



Cambodia General Education Improvement Project (P174335)

EAST ASIA AND PACIFIC | Cambodia | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2022 | Seq No: 1 | ARCHIVED on 23-Jun-2022 | ISR51255 |

Implementing Agencies: Kingdom of Cambodia, Ministry of Education, Youth and Sport

Key Dates

Key Project Dates

Bank Approval Date: 18-Jan-2022

Effectiveness Date: 30-May-2022

Planned Mid Term Review Date: 31-Dec-2024

Actual Mid-Term Review Date:

Original Closing Date: 30-Nov-2026

Revised Closing Date: 30-Nov-2026

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

To improve the quality of and equitable access to general education in target areas, and to provide immediate and effective response in case of an Eligible Crisis or Emergency.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components Table

Name

Component 1: Improving Student Learning Outcomes:(Cost \$63.58 M)

Component 2: Strengthening Sector Development and Project Management:(Cost \$5.67 M)

Component 3: Contingent Emergency Response

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	--	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	--	<input type="checkbox"/> Satisfactory
Overall Risk Rating	--	<input type="checkbox"/> Moderate

Implementation Status and Key Decisions

Though the project just became effective on May 30, 2022 after the World Bank's Board approved it on January 18, 2022, the project has been well prepared for implementation, including (i) approval of the project operational manual (POM), (ii) establishment of the Project Management Team (PMT) with all the core staff, (iii) an approved procurement plan in STEP, (iv) advance procurement of the core consultants to support the project, and (v) draft of an annual work plan and budget for 2022 and 2023.



Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	☐ Moderate	--	☐ Moderate
Macroeconomic	☐ Moderate	--	☐ Moderate
Sector Strategies and Policies	☐ Low	--	☐ Low
Technical Design of Project or Program	☐ Low	--	☐ Low
Institutional Capacity for Implementation and Sustainability	☐ Low	--	☐ Low
Fiduciary	☐ Moderate	--	☐ Moderate
Environment and Social	☐ Substantial	--	☐ Substantial
Stakeholders	☐ Low	--	☐ Low
Other	☐ Substantial	--	☐ Substantial
Overall	☐ Moderate	--	☐ Moderate

Results

PDO Indicators by Objectives / Outcomes

To improve the quality of and equitable access to general education in target areas				
▶ Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	230,000.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
☐ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	116,600.00
▶ Percentage of targeted schools which have achieved minimum standards (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	60.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026



Comments:	This indicator is to ensure that the targeted schools must attain the minimum score of each of the five school effectiveness standards to obtain the status of "effective schools". Baseline data is now being collected.			
<input type="checkbox"/> Percentage of targeted preschools which have achieved the minimum standards (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	60.00
<input type="checkbox"/> Percentage of targeted primary schools which have achieved the minimum standards (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	60.00
<input type="checkbox"/> Percentage of targeted secondary schools which have achieved the minimum standards (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	60.00
<input checked="" type="checkbox"/> Percentage of teachers using effective teaching practices in reading and mathematics at upper grades of primary school (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	60.00
Date	30-Nov-2021	--	27-May-2022	30-Nov-2026
Comments:	The indicator is to measure the impact of the in-service teacher training for the targeted primary school teachers on the learning of the students in the upper grades of primary schools. Classroom observation tools are developed, based on common criteria of effective teaching practices, and the in-service training programs.			
<input type="checkbox"/> Percent of female teacher using effective teaching practices in reading and mathematics in upper grades of primary school (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	50.00
<input checked="" type="checkbox"/> Number of classrooms or laboratories constructed and rehabilitated in new and existing secondary schools, teacher training institutions and special education schools to expand equitable access (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	2,000.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
Comments:	This refers to the rehabilitation of 220 buildings, construction of 120 buildings for existing schools, 2 buildings for teacher training institutions, 2 buildings for special education schools and installment of 80 science labs.			

Overall Comments



MoEYS is now collecting the data on the school effectiveness standards to have the baseline for the PDO indicator on "Percentage of targeted schools which have achieved minimum standards". The figure in the first progress report from the project will be used baseline for this PDO indicator. Adjustment of the end target may be necessary once the baseline is established (for this and other indicators).

Intermediate Results Indicators by Components

Improving Student Learning Outcomes				
▶ Percentage of schools that show improvement in learning outcomes in core subjects (Percentage, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	60.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
Comments:	This is an indicator of improved student learning outcomes, which are measured by annual standardized student assessment. The assessment tools include (1) the national assessment tools on Khmer and Math subjects for grade-six students, the national assessment tools on Khmer and Math subjects for grade-8 students, and the assessment toolkits for five-year-old kids.			
□ Preprimary school level (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	60.00
□ Primary school level (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	60.00
□ Secondary school level (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	60.00
▶ Percentage of targeted schools which show a reduction in the gap in learning outcomes in core subjects between boys and girls (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	70.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
Comments:	This indicator monitors progress reducing the learning outcome gaps between the boys and girls, by promoting improvements in learning outcomes especially among boys, who currently lag behind. Based on the national assessment results, the achievement gaps between the boys and the girls for grades in grades 3, 6, and 8 for Khmer were 5.5%, 6.7% and 7%, and for math were 1%, 1%, and 2% respectively. The target schools must half the averaged national gaps in those core subjects to be counted as the schools that show a reduction in the gap in learning outcomes in core subjects between boys and girls.			



► Percentage of schools with plans to support the learners who are falling behind and the students with disabilities (Percentage, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	100.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
Comments:	School improvement plans (SIPs) clearly state concrete activities to support the students with low achievement and disabilities by engaging parents, teachers, local authorities, the representatives of the students, and other relevant stakeholders. Their feedback and voice are used as main inputs for the SIPs, and they (parents, community members, and local authorities) are requested to stand for the volunteering roles in the SMCs to help schools implement their SIPs and regularly communicate the results (achievement and challenges of SIP implementation) to other parents, local authorities, and relevant stakeholders, requesting for their support and feedback to further improve their SIPs.			
<input type="checkbox"/> Preprimary school level (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	100.00
<input type="checkbox"/> Primary school level (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	100.00
<input type="checkbox"/> Secondary school level (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	100.00
► Number of school leaders, sub-national officers, local authority representatives and relevant stakeholders receiving SBM training (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	5,100.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
Comments:	The indicator is to count the number of school directors/deputy directors, sub-national officers, local authority representatives and relevant stakeholders receiving SBM training.			
<input type="checkbox"/> Preprimary school level (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	900.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
<input type="checkbox"/> Primary school level (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	--	0.00	2,700.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
<input type="checkbox"/> Secondary school level (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	1,400.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
► Percentage of schools receiving coaching support to improve school operations and increase community support (Percentage, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	80.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
Comments:	This indicator is to allow the high-performing schools to provide coaching to the low-performing schools in an effort to improve school operations and increase the community participation and support.			
<input type="checkbox"/> Preprimary school level (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	80.00
<input type="checkbox"/> Primary school level (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	80.00
<input type="checkbox"/> Secondary school level (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	80.00
► Number of targeted schools that include content on climate change in school curriculum (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	400.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
Comments:	This is a climate change related indicator. The curriculum on climate change will be developed by teacher training institutions to train the teachers and school leaders who come for in-service training. The climate change course contents will be implemented in the targeted schools.			
► Teachers recruited or trained (Number, Corporate)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	13,000.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
<input type="checkbox"/> Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	6,500.00
<input type="checkbox"/> Number of teachers trained (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	13,000.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
<input checked="" type="checkbox"/> Number of teachers trained on disability screening (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	3,200.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
Comments:	One or two teachers from the targeted schools will receive training on disability screening to ensure that there are available data on the numbers of the students with disabilities and the identified students with disabilities will receive necessary equipment (glasses, hearing aides, and others) or be referred to the professional clinics or places for treatment.			
<input checked="" type="checkbox"/> Percentage of targeted secondary schools using technology in teaching and learning (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	100.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
Comments:	Throughout upgrading programs for teachers and school directors/deputy directors, the targeted secondary schools will be able to use technology in teaching and learning.			

Strengthening Sector Development and Project Management

Results of impact evaluation are discussed in a policy meeting with MoEYS, MEF, and relevant development partners and ministries (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No	Yes
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026



Comments:	This indicator is to measure the impact of the project interventions to see what have worked, and suggest for at-scale implementation, based on the experience of the project.			
▶ Sub-sector strategies for early childhood and primary education developed and implemented (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No	Yes
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
Comments:	Sub-sector strategies are the guiding policy documents for the sub-sectors, and they will be designed for ten years and firmly connect each education sub-sector.			
▶ The number of participants attending annual best practice sharing forum (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	1,000.00
Date	01-Dec-2021	--	27-May-2022	30-Nov-2026
Comments:	Each year, it is expected that 200 participants will join the annual forum to share best practices from the project. The themes of the forum will be decided annually by the project management team.			

Overall Comments

Most of the indicators shall have 0 as the baseline, except three indicators, namely (i) Percentage of schools with plans to support the learners who are falling behind and the students with disabilities, (ii) Number of targeted schools that include content on climate change in school curriculum and (iii) Percentage of targeted secondary schools using technology in teaching and learning. The project is now collecting the data to obtain the baselines for these three indicators. The figures will be reported in the first progress report, which will be sent to the Bank in July 2022.

Performance-Based Conditions

▶ PBC 1 Percentage of schools that show improvement in learning outcomes in core subjects (Percentage, Outcome, 21,670,000.00, 31.29%)				
	Baseline	Actual (Previous)	Actual (Current)	January 01 - August 30, 2026
Value	0.00	--	0.00	--
Date	--	--	27-May-2022	--

▶ PBC 2 Percentage of schools receiving coaching support to improve school operations and increase community support (Percentage, Process, 2,460,000.00, 3.55%)				
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	Baseline	Actual (Previous)	Actual (Current)	January 01 - August 30, 2026
Value	0.00	--	0.00	--
Date	--	--	27-May-2022	--

►PBC 3 Percentage of schools with plans to support the learners who are falling behind and the students with disabilities (Percentage, Process, 4,170,000.00, 6.02%)

	Baseline	Actual (Previous)	Actual (Current)	January 01 - August 30, 2026
Value	0.00	--	0.00	--
Date	--	--	27-May-2022	--

Data on Financial Performance

Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P174335	IDA-70240	Effective	USD	60.00	60.00	0.00	0.00	55.32	0%
P174335	TF-B7569	Effective	USD	9.25	9.25	0.00	0.00	9.25	0%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P174335	IDA-70240	Effective	18-Jan-2022	02-Mar-2022	30-May-2022	30-Nov-2026	30-Nov-2026
P174335	TF-B7569	Effective	18-Jan-2022	02-Mar-2022	30-May-2022	30-Nov-2026	30-Nov-2026

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.