

INTRODUCTION

1. Background

Sticking to the view and guidance that education and training is the top policy of Vietnamese Party, State and people. Investment in education and training is considered a type of development investment which is also prioritized among social and economic development programs. In the past years, education and training activities have been strongly promoted using various resources and obtained remarkable results to contribute importantly to the industrialization and modernization, social and economic development, national defense process of Vietnam. Education and training sector has been a concern of entire political system receiving considerable contribution from the people.

Among investment capital channels for education and training, the state budget plays a key role with total spending at 20% of annual budget revenue and this ratio has been retained for many years. Among the others, the official development assistance (ODA) accounts for 5%-8% depending on budget year, therefore we can see that ODA plays an important role in achieving overall goals of education and training in the past years.

For the new period with requirements set for comprehensive innovation in education and training, the attraction and effective management of ODA capital is still an important issue with numerous theories and practices needing explanation, clarification and formulation into system to foster the management. Particularly at the project level, the management of ODA at project management units during implementation process is needed to enhance the efficiency of ODA management.

From that perspective, the author selects this research with topic *“Management of ODA in the projects of the Ministry of Education and Training of Vietnam”*

2. Summary of previous studies

2.1. Local studies

The author investigates selected studies conducted by local researchers in recent years related directly to the research topic regarding ODA management by sector and state management of this capital.

2.2. International studies

Many researchers have conducted independent studies on this funding source, these studies are diverse in a wide range of scopes and objectives for both donor and recipient countries. In different aspects, the authors have pointed out the positive and negative aspects of this capital source for recipient countries. Some experiences in ODA management of different countries are also investigated

3. Study gap and study orientation

Through approaching and investigating at different level to all the works mentioned above, the author is able to obtain necessary materials and background on official development assistance (ODA) capital which enables the author to conduct in-depth study. Therefore, the author presents inherited theories and inadequacies of the researches to determine the research objectives.

4. Objectives and tasks of the research

Research objectives

Clarifying the theoretical basis and reality of the management of official development assistance (ODA) projects at the Ministry of Education and Training of Vietnam, thereby proposing appropriate solutions to improve ODA capital management of these projects in the coming time.

Research tasks

- Overviewing published scientific works related to the thesis topic. Focusing on theoretical and practical basis of ODA

management and ODA project management at the Ministry of Education and Training of Vietnam. Specifying management characteristics, principles and management processes of ODA projects in the field of education and training, as well as evaluation criteria and influencing factors.

- Studying the current status of ODA management in the projects under the Ministry of Education and Training to make assessments, comments, as well as to point out causes, influencing factors and offer solutions .
- Proposing solutions to improve the management of ODA projects under the Ministry of Education and Training of Vietnam by 2025, with a vision to 2030.

5. Scope and object of the research

Research object

Theoretical and practical issues of ODA management and ODA management of projects in the field of education and training at the Ministry of Education and Training of Vietnam.

Scope of the research

- In terms of content: The author focuses on the management of ODA projects in the field of education and training at the Ministry of Education and Training of Vietnam. The author limits the scope to the management of ODA funded by the state budget to the Ministry of Education and Training as the project owner who is in charge of capital allocation to project management units to implement project disbursement management, capital construction, and frequent expenditure to support the education and training activities. Content and process of ODA project management at the Ministry of Education and Training is the focus of this thesis.

- In terms of time series: Research data, evidence in a number of projects in the period 2016 - 2021. Complete solutions and proposals for the period to 2025, vision to 2030.
- In terms of research space: ODA is implemented in projects by the Ministry of Education and Training as the governing agency for all provinces and levels of education.

6. Methodology and scientific contribution of the research

When implementing the thesis, the author flexibly uses the methodologies which are commonly used in scientific research such as historical materialism, dialectical materialism and Marxist-Leninist dialectic; scientific research methods such as synthesis; comparison; analytical and descriptive; mathematical statistics, etc. All the above methods will be applied flexibly by the author during the research in combination or in separate methods for each section and subsection of the research.

In addition, the author will also apply some specific activities and tasks to apply these methods during the research process: looking up documents; synthesizing and processing information. The collected information and documents are arranged by research content and classified into groups including legal documents, regulations and guidelines of the Party and State on ODA; published theories, scientific works, topics and articles on ODA; practical data and figures on ODA projects for education and training. Presenting a combination of interpretation and explanation by evidence, induction and conclusions which are presented in the form of words, tables of data, figures, diagrams modeling using Microsoft Office tools.

7. Theoretical and practical contribution

On the theoretical aspects: The research determines theoretical gap regarding ODA project management in the field of education and training. The thesis particularly emphasizes the concept, characteristics,

principles, content, evaluation criteria, and determinants of ODA project management in education and training of Vietnam.

On the practical aspects: The research analyzes and synthesizes the results and limitations, and points out the causes in the ODA project management of the Ministry of Education and Training of Vietnam. Thereby, the author recommends major and applicable solutions to improve the efficiency of ODA project management in education and training in the coming years.

8. Research structure

In addition to the introduction, conclusion, references, and appendix, the thesis is designed into 03 chapters including:

Chapter 1: THEORIES OF ODA MANAGEMENT IN EDUCATION AND TRAINING

Chapter 2: PRACTICAL ODA MANAGEMENT OF THE PROJECTS UNDER MINISTRY OF EDUCATION AND TRAINING OF VIETNAM

Chapter 3: IMPROVING THE EFFICIENCY OF ODA MANAGEMENT OF THE PROJECTS UNDER MINISTRY OF EDUCATION AND TRAINING

CHAPTER 1

THEORIES OF ODA CAPITAL MANAGEMENT FOR EDUCATION AND TRAINING

1.1. OVERVIEW OF ODA

1.1.1. The concept of ODA capital

Historical overview of ODA, different understandings and concepts of ODA by different international organizations.

The author comes to the conclusion of giving the concept of ODA on the basis of the author's research and findings. From there, the author gives the basic concept of ODA in the following aspects and contents: *i) ODA is an official source of support, at the national/governmental level or entrusted through a widely recognized international organization to finance and support a country/government, "officially" here is understood as the State, the Government; ii) ODA is a source of development assistance for the purpose of financing through a specific social security, welfare and social infrastructure development objective in order to promote socio-economic development, social equality and infrastructure of the grantee country, meaning support; and iii) Finally, ODA is the source of support capital because this support can be 100% "free" or has a "free" ratio of at least 25% of the value if compared to commercial mobilized credit capital in the international market. This ratio is calculated to sum up the factors, variables of the loan, specific loan contract, expressed through interest rate incentives, grace period, repayment period, number of repayments, technology transfer or management skills.... of the lender, the donor to the recipient, the meaning of more or less support expressed in this ratio.*

1.1.2. Characteristics of ODA capital

From the concept, the author goes to the analysis of the characteristics of ODA capital in both the donor and the recipient country.

1.1.3. ODA funding methods

The author analyzes and presents the methods of funding ODA in the manner of receiving capital in the recipient countries and classifying ODA according to the nature of capital and funding sources.

1.2. ODA CAPITAL MANAGEMENT FOR EDUCATION AND TRAINING

1.2.1. Concept, characteristics and principles of ODA management for education and training

1.2.1.1. ODA management for education and training

Within the scope of this research, it is possible to understand the concept of ODA management for the field of education and training as follows: “As the official development assistance management activity composed in the state budget and is fully allocated to the Ministry of Education and Training as the project management agency who will decentralize and allocate to project management units to manage project disbursement in accordance with the provisions of law, in order to spend on capital construction and frequent expenditure in the field of education and training to foster different objectives of the education and training sector in each specific period”.

The management entity here is the Ministry of Education and Training as the governing body, the project management unit is the agency that manages the disbursement. As a source of state budget, management objects, methods and management tools complies with the stages of the management process: planning, capital estimation; plan implementation, capital disbursement; capital assessment and settlement.

1.2.1.2. Characteristics of ODA management for education and training

The author analyzes and outlines seven characteristics of ODA management for education and training.

1.2.1.3. Principles of ODA management for education and training

Five principles of ODA management for education and training are presented in this section as well as managing other sources of state budget, ODA management has general and specific principles as follows:

First, ODA management must comply with the provisions of the law on management and use of ODA capital in Vietnam and in donor's country.

Second, ODA funds are provided, allocated and managed in accordance with the education and training development strategy and planning in each specific period and must be associated with the development goals of the education and training sector.

Third, strictly complies with the responsibilities and powers of state management agencies, organizations and individuals related to the management and use of ODA in the field of education and training. ODA management for the field of education and training is associated with the characteristics of sector management, education level, and associated with the accountability of organizations and individuals related to the management and use of ODA capital.

Fourth, manages ODA in accordance with the law on state budget and regulations on management of ODA capital separately issued by the Government and by the donors. Capital management must ensure centralization, synchronization, quality, economy, efficiency and the ability to balance the overall resources of the industry, avoiding lose or waste.

Fifth, ensures publicity and transparency in the management and use of ODA for education and training. At the same time, organizations and individuals are encouraged to directly invest in the form of public-private

partnerships in public investment projects for education and training for the purpose of sector development.

1.2.2. ODA management process and content for education and training

The process and content of ODA management for education and training including: ODA planning and estimating; implementation, ODA disbursement; inspection, ODA evaluation and settlement.

1.2.3. Evaluation criteria for ODA capital management for education and training

There are seven criteria for evaluating ODA capital management for education and training which are detailed by the author in the thesis including:

First, the ability to allocate capital and estimate ODA capital

Second, the use of ODA for the right purposes

Third, ODA payment

Fourth, ODA settlement

Fifth, project implementation timing

Sixth, project disbursement rate

Seventh, quality and quantity of project outputs

1.2.4. Factors affecting ODA management for education and training

Objective and subjective factors affecting ODA management for education and training.

Objective factors

- The level of stability of political and socio-economic institutions.
- The level of synchronization of policies related to ODA capital.
- Subjective factors
- Executive management capacity of the management unit.
- Ability to allocate, plan and disburse capital.

Therefore, it is necessary that during the implementation of the program, the project needs to synchronously manage and coordinate the combination of capital sources to maximize the efficiency of ODA. A certain capital source is not fully allocated, not paid in time, affecting the disbursement progress and the quality of the project outputs.

1.3. ODA CAPITAL MANAGEMENT EXPERIENCE AND LESSONS FOR THE FIELD OF EDUCATION AND TRAINING

ODA management experience in some areas such as transportation, infrastructure development, health and agriculture is researched and analyzed. From there, it offers lessons for the education and training sector.

First, management model and specialized management unit is applied (or not) flexibly to each project, sponsor and the nature of the project capital.

Second, experience in improving capital allocation, capital planning and management capacity of staff who are directly managing ODA capital. The correct, sufficient and timely allocation of capital is very important in the project implementation process.

Third, there is a scale associated with the responsibility for performing public duties, implementing the project according to the outputs and the

project plan at the time of implementation. Gradually improving the scale of the ODA efficiency for the education and training sector.

1.4. CONCLUSION

Chapter 1 aims to understand the rationale for ODA, the nature of ODA for a country. ODA management process in general and ODA management for education and training in particular. From the theories and management processes, the thesis shows the criteria and factors affecting the management of ODA for education and training. These theories serve as the basis for researching, analyzing and evaluating the current state of ODA management for education and training which will be presented in Chapter 2. To that goal, chapter 1 clarifies the following:

First, systematizes the most general knowledge about ODA. From the concept, characteristics to the methods of financing ODA capital of donors.

Second, presents the theory and content of ODA management for education and training. Management theory and content are associated with ongoing practices in ODA management at projects, evaluation criteria and factors affecting ODA management in projects under the Ministry of Education and Training. Create scientific arguments as a basis for analyzing and evaluating the current state of ODA management in Chapter 2.

Third, overviews the management of ODA capital of some other sectors that have received, used and managed ODA capital in recent years. The results achieved and the success will be referenced to draw some lessons for education and training.

CHAPTER 2

CURRENT SITUATION OF ODA MANAGEMENT IN THE PROJECTS OF THE MINISTRY OF EDUCATION AND TRAINING

OVERVIEW OF THE IMPLEMENTATION OF ODA PROJECTS OF THE MINISTRY OF EDUCATION AND TRAINING

2.1.1. Overview of projects using ODA for education and training in Vietnam

The author presents an overview of the situation of investment projects for education and training in the period of 2016-2021.

In the period of 2016-2021, the Ministry of Education and Training is assigned by the Government as the managing agency to implement a total of 11 programs and projects with a total signed capital of 1.43 billion USD, of which ODA capital is 1.28 billion USD and reciprocal capital is 0.14 billion USD. Among the major donors, the World Bank is the largest multilateral donor to education and training with an absolute amount of 0.73 billion USD, accounting for 57.18% of the total ODA for education and training projects in this period, implemented in 6 projects from preschool to higher education. Next is the Asian Development Bank with a total committed funding capital of 0.46 billion USD implemented in 4 projects focusing mainly on secondary education. In addition, there is 01 project funded by the Japanese government to upgrade Can Tho University with a committed capital of 90 million USD.

2.1.2. Overview of the results of some projects

The thesis presents some of the main results achieved in the period 2016-2021 within the scope of the study.

2.2. CURRENT SITUATION OF ODA MANAGEMENT OF PROJECTS AT THE MINISTRY OF EDUCATION AND TRAINING

In this section, the author analyzes in-depth the current situation of ODA management of projects of the Ministry of Education and Training in the past time with the contents presented in Chapter 1 of the theoretical basis, including:

- 2.2.1. Legal basis for ODA management at the Ministry of Education and Training
- 2.2.2. Decentralization of ODA management at the Ministry of Education and Training
- 2.2.3. Planning and estimating ODA capital for projects
- 2.2.4. Implementation of plans, disbursement of ODA capital for projects
- 2.2.5. Inspection, evaluation and settlement of ODA capital

2.3. ASSESSMENT OF ODA MANAGEMENT OF PROJECTS OF THE MINISTRY OF EDUCATION AND TRAINING

2.3.1. Results

From the current situation, the author summarizes five results achieved by ODA management activities of projects at the Ministry of Education and Training.

First, making a master plan, developing a professional plan accompanied by a comprehensive and detailed capital plan for each year, the project implementation phase has become a process and framework regulation that all projects are proficient and well implemented.

Second, developing capital plans, annual recurrent capital estimates, which are always strictly and fully complied with by project management units at the request of the Ministry of Education and Training and the Ministry of Finance.

Third, planning capital for improving projects. The project management units actively coordinate with the Ministry of Education and Training to implement the medium-term public investment plans for the period 2016-2020.

Fourth, the compliance with capital plan is strictly implemented, the project management units are always proactive in implementing the approved plan as soon as the operation plan and financial plan are approved by the Ministry of Education and Training.

Fifth, the settlement, finalization report of works and annual capital settlement report are fully implemented on time.

2.3.2. Limitations and causes

From the current assessment, the thesis also points out some limitations of ODA management at projects, and the causes of such limitations:

Limitations

First, capital planning and estimate have been adjusted multiple times due to low quality of the project designs.

Second, capital settlement report, summary report on project completion have not ensured compliance with regulations.

Third, low disbursement rate.

Fourth, the project progress has not been guaranteed by design.

Fifth, the quality and quantity of the project outputs have not been guaranteed according to the designs.

Sixth, organization and decentralization models for ODA management projects have not been consistent and synchronous.

Causes

a. Subjective causes:

- First, the capacity of project management of some investors, project owners and project management units in managing ODA capital is still limited in promoting the progress of completing investment procedures, and urging the appraisal progress of competent agencies.
- Second, the coordination regulations in the planning appraisal organization still have been overlapped which affects the investment procedures.
- Third, budget planning has not been paid enough attention.
- Fourth, the project management units are established and performs tasks according to each agreement and are dissolved when the projects end according to the decision of the Ministry of Education and Training.
- Fifth, the decentralization of project management has not been suitable for an educational ODA project using a mixture of basic construction investment capital and recurrent capital. Frequently altered disturbances have no stability during the project implementation period.
- Sixth, the coordination between program and project management units and departments and functions of the Ministry of Education and Training has not been tied.
- Seventh, the participation ministries, sectors, localities, and direct beneficiaries.
- Eighth, it's the lack of personnel stability at senior management of projects. In the period of 2016-2021, due to many reasons, projects are delayed in disbursement and warned by donors many times.

b. Objective causes:

- First, projects implemented in the period of 2016-2021 at the Ministry of Education and Training are mostly signed in loan agreements before the period of 2015-2016, so they must be restructured many times during implementation process.
- Second, the implementation time from the idea of the project proposal to the project disbursement is usually a long process from 2 to 5 years.
- Third, according to the Law on Construction, construction projects are eligible for approval when appraised by specialized construction agencies (Ministry of Construction or Department of Construction according to decentralization).
- Fourth, problems with the investment capital registration procedures of ODA projects according to the Government's Decree No. 16/2016/ND-CP and the donor's specific regulations. The donor intervenes deeply in the activities of the project, giving rise to the negotiation time, suspending for non-objection letters (typically projects funded by the WB, ADB).
- Fifth, problems with the management and supervision mechanism of donors.
- Sixth, difficulties due to the general impact of the COVID-19 pandemic leading to the overall delay in implementation progress of projects, especially ODA projects of the Ministry of Education and Training are almost unable to implement which require a large number of people and lead to delay in planning and progress. The design project of training and retraining moving from centralized to online significantly reduces the volume of disbursed capital compared to the original design; Due to the impact of pandemic, the interruption of the settlement of capital completed in the High School Project 2 affects the completion of some project items such as importing equipment of Viet Duc project ...

2.4. CONCLUSION

With the goal of assessing the current situation of ODA management in projects under the Ministry of Education and Training. Based on the scientific arguments and reasoning presented in Chapter 1, the author conducts the research in steps, processes, and examples in some typical projects. From there, the author indicates the limitations and causes, thereby providing a premise for proposals and recommendations in chapter 3. Sticking to that goal, in this chapter, the content has presented the following issues:

First, overviews of implementation and achievements of projects under the Ministry of Education and Training in recent years.

Second, conducts examination of survey data, analyzes and evaluates comprehensively in the aspects of ODA management of a project by steps and procedures, relating practical evaluation theory to ODA projects under the Ministry of Education and Training in the period of 2016-2021.

Third, objectively evaluates the results achieved and the limitations in the process of ODA management of projects. Indicates the cause of these limitations.

From the analysis and assessment in this chapter, the author attempts to offer proposals and solutions in the Chapter 3.

CHAPTER 3

IMPROVING ODA MANAGEMENT IN THE PROJECTS OF THE MINISTRY OF EDUCATION AND TRAINING

3.1. DEVELOPMENT ORIENTATION AND DEMAND FOR ODA CAPITAL FOR EDUCATION AND TRAINING TO 2025 AND VISION TO 2030

3.1.1. Development orientation of the education and training to 2025 and vision to 2030

In order to successfully implement the resolutions and guidelines of the Party, the National Assembly and the Government, the education and training sector has outlined a number of tasks and solutions focusing on the overall development. Implementing the ten-year socio-economic development strategy 2021-2030 and the five-year socio-economic development plan 2021-2025, the education and training sector continues to carry out fundamental and comprehensive education and training reform to meet the requirements of industrialization in the context of socialist-oriented market economy and international integration; improves the quality of human resources associated with promoting innovation, application and strong development of science and technology; focuses on training human resources with high skills and technical qualifications; implements a new textbook program; enhances ethics and lifestyle education for students; associating higher education innovation with strengthening scientific and technological potential [5]. Some of the major tasks are:

- Reviewing, planning and developing the network of education and training insitutions.
- Improving the quality of teachers and administrators of education and training, raising the standards for teachers at all levels.

- Promoting vocational and stream-oriented education in general education; strengthening physical education and ethics education, soft skills for students; and ensuring a safe educational environment.
- Improving the quality of foreign language teaching, especially English at all levels.

3.1.2. ODA capital demand for education and training in the period of 2022-2025, with a vision to 2030

According to the forecast, the total investment demand for infrastructure investment in education and training is estimated at about 10 billion USD for the period of 2022-2025, with the above analysis data, in the condition of limited state budget, many goals must be implemented. Official development assistance (ODA) accounts for about 5%-8% depending on each budget year. At that time, the ODA is still a capital source contributing a significant and important part in the overall success of education and training and the investment demand for the education and training in the coming time.

Particularly for ODA for projects that are implementing by annual capital demand in 2022: A total of VND 3,532.442 billion (including VND 2,564.917 billion from capital construction, VND 967.525 billion from non-profit and public administration capital); In 2023, a total of VND 937.475 billion (including VND 840.950 billion from capital construction, VND 96.525 billion from non-profit and public administration capital); In 2024, a total amount of VND 675.735 billion (including all capital construction); In 2025, a total amount of VND 621.659 billion (including all capital construction).

Currently, the Ministry of Education and Training is negotiating and coordinating with ministries and agencies to arrange 03 projects with the World Bank (WB) (expected to sign the agreement in 2023-2024) with a total of 510 million USD for higher education and primary education. And other two projects with the Asian Development Bank (ADB) for high school and secondary education with an estimated funding of about

270 million USD. These projects serve the needs for general education innovation, preparing facilities to realize specific goals to 2025, with vision to 2030.

3.2. SOLUTION TO IMPROVING ODA MANAGEMENT FOR PROJECTS AT THE MINISTRY OF EDUCATION AND TRAINING

From the theoretical basis, and the criteria for evaluating the current situation of ODA management of the projects of the Ministry of Education and Training, the author offers solutions to improving ODA management of projects at the Ministry of Education and Training, including:

3.2.1. Improving ODA planning and estimation

In order to realize the key tasks and implementation solutions to achieve the goals set for the coming period, the Ministry of Education and Training has a master plan for the whole sector in phrases. The overall strategic plan, the total investment capital are clearly detailed for ODA capital, detailed by investment category and expected donors. The overall budget planning needs to closely link with the industry master plan. Ministry of Education and Training needs to propose the details for each source of capital to the government and industries at all levels to consider the arrangement.

3.2.2. Improving the implementation of the capital plan and ODA disbursement

3.2.2.1. For the approval of the implementation plan

3.2.2.2. For the settlement process, disbursement from donors

3.2.2.3. Completing the control process for the implementation of capital plan

3.2.3. Improving inspection, evaluation and settlement of ODA capital

The purpose of monitoring and evaluating for programs and projects is to support the management tasks such as project planning, plan implementation, and reporting. Monitoring and evaluating also meet the requirements of inspection, evaluation, audit of results by competent levels. The requirements of management and evaluation supervision of the Government and donors. Programs and projects should actively propose the assessment forms, quantities and periods in accordance with the implementation model of their projects, and submit them to the Ministry of Education and Training and sponsors for approval. The form of assessment can be: Mid-term assessment is a assessment that will be carried out during the program, after 2-3 years of program implementation or during the middle of project implementation, it assesses the results achieved after 1/2 of the project implementation to make appropriate decisions for the remaining half; program termination assessment which will be conducted after the project is completed.

3.3. CONDITIONS FOR THE SOLUTION

To implement the above solutions, the Ministry of Education and Training needs to implement some specific contents as follows:

- First, promulgates criteria and processes for ODA management according to the investment nature of this capital source to decide on the management model and implementation method to fit each project.
- Second, it is necessary to improve financial capacity, arrange sufficient capital for programs and projects.
- Third, strengthens the communication and dissemination of the projects, enlists the support and participation of ministries, sectors and localities, and beneficiaries in the projects.
- Fourth, it is necessary to establish a department or task force specializing in advocacy, negotiation and signing, and monitoring ODA disbursements.

- Fifth, the Ministry of Education and Training should periodically and possibly every two years host a conference on solutions, attraction and improvement of ODA governance between the Ministry of Education and Training and agencies, donors to enhance the attraction of ODA for educational innovation and improvement of efficiency, and capital management for ODA projects.

3.4. RECOMMENDATIONS

Recommendations to relevant agencies on ODA and management of ODA for education and training.

3.4.1. To the National Assembly and the Government

3.4.2. To the sponsors

3.5. CONCLUSION

In order to successfully implement the Party's resolutions, the National Assembly and the Government assigned the education and training sector to realize a number of tasks focusing on the overall development of the sector in the coming period. The project "Orientation to attract, manage and use ODA and preferential loans of foreign donors in the period of 2021 - 2025". According to the forecast, the total investment demand for investment infrastructure for education and training is estimated at 5-7 billion USD for the period 2021-2025, in the condition of limited state budget, multiple goals must be implemented simultaneously while ODA is still a significant capital to support the development of the education and training sector.

Therefore, along with solutions to mobilize capital sources, and call for socialized capital to invest in education and training, the effective management and use of capital is very important. Particularly for ODA capital, due to its unique characteristics, it is necessary to have a solution to improve the ODA management process and efficiency. Based on the practice and theories, the author proposes some solutions on the aspects of the management units internally, and on the aspects of the Ministry of Education and Training. In fact, the author integrates recommendations with relevant agencies to invest ODA capital in education and training in a unified way. The proposals and recommendations have been considered by the author to integrate and harmonize reality and current legal regulations, which are practical and feasible.

PUBLICATION INDEX

1. Nguyen Hai Hung (2015), Management of capital use at the implementation stage of ODA programs and projects for education and training, *Journal of Industry and Trade*, No. 11 - November 2015, 48-53.

2. Nguyen Hai Hung (2016), Current situation and solutions to attract official development assistance (ODA) investment in education and training in the current period and the following years, *Journal of Industry and Trade*, No. 1 - January 2016, 34-38.

3. Nguyen Hai Hung (2022), Factors affecting the management of ODA programs and projects under the Ministry of Education and Training, *Journal of Finance and Accounting Research*, No. 07 (228) - 2022, 5-7.

4. Nguyen Hai Hung (2022), Criteria for evaluating ODA management for programs and projects under the Ministry of Education and Training, *Financial Magazine*, Period 1 - July 2022 (780), 65-67.