

Resettlement Due Diligence Report

April 2018

CAM: Second Upper Secondary Education Sector Development Program

Prepared by the Ministry of Education, Youth and Sports for Asian Development Bank.

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CURRENCY EQUIVALENTS

27 February 2018

Currency Unit	=	Riel (KHR)
KHR 1.00	=	\$0.000249
US\$1.00	=	4,010 KHR

ABBREVIATIONS

AP	Affected Persons
DDR	Due Diligence Report
EM	Ethnic Minority
ESDPII	Second Education Sector Development Program
IP	Indigenous People
IPP	Indigenous People Plan
JICA	Japanese International Cooperation Agency
KH	Khmer
KHR	Khmer Riel
MENAP	Multilingual Education National Action Plan (2015-2018)
MEP	Multilingual education program
ROW	Right-Of-Way

WEIGHTS AND MEASURES

°C	- Celsius (Centigrade)
H/h	- height
ha	- hectare
kg	- kilogram
km	- kilometer
km ²	- square kilometer
L/l	- Length
lm	- linear meter
m	- meter
m ²	-square meter
m ³	- cubic meter
w	- width

NOTE

In this report, "\$" refers to United States Dollars

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I. INTRODUCTION

1. 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 First Upper Secondary Education Sector Development Program (USESDP 1).

2. The program is aligned with the following impact: high quality human resources developed. The program will have the following outcome: effectiveness of the upper secondary education system improved. It will have three outputs as detailed below.

3. **Output 1: Quality of teachers in upper secondary schools improved.** This output of the policy-based loan operationalized the *Teacher Policy Action Plan*, supported under USESDP 1, to improve teacher competency and upgrade their status. Accomplishments included the government's formal decision and approval to establish teacher education colleges in Phnom Penh and Battambang province. The Ministry of Education, Youth and Sport (MoEYS) also strengthened the continuous professional development of teachers to improve content knowledge, and teaching methodologies and strategies. MoEYS approved the teacher career pathway policy to attract qualified individuals into the teaching profession, and linked teachers' career progression to professional development. Underpinned by the Cambodian Qualifications Framework, MoEYS approved the recognition of teachers' prior learning and professional experience to upgrade their qualifications through the fast track qualifications upgrading program.

4. The project will help transform Cambodia's National Institute of Education (NIE) into a state-of-the-art center for training current and future USE teachers. The project will assess NIE's organization structure, governance, leadership, human resources staffing, and fiduciary capacity. Classrooms and science laboratories will be upgraded. A new library will be constructed to professional standards, with new equipment, teaching and learning resources, and separate water and sanitation facilities for women and men. The project will revise pre-service and in-service curriculum, instruction and assessment for USE teachers, school directors and inspectors. It will conduct in-service training for STEM and USE teachers from 50 secondary resource schools and 81 upper secondary network schools. This training will cover the revised curriculum, content knowledge, instruction, and assessment, including culturally inclusive and gender-responsive STEM teaching and learning methods. Scholarships for NIE lecturers for advanced education programs will be implemented with equal opportunity to candidates. NIE librarians will be trained to create an effective print and e-library environment for students and teachers to support learning. The project will also establish a teachers' professional development database (disaggregated by sex) to improve planning.

5. **Output 2: Quality and labor market relevance of upper secondary education improved.** This output of the policy-based loan established implementation arrangements, monitoring structures, and an integration mechanism to periodically review and adjust USE. MoEYS implemented nationwide the Curriculum Framework for General and Technical Education which was developed under USESDP 1.¹ Specifically, MoEYS established the K to12 student learning assessment framework to guide measurement of learning and inform improvements to the teaching and learning process. Minimum service standards were set for school infrastructure,

¹ Ministry of Education Education and Sport (MoEYS). Department of Curriculum Development. 2015. *Curriculum Framework for General and Technical Education*. Phnom Penh.

personnel, and teaching and learning resources for secondary resource schools,² and New Generation Schools.³ These standards define key indicators on major inputs and processes to improve education performance and inform expansion and resource allocation. Teaching and learning processes have integrated digital education strategies through the Policy and Master Plan on ICT in education, which also guides resource allocation for infrastructure, technical support to schools and teachers, and teacher training.

6. The project will expand high-quality upper secondary schools by (i) upgrading ICT and science classrooms in 36 secondary resource schools (7 in provinces with significant indigenous peoples (IP) populations); (ii) converting two existing classrooms in each of these schools into science classrooms, and two existing classrooms in 81 upper secondary network schools⁴ into science classrooms and libraries, with equipment, teaching materials, books, and furnishings; (iii) installing project-based, life skills classrooms for activity-based learning in 25 secondary resource schools and upgrading 50 school libraries with professional development for librarians; (iv) upgrading water and sanitation facilities in 18 secondary resource schools, including separate toilets for girls and boys; and (v) supplying solar power in selected upper secondary schools. The project will also establish gender-responsive and culturally-inclusive career guidance programs in 50 secondary resource schools. Partnerships between the schools and local businesses and industry will be established, enabling students to better understand the world of work, and further study. This includes site visits, work experience programs, career counselling, and classroom lectures that will be provided in secondary resource school networks. The project will pilot an extra-curricular STEM skills program for upper secondary students delivered by external service providers in 20 secondary resource schools.

7. **Output 3: Institutional capacity for planning, management, and delivery of education strengthened.** This output of the policy-based loan supported decentralized education management and rationalized planning and resource allocation. MoEYS approved school director standards to guide hiring, training, capacity building, and performance evaluation of school directors. To support implementation of the country's Industrial Development Policy, MoEYS approved a 10-year human resource development plan for secondary education, focusing on improving the qualifications of secondary school teachers.⁵ It also operationalized the three-year budget strategic plan, that aligns with education reforms in the Education Strategic Plan. MoEYS implemented the 5-year Gender Mainstreaming Strategic Plan in Education 2016–2020, and integrated budget and staff resources with its departments' budget and staff allocation.

8. The project will provide in-service training on school-based management, and on the new curriculum framework, to some secondary resource school directors, deputy directors and administration and finance staff. In-service training on school-based finance will reach administrators and finance staff from 81 upper secondary network schools, 7 of which are in provinces with substantial IP populations. Staff from 25 Provincial Offices of Education will be trained on the new regional inspection system, and 24 personnel from the Department of General Secondary Education will be trained on secondary resource school supervision and mentoring. The project will improve Grade 12 examination design, delivery, processing, and analysis

² Refers to secondary schools which have a secondary resource center equipped with science laboratories, computer laboratories, library, meeting room, and other facilities. Thirty-six secondary resource schools were set up in previous education programs of ADB.

³ Refers to schools which have modernized learning environment, with special focus on teaching science, technology, engineering and mathematics, and which enjoy a high degree of autonomy in exchange for performance and innovation.

⁴ Network schools refer to a cluster of secondary schools that are close to a secondary resource school.

⁵ Government of Cambodia. 2015. *Industrial Development Policy, 2015–2025*. Phnom Penh.

procedures through needs assessment and professional development programs for Department of Examination Affairs staff. The project will improve teacher deployment, especially in rural and IP/EM areas, with increased attention to gender gaps. It will also develop multi-media resources for pre- and in-service training and disseminate USE success stories to encourage youth of all backgrounds to participate in USE.

II. PROJECT CIVIL WORKS DESCRIPTION

9. The civil works are envisaged under the outputs A and B of the project. Output C does not include any civil works and represents a software component.

10. Total of 50 Secondary Resource Schools (SRS) to be covered under the USESDP of which 36 SRS are included under USESDP 2 for the first time, while 14 SRS are those that were covered under USESDP 1, but partly covered under the USESDP 2. There are also 81 Upper Secondary Network Schools (USNS) where the upgrades of a classroom and installation works are envisaged under the Project.

11. The civil works are limited to renovation of libraries and classrooms and repair of the classrooms within the existing schools, upgrade of water and sanitation facilities within these schools and installation of solar panels. Construction of a new library is also envisaged within the compound of the existing National Institute of Education (NIE).

12. For the 36 SRS the following types of renovation, including the corresponding costs are envisaged:

Table 1: Renovation types and costs envisaged for 36 SRS

Ref.	Type of Renovation	Cost ^a
1.	Upgrade 2 existing Science Labs	USD9,000/per
2.	Upgrade 2 existing ICT Classrooms	USD9,000/per
3.	Upgrade existing Library	USD5,000
4.	Install 2 Science Classrooms in adjacent school buildings	USD30,000/per
5.	Install Multi-purpose, project-based Life Skills classrooms in 25SRS	USD9,000/per
6.	Upgrade WASH systems in 18 SRS	USD8,000

^a Unit costs include renovation or installation work only. Teaching equipment or resources are not included. No structural variations anticipated.

13. Types and costs of the envisaged works for the 14 SRS that are covered under the USESDP 1 are detailed below.

Table 2: Renovation types and costs envisaged for 14 SRS covered under USESDP 1

Ref.	Type of Renovation	Cost
1.	Upgrade existing Science Labs	USD9,000/per
2.	Upgrade existing ICT Classrooms	USD9,000/per
3.	Upgrade existing Libraries	USD5,000
4.	Install Science Classrooms in adjacent school buildings	USD30,000/per

14. For the 81 USNS covers only conversion of one of the existing classroom buildings into the science classroom as detailed below.

Table 3: Renovation type and cost envisaged for 81 USNS

Ref.	Type of Renovation	Cost ^a
1.	Install 1 Science Classroom and 1 Library in classroom buildings (2 Science classrooms where Libraries already exist)	USD9,000/per

^a Unit costs include renovation or installation work only. Teaching equipment or resources are not included. No structural variations anticipated.

15. The civil works types and costs for NIE is detailed as follows. And breakdown of the schools is provided in the Appendix 1.

Table 4: National Institute of Education (NIE) Civil Works and Restoration Costs

Ref.	NIE Location	Civil Works/Restoration	Indicative Costs ^a (USD)
1.	TBD in Master Plan	New Library Design and Construction	1,000,000
2.	Buildings A, B, C and D	Restoration and renovations (classrooms/offices)	600,000
3.	Building G	Restoration and renovations (multi-purpose)	150,000
4.	Buildings H, M, and N	Restoration and renovations (classrooms/offices)	450,000
5.	NIE Campus	Upgrade WASH and Electrical systems	120,000
6.	Outdoor areas	Create landscaped pedestrian and parking areas; recreational areas	300,000
7.	Outdoor areas	Construct new toilet blocks throughout campus	100,000
8.	Perimeter of property	Construct secure property fencing/wall with appropriate access points	100,000
	Total:		2,820,000

^a The Indicative cost includes civil works only.

16. The location and sites of the proposed civil works are all within fenced boundaries of the NIE, SRS and USNS compounds. These compounds are large state-owned land tracks allocated to the MoEYS as these facilities were established and have long since been functional. A letter from the MoEYS confirming the state ownership of all the schools to be covered under the USESDP 2 is provided in Attachment 5. A typical Master Plan for the schools showing the designated school compound area and buildings within the compound is provided in Annex 4.

17. There is no squatter settlement in the premises of NIE, any SRS or USNS. All the compounds are located within minimum of 1.5 ha and maximum of 9.0 ha plots. Appendix 2 shows the provinces where the SRSs and NIE are located across the country.

III. OBJECTIVES OF DUE DILIGENCE REPORT

18. During project preparation TRTA, the Project is classified as Category C for involuntary resettlement. The due diligence is conducted to (i) determine whether the project will have any involuntary resettlement (IR) impacts; (ii) identify any relevant actions needed to ensure the impacts are properly documented; (iii) define mitigation measures; and (iv) ensure required safeguards documents are drafted in accordance with the ADB's Safeguard Policy Statement (SPS 2009) and laws of the Royal Government of Cambodia (RGC).

IV. METHODOLOGY

19. The methodology includes the following tasks:

- Collection and review of sample typical site layout plans/master plan of the schools visited

- (ii) Discussion and with school principals, deputy school principals, and other management staff
- (iii) Review of documents prepared by ADB TRTA team

V. FINDINGS FROM THE FIELD VISIT, CONSULTATIONS AND DISCLOSURE

A. Land Acquisition and Involuntary Resettlement

20. Total of 50 Secondary Resource Schools (SRS) to be financed under the USESDP of which 36 SRS are newly covered, while 14 SRS are those that were also covered under USESDP 1. There are also 81 Upper Secondary Network Schools (USNS) where the upgrades of a classroom and installation works are envisaged under the Project. The schools are scattered across the country, but have typical layout, are the existing functional facilities located on the state-owned compounds, and the civil works represent renovation and repair within the existing buildings. Thus, total number of students enrolled in these education facilities in 2016–2017 academic year made Therefore, the Project safeguards consultant, together with MoEYS staff conducted field visits to 12 randomly selected SRS and NIE as part of the safeguards due diligence.

21. Number of students enrolled in these existing educational facilities as of 2017–2018 is provided in the following table. This confirms all the schools were functional and provided services for this academic year.

Table 5: Summary of Enrollment in 50 SRS and 81 USNS in 2016–2017

	Secondary School		LSS (Grade 7–9)		USS (Grade 10–12)	
	Total	Female	Total	Female	Total	Female
Existing 36 SRS	69,297	35,348	27,869	13,984	41,428	21,364
14 SRS covered under USDSP 1	21,246	10,876	9,495	4,827	11,751	6,049
81 USNS	87,244	44,810	44,981	23,027	42,263	21,783
Grand total:	177,787	91,034	82,345	41,838	95,442	49,196

22. The project will not involve land acquisition or involuntary resettlement as confirmed by the due diligence. The civil work represents minor scope such as renovation and repair and the premises of all the SRS, USNS and NIE are enclosed by fencing and have titles and/or certificates from Ministry of Land Management, Urban Planning and Construction or local authorities that deem them as state-owned land designated for educational facilities. There are no informal or squatter settlements inside these premises. There are no non-titled residents or vendors on the properties that were visited. There is no history of UXO activity in the area that would impact on USESDP interventions or on the security of local communities. The Project will not restrict land use and/or access to legally designated parks and protected areas for the reasons described above

B. Policy Based Lending

23. The policy-based loan will not trigger any involuntary resettlement impacts. The intended outcomes are for better-quality teaching and learning in USS classrooms leading to improved student achievement and flow-through rates (promotion, repetition, and early school leaving/drop out)

C. Consultations

24. In total, 18 school principals, vice principals, and other management staff were consulted and interviewed in-depth. The project was disclosed to the school principal/deputies and staff involved. This included explaining the background of the program, intended civil works, and the importance of active participation from the primary stakeholders. List of persons met is provided in Appendix 3. During the discussions, the school management welcomed the USESDP 2 designs. The main concerns from school management expressed were:

- (i) Construction work/renovation/repair should be conducted only during the weekends or holidays, as students will be having classes; and
- (ii) Proper management of safety, waste, dust, and noise during the construction phase is needed.

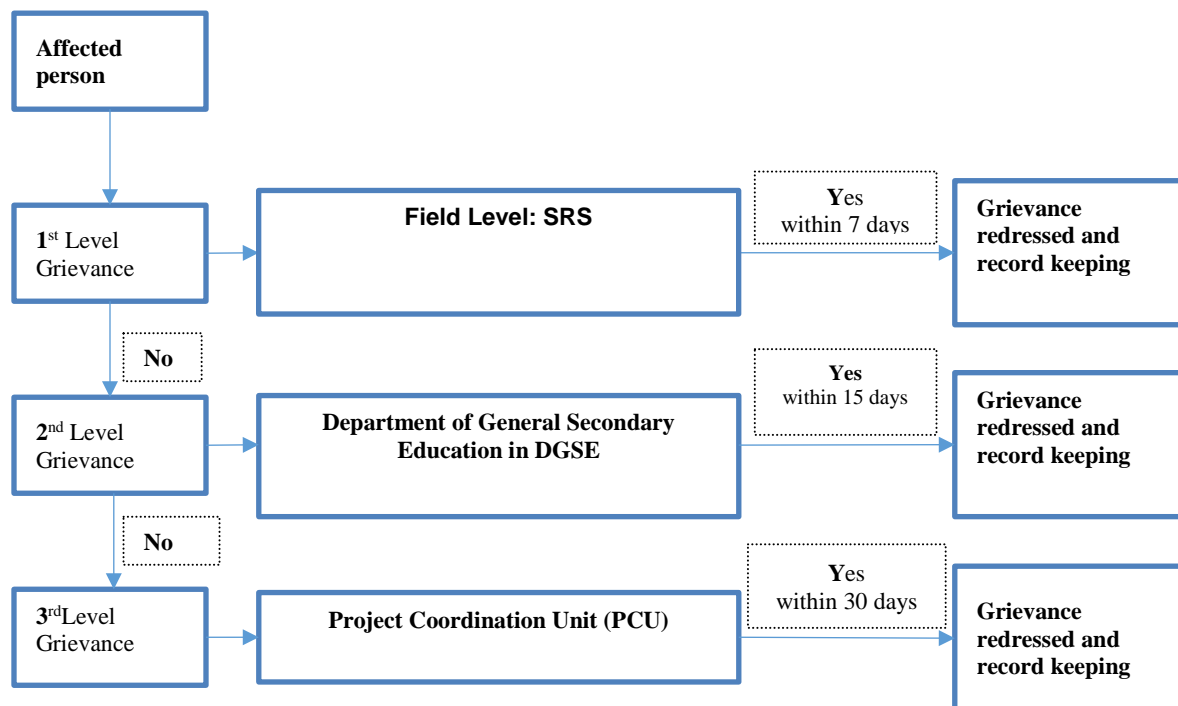
VI. GRIEVANCE AND REDRESS MECHANISM

25. A well-defined grievance redress and resolution mechanism will be established to address Likely Affected Households (LAH) or Persons grievances and complaints regarding civil work implementation. This mechanism will cover environmental as well as other types of grievances associated with the project. The procedures for grievance redress are set out below:

26. **Stage 1:** Likely Affected Household (LAH)/person will submit a letter of complaints/requests to the SRS grievance committee (to be established) and the SRS will be obliged to provide immediate written confirmation of receiving the complaint. If after 7 days the aggrieved AH does not hear from SRS, or if the AH is not satisfied with the decision taken by in the first stage, the complaint may be brought to the Department of General Secondary Education.

27. **Stage 2:** The Department of General Secondary Education has 15 days within which to resolve the complaint to the satisfaction of all concerned. If the complaints cannot be solved in this stage, the Department of General Secondary Education will bring the case to the PCU.

28. **Stage 3:** The PCU meets with the aggrieved party and tries to resolve the complaint. Within 30 days of the submission of the grievance, the PCU shall implement the decision.

Figure 1: Grievance Redress Mechanism

29. Grievance logbooks will be maintained and available at the contractor's office. Updates will be regularly included in the social monitoring reports by type of complaint and their status.

VII. IMPLEMENTATION ARRANGEMENTS

30. MoEYS will be the Executing Agency (EA), and the NIE, DGE, and DGAF of MoEYS will be the implementing agencies (IAs). MoEYS will be responsible for overall supervision, monitoring, and timely reporting on all program activities and ensure that the program is implemented in accordance with the loan agreement. It will also provide policy guidance and review and approve all finance and procurement-related documents. The IAs will be responsible for the day-to-day coordination and supervision of program and project activities at the national and subnational levels. The IAs and relevant technical departments will be responsible for implementation of policies and investment activities under the project.

31. A Project Coordination Unit (PCU) is established by MoEYS and is responsible for the management and coordination of project activities and administration. To strength synergies between the first and the second USESDP, and the EA's organizational and operational structures, the project director and manager of USESDP 1 will lead and manage the USESDP 2 with greater engagement of the NIE, DGE, and DGAF, and relevant technical departments and provincial offices of education. The EA's Department of Secondary Education staff is responsible for the project administration services including maintaining all project documents and submitting required progress reports, annual audit reports, and financial statements as per agreed frequency and in proper format. The Project Director will be assisted by two Deputy Project Directors (MoEYS Undersecretary of State and Director General of Education), a Project Manager DGE and two Deputy Project Managers [a Deputy Director General of Policy and Planning (DGPP) and Director of General Secondary Education Department (GSED)]. The PCU will be supported by about 40

qualified staff, including 10 staff at 5 Provincial Offices of Education (PoEs), responsible for administration, finance, procurement, environment and social safeguards, including gender, monitoring and evaluation, and civil works, and project implementation in three component units (i.e., NIE, DGE, and DGAF). Two Deputy Director Generals (DGs) are assigned to provide technical support to and work alongside with the NIE and GSED directors.

VIII. IMPLEMENTATION SCHEDULE

32. The proposed construction of the library building and renovation/restoration/upgrading of NIE and selected SRS and USNS buildings, water and sanitation will be implemented from 2020–2023.

IX. CONCLUSION

33. The project will not involve land acquisition or involuntary resettlement as the territory of NIE, SRSs and USNS is state-owned land belonging to the Ministry of Education Youth and Sport. The civil works under the project/program will include renovation/repair /restoration/upgrading of the existing buildings and infrastructure/amenities all strictly within the existing school premises/master plans and will be confined to the fenced areas of these operational educational facilities.

18. There are no private use rights to the land either temporarily or permanently acquired by others than the NIE, SRS. The program therefore involves no land acquisition or involuntary resettlement neither it restricts access to land use or legally designated parks.

MOEYS LETTER TO ADB



KINGDOM OF CAMBODIA
Nation Religion King

MINISTRY OF EDUCATION, YOUTH AND SPORT

No. 202 MoEYS/Adm 15

Phnom Penh, 02nd May 2018

Ms. Ayako Inagaki
Director
Human and Social Development Division
Southeast Asia Department
Asian Development Bank
Manila, Philippines

**Subject: Proposed Second Upper Secondary Education Sector Development Program
(USESDP 2): Confirming the MoEYS owned land on the listed schools**

Dear Ms. Ayako Inagaki,

The Ministry of Education, Youth and Sport (MoEYS) would like to confirm that all the proposed 50 Upper Secondary Resource Schools and 81 Upper Secondary Network Schools (see the attached list) under the proposed USESDP 2 are located on state-owned property.

I would like to take this opportunity to thank ADB for its support to MoEYS and its assurance of continued support in assisting the Ministry to achieve its goal of education development and reform in Cambodia.

Sincerely yours,



H.E. Dr. Hang Chuon Naron
Minister, Ministry of Education, Youth and Sport

Attachment:

cc: H.E. Dr. Nath Bunroeun, Secretary of State, MoEYS
Mr. Yi Sokhearith, Director, Debt Management and Multilateral Cooperation, MEF
Mr. Jan Hansen, Officer-In-Charge, ADB/CARM

USESDP 2_Component B: Directorate-General of Education (DGE)/Department of General Secondary Education (DGSE)

50 Secondary Resource Schools

No.	Secondary Resource School	36 SRS	Proposed 14 SRS	Province	District/Municipality/Khan	Govt. Property
1	Hun Sen Klakon	x		Banteay Mean Chey	Krong serei Saopha	✓
2	Chub Vary	x			Preah Netre Preah	✓
4	Net Yang	x		Battambang	Krong Battambang	✓
5	Bovel	x			Bovel	✓
7	Preah Sihanouk	x		Kampong Cham	Krong Kampong Cham	✓
9	Preahbath Soramarith	x		Kampong Chhnang	Krong Kampong Chhnang	✓
11	Kampong Speu	x		Kampong Speu	Krong Chhba Morn	✓
13	Hun Sen Balang	x		Kampong Thom	Krong Stung Sen	✓
14	Kampong Thmor	x			Baray	✓
16	Preah Reach Samphea	x		Kampot	Krong Kampot	✓
17	Hun Sen Chhouk	x			Chhouk	✓
18	Hun Sen Serepheap	x		Kandal	Krong Takhmao	✓
19	Tep Pranam	x			Ponnhea Leu	✓
21	Koh Kong	x		Koh Kong	Krong Khemarak Phumin	✓
23	Kratie Krong	x		Kratie	Krong Kracheh	✓
25	Hun Sen Monduliri	x		Monduliri	Krong Sen Monorom	✓
26	Hun Sen Chumpouvan	x		Phnom Penh	Khan Pursen Chey	✓
27	Chbar Ampov	x			Khan Chhbar Ampov	✓
28	Chea Sim Tbeng Meanchey	x		Preah Vihear	Krong Tbeng Mean Chey	✓
29	Roveang	x			Roveang	✓
30	Preah Angdoug	x		Prey Veng	Krong Prey Veng	✓
31	Hunsen Kampong Popil	x			Peareang	✓
33	Samdach Ov Samdach Mae	x		Ratanakiri	Krong Ban Lung	✓
34	Angkor	x		Siem Reap	Krong Siem Reap	✓
35	Kralanh	x			Kralanh	✓
36	Krong Preah Sihanouk	x		Preah Sihanouk	Krong Preah Sihanouk	✓
38	Preah Reachbochankech	x		Steung Treng	Krong Stung Treng	✓
39	Svay Rieng	x			Krong Svay Rieng	✓
40	Hun Sen Prasot	x		Svay Rieng	Svay Teab	✓
41	Pursat	x		Pursat	Krong Pursat	✓
43	Chea Sim Takeo	x		Takeo	Krong Daun Keo	✓
44	Samdach Ov	x			Samroang	✓
45	Hun Sen Krong Tep Nimit	x		Palin	Palin	✓
46	Hun Sen Chamkadoing	x		Kep	Krong Kep	✓
47	Hun Sen Odar Mean Chey	x		Otdar Meanchey	Krong Samroang	✓
49	Samdach Decho Hun Sen Soung	x		Tboung Khmum	Krong Soung	✓
3	Krong Polpet		x	Banteay Mean Chey	Krong Polpet	✓
6	Phnom Sampov		x	Battambang	Banan	✓
8	Hun Sen Skun		x	Kampong Cham	Cheung Prey	✓
10	Hun Sen Boribo		x	Kampong Chhnang	Boribo	✓

50SRS-81USNWS_List_(EN)_AJ_300418

12	Oudong		x	Kameng Speu	Oudongk	✓
15	Kampong Thom		x	Kampong Thom	Krong Stung Sen	✓
20	Hun Sen Koh Thom		x	Kandal	Koh Thom	✓
22	Sre Ambil		x	Koh Kong	Sre Ambel	✓
24	Hun Sen Sophakborak		x	Kratie	Cetr Borei	✓
32	Peam Ro		x	Prey Veng	Peam Ro	✓
37	Hun Sen Vealrinh		x	Preah Sihanouk	Prey Nob	✓
42	Hun Sen Krako		x	Pursat	Krako	✓
48	Anlong Veng		x	Oldar Meanchey	Along Veng	✓
50	Hun Sen O'Oraing Ov		x	Tboung Khmum	Oraing Ov	✓
Total		36	14			

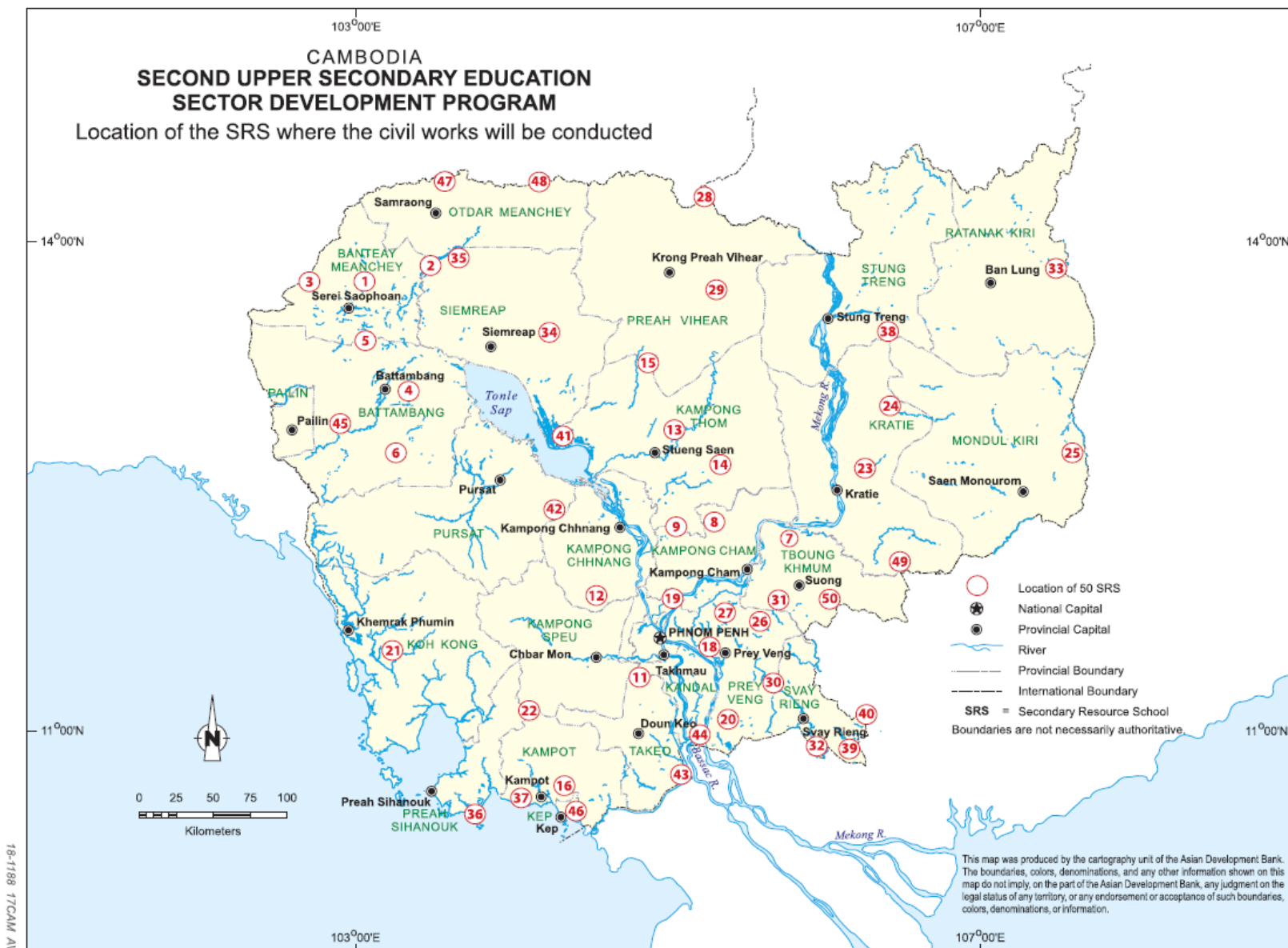
81 Upper Secondary Network Schools

No.	Secondary Resource School	36 SRS	Proposed 14 SRS	Province	District/Municipality/Khan	Govt. Property
1	Hun Sen Chhnoumeanchey	x		Banteay Meanchey	Preahnet Preah	✓
2	Rohal	x				✓
3	Teukchor	x				✓
4	Nimit	x			Poipet	✓
5	O'Chrov		x			✓
6	Toul Prasat		x			✓
7	O'Ambil	x				✓
8	Sereisophoan	x		Battambang	Battambang	✓
9	Kdol Donteav	x				✓
10	Phaponeu Selapak	x				✓
11	Preah Monyvong	x				✓
12	Samdech Ov	x				✓
13	Lvea	x				✓
14	Samaki Meanchey		x		Bavil	✓
15	Deldos	x		Kampong Cham	Cheung Prey	✓
16	Sambomeas	x			Kampong Cham	✓
17	Samdach Chounnat	x			Kampong Siem	✓
18	Boribo Tbong		x	Kampong Chhnang	Boribo	✓
19	Krong Kampong Chhnang	x			Kampong Chhnang	✓
20	Bun Rany Hun Sen Roleaphoeur	x			Roleaphoeur	✓
21	Hun Sen Rolea	x				✓
22	Teuk Hot	x		Kampong Speu	Chbamon	✓
23	Sokha Phaily	x			Samrong Toug	✓
24	Roleang Chhouk	x				✓
25	Hun Sen Chambak	x			Oudong	✓
26	Hun Sen Chantnal	x				✓
27	Vealpong	x				✓
28	Steung Sen	x		Kampong Thom	Baray	✓
29	Ches Sim Kampongma	x				✓
30	Baray	x				✓
31	Hun Sen Krova	x		Kampot	Chhouk	✓
32	Meas Sophea Banea	x			Krong Kampot	✓
33	Kampot Krong	x		Kandal	Takmao	✓
34	Hun Sen Takmao	x			Ponhealeu	✓
35	Preah Thomasras	x				

36	Hun Sen O'Kong	x				✓
37	Hun Sen Koh Chen	x				✓
38	Bun Rany Hun Sen Prek Tadoung		x		Koh Thom	✓
39	Pak Klong	x			Mondul Seima	✓
40	Sandan		x		Kratie	✓
41	O'Reang	x			Monduliri	✓
42	Beung Keng Kong	x				✓
43	Preah Youkuntor	x				✓
44	Phsardeum Tkov	x				✓
45	Beung Trabek	x			Phnom Penh	✓
46	Toul Tumpoung	x				✓
47	Bun Rany Hun Sen Arun Vatey	x				✓
48	Kambol	x				✓
49	Hun Sen Tben Meanchey	x			Preah Vihear	✓
50	Hun Sen Kampong Leav	x				✓
51	Pou Veang	x			Prey Veng	✓
52	Prey Pnov	x				✓
53	Nhimvanda Pea Reang	x				✓
54	Tea Chamrat	x			Pursat	✓
55	Hun Sen Phoum Thmey	x				✓
56	Antevassakathan	x			Ratanakiri	✓
57	Siem Reap	x				✓
58	Samdech Ov	x			Siem Reap	✓
59	Hun Sen Wat Svay	x				✓
60	Hun Sen Mitapheap	x				✓
61	Hun Sen Prey Nob		x		Sihanoukville (Kampong Som, Preah Sihanouk)	✓
62	Smach Den		x			✓
63	Hun Sen Steung Treng	x			Steung Treng	✓
64	Preah Kao	x			Talaborivat	✓
65	Hun Sen Krol Kou	x				✓
66	Hun Sen Samaki Daunsa	x			Svay Rieng	✓
67	Hun Sen Svay Chrum	x				✓
68	Hun Sen Svay Rumpes	x				✓
69	Hun Sen Chheuteal	x				✓
70	Sok An Leaybo	x				✓
71	HS Ang Prey	x				✓
72	HS Siakou	x				✓
73	Sok An Kdey Toteum	x			Takeo	✓
74	Sok An Samroung	x				✓
75	Bun Rany HS Slarom	x				✓
76	Bun Rany HS Phnom Chiao	x				✓
77	Bun Rany Hun Sen Charyavong	x			Kep	✓
78	Hun Sen Salakroao	x			Pailin	✓
79	Hun Sen Chongkal	x			Oldar Meanchey	✓
80	Samdech Mae	x				✓
81	Hun Sen Khnar	x			Tbong Khmum	✓











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LIST OF PERSONS MET

Ref.	Name	Position
1.	H.E. Dr. Sieng Sovanna	Director of NIE
2.	Leng Borey	Chief of admi. Office of NIE
3.	Lim Chantha	Director of Chumpou Voan School
4.	Ouk Malist	Deputy Director of Chumpou Voan School
5.	Lon Sopheak	Deputy Director of Chumpou Voan School
6.	Chea Chan Heng	Deputy Director of Chumpou Voan School
7.	Try Chhay	Director of Chea Sim Takeo School
8.	Men Sam Nang	Deputy Director of Preah Reach Samphea
9.	Mom Sok Theany	Director of HunSen Sereipheap
10.	Seng Ly	Director of Ang Duong School
11.	Chan Kim Sen	Director of Prosotr School
12.	Kak Sea Borak	Directress of Preah Reach Bouchnikich school
13.	Khov Bun Sun	Director of Kracheh Krong School
14.	Thao Sophal	Director of Preah Sihanouk school
15.	Ai Sokun	Director of Hun Sen Samroang school
16.	Sok Cham Nan	Director of Hun Sen Kla Koun
17.	Meach Thai	Deputy Director of Hun Sen Kla Koun
18.	Seng Kun	Director of Net Yang school

PHOTOS OF FIELD VISITS TO 12 SRS AND NIE

	
Chum Pou Voan School	Chea Sim Takeo school
	
Preah Ang Duong School	Kracheh Krong School
	
Preah Reach Bouchnikich school	Hun Sen Khla Koun school
	



SAMPLE MASTER PLANS OF NIE AND SRSS

