



Completion Report

Project Number: 43260-013
Loan Numbers: 2888 and 2889
November 2020

Cambodia: Third Education Sector Development Program

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Asian Development Bank

CURRENCY EQUIVALENTS

Currency unit	–	riel (KR)	
		At Appraisal 15 August 2012	At Project Completion 18 September 2019
KR1.00 =		\$0.000247	\$0.000243
\$1.00 =		KR4,049.95	KR4,111.0

ABBREVIATIONS

ADB	–	Asian Development Bank
CPS	–	country partnership strategy
CSO	–	civil society organization
DMF	–	design and monitoring framework
EMIS	–	education management information system
ESDP III	–	Third Education Sector Development Program
ESP	–	Education Strategic Plan
GAP	–	gender action plan
GER	–	gross enrollment rate
INSET	–	in-service training
IPM	–	indigenous people matrix
LSE	–	lower secondary education
LSS	–	lower secondary school
MEF	–	Ministry of Economy and Finance
MoEYS	–	Ministry of Education Youth and Sport
MTR	–	Midterm review
NER	–	net enrollment rate
NSDP	–	National Strategic Development Plan
PIC	–	project implementation consultant
POE	–	provincial office of education
PMU	–	project management unit
RTTC	–	regional teacher training center
SBEP	–	school-based enrichment program
SDPD	–	school director professional development
SDR	–	special drawing right
SIG	–	school improvement grants
SOB	–	school operating budget
SSC	–	school support committee
SY	–	school year
TA	–	technical assistance
TTD	–	Teacher Training Department

NOTES

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

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BASIC DATA

A. Loan Identification

- | | |
|--------------------------------------|---|
| 1. Country | Kingdom of Cambodia |
| 2. Loan numbers and financing source | L2888, concessional lending
L2889, concessional lending |
| 3. Program title | Third Education Sector Development Program |
| 4. Borrower | Kingdom of Cambodia |
| 5. Executing agency | Ministry of Education Youth and Sports |
| 6. Amount of loan | L2888: SDR7,870,000 (\$12.0 million equivalent)
L2889: SDR11,805,000 (\$18.0 million equivalent) |
| 7. Financing modality | Sector development program |

B. Loan Data

- | | |
|-------------------------------|-------------|
| 1. Appraisal | |
| – Date started | 22 Aug 2011 |
| – Date completed | 2 Sep 2011 |
| 2. Loan negotiations | |
| – Date started | 21 May 2012 |
| – Date completed | 23 May 2012 |
| 3. Date of Board approval | 13 Sep 2012 |
| 4. Date of loan agreement | 17 Jan 2013 |
| 5. Date of loan effectiveness | |
| – In loan agreement | 17 Apr 2013 |
| – Actual | 21 Mar 2013 |
| – Number of extensions | Nil |
| 6. Project completion date | |
| Loan 2888 | |
| – Appraisal | 31 Dec 2013 |
| – Actual | 31 Dec 2015 |
| Loan 2889 | |
| – Appraisal | 31 Dec 2017 |
| – Actual | 30 Jun 2018 |
| 7. Loan closing date | |
| Loan 2888 | |
| – In loan agreement | 31 Dec 2013 |
| – Actual | 31 Dec 2015 |
| – Number of extensions | 2 |
| Loan 2889 | |
| – In loan agreement | 30 Jun 2018 |
| – Actual | 31 Dec 2018 |
| – Number of extensions | 1 |
| 8. Financial closing date | |
| Loan 2888 | 31 Dec 2015 |
| – Actual | |
| Loan 2889 | |
| – Actual | 18 Sep 2019 |
| 9. Terms of loan | |

- Loan 2888
- Interest rate 1% (grace period), 1.5% (thereafter)
 - Maturity (number of years) 24
 - Grace period (number of years) 8
- Loan 2889
- Interest rate 1% (grace period), 1.5% (thereafter)
 - Maturity (number of years) 32
 - Grace period (number of years) 8

10. Terms of relending (if any) Not applicable

11. Disbursements

a. Dates

1. Loan 2888-CAM

Initial Disbursement 18 Jun 2013	Final Disbursement 28 Oct 2015	Time Interval 28.3 months
Effective Date 21 Mar 2013	Actual Closing Date 31 Dec 2015	Time Interval 33.8 months

2. Loan 2889 CAM

Initial Disbursement 1 Aug 2013	Final Disbursement 16 Jul 2018	Time Interval 59.5 months
Effective Date 21 Mar 2013	Actual Closing Date 31 Dec 2018	Time Interval 70.4 months

b. Amount

1. Loan 2888 (SDR'000)

Category	Original Allocation (1)	Increased during Implementation (2)	Canceled during Implementation (3)	Last Revised Allocation (4 = 1+2-3)	Amount Disbursed (5)	Undisbursed Balance (6 = 4-5)
First tranche	3,935	-	-	3,935	3,935	-
Second tranche	3,935	-	-	3,935	3,935	-
Total	7,870	-	-	7,870	7,870	-

2. Loan 2888 (\$'000)

Category	Allocation at Closing (1)	Increased during Implementation (2)	Canceled during Implementation (3)	Last Revised Allocation (4 = 1+2-3)	Amount Disbursed (5)	Undisbursed Balance (6 = 4-5)
First tranche	6,005	-	-	6,005	6,005	-
Second tranche	5,510	-	-	5,510	5,510	-
Total	11,515	-	-	11,515	11,515	-

3. Loan 2889 (SDR'000)

Category	Original Allocation (1)	Increased during Implementation (2)	Canceled during Implementation (3)	Last Revised Allocation (4 = 1+2-3)	Amount Disbursed (5)	Undisbursed Balance (6 = 4-5)
Civil works (schools and classrooms)	5,235	1,801	-	7,036	7,097	(61)
Civil works (wells and toilets facilities)	302	33	-	335	317	18
Classroom materials	160	34	-	194	126	69
Furniture	475	156	-	631	641	(10)
Vehicles	130	25	-	155	155	-
Office equipment	36	36	-	72	57	14
Capacity development	132	432	-	564	591	(27)
School improvement grant	174	(89)	-	85	78	7
Consultant services	1,408	393	-	1,801	1,811	(10)
Recurrent costs	1,684	(990)	-	694	749	(55)
Interest charges	423	(254)	-	169	169	-
Unallocated	1,646	(1,578)	-	68	0	68
Total	11,805	-	-	11,805	11,791	14

Note: Numbers may not sum precisely because of rounding. At loan closing, the undisbursed balance of SDR13,942.88 (equivalent to \$19,099.09) was canceled.

4. Loan 2889 (\$'000)

Category	Allocation during MTR (1)	Increased during Implementation (2)	Canceled during Implementation (3)	Last Revised Allocation (4=1+2-3)	Amount Disbursed (5)	Undisbursed Balance (6 = 4-5)
Civil works (schools and classrooms)	7,327	2,521	-	9,848	9,908	(60)
Civil works (wells and toilets facilities)	423	46	-	469	452	17
Classroom materials	224	48	-	272	176	96
Furniture	665	219	-	883	900	(17)
Vehicles	182	35	-	217	235	(18)
Office equipment	50	50	-	100	83	17
Capacity development	185	605	-	790	822	(32)
School improvement grant	244	(124)	-	119	108	11
Consultant services	1,971	549	-	2,520	2,539	(19)
Recurrent costs	2,357	(1,385)	-	972	1,062	(90)
Interest charges	592	(355)	-	237	238	(1)
Unallocated	2,323	(2,209)	-	114	-	114
Total	16,542	-	-	16,542	16,523	19

MTR = midterm review.

Note: Numbers may not sum precisely because of rounding.

C. Project Data

1. Project cost (\$'000)

Cost	Appraisal Estimate	Actual
Foreign exchange cost	6,938	6,418
Local currency cost	11,062	10,305
Total	19,200	17,723

2. Financing plan (\$'000)

Cost	Appraisal Estimate	Actual
Implementation cost		
Borrower financed	1,200	1,199
ADB financed	18,000	16,524
Other external financing	-	-
Total implementation cost	19,200	17,723
Interest during construction costs		
Borrower financed	-	-
ADB financed	645	238
Other external financing	-	-
Total interest during construction cost	645	238

ADB = Asian Development Bank.

3. Cost breakdown by project component (\$'000)

Component	Appraisal Estimate	Actual
1. Expanding access to lower secondary education	15,670	15,293
2. Improving lower secondary school effectiveness	2,351	1,520
3. Improving the governance and financial management of basic education	1,179	910
Total	19,200	17,723

4. Project schedule

Item	Appraisal Estimate	Actual
Date of contract with consultants:		
- Math and science specialist (international)	Q2 2013	Q4 2013
- Procurement specialist-international (new position)	Q3 2013	Q4 2013
- Project implementation consultant (firm)	Q2 2012	Q1 2014
- Math and science specialist (national)	Q2 2013	Canceled
- Site engineers (6 individual-original)	Q2 2013	Q1 2014
- Site engineers (2 individual-additional)	Q1 2016	Q1 2016
- Research methods and analysis specialist	Q2 2014	Canceled
Civil works contract-phase I		
- Date of award (7 contract packages signed on 13 Oct 2014)	Q3 2012	Q2 2014
- Completion of work (completed through Q3 2015 to Q3 2016)	-	Q3 2016
Civil works contract-phase II		
- Date of award (9 contract packages signed on 15 Jan 2015)	Q1 2013	Q3 2014
- Completion of work (completed through Q1 2016 to Q3 2016)	-	Q1 2016
Civil works contract-phase III		
- Date of award (10 contract packages signed on 25 Aug 2016)	Q2 2013	Q2 2016
- Completion of work (completed through Q2 2017 to Q4 2017)	-	Q4 2017
Civil works contract-phase IV		
- Date of award (7 contract packages signed on 11 Apr 2017)	Q4 2016	Q4 2016
- Completion of work (completed through Q1 2018 to Q2 2018)	-	Q2 2018
Civil works contract-phase V	Q1 2017	Canceled
Equipment and supplies		
- Office equipment:		

• Batch I	-	Q3 2014
• Batch II	-	Q3 2014
• Batch III	-	Q3 2016
- Vehicles	-	Q4 2013
- Motorcycles	-	Q3 2016
- Training materials	-	Q2 2015
- Classroom furniture:		
• Phase I	-	Q2 2015
• Phase II	-	Q3 2015
• Phase III	-	Q1 2017
• Phase IV	-	Q2 2017
- PMU operating materials		
- Establishment packages:		
• Phases I–II	-	Q4 2015
• Phase III	-	Q2 2016
• Phase IV	-	Q1 2017
• Phase V	-	Q1 2018
Dates		
- First procurement	Q1 2013	Q1 2014
- Last procurement	-	Q4 2017

- = not available, PMU = project management unit, Q = quarter.

5. Project performance report ratings

Implementation Period	Ratings
From 13 Sep 2012 to 31 Dec 2013	On track
From 1 Jan 214 to 31 Dec 214	Actual problem
From 1 Jan 215 to 31 Dec 215	On track
From 1 Jan 216 to 31 Dec 216	On track
From 1 Jan 217 to 31 Dec 217	On track
From 1 Jan 218 to 31 Dec 218	On track
From 1 Jan 219 to 18 Sep 219	On track

D. Data on Asian Development Bank Missions

Name of Mission	Date	No. of Persons	No. of Person-Days	Specialization of Members
Fact-Finding Mission	22 Aug–2 Sep 2011	7	70	a, b, c, d, e, p
Follow-Up Mission	24–25 May 2012	2	4	a, f
Inception Review Mission	16–19 Dec 2013	2	8	a, g
Review Mission 1	18–20 Feb 2015	5	15	a, f, h, i
Review Mission 2 (MTR)	24 Oct–4 Nov 2016	5	50	a, d, e, f, h
Review Mission 3	28 Mar–7 Apr 2017	7	63	e, f, g, j, k, l, p
Review Mission 4	27 Nov–7 Dec 2017	7	63	e, f, l, m, n, o, p
Final Review Mission 5	4–15 Jun 2018	7	70	f, h, g, k, l, p
PCR Mission	14–23 Jan 2020	8	72	f, g, l, m, n, p

a = education specialist, b = gender specialist, c = counsel, d = social sector specialist, e = procurement officer, f = social sector officer, g = project analyst, h = associate project officer, i = social sector economist, j = social development specialist, k = safeguard officer, l = operations assistant, m = environment officer, MTR = midterm review, n = associate PCR = project completion review, procurement officer, o = country director, p = consultants.

I. PROGRAM DESCRIPTION

1. The Asian Development Bank (ADB) approved the Third Education Sector Development Program (the program) on 13 September 2012 for a total of \$30.0 million equivalent.¹ The program comprised a policy-based loan of \$12.0 million equivalent and a project loan (the project) of \$18.0 million equivalent. It became effective on 21 March 2013 and was completed on 31 December 2018. The expected impact of the project was the achievement of universal 9-year basic education. The outcome of the program was increased lower secondary enrollment. While the program component was nationwide, most project investments targeted 14 provinces in the Tonle Sap and border regions, where student progression and completion were below the national average.²

2. The policy-based loan supported policy reforms to expand access to lower secondary education (LSE) and improve its quality by providing healthy, safe, and environmentally sound education facilities, and by improving the quality of learning, teaching, and school management in remote and disadvantaged areas. The loan supported the improvement of LSE subsector management by strengthening the capacity of school management in school planning and school performance monitoring, and by encouraging the involvement of community members and local authorities in school improvement initiatives. These efforts complemented the project's three outputs: improved (i) access to lower secondary schools (LSS), (ii) quality of LSE, and (iii) subsector management. The recipient of the policy-based loan was the Ministry of Economy and Finance (MEF). The Ministry of Education, Youth and Sport (MoEYS) was the executing agency.

3. Cambodia had made significant progress in improving basic education, particularly for girls. However, disparities based on gender, geographic location, and household economic status persisted. Education faced several challenges in meeting Cambodia's Millennium Development Goal of universal 9-year basic education, such as lack of access to LSS, high repetition at the primary level, and high dropout rates at the lower secondary level (grades 7–9). Students who are older than the official grade range (overage students), both girls and boys, were prone to dropping out of school. Low completion and high dropout rates were the dominant issues faced in secondary education.

4. The Government of Cambodia was aware that the quality of education needed to be improved to maintain the country's relatively high economic growth. The National Strategic Development Plan (NSDP) and the Rectangular Strategy for Growth, Employment, Equity, and Efficiency, Phase II gave high priority to capacity development and education in fostering human resources.³ ADB's country partnership strategy (CPS) 2011–2013⁴ emphasized (i) guaranteeing equitable access for all to education services, (ii) improving the quality and relevance of learning, and (iii) ensuring effective leadership and management of education staff at all levels. Thus, the program (2012–2017) aimed to provide much needed support to promote equitable access, strengthen LSE, and reinforce system-wide institutional capacity to deliver quality education.

¹ ADB. 2012. *Report and Recommendation of the President to the Board of Directors: Proposed Loans to the Kingdom of Cambodia for the Third Education Sector Development Program*. Manila (Loans 2888-CAM and Loan 2889-CAM).

² These are Battambang, Kampong Cham, Kampong Chhnang, Kampong Speu, Kampong Thom, Otdar Meanchey, Pailin, Pursat, Siem Reap, Banteay Meanchey, Mondulakiri, Ratanakiri, Stung Treng, and Preah Vihear.

³ Ministry of Planning. 2010. *National Strategic Development Plan Update 2009–2013*. Phnom Penh.

⁴ ADB. 2011. *Cambodia Country Partnership Strategy 2011–2013*. Manila.

II. DESIGN AND IMPLEMENTATION

A. Program Design and Formulation

5. The program design was highly relevant at appraisal and completion. At appraisal, the program was consistent with (i) ADB's CPS, 2011–2013, which prioritized LSE, and the government's overarching strategy of human resource development; (ii) the MoEYS Education Strategic Plan (ESP) 2009–2013,⁵ which aimed to tackle equity, quality, and efficiency issues in the basic education system, particularly in LSE; and (iii) the goals of the Education for All National Plan 2003–2015.⁶ At completion, the program remained fully consistent with ADB's CPS, 2014–2018, and with the NSDP 2014–2018 and the Rectangular Strategy, Phase III; both of which prioritized inclusive development of human capital as crucial to the government's plans for economic diversification and for sustaining poverty reduction. The program was built on previous ADB support, including the second Education Sector Development Program and Enhancing Education Quality Project.⁷ The previous support enabled the program to progressively provide the required policy environment and project interventions, and to generate lessons learned and transitions for the ongoing ADB-financed first and second Upper Secondary Education Sector Development Programs,⁸ which aim to improve access, quality, and relevance in upper secondary schools.

6. The sector development program was the relevant modality as it provided a policy-based loan to help finance the cost of a new wave of reforms and integrated response to sector priorities, issues, and gaps in efforts to achieve universal 9-year basic education. The modality was essential as the project was unlikely to be accomplished without policy reforms. Parallel to project interventions, the policy-based loan supported complementary policy reforms to (i) ensure student progression from primary school to LSE, (ii) direct resources to schools to meet local needs, (iii) strengthen school-based management and community involvement to improve school performance and standards monitoring, and (iv) streamline administration of basic education. The policy-based loan supported the government in approving the National Policy on Cambodian Youth Development which recognizes investment in youth as critical to realizing the government's strategic directions and long-term vision for development.

B. Program Outputs

7. The policy-based loan was implemented over 3 years and disbursed in two tranches (para. 22). The policy actions were aligned with the main policy areas of the ESP 2009–2013 and its reform priorities. The program achieved the policy actions pertaining to (i) the issuance of quality control guidelines for new school building construction and ministerial order (*prakas*) for establishment packages, which directly supported investment activities to improve access to LSE; (ii) approval of the National Policy on Cambodian Youth Development, Teacher Development Master Plan (2010–2014), Teacher Development Action Plan, and draft Teacher Policy, as well as guidelines and strategies for teacher development, school director professional development

⁵ MoEYS. 2009. *Education Strategic Plan, 2009–2013*. Phnom Penh.

⁶ MoEYS. 2003. *Education for All National Plan, 2003–2015*. Phnom Penh.

⁷ ADB. 2001. *Report and Recommendation of the President to the Board of Directors on Proposed Loans to the Kingdom of Cambodia for the Education Sector Development Program*. Manila; ADB. 2007. *Report and Recommendation of the President to the Board of Directors: Proposed Grant to the Kingdom of Cambodia for the Enhancing Education Quality Project*. Manila.

⁸ ADB. 2016. *Report and Recommendations of the President to the Board of Directors on Proposed Loans and Technical Assistant Grant to the Kingdom of Cambodia for Upper Secondary Education Sector Development Program*. Manila; ADB. 2018. *Report and Recommendations of the President to the Board of Directors on Proposed Loans to the Kingdom of Cambodia for Second Upper Secondary Education Sector Development Program*. Manila.

(SDPD), and the basic education progression program, which all directly helped improve the quality of LSE; and (iii) approval of *prakas* (ministerial order) for (a) standard operating procedures for adopting a revised funding formula for school operating budgets (SOBs); (b) guidelines for strengthening school-based management and school support committees (SSC) on implementing school improvement plans; (c) master plan for education research development; and (d) an action plan for a school performance monitoring system, which helped improve LSE subsector management. Then, at the output level, all the policy actions supported project implementation as presented below, and compliance and monitoring indicators for each tranche release under the policy-based loan are in Appendix 1.

8. The program was designed to improve the quality, efficiency, and effectiveness of LSE. The outcome was to increase the lower secondary gross enrollment rate (GER) and net enrollment rate (NER) through improved access to LSS, which reduced the dropout rate and increased the completion rate of LSE students. Enrollments were increased by developing the capacity of government agencies responsible for delivering quality education.

9. During the midterm review (MTR), the program design and monitoring framework (DMF) was adjusted to reflect realistic targets and indicators that pertained mainly to the increased costs for civil works, delay in implementation of capacity building, and new school buildings constructed with funding from the government and other charity sources.⁹ The DMF indicators were revised to reflect the impact of the government's revised population data on education and project baselines. The MoEYS education management information system (EMIS) data for school year (SY) 2011/12 at the start of project implementation are lower than for SY2010/11 baseline data at project appraisal, because of the Ministry of Planning decision to revise the population base, which was used for baseline calculation as mandated by the government.¹⁰ Consequently, because of the adjustment, it was more realistic and consistent with other government policy and strategic documents to adopt SY2011/12 as the baseline for measuring program achievements. The program DMF is in Appendix 2.

10. **Output 1: Improved access to lower secondary schools.** The output was substantially achieved. The policy actions under the policy-based loan support the project by ensuring (i) good-quality, healthy, safe, and environmentally sound building design and facility conditions, inclusive of separate latrines for females, males, and the disabled; and (ii) the immediate start-up of newly constructed school buildings with all the necessary items for classroom teaching.

11. The project achieved five out of six targets under output 1: (i) 44 LSSs were constructed in communes without such schools, (ii) 544 new LSS classrooms were constructed in remote and disadvantaged areas of the target provinces and Phnom Penh, (iii) LSS enrollment of students aged 12–14 surpassed the project's 10% target (10% female) by achieving 47% (51% female), (iv) the transition rate from grade 6 to 7 in LSS surpassed the project's 10% target (10% female) by achieving 12.8% (14.3% female), and (v) number of female teachers in LSS exceeded its 10% target by achieving 17% or 3,293 female teachers. However, by completion, the project had not

⁹ At the MTR, 20 October–4 November 2016, a minor change in scope was proposed in the memorandum of understanding. The change was approved by ADB on 22 December 2017 upon receiving the government's request on 16 June 2017. Six changes were made to the program's DMF output targets: two sub-outputs under output 1 (44 instead of 60 new LSSs constructed, and 544 instead of 730 new LSS classrooms constructed); three sub-outputs under output 2 (at least 60% instead of 80% female students identified as at risk of dropping out transition to the next grade, at least 100 instead of 1,500 technical group leaders in mathematics trained, and at least 400 instead of 800 LSS science teachers trained); and one under sub-output 3 (at least 200 instead of 1,500 LSS directors or deputy directors trained). The performance indicators presented in Appendix 2 are based on the revised DMF.

¹⁰ The population according to census data, which is used as the denominator for baseline calculation, is higher than the population according to subnational government data.

achieved one target: improved daily student attendance: stringent monitoring by school management and teachers of daily student absenteeism showed that occasional absences increased from 2.1% in 2017 to 4.9% in 2018.¹¹

12. **Output 2: Improved quality of lower secondary education.** The output was substantially achieved. The MoEYS adopted policy actions that supported improving the quality and efficiency of education services: (i) the number of provinces achieving a grade 9 completion rate greater than, or equal to, 40% as one of the core breakthrough indicators in the ESP 2014–2018 in March 2014, (ii) the teacher policy in May 2013 and the action plan for SDPD in December 2013, and (iii) the guidelines on the basic education progression program focusing on student progression through grades 1–9 in December 2013.

13. The project achieved five out of six targets under output 2. The project did not achieve one target: about 45.5% of female students identified as at risk of dropping out transitioned to the next grade against the target of 60%. However, an innovative feature of the project, which was the provision of school improvement grants (SIGs) to support school-based enrichment programs (SBEP), helped tackle some core challenges associated with this target. The SIG program, which was piloted in 100 LSSs in the 14 target provinces, focused on improving student learning and helping students complete their basic education, thereby preventing dropouts. Around 94 (13.8% female) core trainers from the MoEYS and provincial offices of education (POEs) and 200 (22% female) school managers (school directors and deputy directors) were trained to implement the project. About 18,000 students (52% female) benefited, of whom over 700 (60% girls) benefited directly through remedial classes for slow learners, and education support activities and materials (e.g., follow-up with parents and SSCs, and provision of books, school bags, uniforms, eyeglasses, sports materials, and transport [bicycles]). The LSE dropout rate among beneficiaries at project completion was about 12%, lower than the national average of 15.8% in SY2017/18.¹²

14. The project collaborated with the Japan International Cooperation Agency and the nongovernment organization Flemish Association for Development Cooperation and Technical Assistance to develop guides on teaching methodologies and techniques for science and mathematics subjects. Around 24 (33% female) core trainers in mathematics and science subjects from technical departments, the Regional Teacher Training Center (RTTC), and the POEs conducted training for 226 (22.5% female) technical group leaders or senior subject teachers from 151 schools. Consequently, 745 (31.4% female) lower secondary mathematics and science teachers were trained; of whom 592 (35.5% female) were science teachers from 151 schools. National trainers from the MoEYS Teacher Training Department (TTD) provided mentoring and coaching through classroom-based teaching observation and teacher mentoring in 30 LSSs. About 80% of teachers (75.5% female), who were observed on the job, showed sufficient evidence of improved training techniques and core competencies. The national trainers uploaded several new and updated in-service training (INSET) materials to a website.¹³ Most teachers confirmed the usefulness of the training, including the student-centered teaching aids (e.g., individual student's flipped whiteboard) distributed under the project. Providing mentoring and coaching, regularly updating training materials, and uploading them to the website are recommended as regular TTD activities and were rolled out to other MoEYS programs.

¹¹ School reports SY dropout rate, which on average is 16%, instead of daily absenteeism. Capacity building on student absenteeism data collection and analysis for school management and teachers was completed in 2017.

¹² Based on individual school development improvement plans of 100 LSSs, 30 of which in the first batch received \$1,500 in three installments, and 70 in the second batch received \$1,000 in two installments.

¹³ Nick Hinde et al. 2017. krou789.com

15. The project supported the MoEYS Vocational Orientation Department to assess and validate life skills modules relevant for LSE in the target provinces. Around 7 out of 40 modules were selected, which LSSs may adopt depending on their socioeconomic needs.¹⁴ Guidelines and training materials on employability skills were developed, and training was conducted for 200 (18% female) school managers and staff members from 100 LSSs. Refresher training and mentoring were likewise provided to 133 target LSSs, including 33 more schools when the project was extended. About 95% of the target schools provide employability and life skills programs, (83 schools provide integrated programs with core subjects and 12 provide stand-alone programs). Employability skills materials are online.¹⁵ The lack of teachers with knowledge on employability skills was a critical challenge.

16. **Output 3. Improved LSE subsector management.** The output was substantially achieved. The following policy actions achieved under the policy-based loan supported the project: (i) an interministerial *prakas* on expenditure to implement a program-based budget approved by the MoEYS and the MEF in May 2013, which led to the revision of the school funding formula, inclusive of SIGs, and funded through the national recurrent budget by August 2019; (ii) a technical and financial management manual for SBEP approved by the MoEYS in December 2013; (iii) revised guidelines to strengthen the school management committee's and community's roles and responsibilities in July 2010; and (iv) an action plan to ensure implementation of a school performance monitoring system approved by the MoEYS in December 2013.

17. The project achieved four out of five targets under output 3. The project indicator—primary and LSSs in pilot basic education school clusters implement the student progression plan—which emphasizes ensuring progression of female students through grades 1–9 cluster schools, was not achieved as only 60% of the sample schools established cluster schools. This was because the MoEYS considers student progression plan implementation the responsibility of the school management committee and not of school clusters.¹⁶

18. SDPD was designed and materials were developed in collaboration with other development partners.¹⁷ The MoEYS approved the materials in July 2017 and uploaded them on a website (footnote 14) for school management and teachers. The module-based materials were used for school management training.¹⁸ In total, 96 national and provincial trainers (13.8% female) from the MoEYS and the POEs in 14 target provinces were trained to train 300 school directors and deputy directors (54 female or 18%, who represented 100% of female school directors and deputy directors in target schools), including 100 more directors and deputy directors covered under the project extension period. A follow-up survey at project completion showed that 82% of schools implemented school development plans.

¹⁴ The 40 modules were developed by Kampuchea Action to Promote Education (KAPE-NGO). The seven modules selected were (i) World of Work, (ii) Marketing Skills, (iii) Occupational Decision-Making, (iv) Managing Your Money, (v) Saving and Spending, (vi) Planning Your Future, and (vii) Young Entrepreneur.

¹⁵ School Director Homepage. <http://esdp3sdpd.weebly.com> (accessed 12 March 2018).

¹⁶ School-Based Management is the guideline introduced by MoEYS in 2017 that provides school management and parents a per student assessment of school budget planning and spending and learning over the education process. As a result, this has gradually improved performance of schools and students, including progression.

¹⁷ The programs included (i) School Leadership Training under the Cambodia Education Sector Support Project, supported by World Bank; and (ii) the School Management and Leadership Training Course under the Improved Basic Education in Cambodia Project, supported by the United States Agency for International Development.

¹⁸ A 14-day (2 sessions, 7 days each) modular training program comprised (i) school strategic plan development, (ii) leadership in teaching and learning improvement, (iii) school completion rate improvement, (iv) school accountability enhancement, (v) school–community communication and participation enhancement, and (vi) change management and school administration.

19. SSCs were supported through (i) the development of guidelines to strengthen the role and responsibility of community stakeholders in school management, and (ii) an orientation program that disseminated the guidelines to SSCs of LSSs nationwide. A follow-up survey at project completion showed that 98% of schools established SSCs; of which 89.2% were involved in school planning and budget preparation. At project completion, eight school-based action-research carried out by the MoEYS Education Research Council and had trained school management from selected LSSs. The research findings were used in programs, policies, and school improvement plan formulation and implementation.

C. Program Costs and Financing

20. At appraisal, the total cost of the program was estimated at \$31.2 million; of which \$30.0 million (96.2%) was financed from ADB's Special Funds resources and \$1.2 million (3.8%) from the government's counterpart contribution. ADB's \$30 million financing comprised a \$12.0 million equivalent policy-based loan and an \$18.0 million equivalent project, including physical and price contingencies, duties and taxes, and interest during construction. Counterpart financing from the government comprised in-kind contribution for counterpart staff, office accommodation, and facilities. At completion, the actual total cost of the program was \$29.2 million, consisting of \$11.5 million for the policy-based loan, \$16.5 million for the project, and \$1.2 million for the counterpart fund, representing 94% of the original total program cost. The lower actual amounts at completion were the result of the appreciation of the US dollar against the special drawing right (SDR). The project cost at appraisal and the actual project cost are in Appendix 3, and the project cost by financier is in Appendix 4.

21. The budget was reassessed during the MTR, and the loan proceeds were reallocated in January 2018 based on the request from the borrower to finance shortfalls in civil works, furniture and equipment, vehicles, consulting services, and capacity-building expenditure. The reallocation was based on increased demand to strengthen monitoring and coaching for teachers and school management. Costs for civil works and goods increased by over 30% from appraisal, while the cost for capacity building escalated threefold more than appraisal estimates. The appreciation of the US dollar against the SDR at that time contributed to the reallocations. At completion, the project had financed (i) \$9.9 million for classrooms (60% of total cost); (ii) \$2.54 million for consultant services (15.4%); (iii) \$1.1 million for recurrent costs (6.4%); (iv) \$0.9 for furniture for classrooms (5.4%); (v) \$0.8 for capacity development (5.0%); and (vi) \$1.29 for wells and toilet facilities, classroom materials, office equipment and vehicles, SIGs, and interest charged (7.8%).

D. Disbursements

22. **Policy-based loan.** From loan effectiveness on 21 March 2013, the first tranche of \$6.0 million (SDR3.935 million) was disbursed on 18 June 2013. To achieve better progress on policy actions, the borrower requested that the second tranche release be postponed by a year. The second tranche of \$5.5 million (SDR3.935 million) was disbursed on 28 October 2015 after the government had completed the policy actions. Actual total policy-based loan disbursement was \$11.5 million against \$12.0 million as envisaged at appraisal, and the difference of \$0.5 million was attributed to the appreciation of US dollar against SDR at that time.

23. **Project loan.** At closing, \$17.72 million, including \$1.2 million from the government's counterpart fund, was utilized (about 92.3% of the \$19.2 million project loan at appraisal); of which \$6.4 million (36.2%) was for foreign exchange costs and \$11.3 million (63.8%) for local currency. Final expenditures were liquidated on 1 July 2019. The advance account was utilized

efficiently, with a satisfactory turnover ratio of 3.2. At closing, SDR13,942.88 (equivalent to \$19,099.10) was canceled. The loan account was financially closed on 18 September 2019. The disbursement schedule prepared at appraisal was generally realistic. The disbursements of ADB loan proceeds are in Appendix 5 and the contract awards of ADB loan proceeds in Appendix 6.

E. Schedules

24. The policy-based loan was utilized over 3 years, from November 2010 to December 2013 (policy actions for the first tranche release were to cover November 2010–August 2012, and for the second May 2012–December 2013). The loan became effective on 21 March 2013, but because loan effectiveness had been delayed and the borrower wished to achieve better progress on policy actions, the borrower requested the postponement of the second tranche release to 31 December 2014, and the closing date was extended to December 2015 after two extensions.¹⁹

25. The project was to be implemented over 5 years until 31 December 2017. Despite initial delays in the recruitment of consultants, project activities were expedited. During the MTR mission, the project revised the procurement plan and implementation schedule to deal with challenges, especially additional capacity-building demand to strengthen monitoring and coaching for teachers and school management. ADB, therefore, allowed a 6-month extension of the project closing date, from 30 June 2018 to 31 December 2018. The project final expenditures were submitted for liquidation within the winding-up period of 4 months, and the project was financially closed on 18 September 2019 after the executing agency refunded an outstanding advance of \$19,152.90 on 4 September 2019.

F. Implementation Arrangements

26. ADB's Southeast Asia Department, Human and Social Development Division administered the program from the time it became effective on 21 March 2013 until it was delegated to the Cambodia Resident Mission (CARM) on 30 December 2016. Implementation arrangements were as set out during project appraisal. For the policy-based loan, a task force was established to expedite the development and compilation of policy actions and the reporting of program progress to the MoEYS and the MEF.

27. For the project, the MoEYS established a steering committee, chaired by its minister, and made up of representatives from other ministries, including the MEF, to provide overall guidance and oversee policy and advisory support. The MoEYS secretary of state headed the program management unit (PMU) as project director. The Directorate General of Administration and Finance and the Directorate General of Education were implementing agencies, and their directors general served as project manager and deputy project manager, respectively. The PMU was assisted by the implementing agencies. These arrangements functioned well and were maintained until project completion.

G. Technical Assistance

28. A \$650,000 project preparatory technical assistance (TA) was successfully implemented and supported the program design by helping the government (i) identify policy reforms under the policy-based loan; (ii) prepare a situation and gap analysis of LSE and detailed analysis of LSS

¹⁹ ADB. 2015. *Progress Report: Release of Second Tranche of Loan 2888: Third Education Sector Development Program (Cambodia)*. Manila.

provision in target areas and build the capacity of the regional training centers to train LSS teachers; (iii) determine the scope and feasibility of the project investment, including capacity building, civil works, and equipment; and (iv) prepare cost estimates, a financing plan, financial and economic viability and sustainability of the project, and detailed implementation arrangements of the project.²⁰ The TA allowed full engagement of and consultation with MoEYS senior management, local education and school officials, development partners, and civil society organizations (CSOs) at the design stage. The smooth implementation of the project may be attributed to the clarity of the TA, the corresponding report and recommendation of the President, and the program administration manual.

H. Consultant Recruitment and Procurement

29. **Consultant recruitment.** A project implementation consultant (PIC) firm and 10 individual consultants provided consulting service inputs. The MoEYS engaged the PIC using the quality- and cost-based selection method with an 80:20 technical and financial proposal ratio. The PIC package was advertised on 7 June 2012, but extensive discussions between ADB and the MEF on price adjustments held up preparation of the request for proposal and delayed the shortlisting process. The package was readvertised on 21 March 2014 because the proposal validity of the first advertisement expired before the agreement on price adjustment was reached. The PIC could mobilize only on 15 September 2015, i.e., 3.3 years after the package had been first advertised. Eight individual consultants (one international SBEP specialist, one international procurement specialist, and six civil engineers and architects) were recruited in 2014. During the peak of phase III of civil works construction, two additional site engineers were recruited in 2016, and contract variations for additional inputs to the PIC were deemed necessary for the remaining works. The project financed 61 person-months of international and 71 person-months of national inputs for a total of 132 person-months through the PIC. This was slightly lower than the originally planned 175 person-months (60 person-months international and 115 person-months national), as some of the national experts were hired individually. Individual consultants' inputs totaled 266 person-months compared with 174 person-months estimated at project appraisal.

30. **Procurement.** At appraisal, the procurement plan consisted of five phases for civil works to be procured through national competitive bidding. At completion, only four phases had been completed because of the change in civil works.²¹ Construction of schools and classrooms (category 01) and tube wells and lavatories (category 02) of phases I and II was included in the same contract, and the payments to the contractors were charged to category 01 only. The project faced delayed start-up; slow recruitment of the PIC (para. 29); and shortage of funds caused by the depreciation of the US dollar against the SDR and underestimated costs during project appraisal. Implementation arrangements and reallocation of loan proceeds among category lines, especially under civil works, furniture, office equipment, and capacity development, were approved to deal with these matters. The procurement of goods and works was done in accordance with the government's Standard Operating Procedures–Procurement Manual, while recruitment of consultants followed ADB's guidelines on the use of consulting services (2013 as amended from time to time). The performance of consultants, contractors, and suppliers was satisfactory.

31. The expenditure for tube wells and lavatories was charged to category 01 (construction of schools and classrooms) for phases I and II. After the project was delegated to CARM, it was

²⁰ ADB. 2015. *Technical Assistance for Third Education Sector Development Program*. Manila (TA7657-CAM).

²¹ Phase I (7 contract packages) was signed in October 2014, phase II (9) in January 2015, phase III (10) in August 2016, and phase IV (7) in April 2017.

advised to charge it instead to category 02 (construction of tube wells and lavatories). Two contracts for tube wells and lavatories were procured through two national shopping packages during phases III and IV. Four contracts for classroom furniture and one contract for vehicles were procured through national competitive bidding. The remaining 19 contracts for classroom materials, motorbikes, and office equipment were procured through national shopping.

I. Gender Equity

32. The program was categorized as having a *gender equity theme*. The gender action plan (GAP) was developed, and the executing agency's gender focal point was responsible for monitoring and reporting. In April 2017, the four GAP targets were modified to make them measurable in the program's context. At completion, GAP implementation was rated successful, with 100% of the 17 activities completed, and 81% of targets achieved (17 out of 21, including those in the DMF, which were not reflected in the original GAP). Achievements in girls' and boys' education in the target provinces include an increased (i) transition rate from grade 6 to grade 7 by 14.1% (from 76.4% to 87.2%) for girls and 11.6% (from 72.9% to 81.4%) for boys, (ii) GER for LSE by 15.7% (from 50.9% to 58.9%) for girls and 2.5% for boys (from 47.8% to 49%), (iii) number of students aged 12–14 enrolled in LSE by 51% for girls and 42.71% for boys, and (iv) national completion rate by 7.4% overall (42.13% to 45.26%) and 20.6% (41.6% to 50.2%) for girls from SY2011/12 to SY2018/19.

33. The program contributed to promoting gender equality in basic education and provided strategic and sustainable benefits to students and teachers in remote and disadvantaged areas. The program expanded girls' and boys' access to improved LSE by (i) building education and sanitation facilities (para. 11); (ii) implementing innovative SBEP through the SIG program to prevent students, especially females, from dropping out (para. 13); and (iii) strengthening school management and pedagogical and subject knowledge, especially among female school managers and female mathematics and science teachers, through school-based management and INSET training and coaching (paras. 14 and 18). The number of female teachers in LSE in the target provinces was increased by 17%, from 2,817 in SY2011/12 to 3,293 in SY2017/18, as a result of (i) the construction of a three-story dormitory for pre- and in-service female teachers from disadvantaged and ethnic minority provinces and 30 houses for teachers in remote schools, and (ii) other policies developed and implemented under the policy-based loan (Appendix 1). The Gender Parity Index for teaching staff rose from 0.61 in SY2011/12 to 0.70 in SY2017/18.²² The Summary of Gender Equality Results and Achievements is in Appendix 7.

J. Safeguards

34. The program was in category C for environment and category B for involuntary resettlement and indigenous peoples at appraisal. A resettlement framework and indigenous people matrix (IPM) was prepared and disclosed. ADB cleared all safeguard screening reports before commencing all civil works activities. The reports confirmed that there were no involuntary resettlement or environment impacts. The reports also confirmed that all interventions at the 131 selected schools were in category C for both involuntary resettlement and environment. All sites were kept clean and safe during and after completion of physical activities. No accident involving construction workers or members of the community occurred. No major complaint was received during facility construction. There are no outstanding involuntary or environment safeguard issues.

²² The national Gender Parity Index for gross enrolment rate at LSE was 1.15 in 2018.

35. The IPM had 25 activities to ensure that indigenous peoples and ethnic minorities benefited from the project. The project covered 7 out of the 14 target provinces, with indigenous peoples and ethnic minorities totaling 203,304 (102,588 females). Since 2016, (i) 346 teacher-trainees (100% female) have taken the 2-year pre-service pedagogical training program, and (ii) 348 teachers have attended the 2-month INSET program and resided in the RTTC. About 2,000 indigenous students (56% women) benefited from the constructed and expanded facilities under the project. All IPM activities were implemented and achieved.

K. Monitoring and Reporting

36. Loan covenants for the program were complied with. The status of compliance with loan covenants is in Appendix 8.

37. Project performance monitoring and evaluation were well-managed. The PMU members enthusiastically owned the impact studies and learned the theoretical and practical steps to undertake them through the Education Research Council. Capacity-building and training programs were, therefore, developed for school management and the implementation unit staff on research methodologies and assessment, particularly the understanding of the statistical bases for sampling, questionnaire development, and interpretation of survey results.

38. The financial management of the program was satisfactory. All reports were provided as required and payment made as soon as they were approved. Requests for statements and reconciliation of expenditures were complied with, and the documents are considered satisfactory. Oversight by the MEF was considered significant in monitoring program expenditures. For most schools that adopted the SSC guidelines, the engagement of community members in the school-based management systems has resulted in greater levels of financial transparency and moved the schools into a more decentralized management structure. Training on basic accounting and financial management was provided along with transparent procedures and reporting formats. Covenants under the loan agreement regarding acceptability of accounting and financial reporting were all complied with. PMU and implementation unit staff members were trained in accounting and financial planning. Having implemented programs supported by ADB and development partners, the program's financial management was deemed adequate for monitoring financial progress. The MoEYS has an acceptable financial management system under ongoing programs financed by ADB and the World Bank and has applied financial management systems that mitigate any associated risks. The assessment of the executing and implementing agencies' financial management capabilities at appraisal was reasonable.

III. EVALUATION OF PERFORMANCE

A. Relevance

39. The program is rated *highly relevant*. It reflected government policies and ADB's CPS 2011–2013 and became even more relevant with the government's increasing emphasis on human capital development to meet the needs of a growing economy. The program design focused on reforms to achieve universal basic education. The program (i) expanded access while supporting policy actions to improve the quality of new school building construction; (ii) modernized curricula and teaching methodologies and techniques, especially for mathematics and science teachers; (iii) helped strengthen school-level accountability; and (iv) introduced employability and soft skills learning at LSE to improve relevance. In parallel, the program

grappled with the urgent need to reduce school dropouts and repetition and increase access to LSE. The DMF made logical linkages from inputs to outputs, outcome, and impact, and the risk analysis was sound. The SIG for SBEP (para. 13), INSET (para. 14), and collaborative action research (para. 19) were the program’s innovative and transformative interventions, especially for rural and disadvantaged schools. The interventions have been expanded and rolled out under the ministry’s budget and subsequent programs financed by ADB and other development partners. The SBEP SIG was a comprehensive safety net mechanism that involved integrated and decentralized planning and block grant funding, which decentralized school management. To improve LSE quality and relevance, cost-effective approaches (e.g., coaching, mentoring, web-based teacher training) were adopted to modernize and strengthen the student-centered approach for INSET. Modular professional development for school management, basic education clusters, and soft-skills and employability programs helped provide synergistic approaches to secondary education. The program continues to be consistent with ADB’s CPSs 2014–2018 and 2019–2023, and the government’s Rectangular Strategy, ESP 2019–2023, and Cambodia’s Education 2030 Roadmap Sustainable Development—Goal 4.²³

B. Effectiveness in Achieving Outcome

40. The program is rated *effective*. The DMF key outcome targets of 8.9% (15.7% girls) increase in GER and 35.6% (40.5% girls) increase in NER against the target of 5% for both GER and NER. The program achieved most key targets for an expanded LSE system in the target provinces: (i) a 47% (51% female students) increase in enrollment of number of students aged 12–14, (ii) a 12.8% (14.3% female) increase in transition rate from grade 6 to grade 7, and (iii) a 17% increase in number of female teachers in LSS. The program has reduced the dropout rate and increased the promotion rate of students in the 14 target provinces (Appendix 9). The program is rated *effective* based on the following factors:

- (i) Constructed and expanded education facilities increased the capacity of the education system, particularly in remote locations, to enroll students.
- (ii) Housing was provided for teachers, with priority given to female teachers and families, which encouraged them to work in remote and disadvantaged schools.
- (iii) A multistory dormitory was provided for teachers from major ethnic minority provinces, which allowed them to undertake pre- and in-service training programs.
- (iv) Water and sanitation facilities were provided to schools, which helped ensure hygiene and increased productivity of LSS students and staff members.
- (v) Opportunities were provided through the SIG program for disadvantaged students, which enabled them to complete their 9-year basic education through engagement of SSCs, including community members.
- (vi) Strengthened INSET was delivered to mathematics and science teachers through improved student-centered learning approaches, modernized curricula, coaching and mentoring programs, and web-based teacher training, which have encouraged students to remain in school.
- (vii) Employability programs have increased knowledge and life skills of LSS students.
- (viii) School-based management and modular training programs have strengthened school management leadership and management skills.
- (ix) Scaled-up support for innovative interventions such as SBEP, SIGs, SSCs, web-based INSET, action research methods, and better monitoring of students improved LSS.

²³ MoEYS. 2019. *Cambodia’s Education 2030 Roadmap, Sustainable Development-Goal 4*. Phnom Penh.

C. Efficiency in Achieving Outcome and Outputs

41. The program is rated *efficient*. The program was implemented within the planned budget and with an extension of 6 months. The economic rationale for the program included the need to manage complex constraints on (i) expanding access to LSE, (ii) improving LSS efficiency and effectiveness, and (iii) furthering governance and financial management of LSE. The program had a direct bearing on the educational opportunities of poor, disadvantaged, and indigenous students, who, in many cases, would not have continued in LSS without neighboring access to schools, either in new LSSs or in primary schools with secondary school facilities. The SIGs were a means of supporting students who, for various reasons, might have dropped out of school without the support of this discretionary fund.

42. The economic analysis at project appraisal justified the program through qualitative analyses of individual returns to education, gender parity in education, educational attainment vis-à-vis employment, and the labor market situation. At project appraisal, efficiency gains were envisioned to reduce per capita student cost and realize substantial recurrent cost savings. The program resulted in efficiency gains of reduced wastage caused by decreased repetition, and the economic analysis, at project completion, went beyond the cost-effectiveness analysis, which had been conducted at project appraisal. Based on the EMIS data and budgetary expenditure, cost-benefit analysis was undertaken in which program benefits were quantified through “productivity differentials” (estimated as higher wages) of LSE graduates. The monetized value of the benefits compared with the projected economic costs of the program yielded an economic internal rate of return of 15.1%, confirming the program’s economic viability. The economic reevaluation is in Appendix 10.

D. Sustainability

43. The program is rated *likely sustainable*. The reform initiatives, such as teacher policy, school infrastructure guidelines, funding, and management strengthening, can be sustained with continuing institutionalization, reinforcement of efforts, and sufficient budget. The government remains strongly committed to continue the program activities as they are fully aligned with the Rectangular Strategy Phase IV, the ESP 2019–2023, and Sustainable Development Goal 4. Under Cambodia’s Education 2030 Roadmap, the MoEYS budgetary allocation for LSE will be increased by 2023. The SIG program for remote and disadvantaged schools is highly successful and sustainable. The program contributed to the steady increase in LSE enrollment and completion, and to reduced dropout rates in the target provinces and among female students. The government has a strong commitment to continue supporting the program through the SOBs. Adequate financial, institutional, and risk management capacities are in place, ensuring the likely sustainability of the program outputs.

44. The program’s financial sustainability means that the government’s annual commitment for incremental operation and maintenance costs will be a mere 0.026% to 0.021% of the MoEYS budget in 2019–2023. The fiscal impact analysis concludes that the program is likely to be financially sustainable given its limited impact on the overall budget. The trend of increased government spending on education indicates that adequate financial resources will be available for the MoEYS to absorb recurrent costs to maintain the physical facilities and continue project activities. Policy reforms and project interventions to improve internal efficiency in basic education have resulted in increased enrollment and completion, and reduced repetition and dropout rates. The projected budget of the MoEYS ESP 2019–2023 indicates that resources are sufficient to sustain the positive outcomes envisaged under the program. The adoption of a revised funding formula and merger of SOBs with SIGs will realize increased budget allocations to schools to

sustain efforts to improve student progression and completion. Ultimately, the sustainability of program achievements, and of LSE in general, rests upon students enrolling and completing LSE. Given the high priority accorded to basic education by the government, these numbers are expected to increase significantly. The financial reevaluation is in Appendix 11.

E. Development Impact

45. The program's role in contributing to development impact is satisfactory. The program made a substantial and *likely sustainable* impact on poverty, institutional development, the economy, gender mainstreaming, and social equity. The DMF impact indicators are consistent with the ESP 2019–2023 targets and indicators, and based on current trends and efforts of the government. The targets are envisioned to be generally achieved by 2022. As noted in the DMF, the increase in GER, NER, and the completion rate of LSE in the target provinces has been encouraging: (i) GER increased from 49.4% (50.9% girls) in SY2011/12 to 53.8% (58.9% girls) in SY2017/18, (ii) NER increased from 30% (32.8% girls) in SY2011/12 to 40.7% (46.1% girls) in SY2017/18, and (iii) the transition rate to LSE increased from 74.6% (76.4% girls) to 84.2% (87.2% girls).

46. Education targets were achieved because of increased access to LSE facilities. A substantial increase in the number of trained teachers contributed to output 2 (improved quality of LSE). The project's newly constructed education, water, and sanitation facilities increased student interest and progression and school management and teachers' motivation to work in remote schools. The increased number of LSS female teachers trained under the project should have a direct positive impact on female students. The SIGs helped the project reduce the dropout rate in the project provinces by 5.3% (6.8% girls) from SY2010/11 to project completion and increase the promotion rate of students in the 100 target schools. Follow-up studies of management development and governance indicate these positive effects. Contribution to ADB Results Framework is in Appendix 12.

47. **Institutional impact.** The program's impact on the MoEYS TTD and local education management officials was significant. Through capacity development, the MoEYS, the POEs, and school management have grown in confidence, competence, and sophistication. MoEYS core trainers and teachers, particularly in remote, underserved areas, had significant INSET on key LSE subjects, which has increased interest among LSS students and reduced school dropouts.

48. **Economic and social impact.** The program had a direct bearing on educational opportunities for the poor in disadvantaged and border areas and for indigenous and ethnic minority students, whose access to schools has improved. The construction and expansion of LSSs, teachers' houses and dormitories, overall capacity development of management, and teaching methodologies and curricula in science and mathematics have had substantial impact. The SIGs provide safety nets to improve student retention and decrease repetition. The program has had a positive impact on raising awareness and on efforts to promote gender equity and community involvement in school management.

49. **CSO engagement.** Schools that adopted the full SSC guidelines enabled CSOs to actively engage community members in school activities. This improved school management and moved the schools toward more decentralized management. Such engagement included (i) establishment of SSCs, (ii) participation in school planning and management, and (iii) involvement in resource mobilization. The Education Research Council's action research reports indicate that schools that have taken this step are gaining greater support from the community members in mobilization of school resources. CSO tracking indicators are in Appendix 13.

F. Performance of the Borrower and the Executing Agency

50. The recipient of the policy-based loan was the MEF (the borrower) and of the project the MoEYS. Their performance was *satisfactory*. Senior management was responsive and all project staff members carried out their responsibilities willingly, diligently and to the best of their ability. The capacity of the executing and implementing agencies was substantially strengthened. Improvement was visible as a result of extensive capacity development, but in some remote schools institutional capacity remains low on school planning and SOB management and implementation, which require continuous capacity-building and monitoring support, especially among new school managers and teachers.

G. Performance of the Asian Development Bank

51. The performance of ADB was *satisfactory*. ADB fielded regular review missions, provided helpful guidance, and responded promptly to queries of the executing agency. Executing and implementing agencies considered missions to support program implementation, particularly helpful for sorting out issues that required deeper discussion. Delegating project administration to CARM helped expedite and more effectively carry out project monitoring, especially in schools.

H. Overall Assessment

52. The program is rated *successful*, based on the ratings of *highly relevant*, *effective*, *efficient*, and *likely sustainable*. The program reached most of the outcome and output targets. It was implemented as originally planned, with valid but minor revisions at the MTR to reflect realistic targets and further improve efficiency and effectiveness. The program substantially improved the quality of LSSs by upgrading mathematics and science training on the student-centered approach. The SIG activities were delivered successfully. The program provided trainings for school management and national trainers for teachers to improve teaching quality.

53. The secondary education buildings, teachers' houses and multistory dormitories, and water supply and sanitation facilities were constructed or upgraded. Classroom materials, furniture, and equipment were timely supplied to the new LSSs. Although management and teaching quality need to be further strengthened, LSE management has improved with significantly bolstered policy, management, and quality assurance within the MoEYS. Improvements in LSE efficiency increased completion rates in all grades. The program was *efficient* and is *likely to be sustainable* with strong government commitment to maintain and upgrade activities funded by the program.

Overall Ratings

Criteria	Rating
Relevance	Highly relevant
Effectiveness	Effective
Efficiency	Efficient
Sustainability	Likely sustainable
Overall Assessment	Successful
Development impact	Satisfactory
Borrower and executing agency	Satisfactory
Criteria	Rating
Performance of the Asian Development Bank	Satisfactory

Source: Asian Development Bank.

IV. ISSUES, LESSONS, AND RECOMMENDATIONS

A. Issues and Lessons

54. Strong government ownership is critical for steering a demanding program design to deliver service effectively. Reforms (e.g., policy actions developed under the policy-based loan) were possible only with the executing agency's strong leadership and commitment.

55. Introducing new and innovative approaches requires effort and resources. Introducing student-centered methodologies and modernized curricula through INSET requires time and resources to develop curricula and assessment and learning tools. INSET training for teachers and capacity development on innovative interventions (SBEP, SIGs, and others) could have been more extensive. Adapting modular and interactive methods and materials produced and tested by development partners saved time and resources. Further enhance capacity and mentoring support of school management and members of SSCs have proven as effective measures in addressing issues at school level, in particular school dropout prevention and supporting struggling families and students.

56. Cost-effective training methodology is essential for teacher training development. The project showed that coaching and mentoring enabled the least cost method for expansion of training, with substantial improvements in teachers' core competencies and quality of teaching.

57. Knowledge sharing eases training and mentoring. Not many school directors and staff have shared what they learned with their peers. Without mentoring and monitoring by MoEYS technical departments, training will not respond to needs or be sustained. Action researches have built school management capacity to meet challenges in a practical and collaborative manner.

58. **Gender equity.** Despite adjustments, some targets remained ambitious due to the following: (i) targets set for female participation in SSCs is usually based on community members' votes, which is beyond the project's control; and (ii) increasing the proportion of female officials in government requires a gradual shift in the civil service tiers, which should result from changes in rules on tenure and qualifications among others. Adequate monitoring and evaluation, including the baselines, shall be established and reaffirmed during project implementation.

B. Recommendations

59. **Future monitoring.** The MoEYS should regularly monitor the project outcome and impact indicators. Engagement of the EMIS department in project implementation is crucial for monitoring and planning. The MoEYS may update DPs in the education sector on key education policy and strategic changes and take stock of key outputs achieved under the project.

60. **Further follow-up.** The key areas for further action are (i) scaling up innovative and transformational INSET, (ii) implementing an institution-based approach to secondary schools, and (iii) ensuring that the MoEYS Gender Mainstreaming Action Plan 2021–2025 considers setting quotas for women in management positions and SSC composition.

61. **Timing of the project performance evaluation report.** As some reforms, such as student-centered approaches and innovative school management training, were introduced only at the middle of project implementation, an evaluation carried out after 2 years of project completion is recommended. An evaluation of project achievements would yield interesting lessons about essential reforms and interventions in an emerging economy.

POLICY MATRIX AND TRANCHE RELEASE CONDITIONS

Output and Policy Area	Policy Actions by Loan Effectiveness ¹	Monitoring Indicators for Tranche 1	Policy Actions by end 2013 ²	Monitoring Indicators for Tranches
Output 1: Improved Access to Lower Secondary Education				
Improve quality of new school construction	T1.1.1 MoEYS will issue quality control guidelines for new school building construction to ensure healthy, safe, and environmentally sound building design and facility conditions, inclusive of separate latrines for females and males.	<p>Completed MoEYS, on 9 July 2012, issued quality control guidelines for new school building construction to ensure healthy, safe, and environmentally sound building design and facility conditions, inclusive of separate latrines for females and males.</p> <p>The guidelines have been used for all school building construction under MoEYS, including development partners' financing programs.</p> <p>Ministry of Labor and Vocational Training has also applied relevant requirements for construction of technical and vocational education and training centers.</p>	T2.1.1 MoEYS will issue a public report , satisfactory to ADB, evaluating the quality control measures implemented for new school construction. Report will include action plan for further risk mitigation for poor quality construction.	Completed The public report was submitted to ADB on 10 August 2015 signed by the State Secretary of MoEYS. The public report assessed and confirmed that the first 8 schools were constructed fully in line with the school construction guidelines.

¹ Policy Program 1 covers the period between November 2010 – August 2012.

² The second tranche was to be released on 31 December 2013. However, because of the delay in loan effectiveness and in order to allow time for MoEYS to comply with policy actions for the second tranche release, the government requested to postpone the second tranche release to 31 December 2014.

Output and Policy Area	Policy Actions by Loan Effectiveness ¹	Monitoring Indicators for Tranche 1	Policy Actions by end 2013 ²	Monitoring Indicators for Tranches
Ensure new schools are immediately functioning			T2.1.2 MoEYS will issue (ministerial order) prakas for establishment packages for new schools to ensure immediate start-up with all necessary items for classroom teaching and School Director management, inclusive of approved implementation plan.	Completed prakas No. 2195 AYK.BrK was issued on 6 August 2014. The implementation plan of prakas No.2195 was approved on 11 September 2014.
Output 2: Improved Quality of Lower Secondary Education				
Improve relevance and internal efficiency	T1.2.2 The Royal Government of Cambodia will approve the National Policy on Cambodian Youth Development , inclusive of gender sensitive strategies, to guide government, civil society, development partners, and private sector in developing meaningful opportunities for young people to learn, develop, and contribute to Cambodia's national goals. ³	Completed The Royal Government of Cambodia, on 24 June 2011, approved the National Policy on Cambodian Youth Development (NPCYD), inclusive of gender sensitive strategies, to guide government, civil society, development partners, and private sector in developing meaningful opportunities for young people to learn, develop, and contribute to Cambodia's national goals. Specific gender elements include (i) promote female youth in leadership roles, (ii)	T2.2.3 MoEYS will issue guidelines to POEs and DOEs to establish the Basic Education Progression Program focused on improved student progression through Grades 1-9, inclusive of target repetition rate of 3% in complete primary schools and 1% in lower secondary schools. T2.2.4 MoEYS will adopt the following as a Core Breakthrough indicator, upon consultation with Joint Technical Working Group: <i>The number of provinces achieving a Grade 9 Completion Rate greater than</i>	Completed MoEYS approved the guidelines in December 2013 through ministerial letter No.218.N.HV. Completed ESP 2014–2018 was officially approved on 7 March 2014 by MoEYS. The target repetition rate in the target provinces is on page 13 of the ESP.

³ Partners supporting development of policy include UNESCO, UNICEF, UNFPA, UNDP, ILO, World Bank, and youth NGOs.

Output and Policy Area	Policy Actions by Loan Effectiveness ¹	Monitoring Indicators for Tranche 1	Policy Actions by end 2013 ²	Monitoring Indicators for Tranches
		increase understanding of gender equality among youth, (iii) promote gender mainstreaming into all actions of NPCYD and curriculums and (iv) lobby public, private and CSO to address gender inequality.	<i>or equal to 40%, for both females and males.</i>	
Institutionalize school leader and teacher development	<p>T1.2.3 MoEYS will issue Prakas to recognize 26 Secondary Resource Schools and Secondary Resource School Networks in order to begin its operation.⁴</p> <p>T1.2.4 MoEYS will approve the Teacher Development Master Plan (2010-2014) and Teacher Development Action Plan to serve as a guideline for the development of pre-</p>	<p>Completed MoEYS, in 2010, issued Prakas to recognize 26 Secondary Resource Schools and Secondary Resource School Networks in order to begin its operation.</p> <p>Guidelines for establishment and management of resource schools and their networks were further reviewed and strengthened in July 2016.</p> <p>Completed MoEYS, on 16 August 2010, approved the Teacher Development Master Plan (2010-2014) and Teacher</p>	<p>T2.2.5 MoEYS will circulate final draft Teacher Policy to ESWG and other ministries for final consultation.</p> <p>T2.2.6 MoEYS will approve action plan for School Director professional development (developed in consultation with ESWG) based on Teacher Policy, inclusive of strategies for increasing females in school management positions, as per sub decree 20 on New Staff Recruitment and Promotions and guidelines. Some of the strategies included (i) ensure at least one female representative in staff evaluation and promotion committee, (ii) reduction of 1 year experience requirement as</p>	<p>Completed The Teacher Policy was approved by MoEYS on 27 May 2013.</p> <p>Completed MoEYS approved the action plan for School Director Professional Development on 5 December 2013 through ministerial letter No.128 BV.</p>

⁴ Under ESDP II and EEQP, ADB financed the construction of 26 secondary Resource Schools. Recognition of the SRS precedes operation.

Output and Policy Area	Policy Actions by Loan Effectiveness ¹	Monitoring Indicators for Tranche 1	Policy Actions by end 2013 ²	Monitoring Indicators for Tranches
	<p>service and in-service training programs.⁵</p> <p>T1.2.5 MoEYS will prepare draft Teacher Policy (developed in consultation with ESWG) for teacher recruitment, deployment, qualifications, in-service training, professional development, and career path growth, with a focus on teachers in remote and rural areas and targets increasing female teachers in lower secondary education, particularly for mathematics and science.</p>	<p>Development Action Plan to serve as a guideline for the development of pre-service and in-service training programs</p> <p>Completed MoEYS prepared draft Teacher Policy (developed in consultation with ESWG) for teacher recruitment, deployment, qualifications, in-service training, professional development, and career path growth, with a focus on teachers in remote and rural areas and targets increasing female teachers in lower secondary education, particularly for mathematics and science.</p> <p>The teacher policy action plan (TPAP) was approved on 12 January 2014.</p>	<p>incentive for women to be appointed, (iii) retired female staff is replaced with women, and (iv) capacity building for women.</p>	
Output 3: Improved Sub-sector Management⁶				

⁵ Partners supporting its development include: ADB (through EEQP), UNESCO, JICA, VVOB, BETT, and VSO.

⁶ Policy actions T1.3.8 and T2.3.7 – T2.3.8 are aligned with current EC Budget Support Program 2011-13.

Output and Policy Area	Policy Actions by Loan Effectiveness ¹	Monitoring Indicators for Tranche 1	Policy Actions by end 2013 ²	Monitoring Indicators for Tranches
<p>Direct Resources to Schools</p>	<p>T1.3.6 MoEYS will issue prakas to re-establish the Public Finance Management Reform (PFMR) working group to examine the financing of the education sector and to explore policy options that enable sustainable recurrent financing for basic education with incentives for school improvement.</p>	<p>Completed MoEYS issued prakas to re-establish the Public Finance Management Reform (PFMR) working group to examine the financing of the education sector and to explore policy options that enable sustainable recurrent financing for basic education with incentives for school improvement.</p> <p>The PFMR, chairs by Secretary of State of MoEYS, conducts its regular meeting. The last meeting was held in September 2019.</p>	<p>T2.3.7 MoEYS will issue ministerial order (prakas) for adopting revised funding formula for School Operating Budget with provision for School Improvement Grant upon consultation with PFMR working group.</p> <p>T2.3.8 MEF and MoEYS will approve operational and procedural plan for the provision of School Improvement Grant to be funded through the national recurrent budget and consistent with national program-based budgeting procedures within School Operating Budget.</p>	<p>Completed Inter-Ministerial (prakas) No. 508 SHV.PrK on Expenditure for Implementing Program based Budget was approved by MoEYS and MEF on 2 May 2013.</p> <p>The government, on 19 August 2019, approved the revision of school funding formula in Prakas No. 508 through its letter No.8015. The new school funding formula has resulted in a significant increase in school operating fund.</p> <p>Completed The technical and financial management manual for the implementation of the School-based Enrichment Program and school improvement grants was approved by MoEYS on 13 December 2013</p>

Output and Policy Area	Policy Actions by Loan Effectiveness ¹	Monitoring Indicators for Tranche 1	Policy Actions by end 2013 ²	Monitoring Indicators for Tranches
				through ministerial letter No. 218 N.HV and subsequently by MEF on 30 July 2014 through ministerial letter No. 5570 SHV.EB.
<p>Strengthen School-based management and community involvement for improved school performance and standards monitoring system</p>	<p>T1.3.7 MoEYS will approve Capacity Development Plan, targeting capacity constraints impacting overall performance of education sector and supporting deconcentration and decentralization by clearly delineating roles and responsibilities at the sub-national and school levels.</p> <p>T1.3.8 MoEYS will issue revised guidelines for the strengthening of school management and community's role and responsibilities in respect to school management</p>	<p>Completed MoEYS, on 05 December 2013, approved Capacity Development Plan, targeting capacity constraints impacting overall performance of education sector and supporting deconcentration and decentralization by clearly delineating roles and responsibilities at the sub-national and school levels.</p> <p>Completed MoEYS, on 12 July 2012, issued the revised guidelines for the strengthening of school management and community's role and responsibilities in respect to school management.</p> <p>Most schools have established School-based</p>	<p>T2.3.9 MoEYS will approve an action plan to ensure implementation of school performance monitoring system (with indicators measuring gender issues), inclusive of school-community report card publicizing school performance indicators, student progression and completion, and the role of School Support Committees in school improvement initiatives.</p>	<p>Completed The action plan was approved by MoEYS on 13 December 2013 through ministerial letter No. 219 N.HV.</p>

Output and Policy Area	Policy Actions by Loan Effectiveness ¹	Monitoring Indicators for Tranche 1	Policy Actions by end 2013 ²	Monitoring Indicators for Tranches
		Management Committee (SBM) and led by local authorities (chief of communes or vice chief of communes and parent representatives as members)		
Enhance capacity for research	T1.3.9 MoEYS will approve Master Plan for Research Development in the Education Sector , based on the strategies of the Policy on Research Development in the Education Sector, to implement Articles 18 and 28 of the Education Law of Cambodia ⁷ .	Completed MoEYS, on 27 April 2011, approved Master Plan for Research Development in the Education Sector, 2011-2015, based on the strategies of the Policy on Research Development in the Education Sector.		

⁷ Article 18 describes the objectives of higher education and its establishments. Article 28 states that the government shall promote and support science and technology research and development for education to meet the needs of the labor market.

PROGRAM DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Indicators and Targets ¹	Program Achievements
Impact Universal 9-year basic education Achieved	By 2022: Completion rate for grade 9 is increased by 10% (12% girls) (SY2011/2012 Baseline nationwide: 42.13% [41.59% girls])	Completion rate for grade 9 for SY2018/2019 is 45.26%, 50.19% girls), representing an increase of 7.4% (20.6% girls) Source: MoEYS. 2019: EMIS 2018-2019
Outcome Increased lower secondary enrolment	In target provinces, by 2017: Lower secondary gross enrolment rate is increased by 5% (7% girls) (SY2011/2012 Baseline target provinces: 49.4% [50.9% girls])	Achieved Lower secondary gross enrolment rate is 53.8% (58.9% girls) in SY 2017/2018, representing an increase of 8.9% (15.7% girls) Source: MoEYS. 2019: EMIS Report (Program target province)
	Lower secondary net enrolment rate is increased by 5% (7% girls) (SY2011/2012 Baseline target provinces: 30% [32.8% girls])	Achieved Lower secondary net enrolment rate is 40.7% (46.1% girls) in SY 2017/2018, representing an increase of 35.6% (40.5% girls) MoEYS. 2019: EMIS Report (Program target provinces)
Outputs 1. Expanded access to lower secondary education	Policy-based Program Quality control guidelines for new school building construction, inclusive of gender-sensitive sanitation facilities, issued by 2012 <i>Prakas</i> for establishment packages issued by 2013	Achieved Quality control guidelines, inclusive of gender-sensitive sanitation facilities, issued on 9 July 2012. <i>Prakas</i> No. 2195 for establishment packages issued on 6 August 2014

¹ At MTR conducted from 20 October to 4 November 2016, adjustments were made to the DMF to reflect realistic targets and indicators which pertains mainly to the delay in implementation of capacity building. The proposed change in scope was discussed and documented in the Memorandum of Understand (MoU). The change was approved by ADB on 22 December 2017 upon receiving the request by the government on 16 June 2017.

	<p>Program in target provinces, by 2017:</p> <p>1.1 At least 44 new lower secondary schools constructed</p>	<p>Achieved</p> <p>44 new lower secondary school buildings constructed</p>
	<p>1.2 At least 544 new lower secondary classrooms constructed</p>	<p>Achieved</p> <p>544 new lower secondary classrooms constructed</p>
	<p>1.3 Number of students aged 12–14 enrolled in lower secondary school increased by 10%, including 10% female students (SY2011/2012 Baseline target provinces: 168,867 [90,135 girls])</p>	<p>Achieved</p> <p>Number of students aged 12–14 enrolled in lower secondary school increased by 47% (51% female students) from 168,867 (90,135 girls) in SY2011/2012 and to 248,481 (136,121 girls) in SY2017/2018 Source: MoEYS. 2019: EMIS Report (Program target province)</p>
	<p>1.4 Transition rate from grade 6 to grade 7 is increased by 10% (10% female students)</p> <p>(SY2011/2012 Baseline target provinces: 74.6% total [76.4% girls])</p>	<p>Achieved</p> <p>The transition rate from grade 6 to grade 7 increased by 12.8% (14.3% female students) between SY2011/2012 and SY2017/2018 Source: MoEYS. 2019: EMIS Report (Program target province)</p>
	<p>1.5 Number of female teachers in lower secondary schools increased by 10%</p> <p>(SY2010/2011 baseline: 38.6%)</p>	<p>Achieved</p> <p>Number of female teachers in lower secondary schools increased by 17% in SY2017/2018, from 2817 teachers in SY2011/2012 to 3293 teachers in SY2017/2018 Source: MoEYS. 2019: EMIS Report (Program target provinces)</p>

	<p>1.6 Daily student attendance in lower secondary school improves for both males and females²</p>	<p>Not achieved</p> <p>The results of the survey with target schools shows an increase in absences of 2.1%, from 4.9% in 2017 to 7% in 2018</p> <table border="1" data-bbox="1163 347 1913 529"> <thead> <tr> <th colspan="5">Student Daily Absence Rate in 2017 (baseline)</th> </tr> <tr> <th></th> <th>G7</th> <th>G8</th> <th>G9</th> <th>G7-9</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>5.3%</td> <td>4.9%</td> <td>4.6%</td> <td>4.9%</td> </tr> <tr> <td>Min</td> <td>0.3%</td> <td>0.3%</td> <td>0.0%</td> <td>1.0%</td> </tr> <tr> <td>Max</td> <td>15.4%</td> <td>15.4%</td> <td>16.7%</td> <td>13.8%</td> </tr> </tbody> </table> <table border="1" data-bbox="1163 529 1913 711"> <thead> <tr> <th colspan="5">Student Daily Absence Rate in 2018</th> </tr> <tr> <th></th> <th>G7</th> <th>G8</th> <th>G9</th> <th>G7-9</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>7.2%</td> <td>7.2%</td> <td>6.7%</td> <td>7.0%</td> </tr> <tr> <td>Min</td> <td>0.3%</td> <td>0.8%</td> <td>0.0%</td> <td>0.6%</td> </tr> <tr> <td>Max</td> <td>28.5%</td> <td>24.6%</td> <td>32.0%</td> <td>24.1%</td> </tr> </tbody> </table> <table border="1" data-bbox="1163 743 1913 959"> <thead> <tr> <th colspan="5">Reduction/Increase in Student Daily Absence Rate between 2017-18</th> </tr> <tr> <th></th> <th>G7</th> <th>G8</th> <th>G9</th> <th>G7-9</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>1.9%</td> <td>2.3%</td> <td>2.1%</td> <td>2.1%</td> </tr> <tr> <td>Min</td> <td>0.0%</td> <td>0.5%</td> <td>0.0%</td> <td>-0.4%</td> </tr> <tr> <td>Max</td> <td>13.1%</td> <td>9.2%</td> <td>15.3%</td> <td>10.3%</td> </tr> </tbody> </table> <p>Source: EA's program assessment report at completion</p>	Student Daily Absence Rate in 2017 (baseline)						G7	G8	G9	G7-9	Average	5.3%	4.9%	4.6%	4.9%	Min	0.3%	0.3%	0.0%	1.0%	Max	15.4%	15.4%	16.7%	13.8%	Student Daily Absence Rate in 2018						G7	G8	G9	G7-9	Average	7.2%	7.2%	6.7%	7.0%	Min	0.3%	0.8%	0.0%	0.6%	Max	28.5%	24.6%	32.0%	24.1%	Reduction/Increase in Student Daily Absence Rate between 2017-18						G7	G8	G9	G7-9	Average	1.9%	2.3%	2.1%	2.1%	Min	0.0%	0.5%	0.0%	-0.4%	Max	13.1%	9.2%	15.3%	10.3%
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<p>2. Improved quality of lower secondary education</p>	<p>Policy-based loan Number of provinces achieving a grade 9 gross completion rate greater than or equal to 40% is adopted as core breakthrough indicator by 2013</p> <p>Guidelines for basic education progression program issued by 2013</p>	<p>Achieved</p> <p>Number of provinces achieving a grade 9 gross completion rate greater than or equal to 40% was adopted as core breakthrough indicator by 2013.</p> <p>Guidelines for basic education progression program prakas 218.</p>																																																																											

² In practice, schools are required to record daily absences, not attendances. Data on student absences was collected from school directors in 2017 providing “pre-intervention” baseline and measured against data collected during follow-up monitoring and coaching in 2018.

	<p>Program in target provinces, by 2017</p> <p>2.1 At least 60% female students identified as at risk of school dropout transition to next grade in target provinces</p> <p>Set baseline at 2010/11³</p> <p>2.2 At least 200 technical group leaders (TGL) in mathematics from 100 schools trained (25% female)</p> <p>2.3 Core competency of 80% trained technical group leaders and teachers for mathematics and science (50% female) improved.</p>	<p>Not achieved</p> <p>On average 10% of the total student population are identified as ‘at risk’ of dropout in 77 sample schools. Of these approximately 49% (45.5% female) are promoted to the next grade</p> <table border="1" data-bbox="1163 378 1927 586"> <thead> <tr> <th colspan="5">Students At Risk in 2018, target schools</th> </tr> <tr> <th></th> <th>G7</th> <th>G8</th> <th>G9</th> <th>G7-9</th> </tr> </thead> <tbody> <tr> <td>% of total students</td> <td>10.7%</td> <td>9.9%</td> <td>8.9%</td> <td>9.8%</td> </tr> <tr> <td>Female (% of total girls)</td> <td></td> <td></td> <td></td> <td>8.1%</td> </tr> </tbody> </table> <table border="1" data-bbox="1163 618 1927 794"> <thead> <tr> <th></th> <th>% AR students in given population</th> <th>% AR students promoted from given population</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>9.8%</td> <td>49.0%</td> </tr> <tr> <td>Female</td> <td>8.1%</td> <td>45.5%</td> </tr> </tbody> </table> <p>Source: EA’s program assessment report at completion</p> <p>Achieved</p> <p>226 (51 females or 22.5%⁴) mathematics (TGLs or senior teachers) from 151 schools were trained in mathematics techniques. 100% of female TGLs or senior teachers were trained.</p> <p>Achieved</p> <p>80% of teachers (75.5% female) observed on-the-job showed sufficient evidence of implementing training techniques for mathematics and science, and improved core competency.⁵</p>	Students At Risk in 2018, target schools						G7	G8	G9	G7-9	% of total students	10.7%	9.9%	8.9%	9.8%	Female (% of total girls)				8.1%		% AR students in given population	% AR students promoted from given population	Total	9.8%	49.0%	Female	8.1%	45.5%
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³ EMIS data does not collect and record “At Risk” students. Data on “At Risk” (AR) students and promotion was collected and recorded by 77 sample schools using templates provided during school management training, and collected during monitoring and coaching sessions in 2018. The partial achievement can also be attributed to (i) small sample schools selected for assessment, and (ii) a one-off assessment may not reflect the effect of strategies and programs have been implemented. For these reasons that recommendations were presented in paras. 60 and 62 of the PCR. This seems to be true because the overall transition rate of LSE in the project target provinces is 84.2% (87.2% female) in SY 2017/2018.

⁴ This represented all female mathematics teachers in the 151 targeted schools.

⁵ On-the-job monitoring of teachers in the sample schools was carried out. A total of 96 teachers were observed (36 out of 51 females, or 37.5% were female).

	2.4 At least 400 lower secondary science teachers trained (25% female) from 100 schools	Achieved 592 (210 females or 35.5%) science teachers trained from 151 schools. ⁶
	2.5 At least 90% of lower secondary mathematics and science teachers (25% female) trained to implement student-centered approach or inquiry-based teaching techniques	Achieved 100% mathematics and science teachers in 151 schools from 14 provinces received training in implementing student centered and inquiry-based teaching techniques. 592 (210 females, 35.4%) science teacher were trained, and 153 (24 females, 16%) mathematics teachers were trained. A total of 745 (234 females, 31.4%) lower secondary math and science teachers were trained (SY2017/2018)
	2.6 At least 100 schools implement employability skills program, with 50% female participation	Achieved 133 schools from 14 provinces are implementing employability skills programs. ⁷
3. Improved subsector management	Policy-based loan Revised guidelines issued for strengthening school-based management and school support committees in implementing school improvement plans and management of school operating budgets by 2012	Achieved Revised guidelines issued: No. 27 eys. GL, dated 28 June 2016. Expenditure for Implementing Program based Budget was approved by MoEYS and MEF on 20 May 2013. Prakas on new operating budget funding mechanism, inclusive of SIG, signed on May 20, 2013.
	<i>Prakas</i> issued to adopt new school operating budget funding mechanism, inclusive of SIGs, by 2013	
	Program in target provinces, by 2017: 3.1 At least 200 lower secondary directors/deputy directors trained (100% of current female school directors/ deputy directors)	Achieved 300 (54 females, 18%) LSS directors and deputy directors from 150 schools participated in the school development

⁶ Overall, 696 individuals (272, or 39.1% female) were trained in science methodology, including teachers, core trainers and trainees in RTTCs.

⁷ Data on implementation of employability skills programs was collected from a sample of 83 target schools from 10 provinces. The majority of life skills programs are taught as non-electives, with all students participating (i.e., 100% of girls participate in life skills/employability programs).

		professional development program (SDPD). ⁸ This included 100% of current female school directors/deputy directors in target schools.
	3.2 At least 80% of lower secondary school directors/ deputy directors (100% of current female school directors/ deputy directors) implement school improvement plans (inclusive of gender equity dimensions) and manage school operating budgets by 2014	Achieved 82% of schools ⁹ implementing school development plans. 300 (54 females or 18%) LSS directors and deputy directors from 150 schools were trained in preparing improvement plans (inclusive of gender equity dimensions) and managing school operating budgets. This includes 100% of female directors and deputy directors. ¹⁰
	3.3 School support committees of at least 60% of lower secondary schools are involved in monitoring the use of school budgets	Achieved 98% of surveyed schools said that they have established a SSC, and 89.2% said that their SSCs review school finances. ¹¹
	3.4 Primary and lower secondary schools within pilot basic education school clusters implement student progression plan, with an emphasis on ensuring progression of female students through grades 1–9	Not achieved 60% of the sample schools reported that their cluster schools were established. ¹² Cluster implementation of progression plan has not been started because the MoEYS considers student progression plan implementation the responsibility of the school management committee and not of school clusters. However, school-based management, which is the guideline introduced by MoEYS in 2017, provides school management and parents a per student assessment of school budget planning and spending and learning over the education process. As a result, this has gradually improved performance of schools and students including progression.

⁸ 200 school directors (33 females, 16.5%) from 100 schools participated in refresher training workshops. Coaching was undertaken with 374 school directors/ deputy directors and teachers (81/21.6% female).

⁹ 94% of a sample of 83 of the 100 target schools indicated that they have a school improvement/development plan, and 82% said that their plans were in use.

¹⁰ A follow-up coaching was undertaken with 100 schools. 374 (81 females 21.6%) school directors and teachers were coached on school improvement planning and budget management

¹¹ Survey sample included 83 of the 100 targeted schools.

¹² This was because MoEYS considers that student progression plan implementation is the responsibility of the school management committee, instead of school clusters.

	<p>3.5 Findings from eight action research studies, inclusive of gender and equity dimensions, presented to ESWG and disseminated throughout MoEYS</p>	<p>Achieved</p> <p>4 impact studies completed:</p> <ul style="list-style-type: none"> • Effectiveness of leadership and management training • Impact of Training on Completion and Dropout Rate • Impact of management on the SIG program • Assessment of the components 2 and 3 of the program <p>4 action research study completed:</p> <ul style="list-style-type: none"> • LSS Dropout Rates • Poor Student Reading and Writing • High Rate of Student Absenteeism • Poor Learning Performance
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**PROJECT COST AT APPRAISAL AND ACTUAL
(\$'000)**

Description	Appraisal Estimates (\$'000)								Actual (\$'000)							
	Comp 1	%	Comp 2	%	Comp 3	%	Total	%	Comp 1	%	Comp 2	%	Comp 3	%	Total	%
A. Investment Costs																
1. Civil Works (Schools and Classrooms)	7,982	100%	-	-	-	-	7,982	100%	9,908	100%	-	-	-	-	9,908	100%
2. Civil Works (Wells and Toilets Facilities)	461	100%	-	-	-	-	461	100%	452	100%	-	-	-	-	452	100%
3. Classroom Materials	33	13.5%	211	86.5%	-	-	244	100%	24	13.5%	152	86.5%	-	-	176	100%
4. Furniture	724	100%	-	-	-	-	724	100%	900	100%	-	-	-	-	900	100%
5. Vehicles	198	100%	-	-	-	-	198	100%	235	100%	-	-	-	-	235	100%
6. Equipment-Office	55	100%	-	-	-	-	55	100%	83	100%	-	-	-	-	83	100%
7. Capacity Development	99	49.5%	44	21.8%	58	28.7%	201	100%	407	49.5%	179	21.8%	236	28.7%	822	100%
8. School Improvement Grant	-	-	266	100%	-	-	266	100%	-	-	108	100%	-	-	108	100%
9. Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
a. International Consultants	1,106	64.3%	359	20.9%	255	14.8%	1,720	100%	1,615	64.3%	525	20.9%	372	14.8%	2,512	100%
b. National Consultants	180	42.2%	68	15.9%	179	41.9%	427	100%	12	42.2%	4	15.9%	12	41.9%	28	100%
Subtotal A	10,839	88%	948	8%	491	4%	12,278	100%	13,636	89.6%	969	6.4%	619	4.1%	15,224	100%
B. Recurrent Costs																
1. Operation and Manintenance	484	100%	-	-	-	-	484	100%								
2. Priority Operational Costs	346	100%	-	-	-	-	346	100%								
3. Monitoring and Evaluation	118	8.0%	840	57.0%	516	35.0%	1,473	100%	501	47.2%	347	32.7%	213	20.1%	1,062	100%
4. Aministration Costs	263	100%	-	-	-	-	263	100%								
5. In-kind Contribution	955	79.6%	175	14.6%	70	5.8%	1,200	100%	954	79.6%	175	14.6%	70	5.8%	1,199	100%
Subtotal B	2,166	57.5%	1,015	26.9%	586	15.5%	3,766	100%	1,456	64.4%	522	23.1%	283	12.5%	2,261	100%
Total Base Costs																
C. Contingencies																
Physical Contingencies	452	95.0%	24	5.0%	-	-	476	100%	-	-	-	-	-	-	-	-
Price Contingencies	1,668	82.0%	285	14.0%	81	4.0%	2,034	100%	-	-	-	-	-	-	-	-
Subtotal C	2,120	84.5%	309	12.3%	81	3.2%	2,510	100%	-	-	-	-	-	-	-	-
Total Project Costs A + B + C	15,125	81.5%	2,271	12.2%	1,158	6.2%	18,554	100%	15,091	86.3%	1,491	8.5%	902	5.2%	17,485	100%
Interest During Implementation	546	84.5%	79	12.3%	21	3.2%	646	100%	201	84.5%	29	12.3%	8	3.2%	238	100%
Total Costs to be financed	15,670	81.6%	2,351	12.2%	1,179	6.1%	19,200	100%	15,292	86.3%	1,520	8.6%	910	5.1%	17,723	100%

Note: Numbers may not sum precisely because of rounding.

PROJECT COST BY FINANCIER

Category Name	Appraisal Estimate (\$'000)						Actual (\$'000)					
	Government		ADB		Total		Government		ADB		Total	
	Amount (\$'000)	% of Cost Category	Amount (\$'000)	% of Cost Category	Amount (\$'000)	% of Cost Category	Amount (\$'000)	% of Cost Category	Amount (\$'000)	% of Cost Category	Amount (\$'000)	% of Cost Category
A. Investment Costs												
1. Civil Works (Schools and Classrooms)	-	-	7,982	100%	7,982	100%	-	-	9,908	100%	9,908	100%
2. Civil Works (Wells and Toilet Facilities)	-	-	461	100%	461	100%	-	-	452	100%	452	100%
3. Classroom Materials	-	-	244	100%	244	100%	-	-	176	100%	176	100%
4. Furniture	-	-	724	100%	724	100%	-	-	900	100%	900	100%
5. Vehicles	-	-	198	100%	198	100%	-	-	235	100%	235	100%
6. Equipment - Office	-	-	55	100%	55	100%	-	-	83	100%	83	100%
7. Capacity Development	-	-	201	100%	201	100%	-	-	822	100%	822	100%
8. School Improvement Grant	-	-	266	100%	266	100%	-	-	108	100%	108	100%
9. Consultants	-	-	-	-	-	-	-	-	-	-	-	-
a. International Consultants	-	-	1,720	100%	1,720	100%	-	-	2,512	100%	2,512	100%
b. National Consultants	-	-	427	100%	427	100%	-	-	28	100%	28	100%
Subtotal (A)	-	-	12,278	100%	12,278	100%	-	-	15,224	100%	15,224	100%
B. Recurrent Costs												
1. Operation & Maintenance	-	-	484	100%	484	100%						
2. Priority Operational Costs	-	-	346	100%	346	100%						
3. Monitoring and Evaluation	-	-	1,473	100%	1,473	100%	-	-	1,062	100%	1,062	100%
4. Administrative Cost	-	-	263	100%	263	100%						
5. In-kind Contribution	1200	100%	-	-	1,200	100%	1,199	100%	-	-	1,199	100%
Subtotal (B)	1,200	31.9%	2,566	68.1%	3,766	100%	1,199	53.0%	1,062	47.0%	2,261	100%
C. Contingencies												
1. Physical Contingencies	-	-	476	100%	476	100%	-	-	-	-	-	-
2. Price Contingencies	-	-	2,034	100%	2,034	100%	-	-	-	-	-	-
Subtotal (C)	-	-	2,510	100%	2,510	100%	-	-	-	-	-	-
Total Project Cost (A+B+C)	1,200	6.5%	17,354	93.5%	18,554	100%	1,199	6.9%	16,286	93.1%	17,485	100%
Interest During Implementation	-	-	645	100%	645	100%	-	-	238	100%	238	100%
Total Cost to be Financed	1,200	6.3%	18,000	93.8%	19,200	100%	1,199	6.8%	16,524	93.2%	17,723	100%

Note: Numbers may not sum precisely because of rounding.

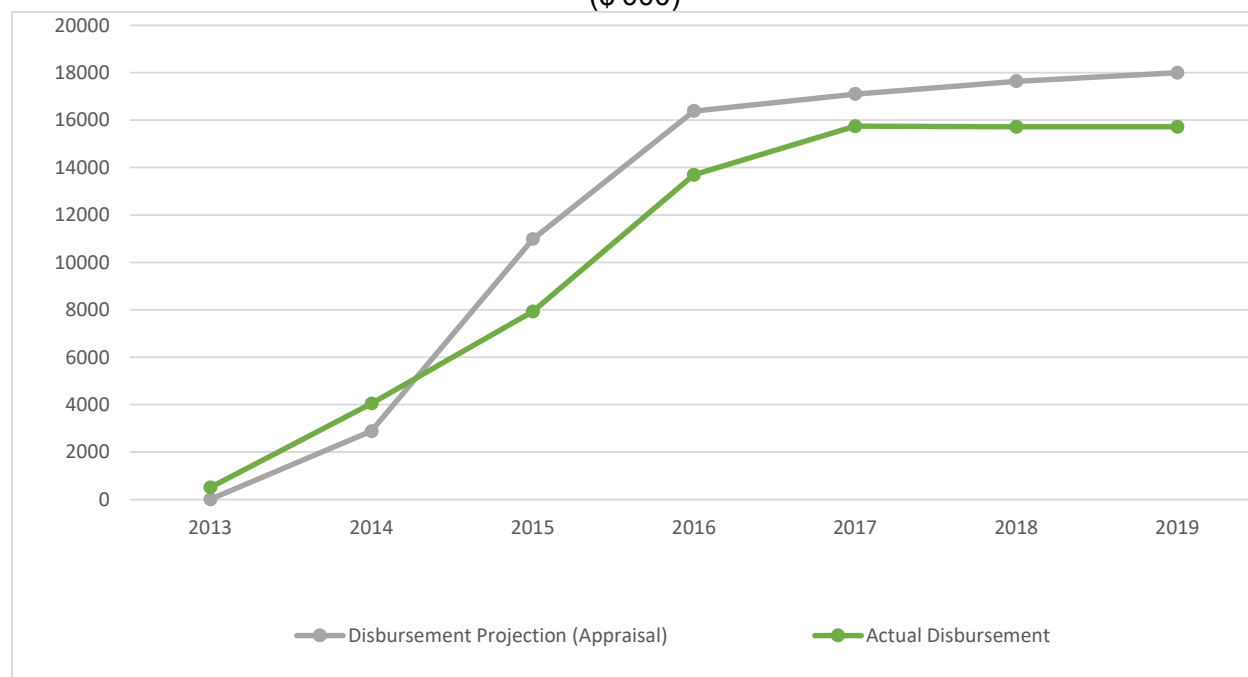
DISBURSEMENT OF ADB LOAN PROCEEDS

Table A5.1: Annual and Cumulative Disbursement of ADB Loan Proceeds
(\$'000)

Year	Annual Disbursement		Cumulative Disbursement	
	Amount (\$'000)	% of Total	Amount (\$'000)	% of Total
2013	6,004	50	6,004	50
2015	5,511	50	11,515	100
Total	11,515	100		

Year	Annual Disbursement		Cumulative Disbursement	
	Amount (\$'000)	% of Total	Amount (\$'000)	% of Total
2013	802	4.85	802	4.85
2014	509	3.08	1,311	7.93
2015	3,533	21.38	4,844	29.32
2016	3,886	23.52	8,730	52.84
2017	5,765	34.89	14,496	87.73
2018	2,046	12.38	16,541	100.11
2019	(19)	(0.11)	16,522	100.00
Total	16,522	100		

Source: Asian Development Bank

Table A5.2: Projection and Cumulative Disbursement of ADB Loan Proceeds
(\$'000)

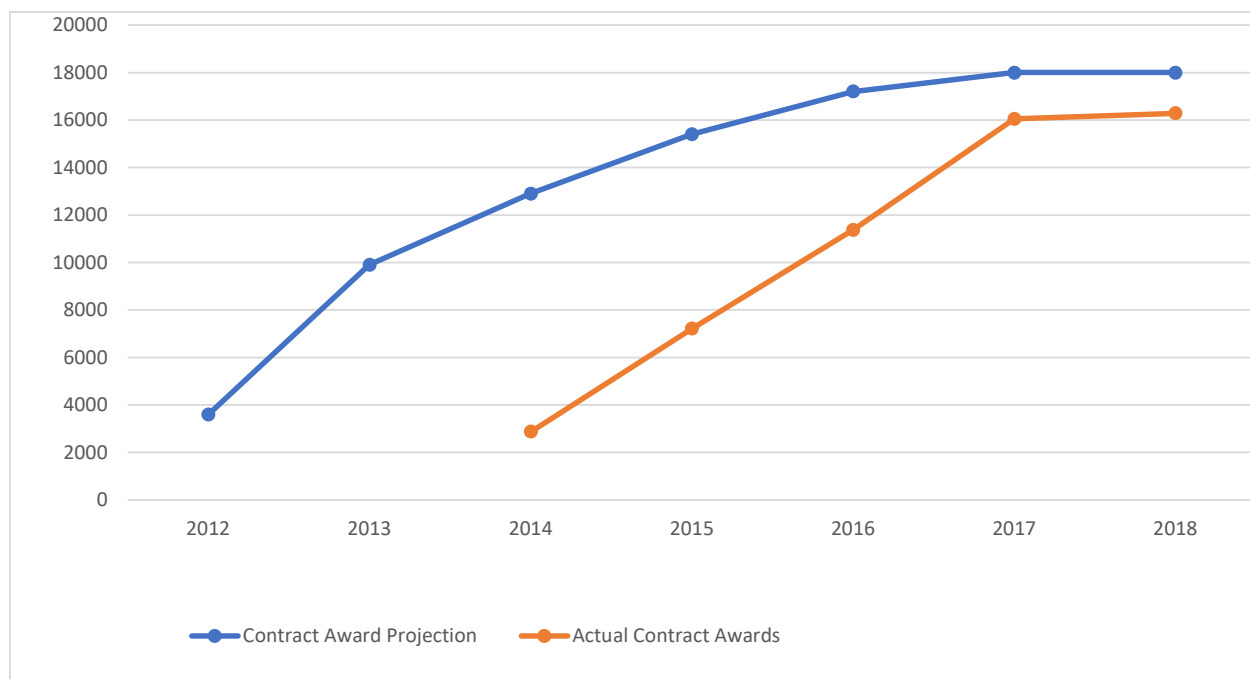
CONTRACT AWARDS OF ADB LOAN PROCEEDS

Table A6.1: Annual and Cumulative Contract Awards of ADB Loan Proceeds (\$'000)

Loan 2889 Year	Annual Contract Awards (Actual)		Cumulative Contract Awards (Actual)	
	Amount (\$ million)	% of Total	Amount (\$ million)	% of Total
2014	2,873	17.6	2,873	17.6
2015	4,340	26.6	7,213	44.3
2016	4,157	25.5	11,370	69.8
2017	4,675	28.7	16,045	98.5
2018	239	1.4	16,284	100.0
Total	16,284	100.0		

Source: Asian Development Bank

Table A6.2: Projection and Cumulative Contract Awards of ADB Loan Proceeds (\$'000)



SUMMARY OF GENDER EQUALITY RESULTS AND ACHIEVEMENTS

I. PROGRAM DESCRIPTION

The Third Education Sector Development Program (ESDP III, the Program) supported the Royal Government of Cambodia (RGC) to address equity, quality and efficiency issues facing the basic education system, particularly the lower secondary education (LSE) subsector (Grades 7-9), through: (i) expanding access to lower secondary education by building new lower secondary schools and classrooms, providing teacher housing as an incentive to attract and retain teachers in remote areas, and improving water and sanitation facilities; (ii) improving the quality of lower secondary education by piloting School Improvement Grants (SIG) funds and introducing a school-based enrichment program (SBEP), piloting in-service teacher training programs, increasing the relevance of classroom learning by promoting a stronger link to the work by integrating employability skills throughout the curriculum; and (iii) improving sub-sector management by building capacity of school management (director and vice director) and instructional leadership, strengthening school support committees, introducing basic education school clusters, and introducing action research for policy formulation. The program was implemented in Battambang, Kampong Cham, Kampong Chhnang, Kampong Speu, Kampong Thom, Otdar Meanchey, Pailin, Pursat, Siem Reap, Banteay Meanchey, Mondulhiri, Ratanakiri, Stung Treng, and Preah Vihear.

The program was categorized as gender equity theme (GEN), and the gender action plan (GAP) was developed with the actions and targets to address gender issues in the program activities. The GAP aimed to increase access to LSE, retention rate and completion of basic education for boys and girls. In April 2017, the original GAP was modified to be in line with the program DMF and 4 targets were revised with agreement between PMU and ADB to make it measurable and realistic to the program context. Below are the approved new targets:

Original Target	New Target
Civil Works will use labor-based technology and 40% women will be employed as unskilled laborers	Civil works will employ 25% women laborers for phase 4
Ensure 80% teacher housing is provided for female teachers	Ensure that 100% of female teachers who request and need housing will receive it
Ensure 50% of national and provincial trainers for INSET on math and science are female	Ensure 100% of female national and provincial trainers for INSET on math and science are trained
50% of teachers trained to use the modules for the Employability Skills Program are female.	100% of female directors/deputy directors trained in Employability Skills Program

II. GENDER ANALYSIS AND PROGRAM DESIGN FEATURES

A. Gender Issues and Gender Action Plan features

Over the past years, gender parity in education in Cambodia is improving; however, gaps remain between regions. Females in rural areas, particularly girls from ethnic minorities, are generally more disadvantaged than others. Girls did better in net enrolment and surpassed boys in gross

enrolment in 2012 at the lower secondary school (LSS) level, but the dropout rates generally remained higher than those of boys.

Lack of education facilities in rural and remote areas reduces the chances for girls and boys to pursue their studies. They have to travel kilometers by foot or on bicycles to go to school. Many parents do not allow their children, especially their daughters, to travel that far due to safety concerns. Female teachers at LSS made up 38.6% for SY 2010/2011. Increasing the gender balance at educational institutions will contribute to increasing gender equality.

Discriminatory parental attitudes towards girls' education keep girls from accessing and completing basic education. Families in rural areas, particularly among ethnic minorities, have limited awareness of the relevance of education and the broader and longer-term benefits for children and families, especially for girls.

Poverty is also one of the main factors keeping boys and girls from attending school. Children living in rural areas are mostly from poor families; therefore, they struggle to obtain quality education. Many poor parents keep their children out of school to reduce expenses and help them to do the necessary work to earn some incomes to support the family. Additionally, continuing gender issues that need to be addressed in schools relate to safe and hygiene practices, including menstrual hygiene. Lack of latrines and sanitary facilities is one prominent reason for female students' failure to attend or stay longer school.

Therefore, the GAP was developed to include a number of measures to promote gender equality in LSE by ensuring enrolment, retention, and learning achievement by both girls and boys as the following:

- (i) Develop a basic education campaign for parents and community members to increase understanding of the positive benefits of LSE, especially among female students, and promote female engagement in mathematics and science education, including a component for increasing the number of female teachers in mathematics and science subjects.
- (ii) Ensure that all civil works to construct new LSSs and upgrade existing primary schools to LSSs will include separate latrines for girls and female teachers.
- (iii) Number of female teachers in lower secondary schools increased by 10%
- (iv) Ensure guidelines for school improvement block grants includes earmarking of funds for school enrichment program, inclusive of dropout interventions, that emphasized improving female access, achievement, and completion of LSE.
- (v) Provide enrichment classes for girls and boys to address drop out and repetition rates and assist in Grade 9 completion.
- (vi) Ensure 100% of female mathematics subject teachers and 50% of female science teachers at the lower secondary level are trained through INSET.
- (vii) Ensure 100% of current female school management (directors and vice directors) participate in leadership and school management training.

B. Assessment of Gender-Related Results/Achievements

The program was categorized as *gender equity theme (GEN)*, per Asian Development Bank (ADB) gender mainstreaming categorization. At completion, the GAP implementation is considered successful with 100% of activities (17 activities) completed and 81% of targets (17 out of 21) achieved, while 9 of them were from DMF gender targets which were not included in the original GAP. These achievements are significantly contributed to the overall achievements of gender equality results in the education sector. The three targets of the GAP which were not achieved: (i) Target 4 as only 21% of women unskilled labor employed against 25%, (ii) Target 18 as only 18% of 300 school management from 150 schools is female against the target of 30%, and (iii) Target 19 as only 26% of 242 SSC members is female against the target of 40% due to changes in composition and selection which is usually based on local-commune election that is beyond the program's control. The program contributed to the promotion of gender equality in education and provided both strategic and sustainable benefits to girls, boys, ethnic groups, students with disabilities and poor students in the target provinces. The program expanded girls' and boys' access to LSE through the construction of 44 new LSS schools in communes without a lower secondary school including provision of establishment package (textbooks for students, guidebooks and teaching materials for teachers, office equipment and stationaries for school management); expanding 239 LS classrooms in 37 existing overcrowded LSSs; and upgrading 17 primary schools to LSSs by building additional classrooms to make them more accessible and safer for girls to attend school and for school management and teachers to communicate with parents and communities. The program built 780 sanitation facilities/toilet blocks, with 273 female cubicles and 169 cubicles for the disabled students to make girls and women feel comfortable using the toilet, especially during menstruation, and as a result more girls were enrolled in and completed basic education and more female LS teachers worked in the target provinces.

The program also implemented innovative SBEP and strengthened capacity of school management to identify and support the poor, female and at-risk students and students with disabilities to complete basic education. The SBEP was implemented through SIG funds which between \$1,000 and \$1,500 was allocated to each pilot school to cover enrichment classes, learning materials, transportation and other special needs to prevent girls, at risk students and poor students from dropping out. In total, 18,000 (52% female) students benefited from the SIG, of which 700 students through remedial classes, and the remaining benefited through other assistance and activities. Effort was made to attract and retain teachers to work in the remote and disadvantaged schools by construction 30 teacher houses (90 rooms) with priority is given to female teachers and teachers with families and a 3-story female dormitory at regional teacher training center (RTTC) for teacher trainees from remote and ethnic minority provinces. The teacher houses accommodated 52 female teachers and 8 teachers with families, and the dormitory accommodated 111 pre-service teacher trainees. The program enhanced teaching techniques and methodology and subject knowledge of 745 (31.4% female) mathematics and science subject teachers to improve quality of teaching and learning outcome of students.

The project has significantly contributed promoting gender equality in basic education in the remote and disadvantaged areas by increasing girl's completion rate at the target provinces by 10.7% against 12% of the national target. The national completion rate for grade 9 for 2018/2019 is 45.26%, 50.19% girls), representing an increase of 7.4% (20.6% girls). The completion rate in the target provinces for grade 9 for 2018/2019 increased by 28.6% (from 37.4% to 48.1%) for girls and 4.1% for boys (from 35.8% to 37.3%).

Achievements in girls' and boys' education in the target provinces include an increased: (i) transition rate from grade 6 to grade 7 by 14.3% (from 76.3% to 87.2%) for girls and 11.2% (from

72.9% to 81.1%) for boys (figure 1); (ii) GER by 15.7% (from 50.9% to 58.9%) for girls and 2.5% for boys (from 47.8% to 49%), (figure 2); (iii) number of students aged 12–14 enrolled in LSE by 51% for girls and 42.71% for boys (figure 3); (iv) completion rate by 28.6% (from 37.4% to 48.1%) for girls and 4.1% for boys (from 35.8% to 37.3%), (figure 4); and (iv) national completion rate by 7.4% for overall (42.13% to 45.26%) and 20.6% (41.6% to 50.2%) for girls between SY 2011/2012 and SY 2018/2019.

Figure 1: Transition Rate to LES

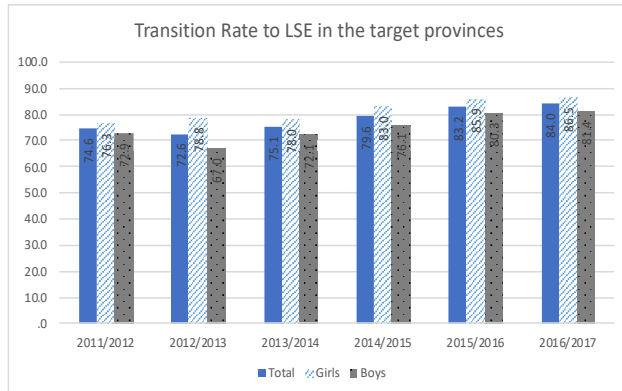


Figure 2: Gross Enrolment rate

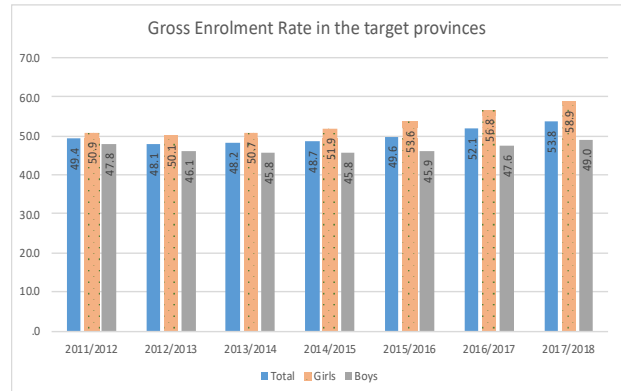


Figure 3: Net Enrolment Rate

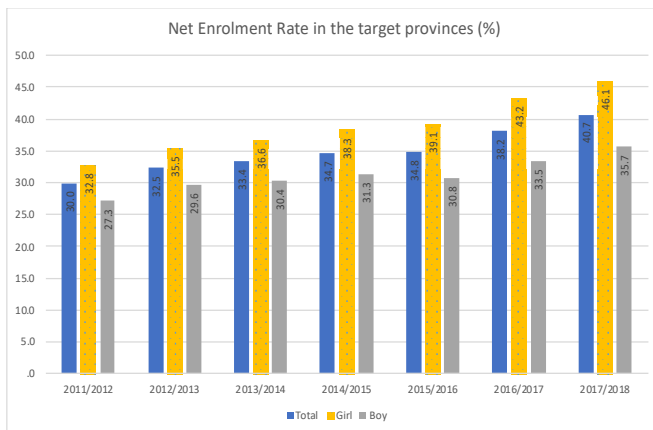
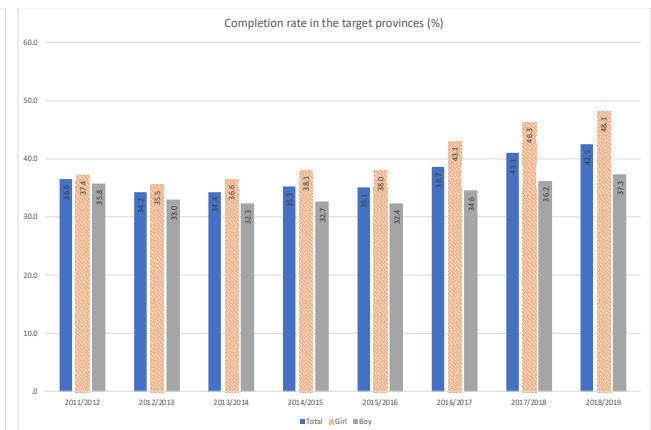
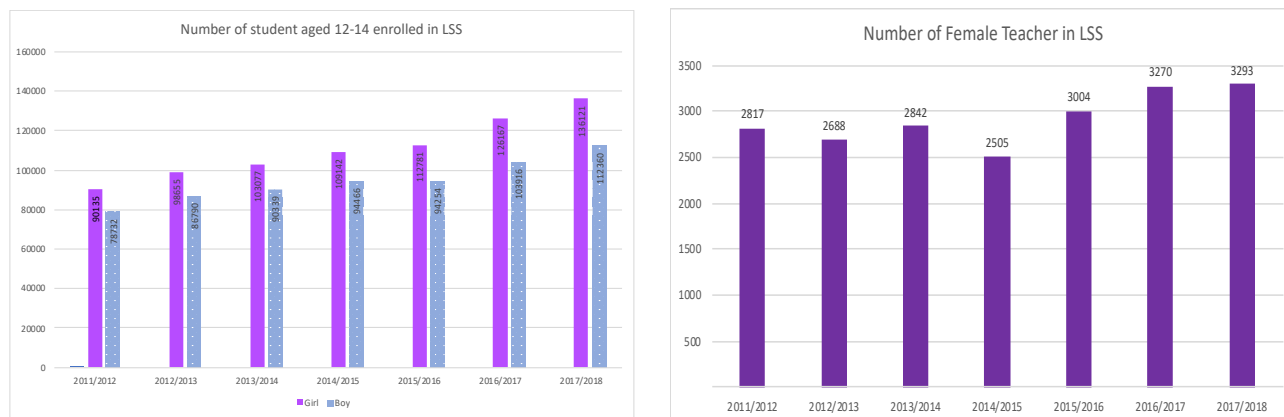


Figure 4: Completion Rate



Moreover, the program contributed to improving school management and leadership skills and introducing new knowledge to female school management by targeting 100% (54 females) of them through various technical and management trainings and mentoring program. The program strengthened women’s role and attracted female students enrolled in mathematics and science subject streams and built capacity of 100% of female mathematics and science subject teachers. The program contributed to positive changes in awareness about the value of girls’ education, illustrated by an increase in NER by 40.5% (from 32.8% to 46.1%) for girls and 30.7% (from 27.3% to 35.7%) for boys (figure 5). Finally, there was an improved literacy for girls, who accounted for 54% in grade 9 enrollment rate for SY 2017-2018. Furthermore, it promoted gender balance among teachers and increased the number of female teachers by 17% (figure 6). Women made up 53% of LSS teachers for SY2017/2018.

Figure 5: Number of student aged 12-14 enrolled in LSS Figure 6: Number of female teachers in LSS



C. Gender Equality Results

1. Participation, access to project resources and practical benefits

The program delivered the following key results related to the targets:

- (i) **Expanded Access to Lower Secondary Schools:** girls' and boys' access to LSE in remote and disadvantaged areas was improved through construction of 44 new LSS buildings in a commune without a LSS, expansion 239 LS classrooms in 37 existing LSSs to accommodate the overcrowded classrooms, and upgrading 17 primary schools to LSSs. In total, as of SY 2017/2018, 74,299 LS students (51.89% female), of which 8% (4.5% girls) are indigenous students, benefited from the new classrooms.

The proximity of the school to home makes it easier and safer for girls and boys to attend the school and easier for directors and teachers to engage parents and communities in their children's school, increasing local support for education and enhancing the ability of both girls and boys to attend. Mr. Bun Thoeun, school director of Prome LSS, a school that has 95% indigenous children, mentioned that *"the construction of LSS on existing primary school has likely increased the enrolment and retention of students, particularly girls. When the school was at a distance, many of the students had transport problems getting to school, but now it is easy. Also, the students know the teachers and the school, so the transition from primary to LSS increases, and the parents know the school and push their children to continue"*. Ms. Yen Thyda, female student said that *"having school close to home makes it easy to get here. It saves time and cost. Otherwise I would have to ride my bike and I would get tired. The new toilets make it easy for me too. If I don't have toilets, I am shy, and it is difficult"*.

- (ii) **Improve Water and Sanitation Facilities for Girls and Students with disabilities:**

The lack of sanitation facilities is a contributing factor for lower attendance rates and higher dropout rates among girls. The project constructed separate sanitation facilities with 210 female cubicles and 136 disabled toilets, where insufficient toilets were previously provided in the remote areas. The toilets were supplied with water from roof catchments and stored in specially designed 20 cubic meter tanks. The project's sanitation facilities benefited around 25,846 lower secondary students (51.9% girls). Improved school sanitation facilities contributed to reducing the spread of diseases and illness among girls and boys in schools, leading to an increase in their school

attendance. Girls expressed their satisfaction about having separate toilets which they can use more comfortably, especially during menstruation.

- (iii) Construction of Teacher Housing in Remote Areas:** Teacher housing is an important incentive to attract and retain teachers to teach in remote areas. To retain and increase the number of female teachers, the project gave priority to female teachers in accessing teacher housing. The MoEYS issued Prakas No. 2593, stipulates that “*housing will be provided to all female teachers who request it*”. The project constructed 30 teacher housing blocks in the 14 provinces to relieve the pressure on housing in remote locations. All of the 52 female teachers, including 8 families, who requested the housing did receive access. Teacher housing with separate male and female toilets is safe and provides free access to water and electricity. Having access to teacher housing enabled female teachers to save approximately \$40 to \$60 per month on rent and traveling expenses and help save time for teaching preparation.

Beneficiary 1: Teacher House

Mrs Meas Sophea, is a Khmer teacher at O Yadav LSS. She has been teaching at the school since 2009. Her husband is a primary school teacher, teaching in another school in the Province, though it is some 40km away.

Sophea used to live in the student dormitory with her 2-year-old daughter. The student dormitory was overcrowded, with 40 students and three teachers sharing the three rooms. Her husband lives in town with their six years old daughter. Sophea used to travel to town on weekends so the family can be together. Sophea now lives in the teacher housing. She and her daughter share one room with the other female teacher. The housing provides her with more privacy, security and space, and makes it easier to prepare for lessons.

- (iv) Construction of a dormitory for teacher trainees at RTTC:** To increase the supply of lower secondary school teachers in disadvantaged and border provinces, the project constructed a multi-story dormitory at the RTTC to accommodate pre-service teachers, with priority given to the female trainees. The dormitory housed 111 women (58%) of 192 preservice teacher trainees from these provinces between SY 2016/2017 and SY 2017/2018. Safety and economic issues are the main reasons preventing potential rural female teachers from joining the teaching profession, because of the perception that girls should not live far from families. In the rural areas, the living cost is low. Renting a room is a problem in the capital, where it is more expensive. The provision of dormitory gives female trainees a place to live without fear for their safety, reducing their economic burden, in an environment that builds their confidence and collaboration skills.
- (v) Creating employment opportunities for female unskilled workers:** The bidding documents and contracts for civil works require a contractor to include a quota for female workforce, provide toilets separating male and female workers, and ensure equal pay among workers for equal work. There were 98 female workers (or 21%) of the 465 unskilled laborers employed under the program’s civil work contracts. Women undertook a range of roles, which were largely unskilled. Work included cleaning and maintaining of sites, carrying construction materials, such as bricks and sand, grouting, cooking, assisting with the laying of the concrete slab, and painting. They were paid between \$6 to \$8 per day depending on their experience.
- (vi) Introducing School-Based Enrichment Program (SBEP) and School Improvement Grant (SIG):** The program developed the guidelines for SBEP which included dropout interventions and support for at risk and poor and female students to increase their

transition, retention and completion rates. The SIG's guideline was based on the child friendly school checklist and used equity and poverty indicators that aimed to address gender and equity issues among students. The program trained 13 female trainers (or 14%) of 94 core trainers who then trained 44 women (or 22%) of 200 school management to implement the SIG funds. Based on school improvement plans, the program provided 100 pilot schools between \$1,000 and \$1,500 per school to address specific needs of girls, poor and at-risk students so that they are able to complete their LSE. SIG benefited approximately 9,360 (52%) girls of 18,000 students. More than 700 students (60% girls) benefited directly through tutorial classes for slow learners and education support materials (books, school bags and uniforms, and eyeglasses) and transportation (bicycles and wheelchairs). The average dropout rate among SIG direct beneficiaries was 12%, lower than the LSE national average dropout rate of 15.8% in SY2017/2018.

Beneficiary 2: SIG

Pouy Leak is an indigenous student from the Jarai minority group studying at O Yadav LSS in Ranatakiri Province. She received support from SIG in 2017. Pouy Leak wants to be a police officer, and knows that she needs to complete her schooling in order to do this. She is the second of three girls, and her father died 4 years ago, so Pouy Leak's mother works on the farm alone. The school provided Pouy Leak with uniform, books and pens to help her attend school, which she was very appreciative of, as her family could not afford to buy them. Pouy Leak currently works on the weekends and in her free time to support her mother. She wants to finish school and have a better life, but she also acknowledged that she may not be able to continue her study in the future if they cannot afford it. *"In the Jarai culture, both boys and girls have to work with their family. There is also some thinking that women cannot escape the kitchen, but I do not believe this."*

Beneficiary 3: SIG

Seng Sovanntha also attends O Yadav LSS and received SIG support. Sovanntha is the youngest of four children and has one brother. Her family moved here about 20 years ago, so they have no extended family in the area. Her mother sells rice and her father died last year of a fever, so there is little income to support her at school. The assistance she received in uniform and books was very useful to her, as it allowed her to have what she needed for school without burdening her family further. Seng Sovanntha said *"school is very important as it gives me knowledge. If I continue, I can have a successful life"*. She said *"my culture is changing. It used to be said that education was not good for girls, they should be in the home and getting married. But women also work, so there is space for girls to get an education too. Now people see the benefit of both boys and girls getting an education"*. But it is not always easy for Sovanntha to attend school. *"Sometimes when my mother works hard, she wants me to stop school, but I keep quiet and just keep going. I did very well last year, coming third in my class, so my mother was very proud and said that she would support me to keep going"*.

2. Strategic Changes in Gender Relations

- (i) **Improved Literacy for Girls:** The percentage of school-age girls' enrolment in the LSS has been improving over the last 8 years, and girls' net enrolment rate is higher for boys, with an increase of 13.3% for girls and 8.4% for boys between SY 2011/2012 and SY 2017/2018. The completion rate in the target provinces significantly increased by 10.7% for girls, and slightly increased by 1.5% for boys for the same years. Furthermore, the girls' enrolment rate in grade 9 was 54%, compared to 46% for boys for SY 2017-2018. Similarly, the girls have higher national transition rate from lower to upper secondary school at 79.2%, compared to the overall figure of 76.8%.
- (ii) **Increased Women's Visibility in Mathematics and Science Education:** The program strengthened the STEM capacity of all 234 female mathematics and science subject teachers in the target provinces and improved their skills and confidence. As a result,

they were seen and celebrated as successful and capable in their roles. Female teachers in mathematics and science subjects were the role model for women and girls to make more acceptable and possible to move into STEM areas which is stereotype as men's areas. Women made up 31.4% of total LSS mathematics and science subject teachers.

Beneficiary 4: Math Training

Mrs Soa Puthyda is a maths teacher at O Yadav LSS, Ratanakiri province. She finished teachers' college in 2014 and has been teaching since then. She chose to be a math teacher because she loves the subject. Puthyda was involved in STEM training for mathematics, and said that *"it is the best training I have had"*. She felt that *"the method of teaching is new and very useful. Also, the training was for all mathematics subject teachers so we could share experiences. Some older teachers had a lot of experience which they were happy to share. This made it a very good training"*. She is using the white boards to test the knowledge of her students *"When the students present their answers on white boards, I can see who has knowledge and who needs more help"*. The lottery is also a tool that Puthyda is using successfully *"It is a good method. Even though the first time I used it the children were not prepared, now they are used to it and are prepared"*. *"I also use the guidebooks for teachers from the training and website. Sometimes when I am stuck I can check the answer in the guidebook or teacher website <http://www.krou789.com> , which helps my teaching"*. Puthyda said that *"the students are getting more knowledge and ideas that I am able to pass on and make them like it more"*

- (iii) Influencing Positive Changes for Girls' Education:** School directors developed local campaign to: (i) promote the value of education for girls and boys, (ii) change social norms and gender stereotypes about girls' education, (iii) provide information on the availability of SIG for girls, at risk and poor students and scholarships (60% allocated to girls), and (iv) promote benefits of studying STEM for girls and boys to prepare them for the future high paying job market. The campaign reached the audience of approximately 19,350. There has been a positive change in social norms and gender stereotypes with an increase in communities sending their daughters to school. The gross enrolment rate (GER) for LSE increased by 11.5% (from 50.94% to 58.9%) for girls and 2.5% for boys (from 47.8% to 49%) between YS2011/2012 and YS2017-2018.
- (iv) Improved gender balance in teaching staff:** The Teacher Policy Action Plan 2015 had the potential to promote women in teaching as a profession by (i) providing merit-based scholarships for women, poor, ethnic minorities and persons with disabilities (60% quota for women), (ii) ensuring that teacher training includes principles of inclusive education and gender sensitivity, and (iii) provision of dormitories. The construction of teacher houses and a dormitory at RTTC for teacher trainees made a positive impact on the number of female teachers. There was a marked increase in the number of female teachers at LSE by 17%. Female teachers at LSE in the target provinces accounted for 53%, compared to 47% of male teachers for SY2017-2018.
- (v) Improved Skills and Knowledge for Female School Management:** The program trained all 54 (or 100%) female directors and vice directors from the target provinces on management and leadership skills. They gained new tools to encourage more students to attend school and complete their studies, and to motivate teachers to engage better with students, parents, and the community. In addition, they learned a new subject of employability skills integrated into the school's curriculum. Female school principals improved confidence to lead their schools.

Beneficiary 5: Female School director at Choarm Ksan LSS, Mrs. Vor Vanny

Mrs. Vor Vanny is the Director at Choarm Ksan LSS, in Preah Vihear Province. She grew up in the province, and in 1998 decided to become a teacher. She became the vice director in 2003, then director in 2017. Mrs. Vanny did not receive any training when she became a deputy director. Through the program, Mrs. Vanny participated in the leadership and employability training and coaching, and believes it gave her tools to help her to encourage more students to attend school, to motivate teachers, and to engage better with parents and the community. She appreciated the practical focus of the training, with numerous exercises. *“Now I understand better what my role is, the practical purpose. I need to set a good example, talk to and motivate people and make sure everything is going well”.*

Of particular help to her was the focus on tracking students. She mentioned that *“while the teachers were tracking students before, it was not comprehensive. We held a meeting and agreed that teachers had to take responsibility for tracking students in their class. Now if a student is not attending school, the teacher or I visit the parents. I talk to them and make them put their thumb print on a paper to say that they will send their child to school.”* Mrs. Vanny mentioned that she is also teaching the life skills lesson to grade 7. This program was introduced in the training. Mrs. Vanny is talking regularly with the students and teachers about the importance of school during the national anthem and has put up permanent slogans around the school to encourage and motivate people. She also plans to rebuild the new concrete gateway to celebrate the importance and value of education in the community.

III. RECOMMENDATIONS

The inclusion of the GAP contributed to the overall successful implementation of the program through ensuring that equity of access, opportunity and benefits was constantly a factor in all program actions and outputs and hence influenced the outcomes and impact. The following recommendations will aid future education programs to promote gender equality and girls' empowerment at the LSE:

- (i) Greater focus shall be placed on boys, where the growth of GER given that enrolment and completion rates for boys are slower than girls', and GPI 1.15 is in favor of girl.
- (ii) Student dorms, including female dorms, in the remote areas are essential toward increased enrolment and completion rates for boys and girls due to the distance between homes and schools and difficult roads and commute in rural and remote areas compared to the urban settings.
- (iii) Further investment is required to support and promote girls in science, technology, engineering, and mathematics (STEM) education. This includes public campaigns to challenge existing gender stereotypes about careers in STEM which could be supported by a specific program to increase women's role and participation in STEM education and careers.
- (iv) Maintaining good hygiene at existing sanitary facilities remains a challenge; thus, the construction of wash and sanitation facilities should include hygiene and sanitation education programs.
- (v) Understanding the value of education for girls and boys is crucial to ensure parents continue sending their children to school. However, gathering the communities to attend the basic education campaign outreach activities was difficult due to their busy schedules. Therefore, future programs should pilot digital awareness initiatives/social media, which

has been very popular in Cambodia, to promote education. The director of Phnouv LSS used social media to engage with his communities. Phnouv LSS's high enrolment and low dropout rate (5%) is believed to have stemmed from the high community engagement and understanding of the value of education.

GAP MONITORING

Gender Action Plan	Achievements	Note
Outcome: Increased lower secondary enrolment		
<p>Target 1: By 2017, lower secondary gross enrolment rate is increased by 5% (7% girls) (SY2011/2012 Baseline target provinces: 49.4% [50.9% girls])</p>	<p>Achieved. Lower secondary gross enrolment rate is 53.8% (58.9% girls) in SY 2017/2018, representing an increase of 8.9% (15.7% girls)</p>	<p>Girl's targets of GER is exceed, achievement 15.7% against the target (7%)</p>
<p>Target 2: By 2017, lower secondary net enrolment rate is increased by 5% (7% girls) (SY2011/2012 Baseline target provinces: 30% [32.8% girls])</p>	<p>Achieved Lower secondary net enrolment rate is 40.7% (46.1% girls) in SY 2017/2018, representing an increase of 35.6% (40.5% girls)</p>	<p>Girl's target of NER is exceed, achievement 40.5% against the target (7%)</p>
Output 1: Expanded equitable access to LSE		
<p>Target 3: Ensure that all civil works to construct new and upgraded existing schools include separate latrines for girls.</p>	<p>Achieved All 169 toilet blocks (780 cubicles) constructed in 103 LSSs included separate latrines for boys and girls and disabled students with ramps access for wheelchairs. They benefited around 13,414 (51.9%) girls of 25,846 students. Among the 780 cubicles, 373 cubicles were in LSSs in ethnic minority provinces. Therefore, a total of 273 female cubicles and 169 cubicles for the disabled students were constructed. All toilets included a water tank for sanitation.</p>	
<p>Target 4: Civil works will employ 25% women laborers for phase 4.</p>	<p>Not achieved 98 women (or 21%) of 465 unskilled workers were employed as construction workers for the schools. Unskilled women workers performed the following work: cleaning and maintaining sites, carrying materials, such as bricks and sand, grouting, cooking, assisting with the laying of the concrete slab, and painting preparation.</p>	<p>Targeting number of women laborers in civil works, especially construction of new school buildings in remote and disadvantaged, and border areas, posed great risks</p>

		for women in terms of abuse, sexual harassment, and other forms of violence, including wildlife attacks in remote civil works sites in ethnic minority provinces.
Action 1: Men and women will receive equal pay for equal work. Separate male/female latrines will be provided at the construction sites. (These are included in contractor TORs)	Achieved All construction contracts included a clause that “male and female workers receive equal pay for equal work”. Site engineers reported that all unskilled workers, male and female received equal pay for equal work. Average wage was between 25000 and 35000 Khmer Riel or approximately \$6 to \$8 per day for unskilled work depending on their experience and the type of work. Separate male and female toilets were available on construction sites for workers.	
Action 2: Child labor will not be used.	Achieved All construction contracts included a clause stating that “child labor will not be employed”. Site engineers reported that no child labor was used. The contractors were oriented on core international labor standards and national legislations, including child labor related articles of the country’s labor law.	
Target 5: Ensure that 100% of female teachers who request and need housing will receive it	Achieved MoEYS stipulates in prakas No. 2593 that housing would be provided to all female teachers who requested for it. All 52 female teachers, including 8 families, who requested the housing received access.	
Action 3: Develop basic education campaign for parents and community members to i) increase understanding of the positive benefits of LSE, especially for female students;	Achieved The program developed the guidelines and posters for basic education campaign and engaged 300 (54 females) school management (directors and vice directors) in the trainings for the promotion of education outreach activities. School directors and vice directors also received additional coaching and support to implement the basic educational campaigns.	

<p>ii) Promote female engagement in math and science education, including a component for increasing female teachers in math and science; and,</p> <p>iii) Publicize local school initiatives for dropout prevention and to promote student achievement and completion of LSE.</p>	<p>Each school was encouraged to tailor promotional campaigns and materials to fit with their local contexts. Various campaign and outreach methods were used, such as (i) 65 schools organized talks during morning assembly reaching around 19,350 students; (ii) 68 schools undertook community level education promotion, such as parent information days, speaking with local village leaders, employers, parents, etc.; and (iii) 71 schools held their campaigns with key community officials including school directors meeting with influential community leaders (heads of communes, local authorities, monks), and broader campaigns at religious festivals during the new school year entrance campaign. The campaigns focused on raising local people awareness on (i) the benefits of basic education for boys and girls, (ii) school programs to support student learning, achievements, and dropout prevention, including SIG and scholarships programs; and (iii) the benefits of studying STEM for boys and girls to prepare them for the future job market.</p>	
<p>Target 6 (DMF 1.3): Number of students aged 12–14 enrolled in lower secondary school increased by 10%, including 10% female students (SY2011/2012 Baseline target provinces:168,867 [90,135 girls])</p>	<p>Achieved Number of students aged 12–14 enrolled in lower secondary school increased by 47% (51% female students) from 168,867 (90,135 girls) in 2011/2012 and to 248,481 (136,121 girls) in 2017/2018 Source: MoEYS. 2019: EMIS Report (Program target province)</p>	
<p>Target 7 (DMF 1.4): Transition rate from grade 6 to grade 7 is increased by 10% (10% female students) (SY2011/2012 Baseline target provinces: 74.6% total [76.4% girls])</p>	<p>Achieved The transition rate from grade 6 to grade 7 increased by 12.8% (14.3% female students) between 2011/2012 and 2017/2018 Source: MoEYS. 2019: EMIS Report (Program target province)</p>	<p>Overall target achieved 12.8% against target (10%), the girl target exceed target the target (10%)</p>
<p>Target 8 (DMF 1.5): Number of female teachers in lower secondary schools increased by 10% (SY2010/2011 baseline: 38.6%)</p>	<p>Achieved Number of female teachers in lower secondary schools increased by 17% in 2017/2018, from 2817 teachers in 2011/2012 to 3293 teachers in 2017/2018 Source: MoEYS. 2019: EMIS Report (Program target provinces)</p>	<p>Gender Parity Index for teaching staff rose from 0.61 to 0.70. Increasing gender parity for</p>

		teacher at lower secondary between SY2011/2012 and SY2017/2018
Output 2: Improved quality of lower secondary education		
<p>Action 4: Ensure that school-based enrichment programs include dropout interventions that seek to identify girls and boys at risk of dropping out, assess their particular needs, and provide counseling, engagement of parents/ community, transportation to and from school with community escorts, buddy systems with older children protecting younger children, and other gender specific support as required. These could be included as list of eligible expenditures under the School Improvement Grant.</p>	<p>Achieved Guidelines were developed for SIG program management and implementation, including financial management, with emphasis on the need to support the actual needs of individual boys and girls. The SIG funds benefited around 9,360 (52%) girls out of 18,000 students. The SIG financial management manual specifies the use of funds to include: (i) improvement of teaching material, (ii) teacher training, (iii) helping vulnerable children, (iv) providing health support to students with physical difficulty, and (v) other interventions that target reducing the dropout rate and increasing the transition and completion rates. All (or 100%) of school directors and vice directors (54 female school management, or 18% of total) received training in School Based Enrichment and the management of School Improvement Grants.</p> <p>All 100 pilot schools received SIG funds between \$1,000 and \$1,500 to support dropout interventions. The funds were used as follows:</p> <ul style="list-style-type: none"> - 39% direct support to students at risk including providing learning materials, school uniform, transport support such as provision of bicycles and wheelchairs, food, medicine, financial support, extra tuition, special needs such as glasses, counselling with students and parents, and monitoring visits) - 22% teaching and learning support (books, extra classes, learning materials) - 39% administration supplies (stationery and hygiene supplies, such as cleaning products, toilet paper, paper and toner for school offices, computer repairs). 	
<p>Action 5: Ensure that guidelines for eligible expenditures under the School Improvement Grant directly address gender and equity issues of LSE.</p>	<p>Achieved Guidelines for SIG program management and implementation, including selection of direct beneficiaries, are gender responsive and based on the child friendly school checklist and equity and poverty indicators that aim to address gender and equity related student issues. The purpose of SIG funds is to address the specific needs</p>	

	<p>of poor students or at-risk boys and girls. The funds were used for the provision of bicycles, food, uniforms, stationery and covering fees for extra classes outside of official class.</p>													
<p>Action 6: Provide enrichment classes for girls and boys to address drop out and repetition rates and assist in Grade 9 completion.</p>	<p>Achieved The SIG funds were used to incentivize teachers for running enrichment classes for slower learners to prevent dropout and support Grade 9 completion among slow learners through extra and remedial classes after working hours or during the weekend. Additionally, schools organised meetings with parents and provided counselling to students and families.</p> <table border="1" data-bbox="682 548 1663 764"> <thead> <tr> <th data-bbox="682 548 1251 630">Types of Support Offered to Students</th> <th data-bbox="1251 548 1486 630">No. of Schools</th> <th data-bbox="1486 548 1663 630">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="682 630 1251 667">Student counselling</td> <td data-bbox="1251 630 1486 667">54</td> <td data-bbox="1486 630 1663 667">69.2%</td> </tr> <tr> <td data-bbox="682 667 1251 704">Extra classes</td> <td data-bbox="1251 667 1486 704">44</td> <td data-bbox="1486 667 1663 704">56.4%</td> </tr> <tr> <td data-bbox="682 704 1251 764">Parent counselling</td> <td data-bbox="1251 704 1486 764">70</td> <td data-bbox="1486 704 1663 764">89.7%</td> </tr> </tbody> </table>	Types of Support Offered to Students	No. of Schools	%	Student counselling	54	69.2%	Extra classes	44	56.4%	Parent counselling	70	89.7%	
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<p>Action 7: Ensure Technical Group Leaders (TGLs) are responsible for monitoring attendance, progress and achievements of girls and boys in their specialist subjects (e. g. math and science) and advise School Directors on extra supplementary classes to reduce repetition and dropouts.</p>	<p>Achieved Monitoring attendance, progress and achievements of girls and boys is the responsibility of the homeroom teacher. When students perform poorly this is to be reported to the TGL in schools large enough to have this level of staff. In the schools without TGLs, this is reported to senior teachers. Many remote schools have few teachers, so this task is handled by the subject teachers who are also the homeroom teachers. School directors supported homeroom teachers to oversee progress and planning in this area. Records of student’s absence is done with sex-disaggregation.</p> <p>The program provided training to 300 (54 females) school directors and vice directors on mechanism to identify “at risk students”, establish monitoring and tracking systems and their responsibility to offer support.</p>													
<p>Target 9: Ensure 100% of female national and provincial trainers for INSET on math and science are trained. DMF indicator</p>	<p>Achieved The program trained 12 (or 100%) female national and provincial trainers out of 44 participants who were appointed at the time of the training.</p> <p>Number of core trainer received the training</p>													

		Subject	Total	Female											
		Math	24	8 (33%)											
		Science	20	4 (20%)											
		Total	44	12 (25.0%)											
<p>Target 10: Ensure 100% female math teachers and 50% of female science teachers at the lower secondary level are trained through INSET.</p> <p>DMF indicator</p>	<p>Achieved</p> <p>The program trained 234 (or 100%) female mathematics and science subject teachers out of 745 participants from 150 lower secondary schools to implement student-centered approaches and inquiry-based teaching techniques. The number represents 100% of mathematics and science teachers in 151 schools from 14 provinces. Those includes 592 (210 females, or 35.4%) science subject teachers and 153 (24 females, or 16%) mathematics subject teachers.</p>														
<p>Target 11: 100% of female directors/deputy directors trained in Employability Skills Program.</p>	<p>Achieved</p> <p>The program trained 54 (or 100%) female directors and vice directors from 150 schools on employability skills program. The total participants for the training was 300 people.</p>														
<p>Target 12: 60% of participants in the Employability Skills Programs are female.</p> <p>DMF indicator target only 50%</p>	<p>Achieved</p> <p>Data on implementation of the employability skills programs was collected from a sample of 83 target schools from 10 provinces (see footnote 7 of the program DMF). The majority of life skills programs were taught as non-electives with all students participating (i.e., 100% of girls participated in life skills/employability programs.</p> <p>Number of students in Grades 7-9</p> <table border="1"> <tr> <td>Total students in Grades 7-9</td> <td>25,846</td> </tr> <tr> <td>Total students in Grades 7-9 (females)</td> <td>13,414 (51.9%)</td> </tr> </table>	Total students in Grades 7-9	25,846	Total students in Grades 7-9 (females)	13,414 (51.9%)				<p>In DMF, the target is only 50% of female participation. Girls consisted of only 52% of total students at LSE. The project included 100% of girls in the program.</p>						
Total students in Grades 7-9	25,846														
Total students in Grades 7-9 (females)	13,414 (51.9%)														
<p>Target 13 (DMF 2.1): At least 60% female students identified as at risk of school dropout transition to next grade in target provinces</p>	<p>Not achieved</p> <p>On average 10% of the total student population are identified as ‘at risk’ of dropout in 77 sample schools. Of these approximately 49% (45.5% female) are promoted to the next grade</p> <table border="1"> <tr> <th colspan="5">Students At Risk in 2018, target schools</th> </tr> <tr> <td></td> <td>G7</td> <td>G8</td> <td>G9</td> <td>G7-9</td> </tr> </table>	Students At Risk in 2018, target schools						G7	G8	G9	G7-9				
Students At Risk in 2018, target schools															
	G7	G8	G9	G7-9											

Set baseline at 2010/11 ¹	% of total students	10.7%	9.9%	8.9%	9.8%	Source: EA's program assessment report at completion	
	Female (% of total girls)				8.1%		
		% AR students in given population	% AR students promoted from given population				
	Total	9.8%	49.0%				
	Female	8.1%	45.5%				
Target 14 (DMF 2.2): At least 200 technical group leaders (TGL) in mathematics from 100 schools trained (25% female)	Achieved 226 (51 females or 22.5% ²) mathematics (TGLs or senior teachers) from 151 schools were trained in mathematics techniques. 100% of female TGLs or senior teachers were trained.					Providing the strategic benefits to female teachers as well increasing quality of teaching. Loan-based policy matrix T2.2.6–Sub-decree 20 on New Staff Recruitment and Promotions and guidelines included strategies for increasing women.	
Target 15 (DMF 2.3): Core competency of 80% trained	Achieved					Loan-based policy matrix	

¹ EMIS data does not collect and record "At Risk" students. Data on "At Risk" (AR) students and promotion was collected and recorded by 77 sample schools using templates provided during school management training, and collected during monitoring and coaching sessions in 2018. The partial achievement can also be attributed to (i) small sample schools selected for assessment, and (ii) a one-off assessment may not reflect the effect of strategies and programs have been implemented. For these reasons that recommendations were presented in paras. 60 and 62 of the PCR. This seems to be true because the overall transition rate of LSE in the project target provinces is 84.2% (87.2% female) in SY 2017/2018.

² This represented all female mathematics teachers in the 151 targeted schools.

technical group leaders and teachers for mathematics and science (50% female) improved.	80% of teachers (75.5% female) observed on-the-job showed sufficient evidence of implementing training techniques for mathematics and science, and improved core competency. ³	T2.2.6 indicated capacity building for women as one of the strategies to increasing females in management position
Target 16 (DMF 2.4): At least 400 lower secondary science teachers trained (25% female) from 100 schools	Achieved 592 (210 females or 35.5%) science teachers trained from 151 schools. ⁴	
Output 3: Improved subsector management		
Target 17: Ensure 100% of current female School Directors (directors and vice directors) participate in Leadership training. DMF indicator	Achieved 54 (100%) female school directors and vice directors participated in leadership and management training. Additionally, 6 female core trainers from national and provincial offices received training in leadership. Total participation was 300 school directors and vice directors. The impact study on the effectiveness of the management and leadership program found that the training influenced school managers to play a more active leadership role. More than 95% of respondents in the study reported that since taking the training they: (i) worked with the chair of the school support committee to reduce students dropouts, (ii) provided advice to teachers to reduce student dropouts and increase transition and completion rates, (iii) worked closely with teachers to improve student completion rate, and (iv) set up student support activities for poor students who were at risk of dropping out.	
Target 18: By year 2017, promote at least 30% of female teachers to management level positions (e.g. directors and vice-directors), and on school support committees, to improve female representation in	Not achieved 54 (or 18%) of 300 directors and vice directors in the 150 schools are female, and 12 (26%) of 424 of SSCs are female. The school director and vice director are appointed from the MoEYS. However, other SCC members, including head of SSC, were elected which is a barrier of not having adequate female representation in decision-making.	

³ On-the-job monitoring of teachers in the sample schools was carried out. A total of 96 teachers were observed (36 out of 51 females, or 37.5% were female).

⁴ Overall, 696 individuals (272, or 39.1% female) were trained in science methodology, including teachers, core trainers and trainees in RTTCs.

decision-making, as per sub-decree 20, and Gender Mainstreaming Strategic Plan.		
Action 8: Ensure that the review of School Operating Budgets includes gender and equity dimensions.	<p>Achieved</p> <p>MoEYS undertook a review and developed a draft Ministry regulation to ensure that the SOB is more equitable and needs based (prakas No. 308). The prakas outlines the administration and management of school improvement funds, to form part of the SOB which includes equity and inclusion dimensions. The objective of the prakas is to extend education services to vulnerable children and groups; improve the quality of teaching; increase enrolment and completion rates; and reduce dropout rates in secondary schools.</p> <p>Currently, SOB mandates that 60% of all scholarships are given to poor female students, and this target is achieved. A total of 72,161 scholarships were presented to lower secondary students in 2017-18, with 43,075 (60%) going to girls.</p>	
Action 9: Ensure guidelines for school improvement block grants includes earmarking of funds for school enrichment program, inclusive of dropout interventions, that emphasized improving female access, achievement and completion of LSE.	<p>Achieved</p> <p>In the guidelines (prakas No. 308) approved by MoEYS, there are recommendations regarding targeting funds for school enrichment program inclusive of dropout preventions, and with an emphasis on improving female access, and achievement and completion in LSE. The objectives of the prakas specifically include (i) extending education services to vulnerable children and groups, boys and girls; (ii) increasing enrolment and completion rates at secondary school; and (iii) reducing drop-out and return rates at secondary schools.</p>	
Action 10: Ensure guidelines for list of eligible expenditures under the School Improvement Block Grants directly address gender and equity issues of LSE.	<p>Achieved</p> <p>In the guidelines approved by MoEYS, there are general recommendations for use of funds for gender and equity issues in LSE, as per the requirements of the Child-Friendly Schools Checklist (CFSC). CFSC policy has six dimensions including gender priorities: <i>“all children have access to schooling”</i> and <i>“Gender responsiveness: to promote awareness in schools, families and communities about roles and responsibilities in providing equal and equitable education and education opportunities for both boys and girls so that they can participate equally in all activities in school, family and society”</i>.</p> <p>CFSC can be found at http://www.moeys.gov.kh/en/press-releases/child-friendly-school-policy.html#.XhPx4C2B1N1</p>	

	<p>The list of eligible items includes: funding teaching materials and enrichment activities, training teachers, direct assistance (includes personal items such as glasses, uniforms, tuition, books and stationary, etc.) to vulnerable children, slow-paced children and students facing drop out, and health support for students. SOBs also include funding for scholarships and general assistance to poor students to attend school. Currently MoEYS mandates that 60% of all scholarships are given to poor female students, and this target is being achieved.</p>	
<p>Action 11: Ensure analytical paper on strengthening school management and community's roles include gender and equity issues related to LSE</p>	<p>Achieved</p> <p>The program conducted three consultation workshops with the ministry officials from national, provincial and district levels, directors, CSOs and donors to discuss the school management and possible roles for the community. The need to have female and indigenous teachers and women in leadership positions in both the education sector and community support committees were key recommendations from these workshops. Eight action research, which were carried out by MoEYS's Education Research Council (ERC) and trained school management from selected LSSs, provided findings on impacts of school management trainings and engagement of committees and community members in implementing various interventions under the program which address and promote gender and equity issues in LSE.</p>	
<p>Target 19: Ensure 40% female representation in school support committees and school cluster committees.</p>	<p>Not achieved</p> <p>112 (26%) of 424 of SSCs were female. In its effort to engage local authorities and community leaders to support school management, MoEYS issued the new guidelines require head or deputy head of commune, who were elected through local election, to be the head of SSC and other key members of communes and villages as members which is a barrier of not having adequate women in the committee. MoEYS's Prakas No. 21 also specified the requirement of at least one female as member of SSC.</p>	
<p>Target 20: Ensure all training materials cover gender issues in LSE, including strategies to promote access, reduce dropouts and completion of LSE as well as gender analysis, monitoring and reporting.</p>	<p>Achieved</p> <p>All management training materials developed by the program included gender references. Gender issues included in training, such as understanding and considering the needs of boys and girls; identification and support of boys and girls at risk of dropping out; improvement of quality and relevance of teaching, acknowledging the different needs of boys and girls; promotion programs to emphasize the importance of education for girls; and 60% of scholarships received by poor girls.</p>	

	<p>Trainings and capacity buildings also included data collection disaggregated by sex, and systems to engage teachers and leadership in monitoring and reporting disaggregated data, and how to analyze and use data for planning and monitoring processes. For example, Module 1, Reducing student dropout rate, included a workshop activity requiring participants to analyze data on student enrollment, class -attendance and dropout, which provided disaggregated data that showed females performing poorly to boys. Participants were required to analyze the data, look for differences, identify probable causes for these differences and propose actions that would address these causes. This exercise emphasized the need to collect and analyze disaggregated data and plan appropriate interventions.</p>	
<p>Action 12: Ensure school performance monitoring systems, school community report cards and annual school reports include indicators reporting on female: access, extra learning/ enrichment support, reduction of drop-outs, and completion of LSE as well as progress on other context specific gender related issues (i.e. travel safely to and from school).</p>	<p>Achieved The performance reporting system in schools uses indicators on access, reduction of dropouts, completion, and data is included in MoEYS Education Management Information System (EMIS) reports disaggregated by sex. School profile measures were developed, based on the Child Friendly Schools model discussed above, for directors to use when preparing school improvement plans which require measures of performance such as dropouts, completion rates and extra classes etc all disaggregated by sex.</p>	
<p>Action 13: Set targets of female participation in training provided to DOEs staff to strengthen their capacity to support basic education clusters (female participation to be measured vis-à-vis females in those positions).</p>	<p>Achieved The letter for participation in training for DOEs staff specified the quota for women’s participation. All women in the positions were invited to school cluster trainings. There were 35 women (or 18%) of total 191 participants from provincial and district offices of education, school management, and SSCs. In total, women represented 18% of school directors and vice directors, 26% of SSC, 5% of chiefs and 11% of vice chiefs of provincial and district education offices.</p>	
<p>Action 14: Ensure action research on the effectiveness of school improvement grants and impact on improving access and retention of female students. DMF indicator</p>	<p>Achieved Action researches covering 8 topics, which s were conducted by the MoEYS’s Education Research Council and school management who received training on action research, reported on impacts of interventions, inclusive of sex-disaggregated data (where relevant) under the program. The action researches included both female and male teachers and boys and girls as respondents. The</p>	

	research paper mainly focused on factors influencing drop-out and success in schooling including how the management training and school improvements grants contributed to increasing student completion. Case studies were included on the how SIG was used by girls and boys to lift their families burden and encourage them to complete the studies.	
Target 21 (DMF 3.2): At least 80% of lower secondary school directors/ deputy directors (100% of current female school directors/ deputy directors) implement school improvement plans (inclusive of gender equity dimensions) and manage school operating budgets by 2014	Achieved 82% of schools ⁵ implementing school development plans. 300 (54 females or 18%) LSS directors and deputy directors from 150 schools were trained in preparing improvement plans (inclusive of gender equity dimensions) and managing school operating budgets. This includes 100% of female directors and deputy directors. ⁶ [T8 mentions training but not management of school budgets]	
Program Administration Arrangements		
Action 15: Collection and reporting of gender activities into quarterly and annual reports.	Achieved The program quarterly reports included the progress of gender implementation and GAP monitoring table.	
Action 16: Include sex-disaggregated data and gender responsive indicators in all M&E activities, including in particular reporting and analysis of progress against the Program's Design Monitoring Framework (DMF).	Achieved DMF contains 16 gender responsive indicators, and the achievements were presented with sex-disaggregation. The M&E included sex-disaggregated data. EMIS includes sex-disaggregated and gender responsive data.	
Action 17: The midterm review will review past updates, assess gender related achievements and constraints to gender action plan implementation for adjustments, as required.	Achieved GAP actions and targets were reviewed and assessed during MTR. Four targets were revised and approved. Detailed achievements and constraints to gender action plan implementation during the first 2.5 years of program implementation were documented in MoU of MTR.	

⁵ 94% of a sample of 83 of the 100 target schools indicated that they have a school improvement/development plan, and 82% said that their plans were in use.

⁶ A follow-up coaching was undertaken with 100 schools. 374 (81 females 21.6%) school directors and teachers were coached on school improvement planning and budget management

STATUS OF COMPLIANCE WITH LOAN COVENANTS

Schedule In Loan Agreement	Reference in Loan Agreement	Description	Status of Compliance
Section	4.02 (a)	The Borrower shall cause MoEYS to (i) maintain, or cause to be maintained, separate accounts and records for the Program; (ii) prepare annual financial statements for the Program in accordance with accounting principles acceptable to ADB; (iii) have such financial statements audited annually by independent monitors whose qualifications, experience and terms of reference are acceptable to ADB, in accordance with international standards for auditing or the national equivalent acceptable to ADB; (iv) as part of each audit, have the auditors prepare a report (which includes the auditor's opinion on the use of the Loan proceeds and compliance with the financial covenants of the Loan Agreement as well as on the use of the procedures for the imprest account and statement of expenditures) and a management letter (which sets out the deficiencies in the internal control of the Program that were identified in the course of the audit, if any; and (v) furnish to ADB, no later than 6 months after the end of each related fiscal year, copies of such audited financial account statements, audit report and management letter, all in English language, and such other information concerning these documents and the audit thereof as ADB shall from time to time reasonably request.	Complied.
3	2	Except as ADB may otherwise agree, the proceeds of the Loan shall be disbursed on the basis of the withdrawal percentage for each item of expenditure set forth in the Loan Agreement Table.	Complied.
3	5	Except as ADB may otherwise agree, the Loan proceeds shall be disbursed in accordance with the Loan Disbursement Handbook.	Complied.

Schedule In Loan Agreement	Reference in Loan Agreement	Description	Status of Compliance
3	6	<p>Except as ADB may otherwise agree, the Borrower shall cause MEF to establish immediately after the Effective Date an imprest account at the National Bank of Cambodia and delegate its management to MoEYS. The Imprest Account shall be established, managed, replenished and liquidated in accordance with the Loan Disbursement Handbook, and detailed arrangements agreed upon between the Borrower and ADB. The Imprest Account shall only be used for the purposes of the Program. The currency of the imprest Account shall be the Dollar. The amount to be deposited into the Imprest Account shall not exceed the lower of (i) estimated expenditure financed from the Loan Imprest Account for the first 6 months of Program implementation; or (ii) the equivalent of 10% of the Loan amount.</p>	<p>Complied.</p> <p>Imprest account was established at the National Bank of Cambodia and delegated its management to the EA for the program purpose.</p> <p>Imprest account has been increased from \$0.8 million to \$1.6 million in 2015.</p>
		<p>The statement of expenditures procedure may be used for reimbursement of eligible expenditures and to liquidate advances provided into the imprest account, in accordance with the Loan Disbursement Handbook and detailed arrangements agreed upon between the Borrower and ADB. Any individual payment to be reimbursed or liquidated under the statement of expenditures procedure shall not exceed the equivalent of \$50,000.</p>	<p>Complied.</p> <p>SOE procedure was used in the reimbursement of eligible expenditures in replenishment WAs.</p>
4	1	<p>Para 1: The procurement of Goods, Works and Consulting Services shall be subject to and governed by the Procurement Guidelines, and the Consulting Guidelines, respectively.</p> <p>Para 3: Except as ADB may otherwise agree, Goods and Works shall only be procured on the basis of the methods of procurement set forth below:</p> <p>(a) National Competitive Bidding; and</p> <p>(b) Shopping.</p> <p>Para 4: The methods of procurement are subject to, among other things, the detailed arrangements and threshold values set forth in the Procurement Plan. The Borrower may only modify the methods of procurement or threshold values with the prior agreement of ADB, and modifications must be set out in updates to the Procurement Plan.</p>	<p>Complied</p> <p>Four phases of civil works construction had been conducted using NCB.</p>

Schedule In Loan Agreement	Reference in Loan Agreement	Description	Status of Compliance
4	6	The Borrower and ADB shall ensure that, prior to the commencement of any procurement activity under national competitive bidding, the Borrower's national competitive bidding procedures are consistent with the Procurement Guidelines. Any modifications or clarifications to such procedures agreed between the Borrower and ADB shall be set out in the Procurement Plan. Any subsequent change to the agreed modifications and clarifications shall become effective only after approval of such change by the Borrower and ADB.	Complied. NCB documents which were used are aligned with the harmonized procurement manual.
4	7	Except as ADB may otherwise agree, and except as set forth in the loan agreement, the Borrower shall apply quality- and cost-based selection for selecting and engaging Consulting Services. The Borrower shall recruit the individual consultants for Program implementation and administration support in accordance with procedures acceptable to ADB for recruiting individual consultants.	Complied. QCBS method was applied only for recruitment of the PIC firm.
4	9	The Borrower shall ensure that MoEYS does not award any Works contract involving involuntary resettlement impacts for Output 1 until the Borrower has prepared and submitted to ADB the final RP for such Output based on the RF and detailed design, and obtained ADB's clearance of such RP.	Complied. The safeguards screening reports had confirmed that there is no involuntary resettlement or environment impact. The reports were prepared and had been submitted for clearance before commencement of any physical activities. The reports concluded that 131 sites (civil works) were classified as category C for both IR and Environment.

Schedule In Loan Agreement	Reference in Loan Agreement	Description	Status of Compliance
4	10	The Borrower shall ensure that MoEYS does not award any Works contract which involves impacts on indigenous peoples until the Borrower has prepared and submitted to ADB the final IPM and obtained ADB's clearance of such IPM.	<p>Complied.</p> <p>All works proposals were included in the social survey of each community and meetings with communities (community representatives) and local government authorities where the process is explained before a contract for construction is issued.</p> <p>The IPM was prepared and cleared. No civil works had any negative impact on IP/EM; however, IP/EM benefited from the new lower secondary school buildings constructed in their provinces and communes under the program.</p> <p>The IPM was implemented, the program covered 7 provinces (out of total 14 provinces) with IP/EM populations.</p>

Schedule In Loan Agreement	Reference in Loan Agreement	Description	Status of Compliance
4	13	First 3 contracts procured under national competitive bidding procedures, contracts for Consulting Services, and the first contracts for each Shopping for Goods and Works shall be subject to prior review by ADB, unless otherwise agreed between the Borrower and ADB and set forth in the Procurement Plan.	<p>Complied.</p> <p>ADB conducted prior review of the first 3 contracts for shopping of goods and NCB works.</p>
5	1	The Borrower shall ensure that the Program is implemented in accordance with the detailed arrangements set forth in the PAM. Any subsequent change to the PAM shall become effective only after approval of such change by MoEYS and ADB. In the event of any discrepancy between the PAM and this Loan Agreement, the provisions of this Loan Agreement shall prevail.	<p>Complied.</p> <p>The revised DMF was updated following the program midterm review. Reallocation of Loan proceeds was approved on January 2, 2018.</p> <p>No change was made to implementation arrangements during the program implementation except program director, deputy director and program manager due to change in government and staff.</p>

Schedule In Loan Agreement	Reference in Loan Agreement	Description	Status of Compliance
5	2	The Borrower shall cause MoEYS to ensure that within 30 days of the Effective Date (a) a PMU is established within MoEYS; (b) head of the PMU is appointed; and (c) the PMU is equipped with adequate resources and staff.	<p>Complied</p> <p>(a) and (c) PMU (comprising IU1 and IU2) was established through Prakas 327 dated 30 January 2012 and Prakas 97 dated 24 January 2013. PMU comprise 37 counterpart staff, and</p> <p>(b) PMU was restructured due to staff retirement by MoEYS's Prakas dated 9 March 2016.</p>
5	3	The Borrower shall cause MoEYS to ensure that construction of New Schools is carried out on vacant land with legal entitlement in the name of the government and free from all encumbrances, habitation, dispute and/or controversy.	<p>Complied.</p> <p>Construction of new LSS buildings, teacher housing, and a dormitory were carried out on government-owned land free from any encumbrances and dispute.</p>
5	4	The Borrower shall cause MoEYS to ensure that teachers are deployed to LS New Schools in time for the start of the regular school year.	<p>Complied.</p> <p>Provincial Offices of Education (POE) plan teaching staff requirements and deploy teachers to new schools before every school year.</p>

Schedule In Loan Agreement	Reference in Loan Agreement	Description	Status of Compliance
5	5	The Borrower shall ensure that all in kind counterpart support required during the Program implementation period is provided on time during each year of Program implementation.	Complied. All In-kind contribution from the government and community had been provided on time.
5	6	<p>The Borrower shall cause MoEYS to ensure that all land and all rights-of-way required for the Program and all Program facilities are made available to the Works contractor in accordance with the schedule agreed under the related Works contract and all land acquisition and resettlement activities are implemented in compliance with (a) all applicable laws and regulations of the Borrower relating to land acquisition and involuntary resettlement; (b) the Involuntary Resettlement Safeguards; (c) the RF; and (d) all measures and requirements set forth in the respective RP, and any corrective or preventative actions set forth in a Safeguards Monitoring Report.</p> <p>Without limiting the application of the Involuntary Resettlement Safeguards, the RF or the RP, the Borrower shall cause MoEYS to ensure that no physical or economic displacement takes place in connection with the Output 1 until: (a) if required, the RP has been approved by MoEYS and cleared by ADB; (b) compensation and other entitlements have been provided to Affected Persons in accordance with the RP; and (c) a comprehensive income and livelihood restoration program, if required by the RP has been established and commenced.</p> <p>The Borrower shall cause MoEYS to ensure that the preparation, design, construction, implementation and operation of the Program and all Program facilities comply with (a) all applicable laws and regulations of the Borrower relating to indigenous peoples; (b) provisions related to Indigenous Peoples' Safeguards under relevant ADB policies; and (c) all measures and requirements set forth in the IPM, and any corrective or preventative actions set forth in a Safeguards Monitoring Report.</p>	<p>Complied.</p> <p>All 131 sites involving civil works were screened and classified as category C for IR. The 131 sites are located in existing schools or teacher training college of the government-owned land.</p> <p>Complied.</p> <p>All subprograms of the 4 phases were screened and classified as category C for IR.</p> <p>Complied.</p> <p>No civil works had any negative impact on IP/EM; however, IP/EM benefited from the newly constructed education facilities in their provinces and communes.</p>

Schedule In Loan Agreement	Reference in Loan Agreement	Description	Status of Compliance
5	9	The Borrower shall make available necessary budgetary and human resources to fully implement the IPM and the RP, if any.	Complied. All sub-programs were classified as category B for IP and C for environment. No land acquisition was required as land used for all facilities (schools, teacher houses, and dormitory) were built in existing schools and regional teacher training center which belong to the government and MoEYS.
5	10	The Borrower shall cause MoEYS to ensure that all bidding documents and contracts for Works contain provisions that require contractors to: (a) comply with the measures and requirements relevant to the contractor set forth in the RP and the IPM (to the extent they concern impacts on Affected Persons during construction) and any corrective or preventative actions set out in a Safeguards Monitoring Report; (b) make available a budget for all such social measures; (c) provide MoEYS with a written notice of any unanticipated environmental, resettlement or indigenous peoples risks or impacts that arise during construction, implementation or operation of the Program that were not considered in the Program design, the RP or the IPM; (d) adequately record the condition of roads, agricultural land and other infrastructure prior to starting to transport materials and construction; and (e) fully reinstate pathways, other local infrastructure, and agricultural land to at least their pre-Program condition upon the completion of construction.	Complied. IPM is implemented. All 5 EM/IP majority provinces are included in this program. Schools were built in all IP majority provinces. Any program interventions in the 100 schools in the 14 provinces had positive impact on IP/EM.
5	11	The Borrower shall cause MoEYS to do the following:	Complied.

Schedule In Loan Agreement	Reference in Loan Agreement	Description	Status of Compliance
		<p>(a) submit annual Safeguards Monitoring Reports to ADB and disclose relevant information from such reports to Affected Persons promptly upon submission;</p> <p>(b) if any unanticipated environmental and/or social risks and impacts arise during construction, implementation or operation of the Program that were not considered in the Program design, the RP or the IPM, promptly inform ADB of the occurrence of such risks or impacts, with detailed description of the event and proposed corrective action plan; and</p> <p>(c) report any actual or potential breach of compliance with the measures and requirements set forth in the RP or the IPM promptly after becoming aware of the breach.</p>	<p>Two social safeguards monitoring reports, which focused on progress of implementation of the IPP, were submitted to ADB. One report was disclosed on ADB website in January 2018, while the subsequent report was disclosed in January 2020. Program specific Grievance Redress Mechanism (GRM) was established for the program with entry points at local level including school directors, and school committees. There are no outstanding complaints.</p>
5	12	The Borrower shall cause MoEYS to ensure that no proceeds of the Loan are used to finance any activity included in the list of prohibited investment activities provided in Appendix 5 of the SPS.	Complied.

Schedule In Loan Agreement	Reference in Loan Agreement	Description	Status of Compliance
5	13	<p>The Borrower shall cause MoEYS to ensure that the GAP is fully implemented and that all Program activities are designed and implemented in accordance with the principles of ADB's Policy on Gender and Development (1998) including, but not limited to (a) the development of guidelines for school operating budgets with funds earmarked for improving female access, retention, achievement and completion of LS education; (b) the development of dropout prevention programs, addressing gender and equity issues; (c) 100% female school directors and deputy directors are trained on school-based management and in implementing the SBEP; (d) 25% of national and provincial trainers selected for in-service training on math and science are female; (e) 50% female participants in the employability skills program; (f) the development of a basic education campaign for parents and community leaders to increase understanding of the positive benefits of basic education attainment for female students and promote female participation in the study of math and science; (g) 40% female membership in school support committee; and (h) gender inclusive design of physical Program facilities such as separate toilets for females and males.</p>	<p>Complied. (a), (b), (c), (d), (e), (f) and (h)</p> <p>Partially complied. (g) Only 26% female membership in school support committee, or 112 females out of 424 SSC members due to changes SSC guidelines which the chair is chief of commune, who is elected through local election, or other key community members</p> <p>More details are in Appendix on Summary of Gender Equality Results and Achievements.</p>
5	14	<p>The Borrower shall cause MoEYS to ensure that within 3 months of the Effective Date, complaint and problem management mechanisms acceptable to ADB are established and a task force is functioning effectively to (a) review and document eligible complaints of Program stakeholders; (b) proactively address grievances; (c) provide the complainants with notice of the chosen mechanism/ action; and (d) prepare periodic reports to summarize the number of complaints received and resolved, and final outcomes of the grievances and chosen actions and make these reports available to ADB as part of the quarterly progress reports. Eligible complaints include those related to the Program, any of the service providers, any person responsible for carrying out the Program, complaints on misuse of funds and other irregularities, and grievances due to any safeguard or social issues, including involuntary resettlement and gender.</p>	<p>Complied.</p> <p>The PMU is responsible for all complaints and for the management of problems. Staff responsible for complaints was assigned. The program webpage under MoEYS website has been established.</p>

Schedule In Loan Agreement	Reference in Loan Agreement	Description	Status of Compliance
5	15	Para 15: The Borrower shall (a) comply with ADB's Anticorruption Policy (1998, as amended to date) and acknowledge that ADB reserves the right to investigate directly, or through its agents, any alleged corrupt, fraudulent, collusive or coercive practice relating to the Program; and (b) cooperate with any such investigation and extend all necessary assistance for satisfactory completion of such investigation.	Complied. Management practices had been reviewed regularly to ensure that this clause is strictly complied with.
5	16	The Borrower and MoEYS shall ensure that the anticorruption provisions acceptable to ADB are included in all bidding documents and contracts, including provisions specifying the right of ADB to audit and examine the records and accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other service providers as they relate to the Program.	Complied. All approved bidding documents under the program had included these provisions.
5	17	The Borrower shall cause MoEYS to maintain a website to disclose information about procurements related to the Program. For each contract, the website shall include information on, among others, the list of participating bidders, name of the winning bidder, basic details on bidding procedures adopted, amount of contract awarded, and the list of goods/services procured. In addition to the web-based disclosure, stakeholders, which include civil society and non-governmental organizations, shall be provided detailed information on procurement on public notice boards in their respective provinces.	Complied. MoEYS had uploaded the contract awards and updated procurement plan, and program progress reports on the Ministry's webpage (http://www.moeys.gov.kh/en/esdpiii.html).

STUDENT AND TEACHER INDICATOR IN THE TARGET PROVINCES

Table 1: Student and Teacher Indicators in 14 Target Provinces (sy 2010-11)

PROVINCE NAME	Transition rate to lower secondary 2009/2010			Net enrollment rate									Gross enrollment rate									Secondary Teacher				Enrollment age 12-14		
				Total			Girl			Boy			Total			Girl			Boy			Secondary Teacher		teaching in I.Sec				
	Total	Girl	Boy	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	Total	Female	Total	Female	Total	Girl	Boy
Banteay Meanchey	74.4	76.1	72.7	94.5	40.1	17.4	92.2	43.3	18.4	96.8	37.0	16.4	117.4	65.2	28.2	112.9	66.8	27.7	122.0	63.7	28.7	4445	1870	571	230	16420	8688	7732
Battambang	73.6	75.6	71.6	95.4	29.6	17.3	95.1	30.2	18.0	95.6	28.9	16.7	120.8	52.6	28.2	118.8	50.6	27.1	122.6	54.8	29.3	6550	3481	487	274	22827	12282	10545
Kampong Cham	76.4	78.0	74.9	96.8	28.3	14.4	96.8	29.9	15.3	96.7	26.7	13.6	116.2	47.9	21.9	115.1	47.6	21.8	117.2	48.3	22.0	8883	4337	1393	683	38605	20178	18427
Kampong Chhnang	78.6	80.1	77.0	97.1	41.7	21.8	96.2	45.2	22.4	98.0	38.4	21.3	119.0	66.2	35.9	116.1	67.7	33.7	121.9	64.7	38.0	3068	1215	317	122	13616	7253	6363
Kampong Speu	80.1	78.3	81.9	95.5	35.0	15.1	94.3	35.4	13.7	96.5	34.7	16.5	117.1	61.4	25.8	114.5	56.4	20.4	119.6	66.3	30.9	4102	1418	364	118	17506	8767	8739
Kampong Thom	80.0	81.3	78.7	95.1	29.4	16.3	96.1	31.9	16.9	94.1	27.0	15.7	119.0	52.2	28.8	120.0	53.1	27.4	118.1	51.3	30.2	3992	1764	429	193	14726	7813	6913
Mondul Kiri	80.3	80.3	80.3	91.3	18.2	9.9	91.8	19.9	9.6	90.9	16.5	10.2	127.6	48.9	17.9	125.2	45.3	14.9	129.9	52.3	21.0	415	144	48	21	661	352	309
Otdar Meanchey	68.4	70.1	66.8	96.7	21.5	9.1	97.5	23.9	10.0	96.0	19.4	8.4	127.3	48.7	19.5	127.0	49.3	17.9	127.6	48.2	21.1	1163	331	86	61	2926	1546	1380
Pailin	79.4	79.5	79.3	96.0	24.0	15.2	91.9	24.6	16.2	100.2	23.4	14.2	130.9	48.4	27.5	122.7	45.3	25.8	139.2	51.4	29.2	447	174	57	22	1142	573	569
Preah Vihear	73.3	74.7	71.9	92.9	21.7	11.8	92.7	24.6	12.3	93.1	18.7	11.3	126.2	50.3	25.8	124.3	51.9	23.9	127.9	48.7	27.8	1189	428	75	47	2796	1583	1213
Pursat	82.3	83.9	80.8	95.9	30.8	17.5	96.0	32.0	17.7	95.8	29.5	17.2	116.3	57.4	31.5	115.8	57.3	29.3	116.7	57.5	33.8	2833	1148	231	62	8633	4546	4087
Ratanak Kiri	72.4	76.3	69.5	78.5	11.2	6.9	78.7	10.6	5.9	78.3	11.7	8.0	102.8	25.3	11.3	100.5	21.1	8.4	104.7	29.5	14.6	690	254	60	21	1464	705	759
Siemreap	78.0	80.4	75.6	95.7	31.0	17.5	97.4	34.0	17.8	94.1	28.0	17.3	125.1	60.5	31.4	126.1	62.8	29.6	124.2	58.3	33.1	4568	2520	1076	483	18202	9805	8397
Stung Treng	68.6	67.6	69.8	93.3	26.0	20.2	92.0	27.8	17.6	94.6	24.3	22.9	117.8	49.8	32.4	115.6	50.6	27.0	120.0	49.0	38.1	866	399	72	31	1955	1038	917
Whole Province 14	76.8	78.1	75.5	95.2	30.5	16.0	95.1	32.3	16.4	95.3	28.7	15.6	119.0	54.2	26.8	117.6	53.8	25.2	120.3	54.6	28.3	43211	19483	5266	2368	161479	85129	76350

Table 2: Student and Teacher Indicators in 14 Target Provinces (sy 2011-12)

PROVINCE NAME	Transition rate to lower secondary 2010/2011			Net enrollment rate									Gross Enrollment									Number of Teacher teaching in				Enrollment age 12-14		
				Total			Girl			Boy			Total			Girl			Boy			Secondary Teacher		teaching in I.Sec		Total	Girl	Boy
	Total	Girl	Boy	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	Total	Female	Total	Female	Total	Girl	Boy
Banteay Meanchey	73.8	74.9	72.8	97.4	33.7	16.8	97.6	36.4	18.0	97.2	31.1	15.8	117.7	49.8	25.8	116.1	51.6	25.7	119.2	48.1	25.9	4584	2009	637	310	16919	8894	8025
Battambang	74.0	77.1	70.8	95.5	30.5	16.7	94.8	33.9	18.0	96.1	27.3	15.4	127.1	48.4	26.9	125.2	51.2	27.3	128.9	45.7	26.5	6620	3556	555	361	24006	13013	10993
Kampong Cham	75.9	77.6	74.2	97.2	31.9	15.8	96.8	35.0	16.9	97.7	29.0	14.7	128.2	51.2	23.8	125.2	52.9	23.8	131.2	49.5	23.7	8930	4459	1370	727	39829	21228	18601
Kampong Chhnang	77.6	80.2	75.0	96.9	36.8	18.9	96.7	40.0	20.1	97.0	33.7	17.8	117.1	55.4	30.2	114.7	57.0	29.7	119.5	53.9	30.7	3142	1265	324	168	13701	7300	6401
Kampong Speu	75.8	75.2	76.2	97.1	31.6	13.6	96.8	32.4	13.1	97.4	30.9	14.0	121.0	50.4	22.9	116.8	47.0	19.2	125.2	53.6	26.2	4150	1473	458	154	18362	9173	9189
Kampong Thom	77.5	80.2	74.5	97.9	30.2	16.6	97.3	33.8	17.6	98.5	26.7	15.6	122.6	49.6	28.0	121.0	52.4	27.3	124.2	46.9	28.7	4113	1894	544	232	15346	8415	6931
Mondul Kiri	83.9	82.1	85.5	94.7	14.9	8.4	94.2	16.5	8.2	95.1	13.4	8.5	111.2	38.7	15.7	109.1	36.0	13.3	113.3	41.3	18.0	491	170	50	18	780	427	353
Otdar Meanchey	69.1	71.0	67.2	94.0	19.7	7.6	94.8	21.9	7.9	93.2	17.6	7.3	120.3	40.2	17.1	117.5	41.2	15.5	123.0	39.4	18.6	1213	378	80	32	3223	1732	1491
Pailin	76.9	79.5	74.6	97.8	22.8	11.6	96.8	24.4	12.0	98.6	21.3	11.3	108.6	41.5	22.4	107.1	40.9	21.1	110.1	42.1	23.6	496	204	68	33	1257	651	606
Preah Vihear	73.3	74.2	72.3	94.4	23.5	12.7	95.2	27.2	13.3	93.7	19.9	12.1	131.1	48.3	24.5	131.0	50.9	22.5	131.2	45.7	26.3	1361	535	82	74	3367	1911	1456
Pursat	77.2	81.7	72.9	97.7	28.9	15.7	96.3	32.1	16.8	99.0	25.8	14.7	123.3	48.1	28.4	122.0	50.9	28.5	124.5	45.5	28.3	2967	1223	305	86	8946	4851	4095
Ratanak Kiri	69.2	69.8	68.7	86.2	12.5	7.0	86.8	12.7	6.7	85.7	12.3	7.3	129.4	27.2	11.8	119.5	23.3	9.9	138.8	30.8	13.7	773	298	93	45	1620	796	824
Siemreap	74.7	78.8	70.6	96.0	28.6	14.7	96.3	32.3	16.0	95.7	25.1	13.6	133.1	52.3	25.1	132.3	56.4	25.3	133.8	48.5	24.8	4712	2642	1202	549	19689	10809	8880
Stung Treng	67.1	64.3	70.2	94.1	20.3	13.9	92.0	21.0	14.6	96.1	19.7	13.3	116.7	39.2	24.2	113.1	40.3	22.6	120.1	38.0	25.8	925	432	66	28	1822	935	887
Whole Province 14	75.2	77.4	73.1	96.4	30.0	15.3	96.1	32.8	16.2	96.7	27.3	14.4	124.8	49.4	25.0	122.4	50.9	24.5	127.2	47.8	25.5	44477	20538	5834	2817	168867	90135	78732

Table 3: Student and Teacher Indicators in 14 Target Provinces (sy 2012-13)

PROVINCE NAME	Transition rate to lower secondary 2011/2012			Net enrollment rate									Gross Enrollment									Number of Teacher teaching in				Enrollment age 12-14				
				Total			Girl			Boy			Total			Girl			Boy			Secondary Teacher		teaching in I.Sec		Total	Girl	Boy		
	Total	Girl	Boy	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	Total	Female	Total	Female	Total	Girl
Banteay Meanchey	68.8	70.7	66.9	97.5	33.7	13.3	97.9	36.7	14.6	97.1	30.8	12.0	115.1	45.1	20.4	113.4	47.4	20.9	116.6	42.9	19.9	4574	2051	536	291	17255	9142	8113		
Battambang	75.8	77.5	74.1	98.4	31.5	14.4	98.6	34.8	15.6	98.1	28.3	13.3	128.8	45.9	23.0	126.1	48.9	23.5	131.3	43.0	22.6	6722	3640	601	287	25266	13601	11665		
Kampong Cham	75.5	77.9	73.2	98.5	36.6	14.8	98.4	39.8	16.1	98.6	33.6	13.5	118.1	52.0	22.6	115.9	54.0	23.2	120.1	50.0	21.9	8731	4529	1343	706	45708	24134	21574		
Kampong Chhnang	78.1	80.7	75.4	99.2	39.6	18.1	99.1	43.4	19.3	99.4	35.9	17.0	118.4	53.5	26.4	115.5	56.1	26.3	121.1	51.0	26.5	3213	1329	324	139	14955	8026	6929		
Kampong Speu	76.0	75.1	76.8	96.7	35.0	13.3	93.6	35.6	12.9	99.8	34.4	13.6	115.3	49.0	21.1	111.4	46.3	18.8	119.1	51.6	23.3	4131	1539	433	158	20526	10176	10350		
Kampong Thom	77.7	78.8	76.6	97.5	32.1	15.8	98.6	35.9	17.4	96.4	28.5	14.2	125.0	49.5	25.2	122.6	52.6	25.5	127.3	46.6	24.9	4196	1993	523	233	16458	8982	7476		
Mondul Kiri	72.9	70.9	75.1	96.8	16.5	8.3	92.9	17.8	8.2	100.6	15.2	8.3	115.1	38.9	15.3	109.9	38.3	13.3	120.1	39.5	17.3	560	203	73	21	891	475	416		
Otdar Meanchey	74.3	75.5	73.2	97.9	23.2	7.3	96.6	25.8	7.7	99.1	20.8	6.9	123.0	39.6	13.9	121.0	40.7	13.0	124.9	38.6	14.8	1251	424	77	38	3956	2122	1834		
Pailin	81.7	79.3	84.1	93.5	23.3	11.1	94.8	25.0	11.8	92.3	21.7	10.5	108.6	37.8	18.1	107.4	37.4	17.6	109.6	38.2	18.5	512	220	69	35	1358	704	654		
Preah Vihear	71.5	75.5	67.4	98.7	27.0	13.7	99.7	31.1	15.2	97.6	23.1	12.3	132.2	50.0	23.7	131.5	54.0	22.6	133.0	46.2	24.8	1478	613	89	65	3936	2215	1721		
Pursat	75.0	76.0	74.1	98.3	30.0	13.7	99.8	32.6	15.0	97.0	27.6	12.4	128.0	44.8	22.9	124.2	46.7	23.4	131.5	43.0	22.4	3037	1290	311	84	9415	4977	4438		
Ratanak Kiri	64.0	70.1	59.5	97.3	14.6	7.7	96.5	15.5	7.2	98.1	13.7	8.1	140.6	29.4	12.5	128.5	27.1	10.6	152.1	31.5	14.3	863	340	108	70	1926	993	933		
Siemreap	72.8	75.5	70.1	97.3	31.0	15.0	98.8	35.4	16.4	96.0	26.8	13.6	137.2	50.7	25.4	129.4	55.4	26.2	144.5	46.2	24.7	4888	2799	1142	515	21860	12127	9733		
Stung Treng	66.9	64.3	69.7	97.6	21.2	13.6	97.1	21.7	12.9	98.0	20.7	14.3	109.4	36.9	21.9	109.9	37.2	19.3	108.8	36.7	24.5	1031	476	104	46	1935	981	954		
Whole Province 14	74.6	76.3	72.9	97.9	32.5	14.2	97.9	35.5	15.3	97.9	29.6	13.2	123.3	48.1	22.6	119.9	50.1	22.6	126.6	46.1	22.6	45187	21446	5733	2688	185445	98655	86790		

Table 4: Student and Teacher Indicators in 14 Target Provinces (sy 2013-14)

PROVINCE NAME	Transition rate to lower secondary 2012/2013			Net enrollment rate									Gross Enrollment									Number of Teacher teaching in				Enrollment age 12-14		
				Total			Girl			Boy			Total			Girl			Boy			Secondary Teacher		teaching in I.Sec				
	Total	Girl	Boy	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	Total	Female	Total	Female	Total	Girl	Boy
Banteay Meanchey	67.8	75.0	61.8	87.7	34.9	12.8	88.6	38.0	14.1	86.9	31.9	11.5	104.4	44.9	18.1	103.7	47.6	18.8	105.1	42.5	17.5	4623	2139	580	279	18233	9632	8601
Battambang	71.6	79.9	64.4	98.5	31.0	12.4	98.8	34.6	14.0	98.3	27.5	10.9	121.6	45.4	19.7	120.4	48.7	20.7	122.7	42.2	18.7	6814	3772	577	318	25336	13779	11557
Kampong Cham	71.6	78.1	66.0	98.4	36.8	14.1	99.4	39.8	15.8	97.4	34.0	12.5	124.6	52.3	21.4	122.3	54.5	22.4	126.7	50.3	20.4	8723	4516	1208	674	45991	24133	21858
Kampong Chhnang	75.2	81.9	69.2	93.7	39.4	17.1	94.1	43.6	18.7	93.2	35.4	15.7	110.2	53.5	24.0	109.3	56.7	24.5	111.1	50.3	23.5	3281	1391	363	167	15126	8167	6959
Kampong Speu	77.6	81.0	74.6	94.6	38.0	12.8	93.0	39.3	12.4	96.2	36.8	13.2	111.9	51.6	19.8	108.9	50.4	17.7	114.8	52.7	21.7	4140	1588	454	158	22520	11342	11178
Kampong Thom	70.4	79.0	62.7	97.1	32.7	15.0	97.4	36.8	16.7	96.8	28.8	13.4	115.7	47.8	22.6	115.7	51.8	23.4	115.8	44.0	22.0	4257	2068	683	305	16841	9242	7599
Mondul Kiri	86.1	90.1	82.6	97.7	19.2	8.8	98.3	21.3	9.4	97.2	17.2	8.3	109.0	40.0	14.8	109.6	39.7	13.1	108.5	40.2	16.4	628	238	80	29	1074	587	487
Otdar Meanchey	65.0	69.1	61.4	92.2	23.8	8.1	91.8	26.4	8.1	92.5	21.4	8.0	115.6	36.8	12.6	113.9	38.5	11.6	117.1	35.2	13.5	1348	490	83	38	4205	2251	1954
Pailin	79.2	82.4	76.3	85.0	22.8	8.4	85.3	24.4	9.1	84.7	21.3	7.7	103.4	36.4	15.9	100.6	37.4	15.7	106.0	35.4	16.1	531	235	72	51	1397	722	675
Preah Vihear	72.2	82.5	63.0	98.1	30.3	14.2	99.5	34.9	14.9	96.8	26.0	13.5	128.7	50.2	22.3	129.5	55.2	22.8	128.0	45.4	21.8	1609	672	93	85	4486	2522	1964
Pursat	75.5	82.2	69.4	96.6	31.0	13.4	98.5	34.3	14.7	94.9	28.0	12.1	118.1	45.4	20.3	117.7	48.2	21.2	118.5	42.7	19.5	3105	1337	304	81	9858	5285	4573
Ratanak Kiri	62.2	68.3	57.8	98.6	15.7	8.2	97.6	17.1	8.2	99.5	14.4	8.1	138.9	30.2	13.4	133.9	29.0	12.0	143.7	31.3	14.8	969	403	118	103	2109	1112	997
Siemreap	76.1	79.7	72.4	98.5	33.1	14.5	99.9	37.5	16.4	97.3	28.9	12.7	122.2	51.4	23.5	123.1	56.4	24.9	121.4	46.7	22.2	5036	2977	1175	528	23883	13112	10771
Stung Treng	67.5	66.7	68.3	89.7	25.3	13.6	89.9	25.8	14.1	89.5	24.8	13.0	108.6	35.7	18.6	108.8	35.5	18.1	108.5	35.9	19.1	1083	500	104	26	2357	1191	1166
Whole Province 14	72.6	78.8	67.0	96.1	33.4	13.4	96.6	36.6	14.7	95.6	30.4	12.2	118.2	48.2	20.6	117.1	50.7	21.0	119.4	45.8	20.1	46147	22326	5894	2842	193416	103077	90339

Table 5: Student and Teacher Indicators in 14 Target Provinces (sy 2014-15)

PROVINCE NAME	Transition rate to lower secondary 2013/2014			Net enrollment rate									Gross Enrollment									Number of Teacher teaching in				Enrollment age 12-14		
				Total			Girl			Boy			Total			Girl			Boy			Secondary Teacher		teaching in I.Sec		Total	Girl	Boy
	Total	Girl	Boy	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	Total	Female	Total	Female	Total	Girl	Boy
Banteay Meanchey	75.0	77.2	72.8	85.7	35.8	12.6	87.1	39.0	14.1	84.3	32.8	11.1	99.3	45.2	16.8	99.3	47.7	17.8	99.4	42.8	15.9	4705	2251	651	284	19093	10084	9009
Battambang	73.9	76.4	71.4	96.8	32.2	12.3	97.0	36.0	14.2	96.6	28.6	10.4	115.9	45.2	17.8	114.7	48.9	19.7	117.0	41.8	16.0	6459	3715	536	272	26825	14567	12258
Kampong Cham	74.7	79.0	70.7	99.2	38.2	15.5	98.8	41.8	17.6	99.5	34.8	13.6	118.9	52.7	21.3	117.8	55.7	23.1	119.9	50.0	19.8	8767	4716	1379	651	47668	25300	22368
Kampong Chhnang	80.8	84.2	77.3	94.0	39.7	16.7	94.9	44.7	18.1	93.1	35.0	15.4	107.2	55.3	24.2	107.1	59.9	24.9	107.4	50.9	23.5	3365	1456	428	183	15456	8477	6979
Kampong Speu	76.0	77.9	74.2	93.4	39.3	14.5	92.7	41.4	14.7	94.2	37.3	14.4	107.6	52.2	20.0	105.6	52.2	18.8	109.5	52.3	21.0	4152	1642	443	158	23502	12043	11459
Kampong Thom	74.3	78.2	70.4	93.2	33.5	15.6	94.5	37.6	18.0	91.9	29.6	13.3	110.3	47.4	22.4	111.4	51.6	24.1	109.3	43.4	21.0	4200	2118	571	247	17360	9483	7877
Mondul Kiri	73.2	75.7	70.4	79.3	21.3	8.1	81.8	24.3	9.2	76.9	18.3	7.1	105.8	40.0	14.7	107.3	41.7	13.6	104.2	38.4	15.8	685	290	76	24	1230	694	536
Otdar Meanchey	71.7	74.5	69.0	88.3	28.9	8.4	89.0	32.1	9.0	87.7	26.0	7.8	107.5	42.5	13.2	106.8	44.9	13.0	108.2	40.2	13.4	1432	558	92	28	5301	2831	2470
Pailin	78.5	79.2	77.9	71.1	25.1	12.5	72.5	26.3	13.5	69.9	24.1	11.5	90.6	35.9	17.6	90.3	36.0	18.2	90.8	35.9	17.1	578	266	80	40	1623	819	804
Preah Vihear	79.6	81.3	77.7	97.0	29.7	13.6	98.7	34.6	15.5	95.3	25.0	11.8	124.5	50.2	23.2	126.1	55.7	23.7	122.9	45.0	22.7	1749	788	91	36	4453	2538	1915
Pursat	79.8	82.3	77.5	97.8	32.4	13.5	99.5	35.0	15.0	96.3	29.9	12.1	116.6	46.9	19.1	117.8	49.6	20.2	115.6	44.3	18.1	3106	1391	273	92	10417	5461	4956
Ratanak Kiri	55.7	54.1	57.0	97.4	16.4	8.5	95.8	17.3	9.2	99.0	15.6	7.9	130.0	31.3	13.3	125.3	29.6	12.5	134.5	32.9	14.1	1050	447	123	63	2252	1148	1104
Siemreap	75.5	78.5	72.3	94.3	35.5	14.4	95.9	40.6	17.1	92.9	30.7	11.9	113.3	52.2	22.9	114.2	58.0	25.4	112.4	46.7	20.5	5377	3246	776	371	26222	14514	11708
Stung Treng	63.1	64.3	61.7	96.0	23.2	11.9	96.2	25.1	13.1	95.8	21.3	10.7	116.3	33.8	16.8	116.4	34.7	17.8	116.1	32.8	15.9	1167	560	111	56	2206	1183	1023
Whole Province 14	75.1	78.0	72.1	94.4	34.7	13.9	95.0	38.3	15.6	93.9	31.3	12.3	112.8	48.7	20.1	112.4	51.9	21.2	113.2	45.8	19.0	46792	23444	5630	2505	203608	109142	94466

Table 6: Student and Teacher Indicators in 14 Target Provinces (sy 2015-16)

PROVINCE NAME	Transition rate to lower secondary 2014/2015			Net enrollment rate									Gross Enrollment									Number of Teacher teaching in				Enrollment age 12-14		
				Total			Girl			Boy			Total			Girl			Boy			Secondary Teacher		teaching in I.Sec				
	Total	Girl	Boy	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	Total	Female	Total	Female	Total	Girl	Boy
Banteay Meanchey	80.0	82.5	77.5	84.6	35.0	13.5	86.5	38.3	15.1	82.8	32.0	12.0	96.4	44.4	16.6	97.2	47.1	18.0	95.7	42.0	15.3	4635	2258	655	310	19046	10068	8978
Battambang	79.0	82.1	76.0	96.1	31.6	13.5	96.2	35.3	15.8	96.1	28.2	11.4	113.0	45.1	17.8	111.8	48.8	20.1	114.1	41.7	15.7	6764	3876	547	293	26879	14533	12346
Kampong Cham	77.8	82.0	73.6	97.8	39.2	16.8	98.7	44.3	19.4	97.0	34.4	14.5	117.2	53.5	22.0	116.2	57.9	24.4	118.1	49.3	19.9	8948	4862	1809	880	48838	26743	22095
Kampong Chhnang	83.9	87.1	80.6	95.0	41.5	20.0	96.1	46.7	23.0	93.9	36.7	17.3	106.0	57.9	25.2	106.2	62.7	27.6	105.8	53.2	23.0	3383	1524	379	214	16381	8951	7430
Kampong Speu	78.0	81.2	74.9	94.0	37.7	15.6	93.4	40.9	16.3	94.6	34.6	15.0	106.0	52.8	20.1	104.4	54.6	19.7	107.5	51.0	20.6	4270	1750	505	178	22742	11995	10747
Kampong Thom	79.4	83.3	75.2	93.0	34.0	16.8	94.3	39.2	19.6	91.8	29.1	14.3	108.5	48.9	22.5	109.5	54.2	24.7	107.6	43.8	20.6	4313	2218	688	286	17733	9935	7798
Mondul Kiri	57.6	74.6	46.6	84.6	21.5	9.4	85.7	24.1	10.9	83.6	18.9	8.0	109.5	39.7	14.6	109.0	41.3	14.4	109.9	38.1	14.8	733	330	110	46	1283	710	573
Otdar Meanchey	75.8	80.2	71.4	87.1	28.4	9.8	88.1	32.1	10.8	86.1	25.0	8.8	104.3	42.4	14.0	104.2	45.7	14.5	104.5	39.3	13.5	1498	606	171	62	5380	2929	2451
Pailin	90.0	88.7	91.3	71.0	25.7	9.9	72.6	27.4	10.8	69.6	24.1	8.9	86.9	38.9	14.4	87.0	39.3	14.7	86.7	38.4	14.2	601	286	79	38	1742	896	846
Preah Vihear	82.3	85.2	78.9	96.9	32.9	14.6	98.3	39.0	15.7	95.6	27.1	13.6	127.2	53.1	24.3	128.1	59.6	24.3	126.2	47.0	24.4	1853	878	131	53	5010	2900	2110
Pursat	82.6	84.0	81.1	96.9	33.6	14.9	95.9	37.1	16.5	97.8	30.3	13.5	117.1	48.8	19.2	118.6	52.1	20.3	115.6	45.7	18.2	3111	1430	255	88	10949	5856	5093
Ratanak Kiri	79.1	77.0	81.0	96.4	15.9	8.0	95.7	17.0	8.9	97.1	14.9	7.2	133.4	35.2	13.7	129.9	33.1	13.4	136.8	37.2	14.0	1128	499	181	90	2226	1148	1078
Siemreap	83.2	86.4	79.6	95.6	35.3	15.7	97.4	40.8	18.7	93.9	30.1	12.9	112.5	53.8	23.3	113.5	60.2	26.6	111.6	47.9	20.2	5356	3271	876	397	26645	14916	11729
Stung Treng	72.2	73.8	70.6	98.0	22.5	14.3	99.0	25.0	14.3	97.0	20.0	14.4	119.8	34.3	17.8	120.3	35.9	17.2	119.3	32.8	18.3	1183	597	154	69	2181	1201	980
Whole Province 14	79.6	83.0	76.1	94.2	34.8	15.2	95.0	39.1	17.3	93.5	30.8	13.3	111.4	49.6	20.4	111.2	53.6	22.1	111.6	45.9	18.8	47776	24385	6540	3004	207035	112781	94254

Table 7: Student and Teacher Indicators in 14 Target Provinces (sy 2016-17)

PROVINCE NAME	Transition rate to lower secondary 2015/2016			Net enrollment rate									Gross Enrollment									Number of Teacher teaching in				Enrollment age 12-14		
				Total			Girl			Boy			Total			Girl			Boy			Secondary Teacher		teaching in I.Sec		Total	Girl	Boy
	Total	Girl	Boy	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	Total	Female	Total	Female	Total	Girl	Boy
Banteay Meanchey	83.5	85.9	81.0	84.2	36.5	14.1	85.2	40.5	16.1	83.3	32.8	12.3	96.1	45.3	17.2	96.1	48.7	18.7	96.0	42.2	15.7	4666	2330	579	312	20239	10852	9387
Battambang	79.4	81.9	76.9	95.4	34.1	14.1	95.7	38.3	16.3	95.1	30.3	12.0	111.8	45.8	18.0	110.9	49.7	20.4	112.5	42.1	15.8	6963	4135	558	308	29532	16046	13486
Kampong Cham	81.8	85.1	78.5	97.8	42.8	18.3	97.6	48.2	21.3	98.0	37.7	15.6	117.4	56.3	23.5	115.8	61.6	26.5	119.0	51.2	20.7	9368	5194	1621	981	53271	29038	24233
Kampong Chhnang	88.2	91.3	84.9	93.6	45.0	20.6	94.6	51.5	24.0	92.7	38.8	17.5	104.6	60.4	26.7	104.6	66.6	29.9	104.7	54.5	23.8	3510	1639	425	196	17968	9996	7972
Kampong Speu	84.2	88.3	80.0	92.6	42.3	17.2	92.1	47.2	18.4	93.1	37.8	16.0	104.1	55.6	21.4	102.4	59.3	21.9	105.7	52.1	21.0	4467	1901	503	183	25777	13950	11827
Kampong Thom	85.7	87.3	83.9	92.2	38.2	17.6	93.8	44.2	21.0	90.7	32.6	14.5	107.3	53.2	23.5	108.2	59.3	26.7	106.5	47.5	20.6	4313	2283	597	276	19998	11222	8776
Mondul Kiri	79.4	80.2	78.5	86.7	24.7	10.9	88.7	28.0	12.9	84.8	21.5	8.9	112.4	43.4	16.8	113.7	45.6	17.7	111.3	41.3	16.0	790	367	96	34	1525	851	674
Otdar Meanchey	79.9	82.9	76.8	86.5	31.5	11.1	87.3	35.4	12.0	85.8	27.9	10.3	102.6	43.9	15.2	102.1	47.3	15.8	103.1	40.8	14.6	1540	645	96	67	6160	3334	2826
Pailin	93.1	93.7	92.5	68.3	28.8	10.2	69.7	32.6	10.9	67.0	25.3	9.4	83.4	39.7	14.3	83.9	41.1	14.7	82.9	38.3	14.0	620	309	103	41	2046	1116	930
Preah Vihear	80.6	82.9	77.8	98.5	37.0	17.5	99.7	43.8	20.3	97.4	30.6	14.8	126.1	56.7	24.9	126.7	64.5	26.4	125.5	49.3	23.4	1921	939	108	69	5719	3306	2413
Pursat	85.3	87.3	83.2	96.4	36.5	16.3	98.0	40.9	18.1	94.8	32.5	14.6	117.9	51.3	20.5	118.9	55.4	22.1	117.0	47.5	19.1	3206	1519	275	104	12055	6523	5532
Ratanak Kiri	80.3	78.9	81.5	97.5	19.9	9.7	96.4	22.5	10.7	98.5	17.6	8.8	135.1	41.1	15.5	131.8	39.7	15.4	138.2	42.5	15.6	1194	535	163	95	2836	1546	1290
Siemreap	86.1	89.3	82.8	96.3	39.4	17.8	98.0	45.7	21.3	94.7	33.5	14.6	112.5	56.7	25.4	113.2	63.7	29.1	111.9	50.1	21.9	5699	3549	922	542	30426	17058	13368
Stung Treng	68.2	67.9	68.6	97.5	25.5	14.1	97.7	27.1	14.1	97.4	24.0	14.1	124.5	37.0	18.2	125.2	38.1	17.8	123.8	35.9	18.7	1198	631	126	62	2531	1329	1202
Whole Province 14	83.2	85.9	80.3	93.8	38.2	16.4	94.5	43.2	18.9	93.2	33.5	14.1	110.9	52.1	21.5	110.5	56.8	23.7	111.3	47.6	19.4	49455	25976	6172	3270	230083	126167	103916

Table 8: Student and Teacher Indicators in 14 Target Provinces (sy 2017-18)

PROVINCE NAME	Transition rate to lower secondary 2016/2017			Net enrollment rate									Gross enrollment									Number of Teacher teaching in				Enrollment age 12-14				
				Total			Girl			Boy			Total			Girl			Boy			Secondary Teacher		teaching in I.Sec		Total	Girl	Boy		
	Total	Girl	Boy	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	Total	Female	Total	Female	Total	Girl
Banteay Meanchey	83.9	86.3	81.4	83.7	37.2	15.7	84.9	41.7	18.0	82.7	33.1	13.5	95.0	45.9	18.8	95.2	49.7	20.9	94.9	42.4	16.8	4699	2370	597	317	21016	11362	9654		
Battambang	81.2	83.6	78.7	96.0	36.9	15.3	96.7	41.3	18.0	95.4	32.8	12.9	111.6	47.5	19.7	110.5	51.6	22.6	112.6	43.6	17.1	6924	4112	570	291	32545	17637	14908		
Kampong Cham	81.2	84.9	77.4	97.0	45.2	20.1	96.7	51.6	24.2	97.4	39.3	16.4	117.1	57.8	26.0	115.6	63.8	30.2	118.6	52.1	22.2	9404	5282	1542	1039	56187	30988	25199		
Kampong Chhnang	86.8	90.2	83.4	93.0	47.7	22.5	94.0	53.7	27.2	92.1	42.2	18.3	103.4	60.8	29.1	103.2	66.7	33.2	103.5	55.3	25.3	3502	1665	398	184	19321	10530	8791		
Kampong Speu	85.9	88.3	83.5	92.0	44.6	19.3	91.3	49.2	21.3	92.7	40.2	17.6	102.2	57.1	23.9	100.1	61.3	25.4	104.3	53.2	22.6	4431	1924	492	187	27367	14646	12721		
Kampong Thom	86.0	88.4	83.4	92.3	41.6	19.7	93.3	47.5	24.0	91.4	36.0	16.0	106.7	55.8	25.7	107.0	62.1	30.0	106.4	49.9	21.8	4407	2379	572	262	21882	12118	9764		
Mondul Kiri	82.7	83.6	81.8	86.2	28.3	12.8	88.1	33.0	15.0	84.3	23.8	10.6	111.0	46.1	20.0	112.3	49.3	21.8	109.7	42.9	18.3	799	374	98	34	1804	1035	769		
Otdar Meanchey	80.7	83.7	77.8	84.2	31.7	13.0	85.2	34.6	14.2	83.3	28.9	11.9	99.5	44.8	17.2	99.1	47.4	18.0	100.0	42.5	16.5	1583	675	154	88	6394	3369	3025		
Pailin	95.5	90.6	101.0	65.6	29.5	10.4	65.9	32.6	11.8	65.2	26.6	9.2	78.8	41.0	14.6	78.0	43.0	15.7	79.6	39.1	13.6	611	298	77	34	2188	1167	1021		
Preah Vihear	83.4	83.2	83.6	91.1	40.2	19.4	92.2	46.9	22.1	90.0	33.9	16.8	123.9	59.5	27.1	124.6	65.9	28.9	123.2	53.5	25.3	1950	963	138	92	6304	3589	2715		
Pursat	86.4	86.9	85.8	98.4	39.2	18.0	99.5	44.0	19.8	97.4	34.8	16.3	117.6	53.5	22.8	118.3	58.1	24.5	116.9	49.2	21.2	3190	1523	262	122	13136	7108	6028		
Ratanak Kiri	85.6	82.5	88.7	99.4	22.8	11.2	99.0	25.3	12.3	99.7	20.5	10.2	140.9	46.6	18.6	140.1	46.1	18.4	141.8	47.0	18.7	1225	571	156	95	3300	1771	1529		
Siemreap	87.8	91.3	84.1	95.2	43.5	21.3	96.7	50.8	25.9	93.7	36.8	17.0	111.2	59.0	28.3	111.2	66.7	33.1	111.3	51.8	23.8	5807	3604	996	486	34317	19317	15000		
Stung Treng	70.5	70.2	70.8	96.9	26.9	14.1	96.2	29.7	14.7	97.6	24.1	13.5	128.1	41.2	18.8	128.5	43.0	18.8	127.7	39.5	18.9	1223	657	114	62	2720	1484	1236		
Whole Province 14	84.0	86.5	81.4	93.3	40.7	18.3	93.8	46.1	21.5	92.8	35.7	15.4	110.2	53.8	23.7	109.5	58.9	26.8	110.7	49.0	20.9	49755	26397	6166	3293	248481	136121	112360		

Table 9: Student and Teacher Indicators in 14 Target Provinces (sy 2018-19)

PROVINCE NAME	Transition rate to lower secondary 2017/2018			Net enrollment rate									Gross Enrollment									Number of Teacher teaching in				Enrollment age 12-14		
				Total			Girl			Boy			Total			Girl			Boy			Secondary Teacher		teaching in I.Sec				
	Total	Girl	Boy	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	primary	I.ses	U.sec	Total	Female	Total	Female	Total	Girl	Boy
Banteay Meanchey	84.3	87.5	80.8	83.8	38.9	16.5	84.5	44.3	19.5	83.1	33.8	13.7	95.3	46.6	20.1	94.9	51.3	22.9	95.6	42.1	17.4	4782	2440	677	315	22350	12292	10058
Battambang	80.6	83.9	77.2	95.9	38.5	15.4	96.4	43.6	18.6	95.5	33.7	12.6	111.1	48.4	20.2	110.0	53.1	23.8	112.1	43.9	17.0	6946	4165	568	306	34544	18933	15611
Kampong Cham	82.4	85.1	79.7	99.2	46.6	21.3	99.7	52.7	25.9	98.8	40.9	17.2	117.1	58.3	27.5	115.5	64.2	32.3	118.6	52.8	23.2	9592	5413	1581	1002	57801	31561	26240
Kampong Chhnang	86.7	89.5	83.7	92.4	48.8	24.2	93.0	55.2	29.0	91.7	42.8	19.7	102.3	59.5	29.9	102.0	65.8	35.0	102.6	53.6	25.2	3498	1682	410	190	19987	10952	9035
Kampong Speu	83.3	86.5	80.2	90.6	44.0	19.5	90.3	48.3	21.8	91.0	40.0	17.5	100.9	55.0	24.8	99.4	58.4	26.9	102.4	51.8	22.9	4471	1957	469	204	27231	14476	12755
Kampong Thom	87.8	90.5	84.8	91.9	44.1	21.4	93.0	51.2	26.3	90.8	37.4	17.1	105.9	57.7	27.9	106.1	65.1	32.9	105.7	50.7	23.3	4435	2429	570	308	23316	13096	10220
Mondul Kiri	83.6	85.3	81.9	86.8	31.4	13.7	89.4	36.1	16.5	84.4	26.8	11.0	110.6	48.8	21.7	111.8	52.6	23.9	109.5	45.2	19.7	812	380	91	31	2065	1172	893
Otdar Meanchey	82.3	82.6	82.0	83.4	33.4	14.4	84.3	36.6	16.1	82.5	30.5	12.7	97.7	45.7	19.7	97.3	47.6	20.9	98.2	43.9	18.5	1525	679	157	86	6960	3674	3286
Pailin	99.8	101.5	98.1	64.2	32.9	12.2	65.2	37.1	14.3	63.2	29.0	10.1	75.8	41.5	16.6	75.8	44.3	18.4	75.8	38.9	14.9	625	315	79	39	2546	1386	1160
Preah Vihear	84.7	88.7	80.0	87.3	41.3	20.0	86.8	49.9	23.3	87.7	33.0	16.8	122.6	61.8	28.0	121.5	70.2	30.1	123.7	53.9	26.1	1999	1002	148	83	6562	3876	2686
Pursat	83.6	86.7	80.3	98.9	40.4	17.9	99.9	46.1	20.7	98.0	35.0	15.4	117.2	53.9	24.2	118.2	59.3	26.9	116.3	48.8	21.6	3156	1520	242	82	13699	7549	6150
Ratanak Kiri	81.9	83.4	80.5	99.4	26.4	13.6	99.1	30.4	15.1	99.8	22.6	12.1	140.5	51.8	22.2	138.4	52.4	21.5	142.5	51.2	22.8	1275	590	161	96	3893	2168	1725
Siemreap	88.3	92.1	84.4	94.6	47.0	23.2	96.7	54.4	27.4	92.6	40.1	19.2	110.0	60.9	31.7	110.5	68.2	36.5	109.6	54.2	27.2	5950	3699	1210	478	37814	21117	16697
Stung Treng	80.2	80.7	79.7	94.4	30.7	15.3	93.8	35.2	16.5	95.0	26.3	14.1	129.1	45.6	21.1	128.6	48.7	21.3	129.6	42.5	20.8	1210	650	117	61	3176	1799	1377
Whole Province 14	84.2	87.2	81.1	93.2	42.4	19.3	94.0	48.2	22.9	92.6	37.0	16.0	109.5	54.5	25.3	108.9	59.9	28.9	110.1	49.5	22.0	50276	26921	6480	3281	261944	144051	117893

ECONOMIC REEVALUATION

A. Introduction

1. This appendix summarizes the economic reevaluation of the Third Education Sector Development Program (the program). It begins with some commentary on the economic analysis that was done at appraisal, and then provides a cost-benefit analysis at completion.

2. The economic analysis of the program that was done at appraisal (in 2011) was typical for a sector development program at that time which mainly comprised: economic justification, cost effectiveness analysis, and beneficiary analysis. Economic justification for the expected investments were described and cost-effectiveness analyses was prepared. No economic internal rate of return (EIRR) was calculated for the program as a whole or for the individual components.

3. The economic analysis at appraisal justified the program through qualitative analyses of (i) individual returns to education, (ii) gender parity in education, (iii) educational attainment vis-à-vis employment, (iv) labor market situation, and (v) sector challenges and opportunities. Cost effectiveness at appraisal was adopted, as the program was designed to reduce per capita student cost. Cost effectiveness analysis was undertaken through determination of: (i) efficiency gains; (ii) recurrent cost savings; and (iii) non-quantified benefits such as policy actions on direct funding the schools, and program interventions to help decrease student dropouts¹. Efficiency gains were estimated based on assumed reduced repetition and dropouts, increased survival rates resulting in increased number of lower secondary education (LSE) graduates. Increased number of graduates was, in turn, expected to result in substantial cost savings per capita, and substantial recurrent budgetary resource savings to the government. The economic analysis at design, however, raises methodological issues as follows:

- (i) **Efficiency gains.** Based on evidence from other studies², improved internal efficiency would reduce wastage (repetition and student dropouts)³ resulting in an overall increased LSE survival and completion rates in the 14 program target provinces. The efficiency gain was quantified as an overall reduction in the cost per completer at primary, lower secondary, and for basic education (primary and lower secondary). Substantial per student cost savings of 13.9% for LSE, and 21.2% for basic education were quantified at appraisal. The cost savings were to be realized through increased enrolment and number of graduates (a threefold increase from 2011 to 2017), thereby substantially decreasing the cost per graduate. Despite program reforms and investment, and empirical evidence pointing to a reversal of decreased LSE enrolment, the number of incremental graduates as projected was unattainable given the existing enrolment.⁴ Key assumptions and parameters for the per student cost estimation was not provided, thereby posing difficulty in conducting the same methodology at completion.
- (ii) **Recurrent cost savings.** Likewise, recurrent cost savings at the LSE level were estimated but the Ministry of Education, Youth and Sport (MoEYS) had not, at that time, disaggregated budgetary expenditure by education subsector. Therefore, it is unclear how budgetary savings to the overall economy was ascertained at appraisal.

¹ For example— professional capacity development of school management, geographic targeting, and other cost-effective project design which provided project externalities

² World Bank. 2002-2005. *African Region Human Development Working Paper. 19, 35, 78, 90, 100, Various Countries*, Washington D.C; CfBT Education Trust. 2006. *Grade Repetition in Primary Schools in Sub-Saharan Africa*. Brunei.

³ At appraisal, enrolment projections indicated an annual increase of around 32,000 LSE graduates, with an overall cost per completer estimated to fall by \$38.23, \$78.24, and \$287.97 at primary, lower secondary, and for basic education, at an overall reduction in cost 10.2%, 14%, and 21.2%, respectively.

⁴ In the 14 target provinces under the program, there were only 69,944 total students in 2011/12, and a completion rate of 36.6% (or 25,600 Grade 9 graduates). Hence, an incremental number of graduates of 35,000 in LSE was unachievable.

4. The program's economic analysis could also have been fuller by conducting cost-benefit analysis to generate quantified estimates of returns. At completion, cost-benefit analysis was undertaken in which program benefits are quantified through "productivity differentials" (estimated as higher wages)⁵ of LSE graduates. As a result, this economic reevaluation provides an economic analysis that goes beyond that which was conducted appraisal.

B. Macroeconomic and Sector Context

5. Cambodia has achieved remarkable economic growth and macroeconomic stability during the past two decades. Cambodia is one of the fastest-growing economies in the world, with an average growth rate of over 7.1% and a fall in the poverty rate from 47.8% in 2007 to 13.7% in 2014.⁶ Cambodia attained lower-middle-income status in 2015 with per capita gross domestic product (GDP) increasing from \$902 in 2009 to \$1,563 in 2018.⁷ Economic growth has been fueled by private sector investments in agriculture, garment manufacturing, construction and tourism as well as public sector investments in rural and urban infrastructure. A stable macroeconomic environment has helped facilitate sustained economic growth. The economic performance has lifted a large proportion of the population above the national poverty line, but Cambodia is still one of the poorest countries in Southeast Asia. Its recent economic success has been built largely on the expansion of relatively low technology, low wages and low skills in such industries as textiles, apparel, and basic electronics, and sustained by a steady flow of foreign direct investment. Cambodia offers an attractive low-cost production site and is a popular tourism destination in Southeast Asia. The country's economic structure and labor market are changing steadily, with an increased share of the labor force employed in industry (26%) and services (37%) and a decline of the share in agriculture (37%)⁸ (Table A10.1). Labor force participation in 2017 was about 84%, including 80% for women and 89% for men.⁹ The population still lacks education and productive skills, particularly in the impoverished countryside.¹⁰ Unemployment is low but there is a high level of informal employment, despite efforts to include these workers in the formal sector.

Table A10.1: Employed Population Aged (15-64 years) by Sector and Sex, 2017
(Number In Thousands and Percent)

Sector (main occupation)	Number			Percent		
	Women	Men	Both sexes	Women	Men	Both sexes
Employed population	5,360	5,056	10,416	51.5	48.5	100
Agriculture (Primary)	1,669	1,572	3,242	39.0	35.1	37.0
Industry (Secondary)	1,077	1,224	2,300	25.1	27.3	26.2
Service (Tertiary)	1,538	1,685	3,222	35.9	37.6	36.8
Total	4,283	4,483	8,766	100	100	100

Source: Cambodia Socio-Economic Survey (CSES), 2017

⁵ "Productivity differential" pertains to benefits from increased earnings or inflows.

⁶ Ministry of Education, Youth, and Sport (MoEYS). 2019. *Cambodia's Education 2030 Roadmap, Sustainable Development-Goal 4*. Phnom Penh.

⁷ ADB. 2019. *Country Partnership Strategy 2019–2023*. Manila.

⁸ Ministry of Labour and Vocational Training. 2019. *Labor Market Forecasting*. Phnom Penh. Agriculture has declined from 20% to 7.3%; industry has increased from around 33% to 52%, while the contribution of services sector has always been slightly above 40%.

⁹ National Institute of Statistics, Ministry of Planning. 2018. *Cambodia Socio-Economic Survey (CSES) 2017*. Phnom Penh.

¹⁰ There were large differences in educational attainment between geographical domains in Cambodia. The share of the population attained in secondary education is higher in Phnom Penh and other urban than other rural areas.

6. The MoEYS achieved the Education Strategic Plan (ESP) 2014–2018 in collaboration with development partners (DPs) and other stakeholders, including the private sector. These achievements include: increasing equitable access to education services at all levels, particularly the nine-year basic education; growing opportunities for children and youth in disadvantaged and remote areas to enroll at all levels; strengthened governance; improved quality of education through strengthening teachers' capacities; and increased scholarships for poor students. Despite the progress that had been made, Cambodia's education sector was faced with several key challenges. Large disparities continued in access and quality between regions, income groups, and males and females. The low quality of teaching in primary and secondary schools was an area of concern, particularly in rural, remote and disadvantaged areas. Presently, around half of the population in training age (6 to 24 years) is enrolled in some educational or training institution, but the percentage is inversely related to the educational level (e.g. 2/3 are enrolled in primary education, 19.2% in LSE, 9.3% in upper secondary education, and 5% in higher education).¹¹

7. Enrolment in LSE improved, with the gross enrolment rate increasing 3.5 percentage point over the last five years, to 56.8% in school year (SY) 2017/18 (target 54.6%). The dropout rate for LSE declined remarkably, from 19.6% in SY 2010/11 to 15.4% in SY 2017/18. However, this rate is still high due to other factors such as schools being far from homes, and a lack of qualified teachers, core textbooks, teaching methods and scholarships. The dropout rate is high in rural areas, as students need to work to earn money and support their families. School dropout may result from poor or inadequate educational service provision in rural and remote areas. Transition rates from primary to lower secondary school (LSS) were quite low due to the vast geographic spread of LSS. The number of lower secondary teachers has increased steadily from 23,158 in 2007/08 to 33,171 in SY 2017/18. Critical quality improvement measures enabled MoEYS to outline further prioritized reform programs, such as: improving the teaching profession, assessing student achievement, and reviewing curricula and core textbooks. MoEYS implemented many programs through a two-pronged intention of improving effective service delivery and providing a social safety net. The main factor in the rapid progress of education is the allocation of more government resources.

8. To sustain economic growth, the Rectangular Strategy Phase IV, Cambodia Education Sector Roadmap 2030, and ESP 2019-2023 highlight 'people' as the first priority. For the next five years (2019–2023) and towards 2030 and 2050, MoEYS is committed to achieving Sustainable Development Goal (SDG) 4 on Education, based on the principles of inclusive, equitable and quality education and promoting lifelong learning opportunities for all. The government's commitment of universalizing basic education is premised on the recognized socioeconomic gains derived from increased quality education, which includes improved educational outcomes for future generations, and higher economic productivity.

C. Economic Justification

9. **Benefits of basic education.** At appraisal, the government reaffirmed its high prioritization of, and commitment to "strengthening the quality of education and universalizing basic education". In the new development stage, the government has continued its efforts to localize the SDG in line with the Cambodian context. In its current NSDP 2019-2023, Cambodia's socio-economic development is envisioned to result in a 'new transformation' that would enable it to attain upper-middle-income country status by 2030, and high-income status by 2050. The Rectangular Strategy (Phase IV) highlights human resource development as its first priority.¹² MoEYS approved the Education 2030 Roadmap of Cambodia's SDG 4 in early 2019 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, as a catalyst for socio-economic development. International evidence has shown that access to the education system, while necessary, is not sufficient to achieve reduced poverty and greater

¹¹ MoEYS. 2019. *Education Sector Plan 2019-2023*. Phnom Penh.

¹² Ministry of Planning. 2018. *Rectangular Strategy for Growth, Employment, Equity and Efficiency in Cambodia Phase IV: Capacity Building and Human Resource Development*. Phnom Penh.

shared economic growth. Education systems need to be of sufficient quality to ensure that their graduates acquire the basic, soft, and sector-specific skills needed to function efficiently and effectively on the job, adapt as workers or managers in a rapidly evolving technological society, and innovate and compete as entrepreneurs not only in developing new products but also in adopting those produced elsewhere. These perceived benefits have a potential economic gain, as well as a potential gain in social capital.

10. The program supported MoEYS and the government in responding to the major service efficiency challenges to higher quality education services. Through the program and programs of other DPs, the educational reform created a new environment and hope for an improved supply of quality human resources and skills to the job market through establishment of new-generation schools and secondary resource schools, strengthening of the teaching quality, improving the management of schools, updating the schools' curricula, and creating a good study environment. The program helped achieve its primary economic justification of providing increased efficiency under the program that incrementally produced grade 9 graduates resulting from decreased wastage (repetition) which also resulted in recurrent savings at the household level. The program helped address the complex constraints to (i) expanded access to LSE, (ii) improved LSS efficiency and effectiveness, and (iii) improved governance and financial management of LSE. The program had a direct bearing on the educational opportunities of the poor, disadvantaged, border, remote and indigenous students who, in many cases, would not have continued with their education into LSS without the neighboring access to schools either in new LSS or in primary schools with expanded secondary school facilities. School Improvement Grants (SIGs) were also a means of supporting students who may have dropped out of schooling without the support of the school management and their access to this discretionary fund.

11. **Individual-level returns to education.** At appraisal, data from the Cambodia Socio-Economic Survey (CSES) conducted in 2007 indicated that the wage returns on an additional year of schooling in Cambodia are 8.5% for men and 6% for women, which were comparable to overall international estimates of 4%–7%. The returns for women counter international comparisons which find returns to be higher for women than for men. The CSES 2017 data indicate that gender parity in enrollment has been achieved at the primary and lower secondary levels (1.0 for primary, and 1.3 for lower and upper secondary levels).¹³ The program has effectively supported MoEYS in addressing gender equality of the lower secondary sub sector in terms of access, quality and management that contribute to Cambodia's economic development. The educational level of women in the labor force, however, was and is still lower than that of men (88% of the women has reached basic education level versus 90.2% for men). Moreover, the large differences in educational expenses among the different education subsectors has been a hindrance to student progression to higher levels.¹⁴

12. Given the level of education attainment and the structure of employment in the country, the quality of jobs created in Cambodia remains low. Agriculture requires the least formal education and pays the lowest hourly wages. Amongst waged employees, the level of education is higher in the public sector, but wages are higher in the private sector. Wage increases continue to be uneven. In 2017, the earnings have been greatest (90%) for households in the top 10% of the wealth distribution, compared to only 40% for those in the bottom 10%. While the returns to education are limited for the population as a whole, they appear significant for the wealthiest group.¹⁵ Returns to education are high for those who have access to good quality educational

¹³ Parity is attained when the same proportion of males and females enter the education system. Gender Parity Index (GPI) is calculated as the quotient of the number of women by the number of men enrolled in a given stage of education. GPI for net attendance ratio in primary was 1, and for LS and USE was above 1.

¹⁴ In primary school, which had the highest share of students, the cost was about Riel 513,000 on average (Riel 496,000 for primary level, Riel 959,000 lower secondary, Riel 1,729,000 upper secondary, and Riel 4,616,999 undergraduate and graduate). The large differences in the costs at different levels is attributed to school fees and tuition expenses at different levels.

¹⁵ National Institute of Statistics, Ministry of Planning. 2018. *Cambodia Socio-Economic Survey (CSES) 2017*. Phnom Penh.

opportunities. The program supported MoEYS in improving access to and quality of LSE in some of the poorest provinces of Cambodia.

13. **Labor Market.**¹⁶ One of Cambodia's greatest challenges is to expand employment opportunities fast enough to absorb the 190,000 young people who are reaching working age and entering the labor market each year, with total employment increased at an average yearly rate of 2.8%. In 2017, the labor force participation rate in Cambodia was about 84%, about 80% for women and 89% for men (para 5). As seen in page 2, Table A10.1, Cambodia's economic structure and labor market needs are changing steadily, with constantly high growth rates in the industry and service sectors and a decline of the share of agriculture. Labor has migrated from rural areas where job opportunities are insufficient to cities where labor-intensive manufacturing and tourism-related services have been growing rapidly. The growth of total population has been paralleled by a notable change of the age structure. More specifically the share of working age population reached 65.7% in 2017. The Cambodian labor market is characterized by a high employment rate of working age population aged 15-64 years of 84% in 2017. Despite its geographic advantage, Cambodia's labor force is characterized by low-education and low skills. Given the level of educational attainment and the structure of employment in the country, the quality of jobs created in Cambodia remains low. The data on education confirm that Cambodia employment still suffers from a serious lack of schooling and technical training. Majority of employers in business and industry require workers with a good work ethic and appropriate social behavior. Most employers expect schools to be responsible for equipping young people with employability skills. The program supported MoEYS to integrate these skills into LSE to prepare students for the workplace.¹⁷

D. Cost Benefit Analysis

1. Assumptions Applied in the Economic Analysis¹⁸

14. Key assumptions under "with" and "without" program situation for projecting the number of students completing LSE and corresponding benefits are in Table A10.2.

¹⁶ Data in this section was obtained from the CSES 2017.

¹⁷ Employability skills include basic skills; higher order thinking skills; and affective or "soft" skills.

¹⁸ ADB. 2017. *Guidelines for the Economic Analysis of Projects*. Manila.

Table A10.2: Assumptions for Projecting Number of Students Completing LSE

Fiscal Year	No. of Grade 9 Students (LSE) ^a	Completion Rate		Number of Graduates				
		Without Program ^b	With Program ^c	NIG (Without Program) ^d	NIG Without Program (Cumulative)	With Program	IG (With Program) ^e Annual	IG (With Program, Cumulative)
2019/20	90,856	43.5%	48.9%	39,527	39,527	44,428	4,901	4,901
2020/21	92,764	44.5%	50.2%	41,286	80,813	46,567	5,282	10,183
2021/22	94,712	45.5%	51.4%	43,122	123,935	48,682	5,560	15,743
2022/23	96,701	46.6%	52.6%	45,040	168,975	49,976	4,936	20,678
2023/24	98,731	46.6%	54.0%	45,986	214,962	51,305	5,318	25,997
2024/25	103,668	46.6%	55.4%	48,285	263,247	52,669	4,383	30,380
2025/26	108,851	46.6%	56.9%	50,700	313,947	54,069	3,369	33,749
2026/27	114,294	46.6%	58.4%	53,235	367,181	55,506	2,271	36,020
2027/28	116,694	46.6%	60.0%	54,353	421,534	56,982	2,629	38,649
...

IG=incremental graduates, LSE=lower secondary education, NIG=non-incremental graduates

Notes:

^a Number of LSE graduates "without program" (baseline SY2018/2019) is obtained from Education Management Information System (EMIS), MoEYS

^b 'Without program' completion rate is obtained from EMIS, MoEYS. Subsequent years' projected completion rate is based on projected annual growth rate of ESP 2019-2023.

^c 'With program' completion rates are the targets to be achieved under the Education Sector Plan 2019-2023 (ESP 2019-2023). Subsequent years' projected completion rate is based on projected annual growth rate of ESP 2019-2023.

^d NIGs are the number of additional students graduating from LSE who would have graduated even without program (w/o program), but now should be getting a higher wage they were taught better.

^e IGs are the number of additional students graduating as result of the program (with program)

15. Other assumptions applied in the analysis are as follows: (i) all economic benefits and costs are in constant 2020 prices; (ii) program economic life is assumed at 25 years; (iii) the program EIRR is calculated based on a discount rate of 9%; (iv) the earnings of LSE graduates are based on the rural wage (\$102 per month) plus a wage differential of \$14.70 per month, projected over a 20-year period; (v) total capital investment cost (excluding interest charges, fees, and taxes) is spread over the duration of program implementation of five years; (vi) economic costs were derived from the financial costs by deducting the taxes and duties, and financing charges; (vii) traded inputs (70% of local costs) were valued at their border price equivalent values, then adjusted to the domestic price numeraire by multiplying by a shadow exchange rate factor (SERF) of 1.01, which was calculated using a simple trade weighted approach; (viii) incremental program-related operation and maintenance (O&M) costs are assumed at 2.0% of total capital cost; (ix) average annual recurrent cost of LSS is based on MoEYS' estimated recurrent costs for schools covered under the program; and (x) the economic opportunity cost of LSE students (incremental graduates) are based on average annual wages that they would have earned in jobs had they not attended LSE.

2. Quantification of Benefits

16. The main cost issue identified at appraisal was that repetition and dropout imply a very high level of wastage in LSE investments by the government and households. The program helped reduce repetition and dropout at the LSE level and helped ensure basic education completion (see

the DMF Appendix 2). Improvements in the quality of LSE were expected to bring economic benefits in terms of increased completion rates for LSE students, and improved learning outcomes. Based on updated education statistics, costs, and other reasonable economic assumptions, the economic benefits on a with and without program (2020) approach are as follows.

17. Benefits from improved future income-generating capacity of incremental graduates. Improved access to and quality of LSE are expected to bring about significant economic benefits in terms of increased graduation rate and improved capacity to earn among LSE graduates who have completed all of LSE requirements and who have decided to find employment immediately after passing grade 9. Incremental graduates are the number of additional students graduating based on completion rates with and without program scenarios. The total incremental graduates over the period 2021-2038 is estimated at 88,400 graduates. Of this total, about 87%¹⁹, or about 76,900 graduates, will be able to find employment. The economic benefits from income generated by employed LSE incremental graduates who are able to find employment is estimated based on the economic value of earnings of one who has completed LSE (about \$180/worker/year).²⁰ This value is then multiplied by the number of incremental graduates of LSE during a particular year and projected over the period 2020–2038. The incremental economic benefits derived from annual income generated by incremental graduates finding employment are projected to increase from \$0.68 million in 2020 to \$8.7 million in 2038. Total economic benefits from improved income-generating capacity of incremental graduates of LSE over the period is estimated at about \$19.34 million. The opportunity cost of incremental graduates was likewise calculated as earnings that they would have gained had they not completed and instead gone into work after grade 7 or 8 or 9. This was calculated at \$264/incremental graduate or worker (para 14).

18 Benefits from improved future income-generating capacity of non-incremental graduates. Improved quality of LSE is expected to bring about economic benefits in terms of improved capacity to earn among LSE graduates (non-incremental) who have completed all of LSE requirements and who have decided to find employment immediately after passing grade 9. Non-incremental graduates²¹ are students who would have graduated even without the program (w/o program), but now should be getting a higher wage since they were taught better. For these graduates, the wage differential is calculated as the difference between the wage they would get upon graduation (with program) with the wage they would have got if they had graduated but there had been no program (without program). The total non-incremental graduates over the period 2020-2038 is estimated at 1.03 million graduates. The economic benefits from income generated by employed non-incremental graduates who are able to find employment is estimated based on the difference between what they can now earn (with better education) and what they would have earned without program (about \$88/worker/year).²² The incremental economic benefits derived from annual income generated by incremental graduates finding employment are projected to increase from \$1.74 million in 2020 to \$3.90 million in 2038. Total economic benefits from improved income-generating capacity of non-incremental graduates over the period is estimated at \$100.42 million.

¹⁹ Labor force participation rate (87%) of LSE student graduates who finish LSE requirements who decide to seek work right after is based on *2017 Cambodia Socio-economic Survey*, National Institute of Statistics, Ministry of Planning, Phnom Penh, Cambodia, 2018.

²⁰ This is estimated by adjusting the estimated future wage earnings of a worker with LSE credentials, about \$176/worker/year. For incremental graduates, wage differential is equal to the difference between their wage after graduation and their wage if they would not have graduated. A 7.2% wage differential (for every year of additional schooling x 2 years) was applied to \$102 rural wages per month (14.4% x \$102 or \$14.7 wage differential) x number of incremental graduates.

²¹ These graduates are non-incremental, assuming that they would have graduated without the program (e.g. they are non-incremental in the sense that they are not adding to the number of graduates).

²² This is estimated by adjusting the estimated future wage earnings of a worker with LSE credentials, about \$88/worker/year (\$102 rural monthly wage times 7.2% wage differential).

3. Results of the Economic Analysis

19. **Economic Internal Rate of Return.** The monetized value of the estimated benefits compared with the actual and projected economic costs of the program yielded an EIRR of 15.1%, indicating that the program is economically viable as its value is above the economic opportunity cost of investment of 9% (Table A10.3).

Table A10.3: EIRR Calculation (\$)

Year	Economic Cost				Economic Benefits	Net Benefits
	Investment	O&M	Recurrent Cost of LSE	Total	LSE Graduates Productivity	
2014	596,643			596,643		(596,643)
2015	4,141,333			4,141,333		(4,141,333)
2016	4,556,287			4,556,287		(4,556,287)
2017	6,758,824			6,758,824		(6,758,824)
2018	2,376,021			2,376,021		(2,376,021)
2019		189,680	65,227	254,908		(254,908)
2020		193,474	66,532	260,006	1,127,411	867,405
2021		197,343	67,863	265,206	1,834,417	1,569,211
2022		201,290	69,220	270,510	2,610,335	2,339,825
2023		205,316	70,604	275,920	3,541,312	3,265,392
2024		209,422	72,016	281,439	4,217,029	3,935,590
2025		213,611	73,457	287,068	5,170,494	4,883,426
2026		217,883	74,926	292,809	6,009,639	5,716,830
2027		222,241	76,424	298,665	6,724,442	6,425,777
2028		226,685	77,953	304,638	7,042,733	6,738,094
2029		231,219	79,512	310,731	7,394,869	7,084,138
2030		235,844	81,102	316,946	7,764,613	7,447,667
2031		240,560	82,724	323,285	8,152,844	7,829,559
2032		245,372	84,379	329,750	8,560,486	8,230,735
2033		250,279	86,066	336,345	8,988,510	8,652,165
2034		255,285	87,788	343,072	9,437,936	9,094,863
2035		260,390	89,543	349,934	9,909,832	9,559,899
2036		265,598	91,334	356,932	10,405,324	10,048,392
2037		270,910	93,161	364,071	10,925,590	10,561,519
2038		276,328	95,024	371,352	11,471,870	11,100,517
					EIRR=	15.1%
					ENPV=	13,822,847

20. **Sensitivity analyses.** The EIRRs calculated for this program were subjected to sensitivity tests that show the program and investments economically viable even in adverse circumstances. The EIRRs are sensitive to an increase in operating costs, and a decrease in employment of LSS graduates. The EIRR is recalculated based on a period of 25 years and the EIRR ranges from 13.7% and 14.8% for the various scenarios. In all cases, the EIRR is more than the 9% cutoff rate (Table A10.4).

Table A10.4: Results of Sensitivity Analysis

Change Variable	EIRR (%)	Switching Value (%)	Sensitivity Indicator
1 O&M and Recurrent Costs increase by 10%	14.8%		0.023
2 Lower secondary graduate employment decreases by 10%	13.8%	50.1	0.088
3 O&M Costs increase by 10% and employment decreases by 10%	13.7%	46.3	0.093
Base EIRR =	15.1%		
Base ENPV @ 9% (\$)	13,822,847		
EIRR = economic internal rate of return, ENPV = economic net present value.			
Source: Asian Development Bank			

21. **Unit Costs and Recurrent Costs of Basic Education.** At appraisal, the economic analysis indicated that costs per capita will decrease (footnote 4, para 3.). At completion, analyses were made on the actual costs for LSE graduates, based on actual budgetary education expenditure for the LSE sub sector. The unit cost per student at primary level (Table A10.5) was \$50.9 and lower secondary was \$128.5 in 2011. The costs of students for these two levels substantially increased to \$239 and \$444 in 2019. Hence, at completion, the per capita student unit cost of LSS in fact increased due to: (i) 20% annual increase in basic salaries of MoEYS teacher since 2015; (ii) overall government directive to increase education budgets from 1.8% of GDP in 2011/12 to around 3% at program completion (in its desire to reach the 5% of GDP prescribed/benchmark of education spending by OECD); and (iii) incremental budgets provided for School Operating Budgets (SOBs) block grants. Increased education spending during the last decade indicate government commitment to address the issues of access, quality, and management of education.

22 Despite increased costs per student, program features that are deemed cost-effective and/or have prospects to enhance the efficiency of the basic education system include (i) policy actions for directing resources to schools to meet local needs; and (ii) program interventions for building school director capacity for developing and implementing the school-based enrichment program (SBEP), addressing issues affecting students at risk of dropping out, and the pilot testing of SIGs to support implementation of the SBEP in the target provinces.

23 **School Operating Budget (SOB).** As part of the policy-based loan of the program, the government further pursued and supported SIGs through the SOBs. In May 2013, *Prakas 508* was approved by Ministry of Economy and Finance (MEF), which provided a new school funding formula which aimed at improving the quality and expanding provision of service delivery in education in remote, rural areas. Following from the program's SIG, this new school funding formula has resulted in a significant increase in SOBs which later is called School Operating Funds (SOFs) from early childhood education up to secondary education. The pro-poor school funding formula, which is aimed at reducing urban-rural disparities, provides for (i) fixed cost

allocations based on school location, and (ii) variable cost per capita to provide quality, equity and safety nets for schools located in remote and disadvantaged areas.

E. Beneficiary Analysis

24. Efforts have been made to ensure inclusiveness and that once boys and girls are enrolled, remain in school and benefit from the educational journey through SIG and employability activities and improved school management and teachers' capacity. The improved student progression rates achieved through the policy reforms and the improved quality of education supported through the program interventions enabled greater student retention and progression through the education process. The program achieved significant improvements in graduation rates in the target provinces. Moreover, the improved quality of LSE supported increased productivity and employability of grade 9 graduates which is envisioned to lead to a potential stimulus for increased economic diversification.

25. The program benefited: (i) around 74,300 lower secondary students (52% girls) have benefited directly from the newly constructed and upgraded facilities as of SY 2017-2018; and (ii) approximately more than 18,000 students (52% girls benefited from the SIG program, of which more than 700 students (60% girls) benefited directly through tutorial classes for slow learners and education support materials (books, school bags and uniforms, and eye glasses) and transportation (bicycles). The average dropout rate among 14 target provinces is currently between 10% to 13%, which is lower than national average for LSE at 17% in SY 2017-2018; (iii) 745 mathematics and science teachers (234 female or 31%) in the subject areas were trained on student-centered and inquiry-based teaching techniques; and (iv) 300 school directors and vice-directors of participants (54 or 100% of the female directors) trained on management and leadership, employability skills program and school improvement plan.

Table A10.5: Per Capita Unit Cost of Basic Education, 2011-2019

Sub-Sector	Actual								Estimated
	2011	2012	2013	2014	2015	2016	2017	2018	2019
Primary students (number)	2,191,192	2,142,464	2,173,384	2,073,811	2,012,175	2,010,673	2,022,061	2,028,694	2,040,257
LSS Students (number)	560,868	541,147	534,710	538,626	546,864	558,621	585,971	605,067	610,261
Upper secondary (US) students (number)	334,734	318,165	288,789	266,293	262,072	266,449	279,480	303,871	321,145
Total Basic education +US students (number)	3,086,794	3,001,776	2,996,883	2,878,730	2,821,111	2,835,743	2,887,512	2,937,632	2,971,663
Exchange rate (Riel:\$)	4016	4033	4027	4037	4,063	4,051	4,045	4,044	4,037
Primary education+Secondary budget exp (Riel)	736,943	835,454	971,199	1,365,370	1,594,486	1,855,932	2,209,889	2,645,005	3,063,132
Primary education+Secondary (\$ mil)	183.50	207.15	241.17	338.21	392.44	458.10	546.33	654.04	758.76
Total Budget - Primary and Secondary (\$)	183,501,795	207,154,477	241,171,862	338,214,020	392,440,561	458,103,999	546,326,082	654,043,149	758,764,429
Unit cost primary (\$)	50.9	58.7	67.4	100.4	115.4	134.0	157.1	185.7	239.1
Unit cost Secondary (\$)	128.5	150.3	177.1	241.5	293.0	337.7	390.1	458.2	443.9
Unit Cost for basic and upper sec (\$)	59.45	69.01	80.47	117.49	139.11	161.55	189.20	222.64	255.33
Primary Graduate (grade 1-6) (\$)	305.13	352.30	404.32	602.25	834.65	969.28	1,135.22	1,335.86	1,532.00
Secondary Graduate (grade 7-12) (\$)	178.34	207.03	241.42	352.46	417.33	484.64	567.61	667.93	766.00
Unit Cost Basic Education Graduate (\$)	483.48	559.33	645.74	954.71	1,251.98	1,453.92	1,702.83	2,003.79	2,298.00

Source: MoEYS financial data and EMIS enrolment for 2011-2019; and ADB estimates for unit cost data.

FINANCIAL REEVALUATION

A. Introduction

1. The financial reevaluation includes (i) an assessment of the education sector financing vis-à-vis the overall trends on economic growth; and (ii) a sustainability analysis. The financial reevaluation of the Third Education Sector Development Program (ESDP III) was undertaken based on updated budgetary data, actual project investment costs, related operating and maintenance costs, and other pertinent information. The financial analysis of this program at completion follows the principles described in the Guidelines for the Financial Analysis of Projects of the Asian Development Bank (ADB). The assessment includes: (i) macroeconomic context, (ii) education sector finance, and (iii) sustainability analyses.

B. Macroeconomic Context

2. Cambodia has achieved remarkable economic growth and macroeconomic stability during the past two decades. Cambodia is one of the fastest-growing economies in the world, with an average growth rate of over 7.1% (Figure 1, and Figure 2) and reduced the poverty rate from 47.8% in 2007 to 13.7% in 2014¹. Cambodia attained lower-middle-income status in 2015 with a per capita gross domestic product (GDP) increasing from \$902 in 2009 to \$1,563 in 2018². Economic growth has been fueled by private sector investments in agriculture, garment manufacturing, construction and tourism as well as public sector investments in rural and urban infrastructure. A stable macroeconomic environment has helped facilitate sustained economic growth. Cambodia offers an attractive low-cost production site and is a popular tourism destination in Southeast Asia. Cambodia's economic structure and labor market needs are changing steadily, with constantly high growth rates in the industry and service sectors and a relative decline of the share of agriculture. Labor force participation in 2017 was about 84%, including 80% for women and 89% for men³. The unemployment is low but indicates a high level of informal employment, despite trends to include them in the formal sector.

Table A11.1: Economic Growth in Cambodia, FY2011-2018

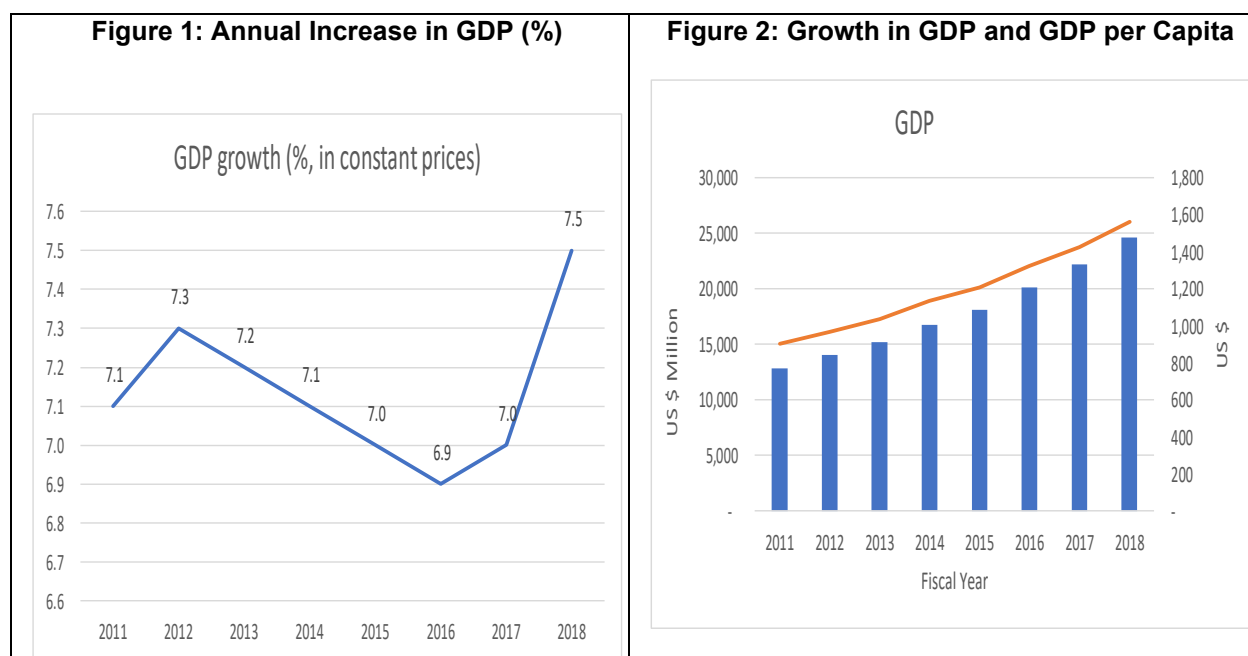
Fiscal Year	2011	2012	2013	2014	2015	2016	2017	2018
GDP (\$ million, current)	12,830	14,038	15,191	16,800	18,100	20,100	22,200	24,600
GDP per capita (\$, current)	902	968	1,037	1,134	1,207	1,323	1,427	1,563
GDP growth (% , in constant prices)	7.1	7.3	7.2	7.1	7.0	6.9	7.0	7.5

Sources: ADB. Country Partnership Strategy, 2014-2018, and 2019-2023

¹ Ministry of Education, Youth, and Sports (MoEYS). 2019. Cambodia's Education 2030 Roadmap, Sustainable Development-Goal 4. Phnom Penh.

² ADB. 2019. Country Partnership Strategy 2019–2023. Manila.

³ National Institute of Statistics, Ministry of Planning. 2018. Cambodia Socio-Economic Survey 2017. Phnom Penh.



3. The structural transformation of Cambodia's economy is clearly underway with the share of agriculture in GDP growth and employment declining steadily, and corresponding increase in services (tourism) and industry. Cambodia's recent economic success has been built largely on the expansion of relatively low technology, low wage/skill production in such industries as textiles, apparel, and basic electronics, and sustained by a steady flow of foreign investment. Although good progress has been made in education and other dimensions of human development, these gains remain fragile as many people are still vulnerable to poverty and gender-related disparities. Cambodia ranked 94th of 137 countries for infrastructure competitiveness during 2017–2018 in the World Economic Forum's Competitiveness Index.⁴ An uncertain global trading environment and increased competition regionally means that Cambodia cannot continue to rely on its past sources of growth. Rising labor costs have eroded the country's competitive advantage. The upgrading and diversification of the economy, including through services and manufacturing, is constrained by skills shortages. To attain its target of achieving upper middle-income country status by 2030⁵, Cambodia will need to increase its competitiveness by creating a skilled and productive workforce to justify rising wages; attracting high-quality capital investment; and spurring job creation for its youth, including through entrepreneurship.

C. Education Sector Finance

4. Cambodia's actual expenditure on education as a percentage of its GDP has increased from 1.5% in 2011 to 2.9% in 2019, and projected to increase to 3.1% by 2023⁶, a level of spending still lower than OECD's average of 5.8%. As a percentage of total government recurrent expenditures, MoEYS' actual recurrent spending increased from 14.6% in 2011 to 17.4% in 2019. Recent trends and present projections of government recurrent budget indicate a positive trend.

⁴ World Economic Forum. 2019. Global Competitiveness Report 2018. Geneva.

⁵ In its Rectangular Strategy Phase III, the Royal Government of Cambodia (RGC) outlined its ambition to transition from a lower-middle income country to a middle-income country by 2030 and a high-income country by 2050.

⁶ This exclude a small percentage to MLVT/DGTVET, and DPs. Based on the country's Education Sector Plan 2019-2023, this is projected increase up to 3.10% in 2023.

During the period 2011 to 2019, total government expenditure has increased by an average of 16%, and fourfold increase from Riel 801,712 million to Riel 3,210,975 million and are projected to increase to a further 53% over the next five years (Education Sector Plan 2019-2023)⁷. As can be gleaned from the table, budget realization during the same period improved from 88% in 2011 to 99% in 2019, indicating strong national commitment to ensure all children have access to quality education. Post conflict era, Cambodia embarked on re-establishing and reorganizing its national system of education with clearly articulated policy reforms, governance mechanisms, and a huge network of educational institutions across the country.

5. Funds for capital expenditure are mainly derived from two sources: (i) the government treasury, and (ii) funding provided by development partners. Annual capital outlay from the government treasury fluctuated during the last decade which increased from 2% of the MoEYS's expenditure starting in 2015 to 14% in 2018, decreasing again during recent years. Corollary to this, recurrent spending as a percentage of MoEYS education expenditure likewise fluctuated owing to salary increases averaging about 20% in recent years. On the other hand, funding from development partners for capital outlay as a percentage of the MoEYS's total annual expenditure decreased from 30.6% in 2011 to 18.3% in 2016. Subsector planning at MoEYS, however, is not reflected in the budget strategic plan, annual operational and program budget⁸. The program budget (PB) has an administrative-based structure while the education sector plan has subsector-based structure. Table A11.2 shows trends in education expenditure in Cambodia.

Table A11.2: MoEYS Budget Trend, 2011-2020

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020 (Est.)
GDP	52,068,692	56,681,569	61,326,928	67,436,791	73,422,701	81,241,866	89,753,600	99,116,040	109,895,000	119,034,000
Govt Expenditure	9,849,652	11,907,029	12,095,073	13,595,627	15,035,229	17,462,477	20,184,457	23,428,298	25,765,028	31,095,855
Govt. Capital Exp.	4,345,000	5,229,702	4,882,500	5,326,924	5,760,068	6,305,488	7,133,771	8,210,132	8,937,748	13,058,971
Govt. Recurrent Exp.	5,504,652	6,677,327	7,212,573	8,268,703	9,275,161	11,156,989	13,050,686	15,218,166	16,827,280	18,036,884
Government Expenditure on Education (Budget)	915,898	1,007,626	1,119,566	1,372,049	1,618,308	2,069,897	2,473,673	3,125,457	3,229,604	3,392,220
Capital	-	-	-	30,000	35,000	40,000	90,000	420,000	280,000	185,000
Recurrent	915,898	1,007,626	1,119,566	1,342,049	1,583,308	2,029,897	2,383,673	2,705,457	2,949,604	3,207,220
Actual Educ. Exp.	801,712	908,881	1,056,557	1,250,727	1,519,888	1,883,262	2,436,704	3,108,617	3,210,975	3,392,220
Capital	-	-	-	-	26,384	31,859	176,843	433,491	280,000	185,000
Recurrent	801,712	908,881	1,056,557	1,250,727	1,493,505	1,851,403	2,259,861	2,675,126	2,930,975	3,207,220
Ratios										
As % of GDP	1.5%	1.6%	1.7%	1.9%	2.1%	2.3%	2.7%	3.1%	2.9%	2.8%
MOEYS Education Expenditure as % of Government Recurrent	14.6%	13.6%	14.6%	15.1%	16.1%	16.6%	17.3%	17.6%	17.4%	17.8%
Budget Realization	88%	90%	94%	91%	94%	91%	99%	99%	99%	100%

GDP = gross domestic product; MoEYS = Ministry of Education, Youth and Sport.

Source: Ministry of Education, Youth and Sport and ADB estimates.

6. Table A11.3 presents MoEYS actual recurrent education expenditure from 2011 to 2019, which comprise mainly of salaries (73% in 2011 increasing to 80% in 2019). Recent salary

⁷ Ministry of Education, Youth, and Sports (MoEYS). 2019. *Education Strategic Plan, 2019–2023*. Phnom Penh.

⁸ Since 2004, MoEYS has implemented the program budget and is further updating the structure of programs and sub-programs, as well as strengthening the responsibility of implementing entities. MoEYS strengthened further budget planning of technical entities to align with the ESP and has continued to reinforce financial management using IT systems.

increases have attributed to increased recurrent spending in recent years, including increases in the number of teachers in the sector.

Table A11.3: Breakdown of MoEYS Recurrent Cost, 2011-2019 (Riel Million)

Year	Description	Budget Law	Actual Expenditure	% Wage to Non-Wage
2011	Total	915,898	801,712	100%
	Wage	671,646	583,785	73%
	Non Wage	244,253	217,927	27%
2012	Total	1,007,626	908,881	100%
	Wage	744,630	663,883	73%
	Non Wage	262,997	244,998	27%
2013	Total	1,119,566	1,056,557	100%
	Wage	826,122	784,993	74%
	Non Wage	293,444	271,563	26%
2014	Total	1,342,049	1,250,727	100%
	Wage	1,010,017	974,761	78%
	Non Wage	332,032	275,967	22%
2015	Total	1,583,308	1,493,505	100%
	Wage	1,231,017	1,204,422	81%
	Non Wage	352,292	289,083	19%
2016	Total	2,029,897	1,851,403	100%
	Wage	1,626,838	1,491,126	81%
	Non Wage	403,059	360,277	19%
2017	Total	2,383,673	2,259,861	100%
	Wage	1,936,286	1,837,962	81%
	Non Wage	447,387	421,899	19%
2018	Total	2,705,457	2,675,126	100%
	Wage	2,180,747	2,140,593	80%
	Non Wage	524,710	534,533	20%
2019	Total	2,949,604	2,930,975	100%
	Wage	2,354,354	2,354,218	80%
	Non Wage	595,250	576,757	20%

Source: Ministry of Education, Youth and Sport.

7. The past few years have seen several changes in the process of funding the operational aspects of schools. These include changes in the composition of the funding, changes in the process of disbursing funds, and changes in the amounts available at schools. These developments were aimed to improving education quality, better links between policy and activities improvements at school level, as well as addressing some of the challenges faced by small, remote and disadvantaged schools. Public fund supporting operations of schools come from two main sources: School Operational Budgets (SOB) from the government budget and School Improvement Grants (SIG) from Swedish International Development Agency (Sida) (as a top up to SOBs) starting from 2014. SOB is now all based on the PB and accounted for in a uniform manner⁹. All schools now are required to have school bank accounts and receive their transfers of funds from the government directly into those accounts. Since 2014 all schools have received SIG. These latter funds, although considerably less than SOB funds, have arrived in schools generally well before SOB funds and with less constraints on their use. In addition to SOB

⁹ The allocation formula has fixed amount per school, but to accommodate size and hardship of the schools, the amount of allocated fixed per school differ from schools located in typical areas and in disadvantaged areas as well as size of the school (the bigger the school, the higher amount of fund and the disadvantaged of the school, the more fund it goes to). In addition to the fixed amount per school, the SOB's formula also has per capita student formula, allowing flexibility to accommodate schools based on number of students.

and SIG, there are other sources including contributions from parents, communities, NGOs and other organizations, but these sources are not properly recorded at schools. Measures to increase the efficiency of disbursement such as payment of SOBs¹⁰ into school's bank accounts will continue to improve expenditure to budget ratios, but there is also a need to increase planning, financial management and audit capacities.

8. **Projected Education Spending.** Estimates of forward spending in education has been prepared by MoEYS and incorporated in the Education Sector Plan 2019-2023, as well as the Cambodia Education Vision 2030. Based on resources available with financial requirements, a financing gap of \$48 million based on ESP 2019-2023 projections, Table A11.4 presents the projected education expenditure, assuming sustained macroeconomic performance.

Table A11.4: Projected Education Expenditure, 2020-2023 (Riel Million)

	2020	2021	2022	2023
GDP	119,034,000	130,915,000	144,168,348	158,884,368
Real GDP growth rate	6.5%	7.0%	7.0%	7.0%
GDP per Capita	7.4	7.9	7.4	7.4
Government Expenditure on Education	3,392,220	4,049,283	4,167,765	4,925,415
Capital	185,000	712,066	712,066	10000
Recurrent	3,207,220	3,337,217	3,455,699	4,915,415
As % of GDP	2.8%	3.1%	2.9%	3.1%
Education Expenditure as % of Government Expenditure	18.6%	18.8%	18.9%	19.1%

Source: Cambodia's Education 2030 Roadmap, Ministry of Education, Youth and Sport

3. Sustainability Analysis

9. Policy reforms and program interventions aimed at improving internal efficiency in secondary education have resulted in increased enrollment and completion, and reduced repetition and dropout rates. The past trend on the MoEYS recurrent budget and the projected budget of MoEYS's ESP 2019-2023 indicate sufficient resources for sustaining the positive outcomes envisaged under the program at both appraisal and completion. The adoption of a revised funding formula for SOBs and updated to School Operating Fund (SOF)¹¹ approved in 2019 have increased the overall budget allocations to schools at all levels to ensure sustained efforts toward improved student progression and completion rates. The revised school funding formula has contributed to reducing the disparity between urban and remote areas and has a positive impact on education policy in terms of pro-equity and pro-poor. Public recurrent funding of education in Cambodia has been increasing with government commitment to further increases, especially in SOFs. Sustainability and its degree of impact has been realized through increased in both fixed and per capita funding provided through this mechanism. The government endeavors to increase the education budget to 20% of the total government current budget.

10. **Fiscal Impact Analysis.** The ESDP III, as a sector development program, consisted of activities designed to support the MoEYS in the implementation of LSE subsector plans. The fiscal impact analysis is based on a total program cost of about \$28.02 million, consisting of the policy-based loan of \$11.50 million and project loan of \$16.52 million. The fiscal impact of the program is in Table A11.5, which (i) presents the projected total annual government education

¹⁰ The average SOBs in SY2010–2011 were \$2.54 per primary school student and \$5.04 per lower secondary school student. In 2019, the variable cost per student was increased to \$4.0 for regular schools, and \$4.63 for remote and disadvantaged schools at primary level, and \$7.6 and \$8.42 for lower secondary level, respectively.

¹¹ Letter No. 8015 dated August 19, 2019 on the revision of school funding formula in *Prakas* 508 dated May 20, 2013.

expenditures; and (ii) shows the funding needed to maintain incremental operating and maintenance of the constructed and upgraded facilities. Activities related to the School Improvement Grants (SIGs), strengthening INSET in math and science, and piloting of cluster schools, introducing employability skills program, strengthening school director professional development, and strengthening school-based management committees (SBC) beyond the program implementation time frame were activities carried out during implementation of the program, so no recurrent costs are likely to be incurred after program implementation and covered by the PB-based budget. For civil works activities for the newly constructed and expanded lower secondary schools, Teacher Education College, teacher housing, and water supply and sanitation system, however, will require repairs and maintenance, as necessary. The SOF budgets for the schools and teacher housing are designed to cover the cost of basic maintenance for school buildings and associated physical facilities. Incremental costs of teacher salaries for the newly constructed schools and conversion of primary schools have been estimated to incur additional budgetary requirement post program completion.

Table A11.5: MoEYS Fiscal Impact Analysis (Riel Million)

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Investment Counterpart Fund	0.48	0.96	1.44	1.2	0.48	0.24	-	-	-	-	-	-	-
Operating and Maintenance								297	312	327	344	361	379
Total Fund Requirements	0.48	0.96	1.44	1.20	0.48	0.24	148.50	297.00	311.85	327.45	343.82	361.01	379.06
% Prog Recurrent cost as % of Education Recurrent Cost	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0265%	0.0269%	0.0283%	0.0285%	0.0289%	0.0214%

Source: ADB estimates.

11. Table A11.5 provides a summary of the potential recurrent costs of the program interventions. The total annual expenditure is projected to increase from Riel 0.48 million to Riel 379.06 million over the period 2011-2023 based on the actual counterpart contribution during the program years and recurrent expenditure after program completion. Based on actual and projected education recurrent expenditure from FY2011 to FY2023 (Education Sector Plan, 2019-2023), the annual counterpart investment and operation and maintenance costs comprised only 0.026% of education recurrent expenditure starting in 2018, which decreases to 0.021% by 2023. The fiscal impact analysis shows that the government, as the end-borrower, has adequate financial resources to fulfill all its financial obligations under the program, hence, the program is deemed financially sustainable. Policy reforms and program interventions aimed at improving internal efficiency in primary and secondary education, have likely created budget savings as a result of increased enrolment and completion, and reduced repetition and dropout rates. The projected budget of MoEYS's ESP 2019-2023 indicates sufficient resources for sustaining the positive outcomes envisaged under the program. The adoption of a revised funding formula and merger of SOBs with SIGs, which is a significant impact from the policy-based loan, will realize increased budget allocations to schools to sustain efforts towards improved student progression and completion.

CONTRIBUTION TO ADB RESULTS FRAMEWORK

No.	Results Framework Indicators (Level 2)	Original Targets	Revised Target	Methods / Comments
1	Classrooms built or upgraded (number)	730 classrooms	544 classrooms	<p>Each new lower secondary school building has 5 classrooms. Therefore, ESDP III has yielded 544 new lower secondary classrooms in communes where none exist through:</p> <p>44 new lower secondary school buildings (220 classrooms) were built in communes of 11 remote and disadvantaged provinces where such a lower secondary school does not exist.</p> <p>37 expanded lower secondary school buildings (185 classrooms) in 10 provinces and 5 lower secondary school buildings (54 classrooms) in Phnom Penh were built to expand overcrowded LSSs where access to lower secondary school is problem due to over crowdedness.</p> <p>17 buildings (85 classrooms) for lower secondary education in 17 primary schools to be upgraded to lower secondary schools in provinces where access to lower secondary schools is a problem due to distance between feeder primary school and the nearest lower secondary school. In total, as of SY 2017/2018, 74,299 LS students (51.89% female) benefit from the new classrooms.</p>
2	Teachers trained (number)	1500 Technical Group Leaders in Math	226 Technical Group Leaders in Math	Refers to Math INSET program targeting Technical Group Leaders to be trained in student-centered methodologies who will in turn train lower secondary math teachers at their schools through technical meetings. In total 226 (33.5% female) TGL for mathematic subject from 151 schools were trained.
		800 Science Teachers	592 Science Teacher	Refers to Science INSET program targeting Science teachers at regional teacher training centers and lower secondary schools within the Secondary Resource School – Secondary Resource Center networks established by MoEYS. In total, 592 (35.5% female) teachers for science subjects from 151 schools were trained.

3	<p>Students benefiting from school improvement programs or direct support (number)</p> <p>3.1 school improvement program (i.e. SBEP financed by SIG)</p>	10,000	18,000	<p>Refers to estimated number of students who will benefit from at least 1 cycle of School Improvement Grants provided to 100 targeted schools in 14 target provinces. In total, 18,000 (52% female) students benefited from the SIG, of which 700 students through remedial classes, and the remaining benefited through other assistance and activities.</p>
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Source: Asian Development Bank

CIVIL SOCIETY ORGANIZATION TRACKING INDICATORS

No.	Results Framework Indicators (Level 3)	Original Targets	Revised Target	Methods/Comments
1	Policy-based loan Guidelines for strengthening school-based management and school support committees in implementing school improvement plans and management of SOBs	To be issued by 2012	Same	Guidelines revised and issued: No. 27 eys.GL, dated 28 June 2016; SSCs were trained on school-based management and was involved in school management in 100 target schools, particularly in preparation and implementation of SBEP, and management of SOBs. Most schools have established School Management Committee and led by local authorities (chief of communes or vice chief of communes and parent representatives as members.
2	Program LSS implement school improvement programs	80% of LSS	same	Schools where SSC is functioning 69 of 83 schools (88.5%); total number of SSC members 424, of which 112 females (26.4%). 82% of SSC implementing school development plans
3	Program SSCs of at least 60% of LSS are involved in monitoring the use of school budgets	60% of LSS	same	Establishment of SSC in 76 out of 83 schools (97.4%); financial review by SSC 73 of 83 schools (89.2%); gender representation of SSC 63 of 83 schools (80.8%)
4	Program Employability skills program implemented	100 schools: (50% female)	Same	Data on implementation of employability skills programs was collected from a sample of 83 target schools from 10 provinces. The majority of life skills programs are taught as non-electives with all students participating (i.e., 100% of girls participate in life skills/employability programs)

Source: Asian Development Bank