

Goal, Impact & Outcome

Goal

The Project aims to strengthen the quality of school education by carefully targeting support for (i) Education System Management and Development, (ii) Teacher Professional Development, (iii) Strengthening Secondary Education.

Impact

The impact of the Project will be an increased number of better educated and skilled people from all sections of Cambodia's population, in particular girls and students from remote and disadvantaged areas.

Outcome

The Project outcome will be improved quality and equity of education in Cambodia with more effective secondary education, improved teacher competencies, and stronger education management systems.

Project Costing

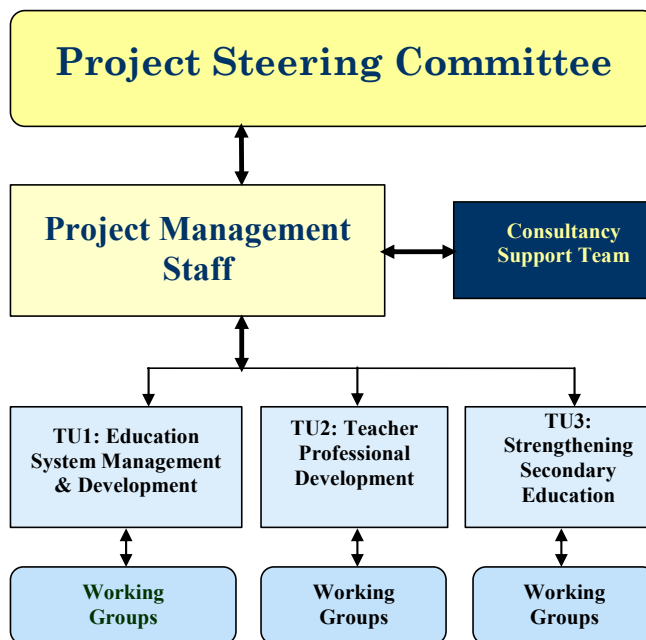
	In US\$
A. Civil Works	3,419,800
B. Equipment & Furniture	3,953,000
C. Learning Center Resources	3,400,000
D. Books & Instructional Materials	1,346,000
E. Vehicles	348,000
F. Training, Workshops & Technical Activities	8,119,400
G. Scholarship Schemes	1,220,000
H. Consulting Services	5,836,000
I. Incremental Recurrent Costs	3,288,500
J. Contingencies	2,457,200
Total Project Cost	33,387,800
ADB	27,100,000
Royal Government of Cambodia	6,287,800

Project Management

The effective date of the EEQP is 15 September 2008.

The Project is led by a Project Steering Committee (PSC) and managed by a Project Management Staff (PMS) Group, consisting of a Project Director, a Project Manager and support staff.

EEQP Management Structure



Ministry of Education, Youth and Sport

Enhancing Education Quality Project (EEQP)

ADB Grant No. 0090-CAM(SF)



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Component 1: Education System Management and Development

Expected Outputs

1. Awareness of Education Law and Gender Mainstreaming Policy of Ministry of Education, Youth, and Sports.
2. Policy framework for teacher education and teacher management.
3. Review of the organization and function of Ministry of Education, Youth, and Sports at central, provincial, district, and school levels.
4. Strengthened National Institute of Education.
5. Information systems strengthened at national, provincial, district, levels and consolidated at central level.
6. Introduction of monitoring and quality assurance systems in place and functional in schools and teacher training colleges (TTCs)
7. Enhanced capacity of the Curriculum Development Department and the Education Materials Approval Board.



Component 2: Teacher Professional Development

Expected Outputs

1. Enhanced management capacity of teacher training institutions.
2. Upgraded facilities, including ICT at teacher training colleges (TTCs).
3. Increased enrolment of females and students from remote and disadvantaged areas in lower secondary and upper secondary teacher training programs.
4. Improved skills and competencies of teacher trainers in the pre-service teacher training program.
5. Improved teaching skills and competencies of secondary teachers.
6. Introduce multimedia methods for teacher education.



Component 3: Strengthening Secondary Education

Expected Outputs

1. Secondary education development plan.
2. Strengthened secondary school networks, school management, and school improvement planning.
3. Increased enrolment in secondary schools of girls and children from remote and disadvantaged areas.
4. Upgraded secondary school facilities.
5. Curriculum in priority areas including ICT is developed and in use in secondary school.
6. Upper secondary schools countrywide have textbooks and teachers' guides.
7. Assessment of student achievement in secondary education is based on curriculum standards.

