

**HIGHER EDUCATION IMPROVEMENT  
PROJECT (HEIP) - CAMBODIA**

Project Number:

**EQUITY ASSESSMENT AND EQUITY PLAN**

**November 2017**

## LIST OF ABBREVIATION AND ACRONYMS

%	Percentage
ACC	Accreditation Committee of Cambodia
AEC	Asian Economic Community
CSES	Cambodia Socioeconomic Survey
DHE	Department of Higher Education
DSR	Department of Scientific Research
EMP	Environmental Management Plan
ESMF	Environmental and Social Management Framework
ESP	Education Strategic Plan
FGD	Focus Group Discussion
FM	Financial Management
FMR	Financial Management Report
GDHE	General Department of Higher Education
GER	Gross Enrolment Rate
HE	Higher Education
HEI	Higher Education Institute
HEIP	Higher Education Improvement Project
HRM	Human Resource Management
IDA	International Development Association
IT	Information Technology
ITC	Institute of Technology of Cambodia
M&E	Monitoring and Evaluation
MoEYS	Ministry of Education, Youth and Sport
NCDD	National Council for Decentralization and Deconcentration
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
NSDP	National Strategic Development Plan
PCC	Project Coordination Committee
PDO	Project Development Objective
PMC	Project Management Committee
PMT	Project Management Team
PT	Project Team
RGC	Royal Government of Cambodia
RUA	Royal University of Agriculture
RUPP	Royal University of Phnom Penh
STEM	Science, Technology, Engineering and Mathematics
TVET	Technical Vocational Education Training
UHS	University of Health Science
UNDP	United Nations Development Programmes
UNESCO	United Nations Education, Science, and Culture Organization
UNICEF	United Nations International Children Education Fund
WBG	World Bank Group

## TABLE OF CONTENT

List of Abbreviation and Acronyms .....	2
Table of Content.....	3
Part A: Project Description .....	4
1. Project Development Objective .....	4
2. Project Components .....	4
Part B: Equity Assessment and Findings.....	5
3. Objective and Methodology.....	5
4. Relevant Legal Framework and Development Strategies.....	6
4.1. Cambodia’s Policies, Laws, and Regulations.....	6
4.2. World Bank’s Operational Policies.....	7
5. Overview of Indigenous People in Cambodia and Access to Education .....	7
5.1. Where Indigenous People Live? .....	7
5.2. Access to Education by Indigenous People and Disabilities .....	9
6. Overall Situation of Education in Cambodia .....	11
7. Review of Education Equity in Cambodia.....	14
7.1. Poverty Vs. Access to Education .....	14
7.2. Remoteness Vs. Access to Education .....	16
7.3. Gender Vs. Access to Education .....	17
8. Assessment Findings.....	18
Part C: Equity Plan.....	20
9. Key Measures to address the equity issues .....	20
9.1. Specific Measures .....	20
9.2. General Measures.....	21
10. Budget .....	21
11. Implementation Arrangement.....	21
12. Monitoring and Evaluation.....	22
12.1. Arrangement for continuing Free, Prior, and Informed Consultation .....	23
12.2. Arrangement for Grievance Redress .....	23
Annexes.....	24
Annex 1: FGD Consolidated Report.....	<b>Error! Bookmark not defined.</b>
Annex 2: List of FGD Participants .....	<b>Error! Bookmark not defined.</b>
Annex 3: Schedule of Work .....	<b>Error! Bookmark not defined.</b>

## PART A: PROJECT DESCRIPTION

1. The Royal Government of Cambodia (RGC) has requested International Development Association (IDA) financing from the World Bank for the Higher Education Improvement Project (HEIP). The proposed project aims to enhance Cambodia's ability to meet the needs of the industries it serves as well as enhance competitiveness in the new Asian Economic Community (AEC), by increasing the relevance and quality of higher education provision in key target areas. To respond to this need, the proposed project will target two priority areas. During its project preparation mission from September 5<sup>th</sup> to September 14<sup>th</sup>, 2017 the Mission reconfirmed project main scopes as below.

### 1. Project Development Objective

2. The Project Development Objective (PDO) is to improve the quality, relevance and equity of education and research at targeted higher education institutions, to improve governance in the sector, and to provide immediate and effective response in case of an eligible crisis or emergency.

### 2. Project Components

3. **Component 1: Improving STEM and Agriculture education and research at target Higher Education Institutes (HEIs).** There are three Sub-components under Component 1.

- i. *Sub-component 1.1: Improving teaching and learning.* Main activities include i) upgrading of curriculum and teacher qualification in target programs, ii) establishing new graduate programs, and iii) constructing and rehabilitating university buildings, classrooms, and student dormitories.
- ii. *Sub-component 1.2: Improving research.* Main activities include i) constructing and rehabilitating laboratories, ii) providing research equipment and consumables, and iii) providing research funds.
- iii. *Sub-component 1.3: Improving institutional management.* Main activities include supporting financial management (FM) and human resource management (HRM) reform, and tracer studies or student performance assessment.

4. **Component 2: Strengthen Sectoral Governance and Project Management.** There are two Sub-components under the Component 2.

- i. *Sub-component 2.1: Strengthening Sectoral Governance.* Main activities include i) supporting legislation for sectoral reform, ii) improving quality assurance mechanisms, and iii) expanding information system.
- ii. *Sub-component 2.2: Strengthening Project Management.* Main activities include supporting project coordination and management.

5. **HEIP's project locations and investment:** Earlier during the identification mission, the project targeted four HEIs in Phnom Penh capital only. The specific locations for investment are not known at this stage. The investment may involve construction/rehabilitation of student classrooms, building for a business incubation center, laboratories, student training center, an agro-industry lab, and upgrading lab facilities in the current HEIs' Campus. During pre-appraisal mission, two more provinces are likely to be included in the project. These are Battambang and Svay Rieng.

6. **Policies and instruments applied for HEIP:** During project identification mission, it was identified that OP/BD 4.01 is triggered and ESMF is needed for the project. General Department of Higher Education (GDHE) of Ministry of Education, Youth and Sports (MoEYS) hired two consultants to prepare ESMF (including Environmental Code of Practices/ECOPs). Site-specific ESMPs would be prepared if locations for investment are known and if deemed necessary.

7.

8. Because the project is likely to benefit individuals who may belong to ethnic minority groups by facilitating their access to higher education, the World Bank's Policy on Indigenous People was triggered. The Equity Assessment and Equity Plan has been prepared in order to comply with the requirements of the World Bank's Indigenous Peoples Policy to prepare a Social Assessment and Indigenous People's Plan based on a process of Free, Prior and Informed Consultation. The Equity Assessment and Plan was also prepared to ensure the disadvantage individuals, other indigenous students would also benefit from the activities of HEIP.

## PART B: EQUITY ASSESSMENT AND FINDINGS

### 3. Objective and Methodology

9. The objective is to conduct a rapid assessment of the barriers faced by women, people from remote areas, and members of ethnic and other disadvantaged groups in participating in STEM and Agriculture subjects, and to design a plan to help students from these backgrounds to overcome these barriers.

10. The assessment was conducted in the four HEIs namely i) Royal University of Phnom Penh (RUPP), ii) Royal University of Agriculture (RUA), University of Health Science (UHS), and Institute de Technology du Cambodge (ITC). Quantitative data was collected using secondary data, mainly from education statistics, while qualitative data was collected from interviewing the Institute leaders and conducting four participatory focus group discussions (FGDs) among students from RUPP, RUA and ITC. Findings from last year (September 2016) Social Assessment for Lower Secondary Education Improvement Project, funded by the World Bank, will also be used for the analysis.

**Table 1: Number of FGDs' Participants**

FGD	Institute	# Participants	Gender	
			Male	Female
1	RUPP	26	4	22
2	RUA	15	0	15
3	RUA	30	30	0
4	ITC	6	3	3
<b>TOTAL</b>		<b>77</b>	<b>37</b>	<b>40</b>

11. Desk reviews include Education Strategic Plan 2014-2018, MoEYS Annual Report, Right to Education in Cambodia (UNICEF 2014), Cambodia Socioeconomic Survey (CSES 2104), and National Strategic Development Plan (NSDP 2014-2018).

## 4. Relevant Legal Framework and Development Strategies

### 4.1. Cambodia's Policies, Laws, and Regulations

12. **Cambodia Constitution (1993)** supports the right to education, Education for All and 9 years basic education (Article 65, 66, 67 and 68). Article 48 states “the State shall protect the rights of children as stipulated in the Convention on Children, in particular, the right to life, education, protection during wartime, and from economic or sexual exploitation.” Article 46 states “the state and society shall provide opportunities to women, especially to those living in rural areas without adequate social support, so they can get employment, medical care, and send their children to school, and to have decent living conditions.” Article 31.2 stipulates that “Khmer citizens shall be equal before the laws and shall enjoy the same rights, freedom and duties, regardless of their race, color, sex, language, beliefs, religions, political tendencies, birth of origin, social status, resources, and any position”.

13. **Law on Education** was enacted by the National Assembly on October 19, 2007. The objective of this law is to develop human resources of the nation by providing lifelong education for the learners to acquire knowledge, skills, capacities, dignity, good moral behaviors and characteristics, in order to encourage learners to know, love and protect the national identity, cultures and language.

14. **National Policy on the Development of Indigenous People:** The Policy was approved by the Council of Ministers on April 24, 2009 and sets out government policies related to indigenous peoples in the fields of culture, education, vocational training, health, environment, land, agriculture, water resources, infrastructure, justice, tourism and industry, mines and energy. One of its policy objective is to provide at least basic education (complete 9 years of education) to all indigenous people and provide suitable vocational training and skill based on need of the geographical location of their community.

15. **Sub-decree No. 174 on Provision of Scholarship to students in public institutes** approved on May 5, 2014. The Sub-decree aims at providing scholarship and stipend for some students who undertaken their study. The scholarship will be given to i) outstanding students, ii) orphanage students, iii) students from indigenous families, and iv) students from poor families. In principle 60% of the scholarship are given to outstanding students; 20% given to female students; 15% given to poor students; and 5% given to remote students.

16. **National Strategic for Development Plan (2014-2018).** NSDP is carrying forward the agenda of Rectangular Strategy Phase 3, which as unfolded in September 2013. Education and Gender Equity is among the core strategy. The ultimate goal of the NSDP is to fight poverty in Cambodia and move Cambodia economy from low income to middle income country in 2030.

17. **Education Strategic Plan 2014-2018.** In response to the National Vision, the National Strategic Development Plan (NSDP) 2014 – 2018, the ESP focus on development of human resources with quality, ability and virtue as a key factor to support economic growth and the country's competitiveness in the future. To this purpose, human resource development as the building of knowledge, competence, entrepreneurship, skills, creativity and innovation in all sectors but especially science and technology and the ability to manage research and development is essential. At the same time the aim is to enhance in the population the quality of the health, moral and spiritual responsibility, patriotic and professional consciousness with zero gender discrimination.

18. **Neary Rattanak IV (2014-2018).** Neary Rattanak is the government strategic development plan to promote gender equity and employment. A Strategy for Gender Equity in TVET 2014-2018 was also developed as part of Neary Rattanak IV.

#### 4.2. World Bank's Operational Policies

19. **Operational Policy 4.10 (Indigenous Peoples).** It requires that special planning measures be established to protect the interests of indigenous peoples with a social and cultural identity distinct from the dominant society that may make them vulnerable to being disadvantaged in the development process. The Policy defines that indigenous peoples can be identified in particular geographical areas by the presence in varying degrees of the following characteristics:

- a) Self-identification as members of a distinct indigenous cultural group and recognition of this identity by others;
- b) Collective attachment to geographically distinct habitats or ancestral territories in the project area and to the natural resources in these habitats and territories;
- c) Customary cultural, economic, social, or political institutions that are separate from those of the dominant society and culture; and
- d) An indigenous language, often different from the official language of the country or region.

20. **World Bank Gender Strategy 2016-2023.** The WBG's new Gender Strategy delineates the support that the Bank Group will provide to the client countries and companies to achieve greater gender equality as a key pathway toward lasting poverty reduction and shared security and prosperity.

### 5. Overview of Indigenous People in Cambodia and Access to Education

#### 5.1. Where Indigenous People Live?

21. The Cambodian government has made reference to indigenous peoples (literal translation: "indigenous minority peoples") in various laws and policies. Indigenous peoples are recognized separately to peoples such as the ethnic Lao living in northeastern Cambodia who are not generally considered "indigenous", nor are the Chams or Vietnamese. However, the concept of indigenous peoples is not that clear-cut and Khmers (the dominant ethnic group) living in some areas share many characteristics with indigenous peoples.

22. The population of Cambodia is 13.7 million of which 90-95 percent are Khmer ethnicity. The remaining 5-10 percent is composed of ethnic minorities such as the Muslim Cham, Chinese and Vietnamese, and about twenty indigenous ethnic minority groups also called "Khmer Loeu" or "hill tribes" who are ethnically non-Khmer. These groups are estimated to comprise around 120,000 persons and constitute about 1 percent of the Cambodian total population. The seventeen indigenous minority groups which range from 300 to 19,000 members include Phnong, Kouy, Mil, Kraol, Thmorn, Khaonh, Tompoun, Charay, Kreoung, Kavet, Saouch, Lun, Kachak, Proav, Souy (Sa'ong), Stieng, and Kavet and other minority groups namely Vietnamese, Laotian and Khmer Islam<sup>1</sup>. Indigenous groups constitute the majority in the provinces of Rattanakiri (67.9 percent) and Mondulkiri (59.3 percent). Stung Treng and Kratie also share higher percentage of indigenous

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<sup>1</sup> *Pathways to Justice: Access to Justice with a Focus on Poor, Women and Indigenous People, Ministry of Justice, UNDP, September 2005, p. 59.*

groups. The four provinces are located in the northeastern part of the country and considered remote provinces.

23. In Ratanakiri, there are 32,947 indigenous households, with total population of 156,705 (NCDD, 2010). Among these, 71.42 percent of the total population are contributed from 9 indigenous and 3 minority groups namely: Phnong (466 persons equals to 0.30 percent of total population), Kouy (1 person, equals to 0.001 percent), Stieng (121 persons, equals to 0.08 percent), Tompoun (33,506 persons, equals to 21.38 percent), Charay (24,834 persons, equals to 15.85 percent), Kreoung (22122 persons, equals to 14.12 percent), Kavet (2,497 persons, equals to 1.59 percent), Lun (492 persons, equals to 0.31 percent), Kachak (4,356 persons, equals to 2.78 percent), Proav (8,985 persons, equals to 5.73 percent) and other minority groups namely Khmer Islam (2,501 persons, equals to 1.6 percent), Vietnamese (795 persons, equals to 0.51 percent) and Laotian (11,249 persons, equals to 7.18 percent).

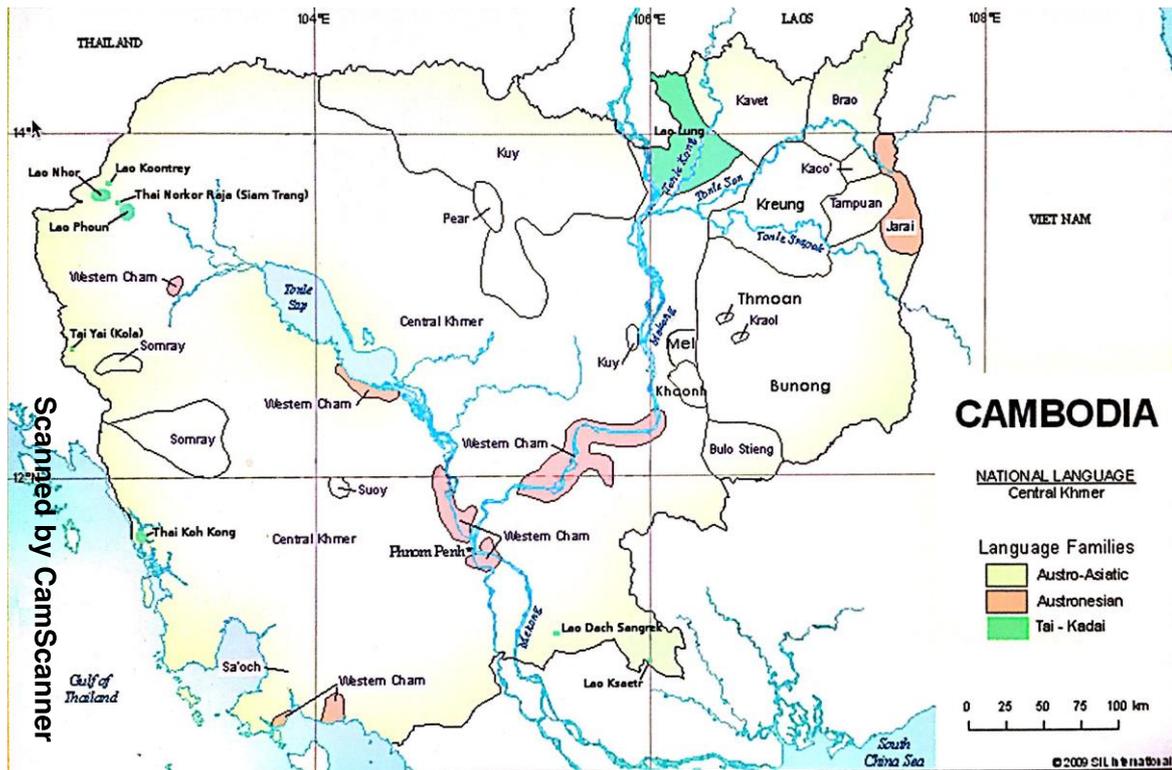
24. In Mondulakiri, there are 13,257 households, with total population of 62,218 (NCDD 2010). Among these, 70.70 percent are contributed from 9 indigenous people groups and 3 minority groups namely: Phnong (36,992 persons, equals to 59.46 percent of the total population within the province), Kuoy (23 persons, equals to 0.04 percent), Stieng (492 persons, equals to 0.79 percent), Mil (355 persons, equals to 0.57 percent), Kraol (1081 persons, equals to 1.74 percent), Thmorn (49 persons, equals to 0.08 percent), Tompoun (32 persons, equals to 0.05 percent), Charay (225 persons, equals to 0.36 percent), Kreang (80 persons, equals to 0.13 percent) and other minority group namely Khmer Islam (3,455 persons, equals to 5.54 percent), Vietnamese (87 person, equals to 0.13percent) and Laotian (1.130 persons, equals to 1.82 percent).

25. In Stung Treng Province, according to the provincial database in 2010 produced by the Ministry of Interior reported that there are 22,870 households, with total population of 112,237. Among these, 12.38 percent of the total population are contributed from 10 indigenous people groups and 3 other minority groups namely: Phnong (652 persons, equals to 0.58 percent), Kuoy (4,358 person, equals to 3.88 percent), Stieng (151 persons, equals to 0.13 percent), Tompoun (17 persons, equals to 0.02percent), Charay (3 persons, equals to 0.003 percent), Kreoung (882 persons, equals to 0.79 percent), Kavet (3,041 persons, equals to 2.71 percent), Lun (549 persons, equals to 0.49 percent), Kachak (3 persons, equals to 0.003 percent), Praov (591 persons, equals to 0.53 percent) and Khmer Islam (3,170 persons, equals to 2.82 percent), Vietnamese (437 persons, equals to 0.39 percent) and Laotian (43 persons, equals to 0.04percent).

26. In Kratie province, there are 68,171 households, with total population of 331,592 (NCDD, 2010). Among these, 17.18 percent of the total population are contributed from 7 indigenous people group and other 3 minority groups namely: Phnong (13,934 persons, equals to 4.20 percent), Kouy (9,194 persons, equals to 2,77 percent), Stieng (5,595 persons, equals to 1.69 percent), Mil (3,696 persons, equals to 1.11percent), Kraol (3,758 persons, equals to 1.13 percent), Thmorn (1,011 persons, equals to 0.30percent), Khoanh (871 persons, equals to 0.26 percent) and Khmer Islam (16,771 persons, equals to 5.06percent), Vietnamese (2,121 persons, equals to 0.64 percent) and Laotian (12 persons, equals to 0.004percent).

27. In terms of ethnic relations, the Cambodian people in Stung Treng, Kratie, Ratanakiri and Mondulakiri often refer to themselves as Nek Srok Lue (literally 'uplanders') which denotes people who inhabit the agricultural zone and who grow rice and cash crops for either their own consumption or for sale. Hill tribes or Khmer Lue, as they are collectively known, are concentrated in the mountainous regions of northeast Cambodia.

### **Figure 1: Indigenous Peoples and Ethnic Minority Map**



Source: UNESCO Poster on Ethnolinguistic Group of Cambodia, December 2011

## 5.2. Access to Education by Indigenous People and Disabilities

28. While Cambodia has improved overall access to basic education, many children who inhabit the fringes of society, either because they come from ethnic minority families or live with disabilities, still struggle to get to and stay in class. In Cambodia, overcoming barriers of language and disability are central to ensuring all children have an equal chance to learn and grow together.

29. Cambodia has an estimated 20 indigenous groups, the majority of whom live along the country's isolated, mountainous rim in the northeast. Most indigenous families make a living as subsistence farmers. Previously, but not often now, they practice slash and burn agriculture, they regularly migrate in search of arable land as part of a rotating farming method, living a transient existence that impedes their children's ability to access stable and formal learning environments. Even when ethnic minority children can attend school, language constraints leave them lagging behind. Most of these children do not speak the Khmer language, and teachers, in turn, rarely speak indigenous languages.

30. Mainstreaming education for children with disabilities is increasingly gaining attention and response by government officials who are working to eliminate education disparities. However, more needs to be done to help move these children from the margins to the mainstream school system. Although the inclusive education training module has been developed and approved by the Ministry of Education, Youth and Sport, few teachers have so far been trained on how to properly respond to the special needs of physically and intellectually disabled children. With the support from UNICEF and other partnered NGOs, the MOEYS has developed a framework to mainstream education for children with disabilities and from indigenous community; developed training manual and training of teachers on inclusive education for children with disabilities; developed bilingual education

program for different ethnic minority groups.

31. As a result of recent initiatives, children who had been neglected in the school system are now receiving much-needed support through policy measures and ongoing training for teachers and education administrators. Pilot projects in educating ethnic minority children in the country's remote northeastern provinces and in mainstreaming education for children with disabilities in 18 provinces are beginning to inject equality into Cambodia's education system. By 2012/2013 school year, throughout the country, there are 70,648 children with disabilities, 41.46% female, accessing education. The result shows that the number of students with disabilities has decreased by 10.56%, 11.87% for female because the implementation of inclusive education program including education service, rehabilitation, referral service, physiotherapy, medical service and other vocational training has not been smooth. By 2016/2017 school year, 1,999 teachers (39.8% female) has been trained on inclusive education for children with disabilities.

32. Alongside pilot projects, in 2009 the Ministry of Education, Youth and Sport developed the Guidelines on Implementation of Education for Indigenous Children in Highland Provinces, the first formal policy document on bilingual education, and the Policy and Master Plan on Education of Children with Disabilities, which supports inclusion of children with disabilities into the main education system as part of the Child-Friendly Schools approach. By 2012/2013 school year, the number of indigenous children enrolled in different education programs has increased, with 1,620 students in total including 751 girls, an increase of 434 students or 36.59% and an increase of 439 girls or 140.7%, who are studying in primary schools in 5 provinces of Rattanak Kiri, Mondulkiri, Kratie, Stung Treng and Preah Vihear, where the program is being implemented. 52% of indigenous students (from Rattanak Kiri, Mondulkiri and Preah Vihear) have received scholarship.

**Table 2: Number of Indigenous Students in 5 Target Provinces**

Description	2011-2012	2012-2013	Increase (+)/Decrease (-)	Increase (+) /Decrease (-) in percentage
Municipalities/ Districts	8	9	+1	+12.50
Schools	14	23	+9	+64.29
Total Number of Students	1,186	1,620	+434	+36.59
Female Students	312	751	+439	+140.71

33. MoEYS has launched National Action Plan on Multi-Lingual Education 2015-2018 by including 50 community schools as public school. By 2016/2017 school year, indigenous children in 80 schools, an increase of 13 with 216 teachers, 36.1% female and 4,818 students, 47.4% female, in 15 target districts in Ratanakiri, Mondulkiri, Stung Treng and Kratie. This program is the bridge between mother tongue and national language and covered four languages including Kroeung, Tumpuon, Pornornng and Kavet from grade 1 to grade 3. This program has helped indigenous children to enroll in public primary schools in equitable manner.

**Table 3: Indigenous and Ethnic Minority Groups and Access to Bilingual Education**

Estimated EGIDS values for languages in Cambodia						
Name (English)	Name (Khmer)	Population	Primary Location	EGIDS	Khmer Orthography	Bilingual Education
Cham [cja]	ចាម	204,080	Multiple	6a	none	none
Kuy, Kui [kdt]	កួយ	28,612	Preah Vihear	7	Yes, INL recognized	pilot NFE
Bunong, Phnong [cmo]	ប្លុង	37,507	Mondulkiri	5	Yes, INL recognized MOEYS approved	NFE, pilot FE
Tampuan [tpu]	ទំពួន	31,013	Ratanakiri	6b	Yes, INL recognized MOEYS approved	NFE, pilot FE
Jarai [jra]	ចារ៉ាយ	26,335	Ratanakiri	5	In process	none
Kreung (Brao Tanap) [krr]	គ្រឹង	18,214	Ratanakiri	6a	Yes, INL recognized MOEYS approved	NFE, pilot FE
Brao Ombaa [brb]	ប្រៅ	7,027	Ratanakiri	6a	Yes, INL recognized MOEYS approved	NFE
Brao Kavet [krv]	កាវៃត	5,258	Stung Treng / Ratanakiri	6a	Yes, INL recognized MOEYS approved	NFE, pilot FE
Kachok [xkk]	កាចក់	3,365	Ratanakiri	6b	none	none
Stieng [sti]	ស្ទឹង	6,541	Kratie	6b	none	none
Kraol [rka]	ក្រោល	4,202	Kratie	6b	none	none
Mel	មីល (កាដ្រុក)	1,697	Kratie	8b	none	none
Thmoan	ថ្មូន	865	Kratie	7	none	none
Khaonh	ខោញ	743	Kratie	8b	none	none
Somray [smu]	សំរាយ	4,100	Pursat	8b	none	none
Pear [pcb]	ព័រ	1,674	Preah Vihear	8a	none	none
Sa'ong (Suoy)	សាអុង (សូយ)	857	Kampong Speu	7	none	none
Ch'ung (Saoch) [scq]	ស្ទួច	445	Kampong Som	8b	none	none
Lao [lao]	ឡាវ	18,515	Stung Treng	6b	none	none
Vietnamese [vie]	វៀតណាម	72,775	Multiple	4	none	private
Hakka [hak]	ចិនខី (ហាក់កា)	5,000	Multiple	6b	none	none (private Mandarin)
Cantonese [yue]	ចិនកន្ទ្រង់	55,000	Multiple	6b	none	none (private Mandarin)
Hokkien [nan]	ចិនហុកកៀន	5,000	Multiple	6b	none	none (private Mandarin)
Teochiu [nan]	ចិនចាជីវ	440,000	Multiple	6b	none	none (private Mandarin)
Hainanese [nan]	ចិនហៃណាំ	15,000	Multiple	6b	none	none (private Mandarin)

Source: UNESCO Poster on Ethnolinguistic Group of Cambodia, December 2011

## 6. Overall Situation of Education in Cambodia

34. There is a saying that “if we want good fruit takes good care of the root”. Likewise, if we want improved higher education first improved basic education. Below describe general situation of education in Cambodia with the focus on access to basic education.

35. More children in Cambodia are entering school and the gender gap is quickly closing as more girls make their way to the classroom. In the 2012/2013 school year, the net enrollment rate (NER) in primary school was 97% (97% for girls), showing that the

gender gap at primary level has essentially been eliminated. The net enrollment rate is slightly increased over the last five years. In the 2016/2017 school year, net enrollment rate was 97.7% (98.2% for girls). The figure indicates more girls enroll to primary school than boys in recent years.

36. However, these gains are undermined by persistent challenges that affect a child's ability to stay in school and conceal regional disparities. While Cambodian children are filling the seats in primary schools, completion rates for primary, and particularly lower secondary education, are low. Enrollment in lower secondary school (grades 7 – 9) remains a challenge as NER was only 37.8% in 2012/13, UNICEF 2014. By 2016/2017 school year, Gross Enrolment Rate (GER) at lower secondary education was 57.6%, an increase of 1.1%, 61.5% for girls, an increase of 2.1% compared to 2015/2016 school year. The figure further decrease for upper secondary education with GER of 26.5% (28.1% for girls) in 2016/2017 school year. Poverty pushes many students out of school as many parents, especially in rural areas, cannot afford the direct and indirect costs related to education and families often require children to help at home with chores and fieldwork.

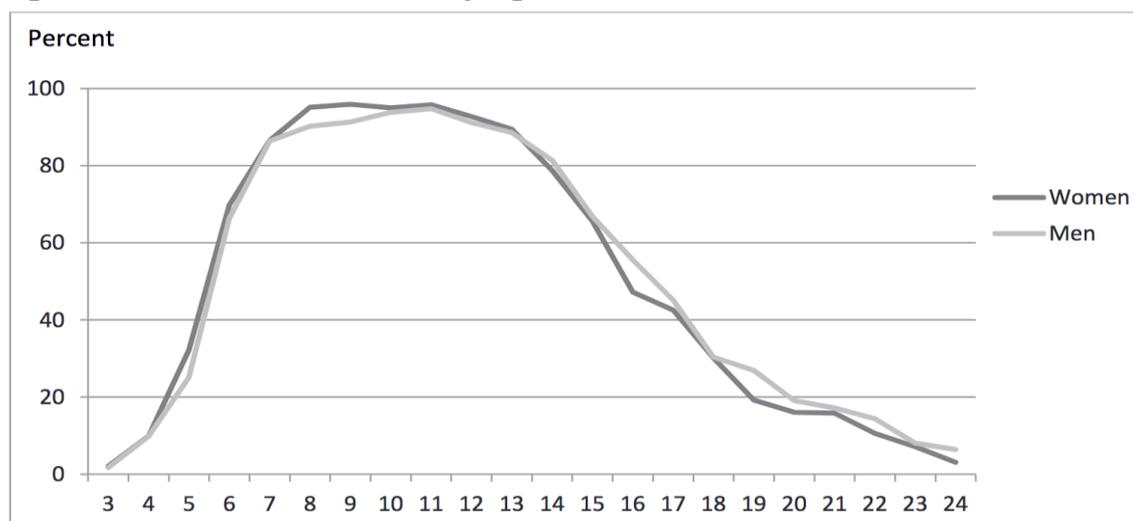
37. A research conducted by UNICEF in 2013 found a possible barrier to accessing education could be the existence of informal school fees. The research found incurred costs for items that would expect to be the responsibilities of the schools and MoEYS but in fact were paid by the student parents. Those items include i) teacher's learning materials or stationeries, ii) bicycle parking fee, iii) examination fee, iv) extra tuition fee inside of school, v) extra tuition fee outside of school, vi) teacher note, vii) appraisal record book, and viii) presence for teacher. Most of these items were also raised by parents during FGDs conducted for lower education improvement project conducted in 2016.

38. Same research conducted by UNICEF found that access to education is easier than 5 years ago, primarily due to provision of more schools and teachers. However, children with disabilities said that they dropped out of school due to teachers lacking understanding of their disabilities and discrimination from peers.

39. At higher education, Graduate Enrollment Rates (GER) for 18-22 years of age reported at 10.86% for 2016/2017 academic year, and it decreased compare to 2015/2016 academic year of 14%. MoEYS reported that there is shortage of human, materials and financial resources for STEM training; shortage of fund for higher education research; selection of scholarship students is below the target; and there is limited capacity to absorb students from provinces for higher education.

40. Consistence with CSES 2014, Figure 2 below shows net attendance rates have increased and are highest among children aged 10 and 11 years. More than 90% of children aged 8 to 12 years have attended school. For children and adults aged 13 years and above, attendance rates are lower than among younger group, confirming that not so many children and adults continue from primary to secondary and post secondary level of education and training. For children aged up to 14 years, women and men have almost the same attendance rates, though the rate from women slightly lower than for men.

**Figure 2: Net Attendance Rates by Age and Gender in %**



Source: Cambodia Socioeconomic Survey 2014

41. Lack of quality of education in schools, leading to high rates of repetition, also contributes to high dropout rates, particularly at the primary school level. Repeating grades results in a significant proportion of overage children in primary schools, preventing children from reaching the transition to secondary school at an age where it still makes sense to continue in education. By 2016/2017 school year, repetition rate in primary education is at 6.6% (5.1% for girls), almost same compared to 2015/2016 school year; dropout rate is at 4.5% (3.8% for girls) decreased 1.6% compared to 2015/2016 school year; and transition rate from primary to lower secondary education is at 85.5% (88.3% for girls) increased 3.4% compared to 2015/2016 school year. Efforts have been made by MoEYS and partners to retain students and improve quality of education through many projects and programs including multi-lingual education, inclusive education, school feeding and scholarship, accelerated learning, etc. but still more efforts needed to put in place. In the last five years MoEYS has maintain drop out rate less than 5% at primary education all over the country.

42. UNICEF report on Right to Education in Cambodia found reasons for dropout of school that include i) poor and they need to work to earn money or help parents; ii) cannot afford to purchase things like bicycle and learning materials that are needed; and iii) they have to pay for informal school fee.

43. Despite there is no significant difference by geographical domains in terms of school dropout at primary education in recently years according to MoEYS report, challenges may multiply for children in remote regions, especially those from indigenous minorities, who lack access to consistent and quality education. In the 2008/2009 school year, nearly half of children in remote areas admitted to grade one were over the age of six, compared to 29% in urban areas. Meanwhile, preschool and other early education opportunities remain largely out of reach for most children, especially those outside of urban areas. According to MoEYS annual report 2016/2017 key challenges include i) shortage of teachers in rural schools and disadvantaged areas; ii) shortage of school buildings in disadvantaged areas; iii) physical infrastructure including water system, toilets etc. in public schools are not responsive to the current context; iv) teachers' capacity in implementing teaching methodologies are still limited; v) training on inclusive education and teaching methodologies for children with disabilities are not broad enough; and vi) accelerated learning program did not cover all provinces especially the remote area.

44. Scaling up the Child-Friendly School approach enables Cambodia to adjust traditional teaching methods to more child-centered and child-friendly teaching and learning practices, laying an educational foundation in which children are stimulated and equipped with the necessary critical thinking skills that will influence future potential. Even though good progress has been made, learning by rote, in which children are taught to merely repeat after their teachers without understanding context, still continues to be practiced.

## 7. Review of Education Equity in Cambodia

45. Three indicators were used to measure the equity access to education namely poverty, gender and remoteness. Data will be disaggregated into three geographical domains, namely Phnom Penh, Other Urban and Rural Areas. There are 26 urban areas categorized under Other Urban.

### 7.1. Poverty Vs. Access to Education

46. It is true that the poor have less access to HE than the more affluent; however, recent studies have noted that the discrimination against the poor is likely to have taken place during lower levels of schooling, rather than in the HE sub-sector where specific policies exist to encourage the poor to enter. However, the poor remain a significant minority among enrolled students. Certainly reform of lower levels of education is needed, but there is also a rationale for a positive discrimination policy to support the access of the poor into HE. This is particularly apt for the poor, since recent international evidence has demonstrated that the returns to higher education are much higher than those to primary and secondary.

47. There is a high correlation between poverty and access to education. The poorer tend to have lesser access to education in general. CSES clearly indicates the correlation. Table 4 shows the percentage of the population aged 6 years and above who have never attended school. As indicated, there are significances in geographical domains as well as between men and women. In Cambodia in 2014, 16% of the population aged 16 years and above has never attended school. The rate is lowest in Phnom Penh, at 5% only, and the rates in other urban area and other rural areas are higher, at 11% and 19% respectively. Overall, the percentage of women who have never attended school is higher than the corresponding percentage for men in all area in Cambodia, but this difference has decreased over the last ten years (2004-2014), CSES 2014.

**Table 4: Persons (6 years and above) who never attended school by geographical domain and gender**

Domain	CSES 2004			CSES 2009			CSES 2014		
	Women	Men	Both sexes	Women	Men	Both sexes	Women	Men	Both sexes
Cambodia	29.3	16.0	22.9	24.9	13.6	19.5	20.5	11.4	16.1
Phnom Penh	9.6	2.6	6.3	8.9	2.7	6.0	6.1	2.6	4.5
Other urban	21.7	12.5	17.2	14.9	6.9	11.0	15.3	7.2	11.4
Other rural	32.9	18.2	25.8	28.4	15.9	22.3	23.7	13.4	18.7

Source: Cambodia Socioeconomic Survey 2014

48. Reasons for not attending school is asked only about persons below 18 years and of this group in CSES 2014 about 34% of women and 25% of men answered that, they wouldn't be able to attend school, because they must work to contribute to household income. This first indicating reason is higher in 2014 than in 2009 for both women and

men. The second most common reason they cite is that they don't want to go to school, at 16% of women and 22% of men. Being too young to go to school is the third most common reason, at 16% of non-attending men and women alike. However, the reason that prevented them from going to school is due to the poverty-stricken effects in the family, which also constitutes about 16% in 2009 and 11% in 2014. See Table 5 for more details.

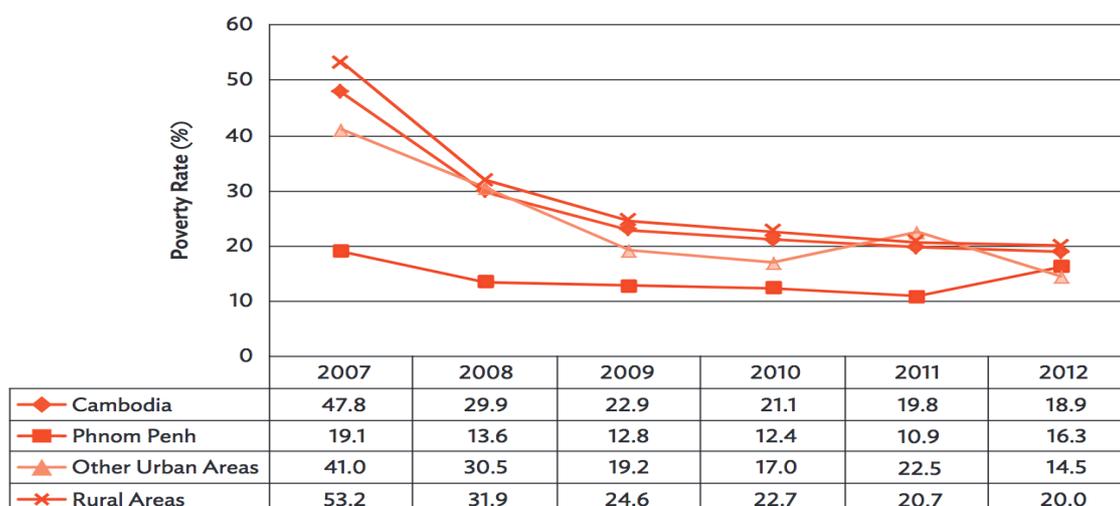
**Table 5: Reasons for not attending school among persons aged 6-17 years old**

Reasons for not attending school	Women	Men	Both sexes
<b>CSES 2009</b>			
Don't want to	11.3	17.5	14.4
Did not do well in school	11.5	13.2	12.4
No suitable school available/school is too far - No teacher/Supplies	6.0	6.8	6.4
High cost of schooling	0.2	0.1	0.1
Must contribute to household income	18.6	13.9	16.2
Must help with household chores	13.3	8.1	10.7
Too poor	15.9	15.9	15.9
Due to disability - Due to long term illness (over 3 months)	2.2	2.6	2.4
Too young	17.4	18.9	18.2
Other	3.5	3.0	3.3
Total	100	100	100
<b>CSES 2014</b>			
Don't want to	15.9	21.9	19.0
Did not do well in school	8.7	12.7	10.8
No suitable school available/school is too far - No teacher/Supplies	5.0	4.1	4.5
High cost of schooling	0.0	0.0	0.0
Must contribute to household income	33.9	24.5	29.1
Must help with household chores	8.1	4.8	6.3
Too poor	9.6	12.3	11.0
Due to disability - Due to long term illness (over 3 months)	1.8	2.5	2.1
Too young	16.2	16.1	16.2
Other	0.8	1.0	0.9
Total	100	100	100

Source: Cambodia Socioeconomic Survey 2014

49. Number of persons who have never attended school decrease while poverty rate also decrease from year to year. Table 4 indicates percentage of persons who have never attending school, at national level, decrease from 22.9% in 2004 to 19.5% in 2009 and further decrease to 16% in 2014. Likewise, poverty rate, at national level, decrease from 47.8% in 2007 to 22.9% in 2009 and further decrease to 18.9% in 2012. Similar trend also happen in rural and other urban areas. See Table 4 and Figure 3 for comparison.

**Figure 3: Poverty Trends by geographical domain 2007 - 2012**



Sources: Ministry of Planning, National Strategic Development Plan 2014–2018, Phnom Penh; Ministry of Planning, 2014. Poverty Estimate in 2012 in Cambodia. General Directorate of Planning, April.

## 7.2. Remoteness Vs. Access to Education

50. Despite efforts made by the government in the last several years to build more schools in rural and remote areas education level remains lower in rural and remote areas compared with Phnom Penh and other urban areas. CSES indicates lowest percentage of literacy rate in rural areas compare to other urban and Phnom Penh despite it is increasing over the last ten years (2004-2014). In 2004, literacy rate in rural areas represents 54.3% compare to 70.7% and 85.7% of other urban and Phnom Penh respectively. In 2009, the literacy rate in rural areas increase to 67% but still low compare with 83% and 91.5% of other urban and Phnom Penh respectively and of same year. In 2014, the literacy rate in rural areas continues to increase to 71.6% compare to 92.4% of Phnom Penh. The literacy rate in other urban slightly decreases to 82% in 2014. See Table 6 for more detail.

**Table 6: Literacy among population (6 years and above) by geographical domain and gender**

Domain	CSES 2004			CSES 2009			CSES 2014		
	Women	Men	Both sexes	Women	Men	Both sexes	Women	Men	Both sexes
Cambodia	59.2	73.1	65.9	65.4	77.3	71.2	70.8	80.1	75.3
Phnom Penh	85.7	94.1	89.7	88.4	95.0	91.5	90.4	94.5	92.4
Other urban	70.7	80.5	75.4	78.7	87.4	83.0	78.4	86.0	82.0
Other rural	54.3	69.4	61.5	60.6	73.8	67.0	66.4	77.0	71.6

Source: Cambodia Socioeconomic Survey 2014

51. Likewise, persons aged 6-24 years who currently attending school indicate lower percentage in rural areas compare to other urban and Phnom Penh over the past ten years. In 2014, in rural areas figure represent 53.1% compare with 56.4% and 57.1% of other urban and Phnom Penh respectively. There is decrease in currently attending school by persons aged 6-24 years old over the last ten years (2004-2014), in Cambodia, at from 57.4% in 2004 to 56% in 2009 and to 53.8% in 2014.

**Table 7: Persons aged 6-24 years who currently attending school by geographical domain and gender**

Domain	CSES 2004			CSES 2009			CSES 2014		
	Women	Men	Both sexes	Women	Men	Both sexes	Women	Men	Both sexes
Cambodia	53.8	61.0	57.4	53.5	58.4	56.0	53.3	54.3	53.8
Phnom Penh	61.9	74.1	67.8	58.9	73.3	65.9	53.7	60.7	57.1
Other urban	56.6	65.8	61.3	57.2	65.1	61.2	54.5	58.4	56.4
Other rural	52.4	58.8	56.0	52.4	56.0	54.2	53.1	53.1	53.1

Source: Cambodia Socioeconomic Survey 2014

52. Based on Sub-decree No. 174 on Provision of Scholarship to students in public institutes 5% of total scholarship is allocated to remote area students. However, Department of Higher Education (DHE) reported that number of remote students who applied for higher education in public institutes were less than the number of scholarship provided. Result from Social Assessment (SA) conducted for secondary education improvement project in 2016 found that students from remote villages include the indigenous students have very high drop out rate during transition from primary to lower secondary education due to distance from their village to lower secondary school where it is available within commune center only. In remote provinces of northeastern part of the country, distance from village to commune center is over five kilometers. Many students dropout during rainy season as poor road conditions.

### 7.3. Gender Vs. Access to Education

53. Despite there has been improvement in access to education and efforts made by the government to promote gender equity over several years there is still inequality between women and men for access to higher educational level. As tertiary education has expanded over the last decade, the share of female enrollments has been consistently lower than that of male enrollments especially in STEM. The lower level of participation of females appears not to be primarily caused by obstacles to access specific to HE, however. The discrimination process takes place earlier throughout the education system in the primary and secondary sub-sectors. However, there have been recent positive trends regarding female participation in HE. Above reviews have noted that the proportion of females is increasing significantly, especially during the last ten years.

54. Table 4, despite percentage of women who have never attending school decrease over the last 10 years the percentage of women who have never attended school represent almost double compare with percentage of men. In Cambodia in 2014, women represent 20.5% compare with only 11.4% of men; in 2009, women represent 24.9% compare with only 13.6% of men; and in 2004, women represent 29.3% compare with only 16% of men.

55. Table 6 indicates women have lower percentage of literacy rates among men in all geographical domains. In Cambodia in 2014, women represent 70.8% compare with 80.1% of men; in 2009, women represent 65.4% compare with 77.3% of men; and in 2004, women represent 59.2% compare with 73.1% of men.

56. Table 7 also indicates women have lower percentage of persons aged 6-24 years who currently attending school compare with men but the percentage is not so significant difference. In Cambodia in 2014, women represent 53.3% compare with 54.3%; in 2009, women represent 53.5% compare with 58.4% of men; and in 2004, women represent 53.8% compare with 61% of men. These figures indicate that government through MoEYS has put effort to promote gender equity in education in the last 10 years.

## 8. Assessment Findings

57. Four FGDs were conducted among the 77 poor students from provinces and remote areas of Cambodia, including four students who identified as belonging to an ethnic minority group, from Preah Vihear, and a student with visual problem. The FGDs were conducted at the university campuses and rooms were provided. The FGDs were conducted in participatory manner, consistent with the principle of free, prior, and informed consultation. The students were informed of the purpose of the meeting in advance, and the meetings were held at a place and time that was convenient to them. Students were asked to raise their challenges they encountered at the start and concern over their study in the university. Four representatives from the management of the four universities were also consulted. Below are the results of the consultation.

58. **High demand for accommodation.** All students raised difficulty in finding place for living when they first come to Phnom Penh for their higher education. Majority of them have never come to Phnom Penh before they started university. Majority of consulted students could not have access to university dormitory. Rental of an appropriate house is expensive and not affordable by most of students. They, therefore, end up renting a cheaper room at inappropriate settlement or rent a room shared with others (4-5 persons per room); some stay with relative or senior friends; some stay at Church or house provided by NGOs. Many of them expressed concern over the insecurity around their community they resided in, and that the locations are far away from university thus increasing high cost of travel. In response to this, the MoEYS shall build more dormitories within the university campus. If not possible other options may include i) public private partner (PPP) through build, own, operate and transfer scheme; and ii) encourage private sector to invest in affordable housing around the university zone.

59. **Concern over living in the big city.** Many students reported that they were new to the city of Phnom Penh when they first started their university. They found it difficult to adapt to the busy traffic, that they are not familiar with locations and road directions, that they were scared travelling along the congested roads, and did not like living in a congested and noisy living environment. Some students said they even difficult to eat food. Suggestions on how to address this challenge include a compressive orientation on entry to University, including an orientation talk on life in the city that could happen at the beginning of academic year, and organizing city tour. Plan to increase in number of bus public transport by the Municipality of Phnom Penh may also help to address the issue. At RUPP there is Psychological Mentoring Lab that students can come to consult with expert. This is a good program that other universities should replicate.

60. **Lack of financial support.** It is very critical as all students are from families that are poor or just above the poverty line. Some students did not want their parents to financially support them, while some students said their parents are not willing to support their study financially. A group of students said their parents could not afford their study in Phnom Penh. Therefore, they have to work part time so that they can support their study. There are also scholarship given by the government to priority students, however, it has been shared equally among all students regardless of the status. Thus, every student receives a small share of less than a dollar per month. At university level, management has tried to look for external financial support and organized fundraising event so that they can support to students in need. Some universities offered part time job for their students, providing free parking for bicycle, providing free photocopy for study materials etc. Proposals to respond to this, include the government shall increase amount of scholarship per student and university shall implement the scholarship program properly so that only the target and priority students will receive the scholarship in full.

61. **Lack of foreign languages skill.** All participated students said they have no or little English comprehension. They hardly able to read, write, and listen while most of the course materials are in English or French despite the fact that instructors offer verbal instruction in Khmer. More seriously, almost all text books, reference books, research materials are available in English or other languages. Very few are available in Khmer. Students from ITC said they have to study two languages at same time English and French otherwise they cannot follow the course. All students said they have to take extra English class with paid fee. There are also some extra English class given by students association but it is not enough and irregular. One possible response to this, is that the university shall provide extra English and/or French language class on regular basis with provision of certificate. As experience from private universities in Phnom Penh, some universities require English as compulsory. Students must complete certain level of English before they can attain university. Some other universities provide free English class to university students but they must attend with General English Program.

62. **Lack of computer and IT related skill.** Like foreign language, students from provinces and remote areas have no or little computer and IT literacy. Majority of students have never used computer before they enter university. This is also a challenge for their research and assignment. In response to this, the universities shall offer computer and IT training class providing basic knowledge of the use of computer and IT related knowledge for daily research work. Provision of computer lab is useful. If possible, cooperate with private company to provide computer with installment payment for students who want to own a computer.

63. **Lack of support for disabled student.** There are also students with disabilities hoping to attain a university degree. There are complaints that the universities have insufficient facilities to support disabled students i.e. lift, ramp or visual equipment during teaching. Recently RUPP is constructing two lifts in order to support disabled students and senior instructors. Provision of facilities under the Project i.e. dormitory, library and laboratory will carefully be considered accessibility by all types of disabilities.

64. **Lack of modern and up-to-date laboratory and library.** Students also complained about the lack of modern laboratory and equipment for their experiment and library and research materials. Some universities have no Internet access or Internet access is very limited with slow speed and unstable. Provisions of modern and up-to-date laboratory and library with access to high-speed and stable internet will encourage students to spend more time on experiment and research; thus improve quality of education.

65. **Lack of electricity supply.** Electricity is cut-off very often causing interruption during teaching and more seriously during the experiment work. Students requested that there should be a backup generator.

## PART C: EQUITY PLAN

66. Based on the findings of the equity assessment and focus groups described above, the following are the Key measures recommended to address Equity Issues.

### 9. Key Measures to address the equity issues

67. At MoEYS level, GDHE needs to put more effort to attract more students from remote area to apply for higher education. However, at university level some key measures shall be taken to address equity issues and to prevent students from dropout at higher education level. The specific measures will have directly benefits to the disadvantaged students while general measures will be benefit to all students.

#### 9.1. Specific Measures

68. **Provision of scholarship and/or emergency fund.** As mentioned above the government scholarship shall be increased in term of amount per student and given to only the target students as per Sub-decree 174 i.e. outstanding (60%), women (20%) poor (15%) and remote area (5%) students. Apart from this scholarship, the HEIP shall set aside budget for scholarship or emergency fund. Previous project implemented by the GDHE indicated higher retention rate among scholarship student group compared with controlled group without scholarship provision. All disadvantaged students shall receive scholarship. Fund shall be made available for research as well.

69. **Construction and/or renovation of dormitory.** Among the four universities residential dormitories are in high demand for students. Of course some universities the management may not set at their highest priority. RUA may be at the highest demand compare with other universities due to its location in Phnom Penh. Students requested that number of students per room should be no more than 4 persons and with separate toilet per room. The design of dormitory building shall take into account the support for disabled person.

70. **Provision of English language class.** It shall be both special English language class and general English language class. The HEIP shall support for developing special training course materials and provide training for teacher. The general English course can be integrated into existing general English program available within the university or cooperate with other English training institute.

71. **Provision of computer literacy class.** There should be a general class for use of Microsoft window program plus research using Internet base. The HEIP team will help to identify the need and design the training course materials.

72. **Establish mentorship program.** It covers general and technical mentorship and psychological consultation as well as training support for students struggling with their studies. The technical mentorship could take the form of assigning a junior academic, post-doc, or graduate student as an academic mentor. Like RUPP, space shall be provided for this program with an assigned coordinator.

73. **Organize academic year orientation day and city tour.** Include general orientation about the university campus and existing facilities; orientation about city of Phnom Penh and live in the city; conduct a city tour with professional guide; and information about part time job available. This orientation event will be organized at the commencement of the academic year.

## 9.2. General Measures

74. **Provision of modern laboratory, equipment and consumables.** Laboratory and its equipment and consumables are necessary for STEM program. All universities require modern lab. RUPP and RUA are in urgent need while ITC seem to have a good lab but equipment is bit obsolete. Design of such facilities shall take into account accessibility and use by the disabled person.

75. **Provision of modern library.** RUA is in urgent need compare with ITC and UHS. Presently, RUPP has quite good library facilities. Library shall be connected with high-speed and stable Internet so that it attracts more students to use library for reading and research. Likewise, the design of library shall take into account the accessibility and use by disabled person.

76. **Provision of computer laboratory.** Existing computer lab is insufficient. So far, RUA has no computer lab. Like library, computer lab shall be connected to high speed and stable Internet and designed of it shall be accessed and used by disabled person.

77. **Provision of backup generator.** It can be a sizable that be used for certain needed facilities only like lab and library.

## 10. Budget

78. Budget for implementing those measures will be agreed between the World Bank and the RGC and part of overall project budget. It uses to cover costs for physical facilities and infrastructure, professional staff/consultant, prepare compliance reports including supervising and monitoring reports and data collection, if any. Below is budget table to be filled in after agreed upon by the Bank and RGC.

**Table 8: Budget Estimation**

No.	Proposed Activities/Measures	Amount in US\$
1	Provision of scholarship	
2	Construction and/or renovation of dormitory	
3	Provision of English language class	
4	Provision of computer literacy class	
5	Establish mentorship program	
6	Organize academic year orientation day and city tour	
7	Provision of modern laboratory and materials	
8	Provision of modern library	
9	Provision of computer laboratory	
10	Provision of backup generator	
<b>GRAND TOTAL</b>		

## 11. Implementation Arrangement

79. It was agreed between the Bank and MoEYS that Project Management Committee (PMC), Project Management Team (PMT), and Project Team (PT) will be established to implement the HEIP. There will be agreement between the Bank and MoEYS regarding the implementation arrangement.

80. At the highest level, the project management arrangements will require strong support from MoEYS leadership. Under the current arrangement for ongoing projects, the Minister has established a Project Management Committee (PMC) responsible for the oversight of the ESP. The PMC is led by Minister of Education and the Secretaries of State

responsible for all sectors in the ministry. This management structure has been designed to ensure that overall educational policy direction is analyzed from a variety of angles; and that policy decisions are followed into implementation through the overall coordination of the Directors General. Since the PMC also has the mandate to provide oversight responsibility for all donor-financed projects, and given the existing structure, the PMC will be responsible for: (a) approving the project's annual activities, operational plan, and budget allocations; and (b) overseeing progress and compliance with agreed project guidelines. Project Director of HEIP would be the member secretary of the PMC for providing adequate information for decision making.

81. At the project coordination level, the Project Management Team (PMT) will be chaired by the Secretary of State (or the Under Secretary of State) responsible for the Directorate General of HE. He will be the Project Director, with overall responsibility for project direction and management and act as key point of liaison with IDA. The Director General of Higher Education will be the Project Manager. The PMT will include senior representatives from targeted HEIs, ACC, and DGHE. It will be responsible for: (a) monitor the overall project implementation and its adherence to the project objectives; (b) day to day implementation oversight and liaise with Project Teams at each targeted HEI on all operational matters; (c) monitoring financial management and procurement, (d) commissioning and approving required accounts and reports; (e) ensuring project audit requirements are satisfied; (f) approving quarterly progress reports, and procurement plans; (g) conducting quarterly progress monitoring of project targets; (h) overseeing M&E of the project (i) reviewing the annual operation plan with recommendations of approval or disapproval to the Project Director; (j) providing oversight for civil works programs, (k) ensuring compliance with safeguards policy.

82. Management structure. MoEYS/PMC will ensure close coordination and collaboration among project implementers and relevant RGC agencies (including the Ministry of Economy and Finance (MEF), MAFF, and MoH) and other people and entities involved with the project and will report the overall project progress to IDA and related RGC agencies.

83. Reporting arrangements and supervision. The PTs at HEIs will report to their line ministries, MoEYS, MEF, MAFF, and MoH, for overall monitoring and PMT for information, which in turn will report to the MoEYS. To ensure that the project is implemented with the full participation of and close coordination between the PMT and PTs and between line ministries and PTs at HEIs, regular field visits and workshops will be conducted by the PMT/PT managers, staff, and consultants throughout the year. IDA will conduct its formal supervision mission at least every six months with more frequent on the ground support from the field based project team. The project midterm review will be conducted about two and a half years following the start of project implementation.

84. Each Institute will also appoint an Equity focal person, who will be responsible for monitoring the implementation of the actions laid out in the Equity Action Plan and reporting on their implementation – ideally a senior member of Faculty or the University Administration.

## **12. Monitoring and Evaluation**

85. It is envisioned that the monitoring and evaluation (M&E) scheme will include a Results Framework and Monitoring Plan that was agreed during Appraisal. This Framework will provide a clear statement of the PDO, and specific outcome indicators for each of the project components. Associated with each of these outcome indicators will be agreed baseline figures for 2016/2017, target values for each year of project

implementation, and a clear description of data collection and reports required to support the M&E of the project.

86. To implement the M&E plan, each component team will be responsible for the monitoring of all related activities, data collection, and data organization. Where required each HEI will assign an M&E officer to coordinate the monitoring and data collection from that institution. The organized data will then be sent to a central project M&E unit established by DHE as part of its project coordination team. The DHE unit will analyze the received data and work with the component teams to derive findings and recommendations to improve project implementation and expected outcomes. These recommendations will be conveyed to each of the project institutions, DHE and IDA for further consideration and implementation.

87. In order to measure outcomes for disadvantaged students, the tracer studies to be financed under sub-component 1.3 should include results disaggregated by gender, disability, provincial home, and ethnicity.

### **12.1. Arrangement for continuing Free, Prior, and Informed Consultation**

88. At institutional level, annual focus group discussions (FGD) shall be conducted with the target students in order to discuss on their challenges and seek appropriate measures to support them. It is recommended to conduct at least two times per academic year. The convening of these focus groups will be the responsibility of the Equity focal person.

### **12.2. Arrangement for Grievance Redress**

89. In the event that disadvantaged students believe they do not have equitable access to the activities of the project, they can provide feedback to the Equity focal person at each institution. The focal person should seek to resolve the issue raised within 1 week. If they do not feel that they can resolve it in that time frame, they should convene a meeting with a representative of faculty, the Institute administration, and a representative of the student body agreeable to the affected student. If this procedure does not resolve the complaint to the satisfaction of the student, it should be raised to the PMT. The equity focal person should keep a written record of all feedback received and how it was responded to.

## **ANNEXES**