

DEVELOPMENT COORDINATION

A. Major Development Partners: Strategic Foci and Key Activities

1. Many development partners have been providing a diverse range of assistance in the education sector in Viet Nam. Partners include: (i) multilateral agencies, including the Asian Development Bank (ADB); European Union (EU); the United Nations Children’s Fund (UNICEF); the United Nations Educational, Scientific, and Cultural Organisation (UNESCO); and the World Bank; (ii) bilateral agencies and partners, including the Australian Agency for International Development (AusAID); Belgium Development Agency (BTC); the Government of France; the Japan International Cooperation Agency (JICA) and the United Kingdom; and (iii) non-governmental organizations (NGOs). Major projects are listed below.

Table 1. Major Development Partners

Development Partner	Project Name	Duration	Amount
Primary Education^a			
World Bank/DfID/BTC	School Education Quality Assurance	2009–2015	\$181.4
European Union	Support to the Renovation of Education Management	2011–2015	€10.0
UNICEF	Child Friendly Primary Education	2006–2010	\$ 3.9
DfID/AusAID	Primary education for Disadvantaged Children	2000–2006	\$ 41.2
DfID	Target Support for the National Education for All	2005–2011	£ 21.0
Basic Education^b			
UNESCO	Education for All	2001–2010	\$ 1.0
	Training Advocacy Materials for Promoting Gender Equity	2008–2011	\$ 0.2
	Advocacy and Capacity Building on Mother Tongue based Education	2008–2011	\$ 0.2
BTC	Improve Training of Primary and Secondary Teachers in the Northern Highland	2005–2010	€ 5.2
Secondary Education^c			
ADB	Lower Secondary Education for Most Disadvantaged Regions	2008–2014	\$ 50.0
	Lower Secondary Education Development	2006–2007	\$ 50.0
	2nd Lower Secondary Education Development,	2004–2010	\$ 55.0
	Secondary Education Sector Development	2009–2015	\$ 60.0
	Upper Secondary and Professional Teacher Development	2006–2012	\$ 64.0
	Upper Secondary Education Development	2006–2011	\$55.0
ADB/UNESCO/ UNICEF/JICA	Secondary Education Sector Master Plan	2006–2010	\$ 0.6
Basic Education + Upper Secondary Education			
UNESCO	Education for Sustainable Development Curriculum Review	2009–2011	\$ 0.1
	Support to Coordinate and Manage Education for Sustainable Development	2008–2011	\$ 0.1
Higher Education			
ADB	Higher Education Sector Development	2008–2011	\$ 190.0
World Bank	Second Higher Education	2007–2012	\$ 70.5
	New Model University	2010–2017	\$ 200.6
JICA	Higher Education Development Support on ICT	2006–2013	\$ 65.0
France	Support for Ha Noi Technical University	2010–2020	\$ 100.0

ADB = Asian Development Bank, AusAid = Australian Agency for International Development, BTC = Belgian Technical Cooperation, DfID = Department for International Development UK, JICA = Japan International Cooperation Agency, UNESCO = United Nations Education, Scientific and Cultural Organisation, UNICEF = United Nations Children’s Fund.

Source: Asian Development Bank.

2. **Focal area of development partners (basic education).** Many donor agencies along with NGOs have contributed significantly to a diverse portfolio of assistance in basic education to support Viet Nam's goal of achieving all Millennium Development Goals. Currently, a medium-term expenditure framework in primary education is being developed by the World Bank and the Like-Minded Donor Group, and the Sector Policy Support Programme for Education for All is being implemented by the European Commission with other donors. The European Commission has also recently completed a teacher quality improvement project for basic education, and is currently providing support for the Education Management Information System (EMIS) in the subsector through the Support for the Renovation of Education Management Project. UNESCO, a major supporter of both primary and secondary education, has been involved in a broad range of projects including the National Action Plan for Education for All, capacity development of local education authorities, literacy through adult education, and HIV/AIDS preventive education. Additionally, Australia and Belgium have financed scholarships and provided grant assistance to Lower Secondary Education (LSE) as co-financiers of some of ADB's technical assistance projects, and the United Kingdom and Canadian governments have co-financed World Bank projects.

3. **Moving beyond basic education to upper secondary education.** ADB is the only major donor to implement comprehensive projects in this subsector that seek to improve quality, efficiency, equity, and management capacity. There has been a focus on improving the quality of upper secondary and professional secondary pre-service and in-service teacher training, as well as strengthening instructional capability in teacher training institutions. A major achievement in secondary education was the development of the Secondary Education Sector Master Plan 2006–2010 (completed with the support of ADB, JICA, UNESCO and UNICEF), which has provided a comprehensive analysis of future education needs.

4. **Vocational technical education and higher education.** In higher education, the World Bank is the leading donor and is currently providing aid to develop a new model university which will meet international standards. UNESCO has been assisting quality assurance and accreditation of higher education institutions. The largest bilateral donors in higher education are the governments of Japan and France, with the Government of France allocating an average of 8% of its official development assistance (ODA) to education in Viet Nam, mainly for language training, research studies, scholarships, and vocational training. The Government of Japan has been focusing its support on capacity building of technical universities. ADB is now starting to assist higher education projects, but has been implementing projects to enhance the quality and management in vocational and technical training since the late 1990s. Germany has also been a major contributor to technical and vocational education and training and has been providing financial and technical support through German development cooperation.

B. Institutional Arrangements and Processes for Development Coordination

5. With a wide range of projects operating within the education sector, it is critical that the projects are coordinated to ensure a high level of coordination and cooperation. The Education Sector Group (ESG), comprising the Ministry of Education and Training (MOET), multilateral and bilateral development partners and NGO representatives, aims to improve aid effectiveness, overcome duplication, ensure cooperation and reduce transaction costs. The ESG has played a key role in enhancing joint working and alignment. The major functions of the ESG include providing consolidated comments on various government education policies and decrees, sharing information on ongoing and upcoming education projects financed by ESG members, and organizing joint retreats and field trips among members.

6. The Results-Based Monitoring and Evaluation Action Plan—contained within the Secondary Education Sector Master Plan 2011–2015 (SESMP 2011–15)¹—is a key planning document, which: (i) requests the support of both the Government of Viet Nam and the donor community for the master plan to be fully implemented; (ii) is a flexible document that is constantly under review to ensure linkage with past achievements and ongoing and future projects; and, (iii) examines all donor support in order to maximize efficiency and enable the limited resources available to be used to their best effect.

7. ADB, together with the European Commission, the Government of France and the World Bank are key development partners in the education sector. Since 2007, ADB has contributed to the formulation of several new education policy initiatives and joint studies with other development partners.

C. Achievements and Issues

8. In the past several years, ODA funds for education and training composed 5.5%–6.0% of total public expenditures on education. More than 13 loan and grant projects totaling \$782 million are providing ongoing support for education sector development. While basic education has the largest share of ODA funds, all levels of education, from pre-primary to higher education, have received substantial assistance from development partners.

9. While ADB is the only comprehensive donor in the subsector,² the historic lack of assistance to upper secondary education has resulted in a lack of systematic mechanisms for quality control and limited opportunities to address disparities of access for some disadvantaged groups of students, including low-income households, girls, ethnic minorities and students from disadvantaged regions.

¹ SESMP 2011–2015 was approved in 2012 to ensure ongoing cooperation and strategic focus.

² ADB. 2006. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the Socialist Republic of Viet Nam for the Upper Secondary and Professional Teacher Development Project*. Manila. (Loan No. 2298); and ADB. 2009. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the Socialist Republic of Viet Nam for the Secondary Education Sector Development Program*. Manila. (Loan No. 2582 and 2583).