



Vietnam EFA Action Plan 2003-2015

Review and Update 2012



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Abbreviations

ADB	Asian Development Bank
AECI	Agencia Espanola de Cooperacion Internacional
AIDS	Acquired immune deficiency syndrome
AusAID	Australian Government Overseas Aid Program
BOET	Bureau of Education and Training
CCT	Conditional Cash Transfer
CIDA	Canadian International Development Agency
CLC	Community Learning Centre
CDR	Child Development Record
CEMA	Committee for Ethnic Minorities and Mountainous Areas
CSF	Campus Support Fund
DFA	District FSQL Audit
DFID	Department for International Development (UK)
DOET	Department of Education and Training
EC	European Community
ECCE	Early Childhood Care and Education
EFA	Education for All
EFA-FTI	Education for All – Fast Track Initiative
EMIS	Education Management Information System
EMW	East Meets West Foundation
EN	Escuela Nueva (Colombia)
FII	FSQL Input Index
FSQL	Fundamental School Quality Levels
GDP	Gross Domestic Product
GOV	Government of Viet Nam
G1	Grade 1
GSO	General Statistics Office
HIV	Human Immunodeficiency Virus
IE	Inclusive Education
ILO	International Labour Organisation
IPCC	The Intergovernmental Panel on Climate Change
JBIC	Japan Bank for International Cooperation
JCA	Joint Country Analysis
JICA	Japan International Cooperation Agency
LMDG	Like-Minded Donor Group
LSE	Lower Secondary Education
MDG	Millennium Development Goal

MIC	Middle-Income Country
MOET	Ministry of Education and Training
MOF	Ministry of Finance
MOH	Ministry of Health
MOLISA	Ministry of Labour, Invalids and Social Affairs
M&E	Monitoring and Evaluation
MPI	Ministry of Planning and Investment
MTEF	Medium-Term Expenditure Frameworks
MTFF	Medium-Term Fiscal Framework
NAPEA	National Action Plan for Education for All
NER	Net Enrollment Rate
NGOs	Non-Governmental Organizations
NORAD	Norwegian Agency for Development Cooperation
NTP	National Targeted Programs
NTP-E	National Targeted Program-Education
ODA	Official Development Assistance
P135-1 and 11	Program 135 Phase 1 and II
PED	Primary Education Department (MOET)
PEDC	Primary Education for Disadvantaged Children Project
PTA	Parent Teachers Association
PWDs	People With Disabilities
SARS	Severe Acute Respiratory Syndrome
SC	Save the Children Alliance
SEDP	Socio-Economic Development Plan
SEQAP	School Education Quality Assurance Program
TA	Teaching Assistant
TBS	Targeted Budget Support
UN	United Nations
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNFPA	United Nations Population Fund
UNV	United Nations Volunteers
USD	United States Dollar
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
VANPRO	Vietnam ANalysis and PROjection model
VDG	Vietnam Development Goals
V.EMIS	Vietnamese Education Management Information System

VNEFAPM	The Vietnam EFA Analysis and Projection Model
VHLSS	Viet Nam Household Living Standards Survey
VLSS	Viet Nam Living Standards Survey
VND	Vietnamese Dong (domestic currency)
WB	World Bank
WHO	World Health Organization
WTO	World Trade Organization

Acknowledgements

This report would not have been completed without the help of the DPF (MoET) who organised meetings at MoET, coordinated the EFA responses of the departments of ECCE, Primary, Secondary and Continuing Education as well as the responses from the provinces. Thanks also to UNESCO (Vietnam) and the World Bank office in Hanoi as well as the regional office of UNESCO in Bangkok for their organization and coordination of this part of the EFA FTI process.

The ESG has been specifically involved and thanks go to the representatives who attended meetings and provided advice. Several projects and organisations have provided specific documents and advice including TBS, UNICEF, Handicap International and the Belgium Development Agency.

The team who brought together the data and analysed it was composed of Le Dong Phuong (Director Center for Higher and Vocational Education, Vietnam Institute for Education Sciences), Satoko Yano and Gwang-Chol Chang, both of whom work at the regional office of UNESCO in Bangkok. Their efforts are much appreciated.

Mistakes are mine.

Ray Harris

Team leader

1. Executive Summary

From 2003-2010, Vietnam's socioeconomic map changed considerably with a high level of economic growth accompanied by legislation and action for poverty reduction. Other strategic policy adjustments were made, with respect to early childhood care and education, education for children from disadvantaged families, education for disabled children, implementation of a new primary curriculum and textbooks, development of human resources of the education sector, revision of the Education Law, among others. The Education Development Strategic Plan 2011-2020 is also being drafted.

The following lists the main objectives of the education sector, as outlined in the EFA Action Plan 2003-2015:

1. Moving from quantity to quality
2. Completing universal primary and lower secondary education
3. Providing life-long learning opportunities
4. Mobilizing full community participation
5. Ensuring effective management and better resource allocation

The government continues to make education a priority, and 20% of the present state budget goes towards education. Donor and private sources of funding are still necessary to target disadvantaged groups and improve the quality of education for all. The National Targeted Program (Education) supported by the Targeted Budget Support is also used to implement EFA initiatives.

This positive image, however, does not portray the full picture. The quality of education is below what is needed for a fast developing nation, and there are groups persistently at a disadvantage. Full day schooling is a continuing challenge that is being partly addressed through the School Education Quality Assurance Program (SEQAP).

Following the decision to prepare an EFA-FTI catalytic fund proposal, a review and update of the EFA Action Plan 2003 -2015 was a necessary starting point. The review and update builds on MoET's five year review (2008), which identified targets that have been met and legislation enacted since 2003. Annex 1 provides a summary of the policies, decrees and directives stated in the five year review.

The review and update of the EFA Action Plan began in July 2010, and includes the following:

- An update of the progress made in the four main sub-sectors since 2003
- A summary of responses from provinces who were sent a questionnaire
- A discussion of cross-cutting themes

- A mapping of donor support
- New costings of the EFA Action Plan

Progress has been made to the targets established in the EFA Action Plan. However, provincial planning and monitoring still poses challenges and demands a more coordinated approach between national, provincial and district levels. Much data is collected at every level, but analysis of the data for education and financial planning is still weak. A fully functional EMIS is still in the development stage. Good data analysis can provide precise targeting of resources, and identify out-of-school children, disadvantaged students, drop outs, at risk students, and underperforming students.

This addendum to the EFA Action Plan 2003-2015 should be seen as a resource for decision making and planning. Section 5 identifies possible priorities and actions for a comprehensive package of measures to achieve EFA goals effectively. It can also be used to develop a proposal for additional funding from the EFA-FTI catalytic fund. Priority should be given on improving quality to impact both on access and management.

Section 6 presents costing information based on the modified VANPRO model. The model considers complete EFA targets and inputs, and provides planners with an important resource for adapting targets and devising new strategies to ensure that EFA goals are met by 2015 or earlier.

The following lists important points that should be considered for planning any adjustments to the EFA Action plan or for preparing the FTI proposal:

- The Government of Vietnam (GoV) has made considerable efforts in terms of new policy, decrees and circulars; however there is a critical gap between policy and implementation.
- National indicators tend to mask regional disparities and particular disadvantages faced by certain groups such as ethnic minorities and internal migrants.
- Data collection and analysis must be better coordinated and improved if resources are going to be better targeted and have the most impact.
- Rural to urban migration is likely to increase, and will have a significant impact on families, particularly the poor, and providing education services. HIV/AIDS and climate change will also have an impact on education services in some areas. Child trafficking is a new risk to the rights of children.
- A more evidence-based and comprehensive understanding of the components needed to ensure an education of quality is necessary, taking into consideration local conditions and specificities.
- Income and achievement gaps reflect the poor quality of education, and prevent students from meeting their potential.

- Providing quality education to the most disadvantaged children is likely to demand more resources than normal per capita funding and this should be included in any budget assessment.
- Targeting of resources (e.g., for poverty reduction) has led to improvements, but the lack of rigorous monitoring processes may hinder the most disadvantaged groups from benefiting.
- Rapid urbanization and industrialization will provide new challenges that will mean that many more people will be vulnerable as a result of unemployment, migrant status, ethnicity, age and disability.¹

This report contains policy options in three areas (Access, Quality, and Governance and Management) that should be considered in order to increase progress toward meeting the EFA goals. Following is a summary of suggested options and the goals by 2015:

Access

Provide all children aged 5 with a full school-year of preparation classes so that they will be in a better position to fully benefit from the start of their primary education. For disadvantaged students, the program should be full day, with lunch and fee subsidies provided.

95% of the previous year's drop outs from primary level, and 90% from secondary level should be reintegrated into school with the aid of innovative approaches including flexible curricula and schedule. Improved data collection is needed to monitor progress.

Phase out user fees from preschool to lower secondary to remove financial barriers to enrolment.

Quality

Devise a comprehensive package of measures focusing on increasing achievement for the most disadvantaged areas, that includes bilingual education, teaching assistants, student and adult literacy, specific teacher training (focusing on differentiated teaching and improving achievement). The policy itself would be comprehensive in that it provides a budget, training for local managers to implement, monitor and collect accurate data and an annual assessment to consider progress.

Develop an *IE Development Strategy* which should include all relevant measures that could be undertaken in the short-term, such as extension of the role of special schools, expansion of training in inclusive teaching methods and provision of additional materials and resources for disadvantaged children.

¹Arkedie,B.V. et al. Joint Country Analysis of Vietnam. 2010

Recruit more ethnic minority teachers, particularly where students have less access to Vietnamese language and suffer multiple disadvantages.

Governance and Management

Provide a quality assurance measure that will allow local managers to understand, implement, and monitor policy initiatives related to EFA. Ensure that accurate data is collected and analysed and used for improving the quality of education for the most disadvantaged. Once the most disadvantaged districts have been identified, targets should be set to ensure that funds are accurately targeted and that those who have been underachieving have made progressive advances in terms of their achievement.

2. Review of Progress

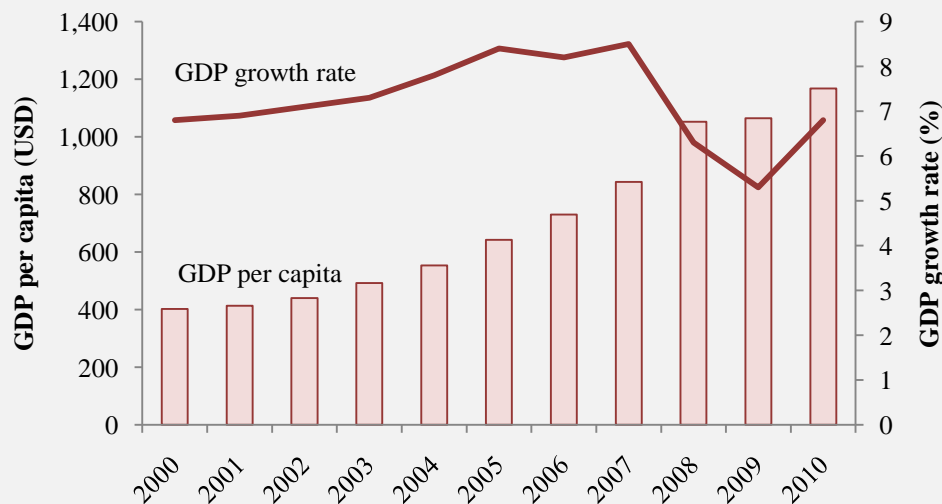
2.1 Background

The National Action Plan for Education for All 2003-2015 (NAPEA) was approved by the Prime Minister on July 2, 2003. With this Action Plan, Vietnam was eligible for the EFA Fast Track Initiative (FTI), but did not submit a request for support under the EFA-FTI Catalytic Fund. Since 2003, Vietnam has made significant progress towards achieving the EFA Goals. However, with some persistent gaps to fill, Vietnam is now embarking on the preparation of an EFA-FTI proposal. A review and update of the Action Plan is part of the preparation of this proposal. The review and update is an addendum to the EFA Action Plan.

2.2 Socioeconomic context for EFA

Without doubt, the socio-economic situation in Vietnam has changed since 2003. Economic growth is one of the highest in the world, GDP per capita has increased every year for the last ten years, and due to effective macroeconomic management and administration, the Government of Vietnam (GoV) has managed to bounce back from the global economic downturn and a period of high inflation (Figure 1). Challenges such as SARS and Avian Flu have also been managed without severe damage to the economy.

Figure 1. GDP Growth and GDP per capita in Vietnam, 2000-2010



Source: *Vietnam Human Development Report*, United Nations Development Program 2011

The growth of the private sector ensures a more flexible response to the needs and demands of the international markets. While joining the WTO will provide great long term benefits, short term challenges will also arise from changes in the legal frameworks,

standards, and employment management.

The impressive reduction in poverty cannot be overstated, and the persistent pockets of disadvantaged groups must be recognized and given innovative interventions. Although poverty rates have been decreasing over the years, individuals in rural areas, northern midlands and mountainous regions, and ethnic minorities continue to face among the highest rates in the country (Table 1). In particular, ethnicity still determines the level of poverty in many cases, and some ethnic minorities fall into the trap of intergenerational poverty that has yet to be broken in a systematic way. Ethnic minority girls and women suffer most from multiple disadvantages. Language of instruction is still a strong but negative factor in determining the quality and outcome of education for some ethnic minority students who come from communities that do not use the national language, Vietnamese.

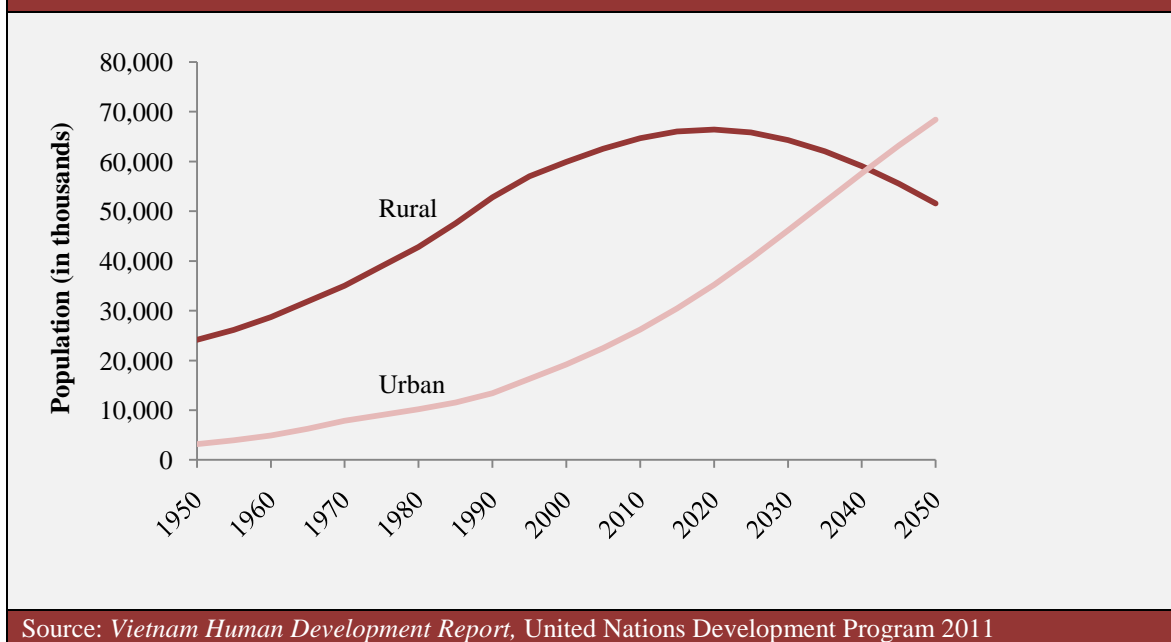
Table 1: Poverty rates and reduction in Vietnam by location, region, and ethnicity, 1998-2008 (%)

	1998	2002	2004	2006	2008	Poverty reduction 1998-2008
Whole Country	34.7	28.9	19.5	16.0	14.5	58.2
Location						
Urban	9.5	6.6	3.6	3.9	3.3	65.3
Rural	44.9	35.6	25.0	20.4	18.7	58.4
Region						
Red River Delta	30.7	21.5	11.8	8.9	8.0	73.9
Northern Midlands & Mountainous Areas	64.5	47.9	38.3	32.3	31.6	51.0
North Central & Central Coast	42.5	35.7	25.9	22.3	18.4	56.7
Central Highlands	52.4	51.8	33.1	28.6	24.1	54.0
South East	7.6	8.2	3.6	3.8	2.3	69.7
Mekong River Delta	36.9	23.4	15.9	10.3	12.3	66.7
Ethnicity						
Kinh majority	31.1	23.1	13.5	10.3	8.9	71.4
Other ethnic groups	75.2	69.3	60.7	52.5	50.3	33.1

Source: *Vietnam Human Development Report*, United Nations Development Program 2011

Economic growth around urban and semi-urban areas has led to increased internal migration and a general shift from rural to urban contexts. The rural population continues to increase overall, but is projected to decline after 2020, and in 2045, the number of people living in urban areas is projected to surpass those living in rural areas (Figure 2). Increased trans-continental trading movements may also increase the spread of HIV/AIDS and child trafficking. Education has an important role to teach parents and children about these risks.

Figure 2. Urban and Rural Population Estimates and Projections, Vietnam, 1950-2050



Vietnam is prone to natural disasters, and it is particularly susceptible to typhoons and flooding along its long coastline. The effects of climate change may lead to competition for domestic resources, with the poor and disadvantaged groups facing the greatest challenges.

The decreasing birth rate has resulted in a noticeable reduction in the primary school population. This short term window of opportunity can provide opportunities to increase the quality of education.

Seven out of the nine Vietnam Development Goals (equivalent to the MDGs) are likely to be achieved by addressing the main challenges of HIV/AIDS and sanitation.

Now that Vietnam has approached middle income status, education reform may need to be adjusted to take into consideration new needs and a possible reduction in donor support. Education quality is still a critical issue in all sub-sectors, with an impact on current student achievement and the skills of the future workforce.

2.3 *Legal framework for EFA*

At the central level, the education policies and plans are based on plans ratified by the Government. These include the socioeconomic development plans for 2001–2010, the overall poverty reduction and growth strategy of 2003, the five-year socioeconomic development plan for 2006–2010, the Vietnam Development Goals (Millennium Development Goals), the education development strategy for 2001–2010; and the National Education for All (EFA) Action Plan for 2003–2015.

Vietnam was the second country to sign and ratify the UN Convention on the Rights of

the Child (CRC) in 1990. Since then, the GoV has also ratified the two Optional Protocols on the Sexual Exploitation of Children and Children in Armed Conflict in 2001. The GoV has made many efforts to adapt its own laws and regulations to harmonize with the CRC, and complement these with other international agreements and documents. However, the UN Committee on the Rights of the Child in their Concluding Observations (2003) made the following statement “*the committee remains concerned that domestic laws do not yet fully comply with the provisions and principles of the Convention.*” An example of this situation is violence against children. There are a number of legal provisions regarding protection of students’ “honor and dignity,” including Decree No. 163/2003/ND-CP regulating education in commune, ward and town, the Primary Universal Education Law, and Decree 338-HDBT 26/10/1991 on the implementation of the Primary Universal Education Law, but there is no explicit prohibition of all forms of corporal punishment in schools.

Annex 1 lists the policy documents, decrees and circulars that have been brought into the system since 2003. Although impressive, it may be too demanding to implement at the provincial and district levels due to low capacity and/or insufficient funding. Provinces have already noted the lack of a clear legal framework for implementing EFA.²

2.4 Overall progress & challenges

Much progress has been made towards meeting the EFA goals. Since 1992, Vietnam’s Human Development Index has steadily increased with education as an important contributor to this rise (Table 2). Nonetheless, there are still areas of persistent inequality in Vietnam, and more accurate data collection and improved data analysis is needed to better target resources for disadvantaged groups.

² See provincial responses to EFA questionnaire in this paper.

Table 2: Vietnam Human Development Index, 1992-2008

Year	HDI	Life Expectancy Index	Contribution of life expectancy index to HDI since previous period (%)	Education Index	Contribution of education index to HDI growth since previous period (%)	Income Index	Contribution of income index to HDI growth since previous period (%)
1992	0.611	0.670	-	0.776	-	0.386	-
1995	0.639	0.690	18.8%	0.808	25.9%	0.420	55.3%
1999	0.651	0.721	86.1%	0.803	-13.9%	0.430	27.8%
2004	0.701	0.782	40.7%	0.826	15.3%	0.496	44.0%
2008	0.728	0.794	15.2%	0.830	5.1%	0.559	79.7%
Contribution to total change in HDI 1992-2008			35.2%		15.9%		49.0%

Source: *Vietnam Human Development Report*, United Nations Development Program 2011

2.5 Detailed progress per target group

Some targets identified in the EFA Action Plan in 2003 have not been adhered to and in fact may need to be taken out of the plan as they are not now remaining as targets.

ECCE has been under-funded for the last decade and has left the more isolated communities with little private and public provision. This is a critical area for the future of Vietnam's human capital. The combination of poverty, poor health and nutrition, and lack of adequate preschool education in some areas of Vietnam are ensuring persistent inequalities. Outside of urban areas, the quality of preschool provision is still poor.

The primary curriculum is heavy in knowledge provision, but lacks life-skills education. Access and quality are still the main concerns in lower secondary education. Quality is limited in more remote areas. Access, drop out and completion are concerns for ethnic minority students, particularly girls.

It is important to establish community learning centres (CLCs) in the most remote communes and to improve the quality of provision of non-formal education in all CLCs. Districts must take responsibility for providing alternative education for drop outs, or attempt to re-integrate them into school with innovative approaches. Vietnam needs to prioritize its focus on ethnic minority illiterate girls and women with the quality of literacy programs adaptable to different cultural contexts.

Tables 3-6 present a summary of the EFA targets and status for each education level. Annex 1 presents a matrix of the main policies, decrees and circulars issued since 2003.

Table 3. Early Childhood Education			
EFA Action Plan 2003-2015 Goals		2008-2009 Status	2015 Goal
ACCESS			
1.1	Enrolment in crèches	20% in 2008	22%
1.2	All children aged 5 (99%) receive a full school-year of preparation classes for primary education by 2015	98.60%	99%
1.3	Over 80% of children aged 3-5 are in preschools by 2015	79% in 2008	>80%
QUALITY			
1.4	Preschool institutions reaching national standards increased to 20% by 2005, 50% by 2010 and 75% by 2015	15.8% in 2010	75%
1.5	All teachers of preschool institutions have received their in-service training every year	Yes	
1.6	Salary and allowances of ECCE teachers, including contract teachers, has been increased in line with the government's payment policies for the public sector	Yes	
1.7	Pupil-related and school-related expenditure reach US\$ 15 per child and US\$ 200 per school by 2015 (for teaching and learning materials)	No data	US\$15 per child; US\$200 per school
1.8	Comprehensive parental education programs operating in all districts	Parental education programs have been designed and in operation in all districts. Most preschools have a parental corner that provides basic information about caring and educating children.	Quality parental education
1.9	School feeding programs have been operated in all areas with high prevalence of childhood malnutrition	School feeding is in place in many areas, especially high ethnic minorities and poor areas. Two-thirds of preschools are now full-day. Malnutrition was 19.9% in 2008.	Reduction in malnutrition and better provision for school lunches
MANAGEMENT			
1.10	Measures applied to expand non-public kindergartens and preschools throughout the country	Change in policy to expand public provision of preschool education for 5 year olds.	Expansion of public kindergartens for 5 year olds

Table 4. Primary Education			
EFA Action Plan 2003-2015 Goals		2008-2009 Status	2015 Goal
ACCESS			
2.1	At least 250 new primary schools built every year up to 2005, and 100 new primary schools built every year up to 2010 in remote areas to achieve UPE	121 new schools in 2009. Over 7,000 new classrooms per year (20 classrooms per school in 350 schools).	
2.2	The set targets for repetition rate (G.1-5) is 2.5% by 2010 and 1.0% by 2015; Dropout rate (G.1-4) is 2.0% by 2010 and 1.0% by 2015	Repetition 2.96% in 2008; Dropout 0.05% in 2009a; Evidence of increase by 2010.	Repetition 1.0%; Dropout 1.0%
2.3	70% of the previous years' dropouts reintegrated by 2010 and up to 95% by 2015	No data	95%
QUALITY			
2.4	All teachers receive 30 days in-service training per year from 2003; all teachers meet national standards by 2010	Teacher training in summer (one month a year)	All received and supervised
2.5	All teachers receive "teaching guide" for specific grade-subject every year	Teachers given/borrow textbooks, teacher's books or reference books	All received
2.6	Primary teachers receive postgraduate scholarships and special IT training	Several programs offer scholarships. Primary teachers have limited IT training.	Specialised training
2.7	Salary and allowances of primary teachers to be in line with socioeconomic growth and government salary policies	Yes	
2.8	Curriculum, teaching methods, textbooks continuously improved and a continuous assessment system established	Yes	
2.9	All students have access to a full set of free textbooks: in disadvantaged areas by 2005; all areas by 2015	Many ethnic minority students in remote and difficult areas receive free textbooks from government-operated programs	All students
2.10	Pupil-related and school-related expenditures increased to US\$ 15 per pupil and US\$ 400 per school by 2015	No data	US\$15 per child; US\$400 per school

EFA Action Plan 2003-2015 Goals		2008-2009 Status	2015 Goal
2.11	All temporary classrooms replaced by solid structures by 2010 with priority to disaster prone areas	Data from Department of Facilities	
2.12	Full-day schooling implemented in all primary schools by 2015	45.6% in 2010	Unlikely for all remote, ethnic minority areas in EDSP 2020
2.13	Pupil class-contact hours increased to international level of 900 hours per school year by 2015	See SEQAP	900 hours
MANAGEMENT			
2.14	EMIS, GIS and decentralized management fully functioning by 2010	EMIS under construction and piloted in many places using different systems and standards	Fully functioning
2.15	Quality private schools operating throughout the country	Private schools located mostly in urban areas	

^aReport on the implementation of NTPs 2010

Table 5. Lower Secondary			
EFA Action Plan 2003-2015 Goals		2008-2009 Status	2015 Goal
ACCESS			
3.1	At least 100 new lower secondary schools built every year to achieve ULSE in 30 provinces by 2005; 70 schools built every year to achieve ULSE in all provinces by 2010	104 new schools in 2009. Over 4,000 new classrooms per year from NTP (200 new schools) at 20 classrooms per school.	
3.2	Repetition rate (G.6-9) is 2.2% by 2010 and 2.0% by 2015; Dropout rate (G.6-8) is 3.5% by 2010 and 2.0% by 2015	Repetition 0.05% in 2009; Dropout 0.24% in 2009a; Evidence of increase by 2010	Repetition 2.0%; Dropout 2.0%
3.3	65% of the previous years' dropouts reintegrated by 2010 and up to 90% by 2015	No data	90%
QUALITY			
3.4	All teachers receive 30 days in-service training per year from 2003; all teachers meet national standards by 2010	No direct evidence	All received and supervised
3.5	All teachers receive "teaching guide" for specific grade-subject every year	No direct evidence	All received
3.6	Lower secondary teachers receive postgraduate scholarships and special science and IT training	Several programs offer scholarships	Specialized training
3.7	Salary and allowances of primary teachers to be in line with socioeconomic growth and government salary policies	Yes	
3.8	Curriculum, teaching methods, textbooks continuously improved and a continuous assessment system established	Yes	
3.9	30% of students have access to a full set of free textbooks by 2015	Many ethnic minority students in remote and difficult areas receive free textbooks from government-operated programs	30%
3.10	Pupil-related and school-related expenditures increased to US\$ 25 per pupil and US\$ 600 per school by 2015	No data	US\$25 per child; US\$600 per school
3.11	All temporary classrooms replaced by solid structures by 2010 with priority to disaster prone areas	No data	All replaced
3.12	Full-day schooling implemented in all lower secondary schools by 2015	No data	Unrealistic for all schools but new target should be set

EFA Action Plan 2003-2015 Goals		2008-2009 Status	2015 Goal
3.13	Pupil class-contact hours increased to international level of 1,200 hours per school year by 2015	No data	1,200 hours
MANAGEMENT			
3.14	EMIS, GIS and decentralized management fully functioning by 2010	EMIS under construction and piloted in many places using different systems and standards	Fully functioning
3.15	Quality private schools operating throughout the country	Private schools located mostly in urban areas	Recommend to remove this objective

^aReport on the implementation of NTPs

Table 6. Non-Formal Education			
EFA Action Plan 2003-2015 Goals	2008-2009 Status	2015 Goal	
ACCESS			
4.1 Achievements of literacy campaigns consolidated with emphasis on young illiterate adults (aged 15-34) and women	Conducted	All communes	
4.2 50% of all communes have a CLC by 2005; 90% by 2010 and all communes by 2015	89.9% of communes with CLCs in 2009	All communes	
4.3 Out-of-school children aged 6-14 attend complementary primary programs (30% by 2005 and 75% by 2015)	No data	75%	
4.4 Out-of-school children aged 11-14 attend complementary lower secondary programs (30% by 2005 and 75% by 2015)	No data	75%	
QUALITY			
4.5 Curriculum and textbooks of complementary primary and lower secondary programs improved	YES		
4.6 Post-literacy & life skill programs diversified to meet the needs of local population; provide \$5,000/CLC by 2015	Circular 96/2008/TT-BTC	\$5,000/CLC	
4.7 CEC setup in all districts and developing localized materials and training programs	615 (88.6%) districts have CECs. Some provinces have few CECs: Bac Can (2/8); Soc Trang (2/10); Binh Thuan (4/10).	All districts	
MANAGEMENT			
4.8 Management of CE and NFE reformed and modernized at every level	In progress	Reformed and modernized	

2.6 Summary of responses by provinces

A questionnaire (Annex 2) was sent to all provinces, and a summary was made of the responses (Annex 3).

The Prime Minister authorized the EFA Action Plan in 2003, however, there has not been a national legal framework for its implementation. This has led to unclear funding arrangements with no clear funding set for the specific EFA targets. Funding often comes from specific programs and projects. The overarching nature of EFA to primary, lower secondary, and continuing education often leads to the perception that EFA is limited to universal primary education, universal lower secondary education, and literacy.

Although provinces understand the importance of EFA for universal basic education and increasing continuing education, the lack of a consistent guiding mechanism for implementing EFA confuses the provinces and sub-levels on reporting and implementing EFA. Provinces often do not have their own EFA committees/boards, but often have a Steering Committee for the Learning Society Project, designed two years after the EFA Plan. The national EFA plan does not mandate that provinces develop an EFA plan, making it difficult for provinces to monitor the progress of EFA. Other programs also often have higher priority with funding attached (e.g., NTP-E projects), even though they may target EFA goals. Table 7 summarizes the main challenges, priorities, and resource gaps that provinces often face in implementing EFA.

Table 7. Challenges, priorities, and resource gaps for implementing EFA in Vietnam

Challenges in implementing EFA in Vietnam	<ul style="list-style-type: none"> • Funding • ECCE staffing (recruitment and remuneration) • Teacher quality • Monitoring and coordination of EFA tasks • Mobilizing young people to attend school (in mountainous and coastal areas) • Teaching and administrative staff in places where education is not well implemented • CLCs' operations (quality, content, staffing, funding and infrastructure) • Capacity of schools/CLCs to offer expected programs (e.g., full-day schooling, adult education programs) • Accurate data for monitoring
Priorities for provinces	<ul style="list-style-type: none"> • Universal kindergarten for 5 years old • Universal primary education by right age • Universal lower secondary education • Literacy and post-literacy • CLCs • Equivalent education

Specific priorities for some provinces	<ul style="list-style-type: none"> • The last illiterates • Students from poor households/areas, ethnic minorities • School structures and accommodation for teachers in remote areas • CLCs (quality, operations, funding) • Boarding/semi-boarding for students (in mountainous areas) • Teacher quality
Unreached populations in Vietnam	<ul style="list-style-type: none"> • Ethnic minorities' farmers, farming in places away from their own residence where children will be taken along with their parents • Fishermen who spend most of their time at sea • Seasonal migrating labourers • Disabled individuals • Illiterate adults not comfortable with learning • The smallest ethnic minority groups (e.g., Brau in Kon Tum province) • Drop out children who have not been reintegrated into schools
Measures that provinces have adopted to assist unreached populations	<ul style="list-style-type: none"> • Coordinate with border and coast guards to help fishermen or ethnic minorities • Work with mass organizations • In-residence teachers assigned to specific localities
Extra resources needed in Vietnam	<ul style="list-style-type: none"> • Boarding/semi-boarding facilities • Materials and funding for post-literacy and CLC • Support for poor students/students from disadvantaged groups • Support for poor adults joining literacy and post-literacy education
New policies/guidance needed in Vietnam	<ul style="list-style-type: none"> • Guidance on implementing EFA for 2011-2015 • Funding norms for continuing education and CLCs • Evaluation of EFA

3. Cross Cutting Issues

Cross cutting issues are identified under Access, Quality, and Governance/Management.

3.1 Access

3.1.1 Poverty

3.1.1.1 Out of all the issues that challenge the aim of Education for All, poverty must be at the top of the list. Poverty directly and indirectly impacts a child's education (both enrollment and learning). Poverty has a cyclical and long-term dimension. Poor nutrition has a direct impact on a child's brain development. Non-monetary features of poor households, such as living remotely and the education level of parents impact children's learning and achievement due to a lack of books and materials and a lack of learning support from parents. Drop out rates, particularly in lower secondary, increase where poverty is rife from pressure to put children to work (particularly boys) or to take care of household chores when parents are out at work (particularly girls). Poverty and underachievement are persistently locked together.

3.1.1.2 Even though Vietnam's economic growth has been around 7.5%, not everyone has benefited to the same degree. The decrease in poverty in Vietnam have been nothing short of spectacular in terms of national statistics, but the gaps in poverty reduction by rural-urban setting, region, and ethnic groups have widened. The Northern mountainous area, the Northern Central Coast and the Central Highlands all have high poverty incidence rates of over 30%, while national poverty statistics are around 16% (2008). Together, these three regions are home to nearly 57% of the poor population. Ethnic minority groups account for 39% of the poor, yet represent only 12% of the total population. There is evidence that the urban poor are still better off than the rural poor, a major cause of the increase in the numbers of rural poor migrating to urban areas. The rural poor are more likely to be affected by natural disasters and crop failures as well as poor health. Sudden shocks like these mean slow recovery for the rural poor. Those in isolated communities are particularly vulnerable.

Due to the fragmented nature of the GoV's poverty reduction programs and the lack of coordination across ministries, a new National Target Program for sustainable poverty reduction 2011-2020 is beginning to align the many poverty reduction strategies. A new poverty line is being introduced with an estimated 20% of the population (17 million people) rated poor using the new threshold.³

3.1.1.3 Poverty is more likely to persist in families with poorly educated adults, while households with better-educated adults are more likely to escape poverty. There is evidence that maternal education has a significant effect on child nutrition, which in turn impacts learning and education outcomes, while paternal education seems to have an

³ MOLISA 2010 data

effect on enrollment.⁴ Interventions at post school level (for parents) as well as preschool (for children) will have a long-term impact, and may help to break cycles of deprivation. The cost for students of secondary education—especially upper secondary—is far too high for the poor and far exceeds the value of their per capita annual non-food consumption.

3.1.1.4 Reducing child-poverty as a short-term objective would be a good investment, as it will reduce adult poverty in the long run. Most statistical data focus on adult/household poverty. The UNICEF report⁵ suggests that policies based on a combination of poverty measurement methods looking at childhood poverty are more likely to target children who are poor, as at present some children fall through the net due to one-dimensional poverty measurement. The application of the multidimensional approach shows that about one third of all children below 16 years of age can be identified as poor. This amounts to approximately 7 million children.⁶

One recommendation from the UNICEF report can be included here:

Mainstream the multidimensional child poverty approach into policy analysis and review mechanisms of relevant Government policies such as the National Target Program on Poverty Reduction, the Socio-Economic Development Plan, the National Action Plan for Children, Program 135 and other national target programs (UNICEF 2008).

3.1.1.5 There are significant regional differences in poverty as well as the sharp rural/urban divide. UNICEF reports⁷ that child poverty rates are highest in the northern mountainous regions, the North West, and in the Mekong River Delta. In line with the regional poverty results, the findings also suggest that ethnic minority children (63%) face a higher poverty risk than children of Kinh (ethnic Vietnamese) or Chinese groups (25%). Even though poverty reduction has been significant for all, it is the differential rate of reduction that has led to increasing inequalities. Poverty seems increasingly to be concentrated among ethnic minority groups.

3.1.1.6 Although the government provides free basic education, the extra costs for poor families are still far too high: for basic learning materials, transport, clothing and food. There are also “unmentioned” costs that may be paid to teachers or head teachers, which again discriminate against those who cannot pay. In poor families, everyone in the family has to “pay their way,” and the opportunity costs to the family are a disincentive to attending school.

⁴ Young Lives: Vietnam Round 2 Survey, 2008 http://www.younglives.org.uk/pdf/publication-section-pdfs/country-reports/VNM-COUNTRY-REPORT_2.pdf

⁵ Children in Viet Nam – who and where are the poor? UNICEF 2008

⁶ Young Lives: Vietnam Round 2 Survey 2008 http://www.younglives.org.uk/pdf/publication-section-pdfs/country-reports/VNM-COUNTRY-REPORT_2.pdf

⁷ Children in Viet Nam – who and where are the poor? UNICEF 2008

3.1.1.7 While the country has moved steadily towards universal primary coverage, in 2006-07 there was still a gap of about 20 percentage points between the primary completion rate of the richest and poorest quintile. About 46% of poor children completed lower secondary education at the corresponding completion age, compared with 77% of middle-income children and 89% of upper-income children.

Likewise, children from the ethnic minority communities are less likely to attend school than children from the Kinh majority. In 2008, ethnic minorities had net enrollment rates of 82% for primary education, 67% for lower secondary education, and 27% for upper secondary education. In addition, there were even lower enrollment rates for specific groups, in particular those who spoke little Vietnamese at lower and secondary level, as well as among the H'mong, Bana, H're and Khmer.⁸

Drop-out rates are significantly higher for ethnic minority children, with most drop-outs occurring during the transition from primary to lower secondary, and lower secondary to upper secondary school.⁹ This is particularly so for ethnic minority girls who experience a range of gender-specific barriers to accessing education. Households tend to value and prioritize investment in boys' education over that of girls'. Reasons for higher drop-out rates for ethnic minority girls include economic barriers, the need for girls to help out in the home or by working, a perception among girls and their parents that education lacks value, the poor quality of teaching and learning in schools, and lack of suitable infrastructure such as single sex dormitories and toilets¹⁰. While Viet Nam Household Living Standards Survey (VHLSS) 2008 data suggests that girls are catching up, with gender parity evident among ethnic minority groups at primary and lower secondary levels, gender differentials reappear at higher levels of education among some ethnic minority groups. Only 29 percent of Northern Mountain ethnic girls aged 15 to 17 are attending school compared to 53 percent of boys. For the Khmer/Cham, the proportion is 22 percent of girls, compared to 30 percent of boys in this age group attending school.¹¹

In the Government Poverty Programme 135 Phase II (P135-II) survey, the main reason for not attending school was being over the appropriate age to attend (38 percent), while 17 percent were working. The most serious obstacles to accessing primary education included insufficient physical facilities and equipment, limited school budgets and poor living conditions for teachers, which makes it more difficult to attract qualified staff. Most pupils were exempt from school fees and contributions—91 percent of primary school students, 81 percent of lower secondary and 69 percent of upper secondary

⁸ Pham Thai Hung (2010). Assessing Access to Health and Education Services Among Ethnic Minorities in Viet Nam. Working Paper for the NHDR.

⁹ Pham Thai Hung (2010)

¹⁰ UNICEF, MoET, and UNESCO (2008). The Transition of Ethnic Minority Girls from Primary to Secondary Education. Hanoi: UNICEF and MoET

¹¹ Rodgers, Y. and N. Menon (2010). Gender Differences in Socioeconomic Status and Health: Evidence from the 2008 Viet Nam Household Living Standard Survey. Hanoi: World Bank: 81

students—a much higher rate than the average in the VHLSS 2006.¹² This may help to explain why some students were able to attend upper secondary school without an accessible school in their area. However, interventions to address the quality of education being provided are limited. In addition, many households still reported difficulties with school expenses—32.7 percent said they lacked cash for school fees—the rate was 37 percent for ethnic minority households.

In addition, people who migrate from rural to urban areas in search of better-paying jobs typically do not have the same access to public schools for their children as do members of the local population. They either pay the higher fees for private schools or try to use social networks and pay additional costs to access public education. Often migrants leave their children with their extended family or neighbours in their area of origin, and use the money they remit to support their education and care. These arrangements put enormous economic and emotional strain on migrants and their children.

3.1.1.8 Present initiatives

PEDC has pioneered the Campus Support Fund (CSF), which provides a grant to a school campus that can be spent to alleviate the most obvious levels of disadvantage such as poverty. The CSF process promotes community decision-making and the transparent use of funds; the grant encourages the school and community to identify those who are not in school or are the most vulnerable and disadvantaged. This level of accountability ensures effective targeting and utilisation of limited funds. The cost per campus or main school is between 170 – 500 USD per annum. SEQAP will also provide a school and student grant with similar goals as the CSF, but will encourage attendance for full day schooling. As the extra costs for full day schooling can limit access, a comprehensive model for improving learning and achievement for all students would need to include a poverty reduction component.

3.1.1.9 Other suggested actions

A priority action would be to phase out user fees in secondary education and help poor families cover education costs through social protection measures. Targeting families who live under the monetary poverty line is also not sufficient to reach all children who live in education poverty. Therefore, targeting needs to be widened and universal approaches should be encouraged, especially in Ethnic Minority areas. The semi-boarding school student cash transfer scheme under Program 135 may be used as a mechanism to support the poorest children living in more isolated areas.

3.1.2 Inclusive Education

3.1.2.1 The EFA action plan does not prioritise inclusive education, yet this issue must be taken seriously if the GoV is going to reach EFA goals. One barrier to progress is the

¹² Pham Thai Hung (2010)

legacy of a medical model of disability in which the state educates disabled children in special schools. Viet Nam signed the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), on October 22, 2007. Article 24 of the CRPD provides that governments “shall ensure an inclusive educational system at all levels...” and that education reform should establish inclusive education for all children with disabilities.

3.1.2.2 Present situation

In Vietnam, 99.3% six-year old children enroll in primary schools while 91.2% students of eleven years old complete a primary program. While there are many factors that cause children to not attend or fail to complete school, an important factor is learning difficulties. Learning difficulties may be caused by the following:

- Any disability or medical or psychological condition which seriously affects capacity to access school, access to learning activities at school or achievement of satisfactory progress in learning at school.
- Non-attendance, infrequent attendance at school or chronic lateness to school for any reason.
- Unsuitable teaching or curriculum.
- Disadvantageous personal circumstances, such as:
 - Non-Kinh language background
 - Poverty, unstable or nomadic lifestyle
 - Ineffective care or family support
 - Homelessness
 - Onerous involvement in paid or unpaid employment
 - Remoteness from school

Vietnam faces two key issues in relation to the establishment of an inclusive education system that could ensure all children receive basic education. Firstly, there is a severe lack of data. Secondly, Vietnam has no systemic response to addressing the educational needs of children who experience learning difficulties. Although some efforts have been made to create an inclusive education system, technical and financial support is lacking, as is teacher training and information.

3.1.2.3 A Medium-Term Response

Two key measures are required to progress Vietnam’s basic education system towards

inclusive education. Firstly, a system needs to be developed and implemented to identify difficulties and needs in each of the three levels of basic education. Secondly, MOET needs to undertake an extensive trial of cost-effective approaches to develop learning support capacity for every basic education school as well as in local communities.

3.1.2.4 Policy

- Vietnam recently approved a Law for the Disabled (51/2010/QH12 dated 17 June 2010);
- With its decision No. 23/2006/QĐ-BGDĐT, dated 22/05/2006, the Ministry of Education and Training issued regulations on integrated education for the disabled and handicapped;
- Circular 39/2009/TT-BGDĐT dated 29/12/2009 defines inclusive education for children in difficult circumstances.

3.1.2.5 Recent initiatives

Materials and training modules have been developed for inclusive education in disadvantaged areas. These materials should now be reviewed and integrated into MoET's plans for training and resource provision.

PEDC has pioneered an “exemplary services” model to understand, plan, implement, and cost a comprehensive district based inclusive education service. This could be evaluated and scaled up, as outlined above. Handicap International is piloting an inclusive education model in one province and this should also be evaluated with a view of possible scale up.

Teaching Assistants have been recruited to support students with learning difficulties, as well as their families, in the exemplary services trial, in three districts. MoET should find a specific workforce category for Teaching Assistants so that their status is confirmed and they can benefit from improved training and working conditions.

3.2 *Quality*

3.2.1 The quality of education in Vietnam is recognised as low at all levels, a factor that could compromise the GoV's economic and development efforts. The commitment to the change in priority from education quantity to quality demands an understanding of what is meant by quality and why it is needed. The need for quality is due to the pervasive low achievement for disadvantaged groups, growing inequalities between rural and urban students, as well as poor and rich, and persistently low completion rates for disadvantaged groups of students. All children in a fast developing country have the right to benefit from a quality education so as to prepare them adequately for whatever future

they will experience.

3.2.2 *The Dakar Framework for Action*¹³ set out the desirable characteristics of learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation). This provides a good starting point for a discussion on improving quality. However, there are other elaborations of the basic EFA characteristics of education quality that can aid in understanding the complex concept of quality in education.

UNICEF¹⁴ provides a framework for identifying gaps, and the recent TBS quality framework links the framework with the necessary indicators, targets and tools for verifying that targets have been met. These frameworks allow for an understanding of education as a complex system embedded in a political, cultural, social and economic context.

Thus, there must be robust links across ministries and departments to ensure that those who do not have access to--or who drop out of--formal schooling are provided with a coordinated response to their vulnerability, including alternative forms of schooling and alternative curricula where this is necessary to ensure that every child's learning needs are addressed.

The national grade 5 assessment confirmed that ethnic minority students are underachieving most. There are several likely reasons for this. Apart from poverty and the high cost to poor families of sending their children to school (particularly secondary), the language barrier is the biggest hurdle that many ethnic minority students have to overcome. Most teachers at pre-school, primary and secondary are Kinh and very few of them speak the local languages. Many ethnic minority children, particularly in disadvantaged areas, only speak their mother tongue at home and those living in more remote areas have little exposure to Vietnamese. There are few ethnic minority teachers, and although there have been many calls to improve this situation, progress has been insignificant. Ethnic minority teachers account for only 8% of all teachers nationwide, and they are underrepresented where they are needed most.

The World Bank study on ethnic minorities and development¹⁵ recommended 'that more ethnic minority teachers need to be trained and used effectively, and that bilingual education pilot projects need to be scaled up, particularly in the areas in which certain minorities are falling behind on education indicators'.

¹³ World Education Forum, Dakar, Senegal 2000.

¹⁴ Defining Quality in Education .UNICEF working paper 2000.
<http://www.unicef.org/education/files/QualityEducation.PDF>

¹⁵ CSA 'Ethnicity and Development in Vietnam', World Bank 2009
<http://siteresources.worldbank.org/INTEAPREGTOPSOCDEV/Resources/499760ESW0Whit1C10VietnamSummary1LR.pdf>

In the portrayal of both minorities, and also women in school text books, Kabeer¹⁶ has noted the abundance of images that reproduce gender and ethnic stereotypes. Textbook authors and those who approve the standards of the textbooks should be invited to training so as not to continue this practice for the new generation of textbooks and learning materials.

3.2.3 Recent steps by GoV to increase education quality seem impressive, such as the introduction of new curricula and textbooks, implementation of a program of teacher professional development, and introducing key minimum quality standards for schools in terms of teaching staff, teaching materials, infrastructure and school management (Fundamental School Quality Levels, or FSQL). Recent data on FSQL indicate this growth has been faster for the poorest districts since 2004 (15% versus 11% at the national level), indicating that the quality gap, at least measured through this important input, is being addressed¹⁷. Teacher training should also emphasize the need for teachers to make schools more welcoming and also make teachers sensitive to the difficulties that some students, especially girls, face when starting a new school and a new stage in their education.

3.2.4 Quality of School Management.

A report by the Asian Development Bank on education quality¹⁸ has identified school management as critical to education quality. The report indicates that while the traditional role of the head teacher may focus on administrative tasks, new functions for school managers now should include instructional leadership, community liaison and mobilization, stimulating and monitoring innovations (e.g., modern multigrade approaches, school-based support systems for children with learning difficulties, teacher assistants) and using data for school improvement planning. Research¹⁹ has shown a clear link between the intensity of supervision a teacher receives at school (supervision provided by the head teacher or senior teachers) and the academic achievement of the students of that teacher.

The type of supervision is also important. Bad inspectorial supervision can counteract a teacher's good will. But supervision that provides support while offering positive criticism and practical steps to improve, will build teacher's self esteem and capacity to improve. This type of supportive supervision has been trialled in PEDC management training and should be built into future school manager training. ADB's report also focuses on classroom and school based research and emphasises the need for improved

¹⁶ Kabeer, Naila, Tran Thi Van Anh, Vu Manh Loi (2005). Preparing for the future: forward looking strategies to promote gender equality in Viet Nam. Paper prepared for the ADB and World Bank in Viet Nam. Unpublished.

¹⁷ World Bank, Vietnam. High quality education for all? 2010

¹⁸ Chapman, D. and Adams, D. The Quality of Education: Dimensions and Strategies. ADB 2002

¹⁹ Raudenbush S.W., et al On the job improvements in Teacher Competence: Policy options and their effects on Teaching and Learning in Thailand. In Educational Evaluation and Policy Analysis 1993,

teacher quality.

A critical component of school learning is reading. There is ample data to show that the disadvantaged underachieve in language and reading in particular. The most remote schools are likely to have less resources (such as supplementary reading books), have poorly trained and less motivated teachers, and have many students who do not use the Vietnamese language at home and do not receive support for their learning at home. What is needed is a comprehensive approach to improving reading ability. PEDC has provided such a model, whose full implementation was expected only in 2010 (Box 1).

Box 1. PEDC Vietnamese reading model

The PEDC model for improving reading among disadvantaged students includes the following components:

- A language-learning manual for teachers and teacher trainers
- A range of teaching and learning resources such as VLS cards (pictures and word cards), small picture reading books that can be taken home, Big Books for pair and group reading
- Language corner resources ,including drawing and painting materials, puppets and puppet making materials, language games, etc.
- Inclusive education materials for students - IE toolkit
- Radio/Cassette/CD player as well as stories and songs on CD
- Book binder and laminator for making classroom books and other learning materials for the classroom
- Lockable classroom storage boxes for secure storage for double shift or insecure

3.2.5 Promising approaches

A comprehensive approach to improving overall education quality as well as achievement of the most disadvantaged students demands inputs such as reading and reference books and other learning materials, better training and follow-up supervision of teachers, improved training for head teachers in data management, school improvement and teacher support, and close involvement of parents.

Promising initiatives to improve training and support, based on the research highlighted above, have been introduced:

- Training head teachers to provide supportive supervision to teachers following school and cluster based training (PEDC project)
- ‘Lesson study’ whereby teachers observe colleagues teaching and critically assess the process going on in the classroom to support student learning (JICA project).
- ‘Teacher action research’ with the goal of improving classroom practice (Belgian project).

- Introduction of the Escuela Nueva²⁰ (EN) model in Vietnam (PEDC 2010). In Colombia where EN has been introduced for rural and remote schools, rural achievement has overtaken urban achievement.

All of these initiatives, as well as others promoting active and participatory learning (piloted through such organisations as UNICEF, OXFAM UK, Save The Children, Enfants et Développement) provide a more professional approach to teaching and learning and have been shown to improve student achievement (while also improving teacher and student self esteem, reducing repetition and drop out, and making schools more accountable).

3.2.6 Teacher training as a component of quality

At all levels, teachers and teaching assistants need better training. At present, teacher quality is measured by the indicator ‘the number of days (30) of training that a teacher receives.’ As a first step this is admirable. What is missing is a process whereby the support and supervision of a teacher’s classroom performance is also measured. Training and support is particularly important for teachers who are working in more remote areas.

3.2.7 Institutionalization of standardized assessments of student learning outcomes

Two national grade 5 (primary) assessments have been carried out in years 2001 and 2007. A third one was planned for 2011. The second (2007)²¹ grade 5 study attempted to consider the impact of the new primary curriculum on student outcomes, specifically in maths and language results. Although overall results had improved, there were large disparities between urban and rural/remote schools, between Kinh and non-Kinh students and regionally, with students in regions such as the North West underachieving significantly compared to regions such as the Red River Delta.

In 2001, teachers were also given basic maths and language tests, and troublingly, some teachers had scores below some of their students! (Testing of teachers was not included in the 2007 survey and was unlikely to be included in the 2011 survey.) Although national testing is relatively costly, for education planning purposes it should become institutionalized and include testing at grade 3 (for formative purposes, so as to reduce failure at grade 5 and to improve the transition rate to lower secondary) and grade 7 so that longitudinal progress can be assessed. Through a secondary analysis of district-based results along with DFA data,²² it was found that teacher’s “subjective” assessments mirrored the national testing results quite closely.

3.3 *Governance and management*

3.3.1 Data collection, accuracy and analysis

²⁰ <http://www.escuelanueva.org>

²¹ Grade 5 achievement study MoET 2007

²² Carr-Hill,R. supplemental district analysis based on grade 5 achievement study data, PEDC/MoET, 2009

3.3.1.1 On most indicators, using national data, Vietnam has progressed remarkably well since 2003. However, persistent gaps remain, and in some cases, there have been increasing inequalities since 2003. Vietnam has made progress in collecting data, but is still weak in analyzing the data.

3.3.1.2 Children with special needs are especially vulnerable, but there is lack of rigorous data disaggregation and analysis on their situation that would provide GoV with the information and trends needed for targeted policy direction and budgeting. Accurate data regarding the number of children with disabilities and the precise nature of their disability is limited. The same lack of data presents a challenge to improving education for ethnic minorities.

3.3.2 Education finance and management

3.3.2.1 In 2003, the Government initiated a Public Financial Management Reform Project with the assistance of the World Bank. The project involved the strengthening of state budget and investment planning, including the development of a Medium-Term Fiscal Framework (MTFF) and Medium-Term Expenditure Frameworks (MTEFs).

The TBS support for the National Targeted Program (Education) has provided the opportunity for donors to join with GoV in addressing needs right across the education sector. Implementation is at provincial and district levels, where the planning capacity in the education sector needs to be further developed, especially in light of the process of decentralisation.

3.3.2.2 Vietnam has introduced the ‘socialization’ of education to encourage private funding and investment to broaden the spectrum of educational opportunities. At a local level, this can also encourage more parent and community involvement in education, which could be seen as good cost sharing and part ownership at the local level. However, although a good model at higher levels of education, the costs and extra user fees for pre-school, primary and lower secondary education may be too much to bear for poor families .

3.3.2.3 In terms of education management, there has been an impressive decentralization of powers to both provincial and district levels during the last decade. Even at the school level, head teachers are given some flexibility in the way their schools are run and the ability to raise some funds for school use. Capacity varies so despite increased responsibilities, school managers and district officers often still look to higher authorities for guidance.

4. Options for Adapting Strategies to Achieve EFA

Options include adaptations of 2003 targets as well as further innovations in the following areas.

4.1 Access

Policy goal 1: Ensure that the most disadvantaged have access to at least one year of quality preschool education, full time, with free lunch.

Policy goal 2: Phase out all user fees for poor families and ensure that the most disadvantaged benefit by improving monitoring and ensuring accurate data collection.

- All children (99%) aged 5 receive a full school-year of preparation classes for primary education by 2015. This target can be extended to full day programs (with lunch) for the most disadvantaged. Lunch and fee subsidies should be provided for the most disadvantaged.
- 95% of the previous years' dropouts reintegrated by 2015 (Primary level), 90% reintegrated (Secondary level), with improved data collection to monitor progress on an annual basis. Innovative approaches to be introduced (flexible curriculum and timetable, new teaching methods, new learning materials including self instructional guides). Priority for ethnic minority girls who have dropped out of secondary education.
- Phase out user fees in preschool, primary and lower secondary education and help poor families cover any additional education costs through social protection measures. The semi-boarding school student cash transfer scheme under Program 135 may be used as a mechanism to support the poorest who live in more isolated areas.

4.2 Quality

If quality can be improved, then improved access is likely to follow as schools will be more welcoming and parents will have more confidence that their children can learn, whatever their socio-economic, cultural and linguistic background. Improved quality should lead to a lowering of targets for repetition and dropout rates by 2015:

- Repetition rate for grade 1: 0.5%
- Repetition rate for grade 6: less than 1%
- Dropout rate for grades 1-4: 0.5%

Policy goal 1: Devise a comprehensive package of measures focusing on increasing achievement for the most disadvantaged areas, that includes bilingual education, teaching assistants, student and adult literacy, specific teacher training (focusing on differentiated teaching and improving achievement) . The policy itself would be comprehensive in that

it provides a budget, training for local managers to implement, monitor and collect accurate data and an annual assessment to consider progress.

Policy issue 2: Develop an IE Development Strategy which should include all relevant measures that could be undertaken in the short-term, such as extension of the role of special schools, expansion of training in inclusive teaching methods and provision of additional materials and resources for disadvantaged children. Include a strategy for development of more extensive capacity through trial and adoption of new approaches and provisions, including:

- Better analysis of why children have to repeat and drop out so that more preventative strategies can be implemented. For districts with a high numbers of low achievers as identified in the 2007 grade 5 achievement study or the planned 2011 grade 5 study, a package of measures should be introduced that deal with family poverty, adult illiteracy, pre-school access and bilingual education, so as to improve achievement within one generation and break intergenerational disadvantage.
- Improve literacy with emphasis on young illiterate ethnic minority girls and women (aged 8-25). Improve data collection and analysis as well as innovative approaches using a variety of technologies for those learning Vietnamese as a second language. Make links with NGOs and local organisations to get complete coverage for the most remote. Assist remote populations through distance education/new technologies.
- Recruit more ethnic minority teachers, particularly where students have less access to Vietnamese language and suffer multiple disadvantages.
- Provide a trained support teacher for Inclusive Education in the most disadvantaged schools. This teacher is a resource for other teachers and in some cases, other schools, to facilitate improved differentiation and to support students within the classroom.
- Provide Teaching Assistants to support students with learning difficulties and for support to ethnic minority students as well as their families. MoET needs to find a specific workforce category for Teaching Assistants so that their status is confirmed and they can benefit from improved training and working conditions.
- Consider best practice from PEDC exemplary inclusive education services and Handicap International's inclusive education program, and extend to the 30 most disadvantaged districts.
 - Produce learning guides (Escuela Nueva -Vietnam- self instructional guides) for street and working children as well as migrant children and those who have dropped out of school. Learning guides are being

produced/trialed at present for grade 2 primary, for the general population, but will need to be adapted for use by the other target groups.

- Provide bilingual education for the most disadvantaged ethnic minority groups. Based on the positive experience of pilot programs currently supported by UNICEF and Save the Children, the mother tongue based bilingual education approach should be adopted in other provinces.
- Teacher training – provide specific training for active and participatory learning, second language learning and differentiated learning. Improve supervision, following training, to ensure impact in the classroom.
- DoETs pay particular attention to smooth transitions—particularly between pre-primary and primary and primary and lower secondary. Extra budgeting may be necessary which could mean extra resources for school readiness programs, for example, but could also mean extra power to manage resources due to local needs (access and quality).

4.3 Governance and management

National policy, once approved, demands a trained workforce at local level to implement such policy. Monitoring of the implementation as well as its impact is necessary.

Policy goal 1: Provide a quality assurance measure that will allow local managers to understand, implement, and monitor policy initiatives related to EFA. Ensure that accurate data is collected and analysed and used for improving the quality of education for the most disadvantaged. Once the most disadvantaged districts have been identified, targets should be set to ensure that funds are accurately targeted and that those who have been underachieving have made progressive advances in terms of their achievement. Specifically:

- Provide a clear policy for DoET to implement activities specifically related to EFA.
- Develop a monitoring process that enables MoET to clearly identify underachieving districts, so as to provide timely interventions.
- Provide accurate disaggregated data and analysis, to ensure precise targeting of resources for the most disadvantaged/unreached (e.g, children with disabilities and learning difficulties, children of parents with HIV/AIDS, working and street children, underachieving students, i.e. achieving below functional levels; students who have dropped out, children of migrant families).
- Provide management training (including financial management) at the BoET level so as to manage programs specific to achieving EFA goals.
- Implement specific data analysis and periodic monitoring of EFA targets.

- Provide training in data collection and analysis as a basis for planning and decision making, particularly in terms of improving student achievement for all students.
- Provide training for supervisors and inspectors on understanding and applying criteria for improving quality in schools and CLCs.

5. Cost and Financing of the National EFA Action Plan

As this report is an update of the original 2003-2015 action plan, it is necessary to update the possible costings of such a plan given the economic and social changes that have occurred since 2003. If an EFA-FTI Catalytic Fund proposal is developed these costings could inform the development of such a proposal.

5.1 *Underlying key assumptions of the cost estimates for EFA plan implementation*

All EFA targets, without exception, must be reached.

No child or young person of school age will be excluded from access to formal education because he/she cannot pay user charges.

Schools will be encouraged to mobilize community support for the school, both in kind and in the form of exceptional (not regular) financial contributions. These contributions will serve to improve the teaching/learning conditions of the school, but under no circumstances are to be used as a substitute for government financing obligations.

The share of EFA related expenditure in total government expenditure on education will remain at its 2008 level of 66%, in order to leave room for the development of other education sub-sectors (in particular upper secondary and higher education).

Costs projected only include ECCE, primary, lower secondary, and continuing education as well as cross-cutting interventions, including central and provincial management, monitoring and evaluation, and curriculum development.

Only external funding (ODA) for EFA to ECCE, primary, lower secondary and continuing education is included in the model as well as non-state contributions (e.g., community and households). ODA channelled through budget support is integrated into the national government's expenditures and therefore subtracted from the total ODA amount.

Original targets from the 2003 EFA Action Plan were maintained, unless otherwise specified.

EFA costs projected in this Plan do not cover the costs of pre-service teacher training, since this training occurs at post lower-secondary level. Pre-service teacher training for ECCE, primary and lower secondary, as well as literacy and continuing education needs to be fully considered in upper secondary and higher education planning and budgeting.

Base year data for this projection is 2008/2009. The first projection year is 2009/2010 and the projection period is 2009/2010 to 2015/2016. Enrollment and school data are from school year 2008/2009. Due to unavailability of the 2009 expenditure data, financial data from 2008 was used in the projection. All baseline data, all assumptions and all

projections used in this model are for the country as a whole including expenditures required at Central, Provincial, District, and School level. All projections are at 2008 constant price.²³

Primary sources of information for this projection are as follows:

- Demographic data²⁴
- Enrollment and all other school-related data are obtained from Ministry of Education and Training (Department of Planning and Finance, MOET)
- Financial and expenditure data are provided by MOET as well as the data from VANPRO 2009
- Major data gaps were found in finance (unit costs). Data gaps are filled by various documents of projects, surveys, studies as well as consultation with the MOET.

All baseline and policy targets have been verified by the Ministry of Education and Training.

5.2 The costs of implementing the EFA Action Plan

The costs (i.e., financial resources required) of achieving the EFA goals, based on the current situation and targets set by the Government of Vietnam, is projected in detail annually from 2008/2009 to 2015/2016. The cost projection model was created based on the Vietnam EFA Analysis and Projection Model (VNEFAPM), which was used in the 2003 National EFA Action Plan (see Annex 4 for further details). VNEFAPM was subsequently updated and used for Provincial level planning and budgeting as VANPRO (Vietnam ANalysis and PROjection model). The full model used for projection is provided in Annex I.

Similar to VNEFA and VANPRO, the modified VANPRO model used for this projection follows the structure below. Based on the population projections and assumptions for enrollment and flow rates (e.g., progress rates, repetition rates, and drop-out rates), the number of students will be estimated. Required resources to accommodate the students (e.g., teachers, school and classroom buildings, textbooks, other inputs) will be calculated based on policy options (e.g., pupil-teacher ratio, class size, number of textbooks provided for free). Each input will then be costed using the unit cost derived from the baseline data.

²³ Many countries faced significant currency fluctuations following the 2008 financial crisis, including Vietnam. It is important to take this fact in consideration when analyzing the cost in USD.

²⁴ The latest population estimation used in the projection was made by the US Census Bureau

Figure 3. Simplified structure of the modified VANPRO (full structure of a sector-wide cost and financial projection is provided in Annex II)

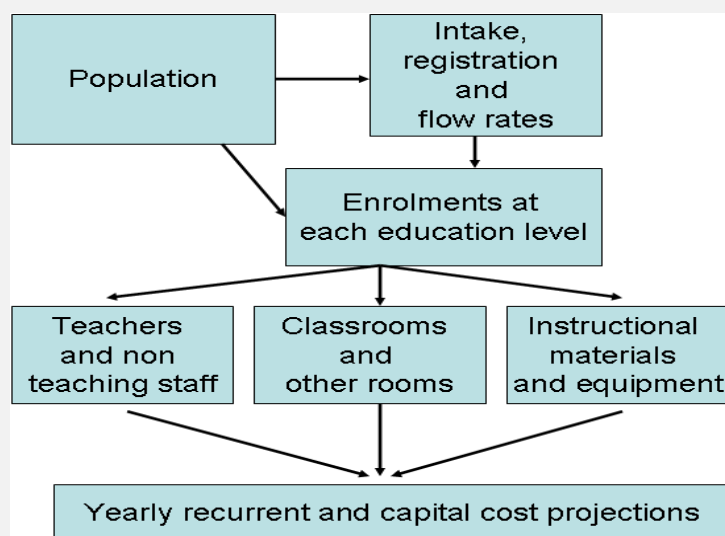


Table 8 presents the complete EFA targets and inputs including specific targets & policy parameters set by the Government in order to achieve EFA goals in Vietnam by 2015 from the modified VANPRO model. Original targets from 2003 EFA Action Plan are presented in parenthesis if revised targets were used in projection. New parameters included for this projection are marked with *. The projection takes into consideration the Government's policies and targets. Key targets are provided below (a full list of baselines and targets can be found in Annex 4).

Table 8. EFA targets and inputs for Vietnam by 2015

Early Childhood Education	<ul style="list-style-type: none"> • Public kindergartens will increase from the current enrollment of 37% of 3-5 year-olds to 40% (2003 target: 25%) while private kindergartens will increase its enrollment from the current level of 32% to 40%. The total enrollment coverage will be 80%. • 99% of 5-year-old children will be in kindergarten by 2015. Of which, 70% will attend public kindergartens (2003 target: 35%) • Enrollment in public nurseries will increase from the current 5% to 12% (2003 target: 9%) of 0-2 year-olds while private nurseries will increase enrollment from the current level of 9% to 10%. The total enrollment coverage will be 22%. • 80% of nursery children (0-2 year-olds) will attend full-day programmes while 80% of children in kindergartens will attend the full-day programmes, maintaining the current level • The size of the nursery group will be 15 • Class size of the kindergartens will be 25
Primary Education	<ul style="list-style-type: none"> • Gross intake rate at grade 1 will be 99.9% • Repetition rate for grade 1 students will be 0.5% (2003 target: 1%) • Dropout rate for grades 1-5 will be 0.5% (2003 target: 1%) • 60-70% of the students will be attending full-day schooling (2003 target: 100%) • All teachers will be qualified as “standard teachers” • All students receive a full set of free textbooks • All teachers will receive teaching guides every year • Double-shift classes will be eliminated • Class size will be 30 while number of teacher per class will be 1.4. • Remove objective 3.15 in EFA Action Plan 2003-2015.
Lower Secondary Education	<ul style="list-style-type: none"> • Registration rate at grade 6 (% of primary school graduates who entered lower secondary school) will be 99% • Repetition rate for grade 6 students will be 0.7% (2003 target: 2%) • Class size will be 45 while number of teacher per class will be 2.1 • 100% of the students will be attending full-day schooling (the target not likely to be achieved and a new target should be set).
Continuing Education	<ul style="list-style-type: none"> • Adult literacy rate (15-34 years old) will reach 99%, with literacy and post-literacy programmes maintaining current levels of enrollment • 95% of school drop-outs will receive flexible alternative education (equivalency programme) for primary education (2003 target: 75%) • 90% of school drop-outs will receive flexible alternative education (equivalency programme) for lower secondary education (2003 target: 75%) • Enrollment of adult literacy programmes will increase 0.5%

	<p>annually. Special attention will be given to marginalized populations (e.g., girls, ethnic minorities and people living in remote areas)*</p> <ul style="list-style-type: none"> • Enrollment in skills-development courses will increase 1% annually to meet the growing needs of lifelong learning* • All communes will have Community Learning Centers (CLCs). • Community Education Centers (CECs) will be expanded to meet growing needs.
Infrastructure	<ul style="list-style-type: none"> • 3% of the existing infrastructure (e.g., classrooms, function rooms, staff rooms) will be renovated annually (2003 target: 5%)
Cross-cutting issues	<ul style="list-style-type: none"> • All children with disabilities, ethnic minority children, and children from poor communes will have access to formal education (primary and lower-secondary education) • Additional USD 12 (estimated by the Targeted Budget Support for EFA team) is added to the unit cost to meet the special needs of those children and ensure inclusive education. This estimation includes cost of trained support teachers, teaching assistants, bilingual education programmes, and production of learning guides.²⁵ * • Budget for curriculum reform, textbook revision and examination increases annually by 10% to finance proposed interventions to improve access to and quality of education. This also includes the cost of introducing innovative technologies and pedagogies (e.g., distance learning and Escuela Nueva approach).* • Budget for emerging issues (e.g., climate change and HIV/AIDS) will increase annually by 5%*
Governance and Management	<ul style="list-style-type: none"> • Budget for central and local management (e.g., MOET and DOETs/BOETs) will increase annually by 5%. This includes increased budget for management training (e.g., MTEF implementation and training of sub-national level officials for decentralization)*. • Planning, monitoring and evaluation budget will increase annually by 10%* to: • improve quality of disaggregated data for more precise targeting (e.g., children with disabilities and learning difficulties, children of parents with HIV/AIDS, working and street children, school drop-outs, children of migrant families); and • implement specific data analysis and periodic monitoring of EFA targets.

²⁵ However, USD12 is far less than the estimated additional cost of addressing marginalization (additional 30% of the recurrent unit cost). For details, see Chang et al. (2009).

Staff Salary	<ul style="list-style-type: none">• Annual increase of the staff salary (teachers and non-teaching staff) is set at 5%*• 5% of the staff salary is dedicated to in-service training.*
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All financial inputs required to achieving the above-mentioned targets are included in the projection model including salaries for teachers and administrators, cost of curriculum development and monitoring and evaluation, construction of new infrastructure and maintenance, textbook printing and distribution. The model also takes into consideration reductions in required resources from declining school-age populations and efficiency gains through improved quality of education. Table 9 presents a summary of the anticipated evolution of the education sector related to EFA goals in Vietnam from 2008/09 to 2015/16.

Table 9: EFA targets and their implication in terms of enrollment, number of teachers and facilities, 2008-2015							
Education Level	2008	2010	2011	2012	2013	2014	2015
<i>ECCE</i>							
Gross enrolment ratio nursery (public+non-public)	14%	16%	17%	19%	20%	21%	22%
Gross enrolment ratio kindergarden (public+private)	69%	69%	69%	69%	69%	69%	69%
Enrolment ratio (5 years olds)	91%	99%	103%	107%	111%	115%	119%
Students/teacher ratio (public)	18	17	16	16	15	15	14
Student enrolments (public)	17,170,520	1,842,114	1,906,177	1,973,591	2,045,466	2,121,825	2,200,398
Number of teachers (public)	94,945	108,783	116,646	125,319	134,856	145,254	156,408
Number of classrooms (public)	71,235	66,806	69,797	72,993	76,441	80,148	84,139
<i>Primary Education</i>							
Gross enrolment ratio (public+non-pblic)	97%	100%	100%	100%	100%	100%	101%
Gross intake rate (public+non-public)	99%	99%	99%	99%	100%	100%	100%
Promotion rate (public)	96%	97%	97%	98%	98%	99%	99%
Students/teacher ratio (public)	20	21	22	23	23	24	25
Student enrolments (public)	6,769,216	6,856,229	6,818,943	6,819,152	6,822,565	6,835,720	6,850,195
Number of teachers (public)	346,085	326,148	313,092	302,331	292,186	282,879	274,008
Number of classrooms (public)	244,596	241,285	237,074	234,375	231,967	230,054	228,340
<i>Lower Secondary</i>							
Registration rate (public+non-public)	99%	100%	100%	100%	100%	101%	101%
Promotion rate (public)	93%	94%	94%	95%	95%	96%	96%
Students/teacher ratio (public)	18	18	18	19	19	19	19
Gross enrolment ratio (public+non-public)	88%	85%	87%	88%	91%	94%	95%
Student enrolments (public)	5,439,999	4,945,342	4,920,677	4,918,885	5,001,153	5,104,383	5,137,274
Number of teachers (public)	308,406	273,039	267,999	264,204	254,840	266,420	264,202
Number of classrooms (public)	126,274	117,012	117,558	118,662	121,830	125,571	127,634
Number of labs (public)	17,736	16,448	16,531	16,693	17,146	17,679	17,977
<i>Literacy and NFE</i>							
Adult literacy rate	98%	98%	99%	99%	99%	100%	100%
Number of learners in NFE	12,298,765	12,537,036	12,658,276	12,781,042	12,902,865	13,021,284	13,139,029
Number of CLCs	9,551	9,982	10,197	10,413	10,628	10,844	11,059

Due to the government's priority to expand access to ECCE especially in the public sector, the number of enrolled children will increase significantly between 2008 and 2015. The number of teachers as well as the number of classrooms required will also increase as a result of the expansion. The number of primary education enrollments remains constant over the period and the number of teachers required will decrease due to increased student-teacher ratio from 20 in 2008 to 25 in 2015. The number of students in lower secondary will decrease slightly until 2012 before it starts increasing in 2014. . This is caused mainly through improved internal efficiency (drop in repetition rate from 2.7% in 2008 to 1.5% in 2015). Based on the projected needs mentioned above, the required financial resources for each sub-sector were calculated as shown in Table 10.

Projected costs	2008	2010	2011	2012	2013	2014	2015
Recurrent costs	2,794	3,136	3,343	3,573	3,838	4,126	4,412
ECCE	306	364	399	438	483	533	590
Primary education	1,161	1,277	1,325	1,383	1,445	1,513	1,585
Lower secondary	916	1,036	1,132	1,233	1,358	1,493	1,611
Continuing education	207	227	241	255	270	286	303
Cross-cutting expenditure	204	231	247	264	282	301	323
Investment costs	1,157	1,241	1,339	1,515	1,643	1,669	1,642
ECCE	285	374	410	451	497	545	466
Primary education	537	579	602	626	652	680	739
Lower secondary	286	229	265	372	424	370	358
Continuing education	9	13	13	14	14	14	14
Cross-cutting expenditure	41	46	49	53	56	60	65
Available domestic-resources	3,228	3,678	3,926	4,191	4,474	4,776	5,099
Simulation Costs	3,951	4,377	4,682	5,088	5,480	5,795	6,053

The total cost required to achieve the updated EFA Goals will increase significantly from 2008 to 2015. The major increase comes from the expansion of ECCE, whose required resources will almost double by 2015. Other sectors will also experience increases in required financial resources, mainly due to increases in teacher salaries and increases in capital investment. It should be noted that the resources for cross-cutting expenditures will also increase significantly, reflecting the updated Plan's focus on quality of education and improved management of the system.

5.3 Financing the EFA Action Plan

In this section, the resources available for financing the EFA plan will be calculated. The sources of resources considered in this projection are (1) the State (central and local), (2) donors and other development partners, as well as (3) stakeholders' (non-state) contributions. The key assumptions, below, were used to calculate the available resources

²⁶ Dong/USD=16,450 (2008 exchange, World Bank East Asia and Pacific Economic Update, 2010)

(full list of baseline, assumptions and policy targets is provided in Annex 4).

Domestic resources derived from macro-economic framework and budget allocations

- Vietnam's annual real GDP growth rate is set at 6.5%, in keeping with recent trends
- Vietnam maintains its investment in education at the current level of around 5% of GDP
- Share of the government expenditure on education as a proportion of total government expenditure remains at 20%
- Share of EFA-related costs in the government expenditure on education will remain at the current level of around 66% and the share of each sub-sector will remain at the same level as 2008/2009.

External resources (ODA)

- ODA provided to EFA-related activities will decrease annually by 5% as the Vietnamese economy develops and support is likely to be shifted to upper levels of education system
- Of total ODA, 20% will be channeled through budget support
- 10% of the total ODA is used for project management and technical assistance
- Out of remaining 70% of the total ODA, 80% is reserved for capital investment

Community contribution

- Schools will continue to be encouraged to raise funds from the community
- School fees will be abolished at primary education level but remain at secondary education level

The State budget is and will remain the major source of funding for EFA. Favorable economic development and strong commitment from the Government (5% of the GDP and 20% of the total public expenditure devoted to education) will enable Vietnam to increase domestic resources for EFA as shown in Table 11. Table 12 compares the funding needs projected with likely available resources.

	2008	2010	2011	2012	2013	2014	2015
Financial Gap (million USD)							
<i>Available Domestic Resources</i>							
ECCE	400	454	483	515	549	585	623
Primary	1,340	1,520	1,619	1,725	1,837	1,957	2,084
Lower secondary	1,105	1,253	1,334	1,421	1,513	1,611	1,715
Continuing education	186	211	226	241	257	274	292
Cross-cutting expenditure	198	239	263	289	318	350	385
Total	3,229	3,677	3,925	4,191	4,474	4,777	5,099
<i>Cost projections</i>							
ECCE	591	738	809	889	980	1,079	1,056
Primary	1,698	1,856	1,927	2,009	2,097	2,193	2,324
Lower secondary	1,202	1,265	1,396	1,605	1,781	1,862	1,969
Continuing education	216	240	254	258	284	300	317
Cross-cutting expenditure	245	278	296	316	338	362	387
Total	3,952	4,377	4,682	5,077	5,480	5,796	6,053
<i>Gaps Budget/Simulation cost</i>							
ECCE	48%	63%	67%	73%	79%	84%	70%
Primary	27%	22%	19%	16%	14%	12%	12%
Lower secondary	9%	1%	5%	13%	18%	16%	15%
Continuing education	16%	14%	13%	12%	11%	10%	9%
Cross-cutting expenditure	24%	16%	13%	9%	6%	3%	1%
Total	22%	19%	19%	21%	22%	21%	19%
Total additional amount to be mobilized	723	699	757	897	1007	1019	954
% of GDP	0.7%	0.6%	0.6%	0.7%	0.7%	0.7%	0.9%
<i>Financial Gap with Other Sources</i>							
Stakeholders' contribution	237	188	164	141	118	96	72
Of which: capital	95	75	66	56	47	38	29
Donors' contribution (excluding TA and budget)	67	63	62	60	58	56	54
Of which: capital	54	51	49	48	46	45	43
Balance	418	447	531	697	831	868	828
Balance %	13%	12%	14%	17%	19%	18%	16%
% of GDP	0.4%	0.4%	0.4%	0.5%	0.6%	0.6%	0.5%

While resources available for EFA are expected to increase steadily until 2015, the required resources projected will exceed the available resources, resulting in funding gaps. The major financial gap is seen in ECCE due to its expansion of the coverage and quality enhancement interventions. To a lesser extent primary, lower secondary and continuing education are likely to experience funding gaps. This is due to quality enhancement interventions such as expansion of full-day schooling and distribution of free textbooks. Without considering donors' and stakeholders' contributions, the State will face 19% to 22% of the funding gap every year until 2015 (0.6% to 0.7% of GDP).

Once donor and stakeholder contributions are considered, the funding gap decreases from 22% to 13% in 2008. However, donors' contributions are expected to decrease over time due to Vietnam's sustained economic success and its ascension to middle-income-country status. Stakeholders' (non-state) contributions, mainly from families, are also expected to decrease significantly especially at primary education level due to abolition of the fees. With this, the funding gap for EFA, after considering all available resources, will range from 13% to % annually. This means that additional 0.4% to 0.6% of GDP should be invested in education annually. The funding gap increased compared to the projection made in 2003 despite the fact that Vietnam has made significant progress in achieving EFA since 2003. This reflects, in addition to public expansion of the ECCE, increases in salaries and unit cost for construction/renovation as well as other quality improvement interventions.

It is clear that the role of the State in funding EFA will increase as the roles of external donors and the community in funding EFA become less significant. In order to close the gap, the Government needs to take actions such as improving efficiency while enhancing quality and ensuring equity if the current trends continue. Additional donor funding will be required, not only to cover the funding gap, but also to strengthen the education sector with particular emphasis on equity and quality which are much more complex issues to address than quantity.

5.4 *Limitations of the model*

As the scope of the National EFA Action Plan is limited to ECCE, basic education (primary and lower-secondary education) and continuing education, the cost of pre-service teacher training, which happens at upper-secondary and higher education, is not included in the cost projection. Since teacher training is a crucial input to education both in terms of expanding access and improving the quality, cost of pre-service training needs to be included when calculating the full cost of EFA. It is therefore preferable to conduct a sector-wide costing in the future.

Some of the key policy options in the 2003 National EFA Action Plan were not subsequently monitored. For instance, it was planned to increase pupil-related and school-related expenditures to USD 15 per child and USD200 per school. However, the corresponding data was not available and therefore it was not possible to calculate the exact cost of the intervention. Similarly, information regarding semi-boarding schools was not made available in time of the cost projection.

Data availability and accuracy were a challenge in this exercise. Information from the Provincial VANPRO, from which most of the information on infrastructure and finance was derived, needs further clean-up of the data included. It is therefore important for MOET to improve its data collection and analysis system in the future for more targeted and efficient interventions.

Although baseline data and policy targets have been verified by the relevant departments of MOET, some critical issues remain in data availability and accuracy. For instance, it is assumed that teacher salary will increase by 5% in real terms while the economy (GDP)

is expected to increase by 6.5% in real terms. This means that teacher salary will decrease overtime in relation to the economic development. It is also discussed that teacher salary is supplemented by school fees; however the data is not available. It made it extremely difficult to calculate actual cost of teachers. Baseline information and policy options need to be further clarified. On the other hand, it is estimated that unit cost of construction of a classroom is 300 million VND (USD 18,237). This is high compared to the international standards. Time constraint did not allow further investigation of these anomalies.

Another data issue was found in additional cost of inclusion. Although USD12 was calculated and used for the projection, this is low compared to other countries and it does not cover demand-side interventions such as scholarships. It is estimated that additional cost of meeting the educational needs will be 30% of the recurrent unit cost (see Chang et al., 2009²⁷). If this figure is used, the financial gap will further increase as shown in Table 13. It is therefore important to revisit the costing model as additional information is made available in order to improve robustness of the projections.

²⁷ Chang, G.C., Raphaele, M., and Mputu, H. (2009). Estimating the cost of education development – Case Study for Democratic Republic of Congo, Nigeria and Sudan for EFA GMR 2010 – Part I: Synthesis Report. UNESCO, Paris.

Table 13: Financial Gap with 30% of the Unit Recurrent Cost for Addressing Marginalization

	2008	2010	2011	2012	2013	2014	2015
Financial Gap (million USD)							
<i>Cost projections</i>							
ECCE	636	787	861	944	1,038	1,140	1,122
Primary Education	1,775	1,936	2,008	2,093	2,183	2,282	2,416
Lower Secondary	1,270	1,346	1,484	1,698	1,880	1,967	2,080
Basic Education	3,045	3,282	3,492	3,791	4,063	4,249	4,496
Continuing education	216	240	254	268	284	300	317
Cross-cutting expenditure	245	278	296	316	338	362	387
Total	4,142	4,587	4,903	5,319	5,723	6,051	6,322
<i>GAP Budget/Simulation costs</i>							
ECCE	59%	74%	78%	83%	89%	95%	80%
Primary Education	32%	27%	24%	21%	19%	17%	16%
Lower Secondary	15%	7%	11%	20%	24%	22%	21%
Basic Education	25%	18%	18%	21%	21%	19%	18%
Continuing education	16%	14%	13%	12%	11%	10%	9%
Cross-cutting expenditure	24%	16%	13%	9%	6%	3%	1%
Total	28%	25%	25%	27%	28%	27%	24%
Total additional amount to be mobilized	914	910	977	1,129	1,250	1,275	1,223
<i>Financial Gap with Other Sources</i>							
Stakeholders' contribution	237	188	164	141	118	96	72
Of which: capital	95	75	66	56	47	38	29
Donors' contribution (excluding TA and budget)	67	63	62	60	58	56	54
Of which: capital	54	51	49	48	46	45	43
Balance	609	658	751	929	1,074	1,124	1,097
Balance %	19%	18%	19%	22%	24%	24%	22%

Annex 1. List of major regulations, legal documents related to EFA, 2003-2010

Document Number	Date	Office	Title	Content	Education Level
82/2010/NĐ-CP	15/07/2010	Government	Government's degree on teaching and learning of ethnic languages in the schools and continuing education centers	- Including ethnic language in the curriculum - MOET defines course requirements and teacher qualification	PRI, LSE, CE
15/2010/QĐ-TTg	03/03/2010	Prime Minister	Decision on extra pay for teachers of multi-grade classes in public primary schools	- Teachers of classes spanning 2 and 3 grades receive 50% and 75% total pay per month, respectively	PRI
239/QĐ-TTG	09/02/2010	Prime Minister	Approval of universal kindergarten program for 5 years old children	- Awareness building - Increase enrollment to full-day - Innovation of kindergarten program's contents and methods - Staff development - Infrastructure and equipment - Increase socialization - Enhance international cooperation	ECE
01/2010/TT-BGDĐT	18/01/2010	MOET	Minimal equipment list for upper secondary schools		USE
36/2009/TT-BGDĐT	04/12/2009	MOET	Circular on checking, recognizing of universal primary education and cohort universal primary education		PRI
44/2009/QH12	25/11/2009	National Assembly	Amended Education Law		ECE, PRI, LSE, USE, CE
29/2009/TT-BGDĐT	22/10/2009	MOET	Standards for school heads in lower secondary, upper secondary and schools with multiple education levels		PRI, LSE, USE
35/2009/QH	16/09/2009	National Assembly	Directions for the new financial mechanism in education and training from 2010-2011 to 2014-2015		ECE, PRI, LSE, USE, CE

Document Number	Date	Office	Title	Content	Education Level
17/2009/TT-BGDĐT	25/07/2009	MOET	Circular on new preschool curriculum		ECE
15/2009/TT-BGDĐT	16/07/2009	MOET	List of minimal equipment for primary education		PRI
69/2008/NQ-CP	30/05/2008	Government	On socialization policy in education, vocational training, health care, sports and environment		ECE, PRI, LSE, USE, CE
12/2009/TT-BGDĐT	12/05/2009	MOET	Circular on quality assessment standards of lower secondary schools		LSE
49/2008/QĐ-BGDĐT	25/08/2008	MOET	Minister's decision on organization and operation of boarding schools for ethnic minorities		LSE, USE
37/2008/QĐ-BGDĐT	16/07/2008	MOET	Regulations on subject classroom	<ul style="list-style-type: none"> - Definition and size of subject classrooms - Technical and safety requirements - Management responsibilities 	PRI, LSE, USE
41/2008/QĐ-BGDĐT	25/07/2008	MOET	Regulations on organization and operation of private preschools	<ul style="list-style-type: none"> - Definitions, duties, and rights of private preschools, groups - Management and administration of private preschools - Procedures in establishment and operations of private preschools - Maximum number of children in crèches and kindergarten groups and preschools - Minimum equipment needed 	ECE
30/2008/QĐ-BGDĐT	06/06/2008	MOET	Regulations on training and certification of foreign languages and computer applications skills in continuing education programs	<ul style="list-style-type: none"> - Authorities in training and certification - Computer and foreign languages courses - Procedures for assessment and certification 	CE

Document Number	Date	Office	Title	Content	Education Level
14/2008/QĐ-BGDĐT	07/04/2008	MOET	Regulations (or Charter) of preschools	- Basic regulations on organization and operation	ECE
4/2008/QĐ-BGDĐT	04/02/2008	MOET	Standards for education quality assessment in primary schools	- Standards and criteria for primary schools	PRI
2/2008/QĐ-BGDĐT	22/01/2008	MOET	Professional standards of preschool educators	- Political, ethical, lifestyles, knowledge and pedagogy areas has 4 criteria each reflecting one professional aspect of the teaching	ECE
7/2008/QĐ-TTG	10/01/2008	Prime Minister	Approval of National targeted programs in education and training up to 2010	<p>- Project 1: Universalization of lower secondary education in 32 provinces (VND 680 billion)</p> <p>- Project 2: Innovation of curriculum, textbooks and teaching manuals (VND 2,830 billion)</p> <p>- Project 3: Training of computer technicians and introduction of IT (VND 960 billion)</p> <p>- Project 4: Training and further qualifications for teachers and education managers (VND 700 billion)</p> <p>- Project 5: Education of ethnic minorities and difficult areas (VND 3,000 billion)</p> <p>- Project 6: School infrastructure (VND 6,600 billion)</p> <p>- Project 7: Capacity building for vocational training (VND 5,500 billion)</p>	ECE, PRI, LSE, USE, CE
2/2008/CT-TTG	08/01/2008	Prime Minister	Prime minister's order on improvement of learning promotion, building of learning society	- Measures to accelerate the creation of a learning society	CE

Document Number	Date	Office	Title	Content	Education Level
71/2007/TTLT-BGDĐT-BNV	28/11/2007	MOET – Ministry of Home Affairs	Inter-ministerial guidance on staffing norms for public preschool institutions	- Administrative staff, teaching and support staff norms	ECE
62/2007/QĐ-BGDĐT	26/10/2007	MOET	Regulations on teachers' recruitment in public preschools, schools and centers of continuing education		ECE, PRI, LSE, USE, CE
55/2007/QĐ-BGDĐT	28/09/2007	MOET	Fundamental Standards Quality Level for primary schools		PRI
9890/BGDĐT-GDTH	17/09/2007	MOET	Guidelines on teaching contents and methods for students with difficult backgrounds		PRI, LSE
51/2007/QĐ-BGDĐT	31/08/2007	MOET	Primary school charter		PRI
49/2007/QĐ-BGDĐT	29/08/2007	MOET	Issuance of teacher and manager training program on inclusive education in lower secondary education	- Structure of the course and subject module requirements	LSE
112/2007/QĐ-TTg	20/07/2007	Prime Minister	Support policy for servicing, improving and enhancing people's livelihood, legal support for legal awareness in 135 program phase 2	- Cash for preschool children VND 70,000 and semi-boarding school children VND 140,000 per month for 9 months per year	ECE, PRI, LSE
14/2007/QĐ-BGDĐT	04/05/2007	MOET	Decision on issuance of professional standards of primary teachers		PRI
13/2007/QĐ-BGDĐT	03/05/2007	MOET	Post literacy and further education program		ECE, CE
30/2007/QĐ-TTg	05/03/2007	Prime Minister	List of administrative units in difficult areas	- Basis for eligibility in social policies	ECE, PRI, LSE, USE, CE
01/2007/QĐ-BGDĐT	02/01/2007	MOET	Minister's decision on organization and operation of centers of continuing education		CE

Document Number	Date	Office	Title	Content	Education Level
16/2006/TTLT/BLĐTB XH-BGDĐT-BTC	20/11/2006	MOET – MOLISA – Ministry of Home Affairs	Interministerial circular on preferences in education and training for those with contribution to the revolution and their children		ECE, PRI, LSE, USE, CE
134/2006/NĐ-CP	14/11/2006	Government	Regulations concerning direct admission (earmarked enrollment) into higher education and professional secondary education	<ul style="list-style-type: none"> - Principles - Subject of the regulations - Rights and duties of students - Process of direct admission - Remuneration of students - Implementation duties by government 	USE
5205/QĐ-BGDĐT	19/09/2006	MOET	Pilot preschool curriculum		ECE
35/2006/TTLT- BGDĐT-BNV	23/08/2006	MOET – Ministry of Home Affairs	Guidelines for calculating staffing needs in public schools	<ul style="list-style-type: none"> - Public school staff are public employees - School categories (by size) - Teaching and administrative staffing norms 	PRI, LSE, USE
75/2006/TT-BTC	18/08/2006	MOF	Circular on student loans in the Prime Minister's Decision 107/2006 dated 18/05/2006	- Specific target groups: orphans, poor and near poor families (1.5 times the poverty line)	
75/2006/NĐ-CP	02/08/2006	Government	Decree on detailed guidelines for implementing Education law		ECE, PRI, LSE, USE, CE
23/2006/CT-TTG	12/07/2006	Prime Minister	Order on enhancement of school health care	- Ministries and provincial Peoples Committees' duties in school health	ECE, PRI, LSE, USE
164/2006/QĐ-TTG	11/07/2006	Prime Minister	Approval of list of special difficult communes targeted by the socio-economic development for ethnic minorities and border areas 2006-2010	<ul style="list-style-type: none"> - 1581 communes funded by central budget - 63 communes funded by provincial budget 	ECE, PRI, LSE, USE, CE
149/2006/QĐ-TTG	23/06/2006	Prime Minister	Approval of Preschool Development Program 2006-2015	<ul style="list-style-type: none"> - Management and staff development - Program content, methodologies, policies and socialization 	ECE

Document Number	Date	Office	Title	Content	Education Level
				- Infrastructure - Awareness building	
23/2006/QĐ-BGD&ĐT	22/05/2006	MOET	Minister's Decision on regulations of inclusive education for disabled people	- Definitions and organization of inclusive education - Duties and rights of teachers, support staff and learners in inclusive education - Infrastructure and equipment	ECE, PRI, LSE
107/2006/QĐ-TTG	18/05/2006	Prime Minister	Decision on student loans	- Subjects and management of student loan	
2227/QĐ-BGD&ĐT	08/05/2006	MOET	List of minimal equipment needed for the pilot preschool program		ECE
16/2006/QĐ-BGD&ĐT	05/05/2006	MOET	Issuance of school curriculum		PRI
82/2006/QĐ-TTG	14/04/2006	Prime Minister	Adjustment of ethnic minority student scholarships	- Increase the basic scholarship	USE
20/2006/QĐ-TTg	20/01/2006	Prime Minister	On development of education and vocational training in Mekong Delta	- Targets and measures for development of education and vocational training in Mekong delta	ECE, PRI, LSE, USE, CE
267/2005/QĐ-TTG	31/10/2005	Prime Minister	Decision on vocational training for boarding students of ethnic minorities	- Vocational students of ethnic minorities able to be boarding students	USE
164/2005/QĐ-TTg	04/07/2005	Prime Minister	Approval of "Distance Education 2005-2010"		CE
38/2005/QH11	27/06/2005	National Assembly	Law on education		ECE, PRI, LSE, USE, CE
112/2005/QĐ-TTG	18/05/2005	Prime Minister	Decision on approval of "Building learning society 2005-2010" program	- Goals for a learning society - Development of continuing education - Updating continuing education programs' contents, methods - Training of teaching and administrative staff of continuing	CE

Document Number	Date	Office	Title	Content	Education Level
				education institutions	
62/2005/QĐ-TTĐ	24/03/2005	Prime Minister	Policy on support of universalization of lower secondary education	<ul style="list-style-type: none"> - Support for 11-18 year olds attending lower secondary - Support: fee reduction or exemption, free textbooks, free notebooks and supplies 	LSE
08/2005/QĐ-BGD&ĐT	14/03/2005	MOET	Adjustment and addition of regulations concerning recognition of national standard secondary schools (2001-2010) as issued by Decision 27/2001/QĐ-BGD&ĐT dated 05/7/2001 of MOET		LSE, USE
32/2005/QĐ-BGD&ĐT	24/10/2005	MOET	Regulations on reorganization of National standard primary school		PRI
31/2005/QĐ-BGD&ĐT	20/10/2005	MOET	Minister of Education and Training Decision on Minimal Requirements of independent crèches and kindergarten groups in places where preschools are impossible	<ul style="list-style-type: none"> - Definitions of independent groups - Minimal requirement on classrooms, teaching and support staff 	ECE, PRI
30/2004/QĐ-BGD&ĐT	15/09/2004	MOET	Decision on continuing training program for preschool teachers 2004-2007	<ul style="list-style-type: none"> - Requirements on teachers - Structure of training - Content of training program 	ECE
9/2003/QĐ-BGD&ĐT	31/12/2003	MOET	Continuing training program for primary school teachers		ECE
46/2003/QĐ-BGD&ĐT	29/09/2003	MOET	Minister's decision on complementary primary education curriculum		PRI, CE
25/2003/TT-BGD&ĐT	09/06/2003	MOET	Circular on acquisition of teaching equipment for curriculum innovation		PRI, LSE, USE

Note: ECE - early childhood education; PRI - primary education; LSE - lower secondary education; USE - upper secondary education; CE - continuing education

Annex 2. Provincial Consultation Questionnaire

Review of EFA Action Plan 2003-2015

Province:

Is there a provincial EFA task force or EFA provincial planning unit?

2. Did the province have a provincial EFA plan? If yes when was it finalized?

3. What data sources do you use for identifying whether the province is meeting EFA targets? Who collects and provides the data and information?

4. What part do the District Education officers play in decision making about implementing EFA plans?

5. What are the difficulties in implementing EFA in the province?

6. What priorities does the province have for the period 2010 – 2015 so as to meet EFA targets?

7. Does the province have “unreached” population (those not able to get to school easily, those not enrolled, those not completing primary/lower secondary school, those not achieving well, those leaving school unable to read etc).

8. What extra resources/new approaches will be needed to reach the ‘unreached’?

9. Will it be necessary to develop new policy or guidance to help provinces implement their plans?

10. If yes, to question 6, what new policy or guidance is necessary?

11. What were the experiences, lessons learned in implementing EFA in the province?

Any other comments:

Suggestions and proposals:

Date:

signed:

Annex 3. Matrix of Provincial Responses

Province	1. EFA Task Force	2. EFA Plan	3. Data Sources	4. Role of District Offices	5. Difficulties in EFA implementation	6. 2010-2015 EFA priorities	7. "Un-reached" groups	8. Resources needed for "un-reached"	9. Need for new policies/guidance	10. Type of policy needed	11. Lessons learned
1	No	Yes. 2004	Continuing education office at DoET	No. Just reporting and acting upon guidance	Monitoring, evaluation and coordination between education authorities and other government offices	Improving coordination to achieve EFA goals	No	No	p	No	No
2	No	No	District reports	Campaign and communication	Funding	Schools; teaching quality; Commune learning centres	No	Policies, guidelines helping provinces in deployment of their plans	goal settings: support for ethnic minorities; awareness among population groups, businesses, agencies		
3	Yes		District offices; Learning society steering committees	Opening literacy classes or universal lower sec. classes	getting the young people to class	literacy and universal education for ethnic minorities, women and girls; poor HHs in 135 areas and coastal communes	fishermen; out-migrating labourers (to big cities)	collaboration with women unions and border guards to help the needed	no need for new policies but monitoring mechanism		literacy classes for prisoners eases transition to integrate after time in prison

Province	1. EFA Task Force	2. EFA Plan	3. Data Sources	4. Role of District Offices	5. Difficulties in EFA implementation	6. 2010-2015 EFA priorities	7. "Un-reached" groups	8. Resources needed for "un-reached"	9. Need for new policies/guidance	10. Type of policy needed	11. Lessons learned
4	Yes (PREP)	2004 (2005-2010)	School management MIS (VEMIS); DOET reports	Annual education development plan	Provision of education to mountainous districts and communes with extreme difficulties, distance to school, gaps between ethnics; Low quality of education, high malnutrition; Inefficient Community Learning Centres; Lack of resources, poor infrastructures; Inadequate teaching and admin staff	More focus on education in mountainous areas; staffing; school structures and accommodation for teachers	children graduated from primary education but did not attend Lower secondary due to distance or HH difficulties; Ethnic minority girls	Support for 5 year kindergarten, especially Vietnamese language; Semi-boarding schools; Career counselling for Uppers; Staffing norm for boarding schools in mountainous areas; Support for students in complementary/continuing education institutions from poor or disadvantaged backgrounds			
5	Yes	2003	Provincial Planning Office	no decision making power	lack of continuous guidance from upper levels	Increase enrolment; universal education; post-literacy education; Quality of CLC	12,324 children aged 15-18 out of school; 113 children aged 11-14 out of school	continuation of national program on literacy and universal LowerSec	Guidance on the coming plan implementation	Remuneration for educators in non-public preschool; Funds from NTP targeted to EFA	

Province	1. EFA Task Force	2. EFA Plan	3. Data Sources	4. Role of District Offices	5. Difficulties in EFA implementation	6. 2010-2015 EFA priorities	7. "Un-reached" groups	8. Resources needed for "un-reached"	9. Need for new policies/guidance	10. Type of policy needed	11. Lessons learned
6	Yes	2005	DOET reports; Provincial Statistics Department	Continuing education used to be responsibility of district offices, DOET took over 2008-09	lack of understanding and awareness by communities; lack of funds and staff	Focus on less fortunate groups, drop-out youth, main labour of HHs	out-migrants, seasonal migrants, homeless	Funding, mobilizing other stakeholders to ensure their livelihoods	Policy for remuneration of people working for EFA; Coordination with other social organizations; Enrichment of CLS programs	Financial support for the 'un-reached'	Avoiding formalities and inefficient administration
7	Yes (Office of Continuing Education)	2005	DOET reports; other Provincial Departments	Advises to local government on plan implementation	limited Awareness and funds		No	No	national policies related to targets and conditions for each stage; Guidelines for provinces	No	
8	Yes	No, integrated in 'Learning society' program	District offices' reports	Implementing 'Action week for global EFA'	Poor province - limited funds; 2 districts and 33 communes along the border with high rate of illiteracy	Literacy for the disadvantaged communes along with economic development support	Pako and Van Kieu groups on the mountains	MOET shall have document requiring provinces to have EFA committee	support for CLCs and remuneration for teachers working in difficult areas		

Province	1. EFA Task Force	2. EFA Plan	3. Data Sources	4. Role of District Offices	5. Difficulties in EFA implementation	6. 2010-2015 EFA priorities	7. "Un-reached" groups	8. Resources needed for "un-reached"	9. Need for new policies/guidance	10. Type of policy needed	11. Lessons learned
9	Yes	2003	District offices' reports; provincial statistics	literacy work and continuing/complementary education	Limited awareness and funds; CLCs are slow to come	Closing the gap between areas and equity in education; Semi boarding schools	Groups in mountainous areas, coastal areas, fishermen	funding for surveying and teaching staff	guidance and policies on teaching for out of school population	financial mechanism and teaching manuals for special groups	No
10	Yes headed by DOET Director	2004	reports from educational institutions	EFA working groups in districts	mountainous areas; dependency on national budget support; limited awareness; EFA conditions; inappropriate materials	non-formal education in CLCs; Socialization	population in difficult areas; disabled; disadvantaged; ethnic minorities; out-migrants; adults	training of teachers; financial support for these groups; post-literacy programs' materials and teachers	Guides from MOET on reviewing of EFA plans	Teachers policies; statistics reporting form	
11	Yes		surveys, reports; population census; schools -> BOET -> DOET	implementation related to preschools and primary schools, adult education, literacy	distance between areas; living standards gaps; limited awareness among mountainous groups; low quality of education		no	Literacy program for difficult areas 2001-2015; support for learners of literacy and post-literacy programs from public budget; materials for ethnic adults attending literacy and post-literacy programs	New program; replacing circular 128/2009; MOET guidelines		

Province	1. EFA Task Force	2. EFA Plan	3. Data Sources	4. Role of District Offices	5. Difficulties in EFA implementation	6. 2010-2015 EFA priorities	7. "Un-reached" groups	8. Resources needed for "un-reached"	9. Need for new policies/guidance	10. Type of policy needed	11. Lessons learned
12	Yes (2002)	2002	Statistics office of DOET	planning for EFA in the district	poor, difficult communes; low education attainment among population (15,000 illiterates)	CLCs; Boarding schools	51,334 illiterate adults (15,000 aged 15-35)	EFA funding	more concrete guidance		
13			district office surveys	planning advice	low population density; unfunded CLCs	school structures for remote, difficult areas; semi-boarding schools	adult labourers (>25) feeding families	support for adult labourers	more concrete guidance		awareness campaign with other social organizations
14	No	No	reports	advising	lack of material basis		no				
15	Learning society	Project for Learning Society to 2015	district reports	No	literacy for illiterate adults; limited funds, poor physical basis of CLCs; CLCs staff are part-time, lack of professionalism	Literacy for fishermen; 5 years kindergarten; Quality of learning at CLCs	~700 fishermen	teachers to be 'in-residency' with fishermen; supplies for the learners	remuneration for teachers and learners	coordination with coast guard	new policies and guidelines as legal basis for provinces
16	No		districts and school reports	no, just advising	lack of guidelines on EFA funding; getting targeted subjects to class; few	infrastructures	No		concrete guidance and criteria for funding		

Province	1. EFA Task Force	2. EFA Plan	3. Data Sources	4. Role of District Offices	5. Difficulties in EFA implementation	6. 2010-2015 EFA priorities	7. "Un-reached" groups	8. Resources needed for "un-reached"	9. Need for new policies/guidance	10. Type of policy needed	11. Lessons learned
					full-day schools						
17	No		reports	everything, from planning to implementation, staffing	inaccurate data; CLCs; teachers capable of doing special education; part-time CLC staff		adults older than 36; disabled children	survey funding, updating data; support for learners; full-time staffing for CLCs			
18	No	2005	DOET		low enrolment in preschools; non-formal education teaching						
19	Yes	2004	district reports on universalization	implementation monitoring		CLC operations	no				
20			Office of continuing education; District offices	advising	children of farmer HHs who move in the farming seasons; maintaining classes in remote areas	staffing of CLCs; improvement of physical basis for CLCs	Brau ethnic group	classrooms, teachers, supplies and support for the Brau		model CLC and work with organizations, village heads in EFA campaign	

Province	1. EFA Task Force	2. EFA Plan	3. Data Sources	4. Role of District Offices	5. Difficulties in EFA implementation	6. 2010-2015 EFA priorities	7. "Un-reached" groups	8. Resources needed for "un-reached"	9. Need for new policies/guidance	10. Type of policy needed	11. Lessons learned
21	No		district offices, upper sec reports		lack of funding for CLCs	not yet	those not getting through primary or Lower sec	teachers assigned to localities and remuneration for these teachers	guidance and funding for poor provinces	no	
22	Yes		statistics and related offices		funding awareness by local people		those not getting through primary or Lower sec	funding awareness by local people	more detailed guidelines for provinces		
23		Yes	Provincial statistics office; DOET reports	teacher assignments for literacy jobs; CLC staff assignment; coordination of literacy, universalization survey; support for CLC courses	illiterates in far and hard to reach areas; illiterates often old, poor, not motivated, lack permanent residents; CLCs: physical basis, staffing, funding, low turnouts	adequate CLCs meeting targets; literacy and universalization; 5 year kindergartens; support for preschool teachers	non-schoolers or drop-outs	No			

Province	1. EFA Task Force	2. EFA Plan	3. Data Sources	4. Role of District Offices	5. Difficulties in EFA implementation	6. 2010-2015 EFA priorities	7. "Un-reached" groups	8. Resources needed for "un-reached"	9. Need for new policies/guidance	10. Type of policy needed	11. Lessons learned
24	Yes		school statistics; DOET reports	implement educational programs	poor school infrastructure; remuneration for educators; poor population; much theoretical content not related to thinking and life skills; lack of attention to continuing education	quality of education	no	updated policies reflecting new developments			
25	Yes	2003	DOET offices; annual reports from Planning and Finance office	implement educational programs	poor teachers; remuneration and staffing; physical basis not meeting new curriculum requirements	boarding facilities for ethnic minorities; consolidation of universalization results; physical basis; teacher quality	no		new policies and guidelines		
26		no, Learning society coordination	DOET offices	school management	funding and management; staffing; physical basis	literacy and post-literacy; vocational training for rural labour	no, Learning society coordination				integrate EFA into CLCs

Province	1. EFA Task Force	2. EFA Plan	3. Data Sources	4. Role of District Offices	5. Difficulties in EFA implementation	6. 2010-2015 EFA priorities	7. "Un-reached" groups	8. Resources needed for "un-reached"	9. Need for new policies/guidance	10. Type of policy needed	11. Lessons learned
27		no	universal and literacy results; annual reports		policies lacking behind targets; poor physical basis; inadequate resources; unclear decentralization; poor organization from MOET to provinces	CLC operations; funding for continuing education	disabled and children with learning difficulties	no need			
28	Yes				physical basis; disabled children in preschool and primary education; coordination among EFA tasks	Learning society project phase II	severely disabled children in remote places	staffing of schools for disabled; physical basis for schools with ethnic minorities, disabled; funding for boarding conditions			
29	no	no	reports		EFA coordination; children from poor families migrating out	literacy for women	in-migrants	employment for poor people	new policies and guidance	plan for EFA 2011-2015	

Province	1. EFA Task Force	2. EFA Plan	3. Data Sources	4. Role of District Offices	5. Difficulties in EFA implementation	6. 2010-2015 EFA priorities	7. "Un-reached" groups	8. Resources needed for "un-reached"	9. Need for new policies/guidance	10. Type of policy needed	11. Lessons learned
30	Yes	2005	Statistics office, Department ; VEMIS		high number of children per groups; high proportion of non-public preschools; high number of in-migrants	new CLCs to meet the learning needs	No		better policies for inclusive education and education of the disabled; funding norms for literacy; CLC programs and materials		20% of budget for school operations and buildings
31	Yes		PREP; VN-EFAPM; reports		mountainous communes where >35 years old become illiterate again; undeveloped continuing education	consolidating non-formal education	displaced people	resources for displaced people to get settled in the new places and improve their quality of life	funding policies for CLCs		
32	Yes	2004	school statistics		monitoring across large province				guidance from central authorities		
33	No	No	EMIS reports						Guidance on 2011-2015		
34			other department and office reports; EMIS PMIS		62 most difficult communes; 42% ethnic minorities; dispersed population; immigrating	preschool teacher qualifications					

Province	1. EFA Task Force	2. EFA Plan	3. Data Sources	4. Role of District Offices	5. Difficulties in EFA implementation	6. 2010-2015 EFA priorities	7. "Un-reached" groups	8. Resources needed for "un-reached"	9. Need for new policies/guidance	10. Type of policy needed	11. Lessons learned
					ethnic minorities from northern provinces						
35	NO				dropouts; language in ethnic minorities; boarding facilities						
36	no	literacy, CLCs reports			lack of attention by parents/immigrants		seasonal immigrants ; immigrants with permanent residence	coordination with other stakeholders; mobilizing sources from businesses	funding norms for CLCs		

Annex 4. VANPRO Data

The Modified Vietnam Analysis and Projection Model (VANPRO)

Origin of the Model

The modified VANPRO model is based on the cost projection work conducted first in 2003 using the Vietnam EFA Analysis and Projection Model. Based on the generic EFA Analysis and Projection Model developed by UNESCO Bangkok in 2001, the 2003 Model was adopted into the Vietnamese education system under the auspices of the National EFA Task Force of the Ministry of Education and Training. The 2003 Model was further developed for the use of Provincial level planning and budgeting. Provincial VANPRO has been used since 2008 under Targeted Budget Support for EFA Project. It currently collects detailed information from all 63 Provinces.

Since 2003, Vietnam has experienced significant economic and social development. The favorable economic conditions and high commitment from the government to education resulted in significant progress in achieving EFA. In this regard, with the possibility of producing an EFA –FTI –Catalytic Fund proposal it was decided to update and revise the existing EFA Action Plan (2003-2015) and its associated costs in order to reflect the achievements and remaining/emerging challenges in education in Vietnam over the period 2010-2015

UNESCO and the World Bank (EPDF), as well as members of the Education Sector Group in Vietnam, provided technical and financial support to design and modify the existing VANPRO to reflect the new policy options and targets of the revised EFA Action Plan. The 2010 model covers the education subsectors included in the EFA Action Plan, namely ECCE, primary education, lower secondary education and continuing education. It also includes cross-cutting issues such as access, quality, management, monitoring and evaluation, and curriculum development.

Purpose of the Model

The purpose of the revised National EFA Action Plan is (1) mapping the progress achieved since 2003, (2) identifying remaining challenges, and (3) identifying emerging issues in achieving EFA based on the new findings of various studies and projects.

Based on the analysis of the above, this addendum to the National EFA Action Plan 2003-2015, can help set new goals, objectives and targets. The Plan also promotes an implementation strategy based on the priorities. The Model is designed to support the Government to strategically prioritize the actions required to implement the revised Plan and identify projects.

The Model enables the Government to anticipate the costs associated with specific policy interventions overtime. This will facilitate policy discussions and prioritization of the interventions. In this regard, the Model calculates the cost of basic requirements such as:

- Qualified personnel to operate the schools;
- Infrastructure;

- Teaching and learning materials; and
- Curriculum development, monitoring and evaluation, and other managerial inputs to ensure efficient implementation of the Plan.

The Model is Excel-based and easy to modify. This enables the users (i.e., government departments) to test financial feasibility of different policy options. This process is necessary for the government to identify feasible options and to maximize the cost-efficiency and cost-effectiveness of their interventions.

Structure of the Model

The modified VANPRO model consists of 10 inter-linked Excel worksheets, identified below.

- Menu
- Population (total population)
- ECCE (ages 0-5)
- Primary education (ages 6-10)
- Lower-secondary education (ages 11-14)
- Continuing education (equivalency program for out-of-school children, youth and adult literacy programs, and skills development programs)
- Inclusive education (additional cost of reaching marginalized populations)
- Cost (unit cost)
- Expenditure (macro-economic framework, projected expenditure and project income)
- Scenarios (a maximum 4 policy scenarios can be displayed)

Baseline, Targets and Projections: Output of the Modified VANPRO

Results of the cost projection are provided in the following pages. They include a summary of the projection, projections of inputs required for each sub sector, a projection result of the cost required, and the expenditure framework and financing gaps.

Summary of Projections (as of 26 November 2010) in millions of Dong

	2008	2010	2011	2012	2013	2014	2015
Expenditures							
Recurrent costs	45,964,021	51,580,557	54,994,988	58,774,195	63,127,223	67,878,382	72,572,300
ECCE	5,034,716	5,993,119	6,561,510	7,205,953	7,940,553	8,770,905	9,699,861
Primary Education	19,105,772	21,009,868	21,798,585	22,752,863	23,773,863	24,888,889	26,075,122
Lower secondary	15,068,315	17,036,823	18,615,883	20,284,033	22,333,056	24,552,249	26,501,996
Continuing education	3,400,995	3,732,580	3,956,651	4,194,288	4,445,463	4,710,029	4,989,672
Cross-cutting expenditure	3,354,223	3,808,167	4,062,359	4,337,058	4,634,288	4,956,310	5,305,649
Investments	19,033,771	20,420,897	22,026,013	24,922,704	27,020,487	27,456,981	27,006,516
ECCE	4,690,600	6,146,565	6,744,677	7,424,038	8,179,074	8,972,396	7,668,865
Primary education	8,826,585	9,529,348	9,897,021	10,290,439	10,721,470	11,179,574	12,152,055
Lower secondary	4,700,000	3,767,017	4,352,475	6,118,378	6,967,545	6,085,072	5,892,622
Continuing education	145,741	216,334	219,368	222,437	225,540	228,677	231,844
Cross-cutting expenditure	670,845	761,633	812,472	867,412	926,858	991,262	1,061,130
Total Costs	64,997,792	72,001,454	77,021,001	83,696,899	90,147,710	95,335,363	99,578,816
Gaps Budget/Simulation cost	22%	19%	19%	21%	22%	21%	19%
Macroeconomic Framework							
GDP (millions VND)	162,838,000	1,846,949,306	1,967,001,010	2,094,856,076	2,231,021,721	2,376,038,133	2,530,480,611
Growth rate	6.5%	6.5%	6.5%	6.5%	6.5%	6.5%	6.5%
Population (million)	86,713,405	88,479,806	89,355,503	90,235,330	91,136,039	92,037,352	92,933,090
GDP per capita (millions VND)	19	21	22	23	24	26	27
Public expenditure as % of GDP	25.00%	25.00%	25.00%	25.00%	25.00%	25.00%	25.00%
Education expenditure as % of GDP	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%
Education as % of public expenditure	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
EFA as % of education expenditure	65%	66%	66%	66%	66%	66%	66%
Financial Gap							
Available Domestic Resources							
ECCE	6,574,570	7,463,625	7,952,272	8,472,913	9,027,643	9,618,694	10,243,909
Primary	22,044,180	25,009,624	26,638,757	28,374,020	30,222,327	32,191,040	34,283,458
Lower secondary	18,176,825	20,609,971	21,946,095	23,368,844	24,883,836	26,497,049	28,219,357
Basic Education	40,221,005	45,619,595	48,584,852	51,742,864	55,106,163	58,688,089	62,502,815
Continuing education	3,055,295	3,477,849	3,710,561	3,958,847	4,223,747	4,506,373	4,807,909
Cross-cutting expenditure	3,256,760	3,937,068	4,328,792	4,759,492	5,233,047	5,753,720	6,326,196
Total	53,107,630	60,498,137	64,576,477	68,934,116	73,590,600	78,566,876	83,880,829
Cost Projections							
ECCE	9,725,315	12,139,684	13,306,186	14,630,991	16,119,627	17,743,301	17,368,726
Primary	27,932,357	30,539,217	31,695,606	33,043,302	34,495,332	36,068,463	38,227,177
Lower secondary	19,768,314	20,803,840	22,968,358	26,402,411	29,300,602	30,637,321	32,394,618
Basic Education	47,700,671	51,343,057	54,663,964	59,445,713	63,795,934	66,705,784	70,621,795
Continuing education	3,546,736	3,948,915	4,176,019	4,416,725	4,671,003	4,938,706	5,221,515
Cross-cutting expenditure	4,025,068	4,569,801	4,874,831	5,204,469	5,561,146	5,947,572	6,366,778
Total	64,997,790	72,001,457	77,021,000	83,697,898	90,147,710	95,335,363	99,578,814
EFA Expenditure as % GDP							
Gaps Budget/Simulation cost							
ECCE	48%	63%	67%	73%	79%	84%	70%
Primary	26.71%	22.11%	18.98%	16.46%	14.14%	12.05%	11.50%
Lower secondary	8.76%	0.94%	4.66%	12.98%	17.75%	15.63%	14.80%
Basic Education	18.60%	12.55%	12.51%	14.89%	15.77%	13.66%	12.99%
Continuing education	16.08%	13.54%	12.54%	11.57%	10.59%	9.59%	8.60%
Cross-cutting expenditure	23.59%	16.07%	12.61%	9.35%	6.27%	3.37%	0.64%
Total	22%	19%	19%	21%	22%	21%	19%
Total additional amount to be mobilized	11,890,162	11,503,319	12,444,523	14,763,783	16,557,111	16,768,485	15,697,986
Financial Gap with Other Sources							
Stakeholders' contribution	3,896,821	3,099,404	2,702,364	2,318,862	1,944,000	1,571,256	1,191,360
Capital	1,558,729	1,239,762	1,080,946	927,545	777,600	628,502	476,544
Donors' contribution (excluding TA and budget support)	1,109,816	1,043,831	1,011,695	980,163	949,255	918,988	889,374
Capital	887,853	835,065	809,356	784,131	759,404	735,190	711,499
Balance	6,883,525	7,360,084	8,730,464	11,464,757	13,663,855	14,278,242	13,617,253
Balance %	13%	12%	14%	17%	19%	18%	16%

Item	2008	Targets	Duration in years	Annual Increment	2008	2009	2010	2011	2012	2013	2014	2015
	2009				2009	2010	2011	2012	2013	2014	2015	2016
D. PUBLIC PHYSICAL INFRASTRUCTURE												
Public Nurseries												
Depreciation rate	1.5%				1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%
Number of Classrooms	16,925				16,925	8,532	10,300	12,169	14,142	16,197	18,314	20,486
Number of new classrooms to build					0	128	1,922	2,052	2,188	2,288	2,392	2,479
Group/classroom ratio		0.68	7	0.00	0.68	0.68	0.68	0.68	0.68	0.68	0.68	0.68
Percentage of Existing Classrooms to renovate	5%	3%	7	-0.3%	5.0%	5%	4%	4%	4%	4%	3%	3%
Number of functional rooms	3,886				3,886	1,956	2,358	2,782	3,228	3,692	4,168	4,656
Number of functional rooms to build					272	29	437	466	495	519	539	557
Ratio of Classrooms to functional rooms		4.4	7	0.01	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
Percentage of Existing functional rooms to renovate	468	3%	7	0%	5.0%	5%	4%	4%	4%	4%	3%	3%
Number of staff rooms	2,696				2,696	1,363	1,649	1,954	2,277	2,615	2,965	3,326
Number of staff rooms to build					179	64	360	386	411	431	447	460
Ratio of functional rooms to staff rooms		1.4	7	-0.01	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
Percentage of Existing staff rooms to renovate	279	3%	7	0%	5.0%	5%	4%	4%	4%	4%	3%	3%
Number of sites that meet national standards	66				66	33	40	47	55	63	71	80
Number of sites that meet national standards to build					26	0	7	8	9	9	9	10
Ratio of Classrooms to sites that meet national standards		256.4	7	-0.01	256.4	256.4	256.4	256.4	256.4	256.4	256.4	256.4
Percentage of Existing sites that meet national standards to renovate		3%	7	0%	3.0%	3%	3%	3%	3%	3%	3%	3%
Public Kindergartens												
Depreciation rate	1.5%				1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%
Number of Classrooms	54,310				54,310	55,424	56,506	57,628	58,851	60,243	61,834	63,553
Number of new classrooms to build	2,013				2,013	1,946	1,929	1,987	2,106	2,295	2,518	2,672
Percentage of double shifting classes		6%	7	0.0%	6%	6%	6%	6%	6%	6%	6%	6%
Percentage of Existing Classrooms to renovate	3,107	3%	7	-0.4%	5.7%	5%	5%	5%	4%	4%	3%	3%
Number of functional rooms	4,262				4,262	4,352	4,439	4,529	4,627	4,739	4,866	5,004
Number of functional rooms to build					838	155	154	158	168	183	200	213
Ratio of Classrooms to functional rooms		12.7	7	-0.01	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7
Percentage of Existing functional rooms to renovate	318	3%	7	-1%	10.2%	9%	8%	7%	6%	5%	4%	3%
Number of staff rooms	7,883				7,883	8,043	8,198	8,359	8,535	8,735	8,963	9,211
Number of staff rooms to build					1,036	281	278	286	304	331	363	385
Ratio of Classrooms to staff rooms		6.9	7	0.00	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9
Percentage of Existing staff rooms to renovate	378	3%	7	0%	4.8%	5%	4%	4%	4%	4%	3%	3%
Number of kindergartens meeting the national standard	901				901	1,535	2,193	2,879	3,596	4,354	5,160	6,015
% of kindergartens meeting the national standard	13.2%	75%	7	9%	13.2%	22%	31%	40%	49%	57%	66%	75%
Number of kindergartens meeting the national standard to build					5	657	691	729	771	823	884	945
Percentage of Existing kindergartens meeting the national standards to renovate		3%	7	0%	3.0%	3%	3%	3%	3%	3%	3%	3%
Public Nurseries and Kindergartens												
Number of Classrooms					71,235	63,956	66,806	69,797	72,993	76,441	80,148	84,039
Number of new classrooms to build					2,013	2,074	3,852	4,039	4,291	4,594	4,909	5,151
Existing Classrooms to renovate					3,953	3,358	3,249	3,129	2,997	2,854	2,697	2,521
Number of functional rooms					8,148	6,308	6,796	7,311	7,855	8,431	9,035	9,660
Number of functional rooms to build					1,110	184	591	624	663	701.881815	739	770
Existing functional rooms to renovate					831	493	467	438	407	372	333	290
Number of staff rooms					7,883	8,043	8,198	8,359	8,535	8,735	8,963	9,211
Number of staff rooms to build					1,036	281	278	286	304	331	363	385
Existing staff rooms to renovate					378	365	351	337	322	307	292	276
Number of kindergartens meeting the national standards					967	1,568	2,233	2,926	3,651	4,417	5,231	6,095
Number of kindergartens meeting the national standards to build					31	658	699	737	780	832	893	955
Existing kindergartens meeting the national standards to renovate					29	47	67	88	110	133	157	183

PRIMARY EDUCATION

PRIMARY EDUCATION												
Item	Base Year	Targets	Duration in years	Annual Increment	2008	2009	2010	2011	2012	2013	2014	2015
	2008				2009	2010	2011	2012	2013	2014	2015	
A ENROLMENTS												
New Intake to primary Grade 1												
Total Male+Female	1,348,826				1,348,826	1,352,274	1,359,413	1,361,988	1,363,369	1,366,827	1,370,955	1,378,083
- In which: - Female	658,543				658,543	662,017	663,073	662,104	662,104	663,149	663,739	667,805
Gross intake rate (GIR) at Grade 1:												
Total Male+Female		100%	7	0.2%	99%	98.8%	99.0%	99.2%	99.4%	99.5%	99.8%	100.0%
- In which: - Female		100%	7	0.0%	100%	100.2%	100.2%	100.1%	100.1%	100.1%	100.0%	100.0%
Flow Rates (public+non-public)												
Promotion rate: Male + Female												
- Grade 1	96.3%	99.0%	7	0.6%	96.3%	96.7%	97.1%	97.5%	97.9%	98.2%	98.6%	99.0%
- Grade 2	96.5%	99.0%	7	0.4%	96.5%	96.9%	97.2%	97.6%	97.9%	98.3%	98.6%	99.0%
- Grade 3	96.5%	99.0%	7	0.4%	96.5%	96.9%	97.2%	97.6%	97.9%	98.3%	98.6%	99.0%
- Grade 4	95.4%	99.0%	7	0.5%	95.4%	95.9%	96.4%	97.0%	97.5%	98.0%	98.5%	99.0%
- Grade 5	98.2%	99.0%	7	0.1%	98.2%	98.3%	98.4%	98.5%	98.7%	98.8%	98.9%	99.0%
Promotion rate: Female only												
- Grade 1	97.6%	99.0%	7	0.2%	97.6%	97.8%	98.0%	98.2%	98.4%	98.6%	98.8%	99.0%
- Grade 2	97.9%	99.0%	7	0.2%	97.9%	98.1%	98.2%	98.4%	98.5%	98.7%	98.8%	99.0%
- Grade 3	97.3%	99.0%	7	0.2%	97.3%	97.5%	97.8%	98.0%	98.3%	98.5%	98.8%	99.0%
- Grade 4	97.2%	99.0%	7	0.3%	97.2%	97.5%	97.7%	98.0%	98.2%	98.5%	98.7%	99.0%
- Grade 5	98.2%	99.0%	7	0.1%	98.2%	98.3%	98.4%	98.5%	98.7%	98.8%	98.9%	99.0%
Repetition rate: Male + Female												
- Grade 1	2.4%	0.5%	7	-0.5%	2.4%	2.1%	1.8%	1.6%	1.3%	1.0%	0.8%	0.5%
- Grade 2	4.0%	0.5%	7	-0.3%	4.0%	3.5%	3.0%	2.5%	2.0%	1.5%	1.0%	0.5%
- Grade 3	2.6%	0.5%	7	-0.3%	2.6%	2.2%	1.9%	1.6%	1.4%	1.1%	0.8%	0.5%
- Grade 4	2.1%	0.5%	7	-0.2%	2.1%	1.9%	1.7%	1.4%	1.2%	1.0%	0.7%	0.5%
- Grade 5	2.2%	0.5%	7	-0.2%	2.2%	2.0%	1.7%	1.5%	1.2%	1.0%	0.7%	0.5%
Repetition rate: Female only												
- Grade 1	1.6%	0.5%	7	-0.1%	1.6%	1.4%	1.2%	1.1%	0.9%	0.8%	0.6%	0.5%
- Grade 2	2.0%	0.5%	7	-0.2%	2.0%	1.8%	1.6%	1.4%	1.1%	0.9%	0.7%	0.5%
- Grade 3	1.8%	0.5%	7	-0.2%	1.8%	1.6%	1.4%	1.2%	1.0%	0.9%	0.7%	0.5%
- Grade 4	1.6%	0.5%	7	-0.1%	1.6%	1.4%	1.2%	1.1%	0.9%	0.8%	0.6%	0.5%
- Grade 5	1.6%	0.5%	7	-0.2%	1.6%	1.4%	1.3%	1.1%	1.0%	0.8%	0.7%	0.5%
Drop-out rate: Male + Female												
- Grade 1	1.31%	0.5%	7	0.0%	1.3%	1.2%	1.1%	1.0%	0.9%	0.7%	0.6%	0.5%
- Grade 2	1.00%	0.5%	7	0.0%	1.0%	0.9%	0.9%	0.8%	0.7%	0.6%	0.6%	0.5%
- Grade 3	0.95%	0.5%	7	0.0%	1.0%	0.9%	0.8%	0.8%	0.7%	0.6%	0.6%	0.5%
- Grade 4	1.35%	0.5%	7	0.0%	1.4%	1.2%	1.1%	1.0%	0.9%	0.7%	0.6%	0.5%
- Grade 5	2.36%	0.5%	7	0.0%	2.4%	2.1%	1.8%	1.6%	1.3%	1.0%	0.8%	0.5%
Drop-out rate: Female only												
- Grade 1	0.9%	0.5%	7	0.0%	0.9%	0.8%	0.8%	0.7%	0.7%	0.6%	0.6%	0.5%
- Grade 2	0.4%	0.5%	7	0.0%	0.4%	0.4%	0.4%	0.4%	0.4%	0.5%	0.5%	0.5%
- Grade 3	0.3%	0.5%	7	0.0%	0.3%	0.3%	0.4%	0.4%	0.4%	0.4%	0.5%	0.5%
- Grade 4	1.2%	0.5%	7	0.0%	1.2%	1.1%	1.0%	0.9%	0.8%	0.7%	0.6%	0.5%
- Grade 5	1.2%	0.5%	7	0.0%	1.2%	1.1%	1.0%	0.9%	0.8%	0.7%	0.6%	0.5%
Total number of primary pupils (public):												
- Grade 1	1,423,256				1,423,256	1,409,204	1,408,735	1,404,249	1,398,475	1,394,795	1,391,877	1,392,002
- Grade 2	1,387,445				1,387,445	1,386,765	1,377,491	1,380,954	1,380,788	1,379,250	1,379,681	1,380,843
- Grade 3	1,413,146				1,413,146	1,369,468	1,369,580	1,362,258	1,367,194	1,368,781	1,368,963	1,371,059
- Grade 4	1,288,493				1,288,493	1,392,707	1,354,268	1,355,124	1,349,497	1,355,741	1,358,872	1,360,575
- Grade 5	1,256,877				1,256,877	1,240,382	1,346,154	1,316,368	1,323,197	1,323,997	1,336,327	1,345,717
Total number of primary pupils: Female												
- Grade 1	672,073				672,073	675,458	675,135	672,714	671,233	670,620	669,968	672,590
- Grade 2	663,178				663,178	667,839	671,342	671,191	668,921	667,546	667,233	666,497
- Grade 3	680,358				680,358	659,681	664,011	667,579	667,542	665,374	664,065	663,814
- Grade 4	621,639				621,639	671,482	652,755	657,369	661,571	662,229	660,747	660,087
- Grade 5	609,469				609,469	608,070	658,126	641,734	647,717	653,449	655,710	655,840
Drop-outs: Male+Female												
- Grade 1	14,233				14,233	13,085	12,075	11,033	9,989	8,967	7,954	6,960
- Grade 2	13,239				13,239	12,332	11,356	10,489	9,592	8,686	7,784	6,904
- Grade 3	19,086				19,086	16,832	15,169	13,433	11,820	10,171	8,508	6,855
- Grade 4	30,409				30,409	29,167	24,764	21,179	17,505	13,984	10,405	6,803
- Grade 5	11,744				11,744	10,820	10,908	9,949	9,079	8,263	7,511	6,729
Drop-outs: Female												
- Grade 1	2,417				2,417	2,665	2,699	2,824	2,953	3,085	3,216	3,363
- Grade 2	2,047				2,047	2,244	2,439	2,622	2,796	2,973	3,154	3,332
- Grade 3	8,352				8,352	7,412	6,771	6,113	5,419	4,710	4,011	3,319
- Grade 4	7,704				7,704	7,612	6,710	6,064	5,404	4,710	4,002	3,300
- Grade 5	7,187				7,187	6,580	6,483	5,699	5,124	4,535	3,915	3,279
Internal efficiency and other indicators												
Survival rate to grade 5: Male + Female	94.3%				94.3%	94.8%	95.4%	95.9%	96.4%	97.0%	97.5%	98.0%
- Female only	96.8%				96.8%	97.0%	97.2%	97.3%	97.5%	97.7%	97.8%	98.0%
Number of pupil-years / graduate: Male	5.35				5.35	5.31	5.28	5.24	5.21	5.17	5.14	5.10
- Female only	5.24				5.24	5.22	5.20	5.18	5.16	5.14	5.12	5.10
Coefficient of Internal Efficiency: Male + Female	93.47%				93.47%	94.12%	94.76%	95.41%	96.06%	96.71%	97.36%	98.01%
- Female only	95.44%				95.44%	95.80%	96.17%	96.54%	96.90%	97.27%	97.64%	98.01%

Item	2008	Targets	Duration	Annual	2008	2009	2010	2011	2012	2013	2014	2015
	2009		in years	Increment	2009	2010	2011	2012	2013	2014	2015	2016
Summary												
Enrolment												
Public	6,769,216				6,769,216	6,798,526	6,856,229	6,818,943	6,819,152	6,822,565	6,835,720	6,850,195
Male	3,522,497				3,522,497	3,515,996	3,534,859	3,508,357	3,502,168	3,503,147	3,517,997	3,531,367
Female	3,246,719				3,246,719	3,282,530	3,321,369	3,310,586	3,316,984	3,319,418	3,317,723	3,318,828
Non-public	40,402				40,402	40,631	41,039	40,882	40,952	41,042	41,192	41,349
Male	22,069				22,069	21,913	21,915	21,636	21,483	21,375	21,350	21,316
Female	18,333				18,333	18,718	19,124	19,246	19,468	19,667	19,842	20,033
% Non-public/Total					0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%
Male		0.6%	7	0.0%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%
Female		0.6%	7	0.0%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%
Total	6,809,618				6,809,618	6,839,157	6,897,268	6,859,825	6,860,104	6,863,607	6,876,912	6,891,545
Male	3,544,566				3,544,566	3,537,910	3,556,775	3,529,993	3,523,651	3,524,522	3,539,348	3,552,683
Female	3,265,052				3,265,052	3,301,248	3,340,493	3,329,832	3,336,452	3,339,086	3,337,565	3,338,861
Gross enrolment ratio (Public+Non)	97.1%				97.1%	98.6%	100.3%	100.2%	100.3%	100.3%	100.4%	100.5%
Male	96.7%				96.7%	97.9%	99.4%	99.3%	99.4%	99.5%	99.8%	100.2%
Female	97.5%				97.5%	99.5%	101.2%	101.1%	101.2%	101.1%	101.0%	100.8%
Total number of graduates (Public)	1,234,253				1,241,576	1,226,718	1,332,884	1,304,907	1,313,221	1,315,550	1,329,351	1,340,253
Male	635,754				639,716	625,509	681,391	668,869	670,473	666,327	677,093	687,076
Female	598,499				601,860	601,209	651,493	636,038	642,748	649,223	652,258	653,177
Attending full-day schooling classes (Public)												
Number	3,216,223				3,216,223	3,448,552	3,698,078	3,897,025	4,116,210	4,337,446	4,565,408	4,795,137
Percentage of pupils attending full-day schooling		70%	7	3.2%	47.5%	50.7%	53.9%	57.1%	60.4%	63.6%	66.8%	70.0%
B. EDUCATION STAFF (Public)												
Attrition rate		1.00%	7	0.00	1.3%	1%	1%	1%	1%	1%	1%	1%
Total number of classes	265,058				265,058	259,724	255,703	248,407	242,778	237,511	232,803	228,340
Total number of schools	14,769				14,769	14,582	14,466	14,161	13,948	13,752	13,586	13,432
Class size		30.0	7	0.64	25.5	26.2	26.8	27.5	28.1	28.7	29.4	30.0
Ratio of class/school		17.0	7	-0.14	17.9	17.8	17.7	17.5	17.4	17.3	17.1	17.0
Total number of teachers	346,085				346,085	335,199	326,148	313,092	302,331	292,186	282,879	274,008
New posts of teachers					0	0	0	0	0	0	0	0
Number of Standard teachers	342,032				342,032	331,834	323,420	310,996	300,814	291,208	282,406	274,008
Number of non-Standard teacher	4,053				4,053	3,365	2,728	2,095	1,517	978	473	0
Ratio of Standard teachers		100%	7	0.2%	99%	99%	99%	99%	99%	100%	100%	100%
Ratio of non-Standard teachers		0%	7	-0.2%	1%	1%	1%	1%	1%	0%	0%	0%
Number of teachers per group		1.2	7	-0.02	1.31	1.3	1.3	1.3	1.2	1.2	1.2	1.2
Attrition of teachers	4,346				4,346	4,087	3,857	3,588	3,355	3,135	2,932	2,740
Number of non-teaching staff	90,911				90,911	88,049	85,669	82,237	79,409	76,742	74,295	71,964
Number of administrators	36,852				36,852	35,688	34,720	33,325	32,176	31,092	30,098	29,150
Number of other non-teaching staff	54,059				54,059	52,361	50,949	48,912	47,233	45,650	44,198	42,814
Ratio of Teachers to administrators		9.4	7	0.00	9.4	9.4	9.4	9.4	9.4	9.4	9.4	9.4
Ratio of Teachers to other non-teaching staff		6.4	7	0.00	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.4
C. INSTRUCTIONAL MATERIALS (PUBLIC)												
Textbooks	2008	2012	2015	Lifespan	54,153,728	54,388,211	54,849,829	54,551,541	54,553,218	54,580,524	54,685,760	54,801,563
Core subject books per pupil	8.00	8.0	8.0	1	8.0	8.00	8.00	8.00	8.00	8.00	8.00	8.00
# Core textbooks					54,153,728	54,388,211	54,849,829	54,551,541	54,553,218	54,580,524	54,685,760	54,801,563
Other books per pupil	0.00	0.0	0.0	1	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
# Other textbooks					0	0	0	0	0	0	0	0
Teaching guides	2008	2012	2016	Lifespan	2,768,680	2,681,590	2,609,187	2,504,732	2,418,648	2,337,486	2,263,030	2,192,064
Core guides per teacher	8.00	8.0	8.0	1	8.0	8.00	8.00	8.00	8.00	8.00	8.00	8.00
# Core teaching guides					2,768,680	2,681,590	2,609,187	2,504,732	2,418,648	2,337,486	2,263,030	2,192,064
Other guides per teacher	0.00	0.0	0.0	1	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
# Other guides					0	0	0	0	0	0	0	0
D. PUBLIC PHYSICAL INFRASTRUCTURE												
Depreciation rate	1.5%				1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%
Number of Classrooms	244,596				244,596	242,346	241,285	237,074	234,375	231,967	230,054	228,340
Number of new classrooms to build	5,046				5,046	3,635	3,619	3,556	3,516	3,479	3,451	3,425
Percentage of double shifting classes		0%	7	-1.2%	8%	7%	6%	5%	4%	2%	1%	0%
Percentage of Existing Classroom	9,733	3%	7	-0.1%	4.0%	4%	4%	4%	3%	3%	3%	3%
Number of functional rooms	28,669				28,669	28,420	28,311	27,832	27,529	27,261	27,051	26,864
Number of functional rooms to build	2,309				2,309	426	425	417	413	409	406	403
Ratio of Classrooms to functional rooms		8.5	7	0.00	8.5	8.5	8.5	8.5	8.5	8.5	8.5	8.5
Percentage of Existing functional	1,709	3%	7	-0.4%	6.0%	6%	5%	5%	4%	4%	3%	3%
Number of Computer rooms	0				0	0	0	0	0	0	0	0
Number of Computer rooms to build	0				0	0	0	0	0	0	0	0
Ratio of Classrooms to Computer rooms		0.0	0	0.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Percentage of Existing Computer rooms to renovate		3%	7	0.0%	3.0%	3%	3%	3%	3%	3%	3%	3%
Number of staff rooms	30,413				30,413	30,156	30,047	29,545	29,230	28,952	28,735	28,543
Number of staff rooms to build	1,744				1,744	452	451	443	438	434	431	428
Ratio of Classrooms to staff rooms		8.0	7	-0.01	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Percentage of Existing staff rooms	1,568	3%	7	-0.3%	5.2%	5%	5%	4%	4%	4%	3%	3%
Number of Schools with playground	1,629				1,629	1,614	1,607	1,580	1,562	1,546	1,533	1,522
Number of Schools with playground	84				84	24	24	24	23	23	23	23
Ratio of Classrooms to Schools with playground		150.0	7	-0.02	150.2	150.1	150.1	150.1	150.1	150.0	150.0	150.0
Percentage of Existing Schools with playground		3%	7	0.0%	3.0%	3%	3%	3%	3%	3%	3%	3%

LOWER SECONDARY EDUCATION													
Item	Base Year				2008	2009	2010	2011	2012	2013	2014	2015	2016
	2008	Targets	Duration in years	Annual Increment									
A. ENROLMENTS													
Number of graduates from Primary Education													
Total Male+Female	1,241,576				1,241,576	1,226,718	1,332,884	1,304,907	1,313,221	1,315,550	1,329,351	1,340,253	
- In which: - Female	601,860				601,860	601,209	651,493	636,038	642,748	649,223	652,258	653,177	
Registration rate at Grade 6:													
Public Male+Female	98%	100%	7	0.3%	98%	98%	99%	99%	99%	99%	100%	100%	
- In which: - Female	98%	100%	7	0.3%	98%	98%	99%	99%	99%	99%	100%	100%	
Non-public Male+Female	1%	1%	7	0.0%	1%	1%	1%	1%	1%	1%	1%	1%	
- In which: - Female	1%	1%	7	0.0%	1%	1%	1%	1%	1%	1%	1%	1%	
Total Male+Female					99%	99%	100%	100%	100%	100%	101%	101%	
- In which: - Female					99%	99%	100%	100%	100%	100%	101%	101%	
Flow Rates (Public)													
Promotion rate: Male + Female													
- Grade 6	93.1%	96.2%			93.1%	93.5%	94.0%	94.4%	94.8%	95.3%	95.7%	96.2%	
- Grade 7	92.0%	96.0%	7	0.6%	92.0%	92.6%	93.1%	93.7%	94.3%	94.9%	95.4%	96.0%	
- Grade 8	91.7%	96.0%	7	0.6%	91.7%	92.3%	92.9%	93.6%	94.2%	94.8%	95.4%	96.0%	
- Grade 9	96.8%	96.8%	7	0.0%	96.8%	96.8%	96.8%	96.8%	96.8%	96.8%	96.8%	96.8%	
Promotion rate: Female only													
- Grade 6	93.9%	96.9%			93.9%	94.4%	94.8%	95.2%	95.6%	96.0%	96.5%	96.9%	
- Grade 7	92.0%	97.0%	7	0.7%	92.0%	92.7%	93.4%	94.1%	94.8%	95.5%	96.3%	97.0%	
- Grade 8	93.9%	97.0%	7	0.4%	93.9%	94.4%	94.8%	95.2%	95.7%	96.1%	96.5%	97.0%	
- Grade 9	93.0%	97.0%	7	0.6%	93.0%	93.6%	94.1%	94.7%	95.3%	95.9%	96.4%	97.0%	
- Grade 9	96.8%	96.8%	7	0.0%	96.8%	96.8%	96.8%	96.8%	96.8%	96.8%	96.8%	96.8%	
Repetition rate: Male + Female													
- Grade 6	2.7%	1.5%			2.7%	2.5%	2.3%	2.2%	2.0%	1.9%	1.7%	1.5%	
- Grade 7	5.1%	1.0%	7	-0.6%	5.1%	4.5%	3.9%	3.4%	2.8%	2.2%	1.6%	1.0%	
- Grade 8	2.8%	2.0%	7	-0.1%	2.8%	2.7%	2.6%	2.5%	2.3%	2.2%	2.1%	2.0%	
- Grade 9	2.2%	2.5%	7	0.0%	2.2%	2.2%	2.3%	2.3%	2.4%	2.4%	2.5%	2.5%	
- Grade 9	0.5%	0.5%	7	0.0%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	
Repetition rate: Female only													
- Grade 6	1.4%	1.1%			1.4%	1.3%	1.3%	1.3%	1.3%	1.2%	1.2%	1.1%	
- Grade 7	2.7%	2.0%	7	-0.1%	2.7%	2.6%	2.5%	2.4%	2.3%	2.2%	2.1%	2.0%	
- Grade 8	1.5%	1.0%	7	-0.1%	1.5%	1.4%	1.3%	1.3%	1.2%	1.1%	1.1%	1.0%	
- Grade 9	1.1%	1.1%	7	0.0%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	
- Grade 9	0.3%	0.3%	7	0.0%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	
Drop-out rate: Male + Female													
- Grade 6	4.3%	2.3%			4.3%	4.0%	3.7%	3.4%	3.1%	2.9%	2.6%	2.3%	
- Grade 7	2.9%	3.0%			2.9%	2.9%	2.9%	2.9%	2.9%	3.0%	3.0%	3.0%	
- Grade 8	5.3%	2.0%			5.3%	4.8%	4.3%	3.9%	3.4%	2.9%	2.5%	2.0%	
- Grade 9	6.1%	1.5%			6.1%	5.4%	4.8%	4.1%	3.5%	2.8%	2.2%	1.5%	
- Grade 9	2.7%	2.7%			2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	
Drop-out rate: Female only													
- Grade 6	4.7%	1.9%			4.7%	4.3%	3.9%	3.5%	3.1%	2.7%	2.3%	1.9%	
- Grade 7	5.3%	1.0%			5.3%	4.7%	4.1%	3.5%	2.9%	2.2%	1.6%	1.0%	
- Grade 8	4.6%	2.0%			4.6%	4.2%	3.9%	3.5%	3.1%	2.7%	2.4%	2.0%	
- Grade 9	5.9%	1.9%			5.9%	5.3%	4.8%	4.2%	3.6%	3.0%	2.5%	1.9%	
- Grade 9	3.0%	2.9%			3.0%	3.0%	3.0%	3.0%	3.0%	2.9%	2.9%	2.9%	
Total number of students: Male + Female													
- Grade 6	5,439,999				5,439,999	5,167,901	4,945,342	4,920,677	4,918,885	5,001,153	5,104,383	5,137,274	
- Grade 7	1,390,797				1,390,797	1,291,632	1,267,828	1,367,725	1,339,674	1,342,823	1,341,063	1,350,673	
- Grade 8	1,371,544				1,371,544	1,317,807	1,230,969	1,212,462	1,311,481	1,293,794	1,302,562	1,307,279	
- Grade 9	1,374,566				1,374,566	1,291,049	1,248,044	1,174,434	1,163,093	1,263,725	1,257,496	1,273,779	
- Grade 9	1,303,093				1,303,093	1,267,412	1,198,502	1,166,056	1,104,638	1,100,811	1,203,263	1,205,543	
Total number of students: Female only													
- Grade 6	2,648,755				2,648,755	2,484,930	2,360,789	2,344,480	2,351,559	2,411,275	2,480,063	2,510,218	
- Grade 7	663,638				663,638	609,310	608,344	659,157	645,320	653,878	661,711	666,132	
- Grade 8	657,589				657,589	620,024	573,466	575,903	627,749	620,544	631,906	643,850	
- Grade 9	675,909				675,909	625,358	592,185	550,357	554,695	606,849	603,225	616,845	
- Grade 9	651,619				651,619	630,238	586,794	559,063	522,795	530,005	583,222	583,391	
Drop-outs: Male+Female													
- Grade 6	231,517				231,517	205,404	182,645	167,238	154,601	143,417	132,183	118,804	
- Grade 7	39,923				39,923	37,316	36,862	40,020	39,447	39,788	39,984	40,520	
- Grade 8	72,056				72,056	63,108	53,228	46,792	44,517	37,903	32,106	26,148	
- Grade 9	83,952				83,952	70,354	59,795	48,538	40,414	35,592	27,140	19,107	
- Grade 9	35,585				35,585	34,627	32,760	31,889	30,224	30,133	32,954	33,032	
Drop-outs: Female													
- Grade 6	124,861				124,861	106,943	92,574	82,558	73,503	65,748	57,778	48,410	
- Grade 7	35,488				35,488	28,798	24,974	22,967	18,505	14,861	10,727	6,661	
- Grade 8	30,243				30,243	26,213	22,116	20,071	19,547	17,019	14,984	12,877	
- Grade 9	39,818				39,818	33,274	28,133	23,008	20,027	18,450	14,901	11,720	
- Grade 9	19,312				19,312	18,657	17,351	16,512	15,423	15,618	17,167	17,152	
Summary													
Enrolment													
Public	5,439,999				5,439,999	5,167,901	4,945,342	4,920,677	4,918,885	5,001,153	5,104,383	5,137,274	
Male	2,791,244				2,791,244	2,682,971	2,584,653	2,576,197	2,567,326	2,589,878	2,624,320	2,627,057	
Female	2,648,755				2,648,755	2,484,930	2,360,789	2,344,480	2,351,559	2,411,275	2,480,063	2,510,218	
Non-public	60,124				60,124	56,514	53,436	52,485	51,756	51,897	52,253	51,892	
Male	36,021				36,021	33,546	31,279	30,145	29,013	28,231	27,557	26,536	
Female	24,103				24,103	22,967	22,157	22,340	22,743	23,666	24,696	25,356	
% Non-public/Total					1.1%	1.1%	1.1%	1.1%	1.0%	1.0%	1.0%	1.0%	
Male		1%	7	0.0%	1.3%	1.2%	1.2%	1.2%	1.1%	1.1%	1.0%	1.0%	
Female		1%	7	0.0%	0.9%	0.9%	0.9%	0.9%	1.0%	1.0%	1.0%	1.0%	
Total	5,500,123				5,500,123	5,224,415	4,998,778	4,973,162	4,970,642	5,053,050	5,156,636	5,189,166	
Male	2,827,265				2,827,265	2,716,517	2,615,932	2,606,342	2,596,339	2,618,109	2,651,877	2,653,593	
Female	2,672,858				2,672,858	2,507,898	2,382,846	2,366,820	2,374,302	2,434,941	2,504,759	2,535,573	

Item	2008	Targets	Duration in years	Annual Increment	2008	2009	2010	2011	2012	2013	2014	2015
	2009				2009	2010	2011	2012	2013	2014	2015	2016
Gross enrolment ratio (Public+Non	88.5%				88.5%	86.8%	85.3%	86.8%	88.3%	91.1%	93.9%	95.0%
Male	86.2%				86.2%	85.7%	84.9%	86.7%	88.1%	90.3%	92.8%	93.6%
Female	91.0%				91.0%	88.0%	85.8%	86.8%	88.4%	91.9%	95.2%	96.6%
Transition rate from Primary to Low	99.0%				99.0%	97.6%	98.0%	98.3%	98.7%	99.1%	99.5%	99.9%
Male	99.0%				99.0%	97.7%	98.1%	98.4%	98.8%	99.2%	99.5%	99.9%
Female	99.0%				99.0%	97.4%	97.8%	98.2%	98.6%	99.1%	99.5%	99.9%
Total number of graduates (Public	1,260,873				1,274,656	1,239,614	1,172,067	1,140,183	1,079,977	1,076,084	1,176,075	1,178,148
Male	630,366				638,464	624,211	599,005	594,128	569,275	558,267	606,186	608,014
Female	630,507				636,192	615,403	573,062	546,055	510,702	517,817	569,889	570,134
Attending full-day schooling classes (Public)												
Number	476,442				476,442	1,126,224	1,722,326	2,355,124	2,995,421	3,697,397	4,439,049	5,137,274
Percentage of pupils attending full	8.8%	100%	7	13.0%	8.8%	21.8%	34.8%	47.9%	60.9%	73.9%	87.0%	100.0%
B. EDUCATION STAFF (Public)												
Attrition rate					3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
Total number of classes	152,138				152,138	144,967	139,146	138,874	139,249	142,013	145,390	146,779
Total number of schools	10,118				10,118	9,831	9,626	9,805	10,038	10,456	10,939	11,291
Class size		35.0	7	-0.11	35.8	35.6	35.5	35.4	35.3	35.2	35.1	35.0
Ratio of class/school		13.0	7	-0.29	15.0	14.7	14.5	14.2	13.9	13.6	13.3	13.0
Total number of teachers	308,406				308,406	289,165	273,039	267,999	264,204	264,840	266,420	264,202
New posts of teachers					0	0	0	3,151	4,245	8,562	9,525	5,775
Number of Standard teachers	300,282				300,282	282,636	267,901	263,965	261,221	262,847	265,417	264,202
Number of non-Standard teachers	8,124				8,124	6,529	5,137	4,034	2,983	1,993	1,003	0
Ratio of Standard teachers		100%	7	0.4%	97%	98%	98%	98%	99%	99%	100%	100%
Ratio of non-Standard teachers		0%	7	-0.4%	3%	2%	2%	2%	1%	1%	0%	0%
Number of teachers per group		1.8	7	-3.2%	2.03	2.0	2.0	1.9	1.9	1.9	1.8	1.8
Attrition of teachers	4,569				9,252	8,675	8,191	8,040	7,926	7,945	7,993	7,926
Number of non-teaching staff	77,770				77,770	72,951	68,913	67,671	66,743	66,933	67,363	66,832
Number of administrators	23,899				23,899	22,409	21,160	20,771	20,478	20,528	20,652	20,481
Number of other non-teaching staff	53,871				53,871	50,542	47,753	46,900	46,265	46,405	46,711	46,351
Ratio of Teachers to administrators		12.9	7	0.00	12.9	12.9	12.9	12.9	12.9	12.9	12.9	12.9
Ratio of Teachers to other non-teaching		5.7	7	0.00	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
C. INSTRUCTIONAL MATERIALS (PUBLIC)												
Textbooks	2008	2012	2015	Lifespan	59,839,989	56,846,912	54,398,763	54,127,446	54,107,738	55,012,684	56,148,213	56,510,018
Core subject books per pupil	8.00	8.0	8.0	1	8.0	8.00	8.00	8.00	8.00	8.00	8.00	8.00
# Core textbooks					43,519,992	41,343,209	39,562,736	39,365,415	39,351,082	40,009,225	40,835,064	41,098,195
Other books per pupil	3.00	3.0	3.0	1	3.0	3.00	3.00	3.00	3.00	3.00	3.00	3.00
# Other textbooks					16,319,997	15,503,703	14,836,026	14,762,031	14,756,656	15,003,459	15,313,149	15,411,823
Teaching guides	2008	2012	2015	Lifespan	3,392,466	3,180,818	3,003,428	2,947,986	2,906,243	2,913,239	2,930,618	2,906,224
Core guides per teacher	8.00	8.0	8.0	1	8.00	8.00	8.00	8.00	8.00	8.00	8.00	8.00
# Core teaching guides					2,467,248	2,313,322	2,184,311	2,143,990	2,113,631	2,118,719	2,131,359	2,113,618
Other guides per teacher	3.00	3.0	3.0	1	3.0	3.00	3.00	3.00	3.00	3.00	3.00	3.00
# Other guides					925,218	867,496	819,117	803,996	792,612	794,520	799,259	792,607
D. PUBLIC PHYSICAL INFRASTRUCTURE												
Depreciation rate	1.5%				1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%
Number of Classrooms	126,274				126,274	121,109	117,012	117,558	118,662	121,830	125,571	127,634
Number of new classrooms to build	3,534				3,534	1,817	1,755	2,309	2,884	4,996	5,624	3,978
Percentage of double shifting classes		15%	7	-0.8%	20%	20%	19%	18%	17%	17%	16%	15%
Percentage of Existing Classroom	5,299	5%	7	0.1%	4.2%	4%	4%	5%	5%	5%	5%	5%
Number of subject rooms	33,260				33,260	31,896	30,812	30,952	31,239	32,069	33,049	33,588
Number of subject rooms to build	1,151				1,151	478	462	604	755	1,311	1,476	1,042
Ratio of Classrooms to subject rooms		3.8	7	0.00	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
Percentage of Existing subject rooms	971	3%	7	0.0%	2.9%	3%	3%	3%	3%	3%	3%	3%
Number of functional rooms	17,736				17,736	17,017	16,448	16,531	16,693	17,146	17,679	17,977
Number of functional rooms to build	1,160				1,160	255	247	331	412	710	799	567
Ratio of Classrooms to functional rooms		7.1	7	0.00	7.1	7.1	7.1	7.1	7.1	7.1	7.1	7.1
Percentage of Existing functional	1,005	3%	7	-0.4%	5.7%	5%	5%	5%	4%	4%	3%	3%
Number of staff rooms	21,820				21,820	20,921	20,207	20,294	20,478	21,019	21,657	22,006
Number of staff rooms to build	1,430				1,430	314	303	392	491	855	963	679
Ratio of Classrooms to staff rooms		5.8	7	0.00	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
Percentage of Existing staff rooms	1,000	3%	7	-0.2%	4.6%	4%	4%	4%	4%	3%	3%	3%
Number of Sites with playgrounds	6,818				6,818	6,465	6,177	6,137	6,127	6,223	6,346	6,382
Number of Sites with playgrounds	800				800	97	93	92	92	189	218	132
Ratio of Classrooms to Sites with playgrounds		20.0	7	0.21	18.5	18.7	18.9	19.2	19.4	19.6	19.8	20.0
Percentage of Existing Sites with playgrounds		3%	7	0.0%	3.0%	3%	3%	3%	3%	3%	3%	3%

CONTINUING EDUCATION												
Item	Base Year				2008	2009	2010	2011	2012	2013	2014	2015
	2008	Targets	Duration in years	Annual Increment								
	2009				2009	2010	2011	2012	2013	2014	2015	
A. ENROLMENTS												
LITERACY												
Literate population (15+)	63,826,305				63,826,305	65,153,373	66,425,649	67,623,489	68,770,511	69,904,794	71,017,271	72,102,537
Male	31,412,764		Mortality rate->	1.05%	31,412,764	32,066,576	32,690,595	33,286,474	33,852,164	34,396,171	34,928,105	35,445,432
Female	32,413,541		Mortality rate->	0.79%	32,413,541	33,086,797	33,735,054	34,337,015	34,918,347	35,508,623	36,089,166	36,657,105
Illiteracy rates (15+)		100.0%			97.9%	98.2%	98.5%	98.8%	99.1%	99.4%	99.7%	100.0%
Male	98.5%	100.0%	7	0.2%	98.5%	99%	99%	99%	99%	100%	100%	100%
Female	97.3%	100.0%	7	0.4%	97.3%	98%	98%	98%	99%	99%	100%	100%
Adults to enroll at literacy centres					56,787	57,071	57,356	57,643	57,931	58,221	58,512	58,805
Male	27,103				27,103	27,239	27,375	27,512	27,649	27,787	27,926	28,068
Basic literacy	14,544	0.5%	<- % annual increment		14,544	14,617	14,690	14,763	14,837	14,911	14,986	15,061
Post literacy	12,559	0.5%	<- % annual increment		12,559	12,622	12,685	12,748	12,812	12,876	12,941	13,005
Female	29,684				29,684	29,832	29,982	30,131	30,282	30,434	30,586	30,739
Basic literacy	16,221	0.5%	<- % annual increment		16,221	16,302	16,384	16,466	16,548	16,631	16,714	16,797
Post literacy	13,463	0.5%	<- % annual increment		13,463	13,530	13,598	13,666	13,734	13,803	13,872	13,941
EQUIVALENCY PROGRAMMES												
Primary Levels												
Number of Learners	37,277				37,277	40,413	41,764	41,846	41,034	39,240	36,420	32,638
Number of out-of-school children	83,744				83,744	78,129	70,844	63,259	55,933	48,700	41,487	34,251
% of out-of-school children completing EP	45%	95.0%	7	7.2%	44.5%	62%	59%	73%	81%	88%	88%	96%
Lower Secondary Level												
Number of Learners	106,890				106,890	101,814	96,949	94,400	93,046	90,482	84,282	77,195
Number of out-of-school children	195,932				195,932	170,777	149,885	135,350	124,378	113,283	99,229	85,772
% of out-of-school children completing EP	65%	90.0%	7	5.1%	64.8%	60%	65%	70%	75%	80%	85%	90%
Upper Secondary Level												
Number of Learners	307,295			1.0%	307,295	310,368	313,472	316,606	319,772	322,970	326,200	329,462
Total Equivalency programmes					451,462	452,595	452,175	452,853	453,853	452,693	446,901	439,195
Number of Learners					451,462	452,595	452,175	452,853	453,853	452,693	446,901	439,195
SKILLS DEVELOPMENT PROGRAMMES												
ICT and Informatics												
Number of learners	306,324			1.0%	306,324	309,387	312,481	315,606	318,762	321,950	325,169	328,421
Foreign Languages												
Number of learners	201,053			1.0%	201,053	203,084	205,094	207,145	209,217	211,309	213,422	215,556
Others												
Number of learners	11,283,139			1.0%	11,283,139	11,395,970	11,509,830	11,625,029	11,741,280	11,858,692	11,977,279	12,097,052
Total NFE Learners					12,298,765	12,418,087	12,537,036	12,656,276	12,781,042	12,902,865	13,021,284	13,139,029
B. TEACHING AND NON-TEACHING STAFF												
Student/staff ratio		96	7	0	96	96	96	96	96	96	96	96
New trainers					0	1,208	1,204	1,227	1,242	1,232	1,195	1,188
Total training staff	128,369				128,369	129,577	130,781	132,008	133,250	134,482	135,677	136,865
Teachers	27,052				27,052	27,293	27,533	27,777	28,025	28,269	28,506	28,742
Continuing Education	12,699											
Informatics and foreign languages	11,380											
Community Learning Centers	2,993											
Collaborators (CLCs only)	74,784				74,784	75,440	76,093	76,759	77,432	78,098	78,743	79,382
Administrators	26,533				26,533	26,844	27,155	27,472	27,794	28,114	28,428	28,742
Continuing Education	1,498											
Informatics and foreign languages	1,892											
Community Learning Centers	23,143											
Ratio of Teachers	21%	21.0%	7	0.0%	21%	21%	21%	21%	21%	21%	21%	21%
Ratio of Collaborators (CLCs only)	58%	58.0%	7	0.0%	58%	58%	58%	58%	58%	58%	58%	58%
Ratio of Administrators	21%	21.0%	7	0.0%	21%	21%	21%	21%	21%	21%	21%	21%
C. INSTRUCTIONAL MATERIALS												
LITERACY												
Learners	2008	2012	2015	Lifespan	56,788	57,072	57,357	57,644	57,932	58,222	58,513	58,806
Number of textbooks	1	1	1	1	1.0	1.00	1.00	1.00	1.00	1.00	1.00	1.00
EQUIVALENCY PROGRAMMES												
Learners	8	8	8	1	8.0	8.00	8.00	8.00	8.00	8.00	8.00	8.00
Number of textbooks					3,611,696	452,603	452,175	452,853	453,853	452,693	446,901	439,195
SKILLS DEVELOPMENT PROGRAMMES												
Learners	1	1	1	1	1.0	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Number of textbooks					11,790,517	11,908,422	12,027,506	12,147,781	12,269,259	12,391,852	12,515,871	12,641,030
Total number of textbooks					15,458,999	12,418,087	12,537,036	12,656,276	12,781,042	12,902,865	13,021,284	13,139,029
D. INFRASTRUCTURE AND FACILITIES												
Continuing Education Centers												
Classrooms	7,172	1.5%	<- Depreciation rate		7,172	7,387	7,609	7,837	8,072	8,314	8,564	8,821
Number of classrooms to build				3%	323	332	342	353	363	374	385	397
Laboratories	437				437	452	467	483	499	516	533	551
Rate of laboratories to classrooms		16	7	0	16	16	16	16	16	16	16	16
Number of laboratories to build					0	0	0	0	0	0	0	0
Libraries	425				425	437	450	463	476	490	504	519
Rate of libraries to classrooms		17	7	0	17	17	17	17	17	17	17	17
Number of libraries to build					0	0	0	0	0	0	0	0
% of classrooms to be renovated	5%	3%	7	-0.3%	5.0%	5%	4%	4%	4%	4%	3%	3%
% of laboratories to be renovated	5%	3%	7	-0.3%	5.0%	5%	4%	4%	4%	4%	3%	3%
% of libraries to be renovated	5%	3%	7	-0.3%	5.0%	5%	4%	4%	4%	4%	3%	3%
Community Learning Centers (CLCs)												
Number of CLCs	9,551	1.5%	<- Depreciation rate		9,551	9,766	9,982	10,197	10,413	10,628	10,844	11,059
% of communes with CLCs	86.36%	100.00%	7	1.95%	86.38%	88%	90%	92%	94%	96%	98%	100%
Number of CLCs to build	11,059	<- Number of communes			0	215	215	215	215	215	215	215
% of CLCs to be renovated	3%	3%	7	0.0%	3.0%	3%	3%	3%	3%	3%	3%	3%

ADDRESSING DISABILITIES AND MARGINALIZED											
		All costs are in Million Dongs, unless otherwise specified									
Item	Base Year		2008	2009	2010	2011	2012	2013	2014	2015	2016
	2008	2009	2009	2010	2011	2012	2013	2014	2015	2016	
Cost stabilization index			5%	100%	105%	110%	116%	122%	128%	134%	141%
Disabled children											
Proportion of children who are disabled											
Kindergartens			0.80%	0.80%	0.80%	0.80%	0.80%	0.80%	0.80%	0.80%	0.80%
Primary			1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%
Lower secondary			1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%
Upper secondary			0.71%	0.71%	0.71%	0.71%	0.71%	0.71%	0.71%	0.71%	0.71%
Number of the disabled children			194,340	198,859	195,611	192,812	190,606	188,989	187,957	187,449	
Kindergartens			33,148	33,170	33,161	33,166	33,217	33,350	33,575	33,848	
Primary			70,381	69,560	69,011	68,706	68,618	68,670	68,727	68,785	
Lower secondary			54,252	60,387	58,766	57,484	56,483	55,662	55,075	54,779	
Upper secondary			36,559	35,743	34,673	33,456	32,288	31,308	30,580	30,038	
Additional costs for enrolling physically disabled children:											
Kindergartens	0.20	<- unit cost	6,630	6,966	7,312	7,679	8,075	8,513	8,999	9,526	
Primary	0.20	<- unit cost	14,076	14,608	15,217	15,907	16,681	17,528	18,420	19,357	
Lower secondary	0.20	<- unit cost	10,850	12,681	12,958	13,309	13,731	14,208	14,761	15,416	
Other disadvantaged children											
Proportion of extremely poor children											
Kindergartens			-3%	12.80%	12.42%	12.04%	11.68%	11.33%	10.99%	10.66%	10.34%
Primary			-3%	13.40%	13.00%	12.61%	12.23%	11.87%	11.51%	11.17%	10.83%
Lower secondary			-3%	14.71%	14.27%	13.84%	13.43%	13.03%	12.63%	12.26%	11.89%
Number of extremely poor children			3,065,785	2,920,647	2,784,818	2,659,731	2,547,307	2,447,234	2,358,946	2,280,617	
Kindergartens			527,784	512,284	496,794	481,956	468,216	455,988	445,286	435,449	
Primary			940,538	901,674	867,722	837,980	811,796	788,032	765,035	742,701	
Lower secondary			914,686	859,171	811,024	769,535	733,445	701,102	672,902	649,203	
Proportion of the minority children											
Kindergartens			14.66%	14.66%	14.66%	14.66%	14.66%	14.66%	14.66%	14.66%	
Primary			14.46%	14.46%	14.46%	14.46%	14.46%	14.46%	14.46%	14.46%	
Lower secondary			14.02%	14.02%	14.02%	14.02%	14.02%	14.02%	14.02%	14.02%	
Number of minority children			3,190,828	3,136,181	3,084,959	3,039,440	3,002,743	2,975,662	2,958,450	2,949,732	
Kindergartens			604,404	604,798	604,650	604,733	605,662	608,087	612,181	617,171	
Primary			1,014,736	1,002,893	994,979	990,593	989,320	990,061	990,895	991,720	
Lower secondary			871,556	843,979	821,322	803,409	789,412	777,940	769,741	765,599	
Additional costs for enrolling extremely poor children:											
Kindergartens	0.20	<- unit cost	105,557	107,580	109,543	111,585	113,824	116,394	119,345	122,544	
Primary	0.20	<- unit cost	188,108	189,352	191,333	194,013	197,349	201,150	205,044	209,011	
Lower secondary	0.20	<- unit cost	182,937	180,426	178,831	178,167	178,301	178,961	180,351	182,699	
Additional costs for enrolling minority children:											
Kindergartens	0.20	<- unit cost	120,881	127,008	133,325	140,011	147,237	155,218	164,076	173,684	
Primary	0.20	<- unit cost	202,947	210,608	219,393	229,347	240,505	252,719	265,579	279,090	
Lower secondary	0.20	<- unit cost	174,311	177,235	181,102	186,009	191,907	198,574	206,305	215,455	
Total Inclusion-related costs											
Kindergartens			233,067	241,553	250,180	259,274	269,136	280,125	292,420	305,754	
Primary			405,131	414,567	425,942	439,268	454,535	471,398	489,043	507,458	
Lower secondary			368,099	370,343	372,890	377,485	383,939	391,743	401,417	413,570	
Running & management costs	10%	<- % of total	100,630	107,779	115,654	124,564	134,631	145,913	158,517	172,621	
Total			1,106,927	1,134,241	1,164,666	1,200,591	1,242,241	1,289,178	1,341,398	1,399,402	

Note: % of the marginalized pupil were calculated based on the data from VANPRO 2009 and the enrollment data from MOET. Additional unit cost of 0.2 million Dong is based on estimates by Targeted Budget Support team and includes recruitment of support teachers and development of curriculum and textbooks.

COST PROJECTIONS (All costs are in Million Dong, unless otherwise specified)

Item	Unit Cost	Targets	Duration(yrs)	Annual Increments	2008	2009	2010	2011	2012	2013	2014	2015
GDP ('000,000)	1,628,380,000			6.5%	1,628,380,000	1,734,224,700	1,846,949,306	1,967,001,010	2,094,856,076	2,231,021,721	2,376,038,133	2,530,480,611
GDP per capita					18.8	19.8	20.9	22.0	23.2	24.5	25.8	27.2
Salary stabilization index (annual increase)				5.0%	100%	105%	110%	116%	122%	128%	134%	141%
Non-salary stabilization index				5.0%	100%	105%	110%	116%	122%	128%	134%	141%
COST PROJECTIONS/SIMULATION BY EDUCATION LEVEL												
Pre-school												
Recurrent Costs			Per capita GDP multiple salary = >		1.59	1.57	1.55	1.54	1.52	1.51	1.49	1.48
Teachers (Wage, pension, social security, etc.)					2,840,850	3,164,771	3,529,936	3,946,605	4,424,129	4,970,416	5,592,156	6,292,707
Nurseries: Standard	25.00	5% <- hardship			410,408	560,916	741,716	958,769	1,217,690	1,522,472	1,877,431	2,288,165
Nurseries: non-Standard	15.00	5% <- hardship			43,114	55,699	69,456	84,442	100,574	117,536	134,973	152,544
Kindergarten: Standard	25.00	5% <- hardship			1,853,258	1,978,822	2,110,784	2,252,272	2,406,429	2,577,272	2,767,555	2,975,965
Kindergarten: non-Standard	15.00	5% <- hardship			94,070	100,846	107,989	115,686	124,093	133,413	143,841	155,266
Allowance for full-day schooling	8.00				440,000	468,488	499,991	535,436	575,343	619,723	668,356	720,767
Other Staff Costs (Wage, pension, social security, etc.)					657,218	706,372	758,886	816,055	879,163	949,717	1,028,817	1,116,173
Administrators	27.00				381,618	410,191	440,705	473,907	510,538	551,467	597,327	647,943
Other non-teaching staff	12.50				275,600	296,181	318,181	342,148	368,626	398,250	431,490	468,231
Learning/instructional material (printing and distribution)					204,017	222,198	241,643	262,761	285,911	311,438	339,561	370,138
Learning Material	0.05	30% <- receive free textbooks			25,756	28,033	30,464	33,100	35,984	39,159	42,652	46,443
Teaching Material	0.05	<- per teacher unit cost			6,556	7,279	8,086	8,997	10,036	11,220	12,565	14,077
Expenses on training and practice	0.10	<- per pupil unit cost			171,705	186,886	203,093	220,665	239,891	261,059	284,345	309,618
Other recurrent costs					1,332,631	1,395,656	1,462,654	1,536,089	1,617,750	1,708,982	1,810,371	1,920,843
Insurance	0%	<- staff salaries			-	-	-	-	-	-	-	-
Staff development & in-service training		5% <- staff salaries			174,904	193,557	214,441	238,133	265,165	296,007	331,049	370,444
School feeding	0.50	<- per pupil	100% <- % full-day		478,404	486,988	495,220	503,770	512,952	522,821	533,160	543,329
Variable costs support	1.00	<- per classroom unit cost			69,018	76,688	85,068	94,342	104,673	116,207	129,054	143,217
Fixed costs (heating, water, electricity, and transportation)	1.00	<- per classroom unit cost			69,018	76,688	85,068	94,342	104,673	116,207	129,054	143,217
Current renovation	1.00	<- per classroom unit cost			69,018	76,688	85,068	94,343	104,673	116,207	129,054	143,217
Additional cost of full-day schooling	0.25	<- per classroom unit cost			239,202	243,494	247,610	251,886	256,476	261,410	266,580	271,665
Inclusion	1.00	<- 1 considered; 0 not considered			233,067	241,553	250,180	259,274	269,136	280,125	292,420	305,754
Total Recurrent					5,034,716	5,488,997	5,993,119	6,561,510	7,206,953	7,940,553	8,770,905	9,699,861
Total Constructions & other investments	Classroom	Functional	Staff Rooms	Other Room	4,690,600	5,623,241	6,146,565	6,744,677	7,424,038	8,179,074	8,972,396	7,668,865
New constructions	300.00	250.00	250.00	200.00	4,209,686	5,149,411	5,654,778	6,233,700	6,891,367	7,622,440	8,393,020	7,420,863
New equipment (including furniture)	0.00	0.00	0.00	0.00	-	-	-	-	-	-	-	-
Toys and other related equipment	0.00	<- per classroom unit cost			-	-	-	-	-	-	-	-
Reconstruction	50.00	20.00	20.00	20.00	217,833	194,280	197,165	199,050	199,871	199,459	197,474	193,308
Additional cost to upgrade pre-primary institutions	400.00				263,081	279,550	294,622	311,927	332,800	357,174	381,902	54,694
Total Preschool					9,725,316	11,112,238	12,139,684	13,306,186	14,630,991	16,119,627	17,743,301	17,368,726

Item	Unit Cost	Targets	Duration(yrs)	Annual Increments	2008	2009	2010	2011	2012	2013	2014	2015
Primary Education (public)												
Recurrent Costs		Per capita GDP multiple salary = >			1.80	1.79	1.79	1.78	1.78	1.77	1.76	1.76
Teachers (Wage, pension, social security, etc.)					11,672,778	11,892,336	12,168,396	12,281,023	12,465,024	12,659,773	12,877,826	13,104,066
Standard	30.00	5% <- hardship			10,774,008	10,975,410	11,231,972	11,340,527	11,517,701	11,707,397	11,921,208	12,145,038
non-Standard	18.00	5% <- hardship			76,602	66,778	56,844	45,837	34,850	23,591	11,980	-
Full-time teaching allowances	5.00				822,168	850,148	879,581	894,659	912,473	928,785	944,638	959,028
Other Staff Costs (Wage, pension, social security, etc.)					1,945,192	1,978,090	2,020,797	2,036,775	2,064,991	2,095,359	2,129,923	2,166,161
Administrators	29.00	5% <- hardship			1,122,143	1,141,036	1,165,583	1,174,710	1,190,894	1,208,317	1,228,156	1,248,958
Other non-teaching staff	14.50	5% <- hardship			823,048	837,054	855,214	862,064	874,096	887,042	901,767	917,203
Learning/instructional material (printing and distribution)					1,194,432	1,605,186	2,065,974	2,540,175	3,069,361	3,647,098	4,281,720	4,973,680
Learning material	0.05				379,076	750,557	1,166,244	1,605,820	2,093,494	2,627,182	3,214,033	3,855,565
% of pupils receiving free textbooks	14%	100%	7	12.3%	14.0%	26.3%	38.6%	50.9%	63.1%	75.4%	87.7%	100.0%
Teaching Material	0.05	<-per book unit cost			138,434	140,783	143,831	144,977	146,994	149,164	151,634	154,223
Expenses on training and practice	0.10	<-per pupil unit cost			676,922	713,845	755,899	789,378	828,872	870,751	916,052	963,891
Other recurrent costs					4,293,370	4,512,632	4,754,701	4,940,613	5,153,487	5,371,633	5,599,420	5,831,215
Insurance	0%	<- staff salaries			-	-	-	-	-	-	-	-
Staff development & in-service training		5% <- staff salaries			680,898	693,521	709,460	715,890	726,501	737,757	750,387	763,511
School feeding	0.50	100% <- full day			1,608,112	1,724,276	1,849,039	1,948,513	2,058,105	2,168,723	2,282,703	2,397,569
Variable costs support	1.00	<-per classroom unit cost			265,058	272,710	281,913	287,562	295,098	303,131	311,978	321,297
Fixed costs (heating, water, electricity, and transportation)	1.00	<-per classroom unit cost			265,058	272,710	281,913	287,562	295,098	303,131	311,978	321,297
Current renovation	1.00	<-per classroom unit cost			265,057	272,710	281,913	287,562	295,098	303,131	311,978	321,297
Additional cost of full-day schooling	0.25	<-per classroom unit cost			804,056	862,138	924,520	974,256	1,029,053	1,084,362	1,141,352	1,198,784
Inclusion	1.00	<-1 considered; 0 not considered			405,131	414,567	425,942	439,268	454,535	471,398	489,043	507,458
Total Recurrent					19,105,772	19,988,244	21,009,868	21,798,585	22,752,862	23,773,863	24,888,889	26,075,122
Total Constructions & other investments					8,826,585	9,232,035	9,529,349	9,897,021	10,290,439	10,721,470	11,179,574	12,152,056
New constructions	300.00	250.00	250.00	200.00	1,287,604	1,346,194	1,388,969	1,441,954	1,498,640	1,560,747	1,626,736	2,087,703
New equipment (including furniture)	0.00	0.00	0.00	0.00	-	-	-	-	-	-	-	-
Furniture and other related equipment	0.00	<- per classroom unit cost			-	-	-	-	-	-	-	-
Reconstruction	100.00	150.00	150.00	100.00	7,526,875	7,873,785	8,128,533	8,443,353	8,780,204	9,149,222	9,541,420	10,051,398
Playgrounds, water, and sanitation	300.00	<- new	100.00	<- reconstruct	12,107	12,056	11,847	11,714	11,595	11,501	11,417	12,955
Total Primary (public)					27,932,357	29,220,279	30,539,217	31,695,606	33,043,301	34,495,332	36,068,463	38,227,177

Item	Unit Cost	Targets	Duration(yrs)	Annual Increments	2008	2009	2010	2011	2012	2013	2014	2015	
Lower Secondary													
Recurrent Costs		Per capita GDP multiple salary = >			1.72	1.79	1.85	1.91	1.96	2.00	2.04	2.07	
Teachers (Wage, pension, social security, etc.)					9,936,554	10,233,956	10,552,011	11,253,021	12,000,961	12,964,861	14,009,773	14,880,826	
Standard	30.00	5% <- hardship			9,458,883	9,348,186	9,303,867	9,625,533	10,001,746	10,567,204	11,204,051	11,710,400	
non-Standard	18.00	5% <- hardship			153,544	129,568	107,041	88,260	68,529	48,075	25,404	-	
Full-time teaching allowances	5.00				324,127	756,202	1,141,103	1,539,228	1,930,686	2,349,582	2,780,318	3,170,426	
Other Staff Costs (Wage, pension, social security, etc.)					1,525,035	1,501,916	1,489,590	1,535,742	1,590,258	1,674,383	1,769,218	1,842,869	
Administrators	30.00				716,970	705,887	699,882	721,348	746,728	785,991	830,256	864,556	
Other non-teaching staff	15.00				808,065	796,029	789,708	814,394	843,530	888,392	938,962	978,313	
Learning/instructional material (printing and distribution)					972,002	1,017,563	1,070,658	1,168,961	1,279,830	1,422,722	1,585,150	1,739,009	
Learning material	0.05				304,640	353,484	405,024	475,234	553,479	649,230	758,303	867,439	
% of pupils receiving free textbooks	14%	30%	7	2.3%	14.0%	16.3%	18.6%	20.9%	23.1%	25.4%	27.7%	30.0%	
Teaching Material	0.05	<-per book unit cost			123,362	121,449	120,410	124,097	128,457	135,204	142,811	148,704	
Expenses on training and practice	0.10	<-per pupil unit cost			544,000	542,630	545,224	569,630	597,894	638,288	684,036	722,866	
Other recurrent costs					2,634,724	3,301,084	3,924,563	4,658,159	5,412,986	6,271,092	7,188,110	8,039,291	
Insurance	0%	<- staff salaries			-	-	-	-	-	-	-	-	
Staff development & in-service training		5% <- staff salaries			573,079	586,794	602,080	639,438	679,561	731,962	788,950	836,185	
School feeding	0.50	100% <- full day			238,221	563,112	861,163	1,177,562	1,497,711	1,848,699	2,219,525	2,568,637	
Variable costs support	3.00	<-per classroom unit cost			456,414	456,646	460,225	482,292	507,774	543,746	584,510	619,598	
Fixed costs (heating, water, electricity, and transportation)	3.00	<-per classroom unit cost			456,414	456,646	460,225	482,292	507,774	543,746	584,510	619,598	
Current renovation	2.00	<-per classroom unit cost			304,276	304,431	306,817	321,528	338,516	362,497	389,673	413,066	
Additional cost of full-day schooling	0.50	<-per classroom unit cost			238,221	563,112	861,163	1,177,562	1,497,711	1,848,699	2,219,525	2,568,637	
Inclusion	1.00	<-1 considered; 0 not considered			368,099	370,343	372,890	377,485	383,939	391,743	401,417	413,570	
Total Recurrent					15,068,315	16,054,519	17,036,822	18,615,883	20,284,035	22,333,058	24,552,251	26,501,995	
Total Constructions & other investments		<u>Classroom</u>	<u>Libraries</u>	<u>Laboratories</u>	<u>Other Rooms</u>	4,700,000	4,900,000	3,767,018	4,352,475	6,118,378	6,967,546	6,085,073	5,892,622
New constructions	350.00	450.00	450.00	300.00	4,700,000	4,900,000	1,484,581	1,947,347	3,542,604	4,187,683	3,109,226	2,710,453	
New equipment (including furniture)					-	-	-	-	-	-	-	-	
Furniture and other related equipment	10.00	<- per classroom unit cost			-	-	1,290,057	1,360,875	1,442,340	1,554,895	1,682,770	1,795,937	
Reconstruction	100.00	150.00	150.00	100.00	-	-	946,350	998,298	1,058,051	1,140,603	1,234,384	1,317,366	
Playgrounds, water, and sanitation	300.00	<- new			-	-	46,030	45,955	75,383	84,365	58,693	68,866	
Total Lower Secondary					19,768,315	20,954,519	20,803,840	22,968,358	26,402,413	29,300,604	30,637,324	32,394,617	

Item	Unit Cost	Targets	Duration(yrs)	Annual Increments	2008	2009	2010	2011	2012	2013	2014	2015
Continuing Education												
Recurrent Costs												
Teachers (Wage, pension, social security, etc.)					1,941,245	2,058,468	2,182,503	2,314,220	2,453,955	2,601,698	2,757,368	2,921,960
Teachers	30.00	5% <- hardship			852,138	902,716	956,180	1,012,901	1,073,017	1,136,513	1,203,344	1,273,934
Collaborators (part-time)	5.00	5% <- hardship			392,616	415,865	440,437	466,502	494,124	523,295	553,994	586,414
Administrators	25.00	5% <- hardship			696,491	739,887	785,886	834,817	886,814	941,890	1,000,030	1,061,612
Learning/instructional material (printing and distribution)					1,622,770	1,636,677	1,734,969	1,839,333	1,950,028	2,067,043	2,190,312	2,320,620
Learning material	0.05	50% <- receive free textbooks			386,475	325,975	345,552	366,338	388,386	411,692	436,244	462,198
Teaching Material	0.05	<-per book unit cost			6,418	6,803	7,209	7,641	8,098	8,582	9,091	9,629
Expenses on training and practice	0.10	<-per pupil unit cost			1,229,877	1,303,899	1,382,208	1,465,354	1,553,544	1,646,769	1,744,977	1,848,793
Other recurrent costs					185,226	196,319	208,052	220,505	233,711	247,667	262,365	277,896
Insurance	0%	<- staff salaries			-	-	-	-	-	-	-	-
Staff development & in-service training		5% <- staff salaries			62,238	65,929	69,831	73,970	78,357	82,990	87,867	93,017
School feeding	0.50	0% <- beneficiaries			-	-	-	-	-	-	-	-
Miscellaneous	2.00	<-per pupil unit cost			122,988	130,390	138,221	146,535	155,354	164,677	174,498	184,879
Total Recurrent					3,749,241	3,891,464	4,125,524	4,374,058	4,637,694	4,916,408	5,210,045	5,520,476
Total Constructions & other investments	Classroom	Libraries	Laboratories	CLCs	145,741	213,334	216,334	219,368	222,437	225,539	228,676	231,844
New constructions	300.00	250.00	250.00	300.00	96,951	164,484	167,476	170,557	173,731	177,000	180,367	183,831
New equipment (including furniture)	0.00	0.00	0.00	0.00	-	-	-	-	-	-	-	-
Reconstruction	50.00	100.00	100.00	100.00	48,790	48,850	48,858	48,811	48,706	48,539	48,309	48,013
Total NFE-specific programs					3,894,982	4,104,798	4,341,858	4,593,426	4,860,131	5,141,947	5,438,721	5,752,320
Cross-Cutting Expenditure												
Central and local management	2,442,570			5%	2,442,570	2,564,699	2,692,933	2,827,580	2,968,959	3,117,407	3,273,277	3,436,941
Curricular reform, textbook revision and examination	165,000			10%	165,000	181,500	199,650	219,615	241,577	265,734	292,308	321,538
Planning, monitoring and evaluation	447,810			10%	447,810	492,591	541,850	596,035	655,639	721,202	793,323	872,655
Decentralization	0			0%	0	0	0	0	0	0	0	0
Climate change	50,000			5%	50,000	52,500	55,125	57,881	60,775	63,814	67,005	70,355
HIV/AIDS prevention education	50,000			5%	50,000	52,500	55,125	57,881	60,775	63,814	67,005	70,355
Miscellaneous		30% <- total cross-cutting			198,843	228,876	263,484	303,367	349,333	402,316	463,392	533,804
Total Recurrent					3,354,223	3,572,666	3,808,167	4,062,359	4,337,058	4,634,287	4,956,310	5,305,648
Total Capital		20% <- total cross-cutting			670,845	714,533	761,633	812,472	867,412	926,858	991,262	1,061,130
Total Cross-Cutting Expenditure					4,025,068	4,287,199	4,569,800	4,874,831	5,204,470	5,561,145	5,947,572	6,366,778
All Education Levels												
Total Costs					65,346,038	69,679,033	72,394,399	77,438,407	84,141,306	90,618,655	95,835,381	100,109,618
Recurrent Costs					46,312,266	48,995,890	51,973,500	55,412,395	59,218,602	63,598,169	68,378,400	73,103,102
Capital Costs					19,033,771	20,683,143	20,420,899	22,026,013	24,922,704	27,020,486	27,456,981	27,006,517

Note: Average wages for teachers and non-teaching staff include all levels of teachers. Wages for teachers and non-teaching staff include allowances, insurances, pensions and social benefits. "Variable cost support" includes recurrent cost support for classroom activities (e.g., stationary, papers, and books). "Construction unit cost" includes construction of a standard room with equipment and furniture. Cost of decentralization is integrated into central and local management, due to lack of disaggregated data

EXPENDITURE FRAMEWORK (All costs are in Million Dong, unless otherwise specified)

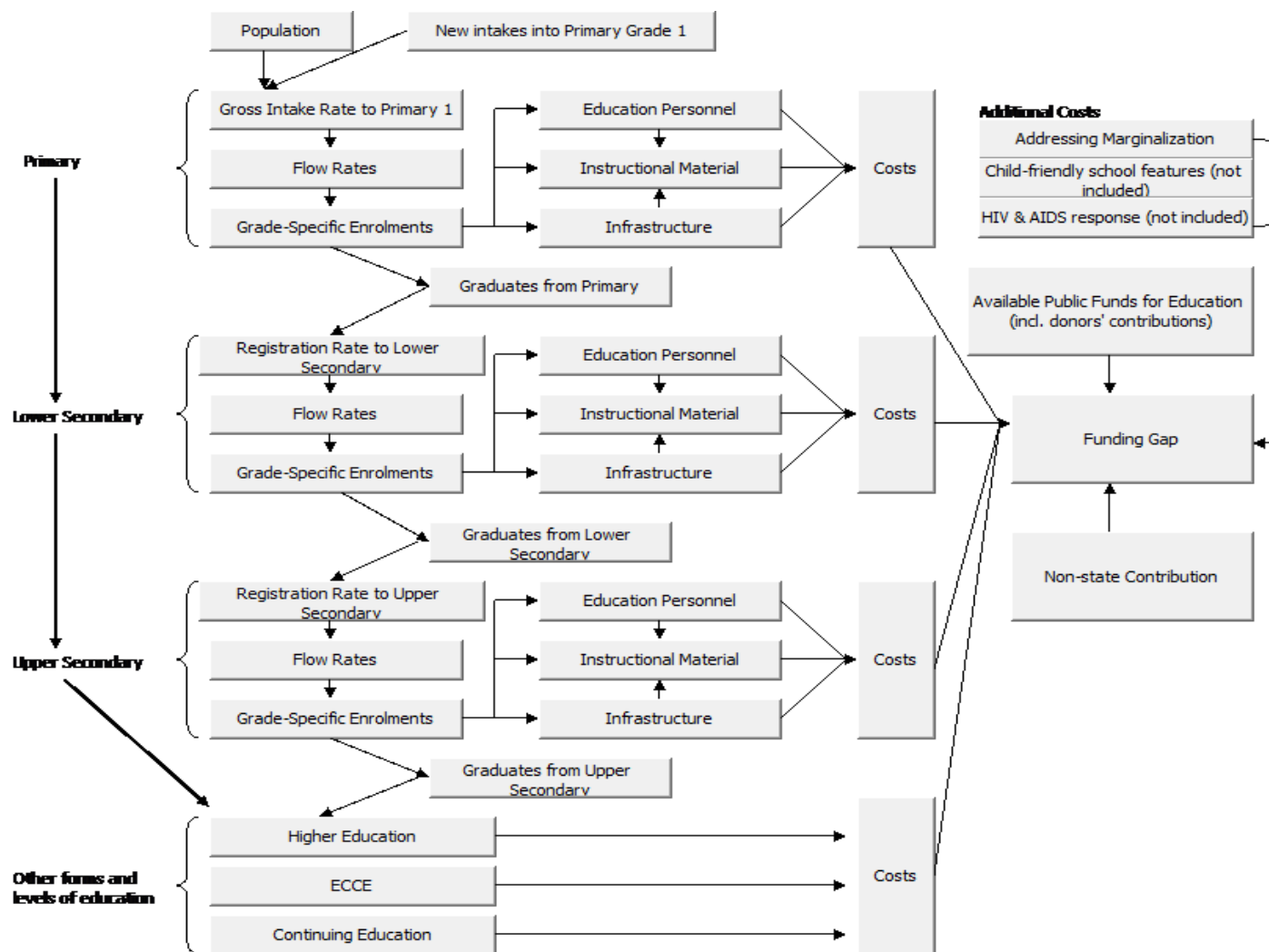
Item	Base Year 2008	Duration Targets (yrs)	Annual Increments	2008	2009	2010	2011	2012	2013	2014	2015
EXPENDITURE FRAMEWORK											
Cost Projections (recurrent & capital) by education level											
Preschool				9,725,315	11,112,238	12,139,684	13,306,186	14,630,991	16,119,627	17,743,301	17,368,726
Primary (public)				27,932,357	29,220,279	30,539,217	31,695,606	33,043,302	34,495,332	36,068,463	38,227,177
Lower Secondary (public)				19,768,315	20,954,519	20,803,840	22,968,358	26,402,411	29,300,602	30,637,321	32,394,618
Continuing Education				3,546,736	3,734,855	3,948,915	4,176,019	4,416,725	4,671,003	4,938,706	5,221,515
Cross-cutting expenditures				4,025,068	4,287,199	4,569,801	4,874,831	5,204,469	5,561,146	5,947,572	6,366,778
Total				64,997,791	69,309,090	72,001,457	77,021,000	83,697,898	90,147,710	95,335,363	99,578,816
Percentage Distribution of cost projections (recurrent & capital) by education level											
Preschool				15.0%	16.0%	16.9%	17.3%	17.5%	17.9%	18.6%	17.4%
Primary (public)				43.0%	42.2%	42.4%	41.2%	39.5%	38.3%	37.8%	38.4%
Lower Secondary (public)				30.4%	30.2%	28.9%	29.8%	31.5%	32.5%	32.1%	32.5%
Continuing Education				5.5%	5.4%	5.5%	5.4%	5.3%	5.2%	5.2%	5.2%
Cross-cutting expenditures				6.2%	6.2%	6.3%	6.3%	6.2%	6.2%	6.2%	6.4%
Total				100%	100%	100%	100%	100%	100%	100%	100%
Projected unit cost by education level											
Preschool				5.66	6.24	6.59	6.98	7.41	7.88	8.36	7.89
recurrent				2.93	3.08	3.25	3.44	3.65	3.88	4.13	4.41
Primary (public)				4.13	4.30	4.45	4.65	4.85	5.06	5.28	5.58
recurrent				2.82	2.94	3.06	3.2	3.34	3.48	3.64	3.81
Lower Secondary (public)				3.63	4.05	4.21	4.67	5.37	5.86	6.00	6.31
recurrent				2.77	3.11	3.45	3.78	4.12	4.47	4.81	5.16
Continuing Education				0.29	0.30	0.31	0.33	0.35	0.36	0.38	0.40
recurrent				0.28	0.28	0.30	0.31	0.33	0.34	0.36	0.38

Item	Base Year 2008	Targets	Duration (yrs)	Annual Increments	2008	2009	2010	2011	2012	2013	2014	2015
EXPENDITURE FRAMEWORK				Education as % of GDP	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%
GDP ('000,000)					1,628,380,000	1,734,224,700	1,846,949,306	1,967,001,010	2,094,856,076	2,231,021,721	2,376,038,133	2,530,480,611
Consolidated government expenditure	<u>407,095,000</u>				25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%
Recurrent	312,875,000	19.2%	7	0.0%	19.2%	19.2%	19.2%	19.2%	19.2%	19.2%	19.2%	19.2%
Capital & repayable loans	94,220,000	5.8%	7	0.0%	5.8%	5.8%	5.8%	5.8%	5.8%	5.8%	5.8%	5.8%
Value ('000,000)	407,095,000				407,095,000	433,556,129	461,737,245	491,750,253	523,714,019	557,755,430	594,009,533	632,620,153
Recurrent	312,875,000				312,875,000	333,177,474	354,797,376	377,664,194	402,212,367	428,356,170	456,199,322	485,852,277
Capital & repayable loans	94,220,000				94,220,000	100,378,655	106,939,868	114,086,059	121,501,652	129,399,260	137,810,212	146,767,875
Domestic expenditure for education	<u>81,419,000</u>				20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%
Recurrent	62,575,000	15.4%	7	0.0%	15.4%	15.4%	15.4%	15.4%	15.4%	15.4%	15.4%	15.4%
Capital	18,844,000	4.6%	7	-0.1%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%
Value ('000,000)	81,419,000				81,419,000	86,711,163	92,347,338	98,349,888	104,742,631	111,550,933	118,801,800	126,523,917
Recurrent	76.9%				62,575,000	66,660,250	71,012,211	75,648,295	80,587,053	85,848,244	91,452,912	97,397,352
Capital	23.1%				18,844,000	20,050,913	21,335,127	22,701,593	24,155,578	25,702,689	27,348,888	29,126,565
EFA	<u>53,107,630</u>	66.2%	7	0.2%	65.2%	65.2%	65.2%	65.2%	65.2%	65.2%	65.2%	65.2%
Recurrent	40,816,148	76.9%	7	0.0%	42.2%	42.2%	42.2%	42.2%	42.2%	42.2%	42.2%	42.2%
Capital	12,291,482	23.1%	7	0.0%	23.1%	23.1%	23.1%	23.1%	23.1%	23.1%	23.1%	23.1%
Value ('000,000)	53,107,630				53,107,630	56,680,861	60,498,138	64,576,477	68,934,115	73,590,599	78,566,877	83,880,829
Recurrent	40,816,148				40,816,148	43,565,974	46,503,847	49,642,897	52,997,193	56,581,818	60,412,936	64,504,358
Capital	12,291,482				12,291,482	13,114,887	13,994,290	14,933,580	15,936,922	17,008,782	18,153,942	19,376,472
EFA as % of GDP					3.3%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%	3.3%
Breakdown by Level					65.3%	65.3%	65.3%	65.3%	65.3%	65.3%	65.3%	65.3%
Preschool	6,594,939	8.1%	7	0.0%	8.1%	8.1%	8.1%	8.1%	8.1%	8.1%	8.1%	8.1%
Primary	22,064,549	27.1%	7	0.0%	27.1%	27.1%	27.1%	27.1%	27.1%	27.1%	27.1%	27.1%
Lower Secondary	18,156,437	22.3%	7	0.0%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%
Continuing Education	3,093,922	3.8%	7	0.2%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%
Cross-cutting	3,256,760	4.0%	7	3.2%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%
Amount by Level ('000,000)					53,107,630	56,680,861	60,498,138	64,576,477	68,934,115	73,590,599	78,566,877	83,880,829
Preschool	6,574,570				6,574,570	7,005,006	7,463,625	7,952,272	8,472,913	9,027,643	9,618,694	10,243,909
Primary	22,044,180				22,044,180	23,480,130	25,009,624	26,638,757	28,374,020	30,222,327	32,191,040	34,283,458
Lower Secondary	18,176,825				18,176,825	19,355,199	20,609,971	21,946,095	23,368,844	24,883,836	26,497,049	28,219,357
Continuing Education	3,055,295				3,055,295	3,259,732	3,477,849	3,710,561	3,958,847	4,223,747	4,506,373	4,807,909
Cross-cutting	3,256,760				3,256,760	3,580,794	3,937,068	4,328,792	4,759,492	5,233,047	5,753,720	6,326,196

Item	Base Year	Duration (yrs)	Annual Increments	2008	2009	2010	2011	2012	2013	2014	2015
	2008			Targets	2008	2009	2010	2011	2012	2013	2014
BALANCE: BUDGET VS. SIMULATION											
Balance: Deficit (+) or Surplus (-) (%)				22.0%	22.0%	19.0%	19.0%	21.0%	22.0%	21.0%	19.0%
Recruitment				13.0%	12.0%	11.0%	11.0%	11.0%	12.0%	12.0%	13.0%
Capital				55.0%	58.0%	46.0%	47.0%	56.0%	59.0%	51.0%	39.0%
Additional Amount to mobilize				11,890,162	12,628,229	11,503,319	12,444,523	14,763,783	16,557,111	16,768,485	15,697,986
Preschool				3,150,745	4,107,232	4,676,059	5,353,914	6,158,078	7,091,984	8,124,607	7,124,817
Primary				5,888,177	5,740,149	5,529,592	5,056,849	4,669,283	4,273,006	3,877,422	3,943,719
Lower Secondary				1,591,490	1,599,320	193,869	1,022,263	3,033,567	4,416,767	4,140,272	4,175,261
Continuing Education				491,441	475,123	471,066	465,457	457,878	447,256	432,333	413,607
Cross-cutting				768,308	706,405	632,732	546,039	444,977	328,099	193,851	40,582
Additional Amount to mobilize				11,890,162	12,628,229	11,503,319	12,444,523	14,763,783	16,557,111	16,768,485	15,697,986
Recruitment				5,147,873	5,059,972	5,076,710	5,352,090	5,778,002	6,545,405	7,465,447	8,067,942
Capital				6,742,289	7,568,257	6,426,609	7,092,433	8,985,781	10,011,706	9,303,039	7,630,044

Item	Base Year		Duration (yrs)	Annual Increments	2008	2009	2010	2011	2012	2013	2014	2015
	2008	Targets			2008	2009	2010	2011	2012	2013	2014	2015
STAKEHOLDER'S CONTRIBUTION												
Amounts of Household contribution (school fee abolition program)												
Per Pupil												
Preschool	0.5	0.5	7	0.0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Primary	0.5	0.5	7	0.0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Lower Secondary	0.1	0.1	7	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Percentage Benefitting from school fee abolition												
Preschool	16.0%	30.0%	7	2.0%	16.0%	18.0%	20.0%	22.0%	24.0%	26.0%	28.0%	30.0%
Primary	30.0%	100.0%	7	10.0%	30.0%	40.0%	50.0%	60.0%	70.0%	80.0%	90.0%	100.0%
Lower Secondary	16.0%	30.0%	7	2.0%	16.0%	18.0%	20.0%	22.0%	24.0%	26.0%	28.0%	30.0%
Total					3,896,822	3,491,707	3,099,404	2,702,364	2,318,863	1,944,000	1,571,256	1,191,360
Capital	40.0%	40.0%	10	0.0%	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%
Preschool					721,162	738,086	753,688	768,897	784,249	800,069	816,236	831,751
Primary					2,558,764	2,202,723	1,851,182	1,472,892	1,104,703	736,837	369,129	-
Lower Secondary					616,896	550,898	494,534	460,575	429,911	407,094	385,891	359,609
Shortfall when household contribution is taken into account					6,733,591	9,683,395	8,403,915	9,742,159	12,444,921	14,613,111	15,197,230	14,506,626
ECCE					2,429,583	3,369,145	3,922,371	4,585,017	5,373,829	6,291,915	7,308,371	6,293,066
Primary Education					3,329,414	3,537,427	3,678,411	3,583,958	3,564,580	3,536,169	3,508,294	3,943,719
Lower Secondary Education					974,594	1,048,421	-300,665	561,688	2,603,656	4,009,673	3,754,381	3,815,652
Donor Contribution (estimates)					1,819,370	1,728,402	1,641,981	1,559,882	1,481,888	25,000	25,000	25,000
External Financial Support	1,819,370			-5.0%	1,819,370	1,728,402	1,641,981	1,559,882	1,481,888	1,407,794	1,337,404	1,270,534
TA and project running	10.0%	10.0%	7	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%
Budget support	29.0%	20.0%	7	-1.3%	29.0%	28.0%	26.0%	25.0%	24.0%	23.0%	21.0%	20.0%
Financial Support minus TA and project running costs and budget support					1,109,816	1,076,547	1,043,831	1,011,695	980,163	949,255	918,988	889,374
Capital	80.0%	80.0%	7	0.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
Shortfall with both households and donor contribution taken into account					3,896,821	3,491,707	3,099,404	2,702,364	2,318,862	1,944,000	1,571,256	1,191,360
Total Household Contribution					3,896,821	3,491,707	3,099,404	2,702,364	2,318,862	1,944,000	1,571,256	1,191,360
Capital					1,558,729	1,396,683	1,239,762	1,080,946	927,545	777,600	628,502	476,544
Total Donor Contribution					1,109,816	1,076,547	1,043,831	1,011,695	980,163	949,255	918,988	889,374
Capital					887,853	861,238	835,065	809,356	784,131	759,404	735,190	711,499
Balance					6,883,525	8,059,975	7,360,084	8,730,464	11,464,757	13,663,855	14,278,242	13,617,253
Balance %					13.0%	14.0%	12.0%	14.0%	17.0%	19.0%	18.0%	16.0%
Recurrent					4.1%	4.0%	4.0%	5.0%	5.0%	6.0%	7.0%	7.0%
Capital					23.0%	26.0%	20.0%	23.0%	30.0%	33.0%	29.0%	22.0%
Balance Recurrent					2,587,817	2,749,638	3,008,302	3,528,333	4,190,652	5,189,154	6,338,896	7,175,251
Balance Capital					4,295,708	5,310,337	4,351,782	5,202,131	7,274,105	8,474,701	7,939,346	6,442,001

Annex 5. Flow-Chart of Cost Projection Models



Annex 6. Donor Mapping Tool

International Agency	Project title & description	Focus area - primary	Focus area - secondary	Allocation	Co-financier	Partners	Start date	End date	Project location	Remarks
ADB	Upper Secondary Education Development Project	USE	Quality	USD 55 million (loan)		MOET	2003	2008	National	
ADB	Lower Secondary Education Development Project	LSE	Quality	USD 55 million (loan)		MOET	2005	2011	National	
ADB	Secondary Education Project for Disadvantaged Children	SE	Access to quality education	USD 50 million (loan)		MOET	2008		17 provinces	
ADB	Upper Secondary and professional Teacher Development Project	Professional SE	Quality	USD 34 million (loan)		MOET	2007	2011	National	
AECI	TBS	PE	Quality, management	Euro 6 million (2 million per year for 3 years)	TBS partners		2006	2008		AECID focused on Component 1 (see WB info)
AECI	Vocational Accreditation Project	Vocational Training	Quality, management, certification process for Vocational Training Centers, Curricula	Euro 75,000 Phase I; 220,000 Phase II; 330,000 Phase III	MOLISA	MOLISA	2007	2010	National	
AusAID	PEDC	PE	Access to quality education	USD 1 million	PEDC partners					See WB info

International Agency	Project title & description	Focus area - primary	Focus area - secondary	Allocation	Co-financier	Partners	Start date	End date	Project location	Remarks
AusAID	Australian Development Scholarship (ADS)	HE	Scholarships	AUD 17 million p.a.		MOET				
AusAID	ADS Pre-Departure Project	HE	Scholarships	AUD 13.2 million		MOET, Hanoi University	2003	2008		
Belgium	TBS	PE	Quality, management	USD 12.3 million	TBS partners					See WB info
Belgium	Viet Nam-Belgium project on improving pre-and in-service training of primary and lower secondary teachers	PE and LSE	Quality	Euro 4.84 million		MOET, 14 DOET, 14 Prov. TTIs, 42 Prov. Teacher Training Schools	2005	2010	14 Northern provinces	
Belgium	Institutional cooperation support to VN universities	HE	Quality, management							Multiple projects
Belgium	School Education Quality Assurance Programme	PE	Quality, Access, Management	Euro 5 million	World Bank, UK-DFID	MOET, MoF	2008	2013	35 provinces	See WB info
CIDA	TBS	PE	Quality, management	USD 13 million	TBS partners					See WB info
CIDA	PEDC	PE	Access to quality education	USD 11.8 million	PEDC partners					See WB info
CIDA	Viet Nam-Canada Community College	Vocational	Quality			MOET			Tra Vinh	
CIDA	Viet Nam Basic Education Trust Fund, Phase II	PE, SE	Management		World Bank	MOET				
CRS	Children with Disabilities	The entire Education spectrum	Access, disabilities	USD 2.4 million in 3 years	USAID	MOET	2005	2008	Ninh Binh, Quang Nam, national	
DFID	TBS	PE	Quality, management	GBP 21 million	TBS partners				National	See WB info

International Agency	Project title & description	Focus area - primary	Focus area - secondary	Allocation	Co-financier	Partners	Start date	End date	Project location	Remarks
DFID	PEDC	PE	Access to quality education	GBP 26 million	PEDC partners				40 provinces	See WB info
DFID	School Education Quality Assurance Programme	PE	Quality, Access, Management	GBP 17 million	World Bank, Belgium	MOET, MoF	2008	2013	35 provinces	See WB info
DFID	Poverty Reduction Support Credit (Budget Support)	PE	Quality, Access, Management	GBP 100,000 million	World Bank, ADB, CIDA, Denmark, EC, Japan, Spain, Switzerland	MOET	2007	2012	National	See WB info
EC	Sector Policy Support Programme (SPSP) to achieve education for all	SE	Quality, Management	Euro 16 million	TBS partners	MOET, MoF, MPI, OOG	2005	2009	National	
EC	Support to the Renovation of Education Management Project (SREM)	PE, SE	Management	Euro 12 million		MOET	2006	2010	National	
EC	LINK	HE	Quality	Euro 55 million		MOET	2002	2008	National	
EMW	Primary School Construction in Disadvantaged Communities	PE	Access	Approx USD 1 million p.a.		DOET				
EMW	Scholarship Program to Enhance Literacy and Learning (SPELL)	PE	Access	Approx USD 1 million p.a.		DOET				
EMW	ECCE program	ECCE	Access and Quality	Approx USD 1 million p.a.		DOET				

International Agency	Project title & description	Focus area - primary	Focus area - secondary	Allocation	Co-financier	Partners	Start date	End date	Project location	Remarks
Enfants et Developpement	Child Rights project	PE	Quality	Euro 1 million	EU, Oxfam NL	District PC, DOET, Women and Youth Union	2007	2011	26 schools in Lao Cai	
Gov of Japan	PEDC	PE	Access to quality education	USD 2.5 million	PEDC partners					See WB info
Gov of Japan	Second Higher Education Program	HE	Quality		World Bank					See WB info
Gov of Japan	School construction projects	PE	Access							Multiple projects
BMZ (GTZ, DED, InWEnt, CIM, KfW)	PROGRAMME REFORM OF TVET IN VIETNAM Component: Promotion of Technical and Vocational Education and Training (TVET), Viet Nam	TVET	Quality	TC+FC EUR 3.440.000 GRANT EUR 11.300.000 LOAN		MOLISA/General Directorate of Vocational Training	2006	2010	11 model TVET institutes	www.tvet-vietnam.org/
BMZ (GTZ, DED, InWEnt, CIM, KfW)	PROGRAMME REFORM OF TVET IN VIETNAM Component: Vocational Training 2008	TVET	Quality	TC+FC EUR 3.000.000 GRANT EUR 10.000.000 LOAN		MOLISA/General Directorate of Vocational Training	2010	2014	5 TVET institutes	www.tvet-vietnam.org/

International Agency	Project title & description	Focus area - primary	Focus area - secondary	Allocation	Co-financier	Partners	Start date	End date	Project location	Remarks
BMZ (GTZ, InWent)	PROGRAMME REFORM OF TVET IN VIETNAM Component: TVET System Advisory Project (2 phases)	TVET	Quality, Management, System	TC Phase 1: EUR 1.500.000 GRANT Phase 2: in preparation GRANT		MOLISA/General Directorate of Vocational Training	2008	2014	Ha Noi, countrywide	www.tvet-vietnam.org/
BMZ (GTZ, DED, InWent, CIM, KfW)	PROGRAMME REFORM OF TVET IN VIETNAM Component: Centre of Excellence for TVET	TVET	Quality	TC + FC		MOLISA/General Directorate of Vocational Training	2011 Feasibility study			www.tvet-vietnam.org/
Handicap Int'l	Rights based inclusive education access for children with disabilities and disadvantaged children in Bac Kan province	ECCE, PE	Access, quality, inclusiveness	935,000 euro	AFD, EU (EIDHR), SC Australia	DoET	2009	2011	Bac Kan	Consortium with SC
ILO	Labour market: Better information for creating jobs and developing skills in Viet Nam	Vocational	Management, quality	Euro 10 million	EC (9,5 mil euro) ILO (0,5 mil)	MOLISA, GSO, VCCI, VCA, Viet Nam General Confederation of Labour	2008	2010	Hanoi and 15 provinces	
JBIC	Higher Education Development Support Project on ICT.	HE	Quality							
JICA	Capacity Building Program on Special Needs Education in Viet Nam	PE	Access, disabilities			MOET				

International Agency	Project title & description	Focus area - primary	Focus area - secondary	Allocation	Co-financier	Partners	Start date	End date	Project location	Remarks
JICA	Cluster based Teacher Training and School management	PE	Quality, Management			MOET				
JICA	Capacity building of HCMC University of Technology	HE	Quality, management							
JICA	Capacity of ITSS education at Hanoi University of Technology	HE	Quality, management							
New Zealand	TBS	PE	Quality, Management	USD 4 million	TBS partners					See WB info
New Zealand	Supporting Early Childhood Care and Education in Disadvantaged Areas	ECD/ECE		USD333,000		UNICEF	2006	2008	5 provinces	
New Zealand	ECCE project in Binh Dinh province	ECCE	Access, quality, infrastructure	USD 2 million		Binh Dinh DOET	2007	2009	Binh Dinh	
New Zealand	ECCE project in Gia Lai province	ECE/ECD	Teacher training, curriculum development, infrastructure, other sectors	NZ\$ 7.5 million		Gia Lai DOET	2010	2015	Gia Lai	
Norway	PEDC	PE	Access to quality education	USD 17.3 million	PEDC partners					See WB info
Norway	Support to UNICEF's ECD project	ECCE	Access, Quality	USD 100,000	UNICEF, Luxembourg, NZAID					See UNICEF info

International Agency	Project title & description	Focus area - primary	Focus area - secondary	Allocation	Co-financier	Partners	Start date	End date	Project location	Remarks
Norway	Support to UNICEF's CFPE project	PE	Quality, equity	USD 1.7 million	UNICEF, Luxembourg					See UNICEF info
Oxfam GB	Basic Education project	PE	Access to quality of education			DOET			Lao Cai, Tra Vinh, Dak Nong, Ninh Thuan	
Plan Int'l	Early Childhood Care and Development Project	ECCE	Access and Quality	Approx USD 1 million p.a.		DOET			8 provinces	
Plan Int'l	Quality Basic Education Project	PE	Access and Quality	Approx USD 1 million p.a.		DOET				
Plan Int'l	ECCD	ECCE, PE	Access, quality			DoET in supported provinces	2010	2012	8 provinces	
Plan Int'l	ECCD	ECCE, PE	quality			DoET in 8 supported provinces	2010	2012	4 provinces	
Save the Children	Improving quality basic education for ethnic minority children in three disadvantaged provinces in Vietnam	Basic Education	Assess, Quality	US\$ 1,859,000	JSDf	DOETs MOET	2009	2013	Yen Bai, Dien Bien and Quang Tri	
Save the Children	Rights based inclusive education access for children with disabilities and disadvantaged children in Bac Kan province	ECCE, PE	Access, quality, disabilities	935,000 euro	AFD, EU (EIDHR, SC Australia)	DOET	2009	2011	Bac Kan	Consortium with HI

International Agency	Project title & description	Focus area - primary	Focus area - secondary	Allocation	Co-financier	Partners	Start date	End date	Project location	Remarks
Save the Children	Early Childhood development	Basic Education	Assess, Quality	Approx. USD 424,000	Warnaco	DOET, BOET	2008	2012	Quang Tri	
Save the Children	Closing Educational Disparities for Disadvantaged Children in Vietnam through Increasing Access to Quality Basic Education	Basic Education	Assess, Quality	EUR 726,956	IKEA	DOET, BOET	2010	2011	Quang Tri, Lao Cai, Quang Ninh	Potentially expanded to 2014 with additional Euro 1 300 000
Save the children	Promoting positive disciplines in schools	SE	Management	USD 400 000	Sweden	MOET, Development for Women and Children	2009	2012	Nationwide, Hanoi	
UNESCO	TVET Policy development;	Vocational	Policy dialogue	USD 97,500		MOET & MOLISA, ILO	2008	2011	National	
UNESCO	Literacy Assessment and Monitoring Programme (LAMP)	PE	M&E, Statistics	USD 400,000		GSO, MOET, MOH, MOLISA	2007	2012	National	
UNESCO	Capacity Development in ED management, planning and development	PE, SE	Management	USD 292,500		MOET (NIEM), IIEP, UIS	2008	2011	National	
UNESCO	Training and Advocacy Materials for promoting gender equity in education	PE, SE	Inclusiveness, Gender	USD 150,000		MOET, NIESAC, Teacher training uni.	2008	2011	National	
UNESCO	EFA	PE	M&E, EFA	USD 80,000		MOET (VNIES)	2008	2011		
UNESCO	Support to coordination and mgt of Education for Sustainable Development (ESD)	PE, SE	M&E	USD 50,000		NATCOM, National DESD Committee	2008	2011	National	
UNESCO	Teacher Management and Development	SE	Management, quality	USD 164,000	ADB (100,000)	MOET, PKMU of USTPDP (ADB Loan project)	2008	2010	National	

International Agency	Project title & description	Focus area - primary	Focus area - secondary	Allocation	Co-financier	Partners	Start date	End date	Project location	Remarks
UNESCO	ESD Curriculum review	PE, LSE, SE	Quality	USD 100,000	OPF	MOET VNIES	2009	2011	National	
UNESCO	Teacher Preparation	PE, LSE, SE	Quality	USD 100,000	OPF 50,000	MOET (TEM), Teacher training, teacher colleges	2008	2011	National	
UNESCO	Climate Change Education	PE, LSE, SE, NFE	Quality	USD 100,000		MOET (DSTE), CED, SAD	2009	2011	National	
UNESCO	Education for Disaster Risk Reduction and emergencies	PE, LSE, SE, NFE	Quality	USD 200,000		MOET (DSTE), CED, SAD	2009	2011	National	
UNESCO	HIV – prevention ED teaching material and pre-service training	SE	HIV	USD 50,000	PAF, OPF	MOET (SAD), UNICEF, UNFPA, SC US	2008	2010	National	
UNESCO	Provide data for the M&E framework for SRH and HIV Education	PE, LSE, SE	HIV, M&E	USD 60,000		MOET (SAD), MOH (VAAC), UNICEF, UNFPA	2009	2011		
UNESCO	CLC and HIV	Non-formal	HIV	USD 106,500	PAF (UNAIDS)OPF	Youth Union, MOET (SAD + CED), CECs in selected provinces	2012	2010	National and selected provinces	
UNESCO	Higher Education Quality Assurance and accreditation	HE	Management	USD 250,000		MOET, WB	2008	2011	National	
UNESCO	Advocacy and capacity building on mother tongue based education	PE	Access	USD 150,000		MOET, EM Committee, DOET, NIES	2008	2011	National	
UNESCO	Lifelong Learning	Literacy	Access, Quality	USD 350,000		MOET (VNIES), MOIC, MOLISA, DOETs, TTIs	2009	2011	National	

International Agency	Project title & description	Focus area - primary	Focus area - secondary	Allocation	Co-financier	Partners	Start date	End date	Project location	Remarks
UNESCO	Gender JP, support to implementation of Law on gender Equality (2006)	PE, LSE, SE	Access, Gender	USD 350,754		MOET (VNIES), MOIC, MOLISA, DOETs, TTIs	2008	2011	National	
UNFPA	Support to implement pop-SRH edu including HIV	USE, formal and extra-curriculum	HIV, SRH	USD 100,000		NIES, MOET (SAD), DOET	2006	2010	National plus DOET in 4 provinces. Trained lecturers in Hanoi, Hue, HCMC	
UNICEF	Early Childhood Development Project (ECDP)	Early childhood education	Access, quality	USD 3 million		MOET (ECE Dept)	2006	2011	National	
UNICEF	Child Friendly Primary Education Project (CFPE) including Action Research on mother Tongue Based Bilingual Education (MTBBE)	Primary school quality; bilingual education for primary and pre-primary	Quality, equity, data, Ethnic minority semi-boarding school, disabled children	USD 12 million	Norwegian embassy and others	MOET (PED and EMED), Research Centre for Ethnic Minorities Education	2006	2011	National; Lao Cai, Gia Lai, Tra Vinh	
UNICEF	Adolescent Development and Participation Project (ADAP)	LSE, Quality, HIV, Emergency	Access, management, planning, participation	USD 2.7 million		MOET, Women's Union, VN Youth Association	2006	2011	National; 12 provinces	
UNICEF	Provincial child friendly programme (PCFP)	Preschool, primary and lower secondary	Management, Planning	USD 4.3 million		DPI, DOET	2006	2011	6 provinces	

International Agency	Project title & description	Focus area - primary	Focus area - secondary	Allocation	Co-financier	Partners	Start date	End date	Project location	Remarks
UNICEF	Pipeline project on children w disabilities	Coordination	Access, Disabilities	USD 1 million	Ford Foundation	PPC	2008			
UNV	Promoting of Greater Involvement of People Living with HIV/AIDS (GIPA)	Non-formal	HIV		Joint United Nations Programme on HIV/AIDS	Women's Union	2006			
UNV	Establishment of Viet Nam Volunteer Information Resource Centre (VVIRC)	Non-formal	Volunteerism			Ho Chi Minh Communist Youth Union (HCYU)	2008			
USAID	Inclusion of Vietnamese with disabilities: supports CRS program on inclusive education, parents associations, and IT training/job placement for PWDs	Inclusive Education in primary and secondary; IT training and job placement for youth with disabilities	Access, quality, and management	USD 4,206,760	CRS private funds \$1,821,137 (30%)	MoET, Hanoi and HCMC department of Education, Hanoi College of Information Technologies, Van Lang University, private IT companies	2005	2011	Ninh Binh, Quang Nam, Hanoi, HCMC	See info under CRS
USAID	Supports East Meets West education program	Lower secondary and early childhood care and education	Access, quality, management	\$2.5 million		MOET, Provincial, district gov of Kon Tum; University of Da Nang; Women's Union; student profess. association	2005	2012	Kon Tum	

International Agency	Project title & description	Focus area - primary	Focus area - secondary	Allocation	Co-financier	Partners	Start date	End date	Project location	Remarks
USAID	Higher Engineering Education Alliance Program	Higher Education		\$850,000 over three years	Intel is contributing \$1.5 million	Arizona State University and 5 VN technical universities	2010	2013	Country wide	Public-Private partnership with Intel Corp.
Viet Nam Children's Fund	Primary School Construction	PE	Access						1 school to be built in each province	
World Bank	Targeted Budget Support for Education for All (TBS)	PE	Quality, management	USD 150 million (50 million from WB IDA)	WB/IDA, DfID, CIDA, AECI, Belgium New Zealand, EC	MOET, MoF, MPI, OOG	2005	2010	National	Component 1 (2006-2008)Component 2 (2008-2010)
World Bank	Primary Education for Disadvantaged Children (PEDC)	PE	Access to quality education	Total USD 175 million	WB/IDA, AusAID, CIDA, DfID, Gov of Japan, Norway	MOET	2003	2009	40 provinces	
World Bank	Second Higher Education	HE	Quality	WB/IDA USD 59.4 million (loan)	WB/IDA, Gov of Japan	MOET	2007	2012	National	

International Agency	Project title & description	Focus area - primary	Focus area - secondary	Allocation	Co-financier	Partners	Start date	End date	Project location	Remarks
World Bank	SEQAP (School Education Quality Assurance Program)	PE	Full Day Schooling Reform <ul style="list-style-type: none"> ●Equitable access ●Quality inputs and outputs (Standardized learning assessments) ●Planning and Management 		UK-DFID, Belgium cooperation	MOET, MPI, MOF, PC, DOETs, BOETs, communes, 1700 schools)	2010	2015	National; 36 provinces	