



Technical Assistance Report

Project Number: 40347
December 2007

Socialist Republic of Viet Nam: Preparing the Secondary Education Sector Development Program (Financed by the Japan Special Fund)

Asian Development Bank

CURRENCY EQUIVALENTS

(as of 30 November 2007)

Currency Unit	–	dong (D)
D1.00	=	\$0.0000623014
\$1.00	=	D16,051.000000

ABBREVIATIONS

ADB	–	Asian Development Bank
AusAID	–	Australian Agency for International Development
BOET	–	(district) bureau of education and training
CCT	–	conditional cash transfer
DOET	–	(provincial) department of education and training
FSQL	–	Fundamental school quality level
ICT	–	information and communication technology
IR	–	Investment report
LSE	–	lower secondary education
MOET	–	Ministry of Education and Training
NER	–	net enrollment rate
ODA	–	official development assistance
SDP	–	sector development program
SESDP	–	Secondary Education Sector Development Program
SESMP	–	Secondary Education Sector Master Plan
TA	–	technical assistance
USE	–	upper secondary education

TECHNICAL ASSISTANCE CLASSIFICATION

Targeting Classification	–	Targeted Intervention (non-income Millennium Development Goals)
Sector	–	Education
Subsector	–	Education sector development
Themes	–	Capacity development, inclusive social development, gender and development
Subthemes	–	Institutional development, human development, gender equity in capabilities

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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I. INTRODUCTION

1. The Asian Development Bank (ADB) supports Viet Nam's ongoing commitment to the equitable, effective and sustainable delivery of good-quality secondary education by 2015. During the 2007 Country Program Confirmation mission, the Government of Viet Nam confirmed its request for technical assistance (TA) for preparation of the Secondary Education Sector Development Program (SESDP). The TA is included in the Country Strategy and Program 2007–2010¹ and the resulting loan is part of the 2009 lending program. A fact-finding mission to Viet Nam from 4 to 11 October 2007 reached understanding with the Government on the impact, outcome, outputs, key activities, implementation arrangements, cost and financing arrangements, and summary terms of references of the consultants for the TA. The design and monitoring framework of the TA is in Appendix 1.²

II. ISSUES

2. **Country Context.** Viet Nam's economic growth has been remarkable with gross domestic product increasing by an average of about 7.5% yearly for the past fifteen years. According to the latest household survey data, income poverty incidence fell from 58.1% in 1993 to 19.5% in 2004.³ The Millennium Development Goals (MDGs) and the corresponding customized Viet Nam Development Goals (VDGs) are showing a strong positive trend. These successes have gradually shifted the focus of public services from equitable provision to the better quality of service required by an increasingly prosperous population.

3. The significant progress, however, has been mixed and is not as evident across regions and among vulnerable groups including ethnic minorities, girls and women. In 2004, poverty incidence was considerably higher in rural areas (26.4%) than in urban areas (13.7%). Ethnic disparity is even more striking: 61% of all ethnic minorities were poor comprising 39% of the population living in poverty. The social indicators with respect to many of the MDGs and VDGs were worst for the vulnerable groups. Thus, the Government is faced with the critical challenge of delivering social services to the most disadvantaged groups in parallel with improving the quality and effectiveness of service provision. An initial poverty and social analysis is in Appendix 2.

4. **Education Sector Performance.** Increased public spending on education has significantly expanded schooling: in School Year (SY) 2005 the net enrollment rate (NER) reached 97% for primary education, 90.4% for lower secondary education (LSE), and 63% for upper secondary education (USE).⁴ Having achieved near-universal primary education, the Government has committed to universal LSE by 2015. As with the poverty incidence, the high national NER for secondary education masks a disparity in access and attainment by ethnicity, gender, and household income levels. By 2006, only 34 out of 64 provinces had achieved universal LSE. Girls from poor families and especially ethnic minorities are most disadvantaged. Mean years of schooling clearly illustrates the gender gap: ethnic minority girls complete only 4.5 mean years compared with 8.5 years for Kinh boys.

5. **Secondary Education Sector Master Plans.** In 2005, the Ministry of Education and Training (MOET) developed the Secondary Education Sector Master Plan (SESMP) 2006–2010⁵ with the assistance of ADB, the United Nations Educational, Scientific, and Cultural Organisation (UNESCO), the United Nations Children's Fund (UNICEF) and Japan International Cooperation Agency (JICA). The SESMP 2006–2010 was prepared based on result-based performance review in areas of access and equity; quality and relevance; and efficiency and sustainability. It set out to: (i) achieve NER of 90% for LSE by 2010; (ii) improve the learning outcomes; and (iii) strengthen management capacity, as key targets. Since the middle of 2007, MOET and ADB have started an interim review of progress under SESMP 2006–2010. The assessment has identified three core issues: (i) persistent inequality of access to schooling; (ii) weak system and strategies for improving the quality of teaching and

¹ ADB. 2006. *Country Strategy and Program for Viet Nam 2007–2010*. Manila.

² The TA first appeared in *ADB Business Opportunities* on 7 November 2007.

³ Government of Viet Nam. 2005. *Household Living Standard Survey 2004*. Hanoi.

⁴ Ministry of Education and Training. 2006. Data on 2005/06 from Education Management Information System.

⁵ ADB. 2005. *Technical Assistance to the Socialist Republic of Viet Nam for Strategic Secondary Education Planning and Cooperation*. Manila. (for \$600,000, approved on 28 July 2005).

learning; and (iii) lack of accountability framework for effective delivery. These issues are still unresolved and will require further inputs under the forthcoming SESMP 2011–2015.

6. **Expanded Opportunities but Persistent Inequality of Access.** The unresolved access and equity challenges are: (i) rapidly increasing demand for secondary education that cannot be met by public investment alone and requires promotion of non-public provision, accompanied by establishment of a quality control and accreditation system; (ii) the need for more financial support in the form of scholarships and student loans, since only 1 in 7 needy families have been reached so far; and (iii) despite targeted support including provision of dormitories and school feeding programs by the Government and ADB, inequality of access persists for families in the lowest income quintile, where school age children are major income earners.

7. The doi-moi (renewal) policy first allowed nonpublic provision of education in 1992. Since then, nonpublic schooling has played a significant role in expansion of access to education, particularly secondary education. These nonpublic schools take in LSE graduates who either expect better quality education than what public schools are able to offer or who are academically less successful at entering public schools. The Government has encouraged private secondary education. However, a solid legislative framework for quality assurance and accreditation is an urgent need for these nonpublic secondary schools.

8. The Government intends to widen access for poor students through fee exemptions and scholarships. However, the level of support is not enough to ease the financial burden for poor families. Student loan can be a sustainable measure to expand schooling, but currently available only for professional secondary education and higher education. A strategic policy for public financial supports must be developed. As an alternative to scholarships, conditional cash transfer (CCT) programs, which address the demand side, have been shown in other countries to substantially increase the utilization of education services by disadvantaged groups. CCT programs defray the opportunity costs of children's education for poor families; however, they have yet to be introduced in Viet Nam.

9. **Weak Systems and Strategies for Quality Improvement.** Significant investments have been made by the Government and various donors to address the quality and relevance challenges. But these investments are mostly pre- and in-service teacher training. Interventions in other critical areas such as curriculum revision, establishment of teacher standards and evaluation systems, and more effective textbook production and distribution have been limited.

10. ADB assisted MOET in revising the curriculum for LSE in 2002 and for USE in 2004 to improve students' learning outcomes. However, the concept of "learning outcomes"⁶ is still not fully recognized in Viet Nam as consistent with the standard international definition of educational attainments. As a result, the revised curriculum still strongly emphasizes memorized knowledge, rather than acquisition of analytical thinking, problem-solving skills, and a desirable attitude to learning required for competitive labor market. A system for the constant review of the curriculum content, relevance, and application must be established.

11. MOET is keen to monitor students' learning outcomes through national graduation examinations. A valid and reliable assessment system to monitor the students' cognitive development has yet to be developed. This compounds a problem of inequality of educational attainments: student academic performance in disadvantaged areas is considerably lower than that of the national average. This also makes it difficult to evaluate the competitiveness and readiness of secondary education graduates for the regional labor markets. It is necessary to develop a more comprehensive assessment system of the learning outcomes.

⁶ The University of Warwick (2004) defines "learning outcomes" as (i) subject knowledge; (ii) subject-specific skills; (iii) cognitive skill; and (iv) key skills including problem solving, written and oral communication, numeracy, and working in the team. OECD Programme for International student Assessment (PISA) assesses (i) mathematical literacy, (ii) problem solving, (iii) reading literacy, and (iv) scientific literacy.

12. Teacher standards must be developed and applied as a central component of the teaching performance. There are as yet no teacher standards for LSE in Viet Nam. The promotion and reward system based on years of service should be replaced with a competitive system based on the merit and capacity of teachers. Such a system will also provide valuable information for planning appropriate in-service support.

13. The expensive and ineffective textbook production and distribution is a concern as well. Currently the state-owned publisher has monopolized writing, printing, and distribution of all the textbooks. Although the National Education for All Action Plan has established the target of 30% of LSE students having access to a full set of free textbooks by 2015, the average price of textbooks in Viet Nam is considerably higher than that for the Organisation for Economic Co-operation and Development (OECD) countries, and often not affordable for poor families. There is a need to improve effectiveness and sustainability of textbook production.

14. **Lack of Accountability Framework.** Limited capacity of education authorities and the lack of an accountability framework are key obstacles to effective service delivery. In the context of decentralization of responsibility and resources, there is an emerging need to strengthen the institutional capacity of MOET, the provincial departments of education and training (DOETs), the district bureaus of education and training (BOETs) and other MOET-affiliated agencies. More strategic policy on utilization of information and communication technology (ICT) is needed, particularly for the effective management and planning of service delivery.

15. Fundamental school quality level (FSQL) is one of three quality standards for public schools in Viet Nam: the other two are national standard and international standard. FSQL guarantees a minimum level of service delivery, and is applied mostly to poor schools. FSQL for LSE has been developed under an ongoing ADB-financed project. With the expansion of USE in the rural areas, where quality control poses a greater challenge for USE than for LSE, FSQL must also be established for USE.

16. **Experience of ADB.** ADB has been working closely with other development partners in leading the secondary education sub-sector. By supporting the Government with the development of the SESMP 2006–2010, in collaboration with other donors, ADB has developed a strong partnership with UNESCO, UNICEF, and JICA. Close collaboration has also been maintained with the World Bank which is the lead agency in the primary and tertiary education sub-sectors to ensure a coordinated approach across the education sector. ADB has a current project portfolio of about \$150 million including four ongoing loan projects, a Japan Fund for Poverty Reduction (JFPR) grant, and \$110 million of projects in the pipeline until 2010.⁷ ADB's ongoing investment projects have contributed greatly to improving general coverage of access to schooling and the quality of teacher training. However, to deal with the foregoing unresolved challenges, a strategic secondary education sector development program needs to be developed.

III. THE TECHNICAL ASSISTANCE

A. Impact and Outcome

17. The impact of the TA is improved learning outcomes in Viet Nam which are the result of strategically planned and managed secondary education. Its outcome will be a mutually agreed

⁷ 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; 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 and Professional Teacher Development Project*. Manila; 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; ADB. 2006. *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 and Professional Teacher Development Project*. Manila; ADB. 2007. *Report and Recommendation to the President to the Board of Directors on a Proposed Loan to the Socialist Republic of Viet Nam for the Most Disadvantaged Regions Project*. Manila; and ADB. 2006. *Grant Assistance to the Socialist Republic of Viet Nam for the Expansion of Learning Opportunities for Ethnic Minority Youth*. Manila. (funded with a grant from the Japan Fund for Poverty Reduction).

design for a sector development program (SDP) comprising a policy reform program and an investment project that aims to deliver equitable and good quality secondary education by 2015.

18. **Proposed Policy Reform Agenda.** The SESDP will address these key policy reforms: (i) a regulatory framework for private secondary education and a new policy framework for financial supports for students including scholarships, student loans, and CCT; (ii) strengthening the quality assurance through development of LSE teacher standards and application of the standards for LSE and USE, reforms in the national examination system, textbook production, and review and revision of the curriculum; and (iii) strengthening the accountability framework including development of the human resource management system for teachers, strategic policy on ICT in education, and FSQL for USE. The SESDP policy reform program will be consistent with the key policy targets of the new SESMP 2010–2015.

19. **Proposed Investment Project.** To support the implementation of the policy reforms, the following potential investments are proposed for the linked investment project: (i) the establishment of an independent agency to accredit nonpublic secondary schools; (ii) the provision of funds for scholarships and student loans; (iii) a pilot study on CCT for selected disadvantaged groups; (iv) capacity building for the new examination system to support assessment reform; (v) the provision of training for more effective textbooks production; and (vi) provision of management training for (a) the development of LSE teacher standards and the effective application of teacher standards for LSE and USE; (b) the new human resource management system for teachers and education administrators; (c) the use of ICT in education planning and management; and (d) the development of FSQL for USE.

B. Methodology and Key Activities

20. **Outputs and Key Activities.** The TA outputs will be a design of an SDP including draft government policy reform actions and a feasibility study of the investment project agreed to by the Government and ADB for secondary education. A program design will identify technically and economically feasible policy goals and monitorable actions, along with an accompanying investment component that will support the implementation of these policies. The TA will develop detailed design and strategies for the following:

- (i) pilot initiatives that address the access and equity challenges including: (a) a new legislative framework for the quality control of nonpublic secondary schooling, (b) pro-poor scholarship and students loans, and (c) a pilot CCT proposal;
- (ii) a program to mitigate quality and relevance challenges including: (a) the systematic review and revision of the secondary curriculum, (b) valid and reliable examinations and evaluation, (c) teacher standards for merit-based human resource management, and (d) effective and sustainable textbook production and distribution; and
- (iii) an accountability framework for managing the efficiency and sustainability challenges including: (a) the assessment and development of the institutional capacity of education authorities, (b) strategic policy on ICT for education quality and management; and (c) the development of FSQL for USE.

21. **Methodologies and Approaches.** The TA will (i) analyze key policy measures in the three priority areas—access and equity, quality and relevance, and efficiency and sustainability—and identify areas where further developments are planned and needed; (ii) conduct extensive consultations within the Government and among other stakeholders on the priorities for policy reform and capacity development for the monitoring and governance policy implementation and associated investments; (iii) provide technical support to key stakeholders in ongoing policy development work; and (iv) prepare a policy matrix, an investment proposal, and an implementation plan for possible assistance from ADB and other development partners including UNESCO, UNICEF, the Australian Agency for International Development (AusAID), and the Korean Export Import Bank, who have expressed interest in cofinancing the project.

22. **Assumptions and Risks.** The successful implementation of the TA assumes the following: (i) MOET continues to give priority to the effective sustainable delivery of quality secondary education; (ii)

MOET and local education authorities reach consensus on the proposed policy reforms; (iii) the TA implementation unit has qualified staff to carry out the project activities; and (iv) local communities are aware of the need for secondary schooling.

C. Cost and Financing

23. The total cost of the TA is estimated at \$770,000. ADB will provide \$600,000 equivalent on a grant basis from the Japan Special Fund, funded by the Government of Japan. The remaining \$170,000 will be contributed by the Government and will include office accommodation, utilities, remuneration and per diem for counterpart staff, local transportation for support staff, and administration support. The Government has been informed that approval of the TA does not commit ADB to finance any ensuing project. The cost estimates and financing plan are in Appendix 3.

D. Implementation Arrangements

24. **Project Management and Quality Assurance.** MOET will be the Executing Agency and will provide the counterpart support including a qualified TA project manager and project staff acceptable to ADB. The Project Management Unit (PMU) will be established in MOET composed of representatives from the relevant departments and institutes of MOET and other concerned agencies. DOETs and BOETs will be the implementation agencies for the TA. ADB, UNESCO, UNICEF, AusAID, and the Korean Export Import Bank will form the Donor Advisory Group, which will give technical advice on the policy reform matrix and investment project to be developed under the TA.

25. **Consulting Services.** An international consulting firm in association with national consultants will be engaged in accordance with ADB's *Guidelines on the Use of Consultants* (2007, as amended from time to time). The selection and engagement of the international consulting firm will be done through quality and cost-based selection (QCBS) using simplified technical proposal. The QCBS weighting will follow the standard quality-cost ratio of 80:20. The TA will provide a total 55 person-months (pm) consulting services (17 international and 38 national pm). Outline terms of reference for consultants is in Appendix 4. All-TA financed goods will be procured in line with ADB's *Procurement Guidelines* (2007, as amended from time to time).

26. **Implementation Period and Reporting Requirements.** The TA will be implemented in three phases over 10 months, tentatively from May 2008 to February 2009. The first phase will be 6.5 months. At the middle of month 5, the midterm workshop will be organized to discuss and obtain consensus on the basic design and scope of the policy reform program and the investment project. A tripartite meeting is scheduled in the middle of month 6 based on the draft TA final report/initial draft investment report (IR). The second phase will be from the middle of month 6 to middle of month 9 during TA Implementation. Selected national consultants will help PMU collect additional data, finalize cost-table, and incorporate the inter-ministerial comments. In the third phase, the appraisal workshop for the TA final report/final draft IR will be organized jointly by the Government and ADB in the middle of month 9. The revised IR will be submitted to the Government in month 10.

IV. THE PRESIDENT'S DECISION

27. 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 Sector Development Program, 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</p> <p>Improved learning outcomes in Viet Nam, as a result of strategically planned and managed secondary education</p>	<p>Lower secondary education (LSE) net enrolment rate improves from 82.6% in school year SY2005/2006 to 90% in SY2015/2016</p> <p>The proportion of secondary students successfully passing the National Grade 12 Graduation Examination increases from 80.4% in SY2006/2007 to 90 % in SY2015/2016</p> <p>The state expenditure for education increases steadily but at sustainable level, from 6% in 2010 to 6.5% in 2015 50, and the education share of public expenditure will be retained at 20 % from 2010 to 2015.</p>	<p>Viet Nam Living Standard Survey by the Government Statistics Office</p> <p>MOET annual education statistics reports</p>	<p>Assumptions</p> <ul style="list-style-type: none"> • The Government continues to be committed to stable socioeconomic development through responsive human resources development is sustained. • Key stakeholders, particularly the local education authorities, sustain their commitment to and ownership of the structural reforms and required capacity development.
<p>Outcome</p> <p>A mutually agreed design of a sector development program comprising a policy reform program and an investment project that aims to deliver equitable and good quality secondary education by 2015</p>	<p>Memorandum of understanding for the loan fact-finding mission signed by the Government and ADB by the end of month 9</p> <p>Investment report approved by the Government by end month 10</p>	<p>Memorandum of understanding for the loan appraisal mission</p> <p>Investment report</p>	<p>Assumptions</p> <ul style="list-style-type: none"> • MOET's commitment to effective sustainable delivery of good quality secondary education continues to be a priority in the education and training sector. • Local education authorities are aware of the need for the policy reform and capacity development.
<p>Outputs</p> <p>Draft SESDP including government policy reform actions and a feasibility study of the investment project which will develop detailed design and strategies for the following:</p> <ul style="list-style-type: none"> • pilot initiatives to improve access and equity including (a) a new legislative framework for quality assurance and accreditation of non-public secondary schooling, (b) pro-poor scholarship and students loans, and (c) pilot CCT proposal; 	<p>By month 5, the Government, ADB, and other key stakeholders agree on:</p> <ul style="list-style-type: none"> • detailed policy goals with target years and its monitoring and evaluation indicators; • scope and components of the investment project to support implementation of the policy goals; • identification of target groups and other key stakeholders of SESDP, and detailed 	<p>Midterm workshop, midterm report, and signed aide memoire of the midterm review mission</p> <p>Tripartite meeting, draft TA final report, and draft investment report</p>	<p>Assumptions</p> <ul style="list-style-type: none"> • The project implementation unit has qualified staff to carry out the project activities. • A consensus of the proposed policy reform is built by MOET and local education authorities. • The TA implementation unit has qualified staff to carry out the project activities. • Local communities are aware of the need for secondary schooling.

Design Summary	Performance Targets/Indicators	Data Sources/ Reporting Mechanisms	Assumptions and Risks
<ul style="list-style-type: none"> a program to enhance quality and relevance including (a) systematic review and revision of the secondary curriculum, (b) valid and reliable examinations and evaluation, (c) LSE teacher standards for merit-based human resource management, and (d) effective and sustainable textbook production and distribution; an accountability framework for managing efficiency and sustainability including (a) assessment and development of institutional capacity of MOET, DOET, BOET, and key MOET-affiliated institutes, (b) FSQI for USE, and (c) effective educational planning and management using ICT. 	<ul style="list-style-type: none"> methodologies and procedure for stakeholder consultation and participation; initial cost estimates for investment project and tranching of fund releases for the policy reform program; cofinancing arrangements and a donor coordination framework. <p>By month 9, the Government, ADB, and other key stakeholders agree to:</p> <ul style="list-style-type: none"> policy conditions and timing of the policy reform program; detailed activities, implementation arrangements and schedule of the investment project; and detailed cost estimates for the investment project. 	<p>Minutes of the tripartite meeting and inter-ministerial comment matrix</p> <p>TA final workshop, final TA report, and final draft investment report</p>	
<p>Activities with Milestones</p> <ol style="list-style-type: none"> Designing of the SESDP composed of the policy reform program and feasibility study report on the investment project <ol style="list-style-type: none"> Review progress and achievements against the policy targets set out under SESMP 2006–2010 (month 1–2) Identify the constraints and obstacles in achieving the impact of the Project and prepare the policy reform matrix and investment options to mitigate/tackle the above challenges under SESMP 2011–2015 (month 4) Consolidate the proposed policy reform matrix and the feasibility study on the investment project into the SESDP (month 7) Estimate the overall costs and finalize the reports for SESDP (month 9) Development of draft strategies for quality assurance and accreditation of private/semiprivate secondary schools <ol style="list-style-type: none"> Review the current regulatory framework for quality control of non-public schools (month 1) Propose recommendation for laws and regulations to be updated (month 2–3) Design and estimate the costs of provision of facilities and overseas training programs for the new agency for quality assurance and accreditation of nonpublic secondary schools (month 6) Development of the new strategies for scholarships and student loans (month 1) <ol style="list-style-type: none"> Review the current effectiveness of scholarships and student loan programs Recommend improvements in the effectiveness of scholarship and students loans (month 2) identify areas where improvement will enable more disadvantaged students to complete secondary education (months 2–3) Develop draft strategies (month 4) Design and estimate the costs for the new scholarship programs and a pilot program of the students loans for LSE/USE (month 6) Development of draft strategy for a pilot a CCT program in a disadvantaged area <ol style="list-style-type: none"> Conceptualize the CCT for MOET, BOET, DOET and other relevant agencies (month 2) Conduct a detailed social/poverty survey to identify the possible target of the pilot CCT program (month 2) 			<p>Inputs</p> <ul style="list-style-type: none"> ADB (\$600,000) <ol style="list-style-type: none"> Consulting services: \$448,000 Equipment: \$20,000 Training, seminars, and conferences: \$ 45,000 Surveys: \$5,000 Miscellaneous administration and support costs: \$20,000 Representative for contract negotiations: \$7,000 Contingencies: \$55,000 Government (\$170,000) <ol style="list-style-type: none"> Office Accommodation and transportation for counterpart Staff: \$90,000 Remuneration and per diem of counterpart Staff: \$60,000 Other counterpart support including seminars, workshop, and field trips: \$20,000

Activities with Milestones	
<p>4.3 Design the CCT pilot program and propose a time-bound action plan for it, including a detailed monitoring and evaluation study plan to be funded and implemented (month 2–3)</p> <p>4.4. Design and estimate the costs of the pilot CCT program (month 6)</p> <p>5. Improvement of relevance and effectiveness of the curriculum review and revision</p> <p>5.1 Identify areas where curriculum revision reform may be required (month 2)</p> <p>5.2 Develop the recommendation for the new system that will ensure the curriculum is regularly reviewed for quality, standards of learning outcomes and relevance to meeting labor needs and national development goals (month 3)</p> <p>5.3 Design and estimate the costs for the LSE/USE curriculum revision and relevant training (month 6)</p> <p>6. Review of the validity, reliability and quality of the current examinations and assessment practices and development of the assessment system for the learning outcomes</p> <p>6.1 Identify areas where changes would improve the validity, reliability and quality of examinations and assessment (month 2)</p> <p>6.2 Design and estimate the costs of the new examination and evaluation system and provision of the evaluation software (month 6)</p> <p>7. Development of draft teacher standard for LSE and applications of secondary teacher standards</p> <p>7.1 Review the use of teacher standards nationally and internationally (month 2)</p> <p>7.2 Identify the potential value and constraints on the use of teacher standards in improving teaching practice, teacher selection and teacher promotion (month 2)</p> <p>7.3 Design and estimate the costs of a training program for the development of teacher standard for LSE and merit-based human resource management of teachers (month 6)</p> <p>8. Improvement of effectiveness and sustainability of textbook production and distribution</p> <p>8.1 Identify areas where effectiveness and sustainability of textbook production and distribution can be improved (month 2)</p> <p>8.2 Training program for capacity development of the Education Printing House and the procurement of the new textbooks and materials (month 3-4)</p> <p>8.3 Design and estimate the costs for Training program for the new textbook production and distribution (month 6)</p> <p>9. Development of institutional capacity of MOET, DOETs, BOETs and key MOET-affiliated institutes in planning and managing finance and human resources</p> <p>9.1 Propose indicators and methodology for institutional capacity assessment (month 2)</p> <p>9.2 Assess and analyze capacity and training needs (month 3–4)</p> <p>9.3 Design and estimate the costs of a management training program for assessment of institutional capacity of MOET, DOETs, BOETs and key MOET-affiliated institutes (month 6)</p> <p>10. Development of FSQL for USE</p> <p>10.1 Identify lessons to be learned and areas where FSQL can be successfully used in USE (month 2)</p> <p>10.2 Design and estimate the costs of a training program and workshop for FSQL for USE (month 6)</p> <p>11. Development of strategic policy on ICT for educational quality improvement and effective planning and management</p> <p>11.1 Review current ICT use in schooling and education planning (month 1–2)</p> <p>11.2 Design and estimate the costs of a training program for ICT application in planning and management and procurement of ICT facilities (month 6)</p>	

BOET = bureau of education and training (district), CCT = conditional cash transfer, DOET = department of education and training (provincial), FSQL = fundamental school quality level, ICT = information and communication technology, LSE = lower secondary education, MOET = Ministry of Education and Training, SESDP = Secondary Education Sector Development Program, SESMP = Secondary Education Sector Master Plan, SY = school year, USE = upper secondary education.

INITIAL POVERTY AND SOCIAL ANALYSIS

Country/Project Title: Viet Nam / Preparing the Secondary Education Sector Development Program

Lending/Financing Modality: Sector Development Program Department/ Division: Southeast Asia/Social Sectors

I. POVERTY ISSUES

A. Linkages to the National Poverty Reduction Strategy and Country Partnership Strategy

1. Based on the country poverty assessment, the country partnership strategy and the sector analysis describe how the project would directly or indirectly contribute to poverty reduction and how it is linked to the poverty reduction strategy of the partner country.

The Government of Viet Nam recognizes secondary education as one of the principal mechanisms for economic growth and the achievement the Millennium Development Goals (MDGs) and the Viet Nam Development Goals (VDGs). The 5-year Socio-Economic Development Plan 2006–2010 targets universal secondary education as a key priority. Special emphasis is placed on reaching ethnic minorities in remote areas for equitable and inclusive development. Access to secondary schooling has expanded significantly in recent years, but national averages mask significant disparities in enrolments, which are unevenly distributed by ethnic group, gender, and socioeconomic status. Detailed poverty analysis conducted under the Lower Secondary Education for the Most Disadvantaged Regions Project in 2007 shows that household income is strongly correlated with educational attainment. Ethnic minority and particularly girls, remain the most disadvantaged. They have for not benefited from expanding economic growth and poverty reduction and risk falling further behind if secondary education remains out of reach.

B. Targeting Classification

1. Select the targeting classification of the project:

General Intervention Individual or Household (TI-H); Geographic (TI-G); Non-Income MDGs

2. Explain the basis for the targeting classification:

The Government has committed to universal secondary education in support of the country's social and economic development. The Project is aimed at achieving universal lower secondary education as a part of basic education and gender parity in basic education (MDGs 2 and 3).

C. Poverty Analysis

1. If the project is classified as TI-H, or if it is policy-based, what type of poverty impact analysis is needed?

The PPTA poverty impact analysis will focus on the links between increased access to secondary education and poverty reduction, using the most recent household survey data.

2. What resources are allocated in the PPTA/due diligence?

International and national ethnic minority and gender specialists will be recruited for poverty analysis.

3. If GI, is there any opportunity for pro-poor design (e.g., social inclusion subcomponents, cross subsidy, pro-poor governance, and pro-poor growth)?

The TA will undertake social and poverty analysis particularly to identify target areas for the investment project, and for the proposed pilot conditional cash transfer.

II. SOCIAL DEVELOPMENT ISSUES

A. Initial Social Analysis

Based on existing information:

1. Who are the potential primary beneficiaries of the project? How do the poor and the socially excluded benefit from the project?

<p>The primary beneficiaries will be the whole secondary education–eligible cohort, which will have better access to secondary schooling and good quality teaching and learning.</p>
<p>2. What are the potential needs of beneficiaries in relation to the proposed project?</p> <p>More strategically planned and managed secondary education provision with improved learning outcomes.</p> <p>3. What are the potential constraints in accessing the proposed benefits and services, and how will the Project address them?</p> <p>Potential constraints and risks are (i) effective sustainable delivery of quality secondary education might not continue to be a MOET priority in the education sector; (ii) local education authorities might not be aware of the need for the policy reform and capacity development; (iii) the TA implementation unit might not have qualified staff to carry out the project activities; (iv) local communities might not become aware of the need for and importance of secondary schooling; and (v) key MOET affiliates might not be committed to more effective service delivery of better quality educational inputs.</p>
<p>B. Consultation and Participation</p> <p>1. Indicate the potential initial stakeholders.</p> <p>Central and local education planners, managers, teachers, and secondary education age cohorts will be the potential initial stakeholders. Education planners and managers will be involved in the Project both as the Executive/Implementing Agencies and beneficiaries of the project activities.</p> <p>2. What type of consultation and participation (C&P) is required during the PPTA or project processing (e.g. workshops, community mobilization, involvement of nongovernment organizations and community-based organizations, etc.)?</p> <p>Nationwide workshops and consultation meetings with local stakeholders are planned to (i) assess and develop the capacities of stakeholders; and (ii) facilitate their participation in the design of the Project through identification of the structural problems of education service delivery and the development of the policy reform matrix to address these issues.</p> <p>3. What level of participation is envisaged for project design?</p> <p><input type="checkbox"/> Information sharing <input checked="" type="checkbox"/> Consultation <input type="checkbox"/> Collaborative decision making <input type="checkbox"/> Empowerment</p>
<p>C. Gender and Development</p> <p>1. What are the key gender issues in the sector/subsector that are likely to be relevant to this project/program?</p> <p>A gender imbalance in educational attainment still exists. fewer girls than boys are enrolled at all levels of the education system except for professional secondary education. A small but significant gender gap in enrollment at both primary education and LSE levels has not improved significantly over the last five years.¹ Mean years of schooling starkly illustrate this gap; on average, girls complete only 5.6 years of schooling as compared to 6.8 years for boys. This gap widens dramatically when ethnicity is factored in: Kinh boys achieve 8.5 mean years of schooling, compared with just 4.5 years for ethnic minority girls. Improved girl-friendly school facilities and awareness raising campaign among parents on the benefits of educating their daughters will help reduce this imbalance.</p> <p>2. Does the proposed project/program have the potential to promote gender equality and/or women's empowerment by improving women's access to and use of opportunities, services, resources, assets, and participation in decision making?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Please explain.</p> <p>3. Could the proposed project have an adverse impact on women and/or girls or to widen gender inequality?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Please explain.</p>

¹ MOET. 2005. *Statistics Year Book 2005*. Hanoi.

III. SOCIAL SAFEGUARD ISSUES AND OTHER SOCIAL RISKS			
Issue	Nature of Social Issue	Significant/Limited/ No Impact/Not Known	Plan or Other Action Required
Involuntary Resettlement	The TA and the ensuing loan program will not have any civil works and construction components. A resettlement plan is not required.	No impact	<input type="checkbox"/> Full Plan <input type="checkbox"/> Short Plan <input type="checkbox"/> Resettlement Framework <input checked="" type="checkbox"/> No Action <input type="checkbox"/> Uncertain
Indigenous Peoples	Any effects on indigenous people will be positive as secondary education becomes more accessible to them. Some ethnic minorities will be beneficiaries of the pilot scholarship and conditional cash transfer programs of the ensuing loan project.	Not significant	<input type="checkbox"/> Plan <input type="checkbox"/> Other Action <input type="checkbox"/> Indigenous Peoples Framework <input type="checkbox"/> No Action <input checked="" type="checkbox"/> Uncertain
Labor <input type="checkbox"/> Employment Opportunities <input type="checkbox"/> Labor Retrenchment <input type="checkbox"/> Core Labor Standards	No labor retrenchments are envisaged as a result of the program/project	Not significant	<input type="checkbox"/> Plan <input type="checkbox"/> Other Action <input checked="" type="checkbox"/> No Action <input type="checkbox"/> Uncertain
Affordability		No Impact	<input type="checkbox"/> Action <input checked="" type="checkbox"/> No action <input type="checkbox"/> Uncertain
Other Risks and/or Vulnerabilities <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Human Trafficking <input type="checkbox"/> Others (conflict, political instability, etc.), please specify	No other risks or vulnerabilities are anticipated	No Impact	<input type="checkbox"/> Plan <input type="checkbox"/> Other Action <input checked="" type="checkbox"/> No Action <input type="checkbox"/> Uncertain
IV. PPTA/DUE DILIGENCE RESOURCE REQUIREMENT			
<p>1. Do the TOR for the PPTA (or other due diligence) include poverty, social and gender analysis and the relevant specialist/s</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please explain why.</p> <p>2. Are resources (consultants, survey budget, and workshop) allocated for conducting poverty, social and/or gender analysis, and C&P during the PPTA/due diligence? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please explain why.</p>			

C&P = consultation and participation, GI = general intervention, HIV/AIDS = human immunodeficiency virus/acquired immune deficiency syndrome, LSE = lower secondary education, MDGs = millennium development goals, MOET = Ministry of Education and Training, PPTA = project preparatory technical assistance, TA = technical assistance, TI-G = target intervention-geographic, TI-H = target intervention-individual or household, TOR = terms of reference, VDGs = Viet Nam development goals.

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	330.0
ii. National Consultants	70.0
b. International and Local Travel	35.0
c. Reports and Communications	13.0
2. Equipment ^b	20.0
3. Training, Seminars, and Conferences ^c	
a. Facilitators	5.0
b. Training Program	40.0
4. Surveys	5.0
5. Miscellaneous Administration and Support Costs	20.0
6. Representative for Contract Negotiations	7.0
7. Contingencies	55.0
Subtotal (A)	600.0
B. Government Financing^d	
1. Office Accommodation and Transport	90.0
2. Remuneration and Per Diem of Counterpart Staff	60.0
3. Others	20.0
Subtotal (B)	170.0
Total	770.0

^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 Government of Viet Nam financing.

Source: ADB estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

1. The Asian Development Bank (ADB) will finance 55 person-months (pm) of consulting services for the technical assistance (TA), including 6 international consultants totaling 17 person-months and 8 national consultants totaling 38 person-months.

A. International Consultants

1. Education Systems Development Specialist/Team leader (8 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 needed to design a feasible and high quality project; (iii) experience in education policy planning and administration including human resource management and quality assurance of schooling, preferably in both developed and developing countries; (iv) good communication and coordination skills required for a participatory approach to project design involving local authorities and donor coordination/co-financing; (v) knowledge of operations for targeted support; and (vi) a degree in education or other relevant fields from an internationally recognized university. As a team leader, the consultant will have overall responsibility for planning and implementing the TA, and will be primarily responsible for preparing all the required reports.

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

- (i) preparing, in formats satisfactory to the Government and ADB, the inception report, the mid-term report, the draft TA final report, the TA final report and the investment report (IR) for the Secondary Education Sector Development Program (SESDP) composing a policy reform program and a feasibility study report with detailed cost tables for the investment project;
- (ii) developing 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;
- (iii) proposing monitoring measurement and indicators for the projected impact of the proposed project on subsector performance and poverty reduction;
- (iv) reviewing the Secondary Education Sector Master Plan (SESMP) 2006–2010;
- (v) preparing draft key policy targets for SESMP 2011–2015;
- (vi) assessing the training needs of the local counterparts and organizing workshops for participatory project design and dissemination;
- (vii) overseeing the preparation of cost estimates for the proposed loan project based on project components in close collaboration with the Executing Agency, relevant ministries and agencies;
- (viii) analyzing the constraints and challenges encountered in implementing past and ongoing official development assistance (ODA) projects and proposing remedial measures;
- (ix) recommending appropriate loan covenants for compliance with timely project implementation;
- (x) preparing the draft implementation plan for the proposed project;
- (xi) reviewing the Government's regulations and decrees on nonpublic schools in order to improve accreditation, encourage greater private investment and ensure good quality performance; and
- (xii) reviewing activities associated with the development and implementation of fundamental school quality levels (FSQL) standards for upper secondary education (USE).

2. Education Finance and Input Control Specialist (3 person-months)

4. The consultant must have (i) experience in the design and detailed costing of projects; (ii)

experience in financial analysis and costing of ODA projects, preferably ADB-financed projects in Viet Nam; (iii) knowledge of policies and practices related to scholarships and student loans; (iv) knowledge of policies and practices in textbook production; and (v) a degree in education, public finance, economics or other relevant fields from an internationally recognized university. Substantial experience in reviewing public expenditures, designing and implementing scholarship and textbook projects, and developing support programs in Viet Nam will be a great advantage.

5. The specialist's tasks will include, but not be limited to, the following:
- (i) undertaking detailed economic and financial analysis of the impacts and outputs of the ensuing loan project;
 - (ii) assessing the financial management capacity of the Executing/Implementing Agencies;
 - (iii) recommending 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;
 - (iv) preparing detailed cost tables for all components of the proposed loan project for the draft TA final report, the TA final report, and the IR, and assisting the team leader in preparing, in formats satisfactory to ADB and the Government, a detailed feasibility study report on the proposed project;
 - (v) reviewing current scholarship and student loan programs and assessing adequacy and effectiveness; and
 - (vi) reviewing current textbook production processes and developing recommendations to improve cost-effectiveness, quality and distribution.

3. Education Quality and Relevance Specialist (1.5 person-months)

6. The specialist should have (i) in-depth understanding of Viet Nam's secondary education system and of international practices for developing teaching, curriculum, textbooks, and instructional materials; (ii) experiencing and knowledge of national testing and evaluation of student learning outcomes; and (iii) a degree in education or other relevant fields from an internationally recognized university. Substantial experience in curriculum development and revision, teacher training, and development of support programs in Viet Nam will be a great advantage. The specialist's tasks will include, but not be limited to, the following:

- (i) reviewing current systems and practices associated with curriculum revision;
- (ii) developing a new strategy for curriculum revision and associated assessment practices to be regularly reviewed to determine their relevance and quality so that local economic and labor needs, national goals and international learning outcome norms are met;
- (iii) reviewing current examination arrangements to ensure that national examinations are valid, reliable and fit for purpose and assessing the institutional capacity of the Ministry of Education and Training (MOET) to implement any recommended changes; and
- (iv) developing the draft strategies for a more effective and valid examination system and preparing a procurement plan for the new examination software.

4. Institutional Capacity Assessment and Development Specialist (1.5 person-months)

7. The consultant must have (i) detailed knowledge of the secondary education system in Viet Nam; (ii) experience in human and financial resource management and training at various levels of government including the provincial and district level; (iii) experience in ODA projects for capacity development in Viet Nam; and (iv) a degree in human resource management or other relevant fields from an internationally recognized university. The specialist's tasks will include, but not be limited to, the following:

- (i) assessing the institutional capacity of MOET and local educational authorities to

- (ii) plan and manage finance and human resources; developing draft LSE teacher standards and a proposal for the capacity development of local education authorities in the use of teacher standards for LSE and USE and other teaching staff appraisal methods to improve the selection, training and performance of teaching staff;
- (iii) developing a proposal for the use of teacher standards as the basis for the selection and promotion of teachers and other school staff;
- (iv) preparing an implementation plan and cost estimates for the training programs; and
- (v) assisting in the development of a proposal for the use teacher of the standards as the basis for the selection and promotion of teachers and other school staff

5. Conditional Cash Transfer Specialist (1.5 person-months)

8. The consultant must have (i) detailed knowledge of the secondary education system in Viet Nam; (ii) experience in programs for community mobilization and empowerment, capacity development of local stakeholders, and awareness raising; (iii) experience in the budget/expenditure review of central and local governments; (iv) experience in the design and implementation of CCT programs in other countries; and (v) a degree in public finance, education, social protection or other relevant fields from an internationally recognized university. The specialist's tasks will include, but not be limited to, the following:

- (i) conducting social, poverty, and gender assessments in selected target areas and groups;
- (ii) developing a proposal to pilot a CCT program (with the amount of funds, transfer conditions, implementation and monitoring arrangements, fiduciary arrangements and evaluation design) to assist students from disadvantaged groups;
- (iii) developing a system and indicators for the evaluation of the pilot CCT program;
- (iv) developing proposals for wider application of the CCT program; and
- (v) proposing a system and indicators for the evaluation of the pilot CCT program.

6. Ethnic Minority and Gender Specialist (1.5 person-months)

9. The consultant must have (i) in-depth understanding of the socioeconomic status of ethnic minority groups and of gender issues in Viet Nam; and (ii) a degree in sociology, anthropology, gender studies, or other relevant fields from an internationally recognized university. Substantial experience in inclusive education will be a great advantage. The specialist's tasks will include, but not be limited to, the following:

- (i) undertaking poverty and social analysis for the investment component in accordance with ADB's Handbook of Social Analysis (2007);
- (ii) undertaking poverty impact analysis for program loan component in accordance with ADB's *Staff Instructions on Poverty Impact Analysis* (1994) and *Handbook on Poverty* (2006);
- (iii) preparing profiles of the project-affected communities in the project sites including household sizes, demographic trends, income sources and levels, occupations, and socioeconomic conditions;
- (iv) identifying the most disadvantaged groups which will be the project beneficiaries;
- (v) undertaking an initial poverty and social analysis and assessing the prospective social impact of the proposed loan project in accordance with ADB's *Guidelines for Incorporation of Social Dimensions in Bank Operations* (1993);
- (vi) identifying the challenges to and constraints on secondary education in the disadvantaged areas and proposing suitable measure for mitigation;
- (vii) developing for the project, if necessary, assessment procedures and a gender action plan based on ADB's *Policy on Gender and Development* (1998); and
- (viii) assessing the number of indigenous peoples and their socioeconomic status using ADB's checklist and Indigenous People Impact Categorization Form, and if

necessary, develop a short indigenous peoples development plan based on ADB's *Policy on Indigenous Peoples* (1998) and *Policy on Gender and Development*.

B. National Consultants

1. Education Systems Development Specialist (9 person-months)

10. The specialist will (i) assist the international education systems development specialist/team leader in undertaking all of that specialist's tasks, especially the preparation of draft policy targets under SESMP 2011–2015, and all the required reports and documents; (ii) coordinate the inputs of the international and national consultants; (iii) collect and analyze the data and statistics required for the TA and the proposed loan project from the central and local governments and agencies concerned; (iv) provide recommendations and advice regarding the TA activities and the scope and components of the proposed loan project from domestic views in the local context; (v) assist the international consultants in organizing and conducting the workshops and seminars; (vi) finalize the Government's IR based on draft final and final TA reports, including detailed cost tables in line with the Government's comments and requirements; (vii) facilitate a review of the Government's regulations and decrees on private/semiprivate schools to improve accreditation, encourage greater private investment and ensure good quality performance; and (viii) facilitate a review of the number, location and specialization of teacher training institutes.

2. Education Finance and Input Control Specialist (7 person-months)

11. The specialist will (i) assist the international educational finance and input control specialist in undertaking all of that specialist's 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) assist the international consultants in organizing and conducting the workshops and seminars; (iv) assist the national education systems development specialist in finalizing the Government's IR on the basis of the draft final and final TA reports, including detailed cost tables in line with the Government's comments and requirements; and (v) assist in reviewing current scholarship, and loan programs and textbook production, and in assessing their adequacy and effectiveness.

3. Education Quality and Relevance Specialist (5 person-months)

12. The specialist will (i) assist the international education quality and relevance specialist in undertaking all of that specialist's tasks, and particularly in reviewing and assessing current systems and practices associated with curriculum revision, and preparing all the required reports; (ii) assist in reviewing and assessing current national examinations and student assessments, (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) assist the international consultants in organizing and conducting the workshops and seminars; and (v) assist the national education system development specialist in finalizing the Government's IR on the basis of the draft final and final TA reports.

4. Institutional Capacity Assessment and Development Specialist (5 person-months)

13. The specialist will (i) assist the international institutional capacity assessment and development specialist in undertaking all of that specialist's tasks, and particularly in reviewing and assessing the capacities of central and local education offices to plan and manage finance and human resources, as well as procurement-related tasks, and in preparing all the required reports and documents; (ii) assist in drawing a proposal to enable local education planners to develop local human capacities to use teacher standards and other staff appraisal methods to improve the selection, training and performance of the teaching staff; (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; and (iv) assist the international consultants in organizing

and conducting the workshops and seminars.

5. Textbook Production and Distribution Specialist (3 person-months)

14. The specialist will (i) assist the international finance and input control specialist in undertaking all relevant tasks, and particularly in reviewing and assessing the quality and efficiency of textbook production and distribution, as well as procurement-related tasks, and preparing all the required reports and documents; (ii) assist in developing of a proposal to improve the cost effectiveness of textbook production, as well as the quality and relevance, and distribution of textbooks; (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; and (iv) assist the international consultants in organizing and conducting the workshops and seminars.

6. Information and Communication Technology Specialist (2 person-months)

15. The specialist will (i) assist all the international and national consultants in identifying relevant areas where the use of information and communication technology (ICT) will improve outcomes and in particular the institutional capacity assessment and development specialist in improving financial and management operations at the MOET, and local governments, and preparing all the required reports and documents; (ii) assist in developing a proposal to improve the capacity of head teachers to manage financial and human resources through the expanded use of ICT; (iii) collect and analyze the data and statistics required for the TA and the proposed loan project from the central and local governments and agencies concerned; (iv) assist the international consultants in organizing and conducting the workshops and seminars; and (v) assist the national education system development specialist in finalizing the Government's IR on the basis of the draft final and final TA reports, including detailed material cost tables in line with the Government's comments and requirements.

7. Conditional Cash Transfer Specialist (4 person-months)

16. The specialist will (i) assist the international CCT specialist in conducting social, poverty, and gender survey in the target areas and in developing a proposal to pilot-test a CCT approach to assist students from disadvantaged groups and regions.; (ii) assist the international CCT, institutional capacity assessment and development, and ethnic minority and gender specialists in undertaking all their tasks, and particularly in reviewing and assessing the capacity of central and local education offices to plan and manage a pilot CCT program; (iii) assist the international CCT and education system development specialist in developing the monitoring and evaluation indicators for the pilot CCT program and in proposing the most feasible methodology in the local context; and (iv) assist the national education system development specialist in finalizing the Government's IR on the basis of the draft final and final TA reports, including detailed material cost tables in line with the Government's comments and requirements.

8. Ethnic Minority and Gender Specialist (3 person-months)

17. The specialist will (i) assist the international ethnic minority and gender specialist in undertaking all of that specialist's tasks, particularly those related to education quality improvement, and in 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 including domestic views in the local context; (iv) assist the international consultants in organizing and conducting workshops and seminars; and (v) assist the international consultants in identifying challenges to and constraints on secondary education in the poor areas and proposing suitable mitigation measures.