

4. PEDP AND DONOR COORDINATION

4.1 How the BAPI Matrices will be utilized

The PEDP aims to provide interested donors with basic but insightful information to commence project justification/formulation with PMU/MOET. The BAPI Matrices provide a set of referring frameworks for the Government of Vietnam and potential donors.

The following is the anticipated workflow demonstrating how the PEDP document leads to actual project formulation.

- Donors look through BAPI Matrices to find BAPI(s) that is (are) of interest to them;
- Donors choose one BAPI to formulate a program-approach project/intervention, or may combine several BAPIs, and adjust/elaborate the contents accordingly;
- Donors consult the BAPI Matrices to check whether any of their currently formulated projects overlap with a BAPI and/or on-going projects. A CD-ROM that contains current donor-supported projects is provided with this document¹;
- Interested donors contact the PMU/MOET for further clarifications to start the "official" project formulation/justification process.

PMU/MOET is ready to discuss possible project interventions/formulation that arises from any BAPI(s) within the matrices. If you are interested in selecting an area of intervention in the BAPI(s), please do not hesitate to contact PMU/MOET. Contact details are:

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If you are unable to identify a BAPI that is relevant to what is currently being prepared/formulated by your organization, please kindly contact PMU/MOET. Your input will be reflected in the next PEDP revision.

¹ The contents of the CD-ROM are being improved and updated during 2002, and a revised version will be disseminated.

4.2 Coordination and Monitoring Procedures

MOET/PMU will monitor, manage and inform interested groups of the progress of the PEDP through the following measures:

- Regular PMU monitoring meetings: all MOET personnel in charge of donor-supported project formulation/preparation will be invited.
- Release of "PEDP Updates": This is a partial revision of the PEDP contents (mostly concerning BAPI matrices), which will reflect the changing situation of Primary Education in Vietnam and of developments in donor-supported projects.
- Updated information will be made to the PEDP Database, and the up-graded version will be distributed periodically in the form of CD-ROMs.
- A more detailed PEDP revision in 2004. The 2004 revision will update the progress and developments of donor-supported projects. In addition, Provincial PEDPs will be developed in 55 provinces during 2002-2004 and these will be used in the revision.
- Donor coordination meetings

The PEDP database will be further enhanced by the inclusion of additional fact sheets to include updated information and statistics. The updated information will put onto a web site by MOET, so that donors can access the revisions.

5. PEDP PROCESS MONITORING

Various international donor organizations have conducted primary education projects. The Ministry of Education and Training has sent donors a fact sheet in order to collect information regarding on-going and recently completed projects/programs in the field of primary education in Vietnam. Information returned to MOET by the 15th of February 2002 is shown in Table 5.1, which has also been inputted into the database. Fact sheets and information from other sources concerning donor-supported projects have been organized according to six prioritized areas identified in the PEDP. The table and database will be updated on a regular basis through additional information received from donors.

MOET recognizes that Table 5.1 is still incomplete as information on several major projects/programs has not been included (Tables 5.1: Sections 5.1 to 5.5).

Table 5.2 shows the 'National Targeted Programs for Education & Training 2001-2005' contained in the EDSP2010. Information on MOET programs/projects will further be incorporated into the database to reflect the evolving situation.

5.1 Strengthening Education Management

There have been few education management/capacity building projects/programs for MOET, DOETs and BOETs personnel. However, some recent projects have tended to include some managerial/capacity building elements. As an example, JICA has supported the preparation of the Primary Education Development Program (PEDP) document in which several capacity building programs are included. The World Bank has also included within its 'Primary Education Project' several management improvement components such as a 'network rationalization' and the establishment of information systems. MOET/EU has been implementing an institutional strengthening project since 2000 with the purpose of supporting the implementation of the government's renovation policy and its process. Oxfam GB has supported Ky Anh District in Ha Tinh Province since 1996 in a pilot project aimed at helping the Education Department address the problems of inaccurate educational data and information in order to improve education quality.

5.2 Improvement of the Pre-service Training Provision

The World Bank has played a major role in this field. The "Primary Teacher Development Project" (funded by the World Bank in conjunction with DFID, CIDA and AusAid), aims to lay down a foundation for a nationwide program to upgrade the quality of primary teaching services. The program includes the following elements: i) the development of teacher professional standards, ii) training for teachers and education managers, iii) quality assurance and teacher professional development. UNICEF and Save the Children, Sweden, have conducted teacher-training programs with a particular focus on ethnic minorities groups. According to MOET, many schools currently lack specialist teachers (Music, Art, and Physical Education). Training of such teachers is important in the implementation of the new curriculum. Belgian Technical Cooperation is involved in 7 provinces with high minority populations to improve teacher quality and training in such subject areas.

5.3 Improvement of Facilities

The shift to full-day schooling and meeting the requirements of the National Standards will demand increased facilities. The Japanese government and JICA have constructed and equipped schools and classrooms in many provinces. School construction with World Bank finance has also contributed to the improvement of school facilities.

5.4 Improving Quality in the Classroom: Teachers, Curriculum and Teaching/Learning Processes

A new curriculum is scheduled to be introduced into Grade 1 classes in the 2002-2003 school year. MOET is currently developing the curriculum and it is being trialed in 12 provinces. Although no external agencies have had much influence on the revision, however, UNICEF has had some input into the health education curriculum and the EU has provided support to the process. The World Bank has supported feasibility studies on curriculum changes in Mathematics and has provided financial assistance for printed materials and trialling of materials in 800 schools. In addition, support has been given to establish benchmark standards for Vietnamese language and mathematics and the development of standardized national examinations for Grades 5. The EU is presently involved in assisting MOET to develop the cycle 3, in-service program (2002-6).

5.5 Overcoming Barriers in Accessing Primary Education

Repetition and dropout rates tend to be high in remote areas where ethnic minorities reside. UNICEF has undertaken projects to promote universalized education and multi-grade and bilingual teaching in ethnic minority areas. It has conducted a survey on the affordability of education for poor families, and has provided support for the provision of textbooks and equipment. UNICEF has also promoted hygiene and environmental education programs at primary schools throughout Vietnam, which have included the provision of clean water facilities. Other organizations, for example the World Bank, NORAD, Oxfam GB and Save the Children, UK, have given similar assistance.

5.6 Strengthening Educational Finance and Socialization

There are few projects which relate to issues on finance and socialization, though a number of small-scaled surveys have been conducted. For instance, the World Bank conducted a study on education financing in 1997, and DFID and MOET carried out a primary education financing study in 1999 in collaboration with the Vietnamese Office of the World Bank. UNICEF has given support to the promotion of increased community involvement in education ('Primary Education Project').

Table 5.1: On-going and recently completed donor supported projects/programs/studies

Programs/ Projects	Funding Organiza- tions	Period	C/P Organi- zation	Contents	Target Area	Cost US\$	Prioritized Area in BAPI Matrix					
							1	2	3	4	5	6
1	Primary Education Support	Oxfam GB	1994-1997	DOETs BOETs	Introduction of child-centered teaching methods Support to upgrade school facilities Strengthening the roles of parents and other activities	Ha Tinh, Tra Vinh, Lao Cai			✓			✓
2	Primary education project	World Bank/ CIDA	1994-2002	MOET, DOETs	Improvement in the quality and relevance of primary education Rehabilitation of the existing infrastructure and extension of access Enhancement of management capacity by network rationalization, education information system, etc.	Countrywide	77,200,000 (loan)	✓		✓		
3	Ethnic Minority Education Development	Save the Children UK	1996-2006	DOET	Overall upgrading of education quality in a selected province	Quang Ninh	150,000/year					
4	Basic Education for Ethnic Minority Children Phase 2	AusAID UNICEF	1999-2001	MOET	Improvement of quality of education through multigrade and bilingual teacher training Enhancement of enrolment by providing materials, and improving facilities Provision of workbooks and notebooks	Ha Giang, Lao Cai, Yen Bai, Son La, Cao Bang, Quang Ninh, Lang Son, Hoa Binh, Tuyen Quang, Phu Tho, Nghe An, Bac Kan, Lai Chau, Lam Dong	579,000		✓	✓		
5	Pre-service Teacher Training in 7 Northern Mountain Province	Belgium	1999-2002	MOET	Training for teachers from 7 TTCs (e.g. teaching methods) English language training for teachers of English	Cao Bang, Lang Son, Son La, Lai Chau, Tuyen Quang, Ha Giang, Lao Cai	1,729,000		✓			

	Programs/ Projects	Funding Organiza- tions	Period	C/P Organi- zation	Contents	Target Area	Cost US\$	Prioritized Area in BAPI Matrix						
								1	2	3	4	5	6	
6	Improvement of primary school building	Japan	2000- 2002	MOET	School construction Provision of furniture and training materials	Ha Giang, Cao Bang, Bac Can, Lai Chau	15,000,000			✓				
7	Study on Primary Education Quality	World Bank	2001-	MOET	Measurement and analysis of student learning performance (reading & math) and linking them to household, family, school and teachers factors Institutional strengthening of MOET, DOETs, districts and communes	Countrywide sample exercise		✓						
8	Education Development Support to Ethnic Minority	NORAD	2001- 2003	People's Committee of Lai Chau Province	School building and infrastructure in 4 primary schools and 7 satellite schools Provision of materials and equipment for living, teaching/learning development	Lai Chau	14,000,000 & 23,000,000 NOK		✓	✓				
9	Support Program for Primary Education Development	JICA	2001- 2004	MOET	Preparation of the Primary Education Development Program (PEDP) Strengthening of education planning capacity of MOET, DOETs and BOETs Establishment of donor coordination mechanism	Countrywide		✓						

	Programs/ Projects	Funding Organiza- tions	Period	C/P Organi- zation	Contents	Target Area	Cost US\$	Prioritized Area in BAPI Matrix					
								1	2	3	4	5	6
10	Primary Teacher Development	World Bank/ DIFD	2002- 2005 (under preparation)	MOET	Development of teacher professional standards Training programs for teachers and education managers Quality assurance of teacher professional development Preparation of revised terms of service for teachers Project Coordination, capacity building and monitoring	Son La, Vinh Phuc, Ninh Binh, Quang Binh, Phu Yen, Kon Tum, Binh Phuoc, Ben Tre, HCMC, Hai Phong City		✓					
11	Primary Education for Disadvantage d Children	World Bank/ DFID/ CIDA/ AusAID	2002- 2007 (pre-feasibilit y study conducted in 2001)	MOET	Fundamental School Quality Level Educational access improvement for children with special educational needs, e.g. disabled/street children	189 districts in 38 provinces			✓		✓		
12	Support for Remote Training for Local Teachers in 6 Disadvantage d Provinces	Belgium		MOET	Teacher training – Active Teaching and Learning	Gia Lai, Kon Tum, Quang Ngai, Ca Mau, Bac Lieu, Thua Thien Hue		✓					
13	Rural Development Project (includes education components)	EU	2002- 2005	Ministry of Agriculture and Rural Developm ent	Improvement of internal efficiency especially for children in poorer and remote areas	Son La, Lai Chau			✓		✓		

Source: Project Fact Sheet submitted to PEDP Program Team

Table 5.2: National targeted programs for education & training 2001-2005

	Programs/Projects	Period	Contents	Estimated Cost for 2001-2005 (Billion VND)	Prioritized Area in BAPI Matrix					
					1	2	3	4	5	6
1	Consolidation of UPE and illiteracy elimination.	2001-2010	- Construction of facilities - Provision of teaching equipment and materials - Provision of pre-service and in-service teacher training	1,775		✓	✓	✓		
2	Renovation of the curriculum and teaching methods	2001-2005	- Designing new sets of textbooks - Compiling of the instructional books on curriculum, textbooks and teaching methods - Upgrading of equipment - Provision of pre-service and in-service training courses for teacher	600				✓		
3	Training of IT officers and introducing of IT into school education	2001-2005	- Designing curriculum and teaching manuals - Training IT teachers - Training English teachers - Strengthening of school facilities	1,000				✓		
4	Provision of pre-service and in-service training courses for teachers. Strengthening facilities at TTCs	2001-2005	- Construction of school facilities - Provision of equipment - Training of teachers and administrators - Elaboration of policies stipulated on textbooks	1,000		✓	✓	✓		
5	Support for ethnic minority and disadvantaged regions	2001-2005	- Construction of schools, boarding schools continuing education centers for ethnic minorities, - Construction of semi-boarding schools and combined classrooms - Provision of teaching and learning equipment	800				✓		
6	Strengthening of school facilities Construction of some key universities and professional secondary schools	2001-2005	- Construction of school buildings to abolish triple shift classes and temporary classes (enhancement of full day schooling classes) - Building of labs and libraries - Construction of some key national universities and professional secondary schools	1,125			✓			

Source: EDSP 2010

6. LESSONS LEARNT FROM THE PEDP PROJECT

In the fact sheet distributed to each donor, there is a questionnaire, which relates to lessons learned from each project. The questionnaire is to be completed by the donor organization and submitted for inclusion in the database. This section is anticipated to prove very useful to MOET and other projects as it will identify issues and problem areas, for example project management, project content, and other aspects that will feed into future projects to improve outcomes.

The information on lessons learned will be regularly added to the database that will be based on the data fact sheets collected in the process of the PEDP development. Please refer to the database for further information.

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APPENDIX1: Tables

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Appendix 1 / Table 1:

Five Standards for Recognition of National Standard Primary School (Period 2001 – 2005) (Draft)

5 Standard Items	Contents of Standard
1. Organization and management	
1.1 Principal's and Vice Principal's qualification	<ul style="list-style-type: none"> ● Principal; graduated secondary pedagogical education or higher with at least 5years teaching experience (not include the probation time) and to be fair in Knowledge and Moral qualification under state's stipulation ● Vice Principal; to be fair in professional skill, knowledge and moral qualification to assist the principals to complete the task
1.2 Organizations and committees established	<ul style="list-style-type: none"> ● The school's party branch ● Ho chi minh Communist Youth Union(Young Pioneers, Children Star) ● School's Education Union ● Education Committee
1.3 Performance and effect of management required	<ul style="list-style-type: none"> ● Have annual school plans and plans for particular period. Have sufficient measures to implement the plans in time ● Use communication and computer in management ● Manage the teachers, staff and administrator tasks according to Primary School Regulations
1.4 Observance of authorities' regulation implemented	<ul style="list-style-type: none"> ● The decision of the Party regarding the primary education ● To abide the administrative management of the local power ● Consult to the local authority the concrete plan and steps to guide following the plan and goals of primary school ● To abide the guideline of education section and report the actual situation of primary education at locality to education section
2. Establishment of teaching staff	
2.1 Quantity and professional qualification required	<ul style="list-style-type: none"> ● Assure the rate of 1.15 teacher / per one class ● Assure to implement properly and effectively the tasks of all-sided education ● Have at least 100% of the teachers meet standard required and at least 30% of teachers meet upper standard; have teaches for Art and Physical education.
2.2 Degree of the specialty and skill required	<ul style="list-style-type: none"> ● Have at least 25% of the teachers with the fair degree at district level, provincial (city) level ● Have at least 50% of the teachers with the fair degree at school level ● Not have teachers with poor qualification
2.3 Specialty activities required	<ul style="list-style-type: none"> ● Specialty activities are organized with regarding to regulations. ● Yearly Activities are organized for the discussion of the specialty, visit and get the experience from other school
2.4 Plan for training required	<ul style="list-style-type: none"> ● Set up the plan to obtain 50% of teacher meet upper- standard education degree till year 2005 ● Carry out continuous training program ● Each teacher has to set up the training plan for improvement teaching skill
3. Construction of facilities	
3.1 School area, playground, ground for exercise required	<ul style="list-style-type: none"> ● School area: not less than 10m²/pupil (in rural and mountain region), not less than 6 m²/pupil (in urban area) ● Playground area: ground area for exercise (or multifunction building provided planting area for shading tree and grass,

5 Standard Items	Contents of Standard
3.2 Classroom, other function rooms, library required	<ul style="list-style-type: none"> ● Number of classes will be not more than 30 classes/ one school, the average number of pupils will be not over 35 pupils/ class ● Have enough classrooms as regulation required in ● Library should consist of bookstore, reading room for pupil and reading room for teacher ● Other function rooms: security rm., school's office, principal's rm., teachers' rm., education equipment rm., school's pioneer union rm., art study rm., health service rm.
3.3. Hygienic condition	<ul style="list-style-type: none"> ● Location of school should be calm, high airy and convenient for pupil ● Have wall or fence surrounding school ● Assure the hygienic conditions
4. Implement the socialization of education program	
4.1 Education meeting, committee, parent association	<ul style="list-style-type: none"> ● Organize the local education meeting timely in cooperation with community ● School plays the most active role of the local education committee to suggest the program and plan proposed by the local education meeting ● Parent association and school together act effectively in education to pupils
4.2 Activities aim to establish healthy school-family-society education environment	<ul style="list-style-type: none"> ● Organize propaganda activities to improve the knowledge in the community about the goals of primary education: contents, methods, pupil's ranking, objectives and plan of primary education. ● In cooperation with parent in educating the pupil and creating the good condition for study to the pupil(keeping in touch often among the school, teacher and parent by meeting or contact book) ● Organize the concrete education activities such as morality, living style, laws, culture, art, and sport.
4.3 Contribution of family and community to increasing of school's facility	<ul style="list-style-type: none"> ● Mobilized the contribution by labor and money from organizations, individuals and parents to build the facilities, to equip more teaching and study equipment; to praise and reward the good teachers, good pupils and assist the poor pupils
5. Activities and education effect	
5.1 Implementing education program, education plan	<ul style="list-style-type: none"> ● Teaching following the curriculum and plan regulated ● Have at least 20% of pupils in full day study ● Organize the educational activities at extra-study time for pupils ● Organize the higher level training course for good pupils and assist training course for the bad pupils as stipulated
5.2 Implementing renovation of teaching method and rank of pupil	<ul style="list-style-type: none"> ● Have the guidance steps to renovate the teaching method that aim to encourage the ownership, diligent, confident and creativeness of pupils ● Implement properly the assessment and rank of pupils according to the Ministry's regulations
5.3 Implementing goals of universalization of primary education at the right age	<ul style="list-style-type: none"> ● Meet the National standard in universalization of the primary education at the right age ● Mobilize the children at the right age to come to school, Have measure to support disadvantaged children to maintain the number enrolment and reduce the repetition rate
5.4 Education quality and effectiveness	<ul style="list-style-type: none"> ● The promotion rate and graduated is more than 98% ● At least 25% of pupils obtain excellent grade and at least 40% obtain good grade, respectively. ● The training effectiveness reaches at least 90%.

Appendix 1 / Table 2: Who Pays What of Primary Education

	Parents	Community	Government
Tuition Fee			
Compulsory			
School Construction Fee	✓		
Registration Fee	✓		
(Activity Fee)	✓		
(Examination Fee (G5))	✓		
De-fact Compulsory			
Textbook	✓		
School supply/material	✓		
Uniform	✓		
Tutoring	✓		
Transportation	✓		
Meal away from home	✓		
Voluntary			
Parents Association	✓		
Learning Encouragement Fund	✓		
Insurance	✓		
Teacher Salary			✓
Teacher Salary (Additional for afternoon class: full-day school)	✓	(✓)	
Classroom/school Construction	✓	(✓)	(✓)
Classroom/School Maintenance	✓	(✓)	(✓)

Source: MOET

Appendix 1 / Table 3: Examples of Direct Primary Education Costs for Households

Category	Items
Compulsory	
Registration Fee	
SCMF	VND 10,000- 40,000/ year (1999)
De fact compulsory	Examination fee, Attendance/Result book, Activity fee (i.e., for extra curricular activities), Private Tutorial (for afternoon tutorials), Lunch
Examination Fee	Not paid VND 2-4,000 for Grade 5 / VND 1,500 – 2,000 for Grade 1-4
“Learning essentials”	
Uniforms	VND 50-60,000 per set (in general two sets for a pupil)
School bag	VND 10-20,000 per bag / Free distribution
Textbooks	VND 55,000/grade (Vietnamese + Mathematics): VND 10,000) VND 30,000-40,000 / grade (Full set)
Notebooks	VND 17,000 - 45,000 /year for a full set of notebooks and workbook VND 1,500 per notebook
Pens/pencils	VND 2-4,000 per year
Attendance/Result Book	VND 200/book/year Free distribution
Pupil pocket money	0 – 200 / day
Voluntary	
Private tutoring (afternoon tutoring)	VND 20 - 100,000 per year VND 20,000 - 40,000 per month (Binh Thuan Provinces)
Parents Association Fee	VND 15 – 20,000/year / Not charged/required
Contribution for teachers	Nothing / VND 1-2,000 to teachers on teacher's day (depends on family income)
In-kind / Labor	Less than 10 days per year / Bamboo, wood (eq. VND 10,000)
Social Insurance	Not required / VND 10,000/year (voluntary)
Total cost	VND 40,000 – 400,000 per year

Source: Evans (1999:14), PEDP Team

Appendix 1/ Table 4: Comprehensive Overview of Statistical Data Primary Education Vietnam

	Population							ACCESS TO PRIMARY EDUCATION								INTERNAL EFFICIENCY: PROMOTION RATIO										INTERNAL EFFICIENCY: REPETITION/DROPOUT										
	Population (000) 2000 Prel	6-year old Population 2000	6-10 Aged Population 2000	Rural Population (%) 2000	Population Density (sq.m) 2000	Non-Kinh Population (%) 1999	Immigrant Population Over 5 age 1999	Primary Pupil Enrollment 2000	GER 1998	NER 1999	GER 2000	Female Enrollment Share to Total 1999	Literacy Rate 1999	Enrolment to Non-formal Basic Education 2000	Total Promotion Grade 1-5 Average (%) 2000	Total Promotion Grade 1 (%) 2000	Total Promotion Grade 2 (%) 2000	Total Promotion Grade 3 (%) 2000	Total Promotion Grade 4 (%) 2000	Total Promotion Grade 5 (%) 2000	Female Promotion Grade 1-5 Average (%) 2000	Female Promotion Grade 1 (%) 2000	Female Promotion Grade 2 (%) 2000	Female Promotion Grade 3 (%) 2000	Female Promotion Grade 4 (%) 2000	Female Promotion Grade 5 (%) 2000	Approx. Completion Rate (%) 2000	Approx. Female Completion Rate (%) 2000	Graduates Compared with Pupil Attending Exams 1999	Repetition Grade 1-5 Average (%) 2000	Repetition Grade 1 (%) 2000	Repetition Grade 2 (%) 2000	Repetition Grade 3 (%) 2000	Repetition Grade 4 (%) 2000	Repetition Grade 5 (%) 2000	Dropout (Average Grade 1-5) (%) 2000
Whole country	77,566	1,753,413	3,151,422	76.0%	236.0	13.8%	3.1%	9,751,014	108.0%	98.2%	106.6%	47.0%	90.3%	45,350	92.54%	88.33%	92.42%	94.05%	92.96%	97.27%	93.40%	88.97%	92.64%	94.67%	93.52%	97.00%	58.47%	70.92%	98.98%	2.79%	5.67%	3.33%	2.11%	1.15%	0.41%	4.67%
Red river delta	14,966	299,890	1,584,209	76.5%	1,186.5	0.5%	2.5%	1,546,616	102.0%	99.4%	97.4%	48.0%	89.3%	5,367	98.70%	97.43%	97.62%	97.77%	97.69%	100.86%	99.63%	98.23%	97.38%	98.53%	104.45%	99.57%	91.62%	98.01%	99.93%	0.38%	0.46%	0.48%	0.55%	0.65%	0.01%	0.93%
1. Ha Noi	2,736	42,500	228,000	42.2%	2,971.1	0.8%	1.4%	228,263	121.2%	100.2%	101.9%	47.8%	96.9%	783	98.27%	97.43%	97.62%	97.77%	97.69%	100.86%	99.63%	98.23%	97.38%	98.53%	104.45%	99.57%	91.62%	98.01%	99.93%	0.38%	0.46%	0.48%	0.55%	0.65%	0.01%	0.93%
2. Hai Phong	1,691	32,800	180,500	65.9%	1,113.1	0.1%	1.5%	173,340	100.5%	98.1%	96.3%	46.6%	95.4%	0	98.37%	98.28%	98.11%	99.93%	98.83%	98.72%	98.60%	100.27%	97.66%	98.34%	97.27%	98.44%	92.22%	93.14%	98.87%	0.25%	0.35%	0.26%	0.14%	0.35%	0.15%	0.15%
3. Ha Tay	2,411	48,500	270,300	91.6%	1,099.8	1.2%	1.8%	264,403	102.0%	97.9%	97.8%	48.4%	92.2%	273	98.39%	98.20%	98.05%	97.97%	97.07%	99.42%	98.85%	97.48%	98.62%	99.12%	99.25%	98.47%	92.22%	93.41%	98.86%	0.73%	0.88%	0.87%	0.93%	0.87%	0.09%	0.09%
4. Hai Duong	1,658	32,800	184,000	86.2%	1,005.8	0.3%	1.1%	174,017	101.8%	99.7%	94.6%	48.3%	94.8%	0	98.86%	98.49%	98.47%	98.86%	98.85%	99.62%	99.15%	97.71%	97.90%	101.35%	99.05%	98.72%	94.42%	95.80%	99.95%	0.18%	0.31%	0.25%	0.16%	0.13%	0.03%	0.03%
5. Hung Yen	1,082	23,200	126,000	90.6%	1,172.2	0.1%	1.4%	122,345	102.7%	99.0%	97.1%	48.7%	93.5%	0	98.71%	98.72%	98.82%	98.78%	98.42%	98.70%	98.85%	101.54%	100.93%	98.84%	98.84%	100.06%	93.70%	99.18%	99.84%	0.42%	0.60%	0.54%	0.41%	0.40%	0.07%	0.07%
6. Ha Nam	798	17,100	91,900	92.1%	939.5	0.1%	1.8%	89,351	101.3%	99.8%	97.2%	47.8%	93.4%	309	99.10%	99.20%	99.24%	99.34%	98.50%	99.22%	98.15%	98.05%	97.32%	94.00%	95.34%	98.02%	95.58%	92.12%	100.00%	0.27%	0.14%	0.20%	0.64%	0.20%	0.03%	0.03%
7. Nam Dinh	1,905	40,500	215,000	87.1%	1,163.9	0.0%	0.8%	210,293	101.7%	100.6%	97.8%	48.2%	94.3%	1,127	98.83%	98.58%	98.62%	98.78%	98.84%	99.44%	98.68%	98.68%	98.48%	98.62%	87.92%	99.57%	94.30%	93.91%	98.83%	0.21%	0.30%	0.20%	0.19%	0.27%	0.12%	0.12%
8. Thai Binh	1,797	32,800	180,000	84.2%	1,165.5	0.1%	1.0%	174,236	100.5%	99.2%	96.8%	47.8%	94.0%	1,176	99.02%	98.59%	98.90%	99.05%	98.80%	99.75%	99.95%	98.89%	98.00%	101.30%	99.59%	99.00%	95.18%	99.73%	99.93%	0.32%	0.60%	0.36%	0.26%	0.16%	0.13%	0.13%
9. Ninh Binh	888	20,800	110,500	86.4%	642.8	2.1%	1.8%	109,967	106.1%	100.5%	99.4%	47.6%	93.4%	1,699	99.09%	99.09%	98.52%	99.28%	98.75%	98.82%	99.33%	99.23%	99.34%	99.27%	99.04%	99.75%	95.54%	96.67%	99.98%	0.35%	0.93%	0.40%	0.17%	0.19%	0.06%	0.06%
North-East Region	11,004	256,639	1,373,682	83.8%	163.0	33.9%	1.8%	1,468,680	111.5%	98.0%	106.9%	46.5%	89.3%	2,009	93.22%	88.69%	94.70%	79.37%	82.64%	96.47%	88.59%	52.21%	58.46%	63.78%	70.13%	96.38%	28.77%	13.43%	89.55%	3.29%	23.54%	10.12%	6.79%	4.82%	1.88%	3.49%
10. Ha Giang	618	17,100	84,600	89.4%	78.4	87.9%	1.4%	106,086	121.2%	96.6%	125.4%	43.5%	88.1%	563	78.69%	64.70%	70.27%	79.37%	82.64%	96.47%	88.59%	52.21%	58.46%	63.78%	70.13%	96.38%	28.77%	13.43%	89.55%	3.29%	23.54%	10.12%	6.79%	4.82%	1.88%	3.49%
11. Cao Bang	497	12,695	64,785	86.8%	74.3	95.3%	0.9%	78,737	128.9%	102.0%	118.5%	45.9%	76.6%	0	81.81%	63.89%	77.43%	86.14%	85.21%	96.40%	78.37%	62.02%	67.05%	79.00%	79.37%	94.44%	35.00%	24.62%	99.16%	9.25%	21.07%	9.51%	7.00%	7.56%	1.12%	1.12%
12. Lao Cai	614	17,161	86,717	82.9%	76.2	86.9%	2.1%	104,508	124.6%	87.5%	120.5%	42.7%	88.3%	276	90.62%	94.58%	86.10%	86.32%	87.96%	98.27%	88.86%	85.79%	85.79%	82.32%	81.21%	96.54%	90.68%	54.97%	98.83%	2.31%	4.40%	2.85%	2.11%	1.88%	0.28%	0.28%
13. Bac Kan	281	7,130	36,400	85.1%	57.8	86.7%	2.6%	40,001	116.2%	93.9%	109.9%	46.2%	85.5%	0	81.93%	83.65%	91.27%	93.89%	91.05%	88.71%	90.36%	78.03%	89.18%	92.09%	90.89%	100.64%	64.45%	59.96%	99.04%	5.83%	14.14%	5.89%	4.16%	4.28%	0.58%	0.58%
14. Lang Son	711	17,700	93,700	81.1%	85.6	83.5%	1.2%	111,915	126.5%	96.1%	119.4%	46.0%	88.4%	0	88.92%	79.28%	87.06%	91.26%	88.87%	88.12%	97.28%	86.44%	90.78%	88.80%	97.04%	54.92%	51.75%	99.00%	7.44%	15.76%	8.85%	5.80%	6.26%	0.53%	0.53%	
15. Tuyen Quang	686	16,000	91,900	91.1%	116.8	51.8%	1.1%	100,156	116.0%	100.4%	110.1%	45.8%	87.2%	0	94.92%	92.61%	94.82%	95.74%	95.58%	94.87%	94.90%	92.06%	95.60%	97.02%	94.80%	94.95%	77.03%	78.81%	99.53%	2.84%	6.73%	2.83%	1.56%	1.09%	0.20%	0.20%
16. Yen Bai	682	17,400	93,700	80.3%	100.5	50.4%	1.6%	99,496	110.6%	95.0%	106.2%	44.4%	84.8%	693	94.30%	91.67%	93.42%	94.21%	92.88%	99.33%	94.58%	93.76%	94.18%	95.08%	97.90%	74.43%	75.53%	98.52%	2.75%	6.43%	3.57%	2.18%	1.50%	0.66%	0.66%	
17. Thai Nguyen	1,054	21,100	121,200	79.1%	297.7	24.8%	3.2%	119,505	106.6%	98.0%	98.6%	46.4%	95.4%	95	96.00%	95.95%	96.88%	97.18%	95.73%	98.78%	96.82%	96.17%	97.20%	96.80%	96.76%	97.19%	85.42%	85.09%	99.84%	1.46%	2.81%	1.56%	1.22%	1.69%	0.13%	0.13%
18. Phu Tho	1,274	27,600	150,800	85.8%	361.9	14.8%	1.3%	153,225	106.1%	98.7%	101.5%	46.8%	95.0%	0	99.17%	97.33%	97.95%	97.95%	97.64%	105.00%	99.54%	97.40%	97.07%	96.19%	105.52%	95.73%	97.14%	99.13%	1.16%	2.53%	1.20%	0.89%	0.67%	0.40%	0.40%	
19. Vinh Phuc	1,103	24,053	130,700	89.3%	804.5	3.4%	2.0%	130,941	104.8%	101.8%	100.2%	48.4%	94.0%	0	98.04%	98.19%	98.24%	97.89%	97.82%	98.22%	95.38%	94.48%	94.43%	94.30%	92.63%	101.05%	90.55%	78.75%	99.59%	0.66%	1.27%	0.71%	0.56%	0.50%	0.27%	0.27%
20. Bac Giang	1,509	34,700	193,000	92.6%	394.9	11.9%	1.2%	182,512	104.5%	99.8%	99.7%	47.5%	93.5%	0	99.47%	100.22%	99.54%	99.67%	98.83%	98.86%	99.77%	109.65%	98.45%	103.50%	100.03%	98.20%	97.35%	99.75%	0.46%	0.80%	0.37%	0.24%	0.41%	0.38%	0.38%	
21. Bac Ninh	949	21,300	115,000	90.5%	1,180.1	0.1%	1.6%	113,179	102.2%	99.5%	98.4%	49.2%	94.0%	362	99.37%	99.21%	99.82%	99.52%	99.06%	96.42%	100.01%	100.25%	100.67%	100.10%	98.01%	101.02%	98.87%	100.03%	99.78%	0.40%	1.48%	0.18%	0.15%	0.13%	0.06%	0.06%
22. Quang Ninh	1,016	21,800	112,000	55.9%	172.5	11.1%	3.0%	120,419	109.3%	98.8%	107.5%	47.4%	92.8%	847	96.51%	95.76%	96.71%	96.31%	95.01%	98.71%	95.90%	95.54%	96.59%	95.81%	94.54%	97.02%	83.87%	81.09%	98.80%	1.90%	3.84%	2.36%	1.93%	1.39%	0.01%	0.01%
North-West Region	2,288	60,417	310,754	87.9%	64.2	79.2%	1.5%	342,342	113.1%	96.2%	110.3%	42.1%	73.3%	1,412	85.07%	80.48%	78.64%	79.82%	82.79%	102.96%	88.83%	93.07%	94.80%	79.64%	73.44%	103.18%	41.07%	53.25%	96.33%	2.95%	3.66%	2.97%	2.74%	3.33%	2.06%	10.45%
23. Lai Chau	613	17,200	85,300	87.7%	36.2	83.1%	1.9%	87,438	103.2%	83.5%	102.5%	37.7%	51.3%	338	84.54%	80.48%	78.64%	79.82%	82.79%	102.96%	88.83%	93.07%	94.80%	79.64%	73.44%	103.18%	41.07%	53.25%	96.33%	2.95%	3.66%	2.97%	2.74%	3.33%	2.06%	10.45%
24. Son La	907	25,927	129,854	89.5%	64.5	82.6%	1.0%	153,400	119.6%	98																										

	CLASS					TEACHER					STAFF		FACILITIES							ECONOMIC/FINANCE				HEALTH					
	# of School 2000	# of Classes 2000	Classes That Take 165 wk Curriculum 1999	% of Multi-Grade Enrollment 1999	Pupil/Class 2000	Teacher 2000	Female Teacher 2000 (%)	# of Qualified Teacher (National Standard 12+2) (%) 1998	Contract Teacher (%) 2000	Teacher-Class 2000	Teacher-Pupil Ratio 2000	Non-teaching Staff 1999	Non-teaching Staff/School	# of Class-rooms 2000	Class-room Ratio 2000	Level 4 Classroom (%) 1999	# of Class-rooms with 3 Shifts Per Day 2001	Average # of Site Per School 1998	Number of Schools with Library (%) 1999	Number of Schools with Art Rooms (%) 1999	Number of Schools with Play-grounds (%) 1999	Provincial Deficit (Rev-Expnd) (VND Bil) 1999	GDP Per Capita in VND (000) 1999	GDP Per Capita (US\$) 1999	Gvt. Primary Education Budget / Pupil (VND) 2000	GDP Per Capita PPP Lowest 20% 1999	Population Below Poverty Line (%) 1999	Under Weight Children Under Age 5 (%) 1998	Infant Mortality Rate (IMR) %0 1999
Whole country	13,737	319,498	96.7%	2.02%	30.52	347,822	78.3%	73.3%	5.8%	1.09	28.0	63,641	4.36	213,490	1.60	62.1%	821	2.16	48.3%	3.0%	88.5%	37,738	5,221	1,860	432,371	507	13.21%	29.4%	33.1
Red river delta	2,144	45,873	99.2%	0.49%	33.72	55,469	90.4%	85.6%	6.3%	1.21	27.9	9,304	4.35	30,814	1.49	52.5%	3	1.35	61.3%	5.0%	96.0%	8,648	4,536	1,616	417,467	480	6.49%	33.5%	25.2
1. Ha Noi	265	6,205	99.3%	0.07%	36.79	8,229	92.7%		3.3%	1.33	27.7	1,685	6.56	4,860	1.28	23.2%	3	0.94	69.6%	10.5%	95.7%	7,710	10,071	3,588	634,847	615	1.47%	43.0%	11.0
2. Hai Phong	213	5,148	97.8%	0.89%	33.77	6,112	94.3%		5.4%	1.19	28.4	1,244	5.65	3,227	1.60	50.8%	0	0.86	80.9%	4.5%	95.0%	2,446	5,469	1,948	390,946	541	7.28%	33.9%	20.8
3. Ha Tay	350	7,876	99.8%	0.92%	33.15	10,816	90.8%		15.0%	1.36	24.4	1,591	4.48	5,119	1.56	67.8%	0	2.13	54.1%	1.7%	95.5%	-333	2,825	1,008	303,635	430	5.83%	34.5%	41.7
4. Hai Duong	277	5,415	99.6%	0.47%	32.14	6,370	92.1%		3.8%	1.18	27.3	967	3.53	5,471	1.56	46.9%	0	0.99	73.0%	4.7%	97.8%	-42	3,621	1,290	405,641	435	5.08%	35.1%	26.1
5. Hung Yen	184	3,683	99.9%	0.00%	33.22	4,207	95.3%		7.1%	1.14	29.1	597	3.71	2,310	1.59	51.4%	0	1.98	51.6%	5.6%	97.5%	-177	3,390	1,208	368,090	435	12.78%	39.8%	25.9
6. Ha Nam	135	2,622	95.4%	0.01%	34.06	2,949	90.8%		4.7%	1.12	30.3	446	3.30	1,858	1.41	61.7%	0	1.32	49.6%	3.7%	99.3%	-210	2,685	956	351,624	420	11.61%	34.9%	26.0
7. Nam Dinh	294	6,012	100.0%	0.00%	34.98	8,420	89.7%		1.6%	1.07	32.6	1,018	3.49	4,203	1.43	58.2%	0	0.94	41.4%	4.5%	96.6%	-339	2,734	974	393,991	420	7.42%	39.3%	26.1
8. Thai Binh	293	5,240	100.0%	0.53%	33.25	6,507	82.8%		7.4%	1.24	28.6	1,145	3.91	3,613	1.45	54.8%	0	1.48	73.0%	3.1%	94.5%	-149	3,084	1,099	404,101	527	7.01%	34.8%	25.4
9. Ninh Binh	153	3,572	99.0%	1.51%	30.78	3,859	93.3%		0.0%	1.08	28.5	611	4.07	2,155	1.86	87.7%	0	1.55	50.7%	10.0%	92.7%	-260	2,136	762	447,432	372	9.30%	36.5%	26.3
North-East Region	2,258	56,176	93.3%	4.17%	29.14	60,729	84.9%	74.6%	6.7%	1.08	24.2	8,021	2.88	42,411	1.32	49.2%	83	2.94	27.9%	2.4%	87.2%	-2,021	2,641	941	489,935	460	14.40%	40.1%	38.0
10. Ha Giang	156	5,687	85.0%	5.62%	18.65	5,486	74.1%		0.3%	0.96	19.3	476	2.23	4,618	1.23	21.1%	25	7.08	14.8%	0.5%	67.1%	-430	1,521	542	636,738	389	22.02%	43.0%	65.8
11. Cao Bang	181	3,663	97.5%	6.86%	20.95	3,663	83.3%		8.3%	1.00	20.9	490	1.95	3,139	1.17	25.8%	0	2.75	4.0%	0.0%	71.3%	-353	2,503	892	640,604	404	20.06%	41.5%	62.1
12. Lao Cai	169	3,769	96.3%	7.77%	27.73	4,287	78.2%		32.3%	1.14	24.4	601	2.64	3,554	1.06	30.0%	0	3.53	15.8%	0.0%	88.2%	-284	2,107	751	530,103	418	22.21%	45.5%	53.6
13. Bac Kan	109	1,835	97.5%	13.54%	21.80	1,835	85.8%		5.1%	1.00	21.6	241	1.80	1,677	1.06	27.0%	0	2.51	9.0%	0.7%	90.3%	-282	1,618	576	707,707	482	26.46%	43.2%	40.1
14. Lang Son	139	4,803	95.2%	5.35%	23.30	4,947	86.3%		0.4%	1.03	22.6	754	3.04	3,996	1.20	44.7%	52	3.21	21.0%	0.8%	71.0%	-123	2,846	1,014	516,052	473	14.50%	42.5%	65.1
15. Tuyen Quang	113	3,730	100.0%	8.72%	26.85	4,432	86.8%		24.8%	1.19	22.6	494	2.63	3,217	1.16	38.0%	0	4.70	30.3%	2.1%	91.0%	-472	2,245	800	730,311	303	6.89%	40.9%	31.6
16. Yen Bai	164	3,871	85.5%	7.61%	25.70	4,420	81.9%		7.6%	1.14	22.5	589	2.51	2,625	1.47	38.3%	0	2.15	11.8%	1.3%	90.6%	-315	2,205	785	464,882	436	17.27%	40.8%	41.7
17. Thai Nguyen	218	4,405	97.7%	1.57%	27.13	5,234	92.9%		3.9%	1.19	22.8	574	2.86	3,077	1.43	72.2%	0	2.23	38.3%	1.5%	90.0%	-234	2,359	840	527,149	482	10.93%	37.8%	30.9
18. Phu Tho	293	5,607	99.9%	2.10%	27.33	6,144	87.7%		4.9%	1.10	24.9	989	3.34	3,565	1.57	68.0%	0	1.06	53.7%	4.7%	99.3%	-245	2,694	960	533,960	438	16.39%	39.8%	34.0
19. Vinh Phuc	179	4,178	93.4%	1.00%	31.34	4,594	84.2%		3.9%	1.10	28.5	614	3.53	2,387	1.75	76.9%	0	1.66	19.0%	5.7%	94.8%	-43	2,920	1,040	376,131	438	11.42%	37.7%	22.1
20. Bac Giang	243	6,857	98.8%	2.21%	28.92	7,269	84.6%		1.8%	1.09	26.5	972	3.74	3,986	1.67	69.8%	6	3.03	60.4%	8.1%	95.4%	-338	2,204	785	435,852	476	13.91%	42.3%	30.0
21. Bac Ninh	146	3,380	100.0%	0.01%	33.48	3,863	87.3%		0.3%	1.14	29.3	490	3.55	2,266	1.49	42.9%	0	2.31	72.5%	5.1%	97.8%	-159	3,008	1,072	354,833	476	8.27%	36.7%	31.0
22. Quang Ninh	148	4,590	83.1%	3.10%	26.24	4,555	82.6%		0.0%	0.99	26.4	737	3.41	4,304	1.07	85.6%	0	2.25	11.1%	0.0%	92.6%	1,217	4,626	1,648	319,999	665	13.01%	33.3%	31.1
North-West Region	468	14,937	89.6%	6.88%	22.92	18,049	73.9%	68.1%	3.8%	1.07	21.3	2,235	3.31	11,807	1.27	30.0%	67	4.73	29.3%	1.2%	86.7%	-1,043	1,951	695	408,957	352	23.15%	41.7%	57.7
23. Lai Chau	134	4,016	73.7%	5.75%	21.77	4,043	76.4%		12.3%	1.01	21.6	625	3.42	2,836	1.42	24.3%	1	5.56	46.4%	1.6%	83.6%	-367	1,847	658	627,336	267	28.94%	43.2%	64.9
24. Son La	152	6,505	93.6%	7.58%	23.58	6,577	63.1%		1.7%	1.01	23.3	705	2.78	5,205	1.25	20.0%	31	5.79	11.8%	1.2%	84.3%	-390	1,823	948	52,477	367	23.82%	39.4%	53.3
25. Hoa Binh	182	4,416	98.4%	6.86%	22.99	5,429	85.1%		0.0%	1.23	18.7	905	3.78	3,766	1.17	52.4%	35	2.97	34.7%	0.8%	91.6%	-286	2,180	777	758,576	381	17.87%	43.3%	57.8
North-Central Coast	2,327	47,459	95.9%	1.23%	30.66	50,378	84.9%	79.8%	2.2%	1.06	28.9	3,318	3.87	28,132	1.63	69.3%	12	1.28	57.1%	8.1%	95.3%	-2,091	2,636	939	416,746	394	20.38%	42.8%	36.7
26. Thanh Hoa	709	16,504	96.7%	1.35%	30.15	16,522	83.9%		0.0%	1.00	30.1	2,473	3.51	9,522	1.73	55.9%	12	1.53	42.8%	5.4%	96.3%	-636	2,857	946	392,730	399	16.12%	41.3%	41.7
27. Nghe An	689	14,608	97.0%	0.95%	29.04	16,352	88.7%		8.7%	1.12	25.9	2,703	4.00	9,527	1.53	75.6%	0	1.32	55.5%	4.4%	96.8%	-744	2,636	940	452,880	369	17.26%	45.1%	30.7
28. Ha Tinh	315	5,838	99.1%	0.68%	32.66	6,167	90.6%		0.0%	1.09	29.9	976	3.13	3,453	1.63	73.8%	0	0.57	89.9%	7.4%	95.2%	-304	2,454	874	421,680	391	18.84%	44.2%	30.5
29. Quang Binh	243	3,728	94.5%	1.34%	31.83	3,928	78.2%		0.1%	1.03	30.2	746	3.06	2,439	1.53	70.4%	0	0.98	82.8%	11.1%	95.1%	-235	2,458	876	419,513	373	37.87%	51.5%	45.9
30. Quang Tri	164	2,901	95.1%	2.05%	30.05	2,863	80.8%		0.0%	1.03	29.2	597	3.73	1,881	1.67	70.7%	0	1.56	66.3%	10.0%	90.0%	-70	2,638	940	522,832	429	27.63%	39.2%	50.6
31. Thua Thien Hue	227	4,180	91.6%	1.80%	35.00	4,518	75.4%		0.0%	1.08	32.4	623	3.55	2,510	1.67	84.8%	0	1.42	55.2%	3.4%	94.4%	-102	2,901	1,033	324,171	449	27.41%	34.7%	30.3
Central Coast	1,105	27,295	97.6%	1.72%	32.18	28,477	76.2%	77.9%	4.4%	1.05	30.6	5,400	4.84	16,867	1.62	78.8%	0	2.46	32.9%	2.9%	76.0%	-204	3,476	1,238	460,139	425	16.00%	39.2%	39.0
32. Da Nang	85	2,174	98.0%	0.26%	35.64	2,558	92.2%		5.8%	1.18	30.3	802	7.62	1,530	1.42	57.7%	0	1.42	84.8%	8.9%	87.3%	903	6,219	2,215	420,661	384	11.98%	27.8%	18.0
33. Quang Nam	254	6,423	99.1%	3.62%																									

Table 5: Main School and Satellite School in 1999/00

	Total # of Pupils	Rate of Ethnic Minority	Rate of Satellite Students	Total # of Schools	Ave. # of Students /School	Total # of Satellite School	Ave. # of Satellite School
Whole Country	9,996,179	0.20	0.32	14,641	683	31,680	2.16
1.Red River Delta	1,600,884	0.00	0.21	2,137	752	2,895	1.35
2. North East	1,509,674	0.47	0.34	2,782	549	8,167	2.94
3. North West	358,679	0.53	0.44	676	527	3,199	4.73
4.North Central	1,488,936	0.09	0.20	2,328	603	2,970	1.28
5.Central Coast	877,484	0.07	0.39	1,115	803	2,738	2.46
6.CentralHighlands	527,211	0.46	0.39	735	685	2,155	2.93
7.Southeast	1,491,868	0.10	0.22	1,915	764	2,294	1.20
8.Mekong R-Delta	2,141,449	0.08	0.41	2,953	734	7,262	2.46

Source: WB ACER 1999

Table 6: School with Library, Artroom and Other Facilities

	Rate of Schools with Library	Rate of Schools with Art-room	Rate of Schools with Play-ground	Rate of Schools With Sports area	Ave. Area/ Students (sq m)	Rate of Level 4 Class-rooms	Rate of Level 4 Satellite Class-rooms
Whole Country	0.48	0.03	0.88	0.74	16.18	0.63	0.65
1.Red River Delta	0.61	0.06	0.96	0.59	14.01	0.54	0.84
2.East North	0.28	0.02	0.88	0.64	21.11	0.49	0.41
3.North West	0.31	0.01	0.87	0.61	14.9	0.32	0.19
4.North Central	0.62	0.07	0.94	0.77	20.92	0.73	0.73
5.Central Coast	0.38	0.04	0.79	0.17	12.77	0.78	0.86
6.CentralHighlands	0.31	0.00	0.81	0.28	26.66	0.67	0.51
7.Southeast	0.07	0.02	0.92	0.32	15.18	0.80	0.86
8.Mekong R-Delta	0.05	0.01	0.82	0.34	10.27	0.69	0.63

Source: WB ACER 1999

Table 7a: Comparison of Projection Scenario

		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
a. Projected School-aged Population (6-10)	1 by MOET (F&P)	8,872,422	8,755,677	8,625,236	8,494,042	8,365,725	8,240,075	8,117,036	8,016,988	7,918,688	7,822,233	7,724,643
	2 by GSO (Mid Variant)	8,852,700	8,502,200	8,033,900	7,524,600	7,095,900	6,820,700	6,692,100	6,715,100	6,827,500	6,920,100	6,973,300
	3 by GSO (High Variant)	8,851,200	8,478,775	8,126,854	7,794,336	7,480,180	7,229,880	7,227,460	7,230,966	7,240,185	7,254,920	7,307,460
b. Enrolment Rate	1 by Strategy 2010 (NER)	95.0%	95.4%	95.8%	96.2%	96.6%	97.0%	97.4%	97.8%	98.2%	98.6%	99.0%
	2 by MOET (F&P) (GER)	109.9%	107.9%	106.4%	106.1%	105.9%	107.2%	108.9%	109.8%	110.3%	110.4%	110.4%
c. Projected Enrolment	1 by Strategy 2010	9,751,014	9,562,854	9,378,325	9,197,357	9,019,881	8,845,828	8,745,136	8,645,590	8,547,177	8,449,885	8,353,700
	2 by MOET (F&P)	9,726,733	9,421,138	9,153,369	8,990,278	8,837,113	8,813,339	8,815,102	8,697,374	8,630,699	8,538,327	8,425,644
d. Pupil/Class Ratio	1 by Strategy 2010	30.52	30.42	30.32	30.22	30.12	30.00	30.00	30.00	30.00	30.00	30.00
	2 by MOET (F&P)	30.38	30.17	29.96	29.75	29.55	29.35	29.14	28.88	28.62	28.36	28.09
e. Required # of Classes	1 by Strategy 2010	319,496	314,361	309,312	304,347	299,465	294,861	291,505	288,186	284,906	281,663	278,457
	2 by MOET (F&P)	321,054	313,173	306,458	303,044	299,912	301,129	303,340	304,752	305,121	304,618	303,436
f. Class/Classroom Ratio	1 by Strategy 2010 (= "2")	1.50	1.44	1.38	1.32	1.27	1.22	1.17	1.14	1.11	1.09	1.06
	2 by MOET (F&P)	1.50	1.44	1.38	1.32	1.27	1.22	1.17	1.14	1.11	1.09	1.06
g. Required # of Classrooms	1 by Strategy 2010	212,997	218,306	224,139	230,566	235,799	241,689	249,150	252,795	256,672	258,406	262,695
	2 by MOET (F&P)	214,607	218,012	222,185	228,831	235,910	246,764	259,033	266,757	274,187	280,336	286,408
h. Cumulative shortage (-) # of Classrooms Based on Year 2000	1 by Strategy 2010	0	-5,309	-11,142	-17,569	-22,802	-28,692	-36,153	-39,798	-43,675	-45,409	-49,698
	2 by MOET (F&P)	0	-3,405	-7,578	-14,224	-21,303	-32,157	-44,426	-52,150	-59,580	-65,729	-71,801
i. Necessary expansion (+) # of Classrooms Based on Previous Year	1 by Strategy 2010	0	5,309	5,833	6,427	5,233	5,890	7,461	3,645	3,877	1,734	4,289
	2 by MOET (F&P)	0	3,405	4,173	6,646	7,079	10,854	12,269	7,724	7,430	6,149	6,072
j. Teacher/Class Ratio Projection	1 by Strategy 2010	1.09	1.10	1.11	1.12	1.13	1.15	1.15	1.15	1.15	1.15	1.15
	2 by MOET (F&P)	1.11	1.12	1.13	1.14	1.15	1.16	1.17	1.17	1.18	1.19	1.19
	3 by MOET (TD) (2000: EDSP 2010)	1.09	1.13	1.16	1.20	1.24	1.28	1.32	1.36	1.41	1.45	1.50
k. Necessary # of Teachers	1 by Strategy 2010	347,822	346,058	344,303	342,556	340,819	339,090	335,289	331,530	327,814	324,139	320,505
	2 by MOET (F&P)	355,569	349,685	345,111	344,293	343,829	348,430	354,290	357,782	360,081	361,375	361,869
	3 by MOET (TD)	347,822	353,771	359,382	365,086	370,884	377,030	384,832	392,794	400,922	409,218	417,686
l. Cumulative Teacher Oversupply (+) or Shortage (-) since Year 2000	1 by Strategy 2010	0	1,764	3,519	5,266	7,003	8,732	12,533	16,292	20,008	23,683	27,317
	2 by MOET (F&P)	0	5,884	10,458	11,276	11,740	7,139	1,279	-2,213	-4,512	-5,806	-6,300
	3 by MOET (TD)	0	-5,949	-11,560	-17,264	-23,062	-29,208	-37,010	-44,972	-53,100	-61,396	-69,864
m. Teacher Oversupply (+) or shortage (-), Compared to previous year	1 by Strategy 2010	0	1,764	1,755	1,746	1,737	1,729	3,801	3,759	3,717	3,675	3,634
	2 by MOET (F&P)	0	5,884	4,574	818	464	-4,601	-5,850	-3,492	-2,299	-1,294	-494
	3 by MOET (TD)	0	-5,949	-5,611	-5,704	-5,798	-6,146	-7,802	-7,962	-8,128	-8,296	-8,468
n. Estimated Pupil-Teacher Ratio	1 by Strategy 2010	28.0	27.6	27.2	26.8	26.5	26.1	26.1	26.1	26.1	26.1	26.1
	2 by MOET (F&P)	27.4	26.9	26.5	26.1	25.7	25.3	24.9	24.3	24.0	23.6	23.3
	3 by MOET (TD)	28.0	27.0	26.1	25.2	24.3	23.5	22.7	22.0	21.3	20.6	20.0

1. EDSP 2010: Strategy for Education Development 2001-2010 (December 2001)

2. MOET (F&P): Preliminary Mid-term plan simulation by the Finance and Planning Department (Draft)

3. MOET (TD): Teacher/Class ratio is set at 1.50 in 2010, to meet full implementation of the new curriculum, according to Teacher Department of MOET, other assumption remained same to Scenario 2

Table 7b: Regional Projection – EDSP 2010 Scenario
Total Vietnam (EDSP 2010 Scenario)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil	9,751,014	9,562,854	9,378,325	9,197,357	9,019,881	8,845,828	8,745,136	8,645,590	8,547,177	8,449,885	8,353,700
(share % in total)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Student/Class (EDSP 2010)	30.52	30.42	30.32	30.22	30.12	30.00	30.00	30.00	30.00	30.00	30.00
Teacher/Class (EDSP 2010)	1.09	1.10	1.11	1.12	1.13	1.15	1.15	1.15	1.15	1.15	1.15
Expenditure/Student (F&P)	0.44	0.46	0.50	0.53	0.57	0.61	0.66	0.70	0.75	0.81	0.88
Class/Classroom (F&P)	1.50	1.44	1.38	1.32	1.27	1.22	1.17	1.14	1.11	1.09	1.06
# of Classes	319,496	314,361	309,312	304,347	299,465	294,861	291,505	288,186	284,906	281,663	278,457
# of Teachers	347,822	346,058	344,303	342,556	340,819	339,090	335,289	331,530	327,814	324,139	320,505
Classrooms	212,997	218,306	224,139	230,566	235,799	241,689	249,150	252,795	256,672	258,406	262,695
Req. Budget (VND Mil.)	4,290,446	4,398,913	4,689,163	4,874,599	5,141,332	5,395,955	5,771,790	6,051,913	6,410,383	6,844,407	7,351,256
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	5,135	10,184	15,149	20,031	24,635	27,991	31,310	34,590	37,833	41,039
# of Teachers Oversupply (+) and Shortage (-)	-	1,764	3,519	5,266	7,003	8,732	12,533	16,292	20,008	23,683	27,317
Classrooms Oversupply (+) and Shortage (-)	-	-5,309	-11,142	-17,569	-22,802	-28,692	-36,153	-39,798	-43,675	-45,409	-49,698
Req. Budget (VND Mil.)	-	-108,467	-398,717	-584,153	-850,886	-1,105,509	-1,481,344	-1,761,467	-2,119,937	-2,553,961	-3,060,810
Red River (EDSP 2010 Figure, Regionally Distributed by F&P Pattern)											
Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil	1,548,102	1,483,213	1,431,603	1,394,488	1,358,548	1,334,369	1,317,673	1,300,992	1,283,690	1,265,240	1,244,819
(share % in total)	15.88%	15.51%	15.27%	15.16%	15.06%	15.08%	15.07%	15.05%	15.02%	14.97%	14.90%
Student/Class (Adjusted F&P Figure)	33.64	33.48	33.28	33.06	32.85	32.60	32.50	32.37	32.26	32.15	32.06
Teacher/Class (Adjusted F&P Figure)	1.17	1.17	1.17	1.17	1.17	1.17	1.16	1.16	1.16	1.16	1.16
Expenditure/Student	0.46	0.48	0.51	0.53	0.55	0.58	0.61	0.65	0.70	0.76	0.82
Class/Classroom	1.43	1.39	1.34	1.30	1.26	1.23	1.19	1.15	1.10	1.08	1.04
# of Classes	46,024	44,306	43,012	42,176	41,357	40,930	40,549	40,188	39,794	39,352	38,833
# of Teachers	54,038	52,044	50,500	49,473	48,468	47,869	46,843	46,444	46,008	45,514	44,930
Classrooms	32,166	31,959	32,018	32,457	32,714	33,318	34,020	34,955	36,206	36,548	37,482
Req. Budget (VND Mil.)	715,000	705,288	726,243	734,085	752,521	771,794	802,910	846,873	899,496	958,483	1,020,324
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	1,717	3,012	3,848	4,666	5,094	5,475	5,836	6,229	6,672	7,190
# of Teachers Oversupply (+) and Shortage (-)	-	1,994	3,538	4,565	5,571	6,169	7,195	7,594	8,030	8,524	9,108
Classrooms Oversupply (+) and Shortage (-)	-	207	148	-291	-548	-1,153	-1,854	-2,790	-4,040	-4,382	-5,316
Req. Budget (VND Mil.)	-	9,712	-11,244	-19,085	-37,521	-56,794	-87,910	-131,873	-184,496	-243,483	-305,324

North East Region (EDSP 2010 Figure, Regionally Distributed by F&P Pattern)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil (share % in total)	1,468,194 15.06%	1,423,687 14.89%	1,385,954 14.78%	1,356,611 14.75%	1,320,005 14.63%	1,290,412 14.59%	1,274,307 14.57%	1,258,539 14.56%	1,242,275 14.53%	1,225,212 14.50%	1,207,264 14.45%
Student/Class (Adjusted F&P Figure)	25.88	25.75	25.65	25.60	25.55	25.51	25.57	25.77	25.97	26.17	26.37
Teacher/Class (Adjusted F&P Figure)	1.06	1.08	1.10	1.12	1.14	1.15	1.16	1.16	1.16	1.16	1.16
Expenditure/Student	0.50	0.53	0.58	0.62	0.66	0.71	0.76	0.79	0.82	0.86	0.90
Class/Classroom	1.44	1.39	1.33	1.28	1.24	1.19	1.15	1.13	1.11	1.09	1.07
# of Classes	56,725	55,289	54,028	52,992	51,665	50,575	49,836	48,841	47,839	46,818	45,778
# of Teachers	60,264	59,877	59,281	59,135	58,646	58,372	57,894	56,755	55,608	54,442	53,256
Classrooms	39,382	39,901	40,571	41,440	41,825	42,431	43,418	43,379	43,280	42,886	42,815
Req. Budget (VND Mil.)	739,347	755,284	803,411	835,917	875,642	914,141	972,252	991,544	1,018,516	1,050,127	1,082,950
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	1,436	2,698	3,734	5,061	6,150	6,890	7,884	8,887	9,907	10,948
# of teachers Oversupply (+) and Shortage (-)	-	587	983	1,129	1,618	1,892	2,370	3,509	4,655	5,822	7,008
Classrooms Oversupply (+) and Shortage (-)	-	-518	-1,188	-2,058	-2,443	-3,049	-4,035	-3,997	-3,897	-3,504	-3,433
Req. Budget (VND Mil.)	-	-15,937	-64,065	-96,570	-136,296	-174,795	-232,905	-252,198	-279,170	-310,781	-343,604

North West Region (EDSP 2010 Figure, Regionally Distributed by F&P Pattern)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil (share % in total)	342,758 3.52%	345,086 3.61%	344,195 3.67%	340,632 3.70%	336,053 3.73%	327,860 3.71%	323,430 3.70%	318,932 3.69%	314,500 3.68%	310,225 3.67%	306,696 3.67%
Student/Class	23.05	23.13	23.20	23.26	23.32	23.36	23.51	23.71	23.92	24.15	24.38
Teacher/Class	1.12	1.12	1.13	1.13	1.13	1.14	1.13	1.13	1.13	1.12	1.12
Expenditure/Student	0.65	0.64	0.66	0.66	0.67	0.68	0.69	0.74	0.79	0.84	0.91
Class/Classroom	1.51	1.44	1.37	1.30	1.24	1.18	1.12	1.10	1.08	1.06	1.04
# of Classes	14,869	14,920	14,839	14,647	14,412	14,035	13,758	13,451	13,145	12,847	12,581
# of Teachers	16,700	16,768	16,714	16,552	16,355	15,988	15,581	15,183	14,789	14,406	14,060
Classrooms	9,864	10,370	10,841	11,279	11,637	11,900	12,271	12,243	12,200	12,087	12,099
Req. Budget (VND Mil.)	223,540	222,008	227,652	226,008	226,711	223,436	224,376	234,618	247,154	261,613	277,927
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	-51	31	223	457	835	1,111	1,419	1,724	2,022	2,288
# of Teachers Oversupply (+) and Shortage (-)	-	-68	-14	148	345	712	1,119	1,517	1,911	2,294	2,640
Classrooms Oversupply (+) and Shortage (-)	-	-506	-976	-1,414	-1,772	-2,036	-2,407	-2,378	-2,336	-2,223	-2,234
Req. Budget (VND Mil.)	-	1,532	-4,111	-2,468	-3,171	104	-836	-11,078	-23,614	-38,072	-54,386

North Central Coast (EDSP 2010 Figure, Regionally Distributed by F&P Pattern)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil	1,455,168	1,416,948	1,380,197	1,347,686	1,320,990	1,302,501	1,292,559	1,282,860	1,273,618	1,264,544	1,255,349
(share % in total)	14.92%	14.82%	14.72%	14.65%	14.65%	14.72%	14.78%	14.84%	14.90%	14.97%	15.03%
Student/Class	30.81	30.77	30.71	30.65	30.58	30.48	30.50	30.70	30.90	31.12	31.35
Teacher/Class	1.08	1.09	1.11	1.12	1.13	1.14	1.14	1.14	1.15	1.15	1.15
Expenditure/Student	0.42	0.44	0.47	0.49	0.52	0.55	0.58	0.64	0.72	0.83	0.98
Class/Classroom	1.58	1.52	1.46	1.39	1.34	1.29	1.24	1.20	1.17	1.14	1.10
# of Classes	47,233	46,053	44,938	43,969	43,201	42,739	42,373	41,791	41,216	40,637	40,046
# of Teachers	51,056	50,390	49,750	49,220	48,885	48,841	48,395	47,817	47,240	46,654	46,050
Classrooms	29,893	30,349	30,884	31,568	32,204	33,132	34,206	34,782	35,341	35,686	36,317
Req. Budget (VND Mil.)	614,050	618,495	647,849	662,451	688,375	714,387	751,871	821,435	918,176	1,051,024	1,233,341
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	1,180	2,295	3,263	4,032	4,493	4,860	5,442	6,017	6,596	7,187
# of Teachers Oversupply (+) and Shortage (-)	-	666	1,306	1,835	2,171	2,215	2,660	3,239	3,816	4,401	5,006
Classrooms Oversupply (+) and Shortage (-)	-	-456	-991	-1,674	-2,311	-3,239	-4,313	-4,889	-5,448	-5,793	-6,424
Req. Budget (VND Mil.)	-	-4,445	-33,799	-48,402	-74,326	-100,338	-137,821	-207,385	-304,126	-436,974	-619,291

Central Coast (EDSP 2010 Figure, Regionally Distributed by F&P Pattern)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil	878,193	874,144	862,482	848,400	835,842	825,043	821,524	817,394	811,899	804,650	795,802
(share % in total)	9.0%	9.1%	9.2%	9.2%	9.3%	9.3%	9.4%	9.5%	9.5%	9.5%	9.5%
Student/Class	32.35	32.06	31.76	31.45	31.14	30.81	30.61	30.69	30.78	30.88	30.99
Teacher/Class	1.11	1.12	1.13	1.14	1.15	1.16	1.16	1.16	1.16	1.16	1.18
Expenditure/Student	0.46	0.48	0.52	0.56	0.60	0.64	0.69	0.73	0.78	0.84	0.90
Class/Classroom	1.47	1.41	1.34	1.28	1.23	1.18	1.13	1.11	1.09	1.08	1.06
# of Classes	27,148	27,266	27,154	26,975	26,841	26,780	26,837	26,630	26,374	26,056	25,681
# of Teachers	30,197	30,599	30,737	30,777	30,869	31,024	30,997	30,777	30,497	30,144	29,720
Classrooms	18,475	19,378	20,194	21,019	21,800	22,721	23,826	24,052	24,219	24,185	24,294
Req. Budget (VND Mil.)	400,090	418,188	450,371	471,331	500,246	528,182	566,973	597,983	634,363	674,353	715,900
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	-118	-6	172	307	368	310	517	774	1,091	1,466
# of teachers Oversupply (+) and Shortage (-)	-	-402	-539	-580	-672	-827	-800	-580	-300	53	477
Classrooms Oversupply (+) and Shortage (-)	-	-903	-1,719	-2,544	-3,324	-4,246	-5,351	-5,576	-5,744	-5,709	-5,819
Req. Budget (VND Mil.)	-	-18,098	-50,281	-71,240	-100,155	-128,092	-166,883	-197,893	-234,272	-274,263	-315,810

Central Highland (EDSP 2010 Figure, Regionally Distributed by F&P Pattern)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil (share % in total)	539,347 5.53%	547,295 5.72%	551,198 5.88%	548,499 5.96%	542,467 6.01%	528,998 5.98%	519,090 5.94%	510,406 5.90%	503,042 5.89%	497,293 5.89%	492,972 5.90%
Student/Class	30.50	30.51	30.53	30.54	30.55	30.54	30.65	30.71	30.77	30.84	30.91
Teacher/Class	1.01	1.03	1.05	1.07	1.10	1.12	1.13	1.13	1.14	1.14	1.14
Expenditure/Student	0.46	0.48	0.51	0.54	0.57	0.60	0.64	0.68	0.73	0.78	0.84
Class/Classroom	1.52	1.46	1.39	1.33	1.28	1.22	1.17	1.14	1.11	1.09	1.06
# of Classes	17,683	17,936	18,056	17,959	17,755	17,323	16,937	16,622	16,349	16,127	15,947
# of Teachers	17,799	18,456	18,985	19,293	19,488	19,412	19,181	18,864	18,593	18,378	18,210
Classrooms	11,637	12,318	12,961	13,501	13,898	14,145	14,456	14,579	14,728	14,835	15,106
Req. Budget (VND Mil.)	247,925	261,117	283,456	295,922	310,754	319,404	332,861	347,130	365,766	388,392	413,928
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	-253	-373	-276	-73	360	745	1,061	1,334	1,556	1,735
# of Teachers Oversupply (+) and Shortage (-)	-	-657	-1,187	-1,495	-1,689	-1,614	-1,382	-1,066	-794	-579	-411
Classrooms Oversupply (+) and Shortage (-)	-	-681	-1,324	-1,864	-2,261	-2,508	-2,819	-2,942	-3,091	-3,198	-3,469
Req. Budget (VND Mil.)	-	-13,191	-35,531	-47,997	-62,829	-71,478	-84,936	-99,204	-117,840	-140,466	-166,002

South-East Region (EDSP 2010 Figure, Regionally Distributed by F&P Pattern)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil (share % in total)	1,489,144 15.27%	1,487,713 15.56%	1,483,192 15.82%	1,470,145 15.98%	1,447,532 16.05%	1,412,137 15.96%	1,386,685 15.86%	1,364,057 15.78%	1,344,292 15.73%	1,327,284 15.71%	1,312,827 15.72%
Student/Class	33.80	33.67	33.52	33.37	33.19	33.00	32.94	32.67	32.40	32.12	31.84
Teacher/Class	1.09	1.10	1.12	1.13	1.14	1.15	1.15	1.15	1.16	1.16	1.16
Expenditure/Student	0.32	0.34	0.38	0.42	0.47	0.53	0.60	0.64	0.68	0.73	0.78
Class/Classroom	1.54	1.47	1.39	1.32	1.26	1.21	1.15	1.12	1.09	1.08	1.05
# of Classes	44,056	44,190	44,249	44,062	43,608	42,797	42,100	41,754	41,495	41,322	41,230
# of Teachers	48,113	48,793	49,384	49,694	49,688	49,224	48,375	48,133	47,988	47,941	47,985
Classrooms	28,651	30,146	31,727	33,277	34,483	35,495	36,681	37,271	37,919	38,427	39,340
Req. Budget (VND Mil.)	470,869	505,997	565,725	615,434	678,352	742,662	835,186	869,988	914,787	967,903	1,026,880
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	-134	-193	-5	448	1,259	1,956	2,302	2,561	2,734	2,827
# of Teachers Oversupply (+) and Shortage (-)	-	-679	-1,271	-1,581	-1,575	-1,111	-261	-19	125	173	128
Classrooms Oversupply (+) and Shortage (-)	-	-1,494	-3,075	-4,626	-6,831	-6,843	-8,030	-8,620	-9,268	-9,775	-10,688
Req. Budget (VND Mil.)	-	-35,128	-94,856	-144,565	-207,483	-271,794	-364,317	-399,119	-443,918	-497,034	-556,011

Mekong River Delta (EDSP 2010 Figure, Regionally Distributed by F&P Pattern)

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total Primary Pupil	2,030,108	1,984,769	1,939,506	1,890,896	1,858,444	1,824,509	1,809,868	1,792,409	1,773,870	1,755,438	1,737,973
(share % in total)	20.82%	20.75%	20.68%	20.56%	20.60%	20.63%	20.70%	20.73%	20.75%	20.77%	20.80%
Student/Class	30.87	30.82	30.77	30.71	30.65	30.57	30.62	30.43	30.22	30.01	29.78
Teacher/Class	1.06	1.08	1.09	1.11	1.13	1.15	1.15	1.15	1.14	1.14	1.14
Expenditure/Student	0.43	0.46	0.51	0.55	0.60	0.65	0.71	0.75	0.80	0.85	0.91
Class/Classroom	1.53	1.47	1.40	1.34	1.28	1.23	1.18	1.14	1.11	1.09	1.06
# of Classes	65,758	64,400	63,038	61,568	60,626	59,682	59,115	58,910	58,694	58,503	58,361
# of Teachers	69,655	69,331	68,951	68,411	68,420	68,359	68,022	67,558	67,089	66,659	66,293
Classrooms	42,928	43,886	44,944	46,025	47,239	48,547	50,273	51,534	52,778	53,751	55,242
Req. Budget (VND Mil.)	879,625	912,536	984,455	1,033,450	1,108,730	1,181,948	1,285,361	1,342,343	1,412,125	1,492,513	1,580,007
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	1,358	2,721	4,191	5,133	6,076	6,643	6,849	7,064	7,255	7,398
# of Teachers Oversupply (+) and Shortage (-)	-	323	703	1,243	1,235	1,295	1,632	2,097	2,565	2,995	3,361
Classrooms Oversupply (+) and Shortage (-)	-	959	2,016	3,098	4,311	5,619	7,345	8,606	9,850	10,824	12,315
Req. Budget (VND MIL.)	-	-32,911	-104,830	-163,825	-229,105	-302,323	-405,736	-462,718	-532,500	-612,888	-700,382

Table 7c: Regional Projection – EDSP 2010 Scenario, Teacher/Class Ratio: 1.50 in 2010)

Total Vietnam (EDSP 2010 Enrolment, Teacher/Class Ratio: 1.50 in 2010)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil	9,751,014	9,562,854	9,378,325	9,197,357	9,019,881	8,845,828	8,745,136	8,645,590	8,547,177	8,449,885	8,353,700
(share % in total)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Student/Class (EDSP 2010)	30.52	30.42	30.32	30.22	30.12	30.00	30.00	30.00	30.00	30.00	30.00
Teacher/Class	1.09	1.13	1.16	1.20	1.24	1.28	1.32	1.36	1.41	1.45	1.50
Expenditure/Student											
Class/Classroom (F&P)	1.50	1.44	1.38	1.32	1.27	1.22	1.17	1.14	1.11	1.09	1.06
# of Classes	319,496	314,361	309,312	304,347	299,465	294,861	291,505	288,186	284,906	281,663	278,457
# of Teachers	347,822	353,771	359,382	365,086	370,884	377,030	384,832	392,794	400,922	409,218	417,686
Classrooms	212,997	218,306	224,139	230,566	235,799	241,689	249,150	252,795	256,672	258,406	262,695
Req. Budget (VND Mil.)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	5,135	10,184	15,149	20,031	24,635	27,991	31,310	34,590	37,833	41,039
# of Teachers Oversupply (+) and Shortage (-)	-	-5,949	-11,560	-17,264	-23,062	-29,208	-37,010	-44,972	-53,100	-61,396	-69,864
Classrooms Oversupply (+) and Shortage (-)	-	-5,309	-11,142	-17,569	-22,802	-28,692	-36,153	-39,798	-43,675	-45,409	-49,698
Req. Budget (VND Mil.)											

Red River (EDSP 2010 Enrolment, Teacher/Class Ratio: 1.50 in 2010)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil	1,548,102	1,483,213	1,431,603	1,394,488	1,358,548	1,334,369	1,317,673	1,300,992	1,283,690	1,265,240	1,244,819
(share % in total)	15.88%	15.51%	15.27%	15.16%	15.06%	15.08%	15.07%	15.05%	15.02%	14.97%	14.90%
Student/Class	33.64	33.48	33.28	33.06	32.85	32.60	32.50	32.37	32.26	32.15	32.06
Teacher/Class	1.17	1.20	1.23	1.25	1.28	1.30	1.33	1.37	1.41	1.46	1.51
Expenditure/Student											
Class/Classroom	1.43	1.39	1.34	1.30	1.26	1.23	1.19	1.15	1.10	1.08	1.04
# of Classes	46,024	44,306	43,012	42,176	41,357	40,930	40,549	40,188	39,794	39,352	38,833
# of Teachers	54,038	53,205	52,712	52,727	52,743	53,225	53,765	55,027	56,269	57,461	58,554
Classrooms	32,166	31,959	32,018	32,458	32,713	33,318	34,020	34,956	36,206	36,548	37,481
Req. Budget (VND Mil.)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	1,718	3,012	3,848	4,667	5,094	5,475	5,836	6,230	6,672	7,191
# of Teachers Oversupply (+) and Shortage (-)	-	834	1,326	1,311	1,295	813	273	-988	-2,231	-3,423	-4,515
Classrooms Oversupply (+) and Shortage (-)	-	207	148	-292	-547	-1,152	-1,854	-2,790	-4,040	-4,382	-5,315
Req. Budget (VND Mil.)											

North East Region (EDSP 2010 Enrolment, Teacher/Class Ratio: 1.50 in 2010)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil (share % in total)	1,468,194 15.06%	1,423,687 14.89%	1,385,954 14.78%	1,356,611 14.75%	1,320,005 14.63%	1,290,412 14.59%	1,274,307 14.57%	1,258,539 14.56%	1,242,275 14.53%	1,225,212 14.50%	1,207,264 14.45%
Student/Class	25.88	25.75	25.65	25.60	25.55	25.51	25.57	25.77	25.97	26.17	26.37
Teacher/Class	1.06	1.10	1.15	1.19	1.24	1.28	1.33	1.38	1.42	1.47	1.52
Expenditure/Student											
Class/Classroom	1.44	1.39	1.33	1.28	1.24	1.19	1.15	1.13	1.11	1.09	1.07
# of Classes	56,725	55,289	54,028	52,992	51,665	50,575	49,836	48,841	47,839	46,818	45,778
# of Teachers	60,264	61,007	61,877	63,024	63,819	64,903	66,449	67,243	68,010	68,732	69,404
Classrooms	39,382	39,901	40,571	41,440	41,825	42,431	43,418	43,379	43,280	42,886	42,816
Req. Budget (VND Mil.)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	1,436	2,697	3,733	5,060	6,150	6,889	7,884	8,886	9,907	10,947
# of Teachers Oversupply (+) and Shortage (-)	-	-743	-1,613	-2,761	-3,556	-4,640	-6,185	-6,979	-7,746	-8,468	-9,140
Classrooms Oversupply (+) and Shortage (-)	-	-519	-1,189	-2,058	-2,443	-3,049	-4,036	-3,997	-3,898	-3,504	-3,434
Req. Budget (VND Mil.)											

North West Region (EDSP 2010 Enrolment, Teacher/Class Ratio: 1.50 in 2010)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil (share % in total)	342,758 3.52%	345,086 3.61%	344,195 3.67%	340,632 3.70%	336,053 3.73%	327,860 3.71%	323,430 3.70%	318,932 3.69%	314,500 3.68%	310,225 3.67%	306,696 3.67%
Student/Class	23.05	23.13	23.20	23.26	23.32	23.36	23.51	23.71	23.92	24.15	24.38
Teacher/Class	1.12	1.15	1.18	1.20	1.23	1.27	1.30	1.34	1.38	1.42	1.46
Expenditure/Student											
Class/Classroom	1.51	1.44	1.37	1.30	1.24	1.18	1.12	1.10	1.08	1.06	1.04
# of Classes	14,869	14,920	14,839	14,647	14,412	14,035	13,758	13,451	13,145	12,847	12,581
# of Teachers	16,700	17,142	17,446	17,641	17,797	17,776	17,883	17,988	18,088	18,187	18,324
Classrooms	9,864	10,370	10,841	11,279	11,636	11,900	12,271	12,243	12,200	12,087	12,098
Req. Budget (VND Mil.)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	-51	30	222	457	834	1,111	1,418	1,724	2,022	2,288
# of Teachers Oversupply (+) and Shortage (-)	-	-442	-746	-941	-1,097	-1,076	-1,183	-1,288	-1,387	-1,487	-1,624
Classrooms Oversupply (+) and Shortage (-)	-	-506	-977	-1,415	-1,772	-2,036	-2,407	-2,379	-2,336	-2,223	-2,234
Req. Budget (VND Mil.)											

North Central Coast (EDSP 2010 Enrolment, Teacher/Class Ratio: 1.50 in 2010)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil	1,455,168	1,416,948	1,380,197	1,347,686	1,320,990	1,302,501	1,292,559	1,282,860	1,273,618	1,264,544	1,255,349
(share % in total)	14.92%	14.82%	14.72%	14.65%	14.65%	14.72%	14.78%	14.84%	14.90%	14.97%	15.03%
Student/Class	30.81	30.77	30.71	30.65	30.58	30.48	30.50	30.70	30.90	31.12	31.35
Teacher/Class	1.08	1.12	1.16	1.19	1.23	1.27	1.31	1.36	1.40	1.45	1.50
Expenditure/Student											
Class/Classroom	1.58	1.52	1.46	1.39	1.34	1.29	1.24	1.20	1.17	1.14	1.10
# of Classes	47,233	46,053	44,938	43,969	43,201	42,739	42,373	41,791	41,216	40,637	40,046
# of Teachers	51,056	51,513	51,929	52,458	53,198	54,305	55,546	56,653	57,775	58,900	60,013
Classrooms	29,893	30,349	30,884	31,567	32,204	33,132	34,206	34,782	35,342	35,686	36,317
Req. Budget (VND Mil.)	#VALUE!	-	-	-	-	-	-	-	-	-	-
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	1,180	2,295	3,264	4,032	4,494	4,860	5,442	6,017	6,596	7,187
# of Teachers Oversupply (+) and Shortage (-)	-	-457	-873	-1,402	-2,142	-3,250	-4,491	-5,597	-6,720	-7,844	-8,957
Classrooms Oversupply (+) and Shortage (-)	-	-456	-991	-1,674	-2,311	-3,239	-4,313	-4,889	-5,449	-5,793	-6,424
Req. Budget (VND Mil.)											

Central Coast (EDSP 2010 Enrolment, Teacher/Class Ratio: 1.50 in 2010)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil	878,193	874,144	862,482	848,400	835,842	825,043	821,524	817,394	811,889	804,650	795,802
(share % in total)	9.0%	9.1%	9.2%	9.2%	9.3%	9.3%	9.4%	9.5%	9.5%	9.5%	9.5%
Student/Class	32.35	32.06	31.76	31.45	31.14	30.81	30.61	30.69	30.78	30.88	30.99
Teacher/Class	1.11	1.15	1.18	1.22	1.25	1.29	1.33	1.37	1.41	1.46	1.51
Expenditure/Student											
Class/Classroom	1.47	1.41	1.34	1.28	1.23	1.18	1.13	1.11	1.09	1.08	1.06
# of Classes	27,148	27,266	27,154	26,975	26,841	26,780	26,837	26,630	26,374	26,056	25,681
# of Teachers	30,197	31,281	32,083	32,801	33,592	34,496	35,578	36,464	37,299	38,056	38,732
Classrooms	18,476	19,378	20,194	21,019	21,800	22,721	23,826	24,051	24,220	24,184	24,294
Req. Budget (VND Mil.)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	-118	-6	173	307	368	311	518	774	1,092	1,467
# of Teachers Oversupply (+) and Shortage (-)	-	-1,084	-1,886	-2,604	-3,395	-4,298	-5,380	-6,267	-7,101	-7,859	-8,534
Classrooms Oversupply (+) and Shortage (-)	-	-903	-1,719	-2,544	-3,326	-4,246	-5,351	-5,576	-5,745	-5,709	-5,819
Req. Budget (VND Mil.)											

Central Highland (EDSP 2010 Enrolment, Teacher/Class Ratio: 1.50 in 2010)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil (share % in total)	539,347 5.53%	547,295 5.72%	551,198 5.88%	548,499 5.96%	542,467 6.01%	528,998 5.98%	519,090 5.94%	510,406 5.90%	503,042 5.89%	497,293 5.89%	492,972 5.90%
Student/Class	30.50	30.51	30.53	30.54	30.55	30.54	30.65	30.71	30.77	30.84	30.91
Teacher/Class	1.01	1.05	1.10	1.14	1.19	1.25	1.30	1.34	1.39	1.44	1.49
Expenditure/Student Class/Classroom	1.52	1.46	1.39	1.33	1.28	1.22	1.17	1.14	1.11	1.09	1.06
# of Classes	17,683	17,936	18,056	17,959	17,755	17,323	16,937	16,622	16,349	16,127	15,947
# of Teachers	17,799	18,867	19,817	20,562	21,207	21,584	22,015	22,350	22,739	23,202	23,731
Classrooms	11,637	12,318	12,961	13,501	13,898	14,145	14,455	14,579	14,728	14,835	15,106
Req. Budget (VND Mil.)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	-253	-373	-276	-72	360	746	1,061	1,334	1,556	1,736
# of Teachers Oversupply (+) and Shortage (-)	-	-1,068	-2,018	-2,764	-3,408	-3,786	-4,217	-4,552	-4,941	-5,403	-5,933
Classrooms Oversupply (+) and Shortage (-)	-	-681	-1,324	-1,864	-2,261	-2,508	-2,818	-2,942	-3,091	-3,198	-3,469
Req. Budget (VND Mil.)	-	-	-	-	-	-	-	-	-	-	-

South-East Region (EDSP 2010 Enrolment, Teacher/Class Ratio: 1.50 in 2010)

Year	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Total Primary Pupil (share % in total)	1,489,144 15.27%	1,487,713 15.56%	1,483,192 15.82%	1,470,145 15.98%	1,447,532 16.05%	1,412,137 15.96%	1,386,685 15.86%	1,364,057 15.78%	1,344,292 15.73%	1,327,284 15.71%	1,312,827 15.72%
Student/Class	33.80	33.67	33.52	33.37	33.19	33.00	32.94	32.67	32.40	32.12	31.84
Teacher/Class	1.09	1.13	1.16	1.20	1.24	1.28	1.32	1.37	1.41	1.46	1.52
Expenditure/Student Class/Classroom	1.54	1.47	1.39	1.32	1.26	1.21	1.15	1.12	1.09	1.08	1.05
# of Classes	44,056	44,190	44,249	44,062	43,608	42,797	42,100	41,754	41,495	41,322	41,230
# of Teachers	48,113	49,880	51,547	52,962	54,071	54,732	55,523	57,027	58,691	60,524	62,535
Classrooms	28,651	30,146	31,726	33,278	34,483	35,494	36,681	37,272	37,920	38,427	39,340
Req. Budget (VND Mil.)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Differences											
# of Classes Oversupply (+) and Shortage (-)	-	-134	-193	-6	448	1,259	1,956	2,302	2,561	2,734	2,826
# of Teachers Oversupply (+) and Shortage (-)	-	-1,767	-3,434	-4,849	-5,958	-6,618	-7,409	-8,914	-10,577	-12,411	-14,421
Classrooms Oversupply (+) and Shortage (-)	-	-1,495	-3,075	-4,627	-5,832	-6,843	-8,030	-8,621	-9,269	-9,776	-10,689
Req. Budget (VND Mil.)	-	-	-	-	-	-	-	-	-	-	-

Mekong River Delta (EDSP 2010 Enrolment, Teacher/Class Ratio: 1.50 in 2010)

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total Primary Pupil	2,030,108	1,984,769	1,939,506	1,890,896	1,858,444	1,824,509	1,809,868	1,792,409	1,773,870	1,755,438	1,737,973	
(share % in total)	20.82%	20.75%	20.68%	20.56%	20.60%	20.63%	20.70%	20.73%	20.75%	20.77%	20.80%	
Student/Class	30.87	30.82	30.77	30.71	30.65	30.57	30.62	30.43	30.22	30.01	29.78	
Teacher/Class	1.06	1.10	1.14	1.18	1.23	1.27	1.32	1.36	1.40	1.44	1.48	
Expenditure/Student												
Class/Classroom	1.53	1.47	1.40	1.34	1.28	1.23	1.18	1.14	1.11	1.09	1.06	
# of Classes	65,758	64,400	63,038	61,568	60,626	59,682	59,115	58,910	58,694	58,503	58,361	
# of Teachers	69,655	70,877	71,971	72,911	74,455	76,008	78,073	80,042	82,051	84,156	86,394	
Classrooms	42,927	43,886	44,944	46,026	47,239	48,546	50,273	51,534	52,777	53,751	55,243	
Req. Budget (VND Mil.)	-	-	-	-	-	-	-	-	-	-	-	-
Cumulative Differences												
# of Classes Oversupply (+) and Shortage (-)	-	1,358	2,720	4,190	5,132	6,076	6,643	6,848	7,064	7,255	7,397	
# of Teachers Oversupply (+) and Shortage (-)	-	-1,222	-2,316	-3,256	-4,801	-6,353	-8,419	-10,387	-12,397	-14,501	-16,740	
Classrooms Oversupply (+) and Shortage (-)	-	-958	-2,016	-3,098	-4,311	-5,618	-7,345	-8,606	-9,849	-10,823	-12,315	
Req. Budget (VND Mil.)												

APPENDIX2: Diagrams

Diagram 1: Organizational Structure of MOET

Diagram 2: Structure of National Education System

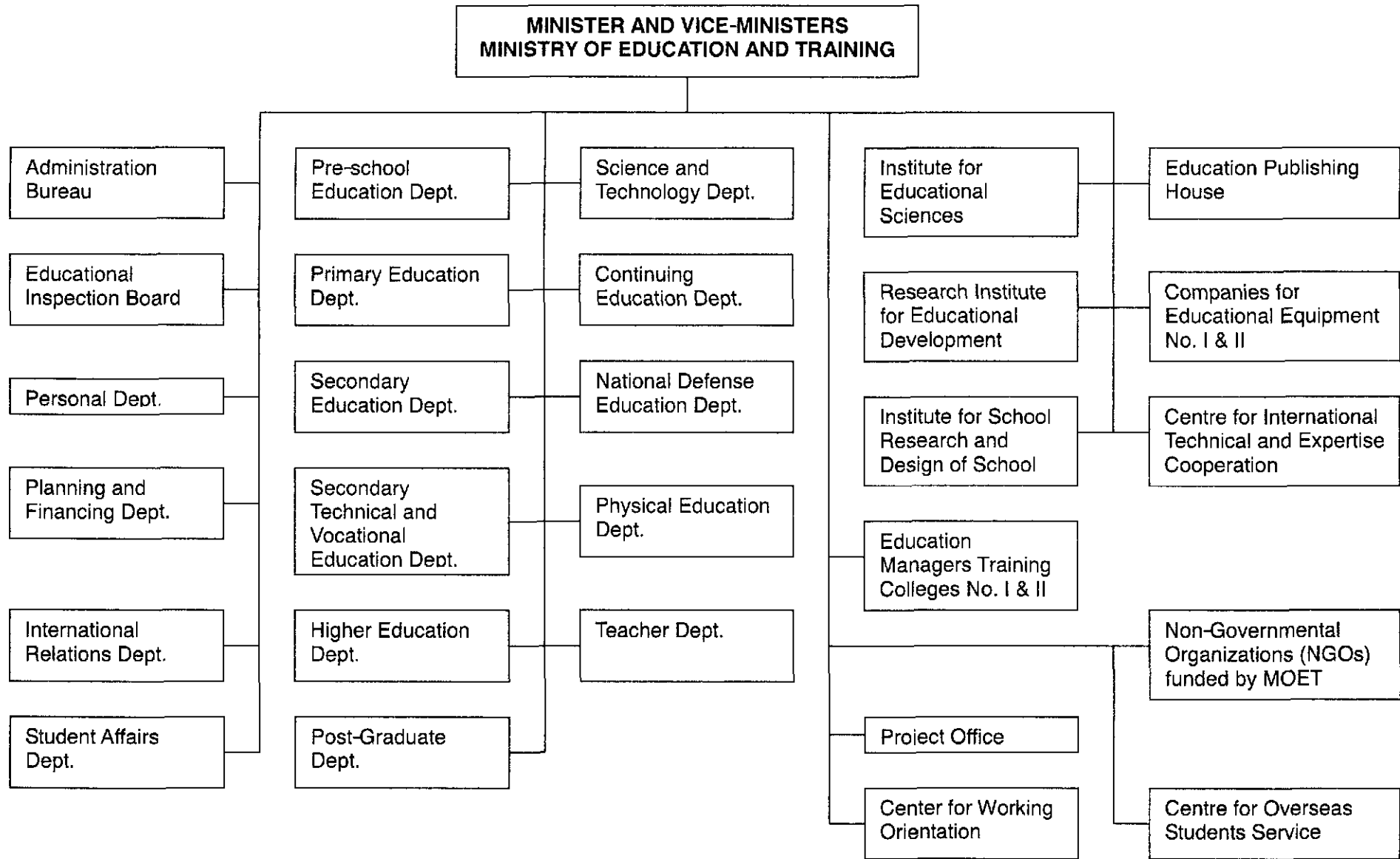


Diagram 1: Organizational Structure of MOET

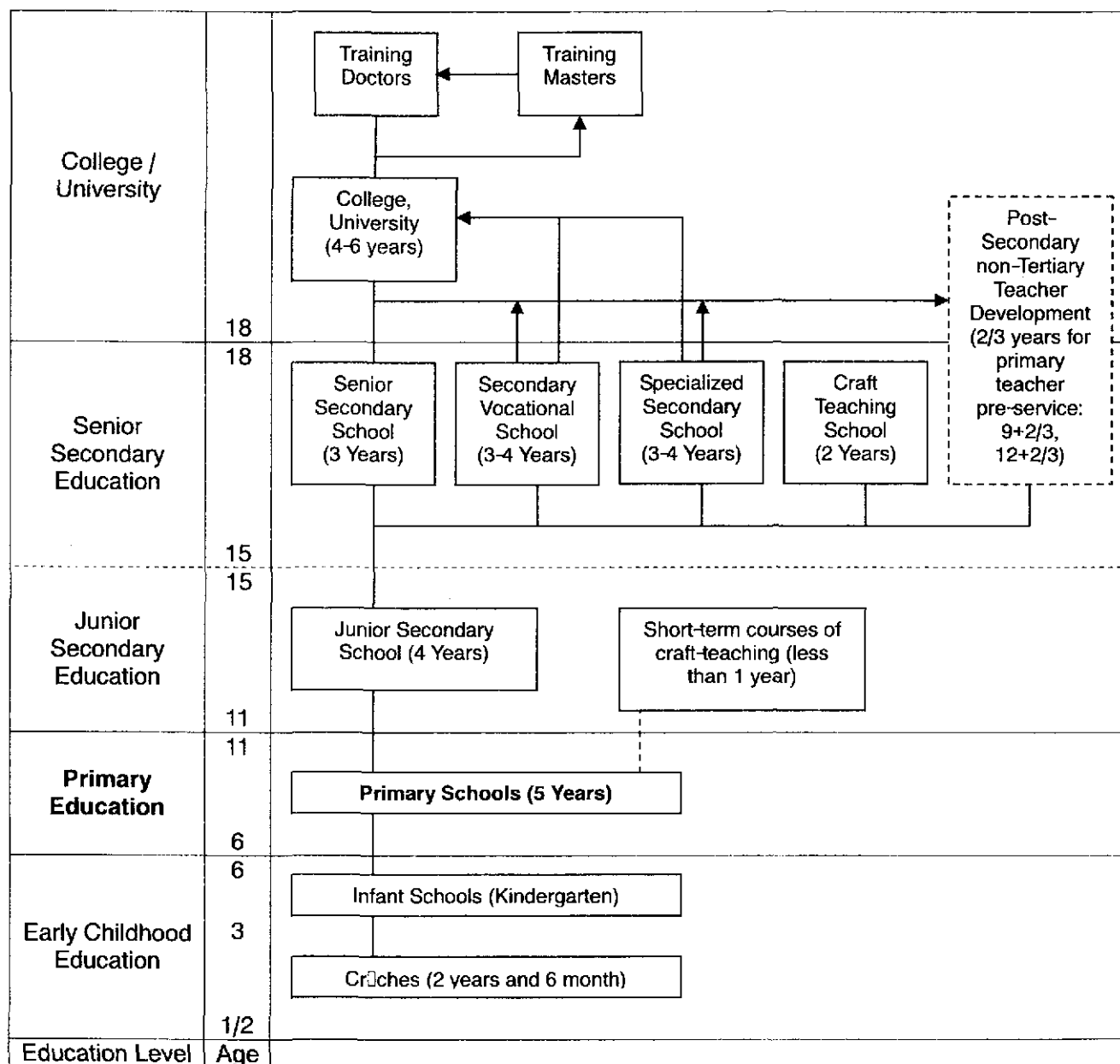


Diagram 2: Structure of National Education System (with Reference to Primary Teacher Pre-service Training)