

2. ASSESSED NEEDS PRESENTATION WITH NATIONAL ISSUE MATRIX

2.1 Methodology

In the PEDP preparation, the needs of stakeholders within the Vietnamese primary education sector have been identified through a series of participatory needs assessment workshops, focused interviews, questionnaires, and situational analysis (Section 1 of this document).

Participatory needs assessment workshops were conducted throughout the country in the PEDP preparation process, and a total of 350 education officers and teachers participated throughout Vietnam. Workshops were conducted in 6 venues with approximately 200 DOET personnel from 61 provinces in September 2001. The participants were the DOET directors/deputies, the directors/deputies from DOET primary education sections, and the directors/deputies from DOET finance and planning sections. Further workshops were conducted in November 2001 with 150 participants (BOET, school headteachers, and teachers) from 77 districts.

The workshops employed log-frame based activities to conduct 'stakeholder analyses', 'issue structure analyses', and the development of 'issue matrices'. The workshop facilitators were Vietnamese, who had all attended a facilitation-training seminar before the meeting.

2.2 National Issue Matrices

The National Issue Matrices (NIMs) have been prepared by compiling and analysing issue matrices derived from the findings of regional and district 'Needs Assessment' workshops described above. Six main issues with key constraint statements were identified:

Six Key Constraint Statements: National Issue Matrix

- (i) **Education Management:** Education Management is inadequate to cope with the implementation of EDS 2010 (4 Issues)
- (ii) **Teacher Training (TTC):** Teacher trainers are inadequately exposed to primary practice, and teachers are insufficiently qualified (4 Issues)
- (iii) **Facility:** Facilities are inadequate to the needs required to achieve EDS 2010 educational targets (5 Issues)
- (iv) **Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Process (T&L):** Difficulty of access and inappropriateness of the curriculum and its assessment inhibit realisation of the EFA and EDS 2010 goals. A static teaching and learning environment will not realise the quality improvements in education demanded by EDS 2010 (4 Issues)

- (v) **Accessibility to School:** Physical and non-physical barriers discourage pupils from continuing schooling (6 issues)
- (vi) **Finance and “Socialization”:** Existing educational finance systems might not be able to meet required goals of EDS 2010 (3 issues)

From page 2-3, a total of 26 issues for improvement have been identified under 6 National Issue Matrices (NIMs). In addition, a variety of macro and micro issues also need to be addressed if the objectives of the EDS 2010 are to be achieved.

The National Issue Matrix classifies and elaborates assessed needs and issues within 5 categories. These are given below with their operational definitions.

Table 2.1: Operational definition of terms in the National Issue Matrices

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

Key Constraints (1) Education Management: Education Management is inadequate to cope with the implementation of EDS 2010

Key Constraints (1) Education Management: Education Management is Inadequate to cope with the implementation of EDS 2010				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
<ul style="list-style-type: none"> Investment for T&L process is limited Mobilization of teachers to remote areas is difficult Mobilizing all children to school is difficult Distribution of textbooks and other material to ethnic minorities is difficult. 	1. Education policy and regulations are inadequate to cope with implementing reforms	1.1. Investment in primary education is insufficient to needs	1.1.1. Government's budget allocation to education is insufficient 1.1.2. Government education programmes and strategies do not match the socio-economic needs of each province 1.1.3. Budget allocation for education is not based on number of pupils, but on population number	1.1.1.1. Primary pupils are not obliged to pay tuition fee
		1.2. Inappropriate policy and regulations for teacher deployment		
		1.3. Insufficient investment. Policies do not address the needs of ethnic minorities	1.3.1. There is no prioritised recruitment/ deployment policy for ethnic teachers at local level. 1.3.2. No budget is allocated from Government to semi-public /semi-boarding schools funded by community	
<ul style="list-style-type: none"> Effectiveness in implementing government regulation and policy is low. 	2. Education Management does not meet with required improvement	2.1. Management system design is inadequate	2.1.1. Poor identification and allocation of responsibilities, roles, etc. 2.1.2. Centralized education administration model discourages the creativity of local authority	

Key Constraints (1) Education Management: Education Management is inadequate to cope with the implementation of EDS 2010				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
<ul style="list-style-type: none"> Insufficient managerial skills/capacity to implement education improvement programme 		2.2 Qualification and capacity of management staff are not appropriate to duties and levels of responsibilities	2.2.1. Selection of some management staff is not based on ability 2.2.2. Pre and in-service training for management staff are not properly organized	2.2.2.1. Budget for management training is insufficient
		2.3 Motivation of management staff is insufficient.	2.3.1 Extra allowance for management staff is insufficient for their work.	
		2.4 Working conditions for administrative staff are poor	2.4.1. Shortage of office space 2.4.2. insufficient vehicles and other means of transport for administrative staff to do their duties 2.4.3. Communication facilities (fax, phone, computer, etc.) are insufficient	
		2.5 Education management information system is insufficient	2.5.1. School location is scattered, especially in remote and mountainous area 2.5.2 Communication and information facilities in schools and in education offices are insufficient.	2.5.1.1. Cooperation among relevant sectors regarding land planning is not adequate 2.5.1.2. Shortage of information on how to develop school sites
<ul style="list-style-type: none"> Quality of Education is limited 	3. Support system to school is poor	3.1. Inspection system is poor	3.1.1. Coverage of geographic area per inspection staff is too large 3.1.2. Advisory services to schools generally considered poor (ineffective and not timely) 3.1.3. Internal inspection (i.e. not through	

Key Constraints (1) Education Management: Education Management is inadequate to cope with the implementation of EDS 2010				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
			Inspection Services) ineffective	
<ul style="list-style-type: none"> Schools have difficulty in fulfilling planned objectives and tasks Quality of education remains low Implementation of education activities in school is ineffective Poor maintenance of school facilities 	4. School management is poor	4.1 Capacity of management staff in school is weak	4.1.1. Insufficient training of management staff in schools 4.1.2. The number of teachers who can handle managerial work at school is limited	4.1.1.1. Contents and curriculum for management training lacks relevance to the actual duties of managerial staff 4.1.2.1. School size is too large in some schools 4.1.2.2. The ratio of teacher/class is very low
		4.2 Management skills of principals are weak	4.2.1. Responsibilities and decision-making roles of principals are not clear and inappropriate 4.2.2. System of principal appointment is not appropriate	
		4.3 Shortage of facilities for school administration	4.3.1. Stationary & consumables insufficient 4.3.2. Office equipments / tools are insufficient	4.3.1.1. Transportation system to supply materials to schools is inadequate
		4.4 Poor school finance management		

Key Constraints (2) Teacher Training (TTC): Teacher trainers are inadequately exposed to primary practice, and teachers are insufficiently qualified

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Consequences	Issues	Causes of the Issue	2nd Level Causes of the Issue	3rd Level Causes of the Issue
<ul style="list-style-type: none"> Low school internal efficiency (high repetition and dropout rate) 	1. Gap between teachers formal qualifications and the effectiveness of their classroom practice	1.1. Quality of pre-service training in TTCs is generally low. Uneven levels of quality with regard to pre-service between the various TTCs in the provinces	1.1.1. Training contents do not match the requirements to implement the new primary school curriculum 1.1.2. Teaching content in TTCs is too theoretical with little 'theory-into-practice' 1.1.3. TTC training programme does not cover all subject areas 1.1.4. Low levels of trainer quality and lack of motivation for self development 1.1.5. Quality of students entrants in TTCs uneven 1.1.6. Shortage of training facilities	
		1.2. Efficiency of in-service training is still low	1.2.1. Classroom practice levels of competency is considered low because in-service training fails to focus on practical skills 1.2.2. In-service training curriculum is inappropriate to teachers' needs Insufficient focus on classroom practice skills 1.2.3. Lack of incentives to engage in in-service training programmes and for self-development	

Key Constraints (2) Teacher Training (TTC):				
Teacher trainers are inadequately exposed to primary practice, and teachers are insufficiently qualified				
Consequences	Issues	Causes of the Issue	2nd Level Causes of the Issue	3rd Level Causes of the Issue
		1.3. Insufficient numbers of appropriately qualified primary school teachers	1.3.1. Government fails to identify the most effective teachers for upgrading and to provide them with incentives 1.3.2. Lack of opportunity for teachers to register for in-service training 1.3.3. Inadequate incentives to reduce the number of unqualified teachers	1.3.2.1. Shortage of funds for in-service training
		1.4. Assessment and rating system of teachers poor		
<ul style="list-style-type: none"> • Implementation of new curriculum faces many difficulties • Pupils are not interested or active in learning 	2. Quality of teaching in some regions is poor	2.1. Teaching method does not encourage pupils to be active	2.1.1. Some teachers spend little time on lesson preparation 2.1.2. Some graduate teachers lack classroom skills to teach at primary level 2.1.3. Some teachers are not interested in devising teaching materials 2.1.4. Teachers have poor classroom practice	
		2.2. Low teacher motivation to improve their teaching practice	2.2.1. Poor incentives for good teachers 2.2.2. Living condition of teachers is poor (access to clean water, electricity, accommodation, transportation, etc)	2.2.1.1. Low teachers' salary
		2.3. Inspection of teachers is not regularly organized		

Key Constraints (2) Teacher Training (TTC): Teacher trainers are inadequately exposed to primary practice, and teachers are insufficiently qualified				
Consequences	Issues	Causes of the Issue	2nd Level Causes of the Issue	3rd Level Causes of the Issue
		2.4 Poor working conditions in schools	2.4.1. Inadequate working facilities & space for teachers 2.4.2. Shortage of teaching materials, equipment, and facilities	
<ul style="list-style-type: none"> • Implementation of full day schooling difficult • Poor pupil learning achievements in some subjects 	3. Deployment of teachers is inappropriate	3.1. Insufficient posts for specialist subject teachers in schools	3.1.1. Poor deployment of teachers for effective utilization because of inappropriate allocation on regional basis 3.1.2. No policies for assigning teachers to full-day schooling	
		3.2. Shortage of teachers in disadvantaged areas.	3.2.1. Inappropriate incentive policies to encourage teachers to be assigned to disadvantaged areas. 3.2.2. Teacher accommodation in disadvantaged areas is generally poor	
		3.3. Shortage of teachers in special subject areas (e.g. Art, Music, etc)	3.3.1. Schools in disadvantaged areas experience shortages of locally recruited teachers in special subject areas 3.3.2. Insufficient ancillary staff (librarians and technicians) in TTCs 3.3.3. TTC graduates are unable to find permanent posts in schools in special subject areas because of no allocation for the post	
		3.4. Limited numbers of teachers who meet the National Standards in some disadvantaged regions	3.4.1. High 'Teacher to Pupil' ratio in many classes	

Key Constraints (2) Teacher Training (TTC): Teacher trainers are inadequately exposed to primary practice, and teachers are insufficiently qualified				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
<ul style="list-style-type: none"> Quality of teaching/learning is inadequate Low enrolment and internal efficiency 	4. Levels of teaching competencies of some teachers working in ethnic minority are poor, which is compounded by language problems	4.1. Ethnic minority teachers are inadequately trained	4.1.1. Ethnic minority teachers follow different training programmes (e.g. 5+3, 7+2, 9+3) 4.1.2. Education levels of entrants to TTCs from ethnic minority are often low	
		4.2. Teaching methods used for ethnic minority pupils are not always appropriate to context		
		4.3. Specific curriculum for teacher training at TTCs for ethnic minority teachers is not available.		
		4.4. Most Vietnamese-speaking teachers cannot speak ethnic minority languages	4.4.1. Language used in ethnic minority areas is different to Vietnamese	

Key Constraints (3) Facility: Facilities are inadequate to the needs required to achieve EDS 2010 educational targets (5 Issues)

Key Constraints (3) Facilities: Facilities are inadequate to the needs required to achieve EDS 2010 educational targets				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
<ul style="list-style-type: none"> Some pupils do not go to school Facilities of schools do not meet required standards 	1. Lack of schools in some areas	1.1 Inadequate school allocation	1.1.1 More schools and satellite schools needed to cover scattered residential areas 1.1.2 Transportation is difficult in remote areas and in highlands 1.1.3 Population increases quite rapidly due to urbanization 1.1.4 Lack of land for constructing schools	1.1.1.1 Siting of schools are not necessarily according to environmental conditions 1.1.3.1 Ethnic minority groups often migrate across regions 1.1.4.1 Local authorities/ Communities do not pay adequate attention to Primary Education
		1.2 Overcrowded schools and classes	1.2.1 School size is too large (e.g. over 30 classes/school, 40pupils/class) in some areas	1.2.1.1 Lack of land for construction of schools
		1.3 Combined schools – primary and lower secondary	1.3.1 Lack of land for construction of schools	

Key Constraints (3) Facilities: Facilities are inadequate to the needs required to achieve EDS 2010 educational targets				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
<ul style="list-style-type: none"> Facilities of schools do not meet National Standards Problems of changing to full-day schooling 	2. Shortage of classrooms	2.1 Schools have two shifts/day	2.1.1 Lack of financial support 2.1.2 Lack of land for school construction	
		2.2 Triple shift/day schools still exist	2.2.1 Lack of financial support 2.2.2 Lack of land for school construction	
		2.3 Some schools are combined with lower secondary schools	2.3.1 Lack of financial support 2.3.2 Lack of land for school construction	
<ul style="list-style-type: none"> Poor pupils learning outcomes and classroom activities Poor health and safety conditions for teachers and pupils 	3. Inadequate Facilities for education	3.1 Teaching facilities do not meet National Standards	3.1.1 Lack of function rooms in most schools 3.1.2 Lack of desks and chairs 3.1.3 Chairs and desks for pupils do not meet standards	3.1.1.1 Lack of financial support 3.1.2.1 Lack of financial support 3.1.3.1 Combined schools
		3.2 Damaged/unsafe buildings in the majority of schools	3.2.1 Long time usage 3.2.2 Majority of classrooms are temporary 3.2.3 Poor maintenance of facilities 3.2.4 Annual floods damage to classrooms 3.2.5 Poor construction of buildings	
		3.3 Poor environment in some schools	3.3.1 Some schools do not have playgrounds 3.3.2 Lack of trees at schools 3.3.3 Lack of lighting system in highland and remote areas 3.3.4 Lack of toilets in most schools	3.3.1.1 School sites are too small.

Key Constraints (3) Facilities: Facilities are inadequate to the needs required to achieve EDS 2010 educational targets				
Consequences	Issues	Causes of the issue	2 nd Level Causes of the Issue	3 rd Level Causes of the issue
<ul style="list-style-type: none"> Effectiveness of pupils' learning and other activities is limited 	4. Inadequate teaching equipment	4.1 Lack of teaching equipment used during the lessons	4.1.1 Existing equipment is not "integrated" 4.1.2 The supply of supplementary equipment takes a long time 4.1.3 Serious deficiencies in satellite schools 4.1.4 Too few books in library 4.1.5 Insufficient audiovisuals	4.1.2.1 The implementation of the new curriculum depends on updated teaching methods 4.1.3.1 Use of houses as temporary classrooms
<ul style="list-style-type: none"> Problems in switching to full-day schooling 	5. Education budget is insufficient to needs	5.1 There are insufficient facilities to meet the demands of full day schooling (use and capacity)	5.1.1 Insufficient budget allocation for primary education 5.1.2 Some local authorities do not give priority to primary education 5.1.3 Alternative sources of income have not been mobilized	5.1.1.1 Insufficient capacity to maintain an adequate level of primary education because of weak economic development 5.1.2.1 Socialization policy to provide supplemental revenues for primary education has not been realized 5.1.3.1 Difficulties of mobilizing other financial resources

**Key Constraints (4) Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Process (T&L):
 Difficulty of access and inappropriateness of the curriculum and its assessment inhibit realisation of the EFA and EDS 2010 goals /
 A static teaching and learning environment will not realise the quality improvements in education as demanded by EDS 2010**

Key Constraints (4) Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Process (T&L): Difficulty of access and inappropriateness of the curriculum and its assessment inhibit realisation of the EFA and EDS 2010 goals / A static teaching and learning environment will not realise the quality improvements in education as demanded by EDS 2010				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
<ul style="list-style-type: none"> • EFA goals for 2010 not met • Time available for learning the curriculum is limited and there is much less time available for learning primary curriculum than in other countries • Repetition and drop-out rates remain high • Primary completion rates are low • Quality of primary education is low • Pupils are not interested in learning • Manpower needs of 	1. Access to a full curriculum for many children is difficult	1.1 Shortage of schools able to offer full-day schooling	1.1.1 Education budget is insufficient 1.1.2 Financial resource raised from the "Socialization" programme for education is insufficient	
		1.2 Short school day and overloaded curriculum	1.2.1 Shift system of schooling 1.2.2 Parents cannot afford costs of additional tuition 1.2.3 Educational cost recovery mechanisms are inadequate	
		1.3 Reduced curricula (100, 120 week) introduced to meet UPE targets	1.3.1 Socio-economic circumstances and geographic location	
		1.4 Language of instruction is not mother tongue	1.4.1 Insufficient number of teachers recruited from ethnic minority areas 1.4.2 Lack of pre-school language acquisition classes for non Vietnamese speakers 1.4.3 Bilingual, mother tongue curricula insufficiently developed	1.4.1.1 Many ethnic minority languages have no written script

Key Constraints (4) Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Process (T&L): Difficulty of access and inappropriateness of the curriculum and its assessment inhibit realisation of the EFA and EDS 2010 goals / A static teaching and learning environment will not realise the quality improvements in education as demanded by EDS 2010				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
the country are not met		1.5 Shortage of trained and specialised teachers	1.5.1 Lack of specialist teachers in specific areas (art, music, physical education) 1.5.2 Difficulties in recruiting teachers to serve in disadvantaged areas	
		1.6 Socio-economic and geographical location limit access to schooling		
		1.7 Migration to cities	1.7.1 Families cannot obtain required residence permits	
		1.8 Textbooks are unavailable in all subjects	1.8.1 Poor distribution and management	
<ul style="list-style-type: none"> • EFA goals for 2010 not met • Pupils are not interested in learning • Drop-out and repetition rates remain high • Primary completion rates are low 	2. The curricula and textbooks are not appropriate to the children's learning needs or experiences	2.1 The curriculum is too academic and overloaded	2.1.1 Curriculum development process does not sufficiently match developmental stage and experiences of the child 2.1.2 Inexperienced teachers find it difficult to teach the curriculum 2.1.3 Textbooks are too theoretical and not attractive to pupils	
		2.2 Subject matter is not appropriate for the Grade	2.2.1 Poor co-ordination of subject matter content. Some Grades are too easy, others too difficult	2.2.1.1 No competition amongst publishers to promote production of attractive textbooks

Key Constraints (4) Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Process (T&L): Difficulty of access and inappropriateness of the curriculum and its assessment inhibit realisation of the EFA and EDS 2010 goals / A static teaching and learning environment will not realise the quality improvements in education as demanded by EDS 2010				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
		2.3 Little local adaptation of curricula to children's experiences and local culture	2.3.1 Teachers lack the skills to adapt the curriculum to the local context 2.3.2 Interpretation of policy prevents local adaptation of curricula 2.3.3 Examination pressure	2.3.1.1 Curriculum development too centralised at national level! 2.3.2.1 No choice allowed amongst a list of approved texts
<ul style="list-style-type: none"> EFA goals for 2010 not met Discrimination against disadvantaged groups Drop-out and repetition rates remain high Primary completion rates are low Provinces and districts cannot monitor learning outcomes and link them to improvement initiatives 	3. Assessment procedures are non-developmental and used largely for ranking purposes	3.1 Current system requirements with regards to assessment		
		3.2 Teachers lack sufficient training in assessment techniques		
<ul style="list-style-type: none"> EFA goals for 2010 not met Pupils are not interested in learning Drop-out and repetition rates 	4. The teaching and learning environment and methodology are not responsive to children's different learning needs and experiences	4.1 Many teachers are underqualified	4.1.1 Teacher shortages in rural and remote areas 4.1.2 Teachers lack skills in school level curriculum development 4.1.3 Shortage of teaching and learning resources in schools and few teachers make their own learning aids	

Key Constraints (4) Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Process (T&L): Difficulty of access and inappropriateness of the curriculum and its assessment inhibit realisation of the EFA and EDS 2010 goals / A static teaching and learning environment will not realise the quality improvements in education as demanded by EDS 2010				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
remain high • Primary completion rates are low		4.2 Shortage of specialist teachers in certain subject areas	4.2.1 Curriculum requirements do not match teacher profiles	
		4.3 Focus of teacher training programmes is on academic upgrading rather than teaching methodologies	4.3.1 Teachers lack skills in school level curriculum development 4.3.2 Teaching repertoire is limited and lessons fail to engage pupils	
		4.4 In-service training focuses on content rather than methodology	4.4.1 Poor relationships between the teacher training institutions and the schools	

Key Constraints (5) Accessibility to School: Physical and Non-physical Barriers Discourage Pupils from Continuing Schooling

Key Constraints (5) Accessibility to School: Physical and non-physical barriers discourage pupils from continuing schooling				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
<ul style="list-style-type: none"> • Poor pupil examination results • Reduced pupil enrolment /transition rates • Poor local level 'readiness' for socialization • Decreasing internal efficiency in primary education 	1. Parents are unwilling to maintain pupils in school throughout the primary cycle. (This is especially true for pupils coming from ethnic minority and remote areas)	1.1 Parents cannot afford full primary education for their children	1.1.1 Non-tuition fee costs impact higher on lower income families 1.1.2 Low income families face difficulty to secure food, especially during the "hunger" period (period between two harvests) 1.1.3 Low income families parents cannot afford winter clothing for pupils	
		1.2 Child labour is a source of income for low income groups	1.2.1 Low income families cannot rely solely on parent income, but needsupplemental income from their children 1.2.2 Pupils need to take care of younger siblings	1.2.2.1 No public child care services available
		1.3. Parents are not aware of the importance of primary education	1.3.1 Parents are not aware of (and sometimes do not agree with) the benefits of education	1.3.1.1 Primary school curricula are considered to have little relevance by some parents 1.3.1.2 Existing campaign to promote pupils to remain in school does not reach/convince targeted families

Key Constraints (5) Accessibility to School: Physical and non-physical barriers discourage pupils from continuing schooling				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
			1.3.2. Concept of compulsory education is not understood by parents	1.3.2.1 Parents do not feel they need to follow government policies 1.3.2.2 Existing awareness campaigns insufficiently addresses needs of parents and are poorly targeted
		1.4. Cultural customs are considered to be of greater importance by some parents than education		
	2. Pupils from nomad/migrant families have a higher risk of leaving school	2.1 Parents who have migrated do not know in which school to enrol their children	2.1.1 Poor information system informing migrants on educational rights and other related issues	
		2.2 Mobile primary education system (i.e. Alternative Basic Education) is not available for the nomad population		
		2.3 Insufficient capacity to provide pupils from immigrant/nomad groups with education opportunities by local authorities	2.3.1 Educational information system for new residents can not fully cope with current flow of immigrants 2.3.2 Contingent budget is not prepared to cope with unexpected needs for primary education 2.3.3 Some parents do not hold birth certificates of their children	

Key Constraints (5) Accessibility to School: Physical and non-physical barriers discourage pupils from continuing schooling					
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue	
	* "Migrant" here refers to domestic migrant, not from other country	2.4 Primary schools are not within walking distance, especially in sparsely populated areas			
		2.5. Nomad/immigrated parents are reluctant to send children to school			
	3. Children from ethnic minority groups tend to be slower learners, which is a major reason for dropout/repetition	3.1 Pupils have little time to study at home			
		3.2. Female pupils have fewer opportunities to go to school			
		3.3. Poorer students do not have text books and other materials	3.3.1 Parents cannot afford textbooks and other materials for their children		
		3.4. Medium of instruction at primary schools is not in their mother tongue			
	4. Primary schools are sometimes inaccessible	4.1. There are no schools or satellite campuses within walking distance for pupils			
		4.2 No transportation for pupils			

Key Constraints (5) Accessibility to School: Physical and non-physical barriers discourage pupils from continuing schooling				
Consequences	Issues	Causes of the Issue	2nd Level Causes of the Issue	3rd Level Causes of the Issue
		4.3 Schools closure during periods of floods, storms and other natural disasters		
		4.4 Lower income families face difficulties in securing food during the "hunger" season		
	5. Pupils health conditions sometimes prevent pupils from enrolling school	5.1 Slow physical development prevent pupils from continuing schooling	5.1.1 Health care services are not available to vulnerable groups 5.1.2 Malnutrition prevents pupils from completing their schooling	
		5.2 Slow mental development prevent pupils from continuing schooling		
		5.3 Pupils are vulnerable to local diseases		
		5.4 School monitoring of absenteeism is sometimes poor		
		5.5 Teachers do not have pedagogical and practical skills to help pupils with psychological problems	5.5.1 In-service and pre-service courses do not provide teachers with sufficient training on how to help pupils with psychological problems	
	6. "Social Evils" (e.g. drugs) affect the	6.1 Drug dealers employ pupils as drug transporters		

Key Constraints (5) Accessibility to School: Physical and non-physical barriers discourage pupils from continuing schooling				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
	completion of primary education	6.2 Drug-addicted parents do not do not adequately supervise their children's education		
		6.3 Pupils from drug-addicted families find difficulty in making friends at school		
		6.4 Teachers do not know how to deal with drug addicted pupils or pupils coming from drug addicted families	6.4.1 There is no in-service or pre-service course that trains teachers on how to deal with pupils from drug addicted background	

Key Constraints (6) Finance and "Socialization": Existing educational finance systems might not be able to meet required goals of EDS 2010

Key Constraints (6) Finance and "Socialization": Existing educational finance systems might not be able to meet required goals of EDS 2010				
Consequences	Issues	Causes of the Issue	2nd Level Causes of the Issue	3rd Level Causes of the Issue
<ul style="list-style-type: none"> • Primary education remains inadequate • School activities are severely limited • Education system does not meet requirements of socio-economic development • Number of primary schools that meet national standard is severely limited • Quality of human resources remains low • Dropout/repetition remains high 	1. Government education budget is insufficient to achieve the targets stated in the EDS 2010	1.1 GOV's education budget increases are insufficient to cover rising expenditure on primary education	1.1.1 National budget revenue increases are insufficient to meet increased education expenditures	
	2. National education budget system is poorly allocated	2.1 Education sector institutions (MOET-DOET-BOET) do not efficiently manage the allocation of the education budget	2.1.1 Local level officers (i.e., province, district, commune, and school) are insufficiently informed of policies and regulations concerning education expenditure 2.1.2 Manuals and guidelines are poor 2.1.3 The rules and regulations on 2.1.4 Education expenditure do not meet actual situations 2.1.5 Education administration (MOET – DOET – BOET) does not have sole decision-making right to disburse educational budget 2.1.6 Provincial/district budget revenues allocated for education is limited and the revenues fluctuate	2.1.1.1 Schools are not informed in advance of their approved budget (especially non-salary expenditure) for the school year 2.1.1.2 Disbursement rules and procedures for schools with regard to procurement and other non-salaried expenditures are complicated & bureaucratic

Key Constraints (6) Finance and "Socialization": Existing educational finance systems might not be able to meet required goals of EDS 2010				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
		2.2 Inappropriate budgeting norms	2.2.1. The education budget allocation to provinces is on the basis of <i>population norms</i> while budget requests is on the basis of <i>pupil norms</i> 2.2.2. Unit costs used in budgeting do not reflect actual costs 2.2.3. Different budget itemization procedures are used at central, provincial and district levels 2.2.4. Overlap/duplication in budgeting at central level causes imbalance in the allocation of financial resources 2.2.5. Budget itemization is neither compatible nor consistent between central, provincial and district levels	2.2.2.1 Current system of identifying disadvantaged areas (i.e., delta, mountain, etc) is inaccurate
<ul style="list-style-type: none"> Primary education provision remains inadequate Poor cooperation in general educational activities between school/ commune High dropout/repetition rates 	3. Financial resources collected through "Socialization" are insufficient to supplement the GOV's education budget to achieve EDS 2010	3.1 "Socialization" has not been fully deployed nation wide	3.1.1 Inadequate Guidance / Instruction / Rules / Regulation for regional educational institutions (DOET, BOET, etc) on the implementation of "Socialization", and are not relevant to the actual situation that DOET/BOET/Schools are facing 3.1.3 Roles and levels of responsibilities of communes, parents, schools, and BOET / DOET inadequately clarified 3.1.4. There is no clear province-specific "targets (on pupil enrolment, contribution from society, cooperation school and family, and contribution from family)"	

Key Constraints (6) Finance and "Socialization":
Existing educational finance systems might not be able to meet required goals of EDS 2010

Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
			<p>3.1.5 Little advice coming from principals, 'Commune Education Committees', and 'Study Encouragement Committees' given to communities</p> <p>3.1.6 School-based cost recovery measures are not fully operational (i.e. "school construction fee collection)</p> <p>3.1.7 Schools are inactive in promoting "Socialization" to community</p>	<p>3.1.5.1 Personnel responsible for dissemination of information are ill-informed on aspects of "Socialization"</p> <p>3.1.6.1 Poor understanding of implementation procedures at DOET level</p> <p>3.1.7.1 Linkages between school-community is weak</p>
		<p>3.2 Some parents fail to contribute (either financially or non-financially) to primary education costs</p>	<p>3.2.1 Disadvantaged families are too poor to afford to send children to school</p>	<p>3.2.1.1 Natural disasters (i.e. floods) regularly occur</p> <p>3.2.1.2 Mono-economies that depend mainly on fluctuating market forces are unable to assure a stable income</p> <p>3.2.1.3 Few opportunities for poorer farmers to access alternative modes of income (i.e. traditional handicraft, etc)</p>

Key Constraints (6) Finance and "Socialization": Existing educational finance systems might not be able to meet required goals of EDS 2010				
Consequences	Issues	Causes of the Issue	2 nd Level Causes of the Issue	3 rd Level Causes of the Issue
			3.2.2 Limited awareness of the benefits of education in poorer families/communities	3.2.2.1 Some groups believe it is the responsibility of the state to provide totally free education for their children 3.2.2.2 Schooling is not an important aspect in certain cultures (acc. To some DOET/BOET officials)
			3.2.3 Cost of full-day schooling is too expensive for lower income groups	3.2.3.1 The State is unable to meet the costs of full-day schooling
		3.3 Not all social organizations participate fully in the "Socialization" of education		

3. LIST AND PROFILES OF THE BROAD AREA OF POSSIBLE INTERVENTION (BAPI)

3.1 Introduction to the Broad area of Possible Intervention Matrices (BAPI Matrices)

Based on the assessed needs addressed in NIMs, PMU/MOET has constructed Possible Intervention Matrices (BAPI Matrices), as shown in section 3.2. The Matrices have been prepared to show PMU/MOET's visions regarding possible areas and practical solutions for the needs/issues identified in respective National Issue Matrix revealed in Section 2. BAPI Matrices are prepared for six "Prioritized Areas" in accordance with the six Key Constraint Statements of NIMs.

Six Prioritized Areas: Broad areas of Possible Intervention Matrix (BAPI Matrix)

- (i) **Education Management:** Strengthening Education Management (9 BAPIs)
- (ii) **Teacher Training (TTC):** Improvement of Teachers' Qualifications (4 BAPIs)
- (iii) **Facility:** Improvement of Facility (8 BAPIs)
- (iv) **Quality in the Classroom:** Improving Quality of Curriculum, and Teaching and Learning Process (T&L) (12 BAPIs)
- (v) **Accessibility to School:** Overcoming barriers in access to primary education (10 BAPIs)
- (vi) **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". The line-up of BAPI Matrix, is shown in Table 3.2.

As shown in Section 3.2, 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 the Vietnamese Government and interested potential international donors to start project formation/justification activities.

Table 3.1: Operational definition of terms 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:	2 nd -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) are 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 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 *The number indicated in () of 'Current Intervention' refers to Donor Coordination Table 5.1 and 5.2 MOET National Target Program

Table 3.2: List of Broad Areas of Possible Interventions (BAPIs)

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

Priority Area	Sub-sector	Broad Areas of Possible Interventions	
		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/S2	Teachers' Quality	P4/S1/B4 Community based school support systems
			P4/S2/B1 Trainer-of-trainer (TOT) programs
	P4/S3	Curriculum and Assessment	P4/S2/B2 In-service methodology training programs
			P4/S3/B1 Curriculum development processes
	P4/S4	Accessing the Curriculum	P4/S3/B2 Textbook publishing and distribution
			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)
PA5 Overcoming barriers in accessing primary education	P5/S1	Accessing Education	
			P4/S4/B4 Alternative basic 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/B5 Early childhood education
			P5/S1/B6 Education awareness raising campaign
	P5/S1/B7 Re-integrate street children within primary school		
	P5/S2	Juvenile Protection	P5/S1/B8 Special needs education
P5/S2/B1 Primary health care in schools			
		B5/S2/B2 Juvenile protection programs	

Prioritized Area	Sub-sector		Broad Areas of Possible Interventions	
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	

3.2 Broad Areas of Possible Interventions Matrices (BAPI Matrices)

Prioritized Area 1: Strengthening Education Management

Prioritized Area 1: Strengthening Education Management						
Sub-sector: P1/S1 Education Policy and Regulations						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P1/S1/B1:</p> <p>Set up appropriate education policies and regulations to fit the needs of stakeholders.</p> <p>Target Group MOET, DOET, BOET, School</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> Assistance in modifying existing policy and regulations to meet needs of target groups <p><Output></p> <ul style="list-style-type: none"> Clear and realistic policies and regulations set up to provide good education services to all stakeholders in primary education. 	<p>Technical Assistance to be provided:</p> <ul style="list-style-type: none"> Review the existing policies and regulations Identify gaps & blockages between existing policies & regulations to actual situation & needs Modification of existing policies and regulations given the findings 	<p><Advantages></p> <ul style="list-style-type: none"> Amended policies and regulations will be consonant to target needs 	<ul style="list-style-type: none"> Co-ordination & co-operation with all groups Local and central requirements and perceptions may differ Linkage to: P1/S1/B2, P1/S1/B3 	MOET and regional level	<p>JICA (5.1/9)</p> <p>Oxfam GB (5.1/1)</p>
<p>P1/S1/B2:</p> <p>Set up specific education policies for disadvantaged children to facilitate equitable access to primary education.</p> <p>Target Group Disadvantaged children (Ethnic minority, disabled, out of school children)</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> Assist in establishing a policy to provide disadvantaged children with equal opportunity to primary schooling <p><Output></p> <ul style="list-style-type: none"> All disadvantaged children have access to primary education 	<p>Technical and financial assistance to be provided:</p> <ul style="list-style-type: none"> Conduct situation analysis of area of needs Conceptualize & identify possible intervention modes and resources Co-coordinated implementation 	<p><Advantages></p> <ul style="list-style-type: none"> Realizes EDSP 2010 and EFA goals 	<ul style="list-style-type: none"> Problems of co-coordinating & integrating existing & disparate interventions Allocation of resources important given other demands Linkage to: P1/S1/B1 	Countrywide	<p>PEDC (WB/DFID/CIDA/AUSAid), (5.1/11)</p> <p>Oxfam (5.1/1)</p> <p>SCF (UK), (5.1/3)</p> <p>SCF (France)</p> <p>NORAD, (5.1/8)</p> <p>VSO</p>

Sub-sector: P1/S1 Education Policy and Regulations (continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P1/S1/B3:</p> <p>Review and revise policy on deployment of administrative staff with regard to decentralization</p> <p>Target Group MOET, DOET, BOET, Communities and Schools</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> Review roles and functions of educational authorities at all levels Review policy on deployment for administrative and managerial staff at all levels Improved educational services <p><Output></p> <ul style="list-style-type: none"> Improved efficiency and effectiveness of educational management at all levels 	<p>TA plus financial support</p> <ul style="list-style-type: none"> Review present roles and functions of MOET, DOET, BOET, Communities and Schools Identify problems in the existing system and capacities at all levels for effective decentralization Define appropriate roles and functions of all stakeholders & establish levels of responsibilities and capacity Review staff selection & development criteria Design appropriate training interventions Review staff deployment policy and mechanism at all levels 	<p><Advantages></p> <ul style="list-style-type: none"> Increased stakeholder ownership & relevance to need 	<ul style="list-style-type: none"> Political commitment to push forward decentralization process Linkage to: P1/S1/B1, P1/S2/B1-2, P4/S1/B1 	Countrywide	
<p>P1/S1/B4:</p> <p>Policy and mechanisms for the effective deployment of teachers</p> <p>Target Group MOET DOET, BOET, Teachers</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To rationalize the utilization of teachers nationally To provide an effective planning mechanism for teacher demand supply To improve teacher supply to disadvantaged areas To improve teacher supply in specialist subject areas <p><Output></p> <ul style="list-style-type: none"> Improved supply and utilization of teachers 	<p>TA plus financial support</p> <ul style="list-style-type: none"> Review of teacher distribution/utilization policy and rationalize system of appointments between MOET, DOET, BOET Review of incentive and career structures to support equitable distribution of teacher resources 	<p><Advantages></p> <ul style="list-style-type: none"> Equitable distribution of teachers at national standard Increased cost benefits <p><Disadvantages></p> <ul style="list-style-type: none"> Teacher reluctance to relocate 	<ul style="list-style-type: none"> Linkage to: P1/S2/B3 EMIS intervention Consideration be given to teacher accommodation 	Countrywide, but importance given to disadvantaged -aged areas	

Sub-sector: P1/S2 Management Capacity						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications/Remarks	Region/Area	Current Interventions
<p>P1/S2/B1:</p> <p>Support planning capacity</p> <p>Target Group MOET, DOET, BOET, communities, schools</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To develop capacity of planning at all levels <p><Output></p> <ul style="list-style-type: none"> Improved planning at all levels 	<p>TA plus financial assistance to be provided:</p> <ul style="list-style-type: none"> Review of existing planning systems Capacity building of planning officers at all levels plus orientation to communities and schools given decentralization and relevance to EDSP2010, EFA and PRSP 	<p><Advantages></p> <ul style="list-style-type: none"> Increased planning capacity at all levels and facilitation of community participation 	<ul style="list-style-type: none"> Ownership of the planning process at all levels Linkage to: P1/S2/B3, P4/S1/B1-2 	Countrywide	JICA (5.1/9)
<p>P1/S2/B2:</p> <p>Capacity building for EMIS, school mapping and micro planning</p> <p>Target Group DOETs, BOETs, Schools</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> Capacity building of MOET, DOET, BOET staff to enhance EMIS, school mapping and micro planning <p><Output></p> <ul style="list-style-type: none"> Improved planning & harmonization of information systems Facilitates decentralization process 	<p>TA plus financial assistance to be provided:</p> <ul style="list-style-type: none"> Review current EMIS systems and school mapping micro planning processes Harmonize EMIS & various sources of data collection Provide training courses for MOET, DOETs & BOETs staff with regard to data collection, data integrity & analysis Provide awareness and training to school heads with regards to data collection & dissemination to improve data collection, integrity & flow between all education and organizational levels Provide hardware/software as required 	<p><Advantages></p> <ul style="list-style-type: none"> Improved 'single' system of data collection Improved analysis using standardized criteria More equitable distribution of resources and identification of needy areas 	<ul style="list-style-type: none"> Resistance from within the system Linkage to: P1/S2/B1 	Countrywide and at all levels	<p>EU Primary</p> <p>ADB lower secondary</p> <p>PED (WB/CIDA), (5.1/2)</p> <p>PEDC (WB/DFID/CIDA/AU SAid), (5.1/11)</p>

Sub-sector: P1/S2 Management Capacity (continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications/Remarks	Region/Area	Current Interventions
<p>P1/S2/B3:</p> <p>To provide physical infrastructure to support management services.</p> <p>Target Group MOET, DOET, BOET</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To promote more efficient managerial functions To facilitate process of decentralization <p><Output></p> <ul style="list-style-type: none"> Improved management efficiency 	<p>Financial assistance to be provided:</p> <ul style="list-style-type: none"> Needs assessment of necessary facilities /equipment Define resource allocation criteria Assess required materials for decentralization 	<p><Advantages></p> <ul style="list-style-type: none"> Improved efficiency 	<ul style="list-style-type: none"> Linkage to: P1/S2/B1, P1/S2/B2, P1/S1/B3 P6/S1/B2 	Countrywide	

Sub-sector: P1/S3 Support System to Ensure the Quality of Education at School Level						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications/Remarks	Region/Area	Current Interventions
<p>P1/S3/B1:</p> <p>Development of quality assurance audit</p> <p>Target Group MOET, DOET, BOET Schools, Communities</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To promote quality in schools, to devise means of assessing quality, to monitor work in schools, to identify/ disseminate good practice, & to investigate issues of concern. <p><Output></p> <ul style="list-style-type: none"> Quality assurance audit 	<p>TA plus financial assistance</p> <ul style="list-style-type: none"> To review training/school practices To develop indicators of good practice/ performance/ effectiveness with regard to – courses & services; school staff management; school staff development; organization of learning in schools; school ethos; assessment; resources; & partnerships (staff/pupils/ PTA/communes) 	<p><Advantages></p> <ul style="list-style-type: none"> Definition and standardization of quality Provides a framework for quality education & links quality to school effectiveness and improvement Clear guidelines to staff for self-assessment Guidelines for Inspectorate Refinement of National Standards <p><Disadvantages></p> <ul style="list-style-type: none"> Could be used prescriptively by officials 	<ul style="list-style-type: none"> Linkage to: P2/S1/B2/3/4, P4/S1/B1/2, P4/S2/B1/2, P1/S3/B2 Links to WB PTD/profiling 	Countrywide	<p>PTD DFID/WB, (5.1/10)</p> <p>PEDC (WB/ DFID/CIDA/AU SAid), (5.1/11)</p> <p>BTC</p> <p>VSO</p> <p>NORAD, (5.1/8)</p> <p>Oxfam</p> <p>SCF (France)</p> <p>SCF (UK), (5.1/3)</p> <p>UNICEF/AUSA id (5.1/4)</p>

Sub-sector: P1/S3 Support System to Ensure the Quality of Education at School Level (Continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications/Remarks	Region/Area	Current Interventions
<p>P1/S3/B2:</p> <p>To establish guidelines for inspection</p> <p>Target Group MOET, DOET, BOET, Schools, TTCs</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To review the purpose / role of inspection To develop guidelines of good practice To provide training for inspection and advisory services To support the process of change with regard to school/teaching development and quality assurance To optimize use of local resources to support school-based management <p><Output></p> <ul style="list-style-type: none"> Improved inspection and advisory services 	<p>TA plus financial support</p> <ul style="list-style-type: none"> Review the role of inspectors and or education advisers (change agents/INSET supporters/monitoring quality) and purpose of the Inspectorate. Review of existing system and guidelines to strengthen inspection and advisory support Further to the review, establish guidelines for inspection and advisory services Establish training for concurrent inspection and advisory staff To improve career structure for staff To consider supporting facilities/logistics needed for efficient implementation of inspection and advisory support 	<p><Advantages></p> <ul style="list-style-type: none"> Awareness of school quality issues and demands of whole school-based development More motivated staff and improved promotion criteria 	<ul style="list-style-type: none"> Linked to INSET WB/Cycle 3/ & WSD issues Priority should be given to supporting the process of meeting the demands of the new curriculum rather than on formal assessment of school facilities. Participatory analysis is recommended for the whole process in developing a revised version of guidelines involving all stakeholders Linkage to: P1/S3/B1, P2/S1/B2/3/4, P4/S1/B1/2, P4/S2/B1/2, P4/S3/B1, P4/S4/B2 	Countrywide	France

Prioritized Area 2: Improvement of Pre-service Training Provision

Prioritized Area 2: Improvement of Pre-service Training Provision						
Sub-sector: P2/S1 Teacher Training College						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P2/S1/B1:</p> <p>Review of pre-service provision to meet long-term demand</p> <p>Target Group MOET, TTCs, Teachers,</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To review initial teacher training system with regard to provision quality education in schools <p><Output></p> <ul style="list-style-type: none"> Improved system of teacher training Engendering closer linkages with schools & school practice 	<p>Technical Assistance + financial support to MOET</p> <ul style="list-style-type: none"> Review in order to rationalize PRESET provision (national/provincial) to meet long/medium term demand To develop long/medium-term strategic plans with regard to re-tooling TTCs to INSET provision To develop long/medium-term strategic plans with regard to improving specialist/optional subject teacher supply. Conceptualization of national competency-based standards for the teaching profession, & national forum on potential benefits/acceptance Review employment criteria for teacher educators (e.g. relevant school experience) Assistance to MOET/TTCs with regard to developing national/individual TTC development plans 	<p><Advantages></p> <ul style="list-style-type: none"> More optimal use of graduates assigned to teaching service Increased effectiveness of training Better links between teacher training & schools Guidelines to TTCs/ staff for assessment procedures Guidelines for Inspectorate Refinement of National Standards <p><Disadvantages></p> <ul style="list-style-type: none"> Some TTCs may be abolished or their function transferred to other objectives. 	<ul style="list-style-type: none"> Adjustment of the number of trainers may be necessary Link in with WB profiling Linkage to: P2/S1/B2/3/4, P4/S1/B1/2, P4/S2/B1/2, P1/S3/B2 	All regions	<p>PTD DFID/WB, (5.1/10)</p> <p>BTC, (5.1/5/12)</p> <p>VSO</p> <p>NORAD, (5.1/8)</p> <p>Oxfam (GB), (5.1/1)</p> <p>SCF (UK), (5.1/3)</p> <p>UNICEF/AUSA id, (5.1/4)</p>

Sub-sector: P2/S1 Teacher Training College (Continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P2/S1/B2:</p> <p>Review & revision of curriculum and practice</p> <p>Target Group TTCs, Teachers, Candidates to TTCs</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To assist teacher educators with regard to upgrading To reform training curriculum & practice consistent with the introduction of a new primary school curriculum <p><Output></p> <ul style="list-style-type: none"> Improved quality of teacher training Engendering closer linkages with schools & school practice 	<p>Technical Assistance plus financial support</p> <ul style="list-style-type: none"> Review/revise existing training curriculum (emphasis on professional & pedagogical orientation) and ensure consonance with new primary school curriculum. Review existing pre-service teacher training provision with emphasis on teaching practice & being reflective practitioners Programs to upgrade teacher educators with regard to teaching methodologies, assessment of learning & practical experience of the primary classroom Rehabilitation & expansion of training Facilities (TTCs) Institutionalization of special courses to meet needs of minority and disadvantaged groups 	<p><Advantages></p> <ul style="list-style-type: none"> Meeting the requirements of EFA, EDSP 2010 Implementation of the new curriculum Creation of a more dynamic and adaptable teaching cadre 	<ul style="list-style-type: none"> Linkage to: P4/S1/B1 & P4/S2/B1 & P4/S2/B2 & P4/S3/B1 Cycle 3 Distance Education 	<p>All training colleges dealing with primary level PRESET</p>	<p>PTD DFID/WB, (5.1/10)</p> <p>BTC, (5.1/5/12)</p> <p>VSO</p> <p>NORAD, (5.1/8)</p> <p>Oxfam (GB), (5.1/1)</p> <p>SCF (UK), (5.1/3)</p> <p>UNICEF/AUSA id, (5.1/4)</p> <p>GOV, (5.2/2/4)</p>

Sub-sector: P2/S1 Teacher Training College (Continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P2/S1/B3:</p> <p>Support to in-service teacher training in Teacher Training Colleges</p> <p>Target Group Schools, Teachers, TTCs</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To upgrade teachers to national standard To improve classroom practice To improve supply of specialist teachers <p><Output></p> <ul style="list-style-type: none"> Meeting National Standard qualifications Meeting school demands for specialist teachers 	<p>Technical assistance plus financial support to MOET (TTCs)</p> <ul style="list-style-type: none"> Review existing upgrading system; identify areas needing improvement with regard to teachers' professional development Develop teacher upgrading program plus materials Establish implementation plan, assessment procedures & certification Establish specialized programs for teachers from minority groups (language, gender issues) Provision of required facilities Increase the number of TTCs able to provide specialist training 	<p><Advantages></p> <ul style="list-style-type: none"> An in-service responsive to needs Better provision of specialist teachers to meet requirements of the new curriculum Addresses CPRGS and EFA goals 	<ul style="list-style-type: none"> Linkage to: P4/S1/B1, P4/S2/B1, P4/S2/B2, P4/S4/B2 Cycle 3 Distance Education 	All training colleges dealing with primary level PRESET	<p>PTD DFID/WB, (5.1/10)</p> <p>BTC, (5.1/5/12)</p> <p>VSO</p> <p>NORAD, (5.1/8)</p> <p>Oxfam (GB), (5.1/1)</p> <p>SCF (UK), (5.1/3)</p> <p>UNICEF/AUSA id, (5.1/4)</p> <p>GOV, (5.2/2/4)</p>
<p>P2/S1/B4:</p> <p>Strengthen pre-service training for special subject teachers</p> <p>Target Group Teachers, TTCs,</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To improve the quality of special subject teaching in colleges To increase the number of special subject teachers To improve the quality of special subjects teachers <p><Output></p> <ul style="list-style-type: none"> Supply to meet demand Improved training and thus improved teaching 	<p>Technical assistance and financial support:</p> <ul style="list-style-type: none"> Review existing system and training for specialist subjects and available resources Assess shortfalls and plan for future demands on regional basis Develop a training program for specialist teachers linked with specialist universities Establish criteria of good practice Implement TOT courses Provision of resources 	<p><Advantages></p> <ul style="list-style-type: none"> Improved supply of specialist teachers to meet demands of new curriculum Improved training facilities at TTCs 	<ul style="list-style-type: none"> Linkage to: P4/S1/B1 & P4/S2/B1 & P4/S2/B2 & P4/S3/B1 To establish professional linkages with specialist universities (e.g. Hanoi, HCM Univ. of technologies) Attention to deployment of special subject teachers between several schools to optimize use 	All training colleges dealing with primary level PRESET	<p>VSO</p> <p>UNICEF/AUSA id (5.1/4)</p> <p>GoV(5.2/3)</p>

Prioritized Area 3: Improvement of Facilities

Prioritized Area 3: Improvement of Facilities						
Sub-sector: P3/S1 Facility Planning, Design and Supply Criteria						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P3/S1/B1:</p> <p>Reform primary school design and construction standards</p> <p>Target Group MOET (DOETs, BOETs)</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To assist MOET and DOETs to establish new design criteria categorized to meet individual regional environmental differences Increase education facilities Improve National Standard criteria <p><Output></p> <ul style="list-style-type: none"> Facility design matches conditions and minimum building standards established 	<p>TA plus financial support</p> <ul style="list-style-type: none"> Review existing school data in target regions regarding standards of facilities Establish minimum standards Needs analysis <ul style="list-style-type: none"> Reformulation of school design construction criteria Provide workshop for DOETs & BOETs to facilitate introduction of new designs 	<p><Advantages></p> <ul style="list-style-type: none"> Securing human resources for school planning & construction planning Quality of design & construction criteria standardized and to match regional environment Minimum standards established <p><Disadvantages></p> <ul style="list-style-type: none"> Resistance to reformulation of standards Conflicting resource priorities 	<ul style="list-style-type: none"> Multi-sector Co-works with IRDS under MOET Linkage to: P3/S1/B1-2 	Countrywide	WB/CIDA, (5.1/2)
<p>P3/S1/B2:</p> <p>Design and supply of school furniture and playground equipment</p> <p>Target Group MOET, DOET, BOETs</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To assist MOET in developing furniture & equipment to integrate with the new curriculum <p><Output></p> <ul style="list-style-type: none"> Appropriate resources 	<p>TA plus financial support</p> <ul style="list-style-type: none"> National asset inventory and audit Needs analysis Standards and design setting + cost analysis Provide workshop for DOETs & BOETs to facilitate introduction of new designs Development of furniture procurement system 	<p><Advantages></p> <ul style="list-style-type: none"> Standardization of school furniture and equipment, and more equitable distribution <p><Disadvantages></p> <ul style="list-style-type: none"> Conflicting resource allocation 	<ul style="list-style-type: none"> Multi-sector Related to P3/S1/B1 Co-works with IRDS and RIED under MOET 	Countrywide	WB/CIDA, (5.1/2) Japan, (5.1/6) NORAD, (5.1/8)

Sub-sector: P3/S1 Facility Planning, Design and Supply Criteria (Continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P3/S1/B3:</p> <p>Library Books/Teaching Aid supply for full- day schooling</p> <p>Target Group MOET (DOETs, BOETs) Communes, Schools</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To assist MOET and DOETs to provide Teaching & Learning materials <p><Output></p> <ul style="list-style-type: none"> Improved school teaching & learning resources Facilitates a reading culture Supports new curriculum 	<p>TA plus financial support</p> <ul style="list-style-type: none"> National asset inventory and audit Needs analysis + costing Provide workshop for DOETs & BOETs to facilitate introduction of new designs Development of materials procurement system 	<p><Advantages></p> <ul style="list-style-type: none"> Supports EFA & EDSP 2010 goals Creates an attractive learning environment Supports teaching practice Consonant with Needs Analysis & DFID Stakeholder Analysis 	<ul style="list-style-type: none"> Supplementation through Social Investment Fund support Linkage to P4/S3/B1-B2 P4/S2/B1-B2 P4/S1/B1; P6/S1/B1-B2 P6/S2/B1; P6/S3/B1-B2 	<p>Rural areas in all provinces</p>	<p>UNICEF/AUSA id (5.1/4)</p> <p>Japan (5.1/6)</p> <p>GoV (5.2/1)</p>

Sub-sector: P3/S2 School Construction						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P3/S2/B1:</p> <p>School construction and rehabilitation in disadvantaged areas</p> <p>Target Group MOET(DOETs, BOETs) Communes, Schools</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> School building programs targeted to most disadvantaged areas <p><Output></p> <ul style="list-style-type: none"> Number of schools/ facilities in remote area increased Improved standards of buildings Greater opportunities for full-day schooling 	<p>TA plus financial support</p> <ul style="list-style-type: none"> Conduct a school mapping exercise which ascertains location of satellite schools to complete primary schools, and which gives a complete inventory of school conditions in terms of resource availability Determine school renovation strategy according to needs determined by mapping exercise Implementation of Pilot Project /Introduction of community base project <ul style="list-style-type: none"> Select of pilot project site Setting up design of pilot plan Construction of pilot schools (superstructure by contractor) (finishing works by community where feasible) Activities to encourage community participation in construction process 	<p><Advantages></p> <ul style="list-style-type: none"> More equitable provision of resources Expansion of Universal Primary Education, meeting EFA, EDSP 2010, CPRGS goals Provides for development of a school construction and facilities renewal within a wider school improvement and effectiveness program Provides greater opportunity for the implementation of full-day schooling for the most disadvantaged area Accountability of commune can be enhanced by community participatory school construction Transfer of skills to local communities Ownership and development of maintenance culture by communities <p><Disadvantages></p> <ul style="list-style-type: none"> Political & community commitment Accessibility for construction Changing previous patterns of donor/construction development 	<ul style="list-style-type: none"> Change of attitude towards construction processes & procedures Linkage to P3/S1/B1-B2 & P4/S1/B4; P4/S3/B1; P6/S1/B1-B2 P6/S2/B1; P6/S3/B1-B2 	<p>Countrywide (but stress on North-East Region North-West Region North-Central Coast Central Highland Mekong Delta)</p> <p>Pilot communes might be selected from each region to conduct pilot project by TA</p>	<p>WB/CIDA, (5.1/2)</p> <p>WB/DFID/CID A/AUSAid (5.1/11)</p> <p>Japan (5.1/6)</p> <p>UNICEF/AUSAid (5.1/4)</p> <p>Oxfam GB (5.1/1)</p> <p>GoV (5.2/1)</p> <p>NORAD (5.1/8)</p>

Sub-sector: P3/S2 School Construction (continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P3/S2/B2:</p> <p>School construction and rehabilitation in areas prone to typhoons and flooding</p> <p>Target Group MOET (DOETs, BOETs) Communes, Schools</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To assist MOET and DOETs to build and rehabilitate facilities in typhoon and flood areas Capacity building to local engineers/contractors <p><Output></p> <ul style="list-style-type: none"> Durable buildings Reduce loss of school time to pupils 	<p>TA plus financial support</p> <ul style="list-style-type: none"> Implementation of pilot project <ul style="list-style-type: none"> Strategy & selection of pilot project sites Design, costing, tender preparation Pilot Project construction - management/supervision (superstructure by contractor, finishing works by community where feasible) Capacity building Replication to other sites according to funding 	<p><Advantages></p> <ul style="list-style-type: none"> Reduce loss of school time to pupils Expansion of Universal Primary Education, meeting EFA, EDSP 2010, CPRGS goals Schools as refuge for community during typhoon periods Accountability of commune can be enhanced by community participatory school construction Transfer of skills to local communities Ownership and development of maintenance culture by communities Technical transfer <p><Disadvantages></p> <ul style="list-style-type: none"> Political & community commitment Resource allocation 	<ul style="list-style-type: none"> Linkage to P3/S1/B1-B2 & P4/S1/B4; P4/S3/B1; P6/S1/B1-B2 P6/S2/B1; P6/S3/B1-B2 	<p>Annual typhoon and flood area: -Coast Area: North Central Region; Central Coast Region; SE Region; Delta Area; Red River Delta Mekong River Delta</p>	<p>WB/CIDA, (5.1/2) Japan, (5.1/6)</p>

Sub-sector: P3/S2 School Construction (continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P3/S2/B3:</p> <p>School construction and rehabilitation in urban areas for full-day schooling</p> <p>Target Group MOET (DOETs, BOETs) Communes, Schools</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To assist MOET and DOETs to build and rehabilitate facilities in urban areas to meet goals of EDSP 2010 Capacity building to local engineers/contractors <p><Output></p> <ul style="list-style-type: none"> Full-day schooling expanded in urban area Capacity building 	<p>TA plus financial support</p> <ul style="list-style-type: none"> Implementation of pilot project <ul style="list-style-type: none"> Strategy & selection of pilot project sites Design, costing, tender preparation Pilot Project construction - management/supervision (superstructure by contractor, finishing works by community where feasible) <ul style="list-style-type: none"> Capacity building Replication to other sites according to funding 	<p><Advantages></p> <ul style="list-style-type: none"> Model pilot school for replication Expansion of Universal Primary Education, meeting EFA, EDSP 2010, CPRGS goals Accountability of commune can be enhanced by community participatory school construction Transfer of skills to local communities Ownership and development of maintenance culture by communities Technical transfer <p><Disadvantages></p> <ul style="list-style-type: none"> Political & community commitment Resource allocation 	<ul style="list-style-type: none"> Linkage to P3/S1/B1-B2 & P4/S1/B4; P4/S3/B1; P4/S4/B3; P6/S1/B1-B2 P6/S2/B1; P6/S3/B1-B2 	Major urban areas	WB/CIDA (5.1/2)

Sub-sector: P3/S2 School Construction (continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P3/S2/B4:</p> <p>School construction in rural areas for full-day schooling</p> <p>Target Group MOET (DOETs, BOETs) Communes, Schools</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To assist MOET and DOETs to build and rehabilitate facilities in rural areas to meet goals of EDSP 2010 Capacity building to local engineers/contractors <p><Output></p> <ul style="list-style-type: none"> Full-day schooling in rural areas Capacity building 	<p>TA plus financial support</p> <ul style="list-style-type: none"> Implementation of pilot project <ul style="list-style-type: none"> Strategy & selection of pilot project site Design, costing, tender preparation Pilot Project construction - management/supervision (superstructure by contractor, finishing works by community where feasible) Capacity building Replication to other sites according to funding 	<p><Advantages></p> <ul style="list-style-type: none"> Provides for development of school construction & facilities renewal within a wider school improvement program Model pilot school for replication Accountability of commune can be enhanced by community participatory school construction Transfer of skills to local communities Ownership and development of maintenance culture by communities Technical transfer <p><Disadvantages></p> <ul style="list-style-type: none"> Would require high political commitment Resistance to contractor's habits 	<ul style="list-style-type: none"> Linkage to P3/S1/B1-B2 & P4/S1/B4; P4/S3/B1; P6/S1/B1-B2 P6/S2/B1; P6/S3/B1-B2 	Rural areas in pilot communes might be selected from each province	WB/CIDA (5.1/2)
<p>P3/S2/B5:</p> <p>Maintenance Support Systems; materials/tool-box and manuals supply</p> <p>Target Group MOET (DOETs, BOETs) Communes, Schools</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> Improved asset maintenance & community maintenance culture <p><Output></p> <ul style="list-style-type: none"> Improved maintenance, reduced costs, longevity of school facilities/infra structures Maintenance facilitated through materials/tools supply 	<p>TA plus financial and materials support</p> <ul style="list-style-type: none"> Improved asset maintenance strategy, management and audit linked to community participation Selection/development of material procurement system Logistical support (e.g. maintenance tool box and manuals) 	<p><Advantages></p> <ul style="list-style-type: none"> Maintenance culture developed within communities Supports socialization <p><Disadvantages></p> <ul style="list-style-type: none"> Resistance to existing norms Resource priority 	<ul style="list-style-type: none"> Funding support from Social Investment Fund Linkage to P3/S1/B1-B2 & P4/S1/B4; P4/S3/B1; P6/S1/B1-B2 P6/S2/B1; P6/S3/B1-B2 	Rural areas in all provinces	

Prioritized Area 4: Improving Quality in the Classroom: Teachers, Curriculum & Teaching-Learning Processes

Prioritized Area 4: Improving Quality in the Classroom: Teachers, Curriculum & Teaching-Learning Processes

Sub-sector: P4/S1 School Support System

Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P4/S1/B1</p> <p>Enhanced school support systems</p> <p>Target Group MOET, DOET, BOET, Schools, Teachers, Pupils, Commune</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> • To support quality improvements in primary schools • To meet EDSP 2010/EFA primary goals <p><Output></p> <ul style="list-style-type: none"> • School improvement • Teaching improvement • Improved teacher/teacher support • Closer school/community relationships • Improved pupil outcomes <ul style="list-style-type: none"> - Attendance - Experiences - Equity - Learning achievement 	<p>TA plus financial support</p> <ul style="list-style-type: none"> • Conceptualize school improvement/ effectiveness issues at all levels (environment for whole school development/school policies/ principles of practice/education relevance to context needs/decision-making at local levels/inspectorate support/management & structure for WSD etc) • Review criteria/procedures/school & staff development/assessment systems • Establish systems of 'school-mutual support' & school management structure linking to School Charter/ parents and the community • Establish a cadre of advisory support staff located at center schools • Define roles and responsibilities of advisory staff and provide certified training for such staff • Develop management systems that would enhance management and use of resources within the school support system • Separate advisory support from inspections and provide training for inspections • Improve organization and operation of BOET offices so that they best support school improvement 	<p><Advantages></p> <ul style="list-style-type: none"> • Provides a holistic approach addressing both external and internal factors to the school which impact on school improvement and effectiveness • Develops and works within existing systems and structures • Creates a climate for system level changes and a positive environment for staff and school development • Enhances government decentralization policy • Motivates staff <p><Disadvantages></p> <ul style="list-style-type: none"> • Inherent resistance of the system • No quick fix 	<ul style="list-style-type: none"> • Linkage to: P1/S3/B1, P1/S3/B2, P2/S1/B2/3, P4/S1/B2 	<p>Countrywide, but initially targeting most disadvantaged areas</p>	<p>PTD, DFID/WB, (5.1/10)</p> <p>PEDC, WB/DFID/CID A/AUSAid (5.1/11)</p> <p>BTC (5.1/5/12)</p> <p>VSO</p> <p>SCF</p> <p>NORAD (5.1/8)</p> <p>Oxfam (5.1/1)</p> <p>SCF (France)</p> <p>SCF (UK) (5.1/3)</p> <p>UNICEF (5.1/4)</p> <p>GOV (5.2/4)</p>

Sub-sector: P4/S1 School Support System (continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P4/S1/B2</p> <p>Certified headship & senior staff training for school based development</p> <p>Target Group Senior school staff</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To facilitate school-based development To link school-based development to accreditation and career structure <p><Output></p> <ul style="list-style-type: none"> Improved schools Improved school management Improved staff motivation 	<p>TA -type assistance plus financial support</p> <ul style="list-style-type: none"> Review existing training programs Establish a team/s (national and provincial level) to develop/modify programs and implement training for headship Develop/modify accredited training programs Conduct training-of-trainers Organize the management of training programs Monitoring & assessment plus support systems 	<p><Advantages></p> <ul style="list-style-type: none"> Facilitates teacher & school development Facilitates introduction of new curriculum Develops recognized career pathways for school staff <p><Disadvantages></p>	<ul style="list-style-type: none"> Important to establish a cadre of trained personnel at each school to lead school & teacher development Linkage & co-development with national & provincial Educational Managers Training Colleges & TTCs Linkage to: P4/S1/B1 	Countrywide	GoV (5.2/4)
<p>P4/S1/B3</p> <p>Action research in schools</p> <p>Target Group Teachers, TTC trainers</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To improve analytical ability of teachers in teaching-learning process To exchange research results among teachers for their professional development <p><Output></p> <ul style="list-style-type: none"> Improved classroom practice Encouragement of teacher reflection 	<p>TA -type assistance plus funding</p> <ul style="list-style-type: none"> Action research training at in-service level Organize outlets for dissemination of action research findings Orientation program for TTCs, inspectorate, advisors and heads 	<p><Advantages></p> <ul style="list-style-type: none"> Improved teacher motivation and self development Teacher ownership Sharing of best practice <p><Disadvantages></p> <ul style="list-style-type: none"> time constraints on teachers 	<ul style="list-style-type: none"> Support system for teachers is needed Best practice can be disseminated Important is to obtain a study of the relationship between teachers upgrading & backgrounds (presage/context variables) plus processes leading to resultant pupil outcomes Linkage to P1/S3/B2, P2/S1/B3, P4/S1/B2, P4/S2/B1/2 	Countrywide	

Sub-sector: P4/S1 School Support System (continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P4/S1/B4:</p> <p>Community based school support systems</p> <p>Target Group School, Community</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> Enhance community participation with schools by empowering communities to participate in the school development process. Improved accountability by schools for quality and equity provision Awareness and improved community capacity to support immigrant/nomadic groups <p><Output></p> <ul style="list-style-type: none"> Needs of community can be reflected in education activities in schools 	<p>Technical assistance and financial support:</p> <ul style="list-style-type: none"> Guidelines for community support systems Participatory workshops to involve school communities in the school development process (conceptualization and consensus building) Review & guidelines for supporting immigrant/nomadic groups (registration procedures), education planning & acceptance at local level 	<p><Advantages></p> <ul style="list-style-type: none"> More social needs can be reflected in daily school education Improved awareness of community to education issues Accountability of DOET/BOET <p><Disadvantages></p> <ul style="list-style-type: none"> Mobility of nomad/immigrant groups renders local planning difficult 	<ul style="list-style-type: none"> Linkage to School Charter (Education Law) Involvement of civil society organizations & existing mechanisms & education councils Allocation of resources from communes may promote resentment from communities Linkage to: P5/S1/B1, P5/S1/B6, P6/S3/B1 	Countrywide	SCF (UK)

Sub-sector: P4/S2 Teachers' Quality						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P4/S2/B1:</p> <p>Trainer-of-trainer (TOT) programs</p> <p>Target Group Trainers</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> Develop a cadre of in-service trainers Provide updated teaching method <p><Output></p> <ul style="list-style-type: none"> Skilled INSET trainers 	<p>TA-type assistance plus Materials provided:</p> <ul style="list-style-type: none"> Review existing system of in-service training (training and teacher training curriculum, Develop curriculum and training materials geared to improved classroom practice Development and implementation of TOT program 	<ul style="list-style-type: none"> Develop a cadre of trainers responsible for updating methodological skills of teachers. Fosters ownership and self-development/ self-reliance 	<ul style="list-style-type: none"> Inclusive of all TTCs to ensure consonance of approach Need to link in to EU/ WB/BTC programs to ensure consonance of approach Linkage to: P2/S1/B2/3/4, P4/S1/B1, P4/S1/B2 	<p>Provincial level linking in with MOET/EU Cycle 3 proposals</p>	<p>BTC, (5.1/5)</p> <p>SCF (UK) (5.1/3)</p> <p>GoV (5.2/3/4)</p>
<p>P4/S2/B2:</p> <p>In-service methodology training programs</p> <p>Target Group Teachers, schools</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> Provision of updated teaching methodologies Support to MOET INSET program <p><Output></p> <ul style="list-style-type: none"> Improved classroom practice More confident teachers 	<p>Mainly Materials + Financing support + limited TA:</p> <ul style="list-style-type: none"> Review of existing distance education in-service program and in-service training curriculum Assist with development of curriculum and training materials. Assistance to MOET to monitor INSET effectiveness at school level (student outcomes) 	<p><Advantages></p> <ul style="list-style-type: none"> Practical upgrading of all teachers MOET ownership 	<ul style="list-style-type: none"> Linkage to: P1/S3/B1/2, P4/S1/B1, P2/S1/B2/3, P4/S2/B1 Need to link in to EU/ WB/BTC programs to ensure consonance of approach 	<p>All regions (except WB/BTC areas?)</p> <p>Prioritize disadvantaged groups (economic/ linguistics etc)</p>	<p>MOET/EU Cycle 3 proposals (5.2/2/3/4)</p> <p>WB PTD proposals in 10 provinces</p> <p>BTC (5.1/5)</p>

Sub-sector: P4/S3 Curriculum and Assessment						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P4/S3/B1</p> <p>Curriculum development process</p> <p>Target Group Curriculum Developers, NIES, Publishers, MOET, DOET, BOET, TTCs</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To facilitate better integration of the management, development and implementation of the curriculum process <p><Output></p> <ul style="list-style-type: none"> A curriculum process more responsive to the needs of its users 	<p>TA assistance plus financial support</p> <ul style="list-style-type: none"> Review the current curriculum development process, its strengths and weaknesses, with particular reference to the roles and responsibilities existing between Departments for education levels in MOET and NIES in terms of management, development, and implementation of the curriculum With reference to current revision process, determine resource needs to complete development of primary curriculum. Particular reference needs to be made to new subject areas (ICT, foreign languages), specialist subject areas (art, music, physical education), multi-grade & bilingual education Ensure consonance with pre-school & lower secondary curriculum & reforms Increase training capacity of the curriculum unit in order to improve the implementation of the curriculum at school level and the integration of the curriculum into pre-service teacher training programs Strengthen monitoring and evaluation capacity of the curriculum unit in order to ensure greater participation in the curriculum process Develop capacity within the country to realize the localization of the curriculum and adaptation to multi-grade teaching environments Further develop systems initiated under WB funding to establish new national standardized pupil assessment procedures Improve assessment by teachers in the classroom through in-service teacher training support and support to pre-service curriculum revision Include within teacher guides, advice to teachers on methods of pupil assessment 	<p><Advantages></p> <ul style="list-style-type: none"> Better co-ordination and management of the curriculum process Better integration both within and between subject areas and between pre-primary, primary and lower secondary to develop nine year basic education program The potential to be more participatory and responsive to needs, both external and internal Builds on existing systems and processes <p><Disadvantages></p> <ul style="list-style-type: none"> Inherent resistance to change 	<ul style="list-style-type: none"> Would need strong MOET support Linkage to: P2/S1/B1 – B4; P4/S1/B2, P4/S2/B1-B2; & P4/S4/B1-B2, P1/S3/B2 	Countrywide	<p>WB (5.1/7)</p> <p>EU curriculum materials development</p> <p>UNICEF/AUSA id (5.1/4)</p> <p>Oxfam (5.1/1)</p> <p>BTC (5.1/5/12)</p> <p>SCF (UK) (5.1/3)</p> <p>GoV (5.2/2)</p>

Sub-sector: P4/S3 Curriculum and Assessment (continued)						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P4/S3/B2</p> <p>Textbook publishing, and distribution</p> <p>Target Group Curriculum Developers, NIES, Publishers, MOET, DOET, BOET, TTCs</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To separate textbook production from curriculum development <p><Output></p> <ul style="list-style-type: none"> Better quality text and more choice for schools Better supply and distribution of textbooks, teachers guides, teaching resources 	<p>TA plus financial support</p> <ul style="list-style-type: none"> Initiate a study to examine the feasibility of opening up textbook writing and publishing (Author/Publishers are invited to produce text to prescribed curriculum. MOET draws up approved list from which schools make their choice) Review existing textbook production and distribution mechanisms 	<p><Advantages></p> <ul style="list-style-type: none"> Competition between author groups and MOET appraisal committee ensures high standards Frees curriculum developers up for other activities e.g. training, working with teacher training institutions Cost savings Compatible with government policy initiatives Considerable experience in other countries in this area <p><Disadvantages></p> <ul style="list-style-type: none"> Major change from current practice Existing publishers within the country may not have the capacity to respond 	<ul style="list-style-type: none"> Policy changes requiring strong MOET support 	Countrywide	GoV (5.2/2)

Sub-sector: P4/S4 Accessing the Curriculum						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P4/S4/B1</p> <p>Accessing the curriculum (School Readiness Program)</p> <p>Target Group MOET, DOET, BOET, TTC, Commune, Families & children</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To develop school readiness programs in order to prepare children from non Vietnamese speaking communities for primary education <p><Output></p> <ul style="list-style-type: none"> Children are able to access the curriculum and are more likely to complete their schooling 	<p>TA plus financial support</p> <ul style="list-style-type: none"> Review current initiatives and make recommendations on the feasibility of scaling-up. The review would take into consideration the following: <ul style="list-style-type: none"> Coverage (present and expected) Community participation (staffing) Access Impact Training Costs Management Links to existing crèche and pre-school initiatives 	<p><Advantages></p> <ul style="list-style-type: none"> Builds on existing programs that have been shown to be effective Enhances community participation in education Supports government pre-school policy Addresses EFA, EDSP goals Links to CPRGS <p><Disadvantages></p> <ul style="list-style-type: none"> Difficulties in scaling-up the programs 	<ul style="list-style-type: none"> Links to pre-primary to be established Focus on girls/disadvantaged children from minority/nomadic groups Linkage to: P2/S1/B1-B4; P4/S1/B1; P4/S3/B1-B2 	Targeted BOETs	<p>SCF (France)</p> <p>SCF (UK), (5.1/3)</p> <p>UNICEF</p>
<p>P4/S4/B2</p> <p>Accessing the Curriculum (Bilingual education for ethnic minorities)</p> <p>Target Group MOET, DOET, BOET, TTC, Commune, Families & children</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To develop bilingual education at primary level for children from major ethnic language groups <p><Output></p> <ul style="list-style-type: none"> Children are able to access the curriculum and are more likely to complete their schooling 	<p>TA initially plus financial</p> <ul style="list-style-type: none"> Review current initiatives and make recommendations on the feasibility of scaling-up Support initiatives to recruit teachers from ethnic minority groups Examine support systems, print, media, government literacy programs that have the potential to enhance language access 	<p><Advantages></p> <ul style="list-style-type: none"> Knowledge base exists from past and current pilot programs <p><Disadvantages></p> <ul style="list-style-type: none"> Recruitment and training of teachers could be problematic Economically may not be viable 	<ul style="list-style-type: none"> Addresses EFA, EDSP goals Links to CPRGS Linkage to: P2/S1/B1-B4; P4/S1/B1; P4/S3/B1, P4/S3/B4 	Targeted BOETs	<p>PEDC, WB/DFID/CID A/</p> <p>AUSAid (5.1/11)</p> <p>UNICEF/AUSAid (5.1/4)</p>

Sub-sector: P4/S4 Accessing the Curriculum (continued)						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P4/S4/B3</p> <p>Accessing the Curriculum (Impact of the socialization process)</p> <p>Target Group MOET, DOET, BOET, Commune Families & children</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To ascertain the impact of the socialization process in the more disadvantaged areas <p><Output></p> <ul style="list-style-type: none"> Clear policy guidelines aimed at assisting the most disadvantaged 	<p>TA plus financial support</p> <ul style="list-style-type: none"> Research study to assess the implementation of government socialization policies in disadvantaged areas and their impact on access to and quality of education Review current practice Conduct analysis of actual school funding needs Design PA approach to assess funding levels within community to support education Establish guidelines for policy and practice 	<p><Advantages></p> <ul style="list-style-type: none"> Would provide data on how to better target socialization initiatives so that they do not negatively impact on providing better access to school for children of the most disadvantaged 	<ul style="list-style-type: none"> Resistance from sectors of population concerning positive discrimination with regards to funding allocation Addresses EFA goals and CPRGS issues Linkage to: P5/S1/B1, P5/S1/B1-4, P5/S1/B7 	<p>Targeted poor households, DOETs, BOETs</p>	
<p>P4/S4/B4</p> <p>Alternative Basic Education (ABE)</p> <p>Target Commune, school, migrants remote population</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To provide pupils from moving populations with non-formal education opportunities <p><Output></p> <ul style="list-style-type: none"> Provide pupils with literacy/innumeracy & life-skills 	<p>TA assistance + financial support</p> <ul style="list-style-type: none"> Review existing ABE provision and profile Research ABE provisions in other countries Design & pilot ABE program for replication 	<p><Advantages></p> <ul style="list-style-type: none"> Better educated population able to access development initiatives <p><Disadvantages></p> <ul style="list-style-type: none"> Cost of designing would not be high, but cost for actual mobilization is very difficult to estimate 	<ul style="list-style-type: none"> Difficulties of establishing nomadic migration patterns and of accessing migrant groups Can be tied-up with project re primary school satellite campus improvement Linkage to: P5/S1/B7 	<p>Provinces with more rural areas, more immigrant populations, more non-Kinh Population Further disaggregated (i.e. commune, and district level) information should be examined)</p>	<p>UNICEF</p>

Prioritized Area 5: Accessibility to School

Prioritized Area 5: Overcoming Barriers in Accessing Primary Education						
Sub-sector: P5/S1 Accessing Education						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P5/S1/B1</p> <p>Scholarship, fee exemptions for pupils from poor families</p> <p>Target Group Poorer households & pupils. Communes Schools BOET</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> • Equitable access to education through financial support <p><Output></p> <ul style="list-style-type: none"> • Access for poorer income groups • Attainment of UPE • Reduced drop-out and repetition 	<p>Financial support</p> <ul style="list-style-type: none"> • Review existing scholarship/ fee system & criteria for selection • Develop a system of establishing a awarding bodies for scholarships/fee exemption a (school / commune / District-level) and means of implementation 	<p><Advantages></p> <ul style="list-style-type: none"> • Ensuring access to poorer income groups and helping to achieve CPRGS strategy <p><Disadvantages></p> <ul style="list-style-type: none"> • Resentment from sectors of the community 	<ul style="list-style-type: none"> • Sustainability and stability issues will need to be addressed (e.g. possible revolving fund) • Addresses EFA goals and CPRGS issues • Linkage to: P6/S3/B1 P6/S2/B1, P6/S3/B1, P4/S1/B4 	<p>Areas with: lower incomes lower enrolment</p>	<p>BOETs</p> <p>NGOs</p> <p>PRSP</p> <p>PEDC, WB/DFID/CID A/AUSAid (5.1/11)</p>
<p>P5/S1/B2</p> <p>Provision of learning resources for disadvantaged children</p> <p>Target group Poorer households & pupils. Communes Schools BOET</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> • To remove barriers to access to schooling • To improve pupil learning <p><Output></p> <ul style="list-style-type: none"> • Increased enrolment & attendance rates 	<p>Financial support</p> <ul style="list-style-type: none"> • Needs assessment • Develop a system of support • Establish logistical and management support system • Assessment 	<p><Advantages></p> <ul style="list-style-type: none"> • Redressing imbalances concerning educational opportunity <p><Disadvantages></p> <ul style="list-style-type: none"> • Resentment from community 	<ul style="list-style-type: none"> • Sustainability and stability issues will need to be addressed (e.g. possible revolving fund) • CPRGS/EDSP 2010/EFA goal attainment • Linkage to: P4/S3/B2 P6/S3/B1, P4/S1/B4, P4/S2/B2; P3/S1/B3 	<p>Areas with: Lower incomes Lower enrolment</p>	<p>NGOs</p> <p>Oxfam (GB), (5.1/1)</p> <p>WB/CIDA, (5.1/2)</p> <p>SCF (UK), (5.1/3)</p> <p>NORAD, (5.1/8)</p>
<p>P5/S1/B3</p> <p>Transportation to schools where feasible</p> <p>Target Group Difficult areas of access, BOET, Schools, Commune</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> • Increased access to schools <p><Output></p> <ul style="list-style-type: none"> • Increased attendance & reduced drop out 	<p>Financial support</p> <ul style="list-style-type: none"> • Needs Analysis and planned input • Cost study 	<p><Advantages></p> <ul style="list-style-type: none"> • Cash benefit to local economy 	<ul style="list-style-type: none"> • Addresses EFA goals and CPRGS issues • Enhanced community services • Linkage to: P1/S2/B2 	<p>Provinces with poor transportation and difficult access problems</p>	<p>PRSP</p>

Sub-sector: P5/S1 Accessing Education (continued)						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P5/S1/B4</p> <p>School Feeding Programs</p> <p>Target Group Poorer students</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To enable children to stay in school longer and increase learning time <p><Output></p> <ul style="list-style-type: none"> Improved pupil outcomes Reduced dropout rates & increased completion rates 	<p>TA support during mobilization stage plus financial support</p> <ul style="list-style-type: none"> Review current initiatives and make recommendations on the feasibility of scaling-up. The review would take consideration of the following: <ul style="list-style-type: none"> Coverage & community participation / demand Access Impact Costs Management Mobilization of communities leading to implementation 	<p><Advantages></p> <ul style="list-style-type: none"> Knowledge base exists from past and current pilot programs Provides incentive for parents to send children to school through community participation Poverty alleviation <p><Disadvantages></p> <ul style="list-style-type: none"> Increased demands on school management & organization Community support for sustainability 	<ul style="list-style-type: none"> Addresses EDSP 2010 & EFA goals and CPRGS issues Linkage to: P5/S2/B1, P5/S1/B7 	<p>Areas with: Lower incomes Lower enrolment Lower health indicators</p>	<p>SCF (UK) (5.1/3)</p> <p>PRSP</p> <p>PEDC, WB/DFID/CIDA</p> <p>AUSAid (5.1/11)</p>
<p>P5/S1/B5</p> <p>Early Childhood Education</p> <p>Target Group Poorer households & pupils. Communes Schools BOET</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To extend existing ECE provision To improve school readiness <p><Output></p> <ul style="list-style-type: none"> Improved school readiness Improved efficiency 	<p>TA with financial support</p> <ul style="list-style-type: none"> Situational analysis of current interventions Planning input and strategy design Cost analysis of establishing ECE facilities in primary school 	<p><Advantages></p> <ul style="list-style-type: none"> Improved learning environment Reduction of sibling child care allowing older children to access school 	<ul style="list-style-type: none"> Consonant with GoV plans to expand ECE provision Addresses EDSP 2010, EFA goals and CPRGS issues Linkage to: P5/S1/B1, P4/S4/B1, P4/S4/B2 	<p>Countrywide & poorer families</p>	<p>PRSP</p> <p>PEDC, WB/DFID/CIDA</p> <p>AUSAid (5.1/11)</p> <p>UNICEF/AUSAid (5.1/4)</p>
<p>P5/S1/B6</p> <p>Education awareness raising campaign</p> <p>Target Group Parents Communities</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To raise awareness of parents toward continuing primary education <p><Output></p> <ul style="list-style-type: none"> Increase access Improved efficiency More proactive involvement by parents / community to school activities 	<p>TA with financial support</p> <ul style="list-style-type: none"> Situational analysis of current interventions Develop campaign regarding key targets and media use 	<p><Advantages></p> <ul style="list-style-type: none"> UPE focus Issues of opportunity costs brought out 	<ul style="list-style-type: none"> GoV interventions highlighted Stakeholder needs addressed Addresses EFA goals and CPRGS issues Linkage to: P6/S2/B1, P4/S1/B1, P4/S1/B4, P5/S1/B1, B3 	<p>Countrywide</p>	<p>GoV</p> <p>Possible collaboration with PRSP and PEDC</p>

Sub-sector: P5/S1 Accessing Education (continued)						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P5/S1/B7</p> <p>Re-integrate Street Children within Primary School</p> <p>Target Group Street Children</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To secure rights & access to primary education for street children <p><Output></p> <ul style="list-style-type: none"> UPE realization Protection for vulnerable children 	<p>TA assistance + financial support</p> <ul style="list-style-type: none"> Situational analysis of current interventions Planning input and strategy design (alternative structures to primary schools) Cost analysis of establishing street children program and protection 	<p><Advantages></p> <ul style="list-style-type: none"> Most vulnerable groups targeted <p><Disadvantages></p> <ul style="list-style-type: none"> Local resistance to use of scarce resources Possible resistance from local primary schools 	<ul style="list-style-type: none"> Eradication of Street Children is precondition to the consolidation of primary education provision by year 2010 Addresses EDSP 2010 & EFA goals and CPRGS issues Collaboration with NGOs Linkage to: P4/S4/B4 	Major urban areas	<p>NGOs</p> <p>UNICEF</p>
<p>P5/S1/B8</p> <p>Special Needs Education</p> <p>Target Group Special Needs Children, Families, Communities, MOET, DOET, BOET</p>	<p><Intervention purpose></p> <ul style="list-style-type: none"> To secure access to primary education for children with disabilities and special educational needs <p><Output></p> <ul style="list-style-type: none"> Enhanced national capacity in SEN education UPE realization 	<p>TA assistance plus materials and financial support</p> <ul style="list-style-type: none"> Situational analysis of current interventions and EMIS data Links to CBR programs established Planning inputs, strategy design and awareness raising Cost analysis Implementation 	<p><Advantages></p> <ul style="list-style-type: none"> Integration and inclusion of children with SEN into society <p><Disadvantages></p> <ul style="list-style-type: none"> Resistance within communities and schools 	<ul style="list-style-type: none"> Addresses EFA, EDSP 2010 and CPRGS goals Integration of strategies for teaching and learning that recognize difference and special needs required to be incorporated into all primary teacher training A parallel system of special education facilities may need to be maintained as degrees of disability will require different educational responses Linkage to: P1/S2/B2, P1/S3/B1, P2/S1/B1-4, P3/S1/B1-2, P4/S1/B1/B4, P4/S2/B1-2, P4/S3/B1-2, P4/S4/B3, P5/S1/B7 	Countrywide	<p>SCF (UK), (5.1/3)</p> <p>UNICEF</p> <p>Radda Barnen CRS</p> <p>EU, (5.1/13)</p> <p>PEDC, WB/DFID/CID A/</p> <p>AUSAid, (5.1/11)</p>

Sub-sector: P5/S2 Juvenile Protection						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P5/S2/B1</p> <p>Primary health care in schools</p> <p>Target Group School, Students & Communities</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To improve school hygiene and facilities <p><Output></p> <ul style="list-style-type: none"> Improved school hygiene Improved pupil health Improved pupil awareness of hygiene issues & transfer to communities 	<p>TA assistance + Funding support</p> <ul style="list-style-type: none"> Review existing school-based PHC curricular/ life-skills/ facilities activities in Vietnam and other countries Develop appropriate interventions to needs/findings Assess costing & implementation strategy 	<p><Advantages></p> <ul style="list-style-type: none"> Raise community awareness to hygiene issues Synergy between education and health sector Improve school facilities for girls Cross-sectoral synergy 	<ul style="list-style-type: none"> Collaboration between education and PHC sectors is a key element Community involvement essential Addresses EFA goals and CPRGS issues Linkage to: P3/S1/B1 P3/S2/B1-B5 P4/S1/B4, P5/S1/B5-B6 	Countrywide Areas with lower health indicators	UNICEF
<p>P5/S2/B2</p> <p>Juvenile protection programs</p> <p>Target Group Children at risk</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To protect juvenile from "social evils" that physically and mentally harm students <p><Output></p> <ul style="list-style-type: none"> Protection of vulnerable children & care facilities established 	<p>TA assistance + Funding support</p> <ul style="list-style-type: none"> Situational analysis of areas of concern and social issues with reference to disadvantaged/vulnerable children/youths and current interventions Planning input and strategy design (awareness, targeting, legal/ care facilities, education and training/life skills) and alternative structures to primary schools Cost analysis of establishing programs and protection for children most at risk Life skills to vulnerable children and support strategies from school and community 	<p><Advantages></p> <ul style="list-style-type: none"> Provision for marginalized groups in place Involvement of communities Inter-disciplinary approach <p><Disadvantages></p> <ul style="list-style-type: none"> Possible resentment from sectors of the community on allocation of resources 	<ul style="list-style-type: none"> Co-ordination problems due to multi-disciplinary approach Addresses EFA goals and CPRGS issues Linkage to: P4/S1/B4, P5/S1/B6-B7 	Countrywide	UNICEF

Prioritized Area 6: Strengthening Educational Finance and Socialization

Prioritized Area 6: Strengthening Educational Finance and Socialization						
Sub-sector: P6/S1 Improving Government Education Finance Systems						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P6/S1/B1</p> <p>Refine budget processes and monitoring to achieve more optimal budget distribution (central – province)</p> <p>Target Group MOET, MOF, and MPI</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> • Review of new system of education budget preparation process for Fiscal Year • Strengthen the budget monitoring procedures and tools <p><Output></p> <ul style="list-style-type: none"> • Streamlined budgetary system 	<p>TA-type intervention</p> <ul style="list-style-type: none"> • Compare and assess current budget systems in terms of: <ul style="list-style-type: none"> - Norms - Compatibility of budget items between central and local - Allocation criteria - Disbursement monitoring, forensic auditing • Assessment of means to decentralized budgetary process (long term/medium term financial planning) • Assess means of linking budgetary allocation to outcomes • Review ways to ensure equitable budget allocation • Training, (budget norms, LTFP/MTFP) for MOET and decentralization process (national /provincial) 	<p><Advantages></p> <ul style="list-style-type: none"> • Efficient and effective budget process • Decentralized financial procedures established • Criteria for optimal use of limited financial resources established <p><Disadvantages></p> <ul style="list-style-type: none"> • Resistance to financial decentralization process • Resistance to financial disclosure 	<ul style="list-style-type: none"> • Lack of clarity on implementation of new budget system • Linkage to: P1/S1/B1-2, P1/S2/B2, P1/S3/B1-2, P6/S1/B2 	<p>Central Ministries and provincial levels</p>	<p>DWG</p>

Sub-sector: P6/S1 Improving Government Education Finance Systems (continued)						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P6/S1/B2</p> <p>Decentralized budgetary processes (Province – District – School)</p> <p>Target Group DOET, BOET, Schools</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To facilitate financial decentralization To ensure competency in use in budgetary administration <p><Output></p> <ul style="list-style-type: none"> Local level response to educational needs 	<p>TA-type intervention</p> <ul style="list-style-type: none"> Assess actual budgetary practices with regard to written rules and regulations Assess pilot decentralization projects (finance) for problems/best practice Define budget lines items according to management and environmental needs (central, provincial, district, and commune level) Enhancement of communication flows between all Refine disbursement monitoring and auditing systems Provide training to communes, BOET, and school education officers re financial decentralization (policies/regulations) 	<p><Advantages></p> <ul style="list-style-type: none"> Increased responsiveness to local needs Increased integration and accountability of funds raised through socialization Can facilitate school-based development <p><Disadvantages></p> <ul style="list-style-type: none"> Possible resistance to disclosing financial information Increased possibility for fraud 	<ul style="list-style-type: none"> Political commitment to decentralization Requirement for good monitoring of systems Socialization policies can be better integrated Linkage to: P1/S2/B1-2, P6/S1/B1 	Countrywide	<p>DFID Study for WB</p> <p>Oxfam (GB) (5.1/1)</p> <p>UNICEF/AUSA id (5.1/4)</p> <p>NORAD (5.1/8)</p> <p>JICA, (5.1/9)</p>

Sub-sector: P6/S2 Enhancing "Socialization" in Education						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P6/S2/B1</p> <p>Institutionalization of "Socialization in Education"</p> <p>Target Group MOET, DOET, BOET, Commune, School, Parents, Social organizations (Trade Union, National Frontier, Women's Union, etc)</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> Clarification and promotion of socialization for all stakeholders <p><Output></p> <ul style="list-style-type: none"> Stakeholders understand socialization Impact study on the "Socialization of Education" 	<p>TA with follow up fund for piloting/ dissemination</p> <ul style="list-style-type: none"> Review related policy, regulations and manuals related to the "Socialization in Education, and revise them if necessary Clarifying roles and responsibilities of stakeholders Set quantitative and qualitative indicators/ targets of socialization Collect examples of best practice Develop guideline/guidebook Awareness raising campaign Training regarding promotion of "socialization" in education Impact of socialization assessed. 	<p><Advantages></p> <ul style="list-style-type: none"> Optimal use of limited financial resources at all levels <p><Disadvantages></p> <ul style="list-style-type: none"> Potential adverse effect for pupils from poorer households 	<ul style="list-style-type: none"> Poorer groups should be protected from adverse effects of cost sharing practices" Financial accountably needs to be ensured Involvement of social organizations in the institutionalization process Linkage to: P1/S1/B1, P5/S1/B6, P6/S1/B1-2, P6/S2/B1 	Countrywide	<p>A Study on Socialization by MOET (Institute for Education Development)</p> <p>Oxfam GB (5.1/1)</p> <p>EU (5.1/13)</p>

Sub-sector: P6/S3 Strengthening District/School-based Finance Systems						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P6/S3/B1</p> <p>Block grants for schools</p> <p>Target Group Parents, School, Commune, BOET</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To provide block grants to primary schools to match/ support on proportional basis community funding To strengthen fund-raising capacity of schools <p><Output></p> <ul style="list-style-type: none"> Primary schools will be able to secure additional financial resources for school improvement 	<p>TA-type intervention with fund for block grant</p> <ul style="list-style-type: none"> Development of criteria and procedures for block grant implementation Awareness of availability Assistance 	<p><Advantages></p> <ul style="list-style-type: none"> Facilitates school-based development Targets financial resources to areas of need Opens up a channel for change Fosters ownership and self-development <p><Disadvantages></p> <ul style="list-style-type: none"> Potential adverse effects for those pupils from poorer household 	<ul style="list-style-type: none"> Collaboration with local self-help activities Financial accountability an important pre-requisite Matching could be in kind Linkage to: P4/S1/B1, P4/S1/B4, P6/S1/B2, P6/S2/B1, P6/S3/B1 	Countrywide.	
<p>P6/S3/B2</p> <p>Cost/ effectiveness analysis of school investments and expenditures</p> <p>Target Group Parents, Commune, District, Schools</p>	<p><Intervention Purpose></p> <ul style="list-style-type: none"> To identify criteria for effective budgeting to realize maximized outputs <p><Output></p> <ul style="list-style-type: none"> Best practice budgeting 	<p>TA for the research</p> <ul style="list-style-type: none"> Design and conduct research Reporting and sharing outcomes 	<p><Advantages></p> <ul style="list-style-type: none"> Improved school budgeting which can be tailored to local needs Increased involvement at local level Provides information to local officers regarding financial budgeting 	<ul style="list-style-type: none"> Case studies which is variable orientated Linkage to: P6/S1/B2, P6/S3/B2 	Selected areas	UNICEF