

TAR: VIE 36265

Technical Assistance to the Socialist
Republic of Viet Nam for Strategic
Secondary Education Planning and
Cooperation (Cofinanced by the
Japan Special Fund and the
Government of Denmark)

June 2005

Asian Development Bank

CURRENCY EQUIVALENTS

(as of 31 May 2005)

Currency Unit	–	dong (D)
D1.00	=	\$0.0000630875
\$1.00	=	D15,851

ABBREVIATIONS

ADB	–	Asian Development Bank
DCF	–	Danish Cooperation Fund
EA	–	executing agency
EMIS	–	educational management information system
JICA	–	Japan International Cooperation Agency
JSF	–	Japan Special Fund
M&E	–	monitoring and evaluation
MDGs	–	Millennium Development Goals
MOET	–	Ministry of Education and Training
NPFEA	–	National Plan for Education for All
PBA	–	program-based approach
PSC	–	project steering committee
SEDP	–	Socio-Economic Development Plan
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	–	Education sector development
Themes	–	Inclusive social development; and Gender and development
Subtheme	–	Human development

NOTE

- (i) The fiscal year (FY) of the Government and its agencies ends on 31 December.
- (ii) In this report, "\$" refers to US dollars.

This report was prepared by E. Izawa, Social Sectors Division, Mekong Department.

I. INTRODUCTION

1. The Asian Development Bank (ADB) has been assisting the Government of Viet Nam (the Government) in expanding education as a foundation for long-term social and economic development. The central pillar of the education policy in Viet Nam is to develop human resources to help meet the demands in the growing market and to ensure equity and quality. ADB has particularly recognized the importance of secondary education in three dimensions: (i) in supporting the Government's commitment to universal lower secondary education; (ii) in pursuing the Millennium Development Goals (MDGs) in terms of gender parity in primary and secondary education; and (iii) in a strong linkage to the Socio-Economic Development Plan (SEDP) 2006–2010. The disparities in access to secondary education by gender, ethnic nature, and region have been addressed as one of the most critical challenges for achieving government commitment and MDGs. SEDP also emphasizes the urgency of innovating and improving the quality of human resources for the country's industrialization. Sustained efforts in the past decade have resulted in significant advances in enrollments. Nevertheless, universalizing secondary education with quality, equity, effectiveness, and sustainability is still a major challenge. Strategic and effective frameworks for sector performance review, policy planning, and aid harmonization are crucial to achieve the above goals.

2. During the Country Programming Mission in 2003, the Government requested ADB support for an advisory technical assistance (TA) to prepare the updated secondary education sector master plan (SESMP) covering 2006–2010 that will serve as the baseline policy and investment program for all aid agencies active in secondary education, through a common program-based approach (PBA). The Fact-Finding Mission visited Viet Nam from 21 February to 1 March 2005 and reached an understanding with the Government on the TA's goals, purpose, scope, implementation arrangements, cost estimates, financing arrangements, and terms of reference for consulting services. The TA framework is in Appendix 1.¹

II. ISSUES

3. In Viet Nam, education is regarded as a paramount investment option in the nation's economic development and equitable society even under severe budget constraints. This was evidenced by the recent Government decree 09/2005/Q5-TTg for improving the quality of teaching staff and strengthening management for education up to 2010. The net primary school enrollment rate already reached 95% in 2004, and achieving universal primary education (one MDG) was assessed as "feasible" in the annual MDGs progress review in 2005. Current major concerns about primary education are, therefore, improving quality rather than simply promoting access to schooling. With notable achievements in primary education, the education sector's target has gradually shifted to secondary education.

4. The Government's policy targets for secondary education are (i) raise the secondary education net enrollment rate to 80% by 2005 and 90% by 2010; and (ii) phased expansion of upper secondary education. As the leading aid agency in the subsector, ADB has provided four loan projects and six TAs since the MDGs were set out. The assistance covers major educational inputs including training pre-service and in-service teachers, redesigning curricula, providing textbooks and teaching materials, organizing capacity development training for the Ministry of Education and Training (MOET), constructing and rehabilitating schools, and piloting an assessment system.² One assistance was to help MOET develop the SESMP 2001–2010.

¹ The TA first appeared in *ADB Business Opportunities* (Internet edition) on 25 January 2005.

² Assistance has been provided through the following past and ongoing loans and TAs: ADB. 1997. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Socialist Republic of Viet Nam for the Lower Secondary Education Development Project*. Manila; ADB. 1999. *Report and Recommendation*

The SESMP stresses policy options for expanding and modernizing lower secondary education. Through the joint efforts of the Government and ADB, the gross secondary education enrollment rate significantly increased from 32% in 1992 to 72% in 2004.

5. Equitable, effective, and sustainable delivery of secondary education, however, has remained a critical issue. Gender and income disparity in access to schooling is still clearly observed in the secondary education level even while the national average enrollment rates improved. The disparity is also linked to a lack of role models in female teachers in ethnic minority and poor community schools. Internal and external efficiencies of schooling emphasizing effective management of resources, capacity of policy planners and administrators, and rates of return on investment in secondary education need to be improved. The progress of decentralization and assessment of the need to build the capacity of local authorities should be reviewed. Based on the pilot study on the decentralized process of development of provincial education plans supported by the United Nations Educational, Scientific, Cultural Organization (UNESCO), the World Bank (WB), and other aid agencies, there is a significant need for continuous efforts in strengthening decentralization. Financial sustainability of the massive investments in the subsector should be carefully reviewed and monitored. These issues have moved to the forefront and dominate the educational reform agenda in the country. The Government and ADB have identified the need for refining the current SESMP to be more comprehensive and responsive to immediate policy actions.

6. **Comprehensive Sector Review and Policy Planning.** Preparing SESMP 2006–2010 will begin with the review of achievements and constraints under the ongoing SESMP. While the current SESMP focuses mainly on expansion of lower secondary education, the new SESMP should be a more comprehensive program covering both lower and upper secondary education. This will highlight the expected role of secondary education in equipping adolescents with basic academic knowledge and appropriate and safe behavior in wider aspects of human resource development of the country. In addition, to function as the overall investment program providing overall managerial and financial planning baseline, SESMP 2006–2010 will project the future demand for teachers, classrooms, textbooks, and other educational inputs needs.

7. **Harmonization with Aid Partners and Their Programs.** Due to a limited consultation process and coordination framework for preparing the ongoing SESMP, there are some inconsistencies in analytical methodologies and overlaps in target setting observed between the SESMP and other development plans prepared by donor partners. The National Plan for Education for All (NPFEA) which partially covers lower secondary education as a part of basic education, is particularly important among the concerned programs in the subsector. The new SESMP should maintain consistency with NPFEA to harmonize and maximize synergy and efficiency. The new SESMP will also include a common investment program to define responsibility for aid agencies' coverage within the subsector, consistent with their technical expertise and achievements. The Japan International Cooperation Agency (JICA), UNESCO, and United Nations Children's Fund (UNICEF) have agreed to participate in preparing SESMP 2006–2010 and the coordination matrix through the PBA.³

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 Education Development Project.* Manila; ADB. 2001. *Technical Assistance to the Socialist Republic of Viet Nam for Secondary Education Sector Master Plan.* Manila; ADB. 2003. *Technical Assistance to the Socialist Republic of Viet Nam for Capacity Building for Upper Secondary Education.* Manila.

³ The World Bank, the Department of International Development of the United Kingdom, and some other major aid agencies have been establishing a similar aid coordination mechanism for budget support in the primary education subsector. ADB's initiative in the PBA under the TA will be closely coordinated with the practice in primary education.

8. **Inclusive Development Approach.** The policy recommendations for targeted assistance to disadvantaged groups under the current SESMP are relatively broad. The new SESMP will conduct more extensive data collection and analysis through field surveys in the most needy areas to determine the destabilizing factors of vulnerable groups and effective measures for risk mitigation. The following will be reviewed: the relevance and effectiveness of ADB-funded targeted assistance to disadvantaged groups, recent trends among secondary school leavers, linkage between primary and secondary education for curriculum requirements and consistencies, and the role of the private sector in providing secondary education.

9. The TA builds on ADB's country strategy and program for Viet Nam. The TA will help the Government achieve the MDGs and harmonize planning and implementation strategies among development partners. This will help increase effectiveness and sustainability of official development assistance resources. The TA is in line with ADB's *Policy on Education* and the earlier education projects as well as the policies for gender development and indigenous people.

III. THE TECHNICAL ASSISTANCE

A. Impact and Outcome

10. The TA's primary purpose is to help the Government achieve (i) universal secondary education with quality, equity, effectiveness, and sustainability; and (ii) MDGs by formulating a framework for more strategic sector policy planning, management, and aid harmonization. To realize the goal, the TA aims to (i) conduct the secondary education subsector performance review, and (ii) prepare a new SESMP and the aid coordination matrix with a common investment program for secondary education to be shared with other partners including JICA, UNESCO, and UNICEF.

11. The TA's expected outputs are (i) SESMP 2006–2010 which will be subject to MOET management's approval, (ii) establishment of the new aid coordination mechanism for secondary education through PBA, (iii) fiscal analysis to achieve financial sustainability of secondary schooling, (iv) the time-bound action plan to mitigate the challenges that the most needy groups including ethnic minorities and girls from disadvantaged families have been facing, and (v) a proposal for a nationwide school mapping study and projections of future demand for school facilities.

B. Methodology and Key Activities

12. The TA will be conducted in a participatory and consultative process to ensure congruence of the goals of the Government and PBA partners as well as that of local educational authorities and the expected beneficiaries. The TA will (i) emphasize the most effective aid harmonization modality to cover a wide range of required inputs to universalize secondary education, (ii) pay close attention to the ongoing decentralized delivery of educational services, (iii) adopt a result-oriented sector performance review and policy planning, and (iv) target the TA beneficiaries and define the expected deliverables more clearly.

13. Key activities of the TA will include (i) reviewing education sector performance under SESMP 2001–2005, including a public expenditure review focusing on secondary education and preparing the new policy targets and strategies for achieving equitable, sustainable, and effective universal secondary education up to 2010; (ii) establishing a new aid coordination matrix and a common investment program to increase aid effectiveness and coverage; (iii) evaluating impacts of ADB's ongoing interventions in "targeted support" to vulnerable groups

and proposing measures to mitigate obstacles to universalize lower secondary education in close coordination with UNESCO and UNICEF; and (iv) reviewing the ongoing school-mapping exercises for both lower and upper secondary schools, proposing the most appropriate and time- and cost-effective methodology for the nationwide mapping system and database, and projecting demands for education facilities and the associated budget requirements referring to the actual costs under JICA's school construction projects.

14. The subsector performance including public expenditure will be assessed by (i) reviewing related laws including SEDP 2006–2010, Youth Law, and Gender Equality Law; (ii) analyzing educational management information system (EMIS) data and statistics; (iii) reviewing aid agencies' project completion reports for secondary education related-activities; (iv) identifying gaps in access to and attainments of secondary education based on gender geographic features and income disparity; (v) evaluating the institutional capacity of central and local education authorities for fiscal management while considering decentralization; (vi) assessing the new public financial management system, which is being funded by the World Bank; and (vii) reviewing the United Nations Development Programme's study on the impact of privatization on the education sector.

15. The new target assistance plan will be proposed after (i) examining the implications of socioeconomic development policies on education; (ii) reviewing impacts and benefits of ADB's target assistance components under past and ongoing projects; (iii) identifying and targeting the most needy groups; (iv) conducting field studies in selected provinces to collect segregated educational data and examine major factors affecting their enrollments, internal and external efficiency, and parents' awareness in the areas; and (v) drafting target assistance plans, which should be sustainable and able to directly contribute to improving the most vulnerable groups' access to secondary education.

16. The proposal for the national school mapping study will be prepared after (i) reviewing the mapping data produced by ongoing ADB-funded projects, (ii) analyzing the demographic data and census for secondary education age cohorts, (iii) assessing JICA's mapping exercises for primary education, and (iv) conducting a comparative study on the methodologies and expenditures for nationwide mapping. This study will include the projected demand in school facilities.

C. Cost and Financing

17. The TA cost is estimated at \$750,000 equivalent, comprising \$370,000 in foreign exchange cost and \$380,000 equivalent of the local currency cost. ADB will finance \$300,000 equivalent, on a grant basis from the Japan Special Fund, funded by the Government of Japan, and \$300,000 equivalent will be financed on a grant basis by the Government of Denmark. The Government will finance the remaining local currency cost of \$150,000 equivalent mostly in kind. The cost estimates and financing plan are in Appendix 2.

D. Implementation Arrangements

18. MOET will be the TA's Executing Agency and will provide counterpart support, including a qualified TA project manager acceptable to ADB. A project steering committee (PSC) chaired by the vice minister of MOET will be established to oversee the quality of the TA outputs. Under the guidance of the PSC, a project implementation unit consisting of representatives from MOET's departments including planning and finance, international coordination, personnel, secondary education, and professional education will be set up. JICA, UNESCO, UNICEF, and ADB will constitute a joint aid advisory body to (i) provide technical advice on the TA; (ii)

participate in preparing the coordination matrix and the investment program; and (iii) ensure the TA has links to the existing aid coordination mechanism for the whole sector, the education sector group.

19. A team of five international (13 person-months) and seven domestic (40 person-months) consultants will be recruited to provide consulting services. The international consultants will provide services in the following areas (person-months are in parenthesis): (i) team leader/education policy analysis and results-based management (6), (ii) public expenditure analysis and education economics (1.5), (iii) education facilities and maintenance and school mapping (2.5), (iv) aid agency cooperation coordination (1), and (v) inclusive social development/gender development (2). The domestic consultants will be specialists in (i) education policy analysis (6), (ii) fiscal analysis (5), (iii) education facilities (6), (iv) school mapping (6), (v) aid cooperation coordination (3), (vi) education statistics and planning (7), and (vii) inclusive social development and gender development (7).

20. All international consultants except the inclusive social development/gender development specialist will be selected through a firm in accordance with ADB's *Guidelines on the Use of Consultants* using quality- and cost-based selection in the simplified technical proposal procedure and other arrangements satisfactory to ADB concerning the engagement of domestic consultants. The international inclusive social development/gender development specialist will be selected as an individual in accordance with ADB's guidelines since the position requires solid expertise in sociological analysis and experience in field research on selected ethnic minorities in the region. The inclusive social development/gender development specialist will report to the international team leader, and the inputs and schedule will be carefully coordinated with those from other consultants engaged through a firm. The outline terms of reference are in Appendix 3.

21. The TA will be carried out over 7 months in two phases starting in August 2005 with completion in March 2006. Phase 1 is for 6 months. At the end of phase 1, a tripartite conference and an aid coordination meeting will be organized to review and discuss the findings and outputs of phase 1 activities. Considering the discussions and agreements in phase 1 conference, phase 2 will be carried out by the team leader and domestic consultants to finalize all the reporting requirements. All TA-financed goods and services will be procured by either the consultants or ADB in accordance with ADB's *Guidelines for Procurement*.

IV. THE PRESIDENT'S DECISION

22. The President, acting under the authority delegated by the Board, has approved (i) ADB administering a portion of technical assistance not exceeding the equivalent of \$300,000 to be financed on a grant basis by the Government of Denmark, and (ii) ADB providing the balance, not exceeding the equivalent of \$300,000 on a grant basis, to the Government of Viet Nam for Strategic Secondary Education Planning and Cooperation, 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 Achieve universal secondary education with quality, equity, efficiency, and sustainability</p>	<p>Status of the Millennium Development Goals</p> <p>National social, economic and poverty indicators</p> <p>80% of enrollment rates in lower secondary education by 2005 and 90% of that by 2010</p>	<p>A project performance monitoring system</p> <p>Official statistics and survey for education</p>	
<p>Outcome The new strategic subsector master plan and the investment program within an effective aid coordination framework</p>	<p>The country program of each aid agency</p> <p>Status of progress of time-bound action plans under the plan</p>	<p>Joint monitoring and/or review mission with major aid agencies</p> <p>Statistics and data from the EMIS</p> <p>Balance of education budget and solid fiscal management for education</p>	<p>Assumption The Government's continued commitment to the secondary education sector as a priority investment</p> <p>Risk Lack of aid coordination and collaboration</p>
<p>Outputs</p> <p>(i) A refined SESMP covering 2006–2010</p> <p>(ii) A comprehensive aid coordination matrix with a priority investment program for secondary education</p> <p>(iii) Fiscal analysis of public expenditures for education</p> <p>(iv) Training needs assessment for capacity building for strategic planning and management</p> <p>(v) New action plan targeting assistance to the most vulnerable groups</p>	<p>Draft plan prepared by March 2006 and approved by the MOET by June 2006</p> <p>Draft matrix and program prepared by December 2005 and agreed upon with the concerned aid partners by March 2006</p> <p>Report on public expenditure analysis prepared by December 2005</p> <p>Institutional assessment completed by December 2005</p> <p>Baseline survey and the draft action plans for the most vulnerable</p>	<p>National annual education reports and statistics</p> <p>Coverage of needs in the subsector</p> <p>Degree of participation of local education agencies and NGOs/parent associations</p> <p>Tracer study on impact of the new action plans for targeted assistance on the future education indicators, particularly enrollment rate of the vulnerable groups</p> <p>Consistency with the ADB's new policy hand-book on indigenous people</p> <p>Follow-up study on the supply of school facilities</p>	<p>Assumptions Timely fielding of consultants</p> <p>Necessary data and information available</p> <p>Effective coordination of each report and study to integrate a comprehensive master plan covering all needs in the subsector</p> <p>Aid agencies' commitment and flexible approach to the common program</p> <p>Risks Delay in the Government's approval of the new SESMP</p> <p>Delay in approval of the outputs of the TA</p> <p>The lack of coordination within the EA and other relevant agencies</p>

Design Summary	Performance Targets/Indicators	Data Sources/Reporting Mechanisms	Assumptions and Risks
(vi) A complete proposal for a national school mapping study and projection of future demand for school facilities and operation/maintenance costs	groups prepared by December 2005 Draft proposal for the national mapping study including projection for school facilities and cost estimates prepared by December 2005	Average distance of students to secondary schools and change in the dropout rate caused by the remote location of schools	
Activities with Milestones (i) Reviewing achievements of the ongoing SESMP including the public expenditure review analysis and preparing the new policy targets and strategies (ii) Harmonizing aid agency assistance to the subsector and establishing a new coordination framework (iii) Proposing the new action plan for more specifically targeted assistance to the most disadvantaged groups (iv) Preparing the nation school mapping plan for lower and upper secondary schools and preparing a realistic projection of future demand for education facilities and associated budget requirements			Inputs (i) International and domestic consultants with appropriate skills and expertise (ii) Government counterparts with appropriate skills and expertise

ADB = Asian Development Bank, EA = executing agency, EMIS = Educational Management Information System, NGO = nongovernment organization, PBA = program-based approach, SESMP = Secondary Education Sector Master Plan, TA = technical assistance.

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Foreign Exchange	Local Currency	Total Cost
A. Asian Development Bank (ADB) Financing and Government of Denmark Financing^a			
1. Consultants			
a. Remuneration and Per Diem			
i. International Consultants	260.0	0.0	260.0
ii. Domestic Consultants	0.0	80.0	80.0
b. International and Local Travel	23.0	7.0	30.0
c. Reports and Communications	5.0	20.0	25.0
2. Equipment and Supplies ^b	30.0	0.0	30.0
3. Consultations and Conferences ^c	5.0	35.0	40.0
4. Surveys ^d	0.0	30.0	30.0
5. Miscellaneous Administration and Support Costs ^e	0.0	40.0	40.0
6. Representative for Contract Negotiations ^f	5.0	0.0	5.0
7. Contingencies	42.0	18.0	60.0
Subtotal (A)	370.0	230.0	600.0
B. Government Financing^g			
1. Office Accommodation and Transport	0.0	60.0	60.0
2. Remuneration and Per Diem of Counterpart Staff	0.0	35.0	35.0
3. Others	0.0	55.0	55.0
Subtotal (B)	0.0	150.0	150.0
Total	370.0	380.0	750.0

^a Of which \$300,000 will be financed by the Japan Special Fund, funded by the Government of Japan, and \$300,000 cofinanced by the Government of Denmark and administered by ADB.

^b Includes computers with the standard software, 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 tripartite meeting and the aid coordination meetings.

^d Includes costs for field survey for school mapping and targeted assistance activities.

^e Includes translation services.

^f Includes costs for travel and per diem for two government observers to be invited for contract negotiations.

^g Government financing will be provided in kind.

Source: Asian Development Bank estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

A. International Consultants

1. A firm to be selected through QCBS will provide four of the five international consultants. The fifth—inclusive social development/gender development specialist—will be recruited as an individual.

1. Team Leader/Education Policy Analyst and Results-Based Management Specialist (6 person-months)

2. As team leader, the consultant will have overall responsibility for planning and implementing the technical assistance (TA). Preparing all the required reports is primarily the responsibility of the team leader. TA implementation will be in close collaboration with the Ministry of Education and Training (MOET) and in consultation with major aid partners. The consultant will have expertise in the areas of education policy planning and analysis with emphasis on results-based management.

3. Activities related to the specialization include the following:

- (i) Assess the linkage of the secondary education sector master plan (SESMP) with the new Socio-Economic Development Plan 2006–2010.
- (ii) Review other laws, decrees, and policies that will have an impact on secondary education, not just within the education sector, e.g., youth law, gender equality law, and law on protection.
- (iii) Review and assess achievements and the status of policy actions against the current SESMP and identify the challenges the policy actions have faced.
- (iv) Review outputs and impacts of the Asian Development Bank's (ADB) past assistance and identify issues still to be addressed.
- (v) Review the status of other development programs and projects in relation to the secondary education subsector and identify any inconsistency with the SESMP.
- (vi) Review the status of achievements against the Millennium Development Goals (MDGs).
- (vii) Assess the demand for secondary education services based on demographic trends, economic development, and other social factors.
- (viii) Review the current policies and strategy for expanding secondary education and develop a more strategic plan with more attention to equity and sustainability.
- (ix) Assess the need for capacity building for the management under a decentralized system and prepare the draft training program.
- (x) Work closely with the international inclusive social development/gender development specialist, and propose more effective aid coordination.
- (xi) Prepare the new secondary education master plan 2006–2010 addressing all the suspended issues and future investment program.
- (xii) Coordinate all other consultant activities and inputs, and prepare all the required reports.

2. Public Expenditure Analyst/Education Economist (1.5 person-months)

4. In close coordination with other aid agencies that will get involved in the budget review and planning, the consultant will work primarily with the MOET planning and finance department

and other relevant government agencies including the Ministry of Finance and the State Bank of Viet Nam on the following tasks:

- (i) Review the World Bank's Country Financial Accountability Assessment and the International Monetary Fund Public Expenditure Review for Viet Nam.
- (ii) Assess the new public financial management system, which is being funded by the World Bank, and will be adopted by the relevant ministries.
- (iii) Assess budget processes, fund and cash flow management, financial reporting, and internal control for secondary education.
- (iv) Review the UNDP's study on the impact of privatization on the education sector.
- (v) Analyze fiscal management by different levels of the government based on a firm understanding of the ongoing decentralization program.
- (vi) Prepare analytical tools for costing and forecasting fiscal needs at each level of government.
- (vii) Analyze public expenditures for secondary education, identify issues and constraints, and recommend policy options to gain financial sustainability.
- (viii) Review the scope, coverage, activities, implementation arrangements, schedule of the new policy targets, and action plans for the targeted assistance to vulnerable groups and include these parts in the financial plan for secondary education from 2006 to 2010.
- (ix) Calculate the incremental recurrent costs of the proposed action plan under the refined master plan.
- (x) Assess financial sustainability and advise on the new action plans for the most disadvantaged groups proposed by the international inclusive social development/gender development specialist.
- (xi) Assess the capacity of the financial management of MOET and selected departments of education and training and propose the training plan.
- (xii) Recommend a school-based budget model for selected boarding schools for the most disadvantaged groups.

3. Education Facility and Maintenance/School Mapping Specialist (2.5 person-months)

5. The specialist will work primarily with the MOET construction unit. Key activities include (i) reviewing the current educational management information system (EMIS) data on school facilities, (ii) reviewing past external assistance in rehabilitating and constructing schools, (iii) analyzing demographic data and projecting enrollments and required school facilities, (iv) preparing the draft maintenance and operation manuals for communes and the parent and teacher associations of the target secondary schools, (v) estimating the associated costs with school construction and maintenance, and (vi) proposing the most suitable and time- and cost-effective methodology for nationwide school mapping exercise to be conducted in the future for both lower and upper secondary education.

6. The major tasks of the specialist are as follows:

- (i) Review the EMIS data and lessons from past and ongoing school facility improvement projects.
- (ii) Analyze the findings and lessons from the pilot school mapping studies conducted by ADB and other aid agencies to assess the need for construction and rehabilitation of secondary school facilities, including dormitories. On the basis of the results, prepare a list of priority schools for rehabilitation or extension

of the buildings for future investment from either aid agency partners or the Government.

- (iii) Analyze the expenditures required to operate and maintain rehabilitated and/or extended schools in the long run in collaboration with the public expenditure analyst/education economist.
- (iv) Propose strategies for effective planning for school rehabilitation and construction and more active involvement of local education authorities and communes.
- (v) Propose appropriate standards for schools, a sanitation system, and boarding facilities for the most disadvantaged groups and the recommended measurement for low-cost maintenance.
- (vi) Coordinate the civil works components under the ongoing ADB-funded projects.
- (vii) Propose a methodology for nationwide school mapping, which will be applied to other aid agencies' future school construction projects.

4. Aid Agency Cooperation Coordinator (1 person-month)

7. In close coordination with other team members, the coordinator will have the following tasks:

- (i) Act as liaison to coordinate the activities of major aid partners including United Nations Educational, Scientific and Cultural Organization (UNESCO), United National Children's Fund (UNICEF), and Japan International Cooperation Agency and report on the progress and issues that the program-based approach might face.
- (ii) Engage the education sector group, the main working group including all major aid agencies active in education in Viet Nam, and explore pathways for linkages with the existing aid coordination system and structure.
- (iii) Review the major external assistance to secondary education and its impacts and achievements based on data provided by each aid agency.
- (iv) Coordinate the participating aid agencies in preparing the new aid coordination matrix.
- (v) Facilitate and organize aid agency, including the tripartite meeting, and establish the aid coordination framework for aid coordination, planning, management, and joint monitoring and evaluation system.

5. Inclusive Social Development/Gender Development Specialist (2 person-months)

8. In close coordination with other consultants, the specialist will conduct a field survey in the selected most vulnerable areas and prepare the segregated, reliable education statistics and indicators for the groups. The key activities of the specialist are as follows:

- (i) Using participatory consultation with women and ethnic minorities, review the impacts and outputs of ADB's past targeted assistance to disadvantaged areas or research studies including the TA for Capacity Building for Indigenous Peoples/Ethnic Minority Issues and Poverty Reduction in Viet Nam.
- (ii) Review other agencies' assistance and analyze lessons learned, particularly from activities initiated by UNESCO and UNICEF.
- (iii) Analyze socioeconomic obstacles to schooling for the disadvantaged population, including girls and ethnic minority groups.

- (iv) Analyze trends in enrollment, dropout, retention, completion, and transition rates disaggregated by gender, differentiated by geographic area and ethnic minority groups at administrative levels—province, district, and rural/urban location.
- (v) Review key educational materials and curriculum contents from a gender and ethnic minority perspective in collaboration with the team leader/education policy analyst and results-based management specialist.
- (vi) In collaboration with the public expenditure analyst/education economist, review the opportunity cost of sending girls and/or boys to secondary schools.
- (vii) Conduct gender analysis in selected disadvantaged areas to identify specific design features and targets in addressing gender gaps and concerns.
- (viii) Propose the expected role of secondary education in disadvantaged areas in the future, emphasizing links to the labor market in the regions.
- (ix) Propose action plans for future targeted assistance to the most vulnerable groups with their sustainable participation.
- (x) Prepare the database for disadvantaged groups and identify differences and features of large groups of minorities.
- (xi) Recommend a training program for building the capacity of local education authorities.

B. Domestic Consultants

9. The domestic consultants will be selected individually

1. Education Policy Analyst/Results-Based Management Specialist (6 person-months)

10. The specialist will (i) assist the international team leader/policy analyst in preparing the refined secondary education subsector master plan, (ii) coordinate inputs from international and domestic consultants, (iii) provide the proposed action under the refined SESMP with domestic views in the local contexts, and (iv) establish the sustainable framework for future activities.

2. Fiscal Analyst (5 person-months)

11. The specialist will help the international public expenditure analyst/education economist (i) review the fiscal management of MOET, other relevant ministries, and local education authorities and assess their sustainability; (ii) coordinate the exercise of public expenditure review with other aid agencies; and (iii) prepare the policy recommendations under the new master plan with efficiency and sustainability.

3. Education Facilities Specialist (6 person-months)

12. The specialist will help the international education facility/maintenance specialist project future demand in school facilities, including boarding and sanitation facilities.

4. School Mapping Specialist (6 person-months)

13. The specialist will help the international education facility/maintenance specialist complete the national school mapping study for both lower and upper secondary schools.

5. Education Statistics and Planning Specialist (7 person-months)

14. The specialist will develop baseline indicators to monitor project performance and identify issues that the current EMIS has faced.

6. Aid Cooperation Coordinator (3 person-months)

15. In coordination with the international cooperation coordinator, the specialist will provide logistical support to the national workshops and other seminars.

7. Inclusive Social Development/Gender Development Specialist (7 person-months)

16. The specialist will help the international inclusive social development/gender development specialist collect data and information on disadvantaged areas, and prepare strategies and action plans for targeted assistance to the most vulnerable groups. For gender analysis, ADB's gender checklist on education for guidance should be used.