

**ASIAN DEVELOPMENT BANK**

**TAR: VIE 34354**

**TECHNICAL ASSISTANCE**

**TO THE**

**SOCIALIST REPUBLIC OF VIET NAM**

**FOR THE**

**CAPACITY BUILDING FOR UPPER SECONDARY EDUCATION**

**June 2003**

## CURRENCY EQUIVALENTS

(as of 15 May 2003)

Currency Unit	–	Vietnamese Dong (D)
VD1.00	=	\$0.000065
\$1.00	=	VD15,463.50

## ABBREVIATIONS

ADB	–	Asian Development Bank
DOET	–	provincial department of education and training
MOET	–	Ministry of Education and Training
PMU	–	project management unit
SY	–	school year
TA	–	technical assistance
USEDP	–	Upper Secondary Education Development Project

## NOTES

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

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## I. INTRODUCTION

1. The Government of Viet Nam has developed for Vietnamese education a long-term development strategy covering the 10 years from 2001 to 2010.<sup>1</sup> The broad secondary education sector targets of the Government by 2010 are to achieve (i) universal lower secondary education with high quality, and (ii) gradual expansion of diversified upper secondary education. In accordance with these sector targets, the Asian Development Bank (ADB) assisted the Ministry of Education and Training (MOET) in formulating a secondary education sector master plan to complement the long-term education development strategy covering the same period.<sup>2</sup> ADB is supporting lower secondary education development including in-service teacher training,<sup>3</sup> and preservice teacher training,<sup>4</sup> and is preparing the Second Lower Secondary Education Development Project.<sup>5</sup> For upper secondary education, ADB conditionally approved the Upper Secondary Education Development Project (USEDP).<sup>6</sup> Accordingly, the Government requested ADB to provide an advisory technical assistance (TA) for capacity building and institutional strengthening of upper secondary education. The 2003–2005 Country Strategy and Program Update for Viet Nam includes TA for Capacity Building for Upper Secondary Education in the 2003 TA program.<sup>7</sup> The TA Fact-Finding Mission visited Viet Nam from 11 to 21 February 2003 and reached an understanding with the Government on the objectives, scope, cost estimates, financing plan, implementation arrangements, and outline terms of reference for consultants under the TA.<sup>8</sup>

## II. ISSUES

2. The Vietnamese education system consists of 5 years of primary, 4 years of lower secondary, and 3 years of upper secondary education, followed by 4–6 years of higher education. The administration of education and training is complex as it is shared among the central, provincial, and district governments and the communes, with centralized decision making and decentralized implementation. MOET is responsible for all education and training in the country in terms of policy formulation, guidance, and supervision. Lower secondary education is administered by bureaus of education and training at the district level, and upper secondary education is administered by the provincial departments of education and training (DOETs) under the supervision of MOET and the provincial people's committees. In-service lower and upper secondary teacher training is administered and provided by DOETs, while preservice lower secondary teacher training is provided by teacher training colleges and upper secondary teacher training is provided by teacher training universities and education faculties of universities.

3. The Government has committed itself to achieve Millennium Development Goals, which include universal primary education by 2015. Access to primary education became near-

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

<sup>2</sup> ADB. 2000. *Technical Assistance to Viet Nam for Secondary Education Sector Master Plan*. Manila; and ADB and MOET. February 2002. *Secondary Education Sector Master Plan (Final Report)*: Manila, ADB.

<sup>3</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.

<sup>4</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.

<sup>5</sup> ADB. 2002. *Technical Assistance to Viet Nam for Preparing the Second Lower Secondary Education Development Project*. Manila.

<sup>6</sup> ADB. 2002. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to Viet Nam for the Upper Secondary Education Development Project*. Manila.

<sup>7</sup> ADB. 2002. *Country Strategy and Program Update (2003–2005): Viet Nam*. Manila

<sup>8</sup> The TA first appeared in *ADB Business Opportunities* (Internet Version) on 24 January 2003.

universal in 2000 with the net enrollment rate of 95%, and the net enrollment rate in primary education is expected to reach 99% by 2010. While the Government plans to consolidate universal primary education and universalize lower secondary education with quality by 2010, the development of upper secondary education is increasingly given high priority by the Government because it is expected to provide the level of human resources required to meet the country's critical social and economic development goals and contribute to poverty reduction. The secondary education sector master plan, funded by ADB, serves as an analytical tool and guide for future decision making, including policy frameworks, feasible strategies, and investment priorities. The plan analyzes capacity building issues in upper secondary education related to (i) quality, (ii) access, and (iii) management.

4. Due to a combination of tight social organization and rote learning techniques, upper secondary education has not adequately served to produce graduates prepared for Viet Nam's industrialization and economic modernization. Therefore, MOET is giving high priorities to improving the quality of education in order to develop a creative, flexible, self-motivated, and skilled labor force for a knowledge- and market-based economy. The Government has developed a new, diversified curriculum, textbooks, and instructional materials using active learning approaches, and will pilot the diversified curriculum, textbooks, instructional materials, and related in-service teacher training starting in September 2003 in 11 selected provinces. The 11 provinces were selected based on (i) geographical balance, (ii) socioeconomic conditions, and (iii) ethnic background, and are Da Nang, Dac Lac, Dong Thap, Hanoi, Ho Chi Minh City, Hung Yen, Khanh Hoa, Quang Ninh, Son La, Tay Ninh, and Thanh Hoa. In this connection, the capacity of MOET, DOETs, and other entities urgently needs to be strengthened for effective upper secondary education management. Managerial capacity is weak in core competencies such as the delivery of diversified curriculum and textbooks, instructional materials, and related in-service training and other teacher support services, monitoring of teacher and student performance, and assessment of students' learning achievement with appropriate feedback to teachers.

5. A second issue is to ensure adequate standards of upper secondary education, especially school facilities and equipment. In recent years, expansion of upper secondary-level school coverage has been rapid and remarkable. During 1994–2000, student enrollment in upper secondary schools tripled from about 0.73 million to 2.20 million. This rapid increase has overwhelmed the institutional and managerial capacity of government entities providing upper secondary education, which has resulted in disparities of access and quality by geographic location and socioeconomic background. The Government alone cannot meet all the education expansion and quality improvement objectives. Consequently, enrollment in nonpublic upper secondary schools is growing and accounted for 32.6% of total upper secondary enrollment in 2002. Nonpublic upper secondary schools tend to be in rural, disadvantaged areas. Expanding nonpublic upper secondary schools is an important means to expand access, and facilities and equipment of upper secondary schools including nonpublic schools should be upgraded to a required national standard. Public-private partnerships are also needed to upgrade public upper secondary schools to an international standard and establish purely private schools, especially in affluent urban areas.

6. Third, almost no project management training has been provided to the personnel involved in managing upper secondary education. Previous and ongoing ADB support has concentrated on lower secondary education. At the upper secondary level, MOET and DOET personnel have not developed sufficient capacity in implementing the USEDIP, especially in the expertise required for the project start-up period. Additional support for managerial capacity building is required to strengthen the capability of central and provincial levels of administration

in project management, implementation, and monitoring, including financial management and procurement planning.

7. The TA is consistent with the Government's policies and priorities in upper secondary education since it will assist MOET, DOETs, and other entities in strengthening their institutional and managerial capacity to renovate curricula and textbooks and increase access to disadvantaged groups under the decentralized education management structure, which will be carried out by the USEDP. The TA is also consistent with ADB's country strategy and program, which focuses education sector operations on helping the Government gradually expand diversified upper secondary education in accordance with the Government's primary areas for its development and improvement.

### **III. THE TECHNICAL ASSISTANCE**

#### **A. Purpose and Output**

8. The TA's overall goal is to gradually expand diversified upper secondary education to facilitate Viet Nam's industrialization and economic modernization. The purpose of the TA is to strengthen the capacity of MOET, DOETs, and other entities to manage the development and improvement of upper secondary education. More specifically, the TA will (i) help strengthen the managerial capacity of MOET, DOETs, and other entities to renovate and monitor curricula, textbooks, and in-service teacher training in upper secondary education; (ii) help MOET develop the detailed design and specifications of national and international standards focusing on facilities and equipment in upper secondary schools including nonpublic schools; and (iii) provide project management, implementation, and monitoring support to assist the start-up of the USEDP. Key outputs will include (i) the strengthened capacity of MOET, DOETs, and other entities to renovate curricula, textbooks, and related in-service training; (ii) core trainers trained in delivering in-service teacher training on the new, diversified curricula and textbooks using active learning approaches; (iii) upgraded capability of MOET in designing the details of facilities and equipment required for upper secondary schools with national and international standards; and (iv) improved capability of key MOET personnel involved in the start-up of the USEDP on project management, implementation, and monitoring. The TA framework is in Appendix 1.

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

9. The TA will undertake the following activities: (i) conduct the capacity diagnosis and assess the baseline training needs for managing upper secondary education reform in the 11 provinces selected for trying out the new, diversified curricula and textbooks; (ii) provide short-term overseas (regional) training on project management, implementation, and monitoring, and regarding upper secondary schools with international standards; (iii) provide in-country training for diversified upper secondary curricula using active learning approaches, and the management of school facilities and equipment development; (iv) prepare a detailed design of facilities and equipment for upper secondary schools to achieve national and international standards; and (v) support for the strengthening of the project management, implementation, and monitoring capacity for the USEDP, including preparing the procurement plan for the first year of USEDP implementation and the development of annual project monitoring and review mechanisms.

10. The TA is to be implemented for about 12 months, from July 2003 to June 2004, and in three phases. The first phase (6 weeks) will start with the capacity diagnosis and assessment of baseline training needs. Based on interim results, (i) core trainers will be trained to deliver in-

service teacher training for trying out the new, diversified curricula and textbooks; and (ii) overseas study visits and training will be arranged, for helping upper secondary schools meet international standards. The first phase will also include the following: (i) An initial workshop will be held during the second week of the TA, to brief MOET and concerned government agencies including the Ministry of Finance, Ministry of Planning and Investment, Government Office, and State Bank of Viet Nam on the TA's objective, scope, and activities. (ii) An inception seminar will be held during the fourth week of the TA, to confirm approaches and methodologies to be used, discuss the issues to be addressed, and ensure close coordination throughout the TA implementation period among stakeholders (including representatives from the 11 selected provinces [para. 4]). The seminar will result in an inception report to be submitted to the Government and ADB by the end of the sixth week of the TA.

11. At the beginning of the second phase (a total of 32 weeks including a break), the overseas study visits and training will take place, and be evaluated by the training participants. In collaboration with core trainers, in-country training will be provided for school administrators and in-service teachers involved in trying out the new, diversified curricula and textbooks for grade 10. In addition, the second phase will produce (i) the results of the capacity diagnosis and baseline training needs assessment, (ii) the detailed design of facilities and equipment for upper secondary schools with national and international standards, (iii) the procurement plan of the first year of USEDP implementation, and (iv) a midterm report to be submitted to the Government and ADB and presented at a midterm seminar during week 18 of the TA. During a break of 20 weeks, in-country training will be conducted regarding (i) national and internal standards for facilities and equipment for upper secondary schools; and (ii) project management, implementation, and monitoring. The training will be evaluated by the participants. The third phase (10 weeks) will start with the submission of the draft final report to the Government and ADB at 39 weeks of the TA. A final seminar will be convened after 45 weeks of the TA in conjunction with a tripartite review meeting of the TA. The consultants will have 3 weeks to finalize the report, which will detail all the TA outputs, including those presented in the midterm report, additional outputs, and training evaluations.

12. Major assumptions and risks that need to be considered include the Government's commitment to (i) expand access to diversified upper secondary education as an education sector policy goal; and (ii) maintain the high priority of improving the quality of upper secondary education through (a) diversified curricula and textbooks, and related in-service teacher training using active learning approaches, and (b) the development of school facilities and equipment.

### **C. Cost and Financing**

13. The total cost of the TA is estimated at \$500,000 equivalent, of which \$248,000 is the foreign exchange cost and \$252,000 equivalent is the local currency cost. The Government has requested ADB to finance \$400,000 equivalent, covering the entire foreign exchange cost of \$248,000 and \$152,000 equivalent of the local currency costs. The TA will be financed by ADB on a grant basis from the ADB's TA funding program. The Government of Viet Nam will finance the remaining \$100,000 equivalent of local currency costs, mainly through contributions in kind for office accommodation, counterpart staff, administrative and logistic support, and other related services. Details of the cost estimates and financing plan are provided in Appendix 2.

### **D. Implementation Arrangements**

14. MOET will be the Executing Agency for the TA. The TA will be implemented by three international and four domestic consultants who will provide 8 person-months of international

and 20 person-months of domestic specialist services. The services of all the consultants will be engaged through a firm, using the 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 on the engagement of domestic consultants. The international consultants will consist of (i) the team leader, a capacity-building specialist in secondary education management and quality improvement (4 person-months); (ii) a school facilities and equipment development specialist (2.5 person-months); and (iii) a project management, implementation, and monitoring specialist (1.5 person-months). The domestic consultants will consist of (i) a training specialist in secondary education (8 person-months); (ii) an institutional diagnosis and training needs assessment specialist (3 person-months), (iii) a school facilities and equipment development expert (5 person-months), and (iv) a financial management and procurement planning specialist (4 person-months). Outline terms of reference for the consultants are in Appendix 3. The Government will provide a suitably qualified counterpart team of at least three staff to assist the international consultants with all aspects, including establishing liaison with concerned agencies and institutions, and obtaining necessary data and information required. Office equipment needed to implement the TA will be procured according to ADB's *Guidelines for Procurement*.

15. The TA activities will be based in MOET. A national project implementation unit of the USEDP will be assigned to manage the TA as the project management unit (PMU). The PMU will guide, facilitate, monitor, and assess the work of the consultants, and supervise the conduct of in-country training activities. The PMU will include the following members of the national project implementation unit of the USEDP: a project manager, a deputy project manager, and six specialists for administration and finance, monitoring and evaluation, civil works, procurement, textbook development, and staff development. The PMU members will also comprise (i) representatives from relevant MOET units, including the departments of planning and finance, international relations, secondary education, and teachers; and (ii) representatives from DOETs in the 11 selected provinces. A steering committee for the TA, the same as that for the USEDP and chaired by the vice minister of MOET, will be set up to provide overall guidance to the PMU and ensure coordination with the concerned government agencies, including the Ministry of Finance, Ministry of Planning and Investment, Government Office, and State Bank of Viet Nam. The PMU's project manager will be a standing member of the steering committee.

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

16. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$400,000 on a grant basis to the Government of Viet Nam for Capacity Building for Upper Secondary Education, and hereby reports this action to the Board.

## TECHNICAL ASSISTANCE FRAMEWORK

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Risks/Assumptions
<p><b>1. Goal</b></p> <p>Gradually expand diversified upper secondary education for industrialization and economic modernization.</p>	<p>A nationwide gross enrollment rate of upper secondary education increased from 38% in 2000 to 45% by 2005 and 50% by 2010.</p>	<ul style="list-style-type: none"> <li>• Steering committee meetings and reports.</li> <li>• Reports and statistics from the Ministry of Education and Training (MOET) and provincial departments of education and training (DOETs).</li> <li>• Annual project monitoring and review of the Upper Secondary Education Development Project (USEDP).</li> </ul>	<ul style="list-style-type: none"> <li>• Strong commitment of the Government to expand diversified upper secondary education.</li> </ul>
<p><b>2. Purpose</b></p> <p>Strengthen the capacity of MOET, DOETs, and other entities to manage upper secondary education development and improvement.</p>	<ul style="list-style-type: none"> <li>• A 3 year piloting of the diversified upper secondary curriculum and textbooks: for grade 10 in school year (SY) 2003/04; for grade 11 in SY2004/05; and for grade 12 in SY2005/06.</li> <li>• A nationwide introduction of the diversified upper secondary curriculum and textbooks: for grade 10 from SY2004/05; for grade 11 from SY2005/06; and for grade 12 from SY2006/07.</li> <li>• Quality of upper secondary schools reaching national and international standards based on technical criteria for designing the details of facilities and equipment of upper secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Project steering committee meetings and reports.</li> <li>• MOET and DOET reports and statistics.</li> <li>• Annual project monitoring and review of the USEDP.</li> <li>• Project quarterly progress reports of the USEDP.</li> <li>• Technical criteria for designing the details of facilities and equipment of upper secondary schools with national and international standards.</li> <li>• Technical assistance (TA) reports.</li> <li>• Back-to-office reports of TA and loan review missions.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality improvement of upper secondary education remains a Government priority.</li> </ul>
<p><b>3. Outputs</b></p> <p>a. Strengthened capacity of MOET, DOETs, and other entities to introduce the diversified curriculum and textbooks, and related in-service teacher training.</p>	<ul style="list-style-type: none"> <li>• The diagnosis of the capacity of MOET, DOETs, other entities, and school administrators and teachers involved in introducing the diversified curriculum, textbooks, and related in-service teacher training in selected 11 try-out provinces (in July 2003).</li> <li>• Assessment of baseline training needs in four short-</li> </ul>	<ul style="list-style-type: none"> <li>• Results of the capacity diagnosis.</li> <li>• Results of the baseline training needs assessment.</li> <li>• TA reports.</li> <li>• Back-to-office reports of TA and loan review missions.</li> <li>• Evaluation reports of the training results.</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance of new tasks and responsibilities by MOET and DOETs in introducing the diversified curriculum and textbooks, and related in-service teacher training.</li> <li>• Acceptance of school administrators and teachers in receiving in-service training on the diversified curriculum and</li> </ul>

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Risks/Assumptions
<p>b. Upgraded capability of MOET to develop the details of facilities and equipment needed for upper secondary schools to meet national and international standards.</p> <p>c. Improved capability of key MOET personnel involved in the start-up of the USEDP on project management, implementation, and monitoring.</p>	<p>term capacity building areas: (i) the piloting of the diversified upper secondary curriculum and textbooks; (ii) the piloting of the upper secondary in-service teacher training; (iii) student's learning assessment; and (iv) management and implementation of upper secondary education reform (in July 2003).</p> <ul style="list-style-type: none"> <li>• In-country training provided to core trainers involved in designing and delivering the 3 year piloting of the diversified upper secondary curriculum and textbooks (in July 2003).</li> <li>• In-country training provided to school administrators and grade 10 teachers in delivering the piloting of the diversified upper secondary curriculum and textbooks in 44 pilot schools in 11 selected provinces (in August 2003).</li> <li>• Short-term overseas study visits and training conducted to MOET and DOET leadership and senior officers to observe upper secondary schools with international standards (in August 2003).</li> <li>• The detailed design and specifications of facilities and equipment for upper secondary schools to meet national and international standards (by November 2003).</li> <li>• In-country training provided to MOET personnel in developing the details of school facilities and equipment in accordance with national and international standards (from December 2003 to March 2004).</li> <li>• Short-term overseas study visits and training conducted to observe project management, implementation, and monitoring (in August 2003).</li> <li>• Budgeting and financial management mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• TA reports.</li> <li>• Back-to-office reports of TA and loan review missions.</li> <li>• Evaluation reports of the training results.</li> </ul> <ul style="list-style-type: none"> <li>• TA reports.</li> <li>• Back-to-office reports of TA and loan review missions.</li> <li>• Evaluation reports of the training results.</li> </ul>	<p>textbooks.</p> <ul style="list-style-type: none"> <li>• Timely identification of adequate candidates for core trainers and overseas and in-country training participants.</li> <li>• In-country training courses and materials well designed and development in time.</li> <li>• Overseas study visits and training program arranged in time.</li> <li>• Close and cooperative working relationship among the TA consultant's team, project management unit, and counterpart staff.</li> </ul>

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Risks/Assumptions
	<p>established for the USEDP (by November 2003).</p> <ul style="list-style-type: none"> <li>• Detailed procurement plan for the first year of USEDP implementation developed (by November 2003).</li> <li>• In-country training provided to key MOET personnel involved in the start-up of the USEDP on project management and implementation (from December 2003 to March 2004).</li> </ul>	<ul style="list-style-type: none"> <li>• Project administration memorandum of the USEDP.</li> <li>• Project quarterly progress reports of the USEDP.</li> </ul>	
4. Activities	Inputs	Monitoring Mechanisms	Risks/Assumptions
<p>a. Support for introducing diversified upper secondary education.</p> <ul style="list-style-type: none"> <li>• Conduct the capacity diagnosis.</li> <li>• Assess the baseline training needs.</li> <li>• Train core trainers involved in the 3 year piloting of the diversified upper secondary curriculum and textbooks.</li> <li>• Provide in-country training to school administrators and grade 10 teachers.</li> </ul> <p>b. Support for facilities and equipment development of upper secondary schools.</p> <ul style="list-style-type: none"> <li>• Conduct short-term overseas study visits and training.</li> <li>• Help develop the detailed design and specifications of facilities and equipment for upper secondary schools to meet national and international standards.</li> <li>• Provide in-country training in developing the details of facilities and equipment of upper secondary schools.</li> </ul>	<p>Inclusive:</p> <p>Consulting: \$217,000</p> <p>8 person-months international consultant services</p> <p>20 person-months domestic consultant services</p> <p>Seminars/meetings: \$28,000</p> <p>Needs assessment/surveys: \$17,000</p> <p>Training: \$38,000</p> <p>Overseas study visits and training (\$15,000)</p> <p>In-country training workshops (\$23,000)</p> <p>Equipment: \$25,000</p> <p>Others: \$75,000</p> <p>Government: \$100,000</p>	<ul style="list-style-type: none"> <li>• TA reports.</li> <li>• Back-to-office reports of TA review missions.</li> <li>• Results of the capacity diagnosis.</li> <li>• Results of the baseline training needs assessment.</li> <li>• Evaluation reports of the training results.</li> <li>• Project administration memorandum of the USEDP.</li> </ul>	<ul style="list-style-type: none"> <li>• No delays in recruiting the TA consultant's team.</li> <li>• Counterpart support is available on a timely basis.</li> </ul>

Activities	Inputs	Monitoring Mechanisms	Risks/Assumptions
<p>c. Support for project management, implementation, and monitoring.</p> <ul style="list-style-type: none"><li>• Conduct short-term overseas study visits and training.</li><li>• Provide in-country training to key MOET personnel involved in the start-up of the USEDP.</li><li>• Help establish the mechanism and procedures for project budgeting and financial management.</li><li>• Help prepare the detailed procurement plan for the first year of USEDP implementation.</li><li>• Help develop annual project monitoring and review mechanisms under the USEDP.</li></ul>			

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

Item	Foreign Exchange	Local Currency	Total Cost
<b>A. Asian Development Bank Financing<sup>a</sup></b>			
1. Consultants			
a. Remuneration and Per Diem			
i. International Consultants	160,000	0	160,000
ii. Domestic Consultants	0	40,000	40,000
b. International and Local Travel	12,000	5,000	17,000
c. Reports and Communications	1,000	2,000	3,000
2. Equipment	25,000	0	25,000
3. Seminars and Meetings	0	28,000	28,000
4. Needs Assessment/Surveys	0	17,000	17,000
5. Study Visits and Training Workshops			
a. Overseas Study Visits and Training	15,000	0	15,000
b. In-Country Training Workshops	0	23,000	23,000
6. Miscellaneous Administration and Support Costs			
a. Office Supplies	0	2,000	2,000
b. Car Rental	0	8,000	8,000
c. Interpretation and Translation Services	0	8,000	8,000
d. Local Assistants	0	5,000	5,000
7. Representative for Contract Negotiations	5,000	0	5,000
8. Contingencies	30,000	14,000	44,000
<b>Subtotal (A)</b>	<b>248,000</b>	<b>152,000</b>	<b>400,000</b>
<b>B. Government Financing</b>			
1. Office Accommodation	0	40,000	40,000
2. Remuneration and Per Diem of Counterpart Staff	0	30,000	30,000
3. Office Support	0	20,000	20,000
4. Others	0	10,000	10,000
<b>Subtotal (B)</b>	<b>0</b>	<b>100,000</b>	<b>100,000</b>
<b>Total</b>	<b>248,000</b>	<b>252,000</b>	<b>500,000</b>

<sup>a</sup> From the ADB's TA funding program.

<sup>b</sup> Includes four pentium desktop computers, a laser printer, a facsimile machine, a binding machine, a photocopier with sorter, voltage regulators, two air conditioners, and other necessary office equipment and facilities.

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

Source: Asian Development Bank estimates.

## OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

### A. International Consultants (8 person-months)

#### 1. Team Leader and Capacity Building Specialist in Secondary Education Management and Quality Improvement (4 person-months)

1. **Overall leadership.** The project management unit (PMU) will guide, facilitate, monitor, and assess the services of the team leader and other consultants. The team leader will supervise the implementation of the technical assistance (TA) by taking responsibility for the collective work of all team members; coordinate with the PMU and other relevant Ministry of Education and Training (MOET) units, selected provincial departments of education and training (DOETs), government agencies, nongovernment organizations, and aid agencies; and supervise and coordinate all data management and analysis. More specifically, the team leader will do the following:

- (i) Prepare detailed work plans for implementing the TA.
- (ii) Ensure that the TA is implemented according to the terms of reference and the provisions of the consultancy contract between the Asian Development Bank (ADB) and the consulting firm engaged for the TA.
- (iii) Incorporate any subsequent instructions and guidance provided by the steering committee, MOET, PMU, and ADB.
- (iv) Collaborate closely with the PMU, counterpart staff, senior staff of MOET, and the other consultants in delivering the consulting services.
- (v) Keep MOET, selected DOETs, and concerned government agencies and aid agencies informed of TA progress through seminars and workshops.
- (vi) In collaboration with other consultants, ensure the timely preparation of all the required reports, including an inception report, a midterm report, a draft final report, and a final report, in a format satisfactory to ADB.
- (vii) Help organize and supervise an initial workshop, and inception, midterm, and final seminars.

2. **Technical Responsibilities.** The team leader, in collaboration with other consultants, will undertake the following tasks:

- (i) Review international and regional experience in the implementation of upper secondary education reforms, including planning, management and monitoring, and quality improvement focusing on the introduction of diversified curricula and textbooks using active learning approaches. Based on the review, develop a framework to conduct overseas study visits targeting MOET and DOET leadership and senior officers and in-country training activities, and arrange for the overseas study visits and training.
- (ii) Diagnose the capacity of the organizational and human resources at MOET, DOETs, and other entities, and school administrators and teachers involved in the 11 provinces selected for introducing the new, diversified curricula and textbooks, and related in-service teacher training for all upper secondary grades. The diagnosis will cover (a) all kinds of organizational resources such as human (number and qualifications), physical (type, quantity, and prospects for capacity expansion), and financial (budget); (b) their roles and responsibilities for trying out and revising the new, diversified curriculum and textbooks; (c) coordination mechanisms among them; (d) monitoring mechanisms linked to comprehensive

- data collection and analysis of the performance indicators and students' learning assessment; and (e) the systems of governance.
- (iii) Based on data in (ii), design and conduct a baseline training needs assessment to identify core trainers from MOET, DOETs, and school administrators and teachers to be trained by the TA. In the selection of core trainers, ensure ethnic diversity and gender equality, and incorporate the poverty level of provinces they are representing. Core trainers will be trained in four short-term capacity building areas: (a) the piloting of the diversified upper secondary curriculum and textbook development using problem-solving and active learning approaches; (b) the piloting of the upper secondary in-service teacher training curriculum and textbook development; (c) student's learning assessment, including assessment strategies, mechanisms, procedures, and methods; and (d) management and implementation of upper secondary education reform covering good governance, coordination, decentralization, and the entire process of managing and implementing diversified curriculum renovation and textbook development.
  - (iv) Based on data from (iii), provide the in-country training for core trainers in the four short-term capacity building areas.
  - (v) For the four in-country capacity building training courses, develop specifications and standards training materials, training methods, and an evaluation system to be used as guidelines in developing specific training courses. Consolidate written evaluations of the training results.
  - (vi) Recommend the overall criteria for an upper secondary school with international standards in curriculum, syllabus and teaching plan, textbooks, materials, teaching aids, teachers, and school facilities and equipment.
  - (vii) Help MOET identify candidates from MOET and DOET leadership and senior officers for overseas (regional) short-term study visits. Arrange the details of overseas study visits in coordination with overseas institutions and the PMU. Evaluate the results to provide feedback from the participants in developing the overall criteria for the upper secondary school with international standards in curriculum, syllabus and teaching plan, textbooks, materials, teaching aids, teachers, schools facilities and equipment, and in managing, implementing, and monitoring the Upper Secondary Education Development Project (USEDP).<sup>1</sup>
  - (vii) Formulate mechanisms (i.e., annual program monitoring and review systems) and performance indicators for monitoring, evaluating, and sustaining reforms in upper secondary education, against clearly defined reform and output targets.

**2. School Facilities and Equipment Development Specialist (2.5 person-months)**

3. The specialist will have the following tasks:

- (i) Help MOET, in collaboration with the PMU, identify and develop the technical criteria of facilities and equipment for defining national standards for upper secondary schools including nonpublic schools. Develop the detailed design and specifications for upper secondary schools to meet national standards.

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<sup>1</sup> ADB. 2002. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to Viet Nam for the Upper Secondary Education Development Project*. Manila.

- (ii) Assist the school facilities and equipment development expert (domestic) in conducting an assessment survey of the current status of 3 high quality upper secondary schools (Chu Van An in Hanoi, Quoc Hoc Hue in Hue, and Le Hong Phong in Ho Chi Minh City).
- (iii) Assist the team leader in recommending the overall criteria for the upper secondary school with international standards in curriculum, syllabus and teaching plan, textbooks, materials, and teaching aids, teachers, schools facilities and equipment.
- (iv) Help MOET, in collaboration with the PMU, identify and develop the technical criteria of facilities and equipment for defining international standards for upper secondary schools. Develop the detailed design and specifications for upper secondary schools to meet international standards.
- (v) Help MOET, in collaboration with the team leader and the PMU, develop the criteria for selecting overseas study visits to observe upper secondary schools with international standards. In collaboration with the team leader, help MOET identify candidates from MOET and DOET leadership and senior officers for overseas short-term study visits to observe upper secondary schools of international standards. Identify overseas institutions for short-term study visits, and arrange the details of such visits.
- (vi) Develop the framework and design materials for in-country training courses for managing school facilities and equipment development, including (a) budgeting and financial administration for development and maintenance of school facilities; (b) identifying the technical criteria for selecting equipment and teaching aids; (c) evaluating the design of school buildings, classrooms, and laboratories, (d) preparing procurement plan for civil works and furniture; and (e) preparing pre-qualification, tender and other documents.

**3. Project Management, Implementation, and Monitoring Specialist (1.5 person-months)**

4. The specialist will have the following tasks:

- (i) Help MOET, the national project implementation unit, and the provincial project implementation units of the USEDP establish the mechanism and procedures for project budgeting and financial management.
- (ii) Help MOET, the national project implementation unit, and provincial project implementation units of the USEDP prepare the detailed procurement plan for civil works and equipment provisions for the first year of USEDP implementation.
- (iii) Help MOET and the team leader identify candidates from MOET and DOET leadership and senior officers for overseas (regional) short-term study visits. Arrange the details of overseas study visits in coordination with overseas institutions and the PMU, and evaluate the results of overseas study visits to provide feedback from the participants in managing, implementing, and monitoring the USEDP.
- (iv) Design in-country training courses and materials and conduct training courses for managing and monitoring project implementation of the USEDP. Include financial planning and budgeting, procurement planning, disbursement procedures, implementation scheduling, and project performance monitoring and evaluation.

**B. Domestic Consultants (20 person-months)**

**1. Training Specialist in Secondary Education (8 person-months)**

5. The specialist will assist the team leader with the following tasks:

- (i) Review international and regional experience in the implementation of upper secondary education reforms, including planning, management and monitoring, and quality improvement focusing on the introduction of diversified curricula and textbooks using active learning approaches. Based on the review, help develop a framework to conduct overseas study visits and in-country training activities, and arrange for the overseas study visits.
- (ii) Provide the in-country training for core trainers in the four short-term capacity building areas.
- (iii) Develop specifications and standards for in-country training courses in the four short-term capacity building areas, training materials and training implementation, including an evaluation system to be used as guidelines in developing specific training courses, and consolidating a written evaluation of the training results.
- (iv) Identify in-country training institutions for short-term capacity building courses. Arrange the details of in-country training. Supervise the conduct of in-country training in coordination the PMU.
- (v) In collaboration with the core trainers, assist MOET and DOETs in providing in-service training for school administrators and grade 10 teachers in 11 pilot provinces (44 pilot schools) involved in piloting the new, diversified curricula and textbooks, before the start of the piloting in the 2003/04 school year.
- (vi) Formulate mechanisms (i.e., annual program monitoring and review systems) and performance indicators for monitoring, evaluating, and sustaining reforms in upper secondary education, against clearly defined reform and output targets.

**2. Institutional Diagnosis and Training Needs Specialist (3 person-months)**

6. The specialist will assist the team leader with the following tasks:

- (i) Diagnose the capacity of the organizational and human resource capacity at MOET, DOETs, and other entities, and school administrators and teachers involved in 11 pilot provinces selected for introducing the new, diversified curricula and textbooks, and related in-service teacher training for all upper secondary grades.
- (ii) Based on data in (i), assess the individual baseline training needs to identify core trainers from MOET and DOETs, and among school administrators and teachers to be trained by the TA in the four short-term capacity building areas.

**3. School Facilities and Equipment Development Expert (5 Person-months)**

7. The expert will have the following tasks:

- (i) Assist the schools facilities and equipment development specialist (international) in identifying and developing the technical criteria of facilities and equipment for defining national standards for upper secondary schools including nonpublic schools. Develop the detailed design and specifications for upper secondary schools to meet national standards.

- (ii) In collaboration with the school facilities and equipment development specialist (international), conduct the assessment survey of the current status of 3 high quality upper secondary schools (Chu Van An in Hanoi, Quoc Hoc Hue in Hue, and Le Hong Phong in Ho Chi Minh City).
- (iii) Assist the school facilities and equipment development specialist (international) in identifying and developing the technical criteria of facilities and equipment for defining international standards for upper secondary schools. Develop the detailed design and specifications for upper secondary schools to meet international standards.
- (iv) Assist the school facilities and equipment development specialist (international) in designing materials for in-country training courses for managing school facilities and equipment development.
- (v) Assist the team leader, in collaboration with the school facilities and equipment development specialist (international) and the training specialist (domestic), in evaluating training courses and consolidating a written evaluation of the training results.

**4. Financial Management and Procurement Planning Specialist (4 person months)**

8. The specialist will have the following tasks:

- (i) Assist the project management, implementation, and monitoring specialist (international) in establishing the mechanism and procedures for project budgeting and financial management.
- (ii) Assist the project management, implementation, and monitoring specialist (international) in preparing the detailed procurement plan for civil works and equipment provisions for the first year of USEDP implementation.
- (iii) Assist the project management, implementation and monitoring specialist (international) in designing training courses and materials and conducting in-country training courses for managing and monitoring project implementation of the USEPD. Include financial planning and budgeting, procurement planning, disbursement procedures, implementation scheduling, and project performance monitoring and evaluation.
- (iv) Assist the team leader, in collaboration with the project management, implementation, and monitoring specialist (international) and the training specialist (domestic), to evaluate training courses, and consolidate written evaluations of the training results.