

**COMBINED PROJECT INFORMATION DOCUMENTS / INTEGRATED  
SAFEGUARDS DATA SHEET (PID/ISDS)  
CONCEPT STAGE**

**Report No.:** PIDISDSC16312

**Date Prepared/Updated:** 20-Apr-2016

**I. BASIC INFORMATION**

**A. Basic Project Data**

<b>Country:</b>	Cambodia	<b>Project ID:</b>	P157858
		<b>Parent Project ID (if any):</b>	
<b>Project Name:</b>	Secondary Education Improvement Project (P157858)		
<b>Region:</b>	EAST ASIA AND PACIFIC		
<b>Estimated Appraisal Date:</b>	21-Nov-2016	<b>Estimated Board Date:</b>	23-Mar-2017
<b>Practice Area (Lead):</b>	Education	<b>Lending Instrument:</b>	Investment Project Financing
<b>Sector(s):</b>	Secondary education (80%), General education sector (20%)		
<b>Theme(s):</b>	Education for all (60%), Education for the knowledge economy (40%)		
<b>Borrower(s):</b>	Ministry of Economy and Finance		
<b>Implementing Agency:</b>	Ministry of Education, Youth, and Sport		
<b>Financing (in USD Million)</b>			
	<b>Financing Source</b>		<b>Amount</b>
	BORROWER/RECIPIENT		0.00
	International Development Association (IDA)		40.00
	Total Project Cost		40.00
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Concept Review Decision:</b>	Track II - The review did authorize the preparation to continue		
<b>Is this a Repeater project?</b>	No		
<b>Other Decision (as needed):</b>			

**B. Introduction and Context**

## Country Context

Cambodia has experienced remarkable economic growth and macroeconomic stability since the early 2000s. It grew by an average annual rate per capita of 7.8 percent in 2004-2014, ranking among the top 15 economies in the world in terms of economic growth. GDP per capita according to the Atlas Method increased more than threefold, from US\$300 in 1995 to around US\$1,020 in 2014. The main drivers of growth have been garment, manufacturing, agriculture, tourism and, more recently, construction and real state. Economic growth eased in the aftermath of the 2009 global crisis, while remaining strong at 7.2 percent in 2010-2014, on average. Growth eased slightly to 7.0 percent in 2015, in a context of slowdown in China and appreciating US dollar; stronger domestic demand, boosted by a construction boom, low oil prices, and fast credit growth, would be partly offsetting the moderation in the garment, tourism and agriculture sectors.

The sustained economic performance has lifted a large proportion of the population above the national poverty line, but Cambodia is still one of the poorest countries in the South-East Asia region. Between 2004 and 2012, the poverty incidence under the national poverty line declined from 50.2 percent to 17.7 percent of the population, reaching the country's Millennium Development Goal before the 2015 deadline. Most of the poverty reduction occurred between 2007 and 2009, when the headcount rate declined by twenty percentage points, driven by a significant hike in the price of rice, the main agricultural product of Cambodia. Despite this progress, the vast majority of the families that rose above the poverty line did so by a small margin, leaving them at risk in the event of an adverse shock. Poverty reduction in Cambodia has been accompanied by shared prosperity: the real consumption growth of the bottom 40 percent of the distribution was larger than that of the top 60 percent; and a decrease in inequality, with the Gini coefficient going down from 0.351 to 0.308 between 2008 and 2012.

## Sectoral and Institutional Context

Realizing education's potential to spur growth is a priority for Cambodia. The country's National Strategic Development Plan and Rectangular Strategy call for creating a competitive economy through knowledge and innovation. To lay a strong foundation, the Education Strategic Plan (ESP) focuses on two key issues: achieving universal access to high-quality basic education and promoting equal educational opportunities to increase income and employment.

As a result, Cambodia has expanded access to education over the last 20 years. Net primary enrollments increased from 83.8 percent in 1992 to 96.4 percent in 2012, and net secondary enrollments increased, from 16.6 percent in 2000 to 35.1 percent in 2012. Additionally, girls have equal access to educational opportunities: the Gender Parity Index for net enrollment in 2011/12, which is the quotient of the number of females by the number of males enrolled at a given stage of schooling, was 0.99 in primary, 1.13 in lower secondary, and 1.05 in upper secondary. Household data from the Cambodia Social and Economic Survey further confirms that primary and secondary net attendance rate also have improved overtime, regardless of place of residence, gender, or wealth. However there is strong relationship between attendance and wealth as well as place of residence particularly around secondary school age: secondary net attendance rate in Phnom Penh were over three times higher than those of rural households; 50.2 percent in Phnom Penh, 15.4 percent in rural. Moreover, children in the richest quintile had secondary attendance rates at over 8 times of those of the poorest quintiles; richest 45.4 percent, poorest 5.6 percent (CSES 2011, World Bank 2013).

## Relationship to CAS/CPS/CPF

The project was designed based on broader consultation with relevant stakeholders and is one of

the priority projects identified in the forthcoming Cambodia Country Engagement Note (CEN) for FY2016-2017 which is scheduled for Board discussion on May 19, 2016. The CEN has two pillars: (i) sustaining inclusive and competitive economic growth; and (ii) improving public services delivery and reducing vulnerability.

The proposed interventions are also aligned with the Bank's twin goals of eradicating extreme poverty and increasing shared prosperity. The literature on human capital has documented the positive correlation between human capital investment and social and economic development. Investments in education significantly contribute to poverty eradication and wealth creation, as higher educational attainment significantly increases the probability of getting a paid job and has a large and positive impact on monthly wage earnings. This well-known contribution laid the foundation for one of the landmark pledges at the 2000 UNESCO-sponsored World Education Forum in Dakar that provided a sustainable and well-integrated sector framework – Education for All – that clearly linked education with poverty elimination and social and economic development.

Since the Dakar forum, international evidence has shown that access to and permanence in the education system, while necessary, are not sufficient to achieve reduced poverty and greater shared growth. Education systems need to be of sufficient quality to ensure that their graduates acquire the basic, soft, and sector-specific skills needed to function efficiently and effectively on the job, adapt as workers or managers in a rapidly evolving technological society, and innovate and compete as entrepreneurs not only in developing new products but also in adopting those produced elsewhere.

In addition to be aligned to the Bank's twin goals, the proposed project also complements various on-going interventions by development partners, such as the United Nations Children's Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO), Japanese International Cooperation Agency (JICA), Swedish International Development Agency (SIDA), Asian Development Bank (ADB), and the European Commission (EC).

### **C. Proposed Development Objective(s)**

#### **Proposed Development Objective(s) (From PCN)**

The PDO is to expand lower secondary education in target areas.

#### **Key Results (From PCN)**

- Enrollment rate of lower secondary school students in rural districts where school buildings are constructed
- Percentage of teacher trainees achieving proficiency in Khmer, Math, and Science teaching practices at target teacher training institutions

These data will be derived from information collected through the Education Management Information System (EMIS) and administrative records. The relevant core indicators will also be tracked.

### **D. Concept Description**

The proposed project currently aims to achieve the proposed development objective through two interlined key strategic dimensions, namely school facilities expansion and improvement of teaching. These are both being considered because the ministry views limited school facilities and

low teaching capacity as the basic constraints that are preventing the ministry from providing lower secondary education for all primary school graduates. The analytical underpinning for designing the proposed teacher training component were provided through Bank-commissioned study on teachers that was published in 2015. The proposed school construction component will require an economic analysis that details the potential cost benefit of increased access to lower secondary schooling as well as school mapping of lower secondary schools prior to final inclusion in the project design.

Currently there are two components for the proposed project.

#### Component 1: Constructing classrooms and accommodations

This component aims to increase coverage of secondary education, improve the existing overcrowded schools, and increase availability of math and science teachers in rural schools. The proposed activities to be financed will include: (i) construction of 60 lower secondary school buildings in the communes without lower secondary schools (LSS), (ii) construction of 300 classrooms in the overcrowded lower secondary schools (e.g. two-shift schools), and (iii) construction of accommodation for math and science teachers in 150 sites of LSS.

#### Component 2: Improving teaching through training, assessing, and monitoring

This component will contribute to improving the teaching force at the lower secondary level by addressing low capacity of teachers, weak assessment capacity, and fragmented monitoring mechanism. The proposed activities to be financed will include: (i) implementation of the Upgraded Basic Education Teacher Training (U-BETT) program by upgrading math and science teachers to the bachelor equivalent level, (ii) improving monitoring mechanism by applying sub-sector results-based monitoring framework with provision of school grant, and (iii) strengthening assessment capacity by supporting Programme for International Student Assessment (PISA) for Development program.

## II. SAFEGUARDS

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

The project will be a nationwide. It is anticipated that many project activities will be ongoing support. However, locations and type of investments, specifically for sub-projects and project investments financed under Component 1 will not be identified prior to project appraisal.

### B. Borrower's Institutional Capacity for Safeguard Policies

The institutional capacity of the Ministry of Education, Youth and Sports (MoEYS) for safeguard policies has been enhanced overtime. The ministry has appointed Safeguards Focal Persons, who will lead and oversee the environmental and social safeguard tasks including preparation, monitoring, implementation, and reporting. They are familiar with the Bank's project cycle, safeguards policies, and tools with extensive on-the-job training on infrastructure related to school construction, including supervision and reporting. The Bank will assist and guide the Borrower with the preparation of safeguard instruments for this project. In addition, the Bank will provide further training program (environmental and social safeguards) as relevant for the project not only for MoEYS' staff, but also for school support committees and construction supervisors.

### C. Environmental and Social Safeguards Specialists on the Team

Juan Martinez (GSU02)

**D. POLICIES THAT MIGHT APPLY**

<b>Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
Environmental Assessment OP/BP 4.01	Yes	The project will involve civil works where locations will not be identified prior to project appraisal. The expected civil works will include: (i) construction of 60 lower secondary school buildings in the communes without lower secondary schools (LSS), (ii) construction of 300 classrooms in the overcrowded lower secondary schools (e.g. two-shift schools), and (iii) construction of accommodation for math and science teachers in 150 sites of LSS. There are likely to be some concerns relating to inconveniences or nuisances (e.g., dust, noise, and construction waste) to surrounding areas during construction. However, these potential impacts on the environment are deemed to be minor, site-specific, and reversible in nature, and for which mitigation measures can be readily designed. Given the nature and small scale of the proposed civil works under the project, a partial EA is carried out, in which the EA results will be applied for updating the existing Environmental and Social Management Framework/ESMF (including generic EMP) prepared and implemented under the SESSP (P144715). The Project is therefore assigned as category "B". In the process, experiences and lessons learned from implementing the existing ESMF (and EMP) will be assessed during project preparation to inform the updating of the said documents. Because the civil works involve the construction of school buildings with WASH facility, mitigation measures will be addressed in the updated ESMF and generic EMP. Site specific EMPs will be prepared only when the project locations are identified.
Natural Habitats OP/BP 4.04	No	The project will not cause any degradation of natural habitats as defined under the safeguard policy.
Forests OP/BP 4.36	No	The project will not degrade critical forest areas as defined under the safeguard policy.
Pest Management OP 4.09	No	The project will not involve any procurement of pesticides nor cause any increased use of pesticides.
Physical Cultural Resources OP/BP 4.11	No	The project will not adversely affect sites with archeological, paleontological, historical, religious, or unique natural values.

Indigenous Peoples OP/BP 4.10	Yes	This policy is triggered because of the presence of indigenous peoples in the program area (nationwide). The safeguards approach will build on the existing social safeguards documentation prepared for the ongoing SESSP. A social assessment should be prepared before appraisal to inform the preparation of an Indigenous Peoples Planning Framework (IPPF). Under OP 4.10, free, prior, and informed consultation leading to broad community support will be applied during the preparation of the program.
Involuntary Resettlement OP/ BP 4.12	Yes	Under Component 1, the project will finance rehabilitation of existing structures or new construction for lower secondary schools buildings as well as accommodation facilities for teachers. Most of the proposed construction sites will be located in the existing primary school or lower secondary school compound. Even if there will be need for new land, construction sites will be pre-selected in the land publicly owned by local communes and assessed using a comprehensive screening will be conducted. There is no sub-projects identified prior to appraisal Given the potential of land acquisition that could lead to physical or economic displacement and land donation as part of the implementation of the project activities. A Resettlement Policy Framework (RPF) will be prepared in the event that resettlement occurs due to the implementation of the program. Screening criteria and relevant protocols will be included as part of the RPF. The RPF will include a protocol for voluntary land donations and procedures to undertake due diligence in case where land has already been acquired prior to Bank-financing for sites supported by the project and build on the existing resettlement instruments prepared for other projects in Cambodia and will be disclosed prior appraisal.
Safety of Dams OP/BP 4.37	No	The project does not involve any dams.
Projects on International Waterways OP/BP 7.50	No	The project does not involve international waterways.
Projects in Disputed Areas OP/ BP 7.60	No	The project will not be located in any known disputed areas as defined in the policy.

## E. Safeguard Preparation Plan

**1. Tentative target date for preparing the PAD Stage ISDS**

01-Jun-2016

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

The Social Assessment; IPPF and RPF will be prepared prior to appraisal and will cover all policy requirements including free prior and informed consultation under 4.10.

Partial Assessment, including an updated ESMF (and generic EMP) will be completed by April 30, 2016 and disclosed immediately thereafter.

**III. Contact point****World Bank**

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**Borrower/Client/Recipient**

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**IV. For more information contact:**

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Task Team Leader(s):	Name: Simeth Beng, Tsuyoshi Fukao	
<b>Approved By</b>		
Safeguards Advisor:	Name: Peter Leonard (SA)	Date: 01-Apr-2016
Practice Manager/ Manager:	Name: Harry Anthony Patrinos (PMGR)	Date: 04-Apr-2016
Country Director:	Name: Constantine Chikosi (CD)	Date: 20-Apr-2016

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