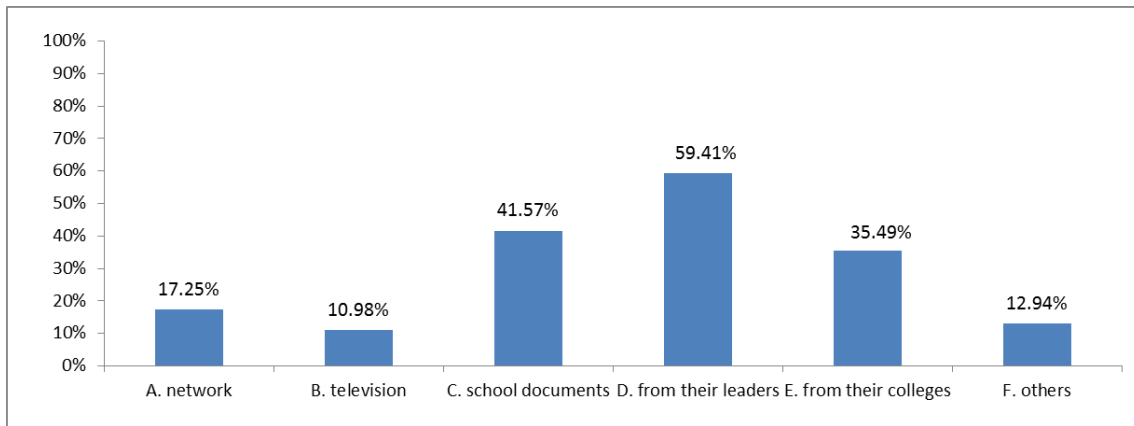


Fig. 2-3 Channels for teachers to get to know the project

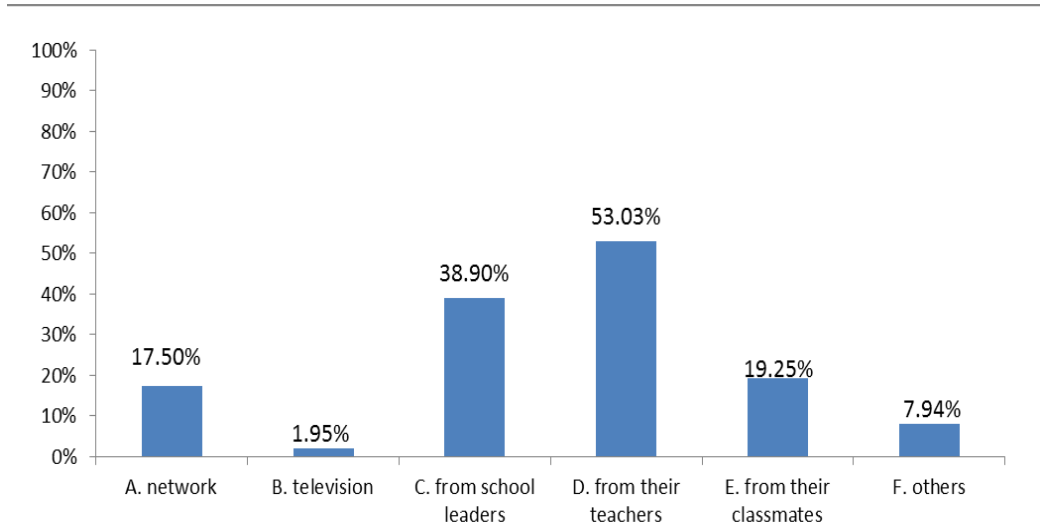


Fig. 2-4 Channels for students to get to know the project

67. We carried out questionnaire surveys for teachers and students on their information channels. Figure 2-3 and 2-4 are results for teachers and students respectively. 59.41% teachers got to know the Project from their leaders, 41.57% through school documents and 35.49% from their colleges; 53.03% students got to know the information from their teachers, 38.9% from school leaders and 19.25% from their classmates; the results show that most teachers and students know the project through different channels after the early publication of the schools. Personal reasons and inadequate publication might be responsible for those who knew not much about the project; therefore, more publication should be performed to ensure their right to know.

3. Analysis on capacity building of vocational schools

3.1 Faculty team Construction

3.1.1 Problem for Faculty Team

Common problem for all project schools:

68. Within the project feasibility study, 4 schools had made a detailed plan regarding the faculty team construction. During the field survey, the SA team had conducted discussion and consultation with the teachers and students in 4 project schools. A set of issues have been identified regarding the construction of faculty team put forwarded by the involved teachers and students. Hereinafter, it has given briefing to the common issues concerned.

Table 3-1 Basic situation of teachers of project schools in Gansu Province in 2015

Name	Number of faculty and staff	Number of teachers			Double type		Educational Background					
		Total	Female	Rate	Total	Rate	College and under	Rate	Bachelor	Rate	Master and above	Rate
Gansu Province	19157	15578	8568	55.0%	2888	18.5%	1688	10.8%	13166	84.5%	724	4.6%
Gansu Vocational College of Finance & Trade	509	379	195	51.0%	82	21.6%	5	1.3%	311	82.0%	63	16.6%
Gansu Vocational College of Energy and Chemical industry	387	315	118	37.0%	75	23.8%	7	2.2%	275	87.3%	33	10.5%
Gansu Senior Technical School of Mechanics	413	273	99	36.0%	83	30.4%	20	7.3%	235	86.0%	18	6.6%
Lanzhou University of Arts and Science	774	621	391	63%	236	38%	92	14.8%	422	68%	256	41%

(a) Lack of double-certificated teachers; teaching ability of the double-certificated teachers needs to be improved.

69. Based on Table 3-1, it shows that the total number of teachers involving in factional education in Gansu is 15578, of which 2888 “double-certificated” teachers accounting for only 18.5%, which is rather lower. The ratio of “double-certificated” teachers in the project school is 26.7%, which is still lower than that of 30% designated by the state although it is higher than the provincial average, indicating inadequate number of “double-certificate” teachers in 4 project schools. Among surveyed sample teachers from questionnaire and group discussions in four schools, the number of double-certificated teachers accounts for 42.6% and the number of teachers without double-certificate accounts for 57.4%. Among them, those who believed their double-certificated teachers can meet the demand accounts for 35.2% while the number of teachers who think their schools lack of double-certificated

teachers accounts for 59.7%. It shows that there is a shortage in double-certificated teachers of each project school and their double-certificated teachers can hardly meet the teaching demand. The ratio of “double-certificated” teachers should not be lower than 30% as specified in the Standard for the Establishment of the Secondary Vocational School issued by MOE. Referring that in the 2 project schools which are respectively Gansu Finance and Trade Vocational College, and Gansu Vocational College of Energy and Chemical industry, the ratio of “double-certificated” teachers in the involved vocational schools and the ratio of that in the teachers involving in vocational education in the whole province are all lower than 30%. The suggestion is to strengthen double-certificated teachers training in project schools and to hire some professional technicians to conduct relative instruction.

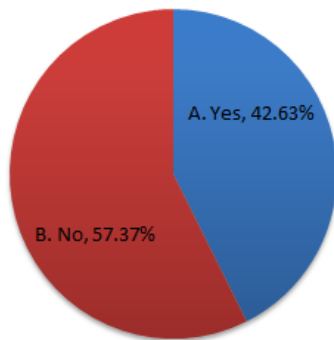


Chart3-1 Percentage of double-certificate teachers

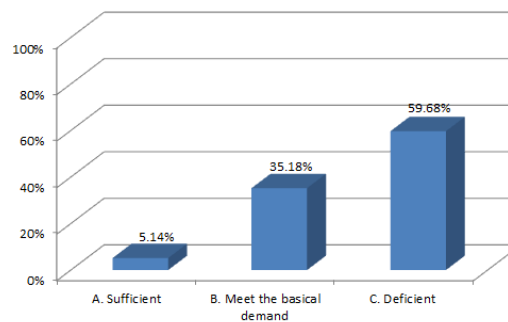


Chart3-2 Number of double-certificated teachers

70. One of the biggest problems faced by double-certificated teachers is the lack of teaching ability. More specifically, double-certificated teachers cannot combine teaching with social practice; thus, they cannot carry out the skills teaching very well. According to interview, the problem is mainly caused by that double-certificated teacher’s lack of social practice training. In accordance with the result of chart 7.3, 80.91% of teachers support the idea to make and carry out training plan for double-certificated teachers. At present, though each school has made the training plan for double-certificated teachers, it is not perfect in terms of evaluation and motivation. 63.98% of teachers think the salary and benefits for double-certificated teachers should be raised in order to encourage more teachers to become double-certificated teachers. For example, double-certificated teachers or part-time double-certificated teachers of Gansu Senior Technical School of Mechanics enjoy only 100 Yuan a month additional payment as double-certificated teachers’ bonus. About 50% of teachers believed that rewards should be given to those who gained certificate to practice. For example, there is not any reward methods in Lanzhou University of Arts and Science secondary.

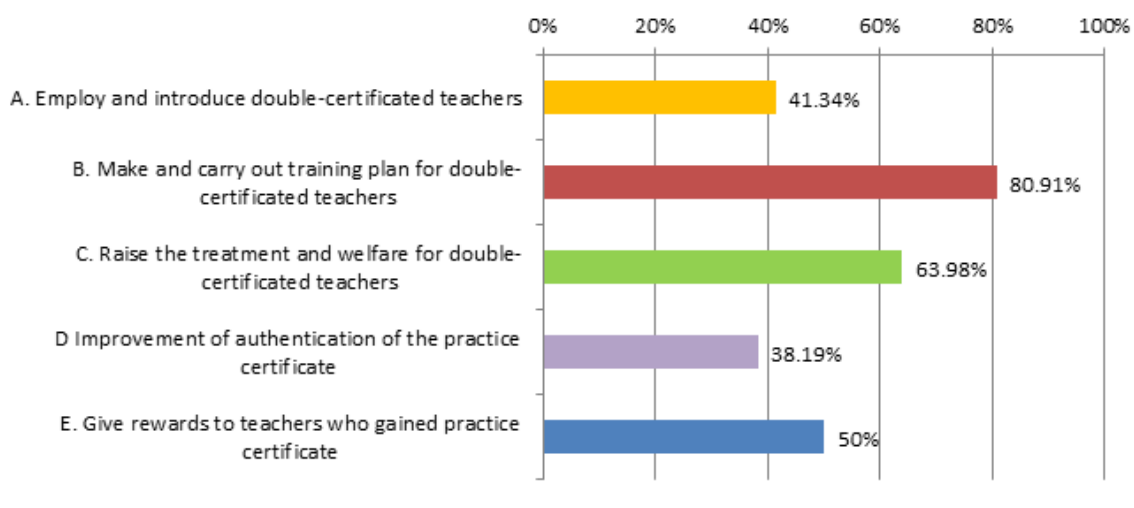


Chart 3-3 Percentage of methods of improving double-certificated teachers' teaching ability

(b) The structure of teachers' education in project schools is unbalanced, with the shortage of postgraduate teachers.

71. Base on the table 3-1, the ratio of teachers possessing college degree or even lower education in the total teachers involving in the vocational education of Gansu is 10.8%, of 84.5% teachers holding bachelor degree and 4.6% teachers possessing master degree. Regarding the teachers in 4 project schools, the ratio of that possessing college degree or even lower education is 14.8%, of 68% teacher holding bachelor degree and 41% teachers possessing master degree. Based on the data mentioned above, the teachers possessing bachelor degree in Gansu is sufficient, but the ratio of teachers holding master degree is quite low, which will be not good for the development of vocational education in Gansu. The lower ratio of teachers possessing postgraduate master degree will not only constrain the vocational development in the project schools, but also will create constraints on the improvement of teaching capacity and relevant academic research in the schools. Thus, by the implementation of the proposed project, the project involved vocational schools should introduce the talents of teachers with higher education degree, and establish the incentive mechanism to retain the higher educated talents, and further enhance the training to postgraduate teachers so as to improve the teaching quality of the schools, and promote the development of vocational schools in the proposed project schools.

Table 3-2 Basic situation of teacher training in project schools

NO	Name	Number of Teacher	Number of training	Rate
1	Gansu Finance and Trade Vocational College	379	162	42.70%
2	Gansu Vocation College of Energy & Chemical industry	315	90	28.60%
3	Gansu Senior Technical School of Mechanics	273	12	4.40%
4	Lanzhou University of Arts and Science	621	129	20.8%

(c) The number of teachers receiving training is still inadequate, and could not meet the needs of training for the teachers.

72. According to Table 3-2, the average number of teachers receiving training for the 4 involved project schools is rather lower. The ratio of teachers receiving training among the total number of teachers in project schools is only 4.4% and 20.8% for Gansu Senior Technical School of Mechanics and Lanzhou University of Arts and Science respectively. Since the forms of training for the teachers are mainly targeted the provincial grade training and national grade training in the above mentioned 2 project schools, there are limited quotas of trainees for the training in the form of provincial grade and the national grade. Thus, the number of teachers trained in the 2 schools is inadequate. By comparing the number of trained teachers in the mentioned 2 schools with that in Gansu Finance and Trade Vocational College, and Gansu Vocational College of Energy and Chemical industry, the trained teachers are much more than that in the previous 2 schools. However, based on interviews to the groups of teacher, they still considered lack of training opportunities. Since the quota of teachers for province grade training and for national grade training is only 1-2 times annually and providing training to 2-4 teachers per time, it could not meet the demands for most teachers.

Table 3-3 Basic information on the classification of teacher training in project schools

Name	Level	Sub-total	Training Time			Teacher Level	
			Within 1 month	1-3 months	3-6 months	general education	Professional teaching
Gansu Finance and Trade Vocational College	School level	123	99	13	11	47	76
	Province Level	21	12	5	4	6	15
	Country Level	22	0	8	14	6	16
Gansu Vocation College of Energy and Chemical industry	School level	62	57	0	5	21	41
	Province Level	12	0	5	7	7	5
	Country Level	16	0	4	12	4	12
Gansu Senior Technical School of Mechanics	School level	0	0	0	0	2	6
	Province Level	8	4	4	0	0	4
	Country Level	4	0	0	4	0	0
Lanzhou University of Arts and Science	School level	54	49	0	5	23	31
	Province Level	60	16	44	0	4	54
	Country Level	15	0	5	10	0	15

(d) Format and content of teacher training is monotonous

73. Currently, the training to the teachers in each project school could be divided as the training inside the school and training outside school. The training inside the school means the school organizes the training activities to the teachers in the schools in order to improve their capacity in teaching and management. The training outside

the school means receiving the training program for the core teachers organized by the provincial level and state level. Based on the arrangement of teaching work and training schemes respectively organized by the state, province and municipal level, the schools would periodically select teachers to join the training activities. Normally, the quota of trainees is 1-2 teachers per year at provincial level, and 3-4 teachers per year at the national-grade. Except the forms of training for teachers organized by the provincial level, state level or campus level, which mostly have focused on theory-taught and been short of practical training, there are hardly other forms of training opportunities for teachers.

74. After the implementation of the project, the forms of training for teachers should be increased. For example, teachers could be organized and training in enterprises, which could improve the capability of teachers to integrate the theory-taught with the practical training. It also suggests designating teachers for oversea training, which would not only broaden the views for teachers in teaching, but also enable them to learn the advanced international concept in vocational education. In addition, it suggests selecting teachers to receive training in the universities outside of the province, and selecting the vocational schools experienced in vocational training for studying tours.

(e) The coverage of the trainees is limited

75. The survey found, at present, teacher training is mainly for specialized course teachers and young teachers. It shows from table 3-3 that there are more teachers teaching professional courses to be trained than those teaching general courses, and the training activities organized by provincial and state level are mostly targeting the teachers teaching professional courses. Based on the responses from the group meetings for teachers, most young teachers have received the training. Thus, it has been expected by the teachers in the schools to increase the training to teachers teaching general courses and target middle-aged teachers. Training for general course can help teacher better carry out moral education for students and improve students' humanistic quality. Teaching theory and methods of middle-aged teachers and that of young teachers are in transitional period. Part of teachers' teaching theory and methods are outdated and cannot keep up with the trends of times. Therefore, there should be more training targeted at middle aged teachers' teaching theory and methods.

(f) Conflict of training plan and teaching plan

76. It comes to the conclusion from the interview that teachers cannot attend training is mainly due to conflict between teachers' training plan and teaching plan, which prevented some teachers to attend provincial and the state level trainings. Based on the Table of 3-3, it shows that the period for most training activities for teachers conducted in campus is one month, without conflicts to the schedule of teaching for teachers and basically could be completed. The period of training activities organized by provincial level is always within 1-3 months, and that for the state level training 3-6 months. Regarding the teachers working in the schools which are short of teachers, it always causes conflicts for them by the schedules between

attending the training and teaching in the campus, which has hampered the completion of these training programs. Thus, the implementation of the project should fully consider the demands of teaching schedules during preparation of training plans for teachers, so as to ensure each trainee to smoothly complete the training activities.

(g) Lack of relationship between professional training and actual demand

77. According to the survey, in practical training, due to limitation in professional training, teachers cannot choose the corresponding professional training based on college professional shortage, it has resulted of the gap between the training activities teachers received and the actual urgently demanded skilled talents, and could not meet the actual demands of the schools in teaching.

78. Special problems in project schools

Table 3-4 Problems in Faculty Team Building of Each Project School

Project school	Secondary school of project school	Current situation and the existing problem
Gansu Finance and Trade Vocational College	Gansu Finance and Trade School	①Lack of training abroad ②integration of medium and senior vocational school, lack of teacher transformation training
	Gansu Industrial School	① have training for old and middle-aged teachers and teacher transformation training; ②Strengthen enterprise practice for teachers in the aspect of faculty training; ③Strengthen the outside practice teaching for pre-school education major teachers; ④Teachers should arrange in advance substitution content and go attend the training; ⑤Lack of training for basic cultural courses
	Gansu Economic School	①Time conflict between training and teaching ② provincial and nation training cannot meet teachers' practical demand ③Cultural basic course teachers training Faculty is less, training and enterprise training are not combined very well ④Training fee is relatively high , the quality is not so good, and training teacher's level is not high
	Gansu Economic and Trade School	①training abroad and cultural course training is less ②Time conflict between training and teaching ③Training for accounting major is the majority and other trainings are less ④Improve teachers' training concept
	Gansu Business School	① Faculty construction , age is unreasonable; lack of double-certificated teachers ②Training coverage is limited; there are more opportunities for specialized course teachers and young teachers, Lack of school, provincial and broad training ③Combination of 7 schools; training for teacher transformation
	Gansu Banking School	①Less opportunity in teacher training ②Lack of training that can combine the theory with practical knowledge and skill
	Lanzhou Garment Workers School	①Less professional knowledge training, such as professional knowledge of environment arts, custom, visual communications, etc. ②Hard to assign works due to lack of teachers; not all teachers can

		attend national teacher training
Gansu Vocational College of Energy and Chemical industry	Gansu Advanced Chemical Industry Vocational School	①Less training opportunity, Teacher training and enterprise training are not combined very well
	Gansu Construction Material Industry School	①Teacher preparation is unreasonable, shortage in teaches, lack of learning opportunity to be trained in university
	Gansu Coal Industry School	①Lack of training opportunity abroad ②Limited coverage in teachers' training
	Lanzhou Electronics Industry School	①Less opportunity for teachers to go out for further study ②training is disjointed from practice, and is mainly for the theoretical teaching
Lanzhou University of Arts and Science		①lack of training fee ②education training opportunity are few ③Young teachers attend training several years a time; low-frequency
Gansu Senior Technical School of Mechanics		①few teacher training opportunity; few teachers can attend national teacher training; have difficulty in improving teaching faculty's ability ② Limited coverage, Pay 100,000—200,000 Yuan for teacher education promotion; limited in training fee ③Teachers' professional ability training is limited.

(a) Lack transformation training for teachers in middle and higher vocational school

79. Gansu Vocational School of Finance and Trade and Gansu Vocational College of Energy and Chemical industry are the combination of 11 schools and moved to Vocational Education Park located in the New District of Lanzhou. Most of 11 schools are secondary vocational schools, after combination, become higher vocational school. The problem existing in integration of middle and higher vocational school is teachers' transformation. Thus, it should strengthen transformation training for teachers of these two schools.

(b) More training opportunity for specialized professional teachers and less training opportunity for professional teachers

80. Teachers of Gansu Economic and Trade School put forward that more opportunity is provided for teachers in accounting major and less opportunity for teachers in the rest majors. After the combination of 7 schools, they hope more teachers can be involved in training which not only targets at professional teachers, but also the school can select teachers of different age, different education background, different major and different job title to attend the training.

(c)Teacher training concept is insufficient, the training effect is poor

81. Teachers of Lanzhou University of Arts and Science think that lots of teachers do not want to go out to attend training, for they don't know the importance of training. Some teachers may want to attend the next one rather than this one, and would even reject the training. There are no compulsive rules about training, which results in the situation mentioned before. Thus, there is the need to reinforce the faculty team management and to make motivation measures targeting at teacher training in order to

encourage teachers to attend training. Besides, there is also the need to strengthen the teacher training's publicity and help teachers to establish training concept.

(d) The female teachers have been inadequate

82. Number of female teachers respectively in Gansu Vocational College of Energy and Chemical industry, and Gansu Senior Technical School of Mechanics is 118 and 99, accounting for 37% and 36% of the total faculties in these two schools. Comparing with that in the other 2 vocational schools, the number of female teachers is inadequate. During the future of the development for the schools, it should contract more female teachers to balance the ratio of gender.

3.1.2 Suggestions for the construction of faculty team

83. Regarding the issue of the inadequacy of teachers in the vocational schools, it should make a plan targeting the training and introduction of the talents, by requiring the "double-certificated" teachers and teachers with high degrees. First of all, it needs to conduct evaluation to the structure of teachers in different specialties in the schools, and identify the key issues existing in the construction of faculty team, and widely make consultation with all faculties; secondly, the schools should fund the training of talents, and should secure the basic needs for them during training period and release the worries of teachers; finally, it should introduce more urgently needed talents by making an enable environment for them (including labs and scientific research platform). In addition, regarding the teachers with "double certificates" and higher degree, the schools should establish a more attractive and incentive mechanism to encourage more teachers joining the training activities for specialty transformation and upgrading. On one hand, it should increase the number of "double certificated" teachers so as to improve teaching level for the schools; on the other hand, an incentive mechanism should be available to retain the talents serving for the schools.

84. Regarding the issue of few teachers trained, it should increase the trainees by increasing the diversified forms of training for the teachers in schools. Currently, the main forms of training for teachers in each project schools are the trainings of state level, provincial level and school level. However, it has the issues of the limitation of quota both for the training at provincial level and state level, and the shortage of fund for the training at school level in some vocational schools. It suggests increasing the frequency of training and numbers of trainees for the training activities organized at school level by the implementation of the project. Furthermore, it also could change the forms of training to the trainees. For example, the teachers could be arranged to go to enterprises for practical training, which could improve the capacity of teachers in integrating the theory-taught and practical training. It also could select teachers for oversea training, which would not only broaden the views of teachers in taught, but also will be good for the teachers learning advanced international concept. Teachers also could be arranged to study in the universities outside of the province. It could organize a studying tour to the selected vocational school which is experienced and well-performed in vocational education.

85. It needs to enlarge the coverage of trainees for the teachers and make a set of development plans including the training to the teaching assistants, general course

teachers, professional course teachers and teachers by degree education etc. It should mobilize teachers in the schools to join the available training activities, so as to improve their capacity in teaching. In addition to broaden the channels for the teaching assistants and general course teachers in themselves development, in order to be more scientifically manage and support the development of vocational education.

86. It suggests making an applicable training plan under the premise of fully considering the demands of teaching during the implementation of the proposed project, in order to avoid the conflicts of the schedules between teaching and training which might affect the progress of training activities.

87. Regarding the professional training, it should firstly collect the name list of specialties which have been urgently needed; secondly, based on the demands for the specialties on the name list, it should select teachers to receive the relevant trainings, and so as to avoid the gap existed between the training of talents and talents who are urgently needed by the schools.

3.1.3 Faculty team building plan

88. Regarding the issues encountered during the construction of faculty team for each project school, the applicable plan focusing on the faculty team building has been made in the respective involved school in order to solve or mitigate the issues. By fully consultation conducted among Gansu Provincial Department of Education, PPMO, the relevant schools and experts from the World Bank, it has suggested newly increasing the oversea training plan for trainees in the plan of faculty team building prepared by each project school, including the oversea training to management staff and oversea training to the core teachers; the domestic training for teachers should not be limited to the existing forms of training in the schools, training at provincial level and training at state level. Each project school has increased the number of trainees and the coverage of trainees based on the actual needs. It has been planned by the involved project school to use RMB48.9 million Yuan of the World Bank loan in the project activities of training for the trainees.

a). Gansu Vocational School of Finance and Trade

Table3-5 Training Plan for Gansu Vocational School for Finance and Trade

	Concrete project activities	Outputs indicators	10000Y'
Oversea training	Training to the management staffs in project schools, including director of the school, management staff.	Training for the management staff 34 person.time	250
	Training to the leaders of professionals by focusing on the building of specialties and material development.	Training to the leaders of professionals 22 person.time	170
	Implementation of the plan focusing the promotion of teaching capacity for teachers	Training to the core teachers 48person.time	370
Domestic training	Training to the management staffs in project schools, including director of the school, management staff, project management staff.	Training for the management staff 75 person.time	150
	Training to the leaders of professionals by focusing on the building of specialties and material development.	Training to the leaders of professionals 85 person.time	200
	Training to the core teachers and “double-certificated” teachers.	Training to the core teachers 150person.time	300
	Carrying out practices teaching, scientific research and technical training by hiring experts.	Carrying out practical training by hiring experts 40 person.time	100

	Selecting teachers to be trained in enterprises.	Selected teachers to be trained in enterprises 65 person.time	130
Total costs of the WB loan:			1670

89. Table 3-5 has reflected the plan of faculty team building for Gansu Vocational School for Finance and Trade. The plan aims to specify the training activities domestically and oversea. The oversea training activities include the training to the management staffs, leader of professionals, core teachers in the schools, while the domestic training activities mainly cover the training to the management staffs, leaders of professionals, core teachers in the schools, and practical training by hiring experts, teachers' training in enterprises etc. It plans to apply RMB16.7 million Yuan of the WB loan to be used in the faculty team building by Gansu Vocational School for Finance and Trade.

b). Gansu Vocational College of Energy and Chemical industry

Table3-6 Teacher Training Plan for Gansu Energy and Chemical Vocational College

	Concrete project activities	Outputs indicators	WB loan 0000' Yuan
Oversea training	Training to management staffs 20 person.time	1. Training to the level of heads in the school 14 person.time. 2. Training to the middle level administrative staffs 6 person.time.	160
	Training to teachers 100 person.time	1. Training to the leaders of professionals 20 person.time. 2. Training to the core teachers 70 person.time. 3. Training to the excellence-performance teachers 10 person.time.	800
Domestic training	Training to management staffs 100 person.time	1. Training to the level of heads in the school 40 person.time. 2. Training to the middle level administrative staffs 60 person.time.	100
	Training to teachers 500 person.time	1. Domestic training to the teachers 400 person.time. 2. Teachers' training in enterprises 100 person.time. 3. Degree promotion studying for the teachers 125 person.time.	800
	Training conducted in the schools 5000 person.time	1. Public lecturing conducted by entrepreneurs 5 times. 2. Training for studying 5000 person.time.	100
The total costs of WB loan:			1960

90. Table 3-6 has reflected the plan of faculty team building for Gansu Vocational College of Energy and Chemical industry. The plan aims to specify the training activities domestically and oversea. The oversea training activities include the training to the management staffs, core teachers of the schools abroad, while the domestic training activities mainly cover the training to the management staffs, leaders of professionals, core teachers in the schools, and training conducted in the schools. It plans to apply 19.6million Yuan of the WB loan to be used in the faculty team building by Gansu Vocational College of Energy and Chemical industry.

c). Gansu Senior Technical School of Mechanics

Table3-7 Teacher Training Plan for Gansu Advanced Machinery Vocational School

	Concrete project activities	Outputs indicators	WB loan 0000' Yuan
Oversea training	Oversea study tours for the management staffs. Trainees: directors of the schools, division chiefs; Training activities: to learn the advanced international concept and management method in vocational education, and to understand the updated trends for the development of vocational education abroad, and borrow the advanced management experiences from foreign countries, conduct international cooperation and exchanges. Training period: 2 weeks.	Oversea study tour for the management staffs 20person.time.	140
	Training to the teachers abroad (supporting training to trainees) Trainees: leaders of professionals, responsible chiefs of specialties, core teachers; Training activities: to learn advanced concept of vocational education, the trends of vocational education development, advanced teaching method, most updated trends of specialties; Training period: 3 weeks to 3 months.	Training to the teachers abroad 88 person.time	440
Domestic training	Conduct twice of training demand assessment for teachers, and make development plan of teachers. Training period: 2 months.	2 copies of the plan for the training demand assessment of teachers.	5
	Training teachers in China. Trainees: core teachers; Training activities: improvement of specialty taught and professional skills; Training period: 3-4 weeks.	Training teachers in China 80 person.time.	40
	Training teachers at schools (including experts in enterprises); Trainees: professional teachers; Training activities: the improvement of skills for the teachers on the taught and time management; Training period: flexible, totally 4 weeks.	Training teachers at the schools 200 person.time.	25
	Training to the management staffs of the schools: Trainees: management staffs in PMO of the schools; Training activities: financial management, procurement, monitory and evaluation; Training period: based on relevant regulations.	Timely arranging training activities to the management staffs based on the requirements of the WB.	12
The total costs of the WB loans:			662

91. Table 3-7 has reflected the plan of faculty team building for Gansu Senior Technical School of Mechanics. The plan aims to specify the training activities domestically and oversea to the trainees. The trainees for oversea study tour mainly include the directors of the schools, division chiefs, which aims to learn the advanced international concept and management method in vocational education, and to understand the updated trends for the development of vocational education abroad, and borrow the advanced management experiences from foreign countries, conduct international cooperation and exchanges. The expected training period is 2 weeks; the training to the teachers abroad is targeted the leaders of professionals, responsible chiefs of specialties, core teachers; to learn the advanced concept of vocational education, the trends of vocational education development, advanced teaching method, most updated trends of specialties. The training period is expected to be 3 weeks to 3 months; the domestic training activities mainly are targeted the professional teachers, core teachers. It plans to apply 6.62million Yuan of the WB loan to be used in the faculty team building by Gansu Senior Technical School of Mechanics.

d). Lanzhou University of Arts and Science

Table3-8 Teacher Training Plan Lanzhou University of Arts and Science

	Concrete project activities	Outputs indicators	WB loan 0000' Yuan
Overseas training	Overseas study tour to management staff 20 person.time.	1. 8 person.time of the overseas study tour to management staff of heads level in the school; 2. 12 person.time of overseas study tour to the middle-level management staff in the school;	72
	Overseas study tour to teachers 36 person.time	1. 9 person.time of the overseas training to professional leaders in the school. 2.18 person.time of overseas training to core teachers in the school. 3. 9 person.time of overseas training to excellent teachers	270
Domestic training	Domestic training to management staff 28 person.time;	1. 8 person.time of the domestic training to management staff in the school; 2. 20 person.time of domestic training to the middle-level management staff in the school;	22
	Domestic training to teachers 160 person.time;	1.115 person.time of domestic training to middle-aged teachers; 2. 45 person.time of training in the enterprises for the teachers in the school;	128
	Training in the campus for the teachers 2600 person.time;	1. More than 20 person.time of lecturing in the school by inviting experts, 2600 person.time of training to teachers in the school;	26
	It plans to respectively employ 1-2 teachers during project implementation, who should be specialized in figure, martial art, leg-trained Gongfu graduated from Academy of Chinese Traditional Opera, in order to enhance faculty team building of the school in the specialty of opera;	To employ more than 3 excellent graduates during project implementation;	10
	It plans to invite famous artists specialized in music, dancing and drama as visiting professors, to overall improve the capacity of the faculty team for the school by the taught approach of face to face and one to one instruction; encouraging middle-aged core teachers perform innovation in vocational education reformation.	1. campus lecturing given by the invited visiting professors should be over once annually at least; 2. the training core teachers must draft an essay on the reformation of teaching, which should be used in the actual teaching later on;	30
	To jointly inherit the classical plays or (chapter), including: 1. Inviting famous artists to give lectures in the school; 2. Making video clips of the traditional plays or selected section of plays as audio data;	1. at least 256 teaching hours annually should be given of teaching by the invited famous artists; 2. at least 20 hours of audio data should be made to the traditional opera plays or selected sections;	40
The total costs of the WB loan:			598

92. Table 3-8 has reflected the plan of faculty team building for Lanzhou University of Arts and Science. The plan aims to specify the training activities domestically and overseas to the trainees. The trainees for overseas study tour mainly include the management staffs and excellent teachers; the domestic training activities is for the management staffs and selected excellent teachers, which only provide the different forms of teaching. In addition, it plans for Lanzhou University of Arts and Science to introduce more professional teachers and set up a professional faculty team

composed of the invited famous artists, who will provide lecturing, teaching in the school, and the audio data and material will be made referring the traditional opera play or the selected sections of the play etc. It plans to apply 5.98million Yuan of the WB loan to be used in the faculty team building of the school.

3.2 Specialty construction

3.2.1 Specialty construction in project schools

93. According to Gansu Vocational Education Develop Plan all project schools should closely keep the pace with society development demand and design specialty to reach the goal of high employment rate and serve regional economy and social development. They should concentrate their efforts on developing school's advantageous specialties. However, there are still lots of problems in specialty construction of each school, which mainly includes:

a) Ambiguous identification developing goal for specialty

94. Some schools have ambiguous identification of specialty developing goal, and lack of clear requirement of basic professional ability, position standard, and standards of talented person, knowledge structure, skill and quality of certain position. Teachers' teaching and students' learning can hardly meet the demand of the society and certain jobs. In some schools, although there is clear definition of specialty developing goal, there is less consideration about students' actual condition and employment characteristics. The requirement of specialty is set to high for students to reach due to students' own quality, basic academic knowledge, and capacity of learning by ordinary working staff (or ordinary technical workers).

b) Professional curriculum design could not realize job requirement

95. Because lack of enterprise and industrial participation in specialty construction, there are a lot of problems in curriculum design. Some curriculum design can hardly meet the industry requirement and also could not meet social and job demand. Firstly, it is because there are more theoretical courses and less practical courses, with inadequate practice for professional skills. Students can hardly adapt to the professional position. Secondly, courses are too complex and there is no emphasis on a clear core, which will prevent students from obtaining basic knowledge and hands on capacity required by the industry. Thirdly, single version of the textbook lacks new concept and understanding which cannot effectively reflect position demand of enterprises and also hinder students' individuality development. Fourthly, the standard of curriculum is often uniformly set with no flexibility to adapt to market conditions and student abilities. As showed in Table 3-4. 55.02% of the students hope school could open more practical courses, 45.78% of the students think school should design relative courses that is meet the need of society development, and 43.72% of the students hope school could open courses that is relative to professional certificate examination. This shows that vocational schools still have problems in curriculum design. For example, based on the field survey conducted in Gansu Advanced Chemical and Industry Vocational School, it has noticed that the school has set up the general education courses, which mostly are Chinese, math, music, arts, English etc, but it is still lack establishment of courses such as physical education, psychological health etc. most professional courses are offered only in the form of lecturing without

much opportunities for practices, which could not properly meet the social demands and students' needs.

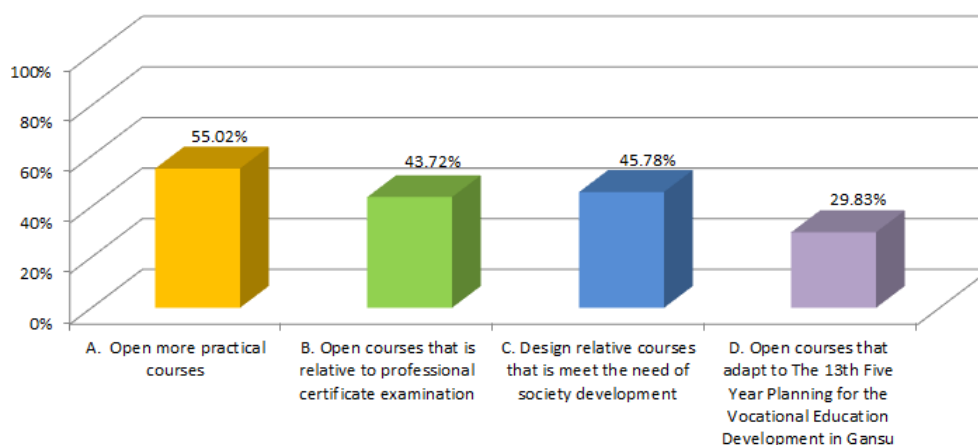


Fig 3-4 students' understanding toward specialty setup

c) Poor awareness of professional brand

96. In recent years, due to the influence of secondary vocational school's recruitment and employment, some secondary vocational schools blindly set up specialties to accommodate market without considering their school condition. There is less relevance among each major. And there is a frequency in major substitution. Major setup in each school is similar and lack of characteristic. On the one hand, it leads to the fact that faculty team and experimental facilities cannot meet the demand of major's shifting and thus there is a shortage and waste in educational resource. On the other hand, secondary vocational school has little brand consciousness closely related to market economy, and result in difficulty of employment after graduation, which in turn will have impact on school's recruitment and reputation.

d) Put emphasis on hardware over content development

97. In professional construction, some school has the tendency to over emphasis on hardware investment and ignores the capacity construction. Although hardware upgrading is large, the direction is not clear. Blindly pursue the high-quality and new experimental equipment, but the utilization rate is not high. Some school has not attached enough importance on enhancing teaching capacity, teaching material construction and teacher training, which leads to the shortage of professional construction situation and slow improvement of school education and teaching. For example, based on the field survey, it has been noticed although the multimedia facilities have been installed in each classroom in Gansu Economic School with a total of 11 computer rooms, the practices on computers by students are still very limited and the adopted training materials could not meet the demands for practices.

98. Each project school has different problems in major setup. Through the interview with teachers and students, a range of problems were identified. During the project implementation these findings could be used in planning each major's development and provide evidence for school capacity building development. As to each school's major building problems, please see Table3-10.

Table 3-10 problems of each school's major building

Project School	Secondary school of proposed project school	Main status quo or Problem
Gansu Finance and Trade Vocational College	Gansu Finance and Trade School	Students' humanity ability cultivation is far from enough, Such as morality, psychological health, employment guidance curriculum
	Gansu Industry Commercial School	①lack of training base construction for rail transit major ②need to strengthen extracurricular practice teaching for preschool education major
	Gansu Economic School	① lack of professional machine room for animation and graphic design major; need to install official soft ware ② Lack of practical training room for computer and accounting major
	Gansu Economic and Trade School	Lack of computer room for computer major
	Gansu Business School	① Lack of faculty in newly-added majors of aviation, rail transit etc. ② Lack of training filed and training facilities for hotel major, such as knife, fork, glass and dish which are needed in western-style food training. ③ lack of practice facilities for animation major, such as catcher, 3-D printer, stop motion animation, photo studio and lighting.
	Gansu Banking School	highlight in Finance major
	Lanzhou Garment Workers School	Costume design and decoration major are characteristic specialty
Gansu Vocational College of Energy and Chemical industry	Gansu Advanced Chemical Industry Vocational School	Chemistry and electric major are characteristic specialty
	Gansu Construction Material Industry School	① Little coverage in school major setup and lack of teaching material resource ② Limited teaching materials for materials engineering major. Thus, many course materials are compiled by school's teachers. There is an urgent need for this major to develop teaching materials of better quality and by resorting to policy and fund support.
	Gansu Coal Industry School	Mining major which students accounts for 10%-15% and geologic survey major is characteristic specialty
	Lanzhou Electronics Industry School	Lack of teaching resource in e-commerce and civil aviation ground service major
Gansu Senior Technical School of Mechanics	① Lack of faculty resource in some majors ② Professional teachers lack of practicing experience	
Lanzhou University of Arts and Science	The characteristic specialties of environmental art design, psychological counseling, tourism management, music performance	

3.2.2 Major construction plan of each project school

99. Optimizing the establishment of curriculums to enhance the construction of professional faculty team

100. The structure of faculties by specialties in project schools is not well balanced, with more faculties teaching professional courses and a fewer teachers teaching general courses. The numbers of curriculums set for general courses are also few, which only include Chinese, English, and Math. It lacks causes on moral cultivation, psychological health, physical education etc. Thus, the school should further enhance humanities education for the students. In addition, the professional teachers are in shortage in some project schools, for example, there are very few teachers with dancing skills and no teachers specialized in making-up in Lanzhou

University of Arts and Science.

101. The construction of hardware should be kept with capacity enhancement

102. The capacity building is the foundation supporting the development of vocational education, which mainly includes updating training materials, developing curriculum, and constructing professional faculty team etc. Meanwhile, the input of hardware is the premise for the development of vocational education, which mainly includes procurement of equipment, improvement of studying and living conditions for the student etc. During the field survey, it has noticed although the hardware has been well-facilitated in some project schools, the capacity building had not yet correspondently developed, such as the development of relevant training material, the establishment of curriculum, which has led the lagged quality of education. Thus, each project should pay more attentions on the development of reformation for taught of the school under the premise of focusing on the construction of hardware of the school.

103. The awareness of famous brand of specialties should be enhanced, to focus on the construction of the outstanding specialty brand for the secondary vocational education.

104. It suggests that the school should identify its own advanced specialty based on its advantages and the urgent demands of talents supporting local economic growth, so as to enable the school to be competitive and sustainable to meet the demands of market. Regarding the secondary vocational school, as long as it could sustain the awareness of building the famous brand, following the principle of keeping “uniqueness, advantages, and excellence” of the school, by setting some “key specialties” which have been urgently needed by the market with great potential for further development, and create the excellent specialties with sustainable competitiveness, the school could be the winner by its qualify of students and to be trusted by the society.

3.2.3 Specialty construction plan for each project school

105. Regarding the project activities on the construction of specialties of the schools, since Gansu Finance and Trade Vocational College, Gansu Vocational College of Energy and Chemical industry has been integrated by the 11 secondary vocational schools or colleges, which result in the issues on the combination and readjustment for some specialties. By conducting widely consultation among Gansu Provincial Department of Education, PPMO, project schools and experts from the WB, it has agreed that the proposed project activities related with the construction of specialties should be consistent with the proposed project activities on the reformation of teaching for the project schools. Here, it only briefly introduces general status about the combination and readjustment of some specialties for 2 project schools: Gansu Finance and Trade Vocational College, and Gansu Vocational College of Energy and Chemical industry. For the specialty construction plan of two other project schools, please refer the description in the section of 3.3.

a). Gansu Finance and Trade Vocational College

106. There will be 8 departments which include department of logistics,

accounting, finance, economic management, art and design, engineering application, information technology and modern service. In 2016, there will be 6 new majors starting recruitment students; they are logistics management, e-commerce, accounting, financial management, and aviation service and decoration design.

b). Gansu Vocational College of Energy and Chemical industry

107. Gansu Vocational College of Energy and Chemical industry is the combination of 4 schools. After the integration of each school's majors, it intends to open 4 departments; they are department of chemical engineering, mineral resources exploitation, new material and civil engineering and modern equipment manufacturing. Department of chemical engineering includes majors such as chemical engineering technology, fine chemical engineering technology, industrial analysis technology, core chemical industrial technology, core intensive processing and utilization. Department of mineral resources exploit includes the following majors: engineering geological survey, coal mining exploit technology, mine electromechanical technology, mine ventilation and safe, coal bed gas exploitation and transmission, measuring technique. Department of new material and civil engineering includes majors such as materials engineering technology, building materials measuring technology, polymeric materials and engineering technology, building decoration technician, Architectural engineering technology. And department of new material and civil engineering includes majors like electromechanical device maintenance and management, machine manufacturing and automation, numerical control technique, welding technique and automation, new energy automobile technique, mechanical and electrical integration technique.

3.3 Teaching Reform

108. The reformation of teaching is the necessary path for the development of vocational schools, which is also key premise to meet the demands of social and economic development and the promotion of people's livelihood. The promotion of teaching reform and improvement of teaching quality, as well as the improvement of professional capacity for the students have become the trends to support the upgrading of vocational education from students' quantity-based development to the quality-based development, and focus more on its capacity building than the expansion of scales, which are also the issues need to be faced and resolved by each project school. During the process of teaching reform, the 4 project schools have done a huge amount of work and drawn some significant achievement. However, undoubtedly, there are still some issues existing which need to be urgently solved.

3.3.1 The existing issues in teaching reform

109. The gap existing between the prepared teaching plan and the demands of enterprises

110. According to the survey conducted by the survey team, it shows that 28.6% of enterprise think currently the professional knowledge taught in the schools has a rather large gap comparing the actual demands from the enterprises; over 52.1% of enterprises believe that there is a certain of gap between the professional knowledge taught in the school and the actual needs from enterprises; and only 19.3% of

enterprises believes that the professional knowledge taught in vocational school could basically meet the actual demands of enterprises. Based on the questionnaires survey, it has noticed that 36.5% of teachers believe the existing gap between the taught professional knowledge and the actual demands of skills for the enterprises, and only 14% of teachers believe which could basically meet the demands of enterprises. The survey team also has noticed that the curriculum of FoxPro even still has been taught by the specialty of computer in some project schools, which is a kind of outdated programming technique and has been early eliminated by most IT enterprises. Thus it can be seen that the gap is larger between the planned curriculums in vocational schools and the actual demands of skills in relevant enterprises. In addition, the team has also noticed that the teaching plan is mostly prepared by the teachers in schools and approved by the relevant experts in the schools, without the involvement of any enterprises and experts from enterprises for 10 project schools out of the total 13 project schools involved. Even with the involvement of experts from relevant enterprises for the rest 3 project schools, their involvement is only limited to half day. Within such short period, it is hard for experts from enterprises to fully learn the actual situation of the schools and unable to make any applicable suggestions on teaching plan to meet the demands of markets. Thus, it has been inevitable for the existing gap regarding the actual demands of job markets.

111. The gap existing between the establishment of curriculums and the professional criteria

112. The criterion of occupation is the regulated requirement for the capacity of workers, and is the basic basis for the identification of professional skills and receiving vocational education and training, and is also the critical standard measuring the qualification and capability of the workers. The system of vocational qualification certificate should be focused on the vocational activities and capability of vocation, and the higher vocational education should be the employment-oriented, in order to provide the high skilled talents in production for the enterprises. Thus it needs to match the contents of vocational curriculum in the high vocational schools with the required professional criteria. However, due to the proposed schools are located in the less developed western region of China, it has a significant gap between the contents of teaching and vocational criteria. Currently, even the training materials compiled in the 90s of last century has been used for computer specialty in some vocational schools. During the field survey conducted by the survey in one of IT enterprises, the experts from the enterprise believe that current curriculums system used in higher vocational schools and teaching contents generally have been 5-10 years behind of the leading techniques in IT.

113. The gap existing between theory-teaching and practical operation

114. The process of teaching is composed of the theory teaching and practical training. Since the process of theory teaching is related with the practical training, after students have received the theory taught followed by practical training, such as conducting experimental etc., it could greatly promote students to further understand the theory. During the field survey, the survey team has noticed that currently it is seriously disconnected between the theory teaching and practical training in the proposed project schools. There is duration of 14-21 days or even longer for students to receive practical training after theory taught, averagely 7-14 days. During such

longer period, the students become fuzzy about the theory taught, which would surely affect the effects of practical training. Furthermore, the current practical training has been more formalistic and poorly performed, which is hardly for the tutors to instruct each student.

115. The systems of teaching quality supervision and M & E for the performance of teaching have not yet established

116. The quality of teaching is crucially important for the schools and the monitoring and evaluation to the quality and performance of teaching is the premise ensuring a satisfied quality of teaching for the school. No matter however the vocational education system is reformed, the quality of teaching is always the core in schooling. It is the key to set up a regulated, scientific quality-oriented monitoring and evaluation system, in order to promote the quality of schooling in vocational education and create the brand of vocational schools. However, it has noticed that currently the management to the quality of teaching had only remained at the stage of checking unscheduled conducted by the relevant divisions involving in teaching affairs of the schools, checked by the heads of schools during interval of classes. There is neither a specific department in the schools to be responsible for the monitoring and evaluation of the quality of teaching, nor available standardized system and tool evaluating the performance of teaching for the schools.

3.3.2 The plan of teaching reformation

117. The scheme of teaching reformation for each project school is shown as table 3-11.

Table 3-11 the scheme of teaching reformation for the project schools

Project schools	Specified project activities	Budget 0000' Yuan	Output indicators
Gansu Finance and Trade Vocational College	By contracting professional institutes to make a special scheme for the training of professional talents, prepare criteria of professional curriculums, set an evaluation system for the quality of taught and performance of reformation in teaching models.	235	1. It is to make plans for the training of talents in the size of more than 10; 2. It is to organize 5 person.time of studying tour; 3. It is to prepare a set of teaching performance evaluation system; 4. It is to organize 5 person.time of studying tour; 5. It is to make criteria of 11 curriculums, and perform accompanying teaching and instruction; 6. It is to attend 12 person.time of conferences;
	By hiring professional institute, it is to conduct the construction of teaching resource pools regarding the 3 specialties, enjoying the opening common shares of curriculums, which include the electronic teaching plan, multimedia PPT, the collection of questions for practices, the pools of examination questions etc.	200	1. It is to complete the construction of teaching resources pool for the 4 specialties; 2. It is to organize the relevant participants for attending 20 person.time of conferences and study tour;
	It plans to publish over 30 teaching materials, 20 types o material supporting teaching specified to	110	1. About 30 materials, thematic books etc have been published;

Project schools	Specified project activities	Budget 0000' Yuan	Output indicators
	the specialties of logistics, accounting, financing, economic management, Art designing, Applied engineering, information technology and modern service industry etc.		2. About 20 types of material supporting teaching; 3. About 30 person.time academic conferences to be participated by relevant staffs.
	By hiring professional agencies, it is to conduct training to teachers and student who would attend the state-grade professional skills contest; organizing professional skills contests for the students inside or outside of the campus;	220	1. It is to organize 5 times of professional skills contest attended by teachers and students; 2. It is to organize 20 times of professional skills contests inside of the campus, and attend 15 times of provincial level professional skills contests;
	Periodically conclude and exchange the experiences and lessons in exploring teaching module, and designate relevant core teachers attending the conferences;	20	It is to annually organize once workshop for summarizing the experiences and lessons learned in exploring teaching module, and designate core teachers attending relevant conferences 5 person.time;
	Conducting field survey by focusing on practical teaching and construction of practical training workshops;	50	It is to develop 20 investigation reports;
Gansu Vocational College of Energy and Chemical industry	By hiring professional consultation agency, it is to develop 4 plans for the training of talents focusing on the capacity building for the 4 specialties, including the applied chemical technology, new energy automatic technology, electronic automatics technology and industrialized automation technology etc;	20	4 copies of plans for the training of professional talents;
	By hiring professional consultation agency, it is to development criteria of curriculums and courses resources bags for the specialties including the applied chemical technology, new energy automatic technology, electronic automatics technology and industrialized automation technology etc;	520	Criteria for 20 curriculums, 20 resources bags of the courses. Training material focusing on the capacity buildings for the 20 curriculums;
	By hiring professional agencies, it is to develop performance evaluation system in teaching and M & E tool;	30	One set of criteria for the performance evaluation of teaching; one set of software on M & E;
	By hiring consultation company, it is to supervise the process of teaching for the experimental classes, and further analysis the efforts of teaching;	15	2 meetings focusing on the analysis of the efforts in teaching drawn from the experimental classes; 1 copy of the collections on teaching;
Gansu Senior Technical School of Mechanics	To develop the criteria of curriculums for the professional courses. By hiring professional consultation company, it is to develop the criteria for the 10 curriculums regarding the 4 specialties of mold manufacturing, CNC machinery, electronic automatics equipment installation and maintenance, welding technology etc., in addition to the instruction for the development of criteria for the 10 curriculums;	40	The development criteria for 10 curriculums in 4 specialties.
	Development of training material. Contents: complete the development of 4-5 books of training materials for the specialty of Mold (3D	16	4—5 books of training material to be published.

Project schools	Specified project activities	Budget 0000' Yuan	Output indicators
	printing);		
	Construction of teaching resource pools; Contents: in covers the specialties of above mentioned 4 specialties, 2 specialties on bidding and procurement, and instruct the schools to build the teaching resources pool for their own specialties.	172	Complete the construction of 4 teaching resources pools.
	Construction of performance evaluation system. Contents: by hiring consultation company to design the applicable performance evaluation system which could match the actual demands of the schools.	30	One set of performance evaluation indicator system for testing the quality of teaching; 5 annual reports for the M & E;
	Regarding 4 of specialties including Mold manufacturing, CNC machinery, electronic automatics equipment installation and maintenance, welding technology, it plans to make specific scheme for the training of talents.	36	1.It is to make 4 set of schemes for the training of talents in the fields of mold manufacturing, CNC machinery, electronic automatics equipment installation and maintenance, welding technology; 2.It is to organize once conference on the training of professional talents, 4 times of out-campus study tour;
Lanzhou University of Arts and Science	Revising the schemes of training specifically prepared for the professional staffs in the specialties of arts, media and services;	25	It is to revise 9 of schemes for the training of specific undergraduates' specialties, including music, environmental design, news and media, broadcasting, electronically and information engineering, digital media technology, financial management etc.;
	At least 20 sets of teaching materials for the school will be developed, including that for the specialties of arts and media;	90	Over 20 sets of teaching materials published;
	By hiring professional agency to construct internet-oriented teaching resources pool, supporting student-centered vocational education development, in order to provide abundant courses resources; to implement "on-line resource-based self-learning, with the instruction given by teachers off-line", and other teaching model etc.;	120	1.It is to setup network-based teaching courses for over 100 curriculums and the relevant management platform; 2. During project implementation, there would be more than 3000 students annually as uses of the platforms to study;
	By hiring professional agencies to construct applicable audio resources courses;	220	It is to construct more than 9 applicable audio resources courses;
	The newly construction of the capability-based studying performance evaluation model for the students which should be applicable for the undergraduate university;	5	1.It is to construct capability-based studying performance evaluation model for students which should be applicable for the undergraduate university; 2. During project implementation, it is to prepare the annual report for teaching quality in undergraduate education and employment quality report.
	By hiring professional agency to set up "teaching resource pools for the arts performance vocational education in Gansu", so as to improve the promotion and application of modern teaching tool	110	It is to build one set of course resources pool;

Project schools	Specified project activities	Budget 0000' Yuan	Output indicators
	in the curriculums of arts performance, and reduce the costs of teaching		
	The promotion of the dance plays named <i>Dreaming Nine Color Deer</i>	10	It is to promote the plays, which should amount over 3 time of shows during project implementation;
	The total WB loan	22.94 million Yuan	

3.4 School-industry partnership

118. "Modern Vocational Education System Construction Plan from 2014 to 2020", issued by Gansu Provincial Department of Education and other related five departments in November 2014, proposed two points. The first is to perfect the school-industry partnership system. Formulate rules to promote school-industry partnership of Gansu province, establish and improve the school-industry partnership plan, cooperation governance and cooperation and cultivation mechanism to integrate the talents training in the process of production, service and the value creation. Encourage vocational colleges and the cooperative enterprise in Gansu to make the continued improvements in knowledge sharing, course updates, order cultivation, post practice, production practice, exchanging office, staff training and collaborative innovation system. Propel school to build training practice base in the enterprise, and the enterprise builds talent training base in school. Explore the cooperation system such as workshops established within schools by industry, bringing industry to school or combining school and industry together. The second is to establish key industrial technology accumulation and innovation system. Establish and improve technical skills training system, talent supply and demand information exchange between school and industry, vocational schools' communication and coordination mechanism, regional exchanges and cooperation mechanism to promote the interaction of government, schools, industries and enterprises and the accumulation of technical skills and innovation.

3.4.1 Issues about project schools' cooperation with enterprises

119. The numbers of school-enterprise cooperation for the 4 involved schools and 13 sub-components of the attached school.

Table3-12: the overviews for the numbers of school-enterprise cooperation in each project involved school

Project School	Number of cooperative enterprises	Number of training bases
Gansu Finance and Trade Vocational College	20	40
Gansu Vocational College of Energy and Chemical industry	75	18
Gansu Senior Technical School of Mechanics	32	1
Lanzhou University of Arts and Science	78	280

120. Each project school has school-industry partnership in different extent, the

model of school-industry partnership provides project school's students with internships, the students have the opportunities to visit the enterprise and the teachers can receive training or enterprise staff receives training in schools. Aside from the school-industry partnership items, there are also different levels of cooperation pattern between schools to cultivate students together. According to the research and project exchanges between teachers and students, teachers and students brought up many problems for school-enterprise cooperation. Here are explanations about some general problems raised by teachers and students and the particularity of the beneficial project schools.

121. **School-industry partnership system is imperfect; the performance of school-industry partnership organizations is poor.** Promoting the cooperation between schools and industries, and combining working and learning based on the needs of market and the employment is an important way to support the development of vocational education by relying on enterprises. In 2014 in Gansu province vocational education system construction plan make a clear requirement that vocational colleges should enhance the school-industry partnership in aspects of mechanism and institution, including internship training agreement with the enterprises, the establishment of council or board between schools and industries .At present, the mechanism and institution of school-industry partnership is initially established ,but the effect of school-industry partnership in increasing teachers' scientific research achievements and application project has not been highlighted. According to the result of teachers' questionnaire survey, 51.79% of teachers think that teaching is disconnected with internship, and it is difficult to improve their teaching and scientific research ability through the school-industry partnership, which indicates that although the school-industry partnership produced many beneficial effects for the development of the schools, there are also many unsolved problems. These problems certainly are not in accordance with school-industry partnership system or are difficult to implement, also they are related with the poor performance of the school-industry partnership organizations. This shows that Gansu province vocational education needs to focus on the innovation and implementation, organization mechanism and the construction mechanism.

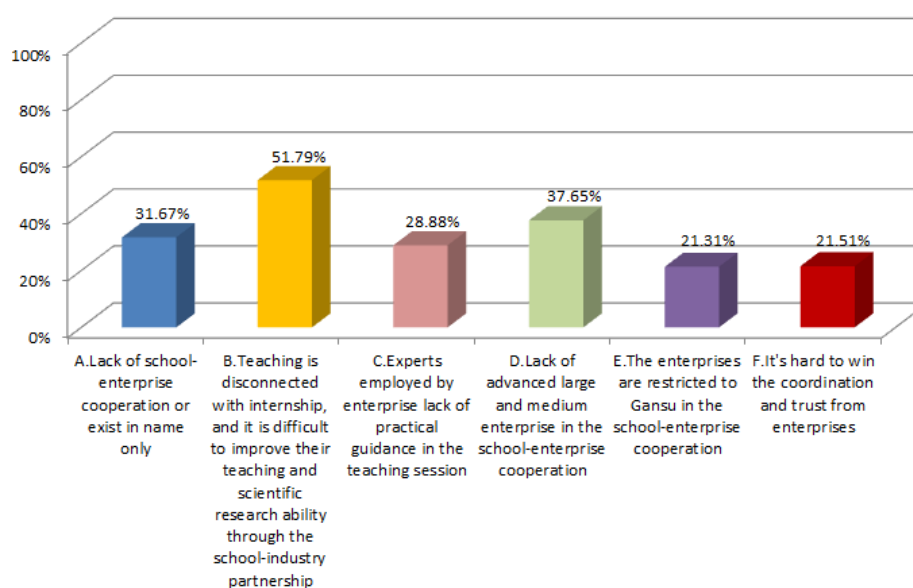


Figure 3-5 The Teachers' Understanding of problems about school-industry partnership

122. **The form of school-industry partnership is single and the level is low.** The current school-industry partnership mode has obtained some achievements in providing enterprise internships for students and offering the opportunity for students to visit the enterprises, for teachers to receive the training or for the enterprise staff to receive training in school, but a deep school-industry partnership pattern has not been established, such as products development of school-industry partnership or joint research project application. The school-industry partnership mainly focuses on cooperative education; its main purpose is to solve the problem of enterprise employment. However, the school-industry partnership still paused in the low cooperation level which implements “one project one discussion”, “one enterprise one contract”. Then the enterprises fail to realize innovation, and schools cannot meet the demand of fostering talents. As shown in figure 7.8, 37.65% of the teachers think the school-industry partnership level is low, 31.67% of the teachers think the school-industry partnership is not the real cooperation. And 21.31% of the teachers think the school-industry partnership cooperation is confined in Gansu province.

123. The analysis of questionnaire revealed that 40.97% of the students think school-industry cooperation has less internship opportunities, and 17.26% of the students think school-industry cooperation level is low.

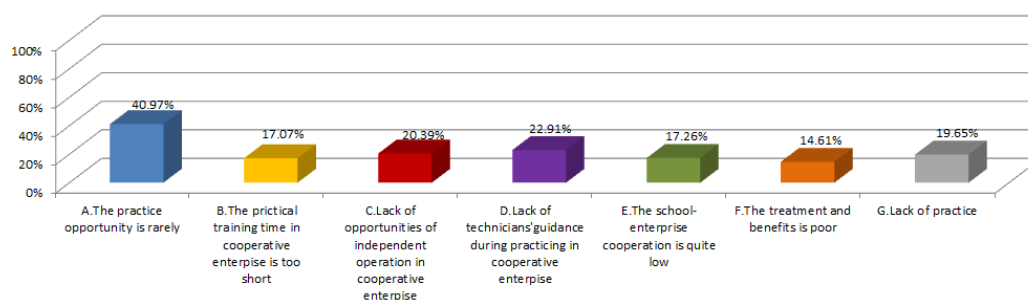


Figure 3-6 Students' understanding of problems about school-industry partnership activities

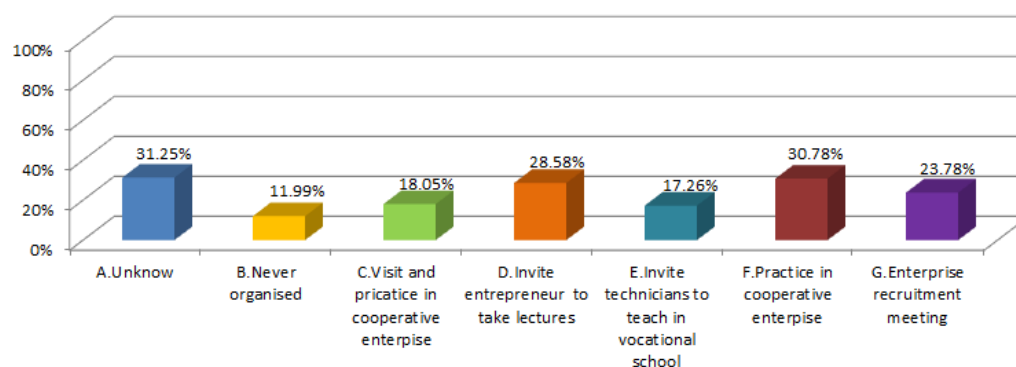


Figure 3-7 Students' understanding of school-industry partnership

124. In the form of school-industry partnership, we should also pay close attention

to students' participation levels in these activities; this is also the important indicator to measure the school-industry partnership. We made an investigation on students about the "school-industry partnership activities organized by the school including ", figure 7-10 shows that the main activities for students include the lecture of entrepreneur, internships, employment recruitment and study tours, however, it is need to invite more technicians to give lectures. School-industry partnership has some limitations in the form for students training.

125. **Enterprises lack of motivation; enterprises' concept is conservative.** At present, teachers can have practice training in enterprises and students can have internships in enterprise, but what they have learned from the enterprise during the practice internship are not useful, which is mainly due to the enterprise's protection of its own technology and interests, and the teachers and students in the enterprise can only have some sinecures or work in the assembly line. As figure 7.9 shows that in the study of the existing problems of school-industry partnership, 22.91% of the students think that the process of cooperation lacks the guidance of enterprise technicians. The contracts of school-industry partnership become a mere formality for some enterprises, and enterprises lack of motivation.

126. **The school's incentive mechanism for teachers' participation in school-industry partnership is not completed.** In the process of teachers' participation in the school-industry partnership, the school's incentive measures are insufficient, which leads to teachers' participation in school-industry partnership without enough motivation. In the process of the project implementation, if teachers declare a research subject while schools have no corresponding incentives, it will inevitably affect teacher's enthusiasm. At present, the incentive measures of project schools about teachers' participation in school-industry partnership are not complete, and schools should pay more attention in the future.

127. **The basic living requirement of the students worked as an intern in school-industry cooperation unit is not guaranteed.** In the school-industry cooperation, students as enterprise interns can get 1500-2000 Yuan/month. For poor interns who go outside the province, the living expenses is higher than that in school, which make some students fail to make ends meet during the internship, thus cause a certain pressure to the family of impoverished students. In addition, the differences of climate and diet in the southern enterprises makes some students' life needs are not guaranteed during the internship.

3.4.2 The school-industry cooperation plan

128. The table 3-13 has showed the plan for the reformation of teaching for each project school.

Table 3-13 the scheme of school-enterprise cooperation for the project schools.

Project School	Concreted project activities	budget 0000' Yuan	Output indicators
Gansu Finance and Trade Vocational	To set up a school-enterprise cooperation steering committee, and set up professional committee. It plans to organize the meetings related to school-enterprise cooperation at	40	1. To organize the meetings twice a year related to the analysis and summary on the cooperation of school-enterprise. During each meeting, it should prepare a summary report base on the completed

Project School	Concreted project activities	budget 0000' Yuan	Output indicators
College	least twice a year, aiming to sum up the preparation work completed regarding the cooperation for school-enterprise, followed by the arrangement for the next steps.		previous work, and draft a plan on the arrangement of scheme to the work of next steps. 2. Drafting 5 thematic reports based on the completed study tours to 8-10 enterprises.
	To set up logistics for the key specialties of the Group of Vocational Schools, with the establishment of 8 practical training bases inside and outside of the campus, serving 8 specialties including logistics, accounting, financing, economic management, arts designing, applied engineering, information technology, modern service etc.	150	1.To organize working exchanging meeting of the Group of Vocational Education once a year; 2. To set up more than 8 practical training bases serving 8 departments
	Based on the demands of social market, it is to carry out the skills training, over 3 terms annually averagely for the staff trainings of enterprises.	50	1. To provide training of students for the enterprises about 15 terms, roughly amounts 750 persons. 2.Training materials750 copies;
	To investigate the changes of the talents demands to over 2 professional occupations, and prepare relevant training plan for talents, in order to correspondently meet the demands of market.	50	to annually conduct field survey to over 2 types of professional qualification, and prepare the plan of talents development to over 2 types of professional qualifications; and draft one copy of report on the demand assessment of talent;
Gansu Vocational College of Energy and Chemical industry	To set up the “double committees” which is composed of experts from enterprises, experts on vocational education, professional teachers etc., including School-enterprise cooperation steering committee at school heads level, specialty construction steering committee.	50	1.One committee focusing on the cooperation of school-enterprise at college level; 2.4 Steering committees for the construction of specialties completed; 3.2 copies of planning for the construction of specialties in the schools; 4. 8 copies of reports focusing on the analysis of professional on-job capability; 5. To conduct twice workshops or the meetings on specialty construction and instruction, with totally 10 times.
	Conducting the demand assessment for the vocational job and drafting reports by hiring professional consultation institutes;	30	1 copies of reports focusing on the demands assessment of professional vacancies for the talents;
	Enabling enterprise culture into campus, it is to design a set of plan for the practical training workshop with 6S model management system of enterprises, by contracting consultation company;	40	1. 1 set of 6S model management plan; 2. Complete the construction of 20 practical training workshops by adapting 6S management model;
	Carrying out skills contest jointly organized by the school and enterprises;	20	To organize 5 times of skills contests
	Carry out external training work, including training to the internal staffs in the enterprises and external staffs.	20	It totally provide training 2000 person.time;
Gansu Senior Technical School of Mechanics	To set up a steering committee on school-enterprise cooperation, which is composed of experts on vocational education, professional teachers and enterprises, technical experts, in addition to other relevant professional steering committee.	4	One college-level steering committee on school-enterprise cooperation, including over 30% of relevant experts from enterprises.

Project School	Concreted project activities	budget 0000' Yuan	Output indicators
	To establish the enterprise entitled class at schools, and to jointly set up practical training base by school-enterprise cooperation, and carry out the contract-based talent training in the schools, such as 3D printing, promotion of the talents training by marketing.	4	One report based on the field survey regarding the development models of school-enterprise, school-school; one copy of plan on the operation of school-enterprise cooperation; 1 time of workshop focusing on the practical training and teaching approach; to set up 5 enterprise-entitled classes in the schools, and set up 40-50 practical training bases outside the campus.
	To provide skills training to workers in the cooperated enterprises for the school as the flexible schooling system;	23	To carry out skill training of staffs for the enterprises 1500 person.time;
	Inviting technical staffs from the cooperated enterprises to conduct lecturing activities.	20	Over 40 times of lectures to be organized by inviting experts and technical staffs in enterprises giving lectures in campus;
	Carry out employment quality survey to the graduates;	20	It is to complete 5 employment quality investigation reports of graduates
Lanzhou University of Arts and Science	Cooperation agreement will be signed with the planning construction center attached to MOE, to promote the development of applied transformation of the school. 1. The 13 th Five Year Plan for Lanzhou University of Arts and Science; 2. The Implementation Plan for the Transformation Development of Lanzhou University of Arts and Science; 3.The Construction Plan for the Cluster of Specialties for Lanzhou University of Arts and Science; 4.The Construction of Think Tank in Lanzhou University of Arts and Science;	400	1.One set of the 13 th Five Year Plan for Lanzhou University of Arts and Science; 2.One set of the Implementation Plan for the Transformation Development of Lanzhou University of Arts and Science; 3. One set of the Construction Plan for the Cluster of Specialties for Lanzhou University of Arts and Science; 4. One set of the Construction Plan of Think Tank in Lanzhou University of Arts and Science;
	Professional practical training courses given by the invited experts from relevant departments and enterprises;	25	During project implementation, it is to invite experts averagely giving lectures more than 18 hours;
	Investigations have to be made focusing on the agreement of the cooperated schooling which will be individually signed with Gansu Long Drama Theatre, Gansu Qing Drama Theatre and local theatres, institutes, individuals; to optimize the plan for talents training; to improve the fitness of the professional capacity for the students with the requirements of vocational jobs	5	
	To jointly develop the play of <i>the Horse Stepped Swallows</i> , including: 1. hiring professional actors or actress to join the play; 2. music instruments for the plays; 3. hiring professional band to record and accompany the playing of opera music; 4. hiring individual expert for the stage decoration and design; 5. hiring individual expert for the design of lighting for stage;	86	1. It should be more than 3 shows played by the invited actors or actress etc; 2.It should complete the accompany of playing music by the hired individual expert; 3.It should complete the accompany of playing music by the contracted professional band; 4. It should complete the stage design and decoration for the show by the contracted individual expert; 5.It should complete the stage design of lighting for the show by the contracted individual expert;

Project School	Concreted project activities	budget 0000' Yuan	Output indicators
	Carrying out new type of apprenticeship, which is to invite the top actors with unique skills and representativeness, to separate the taught by sections in the forms of apprenticeship, in addition to record all process of taught by making video, and to scale up the application of the taught resources, as well as experiences.	30	<ol style="list-style-type: none"> 1. It is to hire at least 3 famous artists or actors from opera academy annually to give at least 256 hours of teaching to the students during project implementation period; 2. It is to make the audio teaching materials to the plays performed by the invited artist showing their unique skills, with the length of playing video more than 40 hours;
	To apply the establishment of “the experimental theatre attached Lanzhou University of Arts and Science”, and to set up orchestra, theatrical company, dancing company, chorus and promote the matured players etc. In addition, to organize at least 5 non-profit public shows annually during project implementation period.	46	<ol style="list-style-type: none"> 1. It is to organize at least 5 non-profit public shows annually during project implementation period. 2. It is to contract actors or actress to attend at least 5 non-profit shows annually during project implementation period;
	The total WB loan:	11.13million Yuan	

4. Evaluation of Infrastructure Construction

4.1 The Infrastructure Status Quo of the project School

Gansu Finance and Trade Vocational College

129. Gansu Finance and Trade Vocational College is based on merging seven secondary vocational schools: Lanzhou Garment Workers School, Gansu Banking School, Gansu Economic School, Gansu Finance and Trade School, Gansu Economic and Trade School, Gansu Industrial and Commercial Administration School and Gansu Business School. The basic situation of these seven vocational schools includes: the campus covers a total of 223.9 mu of land area, building area of 133,400 square meters, the fixed assets of 143 million Yuan, including land assets, and the total assets of 269 million Yuan for all kinds of experiments and training equipment. The newly constructed Gansu Finance and Trade Vocational College is located at the middle northern area of the vocational education park in the New District of Lanzhou, with occupied campus area of 855mu, and 329,000 m² of total construction area. The total investment for the first phase project is 810million Yuan, of which 120million Yuan total costs for all types of experimental facilities and practical training equipment etc.

Gansu Energy and Chemical Industry Vocational School:

130. Gansu Vocational College of Energy and Chemical industry is a merger of four schools: Gansu Coal Industry School, Gansu Advanced Chemical Industry Vocational School, Gansu Construction Material Industry School and Lanzhou Electronic Industry School. The basic situation of this four schools are: the campus covers an area of 459 mu, building area of 140,400 square meters, the fixed assets of 230 million Yuan, including land assets, and the total assets of 30,713,600 Yuan for all kinds of experiments and training equipment. There are 2 campuses for the newly constructed Gansu Energy and Chemical Industry Vocational School, which are the campus in vocational education park in the New District of Lanzhou, and Campus in Pingchuan District of Baiying City, with total occupied land area of 1528 mu, 310,000 m² of construction area, 800million Yuan of total assets and 120million Yuan of total value of various equipment for teaching, researching etc. The main campus is located in the vocational education park in the New District of Lanzhou, with total occupied land area of 1000mu.

Gansu Senior Technical School of Mechanics:

131. Gansu Senior Technical School of Mechanics located in Tianshui City covers a land area of 386 mu, with total building area being 104,060 square meters. Among them the floor area of teaching building is 29,300 square meters, the floor area of experiment and workshops is 13,200 square meters and the dormitory floor area is 27,900 square meters. The school has the fixed assets of 190 million Yuan including 39 million Yuan of teaching equipment.

Lanzhou University of Arts and Science:

132. Lanzhou University of Arts and Science located in downtown of Lanzhou City covers an area of 385 mu, and the total floor area of school buildings amount to 330,000 square meters. Since the school's teaching infrastructure has not been effectively invested and reconstructed during its development in Duanjiatan, the conditions are very primitive with old school buildings, tattered and dangerous

classrooms, overcrowded dormitories and the continual loss of talent, which have seriously affected the cultivation of Gansu applied talents in Art.

4.2 Suggestions in School Infrastructure from Teachers and students

4.2.1 Teachers suggestions

133. The survey team has arranged a meeting with teachers from the 13 schools involved in the project. The meeting has chosen about 30 teachers as the representatives, including course teachers, administrators and supporting staff. Meanwhile, the survey team has made the SWOT analysis for the teacher representatives through analyzing the advantages, disadvantages, opportunities and challenges of schools in the project, collecting the information of the actual situation of those schools. Teachers from each school have proposed suggestions on school infrastructure as follows.

Feedbacks of Gansu Finance and Trade Vocational College: small scale, the total area of 38.4 mu, 9400m² building areas, narrow field, limited expansion space, poor hardware facilities. The small scale of the College has prevented the development of the school.

134. **Feedbacks of Gansu Economic School:** insufficient hardware equipment, short of specialized computer rooms for Graphic Design major, lack of experimental training computer rooms for computer major and Accounting major, lack of funds, using piratic professional software for some majors.

135. **Feedbacks of Gansu Business School:** lack of experimental training facilities, such as hotel major with limited experimental training places, short of knives, forks, cups and plates for Western food training; obsolete sports facilities, no standard playground; insufficient training facilities for animation major, such as the capture device , 3D printer, stop-motion animation, studio and lighting.

136. **Feedbacks of Lanzhou Garment Workers School:** Schools use clothing company site in Gansu province, the whole teaching area only having three floors ; student dormitory and cafeteria are rented from the Gansu province clothing company, inadequate infrastructure.

137. **Feedbacks of Gansu Coal Industry School:** located in Pingchuan District, Baiying city covers an area of 329 mu, geographically isolated, with 78 kilometers from Lanzhou City.

138. **Feedbacks of Gansu Advanced Chemical Industry Vocational School:** obsolete students training equipment, narrow space; no professional venues for community activities; basically no investment before 2007, the construction of school entirely dependent on school staff's tightening their belt.

139. **Feedbacks of Gansu Construction Material Industry School:** inadequate informatization teaching equipment influencing teaching quality; insufficient training facilities closely related to teaching.

140. Feedbacks of Lanzhou Electronic Industry School: The total area of 38.4 mu, small scale, inadequate infrastructure; small area campus and too limited place for student activities.

141. Feedbacks of Gansu Senior Technical School of Mechanics: located in Tianshui city, The total area of 386mu, infrastructure construction depending totally on self-reliance, hard work and self-accumulation with much historical debts and inadequate infrastructure; lower indicators of books for per student, accommodation area and equipment compared with national standards; situation of hard in getting the project funds from higher authorities because of historical reasons, the experimental training conditions lagging the scale development needs; 20 years campus broadcasting system with aging equipment.

142. Feedbacks of Secondary Art Department in Lanzhou University of Arts and Science: no own school grounds for Lanzhou University of Arts and Science Secondary Art Department, only long rented; imperfect hardware equipment after incorporating into Lanzhou University of Arts and Science, no theater with adequate equipment; small and nonstandard rehearsal hall; no stage to show the academic achievements and place for teaching practice.

143. Besides conducting group consultation, the SIA team has carried out questionnaire survey to the teacher in the schools.

13.您认为您所在学校职业教育比较突出的问题是(选3项) : [多选题]

选项	小计	比例
A.办学硬件条件(教学楼、实验室、寝室、运动场所等)差	408	79.22%
B.校企合作质量较差	292	56.7%
C.教师教学水平较低、缺乏高水平教学团队	128	24.85%
D.教材建设水平滞后	187	36.31%
E.学校管理团队管理水平低	124	24.08%
F.学校服务社会水平较低	183	35.53%
(空)	3	0.58%
本题有效填写人次	515	

14.您希望通过本项目带来的改变主要包括 : [多选题]

选项	小计	比例
A.改善学校硬件条件(教学楼、实验室、寝室、运动场所等)	443	86.02%
B.提升校企合作质量	325	63.11%
C.提升教师教学水平、打造高水平教学团队	328	63.69%
D.提升教材建设水平	226	43.88%
E.提升学校管理团队管理水平	212	41.17%
F.提升学校服务社会水平	230	44.66%
G.提升学生综合水平	262	50.87%
(空)	3	0.58%
本题有效填写人次	515	

Diagram 4-1 The Chart for the Analysis of the Response Questionnaires Conducted by the SIA team

Note:

1. Ratio of multiple choice = times selected of the items / numbers of effective questionnaires response;
2. It means the ratio of person.time of the items selected in the total person.time filling the questionnaires.

Thus, it might exceed over 100% for the accumulation of the ratio of multiple choices.

144. It shows from diagram 4-1 that the hardware facilities of the schools has been much poor, which has been agreed by the teachers in the schools. The teachers wish the schooling condition could be improved by the implementation of the WB loan project.

4.2.2 Students suggestions

145. The survey team has conducted group consultations among selected students in 13 proposed project schools. By randomly selecting 30 to 50 students in project schools, the survey team was able to collect a range of opinions from students on actual infrastructure conditions in project schools. Based on the responses from interviewed students, the comments and suggestions regarding school infrastructure conditions have been summarized as follows:

146. **Gansu Finance and Trade School:** The dormitory for female students is on top floors of lecture building with 12 students in a room with no balconies and only one washroom on one floor. The dormitory for male students is a separate building with 6 students in a room, in 3 to 5 floor. The lighting in the dormitory is very poor, desks and tables are old and sanitary condition is poor. There are only lights in the dormitory without sockets. Electricity is time limited and the duration is very short, so is the water supply, which causes the water house to be fully crowded.

147. **Gansu Industry and Commercial School:** the size of each dormitory is designed for 8 students, but most of them were crowded with 10 students; inside the dormitory, there is no sockets, and lighting is poor; there is no specific zone for drying clothes in the dormitory, each room there is only one old desk and sufficient for use; water used for washing need to be carried up from the first floor; there is not specific washroom at each floor of the building. The campus has not yet been covered by wi-fi network. The school does not have library, but a reading room which does not open to students. There is no standardized tracking field and adequate sports facilities in the school. The equipment of multimedia rooms is obsolete.

148. **Gansu Economic School:** the dormitory room of the school is mainly designed for 8 students, which is narrow with limited space. The power outlet is obsolete, existing potential fire risks. There are 2 washrooms at each floor of the building, with good condition of sanitation and normal water pressure. The environment of dining room is clean and sanitation, but with limited space and inadequate desks and tables.

149. **Gansu Finance and Trade School:** the dormitory for female student is located at the first floor, with 5-7 students per room, which is often wet and cold without sunshine; the heat supply is inadequate in winter. The sanitation of dormitory is poor and mice could be frequently found; the dormitory for male student is located at 3-5 floors of the building, with 5-7 students per room. Inside of the dormitory, the

wall is peeling, without any balconies for all dormitories, no space to dry clothes.

150. **Gansu Business School:** there are a few of computers for students practicing, which have been obsolete. It lacks of sports equipment on the playground of the school, only with a ground for playing basketball. The size of dormitory in the school is mainly for 8 students, narrow, without space to dry clothes. Water house is rather far to the dormitory.

151. **Gansu Banking School:** there is a separate dining room in the school, but does not offer discount to students; in the dormitory for male students, there is no separate toilet room, but only 3 squatting seats at each floor of the building; there is separate toilet room in the dormitory for female student, and most female student dormitories have been allocated at higher floors. There is not plastic runway at the playground of school.

152. **Lanzhou Garment Worker College:** there is no separate dining room in the college, with limited varieties of dishes; no playground, no public bathroom.

153. **Gansu Advanced Chemical and Industry Vocational School:** regarding the arrangement of dormitories for female students, there are 15-20 students per room for the secondary vocational students; and 15 students per room for the senior vocational students. On dormitories for male students, there are 8 students per room for the secondary vocational students; and 20 students per room for senior vocational students. Inside of the dormitory, there is limited storage space. It also lacks place for students to carry out social activities including provide some performance showing in the school.

154. **Gansu Construction Material School:** there is one library in the school but without much books, especially the academic books; the playground of school has not yet been paved with a lot of earth, and there is no standard track field and lack of basic sports facilities. There are only two multimedia rooms in the school, and remaining classrooms have not been installed with multimedia teaching equipment.

155. **Gansu Coal Industry School:** the size of dormitory for female student is for 10 students, which is either for 10 male students; the hardware facilities of the school are rather good, with a quite large land area for the campus.

156. **Gansu Electronic Industry School:** there is not dining room in the school, and most students have to go to the dining room in Gansu Business College.

157. **Lanzhou University of Arts and Science:** the accommodation condition for secondary vocational students from Gansu Art School in Lanzhou University of Arts and Science is quite poor, which has been crowded with 12-14 students for each room. The dormitory rooms have been separated by the plywood, without sound insulation and easy to get fire. There are only 10 dancing studios in the school, which are inadequate and room size is also small. The number of opera costumes are also limited, which had to be used by two students on exchanging.

158. **Gansu Senior Technical School of Mechanics:** the size of dormitory is designed for 8 students. It has a rather small library, with less collection of book, but

obsolete.

4.3 Common Problems in School Infrastructure

(1). The vocational schools in Lanzhou have limited land areas for development

Table 4-1 the Covering Area of Each School

NO	Name	City	Number of teachers	Number of students	Area mu	Building Area 1,000m ²	Occupied area per student m ²	Building area per student m ²
1	Lanzhou Garment Workers School	Lanzhou	50	212		0.25		11.79
2	Gansu Banking School	Lanzhou	53	690	75	1.60	72.46	23.19
3	Gansu Economic School	Lanzhou	58	2391	32	4.51	8.92	18.87
4	Gansu Finance and Trade School	Lanzhou	58	1038	11.9	1.79	7.64	17.24
5	Gansu Economic and Trade School	Lanzhou	54	923	32	2.13	23.11	23.08
6	Gansu Industrial and Commercial Administration School	Lanzhou	28	133	30	1.16	150.38	87.21
7	Gansu Business School	Lanzhou	78	713	53	1.49	49.58	20.90
8	Gansu Coal Industry School	Baiying	152	1686	329	9.18	130.25	34.18
9	Gansu Advanced Chemical Industry Vocational School	Lanzhou	80	2885	53	2.20	12.25	7.63
10	Gansu Construction Material Industry School	Lanzhou	57	636	60	1.22	62.89	19.18
11	Lanzhou Electronic Industry School	Lanzhou	26	521	17	1.44	21.75	27.64
12	Gansu Senior Technical School of Mechanics	Tianshui	273	7859	386	10.41	32.75	13.25
13	Lanzhou University of Arts and Science	Lanzhou	621	9458	385	33	23.4	30

Note: Lanzhou garment worker University has occupied two floors of the building of Gansu Garment Company for schooling.

159. In 2010, according to Article 8 of “Establishment Standard for Secondary Vocational Schools” revised by the Ministry of Education, a vocational school "should be set up with appropriate campus area, building floor spaces and facilities along with school size and established specialties. According to the document: the campus land area excluding staff dormitories and relatively independent subsidiary agencies, should be no less than 40,000 square meters; and the total planned building floor areas of the new schools should not be less than 24,000 square meters; sports grounds: there should be a more than 200 meters’ track field and other sports facilities and venues meeting the need of teaching and sports activities, which is in line with “Working Regulations of Physical Education at School”. Healthcare, campus safety agencies, and teaching and living facilities should meet the basic requirements of “School Sanitary Regulation”, making sure the school safety. There are 13 existing vocational schools to be involved in the Project, of which 11 school are located at downtown of Lanzhou to be merged into two new schools, with the average land area being 23.92m² per each student, and average building space of 7.54m² per student. However, based on

the revised version of “Establishment Standard of Secondary Vocational School” issued by MOE in 2010, it has clearly specified that the average occupation of land per student should not be less than 33m², and the average building floor area of dormitory per student should not be less than 20 m². Comparing with the specified national standard, there was large gap among all these 11 schools, which is why they were merged into two new schools under the finance of the Project.



Figure 4-2: the Map for the Distribution of Project School

160. Under the support of the Project, two new senior vocational schools will be developed by replacing 11 existing secondary vocational schools, which include Gansu Finance and Trade Vocational College, and Gansu Vocational College of Energy and Chemical industry. Gansu Finance and Trade Vocational College will be located at the middle and northern part of new vocational education park in New District of Lanzhou, with total land area being 855 mu and total building floor spaces being 392,000 square meters. The total investment for the first phase of civil works was 810million Yuan, and total investment on related experimental equipment and research tools amounted 120million Yuan. For Gansu Vocational College of Energy and Chemical industry, it occupies 1528 mu of land areas with a total of 310,000 square meters of building floor spaces; the total asset amounted to 800million Yuan and total value of various equipment for teaching, researching was 120 million Yuan.

(2). Poor infrastructure of schools hard to meet need of development

Table 4-2 School Capability of each school’s

NO	Project School	Secondary school of project school	Fixed Assets 10,000 Yuan	Teaching and Training Equipment 10,000 Yuan	Books 10,000 book
1	Gansu Finance and Trade	Gansu Economic School	6063.6	424.5657	3.4
2		Gansu Banking School	2143.8	609	6.1107
3		Gansu Finance and Trade School	1782.55	524.58	2.0744

4	Vocational College	Gansu Economic and Trade School	1149.53	574.99	1.6028
5		Gansu Business School	1697	159	4
6		Lanzhou Garment Workers School	508.57	332.12	0.2743
7		Gansu Industrial and Commercial Administration School	969.95	66.64	2.03
8	Gansu Vocational College of Energy and Chemical industry	Gansu Coal Industry School	13359.38	1436.86	5.51
9		Gansu Advanced Chemical Industry Vocational School	5401.23	926.6	4.53
10		Lanzhou Electronic Industry School	3102.7	207.9	0.4
11		Gansu Construction Material Industry School	1140	500	14
12	Gansu Senior Technical School of Mechanics		2100	3900	23.36
13	Lanzhou University of Arts and Science		8340	7700	100

161. Based on the field survey conducted by the survey team, the infrastructure condition for 13 project schools is weak, with inadequate spaces for teaching, experimenting, internship and training, as well as inadequate instruments and equipment for training. Some instruments and equipment have been obsolete for years, with old model, failed function, and some are even damaged. All mentioned defects existed in project schools, which could not ensure the functional training of students and quality of talents.

162. The newly constructed schools for Gansu Vocational College for Finance and Trade, and Gansu Vocational College of Energy and Chemical Industry are invested by provincial government, which would fundamentally improve the infrastructure of those 11 schools they built upon. Regarding the other 2 schools, certain proportion of the WB loan would be used for the improvement of school infrastructure conditions.

4.4 Plans on Infrastructure Improvement by Project Schools

4.4.1 Gansu Finance and Trade Vocational College

163. The planned land area for the college is 1050 mu and the planned building area is 392,114 square meters with 187,568 square meters having completed during Phase I construction. The total planned building area for Phase II construction is 58,013 square meters, of which the floor area of the comprehensive practical training building takes 42,065 square meters and students dormitory building occupies another 15,948 square meters.



Figure 4-3 Site Plan for Gansu Vocational College of Finance and Trade

4.4.2 Gansu Vocational College of Energy and Chemical industry

164. The planned land area of the college is 1,176 mu and the total building area is 352,136 square meters w4th 140,618 square meters having completed as Phase I construction. The total planned building area for Phase II construction is 63,885 square meters, of which the building area of the teaching space takes 14,234 square meters, professional practical training space 29,525 square meters and students dormitory 20,126 square meters.

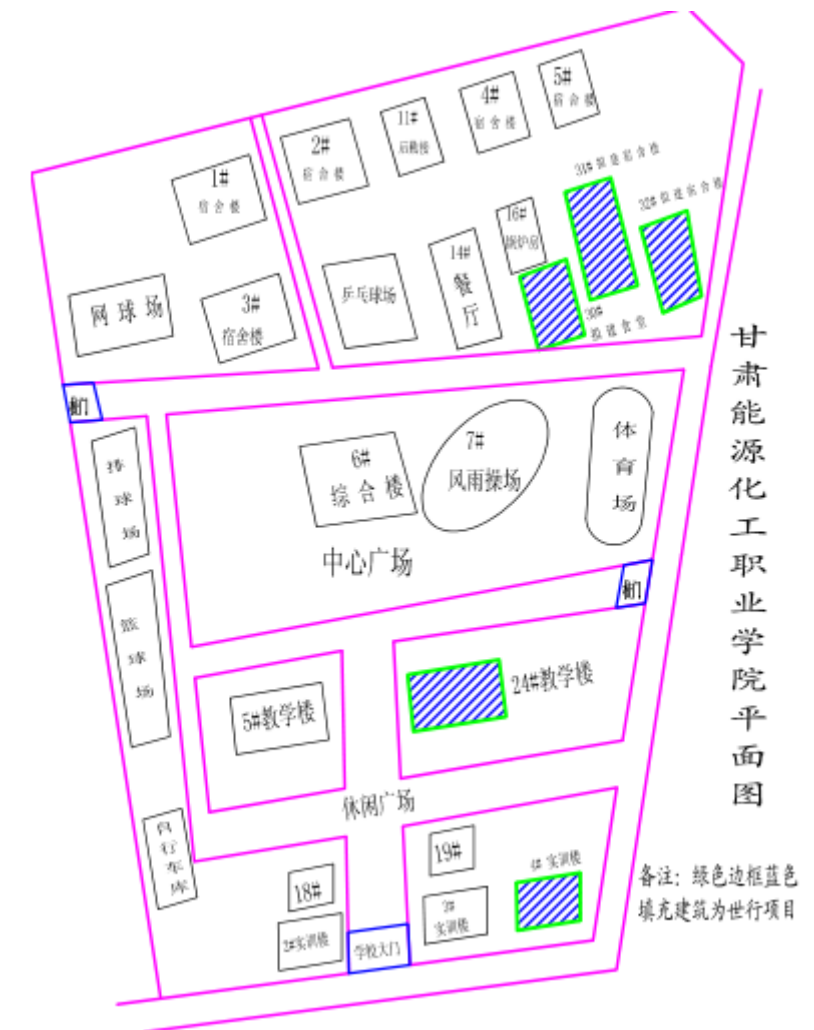


Figure 4-4 Site Plan for Gansu Energy and Chemical Vocational College

4.4.3 Gansu Senior Technical School of Mechanics

165. The school buildings and teaching offices of Gansu Senior Technical School of Mechanics are located in Qin Zhou District of Tianshui City, School covers an area of 386 mu. The total building area is 34,782 square meters and the total building height of about 58 meters, making it as the first class high-rise public building. The building of teaching office has 16 floors above the ground and one basement, and the teaching building has 6 floors above the ground. There are ordinary classrooms, laboratories, training rooms, teachers' lounges and public washrooms from the first to the five floors of the teaching building. The teaching-research offices and conference rooms are located in the sixth floor. The first floor of the teaching office buildings are occupied by school history exhibition room, fire protection control room, duty room and the public washroom. Teaching offices and public washing rooms are distributed from the second to the 15th floor. The 16th floor is a large conference room, and the ground floor is facilities room, like electricity transformation and distribution room, heat exchanger room and water pump house etc. The total land area for the proposed building is 18,450 square meters and total floor space is 34,782 square meters.

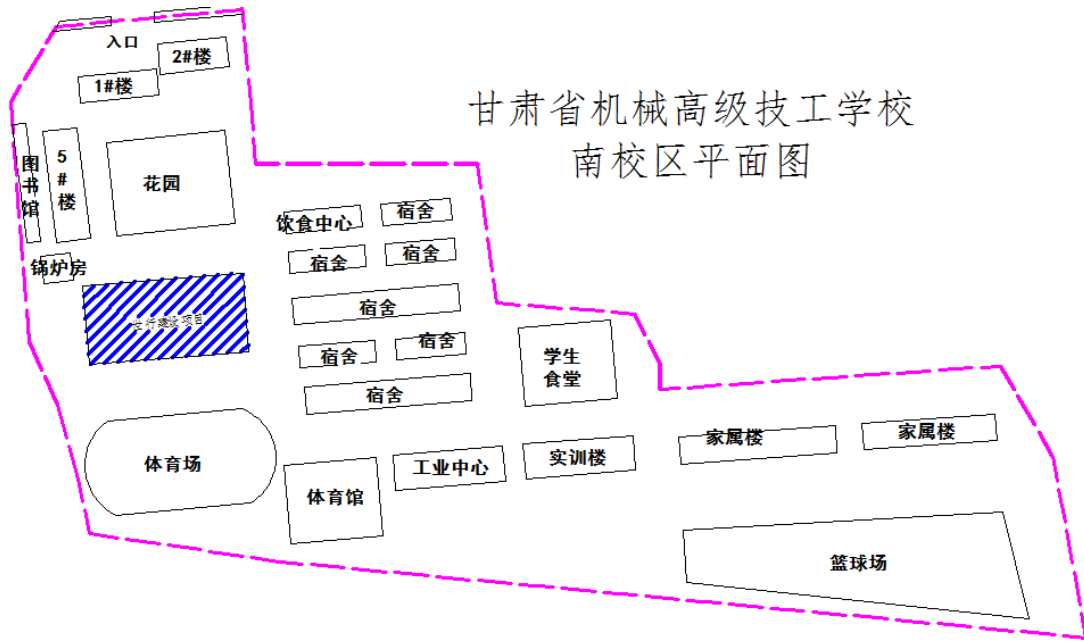


Figure 4-5 Site plan Gansu Senior Machinery Vocational School

4.4.4 Lanzhou University of Arts and Science:

166. The Art Practice Center construction project of Lanzhou University of Arts and Science contains the whole ground floor and part of the second and fourth floor with the building height of 23.70 meters, the building basement area of 2,775 square meters and the total construction area of 6100 square meters.

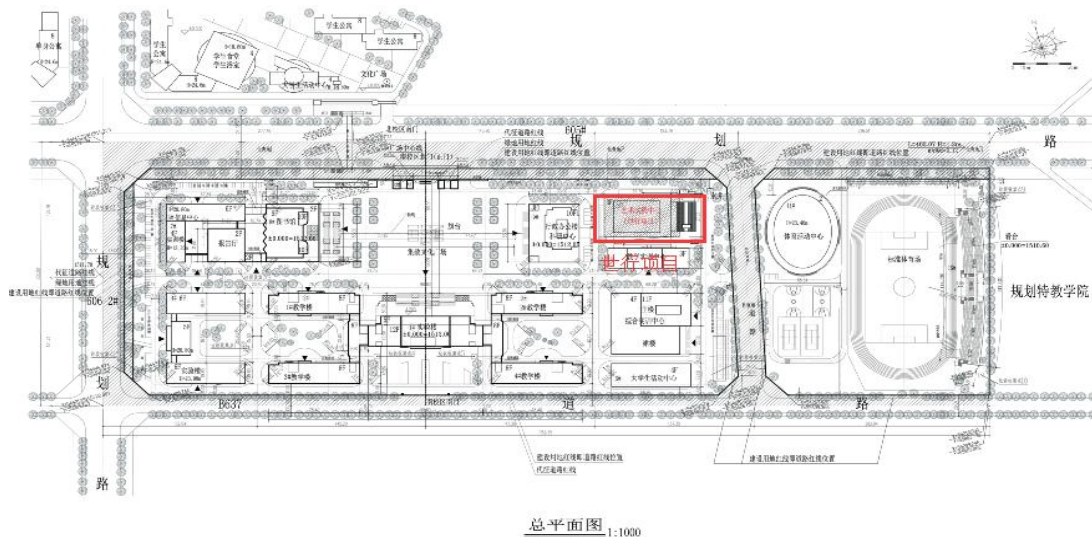


Figure 4-6 Site plan for Lanzhou University of Arts and Sciences

167. In conclusion, it has been proposed by Gansu province to apply and use the WB loan in the construction of 4 project vocational schools, including construction of new practical training bases, new labs and tools, and improvement of teaching and living conditions for teachers and students in project schools. The lagged infrastructure condition in 4 schools has seriously constrained the sustainable

development and the promotion of quality in schooling. Gansu Finance and Trade Vocational College is composed of 7 secondary vocational schools, while Gansu Vocational College of Energy and Chemical industry is composed of 4 secondary vocational schools. It plans to newly construct these 2 new schools in the new vocational education park of the New District of Lanzhou, including construction of student dormitories, bases for internship practices and skills training of students, teaching building and office building, etc. so as to fundamentally improve the infrastructure condition of these schools. At the same time, it plans to purchase and re-allocate all kinds of teaching instruments, practices and training facilities from existing project schools, facilitating substantial improvement of infrastructure facilities. Regarding the other 2 schools, a proportion of the WB loan would be used for the improvement of their school conditions. Thus, it is urgently needed for all four project schools to further improve the condition of infrastructure and schooling conditions by using the WB loan.

5. Gender Analysis

5.1 Gender Profile

5.1.1 Gender Profile among Teachers

168. There are 4 beneficiary schools under the implementation of the project, of which the women population is shown in Table5-1

Table 5-1 Female Teachers in Project School

NO	Project School	Number of faculty	Number of teachers	Number of female faculty	Number of female teachers
1	Gansu Finance and Trade Vocational College	509	379	250	195
2	Gansu Vocational College of Energy and Chemical industry	387	315	145	118
3	Gansu Senior Technical School of Mechanics	413	273	148	99
4	Lanzhou University of Arts and Science	774	621	427	391
Total		2083	1588	970	803

169. At the proposed 4 project schools, there are totally 2083 faculties and staffs, 1588 teachers, of which 970 female faculties and staffs account for 46.6% of its total, 803 female teachers accounting for 50.6% of total teachers. Among the 4 project schools, the ratio of female faculties and staffs is quite higher in Gansu Finance and Trade Vocational College, and Lanzhou University of Arts and Science; which is rather lower in Gansu Vocational College of Energy and Chemical industry, and Gansu Senior Technical School of Mechanics. The reason is related with the establishment of subjects in the schools. The subjects set in Gansu Finance and Trade Vocational College, Lanzhou University of Arts and Science include financing, accounting, logistics, e-commercial business, Arts designing etc., which are mostly the arts-oriented specialties, the female in favored. The subjects set in Gansu Vocational College of Energy and Chemical industry and Gansu Senior Technical School of Mechanics are mostly science-oriented specialties, with a rather lower ratio of female teachers.

170. The table 5-2 shows the statistics of teachers' title in the 4 project schools and 13 attached sub schools.

Table 5-2 Teachers' Professional Title by Gender

NO	Project School	Classes	Number of teachers	Title				
				High professional title	Deputy high professional title	Intermediate	Primary	other
1	Gansu Finance and Trade Vocational College	Total	379		144	172	49	14
		Female	195		56	100	31	8
2	Gansu Vocational College of Energy and Chemical	Total	315		79	134	79	23
		Female	118		24	61	28	5

	industry							
3	Gansu Senior Technical School of Mechanics	Total	273	1	47	80	67	78
		Female	99		14	34	22	29
4	Lanzhou University of Arts and Science	Total	621	65	172	63	127	194
		Female	391	30	78	35	72	96
Total		Total	1588	66	442	449	322	309
		Female	803	30	172	230	153	218

171. Based on the table 5-2, it shows that, among 4 project schools, 66 teachers out of 1588 possess the senior professional titles, of which a high ratio of that in Lanzhou University of Arts and Science, because of its integrity of the applied full-time university. The structure of teachers' title in the 4 project schools is shown from the table 5-3.

Table 5-3 The Teachers' Title by Gender

Project School	Share The proportion of senior professional teachers (%)	The proportion of female senior professional teachers (%)	The proportion of medium professional teachers (%)	The proportion of female medium professional teachers (%)
Gansu Finance and Trade Vocational College	37.99	28.72	45.38	51.28
Gansu Vocational College of Energy and Chemical industry	25.08	20.34	42.54	51.69
Gansu Senior Technical School of Mechanics	17.58	14.14	29.30	34.34
Lanzhou University of Arts and Science	37	33	42	45
Average	29.41	24.05	39.80	45.57

172. Among the 4 project schools, the ratio of teachers with senior professional titles is 29.41%; the ratio of female teachers with senior professional titles is 24.05%; the ratio of teachers with junior professional titles is 39.8% , and the same ratio among female teachers is 45.57%. Table 5-4 has shown the statistics on the educational background for the teachers in the 4 project schools and 13 attached sub-project schools.

Table 5-4 Teachers' Educational Background by Gender

NO	Project School	Classes	Number of teachers	Title			
				Doctor	Master	Bachelor	Other
1	Gansu Finance and Trade Vocational College	Total	379		63	311	5
		Female	195		22	173	0
2	Gansu Vocational College of Energy and Chemical industry	Total	315		33	275	7
		Female	118		14	101	3
3	Gansu Senior Technical School of Mechanics	Total	273		18	235	20
		Female	99		7	89	3
4	Lanzhou University of Arts	Total	621	24	232	422	92

	and Science	Female	482	15	145	276	46
Total		Total	1588	24	346	1243	124
		Female	894	15	188	639	52

173. Among the total 1588 teachers in the 4 project schools and 13 attached sub-project schools, of which 24 teachers possess PhD in Lanzhou University of Arts and Science, and 15 of them are female teachers. Table 5-5 has shown the statistics on the educational background for the teachers in the 4 project schools.

Table 5-5 Teachers' Educational Background by Gender

Project School	Master (%)	Female Master (%)	Bachelor (%)	Female Bachelor (%)
Gansu Finance and Trade Vocational College	16.62	11.28	82.06	88.72
Gansu Vocational College of Energy and Chemical industry	10.48	11.86	87.30	85.59
Gansu Senior Technical School of Mechanics	6.59	7.07	86.08	89.90
Lanzhou University of Arts and Science	37.40	30.00	68.00	57.00
Average	21.8	21.00	78.30	71.50

174. The ratio of teachers in the 4 project schools possess Master degree is 21.8%, the same ratio was 21% for female teachers; most teachers in the 4 project schools hold Bachelor degree, averaging 78.3%; the same ratio was 71.5% for female teachers, which is much higher for female teachers with master degrees at 21%. Table 5-6 has shown the distribution of teachers by age groups in the 4 project schools and 13 attached sub-project schools.

Table 5-6 Teachers' Age by Gender

NO	Project School	Class	The number of Teachers	Age			
				Under 29	30 to 39	40 to 49	Above 50
1	Gansu Finance and Trade Vocational College	Total	379	44	153	109	73
		Female	195	26	89	54	26
2	Gansu Vocational College of Energy and Chemical industry	Total	315	70	115	84	46
		Female	118	23	50	37	8
3	Gansu Senior Technical School of Mechanics	Total	273	72	119	50	32
		Female	99	31	49	12	7
4	Lanzhou University of Arts and Science	Total	621	43	288	168	122
		Female	318	21	156	67	74
Total		Total	1588	229	675	411	273
		Female	730	101	346	170	115

175. Based on Table 5-6, it shows that teachers under 29 years old accounts for 14.4% of the total teachers; the same ratio was 42.5% for teachers at 30-39 years old; and 25.9% for the teachers of 40-49 years old. Among the total female teachers, it accounts for 13.8% for female teachers under 29 years old; 47.9% for female teachers of 30-39 years old; and 23.3% for the female teachers of 40-49 years old. It indicates

that the age structure of teachers is more balanced with the ratio for the middle-aged teachers being higher than other age groups.

5.1.2 Female Students

176. Table 5-7 shows the statistics of female students in the 4 project schools and 13 attached sub schools.

Table 5-7 Profile of Female Students in Project School

	Project Schools	Number of Students		
		Total	Girls	Percent
1	Gansu Finance and Trade Vocational College	6100	3444	56%
2	Gansu Vocational College of Energy and Chemical industry	5728	1845	32%
3	Gansu Senior Technical School of Mechanics	7859	3715	47%
4	Lanzhou University of Arts and Science	9458	6419	68%
Total		29145	15423	53%

177. Among the 4 project schools, there are totally 29145 students, of which 15423 female students accounting for 53% of the total students. In the 4 project schools, it has the most female students in Lanzhou University of Arts and Science, and least female students in Lanzhou Energy and Chemical Vocational School. Because Lanzhou University of Arts and Science belongs to Arts-oriented comprehensive university but Lanzhou Energy and Chemical Vocational School belongs to certain industry oriented school. Thus, it has a large gap for the female students in the 2 different vocational colleges.

178.

179. There are totally 9458 students in Lanzhou University of Arts and Science, of which 6419 female students, with a highest ratio of female students in the 4 project schools amounting 68%; in Gansu Vocational College of Energy and Chemical industry, there are 5728 students, of which 1845 female students, with a lowest ratio of female students in the 4 project schools amounting 32%.

5.2 Female Demands

5.2.1 Female Teachers

a). Work-related needs

180. Demands on job title upgrade. The survey team has conducted the survey among teachers in the 4 project schools. It has noticed that the female teachers have become the main force in the schools, and the ratio of full-time female teachers is even higher. Based on the Table 5-1, there are 2083 faculty and staff in project schools, and 1588 of them are teachers. Among them, there are 970 female faculty and staff accounting for 46.6% of its total, and 803 female teachers accounting for 50.6% of total teachers. It can be seen that the ratio of female teachers is more than 4

percentage points than the ratio of female faculty and staff, which means there are more female teachers performing teaching work in the schools. Based on the Table 5-3, the ratio of teachers with senior professional titles is 29.41%, and the same ratio is 24.05% for female teachers; the ratio of teachers with junior professional titles is 39.8%, and the same ratio for female teachers is 45.57%. In summary, there are more female teachers performing teaching in the schools, the ratio of that with senior professional title is rather lower. Currently, the requirements for evaluating professional titles of teachers are mostly based on the number of research projects undertaken, such as number of essays, research programs, published books and so on, which have been the crucial criteria during the evaluation of professional titles, with less requirements on teaching. But the female teachers have taken more teaching work, which have occupied much of their time and energy. In addition, the female teachers have to take more responsibilities in their families. Thus, there is no much remained time for female teachers to put into research work to promote their qualifications of senior professional title. During the survey, the interviewed female teachers have strongly expressed their expectation for the promotion of professional titles, and wish to have more quotas for female teachers in the evaluation of professional titles or having separate quota for female teachers. After the implementation of the project, the sensitivity of gender issue will be more concerned, and the special support need to be provided to female teachers during the evaluation of professional titles.

181. Demands on upgrading their educational background. Based on Table 5-4, among the total 1588 teachers in the 4 project schools, 24 teachers possess PhD and 232 teachers having Master degree. The ratio of teachers with Master degree in the schools was 21%.8%, and the same ratio for female teachers was 21%. Most teachers in the 4 project schools hold Bachelor degree, average amounting 78.3%, and the same ratio for female teachers was 71.5%, lower than average. In addition, during the survey, it has noticed that the female teachers have either taken more works in teaching, or more responsibilities in families. Thus, there is no much remained time for female teachers to put into research work to promote their qualifications of senior professional title. During the survey, the interviewed female teachers have strongly proposed their expectation for the promotion of professional titles, and wish to be provided with more quotas in training. After the implementation of the project, it will provide more opportunities and quotas of training for female teachers.

182. Demands on salary increase. The treatment and benefits for the teachers in the schools have been closely related with their vacancies. In general, the level of professional titles for most female teachers is much lower than that for male teachers, which has impacted the incomes of female teachers. For example, in Gansu Senior Technical School of Mechanics in 2015, the average salary for male teachers was 5035.4 Yuan, but that of 4739.1 Yuan for female teachers which was about 300 Yuan less than their male counterpart, accounting for 6.25% of salary for the females. After the implementation of the project, with the improvement of professional titles and education level for female teachers, it would improve the incomes for the female teachers.

b). Other Demands

183. Demands on accommodation after the relocation. Gansu Finance and Trade

Vocational College and Gansu Vocational College of Energy and Chemical industry are moving into Vocational Education Park in Lanzhou New District which is over 70 km from the downtown of Lanzhou. Therefore, accommodation of management personnel and teachers should be included in the integrated government plan. Currently, except Gansu Coal School, located in Baiying City, most teachers of other schools moving to the New District live in Lanzhou City. Female teachers strongly suggested to solve the accommodation problem properly after the relocation. Currently, two schools are making some efforts to turn part of student dormitory building into accommodation for teachers who have to stay there during the weekdays. In addition to making some housing available for teachers, the management of two schools are planning to purchase four buses for commuting purpose, although the funds for such purchase is subject to approval by provincial financial department. Plus, the existing one bus there will be 5 buses available to provide commuting service for two school teachers between new campus and central city of Lanzhou where most teachers are currently living.

184. Personnel demands after relocation. Female teachers generally consider that they are confronted with more personal problems after the relocation. Young female teachers considered that it will be difficult for them to take care of their children and senior family members if they have to commute between the new campus and the city center; while single female teachers find it hard to find a spouse. These real concerns or problems for female teachers after relocation need to be carefully studied and addressed by the school management. After the implementation of the project, with the development of Lanzhou New District and further improvement of service and infrastructures facilities, there will be more job vacancies available. During the introduction of talents, priority will be given to the family members of teachers in the schools.

5.2.2 Female Students

185. Based on Table 5-7, among the 4 project schools, there are a total of 29145 students, with 53% or 15,423 as female students. In the 4 project schools, Gansu Senior Technical School of Mechanics has the largest number students with 7859. Based on Table 5-8, Lanzhou University of Arts and Science has the most female students with the ratio being 68%; and Gansu Vocational College of Energy and Chemical industry has least female students with only 32%. During survey and consultation, more attentions and concerns have been given to Lanzhou University of Arts and Science and Gansu Finance and Trade Vocational College, where have a rather higher ratio of female students. During the field survey, more actual information about the students has been collected.

186. **Gansu Finance and Trade Vocational College:** The dormitories for female students are in the teaching building with 12 students in a room with no balconies and only one washroom on one floor. The daylight in the dormitory is very poor, desks and tables are old and sanitary condition is poor. There are only lights in the dormitory but no sockets. Electricity is time limited and the duration is very short, so is the water supply, which causes the water house to be fully crowded. There are no bathhouses in the campus and there are no professional books in the library.

187. **Gansu Advanced Chemical Industry Vocational School:** There are 15-20

female students share one dormitory for secondary vocational school and 15 for senior vocational school and it even can be as many as 24 in one room. There are no bathhouses in the campus. Toilets are insufficient with limited space and the water supply is unstable. General, there is only 3 squatting seats in the toilet for female students, while 6 for male students. The washroom is also in small size and only with 6 water faucets in the washroom for female students.

188. **Lanzhou University of Arts and Science:** The living conditions are more than poor: with 12 students in one dormitory; bunk-beds are inconvenient especially for younger students; insufficient practicing halls with only 10 small ones now, which is inadequate to meet the demand of students; limited costumes and props so that two students have to share one; lack of protection facilities: cushions, sponge pits; lack of teachers for drama makeup. Girls are more toilet peak toilet is not enough.

189. The infrastructure and schooling conditions in the 13 project schools are general unsatisfied, which have negatively impacted the students. During the consultation with student groups, most complains are concentrated in their unsatisfactory to the poor accommodation facilities, the inadequate places for practical training and the worn-out equipment and instruments.

5.3 Influence on Female

5.3.1 Influence on Female Teachers

190. The project will bring multiple positive impacts and some potential adverse impacts for female teachers.

a). Positive Impacts

191. Female teacher's office conditions will be improved. Gansu Vocational School of Finance and Trade and Gansu Vocational College of Energy and Chemical Industry will move into new campus in Lanzhou New District and the other three colleges will also build multiple complex buildings and teaching buildings. The construction of infrastructure will improve the working and teaching conditions for teachers, including female teachers. The improvement on experimental, internship and practical conditions will relieve some workload for teachers and improve their work efficiency.

192. More training opportunities for female teachers. The project also designed more capacity building for the school besides infrastructure construction, e.g. professional development, curriculum reform and teaching staff enhancement, etc. The school will carry out corresponding policies and assist a series of reforms and trainings to provide teachers more training opportunities. Teachers will also be trained out school to improve their educational background, professional titles and female teachers will also benefit from it.

193. Improvement in salary for female teachers. There are 13 schools involved in the project and 11 of them will be promoted from secondary to senior vocational schools. As the schools are promoted, the salary of the teachers will also be increased to some extent and female teachers will also benefit from it. Therefore, the project is

favorable for the improvement of teachers' educational background and professional titles, so as to increase their salaries.

b). Negative Impacts

194. Gansu Finance and Trade Vocational College and Gansu Vocational College of Energy and Chemical industry are located in the Vocational Education Park in the New District of Lanzhou, which is far away from the downtown city. While, most teachers live separately in Lanzhou City. Their commuting time is long and it is especially inconvenient for pregnant teachers. In addition, teachers need to solve the problem of teachers 'lodging because of teachers' lunch break or night lectures.

c). Mitigation measures for the negative impacts

195. Measures to eliminate decoration pollutions. On one hand, it suggests improving the criteria of implementation quality for the decoration work, and completing the decoration work following the planned schedule and progress. During the process of decoration, it suggests taking environment friendly materials to control and eliminate pollutions. On the other hand, it suggests taking more people-centered and scientific approach in the management of decoration work. After the schools have been resettled in the new campus in the New District of Lanzhou, it suggests opening windows more frequently for fresh airs and increasing more green plants indoors, making a rational timetable of work and rest, and reducing the staying period outdoors.

196. In order to solve the issue of accommodation for the faculties and staffs in the new campus, the new district government plans to develop a residential estate named Wenquhu Garden and the related commercial facilities in Lanzhou New District. The proposed residential estate will be located at the north of Wenqu road, the south of Chuangzhi road, the east of the planned road and the west of Wenqu road in the New District of Lanzhou. It will occupy 549,500m² lands, including the construction of higher grade commercial residence, related commercial buildings, service center, kindergarten, police station, underground parking and supermarket. All development will be equipped with required facilities, including drainage, power, gas, heating and landscaping.

197. The PMO plans to arrange the commuter vehicles for all staffs in schools to travel from the new campus in the New District of Lanzhou to downtown of Lanzhou, where most teachers live. The route, stops and schedule of commute bus will be carefully planned in order to reduce the waiting time for all teachers.

5.3.2 Influence on female students

198. The project will bring multiple positive impacts and some potential adverse impacts for female teachers.

a). Positive Impacts

199. The implementation of the project will greatly improve the infrastructure conditions in project schools, such as dormitory conditions for female students, and

conditions of classrooms, laboratories and internship bases will also be improved. In Lanzhou New Vocational Education Park, Gansu Vocational College of Energy and Chemical industry and Gansu Vocational College of Energy and Chemical industry will be move into new campuses with all buildings newly constructed. For the other two schools, each will build a multi-function building including teaching, labs, and workshops.

200. The project will deepen and broaden the cooperation between schools and enterprises which will provide female students more internship and employment opportunities. Their practical will be enhanced through school-enterprise cooperation.

201. Gansu Finance and Trade Vocational College and Gansu Vocational College of Energy and Chemical industry each consists of multiple schools which will strengthen the educational ability of the colleges and female students will also benefit from it.

202. The two colleges are enlarged after relocation and so will be the social circle of female students, which will enhance their interpersonal skills and employment skills.

b). Negative Impacts

203. New campus is far away from the downtown city, which is inconvenient for the living of female students and their living costs will increase accordingly.

204. New campus is far away from the downtown city, which will affect the internship and practical opportunities for some students.

c). Mitigation measures for the negative impacts

205. The PMO plans to arrange the commuter vehicles for all staffs in schools to travel from the new campus in the New District of Lanzhou to downtown of Lanzhou, and rationally set the route, stops and schedules in order to reduce the waiting time for students, in addition to provide a certain of discounts for students.

206. In the New District of Lanzhou, 317 enterprises have been introduced, with total introduced investment of 387 billion Yuan. 38 famous enterprises including the world's top 500 enterprises, domestic top 500 enterprises and top 500 private enterprises have entered in the New Zone, such as Greenland Group, Amer International Group and Geely Auto etc.; Over 44 projects have completed construction for operation, including the manufacturing of petroleum chemical industry equipment in Lanzhou, Silian Optoelectronic industry, Ketian Chemical industry etc; more than 164 industrialized projects have been speeding up the construction, including the construction of Smart Financial City, Amer Electronic Information Industry Park, Changchen Film and TV Expo City etc. Until now, in the New District of Lanzhou, it plans to introduce over 33 projects, with total contracted investment of 29.2 billion Yuan, including the construction of the Big Data Center of Beijing Supply and Marketing Cooperative (SMC), Modern Chinese Medicine Production Base attached to Hainian Unipul Pharmaceutical Co. and the IMPORIUM City etc. The proposed projects have involved a wide range of fields, including equipment manufacture, biological pharmacy, High-techniques and modern services

etc. The new campus of vocational schools constructed in the New District of Lanzhou has great advantages in its location. It would be good of enlarging the employment for the graduates in the New District, besides its availability in providing practical training outside of the campus by the construction of the training base.

6. Poverty Students in Project Schools

6.1 Identification of Poverty Students

207. Poverty students in most secondary vocational schools refer to those who cannot afford educational expenses and whose basic allowance cannot reach the minimum local standard of which their schools locate in. The current poverty standard for students of secondary vocational schools is not equivalent to the common national poverty line. Since the standard is uncertain and no uniform standard is possible for the whole country, different poverty student standards are used in different regions and by different schools. Gansu Provincial Department of Education and Department of Finance introduced “Interim Procedure for Determining Poverty Students of Secondary Vocational Schools from Rural Families in Gansu Province” in 2010. According to such definition, the poverty students refer to those students who came from the families enjoying the Rural Minimum Living Assurance Policy, with two or more children receiving non-compulsory education, with family members having critical illness or encountering heavy personal or property damages; disabled students, having disabled family members, from single parent families, from two-girl only families, from single-child families, orphans, offspring of martyrs, etc. These students need to be proved to be unable to afford the educational expenses by villages or towns governments. Therefore, the poverty students in the social assessment is mainly based on the following two principles: (1) the family of students is receiving rural or urban minimum living assurances; (2) the students with written letter from their villages or township government to confirm their poverty status.

6.2 Students Information of Project Schools

208. Based on Table 6-1, among total students in the project schools or 29145, there are 21,248 poverty students, accounting for 73% of the total. Among total poverty students, 2,278 students or 13% come from urban area, and 18,470 students or 87% came from rural areas. The data shows that poverty ratio among rural students was 81%, which was doubled than that of urban students with 43%. The relative high poverty incidence in the rural areas of Gansu Province was the main reason for high poverty ratio among rural students.

Table 6-1 Basic Statistics of Poor Students in Project Schools in 2015

Project School	Number of Students	Number of Poor Students	Percent	Urban students			Village students		
				Total	Poor Students	Percent	Total	Poor Students	Percent
Gansu Finance and Trade Vocational College	6100	4780	78%	1436	571	40%	4664	4209	90%
Gansu Vocational College of Energy and Chemical industry	5728	4312	75%	1488	580	39%	4240	3732	88%
Gansu Senior Technical School of Mechanics	7859	6433	82%	1316	421	32%	6543	6012	92%
Lanzhou University of Arts and Science	9458	5723	60.5%	2215	1206	54%	7243	4517	62%
Total	29145	21248	72.9%	6455	2778	43%	22690	18470	81%

209. Since most schools recruited students from surrounding areas, and since rural poverty ratio in Tianshui is 22%, much higher than that of Lanzhou (11%), the student poverty ratio is the highest for Gansu Senior Technical School of Mechanics with 82%, which is located in Tianshui City. Following the implementation of the Project, it is expected that total student enrollment for four schools will increase significantly, particularly among two new schools with the capacity of enrollment increase by 70%. As a result, the number of poverty students enrolled into vocational education will also increase, which would indirectly support the poor families to get rid of poverty.

Table 6-2 Basic Statistics of Poor graduates in Project Schools in 2015

Name	Total	Number of poverty	Proportion	graduates pursuing higher education			employment graduates			unemployment graduates		
				Total	Poor Students	Proportion	Total	Poor Students	Proportion	Total	Poor Students	Proportion
Gansu Finance and Trade Vocational College	1755	1109	63%	666	416	62%	999	649	65%	110	44	40%
Gansu Vocational College of Energy and Chemical industry	2286	1169	51%	195	30	15%	2012	1104	55%	79	35	44%
Gansu Senior Technical School of Mechanics	2758	1847	67%	26	18	69%	2634	1798	68%	98	31	32%
Lanzhou University of Arts and Science	3955	2166	55%	436	240	55%	2111	1246	59%	1408	680	48%
Total	10754	6291	59%	1323	704	50%	7756	4797	62%	1695	790	41%

210. Based on table 6-2, the total graduates in the project schools in 2015 was 10,754, and 6291 of them are poverty students accounting for 59%. The number of poverty graduates entering a higher grade study accounts for 50% of total graduates entering a higher grade study; the number of poverty graduates entering job market accounts for 62% of total graduates employed; and the number of poverty graduates remained unemployed accounts for 41% of total graduates remained unemployed. Based on the collected data, it seems that share of poverty graduates among total graduates, and share of poverty graduates being employed after graduation is relatively high. This is because of some poverty families could not afford the poor students to enter a higher grade study. Thus, some poor students prefer to study in vocational schools and master some professional skill in order to support their families to get rid of poverty. It takes the second place for the ratio of poor students entering a higher grade study. This is because of some poor students are younger than 15 years old, who are unable for employment and have to enter a higher grade study. Furthermore, Gansu Senior Technical School of Mechanics has taken an integrated teaching model, which is to combine technical secondary school

studying with the college studying. It has enabled the graduates from technical secondary school to continue studying for college diploma in the school. Thus, some poor students also select to continue studying in the school. The total graduates are 436 in Lanzhou University of Arts and Science, of which 240 poverty students entering a high grade study, accounting for 55% of total graduate. This is because of the most specialties set in the arts secondary department of the university include dance, music and opera, the students enrolled by these specialties are mostly younger than 15 years old. Thus, most of the involved graduates select to enter a higher school for study. Gansu Vocational College of Energy and Chemical industry is composed of 4 project schools, of which Lanzhou Electronically and Industry School is a comprehensive vocational school which has integrated the education for technical secondary school, skilled workers, advanced skilled workers, college studying and vocational skills training etc., with a stronger performance of professional technology, and larger coverage of social demand and rather good employment opportunities. Thus, most poor graduates select employment rather than to enter a higher school to study. The unemployed graduates refer to the students who neither are employed nor enter to a higher school to study. In the proposed 4 project schools, there are 1695 unemployed graduates accounting for 15.7% of total graduates. However, the unemployed poverty graduates in the 4 project schools are 790 accounting for 41% of total unemployed graduates, with a rather higher ratio, which is not good of supporting the poor families to get rid of poverty. Thus, by the implementation of the project, each involved project school should enhance the professional training to the students to improve their capacity of employment of graduates and the ratio of employment for the schools.

6.3 Assisting Measures for Poverty Students

211. There are a comparatively high percentage of poverty students in these 4 colleges; therefore, the assisting measures include not only tuition exemption, scholarship, student grants and work-study plans provided by the colleges, but also assisting policies and activities from the government so as to assure students to finish their education successfully. Assisting measures for poverty students mainly include:

6.3.1 Tuition Exemption

212. China launched tuition exemption policy for secondary vocational schools since the autumn, 2009. Poverty students determined in Gansu Province were poverty students (on national standard) from rural families and students of agriculture-related majors in full-time secondary vocational schools, taking up 25% of all poverty students and all agriculture-related majors. Each student could get 2,000 RMB for each semester. Poverty students from poor urban families began to be included in the tuition exemption policy since the autumn, 2010, which was determined to cover 15% of urban students. Gansu has launched tuition exemption policy for all secondary vocational students since 2015 and “9+3” free secondary vocational education for students from Tibetan regions, which means the besides 9 years of compulsory education, they also receive 3 years of tuition exemption, textbooks free, accommodation free and subsidies for middle school graduates.

6.3.2 Scholarship and Students Grants Policy

213. China has carried out national scholarship and grants for secondary vocational schools, assisting all full-time rural students and poverty urban students for 1,500 RMB/each/year. The student grants are shared by both central and local governments according to National Encourage Scholarship, which covers all first-year and second-year rural students and students of non-agriculture status from counties or towns as well as poverty students from urban families. Junior students can get certain payment by participating in work-study program to cover their learning and living costs to some degrees. The student grants have risen from 1,500 to 2,000 RMB for each student since 2015. Researches show that grants of various schools are based on the actual situation of the school.

214. Scholarship is granted in different percentages in different colleges: some colleges have no scholarships and others set up scholars in different grades. For example, there are three grades in Gansu Economic School, which are 400 RMB, 250 RMB and 150 RMB; three grades in Gansu Business School, which are 800 RMB, 400 RMB and 200 RMB. Regarding table 6-3, it shows that there were 608 poverty students who had been provided with scholarship in Gansu Economic School, accounting for 31% of poor students in the school. However, comparing with the scholarship provided in 2011 and 2012, it had a larger coverage. In line with table 6-4, in Gansu Commercial Business School, there were totally 10 poverty student obtained scholarship in 2015 accounting for only 2% of total poor students in school. Thus, by the implementation of the project, each project schools could make the specific criteria according to the actual demands of the poor students to properly improve the coverage of scholarship for the students. It would be not only good of mobilizing the students in studying, but also could indirectly provide support to the poverty-stricken students.

Table 6-3 Scholarship in Gansu Economic School

Title		Standard Yuan	Total number				
			2011	2012	2013	2014	2015
School Scholarship	First	400	38	39	46	52	51
	Second	250	72	88	95	124	130
	Third	150	319	363	569	457	427
Total			429	490	710	633	608
Number of poor students at school			2367	2315	2213	2011	1954
Share of poverty students receiving assistance			18%	21%	32%	31%	31%

Table 6-4 Scholarship in Gansu Business School

Title		Standard Yuan	Total Number				
			2011	2012	2013	2014	2015
School Scholarship	First	800	0	0	0	0	0
	Second	400	6	2	3	1	3
	Third	200	19	19	9	13	7
Total			25	21	12	14	10
Number of poor students at school			723	716	663	624	519
Share of poor students receiving assistance			3.5%	3%	1.8%	2.2%	2%

215. Based on the consultations with student group, it is learned that the criteria of scholarship in each project school is different. In average, the distribution of scholarship specified for poverty students has only been 10% in total students, but other forms of assistance by the government has much wider coverage to about 80% of total students in project schools.

6.3.3 Assistance from Society

216. “Sunshine City” assistance program refers to the 10 million RMB donated to the poverty area of Gansu Province by Sunshine City Group in 2012. 160 excellent middle school students from poverty families are selected from poor regions to receive secondary education provided 2,000 RMB/each for three years of 5 million RMB in total. There were 800 students enjoying the program over 7 years. For example, there were 20 students benefiting from the program in Gansu Finance and Trade School.

6.4 Project Positive Impacts on Poverty Students

217. By improving school condition and enhancing teaching capacity and education quality in project schools, the project will bring considerable benefits to students particularly poverty students in the project schools. They include:

218. (1) The project can enhance the cooperation between schools and enterprises so as to provide poverty students more internship and employment opportunities. Professional skills gained from these experiences can improve their practical abilities so as to increase their employment opportunities and help their families get rid of poverty at the same time.

219. (2) Secondary and higher vocational education are integrated after the merger of Gansu Finance and Trade Vocational College and Gansu Vocational College of Energy and Chemical industry. This will provide poverty students an opportunity to further their education, which can also broaden their insight and enhance their interpersonal skills.

220. (3) The improvement of infrastructure in project schools could provide good accommodation and studying condition for the poverty students. For example, the construction of library, public bathroom could provide more enabling environment and convenience for the poor students in living and studying.

221. (4) By the implementation of the project, it would provide training to teachers in the schools to improve their capacity in teaching, which would enable teachers to pass on professional knowledge and skills to students more effectively, so as to improve the capacity for poverty-stricken students in employment.

222. (5) Based on the survey conducted, it has noticed that the total graduates from junior schools amounted 300,000 in Gansu in 2015, of which 81000 enrolled by the secondary vocational schools, about 200,000 enrolled by general senior schools and 19000 employed directly. The average monthly wages for the graduates from junior

schools without studying in the secondary vocational schools was only 2000-2500 Yuan, which is considerable less than those graduates from secondary vocational schools with 3000-3500 Yuan. Besides difference in salary, those who have learned special skills in secondary vocational schools tend to get jobs with more stable and enabling working environment than those junior school graduates. After implementation of the project, it would further improve the capacity for the project schools, which not only improve skill training and professional knowledge for the students, but also increase expected salary for the graduates in future and support the poverty students to get rid of poverty.

223. It might bring negative impact to poverty-stricken students by the implementation of the project, which mainly targets the integrated school from Gansu Finance and Trade Vocational College and Gansu Vocational College of Energy and Chemical industry, which would be resettled in the new campus of the New District of Lanzhou. The possible negatives concretely include the follows:

224. (1) Regarding the poverty students from Gansu Vocational School for Finance and Trade and Gansu Vocational College of Energy and Chemical industry, since the distance from the new campus in the New District of Lanzhou to downtown of Lanzhou is quite far, which will significantly increase the costs of living, time consuming, transportation cost for the poverty students besides the inconvenience of commuting and living. For example, after relocation to the new campus in Lanzhou New District for the students from Gansu Coal Industry School, the price level in Lanzhou is much higher than that in Pingchuan district of Baiying municipal. After the integration of 7 vocational schools, it would increase the costs of living and transportation for the poverty students and increase the burden for their families. Thus, the school should provide more part-time job opportunities to the poverty-stricken students. For example, it could set the fixed-shops in the campus of the schools in order to provide more part-time jobs for the poverty-stricken students.

225. (2) Some majors will be canceled after the merger of Gansu Finance and Trade Vocational School and Gansu Vocational College of Energy and Chemical industry, increasing employment difficulties for poverty students of these majors.

7. Ethnic Minority Population

226. According to the survey, there are 29,145 students in four project schools. Among them, 1,013 or 3.5% are ethnic minority students, ranging from 2% in Gansu Vocational College of Energy and Chemical Industry to 5% in Lanzhou University of Arts and Science. The total number of faculties and staffs in 4 schools is 2083. Among them, only 62 are ethnic minority teachers, accounting for only 3%, ranging from 1.3% in Gansu Vocational College of Energy and Chemical Industry to 3.9% in Gansu Senior Technical School of Mechanics. Since all 4 project schools are not located in minority concentrated communities, and since total number of minority students and teachers are around 3%, the implementation of the proposed Project will not trigger the Indigenous People Policy of the World Bank.

7.1 Basic Statistics on Minority Students in Project Schools

227. Among 1,013 minority students in four project schools, most of them are Hui, Yugu, Dongxiang, and Tibetan, and they are mainly from different parts of Gansu Province, and small number came from neighboring provinces, such as Qinghai province and Ningxia Hui Autonomous Region. All 4 vocational schools are located in urban areas of Lanzhou and Tianshui Cities, where there are no ethnic minority concentrated communities. Most of enrolled ethnic minority students in the 4 schools are sparsely distributed. Currently, constrained by size of schools and limited number of enrollment, most vocational schools attracted students from nearby regions. That is why the proportion of minority students is quite low in four project schools. Table 7-1 provides a basic proportion of minority students in four project schools.

Table 7-1 Basic Statistics on Minority Students in Project Schools by 2015

NO	The Name of School	Total	Ethnic Minorities	Proportion
1	Gansu Finance and Trade Vocational College	6100	155	2.5%
2	Gansu Vocational College of Energy and Chemical industry	5728	113	2.0%
3	Gansu Senior Technical School of Mechanics	7859	274	3.5%
4	Lanzhou University of Arts and Science	9458	471	5.0%
Total		29145	1013	3.5%

228. Base on the field survey and interviews in four project schools, the survey team did learn a few issues concerning ethnic minority students. For example, some student complaint that the food menu provided in Muslim canteens in the schools is too simple with less diversity, which could not meet the demands of minority students. In additional, there are not preferential policies targeting to the ethnic minority students in the project schools.

7.2 Basic Statistics on Minority teachers in Project Schools

229. The total number of faculties and staffs in the involved 4 vocational schools is 2083, of which 62 ethnic minority teachers accounting for 3% of the total. Gansu Finance and Trade Vocational College comes from the integration of individual 7 secondary vocational schools in Lanzhou, with total faculties and staffs of 509, of

which 16 ethnic minority teachers accounting for 2.5% of the total; in Gansu Vocational College of Energy and Chemical industry, the total number of faculties and staffs are 387, of which 5 ethnic minority teachers accounting for 1.3% of the total; in Gansu Senior Technical School of Mechanics, there are total faculties and staffs of 413, of which 11 ethnic minority teachers accounting for 2.7% of the total; in Lanzhou University of Arts and Science, the total number of faculties and staffs are 774, of which 30 ethnic minority teachers accounting for 3.9% of the total. The ethnic minority teachers in the project involved schools are mainly Hui and Tibetan. Generally, there are less ethnic minority teachers in the 4 project involved schools. The implementation of the proposed project would not negatively impact them.

Table 7-2 Basic Statistics on Minority teachers in Project Schools by 2015

NO	The Name of School	Total Faculty	Ethnic Minorities	Proportion
1	Gansu Finance and Trade Vocational College	509	16	3.1%
2	Gansu Vocational College of Energy and Chemical industry	387	5	1.3%
3	Gansu Senior Technical School of Mechanics	413	11	2.7%
4	Lanzhou University of Arts and Science	774	30	3.9%
Total		2083	62	3.0%

7.3 Project Impacts on Minority Teachers and Students in Project Schools

230. For both minority students and minority teachers, they will receive same benefits and impacts to be brought by the Project. For example, the implementation of the proposed project would greatly improve infrastructure condition, enhance teaching capacity, improve quality of education, and increase employment rate after graduation for project schools. Such improvement will directly benefit both minority teachers and students in the project schools.

8. Land acquisition and resettlement

231. The availability of land areas is critical condition for implementing infrastructure improvement component in the project schools. In order to confirm whether any land acquisition will be required for the implementation of school infrastructure improvement component, following the TOR, the SA team visited all four schools and conducted screening on potential land acquisition among all four project schools. Based on the screening, it is concluded that all proposed school buildings will be constructed within the premises of their current campuses with no new land acquisition. However, for two project schools located in vocational education park, their campuses of 2,232 mu were allocated by Lanzhou New District Government, which had been acquired recently from two villages in Xicha Town of Lanzhou New District. For such impact, a due diligence review was conducted (see separate report). According to the review, a total of 1496 mu farmland were acquired affecting 260 households in two villages. All compensations had been paid to the affected people in accordance with national laws and local regulations, and a range of rehabilitation measures were implemented. The land acquisition process was completed with land use certificates being obtained.

8.1 Gansu Finance and Trade Vocational College

232. Gansu Finance and Trade Vocational College is located at the New District of Lanzhou, with the planned occupation of land 1059mu and 392114.41 m² construction areas. The proposed new buildings of teaching and dormitory in the campus cover 58013.30 m² of construction areas. See diagram 8-1. The land of campus has been acquired by the government of Lanzhou New District in 2014, and the certificate of land usage has obtained. See Figure 8-2. A total of 260 households were affected by land acquisition. Following national laws and local regulations, all of them had been fully compensated. See the details in the separately prepared DDR.



Figure 8-: Site Plan of Gansu Finance and Trade Vocational College

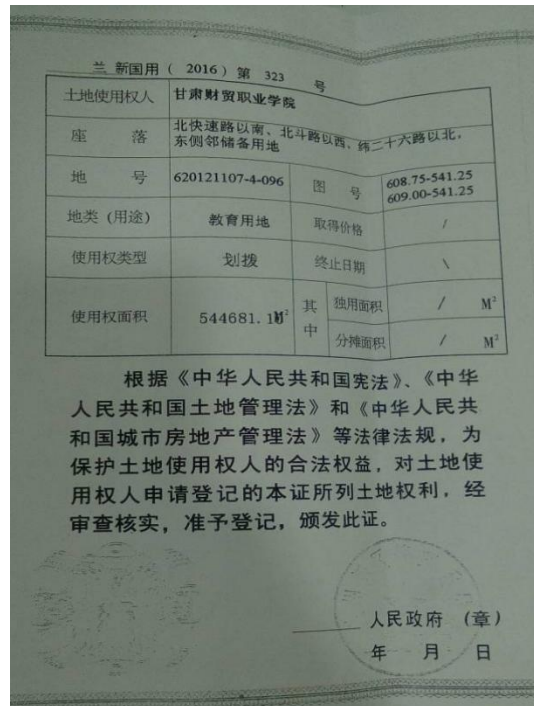


Figure 8-2: Land Use Certificate for Gansu Vocational College of Finance and Trade

8.2 Gansu Vocational College of Energy and Chemical industry

233. Gansu Vocational College of Energy and Chemical industry is located at the New District of Lanzhou, with the planned occupation of land 1,173 mu and 352,136 m² construction areas. The proposed new buildings for teaching, comprehensive practical training and student dormitory in the campus will cover 58,013m² of construction areas. See Figure 8-3. The land of campus has been acquainted by the government of the New District of Lanzhou in 2014, and the certificate of land usage has obtained. See Figure 8-4. During the land acquisition completed in 2014, the affected villagers during land acquisition have been compensated and resettled according to the relevant policies issued by the provincial government. See the details in the separately prepared DDR.

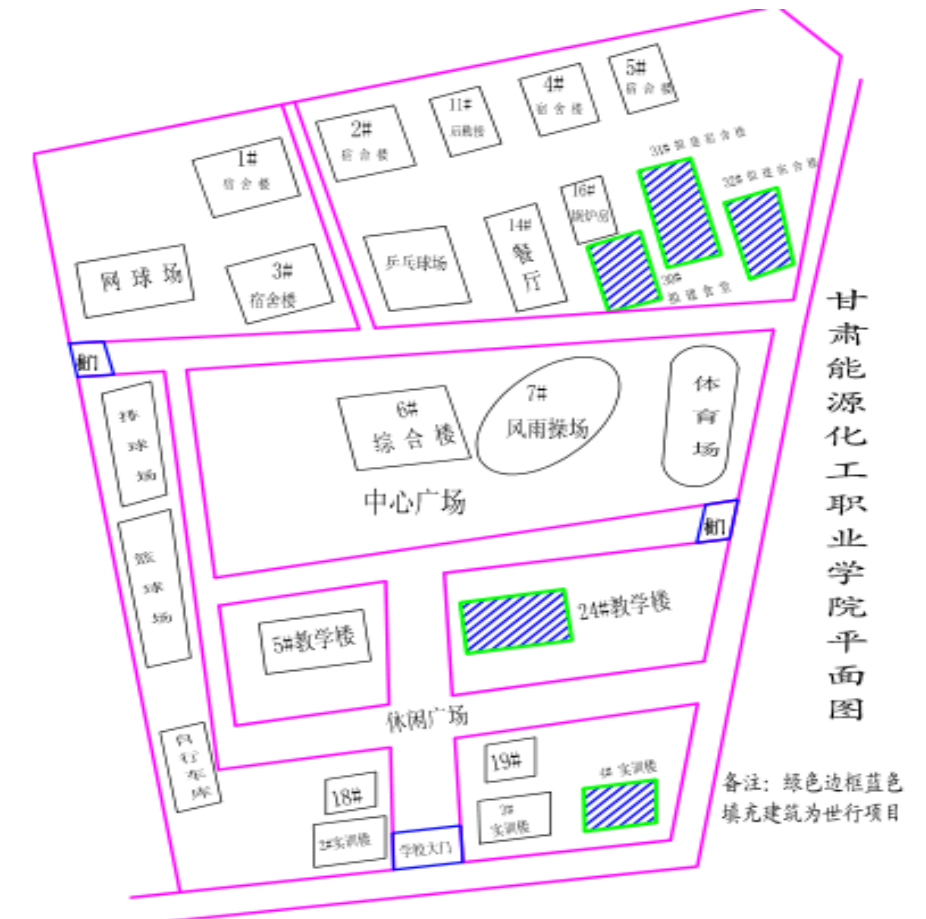


Figure 8-3: Site Plan of Gansu Vocational College of Energy and Chemical industry

兰新国用(2016)第324号

土地使用权人	甘肃能源化工职业学院		
座落	北快速路以南、北斗路以西、科体路以东、纬二十六路以北		
地号	620121107-4-097	图号	608.75-540.25 607.50-540.75
地类(用途)	教育用地	取得价格	/
使用权类型	划拨	终止日期	/
使用权面积	605400.89 ²	其中	独用面积
			分摊面积
			M ²
			M ²

根据《中华人民共和国宪法》、《中华人民共和国土地管理法》和《中华人民共和国城市房地产管理法》等法律法规，为保护土地使用权人的合法权益，对土地使用权人申请登记的本证所列土地权利，经审查核实，准予登记，颁发此证。

人民政府 (章)
年 月 日

Figure 8-4: Land Use Certificate for Gansu Vocational College of Energy and Chemical industry

234. The land acquisition occurred during the construction of the 2 vocational schools and relevant resettlement has been consistent with the relevant laws and policies claimed by the World Bank. During the process of land acquisition, it has equally and justifiably publicized all the relevant information, and the compensation fee also has been fully delivered to the affected households. Meanwhile, under the support of local government and project implementation units, the affected farmers who have lost their arable land also have gradually found the alternative livelihoods, with a rather higher annual income averagely than that before land acquisition. The ratio of satisfactory from the affected households to the compensations and recovery measures regarding land acquisition has reached over 80.42%.

235. Meanwhile, in the future, the project implementation units still need to further concern the issues related with the accomplishment of the livelihoods recovering measures and employment for the affected farmers lost land etc. Based on the field survey, it has found that currently, about 71% of the affected farmers have found the alternative jobs, and the rest affected persons are mostly children and elders etc who are unable to work. After the completion of the construction of new campus of vocational education schools and industrial park in the New District of Lanzhou, there would be gradually more stable and permanent jobs to be available. See details in the separately prepared DDR.

8.3 Gansu Senior Technical School of Mechanics

236. Gansu Senior Technical School of Mechanics is located at Qingzhou district of Tianshui municipal, with the occupied land 386 mu and 214742m² construction areas. The proposed new buildings of teaching and offices in the new campus cover 34,782 m² of construction areas. Figure 8-5, without involvement of land acquisition, and the certificate of land usage have obtained. See Figure 8-6.

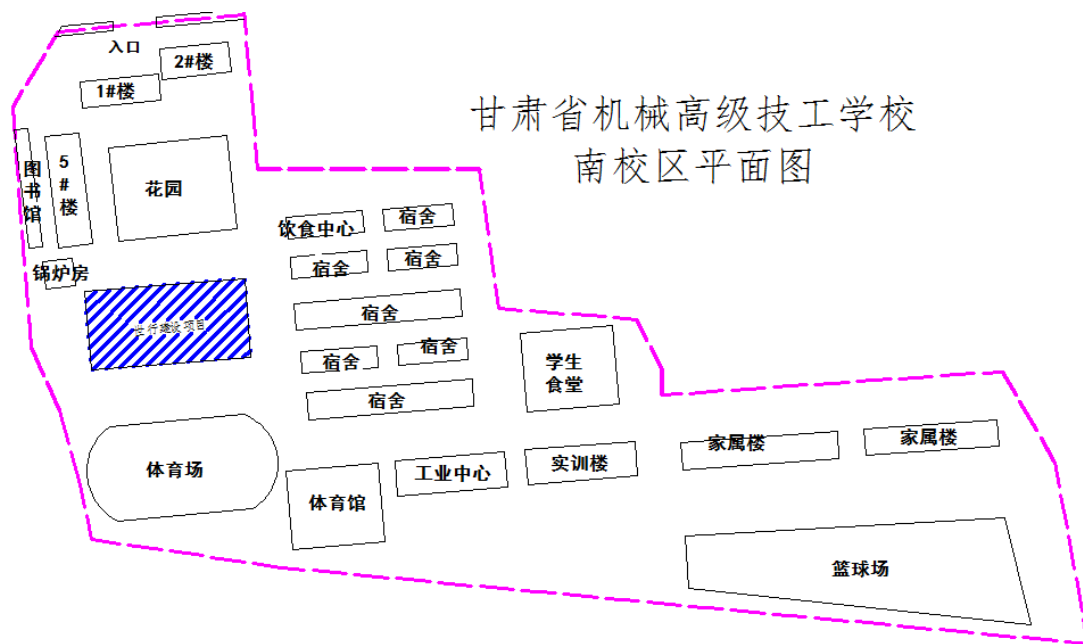


Figure 8-5: the Floor Plan of Gansu Advanced Machinery Vocational College



Figure 8-6: Land Use Certificate for Gansu Advanced Machinery Vocational College

8.4 Lanzhou University of Arts and Science

237. Lanzhou University of Arts and Science is located at the bank of the Yellow River along the section of Yangtan in Lanzhou city, including the south and north campuses. The overall land occupation for the south campus covers about 145714.2m² which is about 218.57mu. The total construction area for the proposed new center of arts practices is 5542.07 m², located at the corner of the northeast in the south campus. See diagram 8-7. It does not involve the issue of land acquisition, and have obtained the certificate of land usage. See diagram 8-8.

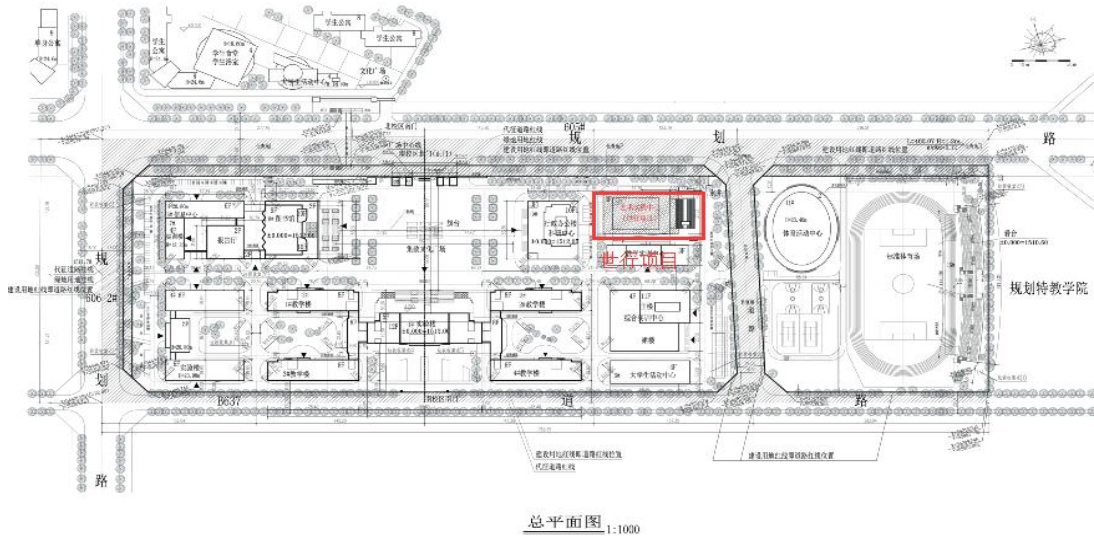


Figure 8-7: The Floor Plan of Lanzhou University of Arts and Science

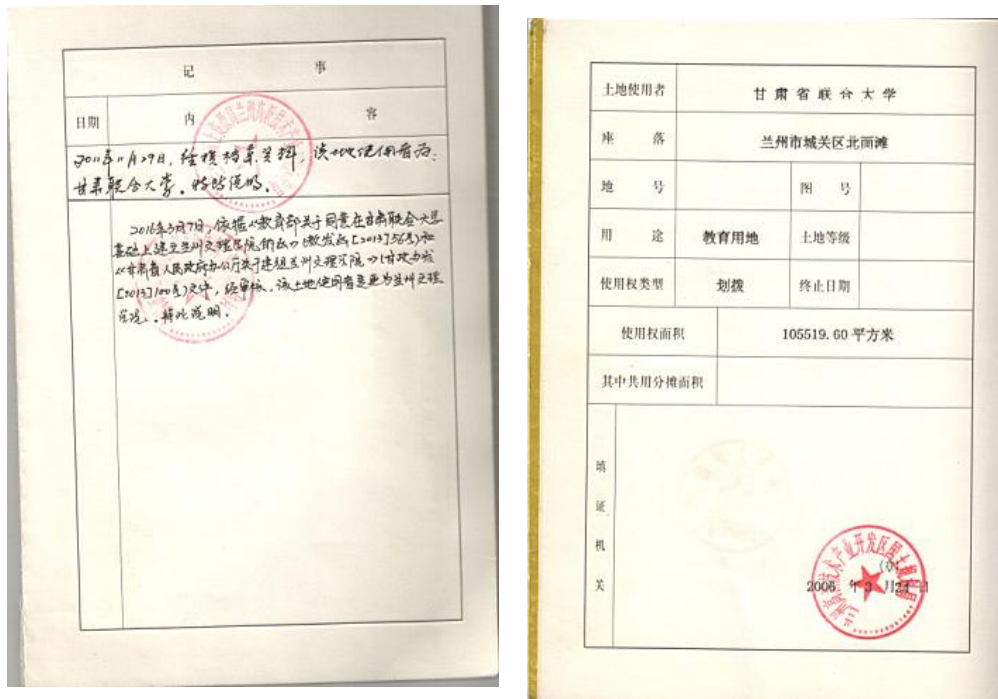


Figure 8-8: the Certificate of Land Usage for Lanzhou University of Arts and Science

9. Conclusion and Suggestions

9.1 Conclusion

238. The implementation of Gansu Skill Enhancement Project will bring great social and economic benefits to teachers and students among relevant schools. There is high mutual adaptability between the key stakeholders and the project activities. With great social benefits and limited and manageable potential risks, the Project will have long lasting positive impact on the development of vocational education in Gansu Province.

9.1.1 Social benefits of the project

239. Based on the survey and consultations, it is concluded that the Project will bring significant social benefits for teachers and students in the project schools. Specifically, it will (1) enhance teaching capacity of teachers in the project schools. Many project components relevant to teachers' capacity building have been included under the project such as strengthening teachers' training, reforming curriculum and teaching methods, and improving teaching evaluation. During implementation of these proposed project activities, the teachers' capacity will be significantly improved;

240. (2) Promote quality of the trained talents. After implementation of the Project, the teaching quality will be improved; school operation conditions will be greatly enhanced; professional advantage of project schools will be strengthened; the advanced specialty will be further enhanced, the education and training programs for talents will be more reasonable; the quality for the trained talents will be effectively improved and students' employment ability after school will be raised.

241. (3) Reduce poverty. According to the statistics, among total students in project schools, about 73% of students are from poor families, with 87% of them from rural areas. At present, they are entitled to various subsidies by the central and local governments. After more systematic vocational training in the project schools following the project, they will have more opportunities to obtain employment with higher salary so as to help reduce poverty in the province. In addition, during the implementation of the Project, it would provide more jobs to the poor residents in the project areas through infrastructure construction and operation of vocational colleges so as to improve their living standard. Meanwhile, by taking the development of vocational school campus in the New District of Lanzhou as a part of "targeted poverty alleviation strategy", Gansu provincial government has provided relevant preferential policies to enhance the effects of poverty alleviation.

242. (4) Promote urbanization construction. Along with the development of Lanzhou New District, a large number of enterprises have been attracted by investment promotion and capital introduction. By August 2016, a total of 317 enterprises or companies had signed the contracts to establish their operation in LND with signed investment amounted to CNY387 billion. Among them, 34 companies are among the world's top 500 companies, domestic top 500 companies and top 500 private companies, such as China Railway Construction Corporation (CRCC), Greenland Group, and Amer International Group etc. Among them, 47 companies

have completed construction and begun operation; and 172 companies are undertaking construction. Following the rapid development of Lanzhou New District, the number of new companies moving into Lanzhou New District will keep rising. Based on the incomplete statistics, by August 2016, about 70,000 persons had been employed in Lanzhou New District, with 21,000 of them working in large size enterprises. Undoubtedly, the development of Lanzhou New District will provide a great deal of internships and jobs for the students and graduates from vocation education park, which will greatly speed up the growth of vocational education and facilitate urbanization process in Lanzhou New District.

243. (5) Promote inclusive development and gender mainstream. By promoting the development of female teachers, enhancing enrollment and graduate's employment among female students, and gender sensitive design in school infrastructure, the Project will promote the popularity and extension of social gender concept for the project affected teachers and students. The large proportion of poverty students in project schools will be directly benefitted from improvement of education quality and infrastructure under the Project, based on better understanding of the inclusive culture for the affected teachers and students and making a set of interventions focusing on the issues of poverty, social gender, and so on.

9.1.2 Potential social Risks of the Project

244. The Project might have 3 potential risks during implementation. They include:

245. (1) Concerns or complains raised by faculty and students from two new schools. Both Gansu Vocational College for Finance and Trade (merged by 7 vocational schools) and Gansu Vocational College of Energy and Chemical industry (merged by 4 vocational schools) will be located in Vocational Education Park in Lanzhou New District, which is about 70 kilometers from the downtown area of Lanzhou, where most existing vocational schools are located. As most teachers are currently living in downtown of Lanzhou, to move new schools into Lanzhou New District will inevitably increase commute time and cause inconvenience for most teachers, particularly for female teachers who need take care of children and elders of their families. This is particularly true if logistic arrangement is not properly handled.

246. (2) Another risk associated with school merge is enhancement of teachers' capacity and adjustment of specialty for the students. In project schools as many as 59% of teachers would be transferred as the teachers working in senior vocational schools rather than the teachers working in secondary vocational schools. After newly formation of Gansu Vocational College for Financial and Trade and Gansu Vocational College of Energy and Chemical Industry, some specialties will be dropped out. Therefore, after the secondary vocational schools are upgraded to the senior vocational schools, the professional competence for the teachers and their teaching capacity would urgently need to be improved otherwise they have to face risks. In addition, after the integration of the above mentioned colleges and schools, since some specialties will be removed, students who chose those specialties will have to choose new specialties.

247. (3) The potential risks of income reduction for the land lost farmers. The

construction of the new campus for 2 new vocational colleges in Lanzhou New District had acquired 1496 mu of arable land, affecting 260 households in two villages. Although Lanzhou New District Government had adopted a series of measures to mitigate such impacts, such as providing cash compensations following provincial regulations, enrolling in pension program for land loss farmers, arranging skill training and introducing employment introduction, the affected farmers might face the potential risks of income reduction or instability following the completion of project construction.

9.2 Suggestions

248. By conducting household interview, consultation with key stakeholders, and comprehensive analysis of primary and secondary data, the social assessment team has proposed the following measures to address identified potential risks mentioned above.

249. (1) On the inconvenience caused by increasing commuting, it is suggested that Gansu Provincial Department of Education, Gansu Provincial World Bank Project Management Office (PMO) and the management for the relevant schools should establish a stable and transparent communication channel so as to solve any possible issues which might appear during project implementation. Regarding the possible complaints from some teachers following the integration and relocation into new campuses, it suggests the administrative committee of vocational education park to properly resolve the problems by offering both accommodation facilities and commuting transportation for the teachers, and establish a communication mechanism or complains appealing mechanism to address any concerns raised by teachers and students. By doing so, a more comfortable working and living environment could be developed in two new vocational colleges which will ensure the teachers and students to be able to concentrate on their teaching and learning in new schools.

250. (2) On the challenge of capacity enhancement among affected teachers and study fields adjustment for the affected students, extensive project activities have been designed. They include teacher training, capacity building, curriculum development, and teaching method and teaching evaluation reform, which will facilitate transformation of teachers from secondary vocational colleges to senior vocational colleges. Regarding those students who need to adjust their specialties, the project schools should help them to transfer to new departments based on the job market demands and their personal views, and provide timely consultations.

251. (3) Concerning the long term livelihood among affected farmers who had lost their land, it is suggested that the relevant government departments in Lanzhou New District should continuously implement land loss farmers' pension program for the remaining households who have not yet enrolled, and make serious efforts to introduce long term jobs from the enterprises in Lanzhou New District to the affected people. During the project implementation, the project schools should also make efforts to offer long term employment opportunities to the affected farmers who have lost land, especially to the affected women, poor households and disables. At the same time, further skill training should be provided regularly to the affected farmers in

order to improve their employment prospect.

252. Overall, the implementation of the proposed Project will generate significant social benefits by promoting development of vocational education in Gansu. The potential social risks during project implementation appear not only very lower but also manageable.

253. In order to enhance social benefits of the Project, scale up the positive outcomes from the project implementation, and explore replicable innovative experience from the Project, the social assessment team has made following recommendations:

254. (1) Conduct monitoring and evaluation. During the project implementation, the provincial PMO should hire an independent and experienced monitoring agency to carry out regular monitoring and evaluation, including development of monitoring indicators, and preparation of monitoring and evaluation report to be submitted to PMO and the World Bank. The key objective of monitoring and evaluation is to avoid or correct any deviation of project implementation from intended targets.

255. (2) Pay attention to the sensitivity of social gender issues. In China, the understanding of social gender for all walks of life is generally lower. Regarding the proposed project schools, currently, the number of squatting toilets is obviously inadequate. The washing room for female in the school is either narrow or crowded. Female teachers are always in adverse situation facing the opportunity of professional promotion, management selection and further training. It is suggested that more attention should be paid on the factors of social gender during project implementation in the construction of school buildings, and ratios of male and female in offering training activities, with no less 45% for female teachers. For those female teachers from 2 schools resettled in Lanzhou New District, since they would involve more frequent commuting due to needs of taking care their families, their concerns and complaints need to be fully dealt with during project implementation.

256. (3) Pay attention to poverty students. In project schools, as many as 74% are poverty students, with 87% of them came from rural areas. To ensure they will benefit from project activities equally it is suggested that project schools should pay special attention to poverty students by offering psychological consulting, policies consultation, employment support, and financial assistance, which will be beneficial for their study and employment, and in line with the World Bank's policy objective, and national poverty reduction strategy.

257. (4) Enhance capacity building and improve vocational schools' management. Currently, the management levels for different project schools are uneven and lack of a long-term development planning. Performance of school management were often complained by some school teachers and students. It is suggested that the project schools should take the opportunity of implementing the World Bank project to learn the advanced international experiences on how to manage vocational schools and conduct extensive trainings for the management staff so as to truly achieve the

result-oriented management scheme by including teachers' performance, students' employment capacity and quality of education into the school evaluation target.

258. (5) Proposed policy study during project implementation. In order to facilitate project implementation and lay foundation for innovation, a number of policy studies were proposed, which include a) Case study of relevant policies of vocational school-enterprise cooperation at home and abroad; b) Promotion of internationalized management of teachers in vocational schools and the concept of social gender; c) Exploration on students training method, and participatory learning for the vocational schools;

259. (6) Organize interdisciplinary cooperation and forum for vocational schools. It is proposed that the provincial PMO should organize interdisciplinary forum to further enhance their communication and exchange. In addition, a working team should be set up to mobilize corporate technicians and key teachers of the vocational colleges in order to solve the problem of talents training and market demands; design and establish the market-oriented specialties so as to meet the demands of enterprises; and jointly develop the plan of teaching and internship for the students. Regarding the forums initiated by project schools, it is recommended that the management staff, representatives of teachers from vocational schools and relevant consultants should be invited to attend workshops twice a year focusing on various issues on vocational education, including its development trends, dynamic changes and some innovative cases etc.

Annex 1: Questionnaire of Gansu Technical and Vocational Education Training Project

1. Questionnaire for teachers of Gansu Technical and Vocational Education and Training Project

Hello!

The Gansu Skill Enhancement Project Supported by World Bank Loan involves 4 project sites including Gansu Finance & Trade Vocational College, Gansu Vocational College of Energy & Chemical Industry, Gansu Senior Technical School of Mechanics, Lanzhou University of Arts and Science, with 895,000,000 RMB investment in total including 12,000,000 dollars from the World Bank loan. The implementation of the project can perfect the development mechanism of vocational education and improve largely the infrastructure and environment of the colleges, elevate professional service for the economic and social development with talents, strengthen the school-industry partnership further and establish the innovation platform of “produce, study and research” to promote the innovation and development of the administrative mechanism for the school and deepen further the reform of talents cultivation pattern and facilitate the development of regional vocational education, etc. Besides, the implementation of the project can help the poor families to overcome poverty and achieve prosperity, drive radiantly the development of the surrounding vocational education, supply technical service for the enterprise and carry out social serving training. Thank you for cooperating with us to fill in the questionnaire. This survey is carried out completely by anonymous ways and the result of the survey will only be used to evaluate social influences and will not result in any negative impacts on your life and work. Please tell us your true thoughts and fill in the answer with “√” in the choice that conforms to your situation. Thank you for your assistance and support!

1. The school you are in is:

- A. Gansu Finance & Trade Vocational College
- B. Gansu Vocational College of Energy & Chemical Industry
- C. Gansu Senior Technical School of Mechanics
- D. Lanzhou University of Arts and Science

2.: Your gender is:

- A. Male
- B. Female

3. Your professional title is:

- A. None
- B. Primary
- C. Intermediate
- D. Deputy high professional title
- E. High professional title

4. Your highest education background is:

- A. College and under
- B. Undergraduate
- C. Postgraduate
- D. Doctoral candidate

5. Your age is:

- A. 25 years old and under B. 26~30 years old
 C. 31~40 years old D. 41~50 years' old
 E. 51 years old and over

6. The fixed number of years you have been working for education:

- A. 5 years and under B. 6~10 years
 C. 11~15 years D. 16~20 years
 E. 21 years and over

7. Are you a “double-qualified” teacher?

- A. Yes B. No

8. Did you know this project before receiving this questionnaire:

- A. Yes B. No

9. You knew this project by/from (multiple choices):

- A. Internet B. Television C. School document
 D. Your leader E. Your colleague F. Others

10. Your attitude toward this project is:

- A. Welcome B. Do not care C. Object

11. Your general comment on the current situation of the vocational education and development in Gansu province:

- A. Great B. Pretty good C. Ordinary
 D. Not good E. Bad

12. In your opinion, the prominent problem(s) of the vocational education in your school are (three choices):

- A. The hardware conditions for schooling (teaching building, laboratory, dormitory, canteen, sporting place, etc.) are lagging behind
 B. The quality of school-industry partnership is bad
 C. The teaching level of the teachers is relatively low and the school lacks high-level teaching team
 D. The construction level of teaching material is lagging behind
 E. The management level of the administrative team is low
 F. The social service level of the school is low

13. The changes you hope to bring about through this project mainly include (multiple choices):

- A. Improve the hardware conditions for schooling (teaching building, laboratory, dormitory, canteen, sporting place, etc.)
 B. Promote the quality of school-industry partnership
 C. Promote the teaching level of the teachers and establish high-level teaching team
 D. Promote the level of teaching material construction
 E. Promote the management level of the administrative team
 F. Promote social service level of the school
 G. Promote the comprehensive level of the students

14. The possibly negative impacts you think the project will have mainly include (multiple choices):

- A. The foreign constructors lack respect for the living habits of the local minorities
 B. The living, learning and working of the people on campus will be influenced during the basic construction of the project
 C. The payback of the project loan will influence the increase of income of the

school staff

D.The unbalanced usage of the loan within the school will have impact on the harmony among the departments and teachers

E. The project loan increases the debt risk of the school.

15. How many enterprises your department mainly cooperates with (single choice)?

A.0 B.1 C.2 D.3 E.4 and over

16.The supports do the school-industry partnership in your school provide in terms of student cultivation and employment include (multiple choices):

A.It does not work

B.Provide student cultivation funds (such as scholarship and subsidies)

C.Provide material subsidies for students

D.Provide training and internship opportunities for students

E.Employ several students each year or at irregular times

F.The enterprise sign with our school the contracts of student cultivation for specific posts

17. The support and assistant supplied by school-industry partnership on the teaching and scientific research for the school include (multiple choices):

A. The present school-industry partnership does not work for teachers' teaching and scientific research

B.Supplying teaching facility, equipment and places for practice for the school

C.It is beneficial for the cultivation of "double-qualified" teachers

D.Increases the opportunities for teachers to convert the achievements of scientific research (including patent application)

E.Increases the opportunities for teachers to apply scientific research project

18. in your opinion, what other problems exist of the school-industry partnership in your school (multiple choices):

A. There is no school-industry partnership or the cooperation is nominal without real operation (such as the titular cooperation on paper)

B.The teaching and internship are irrelevant and it is hard for teachers to improve their teaching and scientific research abilities through school-industry partnership.

C.The specialists employed from enterprises have little real guidance on the teaching procedures

D.The school-industry partnership level is low without advanced large and medium enterprises

E.The enterprises involved in the school industry partnership are provincially limited in Gansu

F.It is hard to get the cooperation and trust from cooperated enterprise

19. In your opinion, on which aspects the school-industry partnership in your school should be improved (multiple choices):

A.Increase the amount of the enterprises in school-industry partnership

B.Deepen and enrich the real contents of school-industry partnership

C.Promote the level of enterprises of school-industry partnership

D.Increase the real guidance of the specialists from the enterprises on the teaching procedures

20. In your opinion, the quantity of the "double-qualified" teachers now in your school is:

- A. sufficient B. Basically meet the demands
 C. Insufficient

21. In your opinion, the present teaching materials used in your school are:

- A. Novel B. Ordinary C. Old

22. In your opinion, the quantity of the teaching infrastructure in your school is:

- A. Sufficient B. Basically enough C. Short

23. In your opinion, the present implementation situation of teachers' further study (training, domestic studying visits, studying for a degree, etc.) In your school is:

- A. Pretty good B. Good
 C. Ordinary D. Bad

24. In your opinion, how to improve the teaching ability of "double-qualified" teachers (multiple choices):

- A. Employ and introduce "double-qualified) teachers
 B. Establish and execute the teaching cultivation plan of "double-qualified" teachers
 C. Improve the income of "double-qualified" teachers
 D. Perfect the authentication of practicing certificate
 E. Reward the teachers with practicing certificate

25. In your opinion, how to improve the level of material building in your school (multiple choices):

- A. Set up the project with the special self-editing teaching material as the issue and intensify the research on teaching material building
 B. Set up special fund and supply funding guarantee for teaching material building
 C. Enhance the plan of teaching material building and try to establish serial teaching materials
 D. Enhance the combination of production and learning during the process of teaching material edition and improve the pertinence of teaching material edition
 E. Emphasize on the application of information technology and improve the three-dimensional level of teaching material building
 F. Reward and fund conditional courses to edit bilingual teaching material

26. In your opinion, on what aspects can the setting of professional course be improved (multiple choices):

- A. Set up more courses that are strongly practical
 B. Set up more courses relevant to the practical certificate examination
 C. Set up relevant courses in advance based on the demands of social development
 D. The setting of professional course should be adaptable to the long-term development plan of the municipalities

27. In your opinion, on what aspects students' should liberal education be improved (multiple choices):

- A. Interpersonal communication
 B. Social environment adaption
 C. Vocational recognition
 D. Liberal knowledge (such as history, literature, politics, law, arts, etc.)

28. In your opinion, how to improve the teaching and scientific research ability of teachers in your school (multiple choices):

- A. Funding domestic studying visits and training

- B. Funding studying visits and training abroad
- C. Funding studying for a degree domestically
- D. Funding studying for a degree abroad
- E. Encouraging taking a temporary post in other units

29. In your opinion, the problem(s) existing in the teaching and administrative team in your school mainly include(s) (multiple choices):

- A. Irrational age structure
- B. Irrational professional title structure
- C. Irrational education background structure
- D. Lack of academic pacesetter

30. In your opinion, how to improve the level of teaching and administrative team (multiple choices):

- A. Improve the quality of the leaders in the team, especially the personality attraction of the leaders.
- B. Strengthen the sense of honor and collective of the team and carry out integrity education
- C. Coordinate and improve the interpersonal communication of the team
- D. Check and solve the various contradictions in the team and group in time

31. In your opinion, the ways of social service mainly include (multiple choices):

- A. Supplying advice and suggestions for the government
- B. Consult
- C. Training
- D. Conversion of achievements of scientific research
- E. Bearing transverse issue researches

32. In your opinion, on what aspects the school is insufficient in terms of social service (multiple choices):

- A. Lack of social service consciousness and motivation
- B. Lack of professionally practical ability
- C. Lack of motive mechanism of social service
- D. The effective channel of social service has not been established

33. In your opinion, how to improve the social serving capacity of vocational schools (multiple choices):

- A. Improve teachers' consciousness and ability of social service
- B. The major setting should confirm to social demands
- C. Cultivate the professional talents to serve for the society
- D. Improve the social serving system of the school, especially the incentive mechanism
- E. Expand the channel of social service in the school

If you welcome our returning visit, please leave your name and phone number.

Thank you!

Your name;

Your phone number.

2. Questionnaire for students of Gansu Technical and Vocational Education and Training Project

Hello!

The Gansu Technical and Vocational Education and Training Project Supported by World Bank Loan involves five project sites including Gansu Finance & Trade Vocational College, Gansu Vocational College of Energy & Chemical Industry, Gansu Senior Technical School of Mechanics, Lanzhou University of Arts and Science, with 895,000,000 RMB investment in total including 12,000,000 dollars from the loan of the World Bank. The implementation of the project can perfect the development mechanism of vocational education and improve largely the infrastructure and environment of the colleges, elevate professional service for the economic and social development with talents, strengthen the school-industry partnership further and establish the innovation platform of “produce, study and research” to promote the innovation and development of the administrative mechanism for the school and deepen further the reform of talents cultivation pattern and facilitate the development of regional vocational education, etc. Besides, the implementation of the project can help the poor families to overcome poverty and achieve prosperity, drive radiantly the development of the surrounding vocational education, supply technical service for the enterprise and carry out social serving training. Thank you for cooperating with us to fill in the questionnaire. This survey is carried out completely by anonymous ways and the result of the survey will only be used to evaluate social influences and will not result in any negative impacts on your life and work. Please tell us your true thoughts and fill in the answer with “✓” in the choice that conforms to your situation. Thank you for your assistance and support!

School_____Major_____

Grade_____ (eg. 2013)

1. The school you are in is:

- A. Gansu Commerce & Trade Vocational College
 B. Gansu Energy & Chemical Vocational College
 C. Gansu Senior Technical School of Mechanics
 D. Lanzhou University of Arts and Science (Gansu Provincial Art School)

2. Your gender is:

- A. Male B. Female

3. Your age is:

- A. 15—20 B. 20—25 C. 25—30 D. 30 and over

4. Your nationality is:

- A. The Han nationality B. The Hui nationality
 C. The Dongxiang nationality D. The Bao'an nationality

- E. The Yugu nationality F. The Tibetan nationality
G. Other nationality of minorities (Please indicate) _____

5. You are from:

- A. City (Town) B. Country C. Pastoral area

6. Your highest education background before this school is:

- A. Primary school B. Middle school
C. Technical secondary school D. Senior high school
D. Junior College E. Bachelor degree

7. Did you know this project before receiving this questionnaire:

- A. Yes B. No

8. You knew this project by/from (multiple choices):

- A. Internet B. Television
C. Your leader D. Your teacher
E. Your schoolmate F. Other ways _____

9. Your attitude towards this project is:

- A. Welcome B. Do not care C. Object

10. Your general comment on the level the vocational education of your school is:

- A. Great B. Pretty good C. Ordinary
D. Not good E. Bad

11. The top three prominent problems in your school are (limited to three choices):

- A. The hardware conditions for schooling (teaching building, laboratory, dormitory, canteen, sporting place, etc.) are lagging behind
B. There is little school industry partnership
C. The teaching level of the teachers is relatively low
D. The content of teaching material is lagging behind
E. The administrative level of the school is low
F. The social service level of the school is low

12. The difficulties you are facing during your study mainly include (multiple choices):

- A. The mandarin spoken by the teacher during the class is not standard and hard to understand
B. The textbook is hard to understand
C. There are little experimental and training facility and classroom with multimedia
D. The teachers' tutorship is unable to meet the learning demands
E. The teaching level of the teachers is relatively low

13. In your opinion, on what aspects should the teaching materials used at present be improved (multiple choices):

- A. Refreshing the old contents of the teaching material
B. Completing the mating audio and video contents relevant to the teaching material
C. Increasing the tutorship materials matching to the teaching material
D. Choosing the teaching materials that are more plain and clear

14. In your opinion, the aspects the teachers' teaching can be improved include (multiple choices):

- A. Teaching with multimedia as much as possible

- B. Increasing the opportunities for students to practice
- C. Increasing interactive or participant teaching methods between teachers and students
- D. Increasing the teaching contents that are beneficial to improve employment ability

15. In your opinion, the professional course setting can be improved by (multiple choices):

- A. Setting up more practical courses
- B. Setting up more courses that are relevant to the practical certificate examination
- C. Setting up relevant courses in advance based on the demands of social development
- D. Setting up the professional courses that are adaptable to the long-term development plan of the municipalities

16. In your opinion, on what aspects should the liberal education be improved (multiple choices):

- A. Interpersonal communication
- B. Social environment adaption
- C. Vocational recognition
- D. Liberal knowledge (such as history, literature, politics, law, arts, etc.)

17. In your opinion, what problems you are facing in terms of internship (multiple choices):

- A. Little intern opportunities
- B. Short internship and training in the cooperated enterprise
- C. Lack of post practice internship opportunities in the cooperated enterprise (post practice refers to the independent operation on the post)
- D. Lack of guidance by the master during the internship in the cooperated enterprise
- E. The school industry partnership level is low (The administrative and productive level of the enterprise is relevantly low)
- F. The internship income is low

18. The activities of school-industry partnership organized by your school during your school time include (multiple choices):

- A. Do not know
- B. Never organized
- C. Studying visits to the enterprise
- D. Inviting enterprise staff to give lectures
- E. Inviting the technical staff of the enterprise to give courses in the school
- F. Internship to the enterprise
- G. Employment and meetings held by the enterprise

19. In your opinion, what help the school industry partnership in your school will bring to you (multiple choices):

- A. Supplying student cultivation fund (such as scholarship, subsidies and material subsidies, etc.)
- B. Supplying opportunities to students about training and internship
- C. Promoting the comprehensively vocational abilities of the students (Vocational mindset, morality, skill, figure and quality)
- D. Expanding the employment ways for students

20. In your opinion, how to improve the school-industry partnership in your school (multiple choices):

- A. Increasing the quantity of enterprises in school industry partnership
- B. Increasing the intern and training time in the cooperated enterprises
- C. Increasing the opportunities of post practice in cooperated enterprise
- D. Increasing the guidance from masters in the enterprise during the internship in cooperated enterprises
- E. Promoting the level of operated enterprises

21. In your opinion, how is the school-industry partnership of help for your professional study:

- A. Help a lot B. Helpful
- C. Help a little
- D. Helpless with little value

22. The positive influence of this project you think mainly include (multiple choices):

- A. Improving the hardware conditions for schooling (teaching building, laboratory, dormitory, canteen, sporting place, etc.)
- B. Improving the quality of school industry partnership
- C. Improving the teaching level of the teachers and establish high-level teaching team
- D. Improving the construction level of teaching material
- E. Improving the management level of the administrative team
- F. Improving social service level of the school
- G. Improving the comprehensive level of the students

23. The negative influences of the project you think mainly include (multiple choices):

- A. Noise and the environmental pollution of the school
- B. Inconvenience for the study and living
- C. Personal safety and school security
- D. Others (Please indicate) _____

24. The changes you hope to bring through this project mainly include (multiple choices):

- A. Improving the hardware conditions for the school (teaching building, laboratory, dormitory, canteen, sporting place, etc.)
- B. Improving the teaching level of the teachers
- C. Improving the professional quality of the students
- D. Improving the employment abilities of the students
- E. Improving the language ability of the students
- F. Others _____

3. Questionnaire for parents on Gansu Technical and Vocational Education and Training Project

Hello!

The Gansu Technical and Vocational Education and Training Project Supported by World Bank Loan involves five project sites including Gansu Commerce & Trade Vocational College, Gansu Energy & Chemical Vocational College, Gansu Senior Technical School of Mechanics, Lanzhou University of Arts and Science, with 895,000,000 RMB investment in total including 12,000,000 dollars from World Bank loan. The implementation of the project can perfect the development mechanism of vocational education and improve largely the infrastructure and environment of the colleges, elevate professional service for the economic and social development by cultivating talents, strengthen the school-industry partnership further and establish the innovation platform of “produce, study and research” to promote the innovation and development of the administrative mechanism for the school and deepen further the reform of talents cultivation pattern and facilitate the development of regional vocational education, etc. Besides, the implementation of the project can help the poor families to overcome poverty and achieve prosperity, drive radiantly the development of the surrounding vocational education, supply technical service for the enterprise and carry out social serving training. Thank you for cooperating with us to fill in the questionnaire. This survey is carried out completely by anonymous ways and the result of the survey will only be used to evaluate social influences and will not result in any negative impacts on your life and work. Please tell us your true thoughts and fill in the answer with “✓” in the choice that conforms to your situation. Thank you for your assistance and support!

1. Your gender is:

- A. Male B. Female

2. Your nationality is:

- A. The Han nationality B. The Hui nationality
 C. The Dongxiang nationality D. The Bao'an nationality
 E. The Yugu nationality F. The Tibetan nationality
 G. Other nationality of minorities

3. Your vocation is:

- A. Employee of the enterprise/company
 B. Governmental department
 C. Public Institution D. Private business
 E. Freelancer F. Peasant G. Others

4. Your family income is:

- A. Ten thousand and under B. Ten to twenty thousand C. Twenty to thirty thousand
 D. Thirty to forty thousand
 E. Forty thousand and over

5. You have _____ family members.

6. Is your child at vocational school now?

- A. Yes B. No

& If your child is at vocational school now, please answer questions 7-15

7. The major or technique your child is learning is _____

8. The real bearing capacity of your family to pay the tuition fee at present is:

- A. Bearing without difficulty
- B. Bearing without difficulty
- C. Unable to bear and relying on borrowed money

9. In your opinion, is vocational school helpful to the employment of your child?

- A. Yes
- B. No
- C. Not clear

10. Are you satisfied with the teaching of the vocational school your child is in?

- A. Satisfied
- B. Ordinary
- C. Not satisfied

11. In your opinion, on what aspects should the present headmaster of your child be improved in terms of training?

- A. The ability of the tutorship and consult
- B. The ability of psychological counseling
- C. The ability of employment guidance and career planning
- D. The ability of dealing with emergency events
- E. Others_____

12. According to your knowledge, the teaching level and method of the teachers giving courses to your child is:

- A. Pretty good
- B. Ordinary
- C. Not good
- D. Bad

13. As a parent, the top three points you are satisfied with the school in terms of student cultivation are:

- A. Student administration
- B. Teaching quality
- C. Campus environment
- D. Teaching ethos
- E. Studying atmosphere
- F. Hardware facility
- G. Food and accommodation
- H. Schooling communication

14. As a parent, the top three points you are unsatisfied with the school in terms of student cultivation are:

- A. Student administration
- B. Teaching quality
- C. Campus environment
- D. Teaching ethos
- E. Studying atmosphere
- F. Hardware facility
- G. Food and accommodation
- H. Schooling communication

15. In your opinion, the problems existing in the vocational school at present mainly include (multiple choices):

- A. High tuition fee
- B. Old teaching methods
- C. Little teaching technique
- D. Little internship opportunities
- E. Others_____

& If your child is not at vocational school now, please answer questions 16-17.

16. Have you learned about vocational school:

- A. Know a lot
- B. Know some
- C. Know a little
- D. Do not know

17. Will you support your child to go to vocational school?

- A. Yes
- B. No

18. In your opinion, the problem(s) your child is facing in terms of studying

is(are) (multiple choices):

- A. Insufficient studying motives
- B. Complex schoolmate relationship
- C. Low level of the teachers
- D. Few learning materials in the school
- E. Too much extracurricular activities
- F. The economic condition is bad and the child spends much time and energy on earning living expenses
- G. Lack of learning and communicating opportunities
- H. Others _____

19. In your opinion, what qualities should the qualified teachers possess (multiple choices):

- A. Strong working ability
- B. High morality
- C. Strong communicating ability with appetency
- D. Kind and active to help students with difficulty
- E. Knowing clearly about the students and being able to make friends with the students
- F. Rich experience and able to be the life tutors for the students
- G. Others _____

20. What qualities should the school cultivate students for (multiple choices):

- A. Solid professional basis
- B. Presentation skill
- C. Strong communication ability with appetency and team spirit
- D. Professional ethics and responsibility
- E. Learning ability and innovation consciousness
- F. Practical ability
- G. Analysis and problem-solving ability

21. The ideal development orientation you are expecting of your child is (are) (multiple choices):

- A. Further study B. Employment
- C. Starting a business D. Up to the interests of the child
- E. No plan and one step at a time

22. In your opinion, which condition(s) have the largest impact on the future competition of the child (multiple choices):

- A. Communicating and expressive ability
- B. Social practice and internship experience
- C. Local relationship D. Professional knowledge
- E. Appearance and Figure F. Foreign language ability
- G. The fame of the school H. Others _____

23. Your advice and suggestions about the future of the school:

Annex 2: Interview Outline on Gansu Technical and Vocational Education and Training Project

A. Interview outline of the selected project school

1. Interview plan

Interviewee: There are 5 interviewees in all, including the principal of the administrative department or other leaders in the school

Interview period: 1h for each interviewee and 1 day in total

Interview method: Forum, half-structure interview and key-person interview, etc.

2. Survey outline

- 1) SWOT analysis on the vocational school
- 2) The present proportion of student recruitment of students from the country and whether the student recruitment quota of poor students from the country can be increased.
- 3) Whether the student recruitment of the school contains any minorities
- 4) How does the major settings in the vocational school connect to the industry demand, the teaching process connect to the productive process, the content of the course to the vocational standard and the graduate certificate to the qualification certificate.
- 5) Whether the vocational school carries out the vocational education forum and internship as well as training related to student cultivation through the cooperation with employer units; whether there is school industry partnership aimed at teachers, mainly focusing on promoting the short-term communication and training between teachers in the selected project schools and enterprise staff.
- 6) Whether there is training for teachers on the job at regular times and what the training scheme and expense arrangement is.
- 7) What are the plans and effects of course revolution and teaching materials exploitation?
- 8) The present teaching and student evaluation system in the school.
- 9) Whether the social gender is being paid attention to in terms of living environment and vocational career plans of the school, such as the quantity of the bathroom for girl students and the internship and training on spinning and official documents and correspondence provided for the girl students.

B. Interview outline for enterprises

1. Interview plan

Interviewee: The principals from the cooperated enterprises of the vocational schools

Interview period: 1 hour/interviewee and 1 day in total

Interview method: Forum, half-structure interview and key-person interview, etc.

2. Investigation outline:

- 1) Whether the enterprises carry out the vocational education forum and internship as well as training related to student cultivation through the cooperation with the vocational schools; whether there is school industry partnership aimed at teachers, mainly focusing on promoting the short-term communication and training between teachers in the selected project schools and enterprise staff.
- 2) The student training and internship scheme.
- 3) Whether there are prejudices about the students from the country and the students of minorities during employment.
- 4) What kind of talents will be recruited in the future plan? And the graduate's employment plans of the enterprise.
- 5) What are the advantages and disadvantages of the present school industry partnership pattern?
- 6) What is the expected improvement and optimization on the school industry partnership?
- 7) What are the qualities of the graduates from vocational schools expected by the enterprises or what kind of qualities in graduates is most welcomed by the enterprises?

C. Interview outline for land loss farmers

1. Interview plan

Interviewee: some peasants' households of the four countries after acquisition and there are X peasants' households' interviewees in total.

Interview period: seven days

Interview method: sampling survey, participant interview and half-structured interview, etc.

2. Investigation outline:

- 1) The name lists of peasants' households after the land acquisition and the information about their family structure and family members (convenient for forming diagram and filling in).
- 2) Land acquisition process (time, place and how, etc.)
- 3) Which institutions are responsible for the compensation? Whether compensation payment is executed? If already paid, what are the compensation standard and the document related to the compensation standard? When the compensation was paid and whether there are collections of the compensation list and document. If not paid yet, where is the compensation fund? Whether does the compensation institution promise to issue the compensation. When will the compensation be issued and whether there is an issue plan?
- 4) Whether there are replacing means of livelihood or recovery measures.
- 5) The attitudes of the landless peasants towards the implementation of the project.
- 6) What is the participation degree of the landless peasants into the implementation of the project?
- 7) Whether do they have the demands or appeals related to the project?

D. Interview outline for the governmental department responsible for land acquisition

1. Interview plan

Interviewee: leaders and staff of the governmental department responsible for land acquisition

Interview period: one day

Interview method: key-person interview

2. Investigation outline:

- 1) The policies and measures include land acquisition and emigrants' resettlement, the acquisition and resettlement plan, the compensation standard and the solutions and plans or mechanism about the complaints.
- 2) The accomplished land acquisition process.
- 3) The land acquisition plan of the future.
- 4) Whether the compensation payment and recovery measures are executed.
- 5) The name lists information about the land acquisition and compensation.