THE SOCIALIST REPUBLIC OF VIETNAM
MINISTRY OF EDUCATION AND TRAINING
JAPAN INTERNATIONAL COOPERATION AGENCY

VIETNAM
SUPPORT PROGRAM FOR
PRIMARY EDUCATION DEVELOPMENT
Phase I

FINAL REPORT
ANNEX 1
Draft Proposal for Japanese Cooperation to Vietnamese Primary Education

MARCH 2002

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Annex 1 accommodates the "Draft Proposal for Japanese Cooperation to Vietnamese Primary Education," which was prepared by the JICA Program Team

VIETNAM
SUPPORT PROGRAM FOR
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PHASE I
FINAL REPORT

ANNEX 1
DRAFT PROPOSAL FOR JAPANESE COOPERATION TO VIETNAMESE PRIMARY EDUCATION

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ABBREVIATIONS

AUSAID	Australian Agency for International Development
BAPI	Broad Area of Possible Intervention
CIDA	Canadian International Development Agency
DFID	Department for International Development
DOET	Department of Education and Training
EDSP2010	Education Development Strategic Plan 2001-2010
EFA	Education for All
EMIC	Educational Management Information Center
EMIS	Educational Management Information System
EU	European Union
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GSO	General Statistical Office
F&P	Finance and Planning
HDI	Human Development Index
IT	Information Technology
JICA	Japan International Cooperation Agency
JOCV	Japan Overseas Cooperation Volunteers
MOET	Ministry of Education and Training
MOF	Ministry of Finance
MPI	Ministry of Planning & Investment
NER	Net Enrolment Rate
NGO	Non Governmental Organization
NMPRP	Northern Mountain Poverty Reduction Program
NORAD	Norwegian Aid Development
PA	Prioritized Area
PMU	Project Management Unit
SCMF	School Construction and Maintenance Fund
SPDS	Sector Program Development Studies
TOR	Terms of Reference
TOT	Trainer-of-trainer
TTC	Teacher Training College
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nation Children's Fund
UPE	Universal Primary Education
VND	Vietnamese Dong

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INTRODUCTION

1.1 Purpose of This Report

This report is to present draft proposals for Japanese cooperation with the Vietnamese Primary Education Sector, prepared based upon outcomes of Phase I (August 2001- March 2002) of the "Vietnam Support Program for Primary Education Development." During Phase II of the support program, Final document of this draft will be utilized as the basis for further discussion between the Vietnamese and Japanese governments for formulating programs/projects in the Vietnamese Primary Education Sector.

1.2 General Considerations in Preparing the Draft

This Support Program represents an example of "Sector Program Development Studies (SPDS)," which is a newly devised concept in the development study schemes of JICA (Japan International Cooperation Agency)[1] and was just introduced in 2001. The strengths of SPDS lie in the fact that it enables flexible and effective mobilization of various types of aid systems and schemes, not only (a) to design a sector-/sub-sector-wide program(s) including individual programs/projects by other donors by further strengthening collaboration among aid donors but also (b) to propose concrete programs for Japanese cooperation.

In drafting possible Japanese program/projects under SPDS, the following points were identified by the Program Team as important factors and thus, have been given due consideration at the preparation stage.

(1) Consistency between the policies of the Vietnamese Government and the content of Japanese cooperation
(2) Clear identification of sectors/sub-sectors to be selected as areas for cooperation
(3) Compatibility among other donors' interests and policies
(4) Focus on the PEDP as the basis for formulating possible programs for cooperation

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[1] Development studies support the formulation of plans for public projects that contribute to social and economic advancement in developing countries. While the studies are under way, they also serve as mediums for the transfer of analytical skills and methods of planning formulation and survey to counterparts in the recipient country (http://www.jica.go.jp/english/activities/schemes/05dev.html).

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BACKGROUND

In designing Japanese cooperation programs for the primary education sector, it is important to ensure consistency with (1) Vietnamese policies and regulations, and (2) aid/policies of other donors.

There have been two key policy statements made by the Vietnamese government regarding education development and improvement.

- EDSP2010: Education Development Strategic Plan (2000-2010)
- PEDP: Primary Education Development Program (2001-2010) (prepared by MOET through assistance by the Program Team.)

The EDSP2010 was a key policy statement made by the Vietnamese government, which comprehensively addresses key issues as to educational development and improvement, especially during the first decade of the 21st century. The PEDP, on the other hand, provides a framework for both the Vietnamese government and international donors to collaborate in realizing targets addressed in the EDSP2010 concerning primary education.

Chapter 2 aims at extracting suggestions for Japanese cooperation after briefly reviewing the primary education sector in Vietnam and the EDSP2010, secondly highlighting the Broad Area of Possible Interventions (BAPIs) presented in the PEDP, followed by reviews of projects/programs supported by international donors.

2.1 Current Situation of Vietnamese Primary Education and ESDP Perspective[2]

Key education indicators suggest that the 1990s was a decade of progress for Vietnamese Primary Education. According to the latest information made available to the Program Team, the NER (Net Enrolment Rate) and GER (Gross Enrolment Rate) reached 106% and 95%, respectively, in 2000 (MOET). Meanwhile, reflecting the decrease in the school-age population, primary enrolment has been decreasing since 1998/9. Qualitative indicators also suggest continuous progress in primary education. Both the Pupil-Teacher Ratio (PTR) and Pupil-Class Ratio were reduced from 35.1 (1990) to 28.3 (2000), and from 33.8 (1990) to 30.5 (2000), respectively. The Class-Classroom ratio also decreased from 2.1 (1995) to 1.5 (2000). The reduction in the number of triple-shift primary schools is also remarkable.

The EDSP2010 sets quantitative targets for the years 2005 and 2010. In view of the reducing school-age population, the plan forecasts that primary enrolment will continuously decrease, and sets the target at 8.3 mil. enrolled for the year 2010 (15% decrease from the 2000 level). Meanwhile, the plan sets increased NER target figures (97% for 2005 and 99% for 2010). The Teacher-Class ratio is set at 1.15 for 2010 (1.09 in 2000), and the Pupil-Class ratio is to be maintained at 30.

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[2] Paragraph 2.1 is based on Final Report Main Text of this report.

Table 2.1: Key Indicators in Vietnamese Primary Education

	Actual			Planned	
	1990/91	1995/96	2000/01	2005/06	2010/11
Primary schools	5,673	11,685	13,737	N.A.	N.A.
Classrooms	N.A	146,366	211,810	241,689*	262,695*
Classes (thousands)	262,509	309,942	319,498	294,861	278457
Pupil	8,862,295	10,218,169	9,751,014	8,845,828	8,353,700
Teachers	25,2413	298,407	347,822	339,090	320,505
Teachers with minimum qualification	92.7%	92.5%	92.9%	N.A.	N.A.
Gross Enrolment Rate	101.6%	111.7%	109%	107.2%*	110.4%*
Net Enrolment Rate*	86%	97%	95%	97%	99%
Pupil-Teacher Ratio	35.1	34.2	28.3	26.1	26.1
Teacher/Class Ratio	0.96	0.96	1.09	1.15	1.15
Pupil/Class Ratio	33.8	34.2	30.5	30.0	30.0
Class - Classroom Rate*	N.A.	2.1	1.50	1.22*	1.06*

Note: Actual figures are based on MOET figures and planned figures are from the EDSP 2010. Figures indicated with * are based on preliminary figures by MOET Investment and Planning Section, or Program Team estimation based on the preliminary figures.

While Vietnamese success in the quantitative expansion of primary education should be acknowledged and highlighted, qualitative indicators suggest that Vietnamese primary education is yet to be improved to achieve a quality equivalent to other developed and developing countries. With the decreasing school-age population, the first decade of this century is a crucial stage for Vietnamese primary education to entrench the education system quantitatively and at the same time, to further improve its quality. The following are the key concerns raised as to education development and improvement.

- Disparity in access to education and internal efficiency (dropout and repeating) according to geographical, ethno-cultural and economic backgrounds of children

- Securing quality primary education (e.g. decreasing the number of double-shift schools and increasing full-day schooling, improvement of teacher qualifications, curriculum improvements[3] etc.)

- Measures to cope with inequitable effects due to the introduction of the "Socialization of Education[4]" and "National Standards for Primary Schools[5]"

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[3] The new primary education curriculum is scheduled to be implemented, starting from the first grade and gradually higher grades from 2002 through 2006.

[4] While school-based fund raising is encouraged by the "Socialization of Education" movement, concerns have been raised over the possibility of such a movement further widening the existing gap between richer and poorer areas in terms of resources made available to schools.

[5] MOET has launched the "National Standards of Primary School" and regional primary education authorities are encouraged to improve primary schools so as to meet these standards. According to some regional education administrators interviewed by the Program Team, there is a clear tendency that resources tend to be focused on better-off schools to obtain the recognition of being the "National Standard School, " though the physical conditions of such schools are already much better than those of surrounding schools. Given the high (and very ambitious) level of standards and limited resources made available to the education sector, the introduction of such standards might trigger inequitable distribution of the education budget.

2.2   Donor Coordination

In designing Japanese cooperation for Vietnamese Primary Education, it is vital to understand activities of other international donors, not only (1) because all the international cooperation projects/programs will be implemented under the PEDP umbrella, but also (2) to ensure consistency and facilitate synergy, and (3) to clearly identify areas for Japanese cooperation in Primary Education support.   The following table summarizes activities by other donors based upon information made available during the phase 1 of the JICA Support Program[6].

Table 2.2:   Activities of Other Donors

Area (PEDP Prioritized Area)	Donors	Activities
PA1 Strengthening Education Management	Japan (JICA), World Bank, CIDA, EU, UNESCO	World Bank (in collaboration with CIDA and EU): Implemented institutional capacity building activities through the training of administrators under the "Primary Education Project." This project is planned to be completed in 2002. UNESCO: implemented training programs on educational planning in the process of formulating EFA Action plan
PA2 Improvement of Pre-service Training Provision	World Bank, DFID, Belgium, AusAid, NORAD	World Bank (in collaboration with DFID): planning a training program for in-service teachers and teacher trainees at TTCs in 10 provinces from 2002 (for 3 ½ years) Belgium: planning a project in North-East Upland region
PA3 Improvement of Facilities	Japan (JICA), World Bank, AusAid, EU, Oxfam, UK	World Bank: planning a school construction/repair project as a component of "poverty eradication projects." By the end of the "Primary Education Project," it aims to support repair/reconstruction of 14,000 classrooms in 24 provinces.
PA4 Improving Quality in the Classroom: Teachers, Curriculum & Teaching-Learning Processes	UNICEF, World Bank	UNICEF: completed a study and recommendations on multiple-classroom management (2001) World Bank: conducting a study concerning relations between pupils' academic scores and their social, economic background.
PA5 Overcoming barriers in accessing primary education	World Bank, Save the Children (UK), NORAD, Belgium	World Bank: conducted project formulation and preliminary evaluation for a project called "Primary Education for Disadvantaged Children" from 2001 to 2002 and plan a feasibility study from 2002 onwards. Other activities include program design for "prevention of repeating and drop-out" as well as using other keywords such as "Disadvantaged" and "Remote" (NORAD and Belgium)
PA6 Strengthening Educational Finance and Social Participation	World Bank, EU	Conducted research on the cost-benefit analysis of educational budget and identification of reasons for drop-outs

While classroom renovation and new school construction have been supported by World Bank projects, the current trend in education assistance is moving to the "software" of education, rather than "hardware."   On the other hand, "Primary Education for Disadvantaged Children," the World Bank's project, focuses on assistance to out of school children.

In formulating Japanese cooperation programs, basic policies on the assistance must be first established and coordination with other donors should be encouraged as necessary (demarcation of fields, geographical locations, and methods, as well as sharing materials and tools).

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[6] Further information on projects/programs supported by international donors is shown in Chapter 5 of the PEDP, which is attached to this report as Annex 2.   A CD-ROM containing information provided by respective donors has also been prepared and has been distributed to donors at 2nd Donor coordination meeting together with the Phase 1 Final Report.

2.3 "National Targeted Programs" Established by the Vietnamese Government

In EDSP2010: Education Development Strategic Plan 2000-2010, six National Targeted Programs were identified.

Table 2.3: National targeted programs for education & training 2001-2005

	Programs/Projects	Period	Contents	Estimated Cost for 2001-2005 (Billion VND)	Prioritized Area in BAPI Matrix					
					1	2	3	4	5	6
1	Consolidation of UPE and Illiteracy Elimination.	2001-2010	- Construction of facilities - Provision of teaching equipment and materials - Provision of pre-service and in-service teacher training	1,775		√	√	√		
2	Renovation of the Curriculum and Teaching Methods	2001-2005	- Designing new sets of textbooks - Compiling instruction books on curriculum, textbooks and teaching methods - Upgrading of equipment - Provision of pre-service and in-service training courses for teachers	600				√		
3	Training of IT Officers and Introducing IT into School Education	2001-2005	- Designing curriculum and teaching manuals - Training IT teachers - Training English teachers - Strengthening of school facilities	1,000				√		
4	Provision of Pre-service and In-service Training Courses for Teachers. Strengthening Facilities at TTCs	2001-2005	- Construction of school facilities - Provision of equipment - Training of teachers and administrators - Elaboration of policies stipulated in textbooks	1,000		√	√	√		
5	Support for Ethnic Minority and Disadvantaged Regions	2001-2005	- Construction of schools, boarding schools and continuing education centers for ethnic minorities - Construction of semi-boarding schools and combined classrooms - Provision of teaching and learning equipment	800				√		
6	Strengthening of School Facilities Construction of Some Key Universities and vocational Secondary Schools	2001-2005	- Construction of school buildings to abolish triple-shift classes and temporary classes (enhancement of full-day schooling) - Building of labs and libraries - Construction of some key national universities and vocational secondary schools	1,125			√			

Source: EDSP2010

In view of clarifying the Japanese stance of supporting primary education as well as respecting initiatives by the Vietnamese Government, support for these programs should be considered possible areas of intervention by the Japanese cooperation.

However, as of March 2002, details of the above programs have not yet to been specified and corresponding areas for the primary education sector within these programs not yet clarified. Therefore, careful consideration should be made before formulating possible cooperation programs.

2.4   Suggestions

Based on the review described above, the following suggestions can be drawn in consideration of formulating Japanese cooperation for the Vietnamese Primary education sector:

Background: Suggestions for Formulating Japanese Cooperation for the Vietnamese Primary Education Sector
Current situation : • The enrolment rate in primary education in Vietnam has reached 95%. With the prospect of a decline in the school age population, it now faces a crucial stage for ensuring universal primary education. • The challenges to come include: (a) making it possible for the last 5% to attend schools, (b) improving the quality of education and (c) maintaining and reinforcing the current level of access and availability of primary education. Irrespective of the contents of the possible cooperation programs, the following were found to be important considerations : • Reduction of disparity in enrolment rate and internal efficiency among different groups in terms of geographical location, ethnicity (especially between the Kinh and other minority groups) and income-level. • Assurance of the quality of education (move from   double-shift schooling to full-day schooling, improvement of teacher quality and qualifications, and adaptation to the new curriculum. • Correction of possible negative impacts, which may further widen the current gap in primary education, brought by new trends in education such as "Socialization of education" and "National Standards for primary schools." • In attempting to achieve universal primary education, focus on access to "quality" education, not just access to schooling. • Cooperation and collaboration between the central and regional authorities under the decentralization process.

Furthermore, for harmonious and efficient cooperation among other donors to smoothly implement the PEDP, it is important to note the following factors :

- Active use of the PEDP
- Timely and careful coordination among projects implemented by other donors (demarcation of fields, geographical locations, and methods, as well as sharing materials and tools)
- Consideration for consistency and coordination with "National Targeted Programs" by the Vietnamese Government

3

PROPOSALS AS TO JAPANESE COOPERATION TO SUPPORT PRIMARY EDUCATION IN VIETNAM

Based on the reviews examined in previous chapters, this chapter presents proposals for Japanese cooperation to support primary education in Vietnam. Paragraph 3.1 describes the overall policy guidelines on formulating proposals for cooperation, followed by the structure of the cooperation programs in Paragraph 3.2

3.1 Policy Guidelines on Formulating Proposals for Japanese Cooperation

In view of ensuring consistency with the policies and measures adopted by the Vietnamese Government, the following five points have been identified as overall policy guidelines on formulating proposals for Japanese cooperation.

Policy Guidelines on Formulating Proposals for Japanese Cooperation
(1) Ensure consistency with the policies and measures adopted by the Vietnamese Government → Performing assessment based on the PEDP → Allowing flexible selection of components and addition/reduction of contents according to the interests of the Vietnamese Government
(2) Ensure consistency with the educational administration system currently being decentralized → Proposals of components which target stakeholders at each level (central, regional, community and school) based on the functions of respective levels
(3) In proposing components targeting the regional level, prepare contents in view of possible replication in other regions. → Introduction of SWOT[7] for the possibility of replication in other regions → Allowing the possibility of comparative approach by implementing in multiple regions/villages
(4) Prepare monitoring and evaluation schemes focusing on pupils at primary schools as final direct beneficiaries → Identification of evaluation indicators to assess improvement of access to schools or quality of education for pupils
(5) Maximize the benefits of "sector programs" → Mobilization of all available Japanese assistance schemes → Consideration of the multiplication effect and demarcation of combined assistance schemes (e.g. combination of grant assistance and loan to support projects as to repair and reconstruction of school facilities or school construction) → Collaboration with "North-East Upland Region Primary Education Facilities Development Plan (Phase I)," which will be implemented in parallel in Vietnam.

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[7] For the meaning of SWOT, see page 20

3.2 Overall Structure of the Cooperation Programs

This paragraph illustrates the overall structure of the Japanese cooperation programs to support primary education in Vietnam. Based on the needs assessment in the PEDP, and BAPI, structural overviews of proposed components (at both central/national and regional levels) and contents of each component will be presented. For components proposed for the regional level, the target area is set at provincial level and target agencies are identified according to the project/program within the component. For the selection of provinces as implementation sites, several provinces have been proposed for consideration.

3.2.1 Overall Structure of Cooperation Programs

Figure 3.1 shows the framework of the project formulation for Japanese cooperation. As described earlier, these proposals are formulated to be consistent with two important policy statements made by the Vietnamese Government (National PEDP and EDSP2010) and are reclassified corresponding to different target agencies and stakeholders to achieve goals for Six Prioritized Areas, which were identified by the government.
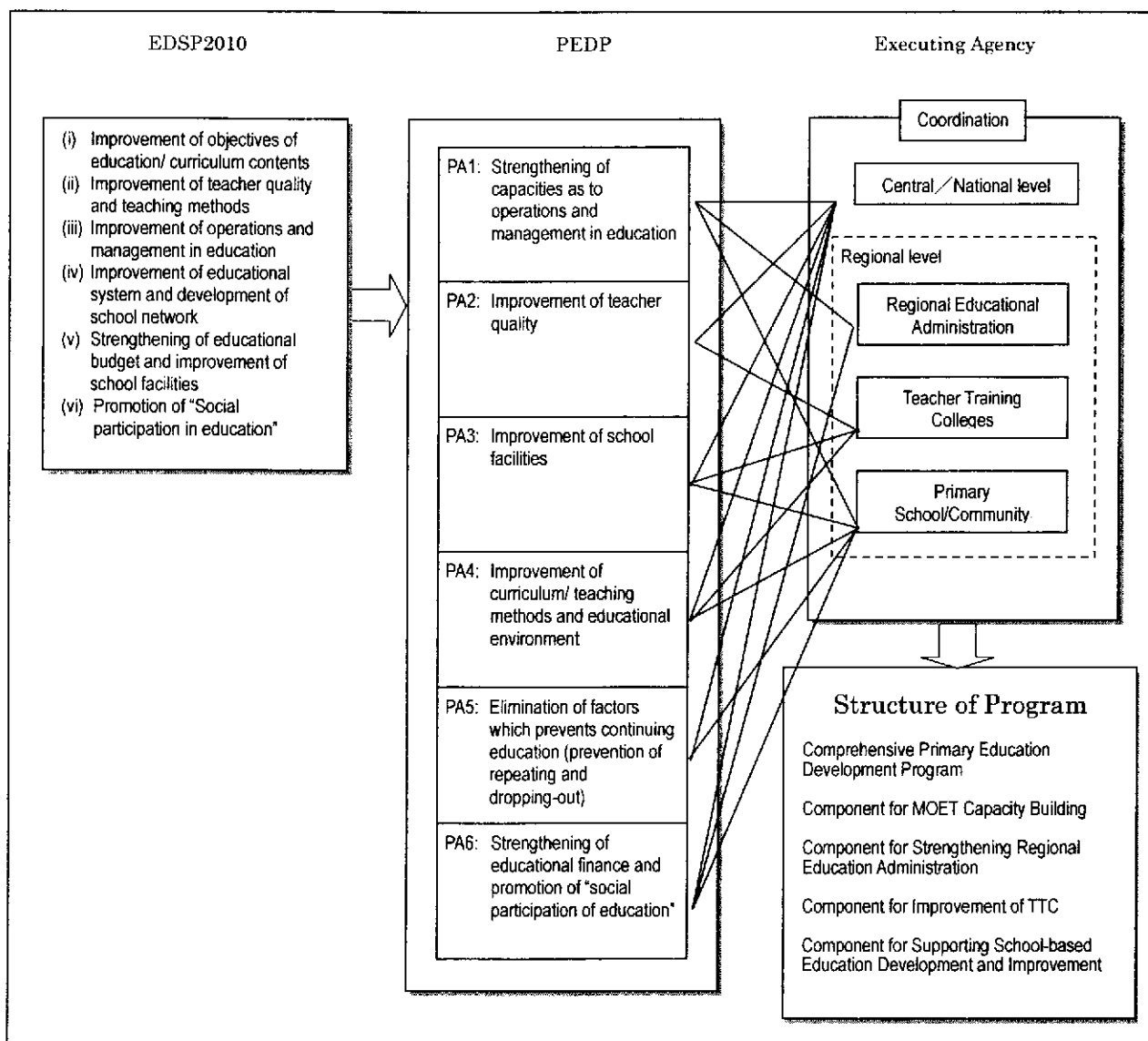

Figure 3.1: Framework for Project Formulation for Japanese Cooperation

3.2.2 Priority Areas in EDSP2010

The EDSP2010 is the national development strategy, which comprehensively covers the education sector. It emphsizes that comprehensive and urgent eduactional reform aiming to develop human resources to participate in national development is the top national priority and sets out three goals for the reform and six prioirty areas to achieve the goals, as follow:

Three Goals of the Educatioal Reform:

    (1)   Improvement of quality of education
    (2)   Training of specialists in science and technology
    (3)   Innovation in teaching contents, methods and curriculum

Six Prioirty Areas to Achieve the Goals

    (1)   Improvement of objectives of education/curriculum contents
    (2)   Improvement of teacher quality and teaching methods
    (3)   Improvement of operationsadministration and management in education
    (4)   Improvement of educational system and development of school network
    (5)   Strengthening of educational budget and improvement of school facilities
    (6)   Promotion of "Social Participation in Education"

Among these six areas, improvement of curriculum, teacher training, operations and management in education have been identified as the three most important areas.

3.2.3 Prioritized Areas in PEDP

The PEDP, approved by the Vietnamese Government in May 2002, has been devised for the purpose of providing a framework to implement the EDSP2010 concerning primary education. In preparing the PEDP, the following materials, in addition to existing statistics and literature, were collected and analyzed: (a) questionnaire survey results (from each province) on the quality of education, (b) problem tree diagrams by region, problem matrixes, (c) annual education plans and five-year education plans by province, and (d) data on projects already performed by other donors. As a result, six PAs (Prioritized Areas) in the primary education sector were identified, which correspnd to the EDSP2010's six priority areas:

    PA1   Strengthening of capacities of operations and management in education
    PA2   Teacher Training
    PA3   Improvement of school facilities
    PA4   Improvement of classroom environment
    PA5   Improvement of access to schools
    PA6   Strengthening of educational budget and promotion of "Social participation in education"

3.2.4 Formulating Components Focusing on Organizations/Systems of Educational Administration

Though it is possible to oragnize and implement projects separately for each of the six PAs, such a project formulation would make it difficult to ensure effectiveness and a focused approach because each area is administered by different levels of agencies and organizations (central, regional, school, and community levels). Therefore, this proposal recommends projects by reclassifying the six PAs and corresponding BAPI according to different target agencies and organizations. This method, which presents projects at both central and regional levels, enables flexible selection of components (such as an individual component approach by selecting only regional components or a comprehensive approach with a combination of central/regional components).

Based on the above examination, the following are the proposed components and programs:

- A: Comprehensive Primary Education Development Program: comprised of the four components outlined below
- B: Component for MOET Capacity Building: targeting MOET and institutions under MOET
- C: Component for Strengthening Regional Education Administration: targeting DOET/BOET personnel
- D: Component for Improvement of TTCs: targeting TTCs
- E: Component for Supporting School-based Education Development and Improvement (prototyping of Japanese Full-day Schooling): targeting primary schools
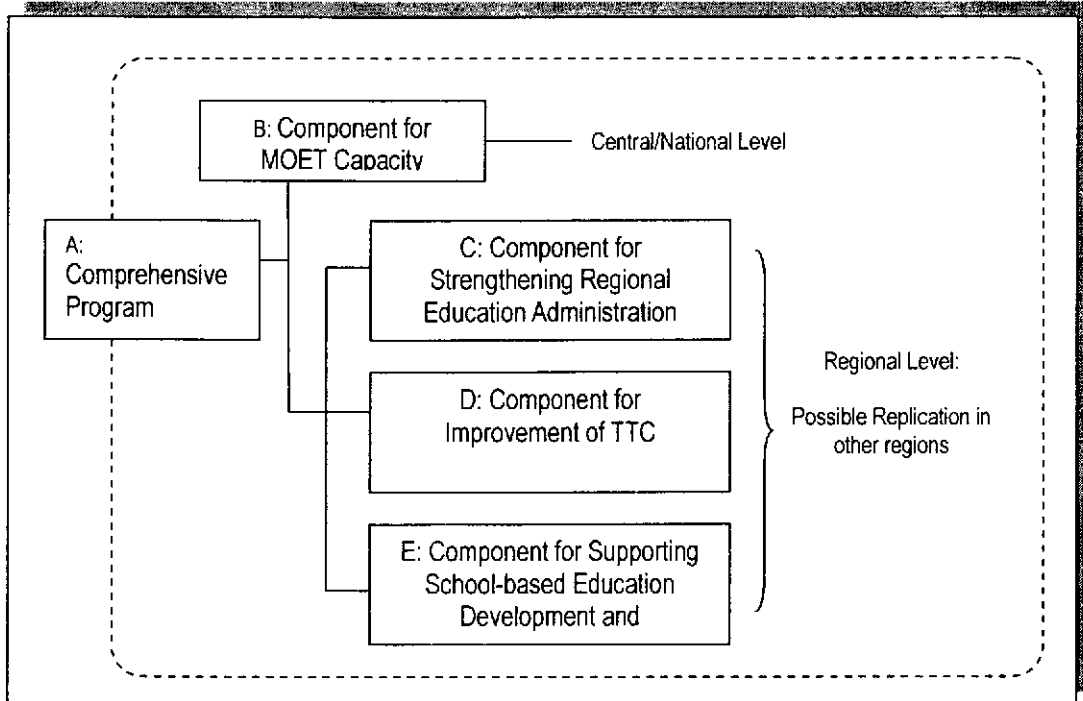

Figure 3.2: Structure of Popposed Cooperation Programs

3.3 Outlines of Each Component

In reference to the National PEDP, general guidelines in developing the contents of each component

have been as follow:

- Consistency and compatibility with BAPI presented in the PEDP
- Due consideration to the difference in functions of each agency/organization: MOET as overall policy-maker of primary education at the national level, provincial and local authorities (such as BOET and DOET) and local primary schools as planning and implementation body of actual education plans at the local level
- Ensuring the piloting aspect in regional components for possible future replication in other regions by introducing the SWOT analysis
- Allowing flexible project formulation by combinations of each component, which itself can form a separate project

The following paragraphs present the outlines of each component, followed by a comparison of their respective features (Table 3.1). Further datails of each component will be delineated in Chapter 4.

3.3.1   B: Component for MOET Capacity Building: targeting the central/national level

This component, aiming at strengthening capacities in educational policy-making and information sharing at the national level, targets MOET and its related educational agencies and proposes training/study abroad programs, support for the formulation of basic policies and publication of guidelines and regulations, as well as support for monitoring of the move to the new curriculum at the national level. Proposed inputs from Japan include admission of and grants for trainees and students from Vietnam, specialists, researchers and consultants. Expected outcomes of this component will be:

(1)   Increased knowledge of the administrators and research on policy-making
(2)   Basic policies and guidelines formulated and presented at the national level
(3)   Guidelines and handbooks published on various issues
(4)   Smooth implementation of the new curriculum

The feature of this component is the possible nation-wide multiplication effect owing to the fact that it involves policy-making and information sharing at the national level. If these programs at the national level are implemented in parallel with other components, multiplication and complementary effects between regional levels can be also expected.

3.3.2   C: Component for Strengthening Regional Education Administration: targeting DOET/BOET personnel

The activities for this component include training for regional educational officers and development of an educational managemet informaton system (EMIS), which enables effective administrative plannning, operations and manegment based on objective data. Expected inputs are training specialists for capacity building of regional educational officers as to adminitrative and techinical skills and experts in developing EMIS as well as the provison of equipment for management and operations (such as computers).

Expected outcomes of this component are:

(1)   Enhanced capacities as to educational officers and school headmasters

(2)   Increased efficiency in plannning, implementation and management based on objective data

It should be noted that primary school pupils are not the direct beneficiaries of this component and thus, only indirectly benefit from these outcomes above to improve their learning achevements.

3.3.3   D: Component for Improvement of TTCs: targeting TTCs

For this component, proposed activities include training for both prospective and in-service teachers, strengthening of TTCs through trianing of in-service teachers, strengthening of teaching capacity of faculty at the colleges.   Required inputs from Japan will be dispatching of specialists on training curriculum and improvement of teaching methods and provison of teaching materials and equipment.

Expected outcomes of this component are:

(1)   Improved teacher training system

(2)   Higher quality of primary teachers with improved teaching skills and motivation

(3)   Increased learning acheivements of pupils as a result of the above outcomes

Caution has to be taken as to the sustainability of the project activities.   Without proper support from the educational authorities and individual schools, it would be difficult to share and maintain the skills acquired by individual teachers who have completed training at school level, taking time for pupils to finally benefit from the outcomes of the project.   The incentives among teachers to attend the training courses would not be guaranteed after the project implementation either.   Therefore, it is important to develop support schemes to sustain and further encourage teacher motivation to learn and share new skills.

3.3.4   E: Component for Supporting School-based Education Development and Improvement: (prototyping of Japanese Full-day Schooling): targeting primary schools

Proposed activities of this component are training for strengthening capacities as to school management, development of networks among schools to exchange views and information, establishment of study groups for teachers, strengthening of community support for schools, construction/repair of schools in view of implementing full-day schooling, provision of equipment and teaching materials, launch of school lunch services.   Proposed inputs to support these activities, include training specialists on school administration and management, JOCVs for participatory community development to promote community support to provide more resources to schools, grants/loans for facility improvement or provision of equpment.   The expected outcomes of these activities will be:

(1)   Improved school management with increased support from parents and the

(2)   community

(3)   Increased skills and incentives of teachers through mutual exchange of teaching methods

(4)   Enhanced colloboration among individual schools

This project, which emphasizes the process of establishing the systems, would not make mesurable improvements in the short term.   Once the systems have been established, however, the sustainability is likely to be high.   Since proposed activities are based on the school level, attention must be paid to the

difficulty in directly affecting and improving factors which are adminitered by the educational authorities (such as teacher training, placement and inspection).

3.3.5   A: Comprehensive Primary Education Development Program: comprised of the 4 components outlined below

This program consists of all the components presented above. With combined inputs from different components, expected outcomes and impacts would be considerably increased. If the project implementation becoming functional, a high level of sutainability would be expected. It can also present prototypes of full-day schooling and effective school management for replication in other provinces. However, without timely implementation of Components B-D, the multiplication effect of the program would not be visible for some time.

The following table represents the relationships and locations of target executing agency of each component:
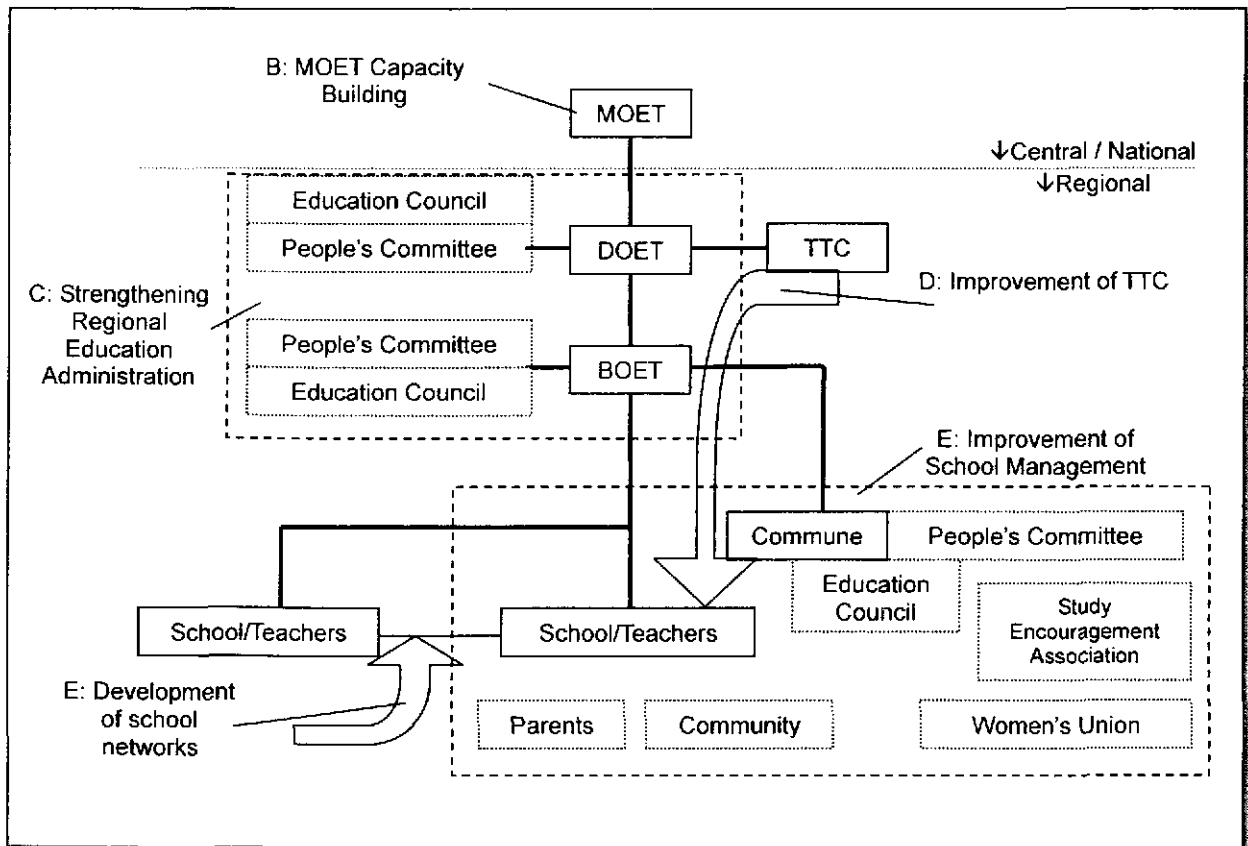

Figure 3.3: Components and Proposed Target Agencies

Table 3.1: Comparative Features of the Comprehensive Program and Individual Components

	A: Comprehensive Program (Combination of Components B-D)	B: Component for MOET Capacity Building	C: Component for Strengthening Regional Education Administration	D: Component for Improvement of TTCs	E: Component for Supporting School-based Education Development and Improvement (Prototyping of Japanese Full-day Schooling)
Targets	All of Components B-D	MOET / Research Institute personnel	DOET/BOET personnel (primary education section, planning and budget section, and audit related sections)	TTCs and primary schools	Primary schools and communities
Activities	All of Components B-D	1. Training of Educational administrators and researchers 2. Support for formulating policies and reform plans on decentralization of education and "social participation in education" 3. Support for compiling and issuing various handbooks and guidelines 4. Support for implementing the new curriculum	1. Training and manual development for regional educational administrators 2. Establishment of data collection system based on EMIS 3. Provision of equipment for EMIS	1. Strengthening of TTCs 1.1 Strengthening and expansion of in-service training 1.2 Strengthening and expansion of pre-service training 2. Strengthening of teaching capacities of faculty members of TTCs	1. Training for strengthening capacities of school management 2. Development of networks among schools 3. Promotion of community support for schools 4. School construction or repairs to accommodate full-day schooling (grants or loans) 5. Provision of equipment and teaching materials 6. School lunch service
Inputs	All of Components B-D	• Offer counterpart trainees / Support for study abroad programs • Dispatch of experts on education, educational administration, and curriculum	• Training specialists administrative and technical skills to be educational administrators • Dispatch of experts on improving EMIS • Provision of equipment for operations and management (e.g. PCs)	• Dispatch of experts on improving training curriculum and teaching methods • Provision of teaching materials and equipment	• Training Specialists school management skills • JOCVs to support participatory development in promoting community support for providing resources for schools • Grant Aid or loans for construction, repairs and improvement of school facilities, or provision of equipment

	A: Comprehensive Program (Combination of Components B-D)	B: Component for MOET Capacity Building	C: Component for Strengthening Regional Education Administration	D: Component for Improvement of TTCs	E: Component for Supporting School-based Education Development and Improvement (Prototyping of Japanese Full-day Schooling)
Outputs	All of Components B-D	1. Enhanced knowledge of administrators, researchers at the central level 2. Presented policies and reform plans on decentralization of education and "social participation in education" 3. Published handbooks and guidelines 4. Smooth implementation of the new curriculum	1. Enhanced capacities of education officers and school management staff 2. Increased efficiency of educational administration system (planning, operations and management based on objective data)	1. Improvement of the training system 2. Improvement of teacher quality (teaching methods / morale) 3. Improvement of pupils academic achievement	1. School management supported by the community 2. Improvement of teacher morale (collaborative study) 3. Improvement of collaboration among schools and teachers 4. Increase in number of full-day schools
Expected outcomes	• Expected outcomes and • Impact would be maximized with all the combined inputs of components B-D • The multiplication effect may take some time to become obvious. • High sustainability if implemented successfully • Offers prototypes of full-day schooling and effective school management for replication in other provinces	• Nation-wide far-reaching effects by supporting publication of policies, measures and guidelines • Impacts on time for the • Same reason • Multiplication effects and complementary effects from parallel implementation of Components B-E	• Capacity building • Indirect effects on improving pupils' academic achievement	• Intermediate effects (improvement of teacher quality) are soon felt • Ultimate effects (pupils academic achievement) will take some time to be measured • Reasons: weak backup support (at regional educational authorities and schools level) to sustain and share improved quality of teachers	• With the process-oriented approach, short-term effects are unlikely to be obtained • Unable to affect factors which are dealt with at upper levels of educational administration rather than the school level • High sustainability once the system becomes operational

3.4 Identification of Target Provinces for the Implementation of Regional Level Components (C-E)

In consideration of the large number of inputs required for the comprehensive program, implementation targets should be limited to one or 2 provinces. On the other hand, individual projects with fewer inputs can be implemented in multiple target provinces and such an implementaion approach would be encouraged for increasing effectiveness. Therefore, different selection processes are presented for the comprehensive program and the individual projects. (Figure 3.4)
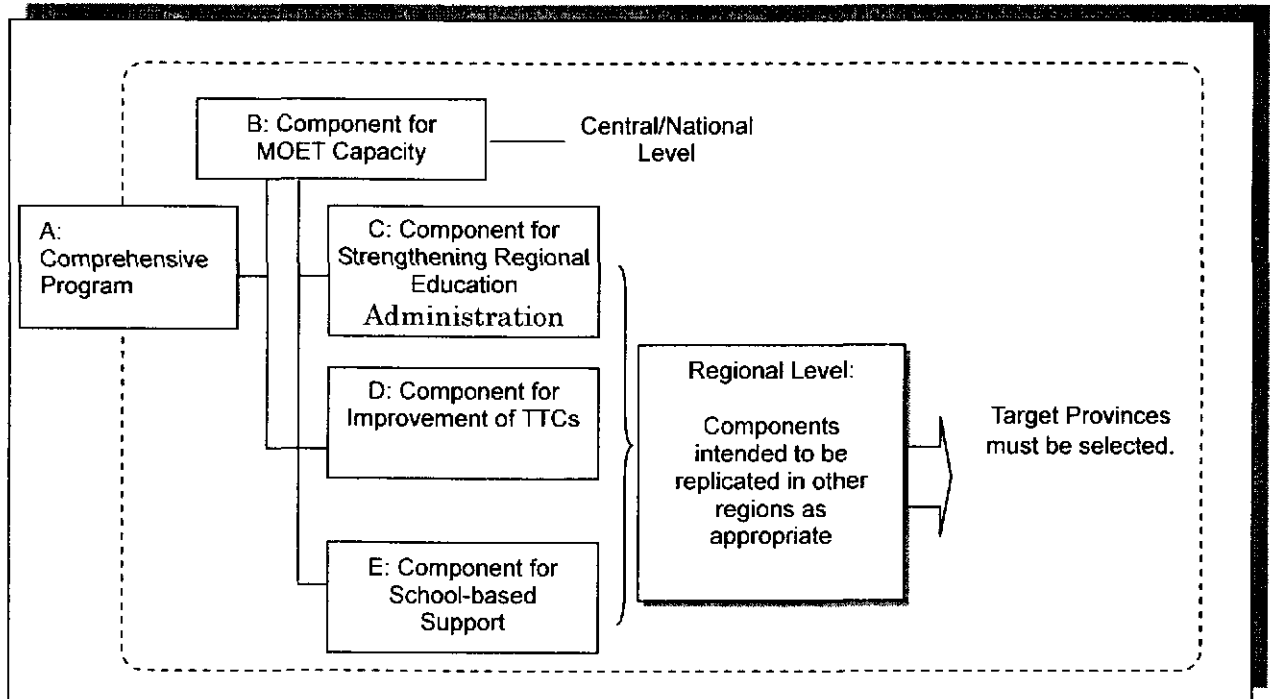
Figure 3.4: Regional-level Components requiring Target Provinces

Based on the above table, the method of target selection and selected provinces as a result will be presented below for the following cases:

- Comprehensive program: combined implementation of component B and components C-E at the same time
- Individual Component: individual implementation of component B and components C-E

3.4.1 The Selection Method for Target Provinces

This report presents a two-stage selection method for target provinces: firstly (a) identifying average provinces as "possible target provinces" based on various indicators, and then (b) selecting "target provinces" based on the indicators, which are deemed useful for making decisions. These indicators and some considerations in applying them will be detailed below.

(1) Target Provinces for the Comprehensive Program

Figure 3.5 indicates the selection method of average provinces from all the sixty one provinces. For the first screening based on quantitative indicators in education, society and economy, the five most "average" provinces from all the provinces are to be selected as "possible target provinces." Among these five possible targets, target provinces will be identified at the second screening based on such qualitative indicators as the poverty level, effects on the beneficiaries, conditions of target provinces, and activites of other donors.
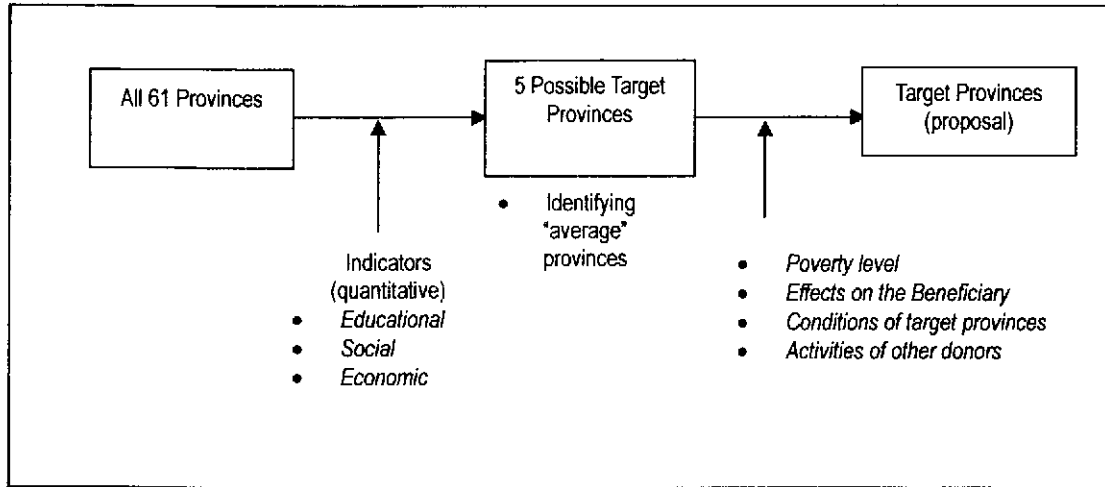
Figure 3.5: Selection of Target Provinces for the Comprehensive Program

(2) Target Provinces for Individual Components

Figure 3.6 presents the target selection method for individual components. Similar to the method for the Comprehensive Program, avarage provinces will be selected based on quantitative indicators at first. The indicators used here, however, are different for each project and separate indicators are selected for different projects. In view of possible implementation in multiple provinces, eight to ten provinces are selected as possible target provinces.
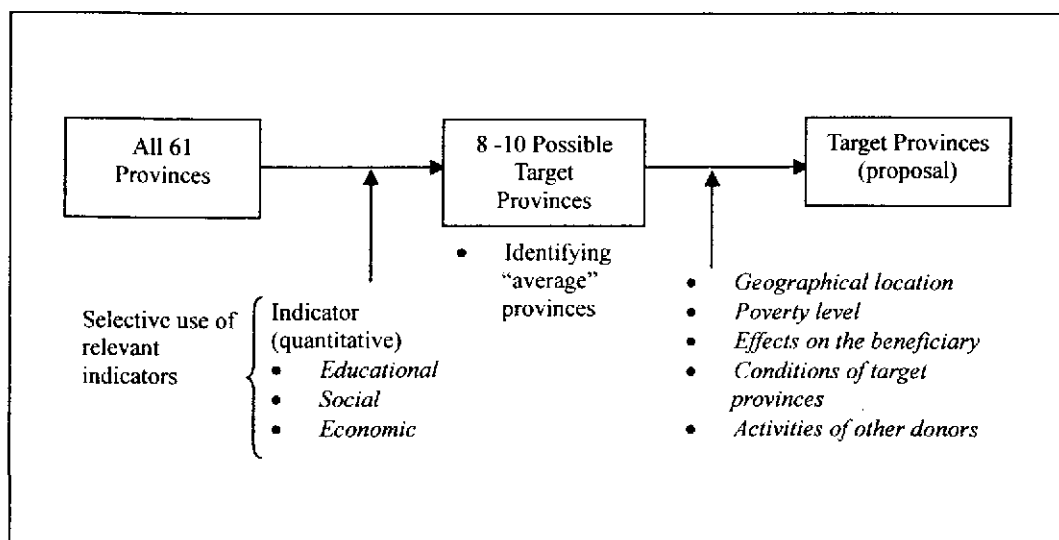
Figure 3.6: Selection of Target Provinces for Individual Component

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For selecting possible target provinces, in addtion to the four qualitative indicators introduced ealier, other useful idicators include geographical locations of the provinces. For ensuring the pilot aspect of the project, it is not advisable to choose neighbouring provinces as implementation targets.

The reason for singling out avarage provinces as possile tagrets is that the analysis obtained from the project results in the regions with average profiles within the country would be more beneficial when considering the possibility of replication in other provinces/regions. It is expected that replication in regions with poorer indicators will be less likely than replication in regions with better indicators. Therefore, measures should be taken to ensure and increase the pilot aspect of the proposed cooperation program such as (a) identfication of smaller divisions/sections within the project implementation target area for comperative analysis and (b) introduction of the SWOT analysis to assess the possibility of replication in other provinces.

Box : SWOT Analysis

The SWOT analysis is an analyzing technique used in economics to identify and classfy strengths, wecknesses, opportunities and threats surrounding a business or organization.

To analyze a case, internal factors (Strengths / Weaknesses) and outisde factors (Opportunities / Threats) are classfied into a matrix. The SWOT analysis is widely used for business oppoertunities or cooperate strategries.

Table : SWOT Analytsis Matrix

		Internal Factors	
		Strength	Weakness
Outside Factors	Opportunity		
	Threat		

3.4.2   Selected Target Provinces

(1) For the Comprehensive Program

Based on the analysis of the total of deviation from average values of 24 indicators ranging from education, society, and economy, the following five provinces were selected as possible target

provinces: Phu Tho (North-East Upland region), Thai Nguyen (North-East Upland region), Ban Giang (North-East Upland region), Dong Thap (Mecon River Delta region), and Nghe An (North Central Coast region). (Table: 3.2)[8]

Table 3.2: Target Provinces for Comprehensive Program

Component	Indicators used and their total numbers	Ranking	Target Selected	Region
A: Comprehensive Program	General educational, social and economic indicators	1	Phu Tho	North-East Uplands Region
		2	Thai Nguyen	North-East Uplands Region
	Total: 24 indicators	3	Ban Giang	North-East Uplands Region
		4	Dong Thap	Mekong River Delta Region
		5	Nghe An	North Central Coast Region

For reference, the useful indicators to choose "target provinces" from "possible target provinces" are as follow:

(1)   In terms of numerical values, Phu Tho Province represents the most average profile.

(2)   The three target provinces for the planned school construction project with grant aid may be used as an evaluation factor. (These three provinces are indicated in gray in Table 3.2)

(3)   In terms of HDI, Bac Giang Province ranks at the lowest end of the scale with the least GDP and thus, needs for assistance are great. In addition, with a large primary school age population, the beneficiary effect will also be high.   Bac Giang Province ranks high as a possible target province for two out of three individual projects.

(4)   An alternative target may be Nghe An Province due to the fact that a school construction project has already been completed with grants and additional different activities will be effectively implemented.   Furthermore, about one third of the area of Nghe An Province is identified as target sites for the Primary Education for Disadvantaged Children Project by the World Bank and possible collaboration with this project should be considered.

(5)   Given the fact the target provinces are identified from provinces with "average" profiles, it is expected that the replication of successful pilot projects in provinces with poorer profiles would not generate the same levels of expected outcomes.   Therefore, measures should be taken to increase the pilot aspect of the project such as identification of sample areas based on different factors (such as level of urbanization, proportion of rural population, proportion of ethnic minorities, and good/poor access to schools) within the target province for later comparative analysis.

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[8] The lowest ranking provinces, i.e. the least "average" provinces, are Hanoi City, Ho Chi Minh City and B. Ria-V. Tau Province (rich in natural resources such as oil and natural gas), which also correspond to the top three rankings of UNDP's HDI (2001).   Except for these last three provinces, ten other low ranking provinces belong to the lowest HDI rankings, which indicates the validity of the indicators used for this selection.

Table 3.3: Target Provinces for Comprehensive Program (proposal) 3

Province	School age population (6 - 10 yrs of age)	HDI (ranking)	GDP per capita (ranking)	Target for Grants
Phu Tho	1,500, 000	23	37	Yes
Thai Nguyen	1,200,000	32	51	Yes
Bac Giang	1,900,000	48	54	Yes
Don Thap	1,800,000	40	25	No
Nghe An	3,900,000	26	41	Already done

Source: MOET (2001): National Human Development Report 2001 (UNDP)
http://www.undp.org.vn/efault.htm

Note: Together with Thanh Hoa Province and Ha Tinh Province, 40 schools and 470 classrooms (including 40 multipurpose special rooms) were constructed in Nghe An Province through Primary Education Facilities Development Plan Phase II (1995) through grant aid.

(2) Selected Target Provinces for the individual components

In selecting target provinces for the individual components, only relevant indicators according to the different components are selectively used among twenty four indicators used for the selection of target provinces for the Comprehensive Program. For instance, for a project for strengthening managerial capacities of educational administration, nine indicators such as the geographical factor, educational budget, school locations, classroom locations and the level of school buildings were used. For the Improvement of TTCs project, six indicators including teacher placement, and academic achievement level of pupils were selected while thirteen indicators including the geographical factor, educational budget, school network, access to schools and academic achievement level of pupils for the school-based support project. Eight provinces were selected as in Table 3.4 based on the total of deviation from the average values.

Table 3.4: Possible Target Provinces for Individual Components

Component	Indicators used and their total numbers	Ranking	Target Selected	Region
C: Strengthening Regional Education Administration	• Regional conditions (rural population, ethnic minorities, poverty, and literacy rate) • Education finance (education budget per pupil) • School location (number of branch schools and proportion of multiple-classes) • Classroom arrangement and level of buildings (number of classes per classroom, proportion of temporary buildings) Total: nine indicators	1	Thai Nguyen	North-East Uplands Region
		2	Bac Giang	North-East Uplands Region
		3	Phu Tho	North-East Uplands Region
		4	Quang Ngai	Central Coast Region
		5	Binh Phuoc	South-East Region
		6	Than Hoa	North Central Coast Region
		7	Can Tho	Mekong River Delta Region
		8	Ninh Thuan	South-East Region
C: Improvement of TTCs	• Teacher placement (ratio of female teachers and contract teachers, teacher-classroom ratio, and teacher-pupil ratio) • Pupils' academic achievement (pupils' completion rate, pass rate of the graduation examinations) Total: six indicators	1	Thai Ninh	South-East Region
		2	TP H-C-Minh	South-East Region
		3	Nghe An	North Central Coast Region
		4	Phu Yen	Central Coast Region
		5	Bac Kan	North-East Uplands Region
		6	Yen Bai	North-East Uplands Region
		7	Binh Thuan	South-East Region
		8	Dong Thap	Mekong River Delta Region
D: Supporting School-based Education Development and Improvement	• Regional conditions (rural population, ethnic minorities, poverty, and literacy rate) • Education finance (number of multiple-classrooms, existence of a library, proportion of temporary buildings, ratio of contract teachers) • School network (number of branch schools) • Access and academic achievement (net school attendance, pupils' completion rate, pass rate of the graduation examinations) • Total: thirteen indicators	1	Thai Nguyen	North-East Uplands Region
		2	Phu Tho	North-East Uplands Region
		3	Nghe An	North-East Uplands Region
		4	Bac Giang	North-East Uplands Region
		5	Quang Ngai	Central Coast Region
		6	Dong Thap	Mekong River Delta Region
		7	Thanh Hoa	North Central Coast Region
		8	Binh Thuan	South-East Region

Note :   Provinces indicated in gray are possible target provinces for Comprehensive Program

For reference, the useful indicators to choose "target provinces" from "possible target provinces" are as follow:

(1)   These eight provinces are spread across different regions. One method of selection is to choose one province for each of five regions to implement the pilot project at the same time. In the case of considering multiple provinces within the same region, single out one based on the qualitative factors used for selecting the targets for the Comprehensive Program.

(2)   For the project for Strengthening Regional Education Administration, Thai Nguyen Province, Bac Giang Province and Phu Tho Province belong to the same North-East Uplands Region. Based on HDI, GDP per capita, and beneficiary effects, Bac Giang Province should be selected because of its greater needs for assistance. In the cases of Binh Phuoc Province and Ninh Thuan Province in the South-East   Region, given the similar GDP per capita, either

selection should be valid: HDI favors the Ninh Thuan Province while beneficiary effects favor the Binh Phuoc Province.

(3)   For the TTCs Improvement Project, Ho Chi Mhin City and Phu Yen Province should be excluded as these are identified as target areas for the World Bank's "Primary Teacher Development Project." Similarly, attention should be paid to other donors' activities in the region.

3.5   Summary

3.5.1   Suggestion for Approach Selection

In combining components for the Japnaese cooperation proposal, the Comprehensive Program is considered to offer greater impacts and validity than individual projects.

- Through the examination in Paragraph 3.3 "Outlines of each Component," the following recommendation can be drawn: When implementing each component, various players such as educational authorities (DOET and BOET), TTCs, and Schools should be mobilized simultaneously and sytematically.

In Vietnam, past projects by other donors have targeted sub-sectors (such as teacher training or curriculum improvement) and thus, a comprehensive program approach has yet to be implemented[9]. Thus, the comprehensive implementation of pilot projects would generate greater impacts and added-value.

Following up the EDSP2010, the reform in the primary education curriculum has been progressing in Vietnam and the new curriculum is scheduled to be implemented from the grade 1 and upwards from September 2002. The introduction of the new curriculum requires closer cooperation and concerted efforts among administration, teachers and schools. This viewpoint also suggests another advantage of the Comprehensive Program, which simultaneously involves different stakeholders.

The following figure presents the whole proposed Japanese cooperation structure. This proposal constitutes the basis of discussions with the Vietnamese Government during the project formulation phase in the next year of the project to ensure smooth and effective development of Japanese cooperation programs.

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[9] The comprehensive "Primary Education for Disadvantaged Children" project, which the World Bank is currently preparing, targets schools in 189 districts for minority groups in severe poverty as well as with a low level of primary education. It also includes activities for inclusion of disabled children and educational services for street children (Hanoi City and Ho Chi Minh City).

A: Comprehensive Program

Target Provinces	Phu Tho Thai Nguyen Ban Giang Dong Thap Nghe An (1 or 2 from above)

B: Component for MOET Capacity Building

Target	MOET / Research Institute personnel
Japanese Inputs	Counterpart training/support for study abroad programs, dispatch of experts (long-term / short-term) (individual/team) (education, educational administration, and curriculum, etc.)

C: Component for Strengthening Regional Educational Administration

Target	DOET and BOET (primary education section, planning and budget section, and audit related sections)
Target Provinces	Thai Nguyen Bac Giang Phu Tho Quang Ngai Binh Phuoc Than Hoa Can Tho Ninh Thuan
Japanese Inputs	• Dispatch of experts (long-term / short-term) (individual / team) (educational administration, HRD, EMIS) • Provision of equipment (e.g. PCs for EMIS)

D: Component for Teacher Training

Target	Teacher Training Colleges Primary Schools
Target Provinces	Thai Ninh H-C-Minh Nghe An Phu Yen Bac Kan Yen Bai Binh Thuan Dong Thap
Japanese Inputs	• Dispatch of experts (long-term/short-term) (individual/team) (curriculum/teaching material development and teaching methods) • Provision of teaching materials and equipment

E: Component for School-based Support

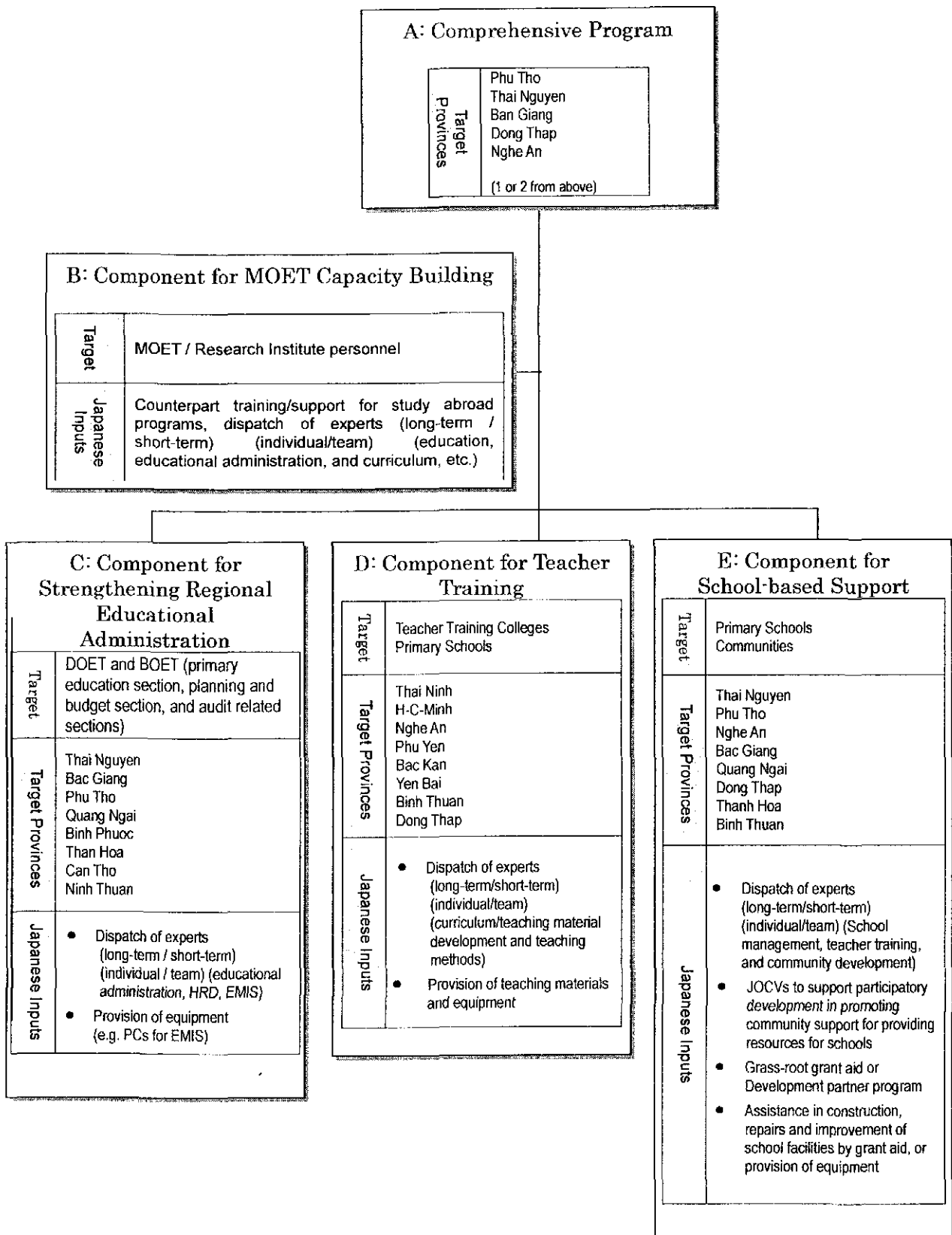| Target	Primary Schools Communities
Target Provinces	Thai Nguyen Phu Tho Nghe An Bac Giang Quang Ngai Dong Thap Thanh Hoa Binh Thuan
Japanese Inputs	• Dispatch of experts (long-term/short-term) (individual/team) (School management, teacher training, and community development) • JOCVs to support participatory development in promoting community support for providing resources for schools • Grass-root grant aid or Development partner program • Assistance in construction, repairs and improvement of school facilities by grant aid, or provision of equipment

Figure 3.7: Overall Summary of Proposed Cooperation Programs

Combination of Components	Comprehensive Program: Central/national level as well as regional level Combined implementation of Components B + (C, D, E)
Target Provinces	One or two provinces to be selcted from five provinces identified in "Traget Provinces (Comprehensive)" based on the discussions with the Vietnamese Government
Inputs	Dispatch of experts (Long/Short) (Individual/team), JPCVs, Equipment Provision, Grassroot Grant Aid
The outlines presented above constitutes the basis for discusions with the Vietnamese Govenement during Phase II for project formulation by Japnaese Cooperation.	

4

BASIC DESIGN OF EACH COMPONENT

This chapter describes the basic outlines of each component, which together constitute the proposed Japanese cooperation programs defined in Chapter 3. In addition to the items derived from the general log-frameworks, supporting background information for each component is included in these outlines.

4.1   Component for MOET Capacity Building

Component B: Component for MOET Capacity Building
I. Background
While the main function of MOET is policy-making, coordination, and giving advice in regards to educational administration at the national level, this function is not fully operational as shown below. As the expertise in newly developed concepts in education/educational administration (such as decentralization and socialization of education) as well as new trends in educational development are not systematically accumulated at the central level, giving advice and information-sharing on these issues vis-à-vis, local authorities are hindered. Basic policies and reform plans, which reflect such concepts as decentralization of education and social participation in education, have not been defined.   (1) Practical handbooks or guidelines to implement decentralization of education and social participation in education have not been well-developed and distributed.   (2) Concerns have already been raised over the introduction of the new curriculum from the year 2002.
II. Executing Agency: MOET and Institutions under MOET
III. Direct Beneficiaries: MOET / Research Institute personnel   Indirect Beneficiaries: Teachers and school staff

IV. Objectives	Indicators
MOET's functions of coordination, execution and information sharing in regards to educational administration at the central level are strengthened.	The evaluation by the concerned parties on the relevance of publications/documents issued by MOET

V. Outcomes	Indicators
1. Government officers at the central level and education researchers will enhance their knowledge on world trends in education and educational development	1.1 Research outcomes 1.2 The number of research articles published
2. Basic policies and reform plans, which reflect the concepts of decentralization/social participation in education, will be formulated.	2.1 The number of policies formulated 2.2 The prevalence and the number of distribution targets of the above
3. Practical handbooks or guidelines to implement decentralization of education and social participation in education will be published.	3.1 The number of documents published 3.2 The prevalence and the number of distribution targets of the above
4. The new curriculum will be smoothly implemented.	4.1 The number of elementary schools which have implemented the new curriculum 4.2 The actual situation of the implementation of the new

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	curriculum (Survey using questionnaires)
VI. Sub-component	Corresponding BAPI
1. Training of Education Officers/Researchers 1.1 Training/Study Abroad programs to train highly-qualified education development specialists 1.2 Joint-research projects between Vietnamese-Japanese researchers. Suggested research topics (Numbers in brackets below indicate corresponding BAPI numbers) <table><tr><td>- Textbook distribution system (P4/S3/B2)</td><td>- Use of EMIS in Vietnam (P1/S2/B2)</td></tr><tr><td>- "Social participation in education" (P4/S4/B3)</td><td>- Improvement of the educational budget system (P6/S1)</td></tr><tr><td>- Rotating school instruction (P1/S3/B2)</td><td>- Personnel system for educational civil servants (P1/S3/B1)</td></tr><tr><td>- Teacher training plan (P2/S1/B1)</td><td>- Action research (P4/S1/B3)</td></tr><tr><td>- Improvement of teaching method /syllabus (P4/S3/B1)</td><td>- Cost-effectiveness in education (P6/S3B2)</td></tr></table>	Also refer to the left columns 1 P1/S2/B1 P1/S2/B2
2. Support for Formulation of Basic Policies and Reform Plans, which Reflect Concepts of Decentralization/Social Participation in Education Support for the formulation of strategies/policies in the following areas. (Numbers in brackets below indicate corresponding BAPI numbers): <table><tr><td>- Revision of national standards for Primary Education</td><td>- Standards for primary school construction corresponding to the local situations (P3/S1/B1)</td></tr><tr><td>- Textbook distribution system (P4/S3/B2)</td><td>- EMIS (P1/S2/B2)</td></tr><tr><td>- "Social participation in education" (P4/S4/B3)</td><td>- Personnel system for educational civil servants (P1/S3/B1)</td></tr><tr><td>- Teacher training plan (including special subject teachers) (P2/S1/B1)</td><td></td></tr></table>	2 P1/S2/B1 P1/S2/B2
3. Support for Compilation and Publication of Handbooks and Guidelines Support for the formulation of strategies/policies in the following areas. (Numbers in brackets below indicate corresponding BAPI numbers): <table><tr><td>- Textbook distribution system (P4/S3/B2)</td><td>- Use of EMIS in Vietnam (P1/S2/B2)</td></tr><tr><td>- "Social participation in education" (P4/S4/B3)</td><td>- Educational budget system/ administrative procedures (P6/S1)</td></tr><tr><td>- Rotating school instruction (P1/S3/B2)</td><td>- Personnel system for educational civil servants/administrative procedures (P1/S3/B1)</td></tr><tr><td>- Teacher training plan (P2/S1/B1)</td><td>- Independent research by teachers (P4/S1/B1)</td></tr><tr><td>- Control/Prevention of dropouts (P5S1)</td><td>- Lesson planning (P2)</td></tr><tr><td>- Handbook on the construction of primary schools (P3/S1/B1)</td><td>- Teaching material development by individual schools (P2)</td></tr></table>	
4. Support for the Implementation of the New Curriculum 4.1 Advising the progress of the new curriculum implementation action plan (4-3-1) 4.2 Advising the revision of scholastic evaluation method (4-3-1) 4.3 Planning the training of special subject teachers (2-1-4)	

VII. Inputs
1. From JICA Dispatch of experts (long-term/short-term) (individual/team). Acceptance of students (on scholarship) or counterpart training (1.1) Provision of equipment 2. From Vietnam Human Resources: MOET, researchers at institutes under MOET Local costs: administrative expenses, DSA and accommodation
VIII. MOET's involvement
-   Active participation -   Joint-research and joint-writing -   Revision, coordination and evaluation of components

4.2   Component for Strengthening Regional Education Administration

Component C: Strengthening of Regional Education Administration		
I. Background		
(1) Roles and responsibilities of DOET and BOET are not clearly defined. At both DOET and BOET, skills and capacities of the staff concerning educational planning, school accounting audit, school inspection/guidance for improvement, and monitoring of these activities are inadequate. (2) Education-related data are not accurately collected and analyzed.		
II. Executing Agency: DOET and BOET (Primary Section, Budgetary Planning Section, and Accounting Audit section)		
III. Direct beneficiaries: DOET/BOET personnel Direct beneficiaries: Teachers, staff, and pupils		
IV. Objectives	Indicators	
Capacities of the regional educational administration will be strengthened.		
V. Outcomes	Indicators	
1. Manuals and training opportunities for regional education officers will be developed and provided. 2. EMIS will be developed to ensure systematic data collection and data sharing.	1-1 Existence of Manuals for regional education officers 1-2 The number of training opportunities provided and number of participants trained 2-1 Existence of EMIS 2-2 Frequency of data usage via EMIS	

VI. Sub-component	Corresponding BAPI

<u>1. Development of Manuals and Training for Regional Education Officers</u>
1.1 Situation analysis of regional education officers and needs analysis on responsibilities, roles and skills/knowledge required of each administrative/budgetary officer)
1.2 Development and implementation of training programs for regional education officers (duration, resource persons, contents, venues, and methods)
1.3 Development of manuals for the above courses (targets and contents)
    1.2-1.3 will include the following:
    - Analysis, planning and evaluation methods for educational planning
    - Planning, development, monitoring and evaluation methods for education projects
    - School inspection and guidance on improvement
    - Methods of school audit
    - Support for improving the textbooks distribution system for the new curriculum
 	
<u>2. Development of Data Collection System Based on EMIS</u>
2.1 Analysis of the existing data collection system
2.2 Establishment of systematic information management and related procedures
2.3 Planning of an effective data collection system (including the introduction of EMIS) with due consideration for the integration of budgetary database managed by budgetary sections.
	1
	P1/S1/B3
	P1/S2/B1
	P1/S3/B1
	P1/S3/B2
	P6/S1/B2
	
	2
	P1/S2/B2

VII. Inputs	
1. From JICA Dispatch of experts (long-term/ short-term) (individual/team). Provision of computers (2.2) 2. From Vietnam Staff members in charge of EMIS from MOET and BOET	

Local cost: Project administration cost
VIII. MOET's participation
- Participation in the development of manuals, giving advice on educational planning and other methods - Monitoring of training activities - Evaluation of training activities

4.3 Component for the Improvement of TTCs

Component D: Improvement of TTCs	
I. Background	
There is a shortage of human resources, both in quality and in quantity, to adequately implement the new curriculum. (1) TTCs have not prepared training courses, materials, and lecturers to adapt to the changes introduced by new curriculum. (2) Individual schools have not been well-informed of the introduction of the new curriculum. For instance, in-service teachers have not been trained in the new skills required for the new curriculum (such as pupil-based teaching, use of new materials, assessment techniques). Teachers and school staff are not familiar with handling children with special needs (such as street children, and children with learning disorder) (3) Teachers' access to schools in remote areas is difficult.	
II. Executing agency: TTCs and Primary Schools	
III. Direct Beneficiaries: In-service teachers and school staff In-Direct Beneficiaries: Pupils and community	
IV. Objectives	**Indicators**
Teachers will be trained to be able to implement the new curriculum.	End-of-the-course exam results of the in-service teacher training courses
V. Outcomes	**Indicators**
1. TTCs will be strengthened. 2. At individual schools, in-service teachers will initiate self-training and self-learning. 3. Residential compound for teachers will be constructed at remote schools.	1-1 The number of the in-service teacher training courses conducted and the number of participants on those courses 1-2 The number of the pre-service teacher training courses conducted and the number of participants on those courses 1-3 Analysis of questionnaire from participants 1-4 The number of the in-service teacher training courses conducted and the number of participants on those courses 2-1 The number of study groups 2-2 The number of manuals 2-3 The number of teachers who have done OJT 3 The amount of residential housing for teachers
VI. Sub-component	**Corresponding BAPI**
1. Strengthening of TTCs 1.1 Expansion and strengthening of in-service teacher training (1) Analysis of current curriculum at TTCs (part-time courses for obtaining higher certification and training courses for in-service teachers) (2) Review of current in-service teacher training curriculum to adapt to the new curriculum (3) Revision/development of teaching materials and development of model training programs (duration, resource persons, contents, venues, and methods) (4) Reinforcement of facilities at TTCs (e.g. science laboratory, library, and equipment) 1.2 Expansion and strengthening of in-service teacher training (1) Analysis of current pre-service teacher training curriculum at TTCs (2) Review of current pre-service teacher training curriculum to adapt to the new curriculum (3) Revision/development of teaching materials and development of model training	1 P2/S1/B1 P2/S1/B2 P2/S1/B3 P2/S1/B4 P4/S2/B1 P4/S2/B2

programs (duration, resource persons, contents, venues, and methods) (4) Reinforcement of facilities at TTCs (e.g. science laboratory, library, and equipment) (5) Review of training curriculum for selective/special subjects (music, craft, PE, IT and English) 1.3 Strengthening of the capacities of faculty members at TTCs (1) Evaluation of the current teaching capacities of faculty members at TTCs, development and delivery of training programs for the faculty members (2) Support for joint-research Suggested research topics (numbers in brackets below indicate corresponding BAPI numbers):	

- Textbook distribution system (P4/S3/B2)   - Teacher training plan (P2/S1/B1)
 - "Social participation in education" - Improvement of teaching methods
   (P4/S4/B3)   and syllabus (P4/S3/B1)
 - Rotating school instruction visits - Action research (P4/S1/B3)
   (P1/S3/B2)	

2. School-based Teacher Training/Self-Study Groups 1.2.1 Establishment of study groups within/among schools, led by teachers who have completed in-service training. Development of manuals for such group activities 1.2.2 Development of OJT programs for new teachers who have completed pre-service training. (1) Evaluation of school headmasters/subject teachers of individual schools (2) Selection of schools to conduct OJT programs (3) Seminars for teachers at the selected schools for conducting OJT (4) Programs (how to advise on teaching methods) (5) Regular implementation of OJT programs (6) Placement of teachers who have finished OJT programs at different schools	2 P2/S1/B3 P4/S1/B3
3. Securing Access of Teachers to Remote Schools 3.1 Construction and maintenance of housing compounds for teacher in the school premises.	3 P3/S2/B1

VII. Inputs

1. From JICA
Human resources: Dispatch of experts (long-term/short-term as deemed necessary)
Equipment: construction materials for housing compounds for teachers (support for development welfare/development partner programs, grass-root grant aid, grant aid: seek possibility of collaboration)

2. From Vietnam
Human resources: faculty members and students at TTCs
Land space: construction sites for teacher residences
Local cost: project administration cost

For construction of teacher residences, participation of local residents (provision of labor and materials) should be considered.   Possibility for cooperation with JOCVs should also be sought.

VIII. MOET's involvement

- Monitoring of the occurrence of training programs tailored to the new curriculum
- Evaluation of the developed training programs and development of model programs
- Review of the contents of seminars for the introduction of the new curriculum
- Comparative analysis of effectiveness of networked schools (e.g. pre-project vs. post-project situations, networked-schools vs. non-networked schools)
- Evaluation of facility enhancement and development of its models

4.4 Component for Supporting School-based Education Development and Improvement (Prototyping of Japanese full-day schooling)

Component E: Supporting School-based Education Development and Improvement (Prototyping of Japanese full-day schooling)		
I. Background		
(1) Schools lack capacities in planning school activities, budgeting, monitoring and maintaining school facilities/equipment. (2) Schools do not provide lunch, which can motivate children to attend school. (3) Concerns are raised over the quality of teaching and learning after the introduction of the new curriculum due to the lack of initiatives among teachers to regularly improve their teaching skills. (4) After the introduction of the new curriculum, lack of school facilities and equipment may further hinder school activities.		
II. Executing agency: Primary schools and communities		
III. Direct beneficiaries: School headmasters, teachers, school staff, and pupils In-direct beneficiaries: community		
IV. Objectives	**Indicators**	
Operational capacities of schools will be reinforced. Motivation of children to attend school will be increased. Effective teaching and learning will take place with improved teacher skills and well-maintained school facilities/equipment.	Comparative analysis of pupil achievements between networked schools and non-networked schools	
V. Outcomes	**Indicators**	
1. Training for improving school management will be provided. 2. School-lunch service will be launched. 3. Seminars on the introduction of the new curriculum will be conducted at resource schools.*1 4. Cooperation among networked schools will be strengthened. 5. Physical environment of schools and classrooms will be improved.	1 The number of training courses offered and the number of participants in those courses. 2 The number of schools providing school lunch. 3 The number of seminars conducted and the number of participants in those seminars. 4-1 The number of teachers exchanged through a teacher exchange program 4-2 The number of planned meetings conducted and the number of participants in those meetings 5-1 The number of classrooms constructed/refurbished 5-2 The amount of equipment/materials reinforced and frequency of their use	
VI Sub-component	**BAPI**	
1. Training for Strengthening School Management Conduct training/workshops for school headmasters and school staff on the following topics concerning school management: 1.1 Planning of school development (community participation, problem analysis, identification of objectives and activities, costing, monitoring and evaluation) 1.2 Maintenance of school facilities and equipment	1 P4/S1/B1 P4/S1/B2 P4/S1/B3 P4/S1/B4 P6/S3/B2	

1.3 Use of School Construction and Maintenance Fund (SCMF) 1.4 Measures to ensure the quality of teaching and learning/methods to evaluate teachers 1.5 Measures to promote full-day schooling (school lunch, revision of class timetable)	
2. School lunch service Increase motivation of pupils to attend schools by: 2.1 Launching school lunch service.	2 P5/S1/B4
3. School-Based/Community-based School Improvement/Educational Development (at designated resourced schools) Schools supported by grants (or NMPRP) are designated as "resourced schools" and at these resourced schools, introductory seminars will be conducted for school headmasters, teachers, parents and the community on the roles, functions, responsibilities of resourced schools. Suggested seminar topics will be as follow: 3.1 Planning of school development (community participation, problem analysis, identification of objectives and activities, costing, monitoring and evaluation) 3.2 Maintenance of school facilities and equipment 3.3 Use of School Construction and Maintenance Fund (SCMF) 3.4 Measures to ensure the quality of teaching and learning/methods to evaluate teachers 3.5 Measures to promote full-day schooling (school lunch, revision of class timetable) 3.6 Dissemination of the above items to other networked schools	3 P4/S1/B1 P4/S1/B2 P4/S1/B3 P4/S1/B4 P6/S3/B2
4. Strengthening of Cooperation Among Networked Schools and Smooth Adaptation to New Curriculum Through Cooperation Strengthen cooperation among networked schools as the core function of the regional school network. The main focal point of the activities will be teachers who have completed an in-service teacher training program. The suggested activities for enhancing collaboration among networked schools will be as follow: 4.1 Establish a teacher exchange program among networked schools. 4.2 Regularly organize a subject-wise study group meeting among networked schools. 4.3 Regularly exchange views between TTCs and networked schools. 4.4 Regularly organize a meeting of school headmasters among networked schools. 4.5 Establish a network-wide committee on children with special needs and organize meetings.	4 P4/S1/B1 P4/S1/B2 P4/S1/B3 P4/S1/B4 P6/S3/B2
5. Improvement of Schools and Classrooms 5.1 Construction of classrooms (requested grants cooperation for 2001) (1) Define the size of classrooms for group activities and various pupil-based learning activities. (2) Define classroom numbers to aim at full-day schooling (3) Construct special classrooms (multi-purpose classrooms for music, arts and craft) 5.2 Provision of equipment/teaching materials (requested grants cooperation for 2001) - Desks, chairs and blackboards - Equipment for PE, crafts, music	5.1 P3/S2/B3 P3/S2/B4 5.2 P3/S1/B2 P3/S1/B3

- Equipment for science lab - Other supplementary teaching materials	
5.3 Provision of supplementary equipment - EMIS related equipment (computers and software)	5.3 P1/S2/B2
5.4 Renovation/expansion of school buildings (loans cooperation) - Construct facilities in wider areas outside of urban centers - Define classroom numbers to aim at full-day schooling - Construct special classrooms (multi-purpose classrooms for music, arts and craft) - Other supportive activities for school improvement (e.g. school support fund) This sub-component will be offered as a school support fund jointly with SCMF*2. Or it may be offered through proposals as matching fund among schools and communities.	5.4 P3/S2/B3 P3/S2/B4

VI. Inputs

Sub-component 1-4 1~4
1. From JICA
Human resources: dispatch of experts (long-term/short-term) as deemed necessary) and JOCVs
Equipment: facilities for school lunch services

2. From Vietnam
Local cost: project administration cost

Sub-component 5
1. From JICA
Human resources: consultants
Equipment: construction materials for classrooms, equipment, computers

2. From Vietnam
Human resources: C/P (DOET/BOET) Land space: Construction sites

VII. Involvement of MOET

- Monitoring of the contents of workshops
- Development of manuals for teacher evaluation
- Evaluation of impact of serving school lunch
- Monitoring of standards of the school design and construction by certifying officers within MOET)
- Feedback for national standards

Notes:

*1: Resourced Schools and Networked Schools

- Resourced Schools are selected primary schools where inputs will be made preponderantly.
- Networked Schools are a group of Resourced Schools among which cooperation and co-activities will be performed.
- It is expected that the target primary schools for JICA's grants cooperation "North-East Upland Region Primary Education Facility Development Project Phase II" planned to be implemented from 2002, will be designated as networked schools.
- Target primary schools for other primary school development projects (such as WB's NMPRP : Northern Mountain Poverty Reduction Program) may also be candidates for Resourced Schools.
- It is aimed that the cooperation and supportive activities among schools based on this

network will contribute to the enhancement of the quality of education in the region.

- While inputs to only selected schools within the given community may create inequality and tensions among schools, the proposed activities for this grants cooperation would minimize such negative impacts by introducing schemes to share benefits to surrounding schools.
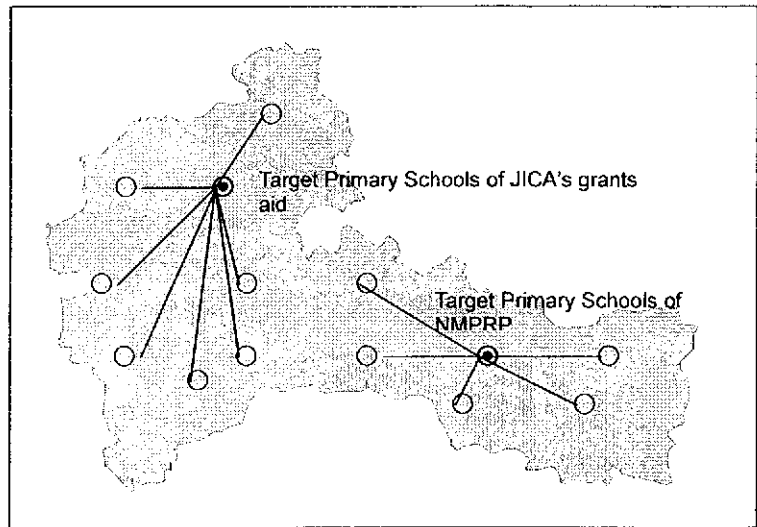
*2: SCMF: School Construction and Maintenance Fund

- SCMF is a fund pooled at BOET by parents to be used for construction, renovation and maintenance of school buildings in some primary schools in Vietnam.
- At schools which benefit from school construction support by JICA grants cooperation, some of the amount from SCMF may be used for other activities.
- The proposal aims to introduce a scheme to utilize SCMF in the above cases to financially support cooperative activities and inputs among networked schools.
- As SCMF is basically a fund collected for school construction, renovation and maintenance of school buildings, a separate agreement among concerned parties is required to use of the fund for other purposes.
- By encouraging community participation to cooperative activities among networked schools, collaboration between schools and the community is also expected to be strengthened (e.g. participation in school improvement planning)
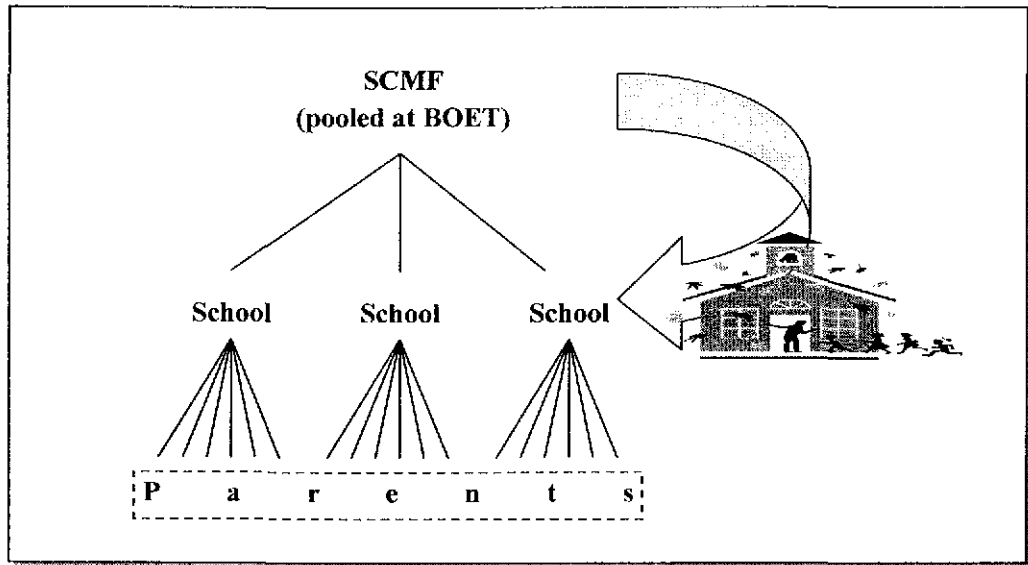
SCMF
(pooled at BOET)
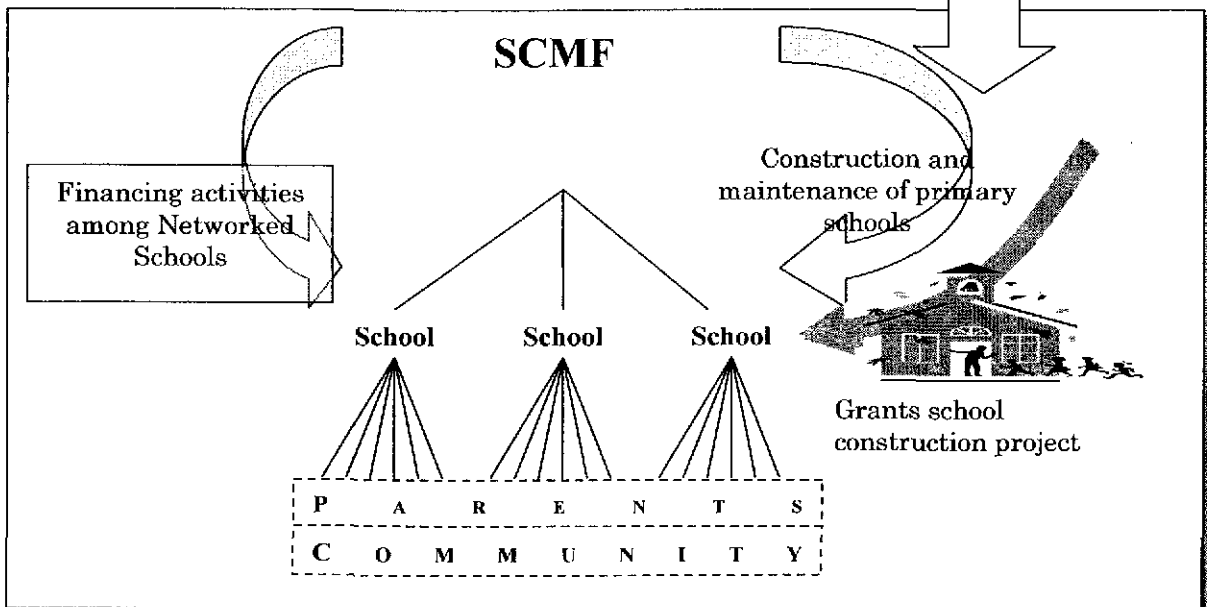
School School School

┌─────────────────────────────┐
┆ **P** **a** **r** **e** **n** **t** **s** ┆
└─────────────────────────────┘

Figure A: SCMF Scheme

SCMF

┌──────────────────────┐
│ Financing activities │
│ among Networked │
│ Schools │
└──────────────────────┘

Construction and
maintenance of primary
schools

School School School

Grants school
construction project

┌─────────────────────────────────┐
┆ **P** **A** **R** **E** **N** **T** **S** ┆
┆ **C** **O** **M** **M** **U** **N** **I** **T** **Y** ┆
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Figure B: Use of SCMF for supportive activities among Networked Schools

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5

IMPLEMENTATION PLAN

5.1 Positioning of the Proposal in this Report

The proposal for Japanese cooperation in this report forms the basis of discussions with the Government of Vietnam in formulating cooperation projects in Phase II of this study and "Project Documents," which is to be prepared shortly, will be based on this report.

This proposal was prepared in parallel with the support for the development of the PEDP during Phase I (from August 2001 to March 2002) of this study. To ensure consistency and compatibility of proposed contents with policies and directions of the Vietnamese Government, detailed discussions are to be made after the finalization of the PEDP.

Consequently, right after the start of phase II, consultation with the Government should be scheduled at the earliest convenience to enable project formulation as soon as possible. In project formulation, the following points must be agreed upon:

(a) Overall framework: central/national-level component and regional-level components
(b) Implementation method for Regional-level components: Comprehensive or individual (The Program Team recommends the comprehensive approach.)
(c) Target Provinces of Regional-level components: to be selected from five provinces (comprehensive) or eight provinces (individual) identified in this report. (The Program Team recommends the selection of one province from the target provinces of "North-East Upland Region Primary Education Facilities Development Plan Phase II")
(d) TOR of each component
(e) Log-framework and overall action plan for each component
(f) Consistency and compatibility with other donors' activities

In the project formulation phase, specific areas for Japanese cooperation should be clearly identified, while following advice from and keeping close communication with JICA, Embassy of Japan, and Ministry of Foreign Affaires.

In addition, it is expected that the feasibility study and the basic design study for the "North-East Upland Region Primary Education Facilities Development Plan Phase II" will be initiated within 2002. If there are overlaps in target provinces with this project, close collaboration with the project should be sought to maximize the complementary effects of the two projects.

5.2 Proposed Project Formulation/Implementation Schedule

5.2.1 Proposed Project Formulation Schedule

This paragraph describes the proposed project formulation schedule based on the assumption that phase II of this study would start from June 2002.

<u>July and August 2002</u>: Project Formulation

Needs assessment on the drafted components (from interviews and workshops at target agencies and provinces)

TOR, log-frameworks and overall action plan for each component

Collaboration with the design study for the "North-East Upland Region Primary Education Facilities Development Plan Phase II"

<u>August to September 2002</u>: Preparation of Project documents

<u>September 2002</u>: Request for Cooperation

<u>November 2002</u>: Conclusion of R/D

Table 5.1: Project Schedule for Project Formulation by Japanese Cooperation

	2002	2003	2004	2005	2006	2007
Project Formulation/Implementation By Japanese cooperation (Sector Program Development Study) Collaboration with Grant B/D	(August) (September) ▲S/W B/D	Program Formulation) Cooperation Request December	Implementation			
Grants for "North-East Upland Region Primary Education Facilities Development Plan Phase II"	July January	B/D June	Implementation			
Sector Program Development Study	April		March			
(Introduction of the new curriculum)	Up to the 1st Grade	Up to the 2nd Grade	Up to the 3rd Grade	Up to the 4th Grade	Up to the 5th Grade	

* The new curriculum will be implemented from the start of the new school year in September 2002 (in 2002, only at the 1st grade).

After the beginning of the project, a regular annual or bi-annual meeting for discussing possible replication in other regions and for information sharing with outside bodies should be established. (For instance, scheduling such meetings at the same time as donor meetings.)

5.2.2 Proposed Project Implementation Schedule

The figure on the following page presents the proposed schedule for project implementation by Japanese Cooperation.

Table 5.2: Comprehensive Approach: Combined Implementation of Central/national Components(B) + Regional Components (C～E)

	Fiscal year	2002	2003	2004	2005	2006	2007	2008	2009	2010
	Year	2002	2003	2004	2005	2006	2007	2008	2009	2010

Dispatch of experts to MOET (Coordination for Japanese cooperation)

B. Component for MOET Capacity Building
- 1.Training for educational administrators/researchers
- 1.1 Admission of trainees/students
- 1.2 Joint-research
- 2. Support for policy/reform plan formulation on decentralization of education, and "social participation of education"
- 3. Support for issuing handbooks and guidelines
- 4. Support for the implementation of the new curriculum
- (Monitoring/Evaluation)

C. Component for Strengthening Regional Education Administration
- 1. Training/manual development for regional education officers
- 2. Development of EMIS-based data collection system
- 3. Provision of equipment for EMIS
- (Monitoring/Evaluation)

D. Component for Teacher Training
- 1. Strengthening of teacher training colleges
- 1.1 Strengthening of in-service training
- 1.2 Strengthening of pre-service training
- 2. Strengthening of teaching capacity of faculty members of teacher training colleges
- (Monitoring/Evaluation)

E. Component for School Based Support
- 1. Training for improving school management capacities
- 2. Development of school networks
- 3. Strengthening of community support for schools
- 4. School construction/repair to implement full-day schooling
  - "Northern Mountain Region Primary Education Facilities Development Plan Phase II"
  - "Primary school construction/repair Project by Loan"
- 5 Provision of equipment
- 6. School lunch service
- (Monitoring/Evaluation)

| Project Formulation by Japanese cooperation |
| Overall evaluation of the project by Japanese cooperation |

| "Northern Mountain Region Primary Education Facilities Development Plan Phase II"] |
| JICA Primary Education Information Sharing Meeting |
| JICA Sector Program Development Study |

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5.3 Framework of Project Formulation/Implementation by Japanese Cooperation

The figure on the following page presents the overall framework of project formulation/implementation by Japanese cooperation.

Project Formation Phase

- The program Team will formulate projects to be proposed based on feasibility and needs.
- The proposed projects will be deliberated and approved by the Japanese Government.
- The Program Team will consult the Vietnamese Government concerning approved projects.

Project Implementation Phase

- MOET should establish the PMU, which will be a focal point for the Japanese cooperation project and one working member from each component should be assigned to it.
- MOET will be, in particular, responsible for regional-level components and activities to be replicated in other regions.
- On the Japanese side, the technical cooperation team will supervise and coordinate the whole project.
- During the study period (until March 2004), the sub-leader for the Japanese cooperation of the Program Team will be offering monitoring and advising the Japanese technical team.
- From the mid-term of the study period (around September 2003), experts will be dispatched to MOET and from around April 2004, these experts will assume the role of project leaders and will be in charge of advising the technical team and of monitoring/coordinating each component.

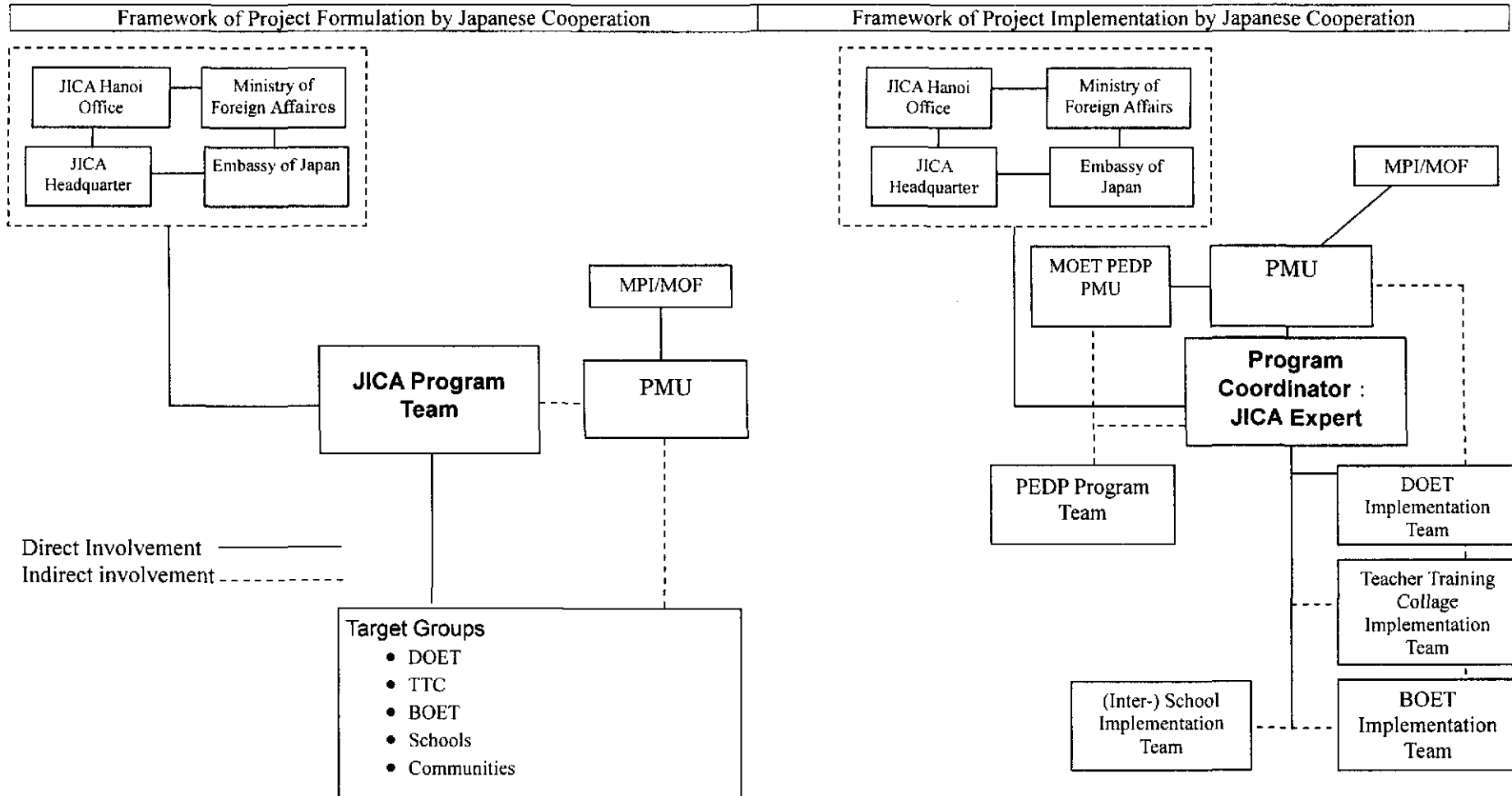| Framework of Project Formulation by Japanese Cooperation	Framework of Project Implementation by Japanese Cooperation

Figure 5.1: Framework of Project Formulation/Implementation by Japanese Cooperation