3

PROCESS OF NATIONAL PEDP DEVELOPMENT

3.1   Overview

3.1.1   Overall Process

In addition to the situation review, Program Team implemented various activities in the preparation stage of PEDP 2002.   Activities include meetings/seminars for PEDP introduction to stakeholders, needs assessment workshops, field trips to primary schools, donor coordination meetings, etc.   The outcomes of these activities form the basis of PEDP development.   The following diagram outlines the PEDP development process during August 2001 to March 2002, followed by a task flow chart of Program Team (Figure 3.1.2).
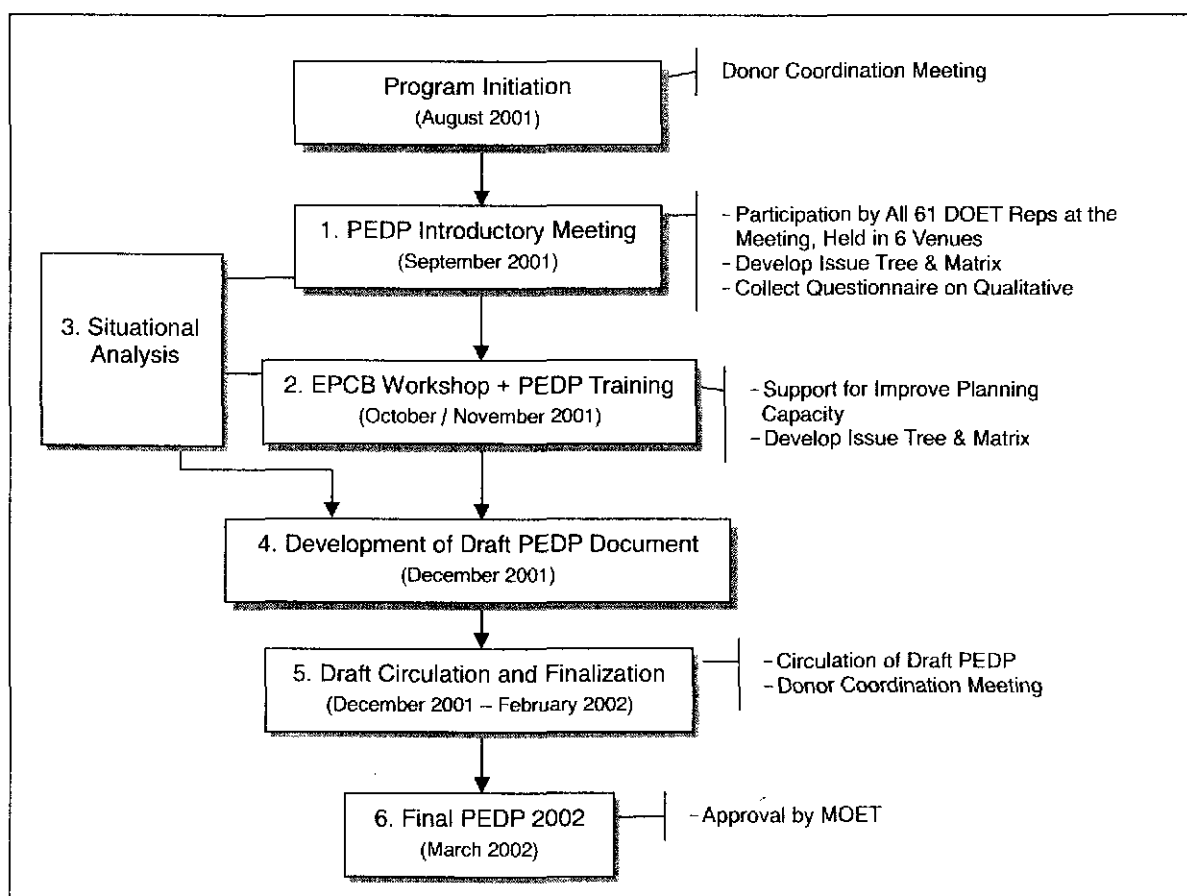

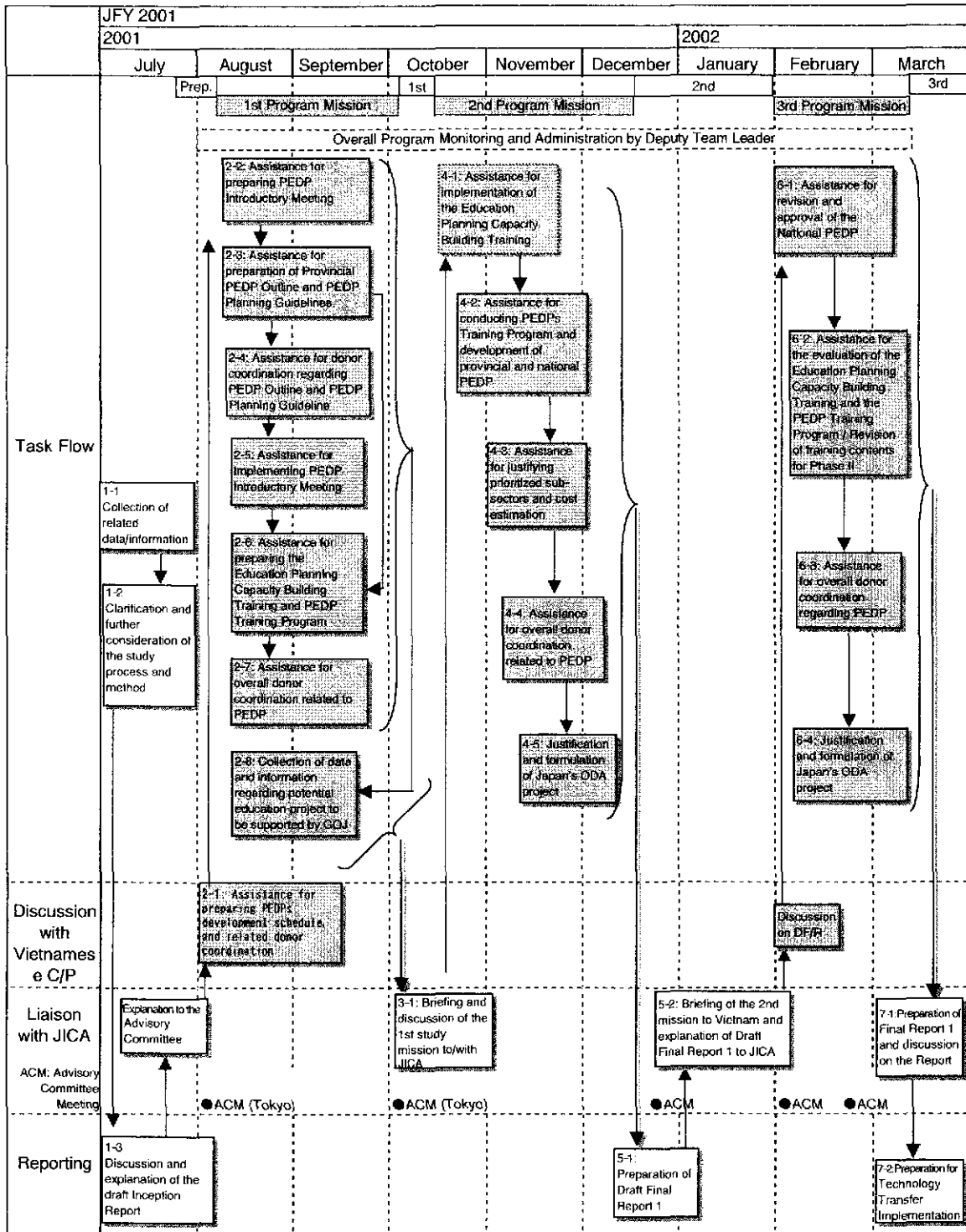**Figure 3.1.1: Overall Process of PEDP 2002 Development**

JFY 2001								
2001						2002		
July	August	September	October	November	December	January	February	March
Prep.			1st			2nd		3rd

1st Program Mission — 2nd Program Mission — 3rd Program Mission

Overall Program Monitoring and Administration by Deputy Team Leader

Task Flow

2-2: Assistance for preparing PEDP Introductory Meeting

2-3: Assistance for preparation of Provincial PEDP Outline and PEDP Planning Guidelines

2-4: Assistance for donor coordination regarding PEDP Outline and PEDP Planning Guideline

2-5: Assistance for implementing PEDP Introductory Meeting

2-6: Assistance for preparing the Education Planning Capacity Building Training and PEDP Training Program

2-7: Assistance for overall donor coordination related to PEDP

2-8: Collection of data and information regarding potential education project to be supported by GOJ

1-1 Collection of related data/information

1-2 Clarification and further consideration of the study process and method

4-1: Assistance for implementation of the Education Planning Capacity Building Training

4-2: Assistance for conducting PEDPs Training Program and development of provincial and national PEDP

4-3: Assistance for justifying prioritized sub-sectors and cost estimation

4-4: Assistance for overall donor coordination related to PEDP

4-5: Justification and formulation of Japan's ODA project

6-1: Assistance for revision and approval of the National PEDP

6-2: Assistance for the evaluation of the Education Planning Capacity Building Training and the PEDP Training Program / Revision of training contents for Phase II

6-3: Assistance for overall donor coordination regarding PEDP

6-4: Justification and formulation of Japan's ODA project

Discussion with Vietnamese C/P

2-1: Assistance for preparing PEDP development schedule, and related donor coordination

Discussion on DF/R

Liaison with JICA

ACM: Advisory Committee Meeting

Explanation to the Advisory Committee

3-1: Briefing and discussion of the 1st study mission to/with JICA

5-2: Briefing of the 2nd mission to Vietnam and explanation of Draft Final Report 1 to JICA

7-1: Preparation of Final Report 1 and discussion on the Report

●ACM (Tokyo)   ●ACM (Tokyo)   ●ACM   ●ACM   ●ACM

Reporting

1-3 Discussion and explanation of the draft Inception Report

5-1: Preparation of Draft Final Report 1

7-2: Preparation for Technology Transfer Implementation

Figure 3.1.2: Task Flow Chart (August 2001 – March 2002)

3.2 PEDP Introductory Meeting (September 2001, 6 venues, nationwide)

3.2.1 Objectives

The objectives of the workshop were as follows:

- To conduct a participatory problem analysis of the primary education sector with senior DOET staff;
- To promote an understanding of, and to raise awareness of, the PEDP process among DOET staff;
- To provide DOET staff with an introduction to the draft guidelines for preparation of Provincial PEDPs; and
- To distribute a training needs assessment questionnaire to DOET staff on planning skills.

3.2.2 Preparation

(1) Materials

The following materials were prepared in both English and Vietnamese in consultation with PMU and a JICA Technical Advisor attached to JICA Hanoi Office (Refer Annex 3, Appendix A).

- a) Material on Needs Assessment and "What's PEDP?"
- b) OHP sheets for a)
- c) Draft of Provincial PEDP Guideline
- d) Questionnaire for Participants from DOETs (distributed two weeks prior to the meeting)

Material on needs assessment consist of (a) participatory analysis; (b) core issue; (c) formulation of issue tree; and (d) formulation of issue matrix and the draft Provincial PEDP Document comprising (1) PEDP form to be filled out by each province by November 20; and (2) instructions on how to fill out the form. The contents of both documents were elaborated and agreed upon by Program Team and PMU.

(2) Selection and Training of Facilitators

In September 2001, Program Team and PMU interviewed 14 candidates and selected seven facilitators. The training session was held for three days from September 5-7, using the actual workshop time framework. This training provided facilitators with experience in participatory needs assessment. A similar session was conducted for PMU members for two days.

3.2.3 Participants

Invited participants included the DOET Director, the Director/Deputy Directors of the Primary Education Division, and the Finance and Planning Division from each province. In total, approximately 180 participants attended the meeting.

3.2.4 Agenda

The Introductory Meeting was held in six regions, gathering 61 provinces and cities (Northern Uplands, Red River Delta, Central Coast, Central Highlands, South-East Region and Mekong River Delta) over the following periods:

Sep. 17-19	Ho Chi Minh City	Sep. 24-26	Dong Thap
Sep. 18-20	Nam Dinh	Sep. 24-26	Phu Tho
Sep. 18-20	Binh Thuan	Sep. 24-26	Gia Lai

The meeting agenda was as follows:

Table 3.3.1: Meeting Agenda

Day	Time	Program Outline
1	09:00-12:00	Introduction – Objectives of the Seminar Introduction to PEDP PEDP Conception PEDP Outline PEDP Guideline PEDP Development Schedule
	13:30-15:00	Needs Assessment 3-1 Introduction to PCM/Log-frame 3-2 PCM Planning Tool (1): Participants' Analysis and Needs/Problem Analysis – Theory Q&A Session
	15:30-17:00	3-3 Group Work 1: Participants' Analysis 3-4 Group Work 2: Needs/Problem Analysis
2	09:00-12:00	Group Work 3: Needs/Problem Analysis
	13:30-15:00	Group Work 4: Needs/Problem Analysis
	15:30-17:00	3-6 Group Presentation Discussion What kind of planning skill is necessary/strengthened? What kind of primary education improvement is necessary? How can such necessity be coped with? Overall Q&A Session
3	10:00-12:00	4. Group Discussion i.e. Issues to be addressed in the PEDP Training Program Suggestions for improvement of the draft "outline" and "guideline" Presentation of group discussion results 5. Overall Clarification Session

3.2.5 Training Contents

The contents included the following themes:

i) Background and Aims of the Study
ii) Assessment of the Current Situation of Primary Education
iii) Needs Assessment in Six Regions
iv) Needs Assessment on Education Planning Skills

Theme "i)" was explained by Program Team and PMU members and themes "ii)" and "iii)" were clarified by workshops and the questionnaire regarding curriculum, teaching methods, textbooks, teaching materials, and so forth. Theme "iv)" was clarified by the questionnaire distributed during the workshops.

3.2.6　Outcome

The final outcome was an issue matrix showing the core issue and its causes. In all regions, the following issues were raised. They clearly correspond to the issues addressed in the draft EDSP 2010.

    i)   Education Management
    ii) Teacher Qualification
    iii) Facility Improvement
    iv) Curriculum
    v)   High Repetition and Dropout Rate
    vi) Finance and Socialization

3.3　Education Planning Capacity Building (EPCB) Training (October–November 2001, Hanoi, representatives from 6 provinces)

3.3.1　Objectives

The objectives of EPCB Workshop were as follows:

- To obtain basic knowledge and skills in order to play a key role as an education planner; and
- To foster trainees who are capable of acting as facilitators for the PEDP Training Program held in November in six selected provinces.

3.3.2　Preparation

(1) Training Materials

The following materials were prepared in English and Vietnamese in consultation with PMU members.

    a)   Main Material on Education Planning Capacity Building
    b)   Technical Note on Educational Indicators
    c)   Power Point Sheets for a) and b) (Appendix C, Annex 3)
    d)   Questionnaire for Participants from DOETs and BOETs

(2) Selection of Instructors

Program Team began seeking lecturers approximately one month before the training session. They concluded that a former UNESCO official (Dr. Klaus Baur) and a CIDA official currently working for JICA on an exchange program (Dr. Robin Ruggles) were the most appropriate lecturers. Dr. Baur,

however, was not available because of time constraint and subsequently Dr. Ruggles conducted the entire program.

3.3.3 Participants

Invited participants from each province included education planners, administrators of DOET and districts (five participants in total from each province), MOET/PMU counterpart personnel and researchers who facilitated the PEDP Introductory Meeting.

3.3.4 Agenda

The training session was held for five days from October 30 - November 3 as shown in Table 3.3.2.

Table 3.3.2: Training Agenda

Date	Time	Program Outline
Oct. 30	08:00-08:30	Registration and Opening
	08:30-09:30	Introduction – Objectives of the Training Needs Assessment
	09:45-14:30	Definition of Indicators and Method of Calculating Indicators
	14:45-16:45	Practice of Educational Projections
Oct. 31	08:30-11:45	Analyzing Educational Projections
	13:30-15:00	Review of Needs Assessment Procedure
	15:15-16:45	Review of Cause and Effect Relationships
Nov. 1	08:30-11:45	Objective Analysis
	13:30-14:30	Plan Matrix
	14:45-16:45	Program Purpose, Output, and Activities of Plan Matrix (group exercise)
Nov. 2	08:30-09:30	Resource Identification
	09:45-11:45	Resource Identification (group exercise)
	13:30-14:30	Verifiable Indicators
	14:45-16:45	Verifiable Indicators (group exercise)
Nov. 3	08:30-10:00	Completion of Plan Matrix (group exercise)
	10:30-11:00	Group Presentation of Plan Matrix
	11:00-11:30	Comments by Instructor
	11:30-12:00	Closing

3.3.5 Training Contents

The program was divided into two parts: (a) basic skill training for education planning; and (b) project planning method. The duration of each session was 1.5 days and 3.5 days respectively. Basic skill training included (1) definition of indicators used for PEDP; (2) calculation methods of indicators; (3) practice of projection; and (4) educational data analysis. It was carried out mostly by PowerPoint presentation and calculation exercises. The second part of the program consisted of (1) review of needs assessment procedures; (2) clarification of cause-effect relationship; and (3) project design using log-frame, including formulation of objective trees, resource identification, and indicator setting.

3.4 PEDP Training (November 2001, 6 venues, representatives from 6 provinces)

3.4.1 Objectives

The objectives of PEDP Training were as follows:

- To support DOET/BOET staff in developing the Provincial PEDP document; and
- To enable DOET/BOET staff to obtain basic knowledge and skills in participatory needs assessment.

3.4.2 Preparation

(1) Materials

Teaching materials consisted of the updated versions of those used in the PEDP Introductory Meeting since the activities of the workshops were quite similar.

(2) Facilitators

The training was facilitated by DOET/BOET personnel who had completed EPCB Workshop sessions. Little preparation was required for this PEDP Training.

3.4.3 Participants

Invited participants included DOET/BOET personnel, headmasters in six selected provinces (20-38 participants in each province depending on the number of districts), MOET/PMU counterpart personnel, and researchers who were assigned to assist facilitators. The following table shows the number of participants (including facilitators) from each organization.

Table 3.4.1: Number of Participants (PEDP Training)

	Phu Tho	Nam Dinh	Binh Thuan	Gia Lai	Ho Chi Minh	Dong Thap	Total
DOET	6	6	6	6	6	6	36
BOET	14	12	11	15	24	13	89
Principal	3	3	3	4	8	4	25
Total	23	21	20	25	38	23	150

3.4.4 Agenda

The workshops were held on the 13th and 14th of November in Nam Dinh and Ho Chi Minh City and on the 16th and 17th of November in Phu Tho, Binh Tuan and Dong Thap. Workshops were postponed and conducted on the 22nd and 23rd in Gia Lai due to weather constraints in the region. Table 3.4.2 shows the model agenda:

Table 3.4.2: Workshop Agenda

Day	Time	Program Outline
1	08:00-08:30	Registration and Opening
	08:30-09:30	Introduction – Objectives of PEDP Training
	10:00-11:30	Introduction to Procedure of Issue Analysis
	13:30-14:30	Lecture on Issue Tree
	15:00-16:30	Group Work (Developing an Issue Tree)
2	08:30-10:00	Group Work (Developing an Issue Tree) b
	10:30-11:30	Lecture on Issue Matrix
	13:30-15:30	Group Work (Issue Matrix)
	16:00-16:30	Closing

3.4.5   Training Contents

The program provided participants with opportunities to learn and actually become involved in the program/project formulation process. The contents were quite similar to those of the introductory meeting and included the following themes (Theme "i)" was explained by Program Team and PMU members, whereas Theme "ii)" was clarified in the workshops):

    i)   Background and Aims of the Study (concepts of PEDP)

    ii)   Needs Assessment in Six Provinces

3.4.6   Output

Outputs of this program were:

    i)   Development of Provincial Issue Tree

    ii)   Development of Provincial Issue Matrix

    iii)   Issue Description

3.5   Donor Coordination

3.5.1   Donor Involvement in Developing National PEDP

At the donor meeting held on the 13th of August, donors emphasized that PEDP should be harmonized with related projects/programs and training materials should also be in conformity with other organizations. Program Team prepared the training materials by extensively referring to the UNESCO's EFA Action Plan and holding discussions with the World Bank and UNESCO.

Various international donor organizations have been supporting primary education projects in Vietnam. Since November 2001, MOET has been collecting information by sending a fact sheet to each donor organization regarding the ongoing and recently completed projects/programs in the field of primary education in Vietnam. Based on these fact sheets, MOET has developed a database on donor activities. Since MOET considers donor involvement to be essential in formulating PEDP, its personnel visited the World Bank, UNESCO, UNICEF, DFID, CIDA, BTC, and OXFAM GB in order to discuss the contents of the draft PEDP and to seek their comments and inputs.

The major comments from donors below have been carefully considered and incorporated into the final PEDP document:

- Not enough relevance to BAPIs due to insufficient substance in the situation analysis;

- More educational data needs to be presented for each province;

- Data used to support BAPIs needs to be shown;

- Projection for the number of students, which is indispensable in making a future plan, is not stated and needs to be shown in the report;

- Intervention with each BAPI should not only be done by donors; MOET may need to be involved;

- Priority on the presented BAPIs needs to be identified (this issue has been discussed by PMU and Program Team. They have set up an opportunity in March 2002 to discuss or decide the prioritization criteria, recognizing that prioritization of BAPIs is a policy matter of GOV. Based on the criteria decided there, MOET will prioritize BAPIs before the study starts in the next Japanese fiscal year).

3.5.2 Donor Coordination Meeting

(1) Donor Coordination Meeting on August 13, 2001

With the objective of introducing the concept of PEDP, the Donor Coordination Meeting on PEDP was held in Hanoi on August 13, 2001. Mr. Le Vu Hung, Vice Minister of MOET, chaired the meeting. Representatives from MOET, JICA, JBIC, WB, UNESCO, AusAID, UNICEF, OXFAM, NORAD, Radda Barnen, and CRS participated in the meeting. The minutes of this meeting are shown in Appendix E, Annex 3. The presentation consisted of (a) What is PEDP?; (b) PEDP formulation schedule; and (c) donor coordination for PEDP. Major discussions were as follows:

- In terms of linkage to government planning techniques and project development, the government is currently preparing Comprehensive Poverty Reduction Strategy (CPRS). As a preliminary work for the CPRS, the Poverty Working Group has been set up to look at the International Development Target (IDT). DFID and World Bank will look at IDT and try to link it with the EFA Action Plan and make comparisons between the government target and IDT. Likewise, PEDP should be carefully formulated, avoiding overlaps with other programs.

- It is important that PEDP is linked not only to the education sector but also to other socio-economic development goals in order to assure consistency beyond the education sector.

- There is a danger in helping provinces with education planning, as there is no coordination apparatus. For instance, there are three initiatives supporting education planning at the provincial level: (a) the Primary Education for Disadvantaged Children project under preparation with support by the World Bank; (b) possible funding by CIDA to support similar education planning activities; and (c) Provincial PEDPs.

- It is necessary to ensure the same documentation, the same timeframe, and even the same personnel for those initiatives. Donors stated that it is important that PEDP be harmonized and linked with the comprehensive poverty reduction programs and other related projects/programs, and that JICA should consult with on-going/current projects.

- Regarding the preparation of training materials, coordination is important because 3-4 sets are already in use, including a European Union project (6-9 provinces) and a Micro-planning (school mapping) project by the Education Department and UNESCO.

- It is important to note that PEDP will be part of the EFA Action Plan and that it will be formulated by participatory workshops (bottom-up approach).

(2) Donor Coordination Meeting on February 28, 2002

With the objective of finalizing National PEDP, the Donor Coordination Meeting on PEDP was held in Hanoi on February 28, 2002. The meeting was chaired by Mr. Le Vu Hung, Vice Minister of MOET. Representatives from MOET, JICA, JBIC, CIDA, WB, UNESCO, AusAID, UNICEF, OXFAM, NORAD, Radda Barnen, and VSO participated in the meeting. The minutes of the meeting are shown in Appendix E, Annex 3. The presentation consisted of (a) PEDP formulation process; (b) contents of PEDP; (c) comments from donors; and (d) the project database. Major discussions were as follows:

- Donors present at the meeting congratulated the PMU for their hard work and the good draft document. They also expressed their interest in PEDP as a basis for their further support of Vietnam's primary education.

- Information gaps and errors might exist in the document, and it was therefore requested that the document be read thoroughly, and that a commitment be made to provide additional information. PMU responded that data have already been elaborated upon and added to the final version that will be delivered to donors at the end of March.

- It is important that the PMU pay special attention to the coherence of PEDP, not only within the program itself, but also between the program and other education-related programs, namely the EFA program, EDSP 2010, and CPRGS.

- PEDP should identify PAs to be funded by GOV so as to allow donors to select other PAs of their interest.

- With regard to the database on ongoing projects, some improvements should be made, i.e., making it more interactive and attractive. Donors proposed to put the database on the Internet or Intranet to make it more accessible. PMU stated that they would incorporate the database into the existing MOET website

3.6 Formulation Process of Japan's Cooperation in Vietnamese Primary Education

3.6.1 Process

In parallel to PEDP preparation, possibility of Japanese assistance has been examined. Consistency between possible Japanese assistance and PEDP needs to be secured, thus, several versions of draft documents were prepared as PEDP drafts were revised during the Phase I period.

In the process of the 1st draft preparation, possible interventions were discussed among various stakeholders on both Vietnamese and Japanese sides. Through discussions, one principle became clear: (a) Japanese assistance should be a program combining both "hard" and "soft" components; and (b) the soft component should be carefully designed so that MOET can learn lessons when they would replicate similar interventions in other areas.

The 1st draft proposal was prepared and presented to MOET at the end of February 2002 at their meeting with JICA Advisory Committee when the committee members visited Vietnam. At the meeting, it was mutually agreed that the both side would continue to discuss further on intervention specification, and would agree on details at an early stage of the Phase II period. Meanwhile, Program Team continues to work on the 1st draft. By reflecting some technical matters pointed out in the February discussion, Program Team, completed the draft in March 2002 for MOET's consideration for the Phase II period (April 2002-).

3.6.2 Outline of the Draft Proposal

In March 2002, the draft proposal was completed by reflecting contents of the final version of PEDP. A comprehensive program (Component A) consists of four components (Components B-E) was proposed. Targets of these components vary as interventions are designed based upon functional analysis of the education administration system of Vietnam.

(Comprehensive Package)
- Component A: Package of Components B through D

(Central/National Level)
- Component B: MOET Capacity Building (targets: MOET / Research Institute personnel)

(Provincial / District / Community Level)

- Component C: Strengthening Regional Education Administration (targets: DOET/BOET personnel)

- Component D: Improvement of TTCs (target: TTCs)
- Component E: Supporting School-based Education Development and Improvement

Program Team recommends the implementation of the proposed components in a "comprehensive" manner, i.e. a combination of both national/central intervention (Component B) and regional interventions (Components C, D, and E). In this way, it is possible to involve a wide range of stakeholders for a comprehensive improvement of primary education with increased interaction and synergy among related stakeholders. In turn, target provinces (for Components C, D, and E) are yet to be determined in Phase I. The draft document listed 5-8 possible provinces after examining key educational indicators. In this draft, MOET will continue to work on formulation of project/program with Japanese assistance, and Program Team will continue to assist them. For more details on the proposal, please refer to Annex 1 "Draft Proposal for Japanese Cooperation to Vietnamese Primary Education".

4

SUMMARY OF NATIONAL PEDP

4.1 The Context

During the Phase I of this study (August 2001- March 2002), National PEDP has been drafted by PMU/MOET with assistance from Program Team, and it is expected to be approved by national cabinet/MOET by the end of April 2002.

PEDP presented here is a comprehensive action program, which aims to achieve EDSP 2010 targets for primary education in Vietnam. PEDP (a) presents necessary activities to be taken to achieve EDSP 2010 targets in order to consolidate primary education, (b) provides a referring framework for the GOV and international donors to identify and address areas of needs, and (c) facilitates coherent coordination and collaboration between GOV and international donor organizations through its use.

PEDP will assist international donors to formulate planned interventions on a systematic way for the next decade in line with EDSP 2010. PEDP document is an evolving working document subject to continual revision according to needs and changing situational and developmental circumstances. Stakeholders will be involved in its development.

The PEDP document has six sections: Section 1 is a situation analysis of primary education. Section 2 describes the results of the needs assessment in a matrix form and summarizes them under six 'Key Constraint' statements: (i) Education Management; (ii) Teacher Training; (iii) Facilities; (iv) Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Processes; (v) Accessibility to School; and (vi) Finance and 'Socialization'. Section 3 presents a series of 'Broad Areas of Possible Interventions' (BAPIs). Section 4 describes how MOET will coordinate donor interventions under PEDP. Section 5 shows how MOET will monitor progress in realizing EDSP 2010 targets. Section 6 describes lessons learnt from the PEDP process.

Among them, Chapter 4 of this report will highlight key concepts and its contents of (a) National Issue Matrices (NIM); and (b) Broad Area of Possible Interventions (BAPIs). Meanwhile, the entire document is shown in the Annex 3.

4.2 The National Issue Matrix

The National Issue Matrices (NIMs) show the assessed needs of the current primary education system of Vietnam. The aims of the NIMs are to clarify the needs of primary education and the needs have been identified during the preparation period of PEDP through a series of participatory appraisal activities, focused interviews, various types of questionnaire, and literature reviews. A series of participatory needs assessments were conducted in the preparation, and some 330 educational officers and teachers (DOET/BOET officers and head teachers) participated from throughout the country. By further analyzing the outcomes of the needs assessment activities, PMU/MOET has identified 6 key

issues with key constraint statements:

Six Key Constraint Statements: National Issue Matrix

(i) <u>Education Management</u>: Education management is inadequate to cope with the implementation of EDSP 2010 (4 Issues)

(ii) <u>Teacher Training (TTC)</u>: Teacher trainers are inadequately exposed to primary practice, and teachers are insufficiently qualified (4 Issues)

(iii) <u>Facility</u>: Facilities are inadequate to the needs required to achieve EDSP 2010 educational targets (5 Issues)

(iv) <u>Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Process (T&L)</u>: Difficulty of access and inappropriateness of the curriculum and its assessment inhibit realization of the EFA and EDSP 2010 strategy goals. A static teaching and learning environment will not realize the quality improvements in education demanded by EDSP 2010 (4 Issues)

(v) <u>Accessibility to School</u>: Physical and non-physical barriers discourage pupils from continuing schooling (6 Issues)

(vi) <u>Finance and "Socialization"</u>: Existing educational finance systems might not be able to meet required goals of EDSP 2010 (3 Issues)

PMU/MOET has further identified a total of 26 issues to be improved/enhanced under 6 NIMs. As shown in Annex 2, a variety of macro/micro issues have been addressed, and PMU/MOET considers that it is indispensable to redress/improve these issues for the process of primary education development of Vietnam, in pursuing the objectives of EDSP 2010.

An NIM describes the assessed needs and issues with some classifications in a matrix form, i.e., "Key Constraints", "Issues", "Causes of the Issue", "2nd Level Causes to the Issue", "3rd Level Causes to the Issue", and "Consequences". The following table provides the operational definition of each term. NIMs are shown in Section 2 of PEDP 2002 Document, which is attached in Annex 2.

Table 4.2.1: Operational Definition of Terms in the National Issue Matrix

Terms	Operational Definition
Key Constraints:	A statement that captures the area of needs/issues described in an NIM. In PEDP, 6 Key Constraints have been identified, and an NIM has been prepared respectively for one Key Constraint.
Sub-sectoral Issues:	2nd-level statement that describes causes/contents of the Key Constraint
Causes to the Sub-sectoral Issue:	Major issues that describe causes/contents of the Sub-sectoral Issues
2nd Level Causes to the Issue:	Major issues that describe causes/contents of the "Causes to the Sub-sectoral Issue"
Consequences	Anticipated consequences of the "Sub-sectoral Issues

4.3   The Broad Area for Possible Intervention Matrices (BAPI Matrices)

Based on the assessed needs addressed in NIMs, PMU/MOET has constructed Possible Intervention Matrices (BAPI Matrices). The Matrices (See Annex 2) have been prepared to show PMU/MOET's visions regarding possible areas and practical solutions for the needs/issues identified in respective NIMs. BAPI Matrices are prepared for 6 "Prioritized Areas" in accordance with the 6 Key Constraint Statements of NIMs.

Six Prioritized Areas: Broad Area for Possible Intervention Matrices (BAPI Matrices)

- Education Management: Strengthening Education Management (9 BAPIs)
- Teacher Training (TTC): Improvement of Pre-service Training Provision (4 BAPIs)
- Facility: Improvement of Facility (8 BAPIs)
- Quality in the Classroom: Improving Quality of Curriculum, and Teaching and Learning Process (T&L) (12 BAPIs)
- Accessibility to School: Overcoming barriers in access to primary education (10 BAPIs)
- Finance and "Socialization": Strengthen Educational Finance and "Socialization" (5 BAPIs)

Similar to NIMs, the BAPI Matrix is structured with the "Prioritized Area", "Sub-sectors", and "BAPIs". BAPI is coded with a sequence system i.e. "P1/S1/B1". Each BAPI is further described with "Intervention Purpose & Output", "Activities", "Advantages/Disadvantages", "Implications", and "Region/Area reference" to provide sufficient in-sight information for both GOV and interested potential international donors to start project formation/justification activities.

Though MOET originally planned to put priority on each BAPI, it was postponed due to the time constraints. Prioritization of BAPIs is multi-sectoral and dependent upon the GOV policies, and therefore, MOET and Program Team agreed that the prioritization should be done by PMU/MOET. The role of Program Team should be limited on providing samples and guidance. PMU/MOET is in the process of prioritization and it is expected to finish by the end of May.

Table 4.3.1: Operational Definition of Terms Appeared in BAPI Matrices

Terms	Operational Definition
Prioritized Area:	Statement for the broadest area of BAPI Matrix that captures the nature of BAPIs under one BAPI Matrix. A prioritized area is stemmed out from the "Key Constraints" of NIM (National Issue Matrix)
Sub-sector:	2nd-level categorization of BAPIs under one BAPI Matrix. A BAPI Matrix would have couples of Sub-sectors
Broad Area of Intervention:	BAPI Title. Anticipated target group(s) is described with BAPI statement. BAPI is further described with the following items – "Intervention Purpose & Output", "Activities", "Advantages/Disadvantages", "Implications/Remarks", and, "Region/Area".
Intervention Purpose & Output:	Describes anticipated/expected purpose(s) and output(s)
Activities:	Describes anticipated/expected activities that are necessary and sufficient to achieve the stated purpose and outputs. This is presented for audiences for their references to start their own project justification and formulation activities. Thus, activity descriptions in BAPI Matrix are NOT obligatory for a future PEDP project formulations.
Advantages/ Disadvantages:	Present anticipated advantages and disadvantages of BAPI, assuming the described "Intervention Purpose & Output", and "Activities".
Implications / Remarks:	Other implications, findings, and miscellaneous issues that may be helpful for both GOV and donor in preparing projects
Region/Area:	References regarding geographical regions/area, i.e. to avoid duplication and/or to further build upon on-going/existing project. This section will be linked to Section 4 & 5 of PEDP.
Current Intervention	References regarding current donor-supported project, and currently scheduled National Target Project by GOV

Table 4.3.2 shows a lineup of BAPIs revealed in the PEDP.

Table 4.3.2: List of Broad Areas of Possible Interventions

Prioritized Area	Sub-sector		Broad Areas of Possible Interventions	
PA1 Strengthening Education Management	P1/S1	Education Policies and Regulations	P1/S1/B1	Set up appropriate education policies and regulations to fit the needs of stakeholders
			P1/S1/B2	Set up specific education policies for disadvantaged children to facilitate equitable access to primary education
			P1/S1/B3	Review and revise policy on deployment of administrative staff with regard to decentralization
			P1/S1/B4	Policy and mechanisms for the effective deployment of teachers
	P1/S2	Management Capacity	P1/S2/B1	Support planning capacity
			P1/S2/B2	Capacity building for EMIS, school mapping and micro planning
			P1/S2/B3	To provide physical infrastructure to support management services
	P1/S3	Support system to Ensure the Quality of Education at School Level	P1/S3/B1	Development of quality assurance audit
			P1/S3/B2	To establish guidelines for inspection
PA2 Improvement of Pre-service Training Provision	P2/S1	Teacher Training Colleges	P2/S1/B1	Review of pre-service provision to meet long-term demands
			P2/S1/B2	Review & revision of curriculum and practice
			P2/S1/B3	Support to in-service teacher training in Teacher Training Colleges
			P2/S1/B4	Strengthen pre-service training for special subject teachers
PA3 Improvement of Facilities	P3/S1	Facility Planning, Design and Supply Criteria	P3/S1/B1	Reform primary school design and construction standards
			P3/S1/B2	Design and supply of school furniture and playground equipment
			P3/S1/B3	Library books/teaching aid supply for full-day schooling
	P3/S2	School Construction	P3/S2/B1	School construction and rehabilitation in disadvantaged areas
			P3/S2/B2	School construction and rehabilitation in areas prone to typhoons and flooding
			P3/S2/B3	School construction and rehabilitation in urban areas for full-day schooling
			P3/S2/B4	School construction in rural areas for full-day schooling
			P3/S2/B5	Maintenance support systems; materials/tool-box and manuals supply
PA4 Improving Quality in the Classroom: Teachers, Curriculum & Teaching-Learning Processes	P4/S1	School Support Systems	P4/S1/B1	Enhanced school support systems
			P4/S1/B2	Certified headship & senior staff training for school based development
			P4/S1/B3	Action Research in schools
			P4/S1/B4	Community based school support systems
	P4/S2	Teachers' Quality	P4/S2/B1	Trainer-of-trainer (TOT) programs
			P4/S2/B2	In-service methodology training programs

Prioritized Area	Sub-sector		Broad Areas of Possible Interventions	
	P4/S3	Curriculum and Assessment	P4/S3/B1	Curriculum development processes
			P4/S3/B2	Textbook publishing and distribution
	P4/S4	Accessing the Curriculum	P4/S4/B1	Accessing the curriculum (Readiness program)
			P4/S4/B2	Accessing the curriculum (Bilingual education for ethnic minorities)
			P4/S4/B3	Accessing the curriculum (Impact of the socialization process)
			P4/S4/B4	Alternative basic education
PA5 Overcoming Barriers in Accessing Primary Education	P5/S1	Accessing Education	P5/S1/B1	Scholarship, fee exemptions for pupils from poor families
			P5/S1/B2	Provision of learning resources for disadvantaged children
			P5/S1/B3	Transportation to schools where feasible
			P5/S1/B4	School-feeding programs
			P5/S1/B6	Early childhood education
			P5/S1/B6	Education awareness raising campaign
			P5/S1/B7	Re-integrate street children within primary school
			P5/S1/B8	Special needs education
	P5/S2	Juvenile Protection	P5/S2/B1	Primary health care in schools
			B5/S2/B2	Juvenile protection programs
PA6 Strengthening Educational Finance and Socialization	P6/S1	Improving Government Education Finance Systems	P6/S1/B1	Refine budget processes and monitoring to achieve more optimal budget distribution (central – province)
			P6/S1/B2	Decentralized budgetary processes (province-district-school)
	P6/S2	Enhancing "Socialization" in Education	P6/S2/B1	Institutionalization of "socialization" in education
	P6/S3	Strengthening District/School-based Finance Systems	P6/S3/B1	Block grants for schools
			P6/S3/B2	Cost/ effectiveness analysis of school investments and expenditures

5

EVALUATION OF PHASE I PROGRAM AND WORK PLAN OF PHASE II

5.1   Progress in Phase I

MOET officially issued EDSP 2010 on December 28, 2001 and Program Team supported the following activities to actualize this strategy toward the implementation as project(s)/program(s).

- Support for developing National PEDP
- Capacity Building through developing National PEDP for local education administrators
- Capacity building for PMU members concerning PEDP development
- Support PMU to establish donor coordination mechanism
- Formulate Japanese cooperation to Vietnamese primary education

Following sections briefly describe respective activities listed above.

5.1.1   Support Developing National PEDP

Based on EDSP 2010, Program Team supported PMU/MOET to develop National PEDP. As shown in Chapter 4 of this report, the document presents the donors and MOET 'Broad Areas of Possible Intervention (BAPIs)' by the six Prioritized Areas (PA), so that they can easily formulate project(s)/program(s) by choosing their interested BAPI(s) through coordination held by the PMU.

5.1.2   Capacity Building of Local Education Administrators through Developing National PEDP

In the development process of National PEDP, Program Team supported PMU/MOET to conduct the PEDP Introductory Meeting and Education Planning Capacity Building Training (EPCB Workshop). In the PEDP Introductory Meeting, representatives from all DOETs participated to understand the concept and development process of PEDP, identify regional issues and provide necessary information/data to assess needs for the improvement of primary education.

5.1.3   Capacity Building for PMU Members concerning PEDP Development

In the development process of National PEDP, Program Team supported PMU/MOET to improve its capacity in developing plans. In this phase, Program Team also supported six representative DOETs to develop Provincial PEDPs through EPCB Workshops.

5.1.4   Support PMU to Establish Donor Coordination Mechanism

Donor coordination is an important issue to ensure the consensus and understanding of PEDP among

donors. Therefore, Program Team supported PMU/MOET to organize Donor Coordination Meetings before and after the completion of the draft National PEDP. In addition, Program Team assisted them to circulate the draft National PEDP in order to exchange views and donor project / program information toward the finalization of PEDP. Donor project/program information was entered into the databases as a first step to integrate all the information concerning PEDP document and was distributed to major stakeholders.

5.1.5   Formulate Japanese Cooperation to Vietnamese Education

In parallel to the National PEDP preparation, Program Team has been assisting MOET to formulate possible Japanese cooperation program/project in primary education sector within the PEDP framework. This initiative can offer a good opportunity for other donors to observe how potential donors can utilize PEDP.

At the end of Phase I, the draft package program consisting of four components (for both central/nation-wide and regional interventions) was presented. They are: (A) Integrated program of Components (B) to (E); (B) MOET capacity building; (C) DOET/BOET/Committee personnel strengthening; and (D) In-/pre-service teacher training enhancement; and (E) School-based education improvement.

For the detailed information, please refer to Annex 1 "Draft Proposal for Japanese Cooperation to Vietnamese Primary Education". In the Phase II period, Program Team will assist MOET in further elaborating intervention ideas based on what is presented in Annex 1 while maintaining and facilitating close liaison between MOET and JICA.

5.2   Critical Self-Evaluation of Phase I

5.2.1   Administrative Aspects

(1) PMU Composition

Within MOET, different departments have their own data collection activities (i.e., Primary Education Department, Financial and Planning Department, Teacher Development Department and EMIC) and among them, EMIC is the institution in charge of publishing educational statistics but its representative is not included in the PMU of PEDP.

Meanwhile, once PEDP is utilized, more frequent and systematic monitoring of project formulation and implementation will be required in Phase II. MOET's coordination with donors, especially at its formulation stage, was a primary responsibility of the International Relations Department, in which several personnel function as focal liaison points with different international organization.

In Phase II, it is suggested that (a) the inclusion of EMIC representatives to the PMU would facilitate more direct and speedy access to EMIC data; and (b) the PMU invite all personnel from the International Relations Department who are in charge of donor-supported primary education projects so that any new developments in project formulation would be properly tracked and reflected in the

minor revisions of PEDP whenever necessary.

(2) Vietnamese Translation

In the original TOR agreed upon between JICA and Program Team, Program Team is only responsible for English document outputs, while it implies that the PMU is responsible for the translation of English documents into Vietnamese. However, this turned out to be an unrealistic assumption. The Phase I experience suggests that quality Vietnamese documents, translated from English, should be prepared and presented to PMU members for intensive discussion. Program Team considers such translation works necessary for close communication and discussion between the PMU and Program Team.

In Phase II, the TOR of Program Team should include assistance for PMU to translate English outputs of PEDP into Vietnamese, while the quality assurance of the Vietnamese documents remains the responsibility of PMU. This will necessitate inclusion of lead time in designing a Program Team working schedule.

(3) Logistical Works for Training Program

Program Team managed all arrangements for conducting a series of training and workshops implemented in Phase I. Two man-months were allocated to the team coordinator, which turned out to be insufficient to cover all the logistics including making transport and accommodation arrangements for team members, PMU members, researchers, training participants (totaling around 500 persons), as well as maintaining financial reporting from these activities. On one occasion, PMU tried to take over such roles as part of their duty, but it was found to be difficult, as members had their own daily responsibilities.

Therefore, Program Team decided to extend the assignment of the coordinator from two man-months to four man-months until all training was finished. Other team members had to devote considerable time resources to logistical assistance as well. In some cases, it caused delays in preparation and quality assurance of the team's output.

In Phase II, Program Team considers that a longer assignment of the team coordinator should be planned, and furthermore, another expert in charge of overall management and quality assurance of training, including logistic works should be included.

(4) EDSP 2010

PEDP aims to present necessary activities to be taken in achieving EDSP 2010. The PEDP preparation and EDSP 2010 draft revision proceeded in parallel in Phase I. Several revisions were made to EDSP 2010 drafts until its approval in December 2001, when the first draft of PEDP was prepared. During the preparation, Program Team continuously and carefully tracked the revisions made to the drafts, and maintained coherence between each version of EDSP 2010 and PEDP.

(5) Donor Coordination: Training Materials

The need for common approaches to training was previously raised by both the World Bank and

UNESCO Hanoi, in which cooperation could be sought with JICA. Program Team has provided copies of the revised training materials to the World Bank and UNESCO. It is important to ensure that there is a coherent programming approach in all the provinces throughout the cooperation.

(6) Donor Coordination: Fact Sheet and Database

As of March 2002, MOET obtained 13 fact sheets from several donors. MOET made efforts to visit as many donors as possible in order to discuss the draft PEDP as well as to ask them to submit a fact sheet. Mainly due to time constraints, however, MOET could not call on all donors. Since the fact sheets will be incorporated into the database as well as the MOET website in 2002, it is essential for MOET to continue to systematically collect the information with regard to on-going and recently completed projects/programs.

(7) Donor Coordination Meetings

Donor coordination meetings held in August 2001 and February 2002 were useful occasions to present PEDP and to obtain comments from a broad range of participants. Prior to the official meeting, MOET made an individual visit to donors in order to provide them with more detailed explanations and take specific comments. This preparatory activity contributed to a better understanding of participants at the donor coordination meeting and led to rational discussion at the venue. MOET should, therefore, be encouraged to extend more opportunities to meet donors, in addition to the donor coordination meetings.

(8) Sharing Training Materials with Other Donor Organizations

The necessity of sharing common approaches in training was raised by both the World Bank and UNESCO. Vis-à-vis stakeholders and beneficiaries, international cooperation should be improved to become more "seamless". Program Team provided copies of the training materials to other donors as well as exchanged information on training with other donors.

5.2.2 Evaluation of PEDP Introductory Meeting (September 2001, 6 venues, representatives from 61 provinces)

(1) Context: Merging Originally-planned PENA Workshop with PEDP Introductory Meeting

Originally, the three-day Provincial Educational Needs Assessment (PENA) workshops were planned to be organized in 6 regions for needs assessment of primary education and educational planning capacity. Following PENA workshops, two-day PEDP introductory workshops were planned in 6 provinces in order to foster understanding of PEDP among MOET/DOET personnel, and to facilitate psychological readiness and a sense of responsibility/ownership.

However, as PMU members pointed out that organizing two workshops between August and September was not feasible, Program Team decided after consultation with JICA and PMU members, that one introductory meeting would be organized instead of organizing two separate meetings (i.e. PENA workshops and introductory seminars). As a result, activities originally planned for the above-mentioned two meetings, such as (a) needs assessment on primary education for each region; (b) fostering DOET staff's understanding of PEDP; (c) needs assessment on educational planning

skills; and (d) assessment of current situation on primary education through collecting quantitative and qualitative questionnaire on primary education for in each province were simultaneously conducted at the introductory meeting.

With respect to the total number of participants, both the PENA workshop and PEDP Introductory Meeting was planned to invite 180 participants for each meeting. In practice, the total number of participants at the introductory meeting was 180. From a viewpoint of efficiency, the planned objectives of two meetings (PENA workshop and Introductory seminar) for the planned number of participants were effectively achieved in one meeting (Introductory Meeting).

(2) Observation from PEDP Introductory Meeting

Level of Analysis: Since the participants included DOET personnel, issues raised were thus inevitably related to (a) the administration system; (b) educational policies; and (c) management. School-based issues, such as curriculum and teaching methods, were not actively discussed. Limited grouping of stakeholders during workshops can make a difference in the issues discussed by decision-makers (administrators) and implementers at the school level. At the facilitator meeting, there was a general consensus that the scope of representation should be widened. It should be noted, however, that BOET personnel and headmasters were invited to the Provincial PEDP Training session.

Quality Of The Issue Matrix and Issue Trees Prepared by Participants: The quality of the issue trees and issue matrix was generally the same among the six regions and was found to be reasonable, considering that it was the first attempt for most of the participants. Discussions were generally active, considering the anticipated unfamiliarity of the participants with the methodology (participatory needs assessment). However, logical relationships between some cards are found to be less clear and expressions lack clarity. Therefore, JICA/PMU members had to intervene during the workshop to clarify these issues, though not very frequently.

In particular, most of the participants had difficulty in clarifying cause-effect relationships. This has two dimensions: challenges in (a) clarifying a logical relation between statements; and (b) reaching a consensus with other participants. Sometimes participants' hesitation to pursue a consensus led to card(s) with less clear expressions. There was also a tendency for the discussion to occasionally go from one extreme to another (i.e., too much generalization after pursuing precise details).

Workshop Venue: Participation in the process by groups in Phu Tho was markedly different with one group being actively engaged from the onset in lively debate and discussion, while the other group barely engaging in the activity. The main cause appeared to be the difference in the training rooms in which each group was working. One room was small and intimate where the facilitator could easily work in contact with the group members while the other room was large and difficult to rearrange where involvement in the activity was very low key throughout the three days. From these observations, it could be inferred that the learning outcomes and positive feelings towards the PEDP process would differ between the two groups. However, despite the differences in engagement in the process, the outcomes (in terms of what was recorded) from both groups were markedly similar. In Dong Thap, a similar division was observed with regard to the environment in which the workshops were held.

Though most of the workshops were held with desks/tables, it is considered that workshops without desks/tables would be more effective in bringing an informal atmosphere to the meeting (desks/tables can function as both physical and psychological barriers for the participants to access the board). Therefore, in the next year, it is worth considering NOT using desks/tables after finishing the opening ceremonies.

(3) Feedback from Participants – Hints for EPCB Workshop and PEDP Training

Program Team distributed a short feedback questionnaire at each venue of PEDP Introductory Meeting. The questionnaire aimed to (a) assess the approximate level of understanding of educational technical words and definitions; and to (b) collect useful information to further improve the training in the future. Among some 180 participants, 174 participants filled out the questionnaire and some highlights found from the feedback is shown below.

Table 5.2.1: Participants' Familiarity with Educational Indicators

Educational Indicators	Understand Both Meaning & Calculation Method (%)	Understand Meaning Only (%)	Unfamiliar (%)
Gross Enrolment Rate	70.4	21.5	8.1
Net Enrolment Rate	84.3	14.0	1.7
Drop-out Rate	95.4	2.3	2.3
Promotion Rate	97.1	2.3	0.6
Repetition Rate	96.5	3.5	0
Survival Rate	96.5	3.5	0
Teacher Pupil Ratio	93.6	5.2	1.2
Projection of Cohort Population (6-10 years old children)	92.4	7.6	0
Projection of the Number of Teachers	72.7	25.6	1.7
Rate of Return to Education	76.6	21.6	1.8

Source: Feedback questionnaire for PEDP Introductory Meeting

Regarding participants' familiarity with educational indicators, more than 70% of participants stated that they knew the meaning and calculation methods of basic educational indicators. It could be inferred from the results of questionnaire that most participants had a clear understanding of the above-mentioned educational indicators. However, since basic educational indicators should be included in Provincial PEDP, Program Team, after consultation with PMU and JICA, assessed that a session on definition and calculation methods of educational indicators should be included in the EPCB Workshop.

Table 5.2.2: Participants' Understanding of Educational Planning and Management Skills

Educational Planning and Management Skills	Understand Very much (%)	Understand Mostly (%)	Understand Partly (%)	Not knowing (%)
Education Planning Method Using Logical Framework	9.8	47.1	25.3	17.8
Methodology of Aggregation and Disaggregation of Collected Data by Computer	8.1	37.6	33.5	20.8
Methodology of Prioritization of Possible Interventions	18.4	49.4	23.0	9.2
Evaluation and Monitoring Method on Implementation of Plan	30.3	50.9	14.8	4.0

According to the results of the questionnaire, whereas participants' understanding of evaluation and monitoring skills is relatively high, participants' understanding of such educational planning and monitoring skills as (a) educational planning method using logical framework; (b) methodology of aggregation and disaggregation of collected data; and (c) methodology of prioritization among possible interventions was relatively low.

Among the above-mentioned four skills, the methodology of aggregation and disaggregation of collected data is necessary for preparing Provincial PEDP, because it is required for calculating projected number of school-aged children by age. In contrast, "(a) educational planning method using Logical framework" and "(c) methodology of prioritization of possible interventions" above are not required for preparing Provincial PEDP. However, since PMU members who would attend EPCB Training need skills "(a)" and "(c)" above for developing National PEDP based on Provincial PEDPs, Program Team judged, after consultation with PMU and JICA, that (a) educational planning method using logical framework; (b) methodology of aggregation and disaggregation of collected data, and (c) methodology of prioritization among nominated projects should be included in the Educational Planning Capacity Building Workshop.

Table 5.2.3: Participants' familiarity with computer and computer software

Use of computer for work (%)	Frequently 33.1	Often 17.2	Sometimes 34.9	None 14.8
Percentage of participants using the following computer software for work (%)		Word 66.2	Excel 38.3	Others 9

Regarding participants' familiarity with computer, less than 15 % of participants stated that they were not using computers for work at all. With respect to computer software, whereas 66.2 of participants stated that they used Word for work, 38.3% of participants stated that they used Excel for work. It is inferred from the results of the questionnaire that most of the DOET staff acquired skills for utilizing computers. Therefore, Program Team decided, after consultation with PMU and JICA, that it would not be necessary to conduct training on the use of computers in EPCB Workshop.

5.2.3 Evaluation of Educational Planning Capacity Building (EPCB) Training (October–November 2002, Hanoi, representatives from 6 "representative" provinces)

(1) Context: It is shortened than originally planned

Originally, EPCB Workshop was planned as a ten-day training. However, PMU members and many participants of Introductory Meeting pointed out that a ten-day training would be too long for DOET and BOET staff to attend due to their daily workload. Therefore, as mentioned in previous section, it became clear through the results of the questionnaire on educational planning skills that, in addition to a session on participatory needs assessment which is required for preparing Provincial PEDP, sessions on such skills and knowledge as (a) definition and calculation method of educational indicators; (b) educational planning method using logical framework; (c) methodology of aggregation and disaggregation of collected data; and (d) methodology of prioritization among possible interventions should be included in EPCB Workshop. Therefore, Program Team examined the training period required for the aforementioned sessions and judged, after consultation with PMU and JICA, that it would be possible to organize training on the above-mentioned skills within 5 days without lowering the quality of training.

Evaluation of PEDP Training is based on (a) questionnaire on participants' evaluation that was filled out by participants during PEDP Training; and (b) observations by Program Team members.

(2) Observation

<u>Logistic Arrangements for Future Training</u>: A relatively small room was chosen for the workshops based upon experience gained from the PEDP Introductory Meeting, i.e., that active discussions are unlikely to take place in a larger room. However, the small space was problematic during group exercises. In addition, there were only two working groups for the practical exercises and each group had 15 to 20 participants. Slightly smaller group sizes (i.e., 10 participants) and more (i.e. 3 or 4) groups should be considered in the future training (depending on the total number of participants) for more individual-oriented participation. Careful consideration should be given to the size of the training room required to accommodate the larger number of groups.

In the instructions to the participants, a request to bring a calculator will be considered, as this would help complete some of the exercises.

(3) Feedback from Participants – Hints for the Provincial PEDP Training

In a similar way to the PEDP Introductory Meeting, Program Team distributed a feedback questionnaire for the participants. Here are some highlights that were useful to re-design PEDP Training scheduled in November 2002.

<u>Contents Of Training</u>: The participants stated that they already had a certain basic knowledge of educational indicators and that it might be useful to focus more time in the future on participatory needs assessment and project design using the problem tree, objectives tree and plan matrix. According to the results of the educational calculation questionnaire on basic educational indicators,

which was conducted before and after the session, there appeared to be an improvement in basic knowledge of educational indicators (the average score of questionnaire improved from 70% in pre-questionnaire to 90% in post-questionnaire). However, specific needs for basic training were also identifiable. This issue should further be considered in Phase II.

Balance Between Presentations And Practical Exercises: The participants indicated that the balance between presentations and practical exercises was appropriate. Practical exercises were conducted each day, in which participants worked together in one of two groups. A similar balance in the provincial training workshops could be maintained in the future workshops.

5.2.4 Evaluation of Provincial PEDP Training (November 2002, 6 venues, representatives from 6 "representative" provinces)

By November 2002, it had become clear through preceding trainings that most DOET/BOET staff had an understanding of the use of basic educational indicators, including the methodology for aggregation and disaggregation of collected data, it seemed that a session on basic indicators need not be included in PEDP Training. In addition, since the skills on plan formulation utilizing logical framework were not directly required for formulating Provincial PEDP, it was deemed unnecessary to include the session on these skills in PEDP Training. Therefore, Program Team judged, after consultation with PMU and JICA, it would be better to focus on participatory need assessment in PEDP Training.

Some highlights from the feedback questionnaire distributed at the Provincial PEDP Training are shown below.

(2) Feedback from Participants

Contents of the Training: According to the questionnaire, 65.3 % of participants stated that the contents of training were very useful and 34.7% stated that they were useful. Whereas 66.1 % of participants stated that PEDP Training fully provided participants with educational planning skills and knowledge needed for them, 33.1% stated that it provided them with necessary skills and knowledge partially. These questionnaire results seem to indicate that the contents of PEDP Training succeeded in providing participants with skills required for preparing Provincial PEDP.

Applicability of the Skill: Concerning the utilization of skills acquired during PEDP Training for participants' daily work, most participants stated that they would be able to apply participatory need assessment methods in order to analyze the actual situation surrounding primary education. Most of them also stated that they would utilize participatory need assessment methods as a basis for more locally appropriate educational planning. It can be inferred from these questionnaire results that participatory needs assessment is a useful tool for analyzing the situation on primary education.

Length and Timing Of PEDP Training: PEDP Training was originally planned to be a ten-day workshop, but was shortened to 6 days with similar reasoning to EPCB Workshop as described above. According to the questionnaire, 83.9% of participants stated that length of PEDP Training was appropriate, whereas 16.1 % stated that it was too short. It can be inferred from the results of questionnaire and Program Team observations that two days were an appropriate period for PEDP

Training.

Regarding time allocation among different sessions, 87.1% of participants stated time allocated for each session of PEDP Training was appropriate and 12.9 % stated that it was too short. The Program Team's observations also indicated that time allocation for each session was appropriate.

In connection with this, according to the questionnaire, while 59.7 % of participants stated that the timing of PEDP Training was appropriate, 40.3 % stated that it was inconvenient. In this regard, some participants stated that July and August would be the most appropriate months for organizing PEDP Training.

Material and Languages: Unlike preceding training/workshops, training materials were prepared in Vietnamese language, and the training was conducted in Vietnamese as well. This was based on the consideration that English proficiency would be lower in more regional level. According to the Program Team's observations, the use of training materials in Vietnamese and the use of Vietnamese as the working language promoted an active participation in discussions. The feedback questionnaire indicated that 52.4% of participants stated that PEDP Training was very clear, 46.8 % stated that it was clear, and 0.8% stated that it was unclear. In this regard, it seemed that the use of training material in Vietnamese contributed to participants' understanding of training content, especially at regional training.

Facilitators and Researchers: As mentioned earlier, DOET staff, who were trained in EPCB Workshop, acted as facilitators of PEDP Training, whereas researchers employed by Program Team/PMU supported DOET staff under the supervision of PMU/Program Team members.

According to the questionnaire, 44.4 % of participants stated that the quality of facilitation by DOET staff was very good, whereas 55.6 % stated that it was good. 48.8 % of participants stated that quality of support by researchers was very good, while 51.6 % stated that it was good. Furthermore, according to the Program Team's observations, while DOET staff functioned as facilitators appropriately, researchers supported DOET staff well by giving advice on the training organization.

In this regard, it appears that conducting trainers' training (EPCB Workshop) before PEDP Training was very useful for most facilitators to function effectively. Therefore, it is suggested that conducting training of facilitators at EPCB Workshop, before organizing PEDP Training should be continued in the next phase.

Process of Developing Issue Trees/Matrices: Different approaches were tried out for developing issue trees/matrices.

- For example, in Nam Dinh, besides officially invited participants, approximately 40 DOET/ BOET personnel and school headmasters *gathered one day prior to the workshop* in order to develop the issue tree.

- In Phu Tho, *four sub-groups were formed to complete each of four 1st-level issues that were* raised in the discussion. In comparison to the entire participants discussing all the 1st level

issues, this "*horizontal*" *sub-group's approach* led to more intensive discussions and hence greater in-sight with relevant statements produced.

- Another example of "horizontal sub-group" discussion was found in Ho Chi Minh City. Prior to the group work for developing an issue tree, 38 participants were divided into two *groups with a good mixture of stakeholders* in order to encourage more active participation. Two important issues were discussed separately by each group, in which different issues were developed. One group issue was "the ratio of schools that meet the national standards is low" and the other was "quality of primary education is low". Afterwards, two issue trees were combined under one core issue "primary education does not meet the target" to formulate a more consistent tree at the provincial level.

- In Dong Thap, 23 participants were divided into two groups. The selected core issue for Group-2, "low quality of primary education", equated to the direct cause issue for Group-1 "low quality of teaching-learning process". Subsequently, two issue trees were merged with of Group-2 tree since the issue tree made by Group-1 had many similar 2nd level causes with direct causes in the Group-2 issue tree. Such "*Merging-tree*" approach worked very well. After gaining consensus from both groups, further steps were developed by all the participants for making an issue matrix and issue description.

Among the above "prototypes" in facilitating participatory workshops/gathering, which have been identified in Phase I, the most appropriate approaches should be chosen/combined for respective provinces/venues.

Quality of Issue Trees/Matrices: In general, statements that appeared in the issue trees and matrices developed were very similar to those in the Regional Issue Trees and Issue Matrix. This may indicate that the province as training unit might be "too big" to reveal specific in-sight statements through the participatory needs assessment activities.

5.3   Work Plan of Phase II

5.3.1   Activities

It is mutual understood among PMU/MOET, JICA and Program Team that follow-up assistance is necessary after Phase I (August 2001 – March 2002) to sustain the PEDP process and to materialize project/program with Japanese assistance to the primary education sector under the PEDP umbrella. Program Team proposed to MOET/PMU to assist in the following areas in Phase II (September 2002 – March 2004):

<Donor Coordination>
- Assist MOET/PMU in donor coordination;
<Formulation of Japanese Assistance to Primary Education>
- Continuously assist GOV to formulate/implement Japanese Cooperation Program in Vietnamese primary education sector and manage/coordinate among the formulated

program;

<For PEDP Revision and Monitoring>

- Replicate EPCB Workshop and PEDP Training in the remaining 55 provinces after evaluating the 6 Provincial PEDPs developed in Phase I; and
- Assist MOET/PMU to establish a PEDP database, which not only has donor project/program information, but also project/program maps by province with linkages with BAPIs based on available donor information so that MOET/PMU can manage and monitor the progress of PEDP

Following sections elaborate further on possible activities of each area listed above, to form a proposed implementation plan shown in the end of the section.

(1) Program Formulation and Management for Japanese Cooperation Program

The following activities by Program Team are suggested to be carried out.

Program Team would assist MOET/PMU in:

- Formulating possible projects/programs to be supported by Japanese assistance
- Arranging and coordinating MOET and PPCs regarding program formulation (including more-focused and specific needs assessment)
- Refining proposals from MOET and each PPC to GOJ
- Managing and monitoring implemented programs

(2) Replication of EPCB Workshop and Provincial PEDP Training

During the Phase I period (July 2000 – March 2002), EPCB Workshop and PEDP Training were conducted for the 6 representative provinces to improve regional education planning capacity. PMU/MOET is very positive in replicating both EPCB Workshop and PEDP Training in the remaining 55 provinces, as far as resources are available.

If this were to be actualized, the coverage of the training program would be limited to 30 provinces in 2002 and 25 provinces in 2003, due to the limited resources available (Table 5.3.1). Yet further discussion is necessary to determine the extent of replication as it has not been fully discussed[4].

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[4] It is anticipated that EPCB Workshop would be held in Hanoi, and EPCB Trainees would be, in turn, trainers/facilitators at Provincial PEDP Training workshops. In this way, it is possible to cascade the knowledge and skills down to the sub-regional level.

Table 5.3.1 Implementation of Provincial PEDP

Phase II 1ˢᵗ Japanese Fiscal Year (April 2002 – March 2003) : 30 Provinces

	Northern Uplands	**Red River Delta**	**Coastal**	**Central Highlands**	**South-East**	**Mekong River Delta**
1ˢᵗ Mission	Bac Giang Thai Nguyen Tuyen Quang Ha Giang	Ha Noi Ha Tay	Thanh Hoa Nghe An		Binh Duong Binh Phuoc	Long An Tien Giang
2ⁿᵈ Mission	Cao Bang Lang Son	Hai Phong Hai Duong	Ha Tinh Quang Binh Khanh Hoa Ninh Thuan	Lam Dong Dak Lak		Bac Lieu Ca Mau
3ʳᵈ Mission	Back Kan Hoa Binh Vinh Phuc		Phu Yen	Kon Tum	Tay Ninh	Kien Giang

Phase II 2ⁿᵈ Japanese Fiscal Year (April 2003 – March 2004) : 25 Provinces

	Northern Uplands	**Red River Delta**	**Coastal**	**Central Highlands**	**South-East**	**Mekong River Delta**
1ˢᵗ Mission	Lao Cai Yen Bai Bac Ninh Quang Ninh	Hung Yen Thai Binh	Quang Tri Thua Thien-Hue		Dong Nai Ba Ria-Vung Tau	Tra Vinh Soc Trang
2ⁿᵈ Mission	Lai Chau Son La	Ha Nam Ninh Binh	Da Nang Quang Nam Quang Ngai Binh Dinh			Vinh Long Can Tho An Giang Ben Tre

Expended Role of Locally-Hired Researchers: In replicating the workshop and training smoothly, performance of locally-hired researchers would be crucial, as Program Team would not be able to monitor all the remaining 55 provinces due to time and human resource limitations. Thus, in the Phase II, locally-hired researchers, who will be contracted by Program Team, will continue to function as facilitator and be in charge of monitoring EPCB Workshop and PEDP Training. In addition to the seminar mentioned above, (a) study and analysis of current provincial educational administrative system; and (b) monitoring workshop for PEDP Training on each provincial level will be conducted in some provinces that have the possibility to receive assistance from Japan[5].

Selection of Province: If the EPCB and PEDP Training will not be replicated in all of the remaining 55 provinces, it is suggested that following criteria would be used to screen provinces.

- Target provinces where Japanese cooperation program would be implemented. This would help to collect information necessary for further project/program justification/formulation.

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[5] Provincial PEDPs to be prepared during Phase II will be good sources of information to revise National PEDP. The researchers will bring the drafted Provincial PEDP back from province to the Program Team in Hanoi. Then, provincial documents will be analyzed by the Program Team technical experts (curriculum development, teacher training, school building and facility, education finance analysis and social consideration) and the result of analysis will be fed back to National PEDP, especially to the revision of each BAPI. After that, the educational information management expert will integrate this information into the database.

- Convenience for the researchers to move from one province to another in order to monitor PEDP Training. Two provinces receive two-day PEDP Training in a week. Therefore, selection of two neighboring provinces should be taken into consideration for their convenience and reduced transportation costs.

- Six researchers headed by the team leader would monitor PEDP Training. Therefore the number of provinces should be 12 per week in total, if PEDP Training is to be held for two days.

(3) Monitoring of Progresses of Projects/Programs Supported by Donors

Program Team will continue to assist PMU/MOET in updating donor information regularly through day-to-day liaison with donors to track individual initiatives. Where appropriate, such information would be used in revision of National PEDP. In addition, Program Team will continue to assist PMU/MOET in organizing donor coordination meetings.

Thus, Program Team will continue to coordinate donors to (a) monitor and manage smooth PEDP implementation; and to (b) formulate an appropriate Japanese cooperation package in primary education sector.

(4) Development of Educational Management Information System That Enable Efficient and Effective Monitoring of PEDP Progress

A prototype database on donor projects was developed during Phase I. This prototype will be further upgraded with updated information from both GOV and international donors and will be linked with BAPI information in PEDP. Furthermore, this database linked to PEDP should be integrated in the website, which would serve as a very practical information tool in managing and tracking PEDP progress.

5.3.2 Implementation Plan

Activities stemmed out from above descriptions have been sorted out in the following Table 5.3.2 with approximate implementation timing of each activity.

- At the beginning of the first mission, the preparation of the Phase II program and program formulation will be conducted.

- Then, Program Team will support for PMU/MOET in managing the PEDP process, and to develop Provincial PEDPs throughout the 1st mission and 2nd mission.

- For the 3rd mission, the evaluation of activities in JFY 2003 and the implementation plan in JFY 2004 will be discussed.

Table 5.3.2: Work Plan in Phase II (Draft)

	2002									2003											2004		
	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
	Home Assignment>			1st				2nd				3rd				4th				5th				6th
Phase II Activities	Vietnam Assignment				1st			2nd				3rd					4th				5th			6th

1 Home Assignment (1st)
- 1-1 Implementation Action Plan and Methodology Development
- 1-2 Inception Report Preparation

2 Vietnam Assignment (1st)
- 2-1 Get Organized
- 2-2 Technology Transfer Plan (2002) Preparation
- 2-3 Support MOET in Formulation of Japanese Project/Program
- 2-4 PEDP Implementation Plan Preparation
- 2-5 Support MOET in Donor Coordination
- 2-6 Support MOET in Implementing PEDP
- 2-7 Prepare Electronical Map to Support PEDP Management
- 2-8 PEDP Training Program Implementation
- 2-9 Interim Report 1 Preparation

3 Home Assignment (2nd)
- 3-1 Interim Report 1 Presenting

4 Vietnam Assignment (2nd)
- 4-1 Support MOET in Donor Coordination
- 4-2 Support MOET in Implementing PEDP
- 4-3 Support MOET in Formulation of Japanese Project/Program
- 4-4 PEDP Web-page development
- 4-5 PEDP Training Program Implementation
- 4-6 Progress Report

5 Home Assignment (3rd)
- 5-1 Progress Report Presentation + Discussion on 3rd Vietnam Assignment concerned
- 5-2 Technology Transfer Report (2002) Preparation

6 Vietnam Assignment (3rd)
- 6-1 Presentation on the Progress Report
- 6-2 Technology Transfer Plan (2003) Preparation
- 6-3 Support MOET in Donor Coordination
- 6-4 Support MOET in Implementing PEDP
- 6-5 PEDP Training Program Implementation
- 6-6 Support MOET in Formulation of Japanese Project/Program
- 6-7 Support MOET in Revising PEDP
- 6-8 Interim Report 2 Preparation

7 Home Assignment (4th)
- 7-1 Interim Report 2 Presentation

8 Vietnam Assignment (4th)
- 8-1 Support MOET in Donor Coordination
- 8-2 Support MOET in Implementing PEDP
- 8-3 Support MOET in Directing Japanese-assisted Project/Program
- 8-4 Draft Final Report 2 Preparation

9 Home Assignment (5th)
- 9-1 Draft Final Report 2 Presentation
- 9-2 Draft Technology Transfer Report (2003) Preparation

10 Vietnam Assignment (5th)
- 10-1 Support MOET in Donor Coordination
- 10-2 Support MOET in Implementing PEDP
- 10-3 PEDP 2004 Preparation (Revision of PEDP)
- 10-4 Update PEDP Web-page
- 10-5 Support MOET in Directing and Evaluation of Japanese-assisted Project/Program
- 10-6 Final Report 2 Preparation
- 10-7 Technology Transfer Report (2003) Preparation

11 Home Assignment (6th)
- 11-1 Final Report 2 Presentation

Reporting — IC/R2, IT/R1, PR/R, IT/R2, DF/R2, F/R
Discussion / Meeting with JICA Tokyo Headquarters
Consultation with JICA Advisory Committee

5.3.3 Plan for manning schedule

The proposed manning schedule is presented in Table 5.3.3. In total, three positions are to be nominated, in additions to 8 positions that are originally assigned during the Phase 1 period. Here are some highlights:

(1) International Experts

Nomination of *Program Formulation and Management Specialist* is indispensable to smoothly finalize, implement, and monitor the program with Japanese assistance. Followings are anticipated tasks assigned to the position

- Work closely with technical specialists (curriculum development, teacher training, school building and facility, education finance analysis and social consideration) in order to continue detailed study on Japan's cooperation target provinces
- Continue to support PMU/MOET and draft a set of project documents to be submitted to GOJ
- Once the program is finalized and determined, the specialist will coordinate between the recipients and the formulated program team in consultation with PMU/MOET.

Nominations of *Education Information Management Specialist (Central) and Education Information Management Specialist (Regional)* are necessary in upgrading the prototype database and its possible integration to PEDP data. This will serve as an effective information tool for donor coordination. Following tasks are anticipated to these positions:

- Improve the PEDP database prototype prepared during Phase I
- Work closely with a local ICT specialist (or sub-contracted institute) to establish a system for users (donors, government agencies, etc) to access the National PEDP data on the Internet.
- Collect/analyze/edit the necessary data provided by donors

(2) Locally Hired Researchers

As described partly before, locally hired researchers will assume a major role in implementing EPCB and PEDP Training in the remaining provinces. Before the replication starts, they will receive "refreshment" training by international experts to recall and recapture what they have done during Phase I to be ready for functioning as facilitators at EPCB and PEDP Training in the provinces.

Table 5.3.3: Manning Schedule in Phase II (Draft)