

Project Administration Manual

Project Number: 47136-006

Loan and/or Grant Number(s): {LXXXX; GXXXX}

July 2018

Kingdom of Cambodia: Second Upper Secondary
Education Sector Development Program

ABBREVIATIONS

ADB	–	Asian Development Bank
ADF	–	Asian Development Fund
ASEAN	–	Association of Southeast Asian Nations
BEC	–	bid evaluation committee
CIA	–	curriculum, instruction, and assessment
CNCW	–	Cambodia National Council for Women
DEA	–	Department of Examination Affairs
DGAF	–	Directorate-General of Administration and Finance
DGE	–	Directorate-General of Education
DIT	–	Department of Information and Technology
DMF	–	design and monitoring framework
DMSP	–	Department of Materials and State Property
DOE	–	District Office of Education
DOF	–	Department of Finance
EA	–	executing agency
EEQP	–	Enhancing Education Quality Project
EFA	–	education for all
ELM	–	educational leadership and management
EMIS	–	education management information system
ERC	–	Education Research Council
ESP	–	Education Strategic Plan
ETL	–	effective teaching and learning
FMA	–	financial management assessment
FMIS	–	financial management information system
FMM	–	financial management manual
GDP	–	gross domestic product
GMSP	–	Gender Mainstreaming Strategic Plan
GSED	–	General Secondary Education Department
GWG	–	Gender Working Group
IAD	–	Internal Audit Department
ICT	–	information, communication, and technology
INSET	–	in-service training
KAPE	–	Kampuchean Action for Primary Education
LSE	–	lower secondary education
M&E	–	monitoring and evaluation
MDGs	–	Millennium Development Goals
MoEYS	–	Ministry of Education, Youth and Sport
NEP	–	Non-governmental Organization Education Partnership
NIE	–	National Institute of Education
NOL	–	no objection letter
NPRD	–	National Program for Rehabilitation
NSDP	–	National Strategic Development Plan
PAM	–	project administration manual
PIC	–	project implementation consultant
PLC	–	professional learning communities
POE	–	Provincial Office of Education
PPMS	–	project performance monitoring system
PRC	–	procurement review committee
PRESET	–	pre-service training

PSC	–	project steering committee
QAD	–	Quality Assurance Department
QCBS	–	quality- and cost-based selection
REI	–	Regional Education Institute
RGC	–	Royal Government of Cambodia
RSIT	–	Regional School Improvement Team
RUPP	–	Royal University of Phnom Penh
SBM	–	school-based management
SOE	–	statement of expenditures
SOP	–	standard operating procedures
SPRSS	–	Summary Poverty Reduction and Social Strategy
SRC	–	secondary resource center
SRS	–	secondary resource school
STEM	–	science, technology, engineering, and mathematics
TCP	–	Teacher Career Pathways Policy
TGL	–	technical group leader
TOR	–	terms of reference
TOT	–	training of trainers
TRTA	–	transaction technical assistance
TTD	–	Teacher Training Department
UNICEF	–	United Nations International Children's Fund
USD	–	US dollar
USE	–	upper secondary education
USESDP 1	–	Upper Secondary Education Sector Development Program
USESDP 2	–	Second Upper Secondary Education Sector Development Program
USS	–	upper secondary school
VOD	–	Vocational Orientation Department

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Project Administration Manual Purpose and Process

The project administration manual (PAM) describes the essential administrative and management requirements to implement the project on time, within budget, and in accordance with the policies and procedures of the government and Asian Development Bank (ADB). The PAM should include references to all available templates and instructions either through linkages to relevant URLs or directly incorporated in the PAM.

The Ministry of Education, Youth and Sport (MoEYS) including the National Institute of Education (NIE), Directorate-General of Education (DGE), and Directorate-General for Administration and Finance (DGAF) are wholly responsible for the implementation of the ADB-financed project, as agreed jointly between the borrower and ADB, and in accordance with the policies and procedures of the government and ADB. ADB staff is responsible for supporting implementation including compliance by MoEYS, NIE, DGE, and DGAF of their obligations and responsibilities for project implementation in accordance with ADB's policies and procedures.

At loan negotiations, the borrower and ADB shall agree to the PAM and ensure consistency with the loan agreement.^a Such agreement shall be reflected in the minutes of the loan negotiations. In the event of any discrepancy or contradiction between the PAM and the loan agreement, the provisions of the loan agreement shall prevail.

After ADB Board approval of the project's report and recommendations of the President (RRP), changes in implementation arrangements are subject to agreement and approval pursuant to relevant government and ADB administrative procedures (including the Project Administration Instructions) and upon such approval, they will be subsequently incorporated in the PAM.

^a The name of the operational financing document may vary on a project-to-project basis; this reference shall be deemed to encompass such variations, e.g., a Framework Financing Agreement, as applicable

I. PROJECT DESCRIPTION

1. Cambodia has experienced rapid growth in the early 2000s, which continued until recent years. Structural transformation contributed to the country's rapid economic growth. As the expanding economy further modernizes, industries and services will continue to generate demand for highly skilled labor from its growing workforce. Upper secondary education plays a crucial role in equipping the youth with the appropriate skills, competencies, and knowledge for them to benefit from and contribute to the country's economic and social development. The proposed Second Upper Secondary Education Sector Development Program (USESDP 2) is Asian Development Bank's (ADB) response to the government's vision of developing high quality human resources to sustain Cambodia's economic development and enhance its competitiveness.

2. **The program.** USESDP 2 is part of the phased support of the ADB in upper secondary education and builds on and complements ADB's ongoing Upper Secondary Education Sector Development Program (USESDP).¹ It is in line with the government's objectives, policies and priorities in education.

3. **Program impact and outcome.** The impact of USESDP 2 will be *high-quality human resources developed*. The outcome will be *effectiveness of the upper secondary education system improved*. The policy reforms will be applied nationwide while the project will cover selected areas.

4. USESDP 2 will assist the government in implementing the program nationwide, particularly initiating policy reforms in the education sector, with major focus on USE, and in achieving three program outputs: (i) improved quality of teachers in upper secondary schools; (ii) improved quality and labor market relevance of upper secondary education; and (iii) strengthened institutional capacity for planning, management, and delivery of education. These are described as follows.

1. Output 1: Quality of teachers in upper secondary schools improved

5. **Policy actions.** The policy-based loan supported the Ministry of Education, Youth and Sport (MoEYS) to further operationalize the *Teacher Policy Action Plan*² to improve teacher competency and upgrade the status of teachers. Teacher education colleges established in at least two provinces will increase teacher qualifications. MoEYS implemented a continuous professional development program for teachers to improve content knowledge and teaching methodologies and strategies. It created incentives to attract qualified individuals into the teaching profession through a teacher career pathway policy, with a phased plan for nationwide implementation. Teachers' career progression is linked to professional development and skills upgrading. Following the Cambodian Qualifications Framework, MoEYS established a mechanism to recognize teachers' prior learning and professional experience and incentivize them to upgrade their qualifications.

6. **Project investments.** The above cited policy interventions will be complemented by project investments for strengthening teacher capacities under Output 1. These project investments will cover three MoEYS agencies, i.e., the National Institute of Education (NIE), which trains teachers who are then deployed to provinces nationwide, the Directorate-General of Education (DGE), and the Directorate-General of Administration and Finance (DGAF). Each of these institutions is referred

¹ ADB. [Cambodia: Upper Secondary Education Sector Development Program](#)..

² MoEYS, Teacher Training Department. 2015. *Teacher Policy Action Plan*. Phnom Penh.

to as a component of the program as described below.

a. Component A: NIE

7. Output 1 project investments will involve the following:

- (i) An organizational review of NIE with action plan as the basis for strategic improvements in service delivery and aligned with the 2017 Strategic Plan;
- (ii) Upgrade of NIE facilities to professional standards for strategic improvements in service delivery (i.e., classrooms, laboratories, faculty and administration offices, etc.) including restoration and renovations of existing buildings, and construction of a new library;
- (iii) Procurement of equipment and other resources required to operate NIE at a professional standard (e.g., STEM instructional materials, library resources, ICT hardware and software, etc.);
- (iv) Review and update of program delivery (i.e., USS pre-service training (PRESET)/in-service training (INSET), Inspector PRESET/INSET, School Director school-based management (SBM) PRESET, and Master's Degree (Educational Administration);
- (v) Professional development for NIE Librarians including two full scholarships for graduate studies in Library Sciences in a regional higher education institute;
- (vi) INSET for NIE lecturers on improved and inclusive instruction and assessment relative to the new Grades 10-12 curriculum framework including ICT in STEM;
- (vii) NIE to provide INSET to 50 SRS and 81 Upper Secondary Network Schools (USNWS) on STEM curriculum reforms, improved and inclusive instruction, and assessment; and
- (viii) Scholarships for advanced education programs or short courses to 7 NIE lecturers.³

b. Component B: DGE

8. Output 1 project investments will include:

- (i) INSET to 50 SRS and 81 USNWS on Grades 10–12 STEM curriculum reforms, improved instruction, and assessment.
- (ii) INSET to Librarian-Teachers in 50 SRS and 81 USNWS to manage libraries and support classroom learning.

c. Component C: DGAF

9. The DGAF will be mainly responsible for managing and supervising the implementation of activities under the policy-based loan, particularly the preparation and issuance of the required sub-decrees, *prakas*, policies, and plans related to: (i) teacher professional development database; (ii) quality standards for USS; (iii) National Assessment Framework (10–12); (iv) Budget Strategic Plan (2017–2020); (v) Human Resource Development Framework; (vi) upgrade of USS teacher deployment system (policy development and implementation); (vii) teacher continuing professional development; (viii) Teacher Career Pathways; (ix) gender mainstreaming for education; and (x) Provincial Office of Education (POE) INSET on the new regional inspection system. These policies will also positively benefit IP/EM learners, in a non-differential manner,

³ Selection criteria and implementation arrangements are in Appendix 3.

10. Output 1 project investments will support policy implementation and monitoring covering the following:

- (i) Develop and pilot database of Teachers' professional development activities in 50 SRS for improved Prof planning and outcomes; and
- (ii) *Teacher Career Pathways Policy* and phased plan disseminated.

2. Output 2: Quality and labor market relevance of upper secondary education improved

11. **Policy actions.** MoEYS applied the Curriculum Framework for General and Technical Education nationwide.⁴ It integrates mechanism for periodic review and adjustment to ensure that the curriculum is responsive to the skills and competency requirements of the workplace and higher education. MoEYS (i) implemented a grade 1–12 student learning assessment framework to guide measurement of learning and inform improvements in the teaching and learning process; (ii) established minimum service standards for school infrastructure, personnel, and teaching and learning resources for secondary resource schools,⁵ which inform expansion and resource allocation; and (iii) integrated digital education strategies in the teaching and learning process through the Policy and Strategies on ICT in education, and guiding resource allocation for infrastructure, technical support to schools and teachers, and teacher training.

12. The policy interventions will be complemented by project investments under Output 2 for improving USE quality and labor market relevance. These project investments will cover Components B and C of the program as described below.

a. Component B: DGE

13. Output 2 project investments will involve the following:

- (i) Develop and integrate USS-Industry partnerships in 50 SRS (classroom speakers, site visits, work experience programs, career counselling, etc.);
- (ii) Develop and pilot a STEM-Skills Extracurricular Program to permit students to acquire external skills training beyond their USS in line with student interests (phased approach from 7 to 20 SRS);
- (iii) Refurbish and/or resupply SRS Science laboratories⁶ (teaching materials, secure storage, furnishings, etc.) and ICT Classrooms (computers, software) in 36 SRS – complemented by teacher professional development to improve inclusive instruction and assessment;
- (iv) Provide 'upgrade packages' to 50 SRS libraries as study, research, and local job centers;
- (v) Install two new Science classrooms in 36 SRS in adjacent classroom buildings;
- (vi) Install multi-purpose project-based life skills classrooms in 25 selected SRS in adjacent classroom buildings;

⁴ MoEYS, Department of Curriculum Development. 2015. *Curriculum Framework for General and Technical Education*. Phnom Penh.

⁵ 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.

⁶ Science laboratories are those found in the current 36 SRS, while Science classrooms based on the NGS model will be those installed in existing classrooms.

- (vii) Install one Science classroom and one library in each of 81 USNWS, where required;
- (viii) Upgrade libraries in those schools where they already exist;
- (ix) Department of Information and Technology (DIT) to collaborate with NIE and SRS network on technology in education and upgrades relative to ICT in education policy;
- (x) Upgrade water and sanitation systems in 18 SRS; and
- (xi) Install solar power systems in 20 SRS and 30 USSSRS Network Schools requiring power supplies.

b. Component C: DGAF

14. Output 2 project investments will support policy implementation and monitoring covering the following:

- (i) Incorporate Quality Standards for SRS (teaching and learning resources, infrastructure, and personnel) to inform school operations and MoEYS budget allocations.

3. Output 3: Strengthened institutional capacity for planning, management, and delivery of education

15. **Policy actions.** Policy actions for Output 3 align with the government's goal of decentralized education management. The policy improves fiscal decentralization and stronger local decision making in planning and management especially among school administrators. This will be particularly beneficial to remote provinces, which are also home to the majority of the indigenous peoples and ethnic minority (IP/EM) populations. The government issued a policy framework and road map as a basis for setting priorities, developing and implementing programs, and allocating the education sector budget. Government accomplishments include: (i) the adoption of the 10-year human resource development plan for secondary education to support the country's Industrial Development Policy;⁷ (ii) MoEYS operationalization of the three-year budget plan, aligned with education reforms in the Education Strategic Plan, to ensure spending for priorities; and (iii) implementation of the 5-year Gender Mainstreaming Strategic Plan in Education 2016–2020, with budget and staff resources integrated in MoEYS departments' budget and staff allocation. MoEYS also implemented School Director Standards to guide hiring, training, capacity building and performance evaluation of school directors.

16. Project interventions under Output 3 will support the policy reforms for strengthening institutional capacity for planning, management, and delivery of education services. These project investments will cover Components A, B, and C of the program as described below.

a. Component A: NIE

16. Output 3 project investments will involve the following:

- (i) INSET to 162 secondary resources school directors and deputy directors and 150 administration and finance staff on (i) new curriculum framework (Grades 10–12), and (ii) school-based leadership & management; and
- (ii) INSET to 100 staff from 25 POEs on the new regional inspection system in collaboration with QAD.

⁷ Government of Cambodia. 2015. *Industrial Development Policy, 2015–2025*. Phnom Penh.

b. Component B: DGE

17. Output 3 project investments will involve the following:

- (i) Conduct a needs assessment on the General Secondary Education Department (SRS Unit) and provide Professional development to improve supervision of the SRS Network (strategic planning, leadership and management, mentoring and coaching roles, evaluation and reporting, data collection and analysis, etc.);
- (ii) Conduct a needs assessment on the Department of Examination Affairs (DEA) and provide Professional development to personnel to improve Grade 12 examination design, delivery, processing, and analysis procedures with requisite resources (i.e., ICT); and
- (iii) Training for 24 personnel from the Directorate General for Secondary Education on secondary resource school supervision and mentoring.

c. Component C: DGAF

18. Output 3 project investments will support policy implementation and monitoring covering the following:

- (i) Support a national consultation on the best strategies for developing and implementing MoEYS policies to improve the application of reforms in the sector;
- (ii) Support a national consultation to address the challenges facing effective and efficient USS teacher deployment, with particular attention to the teacher gender gap and IP/EM dominant areas, through policy reform and implementation (policy revision, regulations, guidelines, incentives, enforcement, etc.);
- (iii) Improve grade 12 examination design, delivery, processing, and analysis procedures through needs assessment and professional development programs for Department of Examination Affairs staff;
- (iv) Improve teacher deployment, especially in rural areas, with increased attention to gender gaps and IP/EM dominant areas; and
- (v) Develop multi-media resources for pre- and in-service training, and disseminate upper secondary success stories and best practices to encourage young people to participate in upper secondary education.

II. IMPLEMENTATION PLANS

A. Project Readiness Activities

Table 1: Project Readiness Activities

Indicative Activity	2018									2019			Responsibility
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
Advance Actions						●	●	●	●				MoEYS/PCU/ADB
Establish Program Implementation arrangements	●												MoEYS
Board approval					●								ADB
Loan signing							●						ADB/MEF
Government legal opinion								●					RGC

Indicative Activity	2018									2019			Responsibility
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
Government budget inclusion								●					MoEYS/MEF
Loan effectiveness									●				ADB/RGC

ADB = Asian Development Bank, MEF = Ministry of Economy and Finance, MoEYS = Ministry of Education, Youth, and Sport; PCU = Project Coordination Unit; RGC = Royal Government of Cambodia.

Source: Asian Development Bank staff estimates.

No.	CPT	Description	2018		2019				2020				2021				2022				2023				2024			
			3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	DGE	Install solar power systems in 50 SRS Network Schools requiring power supplies.																										
m	DGAF	Incorporate Quality Standards for SRS to inform school operations and MoEYS budget allocations.																										
Output 3: Institutional capacity for planning, management, and delivery of education strengthened																												
a	NIE	INSET to administrators in 50 SRS on (i) new Curriculum Framework (Gr 10–12), and (ii) SBM																										
b	NIE	INSET to 100 staff from 25 POEs on new Regional Inspection System																										
c	DGE	Conduct a needs assessment on the SRS Unit and provide Professional development to improve supervision of the SRS Network																										
d	DGE	Conduct a needs assessment on the DEA and provide Professional development to personnel to improve Gr 12 examination design, delivery, processing, and analysis																										
e	DGAF	Support a national consultation on the best strategies for developing and implementing MoEYS policies																										
f	DGAF	Support a national consultation to address the challenges facing effective and efficient USS teacher deployment through policy reform and implementation																										
g	DGAF	MoEYS Budget Strategic Plan (2018–2020) approved and operationalized;																										
h	DGAF	Human Resource Development and Management Plan for Secondary Education for Industrial Development Policy 2015–2025 submitted to MoEYS																										
i	DGAF	Gender mainstreaming in education																										
j	DGAF	Create USE multi-media teaching and learning resources and presentations.																										

CPT = Component; DEA = Department of Examination Affairs; DGAF = Directorate General of Administration and Finance ; DGE = Directorate General of Education; DIT = Department of Information and Technology; ICT = information and communications technology; INSET = in-service training ; MoEYS = Ministry of Education, Youth and Sport;; NIE = National Institute of Education; PCU = Project Coordination Unit; POE = Provincial Office of Education; PRESET = pre-service training; SRS = secondary resource school; SBM = school-based management; STEM = science, technology, engineering, and math; USE = upper secondary education; USNWS = Upper Secondary Network Schools; USS = upper secondary school.

III. PROJECT MANAGEMENT ARRANGEMENTS

A. Project Implementation Organizations: Roles and Responsibilities

19. 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. The implementation arrangements are summarized in Table 3.

20. 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 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. All finance and procurement activities will be undertaken by the assigned staff from the Finance Department and the Procurement Office of the DGAF of MoEYS respectively.

21. The established Project Steering Committee (PSC) for USESDP 1, chaired by Minister of MoEYS, will also provide overall supervision and guidance to USESDP 2. The PSC will be responsible for policy direction and project oversight. Its responsibilities will include: (i) providing overall supervision and guidance on the implementation of policies; (ii) ensuring coordination with concerned ministries and entities on cross-agency policy dialogue linked to policy reform agenda; (iii) approving annual work plan and budget allocations; and (iv) reporting to the Government. The PSC comprises high-level representatives from MEF; Ministry of Civil Service; Ministry of Labor and Vocational Training; Ministry of Women's Affairs; and MoEYS' Director General of Education, Director General of Policy and Planning, Director General of Administration and Finance, Inspectorate General, Director of NIE, and all relevant technical departments. The PSC will meet at least twice a year.

22. The advance account for the ADB loan resources will be established by the Ministry of Economy and Finance (MEF) and delegated to MoEYS to be used exclusively for ADB's funds of eligible expenditures. The account will be administered by MoEYS. One sub-account will be opened, at a commercial bank that is acceptable to the ADB, and used for project capacity development activities and recurrent costs implemented by the NIE. Secondary Resource

Schools will maintain bank accounts at a commercial bank acceptable to the ADB, for receiving school grant funds. The EA's Department of Finance staff is responsible for maintaining accounting records and processing transactions under the project.

23. ADB will approve procurement activities and withdrawal applications, disburse funds for allowable expenditures, supervise program and project implementation and compliance with the Loan Agreement and PAM, social and environmental safeguards and anti-corruption and fraud prevention policies, and be responsible for overall guidance to the PCU on technical, management, and implementation aspects. ADB will oversee program and project implementation. ADB will conduct an inception mission and undertake regular reviews, including review of the project at midterm and completion for thorough assessment of the project progress and achievements against the project outcomes and outputs, including the Gender Action Plan (GAP).

Table 3: Project Implementation Organizations – Roles and Responsibilities

Project Implementation Organizations	Management Roles and Responsibilities
Ministry of Economy and Finance (MEF)	Borrower <ul style="list-style-type: none"> • Sign the loan agreements for the financing required for the program/project • Allocate and release counterpart funds and oversight body for procurement, disbursements and resettlement matters • Endorse to Asian development Bank (ADB) the authorized officials with approved signatures for withdrawal application processing • Process and submit to ADB any request when required, for allocating the loan proceeds.
Project Steering Committee	<ul style="list-style-type: none"> • Oversight body • Provide overall direction and guidance • Facilitate inter-agency coordination • Ensure timely implementation of policy and institutional reforms • Meet twice a year, or as necessary, during the project period, to provide guidance on inter-ministerial or strategic issues
Ministry of Education, Youth, and Sport (MoEYS)	<ul style="list-style-type: none"> • Executing Agency (EA) • Implement the program in accordance with the loan agreement • Ensure that the program outputs and outcome are achieved on time and within budget • Mobilize, manage, and account for all program/project funds • Ensure compliance with good governance, social and environmental safeguards, and anti-corruption measures
Project Coordination Unit (PCU)	<ul style="list-style-type: none"> • Responsible for overall management, coordination, and monitoring and evaluation (M&E) of project activities • Responsible for gender action plan (GAP) implementation, monitoring and reporting • Serve as the focal point for coordination with ADB, concerned Royal Government of Cambodia (RGC) ministries, and other MoEYS offices • Prepare annual implementation plan and annual financial and accounting plan and schedules • Oversee the conduct of training programs project investments • Handle all financial transactions • Prepare the reports required by MoEYS management and ADB
National Institute of Education (NIE)	Component 1 <ul style="list-style-type: none"> • Manage and supervise the implementation of project activities that are mainly related, but not limited to, the Output 1. The NIE in coordination and collaboration with relevant technical departments and institutions to (i) upgrade NIE to become a center of excellence in upper secondary education (USE), teacher education and continuous professional development; (ii) improve NIE program delivery through pre-service-training (PRESET)/in-service training (INSET) programs; and prepare

Project Implementation Organizations	Management Roles and Responsibilities
	regular progress reports for inclusion in the reports to be submitted by PCU to MoEYS management and its oversight body, and ADB.
Department of General Secondary Education (DGE)	<p>Component 2</p> <ul style="list-style-type: none"> • Manage and supervise the implementation of activities under the project loan including, but not limited to, the following: (i) conduct curriculum, instruction, and assessment (CIA) INSET for secondary resource school (SRS) network science, technology, engineering, and math (STEM) teachers; (ii) conduct INSET on school leadership and management; (iii) upgrade of facilities (i.e., science and ICT, and water and toilets); (iv) upgrade SRS libraries; (v) establish project-based life skills classrooms in 25 SRS; (v) integration of ICT in education; (vi) capacity development of DGE SRS unit; (vii) establish upper secondary school (USS)-industry partnership; (viii) implementation of USS STEM-skills extracurricular programs; (ix) conduct professional development of Department of Examination Affairs; and (x) development of a multi-media communications program. • Prepare regular progress reports for inclusion in the reports to be submitted by PCU to MoEYS management and ADB.
Directorate General of Administration and Finance (DGAF)	<p>Component C</p> <ul style="list-style-type: none"> • Manage and supervise the implementation of activities under the policy-based loan, particularly the preparation and issuance of the required sub-decrees, <i>prakas</i>, policies and plans related to: (i) teacher professional development database; (ii) quality standards for USS; (iii) National Assessment Framework (10–12); (iv) Budget Strategic Plan (2018–2020); (v) Human Resource Development and Management Plan for Secondary Education for IDP 2015–2025; (vi) upgrade USS teacher deployment system (policy development and implementation); (vii) teacher continuous professional development; (viii) Teacher Career Pathways; (ix) gender mainstreaming for education strategic plan in education, 2016–2020; and (x) Provincial Offices of Education (POE)/Department of Education (DOE) on regional inspection system. • Prepare regular progress reports for inclusion in the reports to be submitted by PCU to MoEYS management and ADB
Bid Evaluation, Consultant Evaluation and Procurement Review Committees	Committees for evaluation of bids for goods, works and non-consulting services, evaluation of proposals for consulting services, and for approval of all contract awards, will be established by the EA in line with the principles and duties are described in the Government's Procurement Manual, which is Volume 2 of the Standard Operating Procedures (SOP) for Externally Financed Projects/Programs in Cambodia, revised in May 2012 and updated from time to time.
MoEYS Technical Departments and institutions, Provincial and District Offices of Education, and beneficiary schools	All MoEYS technical departments and institutions at both national and sub-national levels, including beneficiary schools, will participate actively in the implementation of relevant project activities and comply with the planning, financial, and reporting requirements of the project.
Asian Development Bank	<ul style="list-style-type: none"> • Provide financing, monitor implementation, and undertake review missions

B. Key Persons Involved in Implementation

Executing Agency

Ministry of Education, Youth and Sport

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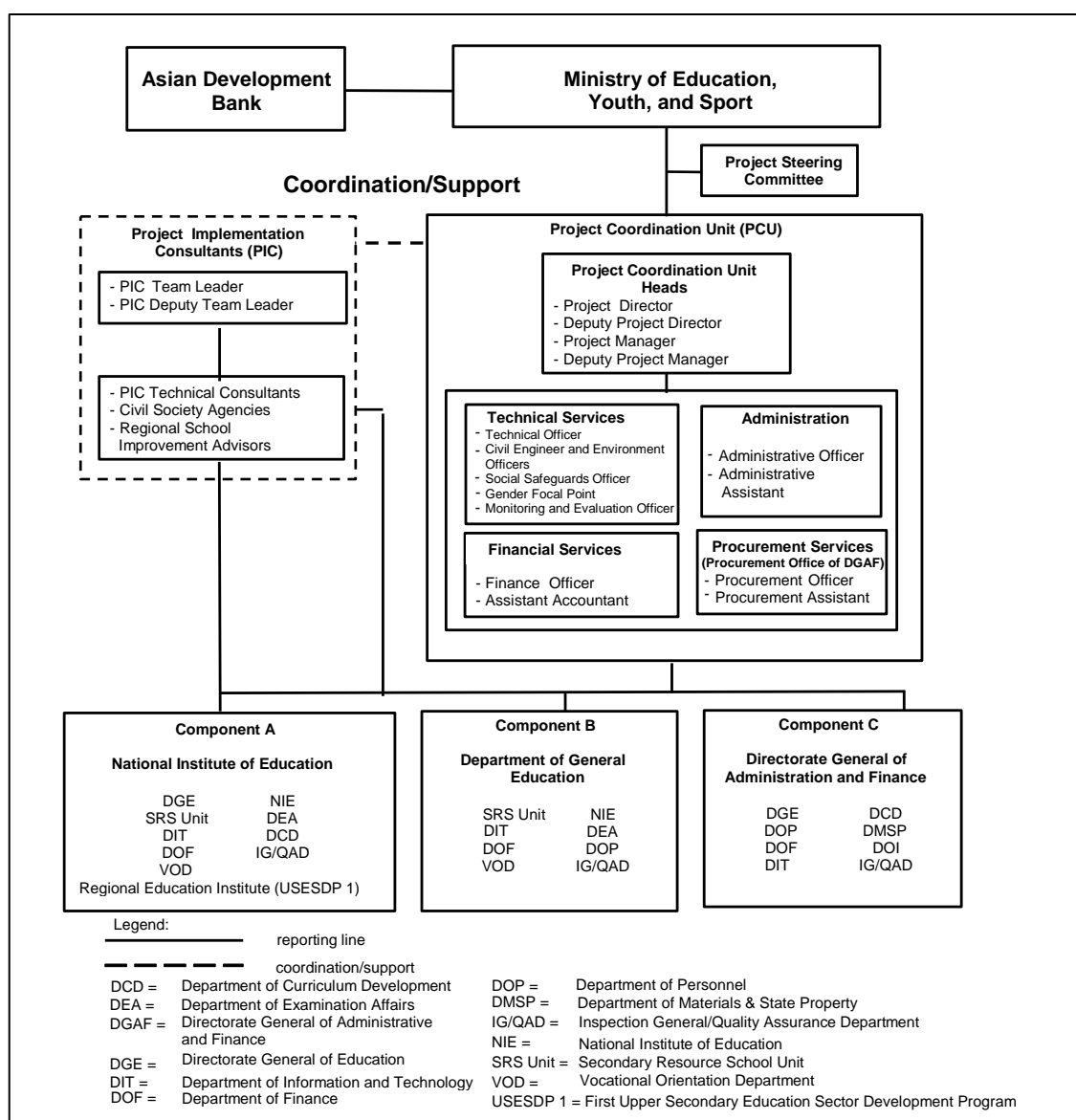
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C. Program Organization Structure

24. A diagram showing the organizational structure of the program and the relationships among the various agencies is shown in Figure 1.

Figure 1: USESDP 2 Organization Structure

IV. COSTS AND FINANCING

25. **Overall program financing.** The program is estimated to cost \$53.5 million. ADB will provide a policy-based loan of \$15.0 million equivalent and a project loan of \$35.0 million equivalent). The government will provide counterpart funding of \$3.5 million from its central budget. Table 4 shows the program financing plan.

Table 4: Program Financing Plan

Source	Amount (\$ million)	Share of Total (%)
Asian Development Bank		
ADF (policy-based loan)	15.0	28.1
ADF (project loan)	35.0	65.4
Royal Government of Cambodia	3.5	6.5
TOTAL	53.5	100.00

Source: Asian Development Bank

26. **Program financing plan.** The government has requested a concessional loan of \$15 million from ADB's ordinary capital resources to help finance the program. The loan will have a 24-year term, including a grace period of 8 years, an interest rate of 1.0% per year during the grace period and 1.5% per year thereafter, and such other terms and conditions set forth in the draft loan agreement. The size of the policy-based loan is based on Cambodia's development financing needs, the strength of the reforms, and the net economic benefits of the government's reform agenda.

27. **Project investment plan.** The government has requested a concessional loan of \$35 million from ADB's ordinary capital resources to help finance the project, including taxes and duties. The loan will have a 32-year term, including a grace period of 8 years, an interest rate of 1.0% per year during the grace period and 1.5% per year thereafter, and such other terms and conditions set forth in the draft loan agreement. The government will provide counterpart support in the form of staff, office accommodation and facilities, and other in-kind contributions. (Table 5).

Table 5: Project Investment Plan (\$ million)

Source	Amount ^a
A. Investment Cost^b	
1. Quality of teachers in upper secondary schools improved	10.71
2. Quality and labor market relevance of upper secondary education improved	17.98
3. Institutional capacity for planning, management, and delivery of education strengthened	5.01
Total base cost (A)	33.70
B. Contingencies^c	3.61
C. Financing Charges During Implementation^d	1.19
Total (A+B+C)	38.50

^a Investment costs include taxes and duties amounting to about \$2.37 million which will be financed by the Asian Development Bank. The amount of taxes and duties is included on the grounds that (i) the amount does not represent an excessive share of the project investment plan, (ii) the taxes and duties apply only to ADB-financed expenditures, and (iii) the financing of taxes and duties are relevant to the success of the project. Government Counterpart fund, amounting to \$3.5 million, will be in the form of in-kind contribution (\$2.92 million) and salary supplements to Project Coordination Unit staff (\$0.58 million).

^b In 2018 prices.

^c Physical contingency computed at 10% for civil works, and 5% for goods, consulting services, capacity development, and recurrent costs. Price contingencies are based on escalation rates for local currency and foreign exchange costs estimated for Cambodia. Annual escalation rate for local currency costs is estimated at 3.5% for each year, while annual escalation rate for foreign exchange costs is estimated at 1.5% for each year.

^d Includes interest. No contingencies are calculated on RGC funded operating costs and in-kind contributions.

Source: Asian Development Bank estimates.

A. Cost estimates Preparation and Revisions

28. The transition technical assistance prepared the cost estimates in close collaboration with key focal persons from the different concerned departments of the MoEYS. The cost estimates will be reviewed during implementation and if necessary updated by the Project Coordination Unit and approved by Project Steering Committee.

B. Key Assumptions

29. The following key assumptions underpin the cost estimates and financing plan:

- (i) Cost estimates are based on 2018 prices;
- (ii) The contingencies comprise physical and price contingencies. Physical contingencies are computed at 10% for civil works and 5% for goods, consulting

- services, capacity development and recurrent costs. No contingencies are calculated on RGC-funded operating costs and in-kind contributions; and
- (iii) Project payments will be made using the US dollar currency. Therefore, the international rate of price inflation has been applied to project costs.

Table 6: Escalation Rates for Price Contingency Calculation

Item	2019	2020	2021	2022	2023	2024
Domestic rate of price inflation (KR costs)	3.5%	7.1%	10.9%	14.8%	18.8%	22.9%
International rate of price inflation (\$ costs)	1.5%	3.0%	4.6%	6.1%	7.7%	9.3%

Source: Asian Development Bank estimates.

C. Detailed Cost Estimates by Expenditure Category

Table 7: Detailed Cost Estimates by Expenditure Category

Cost category	Amount ^b (US\$ million)	Percent of base cost
A. Investment costs^a		
Civil works	10.25	30.40
Goods		
Furniture and equipment	6.62	19.64
Vehicles	0.43	1.28
Consulting services		
International consultants	0.11	0.33
National consultants	1.49	4.43
Consulting firms	2.98	8.83
NGO contracts	1.43	4.23
Capacity Development	4.82	14.30
Subtotal (A)	28.12	83.44
B. Recurrent costs		
Operating cost (ADB funded)	2.08	6.17
Operating cost (RGC funded)	0.58	1.72
In-kind contributions	2.92	8.67
Subtotal (B)	5.58	16.56
C Total Base Cost (A+B)	33.70	100.00
D Contingencies		
Physical ^c	2.02	6.00
Price ^d	1.59	4.71
Subtotal (D)	3.61	10.71
E Financial charges during implementation^e	1.19	3.53
Total Project Costs (C+D+E)	38.50	114.24

ADB = Asian Development Bank, RGC = Royal Government of Cambodia, NGO = non-government organization.

Notes: Numbers may not sum precisely because of rounding.

^a Investment costs include taxes and duties amounting to about \$2.37 million which will be financed by the Asian Development Bank.

^b In 2018 prices.

^c Physical contingency is computed at 10% for civil works and 5% for goods, consulting services, capacity development and recurrent costs. No contingencies are calculated on RGC funded operating costs and in-kind contributions.

^d Price contingencies are based on escalation rates for local currency and foreign exchange costs estimated for Cambodia. Annual escalation rate for local currency costs is estimated at 3.5% for each year, while annual escalation rate for foreign exchange costs is estimated at 1.5% for each year.

^e Loan terms include an interest rate of 1.0% per annum during an 8-year grace period and 1.5% per annum thereafter, with no commitment fee.

Source: Asian Development Bank

D. Allocation and Withdrawal of Loan Proceeds

Table 8: Allocation and Withdrawal of Loan Proceeds

Number	Item	Amount allocated (US\$)	Percentage and basis for withdrawal from the loan account
1	Civil works, goods, consulting services, capacity development, recurrent costs	33,810,000	100% of total expenditure claimed
2	Financial charges during implementation	1,190,000	100% of amounts due
	Total	35,000,000	

E. Detailed Cost Estimates by Financier

Table 9: Detailed Cost Estimates by Financier

Cost category	Asian Development Bank		Royal Government of Cambodia		Total	
	Amount (US\$ million)	% of Cost Category	Amount (US\$ million)	% of Cost Category	Amount (\$million)	Taxes & duties (\$million)
A. Investment costs^a						
Civil works	10.25	100.0			10.25	0.93
Goods						
Furniture and equipment	6.62	100.0			6.62	0.60
Vehicles	0.43	100.0			0.43	0.04
Consulting services						
International consultants	0.11	100.0			0.11	0.02
National consultants	1.49	100.0			1.49	0.22
Consulting firms	2.98	100.0			2.98	0.27
NGO contracts	1.43	100.0			1.43	0.21
Capacity Development	4.82	100.0			4.82	-
Subtotal (A)	28.12	100.0			28.12	2.30
B. Recurrent costs						
Operating cost (ADB funded)	2.08	100.0			2.08	0.07
Operating cost (RGC funded)		-	0.58	100.0	0.58	-
In-kind contributions		-	2.92	100.0	2.92	-
Subtotal (B)	2.08	37.3	3.50	62.7	5.58	0.07
C Total Base Cost (A+B)	30.20	89.6	3.50	10.4	33.70	2.37
D Contingencies						
Physical ^b	2.02	100.0			2.02	-
Price ^c	1.59	100.0			1.59	-
Subtotal (D)	3.61	100.0			3.61	-
E Financial charges during implementation^d	1.19	100.0			1.19	-
Total Project Costs (C+D+E)	35.00		3.50		38.50	2.37
% Total Project Cost		91%		9%	100%	

ADB = Asian Development Bank, RGC = Royal Government of Cambodia, NGO = Non-government Organization

Notes: Numbers may not sum precisely because of rounding.

^a In 2018 prices.

^b Physical contingency is computed at 10% for civil works and 5% for goods, consulting services, capacity development and recurrent costs. No contingencies are calculated on RGC funded operating costs and in-kind contributions.

^c Price contingencies are based on escalation rates for local currency and foreign exchange costs estimated for Cambodia. For local currency costs it is estimated at 3.5% for each year, while for foreign exchange costs is estimated at 1.5% for each year.

^d Loan terms include an interest rate of 1.0% per annum during an 8-year grace period and 1.5% per annum thereafter, no commitment fee.

Source: Asian Development Bank

F. Detailed Cost Estimates by Outputs

Table 10: Detailed Cost Estimates by Outputs (\$ million)

Cost category	Asian Development Bank		Royal Government of Cambodia		Total	
	Amount (US\$ million)	% of Cost Category	Amount (US\$ million)	% of Cost Category	Amount (\$million)	Taxes & duties (\$million)
A. Investment costs^a						
Civil works	10.25	100.0			10.25	0.93
Goods						
Furniture and equipment	6.62	100.0			6.62	0.60
Vehicles	0.43	100.0			0.43	0.04
Consulting services						
International consultants	0.11	100.0			0.11	0.02
National consultants	1.49	100.0			1.49	0.22
Consulting firms	2.98	100.0			2.98	0.27
NGO contracts	1.43	100.0			1.43	0.21
Capacity Development	4.82	100.0			4.82	-
Subtotal (A)	28.12	100.0			28.12	2.30
B. Recurrent costs						
Operating cost (ADB funded)	2.08	100.0			2.08	0.07
Operating cost (RGC funded)		-	0.58	100.0	0.58	-
In-kind contributions		-	2.92	100.0	2.92	-
Subtotal (B)	2.08	37.3	3.50	62.7	5.58	0.07
C Total Base Cost (A+B)	30.20	89.6	3.50	10.4	33.70	2.37
D Contingencies						
Physical ^b	2.02	100.0			2.02	-
Price ^c	1.59	100.0			1.59	-
Subtotal (D)	3.61	100.0			3.61	-
E Financial charges during implementation^d	1.19	100.0			1.19	-
Total Project Costs (C+D+E)	35.00		3.50		38.50	2.37
% Total Project Cost		91%		9%	100%	

ADB = Asian Development Bank, RGC = Royal Government of Cambodia, NGO = Non-government Organization

Notes: Numbers may not sum precisely because of rounding.

^a Investment costs include taxes and duties amounting to about \$2.37 million which will be financed by the Asian Development Bank. RGC counterpart fund amounting to \$3.5 million, will be in the form of in-kind contribution (\$2.92 million) and salary supplements to Project Coordination Unit staff (\$0.58 million).

^b In 2018 prices.

- ° Physical contingency is computed at 10% for civil works and 5% for goods, consulting services, capacity development and recurrent costs. No contingencies are calculated on RGC funded operating costs and in-kind contributions.
- ° Price contingencies are based on escalation rates for local currency and foreign exchange costs estimated for Cambodia. Annual escalation rate for local currency costs is estimated at 3.5% for each year, while annual escalation rate for foreign exchange costs is estimated at 1.5% for each year.
- ° Loan terms include an interest rate of 1.0% per annum during an 8-year grace period and 1.5% per annum thereafter, with no commitment fee.
- Source: Asian Development Bank

G. Detailed Cost Estimates by Year

Table 11: Detailed Cost Estimates by Year (\$ million)

Cost category	2019	2020	2021	2022	2023	2024	Total
A. Investment costs^{a,b}							
Civil works	0.01	3.83	3.07	3.04	0.30	-	10.25
Goods							
Furniture and equipment	0.12	1.44	2.32	2.75	-	-	6.62
Vehicles	0.43	-	-	-	-	-	0.43
Consulting services							
International consultants	0.10	0.02	-	-	-	-	0.11
National consultants	0.13	0.30	0.28	0.29	0.28	0.21	1.49
Consulting firms	0.65	0.62	0.56	0.50	0.40	0.26	2.98
NGO contracts	0.01	0.30	0.60	0.48	0.03	-	1.43
Capacity Development	0.25	0.68	0.69	1.34	1.41	0.45	4.82
Subtotal (A)	1.70	7.17	7.52	8.40	2.42	0.91	28.12
B. Recurrent costs							
Operating cost (ADB funded)	0.19	0.43	0.40	0.38	0.37	0.30	2.08
Operating cost (RGC funded)	0.10	0.10	0.10	0.10	0.10	0.10	0.58
In-kind contributions	0.15	0.29	0.73	0.73	0.73	0.29	2.92
Subtotal (B)	0.43	0.82	1.22	1.21	1.20	0.69	5.58
C Total Base Cost (A+B)	2.13	7.99	8.74	9.61	3.62	1.60	33.70
D Contingencies							
Physical ^c	0.09	0.57	0.55	0.59	0.15	0.06	2.02
Price ^d	0.03	0.25	0.39	0.58	0.23	0.12	1.59
Subtotal (D)	0.12	0.82	0.94	1.17	0.38	0.18	3.61
E Financial charges during implementation^e	0.02	0.08	0.17	0.26	0.32	0.34	1.19
Total Project Costs (C+D+E)	2.28	8.89	9.85	11.04	4.33	2.13	38.50
% Total Project Costs	6%	23%	26%	29%	11%	6%	100%

ADB = Asian Development Bank, RGC = Royal Government of Cambodia, NGO = non-government organization

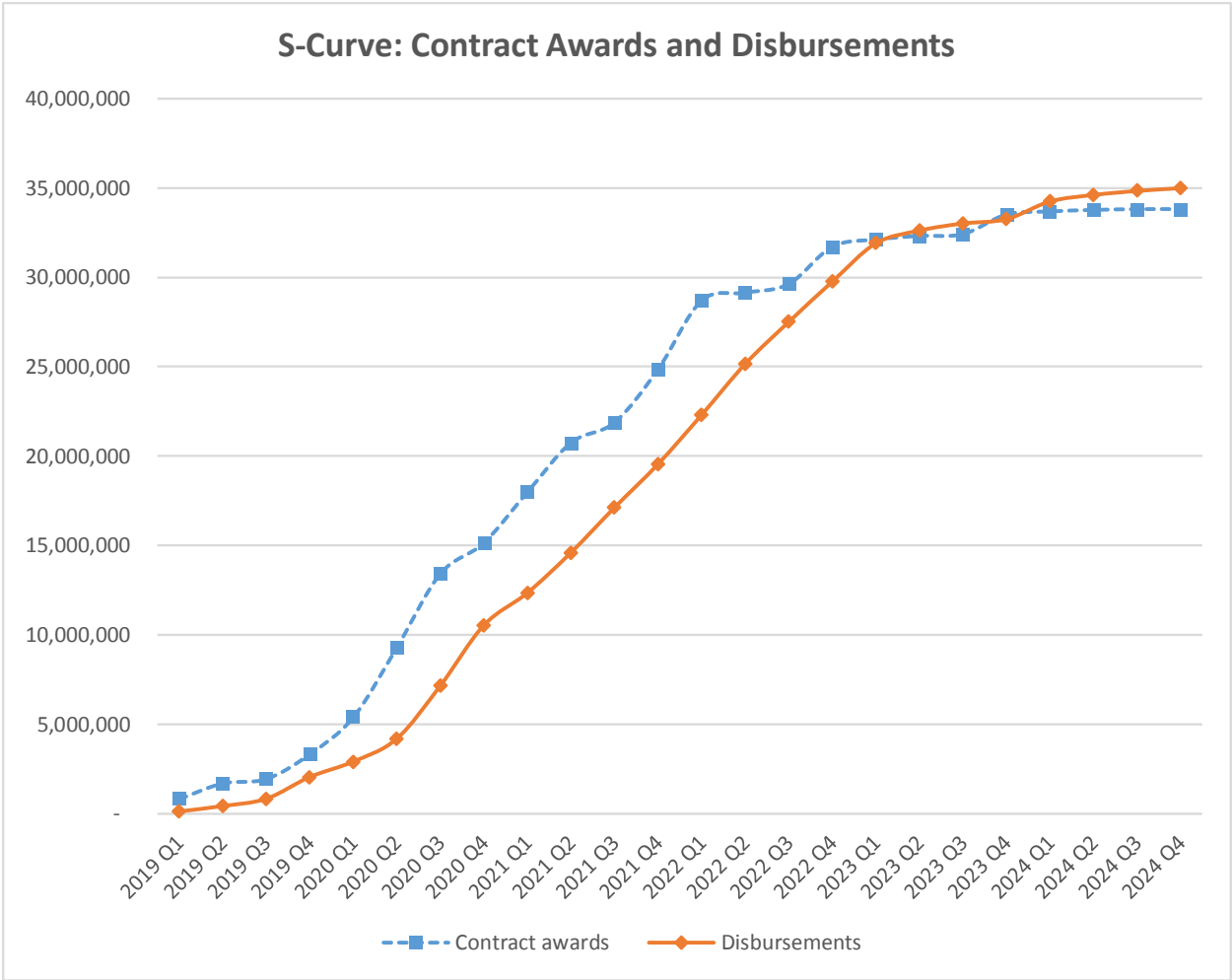
Notes: Numbers may not sum precisely because of rounding.

- ^a Investment costs include taxes and duties amounting to about \$2.30 million which will be financed by the Asian Development Bank. RGC counterpart fund, amounting to \$3.5 million, will be in the form of in-kind contribution (\$2.92 million) and salary supplements to Project Coordination Unit staff (\$0.58 million).
- ^b In 2018 prices.
- ^c Physical contingency is computed at 10% for civil works and 5% for goods, consulting services, capacity development and recurrent costs. No contingencies are calculated on RGC funded operating costs and in-kind contributions.
- ^d Price contingencies are based on escalation rates for local currency and foreign exchange costs estimated for Cambodia. Annual escalation rate for local currency costs is estimated at 3.5% for each year, while annual escalation rate for foreign exchange costs is estimated at 1.5% for each year.
- ^e Loan terms include an interest rate of 1.0% per annum during an 8-year grace period and 1.5% per annum thereafter, no commitment fee.

Source: Asian Development Bank.

H. Contract and Disbursement S-Curve

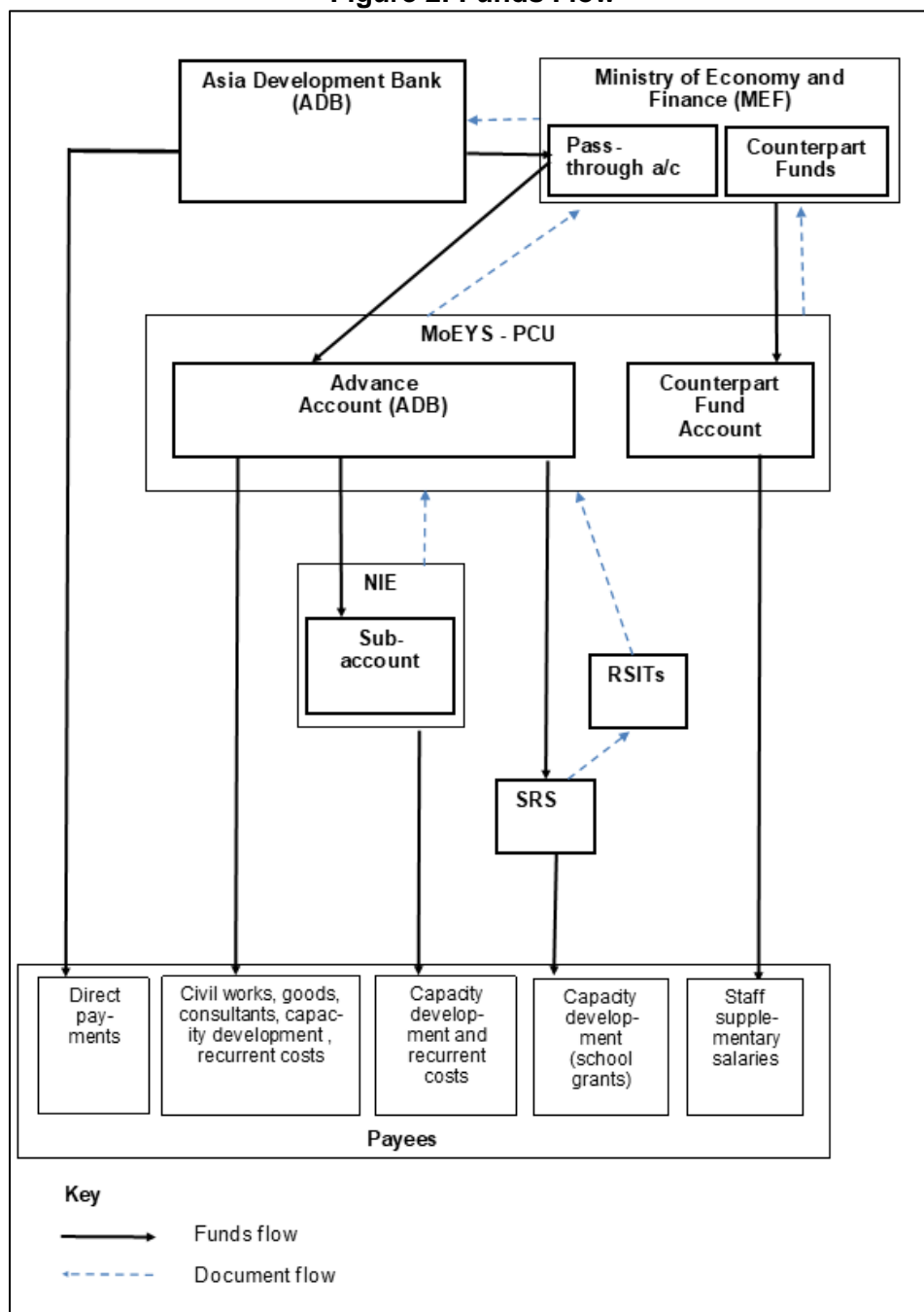
Years	Contract Awards (\$)					Disbursements (\$)				
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
2019	829,000	875,000	246,000	1,380,000	3,330,000	102,000	305,000	406,000	1,219,000	2,032,000
2020	2,068,000	3,892,000	4,135,000	1,726,000	11,821,000	862,000	1,283,000	2,966,000	3,387,000	8,498,000
2021	2,838,000	2,760,000	1,135,000	2,971,000	9,704,000	1,813,000	2,255,000	2,521,000	2,432,000	9,021,000
2022	3,842,000	441,000	486,000	2,084,000	6,853,000	2,753,000	2,852,000	2,354,000	2,254,000	10,213,000
2023	403,000	202,000	101,000	1,094,000	1,800,000	2,146,000	716,000	398,000	239,000	3,499,000
2024	173,000	86,000	43,000	-	302,000	993,000	364,000	225,000	155,000	1,737,000
Total					33,810,000					35,000,000
FCDI					1,190,000					
Total contract awards + FCDI					35,000,000					



I. Fund Flow Diagram

30. The following diagram is for the project loan, and presents the flow of funds from ADB to the borrower to implement project activities, and for Government, its counterpart funds.

Figure 2: Funds Flow



MoEYS = Ministry of Education, Youth, and Sport; NIE = National Institute of Education; PCU = Project Coordination Unit; RSIT = Resource School Improvement Team; SRS = Secondary Resource Schools.

V. FINANCIAL MANAGEMENT

A. Financial Management Assessment⁸

31. The financial management assessment was conducted between December 2017 and February 2018 in accordance with ADB's Guidelines for the Financial Management and Analysis of Projects and the Financial Due Diligence: A Methodology Note. The financial management assessment considered the capacity of MoEYS Department of Finance and Project Co-ordination unit, which will be responsible for the financial management of the EA and two of the IAs (DGE and DGAF) and of the NIE, the third IA. The assessment also considered the capacity of three SRS, and one POE. The assessment included funds-flow arrangements, staffing, accounting and financial reporting systems, financial information systems, and internal and external auditing arrangements.

32. Based on the assessment, the key financial management risks identified are delays in project start-up and implementation, low finance staff capacity, and weaknesses in the internal control environment.

33. Delays in implementation: there is a risk that the project will have a very slow start-up. Some specific contributory factors are risks of unclear funding flows, late preparation of annual budgets, late preparation of a project finance manual and orientation to project staff on the procedures, and late recruitment of finance consultants.

34. Low finance capacity: there are risks that government finance staff will not have sufficient capacity to fully support the project, and that weak finance capacities at the NIE and SRS mean it would be a challenge for these entities to manage project funds.

35. Weaknesses in internal controls: there is a risk from too many payments being made in cash, especially for training activities. There is a risk of weak control over fixed assets at sub-national levels. In addition, there is a risk that there will be no effective internal audits of the project to test whether internal controls are working. The MoEYS Internal Audit Department (IAD) has low capacity and lack of experience in conducting project internal audits.

36. It is concluded that the overall pre-mitigation financial management risk for the project is substantial. The borrower and executing agency have agreed to implement an action plan as key measures to address the deficiencies. The financial management action plan is provided in Table 12 below. The residual risk with the implementation measures in place is moderate. The executing agency has the capacity to administer advance fund and SOE procedures. Financial management risks and risk-mitigation measures should be reviewed and updated throughout the life of the project.

Table 12: Financial Management Action Plan

Mitigation actions	Responsibility	Timeframe
Funds flow - Slow start-up: <ul style="list-style-type: none"> Include a start-up phase in the project implementation period, with specific targets to: develop project finance manual, set up accounting systems, orient PCU finance and technical staff, develop the first-year annual budget. 	PCU	The six months following loan effectiveness.

⁸ Details of the Financial Management Assessment are presented in Annex 2.

Mitigation actions	Responsibility	Timeframe
<p>Funds flow - Too much use of cash:</p> <ul style="list-style-type: none"> Include procedures in the project finance manual that all payments must be paid by cheque or bank transfer, with certain exceptions such as payments to suppliers for less than \$100, and allowances to participants for training workshops shorter than 1 week. 	PCU	Procedures documented and approved within six months after loan effectiveness.
<p>Staffing - Staff capacity:</p> <ul style="list-style-type: none"> Appoint government staff to the finance unit with finance skills and experience, who are available to provide at least 50% of their time to the project. 	MoEYS	By loan effectiveness.
<p>Staffing - Staff capacity:</p> <ul style="list-style-type: none"> Finance staff to attend training on the government Standard Operating Procedures (SOP)/FMM and ADB procedures. 	PCU	By the end of the first year after loan effectiveness.
<p>Staffing - Finance consultants:</p> <ul style="list-style-type: none"> Recruit a long-term national finance consultant to provide training and support. 	PCU	Within 2 months after loan effectiveness.
<p>Accounting policies and procedures - Budget:</p> <ul style="list-style-type: none"> First year budget to be prepared and submitted during the initial start-up phase. Subsequent annual budgets to be prepared and submitted to the ADB by 30th November. 	PCU	Year 1 budget – within six months after loan effectiveness. Subsequent budgets – by 30 th November
<p>Accounting policies and procedures - Finance manual and training:</p> <ul style="list-style-type: none"> Project finance manual to be prepared during the start-up phase, together with orientation conducted to finance and project staff. 	PCU (finance unit)	Within six months after loan effectiveness.
<p>Accounting policies and procedures - Asset management:</p> <ul style="list-style-type: none"> Ensure that all assets, including those for NIE, RSITs and SRSs, are labelled, and included on asset registers, and that annual physical inspections are conducted. 	PCU (admin unit)	By the end of each financial year
<p>Accounting policies and procedures - NIE:</p> <ul style="list-style-type: none"> Recruit a national consultant to support NIE project financial management and to conduct skills transfer to staff. 	PCU/NIE	Within six months after loan effectiveness.
<p>Accounting policies and procedures - SRS:</p> <ul style="list-style-type: none"> SRS: procurement of goods and civil works to be conducted centrally by the PCU, and payments to suppliers made by the PCU. Develop clear procedures for school grants and conduct orientation and follow-up support to SRS staff. Ongoing support to SRS finance staff to manage school grants, and monitoring of the use of funds, will be conducted by finance officers within each of the Regional School Improvement Teams. 	PCU	Within 12 months after loan effectiveness.
<p>Internal audit:</p> <ul style="list-style-type: none"> The Internal Audit Department (IAD) to nominate five staff with commitment and capacity to develop their skills and work on internal audits of the project. 	IAD	By loan effectiveness.
<p>Internal audit:</p> <ul style="list-style-type: none"> Internal audits to be conducted two times each year, with clear concise reports that include the status of previous recommendations and management responses from the PCU. The reports will be submitted to the ADB by 30th June and 31st December. 	IAD	By 30 th June and 31 st December each year.

ADB = Asian Development Bank; FMM = Financial Management Manual; MoEYS = Ministry of Education and Sport; NIE = National Institute of Education; PCU = Project Coordination Unit; SRS = secondary resource school; RSIT = Regional School Improvement Team.

B. Disbursement

1. Disbursement Arrangements for ADB Funds

37. The loan proceeds will be disbursed in accordance with ADB's *Loan Disbursement Handbook* (2017, as amended from time to time), and detailed arrangements agreed upon between the government and ADB. Online training on disbursement policies and procedures is available at: http://wpqr4.adb.org/disbursement_elearning. Project staff are encouraged to avail of this e-training to help ensure efficient disbursement and fiduciary control.

38. MoEYS will be responsible for (i) preparing contract awards and disbursement projections; (ii) requesting budgetary allocations for counterpart funds; (iii) collecting supporting documents; and (iv) preparing and sending withdrawal applications to ADB.

39. Immediately after effectiveness, the MEF will open a pass-through account at the National Bank of Cambodia to receive the advance from the ADB, the MoEYS will open an advance account at the National Bank of Cambodia. The pass-through and the advance account will be in US dollar. The total outstanding advance to the advance account should not exceed the estimate of ADB's share of expenditures to be paid through the advance account for the forthcoming 6 months. MoEYS may request for initial and additional advances to the advance account based on an Estimate of Expenditure Sheet⁹ setting out the estimated expenditures to be financed through the accounts for the forthcoming 6 months. Supporting documents should be submitted to ADB or retained by the MoEYS in accordance with ADB's *Loan Disbursement Handbook* (2017, as amended from time to time) when liquidating or replenishing the advance account. All withdrawal applications will be sent to ADB for processing.

40. One sub-account will be opened and managed by the National Institute of Education for recurrent costs and capacity development activities implemented by the NIE, using ADB funds. The currency of the advance account is US dollar. The sub-account is to be used exclusively for ADB's share of eligible expenditures. The NIE should ensure that every liquidation and replenishment of the sub-account is supported by sufficient documentation in accordance with ADB's *Loan Disbursement Handbook* (2017, as amended from time to time). A ceiling will be set for the sub-account that will not exceed 6 months' estimated expenditures to be paid through the sub-account. The ceiling will be reviewed each year, considering the annual budget for the forthcoming year. Secondary resource schools will maintain bank accounts at a commercial bank acceptable to ADB, for receiving school grant funds.

41. **Statement of expenditure procedure.**¹⁰ The SOE procedure may be used for reimbursement of eligible expenditures or liquidation of advances to the advance account. Supporting documents and records for the expenditures claimed under the SOE should be maintained and made readily available for review by ADB's disbursement and review missions, upon ADB's request for submission of supporting documents on a sampling basis, and for independent audit. The ceiling for the SOE procedure is the equivalent of \$100,000 per individual payment. Reimbursement and liquidation of individual payments in excess of the SOE ceiling should be supported by full documentation when submitting the withdrawal application to ADB.

⁹ ADB. 2017. *Loan Disbursement Handbook*. 8A. Manila.

¹⁰ SOE forms are available in Appendix 7B and 7C of ADB's *Loan Disbursement Handbook* (2017, as amended from time to time).

42. Before the submission of the first withdrawal application, the borrower should submit to ADB sufficient evidence of the authority of the person(s) who will sign the withdrawal applications on behalf of the government, together with the authenticated specimen signatures of each authorized person. The minimum value per withdrawal application is set in accordance with the Loan Disbursement Handbook. Individual payments below this amount should be paid (i) by the executing agency and subsequently claimed to ADB through reimbursement, or (ii) through the advance account procedure, unless otherwise accepted by ADB. The borrower should ensure sufficient category and contract balances before requesting disbursements. Use of ADB's Client Portal for Disbursements (CPD)¹¹ system is encouraged for submission of withdrawal applications to ADB.

2. Disbursement Arrangements for Counterpart Fund

43. Withdrawal of the government counterpart funds must be made in accordance with government policies and procedures, in accordance with the Financial Management Manual for Externally Financed Projects/Programs in Cambodia (MEF, 2012).

44. Immediately after effectiveness, the government (through MEF) will open a counterpart fund account at the National Bank of Cambodia, to be administered by MoEYS. The counterpart fund account will be in US dollar.

45. The executing agency shall complete a request for initial advance of counterpart funds together with supporting documents and submit to MEF–Department of Multilateral Cooperation (DMC). The maximum amount of the advance of counterpart funds will be agreed between the executing agency and MEF. The executing agency will request replenishments by completing a request for replenishment and attaching a statement of actual expenditure together with the disbursement tracking form for counterpart funds. The request must be signed by the authorized signatories of the executing agency and submitted to the MEF-DMC. Counterpart funds may only be withdrawn for expenditures of the project which are specified in the loan agreements

C. Accounting

46. **PCU finance unit.** MoEYS will appoint government staff from the Department of Finance to work in the finance unit of the PCU. The finance unit will be headed by a finance officer, supported by three further government staff, working as accountant, cashier and assistant. All these staff will have experience and skills in finance and will be available to work 50% for the project. The unit will be supported by a national finance consultant, who will be responsible for preparing the project finance manual, preparing the first-year annual budget, implementing accounting software, conducting orientation to the finance unit and project staff, and providing ongoing full-time support to the PCU.

47. **NIE finance unit.** The NIE will establish a project finance unit, with three government staff nominated as finance officer, accountant and cashier, available to work 50% of their time for the project. A national finance consultant will be procured to provide support and capacity building to NIE staff.

48. **Procedures.** The project will follow the financial management manual (FMM) for externally financed projects/programs in Cambodia (MEF, May 2012). In addition, the project will

¹¹ The CPD facilitates online submission of WA to ADB, resulting in faster disbursement. The forms to be completed by the Borrower are available online at <https://www.adb.org/documents/client-portal-disbursements-guide>.

prepare a project financial management manual, to explain any project-specific financial procedures, including controls to reduce the use of cash. The project will follow the standard per diem rates, as agreed with Development Partners. The project will set standard rates for travel between provinces; these will be submitted to the ADB for no objection letter. No receipts will be required to support per diems or travel expenses where the standard rates are followed.

49. **Internal audit.** The Internal Audit Department will nominate five staff to conduct semi-annual internal audits. The audit work will include (i) gaining an understanding of the project and reading project documents; (ii) preparing audit workplans; (iii) conducting sample checks of expenditures to review their eligibility, reasonableness and appropriateness and that they are supported by adequate documentation; (iv) conducting sample check of procurements to confirm deliveries of goods and services; (v) reviewing fixed asset registers; (vi) conducting spot checks of supplier invoices; (vii) conducting sample checks of capacity building activities to confirm that allowances are correctly paid; (viii) reviewing the status of previous audit recommendations; and (ix) preparing accurate and objective reports with clear recommendations. The PCU will provide management responses to audit findings and will ensure that agreed actions are implemented. The audit reports will be submitted to ADB by the 30 June and 31 December each year.

50. **Annual budget.** The project will prepare an annual budget that will be submitted to the ADB for no objection. The budget for the first year should be submitted to the ADB one month before the end of the 6-month start-up period. The budgets for subsequent years should be submitted to the ADB one month before the end of the year (i.e., by 30 November).

51. **Accounting systems.** MoEYS will maintain separate books and records by funding source for all expenditures incurred on the project. The project will use licensed accounting software to ensure that software will operate effectively for the duration of the project. Subsidiary registers will be kept in excel. Regular back-ups will be made of all financial data. MoEYS will prepare project financial statements in accordance with the International Public-Sector Accounting Standards: Cash Basis.

52. **Chart of accounts.** The project will use a chart of accounts that will meet the reporting requirements to ADB, support the financial analysis of the project required by project management, and follow the government accounting coding system.

53. **Quarterly reporting.** The project will submit quarterly performance monitoring reports to ADB. These will include information on the financial performance of the project, including an analysis of any material budget variances.

D. Auditing and Public Disclosure

54. MoEYS will cause the consolidated detailed project financial statements to be audited in accordance with International Standards on Auditing, and/or in accordance with the government's audit regulations, by an independent auditor acceptable to ADB. The audited project financial statements together with the auditor's opinion will be presented in the English language to ADB within 6 months from the end of the fiscal year.

55. The audit report for the project financial statements will include a management letter and auditor's opinions, which cover (i) whether the project financial statements present an accurate and fair view or are presented fairly, in all material respects, in accordance with the applicable financial reporting standards; (ii) whether the proceeds of the loan and grant were used only for

the purpose(s) of the project; and (iii) whether the borrower or executing agency was in compliance with the financial covenants contained in the legal agreements (where applicable).

56. Compliance with financial reporting and auditing requirements will be monitored by review missions and during normal program supervision, and followed up regularly with all concerned, including the external auditor.

57. The government and MoEYS have been made aware of ADB's approach to delayed submission, and the requirements for satisfactory and acceptable quality of the audited project financial statements.¹² ADB reserves the right to require a change in the auditor (in a manner consistent with the constitution of the borrower), or for additional support to be provided to the auditor, if the audits required are not conducted in a manner satisfactory to ADB, or if the audits are substantially delayed. ADB reserves the right to verify the project's financial accounts to confirm that the share of ADB's financing is used in accordance with ADB's policies and procedures.

58. Public disclosure of the audited project financial statements, including the auditor's opinion on the project financial statements, will be guided by ADB's Public Communications Policy 2011.¹³ After the review, ADB will disclose the audited project financial statements and the opinion of the auditors on the project financial statements no later than 14 days of ADB's confirmation of their acceptability by posting them on ADB's website. The management letter, additional auditor's opinions, and audited entity

VI. PROCUREMENT AND CONSULTING SERVICES

59. All procurement of goods and works and all recruitment of consulting services will be undertaken in accordance with ADB's Procurement Policy (2017) and Procurement Regulations for ADB Borrowers (2017), as amended from time to time.

A. Advance Contracting and Retroactive Financing

60. There will be no retroactive financing in the project. No contracts are expected to be signed prior to approval. All advance actions will be undertaken in conformity with ADB's Procurement Policy (2017) and in accordance with Procurement Regulations for ADB Borrowers (2017), as amended from time to time. The issuance of invitations to bid under advance actions and retroactive financing will be subject to ADB approval. The borrower and executing agency (MoEYS) have been advised that approval of advance actions and retroactive financing does not commit ADB to finance the project.

¹² ADB's approach and procedures regarding delayed submission of audited project financial statements: (i) When audited project financial statements are not received by the due date, ADB will write to the executing agency advising that (a) the audit documents are overdue; and (b) if they are not received within the next 6 months, requests for new contract awards and disbursement such as new replenishment of advance accounts, processing of new reimbursement, and issuance of new commitment letters will not be processed.

(i) When audited project financial statements are not received within 6 months after the due date, ADB will withhold processing of requests for new contract awards and disbursement such as new replenishment of advance accounts, processing of new reimbursement, and issuance of new commitment letters. ADB will (a) inform the executing agency of ADB's actions; and (b) advise that the loan may be suspended if the audit documents are not received within the next 6 months.

(ii) When audited project financial statements are not received within 12 months after the due date, ADB may suspend the loan.

¹³ ADB. Public Communications Policy. <http://www.adb.org/documents/pcp-2011?ref=site/disclosure/publications>.

61. **Advance actions.** Advance actions will be undertaken to recruit: (i) a consulting firm to act as project implementation consultants (PIC) to assist the PCU on project implementation activities; and (ii) a consultant firm to prepare a Master Plan for the Renovation, Upgrading and Redevelopment of the National Institute of Education (NIE) campus at Preah Norodom Boulevard, Phnom Penh. In both cases, the steps to be concluded in advance will be in accordance with the ADBs Standard Request for Proposals (RFP) and will comprise: (a) establishing a Procurement Review Committee (PRC) within MoEYS; (b) inviting, receiving and evaluating expressions of interest from consulting firms and recommending shortlists of consultants for each assignment; (c) finalizing the RFP for each assignment; (d) securing the PRC's approval of the shortlists and RFPs; (e) issue the RFPs to shortlisted firms; (f) receive, open, evaluate and rank the technical proposals; (g) secure the PRC's approval of the technical proposal evaluations and ranking; (h) open the financial proposals of all firms passing the minimum technical score; (i) evaluate the financial proposals and produce a combined technical and financial scoring; and (j) secure the PRC's approval of the final ranking. The two advance actions will be conducted by the Procurement Unit of MOEYS under the guidance of the two procurement specialists engaged by the ADB TRTA. Contracts shall not be signed until ADB has conducted prior review and the proposed ADB financing has been declared effective.

B. Procurement of Goods, Works, and Consulting Services

62. Open Competitive Bidding (OCB) is the default method of procurement of goods, works and services under the Procurement Regulations for ADB Borrowers (2017). There is no distinction between international and national bidding and there are no thresholds. One important consideration, however, is to decide where to advertise Invitations for Bids to maximize response from national and international bidders. To inform the decision on where bids should be advertised, a manual analysis of records of contract awards on ADB-financed projects in Cambodia from January 2010 to December 2017 was conducted and revealed the following:

- In the Education Sector:
 - Bids for 40 works contracts were advertised nationally and all were won by Cambodian companies. The highest contract award value was \$3.1 million.
 - No records were found of works bids advertised internationally.
 - Bids for 44 goods contracts were advertised, five internationally and 39 nationally, and all were won by Cambodian companies. The highest contract award value was \$0.93 million.
- In all sectors:
 - Bids for 365 works contracts were advertised nationally and 358 were won by Cambodian companies with the highest award value of \$3.1 million.
 - Bids for 47 works contracts were advertised internationally, with 25 won by Cambodian bidders with the highest contract award value of \$12.1 million, and 22 were won by international bidders with the highest contract award value of \$13.5 million.
 - Bids for 21 goods contracts were advertised internationally, 14 of which were won by Cambodian companies at values of up to \$3.34 million, and seven by international companies at values of up to \$1.9 million.
 - Bids for 144 goods contracts were advertised nationally, 142 of which were won by Cambodian companies at values up to \$2.6 million, and two by international companies at values up to \$0.4 million.

63. Based on the above analysis, international advertisement of bid invitations in the education sector appears to have been limited, possibly because few estimated contract values exceeded the previous threshold for national advertisement. In all sectors taken together, however, international advertising was more widespread but does not appear to have restricted the competitiveness of Cambodian contractors and suppliers in bidding and winning contracts. Similarly, national competitive bidding has not restricted the participation or competitiveness of international contractors and suppliers. Given that the highest estimated contract values in USESDP 2 are \$3,000,000 for works and \$1,000,000 for goods, both within the ranges considered in the above analysis, all bidding for USESDP 2 will be through national advertisement. Selectively, some low value packages of common and readily available goods, or minor and straightforward works renovation contracts, may be procured through requests for quotation to a minimum of three suppliers and small contractors without advertisement. The packaging was done based on the nature and complexity of works, goods and services and market situation to exert best competition, efficiency and value for money."

64. An 18-month Procurement Plan indicating packages, advertising dates and review procedures, for goods, works and consulting services is in Appendix _. The Plan also contains indicative details of packages to be procured beyond the first 18 months of the project implementation period.

C. Procurement Plan

Basic Data		
Project Name: Second Upper Secondary Education Sector Development Project		
Project Number: 47136-006	Approval Number:	
Country: Cambodia	Executing Agency: Ministry of Education, Youth and Sport	
Project Procurement Classification: B		
Project Procurement Risk: Moderate	Implementing Agency: NIE, DGE, and DGAF	
ADB Financing: US\$ 35,000,000		
Cofinancing (ADB Administered): N/A	Project Closing Date: December 2024	
Non-ADB Financing: US\$ 3,500,000		
Date of First Procurement Plan: 21 December 2018	Date of this Procurement Plan: 21 December 2018	
Procurement Plan Duration: 18 months	Advance actions: Yes	eGP: No

DGAF = Directorate-General of Administration and Finance, DGE = Directorate-General of Education, NIE = National Institute of Education.

1. Methods, Review and Procurement Plan

Except as ADB may otherwise agree, the following methods shall apply to procurement of goods, works and consulting services.

Procurement of Goods and Works		
Method	Applicability	Comments
Open Competitive Bidding (OCB)	As per PPRA	National advertisement (see para 63), no domestic preference in Cambodia
RFQ for Works	As per PPRA	National advertisement or direct requests for quotation for low value packages (see para 63)
RFQ for Goods		

Consulting Services	
Method	Comments
OCB – Quality and Cost Based Selection (QCBS)	Firm
OCB – Selection Based on Consultants' Qualifications (CQS)	Firm
ICS – Individual Consultants Selection	Individual consultants
DC – Direct Contracting	NGO

2. List of Active Procurement Packages

The following table lists goods, works and consulting services contracts for which the procurement activity is either ongoing or expected to commence within the procurement plan duration.

Goods, Works and Nonconsulting Services							
Package Number	General Description	Estimated Value (US\$)	Procurement Method	Review (Prior or Post)	Bidding Procedure	Advertisement Date	Comments
GA3301 (inc GA3303 & GD4101-GD4103)	Computers, printer, scanner, photocopier, 1 package for NIE and 1 package for PCU	49,250	RFQ	Prior	1S1E	Q1/ 2019	(a) National advertisement (b) no prequalification (c) SOP shopping document.
GA3304 (inc GD4105)	Proprietary accounting software, 1 package for NIE and 1 package for PCU	20,000	RFQ	Post	1S1E	Q1/ 2019	No advertisement
GA3305 (inc GD4104)	Office furniture, (desks chairs, tables, cabinets), 1 package for NIE and 1 package for PCU.	10,000	RFQ	Post	1S1E	Q1/ 2019	No advertisement
WD4106	Renovation of PCU office space	10,000	RFQ	Prior	1S1E	Q1/2019	No advertisement
GD4107	3 Vehicles for PCU	180,000	OCB	Prior	1S1E	Q2/2019	(a) National advertisement (b) no prequalification, (c) goods bidding document.
GD4120 (inc GD4122)	Laptops, preloaded with licensed software, printer, scanner, for internal audit team	4,800	RFQ	Post	1S1E	Q2/2019	No advertisement

1S1E = one stage, one envelope

Consulting Services							
Package Number	General Description	Estimated Value (US\$)	Selection Method	Review (Prior or Post)	Type of Proposal	Advertisement Date	Comments
CD4200	Project Implementation Consultant (14 member team)	2,466,000	QCBS	Prior	Full technical proposal	Q3/2018	(a) Quality-cost ratio 80:20 (b) firm, (c) international advertisement, (d) advance actions.
CD4201	National Finance Specialist	207,000	ICS	Prior	CSRN EOI	Q4/2018	1 National Consultant, CSRN advertisement, experience of project financial management in Cambodia.

Consulting Services							
Package Number	General Description	Estimated Value (US\$)	Selection Method	Review (Prior or Post)	Type of Proposal	Advertise-ment Date	Comments
CD4202	National Procurement Specialist 1	175,500	ICS	Prior	CSRN EOI	Q4/2018	1 National Consultant, CSRN advertisement, experience of full range of project procurement work in Cambodia.
CD4203	National Procurement Specialist 2	175,500	ICS	Post	CSRN EOI	Q4/2018	1 National Consultant, CSRN advertisement, experience of full range of project procurement work in Cambodia.
CA1201	Master Plan for Renovation, Upgrading and Redevelopment of NIE campus	196,000	QCBS	Prior	Biodata technical proposal	Q3/2018	Quality-cost ratio 80:20 (b) firm, (c) international advertisement, (d) advance actions.
CA1101	Organizational Education Development Review	96,000	ICS	Prior	CSRN EOI	Q4/2018	International Consultant, CSRN advertisement, international experience of education development
CA1102	Organizational Education Development Review	18,000	ICS	Post	CSRN EOI	Q4/2018	National Consultant, CSRN advertisement, experience of education development in Cambodia
CA3305	National Financial Specialist	132,000	ICS	Post	CSRN EOI	Q4/2018	National Consultant, CSRN advertisement, experience of financial management & analysis
CB3505	Regional Schools Improvement Adviser 1	152,500	ICS	Prior	CSRN EOI	Q4/2018	National Consultant, CSRN advertisement, extensive experience in the secondary education sector in Cambodia.
CB3506	Regional Schools Improvement Adviser 2	152,500	ICS	Post	CSRN EOI	Q4/2018	National Consultant, CSRN advertisement, extensive experience in the secondary education sector in Cambodia.

Consulting Services							
Package Number	General Description	Estimated Value (US\$)	Selection Method	Review (Prior or Post)	Type of Proposal	Advertisement Date	Comments
CB3507	Regional Schools Improvement Adviser 3	152,500	ICS	Post	CSRN EOI	Q4/2018	National Consultant, CSRN advertisement, extensive experience in the secondary education sector in Cambodia.
CB3508	Regional Schools Improvement Adviser 4	152,500	ICS	Post	CSRN EOI	Q4/2018	National Consultant, CSRN advertisement, extensive experience in the secondary education sector in Cambodia.
CB3509	Regional Schools Improvement Adviser 5	152,500	ICS	Post	CSRN EOI	Q4/2018	National Consultant, CSRN advertisement, extensive experience in the secondary education sector in Cambodia.
CD4301	NGO Support Contract 1	400,000	DC	Prior	EOI by invitation	Q3/2019	Continuation of highly relevant ongoing work
CD4302	NGO Support Contract 2	1,025,000	DC	Prior	EOI by invitation	Q3/2019	Continuation of highly relevant ongoing work

3. List of Indicative Packages (Contracts) Required under the Project

The following table lists goods, works and consulting services contracts for which the procurement activity is expected to commence beyond the procurement plan duration and over the life of the project (i.e. those expected beyond the current procurement plan duration).

Goods, Works and Non-consulting Services						
Package Number	General Description	Estimated Value (US\$)	Procurement Method	Review (Prior or Post)	Bidding Procedure	Comments
WA1203	New library and renovation or repair of other buildings at NIE campus	3,000,000	OCB	Prior	1S1E	(a) National advertisement, (b) no prequalification, (c) small works.
GA1204	Furniture for NIE Admin Hub & Faculty Work Areas	200,000	OCB	Post	1S1E	(a) National advertisement, (b) no prequalification, (c) goods.
GA1205	Equipment for NIE Admin Hub & Faculty Work Areas	200,000	OCB	Post	1S1E	(a) National advertisement, (b) no prequalification, (c) goods.
GA1206	Update all Science Teaching Areas to at least	100,000	RFQ	Post	1S1E	National advertisement.

Goods, Works and Non-consulting Services						
Package Number	General Description	Estimated Value (US\$)	Procurement Method	Review (Prior or Post)	Bidding Procedure	Comments
	'New Generation School' Standards					
GA1303	Laptops for NIE Teachers pre-loaded with licensed software	60,000	RFQ	Post	1S1E	National advertisement.
GA1304	STEM Classroom Teaching & Learning Materials	250,000	OCB	Post	1S1E	(a) National advertisement, (b) no prequalification, (c) goods.
GA1305	Library Books	50,000	RFQ	Post	1S1E	(a) National advertisement
GA1306	Library Equipment	100,000	RFQ	Post	1S1E	(a) National advertisement
GA1307	Library Furniture	75,000	RFQ	Post	1S1E	(a) National advertisement.
GA3107	81 sets of computer hardware, software and printers for Network Schools	121,500	OCB	Post	1S1E	(a) National advertisement
GB2204	Mobile Devices for DGE	7,200	RFQ	Post	1S1E	No advertisement.
WB2402	Renovation of Classrooms to Science Classrooms in 36 SRS	3,000,000	OCB	Prior	1S1E	National advertisement. 2 classrooms per SRS. Possibly split into several contracts on geographic basis.
GB2403	Equipment for Renovated Science Classrooms in 50 SRS	1,000,000	OCB	Prior	1S1E	National advertisement. 2 classrooms per SRS. Equipment to be defined.
WB2501	Renovation of 36 SRS Libraries	180,000	OCB	Post	1S1E	National advertisement. Possibly split into several contracts on geographic basis.
GB2502	Resources for 36 SRS Renovated Libraries	540,000	OCB	Post	1S1E	National advertisement. Resources to be defined.
WB2602	Renovation of ICT Room at 36 SRS	648,000	OCB	Prior	1S1E	National advertisement. 2 ICT Rooms per SRS. Possibly split into several contracts on geographic basis.
GB2603a	Fixtures and Fittings for Renovated ICT Rooms at 36 SRS	720,000	OCB	Prior	1S1E	National advertisement. 2 classrooms per SRS. Each SRS to define its requirements.
GB2603b	Hardware and Software for Renovated ICT Rooms at 36 SRS	720,000	OCB	Prior	1S1E	National advertisement. 2 classrooms per SRS. Each SRS to define its requirements.
WB2604	Renovation of Science Labs at 36 SRS	648,000	OCB	Post	1S1E	National advertisement. 2 science labs at 36 SRA.
GB2605	Equipment for Science Labs at 36 SRS	648,000	OCB	Post	1S1E	National advertisement. Equipment to be defined.
WB2606	Renovation of SRC buildings	432,000	OCB	Post	1S1E	National advertisement. 36 secondary resource centres

Goods, Works and Non-consulting Services						
Package Number	General Description	Estimated Value (US\$)	Procurement Method	Review (Prior or Post)	Bidding Procedure	Comments
WB2701	Convert Classrooms to Multi-purpose, Project-based, Life Skills Classrooms at 25 SRS	225,000	OCB	Post	1S1E	National advertisement. Possibly split into several contracts on geographic basis.
GB2702	Equipment for Project Rooms at 25 SRS	100,000	RFQ	Post	1S1E	National advertisement. Each SRS to define its requirements.
WB2901	Repair and Upgrade water & Sanitation Facilities at 18 Schools	144,000	OCB	Post	1S1E	National advertisement.
WB2902	Design Supply & Install Solar Panels at 50 Schools and USNWS	500,000	OCB	Post	1S1E	National advertisement. For schools and UNNWS without connection to grid.
WB21001	Conversion of Classrooms to Science Classrooms & Libraries	1,458,000	OCB	Prior	1S1E	National advertisement. 162 rooms. Possibly split into several contracts on geographic basis.
GB21002a	Fixtures and Fittings for Science Classrooms & Libraries	729,000	OCB	Prior	1S1E	National advertisement. 162 rooms.
GB21002b	Equipment for Science Classrooms & Libraries	729,000	OCB	Prior	1S1E	National advertisement. Each school to define its equipment requirements.
GB3501	Laptops with Licensed MS Windows and Office for RSIT Teams	15,000	RFQ	Post	1S1E	No advertisement. For 5 RSIT Advisers each with 3 staff
GB3502	Desk & Chair for RSIT Teams	10,000	RFQ	Post	1S1E	No advertisement. For 5 RSIT Advisers each with 3 staff
GB3503	Printer/scanner, projector, camera	10,000	RFQ	Post	1S1E	No advertisement. For 5 RSIT Advisers each with 3 staff
GC3504	Vehicles for RSIT Teams	250,000	OCB	Post	1S1E	National advertisement. For 5 RSIT Advisers
GC1101	Database Software and Hardware	150,000	OCB	Post	1S1E	National advertisement. Database of Teacher's Prior Learning and Professional Experience

Consulting Services						
Package Number	General Description	Estimated Value (US\$)	Selection Method	Review (Prior or Post)	Type of Proposal	Comments
CA1202	Design and Construction Supervision of Phase 1 of	300,000	QCBS	Prior	Biodata Technical Proposal	Quality-cost ratio 80:20 (b) firm, (c) international advertisement

Consulting Services						
	Renovation, Upgrading and Redevelopment of NIE campus					
CA1301	International STEM Specialist	16,000	ICS	Post	REOI CSRN	Individual with international STEM teaching experience; international advertisement
CA1302	National STEM Specialist	6,000	ICS	Post	REOI CSRN	Individual with national STEM training experience; national advertisement
CA1610	National Research Consultant	18,000	ICS	Post	REOI CSRN	Individual with international research-based degree; international advertisement
CC1202	Website Design Firm to Improve MoEYS Portal for Publishing Policies and Activities	15,000	CQS	Post	REOI CSRN	(a) firm (b) national advertisement (Khmer language capability required)

4. List of Awarded and Completed Contracts

The following table lists the awarded contracts and completed contracts for goods, works, and consulting services.

Goods, Works, and Non-consulting services					
Package Number	General Description	Contract Value	Date of ADB Approval of Contract Award	Date of Completion	Comments
None					

Consulting Services					
Package Number	General Description	Contract Value	Date of ADB Approval of Contract Award	Date of Completion	Comments
None					

5. Non-ADB Financing

The following table lists goods, works, and consulting services contracts over the life of the project, financed by Non-ADB sources.

Goods, Works, and Non-consulting services				
General Description	Estimated Value (cumulative)	Estimated Number of Contracts	Procurement Method	Comments
Not applicable				

Consulting Services				
General Description	Estimated Value (cumulative)	Estimated Number of Contracts	Selection Method	Comments
Not applicable				

6. National Advertisement

A. Regulation and Reference Documents

65. The procedures to be followed for national advertisement shall be those set forth in the Government's Procurement Manual issued under Sub-Decree Number 74 ANKR.BK, updated version dated 22 May 2012 with the clarifications and modifications described in the following paragraphs. These clarifications and modifications are required for compliance with the provisions of the Procurement Guidelines.

66. For the procurement of ADB financed contracts under national advertisement procedures, the use of harmonized bidding documents (National advertisement and National Shopping) developed in consultation with development partners including ADB, is mandatory except where the Government and ADB have agreed to amendments to any part of the documents. The Procurement Manual also advises users to check the ADB website from time to time for any update on ADB documents, which form the basis, among others, of the existing harmonized national bidding documents.

B. Procurement Procedures

1. Application

67. Contract packages subject to national advertisement procedures will be those identified as such in the project Procurement Plan. Any change to the mode of procurement of any procurement package in the Procurement Plan shall be made through updating of the Procurement Plan, and only with prior approval of ADB.

2. Sanctioning

68. Bidders shall not be declared ineligible or prohibited from bidding on the basis of barring procedures or sanction lists, except individuals and firms sanctioned by ADB, without prior approval of ADB.

3. Rejection of all Bids and Rebidding

69. The Borrower shall not reject all bids and solicit new bids without ADB's prior concurrence. Even when only one or a few bids is/are submitted, the bidding process may still be considered valid if the bid was satisfactorily advertised and prices are reasonable in comparison to market values.

4. Advertising

70. Bidding of national advertisement contracts shall be advertised on the ADB website via the posting of the Procurement Plan. Borrowers have the option of requesting ADB to post specific notices in the ADB website.

C. Bidding Documents

5. Use of Bidding Documents

71. The Standard National Advertisement Documents provided with the Government's Procurement Manual shall be used to the extent possible both for the master bidding documents and the contract-specific bidding documents. The English language version of the procurement documents shall be submitted for ADB review and approval in accordance with agreed review procedures (post and prior review) as indicated in the Procurement Plan. The ADB-approved

procurement documents will then be used as a model for all procurement financed by ADB for the project.

6. Bid Evaluation

72. Bidders shall not be eliminated from detailed evaluation on the basis of minor, non-substantial deviations.

73. A bidder shall not be required, as a condition for award of contract, to undertake obligations not specified in the bidding documents or otherwise to modify the bid as originally submitted.

7. Employer's Right to Accept or Reject Any or All Bids

74. The decision of the Employer to accept or reject any or all bids shall be made in a transparent manner and involve an obligation to inform of the grounds for the decision through the bid evaluation report.

8. ADB Policy Clauses

75. A provision shall be included in all national advertisement works and goods contracts financed by ADB requiring suppliers and contractors to permit ADB to inspect their accounts and records and other documents relating to the bid submission and the performance of the contract, and to have them audited by auditors appointed by ADB.

76. A provision shall be included in all bidding documents for national advertisement works and goods contracts financed by ADB stating that the Borrower shall reject a proposal for award if it determines that the bidder recommended for award has, directly or through an agent, engaged in corrupt, fraudulent, collusive, or coercive practices in competing for the contract in question.

77. A provision shall be included in all bidding documents for national advertisement works and goods contracts financed by ADB stating that ADB will declare a firm or individual ineligible, either indefinitely or for a stated period, to be awarded a contract financed by ADB, if it at any time determines that the firm or individual has, directly or through an agent, engaged in corrupt, fraudulent, collusive, coercive or obstructive practices or any integrity violation in competing for, or in executing, ADB-financed contract.

D. Consultant's Terms of Reference

1. Project Implementation Consultant (PIC)

78. The implementation of USESDP 2 will require the services of a team of international and national specialists, who will support PCU in the management of project implementation. These consultants will be engaged through an international consulting firm using the quality-and cost-based selection (QCBS) method (80:20). The firm will provide a total input of 359 person-months of consulting services, broken down into four international specialists providing a total of 72 person-months and nine national specialists with a total input of 287 person months. The project implementation consultant will be fielded shortly after loan effectiveness and will provide support and advice to the PCU throughout the duration of the program.

Minimum Required Qualifications	Outline Terms of Reference
1. International Team Leader (TL)/Project Implementation Specialist	
<p>At least a graduate degree in education or related field with 15 years of experience in the provision of technical and program management services to ADB and World Bank or other major donors and government in education sector; previous Cambodian and/or other Southeast Asian project implementation experience; be familiar with procurement and financial management procedures good understanding of gender in education; strong English language (spoken and written), Khmer language skills would be an added advantage; computer literate.</p>	<p>The Team Leader will have experience in the implementation of large-scale education programs and projects, preferably with multi-lateral development banks, be able to establish quality control reporting, and lead the team to achieve the policy reform and USE objectives of USESDP 2. S/he will be responsible for:</p> <ul style="list-style-type: none"> (i) Provision of overall guidance in the planning and implementation of program activities in close coordination with the MoEYS PCU; (ii) Supporting the implementing departments within the Executing Agency on planning their interventions and project activities including the National Institute of Education (NIE), Departments of General Secondary Education, Examination Affairs; Information & Technology, Quality Assurance, Curriculum Development, Construction, Finance and Procurement, and Provincial Offices of Education and other relevant departments/offices; (iii) Supporting several Pre-Service Training (PRESET) and In-Service Training (INSET) interventions at NIE and Secondary Resource Schools (SRS) through supervision of the Regional School Improvement Teams (RSIT); (iv) Ensuring effective working relationships between USESDP 2, MoEYS, and civil society partners supporting project activities; (v) Establishing quality control measures and reporting systems to ensure civil works complies with and delivers high quality renovation, rehabilitation, and construction in accordance with the design standards (i.e., photographic and reported evidence at key construction stages), MoEYS quality control standards and environmental code of conduct to be adhered to by Site Engineers and Executing Agency inspectors; (vi) Overseeing the completion of baseline and other relevant studies and ensuring that data is disaggregated by sex and region/province, and subject where relevant; (vii) Within one week of the end of each month, preparing and submitting a monthly report to the Director of the PCU in a format agreed with the Executing Agency and the ADB, summarizing the activities, inputs by PIC staff and other project consultants, and progress made on each of the project interventions since the previous report; (viii) Within two weeks of the end of each quarter, drafting and submitting a report (in place of the monthly report for that month) summarising activities, inputs, and progress made for the previous quarter, and a Work Plan for the next quarter; and (ix) Ensuring the project Gender Action Plan (GAP) is implemented in a timely manner and ensuring all work will be aligned with the GAP.
2. National Deputy Team Leader (DTL)/ Project Implementation Consultant	
<p>At least a graduate degree in education or related field with 12 years previous (education) program management and institutional development experience; previous project planning and implementation experience of education projects funded by one or more of the Government's major development partners in Cambodia; be familiar with procurement and financial management procedures; strong</p>	<p>The Deputy Team Leader will assist the TL in the provision of technical and project management support and services to PCU in the implementation of program activities throughout the duration of USESDP 2. Serve as Team Leader during periods when the TL is not in the field. The DTL will assist the TL in the following:</p> <ul style="list-style-type: none"> (i) To schedule and coordinate all project interventions and consultant inputs; (ii) To provide advice to the Executing Agency's Project Director and Project Coordination Unit (PCU); (iii) To support the implementing departments within the Executing Agency on planning their interventions and project activities including the National Institute of Education (NIE), Departments of General Secondary Education, Examination Affairs; Information & Technology, Quality Assurance, Curriculum Development, Construction, Finance and Procurement, and Provincial Offices of Education and other relevant departments/offices;

Minimum Required Qualifications	Outline Terms of Reference
English language (spoken and written); computer literate.	<ul style="list-style-type: none"> (iv) To support several Pre-Service Training (PRESET) and In-Service Training (INSET) interventions at NIE and Secondary Resource Schools (SRS) through supervision of the Regional School Improvement Teams (RSIT); (v) To ensure effective working relationships between USESDP 2, MoEYS, and the civil society partners supporting project activities; (vi) To establish quality control measures and reporting systems to ensure civil works complies with and delivers high quality renovation, rehabilitation, and construction in accordance with the design standards (i.e., photographic and reported evidence at key construction stages) to be adhered to by Site Engineers and MoEYS inspectors; (vii) To ensure the implementation of the Gender Action Plan and the inclusion of gender-related achievements in all ADB semi-annual reports; (viii) To oversee the completion of baseline and other relevant studies and ensuring that data is disaggregated by gender and region/province; (ix) To ensure quality monitoring, and reporting throughout the project for both the Executing Agency and ADB; and (x) To ensure that participatory approaches to planning and implementation are followed. (xi) To ensure all work will be aligned with the GAP.
3. International Monitoring & Evaluation Specialist	
At least a graduate degree in education, sociology, economics, or related fields with at least 10 years of experience in the design of M&E systems and the M&E of projects funded by ADB, World Bank, or other major donors; experience in Cambodia or other Greater Mekong Sub region countries; excellent English language (written and spoken); computer literate with good skills in Microsoft Excel, Word, Access and PowerPoint.	<p>The Specialist will be engaged during the start-up phase of the project, to ensure that M&E systems are in place to support project implementation. S/he will be responsible for:</p> <ul style="list-style-type: none"> (i) Developing a comprehensive project performance management system (PPMS) to generate data systematically on the outcome and output performance indicators in the Project Design and Monitoring Framework, and other indicators for project performance monitoring; (ii) Develop procedures to collect data for the PPMS; (iii) Develop reporting tools in the PPMS to produce quarterly, semi-annual and annual progress reports; (iv) Prepare an M&E manual to guide PCU staff in the regular M&E of the program (v) Conduct professional development to strengthen PCU staff skills in M&E including data collection, analysis and reporting, and maintenance of the PPMS; (vi) Provide skills transfer to the national M&E consultant, to ensure that he/she will be able to provide ongoing support to the project; and (vii) Prepare end-of-assignment reports with recommendations for next steps and further enhancements of the financial management system. (viii) To ensure all work will be aligned with the GAP.
4. National Monitoring & Evaluation Specialist	
At least a bachelor's degree in education, sociology, economics, or related fields with at least 7 years of experience in the design of M&E systems and the M&E of projects funded by ADB, World Bank, or other major donors; experience in education projects; excellent Khmer and English language skills (written and spoken); computer literate with good skills in Microsoft Excel, Word and PowerPoint.	<p>The Specialist will support the PCU with all aspects of M&E. S/he will be responsible for:</p> <ul style="list-style-type: none"> (i) Supporting the international M&E Specialist to develop a comprehensive project performance management system (PPMS) to generate data systematically on the outcome and output performance indicators in the Project Design and Monitoring Framework, and other indicators for project performance monitoring; (ii) Supporting the international M&E Specialist to develop procedures to collect data for the PPMS; (iii) Supporting the international M&E Specialist to develop reporting tools in the PPMS to produce quarterly, semi-annual and annual progress reports;

Minimum Required Qualifications	Outline Terms of Reference
	<ul style="list-style-type: none"> (iv) Supporting the international M&E Specialist to prepare an M&E manual to guide PCU staff in the regular M&E of the program, and to translate this manual into Khmer; (v) Ensuring that the PPMS is continually updated and maintained throughout the project; (vi) Supporting the PCU to monitor and analysing project performance, identify problems and constraints and propose solutions; (vii) Preparing quarterly M&E reports for quarterly progress reports; (viii) Preparing semi-annual M&E reports for semi-annual performance reviews; (ix) Preparing annual M&E reports for annual project reports; (x) Providing ongoing skills transfer to PCU M&E staff; (xi) Assisting the PCU in the preparation of the midterm report and the Borrower's project completion report (PCR); and (xii) Preparing annual and end-of-assignment reports for submission to the Team Leader and Project Manager. (xiii) Ensuring all work will be aligned with the GAP.
5-7. National Civil Work Site Supervisors (3)	
<p>At least a bachelor's degree in civil or structural engineering with at least five years of experience in infrastructure planning and the supervision of construction and renovation of structures; experience in projects funded by ADB, World Bank, or other major donors; desired experience with the construction or renovation of school buildings and water and sanitation facilities; good English language skills (written and spoken); willing and able to travel extensively to provinces.</p>	<p>The national civil works supervisors will supervise the civil works at Secondary Resource Schools (SRS) and Upper Secondary Network Schools (USNWS) including renovating ICT rooms, science classrooms and libraries, improving WASH facilities and installing solar panels. They will be responsible for:</p> <ul style="list-style-type: none"> (i) Providing guidance and assistance to PCU in identifying design options for the renovation and/or new construction of various facilities at SRS and USNWS to avoid negative social and environmental impacts in line with Project Environmental Code of Conduct and MoEYS quality control guidelines; (ii) Ensuring that the selected design options comply with RGC building standards and MoEYS quality control guidelines; (iii) Reviewing the quantity and cost estimates; (iv) Reviewing specifications, drawings, and bills of quantity for consistency, completeness, and accuracy so that they can be incorporated into bid documents; (v) Assisting with the establishment of procedures for inspection and approval of construction and renovation; (vi) Assisting PCU and the concerned POEs in the supervision of construction and renovation of school facilities by civil works contractors engaged by the project; (vii) Completing weekly environmental checklist confirming works implemented in line with project Environmental Code of Conduct and MoEYS environmental requirements and preparing summary paragraph on environment implementation for periodic reports; (viii) Preparing monthly, quarterly and semi-annually construction monitoring reports for submission to the PCU and ADB. (ix) All work will be aligned with the GAP.
8. National Gender Specialist (NGS)	
<p>At least a degree in social sciences, development studies, gender or a related field with at least 5 years' experience in gender-related work, with strong</p>	<p>The NGS will work closely with the Gender Working Group (GWG) in the Ministry of Education, Youth, and Sport (MOEYS) and the Project Coordination Unit (PCU) to (i) build capacity of the PCU and key stakeholders in gender analysis and mainstreaming, especially in education, and for meeting the gender requirements of the project; and (ii) support the</p>

Minimum Required Qualifications	Outline Terms of Reference
<p>preference in education, be familiar with policies and practice in Cambodia; experience of working on a multilateral development project, preferably funded by ADB; experience in mentoring, providing on-the-job training; good command of written and spoken English language; computer literate</p>	<p>implementation, monitoring and reporting of the project Gender Action Plan (GAP). The NGS's responsibilities will be to:</p> <ul style="list-style-type: none"> (i) Ensure a gender analysis is an integral part of the NIE organizational review. The NGS will provide technical inputs (when developing the assessment tools, collecting and analyzing the data and information, drafting and finalizing the report) and make sure the report includes gender recommendations and actions as part of the action plan for NIE; (ii) Develop a Tool Kit on gender responsive teaching and learning methods, especially for STEM (for more details refer to the GAP)¹⁴ in close collaboration with the consultants responsible for improved teaching and learning methods; (iii) Develop a draft code of conduct (with the respective rights and obligations of trainees and employers including clauses for prevention and response to sexual harassment at the workplace) for integration as part of USS-industry partnership MOUs; (iv) Develop a curriculum module on the importance of and methods for promoting mutual respect and gender equality in schools and for creating a school environment free of violence including sexual harassment. This curriculum is meant to be integrated into the school leadership and management training for school directors and management. (v) Ensure that the PCU translates the GAP into Khmer and distributes it to all key stakeholders including at local levels; (vi) Work closely with the PCU and M&E consultants to integrate gender sensitive indicators from the Design Monitoring Framework (DMF) and the GAP into the Project Performance Management System (PPMS); (vii) Support the PCU in ensuring relevant GAP activities are integrated into the project annual work plans and budget; (viii) Build capacity through delivering awareness raising and training sessions and mentoring of the PCU, GWG and other key stakeholders in gender equality in the education sector, and on the gender requirements of the project; (ix) Advise the GWG about the project GAP and assist the GWG to monitor the GAP activities and targets in support of the MoEYS Gender Mainstreaming Strategic Plan in Education (GMSP 2016-2020) and the next phase of GMSP 2021-2025; (x) Ensure regular monitoring and reporting - at least semi-annually - to ADB on the progress of GAP implementation; prepare GAP progress reports using the template provided; (xi) Conduct field trips to monitor GAP implementation and achievement of gender targets; (xii) Work with the PCU, M&E consultants, GWG, and multi-media specialist to gather and analyze sex-disaggregated quantitative data and qualitative information on the gender impacts of project interventions on beneficiaries (e.g., via success stories, case studies and quality of life changes) of USS teachers and non-teaching staff – especially after Pro-D training - and USS students especially on STEM related work experiences. Human stories need to be collected during project implementation for inclusion in the project completion report to document achievement of gender equality results/outcomes; (xiii) Assist the PCU and GWG to track male and female USS student participation and performance in STEM (based on school assessments), and evaluate the impact of the STEM activities on girls and boys, especially of the external STEM skills extra-curricular program and company-based trainings/internships for USS students;

¹⁴ The following resource can be very useful in this respect: International Bureau of Education/UNESCO (2017). *Training Tools for Curriculum Development: A Resource Pack for Gender-Responsive STEM Education*.

Minimum Required Qualifications	Outline Terms of Reference
	<p>(xiv) Based on the findings from regular monitoring of GAP implementation and field visits, amend if necessary and/or develop strategies with the main aim of ensuring GAP activities and targets, and intended gender equality results will be achieved.</p> <p>(xv) Ensure the GAP monitoring reports are used to provide information on gender equality outcomes in USE for the annual MoEYS Education Congress Reports (beyond sex-disaggregated data);</p> <p>(xvi) Support the GWG to attend the Annual Review Meetings of the Cambodian National Council for Women and feedback relevant information to the MoEYS Departments involved in the project's 3 outputs; and</p> <p>(xvii) Prepare the draft Gender Appendix and required gender inputs for the project completion report to be submitted by the MoEYS at project completion (in line with the ADB Gender Tip Sheet nr. 5).</p>
9. International Assessment Specialist	
<p>At least a graduate degree in education or related fields with 10 years of experience in developing examination systems including the use of technology; evidence of collaborative leadership experience; excellent English language (spoken and written); previous Southeast Asian experience; computer literate</p>	<p>The international Assessment Specialist will work with the newly established Department of Examination Affairs (DEA, 2017) to improve examination design and delivery. More specifically, the Specialist will be responsible for:</p> <ul style="list-style-type: none"> (i) Conducting a comprehensive desk review; (ii) Supporting DEA to develop a TOR and strategic plan to guide its overall operations and a Pro-D needs assessment relative to the objectives of DEA; (iii) Developing and leading a Pro-D program supported by appropriate software and hardware, where necessary, to focus on: <ul style="list-style-type: none"> (a) Improved efficiency and effectiveness of student registration process – face to face, on-line, student database, analyze registration against students writing and P/F examinations. (b) Improve the design of examinations including test item development and writing, electronic test item bank, random selection of test items, checking for relevance and reliability, etc. (c) Improve efficiencies of examination printing, delivery, and supervision – review current model for inefficiencies and recommend/implement innovations to improve the delivery and invigilation processes. (d) Marking and data processing – streamline marking and processing of grades (e) Develop examination analysis techniques to provide evidence for improvements in test item, delivery, and marking procedures; classroom instruction and assessment; curriculum and textbook materials; PRESET and INSET; and policy and guidelines. (f) Ensure timely distribution of examination results linked to student certifications and post-secondary/employment requirements. (iv) Supporting DEA to provide models for Grade 9 school-based examinations to improve assessment quality and better prepare students for USE; (v) Completing a final report on the consultancy process and recommendations for further DEA development; and (vi) Ensuring all work will be aligned with the GAP.
10. National Assessment Specialist	
<p>At least a graduate degree in education sector or related fields with at least 7 years of USS teaching experience; at least 3</p>	<p>The National Assessment Specialist will support the International Assessment Specialist to improve DEA secondary examination delivery through assisting with:</p> <ul style="list-style-type: none"> (i) Conducting a comprehensive desk review;

Minimum Required Qualifications	Outline Terms of Reference
<p>year experience in developing examination systems including the use of technology; strong English language (spoken and written); computer literate.</p>	<ul style="list-style-type: none"> (ii) Supporting DEA to develop a TOR and strategic plan to guide its overall operations and a Pro-D needs assessment relative to the objectives of DEA; (iii) Developing and leading a Pro-D program supported by appropriate software and hardware, where necessary, to focus on: <ul style="list-style-type: none"> (a) Improved efficiency and effectiveness of student registration process – face to face, on-line, student database, analyze registration against students writing and P/F examinations. (b) Improve design of examinations including test item development and writing, electronic test item bank, random selection of test items, checking for relevance and reliability, etc. (c) Improve efficiencies of examination printing, delivery, and supervision – review current model for inefficiencies and recommend/implement innovations to improve the delivery and invigilation processes. (d) Marking and data processing – streamline marking and processing of grades (e) Develop examination analysis techniques to provide evidence for improvements in test item, delivery, and marking procedures; classroom instruction and assessment; curriculum and textbook materials; PRESET and INSET; and policy and guidelines. (f) Ensure timely distribution of examination results linked to student certifications and post-secondary/employment requirements. (iv) Supporting DEA to provide models for Grade 9 school-based examinations to improve assessment quality and better prepare students for USE; (v) Completing a final report on the consultancy process and recommendations for further DEA development; and (vi) Ensuring all work will be aligned with the GAP.
11. International Educational Policy Specialist	
<p>At least a postgraduate degree in education or relevant fields with 10 years education policy sector development experience; excellent English language (spoken and written); previous Cambodian and/or other Southeast Asian experience, computer literate.</p>	<p>The International Education Policy Specialist will conduct a comprehensive review all the relevant education policies in collaboration with line technical departments with the support of the National Education Policy Specialist. The tasks will comprise the following:</p> <ul style="list-style-type: none"> (i) Facilitating a sector-wide consultation on policy development and implementation to generate a consensus on the most effective dissemination and application of policies – methods that can be standardized to better ensure systemic implementation; (ii) Facilitating the review and reform of Teacher Deployment Policies to address the chronic challenges faced within the sector; and (iii) Ensuring all work will be aligned with the GAP.
12. National Educational Policy Specialist	
<p>At least a postgraduate degree in education or relevant fields with 5 years education policy sector development experience; excellent English language (spoken and written); previous Cambodian and/or other Southeast Asian experience, computer literate.</p>	<p>The National Education Policy Specialist will assist the International Education Policy Specialist to conduct a comprehensive review all the relevant education policies in collaboration with line technical departments. The tasks will comprise the following:</p> <ul style="list-style-type: none"> (i) Facilitating a sector-wide consultation on policy development and implementation to generate a consensus on the most effective dissemination and application of policies – methods that can be standardized to better ensure systemic implementation; (ii) Facilitating the review and reform of Teacher Deployment Policies to address the chronic challenges faced within the sector; and (iii) Performing other tasks as required by the International Education Policy Specialist; and (iv) Ensuring all work will be aligned with the GAP.

Minimum Required Qualifications	Outline Terms of Reference
13. National HR Database Specialist	
At least a bachelor's degree in IT technologies with at least five years' experience in database design and maintenance; a track record of successful completion of past assignments; excellent Khmer and English language skills (written and spoken); computer literate.	<p>The Specialist will develop a database of all teachers and administrators within 50 Secondary Resource Schools (SRS), including prior qualifications and any career-path professional development activities. S/he will be responsible for:</p> <ul style="list-style-type: none"> (i) Working with the Department of Personnel (DoP) and Department of Information and Technology (DIT) to prepare a detailed specification for the required database; (ii) Preparing an inception report with a workplan and recommended database software and hardware requirements; (iii) Preparing data collection tools for a census of teachers and administrators at the 50 SRS; (iv) Conducting orientation to staff from the Department of Personnel to collect the data and complete the census; (v) Developing a prototype database. Importing/entering census data and testing the system; (vi) Finalising the database so that it meets all the requirements in the detailed specification, including query and report tools; (vii) Providing skills transfer to staff from the DoP and DIT to use, maintain and develop the database; (viii) Preparing a user manual for the database; (ix) Conducting orientation workshops to staff from MoEYS and SRS; (x) Preparing monthly reports on the progress against the TOR and workplan; (xi) Preparing an end of assignment report with recommendations for further enhancements to the database; and (xii) Ensuring all work will be aligned with the GAP.

2. Master Plan for Renovation, Upgrading and Redevelopment of NIE Campus

Minimum Required Qualifications	Outline Terms of Reference
14. International Team Leader/Civil Engineer	
At least a bachelor's degree in civil engineering with 10 years' post graduate experience on renovation, upgrading and redevelopment of educational institutions. Knowledge and previous experience of restoration techniques for heritage buildings.	<p>The International Team Leader will lead the team in preparing a detailed Master Plan for the phased renovation, upgrading and redevelopment of the NIE campus on Preah Norodom Boulevard, Phnom Penh. Two starting points for preparation of the study Master Plan are (i) Structural Condition Assessment of Existing Buildings, National Institute of Education, Phnom Penh, Cambodia, by Dr. Mom Mony, February 2018; and, (ii) an institutional study by two Organizational Development Specialists, due to start shortly after this Master Plan, reviewing all aspects of NIE operations including leadership & management, human resources (HR), program delivery, facilities, student services, and external relationships. The Team Leader will guide his team in taking Dr. Mony's study into more detail, as well as outlining options for a physical Master Plan for phased development of the whole NIE site over the next 10 years. The Master Plan must include details and preliminary engineering and architectural designs of building renovations, any new buildings proposed, infrastructure, site works and landscaping, and must align with spatial and building use requirements that devolve from the institutional study. The team leader will coordinate the two input streams and be responsible for presenting draft options for discussion and agreement with NIE management. All work will be aligned with the GAP.</p>
15. National Civil Engineer	
At least a bachelor's degree in civil engineering with 8 years' post	The National Civil Engineer will support the Team Leader on all engineering aspects of the Master Plan study and development, including but not limited to:

Minimum Required Qualifications	Outline Terms of Reference
graduate experience of planning and design of buildings, including building services (water supply and distribution, wastewater collection and disposal, power supply and distribution) in Cambodia.	<ul style="list-style-type: none"> • Further investigations and studies to verify Dr. Mony's conclusions on structural condition of buildings, if necessary. • Optional layouts for site development and calculation of building sizes to satisfy NIE's requirements. • Preliminary engineering design (to feasibility level) of new buildings and structures. • Investigate the locations of existing utility and other site services, physical checks on their condition, and proposals for their augmentation to suit Master Plan proposals. • Cost comparison of optional Master Plans and selection of the most appropriate option. All work will be aligned with the GAP.
16. International Architect	
At least a bachelor's degree with 10 years' post graduate experience of design of new buildings and renovation and upgrading of existing buildings in the education sector in tropical environs.	The International Architect will provide input on architectural design and detail to the site rehabilitation and development proposed by the Team Leader. H/she will be present during the discussions of Master Plan development options with NIE management and provide sketches of options and lists of materials and their specifications that would be suitable for use in the environment of Cambodia. All work will be aligned with the GAP.
17. National Architect	
At least a bachelor's degree with 8 years' post graduate experience of design of new buildings and renovation and upgrading of existing buildings in the education sector in Cambodia.	The National Architect will work closely with the International Architect and the Team Leader on the development of architectural aspects of optional designs for the renovation, upgrading and redevelopment of the NIE campus, comparing the cost of options in the draft Master Plan and developing them further into outline designs for the recommended first phase of site development. H/she will work with the National Civil Engineer to firm up phased costs estimates of site development options. All work will be aligned with the GAP.

3. NIE Redevelopment – Design and Construction Supervision of Phase 1

79. The Master Plan for Renovation, Upgrading and Redevelopment of the NIE Campus will recommend a phased development program. The Project financing includes an allowance of approximately \$3 million to design, construct and supervise construction of a first phase of the Master Plan.

Minimum Required Qualifications	Outline Terms of Reference
18. International Team Leader/Civil Engineer	
At least a bachelor's degree in civil and/or structural engineering with 10 years' post graduate experience on detailed design and construction supervision of renovation, upgrading and redevelopment of educational institutions. Previous experience in tropical environs and of restoration techniques for heritage buildings would be an advantage.	The International Team Leader will lead the team in carrying out detailed engineering and architectural design of the designated and agreed Phase I of the renovation, upgrading and redevelopment of the NIE campus on Preah Norodom Boulevard, Phnom Penh. H/she will prepare, and supervise other team members to prepare, detailed design calculations, construction drawings, technical specifications, bills of quantities, and other documents enabling procurement of a contractor to construct the work. Procurement will be carried out by the Procurement Unit of MOEYS, who the Team Leader will assist on technical aspects of bid evaluation. After award of contract, the Team Leader will assume the role of Resident Engineer and lead selected members of the consultant's team on site supervision of construction. All work will be aligned with the GAP.
19. National Architect and Deputy Team Leader	
At least a bachelor's degree with 8 years' post graduate experience of design of new buildings and renovation	The National Architect will work closely with the Team Leader on architectural aspects of detailed design of Phase 1 of the renovation, upgrading and redevelopment of the NIE campus, developing

and upgrading of existing buildings in the education sector in Cambodia.	architectural construction drawings, technical specifications, bills of quantities, and other documents enabling procurement of a contractor to construct the work. H/she will work with other members of the team to firm up costs estimates. During construction, h/she will provide intermittent quality assurance checking of architectural work at site. All work will be aligned with the GAP.
20. Other Professional and Sub-Professional Staff (all expected to be National)	
Each professional member of the team should have at least a bachelor's degree and at least five years' professional experience in their particular discipline. AutoCAD operators should have at least a diploma in autoCAD drafting and a minimum of 5 years' post-qualification experience of producing construction standard civil engineering, building services and architectural drawings.	The rest of the professional design team cannot be defined until the size and content of Phase 1 of the Master Plan is defined. It is expected to include some or all of these disciplines: Civil Engineer Structural Engineer Building Services Engineer Water & Sanitation Engineer Electrical Engineer Mechanical Engineer ICT Specialist Landscape Architect Up to 3 AutoCAD draftspersons are expected to be required.

4. Other Consultants Required

Minimum Required Qualifications	Outline Terms of Reference
21-22. National Finance Specialists (2) - 1 for PCU and 1 for NIE	
At least Bachelor's degree in accounting or finance, or Certified Accounting Technician qualification with at least 8 years of accounting or auditing experience and 5 years of experience with donor funded projects; knowledge of SOP and FMM for externally funded projects in Cambodia; practical skills in using computerized accounting software; good skills in Microsoft excel and Microsoft word; experience with ADB or World Bank funded projects; professional accounting qualification such as ACCA or CPA; fluent in written and spoken English and Khmer.	<p>The National Finance Specialists will support the PCU and NIE with the start-up of the project, and all aspects of financial management. S/he will be responsible for:</p> <ul style="list-style-type: none"> (i) Supporting the project to set up the required project bank accounts at banks acceptable to the ADB. (ii) Developing a Project Financial Management Manual (iii) Implementing computerised accounting software, designing financial reporting templates and setting up a system of accounting registers. (iv) Conducting orientations to project staff on the first-year budget and relevant finance procedures; (v) Providing capacity building/hands-on training to staff on internal audit and conduct sample audit to SRSs and network schools; (vi) Providing capacity building to RITSs to support SRSs/schools; (vii) Supporting the PCU to prepare annual budgets; (viii) Maintaining the project accounts and financial registers. (ix) Reviewing the fixed asset register and reconciling to the accounting records; (x) Preparing bank reconciliations; (xi) Reviewing expense forms and supporting documents for workshops and trainings; (xii) Reviewing finance reports from the NIE and from SRS; (xiii) Supporting the finance officer to prepare withdrawal applications, monthly finance reports, quarterly Performance Monitoring Reports and Annual Financial Statements; (xiv) Providing information to external and internal auditors; (xv) Ensuring skills transfer to government finance staff through on-the-job training; and (xvi) Ensuring all work will be aligned with the GAP.

Minimum Required Qualifications	Outline Terms of Reference
23. International STEM Specialist	
<p>At least a Postgraduate degree in education and STEM subject with 7 years' experience in teaching science or mathematics; good skills in Microsoft excel and Microsoft word; experience of working in a developing country strong English skill; computer literate.</p>	<p>The International STEM Specialist will provide recommendations on the STEM equipment that the NIE will require as it is upgraded to become a centre of excellence in USE teacher preparation, training, and continuous professional development. S/he will be responsible for:</p> <ul style="list-style-type: none"> (i) Preparing an inventory of the STEM teaching and learning equipment and materials at the NIE; (ii) Conducting an assessment to determine the NIEs requirements for STEM teaching and learning equipment and materials to support its upgrade; (iii) Preparing a recommended shopping list of STEM teaching and learning equipment and materials to be procured; (iv) Preparing detailed technical specifications of the STEM teaching and learning equipment and materials to be procured; and (v) Ensuring all work will be aligned with the GAP.
24. National STEM Specialist	
<p>At least a postgraduate degree in a STEM subject with at least 5 years' experience in teaching science or mathematics; good skills in Microsoft excel and Microsoft work; fluent in written and spoken English and Khmer; computer literate.</p>	<p>The National STEM Specialist will support the international STEM Specialist to provide recommendations on the STEM equipment that the NIE will require as it is upgraded to become a centre of excellence in USE teacher preparation, training, and continuous professional development. S/he will be responsible for:</p> <ul style="list-style-type: none"> (i) Supporting the international STEM Specialist to prepare an inventory of the STEM teaching and learning equipment and materials at the NIE; (ii) Supporting the international STEM Specialist to conduct an assessment to determine the NIEs requirements for STEM teaching and learning equipment and materials to support its upgrade; (iii) Supporting the international STEM Specialist to prepare a recommended shopping list of STEM teaching and learning equipment and materials to be procured; (iv) Supporting the international STEM Specialist to prepare detailed technical specifications of the STEM teaching and learning equipment and materials to be procured; (v) Conducting professional development with NIE STEM lecturers on the use of STEM equipment; and (vi) Ensuring all work will be aligned with the GAP.
25. International Organisational Education Development Specialist	
<p>At least a graduate degree in education or related fields with 10 years of appropriate Organizational Development experience, including the higher education sub-sector; excellent English language (spoken and written); strong understanding of gender aspects in organizational development and performance; previous Cambodian and/or other Southeast Asian experience, computer literate.</p>	<p>The international Organizational Development (OD) Specialist will conduct a comprehensive review of the National Institute of Education (NIE) in collaboration with the National OD Specialist and the gender specialists. The review will comprise:</p> <ul style="list-style-type: none"> (i) all aspects of NIE operations including leadership & management, human resources (HR), program delivery, facilities, student services, external relationships, etc. (ii) the review will integrate a gender perspective in all relevant aspects such as HR policies, staffing, recruitment, promotion, management and leadership (several tools for gender audits/gender organizational assessments are available online, which can be referred to) (iii) a final report of findings and recommendations with an action plan, including gender recommendations and gender actions, for sustainable, long-term institutional development
26. National Organizational Education Development Specialist	

Minimum Required Qualifications	Outline Terms of Reference
At least a graduate degree with at least 5 years of appropriate Organizational Development experience, preferably in the education sector; strong Khmer and English language (spoken and written) a good understanding of gender; computer literate.	<p>The National OD Specialist will support the international OD Specialist to:</p> <ul style="list-style-type: none"> (i) Conduct a comprehensive organizational review of NIE, which integrates a gender perspective; and (ii) Complete a final report of findings and recommendations with an action plan, including gender recommendations and actions for sustainable, long-term institutional improvement.
27–31. Regional School Improvement Advisors (5)	
At a graduate degree in education or related fields with 7 years extensive experience education sector; Evidence of leadership and collaborative skills; ability to communicate well (active listening, in meetings and workshops, through report writing, etc.; strong English language (spoken and written) and computer literacy skills; as change agents, ensure knowledge and skill sets are transferred to MoEYS and other colleagues; ability to relocate, if necessary, and commit to considerable in-country travel (possibly 3 weeks per month); secondary teaching and/or school administration experience; computer literate.	<p>The Regional School Improvement Advisor(s) will each be responsible for a Regional School Improvement Team (RSIT) based in Provincial Offices of Education (PoE) throughout the country. The RSITs will be comprised of relevant PoE personnel under the coordination of the Regional School Improvement Advisor to support 6-8 Secondary Resource Schools (SRS) in each region.</p> <p>In collaboration with the General Secondary Education Department (GSED) Secondary Resource School Unit¹⁵ and under the supervision of USESDP 2 project management, the Regional School Improvement Advisor(s) will be responsible for:</p> <ul style="list-style-type: none"> (i) Supporting SRS administrators and teachers through project activity planning, budgeting, and logistics; mentoring and coaching; school-based leadership & management, STEM resource acquisition; oversight of facilities improvements; and project activity monitoring and evaluation; (ii) Collaborating with other RSITs to ensure effective information sharing and project implementation; (iii) Coordinating and collaborating with implementing departments within the MoEYS including the National Institute of Education (NIE), Departments of General Secondary Education, Examination Affairs; Information & Technology, Quality Assurance, Curriculum Development, Construction, Finance and Procurement, and Provincial Offices of Education, where appropriate and under the guidance of project management; (iv) Supporting INSET at Secondary Resource Schools; (v) Ensuring effective working relationships between USESDP 2, MoEYS, and civil society partners engaged in collaborative program activities; (vi) Assisting MoEYS and the departments responsible for policy reforms to collect evidence of effective application in the target SRS; (vii) Assisting with project research activities and data collection (disaggregated by sex and STEM area, where appropriate); (viii) Ensuring quality, monitoring, and reporting throughout the program for both MoEYS and ADB; (ix) Supporting GAP implementation, monitoring and reporting, more particularly for all the gender actions and targets involving/related to SRS and STEM; in doing so, work in close coordination with the gender specialists; include gender-related achievements in reports.
32. National Research Specialist	
Graduate or post-graduate qualifications with research-based degree from an internationally recognized Higher Education Institute (HEI); prior successful teaching experience, especially on research methods; good English language (spoken and written); computer literate.	<p>The national Research Specialist will provide INSET to NIE lecturers to further develop their research knowledge and skills to improve NIE teaching and learning activities and enable credible inputs to evidence-based educational decision-making. More specifically, the Research Specialist will be responsible for:</p> <ul style="list-style-type: none"> (i) Developing a needs-based instructional program on research knowledge and skills for NIE lecturers (curriculum);

¹⁵ Formerly the GSED Inspection Office.

Minimum Required Qualifications	Outline Terms of Reference
	<ul style="list-style-type: none"> (ii) Delivering this program of study in a professional and timely manner (instruction); (iii) Evaluating participants' levels of knowledge and skill acquisition (assessment); (iv) Providing a final report on the effectiveness of this research skills program including recommendations for long-term sustainability of NIE research practices; and (v) Ensuring all work will be aligned with the GAP.
33-34. National Procurement Specialists (2)	
At least a Bachelor's degree in business administration or other related fields with at least 5 years' experience with development partners' procedures such as ADB or WB projects; knowledge on Procurement Guidelines as indicated in the RGC updated Standard Operating Procedures; strong English skills (written and spoken); computer literate.	<p>The National Procurement Specialists will provide support to the MoEYS Procurement Unit and to NIE to:</p> <ul style="list-style-type: none"> (i) Ensure the approved procurement plan is implemented as planned and the procurement plan is updated on a regular basis; (ii) Assist in ensuring proper processing and conducting for all procurements on time without delay; (iii) Support for preparation of procurement reports; (iv) Support for preparation of draft bidding documents of goods, works, and the documents for the recruitment of the consultant service, bid advertisement/request for EOI, and bid evaluation reports in accordance with provision of the SoP and ADB procurement guidelines; (v) Support for preparation of bidding documents to be submitted to the Procurement Review Committee; (vi) Assist in contract management and update of contracts; (vii) Prepare procurement monitoring report and provide recommendation on any procurement issues or any procurement which is deviation from plan; (viii) Support for provision of on the job training and organize procurement training workshops to MoEYS Procurement staff to build their capacity and enable them to independently carry out procurement activities by the end of the consulting assignment; and (ix) Ensure all work will be aligned with the GAP.
35-36. Website Design Firm	
The firm shall have at least 10 years' experience of dual language (Khmer and English) website design for public sector organizations and knowledge of the regulatory framework governing public sector website content.	<p>The website design firm shall familiarize itself with the design and content of the existing MoEYS website and the requirements of MoEYS to expand the content, especially in relation to expanding the detail of Ministry policies and activities published online. The website design firm shall discuss and agree with MoEYS the extent to which the interactive capability of the website should be increased. With a clear picture of MoEYS' requirements, the website design firm shall prepare outline designs, demonstrate them to and agree them with MoEYS and proceed to complete final designs. Website hosting arrangements shall be discussed and the website designer shall assist in facilitating new or amended website hosting arrangements. The website designer's services shall extend for two weeks beyond commissioning the new website in order to attend to faults and corrections required by MoEYS.</p>

5. NGO Support by Direct Contracting¹⁶

Minimum Required Qualifications	Outline Terms of Reference
37. NGO A	
NGO A will be invited to submit a biodata technical proposal to provide adequate information to	<p>The NGO A will:</p> <ul style="list-style-type: none"> (i) Provide the project with both design ideas and training support; model 21st Century Library, new science lab prototypes, and color-

¹⁶ See Appendix 4 for details of proposed direct contracting of 2 NGOs

Minimum Required Qualifications	Outline Terms of Reference
MOEYS on the staffing schedule and the profile of proposed experts, which will form the basis of financial aspects of contract negotiations.	<p>coded classrooms that can be replicated in other locations by the project;</p> <ul style="list-style-type: none"> (ii) Organize libraries to facilitate research in schools with clear links to the INSET Program so that teachers are more actively using the library as a resource. [SRS and NIE]; (iii) To establish m-learning services in libraries and provide training to librarians how to restructure library services accordingly. [SRS and NIE]; (iv) Deliver Multi-tiered Counseling Service that focuses on promoting school-industry partnerships with private sector as well as individualized counseling for students most at risk (SRS); (v) Conduct ICT in Education: Training in areas such as Constructivist Learning and how this methodology lends itself well to the use of ICT in education. [SRS and NIE]; (vi) Develop Student Club: Document development and training of teachers to sponsor Student Clubs as extra-curricular activities. (vii) Provide Mentoring and Coaching to Classroom Teachers with the GSED SRS Unit and Regional School Improvement Teams in collaboration with NIE, TTD, and NGO B; (viii) Develop Project-based, multi-purpose life skills classrooms in 25 Secondary Resource Schools; (ix) Recruit Monitoring & Evaluation Advisor to support the SRS Unit in collaboration with NGO B and other MoEYS agencies (i.e., GSED, QAD); (x) Provide School-Based Leadership & Management: Improve the competence of School Directors and School Support Committee; (xi) Generate future relationships for USE with external partners; and (xii) Ensure all work will be aligned with the GAP.
38. NGO B	
NGO A will be invited to submit a biodata technical proposal to provide adequate information to MOEYS on the staffing schedule and the profile of proposed experts, which will form the basis of financial aspects of contract negotiations.	<p>The NGO B will:</p> <ul style="list-style-type: none"> (i) Ensure provision of effective Educational Leadership & Management to SRS Unit, collaboration with RSITs, and within 50 SRS; (ii) Implement Teacher Professional Development in 50 SRS, providing on-going support to USESDP 2 INSET activities; (iii) Provide Librarian Mentoring and Coaching: on-the-job training for 50 SRS librarian-teachers; (iv) Promote partnership and collaboration with government and NGO A; (v) Conduct research for evidence-based decision making; and (vi) Ensure all work will be aligned with the GAP.

VII. SAFEGUARDS

80. **Prohibited investment activities.** Pursuant to ADB's Safeguard Policy Statement (2009), ADB funds may not be applied to the activities described on the ADB Prohibited Investment Activities List set forth at Appendix 5 of the Safeguard Policy Statement (2009).

81. **Grievance Redress:** MoEYS and PCU shall ensure: (i) efficient project-specific grievance redress mechanism is in place and functional to assist the affected persons resolve queries and complaints related to safeguard concerns, if any, in a timely manner; (ii) all complaints are registered, investigated and resolved in a manner consistent with the provisions of Grievance Redress Mechanism; (iii) the complainants/aggrieved persons are kept informed about status of their grievances and remedies available to them; (iv) adequate staff and resources are available for supervising and monitoring the mechanism; and (v) complaints and their resolution should be recorded and included in periodic monitoring reports submitted to ADB. The details of the GRM and key contact persons will be displayed at active work sites and on MoEYs project website.

82. **Environment.** The project is classified as Category C for environment. The proposed upgrading, renovation, and restoration of existing facilities within the NIE, selected secondary resource schools, and upper secondary network schools is anticipated to have minimal impacts. The NIE campus and secondary resource schools are situated within existing NIE and secondary resource school sites on government-owned land and are not located in environmentally sensitive areas. If changes or any new building will be identified during detailed design, ADB will be notified immediately and environmental due diligence will be conducted to assess the magnitude of environmental impacts and if additional mitigation measures will be necessary to ensure compliance with ADB SPS requirements. New build outside of the existing school compound and major building works during school periods are excluded from the project.

83. An environmental code of conduct (a simplified environmental management plan) to address identified health and safety, temporary nuisance and waste management risks has been developed and will be included in all civil works contracts. MoEYS has quality control guidelines for works in schools (developed with support from ADB and World Bank) that have detailed specifications for managing environment, safety, security and labor during planning, implementation and monitoring of school construction activities. MoEYS Construction Management Unit have experience of implementation for numerous internationally financed projects and will be supported by project implementation consultants. The National Civil Work Site Supervisors will ensure project activities are in line with MoEYS quality control guidelines and Project Environmental Code of Conduct. The International Team Leader/Project Implementation Specialist will develop a checklist which will be completed weekly by Site Supervisors confirming works implemented in line with project Environmental Code of Conduct and MoEYS environmental requirements. A summary paragraph on environment implementation will be included in periodic reports.

84. MoEYS and PCU shall conduct consultations with parents, students and school management about the project plans, implementation schedule, identified environmental impacts, wastes, and temporary nuisances and risks during project implementation and the proposed mitigation measures to protect health and safety of students, school staff, and school community. Consultations and information disclosure shall continue throughout project implementation.

85. **Involuntary Resettlement (IR).** The project is categorized as C for IR impacts. The resettlement due diligence conducted for the project based on desk review of the existing master plans, types of civil works, cost estimates, field visits, and consultations confirms that there will be no land acquisition and resettlement impacts, as the construction works will be confined within the boundaries of existing facilities owned by the MoEYS, on state-owned land and within the right-of-way assigned to municipal educational infrastructure.

86. If any changes occur in scope of proposed civil works or an unanticipated impact identified during implementation, the project will be recategorized. ADB would then be notified immediately and a land acquisition and resettlement plan will be prepared in accordance with the ADB's Safeguard Policy Statement (2009), approved by ADB and disclosed before award of related civil work contract and implemented before commencement of civil works contract as applicable. If a Land Acquisition and Resettlement Plan (LARP) is prepared, MoEYS will ensure that final LARP (i) adequately addresses all involuntary resettlement issues pertaining to the project, (ii) describes specific mitigation measures that will be taken to address the issues, and (iii) ensures the availability of sufficient resources to address the issues satisfactorily. No physical and economic displacement will occur until compensation in full at replacement cost and all other entitlements are paid to the DP's in accordance with the final LARP.

87. **Information Disclosure:** Information sharing and disclosure are tools to engage with local communities and the project affected population during project planning, development and implementation aimed to promote understanding about project activities and discuss way forward for fruitful solutions for various local needs, problems and prospects of resettlement. MoEYS and PCU shall ensure that all the safeguards documents including monitoring reports are disclosed by: (i) uploading the draft and ADB approved final safeguards documents to MoEYS, and ADB websites, (ii) information pamphlet containing summary of the projects impacts and final LARP, if required, in local language is distributed amongst the DPs.

88. **Meaningful consultations:** Consultations were carried out at preparatory stage of the project and during the due diligence preparation. To ensure continued information sharing, MoEYS and PCU shall ensure that: (i) additional consultations are conducted during updating of the safeguards documents; (ii) the displaced persons if any are informed about: (a) resettlement impacts, asset valuation, entitlements and compensation payment modalities with time lines, (b) Rehabilitation and income restoration measures suggested for the project displaced persons, and (c) grievance redress mechanism put in place with status of redress of grievances; and (iii) Liaison is maintained with affected persons and community, and consultation meetings are held regularly with surrounding communities and project displaced persons including women and vulnerable groups to share project related information during project implementation period.

89. **Monitoring and Reporting:** If there are any changes, additional land requirements, resettlement or indigenous peoples' impacts are identified, LARP and an Indigenous People's Plan (IPP) will be prepared by PCU in close coordination with GDR, Ministry of Rural Development, MoEYS. The LARP and IPP will be reviewed by ADB prior to award of civil works and implemented before implementation of civil works. Implementation shall be monitored internally by PCU and PSC and GDR. During a potential LARP and IPP implementation phase, the monitoring results shall be consolidated into semiannual monitoring reports and shared with ADB for review, clearance and disclosure. Once LARP and IPP implementation is completed, bi-annual monitoring reports will be prepared and submitted to ADB for review and clearance. Upon clearance of monitoring reports by ADB, these will be disclosed by uploading on MoEYS and ADB websites. PCU will be adequately staffed with social safeguards and resettlement specialists.

90. **Indigenous Peoples (IP).** The project will not adversely impact any indigenous people as defined in ADB's SPS, but is classified as category B for positive IP impacts, as it will cover secondary resource schools and upper secondary network schools scattered throughout the country and also cover areas where IP/EMs are predominant. The Social and Poverty Assessment conducted for the Project shows that educational and economic opportunities for the rural poor and in remote areas, where IP/EMs presence is predominant, is still constrained. Educational outcomes for the five north-eastern provinces where the project will be implemented, and specifically in IP/EM communities are essentially not meeting the national average. IP/EM children face obstacles in access to education such as lack of schools nearby their village, language barrier, teacher shortages, high levels of absenteeism, and teachers lacking relevant training on culturally inclusive curriculum. Although the project will be implemented country-wide, the outputs integrate features that will allow enhanced benefits to IP/EM communities and children. Hence the Project is expected to have positive impact on IP as defined in ADB SPS.

91. The project design features benefiting IP/EM communities and children have been included in the outputs in lieu of an IPP. These design features include culturally inclusive training, equal access to enhanced ICT and science classrooms, culturally relevant career guidance, and improved school management in disadvantaged provinces as detailed above.

VIII. GENDER AND SOCIAL DIMENSIONS

92. During project preparation, a poverty and social assessment, including gender analysis, was undertaken in accordance with ADB guidelines, and consultations with project beneficiaries were conducted in selected project sites. A summary poverty reduction and social strategy (SPRSS) has been prepared to present project benefits and mitigation measures to address social impacts and enhance the distribution of project benefits. The program is categorized as 'Gender Equity as a Theme' (GEN).

93. **Key poverty and social issues.** Poverty fell dramatically from 47.8% in 2008 to 13.5% in 2014, but a large share of the population remains vulnerable, having moved from below the poverty line to just above it. In 2011, 10% of Cambodians lived on less than \$1.25 per day, 41% lived on less than \$2.00 per day, and 71% lived on less than \$3.00 per day. A higher proportion of Cambodians are multi-dimensionally poor than are income poor, and lack adequate access to basic services, especially in rural areas.¹⁷ A labor skills shortage is due to low enrolments (except at primary school level), high dropout rates, low graduation rates and poor learning outcomes, especially in rural areas. Whilst there is gender parity in primary and secondary education enrollment (in fact, in school year (SY) 2016/17, girls' gross enrollment in USE was 26.7%, 3.10 percentage points higher than boys at 23.6%), provincial disparities and low overall net enrolment rates (19.4% [female 21.6%] in 2016) undermine primary education gains.¹⁸ At tertiary levels however, twice as many employed men than women have university degrees; and in the formal work sector women comprise only 27% of wage employment, their work being mostly in vulnerable, low-paid jobs in the garment industry. Key constraints to females accessing higher education include negative social attitudes towards girls' education, low levels of parents' education, child marriage and distance from schools.¹⁹

94. **Other social and poverty issues.** Gender based violence is an issue in Cambodia. Although it is not directly addressed by USESDP 2, the issue is addressed indirectly through some activities included in the project gender action plan (GAP) such as the development of a code of conduct for integration in USS-Industry partnership MOUs and the development of a module for schools directors and management on the creation of a school environment free of violence. The on-going work being implemented by Ministry of Women's Affairs, Legal Protection Department on the Second National Action Plan to Combat Violence Against Women and Girls has funding support from the Australian Department of Foreign Affairs and Trade, and the United Nations Population Fund. This is a ready resource for the MoEYS Gender Working Group (GWG) and USESDP 2 Team to draw on and builds on USESDP 1 interventions.

95. **Key issues related to USE.** Gender issues amongst teaching and non-teaching staff include (i) lack of training opportunities, especially for women; (ii) lower proportion of female teachers in USE (39%; urban 43%/rural 37%; and 31% in SRS with even fewer female staff teaching physics, maths, and ICT);²⁰ (iii) difficult logistics (e.g., inadequate housing, low pay, difficult transport, safety concerns) especially for females in remote and disadvantaged provinces; (iv) lack of female representation at central and provincial levels (e.g., 25% USE female school principals, 7% department directors at central level); and, (v) persistent social stereotypes.²¹ Teacher deployment country-wide remains a challenge. For secondary school students, low

¹⁷ USESDP 2 Initial Poverty and Social Analysis 2017

¹⁸ EMIS data 2016–2017.

¹⁹ USESDP 2 Transactional Technical Assistance (TRTA) Poverty and Social Analysis 2017

²⁰ EMIS data 2016–2017 for Grades 10–12 including USE levels from lycees included in Poverty and Social Analysis TA Report of USESDP 2.

²¹ USESDP 2 TRTA Poverty and Social Analysis 2017.

completion and increased drop-out rates are an issue for both boys and girls, especially in rural areas, and particularly for boys. Education management information system (EMIS) data in 2016 shows that USE boys drop out more than USE girls in 23 out of 25 provinces, particularly in Grade 12, and that boys repeat more than girls in 24 provinces. Girls' promotion rates are also higher than boys in 24 provinces and a 2015 study of Grade 12 Exam scores indicates that girls scored higher than boys across all examination subjects.²² Main reasons both sexes drop out from lower secondary education (LSE) and USE levels include: (i) high school fees; (ii) opportunity costs of schooling; (iii) distance from schools; (iv) migration; (v) a preference to join peers in the labor force to earn money for material items; (vi) pressure from parents to contribute to the family income; (vii) poor quality of schooling and low educational relevance; (viii) low student achievement and motivation; (ix) teacher shortage and teacher absenteeism; and (x) early marriage, particularly for ethnic minority youth. Other constraints, particularly for females, include local employment and household chores, unsupportive school or home environments, lack of security and accommodation, and teenage pregnancy.

96. **Design features.** The GAP of USESDP 1 (on-going) addresses many of the issues mentioned above, especially with the aim of increasing access to USE (including through scholarships for female students, additional hardship allowance and housing units for teachers (with priority to female teachers), upgrading of infrastructure and ensuring safe school environment), and of increasing teachers' (40% women) qualifications in STEM and career counselling. The GAP of USESDP 2 builds on the gender design features integrated in the on-going project and focuses on gender mainstreaming as part of further improving the quality of education, and of enhancing labor market relevance of USE in line with USESDP 2 project activities. It aims at supporting key strategies and actions of the MoEYS Gender Mainstreaming Strategic Plan (GMSP) in Education 2016–2020,²³ including gender mainstreaming in teaching and learning activities (gender responsive pedagogy and materials free of gender bias), ensuring a gender responsive school environment, and supporting qualification development, especially for female staff. It also ensures that female students can participate and equally benefit from the STEM project related activities. The GAP elements should also align with and are expected to inform to some extent (e.g., the ERC analysis on underrepresentation of women in USE teaching and in education leadership and management positions) the next five-year GMSP in Education, 2021–2025. The GAP can be found in Table 13, and a monitoring table for updates in Appendix 3.

97. A Project Coordination Unit (PCU) will be set up by 2019 and will be responsible for GAP implementation, monitoring and reporting. A National Gender Specialist (NGS) undertaking 24 months' intermittent input over 6 years will support the PCU in doing so, and also the Gender Working Group's (GWG) active involvement in monitoring the project GAP. Qualitative information on the impacts of interventions, via success stories, case studies and quality of life changes to beneficiaries, as well as sex-disaggregated quantitative data, will be gathered over the life of the project.

98. **Beneficiaries.** The education related policy reforms aim to benefit (i) USE teachers; (ii) educational policymakers, administrators, and managers; and (iii) female and male students, especially with regard to improved teaching and learning of STEM and ICT subjects. Given this focus on 21st Century skills, the general workforce, future generations, and the private sector will indirectly benefit from implementation of the reforms. The overarching outcome is the improved

²² Chhinh Sitha, Chey Chan Oeurn, No Fata, Khieu Vicheanon Associates, Bac II Exam: Opportunities for system reform (no date).

²³ Government of Cambodia, MoEYS. 2015. *Gender Mainstreaming Strategic Plan in Education, 2016–2020*. Phnom Penh.

effectiveness of the USE system through addressing the current mismatch of skills with those needed in the workforce and enabling the country's labor force to become more skilled and competitive in the near future. Nationwide interventions are expected to lead to enhanced quality of USE teachers, a more enabling environment for female teachers to attend professional development, a more gender responsive USE curriculum, strengthened educational service delivery at decentralized levels to meet local educational needs, and improved retention of USE students.

99. **Impact channels.** USESDP 2 will positively impact beneficiaries through: (i) addressing regional and gender disparities in USE teacher distribution; (ii) strengthening gender responsive STEM learning and teaching; (iii) enhancing the quality and gender-responsiveness of secondary education curriculum; and, (iv) promoting professional growth for teachers.

100. **Participatory approaches and project activities.** USESDP 2 outputs, especially the multi-media component under Output 3, will build on the communication and participation strategy developed under USESDP 1 to inform communities of the importance of investing in USE girls' and boys' STEM related education to better achieve economic empowerment and will also highlight USESDP 2 successes. USESDP 2 will link with the private sector to enhance student career pathways via providing a skills-system to help students study STEM related courses of interest to them provided by local industry providers.

101. **Partnership with civil society organizations.** The NGO Education Partnership (NEP), a non-government organization (NGO), is the key umbrella organization for NGOs working in the education sector. NEP was consulted during USESDP 1 and USESDP 2 program preparation phases and was informed on the proposed activities to be implemented under each program. Outsourcing the development and management of 21st Century Skill model schools such as the New Generation School (NGS) in Phnom Penh, to experienced NGOs such as Kampuchea Action for Primary Education (KAPE) and is envisaged under USESDP 2. Thus, no discreet project participation plan is necessary.

102. **Gender action plan (GAP).** The GAP for USESDP 2 is presented in Table 13.

Table 13: Gender Action Plan

Project Outputs	Gender Activities/Actions	Performance Indicators/Targets	Responsible Agency
Output 1: Quality of teachers in upper secondary schools improved			
Gender Objective: To ensure that NIE is a model for promoting gender equality in education and builds capacity of the future teachers in this area	1.1 Ensure that gender analysis is fully integrated as part of the NIE organizational review (especially for aspects such as human resource policies, staffing, recruitment, promotion, management and leadership) (by Q4,2019)	1.1.1 The NIE organizational review report includes sex-disaggregated data and gender information for relevant aspects and clear recommendations to address any identified gender gaps/issues for inclusion in action plan	PCU (lead) with NIE, DGE, GSED
	1.2 Ensure that NIE facilities upgrade integrate gender physical design features with a clear maintenance plan (by Q4,2023)	1.2.1 Upgrades include: (i) Separate latrines/WASH facilities for females and for males; (ii) Safety and security measures (e.g. adequate lighting, locks on doors) 1.2.2 Budget earmarked for maintenance of sanitation facilities	PCU (lead) with NIE, DGE, GSED, DOC
	1.3 Ensure library materials procured under the Project include materials on/related to gender equality (e.g. gender equality in education, human/women's rights, Life Skills, gender mainstreaming in STEM) (by Q3,2023)	1.3.1 5% of the budget allocated for procurement of library materials for NIE is used for procurement of gender related library materials	PCU (lead) with NIE, DGE, GSED, DOF
	1.4 Ensure that participation in all Pro-D activities supported by the project under this output is equitable (i.e. not less than as per the existing proportion of Females/Males in target groups for Pro-D) (by Q4, 2024)	1.4.1 At least 25% female (overall) of 1,100 USS STEM teachers from 50 SRSs and 2,000 STEM teachers from 81 USS Network schools, and 40 NIE STEM lecturers with increased understanding of the new curriculum framework, content knowledge, instruction, and assessment 1.4.2 At least 4 females out of 7 NIE lecturers received scholarships for advanced education programs	PCU (lead), NIE, DGE, GSED, SRS, DOF
	1.5.1 Develop a Tool Kit on gender responsive ²⁴ teaching and learning methods (e.g. activity-based learner centered), ²⁵ especially for STEM. The Tool Kit should build on best practices, materials and guidelines ²⁶ and be context specific.	1.5.1 Tool Kit on gender responsive teaching and learning methods, especially for STEM, developed and 150 printed copies disseminated. ²⁷ 1.5.2 Training in gender responsive teaching and learning methods based on developed Tool Kit integrated into the	PCU (lead) with NIE, DGE, GSED, SRS

²⁴ The terms 'gender responsive/sensitive' used in the GAP refer to among others: responding to the different needs of female and male students in the classroom and the school environment including clean water, separate latrine and hygiene facilities for girls; ensuring females and males have equal opportunity e.g. to respond in question and answer sessions or to present in front of the class; content and images of teaching and learning materials or resources promote gender equality and are free of gender bias and stereotypes; career counseling that encourages female and male students to study and work in non-traditional areas/occupations.

²⁵ learner centered responds to the needs of learners (see <https://www.facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching/>)

²⁶ see e.g., International Bureau of Education/UNESCO (2017). *Training Tools for Curriculum Development: A Resource Pack for Gender-Responsive STEM Education*.

²⁷ This would be the preferred measure. Alternatively, the 2017 IBE/UNESCO Resource Pack for Gender Responsive STEM Education mentioned above can be translated into Khmer and printed copies disseminated to education staff, especially STEM teachers.

Project Outputs	Gender Activities/Actions	Performance Indicators/Targets	Responsible Agency
	1.5.2 Ensure NIE instructors are trained on gender responsive teaching and learning methods (by Q1,2021)	NIE instructors' Training of Trainers package to on-train teachers	
	1.6 Ensure database of teaching staff's prior learning and professional experience in the 50 SRS is sex-disaggregated to support qualification and career development, especially of female staff in line with GMSP 2016-2020 (by Q4,2021)	1.6.1 Database and generated reports of teaching staff profiles disaggregated by sex, teaching subject, prior experience and type of Pro-D course	PCU (lead) with SRS, DGE, TTD, NIE, GSED, DOP (Human Resource), DOIT
	1.7 Ensure the revised curriculum, instruction and assessment for USS PRESET/INSET, Inspector PRESET/INSET, School Director PRESET/INSET, and Masters in Educational Management is gender sensitive (by Q1,2024)	1.7.1 The revised and updated curriculum, instruction and assessment in each program is gender sensitive ²⁸	PCU (lead) with NIE, GSED, DCD, TTD
Output 2: Quality and labor market relevance of upper secondary education improved			
Gender Objective: To ensure gender equality in STEM	2.1 Ensure the upgrading of SRS facilities (especially for those designated SRS with degraded water and sanitation systems) integrate gender physical design features with a clear maintenance plan (by Q4,2021)	2.1.1 Upgrades include: (i) Separate latrines/WASH facilities for females and for males; (ii) Safety and security measures (e.g. adequate lighting, locks on doors) 2.1.2 Budget earmarked for maintenance of sanitation facilities	PCU (lead) with GSED, SRS, DOC
	2.2 Ensure Career Teachers (and school administration) in 50 SRS use a gender perspective in developing their action plan for linking with local businesses/industry partners including: - inviting both female and male classroom speakers presenting successful female and male STEM related experiences/stories - integrating a code of conduct for work experience programs and company-based trainings to prevent and address sexual harassment between trainees and employers in USS-Industry partnership MOUs - ensuring equal participation and benefits for female/male students from USS-Industry partnerships - ensuring job info provided in the school library and career counselling are gender sensitive ²⁹	2.2.1 At least 40% of Career Teachers appointed are women ³⁰ 2.2.2 Proportion of role model classroom speakers presenting successful STEM-related experiences (target: 50% female) 2.2.3 Code of conduct (incl. clauses for prevention and response to sexual harassment) developed and integrated in all USS-Industry partnership MOUs 2.2.4 Number and proportion of USE students (target: 50% female) participating in (i) work experience programs, (ii) site visits 2.2.5 Job related displays and literature in the school library are free of gender stereotypes in career choices and jobs 2.2.6 Number and proportion of participants (target: 50% female) in STEM school clubs	PCU (lead) with GSED, SRS Network staff, Career Teachers, Industry Partners, local businesses

²⁸ See footnote 1.

²⁹ See footnote 1.

³⁰ The GAP of Upper Secondary Education Sector Development Program (USES DP I) includes a 40% target for female US teachers' participation in INSET in career counselling. Since the idea is that each school would appoint one or more Careers Teacher(s) who will have participated in the Career Counselling INSET provided by USESDP 1, the gender target set for appointment of career teachers for this GAP is also 40%.

Project Outputs	Gender Activities/Actions	Performance Indicators/Targets	Responsible Agency
	- creating space for girls and boys to express views and concerns about career, employment, life skills, sexual and reproductive health issues, etc. as part of STEM school clubs (by Q4 2023; Q3, 2024)	2.2.7 Separate sessions for female and for male members of STEM school clubs are organized regularly (about 1 in 5 sessions) in which their specific concerns can be raised	
	2.3 Ensure US female/male students (paying special attention to boys and girls at risk of dropping out) equally participate in and benefit from Extra-Curricular STEM-skills Program (by Q4, 2023)	2.3.1 Number of USE beneficiaries of the Extra-Curricular STEM-Skills Program (target: 50% female) by STEM area (e.g. coding, robotics, electronics) in pilot program, and subsequently rolled out program	PCU (lead) with GSED, DOF SRS UNIT
Output 3: Institutional capacity for planning, management, and delivery of education strengthened			
Gender Objective: To strengthen institutionalization of gender mainstreaming in education, and more particularly USE	3.1 The GWG monitors and reports on gender mainstreaming in education, especially USE, e.g. at the Annual Review Meetings (held every February) of the CNCW, and it plays an active role in monitoring implementation of this project GAP (Q2 2019-25)	3.1.1 Yearly attendance and presentation by GWG on gender in education (including USE) at CNCW Review Meetings, with feedback provided to MoEYS planners 3.1.2 Annual Education Congress Report includes gender information including progress reports on implementation of this project GAP	PCU (lead) with MoEYS representative (GWG member)
	3.2 The Education Research Council to conduct an analysis on the under-representation of women in USS teaching (especially in rural areas) and in leadership and management positions. The analysis should include a concrete strategy and action points to address gender gaps especially through teacher deployment, professional and career development. These concrete recommendations are expected to feed into the development of a possible/review of the 'Teacher Deployment Policy' and the new GMSP for Education 2021-2025. (Q 1-2, 2019)	3.2.1 Report on the under-representation of women in USS teaching and in leadership and management positions with concrete recommendations in terms of strategy and action points to address gender gaps conducted.	PCU (lead) with ERC
	3.3 Ensure that participation in all Pro-D activities supported by the project is equitable, i.e. not less than as per the existing proportion of Females/Males in target groups for Pro-D under this output (by Q4 2020-Q4 2023)	3.3.1 Number and proportion of female SRS Directors, Deputy Directors and administrators with increased knowledge of school-based management (target: same as % of female staff in target groups) 3.3.2 Number and proportion of female administrators and finance staff from 81 SRS Network USS with increased knowledge of school-based finance procedures (target: same % of women as female staff in target groups) 3.3.3 25% female of 20 DEA personnel acquired increased knowledge of examination design and delivery 3.3.4 At least 30% female of 24 SRS Unit personnel acquired increased knowledge of SRS supervision 3.3.5 At least 7 female out of 25 POEs acquired increased knowledge on new regional inspection system	PCU (lead) with DEA, DGE, GSED, TTD, DOF, NIE, IG/QAD, DOI, POE, DOE
	3.4 Under leadership and management training for school directors and management, develop and	3.4.1 Module on why and how to promote mutual respect and gender equality in schools, including create a school	PCU (lead) with GSED, DCD, NIE,

Project Outputs	Gender Activities/Actions	Performance Indicators/Targets	Responsible Agency
	integrate a curriculum module on the importance of and methods for promoting mutual respect, gender equality, and a violence-free environment in schools (by Q4,2020)	environment free of violence, developed and integrated into the school leadership and school-based management training	SRS unit, MoEYS School Health
	3.5 Ensure showcasing improvements and successes of the Project via multi-media presentations include success stories on gender equality in USE and in STEM related activities (by Q4,2022)	3.5.1 At least 3 knowledge products showcasing improvements and successes in promoting gender equality in USE and particularly STEM.	PCU (lead) with DGE, GSED, DOI, Media Agencies
Project management gender related activities			
<p>- PCU to recruit a national gender specialist for 24 months (intermittent) over the project duration of 6 years, to (i) build capacity of PCU and key stakeholders in gender analysis and mainstreaming in education, and the gender requirements for the Project, and (ii) work closely with the PCU and the GWG to support GAP implementation, monitoring and reporting.</p> <p>With support from the national gender specialist:</p> <ul style="list-style-type: none"> - Ensure gender sensitive indicators (from the DMF and the GAP) are integrated in the Project Performance Management System. - Gather and analyze quantitative data disaggregated by sex and other important factors as well as where relevant by STEM area, and qualitative information on gender impacts of all interventions, via success stories, case studies and quality of life changes. - Ensure regular monitoring of and reporting (at least semi-annually to ADB) on the progress of GAP implementation. - Involve the GWG actively in monitoring of the GAP activities and targets. - Ensure the Project annual operation plans include adequate budget allocation for implementation of GAP activities. - The PCU translates the GAP into Khmer and distributes it to all target districts and key stakeholders such as the GWG during the first semester after project effectiveness. - The PCU via GWG is involved in the Annual Review Meeting of the CNCW regarding advocacy and communication on gender equality in education. 			

ADB= Asian Development Bank; CNCW= Cambodian National Council for Women; DCD= Department of Curriculum Development; DEA= Department of Examination Affairs; DGE= Directorate General of Education; GSED= Directorate General of Secondary Education; DMF= Design Monitoring Framework; DoE= District Office of Education; DoF= Department of Finance; DoI= Department of Information; DOIT= Department of Information and Technology; DoP= Department of Personnel; ERC= Education Research Council; GAP= Gender Action Plan; GMSP= Gender Mainstreaming Strategic Plan; GWG= Gender Working Group; IBE-UNESCO= International Bureau of Education-United Nations Educational, Scientific and Cultural Organization; IG= Inspection General; INSET= In-Service Education Training; MoEYS= Ministry of Education, Youth and Sports; NIE= National Institute of Education; PCU= Project Coordination Unit; PoE= Provincial Office of Education; PRESET= Pre-Service Education Training; Pro-D= Professional Development; QAD= Quality Assurance Department; SRS= Secondary Resource School; STEM= Science, Technology, Engineering and Maths; TTD= Teacher Training Department; USE= Upper Secondary Education; USS= Upper Secondary School.

IX. PERFORMANCE MONITORING, EVALUATION, REPORTING, AND COMMUNICATION

103. The PCU will be responsible for the smooth management and coordination of project activities. It will be established, and all staff identified, prior to loan effectiveness. The PCU will be headed by a Project Director, supported by a Deputy Project Director, a Project Manager, and Deputy Project Managers, as well as approximately 30 staff members responsible for administration, finance, procurement, and civil works. The Project Director will be responsible for all aspects of project implementation, including planning, budgeting, procurement, monitoring, coordination, maintaining all project documents, maintaining the advance account, submitting required progress reports, annual audit reports, and financial statements as per agreed frequency and in proper format.

104. An interdepartmental technical committee, with representation of all technical departments impacted by project activities, will be established by MoEYS to ensure close collaboration and coordination among the various departments and agencies. A high-level PSC, chaired by the Minister of Education, Youth, and Sport, comprising heads of other government ministries and MoEYS technical departments and agencies, will be established to guide and monitor program progress. The PSC will meet at least twice a year.

105. ADB will be responsible for overall guidance to the PCU on technical, management, and implementation aspects. ADB will oversee project implementation, ensure compliance with the loan agreement and the Project Administration Manual (PAM), observance of policies for safeguards and anti-corruption and fraud prevention, and the timely approval of procurement activities and withdrawal applications. ADB will conduct an inception mission and undertake regular reviews, including a review of the project at midterm for a thorough assessment to see that all activities are on track and make adjustments as may be required and/or necessary.

A. Project Design and Monitoring Framework

Impact the Program is Aligned with High-quality human resources developed (Education Strategic Plan, 2014–2018; and Industrial Development Policy, 2015–2025) ^a			
Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Risks
Outcome Effectiveness of the USE system improved	By 2025 a. GER for USE increased to 31.8% (male: 26.8%; female: 34.6%; rural 29.2%) (SY2016/17 baseline: 25.1%; male: 23.6%; female: 26.7%; rural: 21.4%) b. Grade 10 to 11 promotion rate increased to at least 90.1% (male: 89.2%; female: 90.7%; rural: 87.2%); (SY2016/17 baseline: 85.5%; male: 84.8%; female: 86.1%; rural: 83.3%) c. Grade 11 to 12 promotion rate increased to 97.0% (male: 96.5%; female: 97.4%; rural: 93.2%) (SY2016/17 baseline: 93.1%; male: 91.9%; female: 94.2%; rural: 89.3%) d. USE dropout rate decreased to 15.0% (male: 16.4%; female: 13.1%; rural: 15.8%) (SY2016/17 baseline: 18.3%; male: 19.7%; female: 17.0%; rural: 19.7%)	a–d. MoEYS EMIS (annually)	Changes in government priorities shift resources away from education reforms.
Outputs 1. Quality of teachers in USSs improved	Program by 2018 1a. Sub-decrees on the establishment of teacher education colleges in Phnom Penh and Battambang approved (SY2016/17 baseline: no sub-decree)	1a. Sub-decrees on the establishment of teacher education colleges and	An adequate number of qualified

Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Risks
	<p>1b. Teachers' CPD policy approved by MOEYS (SY2016/17 baseline: no policy)</p> <p>1c. Teachers' career pathways policy approved by MoEYS (SY2016/17 baseline: no policy)</p> <p>1d. Recognition of prior learning and professional experience policy approved by MoEYS (SY2016/17 baseline: no policy)</p> <p>Project</p> <p>1e. NIE organizational review and action plan, including gender recommendations, completed by 2019 (SY2016/17 baseline: not applicable)</p> <p>1f. NIE facilities upgrade, resourcing, and program delivery reform completed (gender-responsive education environment)^b by 2023 (SY2016/17 baseline: not applicable)</p> <p>1g. At least 1,100 USS STEM teachers from 50 SRSs, 2,000 STEM teachers from 81 upper secondary network schools, and 40 NIE STEM lecturers (at least 25% female overall) increase their understanding of the new curriculum framework, content knowledge, instruction, and assessment by 2024 (SY2016/17 baseline: 0)</p> <p>1h. 7 (at least 4 females) NIE lecturers receive scholarships for advanced education programs by 2024 (SY2016/17 baseline: 0)</p>	<p>implementation guidelines</p> <p>1b. MoEYS's CPD policy for teachers</p> <p>1c. MoEYS's teacher career pathways policy</p> <p>1d. <i>Prakas</i>^c on recognition of prior learning and professional development experience</p> <p>1e. Organizational and functional review document with TOR and action plan</p> <p>1f–h. MoEYS's quarterly reports</p>	<p>instructors and assessors is not available for recruitment because of increased domestic demand from higher-paying employers for such skilled staff.</p>
2. Quality and labor market relevance of USE improved	<p>Program by 2018</p> <p>2a. Quality standards for SRSs approved (SY2016/17 baseline: no standards)</p> <p>2b. Updated Policy and Strategy on Information and Communication Technology in Education approved (SY2016/17 baseline: 2004 policy)</p> <p>2c. Student learning assessment framework for kindergarten to grade 12 approved (SY2016/17 baseline: no framework)</p> <p>2d. Curriculum framework implemented (SY2016/17 baseline: not implemented)</p> <p>Project</p> <p>2e. Science labs and ICT classrooms in 36 SRSs upgraded, and 2 classrooms in each of the 36 SRSs converted into science classrooms with equipment and teaching materials by 2022 (SY2016/17 baseline: 0)</p> <p>2f. 2 classrooms converted into science classrooms and libraries in 81 upper secondary network schools upgraded with equipment, teaching materials, books, and furnishings by 2022 (SY2016/17 baseline: 0)</p> <p>2g. Project-based, life skills classrooms installed in 25 SRSs by 2023 (SY2016/17 baseline: 0)</p> <p>2h. 50 SRSs establish gender-responsive^b USE career guidance programs by 2023 (SY2016/17 baseline: 0)</p> <p>2i. Extracurricular STEM skills programs for upper secondary students (50% female) in 20 SRSs pilot tested by 2023 (SY2016/17 baseline: 0)</p> <p>2j. School libraries upgraded in 50 SRSs by 2022 (SY2016/17 baseline: 0)</p> <p>2k. Water and sanitation facilities in 18 SRSs upgraded (by gender) by 2021 (SY2016/17 baseline: 0)</p> <p>2l. Solar power systems in 20 SRSs and 30 secondary network schools installed by 2021 (SY2016/17 baseline: 0)</p>	<p>2a. MoEYS standards for infrastructure, teaching, and learning resources and personnel</p> <p>2b. Policy and Strategies on Information and Communication Technology in Education in Cambodia</p> <p>2c. Grades 1–12 student learning assessment framework</p> <p>2d. <i>Prakas</i> on the implementation of the curriculum framework</p> <p>2e–m. MoEYS project quarterly reports; review mission reports</p>	

Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Risks
	2m. USS–industry partnerships established in 50 SRSs by 2024 (SY 2016/17 baseline: 0)		
3. Institutional capacity for planning, management, and delivery of education strengthened	<p>Program by 2018:</p> <p>3a. Gender Mainstreaming Strategic Plan in Education, 2016–2020 implemented (SY2016/17 baseline: not implemented)</p> <p>3b. Budget strategic plan, 2018–2020 approved and operationalized (SY2016/17 baseline: no budget strategic plan)</p> <p>3c. Human resource development and management plan for secondary education for IDP, 2015–2025 approved (SY2016/17 baseline: no plan)</p> <p>3d. School director professional standards approved (SY2016/17 baseline: no standards)</p> <p>Project</p> <p>3e. At least 162 SRS directors and deputy directors and 150 administrators (disaggregated by sex) increase their knowledge of school-based management by 2022 (SY2016/17 baseline: 0)</p> <p>3f. At least 237 administrators and finance staff from 81 upper secondary network schools (disaggregated by sex) increase their knowledge of school-based finance procedures by 2023 (SY2016/17 baseline: 0)</p> <p>3g. 20 DEA personnel (25% female) acquired increase knowledge of examination design and delivery by 2021 (SY2016/17 baseline: 0)</p> <p>3h. 24 SRS unit personnel (at least 30% female) increase their knowledge of SRS supervision by 2020 (SY2016/17 baseline: 0)</p> <p>3i. Teacher deployment policy reformed and implemented, paying attention to gender gaps in USE by 2021 (SY2016/17 baseline: not reformed)</p> <p>3j. 25 POEs (at least 7 female) increase their knowledge on new regional inspection system by 2020 (SY2016/17 baseline: 0)</p>	<p>3a. MoEYS Gender Mainstreaming Strategic Plan in Education, 2016–2020</p> <p>3b. Budget strategic plan, 2018–2020</p> <p>3c. Human resource development and management plan for secondary education for IDP, 2015–2025</p> <p>3d. School director professional standards</p> <p>3e–h. Training participant feedback survey</p> <p>3i. MoEYS project quarterly report</p> <p>3j. Training participant feedback survey</p>	
<p>Key Activities with Milestones</p> <p>1. Quality of teachers in USSs improved</p> <p>1.1 Conduct an organizational and functional review of NIE (with a gender lens); upgrade NIE facilities; procure equipment and other resources; and review and update program delivery by Q4 2023</p> <p>1.2 Provide INSET to 40 NIE lecturers and teachers in 50 SRSs on new USE STEM curriculum and improved instruction and assessment in gender-responsive STEM instruction by Q4 2024</p> <p>1.3 Develop sex-disaggregated database of teachers' and administrators' prior learning and professional experience in 50 SRSs by Q4 2021</p> <p>1.4 Provide scholarships for advanced education programs to 7 (at least 4 female) NIE lecturers by Q4 2024</p> <p>2. Quality and labor market relevance of USE improved</p> <p>2.1 Develop and implement gender-responsive USS career guidance in 50 SRSs with local industry by Q4 2023</p> <p>2.2 Develop and pilot a STEM skills extracurricular program in 20 SRSs by Q4 2023</p> <p>2.3 Refurbish SRS science labs and ICT classrooms and provide teacher training in 36 SRSs by Q4 2022</p> <p>2.4 Provide professional development and upgrade packages to 50 SRS libraries by Q4 2022</p> <p>2.5 Convert 2 classrooms in 36 SRSs into science classrooms with equipment and training materials by Q4 2022</p> <p>2.6 Convert 2 classrooms in 81 upper secondary network schools into science classrooms and libraries with equipment, training materials, books, and furnishings by Q2 2022</p> <p>2.7 Provide training for librarians from 50 SRSs by Q4 2022</p> <p>2.8 Install multipurpose, project-based life skills classrooms in 25 SRSs by Q2 2023</p> <p>2.9 Upgrade water and sanitation systems (with separate facilities for girls and boys) in 18 SRSs by Q4 2021.</p> <p>2.10 Install solar power systems in 50 SRS Network schools by Q4 2021</p> <p>3. Institutional capacity for planning, management, and delivery of education strengthened</p> <p>3.1 Provide professional development to MoEYS SRS unit to improve SRS support by Q4 2020</p>			

3.2	Deliver INSET to 162 SRS directors and 150 administrators and finance staff (fair participation of female staff) on school-based management and finance procedures by Q4 2022
3.3	Deliver INSET to at least 273 administrators and finance staff (fair participation of female staff) from 81 upper secondary network schools on school-based finance procedures by Q4 2023
3.4	Conduct regional orientation workshops for at least 50 SRSs and 25 POEs by Q4 2019
3.5	Deliver INSET to 100 staff from 25 POEs on new regional inspection system by Q1 2020
3.6	Provide training for DEA personnel to improve grade 12 examinations by Q2 2021
3.7	Upgrade teacher deployment system with special attention to gender gaps by Q4 2021
3.8	Create multimedia teaching and learning resources on USE by Q4 2022
Project Management Activities	
Establish the project coordination unit by Q4 2018	
Recruit project implementation consultants within 6 months of loan effectiveness	
Organize project orientation workshops: inception workshop within 2 months of loan effectiveness, midterm workshop in 2022, and final review workshop in 2024	
Inputs	
ADB: \$15,000,000 (policy-based loan, concessional ordinary capital resources)	
\$35,000,000 (project loan, concessional ordinary capital resources)	
Government: \$3,500,000	
Assumptions for Partner Financing	
Not applicable	
<p>ADB = Asian Development Bank; CPD = continuous professional development; DEA = Department of Examination Affairs; EMIS = education management information system; GER = gross enrollment rate; ICT = information and communication technology; IDP = industrial development policy; INSET = in-service training; MoEYS = Ministry of Education, Youth and Sport; NIE = National Institute of Education; POE = provincial office of education; Q = quarter; SRS = secondary resource school; STEM = science, technology, engineering, and mathematics; SY = school year; TOR = terms of reference; USE = upper secondary education; USS = upper secondary school.</p> <p>^a Government of Cambodia, MoEYS. 2014. <i>Education Strategic Plan, 2014–2018</i>. Phnom Penh; and Government of Cambodia. 2015. <i>Cambodia Industrial Development Policy, 2015–2025</i>. Phnom Penh.</p> <p>^b Gender-responsive career guidance programs ensure both female and male students equally participate in and benefit from the USS–industry partnerships and STEM activities (Gender Action Plan [accessible from the list of linked documents in Appendix 2 of the report and recommendation of the President]).</p> <p>^c A <i>prakas</i> is a proclamation or a ministerial decision.</p> <p>Source: ADB.</p>	

106. **Project performance monitoring.** Project progress, inputs, outputs, outcomes, and impacts will be monitored according to the DMF. The PCU will be responsible for monitoring and reporting on the performance of the project. The PCU will prepare quarterly progress reports (QPRs) describing: (i) project implementation progress, (ii) problems and constraints, (iii) effectiveness of environmental, health and safety management and grievance redress mechanism and (iv) proposed actions and solutions for submission to the Government and ADB.

107. The national Monitoring and Evaluation (M&E) Specialist will organize training courses for staff at national and provincial levels on M&E skills. Project reviews on performance progress, problems and constraints encountered, and proposed solutions will be jointly made by ADB and the government every six months. The PCU will be responsible for providing information and data for these semi-annual reviews.

108. At the commencement of project implementation, the PCU, with the assistance of the project start-up consultant, will use baseline information from EMIS to develop a comprehensive project performance management system (PPMS) to generate data systematically on the inputs and outputs, as well as the indicators to be used to measure project impact, taking into account the scope of the outputs. The PCU will: (i) confirm achievable targets; (ii) finalize monitoring, recording, and reporting arrangements; and (iii) establish systems and procedures, no later than six months after loan effectiveness.

109. ADB and the government will conduct a midterm review halfway through project

implementation to: (i) review project scope, design, and implementation mechanism; (ii) review the performance progress as compared with design targets and milestones; (iii) review project compliance with loan covenants; and (iv) propose necessary adjustments. The results of the midterm review will be presented and discussed at a Midterm Workshop to be participated in by representatives of stakeholders, consultants, and ADB. Necessary actions will be decided at the workshop.

110. Compliance monitoring. Compliance with policy, legal, financial, economic, environmental, social, and other covenants contained in the loan and project agreements will be monitored by the PCU, which will, in turn, advise report the situation regarding covenant compliance in each of its semi-annual progress reports to ADB. ADB will monitor compliance through a review of the PCU progress reports and through selective follow-up discussions or more detailed reviews during supervisory missions.

111. Environmental safeguards monitoring. The National Site Supervisors will conduct regular site inspections and ensure the compliance of the civil works contractors with the project environment code of conduct and MoEYs quality control guidelines. The status of implementation of the environment code of conduct shall be reported in the progress reports to be submitted to ADB. The report shall also contain details of health and safety incidents, grievances and corrective actions undertaken by the PCU and the contractor to avoid the incident/grievance from recurring. ADB safeguards staff will undertake a spot check of site management during peak construction activities associated with the development of the library and if any issues are identified in the project progress reports.

112. Gender and social dimensions monitoring. Gender and social dimensions will be monitored internally through the PPMS which is set-up at the PCU. Specific indicators and targets from the GAP have been included in the DMF. At the beginning of the project, the PCU, with assistance from the national Gender Specialist and the M&E Specialist, will develop the PPMS and associated forms to generate data systematically for each output, including selected indicators requiring sex-disaggregated data in the DMF and the GAP. The PCU will be responsible for preparing and submitting bi-annual reports on GAP activities to ADB as part of its quarterly progress monitoring reports.

B. Evaluation

113. ADB will conduct an inception mission within two months of project start and review missions every six months thereafter, which will assess the progress of project implementation and the achievement of the outputs. A midterm review mission will indicatively be scheduled in late 2021. Within six months after the physical completion of the project, the Project Director will submit to ADB a project completion report, analyzing implementation, project performance and achievements against the targets, and expected project impact.

C. Reporting

114. The MoEYS will provide ADB with: (i) quarterly progress reports in a format consistent with ADB's project performance reporting system; (ii) consolidated annual reports including (a) progress achieved by output as measured through the indicator's performance targets, (b) key implementation issues and solutions, (c) updated procurement plan, and (d) updated implementation plan for the next 12 months; and (iii) a project completion report within 6 months of physical completion of the project. To ensure that projects will continue to be both viable and sustainable, project accounts and the executing agency audited financial statement together with

the associated auditor's report, should be adequately reviewed.

D. Stakeholder Communication Strategy

115. The PCU will liaise with MoEYS and other related agencies at the national and provincial levels to provide directions, monitoring, and feedback for smooth implementation of the project. The project will also provide for the translation of all policies, guidelines, and other operational documents developed/prepared under the project into both Khmer and English to facilitate information sharing for better planning and management. Regular dialogues among MoEYS agencies at all levels will be conducted particularly with regard to: (i) information sharing on policies, guidelines, and operational documents; (ii) engaging the private sector and increasing the involvement of local business and industry in improving the relevance of USE; (iii) generating valuable information on the current needs of industry regarding high-level skills as a basis for continued improvement and relevance of secondary education; (iv) improvement of policy implementation, guidance, monitoring, and feedback between central and provincial/district offices; and (v) increased awareness amongst stakeholders, especially the communities, on the program impact, outcome, outputs/components, and expected benefits. Output 3 of the project will include a multi-media firm to be contracted to create multi-media teaching and learning resources and public presentations (e.g., brochures, posters, short films, school and retail-center displays, etc.) for secondary education, gender equality, and successes achieved by the project.

X. ANTICORRUPTION POLICY

116. ADB reserves the right to investigate, directly or through its agents, any violations of the Anticorruption Policy relating to the project.³¹ All contracts financed by ADB shall include provisions specifying the right of ADB to audit and examine the records and accounts of the executing agency and all project contractors, suppliers, consultants, and other service providers. Individuals and/or entities on ADB's anticorruption debarment list are ineligible to participate in ADB-financed activity and may not be awarded any contracts under the project.³²

117. To support these efforts, relevant provisions are included in the loan agreement/regulations and the bidding documents for the project.

XI. ACCOUNTABILITY MECHANISM

118. People who are, or may in the future be, adversely affected by the project may submit complaints to ADB's Accountability Mechanism. The Accountability Mechanism provides an independent forum and process whereby people adversely affected by ADB-assisted projects can voice, and seek a resolution of their problems, as well as report alleged violations of ADB's operational policies and procedures. Before submitting a complaint to the Accountability Mechanism, affected people should make an effort in good faith to solve their problems by working with the concerned ADB operations department. Only after doing that, and if they are still dissatisfied, should they approach the Accountability Mechanism.³³

XII. RECORD OF CHANGES TO THE PROJECT ADMINISTRATION MANUAL

119. All revisions/updates during the course of implementation should be retained in this

³¹ ADB. Anticorruption Policy: <http://www.adb.org/Documents/Policies/Anticorruption-Integrity/Policies-Strategies.pdf>.

³² ADB's Integrity Office web site: <http://www.adb.org/integrity/unit.asp>.

³³ ADB. Accountability Mechanism. <http://www.adb.org/Accountability-Mechanism/default.asp>.

Section to provide a chronological history of changes to implemented arrangements recorded in the PAM.

FINANCIAL MANAGEMENT ASSESSMENT REPORT

A. Summary

1. A Financial Management Assessment (FMA) of the proposed Program financial management arrangements was conducted in accordance with ADB's Guidelines for the Financial Management and Analysis of Projects, and the Financial Management Technical Guidance Note on FMA and Financial Reporting and Auditing. The FMA considered the Ministry of Education Youth and Sport (MoEYS) as the proposed executing agency (EA).

2. **Country and sector level issues.** Country and sector level issues are identified from a Public Expenditure and Financial Accountability (PEFA) assessment conducted in 2015, from a Country Risk Governance Risk Assessment and Risk Management Plan prepared in 2012, and from a joint country portfolio performance review in the ADB Cambodia Country Partnership Strategy 2014-2018.

3. Country issues that potentially impact project financial management include weaknesses in internal control systems, financial reporting, staff capacities, internal auditing and the speed of implementation.

4. MoEYS has experience in implementing many donor-funded projects, including those funded by the ADB and World Bank. The Ministry commonly establishes project administration units. Sector-level risks for implementation were identified as extreme slowness to implement projects, and weak financial management capacity at the provincial and district levels.

5. **Risk analysis.** The overall assessment of financial management risk before mitigation is rated as substantial, with both inherent risk and project risk rated as substantial.

6. The major risks identified can be grouped into three broad categories: (i) delays in implementation; (ii) low finance staff capacity; and (iii) weaknesses in the internal control environment.

7. **Delays in implementation.** There is a risk that the program will have a very slow start-up. Some contributory factors are risks of unclear funding flows, late preparation of annual budgets, late preparation of a project finance manual and orientation to PCU staff on the procedures, and late recruitment of finance consultants.

8. **Low finance capacity.** There are risks that government finance staff will not have sufficient capacity to fully support the project, and that weak finance capacities at the National Institute of Education (NIE) and at Secondary Resource Schools (SRS) mean it would be a challenge for these entities to manage project funds.

9. **Weaknesses in internal controls.** There is a risk from too many payments being made in cash, especially for capacity development activities. There is a risk of weak control over fixed assets at sub-national levels. In addition, there is a risk that there will be no effective internal audits of the project to test whether internal controls are working. The MoEYS Internal Audit Department (IAD) has low capacity and limited experience in conducting project internal audits.

10. **Risk mitigation.** Risk mitigation measures are identified to address the risks. With these in place, then the financial management risk rating will be moderate. These measures are summarized in the following paragraphs.

11. To mitigate against implementation delays, it is recommended to include a start-up phase for the project, with specific outputs to be achieved. The annual budget for the first year, preparation of the project finance manual and orientation to PCU staff should all happen during start-up.

12. To mitigate against low staffing capacity, a long-term national consultant should be recruited to support the PCU finance unit. The government finance staff who have been nominated to join the finance unit must have sufficient finance experience, be available to work at least 50% time on the project and attend workshops on the MEF SOP/FMM. An additional national finance consultant is recommended to be recruited to support the NIE. Clear procedures will be developed for school grants. SRS staff will receive an orientation and follow-up support.

13. To mitigate against weak internal controls, the project finance manual will include procedures that reduce the use of cash. All assets must be labelled, recorded on asset registers, and physically checked every year. The Internal Audit Department (IAD) will appoint five staff with commitment and capacity to develop their skills, and who will conduct two internal audits of the project each year.

B. Introduction

14. The FMA has been prepared in accordance with the ADB technical guidance note for financial management assessment. The FMA considers the Ministry of Education, Youth and Sport (MoEYS) as the proposed executing agency for the project.¹

15. The assessment was undertaken from December 2017 to February 2018 by Andrew Vickery, International Financial Specialist and Chhun Bunmeng, National Finance Specialist. Preparation activities included a literature review of documents relating to public financial management in the country and education sector, holding discussions and interviews with ADB staff and with counterpart staff from the MoEYS Department of Finance, finance staff from USESDP 1 PCU, the MoEYS Internal Audit Department, Secondary Resource Schools (SRS), the NIE, and a Provincial Office of Education (POE).

C. Brief Project Description

16. The proposed project impact is the development of high-quality human resources. The intended project outcome is the improved effectiveness of upper secondary education in Cambodia. The project builds on and complements the *Upper Secondary Education Sector Development Program* (USESDP 1) which is being implemented over five years, from December 2016 to December 2021.

17. The project will consist of three outputs:

- Output 1: The quality of teachers in upper secondary schools improved
- Output 2: The quality and labor market relevance of upper secondary education improved
- Output 3: Institutional capacity for planning, management and delivery of upper secondary education is strengthened.

18. The total program cost is estimated at \$53.5 million. The ADB will finance \$50 million, including a \$15 million concessional policy-based loan, and a \$35 million concessional project-

¹ The questionnaire used in the Financial Management Assessment is presented in Attachment 1 of this Annex.

based loan. The Government of Cambodia will finance \$3.5 million from cash and in-kind contributions.

19. The policy-based loan funds will focus primarily on policy reform and innovation. The loan funds will be issued directly to the Treasury. The FMA does not consider the arrangements for the policy-based loan.

20. The project-based loan funds will support discrete interventions relative to improved access, quality and governance in upper secondary education. The project will be implemented over five years. The implementation period is planned to be from December 2018 to December 2023. There will therefore be a period of three years when both USESDP 1 and USESDP 2 will be implemented in parallel.

D. Country and Sector Level Financial Management Issues

1. Country level financial management issues

21. **Evaluation of the public financial management (PFM) system of Cambodia.** Country PFM arrangements were assessed in 2015 using the Public Expenditure and Financial Accountability (PEFA) framework and methodology. The assessment concluded that the PFM systems had improved moderately since the previous assessment in 2010. Despite some improvements, slippage was identified in indicators including regarding resource allocation and transparency. The government is continuing to implement a Public Financial Management Reform Program (PFMRP). Several reform initiatives are ongoing, focused on internal controls, external audit and accountability, with further measures planned. Country issues that potentially impact program financial management include shortcomings in: (i) internal control systems; (ii) internal auditing; and (iii) financial reporting and auditing.

22. **Country Partnership Strategy.** The ADB Cambodia Country Partnership Strategy 2014-2018 includes a joint country portfolio performance review, and a risk assessment and risk management plan. These identified some general issues that are relevant to financial management and implementation, including: (i) low staff capacity of EAs; (ii) implementation start-up delays; and (iii) weak internal controls and internal auditing.

23. **Country Risk Governance Risk Assessment and Risk Management Plan.** The ADB prepared a country-level governance risk assessment and risk management plan (GRARMP) for Cambodia in 2012. It was prepared using the Second Governance and Anticorruption Action Plan (GACAP II) of the ADB and its implementation guidelines. Issues identified with relevance to the program concern: (i) internal control systems for both salary and non-salary expenditure; (ii) low effectiveness of internal auditing; and (ii) financial reports.

24. There are several common areas from these reports. The areas are listed in the following sections, with an explanation of some of the weaknesses found.

- **Internal controls.** Weaknesses were identified in internal control systems, covering both personnel and non-personnel costs. These included general weaknesses in data reconciliations, audit trails and data protection. Weak internal controls have often resulted in less effective and transparent business processes and practices.
- **Financial reporting and external auditing.** There are weaknesses in reporting, both in the quality and timeliness of annual financial statements and in-year budget reports. Data is often incomplete, statements are often not presented in the correct

format, and are submitted several months late. External audits have not been conducted with sufficient quality to resolve these issues.

- **Staff capacity.** There is generally weak capacity for project implementation within executing agencies, including financial management, procurement and project management capacity.
- **Implementation delays.** The start-up of projects is often slow, with delays in implementing activities and slow disbursement progress.
- **Internal audits.** Internal audit units are not yet sufficiently strong, and staff have limited capacities. Internal audits tend to have an insufficient focus on systemic issues and do not follow international audit standards. There is limited distribution of internal audit reports and limited follow-up on reports and recommendations.

2. Education sector financial management issues

25. **Country Risk Governance Risk Assessment and Risk Management Plan.** The country-level governance risk assessment and risk management plan included a preliminary assessment of risks and risk management approaches specific to the education sector. The report noted that MoEYS is regarded as one of the better PFM performers of the line ministries, and that risks have been mitigated by establishing project and program administration units, and by using government Standard Operating Procedures (SOPs). The report also noted that there have been no major project or procurement scandals in the education sector. The major relevant weakness highlighted was the extreme slowness to implement projects.

26. **Country Partnership Strategy.** The ADB Cambodia Country Partnership Strategy 2014-2018 includes an Education Sector assessment. The major relevant risk from the report was the weak financial management capacity at the provincial and district levels.

E. Project Financial Management Systems

1. Overview

27. The financial arrangements will broadly follow the current arrangements for USESDP 1. Some changes will be made, based on the nature of the activities in USESDP 2, and to strengthen controls.

28. The strengths and weaknesses are identified from assessments of the finance unit of USESDP 1, the MoEYS Internal Audit Department, NIE, three SRS and one POE.

2. Strengths

29. The project will be able to follow the general rules in the SOP and FMM for externally funded projects in Cambodia. USESDP 1 has drafted a project financial management manual which can be adapted for USESDP 2.

30. There are standard accommodation and subsistence allowance rates that have been agreed with the Development Partners, and are used across projects in Cambodia, and a set of standard travel rates between provinces has been prepared for USESDP 1, approved by the ADB.

31. Sage 50 accounting software has been implemented for USESDP 1, with a chart of accounts customized for the needs of the project. This can be used as the template for the accounting software set-up for USESDP 2.

32. Bank accounts were set up for USESDP 1 with clear check signatories, for the Advance Account and Counterpart Funds Account.

3. Weaknesses

33. USESDP 1 has had a very slow start-up. The funding flows for some activities have not yet been decided or are not clear to staff. The annual budget was completed late for the first two years of the project. The project financial management manual has yet to be completed and approved, and project staff have yet to receive orientation on finance procedures.

34. Two financial management consultants are to be recruited for USESDP 1 within the Project Implementation Consultant (PIC) firm, with some responsibilities to support project start-up. The PIC engagement has yet to be completed. Staff appointed to the Project Coordination Unit (PCU) Finance Unit do not all have a finance background and are not all available for the project for at least 50% of the time. The finance staff have not received training in the MEF SOP/FMM for externally funded projects. There is low finance knowledge and skills of finance staff at the NIE and Secondary Resource Schools (SRS).

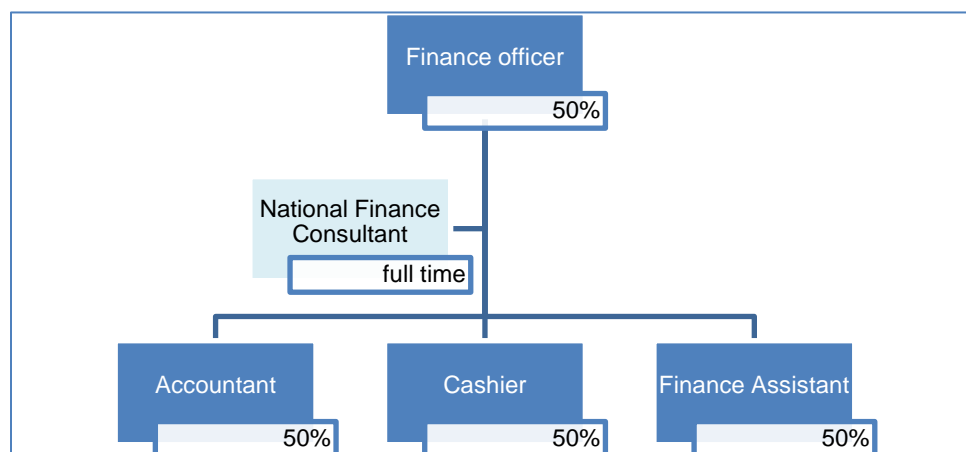
35. Cash is used to pay all capacity development costs, including venue hire and refreshment payments to suppliers, and is used for some student scholarship payments. There have not yet been any reconciliations of the asset register to the financial records, and there are no clear procedures for conducting physical checks of assets at subnational levels.

36. The internal audit unit does not currently have the capacity to conduct project internal audits; no donor projects are included in the 2018 internal audit plan.

4. Personnel, accounting procedures, internal control, internal and external audit

a. PCU

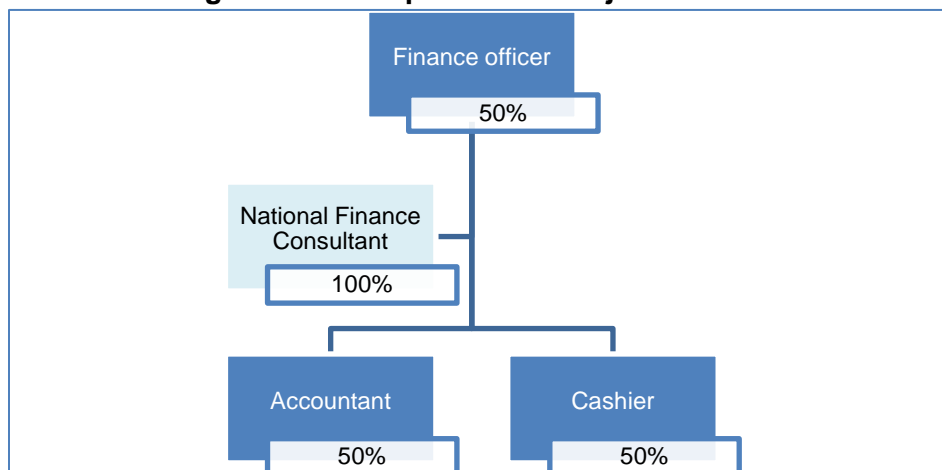
37. **Personnel at PCU.** MoEYS will appoint government staff from the Department of Finance to work in the PCU Finance Unit. The Finance Unit will be headed by a Finance Officer. The proposed Finance Unit structure (shown in the diagram below) includes three further government staff, working as accountant, cashier and assistant. All these staff will have experience and skills in finance and will be available to work 50% for the project (Figure A1.1).

Figure A1.1: Proposed PCU Finance Unit Structure

38. **Finance Consultants.** The unit will be supported by an individual national finance consultant, who will support the start-up of the project (including preparing the project finance manual, preparing the first-year annual budget, implementing accounting software, and conducting orientation to the PCU finance unit and technical staff) and then provide ongoing full-time support to the finance unit.

b. NIE

39. **Personnel at NIE.** The NIE will be an important focus of the project and will implement many capacity building activities. To support efficient implementation of these activities, the NIE will open a sub-account and manage project funds. The NIE will need to establish a project finance unit, with three staff nominated as finance officer, accountant and cashier, available to work 50% of their time for the project. As the current capacity of NIE finance staff is rated as weak, a national finance consultant would be recruited to provide support and to build staff skills. The proposed structure is shown in Figure A1.2 below.

Figure A1.2: Proposed NIE Project Finance Unit

c. SRS and Regional School Improvement Teams (RSIT)

40. **Personnel at SRS and RSIT.** An accountant and cashier at each SRS will administer school grants. RSITs will be established at 5 Provincial Offices of Education (POEs), to support the 50 SRS in the country. Each RSIT will include a POE finance officer, who will monitor the use of SRS school grants, review finance reports and documents, and submit to the PCU.

41. **Procedures.** The project will follow the general rules contained in Financial Management Manual (FMM) for externally financed projects/programs in Cambodia (May 2012), and any rules included in the Project Administration Manual (PAM). In addition, the project will prepare a project financial management manual, to explain project-specific financial procedures.

42. **Internal audit.** The Internal Audit Department will nominate five staff to conduct semi-annual internal audits. The audit work will include (i). gaining an understanding of the project and reading project documents, (ii). preparing audit workplans, (iii). conducting sample checks of expenditures to review their eligibility, reasonableness and appropriateness and that they are supported by adequate documentation, (iv). conducting sample check of procurements to confirm deliveries of goods and services, (v). reviewing fixed asset registers, (vi). Conducting spot checks of supplier invoices, (vii). conducting sample checks of capacity building activities to confirm that allowances are correctly paid, (viii). reviewing the status of previous audit recommendations and (ix). preparing accurate and objective reports with clear recommendations. The PCU will provide management responses to audit findings and will ensure that agreed actions are implemented. The audit reports will be submitted to the ADB by the 30th June and 31st December each year.

43. **External audit.** A pre-qualified audit firm acceptable to ADB will be procured by the MEF. The external auditor will conduct its' work in accordance with international standards on auditing, will give an opinion on whether the project financial statements give a true and fair view of the project's financial position and performance, and will provide a management letter to report on any weaknesses in internal control systems.

5. Financial reporting systems, including use of information technology

44. **Annual budget.** The project will prepare an annual budget that will be submitted to the ADB for no objection. The budget for the first year should be submitted to the ADB one month before the end of a proposed 6-month start-up period. The budgets for subsequent years should be submitted to the ADB one month before the end of the year (i.e. by 30th November).

45. **Accounting systems.** Project financial statements will use be prepared using the cash basis. The project will use licensed accounting software to ensure that software will operate effectively for the duration of the project. Subsidiary registers will be kept in excel. Regular back-ups will be made of all financial data.

46. **Chart of accounts.** The project will use a chart of accounts that will meet the reporting requirements to ADB, support the financial analysis of the project required by project management, and follow the government accounting coding system.

47. **Quarterly reporting.** The project will submit quarterly Performance Monitoring Reports to the ADB. These will include information on the financial performance of the project, including an analysis of any material budget variances.

48. **Annual financial statements.** The project will prepare annual project financial statements. The financial statements will be audited and submitted to the ADB within 6 months of the end of the fiscal year. The financial statements will be prepared in accordance with International Public-Sector Accounting Standards (IPSAS) under the Cash Basis.

6. Disbursement arrangements, funds flow mechanism

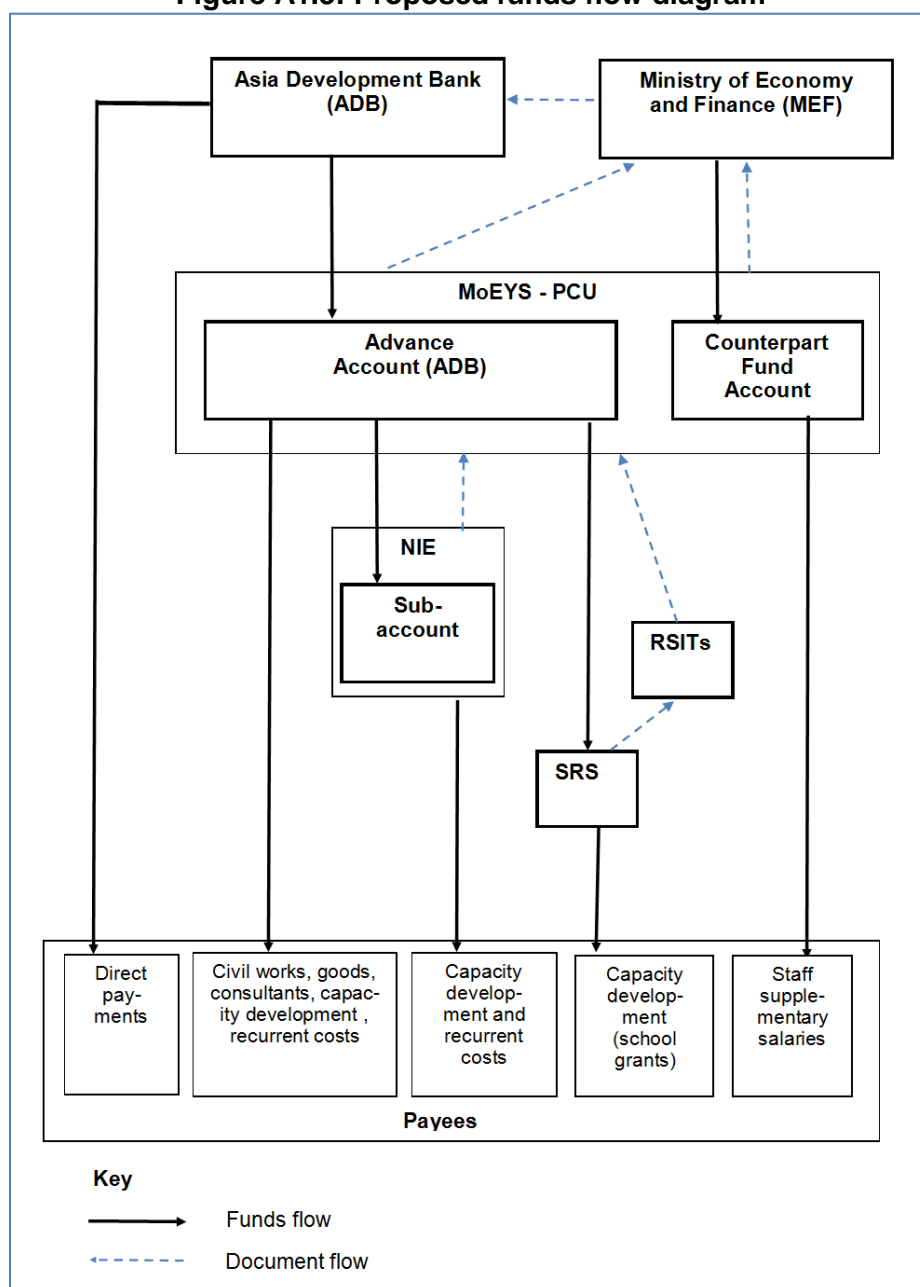
49. **Project funds.** The project funds must be disbursed in accordance with ADB's Loan Disbursement Handbook (2017, as amended from time to time), and detailed arrangements agreed upon between the Government and ADB. The EA will prepare withdrawal applications for the project-based loan, which will be sent to ADB for processing.

50. **Project bank accounts.** The project will open a project account in US\$ at the National Bank of Cambodia, to be used exclusively for ADB's share of eligible expenditures. The NIE will open a sub-account, in US\$, at a commercial bank that is acceptable to the ADB. SRS will maintain bank accounts for school grants. Payments for the procurement of consultants, goods and works, for the NIE and for SRS will be made by the PCU.

51. **Counterpart funds.** Withdrawal of the government counterpart funds must be made in accordance with government policies and procedures, as explained in the Financial Management Manual for Externally Financed Projects/Programs in Cambodia (MEF, 2012).

52. **Counterpart funds bank account.** The project will open a counterpart account in US dollars at the National Bank of Cambodia, to be used exclusively to pay supplementary salaries to an approved list of nominated staff. Payments to staff will be made by transferred into the individual bank accounts of staff.

53. The proposed funds flow arrangements are illustrated in Figure A1.3.

Figure A1.3: Proposed funds flow diagram

F. Risk Description and Rating

54. A Financial Management, Internal Control and Risk Assessment (FMICRA) was conducted, to identify fiduciary risks that may negatively affect project outcomes or hinder project implementation. The process included analyzing the risks arising from weaknesses in the project's financial management systems. The identified risks are given a rating according using the following levels:

- High: likely to occur, will have a high impact if occurs
- Substantial: unlikely to occur, will have a high impact if occurs
- Moderate: likely to occur, will have a low impact if occurs

- Low: not likely to occur, will have a low impact if occurs
55. This risk assessment considers two broad categories of risk:
- (i) Inherent risks: these arise from the overall environment in which the executing and implementing agencies operate, before considering the impact of the project's financial management systems and controls; and
 - (ii) Project risks: these are the risks that the project's financial management and internal control arrangements are inadequate to ensure that project funds are used economically, efficiently and for the intended purpose.
56. The assessment identifies potential mitigation measures, which seek to reduce the likelihood of the risk event occurring, or to reduce its impact.
57. The assessment also reviews the implementation status of the mitigation actions for risks identified in the preparation of the current project (USESDP 1), as included in the financial management action plan in the PAM. Several of these actions have yet to be implemented.

Table A1.1: Implementation Status of USESDP 1 Financial Management Action Plan

Key risk	Activities to mitigate	Timeline	Implementation status
Delay in preparation of consolidated annual work plan and budget. USESDP has various implementing units (IU) and each IU has to prepare its annual work plan and budget in coordination with stakeholders	a) The PCU and DOF-PFT shall set specific timelines on the preparation and submission of annual work plan and budget, review process, consolidation and submission to ADB; b) DOF-PFT shall closely coordinate with implementing offices in the AWP & budget preparation and submission	AWP & budget preparation shall be one month before the start of each fiscal year of the project.	The 2017 annual budget was completed late (approved in September). The 2018 annual budget was not yet completed as at 22nd December, with budget submissions received from 80% of departments.
Conflict of Work Priorities of Finance Staff. Nominated finance staff are permanent employees of MoEYS and have their regular workload. There may be cases of conflict of work priorities between the project and regular MoEYS tasks	a) Nominated DOF staff for Finance Officer, Accountant and Cashier shall devote at least 50% of his time to the Project	At the start of the project	Finance staff were nominated. The accountant and cashier are available 50%, but the finance officer works less than 50% due to high government workload.
	b) The project finance team shall be supported with contracted staff to work fulltime for the project;	At the start of the project	A full time national finance consultant has been contracted.
	c) Key outputs and deliverables of DOF-PFT shall be specified at the start of the project and coordinated by PCU;	At the start of the project	Responsibilities for the finance unit are included in the project FMM
	d) Financial Management Manual shall be prepared for the project to serve as guide to the DOF in financial management.	At the start of the project	A draft project FMM has been prepared, but this has not yet been finalised and approved (as at 22nd December).
Slow disbursements caused by lengthy preparatory activities for each expected output. Each output has its own preparatory activities which may take some	a) DOF-PFT with the support from PCU shall closely coordinate with implementing departments in activity planning and implementation; b) monthly monitoring of activity and budget will be initiated by DOF and submit report to PCU.	Monthly and Quarterly	Slow start up of activities, partly due to: <ul style="list-style-type: none"> • Late budget preparation and approval • Staff from technical units not yet trained on

Key risk	Activities to mitigate	Timeline	Implementation status
time resulting in slow disbursement for main activities.			the correct procedures for requesting funds <ul style="list-style-type: none"> • PIC not yet contracted • The office space for the PCU is not yet ready; staff are working in different locations which hinders communication.
Activities under School improvement fund not aligned with project objectives. Schools have been implementing SIG for the last 3 years and may have tendency to implement same activity not focused on math, science and ICT.	a) Specific guidelines on preparation of SIF project proposal and implementation shall be prepared and orientation or training to SRS/NS shall be undertaken prior to actual implementation;	At the start of the project;	The SIF guidelines have yet to be fully developed.
	b) Regular monitoring of SIF implementation	Quarterly monitoring of SIF implementation at school level	SIF implementation has not yet started.
Late submission of financial report of SRS/NS on SIF implementation. SRS/NS receiving SIF will be required to submit periodic financial reports. Some SRS may not submit on time, thus affecting the financial report for the project, as a whole.	a) DOF shall collaborate with POE in monitoring the compliance of SRS/NS in SIF management and reporting.	Quarterly	SIF implementation has not yet started.

58. From an assessment of the current risks, the risk levels before mitigation measures are rated as substantial for inherent risk and for project risk, with a combined risk rating of substantial. The table of risks and mitigation measures is shown in the table below. The residual risk after the mitigation measures are implemented is rated as moderate.

Table A1.2: Financial management, internal control and risk assessment summary

Risk Description	Risk Rating	Mitigation Measures (substantial/high risks) <i>Monitoring (moderate/low risks)</i>
Inherent risk		
1. Country specific There are risks to the financial management of the project from generic weaknesses in country public financial management including weak internal control systems, poor quality and timeliness of financial reporting, low staff capacity, weak internal auditing, and slow project implementation.	Substantial	The same risks were identified within the project risks. Mitigation measures are included in the project risk section below.
2. Entity specific (MoEYS) There are risks to the financial management of the project from weaknesses identified in the education sector financial management,	Moderate	The same risks were identified within the project risks. Mitigation and monitoring measures are included in the project risk section below.

Risk Description	Risk Rating	Mitigation Measures (substantial/high risks) <i>Monitoring (moderate/low risks)</i>
including weak staff capacity at provincial and district levels, and slow project implementation.		
Overall Inherent Risk	Substantial	
Project risk		
1. Implementing entity a) The structure of the PCU for USESDP 2 has not yet been decided, or whether the PCU will USESDP 1 will cover both projects. A lack of clarity could be a barrier to project implementation.	Low	<i>Monitoring: review whether the PCU structure for USESDP 2 is well defined with clear responsibilities and reporting lines, and the PCU established by Prakas.</i>
2. Funds flow a) Unclear funding flow: Funding flows that are not clearly defined for some activities, or are not well understood by staff, can cause significant delays in the activities being implemented. b) Slow start-up: Risk of very slow implementation during the first 18 months of the project, causing targets to be missed. c) Too much use of cash: Using cash for cash for many payments, especially for capacity development activities (which are expected to be a large part of USESDP 2 budget) increases the risk of misuse of funds.	Substantial	Unclear Funding flows: <ul style="list-style-type: none"> Agree clear funding flows during preparation and document in PAM. Slow start-up: <ul style="list-style-type: none"> Include a start-up phase in the project implementation period, with specific targets for: develop project finance manual, set up accounting systems, orient PCU finance and technical staff, develop the first-year annual budget. Too much use of cash: <ul style="list-style-type: none"> Include procedures in the project finance manual that all payments must be paid by cheque or bank transfer, with certain exceptions such as payments to suppliers for less than \$100, and allowances to participants for workshops shorter than 1 week.
3. Staffing a) Staff capacity: Low capacity of government staff appointed to the finance unit, with little finance experience and skills on project financial management, increases the risks of inefficient finance processing, and of mistakes being made. Staff do not have capacity to complete all the project finance work without support. b) Delay in recruiting finance consultants: Finance consultant support is needed for setting up financial management systems and orienting staff.	Substantial	Staff capacity: <ul style="list-style-type: none"> Appoint government staff to the finance unit with finance skills and experience, who are available to provide at least 50% of their time to the project. Finance staff to attend training on the government SOP/FMM and ADB procedures. Finance consultants: <ul style="list-style-type: none"> Recruit a long-term national finance consultant to provide support.
4. Accounting policies and procedures a) Late budget preparation: budgets prepared and submitted late can cause activities to be stalled until the budget is finally approved. b) Delays in preparing project finance manual: Late preparation of the project finance manual, and then of orientation to finance and project staff (of more than 1 year in the case of USESDP 1) means that staff are not aware of the correct procedures to follow, and do not know how to prepare documents to request funds and initiate activities. c) Weak management of assets: without reconciliations of the asset register to financial records, and without a good system for checking assets at sub-national levels, assets are not sufficiently strongly	Substantial	Budget: <ul style="list-style-type: none"> First year budget to be prepared and submitted during the initial start-up phase. Subsequent annual budgets to be prepared and submitted to the ADB by 30th November. Finance manual and staff orientation: <ul style="list-style-type: none"> Project finance manual to be prepared during the start-up phase, together with orientation conducted to finance and project staff. Asset management: <ul style="list-style-type: none"> Ensure that all assets, including those for NIE, RSITs and SRSs, are labelled, and included on asset registers, and that

Risk Description	Risk Rating	Mitigation Measures (substantial/high risks) <i>Monitoring (moderate/low risks)</i>
<p>controlled and there is increased risk of losses.</p> <p>d) Weak finance capacity at sub-national level: Weak finance capacity at NIE and SRS increases the risk of funds at these levels not being well managed. Financial reporting from SRS, if this were to follow the same system as for USESDP 1, would be slow (from SRS to DOE, to POE, to MoEYS Department, to PCU) and gives additional responsibilities for DOEs and POEs to consolidate and review reports, which will be challenging for them to fulfil.</p>		<p>annual physical inspections are conducted.</p> <p>NIE and SRS:</p> <ul style="list-style-type: none"> • NIE: recruit a national consultant to support NIE project financial management. • SRS: procurement of goods and civil works to be conducted centrally by the PCU, and payments to suppliers made by the PCU. Develop clear procedures for school grants and conduct orientation and follow-up support to SRS staff. • Ongoing support to SRS finance staff to manage school grants, and monitoring of the use of funds, will be conducted by finance officers within each of the Regional School Improvement Teams.
<p>5. Internal audit</p> <p>a) There is a high risk that no internal audits will be performed for the new project, and that as a result, internal controls systems will not be sufficiently checked, thus increasing the risk of non-compliance with procedures and of any of misuse of funds.</p> <p>b) The MoEYS Internal Audit Department (IAD) currently has insufficient staff capacity to be able to conduct project internal audits. It has very little experience in project internal audits and lacks knowledge of ADB and of the MEF SOP/FMM for externally funded projects.</p>	High	<ul style="list-style-type: none"> • The IAD to nominate five staff with commitment and capacity to develop their skills and work on internal audits of the project. • Internal audits to be conducted two times each year, with clear concise reports that include the status of previous recommendations and management responses from the PCU. The reports will be submitted to the ADB by 30th June and 31st December.
<p>6. External audit</p> <p>a) Delays in the contracting the external audit firm give a risk that the Audited Financial Statements and Management Letter will be submitted to the ADB later than the 30th June deadline.</p>	Moderate	<p><i>Monitoring: monitor the date that the audit contract is signed by the MEF, that the auditors conduct their field work, and that the financial statements and management letter are prepared and submitted.</i></p>
<p>7. Reporting and monitoring</p> <p>a) The risk of late completion and submission of quarterly performance monitoring reports could result in key financial issues being and significant budget variances being reported late to project management and to the ADB. This decreases the ability to take timely management decisions.</p>	Moderate	<p><i>Monitoring: monitor the preparation and submission of quarterly performance monitoring reports.</i></p>
<p>8. Information systems</p> <p>a) Without frequent and regular back-ups of accounting software and all finance files, there is risk of loss of finance data.</p>	Low	<p><i>Monitoring: review whether back-ups of the accounting software and finance files are made frequently.</i></p>
Overall Project Risk	Substantial	
Overall (combined) risk	Substantial	

G. Proposed Time-Bound Action Plan

59. The time-bound action plan lays out the proposed responsibilities and timeframes to implement the mitigation measures identified in the risk assessment.

Mitigation actions	Responsibility	Timeframe
Funds flow - Unclear Funding flows: <ul style="list-style-type: none"> Agree clear funding flows during preparation and document in PAM. 	ADB and MoEYS	During project preparation
Funds flow - Slow start-up: <ul style="list-style-type: none"> Include a start-up phase in the project implementation period, with specific targets for: develop project finance manual, set up accounting systems, orient PCU finance and technical staff, develop the first-year annual budget. 	PCU	First six months of the implementation period
Funds flow - Too much use of cash: <ul style="list-style-type: none"> Include procedures in the project finance manual that all payments must be paid by cheque or bank transfer, with certain exceptions such as payments to suppliers for less than \$100, and allowances to participants for workshops shorter than 1 week. 	PCU	Procedures documented and approved by the end of the start-up period
Staffing - Staff capacity: <ul style="list-style-type: none"> Appoint government staff to the finance unit with finance skills and experience, who are available to provide at least 50% of their time to the project. 	MoEYS	By the project start date
Staffing - Staff capacity: <ul style="list-style-type: none"> Finance staff to attend training on the government SOP/FMM and ADB procedures. 	PCU	By the end of the first year.
Staffing - Finance consultants: <ul style="list-style-type: none"> Recruit a long-term national finance consultant to provide orientation and support. 	PCU	Within 2 months of the project start date.
Accounting policies and procedures - Budget: <ul style="list-style-type: none"> First year budget to be prepared and submitted during the initial start-up phase. Subsequent annual budgets to be prepared and submitted to the ADB by 30th November. 	PCU	Year 1 budget – by the end of the start-up phase Subsequent budgets – by 30 th November
Accounting policies and procedures - Finance manual and orientation: <ul style="list-style-type: none"> Project finance manual to be prepared during the start-up phase, together with orientation conducted to finance and project staff. 	PCU (finance unit)	By the end of the start-up phase
Accounting policies and procedures - Asset management: <ul style="list-style-type: none"> Ensure that all assets, including those for NIE, RSITs and SRSSs, are labelled, and included on asset registers, and that annual physical inspections are conducted. 	PCU (admin unit)	By the end of each year
Accounting policies and procedures - NIE: <ul style="list-style-type: none"> NIE: recruit a national consultant to support NIE project financial management. 	PCU/NIE	By the end of the start-up period
Accounting policies and procedures - SRS: <ul style="list-style-type: none"> SRS: procurement of goods and civil works to be conducted centrally by the PCU, and payments to suppliers made by the PCU. Develop clear procedures for school grants, and conduct orientation and follow-up support to SRS staff. Ongoing support to SRS finance staff to manage school grants, and monitoring of the use of funds, will be conducted by finance officers within each of the Regional School Improvement Teams 	PCU	By the end of the first year.
Internal audit: <ul style="list-style-type: none"> The Internal Audit Department (IAD) to nominate five staff with commitment and capacity to develop their skills and work on internal audits of the project. 	IAD	By the project start date

Mitigation actions	Responsibility	Timeframe
Internal audit: <ul style="list-style-type: none"> Internal audits to be conducted two times each year, with clear concise reports that include the status of previous recommendations and management responses from the PCU. The reports will be submitted to the ADB by 30th June and 31st December. 	IAD	By 30 th June and 31 st December each year.

H. Suggested Financial Management Covenants

60. (a). The Borrower shall cause to (i) maintain separate accounts and records for the Project, (ii) prepare annual financial statements for the Project in accordance with financial reporting standards acceptable to ADB; (iii) have such annual financial statements audited annually by independent auditors whose qualifications, experience and terms of reference are acceptable to ADB; (iv) as part of each such audit, have the auditors prepare a report, which includes the auditors' opinion(s) on the financial statements and the use of the Loan proceeds, and a management letter (which sets out the deficiencies in the internal control of the project that were identified in the course of the audit, if any); and (v) furnish to ADB, no later than six months after the end of each related fiscal year, certified copies of such audited financial statements, audit report and management letter, all in the English language, and such other information concerning these documents and the audit thereof as ADB shall from time to time reasonably request.

61. (b). ADB shall disclose the audited financial statements for the Project and the opinion of the auditors on the financial statements within 14 days of the date of ADB's confirmation of their acceptability by posting them on ADB's website.

62. (c). The Borrower shall cause MoEYS to enable ADB, upon ADB's request, to discuss the financial statements for the Project and the MoEYS' financial affairs, where they relate to the Project with the auditors appointed pursuant to Section (a) (iii) herein above and shall authorize and require any representative of such auditors to participate in any such discussions requested by ADB. This is provided that any such discussion shall be conducted only in the presence of an authorized officer of the MoEYS unless MoEYS shall agree otherwise.

I. Conclusion

63. The project financial management arrangements, with the recommended mitigation measures in place, are considered satisfactory, with a residual risk rating of moderate.

GENDER ACTION PLAN MONITORING TABLE

Date of Update:

Project Title:
Country:
Project No.:
Type of Project (Loan/Grant/TA):
Approval and Timeline:
Gender Category:
Mission Leader:
Project Impact:
Project Outcome:

Gender Action Plan (GAP Activities, Indicators and Targets, Timeframe and Responsibility)	Progress to date (as of _____) (This should include information on period of actual implementation, sex-disaggregated quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.), and qualitative information. However, some would be on-going - so explain what has happened so far towards meeting the target.	Issues and Challenges (Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc., and provide recommendations on ways to address issues and challenges)
Output 1: Capacity of human resources for agricultural research improved		
1. Human capacity strengthening for female scholars: at least 10% of the total trainees (55 persons) will be women	Achieved: 13 out of 55 staff (24%) were appointed to study abroad for Masters, PhD or postdoctoral degrees	
2.		
3.		
Output 2:		
1.		
2.		
3.		
Output 3:		

Comments/ Remarks:

Accomplished by : _____

Date Accomplished: _____

SELECTION CRITERIA AND IMPLEMENTATION ARRANGEMENTS FOR SCHOLARSHIPS

To ensure a fair and transparent selection process and effective management of USESDP 2 advanced education program for NIE lecturers (5) and librarians (2), a selection committee (SC) will be established by MoEYS. The SC will include members of the NIE Governing Board chaired by the Minister, USESDP 2 PCU management (i.e., Director, Manager, or designate), MEF representative, Department of Personnel representative, and an experienced librarian from Royal University of Phnom Penh (for the librarian education program). Among other tasks summarized in Table A3.1, the SC will monitor all financial transactions, such as tuition fees, living expense, and other eligible expenditures between the PCU and the tertiary education institutions. Detailed selection criteria of eligible candidates¹ for advanced education programs² will be finalized by USESDP 2 PIC and PCU at the start of project implementation. In tandem with relevant pre-requisite qualifications and experience, successful candidates will demonstrate the following attributes: (i) personal initiative; (ii) self-directed and proactive; (iii) commitment to excellence in one's professional role; and (iv) a desire to contribute to the improvement of NIE as a centre of excellence for teacher education. Applicants will be not more than 40 years of age, will fulfill the academic and language proficiency requirements of the tertiary education institute, and will contract to provide at least 8 years of service to NIE upon return.³

Table A3.1: Summarized tasks of the Selection Committee

Selection Committee for NIE Lecturers and Librarians for advanced education programs	<p>Oversee the selection process and management procedures of advanced education scholarships for NIE Lecturers and Librarians. Specific tasks include:</p> <ul style="list-style-type: none"> • Identify the scholarship programs and appropriate regional tertiary education institutions; • Establish the application criteria and selection process; • Conduct a fair and transparent selection process (application reviews, short-listing, interviews, final recommendations, and candidate notifications); • Facilitate with awarded tertiary education institutions to ensure smooth enrolment of scholarship awardees in the identified scholarship areas or programs; • Monitor all scholarship financial transactions between the PCU and awarded tertiary education institutions; and • Monitor the progress of scholarship recipients through regular reports of awarded tertiary education institutions.
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¹ The SC should decide, as part of the application and selection process, what an *eligible candidate* is (i.e., on the payroll, actively employed, recognized by peers, seniority, any previous scholarship, faculty and administration, etc.).

² Scholarship programs of study should be informed by the NIE organizational and program delivery reviews.

³ GEN is recommending 3–4 female scholarship recipients.

NGO PARTNERSHIP: PPROPOSED NGO SUPPORT BY DIRECT CONTRACTING

I. NGO A: Kampuchean Action for Primary Education (KAPE)

1. “Kampuchean Action for Primary Education (KAPE) is the largest local NGO in the education sector in Cambodia. It is a non-profit organization implementing projects and research at all levels of the education sector in Cambodia, with beneficiaries in primary schools, secondary schools, and tertiary programs. Currently direct beneficiaries number well over 71,000 children and 1650 school directors and teachers at 165 schools across 15 provinces. It enjoys a long-term partnership and close cooperation with the Ministry of Education, international organizations, and local education partners.

2. KAPE grew out of the Cambodia Assistance to Primary Education Project (CAPE), which was established in April 1996 to improve instructional quality in school clusters. Following the closure of the project, a group of committed CAPE staff at the Kampong Cham provincial project site persisted with their efforts. In cooperation with the Provincial Office of Education, they formed a committee garnering official status to follow up on technical activities. The committee evolved into a non-profit local NGO known as KAPE and was registered with the Ministry of Interior in 1999.” <http://www.kapekh.org/en/who-we-are/11/>.

3. More specifically, KAPE’s early work was integrated with that of Save the Children Norway to form the core of the child friendly schools approach that has since been promoted by UNICEF in numerous developing countries. Over the years, KAPE has developed strong national human resources to support its work in primary and secondary schools with the support of development partners, private donors, and government agencies. KAPE’s website indicates all the various programs it has developed and implemented over the years such as e-Books for Khmer, Easy2Learn (E2L), Educate a Child Project, Rewrite the Future, Inclusive Education, Education for Youth Empowerment, Improved Basic Education in Cambodia (IBEC), School Dropout Prevention Pilot (SDPP), Child Friendly School Initiative, Life Skills Programs. and New Generation Schools (NGS).

4. As a leader in public education in Cambodia, many of KAPE’s innovations have been incorporated into MoEYS policy and programming. As of 2017–18, the NGS Model has been implemented in 11 schools around the country in collaboration with MoEYS and other partners such as ChildFund Cambodia.

5. “The New Generation School initiative is one of 15 national reforms being implemented by MoEYS. The NGS reform focuses on creating the conditions for successful investment by creating a special accreditation process that ensures high standards of internal governance. This particular reform seeks to create schools that will prepare Cambodian youth to compete in the 21st Century marketplace by strengthening learning in the STEM subjects.” http://www.kapekh.org/en/what-we-do/16/?pro_id=20.

6. Under the leadership of Dr. Hang Chuon Naron, MoEYS wishes to incorporate much of the NGS concept into the Secondary Resource School Network and to that end, KAPE would be the ideal partner for USESDP 2 to help accomplish this goal. KAPE is an ‘expert’ on innovation in education in Cambodia and as such would contribute considerable value to the objectives and outcomes of USESDP 2. In addition, KAPE and VSO have collaborated on several education projects over the years and are very familiar with each others’ principles and programs.

Table A4.1: Indicative Program Collaboration (KAPE)

Project Activities	Evidence of prior practice (Project-based)
NGO Partner A	
See: http://www.kapekh.org/en/home/10/ for News and Events	
<ol style="list-style-type: none"> 1. Provide the project with both design ideas and training support; model 21st Century Library, new science lab prototypes, and color-coded classrooms that can be replicated in other locations by the project. Documented specifications and costings would be provided to facilitate future project procurement. [SRS and NIE] 2. Organize libraries to facilitate research in schools with clear links to the INSET Program so that teacher trainers/teachers are more actively using the library as a resource. [SRS and NIE] 3. The establishment of m-learning services in libraries would be a key element in this approach along with training the librarians how to restructure library services accordingly. [SRS and NIE] 	<ul style="list-style-type: none"> • NGO A developed the <i>New Generation Schools Policy and Operating Guidelines</i> that support Tier III (A+) school development in partnership with MoEYS and ChildFund Cambodia (11 NGS as of 2018) http://www.kapekh.org/en/what-we-do/16/?pro_id=20 • More specifically, <i>Sisowath NGS Secondary School</i> (Phnom Penh) integrates NGO A's concept for more than 750 secondary students in Grades 7-12 (2017-18). • Prime Minister Hun Sen awarded the NGS Demonstration School in Kampong Cham a prize for 2nd Best School in Cambodia with a cash award of \$1,500. • In 2014, The Asia Foundation and NGO A entered into an agreement to localize the well-known <i>Books for Cambodia Program</i>. Since then, tens of thousands of high quality English-language texts have been distributed to over 60 schools and educational institutions. NGO A is now the Cambodia agent for the Asia Foundation. • <i>Children's Digital Library (CDL)</i>: The Minister of Education has endorsed this approach and NGO A is working with MoEYS and donors who have voiced support for the introduction of digitized learning modalities in jointly supported schools, particularly where these complement already existing activities that involve M-learning. • http://www.kapekh.org/en/what-we-do/4/?pro_id=20&alias=a-21st-century-model-library-has-greatly-changed-the-reading-ability-and-habits-of-students-as-well-as-the-attitudes-of-school-stakeholdersv
<ol style="list-style-type: none"> 4. Multi-tiered Counseling Service delivery that focuses on promoting school-industry partnerships with private sector as well as individualized counseling for students most at risk. SRS 	<ul style="list-style-type: none"> • See: <i>Career Counselling Training Manual</i> (2014) http://www.kapekh.org/files/report_file/3-Career-Counseling-Training-Manual.pdf • <i>Education for Youth Empowerment (EYE)</i>: To empower vulnerable youth in rural and urban areas through education and training to become active economic, social and political citizens (Kampong Cham, Prey Veng, Koh Kong). • Document development and training including the use of an e-counseling app that NGO A recently developed in collaboration with INSTEAD.
<ol style="list-style-type: none"> 5. ICT in Education: Training in areas such as Constructivist Learning and how this methodology lends itself well to the use of ICT in education. [SRS and NIE] 	<ul style="list-style-type: none"> • NGO A has developed a toolkit of best-of-breed learning software and <i>Information and Communications Technology (ICT) solutions</i> which engage and stimulate young minds and enable improved learning outcomes. Working closely with the Ministry of Education, Youth and Sports (MoEYS), NGO A ensures that these learning solutions support the current curricula and that students learn according to their individual needs and abilities.

Project Activities	Evidence of prior practice (Project-based)
	<ul style="list-style-type: none"> Sisowath NGS Students Won the <i>National Technovation Competition</i> in April 2017. <i>E-Books for Khmer (E4K)</i> adopts a technology-based approach for mother tongue instruction and reading materials to improve the reading scores of young Cambodian children.
6. Student Club Development: Document development and training of teachers to sponsor Student Clubs as extra-curricular activities.	<ul style="list-style-type: none"> See: <i>Children's Councils in Cambodia (Report)</i> http://www.kapekh.org/files/report_file/39-en.pdf
7. Mentoring and Coaching Classroom Teachers with the GSED SRS Unit and Regional School Improvement Teams in collaboration with NIE, TTD, and NGO B.	<ul style="list-style-type: none"> Modify <i>NGS Foundational INSET Program</i> to the needs of USESDP 2. The NGS Program has set up a School-Based Teacher Mentoring Program that includes setting up teacher profiles, professional learning communities (PLC), mentoring arrangements that involve career path planning, individual conferencing, and classroom observations (video-taping, team teaching, or traditional observations)
8. Project-based, multi-purpose life skills classrooms in 25 Secondary Resource Schools.	<ul style="list-style-type: none"> NGO A can provide technical support to better facilitate using 28 <i>MoEYS Life Skills Manuals</i> and setting up the governance structure needed to make a Life Skills program work (i.e., improved utilization of project-based life skills classrooms)
9. Monitoring & Evaluation Advisor to support the SRS Unit in collaboration with NGO B and other MoEYS agencies (i.e., GSED, QAD).	<ul style="list-style-type: none"> NGO A has broad experience in monitoring and evaluation to support on-going projects, evidence-based decision-making, and quality funding proposals. http://www.kapekh.org/en/home/9/.
10. School-Based Leadership & Management: Improve the competence of School Directors and School Support Committees.	<ul style="list-style-type: none"> The development of <i>effective SBLM</i> in primary and secondary schools to support effective teaching and learning through INSET for School Directors. http://www.kapekh.org/en/what-we-do/16/?pro_id=23.
11. Generating future relationships for USE with external partners .	<ul style="list-style-type: none"> http://www.kapekh.org/en/who-we-are/15/ provides information on the many international and national partners associated with NGO A over the past 20 years.

A. Funding History:

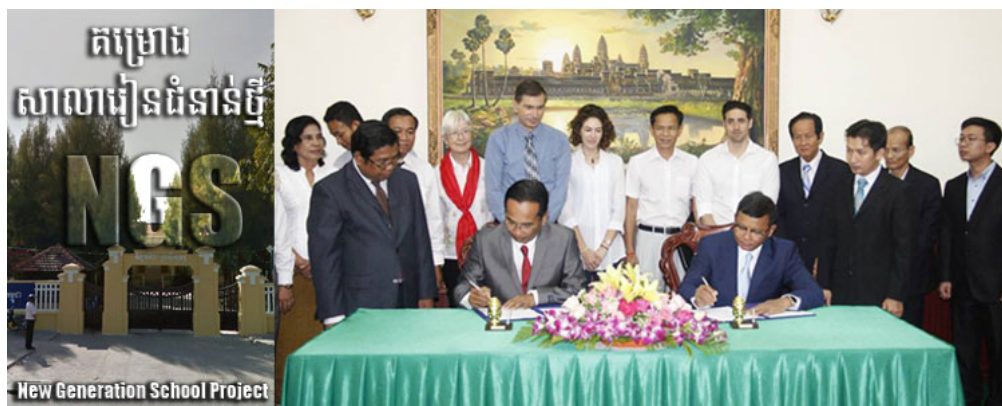
7. KAPE was established in 1999 in Kampong Cham Town providing educational services to primary schools in 3 districts. At that time, KAPE partnered with Redd Barna (Save the Children Norway) developing the Child Friendly Schools approach later to be globalized by UNICEF. Successful submissions to USAID, IOs, and private foundations provided funding for successive programs partnered with World Education: Education Support to Children of Underserved Populations (ESCUP),¹ Schools for Life (SfL), and (IBEC),² which have all contributed to the development and integration of the New Generation Schools concept in Cambodia's public education system.

8. Funding and technical partners include: 100 Women, Aide et Action, Apple Inc, Asia Foundation, Australian DFAT, Breteau Foundation, ChildFund, Merali Foundation, MoEYS, NORAD, Oaktree Foundation, Phoenix Foundation, Save the Children, USAID, USDA, WFP, World Education, and World Vision. Some of these donors are unsolicited.

¹ <https://www.eldis.org/document/A38688>.

² http://www.kapekh.org/en/what-we-do/17/?pro_id=7.

9. Thun Thean Seksa, formerly an initiative of KAPE, is now an independent social enterprise to promote access to learning tools in and outside the classroom. TTS donates 10% of its earnings to KAPE programming each year.



II. NGO B: Volunteer Service Overseas (VSO)

10. VSO has been working in Cambodia for over 25 years contributing to poverty reduction, policy change and community empowerment. Its education programme supports the Government of Cambodia's national education goals, including the Education Strategic Plan 2014-2018. VSO Cambodia's education programme addresses these disparities by targeting the most marginalised children and young people. To achieve more equitable delivery of education services of higher quality, VSO works with stakeholders at all levels, from national to local, including government, civil society, school directors, teachers, children and youth. We focus on four areas of the education system to bring about systemic changes based on right to education principles (accessibility, affordability, acceptability and applicability). These are:

- (i) *Teaching and learning:* It supports the expansion and extension of existing teacher training content that is delivered by the MoEYS and other actors, and by working with Teacher Training Colleges to strengthen the capacity of trainers and by developing new teacher training curriculum focused on child-centred learning. VSO volunteers work not only with trainers but with the management of the centres to ensure the sustainability of improved practice.
- (ii) *Education management:* VSO's education management advisors are placed at provincial and district education offices across the country. Through mentoring and coaching, these VSO experts strengthen the capacity of education management teams to monitor, implement and analyse strategic plans, including the decentralisation of the education system and many financial and personnel reforms.
- (iii) *Community leadership:* Through its youth volunteering work, VSO is mobilising international and national young people to encourage the wider community to become involved in education locally and to ensure that local schools are truly child friendly; thereby ensuring the ownership and sustainability of education reforms.
- (iv) *Advocacy and research:* Through their projects, they gather lessons learned about barriers to quality education and bottlenecks for policy implementation, which they use to influence policy-making through active participation in several networks,

working groups and policy dialogue. They also strengthen the organizational capacity of in-country education network to be more pro-active in policy advocacy. (VSO Proposal for USESDP 2, March 2018)

11. VSO's collaboration with the Cambodia Education Sector Support Project (CESSP, 2005–09) was identified as one of the major factors for stronger student learning outcomes, as compared to those districts in which the two programs worked independently. VSO's Mainstreaming Inclusive Education Project (MIE, 2005–09) integrated volunteer professionals in the education sector at national, provincial, district, and school levels as well as provincial teacher training centres. VSO also produced a comprehensive study on teachers in Cambodia, *Teaching Matters: A policy report on the motivation and morale of teachers in Cambodia*, that delved into the various successes and challenges amongst Cambodian teachers, and has since become a highly regarded and valuable piece of research in the Southeast Asian context.³

12. Volunteer professionals continue to work within POEs and DOEs to help improve the planning and management functions of these MoEYS sub-national agencies. VSO is a member of the Education Sector Working Group (ESWG) advising on MoEYS policy and programming. VSO volunteer education professionals bring valuable expertise to the sector and will make important contributions to the long-term objectives of USESDP 2, especially within the Secondary Resource Schools Network and the National Institute of Education.

Table A4.2: Indicative Program Collaboration (VSO)

Project Activities		Proposed Participation
NGO Partner B		
See: https://www.vsointernational.org/fighting-poverty/where-we-fight-poverty/cambodia		
A1.5	Provide INSET to NIE and SRS (48) on new STEM Curriculum Framework for Grades 10-12 (See USESDP I: Curriculum Reform).	Teacher Training Advisor TTA [2 volunteers (1NV, 1 IV) at GSED for 2 years, 1 NV at 5 regional hubs for 3 years]
A1.6	Provide INSET to NIE and SRS (48) on improved instruction and assessment relative to the new curriculum framework including ICT in STEM.	
A3.1	Deliver INSET to SRS (48) Administrators on: (i) new Curriculum Framework (Gr. 10-12) [Professional Learning Communities]	
B2.2	Develop and integrate USS-Industry partnerships into the SRS Network (classroom speakers, site visits, work experience programs, career counselling, School Clubs, etc.)	Career Development Advisor CDA [2 volunteers (1NV, 1 IV) at GSED for 2 years, 1 NV at 5 regional hubs for 3 years]
B2.3	Develop and pilot a STEM-Skills Extra-Curricular Program to permit students to acquire external skills trainings beyond their USS in line with student interests (Top 7 SRS).	
B3.2	Assess and provide INSET for GSED (SRS Unit) to improve supervision of the SRS Network (strategic planning, leadership and management, mentoring and coaching roles, evaluation and reporting, data collection and analysis, etc.).	Management Advisor MA [2 volunteers (1NV, 1 IV) at GSED for 2 years, 1 IV (x5) at 5 regional hubs for 3 years]

³ Jago, S. (2008). *Teaching matters: A policy report on the motivation and morale of teachers in Cambodia*. Phnom Penh: Voluntary Service Overseas.

A. Funding History:

13. VSO Cambodia's current funding sources include: Accenture Foundation, Australian Department of Foreign Affairs and Trade (DFAT), Cambodian Ministry of Agriculture, Fisheries and Forestry (MAFF), UK Department for International Development (DFID), the European Union (EU), the Government of the Faroes, Korea International Cooperation Agency (KOICA), and UNICEF.

14. Funding has typically been through dedicated donor support by governments and international organizations based upon VSO's historical track record in developing countries around the world. For example, VSO received USD4 million through the World Bank's Japan Social Development Fund (JSDF), EU, and UNICEF for the Mainstreaming Inclusive Education Program (2005–2009) to support programming in Cambodia's public education sector.⁴ This was an innovative program as VSO funds are typically limited to volunteer placements with little extra for resources to support program activities.

15. "Both institutions are trusted and effective NGO partners of MoEYS." (MoEYS Senior Staff, Directorate-General of Education, April 2018)

⁴ http://www.ivoindia.org/Images/reaching-the-unreached-inclusive-education-cambodia_tcm93-32441.pdf