

ASIAN DEVELOPMENT BANK

TAR: CAM 34388

TECHNICAL ASSISTANCE
(Financed by the Japan Special Fund)

TO THE

KINGDOM OF CAMBODIA

FOR

PREPARING THE

SECOND EDUCATION SECTOR DEVELOPMENT PROGRAM

December 2003

CURRENCY EQUIVALENTS

(as of 29 October 2003)

Currency Unit	–	riel (KR)
KR1.00	=	\$0.0002506
\$1.00	=	KR3,990.00

ABBREVIATIONS

ADB	–	Asian Development Bank
EFA	–	education for all
ESDP	–	Education Sector Development Program
ESP	–	Education Strategic Plan
ESSP	–	Education Sector Support Program
GTZ	–	Deutsche Gesellschaft für Technische Zusammenarbeit (German Agency for Technical Cooperation)
IFAPER	–	Integrated Fiduciary Assessment and Public Expenditure Review, 2003
JFPR	–	Japan Fund for Poverty Reduction
JSF	–	Japan Special Fund
MDG	–	Millennium Development Goal
M&E	–	monitoring and evaluation
MOEYS	–	Ministry of Education, Youth, and Sports
MTEP	–	Medium-Term Expenditure Program
NGO	–	nongovernment organization
NPRS	–	national poverty reduction strategy
PAP	–	priority action program
SDP	–	sector development program
SWAP	–	sectorwide approach
TA	–	technical assistance
TVET	–	technical and vocational education and training
UNICEF	–	United Nations Children's Fund

NOTES

- (i) The fiscal year (FY) of the Government ends on 31 December.
- (ii) In this report, "\$" refers to US dollars.

This report was prepared by P. Chang.

I. INTRODUCTION

1. The Government requested technical assistance (TA) to support further education reform, capacity building, and direct investment assistance as a follow-up to the Education Sector Development Program (ESDP).¹ The design of the Second Education Sector Development Program (ESDP II) will also use ADB's sector development program (SDP) lending modality that combines program lending, project lending, and TA in a single assistance window. The project preparatory TA is included in the Country Strategy and Program Update (2004- 2006) as a firm 2003 TA in the amount of \$600,000 to be financed under the Japan Special Fund (JSF).²

2. The TA Fact-Finding Mission visited Cambodia from 20 to 29 October 2003 and reached understanding with the Government on the goal and purpose, scope of work, implementation arrangements, cost, financing arrangements, and terms of reference of the TA. The TA supports the Education Strategic Plan (ESP) and the Education Sector Support Program (ESSP), and is consistent with the national poverty reduction strategy (NPRS) of the Government. The ESP is cast within the Government's broader commitment to state reform and is linked to Cambodia's commitment to achieving the Millennium Development Goals (MDGs) and Education for All (EFA) by 2015. The initial poverty and social analysis is in Appendix 1.

II. ISSUES

3. The priority policy goal of the Government is to achieve EFA, including continued strengthening of primary education, and access to quality and expanded lower secondary education, as well as development of human resources outside the formal education system, addressing out-of-school youth and school dropouts. The Ministry of Education, Youth, and Sports (MOEYS) also recognizes the importance of expanding formal and informal postbasic education opportunities, including market-responsive skills training. The key issues for reforms include (i) improving the quality and standards of basic education; (ii) maintaining growth in lower secondary school enrollment rates, (iii) addressing high levels of dropouts in primary and secondary education; and (iv) further institutional development and capacity building, especially in financial management and audit, sector policy development, and performance management.

4. There is a need for extending the range of policy reforms, particularly for (i) creating an enabling environment for effective public-private partnership, (ii) legislative and regulatory reform of the current prevalence of informal school fees, (iii) further financial reforms, and (iv) review of salary and nonsalary spending shares in line with policy and strategic priorities (the current 55% salary spending is among the lowest in the world). The Integrated Fiduciary Assessment and Public Expenditure Review, 2003 (IFAPER), – a joint Government, ADB, World Bank undertaking, – provides a broad financing and public administration framework for strengthening the strategic reforms and linkages. The issue is to assist in consolidating recent gains and ensure the extension of policy reforms into new strategic areas.

5. Primary school net enrollment rate is around 92% and gross enrollment rate is 109%. The World Bank plans to implement its Basic Education Investment Project (\$24 million) starting in mid-2004. The European Union is due to disburse the first tranche of its Euros20 million grant in support of the Government's basic education budget. Still, there is a substantial lack of

¹ Loan 1864/1865-CAM(SF) (ADB.2001. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to Cambodia for the Education Sector Development Program*. Manila), approved on 4 December 2001 in the amount of \$38 million. A program loan (Loan 1864) of \$20 million equivalent supports a policy reform program, and an investment project (Loan 1865) of \$18 million provides facilities development, and support for planning, management, and monitoring. An advisory TA (TA 3858 ADB.2002. *Performance Management in the Education Sector*, Manila) provides for capacity building in planning, finance, monitoring, and deconcentration of authority.

² The TA first appeared in *ADB Business Opportunities* (Internet edition) on 13 October 2003.

classrooms for primary education and there is concern that the EFA target will not be achieved. However, primary school enrollment (2.7 million today) is expected to decline to about 2.2 million by schoolyear 2008/09. On the other hand, lower secondary net enrollment rate is only 20%. Current EFA plans project a growth in grade 6 enrollment from around 0.24 million in 2002/03 to 0.56 million by 2006/07. With the expected increase in the number of entrants, concern is now on increasing lower secondary school capacity across the country while other aid agencies actively focus on primary education.

6. Envisaged outcomes are policy and strategic options for improving access and quality, including priority facilities development and associated quality and efficiency measures. This assessment will be based on EFA enrollment projections and targets, indicative EFA sectorwide financing frameworks, and planned and projected support from other aid agencies and nongovernment organizations (NGOs). The 2003 ESSP review and other studies highlight the importance of continuing quality improvement and strengthening mechanisms for monitoring education standards. There is a need to develop, alongwith other aid agencies minimum standards at various points across grades 1–9, together with suitable quality-oriented budget allocations and curriculum reform. The latter will build on the initial curriculum development work under the ESDP. The TA will facilitate formulating of policy targets and strategic plans. A related issue is the need to strengthen education governance mechanisms, especially to ensure greater mutual transparency and accountability for school performance standards.

7. The ESDP has supported initial expansion of upper secondary education facilities, especially in underserved and overcrowded areas. MOEYS policy is to enable growing public-private partnership for this expansion. MOEYS recognizes that enrollment growth could stagnate if parental expectations of further education progression cannot be assured. As the 2003 ESSP review highlights, a key requirement is to formulate equitable and financially sustainable strategies for this expansion, including selective facilities development, financing policy and strategy, and agreed upon governance and management reforms. A cross-cutting issue will be to clarify the role of government in ensuring equitable, but merit-driven, access for the poor.

8. The recently approved NPRS highlights the urgency of improving employment and income-generating activities for the large number of young people in Cambodia. Currently, there are around 3.1 million aged 15-29 years who are largely underemployed (in low-level subsistence agriculture or household duties) or unemployed. Only 3% of this age group are benefiting from education opportunities. A policy priority is to expand formal education opportunities for this age group alongside introducing new formal and informal skills training opportunities, e.g., basic entrepreneurial skills, as part of rural economic diversification and development of small to medium-size enterprises. The proportion of the workforce with more advanced professional, technical, and technological qualifications needs to be increased. There is also need to ensure improved program articulation, credit transfer and accreditation between programs for optimum utilization of postbasic education institutions (e.g., provincial training centers, teacher training colleges, women's training centers, private sector training and education institutions) developed and established in the past 10 years. Alternative approaches for ensuring effective MOEYS policy, financial, and strategic coordination of these activities in partnership with other providers need to be examined.

9. The Government has shown strong commitment to increasing public spending on education in the past 5 years. The share of recurrent spending on education has increased from 1% to 2% of the gross domestic product. The recurrent budget share increased from around 11.5% to 18.5% over the same period. The spending on recurrent program priorities (under priority action program [PAP]) has increased from around KR 10 billion (\$2.5 million) in 2000 to KR 64 billion (\$16 million) in 2002. However, a number of outstanding issues still need to be addressed: (i) rationalization of PAPs to avoid policy fragmentation, (ii) establishing a more

efficient disbursement system from national to provincial/district levels; (iii) improving predictability and reliability of cash releases, and (iv) strengthening financial accounting and internal audit.

10. The ESDP has been critical in promoting a policy- and results-led approach (vis-à-vis the old project blueprint approach) to education reform in Cambodia over the past 4 years. It has facilitated the strengthening of policy-led education partnership, based on agreed-upon common policy matrixes and targets, which form the basis of the joint annual sector performance review.³ Through the Education Sector Working Group and the National Education Partnership, an organization of NGOs active in the education sector in the country, the ESDP has contributed to recognizing the need to institutionalize partnership arrangements. A key role of the TA will be to facilitate policy and strategic dialogue and formulation as part of the anticipated ESP review that will take place in early 2004 alongwith ESDP II preparation. This role is critical in ensuring that the design of both program and investment components is located within a jointly owned, revised ESP scheduled for completion in May 2004.

11. The TA builds on lessons from previous and ongoing sector investments supporting the education sector, and adopts the sectorwide approach (SWAP) in preparing the project, i.e., sector analysis; comprehensive policy framework, strategies, and support program; performance monitoring with emphasis on outcomes; organizational framework for aid coordination; regular reviews of Government-financing agency performance; and rolling adjustments of programs and plans. The TA makes the connection between the earlier project and the design and scope of ESDP II, and the logic of continuing the SDP modality. This approach positions ADB to help the government move beyond primary education where the World Bank is also involved and to extend the SWAP to the next higher level subsector in anticipation of a full SWAP in the future. The Government and ADB need to reach a common understanding that the ESSP performance targets are not hard targets, but development goals that should be used to develop forward strategy and retain the dynamic rolling program approach.

III. THE TECHNICAL ASSISTANCE

A. Purpose and Output

12. The TA will (i) assist in formulating of the revised ESP and ESSP plans and programs, including the Medium-Term Expenditure Program (MTEP), for 2004-2008; and (ii) prepare a feasibility study for ESDP II along the lines of SDP modality. The TA will have three major components: (i) strengthening capacity in policy and institutional development; (ii) support for lower and upper secondary education; and (iii) formulation of a system for demand-driven, nondegree granting community centers for lifelong learning. Community centers will harness the resources of divergent training centers, e.g., provincial training centers of MOEYS, women in development centers of the Ministry of Women's and Veterans Affairs, regional and provincial teacher training colleges of MOEYS, and training centers assisted by bilateral assistance and NGOs. Community centers will provide (i) credit transfer and accreditation between first year higher education, teacher training, various levels of technical and vocational education and training (TVET), and nonformal programs; and (ii) occupational and income-generating skills to out-of-school youth and school dropouts. The system is envisaged to offer occupational programs in support mainly of the agriculture sector, service, and construction industry. There are no environmental concerns.

13. Outputs will include (i) policy dialogue with the Government, related line ministries, and aid agency partners that will result in strategies and action plans that will ensure ongoing

³ ADB. 2003. *Progress Report on the Education Sector Development Program (Loan 1864-CAM) to Cambodia*. Manila.

reforms are institutionalized and are sustainable (ESP, ESSP, and MTEP 2004-2008); (ii) feasibility study of ESDP II; (iii) policy and strategic framework for expanding access, targeting beneficiaries from poor rural backgrounds to continue from primary to lower secondary schools, curriculum reform (especially appropriate curriculum diversification), and articulation with further education opportunities; (iv) medium- and long-term sectorwide financing framework consistent with these policy priorities; (v) alternative primary and secondary school organizational systems alongside appropriate assessment of facilities needs; (vi) geographical information system to identify current educational system facilities and needs, and to project future education system requirements according to demographic trends; (vii) program of expanded education incentives for the poor, especially for girls and poor children in ethnic minority areas; and (viii) identification of key areas for further policy development and capacity building.

B. Methodology and Key Activities

14. The TA will be consistent with and supportive of MOEYS policy and strategic priorities and program framework. It will assist with the policy and program agenda by supporting the ESP and ESSP review (for 2004-2008). It will finalize a detailed and updated education policy action matrix, focusing on further support for lower secondary education, and development of an alternative community-based public-private partnership in postbasic education, and links with broader decentralization programs. The TA will build on the achievements of the ESDP, TA 3858,⁴ basic education projects of the World Bank, and the experiences of NGOs and bilateral agencies in implementing projects in the country. The TA will take into account other activities of the Government, e.g., scholarship program for the poor, and projects of other aid agencies active in the education sector: European Union, United Nations Children's Fund, Swedish International Development Cooperation Agency, Japan International Cooperation Agency, Belgian Technical Assistance, and Deutsche Gesellschaft für Technische Zusammenarbeit (German Agency for Technical Cooperation [GTZ]). A feasibility study for ESDP II will be prepared according to the following plan:

15. The TA will be implemented in three phases over 5 months from February 2004 to June 2004. During phase 1, February 2004, an objective assessment of ESP, ESSP and ESDP, will be undertaken; support for the revision of ESP 2004-2008, and initial policy and SDP framework will be developed. In phase 2, March–May 2004, ESP 2004-2008 will be revised, including provincial and civil society consultation, and detailed components of SDP (program, project investment, and advisory TA) will be formulated. Phase 3, June 2004, will involve comprehensive consultations with major stakeholders and beneficiaries at national, provincial, district, and village levels (urban, rural, and ethnic minority areas). The ESDP II design and components will then be reviewed in a tripartite meeting and finalized.

16. Capacity building, participatory planning, and stakeholder consultations will be done through, among others, workshops, conferences, seminars, research, and surveys (e.g., health conditions that affect school-age children, integration of HIV/AIDS⁵ preventive education into the school curricula), and study visits. They will include (i) an inception seminar; (ii) strategic seminars; (iii) final review seminar; (iv) task force workshops; (v) provincial consultative workshops; and (vi) study visits for concerned government officials to observe model community centers in the region, supply and demand dynamics, and process of establishment. Overseas study participants and the scope of in-country workshops will be determined in tripartite consultation with concerned government officials and consultants. The success of project implementation will depend on MOEYS leadership, sense of ownership, and continued commitment; effective coordination and working relationships among central and local government staff; cooperation between local government, civil society, and community groups; and availability and full-time participation of counterpart staff and resource persons.

⁴ ADB. 2002. *Technical Assistance to Cambodia for Performance Management in the Education Sector*. Manila.

⁵ HIV/AIDS = human immunodeficiency virus/acquired immune deficiency syndrome.

C. Cost and Financing

17. The total cost of the TA is estimated at \$790,000 equivalent, comprising \$488,000 in foreign exchange and \$302,000 equivalent in local currency. The Government has requested ADB to finance \$600,000 equivalent covering part of the foreign exchange cost and \$175,000 equivalent of the local currency cost. The TA will be financed on a grant basis by the Japan Special Fund, funded by the Government of Japan. GTZ committed to finance the cost of an international expert and a local resource person in the amount of \$70,000 equivalent and will administer its own funds. The Government will finance the balance of the local currency cost, equivalent to \$120,000, by providing office accommodation, utilities, and the remuneration and per diem of counterpart staff. The Government has been advised that approval of the TA does not commit ADB to financing any ensuing project. Details of the cost estimates and financing plan are in Appendix 2.

D. Implementation Arrangements

18. MOEYS will be the Executing Agency and will mobilize appropriate policy review and project implementing task forces. The task forces will be part of the agreed-upon ESP and ESSP revision process. The TA team will report directly to the Secretary of State and MOEYS and work with the interministerial ESDP steering committee. In addition to advising on education sector planning, the committee will guide the TA team on the general design of the SDP, and ensure that the proposed investment strategy is in line with Government policies and priorities. The Government will provide suitably qualified counterpart staff. Through the monthly MOEYS-aid agency consultative meetings, MOEYS will report to aid agencies on the progress of education sector development planning and SDP developments.

19. The duration of the TA will be 5 months starting in February 2004 and ending in June 2004. A team of six international consultants (20 person-months) will be recruited individually. The specialists (with person-months in parenthesis) will be in (i) policy development and institutional management (5.0), (ii) planning and financing management (1.5), (iii) education economics (1.5), (iv) occupational programs and community centers development (4.0), (v) program review and development (5.0), and (vi) nonformal education and microfinance (3.0), the latter to be provided and financed by GTZ. Outline terms of reference for the consultants are in Appendix 3. The consultants will be engaged by ADB in accordance with its *Guidelines on the Use of Consultants*. The domestic resource persons (around 35 person-months) will be identified as the process and plans evolve, with advice from the steering committee, ESDP task force, and TA consultants' team. Resource persons will assist the consultants in their respective fields of expertise, liaise with concerned ministries and agencies and institutions, and obtain necessary data and information. Office equipment needed to implement the TA will be procured according to ADB's *Guidelines for Procurement* and turned over to MOEYS upon TA completion.

IV. THE PRESIDENT'S DECISION

20. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$600,000 on a grant basis to the Government of Cambodia for preparing the Second Education Sector Development Program, and hereby reports this action to the Board.

SUMMARY INITIAL POVERTY AND SOCIAL ANALYSIS (IPSA) REPORT

A. Linkages to the Country Poverty Analysis

Sector identified as a national priority in country poverty analysis? Yes	Sector identified as a national priority in country poverty partnership agreement? Yes
<p>Contribution of the sector/subsector to reduce poverty in Cambodia:</p> <p>Until 2000, Cambodia had comparatively low education performance indicators, especially for primary and lower secondary enrollment, and efficiency. In 2001 the Government, with multiagency support, launched an education reform initiative under the Education Strategic Plan (ESP) and Education Sector Support Program (ESSP). Among the reforms, pro-poor initiatives included abolition of start-of-the-year fees, reduction in repetition rates, and introduction of poverty-indexed school operating budgets and poverty targeted food aid and scholarships programs.</p> <p>The Education Sector Development Program (ESDP) currently supported by the Asian Development Bank (ADB), alongwith other aid sources (e.g., European Commission, United Nations Children's Fund (UNICEF)/Swedish International Development Agency, World Food Program, Belgian Technical Cooperation), has contributed to significant improvements. Primary school enrollment increased from 2.2 million to 2.7 million in 3 years, lower secondary enrollment almost doubled from 0.3 million to 0.6 million over the same period. The recent annual poverty impact analysis indicates that most of this improvement has been in the poorest communes. It is estimated that an additional 0.6 million children now proceed to the next grade without repetition, with consequent savings to the Government and parents.</p> <p>Despite these improvements, significant poverty-related constraints remain, including lack of facilities in the poorest, more remote, and underserved districts and communes; incomplete primary schools in the same areas; and insufficient resources to expand poverty targeted incentives programs. The ESDP and the ADB Japan Fund for Poverty Reduction (JFPR) program have a significant impact on addressing those issues and have contributed to the improvements outlined above. The purpose of ESDP II is to consolidate current initiatives and extend them in terms of new poverty targeted strategies and broader coverage, consistent with the Government's new national poverty reduction strategy (NPRS) 2003.</p>	

B. Poverty Analysis

Proposed Classification

What type of poverty analysis is needed?	Poverty Intervention
<p>Further support is needed for the ongoing annual analysis of poverty impact on education, designed to assess the influence of the reform program on poor families, girls, ethnic minorities, and other disadvantaged groups. In addition, sampled operational research will be conducted to assess the impact at the household level, including changes in education expectations, decision making and priorities, especially for postbasic education opportunities.</p>	

C. Participation Process

<p>Stakeholder analysis? No specific stakeholder analysis studies are needed. Consultations will take place during the TA and the joint annual sector performance review to be conducted by Ministry of Education, Youth, and Sports (MOEYS), aid agencies and nongovernment organizations (NGOs).</p> <p>Participation strategy required: The participatory assessment will be part of the TA, drawing on the approach and system adopted by the Education For All secretariat, which has links to the communes, districts and provinces. The ongoing UNICEF education microplanning exercise in 2003-2004 will also be used for this purpose.</p>

D. Gender and Development

<p>Strategy to maximize impacts on poor girls and out-of-school young women:</p> <p>The design of ESDP II will draw on MOEYS gender mainstreaming strategy, involvement and consultations with the Gender Working Group, and the progress reports of projects supporting girls and women, including the Government's Priority Action Program, ADB's JFPR scholarships for girls program, and the Belgian technical assistance. Specific interventions and a gender plan will be prepared during the TA. The program will be designed to achieve the millennium development goal target of eliminating of gender disparity in education. The Project will (i) consider the extent of women's participation in the intervention and their representation in management; (ii) promote cooperation with women's groups and NGOs, including those that focus on gender issues; (iii) promote gender training for staff at</p>
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all levels; and (iv) promote gender mainstreaming in the program framework through accessible schools, reduced costs, better quality female teachers, relevant curricula, and responsive delivery and participation of women and men, girls and boys of the communities.

E. Social Safeguards and Other Social Risks

	Significant/ Nonsignificant/ None	Strategy to Address Issues	Plan Required^c
Resettlement	Nonsignificant	The Project envisages new infrastructure (school building). Consultant resources will identify land acquisition and resettlement requirements, if any, and prepare resettlement plans if necessary, in accordance with ADB's policy on involuntary resettlement.	Yes
Ethnic Minorities	Significant	Ethnic minorities experience particular cultural constraints on accessing education and training opportunities. The TA will prepare specific options to address the needs of indigenous people, drawing on lessons learned from the ongoing ADB JFPR program.	Yes
Labor	Significant	A priority is to expand formal and informal education and skills training opportunities responsive to local labor market needs. Program options will include establishing provincial community centers for lifelong learning, strengthening provincial training centers, and expanding linkages with the existing network of women's and other training centers. The TA will examine options and strategies for improved market responsiveness of the education system.	Yes
Affordability	Significant	For social and economic reasons, poor families find difficulties accessing education. The TA will draw on previous poverty impact analysis and examine the scope for extending current systemic and targeted interventions. The program design will also identify additional policy and strategy measures, including ways of further reducing cost barriers to poor families.	Yes

COST ESTIMATES AND FINANCING PLAN
(\$)

Item	Foreign Exchange	Local Currency	Total Cost
A. Japan Special Fund Financing			
1. Consultants			
a. Remuneration and Per Diem			
i. International Consultants	340,000	0	340,000
ii. Domestic Resource Persons	0	65,000	65,000
b. International and Local Travel	25,000	4,000	29,000
2. Equipment ^a	20,000	0	20,000
3. ESSP Review, Needs Assessments, Research, and Surveys	0	15,000	15,000
4. Seminars, Conferences, and Meetings			
a. Facilitators	0	6,000	6,000
b. Training Program	0	19,000	19,000
5. Study Visits and Training Workshops			
a. Overseas Study Visits and Training	20,000	0	20,000
b. In-Country Training Workshops	0	20,000	20,000
6. Reports and Communications	1,000	3,000	4,000
7. Miscellaneous Administration and Support Costs	0	23,000	23,000
8. Contingencies	19,000	20,000	39,000
Subtotal (A)	425,000	175,000	600,000
B. Government Financing			
1. Office Accommodation and Utilities	0	40,000	40,000
2. Remuneration and Per Diem of Counterpart Staff	0	50,000	50,000
3. Others	0	30,000	30,000
Subtotal (B)	0	120,000	120,000
C. German Technical Cooperation			
1. Consultant and Resource Person	63,000	7,000	70,000
Subtotal (C)	63,000	7,000	70,000
Total	488,000	302,000	790,000

^a Limited to office equipment.
Source: Asian Development Bank estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

1. The international consultants for the project preparatory technical assistance (TA) will comprise specialists in (i) policy development and institutional management, (ii) planning and financing management, (iii) education economics, (iv) occupational programs and community centers for lifelong development, (v) program review and development, and (vi) nonformal education and microfinance (to be financed by German Agency for Technical Cooperation).

1. Policy Development and Institutional Management Specialist (international; 5.0 person-months)

2. The specialist must be experienced in project formulation and have expertise in (i) sectorwide policy and strategy development and institutional reform, including public-private partnership, and gender equity issues; and (ii) partnership development, embracing the private sector, non government organizations (NGOs) and aid agencies in Cambodia. The duties are as follows:

- (i) prepare overall work plan and collaborate and network with senior Ministry of Education, Youth, and Sports (MOEYS) officials, task forces, counterpart staff, steering committee, NGOs, private sector, and staff and consultants of related projects;
- (ii) design and conduct rapid-response, small-scale studies in support of policy and strategy development and write papers on issues and possible options;
- (iii) assist in the Education Strategic Plan/ Education Sector Support Program (ESP/ESSP) policy review and dialogue, and planning process; facilitate the formulation of policy targets and strategic plans for incorporation in both the Education Sector Development Program II (ESDP) policy matrix and investment component;
- (iv) undertake social and gender analyses of the proposed Project; design the Project addressing gender and poverty issues and ensuring that gender equity concerns are reflected in policy cum strategy and institutional development;
- (v) assess and set indicators for measuring progress and accountability, including the availability of gender-disaggregated data, e.g., gender-disaggregated completion rates for primary, secondary and tertiary education;
- (vi) develop monitoring and evaluation (M&E) mechanisms for project benefit M&E;
- (vii) assess different scenarios analyzing whether the Government can accomplish its target of education for all (EFA) by 2015;
- (viii) assist MOEYS with a medium- and long-term sectorwide financing framework consistent with policy priorities, drawing on the existing EFA sectorwide financing framework; and facilitate discussions among relevant government agencies and aid agencies on alternative financing modalities to implement these policies;
- (ix) conduct conferences, seminars, roundtables, and participatory design workshops as appropriate;
- (x) assess the indigenous peoples development plan prepared under ESDP and factor the results in the revision of ESP, policy formulation, and sector development program (SDP) framework development; ensure consultation with ethnic minority stakeholders, and prepare follow-up plan as part of ESDP II;
- (xi) facilitate the design of SDP, performance monitoring systems, financial and budgetary support, and capacity building programs;

- (xii) coordinate the outputs of the consulting team in developing the investment project of the SDP, ensuring that each component is linked to priority sector objectives;
- (xiii) review the framework for performance and program monitoring indicators and associated data collection, and update data related to the project;
- (xiv) liaise and coordinate with aid agencies, NGOs and private sector institutions in general, and with cofinancing partners and agencies in particular;
- (xv) assist the Asian Development Bank (ADB) in any other assignments as may be reasonably expected within the scope of work; and
- (xvi) coordinate, integrate, and ensure timely preparation of required reports.

2. Planning and Financing Management Specialist
(international; 1.5 person-months)

3. The specialist must have experience in public finance in the education sector and expertise in (i) enrollment planning, projections, and mapping; (ii) modeling the financing of public-private partnership and cost sharing; and (iii) financial management and monitoring. The duties are as follows:

- (i) design and/or conduct rapid-response, small-scale studies in support of policy and strategy development that could be raised in the ESSP review (2004);
- (ii) assist in reviewing and/or preparing demand and supply projections of students and teachers for each type of education and training institution;
- (iii) undertake a limited survey to study financing at the school and community levels, and identify financing needs, current financing status, and scope for resource mobilization;
- (iv) assist in the ESSP policy review and planning, and economic analysis; and help the Government design and review strategies to ensure that ongoing reforms are institutionalized and sustainable;
- (v) formulate the next phase of education sector financial reforms and capacity building, in consultation with other agencies currently supporting the extensive capacity building effort;
- (vi) assist in the design of SDP, performance monitoring systems, financial and budgetary support, and capacity building programs;
- (vii) review technical and financial sectorwide management processes - including working relationships with the Ministry of Finance, holding banks and other stakeholder agencies - and design action plans to strengthen these processes;
- (viii) identify strategies and mechanisms to improve budgetary disbursements down to the commune level;
- (ix) assess the cost-effectiveness of the proposed Project, its financial impact on government budgets, and its long-term financial sustainability;
- (x) prepare papers and guidelines on financial and budgetary policy and strategic actions arising out of the studies and reports in the TA;
- (xi) identify and prepare finance and budget components for inclusion in the investment project, including an implementation schedule, and detailed cost estimates and disbursement plan in accordance with ADB's *Guidelines for the Financial Governance and Management of Investment Projects* and the *Framework for Economic and Financial Analysis of Education Sector Projects*;
- (xii) prepare cost tables with appropriate cost categories in COSTAB; and
- (xiii) prepare timely drafts of required reports for the own assigned area of responsibility as input to the overall reports of the study team.

3. **Education Economist** (international; 1.5 person months)

4. The education economist must be familiar with recent economic analysis studies in Cambodia and related policy reform and planning. The specialist will provide (i) macroeconomic assessment, (ii) sector assessment, and (iii) assessment of the effect of policy change, with reference to ADB's economic analysis of policy-based operations. The economist will have the following duties:

- (i) analyze and evaluate recent macroeconomic developments and economic outlook focusing on issues particularly relevant to the education sector, e.g., labor market developments;
- (ii) discuss the fiscal framework that will serve as the basis for establishing the overall fiscal sustainability of the Project, building on the recently completed IFAPER and linking with MTEP and budget framework;
- (iii) review the macro financing of the education sector, particularly the possibility of increasing budgetary allocation to primary and secondary education including nonformal subsectors, the possibility of mobilizing domestic (central and local government, nongovernment) and external resources in priority areas, and the scope for system rationalization;
- (iv) draw legislative implications to support overall resource mobilization and efficient allocation;
- (v) assess the sector, identifying the key constraints to efficient and equitable distribution of education services that the Project will seek to address; discuss market and institutional issues to highlight potential markets and institutional failures;
- (vi) assess the effect of policy change and discuss the benefits and costs of reforms, design alternatives, choice of least-cost options, and poverty impact; and
- (vii) prepare timely drafts of required reports for the assigned area of responsibility as input to the overall reports of the study team.

4. **Occupational Programs and Community Centers Development Specialist** (international; 4.0 person-months)

5. The specialist must have experience in formulating projects and expertise in (i) organizational models for lifelong learning (i.e., community centers for lifelong learning), governance organization, and credit-transfer areas; and (ii) regional experience in small-scale outreach community colleges. A key objective will be to assess options for MOEYS strategic leadership and coordination of lifelong learning activities, including alternative management and implementation arrangements. The specialist will have the following duties:

- (i) review policies and plans related to postsecondary education along the concept of the community center for lifelong learning;
- (ii) consider relevant models in other countries – community-based training centers in vocational training, agriculture, construction, service industry, and entrepreneurial training - and advise on which model is most appropriate in the context of Cambodia's human resource needs;
- (iii) design organizational and management arrangements (a community center for lifelong learning framework) that would use the resources of the provincial training centers, women in development centers, regional and provincial teacher

- training colleges, and other centers in the community operated by NGOs, bilateral agencies, and the private sector;
- (iv) assist the Government in reviewing strategic options, possibly including the development of provincial community centers for lifelong learning, credit transfer mechanisms, and program accreditation;
 - (v) help formulate equitable and sustainable financing mechanisms to ensure a market-oriented and demand-side response, including appropriate demand side modalities for any aid agency or private sector capital investment;
 - (vi) survey institutions and facilities in provinces that are most ready for the pilot implementation of this concept; identify the need for and estimate the costs of refurbishing, renovation, and new construction, as well as furniture and equipment requirements;
 - (vii) conduct needs analyses surveys to determine occupational needs in priority provinces, prepare demand estimates for trainees and instructors, set targets over the project implementation period, design programs, and field-test to the extent possible;
 - (viii) in cooperation with the planning and financing management specialist, estimate the costs and develop a financing plan for this component; and
 - (ix) prepare timely drafts of required reports for the assigned area of responsibility as input to the overall report of the study team.

5. Program Review and Development Specialist (including coordination of evaluation, curriculum, facilities, and TVET development)

(international; 5.0 person-months)

6. The specialist must have expertise in program review and evaluation, operational research and forward program development, and experience in formulating projects. The specialist will also (i) help coordinate the work of domestic resource persons providing the details of postevaluation, postbasic education curriculum program, facilities and equipment, teacher and staff development, and technical and vocational education and training (TVET); (ii) be able to take on programming ideas for nonformal and informal education and skills training; (iii) plan and design facilities programs covering secondary schools, teacher training, TVET; and (iv) be able to work with potential users and stakeholders to help them understand a more flexible concept of how to use facilities. The specialist will ensure effective coordination of the following activities:

- (i) assess the achievement of ESDP, TA 3858, and the Basic Skills Project; evaluate the impact on the goals of the education system in Cambodia;
- (ii) review and prepare demand and supply projections for students and teachers for each type of education/training institution; set targets over the project implementation period;
- (iii) formulate cost-effective strategies to increase transition rates through a mix of development of targeted lower secondary school facilities, improvements in existing facilities and staff utilization and deployment;
- (iv) assist in formulating a policy and strategic framework for access expansion, curriculum reform (especially appropriate curriculum diversification), and articulation with further education opportunities;
- (v) identify land acquisition and resettlement requirements, if any; and prepare resettlement plans, if necessary, in accordance with ADB's policy on involuntary resettlement;

- (vi) help formulate equitable and sustainable financing mechanisms to ensure a market-oriented and demand-side response, including appropriate demand-side modalities for any aid agency or private sector capital investment;
- (vii) identify the need for and estimate the costs of renovation and new construction, as well as furniture and equipment requirements;
- (viii) conduct surveys as appropriate to determine training needs in priority provinces; design programs and field-test to the extent possible;
- (ix) in cooperation with the planning and financing management specialist, estimate the costs and develop a financing plan for this component; and
- (x) prepare timely drafts of required reports for the assigned area of responsibility as input to the overall report of the study team.

6. Nonformal Education and Microfinance Specialist
(international; with GTZ support; 3.0 person-months)

7. The nonformal education and microfinance specialist must have expertise in (i) nonformal education curriculum making, facilities and equipment, teacher and staff development, vocational training and entrepreneurial programs; (ii) training funds in general and Cambodia's National Training Fund in particular; (iii) microfinance; and (iv) community centers for a lifelong learning model. In coordination with the occupational programs and community centers development specialist and the program review and development specialist, the specialist will have the following duties:

- (i) assist in formulating a policy and strategic framework for access expansion for nonformal education, curriculum reform (especially appropriate curriculum diversification), and articulation with further education opportunities;
- (ii) identify the need for and estimate the costs of teacher training/upgrading and staff development, renovation and new construction, as well as furniture and equipment requirements;
- (iii) assess the achievement of the National Training Fund established under the Basic Skills Project, and evaluate its achievements and impact;
- (iv) evaluate existing entrepreneurial programs; update, expand, and link them with access to microfinancing;
- (v) assess the reach and impact of the microfinance component and prepare a framework for its expanded implementation in ESDP II, including criteria for selecting grantees, financing structure and arrangements, repayment, and M&E;
- (vi) help develop policies and strategies that address policy issues, including linkage with the expanding rural development and microfinance sector in Cambodia, and explore possibilities of collaborating with the private sector;
- (vii) assist MOEYS in facilitating dialogue with other key stakeholder ministries: Ministry of Rural Development, Ministry of Women's and Veterans' Affairs, and Ministry of Social Affairs, Labor, Vocational Training and Youth Rehabilitation;
- (viii) conduct surveys, as appropriate, to determine training needs in priority provinces; prepare demand estimates and set targets over the project implementation period, design programs, and field-test to the extent possible;
- (ix) in cooperation with the planning and financing management specialist, estimate the costs and develop a financing plan for this component; and
- (x) prepare timely drafts of required reports on the assigned area of responsibility as input to the overall report of the study team.