

Project Administration Manual

PUBLIC

Project Number: 57174-001
October 2024

Kingdom of Cambodia: Secondary Education for
Human Capital Competitiveness Project

ABBREVIATIONS

ADB	–	Asian Development Bank
BTEC	–	Battambang Teacher Education College
CQS	–	consultant qualification selection
CPD	–	continuous professional development
CSTC	–	Cambodia Science and Technology Center
DEA	–	Department of Examination Affairs
DGE	–	Directorate General of Education
DGHE	–	Directorate General of Higher Education
DOPO	–	Department of Policy (MOEYS)
EA	–	executing agency
EDC	–	Education Data Center
EdTech	–	education technology
EQID	–	Education Quality Inspective Department (MOEYS)
EMP	–	environmental management plan
GTHS	–	general technical high school
HEI	–	higher education institution
IA	–	implementing agency
IAD	–	Internal Audit Department
ICS	–	individual consultant selection
ICT	–	information and communications technology
IEE	–	initial environmental examination
IPP	–	indigenous peoples plan
IT	–	information technology
ITC	–	Institute of Technology of Cambodia
LMS	–	learning management system
MEF	–	Ministry of Economy and Finance
MOEYS	–	Ministry of Education, Youth, and Sports
MSS	–	minimum service standards
NISE	–	National Institute for Special Education
NOC	–	Network Operation Center
NUM-DE	–	National University of Management Faculty of Digital Economy
OCB	–	open competitive bidding
PSC	–	project steering committee
PIC	–	project implementation consultant
PIU	–	project implementation unit
PTEC	–	Phnom Penh Teacher Education College
PMU	–	project management unit
QBS	–	quality-based selection
QCBS	–	quality- and cost-based selection
RFQ	–	request for quotation
RPL	–	recognition of prior learning
RTTC	–	Regional Teacher Training Center
SESS	–	special education secondary schools
SMIS	–	school management information system
SOE	–	statement of expenditures
SRS	–	secondary resource school
STEM	–	science, technology, engineering and mathematics
STEP UP	–	Science and Technology Project in Upper Secondary Education
TEI	–	Teacher education institution

USE	–	upper secondary education
USS	–	upper secondary school
VFM	–	value for money
VOD	–	Vocational Orientation Department
WASH	–	water, sanitation and hygiene

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Project Administration Manual Purpose and Process

The project administration manual (PAM) describes the essential administrative and management requirements to implement the project on time, within budget, and following the policies and procedures of the government and the Asian Development Bank (ADB). The PAM should reference all available templates and instructions either by linking to relevant URLs or by directly incorporating them in the PAM.

The purposes of the PAM are to (i) share the project status with ADB's and the government's project teams, (ii) identify the contact persons to facilitate communication and coordination between ADB and the government, and (iii) facilitate preparation of the project completion report. The PAM will be useful for new project members to understand the project status easily and communicate effectively with other members.

The Ministry of Education, Youth and Sport (MOEYS), Institute of Technology of Cambodia (ITC), Directorate General for Education (DGE), and Directorate General of Higher Education (DGHE) are wholly responsible for implementing ADB-financed projects, as agreed jointly between the borrower and ADB, and following the policies and procedures of the government and ADB. ADB staff is responsible for supporting implementation, including monitoring compliance by MOEYS, DGE, ITC and DGHE of their obligations and responsibilities for project implementation following ADB policies and procedures and the loan agreement.

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

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

I. PROJECT DESCRIPTION

1. The proposed project supports Cambodian secondary students nationwide in their pursuits to learn and develop relevant skills that will enable them to support themselves, their communities and the economy. Secondary Education for Human Capital Competitiveness (the project) aims to strengthen the education system by making it more inclusive and addressing bottlenecks that hinder interactive teaching and learning. This project is part of the Asian Development Bank (ADB)'s sequenced support as a longstanding partner in the upper secondary education (USE) subsector in Cambodia. To improve effectiveness of a gender-inclusive upper secondary education system, the project will focus on (i) expanding access to quality USE, (ii) improving USE alignment with 21st-century skills, (iii) improving the quality of USE learning assessment, and (iv) strengthening post-secondary education pathways.

2. **Impact and outcome.** The project is aligned with the following impact: High-quality human resources for a knowledge-based society developed (CAMSEB 2030).¹ The project will have the following outcome: effectiveness and gender-inclusivity of the USE system improved.

3. **Outputs.** The outputs of the project will be: (i) access to quality USE expanded; (ii) USE alignment with 21st-century skills improved; (iii) quality of USE learning assessment system improved; and (iv) post-secondary education pathways strengthened. The preliminary project design and monitoring framework (DMF) is in Appendix 1.

4. **Output 1: Access to quality upper secondary education expanded.** This output will increase students' access to well-equipped, safe, climate-resilient upper secondary school (USS) facilities. Implementation of Output 1 will be led by project implementation unit (PIU)¹ - Directorate General of Education (DGE) in coordination with Department of General Secondary Education (DGSE), Vocational Orientation Department (VOD), Department of Monitoring and Evaluation, the Department of Special Education and the National Institute for Special Education (NISE). The implementing agency (IA) Institute of Technology of Cambodia (ITC) will be responsible for establishment and operation of the Education Data Center (EDC). Specific interventions under this output are:

1.1 **Construction and furnishing of additional 414 classrooms and water, sanitation, and hygiene (WASH) facilities (including 300 toilets) in 23 crowded schools.** The class-student ratios in these schools range from 1:49 to over 1:130 while the minimum service standard is 1:40. The majority of the schools suffering from severe overcrowding are in peripheral districts of Phnom Penh. The new buildings will include access ramps, gender-responsive WASH facilities² and context-specific climate-resilient design features including passive cooling and greening of the school campus. The climate-resilient design features will be informed by guidelines to be developed under this project.

1.2 **Upgrading and equipping of existing USS facilities to promote applied science and extra-curricular teaching and learning.**

¹ Government of Cambodia. 2021. [Cambodia Secondary Education Blueprint 2030](#).

² Gender-responsive design features include safe, accessible and inclusive environment by addressing safety risks around harassment, sexual assault, and violence often faced by girls, LGBTQI, and other vulnerable students. This also includes sex-segregated toilet facilities, which is safe, keeps privacy and with running water to ensure dignified menstrual hygiene management.

- 1.2.1 Conversion of existing classrooms to science labs and provision of related furniture and equipment. In 64 schools the project will establish one science lab, and in 38 schools, the project will establish two science labs. This will follow the standard and design used under the Second Upper Secondary Education Sector Development Program (USESDP2).³
- 1.2.2 Conversion of an existing classroom to a computer lab and provision of related furniture and equipment in 111 schools. The design will allow for computer desks to be grouped in clusters to better facilitate group work.
- 1.2.3 Conversion of an existing classroom to a multipurpose room in 72 schools. This type of teaching and learning space will enable students to implement project-based learning and facilitate groupwork with moveable furniture and EdTech equipment. The project will also provide workshop tools and materials.
- 1.2.4 Conversion of two existing classrooms to smart classrooms in 110 schools and provision of related EdTech and multimedia equipment and tools including a smart television, sound system, intranet access to learning resources, moveable tables and chairs, a whiteboard, and real-time assessment tools. This type of teaching and learning space will enable teachers to adapt their teaching styles to provide opportunities for students to interact with the content, the teacher, and group work. About 19% of USS across the country will have at least two smart classrooms by 2030.
- 1.2.5 Conversion of a classroom to a library in 38 schools following the standard design used under USESDP2. Training in library management and reading promotion activities will be provided to school library staff. The project will also equip the libraries with a desktop computer with intranet access and updated information materials for students' use.
- 1.2.6 Conversion of an existing classroom to a teachers' room in 98 schools. This space, equipped with moveable furniture, computer stations, and a smart television, will be used for professional learning communities, lesson preparation and continuous professional development. continuous professional development (CPD) for teachers and school management to maximize use of this equipment, pedagogy leveraging these new types of spaces, and maintenance will be supported in the output 2 activities.
- 1.2.7 Installation of solar panels with batteries, which is expected to produce power in the range of 7 to 8 kilowatts per installed unit, in 90 schools. Lessons from USESDP2 schools that piloted the use of solar panels showed that they are effective for reducing school electricity bills so that school operating budget are used for other teaching-related activities, and equipment (computers and office electrical equipment) is better protected from frequent power cuts. The project will extend solar panel use as a resource for project-based learning in science classes, smart classrooms, computer labs and teacher rooms. Training on usage and basic maintenance of solar panels and batteries will be provided to school staff and school-youth groups as part of extra-curricular learning activities of students.⁴

³ ADB. 2018. [Cambodia: Second Upper Secondary Education Sector Development Program](#).

⁴ Ministry of Environment *prakas* states that the environmental assessment for these solar panels is not required because the solar panel capacity is below the threshold. MOEYS can issue the safety guidelines for the schools under its jurisdiction.

- 1.2.8 Installation of intranet at 123 schools. Intranet accompanied by a software program with robust search function of the existing learning platforms will enable students and teachers access to the school's e-library content and other learning and teaching resources to access MOEYS' existing resources in a more efficient and cost-effective way compared with internet connection, which is quite often not stable. The project will provide orientation to students and training to school management and school-based IT teachers on management and maintenance of the installed intranet software solution.
- 1.3 **Development of MOEYS guidelines for climate-resilient school facilities.** Consulting services will be engaged to review and adapt regional and international best practices to the Cambodian context and identify local best practices for climate-resilient designs focusing on flooding, drought, extreme heat, storms, and sea level rise. Existing green building certification will be recommended and/or adapted to public school buildings. Design features will be piloted for new classroom buildings to be built in the 23 schools. The pilot will involve community-informed design, especially for schools in indigenous peoples (IP) and ethnic minority areas. Lessons learned from the pilot will be documented to strengthen MOEYS school building construction guidelines.
- 1.4 **Review and update of minimum service standards (MSS) for general technical high schools (GTHS).** The MOEYS standards for GTHS, approved in 2018, will be reviewed and updated to reflect learning outcomes and competency elements as well as relevant industry and labor market requirements. VOD, with support of consulting services will provide orientation to GTHS school directors on these MSS and how they can be used to improve management and operations of GTHS.
- 1.5 **Establishment and equipping of an integrated education data center.** The data center to be housed at and maintained by ITC will integrate MOEYS platforms including the school management information system (SMIS) and the student learning assessment management information system. The data center will function as the central hub for managing the data operations of the Ministry. A Central Education Dashboard will be developed to connect, consolidate, and visualize important educational data and information. Existing facilities (200 square meters on the second floor) on the ITC main campus will be retrofitted with power control and cooling systems for this purpose and equipped with servers and other necessary equipment for center operations. Capacity building will be provided to ITC who will be responsible for the operations, maintenance and related costs of the center. The project will support a phased roll out of SMIS in all project schools which will help the MOEYS at all levels make better-informed decisions and closely monitor any GAAPs in access to schools.
- 1.6 **Development of the new MOEYS Gender Mainstreaming Strategic Plan 2026-2030.** To ensure all students regardless of gender have equal access to quality education, the project will (i) conduct an assessment on implementation of the previous strategic plan; and based on the findings, (ii) draft the new Strategic Plan with related Action Plan. The plans will be aligned with the Education Strategic Plan 2024-2028. Once approved, the plan will be disseminated from national to

school-level. The project will further support the implementation of two activities addressing gender norms.

- 1.7 **Support for inclusive education.** To expand access to quality education for students with disabilities and learning difficulties, the project will support the NISE and secondary teachers in special education secondary schools (SESS) in (i) the development of Khmer Braille translation software that will facilitate more effective production of Braille textbooks for students; (ii) development of a user-friendly Khmer text to speech application that is usable on different operating systems; (iii) provision of scholarships to four (two female) NISE teacher educators to take doctorate programs at a local university in the areas of educational administration, curriculum and instruction, counseling, educational psychology or special education; (iii) provision of 20 scholarships (10 for women), for teacher educators from NISE and SESS teachers for programs at local universities in the areas of educational administration, curriculum and instruction, counseling, educational psychology; (iv) provision of scholarships to four (two female) NISE teacher educators and SESS teachers for local masters programs in ICT pedagogy; and (v) engaging experts to review and improve the SESS career guidance program and provide orientation to NISE and SESS teachers. NISE teacher educators and/or SESS teachers teaching science and ICT will also be included in CPD and upgrading of qualifications activities of output 2.

5. **Output 2: Upper secondary education alignment with 21st-century skills improved.**

This output aims to increase in-demand skills in USE students through (i) improving teacher competency and pedagogy in priority areas of English language, STEM, and digital skills; and (ii) attracting students to the science stream, a strategic priority for the Cambodian economy. Skills of leadership, entrepreneurship, communication, goal setting, innovation, problem-solving, and collaboration (also referred to as 21st century skills) will be enhanced through increasing the use of project-based teaching and learning.⁵

6. Implementation of output 2 will be led by PIU1 - DGE in coordination with ITC and National Institute of Education (NIE), Battambang Teacher Education College (BTEC), Phnom Penh Teacher Education College (PTEC), Regional Teacher Training Center (RTTC) in Kampong Cham province, and the Directorate General for Teacher Education. Specific interventions under this output are:

- 2.1 **Provision of CPD to secondary school teachers on soft skills and project-based STEM education.** The project will support the design of CPD content on pedagogy for applied STEM, interactive and gender-differentiated pedagogy that encourages the development of soft skills, and information on STEM-related career options. One CPD module will focus on orientation and guidance for schools to use the school-based STEM framework developed under the Science and Technology Project in Upper Secondary Education (STEP UP)⁶ (see activity 2.5). The CPD will be provided by ITC in coordination with NIE to an estimated 3,000 science- and math-subject teachers (25% women) from all 259 secondary schools covered under the project.⁷ Teachers teaching science subjects in lower secondary

⁵ The term “21st century skills” refers to abilities and attributes that can be taught or learned to enhance ways of thinking, learning, working, and living in the world.

⁶ ADB. [Cambodia: Science and Technology Project in Upper Secondary Education Project](#).

⁷ All math teachers are upper secondary teachers. Around 50% of science subject teachers teach both lower and upper secondary schools.

education (LSE) grades at secondary schools with an USS will also participate in the CPD because of the nature of human resource management in many schools requiring teachers to cross levels. ITC and NIE will carry out post-training mentoring and coaching support. Certification of completing the CPD program will only be awarded upon demonstrated use of project-based learning in schools as assessed during a follow-up session in school by CPD providers. The School-based STEM Framework and MOEYS' improved Model School Standards will be used as tools to measure and guide school grant implementation.

- 2.2 **Applied STEM and innovative learning fund.** Project schools will receive funds through a competitive process for (i) teachers to continue the project-based STEM CPD program back in their schools leading their students in implementing integrated and applied STEM projects and action research; (ii) teachers to provide remedial classes to lagging students; and (iii) the implementation of a student peer support system or study clubs. DGE will manage the fund; ITC and NIE will guide and monitor implementation of the fund relating to STEM CPD projects.
- 2.3 **Upgrading of USE science and math subject teachers' qualifications.** Merit and needs-based scholarships will be provided to 250 science and math subject team leads (25% women) from USSs who have successfully completed the CPD program to pursue local master's degree programs in science and math teaching. Priority will be given to the teachers from indigenous peoples' provinces and disadvantaged schools with a shortage of qualified science and math teachers. Two scholarships will also be provided to a special education math or science subject teacher to pursue a local master's degree program in science or math teaching.
- 2.4 **Provision of CPD to USE teachers on digital skills.** This pilot CPD will leverage regional teacher education institutions (TEIs) in Battambang and Kampong Cham, and Phnom Penh, which have previously focused on trainings for primary and LSE levels.⁸ The project will also strengthen capacity of TEIs, which is aligned with MOEYS' plan in expanding roles of regional-based TEIs to support schools in an effective and cost-efficient way.
- 2.4.1 The project will design the CPD content for integrating EdTech in the teaching of the USE curriculum through project-based learning. IT teachers will receive additional modules on computer software troubleshooting and maintenance and cybersecurity.
- 2.4.2 1,000 upper secondary teachers (25% women) in all 259 project schools will attend CPD on increasing digital skills and EdTech integration to their subjects.⁹ The three TEIs will be assessed for their needs of new IT equipment to be procured and equipped in their facilities (two computer labs for each), which have recently been built and/or renovated by Japan International Cooperation Agency (JICA) and Korea International Cooperation Agency. Five IT teacher educators will be selected from the

⁸ BTEC, Regional Teacher Training Center in Kampong Cham (RTTC-Kampong Cham), and Phnom Penh Teacher Education College (PTEC).

⁹ Four teachers, one from each subject (IT, math, science, and social science subject), will be selected from each school.

TEIs to pursue international master's degrees in IT and digital education programs in the Asia region. Two scholarships will also be provided to Special Education teachers for international master's degree programs in digital education in the Asia region.

- 2.5 **Support Preservice training and CPD application.** The project will support the review of existing MOEYS platforms for teachers and enhance usability of one consolidated application including interactive content. The CPD programs provided under this project will use this application.
 - 2.6 **Improving English language proficiency and pedagogy.** CPD will be facilitated through a voucher system provided to 638 teachers (25% women) to attend courses on teaching English as a foreign language with MOEYS-accredited service providers.
 - 2.7 **Strengthening and institutionalization of the School-based STEM Framework.** STEP UP is supporting the development and pilot of the school-based STEM framework in 30 target schools. Activity 2.1 on CPD for science and math teachers will support the scale up and institutionalization of the framework. The project will further (i) review and evaluate the use of framework and implementation of the school action plans; (ii) update the framework and toolkit based on the evaluation; and (iii) expand the school-based STEM framework to another 150 USS.
 - 2.8 **Support to operationalization of the Cambodia Science and Technology Center (CSTC).** STEP UP will support the civil works to establish the CSTC, which is expected to be completed by late 2028. The proposed project will support the furnishing, equipment, programming, outreach and strengthening management and operations of the Center. The project will support the start-up of the CSTC with a marketing and community outreach campaign. Interactive exhibits will be developed including ones highlighting the impact of climate change, indigenous people and/or ethnic minority STEM practices, and the role of women in STEM while providing visuals, topics, and aesthetics related to women. The project will also support the development of digital materials and online outreach for schools unable to physically come to the Center.
7. **Output 3: Quality of upper secondary education learning assessment system improved.** This output aims to address the binding constraint of high stakes summative assessment and the impact it has on teaching and learning in secondary education. The project will address this through: (i) strengthening formative assessment in classrooms to improve learning outcomes; (ii) improving the quality of school-based summative assessment; and (iii) developing and piloting a new strategy for Grade 12 national examination to assess the competencies new pedagogy promotes. Implementation of Output 3 will be coordinated by PIU1 - DGE with support from the Department of Education Quality Inspection (EQID) in coordination with BTEC, PTEC, and DEA. Specific interventions under this output are:
- 3.1 **Strengthening of school-level assessment.** The project will support MOEYS to develop a CPD curriculum and materials on both formative classroom-based assessment and school-based summative assessment that reflects 21st century skills and incorporates PISA-style assessment and items. The CPD, which will be offered by PTEC and BTEC, will be delivered to about 770 USS teachers (25%

women), comprising three technical team leaders (1 from each subject of math, science, and social science) and one school vice principal in charge of assessment from 259 schools. A total of 50 inspectors, two from each provincial office of education, will also participate in the CPD.

- 3.2 **Strengthening of national examination processes and practices.** The project will support MOEYS to conduct a comprehensive study on the national summative secondary education examinations to ultimately assess higher order thinking skills. DoPo, EQID and DEA will work with consultant expertise on data collection and analysis including gender analysis. The findings will inform the development and MOEYS approval of (i) an improved strategy for Grade 11 national assessment and (ii) a revised national examination strategy for Grade 12. The revised examination strategy will also enable the transition to recognition of school-based summative assessment as a percentage of a Grade 12 student's overall assessment.

The project will support EQID to develop an improved item bank and conduct a pilot in select schools. To support this activity, the EQID assessment center will be equipped with tablets, new computers and upgraded assessment software. Assessment specialists specializing in school-based assessment, teaching and learning assessment, and examination and assessment reforms, will be recruited to support EQID and DEA.

8. **Output 4: Post-secondary education pathways strengthened.** This output aims to **strengthen** the pipeline of human resources skilled in science and priority fields through piloting an innovative program at the USE and higher education level. Implementation of output 4 will be coordinated by PIU2 - Directorate General of Higher Education (DGHE) in collaboration with the National University of Management – Faculty of Digital Economy (NUM-DE). Specific interventions under this output are:

- 4.1 **Development and piloting of a fast-track program.** NUM-DE will design online fast-track courses in digital economy and applied mathematics that will be delivered to USE students. Each of these courses includes a module on environmental science. USE students who achieve the defined competency in the final assessment of the two courses, and pass the NUM English placement test, will be eligible to enroll in NUM-DE. This process adds an additional pathway to their regular admissions process and eligibility that currently relies on receiving Grade A or B on the Grade 12 national examination. To facilitate and promote these specialized USE courses, the project will support NUM-DE in (i) course design, assessment, and selection strategy and guidelines; (ii) designing a marketing and outreach strategy; (iii) provide orientation on applied mathematics to math-subject teachers in selected and (iii) equipping of a digital economy lab at NUM-DE campus to support teaching and learning of lecturers and students.¹⁰

The program will be piloted in 25 USS for two years with an expected 200 USE students (50% women) per year to pursue these fast track USE courses that span grades 11 and 12. For up to 60 students (at least 50% girls) per year who meet the

¹⁰ The project investments will help NUM-DE to significantly increase total enrollments in all four priority majors from 36 students in academic year 2023 to 120 students in academic year 2030. The current computer lab capacity (funded and equipped by UNDP) is for 20 students and therefore there is the need for additional digital economy and computer labs with more advanced equipment to maintain quality.

NUM-DE fast track entrance requirements and enroll in the priority bachelor's programs, the project will provide 50% tuition; the remaining amount will be covered by NUM-DE.¹¹

- 4.2 **Development of a MOEYS strategy on HEI recognition of prior learning and competency.** The project will support a study on recognition of prior learning and competencies and credit transfers to higher education. The findings will inform DGHE in the development of a policy framework and the design of guidelines on credit transfer and recognition for the specialized courses that will enable the “fast-track” program pilot to be replicated in other higher institutions in the future.

9. The design and monitoring framework in Appendix 1 presents the impact, outcome, and outputs.

II. IMPLEMENTATION PLANS

A. Project Readiness Activities

Table 1: Project Readiness Activities

Indicative Activities	2024					2025		Responsible Unit/ Agency
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	
Advance contracting action	X							PMU, PIUSs, ADB
Loan negotiations		X						MEF, ADB
ADB Board approval			X					ADB
Loan signing					X			MEF, ADB
Government legal opinion provided					X			MEF, MOEYS
Loan effectiveness							X	RGC, ADB

ADB = Asian Development Bank, MEF = Ministry of Economy and Finance, MOEYS = Ministry of Education, Youth and Sport, PMU = project management unit, PIU = project implementation unit, RGC = Royal Government of Cambodia. Source: Asian Development Bank.

¹¹ Priority programs include digital economy, financial technology, computer science, and smart city planning and management. The second cohort will only receive the scholarship for three out of the four years of the program, coinciding with the end of the project.

Activity	2025				2026				2027				2028				2029				2030						
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
c. Data Center Consulting Firm – Feasibility Study – Firm 3					1	2	3	4	1	2	3	4	1	2	3	4											
d. Data Center Consulting Firm – Deployment and Management – Firm 4					1	2	3	4	1	2	3	4	1	2	3	4											
e. Consulting Firm to support CSTC Master Plan and Operations – Firm 5										1	2	3	4	1	2	3	4										
f. Consulting Firm to Support CSTC Marketing and Advocacy – Firm 6											1	2	3	4	1	2	3	4									
g. Consulting Firm to support NUM Marketing and Advocacy for Fast Track and Digital Economy Programs– Firm						1	2	3	4	1	2	3	4														
h. Consulting Firm to support CSTC to develop the virtual outreach and digital materials												1	2	3	4												
i. Climate Change Guidelines		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
j. Individual Consultants Selection (ICS)		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Environment Management Plan Key Activities		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Gender Action Plan Key Activities and Midterm Review		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Overall Project Management, Implementation, Supervision, Monitoring and Report preparation	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			

CPD = continuing professional development, CSTC = Cambodia Science and Technology Center, DMF = design and monitoring framework, HEI = higher education institution, ICS = individual consultant selection, MOEYS = Ministry of Education, Youth and Sport, MSS = minimum service standards, PIC = project implementation consultant, STEM = science, technology, engineering and mathematics, USE = upper secondary education, WASH = water, sanitation and hygiene.

Source: Asian Development Bank.

1	Bidding/Recruitment
1	Implementation/Construction

III. PROJECT MANAGEMENT ARRANGEMENTS

A. Project Implementation Organizations: Roles and Responsibilities

10. The project implementation period will commence from the loan signing date, currently scheduled in December 2024. Project completion, the date for when the project is expected to physically complete its tangible outputs and activities, is planned for 31 December 2030. The loan closing date is 6 months after the project completion date i.e., on 30 June 2031. The financial closing date usually comes 6 months after the project completion date. The first 4 months represent the “winding up period,” when the project executing agency (EA) must submit all final withdrawal applications and fully liquidate expenditures incurred before project closing date. The last 2 months are to allow the EA to settle any refunds due to ADB, arising from unused advances or ineligible expenses.

11. MOEYS will be the EA. The EA will be supported by two project implementation units (DGE and DGHE), and an IA, ITC. A Project Management Unit (PMU) will be established under the EA for managing day-to-day project activities, providing guidance and coordinating with the IA and the two project implementation units.

12. The PMU, IA, and PIUs, will be supported by a project implementation consultant (PIC), firm, consultant firms and individual consultants. Full-time technical and support staff will be selected and appointed by the EA and IA.

13. A project steering committee (PSC) for the project will also be established to provide guidance to ensure successful implementation of the project within the available budget and facilitate interagency coordination. The PSC will be chaired by the Deputy Prime Minister, Minister of MOEYS. Members of the PSC include: (i) relevant Secretary of State and Under-Secretary of State of the EA, representatives from the Ministry of Economy and Finance (MEF) (General Department of International Cooperation and Debt Management) and other relevant education institutions under MOEYS, including ITC and NUM. The EA will also appoint a Project Director and a Project Manager, to be responsible for the overall management and day-to-day administration of the project implementation, respectively, and, if necessary, to appoint a Deputy Project Manager to support the work of the Project Manager.

Table 3: Project Management Roles and Responsibilities*

Project Implementation Organization	Management Roles and Responsibilities
Ministry of Economy and Finance	Borrower (i) Review and approve the project's AWPB and allocation and release counterpart funds (ii) Facilitate opening an advance account of the EA for transferring funds (iii) Review SOEs, endorse withdrawal applications to ADB, and release funds to the designated advance account (iv) Submit the audited project financial statement on time (v) Provide oversight of procurement, disbursements, and resettlement matters (vi) Process and submit to ADB any request when required, for allocating the loan proceeds (vii) Participate in the regular meetings of the PSC
Project Steering Committee (PSC)	The PSC, chaired by Deputy Prime Minister and Minister of MOEYS, with representative from Ministry of Economy and Finance, senior management of MOEYS and other education institutions under MOEYS, including ITC and NUM, is the oversight body to: i) provide overall guidance toward ensuring effective implementation of the project, ii) provide overall direction and guidance to the EA

Project Implementation Organization	Management Roles and Responsibilities
	and PMU, iii) convene regular meetings, at least twice a year during the project implementation period, to review and endorse the project's AWPB Provide guidance on inter-ministerial or strategic issues
Executing agency	MOEYS will serve as the executing agency. MOEYS will be fully responsible for carrying out the project under the established guidelines and procedures and will assign individuals and teams from within its existing structure to be responsible for project implementation.
Project Management Unit (PMU), MOEYS	The PMU, established under the executing Agency, will lead and be responsible for daily management, coordination, and monitoring of the project implementation. The PMU is led by a Project Director, Secretary of State in charge of STEM education and ITC, and a Project Manager, Under-Secretary of State for Policy and Cross-Sectoral Coordination. The Project Director will report to the chair of the PSC quarterly. The PMU comprises eight staff: a finance officer, a procurement officer, a procurement assistant, three technical officers (gender, environment and social safeguards, monitoring and evaluation), a cashier, and an administration staff.
Implementing Agency - ITC	ITC, which is the implementing agency. ITC will be led by a manager and supported by 10 qualified staff and relevant individual consultants and firms. ¹² The IA will be responsible for interventions under output 1 (1.5) and output 2 (2.1, and 2.8) and relevant interventions through coordination with NIE and other technical departments of the executing agency. ITC, in partnership with NIE, will be responsible for implementing output 2 (2.1). ITC will collaborate closely with DGSE for ensuring effective post-training support for 2.2, and with DIT for 2.8, and other relevant departments under the EA.
Project Implementation Units (PIUs) – DGE, DGHE	Two PIUs, established by the executing agency and are under the PMU, will be responsible for day-to-day management, coordination, implementation and monitoring of the relevant outputs and key interventions as follows: DGE (PIU1) will be led by a PIU coordinator responsible for interventions under output 1 (1.1, 1.2, 1.3, 1.4, 1.6, and 1.7), output 2 (2.2, 2.3, 2.4, 2.5, 2.6, and 2.7), and output 3 (3.1 and 3.2). PIU1 will be supported by 33 qualified staff from technical departments, NIE and TECs. ¹³ DGHE (PIU2) will be led by a PIU coordinator responsible for interventions under output 4 (4.1 and 4.2). PIU2 will be supported by 11 qualified staff from DHE, DGSE, and NUM. ¹⁴
ADB	Monitor and review overall project implementation in consultation with the executing and the implementing agencies, including:

¹² ITC as IA comprises a coordinator and two technical staff for CSTC; a coordinator and a technical staff for Data Center; a coordinator and a technical staff for CPD on STEM; a finance officer; a finance and an administrative staff; and an M&E officer, covering gender and social safeguards.

¹³ PIU1 comprises NIE (2 staff for CPD on STEM); SPCD (5 engineers and technical staff for classroom construction and renovation, guidelines for climate-resilient school facility development, and assets management); DGSE (5 staff for secondary school related activities under Outputs 1–3); EQID (3 staff for assessment intervention); DEA (1 staff for examination intervention); DoPO (3 for policy and surveys related interventions and gender and social safeguards); VOD (1 staff for GTHS related intervention); DIT (3 staff for technical inputs to data center, CPD on digital skills, and IT equipment related intervention); DEMIS (1 staff for DMF monitoring and data center related intervention); BTEC (2 staff for digital, and assessment CPDs); PTEC (2 staff for digital and assessment CPDs); RTTC in Kampong Cham (1 staff for digital CPD); DCD (1 staff for library and materials); NGPRC (1 staff for ensuring new generation pedagogy among teachers attended CPDs and inputs for assessment and examination reforms); DCPD (1 staff for supporting CPD providers and programs), and NISE (one staff for supporting inclusive education interventions).

¹⁴ PIU2 comprises 4 staff from NUM for fast-track and DE programs (a coordinator, a secondary school fast-track program staff, a DE-faculty for fast-track program staff, and M&E staff and administration staff); 2 staff from DGHE (PIU2 coordinator and a fast-track and recognition of prior learning and competency policy staff); 3 staff from DGHE (two staff for higher education and secondary school fast-track program, and a staff for DE-Faculty scholarship program); and 2 DGSE (a staff for secondary school fast-track program coordination, and a staff for student fast-track scholarship and gender and social safeguards).

Project Implementation Organization	Management Roles and Responsibilities
	<ul style="list-style-type: none"> (i) the project implementation schedule; (ii) actions required in terms of poverty reduction, environmental impacts, and resettlement plans if applicable; (iii) timeliness of budgetary allocations and counterpart funding; (iv) project expenditures, progress with procurement and disbursement, and statement of expenditure when applicable; (v) compliance with particular loan covenants; and (vi) the likelihood of attaining the project's immediate development objective

* Ministry of Education, Youth and Sport will submit to Ministry of Economy and Finance for approval numbers of the project counterpart staff and their terms of reference within a month after loan signing.

ADB = Asian Development Bank; BTEC = Battambang Teacher Education College; Phnom Penh Teacher Education College, CPD = Continuous Professional Development; CSTC = Cambodia Science and Technology Center; DCPD = Department of Continuous Professional Development; DEA = Department of Examination Affairs; DEMIS = Department of Education Management Information System; DGE = Directorate General of Education; DGHE = Directorate General of Higher Education; DGSE = Department of General Secondary Education; DHE = Department of Higher Education; DIT = Department of Information Technology; DOPO = Department of Policy; EA = Executing Agency; EQID = Education Quality Inspection Department; GDICDM = General Department of International Cooperation and Debt Management; IA = Implementing Agency; ITC = Institute of Technology of Cambodia; LMS = Learning Management System; MEF = Ministry of Economy and Finance; MOEYS = Ministry of Education, Youth and Sport; NIE = National Institute of Education; NISE = National Institute for Special Education; NUM = National University of Management; PIU = Project Implementation Unit; PMU = Project Management Unit; PSC = Project Steering Committee; PTEC = Phnom Penh Teacher Education College; RTTC-Kampong Cham = Regional Teacher Training Center in Kampong Cham; SPCD = State Property and Construction Department; STEM = science, technology, engineering, and mathematics; VOD = Vocational Orientation Department.

Source: ADB.

B. Key Persons Involved in Implementation**Executing Agency**

Ministry of Education,
Youth and Sport

H.E. Dr. Hang Chuon Naron
Deputy Prime Minister
Minister of Education, Youth and Sport
Telephone: (855 23) 722 512
Email address: hangnaron@yahoo.com
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Asian Development Bank

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Email address: kschelzig@adb.org

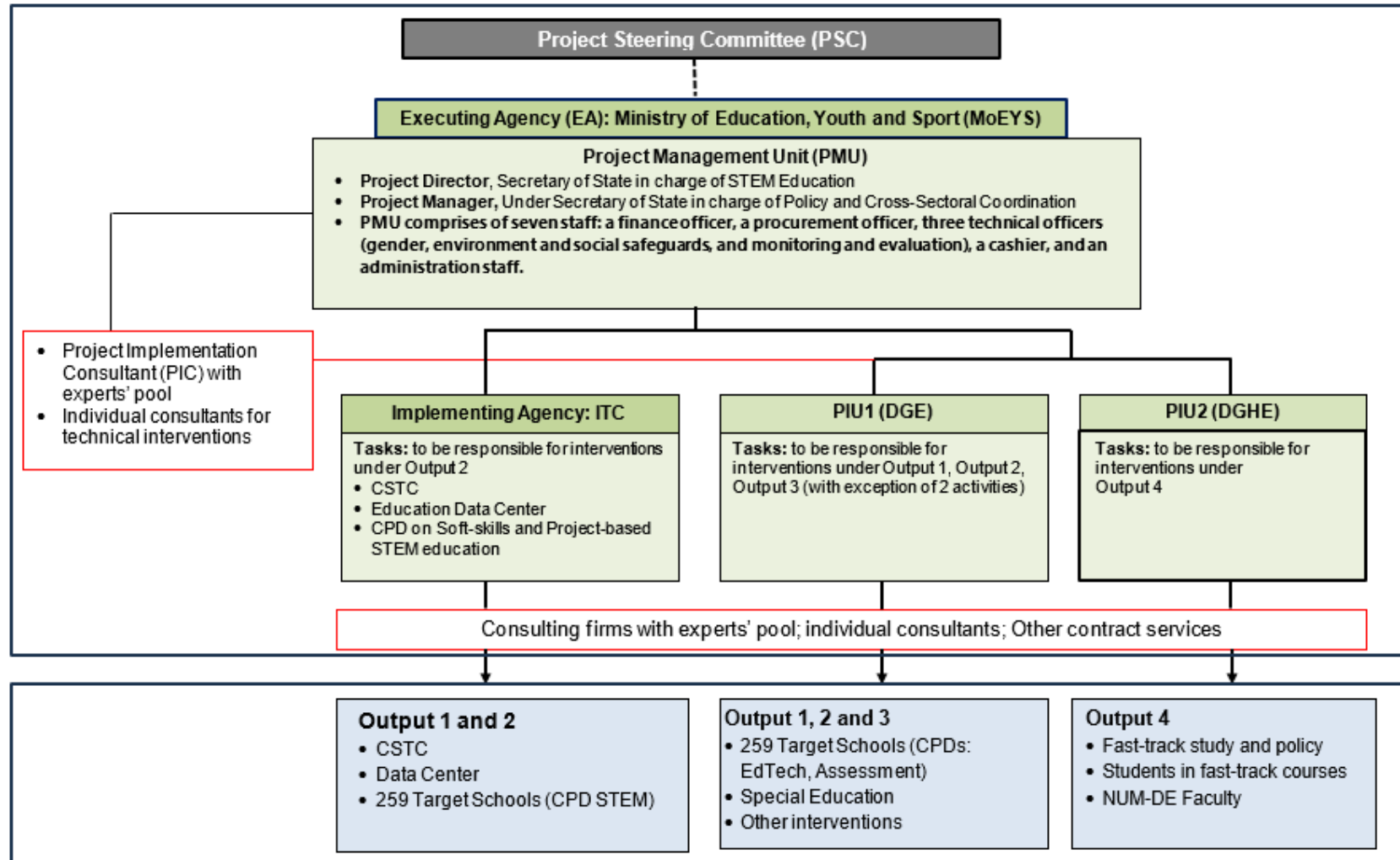
Mission Leaders

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Sophea Mar
Senior Social Sector Officer (Education and Skills)
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C. Project Organization Structure

Figure 1: Overall Organizational Structure



CPD = Continuous Professional Development, CSTC = Cambodia Science Center and Technology, DE = Digital Economy, DGE = Directorate General of Education, DGHE = Directorate General of Higher Education, EdTech = Education Technology, ITC = Institute of Technology of Cambodia, MOEYS = Ministry of Education, Youth and Sport, NUM = National University of Management, PSC = Project Steering Committee, PIU = Project Implementation Unit, PMU = Project Management Unit, STEM = science, technology, engineering and mathematics.

IV. COSTS AND FINANCING

A. Cost Estimates Preparation and Revisions

14. The project is estimated to cost \$83.92 million, to be financed with a concessional loan of \$80.00 million from ADB's ordinary capital resources. The government will provide counterpart financing of \$3.92 million which will cover salary supplements for project staff (PMU and PIU staff allowances), auditing fees, trainers' fees for teacher CPD, and financing charges during implementation. In addition, the government will provide in-kind contributions equivalent to \$0.37 million for the provision of office space for consultants. The loan will have a 32-year term, including a grace period of 8 years; an interest rate of 1.0% per year during the grace period and 1.5% per year thereafter; and such other terms and conditions set forth in the draft loan agreement. ADB will finance the expenditures in relation to works, goods, consultants, nonconsulting services, capacity development, and operational costs for project management.

15. The summary of the estimated cost and financing is shown in Tables 4 to 5.

Table 4: Summary Cost Estimates
(\$ million)

Item	Amount ^a
A. Base Cost^b	
1. Access to quality USE expanded	42.40
2. USE alignment with 21st-century skills improved	20.56
3. Quality of USE learning assessment system improved	1.08
4. Post-secondary education pathways strengthened	1.32
5. Project implementation	6.02
Subtotal A	71.34
B. Contingencies^c	9.92
C. Financing Charges During Implementation^d	2.65
Total (A+ B + C)^e	83.92

Notes:

^a Includes the ADB-financed taxes of \$6.16 million.

^b In June 2024 prices.

^c Physical contingencies computed at 8.69%. Price contingencies are based on escalation rates for local currency and foreign exchange costs estimated for Cambodia. Average escalation factors during implementation are 2.9% for local costs and 1.9% for international costs.

^d Interest rate is 1% for concessional ADB loans (Group A) from ordinary capital resources during the grace period. After the grace period the interest rate is 1.5%. There are no commitment or other charges on all sources of financing.

^e Numbers may not sum precisely because of rounding.

Source: Asian Development Bank estimates.

16. The summary financing plan is in Table 5. ADB will finance the expenditures in relation to civil works, goods, consultants, nonconsulting services, capacity development, and recurrent costs, including taxes for these expenditures.

Table 5: Summary Financing Plan

Source	Amount (\$ million)	Share of Total (%)
Asian Development Bank		
Ordinary capital resources (concessional loan)	80.00	95.3
Government of Cambodia	3.92	4.7
Total	83.92	100.0

Source: Asian Development Bank estimates.

B. Key Assumptions

17. The following key assumptions underpin the cost estimates and financing plan:
- Exchange rate: KHR 4,116 = \$1.00 (as of 23 June 2024).
 - Price contingencies based on expected cumulative inflation during implementation are in Table 6.

Table 6: Escalation Rates for Price Contingency Calculation

Item	2025	2026	2027	2028	2029	2030	2031	Average
Foreign rate of price inflation	1.8%	1.8%	1.8%	1.8%	1.8%	2.0%	2.0%	1.9%
Domestic rate of price inflation	2.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	2.9%

Source: Asian Development Bank.

- In-kind contributions were calculated based on rental market prices for office space of \$27 per square meter per month. The office space for consultants supporting the project amounts to 192 square meters. The project implementation period is 6 years.
- Physical contingencies were calculated at 8.69% across all cost categories.

C. Allocation and Withdrawal of Loan Proceeds

18. Except as ADB may otherwise agree, each item of expenditure shall be finance from the loan proceed based on the percentages set forth in the table below:

Table 7. Allocation and Withdrawal of Loan Proceeds

Number	Item	Total Amount Allocated for ADB Financing (\$)	Basis for Withdrawal from the Loan Account
1	Civil Works	28,776,046	100% of the total expenditure claimed
2	Goods	21,549,138	100% of the total expenditure claimed
3	Consulting services	8,252,300	100% of the total expenditure claimed
4	Capacity Building	8,885,937	100% of the total expenditure claimed
5	Recurrent Cost	2,769,515	100% of the total expenditure claimed
6	Unallocated	9,767,064	
	Total	80,000,000	

Source: Asian Development Bank estimates.

D. Contract and Disbursement S-Curve

19. Table 8 shows the indicative contract awards and disbursements projections, which will be recorded and reported in eOperations. Figure 2 shows quarterly contract awards and disbursement projections over the project's life. The S-curve is only for ADB financing and ADB administered cofinancing, which will be recorded in ADB's systems and reported through

eOperations. Counterpart funds and any other cofinancing should be excluded. The projection for contract awards should include contingencies and unallocated amounts, but excludes front-end fees, service charges, and interest during construction. The total projected disbursements should be equal to the full loan or grant amount, up to 4 months after loan or grant closing.

Table 8: Indicative Contract Awards and Disbursements Projections

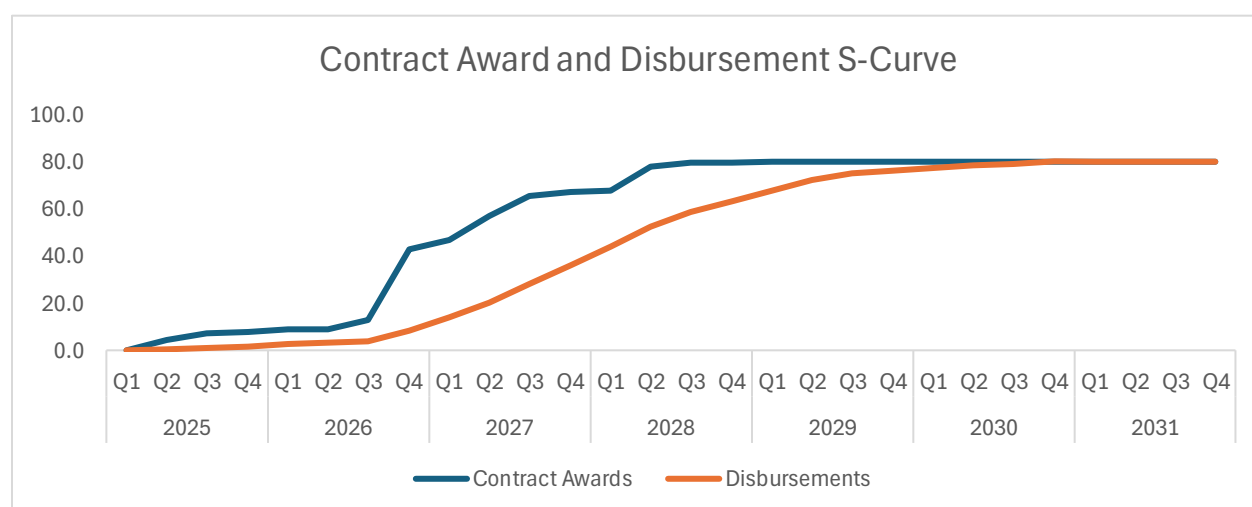
Year	Contract Awards (in \$ million)					Disbursements (in \$ million)					
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	
2025	0.0	4.2	2.7	0.7	7.6	0.0	0.3	0.5	0.6	1.4	
2026	1.2	0.4	3.9	29.6	35.0	1.0	0.7	0.9	4.1	6.7	
2027	4.2	10.2	8.4	1.6	24.4	5.7	6.7	7.5	8.0	27.8	
2028	0.8	10.2	1.4	0.0	12.4	8.0	8.3	6.4	4.8	27.5	
2029	0.6	0.0	0.0	0.0	0.6	4.4	4.3	3.0	1.1	12.8	
2030	0.0	0.0	0.0	0.0	0.0	1.1	1.1	0.8	0.6	3.7	
2031						0.1	0.0	0.0	0.0	0.1	
Total Contract Awards					80.0	Total Disbursements					80.0

Q = quarter.

Note: Numbers may not sum precisely because of rounding.

Source: Asian Development Bank.

Figure 2: Contract Award and Disbursement Projection

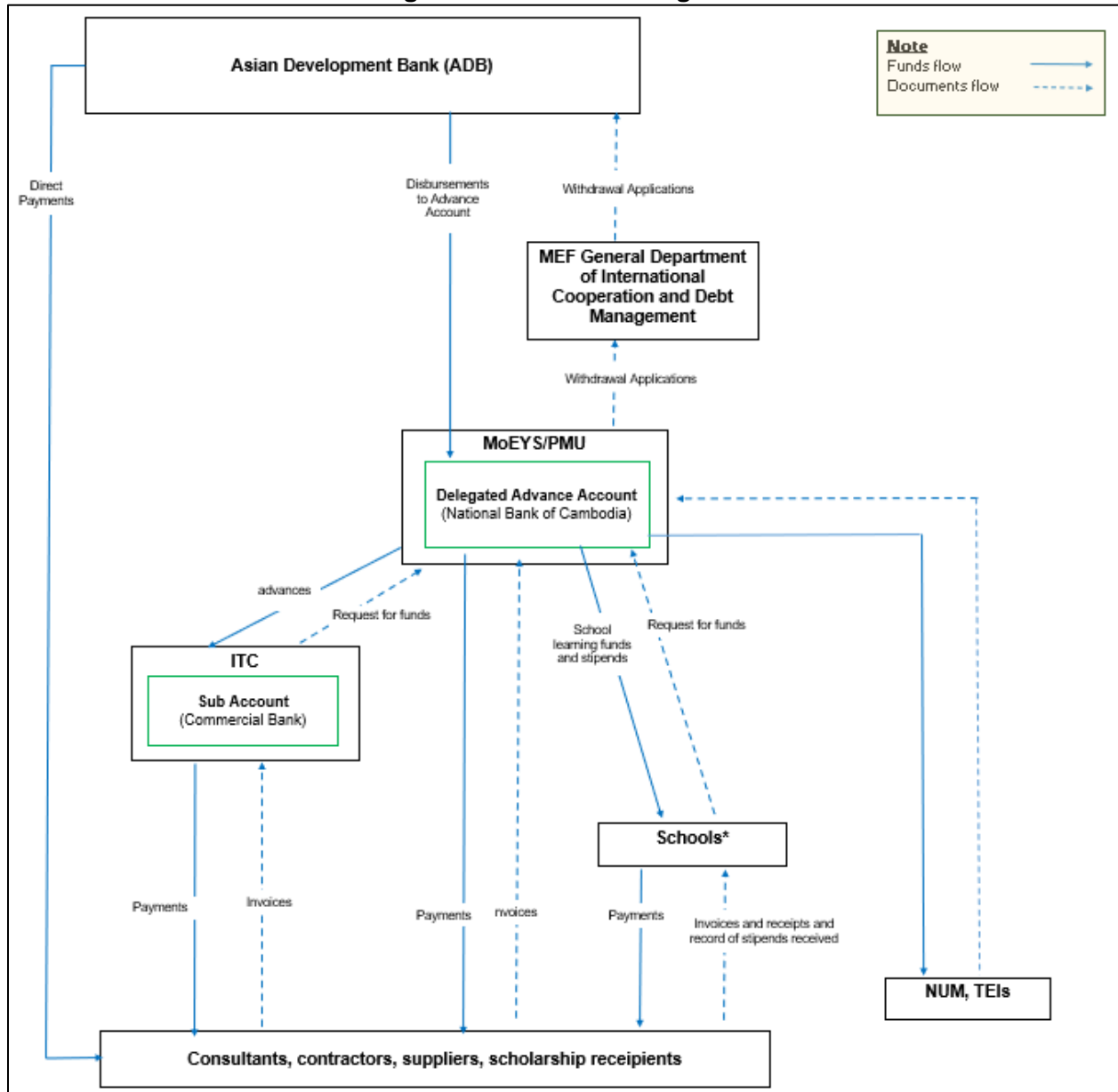


Source: Asian Development Bank.

E. Fund Flow Diagram

20. Figure 3 shows how the funds will flow from ADB, the cofinanciers, and the borrower to implement the project activities; and how documents for requests for disbursement will flow to ADB.

Figure 3: Fund Flow Diagram



ADB = Asian Development Bank; ITC = Institute of Technology of Cambodia; MEF = Ministry of Economy and Finance; MOEYS = Ministry of Education, Youth and Sport; NUM = National University of Management; PMU = Project Management Unit; TEI = Teacher Education Institution.

* Schools will receive funds for the Applied STEM and Innovative Learning Fund.

Source: ADB.

V. FINANCIAL MANAGEMENT

A. Financial Management Assessment

21. The financial management assessment (FMA) was conducted in May-June 2024 following ADB's guidance. The FMA assessed the financial management arrangements of the Ministry of Education, Youth and Sport (MOEYS) as the proposed executing agency and the Institute of Technology of Cambodia (ITC) as an implementing agency, including fund flow, staffing, accounting policies and procedures, financial reporting and monitoring, internal and external auditing arrangements and financial information systems, and the sufficiency of the financial management arrangements for implementing the project.

22. Based on the assessment, the key financial management risks identified are (i) the MOEYS Department of Finance does not have sufficient staff capacity to manage all aspects of financial management of the project among their other responsibilities including other externally financed projects, (ii) annual budgets will be submitted and approved late, causing delays in implementing activities, (iii) MOEYS does not have financial procedures to guide some new innovative project activities, such as fast track scholarships, voucher system for English teaching, STEM fair and national competitions, (iv) the MOEYS Education Financial Management System does not yet have a module for project accounting; and (v) the MOEYS Internal Audit Department (IAD) has insufficient capacity to conduct internal audits of all externally funded projects each year in addition to its regular work.

23. The overall pre-mitigation financial management risk of the project is substantial. The executing agency and implementing agencies have agreed to implement an action plan to mitigate the project financial management risk. The MOEYS will have the capacity to administer the advanced fund Statement of Expenditures (SOE) procedures. The financial management action plan is provided in Table 9. Financial management risks and risk mitigation measures should be reviewed and updated at least once a year.

Table 9: Financial Management Action Plan

Area	Risk Description	Risk Rating	Mitigating Action	Responsibility	Time Frame
<u>Fund flow</u> The MEF will open an advance account at the National Bank of Cambodia and delegate it to the MOEYS. MOEYS will open another account at the National Bank of Cambodia for the government counterpart funds. The Direct Payment method may be used for large payments.	No risk identified	L		MOEYS	Upon effectiveness

Area	Risk Description	Risk Rating	Mitigating Action	Responsibility	Time Frame
<p><u>Staffing</u> MOEYS will nominate staff from the Department of Finance to the PMU finance unit and they will be supported by a national finance consultant.</p>	<p>The MOEYS Department of Finance does not have sufficient staff capacity to manage all aspects of financial management for the project among its other responsibilities including other externally financed projects.</p>	S	<p>Recruit a full-time national financial management consultant to support the project, an international financial management consultant for 6 months to support start-up arrangements, and a junior national finance consultant for 3 years to support the applied STEM and innovative learning funds provided to schools.</p>	MOEYS/ PMU	Within 3 months of effectiveness
<p><u>Budget and planning</u> The PMU will prepare annual workplans and budgets (AWPB) for approval by the MEF and No Objection by ADB.</p>	<p>Risk that annual budgets will be submitted and approved late, causing delays in implementing activities.</p>	S	<p>The PMU will prepare the project Annual Workplan and Budget and submit to the MEF for approval by 30th November each year.</p>	MOEYS/ PMU	30th November each year
<p><u>Accounting policies and procedures, internal controls</u> The project will follow the procedures in the MEF SOP/FM. The project will also follow the MOEYS SOP/PFM once this has been approved. The project will follow the procedures for school projects established for the USESDP 2 and STEP UP</p>	<p>MOEYS does not have financial procedures to guide some new innovative project activities, such as fast track scholarships, voucher system for English teaching, STEM fair and national competitions.</p>	M	<p>The PMU will develop a set of supplementary project finance guidelines and will include procedures for these activities.</p>	MOEYS/ PMU	Within 6 months of effectiveness.

Area	Risk Description	Risk Rating	Mitigating Action	Responsibility	Time Frame
<p><u>Reporting and monitoring</u> The project will prepare quarterly finance reports using the MEF's format and annual project financial statements following Cash Basis IPSAS</p>	No risk identified	L		MOEYS/ PMU	Quarterly
<p><u>Internal audit</u> The MOEYS Internal Audit Department (IAD) will conduct internal audits of the project.</p>	The IAD has insufficient capacity to conduct internal audits of all externally funded projects each year in addition to its regular work.	S	<p>The IAD staff will be invited to participate in the Project budget orientation during inception and relevant capacity building by international and national financial management specialists.</p> <p>MOEYS will ensure that the project is included in the workplan of the IAD.</p> <p>The IAD will nominate staff and will conduct internal audits of the project at least two times during the life of the project</p>	MOEYS/ IAD	By 30th June 2026 and 30th June 2028
<p><u>External audit</u> The external audit firm contracted by the MEF to conduct external audits for all ADB projects in Cambodia under a bundled audit will conduct external audits of the project.</p>	No risk identified	L		MEF	

Area	Risk Description	Risk Rating	Mitigating Action	Responsibility	Time Frame
Information systems The project will use a separate accounting software, such as Sage 50 or similar.	The MOEYS Education Financial Management System does not yet have a module for project accounting.	M	The PMU will procure accounting software to be used for the project.	MOEYS/ PMU	Within 6 months of effectiveness.
Overall pre-mitigation project financial management risk		S			

ADB = Asian Development Bank; AWPB = Annual Workplan and Budget; EA = Executing Agency; IAD = Internal Audit Department; IA = Implementing Agency; ITC = Institute of Technology of Cambodia; L = low, M = moderate, MOEYS = Ministry of Education, Youth and Sport; PMU = Project Management Unit; S = substantial; SOP/FM = Standard Operating Procedures on Financial Management for Externally Financed Projects/Programs in Cambodia; SOP/PFM = Standard Operating Procedures on Project Financial Management.

Source: ADB.

24. When the post-mitigation FM risk measures of the overall project are considered, the proposed FM risk of the project is moderate.

B. Disbursement

1. Disbursement Arrangements for ADB Funds

25. Disbursement of the loan proceeds will follow ADB's *Loan Disbursement Handbook (2022, as amended from time to time)*¹⁵ and detailed arrangements agreed between the government and ADB.

26. **Direct Payment Procedure.** The project may request ADB to pay a supplier, consultant, or contractor for individual payments with a minimum value of \$100,000 by submitting a Withdrawal Application and the necessary supporting documents to ADB.

27. **Advance fund procedure.** MEF will establish an advance account at the National Bank of Cambodia and delegate the account to MOEYS. The currency of the advance account will be in US dollars. The advance account is to be used exclusively for ADB's share of eligible expenditures. The MOEYS administers the advance account and is accountable and responsible for the proper use of advances to the advance account.

28. The total outstanding advance to the advance account should not exceed the estimate of ADB's share of expenditures to be paid through the advance account for the forthcoming 6 months. The MOEYS may request for initial and additional advances to the advance account based on an estimate of expenditure sheet¹⁶ setting out the estimated expenditures to be financed through the account for the forthcoming 6 months. Supporting documents should be submitted to

¹⁵ The handbook is available at ADB. [Loan Disbursement Handbook 2022](#).

¹⁶ The estimate of expenditure sheet is in Appendix 8A of ADB's *Loan Disbursement Handbook* and is available for download from ADB. [Loan and Grant Financial Information Services](#).

ADB or retained by the executing agency following ADB's *Loan Disbursement Handbook* when liquidating or replenishing the advance account.

29. **Statement of expenditure procedure.**¹⁷ The SOE procedure may be used for reimbursement of eligible expenditures and liquidation of advances to the advance account. The ceiling of the SOE procedure is the equivalent of \$100,000 per individual payment. Supporting documents and records for the expenditures claimed under the SOE should be maintained and made readily available for review by ADB's disbursement and review missions, upon ADB's request for submission of supporting documents on a sampling basis, and for independent audit. Reimbursement and liquidation of individual payments in excess of the SOE ceiling should be supported by required documentation when submitting the withdrawal application to ADB.

30. Before submitting the first withdrawal application, the borrower should submit to ADB sufficient evidence of the authority of the person(s) who will sign the withdrawal applications on behalf of the government, together with the authenticated specimen signatures of each authorized person.¹⁸ The minimum value per withdrawal application is stipulated in the *Loan Disbursement Handbook*. Individual payments below such an amount should be paid (i) by the executing agency and subsequently claimed from ADB through reimbursement or (ii) through the advance fund procedure, unless otherwise accepted by ADB. The borrower should ensure sufficient category and contract balances before requesting disbursements. Using ADB's Client Portal for Disbursements system¹⁹ is encouraged for submitting withdrawal applications to ADB.

31. **Sub-accounts.** The ITC will establish and maintain a sub-account at a commercial bank, in US dollars. The account will be used to fund project ADB's share of eligible costs for CPD activities and project operating costs. Payments for any procurement contracts for ITC investments (including a data center and a science and technology center) will be made either from the advance account under the MOEYS/PMU or by direct payment, and not from the sub-account. The ITC will submit bank statements and sub-account reconciliation statements to the PMU for each liquidation and replenishment of the sub-account.

2. Disbursement Arrangements for Counterpart Fund

32. The MEF is responsible for ensuring that the government counterpart funds are made available to the project in accordance with the loan agreement and as required by the project's annual work plans and budget. The PMU will prepare a consolidated annual budget based on the projected disbursement plan of the following year for the project. Withdrawal of the government counterpart funds must be made in accordance with the Standard Operating Procedures on Financial Management for all Externally Financed Projects/Programs in Cambodia (MEF, 2019). The MOEYS will be responsible for submitting requests for counterpart funds to the MEF.

33. The government will finance salary supplements for government counterpart staff (PMU and PIU staff allowance), auditing fee, trainers' fee for teacher CPD, and financing charges during implementation.

¹⁷ SOE forms are available in Appendixes 6A and 6B of ADB's *Loan Disbursement Handbook* and are available for download from ADB. [Loan and Grant Financial Information Services](#).

¹⁸ The evidence of authorized persons to sign withdrawal applications is in Appendix 4A of ADB's *Loan Disbursement Handbook* and is available for download from ADB. [Loan and Grant Financial Information Services](#).

¹⁹ The Client Portal for Disbursements facilitates online submission of withdrawal applications to ADB, resulting in faster disbursement. The borrower needs to complete the registration form, which is available at ADB. [Guide to the Client Portal for Disbursements](#).

C. Accounting

34. The MOEYS will maintain, or cause to be maintained, separate books and records for all expenditures incurred on the project from all funding sources following cash-based accounting system in line with the government's financial regulations. The executing agency will prepare project financial statements in accordance with the Cash Basis of Cambodian Public Accounting Standards which are aligned with International Public Sector Accounting Standard for cash-based accounting.

D. Auditing and Public Disclosure

35. The MOEYS will cause the project's financial statements to be audited following International Standards on Auditing by an independent auditor acceptable to ADB. The audited project financial statements, together with the auditor's opinion, will be presented in English to ADB within 6 months from the end of the fiscal year by the executing agency.

36. The audit report for the project financial statements will include a management letter and auditor's opinions, which cover (i) whether the project financial statements present an accurate and fair view or are presented fairly, in all material respects, following the applicable financial reporting standards; (ii) whether the proceeds of the loan were used only for the purpose(s) of the project; and (iii) whether the borrower, executing agency, and/or implementing agency was in compliance with the financial covenants contained in the legal agreements (where applicable).

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

38. The government, executing agency, and implementing agency have been made aware of ADB's approach to delayed submission and the requirements for satisfactory and acceptable quality of the audited project financial statements.²⁰ ADB reserves the right to require a change in the auditor (in a manner consistent with the constitution of the borrower) or additional support to be provided to the auditor, if the audits are not conducted in a manner satisfactory to ADB or are substantially delayed. ADB reserves the right to verify the project's financial accounts.

39. Public disclosure of the audited project financial statements, including the auditor's opinion on the project financial statements, will be guided by ADB's Access to Information Policy.²¹ After the review, ADB will disclose the audited project financial statements and the opinion of the auditors on the project financial statements no later than 14 days of ADB's confirmation of their

²⁰ ADB's approach and procedures regarding delayed submission of audited project financial statements:

- (i) When the audited project financial statements are not received by the due date, ADB will write to the executing agency advising that (a) the audit documents are overdue; and (b) if they are not received within the next 6 months, requests for new contract awards and disbursement, such as new replenishment of advance accounts, processing of new reimbursement, and issuance of new commitment letters, will not be processed.
- (ii) When the audited project financial statements are not received within 6 months after the due date, ADB will (a) withhold processing requests for new contract awards and disbursement, such as new replenishment of advance accounts, processing of new reimbursement, and issuance of new commitment letters; (b) deny the extension of the loan closing date; and (c) delay the negotiation or Board presentation of new loan proposals. ADB will inform the executing agency of ADB's actions and advise that the loan may be suspended if the audited project financial statements are not received within the next 6 months.
- (iii) When the audited project financial statements are not received within 12 months after the due date, ADB may suspend or cancel the loan.

²¹ ADB. 2018. [Access to Information Policy](#).

acceptability by posting them on ADB's website. The management letter, additional auditor's opinions, and AEFS will not be disclosed.²²

VI. PROCUREMENT

A. Applicable Procurement Policy

40. Procurement of goods, works, consulting services, and nonconsulting services will follow the ADB Procurement Policy (2017, as amended from time to time) and the Procurement Regulations for ADB Borrowers (2017, as amended from time to time)

B. Procurement Strategy Summary

41. A strategic procurement planning (SPP) report for the project has been prepared, which defines a procurement strategy that will support the delivery of the project outputs and the achievement of the planned project outcomes. Procurement activities included in the procurement plan comprises a total of 82 contracts: 39 Open Competitive Bidding (OCB) contracts for goods and works for national advertisement and 2 Goods contracts for international advertisement; 8 goods contracts for requests for quotation (RFQ); 3 consulting services contracts through quality- and cost-based selection (QCBS); 1 consulting services contract through quality-based selection (QBS), 5 consulting services contracts through consultants qualification selection (CQS); and 24 consulting services contracts through consultant's qualifications selection (ICS).

42. Packages using open competitive bidding will follow the applicable public procurement laws, with modifications agreed between the government and ADB, as set out in the procurement plan. An indicative procurement plan is included in the PAM. The procurement plan will be updated at least annually, and proposed changes will require ADB approval. ADB will be responsible for oversight and monitoring, including posting the initial procurement plan and any subsequent changes.

43. Procurement will be mostly civil works new classroom buildings and renovation of classrooms, and procurement of goods, such as computer equipment, science equipment, library materials, and furniture. It will also include consulting services and nonconsulting services.

44. An estimated 1,059 person-months (168 international and 891 national) of consulting services will be required to (i) facilitate project management and implementation related to construction supervision, setting up and operation support of science and data centres, development guidelines and marketing strategies, assessments and/or studies and policies, and CPD programs for teachers, and (ii) strengthen the institutional and operation capacity of the MOEYS and/or PMU and IA. Key consulting firms will be engaged using the QCBS method with a standard quality–cost ratio of 80:20 and QBS methods. The terms of reference for all consulting services are detailed in Section D.

45. Value for money (VFM) in procurement will be achieved by promoting the use of open competitive bidding in majority of procurement contracts to be acquired. High competition among potential bidders will help promote the most competitive and innovative response from the bidders which helps result in generating substantially responsive bids. VFM will also be maximized by setting acceptable technical specifications for goods, works, and nonconsulting services and terms of reference for consulting services. Effectively, this gives potential suppliers clarity as to

²² Such information falls under the Access to Information Policy's exceptions to disclosure. Footnote 10, para. 16.

what they should offer to the EA that rewards cost efficiency thus enabling the improvement of the VFM performance of this project.

C. Project Procurement Risk Classification

46. **Overall Assessment.** Project procurement risk is rated moderate reflecting MOEYS's experiences and capability of national procurement procedures through ADB Education sector projects. There are many schools located across the country receiving civil works, furniture and equipment purchases, and there are risks of the shortage of experienced PMU staff dealing with the high volume of these procurement activities.

47. The main actions to mitigate the identified risks include engaging a procurement Expert by ADB through its technical assistance (TA) to support and work closely with MOEYS and by extending support from PPF. This will ensure compliance with ADB's Procurement Policy and the Procurement Regulations for ADB Borrowers for SPP and transaction support to MOEYS on works, goods, and consulting services contracts during project implementation. Additional support will be provided through procurement and contract management of firms and individual consultants throughout the project duration. External consultant support is specifically required in procurement to assist in the development of the national marketplace, preparation of bidding documents and evaluation criteria facilitation and report writing.

D. Project Implementation Arrangements

48. **Procurement methods.** The procurement of works will be open competitive bidding with national advertising. The procurement of goods will use open competitive bidding with national and international advertising, and request for quotations. The recruitment of consulting services will use open competitive bidding with international advertising using quality and cost-based selection, QBS, consultant qualification selection, and individual consultant selection.

- (i) **Open competitive bidding with national advertisement.** Open competitive bidding with national advertising will be used for the majority of goods and works contracts except small value, readily available off-the shelves goods and services. For procurement under OCB to be advertised nationally, the following provisions will be applied: (i) the advertisement will be limited to the national press, or an open-access website; (ii) OCB with national advertising will use the standard bidding documents developed by the EA and approved by ADB, and the currency for bidding and payment will be Cambodian Riels, unless otherwise agreed between EA and ADB; and set forth in the procurement plan. Procurement under OCB will use the single-stage, one-envelope procedure. The relevant sections of ADB's Anticorruption Policy (1998, as amended from time to time) will be included in all procurement documents and contracts.²³ Before the start of any procurement, ADB and the government will review the public procurement laws of the central and state governments to ensure consistency with the ADB Procurement Policy and record if any procurement arrangements mandated by those public procurement laws will not be applicable to procurement undertaken on the project.
- (ii) **Request for Quotation.** Request for quotation will be used for ADB-financed readily available goods and or standard-specification commodities of small-value goods. Request for quotation shall indicate the description and quantity of the

²³ ADB. [Anticorruption](#).

goods, a description of the services or specifications of works, as well as desired delivery (or completion) time and place.

- (iii) **Consulting Services.** All consultants will be recruited according to ADB Procurement Policy (2017, as amended from time to time) and Procurement Regulations for ADB Borrowers (2017, as amended from time to time). Appendix 7 contains the indicative terms of references for the PMU and PIU staff and project implementation consultants.²⁴ Consulting firms will be engaged using the quality- and cost-based selection with a standard quality: cost ratio of 80:20, QBS, and consultant's qualifications selection using simplified technical proposal procedures or biodata technical proposal. Individual consultants will be engaged through individual consultant selection procedure. The EA and the PMU will maintain all procurement Documents for ADB review and other supervision process including complaint handling. Procurement files include, but not limited to, invitation for bids, request for expressions of interests, the issued bidding documents, the issued request for proposals and amendments (if any), bid evaluation reports, technical and financial evaluation reports, proposals/bids submitted by the bidders, minutes/records, contract award letters, signed contracts, etc.

49. **Advance contracting.** Advance contracting will apply to the urgent consulting services which may have major impacts on timely kick-off of the project. As such, advance contracting will be applied for hiring PMU core staff, Project Implementation Consultant (PIC 1) and Consulting for Feasibility Study of Data Center. Advance contracting actions will include the advertisement, selection, and no objection of the contract award by ADB that can occur before loan signing, but contract signing can only occur after loan signing. It is unlikely that any retroactive financing could be endorsed, due to the current economic challenges. All advance contracting will be undertaken in conformity with ADB Procurement Policy (2017, as amended from time to time) and Procurement Regulations for ADB Borrowers (2017, as amended from time to time).²⁵

50. The issuance of requests for proposals for consulting services under advance contracting will be subject to ADB approval. The EA and IA have been advised that approval of advance contracting does not commit ADB to finance the project.

51. **Retroactive financing.** Not applicable.

52. **Post review sampling approach.** Prior review will be applied to: (i) first OCB contracts for civil works and goods packages with national advertising, (ii) first contract for each of goods package under the RFQ method, (iii) consultant contracts under all QCBS, QBS, and first CQS and ICS more than \$100,000 contracts, and (iv) contracts under advance contracting arrangement. Subsequent contracts will be post-reviewed (sampling). ADB's prior review and approval of the following procurement documents will be required: invitation for bids, bidding documents, bid evaluation report, draft contract, and draft contract variations, draft RFQ, quotation evaluation report, draft quotation contract, and draft contract variation for quotation. ADB's prior review and approval for each recruitment step will be required for all consultant recruitment.

²⁴ TORs for the PMU staff are also included in Appendix 7 although they are not considered to be consultants.

²⁵ ADB. [Procurement Policy](#).

53. The post review (sampling) will be conducted during each loan review mission and may also be additionally conducted by request. Contracts for post review (sampling) will be selected by stratified random sampling.

54. **Contract management.** MOEYS does not have a Contract Administration Unit within the Procurement Department. However, they do keep records and proactively manage each contract. Capacity building in ADB contract administration and management would also be recommended.

E. Procurement Plan

55. An 18-month procurement plan indicating threshold and review procedures, goods, works, and consulting service procurement packages is in Appendix 6. The procurement plan will be updated at least annually, and proposed changes will require ADB approval. ADB will be responsible for oversight and monitoring, including posting the initial procurement plan and any subsequent changes in ADB website.

VII. SAFEGUARDS

56. In compliance with ADB's Safeguard Policy Statement (2009), the project's safeguard categories are as follows:

57. **Environment (category B).** The project is classified as category B for environment as per the ADB SPS (2009). Construction works for classrooms and WASH facilities to be constructed under output 1.1 and to be converted under output 1.2 may cause minor adverse environmental impacts, primarily noise, vibration, and dust emissions as well as construction waste generation, and could result in injuries to workers and nearby communities if safety risks are not adequately mitigated. In general, the short-term construction impacts can be prevented or mitigated with good construction management practices in line with the International Finance Corporation Environment, Health, and Safety (EHS) Guidelines (2007). The initial environmental examination (IEE) report including the environmental management plan (EMP) prepared for the project shall guide environment and safety risk management during minor civil works. The EMP provides mitigation measures and monitoring requirements and shall be updated, as applicable, to reflect detailed engineering design, and included in full as an appendix in all bidding and contract documents of works contracts. Relevant clauses shall be integrated in the particular conditions of contract. The IEE and EMP shall also be updated during project implementation to reflect changes in the project and/or unforeseen circumstances, ensuring that standards originally planned are not lowered.

58. In addition to ADB's SPS, the project subscribes to all applicable environment related laws, regulations of Cambodia, most importantly the Ministry of Environment Prakas No. 21: Classification of Environmental Impact Assessment for Development Project (2020). Domestic safeguards requirements, i.e., initial environmental and social impacts assessment as per Ministry of Environment Prakas No. 21 will need to be confirmed once the feasibility study is available. However, it is anticipated that all facilities to be constructed under output 1 will be subject to a Contract of Environmental Protection (CEP). The design and construction supervision firm (DCS firm) will support the PMU in securing these CEPs prior to commencement of works.

59. **Institutional arrangements for EMP implementation.** MOEYS will recruit a project implementation consultant firm (PIC-1) and a design and construction supervision (DCS) firm to support the PMU in project implementation. PIC-1 will include a national environment consultant (1248pm) that will act on PMU's behalf as the EMP implementation coordinator. The DCS firm

will include national resident engineers (5x24pm) and national EHS specialists (3x24pm) in charge of construction and EHS supervision during construction of the new facilities at 23 sites under output 1.1, as well as minor renovation works that may require under output 1.2. The terms of reference of the EMP implementation coordinator (under PIC-1) and the EHS specialists (under DCS firm) are described in Appendix 7. Works contractors will be required to develop a contractor EMP (CEMP) that responds to the requirements of ADB EMP and the GOC CEP. Works contractors will assign qualified EHS staff at each construction site to supervise and ensure compliance with the CEMP.

60. **Monitoring and reporting.** The PMU, on behalf of MOEYS, will be responsible for monitoring the implementation and performance of the project, and for reporting and documenting the results achieved at various stages of the project. The PMU (through PIC-1) will report on EMP implementation progress and compliance through (i) quarterly progress reports (summary section on EMP); and (ii) annual environment monitoring reports to ADB. These will be disclosed in accordance with the ADB Access to Information Policy, 2018 (footnote 25).

61. A **grievance redress mechanism (GRM)** will be established for the project, consistent with the GRM outlined in the IEE and IPP. MOEYS and the PMU (with the support of PIC-1) shall ensure that: (i) an efficient project-specific GRM is in place and functional to assist affected persons resolve queries and complaints related to safeguard concerns, if any, in a timely manner; (ii) all complaints are registered, investigated and resolved in a manner consistent with the provisions of the GRM; (iii) the complainants/aggrieved persons are kept informed about status of their grievances and remedies available to them; (iv) adequate staff and resources are available for supervising and monitoring the mechanism; and (v) complaints and their resolution are recorded and included in the annual environment monitoring reports submitted to ADB. The details of the GRM and key contact persons will be displayed at active work sites and on MOEYS project website. The GRM for the project shall make use of and/or be linked to the GRM established for the STEP UP project approved in 2022.

62. **Prohibited investment activities.** Following ADB's Safeguard Policy Statement (2009), ADB funds may not be applied to the activities on the ADB Prohibited Investment Activities List in Appendix 5 of the Safeguard Policy Statement.

63. **Involuntary resettlement (category C).** The project is classified as category C for involuntary resettlement in accordance with ADB SPS 2009. The project's proposed construction of the additional 23 classroom buildings and conversion of classrooms will be done within existing campuses, which are all on state-owned property. The TA team conducted site visits to all 23 target schools proposed for civil works and confirmed that no involuntary resettlement impact is foreseen. Site screening of other schools not included in the sample used for the due diligence report (DDR) will be conducted during project implementation to reassess the involuntary resettlement impact. The updated DDR will be cleared by ADB and disclosed on the project's website before commencement of civil works. If involuntary resettlement issues are identified during implementation, specific mitigation measures will be prepared in accordance with applicable government laws and regulations on involuntary resettlement safeguards and ADB's SPS.

64. **Indigenous Peoples (category B).** The project is classified as category B for positive impacts on IP in accordance with ADB SPS 2009. The due diligence confirmed that the project is not expected to have any negative impact on IP as the project will neither directly nor indirectly affect the dignity, human rights, livelihood systems, or culture of IP nor affect the territories of natural or cultural resources that IP own, use, occupy, or claim as their ancestral domain. The IP

Plan (IPP) will be updated during project implementation to reflect changes in the project and/or unforeseen circumstances, ensuring that standards originally planned are not lowered. If there is any information related to impact IP students, teachers or the broader community during project implementation, the EA will take steps required to ensure that the project complies with applicable government laws and regulations in line with ADB SPS.

VIII. GENDER EQUALITY AND SOCIAL DIMENSIONS

65. The project is categorized as Gender Equity Theme (GEN). Key gender issues relevant to the project include low representation of female graduates in STEM fields at the tertiary level (16%), despite their relatively high share in science stream in Grade 12 (58%); low representation of female teachers in USS (37%), especially for science and math (29%); low performance of boys in USE assessment; high dropout rate of boys; and lack of gender capacity building program for administrators and teachers, and inadequate gender-responsive pedagogy practice. The gender parity index of 1.3 of gross enrolment rate at Grade 11 and 1.4 at Grade 12 in SY 2022/23 show a significant and increasing trend of boys lagging. The MOEYS acknowledges the need for systematic follow-up and implementation of gender training for administrators and teachers to retain boys in USE, improve their academic performance and support girls in career guidance.

66. Key gender actions include: (i) the construction of WASH facilities including 300 sex-segregated toilets in new classroom buildings across 23 schools; (ii) the development of the new MOEYS' Gender Mainstreaming Strategic Plan for Education, 2026–2030 with action plan activities addressing gender norms; (iii) integrating gender-differentiated pedagogy in STEM CPD especially to help demonstrate to boys the relevance of the curriculum; (iv) prioritizing female teachers in CPD opportunities; (v) increasing women's leadership in CSTC; and (vi) establishing CSTC with socially inclusive and gender-inclusive exhibits and learning materials.

67. As the executing agency, MOEYS will coordinate and consolidate the implementation progress and achievements of the Gender Assessment and Action Plan (GAAP) from the IA and project implementation units (i.e., DGE and DGHE) and submit the GAAP implementation progress monitoring matrix as part of overall quarterly and annual project progress reports. All supporting MOEYS departments and training institutes shall appoint a gender focal point to facilitate smooth coordination. A national gender specialist will be recruited for 16 person-months, and the international gender specialist will be recruited for 4 person-months on an intermittent basis to support the Project Management Unit (PMU) in ensuring the GAAP implementation, monitoring and reporting. An additional national gender strategic plan specialist will be recruited for 3 person-months to support the development of the Gender Mainstreaming Strategic Plan for Education 2026-2030, one of the activities in the GAAP.

68. The GAAP implementation progress monitoring matrix will cover the progress of each activity specified in the GAAP and any challenges encountered. ADB will closely monitor the GAAP implementation through semiannual review missions. The PMU is expected to adopt the Monitoring and Reporting Framework to document monthly and quarterly progress and achievements, which will serve as a roadmap for subsequent quarter actions.

Table 10: Gender Action Plan

Performance Indicators (Activities and targets)	Contract Package Number (as applicable)	Responsibility	Timelines
Outcome: Effectiveness and gender-inclusivity of the USE system improved.			

Performance Indicators (Activities and targets)	Contract Package Number (as applicable)	Responsibility	Timelines
a. Increase in Grade 11 school-based summative assessment score at project schools by at least 5 percentage points for girls and by 7 percentage points for boys (Baseline to be set in SY2025/26) ^a (DMF a.)	CS-1 ICS-3A-3B	EMIS-DEMIS, EQID, DEA and PMU	2025–2031 with annual progress review
b. USE completion rate increases to at least 46.0% (50.0% for girls; 42.0% for boys) (SY2023/24 Baseline: 38.4% overall, 42.5% for girls; 34.4% for boys) (DMF b.)	CS-1	EMIS-DEMIS, EQID, DEA and PMU	2025–2031 with annual progress review
c. Grade 12 student enrollment in science stream increases by at least 5 percentage points for girls and by 7 percentage points for boys (SY2022/23 Baseline: 38.4% girls, 31.2% boys) (DMF c.)	CS-1	EMIS-DEMIS, EQID, DEA and PMU	2025–2031 with annual progress review
Output 1: Access to quality USE expanded.			
1a. 23 USSs upgraded with new classrooms with gender-responsive, socially inclusive, and climate-adaptive design features and WASH facilities ^b (2024 Baseline: 0) (DMF 1a.)	CW-01-06 CS-1-2	DSPC, DGSE and PMU School Principals	2025–2027
1b. At least one public consultation conducted in each of 23 school sites with DSPC officers, school staff, teachers, and representatives of students, parents and community leaders in focus school sites on the new classroom design features, and SEAH prevention and redress mechanism during construction (2024 Baseline: 0)	CS-1-2 ICS-1A	DSPC, DGSE, PMU and School Principals	2025–2027
1c. At least 80% of all construction workers and managers report increased understanding on SEAH prevention and redress mechanism during civil work and 100% of construction workers sign the code of conduct (2024 Baseline: 0)	CS-1-2	DSPC, DGSE, PMU and School Principals	2025–2027
1d. Integrated Education Data Center operationalized with school management information system including socially inclusive and sex-disaggregated data (2024 Baseline: 0) (DMF 1c.)	CS-1-2 ICS-2A-2B	PMU and ITC	2025–2027
1e. At least 90% of 259 USS target schools use SMIS to report sex-disaggregated data biannually to track gender parity (2024 Baseline: 0)	CS-1-2 ICS-3-4	PMU and ITC	2025–2027
1f. By 2026, MOEYS' Gender Mainstreaming Strategic Plan for Education, 2026–2030 developed and approved (2024 Baseline: 0) (DMF 1d)	ICS-10	PMU, DGE and DSPC Directors	2025–2027
1g. Two activities addressing gender norms under the approved Gender Mainstreaming Strategic Plan for Education, 2026–2030 action plan implemented (2024 Baseline: 0)	CS-1 ICS-10	PMU, DGE and DSPC Directors	2027–2029
Output 2: USE alignment with 21st-century skills improved.			

Performance Indicators (Activities and targets)	Contract Package Number (as applicable)	Responsibility	Timelines
2a. STEM project-based and applied learning CPD with gender-differentiated pedagogy implemented in at least 80.0% of target schools (2024 Baseline: 0) (DMF 2a.)	CS-1	PMU, DGE, BTEC, RTTC and NIE	2026–2029
2b. At least 880 teachers (of whom at least 25.0% are women) who participate in digital skills CPD report increased use of technology in teaching (2024 Baseline: 0) (DMF 2b.)			
2c. At least 50% teachers from 259 USS who participated in project-based STEM CPD report the use of gender-differentiated pedagogy in projects undertaken with students (Baseline 2024: 0)			
2d. One collaborative action research conducted by teachers from project schools address boys' low performance and early-school-leaving (2024 Baseline: 0)	CS-1	PMU, DGE, BTEC, RTTC, NIE and ITC	2026–2029
2e. CSTC fully equipped, staffed (with at least 30.0% women in management), and operational with climate-smart, socially inclusive and gender-sensitive features ¹ (2024 baseline: 0) (DMF 2d.)	CS-1 ICS-7	PMU, DGE, BTEC, RTTC, NIE and ITC	2026–2029
2f. 540 USE teachers (20% women) who attended CPD report increased competency in English language pedagogy (2024 Baseline: 0)	CS-1	PCU, DGE, BTEC, RTTC, NIE and ITC	2026–2029
2g. 250 science and math subject team leads (25% women) from USSs, who have successfully completed the CPD program, receive scholarships to pursue local master's degree programs in science and math pedagogy (2024 Baseline: 0)	CS-1	PCU, DGE, BTEC, RTTC, NIE and ITC	2026–2029
Output 3: Quality of USE learning assessment system improved.			
3a. 650 teachers (at least 25% women) who attend CPD report improved use of classroom-based assessment for teaching (2024 Baseline: 0) (DMF 3a.)	CS-1 ICS-3A-3B	PMU, DGE, NIE and EQID	2027–2029
3b. Revised national examination strategy, based on gender-sensitive analysis, approved (2024 Baseline: 0) (DMF 3b.)	CS-1 ICS-3A-3B	PMU, DGE, NIE and EQID	2027–2029
Output 4: Post-Secondary education pathways strengthened.			
4a. Fast-track program (including environmental science modules) piloted in 25 schools, with at least 50% boys registered in the specialized courses (2024 Baseline: 0) (DMF 4a.)	CS-1 ICS-5A-5B	MOEYS, DGSE, NUM-DE	2027–2029
4b. 120 students (50% women) enrolled in NUM-DE through the pilot fast-track program (2024 Baseline: 0) (DMF 4b.)	CS-1 CS6A-6B	MOEYS, DGHE, NUM-DE	2027–2031

BTEC = Battambang Teacher Education Colleague; CPD = continuous professional development; CS = consulting service; CSTC = Cambodia Science and Technology Center; CW = civil works; DEA = Department of Examination Affairs; DGE = Directorate General of Education; DGHE = Directorate General of Higher Education; DGSE = Department of General Secondary Education; DMF = design and monitoring framework; DSPC = Department of State Property and Construction;

EQID = Education Quality Inspection Department; GAAP = Gender Assessment and Action Plan; GTHS = general technical high school; ICS = individual consultant service; ITC = Institute of Technology Cambodia; MOEYS= Ministry of Education, Youth and Sport; NIE = National Institute of Education; NUM-DE = National University of Management Faculty of Digital Economy; NWS = network school; PMU = Project Management Unit; RTTC = Regional Teacher Training Center; SDG = Sustainable Development Goal; SEAH = sexual exploitation, abuse and harassment; STEM = science, technology, engineering, and mathematics; SY = school year; USE = upper secondary education; WASH = water, sanitation, and hygiene.

^a The baseline will be set after the development and administration of improved school-based summative assessment.

The targets will be reassessed at midterm review. The past Grade 11 national assessment results indicate that girls consistently outperform boys, therefore a higher target is set for boys to narrow the gender gap.

^b Gender-responsive design features include safe, accessible and inclusive environment by addressing safety risks around harassment, sexual assault, and violence often faced by girls, LGBTQI, and other vulnerable students. This includes sex-segregated toilet facilities which are safe, private and with running water, to ensure dignified menstrual hygiene management.

^c Gender-sensitive features refer to exhibits which (i) depict women's contribution and roles in STEM globally, within the Association of Southeast Asian Nations and locally; (ii) provide visuals, topics, and aesthetics related to women; and (iii) are accessible for women and girls with disabilities. Gender guidelines and checklist can be adapted from [Exhibit Design for Girls' Engagement \(EDGE\)](#) and [ASTC's Gender Representation Toolkit](#).

Source: Asian Development Bank.

69. **Civil society engagement.** Civil society and non-governmental organizations may be engaged during project implementation through (i) consultations and partnership for the career guidance program in SESS; (ii) community engagement as part of the project-based learning activities; and (iii) partnerships in the outreach for the CSTC. The level of expected participation is as follows:

Low	Information generation and sharing
Medium	Consultation
Not applicable	Collaboration
Low	Partnership

IX. PERFORMANCE MONITORING, EVALUATION, REPORTING AND COMMUNICATION

A. Monitoring

70. **Project performance and compliance monitoring.** Project progress, inputs, outputs, outcomes, and impacts will be regularly monitored. MOEYS will be responsible for monitoring the implementation and performance of the project, and for reporting and documenting the results achieved. MOEYS will be responsible for disseminating the findings to key stakeholders. MOEYS will prepare quarterly progress reports describing: (i) project implementation progress; (ii) issues, challenges, and constraints; and (iii) proposed actions and solutions, for submission to the government and ADB. The progress reports will also report on GAAP, IPP and EMP implementation. Disaggregated data for output and outcome indicators will be updated and reported through these quarterly progress reports and after each ADB semiannual project review mission. Loan covenants—including policy, financial, economic, and environmental safeguards will be monitored through the quarterly progress reports and ADB review missions. The PMU will finalize monitoring, recording, and reporting arrangements and establish systems and procedures, no later than 3 months after project loan effectiveness.

71. **Safeguards.** The following safeguards reporting arrangements will be followed: (i) annual environment monitoring reports (EMR) during project construction and until the project completion report is issued; (ii) semiannual social monitoring reports (SSMR). The EA will submit these reports to ADB for review and disclosure on ADB website. The EMR reporting period is January to December, with EMR submission due by 15 January. SSMR periods are January to June and

July to December, with submission due dates of 15 July and 15 January respectively. Reporting shall start after project effectiveness and continue until a project completion report is issued.

72. **Environment safeguards monitoring.** Throughout the construction period, each contractor will submit monthly works progress and EMP implementation reports to the OIC firm. The quarterly project progress reports prepared by the PMU for ADB should include a short summary of EMP implementation progress and any grievances raised/resolved in the reporting period. PIC-1 environment consultant will support the PMU in preparing and submitting the annual environmental monitoring reports (EMRs) to MOEYS and ADB.²⁶ The EMR will include progress of construction, results of site inspections and environmental monitoring, progress made in EMP implementation, status of compliance with domestic environmental regulatory requirements and other clearances, record of community complaints, unforeseen environmental impacts, and suggested corrective actions for the next monitoring period. The EMRs shall be submitted to ADB until the project completion report is prepared.

73. **Gender equality and social dimensions.** MOEYS will coordinate and consolidate the implementation progress and achievements of the Gender Assessment and Action Plan (GAAP) from the IA and project implementation units (i.e., DGE and DGHE) and submit the GAAP implementation progress monitoring matrix as part of overall quarterly and annual project progress reports. All supporting MOEYS departments and training institutes shall appoint a gender focal point to facilitate smooth coordination. A national gender specialist will be recruited for 16 person-months on an intermittent basis to support the Project Coordination Unit (PCU) in ensuring the GAAP implementation, monitoring and reporting. The GAAP implementation progress monitoring matrix will cover the progress of each activity specified in the GAAP and any challenges encountered. ADB will closely monitor the GAAP implementation through semiannual review missions. The PMU is expected to adopt the Monitoring and Reporting Framework to document monthly and quarterly progress and achievements, which will serve as a roadmap for subsequent quarter actions.

74. **Financial management.** Financial management risks and risk mitigation measures should be reviewed and updated at least once a year. The executing agency will prepare project financial statements in accordance with the Cash Basis of Cambodian Public Accounting Standards which are aligned with International Public Sector Accounting Standard for cash-based accounting. The audited project financial statements, together with the auditor's opinion, will be presented in English to ADB within 6 months from the end of the fiscal year by the executing agency. Compliance with financial reporting and auditing requirements will be monitored by review missions and during normal program supervision, and followed up regularly with all concerned, including the external auditor. Public disclosure of the audited project financial statements, including the auditor's opinion on the project financial statements, will be guided by ADB's Access to Information Policy.²⁷ After the review, ADB will disclose the audited project financial statements and the opinion of the auditors on the project financial statements no later than 14 days of ADB's confirmation of their acceptability by posting them on ADB's website. Loan covenants, including those pertaining to financial management, will be monitored through the quarterly progress reports and ADB review missions.

²⁶ Report template is annexed to the IEE.

²⁷ ADB. 2018. [Access to Information Policy](#).

B. Evaluation

75. Inception mission. ADB will conduct an inception mission within two months after project effectiveness. The main purpose of the inception mission is to (i) reconfirm the working arrangements between ADB and MOEYS; (ii) review the project implementation schedule as well as the contract awards and disbursement projections, (iii) finalize the detailed disbursement arrangements, and (iv) provide any additional training as required.

76. Review missions will be conducted every six months thereafter. The review mission will check overall project implementation, including progress against the DMF outcome and output indicators, covenant compliance, safeguards, gender and 'green' dimensions, and a review of FM performance including achievement of contract awards and disbursement targets, and utilization of both ADB and counterpart funds, compliance with financial reporting and auditing requirements, and the progress of the financial management action plan. The project implementation schedule will also be updated, as necessary.

77. A midterm review will be undertaken in year 3 of implementation. The midterm review will consider whether the projects' outcomes are likely to be achieved. The focus will be on overall project strategy and achievements which may require adjustments of targets and processes and reallocation of resources. It will include a review of the FM performance, the adequacy of costs and financing and reallocation of loan proceeds, and compliance with loan covenants.

78. Project completion review mission. ADB, with the borrower and MOEYS, will field a project completion review mission to evaluate whether the project outcome was achieved, and to assess the performance of ADB and MOEYS. Within 6 months of project physical completion, MOEYS will submit a project completion report to ADB. ADB will also prepare and disclose its own project completion report within one year of financial closing.

C. Reporting

79. The EA and IA will provide ADB with (i) quarterly progress reports in a format consistent with MEF's template and ADB's project performance reporting system and should include the project's financial progress, showing periodic and cumulative amounts of budgeted and actual sources and uses of funds (covering the total project cost) following the cost categories in the project administration manual and reconciled with ADB's records and consolidated annual reports including (a) progress achieved by output as measured through the indicator's performance targets, (b) report on the implementation of financial management action plans as detailed in Table 11 of this PAM, (c) updated procurement plan, (d) updated implementation plan for the next 12 months, (e) key implementation issues and solutions,; (ii) semiannual indigenous peoples plan monitoring and annual EMR; and (iii) a project completion report within 6 months of physical completion of the project. To ensure that projects will continue to be viable and sustainable, project financial statements together with the auditor's report, should be adequately reviewed. Table 11 lists the key reporting requirements.

Table 11: ADB's Key Reporting Requirements

Report	Timing	Reference
Audited project financial statements	Not later than 6 months after the closure of the fiscal year	Loan agreement, Section 1.04
Audited entity financial	By the earlier of the time prescribed for their approval following the country laws or 1 month	Loan agreement, Section 1.08

Report	Timing	Reference
statements	after their approval by the relevant authority	
Quarterly project progress reports	Quarterly, within 30 days after the end of each reporting period	Loan agreement, Section 3.05
Social		Loan agreement, Schedule 1, para. 2
Environmental safeguard	Annually until completion of civil works, within 15 days after the end of each reporting period	Loan agreement, Schedule 1, para. 4
Technical		Loan agreement, Schedule 1, para. 1
Project completion report	Not later than 6 months after physical completion of the project	Loan agreement, Section 6.02

ADB = Asian Development Bank.

Source: ADB.

D. Stakeholder Communication Strategy

80. The project's key stakeholders include students, teachers and school and teacher education management at 259 public secondary schools and GTHSs, NUM's digital economy major students and lecturers, upper secondary teachers and teacher educators at NIE, ITC and three TEIs, education policy makers and practitioners, youth and community members, and staff of relevant MOEYS departments. Immediately after loan effectiveness, PMU with inputs from PIUs, including NUM, and ITC will develop a communication strategy to ensure robust project coordination and delivery within the internal stakeholder community, including ADB, and project promotion with external stakeholders. The communication strategy will build on approaches already in use by ADB but will be enhanced through consultation with MOEYS and other key stakeholders to ensure inclusiveness, transparency, and meaningful participation of stakeholders. The strategy will include various ways of dissemination and communication information and measures to ensure that stakeholder feedback will be incorporated in the project's design, implementation, and evaluation process. Responsibilities and timelines will also be defined to ensure that all stakeholders will be regularly informed, and appropriate linkages are created to increase awareness, opportunities, potential innovations, and solutions to any emerging issues affecting the project.

X. ANTICORRUPTION POLICY

81. Implementation of the project shall adhere to ADB's Anticorruption Policy (1998, as amended from time to time) and Integrity Principles and Guidelines (2015, as amended from time to time). ADB has the right to investigate, directly or through its agents, any violations of the Anticorruption Policy relating to the project. All contracts financed by ADB shall include provisions specifying that (i) the contracts are ADB-financed; (ii) ADB's Anticorruption Policy and Integrity Principles and Guidelines apply; (iii) the executing and implementing agencies and all project contractors, suppliers, consultants (including lead firms and sub-consultants), and other service providers shall permit ADB to review and inspect their accounts and records and other documents relating to the bid submission and contract performance and to have them audited by auditors appointed by ADB; and (iv) the project contractors, suppliers, consultants (including lead firms and sub-consultants), and other service providers undertake that no fees, gratuities, rebates, gifts, commissions, or other payments other than those shown in the bid have been offered, given, or received in connection with the procurement process or in the contract execution. Individuals and

entities on ADB's complete Sanctions List ²⁸ are ineligible to participate in ADB-financed, -administered, and -supported activity and cannot be awarded any contracts under the project.²⁹ The project team and the executing agency should obtain endorsement from the Office of Anticorruption and Integrity before the effectivity or approval of any contract variation involving a debarred or temporarily suspended firm or individual in ADB's Sanctions List, regardless of the nature or cost of contract variation.

82. Underpinned by ADB's zero tolerance for corruption, the Office of Anticorruption and Integrity aligns with ADB's commitment to strengthen governance across Asia and the Pacific. To report a complaint of integrity violations to ADB's Office of Anticorruption and Integrity, please visit <https://www.adb.org/who-we-are/integrity/report-integrity-violations>.

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

XI. ACCOUNTABILITY MECHANISM

84. People who are, or may in the future be, adversely affected by the project may submit complaints to ADB's Accountability Mechanism. The Accountability Mechanism provides an independent forum and process whereby people adversely affected by ADB-assisted projects can voice and seek a resolution of their problems, as well as report alleged violations of ADB's operational policies and procedures. Before submitting a complaint to the Accountability Mechanism, affected people should try in good faith to solve their problems by working with the concerned ADB operations department. Only after doing that, and if they are still dissatisfied, should they approach the Accountability Mechanism.³⁰

XII. RECORD OF CHANGES TO THE PROJECT ADMINISTRATION MANUAL

²⁸ ADB. [Sanctions List](#); and ADB. [Frequently Asked Questions on ADB Sanctions](#).

²⁹ ADB. [Procurement Regulations for ADB Borrowers](#); and ADB. [Office of Anticorruption and Integrity](#).

³⁰ ADB. [Accountability Mechanism](#).

DESIGN AND MONITORING FRAMEWORK

Impact(s) the Project is Aligned with			
High-quality human resources for a knowledge-based society developed (Cambodia Secondary Education Blueprint 2030) ^a			
Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
Outcome Effectiveness and gender-inclusivity of the USE system improved.	By 2031: a. Increase in Grade 11 school-based summative assessment score at project schools by at least 5 percentage-points for girls and by 7 percentage-points for boys (2024 baseline: Not applicable [to be set in SY2026]) ^b (OP 1.1.1) b. USE completion rate increases to at least 46.0% (50.0% for girls; 42.0% for boys) ^c (SY2024 baseline: 38.4% overall, 42.5% for girls; 34.4% for boys) (OP 1.1; OP 2.2) c. Grade 12 student enrollment in science stream increases by at least 5 percentage points for girls and by 7 percentage points for boys (SY2023 baseline: 38.4% girls, 31.2% boys) (OP 1.1; OP 2.2.1)	a. School Management Information System reports: Education Quality and Inspection Department b. Education Management Information System Report: Department of Education Management Information System c. Department of Examination Affairs report	A: MOEYS and Ministry of Economy and Finance sustain or increase share of funds for education sector and USE. R: Pandemics or extreme weather events disrupt teaching and learning for extended period during project implementation. R: MOEYS reform of USE that adopts a single education stream
Outputs 1. Access to quality USE expanded	By 2030: 1a. 23 USSs upgraded with new classrooms with gender-responsive, socially inclusive, and climate-adaptive design features and WASH facilities ^d (2024 baseline: 0,) (OP 1.1; OP 2.5; OP 3.1; OP 3.2.5; OP 6.2.1) 1b. Minimum service standards for general and technical high school integrating climate change resilience developed (2024 baseline: 0) (OP 1.1; OP 6.2.1)	1a. MOEYS quarterly project reports: Department of Construction and Directorate General for Secondary Education 1b. MOEYS quarterly project reports: Department of Construction and GSE	R: Extreme weather events and/or climate hazards delay project implementation and the sustainability of school equipment. A: Sufficient number of qualified secondary education teachers are retained in the system. R: National examination reform is postponed beyond project implementation due to social and/or political sensitivities.

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
2. USE alignment with 21st-century skills improved	<p>1c. Integrated Education Data Center made operational with school management information system, including socially inclusive and sex-disaggregated data (2024 baseline: 0) (OP 1.1; OP 6.2.1)</p> <p>1d. By 2026, MOEYS gender mainstreaming strategic plan for education 2026–2030 developed and approved (2024 baseline: 0) (OP1.1)</p> <p>1e. Khmer–Braille software and Khmer text–speech application developed. (2024 baseline: 0) (OP1.1; OP 1.3.3)</p> <p>2a. STEM project-based and applied learning CPD with gender-differentiated pedagogy implemented in at least 80.0% of target schools (2024 baseline: 0) (OP 1.1)^e</p> <p>2b. At least 880 teachers (of whom at least 25.0% are women) who participate in digital skills CPD report increased use of technology in teaching (2024 baseline: 0) (OP 1.1.1; OP 2.1.1; OP 2.2.1)</p> <p>2c. At least 120 USSs operating at level 2 or higher of the MOEYS school-based STEM framework (2024 baseline: Not applicable [to be set in 2025]) (OP 1.1)</p> <p>2d. CSTC fully equipped, staffed (with at least 30.0% women in management), and operational with climate-smart, socially inclusive and gender-sensitive features^f (2024</p>	<p>1c. MOEYS quarterly project reports: Institute of Technology of Cambodia</p> <p>1d. MOEYS gender mainstreaming strategic plan for education 2026–2030: Department of Policy</p> <p>2a. MOEYS quarterly project reports</p> <p>2b. MOEYS quarterly project reports</p> <p>2c. MOEYS quarterly project reports</p> <p>2d. MOEYS quarterly project reports; CSTC reports</p>	

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
3. Quality of USE learning assessment system improved	<p>baseline: 0) (OP 1.1; OP 2.3)</p> <p>3a. 650 teachers (at least 25.0% women) who attend CPD report improved use of classroom-based assessment for teaching (2024 baseline: 0) (OP 1.1; OP 2.1.1)</p> <p>3b. Revised national examination strategy, based on gender-sensitive analysis, approved (2024 baseline: 0) (OP 1.1)</p>	<p>3a. MOEYS quarterly project reports</p> <p>3b. MOEYS national examination strategy</p>	
4. Post-secondary education pathways strengthened	<p>4a. Fast-track program (including environmental science modules) piloted in 25 schools with at least 50% boys registered in the specialized courses (2024 baseline: 0) (OP 1.1.1; OP 2.2.1)</p> <p>4b. 120 students (at least 50% girls) enrolled in NUM-DE through the pilot fast-track program (2024 baseline: 0) (OP 1.1.1; OP 2.2.1)</p> <p>4c. Framework on recognition of prior learning and competencies and credit transfer developed (2024: 0) (OP 1.1)</p>	<p>4a. MOEYS quarterly project reports</p> <p>4b. NUM-DE reports</p> <p>4c. Department of Higher Education report and/or MOEYS quarterly project reports</p>	

Key Activities with Milestones

1. Access to quality USE expanded

- 1.1 Construct and furnish additional classrooms and water, sanitation, and hygiene facilities (Q2 2028)
- 1.2 Upgrade and equip existing USS facilities (Q4 2028)
- 1.3 Develop MOEYS guidelines for climate-resilient school facilities (Q1 2026)
- 1.4 Update minimum service standards for general and technical high schools (Q3 2028)
- 1.5 Establish an integrated education data center (Q3 2028)
- 1.6 Develop the MOEYS gender mainstreaming strategic plan in education 2025–2030 (Q1 2026)
- 1.7 Develop accessibility technology for learning (Q4 2030)

2. USE alignment with 21st-century skills improved

- 2.1 Deliver CPD to secondary school teachers on soft skills and project-based STEM education (Q2 2029)
- 2.2 Provide applied STEM and innovative learning fund (Q4 2030)
- 2.3 Enroll USE science and mathematics teachers in master's programs (Q4 2030)

<p>2.4 Provide CPD to USE teachers on digital skills (Q4 2030)</p> <p>2.5 Improve English language proficiency and pedagogy (Q4 2030)</p> <p>2.6 Roll out the school-based STEM framework (Q2 2026)</p> <p>2.7 Operationalize the CSTC (Q4 2030)</p> <p>3. Quality of USE learning assessment system improved</p> <p>3.1 Deliver school-level assessment CPD (Q3 2028)</p> <p>3.2 Conduct a study on national examination processes and practices (Q4 2029)</p> <p>4. Post-secondary education pathways strengthened</p> <p>4.1 Pilot the fast-track program in USE (Q4 2028)</p> <p>4.2 Provide scholarships to fast-track completers to enroll at NUM-DE (Q4 2030)</p> <p>4.3 Develop the MOEYS strategy on higher education institution recognition of prior learning and competency (Q3 2030)</p>
<p>Inputs</p> <p>Asian Development Bank: \$80.00 million (concessional loan)</p> <p>Government of Cambodia: \$3.92 million</p>

A = assumption; CPD = continuous professional development; CSTC = Cambodia Science and Technology Center; MOEYS = Ministry of Education, Youth, and Sport; NUM-DE = National University of Management Faculty of Digital Economy; OP = operational priority; Q = quarter; R = risk; STEM = science, technology, engineering, and mathematics; SY = school year; USE = upper secondary education; USS = upper secondary school.

^a Government of Cambodia, MOEYS. 2021. [Cambodia Secondary Education Blueprint 2030](#).

^b The baseline will be set after the development and administration of improved school-based summative assessment. The targets will be reassessed at midterm review. The past Grade 11 national assessment results indicate that girls consistently outperform boys. Therefore, a higher target is set for boys to narrow the gender gap.

^c Education Management Information System 2023 data. Public and private schools included.

^d Gender-responsive design features include safe, accessible, and inclusive environment by addressing safety risks around harassment, sexual assault, and violence often faced by girls; lesbian, gay, bisexual, transgender, queer/question (one's sexual or gender identity), and intersex (LGBTQI) students; and other vulnerable students. This also includes sex-segregated toilet facilities, which are safe, provide privacy, and have running water to ensure dignified menstrual hygiene management.

^e Implementation of applied STEM projects at schools will be monitored by follow-up coaching by information and communication technology and National Institute of Education as the CPD providers and is the final requirement for completion of the CPD program.

^f Gender-sensitive features refer to exhibits which depict women's roles in STEM and provide visuals, topics, and aesthetics related to women.

Source: Asian Development Bank.

DETAILED COST ESTIMATES BY EXPENDITURE CATEGORY

		(\$ million)			
		Foreign	Local	Total Cost ^a	% of Total Base Cost ^a
A.	Investment Costs^b				
	1. Civil work	23.02	5.76	28.78	40%
	2. Goods	21.55		21.55	30%
	3. Consulting services	3.18	5.07	8.25	12%
	4. Capacity building	0.24	8.95	9.19	13%
	Subtotal (A)	47.99	19.77	67.76	95%
B.	Recurrent Costs				
	1. Operating Costs (ADB-funded) ^c		2.77	2.77	4%
	2. Operating Costs (RGC-funded) ^d		0.81	0.81	1%
	Subtotal (B)		3.58	3.58	5%
	Total Base Cost	47.99	23.35	71.34	100.00
C.	Contingencies^e				
	1. Physical	4.17	2.03	6.20	9%
	2. Price	2.50	1.22	3.72	5%
	Subtotal (C)	6.67	3.25	9.92	14%
D.	Financing charges during project implementation^f				
	1. Interest during construction		2.65	2.65	4%
	Subtotal (D)		2.65	2.65	4%
Total Project Cost (A+B+C+D)^g		54.66	29.26	83.92	118%

Notes: Numbers may not sum precisely because of rounding. Percentages may not total 100% because of rounding.

^a Includes the ADB-financed taxes of \$6.16 million.

^b In June 2024 prices.

^c ADB will finance operating costs of \$2.77, of which \$1.68 million will be for project management (monitoring missions, meetings and other operating costs); \$0.30 million for surveys, data collection, consultations, and DSA for civil works assessments for DSPC; \$0.40 million for national competitions and STEM fairs in 2029 and 2030, stationery and utilities for operation of the CSTC; and \$0.03 million for operation of the education data center.

^d RGC will finance operating costs of \$0.81 million, of which \$0.12 million will be for auditing and \$0.69 million for staff allowances.

^e Physical contingencies are computed at 8.69%. Price contingencies are based on escalation rates for local currency and foreign exchange costs estimated for Cambodia. Average escalation factors during implementation are 2.9% for local costs and 1.9% for international costs.

^f Interest rate is 1.0% for concessional ADB loans (Group A) from ordinary capital resources during the grace period. After the grace period the interest rate is 1.5%. There are no commitment or other charges on all sources of financing.

^g The Government will provide in-kind contributions equivalent to \$0.37 million for the provision of office space for consultants. (Total space of 192sqm at \$27 per sqm per month.)

Source: Asian Development Bank estimates.

DETAILED COST ESTIMATES BY FINANCIER

	ADB Loan		Government of Cambodia		Total Cost ^a	% of base cost	Taxes and Duties
	Amount	% of Cost Category	Amount	% of Cost Category			
A. Investment Costs^b							
1. Civil work	28.78	100%			28.78	40%	2.62
2. Goods	21.55	100%			21.55	30%	2.01
3. Consulting services	8.25	100%			8.25	12%	0.81
4. Capacity building	8.89	97%	0.3	3%	9.19	13%	
Subtotal (A)	67.46	100%	0.30	0%	67.76	95%	5.43
B. Recurrent Costs							
1. Operating Costs (ADB-funded) ^c	2.77	100%			2.77	4%	
2. Operating Costs (RGC-funded) ^d			0.81	100%	0.81	1%	
Subtotal (B)	2.77	77%	0.81	23%	3.58	5%	
Total Base Cost	70.23	98%	1.11	2%	71.34	100%	5.43
C. Contingencies^e							
1. Physical	6.11	98%	0.10	2%	6.20	9%	0.46
2. Price	3.66	98%	0.06	2%	3.72	5%	0.27
Subtotal (C)	9.77	98%	0.16	2%	9.92	14%	0.73
D. Financing charges during project implementation^f							
1. Interest during construction			2.65				
Subtotal (D)			2.65	100%	2.65	4%	
Total Project Cost (A+B+C+D)^g	80.00	95%	3.92	5%	83.92	118%	6.16

Notes: Numbers may not sum precisely because of rounding. Percentages may not total 100% because of rounding.

^a Includes the ADB-financed taxes of \$6.16 million.

^b In June 2024 prices.

^c ADB will finance operating costs of \$2.77, of which \$1.68 million will be for project management (monitoring missions, meetings and other operating costs); \$0.30 million for surveys, data collection, consultations, and DSA for civil works assessments for DSPC; \$0.40 million for national competitions and STEM fairs in 2029 and 2030, stationery and utilities for operation of the CSTC; and \$0.03 million for operation of the education data center.

^d RGC will finance operating costs of \$0.81 million, of which \$0.12 million will be for auditing and \$0.69 million for staff allowances.

^e Physical contingencies are computed at 8.69%. Price contingencies are based on escalation rates for local currency and foreign exchange costs estimated for Cambodia. Average escalation factors during implementation are 2.9% for local costs and 1.9% for international costs.

^f Interest rate is 1.0% for concessional ADB loans (Group A) from ordinary capital resources during the grace period. After the grace period the interest rate is 1.5%. There are no commitment or other charges on all sources of financing.

^g The Government will provide in-kind contributions equivalent to \$0.37 million for the provision of office space for consultants. (Total space of 192sqm at \$27 per sqm per month.)

Source: Asian Development Bank estimates.

DETAILED COST ESTIMATES BY OUTPUTS AND COMPONENTS
(\$ million)

Item	Total Cost ^a	Output 1		Output 2		Output 3		Output 4		PMU	
		Amount	% of Cost Category	Amount	% of Cost Category	Amount	% of Cost Category	Amount	% of Cost Category	Amount	% of Cost Category
A. Investment Costs^b											
1. Civil work	28.78	28.78	100%								
2. Goods	21.55	11.52	53%	9.42	44%	0.11	1%	0.28	1%	0.22	1%
3. Consulting services	8.25	1.38	17%	3.04	37%	0.20	2%	0.62	7%	3.01	36%
4. Capacity building	9.19	0.29	3%	7.71	86%	0.77	8%	0.42	5%		
Subtotal (A)	67.76	41.97	62%	20.16	30%	1.08	2%	1.32	2%	3.23	5%
B. Recurrent Costs											
1. Operating Costs (ADB-funded) ^c	2.77	0.39	14%	0.40	14%					1.98	71%
2. Operating Costs (RGC-funded) ^d	0.81									0.81	78%
Subtotal (B)	3.58	0.39	14%	0.40	14%					2.80	
Total Base Cost	71.34	42.36	59%	20.56	29%	1.08	2%	1.32	2%	6.03	8%
C. Contingencies^e											
1. Physical	6.20	3.68	59%	1.79	29%	0.09	2%	0.12	2%	0.52	8%
2. Price	3.72	1.93	52%	1.39	37%	0.05	1%	0.05	1%	0.30	8%
Subtotal (C)	9.92	5.61	57%	3.17	32%	0.15	2%	0.16	2%	0.83	8%
D. Financing charges during project implementation^f											
Interest During Implementation	2.65	1.57	59%	0.8	29%	0.0	2%	0.05	2%	0.22	8%
Subtotal (D)	2.65	1.57	59%	0.8	29%	0.0	2%	0.05	2%	0.22	8%
Total Project Cost (A+B+C+D)^g	83.92	49.54	59%	24.5	29%	1.3	2%	1.54	2%	7.08	8%

Notes: Numbers may not sum precisely because of rounding. Percentages may not total 100% because of rounding.

^a Includes the ADB-financed taxes of \$6.16 million.

^b In June 2024 prices.

^c ADB will finance operating costs of \$2.77, of which \$1.68 million will be for project management (monitoring missions, meetings and other operating costs); \$0.30 million for surveys, data collection, consultations, and DSA for civil works assessments for DSPC; \$0.40 million for national competitions and STEM fairs in 2029 and 2030, stationery and utilities for operation of the CSTC; and \$0.03 million for operation of the education data center.

^d RGC will finance operating costs of \$0.81 million, of which \$0.12 million will be for auditing and \$0.69 million for staff allowances.

^e Physical contingencies are computed at 8.69%. Price contingencies are based on escalation rates for local currency and foreign exchange costs estimated for Cambodia. Average escalation factors during implementation are 2.9% for local costs and 1.9% for international costs.

^f Interest rate is 1.0% for concessional ADB loans (Group A) from ordinary capital resources during the grace period. After the grace period the interest rate is 1.5%. There are no commitment or other charges on all sources of financing.

^g The Government will provide in-kind contributions equivalent to \$0.37 million for the provision of office space for consultants. (Total space of 192sqm at \$27 per sqm per month.)

Source: Asian Development Bank estimates.

DETAILED COST ESTIMATES BY YEAR
(\$ million)

Item	Total ^a	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
A. Investment Costs^b								
1. Civil work	28.78		3.31	16.61	8.85			
2. Goods	21.55	0.05	0.49	4.31	10.06	6.64		
3. Consulting services	8.25	0.80	1.55	1.44	2.11	1.37	0.89	0.09
4. Capacity building	9.19		0.17	1.97	2.57	2.60	1.87	
Subtotal (A)	67.76	0.84	5.52	24.34	23.60	10.61	2.76	0.09
B. Recurrent Costs								
1. Operating Costs (ADB-funded) ^c	2.77	0.41	0.50	0.44	0.48	0.52	0.42	
2. Operating Costs (RGC-funded) ^d	0.81	0.09	0.16	0.14	0.14	0.14	0.11	0.01
Subtotal (B)	3.58	0.50	0.66	0.59	0.63	0.66	0.54	0.01
Total Base Cost	71.34	1.34	6.18	24.92	24.23	11.27	3.29	0.11
C. Contingencies^e								
1. Physical	6.19	0.12	0.54	2.17	2.11	0.98	0.29	0.01
2. Price	3.72	0.03	0.11	0.95	1.42	0.88	0.32	0.01
Subtotal (C)	9.92	0.14	0.65	3.12	3.52	1.86	0.61	0.02
D. Financing charges during project implementation^f								
Interest During Implementation	2.65	0.00	0.04	0.21	0.51	0.71	0.78	0.40
Subtotal (D)	2.65	0.00	0.04	0.21	0.51	0.71	0.78	0.40
Total Project Cost (A+B+C+D)^g	83.92	1.49	6.87	28.25	28.26	13.84	4.68	0.53
% Total Project Cost	100%	1.8%	8.2%	33.7%	33.7%	16.5%	6%	1%

Notes: Numbers may not sum precisely because of rounding. Percentages may not total 100% because of rounding.

^a Includes the ADB-financed taxes of \$6.16 million.

^b In June 2024 prices.

^c ADB will finance operating costs of \$2.77, of which \$1.68 million will be for project management (monitoring missions, meetings and other operating costs); \$0.30 million for surveys, data collection, consultations, and DSA for civil works assessments for DSPC; \$0.40 million for national competitions and STEM fairs in 2029 and 2030, stationery and utilities for operation of the CSTC; and \$0.03 million for operation of the education data center.

^d RGC will finance operating costs of \$0.81 million, of which \$0.12 million will be for auditing and \$0.69 million for staff allowances.

^e Physical contingencies are computed at 8.69%. Price contingencies are based on escalation rates for local currency and foreign exchange costs estimated for Cambodia. Average escalation factors during implementation are 2.9% for local costs and 1.9% for international costs.

^f Interest rate is 1.0% for concessional ADB loans (Group A) from ordinary capital resources during the grace period. After the grace period the interest rate is 1.5%. There are no commitment or other charges on all sources of financing.

^g The Government will provide in-kind contributions equivalent to \$0.37 million for the provision of office space for consultants. (Total space of 192sqm at \$27 per sqm per month.)

Source: Asian Development Bank estimates.

PROCUREMENT PLAN
(as of 2 September 2024)

Basic Data	
Project Name: Secondary Education for Human Capital Competitiveness Project	
Project Number: 57174-001	Approval Number: TBA
Country: Cambodia	Executing Agency: Ministry of Education, Youth and Sport (MOEYS)
Procurement Risk: Moderate	Implementing Agency: Institute of Technology of Cambodia (ITC)
Project Financing Amount: \$83.92 million ADB Financing: \$80.00 million Cofinancing (ADB Administered): n/a Non-ADB Financing: \$3.92 million	Project Closing Date: 30 June 2031
Date of First Procurement Plan: TBA	Date of this Procurement Plan: TBA
Procurement Plan Duration: 18 months	Related to COVID-19 response efforts: No
Advance contracting: Yes	Use of e-procurement (e-GP): No

A. Methods, Review and Procurement Plan

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

Procurement of Goods and Works	
Method	Comments
Open competitive bidding (OCB) for Goods.	International advertisement if the Goods are not available locally. National advertisement if the Goods are locally available. Prior review will be applied for all OCB international and the first OCB national and high-risk Goods contracts. Post review (sampling) for the remaining packages.
Open competitive bidding (OCB) for Works.	Prior review will be applied for the first OCB national contract. Post review (sampling) for the remaining packages.
Request for Quotation for Goods.	Post review.

Source: Asian Development Bank.

Consulting Services	
Method	Comments
Open competitive bidding (OCB) using Quality and Cost-Based Selection (QCBS), Consultants' quality-based selection (CQS), and Quality-Based Selection (QBS).	Quality Cost Ratio for QCBS- 80:20
Competitive for Individual Consultant.	For individual consultant contract

Source: Asian Development Bank.

B. List of Active Procurement Packages (Contracts)

The following table lists goods, works, and consulting services contracts for which the procurement activity is either ongoing or expected to commence within 18 months from the commencement of the project.

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
CW-01	Construction of School Building in: Banteay Meanchey Battambang Battambang and Pursat	2,903,340	OCB	Prior	1S1E	Q1 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding document: RGC/SOP_Works • Advance Contracting: No • Complexity Level: Level 2
CW-02	Construction of School Building in: Kompong Speu	3,048,507	OCB	Post (Sampling)	1S1E	Q2 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding document: RGC/SOP_Works • Advance Contracting: No • Complexity Level: Level 2
CW-03	Construction of School Building in: Mondulkiri, Rattanakiri and Stung Treng.	2,467,839	OCB	Post (Sampling)	1S1E	Q2 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding document: RGC/SOP_Works • Advance Contracting: No • Complexity Level: Level 2

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
CW-04	Construction of School Building in: Phnom Penh and Kandal Province Lot-1: Phnom Penh (2,000,000) Lot-2: Phnom Penh (2,000,000) Lot 3: Kandal (2,097,000)	6,097,014	OCB	Post (Sampling)	1S1E	Q2 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 3 • Bidding document: RGC/SOP_Works • Advance Contracting: No • Complexity Level: Level 2
CW-05	Construction of School Building in: Preah Vihear and Kampong Thom	2,322,672	OCB	Post (Sampling)	1S1E	Q2 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding document: RGC/SOP_Works • Advance Contracting: No • Complexity Level: Level 2
CW-06	Construction of School Building in: Kratie and Thbong Khmom	3,193,674	OCB	Post (Sampling)	1S1E	Q2 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding document: RGC/SOP_Works • Advance Contracting: No • Complexity Level: Level 2
Renovation Works							
CWR-01	Classrooms renovation to	1,443,000	OCB	Post	1S1E	Q2 2026	<ul style="list-style-type: none"> • Advertisement: National

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
	Computer Lab (111 existing schools).						<ul style="list-style-type: none"> • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding document: RGC/SOP_Works • Advance Contracting: No • Complexity Level: Level 2
CWR-02	Classrooms renovation to Smart Classrooms. (110 existing schools).	110,000	OCB	Post (Sampling)	1S1E	Q2 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding document: RGC/SOP_Works • Advance Contracting: No • Complexity Level: Level 2
CWR-03	Classrooms renovation to Project-based classrooms (72 existing schools).	1,080,000	OCB	Post (Sampling)	1S1E	Q2 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding document: RGC/SOP_Works • Advance Contracting: No • Complexity Level: Level 2
CWR-04	Classrooms renovation to Science Lab without furniture (64 existing schools)	1,920,000	OCB	Post (Sampling)	1S1E	Q2 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
							<ul style="list-style-type: none"> • No. of Contract: 1 • Bidding document: RGC/SOP_ Works • Advance Contracting: No • Complexity Level: Level 2
CWR-05	Classrooms renovation to Science Labs (2 x 38 existing schools) (38 existing schools).	1,900,000	OCB	Post (Sampling)	1S1E	Q2 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding document: RGC/SOP_ Works • Advance Contracting: No • Complexity Level: Level 2
CWR-06	Classrooms renovation to Library	570,000	OCB	Post (Sampling)	1S1E	Q2 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_ Works • Advance Contracting: No • Complexity Level: Level 2
CWR-07	Professional and collaboration room for teacher in 98 schools	1,470,000	OCB	Post (Sampling)		Q2 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document:

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
							RGC/SOP_ Works <ul style="list-style-type: none"> • Advance Contracting: No • Complexity Level: Level 2
CWR-08	Renovation data centre	250,000	OCB	Post (Sampling)		Q2 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_ Works • Advance Contracting: No • Complexity Level: Level 2
Furniture New Classrooms							
GD-01	Classroom Furniture for new classroom buildings in 23 upper secondary schools	876,438	OCB	Prior	1S1E	Q4 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • Domestic Preference Applicable: No • No. of Contract: 1 • Bidding Document: RGC/SOP_ Goods • Advance Contracting: No • Complexity Level: Level 2
GD-02	Furniture and reading books for renovated libraries in (38 existing schools). Lot: 1 Furniture (114,000) Lot: 2 Reading Books (228,000)	342,000	OCB	Post (Sampling)	1S1E	Q1 2027	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 2 • Bidding Document:

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
							RGC/SOP_ Goods <ul style="list-style-type: none"> • Advance Contracting: No • Complexity Level: Level 2
GD-03	Classroom renovation to Professional Development Room for Teachers including furniture (98 existing schools)	490,000	OCB	Post (Sampling)	1S1E	Q1 2027	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_ Goods • Advance Contracting: No • Complexity Level: Level 2
GD-04	Furniture for Data Center	50,000	RFQ	Post (Sampling)		Q1 2027	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No • Domestic Preference Applicable: No • Bidding Document: RGC/SOP/RFQ_ Goods • Advance Contracting: No • Complexity Level: Level 2
GD-05	Furniture for PMU and 3 PIUs	60,000	RFQ	Post (Sampling)		Q2 2025	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No • Domestic Preference Applicable: No • Bidding Document:

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
							RGC/SOP/RFQ_Goods <ul style="list-style-type: none"> • Advance Contracting: No • Complexity Level: Level 2
GD-06	Furniture for Digital Economy Lab	40,000	RFQ	Post (Sampling)		Q2 2025	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No • Domestic Preference Applicable: No • Bidding Document: RGC/SOP/RFQ_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-07	Furniture for Cambodia Science and Technology Center	500,000	OCB	Post (Sampling)	1S1E	Q4 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-08	Classrooms room renovation to Computer Lab and equipment. (111 existing schools)	1,665,000	OCB	Post (Sampling)	1S1E	Q1 2027	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_Goods • Advance Contracting: No

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
							<ul style="list-style-type: none"> • Complexity Level: Level 2
GD-09	Equipment for Smart Classrooms (110 existing schools).	660,000	OCB	Post (Sampling)	1S1E	Q1 2027	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-10	Equipment for Multipurpose classrooms (72 existing schools).	252,000	OCB	Post (Sampling)	1S1E	Q1 2027	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-11	Equipment for Classroom-Integrated Science Lab (64 existing schools).	544,000	OCB	Post (Sampling)	1S1E	Q1 2027	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-12	Equipment for libraries (38 existing schools).	76,000	RFQ	Post (Sampling)		Q1 2027	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
							<ul style="list-style-type: none"> • Domestic Preference Applicable: No • Bidding Document: RGC/SOP/RFQ_Goods • Advance Contracting: No • Complexity Level: Level 2
Equipment							
GD-13	Equipment for Digital Economy Lab	200,000	OCB	Post (Sampling)		Q2 2025	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No • Domestic Preference Applicable: No • Bidding Document: RGC/SOP_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-14	Equipment for science labs (2 labs at 38 existing schools): equipment. (38 existing schools).	646,000	OCB	Post (Sampling)	1S1E	Q1 2027	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-15	Equipment for Teachers' Professional Development Room. (98 existing NWSs).	441,000	OCB	Post (Sampling)	1S1E	Q1 2027	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
							<ul style="list-style-type: none"> • No. of Contract: 1 • Bidding Document: RGC/SOP_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-16	Installation of Solar Panels in 90 schools	1,800,000	OCB	Post (Sampling)	1S1E	Q3 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-17	Installation of intranet devices in 123 schools.	676,500	OCB	Post (Sampling)	1S1E	Q3 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-18	Equipment (hard and soft ware) for Data Center	790,000	OCB	Post (Sampling)	1S1E	Q3 2026	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_Goods

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
							<ul style="list-style-type: none"> • Advance Contracting: No • Complexity Level: Level 2
GD-19	Equipment for Computer Lab of PTEC, BTEC, and Kampong Cham RTTC \$0.038 each institution	115,200	OCB	Post (Sampling)		Q2 2026	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No • Domestic Preference Applicable: No • Bidding Document: RGC/SOP_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-20	Application Software for Student Assessment	10,000	RFQ	Post (Sampling)		Q1 2026	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No • Domestic Preference Applicable: No • Bidding Document: RGC/SOP_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-21	10 desktop computers for assessment center and 2 laptops for assessment training under EQID:	12,000	RFQ	Post (Sampling)		Q3 2025	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No • Domestic Preference Applicable: No • Bidding Document:

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
							RGC/SOP_ Goods <ul style="list-style-type: none"> • Advance Contracting: No • Complexity Level: Level 2
GD-22	Desktop Computers for Digital Economy Lab and laptop computers for project and/or industry-based learning courses at NUM	40,000	RFQ	Post (Sampling)		Q1 2026	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No • Domestic Preference Applicable: No • Bidding Document: RGC/SOP_ Goods • Advance Contracting: No • Complexity Level: Level 2
GD-23	4 Vehicles: PMU (2), ITC (1) and GDSE (1)	160,000	OCB	Prior		Q2 2025	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No • Domestic Preference Applicable: No • Bidding Document: RGC/SOP_ Goods • Advance Contracting: No • Complexity Level: Level 2
GD-24	100 tablets for student assessment	90,000	RFQ	Post (Sampling)		Q4 2026	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No • Domestic Preference Applicable: No

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
							<ul style="list-style-type: none"> • Bidding Document: RGC/SOP/Goods • Advance Contracting: No • Complexity Level: Level 2
GD-25	Furniture for converting 1 classroom in 111 schools to Computer lab	555,000	OCB	Post (Sampling)	1S1E	Q1/2027	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • High Risk Contract: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-26	Furniture for converting 2 smart classroom in 110 schools	880,000	OCB	Post (Sampling)	1S1E	Q1/2027	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP_Goods • Advance Contracting: No • Complexity Level: Level 2
GD-27	Furniture for converting 1 classroom in 72 schools to Project-based classrooms (for students)	288,000	OCB	Post (Sampling)		Q1/2027	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No • Domestic Preference Applicable: No • Bidding Document: Goods

Goods and Works							
Package Number	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
							<ul style="list-style-type: none"> • Advance Contracting: No • Complexity Level: Level 1
GD-28	Furniture for 64 schools converting 1 classroom into 1 Integrated Science Lab	224,000	OCB	Post (Sampling)		Q1/2027	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No • Domestic Preference Applicable: No • Bidding Document: Goods • Advance Contracting: No • Complexity Level: Level 1
GD-29	Furniture for converting 2 classrooms to 2 science labs	266,000	OCB	Post (Sampling)		Q1/2027	<ul style="list-style-type: none"> • Advertising Type: National • No. of Contracts: 1 • Prequalification of Bidders: No • Domestic Preference Applicable: No • Bidding Document: Goods • Advance Contracting: No • Complexity Level: Level 1

Consulting Services							
Package Number	General Description	Estimated Value (in US\$)	Selection Method	Review ⁶	Type of Proposal ⁷	Advertisement Date	Comments ⁸
CS-1	Project Implementation Consultant (PIC 1)	2,240,000	QCBS (80:20)	Prior	FTP	Q4 2024	<ul style="list-style-type: none"> • Advertisement: International • Type: Firm • Quality-Cost Ratio: (80:20) • Advance Contracting: Yes

Consulting Services							
Package Number	General Description	Estimated Value (in US\$)	Selection Method	Review ⁶	Type of Proposal ⁷	Advertisement Date	Comments ⁸
							<ul style="list-style-type: none"> • Complexity Level: Level 2
CS-2	Consulting Firm for Supervision of Construction of New Classroom Buildings	702,000	QCBS (80:20)	Prior	STP	Q3 2025	<ul style="list-style-type: none"> • Advertisement: National • Type: Firm • Advance Contracting: No • Complexity Level: Level 2
CS-3	Consulting for Feasibility Study of Data Center	80,000	CQS	Prior	BTP	Q1 2025	<ul style="list-style-type: none"> • Advertisement: National • Type: Firm • Advance Contracting: Yes • Complexity Level: Level 1
CS-4	Data Center: develop, deploy, implement school management information system and central education dashboard: National Firm	350,000	CQS	Post (Sampling)	BTP	Q2 2026	<ul style="list-style-type: none"> • Advertisement: National • Type: Firm • Advance Contracting: No • Complexity Level: Level 2
CS-5	Consulting Firm for Development of Marketing Strategy for NUM's Fast-Track Courses and Digital Economy	250,000	CQS	Post (Sampling)	STP	Q2 2026	<ul style="list-style-type: none"> • Advertisement: International • Type: Firm • Advance Contracting: No • Complexity Level: Level 2
CS-6	Development of Khmer language text to speech application and translation software for Special Education	140,000	CQS	Prior	BTP	Q2 2025	<ul style="list-style-type: none"> • Advertisement: National • Type: Firm • Advance Contracting: No • Complexity Level: Level 2

Consulting Services							
Package Number	General Description	Estimated Value (in US\$)	Selection Method	Review ⁶	Type of Proposal ⁷	Advertisement Date	Comments ⁸
ICS-1A	Guidelines on Climate-Smart School Facilities (1 International)	38,000	ICS	Post (Sampling)		Q2 2025	<ul style="list-style-type: none"> • Advertisement: International • Type: Individual • Expertise: Climate Change • Advance Contracting: No • Complexity Level: Level 2
ICS-1B	Guidelines on Climate-Smart School Facilities. (1 National)	6,000	ICS	Post (Sampling)		Q2 2025	<ul style="list-style-type: none"> • Advertisement: National • Type: Individual • Expertise: Climate Change • Advance Contracting: No • Complexity Level: Level 2
ICS-2A	Data center support consultant (International)	47,500	ICS	Post (Sampling)		Q2 2025	<ul style="list-style-type: none"> • Advertisement: International/ National • Type: Individual • Expertise: Data Center Management • Advance Contracting: No • Complexity Level: Level 2
ICS-2B	Data center support consultant (National)	12,000	ICS	Post (Sampling)		Q2 2025	<ul style="list-style-type: none"> • Advertisement: National • Type: Individual • Expertise: Data Center Management • Advance Contracting: No • Complexity Level: Level 2
ICS-3A	Assessment Policy Specialist (3.1 and 3.2) (1 International)	57,000	ICS	Post (Sampling)		Q4 2025	<ul style="list-style-type: none"> • Advertisement: International/ National • Type: Individual • Expertise: Education Policy

Consulting Services							
Package Number	General Description	Estimated Value (in US\$)	Selection Method	Review ⁶	Type of Proposal ⁷	Advertisement Date	Comments ⁸
							<ul style="list-style-type: none"> • Advance Contracting: No • Complexity Level: Level 2
ICS-3B	Assessment Policy Specialist (3.1 and 3.2) (1 National)	9,000	ICS	Post (Sampling)		Q4 2025	<ul style="list-style-type: none"> • Advertisement: National • Type: Individual • Expertise: Education Policy • Advance Contracting: No • Complexity Level: Level 2
ICS-4A	National Examination and Assessment Specialist (1 International)	114,000	ICS	Prior		Q4 2025	<ul style="list-style-type: none"> • Advertisement: International/ National • Type: Individual • Expertise: Education • Advance Contracting: No • Complexity Level: Level 2
ICS-4B	National Examination and Assessment Specialist. (1 National)	24,000	ICS	Post (Sampling)		Q4 2025	<ul style="list-style-type: none"> • Advertisement: National • Type: Individual • Expertise: Education • Advance Contracting: No • Complexity Level: Level 2
ICS-5A	Specialized Courses Grade for 11 and 12 Specialists (Design and Implement - Digital Economy and Applied Math) (1 International)	152,000	ICS	Prior		Q4 2024	<ul style="list-style-type: none"> • Advertisement: International • Type: Individual • Expertise: Digital Economy and Applied Math • Advance Contracting: Yes • Complexity Level: Level 2
ICS-5B	Specialized Courses Grade for 11 and 12 Specialists	24,000	ICS	Post (Sampling)		Q4 2024	<ul style="list-style-type: none"> • Advertisement: National • Type: Individual

Consulting Services							
Package Number	General Description	Estimated Value (in US\$)	Selection Method	Review ⁶	Type of Proposal ⁷	Advertisement Date	Comments ⁸
	(Design and Implement - Digital Economy and Applied Math) (1 National)						<ul style="list-style-type: none"> • Expertise: Digital Economy and Applied Math • Advance Contracting: Yes • Complexity Level: Level 2
ICS-6A	Learning Management System (LMS) Specialists for NUM (1 International)	38,000	ICS	Post (Sampling)		Q1 2025	<ul style="list-style-type: none"> • Advertisement: International • Type: Individual • Expertise: Learning Management System • Advance Contracting: Yes • Complexity Level: Level 2
ICS-6B	Learning Management System (LMS) Specialists for NUM (1 National)	6,000	ICS	Post (Sampling)		Q1 2025	<ul style="list-style-type: none"> • Advertisement: National • Type: Individual • Expertise: Learning Management System • Advance Contracting: Yes • Complexity Level: Level 2
ICS-7A	Curriculum review of NUM's Digital Economy- Faculty - Digital Economy	38,000	ICS	Post (Sampling)		Q4 2024	<ul style="list-style-type: none"> • Advertisement: International • Type: Individual • Expertise: Education/Management • Advance Contracting: Yes • Complexity Level: Level 2
ICS-7B	Curriculum review of NUM's Digital Economy- Faculty – Financial Technology	38,000	ICS	Post (Sampling)		Q4 2024	<ul style="list-style-type: none"> • Advertisement: International • Type: Individual • Expertise: Education/Management

Consulting Services							
Package Number	General Description	Estimated Value (in US\$)	Selection Method	Review ⁶	Type of Proposal ⁷	Advertisement Date	Comments ⁸
							<ul style="list-style-type: none"> • Advance Contracting: Yes • Complexity Level: Level 2
ICS-7C	Curriculum review of NUM's Digital Economy-Faculty— Smart City Planning Management	38,000	ICS	Post (Sampling)		Q4 2024	<ul style="list-style-type: none"> • Advertisement: International • Type: Individual • Expertise: Education/Management • Advance Contracting: Yes • Complexity Level: Level 2
ICS-7D	Curriculum review of NUM's Digital Economy- Faculty – Computer Science	38,000	ICS	Post (Sampling)		Q4 2024	<ul style="list-style-type: none"> • Advertisement: International • Type: Individual • Expertise: Education/Management • Advance Contracting: Yes • Complexity Level: Level 2
ICS-8A	Procurement Consultant (National for Works and Goods)	153,600	ICS	Prior		Q4 2024	<ul style="list-style-type: none"> • Advertisement: National • Type: Individual • Expertise: Procurement • Advance Contracting: Yes • Complexity Level: Level 2
ICS-8B	Procurement Consultant (National for Consulting Services)	153,600	ICS	Prior		Q4 2024	<ul style="list-style-type: none"> • Advertisement: National • Type: Individual • Expertise: Procurement • Advance Contracting: Yes • Complexity Level: Level 2
ICS-9A	Financial Consultant (1 International)	114,000	ICS	Prior		Q4 2024	<ul style="list-style-type: none"> • Advertisement: International • Type: Individual

Consulting Services							
Package Number	General Description	Estimated Value (in US\$)	Selection Method	Review ⁶	Type of Proposal ⁷	Advertisement Date	Comments ⁸
							<ul style="list-style-type: none"> • Expertise: Financial Management • Advance Contracting: Yes • Complexity Level: Level 2
ICS-9B	Financial Consultant for PMU (1 Nationals)	172,800	ICS	Prior		Q4 2024	<ul style="list-style-type: none"> • Advertisement: National • Type: Individual • Expertise: Financial Management • Advance Contracting: Yes • Complexity Level: Level 2
ICS 9C	Financial Consultant for ITC (1 National)	172,800	ICS	Prior		Q4 2024	<ul style="list-style-type: none"> • Advertisement: National • Type: Individual • Expertise: Financial Management • Advance Contracting: Yes • Complexity Level: Level 2
ICS-10	Gender Strategic Plan Specialist (1 National)	9,000	ICS	Post (Sampling)		Q1 2025	<ul style="list-style-type: none"> • Advertisement: National • Type: Individual • Expertise: Gender • Advance Contracting: Yes • Complexity Level: Level 2
ICS-11A	Integration of LMS for preservice and CPD (1 International)	114,000	ICS	Prior		Q4 2024	<ul style="list-style-type: none"> • Advertisement: International • Type: Individual • Expertise: Gender • Advance Contracting: No • Complexity Level: Level 2
ICS-11B	Integration of LMS for preservice and CPD (1 National)	36,000	ICS	Post (Sampling)		Q4 2024	<ul style="list-style-type: none"> • Advertisement: National • Type: Individual • Expertise: Gender

Consulting Services							
Package Number	General Description	Estimated Value (in US\$)	Selection Method	Review ⁶	Type of Proposal ⁷	Advertisement Date	Comments ⁸
							<ul style="list-style-type: none"> • Advance Contracting: No • Complexity Level: Level 2

C. List of Indicative Packages (Contracts) Required Under the Project

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

Goods, Works, Consulting services, and Nonconsulting Services							
Package Number ¹	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
GD-30	Equipment for STEM display in Cambodia Science and Technology Center	6,000,000	OCB	Post (Sampling)	1S1E	•	<ul style="list-style-type: none"> • Advertisement: International • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: Multiple • Bidding Document: Goods • Advance Contracting: No • Complexity Level: Level 1
GD-31	Small IT infrastructure, equipment and system for Cambodia Science and Technology Center	1,500,000	OCB	Post (Sampling)	1S1E	•	<ul style="list-style-type: none"> • Advertisement: National • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: RGC/SOP/Goods • Advance Contracting: No • Complexity Level: Level 2

Goods, Works, Consulting services, and Nonconsulting Services							
Package Number ¹	General Description	Estimated Value (in US\$)	Procurement Method	Review	Bidding Procedure	Advertisement Date	Comments
GD-32	Equipment for Research Lab in Cambodia Science and Technology Center	1,300,000	OCB	Post (Sampling)	1S1E	•	<ul style="list-style-type: none"> • Advertisement: International • Nonconsulting Services: No • Prequalification of bidders: No • No. of Contract: 1 • Bidding Document: Goods • Advance Contracting: No • Complexity Level: Level 1
CS-7	Cambodia Science and Technology Center Consultant Services: International Firm	1,385,000	QCBS (80:20)	Prior	FTP		<ul style="list-style-type: none"> • Advertisement: International • Type: Firm • Quality-Cost Ratio: (80:20) • Advance Contracting: No • Complexity Level: Level 2
CS-8	Consulting Firm for Development of Marketing Strategy for Cambodia Science and Technology Center	300,000	CQS	Post (Sampling)	STP		<ul style="list-style-type: none"> • Advertisement: National • Type: Firm • Advance Contracting: No • Complexity Level: Level 2
CS-9	Firm to develop the virtual outreach and digital materials for CSTC	1,200,000	QBS	Prior	FTP		<ul style="list-style-type: none"> • Advertisement: International • Type: Firm • Advance Contracting: No • Complexity Level: Level 2

INDICATIVE TERMS OF REFERENCE FOR CONSULTANTS

A. Project Implementation Consultants 1 (PIC 1) – FIRM 1

1. **Objectives of the Assignment.** A consulting firm will be engaged as a project implementation consultant (PIC1) to provide project management services and technical assistance to support MOEYS project management unit (PMU), implementing agency, and project implementation units (PIUs), and implementing agency during implementation. An indicative total of 292 person-months (83 international, 209 national) of key consulting services will be engaged as technical specialists supporting Outputs 1 to 4. The PIC will report to and work closely with MOEYS PMU. The firm will be selected using the quality and cost-based selection method (80:20). The PIC firm's consultants and team members will be engaged on a full-time and intermittent basis, both in-country and remotely. consulting firm's consultants and team members will be engaged on a full-time and intermittent basis, both in-country and remotely.

2. The PIC will be composed of 12 international and 14 national consultants. The international Secondary Education Specialist and Team Leader will lead the PIC which will coordinate with PMU, PIUs and implementing agency in the planning, implementing and delivery of the project activities, particularly related to teaching, teaching and assessments. The PIC will also oversee the development and guidelines on MSS for GTHS, the STEM-based framework, RPL, and scholarships, funding, and vouchers, as well as special education application and software. The PIC will also support PMU, PIUs and implementing agency for activities related to gender, social safeguards, and monitoring and evaluation.

3. **Minimum Qualifications Requirements.** All international experts must have: (i) at least master's degrees in disciplines related to their respective assignments, (ii) at least 10 years of experience in implementing education projects, (iii) a clear understanding of the innovative strategies in teaching, learning, and assessments introduced in this project, (iv) work experience in Southeast Asia, particularly in Cambodia, and (v) excellent written and spoken English. All national experts must have: (i) at least bachelor's degrees in disciplines related to their respective assignments, (ii) experience in implementing education projects in Cambodia, particularly with multilateral development agencies, and (iii) excellent written and spoken English.

4. The consulting services to be provided by the firm are summarized in Table 1 below.

Table 1: Indicative Summary of Consulting Service Requirements

Key Positions	International/ National	Number	Estimated person-months (in total)
Secondary Education Specialist and Team Leader	International	1	30
National Secondary Education Specialist and Deputy Team Leader	National	1	72
Monitoring and Evaluation Specialist	International	1	6
National Monitoring and Evaluation Specialist	National	1	12
Gender Specialist	International	1	4
National Gender Specialist	National	1	16
National Environment Specialist	National	1	12

Key Positions	International/ National	Number	Estimated person- months (in total)
National Social Safeguards Specialist	National	1	12
Teacher Training and Capacity Development Specialist	International	1	6
National Teacher Training and Capacity Development Specialist	National	1	8
Project-based CPD Specialist	International	1	6
National Project-Based CPD Specialist	National	1	30
ICT CPD Specialist	International	1	8
National ICT CPD Specialist	National	1	12
School-based Assessment Specialist	International	1	6
National School-based Assessment Specialist	National	1	8
School-based STEM Framework Specialist	International	1	2
National School-based STEM Framework Specialist	National	1	5
RPL, Competency Assessment and Credit Transfer Specialist	International	1	6
National RPL, Competency Assessment and Credit Transfer Specialist	National	1	6
MSS Specialist	International	1	1
National MSS Specialist	National	1	4
Scholarship, Funding, and Voucher Specialist	International	1	4
National Scholarship, Funding, and Voucher Specialist	National	1	6
Career Guidance Specialist	International	1	4
National Career Guidance Specialist	National	1	6
	Total	26	292

Table 2: Qualification Requirements and Tasks of Key Consultants

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
<p>Secondary Education Specialist and Team Leader (International, 12 person-months, intermittent)</p> <p>The specialist should meet the following minimum qualifications: (i) at least master's degree in education, or a related discipline, (ii) at least 15 experience in managing large and</p>	<p>The Secondary Education Specialist and PIC's TL will (i) collaborate with and support PMU, PIUs, and implementing agency in the project planning, implementation, and monitoring, and reporting (quarterly progress reports); (ii) provide technical support and guidance to PIUs and implementing agency and collaborate with other consulting firms</p>

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
<p>multi-disciplinary teams and implementing education projects, preferably in Southeast Asian countries and ADB-funded projects, (iii) a demonstrated understanding of innovative strategies in teaching, learning, and assessment, (iv) data analysis, reporting and presentation skills, (v) excellent written and spoken English, and (vi) experience working in Cambodia is preferred.</p>	<p>and individual specialists to ensure timely implementation and delivery of the key interventions of the project related to classroom buildings construction and existing classrooms renovation, CPD programs and for teachers, school-based STEM framework, secondary education learning assessment and EQID's piloting activities, and implementation of fast-track program in USE; (iii) oversee activities related to the development of guidelines on MSS for GTHS, applied STEM and innovative learning fund, scholarships, voucher system for teaching English language proficiency and pedagogy training, and fast-track program and MOEYS strategy on higher education institution recognition of prior learning and competency and credit transfers to higher education; (iv) support the PMU and implementing agency for activities related to gender, social safeguards, environment and climate change, and procurement; (v) support the EA to prepare lessons learned and/or success story documents for sharing and the project completion report for submission to MEF and ADB; and (vi) perform other tasks may be reasonably required by the executing agency, PMU and/or ADB.</p>
<p>Secondary Education Specialist and Deputy Team Leader (National, 72 person-months, continuous)</p> <p>The specialist should meet the following minimum qualifications: (i) a master's degree in education, public policy, or a related discipline, (ii) at least 10 experience in supporting large and multi-disciplinary teams and management ADB or WB-funded education projects in Cambodia, (iii) a demonstrated understanding of innovative strategies in teaching, learning, and assessment, and (iv) excellent written and spoken English, and (v) ability to take the role of Team Leader when the Team Leader is not in the country.</p>	<p>The Secondary Education Specialist and PIC's DTL will work with and assist the TL in coordinating with the PMU, PIUs, and implementing agency to implement and deliver the tasks and deliverables mentioned above. The specialist will also provide support to the PMU's M&E officer to (i) ensure the completion of baseline data with disaggregated by sex, beneficiary groups, including indigenous peoples); (ii) update progress of DMF's and GAAP's targets and performance indicators, and RAMP and Loan covenants; (iii) coordinate with SPCD and DGSE on activities related to new classroom building and existing classrooms renovation; and (iv) perform other tasks as may be reasonably required by the executing agency, IA and ADB.</p>
<p>International Monitoring and Evaluation (IM&E) Specialist (International, 6 person-months, intermittent)</p> <p>The specialist must have a minimum of a master's degree in a relevant field such as economics, development studies, public sector management, or social sciences is preferred. At least 10 years of proven experience in</p>	<p>The IM&E Specialist will work closely with the PIC's TL and DTL to support the executing agency, particularly the PMU's and implementing agency's M&E officers to (i) develop a comprehensive project monitoring and evaluation system and verification protocols to be used for measuring and reporting project performance rating, the quarterly progress reports, including gender and indigenous people reporting, and the project DMF targets and</p>

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
<p>designing, implementing, and managing monitoring and evaluation systems is essential. Experience in managing M&E projects from inception to completion is a plus. This includes skills in budgeting, resource allocation, and meeting deadlines. The specialist must have excellent written and spoken English. Having experience in Cambodia is preferred.</p>	<p>performance indicators in accordance with the requirements of the executing agency, and MEF's and ADB's reporting templates; (ii) work with other international and national specialists to design the monitoring and evaluation key performance indicators and reporting tools for measuring and reporting key interventions under the project's four outputs in line with the project DMF, risk management matrix, and project implementation plan; (iii) provide recommendations and technical inputs for the design and conduct of assessments and studies, including baseline data collection and midterm implementation progress assessments, as well as supporting the PMU's in drafting and/or refining ToRs for relevant assessments and studies; (iv) conduct capacity development training and provide technical assistance to PMU M&E Officer, PIUs staff and IA's M&E Officer for monitoring specific outputs or deliverables in progress and results monitoring and evaluation; (v) perform other tasks as may be reasonably required by the EA and IA; and (vi) prepare end-of-assignment reports for submission to the EA and ADB.</p>
<p>Monitoring and Evaluation Specialist (National, 12 person-months, intermittent)</p> <p>The specialist must have a minimum of a minimum master's degree in a relevant field such as economics, development studies, public management, or social sciences is preferred. At least 5 years of proven experience in designing, implementing, and managing monitoring and evaluation systems is essential. Experience in managing M&E projects from inception to completion is a plus. This includes skills in budgeting, resource allocation, and meeting deadlines. The specialist must be excellent written and spoken English.</p>	<p>The National M&E Specialist will work with and support IM&E Specialist and in coordination with PIC's TL and DTL, to support the EA, particularly the PMU's M&E Officer, and IA to implement and deliver the tasks and deliverables mentioned under IM&E Specialist.</p> <p>The specialist will also provide support to the PMU's M&E officer and PDTL in updating the progress of DMF's and GAAP's targets and performance indicators, as well as perform other tasks as may be required by IM&E specialist during his/her absence.</p>
<p>Gender Specialist (International, 4 person-months, intermittent)</p> <p>The minimum qualifications required for a gender specialist are: (i) at least a Master's degree in a relevant field such as gender studies, women's studies, sociology, international development, public policy, or a related social science, (ii) at least 8 years of experience working on gender issues, preferably for ADB-funded education projects, (iii) demonstrate experience in gender equality and women's empowerment, program and policy</p>	<p>The Gender Specialist will lead the technical inputs and guidance on the implementation and monitoring of the gender action plan of the Project and related components of the whole Project. This involves close collaboration with the PIC team and the national gender specialist in orienting the PIC members and the Executing Agency and Implementing Agencies on the Gender Action Plan to ensuring synchronized support for gender activities and achievement of target indicators in the outcome and all output areas. Among the key tasks will be: a) develop guidelines for the gender-responsive design of classrooms, laboratories and</p>

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
<p>development, implementation, research, advocacy and capacity building related to gender and inclusion in education, and (iv) must have excellent written and spoken English.</p>	<p>water-sanitation-and-hygiene (WASH) facilities, b) the review and updating of the MOEYS Gender Mainstreaming Strategic Plan (GMSP); c) collaborate with the CDP Specialist to develop a mentoring guide and toolkit for mainstreaming gender-responsive pedagogy (GRP) in the continuing professional development program and project-based activities; d) Conduct pilot training on the use of the GRP for science and non-science courses; e) Mentor the documentation and compendium of project case studies on the gender-responsive application of digital technology in science and social science course streams; and f) Conduct training on gender-responsive formative methods for school-based assessment. The specialist will also lead the drafting of the semiannual and annual progress report on GAAP.</p>
<p>Gender Specialist (National, 16 person-months, intermittent)</p> <p>The minimum qualifications required for a gender specialist are: (i) at least bachelor's degree in a relevant field such as gender studies, women's studies, sociology, international development, public policy, or a related social science, (ii) at least 3 years of experience working on gender issues, preferably for ADB-funded education projects, (iii) demonstrate experience in gender equality and women's empowerment, program and policy development, implementation, research, advocacy and capacity building related to gender and inclusion in education, and (iv) must have excellent written and spoken English and Khmer.</p>	<p>The National Gender Specialist will assist the International Gender Specialist in providing the technical inputs and guidance on the implementation and monitoring of the gender action plan of the Project and related components of the whole Project. This involves close collaboration with the PIC team and the national gender specialist in orienting the PIC members and the Executing Agency and Implementing Agencies on the Gender Action Plan to ensure synchronized support for gender activities and achievement of target indicators in the outcome and all output areas. Among the key tasks will be: a) developing guidelines for the gender-responsive design of classrooms, laboratories, and water-sanitation-and-hygiene (WASH) facilities, b) review and updating of the MOEYS Gender Mainstreaming Strategic Plan (GMSP); c) collaborate with the CDP Specialist to develop a mentoring guide and toolkit for mainstreaming gender-responsive pedagogy (GRP) in the continuing professional development program and project-based activities; d) conducting pilot training on the use of the GRP for science and non-science courses; e) mentoring the documentation and compendium of project case studies on the gender-responsive application of digital technology in science and social science course streams; and f) Conduct training on gender-responsive formative methods for school-based assessment. The specialist will also lead the drafting of the semiannual and annual progress report on GAAP.</p>
<p>Environmental Specialist (national, 12 person months, intermittent)</p>	<p>The consultant will provide technical assistance and support to the PMU in fulfilling their responsibilities</p>

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
<p>The safeguards specialist shall have: (i) a graduate or post-graduate degree in environmental engineering/sciences, sociology, applied social sciences, or equivalent discipline. (ii) At least 7 years' experience in environmental management, monitoring, impact assessment, and environmental safeguards implementation. (iii) Working knowledge of ADB environmental safeguards requirements and national environmental management procedures. (iv) Willingness to regularly travel to the project sites; ability to communicate and work effectively with local communities, contractors, and government agencies. (v) Good Khmer and English language communication skills (oral and written) and problem-solving skills; ability to analyze data and prepare technical reports. (vi) Computer applications proficiency such as MSWord, Excel, Power Point, Messenger, Telegram, and video conferencing through Zoom, Google Meet, and MS Teams.</p>	<p>for EMP implementation, monitoring and reporting and safeguard documentation. The role will include and not be limited to: (i) review and update, as needed, the IEE and EMP to reflect final detailed engineering design (DED) for the 23 new facilities to be constructed under output 1. Update IEE and EMP in case of unanticipated impacts, for submission to and clearance by ADB. (ii) Ensure updated EMP is part of bidding documents and key EMP requirements are reflected in the conditions of contract, (iii) review and clear any contractor response to bidding document environmental requirements on behalf of the PMU, ensuring the contractor's response to the bidding documents is fully responsive to the project environmental safeguard requirements, (iv) Join site visits to construction sites of the EHS consultants (under DCS firm), as needed, to verify compliance with EMP requirements, emphasizing occupational and community safety, labor conditions and wellbeing, and workers' accommodation, (v) Prepare environment sections of the quarterly progress reports and lead the preparation of the annual Environmental Monitoring Reports for submission to ADB.</p> <ul style="list-style-type: none"> • Grievance Redress Mechanism (GRM): Ensure GRM is established and functions during implementation. Record all GRM complaints and their resolutions. • Disclosure: Ensure the EMP and/or Contract of Environmental Protection (CEP) is translated into Khmer and disclosed locally. • Permits: Ensure the contractors and/or project owner has all the requisite environmental clearances, certificates or permits prior to commencement of works. • Training: Raise awareness of ADB environmental safeguards requirements for the project within PMU and participating schools are aware of key steps in ADB environmental safeguards process. Conduct training for the GRM focal points to ensure their roles and responsibilities are understood.
<p>Social Safeguards Specialist (national, 12person months, intermittent)</p> <p>The specialist must have a: (i) at least a bachelor's degree or better in relevant field such as sociology, anthropology, social work, education, public administration or related social</p>	<p>The Social Safeguards Specialist will undertake the following tasks, but not limited to: (i) review project documents to identify potential social risks associated with project activities, (ii) lead the conduct of a Social Impact Assessment to identify and assess potential social risks and impacts of the project. This may involve conducting desk reviews,</p>

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
<p>science, (ii) at least 2-3 years of experience working on social safeguard issues; (iii) demonstrate competency in social safeguards management, particularly related to the project, particularly in (a) stakeholder engagement and conflict resolution (b) social impact assessments (c) community development, and (d) compliance with social safeguard policies of ADB and other development agencies, (iv) excellent spoken and written English and Khmer.</p>	<p>field visits, consultations with stakeholders, and data collection, (iii) Develop a Social Safeguards Management Plan (SSMP) in consultation with relevant stakeholders. The SSMP should include (a) Identified social risks and impacts, (b) Mitigation measures for identified risks, (c) Consultation plan (d) Grievance redress mechanism, and (d) Monitoring and reporting plan. (iv) Facilitate meaningful consultations with affected communities and other stakeholders throughout the project cycle (planning, implementation, and monitoring), (v) Provide training to project staff on social safeguards principles and best practices, including: (a) Social risk identification and assessment, (b) Stakeholder engagement and consultation, (c) Grievance redress mechanisms, and (d) Monitoring and reporting on social safeguards; (vi) Monitor the implementation of the SSMP and report on any social safeguard issues that arise. Prepare regular reports on the status of social safeguards compliance for the client and funding agency. and (vii) Support the establishment of a grievance redress mechanism (GRM) to allow affected communities to raise concerns and seek remedy.</p>
<p>Teacher Training and Capacity Building Program Specialist (International, 6 person-months, intermittent)</p> <p>The specialist must have a minimum master's degree in teacher education, preferably teacher professional development program, and at least 10 years of experience in designing and implementing INSET for secondary teacher capacity-building programs, particularly delivering CPD in various modalities. Experience in Southeast Asia, particularly in Cambodia, will be an advantage. The specialist must have excellent spoken and written English language.</p>	<p>The Teacher Training and Capacity Building Program Specialist will prepare the project's overall teacher professional development program and capacity building programs, particularly for output 2 and 3. The specialist will work closely with all the CPD providers and schools under the project, CPD specialists, NGPRC, and the assigned DGSE counterpart staff to undertake and deliver the following:</p> <ul style="list-style-type: none"> (i) conduct summary institutional capacity assessments of all CPD providers and TNA of secondary teachers of the project schools to be used by CPD providers and CPD specialists in designing engaging and effective CPD programs that is aligned with national curriculum; the summary assessments cover, but not limited to factors like: (a) CPD resources (teacher educators, curriculum, materials, training facility, LMS and accreditation system), (b) subject areas and/or modules and/or specializations to be prioritized and/or covered by each CPD program, (c) CPD methodologies and technology to be used and/or supported for delivery CPD programs, (c) secondary teachers selection for CPD programs, and (d) needs and/or expectations of diverse learners; (ii) conduct summary assessment on special secondary education assessing institutional and

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
	<p>teacher educator needs in addressing equitable access to quality secondary education, particularly in STEM education; findings will be used for policy recommendations and inputs for design of CPD programs as well as internal master program for special education teacher educators;</p> <p>(iii) provide capacity development training and support to teacher educators and CPD providers on effective training delivery methods as well as monitor and evaluate the effectiveness of CPD programs and professional development programs under the project;</p> <p>(iv) perform other tasks as may be reasonably required by the EA and IA; and</p> <p>(v) prepare end-of-assignment reports for submission to the EA and ADB.</p>
<p>Teacher Training and Capacity Building Program Specialist (National, 8 person-months, intermittent)</p> <p>The specialist must have a minimum master's degree in teacher education, preferably in STEM-related subjects, and at least 5 years of experience in designing teaching training and capacity-building programs, particularly delivering CPD in various modalities. The specialist must have excellent spoken and written English.</p>	<p>The Teacher Training and Capacity Building Program Specialist will work with and support the International Teacher Training and Capacity Building Program Specialist and in coordination with PIC's TL and DTL, to support the EA, particularly PIU1, and IA to implement and deliver the tasks and deliverables mentioned under the International Specialist.</p> <p>The specialist will also provide support to the PMU's M&E officer and DTL in updating the progress of DMF's and GAAP's targets and performance indicators, as well as perform other tasks as may be required by IM&E specialist during his/her absence.</p>
<p>Project-based CPD Specialist (International, 6 person-months, intermittent)</p> <p>The specialist must have a minimum master's degree in teacher education, preferably in STEM and EdTech-related subjects and extra-curriculum, and at least 10 years of experience in designing teaching training and capacity-building programs, particularly applying science teaching, learning, and delivering CPD in various modalities. Experience in Southeast Asia, particularly in Cambodia, will be an advantage. Excellent in written and spoken English.</p>	<p>The project-based CPD specialist will work with the teacher training and capacity-building program specialists to design and implement the post-CPD project-based program. The Specialist will coordinate with CPD providers, particularly ITC and NIE, and DGSE. The specialist will (i) design an applied STEM and innovative learning fund protocols and guidelines including project-based funding proposal review, approval, and implementation monitoring to ensure the project-based learning is aligned with CPD and national curriculum as well as the project objectives; (ii) facilitate the implementation of the project-based CPD program, including: (a) promoting post-CPD project-based teaching and learning, (b) delivering training sessions on PBL theory and best practices, (c) guiding participating schools and teachers in the development and implementation of their own project-based learning activities, (d) providing</p>

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
	<p>ongoing coaching and support to participants throughout the program, (e) developing and delivering high-quality resources and materials to support the project-based CPD program, and (f) monitoring and evaluating the effectiveness of the program; (iii) Documenting good stories of the project-based CPD program for dissemination and develop a policy recommendations for expansion and sustaining applied science and project-based learning at secondary education under the government budget; (iv) perform other tasks as may be reasonably required by the EA and IA; and (v) prepare end-of-assignment reports for submission to the EA and ADB.</p>
<p>Project-based CPD Specialist (National, 30 person-months, intermittent)</p> <p>The specialist must have a minimum master's degree in teacher education, preferably in STEM-related subjects, and at least 7 years of experience in designing teaching training and capacity-building programs, particularly applying science teaching and learning and delivering CPD in various modalities. Excellent in written and spoken English</p>	<p>Together with the International Project-based CPD Specialist, the national specialist will work with and support the teacher training and capacity-building program specialists and in coordination with PIC's TL and DTL, to support the EA, particularly PIU1, and IA to implement and deliver the tasks and deliverables mentioned under the International Specialist.</p> <p>The specialist will also provide support to the PMU's and PIU1 counterpart staff and DTL in updating the progress of DMF's and GAAP's relevant targets and performance indicators, as well as perform other tasks as may be required by the international specialist during his/her absence.</p>
<p>ICT CPD Specialist (International, 8 person-months, Intermittent)</p> <p>The specialist must have at least master's degree in education technology, particularly instructional technology, a minimum of 5 years of experience in designing and facilitating professional development programs for teachers, preferably with a focus on ICT skills, strong knowledge of various ICT tools and applications relevant to the target audience, proven experience in integrating technology into teaching or work practices, excellent communication, facilitation, and presentation skills in English, ability to develop engaging and interactive training sessions, experience in developing educational resources and materials, excellent written and spoken English.</p>	<p>The ICT CPD Specialist will lead the conceptualization of CPD designs and support the implementation with PTEC, BTEC, and RTTC-Kampong Cham. The specialist will collaborate closely with International Teacher Training and Capacity Building Program Specialist, and be responsible in: (i) conducting a needs assessment to identify the specific ICT skills and knowledge GAAPs of the secondary teachers, (ii) designing and developing a comprehensive ICT CPD program that is engaging, relevant, and addresses the identified needs of the target audience. This will involve: (a) defining learning objectives and outcomes, (b) electing appropriate ICT topics and tools for training, (c) developing a program schedule and activities, (d) creating or identifying relevant resources and materials, (iii) facilitating the implementation of the ICT CPD program, including delivering training sessions on various ICT topics and tools (e.g., integrating technology in teaching, using specific software programs, digital literacy skills), (iv) facilitating hands-on workshops and</p>

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
	<p>practical activities, (v) providing individual coaching and support to participants as they integrate ICT into their practices, (vi) coordinating with project stakeholders and ensuring alignment with the broader project goals (if applicable), (vi) developing and delivering high-quality resources and materials to support the ICT CPD program, (vii) monitoring and evaluating the effectiveness of the program using a variety of methods, and documenting the ICT CPD program and good stories, (viii) perform other tasks as may be reasonably required by the EA and IA; and (ix) prepare end-of-assignment reports for submission to the EA and ADB.</p>
<p>ICT CPD Specialist (National, 12 person-months, Intermittent)</p> <p>The specialist must have at least bachelor's degree or higher in education, instructional technology, or a related field, a minimum of 5 years of experience in designing and facilitating professional development programs for teachers, preferably with a focus on ICT skills, strong knowledge of various ICT tools and applications relevant to the target audience, proven experience in integrating technology into teaching or work practices, excellent communication, facilitation, and presentation skills in English, ability to develop engaging and interactive training sessions, experience in developing educational resources and materials, excellent written and spoken English.</p>	<p>The specialist will work with and support the International ICT CPD Specialist, and in coordination with PIC's TL and DTL, to support the EA, particularly PIU1 and CPD providers, to implement and deliver the tasks and deliverables mentioned under the International Specialist.</p> <p>The specialist will also provide support to the PMU's and PIU1 counterpart staff and DTL in updating the progress of DMF's and GAAP's relevant targets and performance indicators, as well as perform other tasks as may be required by the international specialist during his/her absence.</p>
<p>School-based Assessment (SBA) Specialist (International, 6 person-months, intermittent)</p> <p>The specialist must have at least master's degree in Education, Assessment and Evaluation, Curriculum and Instruction, minimum of 7 years of experience in school-based assessment practices. strong understanding of national curriculum standards and assessment policies, proven experience in developing and implementing effective assessment tools and strategies, experience in providing professional development to teachers on assessment practices, excellent communication, facilitation, and presentation skills in English, the ability to work collaboratively with teachers, school administrators, and other stakeholders, and experience working in Cambodia, or Southeast Asia,</p>	<p>The international SBA Specialist will lead the conceptualization of SBA CPD designs and support the implementation with PTEC and BTEC. The specialist will collaborate closely with International Teacher Training and Capacity Building Program Specialist and be responsible in: (i) conducting a needs assessment to identify the strengths and weaknesses of current SBA practices in participating schools, assessment skills and knowledge GAAPs of the secondary teachers, school leaders, and inspectors (ii) designing and developing a comprehensive SBA CPD program that is engaging, relevant, and addresses the identified needs of the target audience. This will involve: (a) defining learning objectives and outcomes, (b) electing appropriate assessment tools and techniques, (c) developing a program schedule and activities, (d) creating or identifying relevant resources and materials, (iii) facilitating the implementation of the SBA CPD program, including delivering training sessions on various assessment</p>

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
	tools and techniques, (iv) supporting schools in developing and implementing SBA plans, (v) collaboration with teachers, school leaders, inspectors and EQID and ensuring alignment with the broader project goals (if applicable), (vi) developing and delivering high-quality resources and materials to support the SBA CPD program, (vii) monitoring and evaluating the effectiveness of the program using a variety of methods, and documenting the SBA CPD program and good stories, (viii) perform other tasks as may be reasonably required by the EA and IA; and (ix) prepare end-of-assignment reports for submission to the EA and ADB.
<p>School-based Assessment (SBA) Specialist (National, 8 person-months, intermittent)</p> <p>The specialist must have at least master's degree in education, Assessment and Evaluation, Curriculum and Instruction, or a related field. minimum of 5 years of experience in school-based assessment practices, strong understanding of national curriculum standards and assessment policies, proven experience in developing and implementing effective assessment tools and strategies, experience in providing professional development to teachers on assessment practices, excellent communication, facilitation, and presentation skills in English, the ability to work collaboratively with teachers, school administrators, and other stakeholders.</p>	<p>The national SBA Specialist will work with and support the International SBA CPD Specialist, and in coordination with PIC's TL and DTL, to support the EA, particularly PIU1 and CPD providers, to implement and deliver the tasks and deliverables mentioned under the International Specialist.</p> <p>The specialist will also provide support to the PMU's and PIU-1, particularly EQID counterpart staff, and DTL in updating the progress of DMF's and GAAP's relevant targets and performance indicators, as well as perform other tasks as may be required by the international specialist during his/her absence.</p>
<p>School-based STEM Education Specialist (International, 2 person-months, intermittent)</p> <p>The specialist must have a minimum master's degree in science education, curriculum and instruction, or a related STEM field, minimum of 7 years of experience in STEM education and curriculum development, strong understanding of STEM concepts and best practices in STEM education, experience in developing and implementing school-based STEM framework. excellent communication, facilitation, and presentation skills in English, and the ability to work collaboratively with teachers, school leaders, other stakeholders, and experience working in Cambodia, or Southeast Asia.</p>	<p>The school-based STEM Education Specialist will responsible in expanding the MOEYS's school-based STEM Framework in additional secondary schools.</p> <p>The specialist will undertake the following tasks (i) conduct a comprehensive review and/or enhance, if applicable, of existing MOEYS's school-based STEM framework implementation; (ii) be responsible for expansion the school-based STEM framework implementation in other secondary schools under the project; this will involve: (a) consulting with relevant stakeholders in the piloted USSs (e.g., STEM subject teachers, school leaders, NGPRC and DGSE counterpart staff), (b) supporting CPD providers (ITC and NIE) to integrate relevant modules, including developing the core competencies and learning outcomes, on school-based STEM framework in STEM and project-based CPD program under the project and future use, and (c) supporting new schools to</p>

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
	<p>enhance practice and establish effective STEM education; (iii) providing capacity building and orientation on the school-based STEM framework to the expanded secondary schools; and (iv) monitoring and evaluation the implementation of the school-based STEM framework, including, (a) assessing the impact of the framework on student learning outcomes and engagement in STEM subjects, and (b) identifying challenges and areas for improvement; (v) document the development and implementation process of the school-based STEM framework for future use and dissemination; (vi) perform other tasks as may be reasonably required by the EA and IA; and (vii) prepare end-of-assignment reports for submission to the EA and ADB.</p>
<p>School-based STEM Framework Specialist (National, 5 person-months, intermittent)</p> <p>The specialist must have master's degree in Education, Curriculum and Instruction, Educational Technology, or a related STEM field, minimum of 5 years of experience in STEM education, curriculum development, or a related field, strong understanding of STEM concepts and best practices in STEM education, experience in developing and implementing educational frameworks, excellent communication, facilitation, and presentation skills in English.</p>	<p>The Specialist will work with and support the International School-based STEM Framework Specialist, and in coordination with PIC's TL and DTL, to support the EA, particularly PIU1, to implement and deliver the tasks and deliverables mentioned under the International Specialist.</p> <p>The specialist will also provide support to the PMU's and PIU-1, particularly NGPRC and DGSE counterpart staff, and PIC's DTL in (i) identifying secondary schools where school-based STEM framework will be expanded; (ii) updating the progress of DMF's and GAAP's relevant targets and performance indicators; and (iii) performing other tasks as may be required by the international specialist during his/her absence.</p>
<p>RPL and Competency and Credit Transfer Specialist (International, 6 person-months, intermittent)</p> <p>The specialist must have a minimum master's degree in higher education and/post-secondary education administration, and/or education qualification assessment and certification minimum of 5 years of experience in-dept knowledge of, and relevant experience in designing and implementing policies and frameworks that facilitate competency recognition and credits transfer from secondary to pos-secondary education, and excellent communication, facilitation, and presentation skills in English.</p>	<p>The Specialist will lead the conceptualization of RPL and Competency and Credit transfer designs and support. The specialist will collaborate closely with the PIC's TL and DTL, Assessment Policy Specialists, DGHE and DHE, and NUM, and be responsible in:</p> <p>(i) conducting a comprehensive review of existing RPL and transfer credit policies and practices within the target institution(s) and relevant national frameworks (if applicable), (ii) developing clear and transparent guidelines and procedures for RPL and transfer credit, ensuring alignment with institutional policies and national qualifications frameworks (if applicable), (iii) designing assessment tools and processes for evaluating prior learning and eligibility for transfer credit, (iv) manage the application and assessment process for both RPL and transfer credit, (iv) developing and delivering training programs for staff involved in RPL and transfer credit evaluations, (v) ensuring the quality and</p>

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
	consistency of RPL assessments and transfer credit evaluation, and (vi) promoting awareness and understanding of RPL and transfer credit opportunities among potential applicants and advisors.
<p>RPL and Competency, and Credit Transfer Specialist (National, 6 person-months, intermittent)</p> <p>The specialist must have master's degree in higher education and/post-secondary education administration, and/or education qualification assessment and certification, minimum of 5 years of experience in STEM education, curriculum development, or a related field, strong understanding of RPL and credit transfer system concepts and best practices in applied in STEM education, experience in developing and implementing RPL and Credit Transfer frameworks, and excellent communication, facilitation, and presentation skills in English.</p>	<p>The Specialist will work with and support the International Specialist, and in coordination with PIC's TL and DTL, to support the EA, particularly PIU2 and NUM, to implement and deliver the tasks and deliverables mentioned under the International Specialist.</p> <p>The Specialist will also provide support to the PMU's and PIU2 and PIC's DTL in (i) updating the progress of DMF's and GAAP's relevant targets and performance indicators, and (ii) performing other tasks as may be required by the international specialist during his/her absence.</p>
<p>MSS Specialist (International, 1 person-month, continuous)</p> <p>The MSS specialist must have master's degree in education administration and management, or a related field, at least 7 years of experience in TVET institutional reforms and management, preferably in the context of Southeast Asia, strong understanding of the Cambodian general education and TVET, proven experience in developing and implementing Minimum Service Standards in TVET, expertise in monitoring and evaluation methodologies for education and TVET programs, excellent communication, facilitation, and training skills in English, and experience working in Cambodia (highly desirable).</p>	<p>The MSS Specialist will undertake the following tasks (i) conduct a comprehensive review of the existing MSS framework for USE in Cambodia. This may involve: (a) analyzing existing MSS on GTHSs documents and policies applied to GTHS, (b) reviewing national education and TVET policies and strategies related to USE, and (c) consulting with relevant stakeholders (VOD, SPCD, GTHSs, and priority industries)</p> <p>The specialist, based on the reviews and consultations with stakeholders, will be responsible for (a) development of clear and concise MSS for GTHSs that is responsive to industry needs and national skills development roadmap objectives, (b) ensuring alignment with national education policies and international best practices, and (c) recommending appropriate indicators for monitoring and evaluating MSS implementation in GTHSs. The specialist will also collaborate with VOD to develop capacity of GTHSs for implementing and monitoring the MSS for GTHSs.</p>
<p>MSS Specialist (National, 4-person-month, intermittent)</p> <p>The MSS specialist must have a minimum bachelor's degree in education and/or business administration and/or related field, at least 5 years of experience in education and TVET</p>	<p>The Specialist will work with and support the international MSS specialist, and in coordination with PIC's TL and DTL, to support the EA, particularly PIU1 and VOD, to implement and deliver the tasks and deliverables mentioned under the International Specialist.</p>

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
<p>reform initiatives, preferably in the context Cambodia education system and the USE program, proven experience in developing and implementing Minimum Service Standards in education, expertise in monitoring and evaluation methodologies for education programs, excellent communication, facilitation, and training skills in English and Khmer.</p>	<p>The Specialist will also provide support to the PMU's and PIU1 and DTL in (i) updating the progress of DMF's and GAAP's relevant targets and performance indicators, and (ii) performing other tasks as may be required by the international specialist during his/her absence.</p>
<p>Scholarship, Funding, and Voucher Specialist (International, 4 person-month, intermittent).</p> <p>The specialist must have a minimum master's degree in Education Administration and/or Policy or a related field, at least 7 years of experience in education reform initiatives, preferably in the context of Southeast Asia, strong understanding of the Cambodian education system and the USE program, proven experience in developing, implementing, and monitoring and evaluation scholarships for professional development of teachers, school-based applied science and innovative learning fund, and vouchers for professional development of subject teachers, expertise in monitoring and evaluation methodologies for education programs, excellent communication, facilitation, and professional development skills in English, and experience working in Cambodia (highly desirable).</p>	<p>The Specialist will work with and provide technical support to the PIU1 counterpart staff to (i) design protocol and guidelines, including application, reviewing and evaluation application, make recommendations for award, and agreement and/or commitment letters between MOEYS and schools and/or individual teachers, and monitoring and recording system, for implementing and managing innovative scholarship for professional development program for secondary teachers, school-based applied science and innovative learning fund, and voucher for professional development program of English language teachers; (ii) develop clear and concise information materials and promotional campaigns to raise awareness of available scholarship, school-based applied science and innovative learning fund, and voucher opportunities for professional development of English language teachers; (iii) support the MOEYS's departments responsible department to provide orientation and training, monitoring and evaluation the effectiveness of scholarship, funding, and voucher programs, including tracking program impact on the target group; (iv) perform other tasks as may be reasonably required by the EA and PMU; and (v) prepare end-of-assignment reports for submission to the EA and ADB.</p>
<p>Scholarship, Funding, and Voucher Specialist (National, 6 person-months, intermittent).</p> <p>The specialist must have a minimum bachelor's degree in Education administration and Policy, or a related field, at least 5 years of experience in education reform initiatives, strong understanding of the Cambodian education system and the USE program, proven experience in developing and implementing scholarships, funding and vouchers, in education, expertise in monitoring and evaluation methodologies for education programs, excellent communication, facilitation, and training skills in English.</p>	<p>The Specialist will work with and support the international specialist, and in coordination with PIC's TL and DTL, to support the EA, particularly PIU1, DGSE, DCPD to implement and deliver the tasks and deliverables mentioned under the International Specialist.</p> <p>The Specialist will also provide support to the PMU's and PIU1 and PIC's DTL in (i) updating the progress of DMF's and GAAP's relevant targets and performance indicators, and (ii) performing other tasks as may be required by the international specialist during his/her absence.</p>

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
<p>Career Guidance Specialist (International, 4 person-months, intermittently)</p> <p>The Specialist must have at least a master's degree in career counseling, special education, labor market, developmental psychology, or related field, at least 10 years of experience working with students with disabilities in career guidance or related role, possess a strong understanding of career development theories, and best practices, excellent communication in English, and interpersonal skills, familiarity with the Cambodian special education system and labor market is desirable, and strong computer skills, including proficiency in relevant software programs for special students.</p>	<p>The Specialist should be a dedicated and passionate individual with expertise in career development and a strong understanding of the unique needs of students with disabilities. S/he will work with and provide technical support to the PIU1 counterpart staff to (i) develop and implement a comprehensive career guidance program for students with disabilities and learning difficulties, aligned with the MOEYS curriculum for special education and Cambodian labor market needs, (ii) develop individual career assessments for students to identify their strengths, interests, and skills, and train NISE and SES teachers and/or counselors on conducting individual career assessments, (iii) support NISE and SESs in providing students with information on various career options, including post-secondary education opportunities and accessible workplaces, (iv) lead NISE and SESs in organizing career workshops and presentations to introduce students to different career and prepare them for job searches and interviews, (v) advise NISE and SESs in maintaining and updating resources on career opportunities for students with disabilities and learning difficulties, (vi) conduct research on best practices in career for students with disabilities and learning difficulties and adapt them to the Cambodian labor market and life-long learning context, and (vii) develop an advocacy program for inclusive workplaces, career, and life-long learning opportunities for people with disabilities and learning difficulties in Cambodia.</p>
<p>Career Guidance Specialist (National, 6 person-month, intermittently)</p> <p>The specialist must have at least a bachelor's degree in career counseling, labor market, special education, developmental psychology, or related field, at least 5 years of experience working with students with disabilities in career guidance or related role, possess a strong understanding of career development theories, and best practices, excellent communication in English and Khmer, and interpersonal skills, familiarity with the Cambodian special education system and labor market is desirable, and strong computer skills, including proficiency in relevant software programs for special students.</p>	<p>The Specialist will work with and support the international specialist, and in coordination with PIC's TL and DTL, to support the EA, particularly PIU1 and NISE to implement and deliver the tasks and deliverables mentioned under the International Specialist.</p> <p>The Specialist will also provide support to the PMU's and PIU1 and PIC's DTL in (i) updating the progress of DMF's and GAAP's relevant targets and performance indicators, and (ii) performing other tasks as may be required by the international specialist during his/her absence.</p>

ADB = Asian Development Bank; BTEC = Battambang Teacher Education College; CPD = continuous professional development program; DCPD = Department of Continuous Professional Development; DGSE = Department of General Secondary Education; DHE = Department of Higher Education; DGHE = Directorate General of Higher Education; DMF = design and monitoring framework; EQID = Education Quality Inspection Department; GAAP = Gender Action Plan; GTHS = General Technical High School; ICT = Information and Communication Technology; ITC = Institute of

Technology of Cambodia; M&E = monitoring and evaluation; MEF = Ministry of Economy and Finance; MOEYS = Ministry of Education, Youth and Sport; MSS = minimum service standard; NGPRC = New Generation Pedagogical Research Center; NIE = National Education Institute; NISE = National Institute for Special Education; NUM = National University of Management, PBL project-based learning; PIC = Project Implementation Consultant, PIU = Project Implementation Unit; PMU = Project Management Unit; PTEC = Phnom Penh Teacher Education College; RAMP = Risk Assessment and Mitigation Plan; RPL = recognition of prior learning; SBA = school-based assessment; SES = Special Education School; SPCD = State Property and Construction Department; STEM = Science, Technology, Engineering and Mathematic; TVET = technical and Vocational Education and Training; USE = Upper Secondary Education; VOD = Vocational Orientation Department; WB = World Bank

B. CSTC Support Consulting Firm (24 Months, FIRM 2)

5. **Objective of the Assignment.** The Support Consultants at the Cambodia Science and Technology Center (CSTC) are a dedicated team of technical professionals with expertise in various areas of science and technology. They provide essential support and assistance to the center in carrying out its science and technology research, development, and educational activities.

6. **Minimum Qualifications Requirements.** The Firm 2 will provide a total of 234 person-months of 18 specialists (7 international specialists with 41 person-months and 11 national specialists with 202 person-months) for 24 months. The specialists shall have a minimum post-graduate degree with at least 10 years' experience for international and 5 years' experience, making them valuable resources for the successful operation of the CSTC. They must be highly qualified individuals with backgrounds in fields such as science and technology center management, engineering, computer science, biotechnology, environmental science, and more. The support specialists will play a crucial role in assisting with project management, technical assistance, data analysis, and research coordination. They will work closely with the center's officials, researchers, educators, and external partners to ensure the successful operation of various programs and initiatives of CSTC. Additionally, ITC Faculty members and staff who have a good command of English and relevant expertise will work directly with specialists to facilitate capacity building and knowledge transfer. Specific minimum qualifications requirements and tasks and deliverables of individual specialists will be developed prior submission 0.

Table 3: Summary of Consulting Service Requirements for Firm 2

Key Positions	International/ National	Number	Estimated person-months (in total)
CSTC Master Plan Specialist and/or Team Leader	International	1	8
CSTC Operational Management Specialist	International	1	6
CSTC Master Plan Specialist/Deputy Team Leader	National	1	8
National CSTC Master Plan Specialist	National	1	8
IT and Technology Specialist	International	1	6
National IT and Technology Specialist	National	1	6
Financial Management Specialist	International	1	12
National Financial Management Specialist	National	1	12
National CSTC Administration Specialist	National	1	24

Key Positions	International/ National	Number	Estimated person-months (in total)
National External Relations Specialist	National	1	24
Exhibition Curator	International	1	3
National Exhibition Curator	National	1	24
Workshop and Research Lab Specialist	International	1	3
National Workshop and Research Lab Specialist	National	1	24
Project Management Specialist	National	1	24
Digital Outreach Operation Specialist	International	1	3
National Digital Outreach Operation Specialist	National	1	24
Human Resource Management Specialist	National	1	24
Subtotal		18	243

C. Construction Supervision Consultants (CSC) – (24 Months, FIRM 3)

7. **Objective of the Assignment.** This is a time-based TOR. The Construction Supervision Consulting Firm (CSC) will oversee and manage all new multistoried classroom buildings at 23 USSs, and provide technical guidance to the EA's SPCD counterpart staff to oversee and manage refurbishment of existing classrooms at USSs under the project across the country. Its main role is to (i) monitor the progress of the construction, ensuring compliance with approved construction sites and design, building codes and regulations, climate-resiliency, and social safeguards; and (ii) provide technical guidance to SPCD engineers and staff to ensure timely refurbishment of existing classrooms into specialized rooms and in compliance with climate-resiliency and social safeguards. It will support the EA's SPCD in coordinating with contractors and subcontractors in managing project timelines and budget, and resolving issues that may arise during the construction and refurbishment. The Firm must also demonstrate supervision experience in the following areas: (i) site development, structural, architectural, structural, mechanical, electrical, environmental and drainage, (ii) greenhouse building and climate change resilience, and (iii) environmental and social safeguards. Work experience in multistoried building is required. The Firm, where building have been identified for refurbishment, undertake destructive and/or technical investigation to determine the structure's overall condition. The Firm specialists will also review documentation prepared to ensure that it is correct to a high degree of accuracy, suitable for construction and in accordance with national building code and all relevant standards, including, environmental, health and safety.

8. **Minimum Qualifications Required.** The Firm 3 will provide a total of 234 person-months of 11 national specialists. The Firm should have a minimum 10 years' experience in construction supervision, particularly multistoried school building projects, with proven technical expertise in the preparation and management and/or overseeing site development, architectural, structural, mechanical, electrical, sanitary, environmental, and social and gender safeguards, as well as site specific health and safety management plan in building construction. The firm must have the required license and certificate to perform the tasks and should be able to demonstrate understanding of Cambodia's Construction Law, Building Code and other relevant laws, policies, and guidelines, e.g., fire code, electrical, sanitary, and plumbing codes, accessibility law, material

quality and specifications, environmental and social safeguards, climate change requirements, occupational health and safety, costs and construction standards.

9. The Firm is required to have specialists in Table 4. Specific minimum qualifications requirements and tasks and deliverables of individual specialists will be developed prior submission 0.

Table 4: Summary of Consulting Service Requirements

Key Positions	National	Number	Estimated person-months (in total)
Team Leader and/or Structural Engineering Specialist	National	1	24
Architectural Engineer and/or Climate Adaption Specialist	National	1	12
Mechanical, Electrical and Plumbing Specialist	National	1	6
Civil Engineers (24 person-months per expert)	National	5	120
EHS Specialist (24 person-months per expert)	National	3	72
Subtotal			234

D. Data Center Feasibility Study Consultants - FIRM 4

10. **Objectives of the assignment.** In close coordination and collaboration with the Institute of Technology of Cambodia (ITC), a consulting firm will be engaged to conduct a feasibility study for setting up and operating an integrated Education Data Center (EDC). The scope of the feasibility study covers the technical, human resource and financial requirements for operating the EDC. The firm is expected to provide recommendations to ITC on the room design, equipment procurement, financial requirements, and operational protocols for operating the EDC. The consulting firm will also be responsible for overseeing and managing the refurbishment of the ITC classrooms, which involves the installation of servers, network computers, equipment, wiring, and other essential fixtures.

11. **Minimum Qualification Requirements.** The consulting firm needs to demonstrate a successful history of managing and implementing similar IT projects in Cambodia. Specifically, the firm should be able to have 5-10 years of experience in data centers. Furthermore, the firm should have an in-depth comprehension of Cambodia's digital government policies and data exchange protocols.

E. Consulting Firm to Develop, Deploy and Implement Data Center – FIRM 5

12. **Objectives of the Assignment.** The consulting firm will work closely with ITC, the MOEYS Department of Information Technology (DIT), the Education Quality and Inspection Department (EQID), and the Learning Assessment Specialist individual consultant in upgrading and migrating the School Management Information System (SMIS) and Student Learning Assessment Management Information System and hydromet data to the proposed Education Data Center (EDC). The consulting firm will support DIT in (i) upgrading the SMIS which includes review and enhancements of system architecture, hardware and software requirements, migration to EDC, testing and validation and user training and documentation; and (ii) development of the information system for student learning assessment, including assessment applications for Android, iOS, and Windows, and integrating it with the SMIS. The consulting firm is also expected

to develop a central education dashboard to connect, consolidate, and visualize educational data from SMIS.

13. Minimum Qualification Requirements. The consulting firm must have a demonstrated history of developing and implementing similar systems, especially within the education sector. Specifically, the consulting firm should be knowledgeable about the data and information requirements of schools. The firm must have 5-10 years of collective experience in school-based management and student learning assessment, designing and implementing school-level information systems, and in developing a central education dashboard. Additionally, the company should be able to engage with education experts and school principals to ensure that their decision-making needs are met and that the final products are tailored to their specific requirements.

14. Description of tasks and qualifications of key experts.

- a. **Network Operation Center (NOC) Engineer.** The NOC Engineer's responsibilities include providing technical and training support to ITC during the start-up or initial operationalization of the EDC. Additionally, the engineer will oversee the operations of the EDC during its first three years. This involves monitoring network performance using tools, analyzing alerts for potential issues, responding to incidents, escalating critical issues, maintaining data center security, adhering to security protocols, generating reports, documenting events and solutions, and reporting critical cases to management. Furthermore, the NOC Engineer will be responsible for training and supporting the ITC staff managing the EDC.
- b. **Network Engineer.** The Network Engineer will work closely with the NOC Engineer. He/she is responsible for implementing, maintaining, and monitoring the IT network, managing projects, schedules, resources, vendors, and ensuring compliance. Also, assisting in resolving users' network or security equipment problems, maintaining infrastructure documentation, staying updated with industry trends, and working closely with other IT departments. The Network Engineer is also expected to train and equip selected ITC staff in the IT network implementation, maintenance, and monitoring.
- c. **System Engineer.** The System Engineer is part of the three-man technical support assisting the ITC in jumpstarting the EDC. The System Engineer is responsible for deploying infrastructure components such as virtual machines, load balancers, storage, and Microsoft 365 while following best practices for security, scalability, and availability. He/she will support the maintenance of servers and configurations, patch vulnerabilities in all server applications and OS, collaborate with development and operations teams to deploy applications and services, monitor server performance and security, support Kubernetes cluster management, participate in disaster recovery and business continuity planning, maintain infrastructure documentation, and collaborate with senior team members to design and implement infrastructure solutions aligning with organizational goals. The System Engineer is also expected to transfer its technical expertise to ITC staff.

F. CSTC Marketing Consulting Firm – FIRM 6

15. Objectives of the Assignment. The primary responsibility of the CSTC Marketing Specialist is to create comprehensive marketing strategies for the Cambodia Science and

Technology Center. These strategies are tailored to introducing the Center to key stakeholders, establishing and nurturing partnerships, and promoting events. The Marketing Specialist will support the CSTC in the creation of engaging marketing materials, the effective utilization of various social media platforms, the analysis of the impact and effectiveness of marketing campaigns, the fostering and maintaining of key relationships, staying abreast of market trends, the active promotion of center events, and the making of valuable contributions to the overall marketing strategy of the CSTC. The Marketing Specialist will play a key role in enhancing the skills and knowledge of specific ITC staff members in effective marketing and promotional tactics.

16. **Minimum Qualification Requirements.** The Team Leader of the Marketing Specialist must have a degree in Marketing, Business Administration, Communications, and or related field to Science and Technology. The firm must have at least 10 years' marketing, advertising, and have a proven track record of development and implementing successful marketing strategies. The firm must have the ability to manage projects effectively, meet deadlines, and stay within budget. The firm must have a clear understanding of business principles and how marketing contributes to the overall business goals of CSTC.

G. NUM Marketing Consulting – FIRM 7

17. **Objectives of the Assignment.** The primary responsibility of the NUM Marketing Consulting Firm is to develop advocacy and marketing agenda and strategies to promote the programs and activities of the NUM's Faculty of Digital Economy. These advocacies and marketing strategies must be able to introduce NUM's programs to the upper secondary education students to participate in the NUM fast track programs in digital economy, financial technology, smart city planning, and computer science.

18. **Minimum Qualification Requirements.** The Team Leader of the Marketing Specialist must have a degree in Marketing, Business Administration, Communications, and/or related field to Science and Technology. The firm must have at least 5 years marketing, advertising, and have a proven track record of development and implementing successful marketing strategies. The firm must be able to manage projects effectively, meet deadlines, and stay within budget. The firm must have a clear understanding of business principles and how marketing contributed to the overall business goals of the NUM's Digital Economy Faculty.

H. National Consulting Firm to Develop Khmer Language Text to Speech Application and Translation Software for Special Education – FIRM 8 (18 months)

19. **Objective if the Assignment.** The consulting firm will work closely with PIU1, the MOEYS National Institute for Special Education (NISE) and Department of Special Education to develop Khmer language text to speech application and translation software for special education at NISE and special education at upper secondary schools. The speech application and translation software should (a) be accessible to all types of devices (computer, smart phone, tablet, etc.) and user-friendly, (b) the menu bar must be in Khmer and English (change language function), (c) name of application and/or software is feasible search at play store and/or website, (d) be able to convert Khmer print to Khmer Braille that works on all types of Braille machines (Braillo, Index,...), (d) can be automatically updated, (e) can function offline and online with high security features, (f) be permanently free of charge for users, and (g) at least 3 years of warranty to the application and/or software.

20. The Team Leader of the Firm and/or Information Architect must have at least a master's degree in information technology, instructional design, and special education, or related fields

with at least 10 years of experience in education software and application development, the provision of technical or project management services on the same and/or similar assignments. The firm must be able to manage projects effectively, meet deadlines, and stay within budget. The Firm's specialists, specific minimum qualifications requirements and tasks and deliverables of individual specialists will be developed prior submission 0.

I. Individual Consultants

21. There will be 11 individual positions for 25 individual consultant selections (ICS) for 290 person-months (international, 44 person-months and national, 246 person-months) as shown on Table 5. Specific tasks and minimum requirements for each ICS will be defined before the advertisement period.

Table 5: Summary of Individual Consulting Service Requirements (ICS)

No	Key Positions and Referent Package	International/ National	Number	Estimated person-months (in total)
1	ICS-1A – Climate-Smart School Facilities Guidelines Specialist	International	1	2
2	ICS-1B – Climate-Smart School Facilities Guidelines Specialist	National	1	2
3	ICS-2A – Data Center Support Consultant	International	1	2.5
4	ICS- 2B – Data Center Support Consultant	National	1	4
5	ICS-3A– Assessment Policy Specialist	International	1	3
6	ICS 3B – Assessment Policy Specialist	National	1	3
7	ICS-4A – National Examination and Assessment Specialist	International	1	6
8	ICS-4B – National Examination and Assessment Specialist	National	1	8
9	ICS-5A – Specialized Fast Track Course Consultant (Digital Economy and Applied Math)	International	1	
10	ICS 5B – Specialized Fast Track Course Consultant (Digital Economy and Applied Math)	National	1	4
12	ICS-6A – Fast Track LMS Specialist	International	1	2
13	ICS-6B – Fast Track LMS Specialist	National	1	2
14	ICS-7A – NUM Curriculum Reviewer – Digital Economy	International	1	2
15	ICS-7B – NUM Curriculum Reviewer – Financial Technology	International	1	2
16	ICS-7C – NUM Curriculum Reviewer – Smart City Planning	International	1	2
17	ICS-7D – NUM Curriculum Reviewer – Computer Science	International	1	2
18	ICS-8A – Procurement Consultant 1 (for Works and Goods)	National	1	48
19	ICS-8B – Procurement Consultant (for Consulting Services)	National	1	48

No	Key Positions and Referent Package	International/ National	Number	Estimated person- months (in total)
20	ICS-9A – Financial Consultant	International	1	6
21	ICS-9B – Financial Consultant for PMU	National	1	48
22	ICS-9C – Financial Consultant for ITC	National	1	48
23	ICS-10 – Gender Strategic Plan Specialist	National	1	3
24	ICS-11A – Integration of LMS for preservice and CPD Specialist	International	1	6
25	ICS 11B – Integration of LMS for preservice and CPD Specialist	National	1	12
		Total	24	290

Table 6: Qualification Requirements and Tasks of Key Consultants

Qualification Requirements	Tasks
Project Implementation Consultants Core Technical Specialists	
<p>ICS-1A – Climate-Smart School Facilities Guidelines Specialist (International, 2 person months, intermittent)</p> <p>The specialist must have a master's degree in architecture, Engineering, Sustainability, Environmental Science, or a related field, minimum of 5 years of experience in sustainable building design or related field, strong understanding of green building principles and best practices for energy efficiency, water conservation, and sustainable materials. experience with climate-smart school facilities or educational facilities design is a plus, excellent communication, collaboration, and facilitation skills in English, and experience working with a variety of stakeholders, particularly in education in Cambodia is preferred.</p>	<p>The main tasks of the Climate-Smart School Facilities Guidelines Specialist are:(i) conduct a comprehensive review of existing guidelines and best practices for climate-smart school facilities design, construction, operation, and maintenance in Cambodia, and other countries, (ii) develop clear, practical, and user-friendly Climate-Smart School Facilities Guidelines that are tailored to the local context (e.g., climate zone, building materials availability), (iii) collaborate with relevant consultants in output 1 (e.g., architects, engineers, educators, facility managers) to ensure the guidelines are practical and meet the needs of schools, (iv) develop training materials and resources to support the implementation of the Climate-Smart School Facilities Guidelines. This may include workshops, online resources, and case studies.</p>
<p>ICS-1B – Climate-Smart School Facilities Guidelines Specialist (National, 2 person-months, intermittent)</p> <p>The specialist must have a bachelor's degree in Architecture, Engineering, Sustainability, Environmental Science, or a related field, minimum of 5 years of experience in sustainable building design or related field, strong understanding of green building principles and best practices for energy efficiency, water conservation, and sustainable materials. experience with climate-smart school facilities or educational facilities design is a plus, excellent communication, collaboration, and facilitation</p>	<p>The national specialist will assist the international Climate-Smart School Facilities Guidelines Specialist to:(i) conduct a comprehensive review of existing guidelines and best practices for climate-smart school facilities design, construction, operation, and maintenance in Cambodia, and other countries, (ii) develop clear, practical, and user-friendly Climate-Smart School Facilities Guidelines that are tailored to the local context (e.g., climate zone, building materials availability), (iii) collaborate with relevant consultants in output 1 (e.g., architects, engineers, educators, facility managers) to ensure the guidelines are practical and meet the needs of schools, (iv) develop</p>

Qualification Requirements	Tasks
skills in English and Khmer, and experience working with a variety of stakeholders, particularly in education in Cambodia is preferred.	training materials and resources to support the implementation of the Climate-Smart School Facilities Guidelines. This may include workshops, online resources, and case studies.
ICS-2A – Data Center Support Consultant (International, 2.5-person-month, intermittent)	The consultant will: (i) assess the current state of the [client]'s data center operations, including infrastructure, equipment, processes, and procedures. (ii) identify opportunities for improvement in areas such as efficiency, scalability, security, and compliance. (ii) provide technical expertise and guidance on the implementation of new technologies and best practices in data center management, (iv) assist the ITC and MOEYS in developing and implementing a data center optimization plan, considering factors such as (a) power and cooling efficiency. (b) hardware and software optimization, (c) capacity planning and resource allocation, (d) disaster recovery and business continuity planning, and (e) data center security best practices, (v)collaborate with the [client]'s IT team to ensure a smooth implementation of the data center optimization plan. (vi) provide ongoing support and guidance to the [client]'s IT team on data center operations and maintenance, and (vii) Document the data center assessment findings, recommendations, and implemented solutions.
ICS-2B – Data Center Support Consultant (National, 2.5-person-month, intermittent)	The consultant will support the International Consultant in: (i) assessing the current state of the [client]'s data center operations, including infrastructure, equipment, processes, and procedures. (ii) identifying opportunities for improvement in areas such as efficiency, scalability, security, and compliance. (ii) providing technical expertise and guidance on the implementation of new technologies and best practices in data center management, (iv) assisting the ITC and MOEYS in developing and implementing a data center optimization plan, considering factors such as (a) power and cooling efficiency. (b) hardware and software optimization, (c) capacity planning and resource allocation, (d) disaster recovery and business continuity planning, and (e) data center security best practices, (v)collaborate with the [ITC and MOEYS IT team to ensure a smooth implementation of the data center optimization plan. (vi) providing ongoing support and guidance to the [client]'s IT team on data center operations and maintenance, and (vii)

Qualification Requirements	Tasks
	documenting the data center assessment findings, recommendations, and implemented solutions.
<p>ICS-3A- Assessment Policy Specialist (International, 6-person-month, intermittent)</p> <p>The international Assessment Policy Specialist should have (i) at least a master's degree in education, assessment and evaluation, statistics, or other relevant field; (ii) at least 10 years of experience in preparing national student assessment and examination policy as well as tools for assessment, analyzing and preparing reports on assessment, and (iii) training teachers and administrators on both formative and summative student assessments. Previous experience as a classroom teacher at upper secondary level would be an advantage. The specialist must be excellence in English. Previous work experience in Cambodia is an advantage.</p>	<p>The international Assessment Policy Specialist will assist with the Evaluation Quality Inspection Division (EQID) and the Department of General Education (DGE) and other agencies under MOEYS in implementing and completing activities under SC4HC related to (i) reviewing the strategies used by teachers to assess student learning in USE; (ii) provide support for including continuous assessment of upper secondary school students in line with the national curriculum; (iii) provide alternative types of school-based assessment methods more appropriate for assessing 21st century skills; and (iv) train teachers and school leaders on alternative forms of school-based formative and summative assessment. The international Assessment Policy Specialist will work with and guide a national Assessment Policy Specialist in carrying out the assignment.</p>
<p>ICS-3B Assessment Policy Specialist (National, 8-person-month, intermittent)</p> <p>The national Student Assessment Specialist should have (i) a graduate degree in education, psychology, statistics, or other relevant field; and (ii) at least 5 years of experience in preparing national student assessment and examination policy as well as tools for assessment, analyzing and preparing reports on assessment, and (iii) training teachers and administrators on both formative and summative student assessments. The specialist must be excellent in spoken and written English and Khmer.</p>	<p>The national Student Assessment Specialist will assist with the Evaluation Quality Inspection Division (EQID) and the Department of General Education (DGE) and other agencies under the MOEYS in implementing and completing activities under SC4HC related to (i) reviewing the strategies used by teachers to assess student learning in USE; (ii) provide support for including continuous assessment of upper secondary school students in line with the national curriculum; (iii) provide alternative types of school-based assessment methods more appropriate for assessing 21st century skills; and (iv) train teachers and school leaders on alternative forms of school-based formative and summative assessment. The national student assessment specialist will provide local support for the international student assessment specialist in carrying out the assignment</p>
<p>ICS-5A Specialized Fast Track Course (SFTC) Consultant for Digital Economy (International, 4 person-months, intermittent)</p> <p>The specialist must have a master's degree in economics, ICT, education, instructional design, business administration, or a related field, with a focus on digital skills development, minimum of 5 years of experience in curriculum development, instructional design, or adult learning program design, strong understanding of the digital</p>	<p>The main task of the international consultant is conducting a comprehensive needs assessment to identify the specific skills and knowledge required for success in the target digital economy sectors that inform the development of the fast-track program for USE. The specialist will also (i) develop a curriculum framework for the SFTCs, ensuring alignment with industry needs and best practices in adult learning. (ii) identify and curate high-quality content for the SFTCs, including learning module, Case studies, simulations and practical exercises, and</p>

Qualification Requirements	Tasks
<p>economy landscape and emerging trends., experience in conducting needs assessments and identifying skill GAAPs, proven ability to develop engaging and effective learning materials for adults. experience with innovative learning technologies and methodologies is a plus, and excellent English communication, collaboration, and facilitation</p>	<p>online resources and tools. (iii) develop innovative and engaging instructional materials that cater to diverse learning styles and accommodate different learning paces, (iv) recommend appropriate assessment methods to evaluate learner progress and program effectiveness, (v) collaborate with instructional designers and trainers at NUM to ensure the SFTCs are well-designed and effectively delivered, (vi) pilot test the SFTCs with a small group of learners and gather feedback for improvement. (vii) provide ongoing support and guidance to trainers and facilitators delivering the SFTCs.</p>
<p>ICS-5B Specialized Fast Track Course (SFTC) Consultant for Digital Economy (National, 4 person-months, intermittent)</p> <p>The specialist must have a master's degree in economics, ICT, education, instructional design, business administration, or a related field, with a focus on digital skills development, minimum of 5 years of experience in curriculum development, instructional design, or adult learning program design, strong understanding of the digital economy landscape and emerging trends., experience in conducting needs assessments and identifying skill GAAPs, proven ability to develop engaging and effective learning materials for adults. experience with innovative learning technologies and methodologies is a plus, and excellent English communication, collaboration, and facilitation</p>	<p>The main task of the national consultant is to assist the international consultant to conduct a comprehensive needs assessment to identify the specific skills and knowledge required for success in the target digital economy sectors that inform the development of the fast-track program for USE. The specialist will also (i) develop a curriculum framework for the SFTCs, ensuring alignment with industry needs and best practices in adult learning. (ii) identify and curate high-quality content for the SFTCs, including learning module, Case studies, simulations and practical exercises, and online resources and tools. (iii) develop innovative and engaging instructional materials that cater to diverse learning styles and accommodate different learning paces, (iv) recommend appropriate assessment methods to evaluate learner progress and program effectiveness, (v) collaborate with instructional designers and trainers at NUM to ensure the SFTCs are well-designed and effectively delivered, (vi) pilot test the SFTCs with a small group of learners and gather feedback for improvement. (vii) provide ongoing support and guidance to trainers and facilitators delivering the SFTCs.</p>
<p>ICS-6A Fast Track LMS Specialist (International, 2-person-month, intermittent)</p> <p>The specialist must have at least a bachelor's degree or better in Information Technology, Instructional Design, or a related field, minimum of 3 years of experience in Learning Management Systems (LMS) administration and implementation, experience with fast-track or competency-based training programs is a plus, strong understanding of adult learning principles and instructional design best</p>	<p>The main task of the Fast Track LMS Specialist are (i) conduct a comprehensive evaluation of Fast Track LMS options, considering factors such as functionality and features relevant to fast-track training delivery (e.g., competency-based learning modules, assessment tools, progress tracking). scalability and ease of use for both administrators and learners, integration with existing IT infrastructure, and cost and vendor support, (ii) develop a Request for Proposal (RFP) document outlining the</p>

Qualification Requirements	Tasks
<p>practices, excellent project management, communication, and interpersonal skills and experience with user training and support is preferred.</p>	<p>organization's specific requirements for the Fast Track LMS. (iii) lead the implementation of the chosen Fast Track LMS, (iv) develop and deliver training materials for administrators and instructors on how to use the Fast Track LMS effectively. (v) provide ongoing support to administrators and instructors in using the Fast Track LMS, (vi) monitor and evaluate the effectiveness of the Fast Track LMS implementation, including user adoption rates and training program outcomes.</p>
<p>ICS-6B Fast Track LMS Specialist (National, 2-person-month, intermittent)</p> <p>The specialist must have at least bachelor's degree or better in Information Technology, Instructional Design, or a related field, minimum of 3 years of experience in Learning Management Systems (LMS) administration and implementation, experience with fast-track or competency-based training programs is a plus, strong understanding of adult learning principles and instructional design best practices, excellent project management, communication, and interpersonal skills and experience with user training and support is preferred.</p>	<p>The main task of the national Fast Track LMS Specialist is to assist in the international specialist to (i) conduct a comprehensive evaluation of Fast Track LMS options, considering factors such as functionality and features relevant to fast-track training delivery (e.g., competency-based learning modules, assessment tools, progress tracking). scalability and ease of use for both administrators and learners, integration with existing IT infrastructure, and cost and vendor support, (ii) develop a Request for Proposal (RFP) document outlining the organization's specific requirements for the Fast Track LMS. (iii) lead the implementation of the chosen Fast Track LMS, (iv) develop and deliver training materials for administrators and instructors on how to use the Fast Track LMS effectively. (v) provide ongoing support to administrators and instructors in using the Fast Track LMS, (vi) monitor and evaluate the effectiveness of the Fast Track LMS implementation, including user adoption rates and training program outcomes.</p>
<p>ICS-7A-7D NUM Curriculum Reviewers (ICS-7A – Digital Economy, ICS-7B – Financial Technology, ICS-7C – Smart City Planning, ICS – 7D – Computer Science (International, 2 person-months each, intermittent).</p> <p>The consultants must have minimum qualifications are a graduate degree in specific field (digital economy, financial technology, smart city planning, computer science) education or a similar discipline (e.g., instructional design, curriculum development), experience in designing and developing</p>	<p>Four international consultants are required to review the curriculum for each of the 4 priority courses offered through the National University of Management (NUM) - (i) Digital Economy, (ii) Financial Technology, (ii) Computer Science, and (iv) Smart City Planning Management.</p> <p>These courses are offered as part of the Digital Economy program of the National University of Management (NUM). The courses will be reviewed in terms of their relevance for the new economy and labor market, provision for recognition of prior learning, suitability for online</p>

Qualification Requirements	Tasks
<p>curriculum principles and practices and experience with online learning methodologies preferred.</p>	<p>study, and their function as a bridge between secondary schools and post-secondary education.</p>
<p>ICS-8A-8B– National Procurement Consultants for PMU (ICS-8A for Works and Goods and ICS-8B for Consulting Services) (National, 48 person-months each, continuous)</p> <p>The consultant must have: Advanced degree in engineering, architecture, commerce, law or project management, 10 years of experience in international project procurement/implementation, management and administration, Good knowledge of ADB policies and procedures including Procurement Guidelines, Selection of Consultants, Disbursement Procedures, and standard procurement documents such as bidding documents, request for proposals and bid evaluation reports, Demonstrated capacity to work with national and international experts and to take initiative yet work within a team structure.</p>	<p>The Procurement Specialist will work closely with the PMU/PIUs and ITC to do all relevant tasks. The specialist's tasks will include, but not be limited to, the following: (i) assisting the PMU/PIUs and ITC to regularly update the procurement plan, civil works plan and implementation schedule of all procurement-related activities, (ii) guiding and assisting PMU/PIUs target schools in implementing civil works and procurement of goods and services, (iii) assisting PMU/PIUs and ITC to prepare procurement documents and organize bidding in an effective and transparent manner; (iv) designing and conducting training workshops on ADB's current procurement policies and procedures for PMU/PIUs and ITC and assisting them to become familiar with ADB's operational policies and guidelines, (v) assisting PMU/PIUs to undertake overall civil works-related operations as necessary, including; (a) reviewing and recommending revisions to the design of the new and renovation of physical facilities (b) developing the civil works plan; (c) conducting a survey of market prices of construction materials, labor, and other related costs; (d) providing cost estimates and adjustments in line with budget guidelines acceptable to government and ADB, and (e) providing quality control for selection of the contractors, civil works supervision, payment terms and arrangements, resolution of claims and disputes, and inspection of furniture, equipment and facilities, (vi) developing maintenance manuals for the key facilities and equipment procured under the project, (vii) helping the PMU/PIUs and ITC develop a Register of Fixed Assets, (i.e. a list of all facilities constructed or renovated, and furniture and equipment procured under the project), (viii) monitoring and evaluating the performance and quality of civil works and procurement of goods and services, (ix) perform other duties if required.</p>

Qualification Requirements	Tasks
<p>ICS-9A – Financial Consultant (for PMU) (International, 6-person-months, intermittent)</p> <p>The specialist must be professionally qualified accountant qualification or master’s degree in finance, accounting or related field, at least 10 years’ experience of projects funded by ADB, World Bank, or other multilateral funding agencies or international donors, demonstrable experience in developing financial procedures manuals. demonstrable experience in setting up accounting software, demonstrable experience of working in cross cultural settings and providing capacity building to local counterpart staff., excellent skills in computer applications such as MSWord, Excel, Power Point, Messenger, Telegram, and video conferencing through Zoom, Google Meet, and MS Teams, fluent in written and spoken English and experience of working in Cambodia or other Southeast Asian countries is desirable.</p>	<p>The International Financial Management Consultant will provide start-up support to the project for a 6-month period, to ensure that finance guidelines are developed, accounting software is implemented, and that the financial management system is operating effectively.</p> <p>The specialist will be responsible for: (i) developing a set of supplementary finance procedures that complement the existing MEF’s Standard Operating Procedures for Externally Financed Projects and provide clear financial procedures for new innovative project activities, such as fast track scholarships, voucher system for English teaching, STEM fair and national competitions, among others, (ii) Setting up project accounting software for the PMU and ITC, provide training to staff, and ensure that it can produce the required project finance reports, (iii) supporting the PMU to implement the Financial Management Action Plan. (iv) providing training to the PMU and ITC finance staff on all aspects of project financial management.</p>
<p>ICS-9B – Financial Consultant for PMU (1 National, 48-person-months, intermittent)</p> <p>The consultant must have at least bachelor’s degree in accounting or finance, or Certified Accounting Technician qualification, at least 5 years’ experience of projects funded by ADB, World Bank, or other multilateral funding agencies or international donors, demonstrable working experience with government ministries or NGOs, practical skills in accounting software, practical skills in preparing financial reports and annual financial statements, practical skills in preparing budgets, proficiency in computer applications such as MSWord, Excel, Power Point, Messenger, Telegram, and video conferencing through Zoom, Google Meet, and MS Teams, and fluent in written and spoken English.</p>	<p>The finance consultant will support the PMU for a 3-year period, during a time of peak workload, when school applied STEM and innovative learning funds are being provided to upper secondary schools.</p> <p>The consultant will be responsible for (i) preparing a consolidated budget plan for school learning funds, (ii) preparing consolidated payment requests to transfer learning funds to schools, (iii) receiving finance reports from schools and monitor expenditure against budget, (iv) maintaining a database to record school learning funds budgets, disbursements, expenditures and fund balances, by school, (v) preparing journal vouchers for entry to the project accounting software, (vi) Conduct reconciliations between the accounting software and the school learning funds database, (vii) [prepare summary reports on school learning funds for project management, and (ix) performing other relevant financial management support to the project as required</p>
<p>ICS-9C – Financial Consultant for Supporting ITC (IA) and PIU for Post-Secondary Education Pathways (1 National, 48-person-months, intermittent)</p> <p>The consultant must have at least bachelor’s degree in accounting or finance, or Certified Accounting Technician qualification, at least 5</p>	<p>The finance consultant will support the ITC (IA) and PIU for Post-Secondary Education Pathways for a 3-year period, during a time of peak workload, when ITC and NIE deliver CPD on school applied STEM and innovative learning funds, establishment of Data Center and CSTC,</p>

Qualification Requirements	Tasks
<p>years' experience of projects funded by ADB, World Bank, or other multilateral funding agencies or international donors, demonstrable working experience with government ministries or NGOs, practical skills in accounting software, practical skills in preparing financial reports and annual financial statements, practical skills in preparing budgets, proficiency in computer applications such as MSWord, Excel, Power Point, Messenger, Telegram, and video conferencing through Zoom, Google Meet, and MS Teams, and fluent in written and spoken English.</p>	<p>and post-secondary education pathways transactions.</p> <p>The consultant will be responsible for (i) preparing a consolidated budget plan for CPD on STEM and school learning funds, (ii) establishment of Data Center, (iii) construction and procurement of equipment for CSTC, (iv) post-secondary education pathways related transactions; and (v) performing other relevant financial management support to the project as required.</p>
<p>ICS-10 Gender Strategic Plan Specialist (National, 3 person-months, intermittent)</p>	<p>The Gender Specialist Consultant will undertake the following tasks: (i) conduct a comprehensive gender analysis of USE sector in Cambodia, (ii) conduct consultations with relevant stakeholders to gather information and perspectives on gender equality in the health care sector. This may involve focus group discussions, interviews, and surveys, (iii) develop a Gender Mainstreaming Strategic Plan for the project that outlines specific strategies, activities, and indicators for achieving gender equality within the program, (iv) ensure the Gender Mainstreaming Strategic Plan is aligned with the overall goals of the project program and national gender equality policy framework.</p>
<p>ICS-11A – LMS for Preservice and CPD Integration Specialist (International, 6-person-month, intermittent)</p> <p>The specialist must have at least a bachelor's degree in Instructional Design, Learning Management Systems, or a related field, minimum of 5 years of experience in Learning Management Systems (LMS) administration and configuration. experience with integrating different types of learning content (e.g., eLearning modules, video, documents) into an LMS is preferred, and understanding of preservice training and Continuing Professional Development (CPD) requirements in the relevant field is a plus. strong analytical, problem-solving, and project management skills. excellent communication in English, collaboration, and interpersonal skills.</p>	<p>The main task of the LMS Preservice and CPD Integration Specialist are: (i) conduct a comprehensive review of the existing LMS functionalities and identify areas for improvement regarding preservice training and CPD integration, (ii) analyze the requirements for integrating preservice training modules and CPD opportunities into the LMS, (iii) develop a plan for integrating preservice training modules and CPD opportunities into the LMS, (iv) collaborate with LMS administrators, instructional designers, and content providers to ensure a smooth integration process, (v) configure and customize the LMS to accommodate the specific needs of preservice training and CPD integration, (vi) develop user guides and training materials for learners and administrators on how to navigate and utilize the integrated preservice training and CPD functionalities within the LMS. (vii) test and validate the integrated LMS system for both preservice training and CPD functionality, (viii) develop a monitoring and evaluation plan to</p>

Qualification Requirements	Tasks
	<p>track the effectiveness of the LMS integration for preservice training and CPD delivery.</p>
<p>ICS-11B – LMS for Preservice and CDP Integration Specialist (National, 6-person-month, intermittent)</p> <p>The specialist must have at least a bachelor's degree in Instructional Design, Learning Management Systems, or a related field, minimum of 5 years of experience in Learning Management Systems (LMS) administration and configuration. experience with integrating different types of learning content (e.g., eLearning modules, video, documents) into an LMS is preferred, and understanding of preservice training and Continuing Professional Development (CPD) requirements in the relevant field is a plus. strong analytical, problem-solving, and project management skills. excellent communication in English, collaboration, and interpersonal skills.</p>	<p>The main task of the LMS Preservice and CPD Integration Specialist are: (i) conduct a comprehensive review of the existing LMS functionalities and identify areas for improvement regarding preservice training and CPD integration, (ii) analyze the requirements for integrating preservice training modules and CPD opportunities into the LMS, (iii) develop a plan for integrating preservice training modules and CPD opportunities into the LMS, (iv) collaborate with LMS administrators, instructional designers, and content providers to ensure a smooth integration process, (v) configure and customize the LMS to accommodate the specific needs of preservice training and CPD integration, (vi) develop user guides and training materials for learners and administrators on how to navigate and utilize the integrated preservice training and CPD functionalities within the LMS. (vii) test and validate the integrated LMS system for both preservice training and CPD functionality, (viii) develop a monitoring and evaluation plan to track the effectiveness of the LMS integration for preservice training and CPD delivery.</p>