

## TA COMPLETION REPORT

Division: MKSS

<b>TA No. and Name</b> 4122-VIE: Capacity Building for Upper Secondary Education			<b>Amount Approved : \$400,000.00</b>	
			<b>Revised Amount: –</b>	
<b>Executing Agency</b>	<b>Source of Funding</b>		<b>TA Amount Undisbursed</b>	<b>TA Amount Utilized</b>
Ministry of Education and Training	TASF		\$6,853.76	\$393,146.24
<b>Date</b>			<b>TA Completion Date</b>	
<b>Approval</b>	<b>Signing</b>	<b>Fielding of First Consultant</b>	<b>Original</b> 30 June 2004	<b>Actual</b> 31 December 2004
5 June 2003	4 September 2003	19 November 2003	<b>Account Closing Date</b>	
			<b>Original</b> 30 June 2004	<b>Actual</b> 31 August 2005
<b>Description</b>				
<p>The Government of Viet Nam (the Government) has set out universal secondary education as one of the country's priority development goals to strengthen human resources to help meet the demands in the market economy. It is evidenced by the 5-year Socio-Economic Development Plans, as well as the long-term education sector policy framework, and the Education Development Strategy to Year 2010 for Industrialization and Modernization of Viet Nam.<sup>1</sup> With significant improvements in access to, and the quality of, lower secondary education through joint efforts of the Government and ADB, the Government has also started restructuring upper secondary education (USE). However, the Ministry of Education and Training (MOET) has faced several challenges in the expansion of quality USE, including the lack of strategic policy planning for USE, a limited knowledge and skills in developing USE curriculum and textbooks to meet international standards, and financial resources for expanding USE schooling to the disadvantaged areas. In parallel with the commencement of an ADB loan for Upper Secondary Education Development Project (USEDP),<sup>2</sup> the Government requested ADB to provide an advisory technical assistance (TA) for strengthening the institutional capacity for USE, which would be piggy-backed to USEDP. The Executing Agency (EA) was MOET's Department of Planning and Finance and the implementing agency was the Project Management Unit (PMU) set up within MOET. The departments of education and training (DOET) of the provincial governments were the local counterparts of PMU.</p>				
<b>Objectives and Scope</b>				
<p>The TA's objectives were to (i) strengthen the managerial capacity of MOET, DOETs, and other entities to renovate and monitor curricula, textbooks and in-service teacher training for USE; (ii) help MOET develop the national design and specifications of upper secondary school buildings and equipment; and (iii) provide MOET and the PMU with project implementation support for the smooth start-up of USEDP. The scope of the TA included the following activities: (a) conducting the capacity diagnosis and assessing the baseline training needs for managing upper secondary education reform in 11 selected provinces; (b) providing short-term overseas training on project management, implementation and monitoring; (c) providing in-country training for diversified upper secondary curricula using active learning approaches; (d) preparing the detailed design and specifications for the national standard upper secondary schools; and (e) supporting the start-up of USEDP, including preparing the procurement plan. The TA objectives covered all key areas of USE and were designed to meet the Government's needs. The scope, terms of references (TORs), implementation arrangements, and schedule of the TA were considered relevant and appropriate. Close attention was paid to ensure MOET's and local stakeholders' participation in the TA design.</p>				
<b>Evaluation of Inputs</b>				
<p>The TA was financed by a grant of \$400,000 from the ADB-funded TA program. Major inputs of the TA were consulting services, equipment, seminars, and training workshops provided to MOET and PMU. The consulting services included 8 person-months of international consultants and 20 person-months of domestic consultants in the areas of capacity development, secondary education management and quality improvement, project management, school facilities and equipment development, and financial management and procurement planning. The inputs of international consultants were offered in line with the TA paper and detailed TORs. The domestic consultants supplemented the expertise of the international consultants and helped the international consultants to provide their advice on activities in a local context. Both international and domestic consultants performed well and were productive. The only deviation of the consulting inputs from the TA paper was adjustments to the implementation schedule. The schedule in the TA paper was slightly</p>				

<sup>1</sup> Ministry of Education and Training. 2002. *Vietnamese Education Development Strategy to Year 2010 for the Industrialization and Modernization of Viet Nam*. Hanoi.

<sup>2</sup> ADB. 2002. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Socialist Republic of Viet Nam for the Upper Secondary Education Development Project*. Manila.

