



## Cambodia: Enhancing Education Quality Project

Project Name	Enhancing Education Quality Project				
Project Number	38559-022				
Country	Cambodia				
Project Status	Closed				
Project Type / Modality of Assistance	Grant				
Source of Funding / Amount	<table border="1"> <tr> <td colspan="2"><b>Grant 0090-CAM: Enhancing Education Quality Project</b></td> </tr> <tr> <td>concessional ordinary capital resources lending / Asian Development Fund</td> <td>US\$ 27.10 million</td> </tr> </table>	<b>Grant 0090-CAM: Enhancing Education Quality Project</b>		concessional ordinary capital resources lending / Asian Development Fund	US\$ 27.10 million
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concessional ordinary capital resources lending / Asian Development Fund	US\$ 27.10 million				
Strategic Agendas	Inclusive economic growth				
Drivers of Change	Governance and capacity development				
Sector / Subsector	<b>Education</b> - Education sector development - Secondary				
Gender Equity and Mainstreaming	Effective gender mainstreaming				
Description	The Project will help the Government achieve its goal of poverty reduction and economic development by providing support for enhancing the quality of education through institutional capacity development for planning, design, and delivery of education services and by strengthening secondary education.				
Project Rationale and Linkage to Country/Regional Strategy	The Government accords high priority to enhancing the quality of education to make the education system more efficient and to improve learning achievements. It also recognizes that investments in secondary education are necessary to meet the growing demand for a well educated and skilled work force.				
Impact	Increased number of school graduates with improved knowledge and skills				

### Project Outcome

Description of Outcome	Improved quality and efficiency of secondary education service delivery.
Progress Toward Outcome	<p>Indicator: Access of female trainees from remote and disadvantaged areas to regional TTCs and NIE increased            Achievement: 500 teacher trainees at NIE and RTTC from remote and disadvantaged areas were given scholarship under EEQP. Of these, 309 or 61.8% were female.</p> <p>Indicator: School curriculum and assessment reforms implemented by 2012.            Achievement: New curriculum standards for Grade 12 developed and approved by the Minister in March 2012.</p> <p>Indicator: Facilities in schools and TTCs upgraded in line with criteria and needs analysis by 2013.            Achievement: (a) Facilities constructed and equipped for 4 PTTC Learning Centres, 2 PTTC girls' dormitories, 3 PTTC classrooms, and 14 PTTC girls' toilets; (b) Facilities renovated for PTTCs include 1 PTTC girls' dormitory and 1 PTTC classroom; (c) Facilities constructed and equipped for 18 SRCs, 36 girls' toilets.</p> <p>Indicator: New textbooks provided to all upper secondary students in each subject according to the stipulated ratio of 1:2 for school year 2010-2011.            Achievement: 1,471,740 textbooks and 31,658 Teachers Guides were printed and distributed to all upper secondary schools across the country. According to the latest MoEYS figure, the upper secondary textbook/student ratio in the 2014-15 academic year is 1.24:2. The target of 1:2 has been achieved.</p>

<b>Implementation Progress</b>	
Description of Project Outputs	<p>OUTPUT 1: Education System Management and Development</p> <ul style="list-style-type: none"> <li>1.1 Awareness of Education Law and MoEYS Gender Mainstreaming Policy</li> <li>1.2 Policy framework for teacher education and teacher management</li> <li>1.3 Review of the organization and function of MoEYS at central, province, district, and school levels</li> <li>1.4 Strengthened National Institute of Education</li> <li>1.5 Information systems strengthened at national, provincial, district, levels and consolidated at central level</li> <li>1.6 Introduction of monitoring and quality assurance systems in place and functional in schools and TTCs</li> <li>1.7 Enhanced capacity of the Pedagogic Research Department and the Education Materials Approval Board</li> </ul> <p>OUTPUT 2: Teacher Professional Development</p> <ul style="list-style-type: none"> <li>2.1 Enhanced management capacity of teacher training institutions</li> <li>2.2 Upgraded facilities, including ICT at TTCs</li> <li>2.3 Increased enrolment of females and students from remote and disadvantaged areas in lower secondary and upper secondary teacher training programs</li> <li>2.4 Improved skills and competencies of teacher trainers in the preservice teacher training program</li> <li>2.5 Improved teaching skills and competencies of secondary teachers</li> <li>2.6 Introduce multimedia methods for teacher education</li> </ul> <p>OUTPUT 3: Strengthening Secondary Education</p> <ul style="list-style-type: none"> <li>3.1 Secondary education development plan</li> <li>3.2 Strengthened secondary school networks, school management, and school improvement planning</li> <li>3.3 Increased enrolment in secondary schools of girls and children from remote and disadvantaged areas</li> <li>3.4 Upgraded secondary school facilities</li> <li>3.5 Curriculum in priority areas including ICT is developed and in use in secondary school</li> <li>3.6 Upper secondary schools countrywide have textbooks and teachers' guides</li> <li>3.7 Assessment of student achievement in secondary education is based on curriculum standards</li> </ul>

Status of Implementation Progress (Outputs, Activities, and Issues)

WORK COMPLETED :

- " Training provided for all school Deputy Directors and above
- " 50,000 copies of education law and 12,000 posters provided to schools
- " 4,200 additional copies Education Law phase II printed
- " TV spots prepared to promote the Education Law and programmed over a two week period
- " Poster, Stage II design completed and approved for:
  - Picture 1: Article 16: Early Childhood protection and education
  - Picture 2: Article 38, 39: Special education, disability education
  - Picture 3: Article 44 : Participation, mobilization and the management of resources for education
- " Evaluation report on the impact of the Law on Education at provincial levels was completed in early 2014
- " Impact study reported that the education Law was not widely understood outside of those who attended seminars on the topic
- " Gender Mainstreaming Strategic Plan (GMSP) (2011-2015) published
- " GMSP disseminated at sub-national level on 29 September 2012 in Kampong Speu
- " The implications of the GMSP was examined as it applied to the EEQP
- " Quarterly meetings were held with the Gender Implementation Group to provide recommendations and advice to EEQP.

WORK COMPLETED:

- " Teacher education and management framework developed
- " Vision, Purpose and policies defined
- " Draft Teacher education and management strategies defined
- " Consultative meeting held to discuss Shared funding for consultative workshops
- " Consultative workshops held in 3 provinces
- " Final consultative workshop held in Phnom Penh June 2013
- " Teacher Education Policy Framework completed in December 2012

This sub-output was successful.

Senior managers have provided options for restructuring to decentralise functions

The networking of schools is a first step to develop a localised response to educational needs.

This sub-output was successfully achieved and the development plan has been implemented.

The NIE research capacity has reached a sustainable level and funding has been allocated to research.

Research work needs to be maintained to improve research quality and capacity and lead to publishing relevant topics

The quality of teaching has improved significantly following the training in action research, methodology and multimedia (see 2.6 for reference to multimedia outputs).

The Multimedia resource Centre was successfully

Centre established with a wide range of equipment and is capable of producing high quality multimedia learning material for teacher trainees and teacher outreach programs.

60 multimedia DVDs on teaching science and other subjects have been produced and will be available to schools and teachers from YouTube.

The preparation of programs and curriculum provide a solid foundation for pre service and in-service programs for teachers and managers.

Pre-service programs have been held with NIE students in the SRCs, material has been prepared for in-service training for teachers and manager. The teacher

policy now ensures that inservice training will continue following on from the science training that has been conducted .

The MIS aims and objectives formulated successfully. The system developed on existing procedures and reports.

The MIS development plan was completed after resolving system needs and supply availability

A web based system was chosen as this requires less maintenance and software modifications can be installed centrally.

The MIS infrastructure has already had a profound effect on the Ministry and MEF as the need for a full finance system has become apparent.

The system reports will be generated accurately and as required.

MIS software specifically prepared for Cambodia's MoEYS needs.

The system has been piloted using HRMIS and EMIS

Full functionality will occur as soon as the financial system (FMIS) is trialled.

A QA system has been installed This output is partly successful at this stage with self assessment systems developed for both TTCs and lower and upper secondary schools.

The QA system for TTCs have been trialled, modified and implemented.

USS & LSS have not yet applied the system in a practical way at this stage.

The DCD capacity training was successfully conducted to meet the Milestone.

Training in evaluation of teaching and learning material was successfully conducted to meet the Milestone.

Although strategy developed for competitive tendering of textbooks DCD is not yet ready to consider book preparation or tendering at this stage.

This sub-output was successfully achieved and met all milestones.

360 Directors and senior staff of teacher training institutions were successfully trained.

This sub-output was successfully completed but adjustments had to be made when some facilities to be upgraded were found to be beyond repair and new structures were necessary.

Four Resource Centres constructed.

Three Girl's dormitories were constructed and one contract was terminated for poor performance and was retendered.

14 Girls toilets were constructed successfully.

3 PTTC new classrooms constructed and 1 successfully renovated.

The library books were difficult to purchase as it took months to prepare booklists as librarians were not able to specify books required in a format satisfactory for tendering and supplies had difficulty with volume.

This sub-output was partly successful with a fluctuating enrolment of female students at the NIE but a more optimistic final enrolment closely approaching the 40% target.

Percentage of female students in TTCs increased from 40% in 2006 to 50% by 2013.

Academic year 2010 -2011,

1,500 teacher trainees enrolled, 726 or 48.40% are female

Academic year 2011 -2012,

1,500 teacher trainees enrolled, 779 or 51.93% are female

In academic year 2012-2013,

1,350 teacher trainees enrolled in TTCs, 774 or 57.33% are female (7.3% over target)

In academic year 2013-2014,

1,000 teacher trainees enrolled in TTCs, 576 or 57.60% are female (7.6% over target)

Achieved: 500 students (of which 60% are girls) from remote and disadvantaged areas receive scholarships.

RTTC

AY 09/10 \_ 50 (37 F)

AY 10/11 - 100 (77 F)

AY 11/12 - 100 (137 F)

AY 12/13 - 100 (137 F)

AY 13/14 - 50 (48 F)

NIE

AY 09/10 \_ 10 (6 F)

AY 10/11 - 20 (12 F)

AY 11/12 - 20 (12 F)

AY 12/13 - 20 (12 F)

AY 13/14 - 30 (18 F)

Total

AY 09/10 - 120 (37 F)

AY 10/11 - 120 (77 F)

AY 11/12 - 220 (137 F)

AY 12/13 - 220 (137 F)

AY 13/14 - 80 (48 F)

Total scholarships by 2014

NIE: 100 (60 F)

RTTC: 400 (240 F)

This sub-output was successfully achieved and the impact study supported the successful outcome.

This sub- output was successfully achieved but requires follow up by TGLs to ensure that teachers make regular use of multimedia materials. DVDs, and video clips produced of science experiments need monitoring. A program for continuous production and application of science teaching material is required.

This sub-output was successfully achieved. The further implementation of the plan was incorporated into the EEQP Annual plans.

This sub-output was successfully achieved and the networks established and authorised.

However, the ongoing success of the networks is dependent on strong leadership by the Principal of the SRS.

Some local training programs have been conducted within the SRCs for the networks at this stage. 26 upper secondary school networks inaugurated by Ministerial

Decree. All upper secondary schools have SIPs but these can degenerate into a routine submission unless resources are available for implementation.

Resource school and network-based resource teaching achieved. The training was extended with the training of 609 TGLs trained in instructional leadership.

This sub-output was successfully achieved for the 2013/4 academic year.

This sub-output was successfully achieved.

However, construction completion dates were extended for most sites and required close supervision.

One contract was terminated and re tendered.

This led to late delivery of furniture and equipment. Laboratory equipment delivered to SRCs.

However, teaching staff had difficulty using the equipment.

This sub-output was successfully achieved. Tourism and ICT programs trialled in 2013.

This sub-output was successfully achieved.

A textbook controversy was caused by the report that EEQP textbooks were being sold in the market place.

An investigation showed that although text book delivery needed management review there was little evidence of EEQP textbooks being sold.

This sub-output was successfully achieved.

The examinations office received extended training and this proved useful.

The phased roll out of Standards-based assessment was ceased in 2013 for a curriculum review.

## Safeguard Categories

Environment	C
Involuntary Resettlement	C
Indigenous Peoples	B

## Summary of Environmental and Social Aspects

Environmental Aspects
Involuntary Resettlement
Indigenous Peoples
<b>Stakeholder Communication, Participation, and Consultation</b>
During Project Design
During Project Implementation

## Business Opportunities

Consulting Services	<p>The project will be supported by approximately 553 person-months of consulting services (219 person-months international and 334 person-months national). The selection and engagement of consulting services will be procured in a single package requiring a full technical proposal and using a quality-cost ratio of 80:20 for quality and cost-based selection in accordance with ADB's Guidelines on the Use of Consultants. The consulting services are designed to provide technical support to the Project management and implementation, as well as to build longer-term institutional development and capacity for planning, management, delivery of professional development for teachers, and secondary education. The consulting services cover broad areas of expertise that include (i) institutional development, (ii) Management Information System development, (iii) professional development for teachers, (iv) curriculum and materials development (including ICT), (v) examination reform, (vi) facilities and equipment improvement, and (vii) gender and equitable access. ADB has approved advance action for recruitment of consultants.</p> <p>The Executing Agency may start the process of selection of consultants. Advance action does not include signing of the contract with the identified consultant firm.</p>
Procurement	<p>All ADB-financed goods and services will be procured in accordance with ADB's Procurement Guidelines. The project director, assisted by the project staff, will be responsible for all procurement. Supply contracts for goods estimated at \$100,000 equivalent or more will be awarded on the basis of international competitive bidding. Supply contracts for goods such as vehicles and computers (except in the case of textbooks and instructional materials) of less than \$100,000 but more than \$20,000 will follow national competitive bidding procedures. Minor items costing less than \$20,000 but more than \$5,000 equivalent may be procured by direct purchase with advertising, and items costing less than \$5,000 may be procured by direct purchase without advertising. Supply contracts for textbooks and instructional materials may be awarded to Publishing and Distribution House on the basis of direct purchase. Details of procurement packages and technical specifications must be submitted for the Ministry of Economy and Finance and ADB for approval before procurement.</p> <p>Project civil works will consist of construction and/or upgrade of learning facilities, dormitories, and water and sanitation facilities at Teacher Training Colleges (TTCs) and secondary schools. The civil works component will be financed by ADB and the government and will be awarded on the basis of national competitive bidding procedure, following Government procedures acceptable to ADB. The project director, assisted by the project staff and technical unit in charge, will also ensure that appropriate maintenance contractual arrangements are signed prior to the commissioning of civil works at the expense of the government in order to ensure that the constructed civil works are well maintained during their economic life.</p> <p>All ADB-financed goods and services will be procured in accordance with ADB's Procurement Guidelines. The project director, assisted by the project staff, will be responsible for all procurement.</p> <p>Supply contracts for goods estimated at \$100,000 equivalent or more will be awarded on the basis of international competitive bidding. Supply contracts for goods such as vehicles and computers (except in the case of textbooks and instructional materials) of less than \$100,000 but more than \$20,000 will follow national competitive bidding procedures. Minor items costing less than \$20,000 but more than \$5,000 equivalent may be procured by direct purchase with advertising, and items costing less than \$5,000 may be procured by direct purchase without advertising. Supply contracts for textbooks and instructional materials may be awarded to Publishing and Distribution House on the basis of direct purchase. Details of procurement packages and technical specifications must be submitted for the Ministry of Economy and Finance and ADB for approval before procurement.</p> <p>Project civil works will consist of construction and/or upgrade of learning facilities, dormitories, and water and sanitation facilities at TTCs and secondary schools. The civil works component will be financed by ADB and the government and will be awarded on the basis of national competitive bidding procedure, following Government procedures acceptable to ADB. The project director, assisted by the project staff and technical unit in charge, will also ensure that appropriate maintenance contractual arrangements are signed prior to the commissioning of civil works at the expense of the government in order to ensure that the constructed civil works are well maintained during their economic life.</p>

## Responsible Staff

Responsible ADB Officer	Tanabe, Kimie
Responsible ADB Department	Southeast Asia Department
Responsible ADB Division	Human and Social Development Division, SERD
Executing Agencies	<i>Ministry of Education, Youth and Sports H. E. Koeu Nay Leang dge@online.com.kh Phnom Penh, Cambodia</i>

## Timetable

Concept Clearance	25 Jan 2005
Fact Finding	02 Jul 2007 to 13 Jul 2007
MRM	10 Aug 2007
Approval	23 Nov 2007
Last Review Mission	-
PDS Creation Date	20 Jun 2008
Last PDS Update	25 Sep 2015

## Grant 0090-CAM

Milestones					
Approval	Signing Date	Effectivity Date	Closing		
			Original	Revised	Actual
23 Nov 2007	18 Feb 2008	15 Sep 2008	31 Oct 2014	31 Dec 2014	29 Feb 2016

Financing Plan		Grant Utilization			
	Total (Amount in US\$ million)	Date	ADB	Others	Net Percentage
Project Cost	33.38	Cumulative Contract Awards			
ADB	27.10	23 Nov 2007	27.10	0.00	100%
Counterpart	6.28	Cumulative Disbursements			
Cofinancing	0.00	23 Nov 2007	27.10	0.00	100%

Status of Covenants						
Category	Sector	Safeguards	Social	Financial	Economic	Others
Rating	Satisfactory	-	-	-	-	Satisfactory

Project Page	<a href="https://www.adb.org/projects/38559-022/main">https://www.adb.org/projects/38559-022/main</a>
Request for Information	<a href="http://www.adb.org/forms/request-information-form?subject=38559-022">http://www.adb.org/forms/request-information-form?subject=38559-022</a>
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