

# Development in Southeast Asia: Opportunities for donor collaboration

## Chapter 4. Education

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## Chapter 4. Education



**SDG 4: Quality Education—ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

*“Education and skills are essential for realizing individual potential, enhancing national economic growth and social development, and fostering global citizenship. Ultimately the value of education is increasing because it is education that will determine whether the defining trends of this century—technology, economic, and demographic—will create opportunity or entrench inequality.”<sup>1</sup>*

*“Delivered well, education—and the human capital it creates—has many benefits for economies, and for societies as a whole. For individuals, education promotes employment, earnings, and health. It raises pride and opens new horizons. For societies, it drives long-term economic growth, reduces poverty, spurs innovation, strengthens institutions, and fosters social cohesion.”<sup>2</sup>*

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<sup>1</sup> International Commission on Financing Global Education Opportunity. “The Learning Generation: Investing In education for a changing world”. p 29 & 37

<sup>2</sup> Jim Yong Kim, President, World Bank. World Bank. 2018. Learning: To Realize Education’s Promise

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## About the project

This research project—**Development in Southeast Asia: Opportunities for donor collaboration**—entails six related papers exploring development opportunities in Southeast Asia and potential areas of collaboration among donors to increase and accelerate their impact. The analysis focuses on seven principal development partners in Southeast Asia—Cambodia, Indonesia, Laos, Myanmar, the Philippines, Timor-Leste, and Vietnam.<sup>3</sup> The donor countries are principal donors to these seven countries—the United States, Korea, Japan, Germany, and Australia. As six of the seven countries are lower-middle-income countries (LMIC) according to World Bank categorization, and Indonesia only recently graduated from that status, the two benchmark references will be data on LMICs and on Southeast Asia.<sup>4</sup>

The policy overview paper sets out the overall framework, reviewing relevant donor policies, and different modalities that donors might consider as ways to collaborate. It is accompanied by a set of five papers that analyze needs and opportunities in specific sectors. The topics of the sector papers are digital, education, health, women’s empowerment/gender equality, and governance/public administration. The sector papers address: why the sector is important to human and national development; how the seven countries rank on key indicators so as to identify gaps where assistance might be most relevant; levels of donor assistance and activities in the sector; and potential areas for collaboration.

An apparent shortfall in the five sector papers is the incompleteness of information on current donor assistance projects. While information on some projects is found through the International Aid Transparency Initiative (IATI), using the USAID portal Development Cooperation Landscape,<sup>5</sup> the IATI platform does not report the full array of agency projects nor is it always up-to-date and does not reveal projects under consideration. For this study, this is not a significant limitation on the findings, as decisions on collaboration will be determined by the priorities of the specific donors at the point in time of such discussions, not by an independent study, and current projects (presented in the appendices of the sector papers) serve simply as useful, notional guides as to potential areas for collaboration.

These papers were written during the early phase of the COVID-19 pandemic when its manifestations were still emerging and yet to be fully understood, so the papers should be read with that caveat. Donors are still coming to terms with how programming needs to be adjusted in response to the pandemic<sup>6</sup>, beyond the obvious critical need for PPE

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<sup>3</sup> Note, Thailand also is a development partner, but development assistance to Thailand has been declining in recent years, so is not included in the study.

<sup>4</sup> The list of countries of Southeast Asia varies, but generally includes, in addition to the seven developing partners listed, Brunei, Malaysia, Singapore, and Thailand.

<sup>5</sup> <https://explorer.usaid.gov/donor>

<sup>6</sup> USAID, for example, has recently reported the initial findings of its Over the Horizon project that seeks to adjust the Agency’s approaches to the realities of COVID-19 fallout.

and other health interventions. They are grappling with how to respond to the broad ramifications of the crisis—retraction in economic growth, increased poverty, rising food insecurity, and the loss of educational opportunities, especially impactful for women and girls. The crisis has brought to light the glaring need for enhanced resilience to future shocks—health, social, economic, political, and environmental.

There are both short-term and long-term impacts that are becoming clear. Fortunately, the negative impact on economic growth and poverty in the seven partner countries is projected to be short-lived. As projections by Brookings in Table 1 reveals, COVID-19’s negative impact on growth and poverty rates are likely to largely dissipate after 2020. These projections show that, after enduring negative or minimal economic growth and increased poverty rates in 2020, the seven countries will return in 2021 to positive economic growth and declining poverty rates, as they had prior to the crisis (with the exception of an essentially static poverty level in Timor-Leste and the Philippines returning to lower poverty rates two years later in 2023).

Table 1. COVID-19 Growth and Poverty Impacts in Southeast Asia

Country	GDP growth (%)			Poverty (\$1.90) Headcount Rate		
	2019	2020	2021	2019	2020	2021
Cambodia	7.0%	-2.8%	6.8%	1,566	4,715	1,339
Indonesia	5.0%	-1.5%	6.1%	7,370,163	9,047,098	6,023,305
Lao PDR	5.2%	0.2%	4.8%	788,705	836,958	752,975
Myanmar	6.5%	2.0%	5.7%	554,074	520,103	404,468
Philippines	6.0%	-8.3%	7.4%	4,509,436	8,044,238	6,148,002
Timor-Leste	3.1%	-6.8%	4.0%	269,988	273,376	276,746
Vietnam	7.0%	1.6%	6.7%	998,576	988,960	850,240

Source: Brookings (2020) based on IMF World Economic Outlook (Oct. 2020) and World Bank PovCal (Sept. 2020). Poverty is defined as those living below \$1.90 per person per day in 2011 purchasing power parity (PPP) terms.

Longer term ramifications wrought by the pandemic are programmatic and vary by economic and social sector. It seems certain that considerably more attention will be paid to health policy and increased funding will be targeted toward disease surveillance and prevention, both to resolve the current pandemic and to stem the next one so it is not as devastating as COVID-19. Some portion of children who have been locked out of school, especially girls, will not return and will live a life cut short of formal education. Hopefully on the positive side, education will deploy lessons from its hyper speed foray into digital learning and integrate digital into non-pandemic learning structures in actions to build back stronger.

COVID-19 has accelerated the essential role of digital connectivity in all aspects of social and economic life, prioritizing massive investment in digital infrastructure and the digitization of previously analog sectors, a trend likely to continue long after the

pandemic is over. COVID-19 has demonstrated the value of digital for public services and communications, and leaders with foresight will understand that adoption of e-government can make governance and public administration more transparent, more accountable, more efficient, and less corrupt.

The burden of the pandemic is bearing down more heavily on women, girls, marginalized populations, and those at the lower levels of the economic pyramid. The pandemic has made more evident economic and social inequities that have long existed and in recent times become starker. This provides an opportunity for national and international bodies and institutions to respond forcefully and unequivocally to reduce these inequities, rather than restore the veil that too often hides them—but taking such action is not a certainty.

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## Why education<sup>7</sup>

In addressing “why education”, it is necessary to acknowledge the dramatically altered landscape that is disrupting education globally. COVID-19 has closed schools throughout the world, removing some 1.6 billion children from the classroom, half in developing countries.<sup>8</sup>The pandemic is changing the dynamics of education—the classroom has moved to remote, digital platforms; teachers are retiring for fear of the personal contact in a physically confined classroom; financing is falling and inadequate to meet the added expense of protecting against spreading COVID-19. The full picture of the disruption to education is yet unknown, but experience to date is evidence that it will be significant and take considerable time and resources to restore the progress of several decades that is being lost.

The last 15 years have been a mostly positive story for global education. The number of children in preschool, primary, and secondary school has increased throughout the world, by 25 percent or 308 million students—from 1.2 billion in 2003 to 1.56 billion in 2018. But despite this progress, 59 million primary school-aged children—12 percent of all children in low- and lower-middle-income countries—and 199 million in secondary school—are out of school.

If not the lifeblood, education is at least a fundamental underpinning of societies and nations. It is central to human development. At the individual level, it is the foundation of one’s health, employment prospects, and self-esteem. At the national level, it drives economic progress and affects political cohesion and stability. At the global level, it allows us to address challenges such as climate change, food insecurity, fragility, peace building, and pandemics. With each industrial revolution—we are now in the fourth with ICT—comes a demand for ever-higher levels of knowledge and learning. Today, education is considered a basic human right, first officially recognized as such in 1948 in the Universal Declaration of Human Rights.

The benefits of education are multifold. It is the building block of productive, healthy, and secure lives. It has become the most critical determinant of economic success, is essential to the advancement and citizen understanding of health, and undergirds participation in democracy and national cohesion. Along with stimulating economic growth, education reduces poverty and inequality, catalyzes creativity and innovation, and promotes social cohesion and good governance. It provides 21<sup>st</sup> century skills of not just literacy and numeracy, but also higher cognitive skills of problem solving, teamwork, collaboration, and socio-emotional skills.

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<sup>7</sup> Material in this section was taken most from: BEC, 2013; Brown, 2011; International Commission, 2016; World Bank Group, 2016; Brookings, Millions Learning, 2016; UNICEF, 2011; Grove, 2011

<sup>8</sup> *Economist*, July 18, 2020.



## Economic

The role of education in fueling economic growth and reducing poverty is unquestioned. No country has achieved rapid economic growth without investing in education and reaching an adult literacy rate of at least 40 percent.<sup>9</sup> Education equips people with the knowledge, skills, and self-assurance they need for employment and to expand their economic opportunities. An educated worker is more productive and earns higher compensation than an unschooled counterpart.

Research evidence that every dollar spent on education is returned by generating as much as \$10-15 of economic growth.<sup>10</sup> Modeling for the Global Campaign for Education demonstrates that improved learning achievement levels in developing countries could increase long-run economic growth by 2 percent per capita above trend lines and the investment would be repaid in 22 years. The 2016 report of the International Commission on Financing Global Education Opportunity found that a dollar invested in a single-year increase in schooling generates more than \$5 in additional gross earnings in low-income countries and \$2.50 in lower-middle income countries.<sup>11</sup>

Education narrows the income gap between men and women. It provides women and girls the skills, knowledge, and behavior that provides them the ability to participate in wage-employment and as entrepreneurs. Each year of schooling translates into a girl earning an additional 10 percent—20 percent for every year beyond 4<sup>th</sup> grade and 15-25 percent for each additional year of secondary education.<sup>12</sup>

The productive sector is facing a significant skills gap between the capabilities of youth and the needs of the labor market, with rapid technology advancement widening the gap. Increasing the workforce requires a skill set of not just literacy and numeracy, but also communication, collaboration, and critical thinking.<sup>13</sup>

## Health

Education and health are symbiotic. Research has revealed that students with poor health (e.g., guinea worm) and poor nutrition do not learn well, and that a person with at least a modicum of education is better able to take care of his/her health. Education provides individuals with the knowledge and skills to practice good health, sanitation, and childcare. Girls who stay in school delay sexual activity, have fewer partners, marry later, and are less likely to contract HIV/AIDS. Women's education is one of the strongest predictors of child survival. Half the reduction in child mortality over the past 40 years was due to the education of women. Educated mothers seek antenatal care, demand skilled birth attendants, utilize health services, and acquire knowledge about

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<sup>9</sup> BEC, 2013, p4

<sup>10</sup> Ibid

<sup>11</sup> BEC, 2013, p5

<sup>12</sup> Ibid

<sup>13</sup> Brookings 2016, 28

treatment for childhood illness. Children whose mothers complete secondary education are twice as likely to survive past the age of five and 26 percent less likely to be stunted. The International Commission report found that every dollar invested in a one-year increase in schooling, in particular for girls, generates a ten-fold health-inclusive benefit of \$10 in low-income countries and nearly \$4 in lower-middle-income countries.<sup>14</sup>

### **Democracy and stability**

Education is a key ingredient of democracy, stability, and security. It makes for stronger and better institutions and decision-making. Educated citizens are better able to make informed decisions, advocate opinions, make suggestions to policymakers, and hold public officials accountable. History tells us that inequality in education fuels unrest and that countries with double the level of educational inequality suffer double the probability of conflict. The International Commission reports that education builds more peaceful and equal societies and more resilient populations.

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<sup>14</sup> International Commission, 2016, p 35

## Issues in education

Global progress in education over the past several decades (1998- 2018) has been impressive. Primary enrollment has increased 15 percent from 651 million to 751 million, secondary enrollment 39 percent from 430 million to 595 million, tertiary enrollment 150 percent from 89 million to 224 million. Completion rates for primary increased from 82 percent to 89 percent and for lower secondary from 61 percent to 76 percent. Gender equity in primary enrollment has been reached in two-thirds of countries, but rates are much lower at the secondary level—49 percent have reached parity for lower secondary and just 24 percent for upper secondary.<sup>15</sup>

### Learning

While important, getting pupils sitting at school desks is only the starting point. Enrollment remains an issue in some countries, but learning is a challenge in all countries. It is attaining knowledge that counts. Schooling without learning is an injustice and wasted investment.

The benefits of education that are enumerated above flow, not from students being in a school building, but from acquiring knowledge. It is literacy, numeracy, ICT skills, and soft skills that drive economic and social returns. Enrollment gaps in basic education are closing between high-and low-income countries, but not the learning gap. According to international assessments of literacy and numeracy<sup>16</sup>, the average student in low-income countries performs at a level worse than 95 percent of students in high-income countries.<sup>17</sup>

More than 60 percent of primary school children in developing countries fail to achieve minimum proficiency in learning,<sup>18</sup> and 90 percent of students in low-income countries fail to master basic secondary-level skills.<sup>19</sup> The 2016 report of the International Commission projects that by 2030 only four in ten school-aged children in low- and middle-income countries will be on track to achieve minimum secondary-school level skills, and for low-income countries it will be less than one in 10.<sup>20</sup>

Learning shortfalls show up in weak skills in the workforce. A country's performance on international learning assessments (covering reading math and science) accounts for 64 percent of the variation in economic growth trends over decades. A 10 percent increase

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<sup>15</sup> UNESCO UIS database; GEM 2019

<sup>16</sup> PIRLS—Progress in International Reading Literacy Study; TIMMS—trends in International Mathematics and Science Study.

<sup>17</sup> World Bank, p 5

<sup>18</sup> World Bank, p8

<sup>19</sup> "Beyond reopening schools: How education can emerge stronger than before COVID-19".

<sup>20</sup> The Learning Generation, p30

in students reaching basic literacy translates into a 0.3 percent higher annual growth rate.<sup>21</sup>

### Early childhood education

Along with learning, a second key gap in global education is early childhood education and development (ECD). Early life experiences and critical brain development improve subsequent learning opportunities and economic and social benefits. ECD can provide foundational linguistic, cognitive, and social skills necessary for lifelong learning, and can mitigate disadvantages such as poverty. The returns are seen in health and nutrition, poverty reduction, gender equality, civil participation, and reduced juvenile delinquency and adult criminality. By some estimates, the return on ECD is 8:1.<sup>22</sup> But in most countries less than 50 percent of children attend a pre-primary education program.<sup>23</sup>

### Inclusion

Education not only can bridge the gap between the privileged and underprivileged, between the rich and the poor, between urban and rural students, and between girls and boys, it also can widen these demographic gaps. Equitable access and support are essential for social inclusion, equity, and sustainable development. Despite the attainment of gender equity in education in many countries, twice as many girls never start school.<sup>24</sup>

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<sup>21</sup> Early Reading, p1

<sup>22</sup> Brookings, 2011

<sup>23</sup> Brookings 2016, p 24

<sup>24</sup> IC, 2016

## State of education in Southeast Asia

Overall, Southeast Asia as a region scores relatively well on education, more advanced than most developing countries and ahead of the other sub-regions of Asia and the Pacific on the path to achieving SDG 4 on education.<sup>25</sup> Within Southeast Asia, there is considerable variability across the ten countries.

Detailed data on key education indicators are presented in figures in Appendix I and in the table in Appendix II. The figures in Appendix I draw a picture of the state of education in the seven countries of interest—Cambodia, Indonesia, Laos, Myanmar, the Philippines, Timor-Leste, and Vietnam—and are accompanied by a brief analysis. For purposes of comparison across the entire region, the table in Appendix II includes data on all countries in Southeast Asia. A summary of that data follows.

### Enrollment and completion data

The picture the data reveals is that net enrollment in primary school in all seven countries is measurably above the average for all lower-middle-income countries (LMICs). They all, with the exception of Cambodia, do reasonably well also on primary completion.

The range among the countries for lower and upper secondary enrollment is wider than for primary, and even more so for completion rates. Timor-Leste, Cambodia, and Laos fall below the LMIC average for lower secondary enrollment, and Cambodia, Laos, and Myanmar are below the average on completion. The picture for upper secondary is mixed. Laos, the Philippines, and Timor-Leste do poorly on upper secondary enrollment, and Cambodia, Laos, and Myanmar score low on upper secondary completion.

On tertiary education, Cambodia, Laos, and Myanmar score low on enrollment, and all seven countries need improvement on completion.

### Inclusion

Besides enrollment and completion, other major issues in education are quality and inclusion. Unfortunately, data on learning for this group of countries is inadequate to make firm analysis, but overall the data on learning for select developing countries indicates learning is a serious issue across developing countries.

For inclusion, there is data on gender, income level, and urban-rural.

Overall, the picture of girls' achievement in education is mixed. Using data in the figures in the appendix to dissect the data by sex, gender equity does not appear to be a significant issue at the level of access (net) to primary. All seven countries score above the LMIC average of 87 percent, and boys and girls are within a percentage point of each other in every country, with the exception of girls being five percentage points below

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<sup>25</sup> Equal Measures Report

boys in Indonesia. Primary completion rates are comparable for boys and girls in Indonesia, Laos, and Vietnam but for Cambodia, Myanmar, Philippines, and Timor-Leste girls outstrip boys.

For both lower and upper secondary, there is a gender gap, with the balance, as is not uncommon in some parts of the world, being girls gaining access at a higher rate than boys. On lower secondary completion, girls outstrip boys noticeably in Indonesia, Philippines, Timor-Leste, and Vietnam; girls and boys are only a percentage point apart in Cambodia and Myanmar; and girls fall behind boys in Laos. A somewhat different line-up appears for upper secondary completion, with Cambodia, Indonesia, and Laos having nearly comparable rates for boys and girls, but girls greater success than boys in Myanmar, Philippines, Timor-Leste, and Vietnam.

Using another measure, Equal Measure 2030 assesses a country's path on the gender elements of 14 of the 17 Sustainable Development Goals. The education ranking is based on four issues: over-age girls in primary school; girls' upper secondary completion rates; young women not in education, employment, or training; and women's literacy. The ranking is on a scale of 0-100, with 100 being achievement of the SDG. Three of six countries fall above the global average of 75, while Cambodia (at 66), Laos (at 62), and Myanmar (at 64) fall below (Timor-Leste is not ranked).<sup>26</sup>

Beyond gender, data is available on educational completion rates for students at the upper and lower end of the income distribution. Poor students, from the bottom 20 percent of the income distribution, have lower primary completion rates than their average peer in every country. The severity of disadvantage poor students face varies. Poor students in Indonesia and Vietnam complete primary school at higher rates than the LMIC average and about at the LMIC average in the Philippines. Yet poor students do considerably worse than average in Cambodia, Laos, Myanmar, and Timor-Leste. At the lower secondary level, poor students underperform their peers in all countries. Poor students in Indonesia, though, still complete lower secondary school at rates above the LMIC average, and in Vietnam at the average. Poor students in the other five countries perform substantially worse. At the upper secondary level, poor students have completion rates above the LMIC average in Philippines, and well below in all other countries.

Looking at regional variation within countries, students in urban and rural communities complete primary school at almost the same rate in Indonesia, Philippines, and Vietnam, but rural dwellers show measurable disadvantage in Cambodia, Laos, Myanmar, and Timor-Leste. The same ranking exists for lower secondary completion, with rural students in all seven countries dramatically underperforming their urban peers at the upper secondary level.

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<sup>26</sup> Equal Measure 2030

### Out of school

To look at enrollment from another perspective, an average of 10 percent of primary aged children are out-of-school in LMIC countries. All seven countries fall below that level. Cambodia and Laos have the highest share of out-of-school children at 9 percent. For youth, an average of 27 percent is not in some form of school, training, or employment. While six of the seven countries fall below this rate, it is an issue in Laos, where 42 percent of youth are not in school or work.

### Education gaps

The gaps in education do not follow a linear course among the countries. The gaps are greater in secondary and tertiary than primary. Cambodia, Laos, and Myanmar lag in both lower and upper secondary gross enrollment and completion. Cambodia, Laos, and Myanmar also fall short in tertiary enrollment, and all six countries (no data for Timor-Leste) in tertiary completion.

On inclusion, income and location-based inequalities are greater than gender disparities. Children living in more rural areas are particularly disadvantaged in secondary education in Cambodia, Laos, and Myanmar. On income, students from poorer families are disadvantaged in Cambodia, Laos, Myanmar, and Timor-Leste at the primary completion level, and in all seven countries at secondary.

While gender disparities in the region are not the major concern, where disadvantage does exist, it is more for boys. While girls have lower net enrollment rates at the primary level in four countries, they have higher primary completion rates in every country, and higher lower and upper secondary enrollment. They also have higher lower and upper secondary completion rates in all but Laos and Cambodia (and Indonesia for upper). At the tertiary level, girls have higher enrollment and completion rates in all but Cambodia.

## National Education Plans

Appendix III presents a table of education priorities found in the national education plans of Cambodia, Laos, Myanmar, Timor-Leste, and Vietnam. National education plans were not found for Indonesia and the Philippines.

The plans identify priorities within levels/categories of education—early childhood, primary, secondary, vocational, and tertiary—but not among the various levels. So, there is no indication whether a country puts a higher priority on a specific level of education.

Access & retention are the single common priority in all of the plans at all levels of education.

For early childhood education, in addition to access and retention, inspection & quality assurance is a priority for all five countries. Further, education quality & learning and governance & management are priorities in four countries.

Of all the categories, primary education has the highest number of common priorities across all countries. In addition to access & retention, inspection & quality assurance, governance & management, decentralization, and inclusivity are priorities in all countries. Teacher quality & supply are a priority in four of the countries.

In secondary education, access & retention, teacher quality & supply, and inclusivity are a priority in all countries. Education quality & learning, governance & management, curriculum, and inclusivity are a priority in four countries.

Vocational education has a somewhat different set of priorities. Only access & retention is a priority in all five countries. For four countries, teacher quality & supply, curriculum, governance & management, partnerships with the private sector & NGOs, and inclusivity are all priorities. Additional priorities for three countries are infrastructure, education quality & learning, and inspection & quality assurance.

For higher education, common priorities across all countries are access & retention, quality & learning, and governance & management. Across four countries, priority is given to teacher quality & supply, alignment with labor market needs, and inclusivity.

Looking across all five categories of education, the highest priorities, following access & retention, are governance & management and inclusivity, after which come education quality & learning and teacher quality & supply. Least frequent priorities across the five categories are accreditation, partnerships, health, learning & teaching materials, and infrastructure.

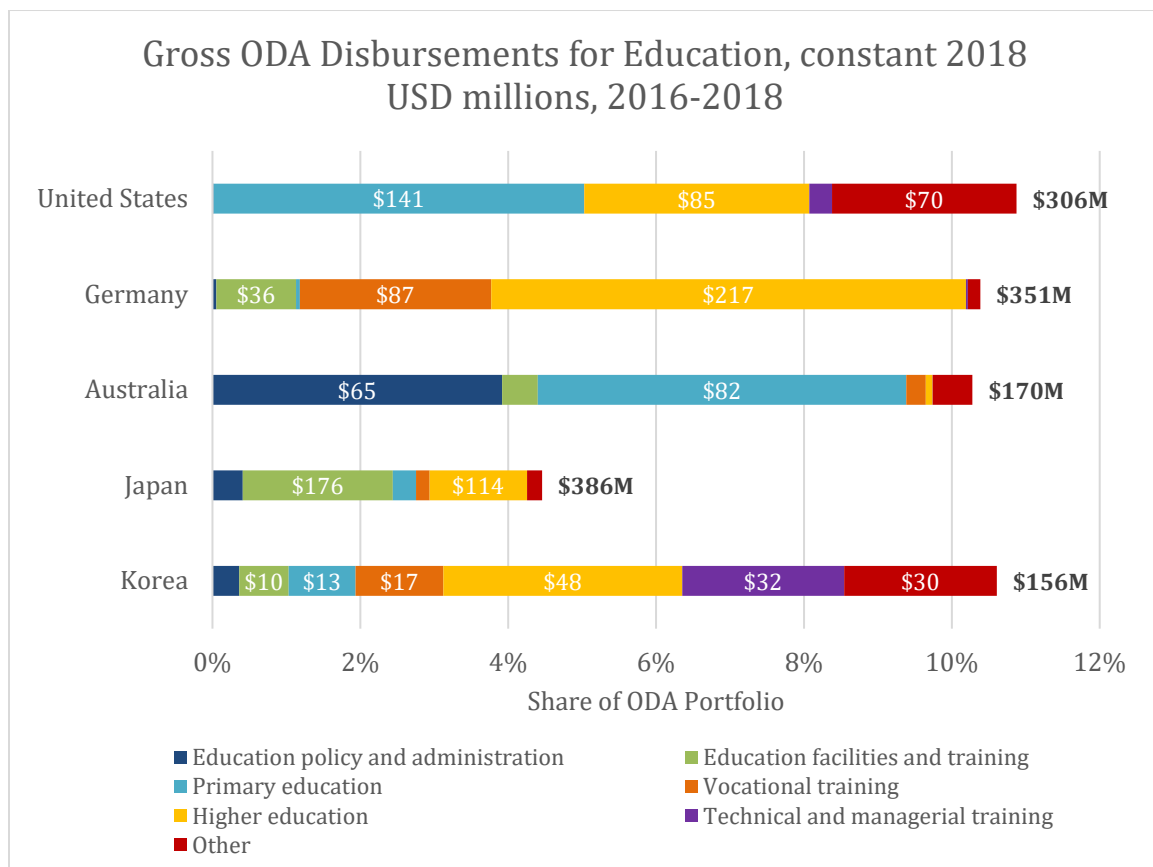


## Donor education programs

As presented in Figure 9, for the three years 2016-18, Japan provided \$386 million in assistance for education to the seven countries, Germany \$351 million, the United States \$306 million, Australia \$170 million, and Korea \$156 million. Education represented 10-11 percent of the total aid portfolio to the seven countries for Australia, Germany, Korea, and the U.S., and 4 percent for Japan. Areas of shared funding priorities are primary education for Australia and the United States; higher education for the United States, Germany, Japan, and Korea; vocational training for Germany and Korea; facilities and training for Germany, Japan, and Korea. Korea also has a priority in technical and managerial training.

Donor Funding for Education in the Seven Countries

Figure 9



Source: OECD CRS (2020). All prices in 2018 USD, millions.

Table 1 shows the level of education assistance each donor provided to each of the recipient countries and the percent that represents of total education assistance to the

country. Assistance from the five donors represented 53 percent of all education assistance to the seven countries, with a high of 74 percent to Indonesia and 65 percent to Myanmar and the Philippines, and a low of 36 percent to Timor-Leste and 30 percent to Cambodia.

Of the five donors, the U.S. was the largest provider of education assistance to three of the recipient countries—13 percent of education assistance to Cambodia (followed by Korean and Japan each providing 8 percent); 25 percent for Laos (followed by Australia and Japan each providing 10 percent); and 25 percent for the Philippines (followed by 18 percent from Australia). Germany provided 26 percent of education assistance to Indonesia (followed by Japan at 22 percent) and 22 percent to Vietnam (followed by Korea and Japan at 8 percent). Japan provided 34 percent of education assistance received by Myanmar (followed by Australia at 12 percent) and 13 percent by Timor-Leste (followed by Korea at 9 percent).

**Table 1. Gross ODA disbursements for education, 2016-2016, to 7 Southeast Asian countries**

(in millions and as share of total education funding to country by all donors)

Donor	Total	Cambodia	Indonesia	Laos	Myanmar	Philippines	Timor-Leste	Vietnam
Australia	\$170	\$0	\$45	\$29	\$37	\$48	\$6	\$6
	7%	0%	8%	10%	12%	18%	6%	1%
Germany	\$351	\$2	\$149	\$13	\$22	\$16	\$2	\$146
	14%	1%	26%	5%	7%	6%	2%	22%
Japan	\$386	\$31	\$125	\$28	\$109	\$24	\$13	\$57
	15%	8%	22%	10%	34%	9%	13%	8%
Korea	\$156	\$28	\$10	\$16	\$24	\$17	\$9	\$52
	6%	8%	2%	6%	8%	6%	9%	8%
United States	\$306	\$48	\$91	\$69	\$12	\$68	\$5	\$11
	12%	13%	16%	25%	4%	25%	5%	2%
Total 5 Donors	\$1,368	\$108	\$420	\$155	\$205	\$173	\$35	\$272
	53%	30%	74%	56%	65%	65%	36%	41%

Source: OECD CRS (2020). All prices in constant 2018 USD

Australia’s 2015 strategy for education identifies four priorities—early childhood care and development, quality of education at all levels, equity, and secondary and post-

secondary education relevant to labor market needs.<sup>27</sup> In 2016 KOICA set its education priorities as quality of learning, inclusion, and skills and technology for work.<sup>28</sup> The 2015 policy paper by JICA, presenting the concept of “Learning Continuity” through all of its operations, emphasizes four themes—quality of learning, reducing disparities, youth employment and skills development, and fostering innovation, especially through science and technology.<sup>29</sup> Among the priorities in the 2018 USAID education strategy are learning outcomes, equity and inclusion, country ownership, and strengthening local institutions.<sup>30</sup> A 2019 USAID strategy on basic education targets improving learning outcomes and expanded access, especially for marginalized and vulnerable populations.<sup>31</sup>

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<sup>27</sup> *Strategy for Australia’s aid investments in education, 20126-2020*

<sup>28</sup> *KOICA’s Mid-term Sectoral Strategy: 2016-2020*

<sup>29</sup> “JICA Position Paper in Education Cooperation”.

<sup>30</sup> *USAID Education Policy*

<sup>31</sup> *U.S. Government Strategy on International Basic Education: Fiscal Years 2019-2023.*

## Collaboration

There are various approaches to identifying areas in which donors could join their efforts—identify common priorities in their strategies/policies and funding; find overlap in programs; identify common priorities in national education plans; target gaps revealed by data on education; focus on how COVID-19 is and will affect education.

### Donor priorities

Quality of education and inclusion are priorities in all of the donor education strategies. On funding priorities, the data in Figure 9 evidences that the largest areas of overlap are primary education for Australia and the U.S.; higher education for Germany, the U.S., Korea, and Japan; and vocational, technical, and managerial training for Korea and Japan. It also shows that these donors play a dominant role in education assistance to Indonesia, Myanmar, and the Philippines.

### Comparable projects

To find comparable program activities that could be joined up or coordinated, Appendix IV presents donor projects as reported to IATI, which is incomplete as donors do not report all projects. Donors have the greatest number of projects in basic education and early learning, followed by high education and technical/work force training. The largest number of donor education projects are in Myanmar, followed by a grouping of Cambodia, Indonesia, Laos, and the Philippines. While Myanmar has the most projects, this is a disparate group with little overlap, with the exception of German and Korean involvement in vocational and employment-oriented training where they might join together their efforts. On the other hand, Cambodia has three donors—Australia, Korea, and the U.S.—engaged in basic education, which could serve as the basis for cooperation. Japan, Korea, and the U.S. also all have projects at the tertiary level, which could be another avenue for collaboration.

### National education plans

Donors could collaborate on addressing one or several priorities in national education plans (Appendix III). Working on a regional level across the seven countries, there are several priorities found in all plans around which donors could coordinate: quality & learning; access & retention; governance & management; and inclusivity.

### Gaps in education

Another approach is for donors to agree to address gaps revealed by the data on education (Appendices I and II). Across the countries, that would suggest focusing on secondary and tertiary rather than primary. For individual countries, Cambodia, Laos, Myanmar, the Philippines, and Timor-Leste all lag in various aspects of secondary education. Cambodia, Laos, and Myanmar fall short in tertiary enrollment, and all seven countries in tertiary completion.

The data also reveal demographic groups that are being excluded from education. The gaps are greater based on income and rural residency than gender. Children living in more rural areas are particularly disadvantaged in secondary education in Cambodia, Laos, and Myanmar. On income, students from poorer families are disadvantaged in those three countries plus Timor-Leste in primary schooling and in all seven countries in secondary.

### **Specific areas for collaboration**

What this overview suggests for areas for donor collaboration are:

- Quality of learning, which is a common theme globally, is a priority for the five donors and the seven recipient countries. The donors could collaborate together and with the partner countries to identify fundamental interventions that would advance learning in each of the countries.
- The five donors all prioritize inclusion, for which gaps are high for youth in rural areas and from poor families in all seven countries, particularly in secondary schooling, which could be the subject of a common strategy and collaborative programming.
- Australia and the U.S. might join forces in the priority they place on learning in primary schooling in all seven countries.
- Germany, the U.S., Korea, and Japan could collaborate on higher education, specifically to help raise levels of enrollment in Cambodia, Laos, and Myanmar.
- Germany, Korea, and Japan could join their activities in vocational, technical, and managerial training.
- As these donors dominating education assistance to Indonesia, Myanmar, and the Philippines, they could collaborate on the particular need in each of those countries to help close the gaps in secondary completion and higher education and around the priorities in their national education plans.

### **COVID-19 response**

But the impact of COVID-19 pandemic forces a look beyond what the data and traditional priorities would indicate. 1.6 billion students<sup>32</sup> were out of school at the end of 2019. Virtual learning has continued the learning process for many, but an estimated 437 million<sup>33</sup> are without access to technology required for virtual learning. COVID-19 is impacting inclusion, with initial reports indicating that girls are being particularly hard hit.<sup>34</sup> The relative absence of girls in reopened schools is notable. Girls are being married

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<sup>32</sup> This is a UNESCO number of K-12 and tertiary schooling, but only a small portion of the total is tertiary students.

<sup>33</sup> UNICEF calculation

<sup>34</sup> UN. *Policy Brief: The Impact of COVID-19 on Women.*

off young. There is concern over the likely spike in violence against women and girls and in teenage pregnancies, as happened with Ebola in Sierra Leone, including rape while quarantined at home. The pandemic is further widening the gap between rich and poor and urban and rural.<sup>35</sup>

So, COVID-19 should lead donors to rethink their priorities and collaborate on providing programming and resources for retention of all youth in school, particularly keeping girls safe and helping them return to school, as well as targeting those at the bottom of the economic pyramid and in rural areas. COVID-19 should change the imperative for donors on education; while before COVID secondary and tertiary completion rates would likely have been high priority, donors must now coalesce around minimizing setbacks to progress on primary and secondary enrollment and completion that have been made over the past several decades, with an emphasis on learning.

But the solutions are not just those of the past. This is an opportunity for donors to act on the old adage “no crisis should go wasted”. It is a time for leapfrogging through innovation. Donors should join together, with partner countries and ASEAN, to design education programs with the latest methodologies and technologies:

- put inclusive public schools at the heart of education and community life, ensuring that school is a safe environment for all girls and available to rural students and those at the bottom of the economic pyramid
- bring local stakeholders, especially parents and employers, into the classroom as participants in student schooling, and listen to the needs and views of students, parents, and local stakeholders
- in addition to high-tech internet-based virtual learning, use low-tech delivery and interaction through cell-phones, text messaging, television, radio, tablets, but only in support of, not in place, of instructional interaction and content
- expand learning beyond the classroom to experiential learning opportunities
- teach critical skills and competencies and problem-solving
- assess student learning to tailor to students need
- monitor physical and mental development

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<sup>35</sup> *Economist*, July 18, 2020.

Above all, move

- from just in-school learning to life-long-learning and to focusing on the “last mile” to ensure the inclusion of girls, students in rural areas and from poor families, and other traditionally excluded population groups.<sup>36</sup>

How much more powerful, efficient, and effective if donors were to join in a common approach and methodology for all of Southeast Asia, tailored to each partner country by working with local stakeholders, public and private.

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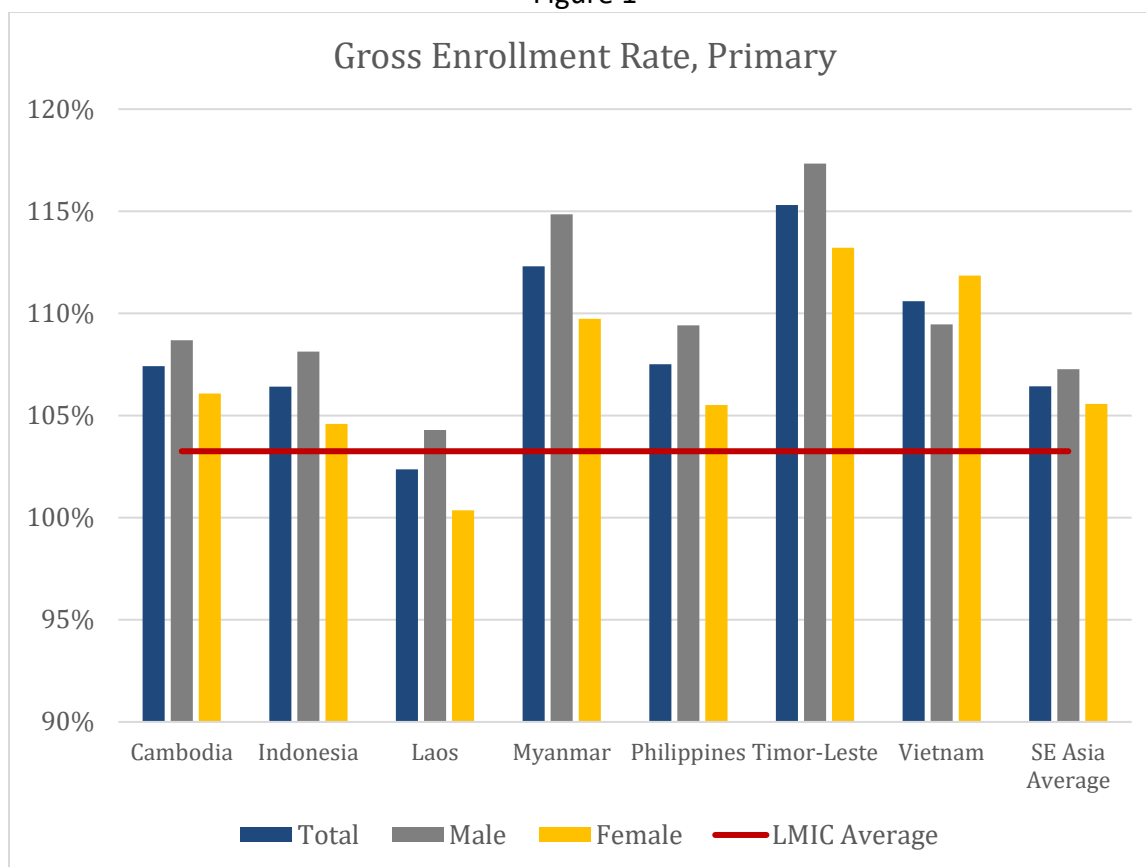
<sup>36</sup> “Beyond reopening schools: How education can emerge stronger than before COVID-19”.

## Appendix I. Figures on education data

### GROSS PRIMARY ENROLLMENT

The average gross primary enrollment rate for the 10 countries for Southeast Asia is 106 percent, just above the level of 103 percent for all LMICs. The outliers are Timor-Leste at 115 percent, Myanmar at 112 percent, and Vietnam at 111 percent, with Cambodia, Indonesia, and the Philippines at 106-108 percent. Only Laos fall below the average for lower-middle income countries. Gross enrollment rates this high are actually cause for concern. Gross enrollment counts all children in primary school irrespective of their age; net enrollment rates count only those of the appropriate age. So, high gross enrollment rates signal children are not in their age-appropriate cohort—their entry into school is delayed. For all countries except Vietnam, the gross enrollment rate is higher for boys than girls.

Figure 1



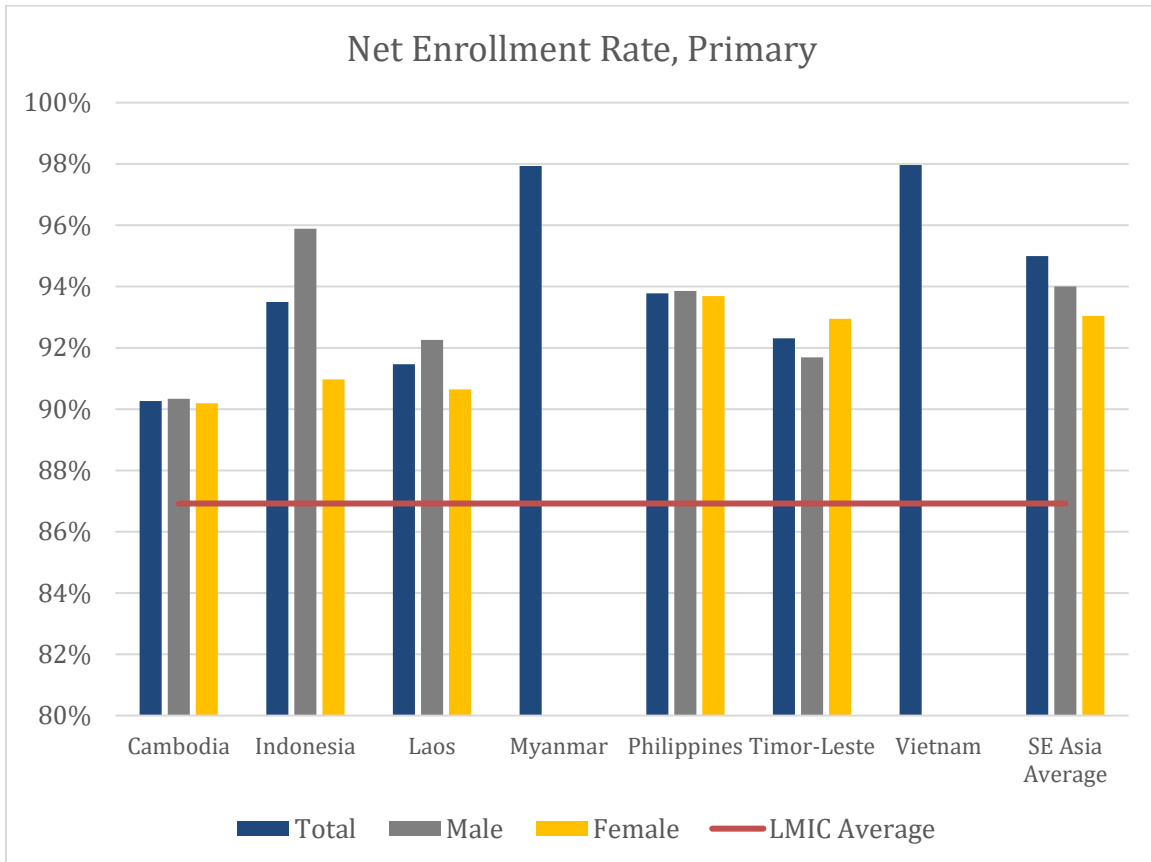
Source: UNESCO, Institute for Statistics (UIS) Database



## NET PRIMARY ENROLLMENT

The net primary enrollment for the seven countries is in the lower 90 percent range, except for Myanmar and Vietnam at 98 percent, so all seven countries surpass the global LMIC average of 87 percent. The net enrollment level for the more advanced counties of Malaysia and Singapore is 100 percent.

Figure 2

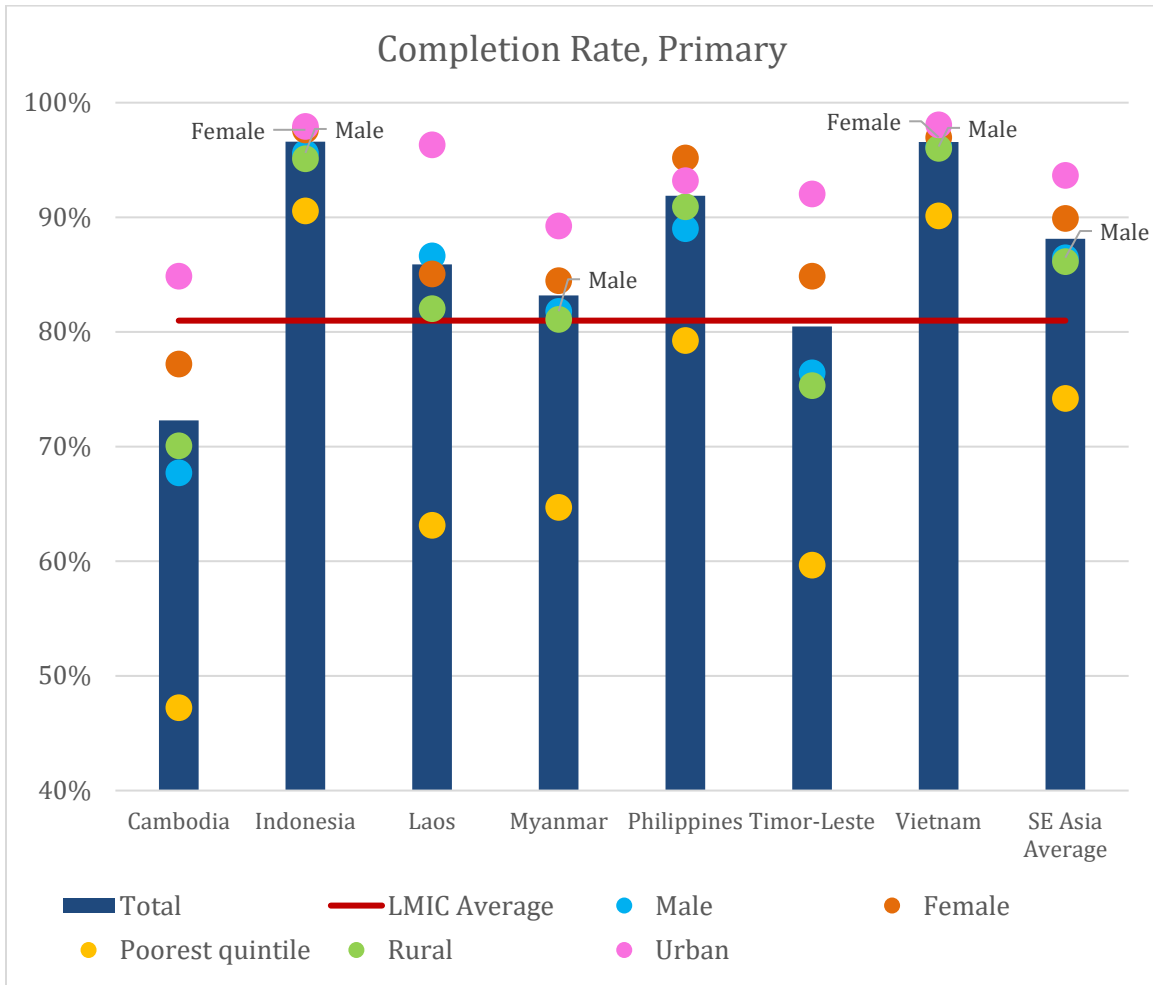


Source: UNESCO, Institute for Statistics (UIS) Database

## PRIMARY COMPETITION

For primary completion, all seven countries are above the LMIC average of 81 percent, with the exception of Cambodia at 72 percent and Timor-Leste just below at 80 percent. Indonesia and Vietnam top the list at 97 percent.

Figure 3

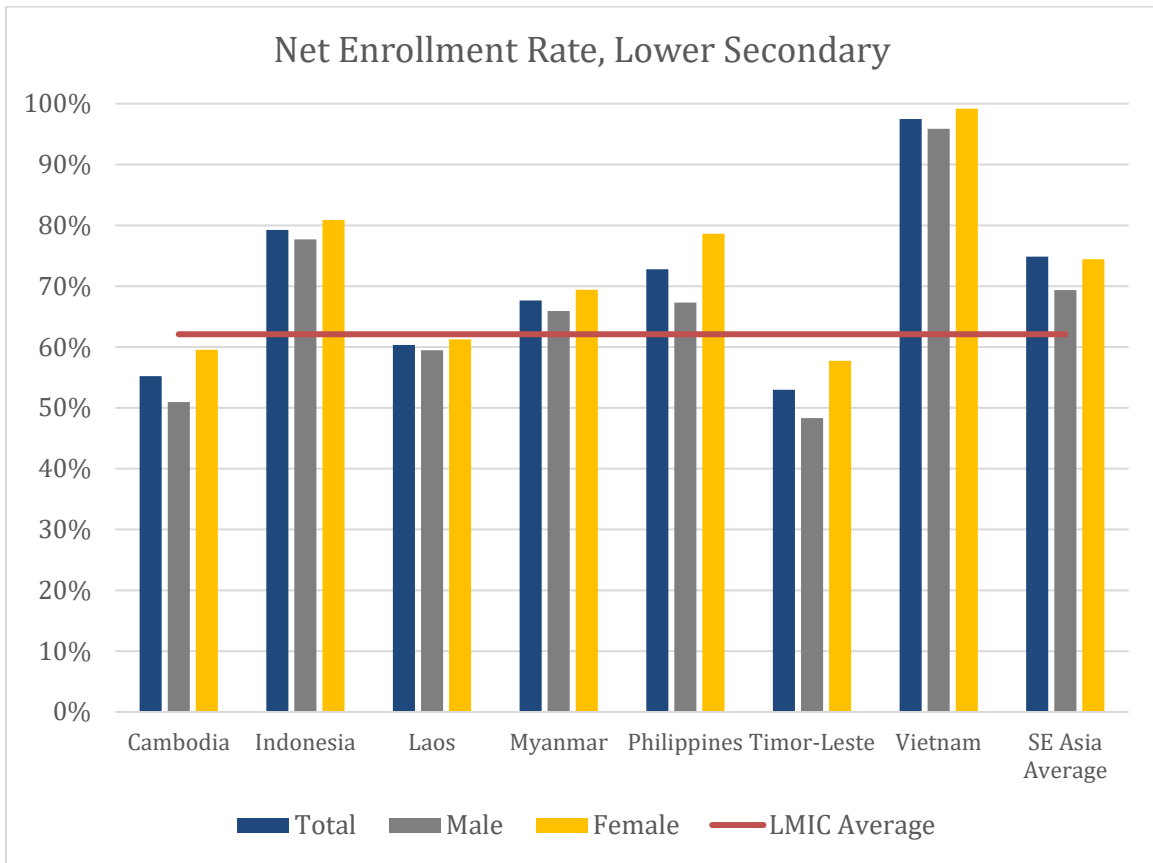


Source: UNESCO, Institute for Statistics (UIS) Database

## LOWER SECONDARY NET ENROLLMENT

For lower secondary, net enrollment rates range widely, from 53 percent for Timor-Leste and 55 percent for Cambodia, to 60 percent for Laos and 68 percent for Myanmar, to 73 percent for the Philippines and 79 percent for Indonesia, to 97 percent for Vietnam. The LMIC average is 62 percent.

Figure 4

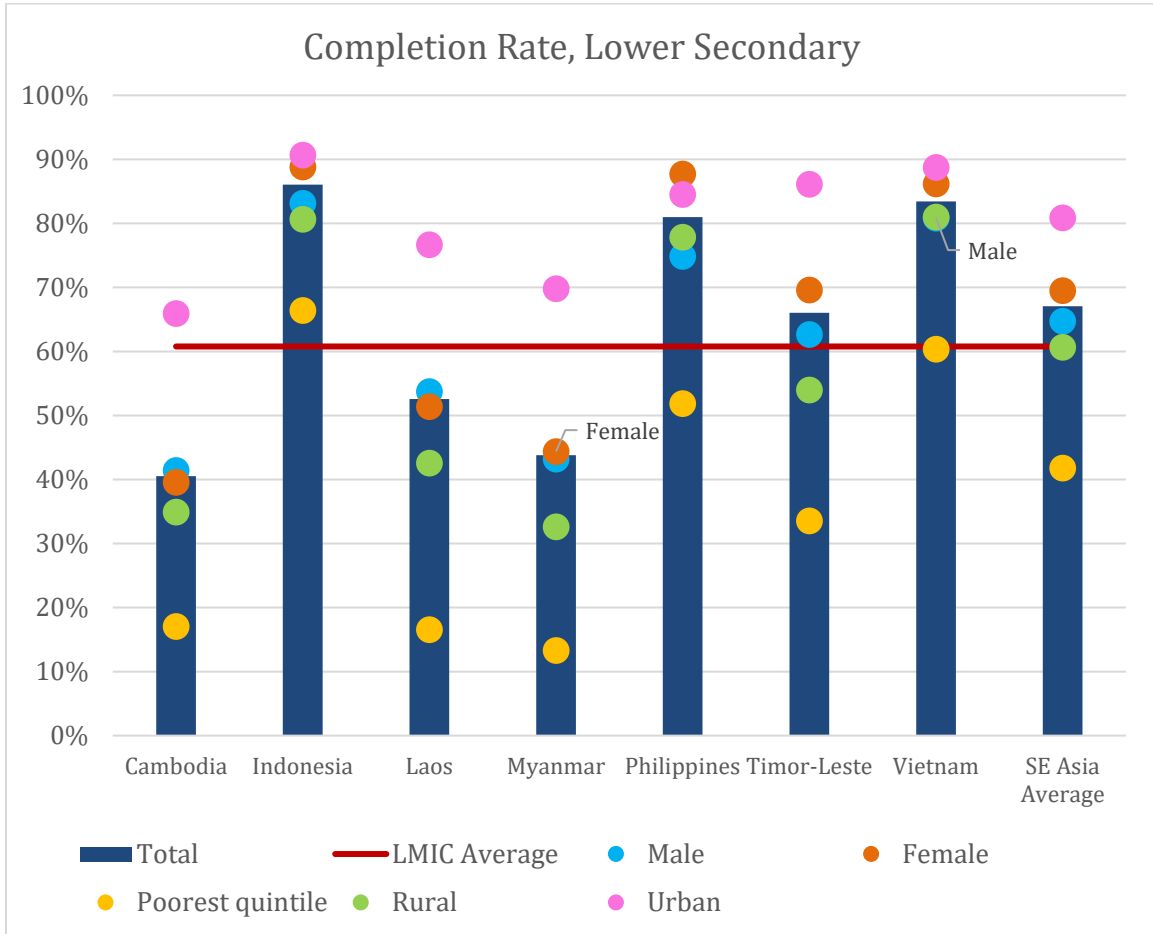


Source: UNESCO, Institute for Statistics (UIS) Database

## LOWER SECONDARY COMPLETION

Lower secondary completion rates for four of the countries beat the LMIC average of 61 percent—Indonesia (86 percent), Vietnam (83 percent), the Philippines (81 percent), Timor-Leste (66 percent)—and three fall substantially below—Cambodia (41 percent), Laos (53 percent), and Myanmar (44 percent).

Figure 5

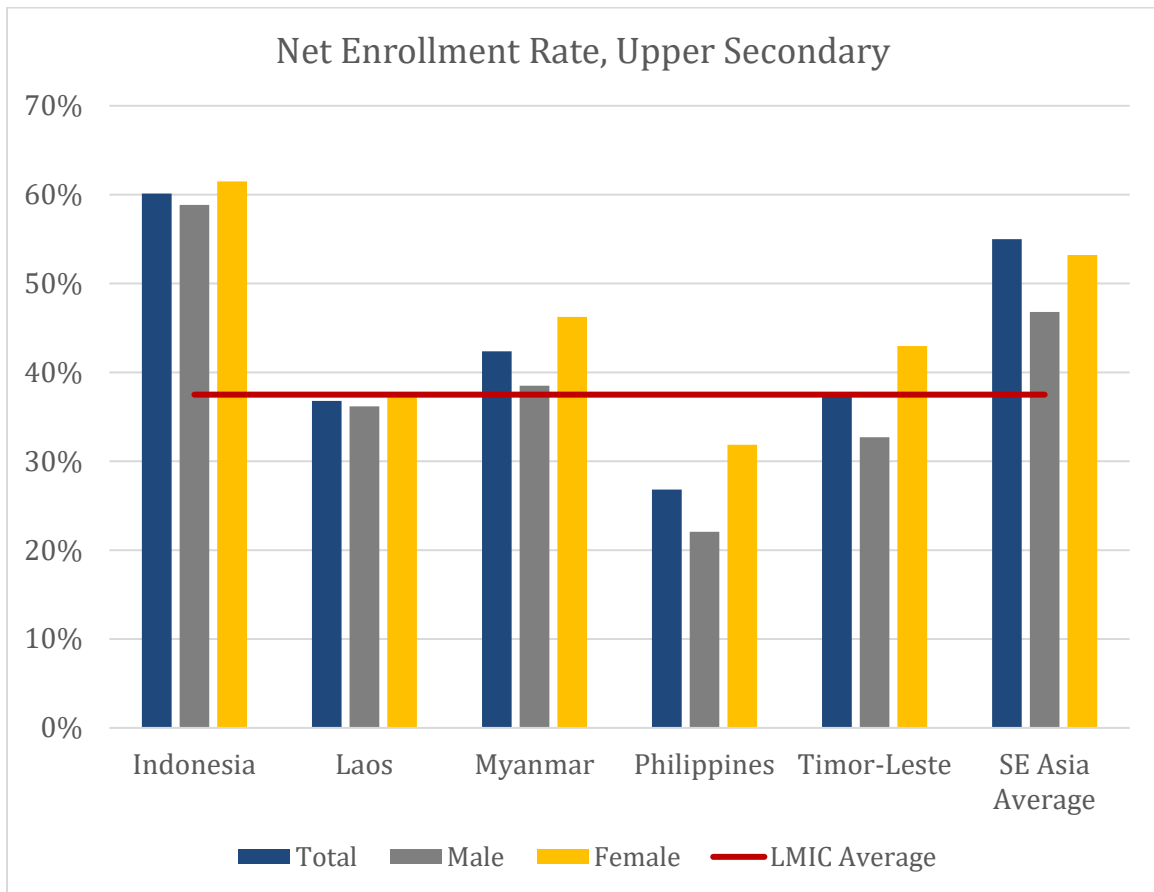


Source: UNESCO, Institute for Statistics (UIS) Database

## UPPER SECONDARY NET ENROLLMENT

Upper secondary net enrollment ranges from a low of 27 percent for the Philippines, with Laos, Myanmar, and Timor-Leste doing slightly better, to a high of 60 percent for Indonesia.

Figure 6

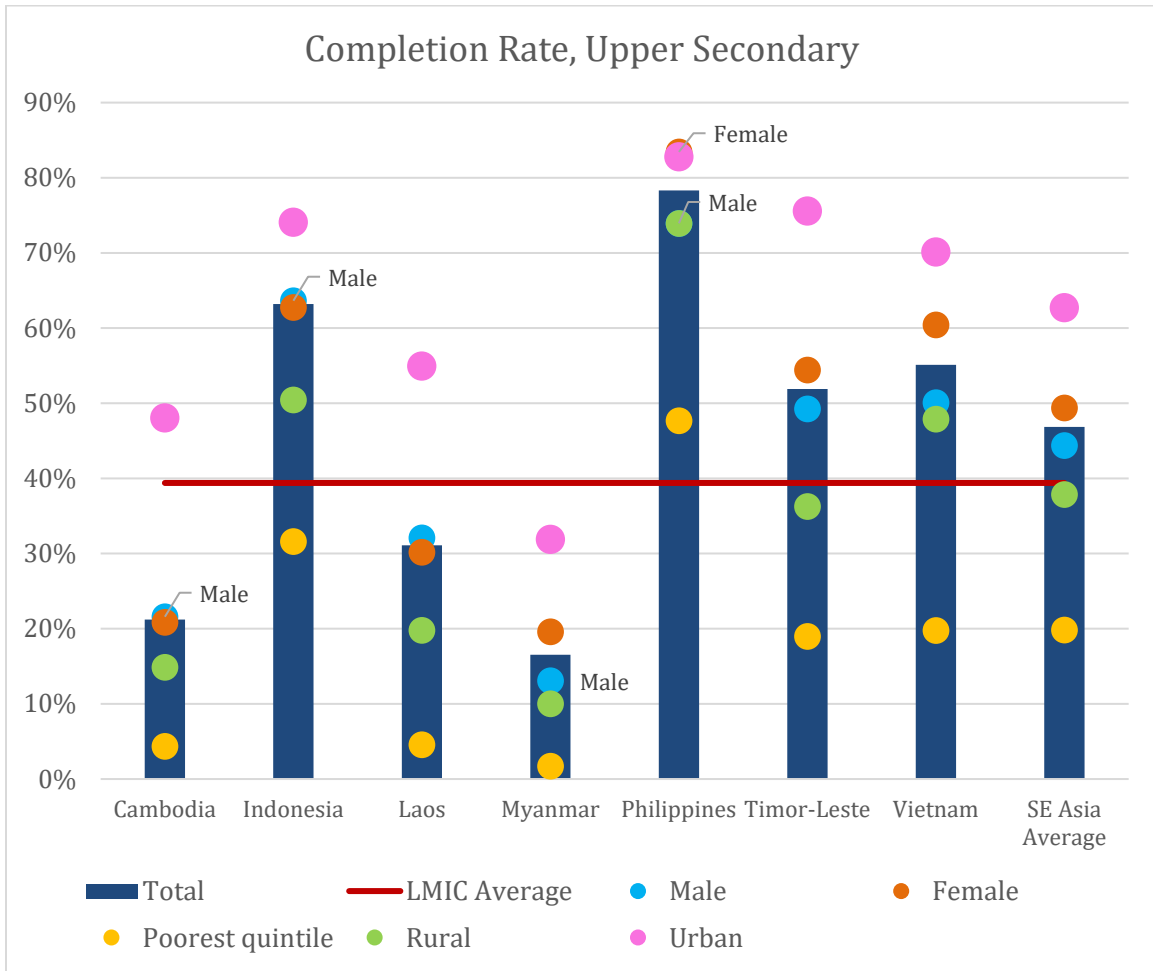


Source: UNESCO, Institute for Statistics (UIS) Database

## UPPER SECONDARY COMPLETION

Completion rates for upper secondary range from a high of 78 percent for the Philippines to a low of 17 percent for Myanmar and 21 percent for Cambodia. The LMIC average is 39 percent.

Figure 7

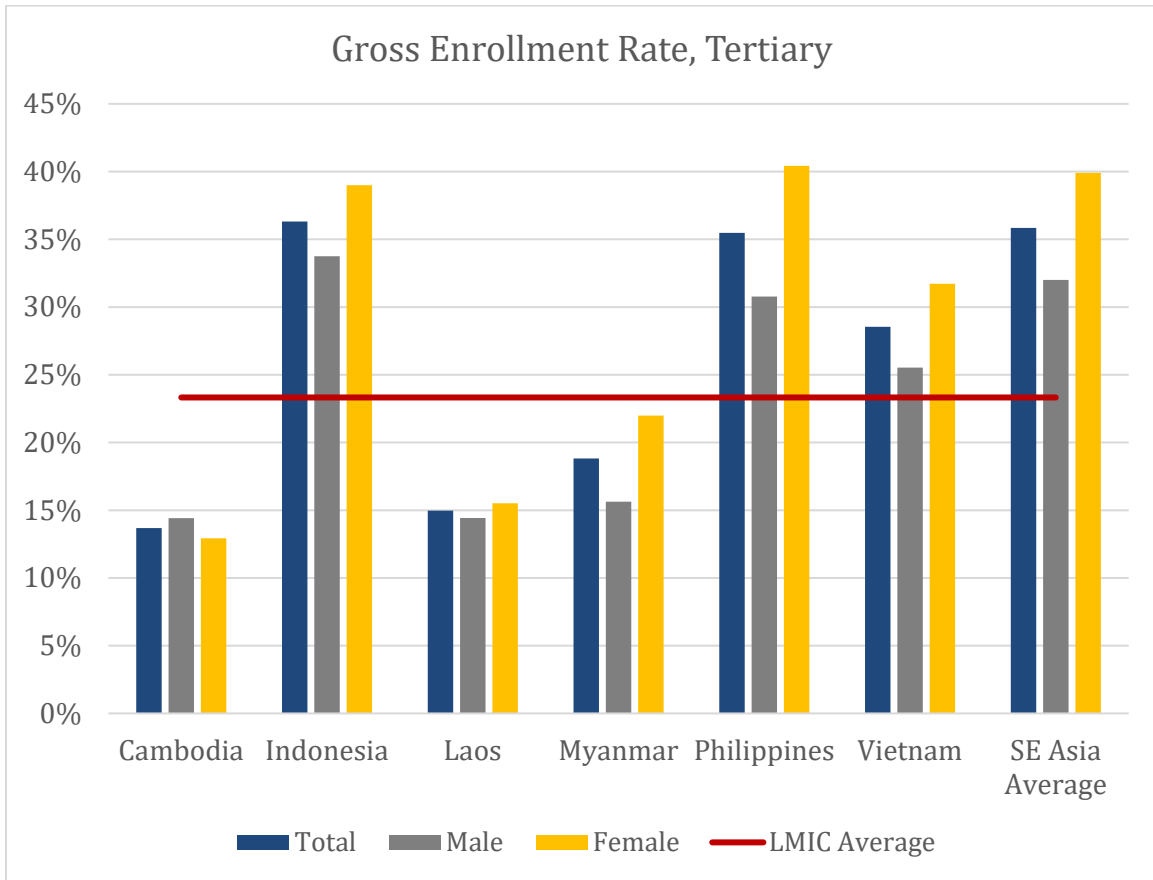


Source: UNESCO, Institute for Statistics (UIS) Database

## TERTIARY EDUCATION

For tertiary education enrollment, Cambodia, Laos, and Myanmar fall below the LMIC average of 23 percent, and Indonesia, the Philippines, and Vietnam are above (no data for Timor-Leste). For tertiary completion, none of the countries meet the LMIC average of 7 percent, although the Philippines and Vietnam only just miss it at 6.5 percent.

Figure 8



Source: UNESCO, Institute for Statistics (UIS) Database

## Appendix II. Education data table

Indicator	Subgroup	Brunei	Cambodia	Indonesia	Laos	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam	SE Asia Average	LMIC Average
Gross enrolment ratio, primary	Both	103%	107%	106%	102%	105%	112%	108%	101%	100%	115%	111%	106%	103%
	Female	104%	106%	105%	100%	106%	110%	106%	101%	100%	113%	112%	106%	102%
	Male	103%	109%	108%	104%	105%	115%	109%	101%	100%	117%	109%	107%	104%
Net enrollment ratio, primary	Both	93%	90%	93%	91%	100%	98%	94%	100%		92%	98%	95%	87%
	Female		90%	91%	91%	100%		94%			93%		93%	86%
	Male		90%	96%	92%	100%		94%			92%		94%	88%
Completion rate, primary education	Both		72%	97%	86%		83%	92%		98%	80%	97%	88%	81%
	Female		77%	98%	85%		84%	95%		98%	85%	97%	90%	81%
	Male		68%	96%	87%		82%	89%		98%	76%	96%	86%	79%
	Bottom 20%		47%	91%	63%		65%	79%		99%	60%	90%	74%	62%
	Rural		70%	95%	82%		81%	91%		99%	75%	96%	86%	73%
	Urban		85%	98%	96%		89%	93%		98%	92%	98%	94%	88%
Pupil-teacher ratio in primary education		9.9	41.7	17.0	22.3	11.7	24.4	29.1	14.7	16.6	26.9	20.3	21.3	29.1



Indicator	Subgroup	Brunei	Cambodia	Indonesia	Laos	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam	SE Asia Average	LMIC Average
Gross enrolment ratio, lower secondary	Both	108%	71%	97%	77%	88%	76%	90%	104%	122%	95%	101%	94%	82%
	Female	107%	74%	98%	75%	89%	78%	94%	103%	115%	98%	103%	94%	82%
	Male	110%	69%	97%	79%	87%	74%	86%	105%	128%	92%	100%	93%	82%
Net enrollment ratio, lower secondary	Both	79%	55%	79%	60%	86%	68%	73%	98%	75%	53%	97%	75%	62%
	Female		60%	81%	61%	88%	69%	79%		76%	58%	99%	74%	64%
	Male		51%	78%	59%	84%	66%	67%		74%	48%	96%	69%	61%
Completion rate, lower secondary education	Both		41%	86%	53%		44%	81%		83%	66%	83%	67%	61%
	Female		40%	89%	51%		44%	88%		88%	70%	86%	69%	61%
	Male		41%	83%	54%		43%	75%		78%	63%	81%	65%	61%
	Bottom 20%		17%	66%	17%		13%	52%		75%	34%	60%	42%	37%
	Rural		35%	81%	43%		33%	78%		82%	54%	81%	61%	51%
	Urban		66%	91%	77%		70%	85%		85%	86%	89%	81%	73%
Pupil-teacher ratio in lower secondary education		9.6	21.9	15.4	17.3		28.7	24.2		24.9	26.9	17.6	20.7	20.9
Gross enrolment ratio, upper secondary	Both	88%	29%	80%	54%	77%	54%	70%	111%	114%	72%		75%	57%
	Female	90%	29%	82%	51%	82%	59%	76%	111%	117%	76%		77%	58%
	Male	86%	29%	79%	57%	71%	50%	64%	111%	111%	69%		73%	57%
Net enrollment ratio, upper secondary	Both	73%		60%	37%	59%	42%	27%	96%	63%	38%		55%	38%
	Female	75%		61%	37%	64%	46%	32%		67%	43%		53%	39%
	Male	71%		59%	36%	55%	39%	22%		60%	33%		47%	36%

Indicator	Subgroup	Brunei	Cambodia	Indonesia	Laos	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam	SE Asia Average	LMIC Average
Completion rate, upper secondary education	Both		21%	63%	31%		17%	78%		57%	52%	55%	47%	39%
	Female		21%	63%	30%		20%	83%		63%	54%	60%	49%	39%
	Male		22%	64%	32%		13%	74%		51%	49%	50%	44%	39%
	Bottom 20%		4%	32%	5%		2%	48%		30%	19%	20%	20%	18%
	Rural		15%	50%	20%		10%	74%		50%	36%	48%	38%	28%
	Urban		48%	74%	55%		32%	83%		64%	76%	70%	63%	50%
Gross enrolment ratio, secondary	Both	93%		89%	67%	82%	68%	86%	108%	118%	84%		88%	68%
	Female	95%		90%	65%	85%	71%	91%	107%	117%	87%		90%	68%
	Male	92%		88%	70%	79%	66%	82%	108%	119%	80%		87%	68%
Net enrollment ratio, secondary	Both	83%		79%	60%	72%	64%	66%	100%	77%	63%		74%	60%
	Female	84%		80%	59%	75%	67%	71%	100%	78%	67%		76%	60%
	Male	81%		78%	61%	69%	61%	60%	100%	77%	59%		72%	60%
Gross enrolment ratio, tertiary	Both	31%	14%	36%	15%	45%	19%	35%	85%	49%		29%	36%	23%
	Female	39%	13%	39%	16%	50%	22%	40%	91%	58%		32%	40%	25%
	Male	25%	14%	34%	14%	41%	16%	31%	79%	41%		26%	32%	22%
Completion rate, tertiary	Both	10%	3%	6%	5%	12%	3%	6%	28%	9%		7%	9%	7%
	Female	13%	3%	7%	5%	13%	4%	8%	32%	11%		7%	10%	8%
	Male	7%	4%	5%	4%	11%	2%	5%	26%	8%		6%	8%	7%
Pupil-teacher ratio in tertiary education		12.4	13.9	27.3	11.3	13.3	35.5	23.7	13.3	24.6		24.6	20.0	23.6

Indicator	Subgroup	Brunei	Cambodia	Indonesia	Laos	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Vietnam	SE Asia Average	LMIC Average
Expected years of schooling			9.5	12.3	10.8	12.2	9.9	12.8	13.9	12.4	9.9	12.3	11.6	10.4

Harmonized Test Scores (300 minimal attainment, 625 advanced attainment)			452	403	368	468	425	409	581	436	371	519	443.2	391.4
Education Gender Gap (0 to 1, 0=inequality and 1=equality)		0.99	0.98	0.98	0.97	0.98	0.98	0.98	0.97	0.98	0.98	0.96	0.98	0.97
Out-of-school children, as percentage of the population of official primary age		1%	9%	6%	9%	0%	2%	3%	0%	2%	4%	1%	3%	10%
Proportion of youth not in education, employment, or training (NEET Rate)	Both	21%	13%	22%	42%	13%	14%	20%	4%	15%	21%	15%	18%	27%
	Female	23%	15%	28%	45%	16%	19%	26%	5%	19%	26%	17%	22%	40%
	Male	19%	10%	16%	39%	9%	8%	14%	3%	11%	16%	12%	14%	15%
University-Industry Collaboration in R&D (1 = do not collaborate at all; 7 = collaborate extensively)		3.2	3.2	4.2	3.6	5.3		4.5	5.2	4.1		3.3	4.1	3.1

Source: All indicators from UNESCO Institute for Statistics (UIS) Database except *expected years of schooling*, *harmonized test scores* (World Bank, Human Capital Index), *education gender gap* (World Economic Forum, Global Gender Gap Report), *educational equality* (Varieties of Democracy), *NEET rate* (ILOSTAT), and *university industry R&D* (World Economic Forum Global Competitiveness Index).

### Appendix III. National education priorities by subsector

<b>Early Childhood Education</b>	<b>KHM</b>	<b>LAO</b>	<b>MMR</b>	<b>TMP</b>	<b>VNM</b>
Increase and expand access, enrollment and retention	X	X	X	X	X
Infrastructure				X	X
Inputs (learning and teaching materials)				X	X
Health, hygiene, and nutrition	X	X			X
Education quality and learning	X	X	X		X
Teacher quality and supply	X			X	X
Curriculum	X			X	X
Inspection and quality assurance	X	X	X	X	X
Governance and management	X	X	X		X
Decentralization	X				X
Inclusivity	X	X			X
<b>Primary Education</b>					
<b>Primary Education</b>	<b>KHM</b>	<b>LAO</b>	<b>MMR</b>	<b>TMP</b>	<b>VNM</b>
Increase and expand access, enrollment and retention	X	X	X	X	X
Infrastructure	X			X	X
Inputs (learning and teaching materials)	X			X	X
Health	X	X			X
Teacher quality and supply	X		X	X	X
Curriculum			X	X	X
Education quality and learning		X	X		X
Inspection and quality assurance	X	X	X	X	X
Governance and management	X	X	X	X	X
Decentralization	X	X	X	X	X
Partnerships and linkages with the private sector, NGOs, and stakeholders	X		X		X
Inclusivity	X	X	X	X	X

<b>Secondary Education</b>	<b>KHM</b>	<b>LAO</b>	<b>MMR</b>	<b>TMP</b>	<b>VNM</b>
Increase and expand access, enrollment and retention	x	x	x	x	x
Infrastructure	x			x	x
Inputs (learning and teaching materials)				x	x
Health					x
Teacher quality and supply	x	x	x	x	x
Curriculum	x		x	x	x
Education quality and learning	x	x	x		x
Inspection and quality assurance	x		x		x
Governance and management	x	x	x		x
Decentralization	x		x		x
Partnerships and linkages with the private sector, NGOs, and stakeholders	x			x	x
Vocational focus	x	x			x
Inclusivity	x	x	x	x	x

<b>Vocational</b>	<b>KHM</b>	<b>LAO</b>	<b>MMR</b>	<b>TMP</b>	<b>VNM</b>
Increase and expand access, enrollment and retention	x	x	x	x	x
Infrastructure	x			x	x
Inputs (learning and teaching materials)				x	x
Health, hygiene, and nutrition					x
Teacher quality and supply	x	x		x	x
Curriculum	x	x		x	x
Education quality and learning		x	x		x
Inspection and quality assurance	x		x		x
Governance and management	x	x	x		x
Decentralization	x				x
Partnerships and linkages with the Private sector, NGOs, and stakeholders	x	x		x	x
Accreditation		x	x		
Inclusivity	x		x	x	x

<b>Higher Education</b>	<b>KHM</b>	<b>LAO</b>	<b>MMR</b>	<b>TMP</b>	<b>VNM</b>
Increase and expand access, enrollment and retention	x	x	x	x	x
Infrastructure					x
Inputs (learning and teaching materials)					x
Health, hygiene, and nutrition					x
Teacher quality and supply	x	x		x	x
Curriculum				x	x
Education quality and learning	x	x	x	x	x
Inspection and quality assurance	x	x			x
Governance and management	x	x	x	x	x
Partnerships and linkages with the Private sector, NGOs, and stakeholders	x				x
Aligning higher education with labor market needs	x	x	x		x
Accreditation	x			x	x
Inclusivity	x	x	x		x

*Note:* national education plans were not available for Indonesia or the Philippines.

*Sources:*

- Cambodia Ministry of Education, Youth, and Sport. 2019. "Education Sector Plan 2019–2023."
- Lao PDR Ministry of Education and Sports. 2015. "Education and Sports Sector Development Plan 2016-2020."
- Myanmar Ministry of Education. 2016. "National Education Strategic Plan 2016-2021."
- Socialist Republic of Vietnam. 2012. "Vietnam Education Development Strategic Plan 2011-2020."
- Timor-Leste Ministry of Education. 2011. "National Education Strategic Plan 2011–2030."

## Appendix IV. Donor projects

### ACTIVE EDUCATION PROJECTS

International Aid and Transparency Initiative (IATI) data collected from d-portal.org. Last accessed 7/14/2020

Agency	Country	Proj. Title	Start (actual)	End	Project summary
<b>Republic of Korea</b>	KHM	2018 ICT Innovative Education for Primary Education and Girls and Disabled Children for Cambodia	20-Dec-18	31-Dec-21	Training schoolteachers on using computers in preparation of teaching via cooperation with other schools. Introduction of computer science education to primary schools for enhancing teachers` teaching capacity, and to reduce primary school dropout rate. Introducing elementary and secondary computer science and STEM public education curriculum, facilitating technology-based entrepreneurship during the 4th Industrial Revolution, and promoting women's social advancement / strengthening teacher-based teaching capacity
<b>USAID</b>	KHM	All Children Learning (former: TBD— Education—IDIQ)	11-Jul-14	29-Sep-21	This activity is part of a larger early grade learning program, which leverages investment of U.S. government resources through coordination with the Global Partnership for Education; the Ministry of Education, Youth, and Sport (MoEYS); international and local non-government organizations (NGOs); and development partners to achieve greater scale and national impact. With FY 2018 funds, this activity will provide technical assistance in the implementation of a national early grade learning (reading, writing, and mathematics) program, initially implemented in five provinces. This activity will partner with NGOs to provide in-service teacher training, teaching and learning materials, and coaching to build teacher capacity to improve the early grade learning skills of children with and without disabilities. The activity will support out-of-school children with disabilities to access remedial programs to enable them to transition to public primary schools. The activity will improve classroom and national student assessment accountability within the education sector for improving student learning outcomes and will develop systems and strategies to help the MoEYS scale-up activity interventions using domestic resources...This activity will be awarded through a

Agency	Country	Proj. Title	Start (actual)	End	Project summary
					<p>competitive process in which the offeror with the best value to the U.S. government will be selected, in accordance with federal procurement regulations.</p>
<b>Australia— Department of Foreign Affairs and Trade</b>	TMP, KHM, PHL	All Children Reading	19-Oct-11	31-Oct-22	<p>The Grand Challenges for Development is a program initiated by USAID to identify ways to solve large global development problems. All Children Reading encourages the use of innovation and technology to promote sustainable, nationally scalable solutions that help children to obtain functional literacy in the first three years of formal primary school. Investment in Round 1 and 2 of this initiative was \$5.5 million over six years, starting 2011-12. Round 3 (\$3 million from 2018-2021) will incorporate a greater focus on scaling successful innovations and supporting hard to reach groups (disability, girls, ethnic minorities, children in emergencies, etc.). DFAT will also seek greater engagement with the Indo Pacific region.</p>
<b>Australia— Department of Foreign Affairs and Trade</b>	LAO	Basic Education Quality & Access in Laos	21-May-14	31-Aug-20	<p>The Basic Education Quality &amp; Access in Laos (BEQUAL) Program aims to improve the quality of basic education. Funding will be used for strengthening of critical institutional systems, improving access and participation for disadvantaged children; improving the quality of teachers leading to better learning outcomes; provision of basic</p>



Agency	Country	Proj. Title	Start (actual)	End	Project summary
					infrastructure and development of high quality teaching and learning materials to promote reading, writing and numeracy. The program will work in 65 of the most educationally disadvantaged districts towards achieving three intermediate objectives: 1) Participation—more disadvantaged children and young people participate in primary education daily and are ready to learn; 2) Resourcing—learning environments in targeted geographic areas are more equitably and adequately resourced; and 3) Effective Teaching—effective teaching enables more disadvantaged girls and boys to learn.
<b>Australia— Department of Foreign Affairs and Trade</b>	PHL	Basic Education Sector Transformation (BEST) Prog	1-Jul-10	31-Jul- 22	The Basic Education Sector Transformation (BEST) initiative aims to improve learning achievement in, and access to, basic education in the Philippines, recognizing the role of education in economic development and poverty alleviation. The Program will address low participation and poor learning achievement through improvements in teacher quality, curriculum and assessments, access to learning materials, education facilities and access of disadvantaged learners to formal and non-formal education. The program will also support improvements in service delivery through development of innovative business models, standards and structures; developing a coherent and efficient information and resource management systems; building the institutional and human capacity for policy planning, development and implementation to be able to appropriately manage a large, complex and dispersed education system. The total value of this initiative is \$157.2 million over nine years, starting 2010-11.
<b>Australia— Department of Foreign Affairs and Trade</b>	MMR	Decentralizing Funding to Schools Project	21-Mar-14	31-Jan- 21	The World Bank's Decentralizing Funding to Schools Project supports over 47,000 government schools through grants which increases operational spending, encourages schools to undertake school improvement planning and to increase community participation in the school. Under the revised stipends program, approximately 200,000 poor students in grades 5-11 receive stipends that will promote increased enrolment, retention between grades and regular attendance. Starting in 2017 a new component—teacher mentoring—was supported through Australia's contribution. Funding under this investment represents Australia's contribution to expand and enhance

Agency	Country	Proj. Title	Start (actual)	End	Project summary
					the existing Government of Myanmar led Decentralizing Funding to Schools Project. The total value of Australia's contribution is \$84.0 million over 8 years, starting 2013-14.
<b>Ministry of Foreign Affairs of Japan</b>	IDN	Development of World Class University with Socio Entrepreneurs	15-Nov-17	31-Jan-22	(No description provided)
<b>Australia— Department of Foreign Affairs and Trade</b>	MMR, LAO, TMP, IDN, PHL, KHM, VNM	Disability Support for Australia Awards	1-Apr-17	30-Nov-20	Funding under this investment supports improved access to education for persons with disability through the provision of Case Management Services and Technical Support for developing country national recipients of Australia Awards with disabilities. The total value of this investment is \$0.677 million over 3 years, starting 2016-17.
<b>Republic of Korea</b>	KHM	Easy to Learn(E2L) project in Chhloung District Kratie Province, Cambodia	4-Mar-19	31-Dec-20	To contribute to the development of `Easy To Learn` project for enhancing outcomes of elementary education in child-friendly school policies from the Ministry of Education of Cambodia

Agency	Country	Proj. Title	Start (actual)	End	Project summary
<b>Australia— Department of Foreign Affairs and Trade</b>	PHL	Education Pathways to Peace in Mindanao (PATHWAYS)			The new Australian investment program in ARMM will be focused on education but with clear links to peacebuilding outcomes. It will build on lessons learned from and achievements of the BEAM and Basic Education Assistance for Muslim Mindanao (BEAM)-ARMM Programs but will not simply continue existing activities and approaches. This new investment will shift from direct provision of services to a focus on state-building in support of the peace process between the Government and the Moro Islamic Liberation Front, by helping improve the capacity of the autonomous government, and other institutions, to sustainably deliver conflict-sensitive education services. The investment design will have to be both agile and flexible, recognizing the volatility of the peace process and of the general security environment and the uncertain political environment in ARMM. This investment will also have direct links to economic development outcomes: a better educated population will be better placed to ben
<b>Republic of Korea</b>	MMR	Expansion of opportunities for music education through strengthening capacity of music teachers in Yangon, Myanmar	1-Feb-18	31-Dec- 20	1. Establish to teacher training program for from grade 1 to 4 in Monastic school and public school 2. Implement a music teacher training program 3. Operate a Music Learning Community 4. Activities of improving awareness for importance of music education
<b>Republic of Korea</b>	KHM	ICT-based TVET program for Capacity Development of Women in Cambodia Hair and Beauty Industry	29-Apr-19	31-Dec- 21	Strengthening vocational technical education system (NIEI-Hair Beauty Center), Providing leading model of technical education institution (NIEI-Curriculum Development), Expand women`s employment opportunities. Hair & Beauty Women for Professional Development in the Cambodian Service Industry

Agency	Country	Proj. Title	Start (actual)	End	Project summary
<b>USAID</b>	IDN	Inclusive Workforce Development Partnership Initiative (Mitra Kunci)	23-Feb-15	17-Aug-22	USAID's Mitra Kunci initiative increases access to skills development and training for low-income and vulnerable young adults (ages 18-34). Through grants and targeted technical assistance, this activity works with the Ministry of Research Technology and Higher Education, local government, civil society, and private sector counterparts, to test innovative programming and assess interventions for impact and scale up. Through training, workshops, stakeholder dialogue, internships/apprenticeships, mentoring, job fairs, surveys, and assessments, this activity will better equip at least 200,000 low-income and vulnerable youth for employment and increase their access to opportunities for greater economic independence. Supporting workforce and skills development for low-income and vulnerable young adults contributes to Indonesia's long-term economic prosperity. Specifically, this activity contributes to the U.S. Mission objectives of supporting Indonesia's development of a healthy, educated, and skilled population to drive inclusive economic growth as well as its responsiveness to its citizens with the consistent and accountable provision of essential services.
<b>Republic of Korea</b>	PHL	Increasing Employment Opportunities by Advocating for Persons with Disabilities in Metro Manila in the Philippines (Phase2)	1-Jan-19	31-Dec-21	Operating vocational school (Housekeeping & Food and Beverage); Education of morality and social skills for persons with disabilities; Vocational training (OJT) for persons with disabilities; Search companies that wish to hire persons with disabilities; Employment connection and follow-ups for the persons with Briefing session for startup for disabled families; Consulting to support startup for disabled families; Screening and select to support for startup for disabled families; Support to startup for disabled families

Agency	Country	Proj. Title	Start (actual)	End	Project summary
<b>Republic of Korea</b>	MMR	Integrated Vocational Education Training on Food & Beverage for Improving Job Competence of Out-of-School Youth in Yangon, Myanmar	1-Feb-18	31-Dec-20	<p>1. Establish education infrastructure for vocational training of food and beverage within Myanmar government technical school, 2. implement vocational training of food and beverage for out-of-school youth in Myanmar government technical school. 3. provide opportunities of on-the-job training for vocational training students, 4. provide follow-up management for vocational training graduates.</p> <p>One-fifth of Myanmar's 10-17 year olds give up schooling, and many of them find employment, but lack skills and are unable to stabilize employment due to low wages and frequent turnover. To enhance job competence through vocational training in the food and beverage sector, including lectures, practical skills, and on-the-job training, to foster stable employment, create income, and foster talents trained in the food and beverage sector.</p>
<b>Australia— Department of Foreign Affairs and Trade</b>	LAO	Laos Australia Institute	11-May-12	30-Jun-21	<p>The Laos Australia Institute (LAI) manages the promotion, selection process and pre-departure preparations for Australia Awards Scholarships from Laos of approximately 30 individuals per year. It also manages a local scholarships scheme, for approximately 70 disadvantaged students to study at Lao universities. LAI also provides targeted training and technical advice to support the Government of Laos improve its management of human resources. The program also incorporates gender equality and disability inclusion principles. The total value of this investment is \$30.0 million over 10 years, starting 2011-12.</p>
<b>Republic of Korea</b>	IDN, LAO, MMR	Leading University Project for International Cooperation	1-Jun-19	31-May-20	<p>To operate various programs enhancing the capacity of developing countries universities and contributing to the local community by meeting local demands.</p>
<b>Australia— Department of Foreign Affairs and Trade</b>	MMR	Myanmar Education Consortium (MEC) Phase II	22-May-17	31-Dec-20	<p>Australia and the UK established the Myanmar Education Consortium (MEC) in 2013 to provide education to the hardest to reach communities in Myanmar through support to non-government service providers. A new strategy established in 2016 shifted MEC's focus from a project-based approach to strengthening ethnic (80 per cent) and monastic (20 per cent) education systems with an increased emphasis</p>

Agency	Country	Proj. Title	Start (actual)	End	Project summary
					on addressing barriers to quality education and improving linkages between the different education systems in Myanmar. MEC is the only established mechanism that funds ethnic education service providers across multiple systems.
<b>Germany— Ministry for Economic Cooperation and Development</b>	PHL	Pilot project Federal Catholic entrepreneur, AFOS and other organizations on the dual vocational training within the K-12 to reform, Philippines	1-Oct-13	31-Jul-20	Pilot project Federal Catholic entrepreneur, AFOS and other organizations on the dual vocational training within the K-12 to reform, Philippines. OBJECTIVES: Through exemplary implementation of dual training in the two project areas, strengthening the private sector in vocational education and policy dialogue 12 reform and beyond innovative elements of the system of vocational training in the context of k to be multiplied and anchored.
<b>Republic of Korea</b>	MMR	Project for Improvement in Access to Education Through Provision of School Buses in Myanmar	1-Jan-19	31-Dec-21	Provision of 60 school buses to the 6 Townships (Pyinmana, Lewe, Oktara Thiri, Pobba Thiri, Zayar Thiri, Tatkon) of Naypyitaw; Establishment of school bus operations and maintenance system; Developing training materials of traffic safety education and providing relative training materials; Training instructors (trainers) for traffic safety education; Providing traffic safety education
<b>Republic of Korea</b>	LAO	Project for the Improvement of Lao-Korea Skills Development Institute	1-Jan-17	31-Dec-20	LAKSDI under the Ministry of Labor in Laos promotes the training conditions, such as strengthening teacher capacity, curriculum improvement, and improving equipment and facilities.
<b>Republic of Korea</b>	MMR	Project to establish the Institute for Technical	1-Jan-15	31-Dec-21	Establishing the Institute for the Teachers of TVET, capacity building programs for the teachers; Establishment of material, human and institutional foundations for fostering excellent teachers in technical vocational training; activating vocational technical teacher education

Agency	Country	Proj. Title	Start (actual)	End	Project summary
		Vocational Education and Training (TVET) Teacher in Myanmar			by establishing vocational technical teacher training institute at the national level in Myanmar
<b>Germany— Federal Foreign Office</b>	TMP	Reconstruction of School Facilities in Timor Leste	5-May-20	31-Dec-20	Thanks to its commitment for socially deprived people and a peaceful cohabitation after the independence from Indonesia, the Instituto de Ciencias Religiosas is a highly acknowledged institution in Timor Leste. The main objective of the project is the improvement of the learning environment of the Institute through the reconstruction of the conference hall and the IT room. Both facilities cannot be used at the moment due to their bad conditions. By improving this situation, the institute aims to further improve the education and quality of its students.
<b>Australia— Department of Foreign Affairs and Trade</b>	MMR	Save the children	1-May-19	30-Jul-20	This investment supports activities to provide basic education support to children in the Thai-Myanmar border refugee camps. Activities will identify and address evolving educational needs of the children and improve the quality of education in the refugee camps as well as prepare the children for reintegration with existing educational systems inside Myanmar upon their return. The total estimated value of this investment is \$0.5 million to be expensed in the 2018-19 financial year.

Agency	Country	Proj. Title	Start (actual)	End	Project summary
<b>USAID</b>	PHL	Science and Technology and Research Innovation for Development (STRIDE)	30-Jun-13	16-Jul-21	The Science, Technology, Research, and Innovation for Development (STRIDE) activity strengthens the Philippines' science, technology, and innovation ecosystem by upgrading higher education institutions, better positioning them to serve as drivers for sustained, inclusive economic growth. STRIDE strengthens links between U.S. and Philippine universities to improve innovation capacity, fosters linkages between industry and academia in high-growth sectors, and facilitates policy improvements. The activity works to improve the regulatory framework for higher education and innovation policies, systems, and curricula; bolster research and intellectual property outputs and management capabilities in partner institutions; and foster stronger collaboration between government, universities, and the private sector. STRIDE will continue to assist Philippine government agencies, including the Department of Science and Technology, the Department of Trade and Industry, and the Commission on Higher Education, as well as higher education institutions and the private sector, to boost human capital development and innovation.
<b>Germany— Ministry for Economic Cooperation and Development</b>	MMR	Skills Development for Vulnerable Youth in Rakhine State	4-Dec-17	31-Mar-23	Improving the access by youths from vulnerable social groups to vocational training and employment support in Rakhine State.



Agency	Country	Proj. Title	Start (actual)	End	Project summary
<b>USAID</b>	IDN	Sustainable Higher Education Research Alliances (SHERA)	4-May-16	3-May-21	USAID SHERA is a university-to-university research partnership that aims to improve Indonesia's ability to develop evidence-based policy making and contribute to global scientific discourse by increasing the quality and availability of scientific data. These partnerships conduct collaborative research and involve 2,000 faculty members, staff and Ph.D. students from 30 universities. The partnerships' research focuses on food security, sustainable energy alternatives, respiratory infectious diseases, urban development issues, and transportation technology. The university partners disseminate their research globally and establish networks for collaboration between individual scientists and institutions to promote innovation in key development areas. In close collaboration with the Ministry of Research, Technology and Higher Education and the Institute of International Education, the implementing partner provides technical assistance to the University of Indonesia, Bogor Agricultural University, University of Padjajaran, Institute Technology of Bandung, and the University of Gadjah Mada to establish and manage centers of excellence.
<b>Australia— Department of Foreign Affairs and Trade</b>	PHL	Sustaining Education Reform Gains (SERG) Project	1-Jan-19	30-Jan-22	The SERG Project seeks to extend and sustain the contributions and gains in teaching quality from two of Australia's recent national education programs: the Basic Education Sector Transformation (BEST), which ended in June 2019, in particular key strands focusing on improving the quality of teaching, and; the partnership with the Research Centre for Teacher Quality (RCTQ). The SERG Project will build on both these initiatives. It will deliver targeted technical assistance to strengthen the capacity of the Department of Education (DepEd) to implement effective teacher professional development, support the NEAP transformation and enhance the evolving Learning and Development (L&D) System.

Agency	Country	Proj. Title	Start (actual)	End	Project summary
<b>Republic of Korea</b>	LAO	Teacher empowerment project for qualitative improvement of primary school in Kham district, Xiengkhuang province, Lao P.D.R. ? Stage 2	19-Jan-18	31-Dec-20	School management and administration training for teachers to improve the quality of school operation will be implemented; educational materials and equipment for teaching and learning will be supported to prepare basic educational materials; workshop for district education development committee of district will be conducted for raising awareness of roles and establishing a common goal.
<b>Ministry of Foreign Affairs of Japan</b>	KHM	The Project for the Construction of Teacher Education Colleges	20-Dec-17	31-Dec-24	Construction of Teacher Education Colleges
<b>USAID</b>	IDN	USAID Kunci— Ready-to-Work Accelerator Program (RWAP)	20-Mar-17	19-Mar-20	RWAP is one of three activities under the workforce development initiative focusing on skills development and training for poor and vulnerable (P&V) youth. RWAP is a four-year project in two parts: an 18-month proof-of-concept phase and a 30-month implementation phase. It is designed to increase P&V youth access to skills development and training programs through enhanced outreach and retention practices in Central Java and East Java. It aims to meet its goals by developing up to 20 Centers of Excellence (CoEs) in select medium and large vocational training centers. These CoEs will ensure tripartite coordination among the local government, private sector and training center to improve Indonesian youth employability.

Agency	Country	Proj. Title	Start (actual)	End	Project summary
<b>USAID</b>	LAO	USAID Learn to Read	15-Aug-18	14-Aug-23	USAID Learn to Read aims to improve reading skills for all children in pre-primary level through second grade, with a particular focus on non-Lao speaking children and children with disabilities through a flexible, system-strengthening approach. The activity will improve government and non-government national and local-level systems, while reinforcing technical materials to sustainably and more effectively teach vulnerable children to read at their grade level. The activity will develop Lao literacy program packages for pre-primary and grade 1-2 classrooms and address gaps of learning needs of non-Lao speaking students and children with mild disabilities in the new curricula. In addition, a teacher training approach will be developed based on the collective experience of teachers in Lao PDR to strengthen the capacity of teachers to more fully meet the needs of diverse learners. USAID Learn to Read will also strengthen community engagement to create a conducive learning environment to support the literacy development of children outside of schools. This includes improved home literacy environments with a parent literacy forum and literacy home visits, as well as the development of key social behavior change communication messaging for use with various audiences from government staff to literacy champion volunteers and caregivers. USAID Learn to Read will emphasize an evidence-building approach in designing and testing strategies for embedding in the necessary systems for scaling to a much larger number of children so that reading can be improved nationwide.
<b>Germany— Ministry for Economic Cooperation and Development</b>	LAO	Vocational Education Lao PDR (VELA)	20-Dec-18	31-Jan-22	In dynamic economic centers ,Dual-Cooperative Training arrangements are established in selected occupational fields (agriculture, food processing, tourism, construction and automotive technology).

Agency	Country	Proj. Title	Start (actual)	End	Project summary
<b>Australia— Department of Foreign Affairs and Trade</b>	IDN	World Bank TF— Teaching and Education	22-Apr-16	31-Dec- 20	Funding under this investment supports the Government of Indonesia (Gol) in efficient and effective delivery of 12 years education by improving system financing and governance in strengthening the quality of the teaching force through a technical assistance by the World Bank Trust Fund. The program will focus on teacher reform policy through a technical assistance that support Gol to deliver effective teaching and learning processes, with specific focus on teacher competencies: teacher training institutions to ensure that new teachers are adequately prepared for teaching; teacher professional development system; teacher accountability through certification, appraisal and career development; broader engagement of teachers and local governments in the reform process; and the changes needed in the classroom and work outward to other levels of service delivery chain. The program will also improve the efficient delivery of education for all: recruitment, deployment and workforce management.
<b>Republic of Korea</b>	PHL	Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines	1-Jan-17	31-Dec- 20	Implement basic education through the development of alternative education centers and development of alternative education modules and teaching materials for teachers and students in areas affected by the typhoon Haiyan and expand the provision of high-quality educational opportunities for out-of-school girls.

Agency	Country	Proj. Title	Start (actual)	End	Project summary
<b>Germany— Ministry for Economic Cooperation and Development</b>	MMR	TVET Reform Program (AM) Phase II			The TVET Reform Program aims at the modernization and rehabilitation of technical training institutions under the Ministry of Education (MoE). The module objective (outcome) of the Program is to improve workplace-oriented training offers at the supported TVET institutes. The target group of the project comprises youths and young adults between approx. 14 and 20 years, as well as young jobseekers or employed persons who are seeking employment-oriented training in order to increase their opportunities for adequate jobs. In addition, teachers, instructors and management staff of the schools are part of the target group. The Financial Cooperation (FC) Program is a module under the joint German development program "Sustainable Economic Development" in Myanmar.
<b>Germany— Ministry for Economic Cooperation and Development</b>	MMR	TVET Reform Program Phase II	2-Jul-19	31- Mar-23	The TVET Reform Program aims at the modernization and rehabilitation of technical training institutions under the Ministry of Education (MoE). The module objective (outcome) of the Program is to improve workplace-oriented training offers at the supported TVET institutes. The target group of the project comprises youths and young adults between approx. 14 and 20 years, as well as young jobseekers or employed persons who are seeking employment-oriented training in order to increase their opportunities for adequate jobs. In addition, teachers, instructors and management staff of the schools are part of the target group. The Financial Cooperation (FC) Program is a module under the joint German development program "Sustainable Economic Development" in Myanmar. In a first phase, three institutes in Yangon will be supported by the Program in the framework of an interconnected network of training institutes. In the second Phase, the TVET Reform Program will be extended to additional locations in Mandalay. Due to their proximity to the industry, these locations offer good conditions for piloting labor-market oriented training. From the FC contribution, modern training equipment, as well as teaching and learning materials will be procured for the participating institutes and, if necessary, smaller construction measures financed. Within the

Agency	Country	Proj. Title	Start (actual)	End	Project summary
					<p>framework of the accompanying measure, equipment-related training will be financed, which enables the teachers and instructors at the institutes to operate and maintain the facilities properly, as well as to adequately apply them in class, from a technical and didactical point of view.</p>
<p><b>Germany— Ministry for Economic Cooperation and Development</b></p>	<p>MMR</p>	<p>Vocational training program (AM)</p>	<p>26-Feb-18</p>	<p>30-Jan-22</p>	<p>The TVET Reform Program aims at the modernization and rehabilitation of technical training institutions under the Ministry of Education (MoE). The module objective (outcome) of the Program is to improve workplace-oriented training offers at the supported TVET institutes. The target group of the project comprises youths and young adults between approx. 14 and 20 years, as well as young jobseekers or employed persons who are seeking employment-oriented training in order to increase their opportunities for adequate jobs. In addition, teachers, instructors and management staff of the schools are part of the target group. The Financial Cooperation (FC) Program is a module under the joint German development program "Sustainable Economic Development" in Myanmar. In a first phase, three institutes in Yangon will be supported by the Program in the framework of an interconnected network of training institutes: the Government Technical Institute (GTI) Insein, the GTI Shwepyithar and the Government Technical High School (GTHS) Ywarma. All three institutes are located in the same district and within close proximity to three adjoining industrial zones. Due to their proximity to the industry, these institutions offer good conditions for piloting labor-market oriented training. In addition, a photovoltaic system for the Industrial Training Center (ITC) in Sinde will be procured within the first Program Phase.</p>

Agency	Country	Proj. Title	Start (actual)	End	Project summary
<b>Australia— Department of Foreign Affairs and Trade</b>	TMP	Timor-Leste Human Development Program	14-Dec-15	30-Jun- 21	The Timor-Leste Human Development Program will deliver assistance in health, water, education, nutrition, gender equality, disability and social protection. It will work towards strategic objective 2 of Australia's Timor-Leste Aid Investment Plan: enhancing human development. Improved human development will ensure that coming generations of Timorese people are better able to lead, contribute to and benefit from their nation's economic and social development. The Australia Timor-Leste Partnership for Human Development (ATLPHD) is valued up to AU\$120 million over five years and is scheduled to commence in June 2016. The program will include an option to extend for a further five years, subject to program effectiveness, continued relevance, contractor performance and available funding.
<b>Republic of Korea</b>	MMR	UNICEF Creating Quality, Inclusive, Safe and Healthy Learning Environment for Girls in Myanmar	31-Aug-18	31-Jul- 21	The goal of the proposed project is to improve the life of girls in Myanmar by providing them with, and involving them in creating quality, inclusive, safe and healthy learning environments by strengthening technical and organizational capacity of the Ministry of Education and Ministry of Health for building, operating, maintaining and monitoring the water and sanitation services of Shan and Kachin schools
<b>Republic of Korea</b>	VNM	Strengthening rehabilitation treatment education capacity in the central Vietnam (2020-2022)	2-Dec-2019	2-Nov- 2021	Educational capacity building program that reinforces local trainers capacity through dispatching Korean professional rehabilitation therapist, Support local educational institution training in Vietnam, Refresh training for rehabilitation therapists, Rehabilitation training program, Support rehabilitation equipment, Initiate community health promotion program, Analysis about effectiveness of the training program
<b>Republic of Korea</b>	VNM	Rural Development Programme in Tuyen Quang Province	1-Dec-2018	2-Nov- 2022	Improve livelihood by rural infrastructure and income generation activities; Empower woman through gender-equality trainings, happy family management and income activities; Promote local residents' health by building capacity of healthcare professionals and improving facilities; Improve the quality of education by enhancing educational facilities and building capacity of educational staffs; Enhance the quality of public administration services and governance by improving public policies and building capacity of public officials

Agency	Country	Proj. Title	Start (actual)	End	Project summary
<b>Germany— Ministry for Economic Cooperation and Development</b>	VNM	Programme Reform of Technical and Vocational Education and Training	29-Dec-2017	30-Dec-2022	Programme Reform of Technical and Vocational Education and Training
<b>USAID</b>	VNM	Higher Education	1-Oct-2019	30-Sept-2020	Strengthen institutional capacities of public and private higher education institutions (including research institutes, teacher-training colleges and institutes, universities, community colleges, and the relevant officials, departments, and ministries responsible for higher education) to teach, train, conduct research, and provide community service; to contribute to development; and to promote professional development opportunities, institutional linkages, and exchange programs.
<b>USAID</b>	VNM	Building University-Industry Learning and Development through Innovation and Technology Alliance (BUILD-IT)	18-Sept-2015	16-Sept-2021	BUILD-IT helps Vietnam modernize its higher education sector by developing world class models for innovative technology and engineering programs at partner universities. BUILD-IT will achieve this objective through leadership development, curriculum reform, accreditation, and building private sector-university partnerships to bring project-based learning and technology into Vietnamese classrooms. With FY 2019 funds, BUILD-IT will deliver coaching and technical training that leads partner universities toward institutional accreditation and international recognition. The activity will deliver program accreditation training to university personnel, followed by ASEAN University Network Quality Assurance or Accreditation Board for Engineering and Technology (two accreditation-issuing organizations) coaching and mock visits to ensure compliance with accreditation requirements and standards. The faculty development



Agency	Country	Proj. Title	Start (actual)	End	Project summary
					program will expand to more than 100 faculty members in the coming year. Project-based programs will include the Engineering Projects in Community Service course, Women Engineering Projects in Community Service, database curriculum, cloud computing curriculum, Semiconductor Device Course, and automation programming and competition. BUILD-IT will also launch a third "maker-space" in Mekong Delta to further support applied curriculum and project-based learning models in this economically dynamic area of Vietnam.
<b>USAID</b>	VNM	Improving Access, Curriculum and Teaching in Medical Education and Emerging Diseases (IMPACT MED) Alliance	18-May-2016	31-May-2022	IMPACT-MED works with partner universities of medicine and pharmacy, healthcare facilities, and the private sector to collaboratively improve the quality and effectiveness of medical education in Vietnam through curriculum reform, project-based learning, innovation, and support for legal reforms in the area of postgraduate medical training. With FY 2019 funds, IMPACT-MED will:.1) Complete and implement the reformed pre-clinical curriculum (Year One through Year Three) of the six-year undergraduate program at five partner universities;.2) Implement E-learning and active teaching approaches across partner universities;.3) Implement continuous quality improvement system toward international standards at partner universities;.4) Support the Ministry of Health to develop decrees and circulars governing postgraduate medical education;.5) Complete and implement the residency components of the pilot postgraduate programs, and.6) Implement the piloted Infection Prevention and control program to additional healthcare facilities. These activities will help advance the reform process of partner universities and healthcare facilities toward building a strong and effective health workforce in Vietnam.
<b>Australia— Department of Foreign Affairs and Trade</b>	VNM	SO1: Human Resource Development Facility	1-Feb-2016	31-Dec-2020	The Human Resource Development Facility is a tool to implement a renewed investment by the Australian Government to the human resource development in Vietnam. The investment, aligning closely with Australia’s Aid Investment Plan and is aimed at strengthening the level professional and technical knowledge, skills and competencies in Vietnam. Its outcomes include: strengthening contributions made by

Agency	Country	Proj. Title	Start (actual)	End	Project summary
					male and female alumni through using new skills and knowledge; strengthening workplace enabling environments for skills utilization in selected priority areas; and stronger, sustainable links between Australia and Vietnam in selected priority areas. The activities are designed to extend our assistance beyond more traditional forms of education support, such as long-term scholarships, and diversify across other forms, such as short courses, support for technical and vocational training, women’s leadership training, more focused support for alumni, and more.
<b>Australia— Department of Foreign Affairs and Trade</b>	VNM	Institutional links to address issues in higher education in Vietnam	1-July-2018	30-June-2023	Around 150 lecturers (at least 135 from 30 Vietnamese universities) are brought together to exchange their innovations in teaching content in English (English Medium Instruction—EMI) through seminars, workshops and classroom observations at UniSA and Viet Nam.

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