



# Completion Report

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Project Number: 31039  
Loan Number: 1718  
December 2008

## Viet Nam: Teacher Training Project

## CURRENCY EQUIVALENTS

Currency Unit – Dong (D)

		<b>At Appraisal</b>		<b>At Project Completion</b>
		14 December 1999		31 March 2008
D1.00	=	\$0.000071		\$.000062
\$1.00	=	D14,008		D16,115

## ABBREVIATIONS

ADB	–	Asian Development Bank
DMF	–	design and monitoring framework
DOET	–	Department of Education and Training
GDP	–	gross domestic product
GER	–	gross enrollment rate
KLF	–	key learning facilities
LCB	–	local competitive bidding
LSE	–	lower secondary education
MA	–	Masters of Arts
M&E	–	monitoring and evaluation
MOET	–	Ministry of Education and Training
MOF	–	Ministry of Finance
NER	–	net enrollment rate
PCR	–	project completion report
PIU	–	project implementation unit
PPIU	–	provincial project implementation unit
PRESETT	–	pre-service teacher training
SBV	–	State Bank of Viet Nam
SDR	–	special drawing rights
TA	–	technical assistance
TTC	–	teacher training college

## NOTES

- (i) The fiscal year (FY) of the Government ends on 31 December.
- (ii) In Viet Nam, the school year (SY) ends on 31 May. "SY" before a calendar year denotes the year in which the school year ends, e.g., SY2008 ends on 31 May 2009.
- (iii) In this report, "\$" refers to US dollars.

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## BASIC DATA

### A. Loan Identification

1.	Country	Viet Nam
2.	Loan Number	1718
3.	Project Title	Teacher Training Project
4.	Borrower	Socialist Republic of Viet Nam
5.	Executing Agency	Ministry of Education and Training (MOET)
6.	Amount of Loan	SDR18,106,000
7.	Project Completion Report Number	PCR VIE 1094

### B. Loan Data

1.	Appraisal	
	– Date Started	10 July 1999
	– Date Completed	29 July 1999
2.	Loan Negotiations	
	– Date Started	8 November 1999
	– Date Completed	9 November 1999
3.	Date of Board Approval	14 December 1999
4.	Date of Loan Agreement	28 June 2000
5.	Date of Loan Effectiveness	
	– In Loan Agreement	26 September 2000
	– Actual	21 September 2000
	– Number of Extensions	None
6.	Closing Date	
	– In Loan Agreement	30 September 2006
	– Actual	28 November 2008
	– Number of Extensions	One
7.	Terms of Loan	
	– Interest Rate	1% per annum (grace period); 1.5% per annum thereafter
	– Maturity (number of years)	32 years
	– Grace Period (number of years)	8 years

#### 8. Disbursements

##### a. Dates

Initial Disbursement	Final Disbursement	Time Interval
13 December 2000	28 November 2008	96 months
Effective Date	Original Closing Date	Time Interval
21 September 2000	30 September 2006	72 months

## b. Amount (SDR and \$ million)

SDR				
Category	Original Allocation	Last Revised Allocation	Amount Disbursed	Undisbursed Balance
Civil Works	0.660	0.938	0.965	(0.027)
Equipment and Furniture	3.311	4.453	4.423	0.030
Instructional Material	2.966	2.966	2.553	0.413
Program Development and Studies	1.604	1.848	1.674	0.174
Staff Development	5.170	5.263	4.637	0.625
Consulting Services	1.548	1.548	0.939	0.609
PIU Operational Support	0.079	0.003	0.003	0.000
Interest Charge	0.807	0.807	0.377	0.430
Unallocated	1.961	0.280	0.000	0.280
<b>Total</b>	<b>18.106</b>	<b>18.106</b>	<b>15.572</b>	<b>2.534</b>

\$				
Category	Original Allocation	Last Revised Allocation	Amount Disbursed	Undisbursed Balance
Civil Works	0.911	1.346	1.382	(0.040)
Equipment and Furniture	4.572	6.670	6.626	0.044
Instructional Material	4.095	4.424	3.810	0.614
Program Development and Studies	2.215	2.705	2.447	0.258
Staff Development	7.139	7.791	6.861	0.930
Consulting Services	2.137	2.220	1.315	0.905
PIU Operational Support	0.109	0.004	0.004	0.000
Interest Charge	1.114	1.202	0.563	0.639
Unallocated	2.708	0.417	0.000	0.417
<b>Total</b>	<b>25.000</b>	<b>26.775</b>	<b>23.007</b>	<b>3.768</b>

9.	Local Costs (Financed)	
-	Amount (\$ million)	7.680
-	Percent of Local Costs	61.2%
-	Percent of Total Cost	27.2%

**C. Project Data**

## 1. Project Cost (\$ million)

Cost	Appraisal Estimate	Actual
Foreign Exchange Cost	18.515	15.815
Local Currency Cost	16.885	12.472
<b>Total</b>	<b>35.400</b>	<b>28.287</b>

## 2. Financing Plan (\$ million)

<b>Cost</b>	<b>Appraisal Estimate</b>	<b>Actual</b>
Implementation Costs		
Borrower Financed	10.000	4.791
ADB Financed	25.000	22.444
Other External Financing	0.400	0.489
<b>Total</b>	<b>35.400</b>	<b>27.723</b>
IDC Costs		
Borrower Financed	0.000	0.000
ADB Financed	1.114	0.563
Other External Financing	0.000	0.000
<b>Total</b>	<b>1.114</b>	<b>0.563</b>

ADB = Asian Development Bank, IDC = interest during construction.

## 3. Cost Breakdown by Project Component (\$ million)

<b>Component</b>	<b>Appraisal Estimate</b>	<b>Actual</b>
1. Quality Improvement of Pre-service Teacher Training	16.056	12.503
2. Increased Facilities and Access to TTCs	6.866	8.258
3. Institutional Capacity Building and Project Implementation	7.253	6.963
<b>Subtotal</b>	<b>30.187</b>	<b>27.724</b>
4. Contingencies	4.098	0.000
5. Interest	1.114	0.563
<b>Total</b>	<b>35.400</b>	<b>28.287</b>

## 4. Project Schedule

<b>Item</b>	<b>Appraisal Estimate</b>	<b>Actual</b>
Date of Contract with Consultants	Q2 2000	21 December 2001
Completion of Engineering Designs	Q4 2000	28 September 2004
Civil Works Contract		
Date of Award	Q1 2001	15 November 2002
Completion of Work	Q1 2002	19 July 2006
Equipment and Supplies		
First Procurement	Q1 2000	29 September 2000
Last Procurement	Q4 2001	28 September 2007
Completion of Equipment Installation	Q1 2002	11 December 2008

## 5. Project Performance Report Ratings

Implementation Period	Ratings	
	Development Objectives	Implementation Progress
From 14 December 1999 to 31 December 1999	Satisfactory	Satisfactory
From 1 January 2000 to 31 December 2000	Satisfactory	Satisfactory
From 1 January 2001 to 31 December 2001	Satisfactory	Satisfactory
From 1 January 2002 to 31 December 2002	Satisfactory	Satisfactory
From 1 January 2003 to 31 December 2003	Satisfactory	Satisfactory
From 1 January 2004 to 31 December 2004	Satisfactory	Satisfactory
From 1 January 2005 to 31 December 2005	Satisfactory	Satisfactory
From 1 January 2006 to 31 December 2006	Satisfactory	Satisfactory
From 1 January 2007 to 31 October 2007	Satisfactory	Satisfactory
From 1 November 2007 to 31 December 2007	Highly Satisfactory	Satisfactory
From 1 January 2008 to 30 April 2008	Highly Satisfactory	Satisfactory

## D. Data on Asian Development Bank Missions

Name of Mission	Date	No. of Persons	No. of Person-Days	Specialization of Members <sup>2</sup>
Fact-Finding	7–28 April 1999	4	84	a, b, g, h
Appraisal	10–29 July 1999	3	57	b, c, g
Inception	6–11 April 2000	2	10	a, e
Special Loan Review <sup>1</sup>	22–28 September 2000	1	6	D
Review 1	19–23 July 2001	2	8	a, f
Review 2	5–11 May 2002	1	6	E
Review 3	14–25 July 2003	1	11	E
Mid-Term Review	6–19 January 2004	2	13	e, f
Review 4	12–16 July 2004	1	4	A
Review 5	17–25 January 2005	1	8	A
Review 6	1–9 June 2005	1	8	A
Review 7	12–20 January 2006	1	8	A
Review 8	16–22 June 2006	1	6	a
Review 9	18–26 January 2007	2	16	a, f
Review 10	22–24 October and 29 October–1 November 2007	1	5	a
Final Review	18–22 February 2008	2	8	a, f
PCR	23 June–5 July 2008	3	33	a, f

PCR = project completion review.

<sup>1</sup> Combined mission with 1460-VIE, 1537-VIE, 1655-VIE.

<sup>2</sup> a = education specialist, b = project economist, c = counsel, d = senior project specialist, e = principal education specialist, f = project analyst, g = staff consultant (education planning and costing specialist), h = staff consultant (education economist).





## I. PROJECT DESCRIPTION

1. Secondary education is considered a key engine for economic growth in the transition to a market economy in Viet Nam. The Government of Viet Nam has identified the achievement of universal lower secondary education (LSE) as a principal development target since the 1990s and has significantly expanded access to LSE through increased budget allocations for secondary education.

2. The rapid increase in student enrollment resulted in a shortage of qualified teachers. A lack of teachers with the appropriate pre-service teacher training (PRESETT) has contributed to deterioration in the quality and efficiency of secondary schooling. Providing relevant and high-quality PRESETT for LSE was a major challenge for educational policy planners and administrators.

3. In 1998, the Government requested the Asian Development Bank (ADB) to provide technical assistance (TA) to prepare the Teacher Training Project (TTP).<sup>1</sup> The TTP was approved by ADB on 14 December 1999.<sup>2</sup> The overall objective of the Project was to assist the Government to improve the quality and efficiency of LSE through provision of a sufficient number of qualified teachers. The purpose of the Project was: (i) improving the quality of PRESETT; (ii) improving facilities and access to teacher training colleges (TTCs) in disadvantaged provinces; and (iii) building institutional capacity in the central and provincial agencies responsible for LSE.

4. The Project was expected to produce the following outputs: (i) redesigned TTC curriculum, (ii) development and provision of textbooks and instructional materials based on the new curriculum, (iii) provision of PRESETT using the new textbooks and materials, (iv) re-established external assessment mechanism, (v) upgraded TTC facilities, (vi) scholarships for ethnic minority TTC students, and (vii) strengthened institutional capacity of the concerned agencies.

5. The estimated cost of the TTP was \$35.4 million, comprising an ADB loan of \$25.0 million, of which \$10.0 million was from the Government of Viet Nam and \$0.4 million was from the Government of New Zealand in the form of a grant. The TTP, with an implementation period of six years, was signed on 17 December 1997 and became effective on 27 March 1998. The executing agency was the Ministry of Education and Training (MOET) and the implementing agency was the project implementation unit (PIU) established within MOET. The provincial project implementation units (PPIUs) were the Departments of Education and Training (DOET) in each province, while the TTCs handled day-to-day project activities as the implementation counterparts of the PIU. The project framework at appraisal and final status is given in Appendix 1.

## II. EVALUATION OF DESIGN AND IMPLEMENTATION

### A. Relevance of Design and Formulation

6. At the time of appraisal in 1997, the central thrust of ADB's country assistance strategy<sup>3</sup> for Viet Nam was to support the Government's commitment to economic growth and poverty

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<sup>1</sup> ADB. 1997. *Technical Assistance to the Socialist Republic of Viet Nam for Preparing Teacher Training Project*. Manila.

<sup>2</sup> ADB. 1999. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Socialist Republic of Viet Nam for the Teacher Training Project*. Manila.

<sup>3</sup> ADB. 1997. *Country Assistance Plan for Viet Nam 1997–1999*. Manila.

reduction through market reforms and human resource development. To promote human resource development, the operational strategy stressed improvement of the quality and relevance of secondary education. Secondary education remains one of the Government's development priority goals and its importance is emphasized in the current Socio-Economic Development Plan for 2006–2010. The Project was designed to be consistent with the priorities of ADB's country assistance strategy and the Government's overarching development strategies.

7. The Project was in line with MOET's development targets, including a focus on providing universal, high-quality LSE through the improvement of teachers and educational facilities. The Project was designed based on sound sector knowledge and in-depth analysis of subsector performance conducted under an advisory TA: the Lower Secondary Curriculum and In-Service Teacher Training Systems Development Project.<sup>4</sup> Local stakeholders, including TTC teachers, were actively involved in the project design. As a result, the project design met the immediate needs of the target TTCs.

## **B. Project Outputs**

### **1. Quality Improvement**

8. Output 1 covered a comprehensive package of inputs for improving educational quality, including LSE curriculum, textbooks, training programs, and external assessment system: (i) curriculum redesigned; (ii) instructional materials developed; (iii) instructional materials provided; (iv) new curriculum/textbooks/student assessment oriented; (v) TTC teacher qualifications upgraded; (vi) model and specialized TTCs supported; and (vii) external assessment mechanism reestablished.

9. **Curriculum Redesigned.** At appraisal, the Project aimed to redesign the TTC curriculum to meet the requirements of the new LSE curriculum and PRESETT reform through (i) adoption of the double-major system, new teaching methods, and new academic areas including environmental study; and (ii) in-country and overseas training on curriculum development.

10. By completion, the TTC curriculum had been redesigned to meet the requirements of a modern secondary curriculum. Teachers were trained on a range of subjects to provide greater flexibility at the school level and ensure that teachers' skills matched the new curriculum being implemented. The new TTC curriculum materials support a student-centered approach to learning.

11. MOET issued Decision No. 15/2004/QD-BGD&DT<sup>5</sup> on 10 June 2006 to approve the new curriculum and double major system. The key features of the new system were: (i) the new curriculum was more relevant to current educational needs in Vietnamese society; (ii) the double major system expanded teacher qualifications and improved the efficiency of teacher recruitment and assignments, particularly in remote provinces; (iii) both teaching skills and the curriculum contents were practice-oriented; (iv) the active learning approach (student-centered teaching method) was adopted and this had a positive impact on the learning of average students who had previously shown little interest in classes taught by the traditional method; and (v) both the curriculum and materials were designed to be suitable for self-learning.

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<sup>4</sup> ADB. 1996. *Technical Assistance to the Socialist Republic of Viet Nam for Lower Secondary Curriculum and In-service Teacher Training Systems Development*. Manila.

<sup>5</sup> Ministry of Education and Training Decision No. 15 on new curriculum and double major system, 10 June 2006.

12. **Instructional Materials Developed.** At appraisal, the Project aimed to develop and pilot TTC student textbooks, lecturer manuals, special teaching methodologies, aids for ethnic minorities, and web-based modules for TTC teachers in line with the revised curriculum. Plans were devised to provide training programs for the relevant instructional materials.

13. By completion, 300 out of a targeted 312 textbooks (which represents an achievement rate of 96%), and 42 out of 45 targeted teacher manuals (93%) were revised. The remaining textbooks and manuals—including the music history of Viet Nam, linguistics, Vietnamese literature, and biology—were cancelled because the textbook authors failed to finalize the revised drafts. Textbook writers were provided training on textbook publication and development. These trainings reached 164 writers in 2002, 118 in 2003, and 74 in 2004. In addition, 47 web-based modules were developed.

14. A detailed breakdown of the instructional materials developed under the Project is as follows: (i) 300 out of a targeted 312 TTC student textbooks (96%) for 15 TTCs; (ii) 42 out of 45 teachers' manuals (93%) in accordance with the new TTC curriculum, and 19 out of a targeted 20 teaching materials (95%) for ethnic minorities; (iii) 47 web-based instructional modules were developed for e-learning (iv) TTC textbooks for first, second, and third students year were all revised and printed (100%).

15. **Instructional Materials Provided.** At appraisal, the Project planned to produce various instructional materials developed in accordance with the new curriculum and to provide these materials to the TTCs.

16. By completion, a set of 50 TTC student textbooks and 10 teachers' manuals had been provided to all 64 TTCs. Fifty sets of new LSE textbooks were also provided. The Project ensured that poor students had access to the new textbooks through a textbook rental scheme

17. **New Curriculum, Textbooks, and Student Assessment Orientations Conducted.** At appraisal, two major orientation activities were envisaged: (i) provision of short-term, in-country training programs to orient the MOET, DOETs, and TTC administrators and subject teachers on the revised curriculum; and (ii) a periodic review of outputs of the orientation program by monitoring 2,000 subject teachers.

18. By completion, short-term, in-country orientation had been provided to: (i) 335 administrative staff from MOET, DOET, and the TTCs; (ii) 915 TTC lead subject teachers; and (iii) 4,085 TTC teachers. About 2,000 TTC teachers participated in a periodic subject implementation review, which represented an achievement rate of 100%.

19. **TTC Teacher Qualifications Upgraded.** At appraisal, the Project aimed to provide in-country and overseas training to help TTC lecturers, lead subject teachers, and MOET and DOET administrators improve their skills and qualifications through provision of either short-term overseas training and/or scholarships to obtain higher academic degrees.

20. By completion, the following teacher trainings had been provided: (i) 50 TTC students obtained masters degrees and started working as qualified teachers after the training; (ii) 809 lecturers graduated from the joint masters program with local and overseas universities; (iii) 51 TTC subject teachers participated in the training courses; and (iv) 915 lead teachers were trained through short-term overseas training. Over 95% of the target numbers of teachers were

trained in a variety of areas, including subject teaching methodologies, while masters' degrees were attained by 77% of the original target number of teachers.

21. A key challenge to the success of the overseas trainings was the limited English language proficiency of the candidates. Upon their return to Viet Nam, the successful teacher trainees conducted workshops in their areas of expertise. These participants worked closely with the PIU as teacher trainers and disseminated their newly-acquired knowledge. The targets and achievements for the in-country training programs are in Appendix 2 and for the overseas training programs in Appendix 3.

22. **Model and Specialized Teacher Training Colleges Supported.** At appraisal, the Project planned to construct key learning facilities in three model TTCs in Hanoi, Ho Chi Minh City, and Hue to function as resource and training centers for the new curriculum, textbooks, teaching methods, and other innovative educational activities introduced under the Project.

23. By project completion, construction and equipment provision for the key learning facilities had been successfully completed. Associated training programs for the operation of key learning facilities were completed by 2006. The PIU organized a nationwide workshop on the effective utilization of key learning facilities to share lessons and facilitate discussions with stakeholders on opportunities and challenges.

24. **External Assessment Mechanism Reestablished.** At appraisal, the Project planned to help MOET re-establish an external assessment framework to measure TTC quality and provided the equipment and training programs for a modern computerized quality assurance system.

25. By completion, the PIU had developed two key draft regulations on external assessment and accreditation: (i) accreditation of TTC quality and standards; and (ii) a standardized assessment procedure and methodology for TTC students, which functioned as a legal framework for the newly-established Department of Accreditation of MOET.

## **2. Improved Facilities and Access to Teacher Training Colleges in Disadvantaged Provinces**

26. Targeted assistance was provided to 10 disadvantaged provinces, which had been selected on the basis of pro-poverty criteria, to encourage more ethnic minority students to enter TTCs. The major activities under this output were: (i) construction of key learning facilities, (ii) a transitional program to encourage ethnic minority students to apply to TTCs, and (iii) provision of educational equipment to TTCs in disadvantaged provinces.

27. **Teacher Training College Facilities in Disadvantaged Provinces Upgraded.** The Project aimed to provide key learning facilities to three model TTCs and an additional 10 TTCs in disadvantaged provinces. The facilities and equipment provided included: library facilities, personal computers, classroom furniture, audiovisual and multimedia equipment, and science laboratories. Training on the use and maintenance of the equipment and facilities was provided to selected TTC staff.

28. By project completion, outputs included: (i) construction of 13 key learning facilities in Hanoi, Hue, Ho Chi Minh City; and in 10 disadvantaged provinces (which represented an achievement rate of 100%); (ii) provision of furniture, library materials, and equipment (e.g., computers; software; desktop publishing, audio-visual, and/or multimedia facilities) to the newly-

constructed key learning facilities (100%); and (iii) provision of laboratory equipment; language equipment; and materials for informatics, biology, chemistry, and physics (100%). A summary of the civil works and facilities improvements is included in Appendix 4.

**29. Teacher Training College Pre-Entrance Qualification of Ethnic Minorities Improved.**

The pre-entrance qualifications of prospective ethnic minority students were to be enhanced through a transition program supported by the Project. Due to the low number of eligible ethnic minority upper secondary students and the limited capacity of the TTCs, the target was reduced from 4,000 to 2,000 in 2004. As a result, the program unit cost per student was increased.

30. The following number of ethnic minority students successfully entered TTCs to become teachers in their home communes: (i) 210 students in 2003, (ii) 623 students in 2004, (iii) 639 students in 2005, and (iv) 750 students in 2006.

31. The PIU conducted a tracer study on graduates from the TTCs in Nghe An, Binh Dinh, and Soc Trang provinces. The results demonstrated the very strong performance of the program as most of the enrolled ethnic minority students successfully entered TTCs. The average drop-out rate from the transition program was only 0.03%–0.08%. The transitional program was later scaled up and is being included in the implementation of another ADB-funded program in Viet Nam.<sup>6</sup> A summary achievement of the transition program is included in Appendix 5.

**32. Instructional Support Resources to Other Provinces Provided.** The Project aimed to upgrade all TTCs nationwide through the provision of instructional support resources to TTCs that had not been beneficiaries of Loan 1537-Lower Secondary Education Development Project, which was completed in 2004.<sup>7</sup> Equipment and related training programs were provided to the TTCs, including (i) laboratory equipment; and (ii) short-term, in-country workshops for the operation and maintenance of personal computers, and equipment for language laboratories and science laboratories. In 2006, equipment was delivered to 5 target schools and relevant training programs were provided for 85 TTC teachers.

### **3. Institutional Capacity Building and Project Implementation Support**

33. The Project aimed to build the management capacity of MOET, province-level DOETs, and TTCs through: (i) overseas and in-country training in management and technical skills and, (ii) equipment provision to support project implementation.

34. In-country and overseas training was provided in the areas of educational planning and management, English communications, internet operations, and leadership. The completion rates for each training program were as follows: planning and management (85%), English communications (92%), internet operations (96%), and leadership (94%). One major reason for the relatively-low completion rate for overseas training in English communications was the low level of English proficiency among training participants, particularly those from local governments. For the in-country training, the reasons included under-staffing in some local education entities, scheduling conflicts, and the requirement that participants cover their own *per diem* and travel fees.

<sup>6</sup> ADB. 2006. *Japan Fund for Poverty Reduction to the Social Republic of Viet Nam for Expansion of Learning Opportunities for Ethnic Minority Youth*. Manila.

<sup>7</sup> ADB. 1997. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Social Republic of Viet Nam for the Lower Secondary Education Development Project*. Manila.

### C. Project Costs

35. The total project cost was estimated at \$35.4 million equivalent, of which \$18.5 million (52.3%) was foreign exchange cost and \$16.9 million (47.7%) was local currency cost. ADB was to provide a loan of \$25 million equivalent (SDR18.106 million) from its special fund to finance 97.8 % of the foreign exchange cost, and about 40.8% of local currency cost. The Government was to provide \$10 million equivalent (59.2% of local currency costs) to finance taxes and duties, incremental recurrent costs during implementation, and a portion of the civil works and in-country training. The Government of New Zealand agreed to provide, on a tied and parallel basis, a co-financing grant of \$0.4 million (2.2% of the foreign exchange cost) to cover a portion of staff development costs.

36. As a result of the appreciation of SDR versus the U.S. dollar, the dollar equivalent of SDR18.106 million increased to \$27.0 million from the originally-envisaged \$25 million. The actual project cost was \$28.3 million (79.9% of appraisal cost), of which \$23.0 million was disbursed out of ADB funds, \$4.8 million contributed by the Government, and \$0.5 million was provided by the Government of New Zealand. Foreign exchange and local currency costs amounted to \$15.8 million (56%) and \$12.5 million (44.0%), respectively.

37. Disbursements included (i) \$6.9 million for staff development (29.8% of total disbursement), (ii) \$6.6 million for equipment and furniture (28.8%), (iii) \$3.8 million for instructional materials (16.5%), and (iv) \$2.4 million for program development and studies (10.6%). The actual costs of staff development, consulting services, and PIU operational support were, respectively, 25.6%, 35.4%, and 66.0% lower than the estimated budgets.

38. There were no significant over-runs or under-runs of Project costs. However, there were minor reallocations for civil works and the equipment and furniture category as these had exceeded estimated costs. Due to the price escalation of construction materials and labor as well as additional equipment for the TTCs, \$3.768 million equivalent (SDR2.53 million) was cancelled. The final project costs and financial sources are shown in Appendix 6.

### D. Disbursements

39. Total loan disbursements amounted to \$23.0 million (SDR15.6 million equivalent). Interest charges accounted for 2% of total loan disbursements. An imprest account was established for the timely release of funds. ADB provided the Project with an initial advance of \$1 million and later the ceiling of the imprest account was increased to \$2 million. The increase provided an opportunity for the PIU to meet the demand of high turnover. The imprest account was used efficiently. An amount equivalent to \$11.6 million of ADB-financed expenditure was paid through the imprest account. The difference of \$10.8 million (net of \$0.6 million interest charges) was paid directly to suppliers, universities, and consultants. The statement of expenditure was also used for small payments of under \$50,000 per payment. The statement of expenditure procedure was implemented with adequate supporting documents and it was particularly effective for small payments, including *per diem* for teacher training participants.

40. The disbursement schedule at appraisal was rather optimistic. In the first three years of project implementation, slow disbursements periodically delayed the submission of withdrawal applications and led to cash flow problems and a low imprest account turnover rate.

41. As a result, the Project faced difficulties in achieving the annual disbursement projections and disbursement schedule in the first few years of implementation. This weak financial performance was mainly the result of the limited capacity of the PIU's Finance Unit and the complex internal disbursement procedures of the Government. The PIU also encountered problems substantiating expenditures, which was caused by the TTC's delayed submission of supporting documents for payments.

42. To strengthen the financial management capacity of the PIU, ADB regularly offered training opportunities and guidance. However, partly because of the project accountants' lack of English proficiency and limited communications between the Finance Unit and other unit heads within PIU, staff performance showed limited improvement. Upon closing of the loan account, an estimated \$4 million (SDR2.5 million) was cancelled. The yearly disbursements are presented in Appendix 7.

### **E. Project Schedule**

43. As envisaged during appraisal, the Project was to be implemented over six years from 2000 to 2006. The loan became effective on 21 September 2000, 9 months after loan approval. In 2005, the Project was extended by 18 months, up until 31 March 2008. The extension was caused by a start-up delay and the slow implementation of some activities, including staff capacity building and development of instructional materials. The failure to complete advanced actions, including preparation of the request for proposals for the timely fielding of the international consultants, was also a reason for the implementation delay.

44. The Project was physically completed by the extended closing date. The PIU Finance Unit took a long time to process the final claim and was not able to refund the unused loan proceeds by the closing date. The Project was completed in January 2009 and the actual implementation period was 8.3 years. Appendix 8 shows the planned and actual implementation schedule for the Project.

### **F. Implementation Arrangements**

45. Appendix 9 shows the organizational chart for project implementation. The PIU consisted of the project manager and the assistant project managers for (i) administration and finance, (ii) monitoring and evaluation, (iii) overseas and in-country training, (iv) curricula and textbooks, and (v) procurement and civil works. The detailed project activities were planned and managed by the central PIU. Provincial PIUs were responsible for some activities at the province level. Overall guidance was provided by a project steering committee, which was chaired by the vice minister for secondary education and comprised senior representatives of the three relevant MOET departments, Ministry of Finance (MOF), Office of the Government, Ministry of Planning and Investment (MPI), and the State Bank of Vietnam (SBV). The PIU confirmed that the project steering committee provided continuous and timely guidance and advice.

46. Project implementation was generally carried out as designed at appraisal. In certain instances, the PPIUs faced complex approval procedures because some TTCs were members of the local provincial people's committee, while in other provinces TTCs were under the local PPIU. While TTCs were actively involved in the project from the design stage, the province-level DOETs' role in the Project was relatively limited. As the Project did not include construction of local secondary schools, which is typically handled by the DOETs, the role and functions of

PPIUs were limited. Most of the actual project activities were conducted and managed directly by the TTCs rather than the PPIUs.

## **G. Conditions and Covenants**

47. Appendix 10 shows the final status of compliance with the loan covenants at the time of project completion. All 25 original loan covenants were complied with.

## **H. Consultant Recruitment and Procurement**

48. All of the consultants for the Project were selected and engaged in accordance with ADB's *Guidelines on the Use of Consultants*. The engagement of consultants was one year behind schedule primarily due to the slow pace of the Government's approval of the procurement plan prepared by the PIU.

49. At appraisal, the Project planned to finance services from 13 international consultants, totaling 73 person-months, and 28 national consultants, totaling 336 person-months, in the following fields: (i) curriculum design, (ii) materials development, (iii) textbook lending scheme, (iv) model TTC development, (v) external assessment systems, (vi) key learning facilities development, (vii) transition program, (viii) education planning and management, (ix) management and technical skills training, (x) project administration support, (xi) benefit monitoring evaluation, and (xii) mid-term review. The total inputs of the international consultants were decreased from 75 person-months to 73 person-months by cancelling the position of the mid-term review specialist, whose task was ultimately carried out by the international team leader. A summary of consulting service inputs is included in Appendix 11.

50. The procurement of goods and services was carried out in accordance with ADB's *Procurement Guidelines*. Major goods and services procured under the Project included (i) construction of the 13 key learning facilities, (ii) provision of textbooks and reference books, (iii) provision of equipment and instructional materials, and (iv) organization of various overseas trainings.

51. Civil works for key learning facilities construction were procured through national competitive bidding following government procedures that were acceptable to ADB. There were three international competitive bidding packages and three limited international bidding packages for procurement of various items of equipment, furniture, and instructional materials.

52. Shopping was also used for procurement of some furniture and equipment with a contract value of less than \$50,000. The procurement of textbooks and reference books was directly contracted with the Viet Nam Education Publishing House, which is the country's only agency authorized to review, produce, and publish textbooks.

53. Various foreign universities and academic institutions were selected competitively as the providers and coordinators of short-term overseas training, study tours, and the overseas masters degree programs, based on criteria agreed upon by MOET and ADB. The PIU grouped some overseas training contracts into small packages, which resulted in time-consuming procurement procedures.

54. The civil works were generally procured on time. The provision of equipment and instructional materials were also generally satisfactory while payments to suppliers experienced some minor delays. The complex approval procedure for the annual procurement plan was

identified as a cause of delay. To minimize this delay, ADB advised the PIU to submit the draft annual procurement plan to MOET and the Office of the Government in a timely manner.

#### **I. Performance of Consultants, Contractors, and Suppliers**

55. Consultants generally performed satisfactorily, although the inputs from the international team leader were relatively limited and considered partly satisfactory (see para. 49). The project design did not include any international consultants for project implementation support other than the international team leader, whose limited knowledge of ADB's procurement and disbursement guidelines adversely affected implementation and capacity-building opportunities for the PIU. The performances of the civil works contractors, suppliers of equipment and materials, and overseas training providers were generally satisfactory.

#### **J. Performance of the Borrower and the Executing Agency**

56. The performance of the borrower, SBV, is considered to be highly satisfactory. SBV provided guidance and support to the PIU and MOET in a timely and professional manner. MOET's performance is considered as generally satisfactory. MOET also provided technical guidance and advice to the PIU. However, MOET could have played a more active role in resolving implementation issues, such as the delayed approval for the procurement plan and the Government's designated unit costs for project activities, which were often too low to attract qualified bidders.

57. At appraisal, the PIU's capacities were assessed as being relatively high. However, the PIU actually possessed weak implementation capacity due to the following factors: (i) PIU members were not involved in the related project preparatory TA<sup>8</sup> or the project design, and (ii) most PIU members were university professors with relatively limited experience in management.

58. Another challenge was that the project manager was the only full-time PIU member. In the second half of the implementation period, the PIU gradually gained familiarity with ADB's operational policies and its capacity significantly improved. The quality of the progress reports prepared by the PIU, in particular the project completion report (PCR), was generally high.

#### **K. Performance of the Asian Development Bank**

59. ADB's performance is considered satisfactory. ADB fielded a total of 15 missions during the implementation period. ADB provided intensive support and detailed guidance to the PIU in a timely manner through daily communications and regular review missions. ADB changed project officers four times and the project analysts three times. While each officer proved to be equally supportive of the Project, it might have helped the PIU if ADB had conducted hand-over missions when there was a change in officer. ADB paid close attention to the implementation of the Project and provided technical support, including minor adjustments to the Project's implementation arrangements and an extension of the implementation period.

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<sup>8</sup> ADB. 1997. *Technical Assistance to the Socialist Republic of Viet Nam for Preparing Teacher Training Project*. Manila.

### III. EVALUATION OF PERFORMANCE

#### A. Relevance

60. The Project is rated as relevant. The design and objective of the Project directly addressed the most critical challenges facing the education sector in Viet Nam. The Project's impacts were in line with the Government's goals for human resources development. The Project's outcome was consistent with MOET's policy targets of providing universal LSE under the Education Sector Development Strategy for 2001–2010 and ADB's interim operational strategy for Viet Nam. ADB's priority for the education sector in Viet Nam was to help the Government establish an effective, high-quality, and sustainable secondary education system. The Project took an integrated approach to achieving broad PRESETT system reforms and to meeting immediate needs at the institutional level. The Project has successfully provided a solid foundation for the future development of the education sector.

#### B. Effectiveness in Achieving Outcome

61. The Project is rated as effective. The latest education statistics confirmed that the Project achieved its immediate purpose of improving the quality of teacher training for LSE. The Project actually overachieved in most target indicators with respect to subsector goals, project purpose, and expected outputs.

62. The following are the main achievements of the Project compared to targeted outcomes:

- (i) The percentage of TTC teachers trained in the new PRESETT curriculum reached 100% by the 2006–2007 school year (SY); although the initial target of 30% by SY2002–2003 was not achieved because of delays in the Project's start-up;
- (ii) The percentage of TTC teachers with masters degrees increased from 13.0% in SY1997–1998 to 20.6% in SY2002–2003, compared to the target of 16.0%;
- (iii) The percentage of TTC ethnic minority student enrollment increased from 8% to 12% by SY 2002–2003, compared to the target of 12%; and
- (iv) The percentage of MOET, DOET, and TTC staff that were qualified for implementing teacher training reforms following their participation in training programs increased to about 30% by SY2002–2003, which was in line with the target of 30%.

63. While the targets were largely achieved, they were not achieved on schedule. As explained in para. 43, loan effectiveness was delayed by 9 month. Many core activities, including provision of the post-graduate degree programs and development of the new teacher training programs, started in late 2000. The targets at the design stage were optimistic, but the Project still provided intensive training programs to MOET, DOET, and TTC staff. By project completion, over 95% of the original targets had been successfully achieved. Some activities, including the transitional programs and development of the new instructional materials, exceeded their targets. In terms of the degree of achievements against the target based on the monitoring indicators, the Project effectively achieved its outcomes.

#### C. Efficiency in Achieving Outcome and Outputs

64. Overall, the Project is rated as less efficient. The envisaged outputs at appraisal were achieved within the budget, but an extension was needed.

65. Project loan proceeds were used efficiently. The PIU persisted in using the original cost estimates and refused to use more recent and realistic market-prices for civil works. As a result, the civil works often faced delays in bidding. There was a large amount of funds remaining under the staff development category since the *per diem* for training participants remained the same throughout the Project. The PIU utilized unused loan proceeds effectively for additional activities and ADB approved the PIU's requests for utilization of the loan savings several times. All additional activities and procurement funded with loan savings were undertaken in line with ADB guidelines.

#### **D. Preliminary Assessment of Sustainability**

66. Sustainability of the Project is rated as likely. The Government has already committed to further improve teacher training and develop the teaching and learning environment as evident by the steady increase in the Government's budget allocation for the secondary education subsector. The sustainability of the revised TTC curriculum and textbooks is assured by MOET's Decision No. 15/2004/QD-BGD&DT, dated 10 June 2006, on introduction of the revised TTC curriculum. The provincial people's committees submitted a written commitment for financial support for the operation and maintenance of the key learning facilities and equipment provided under the Project. However, it is necessary for MOET to ensure the demarcation of financial accountability for effective and sustainable operation of facilities supplied by the Project.

#### **E. Impact**

67. **Achievement against the Intended Impact.** The Project has contributed to achieving the intended impact of improved overall quality and efficiency of LSE. It equipped new LSE teachers with the knowledge and skills needed to implement the modernized curriculum, active-learning teaching methods, and revised textbooks and instructional materials. By the end of the Project, the status of impact indicators were as follows:

- (i) The new enrollment rate for LSE increased from 49.0% in SY1997–1998 to 80.8% in SY 2005–2006, as compared to the target of 70.0%;
- (ii) The percentage of qualified LSE teachers increased from 84.0% in SY1997–1998 to 96.2% in SY2005–2006, as compared to the target of 92.0%;
- (iii) The LSE student-to-teacher ratio was reduced from 29:1 in SY1997–1998 to 21:1 in SY2005–2006, which matched the target of 21:1; and
- (iv) The LSE drop-out rate decreased from 8% in SY1997–1998 to 1% in SY2005–2006, as compared to the target of 4%.

68. As Government and other donor-funded programs also contributed to these achievements, they cannot be attributed to the Project alone.

69. **Educational Impact.** The Project supported education system reform through management training for education officials at the central and province level, and development of a new regulatory framework for the quality assurance mechanism for public schools. It resulted in establishment of two new departments at MOET: the Department of Monitoring and Accreditation and Department of Teachers and Education Managers.

70. **Institutional Impact.** The Project had a positive impact on the institutional capacity building of 13 beneficiary TTCs. The general management and planning skills of staff of the target TTCs improved significantly as a result of their participation in the Project. In certain instances, TTCs that were provided with key learning facilities began utilizing them as multi-

function resource centers for various purposes. For example, one TTC developed several information communications technology training programs that were open to the public and collected small fees from participants. These fees were used to cover maintenance and labor costs, and promote more strategic management of the TTC.

71. **Socio-economic Impact.** The Project also contributed to increasing access to TTCs among girls, ethnic minority students, and the students from poor Kinh (ethnic majority group in Viet Nam) families in target provinces through provision of pro-poor scholarships. The ratio of qualified ethnic minority teachers among the general teaching population has significantly increased. These ethnic minority teachers act as valuable role models and active community leaders in their home communes.

72. The Project was designed to improve the skills and knowledge of LSE graduates and make them more competitive in the labor market. Evidence from the project evaluation study undertaken by the PIU clearly indicates improved quality in secondary schooling and a corresponding favorable impact on the labor market. For example, new TTC graduates, who were trained under the Project based on the active-learning approach and double major system, are more successful in finding teaching jobs than they would have been if they had teaching certificates for two subjects. It was also confirmed that the TTC students who had better access to information communications technology equipment in the key learning facilities tended to continue on to attain a masters degree. An economic analysis of the Project is shown in Appendix 12.

73. **Environmental and Resettlement Impact.** The Project included civil works for the construction of key learning facilities in the TTCs and provision of equipment for science laboratories. No adverse environmental impacts or involuntary resettlement were noted during implementation.

#### IV. OVERALL ASSESSMENT AND RECOMMENDATIONS

##### A. Overall Assessment

74. Overall the Project is rated as successful. The Project was assessed to be relevant, effective, less efficient, and likely to be sustainable. The Project had a large-scale positive impact on the education sector, education institutions, and socio-economic conditions. The Project design was relevant to the needs of human resource development in Viet Nam. The project framework was effective in monitoring outputs. However, the target timeline for 2002–2003 was not realistic due to delays in project start-up. Project implementation was initially slow, but proceeded smoothly once the new PRESTT curriculum was designed. The Project completed all of its planned activities within the estimated costs. The Government has continued to make efforts to improve the quality of teachers at the secondary education level. It is likely that the outputs of the Project will be maintained by the Government and beneficiary TTCs.

##### B. Lessons

75. The key lessons learned during project implementation include:

- (i) The PIU should comprise both technical and academic experts so that the staff can effectively manage the logistics and establish a solid implementation framework;

- (ii) When loan projects do not include advisory technical assistance projects for PIU capacity building, the concerned PIU should have full-time, qualified staff for key positions, including procurement and finance. The PIU should have a full-time project manager, financial unit head, and procurement unit head;
- (iii) The PIU staff, particularly its younger staff, should have more training and learning opportunities;
- (iv) The Project Management Unit of the project preparatory TA should share background information and documents with the PIU of the ensuing loan project to ensure familiarity with the Project; and
- (v) While TTP has promoted a certain degree of decentralization of educational planning in terms of the PRESETT design and its provision to the TTCs, further efforts are needed to make the PRESETT curriculum more relevant to the local needs of each province.

## C. Recommendations

### 1. Project Related

76. **Future Monitoring.** The Government, through MOET, should continue to monitor the performance of the TTCs in terms of numbers of new graduates and their qualifications, and pedagogical standards. A teacher profile database for secondary teachers is being prepared under a new ADB project.<sup>9</sup> Once this system is in place, MOET will be able to periodically monitor the performance of TTCs.

77. **Covenants.** PIU had faced difficulty in achieving the target of a 60% share of female TTC teachers in the masters degree programs. However, the efforts made to achieve this target resulted in a nationwide awareness campaign raising which encouraged the local governments and TTC management to give female teachers more opportunities for learning and promotion. It is recommended that the covenants to promote female teachers should be maintained by MOET in their existing form until such time as the 60% target is achieved. The number of female teachers who have the opportunity to proceed to post-graduate programs in Viet Nam is a covenant that could work to raise awareness within MOET and the TTCs on female teachers and higher education.

78. **Further Action or Follow-Up.** Some of the Project's activities have been scaled up since the Project ended. The transitional program, now referred to as the new transitional program, is being implemented to cover more ethnic minority areas under a Japan Fund for Poverty Reduction activity (JFPR 9099).<sup>10</sup> Production and distribution of project-revised textbooks has continued under the Government's budget. It is recommended that MOET continue its financial support for the key learning facilities' operations and maintenance.

79. **Additional Assistance.** To ensure sustainability of the Project's impacts and further development of TTC capacities, it is recommended that continuous support for TTCs be discussed as part of a future loan project. In particular, the next curriculum reform for LSE is scheduled for 2015 and the TTC curriculum also needs to be updated in line with the new LSE curriculum.

<sup>9</sup> ADB. 2008. *Technical Assistance to the Socialist Republic of Viet Nam for Preparing the Secondary Education Sector Development Program*. Manila.

<sup>10</sup> ADB. 2006. *Grant Assistance to Viet Nam for the Expansion of Learning Opportunities for Ethnic Minority Youth financed by the Japan Fund for Poverty Reduction*. Manila.

## 2. General

80. **Design and Monitoring Framework.** The Project's design and monitoring framework was comprehensive, but included some performance targets which were difficult and/or too ambitious to be achieved. While project outputs aimed mainly at the improvement of the quality of LSE PRESETT, the Project's outcome included improvements in both quality and access. For future projects, the design and monitoring framework should be more consistent.

81. It is also recommended that the mid-term review missions of future projects should carefully monitor the achievements of the Project based on the design and monitoring framework and revise the framework in instances where there have been any changes in scope and implementation arrangements during implementation.

82. **Executing Agency's capacity.** The initial assessment of the capacity of MOET and the PIU was relatively optimistic at the project design stage. Based on this experience and to ensure timely implementation of various start-up activities, it is recommended that short-term consulting services should be provided during the start-up phase of new projects.

83. Individual international consultants should be recruited as project implementation advisors through the consultant qualification selection process to start helping the newly-established PIUs develop the key implementation documents, including the initial procurement plan, implementation plans of major components, and the civil works documents. Since selection and fielding the consultant team through the quality- and cost- based selection process would take some time, the provision of hand-on assistance from individual consultants immediately after commencement of the project is expected to contribute to improved implementation in the first few years of a project.

84. **Project Scheduling.** It is recommended that project processing missions should carefully plan the implementation schedule of component activities, in particular when some activities are co-related. For example, the TTP implementation schedule at appraisal planned for only 3 months for textbook writing, editing, and approval, beginning in the second quarter of 2000. However, the international textbook writing and publication consultants were fielded only in 2002, and it was 2004 when the textbooks were actually revised. Since all of the teacher training programs using the revised textbooks needed to wait for their approval, the schedule of the staff development components of TTP was delayed throughout the whole implementation period.

85. **Gender and Ethnic Minority Perspectives.** Several components of TTP targeted ethnic minority students, particularly girls. Many of these activities were innovative and contributed to the promotion of female teachers in LSE. After the Project, some TTCs initiated programs to target disadvantaged groups, including a textbook rental scheme in school libraries to mitigate the financial burden on poor households of purchasing TTC textbooks.

## PROJECT FRAMEWORK AND FINAL STATUS

Design Summary	Performance Indicators and/or Targets	Monitoring Mechanisms	Assumptions and Risks	Final Status
<p><b>Goals</b></p> <p>Improvement in overall quality and efficiency of the lower secondary education (LSE) subsector</p>	<p>1.1 LSE net enrollment rate (NER) increased from 49% to 70%, and the completion rate from 70% to 90% by school year (SY) 2005–2006</p> <p>1.2 Qualified LSE school teachers increased from 84% to 92% by SY2005–06</p> <p>1.3 LSE student-to-teacher ratio reduced from 29:1 to 21:1 by SY2005–06</p> <p>1.4 LSE dropout rate decreased from 8% to 4% and repetition rate from 2% to 1% by SY2005–06</p>	<p>1.1–1.4 inclusive:</p> <ul style="list-style-type: none"> <li>• MOET statistics</li> <li>• Project progress reports</li> <li>• Project completion report</li> <li>• MIS records</li> </ul>	<p>1.1–1.4 inclusive:</p> <ul style="list-style-type: none"> <li>• LSE education continues to be a Government priority</li> <li>• Sufficient time to effect change</li> </ul>	<p>1.1 LSE NER was 80.83% in SY2005–2006</p> <p>1.2 Qualified LSE teachers comprised 96.19% in SY2005–2006</p> <p>1.3 LS student-to-teacher ratio was 21:1 in SY2005–2006</p> <p>1.4 LSE drop-out rate decreased to 1% in SY 2005–2006.</p>
<p><b>Purpose</b></p> <p>To improve quality, access, and institutional capacity of LSE PRESETT program</p> <p>1. Quality Improvement</p> <p>2. Equity Improvement</p> <p>3. Institutional Capacity Improvement</p>	<p>1.1 TTC students trained in the new PSTT curriculum increased from 0% to 30% by SY 2002–03</p> <p>1.2 TTC teachers with MA/M.Ed. rose from 13% to 16% by SY 2002–03</p> <p>2.1 TTC ethnic minority enrollments in 10 disadvantaged provinces increased from 8% to 12% by SY2002–2003</p> <p>3.1 MOET, DOET, and TTC staff, who will be qualified for implementing the PRESETT reforms, increased from 10% to 30% by SY2002–03</p>	<p>1.1–3.1 inclusive:</p> <ul style="list-style-type: none"> <li>• Project progress reports</li> <li>• Review missions</li> <li>• MIS records</li> <li>• Baseline survey results</li> </ul>	<p>1.1–1.2 inclusive:</p> <ul style="list-style-type: none"> <li>• Continued Government emphasis on improving PRESETT program as a solution to improving the LSE education subsector</li> </ul> <p>2.1 Continued Government support for ethnic minorities</p> <p>3.1 Relevant staff identified for training</p>	<p>1.1 The percentage of TTC teachers trained in the new PRESETT curriculum increased to 100% in SY 2006–2007</p> <p>1.2 The percentage of TTC teachers with master degrees increased to 20.6% in SY 2002–2003</p> <p>2.1 The percentage of TTC ethnic minority enrollments increased to 12% in SY 2002–2003</p> <p>3.1 The percentage of MOET, DOET, TTC staff who were qualified for</p>

Design Summary	Performance Indicators and/or Targets	Monitoring Mechanisms	Assumptions and Risks	Final Status
				implementing teacher training reform increased to 30% in SY2002–2003
<b>Outputs</b>  1. Quality Improvement of LSE PRESETT program  1.1 Curriculum redesigned          1.2 Instructional materials developed	1.1a 15 MOET and TTU curriculum experts trained overseas in PRESETT program design and curriculum development; and 20 MOET, TTU, and TTC curriculum experts trained in-country in these courses          1.1b PRESETT curriculum (including syllabus, teaching methodologies, and student assessment) revised          1.2a 15 MOET and TTU textbook experts trained overseas in textbook development and publications under an ST study visit  1.2b 66 MOET, DOET, and TTC textbook writers trained in-country in textbook development and publications, 81 in teaching methodologies/student assessment, and 81 in syllabus design/web-based modules development  1.2c 300 TTC student textbooks and 45 teacher manuals designed, and teaching aids developed  1.2d New curriculum/textbooks/teacher manuals developed in web-based modules  1.2e New PSTT curriculum/textbooks/teacher manuals piloted in 3 model TTCs, and later published	1.1a–1.7c inclusive <ul style="list-style-type: none"> <li>• Project progress reports</li> <li>• Review missions</li> <li>• Project workshops</li> </ul>	1.1a–1.4a inclusive: <ul style="list-style-type: none"> <li>• Early agreement on the framework for the new PRESETT program</li> <li>• Suitably qualified participants for training identified</li> </ul>	1.1a A total of 36 curriculum and instructional materials developers received the overseas and in-country training          1.1b The draft of the new PRESETT curriculum was developed in 2004. After the pilot-testing, the new curriculum was officially approved in 2006.  1.2 Detailed breakdown of the instructional materials developed is as follows: (i) about 300 out of 312 TTC students' textbooks for 15 TTCs (achievement 96%); (ii) about 45 TTC teacher manuals in accordance with the new TTC curriculum. 42–45 teacher manual (achievement 93%) and 19–20 teaching materials for ethnic minorities (achievement 95%); (iii) about 47 instructional modules posted on the web site; and (iv) TTC student textbooks first, second, and third academic years (achievement 100%).

Design Summary	Performance Indicators and/or Targets	Monitoring Mechanisms	Assumptions and Risks	Final Status
1.3 Instructional materials provided	<p>1.3a 50 sets of TTC student textbooks and 10 sets of TTC teacher manuals (with 50 sets of the new LSE school textbooks/ workbooks/teacher manuals) provided to each of the 61 TTC libraries</p> <p>1.3b 40 MOET/DOET/TTC administrators trained in-country in textbook lending scheme operation</p> <p>1.3c Textbook lending scheme designed and implemented in TTCs in 10 disadvantaged provinces and in 3 model TTCs</p>			1.3 The set of 50 TTC student textbooks and 10 teacher manuals were provided to all 64 TTCs by October 2007. 50 sets of new LSE textbooks were also provided. The Project has achieved free access of the poor students to the new textbooks through the establishment of the textbook rental scheme since 2004. 40 administrators from MOET/DOET/TTCs participated in the training program for effective operation of the textbook rental scheme in October 2004.
1.4 New curriculum, textbooks, student assessment oriented	1.4 335 MOET/DOET/TTC administrators, 915 TTC lead subject teachers, and 4,085 TTC teachers trained in-country to familiarize them with the new curriculum/textbooks/ student assessment			1.4 Short-term in-country orientation courses were provided to: (i) 335 administrative staff from MOET, DOET and TTCs (September 2004); (ii) 915 TTC lead subject teachers (June 2004); and (iii) 4,085 TTC teachers (August 2004). About 2,000 TTC teachers participated in a periodic subject implementation review (achievement 100%).
1.5 TTC teachers qualifications upgraded	<p>1.5a 200 TTC teachers trained overseas for one-year MA/M.Ed. and 1,000 TTC teachers trained in-country for joint-MA/M.Ed. in their subject areas; and later deliver in-country training in these courses to 915 TTC lead subject teachers</p> <p>1.5b 230 and 1,150 candidates selected for MA/M.Ed. in 1.5a (15% more to allow for failure to get good TOEFL scores) trained in-country in English language prior to taking MA/M.Ed</p> <p>1.5c 45 TTC lead subject teachers</p>		<p>1.5a–1.5e inclusive:</p> <ul style="list-style-type: none"> <li>Suitably qualified participants for training identified</li> </ul>	1.5 (i) 50 students obtained masters degrees; (ii) 809 lecturers graduated from the joint-master program with local and overseas universities; (iii) 51 TTC subject teachers participated in the training courses; and (iv) 915 lead teachers were trained through the short-term oversea training. As

Design Summary	Performance Indicators and/or Targets	Monitoring Mechanisms	Assumptions and Risks	Final Status
1.6 Model specialized TTCs supported	<p>trained overseas in ST courses in teaching methodologies for their subject areas; and later deliver in-country training in these courses to the remaining 870 TTC lead subject teachers</p> <p>1.5d 45 candidates selected in 1.5c trained in-country in English language prior to departure</p> <p>1.5e 66 MOET/DOET/TTC subject coordinators trained in-country in the new curriculum/textbooks using web-based modules; and later deliver training in these courses to 68 MOET/DOET administrators and 915 TTC lead subject teachers, who will later deliver similar training to 4,085 TTC teachers</p> <p>1.6a KLFs in the 3 DOET-model TTCs established/equipped; and laboratories equipped</p> <p>1.6b 3 TTC's KLF coordinators trained overseas in KLF O&amp;M under short-term study visits; and 6 TTC's KLF assistant coordinators trained in-country in these courses</p> <p>1.6c Operational plan of model TTCs developed; and 15 TTC planning staff trained in-country in operational planning of model TTCs</p> <p>1.6d 30 TTC teachers trained in-country in laboratory O&amp;M</p> <p>1.6e Instructional materials/furniture/rehabilitation provided to 3 MOET's TTCs specializing in art and music</p>		<p>1.6a–1.6e inclusive:</p> <ul style="list-style-type: none"> <li>• DOETs commit land and recurrent costs for O&amp;M</li> <li>• Effective involvement of the communities</li> <li>• Early procurement of equipment/furniture/instructional materials/civil works</li> </ul>	<p>for the in-country training program, over 95% of the original target numbers of teachers have received a variety of training including subject teaching methodologies.</p> <p>1.6 Construction of facilities and equipment provision for the KLFs has been successfully completed, and associated training programs for operation of KLFs were finished by December 2006.</p>
1.7 External assessment mechanism reestablished	<p>1.7a External assessment mechanism designed/ piloted/reestablished; and equipment provided</p> <p>1.7b 8 MOET/DOET QA experts trained overseas under a short-term study visit in PRESETT program certification, and 5 in PRESETT program evaluation</p> <p>1.7c 50 MOET/TTC QA experts trained in-country in test construction/grading; and 195 MOET/DOET/TTC examination coordinators trained in QA system implementation</p>		<p>1.7a–1.7c inclusive:</p> <ul style="list-style-type: none"> <li>• Role of MOET in assessment reaffirmed</li> </ul>	<p>1.7 The PIU has developed 2 key draft regulations on the external assessment and accreditation: (i) accreditation of TTC quality and standards; and (ii) standardized assessment procedure and methodology of the TTC students, which function as a legal framework for the newly established Department of</p>

Design Summary	Performance Indicators and/or Targets	Monitoring Mechanisms	Assumptions and Risks	Final Status
<p>2. Increased Facilities and Access to TTCs in Disadvantaged Provinces</p> <p>2.1 TTC facilities in the 10 selected disadvantaged provinces upgraded</p> <p>2.2 TTC pre-entrance qualification of ethnic minorities in the 10 provinces improved</p>	<p>2.1a KLFs in the 10 TTCs established/equipped; laboratories equipped; and facilities for physical education provided</p> <p>2.1b 10 TTC's KLFs coordinators trained overseas in KLF O&amp;M under short-term study visit; and 20 TTCs KLF assistant coordinators trained in-country in these courses</p> <p>2.1c 50TTC teachers trained in-country in laboratory O&amp;M</p> <p>2.2a 4,000 ethnic minorities (800 per year for 5 years) recruited for the transition program to improve their TTC pre-entrance qualification; and the program designed/ implemented</p>	<p>2.1a–2.3b inclusive:</p> <ul style="list-style-type: none"> <li>• Project reports</li> <li>• Review missions</li> <li>• Project workshops</li> <li>• Site visits</li> <li>• Sample surveys</li> </ul>	<p>2.1a–2.1c inclusive:</p> <ul style="list-style-type: none"> <li>• DOETs commit land and recurrent costs for O&amp;M</li> <li>• Effective involvement of the communities</li> <li>• Early procurement of equipment/ furniture/ instructional materials/ civil works</li> </ul> <p>2.2a Sufficient number of ethnic minority candidates for the program</p>	<p>Accreditation of MOET. The relevant training on the new regulations was provided in October–November 2004. Procurement of the test-bank software for the new external assessment system was completed in 2005.</p> <p>2.1 Outputs include (i) construction of 13 KLFs in Hanoi, Hue, Ho Chi Minh City and in 10 disadvantaged provinces (achievement 100%); (ii) provision of furniture, library materials, and equipment (computers, software, desktop publishing- and audio-visual or multimedia facilities) for newly constructed KLFs (achievement 100%); and (iii) provision of laboratory equipment, language equipment, and materials for informatics, biology, chemistry, and physics (achievement 100%).</p> <p>2.2a The program was completed by October 2006. The annual breakdown of the program outputs is as follows: (i) the 1<sup>st</sup> batch – 210 ethnic minority students got the support from February to July 2003; (ii) the 2<sup>nd</sup> batch – 623 ethnic minority students in 2004; (iii) the 3<sup>rd</sup></p>

Design Summary	Performance Indicators and/or Targets	Monitoring Mechanisms	Assumptions and Risks	Final Status
<p>2.3 Instructional support resources to other provinces provided</p> <p>3. Institutional Capacity Building and Project Implementation</p>	<p>2.3a TTC laboratories in other provinces (not covered by laboratory equipment support under Loan 1537-VIE) equipped; and facilities for physical education provided</p> <p>2.3b 85 TTC teachers trained in-country in laboratory P&amp;M</p>		<p>2.3a–2.3b inclusive:</p> <ul style="list-style-type: none"> <li>• DOET's commit recurrent costs for P&amp;M</li> <li>• Early procurement of equipment/furniture/instructional materials</li> </ul>	<p>batch – 639 students in 2005; and (iv) the 4<sup>th</sup> batch – 750 students in 2006.</p> <p>2.3 Equipment was delivered to the target schools by end 2006. The relevant training programs were provided to 85 TTC teachers in June and December 2004.</p>
<p>3.1 Management and technical skills strengthened</p>	<p>3.1a 59 senior MOET/ DOET/TTC administrators (20/26/13) trained overseas in Ed. Planning &amp; Management under short-term study visit</p> <p>3.1b 100 MOET/DOET/ TTC administrators (15/21/64) trained overseas for one-year M.Ed. in Ed. Planning &amp; Management</p> <p>3.1c 115 candidates selected in 3.1b (15% more to allow for failure to get good TOEFL scores) trained in-country in English language prior to taking M.Ed.</p> <p>3.1d 244 DOET administrators trained in-country in management (ed. admin), 610 DOET technical staff trained in technical skills, and 488 TTC department heads trained in management/leadership</p> <p>3.1e Eight hundred forty-eight MOET/DOET/TTC staff (30/305/513) trained in-country in English communications; and 337 MOET/DOET/TTC staff (20/183/134) trained in internet operations</p> <p>3.1f Internet facilities established at MOET/DOET/TTC</p>	<p>3.1a–3.2c inclusive:</p> <ul style="list-style-type: none"> <li>• Project reports</li> <li>• Review missions</li> <li>• Project workshops</li> <li>• Site visits</li> <li>• Sample surveys</li> <li>• MOET/DOET/TTC Personnel records</li> </ul>	<p>3.1a–3.1f inclusive:</p> <ul style="list-style-type: none"> <li>• Suitably qualified participants for training identified</li> <li>• Timely design of all courses</li> </ul>	<p>3.1 and 3.2 Both in-country and OST training for educational planning and management, English communications, internet operations, and leadership skills have failed to achieve the target numbers of participants: successful completion rate of each training above is 85%, 92%, 96%, and 94% respectively.</p>

Design Summary	Performance Indicators and/or Targets	Monitoring Mechanisms	Assumptions and Risks	Final Status
3.2 Project implementation supported	3.2a Central PIU/PPIUs equipped  3.2b 288 MOET/DOET/TTC staff (132/78/78), directly/ indirectly involved in central PIU, trained in project implementation in-country annually and 468 DOET/TTC staff (234/234), directly/indirectly involved in PPIUs, trained annually  3.2c Baseline surveys/analysis for BME conducted to monitor the Project progress against key performance indicators		3.2a Early procurement of equipment/furniture  3.2b Timely design of all courses  3.2c Close collaboration with Loan 1537-VIE established	

Admin = administration, BME = benefits monitoring and evaluation, DOET = department of education and training, Ed. = education, KLF = key learning facilities, LSE = lower secondary education, MA/M.Ed. = Master of Arts/Education, MIS = management information system, MOET = Ministry of Education and Training, NER = net enrollment rate, O&M = operation and maintenance, PIU = project implementation unit, PPIU = provincial project implementation unit, PRESETT = pre-service teacher training, QA = quality assurance, ST = short-term, TOEFL = test of English as a foreign language, TTC = teacher training college, TTU = teacher training university.

Note: The total number of MOET, DOET and TTC administrative staff and TTC teachers (including lead subject teachers) combined for the proposed training programs are around 6,000 (300, 700, 500, and 5,000, respectively). This number is less than the total number of trainees shown in Appendix 5 because many of the same staff will undertake more than one training program.

## TARGETS AND ACHIEVEMENTS OF STAFF DEVELOPMENT (IN-COUNTRY)

No.	Program Description	Name of Provider	Duration	Province	Target Participants	Number of Participants			Person-Days		
						Planned	Adjusted	Actual	Planned	Adjusted	Actual
<b>A. Short-Term</b>											
<b>1. Education Management and Leadership</b>											
1.1	In-country training course in Education Management and Leadership Group 1	PIU1718		Hanoi, Ho Chi Minh City, Nha Trang, Dalat	732	42	690	732	42	690	
	Group 1		one week in May 2002 and one week in October 2003	Hanoi			319				
	Group 2		one week in April 2003 and May 2004	HCM City			134				
	Group 3		one week in August 2003 and September 2004	Nha Trang			156				
	Group 4		one week in August 2004	Dalat			81				
1.2	In-country training course in internet operations Group 1	Hanoi National University		Hanoi, HCM City	337	44	293	337	44	293	
	Group 1		one week in March 2002 and July 2003	Hanoi			210				
	Group 2		one week in May 2003 and November 2003	HCM City			83				
1.3	In-country training course in English for PIU staffs	Language Link	12 weeks from May to July 2004	Hanoi	20	3	17	20	3	17	
1.4	In-country training course in simple accounting and	PIU1718		Hanoi, HCM City, Nha Trang, Dalat	610	50	660	610	-50	660	

No.	Program Description	Name of Provider	Duration	Province	Target Participants	Number of Participants			Person-Days			
						Planned	Adjusted	Actual	Planned	Adjusted	Actual	
	resources management											
	Group 1		2 weeks in March 2002 and in October 2002 and in May 2003	Hanoi				174				
	Group 2		2 weeks in May 2002 and in May 2003	HCM City				189				
	Group 3		2 weeks in April 2003 and in October 2004	Nha Trang				120				
	Group 4		2 weeks in August 2004 and June 2005	Dalat				177				
1.5	In-country training course in English communication skills			Hanoi, HCM City, DaNang, Hue		848	36	812	848	36	812	
	Group 1	Language Link of VN	4 weeks in June 2002 and 6 weeks from July to August 2003	Hanoi				112				
	Group 2	FERETCO-FTU	6 weeks from October 2003 and 6 weeks from March 2004	Hanoi				496				
	Group 3	Hue TTC	4 weeks in June 2004	Hue City				25				
	Group 4	Danang University	4 weeks in June 2004 and in February 2005	Danang City				179				
2.	<b>Teaching Methodology</b>							0			0	
	In country training course in teaching methodology	PIU1718	1 week in June 2004 and 1 week in June 2005	Hanoi		915	515	400	915	515	400	

No.	Program Description	Name of Provider	Duration	Province	Target Participants	Number of Participants			Person-Days		
						Planned	Adjusted	Actual	Planned	Adjusted	Actual
<b>B. Long-Term</b>											0
1.	<b>Education Management (non activities in the plan)</b>										0
2.	<b>Teaching Methodology</b>										0
2.1	Masters preparatory course				Language preparatory for in-country masters program	1150	76	1,074	1150	76	1,074
	University of Education in Hanoi for in country masters course 1	Hanoi National University of Education	From October 2000 to May 2001	Hanoi				117			117
	University of Education in Ho Chi Minh City for country masters course 1	HCM University of Education	From October 2000 to May 2001	Ho Chi Minh City				17			17
	University of Education in Hanoi for in country masters course 2	Hanoi National University of Education	From October 2001 to May 2002	Hanoi				95			95
	University of Education in Hue for in country masters course 2	Hue College of Education	From October 2001 to May 2002	Hue City				23			23
	University of Education in Ho Chi Minh City for in country masters course 2	HCM University of Education	From October 2001 to May 2002	Ho Chi Minh City				31			31
	University of Education in Hanoi for in country masters course 3	Hanoi National University of Education	From October 2002 to May 2003	Hanoi				134			134
	University of Education in Ho Chi Minh City	HCM University of Education	From October 2002 to May	Ho Chi Minh City				20			20

No.	Program Description	Name of Provider	Duration	Province	Target Participants	Number of Participants			Person-Days		
						Planned	Adjusted	Actual	Planned	Adjusted	Actual
	Minh City for in country masters course 3	Education	2003								
	University of Education in Hanoi for in country masters course 4	Hanoi National University of Education	From October 2003 to May 2004	Hanoi				104			104
	University of Education in Hue for in country masters course 4	Hue College of Education	From October 2003 to May 2004	Hue City				24			24
	University of Education in Ho Chi Minh City for in country masters course 4	HCM University of Education	From October 2003 to May 2004	Ho Chi Minh City				19			19
	University of Education in Hanoi for in country Mgt&Led masters course 1	Hanoi National University of Education	From October 2004 to May 2005	Hanoi				33			33
	University of Education In Ho Chi Minh City in country Mgt&Led masters course 1	HCM University of Education	From October 2004 to May 2005	Ho Chi Minh City				24			24
	University of Education in Hanoi in country Mgt&Led masters course 2	Hanoi National University of Education	From May 2005 to September 2005	Hanoi				16			16
	University of Education in Hue in country Mgt&Led masters course 2	Hue College of Education	From May 2005 to September 2005	Hue City				22			22
	University of Education in Hanoi for in country masters course 5	Hanoi National University of Education	From October 2004 to May 2005	Hanoi				180			180

No.	Program Description	Name of Provider	Duration	Province	Target Participants	Number of Participants			Person-Days		
						Planned	Adjusted	Actual	Planned	Adjusted	Actual
	University of Education in Hue for in country masters course 5	Hue College of Education	From October 2004 to May 2005	Hue City				56			56
	University of Education in Ho Chi Minh City for in country masters course 5	HCM University of Education	From October 2004 to May 2005	Ho Chi Minh City				25			25
	University of Education in Hanoi for in country masters course 5	Hanoi National University of Education	From May 2005 to September 2005	Hanoi				100			100
	University of Education in Hue for in country masters course 5	Hue College of Education	From May 2005 to September 2005	Hue City				34			34
2.2	TTC teachers trained in-country for joint-MA/ M.Ed.	In country provider	2001-2007	Institutions in Viet Nam (*)				865	51	814	814
	Course 1:	Hanoi National University of Education	From September 2001 to September 2003	Hanoi				132			132
	Course 2:	Hanoi National University of Education	From September 2002 to September 2004	Hanoi				64			64
		Hue College of Education	From September 2002 to September 2004	Hue City				24			24
	Course 3	Hanoi National University of Education	From September 2003 to September 2005	Hanoi				89			89
	Course 4	Hanoi National University of Education	From September 2004	Hanoi				105			105

No.	Program Description	Name of Provider	Duration	Province	Target Participants	Number of Participants			Person-Days		
						Planned	Adjusted	Actual	Planned	Adjusted	Actual
		Education	to September 2006								
		Hue College of Education	From September 2004 to September 2006	Hue City				18			18
	Course 5	Hanoi National University of Education	From September 2005 to September 2007	Hanoi				220			220
		Hue College of Education	From September 2005 to September 2007	Hue City				86			86
	Course 1(in Mgt&Led)	Hanoi National University of Education	From September 2004 to September 2007	Hanoi				29			29
		Ho Chi Minh City University of Education	From September 2004 to September 2007	Ho Chi Minh City				13			13
	Course 2 (in Mgt&Led)	Hanoi National University of Education	From September 2004 to September 2007	Hanoi				12			12
		Hue College of Education	From September 2004 to September 2007	Hue City				22			22

FERETCO-FTU = Center for Foreign Economic Research Training & Consultancy-Foreign Trade University, HCM = Ho Chi Minh, MA = master in arts, M. Ed. = master in education, PIU = project implementation unit, TTC = teacher training college.

(\*) in-country joint-program scholarships will enable TTC teachers to undertake the MA/M.Ed. in their respective subject areas, along with short-term in-country English language training at TTUs or local language institutions prior to the studies. Candidates for both programs will be selected competitively from all TTCs nationwide on the basis of criteria agreed upon with the Bank (academic background, English language proficiency, age, etc.). The selected candidates will sign agreements that upon completion of their program of studies, they will return to and serve in their respective institutions for three years for each year of study.

**TARGETS AND ACHIEVEMENTS OF STAFF DEVELOPMENT (OVERSEAS TRAINING)**

No.	Program Description	Name of Provider	Duration	Country	Target Participants	Number of Participants			Person-Days		
						Planned	Adjusted	Actual	Planned	Adjusted	Actual
<b>A.</b>	<b>Short-term training</b>										
1.	<b>Education Management</b>										
1.1	<b>Short term study on management and leadership</b>				ST overseas training for senior MOET,DOET, and TTC administrators in Education Planning & Management	59	1	60			526
	Group 1: MOET specialists on higher education and leaders from three universities who provide in-country masters programs for TTP; studied curriculums and methodology of masters programs	Dunedin College of Education, La Trobe University	8 Mar to 22 Mar 2003, 16 days	New Zealand, Australia				13			182
	Group 2: The group contains leaders and managers from TTCs in disadvantaged provinces; studied teacher training programs and how to manage the quality of the program	Saskatchewan University	1 Nov 2003 to 15 Nov 2003, 15 days	Canada				12			168

No.	Program Description	Name of Provider	Duration	Country	Target Participants	Number of Participants			Person-Days		
						Planned	Adjusted	Actual	Planned	Adjusted	Actual
	Group 3: The group contains managers who are responsible for KLF; studied key learning facilities in training teacher programs in a recognized university in England.	University of Exeter	Two weeks in October 2003	United Kingdom			11			176	
	Group 4: The group of leaders and managers in TTCs of disadvantage provinces; studied quality assurance in teacher training program	University of Potsdam, Germany, Cito Group, The Netherland	Two weeks, October, 2004	Germany, the Netherlands			10				
	Group 5: The group contains managers and leaders in DOETs of disadvantage provinces; studied teacher training programs and inspection activities in neighboring countries	MOE, NIE, Singapore, National University of Malaysia, International Islamic University Malaysia	Two weeks, October, 2005	Malaysia, Singapore			14				

No.	Program Description	Name of Provider	Duration	Country	Target Participants	Number of Participants			Person-Days		
						Planned	Adjusted	Actual	Planned	Adjusted	Actual
1.2	<b>Study visits on teaching method of lead subjects of TTCs</b>				45 TTC lead subject teachers trained overseas in short-term courses in teaching methodologies for their subject areas; and later deliver in-country training in these courses to the remaining 870 TTC lead subject teachers	45	6	51			2295
	Group 1: Lead subject specialists studied modern teaching methodology	St Mark & St John of United Kingdom	45 days	United Kingdom				18			810
	Group 2: Lead subject specialists studied modern teaching methodology	Dunedin College of Education		New Zealand				33			1485
1.3	<b>Study visits on Quality assurance</b>										
	Group 1: Specialists studied quality assurance in teacher training program	Potsdam University	two weeks in Nov 2002	Germany							
	Group 2: Specialists studied student assessment and quality assurance	University of Amsterdam and Utrecht University	two weeks in October 2004	The Netherlands							

No.	Program Description	Name of Provider	Duration	Country	Target Participants	Number of Participants			Person-Days		
						Planned	Adjusted	Actual	Planned	Adjusted	Actual
	in teacher training program										
1.4	<b>Study visit on designing curriculum and textbooks writing</b>				<b>Selected Textbook authors of TTP</b>	<b>30</b>	<b>-6</b>	<b>36</b>			
	Group 1: Textbook authors and designers studied curriculum design and textbook writing for teacher training program	Potsdam university and Exeter University	two weeks in April 2002	Germany and the United Kingdom			13				
	Group 2: Textbook authors and designers studied curriculum design and textbook writing for teacher training program	Potsdam University	two weeks in Oct 2002	Germany			8				
	Group 3: Textbook authors and designers studied curriculum design and textbook writing for teacher training program	California State University; New York Institute of Technology	two weeks in Oct 2002	USA			6				
	Group 4: Textbook authors and designers studied curriculum design and textbook writing for teacher training program	Beijing Normal University, East China Normal University	two weeks in Nov 2003	China			9				

No.	Program Description	Name of Provider	Duration	Country	Target Participants	Number of Participants			Person-Days		
						Planned	Adjusted	Actual	Planned	Adjusted	Actual
	<b>TTCs teachers and MoET, DoET, and TTCs administrators studying teaching methods and education management and leadership</b>				TTCs teachers and MoET, DoET, and TTCs administrators	180		185			5799
	Group 1: studying teaching methods	Potsdam Uni.	from 26th May to 4th July 2007	Germany				15			600
	Group 2: studying teaching methods	Auckland University	from 12th May to 25th June 2007	New Zealand				16			720
	Group 3: studying teaching methods	St Mark & St John Universities	from 12th May to 22nd June 2007	UK				15			630
	Group 4: studying management and leadership	Queensland University of Technology	from 19th May to 8th June 2007	Australia				20			420
	Group 5: studying management and leadership	Auckland University	from 12th May to 1st June 2007	New Zealand				20			420
	Group 6: studying on management and leadership	La Trobe University	from 12th May to 1st June 2007	Australia				18			378
	Group 7: studying on teaching methods	La Trobe University	from 2nd June to 11th July 2007	Australia				15			600
	Group 8: studying on teaching methods	Queensland University of Technology	from 16th June to 25th July 2007	Australia				15			600
	Group 9: studying on management and leadership	Potsdam University	from 5th May to 25th May 2007	Germany				18			378
	Group 10: studying on	Simons Fraser University	from 12th May to	Canada				15			675

No.	Program Description	Name of Provider	Duration	Country	Target Participants	Number of Participants			Person-Days		
						Planned	Adjusted	Actual	Planned	Adjusted	Actual
	teaching methods		25th June 2007								
	Group 11: studying on management and leadership	East China University	from 6th May to 26th May 2007	China				18			378
<b>B.</b>	<b>Long-Term</b>										
<b>1</b>	<b>Language preparation for overseas master program</b>	<b>Language Link, British council; Apollo; HNUE; ACET</b>	<b>Three months for each course</b>	<b>Institutions in Viet Nam</b>		<b>345</b>	<b>345</b>	<b>302</b>	<b>345</b>	<b>345</b>	<b>302</b>
<b>2</b>	<b>Masters Program of Education Management and leadership</b>					<b>45</b>	<b>6</b>	<b>39</b>			
2.a	Masters Program of Education Management and leadership	Dunedin College of Education	2 years	New Zealand		12	0	12			
2.b	Masters Program of Education Management and Leadership	La Trobe University	2 years	Australia				22			
2.c	Masters Program of Education Management and Leadership	Queensland University of Technology	1 year	Australia				5			
<b>3</b>	<b>Masters Program on Teaching Methodologies</b>					<b>60</b>	<b>15</b>	<b>45</b>			
	Masters Program on Teaching Methodologies	La Trobe University	2 years	Australia				45			

ACET = Australian Center for Education and Training, DOET = Department of Education and Training, HNUE= Hanoi National University of Education, KLF = key learning facility, MOE = Ministry of Education, MOET = Ministry of Education and Training, NIE = National Institute of Education, ST = short-term, TTC = teacher training college, TTP =teacher training project.

### SUMMARY OF THE CIVIL WORKS AND FACILITY IMPROVEMENT

No.	Name of KLF	Area (m2)	Type of facilities	Starting Year	Completion Year	Paid Amount (\$)
1	Ha Giang	792	KLF	2003	2004	97,264
2	Lai Chau	763	KLF	2003	2004	139,352
3	Thanh Hoa	1,236	KLF	2003	2004	143,946
4	Quang Nam	1,987	KLF	2005	2006	202,268
5	Quang Ngai	1,221	KLF	2006	2006	137,122
6	Binh Dinh	1,229	KLF	2005	2005	144,835
7	Binh Phuoc	960	KLF	2005	2005	113,507
8	Tra Vinh	800	KLF	2005	2006	130,211
9	Soc Trang	800	KLF	2005	2005	125,074
10	Hanoi	1,265	KLF	2004	2004	165,743
11	Ho Chi Minh City	1,229	KLF	2004	2005	170,269
12	Hue	2,458	KLF	2005	2006	147,029
13	Lao Cai	815	KLF	2006	2006	145,947
	<b>Total</b>	<b>15,555</b>				<b>1,862,567</b>

HCMC = Ho Chi Minh City, KLF= key learning facilities, m2 = square meter.  
 Source: Project Implementation Unit, Ministry of Education and Training.

## TARGETS AND ACHIEVEMENTS OF THE TRANSITIONAL PROGRAM

**Table A5.1: Result for Enrollment Making the Teacher Training College Source**

No.	Province	<u>Year 2003 (cohort 1)</u>		<u>Year 2004 (cohort 2)</u>		<u>Year 2005 (cohort 5)</u>		<u>Year 2006 (cohort 4)</u>		<u>Total</u>	
		Enrolled	Entry into TTC	Enrolled	Entry into TTC	Enrolled	Entry into TTC	Enrolled	Entry into TTC	Enrolled	Entry into TTC
1	Soc Trang	30	28	49	46	40	40			119	114
2	Tra Vinh	28	27	49	42	40	30			117	99
3	Binh Phuoc	0	0	24	20	30	25	25	25	79	70
4	Binh Dinh	15	12	19	16					34	28
5	Quang Ngai	30	28	29	28			45	45	104	101
6	Quang Nam	16	12	50	48	45	40	70	66	181	166
7	Thanh Hoa	30	30	40	40	45	45	60	55	175	170
8	Lai Chau	9	9	48	35	12	7	15	13	84	64
9	Lao Cai	30	30	45	45	60	55	55	47	190	177
10	Ha Giang	30	30	40	40	39	39	60	58	169	167
11	Lam Dong					18	17	20	17	38	34
12	Dak Lak			43	40	30	26	20	19	93	85
13	Kon Tum			19	15	30	28	30	24	79	67
14	Gia Lai			10	8	24	19	28	27	62	54
15	Nghe An			29	29	30	26	30	30	89	85
16	Son La					30	28	65	65	95	93
17	Cao Bang			30	29	30	28			60	57
18	Lang Son			30	30	40	40			70	70
19	Tuyen Quang			39	27	20	20			59	47
20	Yen Bai			30	27	40	40	50	49	120	116
21	Dien Bien					17	16	30	27	47	43
22	Dak Nong					19	18	30	27	49	45
	<b>Total</b>	<b>218</b>	<b>206</b>	<b>623</b>	<b>565</b>	<b>639</b>	<b>595</b>	<b>748</b>	<b>687</b>	<b>2228</b>	<b>2053</b>

TTC = teacher training college.

Source: Project Implementation Unit, Ministry of Education and Training.

**Table A5.2: Result for Enrollment Making the Teacher Training College Source  
COHORT I—School Year 2002–2003**

No.	Province	Target	Enrolled			Entry into TTC			Graduation
			Total	In which		Total	In which		
				Female	EM		Female	EM	
1	Soc Trang	30	30	14	30	28	14	28	21
2	Tra Vinh	30	28	18	22	27	18	22	25
3	Binh Phuoc	30	0			0			
4	Binh Dinh	30	15	7	9	12	6	7	11
5	Quang Ngai	30	30	13		28	13		14
6	Quang Nam	30	16	10	16	12	7	12	10
7	Thanh Hoa	30	30	20	28	30	20	28	26
8	Lai Chau	30	9	0	9	9	0	9	8
9	Lao Cai	30	30	18	30	30	18	30	
10	Ha Giang	30	30	13	28	30	13	28	30
	<b>Total</b>	<b>300</b>	<b>218</b>	<b>113</b>		<b>206</b>	<b>109</b>		<b>145<sup>a</sup></b>

EM = ethnic minority, TTC = teacher training college.

<sup>a</sup> Summary: (i) 9/10 provinces for participation (Binh Phuoc due to less enrollment, not to open class); (ii) Total target for the province in participation: 300; (iii) Enrolled: 218/300 = 72.7% trusted target; (iv) Entry into TTC: 206 students = 94.5% enrolled student, in which there is: 109 female students = 52.9% student for TTC, Ethnic Minority student = %. To July 2006 it had 145 students of cohort I graduated TTC, to get the rate 85% in comparison with the ratified target for TTC. (Respectively for 30 students studying in Lao Cai TTC, to delay for one year because the locality mobilized the students for the work of popularization).

Source: Project Implementation Unit, Ministry of Education and Training.

**Table A5.3: Result for Enrollment Making the Teacher Training College Source  
COHORT II—School Year 2003–2004**

No.	Province	Target	Enrolled			Entry into TTC			Graduation
			Total	In which		Total	In which		
				Female	EM		Female	EM	
1	Soc Trang	50	49	32	47	46	31	44	
2	Tra Vinh	49	49	31	45	42	26	38	
3	Binh Phuoc	24	24	15	17	20	14	13	
4	Binh Dinh	42	19	8	16	16	7	13	
5	Quang Ngai	28	29	12	29	28	12	28	
6	Quang Nam	50	50	22	50	48	22	48	
7	Thanh Hoa	40	40	23	40	40	23	40	
8	Lai Chau	48	48	20	43	35	12	34	
9	Lao Cai	45	45	24	45	45	24	45	
10	Ha Giang	40	40	20	37	40	20	37	
11	Lam Dong								
12	Dak Lak	42	43	30	43	40	27	40	
13	Kon Tum	23	19	16	19	15	13	15	
14	Gia Lai	10	10	2	10	8	1	8	
15	Nghe An	29	29	17	28	29	17	28	
16	Son La								
17	Cao Bang	30	30	17	30	29	17	29	
18	Lang Son	30	30	20	29	30	20	29	
19	Tuyen Quang	40	39	23	38	27	17	27	
20	Yen Bai	30	30	17	27	27	16	24	
	<b>Total</b>	<b>650</b>	<b>623</b>	<b>350</b>	<b>593</b>	<b>565</b>	<b>320</b>	<b>540</b>	

EM = ethnic minority, TTC = teacher training college.

Note: Summary:(i) The provinces for participation: 18/20 provinces;(ii) Enrolled: 623/650 = 95.9% trusted target , in which, the female students is 350/623 = 56.2% and the ethnic minority student is 593/623 = 95.2%; (iii) The students for TTC: 565/623 = 90.7% enrolled student, in which, the female students is 320/565 = 56.6% and the ethnic minority student is 540/565 = 95.6%.

Source: Project Implementation Unit, Ministry of Education and Training.

**Table A5.4: Result for Enrollment Making the TTC Source  
COHORT III—School Year 2004–2005**

No.	Province	Target	Enrolled			Entry into TTC			Graduation
			Total	In which		Total	In which		
				Female	EM		Female	EM	
1	Soc Trang	40	40	31	40	40	31	40	
2	Tra Vinh	40	40	24	35	30	24	34	
3	Binh Phuoc	30	30	26	24	25	22	19	
4	Binh Dinh								
5	Quang Ngai								
6	Quang Nam	45	45	28	40	40	26	34	
7	Thanh Hoa	45	45	29	43	45	29	43	
8	Lai Chau	12	12	6	12	7	5	7	
9	Lao Cai	60	60	31	60	55	30	55	
10	Ha Giang	40	39	20	30	39	20	30	
11	Lam Dong	20	18	11	15	17	10	14	
12	Dak Lak	30	30	23	30	26	20	26	
13	Kon Tum	30	30	15	30	28	15	28	
14	Gia Lai	30	24	14	18	19	12	13	
15	Nghe An	30	30	20	30	26	18	26	
16	Son La	30	30	23	30	28	22	28	
17	Cao Bang	30	30	23	30	28	22	28	
18	Lang Son	40	40	26	39	40	26	39	
19	Tuyen Quang	20	20	17	19	20	17	19	
20	Yen Bai	40	40	20	37	40	20	37	
21	Dien Bien	18	17	7	16	16	6	15	
22	Dak Nong	20	19	11	13	18	10	12	
	<b>Total</b>	<b>650</b>	<b>639</b>	<b>398</b>	<b>591</b>	<b>595</b>	<b>378</b>	<b>546</b>	

EM = ethnic minority, TTC = teacher training college.

Note: Summary: (i) The provinces for participation: 20 (except Quang Ngai, Binh Dinh province); (ii) Enrolled: 639/650 = 98.3% trusted target, in which, the female students is 398/639 = 62.3% enrolled students and the ethnic minority student is 591/639 = 92.5%; (iii) The students for TTC: 595/639 = 93% enrolled student, in which, the female students is 378/595 = 63.5% for College and the ethnic minority student is 546/595 = 91.8% for College.

Source: Project Implementation Unit, Ministry of Education and Training.

**Table A5.5: Result for Enrollment Making the TTC Source  
COHORT IV—School Year 2005–2006**

No.	Province	Target	Enrolled			Entry into TTC			Graduation
			Total	In which		Total	In which		
				Female	EM		Female	EM	
1	Soc Trang	65	65	38	64	56	32	55	
2	Tra Vinh	50	50	36	40	37	26	27	
3	Binh Phuoc	25	25	20	16	25	20	16	
4	Binh Dinh								
5	Quang Ngai	45	45	28	42	45	28	42	
6	Quang Nam	70	70	34	65	66	35	61	
7	Thanh Hoa	60	60	28	50	55	25	45	
8	Lai Chau	15	15	6	15	13	6	13	
9	Lao Cai	55	55	30	55	47	27	47	
10	Ha Giang	60	60	22	56	58	21	54	
11	Lam Dong	20	20	14	16	17	13	15	
12	Dak Lak	20	20	14	20	19	13	19	
13	Kon Tum	30	30	16	30	24	13	24	
14	Gia Lai	30	28	18	24	27	17	24	
15	Nghe An	30	30	19	30	30	19	30	
16	Son La	65	65	11	65	65	12	65	
17	Cao Bang								
18	Lang Son								
19	Tuyen Quang								
20	Yen Bai	50	50	27	45	49	28	44	
21	Dien Bien	30	30	7	29	27	6	27	
22	Dak Nong	30	30	22	24	27	22	21	
	<b>Total</b>	<b>750</b>	<b>748</b>	<b>390</b>	<b>686</b>	<b>687</b>	<b>363</b>	<b>629</b>	

EM = ethnic minority, TTC = teacher training college.

Note: Summary: (i) The provinces for participation for enrollment: 18 (except Binh Dinh, Cao Bang, Lang Son, Tuyen Quang province); (ii) Enrolled:  $748/750 = 99.7\%$  trusted target, in which, the female students is  $390/748 = 52\%$  enrolled students and the ethnic minority student is  $686/748 = 92\%$  enrolled students; (iii) The students for TTC:  $687/748 = 92\%$  enrolled student, in which, the female students is  $363/687 = 52.8\%$  for College and the ethnic minority student is  $629/687 = 91.5\%$  for College.

Source: Project Implementation Unit, Ministry of Education and Training.

**PROJECT COSTS AND FINANCIAL SOURCES**

**Table A6.1: Total Project Cost**

(\$)

Cat	Component /Activity	Plan	2000	2001	2002	2003	2004	2005	2006	2007	2008	Total
<b>A</b>	<b>Quality of the Lower Secondary Pre-service Teacher Training</b>											
1	Civil	412,385	0	0	2,829	72,209	220,470	65,278	30,425	26,708	18,951	<b>436,869</b>
2	Equipment and Furniture	658,900	0	0	11,678	100,882	256,903	45,712	86,247	444,314	178,837	<b>1,124,573</b>
3	Instructional Materials	2,308,538	0	0	5,396	2,819	414,527	626,917	294,132	108,188	165,180	<b>1,617,160</b>
4	Program Development & Studies	1,961,000	0	501	57,511	187,136	263,615	68,440	315,995	605,979	555,058	<b>2,054,234</b>
5	Staff Development Consulting	9,261,000	0	0	130,135	762,484	1,229,909	778,216	875,650	2,286,878	516,410	<b>6,579,680</b>
6	Services	909,000	0	0	152,267	270,496	86,705	114,626	43,695	22,327	0	<b>690,116</b>
7	Operational Support to Project Facilities	373,177	0	0	-	-	-	-	-	0	0	<b>0</b>
8	O&M of Civil Works, Equipment	172,000	0	0	-	-	-	-	-	0	0	<b>0</b>
	<b>Subtotal Improved Facilities and Access to TTCs in Disadvantaged Provinces</b>	<b>16,056,000</b>	<b>0</b>	<b>501</b>	<b>359,816</b>	<b>1,396,025</b>	<b>2,472,127</b>	<b>1,699,189</b>	<b>1,646,145</b>	<b>3,494,394</b>	<b>1,434,437</b>	<b>12,502,632</b>
<b>B</b>	<b>Quality of the Lower Secondary Pre-service Teacher Training</b>											
1	Civil	819,615	0	0	9,430	240,696	734,899	217,594	101,417	89,025	92,029	<b>1,485,090</b>
2	Equipment and Furniture	2,607,667	0	0	38,927	336,272	856,342	152,374	387,490	851,281	596,125	<b>3,218,810</b>
3	Instructional Materials	1,919,462	0	1,622	769	74,285	1,381,756	336,732	66,978	360,627	550,600	<b>2,773,369</b>
4	Program Development & Studies	226,000	0	0	3,304	47,209	-	89,890	19,959	173,008	76,186	<b>409,556</b>

Cat	Component /Activity	Plan	2000	2001	2002	2003	2004	2005	2006	2007	2008	Total
5	Staff Development	65,000	0	0	21,374	0	119,184	29,205	13,017	25,899	25,600	<b>234,279</b>
6	Consulting Services	147,000	0	0	58,078	28,129	18,351	29,235	3,025	-	0	<b>136,818</b>
7	Operational Support to Project Facilities	90,000	0	0	0	0	-	-	-	-	0	<b>0</b>
8	O&M of Civil Works, Equipment	605,000	0	0	0	0	-	-	-	-	0	<b>0</b>
	<b>Subtotal Institutional Capacity Building and Project Implementation Support</b>	<b>6,479,744</b>	<b>0</b>	<b>1,622</b>	<b>131,881</b>	<b>726,592</b>	<b>3,110,532</b>	<b>855,030</b>	<b>591,886</b>	<b>1,499,840</b>	<b>1,340,539</b>	<b>8,257,922</b>
<b>C</b>												
1	Equipment and Furniture Program	1,686,433	12,531	52,002	0	132,331	1,455,781	259,036	388,733	629,767	0	<b>2,930,180</b>
2	Development & Studies	28,000	0	0	0	0	0	0	0	0	0	<b>0</b>
3	Staff Development	3,059,000	2,945	60,171	54,558	356,610	341,213	386,782	363,017	736,299	94,646	<b>2,396,242</b>
4	Consulting Services	1,248,000	0	0	93,458	186,739	179,982	113,575	44,776	12,000	31,086	<b>661,616</b>
5	Operational Support to Project Facilities	130,000	28,915	9,606	0	12,897	70,679	0	0	0	0	<b>122,097</b>
6	O&M of Civil Works, Equipment	481,000	0	0	0	0	0	0	0	0	0	<b>0</b>
7	Remuneration PIU/PPIU	199,000	4,056	12,698	13,432	21,742	23,387	36,101	40,396	40,080	18,726	<b>210,618</b>
8	Operation	820,823	0	78,375	32,121	39,135	16,075	80,691	97,720	74,464	224,120	<b>642,700</b>
	<b>Subtotal</b>	<b>7,652,256</b>	<b>48,448</b>	<b>212,852</b>	<b>193,569</b>	<b>749,454</b>	<b>2,087,117</b>	<b>876,186</b>	<b>934,642</b>	<b>1,492,610</b>	<b>368,578</b>	<b>6,963,453</b>
<b>D</b>	<b>Interest</b>	<b>1,114,000</b>		9,055	10,696	25,925	72,121	114,880	144,470	185,750		<b>562,898</b>
	<b>Total</b>	<b>31,302,000</b>	<b>48,448</b>	<b>224,029</b>	<b>695,962</b>	<b>2,897,996</b>	<b>7,741,898</b>	<b>3,545,285</b>	<b>3,317,142</b>	<b>6,672,593</b>	<b>3,143,554</b>	<b>28,286,905</b>

O&M = operation and maintenance, PIU – project implementation unit, PPIU = provincial project implementation unit, TTC = teacher training college.

Source: Project Implementation Unit, Ministry of Education and Training.

Table A6.2: Financial Resource (\$)

CAT	Category Name	Plan	ADB	GOVERNMENT	NZ	Total
<b>A</b>	<b>Base cost</b>					
1	Civil	1,232,000	1,382,382	539,577		1,921,959
2	Equipment and Furniture	4,963,000	6,625,581	647,983		7,273,564
3	Instructional Materials	4,228,000	3,810,174	580,350		4,390,524
4	Program Development & Studies	2,215,000	2,446,787	17,004		2,463,790
5	Staff Development	12,385,000	6,860,622	1,860,947	488,596	9,210,165
6	Consulting Services	2,304,000	1,315,000	173,525		1,488,526
7	Remuneration	199,000		210,246		210,246
8	O&M of Civil, Works, Equipment	1,258,000				0
9	Operational Support to Project Facilities	1,050,000		306,084		306,084
10	PIU/PPIU Operation	354,000	3,741	435,346		439,087
	<b>Subtotal A</b>	<b>30,188,000</b>	<b>22,444,287</b>	<b>4,771,062</b>	<b>488,596</b>	<b>27,703,945</b>
<b>B</b>	<b>Contingencies</b>					
1	Physical Contingencies	1,509,000				0
2	Price Contingencies	2,589,000		20,000		20,000
	<b>Subtotal B</b>	<b>4,098,000</b>		<b>20,000</b>		<b>20,000</b>
<b>C</b>	<b>Interest</b>					
	Interest	1,114,000	562,898			562,898
	<b>Subtotal C</b>	<b>1,114,000</b>	<b>562,898</b>	<b>0</b>	<b>0</b>	<b>562,898</b>
	<b>Total</b>	<b>35,400,000</b>	<b>23,007,185</b>	<b>4,791,062</b>	<b>488,596</b>	<b>28,286,842</b>

ADB = Asian Development Bank, NZ = New Zealand, O&M = operation and maintenance, PIU = project implementation unit, PPIU = provincial project implementation unit.

Source: Project Implementation Unit, Ministry of Education and Training.

## YEARLY DISBURSEMENTS OF LOAN PROCEEDS

### Table A7.1: ADB Annual Disbursements

Item	Unit of Measure	2001	2002	2003	2004	2005	2006	2007	2008	Total
01 Civil Works	US\$		993	220,990	657,383	200,755	91,732	99,549	110,980	1,382,382
	SDR		775	163,892	459,056	136,233	61,864	69,392	73,513	964,725
02 Equipment and Furniture	US\$	13,139	24,469	501,000	2,362,208	435,650	837,236	1,786,247	665,631	6,625,579
	SDR	10,193	19,087	365,805	1,600,015	290,493	566,287	1,156,528	414,925	4,423,333
03 Instructional Material	US\$	1,622	5,396	64,887	1,616,246	858,383	317,130	370,138	576,373	3,810,175
	SDR	1,259	4,209	48,119	1,094,132	585,952	214,235	242,690	362,761	2,553,356
04 Program Development and Studies	US\$		60,815	234,345	260,249	158,330	335,954	765,849	631,244	2,446,787
	SDR		47,439	180,122	178,962	104,045	225,946	525,399	412,287	1,674,201
05 Staff Development	US\$		107,834	757,557	596,817	802,673	1,220,984	2,788,687	586,071	6,860,622
	SDR		84,116	576,457	414,983	543,612	822,718	1,829,663	365,729	4,637,277
06 Consulting Services	US\$		287,137	476,551	271,278	150,496	88,971	9,480	31,086	1,315,000
	SDR		221,989	345,843	184,647	99,915	59,836	6,651	20,534	939,415
07 PIU Operational Support	US\$		3,741							3,741
	SDR		2,918							2,918
08 Interest Charge	US\$	9,055	10,696	25,925	72,121	114,880	144,470	185,750		562,898
	SDR	7,193	8,094	17,870	48,025	79,138	96,772	119,962		377,055
Total	US\$	23,816	501,081	2,281,255	5,836,304	2,721,168	3,036,477	6,005,699	2,601,385	23,007,185
	SDR	18,645	388,627	1,698,107	3,979,821	1,839,388	2,047,658	3,950,285	1,649,750	15,572,280
Percentage to Total	%	0.10	2.18	9.92	25.37	11.83	13.20	26.10	11.31	100.00

PIU = project implementation unit.

Source: Project Implementation Unit, Ministry of Education and Training.

**PLANNED AND ACTUAL IMPLEMENTATION**

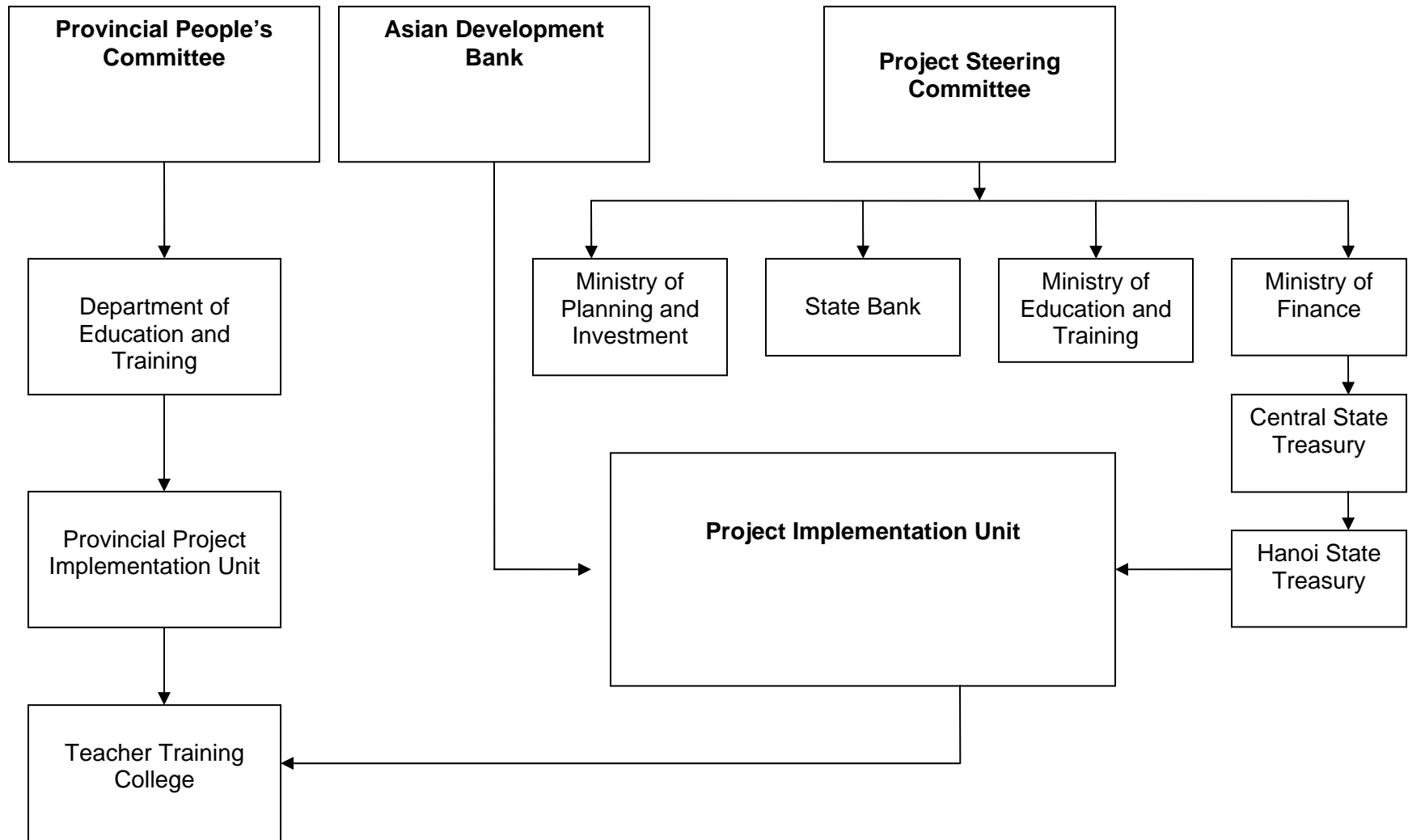
		2000				2001				2002				2003				2004				2005				2006				2007				2008
ACTIVITIES		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
<b>A. Quality Improvement of LSE PRESETT Program</b>																																		
<b>1</b>	<b>Curriculum Redesign</b>																																	
	a Study visit & in-country training in PRESETT Program & Curriculum Development																																	
	b PRESETT program and curriculum redesign																																	
	c Consultants on curriculum development																																	
	i. International																																	
	ii. Domestic																																	
<b>2</b>	<b>Instructional Materials Development</b>																																	
	a Study visit & in-country training on various aspects of textbook writing																																	
	b Writing of outlines of textbooks & teacher manuals for all 3 years of TTCs																																	
	c Development of Textbooks/Teacher Manuals/Teaching Aids for each year in detail																																	
	d Printing																																	
	e Piloting																																	
	f Final Publications																																	
	g Development of web-based curriculum modules																																	
	h Consultants on materials development and pub.																																	
	i. International																																	
	ii. Domestic																																	
<b>3</b>	<b>Provision of Instructional Materials</b>																																	
	a In-country training in textbook lending scheme operation																																	
	b Textbook lending scheme operation																																	
	c Consultant on textbook lending design																																	
	i. International																																	
	ii. Domestic																																	







**ORGANIZATIONAL CHART OF TEACHER TRAINING PROJECT**



Source: Project Implementation Unit, Ministry of Education and Training.

**STATUS OF COMPLIANCE OF THE LOAN COVENANTS**

	<b>Covenants</b>	<b>Reference</b>	<b>Target Date</b>	<b>Actual Date</b>	<b>Status</b>
1	The Borrower shall (i) maintain, or cause to be maintained, separate accounts for the Project; (ii) have such accounts and related financial statements audited annually, in accordance with appropriate auditing standards consistently applied, by independent auditors whose qualifications, experience and terms of reference are acceptable to the Bank; (iii) furnish to the Bank, as soon as available but in any event not later than twelve (12) months after the end of each related fiscal year, certified copies of such audited accounts and financial statements and the report of the auditors relating thereto (including the auditors' opinion on the use of the Loan proceeds and compliance with the covenants of this Loan Agreement as well as on the use of the procedures for imprest account and statement of expenditures), all in the English language; and (iv) furnish to the Bank such other information concerning such accounts and financial statements and the audit thereof as the Bank shall from time to time reasonably request.	Loan Agreement Section 4.06(b)	Within 12 months after the end of each related fiscal year		Complied in 2000–2006.
2	Without limiting the generality of the foregoing, the Borrower shall furnish, or cause MOET through the PIU to furnish, to the Bank quarterly reports on the carrying out of the Project and on the operation and management of the Project facilities. Such reports shall be submitted in such form and in such detail and within 30 days of the end of each quarter, and shall indicate, among other things, (i) progress made against established targets, both technical and financial; (ii) status management indicators; (iii) problems encountered during the quarter under review, steps taken or proposed to be taken to remedy these problems; (iv) compliance with Loan covenants; and (v) proposed program of activities and expected progress during the following quarter.	Loan Agreement Section 4.07(b)	Not later than 30 days after the end of each relevant quarter.		Complied. All the reporting requirements have been fulfilled.

	<b>Covenants</b>	<b>Reference</b>	<b>Target Date</b>	<b>Actual Date</b>	<b>Status</b>
3	Promptly after physical completion of the Project, but in any event not later than three (3) months thereafter or such later date as may be agreed for this purpose between the Borrower and the Bank, the Borrower shall prepare and furnish to the Bank a report, in such form and in such detail as the Bank shall reasonably request, on the execution and initial operation of the Project, including its cost, the performance by the Borrower of its obligations under this Loan Agreement and the accomplishment of the purposes of the Loan.	Loan Agreement Section 4.07(c)	After physical completion of the Project but not later than three months thereafter or such later date as may be agreed upon.	9 June 2008	Complied.
4	Except as the Bank may otherwise agree, the Borrower shall establish immediately after the Effective Date, an imprest account at a commercial Bank acceptable to the Bank. The imprest account shall be established, managed, replenished and liquidated in accordance with the Bank's "Loan Disbursement Handbook" dated June 1996, as amended from time to time, and detailed arrangements agreed upon between the Borrower and the Bank. The initial amount to be deposited into the imprest account shall not exceed the equivalent of one million dollars (\$1,000,000).	Loan Agreement Schedule 3, para. 8	Immediately after the Effective Date	13 December 2000	Complied.
5	Prior to the date of this Loan Agreement, the Bank has approved certain advance action undertaken on behalf of the Borrower for the selection of consultants. The Borrower shall select such consultants in accordance with the provisions of this Loan Agreement. The approval of advance action shall not in any way derogate from the obligations set forth in this Loan Agreement.	Loan Agreement Schedule 3, para. 10			Advanced action was not applicable.
6	The Project Steering Committee (PSC) shall provide overall guidance for Project implementation. The PSC shall be chaired by the relevant Vice Minister for MOET and shall include senior representatives from MOET's Teachers Department, Planning and Finance Department, International Relations Department, Secondary Education Department, Post-Graduate Department,	Loan Agreement Schedule 6, para. 2	Before loan effectiveness		See para. 45

	<b>Covenants</b>	<b>Reference</b>	<b>Target Date</b>	<b>Actual Date</b>	<b>Status</b>
	Personnel Department, National Institute for Educational Science, or their successors thereto; and of other concerned agencies (including the Government Office, State Bank of Vietnam, Ministry of Finance, and Ministry of Planning and Investment), or their successors thereto; (iii) the Project Manager of Loan No. 1537-VIE(SF): Lower Secondary Education Development Project; and (iv) upon its establishment, a representative from MOET's Department of Examinations. The PIU's Project Manager will serve as a member on, and Secretary to, the PSC.				
7	A Project Implementation Unit (PIU) shall be established within MOET to implement the Project under the overall guidance of the PSC. The PIU shall be headed by a full-time Project Manager, who shall be assisted by five full-time Assistant Project Managers (for Finance and Administration, Curriculum Development and Implementation, Procurement and Civil Works, Overseas and In-country Training, and Project Monitoring and Evaluation) and regional coordinators equivalent to three full-time staff (for the North, Central, and South). The PIU shall be responsible for ensuring (i) detailed Project planning, scheduling, and implementation; (ii) procurement of all goods and services; (iii) recruitment and supervision of international and domestic consultants; (iv) Project accounting, including arranging necessary audits; (v) disbursement of Project funds, including timely preparation of annual budget plan for counterpart fund and timely submission of withdrawal applications; (vi) management of the imprest account; and (vii) reporting to the Bank on Project progress.	Loan Agreement Schedule 6, para.3	Immediately after Loan approval		Complied. See paras. 45 and 46
8	Thirteen provincial PIUs (PPIUs) shall be established in each of the Disadvantaged Provinces and in Hanoi, Hue and Ho Chi Minh City. Each PPIU shall be located at the relevant DOET office, and at least one full-time qualified	Loan Agreement Schedule 6, para. 4			Complied. See para. 46

	<b>Covenants</b>	<b>Reference</b>	<b>Target Date</b>	<b>Actual Date</b>	<b>Status</b>
	DOET staff shall be assigned by each participating DOET to act as that PPIU's coordinator.				
9	MOET shall ensure that the foreign universities participating in the joint-MA or-MEd programs are selected competitively based upon criteria agreed with the Bank. MOET shall also ensure that the overseas universities, to which the candidates for overseas MA or MEd programs and for overseas short-term teaching methodologies training will be sent, will be selected competitively based upon criteria agreed with the Bank.	Loan Agreement Schedule 6, para. 5			Complied.
10	Within six months of the Effective Date, MOET shall submit to the Bank for approval the names of at least three selected Teacher Training Universities and foreign universities that have been selected to offer joint-MA or MEd programs.	Loan Agreement Schedule 6, para. 6	21 March 2001		Complied.
11	Within 12 months of the Effective Date, MOET shall submit the curriculum outlines of the proposed joint-MA or MEd programs to the Bank for approval.	Loan Agreement Schedule 6, para. 7	21 September 2001		Complied.
12	Within 12 months of the Effective Date, with the assistance of the Borrower's Curriculum Steering Committee, the Borrower shall have adjusted and formally approved the following changes to the existing lower secondary pre-service teacher training program: (i) institution of a double major system with an approximately 60:40 major and minor subject offering ratio, without a reduction of the number of credits allocated to the major subject; (ii) regrouping of the TTC major-minor subject combinations to be consistent with the new lower secondary subject groups proposed under Loan No. 1537-VIE(SF): Lower Secondary Education Development Project; (iii) increase in the number of credits for observation and practice teaching in lower secondary schools, without a reduction in the number of credits allocated to teaching methodologies; (iv)	Loan Agreement Schedule 6, para. 8	21 September 2001		Complied.

	<b>Covenants</b>	<b>Reference</b>	<b>Target Date</b>	<b>Actual Date</b>	<b>Status</b>
	re-institution of an external assessment system for measuring TTC performance and standardizing certification; and (v) increase in the yearly intake of TTC students to match the projected growth in the number of lower secondary school students as agreed with the Bank.				
13	MOET shall monitor TTC enrolments and report the results to the Bank bi-annually during Project implementation.	Loan Agreement Schedule 6, para. 9	Bi-annually project period		Complied.
14	At least two months before the commencement of each short-term overseas study visit, the PIU shall submit to the Bank for approval the plan of the study visit. The plan shall describe the purpose and objective of the study visit, proposed countries and institutions to be visited, names and positions of participants and their affiliated institutions, proposed areas of study, unit and total cost estimates.	Loan Agreement Schedule 6, para. 10	Two months before the commencement of each short term overseas study visit		Complied.
15	Within one month of the completion of each short-term overseas study visit, the PIU shall submit to the Bank, a brief report outlining the results of the study visit.	Loan Agreement Schedule 6, para. 11	Within one month of the completion of each short term study visit		Complied.
16	At least six months before the commencement of the short-term overseas study program in teaching methodologies, the PIU shall submit to the Bank for approval the plan of the program. The plan shall describe the purpose and objective of the program, proposed countries and institutions of study, names and positions of participants and their affiliated institutions, proposed areas of studies, unit and total cost estimates.	Loan Agreement Schedule 6, para. 12	At least 6 months before commencement of the short term overseas study program		Complied.
17	Within two months of the completion of the short-term overseas study program in teaching methodologies, the PIU shall submit to the Bank, a brief report outlining the results of the study program.	Loan Agreement Schedule 6, para. 13	Within two months of the completion of the short term overseas study program in teaching methodologies		Complied.

	<b>Covenants</b>	<b>Reference</b>	<b>Target Date</b>	<b>Actual Date</b>	<b>Status</b>
18	MOET shall ensure that all candidates for overseas and in-country MA or MEd programs will be selected competitively based upon criteria agreed with the Bank and that they will sign agreements that upon the completion of their programs of studies, they will return to, and serve in, their respective institutions for three years for each year of scholarship studies.	Loan Agreement Schedule 6, para. 14			Complied.
19	At the start of each calendar year, the PIU shall submit to the Bank for approval the plan of the following year's overseas MA or MEd study programs and in-country joint-MA or MEd study programs. The plan shall describe the purpose and objective of the MA or MEd programs, proposed countries and institutions of studies, names and positions of participants and their affiliated institutions, proposed areas of studies, unit and total cost estimates.	Loan Agreement Schedule 6, para. 15	At the start of each calendar year		Complied.
20	Within two months of the completion of each academic year of study under the overseas and in-country MA or MEd programs, the PIU shall submit to the Bank, a brief report on the status and results of the programs.	Loan Agreement Schedule 6, para. 16	Within two months of the completion of each academic year of study under the overseas and in-country MA or MEd programs		Complied.
21	Within 12 months of the Effective Date, the PIU shall have (i) completed baseline surveys and have summary results for about 61 provinces; and (ii) set baseline and targeted values of general and Project-specific indicators by province and by total average, as agreed with the Bank. The PIU shall verify the values annually by conducting follow-up surveys.	Loan Agreement Schedule 6, para. 17	21 September 2001		Complied. Annual follow-up surveys were conducted. See paras. 62 and 67
22	The Borrower shall ensure that at least 60 percent of the selected candidates for the Project's MA or MEd programs and transition program are females.	Loan Agreement Schedule 6, para. 18			Complied.

	<b>Covenants</b>	<b>Reference</b>	<b>Target Date</b>	<b>Actual Date</b>	<b>Status</b>
23	The Borrower shall ensure that ethnic minority students who perform reasonably well in the Project's transition program are admitted to TTCs under the Government's scholarship program for ethnic minority students.	Loan Agreement Schedule 6, para. 19			Complied. Transitional program was successfully implemented and completed in 2006. The activities will be scaling-up under the forthcoming (i) a JFPR 9099-VIE: Expansion of leaning Opportunity of Ethnic Minority Youth; and (ii) a Loan 2384-VIE: Lower Secondary Education for the Most Disadvantaged Regions Project.
24	The Borrower shall ensure that all ethnic minority candidates from the transition program who are admitted to TTCs under the Borrower's scholarship program for ethnic minority students sign agreements that upon the completion of their programs of studies, they will return to their respective home provinces to teach in lower secondary schools for three years for each year of scholarship studies.	Loan Agreement Schedule 6, para. 20			Complied.
25	The Borrower Shall ensure that the Disadvantaged and Other Provinces, and the cities of Hanoi, Hue, and Ho Chi Minh, provide the financial contributions in an amount agreed upon between the Borrower and the Bank, to finance the operation and maintenance costs of the Project.	Loan Agreement Schedule 6 para. 22			Complied.

	<b>Covenants</b>	<b>Reference</b>	<b>Target Date</b>	<b>Actual Date</b>	<b>Status</b>
26	The Borrower shall increase the percentage share of its lower secondary recurrent budget in the total recurrent education budget from 20 percent to 21 percent during project implementation.	Loan Agreement Schedule 6 para. 23			Complied.
27	The Borrower shall increase the percentage share of its lower secondary recurrent budget in the total recurrent education budget from 20 percent to 21 percent during Project implementation.	Loan Agreement Schedule 6, para. 23			Complied.

## SUMMARY CONSULTANT RECRUITMENT AND FIELDING

**Table A11.1: Consulting Services Requirements**

Component/Subcomponent	Int'l No.	Domestic No.	Appraisal Total	Actual Total	Int'l PM	Domestic PM	Appraisal Total	Actual Total
<b>A. Quality Improvement of LSE PRESETT Program</b>								
<b>1. Curriculum Redesign</b>								
a. TTC Curriculum Development	1		1	3	9		9	8,167
i. International		1	1	2		12	12	13
ii. Domestic								
<b>2. Instructional Materials Development</b>								
a. Textbook Writing and Publications	2		2	4	12		12	12
i. International		12	12	11		108	108	111
ii. Domestic								
<b>3. Provision of Instructional Materials</b>								
a. Textbook Lending Scheme Dev.	1		1	1	2		2	1,999
i. International		1	1	1		2	2	2
ii. Domestic								
<b>4. Support to Model and Specialized TTCs</b>								
a. Model TTCs Development and Operation	1		1	1	3			
i. International		1	1	2		9	3	3.301
ii. Domestic							9	9
<b>5. Reestablishment of External Assessment Mechanism</b>								
a. Quality Assurance Development	1		1	2	3		3	4.267
i. International		1	1	2		5	5	17
ii. Domestic								
<b>B. Improved Facilities/Access in Poor Provinces</b>								
<b>1. Upgrading TTC Facilities in 10 Provinces</b>								
i. KLF Development and Operation (International)	1		1	1	3		3	4.001
ii. KLF Operation and Maintenance (Domestic)		1	1	1		5	5	5
<b>2. Improved TTC Pre-entrance Qualifications of Ethnic Minorities in the 10 Provinces</b>								
	1	1	1	1	3	15	3	3.067
			1	2			15	30

Component/Subcomponent	Int'l No.	Domestic No.	Appraisal Total	Actual Total	Int'l PM	Domestic PM	Appraisal Total	Actual Total
a. Transition Program Course design and Implementation								
i. International								
ii. Domestic								
<b>C. Capacity Building and Project Implementation Support</b>	1		1	1	5		5	5,167
<b>1. Strengthening Management and technical Skills</b>		1	1	2		16	16	26
<b>1. Strengthening Management and technical Skills</b>	1		1	1	5		5	4,999
a. Educational Planning and Management		1	1	5		20	20	28
i. International								
ii. Domestic								
b. Management and technical Skills Training								
i. International	1		1	1	18		18	19,999
ii. Domestic		1	1	4		36	36	42
<b>2. Project Implementation Support to PIU/PPIUs</b>	1		1	1	9		9	5,002
a. Project Administration and Financial Management	1		1	1	1		1	1,000
i. International		3	3	3		108	108	50
ii. Domestic								
b. Benefit Monitoring and Evaluation (International)								
c. Midterm Review (International)								
d. Project Operation and Management (Domestic, 1/Region)								
	<b>13</b>	<b>28</b>	<b>41</b>	<b>18</b>	<b>73</b>	<b>336</b>	<b>409</b>	<b>72,97</b>
				<b>39</b>				<b>333</b>

KLF = key learning facility, LSE = lower secondary education, PIU = project implementation unit, PM = person-months, PPIU = provincial project implementation unit, PRESETT = pre-service teacher training, TTC = teacher training college.

Source: Project Implementation Unit, Ministry of Education and Training.

**Table A11.2: Implementation of Consulting Services**

<b>Component/Subcomponent</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>A. Quality Improvement of LSE PRESETT Program</b>									
<b>1. Curriculum Redesign</b>									
a. TTC Curriculum Development									
i. International			4,9	3,267					
ii. Domestic			8	5					
<b>2. Instructional Materials Development</b>									
a. Textbook Writing and Publications									
i. International			1,467	9,166	0,934		0,433		
ii. Domestic			46	38	24	3			
<b>3. Provision of Instructional Materials</b>									
a. Textbook Lending Scheme Dev.									
i. International				0,966	0,867	0,166			
ii. Domestic				2					
<b>4. Support to Model and Specialized TTCs</b>									
a. Model TTCs Development and Operation									
i. International			1,434	1,633	0,233				
ii. Domestic			3	2			2		
<b>5. Reestablishment of External Assessment Mechanism</b>									
a. Quality Assurance Development									
i. International			2	4,333	2,599	6,333			
ii. Domestic				2	5	8			
<b>B. Improved Facilities/Access in Poor Provinces</b>									
<b>1. Upgrading TTC Facilities in 10 Provinces</b>									
i. KLF Development and Operation (International)			1,567	1,334	1,067	0,067	0,367		
ii. KLF Operation and Maintenance (Domestic)			3	2					
<b>2. Improved TTC Pre-entrance</b>									

Component/Subcomponent	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>Qualifications of Ethnic Minorities in the 10 Provinces</b>									
a. Transition Program Course design and Implementation			2,7 10	0,367 5	3	7	5		
i. International									
ii. Domestic									
<b>C. Capacity Building and Project Implementation Support</b>									
<b>1. Strengthening Management and technical Skills</b>									
a. Educational Planning and Management			0,900 6	4,266 12	7	1			
i. International									
ii. Domestic									
b. Management and technical Skills Training			12	1,066 6	3,2 2	0,800 4		4	
i. International									
ii. Domestic									
2. Project Implementation Support to PIU/PPIUs			2,466						
a. Project Administration and Financial Management				8,132 5	6,8 9	2,6 8	1,000 7	10	
i. International							2,067		
ii. Domestic				0,667	0,735	1,334			
b. Benefit Monitoring and Evaluation (International)					1,000 7	21	12	10	
c. Midterm Review (International)									
d. Project Operation and Management (Domestic, 1/Region)									

KLF = key learning facility, LSE = lower secondary education, PIU = project implementation unit, PPIU = provincial project implementation unit, PRESETT = pre-service teacher training, TTC = teacher training college.

Source: Project Implementation Unit, Ministry of Education and Training.

## UPDATED ECONOMIC ANALYSIS

### A. Summary

1. This Appendix re-evaluates the Project's economic benefits. Major assumptions used in the economic analysis at appraisal have remained relatively constant or moved in a direction favorable to the realization of expected benefits. As a result, the benefits quantified at appraisal have materialized and continue to do so as expected. The re-evaluation model yields an economic internal rate of return (EIRR) of 30% in the base case. This represents an increase of 7 percentage points over the appraisal EIRR of 23% due largely to the fact that the appraisal under-estimated the benefits from the increased productivity and earnings of graduates. Since the end of project implementation, the only Project-related risk might be the possible increase in operation and maintenance (O&M) cost. A test of O&M cost increase by 30% indicated that such an increase would have negligible impact on the Project's EIRR. Assuming that Viet Nam's macroeconomic performance remains stable, the Project is evaluated as being economically viable.

#### 1. Labor Market Demand

2. Viet Nam's population is about 83 million, having doubled in the last 35 years. The rate of gross domestic product (GDP) growth averaged 7.6% annually during the last 5 years. Population growth will result in further increases in the working-age population in Viet Nam. The labor demand projections indicate that labor force of 39.2 million in 2005 will increase to 45.7 million by 2010, representing an average annual growth rate of 1.8%. By 2010, the working-age population will account for around 53% of the total population as compared to 47% in 2005. Despite strong economic growth, employment growth lagged behind. The labor-intensive and export-oriented domestic private sector, although growing quickly, remains small. This employment structure remains largely dominated by agriculture, with labor shifting from the public and cooperative sectors toward household enterprises and farms that do not use salaried workers, and toward independent labor.

3. The labor market in Viet Nam continues to comprise predominantly unskilled, agricultural, and household workers. In 2005, the educated and trained labor force comprised only 6.1% of employed persons (at the technical professional level). The labor market will continue to increase by 3.8% per year, which will add another 1.5 million people to the labor market every year. These are young and often unskilled workers with limited experience, who live in rural, remote and often disadvantaged areas where land and non-farming jobs are rare. Those who will not be absorbed by the formal sector will continue to work in household enterprises. If the private sector does not develop significantly, unemployment will increase, especially as state enterprises and the agriculture sector employ fewer people. The very low absorptive capacity of the labor intensive, low-productivity tertiary sector could also contribute to unemployment. The Government, while reducing its monopoly in employment, has not invested sufficiently in retraining, which has been left to individual initiatives.

4. The transition to a market economy and rapid economic growth in the last decade has raised the demand for skilled labor. Continued growth promises to be even more labor intensive. Given its rich natural and human resources, Viet Nam can triple manufacturing exports and create around 1.7 million manufacturing jobs in export sectors in the immediate future. To be competitive, however, Viet Nam must develop high-technology sectors and upgrade its labor force. Secondary education is particularly important to foster the needed labor skills and the capacity to learn on the job while adapting to new technologies. Measures must mitigate the poverty and inequality that may worsen with increasing globalization. Viet Nam's comparative

advantage is likely to be in sectors and enterprises that require relative shifts in the skill content of export manufactures; steady increases in labor-intensive products; and dramatic increases in science-based goods—including those that are technologically complex. An equally important issue recognized by the Government is the need to promote balanced development between the rich and disadvantaged regions. Recent programs have been directed to uplift the socio-economic conditions of the poor, remote, and disadvantaged regions. Education programs aimed at improving labor skills for local economic development has also been a priority of the Government.

## **2. Project Benefits and Economic Re-evaluation**

5. Public and private investments at all levels of education in Viet Nam have been substantial since *Doi Moi* was initiated in 1986. Increased government and household spending on education at all levels has had a direct impact on access and participation. For the last five years, enrollment in primary schools, lower secondary schools, and upper secondary schools have increased significantly. The Government's goal is to expand secondary education by 2010 to promote industrialization and economic modernization. Improvements in access and quality, particularly in disadvantaged regions, are of the highest priority. The socio-economic, political, and cultural climate of the country calls for improvements in education, including the physical condition of schools and curriculum and teaching methods. To achieve a sustainable growth path and to survive in a globally-competitive environment, the country needs to build a dynamic human resource base with adaptable skills. Alongside past and ongoing ADB activities in the social and education sector, the Teacher Training Project (TTP) has made significant contributions to improvements in the education sector.

6. Major project benefits include the contributions to improvements in the internal efficiency of secondary education, as reflected in reduced dropout and repetition rates. The more qualified teachers being produced by the Project have better knowledge of the new curriculum and are able to teach more effectively. The new teaching methodologies introduced in the Project, which were based on student-centered approaches, have enabled teachers to interact more with students, which is helping to improve student performance. In addition, the double major system instituted at teacher training colleges (TTCs) has enabled teachers to teach more than one subject, which has increased the utilization of teachers. In economic terms, the Project's benefits have included high social returns from the investment by way of improved efficiency of infrastructure and personnel, and in the allocation of resources, as well as the improved productivity of graduates.

7. The Project is contributing to the national effort to increase the number of graduates at the secondary level by financing increased access to and improved quality of education in target provinces and regions. The TTP is also having a direct impact on improving the quality and performance of graduates in the labor market, providing the means to raise academic standards, and improving the alignment between graduate skills and the labor market. The increased earning capacity and spending ability of low-income groups will help reduce poverty.

8. These aforementioned benefits can be quantified using two proxies: (i) productivity differential; and (ii) cost savings due to increased system efficiency. These proxies are outlined in Tables A12.1 and A12.2. Productivity differentials, or the benefits from increased earnings or inflows, will have resulted from the improved productivity of graduates. Benefits will have come from increased earnings because students have been directed into subjects for which demand is greater. Better-qualified teachers and student-centered approaches will have improved student performance and thus improve the quality of graduates and the workforce. Expected

benefits from productivity differentials and cost savings due to increased system efficiency are based on the expected minimum. The total project benefits are estimated at about \$9.11 million per year.

9. Using a discount rate of 12%, the economic analysis yields an EIRR of 30% in the base case (Table A12.3). Compared to the estimated EIRR at appraisal, the re-evaluated EIRR increased by 7 percentage points due to the fact that the appraisal under-estimated benefits from the productivity differential materialized by way of the increased earnings of graduates. Since project implementation finished, the only Project-related risk might be possible increase in O&M costs. The test of O&M costs increasing by 30% indicated that such an increase would have a negligible impact on the Project's EIRR. Assuming that Viet Nam's macroeconomic performance remains stable, the Project is evaluated as economically viable.

**Table A12.1: Calculation of Reverse Cost–Benefit Analyses: Expected Benefit from "Productivity Differential"**

School Year	Secondary Enrollment (Student)	Upper secondary Graduates (Student)	Annual Benefits (D billion)	Estimated Benefit Attributable to TTP (D billion)	Estimated Benefit Attributable to TTP (\$ billion)
2001–2002	2,599,001	611,518			
2002–2003	2,172,933	638,325			
2003–2004	2,867,611	674,719			
2004–2005	3,004,387	706,901			
2005–2006	3,069,287	722,170			
2006–2007	3,084,083	725,653	522	26	1.63
2007–2008	3,118,178	733,675	528	26	1.65
2008–2009	3,173,342	746,655	538	27	1.68
2009–2010	3,224,115	758,601	546	27	1.71
2010–2011	3,275,701	770,739	555	28	1.73
2011–2012	3,328,113	783,071	564	28	1.76
2012–2013	3,381,362	795,600	573	29	1.79
2013–2014	3,435,464	808,330	582	29	1.82
2014–2015	3,490,432	821,263	591	30	1.85
2015–2016	3,546,278	834,403	601	30	1.88
2016–2017	3,603,019	847,754	610	31	1.91
2017–2018	3,660,667	861,318	620	31	1.94
2018–2019	3,719,238	875,099	630	32	1.97
2019–2020	3,778,746	889,100	640	32	2.00
2020–2021	3,839,206	903,326	650	33	2.03
<b>Average 2006–2020</b>				<b>29</b>	<b>1.82</b>

Notes: (1) 'Productivity Differentials' are computed based on the number of projected secondary education graduates multiplied by the differential earnings from the mean and median per-capita income. The difference between the median and mean income is the productivity differential of the upper secondary education graduates under national effort including the TTP. It is assumed that 40% of graduates will benefit from productivity differential. It is also assumed that 5% of the productivity differential (annual benefits) is attributable to the investment made by the TTP; (2) Mean income of \$550 as annual per capita income; median income of \$438 as annual per capita income, making a productivity differential of \$112 (or D1.8 million).

Source: Project Implementation Unit, Ministry of Education and Training.

**Table A12.2: Calculation of Reverse Cost–Benefit Analyses: Expected Benefit from Cost Savings due to Increased System Efficiency**

Year	Annual Recurrent	Annual Benefits	
	Cost (D billion)	(D billion)	(\$ million)
2001	14,331	71.7	0.00
2002	16,767	83.8	0.00
2003	19,502	97.5	0.00
2004	21,062	105.3	0.00
2005	22,747	113.7	0.00
2006	23,884	119.4	0.00
2007	25,078	125.4	0.00
2008	26,332	131.7	8.23
2009	27,649	138.2	8.64
2010	29,031	145.2	9.07
2011	30,483	152.4	9.53
2012	32,007	160.0	10.00
2013	33,607	168.0	10.50
2014	35,288	176.4	11.03
2015	37,052	185.3	11.58
2016	38,905	194.5	12.16
2017	40,850	204.2	12.77
2018	42,892	214.5	13.40
2019	45,037	225.2	14.07
2020	47,289	236.4	14.78
<b>Total</b>	<b>609,793</b>	<b>3,049.0</b>	<b>190.56</b>
	<b>Average-20 years</b>	<b>152.4</b>	<b>7.29</b>

Note: Annual benefits are calculated based on 0.5% of annual recurrent cost of secondary education.

**Table A12.3: Benefit–Cost Analysis–Base Case**

No.	Year	Benefit Stream <sup>a</sup>	Cost Stream	Net Cash Flow
1	2001	0.00	0.02	(0.02)
2	2002	0.00	0.50	(0.50)
3	2003	0.00	2.28	(2.28)
4	2004	0.00	5.84	(5.84)
5	2005	0.00	2.72	(2.72)
6	2006	1.63	3.04	(1.40)
7	2007	1.65	6.01	(4.35)
8	2008	9.91	2.60	7.31
9	2009	10.35	1.20	9.15
10	2010	10.81	1.20	9.61
11	2011	11.29	1.20	10.09
12	2012	11.79	1.20	10.59
13	2013	12.32	1.20	11.12
14	2014	12.88	1.20	11.68
15	2015	13.46	1.20	12.26
16	2016	14.07	1.20	12.87
17	2017	14.70	1.20	43.50
18	2018	15.37	1.20	14.17
19	2019	16.07	1.20	14.87
20	2020	16.81	1.20	15.61
				<b>EIRR</b>
	NPV @ 12%	37.02	15.48	<b>30%</b>
	<b>BCR</b>	<b>2.4</b>		

<sup>a</sup> Benefit stream includes (i) annual cost savings due to increased system efficiency and (ii) annual productivity differential.