## Cambodia: Second Upper Secondary Education Sector Development Program

**Project Name**: Second Upper Secondary Education Sector Development Program  
**Project Number**: 47136-006  
**Country**: Cambodia  
**Project Status**: Active  
**Project Type / Modality of Assistance**: Loan  
**Source of Funding / Amount**:
- Loan 3719-CAM: Second Upper Secondary Education Sector Development Program  
  concessional ordinary capital resources lending / Asian Development Fund  
  US$ 15.00 million  
- Loan 3720-CAM: Second Upper Secondary Education Sector Development Program  
  concessional ordinary capital resources lending / Asian Development Fund  
  US$ 35.00 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 proposed Second Upper Secondary Education Sector Development Program (USESDP 2) is part of the phased support of the Asian Development Bank (ADB) to develop high-quality human resources by improving the effectiveness of upper secondary education (USE). It builds on and complements ADB’s ongoing Upper Secondary Education Sector Development Program (USESDP 1). The program will (i) improve teacher quality and boost the quality and labor market relevance of USE; and (ii) strengthen institutional capacity for USE planning, management, and delivery. While the policy reforms will apply nationwide, the project activities will cover only selected areas.

**Project Rationale and Linkage to Country/Regional Strategy**:
ADB’s sequenced approach to reform. ADB has supported education and skills development in Cambodia since 2001 through sector development programs, investment loans, technical assistance grants, policy and advisory support, and knowledge products (figure). ADB’s USE engagement builds upon critical lessons from its extensive engagement in the education sector. This highlights the importance of strategically sequencing medium- to long-term support to build the foundation for the reforms, allow these to take root, and show results.

Transition from first to second phase of support. This second program builds on the first phase of targeted ADB assistance to USE. The first program supports government efforts to overcome key constraints to increasing access to USE through policy reforms and investment activities. USESDP 1 financially supports poor USE students through scholarships; provides hardship allowance and teacher housing for USE teachers in remote and disadvantaged areas; and constructs upper secondary schools (USSs) in seven disadvantaged provinces, of which five have a significant indigenous peoples’ population. USESDP 1 also introduced reforms to improve USE quality, including developing a curriculum framework; strengthening science, technology, engineering, and mathematics (STEM) education; and issuing a comprehensive teacher policy.

Following these policy reforms and the progress of USESDP 1, this second phase focuses on removing the remaining constraints and deepening quality, relevance, and management capacity reforms. USESDP 2 therefore adopts a holistic approach, establishing required inputs, policies, and systems (i.e., well-equipped schools, highly qualified teachers, curriculum and assessment reforms, and strong school leadership and support) before nationwide expansion to allow for stronger and measurable learning outcomes in the future. The overall program aligns with the second strategic pillar of the ADB’s country partnership strategy, 2014-2018 for Cambodia.

**Impact**:
High-quality human resources developed

**Project Outcome**

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

**Progress Toward Outcome**

Program: The Royal Government of Cambodia complied with the required policy actions stipulated for the release of the policy-based loan, and accordingly, ADB released $15 million in March 2019 to support USE reform implementation.

**Implementation Progress**

**Description of Project Outputs**:
- Quality of teachers in USSs improved
- Quality and labor market relevance of USE improved
- Institutional capacity for planning, management, and delivery of education strengthened

**Status of Implementation Progress (Outputs, Activities, and Issues)**:
Ongoing: Project coordination unit established; Several preliminary and critical activities undertaken to initiate procurement of goods, consultancy services; Preparation of the Finance Manual and workplan and budget; Organization of the inception workshop being planned for mid-2019.

**Geographical Location**: Nation-wide

**Safeguard Categories**

- **Environment**: C
- **Involuntary Resettlement**: C
- **Indigenous Peoples**: B

**Summary of Environmental and Social Aspects**
Environmental Aspects

The proposed upgrade and renovation of facilities within the NIE, secondary resource schools, and selected upper secondary network schools is anticipated to have minimal impacts. The upgrade and renovation of classrooms and libraries and the repair of degraded water pipes in toilets will be limited to the confines of the existing school compounds. The environmental impacts of construction and renovation works are expected to be temporary and localized and can be mitigated by good construction practices.

Involuntary Resettlement

There will be no land acquisition and resettlements impacts, as all works will be located within the boundaries of existing facilities on fended state-owned land and will not restrict access to lands or people’s livelihoods. The Project Coordinate Unit will carry out consultations throughout the project. It will establish a gender-inclusive, project-specific grievance redress mechanism to receive, record, and resolve communities’ concerns on project-related impacts.

Indigenous Peoples

Although the project will be implemented countrywide, the features that were integrated in the outputs in lieu of an indigenous peoples plan will provide enhanced benefits to indigenous people and/or ethnic minority communities and learners.

Stakeholder Communication, Participation, and Consultation

During Project Design

Extensive consultations and focused group discussions were held with key officials and staff of the Ministry of Education, Youth and Sport during the design stage. Consultations were also held with the Ministry of Economy and Finance officials and key staff to ensure alignment with the key policies, priorities and strategies of the government.

During Project Implementation

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

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Loan 3719-CAM

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