

**PROJECT INFORMATION DOCUMENT (PID)
APPRAISAL STAGE**

Report No. **98753**

Project Name	Early Childhood Care and Development for Floating Villages Project
Region	EAST ASIA AND PACIFIC
Country	Kingdom of Cambodia
Sector	Sector: Pre-Primary (100%)
Theme	Education For All (100%)
Lending Instrument	Investment Project Financing
Project ID	P146085
Parent Project ID	
Borrower(s)	Save the Children International
Implementing Agency	Save the Children International
Environment Category	<input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> FI <input type="checkbox"/>
Date PID Prepared / Updated	July 30, 2015
Date of Appraisal Authorization	June 30, 2014
Date of Board Approval	N/A

1. Country and Sector Background

Country Context

The Kingdom of Cambodia is emerging as an increasingly confident state after a tumultuous final quarter of the 20th century. From a period of emergency support and rehabilitation, the Kingdom of Cambodia has entered a sustainable development phase, based on consistent medium- and long-term policy directions. Its economic growth rate averaged 7.9 percent per annum over 2003–2013 and poverty on national level declined from 53.2 percent in 2004 to 18.6 percent in 2012. Yet, in spite of these achievements, Cambodia is still one of the poorest countries in Southeast Asia, and, rebuilding Cambodia's institutions along meritocratic lines is a long-term process.

Sectoral and Institutional Contexts

Cambodia in its efforts to reduce poverty and increase prosperity has recognized the key importance of education within overall national development. The National Strategic Development Plan (NSDP) 2014-18 put forth a rectangular strategy, which emphasizes the importance of human resource development centering on development of the education sector as the key to strengthening the foundations of the national human resources. Responding to the NSDP, MoEYS developed the Education Strategic Plan (ESP) 2014-18, which has focused on two key issues: the achievement of universal access to high quality basic education; and the promotion of equity in educational opportunities to increase income and employment. This focus stems directly from recent sector trends. Net enrollments at the primary and gross enrollment at the lower secondary levels have increased since the late 1990's (from 77.6 percent in 1997 to 95.5 percent in 2014 in primary, and from 23.7 percent in 1997 to 53.3 percent in 2014 in lower secondary). Similarly positive achievements have occurred earlier in the education cycle. The early childhood education (ECE) enrollment rate for 5-year old children improved from 24.6 percent in 2004 to 61.4 percent in 2014. Household data from the Cambodia Social and Economic Survey further confirms that the average entry age to Grade 1 declined from 7.8 years of age in 2004 to 6.9 years in 2012. Although socio-economic, rural and gender gaps in educational attainment exist, these gaps have

generally been reduced over the last decade. This is particularly true at the primary level given the MOEYS's prioritization of gender equity and pro-poor policies.

While Cambodia has made remarkable progress in expanding access and improving the quality of its basic education, fundamental gaps in provision remain, particularly in early childhood. Currently, 77.1 percent of Cambodia's three to four year-olds do not have access to ECE due to the lack of pre-school facilities (MoEYS 2015). If unaddressed, this can have far-reaching consequences: children who lack access to ECE services, particularly those from disadvantaged backgrounds, will face lower school readiness, leading to lower student achievement, increased probability of dropout, and a decline in overall educational quality. The ESP 2014-18 sets 'expansion of quality ECCD' as a high priority for MoEYS.

2. Objectives

The Project Development Objective is to improve access to quality Early Childhood Care and Development (ECCD) services through community and home-based programs for 0 to 5-year-olds, particularly for those from disadvantaged backgrounds, in the targeted areas. The higher level objectives of the project are inclusive growth and the reduction of inequality. This will contribute to the Government's efforts to achieve the Millennium Development Goal (MDG)'s for basic education, health, and poverty reduction goals by making ECCD services available to the disadvantaged.

3. Project Description

This project aims to complement activities related to the implementation of the ECCD program in particularly challenging social and geographical conditions. It also aims at extending it to provinces not covered by the recently-approved Second Education Sector Support Project (SESSP), which substantially provides to support ECCD, or other similar programs funded by other development partners. The floating ECCD model utilizes innovative strategies, is the first of its kind, and will be implemented by the experienced international NGO, Save the Children International (SC). SC will be the grant recipient, and implement the project in close collaboration with the relevant local and national stakeholders.

The project is comprised of the following components:

Component 1: Promoting access to ECCD services (US\$1,242,000)

The objective of this component is to provide low-cost community and home-based ECCD programs for children and parents around the floating communities living on the Tonle Sap River and Lake. The project will have a special focus on disadvantaged and marginalized children.

Component 2: Providing quality child-friendly ECCD program (US\$920,000)

This component will focus on creating an enabling, child friendly environment that incorporates child participation, play and learning, stimulation, care and protection both at home and in the constructed ECCD centers.

Component 3: Strengthening capacity of government and community structures (US\$513,000)

This component will contribute to effective implementation of ECCD policies focusing on children's holistic development through strengthening the linkages between government and communities.

Component 4: Project management and M&E (US\$465,000)

This component will facilitate project management, including advocacy-related activities, and undertake results-based monitoring and evaluation (M&E) of the program.

4. Financing

The project is expected to be financed by a US\$3.14 million grant from the Japan Social Development Fund (JSDF). The lending instrument is Investment Project Financing. The project will finance works, goods, services, and incremental operating costs.

Project Cost and Financing

Project Components	Project cost (M USD)	Grant Financing	% Financing
Components			
1. Promoting of access to ECCD services	1.24	1.24	100%
2. Providing quality child-friendly ECCD program	0.92	0.92	100%
3. Strengthening capacity of government and community structures	0.51	0.51	100%
4. Project management and M&E	0.47	0.47	100%
Total Baseline Costs	3.14	3.14	100%
Total Project Costs	3.14	3.14	
Interest During Implementation			
Total Financing Required	3.14	3.14	100%

5. Implementation

Institutional and Implementation Arrangements

The project will be implemented at provincial, district and school levels in targeted areas in Kampong Chhnang and Pursat province for three years. SC in Cambodia will assume overall responsibility for management, coordination and implementation of the program, including procurement, disbursement and financial management.

The Early Childhood Education Department of MoEYS (ECED/MoEYS) will be working closely with project mainly to: (i) develop and adopt ECCD training curriculum in the floating area; (ii) provide technical capacity building to Provincial Office of Education (POE) and District Office of Education (DOE); (iii) provide technical inputs to teaching material development; and (iv) conduct regular monitoring to get feedback from schools and communities on quality of POEs' and DOEs' support.

The POEs and DOEs will coordinate with the following groups to support project implementation: ECCD focal staff at POEs and DOEs, school principals and teachers under the POEs of Kampong Chhnang and Pursat, counterparts in other sectors (health, Women and Social Affairs), and the communities.

The participation of communities, especially of parents and families, has been central in the project design and will continue to be during implementation. Commune Council and School Support Committee, both of which are composed of representatives of community members, will support the implementation team of the project, conduct annual project reviews and develop annual project implementation plan.

Results Monitoring and Evaluation

SC project office and relevant provincial offices of MoEYS will monitor the indicators of the project; this will be done within the Results Framework and Monitoring of the project as well as in accordance with the annual operation plan. The data related to output indicators will be provided semi-annually, while SC and MoEYS will provide outcome-related data annually. The progress in meeting target indicators will be reviewed by the Bank semi-annually. All data collected will be disaggregated by gender and in some cases by district, in order to understand and respond to specific issues. JICA (Japan International Cooperation Agency) Cambodia office has agreed that one volunteer will be sent to Kampong Chhnang POE to be in charge of M&E of educational activities included in this project.

6. Safeguard Policies (including public consultation)

Safeguard Policies Triggered by the Project	Yes	No
Environmental Assessment OP/BP 4.01	X	
Natural Habitats OP/BP 4.04		X
Forests OP/BP 4.36		X
Pest Management OP 4.09		X
Physical Cultural Resources OP/BP 4.11		X
Indigenous Peoples OP/BP 4.10		X
Involuntary Resettlement OP/BP 4.12		X
Safety of Dams OP/BP 4.37		X
Projects on International Waters OP/BP 7.50		X
Projects in Disputed Areas OP/BP 7.60		X

7. Contact point

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