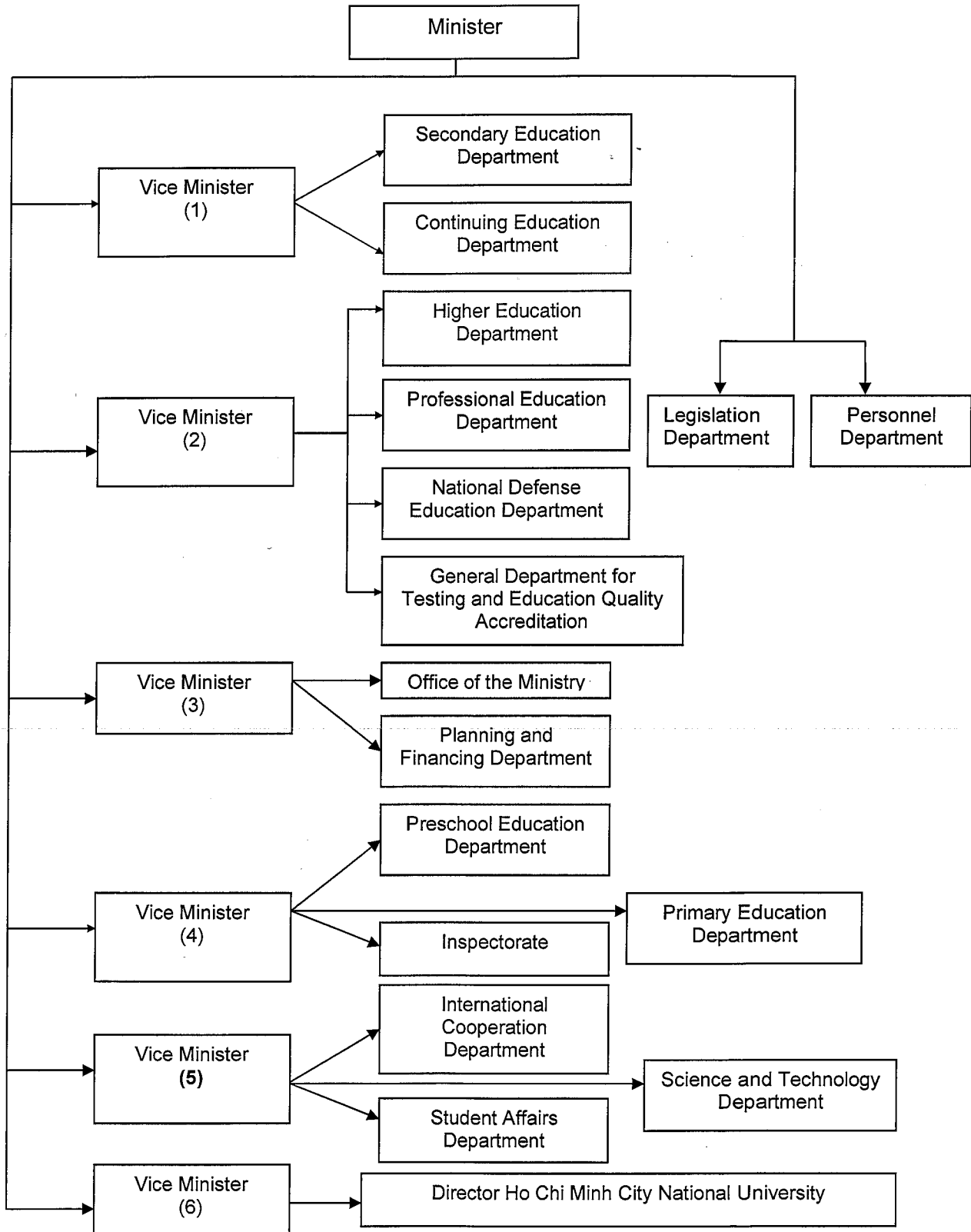
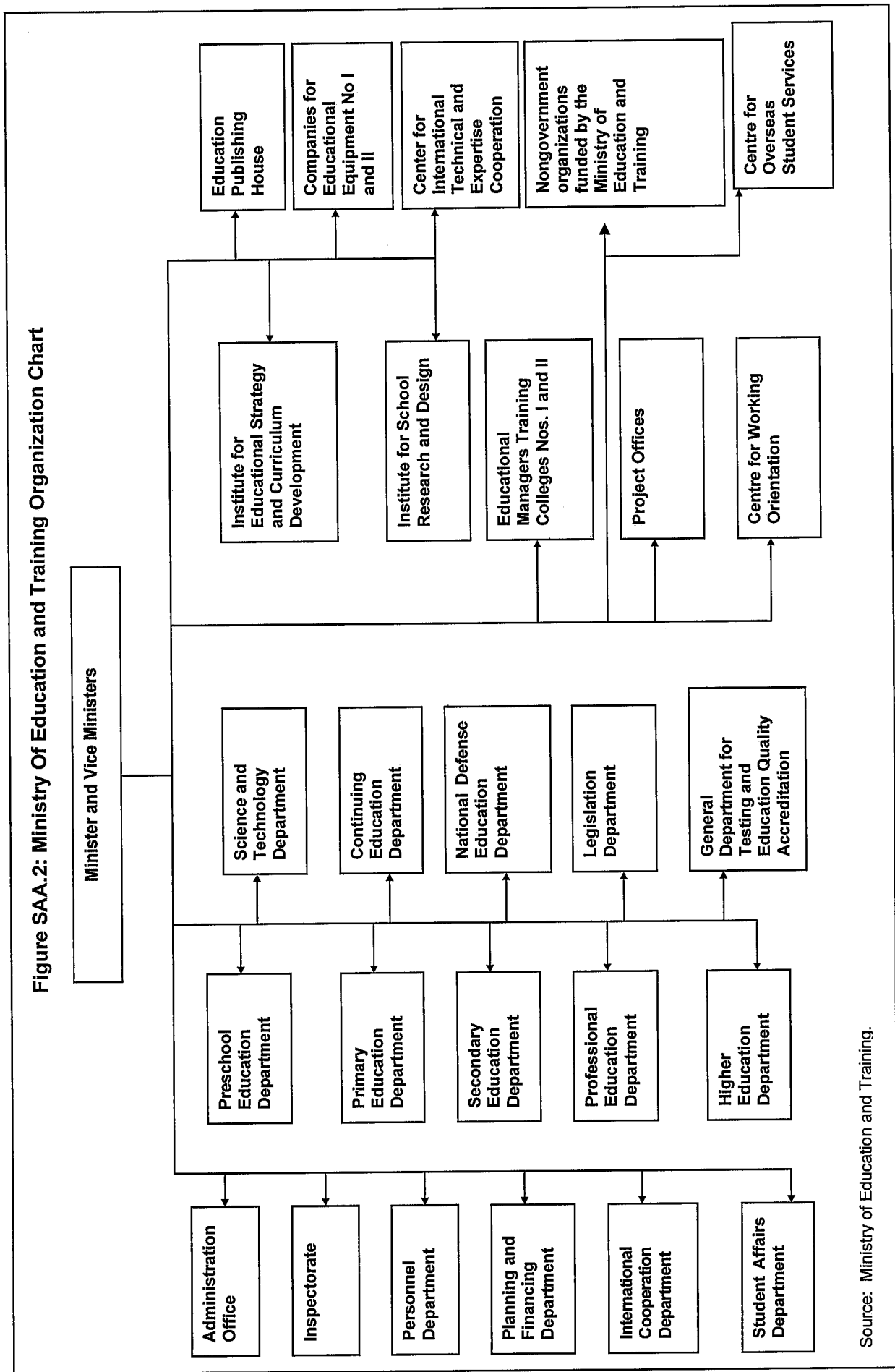


ORGANIZATION STRUCTURE OF THE MINISTRY OF EDUCATION AND TRAINING
Figure SAA.1: Distribution of Ministerial Responsibilities



Source: Ministry of Education and Training.

Figure SAA.2: Ministry Of Education and Training Organization Chart



Source: Ministry of Education and Training.

MAJOR LESSONS LEARNED FROM RECENT EDUCATION SECTOR PROJECTS

Project	Objectives and Achievements	Lessons	Lessons Incorporated In Project Design
<p>EU, \$7 million Support to MOET and DOETs</p>	<p>Improve primary education through institutional strengthening and pedagogical improvement.</p>	<ul style="list-style-type: none"> • Link project activities with educational renewal priorities of government • Ensure strong and productive relationship between MOET units and general educational system during projects through practical, suitable, and useful activities • Ensure international specialists are able to help improve knowledge, skills for experts, staff of MOET and DOETs • Monitoring and evaluation must be objective and valid • PMU management and capacity needs strengthening • Consultants, particularly national consultants, must have the required qualifications 	<ul style="list-style-type: none"> • The Project is in line with Government's stated priority to improve the quality of upper secondary and professional secondary education. • The Project envisages involvement of all relevant MOET departments and line agencies in implementation of project activities. • The Project recognizes substantial capacity building is needed to ensure sustainability of project interventions and provides adequate technical support strengthening capacity. • Attention in the accreditation criteria will particularly address issues of gender and ethnicity. • Three impact assessments are planned to ensure evaluation is both objective and valid. • The project design provides an international expert to assist the PMU and to add value to the planned activities and ensure that time lines are met. • Terms of reference for consultants were carefully drafted to match qualifications with expertise required.
<p>ADB: \$55 million Secondary Education Development</p>	<p>Help the Government expand upper secondary (US) by (i) supporting conditions for quality improvement of US; (ii) improving access, equity, and participation in US in disadvantaged areas; and (iii) strengthening management of US</p>	<p>Project became effective in March 2004, thus too early to draw lessons. Administrative changes including changes in number of targeted provinces has delayed implementation</p>	

Project	Objectives and Achievements	Lessons	Lessons Incorporated In Project Design
ADB \$25 million Teacher Training	Help the Government improve the quality and efficiency of lower secondary education by strengthening preservice lower secondary teacher training.	<ul style="list-style-type: none"> (i) Extensive support was provided to teacher training colleges (TTCs), which was appreciated by the TTCs, but many beneficiaries have been sent abroad by the PIU making assessment of impact impossible. (ii) Provision of updated textbooks has been delayed due to limited human resource expertise for textbook writing and materials development. (iii) Despite extensive capacity-building inputs for the TTCs, capacity remains weak. 	<p>Almost all capacity-building training programs are designed to be in-country to maximize coverage and benefits. International training is minimal.</p> <p>Substantial capacity building support, for upgrading facilities and systemic improvements, is provided to strengthen the teacher training institutes.</p>
WB: Loan: \$83.3 million Higher Education Project	<ul style="list-style-type: none"> (i) Improve capacity of management, regulation, and monitoring of higher education. (ii) Develop draft policy, regulations, and budget allocation for higher education. (iii) Accredited higher education quality. (iv) Conduct survey on training and finance for universities and colleges. (v) Upgrade facilities, office, and informatics equipment in all universities. 	<ul style="list-style-type: none"> (i) Project design should be clear and detailed to ensure clarity of objectives and detailed activities that need to be carried out in a timely manner. (ii) The investment budget was not sufficiently focused so that its effectiveness was not high and no typical model of higher educational management was produced. (iii) Review process for selecting beneficiary universities took much time, energy, and cost. (iv) Frequent changes of PMU staff hamper implementation. (v) Funding agency procedures need to be carefully harmonized with those of the Government. 	<p>The Project addresses the main objectives and outcomes sought by the Government, and the design has clarity and adequate detail.</p> <p>Details of expenditure have been made clear and targeted to particular measurable outcomes to ensure transparency and efficiency.</p> <p>The PMU structure and related committees have been extensively discussed to avoid confusion and overlap of responsibilities and authorities.</p>
The Netherlands, AID: \$4.1 million Support to Public Colleges	<ul style="list-style-type: none"> (i) Develop six public colleges that offer multilevel, multisubject training that lasts from several weeks to 2–3 years to meet various demands of learning at localities. (ii) Expand the reach of education to the public, creating opportunities for poor students, especially from rural areas, to access universities and colleges. The project aimed to lay a systematic foundation for public universities and colleges. 	<p>The project</p> <ul style="list-style-type: none"> (i) encountered many difficulties from Government and MPI; (ii) frequent changes in the PMU; and (iii) funding agency's lack of experience in establishing a model for public colleges; and (ii) ceased due to cut back in aid from the Netherlands. 	<p>While changes in personalities cannot be prevented, any negative impact will be minimized through the clear role statements and structures developed for all involved.</p>

Project	Objectives and Achievements	Lessons	Lessons Incorporated in Project Design
ADB: \$54 million, NDF: \$7 million, JICA: \$24 million, France: \$15 million Vocational and Technical Education	(i) Reform the vocational and technical educational system to provide market-based support to industry. (ii) Support improvements in quality of vocational and technical education at 15 leading universities. (iii) Improve the institutional capacity of the Department of Vocational Training.	(i) Design must be clear and detailed. (ii) Greater coordination and harmonization of procedures is needed among funding agencies and with government. (iii) Inadequate funds were provided (unit costs) for expert services.	Every effort has been made to ensure design coherence, detail, and adequate financial provision has been made for inputs.

ADB = Asian Development Bank, DOET = department of education and training, EU = European Union, JICA = Japan International Cooperation Agency, MPI = Ministry of Planning and Investment, MOET = Ministry of Education and Training, NDF = Nordic Development Fund, PIU = project implementation unit, PMU = project management unit, WB = World Bank.

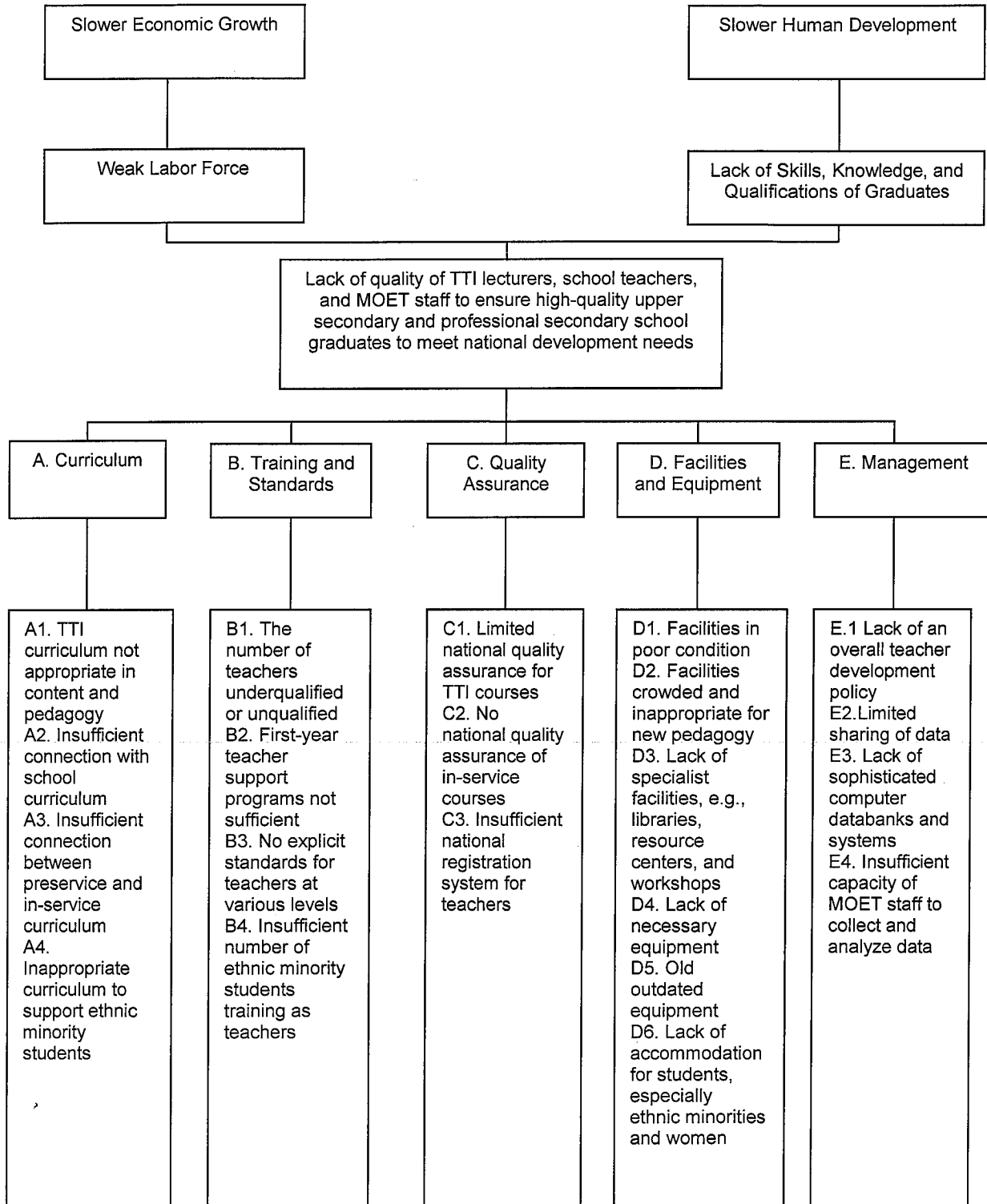
Sources: Asian Development Bank estimates and relevant development agencies.

DETAILED CONSULTING INPUTS

Expertise	International	National	Total (person-months)
Team Leader			
1. Team Leader and Teacher Development Adviser	30		30
Component 1			
2. Teacher Education Specialists	48 (4X12)	72 (4X18)	120
3. Teacher Training Curriculum Development Specialists		120 (40x3)	120
4. Beginner Teacher Program Specialist	4	12	16
5. In-Service Teaching Support Specialist	4	6	10
6. Specialists for Implementation of In-Service Support to Teachers		12 (4x3)	12
7. Teacher Training and Qualifications Specialist	3	4	7
Component 2			
8. Teacher Training Equity Specialist	3	18 (3X6)	21
9. Scholarship Management Specialist		24 (1 X half time for 48 pm)	24
Component 3			
10. University Partnership Specialist	4 (4 x 1)		4
11. Teacher Profiles and Standards Specialist	18	48 (2X18; 1 x 12)	66
12. Education Costing Specialist	3	3	6
13. Teacher Assessment Specialist	3	3	6
14. Teacher Registration Specialist	4	12	16
15. Accreditation and Teacher Training Specialists	4	6	10
16. Education Management Information System Specialists	4	12	16
17. Education Management and Policy Specialist		24 (2 x 12)	24
18. Accreditation Specialist		96 (2 x 48)	96
Component 4			
19. Facilities Development Specialist		20	20
20. Procurement Specialist	A specialist for this task will be located within the PMU		
Total	132	492	624

Source: Asian Development Bank estimates.

Problem Analysis of Upper Secondary Education and Professional Secondary Education Teacher Training



PF = professional secondary, MOET = Ministry of Education and Training, TTI = teacher training institute, US = upper secondary

Source: Asian Development Bank estimates.