

Save the Children

**Early Childhood Development Education
for Floating Villages Project**

Project ID: P146085

Environmental Safeguards documentation preparation
Social Assessment and Community Consultations

FINAL REPORT



**Pursat and
Kampong
Chhnang
Provinces**



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I INTRODUCTION AND BACKGROUND

In 2009/2010, Save the Children (SC) began the process of developing a concept note/proposal for the Japan Social Development Fund (JSDF), managed by the World Bank. The full proposal was about to be approved when the World Bank decided to put all new funding on hold in Cambodia, due to allegations of human rights violations in a project managed by the government and funded by the World Bank.

Save the Children has developed a concept note for the Japan Social Development Fund (JSDF), managed by the World Bank for the promotion and development of Early Childhood Care and Development in the provinces of Cambodia. The concept note was approved by JSDF in September 2013. Save the Children is now in the process of preparing a full proposal. As part of the full proposal submission and appraisal process, Save the Children is requested to develop environmental and social safeguards.

The higher level objectives of the project are inclusive growth and the reduction of inequality. These will contribute to the Government's efforts to achieve the MDGs for basic education, health, and poverty reduction goals by making ECCD services available to the disadvantaged population. The project 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 background, in the targeted areas. As part of this initiative, Save the Children will help establish: 20 ECCD centers in communities around the Tonle Sap lake of Kampong Chhnang Province (16 sites) and Pursat Province (4 sites). 10 of the centers will be in floating communities and 10 centers will be in land communities with buildings lifted on stilts. SC will do so in close collaboration with the Provincial and District Offices of Education (POE, DOE), the Commune Council for Women and Children (CCWC), and local communities. The 20 locations have already been decided upon by the POE and DOE, in collaboration with SC. Maps of both provinces with site locations are figure in **Appendix 1**.

The factors that influenced the selection of the sites include a combination of the following factors:

- Children population size
- No education activity at pre-school level in the area
- There is an expressed need from community based on POE assessment (community asked)
- There may already be a home-based ECCDs where space is limited (factor applicable to Kampong Chhnang Province only).

II PURPOSE

One International Consultant Environmental and Social Safeguard Documentation Development, and National Consultants for Environment and Social Safeguards respectively were hired for a period of 6 days to 3 weeks to conduct the necessary research and prepared the necessary documentation to comply with World Bank Safeguards Requirements detailed below.

III METHODOLOGY

A list of activities undertaken by the consultants and work plan is included in **Appendix 3** of this report.

Given the context of the project, it was determined early on that none of the WB safeguards policies for Natural Habitats OP/BP 4.04, Forests OP/BP 4.36, Pest Management OP 4.09, Physical Cultural Resources OP/BP 4.11, Safety of Dams OP/BP 4.37, Project on International Waterways OP/BP 7.5 apply (Ref: Integrated Safeguard Datasheet - May 2013).

The proposed project is category B in regards to Environment Assessment OP/BP 4.01 because it includes the construction of 20 Early Childhood Care and Development Centers that will inevitably create positive and/or negative impact on the site where it is located during construction and operation of the centers. The impacts of this category are site specific and the mitigation measure can be designed.

As a result, an Environment Management Plan (EMP) needed to be prepared. By preparing an EMP, SC evaluated the project's potential environmental risks and impacts in its area of influence; examined project alternatives; identified ways of improving project selection, siting, planning, design, and construction by preventing, minimizing, mitigating, or compensating for adverse environmental impacts and enhancing positive impacts; and included the process of mitigating and managing adverse environmental impacts throughout project implementation. The EMP also establishes a basis for ongoing project monitoring and evaluation.

To gather the necessary information for the EMP, the consultant team inspected 50% of the 20 sites selected, representative of the type of sites located across the two provinces. The 2 maps of the provinces indicate all 20 sites included those visited and those not visited, see **Appendix 1** of this report. As part of the process, the consultant conducted key informant interviews with various provincial, district and commune stakeholders, as well as community members.

The purpose of the Site Visits (SV) was to:

- (i) Visit existing school in the target villages and assess overall environmental conditions and potential impact that can be caused during construction;
- (ii) Assess the school committee awareness in relation to EMP implementation,
- (iii) Understand the role and responsibility of local authority/school committee with regards to environmental mitigation measures which include the solutions or what the contractor must do during construction (EMP), and
- (iv) Improve existing EMP and other tools if required

In addition, the consultant team met with the Wetland Works! Design team in Phnom Penh and discussed the proposed sanitation system for the project. It visited the pilot floating wastewater treatment solution using water hyacinth pods for lake communities in Akul primary school, O Taprok Commune, Sandan District of Pursat Province.

The scope of civil works expected to be conducted under the project was assessed which

found that no private land or asset will be affected under the project. It was thus determined that the WB Involuntary Resettlement OP/BP 4.12 is not triggered.

The research team also conducted an ethnic screening together with the World Bank to verify whether or not Indigenous Peoples (IPs) are present in the project area and thus whether the policy Indigenous Peoples OP/BP 4.10 would be triggered. The ethnic screening was conducted as part of the Beneficiary Assessment (BA) conducted under the study. It concluded that no social groups present in the project areas meet the eligibility criteria of OP 4.10 as Indigenous Peoples. It was thus determined that OP 4.10 is not triggered to the project.

The BA aimed to identify vulnerable social groups who are part of the target project beneficiaries but who may be excluded from project benefits due to existing social and community relationships. As part of the BA, free, prior and informed consultations were also conducted with local population in order to ascertain their broad community support to the project.

To do so, it used a combination of different methods:

- 1- Desk Review of population statistics data including Khmer, Cham, Vietnamese and other groups
- 2- Key Informant Interviews (KIIs) with various provincial, district and commune stakeholders.
- 3- Focus Group Discussions (FGDs)
- 4- Informal conversations with community members.

Based on the results of the desk review, the consultant selected three sites that would be the target of FGDs. On the one hand, these sites were to be representative of the geography of facilities to be established (floating/on stilts, and Pursat/ Kampong Chhnang provinces), and, on the other hand, should include those sites perceived to be the most sensitive in regards to the presence of various vulnerable sub-groups (Cham, VN and other vulnerable groups) and their perceived difference in access to education in general. Numerous informal conversations were also had with community members on the other 7 of the 10 villages visited for the purpose of the Environmental Assessment, in order to verify the information collected through the Desk Review, KIIs, and FGDs.

The KIIs and FGDs were also conducted to get a better understanding of the socio-economic situations and challenges faced by the communities selected to benefit from the project, in order to inform the final stages of project design. These findings are included in Chapter V. A list of people met is included in **Appendix 6** of this report.

IV FINDINGS REGARDING ENVIRONMENTAL SAFEGUARDS

At each visited site, DoEs representatives, commune and village chiefs, school principals, teachers, school support committee and/or community construction committee members, community members and students were invited to a meeting and/or informal discussions to discuss environmental related issues (noise, dust, solid waste, safety, site management, sanitation facilities, surrounding environment, etc.) should the project be implemented in the near future in their own village. They were also consulted for their opinions and suggestions for better project implementation in terms of environmental safeguard. Students in the school were also consulted with regards to the use of facilities.

1. Awareness of Environmental Safeguard

The school support committee and community members are not well aware of environmental safeguard of the project and never pay attention to environmental parameters. They understand that there is no impact to environment if there is construction of ECCD center. Community Construction Support Committee in Anlong Raing are not active in construction of community center funded by ADB (as they have duties and appointed to supervise and control construction quality) since the construction is in Raing Tel village (5-6KM from community) and the members do not have enough budget for traveling.

2. Land ownership, availability and seasonal water levels:

Floating communities:

For all floating communities, land ownership is never an issue as villages are always in public flooded areas which no-one has claimed rights to or ownership of other than village members themselves. Floating villages move sites to deeper waters from the wet season to the dry season. There is typically a distance of 1 to 4 km between the two.

However, dry season sites were often nearby an island or small pieces of land where some households have informal access to a plot for farming and which they keep from one season to the next thanks to poles they plant in the ground.

Land/stilts communities:

The land under stilts communities is dry during the dry season and fully flooded during the wet season, with the exception of a couple villages visited which had a raised piece of land even at the peak of high water, where a pagoda was generally located. The village land is considered public land and no land acquisition is involved for this project. People have a right to use the land but no official ownership is granted. In one instance (Anlong Kanchhos), the land put forth by the community to receive the ECCD was land donated by the Pagoda.

A lesson must be learnt from the existing primary school on stilts in Anlong Konchhos village which was flooded during our visit forcing children to move to the Pagoda located on higher grounds to study. It is important to make sure that the pre-school's floor, to be located most probably by the Pagoda, looking out

towards the Primary School and water treatment unit, is high enough.

3. Heritage, Conservation Site

Fish conservation sites are located far from the villages. People are not allowed to live near the conservation sites. The only conservation site that was noted during field visits was located at least 10km away from the nearest potent ion ECCD site (Ko-Kaek in Pursat province).

4. Construction Activities

The environmental impact during ECCD construction may include: dust, noise, water quality, hazardous materials. However, these impacts are short-term impact and during construction time only. It was proposed that the construction of the center should start during dry season and be located on land near a waterway. The reason is to minimize transportation cost of construction materials and also to lessen impact on the water quality. It is also easier to manage waste generated from the construction.

All floating communities and also the POE office in Pursat suggest to build the school in the dry season near the site where the village gathers or on nearby land where construction materials are easily deliverable (later option applies for Ko Kaek in Pursat however as that is still far from land, would recommend building in Raing Tell using Raing Tel building committee, the centre of the cluster where all other buildings for the villages in the area are normally built).

Yu Khan Tur discussed two possible solutions for building: a) get a contractor to build, and b) get the community to do it but using a paid supervisor for technical control and providing materials and renting tools. Their experience is however that the supervisor had no incentive to finish the construction early but rather have an interest in extending employment and dragging on with the construction. Also workers need quality performance incentives.

The consultation team discussed with the POE in Pursat and various community groups about the importance of minimizing solid waste, noise pollution and dust pollution during construction by setting up site slightly apart from community (easy in floating cases), providing budget for safety measure (sign, fences, disposal policy and site clean up after construction) and imposing that on the contractor as early as in the bidding documents. Also discussed the importance of establishing a construction committee, who can help mediate between construction activities and community, increase ownership, provide input into design, and conduct monitoring.

5. Sanitation and Wastewater Treatment System

Floating communities:

All community members defecate, urinate, and dispose of waste directly into the

lake, either from inside a private latrine cubicle with two simple horizontal planks existent in a few of the households and most schools, or by going directly into the bush. Toilets with just two floor boards to balance over are very dangerous for small children who can fall through. (In Se Slab, the general rule for going into the bush was to go at least 5m from any house.) Some also had whole in the floor or went from the edge of the house boat.

Waste water treatment systems are practically non-existent in the floating community. However, some NGOs are trying to introduce waste treatment system such as Live & Learn Environmental Education, Wetlands Work, BORDA-Cambodia (Bremen Overseas Research and Development Agency), etc.

Among the visited sites in Pursat and Kampong Chhnang, none of the village was using any of the system introduced by NGOs, with the exception of Akul School (not a SC ECCD site) which was visited by the team to specifically observe the pilot unit implemented by Wetland Works! In the village of Akul, O Sandan commune, Krakor district.

Discussions also revealed that people do not want to see nor smell the waste.

In stilts communities

Some toilets with ceramic (platform or squat) and pour/flush toilets with soak away system (similar to septic tank) below were available (always less than 20%) and used year round although some encountered difficulties with flushing during the wet season. Most community members however went into the bush or used drop into water latrines in the wet season such as the ones found in floating communities. The attitudes and dominions about the use of such latrines were the same as those of floating communities.

General considerations for school toilets (vis-a-vis Gender, Hygiene, and Public Toilets)

Nine out of ten school and community sites visited had at least one toilet. There is a wide variety in the state of disrepair and cleanliness of the toilets. There are no separate girl and boy toilets. According to discussion with school principals it is very important to have at least two toilets in a school to separate between boy and girl. It was noted that female students especially grade 4-6 ask permission from teacher to go back home or to the bush if they need toilet since toilet at school sometimes are difficult to use (very deep and no proper wood plank to stand or sit) and no privacy. Such gender aspects should be taken into account when designing sanitation facilities for the project.

The study found that community members squat to defecate and use the same water directly under the latrine or nearby for cleansing their bodies and hands. A better solution must be proposed in the design of the new pre-schools. None of the toilets visited had any soap and system apparent for washing hands by the toilet despite the fact that the teachers stated they were encouraging their children to wash.

The study found that school toilets also serve as public toilet (Se Slab floating, Koh Rusey land) at times whenever going to the bush is not an option or where

toilets were in particular good condition. The consultant team discussed the possibility of tagging on a public toilet to the school toilet in Yu Kan Thur village but two difficulties were cited that: a) it will create complexity as to who will maintain the public toilet and, b) if using WW! Technology, the perception (and risk) of foul smell would be exacerbated with the public toilet and may significantly negatively impact the school environment.

Wetland Works! (WW!) pilot in Akul village

When consultants visited the site, some community members complained of the smell and of being able to see their "waste" through the bottomless bucket that served as toilet bowl.

It must be noted that WW! Technology is only applicable for floating communities where there is sufficient depth of water under the building year round, especially when located in their dry season site. In the example of Akul, the toilet cannot be used between March and June because the floating school is beached on dry land. This should not be a problem in the case of floating ECCD project sites as all floating project sites have quoted sufficient water levels during the dry season, with Se Slab being the shallowest with 1m water under their floating houses.

The Akul school teacher also expressed skepticism about the durability of the plastic tarp (UV resistant however) and was concerned that none would want to do the work of replacing it in 2-3 years when/if it breaks. The tarp used for the pilot was indeed an ordinary tarp. The revised design however is using UV proof material that should last 10 to 20 years according to WW! representatives.

6. Solid Waste Management

Floating sites:

Solid waste disposal is very difficult in floating communities as they are most often always surrounded by water and it is easy to dump solid waste into the water. Every single one of the floating communities visited systematically dumped their waste in the lake water.

One exception: Yu Khan Thur floating school in Kampong Chnang burns or buries its waste onto nearby land in the dry season but dumps into water in the wet season.

When we discussed the environmental impact issue, one floating community (Ko Kaek in Pursat province), said they could also put their wet season waste in bags and hang it to bushes and come back during the dry season when the ground has gone dry to burn the waste. However, this plan seems mildly unrealistic.

Land/stilts sites:

Waste management is easier for stilts/ land communities in general where there was less dumping in the water, or at least only in the wet season.

Koh Rusey school does waste separation and composting and burning in the dry season but dumps into water in the wet season. The school principal has

knowledge about environment and also used to participate in waste management meeting with various NGOs working in the village. The school has organic waste for composting and plastic bottles and bags are stored in separate place for recycle or reuse.

Some community members in Peam Khnang burn waste during the dry season. Anlong Konchhos burns waste year round, so did Praday Meas where 90% of community waste was burned and only 10% dumped in water according to one individual.

7. Design for School Maintenance

Practically every floating school (Yuk Kan Thur, Ko Ka-ek school in Pusat...etc.) mentioned the difficulty and cost (\$250/year) of maintaining the bamboo serving as floating device for the school and would prefer a school on stilts (but unrealistic given that community moves back and forth and children too small to travel far away from their homes and back every day). Ko-kaek requested a 1 time \$800 fund to replace the bamboo of its school. Another factor that seems to bump up the price is that schools maintenance official commissioned by the commune government must be contracted through official channels and cannot use small community contracts and/or labor. Procurement rules use competitive bidding which only more expensive contractors can navigate.

In Se Slab, one of the two school buildings use more plastic barrel floating device that last much longer than bamboo and do not need yearly maintenance.

8. Drinking water

River water is the main source of household uses water while raining, boiling, and filtering water for drinking. Some schools collect rain water during the rainy season. Some communities make a point of going far away from their villages into the lake to collect water where it is cleaner.

Several communities in Kampong Leaeng District have benefited from the establishment of small water treatment facilities in their villages that sell water to its members (100Riel for 20l) and that give a certain amount of water for free to nearby schools (40l/day in Anlong Kanchhos). This scheme can greatly benefit the pre-schools. For other sites, it has been suggested to investigate an international organisation called IDE that sells affordable water treatment and sanitation technology in Cambodia.

9. Key recommendations for environmental safeguard

Environmental Management

Environment construction related issues such as awareness and site safety should be carefully and thoroughly introduced to local school/community support committees who are responsible for the daily site supervision. Training sessions

should be arranged for the committee covering both construction supervision and environmental related issues.

EMP implementation for ECCD center: The contractor/site engineers should be well aware of the contents of EMP included in bidding documents and enforced/monitored by school/community committee.

Regular meetings between site supervisor and school/community committee must take place with every site visit to discuss, share, explain or follow up on construction activities.

The consultation with the local school committee showed that there is an absence of environmental specialist during construction. It is recommended that an environmental safeguard specialist be involved in every ECCD center construction. Together with the site engineer, the environmental safeguard specialist should provide refresher training on site safety, supervision and environmental safeguard issues.

Solid waste management in the ECCD center should be introduced and training should be provided at same time with school/community support committee including necessary maintenance of the new toilet facilities.

Combine appropriate toilet design with education about the purpose of the toilet to prevent the risk that people still choose to go to the bush because it is perceived to be "cleaner"/ more pristine.

Toilet design suggestions

The toilet design should consider having a flushing system (pour/flush, or maybe a tank above and manual pump bringing lake water from the opposite side of the school building as far away from pods) to chase the material away and serve for hand washing.

A ceramic bowl or squat ceramic toilet is recommended because it looks clean and safe to squat, users cannot see below, and children do not fear of falling into the water. Consider also fitting in a simple urinal option composed of boards laid horizontally on their edge, with a horizontal gap in between just at the right height, for ease of use, safety, and lesser risk of soiling. Consider including a pipe to drive material away from directly under toilet bowl into a septic tank equipped with a ventilation pipe rising sufficiently above the roof of the school. Since water quality is very much affected by waste water from the facility, waste must be appropriately treated (septic tank followed by pod for floating communities) before discharging into the lake. Sanitation facilities in the center should have separate boy and girl toilets and/or have two toilets: one the students and one for the public.

It is the intention of the project that the willingness and habit of using toilet may increase among local communities as a result of the project.

V VULNERABLE COMMUNITIES IN THE PROJECT AREA

1. Summary of the Beneficiary Assessment (BA) and Free, Prior and Informed Consultations

A full BA was conducted following JSDF approval of the Project concept note in September 2013. The overall aim was to assess the potential social and economic consequences of the Project, as well as gather additional information to inform project implementation. More specifically, the assessment aimed to achieve the following:

- To identify all relevant legal definitions, frameworks, and covenants pertaining to ethnic minority and vulnerable groups in and around the proposed Project sites
- To determine the geographic dispersion and profile of the ethnic and vulnerable groups in the proposed Project area (in particular, Cham presence in target villages)
- To understand the perspective on proposed Project among target community, with particular reference to ethnic minority groups.
- To identify any particular “vulnerability points” related to ethnic and vulnerable groups in the area
- To conduct free, prior and informed consultations with ethnic and vulnerable groups to ascertain their broad community support to the project, and to solicit further recommendations, feedback, and preferences on proposed Project that can be linked to improved implementation, with particular focus on mitigating any potential negative impact on ethnic and vulnerable groups

The BA was conducted in two stages. First, a preliminary examination was carried out (desk study). Building on this, a second phase conducted free, prior and informed consultations and key informant interviews (field study). The work was carried out by a team led by one international consultant for Environmental and Social Safeguard Development and comprised of several National Consultants familiar with the social and environmental context of the proposed Project over a two month period – October/November 2013.

1.1. Preliminary Examination

Population in the Target Area

Both desk review of statistical data and field observations showed that no ethnic minorities are present in the project area other than Cham and Vietnamese¹. Selecting 10 of the 20 proposed project sites where the greatest number of Vietnamese and Cham were known to be present, the assessment team asked households to self-identify their status. As a result, it was determined that only 4 sites had permanent or temporary Cham populations. In each of these sites, the situation surrounding Chams were different. In Koh Chnok Truo village (Baribo District, Kampong Chhnang), there are 47 Cham households compared with, 544 Vietnamese and 575 Khmer. In this community, Cham speak their own language at home and send their children to Cham school in the afternoon (Khmer school in the morning). In Slort Village (Kampong Leaeng District of Kampong Chhnang) and Peam Khnong Village (Kampong Leaeng District of Kampong Chhnang), Cham presence is seasonal: during the dry season about 30 Cham households migrate into the area and live for 2 months. As such, the Cham here usually do not integrate with the existing community. In Krang Phatel (Pralay Meas Commune of Kampong Chhnang), among 292 households in the village, there are 3 Cham families (compared with 269 Khmer and 20 Vietnamese). Here the Cham households are considered to be fully integrated, but also largely invisible given the small numbers. Last, in Koh Ka'ek (Reang Teil Commune in Pursat), among 246 households roughly 40% are Khmer and 60% are Vietnamese. In the dry season some of Chams visit the area, but do not frequently mix with the rest of the village.

There are only 5 out of the 20 project sites that appear to have a certain amount of permanent or transient Cham population. Only one out of those 5 had a significant population (47 households) of Chams living there year round. Vietnamese groups were found to live in 30% to 50% of the 20 villages. Cham typically make a dual living from farming on shore during the wet season and fishing on the lake during the dry season. Vietnamese make their living primarily from fishing and fish farming.

In most villages visited, both Chams and Vietnamese retain distinctive cultural and linguistic characteristics, and consider themselves, and are also considered by others, as ethnically separate from Khmer and from other ethnic groups. They maintain certain informal institutions of their own with their own leadership in their villages; have at times separate schools and places of gathering. That said, the relative level of integration of either group into the Khmer community varied from village to village with some cases where Vietnamese and Khmer were fully integrated (Koh Ka'ek) and others where they were living quite separately (Koh Chnok Tru).

¹ Based on the consultation with the World Bank Regional Safeguard Secretariat, it was determined that Cham and Vietnamese people do not meet the eligibility criteria under OP 4.10 as Indigenous Peoples.

There are other vulnerable groups in the project areas. The description of their characteristics especially with regard to access to education, and the feedback provided from them about the project design obtained during the BA, are provided in the table 2.4 attached below.

1.2. Detailed Consultation

Based on the preliminary research, the social assessment team conducted general site visits and focus group discussions (FGD) in three representative sites:

Focus groups consisted of DoE representatives, commune and village chiefs, school principals, teachers, school support committees and community members. The purpose was to better understand the presence and interaction between Cham, Vietnamese and other ethnic groups, and between other vulnerable groups and local dominant social groups, but particularly the way that the establishment of the ECCD centers might influence those relations. This data collection was supplemented and verified through numerous informal conversations with community members in 7 of the other 10 villages.

	Pursat	Kampong Chhnang	Total
Floating	FGD1: Anlong Raing, Krakor District SV1: Anlong Raing, KraKor District SV2: Koh Ka-ek, Kandeang District	FGD2: Yuk Kan Thur, Baribo District SV3: Yuk Kan Thur, Baribo District SV4: Ses Slab, Baribo District SV5: Peam Khnang, Kampong Leaeng District SV6: Slort, Kampong Leaeng District	2 FGDs, 6 SV
Stilts/ Land centers		FGD3: Kampong Kdar, Kampong Tralach District SV7: Kampong Kdach, Kampong Tralach SV8: Koh Rusey, Kampong Leang SV9: Anlong Kanchhos, Kampong Leaeng SV10: Pralay Meas, Kampong Leaeng	1 FGD, 4 SV
Total	1 FGD, 2 SV	2 FGD, 8 SV	3 FGD, 10 SV

2. Project Impacts and Mitigation Measures

The results of the BA revealed both potential positive and negative effects. The Project does not infringe on the right, territories, or legal status of vulnerable groups and ethnic minorities. However, as with any education initiative, the ECCD initiative will introduce new ways of learning and interacting at the community level. This has both positive and negative potential. Overall, the BA ascertained that the Cham and Vietnamese have broad community support to the initiative under the project within their existing livelihood and community structures, particularly if the Project is built with mitigation measures (see below) foremost in mind.

2.1. Positive Effects

The potential positive effects are three. First, the ECCD initiative will help improve the access of many vulnerable people to improved education services. There are no working pre-schools available in project areas visited by the Consultant with the exception of Pralay Meas and Along Kanchhos. Also, primary schools are found in every proposed pre-school center but they are very limited in resources and facility. Access of vulnerable social groups to ECCD will be significantly improved through the project support to community and home-based programs for 0 to 5-year-olds, with a particular target on those from disadvantaged background.

Second, more young children from Cham and Vietnamese families will become proficient at Khmer at an earlier age, linking to increased community integration and social cohesion. As most Cham and Vietnamese households continue to speak their own languages within their homes, but live within a wider Khmer speaking community, the proposed Project will facilitate young Cham and Vietnamese children to acquire the main language of the wider community at an earlier age. This is likely to keep them in school longer and – at the same time – promote increased integration in Khmer-dominated community life.

Third, since Cham and Vietnamese customarily send their children to learn in both Khmer and their ethnic schools (Chams schools and Vietnamese schools respectively), additional educational offerings in Khmer will likely attract Cham and Vietnamese students. Cham and Vietnamese enrolments in ECCD will increase, both in absolute and relative terms. Other effects from the proposed Project - such as better health outcomes - will positively influence Chams and Vietnamese, but not as a distinct sub-section of the total target population.

2.2. Negative Effects

It was found that the project will not cause any negative impacts on Chams or Vietnamese local people directly. However, it also found some negative impacts may entail if the project is not implemented properly. Three such potential negative impacts were identified. First, in most of the target villages with a Cham presence, Khmer, Cham, and Vietnamese live together. However, living together did not mean that Cham were well integrated across all communities. In some places, each group – Khmer, Vietnamese, and Cham – had their own separate community leaders. Potentially, an ECCD project delivered in Khmer might make it less accessible to Cham and Vietnamese due to different cultural practices and linguistic differences. There is also the potential for conflict to arise between the three different groups if communication/consultation is not well coordinated or if resources are seen as being unequally distributed.

Second, in general the Cham approach to raising children differs from Khmer and Vietnamese cultural practices. This makes it easier for Vietnamese to integrate into Khmer schools than Cham minorities (although in some communities separate, private Vietnamese schools did exist). Potentially, if the culture of ECCD center is too heavily infused with Khmer cultural practices, some Cham and even Vietnamese families might resist participation (i.e., Cham culture is very strict in its prohibition of not eating pork so curricula and materials should deal with this issue carefully). Alternatively, even if Cham participate, Khmer-dominated ECCD curricula might conflict with cultural practices at home.

Third, often times Cham families stay in the target villages only during the dry season (coming to the area to fish). Moreover, in many Cham families it is customary to not send their children to school until age 10. If ECCD enrolment is too strict or inflexible in enrolments, it is possible that Cham families will resist or not participate. Alternatively, if facilitators insist on year-round enrolment it will create potential conflicts with existing seasonal migration and livelihood patterns of the Cham.

In sum, the social assessment has revealed several potential positive and negative impacts on the Cham and Vietnamese. At present, there are pre-existing tensions within some communities (e.g., Vietnamese and Cham typically refuse or are uncomfortable joining joint Focus Group Discussions). These tensions should be borne in mind and the ECCD project should focus on not exacerbating these tensions – community ‘vulnerability points’ - through explicit or implicit favoritism towards one particular group (Khmer, Vietnamese, Cham).

2.3. Mitigation Measures

In line with potential negative effects outlined above, the following measures should be taken.

First, measures targeting and integrating Cham and Vietnamese into schools should be developed. As part of the social assessment, potential measures were discussed with the DOE Krakor in Pursat who suggested special invitations to attend sports events, meetings, and joint meals. Extending this logic, ECCD centers and facilitators should also make efforts to contact each non Khmer household and explain the features and aims of the ECCD project. This is feasible given the small number of households in most villages. Information dissemination should not rely on existing administrative channels and local village leaders since in many villages Khmer, Vietnamese, and Cham each have their own political/community representatives.

Second, to mitigate against potential conflicts arising from explicit or implicit messages in the ECCD curricula, all materials should be introduced to Cham and Vietnamese parents in those villages where Cham and Vietnamese presence was identified. Parents should be given the opportunity to review materials and provide feedback in advance. Alternatively, for villages where only a very small number of Cham households exist, these consultations can be done through household visits.

Third, ECCD staff and representative agencies should make an effort to identify newly arrived Cham families at the outset of the dry season and explain the ECCD Project to them. Since many Cham families are seasonal migrants, it is possible that newly arrived Cham households will be unaware of the ECCD facilities. It will also be important to ensure and make it known that enrolment in the ECCD center is flexible and children of non-permanent families in the community can enroll at any time of year and for a limited period.

Finally, for each of the centers located in communities where a significant amount of Cham families are present, efforts will be made to identify and recruit a teacher or assistant teacher that speaks Cham language and can provide some translation to those younger children who might not yet speak Khmer. The same applies for Vietnamese.

2.4 A TABLE OF DETAILED FINDINGS REGARDING SOCIAL ISSUES

Main indicators	Identification of the impact	Positive/Negative	Mitigation measure
<u>Community Characteristic</u> <ul style="list-style-type: none"> • Khmer, Cham, and Vietnamese exist in targeted areas • Only few villages of Cham and Vietnamese community are living integrated with Khmer community • Each nationality have their own community leader even when they are living in the same village • Almost all Cham and Vietnamese households speaking their language at home 	<ul style="list-style-type: none"> • Cham and Vietnamese may not benefit from the project due to cultural practice and languages differentiation • Conflict may arise between all three different nationalities if the project is not well informed and consulted • Khmer speaking and learning will increase among young children due to high enrollment rate at very low ages 	<ul style="list-style-type: none"> • Negative • Negative • Positive 	<ul style="list-style-type: none"> • Public consultation and project disclosure should be done in proper way and reached to all nearby Cham and Vietnamese community. • The consultation should be done by the project official directly to different community leader first and each community leader will transfer all information to their community with proper monitoring from project official
<u>Sources of lighting and cooking</u> <ul style="list-style-type: none"> • The power source for cooking are firewood that mainly collected from nearby flooded forest area and some buy from mainland center • Car battery are commonly used for lighting 	<ul style="list-style-type: none"> • This is the common practice of those people who are living in floating areas and may become negative impact for fish shelter • No impact 	<ul style="list-style-type: none"> • Negative for longer time 	<ul style="list-style-type: none"> • The project could introduce biogas system to the community by connecting with NGOs who are currently operating this kind of program there through parents in pre-school program.
<u>Health</u> <ul style="list-style-type: none"> • <input type="checkbox"/> Diarrhea and cold are common diseases among project areas while few cases reported of malaria infection once they are travelling for fishing far away from home for longer period 	<ul style="list-style-type: none"> • <input type="checkbox"/> The improved sanitation at school level may gradually expand to the rest of the community and result in fewer cases of diarrhea in the long term 	<ul style="list-style-type: none"> • <input type="checkbox"/> Positive 	

	<ul style="list-style-type: none"> The ECCD can have a positive impact on other illnesses by providing an alternative means of disseminating health education and nutrition information The establishment of a health corner in each ECCD center and the health and nutrition awareness raising sessions is likely to improve children's health status 		
<u>Socio-economic activities and income</u>	<ul style="list-style-type: none"> Fishing is the main income activity for all visited villages while fish farming in the river is the supplementary income during fishing prohibition period (From June to October) Only about 10% of visited villages reported of raising pig and chicken at home for meat and selling Vegetable planting and home gardening are rarely found in the visited community 	<ul style="list-style-type: none"> No impact No impact since meat can easily be found within the village through moving boat seller No impact due to the availability of vegetable through boat sellers Pig raising in close proximity to humans, and particularly on the lake where animal waste contributes to polluting the water is detrimental to human health. Pigs are mixing vessels for influenza viruses. 	<ul style="list-style-type: none"> No impact However, in term of saving, some family have been introduced by NGOs to raise pig, chicken, and plant vegetable at home for household consumption and some have sell out as part of additional income.
<u>Education condition</u>	<ul style="list-style-type: none"> There are no working pre-school available in the visited villages with the exception of Pralay Meas and Along Kanchhos Primary schools are found in every proposed pre-school center but they are very limited in resources 	<ul style="list-style-type: none"> The proposed project will directly target the need of the community Some community have raised the importance of Primary School improvement rather than pre- 	<ul style="list-style-type: none"> Positive Negative The justification and rationale of the project and the source of donor should be properly introduced to the community before hand

<p>and facility</p> <ul style="list-style-type: none"> The enrolment rate at primary level is high due to the commitment of teacher and the understanding of parent on the importance to education The drop-out rate at secondary school is high giving with the reason of un-availability of nearby school and the lack of transportation means <ul style="list-style-type: none"> In general, VN and Khmer way of raising young children is more similar than Cham and Khmer. The VN sub-communities that were encountered live in the villages year round and some send their children to the Khmer schools, and were relatively integrated, with the exception of Yuk Kan Thur in Chhnok Tru village. In Chhnok Tru village, Vietnamese community are living very close to Khmer but hardly any of them have sent their children to Khmer school and they have set up their own private Vietnamese school in the Vietnamese community Cham usually send their children to learn both Khmer at Khmer school and Cham at their own school. It is also impossible to have VN and Cham in a room together for an FGD. Often times however, Cham families were mostly only passing through in the dry season when they would come the area for fishing. The Cham families in the area typically did not send their children to school at all or not until they were about 10 years old. That said, Cham do speak Khmer so language is less of a barrier although children at a young age (1st grade and under) don't speak Khmer. Answers differed depending on who we spoke to as to whether language 	<p>school</p> <ul style="list-style-type: none"> Enrollment into ECCD centers should have a direct positive impact on Primary School enrollment rates In the long term, there may be a decrease in enrollment rate in the pre-school program and at primary level once the project is over The ECCD program may have less Vietnamese children enrolled in pre-school and may appear discriminatory as a result As far as Cham are concerned, it is most likely that Cham enrolment will increase as a result of the ECCD The influence the project may have on Khmer/Cham/VN relationships can go both ways depending on how it is managed. 	<ul style="list-style-type: none"> Positive Negative Negative Positive Negative/Positive Negative 	<ul style="list-style-type: none"> The project should focus more on parent's awareness raising on how importance on ECCD program as well as human development is very importance to build the foundation for children for at least at primary level regardless of their ethnic origin Vietnamese community should be properly consulted and informed in advance and be properly documented on all promotional material and event conducted Solutions to integrate Cham into schools were discussed with DOE Krakor in Pursat: they suggested invitations to attend sport events, meetings, provide breakfast. However, Cham culture is very strict of not eating pork so that the four main food introduction to children below 6 should put more focus on meat option SC should play the role to facilitate and advice to commune council management team to work alongside and in parallel to DoEYS in the beginning of the project. Teacher's salary supplementary from SC should be provided for the first
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barrier was greater with Cham or VN.			engagement and will later on be contributed by the community
<p><u>School Management and staffing</u></p> <ul style="list-style-type: none"> • Previous pre-school management under commune council did not quite work in visited floating and on land sites due to the provision of low salary for teacher and sometime the payment have delayed for several months. • Only the state preschool seemed to work. • Selecting contracted teacher at community is quite difficult due to lack of skilled people which would not meet DEO minimum requirements • Properly trained teachers are state teachers that come from outside the village, the district and even the province. Transportation for them is expensive (fuel) and there is no school boat and no proper accommodation for them. (case of : Koh Reusey, Peam Khnang) • As a result, there is a fast turnover of teachers; mostly men come as it is very difficult for women unless they are married with another teacher or someone in the village. 	<ul style="list-style-type: none"> • Using community teachers and commune level management may make the project unsustainable because of lack of ability to generate trust form parents • Not using professional state teachers may lead to failure as all communities visited insisted on the importance of having professional and well trained teachers even for pre-school. • If the project uses community teachers, it will resolve the lodging and transport issues (but not the sustainability issues) 	<ul style="list-style-type: none"> • Negative • Negative • Positive 	<ul style="list-style-type: none"> • Importance of linking with primary school: possible economies of teachers (some only work in the afternoon- see Koh Reusey) this would resolve teacher mobilization and housing issues (to some extent- although status quo not great for them- they stay inside the school). • SC, Commune Council, and DoEYS official should properly design the minimum criteria in selecting teacher as well as professional training provision program to the recruited teacher (not just follow the guideline from Ministry). • Request from POE priority assignment to ECCDs of new incoming pre-school teachers to the Province • If state teacher is employed, must plan spare room for teacher quarters at the school.
<p><u>People's awareness on the proposed project</u></p> <ul style="list-style-type: none"> • The awareness on the project and proposed pre-school construction site and its selection is quite low among visited villagers • Community's preference on the construction of pre-school center may not yet have been consulted 	<ul style="list-style-type: none"> • Less participation from villager during pre/project design may lead to misunderstanding and may link to lower rate participation during the implementation stage • The people from different community may have different design preference and needs and it 	<ul style="list-style-type: none"> • Negative • Negative 	<ul style="list-style-type: none"> • Participatory approach should be done with community as well as with different stakeholder especially all NGOs who are currently working there • SC should play the role in conducting pre-school center design with people from each community and send to commune council for making decision

	is raised during the FGD in some community		
<p><u>People's expectation and concerns from the project</u></p> <ul style="list-style-type: none"> • Their children will learn a lot of things especially positive physical and emotional improvement before six years old and bring confidence when they've entered in to grade one • All children are expected to get higher care service through child friendly environment and program implementation (has fun, play, socialize, healthy...etc.) • Food provision to children in the morning is expected • Parent have more time to earn an income • Safety concerns are significant for all visited villages since they have a lot of experience in child drowning for almost every year. <ul style="list-style-type: none"> • A barrier to access the ECCD center and services is distance and requirement for transport. 	<ul style="list-style-type: none"> • If the program fails to provide safety and high quality of service, trust from the community will be affected • They may not send their children to school if the school has no proper safety measurement and mechanism in place • The project may lead into conflict among parent to parent due to the conflict from children 	<ul style="list-style-type: none"> • Negative • Negative 	<ul style="list-style-type: none"> • High quality curriculum should be well design in advance and properly trained to the selected teacher as well as raised to parent for understanding • Safety mechanism should be design in all stage of before the construction, during construction, and during the project implementation by expert with consultation with the community • Child proof protection barriers from falling into water around the platform (stilts or floating) using vertical bars or fish nets to ensure children cannot climb onto nor break through. Ramp needs to be at least 1m high so children cannot climb over. • Importance of including safe and open air place where the children can play before or after class (Se Slab) away from the edges of the school platform • Assign a rotating pre-school assistant role from the pre-school parents in the community, to support the teacher with

<ul style="list-style-type: none"> • Children may easily get conflict among themselves 		<ul style="list-style-type: none"> • Negative 	<p>safety, sanitation and hygiene, waste management and separation, water supply. This would have the double benefit of bringing reassurance to parents that the school is safe with an extra parent, and help spread best practices among households.</p> <ul style="list-style-type: none"> • Consider helping community organize safe transportation means to collect children as expressed need by most of visited villages. • Conflict resolution committee/GRM should be formed by school teacher and parent
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VI. Key recommendations for social issues during implementation

The basics of organising free, prior, and informed consultations with the representatives of the all ethnic and other vulnerable groups during Project implementation are as follows: free participation in discussing the Project, full inclusion of ethnic minority and other vulnerable populations when organising meetings and discussions (including the provision of full and adequate information about organised events), discussion of possible negative effects before the adoption of any managerial decisions, dissemination of all relevant Project materials to the representatives of the all ethnic people. The following consultation process will be pursued as part.

1. Consultation process

All project materials are in Khmer. As Cham adult population typically speaks both Cham and Khmer, it was determined that there is no need to provide the documents in Cham language. The same applies for Vietnamese and other ethnic groups, if identified. However, in order to ensure that ethnic language speakers are fully comfortable with the documents, a member of the ECCD center or the wider School Support Committee who knows the Cham, Vietnamese or other ethnic language will explain to them the contents of the documents, respond to their questions, and provide any necessary information, if needed. If the project safeguard coordinator finds that ethnic groups feel uncomfortable attending the same consultation meeting, separate consultation meeting will be organized in such villages.

After the dissemination of project materials, public hearings will be organized and all ethnic and vulnerable groups will be invited to participate.

The hearings will begin with a presentation of the aim of the Project, its duration, principal components, etc. Afterwards, the participants of consultations will be asked to discuss the following questions:

1. What are the expectations of ethnic minority and vulnerable peoples' from Project activities?
2. What specific documents on the Project are available to consultation participants and does he or she need additional explanations?
3. What is the assessment of the participants of consultations regarding the impact of the Project on all ethnic and vulnerable groups?
4. Are there any activities in the Project that can harm or damage any ethnic and vulnerable groups, and what activities in general (outside the Project) cause harm or damage to the ethnic minority groups?
5. Is the Project designed in a culturally appropriate manner? What should be changed to improve its design, if at all?

6. Do all ethnic and vulnerable groups understand why some specific sites and not others were selected?
7. What are the benefits that ethnic and vulnerable groups will derive from the project? How can these benefits be increased?
8. What is the opinion of the participants of consultations on the existing system of school education for their own children?
9. How can interaction be best supported during the Project implementation and what are the proposals of the participants of consultations on how to organise said interaction?
10. How does the grievance redress mechanism of the Project operate?

After discussing these questions, participants will be encouraged to pose their own questions and express their views regarding the Project, its implementation, results, or any other matters of interest. It will be ensured that all participants will have a full opportunity to voice in a free manner their opinions.

The public hearings will be conducted in Khmer, as these are also languages known to other ethnic groups in the project area. Organizers of the consultations will assist participants with any necessary clarifications and members of the project team will be prepared to translate the discussions into the their own language, if this will be deemed necessary. The results of the hearings will be recorded in the form of a brief report and disseminated among ethnic minority groups in Khmer and their own language, if needed. If the project safeguard coordinator finds that other ethnic groups feel uncomfortable attending the same public hearings, separate public hearings will be organized in such villages.

A detailed Action Plan will be prepared based on the results of the hearings. The Action Plan will be disclosed in Khmer.

2. Participation of all ethnic and vulnerable peoples during project implementation

All ethnic and vulnerable groups will also be fully involved during Project implementation. The following measures will be undertaken to ensure their participation.

1. Informing all ethnic and vulnerable groups on the progress of Project implementation and expected changes in Project implementation as well as the progress of Project implementation using information messages on the public board or communicated by telephone, including the development of a plan of informing related to the general calendar plan of Project implementation;

2. Regular communication (possibility of telephone communication or personal consultations if needed) between the SC Project Office and the representatives of the ethnic minority and vulnerable people.

Activities to be implemented in case a potential negative impact of a Project Activity on the ethnic minority and vulnerable people is identified will be organised in the following manner.

1. Project participants that have identified a potential negative impact of a Project Activity on any ethnic and/ or vulnerable groups will inform the SC Project Office;
2. The SC Project Office will prepare a formal description (short evaluation) of the possibility of a potential negative impact of a Project Activity on the ethnic minority or vulnerable people, take the necessary steps to suspend (freeze) the adoption of relevant decisions on Project implementation until consultations with the representatives of the ethnic and vulnerable groups can be held and activities to minimize negative effects are realized;
3. The SC Project Office will inform the representatives of the ethnic minority people and non-ethnic minority communities about the possibility of a potential negative impact and invite them to discuss the issue using convenient means (public board, telephone consultations, personal meetings, e-mail or mail);
4. An evaluation of the potential negative impact will be prepared and include the opinion of the ethnic minority and vulnerable people and possible activities to minimize the negative effect if the negative effect has been confirmed and requires the adoption of corrective measures;
5. The evaluation document will be shared with the POE and ECED/MoEYS and among all parties taking part in Project implementation and affected by the negative impacts; if necessary, corrective measures will be taken.

3. Consultation Arrangements

It is proposed that stakeholder consultation processes will be a built-in to the institutional arrangement of the Project, no separate organizational structure will be specifically set up. The program/project will be implemented at the national, provincial, district and school levels over a period of three calendar years (from July 2014 to June 2017). The Save the Children will assume overall responsibility for coordination and implementation of the program, including procurement, disbursement and financial management. Throughout the process, SC will be the responsible institution for social issues with MoEYS's support.

For stakeholder consultation and participation of ethnic and vulnerable people, Save the Children will ensure that they will have equitably benefited from the Project during reviewing and approving the Project annual activities and budget. The SC shall assign a Social Consultant to be responsible for:

- a. Ensuring that all ethnic and vulnerable groups at rural and remote area benefit from the Program/Project;
- b. Conducting public consultative meeting in all ethnic and vulnerable communities in order to identify needs for the activities, any potential adverse

impact as result of sub-project implementation, and possible project intervention; and

c. Preparing minutes of the meeting detailing information dissemination, discussed issues especially limitation to education access, concern raised by ethnic groups and possible project intervention.

d. Checking if all ethnic groups feel comfortable attending the same meeting with other ethnic groups, and ensuring that a separate meeting is held if this is the case.

The MoEYS will hire a technical advisor to assist the MoEYS on project implementation. He/she will provide technical advice to the SC for consultation and participatory processes on issue including:

a. Developing the capacity of the SC on Bank safeguard policies;

b. Assisting the Social Consultant in conducting public consultative meeting and social assessment;

c. Ensuring full compliance with the agreed policy and guideline

A social specialist of the World Bank will be providing support for the monitoring overall safeguard activities, and compliance. The social specialist can:

a. Conduct regular site visit to sub-project location (at least twice per year) in order to ensure compliance issues;

b. Check whether or not the free, prior, and informed consultation with the affected all ethnic and vulnerable groups communities was conducted;

c. Grievance redress mechanism and procedure;

d. Conduct training on consultative processes for related members of the Project; and

4. Grievance Redress Mechanism

Save the Children will have a role in the grievance redress mechanism. If there are any complaints from the ethnic minority people or poor community including verbal complaints, Save the Children shall request to receive these in writing. Complaints may be received at any time during the school year.

Based on the findings from the Save the Children, ECED, MoEYS will decide on a response and contacts the person who submitted the complaint regarding actions to be undertaken. If needed, ethnic groups will also be able to contact the POEs and/or ECED directly. The phone number and mailing address of the POEs and ECED will be made available on the public boards of two POEs.

All decisions will take into account the interests and traditions of ethnic groups, and the complainants will be informed on the outcome of the complaint. All efforts will be undertaken to respond to grievances as quickly as possible. The response in writing

shall be sent out within 30 days after receiving complaint letter from the Save the Children.

5. Monitoring and Evaluation

Save the Children will conduct regular monitoring and evaluation of the project performance in inclusion of ethnic and vulnerable people. All findings of the monitoring should be reported to POE, ECED and WB. The monitoring will cover following aspects and indicators.

- Number of initiatives or specific actions to reach out to ethnic and vulnerable groups to encourage their participation
- Ensure all negative impacts, if any, are mitigated, minimized or compensated in compliance with the Bank safeguard policies;
- Ensure mitigation measure, if any, are implemented in culturally appropriate way for relevant ethnic groups;
- A free, prior and informed consultation with all ethnic and vulnerable people are conducted; and
- Grievance redress procedures are followed as described in this report.

Because it is more common for some of those ethnic groups, the Chams in particular, to not send their children to school until they are much older (10 years old), and because of their transient presence in the project area, it is not under the direct control of the project as to whether these groups will send their children to the ECCD centers or not. Therefore, project performance will not be measured against the actual numbers of attendance of children from ethnic minority groups to the ECCD centers. The following figures will be recorded for informational purposes only:

- Number of each ethnic children involved in the CB/HB ECCD program;
- Number of each ethnic parents involved in the CB/HB ECCD program; and
- Number of ECCCD centers built in villages with ethnic groups.

VII OTHER FINDINGS TO SUPPORT PROJECT DESIGN

Below are included some site specific findings from the field visit which might be useful to inform future project design for those particular sites.

1. PEAM KHNANG:

The school in Peam Khnang village was in very bad condition with lots of broken floor boards for children to trip over and falls into, dark rooms, no toilet. The roof is leaking so the school cancels class whenever it rains. There may be an argument that the primary school rehabilitation should take priority over, and be tackled alongside, the establishment of an ECCD.

2. ALONG KANCHHOS:

There is an existing community pre-school attended by 25 children (13 boys and 12 girls, 4 and 5 years old) and has one teacher from the community who completed 6th grade and received a 10 days training from POE, paid by the commune \$25/month. School is from 7 to 9am. The school was using the old primary school building and was in derelict condition and visibly not receiving any care with wood and an engine was in front of the main door of the class room. The teacher complained that she receives no support from the school committee and did not demonstrate a lot of commitment to maintain the workplace probably because of poor incentives. The community should demonstrate its ability (with facilitation if required) before it receives a new facility for risk of seeing the new facility quickly degrading for lack of care. Also: the village leader appeared to be politically appointed and did not seem to receive a lot of support from the community. There seemed to be some conflict among the leader and construction committee. There is an overall leadership problem in the community.

3. YUK KAN THUR:

There is a very strong Vietnamese community in Yu Khan Thur, which lives very separated from the Khmer. None of the VN kids go to the Khmer school in Yu Khan Thur, but some go to a school in another village also nearby. The VN have their own private school (500 Riel/day, G1 to 2 for 6 to 13 year olds) and VN association. About 600HH from the community, of similar size to the VN community. 50% of the adults speak Khmer but only 3% of the children. They would be interested in sending children to Khmer pre-school (according to village leader) so can the can speak Khmer for when they go out of the community. Some have been there for 30 years but still don't speak Khmer.

Assuming the project goes ahead with building a pre-school in Yuk Kan Thur school, Koh Chnok Trou Village, it will only service the 50% Khmer community which is centred around the primary school, as the 50% Vietnamese community lives completely separate. Establishing a mixed pre-school from day 1 is unrealistic at this stage given the lack of communication between the 2 communities and the physical distance. An alternative would be to go ahead with the primarily Khmer school while building an education campaign on both sides to make the VN children welcome- possibly providing translation, and also serve the VN community directly by offering a home based ECCD program linked with the floating ECCD. The village is a large enough to justify both investments: 575 Khmer HH, 544 VN HH and 47 Cham HH in Koh Chnok Trou. Over time the two programs can become integrated. Serving just half of the community would exacerbate the differences rather than reduce them. Another option is to support a community pre-school there: the VN community already has 2 buildings that were donated by a Vietnamese company which they would like to use for such purposes. That said, they already have their own private primary school and have a culture of paying for sending their children to school (500 riel/day) so a similar arrangement with support from the project for a pre-school seems to be realistic.

VIII CONCLUSION

Based on the findings from the field visits and community consultations, the consultants confirmed that there is interest in the project by the community. Furthermore, that the ECCD center model, given its target audience, offers a great opportunity to positively influence currently very poor environmental and sanitation practices.

It is very important however that Save the Children continues to listen to the communities, inform them and address their concerns, in order to ensure that the final design and implementation of the project, both from a physical and institutional perspective, corresponds to the preferences of the community. This will generate a feeling of ownership, will allow the centers to continuously attract users, and thus become sustainable over the long term.

Given the very poor hygiene and sanitary practices in the community, the project will most certainly have a positive effect on the environment around the community. Any temporary negative effect during construction can be easily mitigated.

A careful understanding of the presence of and dynamics between various ethnic and vulnerable groups in each of the villages is necessary in order to develop a proper outreach strategy and service delivery so that they equally benefit from the project.

APPENDIXES

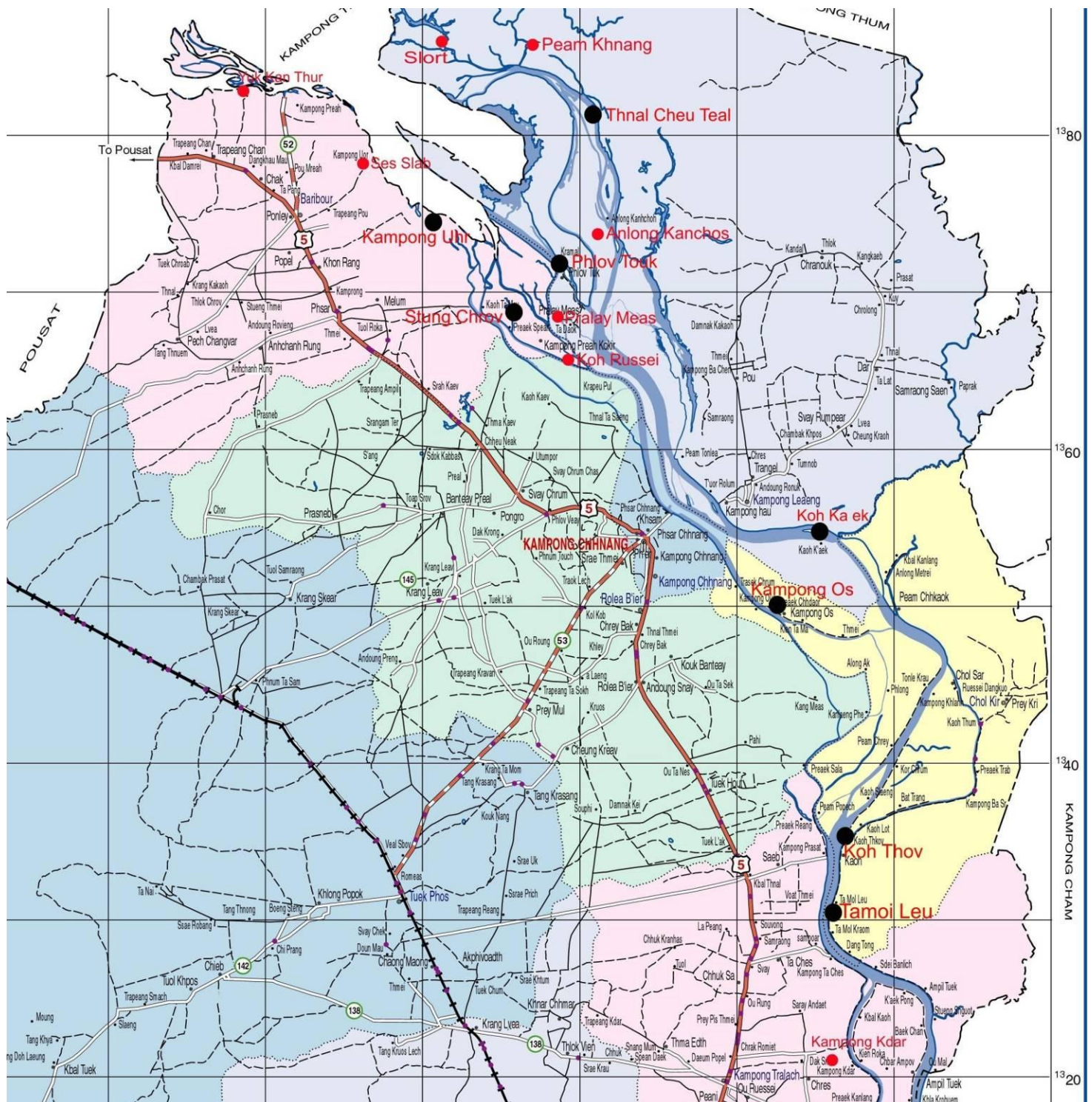
1. Map of project sites
2. List of sites / Villages / Communes / Districts
3. Consultant team Work plan
4. Official Ethnic Group Statistics
5. Ethnic Group Population figures collected from the field
6. Persons met
7. Completed FGD/Interview forms for sites visited

Annex 1-a: Map of Pursat Province



PURSAT PROVINCE
4 PROJECT SITES (FLOATING) &
1 WETLAND WORKS POD SITE
(3 sites visited)

Annex 1-b: Map of Kampong Chhnang Province



KAMPONG CHNANG PROVINCE
16 PROJECT SITES
(6 FLOATING AND 10 LAND)
(8 sites visited in red)

Annex 2: List of Sites and overall project area by District, Commune Village

Districts	Communes	Primary schools	Villages	Center	Khmer and minorities
KAMPONG CHHNANG Province					
1.Baribo	1.Chhnok Trou	2.Ses Slab	2.1 Ses Slab	1. Floating	Khmer
	1.Chhnok Trou	Yuk kan Thur	Koh Chhnok Trou	2. Floating	Khmer,
	2.Khon Rang	3.Kampong Uor	3.1 Kampong Uor	3. Floating	Khmer
	2.Khon Rang		3.2 Dambok Kraham		Khmer
	3.Kampong Preah	4.Stung Chrov	4.1 Prek Spean	1. On land	Khmer
	3.Kampong Preah		4.2 Stung Chrov		
	3.Kampong Preah		4.3 Damnak Reach		
2.Chol Kiri	6.Koh Thkov	13.Tamol Leu	13-Tamol Leu	2. On land	Khmer
	6.Koh Thkov	14.Koh Thkov	14.1-Koh Lot	3. On land	Khmer
	6.Koh Thkov		14-Koh Thkov		
	8.Kampong Os	17.Kampong Os	17-Kampong Os	4. On land	Khmer
3.Kampong Leng	11.Kanpong Hav	19.Koh Ka-Ek	19-Koh Ka-Ek	5. On land	Khmer
	12. Phlov Touk	20.Thnal Chheu Teal	20-Thnal Chheu Teal	4. Floating	Khmer
		21.Phlov Touk	21.1-Thnal Chheu Teal	6. On land	Khmer
			21.2-Slort knong		
			21.3-Peam Khnang knong		
			21-Chong Prek		
		22.Slort	22-Slort	5. Floating	Khmer, Cham
		23.Peam Khnang	23-Peam Khnang	6. Floating	Khmer
	13.Pralay Meas	24.Anlong Kanchos	24Anlong Kanchos	7. On land	
		25.Pralay Meas	25.1-Krang Phtel	8. On land	
			25.2-Tradok		
			25.3-Kramal		
			25-Pralay Meas		
6	20	28	43		
PURSAT province					
1. Kra Kor	1.Kampong Po	1.Anlong Raing	1.1 Anlong Raing	7. Floating	
	2.Kbal Trach	2.Kampong Khneas	2.1 Kampong Leu	8. Floating	
	3.O Sandan	3.O Taprok	3.1 O Taprok		
2. Bakan	4.Me Toek	4.Ka-orm Samnor	4.1 Ka-am Samnar	9. Floating	
		5.Dey Roneat	5.1 Dey Roneat		
		6. Prek Krar	6.1 Prek Krar		
3. Kandeang	5.Raing Tel	7.Koh Ka-ek	7.1 Koh Ka-ek	10. Floating	
		8.Charos	8.1 Charos		
		9.Raing Tel	9.1 Raing Tel		
			9.2 Prek		
			9.3 Koh Keo		
3	5	9	11		
9	25	37	54		

Save the Children- Jeanne Everett - Ea Sophy - Tem Sareyvouth

Early Childhood Care and Development for Floating Villages Project

[illegible]

Annex 4: Official population Statistics (be district) from NCDD and Commune Database Online

Indigenous People, Cham and Vietnamese population in Project Districts
from District Data Book (NCDD) and Commune Online Database

							Khmer Islamic/ Cham										Vietnamese									
	2006	2007	2008	2009	2010		2006		2007		2008		2009		2010		2006		2007		2008		2009		2010	
Kampong Chnanh Province	pers.	pers.	pers.	pers.	HH	pers.	HH	P.	HH	P.							HH	pers.	HH	pers.	HH	pers.	HH	pers.	HH	pers.
Baribour	-	-	-	-	-	-	12	85	40	187	47	264	51	288	565	2973	23	105	985	4152	118	290	1001	4254	18	113
Chol Kiri	-	-	-	-	-	-	2	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	32	234	28	102
Kampong Leaeng	-	-	-	-	-	-	-	-	-	-	4	10	3	10	3	10	25	202	61	373	67	347	89	395	83	355
Kampong Tralach	-	-	-	-	-	-	3,508	18,164	3,769	18,854	3,707	15,454	4,130	18,188	4,541	19,100	56	462	145	912	147	771	145	684	158	806
Krong Kampong Chnang*	-	-	-	-	-	-	120	402	126	418	131	441	123	612	127	645	482	2,601	820	4,478	908	4,837	907	4796	951	4919
Rolea B'ier*	-	-	-	-	-	-	364	1,905	252	1,200	329	1,558	184	944	349	1,727	115	566	113	538	118	570	117	559	120	569
Pursat Province																										
Bakan	-	-	-	-	-	-	211	940	268	1,153	272	1,121	316	1,357	203	811	0	0	1	1	114	628	95	495	97	499
Kandieng	-	-	-	-	-	-	580	2,309	691	2,621	87	431	401	1,603	646	3,015	22	79	12	32	1	1	32	179	16	86
Krakor	-	-	-	-	0	3	589	3,315	717	3,099	884	3,522	923	3,823	945	4,001	369	2,809	301	1,411	462	3,340	452	2284	437	2195

* No site will be actually built in those 2 district of Kampong Chnang but some communities from those district are within the target area of the ECCD Centers to be built.

Annex 5: Ethnic Group Population figures collected from the field

Population statistic obtained from field visits in October 2013										
Province	District	No.	Commune/Village	Total No.HHs and Population			No. HHs by nationality			
				HHs	Total Pop.	Pop. Female	Khmer	CHAM	VN	IP
Kampong Chhnang	Boribo	A	Chhnok Tru Commune	1531	7282	3834	940	47	544	0
		1	Ses Slab	164	716	371	164	0	0	0
		2	Koh Chhnok Trou (Yuk Kan Thur)	1166	5686	2999	575	47	544	0
		B	Khon Rang Commune							
		1	Kampong Uor							
		C	Kampong Preah							
	Chol Kiri	1	Kampong Preah village	201	880	464	201	0	0	0
		A	Koh Thkov							
		1	Tamol Leu							
		2	Koh Lot (Koh Thkov)							
		3	Koh Thkov							
		B	Kampong Os							
	Kampong Tralach	1	Kampong Os							
		A	Kampong Tralach Commune	1378	6660	3461		324	0	0
		1	Kampong Tralach Lue	107	477	228			0	
		2	Kampong Tralach Kraom	426	1915	962		Mixed	0	
		3	Neak Tahang	241	1174	680			0	
		4	Samrith Chey	147	620	325		Mixed	0	
		5	Praek Kanlong	203	942	491		Mixed	0	
		6	Kampong Kdar (FGD)	201	1214	618	201	0	0	
		7	Kean Roka	53	318	157			0	
		A	Kampong Kdar (FGD)							
	Kampong Laeng	1	Kampong Kdar (FGD)							
		2	Kampong Kdar (FGD)							
		3	Kampong Kdar (FGD)							
		4	Kampong Kdar (FGD)							
		5	Kampong Kdar (FGD)							
		6	Kampong Kdar (FGD)							
		7	Kampong Kdar (FGD)							
		8	Kampong Kdar (FGD)							
		9	Kampong Kdar (FGD)							
		10	Kampong Kdar (FGD)							
		11	Kampong Kdar (FGD)							
		12	Kampong Kdar (FGD)							
		13	Kampong Kdar (FGD)							
		14	Kampong Kdar (FGD)							
Pursat	Krakor	A	Kampong Pou	332	1190	630		0	0	0
		1	Kampong Pou							
		2	Kampong Pou							
		3	Kampong Pou							
		4	Kampong Pou							
		5	Kampong Pou							
		6	Kampong Pou							
		7	Kampong Pou							
		8	Kampong Pou							
		9	Kampong Pou							
		10	Kampong Pou							
	Bakan	B	Kbal Trach commune							
		1	Kampong Khne							
		B	O Sandan							
		1	O Taprok							
		A	Me Toek							
		1	Ka-am Samnang							
		A	Raing Til							
	Kandieng	1	Koh Ka'ek	246			74	0	172	0
		2	Charos							
		3	Raing Til							

Note: the communes that are not planned to host any ECCD center today but that are however considered in the genera project area have not been included in the list
Village numbers highlighted in red were the ones visited.

Annex 6: Persons met

LIST OF PERSONS MET- FIELD VISITS AND CONSULTATIONS- SOCIAL AND ENVIRONMENTAL SAFEGUARDS (24,25,29,30 of October 2013)

PROVINCE	DISTRICT	COMMUNE	VILLAGE
Pursat Mr. Eng Kimhoun, Deputy Director POE and Chief Inspection Office	Krakor Mr. Sek Yorn, Chief of Department, DOE Mr. Ov Chhunly, Commerce council, DOE Mr. Sourn Nov, Chief of Krakor Education Department Mrs. Kok Hun, Chief of CCWC, supporting committee Mrs. Chhaing Yan, Vice Chief of Krakor DoE Mr. Sek Nary, Chief of Office of Education Y& S Mr. Suon Kimsan, Planning and statistic DoE Mrs. Van Sommaly, Deputy chief of pre-school, DoE	Kapong Po Commune Kbal Trach Mr. Ou Chhunly, Commune Council, Kbal Trach Commune	1-(F) Anlong Raing (FGD-A) Mr. Din Khuen, Anlong Raing Primary School Teacher Mr. Mao Vannak, Deputy Leader of A.R. community 12 community members (5 men + 7 women) for FGD Mr. Sin Ol, Security Mr. Kit Sitha, Head of Anlong Raing community Mr. Heng Mean, Anlong Raing community member
	Kandeang Lim Nheb, Deputy of DOE	Raing Tel Mr. Ty Hort, Tunle Om School Director Mr. Teacher, Raing Tel Primary School	2-(F) Ko Ka'ek Mr. Eung Yeang, Village Leader Mrs. Sean Samphos, Primary School teacher Mrs. Assistant teacher and Khmer/VN interpreter

Annex 6 Continued: List of persons met

PROVINCE	DISTRICT	COMMUNE	VILLAGE
Kampong Chnang Mr. Pich Sombo, POE Director Mrs. Sum Sophak, Deputy Primary School office, responsible for Early Childhood Education Mr. Se Sreng, Primary Education Officer, POE Mr. Min Samon, Deputy Director of Provincial Department of Rural Development of Kampong Chhnang Province Mr. Puov Khoeun, PoE	Boribo Mrs. Vann Orn, District Women's Affairs (WCCC) Mrs. Mey Hour, DOE Chief	Chnok Trou Mr. Samreth Pheng, Commune Chief Mrs. Khum Chanry, Commune Secretary	3 - (F) Yuk Kan Thur (FGD-B) Mr Chourn Leng, Dep. Village leader/Commune Council Member Mr. Som Samrith, School director and Head Teacher Mr. Sok Em, Deputy of Vietnamese Association 4- (F) SeSlab Mr. Dith Khin, Village leader Mr. Hoeung Bun Se, village deputy leader Mr. Eam On, School support committee Mr. Mao Poch, School support committee Mr. Lek yoan, SSC Mr. Oum Hoch, SSC Mr. Sin Sambona, Head teacher
	Kampong Leaeng	Phlov Touk	5- (F) Peam Khnang Mr. Oum Sakhan, Head Teacher Mr. So Pisey, School Teacher five female community members
		Pralay Meas	1- (L) Koh Rusey Mr. Nget Srouy, Village leader Mrs. Cheng Suy Kheang, primary school teacher Mr. Hun Narin, Head Teacher, primary 2- (L) Along Kanchhos Mr. ??? Village leader Mr. Him Sopheap, Teacher Mrs. Chhum Chanpheak, Pre-school teacher Mr. Chheng Vuthy, Head teacher approx 16 community members, mostly male, incl. construction committee members 3- (L) Pralay Meas Mr. Head primary school teacher Mrs. State pre-school teacher Mrs. Primary school teacher 6- (F) Slort Mr. Pon Davin, School Principal
	Kapong Tralach District (30 Oct) District Govenor Ms. Pho Somaly, Official of DOE - pre-school program	Kapong Tralach Commune (30 Oct) Mr. Koy Nhan, member of commune	4- (L) Kapong Kdar village (FGD-C) Mr. Keo Vuthy, Principle of Kampong Kdar Primary School 12 community members, (6 women + 6 men) for FGD

Annex 7: FGD forms available upon request

FGD GUIDE FOR SA (TOTAL LENGTH NOT MORE THAN 90 MINUTES)

Date of Interview: _____		Location: _____		
Group: _____				
No.	Name	Age	Sex	Occupation
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

I. Socioeconomic Information (15 minutes)

1. Main source of income?	
2. Who are the main income earners? Male or Female?	
3. Distance to work place	
4. How many participants who can read and write?	

5. Do any of you or your families have health issues that affect to your livelihood?	
6. How many of you have children bellow 6 years old?	
7. Number of households having toilet or latrine at home: _____	
8. What type of toilet to you use? (generate a table: on the left column, choose private or public, and across the top, different kinds of toilet solutions)	
9. How many participants consider poor?	
10. Assessment percentage of poor households in your village	

II. Traditional and Cultural Practice (20 minutes)

11. How long has this village or community exist? Who is the leader of this village/community? Is he/she appointed by the people or politically appointed?	
12. Do you consider your community as IP/VN/Cham group or Khmer?	
13. How many people (or %) of your community are:	Khmer____ / Cham____ / Vietnamese ____/ IP_____/

14. Do each of the group live integrated with the Khmer or separate?	
15. Where to the different groups send their kids to school? Jointly or separate?	
(circle applicable options: Khmer: Main public school - - Home schooling - No school Cham: same school as Khmer - Own school - Home schooling - No school Viet Nam: same school as Khmer - Own school - Home schooling - No school IP same school as Khmer - Own school - Home schooling - No school	
16. Does you community leader is different from chief of village?	
17. If yes, how was he/she appointed? By villagers or by other?	
18. What are traditional practices that distinguish different groups from the ordinary Khmer traditional practice in regards to:	
○ Raising young children under 6? (discipline, language, nutrition. health ...)	
○ Using toilets and sanitation in general?	

III. Access to education (15 minutes)

19. Is there a primary school in you village? If yes, which grade available?	
If not, where is the nearest primary school? (distance)	
20. Is there any form of kindergarten/pre-school/home play-group in your village?	
If not, where is the nearest pre-school? (distance)	
21. How many participants who have children go to any form of pre-school? Total and by Gender	Total: _____ Female: _____ Total: _____ Female: _____ Total: _____ Female: _____ Total: _____ Female: _____ Total: _____ Female: _____ Total: _____ Female: _____ Total: _____ Female: _____ Total: _____ Female: _____ Total: _____ Female: _____ Total: _____ Female: _____
22. -----go to primary and secondary school?	Total: _____ Female: _____ Total: _____ Female: _____

	Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____
23. How many of the later participants had children exactly 6 years old when entered 1st grade? How many were < than 6? > than 6 ?	_____Exactly 6 years old entered 1 st grade _____< 6 years old entered 1 st grade _____> 6 years old entered 1 st grade
24. How many participants who have children drop out of school? (Boy or girl)	_____Boy _____Girl
25. How many participants who have children age for school but not go to school? By Gender	Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____ Total:_____Female:_____

IV. Factors affecting access to education (deep discussion- 40 minutes)

26. What are reasons that age-school children did not go to school? Also look for gender different	
27. What are reasons for children drop out of school? Also look for gender different	
28. If you are not able to send all your children to school who will you send Boy or Girl? Please give the reason?	
29. Why it is so important to send Boy to school but NOT Girl?	
30. Are there ways to send all children to school?	
31. Are there ways to prevent children drop out of school?	
32. If there were a pre-school, early childhood care center in your community, would you send your child there?	
33. If yes, why? What benefits would you expect from it? (free time for care taker parent, early cognitive skills development, have fun and play/ socialize, healthy and safe environment, other.... etc...)	

34. If no, why? What problems would you see with it? (Safety, mix with different culture groups, costs, logistics, too young, other.... etc.)	

V. Migration Issues (brief discussion whether it is significant and is there any potential for poor household to move the whole family looking for job? If yes, how it happen?)

Additional comments:

Solid Waste practices in the community:

General location of the community:

- wet season and dry season water levels,
- distance between sites for floating communities