



**Asian Development Bank**

**Education Sector in Viet Nam – ADB’s Road Map:  
Toward Secondary Education for All**

**Viet Nam Country Team Retreat  
February 2003**

## I. Sector Background: Performance and Indicators

1. Primary education became near-universal in 2000—a remarkable achievement among developing countries with similar levels of per capita income. Expansion of secondary-level school coverage has also been remarkable. During 1991–1999, lower secondary school enrollment grew from 2.7 million to 5.8 million, for a net enrollment rate (NER) of 68%. Upper secondary school enrollment also expanded rapidly, from about 700,000 to 2 million, for an NER of 32%. In 1994–2000, enrollment in lower secondary education grew by 61%, and upper secondary, by 202%. Enrollments of males (53%) and females (47%) are almost on par.

2. Viet Nam is making good progress in meeting the Millennium Development Goals (MDGs) of universal primary education and gender equality. The Government's sector policy targets by 2010 are to (i) consolidate universal primary education, (ii) universalize lower secondary education, and (iii) gradually expand upper secondary education.<sup>1</sup> Targets for selected education indicators under the Localized MDGs (Goal 2-Universalize Education and Improve Education Quality) are: Target 1-Increase the NER in primary school (from 95% in 2000) to 97% in 2005 and to 99% in 2010; Target 2-Increase NER in lower secondary school (from 74% in 2000) to 80% in 2005 and to 90% in 2010; Target 3-Eliminate the gender gap in primary and secondary education by 2005, and the gap with ethnic minorities by 2010 (female upper secondary 47.7%, and female higher 43.5% in 1998); Target 4-Increase literacy to 95% of under 40 years-old women by 2005 and 100% by 2010; and Target 5-By 2010, have improved the quality of education and increase full-day schooling at primary level. In addition, the Government targets a nationwide gross enrollment rate (GER) of upper secondary education at 45% in 2005 and at 50% in 2010.

3. Despite impressive gains in access, disparities exist by geographic location and economic and social background, and much remains to be accomplished to achieve these sector policy targets. “Unreached” and poor groups must be reached, and education quality improved under decentralized education management. Viet Nam remains a low-income country with per capita gross domestic product (GDP) of \$395 at 2000 prices. Many people are poor, with 45% of the rural population living below the poverty line, typically farmers with little education, and upland ethnic minorities. Ethnic minority children are particularly disadvantaged. In 1999, 32% of the Kinh ethnic majority but only 8% of ethnic minorities were enrolled in upper secondary schools.<sup>2</sup> The gap between the poor and the nonpoor is also significant. According to the Viet Nam Living Standard Survey (1997-1998), the GER was only 9.5% for upper secondary students from the lowest income quintile, and 75.4% for the highest.<sup>3</sup> The poverty-related gender gap also widens at the upper secondary school level. In 1999, the female NER was 42.6% in the 15 provinces with the best enrollment (top quartile), but only 20.0% in the 15 provinces with the poorest enrollment (bottom quartile).

[-Goal 2-Universalize education and improve education quality](#)

## II. Past and Current Involvement of ADB and Other ODA Sources

### A. ADB's Involvement

4. ADB is supporting lower secondary education development and in-service teacher training reforms under the Lower Secondary Education Development Project (Loan 1537-VIE) for \$50.0 million approved in 1997.<sup>4</sup> The objectives of the project are to: improve quality by

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

<sup>2</sup> Joint Report of the Government of Viet Nam-Donor-Nongovernmental Organizations Poverty Working Group, December 1999. *Viet Nam: Attacking Poverty*. Hanoi.

<sup>3</sup> General Statistical Office. 2000. *Viet Nam Living Standard Survey, 1997-1998*. Hanoi: Statistical Publishing House.

<sup>4</sup> ADB. 1997. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to Viet Nam for the Lower Secondary Education Development Project*. Manila.

supporting the piloting and nationwide introduction of new curriculum, textbooks, teaching aids, and related in-service teacher training activities; increase access by constructing and replacing schools in disadvantaged provinces; and strengthen education management and coordination. ADB is also supporting lower secondary preservice teacher training reforms under the Teacher Training Project (Loan 1718-VIE) for \$25.0 million approved in 1999.<sup>5</sup> The objectives of the project are to improve the quality, access to, and institutional capacity of the preservice teacher training system for lower secondary education. Key lessons from the ongoing lower secondary education projects include the following:

- (i) The piloting of new curriculum and textbooks at the upper secondary education level can be shortened from 2 years to 1 since the Government has gained experience at the lower secondary level;
- (ii) The textbook loan scheme can generate income for school improvements; and
- (iii) Capacity-building support is required to strengthen project management and implementation.

In addition, ADB is supporting the renovation of the vocational and technical education system under the Vocational and Technical Education Project (Loan 1655-VIE) for \$54.0 million approved in 1998.<sup>6</sup>

5. In policy research and sector analysis, ADB supported the Government in undertaking some country specific and regional sector work involving Viet Nam as follows: Financing of Social Services (ADTA approved in 1994 for \$575,000); Lower Secondary Curriculum and Teacher Training Systems Development (ADTA approved in 1996 for \$1 million); Health and Education Needs of Ethnic Minorities (RETA approved in 1998 for \$800,000); Support for EFA 2000 Assessment (RETA approved in 1999 for \$550,000); and Human Capital of the Poor in Viet Nam (ADTA approved in 2000 for \$150,000). To achieve the targets set forth in the long-term government strategy, and other international development targets, including the MDGs, the Ministry of Education and Training (MOET) requested ADB to help prepare the secondary education sector master plan (SESMP) as an analytical tool and decision-making guide.<sup>7</sup> The SESMP analyzed issues, policy frameworks, feasible strategies, enrollment projections by province, financing trends, investment priorities with costed options, and an implementation timetable to develop and improve secondary education.

## **B. Other ODA Sources**

6. During 1990-1992, the Government undertook an education and human resource sector study with support from the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Development Programme (UNDP). The study helped the Government to formulate an analytical background to facilitate external assistance to the sector. The Canadian International Development Agency has contributed to improving the capacity of the National Institute of Educational Development in strategic planning. The European Union is supporting improvements in MOET capacity in sector analysis, finance, and management, including an information system. The World Bank, other agencies from Japan and the United Kingdom, United Nations Children's Fund (UNICEF), and nongovernment organizations (NGOs) have focused on primary education and primary education teacher training. The World Bank is

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<sup>5</sup> ADB. 1999. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to Viet Nam for the Teacher Training Project*. Manila. Belgium is cofinancing capacity building for lower secondary preservice teacher training (TA No. 3322: Capacity Building for Teacher Training for \$600,000 approved in 1999). New Zealand is cofinancing Loan 1718-VIE..

<sup>6</sup> ADB. 1998. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to Viet Nam for the Vocational and Technical Education Project*. Manila. French Agency for International Development, Japan International Cooperation Agency, and Nordic Development Fund are cofinancing Loan 1655-VIE.

<sup>7</sup> ADB. 2000. *Technical Assistance for the Secondary Education Sector Master Plan*. Manila.

also supporting higher education, together with bilateral agencies from Canada, Japan, and the Netherlands. The Japan International Cooperation Agency (JICA) is supporting a primary education development plan. Recently, UNESCO with financial assistance from the World Bank has helped the Government prepare a national action plan for extended education for all (EFA), including early childhood development, primary, lower secondary, and nonformal education. The national EFA planning process has integrated findings and recommendations of JICA supported primary education development plan and of ADB supported SESMP.

### **III. Key Sector Constraints**

7. Although education in Viet Nam has made remarkable progress in recent years, continued weakness in the education sector will result in a human resource bottleneck that would impede faster growth. Poor quality is shown in insufficient school hours, irrelevant curriculum, and under qualified teachers at all levels of education. Limited physical and support infrastructure are evident in overcrowded schools, insufficient instructional materials, and schools operating on two to three shifts. Limited access to disadvantaged groups such as ethnic minorities in the remote, mountainous areas is an issue particularly at the secondary education level. Lower internal efficiency is revealed by high repetition and dropout rates in secondary schools. Low external efficiency of vocational and technical education is shown in the mismatch between skills required and demands of the labor market. Higher education is fragmented with a large number of institutions having uncertain academic standards and low external efficiency.

#### **A. Secondary Education in Poverty Reduction**

8. Given the strategic role of secondary education in absorbing the rising number of primary school graduates and preparing qualified graduates for higher education and/or the labor market, secondary education needs to be further developed and improved. The Government accords high priority to the development of secondary education because it is expected to yield the most immediate returns in meeting the country's critical social demand and manpower requirements. Above all, a key challenge remains with the role of secondary education in reducing poverty. In the early 1990s, there was a noticeable gap in enrollment between poor and non-poor children at the primary level, and the gap has narrowed notably and poor children have gained substantially. Unlike enrollment in primary school, secondary school enrollment has shown a significantly widening gap between the poor and the non-poor. While enrollment increased among all income groups, the increases have been proportionally larger for the non-poor than for the poor. Likewise, at the provincial level, increases in enrollment in lower secondary schools have been much more substantial for richer provinces than for poorer provinces. Enrollment in lower secondary schools is nearly universal for the children from the richest income quintile, but is well below 50% for the poorest children. The gap is more striking for upper secondary education which is increasingly common in the richest quintiles.<sup>8</sup>

#### **B. Current Constraints in Secondary Education**

9. The following constraints need to be addressed at the secondary education level: (i) access; (ii) affordability; (iii) efficiency and quality; (iv) institutional capacity and governance; and (v) public-private partnerships.

##### **1. Access**

10. Access to lower and upper secondary education is limited to about three fourth of the age cohort (11 to 14 years) and only about one third of the age cohort (15 to 17 years), respectively. The problem has been compounded by the separation of basic education schools

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<sup>8</sup> Bhushan, Indu. et. al. 2001. *Human Capital of the Poor in Viet Nam*. Asian Development Bank.

into primary and lower secondary schools. Limited access, especially by the poor, ethnic minorities, remains a problem both at lower and upper secondary education. In particular, significant disparities in enrollments and completion between urban and rural areas appear at the upper secondary level. Net enrollment rates of the Northern Uplands, Central Coast, Central Highlands, and Mekong River Delta in which the country's poverty is concentrated were below the national average of about 24% in 1997 and estimated 38% in 2000. Inadequate access to quality secondary education is the result of shortage and poor quality of school buildings and support facilities. Many schools operate double shifts.

## **2. Affordability**

11. The recent reforms introduced fees and other charges to education. The cost of education has been rising for all households. A high proportion of the cost of education at all levels is born by parents through tuition fees and a variety of charges, and directly in meeting costs such as textbooks. The Government is the main provider of secondary education, although nonpublic education is playing an increasingly important role in the higher grades, for example, upper secondary education. The cost of secondary education is far too costly for the poor, exceeding their per capita annual nonfood consumption. The poor households are contributing less to education and quite possibly, receiving lower quality education in return. Some evidences show that their children less likely have access to textbooks and more likely have untrained teachers. Therefore, more equitable cost-sharing measures should be introduced without increasing the household financial burden of the poor. In 1998, Vietnamese households contributed 57% of the total cost of lower secondary schooling. The Government should adopt a targeted approach by removing tuition fees as well as providing scholarships for poor students.

## **3. Efficiency and Quality**

12. Internal efficiency still remains relatively low, with high rates of dropout and class repetition in some regions of the country such as Central Highlands and Mekong Delta. There are considerable numbers of overage students in lower secondary education as a result of delayed entry and repetition. The quality of teachers needs to be improved. Although most possess the required formal qualifications, teachers badly need skill updating, familiarity with curricular changes, and new teaching methods. In-service teacher training is urgently required. In-class instructional time is also low by international standards. Classes almost totally rely on teacher lectures. A shortage of teachers in some specialized subjects is acute, especially at the upper secondary level. MOET's regulatory and supervisory measures for quality assurance need to be updated and adjusted to address geographical, ethnic, and other disparities. School buildings and facilities tend to be poorer in nonpublic secondary schools. The situation will be further deteriorated with the expansion of enrollments at nonpublic schools for the medium-term. Availability of textbooks tends to vary depending on the household income level, the school location, and the subject area. External efficiency requires much improvements, by strengthening linkages between MOET and provincial departments of education and training (DOETs), and industry to facilitate job placement for upper secondary school graduates who cannot continue their studies.

13. The Government plans to introduce a new, diversified upper secondary curriculum which comprises two streams of natural and social sciences with common components containing vocational, practical elements. The diversified curriculum, which is under preparation, will be piloted for grade 10 from the 2003/04 academic year (September 2003). A challenge for quality improvement will be to make classroom teaching and learning active and student centered. To improve relevance, the contents of the curriculum also need to be coordinated with the ongoing lower secondary curriculum reform and linked to the demands of industry.

#### **4. Institutional Capacity and Governance**

14. Institutional capacity for providing secondary education needs to be strengthened at the provincial, district and commune levels. Capacity is weak in core competencies such as planning, budget allocation, delivery of in-service training and other teacher support services, monitoring of teacher and student performance, and assessment of learning achievement with appropriate feedback to teachers. Despite the comparatively high share of total costs borne by households, the current nonpublic involvement is limited to fund raising for school construction, and operation and maintenance by communes and parents' associations. Parent and community involvement in finance as well as in school management should be encouraged and institutionalized to assure effective participation in school-related issues. Furthermore, national government transfers for recurrent budget and provincial allocations to districts should be rationalized and harmonized. The system could cause resource shortfalls, and gaps between local plans and actual transfers.

#### **5. Public-Private Partnerships**

15. The Government is the main provider of secondary education especially in rural and remote areas although enrollment in nonpublic schools is growing at the upper secondary education level, accounting for 34% of total enrollment. Expanding nonpublic schools is an important means to finance expanded access. However, other ways in which the Government can support expansion must also be considered as fees for upper secondary education burden poor households, exceeding their annual nonfood consumption outlay. MOET and DOETs cannot meet all the education expansion and quality improvement objectives and thus need to (i) concentrate on investments that will most effectively expand access and raise quality; and (ii) develop public-private sector partnerships, including the option of establishing purely private schools, especially in affluent urban areas. Although nonpublic schools play an important role at the upper secondary level, there is still a little scope for expansion of purely private schools mainly due to the limited ability for households to pay. As demand for upper secondary education will most likely exceed supply, some private provision should satisfy that "excess" demand, especially in urban areas where the richer households tend to live.

### **IV. ADB's Strategy**

#### **A. The Government's Education Development Strategy 2001-2010**

16. The Government has committed itself to achieve MDGs, which include the elimination of gender disparity in primary and secondary education by 2005. Education is a key sector that has proven strong linkages with poverty reduction. MOET has formulated its long term strategy for the education sector covering the 10 years from 2001 to 2010,<sup>9</sup> which includes the Government's goal of achieving universalization of lower secondary education by 2010. The Government recognizes that continued socioeconomic growth and poverty reduction will depend on a well-educated and adaptable work force, and considers that an efficient education system is essential for realizing its socioeconomic objectives and improving the quality of its human resources. However, the Government needs to elaborate on targets for quality improvements such as school hours, school shifting, teachers' salaries, and learning outcomes. All these quality improvement targets will have significant impacts at all levels of education in terms of the resource requirements and the choice of strategies to meet the targets. In financial terms, the share of education expenditure in GDP and in total government expenditure rose significantly from 2.2 percent of GDP and 11 percent of total government expenditure in 1992 to 3.5 percent

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<sup>9</sup> MOET. March 2002. *Vietnamese Education Development Strategy to Year 2010 for the Industrialization and Modernization of Viet Nam*. Hanoi.

of GDP and about 17 percent of total government expenditure in 1998.<sup>10</sup> In order to meet the Government's sector targets by 2010, the Government estimated, in the long-term *Vietnamese Education Development Strategy*, that the share of education expenditure needs to be increased to 6.9 percent of GDP and 20 percent of total government expenditure by 2010. In light of the estimated increase of education expenditure, efforts must be made to reach a consensus on qualitative targets. This estimate also includes a greater cost sharing with communes and parents. It should be noted that the degree of cost sharing from the poorer households in remote, rural and mountainous areas will continue to be limited and therefore, the Government will be required to meet a greater share of basic education expenditures.

## **B. ADB's Future Role and Comparative Advantage**

17. ADB's strategy will support the Government's vision of economic modernization and poverty reduction by addressing dimensions which will make growth and the structural transition pro-poor and sustainable. To this end, ADB will selectively focus its operations on three pillars: pro-poor sustainable economic growth, social development, and good governance.<sup>11</sup> ADB operations in the education sector should be geared to promoting pro-poor economic growth and equality of opportunity. The specific role of ADB in the education sector will depend on the Government's priorities, on ADB's comparative advantage based on past experience, and on coordination and division of responsibilities with other external aid agencies. Based on these criteria, it seems that ADB should focus its operations in the education sector on assisting Viet Nam in achieving its targets of universal lower secondary education by 2010 and of gradual expansion in the coverage of upper secondary education. This is consistent with ADB's past operations and with the emphasis of other aid agencies on quality improvements and on consolidating universal access to primary education. By promoting greater efficiency and improved quality of education, and increased access of disadvantaged groups to secondary education, these operations would support the development of the human resources needed for the modernization of the rural sector and of the country as a whole. By promoting access to quality secondary education for the disadvantaged, they would aim at reducing the potential gap which could develop among income groups and between men and women. ADB operations will attempt to remove a cause of polarization in incomes, namely the unequal distribution of human capital. Consistently with past operations and with the priorities of other aid agencies, elementary and tertiary education would not be priorities for ADB support through its public sector resources.<sup>12</sup>

18. The financing needs and gaps in secondary education are expected to be quite large and will require coordinated efforts on the part of aid agencies and the Government. Based on its past involvement in the secondary sector, and given its ability to provide relatively large financial support, ADB proposes to continue playing a critical role in the external financing of the secondary education subsector. ADB is also in a position to mobilize and facilitate coordination of significant amounts of technical assistance on a grant basis with its loan projects. ADB would be required to play a major role in introducing sector-wide approaches (SWAPs) focusing on secondary education. Since other aid agencies also have very relevant technical background and experience in the subsector, ADB wishes to collaborate with UN and bilateral agencies, and NGOs, to fill the grant resource and technical gaps in its assistance program. ADB also needs to consider the way to collaborate with the World Bank which is expressing its interest in supporting lower secondary education under the extended EFA framework.

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<sup>10</sup> Joint Report of the Government of Viet Nam-Donor Working Group. 2000. *Viet Nam, Managing Public Resources Better: Public Expenditure Review 2000, Volumes 1 and 2*. Hanoi.

<sup>11</sup> ADB, 2002, *Country Strategy and Program Update, 2003-2005*. Manila.

<sup>12</sup> ADB proposes to support early childhood development and it is necessary to elaborate the rationale for ADB's involvement in early childhood development in the ADB country strategy and program for Viet Nam.

19. Development of secondary education will not rely only on financing, but will also require modernization of secondary curricula and textbooks, and nationwide implementation and related in-service teacher training, as well as the assessment of the most adequate financing options. Given the important link between primary, secondary, and tertiary education, it will be important to devote strong efforts to coordination in terms of curricula, textbooks, teacher training, teaching methodologies, and expected learning outcomes and their assessment, to ensure smooth integration of the various levels.

### **C. Proposed Pipeline for ADB's Assistance**

20. In view of the foregoing, the ADB's CSPU envisages the following operations for the education sector from 2003 to 2005:<sup>13</sup>

(i) **Second Lower Secondary Education Development**

- Technical assistance to prepare the Second Lower Secondary Education Development Project (Approved in 2002 for \$600,000)
- Loan for the Second Lower Secondary Education Development Project (2003 stand by and 2004 firm for \$55 million)

(ii) **Upper Secondary Education Development**

- Loan for the Upper Secondary Education Development Project (Approved in 2002 for \$55 million)
- Technical assistance to strengthen the Capacity of Upper Secondary Education Development (2003 for \$400,000)

21. In addition, consideration should be given in later years including non-formal secondary education options to reach the disadvantaged groups who cannot be adequately covered by formal education programs (Secondary Education Expansion and Quality Improvement: PPTA in 2004, and loan in 2006). In this connection, the planning and management capacity of MOET/DOETs and relevant provincial and district authorities need to be strengthened especially to pave the way in adopting SWAPs under the decentralized education management structures (Education Planning and Management: ADTA in 2005).

22. Another area which would require consideration is concerned with vocational and technical training. A loan for this purpose was approved by ADB in recent years, with bilateral cofinancing, but its implementation has so far registered slow progress. It is still premature at this stage to identify what additional needs would need to be covered in this sector. In principle, it seems that greater attention would need to be placed on how private enterprises and associations of producers can play a leading role in determining, financing, and supplying the needed vocational and technical training (Public-Private Partnership in Skills Development: ADTA in 2004).

### **V. Issues for Discussion**

23. Feedback on the following issues is required:

- (i) **Financing the Government's Strategy:** Have the proposed public actions in the education sector been fully costed and prioritized? What are the proposed allocations to the various education subsectors, and the role envisaged for the public and private sectors, and external aid agencies in financing education? Will SWAPs be appropriate and feasible in the context of Viet Nam?

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<sup>13</sup> Support for early childhood development would be included in the next CSPU, once such support would be adequately justified to increase human capital of the poor and hence to reduce poverty.

- (ii) **Potential Gaps in External Assistance:** Assuming that external aid agencies are able to meet their commitments, will be any priority areas which will remain inadequately covered (e.g., early childhood development)?
- (iii) **Donor Coordination:** What have been some of the problems with donor coordination? How could the donor coordination in the education sector including its various subsectors be carried out more effectively and efficiently? Will SWAPs help aid agencies coordinate their operations better, or end up with tensions?
- (iv) **Choice of Sub-Sectors:** Is the secondary sub-sector identified by ADB for its support appropriate as its focus? If not, which other subsector(s) should it focus on? For example, should ADB continue to support vocational and technical education, or concentrate on secondary education? How the proposed support to early childhood development fit into the ADB's country strategy and program?
- (v) **Support for Vocational and Technical Education:** If ADB were to continue supporting vocational and technical education, what approach should be adopted? How could the approach be made more demand-driven through public-private partnerships?
- (vi) **Project Management and Implementation:** How could ADB make its investment more effective and efficient? What arrangements should be made for more effective project management and implementation? Is it appropriate to set up an organizational mechanism to coordinate all the ADB funded projects under one project management or implementation unit? Should alternatives to the PMU system be considered in the education sector?
- (vi) **Disadvantaged Groups and Ethnic Minorities.** What are the main groups that are not going to secondary school? Why are ethnic minorities not going to secondary schools? How can ADB best reach ethnic minorities? Should ADB directly target disadvantaged groups and ethnic minorities, or find the way to scale up its assistance to these groups? Can nonformal secondary education be an option to address the needs of disadvantaged groups and ethnic minorities?

## Viet Nam - Education Sector Roadmap

<b>Sector Outcomes:</b>	<b>Current</b>	<b>2010</b>
Net Primary Enrollment Rate	92 percent	98 percent
Net Lower Secondary Enrollment Rate	74 percent	90 percent
Net Upper Secondary Enrollment Rate	38 percent	50 percent
Proportion of Upper Secondary Attending Secondary Technical Schools	5 percent	15 percent

<b>Sector Issues and Constraints:</b>	
(i)	limited access of and completion by the poor including ethnic minorities in disadvantaged provinces at the secondary education level, which reduces productivity and employability of labor force;
(ii)	low efficiency due to deficiencies in teaching, curriculum, and instructional methods and materials; and
(iii)	mainly supply-driven technical and vocational education system, which does not systematically respond to the needs of the labor markets.

<b>Actions and Milestones</b>	<b>Cost (\$mill.)</b>	<b>Schedule</b>	<b>Financing Source</b>		
			Govt.	ADB	Other
<b>A. POLICIES</b>					
<b>A. Consolidating universalization of primary education</b>					
<ul style="list-style-type: none"> <li>• Education for All (EFA) national plan for 2002-2015</li> <li>• Primary education development plan</li> </ul>		2002			World Bank UNESCO
<ul style="list-style-type: none"> <li>• Universalizing lower secondary education with quality</li> </ul>		2001-2003			JICA
<ul style="list-style-type: none"> <li>• EFA national plan for 2002-2015</li> <li>• Secondary education sector master plan</li> <li>• Introduction of new curriculum and textbooks, and related teacher training (in- and preservice)</li> </ul>		2002			World Bank UNESCO
<ul style="list-style-type: none"> <li>• Secondary education sector master plan</li> </ul>		2001-2002		TA 3560	
<ul style="list-style-type: none"> <li>• Introduction of new curriculum and textbooks, and related in-service teacher training</li> </ul>		1997-2004 1999-2005 2004-2008		Loan 1537 Loan 1718 Loan 1979	
<ul style="list-style-type: none"> <li>• Selectively expanding upper secondary education</li> </ul>		2001-2002		TA 3560	
<ul style="list-style-type: none"> <li>• Secondary education sector master plan</li> <li>• Introduction of diversified curriculum and textbooks, and related in-service teacher training</li> </ul>		2003-2008		Loan 1979	
<b>B. Promoting effective public-private partnerships in skills development</b>					
<ul style="list-style-type: none"> <li>• Demand-driven skills development system</li> </ul>		1999-2005		Loan 1655	JICA. AFD, NDF

## B. INSTITUTIONAL DEVELOPMENT

Increasing access to primary education in disadvantaged areas

- Capacity of District Education Department

2003-2006

World Bank

Enhancing quality of primary education

- Capacity of teacher training institutes
- Capacity of assessing learning outcomes

2002-2005

World Bank

2001-2005

World Bank

Increasing access to secondary education in disadvantaged areas including nonformal secondary education options

- Capacity of Provincial Education and Training Department
- Capacity of nonformal secondary education institutions

1997-2004  
2004-2008

Loan 1537  
Loan (N)

2005-2009

Loan (N)

Enhancing quality of secondary education

- Capacity of preservice lower teacher training institutes
- Planning and implementation capacity of introducing new lower secondary curriculum and textbooks, and related in-service teacher training
- Planning and implementation capacity of introducing upper secondary diversified curriculum and textbooks , and related in-service teacher training
- Capacity of assessing learning outcomes

1999-2005

Loan 1718

1997-2004  
2004-2008

Loan 1537  
Loan (N)

2003-2008

Loan (N)

2000-2004  
2004-2008

Loan 1537  
Loan (N)

Developing information and communication technology infrastructure for education

- Capacity of schools/teachers using internet, libraries, and distance mode of education

2004-2010

World Bank

Developing a mechanism for public-private partnerships in skills development

- Dual training system with incentives for private sector involvement in skills development

1999-2005  
2004

Loan 1655  
TA (N)

<b>C. INVESTMENTS</b>				
<b>1. Access to Quality Primary Education in Disadvantaged Areas</b>				
• Primary Teacher Development	\$20	2002-2004		World Bank
• Primary Education Development	--	2002-2005		JICA
• Primary Education for Disadvantaged	\$100	2003-2010		World Bank
<b>2. Access to Quality Lower Secondary Education in Disadvantaged Areas</b>				
• Lower Secondary Education Development	\$50	1997-2004	Loan1537	
• Second Lower Secondary Education Development	\$45	2004-2008	Loan (N)	
• Teacher Training Project	\$25	1999-2005	Loan 1718	
• Secondary Education Quality and Expansion	\$45	2005-2009	Loan (N)	
• Program Support for EFA	\$100-\$180?	2005-2010		World Bank DFID
<b>4. Access to Quality Upper Secondary Education</b>				
• Upper Secondary Education Development	\$55	2003-2008	Loan 1979	
<b>5. ICT Infrastructure Development for Education</b>				
• ICT Infrastructure for Education	\$120	2004-2010		World Bank
<b>6. Public-private partnerships in skills development</b>				
• Vocational and Technical Education		1999-2005	Loan 1655	