

**ASIAN DEVELOPMENT BANK**

**TAR: VIE 37622**

**TECHNICAL ASSISTANCE**  
(Cofinanced by the Government of Denmark)

**TO THE**

**SOCIALIST REPUBLIC OF VIET NAM**

**FOR PREPARING THE**

**UPPER SECONDARY AND PROFESSIONAL TEACHER DEVELOPMENT  
PROJECT**

**August 2004**

## CURRENCY EQUIVALENTS

(as of 3 August 2004)

Currency Unit	–	dong (D)
D1.00	=	\$0.0001
\$1.00	=	D15,755

## ABBREVIATIONS

ADB	–	Asian Development Bank
FS	–	feasibility study
GAP	–	guidelines on ADB-funded project processing
ICT	–	Information and Communication Technology
IPSA	–	initial poverty and social analysis
MOET	–	Ministry of Education and Training
MPI	–	Ministry of Planning and Investment
NER	–	net enrollment rate
PFS	–	prefeasibility study
PIP	–	project implementation plan
PMU	–	project management unit
TA	–	technical assistance

## TA CLASSIFICATION

<b>Poverty Classification</b>	–	Poverty intervention
<b>Sector</b>	–	Education
<b>Subsector</b>	–	Senior Secondary General Education/Technical Education
<b>Thematic</b>	–	Inclusive social development, Gender and development

## NOTE

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

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## I. INTRODUCTION

1. During the 2003 Country Programming Mission, the Government of Viet Nam requested Asian Development Bank (ADB) technical assistance (TA) to prepare the Upper Secondary and Professional Teacher Development Project. ADB included the Project for a loan of \$35 million in 2006 in its Country Strategy and Program Update for 2004–2006. A TA Fact-Finding Mission was fielded to Viet Nam 12–18 February 2004. The Mission reached an understanding with the Government on the objectives, scope, implementation arrangements, cost estimates, financing arrangements, and consultants' terms of reference for the TA.<sup>1</sup>

## II. ISSUES

2. The Government effort for quality and equitable education nearly achieved universal primary education in 2000. Enrollments at the lower secondary schools during 1993–2002 expanded from 3.2 million to 6.5 million with the net enrollment rate (NER) increasing from 30.1% in 1993 to 72.1% in 2002.<sup>2</sup> Enrollments at the upper secondary level also drastically rose from 0.5 million to 2.6 million with the NER increasing from 7.2% in 1993 to 41.8% in 2002.<sup>3</sup> A similar trend is observed in the secondary level professional education, which takes the lower secondary school graduates. The Government recently formulated a policy framework for education development for the next decade through the Vietnamese Education Development Strategy 2001–2010<sup>4</sup> in 2002 and the National Education for All Action Plan 2003–2015<sup>5</sup> in 2003, which included (i) universal lower secondary education of high quality by 2010, and (ii) expansion of upper secondary education in pace with lower secondary education development.

3. ADB has been helping with improvement in the secondary education subsector in Viet Nam through, among others, three loan and one technical assistance projects. Assistance in lower secondary education included projects for lower secondary education development in 1997<sup>6</sup> and preservice training for lower secondary teachers in 1999.<sup>7</sup> In 2000, ADB assisted in preparing a secondary education sector master plan incorporating lessons and achievements of previous projects and showed a road map to reach the Government's policy targets.<sup>8</sup> Based on the sector analysis in the master plan that indicated the upcoming demand for lower and then upper secondary and professional education, the Government started with strengthening upper secondary education. ADB approved an upper secondary education project in 2002<sup>9</sup> to meet this increasing demand, with provisions for in-service teacher training for initial implementation. Nevertheless, to fully realize the benefits and impact of this project in the long run, first, it is necessary to develop preservice teacher training facilities that provide upper secondary teachers according to the enrollment increase. Second, since secondary education consists of general and

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<sup>1</sup> The TA first appeared in *ADB Business Opportunities* (Internet edition) on 8 January 2004.

<sup>2</sup> Net enrollment rate is a percentage of all students of specific school age enrolled in school over the population of that age.

<sup>3</sup> The education system in Viet Nam consists of 5 years of primary, 4 years of lower secondary, 3 years of upper secondary, and by 4–6 years of higher education. Professional education provides secondary level professional education and training to lower and upper secondary graduates for 3–4 years and 2 years, respectively.

<sup>4</sup> Ministry of Education and Training. 2002. *Vietnamese Education Development Strategy to Year 2010 for the Industrialization and Modernization of Viet Nam*. Hanoi: Ministry of Education and Training.

<sup>5</sup> Ministry of Education and Training. 2003. *National Education for All Action Plan, 2003–2015*. Hanoi.

<sup>6</sup> 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.

<sup>7</sup> 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 Teacher Training Project*. Manila.

<sup>8</sup> ADB. 2000. *Technical Assistance to The Socialist Republic of Viet Nam for Secondary Education Sector Master Plan*. Manila; and ADB and MOET. February 2002. *Secondary Education Sector Master Plan (Final Report)*. Manila.

<sup>9</sup> ADB. 2002. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Socialist Republic of Viet Nam for Upper Secondary Education Development*. Manila.

professional education, support to teacher development in secondary professional education needs to be considered. There is still no formal preservice and in-service program for teachers in professional education institutes to learn effective teaching skills. Secondary professional education teachers also need a program to regularly update their technical skills and knowledge to keep technical education relevant. Third, to fulfill these quantitative and qualitative requirements, it is necessary to establish a policy and institutional framework for (i) developing, qualifying, and administering teachers in secondary schools and professional education institutes; (ii) linking preservice and in-service training; and (iii) carrying out decentralized teacher training with an accreditation system.<sup>10</sup>

4. Although external agencies have been active in the education sector—the United Nations Children’s Fund, the United Nations Educational, Scientific and Cultural Organization, the World Bank, and bilateral sources including Japan and the United Kingdom—ADB has been taking the lead in the secondary education subsector. The TA is being formulated within the framework of the secondary education sector master plan. The TA is consistent with ADB’s country and sector strategy, which acknowledges the master plan as a guide for ADB’s operation in the secondary education sector. In support of the Government National Poverty Reduction Strategy,<sup>11</sup> the TA will design the Project with a focus on inclusive social development by mitigating barriers to the poor and disadvantaged people’s training to become teachers.

### III. THE TECHNICAL ASSISTANCE

#### A. Purpose and Output

5. The TA aims to assist the Government in preparing the Project to start in 2006. Specifically, the Project will focus on developing teachers for general and professional education at upper secondary level, addressing (i) the quality and efficiency of teacher development by strengthening selected existing facilities;<sup>12</sup> (ii) access to preservice teacher training for people from disadvantaged areas;<sup>13</sup> and (iii) a policy and institutional framework for teacher development. The preliminary project framework is in Appendix 1.

6. The TA output will be a project proposal and feasibility study reports<sup>14</sup> in standard formats and contents for consideration by the Government and ADB.<sup>15</sup> The project proposal will include design and investment alternatives to develop a preservice teacher training system to meet increasing enrollments in upper secondary and professional education; and compare the alternatives on least-cost and sustainability bases, considering (i) economic, financial, institutional, poverty and social,<sup>16</sup> environmental, and other dimensions; and (ii) the government’s project implementation capacity based on the current institutional framework and assessment of financial

<sup>10</sup> Provincial authorities implement teacher training, while Ministry of Education and Training provides policy and guidance for implementation.

<sup>11</sup> The Government of the Socialist Republic of Viet Nam. 2002. *The Comprehensive Poverty Reduction and Growth Strategy*. Hanoi. Approved by the Prime Minister at Document No. 2685/VPCP-QHQT, dated 21 May 2002.

<sup>12</sup> The Project will not consider a new building in a newly acquired site. Ten teacher training universities and 10 universities with teacher training faculty are conducting upper secondary teacher training. Two universities and three colleges are offering professional training for teaching in professional institutes at secondary level. The Project will finance facilities specific to the upper secondary teacher training. No involuntary resettlement impact is envisaged. Land acquisition and resettlement impacts are not envisaged. However, in the case of unforeseen land acquisition and resettlement, consultant resources are available to review and prepare the necessary planning documents.

<sup>13</sup> Article 9, Education Law (No. 11/1998/QH10 December 2, 1998).

<sup>14</sup> The Government requires prefeasibility and feasibility study for appraising the project in parallel to the ADB project cycle. The TA needs to help draft the prefeasibility study and feasibility study to ensure their consistency with ADB project documents, compliance with ADB guidelines, and timely appraisal within the Government.

<sup>15</sup> Format and contents are detailed in the terms of reference for consultants (Appendix 3).

<sup>16</sup> Initial poverty and social analysis in Appendix 1 will be elaborated.

governance and management in the executing agency. The proposal will include a detailed procurement plan and project monitoring indicators with baseline data.

## **B. Methodology and Key Activities**

7. To achieve the output, activities are organized under four components: (i) conducting situational analysis, (ii) preparing a project proposal, (iii) preparing the government prefeasibility study (PFS) and feasibility study (FS) reports, and ensuring timely appraisal by the Government; and (iv) assisting the Ministry of Education and Training (MOET) in establishing a project management unit (PMU) and carrying out preparatory actions for implementing the project. The major risks and assumptions in achieving the outputs are (i) synergies and complementarities with previous and ongoing projects, including introduction of a new curriculum under the upper secondary education project; (ii) diversity of needs and potential demand; and (iii) processing schedule in harmony with government procedures. The TA will address these risks by preparing the Project based on (i) what has been or will be achieved under previous and ongoing projects; (ii) a demand that is already outstanding and a need that could be converted into a demand; and (iii) outputs of the Government-ADB harmonization efforts, which are published in *the Guidelines on ADB-Funded Project Processing (GAP)*.<sup>17</sup>

8. Situational analysis will include (i) demand analysis (demand for preservice teacher training, people's willingness to pay for the training, gap in the demand for and supply of teachers); (ii) policy and institutional analysis (the supply-side analysis: who provides the training; what constraints do the providers face; what is the role of private versus public providers; and what are the policy and institutional needs for training, administering, and developing careers of teachers in the secondary schools and professional institutes including secondary teacher qualification and accreditation systems for implementing decentralized training); and (iii) a review of teacher training financing (who pays for teacher training along the line of a fiscal or public expenditure review). The analysis will provide background information for establishing the economic rationale of the Project and assess sustainability issues. It will identify provinces that need special support in promoting upper secondary education for teachers with specific skills such as communication in ethnic languages.

9. Demand analysis will estimate the number of teachers to be trained in each subject and province<sup>18</sup> to (i) meet the shortage of teachers in high enrollment areas, and (ii) carry out supply-side interventions by teachers with specific skills to mitigate barriers to upper secondary education in disadvantaged areas where enrollment is still considerably lower (Appendix 2). Demands to be considered include students' demand for upper secondary education, students' demand for teacher training, and labor market demands for trained students, together with the potential for cost recovery based on people's willingness to pay. The project design will incorporate students' demand for upper secondary education by examining the new curriculum developed under the upper secondary education project. For labor market orientation, especially in professional education, the TA will reflect in the project design the MOET's priority of producing employable workers for modern manufacturing industries by teachers who (i) can introduce behavior and moral education, (ii) have updated subject knowledge at the professional level, (iii) initiate knowledge transfer through practice, and (iv) are equipped with teaching methodologies such as active-learning method and use of information technologies.

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<sup>17</sup> ADB. 2002. *Guidelines on ADB-Funded Project Processing and Implementation, Part I Guidelines on Project Processing*. Hanoi.

<sup>18</sup> The number of teachers will be estimated primarily on the basis of the forecast enrollment and student-teacher ratio.

10. The situational analysis; evaluation of design alternatives; impact assessments; specific plans to address issues related to resettlement, gender, minorities, and other dimensions; and the proposal presentation will follow ADB's guidelines.<sup>19</sup> Based on the analysis, policy dialogue will be undertaken and specific proposals will be prepared for promoting equitable access to the upper secondary and professional teacher development program for students from ethnic minority groups. The TA will assist MOET in (i) processing its PFS and FS and following up the appraisal process in accordance with GAP methods and procedures; (ii) studying and compiling relevant regulations for implementing the Project; (iii) training concerned staff on project implementation procedures and regulations of the Government as well as ADB; and (iv) carrying out other preparatory activities.<sup>20</sup>

11. The TA will be implemented for 17 months, from October 2004 to February 2006. It will have four phases: In Phase 1 (weeks 1–13), situational survey will be completed; in Phase 2 (weeks 14–32), a project proposal in ADB format will be prepared for discussion in the tripartite meeting, and a PFS report approved by the Government;<sup>21</sup> in Phase 3 (weeks 33–44) an FS report will be completed and approved by the Government;<sup>22</sup> and in Phase 4 (45–68 weeks), MOET will be helped to prepare itself for project implementation.

12. Each phase may include seminars and workshops in Hanoi for building a common project concept and coordinating the interests of beneficiaries and relevant stakeholders. Phase 1 includes an inception (week 4) and a midterm (week 13) seminar. The inception seminar will confirm the scope, approaches and methodologies, government procedures, and a timeline for processing the project. The midterm seminar will discuss the findings of the situational analysis and understanding of the project concept and scope before a project proposal is drafted. Phase 2 includes a final seminar (week 29) followed by a tripartite meeting (week 31). The final seminar will present the project following ADB guidelines, based on the PFS appraised by the Ministry of Planning and Investment (MPI). The tripartite meeting will confirm the project proposal in ADB format and the PFS. Phase 3 will not involve seminars. The FS will be submitted to ADB in English. Phase 4 will include informal workshops within MOET and the PMU to carry out preparatory activities for starting the Project, including preparation of the implementation regulations and expenditure norms, PMU staff job descriptions and a recruiting plan, and a procurement plan with detailed cost estimates for the initial project year for review by the Ministry of Finance. Each seminar and workshop will prepare a report. ADB will monitor TA progress by a draft report before each seminar or workshop, and the report finalized after the seminar or workshop for quality control.<sup>23</sup>

### C. Cost and Financing

13. The total cost of the TA is estimated at \$1 million equivalent, of which \$583,000 is the foreign exchange cost and \$417,000 equivalent is the local currency cost (Appendix 3). The Government has requested ADB to finance \$800,000 equivalent, covering the entire foreign exchange cost and \$217,000 of the local currency cost. The TA will be financed on a grant basis with a portion amounting to \$550,000 from ADB's TA funding program, and \$250,000 by grant cofinancing from the Government of Denmark to be administered by ADB.<sup>24</sup> The Government will

<sup>19</sup> Relevant guidelines will be indicated in the outline terms of reference for consultants (Appendix 3).

<sup>20</sup> The TA will finance minor expenditures for necessary studies and workshops conducted by consultants or MOET; however, it does not intend to finance project implementation activities to be financed by the loan.

<sup>21</sup> Under the guidelines on ADB-funded project processing (GAP) harmonization procedures, Ministry of Planning and Investment takes 12 weeks for appraisal, and the Government 4 weeks before issuing its decision to approve a project. Drafting project documents needs to be undertaken concurrently.

<sup>22</sup> Preparation of the feasibility study (FS) report should overlap with Phase 2. It will be drafted during weeks 21–28 and submitted to the Ministry of Planning and Investment for appraisal by week 28.

<sup>23</sup> The details of reporting are in Appendix 3.

<sup>24</sup> Channel Financing Agreement between the Government of Denmark and Asian Development Bank, establishing the Second Danish Cooperation Fund For Technical Assistance, 30 June 2003.

finance the remaining \$200,000 equivalent of local currency cost, mainly through contributions in kind of office accommodation, counterpart staff, administrative and logistic support, and other related services. The Government has been advised that approval of the TA does not commit ADB to finance an ensuing Project.

#### **D. Implementation Arrangements**

14. MOET will be the Executing Agency for the TA. It will set up a PMU to guide, facilitate, monitor, and assess the work of the consultants. The deputy director of Planning and Financing Department will be the project manager. The deputy directors of the Secondary Education Department and the Secondary Professional Education Department will be appointed as deputy project managers. A project steering committee chaired by the vice minister of MOET will be established to coordinate the concerned government agencies for smooth processing of the PFS and FS. The committee will consist of representatives from MOET and ministries involved in the project appraisal process.

15. The TA will be implemented by six international and six domestic consultants, who will provide 60 person-months of services: 20 international and 40 domestic. The consultants will be engaged through a firm using quality- and cost-based selection and a simplified technical proposal procedure, in accordance with ADB's *Guidelines on the Use of Consultants* and other arrangements satisfactory to ADB for engaging domestic consultants. The international consultants (20) will consist of experts for (i) teacher training planning and administration (team leader, 10), (ii) teacher training curriculum for secondary education (1.5), (iii) teacher training curriculum for secondary professional education (1.5), (iv) economics (5), (v) financial analysis and project costing (1), and (vi) procurement (1). The domestic consultants (40) will consist of experts for (i) project management and costing (15), (ii) teacher training curriculum for secondary education (5), (iii) teacher training curriculum for secondary professional education (5), (iv) social dimensions (7) (v) procurement and civil works (6); and (vi) information and communication technology for teacher training (2). Outline terms of reference for consultants are in Appendix 4, together with reporting requirements. The consultants will carry out all procurements following ADB's *Guidelines for Procurement*. Office equipment procured under the TA will be turned over to the Executing Agency upon TA completion.

16. MOET will assign to each international consultant a counterpart staff to (i) assist in obtaining data and information, liaising with concerned agencies, and other matters for TA implementation; (ii) learn skills and knowledge of project design and implementation; and (iii) carry out preparatory actions for project implementation, during Phase 4. The counterpart staff will form a core staff group in the PMU of the Project after the TA.

#### **IV. THE PRESIDENT'S DECISION**

17. 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 \$250,000 to be financed on a grant basis by the Government of Denmark, and (ii) ADB providing the balance not exceeding the equivalent of \$550,000 on a grant basis, to the Government of Viet Nam for preparing the Upper Secondary and Professional Teacher Development Project, and hereby reports this action to the Board.

**PRELIMINARY PROJECT FRAMEWORK OF  
ENSUING UPPER SECONDARY AND PROFESSIONAL TEACHER DEVELOPMENT PROJECT**

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
<p><b>Goal</b></p> <ul style="list-style-type: none"> <li>Upper secondary and professional education strengthened to provide capable human resource for national development.</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment at upper secondary and professional education.</li> <li>Job placement rate of upper secondary and professional school graduates.</li> </ul>	<ul style="list-style-type: none"> <li>Government statistics</li> <li>ADB statistics</li> </ul>	
<p><b>Purpose</b></p> <p>Qualified upper secondary and professional teacher development system established to support the expansion of upper secondary and professional education anticipated in the Vietnamese Education Development Strategy 2001–2010.</p>	<ul style="list-style-type: none"> <li>Shortage of teachers by subject, grade, and school location.</li> </ul>	<ul style="list-style-type: none"> <li>Semi-annual loan review missions.</li> <li>Quarterly progress reports.</li> <li>Midterm and final reports.</li> </ul>	<ul style="list-style-type: none"> <li>Linkage with the on-going and new projects in education and vocational training sector.</li> </ul>
<p><b>Outputs</b></p> <p><u>Component 1.</u> Upper secondary school teacher training system developed (Component 1).</p> <p><u>Component 2.</u> Professional school teacher training system developed.</p> <p><u>Component 3.</u> Policy and institutional framework for sustainable upper secondary and professional teacher development and administration established.</p>	<ul style="list-style-type: none"> <li>Number of teachers trained in pre-service and in-service program to meet the shortage of teachers.</li> <li>Composition of teacher training enrollment—ethnic minorities, gender balance, and student income level.</li> <li>Internal efficiency of teacher training: drop-out, pass, and repetition rate.</li> <li>External efficiency of teacher training: placement after completion of teacher training and placement of professional school graduates who received training from teachers trained under the new teacher training system.</li> <li>Other parameters to measure the extent the project outputs satisfy or has achieved (i) students' demand for upper secondary and professional education; (ii) students' demand for upper secondary and professional teacher training; (iii) market demand for employable graduates; (iv) social, and environmental dimensions; and (v) policy and institutional framework for upper secondary and professional teacher development and administration.</li> </ul>	<ul style="list-style-type: none"> <li>Semi-annual loan review missions.</li> <li>Quarterly progress reports.</li> <li>Midterm and final reports.</li> </ul>	<ul style="list-style-type: none"> <li>Close linkage with the progress of on-going upper secondary education development project maintained, particularly introduction of new curriculum and associated in-service teacher training program.</li> <li>Performance should be measured primarily by statistics i.e. facts and figures. Narrative assessments may be accepted for supplementary purpose only.</li> <li>Timely policy formulation.</li> <li>The executing agency has adequate Implementation capacity.</li> </ul>

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
<p><b>Activities</b></p> <p>1. Develop policy and institutional framework for (i) developing, qualifying, and administering teachers in secondary and professional schools; (ii) decentralized training implementation by accreditation system.</p> <p>2. Introduce pre-service upper secondary and professional teacher training program.</p> <p>3. Refurbish existing teacher training facilities.</p> <p>4. Procure equipment and furniture to implement upper secondary and professional teacher training program.</p>	<ul style="list-style-type: none"> <li>• Policy matrix and time lines given in the project administration memorandum.</li> <li>• Program development and training implementation time lines given in the project administration memorandum.</li> <li>• Civil work time lines given in the project administration memorandum.</li> <li>• Procurement time lines given in the project administration memorandum.</li> </ul>	<ul style="list-style-type: none"> <li>• Loan financing information system (LFIS)</li> <li>• Annual project audit</li> <li>• Semi-annual loan review missions.</li> <li>• Quarterly progress reports.</li> <li>• Midterm and final reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Constraints by existing civil servant system.</li> <li>• Competitive working conditions and treatments ensured for retaining motivated teachers.</li> <li>• Participation of private sector representatives in policy and institutional development process.</li> <li>• Delay in preparing the new curriculum for upper secondary school under the on-going upper secondary education development project.</li> <li>• Participation of private sector representatives i.e. employers of professional school graduates in professional teacher training program development.</li> <li>• .No new building in any newly acquired site be considered under the Project.</li> <li>• Buy-in own equipment or contracting out the implementation of part of or entire training modules to private firms: manufacturing companies, department stores, etc. or private training providers.</li> <li>• Delay by mis-procurement or fraud and corruptions.</li> </ul>
<p><b>Inputs</b></p> <p>ADB Loan</p> <p>Government</p>	<ul style="list-style-type: none"> <li>• Out of a total project cost of \$44 million, ADF \$35.0 million for the entire foreign exchange cost and part of local currency cost, representing 80% of the total project cost.</li> <li>• Out of a total project cost of \$44 million, \$9.0 million equivalent, representing 20% of the total project cost.</li> </ul>	<ul style="list-style-type: none"> <li>• LFIS</li> <li>• Annual project audit</li> <li>• Semi-annual loan review missions.</li> <li>• Quarterly progress reports.</li> <li>• Midterm and final reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Funding constraints.</li> <li>• Delay in the Government internal approvals</li> <li>• Fraud and corruption.</li> <li>• Timely disbursement.</li> <li>• Civil work and local furniture by the Government counterpart funding.</li> </ul>

ADB=Asian Development Bank, LFIS= Loan financial information system of ADB

## INITIAL POVERTY AND SOCIAL ANALYSIS (IPSA)

### A. Linkages to the Country Poverty Analysis

<b>Is the sector identified as a national priority in country poverty analysis?</b>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	<b>Is the sector identified as a national priority in country poverty partnership agreement?</b>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No
<p><b>Contribution of the sector or subsector to reduce poverty in Viet Nam:</b></p> <p>The provision of upper secondary education— including preservice teacher training— and professional education is geared to reduce poverty in Viet Nam by promoting greater access to upper secondary preservice teacher training and professional education nationally and for females, especially those from poor and ethnic minority backgrounds. For various cultural and economic reasons, the poor and ethnic minorities are underrepresented in upper secondary preservice teacher training and professional education. The upper secondary preservice teacher training focusing on upper secondary teaching job placement and professional education together with career orientation and training focusing on local industry requirements thus provide students with skills to help them get jobs and overcome transgenerational poverty.</p> <p>Viet Nam's upper secondary education has expanded rapidly since 1993. From 1993 to 2002, upper secondary enrollment increased from 0.5 million to 2.6 million. The net enrollment rate (NER) increased from 7.2% in 1993 to 41.8% in 2002.<sup>1</sup> However, despite the remarkable increase in overall access to upper secondary education, the gap between the poor and the nonpoor is significant, especially at the upper secondary level. In 2002, the NER was only 17.1% for upper secondary students from the lowest income quintile, and 67.2% for the highest.<sup>2</sup> The low enrollment rates among the poor are due to geographic location of the upper secondary schools, direct private costs of education, and the indirect (opportunity) costs of upper secondary education. Likewise, enrollments in upper secondary preservice teacher training and professional education are underrepresented by the lower income groups.</p> <p>The Government and the Asian Development Bank (ADB) have signed a country poverty reduction partnership agreement, in which the Government has committed to reach the target of reducing poverty from 32% to 19% (or from 17% to 5%, as per the national poverty line), among others, by achieving the target of expanding upper secondary education with the NER increasing to 50% by 2010. The Government has also committed to achieve the millennium development target to increase the participation of girls and ethnic minorities beyond secondary education. Education, especially secondary education, affects productivity and contributes to improving the quality of the labor force, and increases human capital and, if equitable access is ensured, it can raise the incomes of the poor. Increasing equitable access to upper secondary education by improving its quality, efficiency, and relevance through preservice teacher training is a priority area for ADB support.</p> <p>The Project will address issues concerning equitable access to upper secondary preservice teacher training and professional education. The provinces to be recommended for increasing equitable access are the disadvantaged provinces in the North East, North West, North Central Coast, South Central Coast, Central Highlands, South East, and Mekong River Delta. Thus, the Project will address the gaps faced by the education sector in Viet Nam by providing better school facilities in disadvantaged areas, and a support program for poor, ethnic minority students.</p>			

### B. Poverty Analysis

### Proposed Poverty Classification

<b>What type of poverty analysis is needed?</b>	<b>Poverty Intervention</b> Human development Gender and development
Viet Nam has an overwhelmingly rural population (59 million in 2000). The population grew from just over 66 million in 1990 to slightly over 77.6 million in 2000, <sup>3</sup> or an increase of 17.5%. The female population increased from 33.8 million to 49.5 million, and the male population from 32.2 million to 38.2 million. The annual per capita income was D2 million (\$134) in 1994 and D3.5 million (\$236) in 1999. <sup>4</sup> In the rural areas, the annual per capita income in 1994 was D1.7 million (\$113), and D2.7	

<sup>1</sup> General Statistical Office (GSO). 1994. *Vietnam Living Standards Survey, 1993*. Hanoi: Statistical Publishing House; and GSO. 2003. *Viet Nam Household Living Standards Survey, 2002*. Hanoi: Statistical Publishing House.

<sup>2</sup> GSO. 2003. *Vietnam Household Living Standard Survey, 2002*. Hanoi: Statistical Publishing House.

<sup>3</sup> Statistical Publishing House. 2001. *Statistical Yearbook 2000*. Hanoi. Data for 2000 is only preliminary.

<sup>4</sup> The conversion rate applied is D15,000 = \$1.

million (\$180) in 1999. However, stark differences exist between rural and urban areas, and between the lowest and highest household quintiles. In 1999, the lowest income quintile of households had an annual per capita income of D1.2 million (\$78); the highest, D10.4 million (\$691). In rural areas, the corresponding figures are D996,000 (\$66) for the lowest income quintile and D6.3 million (\$418) for the highest. In 1999, the figures for the lowest income quintile in urban areas was D2.4 million (\$160), and for the highest, D23.5 million (\$1,569).

Poverty incidence is highest in the northern uplands, central highlands, and Mekong River Delta, and certain groups remain vulnerable. Most of the poor (i) are farmers, (ii) are poorly educated, (iii) have many children, (iv) have little access to material resources such as land, and (v) have little access to social and physical infrastructure. Two groups are particularly vulnerable: ethnic minorities and unregistered migrants in urban areas.

The Government's achievements in reducing poverty are momentous. Urban poverty dropped from 25% in 1993 to 9% in 1998, and rural poverty, from 66% to 45%. Poverty largely affects the rural population and ethnic minorities. Approximately 90% of the poor live in rural areas, where poverty incidence is 45% compared with 10–15% in urban areas. Although poverty incidence has declined significantly, one third of the country's population remains poor. The increased private costs (tuition fees, uniforms, etc.) of education have reduced enrollment, particularly among the poor. Ethnic minorities make up 28.5% of the poor but only 14.2% of the population. Despite the Government's high priority on poverty reduction and support for ethnic minorities, they are underrepresented in upper secondary education as well as in the upper secondary preservice teacher training, especially the poor and females. Low income and consumption, and poor health bar these groups from upper secondary education.

Poor households lack access to productive farming land and adequate infrastructure and education services. Ethnic minority households, and settlers who previously engaged in swidden agriculture then moved to urban areas are often excluded from mainstream economic activity. Physical and social exclusion usually results in a transgenerational poverty cycle of poor living conditions, low productivity, and low income, limiting access to education. The project envisions the need to reduce poverty by removing barriers to exclusion; addressing the needs of the poor, ethnic minorities, and females; and providing the means to increase equitable access to upper secondary preservice teacher training and professional education.

In-depth poverty and social analysis is needed to identify key difficulties and issues faced by the poor especially the poor and ethnic minorities living in the poorest regions identified by the Government, namely the northern uplands, central highlands, and Mekong Delta. Based on the poverty and social analysis, a gender and ethnic minority education strategy will be developed to address the issues and to guide implementation of the project, focusing on the provision of targeted programs for upper secondary preservice teacher training and professional education. It is envisaged that at least 35% of the benefits will accrue to the poor, and ethnic minorities, especially females.

### C. Participation Process

Is there a stakeholder analysis?  Yes  No

Is there a participation strategy?  Yes  No

**D. Gender Development**

**Strategy to maximize impacts on women:** Gender analysis will be done during the technical assistance to identify constraints that prevent female students from attending upper secondary education, upper secondary preservice teacher training, and professional education. Special attention will be paid to ethnic minority girls, as the school enrollment rate among girls of ethnic minorities is different and in many cases are very low compared with that of girls from the Kinh<sup>5</sup> group.

Has an output been prepared?  Yes  No

**E. Social Safeguards and other Social Risks**

Item	Significant/ Not Significant/ None	Strategy to Address Issues	Plan Required
<b>Resettlement</b>	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None	Construction and upgrading of classrooms and facilities will be conducted at the existing sites of teacher training and professional education schools. However, the local government, communities, and stakeholders will be consulted to identify any loss of production or physical displacement. Compensation, should they be required, will follow ADB's guidelines on involuntary resettlement and the Government's decree on land acquisition and compensation.	<input type="checkbox"/> Full <input type="checkbox"/> Short <input checked="" type="checkbox"/> None
<b>Affordability</b>	<input checked="" type="checkbox"/> Significant <input type="checkbox"/> Not significant <input type="checkbox"/> None	The direct and indirect costs of education have become more unaffordable for the poor. While enrollments have increased among all income groups, the increases have been proportionally larger for the nonpoor. Enrollment in upper secondary reaches almost 70% for children from the richest quintiles, but is well below 20% for the poorest children. Enrollment among poor ethnic minority females is the lowest.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Labor</b>	<input type="checkbox"/> Significant <input checked="" type="checkbox"/> Not significant <input type="checkbox"/> None	<p>A staff development plan will be developed. Female ethnic minority teachers will be given priority in upper secondary preservice teacher training so that they can meet with the requirement and will be capable of handling the new curriculum.</p> <p>Working conditions for students and teachers will be improved through improvement of school buildings, facilities, and equipment.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Indigenous Peoples</b>	<input checked="" type="checkbox"/> Significant <input type="checkbox"/> Not significant <input type="checkbox"/> None	The situation analysis will include the analysis of issues involved in ethnic minorities in the project areas, focusing on the difficulties and constraints faced by ethnic minority students; a strategy to address the issues will be developed based on the analysis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Other Risks and/or Vulnerabilities</b>	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None	The commitment of the Government to poverty reduction is high. Delivering special support programs in poor and ethnic minority areas requires both human and financial resources. Capacity building activities will be designed to meet the needs.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<sup>5</sup> The majority of the Vietnamese people.

**COST ESTIMATES AND FINANCING PLAN**  
(\$'000)

Item	Foreign Exchange	Local Currency	Total Cost
<b>A. Asian Development Bank (ADB) and Government of Denmark Financing<sup>a</sup></b>			
1. Consultants			
a. Remuneration and Per Diem			
i. International Consultants	420.0	0.0	420.0
ii. Domestic Consultants	0.0	80.0	80.0
b. International and Local Travel	40.0	10.0	50.0
c. Reports and Communications	6.0	3.0	9.0
2. Equipment and Supplies <sup>b</sup>	35.0	0.0	35.0
3. Training, Seminars, and Conferences	0.0	30.0	30.0
4. Surveys	0.0	25.0	25.0
5. Miscellaneous Administration and Support Costs			
a. Office Supplies	0.0	5.0	5.0
b. Project Vehicles	16.0	10.0	26.0
c. Interpretation and Translation Services	0.0	24.0	24.0
d. Local Assistants	0.0	10.0	10.0
6. Representative for Contract Negotiations <sup>c</sup>	6.0	0.0	6.0
7. Contingencies <sup>d</sup>	60.0	20.0	80.0
<b>Subtotal (A)</b>	<b>583.0</b>	<b>217.0</b>	<b>800.0</b>
<b>B. Government Financing</b>			
1. Office Accommodation and Transport	0.0	80.0	80.0
2. Remuneration and Per Diem of Counterpart Staff	0.0	60.0	60.0
3. Others	0.0	60.0	60.0
<b>Subtotal (B)</b>	<b>0.0</b>	<b>200.0</b>	<b>200.0</b>
<b>Total</b>	<b>583.0</b>	<b>417.0</b>	<b>1,000.0</b>

<sup>a</sup> \$250,000 cofinancing from the Government of the Denmark to be administered by ADB, and \$550,000 equivalent from ADB.

<sup>b</sup> Includes 4 Windows XP-Home Edition based desktop computers with CD-R/RW drive, RJ45-LAN interface, USB2.0 ports, a router with printer-server, a black-white high-speed network laser printer, a portable video projector, a facsimile machine, a binding machine, a photocopier with sorter, voltage regulators, air conditioners, and other equipment with ADB's approval. Anti-virus software must be subscribed to during the technical assistance period.

<sup>c</sup> Includes cost of travel and per diem for two government observers and an interpreter invited to contract negotiations.

<sup>d</sup> Cost of editing and finishing the project proposals and prefeasibility and feasibility reports for compliance to the format and style required by ADB may be funded by consultant contract contingencies, if necessary, with approval of ADB.

Source: ADB estimates.

## TERMS OF REFERENCE FOR CONSULTANTS

### A International Consultants

1. Six international consultants will supply 20 person-months of consulting services.

1. **Teacher Training Planning and Administration Specialist/Team Leader** (10 person-months)

2. **Overall Leadership.** The team leader will be responsible for delivering outputs, rendering consulting services, and organizing seminars and workshops as required in the technical assistance (TA) report within the following timeline, and for organizing and supervising the collective work of all team members, in consultation with the project management unit (PMU), relevant departments in the Ministry of Education and Training (MOET), and other government agencies: (i) a draft of the inception report will be submitted to Asian Development Bank (ADB) and MOET within 2 weeks. Within 1 week after the inception seminar (week 4), the reports will be finalized and submitted to ADB and MOET; (ii) a draft of the situational analysis reports (midterm report) will be submitted to ADB and the Government within 11 weeks for discussion in a midterm seminar (week 13) and with ADB's midterm TA review mission (week 14). The report will include proposed project concept and scope. Within 2 weeks after the seminar the reports will be finalized and submitted to ADB and MOET; (iii) a first draft of the project proposal (final report) will be submitted to MOET for its review within week 22. A second draft will be submitted to ADB and MOET within week 28 for presenting project details in a final seminar (week 29). After the seminar the project proposal will be presented to the tripartite meeting in week 31 with the comments given in the final seminar and a Microsoft Powerpoint file for presentation. Based on the project proposal, the ADB Loan Fact-Finding mission (weeks 31–32) will prepare a draft project report (report and recommendation of the president [RRP]) for discussion at ADB's Management Review Meeting (MRM); (iv) draft prefeasibility study (PFS) and feasibility study (FS) reports will be prepared for MOET to submit to MPI by weeks 16 and 28, respectively, for MPI appraisal (12 weeks) and government approval (4 weeks). The English translation of the PFS and FS reports will be submitted to ADB within a week after Government approval. The final seminar will use the draft PFS as appraised by the MPI to present the overall feature of the Project. The FS report includes a detailed project implementation plan (PIP, the English version will be attached to the project proposal; and (v) prepare for the ADB Loan Appraisal mission (weeks 39–40) based on the PIP

3. In particular, the team leader will (i) review “harmonization procedures (GAP)<sup>1</sup>” with other consultants and the PMU staff and clarify unclear points with relevant agencies involved in project preparation and with the ADB Resident Mission in Hanoi; and prepare the inception report incorporating GAP requirements, in consultation with the PMU. The report (within 15 pages) includes (a) a work plan and fielding schedule linked to outputs, seminars, workshops, and assignment and responsibility of each consultant; (b) procurement plan for implementing the TA; (c) approach and methodologies for each task; (d) job descriptions of and specific skills to be transferred to each counterpart staff; and (e) work assignments of contracted staff and experts; (ii) keep close linkage with ADB's Upper Secondary Education Development Project; (iii) assign work to other consultants in producing outputs, and review and compile outputs of each consultant ensuring compliance with the requirements of the TA report and ADB guidelines<sup>2</sup> before

<sup>1</sup> ADB. 2002. *Guidelines on ADB-Funded Project Processing and Implementation, Part I Guidelines on Project Processing*. Hanoi.

<sup>2</sup> For procurement: ADB. 2002. *Guidelines on the Use of Consultants by Asian Development Bank and its Borrowers*. Manila. and ADB. 1999. *Guidelines for Procurement under Asian Development Bank Loans*. Manila; For ADB standard format and templates: ADB. 2002. *Handbook of Style and Usage*. Manila, ADB template for *Report and*

submission to ADB;<sup>3</sup> (iv) ensure all the outputs for submission to ADB—draft or final, inception report, situational analysis reports, project proposal, PFS/FS reports (English version), and PAM are in a uniform format (fonts: Arial 11, letter size, black and white without color, using Microsoft Word and Excel 2000 without external file link/reference),<sup>4</sup> following carefully the requirements detailed in the *ADB Handbook of Style and Usage*, templates, and other instructions by the ADB mission;<sup>5</sup> (v) ensure consistency between the project proposal, PFS, and/or FS report. in case of any discrepancy, concurrence from MOET and ADB must be obtained; (vi) follow up actions of the government agencies and immediately inform ADB of any delay within the government agencies; and (vii) prepare MOET for implementing the project, plan consulting services during Phase 4, in consultation with the PMU and submit the plan to ADB 2 weeks before the tripartite meeting (week 30).

4. **Technical Responsibilities.** In producing outputs required in the TA report, the consultant will work with other consultants in doing the following tasks:

- (i) Review current teacher development and administration practice and develop a preservice teacher training model and policy framework with strategies and investment priorities for institutional development under the project.
- (ii) Assess the policy and institutional needs for training, administering, and developing careers of teachers in the secondary schools and professional institutes including secondary teacher qualification and accreditation systems for implementing decentralized training.
- (iii) Review design and investment alternatives by (a) tabulating lessons from previous projects in Viet Nam for secondary education and teacher training; (b) tabulating profiles of each teacher training and professional education institutes; (c) based on the profiles and outputs of demand analysis, preparing 3 design and investment alternatives with summary cost estimates and ranking them on least-cost and sustainability bases, incorporating key dimensions indicated in para. 6 of the main text. Each alternative will include selected teacher training institutes for expansion or renovation under the project and financing mechanism for training operation after the project, and will indicate how lessons from previous projects are incorporated.

*Recommendation of the President (RRP)*; and sample copies prepared by the ADB mission; For harmonization procedures: ADB. 2002. *Guidelines on ADB-Funded Project Processing and Implementation, Part I Guidelines on Project Processing*. Hanoi; For economic and financial analysis: ADB. 1997. *Guidelines for the Economic Analysis of the Projects*. Manila. and ADB. 2003. *Key Areas of Economic Analysis of Projects*. Manila; For poverty and social dimensions. ADB. 2003. *Handbook on Poverty and Social Analysis*. Manila; and ADB. 2003. *Gender and Development in ADB Operations. Operations Manual (Section C2/BP)*. Manila; For financial governance and management: ADB. 2003. *Guidelines for the Financial Governance and Management of Investment Projects Financed by the Asian Development Bank*. Manila; ADB. 1999. *Guidelines for Assessment of Borrowers/Executing Agency's Internal Control, Accounting System, and Capacity for the Use of Imprest Account and SOE Procedures*. Manila; and ADB template for the *Assessment of the Project Financial Management and Governance*; For resettlement: ADB. 2001. *Handbook on Resettlement: A Guidebook on Good Practice*. Manila; and ADB 2003. *Involuntary Resettlement. Operations Manual (Section F2/BP)*. For environment: ADB. 2003. *Environmental Assessment Guideline 2003*. Manila; and ADB. 2003. *Environmental Considerations in ADB Operations. Operations Manual (Section F1/BP)*. Manila; For project documents: As stated in the main text of the TA report.

<sup>3</sup> Each report should indicate reference to the relevant part of guidelines in the footnotes as appropriate with an appendix tabulating a cross reference between key paragraphs in the report and guidelines.

<sup>4</sup> Outputs under the TA must be prepared in Microsoft Word and/or Excel only, unless otherwise instructed by the ADB mission.

<sup>5</sup> Editing may be subcontracted to a professional editor with approval of ADB.

- (iv) For assessment of government project implementation capacity, assess (a) the current institutional and sector performance in carrying out teacher training; and (b) management capacity in selected teacher training and professional education institutes including their roles in providing upper secondary teacher training, quality and capacity of their staff, and relevance of training contents .
- (v) In preparing PFS and FS reports, (a) carefully review the required format, contents, and style of presentation based on GAP and copies of PFS and FS reports recently prepared by MOET for other projects, and clarify the appraisal and approval process with officials of the PMU, MOET, MPI, Ministry of Finance, State Bank of Viet Nam, Office of the Government, and other concerned agencies; and (b) draft PFS and FS reports with PIP and supporting details for submission to MOET, and incorporate comments from the PMU, MOET, and relevant agencies.
- (vi) In making the project proposal, prepare (a) a policy framework in matrix form detailing policies and strategies that need to be implemented under the project, and (b) a project framework in compliance with ADB's format in two versions: one in three pages and the other with full details for monitoring implementation; (c) a mechanism for project benefit monitoring and evaluation with measurable indicators with their baseline data as of the end of phase 2; (d) a detailed procurement plan in accordance with ADB's guidelines; (e) a draft project proposal in ADB's standard format and contents, based on the first ranked design and investment alternatives, and incorporating findings and recommendations from the situational assessments; and (e) PAM based on the PIP.

**2. Teacher Training Curriculum Specialist for Secondary Education (1.5 person-months), and Teacher Training Curriculum Specialist for Secondary Professional Education (1.5 person-months)**

5. The specialists will assist (i) the teacher training planning and administration specialist during phases 1–3 in, but not limited to, conducting situational analysis and preparing reports for need and demand assessments and design and investment alternatives, and drafting a project proposal; (ii) the procurement specialist in preparing the procurement plan for teacher training equipment; and (iii) MOET in processing PFS and FS reports. In particular, the consultants should review (i) existing Vietnamese teacher training programs and methodologies; (ii) curriculum, syllabus, and student assessment system in secondary schools and secondary professional education programs; and (iii) new curriculum and in-service teacher training to be introduced under the ADB-supported Upper Secondary Education Development Project. Based on the reviews, assess foreseen changes in teacher training to be achieved by the Project, and develop project activities to improve upper secondary preservice teacher training.

**3. Economist (5 person-months)**

6. The specialist will closely assist the team leader during phases 1–3 in carrying out situational analysis including demand, policy, and institutional analysis and review of teacher training financing. The specialist will then conduct a feasibility study that includes (i) least-cost analysis of the design and investment alternatives to recommend the most cost-effective solution, (ii) cost-benefit analysis to justify the economic viability of the project, (iii) distribution analysis, (iv) public expenditure review in the sector and financial and fiscal sustainability analyses, and (v) risk and sensitivity analysis in accordance with relevant ADB guidelines. Based on the analyses, the consultant will assist the team leader during phases 1–3 in, but not limited to, (i) preparing situational analysis reports for need and demand assessments, design and investment alternatives,

project sustainability, and impacts on the key dimensions (para. 6, main text), and assessment of government project implementation capacity; (ii) drafting a project proposal; and (iii) assisting MOET in processing PFS and FS reports.

#### **4. Financial Analysis and Project Costing Specialist (1 person-month)**

7. The specialist will justify the financial sustainability of the Project by preparing a cash-flow prospectus of post-project teacher training operation for upper secondary and professional teachers, indicating source of fund and expenditures by categories; and prepare detailed cost estimates following ADB's guidelines and instructions given by the ADB Mission. During phases 1–3, the consultant will also be involved in, but will not be limited to, (i) conducting situational analysis and preparing reports for need and demand assessments, design and investment alternatives, project sustainability and impacts on the key dimensions (para. 6, main text), assessment of government project implementation capacity; (ii) preparing detailed cost estimates with quarterly contract award and disbursement projections; (iii) drafting a project proposal; and (iv) assisting MOET in processing PFS and FS reports.

#### **5. Procurement Specialist (1 person-month)**

8. The specialist will assist (i) the teacher training planning and administration specialist during phases 1–3 in, but will not be limited to, conducting the situational analysis and preparing a report for design and investment alternatives, drafting a project proposal; and (ii) MOET in processing PFS and FS reports. In particular, the consultant will prepare the detailed procurement plan and packages in accordance with ADB's procurement guidelines, and a comprehensive list of teaching equipment and laboratory aids/equipment at teacher training institutes.

### **B. Domestic Consultants**

9. The domestic consultants will provide 40 person-months of consulting services.

#### **1. Project Management and Costing Specialist (15 person-months)**

10. The consultant will assist the team leader and international consultants in delivering outputs and related consulting services, and organizing seminars, particularly, by (i) conducting situational analysis, (ii) costing the project, (iii) drafting a project proposal; (iv) assisting MOET in processing PFS and FS reports, and (iv) helping MOET in establishing the PMU by reviewing government regulations and organizing a workshop for PMU staff training. In particular, the consultant will assist the PMU in preparing project cost estimates, expenditure plans and norms, and the necessary financial management system for project implementation<sup>6</sup> in consultation with the financial analysis and project costing specialist and relevant officials in the Ministry of Finance and MOET.

#### **2. Teacher Training Curriculum Specialist for Secondary Education (5 person-months), and Teacher Training Curriculum Specialist for Secondary Professional Education (5 person-months)**

11. The consultants will assist the international teacher training curriculum specialists in conducting curriculum surveys, designing project activities, and preparing the equipment

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<sup>6</sup> ADB. 2003. *Guidelines for the Financial Governance and Management of Investment Projects Financed by the Asian Development Bank*. Manila; ADB. 1999. *Guidelines for Assessment of Borrowers/Executing Agency's Internal Control, Accounting System, and Capacity for the Use of Imprest Account and SOE Procedures*. Manila.

procurement plan in harmony with the proposed teacher training framework and methodologies; and participate in preparing the PFS and the FS reports.

### **3. Social Dimensions Specialist (7 person-months)**

12. The consultant will elaborate the initial poverty and social analysis (IPSA) in Appendix 2 following ADB guidelines, in close consultation with the team leader and economist. The analysis will address issues included in IPSA and those related to socioeconomic and cultural factors in determining the demand for preservice teacher training. Based on the analysis, the consultant, in close consultation with the team leader and the economist, will prepare specific plans to promote projects benefits, optimize distribution, and mitigate risks and adverse impact on the poor and vulnerable people. The plans should include one to promote participation of female and ethnic minority people in the upper secondary and professional teacher development activities and equitable access to the teacher training program for students from underserved rural areas, particularly from ethnic minority groups.

13. For land acquisition and resettlement matters, the consultant will (i) conduct a workshop to disseminate ADB's land acquisition and resettlement policies and practices required to receive ADB loans;<sup>7</sup> (ii) obtain confirmation of land acquisition and resettlement status from all authorities that are directly responsible for the project sites using a common format and checklist (ADB checklist); (iii) if any issue is identified, prepare a land acquisition and resettlement plan in accordance with ADB policy on land acquisition and involuntary resettlement,<sup>8</sup> obtain written concurrence to the plan from authorities directly responsible for the concerned sites as well as the borrower and the executing agency, and ensure the plans are disclosed to the affected persons.

### **4. Procurement and Civil Works Specialist (6 person-months)**

14. The specialist will assist the (i) team leader and the procurement specialist during phases 1–3 in, but not limited to, preparing project design and investment alternatives, and drafting a project proposal; and (ii) MOET in processing PFS and FS reports. The consultant will, in particular, (i) review the existing teacher training facilities for secondary schools and professional education institutes; (ii) review government regulations and technical standards on design and procurement of school buildings, furniture, and equipment; (iii) assist MOET in identifying the target poor, disadvantaged provinces of the project; (iv) assist MOET in preparing prequalification documents for major civil works; and (v) recommend school/classroom designs of teacher training institutes appropriate to the location, i.e. rural, urban, mountainous, remote, and flood-prone areas.

### **5. Information and Communication Technology (ICT) for Teacher Training Specialist (2 person-months)**

15. The specialist will assist (i) the teacher training planning and administration specialist during phases 1–3 in preparing project design and investment alternatives, and drafting a project proposal; and (iii) MOET in processing PFS and FS reports. In particular, the consultant will (i) prepare an ICT plan to improve administration and classroom or distance preservice teacher training for incorporation in the project proposal; and (ii) assist the PMU in establishing ICT facilities, including networking of PMU computers and peripherals.

<sup>7</sup> ADB. 2001. *Handbook on Resettlement: A Guidebook on Good Practice*. Manila.

<sup>8</sup> See footnote 2 for reference materials.