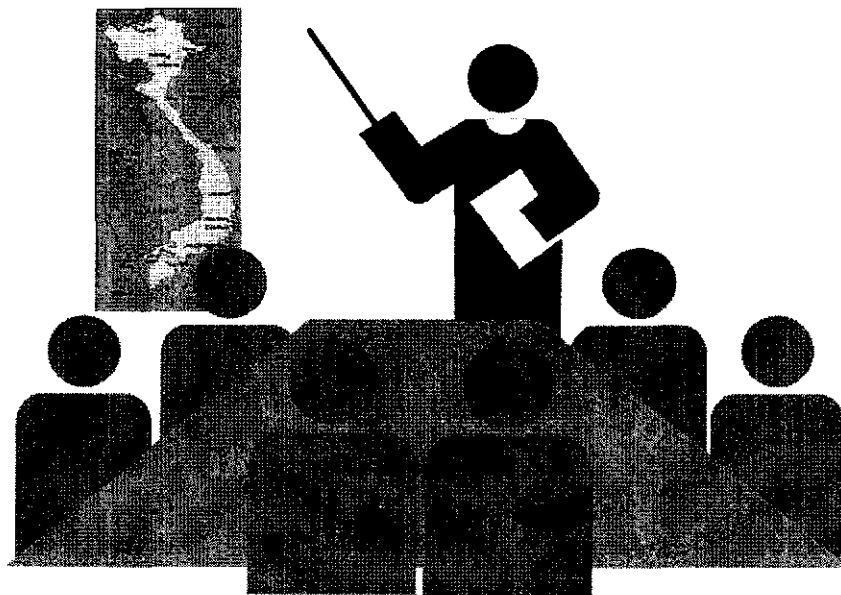


**C-2 Handbook for PEDP Education Planning Capacity
Building Workshop**

The Socialist Republic of Vietnam Ministry of Education and Training

PEDP Education Planning

Capacity Building Workshop



Supported by

 *Japan International Cooperation Agency*

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ABBREVIATIONS

BOET	Bureau of Education and Training
DOET	Department of Education and Training
EFA	Education for All
EPCB	Education Planning Capacity Building
GER	Gross Enrolment Rate
JICA	Japan International Cooperation Agency
Log-framework	Logical framework
MOET	Ministry of Education and Training
NER	Net Enrolment Rate
NGOs	Non-Government Organizations
PEDP	Primary Education Development Program
PMU	Project Management Unit

PREFACE

The Primary Education Development Program (PEDP)

The Government of Vietnam (GOV) developed the "Education Development Strategic Plan for 2001-2010" to achieve (1) 99% NER for primary education; (2) quantitative and qualitative teacher improvement; and (3) improvement of equipment and facilities.

PEDP is a program to actualize the "Education Development Strategic Plan for 2001-2010." It consists of a package of sub-programs that address priorities in the primary education sector for formulation and implementation during 2001-2010.

To realize this program, the Ministry of Education and Training (MOET) has created a Program Management Unit (PMU) for developing and monitoring the National PEDP, as well as for providing an outline and guidelines to develop Provincial PEDPs. As a result of this year's program, it is expected that all provinces will develop their own Provincial PEDPs and MOET will develop a National PEDP that reflects the needs of all provinces.

The GOV submitted a request to the Government of Japan in October 2000 for assistance in developing the PEDP. In reply, JICA dispatched a Program Team to assist MOETs.

INTRODUCTION 1

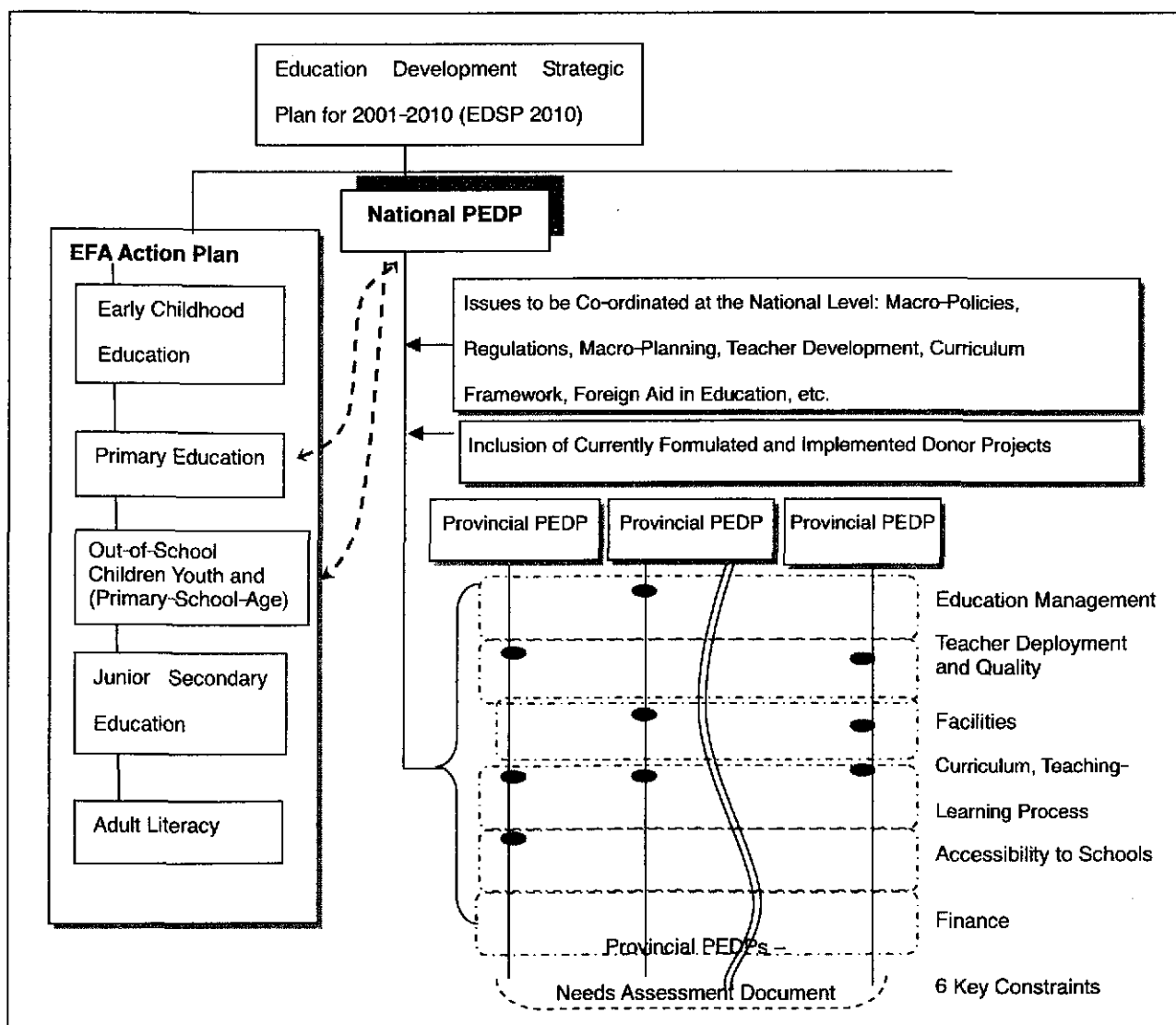
1. What's is the PEDP?

- A program to actualize the "Education Development Strategic Plan for 2001-2010"
- It consists of a package of sub-programs that address priorities in the primary education sector for formulation and implementation during 2001-2010

Thus, all donor-supported primary education programs will:

- >> be done in consultation with the National PEDP; and
- >> be systematically and clearly located under the PEDP umbrella.

PEDP is not a one-time document, but shall be revised as necessary.



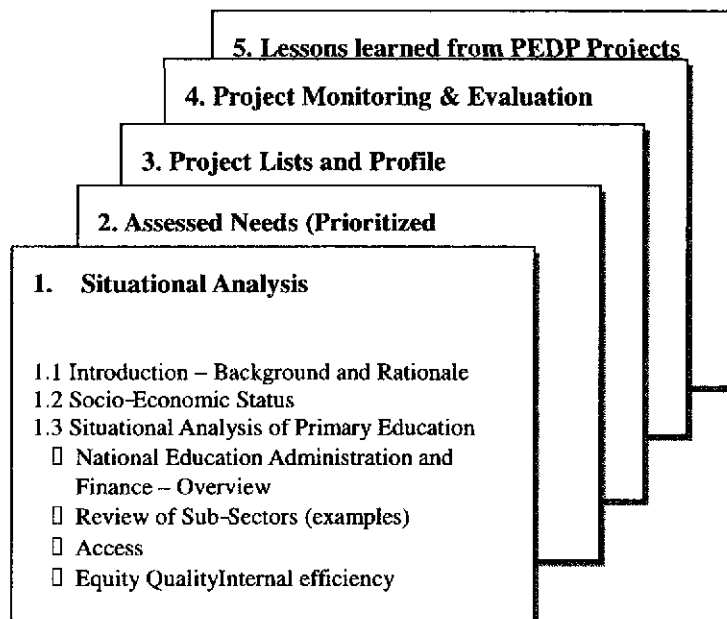
2. What Does a National PEDP Document Look Like?

2.1 Situational Analysis

2.1.1 Introduction –
Background and
Rationale

2.1.2 Socio-Economic
Status

2.1.3 Situational Analysis
of Primary Education



- National Education Administration and Finance – Overview
- Review of sub-sectors (Examples): teacher development, curriculum development, textbook development, teaching-aid, facility, etc.
Indicators regarding quantity, quality and equity
- Access (NER/GER)
- Equity (by gender, geographical conditions (urban-rural), regional characteristics (coastal-highlands-delta), ethnicity, “special needs”, etc)
- Quality: teachers (qualified/certified teachers), facility and teaching aids, school buildings, textbooks, cognitive development
- Internal efficiency: dropout, completion, repetition, etc.

2.2 Assessed Needs and Priority Sub-Sectors

(EXAMPLES)

- Education for Disabled Children
- Curriculum Content and Pedagogical Technique
- Teacher Development
- School- and Community-based Management
- Education Administration and Finance

2.3 PEDP Project Lists and Profiles (covers both currently implemented and formulated ones)

- Project lists and profiles of donors
- Implementation schedule at a glance

2.4 Monitoring of Programs and Projects

- Actual vs. progressing
- Efficiency
- Relevance
- Impact
- Sustainability

2.5 Lessons Learned from PEDP Projects

- Lessons learned from donors/MOET

3. How Is the National PEDP Developed?

- The Develop PEDP is developed through three types 3 kinds of meetings and training programs, etc.

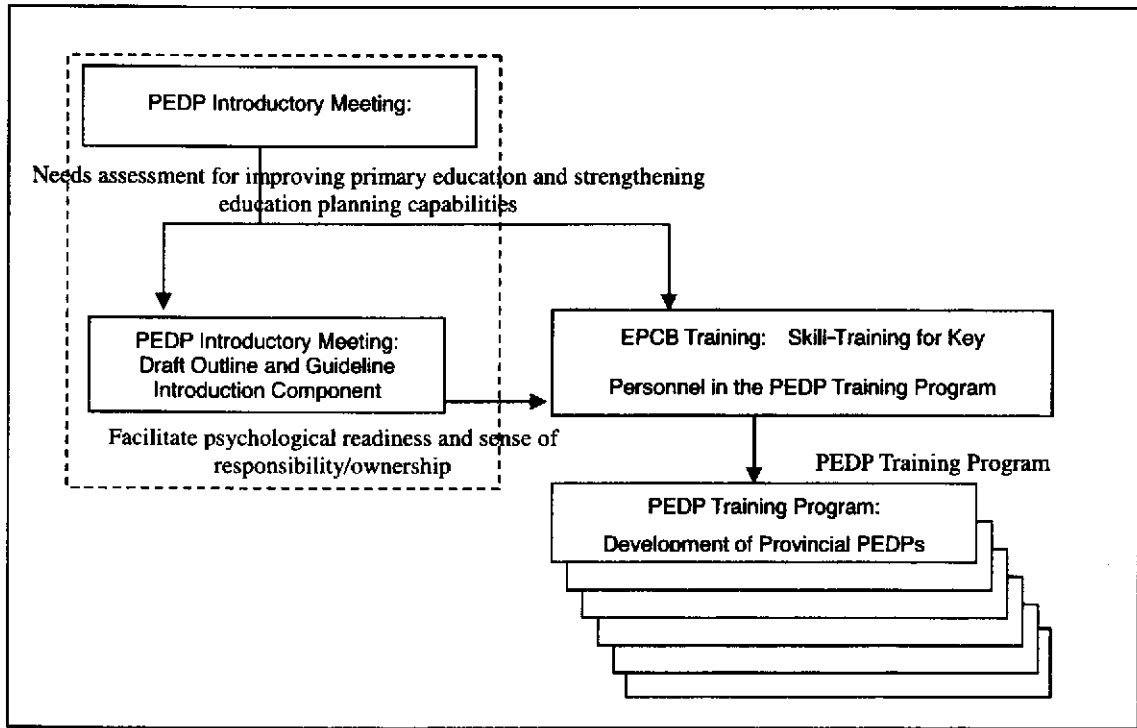
3.1 Proposed Meeting and Training Programs

Title	Goals	Overall Schedule				Target/Remarks
		1 st Study Mission	2 nd Study Mission	3 rd Study Mission	2 nd Phase	
PEDP Introductory Meeting <Approx. 3 days each>	- Situational analysis, needs assessment regarding primary education improvement and educational planning skill improvement - Foster PEDP understanding of MOET/DOET personnel - Facilitate psychological readiness and sense of responsibility/ownership - Introduce draft outlines and guidelines	✓ 6 regions. Sept. 2001				Approximately (MOET (3) + DOET (3) * 10 prov.) * 6 Meetings
Education Planning Capacity Building Training <Approx. 5days>	- Skill training for key MOET/DOET personnel to facilitate the PEDP Training Program		✓ Hanoi Oct.-Nov. 2001			Approximately in total of 40 from both DOET and MOET
PEDP Training Program <approx. 2 days>	- Strengthen educational planning skills of MOET/DOET personnel - Develop Provincial PEDP		✓ 6 provinces Nov. 2001		✓ Remain- ing provinces.	Approximately 20-38 each from MOET, DOET and BOET
Donor Coordination Meetings	- Share PEDP and aid information - Monitor PEDP projects	✓		✓	✓	MOET and Donors

3.2 Implementation Schedule for Meetings and Training Programs

Event	Place	Schedule
PEDP Introductory Meeting	6 Regions (for 61 provinces)	September 2001
EPCB Training	Hanoi	October -November 2001
PEDP Training Program		
Northern Mountain	Phu Tho	November 2001
Red River Delta	Nam Dinh	November 2001
Central Coast	Binh Thuan	November 2001
Central Highlands	Gia Lai	November 2001
Southeast Region	Ho Chi Minh	November 2001
Mekong River Delta	Dong Thap	November 2001

3.3 Conceptual Structure of among Seminars/ Workshops to be Implemented by PEDP Development



4. What Is the PEDP Donor Co-ordination Project?

4.1 Input from Donors to PEDP

- Donor support project information to PEDP
 - 1) Title and objectives of project,
 - 2) Duration of assistance and its amount of contribution including counter part funding from VN,
 - 3) Target area/, province
 - 4) Outline of assistance
 - 5) Progress results / Progress
 - 6) Lessons learned / Others

4.2 Output from PEDP to Donors

- Project co-ordination to avoid duplication of donor support project
- Provision of necessary information to donors
 - 1) Project status
 - 2) Monitoring information
 - 3) Support needs

INTRODUCTION 2

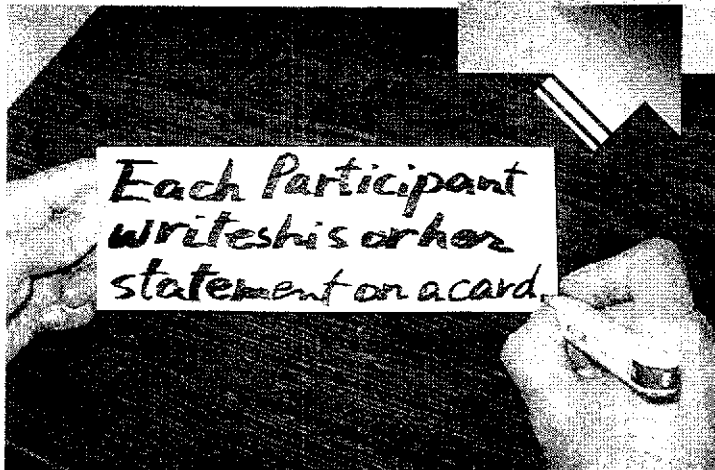
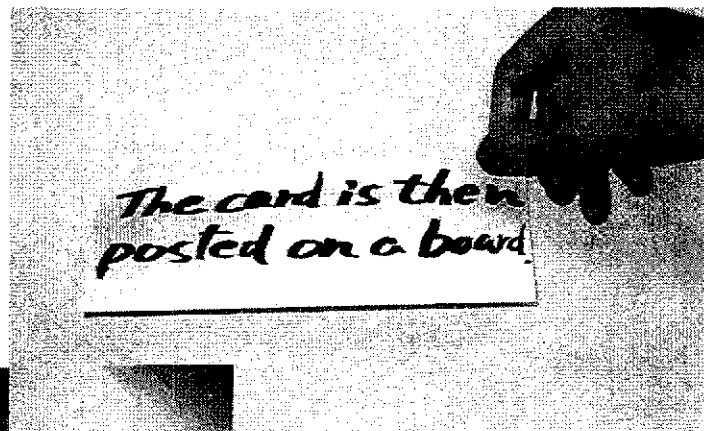
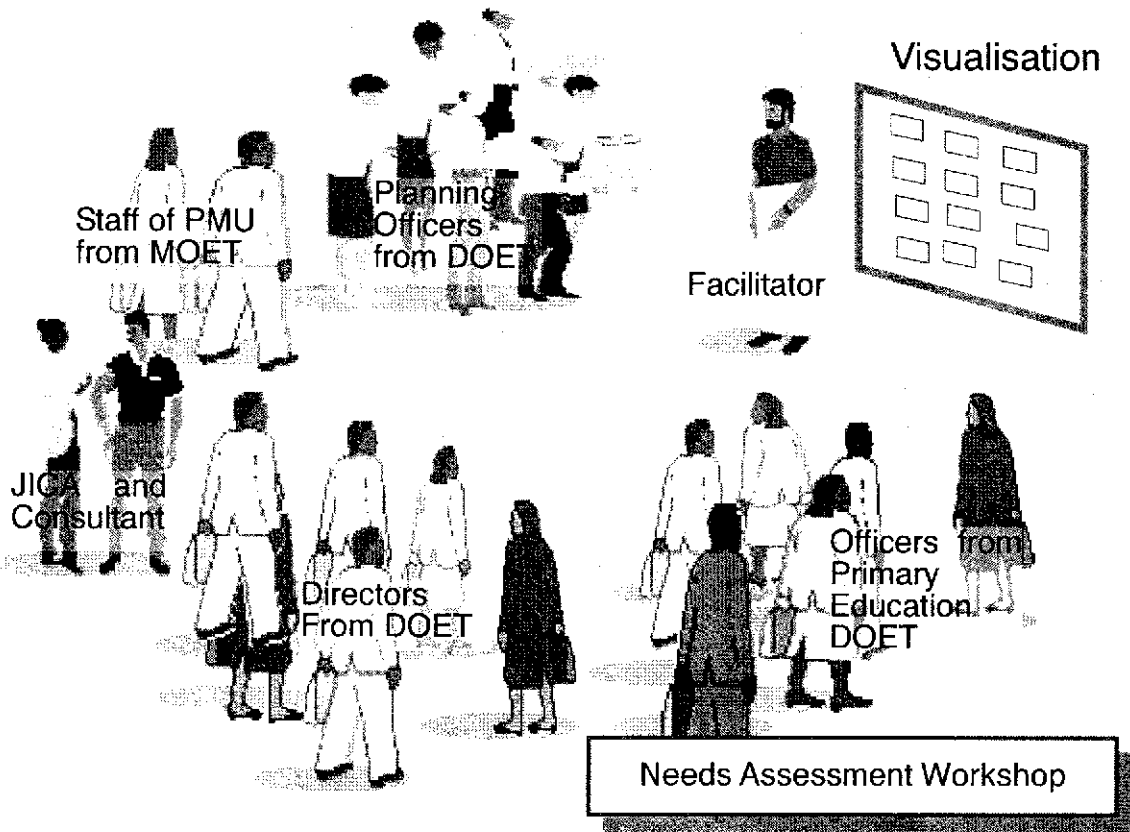
1. The Needs Assessment Workshop

One of the characteristics of needs assessment during PEDP planning capacity training is the positive involvement of primary education stakeholders. Needs assessment is not done only by the person in charge of a specific area of primary education; representatives of the central government and provincial government work together. In each stage of needs assessment, representatives attend meetings; each meeting becomes a needs assessment “workshop,” involving many tasks.

The Needs Assessment Workshop is presided over by a professional person called a facilitator. The facilitator is an expert in coordinating and promoting discussion, thus providing support. Each participant is required to write his or her statement on a card, which is then posted on a board to visually clarify the statement, and all participants are involved in the analysis. To expedite the discussion, the following rules have been established:

RULES OF THE NEEDS ASSESSMENT WORKSHOP

- 1. Write your own statement on a card*
- 2. Write only one statement (in a complete sentence) per card*
- 3. Make the statement brief and specific*
- 4. Stick to the facts and avoid abstractions and generalizations*
- 5. Write your statements on the cards before discussing them*
- 6. Do not remove a card from the board before a consensus is taken*
- 7. Do not ask who wrote a particular card*



Participants' statements are visually clarified

The nature of the Needs Assessment Workshop clearly requires the co-operation of the participants who play a leading role in identifying the needs for improving primary education. The facilitator must remain neutral and should not voice an opinion regarding the content of the cards.

If discussion of a certain topic becomes prolonged, participants are required to write their opinions on cards for coordination. When necessary, the facilitator may use "traffic sign" cards (shown on the next page) to direct participants on to the next step.



Needs Assessment is formulated through active discussion in a workshop

TRAFFIC SIGN CARDS



?

Discussion of this matter will continue at a later stage



INFO

Lack of information requires further investigation



Disagreement, conflict, or controversy exists



STOP

No further discussion or analysis is needed

2. The National Target

The Needs Assessment Document should be drafted by participants of the workshop. However, it is also necessary to establish targets for primary education at the national level. Such national targets are defined in the "Education Development Strategic Plan for 2001-2010" and other documents produced by MOET:

Objectives Stated in the

"Education Development Strategic Plan for 2001-2010"

- *To achieve 99% net enrolment rate (NER) for primary education;*
- *Quantitative and qualitative improvement of teachers;*
- *Improvement of equipment and facilities*

Five Standards for Recognition of Primary School National Standards (for the period of 2001-2005) (Draft)

5 Standard Items	Contents of Standard
1. Organization and Management	
1.1 Qualifications for Principals and Vice-Principals	<ul style="list-style-type: none"> ● Principal: secondary pedagogical education or higher, with at least 5 years' teaching experience (not including probation time); fair knowledge and moral qualifications according to state stipulations ● Vice-Principal; fair professional skills, knowledge, and moral qualifications to assist principals in completing tasks
1.2 Establishment of organizations and committees	<ul style="list-style-type: none"> ● The school's party branch ● Ho Chi Minh Communist Youth Union (Young Pioneers, Children Star) ● School Education Union ● Education Committee
1.3 Requirements of management performance and effectiveness	<ul style="list-style-type: none"> ● Annual school plans plus plans for particular periods; sufficient measures for timely implementation of plans ● Usage of communication and computers in management ● Management of teachers, staff, and administration tasks according to primary school regulations
1.4 Observance/implementation of authorities' regulations	<ul style="list-style-type: none"> ● Abide by the decision of the Party regarding primary education ● Abide by the administrative management of the local power ● Consult with local authorities regarding plans; accept guidance in achieving goals for primary schools ● Abide by education section guidelines and report the actual status of the local primary education situation
2. Establishment of Teaching Staff	
2.1 Requirements for professional quantification and qualification	<ul style="list-style-type: none"> ● Ensure that the rate of teachers/per class is 1.15 ● Effectively implement educational tasks of all natures ● Ensure that at least 100% of the teachers meet required standards and that at least 30% of teachers meet higher-level standards; acquire teachers for Art and Physical Education
2.2 Requirements for special skills	<ul style="list-style-type: none"> ● Ensure that at least 25% of the teachers have a fair degree at the district level and provincial (city) levels ● Ensure that at least 50% of the teachers have a fair degree at the school level ● Avoid teachers with poor qualifications
2.3 Requirements for special activities	<ul style="list-style-type: none"> ● Organize special activities according to regulations ● Organize yearly activities for special discussions, visits, and sharing experiences with other schools
2.4 Requirements for training plans	<ul style="list-style-type: none"> ● Set up a plan with the goal of 50% of the teachers meeting upper-standard education degrees by the year 2005 ● Carry out continuous training programs ● Each teacher must set up a training plan for improvement of skills

5 Standard Items	Contents of Standard
3. Construction of Facilities	
3.1 Requirements for school areas, playgrounds, and grounds for exercise	<ul style="list-style-type: none"> ● School area: not less than 10m²/pupil (in rural and mountain regions) and not less than 6 m²/pupil (in urban areas) ● Playground area: ground area for exercise (or multi-functional building) providing areas for planting shade trees and grass
3.2 Requirements for classrooms, functional rooms, and libraries	<ul style="list-style-type: none"> ● The number of classes will not exceed 30 classes/school; the average number of pupils will not exceed 35 pupils/class ● Sufficient classrooms according to regulations ● The library should consist of a bookstore, a reading room for pupils, and a reading room for teachers ● Other functional rooms: security room, school office, principal's room, teachers' room, equipment room, Pioneer Union room, art study room, health care room
3.3. Hygienic conditions	<ul style="list-style-type: none"> ● The location of the school should be convenient for the pupils, and the environment should be calm and well-ventilated ● A wall or fence should surround the school ● Proper hygienic conditions should be ensured
4. Implementation of Socialization of the Education Program	
4.1 Education meetings, committees, parent associations	<ul style="list-style-type: none"> ● Organize local education meetings on a regular basis in Cupertino with the community ● The school plays the most active role in suggesting programs and plans proposed at the local education meeting ● Parent associations and schools act together to effectively provide education
4.2 Activities to establish a healthy school-family-society educational environment	<ul style="list-style-type: none"> ● Organize propaganda activities to improve community knowledge regarding goals of primary education: content, methods, pupil's ranking, objectives, and plans ● Establish Cupertino with parents in educating pupils and creating good study conditions (keeping in frequent contact with the schools and teachers by meeting or contact book) ● Organize concrete education activities such as morality, living style, laws, culture, art, and sports
4.3 Contributions by family and community to increase school facilities	<ul style="list-style-type: none"> ● Mobilize contributions of labor and money from organizations, individuals, and parents to build facilities, acquire more teaching and study equipment, reward deserving teachers and pupils, and to assist poor pupils
5. Activities and Education Effectiveness	
5.1 Implementation of education programs and plans	<ul style="list-style-type: none"> ● Teach following curriculum and plan regulations ● Have at least 20% of pupils in full-day study ● Organize educational activities as extra-study time for pupils ● Organize higher-level training courses for advanced pupils and establish training courses for underachievers as stipulated
5.2 Implementation of teaching method updates and ranking of pupils	<ul style="list-style-type: none"> ● Develop guidance steps to update teaching methods to encourage responsibility, diligence, confidence, and creativity of pupils ● Properly implement assessment and ranking of pupils according to Ministry regulations
5.3 Implementation of universalization of primary education at the correct age	<ul style="list-style-type: none"> ● Meet the national standards for universalization of primary education at the correct age ● Mobilize children to attend school and acquire measures to support disadvantaged children in order to maintain enrolment and reduce the repetition rate
5.4 Education quality and effectiveness	<ul style="list-style-type: none"> ● Reach a promotion and graduation rate exceeding 98% ● Ensure that at least 25% of pupils obtain excellent grades and at least 40% obtain good grades ● Ensure that training effectiveness reaches at least 90%

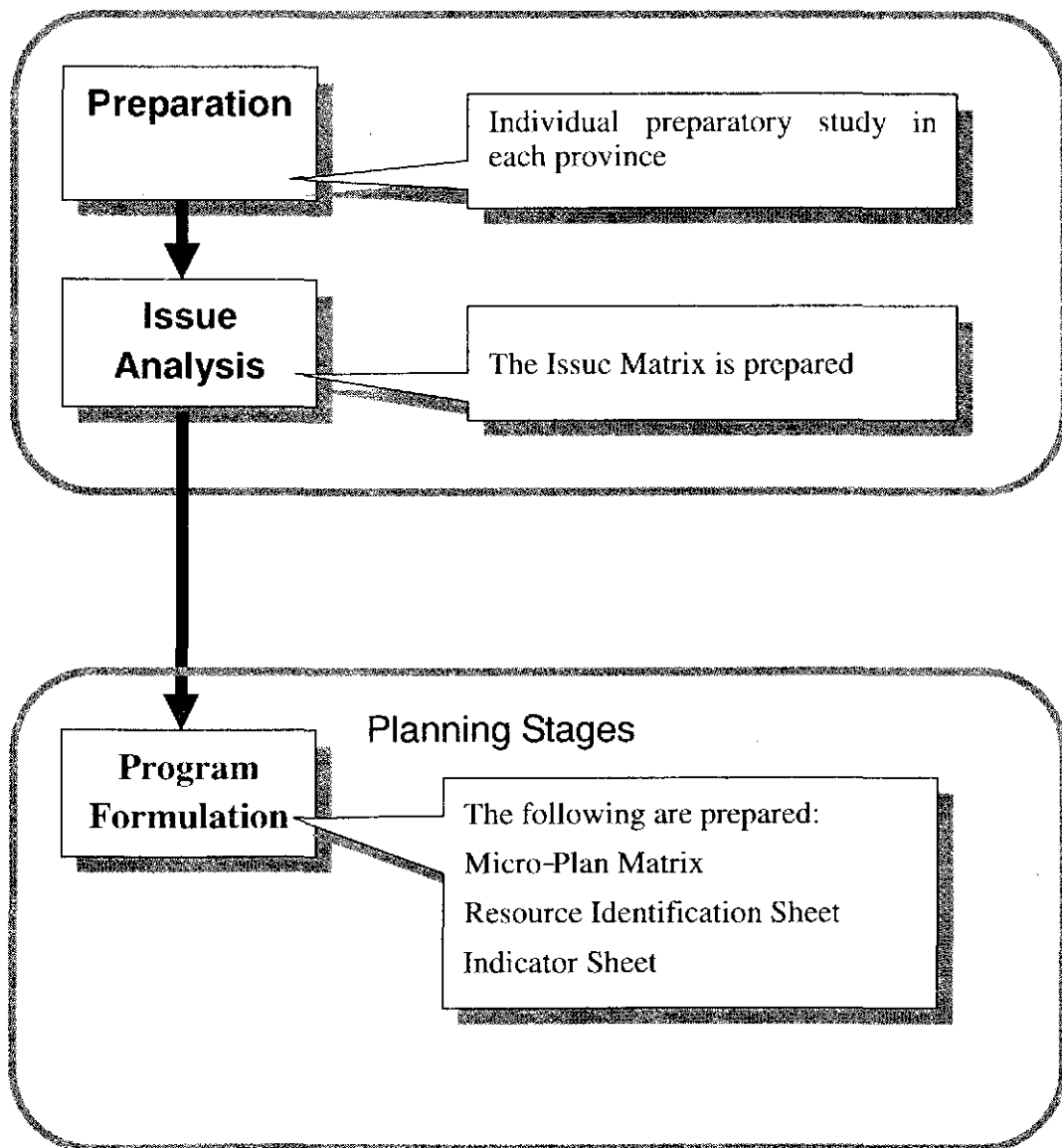
PROCEDURE FOR NEEDS ASSESSMENT

MAIN STEPS OF NEEDS ASSESSMENT

The Needs Assessment Program incorporates two stages: Preparation and Issue Analysis, plus Program Formulation. During Preparation and Issue Analysis, existing conditions are analyzed to clarify the Issues that exist in primary education in the province, and the cause of the Issues. During Program Formulation, the focus of discussion shifts to the issue of how to improve the existing situation in order to attain “desirable future conditions of primary education.” The results are compiled in the Plan Matrix.

MAIN STEPS OF NEEDS ASSESMENT

Stages of Analysis



1. STEP 1: Preparation

Before the workshop begins, sufficient information about the province must be shared with the participants. The Provincial Education Officer (DOET) should understand the situation surrounding primary education.

Points of the Situation Surrounding Primary Education

- Geographical Location
- Economic, Social and Cultural Status
- Population
- Status of Primary Education Provisions

2. STEP 2: Issue Analysis

The Issue Analysis, in the form of an Issue Tree and an Issue Matrix, visually represents the causes and effects of existing issues pertaining to primary education. This process begins with the selection of a Core Issue. The tree is then expanded downward as the causes of the issue are identified.

2.1 Participation Analysis

As the first step of the Issue Analysis, participants of the Needs Assessment Workshop identify all stakeholders (individuals, groups, organizations, and institutions) likely to be affected by implementation of needs assessment, and analyze their role and potential for improving primary education. This is called Participation Analysis, which helps identify issues from various points of view.

HOW TO CONDUCT PARTICIPATION ANALYSIS

1. List (on cards) all individuals, groups, organisations, and institutions related to primary education in the targeted province
2. Sort the cards by category. The following are examples of categories:
 - Beneficiaries: groups likely to benefit from the implementation of the proposed PEDP
 - Decision-Makers: groups with decision-making authority
 - Implementing Agencies: groups who can implement the proposed PEDP
 - Negatively-Affected People: people likely to be negatively affected by the proposed PEDP
 - Supporting Groups: groups likely to cooperate with the proposed PEDP

EXAMPLE: PARTICIPATION ANALYSIS

BENEFICIARIES	DECISION-MAKERS	IMPLEMENTING AGENCIES	NEGATIVELY AFFECTED PEOPLE	SUPPORTING GROUPS
School-Age Children	Provincial government	Provincial government	Parents of School-Age Children	NGOs
Pupils		Schools	Out-of-School Children	International Organisations
Teachers		School Committees		
Parents of School-Age Children		District		
Out-of-School Children		Commune Villages		

2.2 Identifying the Core Issue

The Core Issue is the starting point for developing the Issue Tree. With this approach, various issues existing in primary education are positioned within the tree as being the causes of the Core Issue. To develop an issue tree that extensively covers all issues concerning primary education, a comprehensive issue should be selected as the Core Issue, but it need not be the most important one.

During Issue Analysis, each workshop participant writes on a card the one issue that he or she considers to be the nucleus of existing issues facing school-age children in the province. Participants then place their cards on the board in a manner that depicts a cause-effect relationship, while discussing which issues are most appropriate in developing the tree. A consensus is taken to identify the Core Issue. If a consensus can not be reached, one issue is tentatively selected and worked on. Selection of the Core Issue can be taken up again at a later date. The workshop should avoid resorting to a majority vote.

HOW TO WRITE ISSUE CARDS

1. Indicate existing issues only, not theoretical or potential ones
2. Write only one issue per card
3. Describe the issue in a sentence

Incapability of teachers

AVOID

Some teachers are not capable

PREFER

4. Try to avoid expression such as "No (solution or resource) is available." Instead, describe the conditions resulting from the lack or absence of particular resources.

There are no textbooks

AVOID

Some pupils study without textbooks in class

PREFER

5. Do not include both the cause and effect of an issue on one card.

School management skills are poor and the budget is not mobilized efficiently

AVOID

The budget for the school is not mobilized efficiently

School management skills are poor

PREFER

2.3 Developing the Issue Tree

After identifying the Core Issue, the card is placed on the top of the board. The immediate causes of the Core Issue are then located and placed below the Core Issue card. These are called Direct Causes. Causative issues (2nd Level Causes) are written below the Direct Causes.

Typically, an issue has several causes. If two or more cards are identified as causes and have no cause-effect relationship, they are placed in a parallel line. Even if an issue appears to *have only one cause*, other causes must be looked for that may have been missed in the analysis process.

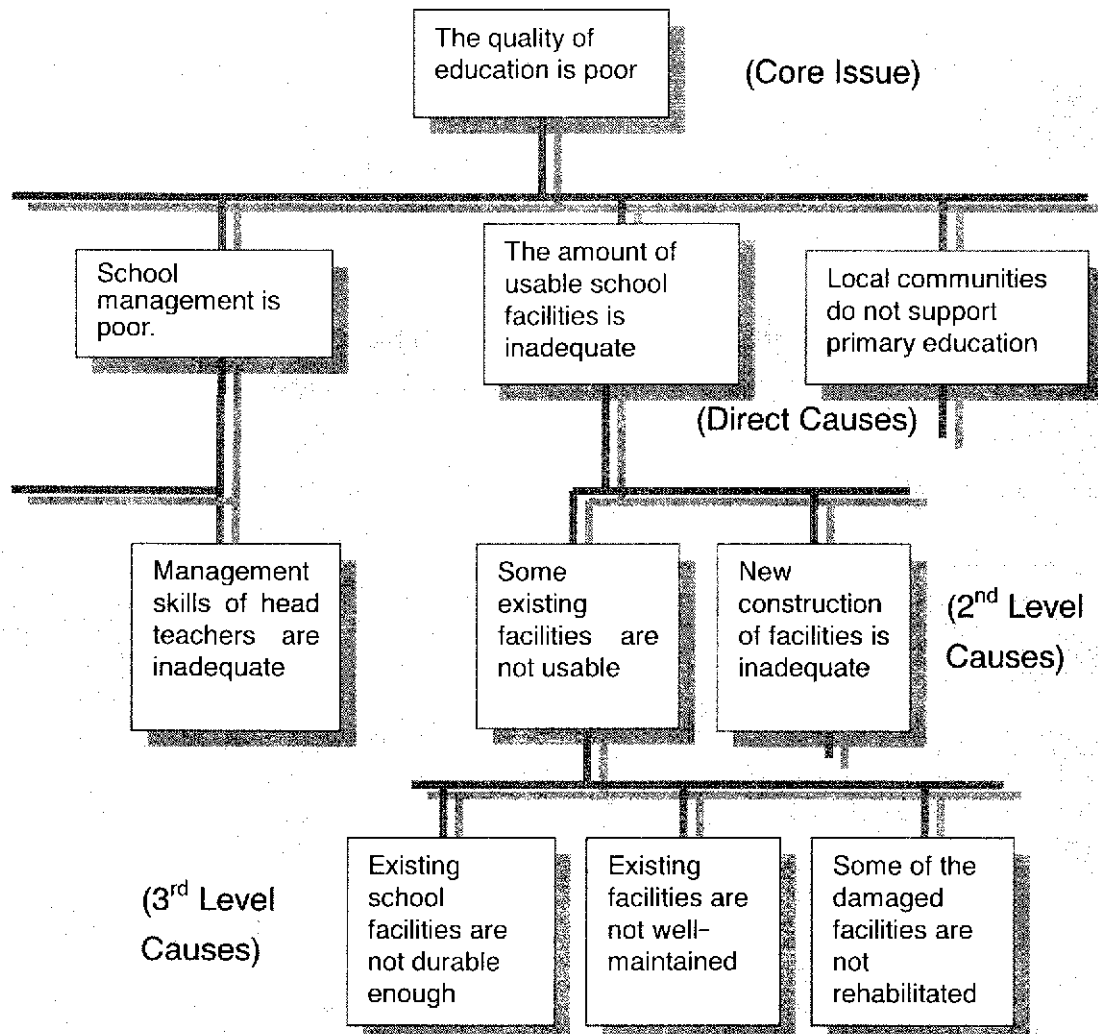
When the issue tree is nearly complete, the following is checked: that the wording is proper, that the cause-effect relationships are adequate, and that the issue tree comprehensively covers all issues relevant to basic education.

In the workshop, participants are expected to know the situation surrounding primary education. However, lack of information may prevent identification of the cause-effect relationship. In this case, the "INFO" card is used to identify the matter for later investigation.



The Issue Analysis must comprehensively cover all issues relevant to primary education

EXAMPLE: ISSUE TREE



2.4 The Issue Matrix

After completing the Issue Tree, the results are summarized in the Issue Matrix, which is eventually submitted to a relevant body. Following is the format of the Issue Matrix:

Issue Matrix

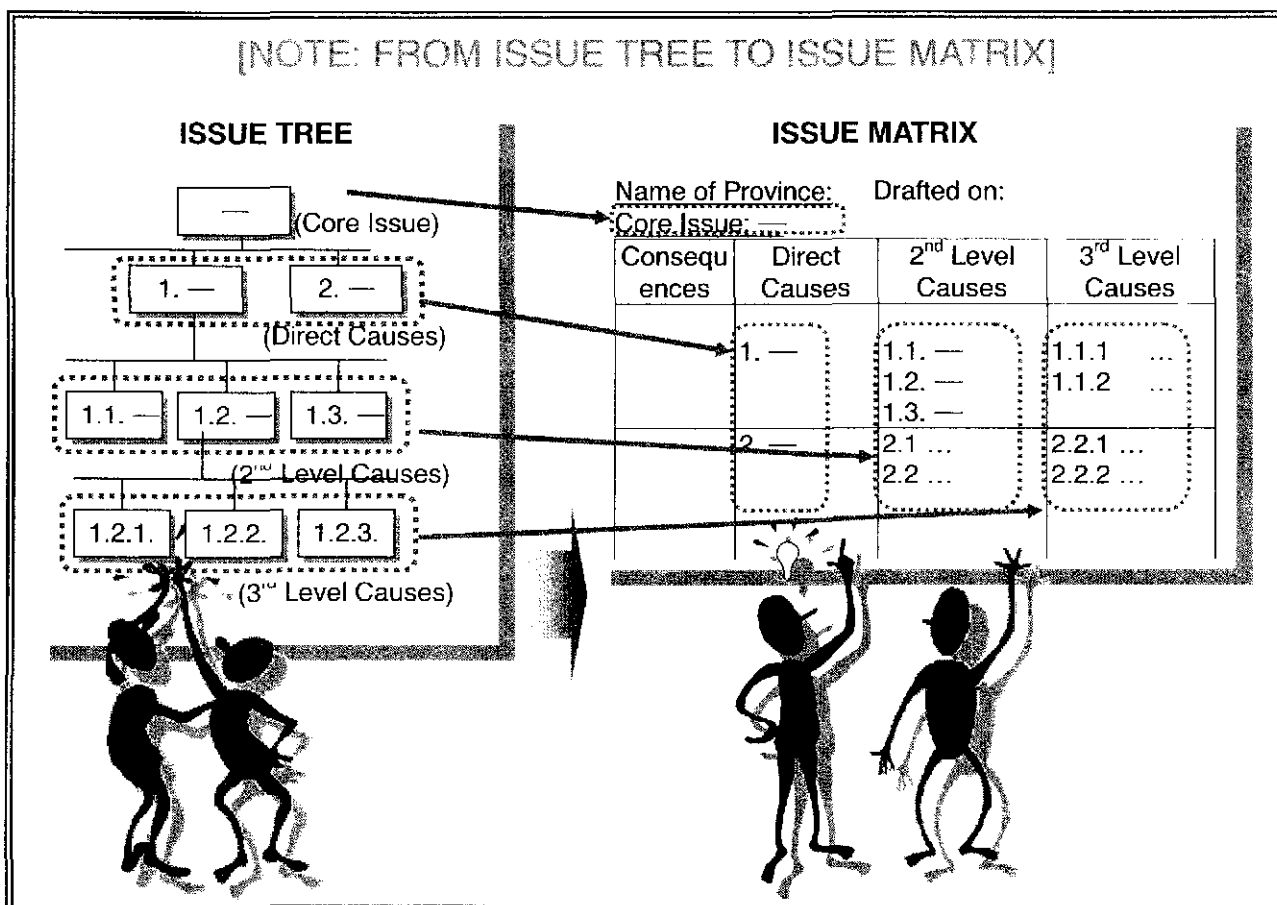
Name of Province: _____

Drafted on: _____

Core Issue: _____

Consequences	Direct Causes	2 nd Level Causes	3 rd rd Level Causes

First, the name of the province, date of entry, and Core Issue (identified in the Issue Tree), are entered in the designated spaces in the upper part of the matrix. The Direct Causes and corresponding 2nd Level Causes are then entered. Causes below 2nd Level Causes are not described in the Issue Matrix, to make the matrix easier to understand.



EXAMPLE: ISSUE MATRIX

Name of Province: x Province

Drafted on: 2001/9/17

Core Issue: The Quality of Education is Poor

Consequences	Direct Causes	2 nd Level Causes	3 rd Level Causes
Drop-out and repetition rates remain high	1. School management is poor	1.1 Management skills of head teachers are inadequate 1.2 School committees do not function as school management	1.1.1 —
Pupils are crammed into the classroom	2. The amount of usable school facilities is inadequate	2.1 Old or damaged facilities are not rehabilitated 2.2 New construction of facilities is inadequate 2.3 Damaged classroom furniture is not replaced or rehabilitated	2.1.1 —
Pupils merely return to school after dropping out	3. Local communities do not support primary education	<The rest is omitted>	

STEP 3: Program Formulation

1. Objectives Analysis

Objectives Analysis is a process for (1) identifying the desirable situation attained once problems have been solved and (2) clarifying the means-end relationship required to attain such a situation. As in the case of an Issue Analysis, this stage also requires development of a tree.

An Objectives Tree can be developed from the Issue Tree by replacing cause-effect relationships with positive means-end ones. The Core Problem and Direct Causes in the Issue Tree are replaced by the Core Objective and Direct Means, respectively.

However, automatically replacing negative conditions with positive ones is not appropriate. Instead, participants should consider the feasibility of each card in determining means and ends. Furthermore, participants must ensure that the means and ends presented as desirable conditions are realistic, that all means are included, and that the plan will not have any adverse effects when implemented.

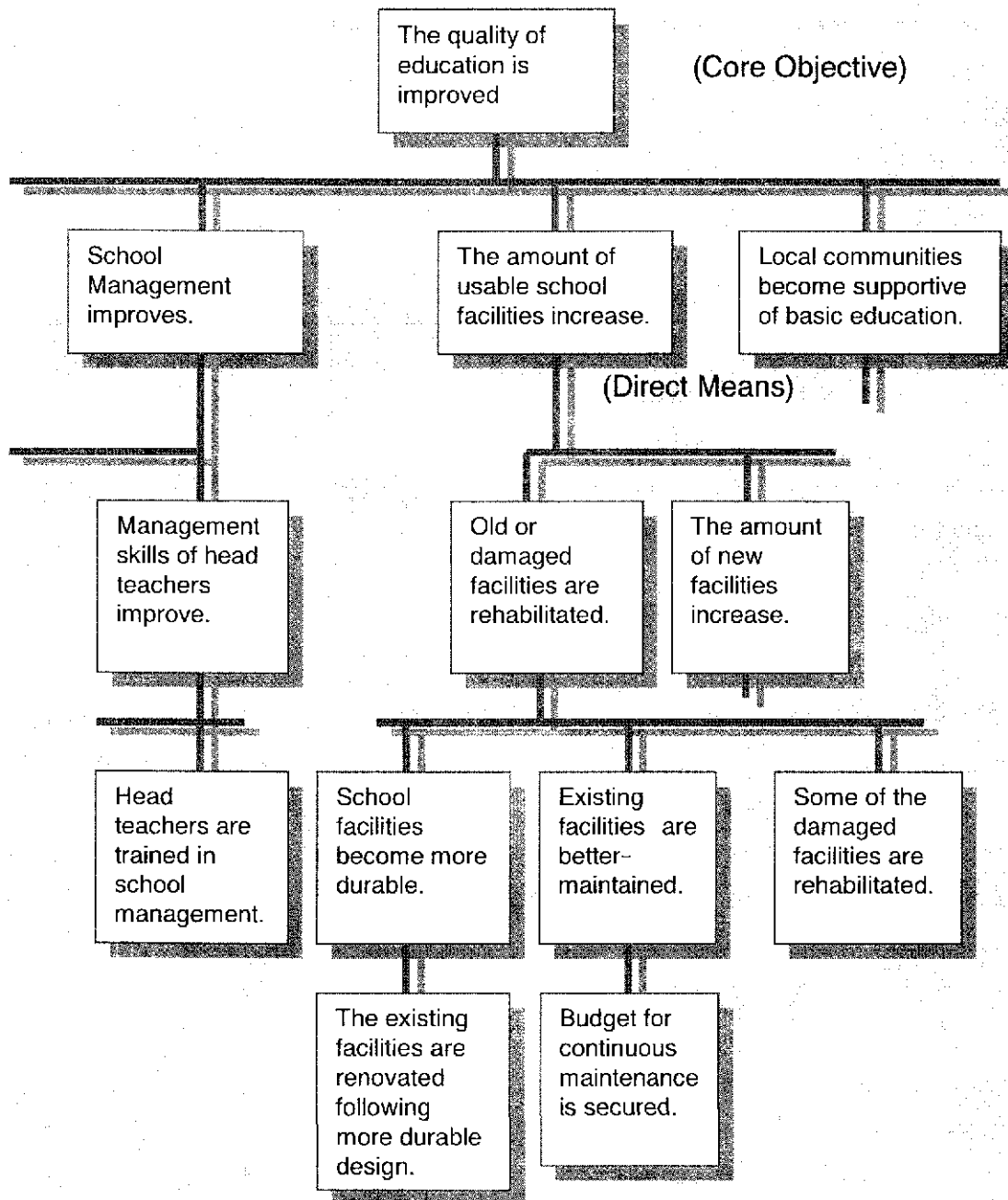
In forming the lower part of the Objectives Tree, participants should add cards down to the level at which specific means are identified. This is necessary because participants will encounter difficulties in identifying specific activities if the tree is not fully developed downward.

NOTE

In conducting the Objectives Analysis, ensure that all means necessary for attaining the objectives are covered. If several options are available, list them all. In this case, cards can be added that were not included in the Issue Tree.

Similarly, producing a card corresponding to a certain problem can be omitted if deemed unnecessary

EXAMPLE: OBJECTIVES TREE



2. Plan Matrix

Based on the Objectives Analysis, the framework for plans to improve basic education in the province is formulated. The results are summarized in a Plan Matrix, which specifies the major components, i.e. Program Purpose, Output, Activities, Input, Verifiable Indicators, and Means of Verification. The following is the format of the Plan Matrix:

Plan Matrix

Name of Province: _____ Duration: _____ Drafted on: _____
 Program Purpose: _____

Output	Activities	Input	Verifiable Indicators of Output	Means of Verification

2-1. Information in the Margin

The province, duration of the plan, and date of the entry are entered in the designated spaces in the upper part of the matrix.

2-2. Establishing a Program Purpose

This is the objective to be achieved by the time implementation of the plan is complete. Only one Program Purpose is described in the upper part of the matrix. In most cases the Core Objective identified in the Objective Tree is taken as the Program Purpose, as it corresponds to the Core Problem. The Program Purpose should be described in a full sentence and the state of achievement should be illustrated.

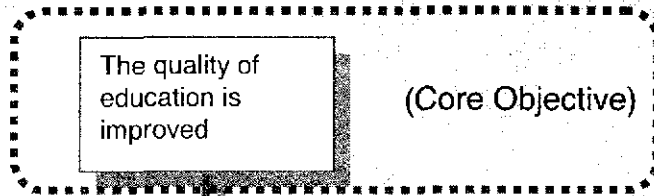
2-3. Establishing Output

Output are objectives to be realized by the plan in order to achieve the Program Purpose. Normally, the Direct Means identified in the Objective Tree are considered output, as they correspond to the Direct Causes identified in the Issue Tree. Output should be described in a sentence and the state of achievement should be illustrated. If Output involves sequential interrelationships, they should be arranged and numbered in order.

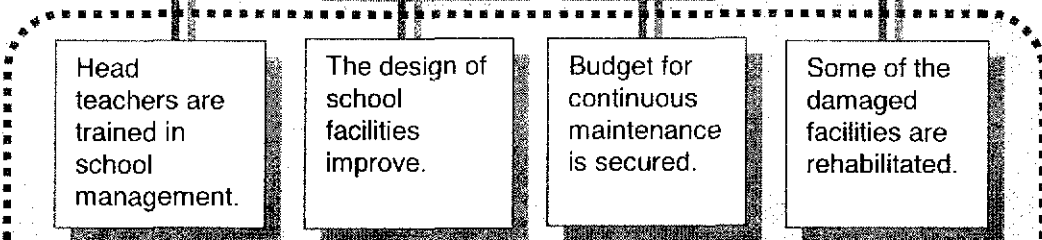
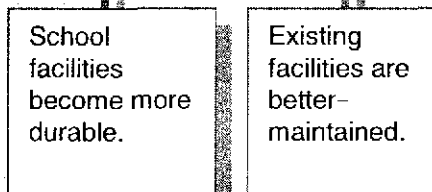
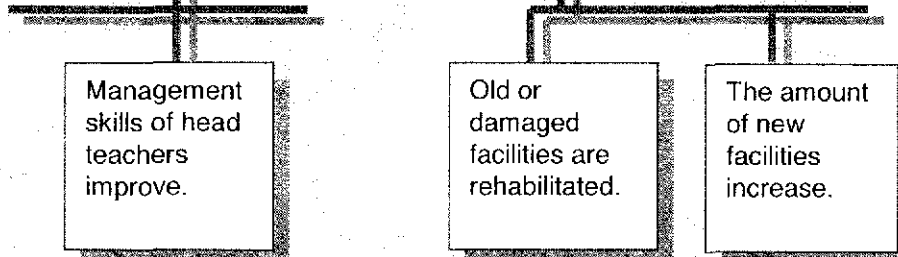
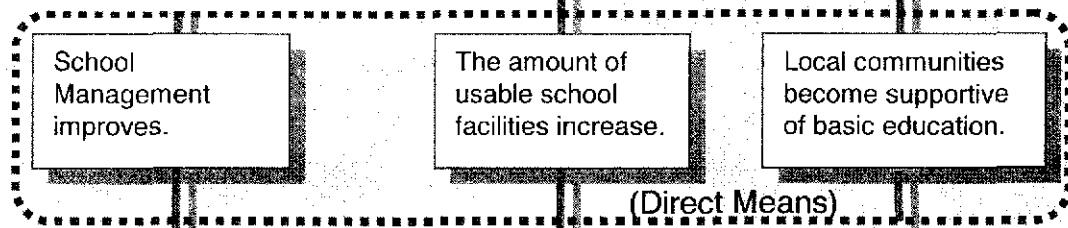
EXAMPLE. OBJECTIVE TREE AND PLAN MATRIX

[EXAMPLE]

POSSIBLE PROGRAMME PURPOSE



POSSIBLE OUTPUTS

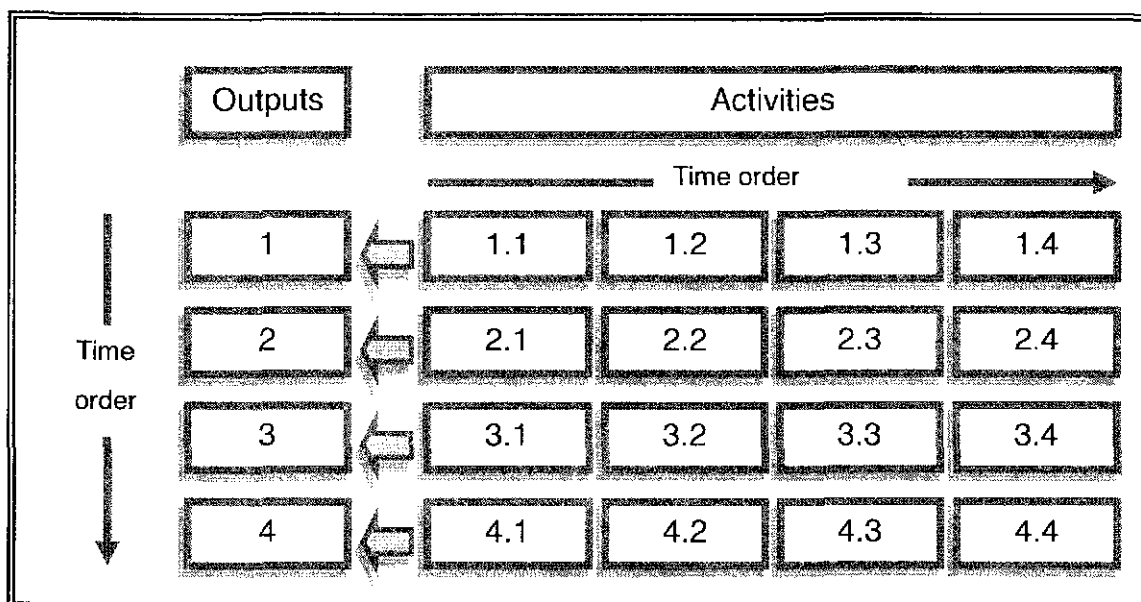


POSSIBLE ACTIVITIES

2-4. Establishing Activities

Activities are specific actions intended to produce plan Output by effective use of Input. As a plan involves diverse activities, it is not necessary to list all of them in the Plan Matrix; simply specifying major activities necessary to realize Output is sufficient. Referring to each numbered Output, corresponding activities are added on the right, in sequential order if possible.

Normally, the specific means at the bottom of the Objective Tree can be considered as Activities. However, the sentences in the cards must be converted to sentences beginning with a primitive verb in the Plan Matrix, and must illustrate appropriate actions, such as "The existing facilities are renovated" would be converted to "Renovate the existing facilities...".



EXAMPLE: PROGRAM PURPOSE, OUTPUTS AND ACTIVITIES IN A PLAN MATRIX

Name of Province: x Province

Duration: 2001/1/1-2005/12/31

Drafted on: 2000/11/5

Programme Purpose: The quality of education is improved

Outputs	Activities	Inputs	Verifiable Indicators of Outputs	Means of Verification
1. School management is improved.	1.1 Train the headteachers for school management. 1.2 Hold workshops and seminars to train managerial capacity of the school committees. 1.3 Establish evaluation scheme performance of schools by results of PLSE.			
2. Usable school facilities increase.	2.1 Rehabilitate existing classrooms and other school facilities with following more durable design. 2.2 Secure a budget for constant maintenance of school facilities. 2.3 Construct new classrooms and other school facilities. 2.4 Repair damaged furniture 2.5 Provide new furniture			
3. Local communities support the basic education.	<The rest is omitted>			

2-5. Resource Identification

The Activities identified in the Plan Matrix imply necessary Inputs, i.e. personnel, equipment, and costs required for the Activity set. At the same time, to design a feasible plan, the Inputs must be within the limit of the available resources. Then, here in this stage, the participants of the workshop need to identify the resources available for implementation of the plan. The available resources include existing and potential resources from different sources (schools, provinces, districts, communes, towns, the central government, donors, private organization etc.).

The Resource Identification Sheet is prepared in this stage. The following is a format of the Resource Identification Sheet.

Resource Identification Sheet

Type of resource	Source	Amount	Certainty	Use

The participants write a resource that can be mobilised for the duration of the plan, and fill it in the left column of a Resource Identification Sheet. Then write its source and amount in the right columns. In case if any in-kind or personnel resources are available, they must be also described.

Sometimes an accurate estimation of availability of some specific resources is difficult. Then, a certainty of availability of each resource should be described in the forms of high/ moderate/ low in the "Certainty" column. The resource with low certainty can not be taken as an essential Input in the plan in the following stage. Also, if the use of a resource is limited to a specific purpose, that should be described in the "Use" column. Such resource must be taken as an Input consistent with its use, in the following stage.

[NOTE FOR RESOURCE IDENTIFICATION]

WHAT ARE THE RESOURCES FOR PRIMARY EDUCATION?



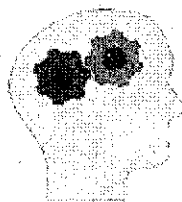
Human Resources from Local Communities, the Government, International Organisations etc.



In-kind Resources from Local Communities, the Government, International Organisations etc.



Financial Resources from Local Communities, Governments, International Organisations etc.



Other Resources, i.e. Information, ideas, expertise etc.

MANY THINGS CAN BE THE RESOURCES.

THE QUESTION IS WHETHER THEY ARE AVAILABLE FOR THE IMPROVEMENT OF THE PRIMARY EDUCATION IN THE PROVINCE...

EXAMPLE: RESOURCE IDENTIFICATION SHEET

Type of resource	Source	Amount	Certainty	Use
Recurrent Budget	The Ministry of Finance through MoET	VND.***/year	High	Salaries for teachers only.
Recurrent Budget	MoET	VND.***/year	Moderate	General use.
Development Budget	MoET	VND.***	Moderate	General use.
Financial assistance from JICA	JICA through MoET	Approx. VND.***	Low	Support for formulation of PEDP only.
Consultant from JICA	JICA through MoET	Approx. XX man-month	Low	Support for formulation of PEDP only.
Financial assistance from the World Bank.	the World Bank through MOET	Approx. VND.***	Low	Primary Education for Disadvantaged Children project only.
Construction materials	Villages (donation from the villagers)	N/A	Low	Construction of classrooms and other school facilities in their own villages only.
<The rest is omitted.>				

2-6. Establishing Inputs

Within the limitation of the available resources identified in the former stage, plans for Inputs needed for each Activity should be drawn up in the right column of the Activity in the Plan Matrix, with considering the personnel, equipment, and costs required for the Activity set. All Inputs needed for each activity must be described and they are numbered following the number of the Activity.

On the one hand, the Activities set in the Planning matrix define the necessary Inputs for the Activities, on the other hand, the resource availability limits the feasible Activities. Then, feasibility of the Activities in the Plan Matrix should be reviewed and revised if necessary, in the light of the resource identification. In the following example, the Activities are also changed to some extent to focus the limited Inputs on selected schools and district.

EXAMPLE: INPUT IN A PLAN MATRIX

Name of Province: x Province

Duration: 2001/xx/xx-2010/xx/xx

Drafted on: 2001/xx/xx

Program Purpose: Improvement in the Quality of Education

Output	Activities	Input	Verifiable Indicators of Output	Means of Verification
1. Improvement of school management	1.1 Select xx schools as targets for improving school management 1.2 Train the head teachers of the target schools in school management 1.3 Hold seminars and workshops to train management skills of school committees of the target schools	1.1 Investigation by DOET of appropriate target schools 1.2.1 Training fees (VND.*** / school X 20 schools = VND.***) 1.2.2 Arrangement of training courses by the DOET 1.3.1 Co-ordination by DOET and WECs in charge of the target schools 1.3.2 Costs for holding a seminar (VND.***) 1.3.3 Costs for workshops for 20 schools (VND.*** / school X XX schools = VND.***) Discussion between DOET and BOET		
2. Increase in usable school facilities	2.1 Select xx districts as targets for increasing usable school facilities 2.2 Rehabilitate *** classrooms, *** toilets, *** other rooms of schools in the target districts 2.3 Construct *** classrooms, *** toilets, *** other rooms of schools in the target districts 2.4 Secure a budget for constant maintenance of school facilities in the target districts 2.5 Repair damaged school furniture in the target districts 2.6 Provide new school furniture in the target districts	2.1 Investigation by DOET and BOET of appropriate target schools 2.2.1 Design for renovation 2.2.2 Construction fees for private constructors (VND.*** in total) 2.2.3 Cooperation of district residents during construction work 2.3 Same as 2.2.1-2.2.3 2.4 Costs for maintenance (VND.*** in total) 2.5.1 Costs for repair (VND.*** in total) 2.5.2 Cooperation of district residents during repair work 2.6 Same as 2.2.1-2.2.3		
<The rest is omitted>				

2-7. Defining Verifiable Indicators

The final step of program formulation is to identify Verifiable Indicators and Means of Verification. Verifiable Indicators, which allow measurement of the success of the Program Purpose and Output, should describe “what” will be achieved, “how much” will be achieved, and “by when.” The Verifiable Indicators should be objectively verified so that they can serve as monitoring and evaluation criteria in the future. Means of Verification refer to the data source used to verify the Verifiable Indicators.

An Indicator Sheet is prepared at this stage, showing Verifiable Indicators corresponding to the Program Purpose and Output. The following is a format of the Indicator Sheet:

Indicator Sheet

Objectives	Verifiable Indicators		
	Type of Data	Targeted Quantity and Time	
(Programme Purpose)		Immediate Target	Target
(Outputs)			

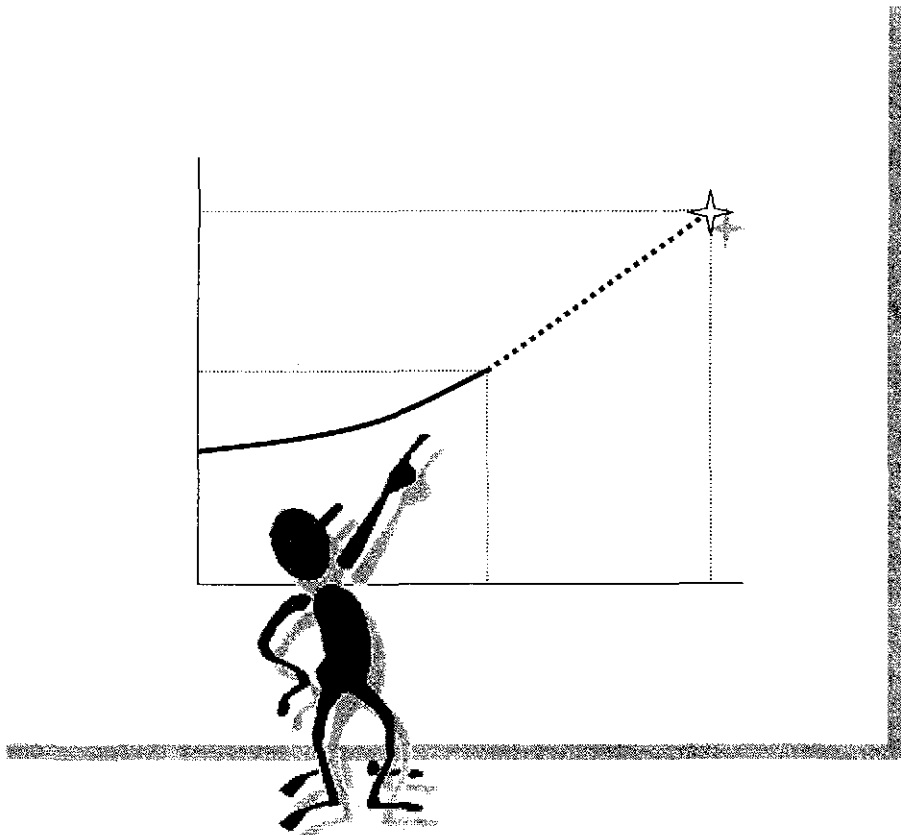
In the Plan Matrix, only the Verifiable Indicators and Means of Verification of Outputs are described in order to make the matrix it easy to understand. Then the means of verification for each indicator are described.

An The example of the Indicator Sheet is shown on in the next page. When the workshop participants of the workshop create make the Indicator Sheet, they must have to refer to the National Target as mentioned above in Section 1. In the example, net enrolment rates (NER) are is set as Verifiable Indicators of the Programme Purpose. The target rate of NER has been established set in the National Target. If the types of data in the National Target is are also used as the Verifiable Indicators in the plan, it is desirable that the target amounts and due dates are equal or better than those of in the National Target.

On the other hand, the targets should be realistic and feasible. Then, the pParticipants should set feasible target amounts, with referring to the present states of indicators found

in the Annual plan of Action.

[NOTE: PROJECTION OF NUMBER OF PUPILS]



The quantity of school facilities and teaching material (i.e., classrooms, toilets, desks, textbooks etc.) would be useful as a Verifiable Indicator. To set target quantities for these facilities and materials, the number of project pupils in the future is necessary. The number of pupils in the future can be projected, for instance, as follows:

$$(\text{No. of pupils after } n \text{ years}) = (\text{No. of Pupils Age 6-10 at Present}) \times (1 + \text{Population Growth Rate})^n \times (\text{Targeted GER after } n \text{ years})$$

The above projected number of pupils multiplied by the specific facility/pupil ratio set in the Five Standards for Recognition of National Standard Primary School (Period 2001-2005), can serve as a target number for facilities.

EXAMPLE INDICATOR SHEET

Name of Province: x Province

Duration: 2001/xx/xx-2010/12/31

Drafted on: 2001/xx/xx

Objectives	Verifiable Indicators		
	Type of Data	Targeted Quantity and Time	
		Immediate Target	Target By the End of the Program (2010)
(Program Purpose) Improvement in the quality of education	Net Enrolment Rate (NER)	XX% by 2002 with the average of xx districts in the lowest position at present	99% as the provincial average
	Grade I-V Completion Rate	xx% by 2002 with the average of xx districts in the lowest position at present	xx% as the provincial average
(Output 1) Improvement of school management	Managing Capacity of Each Head Teacher	Assured by the school committee using the evaluation form once a year	
	Managing Capacity of Each School Committee	Assured by the district government using the evaluation form once a year	
(Output 2) Increase in usable school facilities	Pupils/Classroom Ratio	xxx P/C by 2002 in the target districts	xxx P/C as the provincial average
	Number of Classrooms	xxx classrooms by 2002 in the target districts	xxx classrooms in the province
	Pupils/Desk Ratio	xxx P/D by 2002 in the target districts	xxx P/D as the provincial average
	Number of Desks	xxx desks by 2002 in the target districts	xxx desks in the province
	Pupils/Toilet Ratio	xxx P/T by 2002 in the target districts	xxx P/T as the provincial average
	Number of Toilets	xxx Toilets by 2002 in the target districts	xxx Toilets in the province
<The rest is omitted>			

EXAMPLE: PLAN MATRIX (COMPLETED)

Name of Province: x Province

Duration: 2001/x/xx-2010/12/31

Drafted on: 200x/xx/xx

Program Purpose: Improvement in the Quality of Education

Output	Activities	Inputs	Verifiable Indicators of Outputs	Means of Verification
1. School management is improved.	1.1 Select 20 schools as targets for improving school management. 1.2 Train the headteachers of the target schools for school management. 1.3 Hold a seminar and workshops to train managerial capacity of the school committees of the target schools.	1.1 Investigation by the DOET on appropriate target schools. 1.2.1 Training fees (VND.*** / school X xx20 schools = VND.***). 1.2.2 Arrangement of training courses by the DOET. 1.3.1 Coordination by the DOET and BOET in charge of the target schools. 1.3.2 Costs for holding a seminar (VND.***) 1.3.3 Costs for workshops for 20 schools (VND.*** / school X 20 schools = VND.***).	1.a Managing capacity of each headteacher is assured by the school committee with using the evaluation form, once a year. 1.b Managing capacity of each school committee is assured by the district government with using the evaluation form, once a year.	1.a The evaluation reports on headteachers. 1.b The evaluation reports on the school committees.
2. Usable school facilities increase.	2.1 Select 20 districts as targets for increasing usable school facilities. 2.2 Rehabilitate *** classrooms, *** toilets, *** other rooms of the schools in the target districts. 2.3 Construct *** classrooms, *** toilets, *** other rooms of the schools in the target districts. 2.4 Secure a budget for constant maintenance of school facilities in the target districts. 2.5 Repair damaged furniture in the target districts. 2.6 Provide new furniture in the target districts.	2.1 Investigation by the DOET and BOET on appropriate target schools. 2.2.1 Design of the renovation. 2.2.2 Construction fee for private constructors (VND.*** in total) 2.2.3 Cooperation of district residents for construction work. 2.3 Same as 2.2.1-2.2.3. 2.4 Costs for maintenance (VND.*** in total) 2.5.1 Costs for repair (VND.*** in total) 2.5.2 Cooperation of district residents for repair work. 2.6 Same as 2.2.1-2.2.3.	2.a xxx classrooms will be usable and Pupils/Classroom Ratio will be xxx by 2005 in the province. 2.b xxx desks will be usable and Pupils/desk Ratio will be xxx by 2005 . 2.c xxx toilets will be usable and Pupils/Toilet Ratio will be xxx by 2005 in the district.	2.a Data from Annual Plan of Action.
<The rest is omitted>				

APPENDIX D

Questionnaire to the Department of Education and Training and Synthesis of Information on Primary Education

**D-1 Questionnaire for the
Department of Education and Training**

Questionnaire for the Department of Education and Training
Support Program for Primary Education Program (PEDP)

Instruction: This questionnaire aims to collect qualitative aspects of primary education in your province. Read each statement or question and describe as much as possible.
Input all answers to the diskette attached, unless you are unable to use/access a computer

Province Name:

Province Code (2 figures follow post office code)

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

**Japan International
Cooperation Agency (JICA)**

1. What Is the PEDP?

The Government of Vietnam (GOV) has developed the "Education Development Strategic Plan for 2001-2010," to achieve (1) 99% net enrolment rate (NER) for primary education; (2) quantitative and qualitative improvement of teachers; and (3) improvement of equipment and facilities.

PEDP is a program to actualize the "Education Development Strategic Plan for 2001-2010." It consists of a package of sub-programs that address priorities in the primary education sector for formulation and implementation during 2001-2010.

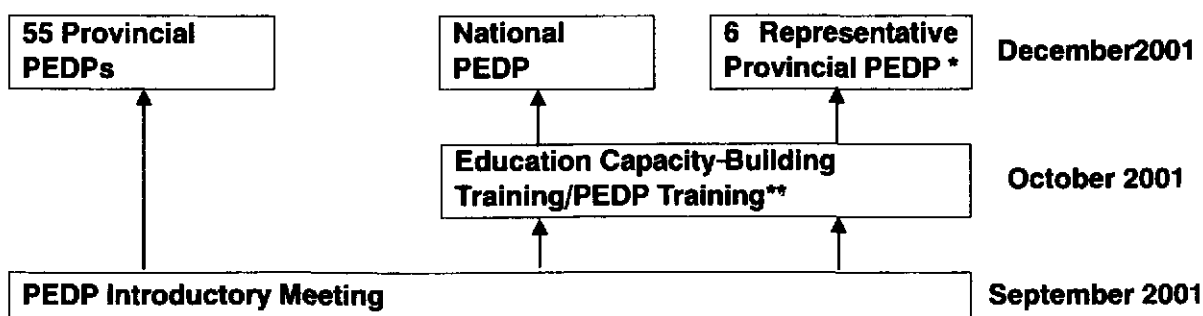
To realize this program, the Ministry of Education and Training (MOET) has created a Program Management Unit (PMU) for developing and monitoring the National PEDP, as well as for providing an outline and guidelines for developing Provincial PEDPs. As a result of this year's program, it is expected that all the provinces will develop their own Provincial PEDPs and that MOET will develop a National PEDP that reflects the needs of all provinces.

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

2. How Important Is This Questionnaire?

As you can see on Figure 1, national and Provincial PEDPs will be developed based on needs assessment which will be analyzed by using this questionnaire and problem analysis using log-framework. PMU will provide detailed instructions during the three-day PEDP Introductory Meeting to be held between September 17-27. This questionnaire will be used for needs assessment and planning of the PEDP. It is very important that the DOETs submit all data (excluding that which is not available) in time for the PEDP Introductory Meeting.

Figure 1: PEDP Development



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

** This program will be available to the other 55 provinces when their developed PEDPs are revised.

A. Curriculum Implementation

A.1. Describe existing difficulties concerning implementation of the curriculum (example: some content is not relevant to the social situation in this province))

--

A.1.1. Describe a solution to the difficulties listed in A.1. (if applicable):

--

A.2. In your province, which subjects are adopted as local content? Give a brief description of the content:

Subject	Content
Geography	
History	
Vietnamese	
Natural and Social Science	

A.3. In your province, what type of extra curricular activities are organized? (example: sports, cultural activities, visiting farms):

--	--	--	--

A.3.1. Regarding A.3, describe the reasons your province has chosen these activities:

--

A.4. Who designs the local content and extra curricular activities listed in A.3 and A.4?

--

A.5 Who makes the decision to implement the local content and extra curricular activities listed in A.3. and A.4.?

--

B. Teaching-Learning Method

B.1. To improve teaching skills, describe what types of skills are necessary:

--

C. Teaching-Learning Materials

C.1. Describe existing difficulties with teaching-learning materials (example: lack of teaching-learning materials in school; teachers have difficulty using materials in class, etc.):

--

C.1.1. Describe a solution to the difficulties listed in C.1. (if applicable):

--

C.2. Describe necessary teaching-learning materials:

Subject	Material name	Purpose

D. Education for Disadvantaged Children

D.1. Describe the obstacles to improving education for disadvantaged pupils, such as ethnic minorities, disabled children, street children, and poor children (example: health, they have difficulties commuting to and from school, etc.):

D.2. Describe a solution to the difficulties listed in D.1.:

E. Internal Efficiency

E.1. Describe the major reasons for pupils dropping out of school:

E.1.1. Describe solutions that would prevent pupils from dropping out:

E.2. Describe the major reasons for pupils repeating grades:

E.2.2. Describe solutions that would prevent pupils from repeating grades:

F. Teacher Environment

F.1. Describe major difficulties that exist in improving teacher capacity (example: in-service training institutes are not located near schools, school located far from teachers' houses, etc.):

F.1.1. Describe solutions to the difficulties listed in F.1 (if applicable):

G. Full Day Schooling

Describe the three most important issues when DOETs will implement a full day schooling? (example: teachers, teaching-learning materials, school facilities, etc.) then describe possible supports from different levels (MOET, province, district, commune, etc.)

No	Issues	Supports from different levels					
		MOET	Province	District	Commune	School	Others
	For example: school lunch				Provide cooking facilities and room		Pay for meal

As background information for "G. Full day schooling", fill in each column below.
 The type of shifts/day and number of classrooms and pupils of each shift in primary school in 2000-2001

Public School												
* Classrooms are used only half day. ** Classrooms are used both in the morning and afternoon												
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Multi-grade	
	Class	Pupil	Class	Pupil	Class	Pupil	Class	Pupil	Class	Pupil	Class	Pupil
Learn whole day												
Learn one shift/day*												
Learn double shifts/day**												
Learn Triple shifts/day												
Total												
Non Public School												
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Multi-grade	
	Class	Pupil	Class	Pupil	Class	Pupil	Class	Pupil	Class	Pupil	Class	Pupil
Learn whole day												
Learn one shift/day*												
Learn double shifts/day**												
Learn Triple shifts/day												
Total												

H. Principal and School Management

H.1. Describe difficulties concerning the principal's role and responsibility in managing the school (example: principal's responsibilities remain limited):

H.2. Describe solutions to the difficulties listed in H.1. (if applicable):

I. Community Involvement

I.1. Describe difficulties concerning community involvement in school activities as a whole (example: difficulty of coordination between the school and community, parents unable to afford to send their children to school, parents failing to pay attention to their children, etc.):

I.1.1. Describe solutions to the difficulties listed in I.1. (if applicable):

I.2. Identify difficulties in involving the community in school management:

I.2.1. Describe solutions to the difficulties listed in I.2.

J. Provincial Management System

J.1. Describe difficulties in managing the education system as a whole (example: mobilization of DOET officers to school level is difficult, lack of transport to schools, etc.):

J.2. Describe solutions to the difficulties listed in J.1. (if applicable):

J.3. Describe the organizational structure of the DOET:

J.4. Describe the stages a PEDP goes through from development to official approval (i.e. who decides? how long is the process?):

K. Project Information

K.1. Describe the donor-supported projects in your province:

Title of Project	Supporting Donor	Duration	Type of Assistance (loans, ODA, etc.)	Objectives	Outline of Project

D-2 Synthesis of Information on Primary Education

SYNTHESIS OF INFORMATION ON PRIMARY EDUCATION

This synthesis is a result of the answers from the questionnaires given to 61 provinces. Most of the answers are good, appropriate, and can meet most of the demands made for information. However, there are some unanswered questions and some inappropriate answers, which cause difficulties in finalizing the summary.

Issues that have the same meaning, but are expressed differently, are considered to be the same. Issues that have many similar answers will be addressed first and be marked with ***; issues with fewer answers will be marked with * and addressed at a later date.

Curriculum Implementation:

A.1. Difficulties in implementing a 165-week curriculum:

- The volume of some sections is too large, particularly for Vietnamese and Math;
- Curriculum allocation is sometimes inappropriate and unscientific for particular local characteristics: Grade 1 Math is too easy, while Grade 5 Math is too difficult. Agricultural Technology is too difficult for urban pupils, while Industrial Technology is too difficult for rural pupils;
- There is overlapping of subjects, e.g.: the content of Nature and Society overlaps in some parts with that of Health and Morality;
- There is a shortage of teachers for subjects such as Art and Music; primary teachers are not fully trained in these subjects and have difficulty teaching according to MOET requirements. This applies particularly to teachers in rural and mountainous areas;

*

- In more favorable areas (cities, towns, and plains) the idea exists that the content of some subjects is too theoretical and impractical. Also, the textbooks cannot satisfy the requirements for updating teaching methods.
- In unfavorable areas (mountainous areas, Mekong Delta) there are other difficulties, such as:
 - The learning capacity of ethnic pupils is limited;
 - Qualifications and skills of some teachers are inadequate; the rate of teachers that meet the national standard is low;
 - Textbooks are written in the Northern Vietnamese language, which cause difficulties for pupils from Southern Vietnam and mountainous areas;
 - Rooms, playgrounds, and teaching tools are inadequate and cannot attract pupils to school.

A.1.1. Measures that have been carried out to overcome difficulties:

- Improving teacher quality, implementing plans to train and re-train teachers in subjects such as Arts and Music;
- Encouraging teachers to spend more time in lesson preparations;
- Renewing teaching methods as a way of promoting the active role of pupils; establishing regular teaching contests at the school, district and provincial levels;
- Enhancing facilities and teaching equipment;
- Adjusting the curriculum to suit local activities;
- Gradually applying full-school-day curriculum

*

- Developing pre-school education to help Grade 1 pupils absorb content;
- Standardizing the teaching staff step-by-step, particularly teachers in mountainous and southern provinces;
- Encouraging teachers to learn ethnic languages

A.2. Content that is related to local characteristics should be included in the following subjects:

Subjects	Content
Vietnamese	<ul style="list-style-type: none"> - Introduce local prose and verse, folklore and proverbs - Pay particular attention to local pronunciation and accents when reading and writing in the native language
History	<ul style="list-style-type: none"> - Introduce local history and historical sites - Introduce traditions, heroes, and martyrs - Introduce local customs and culture
Geography	<ul style="list-style-type: none"> - Provide information about the terrain, climate, economic characteristics, population, and transportation of the local area
Nature and Society	<ul style="list-style-type: none"> - Provide information about local buildings, environment, hygiene, storm and flood prevention, and forestation - Visit local trade villages

A.3. Extra-curricular activities to be held locally:

- Cultural activities: rounds of cultural performances, singing contests, story-telling, and writing wall-papers;
- Sports and games: gymnastic performances, football games, badminton, chess, Phu Dong sports and games festivals;
- Sightseeing tours, visiting local historical sites and local sites;
- Social activities, teenage union movements such as: being grateful, helping poor friends, taking care of martyrs' and wounded soldiers' families, etc;

*

- Camping;
- Sightseeing tours of surrounding provinces

A.3.1 Reasons to choose these kinds of activities:

- These activities support teaching and education, and contribute to implementing comprehensive education;
- These activities are suitable for the local situation and provide opportunities for pupils to integrate into the community;
- These activities are in the best interest of the pupil;

*

- Through these activities, pupils' aptitudes can be discovered;
- These activities renew the educational environment

A.4 Who brings about these kinds of activities:

- The Directors of the DOETs;
- The Directors of the BOETs;
- The Headmasters

*

- Educational management agencies are coordinated with social organizations in the fields of culture, sports, youth, etc.

A.5. Who decides how to implement these activities:

- For local curricular content, educational management agencies at provincial, district and school levels decide according to the dimension and type of activity;
- For extra-curricular content, educational management agencies are coordinated with social organizations in the fields of culture, sports, youth, etc.

Teaching methods

B.1. Qualifications and skills necessary for improving teaching capacity:

- The ability to fluently and vivaciously utilize both traditional and modern teaching methods;
- The ability to organize and monitor classroom activities to suit pupils' psycho-physiology and to inspire interest in studying;
- The ability to communicate and deal appropriately with in-class, in-school and social cases;

*

- The ability to utilize (and create) teaching tools;
- The ability to communicate verbally and in written form on a blackboard;
- The ability to improve skills and qualifications through self-training

Teaching equipment and tools

C.1. Difficulties with teaching equipment and tools:

- Teaching equipment and tools are asynchronous for different subjects and classes; pupils do not have many opportunities to practice;
- Teaching equipment and tools are of poor quality, and are appropriate for illustration purposes, but not for updating teaching methods;
- Usage of equipment and tools is limited, resulting in low efficiency;

*

- There is a lack of instruction manuals for teaching equipment and tools;
- There is a shortage of rooms for storing teaching equipment and tools;
- The purchasing budget is inadequate

C.1.1 Measures that have been carried out to overcome these difficulties:

- Supplying more teaching tools, especially in the poorer regions (mountainous region and Mekong Delta);
- Encouraging teachers to fully utilize and create teaching tools;
- Establishing training courses for utilizing teaching tools;
- Inspecting and evaluating usage of teaching tools and considering this as one criteria in estimating the teaching quality of a lesson;

*

- Establishing contests for utilizing teaching tools;
- Rearranging timetables in order to fully utilize existing tools

C.2. Necessary teaching equipment and tools:

Subject	Categories	Objectives
Math	- Measures of all kinds, geometric models, fraction illustration sets, personal calculators, cubes, balanced models, PCs, abacus, surveying tools	- To provide new knowledge - For illustrating, proving, and presenting
Vietnamese	- Pictures, alphabetical set - Pictures for teaching composition - Images, video tapes - Tools for practicing Vietnamese	- To grasp syllables and sentence structure in reading and writing - For improving reading and writing skills
History	- Maps, diagrams, compasses, documentary films	- For introduction and training
Geography	- Maps, terrestrial globes, educational films, pictures	- To recognize places/names on maps and terrestrial globes
Music	- Musical instruments, video and cassette tapes	- For practicing music and tones
Arts	- Easels, reproductions of famous paintings	- For visual practice
Gymnastics	- Table-tennis, chess boards, rackets, jumping strings, pennants	- For teaching pupils good training methods

Education for poor children:

D.1. Difficulties in educating poor children:

- Difficulties exist in the mountainous areas and the Mekong Delta: people live separately; their houses are far from schools; transportation is difficult. In cities, street-children do not have a stable residence;
- Families' economical situations are poor; pupils must work; parents do not pay enough attention to their children's education;
- There is a lack of financial resources to implement special classes for disabled children;
- Teachers are not trained to teach disabled pupils;

*

- Community awareness is limited; attention is not given to poor children;
- Ethnic pupils have difficulties absorbing knowledge; others are not willing to learn

D.2. Measures that have been carried out to overcome these difficulties:

- Far-reaching promotions to attract community attention to the situation regarding poor children;
- Diversifying educational forms for poor children (multi-classes, harmonized classes

- for disabled children, semi-boarding classes, etc.);
- Organizing a school network to provide the best conditions for the pupils;
- Supplying poor pupils with clothes and books;

*

- Implementing social policies such as hunger eradication and poverty reduction, sedentary farming and living, loans, etc.;
- Implementing classes for disabled children;
- Training teachers to teach disabled children

Internal efficiency:

E.1. Main reasons for pupils dropping out:

- Houses are far from schools and transportation is difficult;
- School facilities are inadequate and uninteresting;
- Because of poor family economy, some pupils must work;
- Some parents do not pay attention to their children's education;
- Some pupils are not willing to learn;

*

- There are unfavorable weather conditions (rain, storms, floods, frost) in mountainous areas and Mekong Delta;
- Some pupils do not receive pre-school education, have difficulties absorbing knowledge, and are then unwilling to learn;
- Some teachers are not responsible, which limits teaching quality

E.1.1. Measures that have been taken to surmount drop-out:

- Establishing multi-classes in remote areas to attract pupils;
- Enhancing school facilities, updating teaching methods, and creating an attractive learning environment;
- Encouraging the community in realizing the law of primary education universalization and the laws for the protection and care of children, establishing a national day for bringing children to school;
- Providing timely help for poor pupils;
- Raising the level of responsibility of teachers;
- Establishing extra classes for underachieving pupils at the beginning of the school year;
- Coordinating schools with families in the education process

E.2. Main reasons for repetition:

- Pupils do not regularly attend class;
- Pupils have a low capacity for absorbing knowledge;
- Teachers do not have suitable methods and do not provide timely assistance and encouragement;
- Family economy is poor; parents do not have enough time for their children;
- The relationship between schools and families is poor;

- Some children have psycho-physiological problems (low intelligent capacity, low linguistic development);
- Some pupils are not inspired to learn because of uninteresting school activities

E.2.2. Measures that have been carried out to surmount repetition:

- Improving teaching quality;
- Updating teaching methods to ensure pupils' participation in class activities;
- Establishing good relationships between schools and families;
- Establishing extra classes for pupils not doing well in their studies;
- Building order and discipline and encouraging good pupils to help the weaker ones

Teachers:

F.1. Difficulties affecting teaching efficiency:

- The skills and qualifications of some teachers are inadequate and do not meet national standards;
- Teaching conditions are inadequate due to a lack of information, references, documents; and magazines;
- Teachers' re-training programs are inappropriate in terms of content and form; some teachers lack regular re-training;
- Teachers' living standards are low; the proportion of female teachers is high; female teachers must also undertake much of the housework and do not have time for re-training;
- Some teachers live far from their schools and transportation is difficult;
- There is a lack of capable managing officers for inspecting and evaluating teachers;
- The treatment mechanism does not correspond to the work

F.1.1. Measures that have been carried out to resolve these difficulties:

- Strengthening of re-training programs and frequent improvement of teachers' qualifications, particularly regarding teaching methods;
- Enhancing school facilities and teaching equipment; providing documents and reference books for teachers;
- Providing assistance to poor teachers;
- Pushing forward with the headmasters' inspections
- Strengthening the activities of the professional teams in schools; teachers should help each other improve qualifications and skills;
- Establishing contests for teachers at all levels;
- Encouraging teachers to re-train themselves

G. Full-school-day introduction – 3 main categories:

No	Category	Support from various level					
		MOET	Provinces	Districts	Communes	Schools	Other resources
1	Teaching Staff	<ul style="list-style-type: none"> -Standardize teachers -Organize and structure the fixed rate of teachers per class 	<ul style="list-style-type: none"> -Arrange teaching staff according to gradation -Plan to train teachers 	<ul style="list-style-type: none"> -Appoint teachers -Provide good conditions for stabilizing teaching staff 	<ul style="list-style-type: none"> -Provide accommodations for teachers 	<ul style="list-style-type: none"> -Perform professional management tasks 	<ul style="list-style-type: none"> -Parents' contributions for allowances to teachers for extra time
2	Facilities	<ul style="list-style-type: none"> -Establish obligatory criteria -Distribute the budget 	<ul style="list-style-type: none"> -Increase the budget -Re-project the square area of schools as regulated 	<ul style="list-style-type: none"> -Program an appropriate school network 	<ul style="list-style-type: none"> -Community contributions for construction -Grant landscaping for schools 	<ul style="list-style-type: none"> -Utilize and maintain 	<ul style="list-style-type: none"> -Mobilize community contributions
3	Curriculum and Contents	<ul style="list-style-type: none"> -Issue regulations and legislative documents 	<ul style="list-style-type: none"> -Establish training courses -Build up plans for implementation 	<ul style="list-style-type: none"> -Establish retraining courses 		<ul style="list-style-type: none"> -Implement 	

The Form and Quantity of Primary School Classes and Pupils for the school year 2000/2001

Public Schools (figures from 4 provinces including Hanoi not available)

	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Multi class	
	Classes	Pupils	Classes	Pupils	Classes	Pupils	Classes	Pupils	Classes	Pupils	Classes	Pupils
Full school day	5,870	188,836	4,081	142,258	3,335	116,613	3,528	123,676	4,212	157,219	156	3,921
1-shift	13,320	337,154	12,585	337,126	11,508	326,564	10,345	361,739	9,477	286,606	3,644	72,265
2-shift	35,045	1,808,229	35,498	1,101,431	34,312	1,108,119	34,691	1,112,639	33,412	1,053,744	2,922	42,956
3-shift	58	1,203	58	1,755	32	926	28	825				
Total	54,293	2,334,219	52,222	1,582,570	49,187	1,552,222	48,592	1,598,979	47,101	1,497,569	6,722	119,142

Non-Public Schools

	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Multi class	
	Classes	Pupils	Classes	Pupils	Classes	Pupils	Classes	Pupils	Classes	Pupils	Classes	Pupils
Full school day	105	3,134	96	3,113	87	2,916	90	2,664	81	2,483		
1-shift	41	1,578	15	576	10	403	6	247	5	239		
2-shift	28	828	30	532	33	733	20	657	17	571		
3-shift	24	616	20	643	9	286	2	105				
Total	198	6,156	161	4,864	139	4,338	118	3,673	103	3,293		

School management and the headmaster:

H.1. Difficulties with the headmasters:

- Facilities and equipment are inadequate, affecting improvement of headmasters' management skills;
- The qualifications and skills of teachers are not equal, causing difficulties for headmasters;
- The authority of the headmaster is limited; headmasters cannot promote their initiative roles (they cannot recruit, evaluate, or refuse teachers);
- Some headmasters are not trained in professional management skills;
- Schools are in separate locations, making management difficult;
- The local economy is undeveloped and cannot contribute to school activities

H.2. Measures that have been carried out to overcome these difficulties:

- Enhancing school facilities and equipment;
- Allocating more authority to headmasters and providing them with the proper conditions to exercise their powers;
- Improving professional management skills;
- Organizing visits to exchange ideas and experiences between schools inside and outside the province;
- Properly implementing school regulations;
- Promoting educational socialization and attracting community attention to school activities

Community participation:

I.1. Difficulties in mobilizing community participation in school activities:

- A section of the community is not sufficiently aware of the importance of education. They merely rely on the schools;
- The low living standards in remote areas affect community participation to a considerable degree;
- The relationship between schools and the community is not a close one

I.1.1. Measures that have been carried out to overcome these difficulties:

- Continuing far-reaching promotions to attract community attention;
- Promoting educational socialization, establishing regular Education Festivals, and organizing the Pupils' Parents' Society;
- The government increasing the budget for construction of new schools in order to reduce community contributions

I.2. Difficulties with the community supporting school management:

- The advice of some headmasters is not appropriate;
- Although authorities of some communes pay attention to the problem, they do not have specific solutions for supporting schools;
- The budget of some communes is minimal and can not support school activities;
- In some areas (particularly mountainous and southern parts), there are too many school sites, making it difficult to attract community attention

I.2.1. Measures that have been carried out to overcome these difficulties:

- Improving qualifications and skills of headmasters so that they can offer appropriate advice to local authorities;
- Strengthening coordination between schools, local administrations, and social unions;
- Increasing the responsibility of leaders at all levels for local education development;
- Encouraging teachers to participate in social activities

Provincial management:

J.1. Difficulties in provincial management:

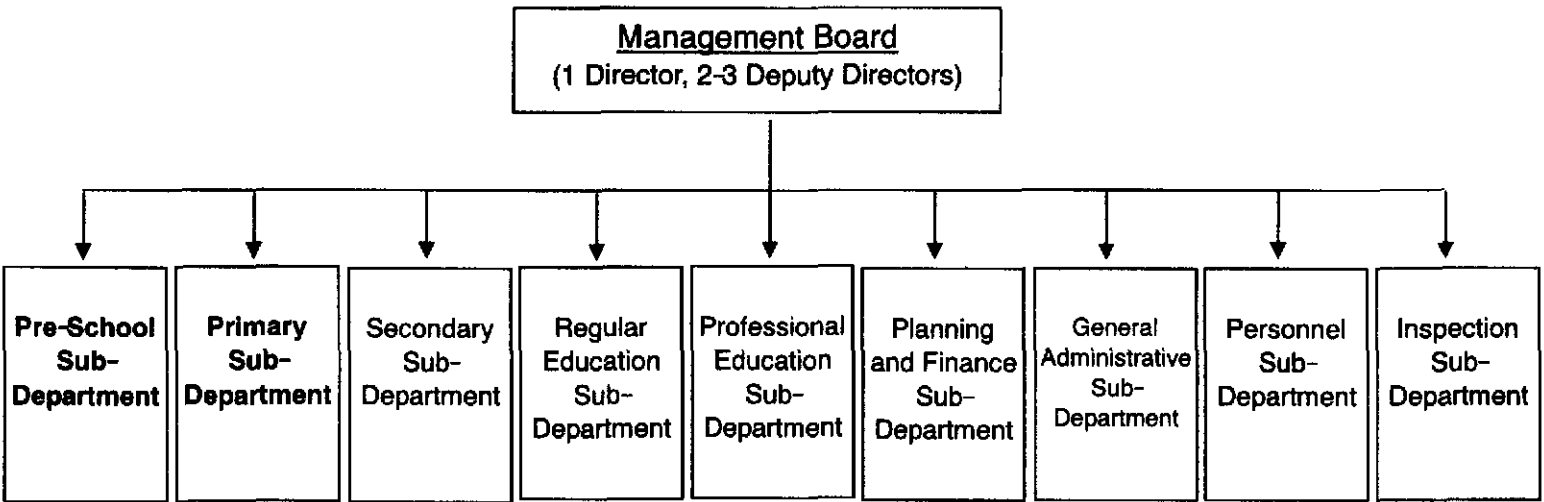
- The relevant areas are too large and transportation is difficult, particularly in mountainous areas and the Mekong Delta. There is also a shortage of transportation means in local areas;
- Schools are in separate locations, which limits inspections;
- The management staff is inadequate; there are not enough managing officers;
- The management information system does not meet the necessary requirements; there is a lack of media, there is no communication network connecting the DOET, the BOETs, and the schools;
- Some cadres of the DOETs and BOETs are not trained in education management at provincial and district levels;
- There is a lack of appropriate policies and treatment for provincial and district managing staff

J.2. Measures that have been carried out to overcome these difficulties:

- Re-projecting the network of schools for more appropriate and convenient management;
- Strengthening skills and qualifications of management staff;
- Applying information technology in management;
- Enhancing transportation means for provincial and district officers to carry out their inspections;
- Planning for re-training programs;
- Issuing appropriate policies and treatment for management staff

J.3. Personnel mechanism of the DOET:

- The DOETs usually have 9 professional sub-departments. But in some provinces, similar sub-departments are compounded. For example, the Sub-Department for Regular Education is compounded with the Sub-department for Professional Education and the Primary Sub-Department is compounded with the Pre-School Sub-Department.



J.4. Steps for official approval of PEDP documents:



- After studying the proposals of the MOET, the DOET sets up plans for the PEDP and submits them for approval to the Provincial People's Committee.
- In some provinces, the Provincial People's Committee must submit the plans for approval by the Provincial People's Council

Project Information:

K.1. International Organizations:

1. UNICEF has deployed 6 projects:

- Multi-Class Project: this project was non-repaid, deployed in 16 provinces and completed in the year 2000;
- Education for Ethnic Minorities: this project was non-repaid, deployed in 7 provinces and completed in the year 2000.
- Multi-Functional Class Project: this project was non-repaid, deployed in some communes of 12 provinces to help poor children return to school and was completed in the year 2000.
- Education on Health: this project was non-repaid and deployed in some communes of 10 provinces to protect health and the environment. In some provinces, it ended in 2001; in other provinces, the project will be in effect until the end of 2001.
- Education, Friend of Children: this project was non-repaid and will be deployed from 2001 to 2005 in some primary schools of 7 provinces to improve and renew teaching methods to attract more children to schools.

2. Japanese ODA:

This project is non-repaid and deployed in some communes of 12 provinces to build up the facilities and infrastructure for poor communes. The project ended in some provinces in the year 2000; in other provinces, it will be deployed from 2000 to 2001 or 2002.

3. The WB has deployed the Project for Primary Education:

This project was deployed in some communes of 20 provinces, in the form of a loan, in order to build new schools, equip facilities, and improve management capacity and methods. The project ended in 2000.

4. UNICEF has deployed projects to help young underprivileged girls:

This project was non-repaid and deployed from 1997 to 1998 in some communes.

5. The Asian Bank:

This project offers loans to overcome difficulties (caused by storms and floods) in constructing new primary schools in 2000 and 2001.

6. Some NGOs:

- Oxfam (Britain): this project is deployed in one primary school to renew teaching methods. It is non-repaid and will be in effect from 2001 to 2004.
- Radda Barnan: this project is to deploy the educational content on the rights and tasks of children. It is partly supported and will be implemented in 5 years in one commune.
- Dutch Health Care Organization: this project is non-repaid and will be deployed in some communes of one province to help disabled children integrate into the community.

K.2. Domestic organizations:

Domestic organizations such as the Red Cross, the National Front, and the Enterprises Associate, annually deploy non-repaid projects to construct primary schools in poor and flooded areas.

(Project information was collected from 51 provinces; information from 10 other provinces was not available.)

APPENDIX E

Donor Coordination Meeting Minutes

Minutes
of the Donor Meeting on the
National Primary Education Development Program
Hanoi, 13 August, 2001

Monday August 13, 2001 – Donor Coordination Meeting

Event Proceedings

1. Opening Address – by International Relations Department
 2. Introduction and Background (purpose of the donor coordination meeting) – Dr. Le Vu Hung, Vice Minister, Ministry of Education and Training
 3. PEDP Presentation Part 1 – Dr. Trinh Quoc Thai, Vice Director of Primary Education Department, Ministry of Education and Training
 4. PEDP Presentation Part 2 – Dr. Norio Kato, Team Leader of JICA Vietnam Support Program for Primary Education Development, PADECO Co., Ltd.
 5. PEDP Presentation Part 3 – Dr. Trinh Quoc Thai, Vice Director of Primary Education Department, Ministry of Education and Training
 6. Question and Answer Session
-

Important Discussion Points from Question and Answer Session

1. Christopher Shaw, World Bank

- In terms of linkage to government planning techniques and project development, the Government is currently preparing comprehensive poverty reduction programs.
- The 1st Draft is due for completion at the beginning of 2002. It aims for a completed strategy paper to be finished by April/May of next year.
- DfID and the World Bank will finish its poverty reduction strategies at the end of August/beginning of September, and this will compare and lay out key indicators
- Thus it is important that PEDP is harmonized and linked together
- There is opportunity, yet danger in helping provinces with education plans as there is no coordination apparatus, for instance there are three provincial PEDPs in development:
1) Projects on-going for disadvantaged children; 2) Non-overlapping projects in four different projects; and 3) Proposals to build on EFA in 20 or more provinces.

2. Mr. Le Vu Hung, MOET

- Noted that the current Action Plan does not cover all projects
- Priority Areas include: teacher training, disadvantages/poor/disabled children
- Donors should come up with specific projects, incorporating a holistic view.
- Right now, need to identify aid areas from donors, which can be further developed

3. Mr. Hiroto, JBIC

- He notes that it is a key factor to discuss selected projects
- Suggests using Information Technology (IT) to further these goals, such as the usage of distance-learning capacities, depending on telecommunications development
- Effective linkages and special interests should be noted as well

4. Mr. Le Vu Hung, MOET

- Currently developing uniform primary education level: 1) 165 weeks - Reformed Program from 1980; 2) 120 weeks – Multi-Ethnic Minority Program; and 3) 120 weeks – Disadvantaged
- Single program should be developed, to create a more equitable (fair) allocation system
- Starting in 2002, a single program will be uniformly applied throughout the country (2002: 1st and 2nd grades; 2003: 3rd grade, etc.)
- Under this scheme: 1) All primary school students can enjoy the same privileges; and 2) Language programs will be increased for ethnic minorities
- These separate programs have created good and appropriate conditions for PEDP implementation

5. Christopher Shaw, World Bank

- Inquired the development process of the National PEDP
- Also about the preparation of training materials, specifically, he is aware of 3-4 sets already in usage, including a European Union project (6-9 provinces) and a Micro-planning (school mapping) project by the Education Department and UNESCO.

6. Dr. Norio Kato, Team Leader

- Important to avoid confusion with training materials
- Important to identify the best planning methods

- Furthermore, usage must be consistent throughout
- 7. World Bank**
- Before a specific format is selected, it is necessary to meet again to assure congruence
- 8. Mr. Le Vu Hung, MOET**
- He agrees that the Primary Education Department should consider this issue, as it is responsible for nation-wide implementation, including project/planning tools
 - We have available information and we should build on this foundation
- 9. Mr. Chiu**
- In terms of Monitoring/Evaluation, is there any means to coordinate this?
- 10. Mr. Le Vu Hung, MOET**
- Each project must have its own individual measures to assess success
- 11. Dr. Trinh Quoc Thai, MOET**
- In order to do this, must have basic project information, including ultimate accomplishments, goals, etc.
 - Also, must establish who will benefit from this project and how they will do so
 - Must coordinate these however to avoid duplication
- 12. Mr. Sit, UNICEF**
- For project objectives, should short and long-term goals be separated?
 - Is the Action Plan for the 3-year project or each year?
 - In terms of beneficiaries of the project, is the education management staff included in this?
 - Concerns about choice of project areas: 1) Phu Toc region has many inherent advantages; and 2) Other areas are more disadvantaged including mountainous regions
 - If the objective of project is to provide training and develop data collection system, should EFA be used for Vietnam? (14 criteria for education)
 - It seems as if the objective is to replicate nationwide, the programs for the six provinces, this would NOT be representative of the entire country

13. Mr. Le Vu Hung, MOET

- In response, the 18 criteria are only one part of the EFA criteria, thus we don't use EFA criteria

14. Dr. Trinh Quoc Thai, MOET

- By 2002, the National PEDP will be complete.
- Mr. Thai notes that: 1) The PEDP will identify projects in sub-sectors for potential assistance; 2) MOET had previously cooperated with JICA for EFA projects; 3) Provinces that are chosen for the PEDP must be easily accessible to transportation; 4) PEDP is not looking for typical provinces that are the same as others; 5) There is a need to mobilize all forces for this effort; 6) The current planning capacity of the educational staff is weak; 7) Through the Primary Education Staff, the goal is to build a bottom-up planning infrastructure; 8) An analytical framework must be developed to update necessary data; 9) National PEDP takes into account information from all 61 provinces; 10) PEDP will make proposals for donors to initiate projects; and 11) Trainees from the original 6 provinces will become trainers for MOET.

15. OXFAM

- Pleased that PEDP built bottom-up and has a part for provincial capacity-building
- By 2002, UNESCO will have completed its EFA program, therefore is there any way to make the Action Plan complement EFA?

16. Mr. Le Vu Hung, MOET

- PEDP is part of the EFA program and although EFA is based on specific provinces, it does not go into local conditions, but focuses on education-for-all
- There are no conflicts as EFA is the overall umbrella, and PEDP is part of this

17. Ms Tri

- PEDP must avoid turning the teachers into victims, since requiring their participation in all of these activities will take time away from other activities
- Therefore, a clear understanding must be shared on the projects, and JICA should consult with on-going/current projects

18. Mr. Le Vu Hung, MOET

- PEDP is not a JICA program, but a MOET program, funded by JICA
- In terms of duplication concerns, the beneficiaries of the program, the teachers will not have development processes duplicated from prior projects
- Content and substance will not be duplicated
- PEDP will be better adaptable to provinces
- Particular curricula and programs will be reviewed
- Future projects will benefit from the products and experience of prior ones

19. Belgium

- In terms of input from donors to the PEDP, will donors receive any forms of information that highlight their input, such as on a website?

20. Mr. Le Vu Hung, MOET

- Input is very important
- At this point we cannot send a concrete questionnaire out
- After PMU and Working Group have meetings, we will send out questionnaires

21. Mr. Sit, UNICEF

- Five main points to discuss:
 - 1) Curriculum Development (does it follow Vietnamese Government?)
 - 2) Teacher Development (universities)
 - 3) Teaching Materials
 - 4) Staff Development and Capacity Building (managers)
 - 5) Monitoring and Evaluation of projects
- How can these points be accomplished without overlapping, for instance in reading materials and concrete actions?

22. Mr. Le Vu Hung, MOET

- For curriculum development, the donors provide assistance, but they cannot help with curriculum. Donors can help in school building and materials for instance (provision of lunches as well).
- The goal is to collect primary education information, with this make plans for 2010 and

concrete plans for 2005

- Only the general information (output) will be circulated to all concerned parties

23. Dr. Ushiogi, Chairman of JICA Advisory Committee

- PADECO has ample experience with donors and the government
- They have information from prior education projects in Tanzania/Indonesia and the experience to train local staff
- There are many types of training programs available
- He wishes that everyone will support the PADECO team to insure the success of the project

24. Mr. Le Vu Hung, MOET

- In 2000, a nation-wide literacy program will be completed
- Concluding remarks
 - 1) Very grateful for all donors including UNESCO, World Bank, JICA and other organizations who helped to implement the EFA project up to 2010
 - 2) Further improvements are still important, including building technical assistance projects for disadvantaged and ethnic minority children in the mountain areas and a better overview of primary education development

List of Attendees

No.	Name	Organization/Department	Position
1.	Dr. Brian Spicer	World Bank/MOET	Consultant – Disadvantaged Children's Project
2.	Dang Thi Hai An	JBIC	
3.	Nguyen Ninh Thay	CRS	
4.	Tran Phuog Thu	JBIC	
5.	Pham Van Son	Student Affair Department, MOET	
6.	Yutaka Otsuka	JICA	
7.	Teramoto Masatoshi	JICA	
8.	Mai Thi Thanh	World Bank	
9.	An Khanh	Army Newspaper	Reporter
10.	M. C. P. Shaw	World Bank	
11.	Nguyen Viet Hung	Project Management Unit, MOET	
12.	Do Trong Vin	MOET	
13.	Tran Trong Ching	Embassy of Norway	
14.	Tran Xuan Huong	Primary Education Department, MOET	
15.	Thomas Slaris	UNESCO, Vietnam	
16.	Koki Hirota	JBIC	Chief Representative
17.	Nguyen Thi Hue	DFID, UK	
18.	H. Shinozuka	JICA	Staff
19.	Miyako Ikeda	World Bank	
20.	Morikazu Ushiogi	JICA	Chairperson of Expert Committee
21.	Sugano	JICA	
22.	Cam	JICA	
23.	Kusumi	JICA	
24.	Fujisawa	JICA	
25.	Iris Uytterpror	BTC/DGIC	Project Manager
26.	Vu Thah Binh Banh	World Bank	Education Officer
27.	Ton Nu Hue Chi	AusAID	Program Officer
28.	Satoshi Uotani	Embassy of Japan	
29.	Kieu Oanh	Saigo revolution Newspaper	Reporter
30.	Nguyen Hong Giang	Oxfam	
31.	Marit Roti	Norwegian Embassy	Counsellor
32.	Ta Thuy Hanh	RADDA BARNEW	
33.	Hoang Sit	UNICEF	
34.	Lu Vu Hung	MOET	Vice Minister
35.	Bui Cong Tho	International Department MOET	Vice Director
36.	Nguyen Thuy Loan	PMU, MOET	Staff

Minutes
of the Donor Meeting on the
National Primary Education Development Program
Hanoi, 28 February, 2002

With an aim to finalizing the National Primary Education Development Program (PEDP), the Donor Meeting on PEDP was held in Hanoi on 28 February 2002. The Meeting was chaired by Mr. Le Vu Hung, Vice Minister of the Ministry of Education and Training (MOET). Representatives from MOET, CIDA, JICA, WB, UNESCO, AUSAID, UNICEF, OXFAM, NORAD, Radda Barnen and VSO participated in the Meeting. (DFID did not attend)

I. Opening remarks – Mr. Le Vu Hung, Vice Minister of MOET

In his opening remarks, Mr. Le Vu Hung briefed the participants on the PEDP and its importance in fulfilling the goals set out in the Education Development Strategy to 2010. He noted that the support of donors in completing and implementing the Program was essential. In this context, he highlighted that the Program would serve as a framework for coordinating donors' support, thus avoiding overlap and inefficiency. Mr. Hung also stressed that the PEDP was open for annual review and updating with a view to keeping it in line with the changing needs of primary education. He finally expressed the belief that the PEDP would soon be completed and become a useful document not only for Vietnam's primary education, but also for donors who are interested therein.

II. Presentation on PEDP – Dr. Trinh Quoc Thai, Deputy Director of Primary Education Dept. and Dr. Norio Kato, Leader of Consultant Team

The presentation provided an overview of the PEDP development process, its content, how comments of donors would be reflected, and proposals on the utilization of the PEDP. The Draft National PEDP development was founded on the Education Development Strategy to 2010 which was officially approved by Prime Minister on 28 December 2001 as well as PEDPs from provinces. The National PEDP will be considered as a part of EFA Action Plan in Vietnam.

1. PEDP Development Process

The development process of the PEDP consisted of five steps: (1) PEDP introductory

meetings, which were attended by representatives of all 61 DOETs in six cities and provinces (namely Phu Tho, Nam Dinh, Binh Thuan, Gia Lai, Ho Chi Minh City and Dong Thap). (2) EPCB training aimed at improving planning capacity for officials of DOETs. (3) Development of a draft PEDP document, which identified six key constraints (namely education management, teacher deployment and quality, facility, curriculum and teaching & learning process, student dropout and repetition, and finance and “socialization”). (4) Circulation of draft PEDP to donors for comments. (5) Submission of the final PEDP document to MOET for approval.

2. Content of PEDP

According to Mr. Trinh Quoc Thai and Mr. Norio Kato, The PEDP document embodies: (1) Situational Analysis, (2) Assessed needs presentation with National Issue Matrices, (3) Broad Areas of Possible Intervention, (4) PEDP and donor coordination, (5) PEDP process monitoring, and (6) Lessons learned from PEDP project.

3. Donors’ comments received by MOET

The presenters informed the Meeting that the draft PEDP was circulated to donors for comments in December 2001. They also informed that the PMU had directly worked with several donors and received written inputs from others. They highlighted some important comments, which were, *inter alia*, the lack of data from many provinces and absence of prioritization. The participants were assured that the PMU would collect all necessary information through sending questionnaires to provinces, and add projections on population, pupils, classrooms etc. to the document. The PMU would likewise exert efforts to develop a system of criteria for ranking priorities.

4. Utilization of PEDP

The presentation was concluded by a description on how donors could utilize the PEDP. In this connection, donors could (1) find out a BAPI(s) of interest, (2) choose one BAPI or combination of BAPIs to formulate a project, (3) consult BAPI matrices to identify possible overlaps with on-going projects, and (4) contact PMU/MOET for further clarification to start the “official” project formulation.

5. Database on donor supported projects in primary education

The database has been developed in order to provide list projects supported by donors

for primary education. This database has been printed out in CD-Rom and distributed to donors in the Meeting.

III. Comments for participants

Donors present at the Meeting gave plaudit to the PMU for their hard work and the good draft document. They also expressed their interests in the PEDP, regarding it a basis for their further support for Vietnam's primary education.

However, in the discussion, donors continued to raise issues of their concerns. They noted that information gaps and errors might exist in the document, and therefore requested that the document be read thoroughly, and committed to providing additional information.

The donors also required the PMU to pay special attention to the coherence of the PEDP, not only within the Program itself, but also between the Program and other education-related programs, namely the Education for All program, the Education Development Strategy to 2010 and the Comprehensive Poverty Reduction and Growth Strategy (CPRGS). In this connection, the donors were of the view that MOET should take a more active part in formulating the education-related part of the CSPRG.

The donors expressed their concurrence with the six prioritized areas (PAs) presented in the PEDP. However, they proposed adding, *inter alia*, examination issues, two-way information system and education planning.

The donors requested that the PEDP identify PAs to be funded by the Government of Vietnam so as to allow them to select other PAs of their interest.

With regard to the database on on-going projects, donors wished to see more improvements, i.e., make it more interactive and attractive. They also proposed putting the database in the Internet or Intranet to make it more accessible.

IV. Conclusion remarks – Mr. Le Vu Hung, Vice Director of MOET

In his closing statements, Mr. Le Vu Hung reiterated that primary education was a broad and

sensitive area, which attracted attention at home and abroad. He recalled that the PEDP analyzed the situation of primary education and put forth solutions to related problems. He stressed that PEDP was an important part of the EFA, the Education Development Strategy to 2010 and the CPRGS. Mr. Hung recapped all the comments made by the participants, and thanked them for their inputs. He pledged to soon finalize the PEDP document, taking into account all donors' comments, and make it available on the Internet. He also re-emphasized that the Program remained open for review. Finally, Mr. Hung stressed the importance of the effective implementation of the PEDP.

The Meeting was adjourned at 11.30 hours on the same day.

**List of participants
Donor Meeting 28/2/2002**

No	Name	Organization/Department	Position
1.	Klaus Bahr	UNESCO – EFA Team	Leader
2.	Nyan Myint	UNESCO – EFA Team	Consultant
3.	Chris Shaw	World Bank	Principal Human Development Specialist
4.	Vu Thanh Binh	World Bank	Education Officer
5.	Morikazu Ushioji	JICA	Leader of Advisory Committee
6.	Yukiharu Kobayashi	JICA	Staff
7.	Kuniaki Amatsu	JICA	Senior Project Formulation Advisor
8.	Luong Mai Dung	JICA	Assistant Program Officer
9.	Dao To Cam	JICA	Assistant Program Officer
10.	Naoko Tabata	JICA	Project Formulation Advisor
11.	Satoshi Uotani	Embassy of Japan	First Secretary
12.	Hoang Van Sit	UNICEF	National Program Officer
13.	Ngo Kieu Lan	UNICEF	Program Officer
14.	Tran Thien Huong	AUSAID	Program Officer
15.	Le Anh Thao	CIDA	Program Officer
16.	Nguyen Hong Giang	OXFAM	Senior Program Officer
17.	Ta Thuy Hanh	RADDA BARNEN	Program Officer
18.	Agneta Dau Valler	VSO	Vice Director
19.	Nguyen Van Hung	VSO	Program Officer
20.	Marit Roti	NORAD	Chief Representative
21.	Huynh Phuong Ly	British Council	Program Officer
22.	Izuru Kimura	JBIC	Researcher
23.	Phan Thi Thuy Chau	Land O'lakes Company	Program Officer
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30.	Trinh Quoc Thai	Primary Education Dept. MOET	Vice Director
31.	Dang Ba Lam	National Institute for Educational Development	Director
32.	Van Dinh Ung	Students' Affair Dept. MOET	Vice Director
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40.	Tran Xuan Huong	Primary Education Dept. MOET	Expert
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48.	Tran Dinh Thuan	Primary Education Dept. MOET	Expert
49.	Nguyen Van Vinh	Education Newspaper	Reporter
50.	Kim Hoa	Women Newspaper	Reporter
51.	Le Tam	World Education Magazine	Reporter
52.	Huong Giang	New World Magazine	Reporter
53.	Le Tien Thanh	Primary Education Dept. MOET	PMU member
54.	Nguyen Hong Hanh	Primary Education Dept. MOET	PMU member
55.	Vu Van Long	Planning & Financial Dept. -	PMU member
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