

**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

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No: 872/CP-KG

Re: Approval of the  
National Education  
for All Action Plan

SOCIALIST REPUBLIC OF VIET NAM

Independence-Freedom-Happiness

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*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'.

**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 documents<sup>1</sup>. 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.

<sup>1</sup> 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*		
<b>Target Group 1: ECCE</b>				
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
<b>Target Group 2: Primary Education</b>				
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
<b>Target Group 3: Lower Secondary Education</b>				
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
<b>Target Group 4: Non-Formal Education</b>				
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
<b>All 4 EFA Target Groups</b>				
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 levels<sup>2</sup>.

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

	2003	2004	2005	2006	2007	2008	2009	2010	2015
<b>1 Funding needs for EFA (recurrent+capital)*</b>									
<b>1.1 Total EFA Plan funding needs</b>	<b>1,187</b>	<b>1,329</b>	<b>1,467</b>	<b>1,527</b>	<b>1,642</b>	<b>1,734</b>	<b>1,843</b>	<b>1,976</b>	<b>2,585</b>
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)									
<b>2 Available funding</b>									
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
<b>2.5 Total (Gvt.+donors+community)</b>	<b>1,020</b>	<b>1,175</b>	<b>1,333</b>	<b>1,421</b>	<b>1,546</b>	<b>1,682</b>	<b>1,833</b>	<b>1,967</b>	<b>2,575</b>
<b>3 Funding gap</b>									
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

<sup>2</sup> 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 Model<sup>3</sup> .

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.

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<sup>3</sup> 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"><li>(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;</li><li>(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.</li></ol>
<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 &amp; 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 <sup>1</sup> .

Implementation tools of the EFA Plan

<sup>1</sup> 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 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.*

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.

### Three operational areas

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.

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

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.

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 tools<sup>1</sup> 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 Programs<sup>1</sup>

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.

<sup>1</sup> 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) <sup>2</sup>

#### 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



<sup>2</sup> 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)<sup>3</sup>**

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

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<sup>3</sup> 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

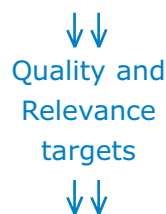
	2001/02	2005/06	2010/11	2015/16
Schools	36.3%	100% (All schools will have by 2010/11)		

**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) <sup>4</sup>

### 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

<sup>4</sup> 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
- 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

- 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"> <li>- Improve proximity of schools through school mapping</li> <li>- Address gender constraints through awareness raising, gender-sensitized curriculum, etc.</li> </ul> <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 - 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*		
<b>Target Group 1: ECCE</b>				
Recurrent	27.5	69.0	111.0	170.0
Capital	1.6	23.2	21.4	19.3
<b>Target Group 2: Primary Education</b>				
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
<b>Target Group 3: Lower Secondary Education</b>				
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
<b>Target Group 4: Non-Formal Education</b>				
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
<b>All 4 EFA Target Groups</b>				
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
<b>Public financing for the education sector</b>									
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%
<b>Available public funds for education sector</b>	<b>1,332</b>	<b>1,512</b>	<b>1,715</b>	<b>1,859</b>	<b>2,057</b>	<b>2,274</b>	<b>2,512</b>	<b>2,773</b>	<b>3,852</b>

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
<b>1 Public Sources (Gvt budget)</b>									
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%
<b>2 Donor (ODA) Financing for EFA sub-sectors</b>									
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%
<b>3 Community contributions</b>									
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%
<b>4 Total Available EFA Funding</b>	<b>1,020</b>	<b>1,175</b>	<b>1,333</b>	<b>1,421</b>	<b>1,546</b>	<b>1,682</b>	<b>1,833</b>	<b>1,967</b>	<b>2,575</b>

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
<b>1 Funding needs for EFA (recurrent+capital)*</b>									
<b>1.1 Total EFA Plan funding needs</b>	<b>1,187</b>	<b>1,329</b>	<b>1,467</b>	<b>1,527</b>	<b>1,642</b>	<b>1,734</b>	<b>1,843</b>	<b>1,976</b>	<b>2,585</b>
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)									
<b>2 Available funding</b>									
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
<b>2.5 Total (Gvt.+donors+community)</b>	<b>1,020</b>	<b>1,175</b>	<b>1,333</b>	<b>1,421</b>	<b>1,546</b>	<b>1,682</b>	<b>1,833</b>	<b>1,967</b>	<b>2,575</b>
<b>3 Funding gap</b>									
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.

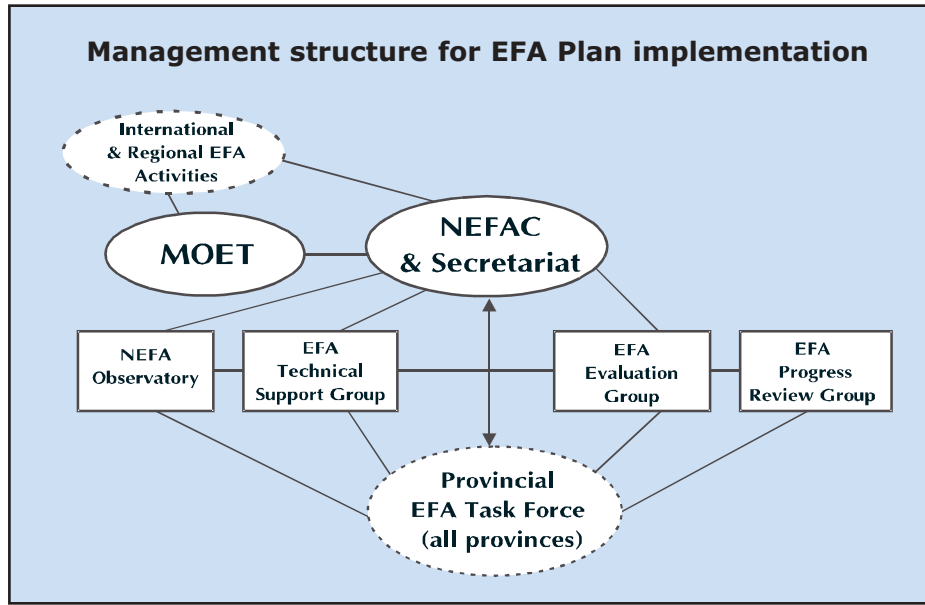
### **EFA Evaluation Group**

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.

#### **7.4 REGIONAL AND INTERNATIONAL COOPERATION**

##### 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
<b>1. ECCE Enrolment (public + non-public)</b>				
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%
<b>2. ECCE Schools and Teachers ('000) (public schools only)</b>				
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
<b>1 Enrolment (public + non-public)</b>				
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%
<b>2 Enrolment Rates</b>				
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%
<b>3 Schools, Staff, Classes and Classrooms (public only)</b>				
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
<b>1</b>	<b>NFE Beneficiaries ('000; public only)</b>				
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%
<b>2</b>	<b>NFE centers</b>				
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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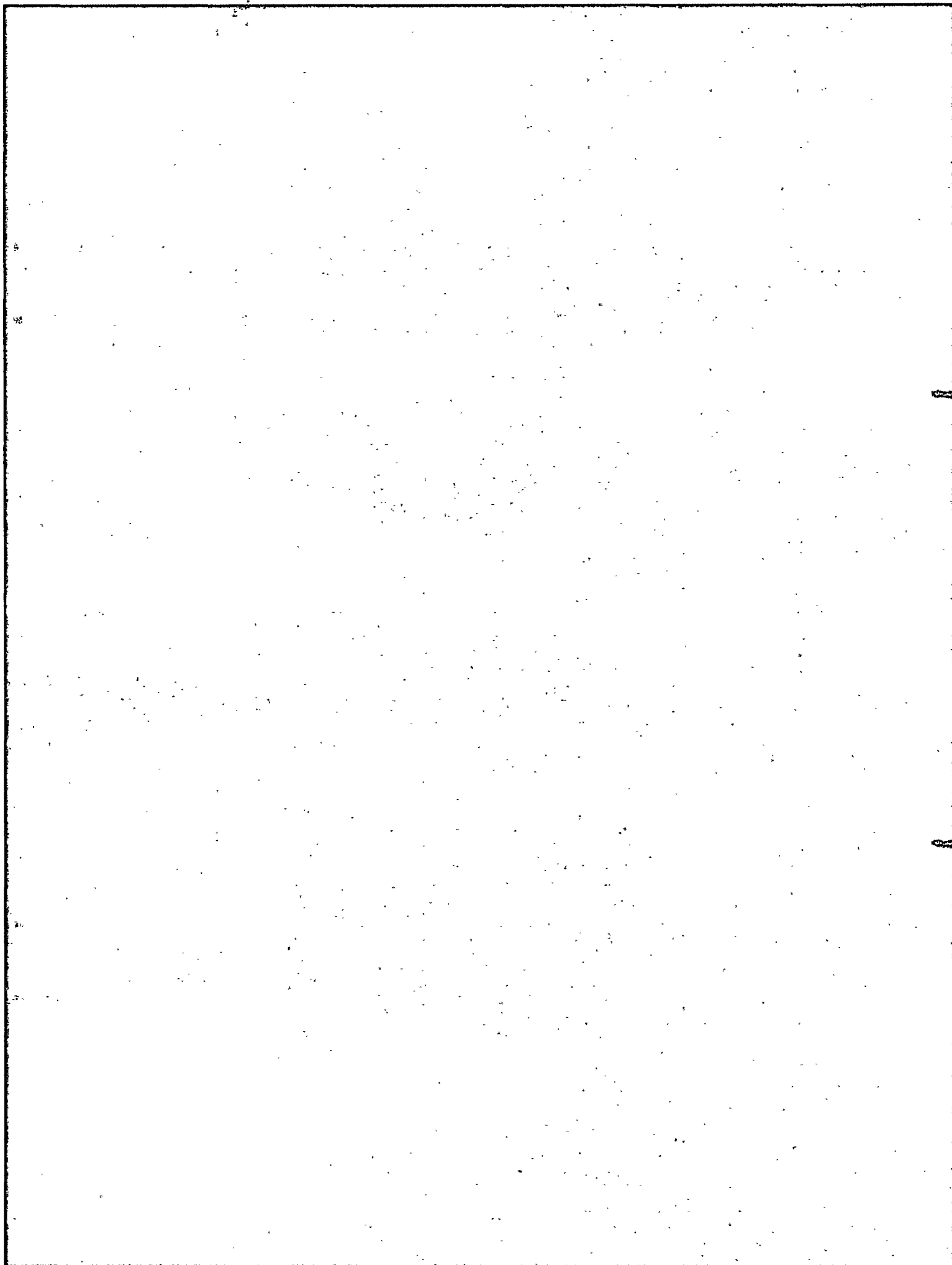
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**VIET NAM**  
**NATIONAL EFA ACTION PLAN 2003 - 2015**

**PART III**  
**Annexes**



## ANNEX I

# Situation Analysis and Issues for the Four EFA Target Groups

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## ANNEX I

# Situation Analysis and Issues for the four EFA Target Groups

This Annex is divided into four sections, for each of the four EFA Target Groups: Early Childhood Care and Education, Primary Education, Lower Secondary Education and Non-Formal Education. Each section starts with a definition of the specific education sub-sector, outlining which groups and programs it includes. This is followed by an overview of the main achievements from 1990 to 2003 and challenges for 2003 to 2015. The section ends with a box that identifies the principle issues for each Target Group. The information is organized under the three operational areas of access, quality and relevance and management. Achievements and challenges directly concerning access to education are organized in one group; those directly related to quality and relevance are assembled in another group. The achievements and challenges directly linked to management aspects form the third group.

### **1. EFA TARGET GROUP 1 - EARLY CHILDHOOD CARE AND EDUCATION (ECCE)**

EFA Target Group 1, Early Childhood Care and Education (ECCE), covers programs for the 0 to 5 age group. ECCE encompasses all aspects of a young child's development and growth, combining health care and nutrition, protection, psychological and mental development, whilst focusing attention on structured learning activities, which are a Government policy priority.

The ECCE target group has certain characteristics that distinguish it from other EFA target groups. An essential feature is that the ECCE age range is the time when the family, especially parents, are central to a child's welfare and development. What happens to a child during this critical time is likely to have a significant influence on their future educational and economic performance as well as their general well-being. To capture these multiple dimensions of ECCE, a holistic approach that promotes physical, emotional and social well-being is necessary to give each child the best start in life.

ECCE in Viet Nam spans the period from birth up to 6 years and entry to primary school. It is divided into three broad groups: daycare for three months to 2 year olds, kindergarten for 3 to 4 year olds and pre-school for 5 year olds. It is complemented by parental education activities. In the very early years, ECCE programs focus on care, nutrition, health and parental education to strengthen the child-raising skills of family care-givers. A principal aim of programs for this 0 to 2 age group is to extend the quality of care and services available to very young children in the community rather than promote institutional forms of care. For the 3 to 5 age group, kindergarten and pre-school programs give more emphasis to socializing and learning. The pre-school program is specifically intended as a preparatory program to facilitate entrance to primary school. The aim is to make these services more widely available to as many children as possible and provide complementary opportunities for social and educational development outside the family.

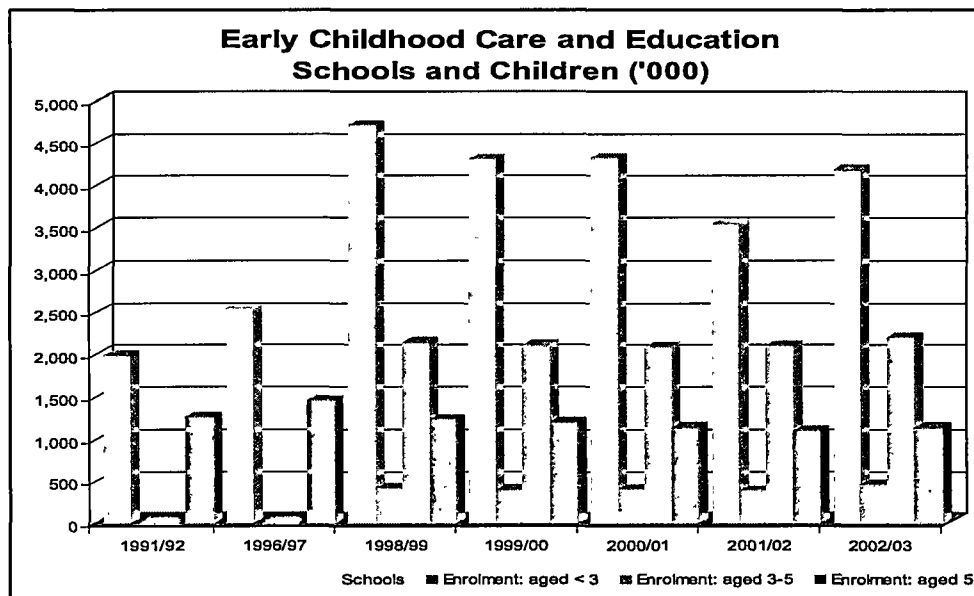
In common with the majority of other countries, ECCE is not compulsory in Viet Nam and receives limited public funding. The cost of provision of ECCE is a shared responsibility of the government and communities. A significant proportion of ECCE costs are covered directly by parents and communities.

### 1.1 Main Achievements since 1990 and Challenges for 2003-2015

#### Access

Increasing ECCE enrolment requires continued and better-regulated expansion of semi and non-public pre-school institutions: Enrolment in ECCE programs has steadily increased during the past decade.

**Enrolment patterns for ECCE age groups 1990-2002/3**



Enrolment levels are lowest for young children under the age of three and highest for the pre-school age group. This pattern reflects the tradition for young children to be cared for at home and is in line with government policy to give priority to readiness for school programs. The gains in enrolment can be attributed to rising parental awareness of the benefits of ECCE and the diversification of school types.

In practice, the pattern of provision and demand for ECCE programs is determined by the resource base. Despite a tenfold increase in the ECCE budget during the 1990s, public funding for ECCE remains low. This is because ECCE programs are non-compulsory and the limited public funds are concentrated on compulsory basic education provision. As a result, demand for pre-school and kindergarten places is much higher than supply. New opportunities for joint state/private financing of ECCE programs have helped bridge this gap between rising demand and state budget resource constraints. A rapid increase in semi and non-public ECCE institutions has been central to the expansion of services, with parental and local contributions accounting for more than half of total expenditure of the sub-sector. This has led to a higher prevalence of ECCE programs in wealthier areas where both demand and ability to pay for services are higher.

Achieving more equitable distribution of ECCE coverage requires an enabling policy environment to prioritize ECCE development in remote and mountainous areas: Recent gains in ECCE enrolment have not been evenly distributed. User costs of pre-school programs currently exceed user costs for primary schools. These high costs act as a major constraint to access and constrain development of ECCE activities in remote and low income areas. Coverage is currently highest in urban, wealthier areas and lowest for ethnic minority groups, children from low income families, and children from disadvantaged regions, notably the Mekong River Delta, the Northern Mountains and the Central Highlands. A major challenge lies in developing feasible approaches to extend access



to these areas and groups and keep costs affordable. The new policy directive of the Government, which gives priority to ECCE development in remote and mountainous areas, represents an important step in meeting this challenge. It is underpinned by a proposal for a new financial mechanism to expand semi and non-public institutions in urban areas and reallocate state funds to prioritized disadvantaged areas. Operationalizing this policy requires the design of specific interventions for ECCE programs in disadvantaged areas. These interventions include activities such as: training teachers in working with children with physical and learning difficulties, Vietnamese language development programs in ethnic minority areas, school feeding programs. They carry higher recurrent costs in addition to the investment costs in the immediate future.

Extending access for all requires improved ECCE facilities: The physical infrastructure of ECCE is mostly of low quality outside urban areas. In rural areas, pre-school classes are commonly held in primary classes and creches in local households. Kindergarten classes tend to be held in locally available premises or, together with pre-school classes, in purpose-built centers. This keeps construction costs, which are the responsibility of the community, low. However, it means that the quality of infrastructure and its resistance to harsh weather conditions is poorest in low income areas. A new policy to develop at least one "model" pre-school in every district was introduced in early 2000s. The aim is to establish a pre-school in accordance with MoET standards to act as a model for other pre-schools and advocate for the value of ECCE. This model may need to be adapted to achieve the longer-term goal of ECCE provision in remote and rural areas. Development of minimum standards and classes adapted to multigrade, low population conditions may help assure that scarce resources are spread more widely to ensure the foundation of an ECCE system which can be progressively up-graded as means permit.

### ***Quality and relevance***

Improving the quality of early childhood education requires up-dated and child-centered curricula and programs: A process is underway to up-date ECCE programs with child-centered methods, learning through play and self-exploration activities that are better-adapted to the ECCE age group. The new curricula are to be introduced for age 5 pre-school level in 2003 and progressively extended to all ECCE levels in future years. This reflects the government's commitment to the quality improvement of ECCE programs and to enhanced development and learning of young children. The contribution will be greater if combined with increased pre-school contact time for ethnic minority children and children from poor households. A longer learning period of one school year is considered necessary to sustain language development and maximize the "readiness to learn" potential of pre-school programs.

Improving the supply and competency of ECCE teaching staff requires comprehensive revision of teaching conditions and training and support services: It is the quality of teaching that is likely to have the biggest impact on child development and learning in the formative years of a pre-school child. At the start of the EFA planning period, developing a competent teacher workforce for ECCE is recognized as a main challenge to successful and sustained expansion of quality ECCE programs. The problem has three dimensions. Firstly, the status and employment position of ECCE teaching personnel is unclear and their remuneration often uncertain. Many teachers in both towns and rural areas are employed on a contract basis, providing low job security and limited professional training and career development opportunities. The situation is more harsh for teachers in rural areas since their salary is dependent on community contributions which are significantly lower than in urban areas. Secondly, there is a shortage of ECCE teachers, especially in remote and mountainous areas and most acute in ethnic minority areas. Thirdly, the management, pedagogical support for ECCE personnel and facilities for ECCE programs are as yet insufficient to assure the successful implementation of proposed expansion and curricula change for pre-schools. Constraints to the development of ECCE are taken very seriously within the Government, which is reviewing policies for development of the system.

Improving play and learning materials for ECCE programs: The availability of appropriate play and learning materials and equipment to promote care and development in the early childhood years is very limited. In 2001 the proportion of creches, kindergarten and pre-school centers with a playground was below 40% of all ECCE establishments, of which less than 6% had any appropriate play materials. The situation is most acute in rural and remote areas. A challenge for the period of curricula change is to ensure that the new play-orientated approach for ECCE programs is backed up by a) provision of a minimum package of age-relevant play and learning materials and b) practical training in the use of these materials and the development of play materials using locally available resources.

Participation in pre-school improves primary school performance and has special benefits for ethnic minority children, disabled children and children from low income families: Children who have completed a one year pre-school program have better language, literacy and numeracy skills than children without such experience and tend to perform better in primary school. The benefits of pre-school programs are incrementally higher for ethnic minority children, disabled children and children from low income families.

Further extension of parental education and IEC programs will continuously improve the well-being of children under age 6: Concerted efforts to ensure that all young children have access to basic health services (vaccination, supplementary feeding programs etc), nutrition, and other ECCE programs have contributed to falling child mortality rates (from around 58 per 1,000 live births in 1990 to around 48 per 1,000 in 2000) and improved child nutrition levels (from 55% in 1991 to 33% in 2000). Parental education programs are considered a particularly effective mechanism for strengthening parental capacity to support the growth and development of children during the early years of life.

### **Management**

Rising demand for ECCE requires strengthening the policy framework for ECCE development: The importance of the ECCE sector is gaining in recognition at senior government level. While ECCE forms part of the National Education Development Strategy, a specialized Strategy for Early Child Care and Development for the period 2001-2020 provides a more detailed framework for the future development of programs. ECCE was the subject of a special inter-ministerial conference convened in June 2002 by the deputy prime minister to address rising concern regarding the widening gap in ECCE provision and growth in semi-public and non-public institutions. This meeting emphasized the need for a new policy to prioritize pre-school development in remote, mountainous areas and shift resources from urban, more affluent areas to finance this development. The policy orientations articulated at the meeting can be considered a starting point for the formulation of a coherent policy for the ECCE sector for the coming period.

The key areas on which the government proposes to focus attention are: establishment of new regulations adapted to the growth in semi and non public forms of ECCE provision and financing; development of financing mechanisms to ensure the better-targeting of scarce resources to remote and poor areas; inclusion of pre-school construction in the annual Government budget plan; and setting clear policies for teacher development and to bring teacher employment in line with minimum conditions for government officials. The challenge lies in creating the conditions to ensure implementation of the policy at provincial level and coordination of multiple stakeholder efforts needed to achieve the policy.

Over the last decade, international donors have been active in the ECCE sector particularly in piloting new approaches to improving access to and quality of services for ethnic minority groups and children from remote areas and low income households. These activities, together with regional and other relevant experience, offer learning that can feed into the development of an ECCE policy and implementation strategy.

Strengthening the management capacity of local officials responsible for ECCE provision: The multi-sectoral nature of ECCE programs requires close collaboration between different government agencies. It also requires more effective ways of working with semi and non-public providers who are responsible for a growing share of ECCE delivery. Decentralization of management of ECCE programs to the provinces leads to practical challenges for local managers on how to coordinate activities between a wide range of service providers and how to organize monitoring and quality assurance. MoET together with other government units concerned intends to organize capacity building programs in planning, management, coordination and oversight of ECCE activities applied to DoET, BoET and community managers.

## 1.2 Principle Issues for ECCE

Main challenges facing EFA Target Group 1 area 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; increased financing and teacher development; formulation of an ECCE strategy for sector development. These are reflected in the principle issues for ECCE which need 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. EFA TARGET GROUP 2 - PRIMARY EDUCATION

The primary school period is accorded particular attention within Vietnamese education policy in general and within EFA in particular. This is because as it represents the fundamental cycle of education and the foundation for a citizen's future educational development and participation in wider society.

Primary education is the start of formal and compulsory education in Viet Nam and spans a five-year cycle. Primary education aims to provide all children with essential literacy and numeracy skills and to enable them to become good citizens with an appreciation of nature, society, morals and ethics and art, music and literature. Primary education is considered a key vehicle for assisting Viet Nam's transition to a knowledge-based society, providing pupils with life skills and competencies that are necessary for economic growth and social development.

The official entry age for primary school is 6 years with completion set for 10 years. In practice, a number of over-aged children outside the primary school age range, attend primary school. The government policy is to promote primary school attendance within the right age and at the same time entitle children above six years to participate in primary school irrespective of age. Recent gains in enrolment have substantially reduced the gap between gross and net enrolment rates at primary level.

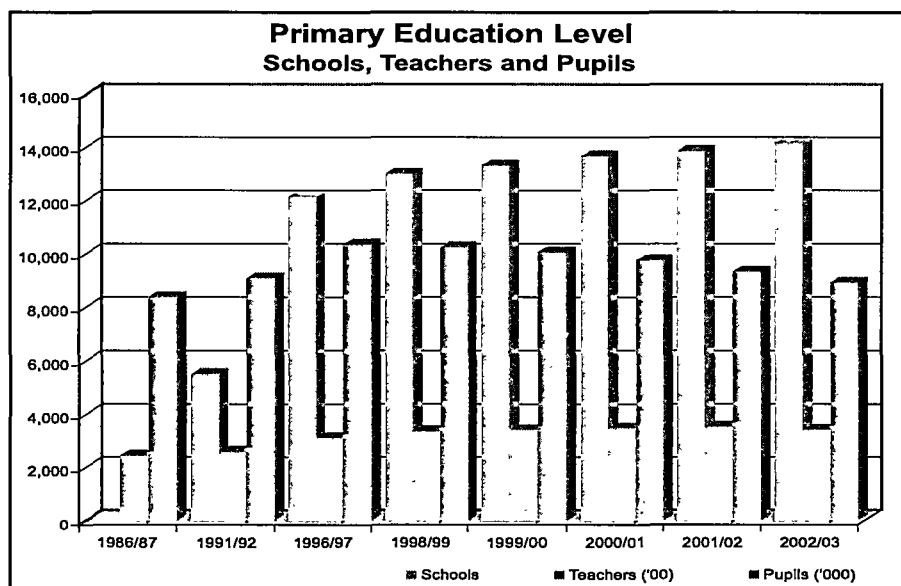
EFA Target Group 2 encompasses all children above the age of six who attend primary school. It also includes all children from six to ten who are not in school.

### 2.1 Main achievements since 1990 and challenges for 2003-2015

#### Access

Sustaining progress achieved towards universal primary education (UPE) requires consolidation and renewed emphasis on keeping children in school: During the 1990s, the so-called Jomtien EFA decade, the proportion of children attending primary school rose significantly, resulting in a high net enrolment rate of around 90% in 2000/1. Improvements in net enrolment rates have extended to all income groups, to all regions, to minority groups and to both genders. This shows the success of a concerted national campaign to promote UPE for all children, in all parts of the country.

#### Patterns of enrolment, teacher and school supply for primary education 1990-2002/3



Increases in net enrolment rates have gone hand in hand with substantial improvements in key internal efficiency indicators. These include falling repetition and drop-out rates and progress towards enrolment of the primary 6-10 year age group. Enrolment rates for girls have traditionally been high in Viet Nam. At the turn of the millennium, enrolment rates for boys and girls were almost equal at the primary level with the exception of some minority groups where girl's attendance remains persistently low.

The challenge facing Viet Nam for the EFA decade 2003-2015 is to consolidate existing gains and expand UPE towards international standards. A priority is to raise completion rates in line with high NERs. The doubling of the completion rate from around 49% in 1990/1 to around 70% in 1999/2000 shows a positive trend. It needs however to be considered in the context that a significant number of children are not able to access the full five-year cycle of primary education or achieve a minimum level of basic learning. For the year 2000, the out-of-school population, which comprises children of primary age who have never been to or have not completed primary school, was estimated at around 1.5 million children (around 15%) of the 6 to 10 year age group. Further narrowing the gap in completion rates will require special attention to ensure improved efficiency and that all children complete a full cycle of primary education.

Achieving UPE for all requires getting hardest-to-reach children into a full cycle of primary education: Recent gains in primary school enrolment have been greatest for children in remote areas and from low income groups. This results from policies aimed at extending access to groups with known education disadvantage. Under a satellite school system, whereby primary classes operate at village level attached administratively to a main school, a majority of mountainous and isolated villages now have local primary classes. Similarly, a policy of free distribution of textbooks to children from ethnic minority groups, where the cost of textbooks is beyond the financial means of parents, has also facilitated access.

Poverty, ethnicity, geographic location and learning ability are the main constraints to access to education. Targeted action is under way to eliminate disparities in learning opportunities.

Getting the remaining 15 per cent of children into a full primary cycle is an important policy priority. It requires specific actions that address the more complex learning needs of children in disadvantaged learning situations. Such actions are much more difficult to design and to carry out than those applied so far which were sufficient to address the schooling needs of the majority of children who belong to population groups living in more normal socio-economic conditions. Programs to increase the education opportunities of hard-to-reach children are the focus of a rising number of different MoET programs, several of them donor-supported. They highlight the need to reduce user costs for the poor, the value of textbooks and learning materials in communities that have limited access to written information, the importance of Vietnamese language development programs (in pre-school and early primary grades) to give minority language-speaking children a better chance in starting and completing primary education. Experience shows that a flexible approach that allows for different combinations of special interventions will promote better learning outcomes than a rigid application of inputs. The final challenge lies in securing additional resources to finance the extra costs associated with raising the quality and provision of education in remote and needy areas.

Making UPE affordable for all requires the containment of user costs: A key feature of Viet Nam's recent success in universalizing primary education is the strong tradition of the state, community and parents collaborating towards the common goal of providing basic schooling. The combined efforts of state-community cost sharing arrangements and in kind community contributions have been central to the expansion of the primary school network. However the reliance on family contributions for basic education delivery does not result in reducing major disparities in the availability and quality of education. While there is no tuition fee for primary education, in practice parents are expected to cover other costs of essential inputs such as construction, maintenance, learning materials. These costs represent a high burden for low income families and can act as a

deterrent to participation in primary school. The challenge for the state is to realize its fundamental obligations to provide affordable compulsory education for all children. The Government recognizes the need to review the issue of cost recovery and ensure that adequate mechanisms are in place to exempt poor and educationally disadvantaged families from all direct payments for primary education. Further steps will be taken to gradually move towards full public financing of primary education thus guaranteeing equity of provision of quality education for all.

### **Quality and relevance**

Moving towards effective implementation of the new primary curriculum needs strengthened teacher capacity and management support services: A new curriculum is being phased in to all primary schools on an annual basis, starting with Grade 1 in 2002. The new curriculum envisages a significant increase in the number of hours of instruction per week and new teaching methods and materials to support active learning. Introduction of the new curriculum for primary education paves the way for improving the quality of teaching and learning outcomes in coming decades. It is on track to achieve initial objectives of setting comprehensive national norms and standards. In this way it lays the basis for achieving greater equity in learning opportunities.

Effective implementation of the new curriculum requires a comprehensive set of measures of teacher training, teacher support and advisory services to ensure the fundamental shift towards an active learning approach envisaged within the reform. Current constraints include a shortage of skilled trainers, lack of teaching practice for teachers to apply new skills, low teacher pay and motivation, a shortage of classrooms and a shortage of materials. Also current levels of remuneration do not appear conducive enough to motivate teachers to abandon the tradition of rote learning and apply radically new pedagogical approaches. Introduction of these new approaches will be particularly difficult for teachers who are inexperienced or under-qualified and are most likely to be assigned to remote areas where teaching conditions are especially harsh. Close monitoring of the implementation of the new curriculum to Grade 1 will provide useful lessons. Based on this, the challenge is to strengthen support measures to ensure increasingly effective introduction of the new curriculum to subsequent grades.

Improving the standards and professionalism of teaching personnel requires a comprehensive set of measures of improved teacher career development and working conditions: During the 1990s, the teaching force increased in size and quality. At a time of competing demand from other sectors of the fast growing economy, MoET succeeded in reducing teacher shortages, maintaining a pupil-teacher ratio conducive for effective learning, as well as improving the formal qualifications and remuneration of teachers. Almost each class now has its own teacher, with shortages confined to remote and mountainous areas. The national average pupil-teacher ratio is around 30:1 in the early primary grades, but there are significant regional variations. The ratio is substantially higher in urban areas with a high population density and lower in remote, sparsely populated areas. More than two thirds of all teachers are at the level of national standard teaching qualifications. The challenge is to further and continuously strengthen the competencies of teachers in order to enable them to take a leading role in modernizing the teaching-learning process.

Moving towards output-oriented teaching-learning approaches and performance-based assessment of learning achievements signals the new orientation for the future professionalization of the teaching force. At present, teaching staff are the product of the existing system under which teacher training tends to be delivered by training institutes that lack familiarity with the working needs of primary schools and active learning methodology envisaged by the new curriculum. Moreover, low utilization of teacher time, with an average working week of around 18 hours of class contact time (compared to about 25 hours in most other educationally advanced countries) reduces the impact of curriculum reform. Key challenges for MoET and the provinces are to introduce a

large-scale program of appropriate in-service training for the essentially young teaching force and to find a working mechanism to increase both teacher working hours and remuneration

Ensuring a minimum level of quality in all schools and equity of learning requires extra resources and better targeting of resources to areas where the need is greatest: The two challenges are to improve the overall quality of learning and to reduce variations in quality between urban, rural and remote areas. A priority is to increase the quantity of instruction time per pupil which is significantly lower than the international standard of 900 hours. It averages around 700 hours per year nationally and is even lower in ethnic minority and remote areas. Increasing instruction time goes hand in hand with the introduction of full-day schooling. A second priority is to introduce a set of measures, which ensure all schools can attain a minimum level of quality. Reliance on parental contributions to ensure basic school functioning has contributed to considerable variation in the supply and quality of both physical facilities and learning materials. The result is a widening gap between urban and rural areas, with poorest learning conditions concentrated in remote satellite schools.

Quality improvement requires a comprehensive and adaptable set of measures that build on existing initiatives to improve learning outcomes. Above all, quality improvement requires substantial, additional public resources.

### **Management**

Providing quality primary education for all requires increased and sustained financing: During the 1990s decade, the primary sector benefited most from increases in public funding for education. A major achievement was the doubling of the public budget for primary education to enable the drive for UPE. At the same time, Viet Nam built up good relations with donors, reflected in the growing number of donor-supported projects in the primary sector from the mid 1990s onwards. The future orientation of consolidation of quantitative gains and of quality improvement place new demands on the system. Substantial additional resources will be required in the initial years to cover the costs of completing UPE by bringing it up to international standards and to compensate for the impact of user cost reductions on resource availability in the primary sector. Competing resource demands for universal lower secondary education call for a coherent financing policy for a nine-year basic education cycle to be based on greater efficiency of resource use, revised allocation formula and better targeting, and effective use of donor funds to cover initial high investment costs.

Fully operationalizing decentralized education management requires strengthened management functions and capacity: Decentralization of primary school management functions and tasks to provinces and lower levels paves the way for more flexible and locally responsive delivery of primary education. Decentralization procedures are currently under preparation to allow new opportunities to develop locally adapted primary education development plans. This needs to be backed up by appropriate training and support mechanisms to equip managers with new skills adapted to changing tasks.



## 2.2 Principle Issues for Primary Education

The challenge for the EFA decade 2003-2015 is to build on the substantial progress already achieved towards universal primary education by transforming quantity into quality and 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.

### 3. EFA TARGET GROUP 3 - LOWER SECONDARY EDUCATION

Lower secondary education (LSE) is the sequel to primary education. Progress in UPE has fueled a rapid increase of the number of students entering LSE. With rising LSE enrolments combined with a national drive to achieve universal LSE by 2010, LSE now occupies an integral place within basic education in Viet Nam. Currently LSE aims to build on basic learning skills acquired during the primary cycle and to prepare students with practical knowledge and competencies to proceed to higher levels of education and training or to enter the labor market. High demand for LSE reflects the perception among students and families of the benefits of further education in a market economy. The curricula and teaching methods therefore need to be attuned to changing economic and social demands.

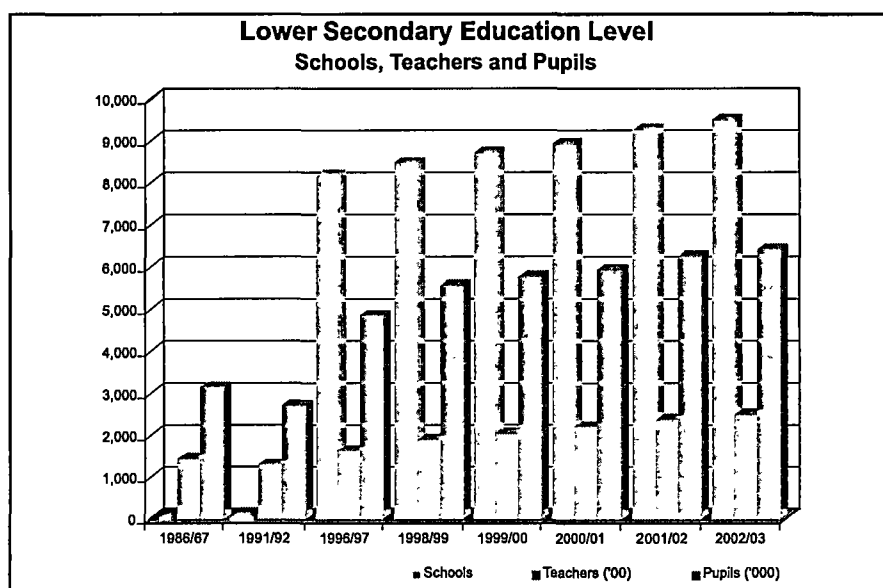
The lower secondary cycle spans four years, from grade 6 to grade 10. Officially students enter LSE at age 11 and are intended to complete the cycle by 14 years. In reality, a relatively large number of children above the 11 to 14 year age range attend LSE. Although government policy is concerned with promoting LSE attendance within the right age range, children above 11 years are entitled to attend LSE. In the context of EFA, Target Group 3 encompasses all children above the age of 11 who attend LS school. It also includes children from age 11 to 14 who are not in school.

#### 3.1 Main Achievements since 1990 and Challenges for 2003-2015

##### Access

Increasing and sustaining LSE enrolment requires nationwide expansion of the LSE system. During the 1990s, LSE enrolments more than doubled, rising to 6.2 million students in 2001/2. Growth was particularly rapid from 1995 and is projected to continue at high rates until 2005. By 2000/01, the gross enrolment rate had reached around 82% with a net enrolment rate of around 72%. These gains have been relatively greatest for children in remote areas and from low income groups who had little former tradition of LSE attendance.

#### Patterns of enrolment, teacher and school supply for lower secondary education 1990-2002/3



Construction of LSE schools and classrooms accelerated to meet rising demand during the 1990s. A major accomplishment is provision of at least one school in all districts. Expansion however has not been able to keep pace with rapid growth in enrolments. The result is that many schools in rural and remote areas are temporary structures, operate a two-shift system and are difficult to reach.

The drive for universal LSE (ULSE) increases pressure on a system that is already over-stretched. Main constraints to access are a shortage of adequate classrooms and considerable regional variation in the quantity and quality of the physical infrastructure available for LSE. Three major challenges have been identified for the achievement of ULSE. First, the need to improve the siting and models of school types. A flexible approach is needed to ensure that new classroom construction responds to local situations. Secondly, the need for additional investment and more efficient resource use. Promotion of national standard schools at a time of resource constraints runs the risk of concentrating limited resources in a handful of schools. Thirdly, the need to develop special mechanisms to ensure that children in remote areas and disadvantaged situations have equitable learning opportunities. Running parallel to the access challenge is the need to keep children in school throughout the full 4-year LSE cycle. At present, LSE completion rates are comparatively low at around no more than 30% of children who enroll in grade 6.

Extending LSE access to all requires a targeted approach: The composition of LSE students reflects flows through the primary system. Despite improvements in LSE enrolment for all groups, enrolments are inevitably lowest for the same groups of children who have difficulty in completing primary school: for children from ethnic minority groups; for children from poorest households; and for children from disadvantaged regions, notably the Mekong River Delta, the Northwest Highlands and the Central Highlands. Gender disparity starts to widen at this level of education and increases progressively the higher the level. It is concentrated among ethnic minority groups, contributing to lower all-round development. Among the reasons for low enrolment of girls are perceived low return on the investment in their education, greater distance to LSE schools than for primary and higher opportunity costs. Addressing the widening learning gap requires targeted measures backed up by additional investment. The challenge is first to get as many children as possible into school and secondly to provide complementary or school bridging programs to the many children who are outside the formal LSE system. The national strategy is to promote ULSE in cities and medium to more affluent provinces by 2005. Extension to all provinces and rural areas is envisaged for a second five-year phase. This is a feasible strategy in that it provides for a longer lead in time for LSE system development in areas where coverage is weakest and where improvements in primary school performance will take time to flow through the system.

Ensuring that LSE is affordable for all requires cost alleviation for the poor: Direct private expenditure accounts for almost two thirds of total expenditure per lower secondary student. Cost sharing has been central for LSE development as well as the basic functioning of LSE schools. The consequences of this reliance on parental and community contributions are reflected in low overall quality of facilities and a lack of essential learning materials. They are also manifested in regionally and socio-economically determined variations in quality. Moreover, access is restricted due to high direct costs to parents.

At the LSE level, there is a tuition fee and a number of other direct costs levied to students, such as construction fees, examination fees and others. The issue of affordability is particularly challenging in the context of LSE. The tradition of low public investment in LSE combined with soaring investment requirements makes it difficult to cut costs to parents. To progress further towards national and international obligations, the Government is considering a phased approach to realize more affordable and equitable provision of LSE. The priority challenge is to exempt poor and educationally disadvantaged children from all costs associated with LSE attendance and improve the coverage and effectiveness of exemption mechanisms. In the longer term, gradual cost reductions and removal of the tuition fee is not excluded.

### **Quality and relevance**

Moving towards effective implementation of the new lower secondary curriculum requires concerted training and pedagogical support: The new curriculum is being phased in nationally from 2002 to 2006, starting with grade 6 in 2002. Curriculum reform addresses the critical need to up-date the purpose of LSE and promote a learning approach that is relevant for Viet Nam's changing labor market requirements. The emphasis on increased relevance envisages a major shift from academic demands of the existing curriculum to a new approach centered on active learning, application of knowledge and problem solving. Other key elements of the new curriculum include increased hours of instruction, less subject specialization and more practical learning, appropriate equipment and materials to support the application of knowledge.

Current conditions are not conducive to effective implementation of the new curriculum. Main constraints include a shortage of classrooms and facilities, a shortage of teachers, a shortage of basic learning materials and equipment for the application of practical learning skills, a shortage of skilled trainers and overall lack of financial and human capacity. The dual challenge of improving access and quality is ambitious and will require extensive preparation and sequencing to achieve optimum outcomes. An immediate challenge is to strengthen the organization of the process of curriculum reform, in particular the training and pedagogical support components. Forging closer working links between schools, teacher training institutions, DoETs and BoETs, between those who develop and those who apply the curriculum, is key to the achievement of increased relevance.

Improving the quality of teaching-learning in all schools requires an improved package for teachers, increased teaching hours, better teaching facilities and materials and extra resources: Progress towards ULSE and implementation of the new curriculum are constrained by inadequate supply and professional competency of teachers. Poor conditions in the classroom, out-dated teacher training programs and lack of pedagogical support services lead to restricted teaching competency. Teachers often rely on rote learning methods, can draw on only a limited range of teaching methods and are not too keen to use modern learning materials when these are available. Emphasis on subject specialization as opposed to teaching ability is the basis for assessing teacher performance. Low salary levels and under-utilization of teachers, with an average teaching load of only 4 hours per school day, are a major challenge in the context of persistent shortages and rising demand for teachers. In common with the primary sector, four priority issues need to be addressed for quality improvement: a comprehensive package to improve all aspects of teacher deployment and teacher training; increased quantity of instruction, gradually increasing from around 900 annual contact hours to the international norm of 1000-1200; improved supply and quality of physical infrastructure; and provision of a minimum package of essential learning materials in all schools. The difference between LSE and primary education lies in the scale of magnitude. Provision of relevant learning materials, laboratories and libraries are of high pedagogical importance at the LSE level and higher cost than for primary. Similarly, the cost of providing a minimum standard of learning in more remote areas is high given the low starting base and acute shortages of teachers, learning materials and facilities. Developing a functional set of measures to move towards a minimum level of school quality at reasonable costs requires close monitoring to assess which inputs have the greatest impact on improved learning outcomes.

### **Management**

LSE sector development requires substantial, additional resources: Public expenditure per LSE student has not kept pace with the rapid increase in enrolments. By the year 2000 government expenditure per student was, in real terms, at 1993 levels. This relatively low expenditure level is slowing down reform and development of LSE. Low financing of the sector should not be interpreted as low prioritization. Rather it is the consequence of competing demands on tight resources and the initial and logical priority to focus on development of primary education. As Viet Nam moves

towards a nine-year cycle of basic education and shifts attention to ULSE, the financial priority is also gradually shifting to LSE. This in turn calls for a coherent financing policy for basic education development. Measures to attain ULSE cannot count on financial resources being released as a result of primary enrolment decline during 2005-10.

A substantial increase in public allocations is considered necessary to cover the investment costs required for ULSE and quality improvement over the EFA plan period. This may result in a more gradual pace of progress towards ULSE with a slower improvement of quality and relevance than desired.

Fully operationalizing decentralized education management requires strengthened management functions and capacity: Decentralization of LSE management functions and tasks to provinces paves the way for more flexible and locally responsive decision-making and implementation. Decentralization procedures are not as yet fully adequate to allow decision-makers to take advantage of new opportunities to develop locally adapted LSE plans. Procedures and systems need to be reviewed and revised to give local managers this authority. This needs to be backed up by appropriate training and support mechanisms to equip managers with new skills adapted to changing tasks.

### 3.2 Principle Issues for Lower Secondary Education

The strategic challenges for EFA Target Group 3 are: achieving ULSE, securing equal learning opportunities for children in disadvantaged learning situations, expanding the quality and coverage of facilities and 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.

#### 4. EFA TARGET GROUP 4 - NON-FORMAL EDUCATION (NFE)

The NFE target group is more complex to define than other EFA target groups. This is due to the multi-dimensional nature of which groups of persons are included in NFE programs, what constitutes an NFE program and who provides NFE programs. In broadest terms, NFE programs are organized learning activities catering to youth and adults who are not enrolled in formal education or training. They include such programs as adult literacy and life skills development and are characterized by having a range of providers, both governmental and non-public. Main providers are the Community Learning Centers (CLCs), which offer basic education services at the commune level, and the Community Education Centers (CECs), which offer a wider range of basic education and skills development opportunities at the district level.

In Viet Nam, NFE spans basic education, continuing education and skills development activities aimed at the specific learning needs of different categories of people. For the purpose of EFA, the NFE focus is on basic education (primary and lower secondary) and continuing education activities:

- to develop the basic education skills of out-of-school youth and adults who have missed out on formal education, through complimentary programs aimed at bringing out-of-school youth up to formal education-equivalency levels (grade 5 primary and all LSE grades);
- to offer lifelong learning opportunities to adults including life skills up-grading opportunities to meet the changing demands of the economy and workplace;
- to raise awareness of youth and adults in social and development issues that affect their lives.

Programs prioritized for the NFE target group include: literacy and post-literacy programs for adults under the age of 35; complementary primary and secondary programs for out-of-school youth mainly in the 14-18 age range and to a lesser extent in the 8-23 age range; and skills development programs for all adults. At present these programs are largely provided as part of the functions of MoET, with rising participation of a more diverse range of government and non-public providers. NFE is provided through structures designed to bring education to the learner and to fit around the daily life commitments of adult learners. Different methods of provision that extend to commune and village levels include schools, continuing education centers, distance learning options, direct training courses and the media.

Viet Nam enjoys a strong tradition of provision of adult literacy, which increasingly is assured through the formal cycle of basic education and gains in UPE. At the policy level, the priority is shifting to support for lifelong learning opportunities in order to extend the opportunities for all adults to continuously up-grade their skills and more effectively partake in the country's changing economy and labor market.

##### 4.1 Main Achievements since 1990 and Challenges for 2003-2015

###### **Access**

Increasing and sustaining high literacy levels requires more concerted provision of primary complementary, literacy and post-literacy programs and materials: Viet Nam's literacy rate of around 94 percent is an impressive achievement. This high level of literacy can be attributed to progress in UPE and the success of extensive national literacy campaigns during the 1990s. These campaigns have specifically targeted remote and mountainous areas to extend basic education opportunities to areas that have traditionally low education levels. As a result, literacy levels have improved considerably more in areas with highest need as well as for women and girls. Nonetheless, literacy levels remain highest in real terms among ethnic minority groups and for women.

The key issue for access is to continuously improve the targeting of literacy and complementary primary programs to disadvantaged areas and population groups that may be most likely to derive practical benefits from improved levels of education. Efforts are ongoing to encourage more gender-sensitive course organization and intensive post-literacy actions to ensure that a functional level of level of literacy can be sustained over time. A particular challenge is to increase the low level of only 10% enrolment of the 500,000 (in 2001) out-of-school children in primary age in primary complementary programs.

Increasing the coverage of continuing education opportunities requires expansion of Community Learning Centers and Community Education Centers, targeting remote and rural areas: Provision of NFE basic education services tends to mirror the distribution of CLCs and CECs which are more prevalent in higher income than lower income areas. This pattern of distribution results from the practice to extend outreach of these programs through community cost-recovery. The initial experience of CLCs and CECs is positive. Together they present a viable approach for the extension of responsive basic education services and promotion of lifelong learning opportunities at the local level. The challenge lies in operationalizing this approach more widely and especially in remote areas where current levels of community contributions are beyond local means.

### **Quality and relevance**

Improving NFE relevance and learning outcomes requires adult learning approaches and diversified training opportunities: Experience of adult learning approaches is limited. Two main weaknesses have been identified in relation to the curricula for all literacy and complementary programs. Firstly, they draw exclusively on the formal curricula designed for students and are not adapted to adult learning needs. Secondly, the curricula are not sufficiently flexible to reflect adult learning interests or be adapted and made more relevant to local conditions. Similarly, the curricula offered through CECs have the same content throughout the country. Reform of the primary and lower secondary curricula is a timely entry point for up-dating and improving the relevance of NFE programs. The challenge is twofold as it requires both review and revision of content and materials, and training of teachers/facilitators in adult learning techniques. It is also accompanied by a fundamental shift in demand for NFE programs. The gains in literacy have paved the way for rising demand for lifelong learning and basic skill development programs. NFE programs are as yet unable to keep pace with increased and diversified demand for lifelong learning opportunities (up-grading of agricultural skills, small-scale business skills, etc). The development is significant as it provides a real opportunity to provide demand-driven programs that respond to local and market-driven needs.

Improving the supply and quality of NFE teachers and trainers: There is an overall lack of professionally experienced teachers and trainers for NFE programs. This is due to the practice of school teachers and other trainers providing services on a contract basis. The challenge is to provide opportunities for trainers of adults to gain professional knowledge in adult pedagogy and learning techniques and the conditions for this competency to be rewarded.

Improving the supply and quality of post-literacy and NFE learning materials requires a demand-driven approach: Learning materials for literacy and complementary programs tend to offer limited opportunity for the practical development of reading, writing and numeracy skills. A short supply of post-literacy materials and libraries, especially acute in remote areas, compounds this problem and contributes to a relapse to illiteracy. Again, curriculum reform offers an opportunity to revise and make NFE learning materials more practical and adult- friendly. The challenge is to provide the conditions to improve the quality of learning materials and increase the supply of appropriate post-literacy materials and libraries with a special focus on remote areas where access to written information is limited.



MoET intends to adapt assessment mechanisms, which currently follow the formal mechanism in the case of complementary programs, to the particular context of NFE learners.

### **Management**

The changing context for NFE provision requires the formulation of a national policy for NFE and lifelong learning programs: Demographic development combined with further progress in UPE and LSE achievements will lead to a decrease in the youth and adult population requiring complementary and literacy programs. This decline in demand for literacy gives way to rising demand for lifelong programs aimed at basic, market-orientated skill development. This in turn gives rise to the need for a complete reform of continuing education leading to the formulation of a coherent policy to guide the strategic development of NFE and lifelong learning programs. The policy framework will take into account resourcing needs, growth in non-public provision, and mechanisms for the reallocation of public funds to low education groups to curb the widening skills gap.

NFE sector development requires substantial, additional resources to develop the sector and improve the quality of learning opportunities and facilities: The share of the state budget allocation to literacy and continuing education is currently low due to competing education resource demands. The challenge is to provide sufficient public resources and at the same time capitalize on growing opportunities for cost sharing with the non-public sector.

Improving the relevance of NFE programs requires strengthened management functions and capacity of local managers of NFE programs, CLCs and CECs: The changing nature of NFE provision entails greater emphasis on quality control, regulation, teacher assessment and accreditation. Improved coordination between continuing education and NFE providers, government agencies, local authorities and other stakeholders is also need. This requires a clarification of the role and authority of local managers backed up by appropriate training and support mechanisms.

## 4.2 Principle Issues for Non-formal Education

The principle challenges for EFA Target Group 4 are: improving the quality and coverage of literacy, post-literacy and complementary programs; expanding CLCs and CECs 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 issues that should be addressed in the EFA Plan in order to meet these challenges include:

### **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.

## **ANNEX II**

# **Overview of EFA Goals and Targets from National Policy and Plan Documents**

This Annex contains a list of all goals and targets relevant to EFA and included in Government education sector policy and planning documents.

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## ANNEX II

# Overview of EFA Goals and Targets from National Policy and Plan Documents

The goals and targets of the National EFA Plan are rooted in policy and planning documents in application as of November 2002. The EFA Plan embraces the existing goals and targets relevant to the four EFA Target Groups and integrates them into a coherent framework. It also includes a number of targets identified by MoET as a result of the situation analysis undertaken by the MoET-National EFA Plan Preparation Team in the course of 2002, and refined during EFA Plan Preparation Workshops in which all 61 provinces participated.

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

#### **(i) 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), and Viet Nam
- Development Goals (VDGs) directly based on the MDGs
- The Dakar Framework for Action, 2000
- Government decisions and decrees relevant to EFA (for example Decree No.03/2003/ND-CP of 15 January 2003 "On adjusting salary and social subsidies and reforming the salary management mechanism" and Decision No.26/2003/QD-TTg of 7 February 2003 on "The National Target Programs for Education and Training until 2005")

#### **(ii) Ministry of Education and Training documents**

- Primary Education Development Program, (PEDP)  
(prepared with technical assistance from JICA, 2002)
- Primary Education for Disadvantaged Children project (PEDC)  
(prepared with technical assistance from the World Bank, 2002)
- Primary Teacher Development project (PTD)  
(prepared with technical assistance from the World Bank, 2002)

#### **(iii) Working documents of the Ministry of Education and Training**

- Secondary Education Sector Master Plan  
(prepared with technical assistance from the Asian Development Bank, 2002)

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

**Overview of EFA Goals and Targets contained in the Education Development Strategic Plan 2001 - 2010 (EDS)**

**EDS GOALS:**

1. improve education quality
2. universalization of lower secondary education
3. curriculum reform at all levels
4. recruit teaching staff to meet the increase in enrolment and for the quality improvement
5. increase the virtues and morals of teachers
6. increase effectiveness and the innovation of teaching- learning methods: move from teacher-centered to learner-centered methods
7. innovate the education management
8. create the legal basis and bring into play the internal forces for education development

**EDS TARGETS for Early Childhood Care and Education, including pre-school education (EFA Target Group-1) :**

1. increase the quality of care and education for children under the age of 6
2. almost all children should receive care and education in various forms by the year 2010
3. % of children aged 3 in crches is expected to increase from 12 percent in the year 2000 to 15 percent by 2005 and to 18 percent by 2010
4. % of children aged 3-5 attending kindergarten is expected to increase from 50 percent in 2000 to 58 percent by 2005 and to 67 percent by 2010
5. % of 5 year-old children attending pre-school to increase from 81 percent in 2000 to 85 percent by 2005 and 95 percent by 2010

**for Primary Education (EFA Target Group-2):**

6. consolidate and enhance the success of nation-wide universalization of primary education
7. increase the ratio of primary education age group children who attend school from 95 percent in 2000 to 97 percent by 2005 and 99 percent by 2010
8. curriculum reform: apply the new curricula and textbooks in the first grade of primary education as of school year 2002-2003. In school year 2006-2007 complete application of the new curricula and textbooks in primary education
9. increase the percentage of primary education teacher-graduates from junior colleges

**for Lower Secondary Education (EFA Target Group-3):**

10. meet the standards of universalization of lower secondary education in cities, urban, and economically developed regions by 2005 and in the whole country by 2010
11. increase the net enrolment rate of lower secondary students from 74 percent in 2000 to 80 percent by 2005 and 90 percent by 2010
12. curriculum reform: apply the new curricula and textbooks in the first grade of lower secondary education as of school year 2002-2003 and the first grade of upper secondary education as of school year 2004-2005. In 2006-2007 complete application of the new curricula and textbooks in secondary general education

13. ensure that all teachers of lower secondary education will have the qualification of at least junior college level, and that heads of subject groups have university level qualification by 2005

**for Primary and Lower Secondary Education (TG-2 + TG-3)**

14. all general education schools will have a school library by 2010
15. 60 percent of general education schools to have internet connection by 2010

**for Budget of all four EFA Target Groups:**

16. increase the percentage of State budget for education from 15 percent in 2000 to at least 18 percent by 2005, and 20 percent by 2010

**Overview of EFA Goals and Targets contained in the 10-Year Socio-Economic Development Strategy, 2001-2010**

The Socio-Economic Development Strategy has only a few goals and targets directly relevant to EFA. All of them are included in the EDS.

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**Overview of EFA Goals and Targets contained in the Comprehensive Poverty Reduction Growth Strategy (CPRGS)**

- CPRGS-1. consolidate and maintain the gains from primary education (TG-2) and illiteracy elimination (TG-4), especially in mountainous, remote and isolated areas;
- CPRGS-2. increase the rate of children of primary education age going to primary schools to 97 percent by 2005 and to 99 percent by 2010 (TG-2);
- CPRGS-3. increase the rate of pupils completing the primary education program to 85-90 percent by 2010 (TG-2);
- CPRGS-4. implement lower secondary education universalization in cities, towns and some other areas by 2005 and in the whole country by 2010. Increase the rate of age appropriate lower secondary school enrolment to 82 percent by 2005 and 90 percent by 2010 (TG-3);
- CPRGS-5. ensure all schools will offer daytime periods when pupils can "study through play, play through study" by 2010 (full-day or similar; TG-2 / TG-3)
- CPRGS-6. eliminate illiteracy for 95% of under 40 year-old illiterate women by 2005 and 100 percent by 2010 (TG-4);
- CPRGS-7. share of budget spending for primary education to cover at least 80 percent of total expenditure (TG-2);
- CPRGS-8. share of budget spending for secondary education to cover at least 60 percent of total expenditure (TG-3)
- CPRGS-9. allow a broader application of school fee and other user cost exemptions at the local level for poor households and in areas that have priority with respect to education (e.g. poor areas or remote, isolated and mountainous areas) (TG-2 / TG-3);
- CPRGS-10. provide access to kindergarten (pre-school) education to most ethnic minority children by 2010 (TG-1);

- CPRGS-11. provide opportunities for children from ethnic minority groups to complete (bi-lingual) primary education by 2010 (TG-2).

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**Overview of EFA Goals and Targets contained in the Dakar Framework for Action**

- Dakar-1: expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- Dakar-2: by 2015 all children have access to and complete free and compulsory primary education;
- Dakar-3: provide access to learning and life skills programs for all young people and adults;
- Dakar-4: achieve 50% improvement in adult literacy by 2015;
- Dakar-5: eliminate gender disparity in primary and secondary education by 2005; achieve gender equality by 2015;
- Dakar-6: all learners to achieve recognized and measurable learning outcomes.

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**Overview of EFA Goals and Targets contained in the Millennium Development Goals (MDG) and Vietnam Development Goals (VDG)**

**MDG/VDG Goals:**

1. achieve Universal Primary Education (UPE)
2. promote access, equity and quality in primary education
3. strengthen education planning, management and information systems
4. achieve gender equality

**MDG/VDG Targets:**

***ECCE and Pre-School Education (EFA Target Group-1):***

- VDG-1: support early childhood care at family and community levels

***Primary Education (EFA Target Group-2):***

- VDG-2: ensure children everywhere are able to complete a full course of primary schooling by 2015
- VDG-3: eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015

***Lower Secondary Education (EFA Target Group-3):***

- VDG-4: eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015



**Overview of EFA Goals and Targets contained in the Five-Year Plan for Socio-Economic Development (FYP)**

- FYP-1: by 2005, all villages can meet the standards of compulsory primary education (currently 233 villages do not yet have compulsory primary education program) (TG-2)
- FYP-2: promote compulsory lower secondary education program, striving for 30 provinces in 2005 (TG-3)
- FYP-3: increase to 80 percent the number of the right age students enrolled in lower secondary education (TG-3)

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**Overview of EFA Goals and Targets contained in the Public Investment Program 2001-2005 (PIP)**

Note: the PIP covers the whole education and training sector.

- PIP-1: To formulate the model for education and training and continue to complete the national education system
- PIP-2: Upgrade the physical infrastructure and teaching equipment
- PIP-3: Train teachers and managerial staff
- PIP-4: Introduce information technology to education
- PIP-5: Develop semi-public and private schools
- PIP-6: Implement the universalization of lower secondary education, trying to achieve the target of 30 provinces with universal lower secondary education by 2005
- PIP-7: Increase the net enrolment rate of lower secondary education to 80% by 2005
- PIP-8: Complete the textbook reform at lower secondary education level
- PIP-9: Implement the program of education for the poor and the remote areas.  
Ensure that poor children can also benefit from all national education programs
- PIP-10: Build boarding schools in mountainous regions, with more teaching and learning equipment and materials
- PIP-11: Build solid school buildings in areas prone to flood and natural disasters

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**Overview of EFA Goals and Targets identified by the Ministry of Education and Training (by the EFA National Plan Preparation Team)**

**ECCE and Pre-School Education (EFA Target Group-1)**

- TF-1: Increase the enrolment ratio of children in different age-groups.
- TF-2: Ensure national standards of qualification for all teachers and nurses
- TF-3: Provide the facilities for crèches and kindergartens at national standards
- TF-4: Provide support to teachers and nurses and parents through regular training, information and guidance materials, and mass media
- TF-5: Increase the public budget for ECCE and pre-school education
- TF-6: Decrease the ratio of children suffering from malnutrition in pre-school
- TF-7: Increase the mobilization of additional funds (socialization)

### **Primary and Lower Secondary Education (EFA Target Groups 2 and 3)**

- TF-8. Expand access to education for all children aged 6-14 (100%)
- TF-9. Maintain all children (aged 6-14) in school until the end of the primary and lower secondary cycles through reduction of repetition and drop-out and reintegration of drop-outs into formal education
- TF-10. Increase share of non-public schools
- TF-11. Increase the proportion of teachers with national standard qualification levels
- TF-12. Improve the pupil-teacher ratio (by reducing the class size & increasing the teacher-class ratio)
- TF-13. Provide in-service training
- TF-14. Introduce full-day schooling
- TF-15. Eliminate "temporary" classrooms and construct classrooms to national standards
- TF-16. Provide a full set of textbooks for all primary and lower secondary students
- TF-17. Provide a full set of teaching aids for all primary and lower secondary schools
- TF-18. Modernize the teaching-learning methodology
- TF-19. Improve learning exposure / opportunities by increasing pupil-class contact hours to international levels (900 hours/year for Grade 1-3 and 1,000 hours/year for Grade 4-5 and to 1,200 hours/year for Grade 6-9)

### **Non-Formal Education (EFA Target Group 4)**

- TF-20. Expand access to primary and lower secondary equivalency programs for out-of-school youth (aged 6-14 and aged 15-35)
- TF-21. Each district will establish a continuing education center with capacity to provide equivalency programs
- TF-22. Expand access to adult literacy and post literacy training programs
- TF-23. Expand access to programs on life skills and income generation opportunities by establishing Community Learning Centers (CLC) in almost all communes

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### **The National Target Programs for Education and Training 2001-2005**

1. Consolidating and bringing into play the results of universal primary education and illiteracy eradication, and realizing universal lower secondary education
2. Reforming the curriculum and contents of textbooks
3. Training IT teachers and introducing IT in schools
4. Pre-service and in-service teacher training and improving the infrastructure of pedagogical institutions
5. Supporting education in mountainous, ethnic minority and disadvantaged areas
6. Improving the infrastructure of schools, technical and vocational centers; building some focal universities and professional secondary schools
7. Strengthening vocational training capacity

## **ANNEX III**

# **EFA Plan Implementation Indicators**

Implementation of the National EFA Plan will be monitored against indicators which reflect the targets set for each year and for five-year medium term plan periods. This Annex contains the minimum number of indicators required. More indicators and benchmarks will be set up by the National EFA Observatory. They will include indicators for all special programs foreseen in the EFA Plan, in particular programs concerning quality improvement. Indicators will also be added which are especially required by the UNESCO World EFA Observatory for purposes of international comparison.

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## Implementation Indicators for the EFA Plan

	<b>EFA Target Group 1: Early Childhood Care and Education</b>	<b>2001/02</b>	<b>2005/06</b>	<b>2010/11</b>	<b>2015/16</b>
<b>1</b>	<b>Access</b>				
1.1	Net Enrolment Rate In crèches (age 0 - 2): Total	8.2%	15.0%	18.0%	22.0%
	Enrolment rate in crèches: Girls	7.7%	15.0%	18.0%	22.0%
	Enrolment rate in crèches: Boys	8.7%	15.0%	18.0%	22.0%
1.2	Enrolment rate in preschool: Total	43.7%	58.3%	76.3%	82.9%
	Enrolment rate in crèches: Girls	44.1%	58.3%	76.3%	82.9%
	Enrolment rate in crèches: Boys	43.4%	58.2%	76.3%	82.9%
	Enrolment rate in preschool (age 3 - 4): Total	31.9%	45.0%	67.0%	75.0%
	Enrolment rate in preschool (age 3 - 4): Girls	31.8%	45.0%	67.0%	75.0%
	Enrolment rate in preschool (age 5): Total	66.3%	85.0%	95.0%	99.0%
	Enrolment rate in preschool (age 5): Girls	67.6%	85.0%	95.0%	99.0%
1.3	Primary Intake with preschool experience: Total	64.8%	78.4%	92.3%	98.5%
	Primary Intake with preschool experience: Girls	68.5%	79.9%	92.9%	98.4%
	Primary Intake with preschool experience: Boys	59.4%	73.6%	91.4%	98.7%
	Gender parity Index	115.4%	108.5%	101.6%	99.7%
<b>2</b>	<b>Quality</b>				
2.1	Pupils per class: preschool (age 3 - 5)	25.4	25.3	25.1	25.0
	Teachers per class: preschool (age 3 - 5)	1.24	1.25	1.28	1.30
2.2	In-service teacher training				
	New recruits (crèches/preschool): days per year per teacher	10	30	30	30
	All teachers (crèches/preschool): days per year per teacher	5	30	30	30
2.3	ECCE Special programs				
	Parent education programs: participants	100,000	500,000	500,000	500,000
	School feeding program: children	0	10,000	30,000	70,000
2.4	Construction of standard preschools				
	Number of new schools per year	10	250	200	200

<b>EFA Target Group 2: Primary Education</b>		<b>2001/02</b>	<b>2005/06</b>	<b>2010/11</b>	<b>2015/16</b>
<b>1</b>	<b>Access</b>				
1.1	Apparent (Gross) Intake Rate : Total	103.1%	102.2%	101.1%	100.0%
	Apparent (Gross) Intake Rate: Girls	101.2%	100.8%	100.4%	100.0%
	Apparent (Gross) Intake Rate: Boys	105.0%	104.1%	102.0%	100.0%
	Gender parity index	96.3%	96.9%	98.4%	100.0%
	Gross Enrolment Rate (GER): Total	106.8%	100.9%	101.7%	101.6%
	Gross Enrolment Rate (GER): Girls	104.4%	98.6%	100.3%	101.2%
	Gross Enrolment Rate (GER): Boys	109.0%	103.0%	103.0%	102.0%
	Gender parity index	95.7%	95.7%	97.4%	99.2%
1.2	% of Primary enrolment in non-public schools	0.3%	0.4%	1.4%	3.7%
1.3	Minimum number of additional schools built Every year	250	250	20	20
1.4	Survival rate to grade 5: Total	86.6%	89.3%	92.6%	96.0%
	Survival rate to grade 5: Girls	86.1%	88.9%	92.4%	96.0%
	Survival rate to grade 5: Boys	87.6%	89.9%	92.9%	96.0%
<b>2</b>	<b>Quality and Relevance</b>				
2.1	Repetition rate for Grade 1-5: Total	2.2%	1.8%	1.3%	0.8%
	Repetition rate for Grade 1-5: Girls	1.8%	1.5%	1.2%	0.8%
	Repetition rate for Grade 1-5: Boys	2.7%	2.2%	1.5%	0.9%
2.2	Coefficient of Internal efficiency: Total	84.6%	87.7%	91.5%	95.4%
	Coefficient of internal efficiency: Girls	84.8%	87.8%	91.5%	95.4%
	Coefficient of Internal efficiency: Boys	84.6%	87.6%	91.5%	95.5%
2.3	Pupil-teacher ratio (average class)	26.4	26.4	26.9	26.6
2.4	Number of standard teachers per class	0.98	1.06	1.15	1.20
	Number of contract teachers per class	0.14	0.08	0.00	0.00
	Total number of teachers per class	1.12	1.13	1.15	1.20
2.5	Non-Teaching staff per primary school	2.7	2.6	2.6	2.5
2.6	% of teachers serving in full-day schooling	0%	30%	75%	100%
2.7	% students receiving full set of textbook	10%	30%	75%	100%
2.8	% teachers receiving teachers' guide	50%	65%	80%	100%
2.9	Pupil-related expenditure per pupil ('000 VND, in 2002 prices)	15	45	135	225
2.10	School-related expenditure per pupil ('000 VND, in 2002 prices)	3,000	3,300	5,250	6,000
2.11	Inservice training for new recruits: days per year	4	30	30	30
	% of new recruits in inservice training	100.0%	100.0%	100.0%	100.0%
	Inservice training for all teachers: days per year	4	30	30	30
	% of teachers in inservice training	8.0%	100.0%	100.0%	100.0%
	<b>Investment / Construction</b>				
2.12	% of classrooms used for two-shifts	63.1%	27.1%	0.4%	0.0%
2.13	% of classrooms replaced	1.6%	5.2%	5.2%	6.0%
	% of classrooms repaired	5.0%	5.0%	5.0%	5.0%
2.14	Schools without computer laboratory	12,000	8,300	0	0
	Schools without library	12,000	7,500	0	0

<b>EFA Target Group 3: Lower Secondary Education</b>		<b>2001/02</b>	<b>2005/06</b>	<b>2010/11</b>	<b>2015/16</b>
<b>1</b>	<b>Access</b>				
1.1	Gross Enrolment Rate (GER) for Lower Sec.: Total	86.7%	89.5%	92.6%	99.5%
	Gross Enrolment Rate for Lower Sec.: Girls	84.6%	88.2%	90.3%	97.7%
	Gross Enrolment Rate for Lower Sec.: Boys	88.7%	90.8%	94.8%	101.2%
	Gender parity Index	95.4%	97.1%	95.2%	96.5%
1.2	% of lower secondary enrolment in non-public schools	2.7%	2.7%	3.4%	4.6%
1.3	Minimum number of additional schools built every year	327	100	20	20
1.4	Survival rate (from grade 1 or 6?) to grade 9: Total	65.7%	72.0%	80.6%	90.0%
	Survival rate (from grade 1 or 6?) to grade 9: Girls	66.8%	72.5%	80.2%	88.5%
	Survival rate (from grade 1 or 6?) to grade 9: Boys	65.9%	72.7%	81.9%	92.3%
	Gender parity Index	101.4%	99.8%	97.9%	95.9%
<b>2</b>	<b>Quality and Relevance</b>				
2.1	Coefficient of internal efficiency: Total	84.8%	87.3%	90.5%	93.8%
	Coefficient of internal efficiency: Girls	85.7%	87.8%	90.6%	93.3%
	Coefficient of internal efficiency: Boys	84.1%	87.1%	90.8%	94.6%
	Gender parity index	101.8%	100.9%	99.7%	98.7%
2.2	Pupil - teacher ratio (average grade)	25.6	24.9	24.0	22.6
	Number of standard teachers per class	1.45	1.56	1.70	1.80
	Number of contract teachers per class	0.14	0.08	0.00	0.00
	Total number of teachers per class	1.59	1.64	1.70	1.80
2.3	Principals per lower secondary school	2.1	2.1	2.2	2.2
2.4	Non-teaching staff per lower secondary school	2.3	2.4	2.4	2.5
2.5	% of teachers serving in full-day schooling	0%	30%	75%	100%
2.6	% students receiving full set of textbook	5%	10%	25%	30%
2.7	% teachers receiving teachers' guide	10%	40%	75%	100%
2.8	Pupil-related expenditure per pupil ('000 VND; in 2002 prices)	15	45	180	375
2.9	School-related expenditure per pupil ('000 VND; in 2002 prices)	3,750	4,500	7,500	9,000
2.10	Inservice training for new recruits: days per year	4	30	30	30
	% of new recruits in inservice training	100.0%	100.0%	100.0%	100.0%
	Inservice training for all teachers: days per year	4	30	30	30
	% of teachers in inservice training	8.0%	100.0%	100.0%	100.0%
	<b>Investment / Construction</b>				
2.11	% of classrooms used for two-shifts	67.0%	41.5%	3.6%	0.0%
2.12	% of classrooms replaced	1.6%	5.2%	5.2%	6.0%
2.13	% classrooms repaired	5.0%	5.0%	5.0%	5.0%
2.14	Schools without science laboratory	5,900	4,500	800	0
	Schools without computer lab	5,000	1,500	0	0
	Schools without library	2,600	0	0	0

<b>Basic Education: Primary &amp; Lower Secondary Education</b>		<b>2001/02</b>	<b>2005/06</b>	<b>2010/11</b>	<b>2015/16</b>
1	Number of teacher resource centers constructed	0	5	5	4
2	Number of IT centers and book stores set up	0	8	7	0
3	Number of multipurpose sports halls constructed	0	5	5	4

	<b>EFA Target Group 4: Non-Formal Education</b>	<b>2001/02</b>	<b>2005/06</b>	<b>2010/11</b>	<b>2015/16</b>
<b>1</b>	<b>Equivalency programs</b>				
1.1	Attendants at primary level as % of total out-of-school children aged 6-10	9.7%	30.0%	50.0%	75.0%
1.2	Attendants at lower secondary level as % of total out-of-school children aged 11-14	8.7%	30.0%	50.0%	75.0%
1.3	Number of young adults (aged 15-34) attending lower secondary equivalency programs	48,000	60,000	60,000	60,000
<b>2</b>	<b>Adult literacy and post-literacy</b>				
2.1	Attendants at literacy programs as % of total adult illiterates aged 15-34	7.7%	30.0%	50.0%	75.0%
2.2	Attendants at post-literacy and continuing ed. Programs as % of adult population aged 15-34	0.4%	1.0%	2.0%	3.0%
2.3	Adult literacy rate (aged 15-34)	94.5%	94.8%	99.3%	100.0%
<b>3</b>	<b>Support to communes for IEC materials production</b>				
	Number of remote communes supported	0	200	700	1,200
<b>4</b>	<b>Women empowerment programs (million VND; in 2002 prices)</b>	0	15,000	30,000	30,000
4.1	Operating mobile libraries (million VND; in 2002 prices)	0	7,500	7,500	7,500
4.2	Development and production of NFE textbooks (million VND; in 2002 prices)	0	7,500	7,500	7,500
<b>5</b>	<b>Community learning centers</b>				
5.1	Number of centers in operation	600	5,300	9,500	10,450
5.2	% of communes with CLC	5.7%	50.2%	90.0%	99.0%
<b>6</b>	<b>District Continuing Education Centers</b>				
6.1	Number of centers in operation	494	529	614	692
6.2	Number of districts without CEC	176	141	56	-22



ANNEX III- EFA Plan Implementation Indicators

	<b>Target Group 2: Primary Education EFA Fast Track Initiative Indicators</b>	<b>2001/02</b>	<b>2005/06</b>	<b>2010/11</b>	<b>2015/16</b>
<b>1</b>	<b>Resource mobilization</b>				
1.1	Public expenditure as % of GDP	23.0%	22.0%	22.0%	21.0%
1.2	Public expenditure on education as % of total public expenditure	13.9%	18.0%	20.0 %	20.0%
1.3	Public expenditure on primary education as % of public education expenditure	37.0%	36.9%	31.7%	30.0%
<b>2</b>	<b>Student flow indicators</b>				
2.1	% of age-group entering first grade of primary cycle	97.0%	97.8%	98.9%	100.0%
2.2	% of age-group reaching grade 5 of primary cycle (Survival rate to Grade 5)	86.6%	89.3%	92.6%	96.0%
2.3	% repeaters among primary school pupils	2.2%	1.8%	1.3%	0.8%
<b>3</b>	<b>Service delivery indicators</b>				
3.1	Pupil-teacher ratio in public primary schools	26.4	26.4	26.9	26.6
3.2	Average teacher salary as multiple of per capita GDP	1.45	1.82	1.87	2.19
3.3	Recurrent expenditure on items other than teacher remuneration as % of total recurrent expenditure on primary education	30.3%	30.7%	33.0%	35.6%
3.4	Annual instructional hours per pupil in publicly-financed primary schools (actual hours, not maximum)	500	602	771	940
3.5	% of pupils enrolled in non-public primary schools	0.3%	0.4%	1.4%	3.7%
3.6	Average construction cost per primary school classroom (furnished & equipped; 2002 US\$)	5,764	5,846	6,033	7,016



## **ANNEX IV**

# **The Viet Nam EFA Analysis and Projection Model (VNEFAPM)**

## **EFA-Plan Scenario**

(25 May, 2003)

The EFA-Plan Scenario takes into account all the targets which are included in Chapter 4 "Targets" and Target Annex II of the EFA Plan. The underlying assumption is that all action programs included in the Action Programs Chapter (Chapter 5) will be carried out in order for the targets to be attained.

The Viet Nam EFA Analysis and Projection Model and the EFA-Plan Scenario have been prepared under the auspices of the National EFA Task Force, by Klaus Bahr and Nyan Myint, both members of the International EFA Support Team put at the disposal of the National EFA Task Force as part of the technical assistance to EFA planning provided by UNESCO-World Bank-Cida.

see also the CD-ROM attached  
Vietnam EFA Plan Scenario (ENG).xls



## ANNEX IV

# The Viet Nam EFA Analysis and Projection Model (VNEFAPM)

### 1 - Origin of the Model

- 1.1 The Viet Nam EFA Analysis and Projection Model (EFAPM) is the result of work undertaken under the auspices of the National EFA Task Force of the Ministry of Education and Training. It is based on the EFA Analysis and Projection Model contained in the EFA Planning Guide published by UNESCO, Bangkok, in 2001. The Planning Guide has been translated into Vietnamese as part of UNESCO's contribution to the preparation of the National EFA Plan of Viet Nam. Both Models have been developed by Nyan Myint and Klaus Bahr, who were also members of the International EFA Support Team which UNESCO, together with CIDA and the World Bank, put at the disposal of the Ministry of Education and Training.
- 1.2 The Viet Nam EFA Analysis and Projection Model has been specifically designed to reflect closely the structure and the functioning of the four education subsectors included in the National EFA Plan of Viet Nam: Early Childhood Care and Education (and pre-schools), Primary Education, Lower Secondary Education, Out-of-School Youth and young adults.

### 2 - Purpose of the Model

- 2.1 The purpose of the National EFA Plan of Viet Nam is to map the future of basic education through vision, goals, objectives and targets, and the formulation of a feasible implementation strategy based on action programs. The Model makes it possible to design such an implementation strategy and, in particular, to draw up feasible action programs and identify projects.
- 2.2 Designing an implementation strategy requires that the targets of the Plan are checked for implementation feasibility. This, in turn, makes it necessary to estimate how much of each of the basic inputs will be needed, and at what stage in the implementation process they will be needed. In other words, the resource implications have to be assessed in relation to basic input requirements such as:
  - qualified personnel to operate the schools;
  - material resources (classrooms, teaching and learning materials, etc);
  - education programs (curriculum, etc);
  - support services (teacher in-service training; ICT programs; resource centers,
  - research programs, etc.);
  - funding to ensure that these basic inputs are available as and when needed.
- 2.3 Setting realistic targets requires a thorough understanding of how the education sub-sectors function at present and, in particular, how resources are used. It also requires a clear understanding of what is the most likely resource availability during the plan period, and how one can improve or maximize the cost-efficiency of the resources used.

### 3 - The Viet Nam EFA Analysis and Projection Model (EFAPM)

3.1 For these purposes, the National EFA Taskforce has asked Nyan Myint and Klaus Bahr, members of the International EFA Support Team, to develop the "Viet Nam EFA Analysis and Projection Model (EFAPM)" which is designed:

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

3.2 The model is designed to be easily usable. It provides an efficient and instant tool for dialogue among national and international EFA stakeholders: on the future development of the EFA sub-sector; on EFA targets; on possible improvements to the utilization of resources and the functioning of the EFA sub-sectors; on assessing resource implications for each year during 2003-2015; for identifying resource gaps and for identifying possibilities for reducing the costs; for identifying funding requirements.

3.3 The Viet Nam EFA Analysis and Projection Model comprises

**three specific component models:**

- ♦ one for the **Early Childhood Care and Education (ECCE)** sub-sector (ages 0-5),
- ♦ one for the sub-sectors of **formal basic education** (primary and lower secondary education; ages 6-14), and
- ♦ one for the **NFE** component **out-of-school children (ages 6-14), youth and young adults (ages 15-34)**.

3.4 All component models are interlinked; but each of them can also be used separately<sup>[1]</sup>.

3.5 Each of the three component models comprises three sub-models:

type of sub-model	principal types of information
<b>PUPIL sub-model</b>	intake, enrolment, internal efficiency, output (graduates)
<b>TEACHER sub-model</b>	total number of teachers, recruitment needed (by level and by type) and classes and schools
<b>EXPENDITURE sub-model</b>	<u>recurrent</u> : personnel (salary scale; career policy), textbooks, teaching-learning materials, in-service teacher training, a wide range of special activities and programs (curriculum development, advocacy, programs for special target groups, etc.) and administration (central, provincial and district) <u>capital</u> : construction, equipment, major repair

[1] There are links between the ECCE component model and the Basic Education component model. The proportion of new primary intake with pre-school experience is determined by using the number of new primary intake into Grade 1 from the Basic Education component model. Similarly, the NFE component model is linked to the Basic Education component model since some of the NFE target population, for example, the number of drop-outs from primary and lower secondary education, are the calculation results of the Basic Education component model. The required data (results) from a component model are automatically imported into the appropriate areas of the linked component models.

- 3.6 For Pre-school and Formal Basic Education the model allows analysis and projections separately for Public and Non-Public schools and disaggregated by gender, showing Total, Girls and Boys. Moreover, in Formal Basic Education the three sub-models allow to:
- (i) treat primary and lower secondary education as one continuous cycle, i.e. as one sub-sector; and / or
  - (ii) treat primary and lower secondary education as two separate sub-sectors.

#### 4 - The variables

4.1 The model uses two types of variables:

- (i) independent variables, also called decision variables, which can be decided and set through a policy decision or an administrative decision, and
- (ii) dependent variables, also called result variables, which show the results of the application of the decisions.

[all EFA **Targets** are typical decision variables: for example, the target to reach the teacher-class ratio of 1.15 by 2010. The **result** variable is the number of teachers needed; taking into account, of course, several other factors such as the number of pupils, attrition of teachers, etc.]

- 4.2 Each decision variable can be changed. One can change one single variable only (the model calculates automatically) and project the impact of this change on all result variables. This allows assessing the relative importance of each target (specific variables) on the components of the sub-sector to be assessed. [For example: one can increase the teacher-class ratio and then see a) whether the resulting decrease in the additional number of teachers needed will entail a reduction in the salary budget and b) whether any reduction will be significant enough to bring the required budget closer to the likely available budget].
- 4.3 One can also change several decision variables at the same time, and then look at the impact which these combined changes have on all result variables. The decision variables can be changed for any and each year of the projection period. This allows simulating ad-hoc policy changes, by changing targets, to take place in any year during the plan period.

#### 5 - Content of the Viet Nam EFA Analysis and Planning Model (EFAPM)

- 5.1 EFAPM uses Microsoft Excel as the spreadsheet program.
- 5.2 EFAPM comprises 10 Worksheets (stretching over 60 pages; including title, contents and summary):

Name of Worksheet	principal information
1 - Title	Cover page of the Model
2 - Content	Page -by-page listing of the model contents
3 - Summary	<b>Summary of the Current Projection (Scenario)</b> for each of the EFA sub-sectors. It also gives a glimpse of possible financial gaps ( summary data on education expenditure, in relation to GDP and total public expenditure and donor and community support to EFA - related sub-sectors)
4 - ECCE	Complete projection of <b>Early Childhood Care and Education:</b> enrolment, teachers, resource requirements
5 - Basic	Complete projection of <b>Formal Basic Education:</b> total enrolment (F+M), teachers, resource requirements, etc. Enrolment projection is available for public and non - public school systems separately while teacher and other resource requirements are projected for public schools only.
6 - NFE	Complete projection of EFA related <b>Non-Formal Education</b> activities: <b>1) Complementary Primary and Lower Secondary programs; 2) Literacy and Post Literacy programs; and 3) development of CLC and CEC</b>
7 - Indicators	Selected input and output (implementation) indicators which can be used as: (1) the milestones in EFA Action Plan implementation; and (2) a tool for monitoring and evaluation; and which enable (3) international comparisons on targets, outputs and outcomes.
8 - Financing	Summary of required and available financing
9 - Girls	Enrolment projection of formal <b>basic</b> education for <b>GIRLS</b> and related indicators for girls only
10 - Boys	Enrolment projection of formal <b>basic</b> education for <b>BOYS</b> and related indicators for boys only

## 6 - How to Use the Model

- 6.1 There are two types of users of the EFAPM Model: (1) the planners who operate the model and produce the analysis and projection information, and (2) the planners and the policy makers who use the analysis and projection information produced by the model.
- 6.2 EFAPM users must have good working knowledge of Excel. They should also be familiar with education planning techniques and terminology. Moreover, it is essential for them to have good knowledge and understanding of the functioning of the education sub-sectors in Viet Nam, particularly those concerning EFA. An Excel literate person can become familiar with the Model within two to three days, in particular to read the cell-formulas and understand their logic and inter-relationships.
- 6.3 **How to make ALTERNATIVE SCENARIOS, using the EFA Plan Scenario as a basis:**
- Step-1: **SAVE THE FILE** with a different name! Do NOT work with the original XLS-file! Work only with the file that was given a different name!!
- Step-2: **DRAW UP** the list of objectives and make reasonable **TARGETS** to reach them. Make sure that your targets are "independent variables (decision variables)" and not the resultant variables (outputs of the model).



- Step-3: Whenever you want to change one or more targets (in order to produce another **SCENARIO**), first **RECORD ALL EXISTING TARGET** values.
- Step-4: Then, **ENTER THE NEW TARGETS** in the appropriate cells; i.e. the yellow-colored cells which are inside the double-line frames. As soon as the new target is entered the model calculates and the results can be seen immediately.
- Step-5: Sometimes, the targets are given only for a few specific years (normally the end of the plan period or for every five-year). Then, a linear interpolation is useful to set the targets for the intermediate years. This can be done by selecting the appropriate cells (select the cell with the baseline information to the cell with the target value and press "<ctrl> + L" simultaneously). It is important to **CHECK THE TARGET** values (or assumptions) in order to make sure that they are logical and plausible.
- As soon as the values of the targets have been entered in the appropriate cells, you have successfully created a **NEW PLAN SCENARIO**. As soon as one enters a new target, the calculation is done immediately and its effects can be seen in the Summary Tables.
- Step-6: **SAVE THE NEW SCENARIO** under a specific file name.
- Step-7: **PRINT** the whole **SCENARIO AND CHECK AGAIN** carefully all target values (decision variables).
- Step-8: **INTERPRET THE** projection **RESULTS**; compare the results of previous projections.
- Step-9: **REPEAT STEPS** 1-8 until a Scenario is obtained which both: corresponds best to the objectives and at the same time, is feasible and affordable.

### **END of Alternative Scenario**

## Technical notes

### School age population projections

- (1) The latest population census was carried out in 1999. The GSO has made three population projections (low, medium and high variant projections) using the 3% sample population count of the census as its base population. This sample count is intended to make the census results usable as soon as possible. Full analysis of the complete census takes several years (and in many countries is never done).
- (2) The results of the population projections are presented in Report on Results of Population Projections Viet Nam, 1999 - 2024 (General Statistical Office, 2000, Hanoi, Viet Nam). The GSO projections were made only for the whole country and in 5-year age groups.
- (3) Generally, all over the world, the Medium Variant is perceived as indicating the most likely population size in future, while the low and high variants are lower and upper limits, normally not used.
- (4) Education planning requires population projections by single years of age. Five-year age groups make no sense for education planning purposes. In order to make the GSO projections usable for education planning, they had to be transformed into single years of age. The EFA Task Force has done this. However, this transformation has brought to light what appear to be a number of unexplainable oddities inherent in the five-year age group projections.
- (5) The EFA school-age population (in single years of age) was initially interpolated from the GSO Medium Variant projection. This led to two kinds of unexpected results, both quite unrealistic: (i) the school entrance age population (age 6) would drop dramatically by over 30% in just six years; and (ii) total school age population (age 6-10) jumps up and down from year to year, instead of developing relatively smoothly.
- (6) The oddities hidden in the five-year age group projections of the GSO Medium Variant include the following:
  - (a) The base-year population is severely under-enumerated for the children aged 0-4 (and there is a small under enumeration for the age range 5-9). This is apparent from the fact that in the GSO base year figures, the population aged 0-4 is only 79.3% of population aged 5-9 (whilst according to demographic experience in all other comparable countries it should be around 105%, depending on fertility decline and infant and child mortality). And also, population aged 5-9 in the GSO base year figures is only 97% of population aged 10-14 (whilst the more normal range is 103% to 104%).
  - (b) The fertility assumption used in the medium variant of GSO is very low. For several five-year periods it is below the replacement level of 2.05 children per woman, which seems highly unlikely for Viet Nam in the near future.
  - (c) As a result of these assumptions, the school entrance population (age 6) would drop from 1.794 million in 1999 to 1.286 million in 2006. This drastic decline of 0.566 million or nearly 30% decline is impossible within such a short period of only five to six years.
  - (d) Moreover, the projected population refers to the month of March which is 6 months before the beginning of the school year.

- (7) If GSO population projections are used for EFA Plan enrolment projections, the enrolment in primary level will be reduced to about 60% of the current level within 8-10 years time. The EFA Task Force considered this to be an unrealistic decline. Therefore, the Task Force decided to find another school age population projection for Viet Nam which is technically sound and usable for education planning purposes. But such a projection could not be found. No Government unit has as yet made one. Thus, the EFA Task Force decided to make its own (i.e. MoET's) reliable school-age population projection for Viet Nam.
- (8) The EFA Task Force school-age population projection is based on the 1999 population census findings: population, fertility and mortality levels. The cohort-component method (the technically most correct method) was used to correct the under-enumeration of infant and young children in the GSO figures for the base-year population. Moreover, the projection date was shifted to the beginning of the school-year (from March to September). As a result school age population (age 6-14) is projected to decline from 15.96 million in 2001/02 to 13.16 million by 2015/16. In 2015/16 school age population will be 83% of its current (2001/02) level. In 2015/16 primary education enrolment will be at 80% of its present (2001/02) level. It will decline from 9.3 million in 2001/02 to 7.4 million in 2015/16.
- (9) The EFA Task Force availed itself of the assistance of one of the best education demographers in the region who has wide experience in education planning in countries of the region.
- (10) In conclusion: the school age projections of the National EFA Plan are the best available for Viet Nam at the present time.
- (11) If the High Variant of GSO would be taken as a basis, primary school age population would be between 8% and 10% higher, at about 8.0 million (by 2015) compared to the EFA Plan projection of about 7.4 million. The uncorrected GSO Medium Variant projection is about 6.9 million. Higher school age population projections lead to higher enrolment numbers, which in turn result in higher costs and thus higher budget requirements, widening the funding gap beyond reasonable levels. If in future budget allocations to education will be on the basis of actual enrolment (which can be checked relatively accurately every year), and no longer on the basis of population (which can be checked for validity only when a census is taken, every ten years or so) then unrealistically high enrolment projections made today will turnout to be wrong, certainly not ensuring higher budget allocations.

### **Salary projections**

Salary projections are based on Government Decree No. 03/2003/ND-CP of 15 January 2003 to increase the basic salary of all civil servants by 38%. In the EFA-Model, the subsequent increase is assumed to be 6.5% annually from 2004 to 2010 and 10% annually from 2010 to 2015. These increases are assumed to be in 2001/2 (base year) purchasing power. The projected increases are set within Government projections for annual GDP growth and annual public budget increases to ensure their feasibility.

Beyond the decisions of Decree No. 03/2003/ND-CP, the EFA Task Force has examined a number of recent documents which contain data on salaries, in its search for reasonable assumptions concerning future salary levels. These documents include: World Bank studies in preparation of the Primary Teacher project, material used for the CPRGS document, ADB fact-finding for the Secondary Education Master Plan, a MoET survey concerning secondary teachers and principals. In all documents, the source finally retained is the MoET Department of Finance and Planning.

**Base line data for community contributions**

Community contributions to the funding of primary and lower secondary education were estimated on the basis of a World Bank study on financing of education (2000). This covers direct financial support; contributions in kind are not included. For Target Group 1 and Target Group 4, data on community contributions are not available, neither at MoET nor MPI nor MoF.

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

**Viet Nam  
EFA Analysis and Projection Model  
(VNEFAPM)**

**The "Viet Nam National EFA Action Plan 2003-2015" was prepared by the  
National EFA Task Force and the International EFA Support Team**

**The CD-ROM file of the Model is  
Vietnam EFA Plan Scenario (ENG).xls**



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ANNEX IV: The Viet Nam Analysis and Projection Model (VNEFAPM)

Summary of PROJECTIONS

(As of 25 May 2003)

Sr.	Particulars	2001/02	2002/03	2003/04	2004/05	2005/06	2010/11	2015/16
<b>A. Early Childhood Care &amp; Education (daycare+preschool)</b>								
<b>1 ECCE Enrolment (public + non-public)</b>								
1.1	Enrolment in Daycare (Ages 0-2; '000)	380.5	384.9	487.3	589.1	690.6	824.1	1,048.3
	Girls ('000)	175.1	184.5	236.3	287.8	339.1	404.5	514.5
	% Girl enrolment	46.0%	47.9%	48.5%	48.8%	49.1%	49.1%	49.1%
	Public ('000)	99.4	94.1	113.5	130.5	145.0	123.6	94.3
	Non-public ('000)	281.1	290.8	373.7	458.6	545.6	700.5	953.9
	% Enrolment in non-public schools	73.9%	75.5%	76.7%	77.8%	79.0%	85.0%	91.0%
1.2	Preschool Enrolment (Ages 3-5; '000)	2,100	2,076	2,229	2,400	2,605	3,390	3,769
	Girls ('000)	1,033	1,026	1,101	1,188	1,287	1,673	1,859
	% Girl enrolment	49.2%	49.4%	49.4%	49.5%	49.4%	49.3%	49.3%
	Public ('000)	839	813	849	887	934	1,075	1,090
	Non-public ('000)	1,260	1,262	1,380	1,513	1,671	2,315	2,679
	% Enrolment in non-public schools	60.0%	60.8%	61.9%	63.1%	64.1%	68.3%	71.1%
1.3	Access to ECCE (public + non-public)							
	Net Enrolment Rate (for ages 0-2)	8.2%	8.3%	10.5%	12.8%	15.0%	18.0%	22.0%
	Girls	7.7%	8.1%	10.4%	12.7%	15.0%	18.0%	22.0%
	Boys	8.7%	8.5%	10.7%	12.8%	15.0%	18.0%	22.0%
	Net Enrolment Rate (for ages 3-5)	43.7%	44.8%	49.2%	53.6%	58.3%	76.3%	82.9%
	Girls	44.1%	45.1%	49.4%	53.7%	58.3%	76.3%	82.9%
	Boys	43.4%	44.4%	49.0%	53.5%	58.2%	76.3%	82.9%
	Net Enrolment Rate (for age 5)	66.3%	69.3%	74.5%	79.8%	85.0%	95.0%	99.0%
	Girls	67.6%	70.7%	75.5%	80.2%	85.0%	95.0%	99.0%
	Boys	65.1%	68.0%	73.6%	79.3%	85.0%	95.0%	99.0%
1.4	Grade 1 Intake with ECCE Experience (%)	64.8%	64.8%	67.8%	73.1%	78.4%	92.3%	98.5%
	Girls	68.5%	67.1%	70.3%	75.1%	79.9%	92.9%	98.4%
	Boys	59.4%	60.3%	63.0%	68.3%	73.6%	91.4%	98.7%
<b>2 ECCE Schools, Classes and Teachers (public only)</b>								
2.1	Total Schools	3,535	3,535	3,706	3,947	4,210	4,610	4,610
	only daycare centers	165	-25	146	387	650	1,050	1,050
	only preschools	1,577	1,705	1,497	1,407	1,385	2,194	2,760
	preschools with daycare centers	1,793	1,855	2,063	2,153	2,175	1,366	800
2.2	Total classes (children groups; '000)	39.6	38.3	41.0	43.6	46.5	51.0	49.9
	In public daycare centers ('000)	6.6	6.2	7.5	8.6	9.6	8.2	6.3
	In public preschools ('000)	33.0	32.0	33.5	35.0	36.9	42.8	43.6
2.3	Teachers & Caregivers (staff only; '000)	41.5	40.0	44.1	48.1	52.4	57.3	56.2
	Caregivers in public daycare centers ('000)	10.4	9.8	12.4	14.8	17.1	15.5	12.6
	Teaching staff in public preschools ('000)	31.1	30.2	31.7	33.3	35.3	41.8	43.6
2.4	Contracted Teachers (non-staff; '000)	11.9	11.5	12.1	12.6	13.2	13.7	13.1
	% of contracted teachers in total	22.3%	22.3%	21.6%	20.8%	20.1%	19.3%	18.9%
	Caregivers in public daycare centers ('000)	2.1	2.0	2.1	2.2	2.2	0.9	0.0
	Teachers in public preschools ('000)	9.8	9.5	10.0	10.4	11.0	12.8	13.1
2.5	Pupil-Teacher Ratio (child-nurse ratio)							
	Daycare centers	8.0	8.0	7.8	7.7	7.5	7.5	7.5
	Preschools	20.5	20.5	20.4	20.3	20.2	19.7	19.2
<b>3 Public Expenditure on ECCE</b>								
3.1	Total ECCE Expenditure ('million US\$)	29.1	43.3	59.0	73.1	92.1	132.4	189.3
	Recurrent expenditure	27.5	36.8	47.6	58.1	69.0	111.0	170.0
	Capital (investment) expenditure	1.6	6.5	11.4	15.0	23.2	21.4	19.3
3.2	ECCE exp. as % of public education expenditure	2.9%	3.6%	4.4%	5.0%	5.7%	5.1%	5.0%
3.3	Unit Cost (recurrent expenditure per child)							
	for children aged 0-2 (US\$)	61.1	85.6	102.4	116.3	130.0	195.8	317.5
	for children aged 3-5 (US\$)	25.5	35.3	42.3	48.4	53.6	80.7	128.5

Sr.	Particulars	2001/02	2002/03	2003/04	2004/05	2005/06	2010/11	2015/16
<b>B. Basic Education (primary+lower secondary)</b>								
<b>4 Enrolment (public + non-public)</b>								
4.1	Basic education enrolment ('000)	15,591	15,346	15,021	14,670	14,226	13,172	13,247
	Girls ('000)	7,408	7,297	7,164	7,009	6,804	6,365	6,475
	% Girl enrolment	47.5%	47.6%	47.7%	47.8%	47.8%	48.3%	48.9%
	Primary enrolment ('000)	9,337	8,927	8,583	8,216	7,947	7,466	7,432
	Girls ('000)	4,437	4,238	4,084	3,913	3,800	3,641	3,656
	% Girl enrolment	47.5%	47.5%	47.6%	47.6%	47.8%	48.8%	49.2%
	Lower secondary enrolment ('000)	6,254	6,419	6,438	6,454	6,279	5,706	5,815
	Girls ('000)	2,971	3,060	3,080	3,096	3,004	2,724	2,820
	% Girl enrolment	47.5%	47.7%	47.8%	48.0%	47.8%	47.7%	48.5%
4.2	Enrolment in Non-Public Schools ('000)	201	195	194	197	205	294	545
	% in non-public schools (Basic)	1.3%	1.3%	1.3%	1.3%	1.4%	2.2%	4.1%
	Enrolment in primary ('000)	32	32	33	34	35	102	275
	% in non-public schools (primary)	0.3%	0.4%	0.4%	0.4%	0.4%	1.4%	3.7%
	Enrolment in lower secondary ('000)	169	163	161	163	170	192	270
	% in non-public schools (l.sec.)	2.7%	2.5%	2.5%	2.5%	2.7%	3.4%	4.6%
4.3	Primary (Grade 5) Graduates ('000)	1,766	1,671	1,673	1,566	1,521	1,410	1,458
	Girls ('000)	838	791	799	742	718	680	707
	Boys ('000)	928	880	875	824	804	730	751
	% Girls	47.4%	47.3%	47.7%	47.4%	47.2%	48.2%	48.5%
4.4	Lower Secondary (Grade 9) Graduates ('000)	1,233	1,297	1,343	1,464	1,445	1,356	1,376
	Girls ('000)	587	620	647	713	700	646	666
	Boys ('000)	647	676	696	751	745	710	710
	% Girls	47.6%	47.8%	48.1%	48.7%	48.5%	47.6%	48.4%
<b>5 Intake and Enrolment Rates</b>								
5.1	Apparent Intake Rates	103.1%	102.9%	102.7%	102.5%	102.2%	101.1%	100.0%
	Girls	101.2%	101.1%	101.0%	100.9%	100.8%	100.4%	100.0%
	Boys	105.0%	105.3%	104.9%	104.5%	104.1%	102.0%	100.0%
5.2	Gross Enrolment Rate: Primary	106.8%	104.1%	102.5%	101.0%	100.9%	101.7%	101.6%
	Girls	104.4%	101.6%	100.2%	98.7%	98.6%	100.3%	101.2%
	Boys	109.0%	106.4%	104.8%	103.3%	103.0%	103.0%	102.0%
5.3	Gross Enrolment Rate: Lower Secondary	86.7%	89.3%	90.0%	90.9%	89.5%	92.6%	99.5%
	Girls	84.6%	87.5%	88.6%	89.8%	88.2%	90.3%	97.7%
	Boys	88.7%	91.0%	91.3%	92.0%	90.8%	94.8%	101.2%
<b>6 Enrolment and Graduates in Public Schools</b>								
6.1	Basic Education Enrolment: Total ('000)	15,391	15,151	14,827	14,472	14,020	12,878	12,702
6.2	Primary Enrolment ('000)	9,305	8,894	8,550	8,182	7,911	7,365	7,158
	Girls ('000)	4,423	4,224	4,069	3,897	3,784	3,591	3,521
	Boys ('000)	4,882	4,671	4,480	4,285	4,128	3,773	3,637
	% Girl enrolment	47.5%	47.5%	47.6%	47.6%	47.8%	48.8%	49.2%
6.3	Lower Secondary Enrolment ('000)	6,085	6,257	6,278	6,291	6,109	5,513	5,544
	Girls ('000)	2,901	2,991	3,012	3,026	2,933	2,644	2,704
	Boys ('000)	3,184	3,265	3,266	3,264	3,176	2,869	2,840
	% Girl enrolment	47.7%	47.8%	48.0%	48.1%	48.0%	48.0%	48.8%
6.4	Primary Graduates ('000)	1,760	1,665	1,667	1,560	1,515	1,399	1,422
	Girls ('000)	836	789	797	740	715	675	690
	Boys ('000)	924	876	871	820	799	724	732
6.5	Lower Secondary Graduates ('000)	1,199	1,265	1,314	1,439	1,415	1,317	1,321
	Girls ('000)	573	607	635	700	687	629	643
	Boys ('000)	627	658	679	739	728	688	678

ANNEX IV: The Viet Nam Analysis and Projection Model (VNEFAPM)

Sr.	Particulars	2001/02	2002/03	2003/04	2004/05	2005/06	2010/11	2015/16
<b>B. Basic Education (primary+lower secondary)</b>								
<b>7 Measures of Internal Efficiency (public only)</b>								
7.1	Repetition Rate for G.1 through G.5	2.2%	2.1%	2.0%	1.9%	1.8%	1.3%	0.8%
	Girls	1.8%	1.7%	1.6%	1.6%	1.5%	1.2%	0.8%
	Boys	2.7%	2.6%	2.4%	2.3%	2.2%	1.5%	0.9%
7.2	Survival Rate: Grade 1 to Grade 5	86.6%	87.3%	87.9%	88.6%	89.3%	92.6%	96.0%
	Girls	86.1%	86.8%	87.5%	88.2%	88.9%	92.4%	96.0%
	Boys	87.6%	88.2%	88.8%	89.4%	89.9%	92.9%	96.0%
	Survival Rate: Grade 6 to Grade 9	81.6%	82.5%	83.5%	84.4%	85.4%	90.3%	95.4%
	Girls	83.4%	84.2%	84.9%	85.6%	86.3%	90.1%	93.9%
	Boys	80.9%	82.1%	83.2%	84.4%	85.5%	91.5%	97.8%
	Survival Rate: Grade 1 to Grade 9	65.7%	67.2%	68.8%	70.4%	72.0%	80.6%	90.0%
	Girls	66.8%	68.2%	69.6%	71.1%	72.5%	80.2%	88.5%
	Boys	65.9%	67.5%	69.2%	70.9%	72.7%	81.9%	92.3%
7.3	Coefficient of Internal Efficiency: Primary	84.6%	85.4%	86.2%	86.9%	87.7%	91.5%	95.4%
	Girls	84.8%	85.5%	86.3%	87.0%	87.8%	91.5%	95.4%
	Boys	84.6%	85.4%	86.1%	86.9%	87.6%	91.5%	95.5%
	Coefficient of Internal Efficiency: L.Sec.	84.8%	85.4%	86.0%	86.7%	87.3%	90.5%	93.8%
	Girls	85.7%	86.2%	86.8%	87.3%	87.8%	90.6%	93.3%
	Boys	84.1%	84.9%	85.6%	86.4%	87.1%	90.8%	94.6%
<b>8 Schools, Staff, Classes and Classrooms (public only)</b>								
8.1	Primary schools	13,859	14,109	14,359	14,609	14,859	15,279	15,379
	L.sec. schools (some with primary level)	9,260	9,360	9,460	9,560	9,660	9,960	10,060
8.2	Primary teachers ('000)	353.1	337.7	324.8	311.1	299.6	273.9	268.8
	Lower secondary teachers ('000)	238.0	246.5	249.1	251.2	245.5	230.1	245.0
	Primary school principals ('000)	30.0	30.6	31.1	31.7	32.3	33.4	33.8
	Lower secondary school principals ('000)	19.4	19.7	20.0	20.3	20.5	21.5	22.1
	Non-teaching staff in primary ('000)	37.0	37.5	38.0	38.5	39.0	39.1	38.4
	Non-teaching staff in lower secondary ('000)	21.5	21.9	22.2	22.6	23.0	24.3	25.2
8.3	Pupil-teacher ratio: Primary	26.4	26.3	26.3	26.3	26.4	26.9	26.6
	Pupil-teacher ratio: Lower Secondary	25.6	25.4	25.2	25.0	24.9	24.0	22.6
8.4	Primary classes ('000)	315.0	300.4	288.0	275.1	264.2	238.2	224.0
	Lower secondary classes ('000)	150.0	154.1	154.5	154.6	149.9	135.4	136.1
	Classrooms for primary ('000)	215.6	218.5	221.8	225.1	228.4	237.7	239.2
	Classrooms for lower secondary ('000)	99.8	108.6	112.0	115.4	118.8	132.9	136.3
<b>9 Basic Education Expenditure</b>								
9.1	Total Basic Education Expend. ('million US\$)	720.3	867.7	1,051.2	1,152.3	1,253.6	1,748.2	2,306.7
	Of which: primary	366.8	455.4	540.3	582.2	633.0	879.5	1,156.5
	Of which: lower secondary	353.5	412.3	510.9	570.1	620.5	868.8	1,150.2
	Basic ed. exp. as % of public education exp.	72.6%	72.3%	79.0%	78.5%	77.5%	66.8%	60.6%
	Primary as % of public education expenditure	37.0%	38.0%	40.6%	39.7%	39.1%	33.6%	30.4%
	L.sec. as % of public education expenditure	35.6%	34.4%	38.4%	38.8%	38.4%	33.2%	30.2%
9.2	Recurrent Expenditure ('million US\$)	565.8	740.1	848.2	940.7	1,026.3	1,499.0	2,015.6
	Of which: salary expenditure	431.4	596.2	666.4	735.1	794.2	1,126.1	1,522.8
	% Salary	76.3%	80.6%	78.6%	78.1%	77.4%	75.1%	75.5%
	Of which: primary level	303.6	385.5	435.7	474.1	516.8	746.3	989.7
	Of which: lower sec. Level	262.1	354.6	412.4	466.6	509.4	752.7	1,025.9
	Of which: Community contribution	79.8	78.7	77.0	75.3	72.6	60.7	55.4
	% Community in total (public+community)	14.1%	10.6%	9.1%	8.0%	7.1%	4.0%	2.8%
9.3	Capital Expenditure ('million US\$)	154.5	127.6	203.0	211.6	227.3	249.2	291.1
	Of which: primary level	63.2	69.9	104.6	108.0	116.2	133.2	166.7
	Of which: lower sec. Level	91.4	57.7	98.4	103.6	111.1	116.0	124.3
	Of which: Community contribution	77.1	30.8	11.3	11.8	12.3	11.7	14.0
	% Community in total (public+community)	49.9%	24.1%	5.6%	5.6%	5.4%	4.7%	4.8%
9.4	Unit Cost (recurrent expenditure; US\$)							
	Primary Student	34.1	45.0	52.7	59.8	67.3	103.7	141.3
	Lower Secondary Student	43.1	56.7	65.7	74.2	83.4	136.5	185.0
	Primary Graduate	172.5	231.5	261.3	303.9	341.2	533.5	696.1
	Lower Secondary Graduate	218.6	280.3	313.9	324.2	360.0	571.5	776.5

Sr.	Particulars	2001/02	2002/03	2003/04	2004/05	2005/06	2010/11	2015/16
<b>C. Non-Formal Education (out of school youth &amp; continuing education)</b>								
<b>10 NFE Beneficiaries ('000; public only)</b>								
10.1	Total beneficiaries	851.0	1,094.2	1,764.8	2,421.8	2,869.0	3,247.8	3,441.2
10.2	Equivalency (Complementary) Programs	348.0	384.3	597.3	756.4	826.9	366.2	133.6
	Primary (aged 6-14)	130.0	126.9	197.0	237.4	239.6	82.4	17.9
	Lower secondary (aged 11-14)	170.0	206.4	346.3	462.0	527.4	223.8	55.7
	Lower secondary (aged 15+)	48.0	51.0	54.0	57.0	60.0	60.0	60.0
10.3	Literacy and Post-Literacy							
	Adult literacy	124.8	162.6	310.3	433.9	497.1	108.8	0.8
	Post-literacy	128.3	130.6	190.6	252.3	315.8	668.5	1,004.7
	Various programs at CLC	250.0	416.7	666.7	979.2	1,229.2	2,104.2	2,302.1
10.4	Population aged 15-34	29,525	30,065	30,589	31,095	31,580	33,427	33,492
	Illiterates aged 15-34	1,619	1,807	1,940	1,886	1,657	218	1
	Literacy rate aged 15-34	94.5%	94.0%	93.7%	93.9%	94.8%	99.3%	100.0%
<b>11 NFE Centers</b>								
11.1	Number of CLCs Operating	600	1,400	2,600	4,100	5,300	9,500	10,450
	% Communes with CLC	5.7%	13.3%	24.6%	38.9%	50.2%	90.0%	99.0%
11.2	Number of CECs Operating	494	497	504	514	529	614	692
	% Districts with CEC	68.6%	69.1%	70.2%	71.8%	74.2%	87.6%	100.0%
<b>12 Public NFE Expenditure ('million US\$)</b>								
12.1	Total NFE Expenditure ('million US\$)	41.4	46.9	76.9	103.2	121.4	95.1	89.2
	Of which: recurrent	40.6	45.2	74.4	100.0	118.7	93.6	88.7
	Of which: capital	0.9	1.7	2.5	3.2	2.7	1.5	0.5
12.2	NFE exp. as % of public education expenditure	4.2%	3.9%	5.8%	6.8%	7.1%	3.4%	2.3%

### EFA-Plan - SCENARIO

Projection of the functioning of the early childhood education sub-sector (crèches and preschool) until 2015-2016, taking into account the base situation in 2001/02, current developments and improvements to be initiated through National EFA Plan implementation.

## EARLY CHILDHOOD CARE AND EDUCATION

**Underlying assumption:** ECCE comprises all types of pre-primary education for children in the age range 0-5. There are Public and Non-Public crèches and preschools.

### Objectives:

- A. Continue providing necessary resources for a proper functioning of ECCE.
- B. Further developing ECCE with the following objectives:
- 1) ECCE reaches out to all 0-5 year old children
  - 2) All children receive one-year quality preschool education
  - 3) Improved services to foster all-round child development
  - 4) National policy for affordable and quality ECCE
  - 5) Strengthened ECCE management capacity at the local level

### Specific targets to be reached during the plan period in order to attain the objectives:

- 1 Enrolment in crèches increased to 18% by 2010 and 22% by 2015
- 2 All children aged 5 (99%) receive a full school-year of preparation classes for primary education by 2015
- 3 Over 80% of children aged 3-5 are in pre-schools by 2015
- 4 Pre-school institutions reaching national standards increased to 20% by 2005, 50% by 2010 and 75% by 2015
- 5 All teachers receive 30 days in-service training every year, starting 2003
- 6 Salary and allowances of ECCE teachers, including contract teachers, to be in line with socio-economic growth and government salary policies
- 7 Pupil-related and school-related expenditure reach US\$ 15 per child and US\$ 200 per school by 2015 (for teaching and learning materials)
- 8 Comprehensive parental education programs operating in all districts
- 9 School-feeding programs operating in all areas with high prevalence of childhood malnutrition
- 10 Measures applied to expand non-public crèches and preschools throughout the country

### Note:

- \* Base year data are for 2001/2002.
- \* First projection year is 2002/2003 and the projection period is 2002/2003 - 2015/2016.
- \* All baseline data, all assumptions and all projections used in this model are for the country as a whole.
- \* For EFA planning in a particular province, all baseline data (1998/99-2001/02) must be replaced with the real provincial data, and all assumptions and targets must be checked for validity and adapted.

### Principal Sources of Information:

- \* Demographic data are based on the population census and projections made by the General Statistics Office (GSO).
- \* Enrolment and all other school related data come from the Education Management Information Center, Ministry of Education and Training.
- \* Financial and expenditure data are provided by the Planning and Finance Department, Ministry of Education and Training
- \* Data gaps are filled by various documents of projects, surveys, studies and project preparation of Ministry of Education and Training.

<b>PRINCIPAL VARIABLES</b>	
<b>INDEPENDENT VARIABLES (DECISION VARIABLES)</b>	<b>DEPENDENT VARIABLES (RESULT VARIABLES)</b>
<p><b>PUPILS</b></p> <ul style="list-style-type: none"> <li>- Population aged 3, 4 and 5 by sex</li> <li>- Access rate to preschool by age and sex</li> <li>- % new entrants going to public and non-public schools</li> <li>- New intakes to Grade 1 by sex (Imported from Formal Basic Education Model)</li> </ul>	<p><b>PUPILS</b></p> <ul style="list-style-type: none"> <li>- Pre-school enrolment in public and non-public schools by age and sex</li> <li>- Net Enrolment Ratios (NER) for preschool level</li> <li>- % of primary (Grade 1) Intake with preschool experience</li> </ul>
<p><b>TEACHERS (IN PUBLIC SCHOOLS)</b></p> <ul style="list-style-type: none"> <li>- Pupil-class ratio (class size) by age</li> <li>- Teacher-class ratio</li> <li>- Attrition rate of preschool teachers</li> </ul>	<p><b>TEACHERS (IN PUBLIC SCHOOLS)</b></p> <ul style="list-style-type: none"> <li>- Classes (group of students) by age of pupil (preschool step)</li> <li>- Teacher requirement</li> <li>- Teacher recruitment</li> </ul>
<p><b>RECURRENT EXPENDITURE: PUBLIC SCHOOLS ONLY</b> (in US\$ at mid-2002 prices)</p> <ul style="list-style-type: none"> <li>- Average monthly salary and allowances by category of staff</li> <li>- Expenditure per in-service teacher training trainee</li> <li>- Expenditure on books, toys and games per pupil</li> </ul>	<p><b>RECURRENT EXPENDITURE: PUBLIC SCHOOLS ONLY</b> (in US\$ at mid-2002 prices)</p> <ul style="list-style-type: none"> <li>- Total salary expenditure for teachers</li> <li>- Expenditure on books, toys and games</li> <li>- Expenditure for in-service training</li> <li>- Unit cost (per pupil expenditure)</li> </ul>
<p><b>CAPITAL EXPENDITURE: PUBLIC SCHOOLS ONLY</b> (in US\$ at mid-2002 prices)</p> <ul style="list-style-type: none"> <li>- Percentage of classrooms using double-shifts</li> <li>- Standard construction cost per classroom</li> <li>- Percentage of classrooms needing major repair</li> <li>- Average expenditure for major repair of a classroom</li> <li>- Classrooms with obsolete equipments</li> <li>- Schools to rehabilitate furniture and facilities</li> </ul>	<p><b>CAPITAL EXPENDITURE: PUBLIC SCHOOLS ONLY</b> (in US\$ at mid-2002 prices)</p> <ul style="list-style-type: none"> <li>- Classrooms needed</li> <li>- Additional classrooms to be built and budget requirement</li> <li>- Expenditure on updating equipments and furniture</li> <li>- Total capital expenditure</li> </ul>

**The following notions are used in this model:**

<b>Dependent variables (result variables)</b>	<b>Independent variables (decision variables)</b>
<input type="text" value="1,234"/> Baseline data	<input type="text" value="100.0%"/> Target to be set
<input type="text" value="1,234"/> Calculation results	<input type="text" value="99.0%"/> Intermediate/final target in interpolation
<input type="text" value="1234.0"/> Dependent variable (beginning of interpolation)	<input type="text" value="103.5%"/> Linearly interpolated target value
<input type="text" value="1,234"/> Data imported from other component model	

The design of the model and analysis and projections have been carried out by Mr. Nyan Myint, UNESCO-consultant and Dr. Klaus Bahr, World Bank-consultant.

Valuable assistance was obtained from the members of the National EFA Plan Preparation Task Force of MoET and staff members of the International EFA Support Team of UNESCO-Hanoi

**SUMMARY: Early Childhood Care and Education (ECCE)**

Base year for the projection is 2001/02.

**- ENROLMENT:**

S.1 YEAR	Enrolment in Day Care Centers					Net Enrolment Rates for (Age 0-2) Day Care Centers			
	Public	Non-Public	Total	Girls	Boys	Total	Girls	Boys	Gender Parity
98/99	158,416	248,504	406,920	196,661	210,259	8.1%	8.1%	8.2%	99.2%
99/00	137,520	250,715	388,235	180,509	207,726	8.1%	7.7%	8.4%	91.3%
00/01	138,200	252,259	390,459	178,605	211,854	8.3%	7.8%	8.8%	88.0%
01/02	99,427	281,063	380,490	175,088	205,402	8.2%	7.7%	8.7%	88.3%
02/03	94,123	290,787	384,910	184,517	200,393	8.3%	8.1%	8.5%	95.4%
03/04	113,541	373,716	487,257	236,265	250,992	10.5%	10.4%	10.7%	97.6%
04/05	130,491	458,607	589,098	287,753	301,345	12.8%	12.7%	12.8%	99.0%
05/06	145,036	545,610	690,646	339,086	351,560	15.0%	15.0%	15.0%	100.0%
06/07	141,938	574,919	716,857	351,939	364,918	15.6%	15.6%	15.6%	100.0%
07/08	138,132	604,515	742,647	364,585	378,062	16.2%	16.2%	16.2%	100.0%
08/09	133,536	633,914	767,450	376,746	390,704	16.8%	16.8%	16.8%	100.0%
09/10	128,570	665,070	793,640	389,586	404,054	17.4%	17.4%	17.4%	100.0%
10/11	123,610	700,457	824,067	404,501	419,566	18.0%	18.0%	18.0%	100.0%
11/12	119,841	748,569	868,410	426,248	442,162	18.8%	18.8%	18.8%	100.0%
12/13	115,311	799,852	915,163	449,178	465,985	19.6%	19.6%	19.6%	100.0%
13/14	109,590	851,728	961,318	471,812	489,506	20.4%	20.4%	20.4%	100.0%
14/15	102,612	903,387	1,005,999	493,721	512,278	21.2%	21.2%	21.2%	100.0%
15/16	94,346	953,943	1,048,289	514,455	533,834	22.0%	22.0%	22.0%	100.0%

S.2 YEAR	Enrolment in Preschools					Preschool Net Enrolment Rates			
	Public	Non-Public	Total	Girls	Boys	Total	Girls	Boys	Gender Parity
98/99	1,097,789	1,039,750	2,137,539	1,035,734	1,101,805	40.7%	40.6%	40.8%	99.5%
99/00	1,032,488	1,076,277	2,108,765	1,023,646	1,085,119	41.2%	41.1%	41.2%	99.6%
00/01	1,030,293	1,059,523	2,089,816	1,040,122	1,049,694	42.0%	42.9%	41.2%	104.3%
01/02	839,249	1,260,455	2,099,704	1,033,236	1,066,468	43.7%	44.1%	43.4%	101.5%
02/03	813,299	1,262,398	2,075,697	1,026,431	1,049,266	44.8%	45.1%	44.4%	101.6%
03/04	848,575	1,380,011	2,228,586	1,101,201	1,127,385	49.2%	49.4%	49.0%	100.8%
04/05	886,554	1,513,012	2,399,566	1,188,150	1,211,416	53.6%	53.7%	53.5%	100.5%
05/06	934,464	1,670,763	2,605,227	1,286,645	1,318,582	58.3%	58.3%	58.2%	100.0%
06/07	967,634	1,795,130	2,762,764	1,364,235	1,398,529	61.9%	61.9%	61.9%	100.0%
07/08	998,138	1,921,447	2,919,585	1,441,449	1,478,136	65.5%	65.5%	65.5%	100.0%
08/09	1,026,237	2,050,294	3,076,531	1,518,705	1,557,826	69.1%	69.1%	69.1%	100.0%
09/10	1,052,127	2,181,778	3,233,905	1,596,148	1,637,757	72.7%	72.7%	72.7%	100.0%
10/11	1,075,307	2,314,634	3,389,941	1,672,912	1,717,029	76.3%	76.3%	76.3%	100.0%
11/12	1,072,753	2,368,391	3,441,144	1,697,944	1,743,200	77.6%	77.7%	77.6%	100.0%
12/13	1,070,900	2,426,773	3,497,673	1,725,594	1,772,079	79.0%	79.0%	79.0%	100.0%
13/14	1,072,406	2,497,882	3,570,288	1,761,167	1,809,121	80.2%	80.2%	80.2%	100.0%
14/15	1,079,659	2,584,350	3,664,009	1,807,145	1,856,864	81.5%	81.5%	81.5%	100.0%
15/16	1,089,904	2,678,874	3,768,778	1,858,560	1,910,218	82.9%	82.9%	82.9%	100.0%

S.3 YEAR	Grade 1 New Intake			Grade 1 Intakes with Preschool Experiences				Total Enrolment in Day Care & Preschools		
	Total	Girls	Boys	Total	Girls	Boys	Gender Parity	Total	Girls	Boys
98/99	2,035,273	962,945	1,072,328	64.1%	66.1%	59.0%	112.0%	2,544,459	1,232,395	1,312,064
99/00	1,990,322	959,973	1,030,349	61.8%	63.5%	57.8%	110.0%	2,497,000	1,204,155	1,292,845
00/01	1,807,733	865,005	942,728	65.8%	66.2%	59.8%	110.8%	2,480,275	1,218,727	1,261,548
01/02	1,741,573	831,578	909,995	64.8%	68.5%	59.4%	115.4%	2,480,194	1,208,324	1,271,870
02/03	1,685,249	808,018	877,231	64.8%	67.1%	60.3%	111.2%	2,460,607	1,210,948	1,249,659
03/04	1,625,983	782,749	843,234	67.8%	70.3%	63.0%	111.6%	2,715,843	1,337,466	1,378,377
04/05	1,561,346	753,221	808,125	73.1%	75.1%	68.3%	110.0%	2,988,664	1,475,903	1,512,761
05/06	1,509,150	736,373	772,777	78.4%	79.9%	73.6%	108.5%	3,295,873	1,625,731	1,670,142
06/07	1,505,579	735,513	770,066	83.7%	84.6%	82.5%	102.6%	3,479,621	1,716,174	1,763,447
07/08	1,501,270	734,293	766,977	85.8%	86.7%	84.6%	102.4%	3,662,232	1,806,034	1,856,198
08/09	1,496,443	732,817	763,626	88.0%	88.7%	86.9%	102.2%	3,843,981	1,895,451	1,948,530
09/10	1,491,123	731,098	760,025	90.1%	90.8%	89.1%	101.9%	4,027,545	1,985,734	2,041,811
10/11	1,486,761	729,849	756,912	92.3%	92.9%	91.4%	101.6%	4,214,008	2,077,413	2,136,595
11/12	1,483,270	729,024	754,246	94.5%	94.9%	93.7%	101.3%	4,309,554	2,124,192	2,185,362
12/13	1,478,750	727,694	751,056	95.5%	95.8%	94.8%	101.1%	4,412,836	2,174,772	2,238,064
13/14	1,472,546	725,535	747,011	96.5%	96.7%	95.8%	100.9%	4,531,606	2,232,979	2,298,627
14/15	1,464,156	722,294	741,862	97.5%	97.5%	96.7%	100.8%	4,670,008	2,300,866	2,369,142
15/16	1,468,201	725,190	743,011	98.5%	98.4%	98.7%	99.7%	4,817,067	2,373,015	2,444,052

- TEACHERS (Public Schools Only):

YEAR	S.3 Caregivers Needed, Recruitment and Pupil-Teacher Ratios in Day Care Centers									
	Caregivers		New Recruitments of		P:T Ratio		Centers		Total Classes	
	Staff	Total	Staff	Total	Only Staff	Staff+Contract	Separate	Combined		
98/99	14,220	19,833	0	0	11.1	8.0	560	1,971	10,497	
99/00	12,448	17,278	0	0	11.0	8.0	384	1,899	8,996	
00/01	12,536	18,700	337	1,792	11.0	7.4	256	2,222	9,564	
01/02	10,377	12,441	0	0	9.6	8.0	165	1,793	6,568	
02/03	9,830	11,786	0	0	9.6	8.0	-25	1,855	6,222	
03/04	12,355	14,490	2,722	2,951	9.2	7.8	146	2,063	7,510	
04/05	14,772	16,969	2,664	2,779	8.8	7.7	387	2,153	8,637	
05/06	17,056	19,212	2,579	2,593	8.5	7.5	650	2,175	9,606	
06/07	16,914	18,814	199	199	8.4	7.5	755	2,012	9,407	
07/08	16,677	18,322	101	101	8.3	7.5	846	1,848	9,161	
08/09	16,332	17,724	0	0	8.2	7.5	924	1,682	8,862	
09/10	15,926	17,076	0	0	8.1	7.5	992	1,519	8,538	
10/11	15,506	16,428	0	0	8.0	7.5	1,050	1,366	8,214	
11/12	15,221	15,936	24	24	7.9	7.5	1,050	1,294	7,968	
12/13	14,827	15,344	0	0	7.8	7.5	1,050	1,206	7,672	
13/14	14,264	14,592	0	0	7.7	7.5	1,050	1,096	7,296	
14/15	13,519	13,672	0	0	7.6	7.5	1,050	961	6,836	
15/16	12,580	12,580	0	0	7.5	7.5	1,050	800	6,290	

YEAR	S.3 Staff Needed, Recruitment and Pupil-Teacher Ratios in Preschools									
	Staff and Contract Teachers			New Recruitments of		P:T Ratio		Schools		Total Classes
	Teaching	Non-Teaching	Contract	Tching. Staff	Total	Only Staff	Staff+Contract	Separate	Combined	
98/99	29,977	0	18,492	200	200	36.6	22.6	2,173	1,971	41,513
99/00	29,821	0	17,630	444	444	34.6	21.8	2,029	1,899	38,698
00/01	31,926	0	18,977	2,701	4,489	32.3	20.2	1,843	2,222	41,013
01/02	31,130	0	9,828	0	0	27.0	20.5	1,577	1,793	33,025
02/03	30,202	0	9,535	0	0	26.9	20.5	1,705	1,855	32,041
03/04	31,697	0	9,967	2,099	2,769	26.8	20.4	1,497	2,063	33,470
04/05	33,308	0	10,431	2,245	2,958	26.6	20.3	1,407	2,153	35,008
05/06	35,312	0	11,014	2,670	3,514	26.5	20.2	1,385	2,175	36,943
06/07	36,778	0	11,426	2,172	2,859	26.3	20.1	1,548	2,012	38,299
07/08	38,156	0	11,807	2,114	2,781	26.2	20.0	1,712	1,848	39,553
08/09	39,456	0	12,161	2,063	2,712	26.0	19.9	1,878	1,682	40,714
09/10	40,683	0	12,491	2,016	2,650	25.9	19.8	2,041	1,519	41,790
10/11	41,816	0	12,788	1,947	2,556	25.7	19.7	2,194	1,366	42,760
11/12	41,955	0	12,781	975	1,288	25.6	19.6	2,266	1,294	42,709
12/13	42,120	0	12,782	1,004	1,325	25.4	19.5	2,354	1,206	42,685
13/14	42,417	0	12,823	1,139	1,500	25.3	19.4	2,464	1,096	42,795
14/15	42,946	0	12,933	1,377	1,808	25.1	19.3	2,599	961	43,136
15/16	43,596	0	13,079	1,509	1,978	25.0	19.2	2,760	800	43,596

- EXPENDITURE (Public Schools Only):

YEAR	S.4 Recurrent Expenditure ('000)			Capital Expenditure ('000)			Total Expenditure		Unit Cost (US\$)	
	Day Care	Preschool	Total	Day Care	Preschool	Total	million US\$	Growth	Day Care	Preschool
98/99	8,403	22,318	30,720	386	860	1,246	32.0		53	20
99/00	7,423	22,022	29,445	908	8,922	9,830	39.3	20.6%	54	21
00/01	7,665	23,389	31,055	5,942	8,531	14,472	45.5	14.8%	55	23
01/02	6,077	21,429	27,507	265	1,318	1,584	29.1	-44.8%	61	26
02/03	8,059	28,721	36,780	226	6,258	6,484	43.3	39.7%	86	35
03/04	11,630	35,926	47,556	294	11,132	11,427	59.0	31.0%	102	42
04/05	15,180	42,927	58,108	366	14,621	14,987	73.1	21.5%	116	48
05/06	18,859	50,096	68,954	5,044	18,118	23,163	92.1	23.1%	130	54
06/07	19,960	56,277	76,237	1,075	18,139	19,214	95.5	3.6%	141	58
07/08	21,009	62,826	83,835	853	18,159	19,012	102.8	7.5%	152	63
08/09	21,924	69,750	91,674	596	19,589	20,185	111.9	8.4%	164	68
09/10	22,752	77,059	99,811	443	21,372	21,815	121.6	8.4%	177	73
10/11	24,199	86,788	110,987	433	20,995	21,428	132.4	8.5%	196	81
11/12	25,875	95,375	121,250	604	16,642	17,247	138.5	4.5%	216	89
12/13	27,430	104,579	132,008	413	16,769	17,182	149.2	7.4%	238	98
13/14	28,693	114,741	143,434	399	17,360	17,760	161.2	7.7%	262	107
14/15	29,552	126,283	155,835	383	18,378	18,761	174.6	8.0%	288	117
15/16	29,958	140,046	170,004	363	18,932	19,294	189.3	8.1%	318	128



**PUPIL SUB-MODEL (ECCE)**

1.1	Demographic Data: Population										
	Age 0-2		Age 3-4		Age 5		Pop. Age Group 3-5				
	YEAR	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Boys	Growth Rate
98/99	4,999,644	2,426,618	3,481,018	1,691,201	1,773,949	862,217	5,254,967	2,553,418	2,701,549		
99/00	4,822,571	2,351,480	3,383,844	1,646,076	1,740,610	846,465	5,124,454	2,492,541	2,631,913		-2.48%
00/01	4,703,535	2,301,943	3,274,996	1,597,529	1,697,528	825,311	4,972,524	2,422,840	2,549,684		-2.96%
01/02	4,646,150	2,281,513	3,157,559	1,542,946	1,645,895	802,467	4,803,454	2,345,413	2,458,041		-3.40%
02/03	4,636,696	2,276,773	3,046,845	1,496,882	1,591,180	777,895	4,638,025	2,274,777	2,363,248		-3.44%
03/04	4,625,449	2,271,152	2,996,685	1,479,623	1,530,984	749,054	4,527,669	2,228,677	2,298,992		-2.38%
04/05	4,614,176	2,265,517	2,993,786	1,477,985	1,482,758	732,794	4,476,544	2,210,779	2,265,765		-1.13%
05/06	4,604,306	2,260,570	2,989,632	1,475,727	1,482,227	732,433	4,471,859	2,208,160	2,263,699		-0.10%
06/07	4,595,240	2,256,020	2,984,461	1,472,967	1,480,966	731,712	4,465,427	2,204,679	2,260,748		-0.14%
07/08	4,584,238	2,250,524	2,979,751	1,470,437	1,479,190	730,735	4,458,941	2,201,172	2,257,769		-0.15%
08/09	4,568,154	2,242,538	2,976,866	1,468,807	1,476,918	729,515	4,453,784	2,198,322	2,255,462		-0.12%
09/10	4,561,148	2,238,998	2,973,811	1,467,093	1,475,590	728,761	4,449,401	2,195,854	2,253,547		-0.10%
10/11	4,578,150	2,247,227	2,968,021	1,464,033	1,475,123	728,432	4,443,144	2,192,465	2,250,679		-0.14%
11/12	4,619,202	2,267,274	2,958,316	1,459,046	1,473,632	727,597	4,431,948	2,186,643	2,245,305		-0.25%
12/13	4,669,199	2,291,723	2,958,996	1,459,179	1,470,453	725,932	4,429,449	2,185,111	2,244,338		-0.06%
13/14	4,712,343	2,312,804	2,985,105	1,471,850	1,465,075	723,182	4,450,180	2,195,032	2,255,148		0.47%
14/15	4,745,278	2,328,872	3,022,296	1,489,984	1,472,143	726,575	4,494,439	2,216,559	2,277,880		0.99%
15/16	4,764,949	2,338,431	3,055,569	1,506,179	1,492,021	736,289	4,547,590	2,242,468	2,305,122		1.18%

Note: Projected populations are obtained from the Census Department.

1.2	Access to Day Care Centers (DC) and Preschool : Total (Boys + Girls)									
	Access Rate to DC & Pre-school (P+Npub.)			Total Enrolment In DC and Preschool (Public+Non-Public)					Net Enrolment Rate	
	YEAR	Age 0-2	Age 3-4	Age 5	Age 0-2	Age 3-4	Age 5	Age 0-5	Age 3-5	Age 0-5
98/99	8.1%	26.1%	69.3%	406,920	907,890	1,229,649	2,137,539	2,544,459	40.7%	24.8%
99/00	8.1%	27.2%	68.3%	388,235	919,545	1,189,220	2,108,765	2,497,000	41.2%	25.1%
00/01	8.3%	29.3%	66.5%	390,459	960,628	1,129,188	2,089,816	2,480,275	42.0%	25.6%
01/02	8.2%	31.9%	66.3%	380,490	1,008,085	1,091,619	2,099,704	2,480,194	43.7%	26.2%
02/03	8.3%	31.9%	69.3%	384,910	972,738	1,102,959	2,075,697	2,460,607	44.8%	26.5%
03/04	10.5%	36.3%	74.5%	487,257	1,087,319	1,141,267	2,228,586	2,715,843	49.2%	29.7%
04/05	12.8%	40.6%	79.8%	589,098	1,216,735	1,182,831	2,399,566	2,988,664	53.6%	32.9%
05/06	15.0%	45.0%	85.0%	690,646	1,345,334	1,259,893	2,605,227	3,295,873	58.3%	36.3%
06/07	15.6%	49.4%	87.0%	716,857	1,474,324	1,288,440	2,762,764	3,479,621	61.9%	38.4%
07/08	16.2%	53.8%	89.0%	742,647	1,603,106	1,316,479	2,919,585	3,662,232	65.5%	40.5%
08/09	16.8%	58.2%	91.0%	767,450	1,732,536	1,343,995	3,076,531	3,843,981	69.1%	42.6%
09/10	17.4%	62.6%	93.0%	793,640	1,861,606	1,372,299	3,233,905	4,027,545	72.7%	44.7%
10/11	18.0%	67.0%	95.0%	824,067	1,988,574	1,401,367	3,389,941	4,214,008	76.3%	46.7%
11/12	18.8%	68.6%	95.8%	868,410	2,029,405	1,411,739	3,441,144	4,309,554	77.6%	47.6%
12/13	19.6%	70.2%	96.6%	915,163	2,077,215	1,420,458	3,497,673	4,412,836	79.0%	48.5%
13/14	20.4%	71.8%	97.4%	961,318	2,143,305	1,426,983	3,570,288	4,531,606	80.2%	49.5%
14/15	21.2%	73.4%	98.2%	1,005,999	2,218,365	1,445,644	3,664,009	4,670,008	81.5%	50.5%
15/16	22.0%	75.0%	99.0%	1,048,289	2,291,677	1,477,101	3,768,778	4,817,067	82.9%	51.7%

1.3	Enrolment in Public and Non-Public Day Care Centers and Preschools : Total (Boys + Girls)									
	% Enrolled in Public Schools			Enrolment in Public Schools			Enrolment in Non-Public Schools			% Enrolment in Non-Public
	YEAR	Age 0-2	Age 3-4	Age 5	Age 0-2	Age 3-4	Age 5	Age 0-2	Age 3-4	
98/99	38.9%	51.5%	51.2%	158,416	467,992	629,797	248,504	439,898	599,852	50.6%
99/00	35.4%	49.7%	48.4%	137,520	456,661	575,827	250,715	462,884	613,393	53.1%
00/01	35.4%	49.0%	49.6%	138,200	470,239	560,054	252,259	490,389	569,134	52.9%
01/02	26.1%	37.4%	42.4%	99,427	376,848	462,401	281,063	631,237	629,218	62.2%
02/03	24.5%	36.0%	42.0%	94,123	350,247	463,052	290,787	622,491	639,907	63.1%
03/04	23.3%	34.7%	41.3%	113,541	376,983	471,592	373,716	710,336	669,675	64.6%
04/05	22.2%	33.3%	40.7%	130,491	405,604	480,950	458,607	811,131	701,881	66.0%
05/06	21.0%	32.0%	40.0%	145,036	430,507	503,957	545,610	914,827	755,936	67.2%
06/07	19.8%	31.2%	39.4%	141,938	459,989	507,645	574,919	1,014,335	780,795	68.1%
07/08	18.6%	30.4%	38.8%	138,132	487,344	510,794	604,515	1,115,762	805,685	69.0%
08/09	17.4%	29.6%	38.2%	133,536	512,831	513,406	633,914	1,219,705	830,589	69.8%
09/10	16.2%	28.8%	37.6%	128,570	536,143	515,984	665,070	1,325,463	856,315	70.7%
10/11	15.0%	28.0%	37.0%	123,610	556,801	518,506	700,457	1,431,773	882,861	71.5%
11/12	13.8%	27.4%	36.6%	119,841	556,057	516,696	748,569	1,473,348	895,043	72.3%
12/13	12.6%	26.8%	36.2%	115,311	556,694	514,206	799,852	1,520,521	906,252	73.1%
13/14	11.4%	26.2%	35.8%	109,590	561,546	510,860	851,728	1,581,759	916,123	73.9%
14/15	10.2%	25.6%	35.4%	102,612	567,901	511,758	903,387	1,650,464	933,886	74.7%
15/16	9.0%	25.0%	35.0%	94,346	572,919	516,985	953,943	1,718,758	960,116	75.4%

1.4 Access to Day Care Centers (DC) and Preschool : Girls										
YEAR	Access Rate to DC & Pre-school (Public+Non-Public)			Total Enrolment in DC and Preschool (Public+Non-Public)					Net Enrolment Rate	
	Age 0-2	Age 3-4	Age 5	Age 0-2	Age 3-4	Age 5	Age 3-5	Age 0-5	Age 3-5	Age 0-5
98/99	8.1%	25.2%	70.7%	196,661	425,768	609,966	1,035,734	1,232,395	40.6%	24.7%
99/00	7.7%	27.4%	67.7%	180,509	450,646	573,000	1,023,646	1,204,155	41.1%	24.9%
00/01	7.8%	29.5%	69.0%	178,605	470,492	569,630	1,040,122	1,218,727	42.9%	25.8%
01/02	7.7%	31.8%	67.6%	175,088	490,770	542,466	1,033,236	1,208,324	44.1%	26.1%
02/03	8.1%	31.8%	70.7%	184,517	476,118	550,313	1,026,431	1,210,948	45.1%	26.6%
03/04	10.4%	36.2%	75.5%	236,265	535,696	565,505	1,101,201	1,337,466	49.4%	29.7%
04/05	12.7%	40.6%	80.2%	287,753	600,098	588,052	1,188,150	1,475,903	53.7%	33.0%
05/06	15.0%	45.0%	85.0%	339,086	664,077	622,568	1,286,645	1,625,731	58.3%	36.4%
06/07	15.6%	49.4%	87.0%	351,939	727,646	636,589	1,364,235	1,716,174	61.9%	38.5%
07/08	16.2%	53.8%	89.0%	364,585	791,095	650,354	1,441,449	1,806,034	65.5%	40.6%
08/09	16.8%	58.2%	91.0%	376,746	854,846	663,859	1,518,705	1,895,451	69.1%	42.7%
09/10	17.4%	62.6%	93.0%	389,586	918,400	677,748	1,596,148	1,985,734	72.7%	44.8%
10/11	18.0%	67.0%	95.0%	404,501	980,902	692,010	1,672,912	2,077,413	76.3%	46.8%
11/12	18.8%	68.6%	95.8%	426,248	1,000,906	697,038	1,697,944	2,124,192	77.7%	47.7%
12/13	19.6%	70.2%	96.6%	449,178	1,024,344	701,250	1,725,594	2,174,772	79.0%	48.6%
13/14	20.4%	71.8%	97.4%	471,812	1,056,788	704,379	1,761,167	2,232,979	80.2%	49.5%
14/15	21.2%	73.4%	98.2%	493,721	1,093,648	713,497	1,807,145	2,300,866	81.5%	50.6%
15/16	22.0%	75.0%	99.0%	514,455	1,129,634	728,926	1,858,560	2,373,015	82.9%	51.8%

1.5 Enrolment in Public and Non-Public Day Care Centers and Preschools : Girls										
YEAR	% Enrolled in Public Schools			Enrolment in Public Schools			Enrolment in Non-Public Schools			% Enrolment in Non-Public
	Age 0-2	Age 3-4	Age 5	Age 0-2	Age 3-4	Age 5	Age 0-2	Age 3-4	Age 5	
98/99	37.3%	51.2%	51.6%	73,260	217,953	314,507	123,401	207,815	295,459	50.9%
99/00	34.4%	47.7%	49.9%	62,049	214,965	285,818	118,460	235,681	287,182	53.3%
00/01	33.3%	48.9%	50.0%	59,521	230,051	284,840	119,084	240,441	284,790	52.9%
01/02	25.6%	37.3%	42.6%	44,830	183,262	231,327	130,258	307,508	311,139	62.0%
02/03	24.5%	36.0%	42.0%	45,120	171,432	231,036	139,397	304,686	319,277	63.0%
03/04	23.3%	34.7%	41.3%	55,055	185,730	233,677	181,210	349,966	331,828	64.5%
04/05	22.2%	33.3%	40.7%	63,740	200,045	239,107	224,013	400,053	348,945	65.9%
05/06	21.0%	32.0%	40.0%	71,208	212,505	249,027	267,878	451,572	373,541	67.2%
06/07	19.8%	31.2%	39.4%	69,684	227,026	250,816	282,255	500,620	385,773	68.1%
07/08	18.6%	30.4%	38.8%	67,813	240,493	252,337	296,772	550,602	398,017	69.0%
08/09	17.4%	29.6%	38.2%	65,554	253,034	253,594	311,192	601,812	410,265	69.8%
09/10	16.2%	28.8%	37.6%	63,113	264,499	254,833	326,473	653,901	422,915	70.7%
10/11	15.0%	28.0%	37.0%	60,675	274,653	256,044	343,826	706,249	435,966	71.5%
11/12	13.8%	27.4%	36.6%	58,822	274,248	255,116	367,426	726,658	441,922	72.3%
12/13	12.6%	26.8%	36.2%	56,596	274,524	253,853	392,582	749,820	447,397	73.1%
13/14	11.4%	26.2%	35.8%	53,787	276,878	252,168	418,025	779,910	452,211	73.9%
14/15	10.2%	25.6%	35.4%	50,360	279,974	252,578	443,361	813,674	460,919	74.7%
15/16	9.0%	25.0%	35.0%	46,301	282,409	255,124	468,154	847,225	473,802	75.4%

1.6 Enrolment in Day Care Centers and Preschool : Boys										
YEAR	Enrolment in Public Schools			Enrolment in Non-Public Schools			Net Enrolment Rate			
	Age 0-2	Age 3-4	Age 5	Age 0-2	Age 3-4	Age 5	Age 0-2	Age 3-5	Age 5	Age 0-5
98/99	85,156	250,039	315,290	125,103	232,083	304,393	8.2%	40.8%	68.0%	24.9%
99/00	75,471	241,696	290,009	132,255	227,203	326,211	8.4%	41.2%	68.9%	25.3%
00/01	78,679	240,188	275,214	133,175	249,948	284,344	8.8%	41.2%	64.2%	25.5%
01/02	54,597	193,586	231,074	150,805	323,729	318,079	8.7%	43.4%	65.1%	26.4%
02/03	49,003	178,815	232,016	151,390	317,805	320,630	8.5%	44.4%	68.0%	26.5%
03/04	58,486	191,253	237,915	192,506	360,370	337,847	10.7%	49.0%	73.6%	29.6%
04/05	66,751	205,559	241,843	234,594	411,078	352,936	12.8%	53.5%	79.3%	32.8%
05/06	73,828	218,002	254,930	277,732	463,255	382,395	15.0%	58.2%	85.0%	36.2%
06/07	72,254	232,963	256,829	292,664	513,715	395,022	15.6%	61.9%	87.0%	38.3%
07/08	70,319	246,851	258,457	307,743	565,160	407,668	16.2%	65.5%	89.0%	40.4%
08/09	67,982	259,797	259,812	322,722	617,893	420,324	16.8%	69.1%	91.0%	42.5%
09/10	65,457	271,644	261,151	338,597	671,562	433,400	17.4%	72.7%	93.0%	44.6%
10/11	62,935	282,148	262,462	356,631	725,524	446,895	18.0%	76.3%	95.0%	46.6%
11/12	61,019	281,809	261,580	381,143	746,690	453,121	18.8%	77.6%	95.8%	47.5%
12/13	58,715	282,170	260,353	407,270	770,701	458,855	19.6%	79.0%	96.6%	48.4%
13/14	55,803	284,668	258,692	433,703	801,849	463,912	20.4%	80.2%	97.4%	49.4%
14/15	52,252	287,927	259,180	460,026	836,790	472,967	21.2%	81.5%	98.2%	50.5%
15/16	48,045	290,510	261,861	485,789	871,533	486,314	22.0%	82.9%	99.0%	51.7%

**TEACHER SUB-MODEL: PUBLIC SCHOOLS (ECCE)**

2.1	Preschool Pupli-Class Ratio, Classes and Schools									
	Pupils		Pupils : Class Ratio		Classes			Pupli-Teacher Ratio		
	Day Care	Preschool	Day Care	Preschool	Day Care	Preschool	Total	Day Care	Preschool	
98/99	158,416	1,097,789	15.1	26.4	10,497	41,513	52,010	8.0	22.6	
99/00	137,520	1,032,488	15.3	26.7	8,996	38,698	47,694	8.0	21.8	
00/01	138,200	1,030,293	14.5	25.1	9,564	41,013	50,577	7.4	20.2	
01/02	99,427	839,249	15.1	25.4	6,568	33,025	39,593	8.0	20.5	
02/03	94,123	813,299	15.1	25.4	6,222	32,041	38,263	8.0	20.5	
03/04	113,541	848,575	15.1	25.4	7,510	33,470	40,980	7.8	20.4	
04/05	130,491	886,554	15.1	25.3	8,637	35,008	43,645	7.7	20.3	
05/06	145,036	934,464	15.1	25.3	9,606	36,943	46,549	7.5	20.2	
06/07	141,938	967,634	15.1	25.3	9,407	38,299	47,706	7.5	20.1	
07/08	138,132	998,138	15.1	25.2	9,161	39,553	48,714	7.5	20.0	
08/09	133,536	1,026,237	15.1	25.2	8,862	40,714	49,576	7.5	19.9	
09/10	128,570	1,052,127	15.1	25.2	8,538	41,790	50,328	7.5	19.8	
10/11	123,610	1,075,307	15.0	25.1	8,214	42,760	50,974	7.5	19.7	
11/12	119,841	1,072,753	15.0	25.1	7,968	42,709	50,677	7.5	19.6	
12/13	115,311	1,070,900	15.0	25.1	7,672	42,685	50,357	7.5	19.5	
13/14	109,590	1,072,406	15.0	25.1	7,296	42,795	50,091	7.5	19.4	
14/15	102,612	1,079,659	15.0	25.0	6,836	43,136	49,972	7.5	19.3	
15/16	94,346	1,089,904	15.0	25.0	6,290	43,596	49,886	7.5	19.2	

2.2	Schools									
	Day Care Centers		Preschools		Total (DC+KG)		Combined Schools		Separate Schools	
	Total	Classes / Sch.	Total	Classes / Sch.	DCs + Presch.	Classes / Sch.	Number	% of Total	Day Care	Pre-school
98/99	2,531	4.1	4,144	10.0	4,704	11.1	1,971	41.9%	560	2,173
99/00	2,283	3.9	3,928	9.9	4,312	11.1	1,899	44.0%	384	2,029
00/01	2,478	3.9	4,065	10.1	4,321	11.7	2,222	51.4%	256	1,843
01/02	1,958	3.4	3,370	9.8	3,535	11.2	1,793	50.7%	165	1,577
02/03	1,830	3.4	3,560	9.0	3,535	11.1	1,855	52.5%	-25	1,705
03/04	2,209	3.4	3,560	9.0	3,706	11.1	2,063	55.7%	146	1,497
04/05	2,540	3.4	3,560	9.0	3,947	11.1	2,153	54.6%	387	1,407
05/06	2,825	3.4	3,560	9.0	4,210	11.1	2,175	51.7%	650	1,385
06/07	2,767	3.4	3,560	9.0	4,315	11.1	2,012	46.6%	755	1,548
07/08	2,694	3.4	3,560	9.0	4,406	11.1	1,848	42.0%	846	1,712
08/09	2,606	3.4	3,560	9.0	4,484	11.1	1,682	37.5%	924	1,878
09/10	2,511	3.4	3,560	9.0	4,552	11.1	1,519	33.4%	992	2,041
10/11	2,416	3.4	3,560	9.0	4,610	11.1	1,366	29.6%	1,050	2,194
11/12	2,344	3.4	3,560	9.0	4,610	11.1	1,294	28.1%	1,050	2,266
12/13	2,256	3.4	3,560	9.0	4,610	11.1	1,206	26.2%	1,050	2,354
13/14	2,146	3.4	3,560	9.0	4,610	11.1	1,096	23.8%	1,050	2,464
14/15	2,011	3.4	3,560	9.0	4,610	11.1	961	20.8%	1,050	2,599
15/16	1,850	3.4	3,560	9.0	4,610	11.1	800	17.4%	1,050	2,760

2.3	Caregivers in Day Care Centers									
	Total Caregivers		Average Number of Caregivers per Class			Attrition Rate		New Recruitment		
	Staff	Contract	Total	Staff	Contract	Total	Staff	Contract	Staff	Contract
98/99	14,220	5,613	19,833	1.355	0.535	1.889	2.0%	2.5%	0	0
99/00	12,448	4,830	17,278	1.384	0.537	1.921	2.0%	2.5%	0	0
00/01	12,536	6,164	18,700	1.311	0.645	1.955	2.0%	2.5%	337	1,455
01/02	10,377	2,064	12,441	1.580	0.314	1.894	2.0%	2.5%	0	0
02/03	9,830	1,955	11,786	1.580	0.314	1.894	2.0%	2.5%	0	0
03/04	12,355	2,135	14,490	1.645	0.284	1.929	2.0%	2.5%	2,722	229
04/05	14,772	2,197	16,969	1.710	0.254	1.965	2.0%	2.5%	2,664	115
05/06	17,056	2,156	19,212	1.776	0.224	2.000	2.0%	2.5%	2,579	14
06/07	16,914	1,900	18,814	1.798	0.202	2.000	2.0%	2.5%	199	0
07/08	16,677	1,645	18,322	1.820	0.180	2.000	2.0%	2.5%	101	0
08/09	16,332	1,392	17,724	1.843	0.157	2.000	2.0%	2.5%	0	0
09/10	15,926	1,150	17,076	1.865	0.135	2.000	2.0%	2.5%	0	0
10/11	15,506	922	16,428	1.888	0.112	2.000	2.0%	2.5%	0	0
11/12	15,221	715	15,936	1.910	0.090	2.000	2.0%	2.5%	24	0
12/13	14,827	517	15,344	1.933	0.067	2.000	2.0%	2.5%	0	0
13/14	14,264	328	14,592	1.955	0.045	2.000	2.0%	2.5%	0	0
14/15	13,519	153	13,672	1.978	0.022	2.000	2.0%	2.5%	0	0
15/16	12,580	0	12,580	2.000	0.000	2.000	2.0%	2.5%	0	0

2.4	Teaching (Including Principals) and Non-Teaching Staff in Preschools							
	Pre-school Staff				Staff per Class			
	YEAR	Teaching Staff	N-Teach Staff	Contract Tchr.	Total	Teaching Staff	N-Teach Staff	Contract Tchr.
98/99	29,977	0	18,492	48,469	0.722	0.000	0.445	1.168
99/00	29,821	0	17,630	47,451	0.771	0.000	0.456	1.226
00/01	31,926	0	18,977	50,903	0.778	0.000	0.463	1.241
01/02	31,130	0	9,828	40,958	0.943	0.000	0.298	1.240
02/03	30,202	0	9,535	39,737	0.943	0.000	0.298	1.240
03/04	31,697	0	9,967	41,664	0.947	0.000	0.298	1.245
04/05	33,308	0	10,431	43,739	0.951	0.000	0.298	1.249
05/06	35,312	0	11,014	46,326	0.956	0.000	0.298	1.254
06/07	36,778	0	11,426	48,204	0.960	0.000	0.298	1.259
07/08	38,156	0	11,807	49,963	0.965	0.000	0.299	1.263
08/09	39,456	0	12,161	51,617	0.969	0.000	0.299	1.268
09/10	40,683	0	12,491	53,174	0.974	0.000	0.299	1.272
10/11	41,816	0	12,788	54,604	0.978	0.000	0.299	1.277
11/12	41,955	0	12,781	54,736	0.982	0.000	0.299	1.282
12/13	42,120	0	12,782	54,902	0.987	0.000	0.299	1.286
13/14	42,417	0	12,823	55,240	0.991	0.000	0.300	1.291
14/15	42,946	0	12,933	55,879	0.996	0.000	0.300	1.295
15/16	43,596	0	13,079	56,675	1.000	0.000	0.300	1.300

2.5	Teaching (Including Principals) and Non-Teaching Staff in Preschools						
	Attrition Rate			New Recruitment			
	YEAR	Teaching	Non-Teaching	Contract	Teaching	Non-Teaching	Contract
98/99	2.0%	2.0%	2.5%	200	0	0	200
99/00	2.0%	2.0%	2.5%	444	0	0	444
00/01	2.0%	2.0%	2.5%	2,701	0	1,788	4,489
01/02	2.0%	2.0%	2.5%	0	0	0	0
02/03	2.0%	2.0%	2.5%	0	0	0	0
03/04	2.0%	2.0%	2.5%	2,099	0	670	2,769
04/05	2.0%	2.0%	2.5%	2,245	0	713	2,958
05/06	2.0%	2.0%	2.5%	2,670	0	844	3,514
06/07	2.0%	2.0%	2.5%	2,172	0	687	2,859
07/08	2.0%	2.0%	2.5%	2,114	0	667	2,781
08/09	2.0%	2.0%	2.5%	2,063	0	649	2,712
09/10	2.0%	2.0%	2.5%	2,016	0	634	2,650
10/11	2.0%	2.0%	2.5%	1,947	0	609	2,556
11/12	2.0%	2.0%	2.5%	975	0	313	1,288
12/13	2.0%	2.0%	2.5%	1,004	0	321	1,325
13/14	2.0%	2.0%	2.5%	1,139	0	361	1,500
14/15	2.0%	2.0%	2.5%	1,377	0	431	1,808
15/16	2.0%	2.0%	2.5%	1,509	0	469	1,978

**RECURRENT EXPENDITURE SUB-MODEL: PUBLIC SCHOOLS (ECCE)**

3.1 Average Monthly Salary of Staff by Function (US\$) and Total Salary Expenditure ('000 US\$) for Day Care Centers									
YEAR	Number of Caregivers		Average Salary		Salary Growth Rate		Total Salary Expenditure ('000)		
	Staff	Contract	Staff	Contract*	Annual	Special	Staff	Contract	Total
98/99	14,220	5,613	41.40	7.00	0.5%	0.0%	7,064.5	471.5	7,536.0
99/00	12,448	4,830	41.93	7.00	0.5%	0.9%	6,263.8	405.7	6,669.6
00/01	12,536	6,164	42.47	7.00	0.5%	0.9%	6,388.3	517.8	6,906.1
01/02	10,377	2,064	43.00	7.00	0.5%	0.9%	5,354.5	173.4	5,527.9
02/03	9,830	1,955	59.60	19.00	0.5%	38.1%	7,030.2	445.8	7,476.0
03/04	12,355	2,135	63.47	23.85	0.5%	6.0%	9,410.0	611.1	10,021.1
04/05	14,772	2,197	67.60	28.70	0.5%	6.0%	11,982.3	756.6	12,739.0
05/06	17,056	2,156	71.99	33.55	0.5%	6.0%	14,733.9	868.0	15,601.9
06/07	16,914	1,900	76.67	38.39	0.5%	6.0%	15,560.8	875.6	16,436.4
07/08	16,677	1,645	81.65	43.24	0.5%	6.0%	16,340.4	853.7	17,194.0
08/09	16,332	1,392	86.96	48.09	0.5%	6.0%	17,042.1	803.6	17,845.7
09/10	15,926	1,150	92.61	52.94	0.5%	6.0%	17,699.3	730.5	18,429.8
10/11	15,506	922	101.87	57.79	0.5%	9.5%	18,955.8	639.3	19,595.1
11/12	15,221	715	112.06	62.64	0.5%	9.5%	20,467.4	537.7	21,005.1
12/13	14,827	517	123.27	67.49	0.5%	9.5%	21,932.5	418.4	22,350.9
13/14	14,264	328	135.59	72.34	0.5%	9.5%	23,209.8	284.3	23,494.1
14/15	13,519	153	149.15	77.18	0.5%	9.5%	24,195.7	142.1	24,337.9
15/16	12,580	0	164.07	82.03	0.5%	9.5%	24,767.5	0.0	24,767.5

Note: \* Contracted caregivers received a salary of about 100,000 VND from the Public and some more from the school (or community).

3.2 Average Monthly Salary of Staff by Function (US\$) and Total Salary Expenditure ('000 US\$) for Preschools										
YEAR	Number of Staff			Average Salary			Total Salary Expenditure ('000)			
	Teaching	Non-Teaching	Contract	Teaching	Non-Teaching	Contract	Teaching	Non-Teaching	Contract	Total
98/99	29,977	0	18,492	41.40	30.00	7.00	14,892.6	0.0	1,553.3	16,445.9
99/00	29,821	0	17,630	41.93	30.00	7.00	15,005.9	0.0	1,480.9	16,486.8
00/01	31,926	0	18,977	42.47	30.00	7.00	16,269.5	0.0	1,594.1	17,863.6
01/02	31,130	0	9,828	43.00	30.00	7.00	16,063.1	0.0	825.6	16,888.6
02/03	30,202	0	9,535	59.60	41.58	19.00	21,599.0	0.0	2,174.0	23,773.0
03/04	31,697	0	9,967	63.47	44.28	23.85	24,141.6	0.0	2,852.4	26,994.0
04/05	33,308	0	10,431	67.60	47.16	28.70	27,017.5	0.0	3,592.1	30,609.7
05/06	35,312	0	11,014	71.99	50.22	33.55	30,504.9	0.0	4,433.7	34,938.6
06/07	36,778	0	11,426	76.67	53.49	38.39	33,836.4	0.0	5,264.4	39,100.8
07/08	38,156	0	11,807	81.65	56.97	43.24	37,386.0	0.0	6,126.9	43,512.9
08/09	39,456	0	12,161	86.96	60.67	48.09	41,172.6	0.0	7,018.2	48,190.8
09/10	40,683	0	12,491	92.61	64.61	52.94	45,212.5	0.0	7,935.4	53,147.9
10/11	41,816	0	12,788	101.87	71.07	57.79	51,118.8	0.0	8,868.2	59,987.0
11/12	41,955	0	12,781	112.06	78.18	62.64	56,417.6	0.0	9,607.0	66,024.5
12/13	42,120	0	12,782	123.27	86.00	67.49	62,303.4	0.0	10,351.4	72,654.8
13/14	42,417	0	12,823	135.59	94.60	72.34	69,017.0	0.0	11,130.8	80,147.7
14/15	42,946	0	12,933	149.15	104.06	77.18	76,865.5	0.0	11,978.7	88,844.2
15/16	43,596	0	13,079	164.07	114.47	82.03	85,831.8	0.0	12,875.0	98,706.7

3.3 Orientation and In-Service Training for Caregivers (at Day Care Centers)										
YEAR	Newly Recruited Caregivers					All Others Caregivers				
	Persons	% training	Days / Year	Exp. / Day	Total ('000)	Persons	% training	Days / Year	Exp. / Day	Total ('000)
98/99	0	0%	10	3.0	0.0	19,833	10%	5	3.0	29.7
99/00	0	0%	10	3.0	0.0	17,278	10%	5	3.0	25.9
00/01	337	0%	10	3.0	0.0	18,363	10%	5	3.0	27.5
01/02	0	0%	10	3.0	0.0	12,441	10%	5	3.0	18.7
02/03	0	0%	10	3.0	0.0	11,786	10%	5	3.0	17.7
03/04	2,722	100%	30	3.0	245.0	11,769	33%	30	3.0	353.1
04/05	2,664	100%	30	3.0	239.8	14,305	57%	30	3.0	729.5
05/06	2,579	100%	30	3.0	232.1	16,633	80%	30	3.0	1,197.6
06/07	199	100%	30	3.4	20.3	18,615	84%	30	3.4	1,595.0
07/08	101	100%	30	3.8	11.5	18,221	88%	30	3.8	1,827.9
08/09	0	100%	30	4.2	0.0	17,724	92%	30	4.2	2,054.6
09/10	0	100%	30	4.6	0.0	17,076	96%	30	4.6	2,262.2
10/11	0	100%	30	5.0	0.0	16,428	100%	30	5.0	2,464.2
11/12	24	100%	30	5.4	3.9	15,912	100%	30	5.4	2,577.7
12/13	0	100%	30	5.8	0.0	15,344	100%	30	5.8	2,669.9
13/14	0	100%	30	6.2	0.0	14,592	100%	30	6.2	2,714.1
14/15	0	100%	30	6.6	0.0	13,672	100%	30	6.6	2,707.1
15/16	0	100%	30	7.0	0.0	12,580	100%	30	7.0	2,641.8

YEAR	Newly Recruited Preschool Teachers					All Other Teachers (Including Principals)				
	Persons	% training	Days / Year	Exp. / Day	Total ('000)	Persons	% training	Days / Year	Exp. / Day	Total ('000)
98/99	200	0%	10	3.0	0.0	48,269	10%	5	3.0	72.4
99/00	444	0%	10	3.0	0.0	47,007	10%	5	3.0	70.5
00/01	2,701	0%	10	3.0	0.0	48,202	10%	5	3.0	72.3
01/02	0	0%	10	3.0	0.0	40,958	10%	5	3.0	61.4
02/03	0	0%	10	3.0	0.0	39,737	10%	5	3.0	59.6
03/04	2,099	100%	30	3.0	188.9	39,565	33%	30	3.0	1,186.9
04/05	2,245	100%	30	3.0	202.1	41,494	57%	30	3.0	2,116.2
05/06	2,670	100%	30	3.0	240.3	43,656	80%	30	3.0	3,143.3
06/07	2,172	100%	30	3.4	221.5	46,032	84%	30	3.4	3,944.0
07/08	2,114	100%	30	3.8	241.0	47,849	88%	30	3.8	4,800.2
08/09	2,063	100%	30	4.2	259.9	49,554	92%	30	4.2	5,744.3
09/10	2,016	100%	30	4.6	278.2	51,158	96%	30	4.6	6,777.5
10/11	1,947	100%	30	5.0	292.1	52,657	100%	30	5.0	7,898.6
11/12	975	100%	30	5.4	158.0	53,761	100%	30	5.4	8,709.3
12/13	1,004	100%	30	5.8	174.7	53,898	100%	30	5.8	9,378.3
13/14	1,139	100%	30	6.2	211.9	54,101	100%	30	6.2	10,062.8
14/15	1,377	100%	30	6.6	272.6	54,502	100%	30	6.6	10,791.4
15/16	1,509	100%	30	7.0	316.9	55,166	100%	30	7.0	11,584.9

YEAR	Parent Education Programs			Special Programs for Developing ECCE ('000 \$)						
	Number of Parents Attending	Average Expenditure per Parent (\$)	Total Expenditure	Expand Sch.-Feeding Programs	Develop T/L Materials and Games	Develop & Distribute IEC Materials	ECCE Progs. for Low Inc. Families	ECCE Progs. for Ethnic Minorities	Develop Non-public ECCE	Total Expenditure
98/99	100,000	1.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
99/00	100,000	1.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
00/01	100,000	1.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
01/02	100,000	1.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
02/03	100,000	1.0	100.0	100.0	0.0	0.0	250.0	250.0	0.0	600.0
03/04	200,000	1.0	200.0	200.0	0.0	500.0	500.0	500.0	0.0	1,700.0
04/05	350,000	1.0	350.0	350.0	0.0	500.0	750.0	750.0	0.0	2,350.0
05/06	500,000	2.0	1,000.0	1,000.0	500.0	700.0	1,000.0	1,000.0	500.0	4,700.0
06/07	500,000	2.0	1,000.0	1,400.0	500.0	700.0	1,000.0	1,000.0	500.0	5,100.0
07/08	500,000	2.0	1,000.0	1,800.0	500.0	700.0	1,000.0	1,000.0	500.0	5,500.0
08/09	500,000	2.0	1,000.0	2,200.0	500.0	700.0	1,000.0	1,000.0	500.0	5,900.0
09/10	500,000	2.0	1,000.0	2,600.0	500.0	700.0	1,000.0	1,000.0	500.0	6,300.0
10/11	500,000	3.0	1,500.0	3,000.0	500.0	700.0	1,000.0	1,000.0	500.0	6,700.0
11/12	500,000	3.0	1,500.0	3,800.0	500.0	700.0	1,000.0	1,000.0	500.0	7,500.0
12/13	500,000	3.0	1,500.0	4,600.0	500.0	700.0	1,000.0	1,000.0	500.0	8,300.0
13/14	500,000	3.0	1,500.0	5,400.0	500.0	700.0	1,000.0	1,000.0	500.0	9,100.0
14/15	500,000	3.0	1,500.0	6,200.0	500.0	700.0	1,000.0	1,000.0	500.0	9,900.0
15/16	500,000	5.0	2,500.0	7,000.0	500.0	700.0	1,000.0	1,000.0	500.0	10,700.0

YEAR	Pupil-Related, School-Related and Other Administrative Expenditures							Total Recurrent Expenditure ('000)		
	Pupils	Schools	Pup.-Related exp./pupil (\$)	Sch.-Related exp./sch. (\$)	Other Admin Exp. ('000)	Growth Rate	Total ('000 US\$)	Day Care	Preschool	Total
98/99	1,256,205	4,704	5.0	33.0	100.0	0.0%	6,536.3	8,402.6	22,318	30,720.3
99/00	1,170,008	4,312	5.0	33.0	100.0	0.0%	6,092.3	7,423.3	22,022	29,445.2
00/01	1,168,493	4,321	5.0	33.0	100.0	0.0%	6,085.1	7,665.2	23,389	31,054.6
01/02	938,676	3,535	5.0	33.0	100.0	0.0%	4,910.0	6,077.2	21,429	27,506.7
02/03	907,422	3,535	5.0	33.0	100.0	0.0%	4,753.8	8,059.4	28,721	36,780.0
03/04	962,116	3,706	6.7	41.3	100.0	0.0%	6,667.3	11,630.2	35,926	47,556.2
04/05	1,017,045	3,947	8.3	49.7	100.0	0.0%	8,771.4	15,180.1	42,927	58,107.6
05/06	1,079,500	4,210	7.0	58.0	100.0	0.0%	7,900.7	18,859.0	50,096	68,954.5
06/07	1,109,572	4,315	7.6	66.4	100.0	0.0%	8,819.3	19,960.2	56,277	76,237.4
07/08	1,136,270	4,406	8.2	74.8	100.0	0.0%	9,747.0	21,008.5	62,826	83,834.5
08/09	1,159,773	4,484	8.8	83.2	100.0	0.0%	10,679.1	21,924.3	69,750	91,674.4
09/10	1,180,697	4,552	9.4	91.6	100.0	0.0%	11,615.5	22,751.8	77,059	99,811.1
10/11	1,198,917	4,610	10.0	100.0	100.0	0.0%	12,550.2	24,198.6	86,788	110,987.0
11/12	1,192,594	4,610	11.0	120.0	100.0	0.0%	13,771.7	25,875.0	95,375	121,250.3
12/13	1,186,211	4,610	12.0	140.0	100.0	0.0%	14,979.9	27,429.6	104,579	132,008.4
13/14	1,181,996	4,610	13.0	160.0	100.0	0.0%	16,203.5	28,693.3	114,741	143,434.1
14/15	1,182,271	4,610	14.0	180.0	100.0	0.0%	17,481.6	29,551.6	126,283	155,834.8
15/16	1,184,250	4,610	15.0	200.0	100.0	0.0%	18,785.8	29,957.5	140,046	170,003.5

Note: Pupil-related expenditures include toys, games, workbooks, drawing books, etc.

**CAPITAL EXPENDITURE SUB-MODEL: PUBLIC SCHOOLS (ECCE)**

4.1 (Class)room Requirement in Day Care Centers and Construction Expenditure ('000)									
YEAR	Children Groups (Class)	Classes per Classrooms	Classrooms Needed	Obsolete Classrooms		Available Classrooms	Required New Classrooms	Construction Exp.	
				% of Total	Number			per room	Total ('000)
98/99	10,497	1.44	7,299	2.7%	200	7,299	0	5.00	0.0
99/00	8,996	1.25	7,214	2.8%	200	7,099	115	5.00	575.0
00/01	9,564	1.18	8,134	2.5%	200	7,014	1,120	5.00	5,600.0
01/02	6,568	1.20	5,453	3.7%	200	7,934	0	5.00	0.0
02/03	6,222	1.20	5,166	3.7%	189	7,734	0	5.00	0.0
03/04	7,510	1.20	6,235	3.7%	229	7,545	0	5.00	0.0
04/05	8,637	1.20	7,171	3.7%	263	7,316	0	5.00	0.0
05/06	9,606	1.20	7,975	3.7%	292	7,053	922	5.00	4,610.0
06/07	9,407	1.20	7,810	3.7%	286	7,683	127	5.00	635.0
07/08	9,161	1.20	7,606	3.7%	279	7,524	82	5.00	410.0
08/09	8,862	1.20	7,358	3.7%	270	7,327	31	5.00	155.0
09/10	8,538	1.20	7,089	3.7%	260	7,088	1	5.00	5.0
10/11	8,214	1.20	6,820	3.7%	250	6,829	0	5.00	0.0
11/12	7,968	1.20	6,615	3.7%	243	6,579	36	5.00	180.0
12/13	7,672	1.20	6,370	3.7%	234	6,372	0	5.00	0.0
13/14	7,296	1.20	6,057	3.7%	222	6,138	0	5.00	0.0
14/15	6,836	1.20	5,676	3.7%	208	5,916	0	5.00	0.0
15/16	6,290	1.20	5,222	3.7%	192	5,708	0	5.00	0.0

4.2 Classroom Requirement in Preschools and Construction Expenditure ('000)									
YEAR	Pre-school Classes	Classes per Classrooms	Classrooms Needed	Obsolete Classrooms		Available Classrooms	Required New Classrooms	Classroom Construction Exp.	
				% of Total	Number			per Cls.room	Total ('000)
98/99	41,513	1.32	31,562	1.0%	300	31,562	0	5.50	0.0
99/00	38,698	1.18	32,736	0.9%	300	31,262	1,474	5.50	8,107.0
00/01	41,013	1.21	33,840	0.9%	300	32,436	1,404	5.50	7,722.0
01/02	33,025	1.28	25,893	1.2%	300	33,540	0	5.50	0.0
02/03	32,041	1.28	25,122	1.2%	291	33,240	0	5.50	0.0
03/04	33,470	1.28	26,242	1.2%	304	32,949	0	5.50	0.0
04/05	35,008	1.28	27,448	1.2%	318	32,645	0	5.50	0.0
05/06	36,943	1.28	28,965	1.2%	336	32,327	0	5.50	0.0
06/07	38,299	1.28	30,028	1.2%	348	31,991	0	5.50	0.0
07/08	39,553	1.28	31,011	1.2%	359	31,643	0	5.50	0.0
08/09	40,714	1.28	31,922	1.2%	370	31,284	638	5.50	3,509.0
09/10	41,790	1.28	32,765	1.2%	380	31,552	1,213	5.50	6,671.5
10/11	42,760	1.28	33,526	1.2%	388	32,385	1,141	5.50	6,275.5
11/12	42,709	1.28	33,486	1.2%	388	33,138	348	5.50	1,914.0
12/13	42,685	1.28	33,467	1.2%	388	33,098	369	5.50	2,029.5
13/14	42,795	1.28	33,553	1.2%	389	33,079	474	5.50	2,607.0
14/15	43,136	1.28	33,820	1.2%	392	33,164	656	5.50	3,608.0
15/16	43,596	1.28	34,181	1.2%	396	33,428	753	5.50	4,141.5

4.3 Major Repair of School and Rehabilitation of Furniture & Facilities Construction/Upgrading of Standard Preschools										
YEAR	% of Schools to Repair	Expenditure per School	Total Expenditure for		Number of Schools	Construction exp. / school	Total Expend. ('000)	Total Capital Expenditure ('000) for		
			Day Care	Presch.				Day Care	Presch.	Total
98/99	5.0%	5.0	386.4	789.6	1	70.0	70.0	386.4	859.6	1,246.0
99/00	5.0%	5.0	333.4	744.6	1	70.0	70.0	908.4	8,921.6	9,830.0
00/01	5.0%	5.0	341.8	738.5	1	70.0	70.0	5,941.8	8,530.5	14,472.3
01/02	5.0%	5.0	265.4	618.4	10	70.0	700.0	265.4	1,318.4	1,583.8
02/03	5.0%	5.0	225.6	658.1	80	70.0	5,600.0	225.6	6,258.1	6,483.8
03/04	5.0%	5.0	294.4	632.1	150	70.0	10,500.0	294.4	11,132.1	11,426.5
04/05	5.0%	5.0	365.9	620.8	200	70.0	14,000.0	365.9	14,620.8	14,986.8
05/06	5.0%	5.0	434.4	618.1	250	70.0	17,500.0	5,044.4	18,118.1	23,162.5
06/07	5.0%	5.0	440.2	638.5	250	70.0	17,500.0	1,075.2	18,138.5	19,213.8
07/08	5.0%	5.0	442.6	658.9	250	70.0	17,500.0	852.6	18,158.9	19,011.5
08/09	5.0%	5.0	441.3	679.7	220	70.0	15,400.0	596.3	19,588.7	20,185.0
09/10	5.0%	5.0	437.9	700.1	200	70.0	14,000.0	442.9	21,371.6	21,814.5
10/11	5.0%	5.0	433.2	719.3	200	70.0	14,000.0	433.2	20,994.8	21,428.0
11/12	5.0%	5.0	424.2	728.3	200	70.0	14,000.0	604.2	16,642.3	17,246.5
12/13	5.0%	5.0	413.3	739.2	200	70.0	14,000.0	413.3	16,768.7	17,182.0
13/14	5.0%	5.0	399.5	753.0	200	70.0	14,000.0	399.5	17,360.0	17,759.5
14/15	5.0%	5.0	382.6	769.9	200	70.0	14,000.0	382.6	18,377.9	18,760.5
15/16	5.0%	5.0	362.5	790.0	200	70.0	14,000.0	362.5	18,931.5	19,294.0

**EFA-Plan - SCENARIO**

Projection of the functioning of the basic education system until 2015-2016, taking into account the base situation in 2001/02, on-going developments and improvements initiated through National EFA Plan implementation.

**FORMAL BASIC (Primary + Lower Secondary) EDUCATION**

**Underlying assumption:** Basic education (9 years) comprises primary (5 years) and lower secondary (4 years).  
Basic education remains overwhelmingly public with a small emerging non-public subsector.

**Objectives:**

- A. Continue providing necessary resources for a proper functioning of basic (primary & lower secondary) education.  
B. Further developing basic education with the following objectives:
- 1) Access to affordable, quality primary and lower secondary education for all children
  - 2) All children complete full 9-grade cycle of basic (primary and lower secondary) education
  - 3) High level of quality and of learning achievements
  - 4) Strengthened management at all levels
  - 5) Reform and development of basic education

**Targets to be reached during the plan period in order to attain the objectives:**

- 1 At least 250 new prim.schools built every year up to 2005&100 built every year up to 2010 in remote, eth. minority & needy areas, to achieve UPE  
At least 100 new lower secondary schools built every year to achieve ULSE; in 30 provinces by 2005 and all provinces by 2010
- 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  
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
- 3 70% of the previous years' dropouts in primary grades reintegrated by 2010 and up to 95% by 2015  
65% of the previous years' dropouts in lower secondary grades reintegrated by 2010 and up to 90% by 2015
- 4 All teachers receive 30-days in-service training per year from 2003; all teachers meet national standards by 2010
- 5 All teachers receive "teaching guide" for specific grade-subject every year
- 6 Basic education teachers receive postgraduate scholarships, science and special IT training
- 7 Salary and allowances of teachers and staff will be in line with socio-economic growth and government salary policies
- 8 Continuously improved curriculum, teaching methods, textbooks and establish continuous assessment system
- 9 All primary students have access to a full set of free textbooks: in disadvantaged areas by 2005; all areas by 2015  
30% of lower secondary school students have access to a full set of free textbooks
- 10 Primary level pupil-related and school-related expenditures increased to US\$ 15 per pupil and US\$ 400 per school by 2015  
Lower secondary level pupil-related and school-related expenditures increased to US\$ 25 per pupil and US\$ 600 per school by 2015
- 11 All temporary classrooms replaced by solid structures by 2010 with priority to disaster prone areas
- 12 Full-day schooling implemented in all schools by 2015
- 13 Pupil class-contact hours increased to international level (900 hours for primary & 1,200 for lower secondary level per school year) by 2015
- 14 EMIS, GIS and decentralize management fully functioning by 2010
- 15 Quality private schools operating throughout the country

**Note:**

- \* Base year data are for 2001/2002.
- \* First projection year is 2002/2003 and the projection period is 2002/2003 - 2015/2016.
- \* All baseline data, all assumptions and all projections used in this model are for the country as a whole.
- \* For EFA planning in a particular province, all baseline data (1998/99-2001/02) must be replaced with the real provincial data, and all assumptions and targets must be checked for validity and adapted.

**Principal Sources of Information:**

- \* Demographic data are based on the population census and projections made by the General Statistics Office (GSO).
- \* Enrolment and all other school related data come from the Education Management Information Center, Ministry of Education and Training.
- \* Financial and expenditure data are provided by the Planning and Finance Department, Ministry of Education and Training
- \* Data gaps are filled by various documents of projects, surveys, studies and project preparation of Ministry of Education and Training.



PRINCIPAL VARIABLES	
INDEPENDENT VARIABLES (DECISION VARIABLES)	DEPENDENT VARIABLES (RESULT VARIABLES)
<p><b>PUPILS</b></p> <ul style="list-style-type: none"> <li>- Population aged 6, 6-10 and 11-14 (by sex F and M)</li> <li>- Admission rate to grade 1 (by sex F and M)</li> <li>- % new entrants going to public and non-public schools (by sex F and M)</li> <li>- Student flow rates (promotion and repetition rates) for public and non-public schools (by sex F and M)</li> <li>- Net transfers between public and non-public schools (by sex F and M)</li> </ul>	<p><b>PUPILS</b></p> <ul style="list-style-type: none"> <li>- Admissions to G-1 to public and non-public schools (by sex F and M)</li> <li>- Dropout rates (by sex F and M)</li> <li>- Enrolment by grade for gvt. and non-public schools (by sex F and M)</li> <li>- Gross Enrolment Ratios (GER) for primary and lower secondary education (by sex F and M)</li> <li>- Graduates from primary and lower secondary schools (by sex F and M)</li> </ul>
<p><b>TEACHERS (IN PUBLIC SCHOOLS)</b></p> <ul style="list-style-type: none"> <li>- Pupil-class ratio (class size) by grade</li> <li>- Teacher-class ratio</li> <li>- Administrators, technicians and other non-teaching staff per class (ratio)</li> <li>- Attrition rates of teaching and non-teaching staff</li> </ul>	<p><b>TEACHERS (IN PUBLIC SCHOOLS)</b></p> <ul style="list-style-type: none"> <li>- Classes (group of students) needed by grade</li> <li>- Teaching staff required, by category (teacher, administrator, technician)</li> <li>- Non-teaching staff needed</li> <li>- Teaching and non-teaching staff to be recruited</li> </ul>
<p><b>RECURRENT EXPENDITURE: PUBLIC SCHOOLS ONLY (in US\$ at mid-2002 prices)</b></p> <ul style="list-style-type: none"> <li>- Average monthly salary and allowances by category of staff</li> <li>- Expenditure per in-service teacher training trainee</li> <li>- Textbook expenditure per pupil by Grade</li> <li>- Non-textbook expenditures per pupil by level</li> <li>- Expenditure on special programs and projects</li> <li>- Salary scale of Ministry, province and district office staff</li> <li>- Growth rate of non-salary expenditures</li> </ul>	<p><b>RECURRENT EXPENDITURE: PUBLIC SCHOOLS ONLY (in US\$ at mid-2002 prices)</b></p> <ul style="list-style-type: none"> <li>- Total salary expenditure for school staff</li> <li>- Expenditure on textbook and other pupil-related expenditures</li> <li>- Expenditure for in-service training</li> <li>- Unit cost (per pupil expenditure)</li> <li>- Composition of unit pupil expenditure</li> <li>- Salary and non-salary expenditures of Ministry, Province &amp; District offices</li> <li>- Total recurrent expenditure</li> </ul>
<p><b>CAPITAL EXPENDITURE: PUBLIC SCHOOLS ONLY (in US\$ at mid-2002 prices)</b></p> <ul style="list-style-type: none"> <li>- Percentage of classrooms using double-shifts</li> <li>- Standard construction cost per classroom</li> <li>- Percentage of classrooms needing major repair</li> <li>- Average expenditure for major repair of a classroom</li> <li>- Number of schools without laboratory, library and computers</li> <li>- Standard cost of equipping a school with laboratory, library, computers and other facilities</li> <li>- Number of classrooms with obsolete furniture</li> </ul>	<p><b>CAPITAL EXPENDITURE: PUBLIC SCHOOLS ONLY (in US\$ at mid-2002 prices)</b></p> <ul style="list-style-type: none"> <li>- Classrooms needed</li> <li>- Additional classrooms to be built and total expenditure needed</li> <li>- Total expenditure for equipping schools with laboratory, library and computers</li> <li>- Total capital expenditure</li> <li>- Total public education expenditure</li> </ul>

**The following notions are used in this model:**

Dependent variables (result variables)	Independent variables (decision variables)
<input type="text" value="1,234"/> Baseline data	<input type="text" value="100.0%"/> Target to be set
<input type="text" value="1,234"/> Calculation results	<input type="text" value="99.0%"/> Intermediate/final target in interpolation
<input type="text" value="1234.0"/> Dependent variable (beginning of interpolation)	<input type="text" value="103.5%"/> Linearly interpolated target value
<input type="text" value="1,234"/> Data imported from other component model	

The design of the model and analysis and projections have been carried out by Mr. Nyan Myint, UNESCO-consultant and Dr. Klaus Bahr, World Bank-consultant.

Valuable assistance was obtained from the members of the National EFA Plan Preparation Task Force of MoET and staff members of the International EFA Support Team of UNESCO-Hanoi

<b>SUMMARY OF BASIC (PRIMARY AND LOWER SECONDARY) EDUCATION</b>
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**Base year for the projection is 2001/02.**

**- ENROLMENT:**

S.1 YEAR	Enrolment In Primary Education (Grades 1-5)				Enrolment In Lower Secondary Education (Grades 6-9)				Basic Education	
	Non-Public	Public	Total	GER	Non-Public	Public	Total	GER	Total	GER
98/99	31,678	10,218,536	10,250,214	113.5%	236,594	5,328,294	5,564,888	78.2%	15,815,102	97.9%
99/00	30,595	10,032,430	10,063,025	112.2%	202,617	5,564,681	5,767,298	80.3%	15,830,323	98.0%
00/01	27,490	9,723,941	9,751,431	109.9%	186,336	5,731,817	5,918,153	82.1%	15,669,584	97.4%
01/02	31,662	9,305,251	9,336,913	106.8%	168,866	6,085,388	6,254,254	86.7%	15,591,167	97.7%
02/03	32,272	8,894,368	8,926,640	104.1%	162,715	6,256,713	6,419,428	89.3%	15,346,068	97.3%
03/04	33,271	8,549,574	8,582,845	102.5%	160,600	6,277,508	6,438,108	90.0%	15,020,953	96.7%
04/05	34,092	8,181,745	8,215,837	101.0%	163,183	6,290,504	6,453,687	90.9%	14,669,524	96.3%
05/06	35,145	7,911,452	7,946,597	100.9%	170,299	6,108,660	6,278,959	89.5%	14,225,556	95.5%
06/07	40,154	7,713,706	7,753,860	101.1%	174,730	5,946,298	6,121,028	88.8%	13,874,888	95.3%
07/08	49,328	7,560,164	7,609,492	101.4%	179,090	5,832,284	6,011,374	89.1%	13,620,866	95.5%
08/09	62,599	7,450,214	7,512,813	101.5%	183,444	5,690,730	5,874,174	89.4%	13,386,987	95.8%
09/10	80,005	7,387,891	7,467,896	101.6%	187,939	5,594,624	5,782,563	90.8%	13,250,459	96.6%
10/11	101,542	7,364,607	7,466,149	101.7%	192,268	5,513,488	5,705,756	92.6%	13,171,905	97.5%
11/12	127,671	7,339,818	7,467,489	101.7%	200,634	5,461,728	5,662,362	94.3%	13,129,851	98.4%
12/13	158,120	7,306,413	7,464,533	101.8%	212,922	5,440,838	5,653,760	95.8%	13,118,293	99.1%
13/14	192,739	7,263,592	7,456,331	101.8%	229,080	5,455,732	5,684,812	97.2%	13,141,143	99.7%
14/15	231,424	7,210,172	7,441,596	101.7%	249,127	5,500,321	5,749,448	98.3%	13,191,044	100.2%
15/16	274,744	7,157,622	7,432,366	101.6%	270,343	5,544,441	5,814,784	99.5%	13,247,150	100.6%

**- GRADUATES:**

S.2 YEAR	Primary Graduates (Grade 5)			Lower Secondary Graduates (Grade 9)			% Enrolment In Non-public	
	Non-Public	Public	Total	Non-Public	Public	Total	Primary	Lower Sec.
98/99	4,879	1,630,666	1,635,545	47,809	1,009,950	1,057,759	0.3%	4.3%
99/00	4,738	1,645,475	1,650,213	44,804	1,071,679	1,116,483	0.3%	3.5%
00/01	4,463	1,790,776	1,795,239	37,334	1,094,809	1,132,143	0.3%	3.1%
01/02	6,139	1,759,658	1,765,797	33,972	1,199,437	1,233,409	0.3%	2.7%
02/03	5,862	1,665,096	1,670,958	31,844	1,264,810	1,296,654	0.4%	2.5%
03/04	6,116	1,667,356	1,673,472	29,060	1,313,917	1,342,977	0.4%	2.5%
04/05	5,999	1,560,423	1,566,422	25,062	1,439,089	1,464,151	0.4%	2.5%
05/06	6,563	1,514,536	1,521,099	29,752	1,415,142	1,444,894	0.4%	2.7%
06/07	6,746	1,488,278	1,495,024	31,443	1,372,618	1,404,061	0.5%	2.9%
07/08	6,878	1,459,077	1,465,955	33,104	1,398,818	1,431,922	0.6%	3.0%
08/09	6,962	1,422,737	1,429,699	34,618	1,342,698	1,377,316	0.8%	3.1%
09/10	7,075	1,393,398	1,400,473	36,563	1,321,018	1,357,581	1.1%	3.3%
10/11	11,205	1,398,737	1,409,942	38,388	1,317,132	1,355,520	1.4%	3.4%
11/12	15,471	1,407,497	1,422,968	40,221	1,310,926	1,351,147	1.7%	3.5%
12/13	19,741	1,414,274	1,434,015	42,078	1,296,211	1,338,289	2.1%	3.8%
13/14	24,010	1,418,909	1,442,919	44,009	1,284,077	1,328,086	2.6%	4.0%
14/15	28,297	1,422,660	1,450,957	49,010	1,299,845	1,348,855	3.1%	4.3%
15/16	36,741	1,421,755	1,458,496	54,750	1,321,206	1,375,956	3.7%	4.6%

**- TEACHERS (Public Schools Only):**

S.3 YEAR	Teachers Needed, Pupil-Teacher Ratio and Non-Teaching Staff										
	Primary Education					Lower Secondary Education				New Teacher Recruitment	
	Teachers	P:T Ratio	Total Staff	Non tchg.Staff	Teachers	P:T Ratio	Total Staff	Non tchg.Staff	Primary	Lower Sec.	
98/99	335,546	30.5	393,637	58,091	189,558	28.1	223,954	34,396	8,711	7,000	
99/00	339,626	29.5	400,696	61,070	203,725	27.3	242,043	38,318	10,791	17,958	
00/01	346,542	28.1	410,199	63,657	220,240	26.0	258,683	38,443	13,709	20,590	
01/02	353,137	26.4	420,159	67,022	238,049	25.6	279,005	40,956	13,526	22,214	
02/03	337,729	26.3	405,823	68,094	246,497	25.4	288,081	41,584	0	13,209	
03/04	324,783	26.3	393,944	69,161	249,084	25.2	291,299	42,215	0	7,517	
04/05	311,057	26.3	381,281	70,224	251,206	25.0	294,057	42,851	0	7,104	
05/06	299,565	26.4	370,846	71,281	245,453	24.9	288,943	43,490	0	0	
06/07	290,997	26.5	362,612	71,615	240,818	24.7	284,815	43,997	0	274	
07/08	284,229	26.6	356,177	71,948	238,004	24.5	282,512	44,508	0	2,002	
08/09	279,154	26.7	351,432	72,278	233,948	24.3	278,970	45,022	610	704	
09/10	275,828	26.8	348,434	72,606	231,741	24.1	277,278	45,537	2,257	2,472	
10/11	273,899	26.9	346,453	72,554	230,105	24.0	275,932	45,827	3,588	2,999	
11/12	273,520	26.8	346,020	72,500	230,604	23.7	276,720	46,116	5,099	5,101	
12/13	272,809	26.8	345,255	72,446	232,349	23.4	278,755	46,406	4,759	6,357	
13/14	271,734	26.7	344,125	72,391	235,650	23.2	282,347	46,697	4,381	7,948	
14/15	270,248	26.7	342,585	72,337	240,291	22.9	287,280	46,989	3,949	9,354	
15/16	268,820	26.6	341,102	72,282	244,962	22.6	292,244	47,282	3,977	9,477	

ANNEX IV: The Viet Nam Analysis and Projection Model (VNEFAPM)

- EXPENDITURE (Public Schools Only):

S.4	Primary Level ('000)					Lower Secondary ('000)				
	Total Recur.	Salaries	Capital	Total (million US\$)	Of which Comm. Contribution	Total Recur.	Salaries	Capital	Total (million US\$)	Of which Comm. Contribution
98/99	274,387	211,779	67,008	341.4	66.5	207,805	149,673	58,885	266.7	74.9
99/00	284,013	218,444	84,901	368.9	81.1	224,544	163,762	62,691	287.2	76.0
00/01	297,019	227,262	74,479	371.5	77.4	241,529	178,721	63,020	304.5	71.3
01/02	303,621	235,692	63,174	366.8	68.3	262,144	195,749	91,370	353.5	88.6
02/03	385,545	315,737	69,855	455.4	57.7	354,577	280,442	57,739	412.3	51.8
03/04	435,731	345,794	104,573	540.3	29.9	412,426	320,646	98,448	510.9	58.4
04/05	474,141	373,228	108,044	582.2	26.6	466,559	361,920	103,563	570.1	60.6
05/06	516,835	400,874	116,209	633.0	23.7	509,429	393,360	111,113	620.5	61.2
06/07	548,574	421,223	110,056	658.6	20.8	541,233	416,692	113,562	654.8	60.5
07/08	589,843	450,819	126,686	716.5	18.1	591,120	450,710	119,400	710.5	61.3
08/09	634,116	481,202	132,529	766.6	15.6	636,826	481,463	114,090	750.9	61.7
09/10	680,130	512,677	136,908	817.0	13.3	685,110	514,072	120,732	805.8	62.5
10/11	746,279	562,257	133,201	879.5	11.0	752,730	563,801	116,030	868.8	61.3
11/12	806,456	608,555	133,671	940.1	8.8	817,473	612,079	109,755	927.2	61.3
12/13	848,158	636,454	146,059	994.2	6.6	861,185	644,682	105,614	966.8	63.0
13/14	883,973	658,365	157,126	1,041.1	4.4	898,518	675,668	112,994	1,011.5	64.9
14/15	937,370	698,056	162,484	1,099.9	2.2	962,289	730,971	119,707	1,082.0	67.2
15/16	989,742	736,552	166,736	1,156.5	0.0	1,025,883	786,214	124,347	1,150.2	69.4

S.5	Unit Cost (Public Recurrent Expenditure Per Pupil; US\$)									Community Contribution as % of Overall Exp.	
	Primary Level				Lower Secondary Level					Primary	L.Secondary
YEAR	Exp./Pupll	Index	Exp./Grad.	Index	Exp./Pupll	Index	Exp./Grad.	Index			
98/99	28	82.4%	168	97.5%	39	90.5%	206	94.1%	16.3%	21.9%	
99/00	30	86.8%	173	100.0%	40	93.7%	210	95.9%	18.0%	20.9%	
00/01	32	93.6%	166	96.1%	42	97.8%	221	100.9%	17.2%	19.0%	
01/02	34	100.0%	173	100.0%	43	100.0%	219	100.0%	15.7%	20.0%	
02/03	45	132.1%	232	134.2%	57	131.6%	280	128.3%	11.2%	11.2%	
03/04	53	154.8%	261	151.5%	66	152.5%	314	143.6%	5.2%	10.3%	
04/05	60	175.6%	304	176.1%	74	172.2%	324	148.3%	4.4%	9.6%	
05/06	67	197.5%	341	197.8%	83	193.6%	360	164.7%	3.6%	9.0%	
06/07	73	214.8%	369	213.6%	91	211.3%	394	180.4%	3.1%	8.5%	
07/08	80	235.3%	404	234.3%	101	235.3%	423	193.4%	2.5%	7.9%	
08/09	87	256.4%	446	258.3%	112	259.8%	474	217.0%	2.0%	7.6%	
09/10	94	277.0%	488	282.9%	122	284.3%	519	237.3%	1.6%	7.2%	
10/11	104	304.4%	534	309.2%	137	316.9%	571	261.5%	1.2%	6.6%	
11/12	112	329.8%	573	332.1%	150	347.4%	624	285.3%	0.9%	6.2%	
12/13	119	348.4%	600	347.6%	158	367.4%	664	304.0%	0.7%	6.1%	
13/14	124	365.2%	623	361.1%	165	382.3%	700	320.2%	0.4%	6.0%	
14/15	133	390.0%	659	381.9%	175	406.1%	740	338.7%	0.2%	5.8%	
15/16	141	414.8%	696	403.5%	185	429.5%	776	355.3%	0.0%	5.7%	

Note: Including Gv budget + donors + community contribution

- INTERNAL EFFICIENCY (Public Schools Only)

S.6	Total Years of Study by the Cohort: Primary					Lower Secondary			
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	1,072	963	910	876	808	1,033	937	858	792
99/00	1,063	968	915	880	822	1,032	931	852	782
00/01	1,057	979	937	908	861	1,026	942	872	810
01/02	1,054	981	941	913	868	1,025	947	879	819
02/03	1,051	982	944	918	874	1,025	951	886	829
03/04	1,048	984	948	922	881	1,025	955	894	838
04/05	1,044	985	951	927	888	1,024	959	901	848
05/06	1,041	987	955	932	894	1,024	963	908	858
06/07	1,038	988	958	937	901	1,024	967	916	867
07/08	1,035	989	962	942	908	1,023	971	923	877
08/09	1,032	991	966	946	915	1,023	975	931	887
09/10	1,028	992	969	951	921	1,023	979	938	897
10/11	1,025	993	973	956	928	1,022	983	946	907
11/12	1,022	995	976	961	935	1,022	987	953	917
12/13	1,019	996	979	966	942	1,021	991	961	927
13/14	1,016	997	983	970	949	1,021	996	968	938
14/15	1,013	999	986	975	955	1,021	1,000	976	948
15/16	1,010	1,000	990	980	962	1,020	1,004	984	958

S.7 YEAR	Promotion of the Cohort: Primary					Lower Secondary			
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	1,000	930	887	853	804	1,000	918	846	786
99/00	1,000	939	896	862	819	1,000	913	841	777
00/01	1,000	954	921	894	859	1,000	929	863	806
01/02	1,000	957	925	899	866	1,000	933	870	816
02/03	1,000	959	929	904	873	1,000	938	877	825
03/04	1,000	962	933	909	879	1,000	942	885	835
04/05	1,000	964	937	914	886	1,000	946	892	844
05/06	1,000	967	941	919	893	1,000	950	899	854
06/07	1,000	969	945	924	899	1,000	954	906	864
07/08	1,000	971	949	929	906	1,000	958	914	873
08/09	1,000	974	953	934	913	1,000	962	921	883
09/10	1,000	976	956	939	919	1,000	966	929	893
10/11	1,000	978	960	945	926	1,000	970	936	903
11/12	1,000	981	964	950	933	1,000	974	943	913
12/13	1,000	983	968	955	940	1,000	978	951	923
13/14	1,000	985	972	960	947	1,000	982	958	933
14/15	1,000	988	976	965	953	1,000	986	966	944
15/16	1,000	990	980	970	960	1,000	990	974	954

S.8 YEAR	Average Number of Years Spent: Primary					Lower Secondary			
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	1.07	1.04	1.03	1.03	1.00	1.03	1.02	1.01	1.01
99/00	1.06	1.03	1.02	1.02	1.00	1.03	1.02	1.01	1.01
00/01	1.06	1.03	1.02	1.02	1.00	1.03	1.01	1.01	1.00
01/02	1.05	1.02	1.02	1.02	1.00	1.03	1.01	1.01	1.00
02/03	1.05	1.02	1.02	1.02	1.00	1.03	1.01	1.01	1.00
03/04	1.05	1.02	1.02	1.01	1.00	1.02	1.01	1.01	1.00
04/05	1.04	1.02	1.02	1.01	1.00	1.02	1.01	1.01	1.00
05/06	1.04	1.02	1.02	1.01	1.00	1.02	1.01	1.01	1.00
06/07	1.04	1.02	1.01	1.01	1.00	1.02	1.01	1.01	1.00
07/08	1.03	1.02	1.01	1.01	1.00	1.02	1.01	1.01	1.00
08/09	1.03	1.02	1.01	1.01	1.00	1.02	1.01	1.01	1.00
09/10	1.03	1.02	1.01	1.01	1.00	1.02	1.01	1.01	1.00
10/11	1.03	1.02	1.01	1.01	1.00	1.02	1.01	1.01	1.00
11/12	1.02	1.01	1.01	1.01	1.00	1.02	1.01	1.01	1.00
12/13	1.02	1.01	1.01	1.01	1.00	1.02	1.01	1.01	1.00
13/14	1.02	1.01	1.01	1.01	1.00	1.02	1.01	1.01	1.00
14/15	1.01	1.01	1.01	1.01	1.00	1.02	1.01	1.01	1.00
15/16	1.01	1.01	1.01	1.01	1.00	1.02	1.01	1.01	1.00

S.9 YEAR	Primary Education					Lower Secondary Education				Basic Ed. Grade 9 Graduate as % G-1 Intake
	Repetition Rate for Grades 1 to 5	Survival Rate to Grade 5	Primary Graduates as % G-1 Intake	Pupil-years Invested for Prim. Grads.	Coefficient of Internal Efficiency	Survival Rate from G-1 to G-9	L.Sec. Graduates as % G-6 Intake	Pupil-years Invested for G-9 Grads.	Coefficient of Internal Efficiency	
98/99	3.3%	80.4%	72.8%	6.36	78.6%	57.2%	72.4%	5.00	80.0%	52.7%
99/00	2.8%	81.9%	74.3%	6.26	79.9%	57.7%	72.3%	4.97	80.4%	53.7%
00/01	2.3%	85.9%	79.6%	5.96	83.9%	64.2%	76.8%	4.75	84.1%	61.1%
01/02	2.2%	86.6%	80.5%	5.91	84.6%	65.7%	77.8%	4.72	84.8%	62.6%
02/03	2.1%	87.3%	81.5%	5.86	85.4%	67.2%	78.8%	4.68	85.4%	64.2%
03/04	2.0%	87.9%	82.4%	5.80	86.2%	68.8%	79.8%	4.65	86.0%	65.8%
04/05	1.9%	88.6%	83.4%	5.75	86.9%	70.4%	80.9%	4.61	86.7%	67.4%
05/06	1.8%	89.3%	84.3%	5.70	87.7%	72.0%	81.9%	4.58	87.3%	69.1%
06/07	1.7%	89.9%	85.3%	5.65	88.4%	73.6%	83.0%	4.55	88.0%	70.8%
07/08	1.6%	90.6%	86.3%	5.61	89.2%	75.3%	84.1%	4.51	88.6%	72.5%
08/09	1.5%	91.3%	87.2%	5.56	90.0%	77.0%	85.1%	4.48	89.2%	74.3%
09/10	1.4%	91.9%	88.2%	5.51	90.7%	78.8%	86.2%	4.45	89.9%	76.1%
10/11	1.3%	92.6%	89.2%	5.46	91.5%	80.6%	87.3%	4.42	90.5%	77.9%
11/12	1.2%	93.3%	90.2%	5.42	92.3%	82.4%	88.4%	4.39	91.2%	79.8%
12/13	1.1%	94.0%	91.2%	5.37	93.1%	84.2%	89.5%	4.36	91.8%	81.7%
13/14	1.0%	94.7%	92.3%	5.33	93.8%	86.1%	90.7%	4.33	92.5%	83.6%
14/15	0.9%	95.3%	93.3%	5.28	94.6%	88.0%	91.8%	4.30	93.1%	85.6%
15/16	0.8%	96.0%	94.3%	5.24	95.4%	90.0%	93.0%	4.27	93.8%	87.7%

**PUPIL SUB-MODEL: BASIC EDUCATION (PRIMARY AND LOWER SECONDARY)**

1.1	Demographic Data: Population					
	Age 6		Age Group 6-10		Age Group 11-14	
	YEAR	Number	Growth Rate	Number	Growth Rate	Number
98/99	1,790,813		9,032,620		7,115,566	
99/00	1,764,099	-1.49%	8,968,430	-0.71%	7,177,882	0.88%
00/01	1,731,258	-1.86%	8,874,386	-1.05%	7,207,671	0.42%
01/02	1,688,710	-2.46%	8,744,670	-1.46%	7,209,949	0.03%
02/03	1,637,646	-3.02%	8,576,114	-1.93%	7,191,219	-0.26%
03/04	1,583,495	-3.31%	8,370,760	-2.39%	7,155,721	-0.49%
04/05	1,523,865	-3.77%	8,132,580	-2.85%	7,096,635	-0.83%
05/06	1,476,144	-3.13%	7,879,597	-3.11%	7,011,715	-1.20%
06/07	1,475,879	-0.02%	7,668,885	-2.67%	6,896,613	-1.64%
07/08	1,474,887	-0.07%	7,508,086	-2.10%	6,747,932	-2.16%
08/09	1,473,382	-0.10%	7,399,684	-1.44%	6,571,983	-2.61%
09/10	1,471,383	-0.14%	7,348,571	-0.69%	6,369,377	-3.08%
10/11	1,470,323	-0.07%	7,343,847	-0.06%	6,161,501	-3.26%
11/12	1,470,121	-0.01%	7,339,190	-0.06%	6,003,908	-2.56%
12/13	1,468,897	-0.08%	7,334,301	-0.07%	5,898,908	-1.75%
13/14	1,465,990	-0.20%	7,328,007	-0.09%	5,851,404	-0.81%
14/15	1,460,889	-0.35%	7,318,606	-0.13%	5,849,151	-0.04%
15/16	1,468,201	0.50%	7,317,583	-0.01%	5,846,112	-0.05%

Note: EFA population projection. Base population is obtained from the 1999 Population Census.

1.2	New Entrants and Admission Rate			% New Entrants to Gvt. Schools	% New Entrants to Non-Public Sch.	New Entrants to		
	YEAR	Admission Rate	New Entrants			Public Schools	Non-Public Schools	
			Number					Growth
98/99	113.7%	2,035,273		99.6%	0.4%	2,028,072	7,201	
99/00	112.8%	1,990,322	-2.2%	99.6%	0.4%	1,983,281	7,041	
00/01	104.4%	1,807,733	-9.2%	99.7%	0.3%	1,801,739	5,994	
01/02	103.1%	1,741,573	-3.7%	99.6%	0.4%	1,734,444	7,129	
02/03	102.9%	1,685,249	-3.2%	99.6%	0.4%	1,677,969	7,280	
03/04	102.7%	1,625,983	-3.5%	99.5%	0.5%	1,618,590	7,393	
04/05	102.5%	1,561,346	-4.0%	99.5%	0.5%	1,553,893	7,453	
05/06	102.2%	1,509,150	-3.3%	99.5%	0.5%	1,501,604	7,546	
06/07	102.0%	1,505,579	-0.2%	99.2%	0.8%	1,493,534	12,045	
07/08	101.8%	1,501,270	-0.3%	98.9%	1.1%	1,484,756	16,514	
08/09	101.6%	1,496,443	-0.3%	98.6%	1.4%	1,475,493	20,950	
09/10	101.3%	1,491,123	-0.4%	98.3%	1.7%	1,465,774	25,349	
10/11	101.1%	1,486,761	-0.3%	98.0%	2.0%	1,457,026	29,735	
11/12	100.9%	1,483,270	-0.2%	97.4%	2.6%	1,444,705	38,565	
12/13	100.7%	1,478,750	-0.3%	96.8%	3.2%	1,431,430	47,320	
13/14	100.4%	1,472,546	-0.4%	96.2%	3.8%	1,416,589	55,957	
14/15	100.2%	1,464,156	-0.6%	95.6%	4.4%	1,399,733	64,423	
15/16	100.0%	1,468,201	0.3%	95.0%	5.0%	1,394,791	73,410	

Note: There are children entering school below and over age 6, and thus, the admission rate target could be over 100%.

<b>Enrolment Projection for NON-PUBLIC Schools (Primary and Lower Secondary)</b>
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1.3	Promotion Rates (Non-Public Schools)								
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	83.8%	80.7%	80.1%	84.6%	99.9%	68.5%	70.1%	77.5%	97.7%
99/00	75.4%	74.7%	76.4%	81.5%	99.2%	78.9%	76.4%	76.5%	97.8%
00/01	94.4%	96.1%	99.2%	99.0%	99.8%	73.7%	77.6%	76.4%	99.0%
01/02	94.6%	96.2%	99.2%	99.0%	99.8%	75.1%	78.8%	77.6%	99.0%
02/03	94.9%	96.3%	99.2%	99.0%	99.8%	76.5%	80.0%	78.9%	99.0%
03/04	95.1%	96.5%	99.2%	99.0%	99.8%	78.0%	81.1%	80.1%	99.0%
04/05	95.3%	96.6%	99.2%	99.0%	99.8%	79.4%	82.3%	81.4%	99.0%
05/06	95.6%	96.7%	99.2%	99.0%	99.8%	80.8%	83.4%	82.6%	99.0%
06/07	95.8%	96.8%	99.2%	99.0%	99.8%	82.2%	84.6%	83.8%	99.0%
07/08	96.1%	97.0%	99.2%	99.0%	99.8%	83.6%	85.7%	85.1%	99.0%
08/09	96.3%	97.1%	99.2%	99.0%	99.8%	85.1%	86.9%	86.3%	99.0%
09/10	96.5%	97.2%	99.2%	99.0%	99.8%	86.5%	88.1%	87.6%	99.0%
10/11	96.8%	97.4%	99.2%	99.0%	99.8%	87.9%	89.2%	88.8%	99.0%
11/12	97.0%	97.5%	99.2%	99.0%	99.8%	89.3%	90.4%	90.0%	99.0%
12/13	97.3%	97.6%	99.2%	99.0%	99.8%	90.7%	91.5%	91.3%	99.0%
13/14	97.5%	97.7%	99.2%	99.0%	99.8%	92.2%	92.7%	92.5%	99.0%
14/15	97.8%	97.9%	99.2%	99.0%	99.8%	93.6%	93.8%	93.8%	99.0%
15/16	98.0%	98.0%	99.2%	99.0%	99.8%	95.0%	95.0%	95.0%	99.0%

1.4	Repetition Rates (Non-Public Schools)								
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	2.6%	1.2%	1.2%	0.9%	0.1%	4.0%	3.7%	3.5%	2.3%
99/00	1.8%	0.9%	0.7%	1.6%	0.8%	4.6%	3.5%	3.4%	2.2%
00/01	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
01/02	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
02/03	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
03/04	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
04/05	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
05/06	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
06/07	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
07/08	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
08/09	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
09/10	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
10/11	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
11/12	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
12/13	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
13/14	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
14/15	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%
15/16	0.9%	0.5%	0.7%	1.0%	0.2%	3.1%	3.2%	2.8%	1.0%

1.5	Dropout Rates (Non-Public Schools)								
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	13.6%	18.2%	18.7%	14.5%	0.0%	27.5%	26.2%	19.0%	0.0%
99/00	22.8%	24.4%	22.9%	16.9%	0.0%	16.5%	20.1%	20.1%	0.0%
00/01	4.7%	3.5%	0.0%	0.0%	0.0%	23.1%	19.1%	20.8%	0.0%
01/02	4.5%	3.3%	0.0%	0.0%	0.0%	21.7%	18.0%	19.5%	0.0%
02/03	4.2%	3.2%	0.0%	0.0%	0.0%	20.3%	16.8%	18.3%	0.0%
03/04	4.0%	3.1%	0.0%	0.0%	0.0%	18.9%	15.6%	17.1%	0.0%
04/05	3.7%	3.0%	0.0%	0.0%	0.0%	17.5%	14.5%	15.8%	0.0%
05/06	3.5%	2.8%	0.0%	0.0%	0.0%	16.0%	13.3%	14.6%	0.0%
06/07	3.2%	2.7%	0.0%	0.0%	0.0%	14.6%	12.2%	13.4%	0.0%
07/08	3.0%	2.6%	0.0%	0.0%	0.0%	13.2%	11.0%	12.1%	0.0%
08/09	2.8%	2.4%	0.0%	0.0%	0.0%	11.8%	9.9%	10.9%	0.0%
09/10	2.5%	2.3%	0.0%	0.0%	0.0%	10.4%	8.7%	9.6%	0.0%
10/11	2.3%	2.2%	0.0%	0.0%	0.0%	8.9%	7.5%	8.4%	0.0%
11/12	2.0%	2.1%	0.0%	0.0%	0.0%	7.5%	6.4%	7.2%	0.0%
12/13	1.8%	1.9%	0.0%	0.0%	0.0%	6.1%	5.2%	5.9%	0.0%
13/14	1.6%	1.8%	0.0%	0.0%	0.0%	4.7%	4.1%	4.7%	0.0%
14/15	1.3%	1.7%	0.0%	0.0%	0.0%	3.3%	2.9%	3.4%	0.0%
15/16	1.1%	1.5%	0.0%	0.0%	0.0%	1.9%	1.8%	2.2%	0.0%

ANNEX IV: The Viet Nam Analysis and Projection Model (VNEFAPM)

1.6	Net Transfers from Public Schools to Non-Public Schools									Growth rate
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	
98/99	0	0	0	0	0	66,330	0	0	0	
99/00	0	0	0	0	0	53,653	0	0	0	-19.1%
00/01	0	0	0	0	0	51,894	0	0	0	-3.3%
01/02	0	0	0	0	0	48,319	0	0	0	-6.9%
02/03	0	0	0	0	0	48,319	0	0	0	0.0%
03/04	0	0	0	0	0	48,319	0	0	0	0.0%
04/05	0	0	0	0	0	48,319	0	0	0	0.0%
05/06	0	0	0	0	0	48,319	0	0	0	0.0%
06/07	0	0	0	0	0	48,319	0	0	0	0.0%
07/08	0	0	0	0	0	48,319	0	0	0	0.0%
08/09	0	0	0	0	0	48,319	0	0	0	0.0%
09/10	0	0	0	0	0	48,319	0	0	0	0.0%
10/11	0	0	0	0	0	48,319	0	0	0	0.0%
11/12	0	0	0	0	0	48,319	0	0	0	0.0%
12/13	0	0	0	0	0	48,319	0	0	0	0.0%
13/14	0	0	0	0	0	48,319	0	0	0	0.0%
14/15	0	0	0	0	0	48,319	0	0	0	0.0%
15/16	0	0	0	0	0	48,319	0	0	0	0.0%

Note: Net Transfer = (Transfers from Public Schools into Non-Public Schools) - (Transfers from Non-Public Schools to Public Schools).

1.7	Enrolments (Non-Public Schools)								
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	7,543	7,773	6,090	5,386	4,886	71,209	61,009	55,417	48,959
99/00	7,236	6,787	6,605	5,193	4,774	58,391	52,334	46,099	45,793
00/01	6,125	5,908	5,478	5,508	4,471	56,357	49,391	42,872	37,716
01/02	7,186	6,236	6,167	5,923	6,150	48,319	45,244	40,983	34,320
02/03	7,347	6,827	6,044	6,181	5,873	55,980	37,764	36,801	32,170
03/04	7,461	7,000	6,621	6,062	6,127	55,945	44,072	31,226	29,357
04/05	7,522	7,127	6,800	6,633	6,010	56,197	45,044	36,624	25,318
05/06	7,616	7,204	6,933	6,817	6,575	56,088	46,070	38,085	30,056
06/07	12,116	7,312	7,018	6,950	6,758	56,649	46,813	39,503	31,765
07/08	16,627	11,643	7,132	7,036	6,890	56,849	48,094	40,704	33,443
08/09	21,105	16,026	11,343	7,150	6,975	56,987	49,107	42,378	34,972
09/10	25,545	20,398	15,644	11,330	7,088	57,076	50,064	43,862	36,937
10/11	29,973	24,756	19,947	15,641	11,225	57,192	50,981	45,314	38,781
11/12	38,844	29,124	24,248	19,956	15,499	61,325	51,923	46,753	40,633
12/13	47,681	37,824	28,569	24,269	19,777	65,722	56,457	48,234	42,509
13/14	56,401	46,554	37,130	28,601	24,053	70,130	61,465	53,026	44,459
14/15	64,948	55,213	45,774	37,141	28,348	74,538	66,622	58,456	49,511
15/16	74,014	63,744	54,372	45,807	36,807	78,964	71,910	64,159	55,310

1.8	Enrolment in Non-Public Schools			Enrolment Growth Rate in Non-Public Schools			Graduates	
YEAR	Primary	Lower Sec.	Basic Ed.	Primary	Lower Sec.	Basic Ed.	Primary	Lower Sec.
98/99	31,678	236,594	268,272				4,879	47,809
99/00	30,595	202,617	233,212	-3.4%	-14.4%	-13.1%	4,738	44,804
00/01	27,490	186,336	213,826	-10.1%	-8.0%	-8.3%	4,463	37,334
01/02	31,662	168,866	200,528	15.2%	-9.4%	-6.2%	6,139	33,972
02/03	32,272	162,715	194,987	1.9%	-3.6%	-2.8%	5,862	31,844
03/04	33,271	160,600	193,871	3.1%	-1.3%	-0.6%	6,116	29,060
04/05	34,092	163,183	197,275	2.5%	1.6%	1.8%	5,999	25,062
05/06	35,145	170,299	205,444	3.1%	4.4%	4.1%	6,563	29,752
06/07	40,154	174,730	214,884	14.3%	2.6%	4.6%	6,746	31,443
07/08	49,328	179,090	228,418	22.8%	2.5%	6.3%	6,878	33,104
08/09	62,599	183,444	246,043	26.9%	2.4%	7.7%	6,962	34,618
09/10	80,005	187,939	267,944	27.8%	2.5%	8.9%	7,075	36,563
10/11	101,542	192,268	293,810	26.9%	2.3%	9.7%	11,205	38,388
11/12	127,671	200,634	328,305	25.7%	4.4%	11.7%	15,471	40,221
12/13	158,120	212,922	371,042	23.8%	6.1%	13.0%	19,741	42,078
13/14	192,739	229,080	421,819	21.9%	7.6%	13.7%	24,010	44,009
14/15	231,424	249,127	480,551	20.1%	8.8%	13.9%	28,297	49,010
15/16	274,744	270,343	545,087	18.7%	8.5%	13.4%	36,741	54,750

<b>Enrolment Projection for PUBLIC Schools (Primary and Lower Secondary)</b>
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1.9	Promotion Rates (Public Schools)								
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	86.7%	92.1%	93.7%	91.8%	90.1%	88.9%	90.3%	91.5%	91.4%
99/00	88.4%	92.5%	94.1%	93.0%	90.3%	88.5%	90.3%	91.1%	92.5%
00/01	90.3%	94.0%	95.4%	94.6%	92.4%	90.6%	91.6%	92.5%	94.8%
01/02	90.8%	94.3%	95.5%	94.9%	92.8%	91.0%	91.9%	92.8%	94.9%
02/03	91.3%	94.5%	95.7%	95.1%	93.2%	91.5%	92.3%	93.1%	95.1%
03/04	91.8%	94.8%	95.9%	95.3%	93.5%	91.9%	92.6%	93.4%	95.2%
04/05	92.3%	95.1%	96.1%	95.5%	93.9%	92.3%	93.0%	93.7%	95.4%
05/06	92.8%	95.3%	96.2%	95.8%	94.3%	92.7%	93.4%	94.0%	95.5%
06/07	93.4%	95.6%	96.4%	96.0%	94.6%	93.2%	93.7%	94.3%	95.7%
07/08	93.9%	95.9%	96.6%	96.2%	95.0%	93.6%	94.1%	94.6%	95.8%
08/09	94.4%	96.1%	96.8%	96.4%	95.4%	94.0%	94.5%	94.9%	96.0%
09/10	94.9%	96.4%	96.9%	96.7%	95.8%	94.4%	94.8%	95.2%	96.1%
10/11	95.4%	96.7%	97.1%	96.9%	96.1%	94.9%	95.2%	95.5%	96.3%
11/12	95.9%	96.9%	97.3%	97.1%	96.5%	95.3%	95.5%	95.8%	96.4%
12/13	96.5%	97.2%	97.5%	97.3%	96.9%	95.7%	95.9%	96.1%	96.6%
13/14	97.0%	97.5%	97.6%	97.6%	97.3%	96.1%	96.3%	96.4%	96.7%
14/15	97.5%	97.7%	97.8%	97.8%	97.6%	96.6%	96.6%	96.7%	96.9%
15/16	98.0%	98.0%	98.0%	98.0%	98.0%	97.0%	97.0%	97.0%	97.0%

1.10	Repetition Rates (Public Schools)								
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	6.8%	3.5%	2.5%	2.6%	0.5%	3.2%	2.0%	1.5%	0.8%
99/00	5.9%	3.0%	2.1%	2.2%	0.4%	3.1%	1.9%	1.4%	0.6%
00/01	5.4%	2.5%	1.7%	1.6%	0.2%	2.5%	1.4%	1.0%	0.4%
01/02	5.1%	2.4%	1.7%	1.6%	0.2%	2.5%	1.4%	1.0%	0.4%
02/03	4.8%	2.3%	1.6%	1.5%	0.2%	2.4%	1.4%	1.0%	0.4%
03/04	4.5%	2.2%	1.6%	1.5%	0.2%	2.4%	1.4%	1.0%	0.4%
04/05	4.2%	2.1%	1.5%	1.4%	0.2%	2.4%	1.4%	1.0%	0.4%
05/06	4.0%	2.0%	1.5%	1.4%	0.2%	2.3%	1.4%	1.0%	0.4%
06/07	3.7%	1.9%	1.4%	1.4%	0.2%	2.3%	1.4%	1.0%	0.4%
07/08	3.4%	1.8%	1.4%	1.3%	0.2%	2.3%	1.4%	1.0%	0.4%
08/09	3.1%	1.7%	1.3%	1.3%	0.2%	2.2%	1.4%	1.0%	0.4%
09/10	2.8%	1.6%	1.3%	1.2%	0.2%	2.2%	1.4%	1.0%	0.4%
10/11	2.5%	1.5%	1.2%	1.2%	0.2%	2.2%	1.4%	1.0%	0.4%
11/12	2.2%	1.4%	1.2%	1.2%	0.2%	2.1%	1.4%	1.0%	0.4%
12/13	1.9%	1.3%	1.1%	1.1%	0.2%	2.1%	1.4%	1.0%	0.4%
13/14	1.6%	1.2%	1.1%	1.1%	0.2%	2.1%	1.4%	1.0%	0.4%
14/15	1.3%	1.1%	1.0%	1.0%	0.2%	2.0%	1.4%	1.0%	0.4%
15/16	1.0%	1.0%	1.0%	1.0%	0.2%	2.0%	1.4%	1.0%	0.4%

1.11	Dropout Rates (Public Schools)								
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	6.5%	4.4%	3.8%	5.6%	9.4%	8.0%	7.7%	7.0%	7.7%
99/00	5.7%	4.5%	3.7%	4.9%	9.3%	8.4%	7.8%	7.5%	6.8%
00/01	4.3%	3.5%	2.9%	3.8%	7.4%	6.9%	7.1%	6.5%	4.8%
01/02	4.1%	3.3%	2.8%	3.6%	7.0%	6.5%	6.7%	6.2%	4.6%
02/03	3.9%	3.1%	2.6%	3.4%	6.6%	6.1%	6.3%	5.9%	4.5%
03/04	3.6%	3.0%	2.5%	3.2%	6.3%	5.7%	6.0%	5.6%	4.3%
04/05	3.4%	2.8%	2.4%	3.0%	5.9%	5.3%	5.6%	5.3%	4.2%
05/06	3.2%	2.6%	2.3%	2.9%	5.5%	4.9%	5.2%	5.0%	4.0%
06/07	3.0%	2.5%	2.1%	2.7%	5.1%	4.5%	4.9%	4.7%	3.9%
07/08	2.8%	2.3%	2.0%	2.5%	4.8%	4.1%	4.5%	4.4%	3.7%
08/09	2.5%	2.1%	1.9%	2.3%	4.4%	3.7%	4.2%	4.1%	3.6%
09/10	2.3%	2.0%	1.8%	2.1%	4.0%	3.4%	3.8%	3.8%	3.4%
10/11	2.1%	1.8%	1.6%	1.9%	3.6%	3.0%	3.4%	3.5%	3.3%
11/12	1.9%	1.7%	1.5%	1.7%	3.3%	2.6%	3.1%	3.2%	3.1%
12/13	1.7%	1.5%	1.4%	1.6%	2.9%	2.2%	2.7%	2.9%	3.0%
13/14	1.4%	1.3%	1.3%	1.4%	2.5%	1.8%	2.3%	2.6%	2.8%
14/15	1.2%	1.2%	1.1%	1.2%	2.2%	1.4%	2.0%	2.3%	2.7%
15/16	1.0%	1.0%	1.0%	1.0%	1.8%	1.0%	1.6%	2.0%	2.6%



ANNEX IV: The Viet Nam Analysis and Projection Model (VNEFAPM)

1.12 Net Transfers to Public Schools from Non-Public Schools									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	0	0	0	0	0	-66,330	0	0	0
99/00	0	0	0	0	0	-53,653	0	0	0
00/01	0	0	0	0	0	-51,894	0	0	0
01/02	0	0	0	0	0	-48,319	0	0	0
02/03	0	0	0	0	0	-48,319	0	0	0
03/04	0	0	0	0	0	-48,319	0	0	0
04/05	0	0	0	0	0	-48,319	0	0	0
05/06	0	0	0	0	0	-48,319	0	0	0
06/07	0	0	0	0	0	-48,319	0	0	0
07/08	0	0	0	0	0	-48,319	0	0	0
08/09	0	0	0	0	0	-48,319	0	0	0
09/10	0	0	0	0	0	-48,319	0	0	0
10/11	0	0	0	0	0	-48,319	0	0	0
11/12	0	0	0	0	0	-48,319	0	0	0
12/13	0	0	0	0	0	-48,319	0	0	0
13/14	0	0	0	0	0	-48,319	0	0	0
14/15	0	0	0	0	0	-48,319	0	0	0
15/16	0	0	0	0	0	-48,319	0	0	0

1.13 Dropouts from Public and Non-Public Schools									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	144,161	96,264	81,333	110,428	170,432	148,051	120,838	97,800	85,440
99/00	124,041	90,581	77,602	100,591	168,567	150,631	125,487	103,636	78,893
00/01	83,318	68,133	55,056	74,904	142,880	129,825	117,200	96,684	55,168
01/02	75,498	59,557	52,454	66,968	132,772	129,428	113,301	95,763	58,472
02/03	68,852	54,191	46,112	63,263	118,479	118,440	114,255	93,066	59,589
03/04	62,449	49,697	42,057	55,257	111,529	105,218	105,015	94,447	59,759
04/05	56,172	45,429	38,744	50,002	97,775	97,928	94,478	87,988	63,112
05/06	50,622	41,192	35,594	45,660	88,542	85,321	88,987	80,188	59,768
06/07	46,829	37,412	32,446	41,524	80,810	76,310	78,577	76,355	55,754
07/08	43,118	34,868	29,641	37,393	73,196	68,489	70,989	68,300	54,565
08/09	39,437	32,387	27,699	33,659	65,540	60,783	64,461	62,362	50,219
09/10	35,788	29,899	25,817	30,885	58,521	53,065	57,946	57,280	47,293
10/11	32,203	27,406	23,925	28,186	53,100	45,845	51,294	52,141	45,052
11/12	28,683	24,936	22,024	25,466	47,796	40,058	44,997	46,788	42,753
12/13	25,179	22,501	20,132	22,723	42,406	34,229	39,909	41,640	40,217
13/14	21,689	20,061	18,200	19,984	36,949	28,176	34,792	37,509	37,810
14/15	18,217	17,616	16,270	17,204	31,479	21,917	29,429	33,337	36,225
15/16	14,924	15,169	14,342	14,429	25,937	15,489	23,830	28,893	34,744

1.14 Reintegrated Out-of-School Youths as Percentage of Previous Year's Dropout									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99									
99/00	0.0%	17.4%	20.2%	13.6%	7.3%	0.0%	8.3%	8.2%	9.5%
00/01	0.0%	27.8%	30.1%	23.4%	12.0%	0.0%	8.7%	8.5%	9.0%
01/02	0.0%	24.0%	29.2%	20.0%	10.9%	0.0%	10.5%	10.3%	13.7%
02/03	0.0%	24.0%	29.2%	20.0%	10.9%	0.0%	10.5%	10.3%	13.7%
03/04	0.0%	29.3%	32.8%	26.6%	20.6%	0.0%	18.7%	18.5%	20.8%
04/05	0.0%	34.7%	36.4%	33.3%	30.3%	0.0%	26.8%	26.8%	27.9%
05/06	0.0%	40.0%	40.0%	40.0%	40.0%	0.0%	35.0%	35.0%	35.0%
06/07	0.0%	46.0%	46.0%	46.0%	46.0%	0.0%	41.0%	41.0%	41.0%
07/08	0.0%	52.0%	52.0%	52.0%	52.0%	0.0%	47.0%	47.0%	47.0%
08/09	0.0%	58.0%	58.0%	58.0%	58.0%	0.0%	53.0%	53.0%	53.0%
09/10	0.0%	64.0%	64.0%	64.0%	64.0%	0.0%	59.0%	59.0%	59.0%
10/11	0.0%	70.0%	70.0%	70.0%	70.0%	0.0%	65.0%	65.0%	65.0%
11/12	0.0%	75.0%	75.0%	75.0%	75.0%	0.0%	70.0%	70.0%	70.0%
12/13	0.0%	80.0%	80.0%	80.0%	80.0%	0.0%	75.0%	75.0%	75.0%
13/14	0.0%	85.0%	85.0%	85.0%	85.0%	0.0%	80.0%	80.0%	80.0%
14/15	0.0%	90.0%	90.0%	90.0%	90.0%	0.0%	85.0%	85.0%	85.0%
15/16	0.0%	95.0%	95.0%	95.0%	95.0%	0.0%	90.0%	90.0%	90.0%

1.15 Number of Out-of-School Youths Reintegrated into Public Schools									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	0	16,521	14,741	13,114	11,393	0	7,748	7,346	7,209
99/00	0	16,787	16,395	14,979	12,491	0	9,970	7,983	8,104
00/01	0	25,202	23,357	23,500	20,209	0	10,895	8,790	7,136
01/02	0	16,364	16,101	14,952	15,618	0	12,290	9,943	7,568
02/03	0	14,304	15,340	13,367	14,513	0	11,881	9,848	8,021
03/04	0	13,015	13,485	12,628	12,950	0	11,981	9,570	8,174
04/05	0	14,583	13,807	14,721	22,997	0	19,593	17,494	12,437
05/06	0	15,751	14,108	16,660	29,635	0	25,347	23,546	17,612
06/07	0	16,476	14,237	18,264	35,416	0	31,145	28,065	20,918
07/08	0	17,209	14,925	19,101	37,172	0	32,216	31,305	22,859
08/09	0	18,131	15,413	19,444	38,061	0	33,364	32,101	25,645
09/10	0	18,784	16,065	19,522	38,013	0	34,164	33,051	26,616
10/11	0	19,135	16,522	19,766	37,453	0	34,188	33,795	27,902
11/12	0	19,184	16,747	19,730	37,170	0	33,341	33,891	29,283
12/13	0	18,702	16,518	19,099	35,847	0	31,497	32,751	29,927
13/14	0	18,000	16,105	18,178	33,924	0	29,931	31,230	30,162
14/15	0	17,051	15,470	16,986	31,406	0	27,833	30,007	30,248
15/16	0	15,854	14,643	15,483	28,331	0	25,014	28,336	30,791

1.16 Enrolment in Public Schools									
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	2,190,565	2,135,669	2,120,680	1,962,012	1,809,610	1,614,751	1,360,931	1,247,875	1,104,737
99/00	2,131,211	1,990,288	2,035,159	2,054,236	1,821,536	1,681,871	1,471,127	1,253,639	1,158,044
00/01	1,927,150	1,968,658	1,906,890	1,983,475	1,937,768	1,697,705	1,525,442	1,353,504	1,155,166
01/02	1,839,027	1,805,492	1,899,543	1,864,735	1,896,454	1,833,406	1,569,581	1,418,816	1,263,585
02/03	1,772,342	1,727,800	1,749,582	1,857,276	1,787,368	1,756,752	1,702,659	1,466,927	1,330,375
03/04	1,704,311	1,671,445	1,675,681	1,715,469	1,782,668	1,659,693	1,642,300	1,595,640	1,379,875
04/05	1,631,294	1,616,659	1,625,132	1,646,936	1,661,724	1,659,016	1,567,375	1,555,134	1,508,979
05/06	1,570,874	1,556,317	1,576,187	1,601,587	1,606,487	1,551,502	1,578,538	1,497,055	1,481,565
06/07	1,555,603	1,506,475	1,521,556	1,557,648	1,572,424	1,502,532	1,491,849	1,517,100	1,434,817
07/08	1,541,630	1,498,494	1,477,167	1,507,342	1,535,531	1,474,616	1,452,706	1,445,021	1,459,941
08/09	1,527,307	1,492,628	1,472,642	1,466,195	1,491,442	1,444,269	1,433,586	1,413,673	1,399,202
09/10	1,512,599	1,486,071	1,470,852	1,463,362	1,455,007	1,406,748	1,411,871	1,401,520	1,374,485
10/11	1,498,936	1,478,700	1,468,209	1,463,838	1,454,924	1,376,090	1,382,311	1,386,757	1,368,330
11/12	1,481,813	1,471,874	1,464,504	1,463,240	1,458,387	1,380,284	1,357,962	1,363,694	1,359,788
12/13	1,463,741	1,461,079	1,460,824	1,460,992	1,459,777	1,388,664	1,365,640	1,344,075	1,342,459
13/14	1,444,186	1,448,935	1,453,070	1,458,447	1,458,954	1,395,147	1,378,082	1,354,651	1,327,852
14/15	1,422,699	1,434,924	1,443,680	1,451,638	1,457,231	1,399,444	1,388,305	1,370,473	1,342,099
15/16	1,413,217	1,418,586	1,432,200	1,442,849	1,450,770	1,402,807	1,395,720	1,383,846	1,362,068

YEAR	Enrolment in Public Schools			Enrolment Growth Rate in GVT. Schools			Graduates	
	Primary	Lower Sec.	Basic	Primary	Lower Sec.	Basic	Primary	Lower Sec.
98/99	10,218,536	5,328,294	15,546,830				1,630,666	1,009,950
99/00	10,032,430	5,564,681	15,597,111	-1.8%	4.4%	0.3%	1,645,475	1,071,679
00/01	9,723,941	5,731,817	15,455,758	-3.1%	3.0%	-0.9%	1,790,776	1,094,809
01/02	9,305,251	6,085,388	15,390,639	-4.3%	6.2%	-0.4%	1,759,658	1,199,437
02/03	8,894,368	6,256,713	15,151,081	-4.4%	2.8%	-1.6%	1,665,096	1,264,810
03/04	8,549,574	6,277,508	14,827,082	-3.9%	0.3%	-2.1%	1,667,356	1,313,917
04/05	8,181,745	6,290,504	14,472,249	-4.3%	0.2%	-2.4%	1,560,423	1,439,089
05/06	7,911,452	6,108,660	14,020,112	-3.3%	-2.9%	-3.1%	1,514,536	1,415,142
06/07	7,713,706	5,946,298	13,660,004	-2.5%	-2.7%	-2.6%	1,488,278	1,372,618
07/08	7,560,164	5,832,284	13,392,448	-2.0%	-1.9%	-2.0%	1,459,077	1,398,818
08/09	7,450,214	5,690,730	13,140,944	-1.5%	-2.4%	-1.9%	1,422,737	1,342,698
09/10	7,387,891	5,594,624	12,982,515	-0.8%	-1.7%	-1.2%	1,393,398	1,321,018
10/11	7,364,607	5,513,488	12,878,095	-0.3%	-1.5%	-0.8%	1,398,737	1,317,132
11/12	7,339,818	5,461,728	12,801,546	-0.3%	-0.9%	-0.6%	1,407,497	1,310,926
12/13	7,306,413	5,440,838	12,747,251	-0.5%	-0.4%	-0.4%	1,414,274	1,296,211
13/14	7,263,592	5,455,732	12,719,324	-0.6%	0.3%	-0.2%	1,418,909	1,284,077
14/15	7,210,172	5,500,321	12,710,493	-0.7%	0.8%	-0.1%	1,422,660	1,299,845
15/16	7,157,622	5,544,441	12,702,063	-0.7%	0.8%	-0.1%	1,421,755	1,321,206

<b>Enrolment Projection for ALL Schools (Non-Public and Public)</b>
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1.18	Total Enrolment by Grade								
YEAR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
98/99	2,198,108	2,143,442	2,126,770	1,967,398	1,814,496	1,685,960	1,421,940	1,303,292	1,153,696
99/00	2,138,447	1,997,075	2,041,764	2,059,429	1,826,310	1,740,262	1,523,461	1,299,738	1,203,837
00/01	1,933,275	1,974,566	1,912,368	1,988,983	1,942,239	1,754,062	1,574,833	1,396,376	1,192,882
01/02	1,846,213	1,811,728	1,905,710	1,870,658	1,902,604	1,881,725	1,614,825	1,459,799	1,297,905
02/03	1,779,689	1,734,627	1,755,626	1,863,457	1,793,241	1,812,732	1,740,423	1,503,728	1,362,545
03/04	1,711,772	1,678,445	1,682,302	1,721,531	1,788,795	1,715,638	1,686,372	1,626,866	1,409,232
04/05	1,638,816	1,623,786	1,631,932	1,653,569	1,667,734	1,715,213	1,612,419	1,591,758	1,534,297
05/06	1,578,490	1,563,521	1,583,120	1,608,404	1,613,062	1,607,590	1,624,608	1,535,140	1,511,621
06/07	1,567,719	1,513,787	1,528,574	1,564,598	1,579,182	1,559,181	1,538,662	1,556,603	1,466,582
07/08	1,558,257	1,510,137	1,484,299	1,514,378	1,542,421	1,531,465	1,500,800	1,485,725	1,493,384
08/09	1,548,412	1,508,654	1,483,985	1,473,345	1,498,417	1,501,256	1,482,693	1,456,051	1,434,174
09/10	1,538,144	1,506,469	1,486,496	1,474,692	1,462,095	1,463,824	1,461,935	1,445,382	1,411,422
10/11	1,528,909	1,503,456	1,488,156	1,479,479	1,466,149	1,433,282	1,433,292	1,432,071	1,407,111
11/12	1,520,657	1,500,998	1,488,752	1,483,196	1,473,886	1,441,609	1,409,885	1,410,447	1,400,421
12/13	1,511,422	1,498,903	1,489,393	1,485,261	1,479,554	1,454,386	1,422,097	1,392,309	1,384,968
13/14	1,500,587	1,495,489	1,490,200	1,487,048	1,483,007	1,465,277	1,439,547	1,407,677	1,372,311
14/15	1,487,647	1,490,137	1,489,454	1,488,779	1,485,579	1,473,982	1,454,927	1,428,929	1,391,610
15/16	1,487,231	1,482,330	1,486,572	1,488,656	1,487,577	1,481,771	1,467,630	1,448,005	1,417,378

1.19	Total Enrolment			Graduates		Gross Enrolment Ratio for		
YEAR	Primary	Lower Sec.	Basic	Primary	Lower Sec.	Primary	Lower Sec.	Basic. Ed.
98/99	10,250,214	5,564,888	15,815,102	1,635,545	1,057,759	113.5%	78.2%	97.9%
99/00	10,063,025	5,767,298	15,830,323	1,650,213	1,116,483	112.2%	80.3%	98.0%
00/01	9,751,431	5,918,153	15,669,584	1,795,239	1,132,143	109.9%	82.1%	97.4%
01/02	9,336,913	6,254,254	15,591,167	1,765,797	1,233,409	106.8%	86.7%	97.7%
02/03	8,926,640	6,419,428	15,346,068	1,670,958	1,296,654	104.1%	89.3%	97.3%
03/04	8,582,845	6,438,108	15,020,953	1,673,472	1,342,977	102.5%	90.0%	96.7%
04/05	8,215,837	6,453,687	14,669,524	1,566,422	1,464,151	101.0%	90.9%	96.3%
05/06	7,946,597	6,278,959	14,225,556	1,521,099	1,444,894	100.9%	89.5%	95.5%
06/07	7,753,860	6,121,028	13,874,888	1,495,024	1,404,061	101.1%	88.8%	95.3%
07/08	7,609,492	6,011,374	13,620,866	1,465,955	1,431,922	101.4%	89.1%	95.5%
08/09	7,512,813	5,874,174	13,386,987	1,429,699	1,377,316	101.5%	89.4%	95.8%
09/10	7,467,896	5,782,563	13,250,459	1,400,473	1,357,581	101.6%	90.8%	96.6%
10/11	7,466,149	5,705,756	13,171,905	1,409,942	1,355,520	101.7%	92.6%	97.5%
11/12	7,467,489	5,662,362	13,129,851	1,422,968	1,351,147	101.7%	94.3%	98.4%
12/13	7,464,533	5,653,760	13,118,293	1,434,015	1,338,289	101.8%	95.8%	99.1%
13/14	7,456,331	5,684,812	13,141,143	1,442,919	1,328,086	101.8%	97.2%	99.7%
14/15	7,441,596	5,749,448	13,191,044	1,450,957	1,348,855	101.7%	98.3%	100.2%
15/16	7,432,366	5,814,784	13,247,150	1,458,496	1,375,956	101.6%	99.5%	100.6%

**TEACHER SUB-MODEL: PUBLIC SCHOOLS (Primary and Lower Secondary)**

YEAR	Pupils : Class Ratio									Pupil-Teacher Ratio (Prim.)
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	
98/99	29.6	30.8	32.3	32.9	32.9	43.0	41.3	40.8	40.1	30.5
99/00	29.6	30.0	31.7	32.8	32.6	42.7	41.3	40.4	39.7	29.5
00/01	28.3	29.6	30.7	32.0	32.3	42.0	40.9	40.3	39.0	28.1
01/02	27.6	28.2	30.0	30.7	31.4	42.1	40.4	40.0	39.3	26.4
02/03	27.7	28.4	30.0	30.8	31.4	42.1	40.6	40.0	39.5	26.3
03/04	27.8	28.6	30.0	30.9	31.3	42.1	40.7	40.0	39.6	26.3
04/05	27.9	28.8	30.0	30.9	31.3	42.0	40.9	40.0	39.8	26.3
05/06	28.0	29.0	30.0	31.0	32.0	42.0	41.0	40.0	40.0	26.4
06/07	28.2	29.2	30.2	31.2	32.2	42.0	41.0	40.0	40.0	26.5
07/08	28.4	29.4	30.4	31.4	32.4	42.0	41.0	40.0	40.0	26.6
08/09	28.6	29.6	30.6	31.6	32.6	42.0	41.0	40.0	40.0	26.7
09/10	28.8	29.8	30.8	31.8	32.8	42.0	41.0	40.0	40.0	26.8
10/11	29.0	30.0	31.0	32.0	33.0	42.0	41.0	40.0	40.0	26.9
11/12	29.2	30.2	31.2	32.2	33.2	42.0	41.0	40.0	40.0	26.8
12/13	29.4	30.4	31.4	32.4	33.4	42.0	41.0	40.0	40.0	26.8
13/14	29.6	30.6	31.6	32.6	33.6	42.0	41.0	40.0	40.0	26.7
14/15	29.8	30.8	31.8	32.8	33.8	42.0	41.0	40.0	40.0	26.7
15/16	30.0	31.0	32.0	33.0	34.0	42.0	41.0	40.0	40.0	26.6

Note: Pupil/class ratio will correspond to Pupil/Teacher ratio if Teacher/class ratio=1

YEAR	Classes Needed									Pupil-Teacher Ratio (L.Sec.)
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	
98/99	74,087	69,424	65,646	59,608	54,927	37,538	32,926	30,571	27,567	28.1
99/00	71,994	66,280	64,168	62,649	55,943	39,395	35,650	31,002	29,135	27.3
00/01	68,102	66,488	62,116	61,947	59,936	40,420	37,339	33,627	29,605	26.0
01/02	66,596	63,928	63,312	60,710	60,437	43,532	38,833	35,442	32,168	25.6
02/03	63,958	60,770	58,315	60,327	57,010	41,741	41,975	36,651	33,714	25.4
03/04	61,290	58,399	55,853	55,593	56,909	39,462	40,342	39,875	34,810	25.2
04/05	58,462	56,113	54,170	53,249	53,094	39,473	38,365	38,871	37,895	25.0
05/06	56,103	53,666	52,540	51,664	50,203	36,941	38,501	37,426	37,039	24.9
06/07	55,163	51,592	50,383	49,925	48,833	35,775	36,387	37,928	35,870	24.7
07/08	54,283	50,969	48,591	48,005	47,393	35,110	35,432	36,126	36,499	24.5
08/09	53,402	50,427	48,126	46,399	45,750	34,387	34,966	35,342	34,980	24.3
09/10	52,521	49,868	47,755	46,018	44,360	33,494	34,436	35,038	34,362	24.1
10/11	51,687	49,290	47,362	45,745	44,089	32,764	33,715	34,669	34,208	24.0
11/12	50,747	48,738	46,939	45,442	43,927	32,864	33,121	34,092	33,995	23.7
12/13	49,787	48,062	46,523	45,092	43,706	33,063	33,308	33,602	33,561	23.4
13/14	48,790	47,351	45,983	44,738	43,421	33,218	33,612	33,866	33,196	23.2
14/15	47,742	46,588	45,399	44,257	43,113	33,320	33,861	34,262	33,552	22.9
15/16	47,107	45,761	44,756	43,723	42,670	33,400	34,042	34,596	34,052	22.6

YEAR	Classes and Schools									
	Primary Classes	Primary Schools			L.Sec. Classes	Lower Secondary Schools				
		Cls./new sch.	Number	New Schools		Cls./new sch.	Cls./new sch.	Number	New Schools	Classes/sch.
98/99	323,692	12.0	13,000	310	27.8	128,602	13.8	8,479	230	10.7
99/00	321,034	-2.6	13,311	311	27.1	135,182	19.8	8,717	238	11.0
00/01	318,589	-4.0	13,664	353	26.3	140,991	22.1	8,933	216	11.3
01/02	314,983	-2.5	13,859	195	25.9	149,975	18.0	9,260	327	11.5
02/03	300,380	12.0	14,109	250	24.2	154,081	24.0	9,360	100	12.0
03/04	288,044	12.0	14,359	250	22.8	154,489	24.0	9,460	100	12.2
04/05	275,088	12.0	14,609	250	21.5	154,604	24.0	9,560	100	12.0
05/06	264,176	12.0	14,859	250	20.3	149,907	24.0	9,660	100	11.7
06/07	255,896	12.0	14,959	100	19.5	145,960	24.0	9,730	70	11.3
07/08	249,241	12.0	15,059	100	18.9	143,167	24.0	9,800	70	11.0
08/09	244,104	12.0	15,159	100	18.4	139,675	24.0	9,870	70	10.7
09/10	240,522	12.0	15,259	100	18.0	137,330	24.0	9,940	70	10.4
10/11	238,173	12.0	15,279	20	17.7	135,356	24.0	9,960	20	10.3
11/12	235,793	12.0	15,299	20	17.6	134,072	24.0	9,980	20	10.1
12/13	233,170	12.0	15,319	20	17.4	133,534	24.0	10,000	20	10.0
13/14	230,283	12.0	15,339	20	17.2	133,892	24.0	10,020	20	10.0
14/15	227,099	12.0	15,359	20	17.0	134,995	24.0	10,040	20	10.1
15/16	224,017	12.0	15,379	20	16.7	136,090	24.0	10,060	20	10.2

ANNEX IV: The Viet Nam Analysis and Projection Model (VNEFAPM)

YEAR	Teachers per Class and Other Staff per School									
	Teachers per Class In Primary			Teachers per Class In Lower Secondary			Principals per School		Non-Tch. Staff per School	
	Standard	Non-Standard	Primary	Standard	Non-Standard	Low.Sec.	Primary	Low.Sec.	Primary	Low.Sec.
98/99	0.805	0.231	1.037	1.273	0.201	1.474	2.089	2.004	2.380	2.052
99/00	0.848	0.210	1.058	1.304	0.203	1.507	2.107	2.054	2.481	2.342
00/01	0.925	0.163	1.088	1.420	0.142	1.562	2.142	2.053	2.517	2.251
01/02	0.982	0.139	1.121	1.451	0.136	1.587	2.163	2.097	2.673	2.326
02/03	1.000	0.124	1.124	1.479	0.121	1.600	2.165	2.104	2.661	2.339
03/04	1.019	0.108	1.128	1.507	0.106	1.612	2.168	2.112	2.648	2.351
04/05	1.038	0.093	1.131	1.534	0.091	1.625	2.171	2.119	2.636	2.363
05/06	1.057	0.077	1.134	1.562	0.076	1.637	2.173	2.126	2.624	2.376
06/07	1.075	0.062	1.137	1.589	0.060	1.650	2.176	2.134	2.611	2.388
07/08	1.094	0.046	1.140	1.617	0.045	1.662	2.179	2.141	2.599	2.401
08/09	1.113	0.031	1.144	1.645	0.030	1.675	2.181	2.148	2.587	2.413
09/10	1.131	0.015	1.147	1.672	0.015	1.687	2.184	2.156	2.574	2.425
10/11	1.150	0.000	1.150	1.700	0.000	1.700	2.187	2.163	2.562	2.438
11/12	1.160	0.000	1.160	1.720	0.000	1.720	2.189	2.171	2.549	2.450
12/13	1.170	0.000	1.170	1.740	0.000	1.740	2.192	2.178	2.537	2.463
13/14	1.180	0.000	1.180	1.760	0.000	1.760	2.195	2.185	2.525	2.475
14/15	1.190	0.000	1.190	1.780	0.000	1.780	2.197	2.193	2.512	2.488
15/16	1.200	0.000	1.200	1.800	0.000	1.800	2.200	2.200	2.500	2.500

YEAR	Teachers and Non-Teaching Staff at Schools: Basic Education									
	Primary Teachers			Lower Secondary Teachers			Principals		Other Non-Teaching Staff	
	Standard	Non-Standard	Primary Total	Standard	Non-Standard	L.Sec. Total	Primary	Low.Sec.	Primary	Low.Sec.
98/99	260,729	74,817	335,546	163,718	25,840	189,558	27,151	16,994	30,940	17,402
99/00	272,228	67,398	339,626	176,281	27,444	203,725	28,045	17,904	33,025	20,414
00/01	294,724	51,818	346,542	200,227	20,013	220,240	29,265	18,339	34,392	20,104
01/02	309,253	43,884	353,137	217,648	20,401	238,049	29,974	19,416	37,048	21,540
02/03	300,529	37,200	337,729	227,866	18,631	246,497	30,552	19,695	37,542	21,889
03/04	293,570	31,213	324,783	232,739	16,345	249,084	31,132	19,975	38,029	22,240
04/05	285,506	25,551	311,057	237,186	14,020	251,206	31,713	20,257	38,511	22,594
05/06	279,118	20,447	299,565	234,124	11,329	245,453	32,295	20,540	38,986	22,950
06/07	275,152	15,845	290,997	231,994	8,824	240,818	32,552	20,760	39,063	23,237
07/08	272,654	11,575	284,229	231,512	6,492	238,004	32,810	20,982	39,138	23,526
08/09	271,596	7,558	279,154	229,726	4,222	233,948	33,068	21,205	39,210	23,817
09/10	272,105	3,723	275,828	229,665	2,076	231,741	33,326	21,428	39,280	24,109
10/11	273,899	0	273,899	230,105	0	230,105	33,411	21,545	39,143	24,282
11/12	273,520	0	273,520	230,604	0	230,604	33,495	21,662	39,005	24,454
12/13	272,809	0	272,809	232,349	0	232,349	33,580	21,779	38,866	24,627
13/14	271,734	0	271,734	235,650	0	235,650	33,664	21,896	38,727	24,801
14/15	270,248	0	270,248	240,291	0	240,291	33,749	22,014	38,588	24,975
15/16	268,820	0	268,820	244,962	0	244,962	33,834	22,132	38,448	25,150

Note: The primary and lower secondary teachers are sub-divided into "standard (qualified)" or "non-standard" according to the Viet Nam's standard classification.

YEAR	Attrition of Basic Education Staff						Total School Staff		Pupil/class ratio	
	Teaching Staff		School Principals		Other Non-Teaching Staff		Primary	Low.Sec.	Primary	Low.Sec.
	Primary	Low.Sec.	Primary	Low.Sec.	Primary	Low.Sec.				
98/99	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	393,637	223,954	31.6	41.4
99/00	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	400,696	242,043	31.3	41.2
00/01	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	410,199	258,683	30.5	40.7
01/02	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	420,159	279,005	29.5	40.6
02/03	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	405,823	288,081	29.6	40.6
03/04	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	393,944	291,299	29.7	40.6
04/05	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	381,281	294,057	29.7	40.7
05/06	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	370,846	288,943	29.9	40.7
06/07	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	362,612	284,815	30.1	40.7
07/08	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	356,177	282,512	30.3	40.7
08/09	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	351,432	278,970	30.5	40.7
09/10	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	348,434	277,278	30.7	40.7
10/11	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	346,453	275,932	30.9	40.7
11/12	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	346,020	276,720	31.1	40.7
12/13	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	345,255	278,755	31.3	40.7
13/14	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	344,125	282,347	31.5	40.7
14/15	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	342,585	287,280	31.7	40.7
15/16	2.0%	2.0%	3.0%	4.0%	2.0%	2.0%	341,102	292,244	32.0	40.7

Note: Attrition rate includes retirement, death and resignations.

2.7	Attrition, New Posts and Recruitment at Primary Level								
	Teachers			Principal			Other Non-Teaching Staff		
	YEAR	Attrition	New Posts	Recruitment	Attrition	New Posts	Recruitment	Attrition	New Posts
98/99	6,711	2,000	8,711	815	100	915	619	1,000	1,619
99/00	6,793	4,080	10,791	841	311	1,126	661	2,085	2,704
00/01	6,931	6,916	13,709	878	353	1,194	688	1,367	2,028
01/02	7,063	6,595	13,526	899	195	1,073	741	2,656	3,344
02/03	6,755	-15,408	0	917	250	1,149	751	494	1,235
03/04	6,496	-12,946	0	934	250	1,167	761	487	1,238
04/05	6,221	-13,726	0	951	250	1,184	770	482	1,243
05/06	5,991	-11,492	0	969	250	1,201	780	475	1,245
06/07	5,820	-8,568	0	977	100	1,069	781	77	857
07/08	5,685	-6,768	0	984	100	1,077	783	75	856
08/09	5,583	-5,075	610	992	100	1,084	784	72	855
09/10	5,517	-3,326	2,257	1,000	100	1,092	786	70	854
10/11	5,478	-1,929	3,588	1,002	20	1,020	783	-137	649
11/12	5,470	-379	5,099	1,005	20	1,022	780	-138	645
12/13	5,456	-711	4,759	1,007	20	1,025	777	-139	641
13/14	5,435	-1,075	4,381	1,010	20	1,027	775	-139	638
14/15	5,405	-1,486	3,949	1,012	20	1,030	772	-139	636
15/16	5,376	-1,428	3,977	1,015	20	1,032	769	-140	632

2.8	Attrition, New Posts and Recruitment at Lower Secondary Level								
	Teachers			Principal			Other Non-Teaching Staff		
	YEAR	Attrition	New Posts	Recruitment	Attrition	New Posts	Recruitment	Attrition	New Posts
98/99	3,791	7,000	7,000	680	100	100	348	1,500	1,500
99/00	4,075	14,167	17,958	716	238	918	408	3,012	3,360
00/01	4,405	16,515	20,590	734	216	932	402	-310	98
01/02	4,761	17,809	22,214	777	327	1,061	431	1,436	1,838
02/03	4,930	8,448	13,209	788	100	877	438	349	780
03/04	4,982	2,587	7,517	799	100	888	445	351	789
04/05	5,024	2,122	7,104	810	100	899	452	354	799
05/06	4,909	-5,753	0	822	100	910	459	356	808
06/07	4,816	-4,635	274	830	70	892	465	287	746
07/08	4,760	-2,814	2,002	839	70	900	471	289	754
08/09	4,679	-4,056	704	848	70	909	476	291	762
09/10	4,635	-2,207	2,472	857	70	918	482	292	768
10/11	4,602	-1,636	2,999	862	20	877	486	173	655
11/12	4,612	499	5,101	866	20	882	489	172	658
12/13	4,647	1,745	6,357	871	20	886	493	173	662
13/14	4,713	3,301	7,948	876	20	891	496	174	667
14/15	4,806	4,641	9,354	881	20	896	500	174	670
15/16	4,899	4,671	9,477	885	20	901	503	175	675

**RECURRENT EXPENDITURE SUB-MODEL: PUBLIC SCHOOLS (Primary and Lower Secondary)**

3.1	School Staff by Function: Basic Education									
	Primary Level					Lower Secondary Level				
	YEAR	Standard	Non-Standard	Principals	N.Teach Staff	Total	Standard	Non-Standard	Principals	N.Teach Staff
98/99	260,729	74,817	27,151	30,940	393,637	163,718	25,840	16,994	17,402	223,954
99/00	272,228	67,398	28,045	33,025	400,696	176,281	27,444	17,904	20,414	242,043
00/01	294,724	51,818	29,265	34,392	410,199	200,227	20,013	18,339	20,104	258,683
01/02	309,253	43,884	29,974	37,048	420,159	217,648	20,401	19,416	21,540	279,005
02/03	300,529	37,200	30,552	37,542	405,823	227,866	18,631	19,695	21,889	288,081
03/04	293,570	31,213	31,132	38,029	393,944	232,739	16,345	19,975	22,240	291,299
04/05	285,506	25,551	31,713	38,511	381,281	237,186	14,020	20,257	22,594	294,057
05/06	279,118	20,447	32,295	38,986	370,846	234,124	11,329	20,540	22,950	288,943
06/07	275,152	15,845	32,552	39,063	362,612	231,994	8,824	20,760	23,237	284,815
07/08	272,654	11,575	32,810	39,138	356,177	231,512	6,492	20,982	23,526	282,512
08/09	271,596	7,558	33,068	39,210	351,432	229,726	4,222	21,205	23,817	278,970
09/10	272,105	3,723	33,326	39,280	348,434	229,665	2,076	21,428	24,109	277,278
10/11	273,899	0	33,411	39,143	346,453	230,105	0	21,545	24,282	275,932
11/12	273,520	0	33,495	39,005	346,020	230,604	0	21,662	24,454	276,720
12/13	272,809	0	33,580	38,866	345,255	232,349	0	21,779	24,627	278,755
13/14	271,734	0	33,664	38,727	344,125	235,650	0	21,896	24,801	282,347
14/15	270,248	0	33,749	38,588	342,585	240,291	0	22,014	24,975	287,280
15/16	268,820	0	33,834	38,448	341,102	244,962	0	22,132	25,150	292,244

3.2	Average Monthly Salary and Allowances of Staff by Function (US\$)									
	Primary Level				Lower Secondary Level				Average Increase	
	YEAR	Standard	Non-Standard	Principal	N.Teach Staff	Standard	Non-Standard	Principal	N.Teach Staff	Annual
98/99	46.00	41.40	60.00	30.00	57.00	51.30	72.00	34.00	0.5%	0.0%
99/00	46.67	41.93	60.00	30.00	58.00	52.20	72.00	34.33	0.5%	0.9%
00/01	47.33	42.47	60.00	30.00	59.00	53.10	72.00	34.67	0.5%	0.9%
01/02	48.00	43.00	60.00	30.00	60.00	54.00	72.00	35.00	0.5%	0.9%
02/03	66.53	59.60	83.16	41.58	83.16	74.84	99.79	48.51	0.5%	38.1%
03/04	70.85	63.47	88.56	44.28	88.56	79.71	106.27	51.66	0.5%	6.0%
04/05	75.46	67.60	94.32	47.16	94.32	84.89	113.18	55.02	0.5%	6.0%
05/06	80.36	71.99	100.45	50.22	100.45	90.40	120.54	58.60	0.5%	6.0%
06/07	85.58	76.67	106.98	53.49	106.98	96.28	128.37	62.40	0.5%	6.0%
07/08	91.15	81.65	113.93	56.97	113.93	102.54	136.72	66.46	0.5%	6.0%
08/09	97.07	86.96	121.34	60.67	121.34	109.20	145.61	70.78	0.5%	6.0%
09/10	103.38	92.61	129.23	64.61	129.23	116.30	155.07	75.38	0.5%	6.0%
10/11	113.72	101.87	142.15	71.07	142.15	127.93	170.58	82.92	0.5%	9.5%
11/12	125.09	112.06	156.36	78.18	156.36	140.73	187.63	91.21	0.5%	9.5%
12/13	137.60	123.27	172.00	86.00	172.00	154.80	206.40	100.33	0.5%	9.5%
13/14	151.36	135.59	189.20	94.60	189.20	170.28	227.04	110.37	0.5%	9.5%
14/15	166.49	149.15	208.12	104.06	208.12	187.31	249.74	121.40	0.5%	9.5%
15/16	183.14	164.07	228.93	114.47	228.93	206.04	274.72	133.54	0.5%	9.5%

Note: The average salaries are calculated based on CPRGS costing and SEMP reported salaries.

3.3	Full-Day Schooling Program		Salary Expenditures for School Staff ('000 US\$; 2002 prices)							
	% Teachers Entitled	% Additional Salary	Primary Level			Lower Secondary Level				
			Teachers	Others	Full-day schlg	Teacher	Others	Full-day schlg	Total	
98/99	0.0%	0.0%	181,091.5	30,687.1	0.0	211,778.6	127,890.2	21,782.8	0.0	149,673.0
99/00	0.0%	0.0%	186,362.4	32,081.4	0.0	218,443.8	139,882.5	23,879.6	0.0	163,762.1
00/01	0.0%	0.0%	193,809.7	33,451.9	0.0	227,261.6	154,513.0	24,208.2	0.0	178,721.2
01/02	0.0%	0.0%	200,773.9	34,918.6	0.0	235,692.4	169,926.4	25,822.2	0.0	195,748.6
02/03	0.0%	0.0%	266,518.5	49,218.9	0.0	315,737.4	244,116.7	36,325.3	0.0	280,441.9
03/04	10.0%	70.0%	273,365.8	53,292.8	19,135.6	345,794.2	262,976.5	39,261.3	18,408.4	320,646.2
04/05	20.0%	65.0%	279,240.2	57,687.1	36,301.2	373,228.5	282,734.9	42,429.5	36,755.5	361,920.0
05/06	30.0%	60.0%	286,821.6	62,424.8	51,627.9	400,874.3	294,502.4	45,847.3	53,010.4	393,360.1
06/07	35.0%	55.0%	297,158.0	66,861.9	57,202.9	421,222.8	308,016.5	49,382.1	59,293.2	416,691.8
07/08	45.0%	50.0%	309,557.2	71,611.4	69,650.4	450,819.0	324,509.1	53,186.1	73,014.5	450,709.7
08/09	55.0%	45.0%	324,254.3	76,694.5	80,252.9	481,201.7	340,026.9	57,279.3	84,156.7	481,462.9
09/10	65.0%	40.0%	341,700.3	82,135.1	88,842.1	512,677.4	359,039.1	61,682.9	93,350.2	514,072.1
10/11	75.0%	35.0%	373,767.2	90,375.5	98,113.9	562,256.6	392,506.5	68,261.9	103,032.9	563,801.3
11/12	80.0%	30.0%	410,575.0	99,442.0	98,538.0	608,555.0	432,693.4	75,539.5	103,846.4	612,079.3
12/13	85.0%	20.0%	450,458.5	109,417.2	76,577.9	636,453.6	479,564.4	83,591.9	81,525.9	644,682.2
13/14	90.0%	10.0%	493,551.8	120,393.2	44,419.7	658,364.7	535,015.4	92,501.5	48,151.4	675,668.2
14/15	95.0%	5.0%	539,938.1	132,470.5	25,647.1	698,055.7	600,107.4	102,358.0	28,505.1	730,970.5
15/16	100.0%	0.0%	590,793.5	145,758.3	0.0	736,551.9	672,950.1	113,263.4	0.0	786,213.5

YEAR	3.4 Cost of a set of Textbooks (US\$) and Percentage and Number of Students Receiving Free of Charge									
	Primary					Lower Secondary				
	Students	% Received	# Received	Cost (US\$)/set	Total ('000)	Students	% Received	# Received	Cost (US\$)/set	Total ('000)
98/99	10,250,214	8.0%	820,017	3.5	2,870.1	5,564,888	2.0%	111,298	4.0	445.2
99/00	10,063,025	9.0%	905,672	3.5	3,169.9	5,767,298	3.0%	173,019	4.0	692.1
00/01	9,751,431	10.0%	975,143	3.5	3,413.0	5,918,153	4.0%	236,726	4.0	946.9
01/02	9,336,913	10.0%	933,691	3.5	3,267.9	6,254,254	5.0%	312,713	4.0	1,250.9
02/03	8,926,640	10.0%	892,664	3.5	3,124.3	6,419,428	5.0%	320,971	4.0	1,283.9
03/04	8,582,845	15.0%	1,287,427	3.6	4,654.5	6,438,108	6.7%	429,207	4.2	1,782.9
04/05	8,215,837	20.0%	1,643,167	3.7	6,130.3	6,453,687	8.3%	537,807	4.3	2,316.7
05/06	7,946,597	30.0%	2,383,979	3.8	9,169.2	6,278,959	10.0%	627,896	4.5	2,801.4
06/07	7,753,860	40.0%	3,101,544	4.0	12,286.9	6,121,028	12.0%	734,523	4.6	3,390.1
07/08	7,609,492	45.0%	3,424,271	4.1	13,960.5	6,011,374	15.0%	901,706	4.8	4,300.4
08/09	7,512,813	55.0%	4,132,047	4.2	17,322.8	5,874,174	18.0%	1,057,351	5.0	5,286.8
09/10	7,467,896	65.0%	4,854,132	4.3	20,910.1	5,782,563	20.0%	1,156,513	5.5	6,360.8
10/11	7,466,149	75.0%	5,599,612	4.4	24,767.5	5,705,756	25.0%	1,426,439	6.0	8,558.6
11/12	7,467,489	80.0%	5,973,991	4.5	27,112.7	5,662,362	28.0%	1,585,461	6.0	9,512.8
12/13	7,464,533	85.0%	6,344,853	4.7	29,528.0	5,653,760	30.0%	1,696,128	6.0	10,176.8
13/14	7,456,331	90.0%	6,710,698	4.8	32,004.9	5,684,812	30.0%	1,705,444	6.0	10,232.7
14/15	7,441,596	95.0%	7,069,516	4.9	34,531.9	5,749,448	30.0%	1,724,834	6.5	11,211.4
15/16	7,432,366	100.0%	7,432,366	5.0	37,161.8	5,814,784	30.0%	1,744,435	6.5	11,338.8

Note: Cost for a set of textbooks is obtained from CPRGS costing tables.

YEAR	3.5 Teacher Guides ('000 US\$)									Total other Pupil related Pri. exp./pupll (\$)
	Primary Level				Lower Secondary Level				Total Cost: Tch. Guide	
	Princlpal+Tch.	% Received	Unit Cost	Total Cost	Teachers	% Received	Unit Cost	Total Cost		
98/99	362,697	50.0%	7.0	1,269.4	163,718	10.0%	10.0	163.7	1,433.2	4.2
99/00	367,671	50.0%	7.0	1,286.8	176,281	10.0%	10.0	176.3	1,463.1	4.5
00/01	375,807	50.0%	7.0	1,315.3	200,227	10.0%	10.0	200.2	1,515.6	5.0
01/02	383,111	50.0%	7.0	1,340.9	217,648	10.0%	10.0	217.6	1,558.5	5.0
02/03	368,281	50.0%	7.0	1,289.0	227,866	10.0%	10.0	227.9	1,516.9	5.3
03/04	355,915	55.0%	7.2	1,415.4	232,739	20.0%	10.3	479.8	1,895.2	5.5
04/05	342,770	60.0%	7.5	1,534.6	237,186	30.0%	10.6	755.3	2,289.9	5.8
05/06	331,860	65.0%	7.7	1,659.3	234,124	40.0%	10.9	1,022.9	2,682.2	6.0
06/07	323,549	68.0%	7.9	1,743.2	231,994	47.0%	11.2	1,224.6	2,967.8	6.9
07/08	317,039	71.0%	8.2	1,835.4	231,512	54.0%	11.5	1,442.5	3,277.9	7.8
08/09	312,222	74.0%	8.4	1,937.2	229,726	61.0%	11.8	1,660.0	3,597.3	8.7
09/10	309,154	77.0%	8.6	2,050.9	229,665	68.0%	12.2	1,898.1	3,949.0	9.6
10/11	307,310	80.0%	8.8	2,174.8	230,105	75.0%	12.5	2,150.6	4,325.4	10.5
11/12	307,015	84.0%	9.1	2,340.9	230,604	80.0%	12.8	2,355.7	4,696.6	11.4
12/13	306,389	88.0%	9.3	2,509.6	232,349	85.0%	13.1	2,582.6	5,092.2	12.3
13/14	305,398	92.0%	9.5	2,680.0	235,650	90.0%	13.4	2,838.7	5,518.7	13.2
14/15	303,997	96.0%	9.8	2,851.0	240,291	95.0%	13.7	3,125.6	5,976.7	14.1
15/16	302,654	100.0%	10.0	3,026.5	244,962	100.0%	14.0	3,429.5	6,456.0	15.0

YEAR	3.6 Other Pupil-Related & School-Related Expenditures									
	Primary			Lower Secondary			Community Contribution to School			
	Pup.-Related exp./pupll (\$)	Sch.-Related exp./sch. (\$)	Total ('000 US\$)	Pup.-Related exp./pupll (\$)	Sch.-Related exp./sch. (\$)	Total ('000 US\$)	per primary pupll (\$)	Pri. Total ('000 US\$)	per L.Sec. pupll (\$)	L.S. Total ('000 US\$)
98/99	1.0	200.0	12,818.5	1.0	250.0	7,448.0	3.2	32,699.3	7.0	37,298.1
99/00	1.0	200.0	12,694.6	1.0	250.0	7,743.9	3.5	35,113.5	7.0	38,952.8
00/01	1.0	200.0	12,456.7	1.0	250.0	7,965.1	4.0	38,895.8	7.0	40,122.7
01/02	1.0	200.0	12,077.1	1.0	250.0	8,400.4	4.0	37,221.0	7.0	42,597.7
02/03	1.5	200.0	16,163.4	1.5	250.0	11,725.1	3.8	33,353.9	7.3	45,361.2
03/04	2.0	210.0	20,114.5	2.0	266.7	15,077.7	3.5	29,923.5	7.5	47,081.3
04/05	2.5	215.0	23,595.3	2.5	283.3	18,434.9	3.3	26,590.7	7.8	48,751.4
05/06	3.0	220.0	27,003.3	3.0	300.0	21,224.0	3.0	23,734.4	8.0	48,869.3
06/07	4.2	240.0	35,987.7	4.0	320.0	26,898.8	2.7	20,827.0	8.2	48,759.6
07/08	5.4	260.0	44,740.2	6.0	340.0	38,325.7	2.4	18,144.4	8.4	48,991.2
08/09	6.6	280.0	53,415.9	8.0	360.0	49,079.0	2.1	15,645.4	8.6	48,940.3
09/10	7.8	300.0	62,203.2	10.0	400.0	59,922.2	1.8	13,298.2	8.8	49,232.7
10/11	9.0	350.0	71,629.1	12.0	500.0	71,141.9	1.5	11,046.9	9.0	49,621.4
11/12	10.2	350.0	80,220.8	14.0	550.0	81,953.2	1.2	8,807.8	9.2	50,247.9
12/13	11.4	350.0	88,654.8	15.0	550.0	87,112.6	0.9	6,575.8	9.4	51,143.9
13/14	12.6	365.0	97,120.0	15.0	550.0	87,347.0	0.6	4,358.2	9.6	52,375.0
14/15	13.8	380.0	105,336.8	15.0	550.0	88,026.8	0.3	2,163.1	9.8	53,903.1
15/16	15.0	400.0	113,515.9	15.0	600.0	89,202.6	0.0	0.0	10.0	55,444.4

Note: Other (Non-textbook) pupil-related expenditures include examination, lab equipments, etc..

Community contribution includes: registration and examination fee, contributions to PTA and for special events and cost of textbooks.



ANNEX IV: The Viet Nam Analysis and Projection Model (VNEFAPM)

3.7 Orientation and Other In-Service Training for Primary Teaching Staff										
YEAR	New Recruitment					All Other Primary Teachers and Principals				
	Persons	% training	Days / Year	Exp. / Day	Total ('000)	Persons	% training	Days / Year	Exp. / Day	Total ('000)
98/99	8,711	100.0%	4	3.0	104.5	353,986	5.0%	4	3.0	212.4
99/00	10,791	100.0%	4	3.0	129.5	356,880	6.0%	4	3.0	257.0
00/01	13,709	100.0%	4	3.0	164.5	362,098	7.0%	4	3.0	304.2
01/02	13,526	100.0%	4	3.0	162.3	369,585	8.0%	4	3.0	354.8
02/03	0	100.0%	4	3.0	0.0	368,281	9.0%	4	3.0	397.7
03/04	0	100.0%	30	3.0	0.0	355,915	39.3%	30	3.0	12,599.4
04/05	0	100.0%	30	3.0	0.0	342,770	69.7%	30	3.0	21,491.6
05/06	0	100.0%	30	3.0	0.0	331,860	100.0%	30	3.0	29,867.4
06/07	0	100.0%	30	3.4	0.0	323,549	100.0%	30	3.4	33,002.0
07/08	0	100.0%	30	3.8	0.0	317,039	100.0%	30	3.8	36,142.4
08/09	610	100.0%	30	4.2	76.9	311,612	100.0%	30	4.2	39,263.1
09/10	2,257	100.0%	30	4.6	311.5	306,897	100.0%	30	4.6	42,351.8
10/11	3,588	100.0%	30	5.0	538.2	303,722	100.0%	30	5.0	45,558.3
11/12	5,099	100.0%	30	5.4	826.0	301,916	100.0%	30	5.4	48,910.4
12/13	4,759	100.0%	30	5.8	828.1	301,630	100.0%	30	5.8	52,483.6
13/14	4,381	100.0%	30	6.2	814.9	301,017	100.0%	30	6.2	55,989.2
14/15	3,949	100.0%	30	6.6	781.9	300,048	100.0%	30	6.6	59,409.5
15/16	3,977	100.0%	30	7.0	835.2	298,677	100.0%	30	7.0	62,722.2

Note: An average of US\$60/teacher is foreseen for teacher training in CPRGS.

3.8 Orientation and Other In-Service Training for Lower Secondary Teaching Staff										
YEAR	New Recruitment					All Other Lower Secondary Teachers				
	Persons	% training	Days / Year	Exp. / Day	Total ('000)	Persons	% training	Days / Year	Exp. / Day	Total ('000)
98/99	7,000	100.0%	4	3.0	84.0	182,558	5.0%	4	3.0	109.5
99/00	17,958	100.0%	4	3.0	215.5	185,767	6.0%	4	3.0	133.8
00/01	20,590	100.0%	4	3.0	247.1	199,650	7.0%	4	3.0	167.7
01/02	22,214	100.0%	4	3.0	266.6	215,835	8.0%	4	3.0	207.2
02/03	13,209	100.0%	4	3.0	158.5	233,288	9.0%	4	3.0	252.0
03/04	7,517	100.0%	30	3.0	676.5	241,567	39.3%	30	3.0	8,551.4
04/05	7,104	100.0%	30	3.0	639.4	244,102	69.7%	30	3.0	15,305.2
05/06	0	100.0%	30	3.0	0.0	245,453	100.0%	30	3.0	22,090.8
06/07	274	100.0%	30	3.4	27.9	240,544	100.0%	30	3.4	24,535.5
07/08	2,002	100.0%	30	3.8	228.2	236,002	100.0%	30	3.8	26,904.2
08/09	704	100.0%	30	4.2	88.7	233,244	100.0%	30	4.2	29,388.7
09/10	2,472	100.0%	30	4.6	341.1	229,269	100.0%	30	4.6	31,639.1
10/11	2,999	100.0%	30	5.0	449.9	227,106	100.0%	30	5.0	34,065.9
11/12	5,101	100.0%	30	5.4	826.4	225,503	100.0%	30	5.4	36,531.5
12/13	6,357	100.0%	30	5.8	1,106.1	225,992	100.0%	30	5.8	39,322.6
13/14	7,948	100.0%	30	6.2	1,478.3	227,702	100.0%	30	6.2	42,352.6
14/15	9,354	100.0%	30	6.6	1,852.1	230,937	100.0%	30	6.6	45,725.5
15/16	9,477	100.0%	30	7.0	1,990.2	235,485	100.0%	30	7.0	49,451.9

Special Programs

3.9 Continuous Development of Curriculum and Developing Capacity In Teaching, Planning, Administration and Finance										
YEAR	Renovation Develop. Curriculum	Scholarship for Graduate Studies	Develop Tch. Training Programs	Workshop for Sc. / Computer Teachers	Advisory Services for Principals	Decentralize Staff / Finan. Management	Develop EMIS System	School Mapping (GIS)	Strengthen Community Participation	Total Expenditure ('000 US\$)
98/99	150.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	150.0
99/00	150.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	150.0
00/01	150.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	150.0
01/02	150.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	150.0
02/03	1,000.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,000.0
03/04	3,000.0	500.0	500.0	1,000.0	500.0	0.0	500.0	500.0	100.0	6,600.0
04/05	3,000.0	500.0	500.0	1,000.0	500.0	100.0	500.0	500.0	100.0	6,700.0
05/06	3,000.0	500.0	500.0	1,500.0	500.0	100.0	500.0	500.0	100.0	7,200.0
06/07	750.0	1,000.0	500.0	1,500.0	500.0	100.0	250.0	500.0	100.0	5,200.0
07/08	800.0	2,000.0	500.0	1,500.0	500.0	0.0	250.0	100.0	100.0	5,750.0
08/09	850.0	3,000.0	500.0	1,500.0	500.0	0.0	250.0	100.0	100.0	6,800.0
09/10	900.0	4,000.0	500.0	1,500.0	500.0	0.0	250.0	100.0	100.0	7,850.0
10/11	950.0	5,000.0	500.0	2,000.0	500.0	0.0	250.0	100.0	100.0	9,400.0
11/12	1,000.0	6,000.0	500.0	2,000.0	500.0	0.0	250.0	100.0	100.0	10,450.0
12/13	1,050.0	7,000.0	500.0	2,000.0	500.0	0.0	250.0	100.0	100.0	11,500.0
13/14	1,100.0	8,000.0	500.0	2,000.0	500.0	0.0	250.0	100.0	100.0	12,550.0
14/15	1,150.0	9,000.0	500.0	2,000.0	500.0	0.0	250.0	100.0	100.0	13,600.0
15/16	1,200.0	10,000.0	500.0	2,000.0	500.0	0.0	250.0	100.0	100.0	14,650.0

Note: Total expenditure for special programs is divided into primary (two-thirds) and lower secondary (one-third).

YEAR	Special and Remedial Programs for Basic Education								Expenditure on Special Programs ('000 US\$)	
	Strengthen Assessment and Evaluation	Maintain & Operate Boarding Sch.	Remedial Programs for Pup. In-need	Programs for Disadvantaged Children	Developing Non-public Schools	Training for Non-pub. Sch. Teachers	Research & development programs	Total Expenditure ('000 US\$)	Primary	L.Sec.
98/99	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	50.0
99/00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	50.0
00/01	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	50.0
01/02	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	50.0
02/03	0.0	60.0	0.0	0.0	0.0	0.0	0.0	60.0	706.7	353.3
03/04	0.0	200.0	1,500.0	1,000.0	0.0	0.0	0.0	2,700.0	6,200.0	3,100.0
04/05	0.0	200.0	1,500.0	1,000.0	0.0	0.0	0.0	2,700.0	6,266.7	3,133.3
05/06	1,000.0	200.0	1,500.0	1,000.0	1,000.0	500.0	1,000.0	6,200.0	8,933.3	4,466.7
06/07	1,000.0	200.0	1,500.0	1,000.0	1,000.0	500.0	1,000.0	6,200.0	7,600.0	3,800.0
07/08	1,000.0	200.0	1,500.0	1,000.0	1,000.0	500.0	1,000.0	6,200.0	7,966.7	3,983.3
08/09	1,000.0	200.0	1,500.0	1,000.0	1,000.0	500.0	1,000.0	6,200.0	8,666.7	4,333.3
09/10	1,000.0	200.0	1,500.0	1,000.0	1,000.0	500.0	1,000.0	6,200.0	9,366.7	4,683.3
10/11	1,000.0	200.0	1,500.0	1,000.0	1,000.0	500.0	1,500.0	6,700.0	10,733.3	5,366.7
11/12	1,000.0	200.0	1,500.0	1,000.0	1,000.0	500.0	1,500.0	6,700.0	11,433.3	5,716.7
12/13	1,000.0	200.0	1,500.0	1,000.0	1,000.0	500.0	1,500.0	6,700.0	12,133.3	6,066.7
13/14	1,000.0	200.0	1,500.0	1,000.0	1,000.0	500.0	1,500.0	6,700.0	12,833.3	6,416.7
14/15	1,000.0	200.0	1,500.0	1,000.0	1,000.0	500.0	1,500.0	6,700.0	13,533.3	6,766.7
15/16	1,000.0	200.0	1,500.0	1,000.0	1,000.0	500.0	1,500.0	6,700.0	14,233.3	7,116.7

Note: Total expenditure for special programs is divided into primary (two-thirds) and lower secondary (one-third).

YEAR	Total Salary of Min., Prov. and Dist. Staff and Non-Salary Admin Expenditures ('000 US\$)							Total Recurrent Expenditure (In million US\$)		
	Number and Salaries of Administrative Staff			Operating Expenditures		Admin. Support exp.	Primary	L.Sec.	Total	
	Total Staff	Staff Growth	Avg. Salary*	Total ('000)	Operating	Ann. Growth				
98/99	6,800	2.0%	62	5,067.4	20,000.0	2.0%	25,067.4	274.4	207.8	482.2
99/00	6,936	2.0%	63	5,235.3	20,400.0	2.0%	25,635.3	284.0	224.5	508.6
00/01	7,075	2.0%	64	5,408.1	20,808.0	2.0%	26,216.1	297.0	241.5	538.5
01/02	7,217	2.0%	65	5,586.0	21,224.2	2.0%	26,810.1	303.6	262.1	565.8
02/03	7,362	0.0%	89	7,897.4	21,648.6	0.0%	29,546.1	385.5	354.6	740.1
03/04	7,362	0.0%	95	8,410.7	21,648.6	0.0%	30,059.4	435.7	412.4	848.2
04/05	7,362	0.0%	101	8,957.4	21,648.6	0.0%	30,606.1	474.1	466.6	940.7
05/06	7,362	0.0%	108	9,539.7	21,648.6	0.0%	31,188.3	516.8	509.4	1,026.3
06/07	7,362	0.0%	115	10,159.8	21,648.6	0.0%	31,808.4	548.6	541.2	1,089.8
07/08	7,362	0.0%	122	10,820.1	21,648.6	0.0%	32,468.8	589.8	591.1	1,181.0
08/09	7,362	0.0%	130	11,523.5	21,648.6	0.0%	33,172.1	634.1	636.8	1,270.9
09/10	7,362	0.0%	139	12,272.5	21,648.6	0.0%	33,921.1	680.1	685.1	1,365.2
10/11	7,362	0.0%	153	13,499.7	21,648.6	0.0%	35,148.4	746.3	752.7	1,499.0
11/12	7,362	0.0%	168	14,849.7	21,648.6	0.0%	36,498.3	806.5	817.5	1,623.9
12/13	7,362	0.0%	185	16,334.7	21,648.6	0.0%	37,983.3	848.2	861.2	1,709.3
13/14	7,362	0.0%	203	17,968.1	21,648.6	0.0%	39,616.8	884.0	898.5	1,782.5
14/15	7,362	0.0%	224	19,765.0	21,648.6	0.0%	41,413.6	937.4	962.3	1,899.7
15/16	7,362	0.0%	246	21,741.4	21,648.6	0.0%	43,390.1	989.7	1,025.9	2,015.6

Note: Average salary for (central and provincial) administrative staff are taken as 1.5 \* salary of G.5-6 primary school teacher.

YEAR	Unit Cost (Public Recurrent Expenditure per Pupil): US\$									
	Primary Level				Lower Secondary Level				Basic Education Level	
	Exp./Pupil	Index	Exp./Grad.	Index	Exp./Pupil	Index	Exp./Grad.	Index	Exp./Pupil	Index
98/99	27	82.3%	168	97.5%	39	90.5%	206	94.1%	31	84.4%
99/00	28	86.8%	173	100.0%	40	93.7%	210	95.9%	33	88.7%
00/01	31	93.6%	166	96.1%	42	97.8%	221	100.9%	35	94.8%
01/02	33	100.0%	173	100.0%	43	100.0%	219	100.0%	37	100.0%
02/03	43	132.8%	232	134.2%	57	131.6%	280	128.3%	49	132.9%
03/04	51	156.2%	261	151.5%	66	152.5%	314	143.6%	57	155.6%
04/05	58	177.6%	304	176.1%	74	172.2%	324	148.3%	65	176.8%
05/06	65	200.2%	341	197.8%	83	193.6%	360	164.7%	73	199.1%
06/07	71	218.0%	369	213.6%	91	211.3%	394	180.4%	80	217.0%
07/08	78	239.1%	404	234.3%	101	235.3%	423	193.4%	88	239.9%
08/09	85	260.9%	446	258.3%	112	259.8%	474	217.0%	97	263.1%
09/10	92	282.1%	488	282.9%	122	284.3%	519	237.3%	105	286.1%
10/11	101	310.6%	534	309.2%	137	316.9%	571	261.5%	116	316.6%
11/12	110	336.7%	573	332.1%	150	347.4%	624	285.3%	127	345.1%
12/13	116	355.8%	600	347.6%	158	367.4%	664	304.0%	134	364.8%
13/14	122	373.0%	623	361.1%	165	382.3%	700	320.2%	140	381.2%
14/15	130	398.4%	659	381.9%	175	406.1%	740	338.7%	149	406.6%
15/16	138	423.8%	696	403.5%	185	429.5%	776	355.3%	159	431.7%

Note: The unit cost includes expenditure from all sources of funding: government, donors and community.

ANNEX IV: The Viet Nam Analysis and Projection Model (VNEFAPM)

3.13 Unit Cost (Public Recurrent Expenditure per Pupil; US\$) for Primary Education Level									
YEAR	Admin. support	Insv. teacher training	Other pupil+sch. Related	Teacher guide	Textbooks	Teaching staff salary	Non.teaching staff salary	Special programs	Units cost
98/99	1.23	0.03	4.45	0.12	0.28	18.68	2.05	0.01	26.85
99/00	1.28	0.04	4.77	0.13	0.32	19.58	2.19	0.01	28.31
00/01	1.35	0.05	5.28	0.14	0.35	21.01	2.36	0.01	30.55
01/02	1.44	0.06	5.30	0.14	0.35	22.74	2.59	0.01	32.63
02/03	1.66	0.04	5.57	0.14	0.35	31.68	3.82	0.08	43.35
03/04	1.76	1.47	5.85	0.17	0.54	36.15	4.30	0.73	50.97
04/05	1.87	2.63	6.13	0.19	0.75	40.76	4.86	0.77	57.95
05/06	1.97	3.78	6.41	0.21	1.16	45.24	5.43	1.13	65.33
06/07	2.06	4.28	7.37	0.23	1.59	48.65	5.96	0.99	71.12
07/08	2.15	4.78	8.32	0.24	1.85	53.13	6.51	1.05	78.02
08/09	2.23	5.28	9.27	0.26	2.33	57.53	7.06	1.16	85.11
09/10	2.30	5.77	10.22	0.28	2.83	61.77	7.62	1.27	92.06
10/11	2.39	6.26	11.23	0.30	3.36	67.94	8.40	1.46	101.33
11/12	2.49	6.78	12.13	0.32	3.69	73.64	9.27	1.56	109.87
12/13	2.60	7.30	13.03	0.34	4.04	76.88	10.23	1.66	116.08
13/14	2.73	7.82	13.97	0.37	4.41	79.33	11.31	1.77	121.70
14/15	2.87	8.35	14.91	0.40	4.79	84.29	12.53	1.88	130.01
15/16	3.03	8.88	15.86	0.42	5.19	89.03	13.87	1.99	138.28

Note: Other pupil and school related expenditures include government funding, donor funding and community funding.  
Teaching staff salary includes salaries for all teachers and 50% of primary school principals.

3.14 Composition of Unit Cost (Public Recurrent Expenditure per Pupil; US\$) for Primary Education Level										
YEAR	Teaching staff salary	Admin. support	Insv. teacher training	Other pupil+sch. Related	Teacher guide	Textbooks	Non.teaching staff salary	Special programs	All except teacher	Units cost
98/99	69.6%	4.6%	0.1%	16.6%	0.5%	1.0%	7.6%	0.0%	30.4%	100.0%
99/00	69.2%	4.5%	0.1%	16.8%	0.5%	1.1%	7.7%	0.0%	30.8%	100.0%
00/01	68.8%	4.4%	0.2%	17.3%	0.4%	1.1%	7.7%	0.0%	31.2%	100.0%
01/02	69.7%	4.4%	0.2%	16.2%	0.4%	1.1%	7.9%	0.0%	30.3%	100.0%
02/03	73.1%	3.8%	0.1%	12.8%	0.3%	0.8%	8.8%	0.2%	26.9%	100.0%
03/04	70.9%	3.4%	2.9%	11.5%	0.3%	1.1%	8.4%	1.4%	29.1%	100.0%
04/05	70.3%	3.2%	4.5%	10.6%	0.3%	1.3%	8.4%	1.3%	29.7%	100.0%
05/06	69.3%	3.0%	5.8%	9.8%	0.3%	1.8%	8.3%	1.7%	30.7%	100.0%
06/07	68.4%	2.9%	6.0%	10.4%	0.3%	2.2%	8.4%	1.4%	31.6%	100.0%
07/08	68.1%	2.8%	6.1%	10.7%	0.3%	2.4%	8.3%	1.4%	31.9%	100.0%
08/09	67.6%	2.6%	6.2%	10.9%	0.3%	2.7%	8.3%	1.4%	32.4%	100.0%
09/10	67.1%	2.5%	6.3%	11.1%	0.3%	3.1%	8.3%	1.4%	32.9%	100.0%
10/11	67.0%	2.4%	6.2%	11.1%	0.3%	3.3%	8.3%	1.4%	33.0%	100.0%
11/12	67.0%	2.3%	6.2%	11.0%	0.3%	3.4%	8.4%	1.4%	33.0%	100.0%
12/13	66.2%	2.2%	6.3%	11.2%	0.3%	3.5%	8.8%	1.4%	33.8%	100.0%
13/14	65.2%	2.2%	6.4%	11.5%	0.3%	3.6%	9.3%	1.5%	34.8%	100.0%
14/15	64.8%	2.2%	6.4%	11.5%	0.3%	3.7%	9.6%	1.4%	35.2%	100.0%
15/16	64.4%	2.2%	6.4%	11.5%	0.3%	3.8%	10.0%	1.4%	35.6%	100.0%

Note: Other pupil and school related expenditures include government funding, donor funding and community funding.  
Teaching staff salary includes salaries for all teachers and 50% of primary school principals.

**CAPITAL EXPENDITURE SUB-MODEL: PUBLIC SCHOOLS (Primary and Lower Secondary)**

4.1 Classroom Requirement for Primary Education										
YEAR	Primary Enrolment	Primary Classes	Classroom Available	Two-Shift Classrooms	% Classes In Two-Shift	Replace Temp, level 4		Extra rooms In old sch	Classrooms In New Schools	Tot. rooms to construct
						% of Total	Classrooms			
98/99	10,218,536	323,692	198,239	125,453	77.5%	2.0%	4,000	892	3,720	8,612
99/00	10,032,430	321,034	202,851	118,183	73.6%	2.0%	4,000	3,885	3,732	11,617
00/01	9,723,941	318,589	210,468	108,121	67.9%	2.0%	4,000	914	4,236	9,150
01/02	9,305,251	314,983	215,618	99,365	63.1%	1.9%	4,000	500	2,340	6,840
02/03	8,894,368	300,380	218,458	81,922	54.5%	2.0%	4,312	300	3,000	7,612
03/04	8,549,574	288,044	221,758	66,286	46.0%	2.0%	8,698	300	3,000	11,998
04/05	8,181,745	275,088	225,058	50,030	36.4%	2.0%	8,764	300	3,000	12,064
05/06	7,911,452	264,176	228,358	35,818	27.1%	2.0%	8,830	300	3,000	12,130
06/07	7,713,706	255,896	231,658	24,238	18.9%	2.0%	8,896	300	1,200	10,396
07/08	7,560,164	249,241	233,158	16,083	12.9%	2.0%	8,962	300	1,200	10,462
08/09	7,450,214	244,104	234,658	9,446	7.7%	2.0%	8,992	300	1,200	10,492
09/10	7,387,891	240,522	236,158	4,364	3.6%	2.0%	9,022	300	1,200	10,522
10/11	7,364,607	238,173	237,658	515	0.4%	4.2%	9,918	300	240	10,458
11/12	7,339,818	235,793	238,198	0	0.0%	4.6%	10,837	0	240	11,077
12/13	7,306,413	233,170	238,438	0	0.0%	4.9%	11,719	0	240	11,959
13/14	7,263,592	230,283	238,678	0	0.0%	5.3%	12,589	0	240	12,829
14/15	7,210,172	227,099	238,918	0	0.0%	5.6%	13,461	0	240	13,701
15/16	7,157,622	224,017	239,158	0	0.0%	6.0%	14,335	0	240	14,575

Temp. classrooms In satellite= 30,300 and level 4 = 90,000

4.2 Classroom Requirement for Lower Secondary Education										
YEAR	Total Enrolment	L.Sec. Classes	Classroom Available	Two-Shift Classrooms	% Classes In Two-Shift	Replace Temp, level 4		Extra rooms In old sch	Classrooms In New Schools	Tot. rooms to construct
						% of Total	Classrooms			
98/99	5,328,294	128,602	85,107	43,495	67.6%	1.8%	1,500	0	5,520	7,020
99/00	5,564,681	135,182	89,733	45,449	67.2%	1.8%	1,500	0	5,712	7,212
00/01	5,731,817	140,991	94,311	46,680	66.2%	1.7%	1,500	257	5,184	6,941
01/02	6,085,388	149,975	99,752	50,223	67.0%	1.6%	1,500	1,000	7,848	10,348
02/03	6,256,713	154,081	108,600	45,481	59.0%	1.6%	1,586	1,000	2,400	4,986
03/04	6,277,508	154,489	112,000	42,489	55.0%	5.2%	5,605	1,000	2,400	9,005
04/05	6,290,504	154,604	115,400	39,204	50.7%	5.2%	5,781	1,000	2,400	9,181
05/06	6,108,660	149,907	118,800	31,107	41.5%	5.2%	5,956	1,000	2,400	9,356
06/07	5,946,298	145,960	122,200	23,760	32.6%	5.2%	6,132	1,000	1,680	8,812
07/08	5,832,284	143,167	124,880	18,287	25.5%	5.2%	6,307	1,000	1,680	8,987
08/09	5,690,730	139,675	127,560	12,115	17.3%	5.2%	6,446	1,000	1,680	9,126
09/10	5,594,624	137,330	130,240	7,090	10.3%	5.2%	6,584	1,000	1,680	9,264
10/11	5,513,488	135,356	132,920	2,436	3.6%	5.2%	6,722	1,000	480	8,202
11/12	5,461,728	134,072	134,400	0	0.0%	5.3%	7,084	0	480	7,564
12/13	5,440,838	133,534	134,880	0	0.0%	5.5%	7,388	0	480	7,868
13/14	5,455,732	133,892	135,360	0	0.0%	5.7%	7,640	0	480	8,120
14/15	5,500,321	134,995	135,840	0	0.0%	5.8%	7,894	0	480	8,374
15/16	5,544,441	136,090	136,320	0	0.0%	6.0%	8,150	0	480	8,630

Temp. structure 25.0% (25% in 1997 to 0% by 2010)

4.3 Construction of New Classrooms										
YEAR	Primary Schools					Lower Secondary Schools				
	Classrooms per New Sch.	Classrooms In New Sch.	Construc. exp./room ('000) as Extension	as New Sch.	Total ('000 US\$)	Classrooms per New Sch.	Classrooms In New Sch.	Construc. exp./room ('000) as Extension	as New Sch.	Total ('000 US\$)
98/99	12	3,720	5.3	6.6	50,626	24	5,520	6.0	7.0	47,640
99/00	12	3,732	5.3	6.6	66,658	24	5,712	6.0	7.0	48,984
00/01	12	4,236	5.3	6.6	54,149	24	5,184	6.0	7.0	46,830
01/02	12	2,340	5.3	6.6	39,429	24	7,848	6.0	7.0	69,936
02/03	12	3,000	5.3	6.6	44,382	24	2,400	6.0	7.0	32,316
03/04	12	3,000	5.3	6.6	67,757	24	2,400	6.0	7.0	56,430
04/05	12	3,000	5.4	6.7	69,326	24	2,400	6.1	7.3	59,055
05/06	12	3,000	5.5	6.8	70,908	24	2,400	6.3	7.5	61,723
06/07	12	1,200	5.6	7.0	59,993	24	1,680	6.4	7.8	58,869
07/08	12	1,200	5.7	7.1	61,390	24	1,680	6.6	8.0	61,457
08/09	12	1,200	5.8	7.2	62,591	24	1,680	6.7	8.3	63,855
09/10	12	1,200	5.9	7.3	63,797	24	1,680	6.9	8.5	66,285
10/11	12	240	6.0	7.4	63,088	24	480	7.0	8.8	58,254
11/12	12	240	6.2	7.5	68,997	24	480	7.2	9.0	55,325
12/13	12	240	6.4	7.7	76,838	24	480	7.4	9.3	59,111
13/14	12	240	6.6	7.8	84,951	24	480	7.6	9.5	62,624
14/15	12	240	6.8	7.9	93,427	24	480	7.8	9.8	66,253
15/16	12	240	7.0	8.0	102,265	24	480	8.0	10.0	70,000

Note: Construction cost/classroom include construction + furniture + equipment.

ANNEX IV: The Viet Nam Analysis and Projection Model (VNEFAPM)

4.4 Major Repair and Rehabilitation of Classrooms and Furniture ('000 US\$)								
YEAR	Major Repair of Primary Classrooms				Major Repair of Lower Secondary Classrooms			
	% to Repair	Classrooms	Exp. / room	Total	% to Repair	Classrooms	Exp. / room	Total
98/99	5.0%	9,911	1.5	14,866.5	5.0%	4,255	2.0	8,510.0
99/00	5.0%	10,142	1.5	15,213.0	5.0%	4,486	2.0	8,972.0
00/01	5.0%	10,523	1.5	15,784.5	5.0%	4,715	2.0	9,430.0
01/02	5.0%	10,780	1.5	16,170.0	5.0%	4,987	2.0	9,974.0
02/03	5.0%	10,922	1.5	16,383.0	5.0%	5,430	2.0	10,860.0
03/04	5.0%	11,087	1.5	16,630.5	5.0%	5,600	2.0	11,200.0
04/05	5.0%	11,252	1.5	16,878.0	5.0%	5,770	2.0	11,540.0
05/06	5.0%	11,417	1.5	17,125.5	5.0%	5,940	2.0	11,880.0
06/07	5.0%	11,582	1.5	17,373.0	5.0%	6,110	2.0	12,220.0
07/08	5.0%	11,657	1.5	17,485.5	5.0%	6,244	2.0	12,488.0
08/09	5.0%	11,732	1.5	17,598.0	5.0%	6,378	2.0	12,756.0
09/10	5.0%	11,807	1.5	17,710.5	5.0%	6,512	2.0	13,024.0
10/11	5.0%	11,882	1.5	17,823.0	5.0%	6,646	2.0	13,292.0
11/12	5.0%	11,909	1.5	17,863.5	5.0%	6,720	2.0	13,440.0
12/13	5.0%	11,921	1.5	17,881.5	5.0%	6,744	2.0	13,488.0
13/14	5.0%	11,933	1.5	17,899.5	5.0%	6,768	2.0	13,536.0
14/15	5.0%	11,945	1.5	17,917.5	5.0%	6,792	2.0	13,584.0
15/16	5.0%	11,957	1.5	17,935.5	5.0%	6,816	2.0	13,632.0

4.5 Science Laboratories in Lower Secondary Schools (Expenditures in '000 US\$ at 2002 prices)							
YEAR	Schools w/o Laboratory	with defunct Laboratory	Schools for New Lab.	Schools to Upgrade Lab	Lab. Expenditure		Expenditure for Labs.
					New	Upgrade	
98/99	6,200	2,279	100	0	7.00	2.67	700.0
99/00	6,100	2,279	100	0	7.00	2.67	700.0
00/01	6,000	2,279	100	0	7.00	2.67	700.0
01/02	5,900	2,279	200	0	7.00	2.67	1,400.0
02/03	5,700	1,979	200	400	7.00	2.67	2,468.0
03/04	5,500	1,679	500	400	7.00	2.67	4,568.0
04/05	5,000	1,379	500	400	7.00	2.67	4,568.0
05/06	4,500	1,079	500	500	7.00	2.67	4,835.0
06/07	4,000	779	800	900	7.00	2.67	8,003.0
07/08	3,200	479	800	1,200	7.00	2.67	8,804.0
08/09	2,400	179	800	1,200	7.00	2.67	8,804.0
09/10	1,600	0	800	1,179	7.00	2.67	8,747.9
10/11	800	0	800	1,700	7.00	2.67	10,139.0
11/12	0	0	0	2,000	7.00	2.67	5,340.0
12/13	0	0	0	2,000	7.00	2.67	5,340.0
13/14	0	0	0	1,979	7.00	2.67	5,283.9
14/15	0	0	0	2,500	7.00	2.67	6,675.0
15/16	0	0	0	2,000	7.00	2.67	5,340.0

Note: 40 million VND is assigned for LS teaching aids per school in CPRGS.

4.6 Computer Laboratories in Schools (Expenditures in '000 US\$ at 2002 prices)										
YEAR	Primary Schools					Lower Secondary Schools				
	Schools w/o Computer	School: New Comp Lab.	School: Upgr. Comp Lab.	Expenditure per Com. Lab	Expenditure for Computer	Schools w/o Computer	School: New Comp Lab.	School: Upgr. Comp Lab.	Expenditure per Com. Lab	Expenditure for Computer
98/99	13,000	100	0	15.00	1,500.0	6,000	100	0	20.00	2,000.0
99/00	12,800	200	0	15.00	3,000.0	5,800	200	0	20.00	4,000.0
00/01	12,500	300	0	15.00	4,500.0	5,500	300	0	20.00	6,000.0
01/02	12,000	500	0	15.00	7,500.0	5,000	500	0	20.00	10,000.0
02/03	11,500	500	100	15.00	9,000.0	4,500	500	100	20.00	12,000.0
03/04	10,500	1,000	200	15.00	18,000.0	3,500	1,000	200	20.00	24,000.0
04/05	9,500	1,000	300	15.00	19,500.0	2,500	1,000	300	20.00	26,000.0
05/06	8,300	1,200	500	15.00	25,500.0	1,500	1,000	500	20.00	30,000.0
06/07	6,900	1,400	600	15.00	30,000.0	500	1,000	600	20.00	32,000.0
07/08	5,100	1,800	1,200	15.00	45,000.0	0	500	1,200	20.00	34,000.0
08/09	3,100	2,000	1,300	15.00	49,500.0	0	0	1,300	20.00	26,000.0
09/10	1,300	1,800	1,700	15.00	52,500.0	0	0	1,500	20.00	30,000.0
10/11	0	1,300	2,000	15.00	49,500.0	0	0	1,600	20.00	32,000.0
11/12	0	0	3,000	15.00	45,000.0	0	0	1,700	20.00	34,000.0
12/13	0	0	3,300	15.00	49,500.0	0	0	1,300	20.00	26,000.0
13/14	0	0	3,500	15.00	52,500.0	0	0	1,500	20.00	30,000.0
14/15	0	0	3,300	15.00	49,500.0	0	0	1,600	20.00	32,000.0
15/16	0	0	3,000	15.00	45,000.0	0	0	1,700	20.00	34,000.0

YEAR	School Libraries (Expenditures in '000 US\$ at 2002 prices)									
	Primary Schools					Lower Secondary Schools				
	Schools with Defunct Lib.	Schools to Install Lib	Schools to Upgrade Lib	Expenditure per Lib	Expenditure for Libraries	Schools with Insuff. Lib.	Schools to Install Lib	Schools to Upgrade Lib	Expenditure per Lib	Expenditure for Libraries
98/99	13,000	100	0	0.15	15.0	3,117	117	0	0.30	35.1
99/00	12,800	200	0	0.15	30.0	3,000	117	0	0.30	35.1
00/01	12,500	300	0	0.15	45.0	2,800	200	0	0.30	60.0
01/02	12,000	500	0	0.15	75.0	2,600	200	0	0.30	60.0
02/03	11,500	500	100	0.15	90.0	2,400	200	117	0.30	95.1
03/04	10,300	1,200	200	0.15	210.0	1,600	800	117	0.30	275.1
04/05	9,000	1,300	300	0.15	240.0	800	800	200	0.30	300.0
05/06	7,500	1,500	500	0.15	300.0	0	800	200	0.30	300.0
06/07	6,000	1,500	600	0.15	315.0	0	0	317	0.30	95.1
07/08	4,500	1,500	1,400	0.15	435.0	0	0	917	0.30	275.1
08/09	3,000	1,500	1,600	0.15	465.0	0	0	1,000	0.30	300.0
09/10	1,500	1,500	2,000	0.15	525.0	0	0	1,000	0.30	300.0
10/11	0	1,500	2,100	0.15	540.0	0	0	317	0.30	95.1
11/12	0	0	2,900	0.15	435.0	0	0	917	0.30	275.1
12/13	0	0	3,100	0.15	465.0	0	0	1,000	0.30	300.0
13/14	0	0	3,500	0.15	525.0	0	0	1,000	0.30	300.0
14/15	0	0	3,600	0.15	540.0	0	0	317	0.30	95.1
15/16	0	0	2,900	0.15	435.0	0	0	917	0.30	275.1

Note: In 1997, 67% of Primary and 39% of LS schools do not have library at all (VLSS, 1997).  
Only 2 million VND is foreseen for a primary school library (and 4 million for LS) in CPRGS.

YEAR	New Teacher Training Centers and Other Education Facilities									
	Tchr. Training/Resource Center		IT Center and Book Store		Auditorium (Sports Hall)		Total Expenditure for Various Education Centers ('000 US\$)			
	Number of Centers	Oper. Expense per Center	Number of Centers/Stores	Expenditure per Center	Number of Halls	Expenditure per Center	Total Exp.	% to Primary	Primary	L.Sec.
98/99	0	300.0	0	250.0	0	250.0	0.0	50.0%	0.0	0.0
99/00	0	300.0	0	250.0	0	250.0	0.0	50.0%	0.0	0.0
00/01	0	300.0	0	250.0	0	250.0	0.0	50.0%	0.0	0.0
01/02	0	300.0	0	250.0	0	250.0	0.0	50.0%	0.0	0.0
02/03	0	300.0	0	250.0	0	250.0	0.0	50.0%	0.0	0.0
03/04	4	300.0	7	250.0	4	250.0	3,950.0	50.0%	1,975.0	1,975.0
04/05	4	300.0	7	250.0	5	250.0	4,200.0	50.0%	2,100.0	2,100.0
05/06	5	300.0	8	250.0	5	250.0	4,750.0	50.0%	2,375.0	2,375.0
06/07	5	300.0	8	250.0	5	250.0	4,750.0	50.0%	2,375.0	2,375.0
07/08	5	300.0	8	250.0	5	250.0	4,750.0	50.0%	2,375.0	2,375.0
08/09	5	300.0	8	250.0	5	250.0	4,750.0	50.0%	2,375.0	2,375.0
09/10	5	300.0	8	250.0	5	250.0	4,750.0	50.0%	2,375.0	2,375.0
10/11	5	300.0	7	250.0	5	250.0	4,500.0	50.0%	2,250.0	2,250.0
11/12	5	300.0	0	250.0	5	250.0	2,750.0	50.0%	1,375.0	1,375.0
12/13	5	300.0	0	250.0	5	250.0	2,750.0	50.0%	1,375.0	1,375.0
13/14	5	300.0	0	250.0	4	250.0	2,500.0	50.0%	1,250.0	1,250.0
14/15	4	300.0	0	250.0	4	250.0	2,200.0	50.0%	1,100.0	1,100.0
15/16	4	300.0	0	250.0	4	250.0	2,200.0	50.0%	1,100.0	1,100.0
Prov.=	61		61		61					

YEAR	Total Capital Expenditure ('000US\$)									
	Primary Schools				Lower Secondary Schools					
	Building of Classrooms	Other Facilities	of which comm. contribution	Total capital Expenditure	Building of Classrooms	Other Facilities	of which comm. contribution	Total capital Expenditure	TOTAL CAPITAL Expenditure	
98/99	50,626	16,382	33,800	67,008	47,640	11,245	37,600	58,885	125,893	
99/00	66,658	18,243	46,000	84,901	48,984	13,707	37,000	62,691	147,592	
00/01	54,149	20,330	38,500	74,479	46,830	16,190	31,200	63,020	137,499	
01/02	39,429	23,745	31,100	63,174	69,936	21,434	46,000	91,370	154,544	
02/03	44,382	25,473	24,300	69,855	32,316	25,423	6,463	57,739	127,594	
03/04	67,757	36,816	0	104,573	56,430	42,018	11,286	98,448	203,021	
04/05	69,326	38,718	0	108,044	59,055	44,508	11,811	103,563	211,607	
05/06	70,908	45,301	0	116,209	61,723	49,390	12,345	111,113	227,322	
06/07	59,993	50,063	0	110,056	58,869	54,693	11,774	113,562	223,618	
07/08	61,390	65,296	0	126,686	61,457	57,942	12,291	119,400	246,085	
08/09	62,591	69,938	0	132,529	63,855	50,235	12,771	114,090	246,618	
09/10	63,797	73,111	0	136,908	66,285	54,447	13,257	120,732	257,639	
10/11	63,088	70,113	0	133,201	58,254	57,776	11,651	116,030	249,231	
11/12	68,997	64,674	0	133,671	55,325	54,430	11,065	109,755	243,426	
12/13	76,838	69,222	0	146,059	59,111	46,503	11,822	105,614	251,673	
13/14	84,951	72,175	0	157,126	62,624	50,370	12,525	112,994	270,120	
14/15	93,427	69,058	0	162,484	66,253	53,454	13,251	119,707	282,192	
15/16	102,265	64,471	0	166,736	70,000	54,347	14,000	124,347	291,083	

**EFA-Plan - SCENARIO**

Projection of the functioning of non-formal education sub-sector (out-of-school youths & continuing edn.) until 2015-2016, taking into account the base situation in 2001/02, current developments and improvements to be initiated through National EFA Plan implementation

**NON-FORMAL EDUCATION (Out-of-School-Youth and Continuing Education)**

Underlying assumptions: Non-formal education programs include  
 (i) complementary primary and lower secondary programs for out-of-school children  
 (ii) basic literacy and post-literacy programs for out-of-school youth.  
 (iii) development of CLC and CEC

**Objectives:**

- A. Continue providing necessary resources for a proper functioning of Non-Formal Education.
- B. Further developing NFE with the following objectives:
  - 1) Basic education opportunities for out-of-school youths
  - 2) Literacy, life skills & lifelong learning opportunities for adults
  - 3) Improved quality and relevance of all NFE programs
  - 4) National strategy for relevant NFE and lifelong learning
  - 5) Strengthened management at the local level

**Specific targets to be reached during the plan period in order to attain the objectives:**

- 1 Achievements of literacy campaigns consolidated with emphasis on young illiterate adults (aged 15-34) & women
- 2 50% of all communes have a CLC by 2005; 90% by 2010 and all communes by 2015
- 3 Out-of-school children aged 6-14 (30% by 2005 and 75% by 2015) attend complementary primary programs
- 4 Out-of-school children aged 11-14 (30% by 2005 and 75% by 2015) attend complementary lower sec. programs
- 5 Curriculum and textbooks of complementary primary and lower secondary programs improved
- 6 Post-literacy & life skill programs diversified to meet the needs of local population; provide \$5,000/CLC by 2015
- 7 CEC setup in all districts and developing localized materials and training programs
- 8 Management of CE and NFE reformed and modernized at every level

**Note:**

- \* Base year data are for 2001/2002.
- \* First projection year is 2002/2003 and the projection period is 2002/2003 - 2015/2016.
- \* All baseline data, all assumptions and all projections used in this model are for the country as a whole.
- \* For EFA planning in a particular province, all baseline data (1998/99-2001/02) must be replaced with the real provincial data, and all assumptions and targets must be checked for validity and adapted.

**Principal Sources of Information:**

- \* Demographic data are based on the population census and projections made by the General Statistics Office (GSO).
- \* Enrolment and all other school related data come from the Education Management Information Center, Ministry of Education and Training.
- \* Financial and expenditure data are provided by the Planning and Finance Department, Ministry of Education and Training
- \* Data gaps are filled by various documents of projects, surveys, studies and project preparation of Ministry of Education and Training.

<b>PRINCIPAL VARIABLES</b>	
<b>INDEPENDENT VARIABLES (DECISION VARIABLES)</b>	<b>DEPENDENT VARIABLES (RESULT VARIABLES)</b>
<p><b>PUPILS</b></p> <ul style="list-style-type: none"> <li>- Population age 6</li> <li>- Grade 1 new intakes</li> <li>- Basic education dropouts by level</li> <li>- % dropouts attending literacy and equivalency programs by level</li> <li>- % out-of-school youths at other NFE programs</li> </ul>	<p><b>PUPILS</b></p> <ul style="list-style-type: none"> <li>- Participation (number of youth) in NFE programs</li> <li>- Primary and lower sec. level out-of-school children</li> <li>- Out-of-school children at NFE programs</li> <li>- Dropouts attending reintegration programs</li> </ul>
<p><b>EXPENDITURE: (in US\$ at mid-2002 prices)</b></p> <ul style="list-style-type: none"> <li>- Expenditure per primary dropout at reintegration program</li> <li>- Expenditure per lower sec. dropout at reintegration program</li> <li>- Expenditure per primary out-of-school youth at NFE program</li> <li>- Expenditure per lower sec. out-of-school youth at NFE program</li> <li>- Expenditure on other NFE programs</li> <li>- Expenditure of central, province and district offices</li> <li>- Respective growth rates</li> </ul>	<p><b>EXPENDITURE: (in US\$ at mid-2002 prices)</b></p> <ul style="list-style-type: none"> <li>- NFE program expenditure for primary out-of-school youths</li> <li>- NFE program expenditure for lower sec. out-of-school youths</li> <li>- Total NFE department (recurrent) expenditure</li> </ul>

**The following notions are used in this model:**

**Dependent variables (result variables)**

**Independent variables (decision variables)**

1,234	Baseline data	100.0%	Target to be set
1,234	Calculation results	99.0%	Intermediate/final target in interpolation
1234.0	Dependent variable (beginning of interpolation)	103.5%	Linearly interpolated target value
1,234	Data imported from other component model		

The design of the model and analysis and projections have been carried out by Mr. Nyan Myint, UNESCO-consultant and Dr. Klaus Bahr, World Bank-consultant.

Valuable assistance was obtained from the members of the National EFA Plan Preparation Task Force of MoET and staff members of the International EFA Support Team of UNESCO-Hanoi



<b>SUMMARY OF NON-FORMAL EDUCATION (NFE)</b>
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Base year for the projection is 2001/02.

**- PARTICIPATION:**

S.1 YEAR	Basic Edu. Dropouts		Dropouts attending Equivalency Progs.			Other Programs for Adults (Aged 15-35)				Total NFE Beneficiaries
	Primary	Lower Sec.	Primary	Lower Sec.	Total	Adult Literacy	Post Literacy	Univ. L.Sec.	CLC (15+)	
98/99	602,618	452,129	100,000	140,000	240,000	200,000	100,000	30,000	0	570,000
99/00	561,382	458,647	110,000	145,000	255,000	200,000	100,000	30,000	150,000	735,000
00/01	424,291	398,877	120,000	160,000	280,000	184,367	101,637	40,000	200,000	806,004
01/02	387,249	396,964	130,000	170,000	300,000	124,763	128,284	48,000	250,000	851,047
02/03	350,897	385,350	126,916	206,368	333,284	162,635	130,628	51,000	416,667	1,094,214
03/04	320,989	364,439	196,964	346,291	543,255	310,345	190,567	54,000	666,667	1,764,834
04/05	288,122	343,506	237,388	462,012	699,400	433,894	252,338	57,000	979,167	2,421,799
05/06	261,610	314,264	239,558	527,361	766,919	497,069	315,802	60,000	1,229,167	2,868,957
06/07	239,021	286,996	198,804	488,942	687,746	449,848	384,447	60,000	1,458,333	3,040,374
07/08	218,216	262,343	160,968	422,644	583,612	368,624	454,439	60,000	1,666,667	3,133,342
08/09	198,722	237,825	129,242	349,933	479,175	272,718	525,395	60,000	1,833,333	3,170,621
09/10	180,910	215,584	103,319	281,726	385,045	181,302	596,927	60,000	1,979,167	3,202,441
10/11	164,820	194,332	82,447	223,802	306,249	108,812	668,541	60,000	2,104,167	3,247,769
11/12	148,905	174,596	66,776	179,175	245,951	58,170	739,535	60,000	2,145,833	3,249,489
12/13	132,941	155,995	51,856	140,576	192,432	25,383	809,138	60,000	2,187,500	3,274,453
13/14	116,883	138,287	39,040	107,968	147,008	9,625	876,509	60,000	2,229,167	3,322,309
14/15	100,786	120,908	27,780	80,239	108,019	3,110	941,411	60,000	2,270,833	3,383,373
15/16	84,801	102,956	17,881	55,701	73,582	833	1,004,748	60,000	2,302,083	3,441,246

**- EXPENDITURE:**

S.2 YEAR	Non-Formal Education Expenditures by Major Program ('000)						Total Non-Formal Education Expenditures ('000)			
	Equivalency Programs		Literacy	Operating	Operating	Other	Recurrent Expenditure	Capital Expenditure	Total NFE Exp.	
	Primary	L.Sec.	Post Literacy	CLCs	CECs	Expend.			Total	Growth Rate
98/99	10,000	17,000	6,333	0	97	500	33,930	60	33,990	4.5%
99/00	11,000	17,500	6,333	13	97	510	35,454	280	35,734	5.0%
00/01	12,000	20,000	5,996	27	98	520	38,641	260	38,901	8.5%
01/02	13,000	21,800	5,049	80	99	531	40,559	880	41,439	6.3%
02/03	12,692	25,737	5,972	187	99	541	45,228	1,660	46,888	12.4%
03/04	19,696	40,029	10,418	2,600	202	1,452	74,397	2,540	76,937	49.5%
04/05	23,739	51,901	14,330	8,200	308	1,513	99,991	3,200	103,191	29.4%
05/06	23,956	58,736	16,862	15,900	423	2,774	118,651	2,700	121,351	16.2%
06/07	19,880	54,894	16,904	20,480	513	2,886	115,558	2,540	118,098	-2.7%
07/08	16,097	48,264	16,175	25,160	608	2,998	109,302	2,340	111,642	-5.6%
08/09	12,924	40,993	15,120	29,520	708	3,109	102,375	1,940	104,315	-6.8%
09/10	10,332	34,173	14,179	33,820	812	3,222	96,537	1,740	98,277	-6.0%
10/11	8,245	28,380	13,681	38,000	921	4,334	93,561	1,540	95,101	-3.3%
11/12	6,678	23,918	13,683	40,740	1,010	4,447	90,474	740	91,214	-4.2%
12/13	5,186	20,058	14,078	43,560	1,102	4,560	88,542	740	89,282	-2.1%
13/14	3,904	16,797	14,833	46,460	1,197	4,673	87,864	740	88,604	-0.8%
14/15	2,778	14,024	15,763	49,440	1,296	4,786	88,087	740	88,827	0.3%
15/16	1,788	11,570	16,765	52,250	1,384	4,900	88,658	500	89,158	0.4%

<b>PUPIL SUB-MODEL (NFE)</b>
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1.1 YEAR	Pop.Age 6 and Grade1 Intake		Primary Dropouts (G.1-5)		L.Sec. Dropouts (G.6-9)		Reintegrated into Primary		Reintegrated Into L.Sec.	
	Pop. Age 6	G1.Intake	Total	Female	Total	Female	Total	Female	Total	Female
98/99	1,790,813	2,035,273	602,618	246,150	452,129	203,817	55,769	21,351	22,303	7,521
99/00	1,764,099	1,990,322	561,382	274,191	458,647	210,069	60,652	27,907	26,057	10,063
00/01	1,731,258	1,807,733	424,291	208,060	398,877	173,041	92,268	39,400	26,821	9,078
01/02	1,688,710	1,741,573	387,249	189,337	396,964	175,837	63,035	25,512	29,801	10,076
02/03	1,637,646	1,685,249	350,897	171,439	385,350	172,544	57,524	23,213	29,750	10,201
03/04	1,583,495	1,625,983	320,989	157,163	364,439	165,301	52,078	29,337	29,725	18,391
04/05	1,523,865	1,561,346	288,122	140,949	343,506	157,899	66,108	34,577	49,524	26,025
05/06	1,476,144	1,509,150	261,610	128,333	314,264	145,545	76,154	37,938	66,505	32,509
06/07	1,475,879	1,505,579	239,021	117,728	286,996	133,825	84,393	40,814	80,128	37,659
07/08	1,474,887	1,501,270	218,216	107,867	262,343	123,864	88,407	42,962	86,380	40,796
08/09	1,473,382	1,496,443	198,722	98,561	237,825	113,599	91,049	44,451	91,110	43,437
09/10	1,471,383	1,491,123	180,910	90,103	215,584	104,740	92,384	45,306	93,831	45,068
10/11	1,470,323	1,486,761	164,820	82,189	194,332	96,634	92,876	45,812	95,885	46,699
11/12	1,470,121	1,483,270	148,905	74,283	174,596	89,205	92,831	45,896	96,515	47,877
12/13	1,468,897	1,478,750	132,941	66,338	155,995	82,257	90,166	44,649	94,175	47,819
13/14	1,465,990	1,472,546	116,883	58,313	138,287	75,271	86,207	42,761	91,323	47,626
14/15	1,460,889	1,464,156	100,786	50,235	120,908	69,347	80,913	40,195	88,088	47,410
15/16	1,468,201	1,468,201	84,801	42,184	102,956	62,634	74,311	36,959	84,141	46,910

Note: Population age 6, Grade 1 new Intakes and number of dropouts are Imported from Basic Education Model.

1.2 YEAR	Primary Equivalent Programs for Out-of-School Aged 6-10					L.Sec. Equivalent Programs for Out-of-School Aged 11-14				
	Potential NFE Youth	Reaching L.Sec Age		Lit. & Pri. Equiv. Progs.		Potential NFE Youth	Reaching U.Sec Age		CE and L.Sec. Equiv. Progs.	
		Per cent	Number	% Attended	Participants		Per cent	Number	% Attended	Participants
98/99	1,041,196	20.0%	208,239	9.6%	100,000	1,221,927	25.0%	305,482	11.5%	140,000
99/00	1,279,806	20.0%	255,961	8.6%	110,000	1,514,510	25.0%	378,628	9.6%	145,000
00/01	1,414,575	20.0%	282,915	8.5%	120,000	1,789,433	25.0%	447,358	8.9%	160,000
01/02	1,343,683	20.0%	268,737	9.7%	130,000	1,957,046	25.0%	489,262	8.7%	170,000
02/03	1,269,160	20.0%	253,832	10.0%	126,916	2,063,684	25.0%	515,921	10.0%	206,368
03/04	1,181,785	20.0%	236,357	16.7%	196,964	2,077,743	25.0%	519,436	16.7%	346,291
04/05	1,017,375	20.0%	203,475	23.3%	237,388	1,980,051	25.0%	495,013	23.3%	462,012
05/06	798,526	20.0%	159,705	30.0%	239,558	1,757,871	25.0%	439,468	30.0%	527,361
06/07	584,719	20.0%	116,944	34.0%	198,804	1,438,064	25.0%	359,516	34.0%	488,942
07/08	423,599	20.0%	84,720	38.0%	160,968	1,112,222	25.0%	278,056	38.0%	422,644
08/09	307,720	20.0%	61,544	42.0%	129,242	833,173	25.0%	208,293	42.0%	349,933
09/10	224,607	20.0%	44,921	46.0%	103,319	612,448	25.0%	153,112	46.0%	281,726
10/11	164,893	20.0%	32,979	50.0%	82,447	447,603	25.0%	111,901	50.0%	223,802
11/12	121,411	20.0%	24,282	55.0%	66,776	325,773	25.0%	81,443	55.0%	179,175
12/13	86,427	20.0%	17,285	60.0%	51,856	234,294	25.0%	58,574	60.0%	140,576
13/14	60,061	20.0%	12,012	65.0%	39,040	166,105	25.0%	41,526	65.0%	107,968
14/15	39,685	20.0%	7,937	70.0%	27,780	114,627	25.0%	28,657	70.0%	80,239
15/16	23,841	20.0%	4,768	75.0%	17,881	74,268	25.0%	18,567	75.0%	55,701

Note: "Potential NFE Youth" are aged 6-10 but not enrolled in any formal or NFE programs such as basic literacy and primary equivalent programs.

"Potential NFE Youth" at lower secondary level are the out-of-school youths in the lower secondary school-going age range, who are not enrolled

in any NFE programs such as continuing education, skill training and life skill programs including those who have completed primary level NFE programs.

1.3 YEAR	Adult Literacy Programs (Aged 15-34)					Continuing Education, Life Skill and Other Programs for Adults				
	Potential Candidates	Reaching Age 35+		Attending Adult Lit. Progs.		Adults Aged 15-34	CE / Post Literacy		Universal L.Sec. Prog.	Programs In CLC
		Per cent	Number	% Attended	Participants		% Attended	Number		
98/99	1,652,000	5.0%	82,600	12.1%	200,000	27,896,630	0.4%	100,000	30,000	0
99/00	1,583,237	5.0%	79,162	12.6%	200,000	28,433,463	0.4%	100,000	30,000	150,000
00/01	1,569,115	5.0%	78,456	11.7%	184,367	28,978,506	0.4%	101,637	40,000	200,000
01/02	1,619,443	5.0%	80,972	7.7%	124,763	29,525,310	0.4%	128,284	48,000	250,000
02/03	1,807,053	5.0%	90,353	9.0%	162,635	30,064,686	0.4%	130,628	51,000	416,667
03/04	1,939,656	5.0%	96,983	16.0%	310,345	30,588,915	0.6%	190,567	54,000	666,667
04/05	1,886,497	5.0%	94,325	23.0%	433,894	31,095,429	0.8%	252,338	57,000	979,167
05/06	1,656,896	5.0%	82,845	30.0%	497,069	31,580,231	1.0%	315,802	60,000	1,229,167
06/07	1,323,084	5.0%	66,154	34.0%	449,848	32,037,238	1.2%	384,447	60,000	1,458,333
07/08	970,062	5.0%	48,503	38.0%	368,624	32,459,928	1.4%	454,439	60,000	1,666,667
08/09	649,328	5.0%	32,466	42.0%	272,718	32,837,193	1.6%	525,395	60,000	1,833,333
09/10	394,134	5.0%	19,707	46.0%	181,302	33,162,600	1.8%	596,927	60,000	1,979,167
10/11	217,623	5.0%	10,881	50.0%	108,812	33,427,044	2.0%	668,541	60,000	2,104,167
11/12	105,763	5.0%	5,288	55.0%	58,170	33,615,221	2.2%	739,535	60,000	2,145,833
12/13	42,305	5.0%	2,115	60.0%	25,383	33,714,082	2.4%	809,138	60,000	2,187,500
13/14	14,807	5.0%	740	65.0%	9,625	33,711,901	2.6%	876,509	60,000	2,229,167
14/15	4,442	5.0%	222	70.0%	3,110	33,621,805	2.8%	941,411	60,000	2,270,833
15/16	1,110	5.0%	56	75.0%	833	33,491,594	3.0%	1,004,748	60,000	2,302,083

## EXPENDITURE SUB-MODEL (NFE)

YEAR	Major CE/NFE Program Expenditure									
	Primary Equivalent Programs		L.Sec. Equivalent Programs		Adult Literacy Programs		CE / Post Literacy		Prod./Dist. IEC Materials	
	Participants	Exp (\$)/par.	Participants	Exp (\$)/par.	Participants	Exp (\$)/par.	Participants	Exp (\$)/par.	Communes supp.	Exp (\$)/com.
98/99	100,000	100.0	170,000	100.0	200,000	23.3	100,000	16.7	0	1,000.0
99/00	110,000	100.0	175,000	100.0	200,000	23.3	100,000	16.7	0	1,000.0
00/01	120,000	100.0	200,000	100.0	184,367	23.3	101,637	16.7	0	1,000.0
01/02	130,000	100.0	218,000	100.0	124,763	23.3	128,284	16.7	0	1,000.0
02/03	126,916	100.0	257,368	100.0	162,635	23.3	130,628	16.7	0	1,000.0
03/04	196,964	100.0	400,291	100.0	310,345	23.3	190,567	16.7	100	1,000.0
04/05	237,388	100.0	519,012	100.0	433,894	23.3	252,338	16.7	150	1,000.0
05/06	239,558	100.0	587,361	100.0	497,069	23.3	315,802	16.7	200	1,000.0
06/07	198,804	100.0	548,942	100.0	449,848	23.3	384,447	16.7	300	1,000.0
07/08	160,968	100.0	482,644	100.0	368,624	23.3	454,439	16.7	400	1,000.0
08/09	129,242	100.0	409,933	100.0	272,718	23.3	525,395	16.7	500	1,000.0
09/10	103,319	100.0	341,726	100.0	181,302	23.3	596,927	16.7	600	1,000.0
10/11	82,447	100.0	283,802	100.0	108,812	23.3	668,541	16.7	700	1,000.0
11/12	66,776	100.0	239,175	100.0	58,170	23.3	739,535	16.7	800	1,000.0
12/13	51,856	100.0	200,576	100.0	25,383	23.3	809,138	16.7	900	1,000.0
13/14	39,040	100.0	167,968	100.0	9,625	23.3	876,509	16.7	1,000	1,000.0
14/15	27,780	100.0	140,239	100.0	3,110	23.3	941,411	16.7	1,100	1,000.0
15/16	17,881	100.0	115,701	100.0	833	23.3	1,004,748	16.7	1,200	1,000.0

Note: Exp / year = Average unit (per participant) expenditure per year by program including teachers, venue, textbook, workbook, etc.

YEAR	Other NFE Programs and Central Administrative Expenditures									
	Operate / Support CLC		Strengthen District CEC		Other Program Exp. ('000)			Central and Regional Administration ('000)		Total Recurr. Expenditure ('000 US\$)
	Expenditure per CLC (\$)	Total CLCs In Operation	Expenditure per CEC (\$)	Tot. CEC In Operation	Women Empower.	Mobile Library	Dev./ Produce CE Textbooks	Total	Growth Rate	
98/99	133.3	0	200.0	483	0.0	0.0	0.0	500.0	2.0%	33,929.9
99/00	133.3	100	200.0	487	0.0	0.0	0.0	510.0	2.0%	35,454.1
00/01	133.3	200	200.0	490	0.0	0.0	0.0	520.2	2.0%	38,640.7
01/02	133.3	600	200.0	494	0.0	0.0	0.0	530.6	2.0%	40,558.6
02/03	133.3	1,400	200.0	497	0.0	0.0	0.0	541.2	2.0%	45,227.6
03/04	1,000.0	2,600	400.0	504	500.0	300.0	0.0	552.0	2.0%	74,396.6
04/05	2,000.0	4,100	600.0	514	500.0	300.0	0.0	563.1	2.0%	99,991.3
05/06	3,000.0	5,300	800.0	529	1,000.0	500.0	500.0	574.3	2.0%	118,651.1
06/07	3,200.0	6,400	940.0	546	1,000.0	500.0	500.0	585.8	2.0%	115,557.6
07/08	3,400.0	7,400	1,080.0	563	1,000.0	500.0	500.0	597.5	2.0%	109,302.0
08/09	3,600.0	8,200	1,220.0	580	1,000.0	500.0	500.0	609.5	2.0%	102,374.6
09/10	3,800.0	8,900	1,360.0	597	1,000.0	500.0	500.0	621.7	2.0%	96,537.3
10/11	4,000.0	9,500	1,500.0	614	2,000.0	500.0	500.0	634.1	2.0%	93,561.3
11/12	4,200.0	9,700	1,600.0	631	2,000.0	500.0	500.0	646.8	2.0%	90,474.4
12/13	4,400.0	9,900	1,700.0	648	2,000.0	500.0	500.0	659.7	2.0%	88,542.4
13/14	4,600.0	10,100	1,800.0	665	2,000.0	500.0	500.0	672.9	2.0%	87,863.8
14/15	4,800.0	10,300	1,900.0	682	2,000.0	500.0	500.0	686.4	2.0%	88,086.8
15/16	5,000.0	10,450	2,000.0	692	2,000.0	500.0	500.0	700.1	2.0%	88,657.6

Note: Women Empowerment programs include specific trainings for housewives and micro-credit for females.

YEAR	Development of Community Learning Centers ('000)				Construct District CE Centers			Total NFE/CE Expenditure		
	% Communes	New CLCs	Exp. / CLC	Set-up Exp.	Number of New Districts	Setup Exp. per CEC	Total Expend. ('000)	Current Exp. ('000)	Capital Exp. ('000)	Total Exp. ('000)
98/99	0.0%	0	2.0	0.0	3	20.0	60.0	33,929.9	60.0	33,989.9
99/00	0.9%	100	2.0	200.0	4	20.0	80.0	35,454.1	280.0	35,734.1
00/01	1.9%	100	2.0	200.0	3	20.0	60.0	38,640.7	260.0	38,900.7
01/02	5.7%	400	2.0	800.0	4	20.0	80.0	40,558.6	880.0	41,438.6
02/03	13.3%	800	2.0	1,600.0	3	20.0	60.0	45,227.6	1,660.0	46,887.6
03/04	24.6%	1,200	2.0	2,400.0	7	20.0	140.0	74,396.6	2,540.0	76,936.6
04/05	38.9%	1,500	2.0	3,000.0	10	20.0	200.0	99,991.3	3,200.0	103,191.3
05/06	50.2%	1,200	2.0	2,400.0	15	20.0	300.0	118,651.1	2,700.0	121,351.1
06/07	60.6%	1,100	2.0	2,200.0	17	20.0	340.0	115,557.6	2,540.0	118,097.6
07/08	70.1%	1,000	2.0	2,000.0	17	20.0	340.0	109,302.0	2,340.0	111,642.0
08/09	77.7%	800	2.0	1,600.0	17	20.0	340.0	102,374.6	1,940.0	104,314.6
09/10	84.3%	700	2.0	1,400.0	17	20.0	340.0	96,537.3	1,740.0	98,277.3
10/11	90.0%	600	2.0	1,200.0	17	20.0	340.0	93,561.3	1,540.0	95,101.3
11/12	91.9%	200	2.0	400.0	17	20.0	340.0	90,474.4	740.0	91,214.4
12/13	93.8%	200	2.0	400.0	17	20.0	340.0	88,542.4	740.0	89,282.4
13/14	95.7%	200	2.0	400.0	17	20.0	340.0	87,863.8	740.0	88,603.8
14/15	97.6%	200	2.0	400.0	17	20.0	340.0	88,086.8	740.0	88,826.8
15/16	99.0%	150	2.0	300.0	10	20.0	200.0	88,657.6	500.0	89,157.6

Note: Total communes = 10,553 Total districts is 631 but there are 494 CEC in operation (433 Districts + 61 Provinces) while 198 districts has no CEC (2002).

## **ANNEX V**

# **EFA Database 1997/98-2001/02 (National and Provincial Levels)**

see also the CD-ROM attached

EFA-Database.XLS



**ANNEX V**

**EFA Database 1997/98-2001/02  
(National and Provincial Levels)**

This Annex to the National EFA Action Plan 2003-2015 contains an Excel - DATABASE, on CD-ROM, for national and provincial level baseline data for the period 1997/98 - 2001/02. It provides an extensive data set for three of the four EFA Target Groups: Target Group 1 ECCE, Target Group 2 Primary Education and Target Group 3 Lower Secondary Education. Target Group 4 Non-Formal-Education, is only partially included, in the form of out-of-school youth that are reintegrated into formal education. In hard cover form, the EFA DATABASE fills about 600 A4 size pages.

**The EFA DATABASE contains four data sheets:**

Data sheet 1: national level data

- on enrolment, new intake, repeaters (disaggregated by grade, by gender, by public and non-public schools);
- on teaching staff (organized by teachers, principals and non-teaching staff at school level; and by public and non-public schools).

Data sheet 2: national level data

- on student flows (organized by promotion/repeater/dropout rates; coefficient of internal efficiency; survival rates; out-of-school youth reintegrated into formal education; disaggregated by gender; by public and non-public schools).

Data sheet 3: provincial data for each of the 61 Provinces, and by Region (see below).

Data sheet 4: National level school age population projections 1998-2015, disaggregated by gender and by age as follows:

age 0-2	age 3-4	age 5 (pre-school)	age 3-5	age 6 (primary school entrance)	age 6-10 (primary education)	age 11-14 (lower secondary education)
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The source for the education data is the EMIC (Education Management Information Center) and other data collection units in MoET. The analytical data (such as flow rates, etc) have been produced as part of the Viet Nam EFA Analysis and Projection Model.

The school age population projections have been produced as part of the Viet Nam EFA Analysis and Projection Model. They make appropriate use of the Population and Housing Census Viet Nam 1999 and the Report on Results of Population Projections Viet Nam, 1999-2004, both by the General Statistical Office (GSO). The published GSO projections are not broken down by age groups as required for EFA planning purposes. They are therefore not directly usable for education planning.

**The 8 Regions and 61 Provinces included in the EFA DATA BASE**

<b>Red River Delta</b>	<b>North East</b>	<b>North West</b>	<b>North Central Coast</b>
Hanoi	Ha Giang	Lai Chau	Thanh Hoa
Hai Phong	Cao bang	Son La	Nghe An
Vinh Phu	Lao Cai	Hoa Binh	Ha Tinh
Ha Tay	Bac Can		Quang Binh
Bac Ninh	Lang Son		Quang Tri
Hai Duong	Tuyen Quang		Hue
Hung Yen	Yen Bai		
Ha Nam	Thai Nguyen		
Nam Dinh	Phu Tho		
Thai Binh	Bac Giang		
Ninh Binh	Quang Ninh		
<b>South Central Coast</b>	<b>Central Highlands</b>	<b>North East South</b>	<b>Mekong River Delta</b>
Da Nang	Kon Tum	Ho Chi Minh	Long An
Quang Nam	Gia Lai	Ninh Thuan	Dong Thap
Quang Ngai	Dak Lak	Binh Phuoc	An Giang
Binh Dinh	Lam Dong	Tay Ninh	Tien Giang
Phu Yen		Binh Duong	Vinh Long
Khanh Hoa		Dong Nai	Ben Tre
		Binh Thuan	Kien Giang
		B.Ria-V.Tau	Can Tho
			Tra Vinh
			Soc Trang
			Bac Lieu
			Ca Mau

Printed 500 copies. Publishing licence No. 9/448XB - QLXB to the Social - Labour Publisher,  
dated 17/07/2003. Responsible for publishing by Director Nguyen Dinh Thiem  
Completed and distributed in August, 2003.

Designed & Produced by ThongNhat Printing JSC - Email: thongnhatin@fpt.vn

Code: 10 - 09  
8 - 04 LDXH



## VIET NAM NATIONAL EFA ACTION PLAN 2003 - 2015

### Contents of CD-ROM\*:

4. The National EFA Action Plan (Part I, II & III)
5. The Vietnam EFA Analysis and Projection Model
6. EFA Database 1997/98-2001/02 (National and provincial levels)

\* The CD-ROM contains all files in both Vietnamese and English versions (6 files in total)



**The National EFA Action Plan 2003 - 2015 is available in Vietnamese and English from the Ministry of Education and Training, 49 Dai Co Viet, Hanoi**

**Website access:**

- <http://www.moet.edu.vn>
- <http://www.unesco.org.vn>
- <http://www.worldbank.org.vn>