

SOCIALIST REPUBLIC OF VIETNAM



**NATIONAL EDUCATION FOR ALL (EFA)
ACTION PLAN
2003 - 2015**

Hanoi

June 2003

SOCIALIST REPUBLIC OF VIETNAM

**NATIONAL EDUCATION FOR ALL (EFA)
ACTION PLAN
2003 - 2015**

Approved by the Prime Minister

in Government Document No: 872/CP-KG Date 02/07/2003

Hanoi

June 2003

GOVERNMENT

No: 872/CP-KG

Re: Approval of the
National Education
for All Action Plan

SOCIALIST REPUBLIC OF VIET NAM

Independence-Freedom-Happiness

Ha Noi, 2 July 2003

To:

- Ministries of: Education and Training,
- Planning and Investment, Finance,
- Internal Affairs,
- Labor, Invalids and Social Affairs
- Culture and Information, Foreign Affairs,
- State Bank of Vietnam
- Provincial and Municipal People's Committees

Considering the request of the Ministry of Education and Training in its Official Document No. 2557/GDTX dated March 31, 2003 concerning the approval of the National Education for All Action Plan for 2003-2015, the Prime Minister has instructed the following:

- Approval of the National Education for All Action Plan for 2003-2015 requested by the Ministry of Education and Training in its Official Document No. 2557/GDTX dated March 31, 2003 in order to fulfill the commitment concerning the goals set at the EFA International Forum in Dakar, Senegal, in April 2000.

- The Ministry of Education and Training shall take the lead and coordinate with the Ministry of Planning and Investment, Ministry of Finance, Ministry of Internal Affairs, Ministry of Labor, Invalids and Social Affairs, Ministry of Culture and Information, Ministry of Foreign Affairs, the State Bank of Vietnam, and other related ministries, the Provincial and Municipal People's Committees to concretize and implement the National Education for All Action Plan for 2003-2015./.

Recipient:

- As above
- Prime Minister, Deputy Prime Ministers: Pham Gia Khiem, Vu Khoan
- Office of the National Assembly
- Office of the President
- Commission for Culture, Education, Youth and Children of the National Assembly
- Central Commission for Science and Education
- Government Office: Minister, Deputy Minister Tran Quoc Toan, Departments: International Relations, Culture and Social Affairs, Local Economies, General Administration.
- For filing: Central Committee (5 copies), archives

FOR THE PRIME MINISTER
DEPUTY PRIME MINISTER

Pham Gia Khiem
(signed and sealed)

FOREWORD

At the World Education Conference in Dakar, Senegal in April 2000, all governments, including Viet Nam, and the international donor community adopted the "Dakar Framework for Action, Education for All: Meeting our Collective Commitments" and committed themselves to prepare and implement programs that are credible to achieve goals set in the "Dakar Framework for Action".

The World Education Forum in Dakar was impressed by the outstanding education achievements that Viet Nam had gained, in particular (i) its progress towards universal primary education, and (ii) its thorough assessment of efforts and achievements made in the decade following the Jomtien Forum, 1991-2000. This creates a good basis for the preparation of the National Education for All Plan as well as joint donor-government actions for the 2002-2015 period following the Dakar Framework for Action.

The Ministry of Education and Training, with the technical assistance of UNESCO since late 2001, has completed the preparation of the "National Education for All Action Plan 2003-2015" for Viet Nam. This Plan was approved by the Government on the 2nd of July 2003. The "National Education for All Action Plan 2003-2015" is, on the one hand, a Government tool for adjusting policies at the macro level in the area of Education for All and a framework for provinces and cities to develop their respective provincial Education for All Plans. On the other hand, this Plan is a framework for guiding international organisations, bilateral donors and NGOs' financial and technical support to Viet Nam in order to accelerate and ensure the quality of Education for All activities.

The "National Education for All Action Plan 2003-2015" reflects the realization of commitments that the Government of Viet Nam made at the Dakar Forum to prepare a good quality, credible and feasible action plan. The Plan has identified general goals, specific objectives and targets for sub-sectors of Education for All in Viet Nam for the period 2003-2015, including early childhood care and education, primary education, lower secondary education and non-formal education. In addition, the Plan identifies action programs for achieving the objectives of each of the above components. Moreover, the action plan also forecasts possibilities for resource mobilization from government, people as well as international support towards achieving Viet Nam's Education for All goals until 2015.

The Ministry of Education and Training is confident that, with its own efforts and the efforts of the entire society, with enormous attention by the Government and with practical and effective support of international friends, Viet Nam will be able to achieve the objectives set in the "National Education for All Plan 2003-2015".

MINISTER OF EDUCATION AND TRAINING

A handwritten signature in black ink, appearing to read 'Hien Minh Nguyen', written in a cursive style.

Nguyen Minh Hien

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Abbreviations and Acronyms

ADB	Asia Development Bank
BoET	Bureau of Education and Training
CE	Continuing Education
CEC	Continuing Education Center
CIDA	Canadian International Development Agency
CLC	Community Learning Center
CPRGS	Comprehensive Poverty Reduction and Growth Strategy
DoET	Department of Education and Training
DoF	Department of Finance
ECCE	Early Childhood Care and Education
EDS	Education Development Strategic Plan for 2001-2010
EFA	Education for All
EFAPM/VNEFAPM	Viet Nam EFA Analysis and Projection Model
EMIS	Education Management Information System
FSQL	Fundamental School Quality Level
FYP	Five-Year Plan for Socio-Economic Development
GDP	Gross Domestic Product
GIS	Geographical Information System
GOV	Government of Viet Nam
GSO	Government Statistics Office
IEC	Information, Education and Communication
IEST	International EFA Support Team
IT	Information Technology
JICA	Japanese International Cooperation Agency
LSE	Lower Secondary Education
MDGs	Millennium Development Goals
MoET	Ministry of Education and Training
MoF	Ministry of Finance
MoH	Ministry of Health
MPI	Ministry of Planning and Investment
NEFAC	National EFA Committee
NER	Net enrolment rate
NFE	Non-Formal Education
NGO	Non-Governmental Organization
ODA	Official Development Assistance
PE	Primary Education
PEDC	Primary Education for Disadvantaged Children
PEDP	Primary Education Development Program
PIP	Public Investment Program 2001-2002
PTD	Primary Teacher Development
SEMP	Secondary Education Master Plan
TG	Target group
ULSE	Universal Lower Secondary Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
VDGs	Viet Nam Development Goals
VND	Viet Nam Dong

Currency Equivalents

Currency Unit = Dong

1 US\$ = 15,000 Dong (VND) in 2002

Executive Summary

Purpose of the National EFA Plan

The EFA Action Plan is a road map for the development of four essential components of the education system during 2003-2015: early childhood care and pre-school education (EFA Target Group 1), primary education (EFA Target Group 2), lower secondary education (EFA Target Group 3), and non-formal education (EFA Target Group 4).

The National EFA Plan constitutes a strategic framework for the long-term education development of the four EFA target groups

- by setting the objectives and targets to be reached during the plan period 2003-2015;
- by identifying the action programs that must be implemented in order to reach the objectives and targets; and
- by assessing the resource requirements, by identifying resource gaps and by exploring ways to overcome them.

The National EFA Action Plan has its origin in two mutually supportive policies:

- (i) the Government's efforts to continuously renovate and modernize the education sector, and
- (ii) the international commitment made by the Government at the World Education Forum conference in Dakar, Senegal (April 2000), to prepare a long-term EFA plan for the period 2003-2015.

Building on the remarkable socio-economic achievements resulting from the consistently pursued reform process 'Doi Moi', the education sector policy is guided by the thrust of the socio-economic development policy towards:

- maintaining high economic growth through continued transition to a market economy,
- applying an equitable, socially inclusive and sustainable pattern of growth,
- putting in place a modern public administration and governance system, and
- strengthening the integration of the country with the world economy and the international community.

The National EFA Action Plan 2003-2015 aims at consolidating the education progress achieved and guiding education reforms and development programs for the EFA components of the education sector in order to enable them to strongly and effectively support the attainment of these national development goals.

Viet Nam's EFA Commitment

Since its beginning in 1990 with the World Education Conference of Jomtien Thailand, Viet Nam has been an active partner of EFA, Education for All. EFA is the worldwide movement of all countries and the international donor community to promote basic education. Viet Nam has embraced the fundamental goals of EFA to get all young people into school and to enable them to complete nine years of affordable basic education of good quality and of relevance to national, social, economic and cultural development needs, and to enable the population outside school age (i.e. young children below primary school age and adults) to get as much education as possible. Viet Nam set up an EFA committee, organized the National Conference on Education for All (October 1992) which identified national EFA objectives for 1993-2000, and drew up an EFA Action Plan. The Government has implemented the plan with determination. As a result significant progress has been achieved, particularly concerning universal primary education, earning Viet Nam international praise and support.

Viet Nam participated in the World Education Forum conference in Dakar, Senegal (April 2000), where it was singled out by the world EFA community for its good educational achievements and its commitment to EFA.

In adopting, together with over 150 countries of all regions of the world, the "Dakar Framework for Action, Education for All: Meeting our Collective Commitments", Viet Nam committed itself to draw up a credible EFA plan, and to implement it by carrying out the action programs required to reach the Dakar goals of education for all by 2015.

The Dakar EFA goals aim at: expanding early childhood care and education; ensuring quality primary education for all; gender equality for all levels of education; full access to lower secondary education; appropriate education and training for all out-of-school young people and adults in need of basic education; and recognized and measurable learning outcomes at all levels and for all educational activities.

Viet Nam is a leading partner of the community of countries of the South-East Asian region. It shares its EFA experience with other countries in the region through active participation in the Sub-Regional EFA Forum for South-East Asia which meets regularly, under the auspices of UNESCO (Regional Education Office, Bangkok). The Viet Nam EFA team has been instrumental in a series of video conferences linking countries of the region in experience-sharing on major EFA topics.

The Preparation of the National EFA Plan

At the Consultative Group meeting of December 2000 in Hanoi, the Government and donors agreed to cooperate in the preparation of the National EFA Plan. The donors, in turn, made UNESCO their focal point for EFA planning support to the Ministry of Education and Training (MoET). MoET was entrusted with the task of preparing the National EFA Plan. For this purpose, MoET set up a National EFA Plan Preparation Team (Ministerial Decree No. 5667/QD-BGD&DT-TCCB of 17 October, 2001) under the direct authority of the Vice-Minister of Education and Training in charge of education planning. The National EFA Team constituted a technical EFA Plan Preparation Task Force to carry out the day-to-day technical tasks of preparing the plan. An International EFA Support Team provided technical planning assistance. It was put at the disposal of MoET by UNESCO and the World Bank, with support from CIDA.

The preparation of the EFA Plan involved several hundred persons from all 61 provinces, relevant central Government units as well as other national stakeholders. Preparation was in the form of workshops, fact-finding, research and analysis activities, and numerous working meetings at central and provincial level. The consultative process was particularly important for three critical planning steps: (i) the identification of issues, (ii) the setting of targets for attaining the development and reform objectives of the education sector, and (iii) the identification of action programs for the period 2003-2015.

The National EFA Action Plan 2003-2015 incorporates proposals resulting from the review process of the draft plan which involved the Ministry of Education and Training (MoET), and relevant units of the Ministry of Planning and Investment, the Ministry of Finance, the Ministry of Internal Affairs, the Education Commission of the Central Committee, and the Office of the Government. The National EFA Action Plan 2003-2015 was prepared and costed based on newly issued Government decisions, such as: Decree No.03/2003/ND-CP of 15 January 2003 "On adjusting salary and social subsidies and reforming the salary management mechanism"; Decision No.26/2003/QD-TTg of 7 February 2003 on "The National Target Programs for Education and Training until 2005"; and Decision No.159/2002/QD-TTg of 15 November 2002 on "Rehabilitation of Classrooms".

In preparing its EFA plan, Viet Nam has applied the principles set out by the Dakar Framework for Action for the development of credible national EFA plans. The National EFA Plan 2003-2015:

- has been developed by Government leadership, in consultation with civil society;
- is placed within a sustainable and integrated education sector development framework linked to poverty elimination;
- specifies reform programs and measures addressing the international EFA goals;
- establishes a sustainable financial framework;
- is action oriented;
- is time-bound and contains mid-term performance indicators;
- contributes to achieving synergy of all human development efforts, through broad-based inclusion within the national development planning framework and process; and
- is capable of attracting coordinated support from development partners.

Scope of the EFA Plan

The National EFA Plan brings together in a coherent framework the educational goals and targets set by the Government for the period until 2010 and extends them until 2015. Thus, the EFA Plan spans the critical period of 2006-2015 during which primary and lower secondary education will undergo substantial transformation of structure, content and performance. This period of transformation is due to a number of unprecedented developments which include: demographic change; the reform of state management through decentralization; the effective attainment of full universal primary and lower secondary education and the growing together of these two sub-sectors into one coherent 9-year basic education for all cycle; and the growing need to reach international levels of quality and performance of education.

Major Challenges for the Education Sector up to 2015

- The need to develop a labor force capable of handling ever more complex technologies and forms of economic and public sector organization, and of keeping up with global progress and change;
- The critical move from quantity to quality of education, requiring significant improvements of educational content, pedagogical approaches, learning outcomes, exam systems, teaching and learning attitudes, as well as education management systems;
- The need to bring disadvantaged children into school and thereby into the fold of modern society, requiring different, more complex approaches than have been used so far for the majority of the school age population;
- The gradual, inevitable emergence of a continuous nine-year cycle of basic education for all;
- The demographic change affecting the school age population, leading to formidable organizational and social tasks of redeployment of teachers and infrastructure; ;
- The dynamics inherent in decentralization, entailing profound changes to patterns of responsibility-authority-accountability across all levels of education sector management and increased empowerment of local authorities;
- A new approach to education financing, based on performance and greater autonomy at the school level;
- The gradual introduction of profound changes to the way in which the education system is managed, this being the essential, critical condition for meeting all other major challenges.

These challenges will gradually and inevitably move to the forefront, dominating the educational policy agenda in just a few years from now, starting around 2006/07. Action required to meet these challenges will take time to unfold, to be prepared and applied. Therefore appropriate action must start as soon as possible. This will guarantee balanced EFA development with high impact. The EFA Plan contains such action programs.

The EFA Plan Framework

The National EFA Plan constitutes a strategic framework for the long-term education development of the four EFA target groups. This framework comprises a sequence of elements, starting with an up-to-date **situation analysis** of the four EFA components (i.e. the four target groups) and the identification of the issues that need to be addressed in future.

The way forward for education during the EFA Plan period 2003-015 is inspired by a **vision** which gives direction and purpose to national education policy and the implementation of this policy across the EFA components of the education sector. This vision applies to all levels, from central level to provincial level to district level to commune level and to the school. The vision is enshrined in two programmatic statements:

- "Education is the foundation for social development, and rapid and sustainable economic growth"
(Education Development Strategic Plan for 2001-2010).
- "It is necessary to create radical and overall changes in education"
(10-Year Socio-Economic Development Strategy 2001-2010).

The educational vision is cast into **Strategic Goals** which guide EFA related education policy measures and permeate all action. These goals are **the thrust of the EFA Plan**.

Strategic EFA Goals for Viet Nam

- Strategic Goal 1 - Moving from quantity to quality
- Strategic Goal 2 - Completing universal primary and lower secondary education
- Strategic Goal 3 - Providing lifelong learning opportunities
- Strategic Goal 4 - Mobilizing full community participation - All for Education
- Strategic Goal 5 - Ensuring effective management and ever better resource utilization

The strategic goals lead to **Objectives for the EFA Plan period** which are the direct response to the challenges and identified in the situation analysis of the Plan.

The Objectives are expressed in the form of quantitative **Targets** which must be reached during the period of EFA Plan implementation 2003-2015. The targets indicate what to reach. The targets of the National EFA Plan are rooted in existing policy and planning documents¹. The EFA Plan does not replace these documents, which cover the period until 2010 only and which have been prepared at different times, with different focus and with different degrees of detail. Rather, the EFA Plan gives the goals and targets contained in existing education policy and planning documents greater coherence and stronger direction, thus reinforcing their impact. The EFA Plan does this by assembling the goals, objectives and targets contained in these documents within the coherent EFA framework, by translating them into the longer-term perspective until 2015, by assessing their affordability and feasibility, and by identifying a comprehensive and coherent set of action programs required in order to reach the goals and targets.

The targets will be reached through the implementation of **Action Programs**, which indicate how to reach the targets. The Action Programs constitute the essence of the EFA Plan. They will orient the identification and preparation of projects through which the EFA Plan will be implemented.

An overview of the objectives and action programs is shown below. In the Plan (Chapter 5) each action program is broken down into its principle components, providing a more detailed insight into the concrete actions that will be prepared and carried out over the plan period.

¹ To a large extent they are those included in *Government documents* approved by the Prime Minister: "The Education Development Strategic Plan for 2001-2010 (EDS)", "The Comprehensive Poverty Reduction and Growth Strategy (CPRGS)", "The 10-Year Socio-Economic Development Strategy 2001-2010". Targets include the Viet Nam Millennium Development Goals, directly based on the MDGs, as well as the targets included in *Ministry of Education and Training documents* such as the Primary Education Development Program (PEDP), the Primary Education for Disadvantaged Children Program (PEDC), the Primary Teacher Development Program (PTD), and the ADB document Secondary Education Sector Master Plan (SEMP). In addition, the EFA Plan contains targets which have been identified by the National EFA Plan Preparation Team of the Ministry of Education and Training and which complete and up-date the other targets. The targets also take into account relevant decrees and decisions recently issued, for example: Decree No.03/2003/ND-CP of 15 January 2003 "On adjusting salary and social subsidies and reforming the salary management mechanism"; Decision No.26/2003/QD-TTg of 7 February 2003 on "The National Target Programs for Education and Training until 2005"; and Decision No.159/2002/QD-TTg of 15 November 2002 on "Rehabilitation of Classrooms".

EFA Objectives and Action Programs

TARGET GROUP 1 - Early Childhood Care and Education (ECCE)

Access

- OBJECTIVES:*
- (1) *to provide access to ECCE provision for 0-5 year old children, prioritizing ethnic minority and disadvantaged children*
 - (2) *to ensure that all children complete one-year of quality pre-school education as preparation for primary school*

- | | |
|--------------------|---|
| Action Program 1.1 | Primary school readiness program of one school-year for all 5 year-olds, in particular for disadvantaged children |
| Action Program 1.2 | Extension of ECCE programs for 3-4 year olds |
| Action Program 1.3 | Extension of ECCE programs for 0-2 year olds |
| Action Program 1.4 | Special program to extend ECCE provision for disadvantaged children |

Quality

- OBJECTIVES:*
- (3) *to continuously improve the activities and services aimed at fostering mental, emotional, physical and social development of young children aged 0-5*

- | | |
|--------------------|--|
| Action Program 1.5 | Quality improvement of ECCE curricula and programs |
| Action Program 1.6 | ECCE teacher development and training |
| Action Program 1.7 | Comprehensive program to improve young children's growth and development |

Management

- OBJECTIVES:*
- (4) *to develop a coherent national policy for affordable and quality ECCE*
 - (5) *to strengthen ECCE management capacity at the local level*

- | | |
|--------------------|--|
| Action Program 1.8 | Formulation of a comprehensive national policy for affordable and quality ECCE development |
| Action Program 1.9 | Management training and support for ECCE managers at provincial, district and commune levels |

TARGET GROUP 2 - Primary Education

Access

- OBJECTIVES:** (1) *to provide access to affordable and quality primary education for all children, especially from ethnic minority, disadvantaged groups and for girls*
 (2) *to ensure all children complete the full cycle of five grades of primary education*

- | | |
|--------------------|---|
| Action Program 2.1 | Provision of an affordable school place for all children in primary school age |
| Action Program 2.2 | Program to ensure that all children complete a full five-grade primary cycle |
| Action Program 2.3 | Special program to extend full primary education access for disadvantaged and excluded children (street children, children of migrant families, etc.)
(a) Implementation of a priority program for selected provinces
(b) Extension of the program to all provinces |
| Action Program 2.4 | Provision of full primary education to out-of-school youth (see also Action Program 4.2 of Target Group 4, NFE) |

Quality and Relevance

- OBJECTIVES:** (3) *to ensure the transition from quantitative development to quality primary education of a high level of learning achievement, starting with a fundamental school quality level in all primary schools*

- | | |
|--------------------|--|
| Action Program 2.5 | Implementation of the ongoing curriculum reform (2002-2007) |
| Action Program 2.6 | Primary teacher development and training:
(a) Implementation of primary teacher development program in selected priority provinces
(b) Extension of the primary teacher development program to all provinces |
| Action Program 2.7 | Assessment of student learning achievement |
| Action Program 2.8 | Improvement of the quality of the learning environment and learning outcomes |
| Action Program 2.9 | Continuous improvement of the primary curriculum (2008-2015) |

Management

- OBJECTIVES** (4) *to strengthen management at central, provincial, district, and school level to improve the day-to-day functioning of primary education*
 (5) *to ensure comprehensive sector development and reform, especially the decentralization of state management, the creation of a continuous nine-year basic education cycle and the transition from quantity to quality*

- | | |
|---------------------|--|
| Action Program 2.10 | Policy setting and implementation at national level |
| Action Program 2.11 | Capacity building for planning and decentralized management at provincial, district and school levels |
| Action Program 2.12 | Mechanisms and capacity building for efficient resource utilization and affordable cost sharing |
| Action Program 2.13 | Mechanisms and capacity building for information-based decision-making approaches at all administrative levels |

TARGET GROUP 3 - Lower Secondary Education

Access

- OBJECTIVES** (1) *to extend access to affordable and quality lower secondary education to all children, especially ethnic minority, disadvantaged groups and girls*
(2) *to ensure that all children complete the full cycle of four grades of lower secondary education*

- Action Program 3.1 Provision of an affordable school place for all children of lower secondary school age :
(a) to complete ULSE in cities and in first 30 provinces
(b) to extend ULSE to rural areas
- Action Program 3.2 Program to ensure all children complete the full four-grade lower secondary education cycle
- Action Program 3.3 Special program to provide full access to lower secondary education for all disadvantaged children and girls
- Action Program 3.4 Provision of full lower secondary education to out-of-school youth (see also Action Program 4.2 of NFE)

Quality and Relevance

- OBJECTIVES:** (3) *to improve the quality of lower secondary education and relevance of learning outcomes*

- Action Program 3.5 Implementation of the ongoing new curriculum reform (2002-2006)
- Action Program 3.6 Lower Secondary Education Teacher Development and Training
- Action Program 3.7 Assessment of student learning achievement
- Action Program 3.8 Improvement of the quality of the learning environment and learning outcomes
- Action Program 3.9 Continuous development of the lower secondary curriculum (2007-2015)

Management

- OBJECTIVES:** (4) *to strengthen management at central, provincial, district, and school level to improve the day-to-day functioning of lower secondary education*
(5) *to ensure comprehensive sector development and reform, especially decentralization of state management, universalization of quality and affordable lower secondary education and the creation of a continuous nine-year basic education cycle*

- Action Program 3.10 Policy setting and implementation
- Action Program 3.11 Provision of quality support services
- Action Program 3.12 Mechanisms and capacity building for efficient resource utilization and affordable cost sharing
- Action Program 3.13 Mechanisms and capacity building for information based decision-making approaches at all administrative levels

TARGET GROUP 4 - Non-Formal Education (NFE)

Access

- OBJECTIVES:** (1) *to ensure that all out-of-school youth (in primary and secondary school age) have education opportunities to achieve primary and lower secondary levels*
- (2) *to ensure that all adults, especially women and disadvantaged groups, have access to free and quality literacy and post-literacy programs and to affordable and quality life skills programs and lifelong learning opportunities*

- | | |
|--------------------|--|
| Action Program 4.1 | Expansion of literacy and post-literacy programs for adults under age 40, prioritizing ethnic minority areas and women |
| Action Program 4.2 | Expansion of complementary primary and lower secondary programs, especially for poor and disadvantaged groups (see also Action Programs 2.4 of primary and 3.4 of lower secondary) |
| Action Program 4.3 | Expansion of continuing learning programs to all communes and districts, prioritizing remote and disadvantaged areas |

Quality and Relevance

- OBJECTIVES:** (3) *to improve the quality, relevance and results of all continuing education programs (complimentary primary and lower secondary programs, literacy, post-literacy and life skill programs) for youth and adults (up to age 40)*

- | | |
|--------------------|--|
| Action Program 4.4 | Improvement of the quality, relevance and delivery of literacy and post-literacy programs |
| Action Program 4.5 | Improvement of the curricula and delivery of complementary primary and lower secondary programs |
| Action Program 4.6 | Improvement of the quality and relevance of continuing learning programs delivered through CLCs and CECs |

Management

- OBJECTIVES:** (4) *to develop a comprehensive national strategy for affordable and relevant continuing education, lifelong learning opportunities and to build a learning society*
- (5) *to strengthen management capacity of non-formal education (NFE) and continuing education at the local level*

- | | |
|--------------------|--|
| Action Program 4.7 | National policy for continuing education, non-formal education and lifelong learning |
| Action Program 4.8 | Capacity building of CLC and CEC managers to provide NFE/continuing education programs relevant to adult learners and the labor market |

Costs and Financing of the National EFA Plan

The EFA plan assesses in detail the inputs and resources required to reach the targets. It provides estimates of the costs of reaching the targets. It identifies the financing requirements, the possible sources and amount of funding. The cost estimates of Plan implementation are based on a number of education sector development principles:

- all EFA targets, without exception, must be reached; therefore:
- all action programs will be carried out;
- the basic inputs required by the curriculum to ensure good quality education for all will be provided by the government, free of charge to all pupils in primary education (this concerns teacher salaries and related costs, textbooks, other teaching-learning materials for pupils-teachers-schools, classrooms and other facilities equipment, maintenance). This measure will be introduced gradually so that by 2015 no child in 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. These contributions will serve to improve the teaching/learning conditions of the school, but they will not substitute for Government financing;
- the share of EFA related expenditure in total government expenditure on education would remain at its 2003 level of about 65 per cent, in order to leave room for development of other education sub-sectors, in particular for upper secondary and higher education.

EFA costs do not include the costs of pre-service teacher training since this training is at post-lower secondary level and therefore not included in EFA. Pre-service teacher training for EFA-related teaching personnel, in particular primary and lower secondary school teachers, has to be taken into account in planning and budgeting for upper secondary education and higher education development. Successful implementation of the EFA Action Plan depends to a significant extent on adequate planning of and budget allocations to these other sub-sectors of education.

Table I: Estimated Cost of EFA Plan Implementation by Target Group
(in million US\$; in 2002 constant prices)

	2001	2005	2010	2015
	actual expenditure (estimate)*	projections of EFA funding needs*		
Target Group 1: ECCE				
Recurrent	27.5	69.0	111.0	170.0
Capital	1.6	23.2	21.4	19.3
Total	29.1	92.1	132.4	189.3
Target Group 2: Primary Education				
Recurrent	303.6	516.8	746.3	989.7
Capital	63.2	116.2	133.2	166.7
Total	366.8	633.0	879.5	1,156.5
Target Group 3: Lower Secondary Education				
Recurrent	262.1	509.4	752.7	1,025.9
Capital	91.4	111.1	116.0	124.3
Total	353.5	620.5	868.8	1,150.2
Target Group 4: Non-Formal Education				
Recurrent	40.6	118.7	93.6	88.7
Capital	0.9	2.7	1.5	0.5
Total	41.4	121.4	95.1	89.2
All 4 EFA Target Groups				
Recurrent	633.8	1,213.9	1,703.6	2,274.3
Capital	157.0	253.2	272.2	310.9
Total	790.8	1,467.1	1,975.8	2,585.2

Note: * Including Government funding + donor funding + direct contributions from the community

Total costs of implementing EFA actions and operating the four EFA component sub-sectors are expected to be high during the first years of Plan implementation. This is the period when all major action programs get off with a kick-start entailing very high start-up costs and very high average annual growth rates of funding requirements. Once EFA Plan implementation has reached normal cruising speed, the annual funding requirements return to more normal levels².

Table II: Financing of the EFA Plan
(in million US\$; in 2002 constant prices)

	2003	2004	2005	2006	2007	2008	2009	2010	2015
1 Funding needs for EFA (recurrent+capital)*									
1.1 Total EFA Plan funding needs	1,187	1,329	1,467	1,527	1,642	1,734	1,843	1,976	2,585
of which:	59.0	73.1	92.1	95.5	102.8	111.9	121.6	132.4	189.3
Target Group 1 (ECCE)	540.3	582.2	633.0	658.6	716.5	766.6	817.0	879.5	1,156.5
Target Group 2 (Primary Ed)	510.9	570.1	620.5	654.8	710.5	750.9	805.8	868.8	1,150.2
Target Group 3 (Lower Sec Ed)	76.9	103.2	121.4	118.1	111.6	104.3	98.3	95.1	89.2
Target Group 4 (Non-Formal Ed)									
2 Available funding									
2.1 Government budget	852	968	1,098	1,190	1,316	1,455	1,608	1,775	2,465
2.2 Donors	80	120	150	150	150	150	150	120	40
2.3 Sub-total (Gvt. + donors)	932	1,088	1,248	1,340	1,466	1,605	1,758	1,895	2,505
2.4 Community (parents, etc.)	88	87	85	81	80	77	75	72	70
2.5 Total (Gvt.+donors+community)	1,020	1,175	1,333	1,421	1,546	1,682	1,833	1,967	2,575
3 Funding gap									
Gap 1: Needs – Gvt. funding [1.1–2.1]	334.9	361.0	369.2	337.0	325.2	278.6	235.3	200.9	120.1
Gap as % of total needs	28.2%	27.2%	25.2%	22.1%	19.8%	16.1%	12.8%	10.2%	4.6%
Gap 2: Needs – (Gvt.+donor) [1.1–2.3]	254.9	241.0	219.2	187.0	175.2	128.6	85.3	80.9	80.1
Gap as % of total needs	21.5%	18.1%	14.9%	12.2%	10.7%	7.4%	4.6%	4.1%	3.1%
Gap 3: Needs – (Gvt.+donor+community) [1.1–2.5]	166.6	153.8	134.2	105.7	95.8	51.3	9.5	8.6	10.7
Gap as % of total needs	14.0%	11.6%	9.1%	6.9%	5.8%	3.0%	0.5%	0.4%	0.4%

Note: * including government funding, donor funding and community contributions.

The State budget will remain by far the major funding source for EFA Plan implementation. If future economic conditions remain as robust as they have been since 1997, there are good chances that the education sector will continue to enjoy privileged funding attention. The government counts on an average GDP growth of 7.5 per cent per year, in constant prices, for the coming years. The resulting growth in public revenues will be sufficient to finance the increase of the share of the education sector to 20 per cent of the government budget. Government expenditure for education in relation to GDP is expected to increase from 3.7 per cent in 2002 to 4.2 per cent by 2015. This will place Viet Nam among the highest quintile of all EFA countries in Asia.

Yet these increases might not be sufficient to finance all action programs required in order to attain the EFA goals and all targets as quickly as expected, and, perhaps, with as complete coverage as intended. However, through effectively modernizing education sector management in general, and through rigorous management of EFA Plan implementation in particular, it should be possible to reach all essential EFA goals and targets by 2015. The Government is determined to provide this management basis. The process of reform of public sector management including of the education sector is already well underway. The preparation of provincial education plans, foreseen as a first step of implementing the National EFA Plan, will provide the opportunity to set priorities which are

² The declining funding requirements for Target Group 4 are the result of those action programs which aim at reducing school drop-out and at reintegrating out-of-school youth into the education process; which means that by 2015 there will no longer be any need for complimentary programs.

well adjusted to available funding levels. Moreover, the fact that the international donor community has included Viet Nam, as the only Asian country, in the first group of countries eligible for receiving EFA Fast Track Funding (FTI) holds the possibility of additional donor funding which would be directed towards high priority primary education actions proposed in the EFA Plan.

Implementing the National EFA Plan

The overwhelming majority of education activities for all four EFA Target Groups take place in provinces, districts, communes and schools. Therefore the National EFA Plan will really come into life only through action programs at provincial level. Preparing and implementing provincial EFA plans will therefore be the main mechanism for the implementation of the National EFA Plan. To be successful, the National EFA Plan will be rolled out into provincial education plans. For the provinces, the National EFA Plan will serve as a reference from which to derive provincial level priorities and targets. Provincial education plans will cover the entire range of educational activities carried out under the auspices of provincial and district authorities. They will comprise a provincial EFA plan component encompassing all four EFA target groups which represent the bulk of education activities at the provincial level. The plans will also include upper secondary education, vocational and technical education and training. The preparation of provincial education plans will involve all major actors, in particular the People's Committees, the Provincial Departments of Education (DoETs), the Provincial Departments of Finance (DoFs). A particularly important reason for drawing up provincial education plans is the need to set implementation priorities for the targets of the National EFA Plan in line with the availability of funds.

Provincial EFA plans will be drawn up within the overall framework of the National EFA Plan. This will ensure effective coordination of activities and resources and guarantee that the combined impact of action programs and projects becomes stronger than the sum of the effect of individual activities. It will also help avoid unbalanced and inefficient allocation of resources which might otherwise occur due to particular regional interests and to externally funded projects being directed to low-priority areas.

This comprehensive and integrated process of national and provincial EFA planning is fully in line with the Government's program on State Administrative Reform. It will support and strengthen the ongoing decentralization of education sector management.

Effective implementation of the National EFA Plan requires a well-functioning organizational support structure and mechanism, with clear lines of responsibility, authority and accountability. This shall be achieved through the establishment of a National EFA Committee (NEFAC) and a number of technical EFA implementation groups supporting the Committee. In particular, a National EFA Observatory shall be set up, as the national counterpart to the regional EFA observatory and the world-wide EFA observatory set up by UNESCO. The National EFA Observatory will provide the EFA Committee with all information and proposals required to ensure effective coordination of the implementation of all Action Programs foreseen in the EFA Plan. It will monitor progress towards the achievement of the national EFA goals and targets, nationally as well as at provincial level.

The strategic, programmatic and long-term nature of the National EFA Plan is the reason why the Plan is not a compendium of projects. It would not be realistic to plan activities that will be undertaken seven, ten or more years from today. The identification and formulation of projects, whether for national or donor financing, will be part of the implementation of the National EFA Plan. Yet, the National EFA Plan is firmly action oriented, since it contains a state-of-the-art kit of the planning tools needed to identify and build projects required to implement the Plan. These tools comprise:

- (i) the specific targets set for each EFA target group, indicating what to attain, and assessed for resource implications and affordability;
- (ii) the action programs which indicate how to reach the targets, defining the main components of coherent sets of actions which shall be carried out, and

- (iii) a comprehensive range of detailed analysis and projection data, for each year to 2015, for all EFA targets and all action programs, and a modern analysis and projection approach in the form of the Viet Nam EFA Analysis and Projection Model³ .

These three planning tools constitute the essential basis for operationalizing the national goals and targets and translating them into provincial EFA plans.

Results of EFA Plan Implementation

When all actions programs will have been carried out and all targets will have been attained, by 2015, Viet Nam's education system will have achieved very significant progress:

- all children will enjoy one year of pre-school, preparing them for entrance into Grade 1 of Primary Education;
- there will be universal basic education of nine years; all children of age 6 will enter Grade 1 and all will enjoy a complete cycle of nine years of basic education; almost all primary school drop-outs and 90% of lower secondary school drop-outs will be reintegrated into formal education programs;
- all primary pupils will receive free education (in terms of essentials such as teachers, classrooms, textbooks and other basic learning materials) and the full complement of instructional hours foreseen by the curriculum (reaching international standards of 900 hours per school year, at rising standards of fundamental school quality level);
- all districts will have modern life skills learning and training programs and facilities;
- the quality of the teaching-learning process will be at the level of modern international standards, through a process of continuous curriculum improvement, through pre-service and massive in-service teacher training programs, and the application of minimum quality learning standards in all schools;
- learning outcomes will be directly relevant to the modern economy and society, thus reinforcing Viet Nam's economic and social advance;
- resource utilization will be at high levels of cost-effectiveness;
- the management of education (policy management, pedagogical management, financial management, administrative management) will have modern, decentralized structures and procedures.

³ The Viet Nam EFA Analysis and Projection Model is based on the EFA planning model contained in the EFA Planning Guide published by UNESCO (Regional Education Office, Bangkok, 2001). The EFA Planning Guide has been translated into Vietnamese and distributed to all Provincial Education Departments, central level Government units concerned and education sector donors.

Glossary of Terms used in the Viet Nam EFA Action Plan

<i>Access to education</i>	The extent to which children of school age are enrolled in, remain in and complete a full cycle of formal basic education (primary education and lower secondary education). For non-formal and early childhood education programs, the term 'access' refers to the possibility of effectively participating in appropriate learning activities.
<i>Action Program</i>	(see under EFA Action Programs)
<i>Budget</i>	refers to the financial resources foreseen for a given period. They are not the same as expenditure. Expenditure refers to the financial resources actually spent. Expenditure may be higher or lower than the budget (see also under Costs).
<i>Basic education</i>	<ol style="list-style-type: none">(1) refers to the nine-year cycle of formal education (the five-year primary cycle and the four-year lower secondary cycle), starting with grade 1 of primary education and ending with grade 9, the last grade of lower secondary education;(2) sometimes also used in a broader sense to refer to educational activities which aim to meet basic learning needs (such as literacy, numeracy and the knowledge and skills for children and adults to participate fully in development, make informed decisions and continue learning, etc). Basic education includes formal schooling and a variety of non-formal public and non-public education activities designed to meet the learning needs of specific groups of people of all ages.
<i>CEC</i>	<i>Continuing Education Center</i> which provides non-formal and continuing education programs at district level.
<i>CLC</i>	<i>Community Learning Center</i> which provides basic and non-formal lifelong education programs and life skills programs at commune level.
<i>Complementary education programs</i>	Education programs which offer youth and adults, who have missed out on formal primary and lower secondary education, the opportunity to acquire basic education (up to the level of primary grade 5 and all lower secondary grades) and attain an education level which is officially recognized as equivalent to formal education.
<i>Community contributions</i>	are direct payments by parents and other members of the school community towards the school construction fund, and for other items required for the basic functioning of the school process including textbooks, stationary, science materials and similar items. Viet Nam has a long standing tradition of community support to education services of public establishments providing formal education. The EFA Plan continues this tradition and encourages active community participation in the improvement of the overall working conditions of the local school. In addition it foresees that, in line with almost all countries of the world and in line with the

Dakar EFA Goals, by 2015 all basic, essential inputs into primary education are provided by the government free of charge, i.e. at zero direct cost to the pupil and his/her family. No such engagements exist for lower secondary education. Therefore the EFA Plan foresees that adequate functioning of lower secondary education establishments will continue to depend to a relatively large extent on direct contributions from the community. (see also under "Costs")

Constant Prices

Prices or costs that are expressed in the value of a given year, which is referred to as the base-year. Medium and long -term projections of costs, expenditure, budgets are usually expressed in constant prices. This avoids the unsolvable problem of projecting the inflation rate.

*Consultative Group
CG*

The Consultative Group (CG) comprises the Government and the multilateral and bilateral donors that provide official development assistance (ODA) to Viet Nam. It meets, usually once a year, under the joint chairmanship of the Ministry of Planning and Investment (MPI) and the World Bank, to review the country's economic and social development performance, to guide future donor support and to provide donors with an opportunity to pledge funding for Government development and reform programs.

Continuing education

Lifelong learning activities which take place after the completion of primary or lower secondary education to meet vocational and general educational needs of adults.

Costs

The cost of education is the monetary value of all inputs into the education process (teachers, buildings, materials, etc). The term "costs" is often used as a synonym for the term "expenditure". In the EFA Plan, the costs for EFA indicate the total expenditure required to achieve all EFA targets and carry out all action programs.

Public costs of education are the costs of inputs provided by public (i.e. government) bodies (ministries, provincial departments, etc.) and financed from public (i.e. government) budgets.

Private costs (or non-public costs or user costs or direct costs to parents) are the costs of educational inputs directly paid by the local community and by parents ie not from public budgets. These costs include: tuition fees, construction fund fees, contributions to school maintenance and learning materials, the acquisition of essential textbooks and other direct contributions.

Capital costs (or capital expenditure or investment cost or investment expenditure) include all durable inputs, such as site acquisition, construction, major repair, major equipment.

Recurrent costs (or recurrent expenditure) include all inputs that have to be provided regularly (usually on an annual basis), such as personnel costs (salaries and related costs) and non-personnel costs (supplies, utilities, operating costs, teaching and learning materials, laboratory materials, maintenance and small repairs).

Since in Viet Nam direct contributions by the community to financing

the costs of education at the school level constitute an essential input without which the school, i.e. the teaching-learning process, could not function, the EFA Plan includes in its cost estimates (and also in its projections of required funding) the category "community contributions". For primary education the community contributions are gradually phased out; for lower secondary education they are maintained. The EFA Plan does not include community contributions for Target Group-1 (ECCE) and Target Group-4 (NFE) due to lack of information (see also under "Community contributions").

Disadvantaged Children

Children who do not benefit to the same degree as the majority of children from education services provided by the Government. This includes children who have no access to or are unable to access the basic education cycle, are at risk of repetition and/or drop-out, and attain low education outcomes. In Viet Nam, disadvantaged children tend to be in remote areas, where educational facilities are limited, among poor households and among ethnic minority populations. Also included are children who are unable to access school on account of disabilities or poor health or who live in difficult circumstances (street children, children of migrant families, etc).

Drop-out Rate

The percentage of pupils who do not complete a given grade or level of education in a given school year, i.e. who leave the formal school system not having completed the primary or lower secondary education cycle.

ECCE

Early Childhood Care and Education is the term used by the Ministry of Education and Training to cover education programs for the 0 to 5 year age group. ECCE encompasses the totality of programs that offer a structured and purposeful set of learning activities either in formal institutions or as part of non-formal childcare programs.

EFA

Education for All - a movement at international and national level for the promotion of basic education for all. The main goals of the program are universalization of primary education, the eradication of illiteracy, expanded access to continuing and lifelong education, achievement of gender parity at all education levels, expanded access to education programs for young children of pre-primary education age. Viet Nam has a long and successful history of commitment to EFA goals. It is amongst the 164 countries that have adopted the EFA Framework for Action covering the period until 2015 at the World Education Forum conference (Dakar, Senegal, April 2000).

*EFA Action Plan 2003-2015
National EFA Action Plan
National EFA Plan*

The EFA Action Plan is a coherent framework for long-term education reform and development until 2015. It identifies the goals, objectives, specific targets, action programs, resource requirements and implementation modalities to attain EFA in Viet Nam. The EFA Action Plan is the result of a planning process based on existing educational policies and targets (which cover the period until 2010 only). It extends the planning horizon until 2015, thereby completing and adjusting a number of existing targets formulated several years ago.

EFA Action Programs

are coherent sets of action that must be implemented in order to attain the EFA targets set in the EFA Action Plan. Action Programs indicate how to reach the targets. Action Programs have been identified for each of the four EFA Target Groups.

EFA Implementation Indicators

are main indicators for continuous monitoring of the progress of implementation of EFA Action Programs towards achieving the EFA goals and targets. Implementation indicators have been set for each of the four EFA Target Groups. They are derived from the quantitative targets set in the National EFA Plan.

EFA Target Groups

The National EFA Plan of Viet Nam covers four target groups:

EFA Target Group 1: ECCE, early childhood care and education, (children aged 0-5 years)

EFA Target Group 2: Primary Education (children aged 6-10 years)

EFA Target Group 3: Lower Secondary Education (children aged 11-14 years)

EFA Target Group 4: Non-formal education (out-of-school youth and adults with low educational levels)

EFAPM Viet Nam, Viet Nam EFA Model, EFA Analysis and Projection Model

The Viet Nam EFA Analysis and Projection Model (EFAPM) is the analysis and projection tool especially developed for the preparation of the National EFA Plan. The Model is designed to:

- (i) analyze how the EFA sub-sectors are functioning at present;
- (ii) identify possibilities for improving the functioning of the sub-sectors through more cost-efficient utilisation of resources;
- (iii) make projections of likely and desired future developments of major EFA components and for each EFA target group;
- (iv) forecast the inputs and resources needed in future in order to attain the national EFA goals and targets;
- (v) assess the feasibility of EFA goals and targets in terms of human, material and financial resources, and
- (vi) set implementation priorities, and to draw up action programs to be included in the EFA plan.

The Viet Nam EFAP-Model is based on the EFA Analysis and Planning Model of the UNESCO EFA Planning Guide (published in 2000, in English and in Vietnamese).

Efficiency

The appropriateness and effectiveness with which the financial resources allocated to education achieve the goals and targets, especially in terms of the way the education system functions in all of its parts and activities. In the EFA Plan this aspect is related to *Management* (see below).

EMIS

Education Management Information System is a formal system of quantitative data collection, storage and analysis related to the functioning of the education system. A typical EMIS provides education

	<p>managers at central, provincial, district and school level with reliable and timely information needed for their respective functions and tasks. EMIS is a major data and information source for education planning, monitoring, budget preparation and financial control. EMIS is a network of units from schools up to central level. In other countries EMIS includes sub-systems such as school mapping and GIS (geographical information system).</p>
<i>Equity</i>	<p>Equity designates the extent of disparities or differences in the educational system for example in terms of gender, social groups, income level, ethnic groups, urban/rural groups etc. The smaller the disparities the higher the degree of equity.</p>
<i>Expenditure</i>	<p>(see under Costs)</p>
<i>Fast Track Initiative (FTI)</i>	<p>A funding source set up by the international donor community (in 2002), coordinated by the World Bank, aimed at providing funding for high priority development actions for primary education, with condensed preparation and quick disbursement procedures. Viet Nam is the only Asian country which has been included in the first group of 18 countries world wide which are eligible for FTI funding. Qualifying criteria for receiving FTI funding include among others the existence of a credible national EFA Plan adopted by the government and a national Comprehensive Poverty Reduction and Growth Strategy (CPRGS).</p>
<i>Full-day schooling</i>	<p>In the EFA Plan, the term full-day schooling refers to the length of the school day in terms of the number of class-contact hours (instructional hours) per pupil. The EFA Plan foresees that the number of instructional hours in primary education in Viet Nam will increase from about 450 hours per school year in 2002 to 900 hours by 2015 (and to 1200 hours for lower secondary education). The EFA Plan also foresees the elimination of double shift use of classrooms. Together, these measures will result in a "full" school day, instead of half a day as in 2002.</p>
<i>Fundamental School Quality Level FSQL</i>	<p>The minimum package of inputs into the teaching-learning process at school level necessary for providing quality education. The first step toward achieving Viet Nam's national standards. The package includes minimum provision for physical infrastructure, teaching staff, school organization and management, educational activities (teaching-learning materials for each school, each teacher, each pupil).</p>
<i>Gender Parity Index</i>	<p>The ratio of female to male, girls to boys enrolment rates which measures progress towards gender equity in enrolment in ECCE, primary, lower secondary and NFE programs and the level of learning opportunities available to females in relation to those available to men.</p>
<i>GIS</i>	<p><i>Geographical Information Systems</i> for education are systems that provide detailed data on each school and catchment area (pupils,</p>

staff, physical conditions, socio-economic and demographic environment, topographical information etc). GIS is part of a school mapping system and of the larger framework of EMIS. GIS is yet to be set up in Viet Nam.

<i>Goals</i>	Goals (or policy goals, or overall goals) are the ultimate socio-economic aspirations of a program expressed in broad terms. EFA goals for Viet Nam include for example the provision of free enrolment in primary education for all (UPE), mobilizing full community participation - All for Education, and moving the education system from quantity to quality.
<i>Gross Enrolment Rate</i>	The total number of pupils enrolled in a given level of education irrespective of age expressed as a percentage of the total population of the corresponding school-age range.
<i>Gross Intake Rate</i>	The number of new entrants in the first grade of a given level of education, regardless of age, expressed as a percentage of the population of official school-entrance age.
<i>Inclusive Education</i>	An education approach aimed at extending access to formal education, in the classroom, to all children, especially those children who have tended not to attend normal schooling. These include children with physical disabilities, children with learning and/or mental disabilities and children who are traditionally more likely not to enrol or drop-out from school for various reasons including economic constraints, culture, gender inequalities and children from ethnic minority backgrounds with limited understanding of the language of instruction.
<i>Information, Education & Communication</i>	<i>IEC</i> are Information, Education and Communication materials developed to provide and facilitate accessible and culturally appropriate information messages on given subjects such as child-raising practices or community participation in school management.
<i>IT, ICT</i>	The provision of Information (and communication) Technology (computers, software and access to electronic information systems) in schools and also as part of a networked education management information system.
<i>Literacy</i>	The ability to read and write in the Vietnamese language. It also includes basic numeracy skills. Basic literacy in Viet Nam represents the equivalent level of the five-year primary cycle. The literacy rate is the percentage of the adult population that has achieved basic literacy. In Viet Nam the literacy rate refers to the population of the age group 15 - 40.
<i>Management</i>	Management relates to the manner in which the education system is administered and resource utilization is organized. In particular, (i) the regulatory framework, i.e. the set of rules and regulations which determine the functioning of the education system, and (ii) the way in which the rules and regulations are applied, i.e. the actual process of responsibility-authority-accountability at all levels

and between the different levels. In the EFA Plan education sector management includes three areas:

- a) policy setting, planning and implementation monitoring and evaluation;
- b) utilization of financial and human resources;
- c) pedagogical management (the use of teachers, content and organization of the teaching-learning process, curriculum, teacher training, learning achievement).

Multigrade Education

This refers to situations where pupils from one or more grades (ie Grade 1 and Grade 2 of Primary School) are combined in one class at the same time. The multigrade situation usually arises in order to improve access in areas with low population density where pupil numbers per grade are too low to make up a full class/grade.

Monitoring

The process and mechanisms for overseeing and controlling the implementation of the plan, i.e. the implementation of the action programs and progress towards achieving the EFA targets. In its simple form monitoring covers only the quantitative EFA targets. In its more complete, and more useful form, monitoring includes also the evaluation of the impact of action programs (see under EFA Implementation Indicators).

Net Enrolment Rate

The number of pupils of the official school age that are enrolled in schools expressed as a percentage of the total population of the same age group.

*Non-Formal Education
NFE*

NFE comprises organized learning activities that cater to persons not enrolled in formal education. In Viet Nam, NFE spans complementary education programs, continuing education and life skills development activities aimed at the different learning needs of different categories of youth and adults. NFE does not necessarily follow the structure of the formal system. It may be of varying duration, and may or may not confer certification of the learning achieved. In the EFA Plan, NFE comprises complementary primary and lower secondary programs, life skills programs, and literacy training.

Non-public education

In the Viet Nam context, non-public refers to educational activities and institutions that are not directly or not completely financed by the state budget. For education, the non-public and semi-public (actions that are jointly state and non-public funded) sector is evolving. Schools and other institutions and programs that are non-public or semi-public operate according to government and MoET regulations i.e. follow the same curriculum, pupil-teacher ratios etc.

*Official Development
Assistance
ODA*

Official Development Assistance (ODA) refers to financial and in kind resource flows to developing countries provided by government agencies (national-bilateral, multilateral institutions). ODA comprises loans, credits and grants.

<i>Operational Areas</i>	The EFA Plan uses three operational areas for each target group: 1. <i>access</i> , 2. <i>quality and relevance</i> , and 3. <i>management</i> . These operational areas reflect the fundamental organizational dimensions of the education system (they are covered separately in this glossary).
<i>Out-of-school youth</i>	Children in primary and lower secondary school age who are not enrolled in formal education, either because they had no access to formal education or because they have dropped out of formal education.
<i>Planning</i>	<p>This is the process through which a plan is prepared. The planning process consists of a sequence of phases that includes situation analysis (analysis of the functioning of the sector and identification of issues), plan preparation (identification of goals, objectives and possible solutions); setting of targets; assessment of resource implications (feasibility and affordability of proposed solutions and targets); and the formulation of action programs and implementation plans.</p> <p>The planning approach applied in the preparation of the Viet Nam EFA Plan has been adapted from the EFA Planning Guide published by UNESCO (Bangkok, 2000) in English and in Vietnamese.</p>
<i>Pre-school</i>	The pre-school program of one school year is part of formal education (part of EFA Target Group 1) and is intended to prepare children for primary school. Pre-school education is seen and administered as Grade 3 of the kindergarten and not as part of primary education. It aims at children of the age of 5.
<i>Program component</i>	Each Action Program of the EFA Plan is composed of distinct sets of program components. These set out concrete activities required to attain the specific targets of the Action Programs.
<i>Pupil-class ratio</i>	The number of pupils per class, where the class designates a group of pupils (not the classroom). Together with the teacher-class ratio it determines the pupil-teacher ratio. In Viet Nam, national standards and targets set the pupil-class ratio and the teacher class-ratio, not the pupil-teacher ratio.
<i>Pupil-teacher ratio</i>	The average number of pupils per teacher, in a grade or a cycle, or at a specific level of education (a result of the combination of pupil-class and teacher-class ratios).
<i>Quality</i>	In the EFA plan, quality and relevance is one of the three <i>operational areas</i> . Both quality and relevance are seen as a measure of the effectiveness of the content of education, especially in terms of curriculum content and materials, teaching-learning methodology, teacher education and training, assessment and exams criteria, etc. (see also under Relevance).

<i>Relevance</i>	The extent to which the curriculum, pedagogy, teaching-learning materials, learning achievement, examination criteria are relevant to, and prepare the pupil adequately for either further education (at the next higher level), or for vocational or professional training, or for the labour market.
<i>Repetition rate</i>	The percentage of pupils in a given grade who remain enrolled in the same grade in the following school year, i.e. who repeat a class.
<i>School-age population</i>	The total number of children in the officially defined school age group, whether they are enrolled in school or not.
<i>School Mapping</i>	is the collection and analysis of data for a school, a cluster of schools, a commune, a district concerning (i) the present functioning of the school (or the cluster or the school system in the commune or in the district), and (ii) their likely future development (in terms of school age population, enrolment, teacher requirements, requirements of classrooms and teaching-learning materials, costs and financing, ability of parents to pay for direct contributions, and all other inputs required for the proper functioning of the schools in the coming years). School mapping includes EMIS, GIS and micro-level educational planning.
<i>Specific Targets</i>	designate the specific, measurable results to be achieved within a given timeframe to attain the objectives of the EFA Plan. The specific targets have been set in addition to targets implied by the normal functioning of the education system.
<i>Survival rate</i>	The percentage of a pupil cohort entering the first grade of the cycle and eventually reaching the end of the cycle, independent of the number of years spent in school.
<i>Target</i>	(see under EFA Specific Targets)
<i>Teacher-class ratio</i>	(see under Pupil-class ratio)
<i>ULSE</i>	<i>Universal Lower Secondary Education.</i> By international standards ULSE is attained when the net enrolment ratio is close to 100 per cent or in other words when all children of the lower secondary school age group attend and complete the full four-year cycle of lower secondary school.
<i>UPE</i>	<i>Universal Primary Education.</i> By international standards UPE is attained when the net enrolment ratio is close to 100 per cent or in other words when all children of the primary school age group go to school and complete the full (five year) primary cycle. In Viet Nam UPE is considered attained when the net enrolment ratio has reached 80 per cent.

Introduction

The National EFA Action Plan has its origin in two mutually supportive policies:

- the international commitment made by the Government at the World Education Forum conference in Dakar in 2000 to prepare a long-term plan for the period 2003-2015, and
- the Government resolves to continuously renovate and modernize education.

[Viet Nam's](#)

[Commitment to EFA](#)

The EFA Action Plan is a road map for the development of major parts of the education system during 2003-2015. It brings together in a coherent framework the existing Government educational goals and targets, all of which cover the period until 2010, and extends them until 2015. Thus, the EFA Plan spans the critical period of 2008-2014 during which primary and lower secondary education will undergo substantial transformation. This period of transformation is due to a number of unprecedented developments which include: demographic change; the impact of the reform of state management through decentralization; the effective attainment of full universal primary and lower secondary education; and the growing emphasis on reaching international levels of quality of education.

Within the overall education sector policy of the Government, the National EFA Plan is guided by the thrust of the socio-economic development policy of the Government to achieve:

- high economic growth through continued transition to a market economy,
- an equitable, socially inclusive and sustainable pattern of growth, and
- a modern public administration, legal and governance system.

Viet Nam is an active partner of EFA (Education for All), the worldwide movement of all countries and the international donor community to promote education. It has embraced the aims of EFA:

[The International Context
for National EFA Action](#)

1. to get all young people into school and to enable them to complete nine years of affordable basic education of good quality and of relevance to national, social, economic and cultural development needs, and
2. to enable the population outside school age (i.e. young children below primary school age and adults) to get as much education as possible.

The actions undertaken in order to attain the aims of EFA focus on:

- continuously renovating, reforming, modernizing education, and
- obtaining the resources required both for renovation and for the good functioning of the renovated education system.

**International EFA GOALS
for the period until 2015,
adopted by the World Education
Forum (Dakar, 2000):**

- (i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;*
- (ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;*
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs;*
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;*
- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;*
- (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*

The Dakar Framework for Action, para. 7., p.8

The EFA movement started in 1990 with the World Education Conference of Jomtien (Thailand) in which Viet Nam participated. The Conference adopted the World Declaration on Education for All, the framework for the EFA decade 1990-2000. Governments and donors committed themselves to assign priority of resource allocation to the development of basic education and to reaching a number of targets until the year 2000. One of the targets was universal primary education. Another target was to lay the foundation for nine years of education for all. Viet Nam set up an EFA committee, organized the National Conference on Education for All (October 1992) which identified national EFA objectives for 1993-2000, and drew up an EFA Action Plan. The Government implemented the plan with determination and as a result all major objectives have been reached. World Education Forum conference in Dakar (Senegal, April 2000, attended by over 160 countries, all multilateral donors, most bilateral donors and NGO's) assessed the results of the 1991-2000 EFA decade. The Forum commended Viet Nam for its outstanding education achievements, in particular its fast progress towards universal primary education, and efforts during the Jomtien decade.

The World Education Forum adopted the "Dakar Framework for Action, Education for All: Meeting our Collective Commitments".

The Dakar Framework contains:

- goals to be reached by each country by 2015 at the latest;
- commitments of all Governments and the international community for achieving education for all by 2015; and
- criteria for drawing up credible national EFA plans.

The Dakar EFA goals aim at expanding early childhood care and education, ensuring quality primary education for all, gender equality for all levels of education, full access to lower secondary education, appropriate education and training for all out-of-school young people and adults in need of basic education, and recognized and measurable learning outcomes at all levels and for all educational activities.

The World Education Forum emphasized that credible national EFA plans are an essential condition for effectively reaching the EFA goals. It formulated a number of principles to be applied in the preparation of national EFA plans:

- to place EFA within a sustainable and well-integrated education sector development framework clearly linked to poverty elimination;
- to ensure that the EFA plan:
- is developed by Government leadership in close consultation with national civil society;
- attracts coordinated support from all development partners;
- specifies reforms addressing the six international EFA goals;
- establishes a sustainable financial framework;
- is time-bound and action oriented;
- includes mid-term performance indicators; and
- achieves a synergy of all human development efforts, through broad-based inclusion within the national development planning framework and process.

Joining all countries of the world, the Government of Viet Nam adopted the Dakar Framework for Action in 2000. Thereby Viet Nam committed itself to prepare a National EFA Action Plan in accordance with the goals set in the Dakar Framework for achieving Education for All by 2015, and in accordance with the suggestions made in the Dakar Framework for drawing up credible national EFA plans.

Through its commitment to the Dakar Declaration, Viet Nam is a member of the world EFA community, and in particular of the community of countries of the South-East Asian region. Viet Nam shares its EFA experience with other countries in the region through active participation in the Sub-Regional EFA Forum for South-East Asia which meets regularly, under the auspices of UNESCO (Regional Education Office, Bangkok).

At the Consultative Group meeting for Viet Nam of December 2000, the Government and donors agreed to cooperate in the preparation of the National EFA Plan. The donors, in turn, agreed that UNESCO should be their focal point for EFA planning support to the Ministry of Education and Training (MoET). The Ministry was entrusted with the task of preparing the National EFA Plan. For this purpose MoET set up a National EFA Plan Preparation Team (Ministerial Decree No. 5667/QD-BGD&DT-TCCB of 17 October, 2001) under the direct authority of the Vice-Minister of Education and Training in charge of education planning. The National EFA Team constituted a technical EFA Plan Preparation Task Force entrusted with the day-to-day technical tasks of preparing the plan. An International EFA Support Team (IEST) provided technical planning assistance. The IEST was put at the disposal of the MoET by UNESCO and the World Bank (with support from CIDA).

The Preparation of the National EFA Action Plan 2003-2015

Viet Nam is committed to pursue the objectives of EFA 2015 and prepare a National EFA Action Plan.

The Government and the donors agreed to cooperate in the preparation of the National EFA Plan.

The EFA Plan was prepared through a consultative process involving several hundred persons from all 61 provinces, central Government units directly concerned as well as other national stakeholders. The consultative process was in the form of workshops, fact-finding, research and analysis activities, and numerous working meetings at central and provincial level. Consultations were particularly important for three critical planning steps:

- (i) the identification of issues,
- (ii) the setting of targets for attaining the development and reform objectives of the education sector, and
- (iii) the identification of action programs for the period 2003-2015.

THE SCOPE OF THE EFA PLAN

The National EFA Plan of Viet Nam includes four target groups:

EFA Target Group 1: early childhood care and education, ECCE, covering education activities for young children from 0-5 years,

EFA Target Group 2: primary education,

EFA Target Group 3: lower secondary education,

EFA Target Group 4: non-formal education, NFE, for out-of-school youth and adults in need of basic education.

The EFA Plan starts with an analysis of the present educational situation of the Target Groups and the identification of the principle issues which have to be addressed in future, during the EFA Plan period.

The way forward for the EFA Plan period 2003-2015 is inspired by a vision that gives direction and purpose to national education policy and the implementation of this policy across the EFA components of the education sector. This vision applies to all levels, from central level to provincial level to district level to commune level and to the school. The vision is enshrined in two guiding statements:

Issues

***Education is the foundation for social development,
and rapid and sustainable economic growth***

(Education Development Strategic Plan for 2001-2010).

Vision

It is necessary to create radical and overall changes in education

(10-Year Socio-Economic Development Strategy 2001-2010).

The national educational Vision is cast into the form of five strategic goals which guide all education policy measures and permeate all action. These are the thrust of the EFA Plan.

Strategic Goal 1 Moving from quantity to quality

Strategic Goal 2 Completing universal primary and universal lower secondary education

Strategic Goal 3 Providing lifelong learning opportunities

Strategic Goal 4 Mobilizing full community participation: All for Education

Strategic Goal 5 Ensuring effective management and ever better resource utilization

Strategic Goals

The strategic Goals lead to Objectives that are the direct response to the issues and challenges identified in the situation analysis for each of the four EFA target groups. The Objectives are expressed in the form of Targets that must be reached during the period of EFA Plan implementation 2003-2015. The targets indicate what to reach. The targets translate into Action Programs that indicate how to reach the targets.

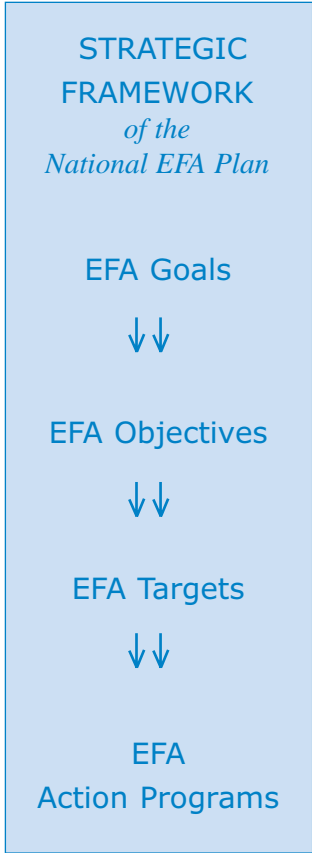
The EFA plan assesses in detail the inputs and resources required to reach the targets. It provides estimates of the costs of reaching the targets. It identifies the financing requirements, the possible sources of funding and the amount of funding likely to be available. This makes it possible to assess the affordability and feasibility of the targets, and to identify funding gaps that can be expected to occur.

The National EFA Plan constitutes a strategic framework for the long-term education development of the four EFA target groups :

- by setting the goals and targets to be reached during the plan period 2003-2015,
- by identifying the action programs required in order to reach the goals and targets, and
- by assessing the resources required, in particular the costs, and by identifying resource gaps.

The strategic, programmatic and long-term nature of the National EFA Plan is the reason why the Plan is not a compendium of projects. It would not be realistic to plan activities that will be undertaken ten years or more from today. The identification and formulation of projects, whether for national or donor financing, will be part of the implementation of the National EFA Plan, particularly at the provincial level. Yet, the National EFA Plan is firmly action oriented, since it contains a state-of-the-art kit of the planning tools needed to identify and build projects required to implement the Plan, comprising:

TARGETS	the specific targets set for each EFA target group, indicating what to attain, and assessed for resource implications and affordability,
ACTION PROGRAMS	the action programs which indicate how to reach the targets, defining the main components of coherent sets of actions which shall be carried out in order to reach the targets, and
PROJECTION DATA	a comprehensive range of detailed data, for each year, 2000 to 2015, for all EFA targets and for all action programs, and a modern analysis and projection approach in the form of the Viet Nam EFA Analysis and Projection Model ¹ .



Implementation tools of the EFA Plan

¹ The Viet Nam EFA Analysis and Projection Model is based on the EFA planning model contained in the EFA Planning Guide published by UNESCO (Regional Education Office, Bangkok, 2001). The EFA Planning Guide has been translated into Vietnamese and widely distributed to all Provincial Education Departments, central level Government units concerned and education sector donors.

These three planning tools of the National EFA Plan constitute the essential basis for operationalizing the national goals and targets and translating them into provincial EFA plans.

The goals and targets of the National EFA Plan are rooted in existing policy and planning documents. To a large extent they are those included in *Government documents* such as the Education Development Strategic Plan for 2001-2010 (EDS), the Comprehensive Poverty Reduction & Growth Strategy (CPRGS), the 10-Year Socio-Economic Development Strategy 2001-2010, all three of which are signed by the Prime Minister. They also cover the Millennium Development Goals (MDGs) and Viet Nam Development Goals (VDGs), directly based on the MDGs as well as those educational goals and targets included in Ministry of Education and Training documents such as the Primary Education Development Program (PEDP), the Primary Education for Disadvantaged Children project (PEDC), the Primary Teacher Development project (PTD), the ADB document Secondary Education Sector Master Plan (SEMP). In addition, the EFA Plan contains targets which have been identified by the National EFA Plan Preparation Team of the Ministry of Education and Training to complete and up-date the other targets.

The EFA Plan does not replace these programs and plans, which cover the period until 2010 only and which have been prepared at different times, with different focus and with different degrees of detail. Rather, the EFA Plan gives them coherence and stronger direction, thus reinforcing their impact. It achieves this by drawing together all goals and targets contained in these documents, by placing them within the coherent EFA framework, by translating them into the longer-term perspective until 2015, by assessing their affordability and feasibility, and by identifying a comprehensive and coherent set of action programs required in order to reach the goals and targets.

The Action Programs have been assembled into three operational areas: Access, Quality and Relevance, Management.

Operational area 1: ACCESS Access covers all action programs required in order to attain those EFA targets which are aimed directly at ensuring every child of school age has access to education. For example, for Target Group 2, Primary Education, the action programs under Access are designed to ensure that every child is enrolled in Grade 1 and stays in school for the entire five-year primary cycle. In other words, through the action programs under Access complete universal primary education will effectively be attained.

Operational area 2: QUALITY AND RELEVANCE Quality and Relevance comprises all action programs needed in order to attain those EFA targets that are specifically aimed at improving quality and relevance of education. These action programs concern curriculum development, teaching-learning materials, teacher training, student assessment, and special actions for specific population groups, etc.

The goals and targets of the National EFA Plan are rooted in existing policy and planning documents. The EFA Plan places them within an overall framework, giving them added coherence and direction, as well as reinforces their impact.

Three operational areas

The EFA Plan includes target and action programs in relation to each of these operational areas for each target group.

Operational area 3: Management concerns action programs that are aimed at improving the management of education at all levels. They include policy setting, planning, monitoring and evaluation, resource utilization, information-based decision making and financing.

Each operational area assembles those action programs which have a number of essential features in common in terms of : aims, technical characteristics, organizational aspects, principal actors, pattern of responsibility-authority-accountability for action, regulatory framework. Each requires its own, specific implementation approach.

Structure of the National EFA Plan

The EFA Plan contains three parts:

PART 1

Part 1, *The Current Situation for EFA since 1990*, presents the socio-economic background relevant to EFA (Chapter 1) and an overview of education achievements since 1990 and challenges for the future (Chapter 2). It includes a summary of the principle issues to be addressed by the EFA Plan for each of the four EFA target groups along with cross-cutting strategic issues for EFA. These issues are based on a situation analysis undertaken by the National EFA Plan Preparation Team. This situation analysis, which sets out EFA achievements, challenges and issues for each of the four EFA target groups, is included as Annex I.

PART 2

Part 2, *The Way Forward for EFA during 2003-2015*, contains the National EFA Plan properly speaking, It comprises the national framework for EFA (Chapter 3), the national EFA targets (Chapter 4) and the EFA Action Programs (Chapter 5). The costings, financial framework and potential funding gaps for the National EFA Plan are set out in Chapter 6 with EFA Plan implementation arrangements presented in Chapter 7.

PART 3

Part 3, *The Annexes*, contains information and detailed data that was used for drawing up the National EFA Plan and will be needed for Plan implementation, in particular the preparation of provincial EFA plans. Annex I provides the situation analysis for each of the four EFA target groups. Annex II sets out the EFA Goals and Targets contained in National Policy Documents. Annex III comprises EFA Plan Implementation indicators. Annex IV contains the complete Viet Nam EFA Analysis and Projection Model, in printed form as well as on CD-ROM. Annex V is a database, on CD-ROM, of EFA data for each of the 61 provinces for the period 1997/98 - 2001/02.

A Glossary of Terms used in the Viet Nam EFA Action Plan is provided at the start of the plan document. This gives definitions of the key education terms employed in the Plan and is designed to facilitate reader comprehension.

VIET NAM
NATIONAL EFA ACTION PLAN 2003 - 2015

PART I

**The Current Situation for
EFA since 1990**

CHAPTER 1

The Socio-Economic Context For EFA

Viet Nam's socio-economic achievements to date result from the consistently pursued reform process 'Doi Moi' that was initiated in 1986. The reform program focuses on the transition from a centrally planned to a market economy within a socialist society. It also focuses on the integration of the country with the world economy and the international community. The program maintained national policy goals but changed the approach to development bringing with it higher demands in terms of self-reliance for the individual, and accountability for enterprises. Two key features of 'Doi Moi' are the encouragement of private sector enterprise development and the gradual privatization of State-owned enterprises. This has led to the emergence of a new economic structure and a more efficient utilization of human resources. The 'Doi Moi' process has enlarged employment opportunities and enhanced labor productivity.

Emphasis is now placed on the transition to increasingly more modern institutions and modern governance, as well as on continued restructuring of the economy coupled with modernization of the social sectors.

The 'Doi Moi' program has been instrumental in promoting strong economic growth and very significantly alleviating poverty. Over the past years, GDP has increased steadily at a high average annual growth rate of up to 7.5 per cent, in constant 1994 prices. The estimated per capita GDP in 2001 was close to \$ 400 in current prices. Poverty rates declined from 70 per cent of the population before 'Doi Moi' to 58 per cent by 1993 and to less than 30 per cent by 2001. Low educational attainment is typical of the situation of the poor. Employment is one of the key challenges for the future, with about 1.4 million young adults entering the labor market every year. This challenge is particularly great for rural areas where the majority of the population lives.

The development of the private sector has given rise to new job opportunities. Between 1991 and 2000, the number of employed persons rose from 30.9 million to over 40 million. Nine out of every ten of these new jobs were created in the non-State sector. The public sector accounts for less than 10 per cent of total employment. Agriculture, fisheries and forestry are by far the largest source of employment, accounting for about 67 per cent of total employment in 2000. The sector generates about 24 per cent of GDP.

Viet Nam has a total population of 78 million people. Over the last twenty years, there has been a sharp decrease in population growth from 2.23 per cent in 1980 to 1.42 per cent in 2000. This trend is expected to continue with the population projected to reach just about 90 million by 2015. The slowing down of demographic growth will have significant implications for the education sector. For example, the number of children in the primary education age range is likely to decrease from about 9.5 million in 2000 to about 7.5 million by 2012. As much as 25 per cent of the population is in the age range 0-14, which is the principal range covered by the EFA Plan.

Emphasis is now placed on the transition to increasingly more modern institutions and modern governance, as well as on continued restructuring of the economy coupled with modernization of the social sectors.

About 35 per cent are in the range 0-17 years, and altogether almost 60 per cent of the population are below the age of 30. 75 per cent of the population lives in rural areas. The gender distribution is balanced, with women accounting for just over 49 per cent and men just over 50 per cent of the population. These orders of magnitude point to the enormous task of providing education and training for all of high quality and relevance needed to propel continued economic and social transformation and progress.

A rural living and work environment remains the main feature

Administratively Viet Nam is divided into 8 unofficial regions, 61 provinces, over 600 districts and more than ten thousand communes. There are four major urban centers - Hanoi, Ho Chi Minh City, Danang, and Hai Phong - that are home to an increasing number of the population. In addition to traditional seasonal migration, internal migration and urbanization have been particularly dominant in the last decade as a consequence of the greater mobility resulting from 'Doi Moi'. The proportion of the urban population has increased from 20 per cent in 1990 to 25 per cent in 2000. But a rural living and work environment remains the main feature, with as many as three out of every four persons living in rural areas. It is estimated that continued rapid economic development will result in the urban population growing to around one-third of the population by 2010 and possibly forty-five per cent by 2020.

Viet Nam is a multi-ethnic society where many ethnic groups retain a unique language and culture. The country's 53 ethnic minorities make up around 14 per cent of the population. There are distinct differences among minority groups, culturally, economically and in terms of participation in modern society. An estimated 30 per cent of the young members of ethnic minority groups have yet to accede to full basic education.

Very high levels of primary enrolment and literacy

Despite being a relatively poor economy compared to other Asian countries, Viet Nam outperforms most countries with similar or even higher average per capita income in terms of education. It has reached very high levels of primary and secondary education enrolment and full literacy of the population 15-40 years of age. However, as is the case with all fast growing and socially changing countries, a number of growth challenges occur and have to be dealt with. These concern rural-urban disparities as well as traditional forms of public sector management, including the management of the education sector.

Income disparities and the rural and urban gap are a particular challenge to education

Whilst the standard of living has increased in the cities, the economic situation in the countryside is not yet as good. In the last ten years, average incomes in urban areas more than doubled (130 per cent) but increased more slowly in rural areas (60 per cent). Similarly the decline in poverty was faster in urban areas (1993: 25 per cent, 1998: 9 per cent) than in rural areas (1993: 66 per cent, 1998: 45 per cent). The disparities are both of a regional and ethnic nature. This poses a particular challenge for achieving the educational goals for the next decade, in terms of affordability for different population groups.

Access to information, knowledge and know-how is essential for further rapid economic growth and social development. The success of public and private companies and also households already enjoying rapid economic progress is largely due to access to information about markets and new

techniques. Widest possible access to knowledge and information is important when it comes to modernizing education and training. The goal of universal primary education may be achieved even if pupils have little access to written information besides what is contained in school textbooks. However, achieving the broader education sector goals of transforming Viet Nam into a knowledge-based society requires substantial widening of access to a much larger range of types of information for schools (teachers and pupils) and education managers throughout the country.

Viet Nam has successfully joined the international community and the Government's development agenda is attracting increased international cooperation. This has led to the need for well-coordinated and effective planning and project implementation. To respond to this need, Viet Nam is pursuing a policy of increasingly more decentralized decision-making and implementation of policies and development programs. The principle thrust of the socio-economic development policy of the Government which guides the education policy in general and the National EFA Plan in particular is three-pronged:

The thrust of the Government's socio-economic development policy

- a) high economic growth through continued transition to market economy,
- b) an equitable, socially inclusive and sustainable pattern of growth, and
- c) a modern public administration, and legal and governance system.

The National EFA Action Plan 2003-2015 is designed to strengthen, assist reforms and develop essential parts of the education system (pre-school, primary and lower secondary education, non-formal education and training) to enable them to strongly and effectively support the achievement of these national development goals.

CHAPTER 2

EFA Performance since 1990 and Challenges for 2003-2015

2.1 EFA PERFORMANCE DURING THE 1990s DECADE

The government and people of Viet Nam have traditionally accorded high priority to education. The right of all children and adults to education constitutes a central pillar of Viet Nam's education law and Viet Nam has devoted considerable efforts and resources to the realization of this right. Major achievements of the 1990s decade include a spectacular expansion of the education system and an impressive increase in access to basic schooling. These gains have given Viet Nam international recognition for achieving amongst the highest levels of literacy and access to basic education of low-income countries at similar levels of economic development.

During the 1990s, Viet Nam embraced the goals of EFA and launched a major drive to universalize primary education and promote adult literacy. To date, education performance has been most successful at the primary level, including a doubling of primary education expenditure, very high increases in net enrolment rates to levels close to universal primary education, and almost complete gender balance in primary enrolments. There has also been substantial progress towards the attainment of other EFA goals. Enrolments in lower secondary more than doubled while adult literacy levels reached more than 90 percent for the population in the 15-40 year age range.

Underpinning this expansion, efforts were concentrated on the construction of new classrooms and recruitment of additional teachers to accommodate rising pupil numbers. This was made possible by a dramatic increase in public education expenditure combined with the mobilization of community resources to finance the cost of rising demand for schooling. By the late 1990s, state expenditure on education rapidly increased to around 15% of total public expenditure. At the same time, international donors became active in Viet Nam. By 2000, Official Development Assistance (ODA) to the education sector was estimated to cover around 10% of the total public education budget.

Over the current decade to 2010, the Government has committed to increase the share of the education budget to 20% of total public expenditure. In addition, ODA resource flows are on track both to increase and to prioritize basic education, in accordance with international development goals and the strategic focus on poverty reduction and growth. These national and external financial conditions give Viet Nam a relatively stable funding environment.

A spectacular expansion of the education system and an impressive increase in access to basic schooling

A doubling of primary education expenditure, very high increases in net enrolment rates to levels close to universal primary education, and almost complete gender balance in primary enrolments

The Importance of Education Reform

Building on progress achieved towards UPE, the focus of education policies and reforms for the 2000 decade are shifting towards quality improvement. Ultimately this is to realize education's potential as a driving force for development and the means to support Viet Nam's transition towards a more modern, knowledge-based and globally competitive society. It is a strategic and feasible move since demographic projections for the future show a declining birth rate and leveling out of the primary education cohort by 2010. Thus with access largely assured, national policy, as reflected in the Socio-Economic Strategy 2001-2010 and the Education Development Strategic Plan for 2001-2010, is to concentrate resources on improving the quality of both the physical learning facilities and the teaching-learning process within the classroom. A number of structural reforms are underway which provide a favorable operating environment for development of the education sector to 2010 and beyond. The ongoing decentralization of planning and management responsibilities to provinces has significant implications for basic education delivery. It marks a positive step towards planning of education activities and budget allocation according to provincial priorities. Public Expenditure Reform is underway to improve the efficiency of public resource use and to formulate appropriate, new financial resource allocation mechanisms for the operationalization of decentralization. For the education sector, these include the introduction of rolling, multi-year budgets, a performance-based funding formula as the basis for a minimum quality of education provision, and the shift from input to outcome-orientated budgeting. Inevitably, time will be needed for legal frameworks, administrative procedures, institutional restructuring and human resource development to keep pace with this change.

Reform of the primary and lower secondary curricula is underway, as a major initiative to modernize the content and approach to teaching and learning. It is an ambitious task as effective implementation requires all levels of the education system to adopt new ways of working and to work in synergy to mutually support change to the learning process in the classroom. Progress towards a substantive change to the teaching-learning process will be incremental and will be facilitated by a comprehensive set of appropriate measures applied over a ten year timeframe.

Viet Nam's commitment to education forms part of a wider national commitment to economic growth and equitable social development. Between 1990 and 2000, Viet Nam achieved high levels of economic growth alongside remarkable gains in poverty reduction, notably the halving of poverty in ten years. These gains can be attributed to a large extent to the growing availability of a literate population. Despite this progress, over one quarter of people continue to live below the poverty line. Poverty is

concentrated in specific regions and among specific population groups whose ability to access economic opportunities is limited by poor health and low education attainment. The contribution of education to poverty alleviation is given prominence within the Government's poverty and growth strategy. This envisages special efforts and measures to better target education development in disadvantaged areas and for difficult-to-reach groups, in order to reduce learning disparities and achieve greater social and economic equity.

The contribution of education to poverty alleviation is given prominence within the Government's poverty and growth strategy.

As Viet Nam enters the new millennium, it is at a turning point in terms of development of the country's education sector. Its strength is that it can draw on the mutually reinforcing advantages of a strong political commitment to education and an extensive and functioning education system. But as is the case with all fast-growing social sectors in many other countries, the education sector in Viet Nam faces a number of challenges to make continued progress towards the principal EFA goals of achieving quality and affordable basic and lifelong education for all.

Viet Nam enjoys the advantages of a strong political commitment to education and an extensive and functioning education system.

Not least is the challenge presented by the current reform period. While reform processes will in the longer-term provide the conditions for more effective administration and delivery of education, the transition period may be characterized by difficulties in timely policy implementation and having appropriate management systems and capacity in place. The task of achieving quality improvement is particularly complex, as international experience demonstrates. It goes beyond the mere provision of inputs. It requires careful assessment of what mix of measures gives the best outputs. It will also require substantial initial investment to improve the quality of schools and facilities, to increase the quality of learning, to progress towards more classroom contact time and to extend access and completion for out-of-school children. This investment will need to go hand in hand with restructuring and strengthening of sector management at different levels and an iterative process of assessment of policies and their outcomes.

2.2 MAIN CHALLENGES FOR EFA

Ensuring that all children have access to and complete the full cycle of formal basic education:

Progress towards UPE has yet to extend to all children. Despite high gains in enrolment, many children are not in school or do not complete the basic primary cycle. Their number is estimated at up to 20% of primary school age children. This can be seen as a dual challenge, firstly in terms of getting children into school and secondly in ensuring that they stay in school until completion of the full cycle. Most children who are currently out-of-school live in regions or belong to population groups that experience different types of disadvantage: economic, social, ethnic, health. They are children who are hardest to reach in physical and learning terms. Thus reaching the last 20% of out-of-school children will require a special set of targeted and probably also more costly measures to give these children equal opportunities to start

Access



Access



and complete the full cycle of basic education. It will require emphasis on inclusive approaches to learning and on bridging programs to reintegrate school drop-outs into the mainstream primary and lower secondary system.

Extending non-formal education opportunities for adults, out-of-school youth and young children:

Despite different learning and development objectives, programs for these groups at different ends of the age spectrum have important features in common. Firstly, there is considerable variation in the distribution of provision. ECCE and continuing education programs tend to be concentrated in more affluent areas rather than in remote areas where needs are greatest. This can be attributed variously to the non-formal nature of activities, to resource constraints from public expenditure patterns which concentrate resources on formal provision of education, to a reliance on community-based financing and to lack of a comprehensive policy for sub-sector development. Secondly, there is considerable variation in the quality of provision since ECCE and NFE managers have limited capacity in quality assurance and teachers tend to be recruited on a temporary, contract basis. The challenge facing the non-formal sector lies, in the first case, in the formulation of a coherent strategy and implementation plan to guide the development of both sub-sectors. This should set out measures for the redistribution of public funding to areas where learning needs are greatest, for strengthened capacity of managers to coordinate with a range of public, semi-public and non-public service providers, and for overall quality improvement.

Ensuring equity of learning by reducing geographic and socio-economic disparities in education participation:

Although children from remote regions and low-income groups have benefited proportionately more from improvements in access, enrolment and completion rates continue to be proportionately lower for these children. This is particularly the case for children in ethnic minority areas. Several factors including poverty, remoteness, language and opportunity costs limit children's participation in basic education. Improving the supply of education provides only a partial solution to the problem of low enrolment and completion. Increased provision of inputs will not have the desired impact unless they are combined with special interventions that address the more complex learning needs of children in disadvantaged situations.

Reducing the cost of basic and non-formal education for the poor:

Current levels of basic education provision depend to a large extent on parental and community contributions. Direct contributions provide essential resources to fill public funding gaps in construction, maintenance and provision of learning materials. During the 1990s, cost sharing has become an important feature of education provision. This has a number of positive aspects including raising a joint feeling of responsibility between parents and state for schooling and the provision of vital funds to top up

already-stretched public budget. But cost sharing can also be a deterrent if the financial burden is too heavy, particularly for poor families. The quality of schooling varies considerably according to parental ability to pay. Consequently, schools in more affluent areas have better quality facilities and learning materials than schools in remote and poor areas. What constitutes reasonable user charges is yet to be defined. The challenge is how to reconcile the need to generate local resources to finance rising education costs with the goal of providing quality and affordable education for all. New policies are under formulation to ensure a minimum or fundamental school quality level and to eliminate the direct costs of basic education for the poor. The challenge is to ensure that loss in user fee revenue will not affect the quality of service, in line with international commitments.

Access



Improving the quality of the teaching-learning process and of learning achievement:

Quality improvement represents the major challenge for Viet Nam during the present and coming decades. This challenge includes three inter-linked components. Firstly, effective implementation of curricula reform. Secondly, the need to significantly increase the duration of school contact time for pupils and make progress towards full-day schooling. Thirdly, the need to achieve a minimum level of learning quality in order to reduce current regional variations in learning outcomes and reverse the widening learning gap between urban and rural areas and, in particular, remote and mountainous areas.

Quality



Curricula reform represents a crucial starting point for a major shift in the way learning is conducted. To be introduced progressively from 2002-2007, the challenge is to ensure that organizational and technical capacity are developed and continuously strengthened to make implementation as effective as possible. A reform of such large and profound dimensions will take time to evolve and come into effect. It will require particular support for teachers if they are to take on a key role as agents for change. A comprehensive approach will need to include elements of all of the following: development of new pre and in-service training programs at a massive scale for all teachers; trainers to teach these programs; availability of an adequate supply of appropriate learning materials in the classroom; new student and teacher assessment systems; timely management as well as pedagogical support and advice; continuous monitoring to adjust and strengthen activities. In parallel, a major challenge is quality improvement of school premises and extension of classroom facilities to accommodate a change to full-day schooling and eliminate double-shift schools. A national program to replace temporary classrooms with solid structures will contribute to this aim.

Developing relevant organizational structures and management capacity for continuous education reform:

Management



The challenge is to establish management systems and capacity, particularly at provincial level, capable of underpinning the reform process in the framework of decentralization. This implies restructuring of central and provincial functions and responsibilities in relation to the planning and management of formal and non-formal education. Two major challenges, in particular, require significantly improved management systems to handle profound transformations. Firstly, the inevitable growing together of universal primary education and universal secondary education into a continuous nine-year cycle of basic education. Secondly, the similarly inevitable sharp decline of the primary school age population. It is a tremendous undertaking, both at central and provincial levels, which in the medium-term to long-term should result in more effective delivery of basic education services. In the short-term it requires intensive review and revision of management functions and mechanisms and their adaptation to the changing needs of provincial level planning and implementation. MoET will take on new tasks in policy setting and implementation, quality control of all aspects of education delivery, setting of national standards for assessment of school performance and monitoring and evaluation.

Strengthening information-based decision-making processes:

Design and implementation of a national, computer-based and networked system of education data collection and analysis would substantially improve the quality of monitoring and analysis of resource utilization and education outcomes. This in turn would contribute to improved planning, management and performance of the sector. The challenge lies in developing and putting such a system into effect down to the level of the school. Consolidation of existing experience will be an important basis for the development of such a system.

Strengthening the funding base for EFA development:

Meeting the principal challenges of achieving UPE and ULSE and of reaching international levels of quality and learning outcomes will require both better utilization of available resources as well as higher funding levels.

2.3 MAIN CHALLENGES AND ISSUES FOR EFA TARGET GROUPS

The main issues for each of the four EFA Target Groups that the EFA Plan must address are summarized in the boxes below. The situation analysis for each Target Group is contained in Annex I. This provides a definition for each Target Group followed by an overview of the main achievements, challenges and issues for each education sub-sector.

2.3.1 TARGET GROUP 1: Early Childhood Care and Education

The main challenges facing Target Group 1, ECCE, are:

- expanding the coverage of ECCE programs, especially in remote and mountainous areas;
- improving the quality of ECCE programs, facilities and play and learning materials;
- securing increased financing and teacher development;
- formulation of a comprehensive ECCE strategy for medium and long-term ECCE development.

These are reflected in eight principle issues for ECCE to be addressed by the EFA Plan.

PRINCIPLE ISSUES for EFA TARGET GROUP 1: ECCE

Access

1. The coverage of ECCE programs is low in remote and mountainous areas and especially for particular groups such as ethnic minority children, children with mental and physical learning difficulties and children from low income families.
2. The direct costs to parents of ECCE programs is high, especially for pre-school programs, and beyond the financial means of poor families.
3. The availability of pre-school programs is lowest for children from ethnic minority communities, low income and difficult backgrounds who would be likely to derive most benefit from exposure to "readiness for school" programs.

Quality and relevance

4. The quality of ECCE is constrained by the low qualifications of teachers, a large number of whom are employed on a contract basis, receive a low salary and have limited or no professional training.
5. There is a general and serious shortage of ECCE facilities and play and learning materials.

Management

6. The funding base for ECCE is inadequate to cover the expansion of services to remote and mountainous areas.
7. New policies and implementation strategies are needed to underpin the development of a quality ECCE network that provides the conditions for semi and non-public provision alongside equitable expansion and delivery of ECCE programs.
8. Local managers need additional support to plan, manage and implement ECCE programs and to coordinate public and non-public providers.

2.3.2 TARGET GROUP 2: Primary Education

The main challenge facing EFA Target Group 2 is to build on the substantial progress already achieved towards universal primary education and to consolidate the achievements:

- by adding quality to quantity;
- by securing equity of access for children in disadvantaged learning situations.

This requires effectively addressing eight principle issues.

PRINCIPLE ISSUES for EFA TARGET GROUP 2: Primary Education

Access

1. The gains of UPE have yet to extend to all children. Low enrolment and completion rates are concentrated amongst certain groups: children in remote and mountainous areas, children from low income families and children from other disadvantaged learning situations. This contributes to uneven learning opportunities.
2. The direct costs to parents of primary education are beyond the financial means of poor families and deter participation.

Quality and relevance

3. Not all children benefit from a minimum level of quality education. Reliance on community contributions to deliver primary education has led to a widening gap in learning opportunities and learning achievement.
4. The process of curriculum reform may take time, continuous assessment and adjustments to deliver benefits in the form of improved quality and learning outcomes.
5. Teachers lack appropriate in-service and career development opportunities. Teacher time is under-utilized. Remuneration is low compared to international standards and to salary levels of other sectors of the economy.
6. The quality of learning is low, not only in remote and mountainous areas and satellite schools. This is associated with inadequate training of teachers, a shortage of basic learning materials and low pupil instruction time.

Management

7. Additional resources will be required to achieve quality objectives and ensure affordable and equitable provision of primary education for all.
8. Education management systems at all levels (central, provincial, district, school) are inadequate to implement education reforms. Managers lack capacity and training to effectively take up new responsibilities transferred under decentralization.

2.3.3 TARGET GROUP 3: Lower Secondary Education

The main challenges facing EFA Target Group 3 are:

- achieving ULSE;
- securing equal learning opportunities for children in disadvantaged learning situations:
- expanding the quality and coverage of facilities:
- improving the quality and relevance of the learning experience.

Nine principle issues are identified to meet these challenges.

PRINCIPLE ISSUES for EFA TARGET GROUP 3: Lower Secondary Education

Access

1. Financial, physical and human resources are not adequate to cover the high investment costs of achieving quality and affordable ULSE.
2. LSE coverage is highest in urban areas, lowest in remote and mountainous areas. This uneven distribution contributes to a widening gap in learning opportunities.
3. The direct costs to parents of LSE programs are higher than for primary school. This deters participation from children in remote areas and from low income families, reducing their chances to complete a full cycle of basic education.
4. Gender disparity manifests itself more prominently at the LSE level. Low participation of girls in LSE is highest in ethnic minority areas and amongst certain ethnic minority groups.

Quality and relevance

5. The process of curriculum reform may take time to deliver anticipated benefits in improved quality and relevance of learning outcomes
6. The quality of the learning environment is generally low, especially in remote and low income areas. This is associated with a shortage of trained teachers, an acute shortage of basic learning materials and low school instruction time per student.
7. Teachers are limited in quantity and quality. This is linked to low salary levels, inefficient teacher deployment and inadequate quality of pre-service training and insufficient and low quality in-service training.

Management

8. Investment in LSE has not kept pace with rapid growth. Expansion of ULSE and quality improvement requires substantial extra public resources.
9. The LSE management system at all levels (central, provincial, district, school) is inadequate to implement education reforms. Managers lack capacity and training to effectively take up new responsibilities transferred under decentralization.

2.3.4 TARGET GROUP 4: Non-Formal Education

The principle challenges for EFA Target Group 4 (Non-formal Education) are:

- improving the quality and coverage of literacy, post-literacy and complementary programs; expanding Community Learning Center (CLC) and Continuing Education Centers (CEC) coverage, especially in remote and mountainous areas;
- improving the quality of learning and post-literacy materials;
- formulation of a comprehensive NFE strategy for sector development.

The following issues should be addressed in the EFA Plan in order to meet these challenges.

PRINCIPLE ISSUES for EFA TARGET GROUP 4: NFE

Access

1. Literacy and complementary programs reach only a small proportion of out-of-school youth and young adults with low educational skills.
2. Enrolment in literacy, complementary and continuing education programs is higher in urban areas, lowest in remote and mountainous areas. This uneven distribution contributes to a widening gap in basic learning opportunities.
3. Gender disparity persists in NFE. Girls and women are least likely to participate.
4. The provision of CLCs and CECs is limited overall and does not extend to those areas with lowest education levels.

Quality and relevance

5. The quality of literacy and continuing education programs is low and not adapted to adult learning needs.
6. There is an acute shortage of facilities, libraries and post-literacy materials to reinforce basic education skills.
7. NFE teachers and trainers lack experience in adult learning techniques and have low professional training opportunities.

Management

8. Investment in NFE is not sufficient to support sector development.
9. A coherent strategy is needed to guide sector development and provide conditions for additional public and non-public investment and service expansion in areas where low educational skills are prevalent.
10. Local managers lack capacity to manage, develop and coordinate NFE programs.

2.3.5 Strategic and Cross-cutting Issues for EFA

There are a number of strategic issues which concern more than one or even all four EFA Target Groups. These are set out in the box below.

Strategic and Cross-cutting Issues for EFA

Access

1. The coverage of basic and non-formal education programs is low in remote and mountainous areas. Completion rates and other internal efficiency indicators are lowest in these areas and for children in disadvantaged learning situations.
2. Out-of-school children are concentrated amongst groups that are hardest-to-reach in terms of geographic access and learning needs.
3. There is relative equity in gender participation in education, but the gender gap is highest among women and girls from certain ethnic minority groups and as girls progress through the system.
4. The direct costs associated with basic education are high for children from poor families. Exemption mechanisms are not adequate or not consistently applied to ensure affordable and quality basic education for all.

Quality

5. The quality of teaching and learning outcomes has not kept pace with the increase in access. Quality is constrained by inadequate teaching-learning methods, insufficiently trained teachers, and low quality of facilities and materials.
6. The learning contact time for basic education is short by international standards, limiting the quality of learning outcomes.
7. Teachers are limited in quantity and quality. This is linked to low salary levels, inefficient teacher deployment and inadequate quality of pre-service training and insufficient and low quality in-service training.

Management

8. Education managers and organizational structures are not adequately equipped to take on the new tasks of provincial education planning and implementation.
9. Education managers lack skills to support curriculum reform and provide advisory support to schools and teachers.
10. The funding base for education is likely to be too narrow to support further expansion of the education system and effective implementation of quality improvement priorities, full-day schooling, and universalization of basic (primary and lower secondary) education.

VIET NAM
NATIONAL EFA ACTION PLAN 2003 - 2015

PART II

**The Way Forward for EFA during
2003 - 2015**

CHAPTER 3

The National Framework for EFA

3.1 THE RATIONALE FOR A COMPREHENSIVE LONG-TERM FRAMEWORK

The education sector of Viet Nam is at a historical turning point. The successful policy of transition to a market economy within a socialist framework has put the entire nation on a path of sustained economic growth and social development. It has ensured Viet Nam a place in the global economy and the international community. This success has important implications. In future, further progress will depend increasingly on the competitiveness of Viet Nam in the global economy and the modernization of its economic and social performance. None of this is possible without a modern, high quality, well performing education system. Thus rigorous efforts to continuously renovate, reform and improve the education system are a high priority. Achieving the remarkable educational progress so far has not been an easy undertaking. But the efforts required in future will be considerably more difficult and complex. During the EFA Plan implementation period, the education system will face a number of unprecedented challenges which can hardly be met by the present education system and the way it functions and performs.

Major Challenges for the Education System up to 2015

- The need to develop a labor force capable of handling ever more complex technologies and forms of economic and public sector organization, and of keeping up with global progress and change;
- The critical move from quantity to quality of education, requiring significant improvements of educational content, pedagogical approaches, learning outcomes, exam systems, teaching and learning attitudes, as well as education management systems;
- The need to bring disadvantaged children into school and thereby into the fold of modern society, requiring different, more complex approaches than have been used so far for the majority of the school age population;
- The gradual, inevitable emergence of a continuous nine-year cycle of basic education for all;
- The demographic change affecting the school age population, leading to formidable organizational and social tasks of redeployment of teachers and infrastructure;
- The dynamics inherent in decentralization, entailing profound changes to patterns of responsibility-authority-accountability across all levels of education sector management and increased empowerment of local authorities;
- A new approach to education financing, based on performance and greater autonomy at the school level;
- The gradual introduction of profound changes to the way in which the education system is managed, this being the essential, critical condition for meeting all other major challenges.

These challenges will gradually and inevitably move to the forefront, dominating the educational policy agenda in just a few years from now, around 2005-2007 and until 2013-2015. Action required to meet these challenges will take some time to unfold, to be prepared and applied. Therefore appropriate action must start as soon as possible. This will guarantee balanced EFA development with high impact.

The EFA Plan has been conceived in order to face these challenges successfully.

3.2 THE NATIONAL EFA PLAN FRAMEWORK

The EFA Plan is inspired by a Vision which gives direction and purpose to national education policy and the implementation of this policy across the EFA components of the education sector. This Vision applies to all levels, from central level to provincial level to district level to commune level and to the school. The Vision has two powerful prongs:

- *"Education is the foundation for social development, and rapid and sustainable economic growth"*

This is expressed in the Education Development Strategic Plan for 2001-2010.

- *"It is necessary to create radical and overall changes in education"*

This is expressed in the 10-Year Socio-Economic Development Strategy 2001-2010.

→ *The national educational Vision is cast into **Five Strategic Goals** that guide all education policy measures and permeate all action. They are **the thrust of the EFA Plan**.*

EFA Goals



Five Strategic Goals for Education in Vietnam

- | | |
|------------------|--|
| Strategic Goal 1 | Moving from quantity to quality |
| Strategic Goal 2 | Completing universal primary and universal lower secondary education |
| Strategic Goal 3 | Providing life long learning opportunities |
| Strategic Goal 4 | Mobilizing full community participation - All for Education |
| Strategic Goal 5 | Ensuring effective management and ever better resource utilization |

The Strategic Goals lead to clear **Objectives**, which are the direct response to the issues and challenges identified in the situation analysis for each of the four EFA target groups (as shown in Chapter 2 above and Annex I)



**Objectives for Target Group 1:
Early Childhood Care and Education (ECCE)**

- to reach all 0-5 year old children through ECCE programs
- to provide one-year quality pre-school education for all 5 year-old children
- to improve services to foster all-round child development
- to formulate and adopt a national policy for affordable and quality ECCE
- to strengthen ECCE management capacity at the local level

**Objectives for Target Groups 2 and 3:
Primary and Lower Secondary Education (basic education)**

- to provide access to affordable, quality primary education for all children
- to ensure that all children complete the full 5-year cycle of primary education
- to provide access to affordable, quality lower secondary education for all children
- to ensure that all children complete the full 4-year cycle of lower secondary education
- to attain and sustain high levels of quality and learning achievement in all schools
- to strengthen management skills at all levels
- to encourage the reform and development of the basic education system

**Objectives for Target Group 4:
Non-Formal Education (NFE)**

- to provide access to basic education opportunities for out-of-school youth
- to provide literacy, post-literacy, life skills and lifelong learning opportunities for adults with low education levels
- to improve the quality and relevance of all NFE programs
- to formulate and adopt a national strategy for the provision of relevant NFE and lifelong learning opportunities
- to strengthen management capacity at the local level



Targets

The Objectives are expressed in the form of specific, operational **Targets** which must be reached during the period of EFA Plan implementation 2003-2015. The targets indicate what to reach. The targets are presented in Chapter 4 below.

Action Programs



The targets translate into concrete **Action Programs** which indicate how to reach the targets. The Action Programs are presented in Chapter 5 below.

These elements together constitute the National Framework for Education for All for 2003-2015. This Framework will orient the educational efforts of the entire society for the four EFA target groups. It will permeate the educational activities of all national EFA actors, Government as well as civil society: those who set the education policies, those who implement the policies (i.e. those who are in charge of the pedagogical, administrative and resource utilization management of education), the providers of the education services, the funders, those who set the regulatory frame. To ensure consistency and efficiency, the Government expects all external partners, donors and other partners alike, to situate their activities within this EFA Framework.

The EFA Plan serves three fundamental purposes:

- i. it provides the strategic framework for long-term development of education, by setting the targets to be reached during the plan period 2003-2015;
- ii. it identifies coherent operational programs, the Action Programs, which the Government intends to implement in order to attain the targets, and
- iii. it assesses the resources required for EFA Plan implementation, in particular the costs, and identifies resource gaps.

The framework of the National EFA Plan is shown in the three Charts at the end of this chapter.

3.3 THE THREE PLANNING TOOLS OF THE EFA PLAN

The strategic, programmatic and long-term nature of the EFA Plan is the reason why the Plan is not a compendium of projects. It does not identify projects, it has no project proposals or project sheets. Yet, the Plan is clearly action oriented, since it contains the three tools¹ which are needed to identify programs and projects required in order to implement the EFA Plan.

The Three Planning Tools of the National EFA Plan

1. The **specific targets set for each EFA Target Group**, indicating what to reach, and assessed for resource implications (in particular costs) and affordability,
2. The **Action Programs** which indicate how to reach the targets, and
3. **Detailed analysis and projection data**, for each year, 2000 to 2015, for all targets and Action Programs¹

When used together, these three planning tools constitute a state-of-the-art planning kit, accessible to all national and international education sector actors. The tools make it possible to set priorities, to design a vast range of alternative EFA Plan implementation programs and projects, for any number of years, and to estimate the amount of resources needed. In turn, these enable the different education sector actors, whether national (Ministry of Education and Training, Ministry of Planning and Investment, Ministry of Finance) or international (donors) to identify concrete EFA implementation activities.

More importantly:

→ *the three planning tools of the national EFA Plan constitute the essential basis to operationalize the national goals and targets, and translate them into **provincial EFA plans**.*

3.4 OVERVIEW OF THE EFA PLAN FRAMEWORK

The three Charts below provide an overview of the EFA Plan framework. Chart 1 shows the relationship between the vision, the five strategic goals and the objectives for each EFA target group. Chart 2 translates the objectives into targets to be attained during the EFA Plan period. Chart 3 lists the action programs which must be undertaken in order to reach the objectives.

¹ The detailed analysis and projection data is contained in the Viet Nam EFA Analysis and Projection Model (VNEFAPM), which is included in Annex IV of this Plan. The specific Viet Nam Model is based on the general model in the EFA Planning Guide published by UNESCO.

CHART 1

THE NATIONAL FRAMEWORK FOR EDUCATION FOR ALL (EFA) 2003-2015

Vision: Education is the foundation for social development, and for rapid and sustainable economic growth
Radical and overall changes in education are necessary

FIVE STRATEGIC GOALS

Moving from quantity to quality and relevance

Completing universal primary and universal lower secondary education

Providing lifelong learning opportunities

Mobilizing full community participation-All For Education

Ensuring effective management and ever better resource utilization

OBJECTIVES FOR THE FOUR EFA TARGET GROUPS

ECCE

- I. ECCE reaches out to all 0-5 year old children
- II. All 5 year-olds receive one-year quality pre-school education
- III. Improved services to foster all-round child development
- IV. National policy for affordable and quality ECCE
- V. Strengthened ECCE management capacity at the local level

PRIMARY

- I. Access to affordable, quality primary education for all children
- II. All children complete full 5-year cycle of primary education
- III. High level of quality and of learning achievements
- IV. Strengthened management at all levels
- V. Reform and development of basic education

LOWER SECONDARY

- I. Access to affordable, quality lower secondary education for all children
- II. All children complete full 4-year cycle of lower secondary education
- III. High level of quality and relevance
- IV. Strengthened management at all levels
- V. Reform and development of basic education

NON-FORMAL

- I. Basic education opportunities for out-of-school youths
- II. Literacy, life skills & lifelong learning opportunities for adults
- III. Improved quality and relevance of all NFE programs
- IV. National strategy for relevant NFE and lifelong learning
- V. Strengthened management at the local level

CHART 2

THE NATIONAL FRAMEWORK FOR EDUCATION FOR ALL (EFA), 2003-2015

TARGETS

OBJECTIVES FOR THE FOUR EFA TARGET GROUPS

ECCE

- I. ECCE reaches out to all 0-5 year old children
- II. All 5 year-olds receive one-year quality pre-school education
- III. Improved services to foster all-round child development
- IV. National policy for affordable and quality ECCE
- V. Strengthened ECCE management capacity at the local level

PRIMARY

- I. Access to affordable, quality primary education for all children
- II. All children complete full 5-year cycle of primary education
- III. High level of quality and of learning achievements
- IV. Strengthened management at all levels
- V. Reform and development of basic education

LOWER SECONDARY

- I. Access to affordable, quality lower sec ed for all children
- II. All children complete full 4-year cycle of lower secondary education
- III. High level of quality and relevance
- IV. Strengthened management at all levels
- V. Reform and development of basic education

NON-FORMAL

- I. Basic education opportunities for out-of-school youths
- II. Literacy, life skills & lifelong learning opportunities for adults
- III. Improved quality and relevance of all NFE programs
- IV. National strategy for relevant NFE and lifelong learning
- V. Strengthened management at the local level

TARGETS TO BE REACHED DURING THE EFA PLAN PERIOD 2003-2015

ACCESS

- 1.1 Enrolment in crèches increased to 18% by 2010 and 22% by 2015
- 1.2 All children aged 5 (99%) receive a full school-year of preparation classes for primary education by 2015
- 1.3 Over 80% of children aged 3-5 are in pre-schools by 2015

- 2.1 At least 250 new primary schools built every year up to 2005, 100 built every year up to 2010 in remote areas, to achieve UPE
- 2.2 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
- 2.3 70% of the previous years' dropouts reintegrated by 2010 and up to 95% by 2015

- 3.1 At least 100 new 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
- 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
- 3.3 65% of the previous years' dropouts reintegrated by 2010 and up to 90% by 2015

- 4.1 Achievements of literacy campaigns consolidated with emphasis on young illiterate adults (aged 15-34) & women
- 4.2 50% of all communes have a CLC by 2005; 90% by 2010 and all communes by 2015
- 4.3 Out-of-school children aged 6-14 (30% by 2005 and 75% by 2015) attend complementary primary programs

QUALITY & RELEVANCE

- 1.4 Pre-school institutions reaching national standards increased to 20% by 2005, 50% by 2010 & 75% by 2015;
- 1.5 All teachers receive 30 days in-service training every year, starting in 2003
- 1.6 Salary and allowances of ECCE teachers, including contract teachers, to be in line with socio-economic growth and government salary policies
- 1.7 Pupil-related and school-related expenditure reach US\$ 15 per child and US\$ 200 per school by 2015
- 1.8 Comprehensive parental education programs operating in all districts
- 1.9 School-feeding programs operating in all areas with high prevalence of childhood malnutrition

- 2.4 All teachers receive 30 days in-service training per year from 2003; all teachers meet national standards by 2010;
- 2.5 All teachers receive "teaching guide" for specific grade-subject every year
- 2.6 Primary teachers receive postgraduate scholarships and special IT training
- 2.7 Salary and allowances of primary teachers to be in line with socio-economic growth and government salary policies
- 2.8 Curriculum, teaching methods, textbooks continuously improved and continuous assessment system established;
- 2.9 All students have access to a full set of free textbooks: in disadvantaged areas by 2005; all areas by 2015
- 2.10 Pupil-related and school-related expenditures increased to US\$ 15 per pupil and US\$ 400 per school by 2015
- 2.11 All temporary classrooms replaced by solid structures: by 2010 with priority to disaster prone areas
- 2.12 Full-day schooling implemented in all primary schools by 2015
- 2.13 Pupil class-contact hours increased to international level of 900 hours per school year by 2015

- 3.4 All teachers receive 30 days in-service training per year from 2003; all teachers meet national standards by 2010;
- 3.5 All teachers receive "teaching guide" for specific grade-subject every year
- 3.6 Lower secondary teachers receive postgraduate scholarships and special science and IT training
- 3.7 Salary and allowances of lower secondary teachers to be in line with socio-economic growth and government salary policies
- 3.8 Curriculum, teaching methods, textbooks continuously improved and continuous assessment system established;
- 3.9 30% of students have access to a full set of free textbooks by 2015
- 3.10 Pupil-related and school-related expenditures increased to US\$ 25 per pupil and US\$ 600 per school by 2015
- 3.11 All temporary classrooms replaced by solid structures: by 2010 with priority to disaster prone areas
- 3.12 Full-day schooling implemented in all lower secondary schools by 2015
- 3.13 Pupil class-contact hours increased to international level of 1,200 hours per school year by 2015

- 4.4 Out-of-school children aged 11-14 (30% by 2005 and 75% by 2015) attend complementary lower sec. programs
- 4.5 Curriculum and textbooks of complementary primary and lower secondary programs improved
- 4.6 Post-literacy & life skill programs diversified to meet the needs of local population; provide \$5,000/CLC by 2015

MANAGEMENT

- 1.10 Measures applied to expand non-public crèches, kindergartens and pre-schools throughout the country;

- 2.14 EMIS, GIS and decentralized management fully functioning by 2010
- 2.15 Quality private schools operating throughout the country

- 3.14 EMIS, GIS and decentralized management fully functioning by 2010
- 3.15 Quality private schools operating throughout the country

- 4.7 CEC setup in all districts and developing localized materials and training programs
- 4.8 Management of CE and NFE reformed and modernized at every level

CHART 3

THE NATIONAL FRAMEWORK FOR EDUCATION FOR ALL (EFA), 2003-2015

ACTION PROGRAMS

OBJECTIVES FOR THE FOUR EFA TARGET GROUPS

ECCE

- I. ECCE reaches out to all 0-5 year old children
- II. All 5 year-olds receive one-year quality pre-school education
- III. Improved services to foster all-round child development
- IV. National policy for affordable and quality ECCE
- V. Strengthened ECCE management capacity at the local level

PRIMARY

- I. Access to affordable, quality primary education for all children
- II. All children complete full 5-year cycle of primary education
- III. High level of quality and of learning achievements
- IV. Strengthened management at all levels
- V. Reform and development of basic education

LOWER SECONDARY

- I. Access to affordable, quality lower sec ed for all children
- II. All children complete full 4-year cycle of lower secondary education
- III. High level of quality and relevance
- IV. Strengthened management at all levels
- V. Reform and development of basic education

NON-FORMAL

- I. Basic education opportunities for out-of-school youths
- II. Literacy, life skills & lifelong learning opportunities for adults
- III. Improved quality and relevance of all NFE programs
- IV. National strategy for relevant NFE and lifelong learning
- V. Strengthened management at the local level

ACTION PROGRAMS (to be carried out in order to achieve objectives and targets)

ACCESS

- 1.1 Primary school readiness program of one school-year for all 5 year olds, in particular for disadvantaged children
- 1.2 Extension of ECCE programs for 3-4 year olds
- 1.3 Three-quarters (76%) of children aged 3-5 are in preschools by 2015
- 1.4 Special program to extend ECCE provision for disadvantaged children

- 2.1 Provision of an affordable school place for all children in primary school age
- 2.2 Program to ensure that all children complete the full five-grade primary cycle
- 2.3 Special programme to extend full access to primary education to disadvantaged children and excluded children
- 2.4 Provision of full primary education to out-of-school youth (see also Action Program 4.2 of NFE)

- 3.1 Provision of an affordable school place for all children in lower secondary school age
- 3.2 Program to ensure that all children complete the full four-grade lower secondary education cycle
- 3.3 Special program to extend full access to lower secondary education to all disadvantaged children and girls
- 3.4 Provision of full lower secondary education to out-of-school youth (see also Action Program 4.2 of NFE)

- 4.1 Expansion of literacy and post-literacy programs for adults under age 40, prioritizing ethnic minority areas and women
- 4.2 Expansion of complementary primary and lower secondary programs, especially for poor and disadvantaged groups
- 4.3 Expansion of community learning programs to all communes, prioritizing remote and disadvantaged areas

QUALITY & RELEVANCE

- 1.5 Quality improvement of ECCE curricula and programs
- 1.6 ECCE teacher development and training
- 1.7 Comprehensive program to improve young children's growth and development

- 2.5 Implementation of the ongoing new curriculum reform (2002-2007)
- 2.6 Primary teacher development and training
- 2.7 Assessment of student learning achievement
- 2.8 Improvement of the quality of the learning environment and learning outcomes
- 2.9 Continuous improvement of the primary curriculum (2008-2015)

- 3.5 Implementation of the ongoing new curriculum reform (2002-2006)
- 3.6 Lower secondary education teacher development and training
- 3.7 Assessment of student learning achievement
- 3.8 Improvement of the quality of the learning environment and learning outcomes
- 3.9 Continuous improvement of the lower secondary curriculum (2007-2015)

- 4.4 Improvement of the quality, relevance and delivery of literacy and post-literacy programs
- 4.5 Improvement of the curricula and delivery of complementary primary and lower secondary programs
- 4.6 Improvement of the quality and relevance of community learning programs delivered through CLCs and CECs

MANAGEMENT

- 1.8 Formulation of a comprehensive national policy for affordable and quality ECCE development
- 1.9 Management training and support for ECCE managers at provincial, district and commune levels

- 2.10 Policy setting and implementation at national level
- 2.11 Capacity building for planning and decentralized management at provincial, district and school levels
- 2.12 Mechanisms and capacity building for efficient resource utilization and affordable cost sharing
- 2.13 Mechanisms and capacity building for information-based decision-making approaches at all administrative levels

- 3.10 Policy setting and implementation at national level
- 3.11 Provision of quality support services
- 3.12 Mechanisms and capacity building for efficient resource utilization and affordable cost sharing
- 3.13 Mechanisms and capacity building for information-based decision-making approaches at all administrative levels

- 4.7 National policy for continuing education, non formal education and lifelong learning
- 4.8 Capacity building of local managers to provide NFE/CE programs relevant to adult learners and the labour market

CHAPTER 4

Targets of the National EFA Plan

4.1 DEVELOPING NATIONAL EFA TARGETS

The goals and targets of the National EFA Action Plan are rooted in existing policy and planning documents. They embrace all goals and targets relevant to the four EFA Target Groups.

These policy and planning documents cover the four EFA target groups in different ways. They have varying levels of focus, of detail, of action orientation, of concern with particular population groups, regions or issues. All have the year 2010 as end point. They go part way to addressing the principal challenges identified in the EFA plan (see Chapter 2 and Annex I) but are not always fully comprehensive. Neither are the documents sufficiently complete in terms of assessing the resource implications of the targets and programs which they herald. The affordability and sustainability of what they propose is not always made clear.

The EFA Plan does not replace these other programs and partial plans. Rather, the EFA Plan gives them coherence and stronger direction, reinforcing their impact. It achieves this by drawing together all goals and targets contained in these documents, by placing them within the coherent EFA Framework, by translating them into the longer-term perspective to 2015, and by assessing their affordability. The goals and targets contained in the policy and plan documents as well as those formulated by the MoET EFA Task Force are shown in Annex II.

The EFA targets are rooted in existing policy and plans

The EFA Plan gives coherence and direction within the long-term perspective to 2015

National Policy and Plan Documents on which the EFA Plan is based

Government documents

- *Education Development Strategic Plan for 2001-2010 (EDS)*
- *Comprehensive Poverty Reduction & Growth Strategy (CPRGS)*
- *10-Year Socio-Economic Development Strategy 2001-2010*
- *5-Year Plan for Socio-Economic Development 2001-2005*
- *Public Investment Program 2001-2002 (PIP)*
- *Millennium Development Goals (MDGs)*
- *Viet Nam development Goals (VDGs), directly based on the MDGs*
- *Dakar Framework for Action, 2000*
- *Government Decisions relevant to EFA (e.g. concerning salaries; Seven National Target Programs 2001-2015)*

Ministry of Education and Training documents

- *Primary Education Development Program, (PEDP)*
- *Primary Education for Disadvantaged Children project (PEDC)*
- *Primary Teacher Development project (PTD)*

Working documents of the Ministry of Education and Training (MoET)

- *Secondary Education Sector Master Plan (SEMP) - (an ADB document)*

EFA targets identified by the National EFA Plan Preparation Team (MoET)

- *EFA targets were identified in the situation analysis undertaken by the National EFA Team and refined in the course of EFA Plan Preparation Workshops in which education officials from all 61 provinces participated.*

4.2 SETTING SPECIFIC NATIONAL TARGETS FOR EFA

The target setting process applied in preparing the plan has ensured that the targets included in the EFA Plan stand a good chance of being effectively attained. The process started with an analysis of the targets contained in existing policy and plan documents relevant to EFA. These targets were then assessed for a) their resource requirements [teachers, classrooms, teaching-learning materials, funding] and management requirements [organizational, administrative, research needs] and b) the likely availability of resources and management capacity. Targets that were found not to be fully feasible under this assessment process were subsequently reviewed and revised. This iterative process has led to the development of a coherent set of EFA Plan targets which are considered to be reasonably feasible and affordable.

Specific EFA targets

The EFA Plan targets are referred to as the specific EFA targets. These specific EFA targets respond directly to the objectives set for ECCE, primary and lower secondary education, and NFE respectively. The specific targets are assembled separately for the ECCE and NFE target groups. They are combined for the primary and lower secondary education target groups to reflect the high degree of commonality between these target groups as primary and lower secondary education progress towards a nine-year basic education cycle. All targets are organised under the cross-cutting areas of access, quality and relevance and management. The targets directly aimed at access to education are organized in one group. The targets directly related to quality and relevance are assembled in another group. The targets directly aimed at management form the third group.

The specific EFA targets are represented as target statements followed by corresponding Target Tables. These Target Tables show the numerical targets to be reached in terms of costing or percentage improvement. The tables present these quantitative targets in five-year periods which correspond to the national five-year economic and social development plans, 2005, 2010 and 2015. Annex IV contains details for each single year of EFA Plan implementation, from 2003 to 2015. The specific targets, as reflected in the tables, are the targets which have been set in order to modernize and improve education over and above the normal functioning of the system. Therefore, the tables do not show figures concerning the normal functioning of the EFA sector, such as the number of teachers and classrooms, other inputs, and actions concerning management and organizational development of the education system. However, all of these inputs and elements have been projected and are fully taken into account in the EFA cost estimates provided in Chapter 6.

Targets for special programs

The Target Tables also include targets for special programs. These special programs represent a range of actions that are additional to the usual functioning and tasks of schools and education processes. Notably, they are actions considered of strategic importance to strengthen the overall functioning of education and/or to achieve national policy objectives. Scholarships for teachers is an example of the strengthening function of special programs. Continuous curriculum development is another. ECCE programs for ethnic minority communities and children or programs for developing non-public schools are examples of more policy-orientated actions.

4.3 SPECIFIC EFA TARGETS FOR EARLY CHILDHOOD CARE AND EDUCATION (ECCE) ²

OBJECTIVES

- To provide access to ECCE provision for 0-5 year old children, prioritizing ethnic minority and disadvantaged children
- To ensure that all children complete one-year of quality pre-school education as preparation for primary school
- To continuously improve the activities and services aimed at fostering mental, emotional, physical and social development of young children aged 0-5
- To develop a coherent national policy for affordable and quality ECCE
- To strengthen ECCE management capacity at the local level

SPECIFIC TARGETS

- 1.1 Enrolment in crèches increased to 18% by 2010 and 22% by 2015
- 1.2 All children aged 5 (99%) receive a full school-year of preparation classes for primary education by 2015
- 1.3 Over 80% of children aged 3-5 are in pre-schools by 2015

Access
targets



ECCE TARGET TABLE 1 - Enrolment rate in crèches and pre-school

	2001/02	2005/06	2010/11	2015/16
Crèches: Age group 0-2	8.2%	12%	18%	22%
Kindergarten: Age group 3-4	31.9%	45%	53%	75%
Pre-school: Age 5	66.3%	85%	95%	99%

ECCE TARGET TABLE 2 - Construction of and up-grading to standard pre-schools

	2001/02	2005/06	2010/11	2015/16
Total standard schools in operation	13	700	1,800	2,800

- 1.4 Pre-school institutions reaching national standards increased to 20% by 2005, 50% by 2010 and 75% by 2015.
- 1.5 All teachers receive 30 days in-service training every year, starting in 2003
- 1.6 Salary and allowances of ECCE teachers, including contract teachers, to be in line with socio-economic growth and government salary policies
- 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)

Quality
targets



² the numbering of specific targets is the same as in Chart 2, Chapter 3

Quality
targets

- 1.8 Comprehensive parental education programs operating in all districts
- 1.9 School-feeding programs operating in all areas with high prevalence of childhood malnutrition

ECCE TARGET TABLE 3 - Major repair of classrooms and refurbishing of facilities

	2001/02	2005/06	2010/11	2015/16
% Classrooms per year	5%	5%	5%	5%

ECCE TARGET TABLE 4 - Pupils (children) per class and teachers per class (public only)

	2001/02	2005/06	2010/11	2015/16
Pupils per class: Crèches	15.1	15.1	15.0	15.0
Pupils per class: Pre-school	25.4	25.3	25.0	25.0
Teachers per class: Crèches	1.89	2.0	2.0	2.0
Teachers per class: Pre-school	1.24	1.25	1.28	1.30

ECCE TARGET TABLE 5 - In-service teacher training for public ECCE schools (days per year; % of teachers)

	2001/02		2003/04		2010/11		2015/16	
	Days	%	Days	%	Days	%	Days	%
Newly recruited teachers	0	0%	30	100%	30	100%	30	100%
All teachers	5	10%	30	100%	30	100%	30	100%

ECCE TARGET TABLE 6 - Pupil-related and school-related expenditure [VND & (US\$); in 2002 constant prices]

	2001/02	2005/06	2010/11	2015/16
Pupil-related expenditure / child	VND75,000 (\$5)	\$7	\$10	\$15
School-related expenditure / school	VND495,000 (\$33)	\$58	\$100	\$200

Quality
targets**ECCE TARGET TABLE 7** - Special programs for ECCE development (annual national expenditure)

	2003/04	2005/06	2010/11	2015/16
Parent Education Programs: participants /year	200,000	500,000	500,000	500,000
School Feeding Programs	\$200,000	\$1,000,000	\$3,000,000	\$7,000,000
Development of teaching-learning materials and games	\$500,000 yearly from 2005/06			
Development and distribution of IEC materials	\$500,000 in 04/05; \$700,000 yearly from 2005/06			
Design of ECCE programs for low income families and children	\$500,000 in 03/04; \$1,000,000 yearly from 2005/06			
Design of ECCE programs for ethnic minority communities and children	\$500,000 in 03/04; \$1,000,000 yearly from 2005/06			

- 1.10 Measures applied to expand non-public crèches, kindergartens and pre-schools throughout the country

Management
targets



ECCE TARGET TABLE 8 - Share of public schools in total ECCE enrolment

	2001/02	2005/06	2010/11	2015/16
crèches: Age group 0-2	25.6%	21%	15%	9%
Kindergarten: Age group 3-4	37.3%	32%	28%	25%
Pre-school: Age 5	42.6%	40%	37%	35%

ECCE TARGET TABLE 9 - Special programs for ECCE development (annual national expenditure)

	2003/04	2005/06	2010/11	2015/16
Support/supervision of non-public ECCE programs		\$500,000 yearly from 2005/06		

4.4 SPECIFIC EFA TARGETS FOR BASIC EDUCATION (PRIMARY AND LOWER SECONDARY EDUCATION)³

In the move towards a nine-year basic education cycle, primary and lower secondary education become part of the same system. To emphasize this and the consequent high degree of commonality between the two EFA target groups, the objectives and specific targets are listed together in the following section.

OBJECTIVES

- To provide access to affordable and quality primary education for all children, especially from ethnic minority and disadvantaged groups, and girls
- To ensure all children complete the full cycle of five grades of primary education
- To extend access to affordable and quality lower secondary education to all children, especially ethnic minority, disadvantaged groups, and girls
- To ensure that all children complete the full cycle of four grades of lower secondary education
- To ensure the transition from quantitative development to quality primary education of a high level of learning achievement, starting with a fundamental school quality level in all primary schools
- To improve the quality of lower secondary education and relevance of learning outcomes
- To strengthen management at central, provincial, district, and school level to improve the day-to-day functioning of primary education and lower secondary education
- To ensure comprehensive sector development and reform, especially the decentralization of state management, the creation of a continuous nine-year basic education cycle, and the transition from quantity to quality
- To ensure comprehensive sector development and reform, especially decentralization of state management, universalization of quality and affordable lower secondary education and the creation of a continuous nine-year basic education cycle

³ The numbering of specific targets is the same as in Chart 2, Chapter 3.

SPECIFIC TARGETS

PE	LSE	
2.1		At least 250 new primary schools built every year up to 2005 and 100 schools built every year up to 2010 in remote, ethnic minority and needy areas, to achieve UPE
	3.1	At least 100 new lower secondary schools built every year to achieve ULSE in 30 provinces by 2005 and 70 schools built every year to achieve ULSE in all provinces by 2010
2.2		Repetition rate (G.1-5) decreased to 2.5% by 2010 and 1.0% by 2015; Dropout rate (G.1-4) decreased to 2.0% by 2010 and 1.0% by 2015
	3.2	Repetition rate (G.6-9) decreased to 2.2% by 2010 and 2.0% by 2015; Dropout rate (G.6-8) decreased to 3.5% by 2010 and 2.0% by 2015
2.3		70% of the previous years' dropouts in primary grades reintegrated by 2010 and up to 95% by 2015
	3.3	65% of the previous years' dropouts in lower secondary grades reintegrated by 2010 and up to 90% by 2015

Access
targets



BASIC EDUCATION TARGET TABLE 1 - Minimum number of additional schools built per year in remote and needy areas

	2001/02	2005/06	2010/11	2015/16
Primary Schools	200	250	100	20
Lower Sec. Schools	300	100	70	20

BASIC EDUCATION TARGET TABLE 2 - Repetition rate by Grade (public schools)

	2000/01	2005/06	2010/11	2015/16
Grade 1	5.4%	4.0%	2.5%	1.0%
Grade 2	2.5%	2.0%	1.5%	1.0%
Grade 5	0.2%	0.2%	0.2%	0.2%
Grade 6	2.5%	2.3%	2.2%	2.0%
Grade 9	0.4%	0.4%	0.4%	0.4%

BASIC EDUCATION TARGET TABLE 3 - Drop-out rate by Grade (public schools)

	2000/01	2005/06	2010/11	2015/16
Grade 1	4.3%	3.2%	2.1%	1.0%
Grade 2	3.5%	2.6%	1.8%	1.0%
Grade 5	7.4%	5.5%	3.6%	1.8%
Grade 6	6.9%	4.9%	3.0%	1.0%
Grade 9	4.8%	4.0%	3.3%	2.6%

BASIC EDUCATION TARGET TABLE 4 - Reintegrated out-of-school youth (% of last year's drop-out)

	2001/02	2005/06	2010/11	2015/16
Grade 2	24.0%	40%	70%	95%
Grade 3	29.2%	40%	70%	95%
Grade 5	10.9%	40%	70%	95%
Grade 7	10.5%	35%	65%	90%
Grade 9	13.7%	35%	65%	90%

Quality and
Relevance
targets



<u>PE</u>	<u>LSE</u>	
2.4	3.4	All teachers receive 30 days in-service training per year from 2003; all teachers meet national standards by 2010
2.5	3.5	All teachers receive "teaching guide" for specific grade-subject every year
2.6	3.6	Basic education teachers receive postgraduate scholarships, science and special IT training
2.7	3.7	Salary and allowances of teachers and staff to be in line with socio-economic growth and government salary policies
2.8	3.8	Curriculum, teaching methods, textbooks continuously improved and continuous assessment system established
2.9		All primary students have access to a full set of free textbooks: in disadvantaged areas by 2005; all areas by 2015
	3.9	30% of lower secondary students have access to a full set of free textbooks by 2015
2.10		Primary level pupil-related and school-related expenditures increased to US\$ 15 per pupil and US\$ 400 per school by 2015 (for teaching and learning materials)
	3.10	Lower secondary level pupil-related and school-related expenditures increased to US\$ 25 per pupil and US\$ 600 per school by 2015 (for teaching and learning materials)
2.11	3.11	All temporary classrooms replaced by solid structures by 2010 with priority to disaster prone areas
2.12	3.12	Full-day schooling implemented in all schools by 2015
2.13	3.13	Pupil class-contact hours increased to international levels by 2015 (900 hours per school year for primary level and 1,200 hours per school year for lower secondary levels)

Basic Education Target Table 5 - Pupil-class ratio (average class size; public schools)

	2001/02	2005/06	2010/11	2015/16
Grade 1	27.6	28.0	29.0	30.0
Grade 5	31.4	32.0	33.0	34.0
Grade 6	42.1	42.0	42.0	32.0
Grade 9	39.3	40.0	40.0	40.0

Basic Education Target Table 6 - Teacher-class ratio (average number of teachers per class; public schools)

	2001/02	2005/06	2010/11	2015/16
Primary: Standard Teachers	0.98	1.06	1.15	1.20
Primary: Non-Standard Teachers	0.14	0.08	0.00	0.00
Primary: Total Teachers	1.12	1.14	1.15	1.20
L. Sec.: Standard Teachers	1.45	1.56	1.70	1.80
L. Sec.: Non-Standard Teachers	0.14	0.08	0.00	0.00
L. Sec.: Total Teachers	1.59	1.64	1.70	1.80

BASIC EDUCATION TARGET TABLE 7 - Number of days per year of in-service training and percentage of teachers receiving training

	2001/02		2003/04		2010/11		2015/16	
	Days	%	Days	%	Days	%	Days	%
Primary: New recruitment	4	100%	30	100%	30	100%	30	100%
Primary: All teachers	4	8%	30	100%	30	100%	30	100%
Lower Sec.: New recruitment	4	100%	30	100%	30	100%	30	100%
Lower Sec.: All teachers	4	8%	30	100%	30	100%	30	100%

↓ ↓
Quality and
Relevance
targets
↓ ↓

BASIC EDUCATION TARGET TABLE 8 - Percentage of teachers receiving teachers' guide

	2001/02	2005/06	2010/11	2015/16
Primary	50%	65%	80%	100%
Lower Secondary	10%	40%	75%	100%

BASIC EDUCATION TARGET TABLE 9 - Percentage of students with access to a full set of free textbooks

	2001/02	2005/06	2010/11	2015/16
Primary	10%	30%	50%	100%
Lower Secondary	5%	10%	10%	30%

BASIC EDUCATION TARGET TABLE 10 - Pupil-related expenditures*

	2001/02	2005/06	2010/11	2015/16
Primary	VND90,000 (\$5)	\$6.0	\$10.5	\$15.0
Lower Secondary	VND45,000 (\$8)	\$11.0	\$21.0	\$25.0

* learning materials per pupil

BASIC EDUCATION TARGET TABLE 11 - School-related expenditures*

	2001/02	2005/06	2010/11	2015/16
Primary	\$200	\$220	\$350	\$400
Lower Secondary	\$250	\$300	\$500	\$600

* utilities and pedagogical materials per school

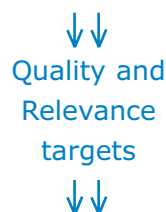
BASIC EDUCATION TARGET TABLE 12 - Lower secondary schools with science laboratories

	2001/02	2005/06	2010/11	2015/16
Schools	36.3%	100% (All schools will have by 2010/11)		

BASIC EDUCATION TARGET TABLE 13 - Percentage of Schools with Computer Laboratories

	2001/02	2005/06	2005/06	2015/16
Primary	13.4%	100% (All schools will have by 2010/11)		
Lower Secondary	46%	100% (All schools will have by 2005/06)		

↓ ↓
Quality and
Relevance
targets
↓ ↓



BASIC EDUCATION TARGET TABLE 14 - Percentage of schools with functioning student libraries

	2001/02	2005/06	2010/11	2015/16
Primary	13.4%	100% (All schools will have by 2010/11)		
Lower Secondary	71.9%	100% (All schools will have by 2005/06)		

BASIC EDUCATION TARGET TABLE 15 - Education support and sports facilities

	2002/03	2005/06	2010/11	2015/16
Teacher training resource centers	All provinces will have a center by 2015/16			
IT centers and bookstores	All provinces will have one each by 2010/11			
Auditorium (Sports Hall)	All provinces will have one each by 2015/16			

BASIC EDUCATION TARGET TABLE 16 - Percentage of teachers teaching full-day and additional salary/allowances for full-day teaching

	2001/02	2005/06	2010/11	2015/16
Primary Teachers	0%	30%	75%	100%
Lower Secondary Teachers	0%	30%	75%	100%
Additional Allowances (as % of salary and allowances)				
Primary: Teacher	0%	60%	35%	0%
Lower Secondary: Teacher	0%	60%	35%	0%

BASIC EDUCATION TARGET TABLE 17 - Classrooms used for two-shifts

	2001/02	2005/06	2010/11	2015/16
% Classrooms: Primary	63%	27%	0.4%	0%
% Classrooms: Lower Sec.	67%	41.5%	3.6%	0%

BASIC EDUCATION TARGET TABLE 18 - Replacing temporary and obsolete classrooms

	2001/02	2005/06	2010/11	2015/16
% Temp. Classrooms: Primary	14%	7%	0%	0%
% Temp. Classrooms: L.Sec.	25%	15%	0%	0%

BASIC EDUCATION TARGET TABLE 19 - Special programs for basic education development (annual national expenditure)

	2002/03	2005/06	2010/11	2015/16
Continuous development and assessment of curriculum	\$1 million	\$3 million	\$950,000	\$1,200,000
Scholarships for post-graduate studies	\$0	\$500,000	\$5 million	\$10 million
Development of teacher training programs	\$500,000 every year starting 2003/04			
Training courses for teachers in science and IT	\$0	\$1.5 million	\$2 million	\$2 million
Strengthening of assessment and evaluation systems	\$1,000,000 yearly from 2005/06			
Remedial programs for pupils	\$1,500,000 yearly from 2003/04			
Programs for disadvantaged children	\$1,000,000 yearly from 2003/04			

PE	LSE	
2.14	3.14	EMIS, GIS and decentralized management fully functioning by 2010
2.15	3.15	Quality private schools operating throughout the country

Management
targets

BASIC EDUCATION TARGET TABLE 20 - Share of non-public schools in Grade 1 intake and total enrolment

	2001/02	2005/06	2010/11	2015/16
% Grade 1 Intake	0.4%	0.5%	2.0%	5.0%
% Primary Enrolment	0.3%	0.4%	1.4%	3.7%
% Lower Secondary Enrolment	2.7%	2.7%	3.4%	4.6%

BASIC EDUCATION TARGET TABLE 22 - Special programs for basic education development (annual national expenditure)

	2002/03	2005/06	2010/11	2010/11
Advisory services for principals	\$500,000 yearly from 2003/04			
Decentralization of management	\$100,000 for 3 years (2004/05-2006/07)			
Development of EMIS (3-years)	\$500,000 for 2003/04-2005/06 & \$250,000 yearly from 06/07			
Development of School Mapping (GIS) (4-years)	\$500,000 for 2003/04-2006/07 & \$100,000 yearly from 07/08			
Strengthening community participation through IEC	\$100,000 yearly from 2003/04			
Support to boarding schools	\$200,000 yearly from 2003/04			
Programs for developing non-public schools	\$1,000,000 yearly from 2005/06			
Non-public school teacher training	\$500,000 yearly from 2005/06			
Other research and development programs	\$1,000,000 yearly from 2005/06; \$1,500,000 yearly from 2010/11			

4.5 SPECIFIC EFA TARGETS FOR NON-FORMAL EDUCATION (NFE) ⁴

OBJECTIVES

- To ensure that all out-of-school youth (in primary and secondary school age) have education opportunities to achieve primary and lower secondary levels
- To ensure that all adults, especially women and disadvantaged groups, have access to free and quality literacy and post-literacy programs and to affordable and quality life skills programs and lifelong learning opportunities
- To improve the quality, relevance and results of all continuing education programs (complimentary primary and lower secondary programs, literacy, post-literacy and life skill programs) for youth and adults (up to age 40)
- To develop a comprehensive national strategy for affordable and relevant continuing education, lifelong learning opportunities and to build a learning society
- To strengthen management capacity of non-formal education (NFE) and continuing education at the local level

Access
targets



SPECIFIC TARGETS

- 4.1 Achievements of literacy campaigns consolidated with emphasis on young illiterate adults (aged 15-34) and women
- 4.2 50% of all communes have a CLC by 2005; 90% by 2010 and all communes by 2015
- 4.3 Out-of-school children aged 6-14 (30% by 2005 and 75% by 2015) attend complementary primary programs
- 4.4 Out-of-school youth aged 11-14 (30% by 2005 and 75% by 2015) attend complementary lower secondary programs

NFE TARGET TABLE 1 - Number of persons attending adult literacy and CE/life skill programs

	2001/02	2005/06	2010/11	2015/16
Adult Literacy Trainees*	7.7% (125,000)	30%	50%	75%
CE/Post Literacy Trainees**	0.4% (127,000)	1%	2%	3%

* as percentage of total illiterates aged 15-34.

** as percentage of total population aged 15-34.

NFE TARGET TABLE 2 - Expansion of Community Learning Centers (CLC)

	2001/02	2005/06	2010/11	2015/16
CLC in operation	600	5,300	9,500	10,450
Annual operating expenditure / CLC	\$133	\$3,000	\$4,000	\$5,000

⁴ The numbering of specific targets is the same as in Chart 2, Chapter 3.

NFE TARGET TABLE 3 - Number of persons attending equivalency (complementary) programs

	2001/02	2005/06	2010/11	2015/16
Primary Equivalency Program (Aged 6-10)*	9.7% (130,000)	30%	50%	75%
L.Sec.Equivalency Program (Aged 11-14)**	8.7% (170,000)	30%	50%	75%
L.Sec.Equivalency Program (Aged 15-34)	48,000	60,000	60,000	60,000

* as percentage of total out-of-school children aged 6-10.

** as percentage of total out-of-school children aged 11-14.

- 4.5 Curriculum and textbooks of complementary primary and lower secondary programs improved
- 4.6 Post-literacy and life skill programs diversified to meet the needs of local populations by providing sufficient funds to develop and implement lifelong learning programs
- 4.7 CEC set up in all districts and developing localized materials and training programs

Quality and
Relevance
targets
↓↓

NFE TARGET TABLE 4 - Production/distribution of IEC materials in remote/disadvantaged communes

	2001/02	2005/06	2010/11	2015/16
Communes to support	0	200	7,000	1,200
Expenditure / Commune	0	\$1,000	\$1,000	\$1,000

NFE TARGET TABLE 5 - Setting up and operation of District Continuing Education Centers (CEC)

	2001/02	2005/06	2010/11	2015/16
District CEC in operation	494*	All districts to have a CEC		

* in 433 districts (some districts have more than one CEC, 198 Districts have no CEC).

NFE TARGET TABLE 6 - Special programs for NFE development (annual national expenditure)

	2001/02	2005/06	2010/11	2015/16
Women's empowerment programs	0	\$500,000	\$1,000,000	\$2,000,000
Operation of mobile libraries	0	\$300,000	\$500,000	\$500,000
Development of NFE curriculum and textbooks	0	\$500,000	\$500,000	\$500,000

- 4.8 Management of CE and NFE reformed and modernized at every level

Management
targets

CHAPTER 5

Action Programs of the National EFA Plan

5.1 FORMULATING THE ACTION PROGRAMS

The EFA targets are to be reached through the implementation of Action Programs. For each of the four EFA target groups, a number of Action Programs have been identified and assembled into three operational areas:

Access: Access encompasses all action programs required in order to attain those EFA targets which are aimed directly at ensuring that every child of school age has access to education. The Action Programs for Target Groups 2 and 3 are designed to ensure that every child enrolls in and stays in school for the entire five-year primary cycle and subsequently the full four-year lower secondary cycle. Through these Action Programs, complete universal primary education is to be effectively attained and extended to universal access and participation in lower secondary education. For Target Group 4, the Action Programs are designed to guarantee access to literacy and basic education opportunities to youth and young adults who have missed out on formal education. For Target Group 1, Early Childhood Care and Education, the Action Programs aim to provide learning opportunities to as many young children as possible in the age range 0-5 years. Special action programs are foreseen to address the educational needs of disadvantaged population groups. Thus action programs for access are concerned with the physical provision of essential facilities and learning materials and ensuring that delivery of education services is affordable and accessible to different groups of learners (girls, minority language speakers etc).

Access

Quality and relevance: This operational area comprises all action programs needed in order to attain those EFA targets which aim to improve the quality and relevance of education and the learning process. These action programs concern curriculum, textbook and teaching-learning material development, teacher training, student assessment, and special actions for specific population groups. They also cover FSQL.

Quality and Relevance

Management: This operational area concerns all action programs that are aimed at policy setting strengthening education management structures, information-based decision-making and efficient resource utilization.

Management

Each operational area assembles those action programs which have a number of essential features in common in terms of: aims, technical characteristics, organizational aspects, principal actors, patterns of responsibility-authority-accountability for action, regulatory framework. Each requires its own, specific implementation approach. Projects and programs which will be designed as part of EFA Plan implementation may apply different ways of grouping their activities. Some may focus on a particular population group (e.g. disadvantaged children), or on a particular region (e.g. North-Western provinces), or on a particular level (lower

The content of each Action Program is expressed in the form of program components that list the actions necessary to achieve the EFA targets

secondary education). In these cases, projects will have to address the issue of access (through actions very specifically aimed at, and most appropriate to achieve access targets); of quality (through actions very specifically aimed at, and most appropriate to achieve the quality targets); and of management (through actions specifically suited to the overall project). The Action Programs are designed to facilitate linkages between the operational areas.

The content of each Action Program is expressed in the form of program components that list all main actions that will be designed, prepared and carried out so that the EFA goals and targets will be attained.

Cross-cutting components

Certain program components are of a cross-cutting nature. This is particularly true of management action components such as EMIS, personnel management and cost sharing schemes, which concern more than one of the four EFA Target Groups. In the present Action Program section of the EFA Plan, these components are listed separately under each Target Group, since they underpin all other Action Programs of the same Target Group. Or, said in another way: the other Action Programs cannot succeed if they are not specifically supported by such management actions. The cross-cutting nature of these program components must be taken into account when it comes to organizing their implementation. This issue is taken up in Chapter 7, Implementation of the National EFA Plan.

As a long-term development framework, the National EFA Plan does not identify projects, nor does it contain project proposals or project sheets. The precise, detailed operational form which the action programs will take cannot be determined several years in advance. This is the reason why the action programs have not been costed or in other ways cast into project form. However, as described in Chapter 4, the EFA Plan contains the three planning tools which are necessary to identify projects whenever needed. The action programs constitute one of the three tools of this state-of-the-art planning instrument.

Linkages with ongoing programs

To ensure sector-wide coherence and coordination, the action programs are aligned with major ongoing and pipeline programs to be carried out by MoET over the coming years up to 2007. These initiatives are clearly identified and integrated within the Plan. For example:

- The ongoing program of developing and introducing the new curriculum constitutes an independent action program (Action Program 2.5 for Primary Education and Action Program 3.5 for Lower Secondary Education). After completion by 2006/7, follow-up action programs to set up a comprehensive, continuous curriculum development process and mechanism are envisaged (Action Program 2.9 for Primary Education and Action Program 3.9 for Lower Secondary Education).
- The major primary teacher training program approved for the coming four years in selected provinces forms part of Action Program 2.6 (a), Primary teacher development and training. Extension of this teacher training program to all provinces is foreseen as Action Program 2.6 (b), to be carried out at a later phase during the EFA Plan implementation period. Both actions are needed if the target of

improving the quality of primary education through massive and high quality teacher in-service training is to be attained.

- The Primary Education Development Program (PEDP) provides a framework for the sub-sector and is particularly reflected in Action Program 2.1: Provision of an affordable school place for all children in primary school age; Action Program 2.2: Program to ensure that all children complete the full five-grade primary cycle; Action Program 2.6: Primary teacher development and training; and Action Program 2.11: Capacity building for planning and decentralized management at provincial, district and school levels.
- The Primary Education for Disadvantaged Children project (PEDC) is included in Action Program 2.3.

The EFA Action Programs and program components are shown in the following section.

To a large extent the National EFA Plan will be implemented through actions in the provinces. The action programs are broad enough and sufficiently flexible to cover a variety of specific needs at provincial, district and commune level. They indicate the overall types of action required sector wide in order to attain, in the long run, the national EFA targets and objectives. Thus they are designed to guide the educational actions in the provinces. Not all provinces have the same priorities. For example, provinces with relatively large ethnic minority groups or otherwise economically disadvantaged population groups will put high priority on action programs which target these groups. Other provinces may decide to focus on action programs aimed at improving the quality of education. By 2015 the results of all actions of all provinces taken together will result in all targets of the National EFA Plan being attained.

[Linkages with provincial EFA planning](#)

5.2 EFA ACTION PROGRAMS

TARGET GROUP 1 - Early Childhood Care and Education (ECCE)

Access

OBJECTIVES: (1) To provide access to ECCE provision for 0-5 year old children, prioritizing ethnic minority and disadvantaged children

(2) To ensure that all children complete one-year of quality pre-school education as preparation for primary school

- | | |
|--------------------|---|
| Action Program 1.1 | Primary school readiness program of one school-year for all 5 year-olds, in particular for disadvantaged children |
| Action Program 1.2 | Extension of ECCE programs for 3-4 year olds |
| Action Program 1.3 | Extension of ECCE programs for 0-2 year olds |
| Action Program 1.4 | Special program to extend ECCE provision for disadvantaged children |

Quality

OBJECTIVE: (3) To continuously improve the activities and services aimed at fostering mental, emotional, physical and social development of young children aged 0-5

- | | |
|--------------------|--|
| Action Program 1.5 | Quality improvement of ECCE curricula and programs |
| Action Program 1.6 | ECCE teacher development and training |
| Action Program 1.7 | Comprehensive program to improve young children's growth and development |

Management

OBJECTIVE: (4) To develop a coherent national policy for affordable and quality ECCE

(5) To strengthen ECCE management capacity at the local level

- | | |
|--------------------|--|
| Action Program 1.8 | Formulation of a comprehensive national policy for affordable and quality ECCE development |
| Action Program 1.9 | Management training and support for ECCE managers at provincial, district and commune levels |

5.2 EFA ACTION PROGRAMS (*continued*)

TARGET GROUP 2 - Primary Education

Access

- OBJECTIVES:* (1) To provide access to affordable and quality primary education for all children, especially from ethnic minority, disadvantaged groups and for girls
- (2) To ensure all children complete the full cycle of five grades of primary education

- Action Program 2.1 Provision of an affordable school place for all children in primary school age
- Action Program 2.2 Program to ensure that all children complete the full five-grade primary cycle
- Action Program 2.3 Special program to extend full access to primary education to disadvantaged children and excluded children (street children, children of migrant families, etc.)
- a) Implementation of a priority program for selected provinces
 - b) Extension of the program to all provinces
- Action Program 2.4 Provision of full primary education to out-of-school youth (see also Action Program 4.2 of Target Group 4, NFE)

Quality and Relevance

- OBJECTIVES:* (3) To ensure the transition from quantitative development to quality primary education of a high level of learning achievement, starting with a fundamental school quality level in all primary schools

- Action Program 2.5 Implementation of the ongoing new curriculum reform (2002-2007)
- Action Program 2.6 Primary teacher development and training
- a) Implementation of primary teacher development program in selected priority provinces
 - b) Extension of the primary teacher development program to all provinces
- Action Program 2.7 Assessment of student learning achievement
- Action Program 2.8 Improvement of the quality of the learning environment and learning outcomes
- Action Program 2.9 Continuous improvement of the primary curriculum (2008-2015)

Management

OBJECTIVES: (4) To strengthen management at central, provincial, district, and school level to improve the day-to-day functioning of primary education

(5) To ensure comprehensive sector development and reform, especially the decentralization of state management, the creation of a continuous nine-year basic education cycle and the transition from quantity to quality

- | | |
|---------------------|--|
| Action Program 2.10 | Policy setting and implementation at national level |
| Action Program 2.11 | Capacity building for planning and decentralized management at Provincial, District And School Levels |
| Action Program 2.12 | Mechanisms and capacity building for efficient resource utilization and affordable cost sharing |
| Action Program 2.13 | Mechanisms and capacity building for information-based decision-making approaches at all administrative levels |

5.2 EFA ACTION PROGRAMS (*continued*)

TARGET GROUP 3 - Lower Secondary Education

Access

- OBJECTIVES:*
- (1) *To extend access to affordable and quality lower secondary education to all children, especially ethnic minority, disadvantaged groups and girls*
 - (2) *To ensure that all children complete the full cycle of four grades of lower secondary education*

- | | |
|--------------------|---|
| Action Program 3.1 | Provision of an affordable school place for all children of lower secondary school age <ul style="list-style-type: none">a) to complete ULSE in cities and in first 30 provincesb) to extend ULSE to rural areas |
| Action Program 3.2 | Program to ensure all children complete the full four-grade lower secondary education cycle |
| Action Program 3.3 | Special program to provide full access to lower secondary education for all disadvantaged children and girls |
| Action Program 3.4 | Provision of full lower secondary education to out-of-school youth (see also Action Program 4.2 of NFE) |

Quality and Relevance

- OBJECTIVE:*
- (3) *To improve the quality of lower secondary education and relevance of learning outcomes*

- | | |
|--------------------|--|
| Action Program 3.5 | Implementation of the ongoing new curriculum reform (2002-2006) |
| Action Program 3.6 | Lower Secondary Education Teacher Development and Training |
| Action Program 3.7 | Assessment of student learning achievement |
| Action Program 3.8 | Improvement of the quality of the learning environment and learning outcomes |
| Action Program 3.9 | Continuous development of the lower secondary curriculum (2007-2015) |

Management

OBJECTIVES: (4) To strengthen management at central, provincial, district, and school level to improve the day-to-day functioning of lower secondary education

(5) To ensure comprehensive sector development and reform, especially decentralization of state management, universalization of quality and affordable lower secondary education and the creation of a continuous nine-year basic education cycle

Action Program 3.10	Policy setting and implementation
Action Program 3.11	Provision of quality support services
Action Program 3.12	Mechanisms and capacity building for efficient resource utilization and affordable cost sharing
Action Program 3.13	Mechanisms and capacity building for information based decision-making approaches at all administrative levels

5.2 EFA ACTION PROGRAMS (*continued*)

TARGET GROUP 4 - Non-Formal Education (NFE)

Access

OBJECTIVES: (1) To ensure that all out-of-school youth (in primary and secondary school age) have education opportunities to achieve primary and lower secondary levels

(2) To ensure that all adults, especially women and disadvantaged groups, have access to free and quality literacy and post-literacy programs and to affordable and quality life skills programs and lifelong learning opportunities

- | | |
|--------------------|--|
| Action Program 4.1 | Expansion of literacy and post-literacy programs for adults under age 40, prioritizing ethnic minority areas and women |
| Action Program 4.2 | Expansion of complementary primary and lower secondary programs, especially for poor and disadvantaged groups (see also Action Programs 2.4 of primary and 3.4 of lower secondary) |
| Action Program 4.3 | Expansion of continuing learning programs to all communes and districts, prioritizing remote and disadvantaged areas |

Quality and Relevance

OBJECTIVE: (3) To improve the quality, relevance and results of all continuing education programs (complimentary primary and lower secondary programs, literacy, post-literacy and life skill programs) for youth and adults (up to age 40)

- | | |
|--------------------|--|
| Action Program 4.4 | Improvement of the quality, relevance and delivery of literacy and post-literacy programs |
| Action Program 4.5 | Improvement of the curricula and delivery of complementary primary and lower secondary programs |
| Action Program 4.6 | Improvement of the quality and relevance of continuing learning programs delivered through CLCs and CECs |

Management

OBJECTIVES: (4) To develop a comprehensive national strategy for affordable and relevant continuing education, lifelong learning opportunities and to build a learning society

(5) To strengthen management capacity of non-formal education (NFE) and continuing education at the local level

Action Program 4.7 National policy for continuing education, non-formal education and lifelong learning

Action Program 4.8 Capacity building of CLC and CEC managers to provide NFE/continuing education programs relevant to adult learners and the labor market

5.3 EFA ACTION PROGRAMS AND PROGRAM COMPONENTS

TARGET GROUP 1 - Early Childhood Care and Education (ECCE)

TARGET GROUP 1: ECCE - Access

ACTION PROGRAM	PROGRAM COMPONENTS
1.1 Primary school readiness program of one school-year for all 5 year-olds, in particular for disadvantaged children	1.1.1 School-mapping and infrastructure development 1.1.2 Teacher recruitment and deployment 1.1.3 Provision of a minimum package of equipment and play/learning materials 1.1.4 Development of mechanisms to promote inclusive education and extend access to children with disabilities 1.1.5 Development of affordable cost-sharing arrangements (elimination of user costs for poor and disadvantaged families) 1.1.6 Nutrition and pre-school feeding programs 1.1.7 Community participation in school development and play/learning materials development
1.2 Extension of ECCE programs for 3-4 year olds	1.2.1 National program to extend kindergarten provision for 3-4 year olds to all communes 1.2.2 School-mapping and infrastructure development 1.2.3 Teacher recruitment and deployment 1.2.4 Provision of a minimum package of equipment and play/learning materials 1.2.5 Development of affordable cost-sharing arrangements 1.2.6 Community participation and parental education on early childhood care and development
1.3 Extension of ECCE programs for 0-2 year olds	1.3.1 Needs assessment 1.3.2 Extension of crèches and community-based childcare services 1.3.3 Extension of child health care programs (vaccination, nutrition programs etc) 1.3.4 Parental education on childcare and development
1.4 Special program to extend ECCE provision for disadvantaged children	1.4.1 Needs assessment 1.4.2 School-mapping and infrastructure development 1.4.3 Promotion of teacher recruitment from remote and ethnic minority areas 1.4.4 Bilingual education and support to Vietnamese language development 1.4.5 Provision of a minimum package of equipment and play/learning materials 1.4.6 Elimination of user costs for poor and disadvantaged families 1.4.7 Nutrition and feeding programs for ECCE 1.4.8 Community participation and parental education on early childhood care and development

TARGET GROUP 1: ECCE - Quality

ACTION PROGRAM	PROGRAM COMPONENTS
<p>1.5 Quality improvement of ECCE curricula and programs</p>	<p>1.5.1 Development of a new curriculum and programs for a one-year primary school readiness program (5 year olds) based on child-centered, learning through play methodologies to include: inclusive approaches, promotion of low cost play activities and materials, piloting etc</p> <p>1.5.2 Development of new curricula for kindergarten (3-4 age group) based on child-centered learning through play methodologies to include: inclusive approaches, promotion of low cost play activities and materials, piloting etc.</p> <p>1.5.3 Development of curricula adapted to the needs of particular groups of children (e.g. children with disabilities, orphans, ethnic minority children etc.)</p>
<p>1.6 ECCE teacher development and training</p>	<p>1.6.1 Development and implementation of in-service and pre-service training materials and courses for ECCE personnel</p> <p>1.6.2 Improvement of training delivery capacity of trainers</p> <p>1.6.3 Revision and standardization of ECCE teacher recruitment, development, remuneration and assessment systems</p> <p>1.6.4 Promotion of teacher recruitment from remote and ethnic minority areas</p> <p>1.6.5 Skills development of teachers to produce local play and teaching aids and harness community involvement</p>
<p>1.7 Comprehensive program to improve young children's growth and development</p>	<p>1.7.1 Expansion of parental education programs on early childhood care and development</p> <p>1.7.2 Provision of nutrition and pre-school feeding programs in daycare centers and kindergartens</p> <p>1.7.3 Extension of child health care programs (immunization for all children, growth monitoring programs, "Vitamin A Supplement" programs, de-worming programs, etc.)</p> <p>1.7.4 Expansion of Information, Education and Communication on inclusive and child-friendly approaches</p>

TARGET GROUP 1: ECCE - Management

ACTION PROGRAM	PROGRAM COMPONENTS
1.8 Formulation of a comprehensive national policy for affordable and quality ECCE development	1.8.1 Formulation of a strategy and regulatory environment to guide the expansion of semi-public and non-public providers of ECCE services 1.8.2 Formulation of a policy and mechanisms to prioritize ECCE development in ethnic minority and remote areas as well as for other groups of disadvantaged children 1.8.3 Formulation of financial allocation mechanisms to redistribute state resources to low income areas and establish affordable cost-sharing arrangements 1.8.4 Awareness raising of the benefits of ECCE among various stakeholders 1.8.5 Development and application of measures to increase community involvement in ECCE management 1.8.6 Development of national and provincial ECCE plans to support poor and disadvantaged families
1.9 Management training and support for ECCE managers at provincial, district and commune levels	1.9.1 Preparation and implementation of measures to support the decentralization of ECCE delivery and define the roles and coordination needs of different ECCE service providers 1.9.2 Development of training programs and support systems adapted to the different needs of ECCE managers at different levels within government (provincial, district and commune officials; technical advisors from MoET and MoH; DoETs, BoETs and representatives of People's Committees and mass organizations responsible for social affairs) 1.9.3 Development of criteria, indicators and mechanisms to assess, monitor and analyze the quality of ECCE provision

5.3 EFA ACTION PROGRAMS AND PROGRAM COMPONENTS

TARGET GROUP 2 - Primary Education

TARGET GROUP 2: Primary Education - Access

ACTION PROGRAM	PROGRAM COMPONENTS
2.1 Provision of an affordable school place for all children in primary school age	2.1.1 School mapping (GIS, projection enrolment, teachers, full-day schooling) 2.1.2 Provision of schools (sites, construction and maintenance) 2.1.3 Provision of a minimum package of equipment and teaching-learning materials 2.1.4 Teacher recruitment and deployment 2.1.5 Provision of basic hygiene (water and sanitation) facilities in all primary and satellite schools 2.1.6 Development of affordable cost sharing arrangements 2.1.7 Parental awareness programs
2.2 Program to ensure that all children complete the full five-grade primary cycle	2.2.1 Research to identify the causes of dropout and repetition 2.2.2 Design and trial of measures aimed at students at risk of dropout and repetition 2.2.3 Implementation, monitoring of implementation and evaluation of results
2.3 Special program to extend full access to primary education to disadvantaged children and excluded children (street children, children of migrant families etc) (a) Implementation of a priority program for selected provinces (b) Extension of the program to all provinces	2.3.1 Construction of schools, including boarding schools in sparsely populated areas for upper grades 2.3.2 Recruitment of teachers and promotion of teacher recruitment from disadvantaged and ethnic minority areas (see also under program component 2.6.6) 2.3.3 Bilingual education and support to Vietnamese language development in early primary grades 2.3.4 Training and support to multi-grade teaching 2.3.5 Training and support to inclusive education, including children with disabilities 2.3.6 Minimum package of equipment and learning materials 2.3.7 Promotion of a fundamental school quality level, especially in satellite schools 2.3.8 Provision of free textbooks to children in difficult circumstances and from disadvantaged families 2.3.9 Elimination of user costs for children in difficult circumstances and from disadvantaged families 2.3.10 Provision of scholarships to at risk, poor and disadvantaged families 2.3.11 Community participation in school management, including capacity building of parent teachers associations and Education Councils 2.3.12 Monitoring of implementation and evaluation of results
2.4 Provision of full primary education to out-of-school youth (see also Action Program 4.2 of Target Group 4, NFE)	2.4.1 Research to identify out-of-school youth target groups and causes for non-enrolment 2.4.2 Evaluation of present complementary programs 2.4.3 Design and trial of measures, including appropriate materials, to reintegrate out-of-school youth into the formal system 2.4.4 Implementation, monitoring of implementation and evaluation of results

TARGET GROUP 2: Primary Education - Quality and Relevance

ACTION PROGRAM	PROGRAM COMPONENTS
2.5 Implementation of the ongoing new curriculum reform (2002-2007)	2.5.1 Preparation, testing and introduction of the new curriculum in all remaining Grades 2.5.2 Production and distribution of new textbooks and teaching and learning materials 2.5.3 Teacher training for competent delivery of the new curriculum [see Action Program 2.6] 2.5.4 Development of IT component within the curriculum and related teacher training 2.5.5 Provision of advisory support for the effective implementation of the new curriculum in schools 2.5.6 Monitoring of implementation and evaluation of results
2.6 Primary teacher development and training (a) Implementation of primary teacher development program in selected priority provinces (b) Extension of the primary teacher development program to all provinces	2.6.1 Strengthening of in-service and pre-service training programs for teachers and principals - Development, testing and implementation of intensive training programs; - Improvement of the delivery capacity of teacher trainers and teacher training institutions 2.6.2 Development of teacher professional standards (teacher charter) 2.6.3 Establishment of a system of pedagogical support and quality assurance for school improvement 2.6.4 Training of school principals in school management and in pedagogical support to teachers 2.6.5 Revision of the terms of service for teachers and principals 2.6.6 Promotion of teacher recruitment from disadvantaged and ethnic minority areas (see also under program component 2.3.2)
2.7 Assessment of student learning achievement	2.7.1 Design and piloting of a new approach to assessment of student learning achievement 2.7.2 Design of training packages for primary teachers to implement the new assessment approach 2.7.3 Implementation of the new assessment approach 2.7.4 Establishment of advisory services 2.7.5 Monitoring and evaluation of the new student assessment system
2.8 Improvement of the quality of the learning environment and learning outcomes	2.8.1 Significant improvement of learning opportunities by increasing pupil-class hours to international levels (900 hours per year for Grade 1-3 and 1,000 hours for Grade 4-5) 2.8.2 Provision of new classrooms to achieve full-day schooling 2.8.3 Replacement of temporary classrooms by permanent structures 2.8.4 Application of minimum national quality standards (FSQL) and upgrading all primary schools to meet the standards 2.8.5 Provision of free textbooks to all students (free distribution and loan system) 2.8.6 Establishment of school libraries and provision of basic teaching-learning materials and IT facilities
2.9 Continuous improvement of the primary curriculum (2008-2015)	2.9.1 Preparation and implementation of continuous assessment of the curriculum 2.9.2 Continuous adaptation of the primary school curriculum, including responsiveness to the local context 2.9.3 Continuous adaptation of textbooks and other pedagogical materials 2.9.4 Continuous adaptation of teacher training and pedagogical support systems 2.9.5 Development of IT component within the curriculum and related teacher training 2.9.6 Preparation for a nine-year basic education cycle

TARGET GROUP 2: Primary Education - Management

ACTION PROGRAM	PROGRAM COMPONENTS
2.10 Policy setting and implementation at national level	2.10.1 Development of information-based policy setting, mechanisms and procedures 2.10.2 Review and modernization of the system of monitoring policy implementation 2.10.3 Preparation and implementation of measures to decentralize state management of primary education 2.10.4 Preparation of a regulatory framework to support the transition from quantity to quality primary education 2.10.5 Preparation and implementation of a program for the creation of a nine-year basic education cycle 2.10.6 Preparation of measures for the development of non-public primary schools 2.10.7 Coordination and monitoring of implementation of development programs and projects (PEDP etc.)
2.11 Capacity building for planning and decentralized management at provincial, district and school levels	2.11.1 Development of training and support systems adapted to the specific needs at each level 2.11.2 Design and implementation of training and capacity building programs in planning, management, administration and pedagogical support 2.11.3 Setting up supervisory and quality control units at provincial level to assist DoETs, BoETs and schools 2.11.4 Monitoring and evaluation of the effectiveness of decentralized management
2.12 Mechanisms and capacity building for efficient resource utilization and affordable cost sharing	2.12.1 Review and revision of cost sharing policies and mechanisms (see also 2.1.6, 2.3.6 and 2.3.8) 2.12.2 Improvement of budget allocation systems 2.12.3 Improvement of personnel management systems 2.12.4 Review and revision of education standards 2.12.5 Setting up a management advisory unit (at MoET) to assist DoETs, BoETs and schools
2.13 Mechanisms and capacity building for information-based decision-making approaches at all administrative levels	2.13.1 Design and implementation of comprehensive, consistent and effective national education management information system (school-based EMIS for central, provincial, district and school management)

5.3. EFA ACTION PROGRAMS AND PROGRAM COMPONENTS

TARGET GROUP 3 - Lower Secondary Education

TARGET GROUP 3: Lower Secondary Education - Access

ACTION PROGRAM	PROGRAM COMPONENTS
<p>3.1 Provision of an affordable school place for all children of lower secondary school age:</p> <p>(a) to complete ULSE in cities and in first 30 provinces</p> <p>(b) to extend ULSE to rural areas</p>	<p>3.1.1 School mapping (GIS, projection enrolment, teachers, full-day schooling)</p> <p>3.1.2 Construction and upgrading of schools to accommodate all children in lower secondary school age</p> <p>3.1.3 Provision of a minimum package of equipment and teaching-learning materials</p> <p>3.1.4 Teacher recruitment and deployment</p> <p>3.1.5 Provision of basic hygiene (water and sanitation) facilities in all lower secondary education and combined primary/lower secondary schools</p> <p>3.1.6 Development of affordable cost sharing arrangements, including progressive elimination of school fees for all lower secondary students</p>
<p>3.2 Program to ensure all children complete the full four-grade lower secondary education cycle</p>	<p>3.2.1 Research on causes of dropout and repetition</p> <p>3.2.2 Design and trial of measures aimed at students at risk of dropout and repetition</p> <p>3.2.3 Implementation of measures</p> <p>3.2.4 Monitoring of implementation and evaluation of results</p>
<p>3.3 Special program to provide full access to lower secondary education for all disadvantaged children and girls</p>	<p>3.3.1 School mapping (GIS), identification of target groups and needs assessment</p> <p>3.3.2 Construction of lower secondary classrooms in disadvantaged provinces</p> <p>3.3.3 Increasing the number of post-primary schools in sparsely populated areas</p> <p>3.3.4 Construction of boarding schools in sparsely populated areas</p> <p>3.3.5 Provision of free textbooks, exercise books, stationery and equipment to poor students</p> <p>3.3.6 Exemption of user costs for students from poor families and other disadvantaged groups</p> <p>3.3.7 Measures to increase girls participation in education:</p> <ul style="list-style-type: none"> - Improve proximity of schools through school mapping - Address gender constraints through awareness raising, gender-sensitized curriculum, etc. <p>3.3.8 Teacher recruitment and deployment, including promotion of teacher recruitment from disadvantaged and remote areas</p>
<p>3.4 Provision of full lower secondary education to out-of-school youth (see also Action Program 4.2 of NFE)</p>	<p>3.4.1 Research to identify out-of-school youth target groups and causes for non-enrolment</p> <p>3.4.2 Evaluation of present complementary programs</p> <p>3.4.3 Design and trial of measures to reintegrate out-of-school youth into the formal system</p> <p>3.4.4 Implementation of measures</p> <p>3.4.5 Monitoring of implementation and evaluation of results</p>

TARGET GROUP 3: Lower Secondary Education - Quality and Relevance

ACTION PROGRAM	PROGRAM COMPONENTS
3.5 Implementation of the ongoing new curriculum reform (2002-2006)	3.5.1 Preparation, testing and introduction of the new curriculum in all remaining Grades 3.5.2 Production and distribution of new textbooks and teaching and learning materials 3.5.3 Teacher training for competent delivery of the new curriculum (see Action Program 3.6) 3.5.4 Development of a strong IT component within the curriculum, related teacher training & IT facilities 3.5.5 Provision of advisory support for the effective implementation of the new curriculum in schools 3.5.6 Monitoring of implementation and evaluation of results
3.6 Lower Secondary Education Teacher Development and Training	3.6.1 Development of teacher professional standards 3.6.2 Strengthening of pre-service and in-service training programs for teachers and principals <ul style="list-style-type: none"> - Development, testing and implementation of intensive training packages for all subjects - Improvement of the delivery capacity of teacher trainers and teacher training institutions 3.6.3 Development of in-service training programs to upgrade primary teachers to be able to teach in lower secondary 3.6.4 Revision of the terms of service for teachers and principals 3.6.5 Promotion of teacher recruitment from disadvantaged and ethnic minority areas (see also under program 3.3.8)
3.7 Assessment of student learning achievement	3.7.1 Design and pilot of a new approach to assessment of student learning achievement 3.7.2 Design of training packages for lower secondary teachers to implement the new assessment approach 3.7.3 Implementation of the new assessment approach 3.7.4 Establishment of advisory services 3.7.5 Monitoring and evaluation of the new student assessment system
3.8 Improvement of the quality of the learning environment and learning outcomes	3.8.1 Significant improvement of learning opportunities by increasing pupil-class hours to international levels (an average of 1,200 hours per school year) 3.8.2 Provision of new classrooms to achieve full-day schooling 3.8.3 Replacement of temporary classrooms by permanent structures 3.8.4 Provision of library, laboratory and appropriate teaching-learning materials in all lower secondary schools 3.8.5 Development and provision of IT learning opportunities in all lower secondary schools 3.8.6 Development of minimum national quality standards and upgrading all schools to meet the standards 3.8.7 Provision of free textbooks to all students (free distribution and loan system)
3.9 Continuous development of the lower secondary curriculum (2007-2015)	3.9.1 Preparation and implementation of continuous assessment of the curriculum 3.9.2 Continuous adaptation of the lower secondary curriculum, in line with evolving demands for higher education and vocational training 3.9.3 Continuous adaptation of textbooks and other pedagogical materials 3.9.4 Continuous adaptation of teacher training 3.9.5 Development of a strong IT component within the curriculum, related teacher training & IT facilities 3.9.6 Preparation for the nine-year basic education cycle

TARGET GROUP 3: Lower Secondary Education - Management

ACTION PROGRAM	PROGRAM COMPONENTS
3.10 Policy setting and implementation	3.10.1 Review and modernization of the process, mechanisms and procedures for lower secondary education development 3.10.2 Review and modernization of the system of monitoring policy implementation 3.10.3 Preparation and implementation of measures to decentralize State management of lower secondary education 3.10.4 Preparation and implementation of a program for the creation of a nine-year basic education cycle 3.10.5 Preparation of measures for the development of non-public lower secondary schools 3.10.6 Coordination and monitoring of the implementation of SEMP (including all other projects)
3.11 Provision of quality support services	3.11.1 Establishment of school support units in all provinces to monitor and advise on school performance 3.11.2 Training of school principals in school management and in pedagogical support to teachers 3.11.3 Training of teachers and school principals in use of IT as a management tool
3.12 Mechanisms and capacity building for efficient resource utilization and affordable cost sharing	3.12.1 Review and revision of cost sharing policies and mechanisms (see also 3.1.6 and 3.3.6) 3.12.2 Improvement of budget allocation system 3.12.3 Improvement of personnel management system 3.12.4 Review and revision of education standards 3.12.5 Setting up a management advisory unit (at MoET) to assist DoETs, BoETs and schools
3.13 Mechanisms and capacity building for information-based decision-making approaches at all administrative levels	3.13.1 Design and implementation of a comprehensive, consistent and effective national education management information system (school-based EMIS for central, provincial, district and school management) 3.13.2 Application of IT in LSE management

5.3. EFA ACTION PROGRAMS AND PROGRAM COMPONENTS

TARGET GROUP 4 - Non-Formal Education (NFE)

TARGET GROUP 4: Non-Formal Education - Access

ACTION PROGRAM	PROGRAM COMPONENTS
<p>4.1 Expansion of literacy and post-literacy programs for adults under age 40, prioritizing ethnic minority areas and women</p>	<p>4.1.1 Needs assessment of literacy and post-literacy needs of different groups of adults with low education levels</p> <p>4.1.2 Design and implementation of literacy and post-literacy programs adapted to the learning needs of different groups</p> <p>4.1.3 Provision of facilities</p> <p>4.1.4 Teacher recruitment and deployment</p> <p>4.1.5 Provision of a minimum package of basic learning materials and resources</p> <p>4.1.6 Provision of free learning materials and promotion of access to post-literacy materials, to media and to information</p>
<p>4.2 Expansion of complementary primary and lower secondary programs, especially for poor and disadvantaged groups (see also Action Programs 2.4 of primary and 3.4 of lower secondary)</p>	<p>4.2.1 Needs assessment and provision of facilities</p> <p>4.2.2 Teacher recruitment and deployment</p> <p>4.2.3 Outreach program for adolescents</p> <p>4.2.4 Provision of a minimum package of basic learning materials and resources</p> <p>4.2.5 Provision of free textbooks and elimination of user costs to poor and disadvantaged youths</p>
<p>4.3 Expansion of continuing learning programs to all communes and districts, prioritizing remote and disadvantaged areas</p>	<p>4.3.1 Program of Community Learning Center (CLC) and Continuing Education Center (CEC) construction</p> <p>4.3.2 Provision of a minimum package of equipment, basic learning materials and library</p> <p>4.3.3 Recruitment and deployment of literacy facilitators and trainers in basic skill development</p> <p>4.3.4 Design of affordable cost-sharing arrangements for students from low income groups</p> <p>4.3.5 Community participation in CLC management and construction</p>

TARGET GROUP 4: Non-Formal Education - Quality and Relevance

ACTION PROGRAM	PROGRAM COMPONENTS
4.4 Improvement of the quality, relevance and delivery of literacy and post-literacy programs	4.4.1 Development of new literacy, post-literacy and life skills education curricula and materials suitable for adult learners 4.4.2 Design of flexible literacy, post-literacy and life skill programs relevant to the needs of adults, especially women and ethnic minority communities 4.4.3 Development of approaches and materials to strengthen Vietnamese language and literacy skills of minority language speakers 4.4.4 Production of new textbooks and teaching and learning materials targeted at adult learners 4.4.5 Production and distribution of relevant post-literacy materials 4.4.6 Promotion of commune-based library systems and community up-take 4.4.7 Design and delivery of adult-centered training programs for facilitators of literacy and post-literacy programs 4.4.8 Promotion of facilitator recruitment from local areas 4.4.9 Revision of the conditions of employment, development, remuneration and assessment of literacy and post-literacy facilitators 4.4.10 Monitoring and evaluation of the learning outcomes of adult learners
4.5 Improvement of the curricula and delivery of complementary primary and lower secondary programs	4.5.1 Needs assessment 4.5.2 Adaptation of the curricula, teaching and learning materials for complementary programs based on the new curricula for formal basic education and the learning needs of out-of-school youth 4.5.3 Development of approaches and materials to strengthen Vietnamese language skills of minority language speakers 4.5.4 Provision of specific teacher training programs for complementary education 4.5.5 Design of a system of nationally recognized accreditation of complimentary programs 4.5.6 Monitoring and evaluation of the learning outcomes of students of complimentary programs
4.6 Improvement of the quality and relevance of continuing learning programs delivered through CLCs and CECs	4.6.1 Provision of training of trainer programs for adult learners 4.6.2 Strengthening the cooperation of different training providers (Women's Union, Youth Association, Farmer's Association, private sector, etc.) 4.6.3 Design of relevant skill development programs with accredited certification

TARGET GROUP 4: Non-Formal Education - Management

ACTION PROGRAM	PROGRAM COMPONENTS
<p>4.7 National policy for continuing education, non-formal education and lifelong learning</p>	<p>4.7.1 Formulation of a comprehensive strategy to develop and finance the provision of literacy, NFE and continuing education programs, with particular emphasis on the programs for out-of-school youth and adults facing particular difficulties (migrant communities, street children, ethnic minorities, etc.)</p> <p>4.7.2 Awareness raising of the benefits of literacy, NFE and continuing education</p> <p>4.7.3 Enhancing community participation in NFE activities</p>
<p>4.8 Capacity building of CLC and CEC managers to provide NFE/continuing education programs relevant to adult learners and the labor market</p>	<p>4.8.1 Development of training courses and advisory systems to equip CLC and CEC managers to provide relevant NFE/continuing education programs, to coordinate with different service providers (MOET, mass organizations, government agencies and the non-public sector) and to assure quality control of training delivery</p> <p>4.8.2 Provision of training and support to CLC and CEC managers in financial management, administration, coordination and community mobilization.</p>

CHAPTER 6

Cost and Financing of the National EFA Plan

6.1 PRINCIPLES UNDERLYING THE COST ESTIMATES OF EFA PLAN IMPLEMENTATION

The cost estimates of EFA Plan implementation are based on the education sector policy principles set out in the box below.

Principles underlying the Cost Estimates for EFA Plan Implementation

- all EFA targets, without exception, must be reached; therefore,
- all action programs will be carried out;
- the basic inputs required by the curriculum to ensure good quality education for all will be provided by the government, free of charge to all pupils in primary education (this includes teacher salaries and all teacher-related costs, textbooks, other teaching-learning materials for pupils-teachers-schools, classrooms and other premises, equipment, maintenance). This measure will be introduced gradually, reducing community funding of these essential inputs and school activities from 6 per cent of total primary education expenditure in 2003 to 0 per cent by 2015;
- no child or young person in 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 2003 level of about 65 per cent, in order to leave room for the development of other education sub-sectors (in particular for upper secondary and higher education).

EFA costs do not include the costs of pre-service teacher training since this training is at post-lower secondary level and therefore not included in EFA (which covers ECCE, primary, lower secondary and nonformal education). Pre-service teacher training for EFA-related teaching personnel, in particular primary and lower secondary school teachers, has to be taken into account in planning and budgeting for upper secondary education and higher education development. Successful implementation of the EFA Action Plan depends to a significant extent on adequate planning of and budget allocations to these other sub-sectors of education.

6.2 THE COSTS OF IMPLEMENTING THE EFA PLAN

The costs of reaching the EFA targets, i.e. the financial resources required to implement the EFA Plan, have been estimated in detail, for each year, from 2003 to 2015. The cost projections were made by using the Viet Nam EFA Analysis and Projection Model (contained in Annex IV). The cost projections cover the complete range of targets. They also cover all the inputs required in order to reach the targets:

Cost projections cover all targets and inputs

- the specific targets set in order to improve, reform and develop education for the four EFA Target Groups (these are the targets shown in Sections 4.3, 4.4 and 4.5 of the Target Chapter above);
- the inputs needed for the normal functioning of the education system (i.e. the teachers and all other personnel, salaries, classrooms and other facilities, teaching-learning materials, etc.);
- the targets concerning management, and organizational development of the education system.

Projections are based on the Viet Nam EFA Analysis and Projection Model

The Analysis and Projection Model shows all essential personnel, material and financial inputs into the EFA parts of the education sector required each year. The model also shows the main functional relationships that determine the cost-efficiency of the functioning of the education system (such as enrolment ratio, pupil-teacher ratio, teacher-class ratio, internal efficiency rates, transition rates from primary to lower secondary, multiple shift, etc.). The model also includes specific major programs (such as curriculum reform, in-service teacher training, complementary primary and lower secondary programs, pupil assessment, disadvantaged children programs, etc.).

Total costs of implementing EFA actions and operating the four EFA component sub-sectors are very high during the first years of Plan implementation. This is the period when all major action programs get off with a kick-start entailing very high start-up costs and very high average annual growth rates of funding requirements. Once EFA Plan implementation has reached normal cruising speed, the annual growth rates return to more normal levels. The declining funding requirements for Target Group 4 are the result of those action programs which aim at reducing school drop-out and at reintegrating out-of-school youth into the education process; which means that by 2015 there will no longer be any need for complimentary programs.

The cost projections take into account the decision of the Government to increase the minimum salary by 38% for all government personnel, effective in 2003. The projections assume that salaries for all four EFA Target Groups will in future increase by 6.5% per year, in line with the projected growth of GDP per capita.

Since in Viet Nam direct contributions by the community towards the financing of the costs of education at the school level constitute an essential input without which the school, i.e. the teaching-learning process, could not function, the EFA Plan includes in its cost estimates (and also in its projections of required funding) the category "community contributions". For primary education the community contributions are gradually phased out;

for lower secondary education they are maintained. Community contributions included in the EFA cost estimates comprise direct payments by parents and other members of the school community towards the school construction fund, and for other essential items required for the basic functioning of the teaching-learning process. Such items include textbooks, stationary, science materials and similar items. Viet Nam has a long standing tradition of community support for education services of public establishments providing formal education. The EFA Plan continues this tradition and encourages active community participation in the improvement of the overall working conditions of schools. In addition it foresees that, in line with almost all countries of the world and in line with the Dakar EFA Goals, by 2015 all basic, essential inputs into primary education will be provided by the government free of charge, i.e. at zero direct cost to the pupil and his/her family. Such government commitment does not exist for lower secondary education. Therefore the EFA Plan foresees that adequate functioning of lower secondary establishments will continue to depend to a relatively large extent on direct contributions from the community.

The costs of implementing the EFA Plan are summarised in **Table 6.1 and Table 6.2 below**. Costs are expressed in constant 2002 prices. It is considered professionally prudent not to estimate future price increases which occur due to inflation.

Table 6.1: Estimated Cost of EFA Plan Implementation by Target Group

(in million US\$; in 2002 constant prices)

	2001	2005	2010	2015
	actual expenditure (estimate)*	projections of EFA funding needs*		
Target Group 1: ECCE				
Recurrent	27.5	69.0	111.0	170.0
Capital	1.6	23.2	21.4	19.3
Target Group 2: Primary Education				
Recurrent	303.6	516.8	746.3	989.7
Capital	63.2	116.2	133.2	166.7
Total	366.8	633.0	879.5	1,156.5
Target Group 3: Lower Secondary Education				
Recurrent	262.1	509.4	752.7	1,025.9
Capital	91.4	111.1	116.0	124.3
Total	353.5	620.5	868.8	1,150.2
Target Group 4: Non-Formal Education				
Recurrent	40.6	118.7	93.6	88.7
Capital	0.9	2.7	1.5	0.5
Total	41.4	121.4	95.1	89.2
All 4 EFA Target Groups				
Recurrent	633.8	1,213.9	1,703.6	2,274.3
Capital	157.0	253.2	272.2	310.9
Total	790.8	1,467.1	1,975.8	2,585.2

Note: * Including Government funding + donor funding + direct contributions from the community

Table 6.2: EFA capital expenditure in relation to total EFA expenditure, by Target Group

	2001	2005	2010	2015
Target Group 1: ECCE	5.4%	25.1%	16.2%	10.2%
Target Group 2: Primary Education	17.2%	18.4%	15.1%	14.4%
Target Group 3: Lower Sec Education	25.8%	17.9%	13.4%	10.8%
Target Group 4: Non-Formal Education	2.1%	2.2%	1.6%	0.6%
All 4 EFA Target Groups	19.9%	17.3%	13.8%	12.0%

6.3 FINANCING THE EFA PLAN

The State budget (i.e. the consolidated public budgets) will by far remain the major funding source for EFA Plan implementation. The continuing trend of rising State budget expenditure on education provides a strong financial basis for the development and modernization of education envisaged for all four EFA Target Groups. During the EFA plan period, the share of the education sector in the public budget is to increase from 15.6 per cent in 2002 to 20 per cent by 2010 and maintained at that level until 2015.

If future economic conditions remain as robust as they have been since 1997, there are good chances that the education sector will continue to enjoy privileged funding attention. The government counts on an average GDP growth of 7.5 per cent per year, in constant prices, for the coming years. The resulting growth in public revenues will be sufficient to finance the increase of the share of the education sector to 20 per cent of the government budget. Government expenditure for education in relation to GDP is expected to increase from 3.7 per cent in 2002 to 4.2 per cent by 2015. This will place Viet Nam among the highest quintile of all EFA countries worldwide.

The community will continue to make direct contributions to EFA financing, particularly for lower secondary education. Community contributions for primary education, amounting to 5.6% of total primary funding needs in 2003, will be phased out gradually to reach 0 by 2015. Community contributions to lower secondary education will rise from about 10 US\$ per pupil in 2002/03 to 25 US\$ per pupil by 2015. The share of community financing in total lower secondary expenditure will decrease from 11.5% in 2002/03 to 7% by 2015.

Yet, despite such efforts, these increases might not be sufficient to finance all essential action programs required in order to attain the EFA goals and all targets. They may not be attained as quickly as expected, and, perhaps, not with as complete coverage as intended. However, through effectively modernized education sector management in general, and through rigorous management of EFA Plan implementation in particular, it should be possible to reach all essential EFA goals and targets by 2015. The Government is determined to provide this management basis. The process of reform of public sector management including of the education sector is already well underway. The preparation of provincial education plans, foreseen as a first

step of implementing the National EFA Plan, will provide the opportunity to set priorities which are well adjusted to available funding levels. Moreover, the fact that the international donor community has included Viet Nam, as the only Asian country, in the first group of countries eligible for receiving EFA Fast Track Funding (FTI) holds the possibility of additional donor funding which would be directed towards high priority primary education actions proposed in the EFA Plan.

Table 6.3 shows the macroeconomic framework for the financing of the education sector. It is based on the assumptions that GDP will continue to grow with the relatively high rate of 7.5% per annum (in real terms), that the share of public expenditure in GDP will remain at 22%, and that the share of education in public expenditure will increase significantly to 20 % (from 15.6% in 2002). **Table 6.4** shows the sources of EFA funding likely to be available. **Table 6.5** compares the funding needs with likely available resources.

While financial resources for education in general and for EFA in particular will steadily increase, funding gaps are likely to occur every year until 2015. These gaps will be higher during the first years of EFA Plan implementation when funding needs are particularly high and when several large action programs will be operating at the same time with high initial start up costs. In the first five years of EFA Plan implementation, it could be that between 6 per cent and 14 per cent of required funding may not easily be available. The Government will take measures to close these funding gaps (see section "addressing funding gaps" below) although required funding for the coming five years (2003-2007) may not be easily available.

Table 6.3: Macro-economic Framework for Education Financing
(in million US\$, in constant 2002 prices)

	2003	2004	2005	2006	2007	2008	2009	2010	2015
Public financing for the education sector									
GDP (million US\$)	37,360*	40,189	43,319	46,693	50,329	54,249	58,747	63,029	91,706
Growth of GDP	7.0%	7.3%	7.5%	7.5%	7.5%	7.5%	7.5%	7.5%	7.5%
Population (million)	79.9	80.9	81.9	82.8	83.7	84.6	85.5	86.4	91.3
Per Capita GDP (US\$)	467		529	564	602	642	684	730	1,005
Public expenditure as % of GDP	22.0%	22.0%	22.0%	22.0%	22.0%	22.0%	22.0%	22.0%	21.0%
Education expenditure as % of GDP	3.6%	3.8%	4.0%	4.0%	4.1%	4.2%	4.3%	4.4%	4.2%
Education as % of public expenditure	16.2%	17.1%	18.0%	18.1%	18.6%	19.1%	19.5%	20.0%	20.0%
Available public funds for education sector	1,332	1,512	1,715	1,859	2,057	2,274	2,512	2,773	3,852

Source: GDP and financial figures: "Viet Nam Development Report 2002 (pp.22, 110, 113-116) and "Country Assistance Strategy of WB 2003-2006

Population figures: "GSO, Report on Results of Population Projections Viet Nam, 1999-2024, Ha Noi, Viet Nam

* Current 2003 value of GDP is US\$ 39,869 million

Table 6.4: Sources of EFA Funding
(in million US\$; in constant 2002 prices)

Available Funding	2003	2004	2005	2006	2007	2008	2009	2010	2015
1 Public Sources (Gvt budget)									
Available public funds for education sector	1,332	1,512	1,715	1,859	2,057	2,274	2,512	2,773	3,852
Available public funds for non-EFA*	479	544	618	669	740	819	904	998	1,387
Available public funds for EFA	852	968	1,098	1,190	1,316	1,455	1,608	1,775	2,465
EFA funds as % of total education sector Public expenditure	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%
2 Donor (ODA) Financing for EFA sub-sectors									
Donor funding for EFA sub-sectors	80	120	150	150	150	150	150	150	40
Donor funding as % of public EFA funds	9.4%	12.4%	13.7%	12.6%	11.4	10.3%	9.3%	6.8%	1.6%
3 Community contributions									
From community (directly to schools)	88	87	85	81	19	77	76	72	69
Of which - primary schools	30	27	24	21	18	16	13	11	0
- lower secondary schools	58	58	61	61	61	62	63	61	69
Community as % of total EFA funding	10.4%	9.0%	7.7	6.8%	6.0%	5.3%	4.7	4.1	2.8%
4 Total Available EFA Funding	1,020	1,175	1,333	1,421	1,546	1,682	1,833	1,967	2,575

Note: * includes higher, vocational and technical, upper secondary and all forms of education other than pre-school, primary, lower secondary and non-formal education

Table 6.5: Financing of the EFA Plan (in million US\$; in constant 2002 prices)

	2003	2004	2005	2006	2007	2008	2009	2010	2015
1 Funding needs for EFA (recurrent+capital)*									
1.1 Total EFA Plan funding needs	1,187	1,329	1,467	1,527	1,642	1,734	1,843	1,976	2,585
of which:	59.0	73.1	92.1	95.5	102.8	111.9	121.6	132.4	189.3
Target Group 1 (ECCE)	540.3	582.2	633.0	658.6	716.5	766.6	817.0	879.5	1,156.5
Target Group 2 (Primary Ed)	510.9	570.1	620.5	654.8	710.5	750.9	805.8	868.8	1,150.2
Target Group 3 (Lower Sec Ed)	76.9	103.2	121.4	118.1	111.6	104.3	98.3	95.1	89.2
Target Group 4 (Non-Formal Ed)									
2 Available funding									
2.1 Government budget	852	968	1,098	1,190	1,316	1,455	1,608	1,775	2,465
2.2 Donors	80	120	150	150	150	150	150	120	40
2.3 Sub-total (Gvt. + donors)	932	1,088	1,248	1,340	1,466	1,605	1,758	1,895	2,505
2.4 Community (parents, etc.)	88	87	85	81	79	77	76	72	70
2.5 Total (Gvt.+donors+community)	1,020	1,175	1,333	1,421	1,546	1,682	1,833	1,967	2,575
3 Funding gap									
Gap 1: Needs – Gvt. funding [1.1–2.1]	334.9	361.0	369.2	337.0	325.2	278.6	235.3	200.9	120.1
Gap as % of total needs	28.2%	27.2%	25.2%	22.1%	19.8%	16.1%	12.8%	10.2%	4.6%
Gap 2: Needs – (Gvt.+donor) [1.1–2.3]	254.9	241.0	219.2	187.0	175.2	128.6	85.3	80.9	80.1
Gap as % of total needs	21.5%	18.1%	14.9%	12.2%	10.7%	7.4%	4.6%	4.1%	3.1%
Gap 3: Needs – (Gvt.+donor+community) [1.1–2.5]	166.7	153.8	134.2	105.7	95.8	51.3	9.5	8.6	10.7
Gap as % of total needs	14.0%	11.6%	9.1%	6.9%	5.8%	3.0%	0.5%	0.4%	0.4%

Note: * including government funding, donor funding and community contributions.

Addressing funding gaps

In reality, it is possible that funding gaps will have a cumulative effect in the course of Plan implementation. For example, if the funding gap for year 2003 is only partially covered by the end of the year, this means that one or more targets will not have been fully reached. The full achievement of these targets will then slip into the following year, thereby increasing the funding requirements and thus the funding gap for 2004, over and above what is foreseen in the Plan. If this phenomenon persists for a number of years, this will create a cumulative effect which will have two main consequences. On the financial side, it will result in a steady increase of the funding gaps shown in the EFA Plan. In terms of implementation, the number of targets that are not met in time is likely to rise while the process of education development and modernization will slow down. In order to maintain the specific goals and targets, additional funding will be vital to effectively mitigate the cumulative nature of funding gaps and any negative effect on education development.

Adjusting some targets need not affect major education objectives

The measures which the Government considers adopting to address the funding gaps are aimed at maintaining the overall goals and the essential targets of the EFA Plan. Two types of measures will be pursued. Certain measures will aim at reducing the required funding in the first years of EFA Plan implementation. They would include (i) the adjustment of a number of targets, spreading them over a longer period than foreseen; and (ii) setting priorities among major action programs. Since almost all EFA actions take place at provincial (and lower) level, under the responsibility of provincial authorities, such measures will be identified as part of provincial education planning, foreseen for 2003, as a first step of EFA Plan implementation.

Adjusting some targets need not affect major education objectives

Other measures will aim at mobilizing additional funding for national priority action programs, such as the provision of free primary education to disadvantaged population groups, the rapid application of minimum quality standards in all schools, the acceleration and intensification of efforts to significantly improve and modernize the teaching-learning quality and learning outcomes (through measures concerning curriculum reform and in-service teacher training). The international donor community has included Viet Nam, as the only Asian country, in the first group of countries eligible to receive EFA Fast Track Funding (FTI). This holds the possibility of additional donor funding which would be directed towards high priority primary education actions proposed in the EFA Plan.

The Government will undertake regular reviews of progress achieved by the education sector (see under section 7.2 below). As part of this, it will review the share of education within the total government budget, and also the allocation within education to different sub-sectors. Depending on progress towards reaching the EFA targets in the coming five to seven years, these reviews may result in even stronger government budget support to basic education.

The role of donor funding

Maintaining high levels of donor funding is key to effective plan implementation

Increasing donor funding, particularly ODA much above the levels foreseen will be tried, but it may be difficult given the already high volume of donor funding. Average annual funding from external sources is expected to increase to almost US\$ 80 million in 2003 (up from just US\$ 60 million in 2002), \$120 million in 2004 and \$150 million per year between 2005, and 2010. This will amount to about 10 per cent of the total public expenditure required for EFA. This is a critical percentage, since the impact of external funding will be considerably higher than these figures seem to suggest, and since most donor co-funded programs provide educational activities of an innovative nature and address high priority needs. When extended to the entire education sector nationwide, with national funding, these innovations will have a profound, positive impact propelling Viet Nam's education towards high international levels.

Success of the education reform formulated in the EFA Plan depends very much on the quality and the efficiency of all actions undertaken at the beginning of Plan implementation, that is to say from 2003 to 2007. If the beginning is marked by inefficient management and lack of priorities, then the entire EFA Plan and reform of basic education will be at risk. In order to ensure a reliable, good start to Plan implementation, the Government shall review ongoing and pipeline donor co-funded projects and programs with a view to speeding up disbursements and to securing additional fast track funding, thereby reducing the EFA funding gap during the first years.

The role of community contributions

Strong community participation is needed to improve education in schools

Trying to fill the funding gap by asking parents to pay significantly more may be seen as another possibility. A closer look shows that very high increases of direct parental contributions would be required to reduce funding shortfalls to a significant extent. For example from 2002 to 2005, average per pupil expenditure directly paid for by parents every year would have to be about 75 per cent higher than in 2001 (in constant 2002 prices). On the one hand, this would tend to strengthen community participation in education and increase local accountability. On the other hand, increasing direct financial contributions by parents as a regular source of education funding carries certain risks. Firstly, it risks making the basic functioning of schools critically dependent on the sustained ability and willingness of all parents to regularly pay for textbooks and contribute to teaching-learning materials, equipment, other general running costs and also teacher time. Other factors such as rising living costs, changing economic situations and concern about the quality of education service delivery may reduce parental ability and willingness to pay. Another major, real risk is that of increasing inequities of access to basic education for all, in particular to quality education, for the large number of families that have low incomes. This may affect over half the number of all pupils.

Most important, however, is the Government commitment to provide free primary education for all. Whilst community participation in school affairs will be actively encouraged, all basic and essential inputs into primary education will be provided free of charge to the pupil. Lower secondary education is not yet included in such commitment. Therefore, community contributions will continue to be a necessary funding source for EFA Target Group 3.

In order to achieve the EFA goals of access to affordable, quality basic education for all as well as strengthened community participation, the Government shall apply a two-pronged approach:

1. the costs of achieving and maintaining minimum basic quality standards for all, through assuring all children a minimum fundamental school quality level (FSQL) shall be covered from the Government budget and donor funding;
2. in the course of 2003, the Government shall design and put into place three additional key measures:
 - an education safety-net system for those families that have to be exempt from all user charges,
 - financial procedures to ensure that sufficient financial resources are made available to finance a minimum level of quality in all schools,
 - measures to ensure effective participation of the community and parents in the management of school level educational activities.

All basic inputs needed to ensure good quality education will be provided by the Government

These measures shall comprise appropriate rules and regulations and also mechanisms to encourage direct community support to schools, and to ensure that the funds raised by the community are effectively and exclusively used for activities required to reach EFA targets. The community contributions for the school, both in kind and in the form of exceptional (not regular) financial contributions, will serve to improve the teaching/learning conditions of the school, but they would not be used as a substitute for government financing obligations of all essential inputs.

CHAPTER 7

Implementation of the National EFA Plan

Effectively implementing the National EFA Plan of Viet Nam is a major challenge, which the Government is firmly determined to meet. To succeed in achieving the EFA goals and targets, implementation of the Plan has to be based on very solid ground. There has to be a clear understanding of the financial requirements and the sources of funding available. Action Program priorities must be identified. The National EFA Plan must be translated into provincial level education plans. A scheme of sector-wide support and monitoring of EFA Plan implementation must be put in place.

7.1 IMPLEMENTING THE NATIONAL EFA PLAN THROUGH PROVINCIAL EFA PLANS

The education activities for all four EFA Target Groups take place in provinces, districts, communes and schools. Therefore the National EFA Plan will really come into life only through action programs at provincial level. Preparing and implementing provincial EFA plans will therefore be the main mechanism for the implementation of the National EFA Plan. To be successful, the National EFA Plan will have to be rolled out into provincial education plans. For the provinces, the National EFA Plan will serve as a reference from which to derive local priorities and targets.

Implementation of the National EFA Plan requires a comprehensive approach to educational planning at provincial level. Provincial education plans will cover the entire range of educational activities carried out under the auspices of provincial and district authorities. They will comprise a provincial EFA plan component which covers all four EFA target groups and the bulk of education activities at the provincial level. Upper secondary education, vocational and technical education and training will be included as other components of provincial plans. The preparation of provincial education plans will involve all major actors, in particular the People's Committees, the Provincial Departments of Education (DoETs), the Provincial Departments of Finance (DoFs).

The provincial education plans will clearly identify the education activities foreseen in the medium term, the resources available, the financing foreseen, the implementation management support required. To ensure nationwide comparability and the use of standardized data, all provinces shall apply the methodological approach developed and applied by MoET in the preparation of the National EFA Plan. **The National EFA Plan includes necessary elements of the methodological approach for preparing provincial plans. These elements are the EFA targets, the action programs, provincial data on the present situation (in the form of a data base for each of the 61 provinces, on CD-ROM) and the Viet Nam EFA Analysis and Projection Model (also on CD-ROM).**

The National EFA Plan will really come into life only through action programs at provincial level.

Provincial education plans will cover the entire range of educational activities carried out under the auspices of provincial and district authorities.

Provincial EFA plans will be mid-term plans tuned to the Government's five-year plan cycle.

An intensive program of provincial capacity building is envisaged at the start of the National EFA plan period to strengthen the skills of provincial managers in education planning and build up capacity in the use of the Viet Nam EFA methodology and Analysis and Projection Model.

Provincial EFA plans will be more focused in scope than the National EFA Plan. They do not need to present a long-term investment scenario to plan overall Government spending on the sector and attract external funding for an extended period of time, as this task is undertaken at national level. The provincial EFA plans will provide detailed information on how the EFA targets will be met through concrete action, and this can best be done within a more limited timeframe, linked to public expenditure plans. The provincial EFA plans will therefore be mid-term plans tuned to the Government's five-year plan cycle. They will focus on the periods 2003-2005 and 2006-2010, with only outline plans for 2011-2015. A first essential task for provincial education planning will be to prioritize Action Programs foreseen in the National EFA Plan in order to adjust them to provincial level funding possibilities.

Provincial EFA plans will be drawn up strictly within the overall framework of the National EFA Plan. This will ensure effective coordination of activities and resources and guarantee that the combined impact of action programs and projects becomes stronger than the sum of the effect of individual activities. It will also help avoid skewed allocation of resources which might otherwise occur due to particular regional interests and to the fact that externally funded projects may result in non-priority demands on national and provincial budget resources.

This type of comprehensive process of national and provincial EFA planning is fully in line with the Government's program on State Administrative Reform during 2001-2010. It will support and strengthen the ongoing decentralization of responsibility, authority and accountability within the education sector.

7.2 MANAGEMENT OF EFA PLAN IMPLEMENTATION

Effective implementation of the National EFA Plan requires a well-functioning organizational support structure and mechanism, with clear lines of responsibility, authority and accountability. This shall be achieved through the establishment of a National EFA Committee (NEFAC) and a number of technical EFA implementation groups.

7.2.1 Management of EFA Plan Implementation at National Level

National EFA Committee

The National EFA Committee will be responsible for overseeing the entire implementation process, making sure that both national and provincial level EFA action programs are fully supportive of the national EFA goals and targets. It will ensure that the EFA Plan serves as the conceptual framework

for the development of the EFA components of the education sector and as such has an over-arching function. Under the coordination of the Minister of Education and Training, the National EFA Committee (NEFAC) will include, among others, the Ministry of Education and Training (MoET), the Ministry of Planning and Investment (MPI), the Ministry of Finance (MoF), other Ministries, selected provincial level EFA actors (Provincial Departments of Education, Provincial Departments of Finance, People's Committees).

The NEFAC will ensure that a scheme of sector-wide support and monitoring of EFA Plan implementation is put in place within three months of the adoption of the National EFA Plan by the Minister of Education and Training as the long-term strategic framework. The NEFAC will ensure adequate functioning of this scheme throughout the EFA Plan implementation period.

The NEFAC will advise the education authorities at all levels, in particular MoET and provincial education authorities, on how best to carry out the EFA action programs, and on adjustments of targets and action programs that become necessary in the course of plan implementation. It will facilitate the structural changes stipulated in the EFA Plan. It will help strengthen inter-linkages and cooperation between the different components of the education system and between the different units at MoET and provincial level. It will strengthen decentralization efforts.

To enable the National EFA Committee to undertake its advisory function in a competent and timely way, it will work through a number of technical groups. These will report to the Committee and be in charge of specific aspects of the Committee's responsibilities, such as monitoring, technical assistance, evaluation, and National EFA Plan progress assessment.

These groups will include: a National EFA Observatory, an EFA Technical Support Group, an EFA Progress Review Group, as well as an EFA Evaluation Group

National EFA Observatory

The National EFA Observatory will have two principle tasks:

- it will provide the National EFA Committee with all information and proposals required to ensure effective coordination of the implementation of all Action Programs foreseen in the EFA Plan;
- it will monitor annual progress towards the achievement of the national EFA goals and targets, nationally as well as at provincial level. It will develop progress indicators suitable to Viet Nam (such as the indicators contained in Annex III). It will produce information on progress achieved and on problems encountered, and it will suggest solutions to address them. It will prepare and disseminate reports as and when needed, at least once every year.

EFA Technical Support Group

The Technical Support Group will provide organizational and methodological advice and technical assistance to central and provincial level actors in charge of implementing the EFA Action Programs. Its tasks include, among others:

- preparation of workplans and time-lines for the Action Programs;
- assistance to the other NEFAC groups, MoET Departments and Institutes and provincial level education planning units in: coherent education planning methodology to be applied nationally by all provinces and at central level; the design of EMIS for provincial EFA planning and for monitoring of national and provincial level EFA Plan implementation; the preparation of provincial EFA plans;
- carrying out together with the provincial education and finance authorities the task of prioritizing EFA Action Programs in order to adjust them to available funding levels.
- reviewing the regulatory framework for the implementation of the National EFA Plan and the preparation and implementation of provincial EFA plans, and drawing up proposals for improvements.

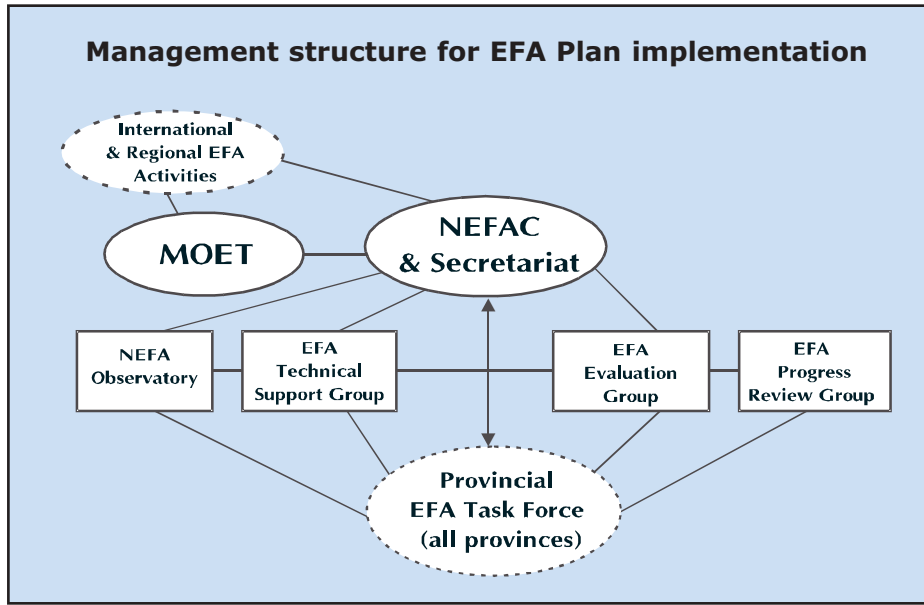
EFA Evaluation Group

The EFA Evaluation Group will assess the impact and effectiveness of the EFA Action Programs. The scope of its tasks will include in particular: curriculum reform, teacher training, teacher and pupil performance and learning outcomes, cost sharing schemes, special programs aimed at disadvantaged population groups, the creation of a continuous nine-year basic education cycle.

The EFA Evaluation Group will not directly undertake surveys and studies. It will bring together existing information and will make suggestions for additional fact-finding and analysis needed. It will ensure wide dissemination of its findings.

EFA Progress Review Group

Drawing on the findings of the National EFA Observatory and the EFA Evaluation Group, the EFA Progress Review Group will review quantitative progress as well as impact and effectiveness of the National EFA Plan and of Provincial EFA Plans. It will submit reports to the Prime Minister, at regular intervals, in time to feed into the preparation of five-year socio-economic development plans and medium-term public investment plans.



7.2.2 Management of EFA Plan implementation at provincial level

The creation of Provincial EFA Task Forces, started in 2002, will be completed by mid 2003. These will comprise representatives of the Provincial People's Committee, selected District People's Committees, Provincial Department of Education, selected district Bureaus of Education, and other stakeholders at provincial, district and commune level.

In order to undertake the extended planning task required by the implementation of the National EFA Plan at provincial level, it is foreseen to strengthen provincial planning capacity by creating a provincial EFA planning unit. This unit will be technically attached to the DoET, and report to both DoET and the People's Committee. The Provincial Planning Units will receive policy guidance and planning directions from the National EFA Committee as well as direct support in technical and methodological matters.

Management of EFA Plan implementation at provincial level

7.3 REGULATORY FRAMEWORK FOR EFA PLAN IMPLEMENTATION

Effective implementation of the education reform concepts implied in the EFA Plan requires a supportive, enabling regulatory framework. Existing rules and regulations will be reviewed during 2003 and improved and revised as necessary.

The review will give special consideration to those regulations that hamper and those that facilitate coordination and collaboration within and between the different levels and units of the education system. The regulatory framework will ensure that decentralization of education sector management is facilitated. In this respect, the implementation of the National EFA Plan will provide a useful testing ground as a decentralized comprehensive approach to education sector activities, an approach which is embedded in the very concept of EFA.

Regulatory Framework for EFA Plan Implementation

The review of the regulatory framework could become a task of the EFA Technical Support Group.

Regional and international cooperation

7.4 REGIONAL AND INTERNATIONAL COOPERATION

Viet Nam will continue to strengthen the implementation of Education for All through international and regional cooperation and exchange. Viet Nam will continue to participate in and contribute to the Regional and Sub Regional EFA Forum set up as a follow up mechanism in all regions of the World. It will contribute to the International EFA Observatory. It will continue to contribute to regional video conferences on EFA topics. The progress achieved in basic education and the modern EFA planning approach it has applied enable Viet Nam to contribute substantially to the international EFA Program.

7.5 RESULTS OF EFA PLAN IMPLEMENTATION

When all targets will have been attained, by 2015, Viet Nam's education system will have achieved very significant progress:

- all children will enjoy one year of pre-school preparing them for entrance into Grade 1 of Primary Education;
- there will be universal basic education of nine years; all children of age 6 will enter Grade 1 and all will enjoy a complete cycle of nine years of basic education; almost all primary school dropouts and 90% of lower secondary school drop-outs will be reintegrated into formal education programs;
- all primary pupils will receive free education (in terms of essentials such as teachers, classrooms, textbooks and other basic learning materials) and the full complement of instructional hours foreseen by the curriculum (reaching international standards of 900 hours per school year, at rising standards of fundamental school quality level);
- all districts will have modern life skills learning and training programs and facilities;
- the quality of the teaching-learning process will be at the level of modern international standards; through a process of continuous curriculum improvement, through pre-service and massive in-service teacher training programs, and the application of minimum quality learning standards in all schools;
- learning outcomes will be directly relevant to the modern economy and society, thus reinforcing Viet Nam's economic and social advance. Resource utilization will be at high levels of cost-effectiveness.
- the management of education (policy management, pedagogical management, financial management, administrative management) will have modern, decentralized structures and procedures.

The main quantitative results achieved when the EFA Plan is implemented by the end of school year 2015/16 are summarized in Tables 7.1, 7.2 and 7.3 below. They show for the different EFA Target Groups and for a number of principle features the progress that will be achieved at the end of each socio-economic five-year plan period.

Table 7.1 Results of EFA Plan Implementation by 2005, 2010, 2015
EFA TARGET GROUP 1: Early Childhood Care & Education

	2001 estimate	2005	2010 projections	2015
1. ECCE Enrolment (public + non-public)				
1.1 Enrolment in Daycare (Ages 0-2; '000)	380	691	824	1,048
% Girl enrolment	46.0%	49.1%	49.1%	49.1%
% Enrolment in non-public schools	73.9%	79.0%	85.0%	91.0%
1.2 Preschool Enrolment (Ages 3-5; '000)	2,100	2,605	3,390	3,463
% Girl enrolment	49.2%	49.4%	49.4%	49.3%
% Enrolment in non-public schools	60.0%	64.1%	67.8%	71.1%
1.3 Access to ECCE (public + non-public)				
Net Enrolment Rate (for ages 3-5)	43.7%	58.3%	76.3%	82.9%
Girls	44.1%	58.3%	76.3%	82.9%
Boys	43.4%	58.2%	76.3%	82.9%
Net Enrolment Rate (for age 5)	66.3%	85.0%	95.0%	99.0%
Girls	67.6%	85.0%	95.0%	99.0%
Boys	65.1%	85.0%	95.0%	99.0%
1.4 Grade 1 Intake with ECCE Experience*	64.8%	78.4%	92.3%	98.5%
Girls	68.5%	79.9%	92.9%	98.4%
Boys	59.4%	73.6%	91.4%	98.7%
2. ECCE Schools and Teachers ('000) (public schools only)				
2.1 Total Schools	3,535	4,210	4,610	4,610
2.2 Teachers & Caregivers (staff + contract)	53	65	71	69
Caregivers in public daycare centers	12	19	16	13
Teaching staff in public pre-schools	41	46	55	56
% of contracted teachers in total	22.3%	20.1%	19.3%	18.9%
2.3 Pupil-Teacher Ratio (child-nurse ratio)				
Daycare centers	8.0	7.5	7.5	7.5
Pre-schools	20.5	20.2	19.3	18.9

* Percentage of children entering Grade 1 who have attended pre-school (at age 5) the previous year.

Table 7.2 Results of EFA Plan Implementation by 2005, 2010, 2015
EFA Target Groups 2 and 3: Basic (Primary + Lower Secondary) Education

	2001 estimate	2005	2010 projections	2015
1 Enrolment (public + non-public)				
1.1 Basic education enrolment ('000)	15,590	14,223	13,170	13,250
% Girl enrolment (basic)	47.5%	47.8%	48.3%	48.9%
Primary enrolment ('000)	9,337	7,950	7,470	7,430
% Girl enrolment (primary)	47.5%	47.8%	48.8%	49.2%
Lower secondary enrolment ('000)	6,254	6,280	5,710	5,820
% Girl enrolment (lower sec.)	47.5%	47.8%	47.7%	48.5%
1.2 Enrolment in non-public schools	201	205	294	545
% in non-public schools (Basic)	1.3%	1.4%	2.2%	4.1%
1.3 Primary (Grade 5) graduates ('000)	1,766	1,520	1,410	1,460
% Girls	47.4%	47.2%	48.2%	48.5%
1.4 Lower sec. (Grade 9) graduates ('000)	1,233	1,445	1,360	1,380
% Girls	47.6%	48.5%	47.6%	48.4%
2 Enrolment Rates				
2.1 Gross enrolment rate: primary	106.8%	100.9%	101.7%	101.6%
Girls	104.4%	98.6%	100.3%	101.2%
Boys	109.0%	103.0%	103.0%	102.0%
2.2 Gross enrolment rate lower sec.	86.7%	89.5%	92.6%	99.5%
Girls	84.6%	88.2%	90.3%	97.7%
Boys	88.7%	90.8%	94.8%	101.2%
3 Schools, Staff, Classes and Classrooms (public only)				
3.1 Primary schools	13,859	14,859	15,279	15,379
Lower secondary schools <i>(some schools with primary level)</i>	9,260	9,660	9,960	10,060
3.2 Primary teachers ('000)	353	300	274	469
Lower secondary teachers ('000)	238	245	230	245
3.3 Pupil-teacher ratio: primary	26.4	26.4	26.9	26.6
Pupil-teacher ratio: lower secondary	25.6	24.9	24.0	22.6
3.4 Primary classes ('000)	315	264	238	239
Lower secondary classes ('000)	150	154	143	148
Classrooms for primary ('000)	215	230	240	247
Classrooms for lower secondary ('000)	100	119	133	136

Table 7.3 Results of EFA Plan Implementation by 2005, 2010, 2015
EFA TARGET GROUP 4: Non-Formal Education (out-of-school youth & continuing education)

		2001 estimate	2005	2010 projections	2015
1	NFE Beneficiaries ('000; public only)				
1.1	Total beneficiaries	851	2,869	3,248	3,441
1.2	Equivalency (complementary) programs	348	827	366	134
	Primary (aged 6-14)	130	240	82	18
	Lower secondary (aged 11-14)	170	527	224	56
	Lower secondary (aged 15+)	48	60	60	60
1.3	Literacy and post-literacy				
	Adult literacy	125	497	109	1
	Post-literacy	128	316	669	1,005
	Various programs at CLC	250	1,229	2,104	2,302
1.4	Population aged 15-34	29,525	31,580	33,427	33,492
	Illiterates aged 15-34	1,619	1,657	218	1
	Literacy rate aged 15-34	94.5%	94.8%	99.3%	100.0%
2	NFE centers				
2.1	Number of CLCs operating	600	5,300	9,500	10,450
	% Communes with CLC	5.7%	50.2%	90.0%	99.0%
2.2	Number of CECs operating	494	529	614	692
	% Districts with CEC	68.6%	74.2%	87.6%	100.0%

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