



Technical Assistance Report

Project Number: 36008
July 2006

Socialist Republic of Viet Nam: Preparing the Secondary Education for the Most Disadvantaged Regions Project (Financed by the Japan Special Fund)

Asian Development Bank

CURRENCY EQUIVALENTS

(as of 6 July 2006)

Currency Unit	–	dong (D)
D1.00	=	\$0.0001
\$1.00	=	D15,993

ABBREVIATIONS

ADB	–	Asian Development Bank
JICA	–	Japan International Cooperation Agency
MOET	–	Ministry of Education and Training
SESMP	–	Secondary Education Sector Master Plan
TA	–	technical assistance
UNESCO	–	United Nations Educational, Scientific, and Cultural Organization
UNICEF	–	United Nations Children's Fund

TECHNICAL ASSISTANCE CLASSIFICATION

Targeting Classification	–	Targeted intervention
Sector	–	Education
Subsector	–	Basic education
Themes	–	Inclusive social development, gender and development, capacity development
Subthemes	–	Human development, indigenous peoples, gender equity in capabilities, institutional development

NOTE

In this report, "\$" refers to US dollars.

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I. INTRODUCTION

1. The Asian Development Bank (ADB) has supported the strategy of the Government of Viet Nam (the Government) for enhancing its competitiveness in the growing market economy through human resource development. Secondary education is one of the principal mechanisms for ensuring the country's high level of economic growth as well as for achieving the Millennium Development Goals and Vietnamese Development Goals. With efforts of the Government and donor partners, the general coverage of secondary schooling has significantly improved. As noted in the country's 5-year Socio-Economic Development Plan 2006–2010, however, disadvantaged regions still suffer from various educational constraints. Insufficient facilities and instructional materials, weak capacity for planning and management, and limited relevance of schooling for local needs remain as major challenges. More strategic, targeted assistance to the vulnerable groups is crucial for achieving universal secondary education.

2. During the Country Strategy and Program Update 2006–2008 Mission for Viet Nam in March 2006, the Government requested ADB support for project preparatory technical assistance (TA) to develop the Secondary Education for the Most Disadvantaged Regions Project. The Fact-Finding Mission visited Viet Nam during 3–10 May 2006. The Mission reached an understanding with the Government on the TA's expected impact, outcome, outputs, implementation arrangements, cost estimates, financing arrangements, and terms of reference for consulting services. The design and monitoring framework is in Appendix 1.¹

II. ISSUES

3. **Policy Frameworks.** Over the past decade, Viet Nam has enjoyed rapid economic growth accompanied by impressive poverty reduction. The Socio-Economic Development Plan 2006–2010 distinctly emphasizes the priority given to the education sector. Universal secondary education (for lower secondary by 2010 and for upper secondary or professional secondary education by 2015) is currently the sector's most urgent policy target. Commitments have been made to this target in major education planning initiatives, including (i) the Education Sector Development Plan 2001–2010, (ii) the National Action Plan for Education for All, (iii) the original Secondary Education Sector Master Plan (SESMP) 2001–2010, (iv) the Strategic Education Development Plan 2006–2010, and (v) the new SESMP 2006–2010.

4. ADB has been supporting secondary education in Viet Nam as the principal funding agency. In 2000, the Ministry of Education and Training (MOET) and ADB formulated the original SESMP 2001–2010, which emphasized access to secondary education.² Under the plan, the gross enrolment rate of lower secondary education has reached 90.4% in the 2005/2006 school year,³ and its net enrolment rate was 78.8% in 2004/2005.⁴ Upper secondary education has also been promoted steadily, and its gross enrolment has reached 55.3% in 2005/2006 while the net enrolment rate was 36.6% in 2004/2005.⁵ Efficiency indicators that include completion rates, the pupil/teacher ratio, and average learning outcomes have also shown improvement.

5. With improvement in the average enrolment rate, however, more difficult challenges to achieving universal secondary education have come to the fore. Equality of access, raising quality to international standards, sustainable service delivery, and effective donor harmonization are

¹ The TA first appeared in *ADB Business Opportunities* on 2 March 2006.

² ADB. 2000. *Technical Assistance to the Socialist Republic of Viet Nam for the Secondary Education Sector Master Plan Project*, Manila. The TA completion report was prepared on 24 September 2004.

³ Ministry of Education and Training, Data on 2005/2006 from Education Management Information System.

⁴ United Nations. 2005. *MDGs Implementation in Viet Nam*. Hanoi.

⁵ ADB. 2004. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Socialist Republic of Viet Nam for the Second Lower Secondary Education Development Project*. Manila.

recognized as particularly urgent issues. In this context, the new SESMP 2006–2010 was developed by MOET and ADB in collaboration with the Japan International Cooperation Agency (JICA), United Nations Educational, Scientific and Cultural Organization (UNESCO), and United Nations Children’s Fund (UNICEF).⁶ The new SESMP has introduced a results-based approach for reviewing sector performance in achieving universal secondary education. It includes a subsector public expenditure review and an action plan for inclusive education development for girls and ethnic minorities. A national school-mapping plan also has been developed, and demands on school facilities are being projected based on demographic data. An initial poverty assessment and social analysis based on data from the SESMP is in Appendix 2. The holistic performance review under the SESMP has indicated the following challenges in the subsector:

6. **Inequalities in Secondary Education.** Students and youth in the poor regions, compared with those in urban areas, have not equally accessed secondary education. Despite the high national average enrolment rate of 90.4%, only 30 out of 64 provinces have achieved universal lower secondary education. Differentiation in access to quality schooling by gender, ethnicity, and household income levels persists, and it is even widening in some provinces. While the national average completion rate for lower secondary education was 76.3% in 2004/2005, it was (i) 57.8% for the Mekong River delta, (ii) 73.5% for the central highlands, (iii) 74.9% for the northwest region, and (iv) 63.9% on average for ethnic minorities. Also, regional data on average times taken to successfully complete lower secondary schooling indicate lower efficiency of services in the remote areas. The national average for years to complete the lower secondary level was 4.8 in 2004/2005, but 5.7 for Mekong River delta, 5.0 for the central highlands, 4.8 for the northwest region, and 5.3 for ethnic minorities. In addition to geographical discrepancies, a gender imbalance in attainment still exists. Female students account for 47.5% of the total enrolment. The rate has not improved significantly over the five years.⁷ Gender gaps are especially prominent among the poor and in such rural areas as the northern uplands, Mekong River delta, central coast, and highlands.

7. **Geographic Focus on Targeted Assistance.** ADB has been providing targeted assistance to disadvantaged areas, often by including pro-poor components in its projects. The disadvantaged areas targeted by past projects were usually identified by the Government and often were very broad, covering almost one third of total provinces. As a result, assistance that each province receives in real terms tends to be too small to have significant impacts on improving access to schooling. To substantially contribute to universalizing secondary education, more focused investments in selected areas are required. Among provinces recognized as disadvantaged under ongoing projects, the SESMP has assessed some regions as particularly disadvantaged, based on data from the education management information system and a study for forecasting future enrolment pressure. The northern mountainous, central highland, and Mekong River delta regions are included in this most impoverished regions category.

8. **Standardized Assistance Not Customized to Local Needs.** Ongoing targeted assistance often simply provides standardized inputs, including civil works and equipment, to all the beneficiary areas. However, a survey on reasons for nonattendance at secondary schools has indicated that determining factors for dropping out and nonattendance considerably vary between regions.⁸ To universalize secondary schooling, new school buildings are needed in some areas to absorb higher enrolments, while other provinces may require activities to raise awareness among parents and communities in order to remove socio-cultural barriers to out-of-school girls and ethnic minorities. Yet, current targeted assistance is supply-driven and does not fully address

⁶ ADB. 2005. *Technical Assistance to the Socialist Republic of Viet Nam for Strategic Secondary Education Planning and Cooperation*. Manila.

⁷ MOET. 2005. *Statistical Year Book 2005*. Hanoi.

⁸ UNICEF/WHO. 2004. *Survey Assessment of Vietnamese Youth*. Hanoi: Ministry of Health and the General Statistics Office.

geographical and cultural differences between target areas and groups. To be effective, targeted assistance needs to be better tailored to local conditions. Furthermore, more comprehensive economic analysis should be undertaken to evaluate impacts and outcomes of ADB-funded interventions on poverty reduction in the beneficiary provinces.

9. **Challenges for a Decentralized and Sustainable Education System.** Ongoing decentralization in the education sector has contributed to a rapid rate of improvement in the quality of service in some regions. In disadvantaged areas where incomes are low, however, the current regulatory framework for decentralization—which delegates autonomy in and responsibility for resource mobilization—has generated significant challenges. Based on UNESCO’s recent pilot project for local capacity development, the SESMP has assessed the training needs of local education authorities. The assessment indicated that increased delegation of power needed to be matched by greater accountability and transparency in determining and allocating budgets at local levels.

III. THE TECHNICAL ASSISTANCE

A. Impact and Outcome

10. **Goal and Objective.** The TA’s primary purpose is to conduct a feasibility study and design a proposed project for the Secondary Education for the Most Disadvantaged Regions. The outcome of the TA will constitute the basis for a carefully designed comprehensive project to meet the major needs of secondary education in target areas. This will be based on a detailed survey and on an accurate and segregated Education Management Information System (EMIS) data for effective target support. The impact of the proposed project will be to provide greater equality of opportunities for vulnerable groups through achieving universal secondary and professional education by 2015 and to achieve gender parity consistent with commitments in the Millennium Development Goals and Vietnamese Development Goals.

11. **Expected Deliverables.** The TA will design the proposed project to yield (i) significantly narrowed gaps in access to secondary education by ethnicity, gender, and family incomes of target groups; (ii) improved stakeholders’ awareness of the importance of secondary schooling; (iii) improved relevance of learning to meet local demands in the target provinces and among the beneficiaries; and (iv) a decentralized education service delivery system and strengthened planning and management capacities of local educational authorities.

B. Methodology and Key Activities

12. **General Approach.** The key strategy of the TA is to mitigate vulnerability of the disadvantaged groups through effective targeted assistance to secondary education in the country’s poorest areas. Consistent with recommendations of ADB’s recent study on targeted approaches,⁹ pro-poor interventions under the TA will reflect and meet the local demands and propose long-term solutions to education challenges for the poorest groups. To ensure effective implementation, a participatory process is essential to assure congruence between the goals of the proposed project and those of local counterparts. The TA is to be built on ADB’s Country Strategy and Program 2007–2010 for Viet Nam. The resulting project will function as the first investment project supporting the donor coordination matrix on the new SESMP, which coordinates with inputs from JICA, UNESCO, and UNICEF. The TA is in line with ADB’s policy on education as well as the policies for gender development and indigenous peoples.

13. **Scope and Outputs.** The TA will include the following key activities: (i) analyzing educational statistics in disadvantaged provinces, developing selection criteria for the target provinces and/or districts, and finalizing the 10–12 beneficiary provinces and/or districts of the

⁹ ADB. 2006. *Evaluation Study on Pathways out of Rural Poverty and the Effectiveness of Poverty Targeting*. Manila.

proposed project; (ii) proposing more support to continuing education centers as an effective and sustainable approach; (iii) assessing and developing interventions to mitigate constraints that girls and ethnic minorities have faced; (iv) reviewing the appropriateness and efficiency of current programs for both in-service and pre-service teacher training for the disadvantaged areas; (v) proposing instructional materials for target areas to complement the standardized materials; (vi) identifying the needs in education facilities and instructional materials in the target areas; (vii) assessing management capacity of local stakeholders; (viii) coordinating the ensuing loan design with assistance of partner donors to maximize the synergy and to fulfill commitments to inputs agreed in the coordination matrix; and (ix) estimating detailed project costs.

14. **Proposed Project Components.** Subject to Government concurrence, the target communes will be selected from the 10–12 most disadvantaged provinces based on a detailed feasibility study and selection criteria to be developed by the TA. The proposed project may have the following components in consultation with the Government: (i) increasing access to and completion of secondary education for vulnerable groups; (ii) enhancing the quality, relevance, and outcomes of secondary learning; (iii) strengthening capacities for education planning, management, and implementation; and (iv) mobilizing strategic and suitable targeted assistance to the disadvantaged groups. Subcomponents and individual activities will be designed in close collaboration with MOET, the expected beneficiaries, and donor partners.

15. **Assumptions and Potential Risks.** The following assumptions and potential risk mitigations for successful implementation of the TA should be satisfied: (i) the Government will continue its commitment to universal secondary education; (ii) the TA will set out traceable indicators for the results-based performance monitoring; (iii) the cost norm or designated unit costs for official development assistance projects applied to the resulting project will be available upon the Government's authorization without delay; (iv) the TA will incorporate into the design of the ensuing loan project lessons learned from other projects in the sector; (v) the harmonization program for mitigating implementation difficulties will be regularly reviewed; (vi) the TA will be implemented with collaboration of donor partners and periodic joint reviews will be encouraged; and (vii) the TA will be consistent with the Government's policies on indigenous people.

C. Cost and Financing

16. The TA cost is estimated at \$750,000 equivalent. ADB will finance \$600,000 equivalent. The TA will be financed on a grant basis by the Japan Special Fund, funded by the Government of Japan. The Government will finance the remaining cost of \$150,000 equivalent by providing office accommodation, utilities, remuneration and per diems, and communications and transportation of counterpart staff. The Government has been informed that approval of the TA does not commit ADB to finance any ensuing project. Details of the cost estimates and financing plan are in Appendix 3.

D. Implementation Arrangements

17. **Organizational Implementation Structure.** MOET will be the TA's executing agency and will provide counterpart support, including a qualified TA project manager acceptable to ADB. MOET will establish a project implementation unit comprised of representatives from the relevant departments of MOET. Provincial departments of education and training and bureaus of education and training in target regions will be local counter partners of the project implementation unit. Overall guidance for the TA will be the responsibility of the project steering committee chaired by the Vice Minister of MOET. The steering committee will comprise representatives from MOET, the Ministry of Planning and Investment, the Ministry of Finance, the State Bank of Viet Nam, the Office of Government, and other relevant agencies. ADB, JICA, UNESCO, and UNICEF will constitute together with selected experts from MOET an aid advisory body to (i) provide technical

advice on the TA implementation and share lessons learned from partner donor projects, and (ii) ensure that the project design and implementation are in line with the new SESMP.

18. **Consulting Inputs.** A team of five international consultants totaling 14 person-months of input and six national consultants totaling 36.5 person-months of input will provide services in the following areas of expertise: (i) educational management and finance, (ii) education facility planning and data collection, (iii) instructional material planning and management, (iv) teacher training planning and quality control, (v) education planning for the disadvantaged groups, (vi) project management and monitoring, and (vii) resettlement. ADB will select and engage all consultants through a firm, in accordance with ADB's *Guidelines on the Use of Consultants* and other arrangements satisfactory to ADB for the engagement of national consultants. A simplified technical proposal format and the quality and cost-based selection method will be used. The outline terms of reference for the consultants are in Appendix 4.

19. **Implementation Period and Timeframe.** The TA will be carried out over 10 months in three phases commencing in September 2006 and ending in June 2007. The first phase will be 4.5 months. At the beginning of month 4, the midterm workshop based on the draft midterm report (the first draft of the pre-feasibility study report) will be organized. After technical comments from the midterm workshop have been incorporated, a tripartite meeting is scheduled at the beginning of month 5 to discuss the TA draft final report and final draft pre-feasibility study report with the Government. While the Government reviews the pre-feasibility study report, selected national consultants will implement the second phase of the TA for additional data collection over 4 months. Upon the Government's approval of the pre-feasibility study report, the international team leader and cost estimation specialist, together with national consultants concerned, will begin finalizing the TA final report and feasibility study report in the third phase, lasting 1.5 months. The final workshop will be organized in the middle of month 10 to present the final version of the TA final report and finalized feasibility study report.

20. **Reporting Requirements.** The consultant team will submit the following reports and documents (with submission timing in parentheses): (i) inception report and TA implementation plan (month 1), (ii) brief monthly progress reports summarizing activities and achievements against the terms of reference (end of each month), (iii) draft midterm report (beginning of month 4), (iv) minutes of the tripartite meeting and draft pre-feasibility study report (beginning of month 5), (v) draft TA final report and pre-feasibility study report with detailed cost estimation (middle of month 5), (vi) minutes of the final workshop based on revised feasibility study report (middle of month 10), and (vii) TA final report and finalized feasibility study report with detailed cost estimation (end of month 10). The international team leader, education cost estimation specialist, and national consultants will prepare and submit the draft final report 1 month before the tripartite meeting. All TA-financed goods and services will be procured by either the consultants or ADB using shopping procedure in accordance with ADB's *Procurement Guidelines*. Upon completion of the TA, all equipment procured under the project will be handed over to and retained by MOET.

IV. THE PRESIDENT'S DECISION

21. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$600,000 on a grant basis to the Government of Viet Nam for preparing the Secondary Education for the Most Disadvantaged Regions Project, and hereby reports this action to the Board.

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets/Indicators	Data Sources/Reporting Mechanisms	Assumptions and Risks
<p>Impact Provide greater equity of opportunities for the vulnerable groups through achieving universal secondary and professional education by 2015.</p>	<p>Status of the Millennium Development Goals and Vietnamese Development Goals</p> <p>Status of results-based performance indicators under the Secondary Education Sector Master Plan 2006–2010</p> <p>Goal 1: Universal lower secondary education achievement in all 64 provinces by 2010; 2006: 31 out of 64; 2008: 54 out of 64; 2010: All 64 provinces</p> <p>Goal 2: Upper secondary education net enrolment rate 50% by 2010; 2006: 60 provinces achieved; 2008: 62 provinces achieved; 2010: 64 provinces achieved</p> <p>Goal 3: Professional secondary education net enrolment rate 15% by 2010 2006: 61 provinces achieved; 2008: 62 provinces achieved; 2010: 64 provinces achieved</p>		<p>Assumption</p> <ul style="list-style-type: none"> The Government sustains its policy and priority on universal secondary education as committed in Secondary Education Sector Master Plan. <p>Risk</p> <ul style="list-style-type: none"> Favorable economic and cultural conditions are not ensured in the disadvantaged regions.
<p>Outcome Well-prepared design of the resulting project with components and activities that covers major needs and requirements</p>	<p>The Government's timely approval for the technical assistance (TA) outputs</p>	<p>ADB's periodic review and monitoring</p>	<p>Assumption</p> <ul style="list-style-type: none"> Project design, methodologies and recommendation are concurred with and endorsed without delay. <p>Risk</p> <ul style="list-style-type: none"> Project ownership by local authorities is not developed.
<p>Outputs 1. Completed technical assistance 2. Project pre-feasibility report and feasibility report</p>	<p>Timely submission of the project reports and implementation of activities</p>	<p>ADB's periodic review and monitoring</p>	<p>Assumption</p> <ul style="list-style-type: none"> TA project is implemented in a timely and participatory manner.

Design Summary	Performance Targets/Indicators	Data Sources/Reporting Mechanisms	Assumptions and Risks
3. Selection of the target provinces and groups 4. Detailed cost estimations for the agreed components and activities 5. Developed capacities of central and local education authorities for the project implementation			Risks <ul style="list-style-type: none"> • Accurate and reliable statistics and information for planning are not available. • Local authorities' capacity continues to be weak due to limited participation in the training program. • Cost estimation is delayed due to delay in the Government's finalizing the cost norm under official development assistance projects. • Selection of target areas and groups is delayed.
Activities with Milestones <ol style="list-style-type: none"> 1. Inception report, inception seminar minutes, and TA implementation plan (month 1) 2. Brief monthly progress reports (end of each month) 3. Midterm workshop, its minutes, and the draft midterm report (the first draft of the pre-feasibility study report) (beginning of month 4) 4. Tripartite meeting and its minutes based on the draft pre-feasibility study report (beginning of month 5) 5. TA draft final report and pre-feasibility study report with detailed cost estimation (middle of month 5) 6. Final workshop based on the revised pre-feasibility study minutes (middle of month 10) 7. TA final report and feasibility study report with detailed cost estimation (end of month 10) 			Inputs ADB (\$600,000) <ul style="list-style-type: none"> • Consulting services • Office equipment • Training, seminar, and conferences • Surveys • Administrative support • Contract negotiations • Contingencies Government (\$150,000) <ul style="list-style-type: none"> • Office and transportation • Remuneration and per diem of counterpart staff • Other counterpart supports

ADB = Asian Development Bank, TA = technical assistance.

INITIAL POVERTY AND SOCIAL ANALYSIS

A. Linkages to the Country Poverty Analysis

Is the sector identified as a national priority in country poverty analysis?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is the sector identified as a national priority in country poverty partnership agreement?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Contribution of the sector or subsector to reduce poverty in Viet Nam:</p> <p>The proposed Secondary Education for the Most Disadvantaged Region Project will support the Government of Viet Nam (the Government) in its 5-year national strategy for poverty reduction as well as in the priorities to which it committed in the Socio-Economic Development Plan 2006–2010 and the Vietnamese Development Goals. The proposed technical assistance (TA) is also built on ADB's new Country Strategy and Program 2007–2010, which addresses economic growth accompanied by poverty reduction. The TA is also in line with the poverty partnership agreement between the Government and ADB signed on 14 March 2004. The project will help areas identified by that agreement as a focus area for targeted assistance.</p>			

B. Poverty Analysis

Targeting Classification: Targeted intervention

<p>What type of poverty analysis is needed?</p> <p>The TA will target the poorest communes from 10–12 provinces in the northern mountainous region, central highlands, and Mekong River delta region. The potential beneficiaries will be carefully selected based on selection criteria that include poverty indicators. The impact of the TA will be to provide greater equality of opportunities for the vulnerable groups through achieving universal secondary education. A comprehensive socioeconomic survey and assessment of segregated educational data on access, learning outcomes, and internal efficiencies of secondary students from the poor households by gender, ethnicity, and family incomes will be undertaken.</p>
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C. Participation Process

Is there a stakeholder analysis?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>The ongoing ADB TA 4603: Strategic Secondary Education Planning and Cooperation Project has been developing the secondary education sector master plan. The proposed TA and the resulting loan project will be built on the priority investment list and donor coordination matrix, which are being prepared in close consultation with major stakeholders that include the Government, Ministry of Education and Training, provincial departments of education and training, provincial people's committees, and the active funding agencies UNESCO, UNICEF, and Japan International Cooperation Agency.</p>		
Is there a participation strategy?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Extensive workshops and seminars are planned to enhance ownership and participation of the stakeholders in the project at the project design stage. The consultation meeting with various ethnic minority groups is a particularly important process for preparing the targeted assistance action plan for the ethnic minority groups and gender strategy.</p>		

D. Gender Development

<p>Strategy to maximize impacts on women:</p> <p>Educational statistics have shown various gender gaps in secondary education. Access and completion rates for girls in the 12–18 age group are considerably lower than are those for boys, particularly in poorer provinces. To achieve universal secondary education, identifying obstacles to girls' access to secondary schools and proposing mitigating measurement is crucial. The proposed TA will undertake intensive data collection and analysis of girls' education and prepare a more innovative strategy for female students, including the transitional program from primary to lower secondary school for ethnic minority girls, career guidance and counseling for female upper secondary students, and scholarship programs for out-of-school girls. A gender action plan will be prepared under the TA in close consultation with the women's associations and representatives of female ethnic minority teachers.</p>	
Has an output been prepared?	To be prepared during the TA implementation

E. Social Safeguards and Other Social Risks

Item	Significant/ Not Significant/None	Strategy to Address Issues	Plan Required
Resettlement	<input type="checkbox"/> Significant <input checked="" type="checkbox"/> Not significant <input type="checkbox"/> None	Civil work for school construction will be taken up mostly in the existing facilities for expansion and rehabilitation. At present, no resettlement is anticipated. Since the construction sites will be determined at the end of the TA implementation, however, it is rather difficult to determine if involuntary resettlement can be completely ruled out. Therefore, the resettlement category B/C is recommended for the TA. This categorization may be revised after verification and completion of the TA.	<input type="checkbox"/> Full <input checked="" type="checkbox"/> Short <input type="checkbox"/> None
Affordability	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None	The Government's commitment to adequate budgetary support for secondary education is one of the major assumptions. A public expenditure review that included the education sector was conducted in 2004 and showed these priorities' affordability for the Government.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Labor	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None	Parents and communities of the beneficiary communes will be expected to offer in-kind contributions to basic school maintenance, normally in the form of labor. This contribution will be voluntary, small-scale repair work and based upon availability of labor power and skills in beneficiary families. No labor-related issues are anticipated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indigenous Peoples	May be significant	Target communes of the proposed project will be identified during the TA. However, since the TA aims to improve access and quality of secondary education in the most disadvantaged regions in Viet Nam, including the ethnic minority provinces. Although no significant negative impacts are anticipated, the consultants will carefully assess the potential need for an indigenous peoples plan during the TA implementation.	To be determined
Other Risks and/or Vulnerabilities	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None	No other significant risks or vulnerabilities are anticipated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

ADB = Asian Development Bank, TA = technical assistance.

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Total Cost
A. Asian Development Bank (ADB) Financing^a	
1. Consultants	
a. Remuneration and Per Diem	
i. International Consultants	280.0
ii. National Consultants	70.0
b. International and Local Travel	35.0
c. Reports and Communications	10.0
2. Equipment ^b	30.0
3. Workshops and Conferences ^c	45.0
4. Surveys ^d	40.0
5. Domestic Transportation	15.0
6. Miscellaneous Administration and Support Costs	20.0
7. Representative for Contract Negotiations	10.0
8. Contingencies	45.0
Subtotal (A)	600.0
B. Government Financing^e	
1. Office Accommodation and Transport	60.0
2. Remuneration and Per Diem of Counterpart Staff	45.0
3. Others	45.0
Subtotal (B)	150.0
Total	750.0

^a Financed by the Japan Special Fund, funded by the Government of Japan.

^b Includes computers with the standard software and modems, printers, photocopy machine, telecommunication equipment including facsimile machine, air conditioners, and other necessary office equipment and facilities. Procurement of equipment will be subject to ADB approval.

^c Includes costs for a series of workshops for local education authorities in the target areas, the midterm review meeting, the tripartite conference, and other consultation meetings with funding agencies and local stakeholders.

^d Includes costs for field survey to be conducted by the consulting firm.

^e Government of Viet Nam Financing.

Source: Asian Development Bank estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

1. Asian Development Bank (ADB) will finance 50.5 person-months of consulting services, including 5 international consultants totaling 14 person-months and 6 national consultants totaling 36.5 person-months for the technical assistance (TA). The consultants will liaise closely with their counterparts and the stakeholders in policy review, data collection and analysis, organizing workshops and meetings, capacity development, and document preparation and presentation.

A. International Consultants

1. Educational Management and Finance Specialist/Team Leader (5.5 person-months)

2. The consultant should have (i) an understanding of the policy framework and targets for secondary education in Viet Nam; (ii) strong management and analytical skills to design a feasible and quality project; (iii) good communication and coordination skills required for a participatory approach to project design involving local authorities and donor coordination; and (iv) knowledge of operations and activities for disadvantaged groups, including ethnic minorities, female students, and students with special needs. As a team leader, the consultant will have overall responsibility for planning and implementing the TA. Preparing all the required reports will be primarily a responsibility of the team leader.

3. The specialist's tasks will include, but not be limited to, the following:

- (i) Develop an overall work plan and a participation strategy with major stakeholders, including the counterparts at the national, provincial, district, and school levels, as well as other donor partners.
- (ii) Review ADB's and other funding agencies' past and ongoing assistance to secondary education and the transitional program from primary to secondary education in the beneficiary provinces of the TA while drawing lessons for preparing a feasible project design and implementation arrangements.
- (iii) Undertake detailed economic and financial analysis of the impacts and outputs of the ensuing loan project.
- (iv) Propose effective strategies to strengthen financial sustainability for secondary education in the target provinces.
- (v) Propose monitoring measurement and indicators for the projected impact of the proposed project in the subsector performance and poverty reduction.
- (vi) Review the new Secondary Education Master Plan 2006–2010 and the new draft action plan to mitigate the challenges that face the most needy groups—including ethnic minorities and girls from disadvantaged families—currently being prepared under TA 4603-VIE: Strategic Secondary Education Planning and Cooperation and confirm the proposed project will be built on the policy recommendations and donor coordination matrix under the aforementioned master and action plans.
- (vii) Analyze the fiscal framework and procedures of local authorities in target provinces and ensure sustainability and accountability of financial management.
- (viii) Review the Government's regulations and decrees on ethnic minorities and confirm that the proposed loan project will be in line with those legal frameworks.
- (ix) Assess training needs of local counterparts and organize workshops for participatory project design and dissemination of the TA findings.
- (x) Prepare detailed cost estimates for a proposed loan project based on project components in close collaboration with the executing agency, steering committee, ministries, and agencies.
- (xi) Prepare, in formats satisfactory to ADB and the Government, a detailed feasibility study report for the proposed project, incorporating comments and advice from the Government, local authorities, and donor partners.

- (xii) Analyze constraints and challenges encountered in implementing past and ongoing projects in Viet Nam funded by ADB and other funding agencies and propose remedial measures.
- (xiii) Review the Vietnamese Government's procedures, regulations, and guidelines for official development assistance projects and identify inconsistencies between ADB's guidelines and the Government's internal practices.
- (xiv) Identify the project implementation skills of authorities in the target provinces.
- (xv) Recommend the financial procedures and demarcation of responsibility between the central government and local authorities for appropriate financial management of the loan proceeds for the proposed project.
- (xvi) Recommend appropriate loan covenants for compliance with timely project implementation.
- (xvii) Prepare the draft implementation plan for the proposed project.
- (xviii) Design the management training component under the proposed loan project and prepare detailed cost tables.

2. Educational Facilities and Cost Estimation Specialist (3.5 person-months)

4. The consultant must have (i) experience in designing education facilities and procuring goods and services for civil works in Viet Nam; and (ii) an internationally recognized university degree in civil engineering, architecture, finance, accounting, or another relevant field. Experience with project cost estimation and the education management information system in Viet Nam will be an asset.

5. The specialist's tasks will include, but not be limited to, the following:

- (i) Help the executing agency prepare the procurement plan in accordance with ADB's *Procurement Guidelines* prior to loan negotiations and covering the first 18 months of procurement activity. The final approved version will be annexed to the minutes of loan negotiations.
- (ii) Review the inputs and outputs of civil works components in target regions for past and ongoing ADB-funded projects and identify the constraints and challenges of procurement operations in the disadvantaged regions.
- (iii) Collect data and analyze cost norms for civil works and equipment procurement and prepare a realistic schedule and cost estimates for design, supervision, inspection, and maintenance of civil works to be planned under the proposed project.
- (iv) Review the education management information system data and, based on the latest data and statistics, assess demands for education facilities, including dormitories and sanitation facilities, equipment and furniture, textbooks and other instructional materials.
- (v) Propose appropriate designs for education facilities in the disadvantaged areas.
- (vi) Assess the estimated civil works costs required for universal access to lower secondary schools based on the Public Expenditure Review undertaken in preparing the Secondary Education Master Plan 2006–2010 under TA 4603.
- (vii) Propose new strategies for establishing participatory and sustainable low-cost school operation and maintenance frameworks for each target region and prepare the manuals for local counterparts.
- (viii) Plan and organize workshops for civil works and equipment procurement for the local counterparts.
- (ix) Provide the executing agency and local counterparts with procedures to make an initial environmental examination and summary or environmental impact analysis for prospective school construction-related proposals in accordance with ADB's *Environment Policy and Environmental Assessment Guidelines*.

- (x) Assess the prospective impact of the civil works component of the proposed loan project and develop an environmental monitoring plan, if necessary.
- (xi) Prepare detailed cost tables for all components of the proposed loan project for the draft TA final report, TA final report, pre-feasibility study, and feasibility study report. Assist the team leader in preparing, in formats satisfactory to ADB and the Government, a detailed feasibility study report for the proposed project.

3. Education Quality and Instructional Materials Specialist (2 person-months)

6. The specialist should have in-depth understanding of Viet Nam's secondary education system and of international practices for developing teaching, curriculum, textbooks, and instructional materials. Substantial experience in teacher training, curriculum development and revision, and developing instructional materials in Viet Nam will be a great advantage.

7. The specialist's tasks will include, but not be limited to, the following:

- (i) Review overall secondary education performance and constraints in the target provinces based on the data and statistics from the ongoing projects of ADB and other donors and the new Secondary Education Master Plan 2006–2010.
- (ii) Prepare a time-bound action plan for universal secondary education for each region and assess the needs for educational inputs for each target province.
- (iii) Review the quality of teacher training provided by the teacher training colleges in target provinces and prepare recommendations for improvement.
- (iv) Assess the needs and potential application of information and computer technology for education in target areas.
- (v) Design teacher-training programs that will meet the specific needs of the disadvantaged regions.
- (vi) Assist the team leader in preparing, in formats satisfactory to ADB and the Government, a detailed feasibility study report for the proposed project.

4. Ethnic Minority and Gender Specialist (2 person-months)

8. The specialist should have (i) in-depth understanding of the socioeconomic status of ethnic minority groups and of gender issues in Viet Nam; and (ii) an internationally recognized university degree in sociology, anthropology, gender studies, or another relevant field. Substantial experience in inclusive education, education for ethnic minorities, girls' education, and community mobilization will be a great advantage.

9. The specialist's tasks will include, but not be limited to, the following:

- (i) Prepare profiles of the project-affected communities in the project sites in terms of household sizes, demographic trends, income sources and levels, occupations, and socioeconomic conditions.
- (ii) Identify the most disadvantaged groups to be project beneficiaries.
- (iii) Undertake an initial poverty and social analysis and assess a prospective social impact of the proposed loan project in accordance with *Guidelines for Incorporation of Social Dimensions in Bank Operations*.
- (iv) Identify challenges and constraints in secondary education in the disadvantaged areas and propose suitable measure for mitigation.
- (v) Propose supporting methodologies for teaching and for monitoring and evaluation of learning outcomes with regard to disadvantaged students.
- (vi) Develop for the project, if necessary, assessment procedures and a gender action plan based on ADB's *Policy on Gender and Development*.
- (vii) Assess the number of indigenous peoples and their socioeconomic status using ADB's checklist and Indigenous People Impact Categorization Form. Then, if

- necessary, develop a short indigenous peoples development plan based on ADB's *Policy on Indigenous Peoples* and *Policy on Gender and Development*.
- (viii) Assess the feasibility of selected interventions, including scholarships, a textbooks rental scheme, a pilot transitional program from lower to upper secondary schools, and flexible curricula to meet local needs.

5. Resettlement Specialist (1 person-month)

10. The specialist should have in-depth understanding of international best practices and policy on involuntary resettlement issues. Substantial experience in community mobilization and analysis of resettlement issues will be a great advantage. As a resettlement specialist, good understanding of resettlement checklists and guidelines of ADB or other international funding agencies will be an asset.

11. The specialist's tasks will include, but not be limited to, the following:

- (i) Screen all sites identified for civil works to ensure that none of these sites will entail involuntary resettlement as defined in ADB's involuntary resettlement policy and Operations Manual section F2 (OMF2) on involuntary resettlement.
- (ii) Develop a resettlement plan in accordance with ADB's involuntary resettlement policy and OMF2 if any of the sites for rehabilitation or expansion will result in involuntary resettlement.
- (iii) Assess land issues, titles, and the potential impact of the ensuing project.

B. National Consultants

1. Educational Management and Finance Specialist (10 person-months)

12. The specialist will (i) assist the international educational management and finance specialist/team leader in undertaking all the tasks and preparing all the required reports and documents; (ii) coordinate inputs from international and national consultants; (iii) collect and analyze the data and statistics required for the TA and the proposed loan projects from the central and local governments and agencies concerned; (iv) provide recommendations and advice regarding the TA activities as well as the scope and components for the proposed loan project that include domestic views in the local context; (v) assist the international consultants in organizing and conducting the workshops and seminars; and (vi) finalize the Government's pre-feasibility study report and feasibility study report based on the TA's draft final and final reports, including the detailed cost tables in line with the Government's comments and requirements.

2. Education Facilities and Cost Estimation Specialist/Environmental Impact Specialist (10 person-months)

13. The specialist will (i) assist the international educational facilities and cost estimation specialist in undertaking all the tasks, and in particular the civil works and environmental impact-related tasks, and preparing all the required reports and documents; (ii) collect and analyze the data and statistics required for the TA and the proposed loan projects from the central and local governments and agencies concerned; (iii) provide recommendations and advice that include domestic views in the local context; (iv) assist the international consultants in organizing and conducting the workshops and seminars; (v) assist the national educational management and finance specialist in finalizing the Government's pre-feasibility study report and feasibility study report based on the TA's draft final and final reports, including the detailed cost tables in line with the Government's comments and requirements; and (vi) conduct the survey for the required construction of facilities.

3. Education Quality and Instructional Materials Specialist (4 person-months)

14. The specialist will (i) assist the international education quality and instructional materials specialist in undertaking all the tasks, and particularly in developing teacher training and an instructional materials development plan, as well as procurement-related tasks, and preparing all required reports and documents; (ii) collect and analyze the data and statistics required for the TA and the proposed loan projects from the central and local governments and agencies concerned; (iii) provide recommendations and advice that include domestic views in the local context; (iv) assist the international consultants in organizing and conducting the workshops and seminars; and (v) assist the national educational management and finance specialist in finalizing the Government's pre-feasibility study report and feasibility study report based on the TA's draft final and final reports, including the detailed material cost tables in line with the Government's comments and requirements.

4. Ethnic Minority and Gender Specialist (6 person-months)

15. The specialist will (i) assist the international ethnic minority and gender specialist in undertaking all the tasks, particularly education quality improvement-related tasks, and preparing all the required reports and documents; (ii) collect and analyze the data and statistics required for the TA and the proposed loan projects from the central and local governments and agencies concerned; (iii) provide recommendations and advice that include domestic views in the local context; (iv) assist the international consultants in organizing and conducting workshops and seminars; (v) assist international consultants in identifying challenges and constraints in secondary education in the disadvantaged areas and propose suitable mitigation measures; and (vi) assist the national educational management and finance specialist in finalizing the Government's pre-feasibility study report and feasibility study report based on the TA's draft final and final reports, including the detailed cost tables in line with the Government's comments and requirements.

5. Project Implementation Capacity Development Specialist/Project Coordinator (5 person-months)

16. The specialist will (i) assist the international educational management and finance specialist in undertaking all the tasks, particularly capacity development-related tasks, and preparing all the required reports and documents; (ii) collect and analyze the data and statistics required for the TA and the proposed loan projects from the central and local governments and agencies concerned; (iii) provide recommendations and advice that include domestic views in the local context; (iv) assist the international consultants in organizing and conducting workshops and seminars; and (v) assist the national educational management and finance specialist in finalizing the Government's pre-feasibility study report and feasibility study report based on the TA's draft final and final reports, including the detailed cost tables in line with the Government's comments and requirements.

6. Resettlement Specialist (1.5 person-months)

17. The specialist will (i) assist the international resettlement specialist in undertaking all tasks and preparing all the required reports and documents; (ii) collect and analyze the data and statistics required for the TA and the proposed loan projects from the central and local governments and agencies concerned; (iii) provide recommendations and advice that include domestic views in the local context; (iv) assist the international resettlement specialist in organizing and conducting workshops, seminars, and consultation meetings; (v) assist the national educational management specialist in finalizing the Government's pre-feasibility study report and feasibility report based on the TA's draft final and final reports, including the detailed cost tables in line with the Government's comments and requirements.