Cambodia: Upper Secondary Education Sector Development Program

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Upper Secondary Education Sector Development Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Number</td>
<td>47136-003</td>
</tr>
<tr>
<td>Country</td>
<td>Cambodia</td>
</tr>
<tr>
<td>Project Status</td>
<td>Active</td>
</tr>
<tr>
<td>Project Type / Modality of Assistance</td>
<td>Loan / Technical Assistance</td>
</tr>
</tbody>
</table>
| Source of Funding / Amount | Loan 3426-CAM: Upper Secondary Education Sector Development Program (formerly Strengthening Secondary Education and Teaching of Math and Science)  concessional ordinary capital resources lending / Asian Development Fund  US$ 15.00 million  
Loan 3427-CAM: Upper Secondary Education Sector Development Program (formerly Strengthening Secondary Education and Teaching of Math and Science)  concessional ordinary capital resources lending / Asian Development Fund  US$ 30.00 million  
TA 9178-CAM: Accelerating Policy Reforms in Secondary Education  Technical Assistance Special Fund  US$ 1.00 million |
| Strategic Agendas | Inclusive economic growth |
| Drivers of Change | Governance and capacity development |
| Sector / Subsector | Education - Education sector development - Secondary |
| Gender Equity and Mainstreaming | Gender equity |
| Description | The program is the response of the Asian Development Bank (ADB) to the government's vision of improving the quality of its human resources to sustain Cambodia’s economic development and enhance its competitiveness. This will be achieved by supporting sequenced reforms aimed at improving the effectiveness of upper secondary education (USE). The program will (i) support initiatives to improve access to, quality of, and relevance of USE; and (ii) strengthen institutional capacity for planning, management, and delivery of education. While the policy reforms will be applied nationwide, most of the project activities will be implemented in seven disadvantaged provinces. |

Project Rationale and Linkage to Country/Regional Strategy
While there was substantial progress in increasing access to basic education over the last 10 years, significant challenges remain at the USE level. The USE gross enrollment rate declined from 32.9% (30.1% female) in SY2010/11 to 25.1% (26.0% female) in SY2015/16. This dismal performance is more particularly pronounced in disadvantaged provinces, with recorded average gross enrollment below 20% as of SY 2013/2014. Grade 12 dropout rates reached an all-time high of 45% (42% female) in SY 2015/16, an increase of 34.9 percentage points (32.2 percentage points for females) from SY 2011/12. Completion rates for USE remained low at 20% in SY 2014/15. Through the USESDP, ADB will help the government address the problems of low access, low quality and relevance of upper secondary education and the lack of institutional capacity to plan, deliver and manage education services. USESDP is aligned with ADB’s country partnership strategy, 2014-2018 for Cambodia which in turn is in line with the governments priorities on expanding access to, and improving the relevance and quality of, secondary education.

Impact | High-quality human resources developed (Education Strategic Plan, 2014-2018) |

**Project Outcome**

**Description of Outcome** | Effectiveness of the USE system improved |

**Progress Toward Outcome**
| As of 12 December 2019 | 
| Grade 10 to Grade 11 promotion rate increased from 40.2% to 42.6% (female: increased from 39.7% to 42.4%) |
| Grade 11 to Grade 12 promotion rate increased from 34.1% to 36.5% (female: increased from 34.2% to 37.5%) |

**Implementation Progress**

**Description of Project Outputs** | Access to USE improved  
Quality and relevance of USE improved  
Institutional capacity for planning, management, and delivery of education strengthened |
Program Loan completed

The supply of 2,405 of the target 3,650 desk and lab furniture was delivered by 7 October 2019, with follow-up support.

Followed up with 386 SRSs on the importance of use of Real Texts & Textbooks (2 Oct 2019 to 31 Dec 2019). A total of 386 SRSs received a letter of support and 386 SRSs followed up.

Five-day training conducted in Phnom Penh for 35 participants on 22-26 Oct 2019.

The supply of 400 desk & 180 chairs to 53 SRSs was delivered in 2019.

Followed up with 9 SRSs on the importance of students’ access to curriculum content.


The supply of 34 desktop computers was delivered to 34 SRSs in 2019.

Followed up with 20 SRSs on the importance of setting up school library.

The supply of 80 desktop computers was delivered to 80 SRSs in 2019.

Followed up with 48 SRSs on the importance of teachers’ access to curriculum content.

The supply of 40 desktop computers was delivered to 40 SRSs in 2019.

Followed up with 16 SRSs on the importance of setting up school library.

The supply of 32 desktop computers was delivered to 32 SRSs in 2019.

Followed up with 12 SRSs on the importance of teachers’ access to curriculum content.

The supply of 24 desktop computers was delivered to 24 SRSs in 2019.

Followed up with 8 SRSs on the importance of setting up school library.

The supply of 16 desktop computers was delivered to 16 SRSs in 2019.

Followed up with 4 SRSs on the importance of teachers’ access to curriculum content.

The supply of 8 desktop computers was delivered to 8 SRSs in 2019.

Followed up with 2 SRSs on the importance of setting up school library.

The supply of 4 desktop computers was delivered to 4 SRSs in 2019.

The supply of 3200 desk & 1200 chairs was delivered in 2019.

Followed up with 50 SRSs on the importance of students’ access to curriculum content.

The supply of 4000 desk & 2400 chairs was delivered in 2019.

Followed up with 100 SRSs on the importance of setting up school library.

The supply of 5000 desk & 3000 chairs was delivered in 2019.

Followed up with 120 SRSs on the importance of teachers’ access to curriculum content.

The supply of 6000 desk & 4000 chairs was delivered in 2019.

Followed up with 200 SRSs on the importance of setting up school library.

The supply of 7500 desk & 5000 chairs was delivered in 2019.

Followed up with 300 SRSs on the importance of teachers’ access to curriculum content.

The supply of 8500 desk & 5500 chairs was delivered in 2019.

Followed up with 400 SRSs on the importance of setting up school library.

The supply of 9500 desk & 6500 chairs was delivered in 2019.

Followed up with 500 SRSs on the importance of teachers’ access to curriculum content.

The supply of 10500 desk & 7000 chairs was delivered in 2019.

Followed up with 600 SRSs on the importance of setting up school library.

The supply of 11500 desk & 8000 chairs was delivered in 2019.

Followed up with 700 SRSs on the importance of teachers’ access to curriculum content.

The supply of 12500 desk & 9000 chairs was delivered in 2019.

Followed up with 800 SRSs on the importance of setting up school library.

The supply of 13500 desk & 10000 chairs was delivered in 2019.

Followed up with 900 SRSs on the importance of teachers’ access to curriculum content.

The supply of 14500 desk & 11000 chairs was delivered in 2019.

Followed up with 1000 SRSs on the importance of setting up school library.

The supply of 15500 desk & 12000 chairs was delivered in 2019.

Followed up with 1100 SRSs on the importance of teachers’ access to curriculum content.

The supply of 16500 desk & 13000 chairs was delivered in 2019.

Followed up with 1200 SRSs on the importance of setting up school library.

The supply of 17500 desk & 14000 chairs was delivered in 2019.

Followed up with 1300 SRSs on the importance of teachers’ access to curriculum content.

The supply of 18500 desk & 15000 chairs was delivered in 2019.

Followed up with 1400 SRSs on the importance of setting up school library.

The supply of 19500 desk & 16000 chairs was delivered in 2019.

Followed up with 1500 SRSs on the importance of teachers’ access to curriculum content.

The supply of 20500 desk & 17000 chairs was delivered in 2019.

Followed up with 1600 SRSs on the importance of setting up school library.

The supply of 21500 desk & 18000 chairs was delivered in 2019.

Followed up with 1700 SRSs on the importance of teachers’ access to curriculum content.

The supply of 22500 desk & 19000 chairs was delivered in 2019.

Followed up with 1800 SRSs on the importance of setting up school library.

The supply of 23500 desk & 20000 chairs was delivered in 2019.

Followed up with 1900 SRSs on the importance of teachers’ access to curriculum content.

The supply of 24500 desk & 21000 chairs was delivered in 2019.

Followed up with 2000 SRSs on the importance of setting up school library.

The supply of 25500 desk & 22000 chairs was delivered in 2019.

Followed up with 2100 SRSs on the importance of teachers’ access to curriculum content.

The supply of 26500 desk & 23000 chairs was delivered in 2019.

Followed up with 2200 SRSs on the importance of setting up school library.

The supply of 27500 desk & 24000 chairs was delivered in 2019.

Followed up with 2300 SRSs on the importance of teachers’ access to curriculum content.

The supply of 28500 desk & 25000 chairs was delivered in 2019.

Followed up with 2400 SRSs on the importance of setting up school library.

The supply of 29500 desk & 26000 chairs was delivered in 2019.

Followed up with 2500 SRSs on the importance of teachers’ access to curriculum content.

The supply of 30500 desk & 27000 chairs was delivered in 2019.

Followed up with 2600 SRSs on the importance of setting up school library.

The supply of 31500 desk & 28000 chairs was delivered in 2019.

Followed up with 2700 SRSs on the importance of teachers’ access to curriculum content.

The supply of 32500 desk & 29000 chairs was delivered in 2019.

Followed up with 2800 SRSs on the importance of setting up school library.

The supply of 33500 desk & 30000 chairs was delivered in 2019.

Followed up with 2900 SRSs on the importance of teachers’ access to curriculum content.

The supply of 34500 desk & 31000 chairs was delivered in 2019.

Followed up with 3000 SRSs on the importance of setting up school library.

The supply of 35500 desk & 32000 chairs was delivered in 2019.

Followed up with 3100 SRSs on the importance of teachers’ access to curriculum content.

The supply of 36500 desk & 33000 chairs was delivered in 2019.

Followed up with 3200 SRSs on the importance of setting up school library.

The supply of 37500 desk & 34000 chairs was delivered in 2019.

Followed up with 3300 SRSs on the importance of teachers’ access to curriculum content.

The supply of 38500 desk & 35000 chairs was delivered in 2019.

Followed up with 3400 SRSs on the importance of setting up school library.

The supply of 39500 desk & 36000 chairs was delivered in 2019.

Followed up with 3500 SRSs on the importance of teachers’ access to curriculum content.

The supply of 40500 desk & 37000 chairs was delivered in 2019.

Followed up with 3600 SRSs on the importance of setting up school library.

The supply of 41500 desk & 38000 chairs was delivered in 2019.

Followed up with 3700 SRSs on the importance of teachers’ access to curriculum content.

The supply of 42500 desk & 39000 chairs was delivered in 2019.

Followed up with 3800 SRSs on the importance of setting up school library.

The supply of 43500 desk & 40000 chairs was delivered in 2019.
Geographical Location
Nation-wide

Summary of Environmental and Social Aspects

Environmental Aspects
The project will include the construction of school buildings and/or classrooms and teacher housing. While environmental impacts are anticipated during construction, these are principally confined to noise, dust, and vibration, and safety of students and school and/or training center staff. Impacts will be minor, localized, temporary, and could adequately be addressed and covered in the civil works contract awards. The project is classified as category B for environment. An environmental assessment and review framework and an initial environmental examination have been prepared. The policy actions in the policy-based loan component will not have any potential environmental impacts.

Involuntary Resettlement
The involuntary resettlement category is C. The program as a whole will not entail involuntary resettlement issues. The project activities, including construction of additional US$ buildings and teacher housing, will not require land acquisition nor restrict access to lands and/or people’s livelihoods since school campuses occupy large tracts of land with adequate room for future expansion. Due diligence has confirmed that targeted project areas have land titles and/or certificates indicating ownership of land by the school or by the MoEYS. Based on an assessment of the policy actions, the policy-based loan component will not have any potential involuntary resettlement and indigenous peoples issues.

Indigenous Peoples
The project is classified as indigenous peoples category B. Ethnic minority students and staff make up a large percentage of the project’s target schools in at least five of the seven disadvantaged provinces. In accordance with ADB’s Safeguard Policy Statement (2009), measures to ensure that students, teachers, and school administrators in ethnic minority areas are included in the project design in lieu of preparing a separate ethnic group plan.

Stakeholder Communication, Participation, and Consultation

During Project Design
Various stakeholders including parents, community, teachers, students, school directors, and MoEYS officials and staff were consulted and engaged in the design of the program. Development partners supporting policy reforms and projects were also consulted to ensure complementarity of support.

During Project Implementation

Business Opportunities

Consulting Services
All consultants will be recruited according to ADBs Guidelines on the Use of Consultants (2013, as amended from time to time). The terms of reference for all consulting services are detailed in Section D.

Procurement
All procurement of goods and works will be undertaken in accordance with ADB’s Procurement Guidelines (2015, as amended from time to time). For goods, ICB procedures will be used for goods valued at $1,000,000 or above; national competitive bidding (NCB) procedures will be used for goods valued below $1,000,000 but equal to $100,000 or above; and shopping procedures will be used for goods valued below $100,000. For works, ICB procedures will be used for works valued at $3,000,000 or above; NCB procedures will be used for works valued below $3,000,000 but equal to $100,000 or above; and shopping procedures will be used for works valued below $100,000.

An 18-month procurement plan indicating threshold and review procedures, goods, works, and consulting service contract packages and national competitive bidding guidelines is in Section C.

Responsible ADB Officer
Perez, Lynnette
Responsible ADB Department
Southeast Asia Department
Responsible ADB Division
Human and Social Development Division, SERD
Executing Agencies
Ministry of Education, Youth and Sport
148 Norodom Blvd.
Phnom Penh
Kingdom of Cambodia

Timetable

Concept Clearance 07 Feb 2014
Fact Finding 04 Apr 2016 to 08 Apr 2016
MRM 08 Jun 2016
Approval 23 Sep 2016
Last Review Mission -
Last PDS Update 27 Mar 2020

Loan 3426-CAM

<table>
<thead>
<tr>
<th>Approval</th>
<th>Signing Date</th>
<th>Effectivity Date</th>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 Sep 2016</td>
<td>06 Oct 2016</td>
<td>05 Dec 2016</td>
<td>30 Jun 2017 - 31 May 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financing Plan</th>
<th>Loan Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (Amount in US$ million)</td>
<td>Date</td>
</tr>
<tr>
<td>Project Cost</td>
<td>18.00</td>
</tr>
<tr>
<td>ADB</td>
<td>15.00</td>
</tr>
<tr>
<td>Counterpart</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Loan 3427-CAM

<table>
<thead>
<tr>
<th></th>
<th>Approval</th>
<th>Signing Date</th>
<th>Effectivity Date</th>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23 Sep 2016</td>
<td>06 Oct 2016</td>
<td>05 Dec 2016</td>
<td>30 Jun 2022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Original</th>
<th>Revised</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cofinancing</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financing Plan</th>
<th>Date</th>
<th>ADB</th>
<th>Others</th>
<th>Net Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (Amount in US$ million)</td>
<td>30.00</td>
<td>Cumulative Contract Awards</td>
<td>30.00</td>
<td>23 Sep 2016</td>
</tr>
<tr>
<td>ADB</td>
<td>30.00</td>
<td>23 Sep 2016</td>
<td>20.35</td>
<td>0.00</td>
</tr>
<tr>
<td>Counterpart</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Cofinancing</td>
<td>0.00</td>
<td>23 Sep 2016</td>
<td>15.97</td>
<td>0.00</td>
</tr>
</tbody>
</table>

TA 9178-CAM

<table>
<thead>
<tr>
<th></th>
<th>Approval</th>
<th>Signing Date</th>
<th>Effectivity Date</th>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23 Sep 2016</td>
<td>04 Nov 2016</td>
<td>04 Nov 2016</td>
<td>30 Jun 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Original</th>
<th>Revised</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cofinancing</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financing Plan/TA Utilization</th>
<th>Total</th>
<th>Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADB</td>
<td>1,000,000.00</td>
<td>23 Sep 2016</td>
<td>463,571.49</td>
</tr>
<tr>
<td>Cofinancing</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Counterpart</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Gov</td>
<td>1,000,000.00</td>
<td></td>
<td>463,571.49</td>
</tr>
<tr>
<td>Beneficiaries</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Project Sponsor</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Others</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
</tr>
</tbody>
</table>

Project Page
https://www.adb.org/projects/47136-003/main

Request for Information
http://www.adb.org/forms/request-information-form?subject=47136-003

Date Generated
07 October 2020

ADB provides the information contained in this project data sheet (PDS) solely as a resource for its users without any form of assurance. Whilst ADB tries to provide high quality content, the information are provided “as is” without warranty of any kind, either express or implied, including without limitation warranties of merchantability, fitness for a particular purpose, and non-infringement. ADB specifically does not make any warranties or representations as to the accuracy or completeness of any such information.