

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

Appraisal Stage

Report No.: PIDISDSA21623

Date Prepared/Updated: 13-Mar-2017

I. BASIC INFORMATION

A. Basic Project Data

Country:	Cambodia	Project ID:	P157858
		Parent Project ID (if any):	
Project Name:	Secondary Education Improvement Project (P157858)		
Region:	EAST ASIA AND PACIFIC		
Estimated Appraisal Date:	28-Nov-2016	Estimated Board Date:	10-Apr-2017
Practice Area (Lead):	Education	Lending Instrument:	Investment Project Financing
Borrower(s)	Royal Government of Cambodia		
Implementing Agency	Ministry of Education, Youth and Sport		
Financing (in USD Million)			
	Financing Source		Amount
	BORROWER/RECIPIENT		0.90
	International Development Association (IDA)		40.00
	Financing Gap		0.00
	Total Project Cost		40.90
Environmental Category:	B-Partial Assessment		
Appraisal Review Decision (from Decision Note):	The review did authorize the team to appraise and negotiate		
Other Decision:			
Is this a Repeater project?	No		

B. Introduction and Context

Country Context

Following more than two decades of strong economic growth, Cambodia has attained lower-middle income status as of 2015. Cambodia's economy grew annually at an average per capita growth rate of 7.8 percent between 2004 and 2014, ranking among the top 15 economies in the world in terms of

economic growth. Gross National Income per capita increased by more than threefold in just two decades. By 2015, its GNI per capita reached US\$ 1,070. The main drivers of growth have been garment, manufacturing, agriculture, tourism and, more recently, construction and real estate. Economic growth eased in the aftermath of the 2007-8 global financial crisis while remaining strong at 7.2 percent during 2010-2014, on average. Growth eased slightly to 7.0 percent in 2015, in the context of an economic slowdown in China and appreciating U.S. dollar, and is expected to remain at 7.0 percent in 2016. Resilient garment exports and stronger domestic demand, boosted by a construction boom, low oil prices, and fast credit growth, partly offset the moderation in the tourism and agriculture sectors.

The sustained economic performance has lifted a large proportion of the population above the national poverty line, but Cambodia is still one of the poorest countries in Southeast Asia. Between 2004 and 2013, poverty incidence declined from 50.2 percent to 10.1 percent of the population. Most of the poverty reduction occurred between 2007 and 2009, when the poverty headcount rate declined by 20 percentage points, driven by a significant hike in the price of rice, the main agricultural product of Cambodia. Despite this progress, the vast majority of the families that rose above the poverty line did so by only a small margin, leaving them at risk in the event of an adverse shock. Poverty reduction in Cambodia has been accompanied by shared prosperity - the real consumption growth of the bottom 40 percent of the distribution was larger than that of the top 60 percent - and a decrease in inequality - the Gini coefficient decreased from 0.372 to 0.258 between 2007 and 2013.

The overall welfare of households, described by non monetary indicators, improved significantly during the 2004-2014 period, but several challenges remain. Cambodia achieved most of the Millennium Development Goal targets, including those related to poverty reduction, child mortality, and maternal mortality. Targets have been nearly achieved in primary education, whereas areas such as gender equality and environmental sustainability have seen less progress. Moreover, the incidence rate of, and death by, tuberculosis remains high. Cambodia's Human Development Index in 2014 was 0.55, well below the East Asia and Pacific average of 0.70 and also below the medium-income country average of 0.63.

Sectoral and Institutional Context

Over the previous 20 years, Cambodia has expanded access to education. In primary school, net enrollments increased from 83.8 percent in 1992 to 98.4 percent in 2015. Lower secondary enrollments also increased from 31.9 percent in 2009 to 51.5 percent in 2015 and early childhood education enrollment rate for 5-year-olds rose from 24.6 percent in 2004 to 64 percent in 2015. Girls have equal access to educational opportunities too: The Gender Parity Index for net enrollment in 2011/12 was 0.99 in primary school (grades 1 to 6), 1.13 in lower secondary school (grades 7 to 9), and 1.05 in upper secondary school (grades 10 to 12).

While these achievements are impressive and well-acknowledged, the education system will need to continue to expand equitable access to quality lower secondary education in order to meet the United Nations development goal of providing basic education (grades 1 to 9) to all children. Problems at lower secondary school remain a crucial challenge. In 2015, over 60 percent of children at lower-secondary school-age were out of school and the dropout rate reached 21 percent between 2013 and 2014. In a 2016 school mapping exercise carried out by the Ministry of Education, Youth and Sports (MoEYS) and the World Bank, 70 percent of sampled schools experienced room shortages, suggesting overcrowded classrooms. More broadly, there are serious teacher shortages in Cambodia. About 86 percent of all schools have an inadequate supply of teachers, and many teachers feel under paid and burdened by teaching loads and other tasks. Many teachers also hold low qualifications.

The ESP identified priority programs that focus on, but are not limited to: (i) a teacher performance management and appraisal program for quality teaching, which includes assessment, appraisal, performance-based allowances, promotion, and professional development through pre-service and in-service programs; (ii) a school establishment and development program that includes construction (particularly a substantial increase in the number of lower secondary schools, teacher training and provision, textbook and library packages, school principal training, and labs for science, computer, and foreign languages); and (iii) a national and international student assessment systems strengthening program, which includes preparing to participate in the Program for International Student Assessment (PISA) in 2021. All these priority programs are seen by the GOC as essential elements for improving lower secondary education.

Another area where the government has responded to the challenges facing lower secondary education has been the creation of Lower Secondary School Effectiveness Standards (LSSES). These standards were designed over a five-year period and aim to provide guidelines for creating effective schools, from management to teaching practices. LSSES are holistic in focus and emphasize a school-based management approach. School directors are supposed to have autonomy in management; community members are supposed to be involved in the development of the school; and teachers are supposed to use quality lesson plans and spend time inside the school when not teaching. These standards also link to the evaluation system of the sub-national structures of education, including Provincial Offices of Education (POEs) and District Offices of Education (DOEs). School directors have been trained on LSSES and a system has been approved by MoEYS to monitor them. However, LSSES have not been implemented at the school-level.

Additional education financing targeting lower secondary education will allow the GOC to achieve its goal of providing basic education to all. Specific interventions build off of the current responses made thus far by MoEYS: school management and the sub-national structure must be strengthened in order for LSSES to be met; Teacher Policy Action Plan (TPAP) must be executed in order to improve the quality of the teaching force; and new schools must be constructed to reduce overcrowded classrooms. Increases in government expenditures to education, as well as assistance from DPs, will achieve these goals.

This is where SEIP seeks to make an impact. By supporting a select group of lower secondary schools, SEIP aims to improve learning outcomes and increase completion rates at the lower secondary school level, by providing schools with holistic education inputs to ensure schools meet the LSSES for system strengthening. Specific interventions focus on teacher training, school management support, and community participation. Taken together, target schools will be classified as effective schools and will provide a framework for MoEYS to replicate lessons learned nationwide. Such sustainability is possible because the GOC's budget to education is projected to increase over the course of SEIP. Close monitoring and evaluation during implementation will ensure that the learning outcomes and completion rates increase and that the model is suitable for nationwide replication.

C. Proposed Development Objective(s)

Development Objective(s)

To expand lower secondary education to achieve minimum standards in target areas, and to provide immediate and effective response in case of an eligible crisis or emergency.

Key Results

The PDO-level indicators are:

Number of target lower secondary schools showing an increased aggregated score against a modified subset of LSSES.

Number of teachers who graduate from TUP.

Number of enrolled students in newly constructed lower secondary schools (total/female).

These indicators aim to achieve outcomes - in terms of school-based management, teacher performance, and school environments - that will collectively improve lower secondary education. Together with the intermediate outcome indications, they are also the basis for SEIP's DLIs. The specific indicators are summarized in section III and elaborated in Annex 1. Each indicator will be monitored by MoEYS and verified in spot check surveys by the World Bank. The World Bank will support MoEYS in monitoring and evaluation activities on the implementation and results of SEIP. These activities will include surveys in selected lower secondary schools (among the 130 target schools) and higher education institutes that provide TUP, and will be conducted in cooperation with MoEYS.

In addition, core IDA indicators, including (i) direct project beneficiaries and (ii) citizen engagement, will also be updated as information is available in order to monitor long-term outcomes in the education sector.

D. Project Description

Component Name:

Component 1: Improving Lower Secondary Education to Meet Standards

Comments (optional)

This will be achieved through three sub-components: (i) strengthening school based management through the provision of the SIF at the POE, DOE and school levels; (ii) upgrading the qualifications of lower secondary school teachers (especially in mathematics, physics, biology, chemistry, Khmer, and History subjects)⁴ and school directors; and (iii) improving school facilities through construction and rehabilitation of 100 existing schools and construction of 30 new schools to provide enabling conditions for effective teaching and learning.

Component Name:

Component 2: Strengthening Project Management and Monitoring and Evaluation

Comments (optional)

This component will cover grant management as well as strengthen monitoring and evaluation capacity in the MoEYS. This component will also support activities to support the PISA for Development (PfD) to strengthen assessment capacity of MoEYS in preparation for PISA 2021.

Component Name:

Component 3: Contingent Emergency Response

Comments (optional)

The objective of the contingent emergency response component, with a provisional zero allocation, is to allow for the reallocation of financing in accordance with the IDA Immediate Response Mechanism in order to provide an immediate response to an eligible crisis or emergency, as needed.

E. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)

The project will be a nationwide and is expected to support to expansion of lower secondary education

of a minimum standard in target areas through the establishment of 100 effective lower secondary schools (i.e., schools that meet LSSSES) that can provide lessons to MoEYS as it increases expenditures in the sub-sector. Under Component 1.3, the project will support the physical improvement of 130 target Lower Secondary schools to expand access. This will include: (i) construction and rehabilitation of 100 existing schools and (ii) construction of 30 new schools in the communes lacking a lower secondary school. The schools will cover all 25 provinces in 78 districts. The construction plan of the 130 selected schools will include teacher accommodations where needed and will be carried out through community participation construction method. The selection of the schools will be need-based and draw upon the school mapping exercise undertaken by MoEYS. However, locations and type of investments, specifically for improvements and construction sub-projects and project investments will not be identified prior to project appraisal.

F. Environmental and Social Safeguards Specialists

Juan Martinez(GSU02)

Makathy Tep(GEN2B)

II. IMPLEMENTATION

SEIP will be implemented following a similar structure as Second Education Sector Support Project (SESSP), which is being implemented from May 2014 to July 2017, at the national, provincial, district, and school levels. MoEYS will assume overall responsibility for coordination and implementation of the project including procurement, disbursement, and financial management.

At the highest level, the Project Management Committee (PMC), established by the MoEYS, will be responsible for the oversight of the ESP in order to streamline policy development, strategic planning and implementation decision making processes. The PMC is comprised of MoEYS leaders, including Secretaries of State. The Project Management Team (PMT), led by a Secretary of State and comprised of Directors General and directors of various departments of MoEYS, provides support to the PMC and bears a central role in project implementation. Implementation arrangements have been designed to ensure that overall education policy direction is analyzed from a variety of angles and policy decisions are followed into implementation through the overall coordination of the Directors General.

III. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	It is a nationwide project. However, the construction of the proposed sub-projects (the construction of lower secondary schools, additional classrooms, and accommodation facilities for teachers) will only happen within the existing school premise. The environmental and social screening will be carried out by MoEYS (and School Support Committee).given the small scale of construction activities, the environmental category is B. There are likely to be some concerns relating to inconveniences or

		<p>nuisances (e.g., dust, noise, and construction waste) to surrounding areas during construction. However, these potential impacts on the environment are deemed to be minor, site-specific, and reversible in nature, and for which mitigation measures can be readily designed. A partial Environmental Assessment was carried out and the findings were applied for the preparation of the Environmental and Social Management Framework/ESMF (and ECOP) and generic EMP. The specific locations for sub-projects will not be identified prior to project appraisal. Site specific EMPs will be prepared only when the site specific sub-project locations are identified and the adverse impacts are anticipated. Lessons learned on instruments implementation from the on-going education projects, SESSP, are incorporated into the instruments (ESMF).</p>
Natural Habitats OP/BP 4.04	No	The project will not cause any degradation of natural habitats as defined under the safeguard policy.
Forests OP/BP 4.36	No	The project will not degrade critical forest areas as defined under the safeguard policy.
Pest Management OP 4.09	No	The project will not involve any procurement of pesticides nor cause any increased use of pesticides.
Physical Cultural Resources OP/BP 4.11	No	The project will not adversely affect sites with archeological, paleontological, historical, religious, or unique natural values.
Indigenous Peoples OP/BP 4.10	Yes	<p>This policy is triggered because of the presence of indigenous peoples in the program area (nationwide). The project will be implemented in Provinces where ethnic minorities are present. In preparation of the proposed project, the Ministry of Education, Youth and Sports (MoEYS) has undertaken a social assessment. The aims were to further integrate key social considerations into the project. Additionally, using the outcomes from the Social Assessment (SA), an Indigenous Peoples Planning Framework (IPPF) was prepared in line with the scope and proposed activities of the Project which sets out principles and procedures to address potential risks identified in line with OP 4.10 The IPPF will ensure that ethnic minority</p>

		groups have equal opportunities to participate in and benefit from the project, and that community members will be empowered to monitor implementation of the project. Under OP 4.10, free, prior, and informed consultation leading to broad community support have been applied during the preparation of the program. The principles and procedures of the IPPF will be integrated in the MoEYS's operational manual.
Involuntary Resettlement OP/BP 4.12	Yes	Under Component 1, the project will finance rehabilitation of existing structures or new construction for lower secondary schools buildings as well as accommodation facilities for teachers. Most of the proposed construction sites will be located in the existing primary school or lower secondary school compound. Even if there will be need for new land, construction sites will be pre-selected in the land publicly owned by local communes and assessed using a comprehensive screening. There is no sub-projects identified prior to appraisal. Given the potential of land acquisition that could lead to physical or economic displacement and land donation as part of the implementation of the project activities. A Resettlement Policy Framework (RPF) has been prepared in the event that resettlement occurs due to the implementation of the program.
Safety of Dams OP/BP 4.37	No	The project does not involve any dams.
Projects on International Waterways OP/BP 7.50	No	The project does not involve international waterways.
Projects in Disputed Areas OP/BP 7.60	No	The project will not be located in any known disputed areas as defined in the policy.

IV. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

The project is not expected to have any major environmental impacts and is therefore classified as a Category B. OP/BP 4.01 is triggered and only partial environmental assessment is required, which the results were incorporated into the needed safeguards instruments. The MoEYS has prepared ESMF, generic EMP, IPPF and RPF for this project, applying the findings from the assessment. The project will involve civil works where locations will be unlikely to be identified prior to project appraisal, the expected civil works

will include: (i) construction/rehabilitation of 100 existing schools and (ii) construction for 30 new schools in the communes without LS schools. The target schools will cover 25 provinces in 78 districts. The construction may potentially affect the environment temporarily in different ways. For example, environmental concerns can stem initially from poor management of construction works, lack of construction camp maintenance and facilities for workers (water and sanitation), storage and handling of construction wastes and some potential hazardous materials, and drainage system. The lack of clear practical plans for environmental management will create opportunities for inappropriate disposal of solid waste materials and could lead to lack of controls of noise, vibrations and dust which can create a nuisance for individuals/students and communities. Protected areas, sensitive ecological nature such as wetlands, streams or forest areas, archeological sites, and protected areas, road right of way (if proposed school construction located near road) are take into consideration during design and implementation of the project. Because the civil works involve the construction of school buildings, mitigation measures will be addressed in the ESMF and generic EMP. Site specific EMPs will be prepared only when the project locations are identified.

Indigenous peoples are present majority in Rattanak Kiri, Mondul Kiri, Stung Treng and Kratie (the northeastern part of Cambodia). Other minority groups are living in Preah Vihear (Kouy), Kampong Speu (Souy), Sihanouk Ville (Sa'och), Kampong Cham (Stieng), Kampong Thom (Kouy), Banteay Meanchey (Kouy), and Odor Meanchey (mix). All IP communities are located in remote area of the provinces where accessibility (road) is difficult and infrastructures are limited. Most of their villages have only primary school with complete or incomplete grade.

In the context of SEIP, the indigenous peoples in the project areas are likely to receive a long term project benefits through the support on (i) access to education for from the construction of lower secondary school buildings in their communes presently without lower secondary schools (LSS); and/or (ii) construction of classrooms in the overcrowded lower secondary schools (e.g. two-shift schools); and/or (iii) construction of accommodation for math and science teachers in LSS (Component 1.3); and (iv) improve quality of teaching through improve the teaching force (Component 1.2). However, they may be risks associated to social exclusion that potentially can affect IPs by (i) inequitable access to newly built schools due to distance from their community to school and transport/road issues and (ii) possible land acquisition, particularly for 30 new school constructions.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

No negative indirect or long term impacts are anticipated.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.

Not Applicable

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.

The project implementation will be nationwide, and specific sites for constructing lower

secondary schools, additional classrooms, and accommodation facilities for teachers will be drawn on the findings of the school mapping exercise, based on representativeness of unique characteristics of ethnic minorities, political, social, cultural, religious, and environmental settings of the proposed sub-project areas.

It is expected that about 90% of project sites will be located within the existing school premise. I. In case where new land is acquired for school construction, MoEYS through Provincial Department of MoEYS will seek endorsement from local authority and/or relevant departments. The process of site screening is a bottom-up approach: (i) School Management Committee (including local authorities and relevant departments) will conduct site screening to confirm the identified location is environmentally and socially safe and sound for construction (the screening form is developed and applied by MoEYS, which is used for screening); and (ii) Project Management Committee (PMC), with the support of DoC, will review the proposed documents and verify the environmental and social condition on the ground before approving the sub-projects.

ESMF (and ECOPs), specifically the EMP applied for the project has been prepared to reflect the proposed construction as well as findings from field visit and lessons learned from previous secondary education supported sector project (SESSP). Outcomes of the environmental assessment during field visit carried out by the MoEYS's consultants reveal that no major environmental impacts are of concern. Some minor and site specific issues may occur during construction such as dust, noise and debris, and disposal of construction waste. The generic EMP that is prepared for this project aims at mitigating these impacts. A good construction practices and closed supervision is critical in many category B projects, for instance education sector project.

Indigenous Peoples Planning Framework (IPPF) was prepared in line with the scope and proposed activities of the Project which sets out principles and procedures to address potential risks identified in line with OP 4.10. The IPPF will ensure that ethnic minority groups have equal opportunities to participate in and benefit from the project, and that community members will be empowered to monitor implementation of the project. Under OP 4.10, free, prior, and informed consultation leading to broad community support have been applied during the preparation of the program.

A Resettlement Policy Framework (RPF), therefore, has been prepared in the event that resettlement occurs due to the implementation of the project. Screening criteria and relevant protocols have been included as part of the RPF. The RPF includes (i) a framework for voluntary land donations and procedures to undertake due diligence in case where land will be or has already been acquired prior to Bank-financing for sites supported by the project and (ii) the policies and procedures for preventing or mitigating adverse impacts related to involuntary land acquisition and resettlement as a result of proposed construction of school facilities.

The project Safeguards implementation arrangements and capacity building is an integral part of the existing institutional arrangements for project implementation and is built on existing mechanisms and capacity. MoYES has experience and built capacity to implement previous World Bank funded projects and well as other development partners. MoYES has previously

created Project Management Units for World Bank supported project and has built capacity for safeguards implementation.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

The institutional arrangements for social safeguards are based on the implementation experience of MoYES as well previous experiences for implementing World Bank projects. The lessons learned from repious education projects were incorporated in the ESMF. Two safeguard focal persons of MoEYS were appointed in early 2016 to be responsible for leading the preparation of safeguards instruments, monitoring, and ensuring compliance. During project implementation, safeguards consultants will be hired under the Project Management Committee (PMC), and will be assisting MoEYS for the overall implementation and monitoring of the IPPF and the RPF.

Public consultation was carried out. The partial EA and SA was conducted in April and May 2016 using free, prior, and informed consultations with a culturally appropriate approach by using the existing decision making structures of the different communities. Key Informant Interview (KII) was conducted among key stakeholders including Director of Provincial Department and district office of Education, Youth and Sports; School Support Committee; local authority (Chief of village and Commune Council), and representatives of students 'parents. A total of 235 persons were met and publically consulted.

FGDs are conducted among the IP communities and disadvantage groups (at village level) in the sample provinces. Since there is no gender sensitivity of the issues discussed the FGDs are conducted with the presence of both female and male villagers. Every visited school a FGD is conducted for this, eight schools were selected from four provinces, Kampong Speu, Banteay Meanchey, Rattanak Kiri, and Kampot, for the field study.

Public consultation process: A free, prior and informed consent method was applied, where all participants, both male and female, were encouraged to express their view and concerns on the potential impacts from the proposed project. There were more women than men participated in the consultation meetings at village level. All participants have expressed strong support to the project initiatives. Consultation meeting was also conducted in the indigenous communities using culturally appropriate methods. A special arrangement was made for the discussion including local translator and facilitator, and location of the meeting using a language spoken by potentially affected indigenous peoples.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	08-Nov-2016
Date of submission to InfoShop	25-Nov-2016
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	

Cambodia	25-Nov-2016
<i>Comments:</i> It was disclosed in Phnom Penh on the MoEYS' website, as well as on the World Bank external website in English and Khmer.	
Resettlement Action Plan/Framework/Policy Process	
Date of receipt by the Bank	08-Nov-2016
Date of submission to InfoShop	01-Mar-2017
"In country" Disclosure	
Cambodia	01-Mar-2017
<i>Comments:</i> It was initially disclosed on November 25, 2016 and the revised version was subsequently re-disclosed on March 1, 2017 in Phnom Penh on the MoEYS' website, as well as on the World Bank external website in English and Khmer.	
Indigenous Peoples Development Plan/Framework	
Date of receipt by the Bank	08-Nov-2016
Date of submission to InfoShop	25-Nov-2016
"In country" Disclosure	
Cambodia	25-Nov-2016
<i>Comments:</i> It was disclosed in Phnom Penh on the MoEYS' website, as well as on the World Bank external website in English and Khmer.	
If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.	
If in-country disclosure of any of the above documents is not expected, please explain why::	

C. Compliance Monitoring Indicators at the Corporate Level

OP/BP/GP 4.01 - Environment Assessment						
Does the project require a stand-alone EA (including EMP) report?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
OP/BP 4.10 - Indigenous Peoples						
Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
If yes, then did the Regional unit responsible for	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>

safeguards or Practice Manager review the plan?						
If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Practice Manager?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
OP/BP 4.12 - Involuntary Resettlement						
Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Is physical displacement/relocation expected?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	TBD	<input type="checkbox"/>
Is economic displacement expected? (loss of assets or access to assets that leads to loss of income sources or other means of livelihoods)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	TBD	<input type="checkbox"/>
The World Bank Policy on Disclosure of Information						
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	NA	<input type="checkbox"/>
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
All Safeguard Policies						
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Have costs related to safeguard policy measures been included in the project cost?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>

V. Contact point

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VII. Approval

Task Team Leader(s):	Name: Simeth Beng, Tsuyoshi Fukao	
<i>Approved By:</i>		
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Practice Manager/Manager:	Name: Harry Anthony Patrinos (PMGR)	Date: 13-Mar-2017
Country Director:	Name: Ulrich Zachau (CD)	Date: 13-Mar-2017