

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

**VIETNAM  
SUPPORT PROGRAM FOR  
PRIMARY EDUCATION DEVELOPMENT  
Phase I**

**FINAL REPORT  
ANNEX 3  
Appendices**



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MARCH 2002

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THE SOCIALIST REPUBLIC OF VIETNAM  
MINISTRY OF EDUCATION AND TRAINING

JAPAN INTERNATIONAL COOPERATION AGENCY

**VIETNAM  
SUPPORT PROGRAM FOR  
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Phase I**

**FINAL REPORT  
ANNEX 3  
Appendices**

MARCH 2002

*For currency conversion,  
the exchange rate in March 2002 is applied:  
US\$ 1.00 = VND 15,000*



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***Annex 3 accommodates following appendices to the final report.***

<b>Appendix A</b>	<b>Guidelines for PEDP Preparation and “Questionnaire to the Department of Education and Training” (DOET) (Questionnaire on Qualitative Aspects)</b>
<b>Appendix B</b>	<b>Provincial PEDP</b>
<b>Appendix C</b>	<b>Materials Prepared for the EPCB Training</b>
<b>Appendix D</b>	<b>Questionnaire to the Department of Education and Training and Synthesis of Information on Primary Education</b>
<b>Appendix E</b>	<b>Donor Coordination Meeting Minutes</b>

## **APPENDIX A**

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### **Guidelines for PEDP Preparation and “Questionnaire to the Department of Education and Training” (Questionnaire on Qualitative Aspects)**

## **A-1 Guidelines for PEDP Preparation**

**Socialist Republic of Vietnam  
Ministry of Education and Training**

**GUIDELINES for  
Preparation of the Provincial  
Primary Education  
Development Program  
(Provincial PEDP)  
(PEDP Guideline)**

**Prepared for  
Support Program for Primary Education Development**

**October 2001**

Supported by JICA (Japan International Cooperation Agency)

Socialist Republic of Vietnam  
Ministry of Education and Training

Guideline for Preparation of the Provincial Primary Education Development Program  
(PEDP)  
(PEDP Guideline)

(October 2001)



**Socialist Republic of Vietnam  
Ministry of Education and Training**

**Guideline for the Provincial Primary Education Development Program  
(PEDP Guideline)**

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# **PART I: Forms**

**Situational Analysis**

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**Situational Analysis**

**Assessed Needs and Prioritized Sub-sectors**

**Department of Education and Training, XXXX Province  
Ministry of Education and Training**

# **Provincial PEDP Document**

## **XXXXX Province**

**Prepared for  
Support Program for Primary Education Development**

**November 2001**

**Contact information for this document**

**Name: CONTACT PERSON NAME**

**Position: TITLE, ORGANIZATION**

**Tel#: XXX XXX XXX**

**Fax#: XXX XXX XXX**

**e-mail: XXXXXX@XXXX.XXX.XXX**

**Socialist Republic of Vietnam  
Ministry of Education and Training  
Department of Education and Training, <YOUR PROVINCE Name>  
Province**

**Provincial PEDP Document, XXXX Province**

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**1. Situational Analysis**

Data and Indicators

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## **1. Situational Analysis**

### **1.1 Data & Indicators describing situations of primary education in your province**

The data and indicators to be covered and provided in this section are the existing and planned/estimated ones for:

- Population, Enrolment, Repetition, and Dropout
- Primary School and Classrooms
- Teachers (Divided into 2 sections)
- Curriculum
- Budget for Primary Education Sector
- Indicators
- Additional Data & Indicators (refer to Quantitative Evidence for Section 1.2 Situational Analysis)

You will be provided with an Excel File titled **"DataAndIndicators.xls"** in the floppy diskette to fill out the form.

- In general, you can find most of the necessary data in your Annual Plan and Five-Year Plan Documents that were submitted to the Financial and Planning Department of MOET.
- You may find it difficult to obtain such documents. In such a case, please use the data that is made available to you. Do not wait for data and information beyond the due date set on 20 November 2001.
- Planned/estimated data during 2006/7 – 2010/11 is optional

For more detailed instructions, please refer to the file provided. Hard copies of the files are shown in the following pages.

**INSTRUCTIONS**

Please indicate with the latest, existing data that you have, i.e. Annual/5-year Plan for education development submitted to Finance and Planning Department of MOET.  
If you don't have planned/estimated figure after 2008/7, just leave them blank.

**Selected Indicators for Primary Education, Actual and Planned: XXXX Provinces**

	Unit	Actual							Planned/Estimated									
		1990	1995	1996	1997	1998	1998	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
		1991	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
<b>A. Population, Enrolment, Repetition, and Dropout</b>																		
6-year old population - Total	(Male) (Female)																	
6-10-year old population - Total	(Male) (Female)																	
New Entrants - Total	(Male) (Female) (Entrants aged 5)																	
G1 Total G1 Students Repetition Promotion Dropouts																		
Entrants from promoted pupil Entrants from repeated pupil Total G2 Students Repetition Promotion Dropouts																		
G2 Total G2 Students Repetition Promotion Dropouts																		
Entrants from promoted pupil Entrants from repeated pupil Total G3 Students Repetition Promotion Dropouts																		
G3 Total G3 Students Repetition Promotion Dropouts																		
Entrants from promoted pupil Entrants from repeated pupil Total G4 Students Repetition Promotion Dropouts																		
G4 Total G4 Students Repetition Promotion Dropouts																		
Entrants from promoted pupil Entrants from repeated pupil Total G5 Students Repetition Graduate Dropouts	(Male) (Female)																	
G5 Total G5 Students Repetition Graduate Dropouts																		

**Item Group A:**  
Please indicate figures using existing data set, such as "5-year plan 2002-2006" or "2001-2005 submitted to F&P Department, and other resources.  
Especially Male/Female information is very important so find out another information sources, such as EFA, to fill out the table.

**Selected Indicators for Primary Education, Actual and Planned: XXXX Provinces**

	Unit	Actual								Planned/Estimated									
		1990 1991	1995 1996	1996 1997	1997 1998	1998 1999	1999 2000	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	
<b>A. Population, Enrolment, Repetition, and Dropout</b>																			
Total grade 1-5	Total Student (g1-g5)																		
	Total Students (g1-g5) aged 6-10																		
	By ethnicity																		
	of which, Kinh Ethnicity (Majority Group)																		
	Minority Group - aaaaa																		
	Minority Group - bbbbbb																		
	Minority Group - ccccc																		
	Minority Group - ddddd																		
	Attendance (g1-g5)																		
	Dropouts (g1-g5)																		
Repetition (g1-g5)																			
Graduate (g1-g5)																			
Total Student (g1-g5), Public Total																			
(Male)																			
(Female)																			
Dropouts - Public Total																			
(Male)																			
(Female)																			
Repetition, Public Total																			
(Male)																			
(Female)																			
Graduate, Public, Total																			
(Male)																			
(Female)																			
<b>B. Primary School and Classrooms</b>																			
Number of Primary School																			
(Public)																			
(Non-public)																			
By type of school (Public + Non-public)																			
Primary Only																			
Combined with lower secondary																			
# of Primary School in commune targeted in the National Program 135																			
# of primary school with satellite campus																			
# of satellite campus																			
Number of class (Total)																			
(Public)																			
(Non-public)																			
Number of classrooms																			
(# of rooms classified as category 4 & above)																			

**Students # info regarding minority group**  
Please indicate # of students by ethnic group. For minorities, please name the categorization by yourself and put the figures.

**Actual # of attendance**  
Please indicate actual # of students actually attend primary school, following your definition of "attendance".

**Item Group B:**  
Please indicate figures using existing data set, such as "5-year plan 2002-2005" or "2001-2005 submitted to F&P Department, and other resources.

**Required number of classroom:**  
Please indicate your estimation and plan regarding classroom renovation and construction, if you have already plan.

**Selected Indicators for Primary Education, Actual and Planned: XXXX Provinces**

	Unit	Actual							Planned/Estimated									
		1990 1991	1985 1996	1996 1997	1997 1998	1998 1999	1999 2000	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
<b>C1. Teacher</b>																		
Number of Teacher (Total)																		
(of public)																		
(of those paid by government)																		
5+3																		
8+3																		
12+2																		
12+3/4																		
Others																		
(Teacher supply needs)																		
Changes actual number of teacher from prev. year																		
Changes (%)																		
Retired/resigned # (Attrition)																		
Needs for new teacher supply																		
Number of teacher development institutions by type of qualifications																		
5+3																		
8+3																		
12+2																		
12+3/4																		
Number of teacher newly graduated	graduates																	
5+3																		
8+3																		
12+2																		
12+3/4																		
Capacity of teacher development institution by type of qualifications	graduates																	
5+3																		
8+3																		
12+2																		
12+3/4																		
<b>D. Curriculum</b>																		
# of Primary School adopting																		
165 weeks curriculum																		
120 weeks curriculum																		
100 weeks curriculum																		
Technological education curriculum																		
New curriculum (from 2002 september) on pilot																		
<b>E. Budget for Primary Education Sector (TO BE RECONSIDERED)</b>																		
REVENUE																		
Provincial Revenue (from District, commune, school, etc)																		
Transaction from Central Govt.																		
Other Revenue																		
EXPENDITURE																		
Fixed Expenditure																		
Capital Expenditure																		
Purchase of fixed assets expenditure																		
Current Expenditure																		
Salaries and wages																		
Goods and Services																		
Subsidies and current transfer																		
Others																		

**Group C1: Teacher Information**  
Please indicate figures using existing data set, such as those prepared for annual and/or 5-year plan submitted to F&P Department, and other resources.

**Group C: Teacher Information (2)**  
Please indicate number of teacher development institutions, and their capacity, using existing data set, such as those prepared for annual and/or 5-year plan submitted to F&P Department, and other resources

**Group D: Budgeting for Primary Education**  
Please fill out figures using existing data set, such as "5-year plan 2002-2006" or "2001-2005 submitted to F&P Department, and other sources. Figure to be presented here should be all the public education expenditure in your provinces, (i.e. not only DOET expenditure/revenue)



**Selected Indicators for Primary Education, Actual and Planned: XXXX Provinces**

	Unit	Actual							Planned/Estimated									
		1990	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>F. Indicators</b>																		
Population Change (aged 6)																		
Population Change (aged 6-10)																		
Enrolment % (NER for g1-5)																		
Enrolment % (NER for g1)																		
Enrolment % (GER for g1-5)																		
Enrolment % (GER for g1)																		
Pupil/class	(of public)																	
Pupil/teacher	(of public)																	
Classes/classroom	(of public)																	
Exp. / students (mil. Dong)																		
Teacher/Class	(public)																	
Number of students enrolled to "full-day" School																		
	Full-day school																	
	double-shift school																	
	Triple-shift school																	
Number of Classes at																		
	Full-day teaching																	
	double-shift teaching																	
	Triple-shift teaching																	
<b>G. Additional Data &amp; Indicators (ref. Section 1.2 Situational Analysis, quantitative evidence)</b>																		

**Group E: Indicators**  
Basically you don't have to touch this section as the worksheet will automatically calculate figures. Alternatively, you can put figures manually.

<b>C2. Teacher Distribution within Province</b>							
	(Current qualification)				Other Qualification (Previous)		Unqualified
	5+3	g+3	12+2	12+3/4	10+2	7+2/3	
<b>Total Number of Primary Teacher</b>							
Urban							
Delta							
Coastal							
Remote							
Island							
<b>Those Paid by Government</b>							
Urban							
Delta							
Coastal							
Remote							
Island							
<b>Other Teacher (Contracted)</b>							
Urban							
Delta							
Coastal							
Remote							
Island							

**Group C2: Teacher Information - Geographical Distribution**  
Please indicate figures using existing data set, such as those prepared for annual and/or 5-year plan submitted to F&P Department, and other resources.

## **1.2 Situational Analysis**

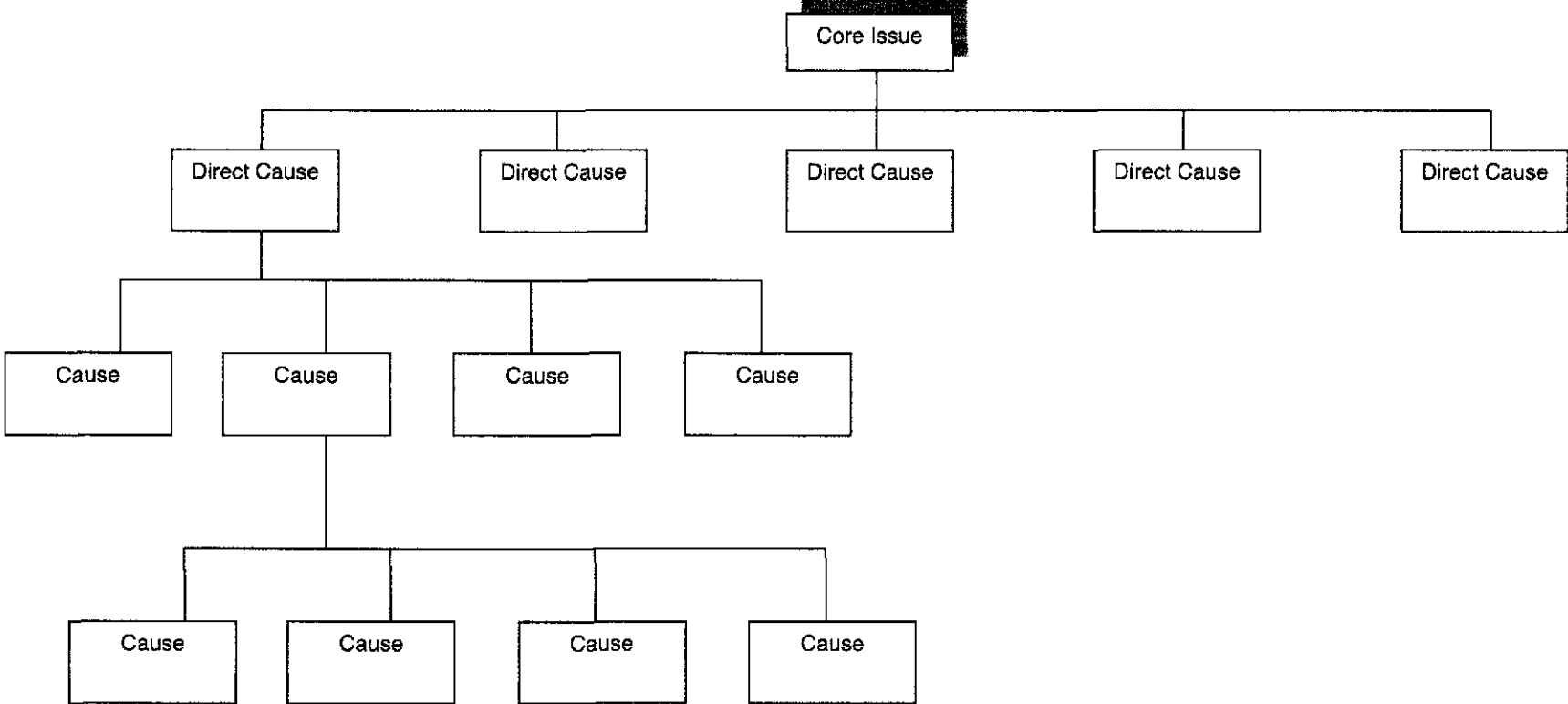
### **(1) Issue Tree**

Reflecting your exercise at the “PEDP Introductory Meeting” in September 2001, please prepare an **Issue Tree** of Primary Education of your Province (for development of the Issue Tree, please refer to the training document titled: “PEDP Introductory Meeting The Needs Assessment Workshop”).

In the Issue Tree development for your Provincial PEDP development, the core issue that you are going to set might be either very general (i.e., “Education quality is inadequate”), or specific, sector-targeted one (i.e., “Education development in mountainous area is not developed”).

To type out your Issue Tree, please use templates prepared on the next page.

Issue Tree: Provincial PEDP – XXXX Province (November 2001)



(2) Using the Issue Tree, quantitative data obtained in the Section 1.1, and other information you have, list primary education development issues in your provinces, together with description and quantitative/qualitative evidence that supports your notions.

If you can not find quantitative evidence in section 1.1, please add and provide further information in item "G. Additional Data & Indicators" in the "[DataAndIndicator.xls](#)".

Issues	Description	Quantitative and Qualitative Evidence Supporting Your Notions: (Figures & Source where applicable)
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

**(You can add rows as you wish)**

## **2. Assessed Needs and Prioritized Sub-sectors**

### **2.1 Issue Matrix**

Based on the Issue Tree prepared in Section 1.2, prepare the **Issue Matrix**. As a reminder, the Issue Matrix sorts out what the causes and consequences surrounding the Core Issues are.

- “Core Issues” are the most crucial issues to be analyzed here (from Section 1.2).
- “Direct Causes” are the direct causes of the Core Issues. One box for one Direct Cause only.
- “2<sup>nd</sup> Level Causes of the Core Issues” are causes of the Direct Causes
- Categorize other issues as 3rd Level Causes of the Core Issues
- Find out consequences of the Direct Causes

Thus, **the Number of Issue Matrices to be prepared and submitted is One (1).** **However, you can prepare one additional Core Issue Matrix (in this case total number of the Matrix is two (2)), if you are not successful in including other Core Issues (2&3),**

**Issue Matrix: Provincial PEDP – XXXX Province (November 2001)**

CORE ISSUE			
Consequences	Direct Causes of the Core Issue	2 <sup>nd</sup> Level Causes of the Core Issue	3rd Level Causes of the Core Issue

**(You can add rows as you wish)**

## 2.2 Key issues appeared in the Issues Matrix:

Please indicate 5 most important issues that appeared in the Issue Matrix, by ticking [✓].

Specific Categorization – those directly focus on the EDSP 2010*	General Categorization	
S1 Eradication double/triple shift classrooms [ ] S2 Disadvantaged children / Out-of-school children [ ] S3 Up-grading teacher's qualification [ ] S4 Improve internal efficiency (dropout, repetition, retention rate) [ ]	G1 Construction/rehabilitation of school [ ] G2 Construction/rehabilitation of classrooms [ ] G3 Provision/renovation of school facilities [ ] G4 Provision/renovation of school furniture [ ] G5 Provision of textbook [ ] G6 Provision of teaching-aids [ ] O Other type	G11 Teacher in-service training [ ] G12 Teacher pre-service training [ ] G13 Curriculum relevance and improvement [ ] G14 Textbook Development [ ] G21 School-based management [ ] G22 Community-oriented management "Socialization" of education [ ] G23 Institutional strengthening of DOET, district & commune level [ ] G24 Institutional strengthening of MOET [ ]

\*Education Development Strategic Plan for 2001-2010

### CHECKLIST BEFORE Submit, CHECK FOLLOWINGS

- All the necessary data and indicators have been properly input into "DataAndIndicator.xls" (Section 1.1)
- Issue Tree is properly prepared and typed out in this document "PEDPForms.doc", or handwritten version is produced in block letters and attached (Section 1.2)
- Issue table is properly filled out in "PEDPForms.doc", and supplemental information is added in Section 1.1 "DataAndIndicators.xls" (Section 1.2).
- Issue Matrix is properly filled out in "PEDPForms.doc" (Section 2)
- 3 printed copies of "PEDPForms.doc" and "DataAndIndicators.xls" are included in the envelope to be sent to MOET
- 1 floppy diskette containing "PEDPForms.doc" and "DataAndIndicator.xls" is included in the envelope to be sent to MOET.
- Your document should be dispatched to arrive at MOET by 20 November 2001

# **PART II: Instruction**

**Introduction**

**Getting Started & Submission Information**

**Situational Analysis**

**Data and Indicators**

**Situational Analysis**

**Assessed Needs and Prioritized Sub-sectors**

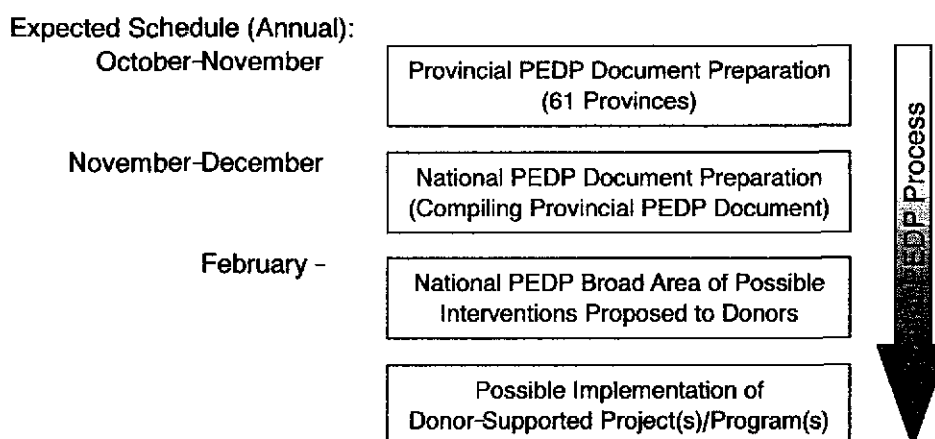


## Introduction

PEDP (Primary Education Development Plan) is a recent MOET initiative attempting to bring more coherent and coordinated donor involvement in primary education development of Socialist Republic of Vietnam. PEDP is a comprehensive action program, which aims to achieve the targets of "Education Development Strategic Plan for 2001-2010 (EDSP 2010)" for primary education in Vietnam.

- PEDP presents necessary activities to be taken to achieve EDPS 2010 targets in order to consolidate primary education.
- PEDP provides a referring framework for the Government of Vietnam (GOV) and international donors to identify and address areas of needs.
- PEDP documents is an evolving working document subject to continual revision according to needs and changing situational and developmental circumstances.
- PEDP will assist international donors to formulate planned intervention on a systematic basis for the next decade in line with the EDSP 2010.

**Figure: Approximate Timing of Annual PEDP Process**



Implications for provinces are as follows

- **Assessed needs in Provincial PEDP Document would be reflected-in the project formulation/justification with potential donors at MOET**
- **With (earlier) submission of Provincial PEDP Document, respective provinces have a greater probability of reflecting their needs in the National PEDP document, and of collaborating with international donors**

Contents of the Provincial PEDP document consists of: (a) Situational Analysis; and (b) Assessed Needs and Prioritized Sub-sectors, each of whose instructions are provided in this document.

## **Getting Started & Submission Information**

This Guideline is a revised version of its draft 1<sup>st</sup> edition distributed at the PEDP Introductory Meeting in September 2001.

With the PEDP Guideline (final version), a floppy diskette contains following files will be distributed, and are requested to use these files to prepare your Provincial PEDP Document.

- DataAndIndicators.xls
- PEDPform.doc

Provincial PEDP should reflect wider stakeholders' views and perspectives. Thus MOET expects that more varied stakeholders will be involved in the discussion/workshop to prepare the document (i.e. DOET, BOET (district level), commune, school (teacher/headmaster) parents, community etc.)

It is strongly recommended that personnel attending at the PEDP Introductory meeting held in September 2001, particularly from Primary Education Section of DOET, should be responsible for the preparation of Provincial PEDP document. He/she may assign several personnel to complete the document under his/her leadership. He/she is also responsible for quality assurance for the document.

**Submission due** of the Provincial PEDP Document for year 2001/02 is set at **20 November 2001**.

You are requested to dispatch your document to arrive at MOET by this date.

- The document should be submitted in hard document copies (1 original and 3 copies) and in a diskette provided.
- **Cover page** must clearly indicate the Province name, and contact persons responsible for Provincial PEDP preparation.
- Document should be addressed and posted to

**Ms. Nguyen Thi Hong HANH**  
**Primary Education Department**  
**Ministry of Education and Training**  
**49 Dai Co Viet, Hanoi**

Delay in submission may cause insufficient or no reflection of your Provincial PEDP Document to the National PEDP document preparation. Earlier Submission is encouraged to allow PMU to examine your document more carefully in the process of National PEDP Document preparation.

PMU/MOET welcomes inquiries and comments, as they would be very helpful to improve the PEDP process.

JICA Program Team for Primary Education Development  
Mr. Atau KISHINAMI, M.A. / Mr. Viet  
Tel/Fax: 04 868 2886  
E-mail: [pedpmain@fpt.vn](mailto:pedpmain@fpt.vn) (should be cc:ed to [pedpannex@fpt.vn](mailto:pedpannex@fpt.vn))  
No. 18, Lane 30, Ta Quang Buu Street, Bach Khoa, Hanoi

**Ministry of Education and Training  
Department of Education and Training, XXXXX Province**

**Provincial PEDP Document  
XXXXX Province**

**Prepared for  
Support Program for Primary Education Development**

**November 2001**

**Contact information for this document**

**Name: CONTACT PERSON NAME**

**Position: TITLE, ORGANIZATION**

**Tel#: XXX XXX XXX**

**Fax#: XXX XXX XXX**

**e-mail: XXXXXX@XXXX.XXX.XXX**

## Situational Analysis

### 1.1 Data and Indicators

Section 1.1 is to clarify and understand the situation of primary education of your provinces through quantitative data that you already have. You will be provided with an Excel File titled "**DataAndIndicators.xls**" in the floppy diskette to fill out the form. Please follow the instructions in the Excel file.

You do not have to collect completely new information to fill out this form. Please refer to **the latest, existing information that was already made available to you** (i.e., 5-year and annual education plan submitted to Finance and Planning Department of MOET, data collection activities for EFA, etc.).

### 1.2 Situational Analysis

**Situational Analysis** is to analyze the situation of primary education development in your Province. First, please prepare an **Issue Tree**, by reflecting your experiences in the PEDP Introductory Meeting in September 2001 (also refer to "PEDP Introductory Meeting: The Needs Assessment Workshops" document distributed with these guidelines).

Then, by combining the Issue Tree and quantitative information provided in Section 1.1, with your qualitative assessment/perception, please fill out the "Issue Description" provided in Section 1.2. (2). Here are some further clarifications of Section 1.2. (2).

The form for Situational Analysis is quite simple, and consists of three columns indicated with a symbol:



- (a) Issues,
- (b) Description, and
- (c) Quantitative and Qualitative evidence that supports your notions



#### Finding Issues

**(Tip 1)** Your document submitted to MOET has a qualitative assessment section (i.e. Annual Education Development Plan and Five-Year Education Development Plan, both submitted to the Finance and Planning Department of MOET). **You are encouraged to mobilize existing materials to complete this section, as far as they are accurate and sufficiently relevant.**

**(Tip 2)** If you find it difficult to identify your issues, the following steps would give you some idea on what your topic might be

- Curriculum (contents, core subjects, extra-curricular activity, etc.)
- Teaching method (language of instruction, pupil-centered, multi-grade, etc)

- Learning material situation (type, availability, quality, distribution)
- Teacher situation (profile, qualification, distribution, absenteeism)
- Nature of the learning environment (friendliness, protection and safety, healthiness, etc.)
- Parent's awareness for continuing education
- Out-of-school/disadvantaged children issues
- .....

Description

**(Tip 3) Utilization of bullet points** is generally good for gaining your presentation clarity.

**(Tip 4) Avoid duplication/similar expression as possible.** If you discover similar expressions, try to merge them or drop off one(s).

Evidences

**(Tip 5) For quantitative evidence,** use quantitative information data provided in Section 1.1. If the figure you need is not available in the given format, please supply the relevant information in "DataAndIndicator.xls" as "G. Additional Data & Indicators".

**(Tip 6) For qualitative information,** note the possible sources of information as concretely as possible (i.e., "perception by XXXX district education personnel," etc.).

Using the Issue Tree, quantitative data obtained in Section 1.1, and other information you have, list issues of primary education development in your provinces, together with descriptions and quantitative/qualitative evidence that supports your notions.

(a) Issues <i>Tip1&amp;2</i>	(b) Description <i>Tip3&amp;4</i>	(c) Quantitative and Qualitative evidences that support your notions: figures & source (where applicable) <i>Tip 5&amp;6</i>
School is not properly maintained and operated	<ul style="list-style-type: none"> <li>• Management skills of head teachers are inadequate.</li> <li>• School committees do not function for school management</li> <li>• Interaction between school and commune are poor</li> <li>• New construction of facilities is not enough</li> </ul>	<ul style="list-style-type: none"> <li>• Perception by commune educational officers</li> <li>• Perception by parents</li> </ul>
Quality of Teaching and Learning Process is insufficient	<ul style="list-style-type: none"> <li>• Teachers face difficulties to complete curriculum and syllabus</li> <li>• School facilities are poorly installed.</li> <li>• Quality of educational material is insufficient</li> <li>• Teachers do not utilize maximum function of existing teaching-aids</li> <li>• Overage or damaged facilities are unrehabilitated</li> <li>• Damaged furniture in the classrooms is not replaced or rehabilitated.</li> <li>• Equipment and material need to be repaired/procured</li> <li>• Quantity of usable school facilities is not enough</li> <li>• Inventory is inadequate</li> </ul>	<ul style="list-style-type: none"> <li>• School facility and material inventory</li> <li>• Perception by principal</li> <li>• Perception by commune educational officers</li> </ul>
Dropout and repetition remained high level	<ul style="list-style-type: none"> <li>• Dropout rate in grade XX is higher than other grades</li> <li>• Difficult for dropout students to return to school.</li> <li>• Parents do not appreciate continuing primary education</li> <li>• Some parents cannot afford primary education costs</li> <li>• Campaign to raise parent's awareness for continuation of primary education</li> </ul>	<ul style="list-style-type: none"> <li>• Dropout XX%</li> <li>• Information from school</li> <li>• Commune level Statistics</li> <li>• District level statistics</li> </ul>

## 2. Assessed Needs and Prioritized Sub-sectors

### 2.1 Issue Matrix

From this section, the PEDP Document focuses more on possible interventions to be proposed by your Province. After the situational analysis, you may have some ideas regarding the issues in primary education development of your provinces.

The **Issue Matrix** is to be prepared here, to systematically outline the needs/issues to be addressed in your Provincial PEDP Project to be proposed. An example of the matrix is shown in page 7, which contains the following items for the Core Issue 1 (that is prioritized one).



- (a1) Direct Cause,
- (a2) 2<sup>nd</sup> Level Causes, and
- (a3) Consequences

In this section you will explore and define what are the structures of the issues that you had listed in Section 1.2 and may have obtained from other sections.

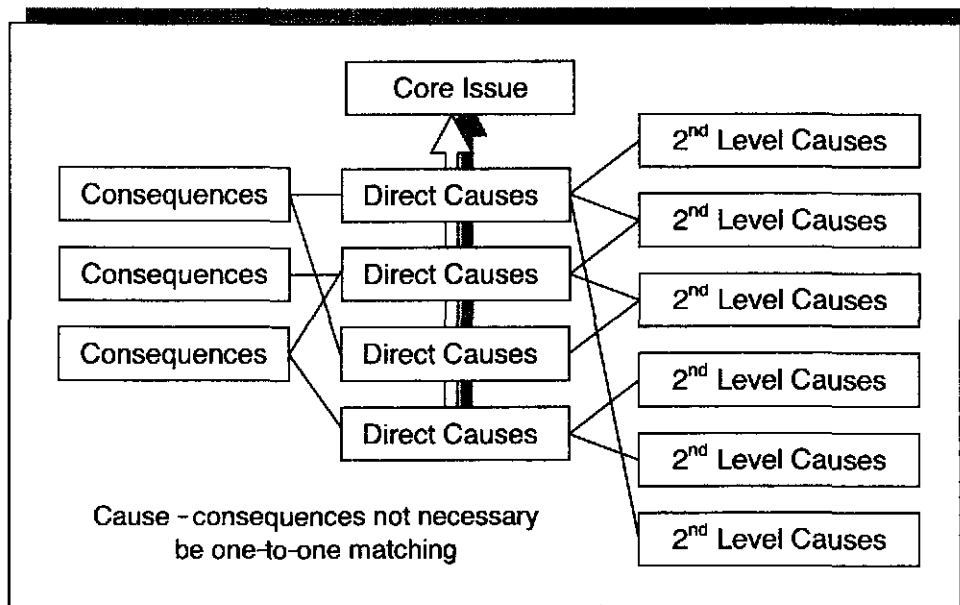


Figure: Items to be outlined in the Matrix



If you stacked ...

**(Tip 1)** Use **group discussion** to fill out the Matrix, inviting concerned persons. Do not try to do everything by you. Mobilize the human resources at DOET.



## 2. Assessed Needs and Prioritized Sub-sectors (Example)

Tips 1, 2, & 3

Based on the Issue Tree prepared in Section 1.2, prepare the **Issue Matrix**. As a reminder, the Issue Matrix is to sort out what are the causes and consequences surrounding the Core Issue.

- “Core Issues” are the most crucial issues to be analyzed here (from Section 1.2).
- “Direct Causes” are the direct causes of the Core Issues. One box for one Direct Cause only.
- “2<sup>nd</sup> Level Causes of the Core Issues” are the causes of the Direct Causes
- Categorize other issues as 3<sup>rd</sup> Level Causes of the Core Issue
- Find out consequences of the Direct Causes

(a)

Thus, the **Number of Issue Matrices to be prepared and submitted is One (1)**. However, you can prepare one additional Core Issue Matrix (in this case total number of the Matrix is two (2)), if you are not successful in including other Core Issues (2&3).

Issue Matrix:

(a2)

Tips 4&5

CORE ISSUE 1: School-based education management capacity is insufficient			
Consequences of the Direct Causes	Direct Causes to the Core Issue	2 <sup>nd</sup> Level Causes to the Core Issue	3 <sup>rd</sup> Level Causes to the Core Issue
Dropout and repetition remains high	Management of school is poor (a1)	<ul style="list-style-type: none"> <li>• Management skills of head teachers are inadequate</li> <li>• School committees do not function for school management</li> <li>• Campaign to raise parent’s awareness for continuation of primary education is ineffective</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction between school and commune is poor</li> <li>• Overage or damaged facilities are not facilitated</li> </ul>
	Quality of Teaching and Learning Process is insufficient (a3)	<ul style="list-style-type: none"> <li>• Teachers have been trained insufficiently</li> <li>• Quality of educational material is insufficient</li> <li>• Furniture/equipment and material need to be repaired/procured</li> <li>• Quantity of usable school facilities is not enough</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers face difficulties to complete curriculum and syllabus</li> <li>• Teachers do not utilize maximum function of existing teaching-aids</li> <li>• Inventory is not adequate</li> </ul>
			(Rest is omitted)

Tips 6,7&8

- (Tip 2) Remember that the Issue Matrix is kind of “map” that shows the location of the issues. Try to avoid struggling with details, but follow your (group’s) “logical” impression to fill out the matrix. Before completion, just take a quick look to check if some obvious mistake or logical errors were made.
- (Tip 3) The Issue Matrix should be described qualitatively. You will find it difficult if you describe it quantitatively. For example, you should put “Quantity of usable school facility is not enough”, but you should NOT put “100 chairs and tables are lacking.” Such quantitative notions are very hard to elaborate upon, and is too precise.

If you cannot choose Core Issues

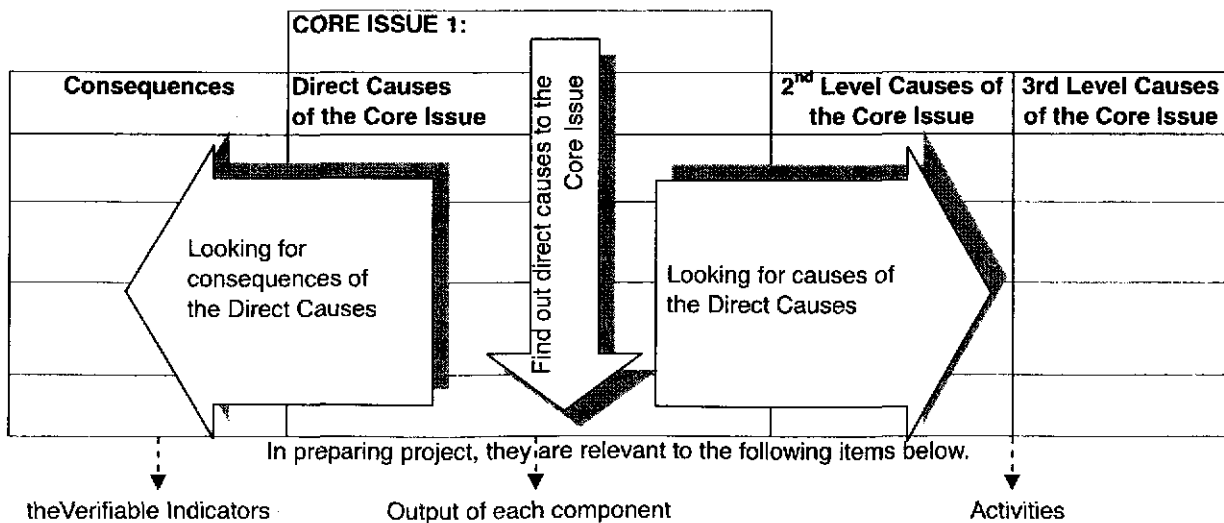
- (Tip 4) Refer to both the Quantitative and Qualitative Situational Analysis performed in Section 1. Both will give you good suggestions on what your “Core Issues” should be.
- (Tip 5) Again, group discussion would help. Whatever you are going to put in or drop from the Issue Matrix, obtain a consensus from ALL participants at the discussion.

Egg-or-Chicken Problem (Cause-or-Consequence problem)

- (Tip 6) It is OK to leave the same notion in both the “cause” and “consequences” column, if there is a mutual relationship between cause and consequences (Egg-or-Chicken Problem). If so, do not try to pursue a perfect answer, as nobody has been successful.
- (Tip 7) It is OK to have the same notion in “2<sup>nd</sup>-Level Causes” for several “Direct Causes” if it reflect the actual situation more precisely. This may be applied to the relationship between “Consequences” and “Direct Causes”.

One Matrix is not enough ? - Try to cover all crucial issue in one matrix

- (Tip 8) In case you still feel something important is missing:
  - (Tip 8-1) Define what is missing;
  - (Tip 8-2) Try to include in the 1<sup>st</sup> Issue Matrix; or
  - (Tip 8-3) If it does not fit, then go for another Issue Matrix.



## 2.2 Key Issues Appeared in the Issue Matrix.

Please indicate 5 key issues that clearly appeared in the Issue Matrix, by ticking [✓] in the table provided in Part I of this document..

### 2.2 Key issues appeared in the Issues Matrix (EXAMPLE)

Please indicate the 5 most important issues that appeared in the Issue Matrix, by ticking [✓].

Specific Categorization – those directly focused upon in EDSP 2010*		General Categorization	
S1	Eradication double/triple shift classroom [ ]	G1	Construction/rehabilitation of schools [ ]
S2	Disadvantaged children / Out-of-school children [ ]	G2	Construction/rehabilitation of classrooms [ ]
S3	Up-grading teacher qualifications [ ]	G3	Provision/renovation of school facilities [ ]
S4	Improve internal efficiency (dropout, repetition, retention rate) [✓]	G4	Provision/renovation of school furniture [✓]
		G5	Provision of textbooks [ ]
		G6	Provision of teaching-aids [ ]
		G11	Teacher in-service training [✓]
		G12	Teacher pre-service training [ ]
		G13	Curriculum relevance and improvement [ ]
		G14	Textbook development [ ]
		G21	School-based management [✓]
		G22	Community-oriented management "socialization" of education [✓]
		G23	Institutional strengthening of DOET, district & commune level [ ]
		G24	Institutional strengthening of MOET [ ]
		O	Other type

\*Education Development Strategic Plan for 2001-2010



**A-2 “Questionnaire to the Department of Education and Training”**

## **Questionnaire to the Department of Education and Training**

### **Support Program for Primary Education Program (PEDP)**

**Instruction: This questionnaire consists of two parts (Part1: Qualitative Aspects, Part 2:Quatative Aspects). Read each statements or questions and describe as much as possible for Part 1 and answer as accuracy as possible for Part 2 using available data accumulated in your office.**

Province Name:

Province Code (2 figures follow post office's code)

**Ministry of Education and Training  
Program Management Unit (PMU)**

**Agency (JICA)  
Japan International Cooperation**

## **1. What's PEDP?**

Government of Vietnam (GOV) has developed the "Vietnamese Education Development Strategy to Year 2010 which aims to (1) achieve 98% (net enrolment rate: NER) for primary education; (2) double educational budget per pupil; (3) quantitative and qualitative improvement of teachers; (4) equipment and facility improvement; and (5) "shift" from double-shift to full-day school, etc.

PEDP is a program (1) to actualize this "Education and Training Strategy to 2010", and; (2) which will be a package of concrete projects to address the prioritized area in the primary education sector to be formulated (and implemented) during 2001-2010.

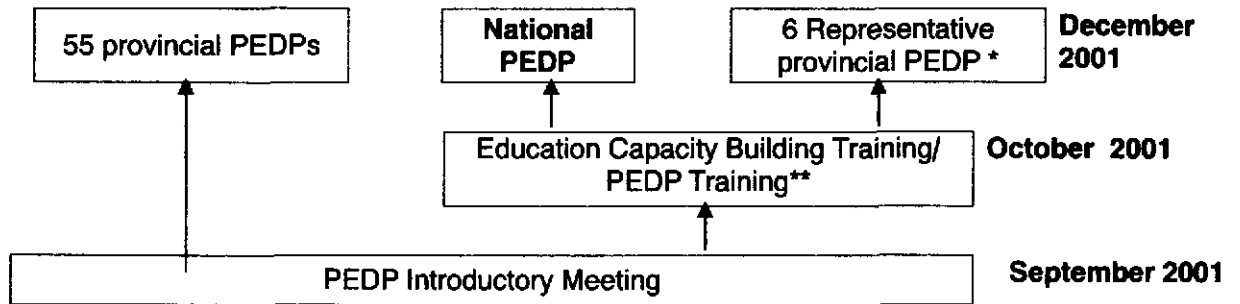
In order to realize this program Ministry of Education and Training (MOET) has formulated Program Management Unit (PMU) for developing and monitoring National PEDP as well as providing an outline and a guideline to develop Provincial PEDPs. As an output of the program for this year it is expected that all the provinces will develop their own Provincial PEDPs and MOET will develop National PEDP, which reflect the needs from all provinces.

GOV made a request to the Government of Japan (GOJ) for assistance in the development of the Primary Education Development Program (PEDP) in October 2000. In reply, the Japan International Cooperation Agency (JICA) dispatched a Program Team to assist MOET for developing PEDP.

## **2. How Important this Questionnaire is?**

As you can see on the Figure, National and Provincial PEDPs will be developed based on the needs assessment which will be analyzed from this questionnaires and problem analysis using log-framework. The details will be instructed by PMU when the three-day PEDP Introductory Meeting will be held between 10<sup>th</sup> September and 20<sup>th</sup> September. This questionnaire will be used for the needs assessment and planning of PEDP. This is very important for DOETs that the submission of all the data (excluding non-available ones) is necessary for developing PEDPs when only one time PEDP Introductory Meeting be held.

Figure 1 PEDP Development



\* Phu Tho, Nam Dinh, Binh Thuan, Gia Lai, Ho Chi Minh, Dong Thap

\*\* This program is planned to be provided for other 55 provinces when their developed PEDP will be revised.



## **A. Curriculum Implementation**

**A.1 Describe difficulties concerning the implementation of curriculum.(ex. Some contents are not relevant to the social situation in this province. etc)**

**A.1.1. Describe a solution to solve difficulties concerning A.1 if you have**

**A.2. In your province, which subject is adopted as local content and explain contents briefly.**

**Subject**

**Content**

Geography

History

Vietnamese

Natural and Social Science

**A.3. In your province, what sorts of extra curriculum activities is organized? (example: sports activity, cultural activity, visiting farm etc.)**

**A.3.1. Regarding above A.3, describe reasons why your province has chosen these activities.**

**A.4 Concerning local content and extra curriculum activities in A.3 and A.4, in your province who design these contents and activities?**

**A.5 Concerning local content and extra curriculum activities in A.3 and A.4, in your province who decide to implement them?**

**B. Teaching-Learning Method**

B.1. Describe difficulties when DOET organize and introduce a new teaching-learning method in the primary school. (example: Teachers have difficulty to understand new teaching methodology, etc.)

B.1.1. Describe a solution to solve encountered difficulties concerning B.1.

B.2. To improve teacher's teaching skill, describe what sort of skills are necessary for teachers.

B.3. To improve pupil's understanding in the class, what efforts are necessary for teachers and pupils.

B.3.1. For teachers

B.3.2. For pupils

**C. Teaching-Learning Materials**

C.1. Describe difficulties concerning teaching-learning materials equipped in schools.(example: Teachers have difficulties in using materials in class, etc.)

C.1.1 Describe a solution to solve difficulties mentioned above C.1 if you have

C.2. List all the teaching-learning materials distributed in your province by subject ((exclude items listed Questionnaire F in Part 2)

Subject	Material name	Usage
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C.3. Describe necessary T/L materials in addition to above listed ones.

Subject	Material name	Purpose for use
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**D. Education for Disadvantaged Children**

D.1. Describe the difficulties in improving education for disadvantaged pupils such as ethnic minority, disabled children, street children and poor children. (example: health, distance from home to school...)

D.2. Describe specific programs for these disadvantaged children mentioned D.1.

### **E. Internal Efficiency**

E.1. Describe major reasons why some of pupils are dropped out.

E.1.1. Describe solutions to prevent pupils from being dropped out.

E.2. Describe major reasons why some of pupils are repeated.

E.2.2. Describe solutions to prevent pupils from repeated grade.

### **F. Teachers Environment**

F.1. Describe major difficulties in improving teacher's capacity.(example: In-service training institutes are not located near schools, etc.)

F.1.1 Describe solutions concerning F.1.

**G. Full Day Schooling**

**What issues and supports should be considered when DOET are going to implement full day schooling ? (for example: teachers, teaching-learning materials, school facilities...)**

No	Issues	Supports from different levels					
		MOET	Province	District	Commune	School	Others

## **H. Principal and School Management**

H.1. Describe difficulties concerning principal role and responsibility in managing school.(example: Principal's responsibility is still limited to manage school, etc)

H.2. Describe a solution to solve difficulties concerning (1) if you have

## **I. School Checking for Insuring Quality of Education in School Level**

I.1. How school inspection is organized to insure quality of education in school? (frequency, who organize checking and how?)

I.2. Describe difficulties concerning school inspection.

I.2.1. Describe a solution to solve difficulties concerning H.1 if you have.

**J. Community Involvement**

J.1. Describe difficulties concerning community involvement in school activity as a whole.(example: Difficulty of coordination between school and community, etc)

J.1.1. Describe a solution to solve difficulties concerning I.1 if you have

J.2. Describe community role and responsibility to support managing school.

J.3. Identify difficulties of community involvement in managing school



### **K. Provincial Management System**

K.1. Describe difficulties in managing education system as a whole. (example: Mobilization of DOET officers to school level is difficult.)

K.2. Describe a solution to solve difficulties concerning K.1 if you have

K.3. Describe the organization structure of DOET.

K.4. Describe role and responsibility of each division mentioned J.3.

K.5. Describe steps in designing education policy in your province.

K.6. Describe steps in designing education plan in your province

K.7. Describe Monitoring and Evaluation process

K.8. Describe approval steps to become developed PEDP as official one (who decide? How long? etc)

**L. Project Information**

L.1. Describe Donor-supported projects in your province.

Title of project	Supporting donor	Duration	Type of assistance	Objectives	Outline of project



**APPENDIX B**

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**Provincial PEDP**

## Provincial PEDP: Phu Tho

### 1. Issue Matrix

**Core Issue: Primary Education is Inadequate**

**Report on: 17/11/2001**

Consequences	Direct Causes	2 <sup>nd</sup> Level Causes	3 <sup>rd</sup> Level Causes
<ul style="list-style-type: none"> <li>- There is a shortage of seats/chairs for pupils</li> <li>- There is a lack of working facilities and teaching aids</li> <li>- There is a shortage of functional rooms (playgrounds, exercise rooms)</li> <li>- Common activities for pupils have a low rate of effectiveness</li> <li>- School hygiene is inadequate for the prevention of disease</li> <li>- There is a lack of facilities for teaching 9 subjects</li> </ul>	<p>1. Facilities are lacking and are of poor quality</p>	1.1. The budget allocated for education is low	<p>1.1.1. The development of education is neither appropriate nor integrated with socio-economic development</p> <p>1.1.2. The unit cost allocated to education is low</p> <p>1.1.3. Mobilization of the community is limited</p>
		1.2. Planning is inadequate (lack of land for building schools)	1.2.1. Education awareness is inadequate
		1.3. Facility management is inefficient	<p>1.3.1. The budget allocated for management is insufficient</p> <p>1.3.2. The capacity of staff to manage and implement facilities is weak</p>
		1.4. The population is scattered and lives under difficult geological conditions	
		1.5. Schools are damaged from floods and storms	

Consequences	Direct Causes	2 <sup>nd</sup> Level Causes	3 <sup>rd</sup> Level Causes
<ul style="list-style-type: none"> <li>- Pupils are unable to properly absorb the curriculum</li> <li>- Pupils have poor practical skills</li> <li>- There is an adverse affect on the following cycle</li> <li>- There is a decrease in community confidence in primary education</li> </ul>	<p>2.The quality of the teaching and learning process is poor</p>	<p>2.1. Teachers' qualifications do not meet the necessary requirements</p>	<p>2.1.1. There is a shortage of teachers in remote areas and for specific subjects</p> <p>2.1.2. Training qualifications are not integrated</p> <p>2.1.3. Some teachers are slow to update their teaching methods</p> <p>2.1.4. Living standards for teachers are low</p>
		<p>2.2. Learning conditions and pupils' attitudes are poor</p>	<p>2.2.1. Family incomes are low</p> <p>2.2.2. Parents' awareness of education is inadequate</p> <p>2.2.3. The purpose and motivation for studying is not clear</p>
		<p>2.3. Facilities and teaching and learning materials are insufficient and are of poor quality</p>	<p>2.3.1. The allocated budget is low</p> <p>2.3.2. Management and usage of facilities are inefficient</p> <p>2.3.3. Planning is inadequate</p>
		<p>2.4. Parents and society in general do not pay adequate attention to education</p>	<p>2.4.1. The cultural standards of the community are low</p> <p>2.4.2. Dissemination for education is inefficient</p>

Consequences	Direct Causes	2 <sup>nd</sup> Level Causes	3 <sup>rd</sup> Level Causes
	3. Education Management is weak	3.1. The policy mechanism is inappropriate	
		3.2. The capabilities of the principals do not meet the necessary requirements	3.2.1. The principal assignment/selection plan does not meet the necessary requirements 3.2.2. Principals are not well-trained in education management (There are no specific colleges for principal training; only in-service training)
		3.3. Management facilities are insufficient and are of poor quality	3.3.1. The cultural standards of the community are low 3.3.2. Contributions and/or support from the community and other social unions are inadequate
		3.4. Management facilities are insufficient and are of poor quality	
		3.5. Education inspection is inefficient	
- It is difficult to implement the teaching and learning process	4. The curriculum does not meet the necessary requirements	4.1. MOET is slow in updating the curriculum	4.1.1. Local proposals are not done in a timely manner 4.1.2. The budget is insufficient 4.1.3. The information exchange system between curriculum development and curriculum implementation is ineffective

## 2. Issue Description

Province: Phu Tho

Report on: 17/11/2001

Issues	Description	Quantitative and Qualitative Evidence to Support Your Theories: Figures & Sources (where applicable)
1. Facilities do not meet the necessary requirements	<ul style="list-style-type: none"> <li>- The budget is inadequate</li> <li>- Management and use of facilities is inefficient</li> <li>- Planning of schools and classrooms is unscientific</li> <li>- More sub-schools and classrooms are necessary to cope with a scattered population living under difficult geological conditions</li> <li>- Classrooms are damaged and deteriorating due to floods and storms</li> </ul>	<ul style="list-style-type: none"> <li>- The expenditure ratio of the educational budget: 90% for teachers' salaries and 10% for other activities and facilities</li> <li>- There are 3456 classrooms/5349 classes (lack of 1983 classrooms)</li> <li>- The ratio of 4th grade classrooms is 80% (or better)- There are 2228 sets of teaching aids/5349 classes (lack of 3122 sets)</li> </ul> <p><i>Sources: The DOET statistics report at the beginning of the school year</i></p>
2. The quality of education is poor	<ul style="list-style-type: none"> <li>- The professional skills of some teachers do not meet the necessary requirements</li> <li>- The learning conditions are inadequate and pupils' learning attitudes are poor</li> <li>- Facilities and teaching supplies are inadequate and are of poor quality</li> <li>- Society is not concerned enough about education</li> </ul>	<ul style="list-style-type: none"> <li>- There are 6,107 teachers/5,349 classes (lack of 45 teachers)</li> <li>- There are 50 teachers for specific subjects (lack of 752 teachers)</li> <li>- 3% of the teachers do not meet the standard requirements</li> <li>- Some pupils do not have enough textbooks and learning materials</li> <li>- Some pupils are not interested in studying; the drop-out rate is 0.3%</li> <li>- There are 3456 classrooms/5,349 classes (lack of 1,983 classrooms)</li> <li>- There are 2228 sets of teaching aids/5,349 classes (lack of 3,122 sets)</li> <li>- There is a lack of reference books for teachers</li> <li>- Pupils in mountainous regions have to work during school age (approximately 90%)</li> </ul>



Issues	Description	Quantitative and Qualitative Evidence to Support Your Theories: Figures & Sources (where applicable)
3. Quality of management is poor	<ul style="list-style-type: none"> <li>- The management mechanism is inappropriate</li>   <li>- The management skills of the principal do not meet the necessary requirements</li>   <li>- There is poor collaboration between the community and school management</li>   <li>- The equipment used for management is inadequate and is of poor quality- Educational inspection is inefficient</li> </ul>	<ul style="list-style-type: none"> <li>- Salaries for teachers are low for many grades (16 grades); starting grade is also low (1.57); salary coefficient is low</li> <li>- Salaries for teachers are not based on their qualifications</li> <li>- The allowance coefficient for school management is low</li> <li>- The management staff from BOESTs to MOET does not have the allowance that is specified for the educational sector</li> <li>- 70% of principals have the ability to implement comprehensive management</li> <li>- There is a lack of support for school materials and manpower (limited support)</li> <li>- 60% of the schools have electricity; 20% have telephones; 70% have audio-visual media</li> <li>- 52/217 schools have enough functional rooms</li> <li>- The inspection results do not show accurate situations (only 70% of the cases are inspected correctly)</li> </ul> <p><b>Sources: Statistics reports of schools; BOETs and DOET</b></p>
4. Curriculum content does not meet the necessary requirements	<ul style="list-style-type: none"> <li>- MOET is slow in updating the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- The content of Math, Technology, and Art are too difficult for the pupils</li> <li>- Technology (practical section) and Society &amp; Nature are subjects that are too difficult for the pupils</li> <li>- The curriculum does not meet the requirements of the teaching and learning process</li> <li>- The curriculum is heavy on theory and light in practice</li> <li>- The curriculum content is inconsistent and not well-integrated- Subject content is inappropriate</li> <li>- The content of Society &amp; Nature, Math, and Vietnamese subjects are difficult to teach</li> <li>- The content of Music and Physical Exercise subjects is poor</li> <li>- Health Care and Society &amp; Nature subjects overlap in some parts</li> </ul> <p><b>Sources: Teachers' and parents' comments</b></p>

## Provincial PEDP: Nam Dinh

### 1. Issue Matrix

**Core Issue: Primary Education is Inadequate**

**Report on: 14/11/2001**

Consequences	Direct Causes	2 <sup>nd</sup> Level Causes	3 <sup>rd</sup> Level Causes
<ul style="list-style-type: none"> <li>- It is not available for pupils in full-day schooling</li> <li>- It is difficult to implement some out-of-school activities</li> <li>- Pupils have poor practical skills</li> <li>- It is difficult for teachers to update their methods</li> <li>- There is inadequate health care for pupils</li> <li>- The opportunity for updating teachers' education is limited</li> </ul>	<p>1. Facilities do not meet the necessary requirements</p>	1.1. There is a shortage of classrooms and functional rooms	<p>1.1.1. Some schools are designed, planned, and built without conforming to regulations</p> <p>1.1.2. Some schools are designed, planned, and built without conforming to regulations</p>
		1.2. Teaching materials are inadequate and outdated	1.2.1. The budget allocated to primary education is low (government and local)
		1.3. There is a lack of books in the library	1.3.1. There is no permanent position for a teacher in charge of equipment management
		1.4. Maintenance and use of facilities is inefficient	1.4.1. There is no permanent position for a teacher in charge of equipment management
<ul style="list-style-type: none"> <li>- It is difficult to attain the targeted goal comprehensive education and training plans</li> <li>- Teachers have not been encouraged to improve educational efficiency</li> <li>- It is difficult to mobilize other social resources for education</li> <li>- It is impossible to overcome the difficulties in implementing educational tasks</li> </ul>	<p>2. The quality of management remains poor</p>	2.1. Qualifications and/or capabilities of some management staff remains limited	<p>2.1.1. Some principals have not been trained in education management</p> <p>2.1.2. Training for management staff is not regularly organized</p> <p>2.1.3. The planning capabilities of some management staff is limited</p>
		2.2. The education management mechanism is not appropriate	<p>2.2.1. The principal is not permitted to select teachers</p> <p>2.2.2. Selection of management staff depends to a large extent on local leaders who have insufficient knowledge of primary education</p>

Consequences	Direct Causes	2 <sup>nd</sup> Level Causes	3 <sup>rd</sup> Level Causes
		2.3. Management information is inadequate	2.3.1.Guidelines are neither timely nor well-integrated 2.3.2.The capacity for statistics formulation and planning is limited
		2.4. There is a shortage of management equipment	2.4.1.The budget allocated to education is inadequate
		2.5. Salary of management staff is inappropriate	2.5.1.The budget allocated to education is inadequate
<ul style="list-style-type: none"> <li>- Output and achievement of pupils is not high</li> <li>- A repetition and drop-out rate still exists</li> <li>- Pupils have not been encouraged to improve their learning capacity</li> <li>- Some pupils can not access the full curriculum</li> <li>- The community does not have confidence in the school</li> </ul>	3. The quality of teaching and learning remains poor	3.1. There is a shortage of teachers for Music and Art	3.1.1.The budget allocated for education is inadequate
		3.2. The professional skills of some of the teachers are limited	3.2.1.Some curriculum content is inappropriate 3.2.2.In-service training for teachers is inadequate 3.2.3.The living standards for some teachers are low
		3.3. Instruction time is insufficient	3.3.1.The community does not pay proper attention to education
		3.4. Some pupils are not interested in studying	3.4.1.Some parents are not concerned with their children's education
		3.5. The health of some pupils is poor	3.5.1.Some pupils' families have a low income (causes economical difficulties)
<ul style="list-style-type: none"> <li>- It is difficult for teachers to do their job</li> <li>- It is difficult for pupils to absorb knowledge</li> </ul>	4. The curriculum and textbooks are not appropriate	4.1. The curriculum content of some subjects is inconsistent	
		4.2. The curriculum is heavy on theory	
		4.3. The textbooks for some subjects are inappropriate	

## 2. Issue Description

Province: Nam Dinh

Report on: 14/11/2001

Issues	Description	Quantitative and Qualitative Evidence to Support Your Theories: Figures & Sources (where applicable)
1. Facilities do not meet the necessary requirements	<ul style="list-style-type: none"> <li>- There is a lack of classrooms and functional rooms to implement comprehensive education</li> <li>- Teaching equipment is inadequate and outdated, which causes poor-quality education</li> <li>- There are not enough textbooks and reference books in the library, which causes difficulties for teachers in upgrading their knowledge, and for pupils in learning</li> <li>- Maintenance of facilities is inadequate due to the shortage of professional staff</li> <li>- Inadequate facilities limit comprehensive education</li> <li>- The budget resources for education are inadequate</li> </ul>	<ul style="list-style-type: none"> <li>- Annual report on facilities and teaching equipment by BOETs</li> <li>- Community observations</li> <li>- The ratio of classroom/class is 0.7</li> <li>- The ratio of pupil/seat is 1.5</li> <li>- 67% of the schools have adequate/sufficient area</li> <li>- 99% of the schools do not have an audio-visual media-room</li> <li>- The ratio of new classrooms is low</li> </ul>
2. Quality of management is still poor	<ul style="list-style-type: none"> <li>- The management qualifications of some of the staff do not meet the necessary requirements</li> <li>- The equipment used for management is insufficient</li> <li>- The management mechanism is inappropriate, causing difficulties in the educational sector</li> <li>- The policies and regulations concerning allowances for management staff does not encourage highly qualified personnel to participate in education management</li> <li>- Allocation of management staff depends greatly on local authorities</li> <li>- The power of school and community is not promoted</li> <li>- Guidelines are neither timely nor well-integrated</li> <li>- The budget allocated for management is low</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of the Education Council</li> <li>- Conclusions of the inspection</li> <li>- 30% of the schools do not have telephones</li> <li>- 95% of the schools do not have computers</li> </ul>

Issues	Description	Quantitative and Qualitative Evidence to Support Your Theories: Figures & Sources (where applicable)
<b>3. Quality of teaching and learning remains poor</b>	<ul style="list-style-type: none"> <li>- There is a lack of teachers for Music and Art</li> <li>- The professional skills of some of the teachers are limited</li> <li>- The amount of instruction time is insufficient</li> <li>- Some of the pupils are not interested in studying due to lack of family encouragement</li> <li>- Some of the pupils from low-income families suffer from poor health</li> <li>- The community is not concerned about education</li> <li>- Some parents are not willing to support the school</li> </ul>	<ul style="list-style-type: none"> <li>- Parent and community observations</li> <li>- Results of the annual quality assessment</li> <li>- Results of teaching maneuvers and pupil output and achievement</li> </ul>
<b>4. Curriculum and textbooks are inappropriate</b>	<ul style="list-style-type: none"> <li>- The curriculum is heavy on theory</li> <li>- The curriculum content of some subjects is inconsistent</li> <li>- Some of the textbooks are inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' comments</li> <li>- Parents' comments</li> </ul>

## Provincial PEDP: Binh Thuan

### 1. Issue Matrix A

**Core Issue: Quality of Teaching Staff is Limited**

**Report on: 17/11/2001**

Consequences	Direct Causes	2 <sup>nd</sup> Level Causes	3 <sup>rd</sup> Level Causes
-There is a high number of graduates from TTC who have less than standard training	1. The training quality of TTCs is poor	1.1. The training curriculum at TTCs is slow to meet the requirements for updating	
		1.2. The quality of trainers at TTCs is poor	1.2.1. Incentive policies for attracting qualified teachers to TTCs do not exist 1.2.2. Trainers at TTCs have poor knowledge of primary education
		1.3. Practical work sessions for teachers does not yet meet the necessary requirements	1.3.1. Practical schools are not available
-The quality of instructional hours is low	2. The provisions for in-service training of teachers is inadequate	2.1. In-service training for teachers is insufficient	2.1.1. Modes and methods of organizing frequent in-service training courses are inefficient
		2.2. Expenditure for teachers' self-improvement programs is inadequate	2.2.1. The provincial budget is inadequate
-There is a low number of good teachers and standard teachers	3. Self-study & self-enhancement programs to improve teacher qualifications is inadequate	3.1. Conditions for teachers' self-study and self-improvement programs are poor	3.1.1. Teachers' salaries are low 3.1.2. Support material for the self-study program is insufficient
		3.2. The ability to carry out self-studying and self-training is lacking	
		3.3. Consciousness of self-study is low	3.3.1. Incentive policies for teachers' self-improvement are non-existent
-The teaching and learning environment is less attractive	4. Efficiency of education management is poor	4.1. TTCs do not have a management faculty	
		4.2. Education management staff is not timely in providing in-service training	4.2.1. The investment for managerial staff in-service training does not meet the necessary requirements

## Issue Matrix B

**Core Issue: Facilities Do Not Meet the Necessary Requirements**

**Report on: 17/11/2001**

Consequences	Direct Causes	2 <sup>nd</sup> Level Causes	3 <sup>rd</sup> Level Causes
- Lack of land for required school construction	1. School mapping is not appropriate	1.1. Authorities at different levels are insufficiently aware	
		1.2. Geographical conditions cause complications	
		1.3. Immigration affects school mapping	1.3.1. Nomadic work is not good
- Shortage of classrooms for implementation of full-day schooling	2. Investment expenditure for facilities is limited	2.1. The provincial budget is low	
		2.2. Investment expenditures for teaching materials do not meet the necessary requirements	
- Working conditions are insufficient, temporary, and outdated	3. Socialization in education is not strengthened	3.1. Awareness of facility construction is limited	3.1.1. Collaboration between the government and the people is poor
		3.2. People with low incomes make little contribution to primary education	
- Classrooms are quickly deteriorating, equipment breaks down and is stolen	4. Maintenance and use of facilities is inefficient	4.1. Awareness of teaching staff, pupils, and community is not high	4.1.1. Management, education and dissemination are ineffective
		4.2. Conditions for maintenance and use of facilities are not fully provided	4.2.1. There is a shortage of permanent staff for positions in charge

## 2. Issue Description

Province: Binh Thuan

Report on: 17/11/2001

Issues	Description	Qualitative and Quantitative Evidence to Support Your Theories: Figures & Sources (where applicable)
1. The investment budget for facilities is limited	<ul style="list-style-type: none"> <li>- There is too great a shortage of classrooms to implement full-day schooling</li> <li>- Many schools have neither libraries nor functional rooms</li> <li>- In many primary schools, clean water, toilets (latrines), and playgrounds are unavailable for pupils and teachers</li> <li>- The ratio of construction expenditure to total expenditure is low</li> </ul>	<ul style="list-style-type: none"> <li>- There is a shortage of 2,621 classrooms for implementing full-day schooling (total number of classrooms: 2806; half-day classrooms: 185)</li> <li>- The number of schools that do not have 1) clean water: 152; 2) latrines: 74; 3) libraries: 134; 4) teaching equipment: 177; 5) playgrounds: 240; 6) art rooms: 240; 7) temporary classrooms: 155; single-shift classes: 185; full-day schools: 6 (3942/162351 pupils); total number of PS: 242</li> <li>- School construction expenditure per total budget: 8.3%</li> </ul>
2. In-service training for teachers is inadequate	<ul style="list-style-type: none"> <li>- The frequency of in-service training is insufficient</li> <li>- Incentive policies for teachers are non-existent</li> <li>- Supplies (reference books, materials, audio-visuals) are inadequate</li> </ul>	<ul style="list-style-type: none"> <li>- Over-sized classes, outdated teaching methods, insufficient duration</li> <li>- There is neither cooperation nor monitoring from the primary education department of DOET</li> <li>- Teachers must pay tuition fees themselves. Even after completing their class, there is no salary increase</li> </ul>
3. Efficiency of education management is poor	<ul style="list-style-type: none"> <li>- Many principals lack management capability</li> <li>- Efficiency of primary education/training is still poor</li> <li>- Pedagogical environment for primary schools is unattractive to teachers and pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Provincial TTCs do not have primary education management course</li> <li>- Majority of principals are not offered training courses on management</li> <li>- Drop out ratio is 1.8%</li> <li>- Completion ratio is 70.6%</li> <li>- Repetition ratio is 11.1%</li> </ul>



## Provincial PEDP: Gia Lai

### 1. Issue Matrix A

**Core Issue: Facilities and Teaching-Learning Equipment are of Poor Quality and of Insufficient Quantity**

**Report on: 23/11/2001**

Consequences	Direct Causes	2 <sup>nd</sup> Level Causes	3 <sup>rd</sup> Level Causes
- There is a lack of classrooms and teaching-learning equipment	1. School facilities are inadequate	1.1. The investment budget does not increase sufficiently according to the demand	
		1.2. The state budget is insufficient	
		1.3. The provincial budget is limited	
		1.4. The distribution mechanism is inappropriate	1.4.1. The budget allocated to facilities and equipment is low
- School buildings are deteriorating - There is defective and lost teaching equipment	2. The quality of facility and equipment management is poor	2.1. Facility and equipment maintenance is inadequate	
		2.2. Management capabilities are limited	2.2.1. Some managerial officers do not take training courses on management
		2.3. Investment is not sufficient	
		2.4. Maintenance is not adequate	2.4.1. Facilities and human resource are inadequate
- Community contribution is low and/or limited	3. Socialization is inefficient	3.1. Relevant authorities and sectors have not paid sufficient attention to investment in socialization	3.1.1. Dissemination and propaganda are not carried out properly
		3.2. Many financial resources have not been mobilized	3.2.1. Members of the community face many personal difficulties
- There are obstacles to concentrated investment	4. Schools are scattered	4.1. Residential locations are sparse and/or scattered	

## Issue Matrix B

Core Issue: Teaching Staff is Inadequate

Report on: 23/11/2001

Consequences	Direct Causes	2 <sup>nd</sup> Level Causes	3 <sup>rd</sup> Level Causes
-The teachers' capabilities are inadequate	1. The quality of pre- and in-service training is poor	1.1. The quality of entrants at TTCs was inconsistent 1.2 Teachers have been trained differently (5+1, 9+1, 9+3, 12+2, 12+3, 12 + 6 months)	
		1.2. In service trainings are undiversified and poorly-conducted.	
		1.3. The curriculum at TTC is not suitable for the local situation	1.3.1. Kinh primary teachers who teach in ethnic minority regions face difficulties with the language 1.3.2. Teachers encounter difficulties teaching primary education in the Kinh language
		1.4. In-service training is neither diversified nor effectively carried out	1.4.1. Teachers in satellite schools have few opportunities to change professions 1.4.2. Some teachers are not aware of the self-study and self-research programs to improve their qualifications
-The quality of teaching and learning in primary education is poor	2. Management efficiency is low	2.1. Management by principals is not highly efficient	2.1.1. Principals concurrently manage many cycles/levels (pre/primary/LSS) 2.1.2. The capabilities of management officers in remote areas is weak 2.1.3. The incentive policy for managerial officials is not satisfactory/attractive
		2.2. Proper attention has not been paid to in-service training for managerial officers	
		2.3. Inspection is inefficient	
		2.4. Remuneration is not appropriate	

<b>Consequences</b>	<b>Direct Causes</b>	<b>2<sup>nd</sup> Level Causes</b>	<b>3<sup>rd</sup> Level Causes</b>
- Updating teaching methods is limited	3. Teaching-learning conditions are inadequate	3.1. School campuses are scattered	3.1.1. Dissemination and propaganda are not carried out properly
		3.2. Pupils in ethnic minority regions lack textbooks	3.2.1. Members of the community face many personal difficulties
- Teachers are not passionate about teaching	4. Teachers still face many personal difficulties	4.1. Salary policies are not attractive/satisfactory	
		4.2. The lives of teachers in remote areas are too difficult	
		4.3. Some teachers in remote areas have no relief from their teaching duties	4.3.1. Accommodations for teachers do not meet the necessary requirements 4.3.2. Teachers must travel long distances from their homes to their schools
- The drop-out and repetition rate remains high	5. Pupils lack learning awareness and a routine		
- Mobilization of pupils and retaining class size is difficult	6. Community support for primary education is inadequate		

## 2. Issue Description

Province: Gia Lai

Report on: 23/11/2001

Issue	Description	Qualitative and Quantitative Evidence to Support Your Theories: Figures & Sources (where applicable)
1. The number and quality of classrooms and teaching supplies insufficient	<ul style="list-style-type: none"> <li>- Some schools have triple shifts</li> <li>- Double-shift classes are common</li> <li>- Many temporary classrooms and category-4 school buildings still exist</li> <li>- Pupils' desks &amp; chairs are insufficient and do not meet the required standards</li> <li>- Teaching supplies are inadequate</li> <li>- In some areas, schools have an insufficient number of textbooks and reference books</li> <li>- The number of full-day school classrooms are limited</li> </ul>	<ul style="list-style-type: none"> <li>- 64 triple-shift classrooms</li> <li>- 2,265 double-shift classrooms</li> <li>- Category-4 classrooms: 1998; bamboo classrooms: 256; temporary classrooms: 2010</li> <li>- Combined schools (PS+LS): 82, desks and chairs used for both PS &amp; LS</li> <li>- 50% of the schools lack teaching equipment</li> <li>- Schools in 76 extremely poor communities lack textbooks and reference books</li> <li>- 35 full-day classes/5707 total classes</li> </ul>
2. The quality of administrators and teachers is poor	<ul style="list-style-type: none"> <li>- Many types of pre-service teacher training still exist</li> <li>- The majority of ethnic minority teachers have poor qualifications</li> <li>- Some managerial officers are not offered formal management training - Equipment (telephones, computers, etc.) is inadequate</li> </ul>	<ul style="list-style-type: none"> <li>- Nearly 2000 teachers have been trained inadequately</li> <li>- 80% of the primary schools are not equipped with computers for management</li> </ul>
3. Socialization is insufficient	<ul style="list-style-type: none"> <li>- Community contributions to primary education are insufficient</li> <li>- Mobilizing children to go to school at the right age is difficult</li> <li>- Awareness of primary education is limited</li> </ul>	<ul style="list-style-type: none"> <li>- 33% of pupils who are of ethnic minority are subject to exemption from school construction fees</li> <li>- NER: 66.7%</li> <li>- The number of projects funded by international organizations is very small</li> </ul>

# Provincial PEDP: Dong Thap

## 1. Issue Matrix

Core Issue: The Quality of Primary Education is Poor

Report on 17/11/2001

Consequence	Direct Cause	2 <sup>nd</sup> Level Cause	3 <sup>rd</sup> Level Cause
<ul style="list-style-type: none"> <li>- It is difficult to implement full-day schooling</li> <li>- It is difficult to create a beautiful, clean school environment It is difficult to carry out practical lessons</li> <li>- It is difficult to actively upgrade teaching methods</li> </ul>	1. The facilities and equipment do not meet the necessary requirements	1.1. The budget investment for facilities is low	1.1.1. The budget investment for education does not meet the necessary requirements 1.1.2. Financial contributions for construction of facilities are inadequate
		1.2. Teaching equipment is too old	
		1.3. Annual disasters cause damage	
		1.4. Utilization and maintenance of facilities is inadequate	1.4.1. Guidance and direction for utilizing equipment are inadequate 1.4.2. The map for school allocation is separate
		1.5. There are difficulties with the land for school construction	
	2. The effectiveness of socialization in education is limited	2.1. Local authorities and administration do not properly carry out educational socialization	
		2.2. Community awareness of education is limited	2.2.1. The local administration's propaganda is not far-reaching 2.2.2. Cultural standards are low 2.2.3. The social benefits of education are not clear
		2.3. School headmasters' advisory functions are limited	
		2.4. Poor economic conditions exist in some areas	

Consequence	Direct Cause	2 <sup>nd</sup> Level Cause	3 <sup>rd</sup> Level Cause
<ul style="list-style-type: none"> <li>- School order and discipline is poor</li> <li>- Targeted achievement goals are not adequately met</li> <li>- School educational activities do not meet the necessary requirements</li> </ul>	<p>3. The management capabilities of principal are poor in some cases</p>	<p>3.1. The management capabilities of principals are limited in some cases</p>	<p>3.1.1. Some principals are not trained in management skills and do not have the necessary qualifications 3.1.2. In-service training for managing staff is not on a regular basis</p>
		<p>3.2. Policies for school management staff are inappropriate</p>	
		<p>3.3. Equipment and devices used for management are too old</p>	
<ul style="list-style-type: none"> <li>- Primary education universalization does not meet the required standards</li> <li>- The drop-out and repetition rate is high</li> <li>- Training is insufficient</li> </ul>	<p>4. The quality and effectiveness of the teaching-learning process is limited</p>	<p>4.1. Teachers' qualifications are inadequate</p>	<p>4.1.1. Training output of TTCs is inadequate 4.1.2. In-service training is inadequate 4.1.3. Some teachers do not use the self-training program to improve their skills and qualifications 4.1.4. The quality of recruiting teachers is not high</p>
		<p>4.2. The number of teachers is insufficient</p>	
		<p>4.3. The curriculum is unstable and does not meet the necessary requirements</p>	
		<p>4.4. Learning time in school remains insufficient</p>	
		<p>4.5. There is a high rate of pupils in the first grade without pre-school education</p>	<p>4.5.1 Mobilizing children to pre-school classes is limited 4.5.2 The pre-school network is inadequate</p>
		<p>4.6. There is low pupil motivation</p>	<p>4.6.1 Some families do not pay enough attention to their children's education</p>

## 2. Issue Description

Province: Dong Thap

Report on: 17/11/2001

Issues	Issue Description	Quantitative and Qualitative Evidence to Support Your Theories: Figures & Sources (where applicable)
1. The facilities and equipment do not meet the necessary requirements	<ul style="list-style-type: none"> <li>- Utilization of teaching aids and equipment is not organized</li> <li>- The school network is disjointed because of the scattered population</li> <li>- Teachers do not use all available school facilities</li> <li>- Primary schools lack classrooms and functional rooms</li> <li>- <b>The ratio of pupil:class is much higher than MOET standards</b></li> </ul>	<ul style="list-style-type: none"> <li>- In 68/298 primary schools, the library has 400-500 reference books</li> <li>- Results of DOET inspections</li> <li>- DOET statistics</li> </ul>
2. The effectiveness of socialization in education is limited	<ul style="list-style-type: none"> <li>- The community does not adequately contribute to education, financially or otherwise - Schools act without community support</li> <li>- Many people and social organizations do not pay adequate attention to education</li> <li>- The three educational environments are not highly coordinated</li> <li>- School activities receive investment from the state but do receive support from social forces</li> </ul>	<ul style="list-style-type: none"> <li>- Schools statistics</li> <li>- On an annual basis, community contributions and support from local administrations are very small</li> <li>- Parents' opinions</li> </ul>
3. Some of the principals' management capabilities are inadequate	<ul style="list-style-type: none"> <li>- The principals' management capabilities are limited</li> <li>- The principals encounter many difficulties in managing schools</li> <li>- The school management council does not effectively implement the plan</li> </ul>	<ul style="list-style-type: none"> <li>- Low subsidy coefficient for principals (average 80.000 VND/month)</li> </ul>
4. The quality and effectiveness of the teaching-learning process is limited	<ul style="list-style-type: none"> <li>- The pupils' skills and knowledge are inadequate</li> <li>- The professional level of the teachers is low; some teachers are neither responsible nor pedagogically qualified</li> <li>- Some pupils don't receive family support; families are poor and pupils have to help contribute to family income</li> <li>- Teachers do not have the time to train weak pupils</li> <li>- There is a low rate for completing the primary level</li> <li>- The teaching and learning method is not adequately updated- Teachers do not meet the qualification requirements for particular subjects</li> </ul>	<ul style="list-style-type: none"> <li>- Training efficiency (61%) (Source: DOETs)</li> <li>- Remarks of the school management council</li> <li>- Inspectors' judgments</li> <li>- Principals' opinions- The rate of teachers that meet national standards is 2579/7105</li> <li>- According to the results of professional inspections, much of the teaching does not meet the necessary requirements</li> </ul>

## Provincial PEDP: Ho Chi Minh

### 1. Issue Matrix

**Core Issue: The Quality of Primary Education does not Meet Its Target**

**Report on: 14/11/2001**

Consequence	Direct Cause	2 <sup>nd</sup> Level Cause	3 <sup>rd</sup> Level Cause
<ul style="list-style-type: none"> <li>- Education activities in schools are not scientific</li> <li>- Teacher creativity is not encouraged</li> </ul>	1. Some principals' management and organizational skills do not meet the requirements of comprehensive education	1.1. The personnel and management mechanism is inappropriate	
		1.2. The management staff is not adequately trained	
<ul style="list-style-type: none"> <li>- Students do not have comprehensive knowledge and skills</li> <li>- It is difficult for teachers to fulfill their potential</li> </ul>	2. The curriculum is inadequate	2.1. Editing of textbooks is subjective according to scientists	
<ul style="list-style-type: none"> <li>- The number of pupils per class is too high</li> <li>- The ratio of full-day-schooling pupils is low</li> <li>- It is difficult to meet the requirements for updating teaching/learning methods</li> </ul>	3. School facilities do not meet the targeted goals of comprehensive education development	3.1. School/class mapping is too slow compared to general projecting and mapping	3.1.1. Lack of land for school construction in some areas 3.1.2. Many local authorities do not pay attention to constructing schools in accordance with the national standard 3.1.3. Population growth due to urbanization in some areas
		3.2. Teaching aids and equipment are inadequate and inappropriate for some subjects	
		3.3. The allocated budget investment is inadequate and not delivered in a timely manner	3.3.1. Some management boards are slow in developing and deploying projects



Consequence	Direct Cause	2 <sup>nd</sup> Level Cause	3 <sup>rd</sup> Level Cause
<ul style="list-style-type: none"> <li>- The quality of learning results are poor</li> <li>- There are difficulties in motivating the students</li> <li>- There is a high repetition rate</li> </ul>	<p>4. Teachers' qualifications and skills do not meet the necessary requirements</p>	4.1. Some teachers have low living standards	
		4.2. The quality of teacher training is poor	<p>4.2.1. The quality of input from sub-urban teachers is poor</p> <p>4.2.2. The pre-service teacher training curriculum and plans do not meet the requirements of education development</p>
		4.3. The effectiveness of in-service training is limited	
		4.4. Teachers are responsible for too many subjects	4.4.1. There is a lack of teachers for special subjects and talented students
<ul style="list-style-type: none"> <li>- Education is not comprehensive; pupils are not given adequate attention</li> <li>- It is difficult to universalize education at the right age</li> <li>- It is difficult to attract investors</li> </ul>	<p>5. The education socialization process is limited in some areas</p>	5.1. Community awareness is limited	
		5.2. There is a lack of guidelines and direction for implementing educational socialization	
		5.3. The role of some local education councils is not promoted	
		5.4. The advisory capabilities of the principals is limited in some cases	

## 2. Issue Description

Province: Ho Chi Minh

Report on: 14/11/2001

Issues	Issue Description	Quantitative and Qualitative Evidence to Support Your Theories: Figures & Sources (where applicable)
1. Schoolmasters' management skills and qualifications do not meet the requirements for comprehensive education	<ul style="list-style-type: none"> <li>- The personnel and management mechanism is inappropriate</li> <li>- Managing staff is not adequately trained</li> </ul>	<ul style="list-style-type: none"> <li>- Annual BOET reports The rate of managing officers that meet the national standard is below 90%</li> <li>- 90% of the participants in the schoolmaster training course are in-service</li> </ul> <p>(From statistical reports of management staff training school)</p>
2. The primary education curriculum is inadequate	<ul style="list-style-type: none"> <li>- Textbooks still depend on a scientist editor</li> </ul>	<ul style="list-style-type: none"> <li>- 50% of pupils in grade 3 graduating to grade 4 do not have the required knowledge</li> <li>- DOET reports</li> </ul>
3. Facilities and technical conditions do not meet the targeted goals of educational development	<ul style="list-style-type: none"> <li>- School mapping is done more slowly than a general mapping project</li> <li>- Teaching supplies are inappropriate and do not meet the requirements of the subjects</li> <li>- The budget investment is inadequate and not received in a timely manner</li> <li>- Many localities lack land for school construction- Many local authorities do not build schools according to national standards</li> <li>- The population is increasing rapidly due to urbanization of some areas</li> <li>- Some project management boards are slow in deploying school construction projects</li> </ul>	<ul style="list-style-type: none"> <li>- According to some teachers' opinions</li> <li>- Schoolmasters' reports</li> <li>- Opinions of school managing boards and teachers</li> <li>- Investment norms per pupil</li> <li>- Average rate is 3.4m2/pupil</li> <li>- Information from newspapers and from the public</li> <li>- The city has only 9 out of 436 schools that meet the national standard- The total number of classrooms that meet the national standard is 8786 out of 11422</li> <li>- The number of pupils per classroom is 47</li> </ul>

<b>Issues</b>	<b>Issue Description</b>	<b>Quantitative and Qualitative Evidence to Support Your Theories: Figures &amp; Sources (where applicable)</b>
4. Teachers' qualifications and skills do not meet the necessary requirements	<ul style="list-style-type: none"> <li>- The quality of teacher training is poor</li> <li>- The curriculum and content of training courses to improve teachers' qualifications and skills are not highly effective - Teachers are responsible for too many subjects and cannot meet all the requirements</li> <li>- Some teachers have personal difficulties that distract them from their work</li> <li>- The input of some rural teachers is limited The teacher training plan and curriculum are not up to date with the requirements for education development</li> <li>- There is a lack of teachers for special subjects and talented students</li> </ul>	<ul style="list-style-type: none"> <li>- Remarks of some schoolmasters</li> <li>- The rate of teachers that meet national standards in the city is 78% (school year 2001-2002)</li> <li>- 80% of teachers have sufficient qualifications and skills</li> <li>- The salary of a teacher in universal class is VND 120.000 per month</li> <li>- According to the opinion of some experts and BOETs</li> <li>- School reports</li> </ul>
5. Socialization in education remains limited	<ul style="list-style-type: none"> <li>- There is inadequate community attention</li> <li>- There is a lack of concrete guidance for socialization in education</li> <li>- The advisory/consultant capacity of some schoolmasters is limited</li> <li>- The role of the local educational committee is not promoted</li> </ul>	<ul style="list-style-type: none"> <li>- Opinion of some principals</li> <li>- Opinion of DOET and BOET leaders</li> <li>- 90% of the local educational committee is not mobilized according to the plan</li> </ul>



## **APPENDIX C**

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### **Materials Prepared for the EPCB Training**

**C-1 Material for PEDP Education Planning Capacity  
Building Workshop**

## Educational Planning Capacity Building Workshop

Education Sector Analysis:  
Issues and Indicators  
Hanoi 3/10 – 3/11/2001

### Outline

- Education Sector Issues and Indicators
- Educational Projections
- Analyzing Educational Outcomes
- Educational Needs Assessment

### Outline Continued

- Cause and effect relationships
- Objectives Analysis
- Plan Matrix / Log Frame
  - Program Purpose, Outputs and Activities

### Outline Continued

- Resource Identification
- Verifiable Indicators for Programs / Projects
- Completion of Plan Matrix and Group Presentations
- Wrapping Up

### Educational Sector Analysis: Common Issues and Indicators

- Provides a framework for diagnosis of sector problems; organizing and analyzing educational statistics
- Help us identify current educational needs
- Provides a rationale for new educational policies and programming

### Educational Sector Analysis: Common Development Issues

- Access
- Equity
- Quality
- Internal Efficiency
- External Efficiency / Relevance
- Governance and Finance

### Educational Sector Analysis: Common System Indicators

- Traditionally, most indicators have been linked to inputs for the educational system
- In recent years, more attention has been focused on indicators linked to the outcomes of educational system

### Educational Access

- Can refer to the access to the first grade of an educational cycle (e.g., primary education)
- Can also refer to access to the entire education cycle in which case it is synonymous with the term "participation"

### Access Indicators

- Net Intake Rates
- Apparent Intake Rates
- Net Enrolment Ratios
- Gross Enrolment Ratios

### Equity

- Designates the extent of disparities in the educational system between gender, ethnic groups, urban / rural groups and disabled
- The smaller the disparities, the higher is the degree of equity

### Equity Indicators

- Geographic based (e.g., Urban-rural; inter-provincial) enrolment ratios and completion rates
- Gender-disaggregated enrolment ratios and completion rates
- Enrolment ratios for ethnic minority groups

### Quality

- Quality of the learning facilities
- Quality of teaching
- Quality of learning materials
- Quality of learning outcomes (e.g., achievement scores in core subjects at different grade levels)



### Efficiency

- There are two types:
- Internal Efficiency
- External Efficiency

Internal Efficiency in no way guarantees External Efficiency

### Internal Efficiency

- Indicates the degree of efficiency of the flow of pupils through the cycle
- Internal Efficiency measures the performance within the education system

### Internal Efficiency Indicators

- Promotion Rates
- Repetition Rates
- Drop-out Rates
- Retention Rates
- Coefficient of Internal Efficiency

### External Efficiency/Relevance

- External Efficiency means the degree to which the education system meets the social, cultural and economic objectives

### Key Education System Indicators

- Definitions
- How to Calculate Them
- Vietnames Examples

### Net Intake Rate

- Definition:
- New entrants in the first grade of primary education who are of the official primary school-entrance age (e.g., age 6), expressed as a % of the population of the same age

### Net Intake Rate

- **Purpose:**
- To show the level of access to primary education of the eligible population of primary school-entrance age

### Net Intake Rate

- **Method of Calculation:**
- Divide the number of children of official primary-school entrance age who enter the first grade of primary education by the population of the same age, and multiply the result by 100

### Net Intake Rate

- **Example:**
- Net Intake Rate in Vietnam for 1998-1999
- = New entrants of 6 year olds to grade 1 / Population of 6 years old
- = 1758554 / 1859192
- = 94.6%

Source: The Assessment of Education for All in Vietnam 1990-2000

### Apparent (Gross) Intake Rate

- **Definition:**
- Total number of new entrants in first grade of primary education, regardless of age, expressed as a % of the population at the official primary school-entrance age (e.g., age 6)
- New entrants can be the official age, underaged or overaged

### Apparent (Gross) Intake Rate

- **Purpose:**
- It indicates the general level of access to primary education and is used as a substitute to the Net Intake Rate in the absence of data on new entrants by single years of age

### Apparent (Gross) Intake Rate

- **Method of Calculation:**
- Divide the number of new entrants into grade 1, irrespective of age, by the population of official school entrance age (e.g., age 6), and multiply the result by 100

### Apparent (Gross) Intake Rate

- **Example:**  
Apparent Intake Rate in Vietnam for 1998-1999  
= Total number of first grade entrants / Population of 6 years old  
= 2093222 / 1859192  
= 112.6%

Source: The Assessment of Education for All in Vietnam 1990-2000

### Net Enrolment Ratio

- **Definition:**
- Enrolment of the official age-group for a given level of education expressed as a % of the total population for the same age group (e.g., 6-10)

### Net Enrolment Ratio

- **Purpose:**
- To show the extent of participation in a given level of education (e.g., primary) of children belonging to the official age group corresponding to the level of education (e.g., primary)
- More accurate than the gross enrolment ratio since over-aged pupils are excluded in the numerator

### Net Enrolment Ratio

- **Method of Calculation:**
- Divide the number of pupils enrolled who are of the official age group for a given level of education by the population for the same age-group and multiply the result by 100

### Net Enrolment Ratio

- **Example**  
Net Enrolment Ratio in Vietnam for 1998-1999  
= Number of primary age Students enrolled in school / Population of 6-10 years old  
= 8977664 / 9474195  
= 94.8%

Source: The Assessment of Education for All in Vietnam 1990-2000

### Gross Enrolment Ratio

- **Definition:**
- The total number of pupils enrolled in a given level of education (e.g., primary education), irrespective of age, expressed as a % of the total population of the corresponding (e.g. primary) school age group (e.g., 6-10)

### Gross Enrolment Ratio

- Purpose:
- Shows the general level of participation in a given level of education and the capacity of the education system to enroll students of a particular age group.

### Gross Enrolment Ratio

- Purpose Continued:
- Useful when data on enrolment by single years of age are not available.
- Complementary indicator to the Net Enrolment Ratio by indicating the extent of over-aged and under-aged enrolment

### Gross Enrolment Ratio

- Method of Calculation:
- Divide the number of pupils enrolled in a given level of education (e.g., primary) regardless of age by the population of the age-group (e.g., 6-10) which officially corresponds to the given level of education, and multiply the result by 100

### Gross Enrolment Ratio

- Example:  
Gross Enrolment Ratio in Vietnam for 1998-1999  
= Total # of primary pupils / Population of age group 6-10 years old  
= 10247556 / 9474195  
= 108.26%

Source: The Assessment of Education for All in Vietnam 1990-2000

### Pupil Cohort

- Definition:
- A group of pupils who enter the first grade of a level of education in the same school year and subsequently experience promotion, repetition, drop-out or successful completion, each in his or her own way

### Cohort Analysis

- Each year, students in the cohort will experience one of three options:
  - promotion
  - repetition
  - drop-out

### Promotion Rate

- Definition:
- The % of pupils of a given grade promoted to the next grade in the following school year
- Some countries practice automatic promotion regardless of scholastic achievement

### Promotion Rate

- Method of calculation:  
 Promotion rate for Grade 2 in 1995  
 = (Enrolment in Grade 3 in 1996 – number of repetitions in Grade 3 in 1996) / Enrolment in Grade 2 in 1995 x 100  
 = (299,122-18,069) / 326,252 x 100  
 = 86.1%

### Promotion Rate

- Example:  
 Promotion Rate from grade 4 to grade 5 for 1997-1998  
 Southern Provinces:96.89%  
 Northern Provinces:95.98%

Source: The Assessment of Education for All in Vietnam 1990-2000

### Repetition Rate

- Definition:
- The % of pupils in a given grade who remain enrolled in the same grade in the following school year

### Repetition Rate

- Method of calculation:  
 Repetition rate for Grade 2 in 1995  
 = Number of Repeaters in Grade 2 in 1996 / Total Enrolment in Grade 2 in 1995 x 100  
 = 28,871 / 326,252 x 100  
 = 8.8%

### Repetition Rate

- Example:  
 Repetition Rates by grade in Vietnam for 1998-1999  
 Grade 1: 6.1%  
 Grade 2: 3.9%  
 Grade 3: 2.9%  
 Grade 4: 3.3%  
 Grade 5: 1.0%  
 Grade 1-5: 3.5%

Source: The Assessment of Education for All in Vietnam 1990-2000

### Drop-Out Rate

- Definition:
- The % of pupils who drop out from a given grade or cycle or level of education in a given school-year

### Drop-out Rate

- Method of calculation:  
Drop-out rate for Grade 2 in 1995  
= 100 - (Repetition Rate for Grade 2 in 1995 + Promotion Rate for Grade 2 in 1995)

### Drop-Out Rate

- Example:  
Drop-out Rates by grade in Vietnam for 1997-1998  
Grade 1: 7.58%  
Grade 2: 4.98%  
Grade 3: 4.19%  
Grade 4: 6.52%  
Grade 5: 5.73%  
Grade 1-5: 5.84%  
Source: The Assessment of Education for All in Vietnam 1990-2000

### Educational Wastage

- Definition:
- The combined effect of repetitions and drop-outs

### Survival Rate

- Definition (UNESCO):
- The % of a pupil cohort reaching the end of the cycle, independent of the number of years spent in school (i.e., can include repetitions)

### Survival Rate

- Purpose:
- It measures the holding power and internal efficiency of an education system.

### Survival Rate

- Method of Calculation:
- Divide the total # of pupils belonging to a school-cohort who reached the final grade of the cycle by the number of pupils in the school-cohort, i.e., those originally enrolled in the first grade of the same level of education and multiply the result by 100

### Survival Rate

- Example:  
Survival Rates to grade 5 in Vietnam for 1997-1998  
= 77.75%

Source; The Assessment of Education for All in Vietnam 1990-2000

### Primary Completion Rate

- Definition:
- The total students completing (or graduating from) the final year of primary education, regardless of age, expressed as a % of the original cohort
- May be different from the survival rate if students have to pass a special exam in order to receive a primary school completion certificate (e.g. Vietnam)

### Grade Retention Rates

- Definition:
- Ratio of pupils enrolled in any given grade (e.g., grade 2) in a given year (e.g., 2001) compared to the number of pupils in the previous grade (e.g., grade 1) in the previous year (e.g., 2000)

### Grade retention ratios

- Purpose:
- Where there are only enrolment statistics by grade and no statistics on promotions, repetitions and drop-outs, this measure is still useful for doing enrolment projections by grade

### Grade Retention Ratios

- Example:  
Grade retention between grade 1 and grade 2  
= Grade 2 enrolment in 2001 / Grade 1 enrolment in 2000  
= 191,000 / 194,000  
= 98.5%

### Transition Rates

- Definition:  
The proportion of pupils that progress from the final grade of one level to the first grade of the next level expressed as a % of those enrolled in the final grade of the preceding level

### Transition Rates

- Purpose:  
Provide information on the degree of access to the next higher level and therefore upward mobility in the educational hierarchy (e.g., from primary to lower secondary; from lower secondary to higher secondary)

### Primary-Secondary Transition Rate

- Definition:  
The % of primary school graduates who continue on to begin the lower secondary cycle

### Years-Input Per Graduate

- Definition:  
The estimated average number of pupil-years spent by pupils from a given cohort who graduate from a given cycle or level of education, taking into account the pupil-years wasted due to drop-out and repetition.

### Years-Input Per Graduate

- Purpose:  
To assess the extent of educational internal efficiency in terms of the estimated average number of years to be invested in producing a graduate

### Years-Input Per Graduate

- Method of Calculation:  
Divide the total number of pupil-years spent by a pupil-cohort (graduates plus drop-outs) in the specified level of education by the sum of successive batch of graduates belonging to the same cohort



### Years-Input Per Graduate

- **Example:**  
8 years of instruction for primary school graduate shows the impact of drop-outs and repetitions

### Coefficient of Efficiency

- **Definition:**  
A measure of the internal efficiency of an education system obtained by dividing the ideal number of pupil-years required for a pupil cohort to complete a level or cycle of education (e.g., the primary level) by the estimated total number of pupil-years actually spent by the same pupil cohort

### Pupil Teacher Ratios

- **Definition:**  
The Ratio is the number of pupils divided by the number of teachers
- In some countries, this may include administrators and counsellors with a teaching certificate
- In Vietnam, only those actually teaching are included

### Pupil Teacher Ratios

- **Purpose:**  
The Ministry policy on pupil teacher ratios is useful for helping to calculate the teacher requirements

### Class size

- **Definition:**  
The average class size is obtained by adding the total number of pupils in the school and dividing by the number of classes

### Common Cost Indicators

- Operating or recurrent cost per full-time equivalent student
- Operating cost per primary graduate
- Staff salaries as a % of total operating cost
- Capital cost per classroom for new construction

## Educational Planning Capacity Building Workshop

Projections  
Hà Nội 30/10/2001 – 5/11/2001

### Projections

- Demographic Projections
- Enrolment Projections
- Teacher Demand and Supply Projections
- Facility Projections
- Cost Projections

### Demographic Projections

- Advantage of census data for projections is the comprehensiveness (various age groups, gender, occupations, ethnic groups etc)

Disadvantage is that the projections based on census data may not have been updated for internal migration trends and recent changes in the live birth rate

### Demographic Projections for Educational Planning

- Gender-disaggregated population projections important since there may be differences in participation rates by sex
- Urban-rural population projections may be important if traditionally there are major differences in participation rates within a province

### Enrolment Projections

- forms the basis for estimating student demand for primary education
- enrolment projections provide the input for calculating teacher demand as well calculating demand for new classrooms

### Single Year of Age Population Projections

- Population Projections based on census data sometimes provide projections for 5 year age cohorts (e.g., 5 to 9)

Can use Sprague coefficients to get single year of age population projections (e.g., 6 year olds needed for Grade One intake rates)

### Enrolment Projections (GER)

- Enrolment projections based on gross or net enrolment ratios applied to the projected population primary education age cohort are the simplest to calculate
- Can provide projections by gender and for the entire primary cycle but not by grade.

### Enrolment Projections (GER)

- Enrolment Ratio Method:
- Calculate past trend by sex of gross enrolment ratio (GER) for primary education
- Make assumption for enrolment ratio by sex for projection period based on past trends

### Enrolment Projections (GER) Continued

- Calculate future primary school enrolment by multiplying projected enrolment ratios with the relevant age cohort population projections by sex

### Enrolment Projections (Cohorts)

- Cohort flow projections can provide estimates by gender, urban-rural areas and by grade level
- Input needed for Grade 1 projections is either population projections for 6 year olds or number of registered births 6 years previous

### Enrolment Projections with Cohort Flows

- Enrolment Projections with promotion, repetition and dropout rates
- Calculate past trend of intake rate for Grade 1 based on estimated # of 6 years old or based on registered births 6 years previous

### Enrolment Projections with Cohort Flows

- Calculate past trend of promotion, repetition and dropout rates from grade to grade
- Make assumption on intake rate for Grade 1 and promotion, repetition & dropout rates for grade to grade for projection period and calculate enrolments by sex and grade level

#### Enrolment Projections with Grade Retention Rates

- Enrolment Projections with just grade enrolments but no details on promotion, repetition and dropout rates
- Calculate past trends of intake rates to grade one

#### Enrolment Projections with Grade Retention Rates Continued

- Calculate past trends of retention rates from grade to grade
- Make assumption on intake rate for Grade 1 and retention rates from grade to grade and apply to projection period

#### Teacher Demand and Supply

- Need to project the need for teacher recruitment and the supply of new teachers
- May need special programs (e.g., in-service training of unqualified teachers) or adjust standards on pupil/teacher ratio to deal with imbalances

#### Teacher Stock and Flows

- Teacher stock is the teaching force in service
- Additions and depletions to the teacher stock are caused by in-flows (recruitment) and out-flows (e.g., resignations)

#### Factors Influencing Teacher Demand/Requirements

- the size of the future primary school population (check implications of declining birth rates)
- staffing standards (e.g., pupil/teacher ratio)

#### Teacher Demand Projections

- Based on policies for pupil/teacher ratios, calculate the total # teachers required for the projection period to accommodate the projected primary enrolments

### Analysis of Teacher Out-Flow Trends

- Calculate past trend of teacher out-flow figures:
  - number of teachers leaving the system due to retirement, leave of absence, transfers, change of career, death
- Age data on teachers important to project replacement demand to offset retirements

### Teacher Demand/Recruitment

- Based on policies or standards for pupil/teacher ratios, calculate total # teachers needed for the projected enrolment

### Teacher Demand/Recruitment

- Estimating out-flows of teachers
- Based on past trends of teacher out-flow figures, calculate what % of teacher stock will leave the system due to:
  - retirement
  - death
  - transfers
  - leave of absence
  - change of career

### Teacher Supply

- Estimating in-flows of teachers
- new graduates from teacher training colleges (pre-service training)
- transfers in from other provinces
- re-entries from leave of absence
- unqualified teachers

### Overview of Teacher Demand

- Demand
  - 1) Projected Enrolments
  - 2) Pupil-Teacher Ratio
  - 3) Total Teacher Demand ( $1 \div 2$ )

### Overview of Teacher Supply

- Supply
  - 4) Stock: acceptable teachers carried forward from last year
  - 5) Flows during year, changing last year's stock
    - a) deduct outflows since last year
    - b) add in-flows from last year
  - 6) Total teacher supply in current year ( $4 + 5$ )

### Overview of Teacher Imbalances

- **Imbalance**
  - 7) Size of shortfall (3-6) or surplus
  - 8) Shortfall or surplus covered by:
    - untrained teachers
    - redeployment

### Projections for School Facilities

- At the macro level (national or provincial), can use projected enrolments and standards for size of schools to estimate the number of new classrooms required
- At the local level, need school mapping to identify locations needed

### Cost Projections

- For crude calculations, can use:
  - average annual recurrent cost per primary student to calculate operating budget needs
  - unit costs for classroom construction to calculate capital budgets for new schools

### Educational Planning Capacity Building

**Plan Matrix/Log Frame Matrix**

### What is a Program?

- A **program** is a group of related projects or services directed toward the attainment of similar objectives
- Normally projects with the same program share a common **goal**

### What is a Project?

- A **project** is a planned undertaking to achieve certain specific objectives within a given budget and within a specified period of time

### What is the Project Cycle?

- This covers the entire process of a project:
  - identification and formulation
  - appraisal/approval
  - implementation
  - monitoring and evaluation
  - completion

### What is Project Cycle Management (PCM)

- A tool for managing the entire cycle of a development project
- Uses a project design matrix or log frame
- Uses a participatory approach
- Analyzes cause and effect relationships

### Background to PCM

- Log frame originated with US AID in 1960s
- GTZ (German) incorporated in 1980s participatory planning
- FASID develops PCM for JICA in 1990s
- New emphasis is on results-based LFAs (Log Frame Analysis)

### What are the advantages of the Project Design Matrix/LFA?

- Provides a very concise way of describing a project
- Is understood by many donors
- Provides a linkage between project design, monitoring and evaluation

### What is Project Design?

- A process of elaborating the major project components
- Follows from the problem analysis; the objectives analysis; and project selection

### What makes up the Project Design Matrix/Log Frame

- Objectives/Narrative Summary
- Expected Results
- Objectively verifiable indicators
- Means of verification
- Critical assumptions and risk indicators

### Program/Project Objectives

- The goal is the broad program objective to which this project is intended to make a contribution
- E.g., To improve the quality of basic education in Region x

### Program/Project Objectives

- The purpose is the project objective that addresses the priority development needs of the identified beneficiaries and is achievable within the scope of project activities

### Objectives Continued

- There is normally just a single goal and purpose statement in the design matrix
- The purpose is not just a restating of the outputs

### Purpose Continued

- Assumes that the outputs produced will be actually utilized
- The purpose may be to increase farmer income and one of the outputs may be a new high yield rice

### What are results?

- A result is a desirable or measurable change resulting from a cause and effect relationship
- Results may be operational or developmental

### Operational Results

- These results are the administrative and management products achieved by a program or project



**Developmental Results**

- These results are the transformation or actual change, for example, in human development that occurred due to the program or project

**Developmental Results**

- There is a chain of results, some immediate, others more long term
- Results at each level aggregated to produce the results at the next higher level

**Developmental Results**

- Outputs are immediate results that are the consequences of completed activities

**Developmental Results**

- Outcomes are the end-of-project results that are the consequence of the achievement of a set of outputs
- Outcomes are the results corresponding to the purpose level of the objectives

**Developmental Results**

- Impacts are long-term results that are the logical consequence of the achievement of the outcomes
- Impacts are the results linked to the goal level of the objectives

**Educational Planning Capacity Building**

Verifiable Indicators  
October 30 – November 3  
Hanoi

### Objectively Verifiable Indicators

- Standards that show the achievement of the outputs, project purpose and overall goal in specific terms
- Links project planning with monitoring and evaluation criteria

### What are indicators?

- An indicator is a means of measuring actual results against planned or expected results in terms of quality, quantity and timeliness

### Types of Indicators

- Quantitative:  
Statistical measures such as number, frequency, percentiles, ratios and variance

### Quantitative Indicators

- Example  
• The net enrolment ratio of primary school children in Vietnam education will increase from 95% in 2000 to 97% in 2005 to 99% in 2010

### Elements of Quantitative Indicators

- Need to specify:
- Type of data: what?
- Group: for whom?
- Quantity: how much? (target level)
- Quality: how well?
- Time: by when?
- Location: where?

### Qualitative Indicators

- Reflects perceptions, judgments or attitudes
- Perceived congruence with established standards
- Presence or absence of specific conditions
- Level of beneficiary staff satisfaction

### Verifiable Indicators

- Allow the measurement of the success of the program at the output, outcome and impact level
- Describe “what” will be achieved; to what extent and by when

### Indicator Selection

- Need for local input from project stakeholders and beneficiaries
- Keep indicator selection simple
- Normally 2 to 3 indicators for each result (output, outcome, impact)

### Criteria for Selection of Indicators

- Validity: Does it measure the result?
- Reliability: Is it a consistent measure over time?

### Criteria for Selection of Indicators

- Sensitivity: When the result changes, will it be sensitive to those changes?
- Simplicity: Will it be easy to collect and analyze the information?

### Criteria for Selection of Indicators

- Utility: Will the information be useful for decision-making and learning?
- Affordability: Can the project afford to collect the information?

### Indicator Sheet

- Objectives column
- Verifiable Indicator Column
  - Type of Data
  - Targeted Quantity and time
  - Immediate target
  - Target: program end

### Means of Verification/Data Source

- Specifies the data source for the indicators
- The individuals or organizations from which the data will be obtained (e.g., DOET annual plans; MOET Educational Management Information System)

### Means of Verification/How the Information Should be Obtained

- Surveys
- Semi-structured interviews (allows for both open-ended and close-ended questions)
- Self-assessments
- Focus Groups and testimonials

### Means of Verification/Frequency of Data Collection

- Annually (e.g., enrolment statistics)
- Every 3 to 5 years (e.g., national achievement scores)
- End-of-project (e.g., number of teachers completing training)

### Targets for Indicators

- Are they realistic and feasible?
- Need for benchmark data in order to assess progress on immediate and end of project targets

### Wrap-up Session for the Educational Planning Capacity Building Workshop

- The objectives of the workshop were to:
- Provide some basic knowledge and skills in educational planning to PMU and DOET staff involved with the PEDP
- Foster future facilitators in the provincial workshops for the PEDP

### Moving from the Macro Perspective to the Micro

- Over the past 4 days, we looked at educational planning beginning with a macro-perspective at the system level
- We then moved to micro planning at the project level

### Education System: Issues and Indicators

- We first looked at ways to analyze educational systems so as to help us in our diagnosis and needs assessment
- This can be linked to the situational analysis needed in the PEDP

### Common Development Issues in Primary Education

- During the first day, we looked at issues of;
- access
- equity
- quality
- internal efficiency
- relevance or external efficiency

### Access Indicators

- In looking at issues of access, we used both the gross and net enrolment ratios
- While the official school age is shown in both denominators, the GER includes both overage and official age children in the numerator while the NER only has official school age children in the numerator

### Access Indicators

- Other useful indicators for looking at access were the net and gross intake rates
- The net intake rate is also very useful for enrolment projections by grade

### Equity Indicators

- We noted that equity is multi-dimensional and may be in terms of gender, geography, ethnic groups, disabled
- Enrolment ratios and completion rates can be done for these groups

### Quality

- We pointed out that quality is also multi-dimensional (quality of school facilities; teaching; curriculum; learning outcomes etc)
- Student achievement scores can help us monitor quality of learning outcomes

### Internal Efficiency Indicators

- We mentioned that some of the common indicators used to look at the internal efficiency are:
- promotion, repetition and drop out rates
- survival rates to different grade levels
- primary cycle completion rates

### Grade Retention Rates

- We saw that grade retention rates are very easy to calculate since only grade enrolment not promotion or repetition data is required
- These rates are also very useful for doing enrolment projections by grade

### Pupil-Teacher Ratio and Pupil-Classroom Ratio

- We noted the difference between the PTR (total number of pupils divided by the total number of teachers) and the average class size (total number of pupils divided by the total number of classes)

### Transition Rates

- We found these rates can indicate the degree of access to higher levels of education
- Transition rates can be from primary to lower secondary; or from lower to upper secondary

### Projections

- In the first day, we also looked at demographic, enrolment, teacher and facilities projections
- We used the gross enrolment ratio to estimate future student projections for the primary cycle

### Projections Continued

- We looked briefly at the population projections for Vietnam based on the 1999 census data
- We saw the # of 5 to 9 year olds will decline dramatically in the next 10 years

### Projections and Policy Changes

- We found in our enrolment projection exercise, we could test the impact of changes in policy targets concerning the pupil/teacher ratio, and the net intake rates

### Implications of Demographic Projections for the PEDP

- The expected decline in the primary age cohort due to declining birth rates may provide a good opportunity to ensure 100% access and now focus more on issues of quality

### Problem Trees

- Our exercise to develop a problem tree illustrated the concept of cause and effect relationships
- We focused on defining the core problem and the direct causes

### Four Example Problem Trees

- The group then developed problem trees for:
- low quality of learning facilities
- low quality of curriculum
- low quality of the teaching/learning process
- low quality of educational management

### Objectives Tree

- We then looked at how to change a problem tree to an objectives tree
- We focused on defining the core objective and the direct means to achieve this objective

### Developing the Plan Matrix

- We saw how the concepts of the plan matrix are similar to those of a log frame
- In developing the plan matrix, we looked first at defining the project purpose and expected outputs

#### Defining the Project Outputs for the Plan Matrix

- The group then took the objectives trees for (1) Improving educational management (2) Improving the teaching-learning process and defined 4 outputs from the direct means in the objectives tree

#### From Outputs to Activities in the Plan Matrix

- The group then proceeded to develop two sample plan matrices
- To do this, each group defined the major activities associated with each output for their project

#### From Activities to Inputs and Resources

- Once the group had defined the major activities associated with each project output, the task was then to define the inputs required
- Due to time constraints, this was done at the total project level rather than for individual activities

#### Categorizing the Inputs

- For simplicity, we categorized the inputs needed to complete the activities and achieve the outputs in terms of
  - Personnel
  - Equipment
  - Facilities
  - Training

#### Knowing If We Achieved the Project Outputs

- We looked at how to identify appropriate indicators with target levels to measure the attainment of the outputs
- We also looked at the means of verification, that is, the data source, method of collection and frequency

#### The Final Result: the Completed Plan Matrices

- Thus, by the end of the workshop, the two groups had completed a plan matrix for a project
- This was complete with outputs, activities, inputs, indicators, and means of verification



### How You Can Help Us

- You, the participants, stimulated a lot of good discussion and raised some excellent questions
- We would like to request your suggestions for areas to improve this type of training workshop for other provincial colleagues

### Suggestions for Future Workshops

- What are your views on the **balance** of time spent between **presentations and group exercises**?
- Did you find the enrolment and teacher projection exercises useful?
- Would you be interested in a group exercise on demographic projections for school aged children?

### Suggestions Continued

- Did you find any major difficulties with specific sections of the printed training materials?
- What other topics would you like see covered in future workshops linked to the PEDP?