

## **Call for Working Papers for 2010 National Human Development Report**

Viet Nam Academy of Social Sciences (VASS)-United Nations Development Programme (UNDP) is looking for highly qualified and experienced authors to write Working Papers that will feed directly into the Chapters of the forthcoming 2010 National Human Development Report (2010 NHDR). Topics of Working Papers can be found at the end of this TOR.

The 2010 NHDR project is a part of the VASS-UNDP-supported Project "Support for Effective Policy Making through the Development of Scientific Evidence-based Research" (EBPM). The EBPM aims to develop HDR capacity to enable the 2010 NHDR to deliver on its mandate, vision and mission, and the human resources development interventions that will enable the 2010 NHDR team to achieve the identified requirements.

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### **The 2010 NHDR working title**

*'Education and health institutions for achieving human-centred development'.*

### **Adapting the Topic to the 2010 NHDR's Theme**

The analytical approach in the 2010 NHDR draws on work that blends the approaches of economists Amartya Sen and Joseph Schumpeter. Amartya Sen has emphasized that what individuals are able to do and be are of vital importance in evaluating the social and institutional arrangements of a society. What these capabilities encompass is very broad. It ranges from the elementary, e.g. being well nourished, to the advanced, e.g. contributing to the good of the community, being adaptable in the face of climate change, and being creative to adapt to workplace opportunities that innovation could provide.

Institutions and their organizations play an important enabling role. This is where Joseph Schumpeter's work is particularly relevant to the 2010 NHDR. Schumpeter has set out to understand how organizations could be in a better position to innovate, given his understanding of the impact that market innovations have on the capitalist system. He saw how capitalism, intrinsically, is a process that continuously renovates former ways of doing things.

Blending these emphases enables the 2010 NHDR to focus on the correlation between individuals as agents in the quality of development, and the changing environments of their workplaces and households, and thus the institutions that help shape these.

In examining institutions, we need approaches that put particular emphasis on transactions (relationships) between providers and users. Relationships at the level of

productivity, rather than exchange or trade, are a crucial driver of the evolution of people's lives and workplaces. Institutions as sites of human interaction are evolving in how they enable opportunities as well as transmit disparities. They both make possible and constrain individuals' capabilities. This is a bottom-up approach that highlights the breadth and depth of the distribution of capabilities needed for the diffusion of innovation.

The guiding image in such questions is decisive trust in the resourcefulness of Vietnamese people, and the human and collective necessity of human-centred development. This focus on human-centred development can be expected to feed back into social-economic collective value, thus forming a virtuous circle. *'Human-centred development'* is defined in the 2010 NHDR as the policy framework for public investment in the capabilities, resiliency, and employability of all people. It implies well-structured and well-targeted public spending to enable all individuals to develop a range of capabilities on physical, inner, and social levels. It further implies educational and health support for individual choice-making so that people could use their capabilities in life and work pursuits that they value. Such provision of services is sensitive to the demands of gender differences, distinct stages in human life-cycles, changes in climate, as well as an innovation-based workplace. The guiding image in this definition is decisive trust in the resourcefulness of people, and the human and collective necessity of human-centred development. This intrinsic value of human-centred development feeds back into social-economic collective value, thus forming a virtuous circle. A precondition is that public investment in such knowledge and health-producing services ensures accessibility for all persons at the earliest stages of life and throughout that life.

There are specific elements in the analysis of a development theme from a human-centred development perspective. It enables a view of development as a process that goes beyond economic concerns and emphasizes the importance of individuals as agents of development. In turn, this lens shows up the importance of institutions in guiding this outcome. Rather than study institutions as a pure 'institutions issue' concerning efficiency and effectiveness, this approach seeks to cover many other aspects and consequences of the institutions sector, including the effects on human beings in other ways. This could be captured by examining critical questions of disparity reduction, equity, and sustainable development.

### **Narrative flow of the 2010 NHDR**

The 2010 NHDR begins by presenting trends in the HDI family of indices. It continues by examining the match between education and health care policies and the goal of sustaining long-term development. The analysis is broadened by an examination of the innovation model and Korea as a comparative case. The lens for this analysis is a human-centered perspective. It draws connecting lines between Vietnamese people as agents in Viet Nam's transition to a higher value economy, and the changing environments of their workplaces and households. This highlights the importance of the institutions that help shape these domains, and that they do so in ways that distribute opportunities for rural as well as urban communities, and women as well as men.

The next chapter discusses the experiences of Vietnamese people as the intended beneficiaries of health and education services as participants in sustaining long-term progress. Initially this involves an assessment of the match between public spending and quality of outcomes in education and healthcare, before turning to the experiences of different social groupings. The analysis draws on the following studies: young Vietnamese lives across different time points, centered on the importance of early intervention; women's agency as indicated by decision-making roles in the private and public sector; and ethnic minority experiences of access to education and health care.

The next chapter is on the readiness of institutions that deliver health and education services in Viet Nam. The analysis emphasizes the value added by relying more on Vietnamese people as clients in the model of social service delivery needed for a higher value economy. This value shapes the ensuing inquiry into new models of client-facing service delivery and interconnectivity of services across social service. Reforms are needed to produce effective performance and distribution of access. Institutions for sustained equitable growth need demand-side data, which is starting to become available in Viet Nam. The 2010 NHDR draws on new material from the pilot public administration performance index (PAPI).

In the next chapter, the inquiry turns to incentives needed to improve relationships between organizations and their clients. Lessons are drawn from other countries, including wages, performance assessments, career pathways, and penalties; tackling teacher absenteeism, depleted medical supplies, using ITC to strengthen government capacity for public service delivery, and distance learning among other inclusive educational strategies to improve readiness.

The final chapter makes recommendations on some of the reforms needed to embark on a transition to high human development status. This includes changes needed in socialisation policy (sharing costs of provisioning between government and citizens), and changes in the regulatory environment (e.g. changes in decentralization regulations that don't raise user fees). It also includes incentivization as well as capacity-building required to build synergies between institutions and their clients, who ultimately need to be relied on as agents in the equitable pursuit of sustainable development.

## **Previous Viet Nam NHDRs and other Influences on the Theme**

There have been two previous NHDRs, which have helped shape the lengthy and broad discussions to select the current theme. There are notable overlaps in the advocacy messages of the previous NHDRs with emergent messages from the One UN Planning process in Viet Nam. These are focused on equity, reduction of disparities, and development that could be sustained over the longer-term.

The key implementing partner in the preparation of the 2010 NHDR is the Viet Nam Academy of Social Sciences (VASS). The consultative process has relied heavily on inputs from Government Ministries including the Central Institute for Economic Management.

Consultations have been undertaken to integrate the outputs of recent research efforts including the MDG report, Viet Nam Development Goal reports (VDGs), National Target Programs (NTPs); UNDP's policy note 'From Transition to Middle Income Status:

Delivering Services for Human Development in Viet Nam' prepared by Alex Warren, UNDP's Public Administration Performance Index prepared by Jairo Arcuna-Alfaro, and UNICEF's Multi-dimensional Child Poverty Report. The other key data sources pertain to the SEDS/ SEDP process, which include Viet Nam Household Living Surveys (VHLSS), 2009 Population and Housing Census, Employment Trends Report 2009, Viet Nam Provincial Competitiveness Index 2009, Multiple Indicator Cluster Survey (MICS), Labour Force Surveys which provides data for decent work indicators, the centralized statistical system of General Statistics Office (GSO); and the statistical system in each ministry.

While the SEDS and SEDP are both still under formulation, consultations on the 2010 NHDR theme have taken special interest in the priorities emerging from the SEDS/SEDP preparatory process. The key focus policy areas for the coming five year period will include ensuring the sustainability of productivity growth; a structural shift in the economy to higher value-adding sectors; increasing overall labor force productivity so as to create more and better jobs, especially for those not in the mainstream of economic development.

As a result of these various inputs, the report will support a cross-cutting issue of the key policy messages that arose from these key sources and collaborations. This concerns the importance of human-centred development to Viet Nam's longer-term, equitable productivity growth.

National ownership of the process of preparing the Report is one of the priorities that matter most in preparing national HDRs. There are three levels of ownership. The first is the writing that informs the Report's chapters. Second is the umbrella under which this takes place. Here the partnership with VASS is particularly crucial. Third is the quality assurance process or peer-reviewing. This process draws on the broader and the specialized resources of the national research and policy community, in addition to the regional and global UN system of expertise in the thematic area. Peer-reviewing is undertaken in all stages of the Report's preparatory process, and is focused on validating the ideas, structure and coherence that informs the Report's chapters.

### **Working Paper Output and process**

The Working Paper author will produce a well-researched paper, surveying the literature relating to the topic that the author is working on, and doing so from the human development perspective.

The paper would put this topic in its wider context of the core proposition that reforms in client-facing workplace practices are need to advance human capabilities, which is an end goal of the key relationships that shape service delivery. This implies greater reliance on public participation and accountability in the organization and delivery of public social services that give citizens a greater voice in identifying delivery priorities, allocating resources, and oversight.

Since the 2010 NHDR is an important advocacy tool, the paper will need to be policy-oriented (who does what and how?), identifying policy implications for a variety of stakeholders, main messages, gaps and recommendations for further work. Wherever possible it would be useful to draw attention to specificities as well as commonalities

within individual provinces, across regions of Viet Nam, comparisons with countries such as South Korea, and critically discuss the underlying causes of the similarities and differences.

In summary, the paper should normally have an introduction, a theoretical overview, statement of the problem, discussion on methodology and constraints, discussion on historical background, present trends and future scenarios as well as presentation of findings and recommendations. Recommendations should normally specify actors (policy community, providers, users/clients).

The length of the paper is flexible. Depending on the topic and availability of author's time, it could be between 2,000 and 10,000 words in length, and delivered in electronic format (Word file). It should also include a full bibliography with complete references for any data or examples used and full documentation for all sources drawn upon.

The research paper is not an essay of qualified opinion and needs to be grounded on evidence and documented data. THE ECONOMETRIC DATA NEED TO BE THE MOST RECENT AVAILABLE. This will enable coherence with evidence in the other Working Papers.

VASS-UNDP will support the research process in strategic ways and facilitate access to information sources to research teams; however the ultimate responsibility on access and accuracy of data relies on consultants.

## Presentation

A multidisciplinary social science perspective is recommended. The author should avoid jargons and models that would make the work incomprehensible to multiple audiences. Language should be clear. Long paragraphs should be avoided and the author is encouraged to illustrate ideas with tables, diagrams, maps, etc.

## Style of Reference

1. Quotations should be enclosed within single quotation marks. Substantial quotations of forty or more words should be indented without quotation marks.
2. Foreign language text should always be italicized, even when lengthy. American spelling is accepted but spelling practice should be consistent throughout the article.
3. THE 'HARVARD' system should be used for bibliographical references in the text and notes: give author's name, year of publication and page number(s) in round brackets, e.g.: (Amin, 1997:5-10).
4. Tables should be properly titled and numbered consecutively in the order in which they appear in the text. Illustrations such as diagrams, maps and graphs must be referred to as 'Figures', must have their own title and must be numbered consecutively in the order in which they appear in the text. Author should cite the source of the table or figure and seek permission for reproduction where necessary.

5. Notes, which should be kept to a minimum, should be typed, 1.5 lines spacing as a separate section preceding References.

6. A bibliography should be included at the end of the paper starting on a new page and titled References. The list should be alphabetical by surname of author. Author's names should be in upper and lower case, while the title of the books should be in italics, e.g.: Amin, Samir. (1997) *Capitalism in the Age of Globalization*, London: Zed Press. Articles should be enclosed within single quotation marks. It is important to include part numbers as well as volume numbers of cited journals and page numbers of articles cited, e.g. Ake, Claude. (1992), 'Devaluing Democracy', *Journal of Democracy*, Vol. 3, No. 3, pp. 32-36.

The consultant will be asked to participate in key electronic consultations with the Human Development 2010 NHDR team to discuss the work.

The final version of the Working paper may also be published with VASS publications as well as at the VASS-UNDP website - for details please refer to the attached publishing policy.

The author(s) of this paper will also provide VASS-UNDP with any relevant code and (if possible) databases used in the study as well as a detailed technical note for that data.

This contract also covers the potential participation of the author(s) of this Working Paper in consultation(s) during the research process of 2010 NHDR, in launch activities/events (if available), as well as reviewing relevant segments of the draft for 2010 NHDR. Any expenses related to travel and accommodation in these meetings and events will be responsibility of EBPM following VASS-UNDP rules, but no additional fees will be paid.

## Time-frame

The consultant shall work during the period of 25/April/2010 – 17/July/2010 with the following schedule:

Deliverables	Due Date
Abstract/ table of contents	No later than 16 May 2010
First Draft:	No later than 20 June 2010
Final Draft:	No later than 17 July 2010

Detailed comments on the deliverable drafts will be provided by the NHDR team to the consultant after each submission, typically in one week's time. After receiving the comments from NHDR team the author(s) is expected to revise the draft according to those suggestions, and submit the paper.

## Payment Schedule

1. First payment: upon submission of the first cut of the outline / table of contents, indicating the structure of the paper (which will be consequently reviewed) – 20%

2. Second payment: upon submission of the first draft of the paper (which will be consequently reviewed by external peer reviewers) including a comprehensive bibliography and proper in text referencing system (as per guidelines above) – 20%
3. Third payment: upon final output including an executive summary and a separate Excel file with all data, tables, graphs and charts contained in the paper – 40%
4. Final payment: upon approval of the final report– 20%

### **Duty station and expected places of travel**

The work being contracted under these Terms of Reference is expected to be developed and finalized at the current home-work base of the author.

This contract also makes possible the prospect of travel arrangements of the author(s) of the research here being commissioned related with her/his participation in a seminar, conference, consultation or launch event on 2010 NHDR, agreed between the author(s) and NHDR team management.

### **Annex: publishing policy**

The copyright for all research commissioned by the 2010 NHDR team will be held by UNDP. UNDP reserves the right to publish it online as a Working Paper of the NHDR Paper Series. Therefore, authors are requested to submit the papers in a form they would be satisfied with, substantively and stylistically, for publication. Publication and dissemination elsewhere is not permitted before the launch of the 2010 report. After the launch of 2010 NHDR, authors are free to edit, update, expand and publish the papers elsewhere as long as they explicitly acknowledge that the original research had been commissioned by VASS-UNDP for 2010 NHDR.

Authors are also invited to submit revised papers for publication in the *Journal of Human Development*, a peer-reviewed journal published thrice each year by the Human Development 2010 NHDR Office. For publication guidelines, please see: <http://hdr.undp.org/en/humandev/learnmore/title,1197,en.html> or <http://www.tandf.co.uk/journals/journal.asp?issn=1945-2829> .

### **Qualifications**

The Working Paper author is expected to have the following qualifications:

- Postgraduate degree in social science, economy/finance, political science / institutions, law or related fields with at least 10 years of professional experience;
- Extensive experience from international cooperation in socio-economic development, institutions reform and/or legal and judicial reform;
- Excellent communication and drafting skills;
- Proven record of written work on the subject.

## Application process:

Please send electronic versions of

- Cover letter indicating clearly the topic of the research paper, and stating author(s) interest in and qualifications for the position;
- Current and complete C.V. (Containing record of publications and the names and contact information of at least three references).

Applicants should indicate the assignment being applied for (**'Working Paper: 2010 NHDR'**) in the subject line of the email.

The deadline for submitting applications is [no later than 5:00 PM (Hanoi time), on 27 April 2010]

VASS-UNDP is an equal opportunity employer and female candidates are particularly encouraged to apply.

## Topics of Working Paper:

### 1. Challenges for the State's role in providing education and health care services in the transit to high Human Development status

This paper identifies and discusses Viet Nam's readiness in terms of human capabilities to adapt to changes implied by transition to a higher value economy. The key contexts of analysis are disparity reduction, gender equity, and adaptation to climate change. This implies that the distribution of opportunities to access education and health care services is a critical factor in long-term policy. As a guide to the scope of this paper it could include the following issues in its focus:

- Recent trends in Viet Nam in the percentage of GDP allocated to total health care expenditure; what share of public health spending is going to the richest and the poorest quintiles?
- Recent trends in Viet Nam in the percentage of GDP allocated to total education expenditure, and the percentage of GDP allocated to primary school education expenditure; what share of public education spending is going to the richest and the poorest quintiles?
- How does the public spending as a percentage of GDP compare across these areas of social services? What are the comparisons within Viet Nam regions?
- What are regional comparisons with other countries in the region that have attained high Human Development status on the following metrics: percentage of GDP allocated to total health expenditure, percentage of GDP allocated to total education expenditure, percentage of GDP allocated to primary school expenditure?
- Concerning recent trends in public spending in social services *as a share of State budget*, compare and contrast education and healthcare in Viet Nam;



- How does *public spending as a percentage of GDP* compare across these areas of social services? What are the regional comparisons in Viet Nam? Why do some Viet Nam regions do better than others? What is the extent of urban-rural educational access disparities?
- What are recent trends in level of public expenditure on primary education as percentage of education spending?
- Provide estimates of public spending needed for the country's transition to high Human Development status;
- How effectively are funds currently being used? What is effect of quality of collaboration between line ministries & agencies associated with education? To what extent is quality affected by ineffective targeting?

## 2. Will high Human Development status change the nature and requirements of people for the public provisioning of education and health care activities in Vietnam, and if so, how?

This paper examines the ways and means for Viet Nam to move towards developing a non-state, not for profit provision of education and health services or institutional autonomy within the context of state provision. This implies that targeting public systems toward the poor does necessarily imply a certain degree of commercialization. It is expected that the focus of analysis would be on innovative models that both draw on forms used in other countries and those in Vietnam's own traditional structures, and identifies concrete ways that the international community could assist Vietnam in innovating such models. As a guide to the scope of this paper it could include the following issues in its focus:

- Map the recent trends in out-of-pocket expenses for Vietnamese people for educational services. What percentage of family GDP goes to finance educational costs? What percentage of family GDP goes to finance 'extra classes'? What is the burden on the poor?
- What is the statistical evidence concerning inter- and intra-provincial disparities in resources of primary schools e.g. a functioning library, and computer laboratories? Why do some regions do better than others? What is the extent of urban-rural educational access disparities?
- Analyze the administrative data and the explanations in the literature on access issues in early childhood care and education, and in lower secondary level, especially for girls and young women, rural persons, ethnic minorities, children with learning difficulties, and low income families.
- Include in this analysis such impacts as financial burden on families, persisting access inequalities, issues of quality and relevancy of teaching subjects;
- Analyze the administrative data and assess the hypothesis that girls still represent disproportionate share of drop-outs.
- Address the statistical finding that the weakest 12 provinces report significantly lower female literacy rates compared to the top provinces; what are the recent trends (in the past five years)?

- Address the statistical observation that significant numbers of disabled children never attended primary school and that the completion rate is very low for disabled children; what are the recent trends (in the past five years)?
- Analyze the extent that the financial burden on communities and families to help cover costs of education inputs such as tuition, stationary, books, uniforms, construction and maintenance a major determinant of whether children stay in school?
- Concerning exemption levels, what do the data show on financial burden for poorest quintile with regards to full cost exemption, i.e. what is the impact of ad-hoc costs (construction, expansion, and maintenance) to stay enrolled?
- Analyze what educational services strategies are in force to improve low coverage in remote and mountainous areas, including the following: those that target low instruction time per student in remote and low income areas, those that address insufficient investments in teachers pre-service training and in-service training, and those that seek to improve the high proportion of teachers in the more remote areas who lack adequate qualifications and training.
- Assess the statistical evidence and discuss the hypothesis that reliance on community contributions to deliver primary education has led to a widening gap in learning opportunities and learning achievements

### 3. Will high Human Development status change the institutional nature and requirements for social service delivery in Vietnam, and if so, how?

This paper examines what type of institutions Viet Nam requires to sustain a high Human Development status. The analysis is focused on an assessment of the *readiness* of the *institution and its organisations* in public education and health sectors. 'Readiness' implies adaptation to changes needed for a transition to a higher value economy, in the contexts of disparity reduction, gender equity, and climate change.

As a guide to the scope of this paper it could include the following issues in its focus:

- Analysis of how Viet Nam's education and health Institutions are contributing towards economic growth and improvements in living conditions.
- Review what has been reformed in the area of educational and healthcare service delivery toward the interconnectivity of services delivered in the areas of health and education in Viet Nam. Identify gaps, duplicities and bottlenecks that would obstruct the interconnectivity of education and health services and propose measures. Analysis of how institutions reforms to date have facilitated or hindered provision of better public services, especially to the poor. This analysis will touch on key elements of the decentralization process in the MoET and the MoH.
- Propose measures to facilitate interaction and coordination among state organizations.
- How effectively are funds being used? To what extent do quality outcomes in education and health depend on more effective use of public money? What is effect of quality of collaboration between line ministries & agencies associated with education? What is the quality of the human development outcomes from

recent increases in education spending as a share of State budget? To what extent is quality affected by ineffective targeting?

- What are the key challenges associated with providing greater autonomy to service delivery implementation units (e.g. hospitals, schools or health centers, E.government)? Propose measures aimed to enhance Viet Nam's public education and healthcare contribution towards improving the quality of Viet Nam's human development. Are there particular issues for women and rural persons?
- What are the implications for changes needed in socialisation policy (*xa hoi hoa*) (sharing costs of provisioning between government and citizens), and changes in the regulatory environment (e.g. changes in decentralization regulations that do not raise user fees)? Assess the hypothesis that socialisation policy as it currently stands could cause the institutionalization of a two-tier system in the delivery of social services and payment of user fees to access them. Analyze the consequences for Viet Nam's development if a two-tier system in the delivery of social services and payment of user fees to access them if the current system of social service delivery persists.
- What role for the State is needed in service delivery beyond socialisation that could help balance economic dynamism and growth against the unity and stability of Viet Nam's society? What is 'adequate and just' public delivery of educational and health care services in Viet Nam's context?
- Identify and discuss the concept of the interconnectivity of services particularly across health and education sectors that could produce more technical efficiency in the use of resources, and which could make institutions more responsive and suitable to the requirements of State management and of public service deliveries.
- Identify and discuss specific incentivization changes needed to bring about the interconnectivity of service delivery across health and education sectors in Viet Nam.
- Identify lessons that could be learned from countries that transited from low-income to high Human Development status in terms of human resource management and reforms adopted to interconnect services across social services sectors of education and health.
- What other, if any, significant public administration reforms are needed to clarify the relationship between state agencies and civil society organizations, and create a multi-stakeholder participation mechanism for providing and overseeing basic public services, which legitimizes the status and role of communities in supplying basic public services, aimed at a gradually expanding role for civil society organizations?

#### **4. Mapping the reform process in the public delivery of health services in Viet Nam**

This paper maps the reform process in the delivery of health services in Viet Nam and identifies the key healthcare challenges that VN people face. It provides an assessment of the match between public spending and quality of outcomes in health care activities. As a guide to the scope, the analysis could encompass the following topics:

- Review what healthcare services strategies are in force to improve low coverage in remote and mountainous areas.
- Assess health care access issues especially for rural women, ethnic minorities, disabled persons, and low income families. This includes analysis of 1) urban/rural disparities in babies delivered at a health facility, 2) significance of recent trends in this gap, and 3) the impact of this variable on infant mortality ratio in Viet Nam. Regarding point 3), what are the urban/rural disparities in the ratio of babies under 5 yrs who die every year? What is the likelihood of a child dying before his or her first birthday in the weakest 12 provinces, compared to areas that report the lowest rates? Review assessments in the literature on the role played by the prevalence of less educated mothers in the infant mortality ratio.
- What differences occur in access to medical care for urban and rural population groups, women and men, ethnic minorities, urban migrants, disabled persons, and for low income families? This could include data such as the ratio of doctors to patients, disaggregated to the lowest possible level.
- What is the significance of recent trends in urban/rural disparities and inter- and intra-provincial disparities in visits to healthcare facilities?
- Map the recent trends in out-of-pocket expenses for Vietnamese people for healthcare services. Using administrative data, present the percentage of family GDP that goes to finance healthcare costs? Review observations in the literature on the financial burden on poor families.
- Assess the key impacts on vulnerable people in Viet Nam of user fees introduced at higher-level public health facilities, and the legalisation of private practice.
- Assess the non-availability of medical supplies in local health clinics, concerning the impact on people. What is the statistical significance of inter- and intra-provincial gaps in local capacities in basic equipment, e.g. obstetrical forceps & incubators missing from district level hospitals? Why do some regions do better than others? What is the extent of urban-rural health care access disparities?
- What changes are needed in socialisation policy and in the regulatory environment (e.g. changes in decentralization regulations that don't raise user fees)?
- Assess the hypothesis that socialisation policy as it currently stands could cause the institutionalization of a two-tier system in the delivery of social services and payment of user fees to access them, if the current system of social service delivery persists.

## 5. Mapping the reform process in the public delivery of education services in Viet Nam

This paper maps the reform process in the delivery of education services in Viet Nam and identifies the key educational challenges that VN people face. It provides an assessment of the match between public spending and quality of outcomes in educational activities.

- Analyze what educational services strategies are in force to improve low coverage in remote and mountainous areas, including the following: those that target low instruction time per student in remote and low income areas, those

that address insufficient investments in teachers pre-service training and in-service training, and those that seek to improve the high proportion of teachers in the more remote areas who lack adequate qualifications and training.

- What differences occur in access to education for urban and rural population groups, women and men, ethnic minorities, urban migrants, disabled persons, and for low income families? This could include data such as the ratio of students to teaching staff, disaggregated to the lowest possible level.
- What is the significance of recent trends in inter- and intra-provincial disparities in attendance and drop-out rates?
- What are the differences in drop-out rates for girls? What are the key elements that can be linked to socialisation?
- What is the burden of 'extra classes' and fee increases on different members of different Vietnamese families? What percentage of family GDP goes to finance 'extra classes'? What is the burden on the poor?
- Map the recent trends in out-of-pocket expenses for Vietnamese people for educational services. What percentage of family GDP goes to finance educational costs? What is the burden on the poor?
- What is the statistical evidence concerning inter- and intra-provincial disparities in resources of primary schools e.g. a functioning library, and computer laboratories? Why do some regions do better than others? What is the extent of urban-rural educational access disparities?
- Assess the statistical evidence and discuss the hypothesis that reliance on community contributions to deliver primary education has led to a widening gap in learning opportunities and learning achievements
- Assess the hypothesis that girls still represent disproportionate share of drop-outs.
- Address the statistical finding that the weakest 12 provinces report significantly lower female literacy rates compared to the top provinces; what are the recent trends (in the past five years)?
- Address the statistical observation that significant numbers of disabled children never attended primary school and that the completion rate is very low for disabled children; what are the recent trends (in the past five years)?
- Analyze the extent that the financial burden on communities and families to help cover costs of education inputs such as tuition, stationary, books, uniforms, construction and maintenance a major determinant of whether children stay in school?
- Concerning exemption levels, what do the data show on financial burden for poorest quintile with regards to full cost exemption, i.e. what is the impact of ad-hoc costs (construction, expansion, and maintenance) to stay enrolled?
- What changes are needed in socialisation policy and in the regulatory environment (e.g. changes in decentralization regulations that don't raise user fees)?

## **6. Mapping the reform process in the public delivery of social protection services in Viet Nam**

This paper maps the reform process in the delivery of social protection services in Viet Nam and identifies the key challenges that VN people face. It provides an assessment of the match between public spending and quality of outcomes in social protection activities.

- What differences occur in access to social protection for urban and rural population groups, women and men, ethnic minorities, urban migrants, disabled persons, and for low income families?
- What are the key elements that can be linked to socialisation? This could include data such as the ratio of social workers to clients, disaggregated to the lowest possible level.
- What are the recent trends in urban/rural disparities, and inter - and intra-provincial disparities?
- What are the particular burdens associated with socialisation policy (sharing costs of provisioning between government and citizens), and the various nuances of user fees?
- What changes are needed in socialisation policy and in the regulatory environment (e.g. changes in decentralization regulations that don't raise user fees)?

## **7. Assessing new models of incentivization and accountability in public education provisioning for Viet Nam**

This paper examines the current incentivization scheme in the public provisioning of education in Viet Nam and discusses new incentive and accountability possibilities. The analysis addresses the idea that preconditions of successful decentralization include effective monitoring, regulation, and information sharing, and that without these conditions, lower level government functionaries become preoccupied with finding ways to outwit the system at the expense of duty. The assumptions are as follows:

- incentivization and accountability entail a dual process whereby duty-bearers, such as teachers, the Ministry of Education and Training, etc. feel an obligation to their clients in terms of providing quality services and an obligation to explain, justify and take responsibility for their actions. This encompasses two levels: horizontal (duty) and vertical (client's capacity) to engage.
- a human capabilities framework is needed for Viet Nam for developing public decision making that would encompass the two sectors who provide education services. The first sector – government functionaries – need better information, in a coherent framework, to assess and track the value of their people-related investments relative to quality outcomes. The second sector of providers – teachers, etc.) – need official reasons that outweigh unofficial incentives to engage with their clients (the intended beneficiaries of education services).

## **8. Assessing new models of incentivization in public health care provisioning for Viet Nam**

This paper examines the current incentivization schemes in the public provisioning of health care in Viet Nam and discusses new incentive and accountability possibilities. The analysis addresses the idea that preconditions of successful decentralization include effective monitoring, regulation, and information sharing, and that without these conditions, lower level government functionaries become preoccupied with finding ways to outwit the system at the expense of duty. The assumptions are as follows:

- incentivization and accountability entail a dual process whereby duty-bearers, such as doctors, nurses, pharmacists, the Ministry of Health, etc. feel an obligation to their clients in terms of providing quality services and an obligation to explain, justify and take responsibility for their actions. This encompasses two levels: horizontal (duty) and vertical (client's capacity) to engage.
- a human capabilities framework is needed for Viet Nam for developing public decision making that would encompass the two sectors who provide healthcare services. The first sector – government functionaries – need better information, in a coherent framework, to assess and track the value of their people-related investments relative to quality outcomes. The second sector of providers – doctors, etc.) – need official reasons that outweigh unofficial incentives to engage with their clients (the intended beneficiaries of health services).

## **9. Assessing employment trends in Viet Nam in the context of transition to higher-value economy**

This paper provides an analysis of the survey entitled “Viet Nam employment trends 2009” with an aim to examine and identify bottle-necks of skills in the value chain in Viet Nam’s transit to longer-term goals of a high-value economy.