

3

PROCESS OF THE PHASE 2 PROGRAM

3.1 Overview of Activities

The second Phase of the program covers the periods from November 2002 to the end of February 2004. Activities are divided into two terms following the Japanese budgetary year - 1st year activities from November 2002 to March 2003; 2nd year activities from April 2003 to February 2004. The specific activities were already agreed when the inception report was presented to PMU at the beginning, and subsequently amended during the midterm review (March 2003).

In the 1st year, the report on the Japanese Cooperation program to Viet Nam was finalized and a sector study in Bac Giang Province was included in the report. At the same time, EPCB training and provincial PEDP planning workshops for DOET, BOET and school representatives were done for 28 of the remaining 55 provinces to complete the provincial PEDP updates. The first trial session of Updating the BAPIs using the information derived from the updated provincial PEDP documents was also carried out.

A Donor Coordination Meeting was organized on January 22 to present an outline of PEDP operations. The Primary Education Data Bank, which aims to disseminate and updated information focused on primary education and the PEDP, was initiated.

In March, a mid-term review revealed that project information sharing inside the MOET was still weak. The PMU's role as a mechanism to foster project coordination needs to be clarified and strengthened. In addition, the work plan was modified to include remaining tasks.

In the 2nd year, another cycle of EPCB training and provincial PEDP planning workshops were conducted for the remaining 27 provinces. The 2nd and 3rd trial stages of Updating the BAPIs included the remaining updated provincial PEDP documents and served to test the draft PEDP Operational Guidelines developed in March. From the middle of November onwards, the updating of the National PEDP was conducted by the PMU with support from the JICA Program Team. The draft National PEDP was circulated to major donors for comments and approved in February 2004

A further task of the JICA Program Team was to provide support to the PMU in its consultation with donors, and to analyze the Donor Fact Sheets which provided information on donor activities and inputs. At the end of September 2003, a PEDP working meeting was conducted to promote information sharing on all projects within MOET as it was found that there was a lack of coordination between the various PMUs. The PMU representatives of all primary education projects were invited to attend to exchange views, provide information on their respective programmes, and to find out more about the PEDP program.

The contents of the Primary Education Data Bank have been modified and updated continuously, and the databank is developed with HTML format for future upload to the website.

The following guidelines, reports and handbooks have been drafted:

- 1) Proposal for Japanese Cooperation to Vietnamese Primary Education (Final) which was submitted to JICA and MOET as an overview of the program team\
- 2) Operational Guidelines that aims to provide a practical referring tool for the updating and implementation of PEDP. The Guidelines gives direction and structure for: 1. monitoring the PEDP; 2. coordinating with donors, and 3. updating of the PEDP documents
- 3) Updated Provincial PEDP documents - needs assessment
- 4) Updated National PEDP
- 5) Primary Education Data Bank.

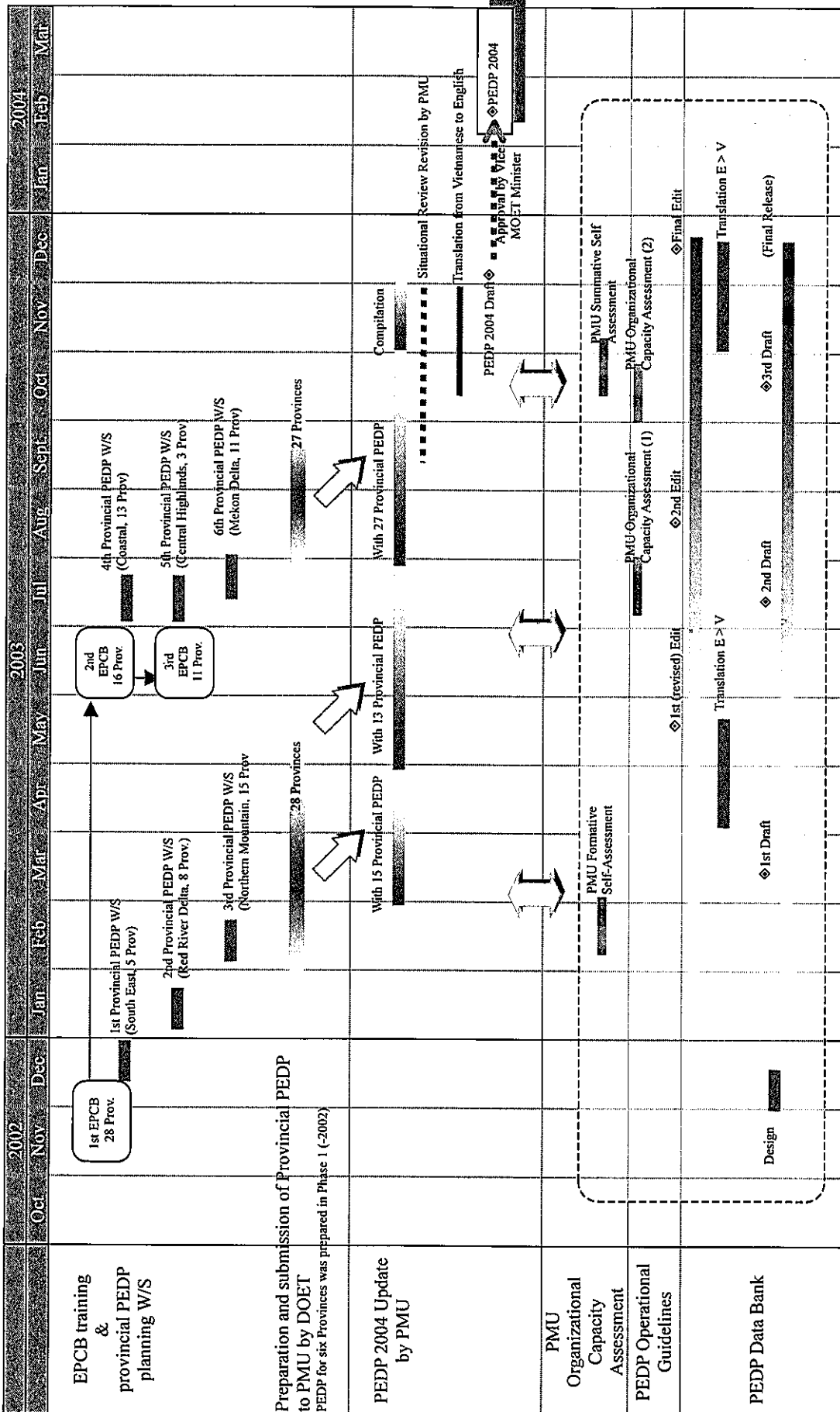


Figure 3.1.1.1: Overview of the Activities in Phase 2

3.2 PEDP Operation

3.2.1 Process of PEDP Operational Guidelines Development

(1) Trial of PEDP Operational Guidelines

The 1st version of the Guidelines was prepared through a series of PMU meetings in which a taskforce for each of six Prioritized Areas was formed to discuss specific issues relating to the PEDP implementation. During these preparatory discussions, lessons learned throughout the process of the National PEDP document formulation during Phase 1 of the Program were identified and reflected in the Guidelines. At the end of the input in February 2003, the PA Task Force team had been briefed on the BAPI update process. The recommendations were subsequently proposed in the draft BAPI Update Guidelines (Interim Report March 2003, Annex 3). Each PA Task Force was provided with the findings from the initial analysis of 13 PEDP documents undertaken by the BAPI update team. An outline of the issues to be addressed in the trial phase of the update process March-April 2003 was also included. A key focus of the initial stage of analysis was the quality and interpretation of qualitative data and consideration of whether any modifications to the PEDP process were needed.

On the basis of feedback from the above trial process, extensive modifications were made to the contents of the Guideline to clarify and simplify the process of analysis. Moreover, through the process of the actual National PEDP update, additional modifications to the Operational Guidelines were made. The following section describes the changes.

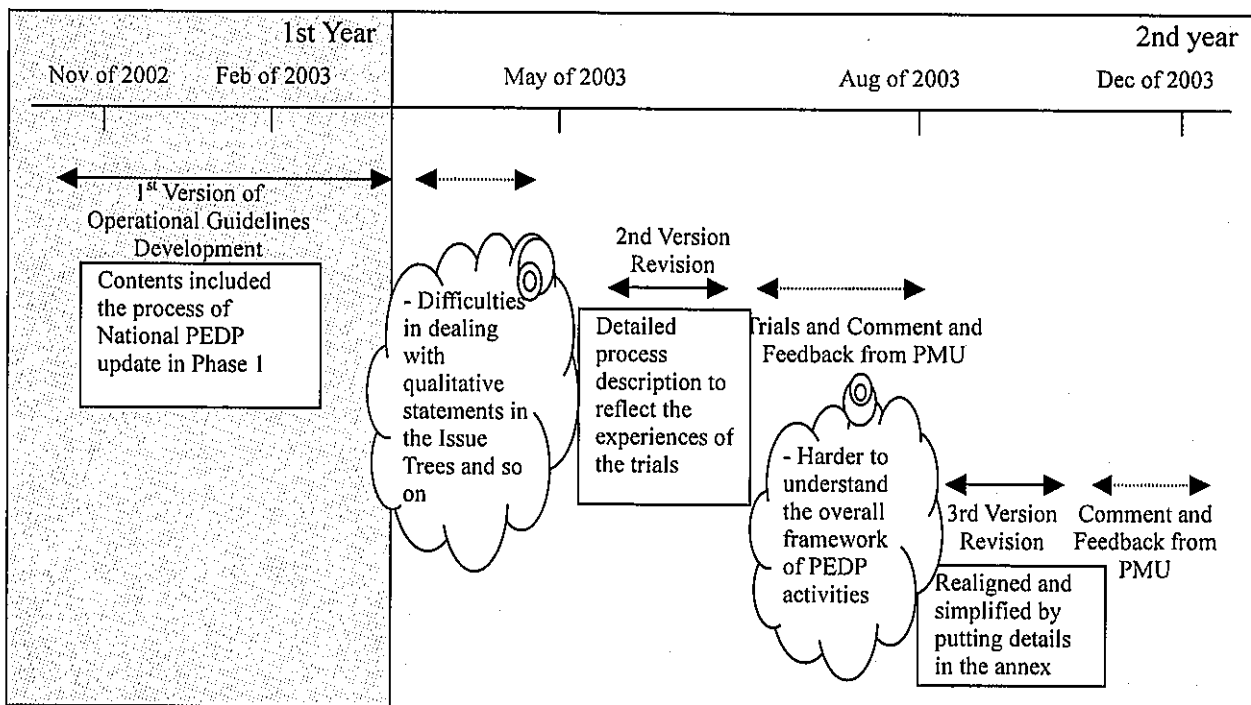


Figure 3.2.1.1: Summary of Operational Guidelines Development/Revisions

(2) Modification Made in the Contents of Guideline

In the 1st Year, the final edit of the PEDP Operational Guidelines (1st Version) was delivered to the PMU in March 2003 for comments. On 2 May 2003, the BAPI Updating team had a meeting with PMU members, and received feedback to the latest edit of the PEDP Operational Guidelines 1st Version. The 1st version is clear according to PMU members. However, some PMU member reported that they had difficulties in examining qualitative statements contained in the Issue Tree, Matrix and Description in the Provincial PEDP document. The Team also re-examined the Guideline, and identified a number of issues to be modified/revised for further improvements to the document. Modifications made during May 2003 were based on the findings from discussions with the PMU and a re-examination of the document by the Team. By the end of May 2003, the PMU Taskforce members received the revised sections of the PEDP the Operational Guidelines. The revised sections were used and tested during the updating process of the Provincial PEDP documents (15 provinces) during June - August 2003.

In early August of 2003, a discussion meeting was held during which Task Force members presented (a) issues and problems arising with the Guideline and (b) how to make the most use of the Guidelines. However, the discussion revealed that PMU members did not clearly understand the overall framework of the PEDP update. Therefore, the tasks were re-aligned and simplified while the details of the tasks were put into an annex. In November of 2003, this revised version (Version 3) of the Guideline was circulated for PMU members, which became the finalized version of the Operational Guidelines

3.2.2 Process of Provincial PEDP Update

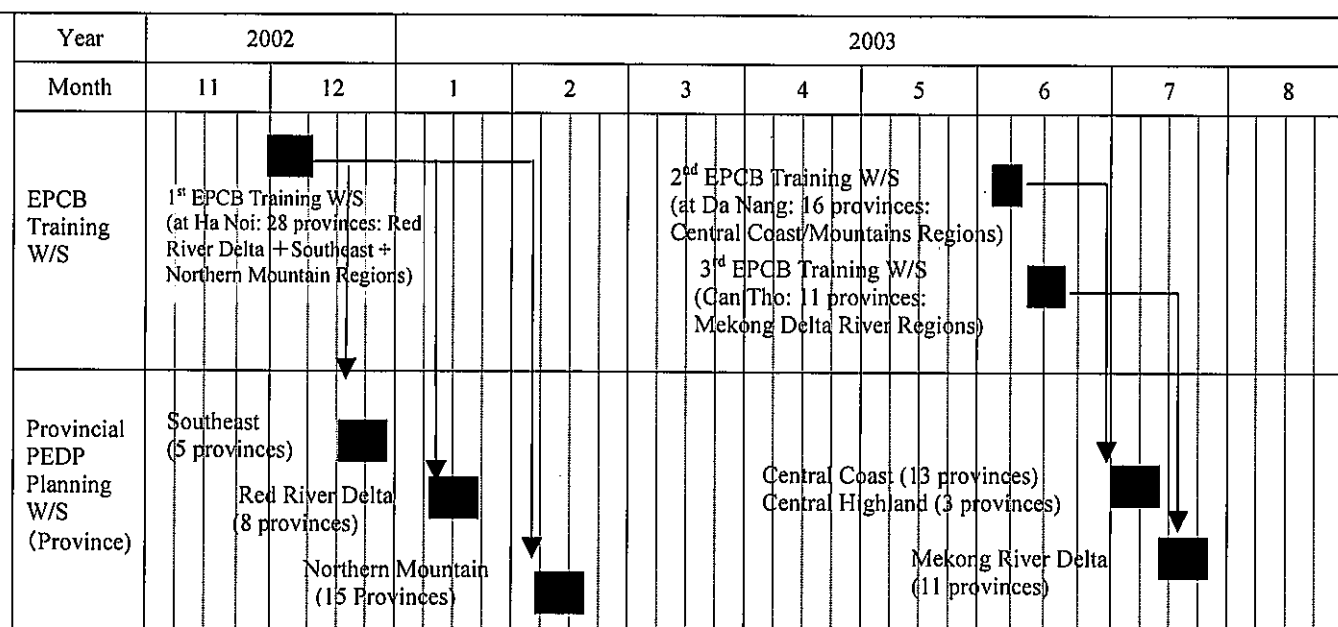
The JICA Program Team and PMU members implemented two different but correlated kinds of training and workshops for a total of 55 provinces in all six regions⁷. These were the (i) Educational Planning Capacity Building (EPCB) training workshops and (ii) the provincial PEDP planning workshops⁸. These workshops were implemented consecutively using a cascade approach; first DOET officers gained the knowledge and techniques from locally hired researchers at the EPCB training workshop, and they then organized provincial PEDP planning workshops in their provinces and acted as a the main workshop trainers and facilitators (see Figure 3.2.2.1 for different roles between workshops). In total, there were three EPCB training workshops and 55 provincial PEDP planning workshops organized in Phase 2 (see Table 3.2.2.1 for the brief summary of the two types of workshops). Details of the process in each workshop are explained in the next section.

⁷ Note that workshops were already organized for 6 provinces to be representative of the 6 regions each in Phase 1.

⁸ When the study started, it was decided that the target of EPCB training workshops and provincial PEDP workshops during the Phase 2 mission should be held for 55 provinces based on the experience of Phase 1. The rationale was that since this is a sector program, all the provinces in Viet Nam should benefit from the program.

Table 3.2.2.1: Brief Summary of the EPCB Training/Provincial PEDP Planning Workshops

Year	Regions	Target Provinces	EPCB Training W/S		Provincial PEDP Planning W/S	
			Date and Place	Number of Participants	Date	Total Number of Participants
Phase 2 1 st year	Southeast (5 provinces)	Binh Phuoc, Tay Ninh, Dong Nai, Binh Duong, Ba Ria Vung Tau	November 28th to December 2nd, 2002 At Ha Noi	133	Dec 15 th to 21 st , 2002	150
	Red River Delta (8 provinces)	Hai Phong, Hai Duong, Ha Tay, Ha Noi, Hung Yen, Thai Binh, Ha Nam, Ninh Binh			January 12 th to 18 th , 2003	240
	Northern Mountains (15 provinces)	Cao Bang, Bac Kan, Hoa Binh, Quang Ninh, Lang Son, Ha Giang, Tuyen Quang, Bac Giang, Lao Cai, Yen Bai, Bac Ninh, Thai Nguyen, Vinh Phuc, Son La, Lai Chau			February 9 th to 22 nd , 2003	450
Phase 2 2 nd year	Central Coast (13 provinces)	Binh Dinh, Phu Yen, Ninh Thuan, Khanh Hoa, Thanh Hoa, Nghe An, Ha Tinh, Quang Binh, Da Nang, Quang Tri, Hue, Quang Nam, Quang Ngai,	June 17th to 21st, 2003 At Da Nang	76	July 7th to 17th, 2003	436
	Central Highlands (3 provinces)	Dak Lak,, Kon Tum, Lam Dong,				98
	Mekong River Delta (11 provinces)	Long An, Tien Giang, Ben Tre, Vinh Long, Tra Vinh, Can Tho, Soc Trang, Bac Lieu, Ca Mau, An Giang, Kien Giang	June 24th to 28th, 2003 At Can Tho	53	July 20 th to 30 th , 2003	273
Total	6 regions	55 provinces	3 EPCB training workshops	In total 262 participants	55 provincial PEDP workshops	In total 1,647 participants



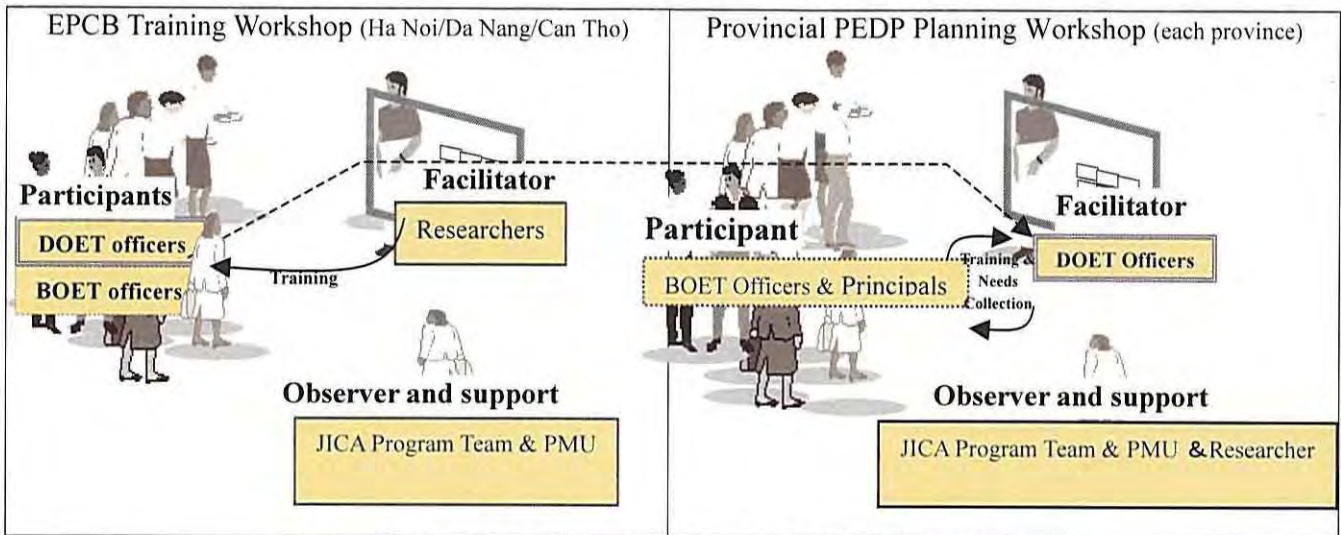


Figure 3.2.2.1: Roles of Participants for Each Workshop

(3) EPCB Training Workshop

The JICA Program Team and PMU discussed and revised the contents and approaches of the EPCB training workshop to improve its contents. Further details are given below (see Table 3.2.2.2 for the summary of the EPCB training workshop)

(i) Objectives

Throughout Phase 2, the objectives were: (i) to build educational planning capacity and to prepare the provincial PEDP planning workshops (ii) to train participants as facilitators in provincial PEDP planning workshops in respective provinces. However in the 2nd year, the PMU and the JICA Program Team emphasized the facilitation and elicitation skills of facilitators to improve the quality of feedback (range of issues, targeting of problem areas etc) from participants attending the provincial PEDP planning workshops. This change of emphasis affected workshop content, approaches and anticipated outcomes.

Table 3.2.2.2: Summary of EPCB Training Workshop

	Objectives	Schedule	Venue	Participants	Facilitators and Their Trainings	Contents	Changes made from the Previous Phase/Year
1 st EPCB (1 st Year)	<ul style="list-style-type: none"> - to build capacity in educational planning and preparation of the provincial PEDP -to train the participants as facilitators in the following PEDP workshop in the respective province. 	November 28 th to December 2 nd , 2002 (5 days)	Ha Noi	<ul style="list-style-type: none"> - In Total 140 participants were invited and 133 actually attended from 28 provinces (5 representatives from each province) - Target regions are: Red River Delta(8 prov.) Southeast (5 prov.) and Northern Mountain (15 prov) 	<ul style="list-style-type: none"> - six local researchers, four of those hired in the Phase 1, and 2 new people recruited in the Phase 2 - A three-day training for the researchers was conducted from November 25th till 27th prior to the EPCB training workshop. 	<ul style="list-style-type: none"> - Educational Project Planning using logical framework and participatory approaches. The contents mainly cover; <ul style="list-style-type: none"> - Project Planning, Monitoring and Evaluation - Relation between EFA and PEDP - How to facilitate and elicit workshop participants to speak freely about their own issues 	<ul style="list-style-type: none"> - Compared with the Phase 1 <ul style="list-style-type: none"> - Less attention to the educational statistical technique - More emphasis on logical relationship, qualitative/quantitative evidence to support the plan, and project monitoring and evaluation - New lecture added for "Education for all" and its relationship with national/provincial PEDP
2 nd EPCB (2 nd Year)	The same objectives of the 1 st year with more emphasis on the 2 nd objectives	June 17th to 21st, 2003 (5 days)	Da Nang	<ul style="list-style-type: none"> In Total 80 participants were invited and 76 actually attended from 16 provinces (5 representatives from each province) - Target regions (3 Central Highland (3 prov) Central Coast (13 prov) 	<ul style="list-style-type: none"> - six researchers from those of four hired in the Phase 1 while 2 newly hired researchers were replaced by another 2 - One day training on facilitation skills was conducted for the researchers on May 17th, and a three-day on training for the researchers on the EPCB training workshop was conducted from June 3rd to 5th prior to the EPCB training workshop 	<ul style="list-style-type: none"> - Compared with the Phase 2 1st Year <ul style="list-style-type: none"> - Divided into two EPCB trainings for smaller participants and groups - More emphasis on the facilitation skills training. - More detailed manuals with the suggested workshop settings, detailed explanation of cause-effect relationship 	
3 rd EPCB (2 nd Year)		June 24th to 28th, 2003 (5 days)	Can Tho	<ul style="list-style-type: none"> In Total 55 participants were invited and 53 actually attended from 11 provinces (5 representatives from each province) - Target regions Mekong Delta (11 prov) 			

(ii) Approaches

<Schedule>

The duration of workshop in Phase 2 was five days, but in order to maximize the impact of training and to give more individual time to participants, the PMU and the JICA Program Team decided to split the number of participants of the EPCB training workshop into two groups. Tables 3.2.2.3 and 3.2.2.4 show the detailed schedules of each EPCB training workshop.

Table 3.2.2.3: Contents of the 1st EPCB Training Workshop (1st Year of Phase 2)

1st	Nov 28th	Nov 29 th	Nov 30th	Dec 1 st	Dec 2 nd
AM		- Project Planning 1&2 (Issue tree / issue matrix /issue description)	- MOET-EFA planning	- Project Planning 4 (Resource identification sheet / indicator sheet / revised plan matrix)	- Summary
PM	- Introduction - Educational Planning1&2 (Basic definition, indicators, etc.)	- Project Planning 2&3 (Objective tree)	- Project Planning 4 (Plan Matrix)	- Project Planning 5 (Monitoring and Evaluation)	- PEDP workshop procedure Closing ceremony

Table 3.2.2.4: Contents of the 2nd/3rd EPCB Training Workshop (2nd Year of the Phase 2)

2nd	June 17	June 18	June 19	June 20	June 21
3rd	June 24	June 25	June 26	June 27	June 28
AM	-Opening Ceremony -Introduction	- Project Planning 2 (Issue tree)	-Facilitation Skills practice session	- Project Planning 3 (Objective Tree) - Project Planning 4 (Resource identification sheet / indicator sheet / revised plan matrix)	- PEDP workshop procedure - Summary of EPCB
PM	-Educational Planning1&2 (Basic definition etc.) -Project Planning 2	- Project Planning 2 (Issue Matrix/ Issue Description)	-Facilitation Skills practice session (cont)	- Project Planning 5 (Monitoring and Evaluation)	- Closing ceremony

<Venue>

The EPCB training workshops in the 2nd year were held in Ha Noi, Da Nang, and Can Tho.

<Participants>

A total of 275 participants as well as BOET staff members were invited for training. The criteria for selection remained unchanged throughout Phase 2 - DOET Director, staff members from both the Primary Education Division and the Finance and Planning Division in DOET, as well as BOET staff members. The participants of the EPCB training workshop were from

- ✓ 1st EPCB training workshop (Ha Noi): the Red River Delta (8 provinces), Southeast (5 provinces) and Northern Mountain regions (15 provinces)
- ✓ 2nd EPCB training workshop (Da Nang): Central Highland (3 provinces) and Central Coast region (13 provinces).
- ✓ 3rd EPCB training workshop (Can Tho): Mekong Delta region (11 provinces).

<Facilitators>

During the 1st year of phase 2, a team of six locally hired researchers facilitated the EPCB training workshop and monitored the provincial PEDP planning workshops. For the 2nd year of phase 2, two researchers were replaced with newly hired researchers because one researcher performed poorly and did not improve his facilitation skills despite the efforts of the JICA Program Team, PMU members and the researcher leader; the other researcher could not continue to work for personal reasons. One-day training on facilitation skills was conducted for the researchers on May 17th. A further three-day training for the researchers was conducted from June 3rd to 5th prior to the EPCB training workshop, which covered the overview of the EPCB training workshop, the role of the facilitators and the key information to be addressed in each session, and the changes made from the 1st EPCB training workshop.

(iii) Contents

<Contents of the Trainings>

The main content of training was kept unchanged throughout the study: i.e. methodologies of educational planning, using logical frameworks and participatory approaches. Phase 2 training included aspects of monitoring and evaluation, and relations between PEDP and Education for All (EFA), and gave less emphasis to educational statistical techniques and more to logical relationships and qualitative/quantitative evidence as participants were generally familiar with education statistics techniques. On the other hand, they had limited understanding of the relationship between issues and how much resources they need to solve those issues.

There were also changes made from 1st EPCB training and 2nd/3rd EPCB training as follow:

- ✓ During 1st EPCB training workshop, a lecture on “Education for All (EFA)” was conducted by a lecturer from UNESCO. During the 2nd and 3rd EPCB training workshop, it was conducted by the focal person in MOET.
- ✓ For the 2nd and 3rd EPCB training workshop, the time allocated for the “Educational Planning 1 & 2” and “Monitoring and Evaluation” was shortened. Instead, an entire day was dedicated to practice the facilitation skills.

<Contents of Training Materials>

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

- ✓ Handbook for EPCB training
- ✓ Provincial PEDP guidelines
- ✓ Questionnaire for the participants

Several changes were made to the “Handbook for EPCB training” after the 1st EPCB training workshop,

(see Table 3.2.2.5 for the detailed contents of changes):

- ✓ An increased focus on the facilitation skills training.
- ✓ In the “Educational Planning 1”, the difference between “plan” and “planning” were put in column for participants’ information.
- ✓ In the “Project Planning 1”, the illustration of the workshop was re-titled as “PEDP planning workshop”, and also the participants’ title were inserted so that the participants could better understand the actual PEDP planning workshop.
- ✓ The suggested workshop settings (desks/chairs arrangement, etc) were changed to reflect a more facilitative environment for the workshop.
- ✓ The explanation on ice-breaking activities was added⁹.
- ✓ In “Project Planning 2”, the core issue was more clearly defined. During the phase 2/1st year provincial PEDP planning workshops, many provinces chose “Quality of Education is low” as their core issue, but for the Phase 2/2nd year, this was explained as “too broad”, and that the province should aim to come up with a core issue which was more detailed than that.
- ✓ More detailed explanation on the “cause-effect relationship” of the issue tree was added.
- ✓ In the “Project Planning 5”, the chart to compare monitoring and evaluation was added.
- ✓ The summary part was slightly modified to suggest group reflection at the end of the workshop.

⁹ Ice-breaking activities include games, singing and/or dancing so that participants are relaxed and feel freer to speak out.

Table 3.2.2.5: Comparison of the Contents of the ‘Handbook for EPCB Training’

Phase 1	Phase 2
<p>PREFACE 1.Primary Education Development Program 2.Posted Questionnaires to DOETs from MOET</p>	<p>PREFACE 1.EPCB Training 2.The Primary Education Development Program</p>
<p>INTRODUCTIONI 1.What’s PEDP? 2.How a National PEDP document looks like? 3.How is the National PEDP developed? 4.What’s donor coordination for PEDP? INTRODUCTION2 1.The Needs Assessment Workshop 2.The National Target</p>	<p>INTRODUCTION 1. What is PEDP? 2.How does a National PEDP Document Look Like? 3.How Does a Provincial PEDP Document Look Like? 4.How are National and Provincial PEDP Coordinated? 5.How is Revised National PEDP Coordinated? 6.How are National PEDP and MOET-EFA planning Coordinated?</p>
	<p>EDUCATIONAL PLANNING 1: Basic Definitions 1. Introduction 2. Indicators used in the annual plan EDUCATIONAL PLANNING 2: Procedures of Educational Planning 1. Major Aspects of Educational Planning 2. Project Planning Process SPECIAL ISSUE: An Overview of MOET-EFA Planning</p>
<p>PROCEDUTRE OF NEEDS ASSESSMENT MAIN STEPS OF NEEDS ASSESSMENT STEP1 – Preparation STEP2 – Issue Analysis 2.1 Participation Analysis 2.2 Identifying the Core Issue 2.3 Developing a Issue Tree 2.4 Issue Matrix</p>	<p>PROJECT PLANNING 1: Participatory Approach 1.The Needs Assessment Workshop Through Participatory Approach 2. The National Target PROJECT PLANNING 2: Situational Analysis and Needs Assessment 1.Procedure for Needs Assessment 1.1.Main Steps of Needs Assessment STEP 1: Preparation STEP 2: Implementing Issue Analysis 2.1 Implementing Participatory Analysis 2.2 Identifying the Core Issue 2.3 Developing the Issue Tree 2.4 Formulating the Issue Matrix 2.5 Summarizing into Issue Description and Putting Evidential Data</p>
<p>STEP3 – Programme Formulation 1. OBJECTIVE ANALYSIS 2. PLAN MATRIX 2.1 Information in the Margin 2.2 Setting a Programme Purpose 2.3 Setting Outputs 2.4 Setting Activities 2.5 Resource Identification 2.6 Setting Inputs 2.7 Setting Verifiable Indicators</p>	<p>PROJECT PLANNING 3: Objective Analysis 1. Implementing Objectives Analysis PROJECT PLANNING 4: Goal Setting and Project Formulation 1 Preparing Plan Matrix 1.1 Filling Information in the Margin 1.2 Describing a Program Purpose 1.3 Specifying the Output 2. Filling in Activities 2.1 Identifying Resources 2.2 Identifying Inputs 2.3 Defining Verifiable Indicators</p>
	<p>PROJECT PLANNING 5: Monitoring and Evaluation 1. Overview of Monitoring and Evaluation 1.1 Introduction 1.2 Definition 1.3 Purpose 1.4 Focus and Undertaking Person 2. Monitoring 2.1 Basic Monitoring Process 2.2 Monitoring Issues 3. Evaluation 3.1 Evaluation Model 3.2 Basic Evaluation Process SUMMARY</p>

(2) Provincial PEDP Planning Workshop

The process and contents of provincial PEDP planning workshop are described below (see a summary of the workshop in Table 3.2.2.6)

(i) Objectives

The objectives of the provincial PEDP planning workshop did not change throughout the Phase 2. They were (a) to provide the opportunity for provinces to formulate a PEDP using a participatory approach; and (b) to train participants in educational planning processes to obtain the necessary skills to prepare provincial PEDP documents using a participatory approach after the completion of the project. As a secondary objective, the monitoring of the PEDP workshop was conducted in all provinces, by researchers and in some cases by the JICA Program Team. The purpose of this monitoring was to ensure the impact and effectiveness of EPCB training, to ensure the quality of provincial PEDP documents, as well as to collect information and feedback for future improvement of both workshops.

Table 3.2.2.6: Summary of Provincial PEDP Planning Workshop

PEDP	Schedule	No of Visited Provinces*	Total Number of Participants	Objectives	Venue	Facilitators	Participants	Contents	Changes made from the Previous Phase/Year
1st PEDP W/S	December, 2002	5 (3)	150				30 participants for each province - DOET officers - BOET Officers - Principals	The following were developed in the workshop - Situational analysis - Issue Trees - Issue Matrix - Issue Description - Educational Data - Key Issues - Appeared in the Issue Matrix	Compared with the Phase 1, - Guidelines were revised - Interviews with DOET officers were organized in the provinces with poor quality of provincial PEDP document in Phase 1
2nd PEDP W/S	January, 2003	8 (4)	240						
3rd PEDP W/S	February, 2003	15 (3)	450	- to provide the opportunity for the province to formulate the PEDP - to train the participants on the educational planning process	Selected by DOET officers in each provinces	DOET officials who attended the EPCB training workshop	- For each province: - five DOET officials - two officials from the Teacher Training College - one BOET official from each district of respective province - one principal of primary school from each district of respective province (The total number of participants varied) - Some exceptions were made for the provinces which had a large number of participants.	In the contents above, "Key Issues Appeared in the Issue Matrix" was removed	Compared with the Phase 2 1st year, - Numbers of participants each provinces and their positions changed - Summative handbook was made - "Key Issues Appeared in the Issue Matrix" was removed - Data format of the provincial PEDP document was simplified
4th and 5th PEDP W/S	July 2003	13 (1)	436						
6th PEDP W/S		3 (0)	98						
		11 (1)	273						

*: The number in the parenthesis shows the number of provinces, where the JICA Program Team attended the workshop.

(ii) Approach

<Schedule>

Following the EPCB training workshops, a series of the provincial PEDP planning workshops were held in 55 provinces during Phase 2. The detail of the schedule is shown in the Table 3.2.2.7. It is noteworthy that the PMU and locally hired researchers visited all 55 provinces. One group consisted of at least one PMU member and one locally hired researcher.

Table 3.2.2.7: Schedule for the 55 Provincial PEDP Planning Workshop (Phase 2)

Year		Dates	Group A	Group B	Group C	Group D	Group E	Group F
2002 (1 st year)	1 st PEDP W/S	Dec 13,14	Binh Phuoc	Dong Nai	Ba Ria-Vung Tau			
		Dec 16,17	Tay Ninh	Binh Duong				
2003 (1 st year)	2 nd PEDP W/S	Jan 13,14	Hai Phong	Ha Tay	Hung Yen	Ha Nam		
		Jan 16,17	Hai Duong	Ha Noi	Thai Binh	Ninh Binh		
	3 rd PEDP W/S	Feb 10,11	Cao Bang	Quang Ninh	Ha Giang	Lao Cai	Thai Nguyen	Son La
		Feb 13,14	Bac Kan	Lang Son	Tuyen Quang	Yen Bai	Vinh Phuc	Lai Chau
		Feb 17, 18			Bac Giang	Bac Ninh		
		Feb 20, 21	Hoa Binh					
2003 (2 nd year)	4 th and 5 th PEDP W/S	July 3,4	Binh Dinh	Ninh Thuan	Thanh Hoa	Ha Tinh		Quang Nam
		July 5,6	Phu Yen					
		July 7,8		Khanh Hoa	Nghe An	Quang Binh		Quang Ngai
		July 8, 9	Dak Lak					
		July 10,11		Lam Dong			Da Nang	Kon Tum
		July 13,14					Quang Tri	
		July 15,16					Hue	
	6 th PEDP W/S	July 21,22	Long An	Vinh Long	Soc Trang	Kien Giang		
		July 24,25	Tien Giang	Tra Vinh	Bac Lieu	An Giang		
July 28,29		Ben Tre	Can Tho	Ca Mau				

Note: The 4th and 5th PEDP were merged for the smoother logistic arrangement.

The JICA Program Team visited a total of 12 provinces (10 provinces in the 1st year and 2 in the 2nd year) together with a PMU member and researcher for monitoring purposes (visited provinces are shown in bold in the Table above). The PMU member and researcher also visited the remaining 43 provinces. In the 1st year, the JICA Program Team monitored the outputs of nine selected provinces which either submitted provincial PEDP documents of poor quality or none at all. Additionally, Dr. Thai, the Acting Director of Primary Education Department of MOET, joined the JICA Program Team and researchers in the provincial PEDP planning workshop in Bac Giang province for monitoring purposes. In the 2nd year, however, the JICA Program Team decided to visit only two provinces as the provincial PEDP documents of the target provinces in the 2nd year were better than those in the 1st year. It was also necessary to give PMU members and locally-hired researchers the opportunity to monitor the process of the provincial PEDP planning workshop by themselves. Therefore, the JICA Program Team decided to visit the provinces with the newly hired researchers to ensure adequate supervision of the workshop as a whole.

<Participants>

In the 1st year, 30 participants attended each provincial PEDP planning workshop. The participants were

selected from DOET officials in the province, BOET officials from the districts and the principals of primary schools.

It was suggested that the various stakeholders should be invited as a result of the findings of the provincial PEDP planning workshop, Therefore, in the 2nd year the following participants were invited;

- ✓ 5 DOET officials
- ✓ 2 officials from the Teacher Training College
- ✓ 1 BOET official from each district of respective province
- ✓ 1 principal of primary school from each district of respective province

Exceptions were made for provinces which had a large number of participants. For Dak Lak and Nghe An province, the number of DOET officials invited was raised to 6, and for Thanh Hoa province it was 7, so that DOET could prepare for the provincial PEDP planning workshop adequately. Since each province has a different number of districts, the total number of participants varied from province to province, but it was within the range of 20 to 60. During the provincial PEDP planning workshop of both 1st and 2nd year of Phase 2, the participants were divided into smaller sub-groups for discussions.

<Facilitators>

During Phase 2, the DOET officials who attended the EPCB training workshops carried out the tasks of facilitating the provincial PEDP planning workshop.

(iii) Contents

In the provincial PEDP planning workshop in Phase 2, the situational analysis, issue trees, issue matrix and issue descriptions were developed by using a participatory approach. At the end of the provincial PEDP planning workshop, it was expected that each province would submit their provincial PEDP documents. A typical schedule and contents of the provincial PEDP planning workshop in the 2nd year is shown below. DOET officers who attended EPCB training organized workshops by following the “Provincial PEDP Guidelines”; selections and invitation of participants, arrangement of the venue, actual implementation of the workshop as a facilitator, and finally development of the provincial PEDP documents.

Table 3.2.2.8: Contents of Activities for the Provincial PEDP Planning Workshop (Phase 2)

	DAY 1	DAY 2
AM	Introduction Situational Analysis Development of issue tree	Development of issue tree Development of issue matrix
PM	Development of issue tree (cont)	Development of issue description Closing ceremony

The JICA Program Team, PMU members and the researchers carefully observed the process and ensured the quality of outputs. In addition, the JICA Program Team closely monitored the quality of the overall organization and the management and outcomes of workshops in order to improve future EPCB training and provincial PEDP planning workshops. In addition, the JICA Program Team assisted with

the identification of issues that researchers could not easily point out. For example, “lack of resources” was often raised as a problem, but it was not always clear how they would effectively use the required resources.

There were several changes between the 1st and 2nd year of phase 2. Firstly, in the 2nd year DOET was no longer asked to select “Key Issues” as some provinces found this difficult to do and the process caused delays in submitting provincial PEDP documents.

Secondly, a new handbook was developed in the 2nd year. In the 1st year, the handbook used in the EPCB training workshop (“Handbook for EPCB training workshop”) was used as a reference in addition to the provincial PEDP guidelines. However, workshop participants found it difficult to use the handbook as it was too cumbersome. The Program Team therefore developed a “Handbook for PEDP planning workshop”, which is basically an abstract of the “Handbook for EPCB training workshop” for easier reference.

Thirdly, in the 1st year interviews of DOET personnel was conducted in each province to assess how they had prepared the previous provincial PEDP documents during Phase 1. The questions covered how many people were involved with the preparation of PEDP, how long it took for the preparation, and if there were any difficulties during the preparation of PEDP.

Finally, in the 2nd year, the PMU and JICA Program Team discussed and decided to simplify the educational data set of the provincial PEDP document to make DOET officers easier to collect.

Table 3.2.2.9: List of Documents for Workshop

Name of Document	Targeted Reader	Contents
Handbook for EPCB Training Workshop	- EPCB workshop participants (DOET officers)	- Basics of Educational Planning - Project Cycle of Education - Participatory Approach and Logical Framework
Handbook for Provincial PEDP workshop	- Provincial workshop participants (DOET officers, BOET officers, and head teachers)	- Summary of Handbook for EPCB training workshop
Provincial PEDP guidelines	- DOET officers who organize provincial PEDP workshop	- Procedures to organize provincial PEDP planning workshop

3.2.3 Process of Donor Coordination Mechanism Establishment

At the end of Phase 1 of the PEDP program, there was uncertainty as to how coordination was to be done within the PEDP framework. Coordination between GOV and donors, as well as between donors is a key area in the PEDP implementation process given that the PEDP aims to provide an overall national framework for primary education. The JICA Program Team has therefore supported the PMU to establish a (5-step) process for donor coordination and to transfer the initiative to the PMU.

(1) Awareness Raising

As a first step, the JICA Program raised the awareness of the PMU concerning the need for donor

coordination by organizing various kinds of meetings - pre-donor meetings, donor group meetings and consultations with individual donors. These have led to post-meeting assessment of agendas and discussions with donors.

Donor group meetings

Donor (pre-donor meeting & donor meeting) group meetings were held. Table 3.2.3.1 summarizes the agenda and gives a list of participants.

Table 3.2.3.1: Participants and Agenda for Each Donor Meetings

	Participants	Agenda
Pre-Donor Meeting (January 17, 2003)	<ul style="list-style-type: none"> • Chaired by Dr. Trinh Quoc Thai, PMU Leader • Attended by representatives from four key donors invited to make presentations at the Donor Meeting (UNESCO, UNICEF, World Bank, MOET Support Project (EU)¹⁰) 	<ul style="list-style-type: none"> • Explanation on MOET's expectations for the donors' participation at the Donor Meeting • Pre-presentations by invited donor agencies on their primary education support activities • Discussions
Donor Meeting (January 22, 2003)	<ul style="list-style-type: none"> • Chaired by Mr. Le Vu Hung, Vice Minister of MOET • Representatives from 22 donor agencies • MOET officers from relevant departments 	<ul style="list-style-type: none"> • MOET's presentation on the progress made and plans ahead of PEDP • Presentations by five key donors on their primary education support activities

In view of the importance of recognizing donors' cooperation and their contributions to the successful implementation of PEDP, as well as to foster information sharing between MOET and donors and among donors, MOET decided to invite the five key donors who are active in supporting primary education in Viet Nam to make a short presentation of their primary education support activities. These five selected donors were: UNESCO, UNICEF, Word Bank, European Commission, and Save the Children UK.

The half-day Pre-Donor Meeting was held on January 17, 2003 at MOET. The main objective of the meeting was to inform donors of MOET's expectations concerning donor presentations at the Donor Meeting, and to exchange views on how the PEDP could be further strengthened to support primary education in Viet Nam.

During the discussion at the Pre-Donor Meeting, the participating donors raised several questions on how MOET would achieve coordination during the process of implementing the PEDP and other education programs. Though these questions were not intended to seek immediate answers or solutions but were rather aimed at starting discussion between MOET and donors on how to develop effective coordination mechanisms for education sector support, they helped PMU to clarify and anticipate donor concerns for the Donor Meeting. Thus, after the Pre-Donor Meeting, the PMU, with assistance from the JICA Program Team, drafted MOET's responses.

¹⁰ The representative from Save the Children UK, who was among the 5 invitees of the Pre-Donor Meeting, was not able to attend due to their previous engagement outside Ha Noi.

Agenda of Donor Meeting

- ✓ Opening Remarks by Mr. Le Vu Hung, Chairperson, Vice Minister
- ✓ MOET's Presentation: Progress Made and Plans Ahead of PEDP
 - Updates on PEDP
 - Presentation of Draft PEDP Operational Guidelines
 - Demonstration of Primary Education Databank
- ✓ Donor Presentation on Their Primary Education Support Activities
 - UNICEF Child Friendly Primary Education Project UNICEF
 - WB: Support to Primary Education from the World Bank Group
 - European Commission: MOET Support Project
 - UNESCO: UNESCO's Assistance in the Education Sector
 - Save the Children UK: Ethnic Minority Education Project
- ✓ Closing Remarks by Mr. Le Vu Hung, Chairperson, Vice Minister

The World Bank raised a number of issues at the Pre-Donor Meeting on how MOET and donors intended to develop effective coordination mechanisms for education sector support in Viet Nam. In response, Mr. Le Vu Hung, Chairperson, confirmed MOET's strong willingness to strengthen the coordinating role of MOET and stressed that the PEDP would form a foundation for such coordination, and which MOET intends to extend to other education sub-sectors.

Consultation with Individual Donors

Aside from the donor group meetings, the PMU held meetings with approximately 20 donors individually. A list of donors and the Minutes of the Meetings are shown in Annex 2.

At first, the emphasis was on giving PMU exposure and the agenda was on promoting the PEDP and the renewal of donor support project information,

After several meetings with donors, the agendas and presentation materials were carefully prepared through discussions with PMU. At the same time, Ms. Hanh was assigned as a donor Focal Point. This assignment has significantly accelerated the PMU's donor coordination efforts during the post-donor review meetings with the PMU.

Two series of the individual meetings with donors were held in May and June, and in July 2003¹¹. The first round of meetings was held with the following four objectives.

- ✓ Promotion of further understanding of PEDP in the donor community
- ✓ Update of information on donor activities to compile the baseline donor data;
- ✓ Awareness raising of the PMU with regard to donor coordination
- ✓ Identification of issues to be coordinated with donors by the PMU

After the meetings, the PMU and JICA Program Team recognized that progress had been made, but that there were still issues to be considered corresponding to the objectives set before the meetings.

¹¹ There are other ad hoc meetings to respond the rapidly changing environment in primary education sector in Viet Nam. The number of donors contacted by PMU has been gradually increased.

<Promotion of further understanding of PEDP in the donor community>

There were some donors who had not yet fully understood the role and content of PEDP. The tendency was to misunderstand PEDP as a list of projects such as PEDC. Individual donor visits, however, provided donors with a better understanding and recognition of PEDP within the donor community. In response to comments from donors, the PMU recognized that continued and regular contact with individual donors would be needed to provide feedback from PEDP to donors in return for donor-supported project information provided by donors.

<Increasing awareness of the PMU with regard to donor coordination>

The PMU members who were present at donor consultation visits have become increasingly aware of the importance of donor coordination. During the discussion with donors, they actively presented the content of PEDP and sought support and cooperation for PEDP. PMU members who were present realized the importance of donor coordination and of sharing donor information with other PMU members.

<Update of information on donor activities to compile the baseline donor data >

As a result of meetings with donors, new projects or projects under formulation were identified such as environmental education support project, ICT project, teacher training college support project and provincial EFA project. On the other hand, the PMU recognized the need for a mechanism for donor information updating must be established within MOET given their ownership of projects.

<Identification of issues to be coordinated with donors by the PMU>

Following discussions with individual donors, projects requiring coordination were listed according to the following categories.

- 1) Consistency and Effective Sharing of Resource and Lessons Learned: Methodologies, Teaching Methods, and Manuals
- 2) Coordination among donor interventions supporting same BAPI in different provinces/locations
- 3) Overlap of Similar Interventions in the Same Province/Location

The PMU further realized that the PMU, MOET and related ministries (MOF and MPI) needed to introduce an analytical tool that clearly and objectively identifies coordination issues and helps to share information.

As a result of lessons learned in the first round of the meetings with individual donors, the PMU decided that the second round would focus on the mechanisms for donor coordination and feedback to donors. This shows how the PMU will use collected donor support project information (details of this tool are explained in 3.2.3.3 and 4.2.) In addition, further explanations were given to donors who were still unfamiliar with the PEDP.

As a result of these meetings, most of the donors explicitly expressed their agreement that the PMU should take the initiative in donor coordination and noted the usefulness of the analytical tool. Aside from the general appreciation, some donors provided suggestions on the sustainability and effectiveness

of the analysis. To enhance sustainability, donors suggested that the PMU should collect donor support project information by using MOET resources. In addition, from the viewpoint of effectiveness, donors advised that the results of the analysis should be shared with DOET and provincial authorities.

In conclusion, concerted effort by the PMU and JICA Program Team helped the PMU to recognize the importance of donor coordination. In addition further steps to establish a donor coordination mechanism were clearly formulated by the active involvement of the PMU in setting agendas and reviewing donor consultation. The next steps included that of taking concrete actions, developing analytical tools, and sharing donor coordination experiences within MOET and related agencies.

(2) Exercise of Coordinating Projects

Among the issues identified during a review of individual donor meetings, the PMU decided to ensure coordination between the Provincial PEDP and Planned Provincial EFA. The problem of overlapping project proposals was noted and the need for consistent and effective sharing of resources. These issues and their countermeasures are summarized in Table 3.2.3.2.

Table 3.2.3.2: Coordination Issues and Countermeasures

Corresponding BAPI	Project Name	Region	Method	Coordination Task	Countermeasure
P1/S2/B1	PEDP(JICA)/ Planned Provincial EFA	61provinces/ 6 provinces	Both includes educational training to DOET, BOET	Training method training materials, resources and documents should be used in Provincial EFA	<ul style="list-style-type: none"> • Collect information (PMU) • Convene meetings with JICA team and UNESCO (PMU) • Hold internal meetings between PMU and EFA team
P2/S1/B3	Proposed Teacher Training Project (Belgian)/ Planned JICA project	Both include TTC Bac Giang	Targets and method seem be overlapped .	Avoid unnecessary overlaps, identify better cooperation to achieve best models	<ul style="list-style-type: none"> • Collect Information (PMU) • Update Problem Trees (JICA team) • Convene meetings with JICA and Belgium Embassy (PMU)
P2/S1/B3P4/S2/ B2	Primary Teacher Development Project (PTDP) (WB)/ Planned Project(JICA)	There is a possibility of nationwide spread after 2005 in PTDP. Japanese assistance issue has a component of teacher faculty improvement in Bac Giang.	There may be overlaps between the strengthening of in-service training toward TTC and the in-service training below TTC level.	Learn lessons from PTDP. Utilize Japan's experience in teacher training method. Coordinate on the target level as to the training below TTC level.	<ul style="list-style-type: none"> • Clarify targets of PTDP (PMU) • Lessons learned from coordination between PTDP and Belgium teacher training program. • Convene meetings with JICA team and PTDP team (PMU) • Recommend ways for coordination.

The PEDP, supported by JICA, provided training programs for provincial education officers in educational needs assessment through EPCB training and provincial PEDP planning workshops. The training covered all 61 provinces by the end of July 2003. On the other hand, the Provincial EFA project supported by CIDA, W.B and UNESCO proposed to support provincial education planning in six pilot

projects¹². Ideally, training methods, training materials, resources and provincial PEDP documents, which were developed by the PEDP, should be used in Provincial EFA

In response to such issues, the PMU organized meetings and invited UNESCO, an International EFA team and the JICA Program Team to exchange information on two projects. These organizations agreed that the provincial PEDP would be the foundation for provincial education planning and that the provincial EFA teams would use personnel and training materials developed by the PEDP. The JICA Program Team also emphasized the need for full cooperation between Mr. Chi, head of EFA technical group, the PMU and PEDP researchers and to engage in a participatory approach as introduced by provincial PEDP planning workshop. As a result, Mr. Chi expressed that the proposed provincial PEDP should utilize provincial PEDP experiences and asked the PEDP researchers for support to plan and implement the provincial PEDP planning workshop.

(3) Developing Analytical Tools

Apart from giving support for awareness raising and project coordination activities, the JICA Program Team has assisted the PMU to strengthen its technical capacities.

The donor coordination analysis is composed of three sections based on the PEDP Operational Guidelines. 1. Interventions by donors and GOV are mapped by BAPI and by Province. 2. Educational needs of MOET and Provinces are mapped by BAPI and by Province. 3. BAPIs requiring further support and donor activities which require to be coordinated are identified. The PMU will then be able to objectively identify projects and interventions which might overlap and which need further consideration. The detailed methodologies and draft results of analysis are shown in 4.2.

(4) Sharing experience/information within MOET and related agencies

A PEDP working meeting was held on September 29th 2003 to consider internal issues within MOET. The meeting was chaired by Ms. Dang Huynh Mai, Vice-Minister of Education and Training. Officers in charge of various education projects such as Teacher Development Project, PEDC (WB), Teacher Training (Belgium) and EU project and representatives from concerned departments of the Ministry of Education and Training (MOET), MPI participated in the Meeting.

The meeting sought to reach a common understanding on the usefulness of the PEDP by MOET and other agencies and potential issues identified by the PMU and the JICA Program Team were discussed. Opening remarks were made by Ms. Mai. Dr. Thai, Director of the Primary Education Department (and recently appointed as Acting Director), Head of PMU and Mr. Kanzaki, Deputy Team Leader, JICA Program Team, presented background and outline of PEDP and PEDP formulation and promotion respectively. After the presentations, Dr. Thai raised a list of issues for discussions with the focus on 3 main aspects: strengthening the PEDP implementation by utilizing the PEDP as framework to identify and address areas of needs in primary education and integrating PEDP within MOET planning process;

¹² UNESCO is looking for other donors such as ADB, DFID, for further support: The number of pilot provinces may be increased depending on these additional donor support

strengthening coordination/information sharing between MOET and other ministries and within MOET; and maintaining the PEDP sustainability.

In her opening remarks, Ms. Mai felt this would be a good chance to clarify coordination matters between different projects involved in the educational sector and stressed the need to strengthen coordination between MOET officers.

In his presentation, Dr. Thai explained the background and gave an outline of the PEDP and its objectives, the Broad Areas of Possible Interventions Matrices, and how it will be coordinated with other plans, strategies and schedules.

Mr. Kanzaki described how the intervention and needs analysis was formulated using the Project Matrix and Needs Matrix, which had been developed on the basis of inputs from donor-supported projects, National Targeted Programs, the National PEDP document (first draft), the provincial PEDP documents and other relevant Government strategies and plans. He also emphasized the use of the Project Matrix as a simple but powerful tool for MOET to coordinate the donors and to avoid overlaps between projects.

In the discussion, participants agreed that the utilization of a participatory approach to needs assessment led to an understanding of the overall picture of the primary education sector, and that the Project Matrix would help to coordinate the supports from different donors and to avoid overlaps and wastage.

Suggestion was made that MOET should set up a task group in charge of coordinating the supports from different sources for education to avoid overlaps and that the project should be evaluated in terms of progress and how it should make adjustment. Some pointed out that it was important to prioritize the areas of supports and MOET needed to provide the criteria and norms.

Mr. Chi, Head of the EFA Technical Group, felt there had been good coordination and coherence between the PEDP and EFA.

The suggestion was made that JICA should provide support to primary education and that the Belgium project should focus on lower secondary education in Bac Giang.

A further issue concerned the use of PEDP by MOET and of the mechanisms of cooperation between PEDP and EFA.

Ms Mai ended the meeting by agreeing on the need to strengthen coordination and the integration of projects, and she said that this was the first meeting for MOET project officers and that others should be organized in the future to ensure better coordination between Government agencies and donors to develop Viet Nam education in general and Primary Education in particular.

In conclusion, the First PEDP Working Meeting was a good opportunity to make officials of MOET and the MPI to understand the necessity of door coordination in MOET and the role of the PEDP. A further meeting will be required upon completion of the updated PEDP and intervention and needs analysis and for participants to better understand the use of the PEDP and cooperation mechanism between PEDP and

EFA.

(5) Sharing experience/information within MOET and Related Agencies

A coordination mechanism has been established, considering viewpoints from three levels: organizational, operational, and individual staff members.

At the organizational level, it is crucial to locate all analysis of PEDP and Program Management Unit for PEDP (PEDP PMU) correctly within the EFA organizational framework. EFA was approved in July 2003 by GOV and covers Early Childhood Care and Development, Primary Education, Lower Secondary Education, and Non-Formal Education. According to an EFA review meeting in September 2003, EFA has been establishing its monitoring and implementation organization within MOET. The organization will consist of EFA technical support group, EFA Evaluation Group, EFA Progress Review Group, as well as National EFA Committee and National EFA observers. At present, only an EFA technical group has been set up with 15 members including representatives of MOET and MPI.

The JICA Program Team and Dr.Thai have already discussed this issue and reached a common understanding that PEDP PMU should be retained as a unit responsible for EFA primary education as it is, and that selected PEDP PMU members should be assigned to EFA monitoring and implementation groups. The JICA Program Team also suggested that PEDP monitoring methods would be useful and could provide lessons to other EFA sub-sectors. Under this arrangement, PEDP can play an important role in achieving MOET's goals in primary education because PEDP already has a solid organization structure with a head, a Focal Point and six taskforce teams, all trained in PEDP processes.

Based on this understanding, discussions are under way with Mr. Chi, Head of the EFA technical group, the PMU and the JICA Program Team. Mr. Chi expressed positive views that the ideas would enhance EFA implementation and monitoring because EFA has not yet come up with concrete ideas on responsible units and methods for monitoring and implementation in each sub-sector. He also mentioned that two PMU members have already been included in the EFA technical support group. Finally, the JICA Program Team, Mr. Chi and the PMU agreed to continue their discussions so that PEDP would be fully integrated into the EFA framework.

3.2.4 Process of National PEDP Update

(1) Overview

The PEDP 2002 document has been revised and updated (now PEDP 2004) during the program period. At the same time, the organizational and management capacity of the PMU has been improved to ensure sustainability of the PEDP process.

The JICA Program Team divided the 14-month period (November 2002 to December 2003) into three stages to enhance PMU capacity.

- ✓ Introductory stage: November 2002 – March 2003

- ✓ Familiarization stage: April – August 2003
- ✓ Transition stage: October – December 2003

The JICA Program Team worked closely with the PMU and provided technical and supportive inputs. Team members allocated assignments to Task Force members to be completed within jointly agreed timeframes:

- ✓ February – March 2003 (1st assignment given to PMU)
- ✓ May 2003 (2nd assignment given to PMU)
- ✓ August 2003 (3rd assignment given to PMU)
- ✓ October – December 2003

The purpose of the assignments was to familiarize PMU Task Force persons with the analytical skills necessary to update the document. The volume and complexity of these assignments were gradually increased. Table 3.2.4.1 outlines the assignments

Table 3.2.4.1: List of Assignment Given to PMU Regarding PEDP Document Update

Assignment	Left to PMU in	To be completed by	Contents
1st	March 2003	May 2003	- Preparation of - Suggestions on possible NIM revision - BNMM (BAPI-Needs Match Matrix) - Based on 13 Provincial PEDP (needs assessment) recently done
2nd	May 2003	August 2003	- Utilization of PEDP Educational Indicator for Intervention and Needs analysis - Preparation of - Suggestion on possible NIM and BAPI revision - BNMM - Based on 28 (13 + additional 15) Provincial PEDP (needs assessment) recently done
3rd	August 2003	October 2003	-Preparation of comparison table of PEDP 2002 and PEDP 2004, which cover revision of - Situational Analysis - NIM - BAPI - BNMM - Based on 61 updated Provincial PEDP (needs assessment) recently done

(2) February – March 2003 Input: Familiarization Start

The JICA Program Team

- ✓ Provided 1st (revised) draft of PEDP Operational Guidelines
- ✓ Working with PMU, made a list of possible revision of BAPI
- ✓ Requested Task Force members to try out the Operational Guidelines by using actual material (13 provincial PEDP documents).
- ✓ The 1st assignment is to prepare Needs Issue Matrices and possible BAPI revision through examining 13 provincial PEDP documents that were already made available from PEDP W/S.

During this period of input, the JICA Program Team provided the PMU with the 1st draft of (revised) PEDP Operational Guidelines, which was jointly (Team/PMU) discussed and revised. The PMU was

left with the 1st assignment to try out the guideline by using actual material (13 provincial PEDP).

Consultation and discussions on managing the process of updating and improving the quality of workshop data were held with individuals PA Task Force members and at PMU meetings. A general introduction on qualitative analysis was provided with participants comparing data from different provincial PEDP documents. Revisions made to the BAPI descriptors were noted and discussed with the Task Force members, but it was thought that further sessions to work through specific revisions is required. In addition, specific requests for increased capacity building from Task Force were made, especially concerning techniques for analysis.

Table 3.2.4.2: Schedule for the BAPI Update Meeting (Feb-March 2003 Input)

Date	Contents of the Meeting	Participants
20th Feb 03	Meeting with Ms Hanh to plan PEDP update process for this input	
25th Feb 03	Taskforce Meeting – PMU members from each PA Initial discussion on process of analysis of 13 provincial returns as a trial phase Introduction to Guidelines for BAPI updating, to be included in PEDP Operational Guidelines	Dr Thai Ms. Hanh (4&6) Mr. Long (3&6) Ms. Van Anh (1) Ms. Bich Thai (1&2) Mr. Khoa (5&6) Mr. Viet Thai (4)
26th Feb 03	Taskforce Meeting (PA1 + PA6)	Ms. Hanh (6), Mr. Khoa (6), Ms. Bich Thai (1)
28th Feb 03	Task force Meeting (PA4 + PA5)	Ms. Hanh (4), Mr. Viet Thai (4), Mr. Khoa (5)
4th Mar 03	Task force Meeting (PA2 + PA3)	Mr. Viet Hung (2), Ms Bich Thai (2), Mr. Long (3), Ms. Hanh (coordinator)

Note: Responsibilities of JICA Program Team for each PA are followings: Dr. Hugh dAeth, (PA1 and 6), Mr. Irie (PA3) and Ms. Young (PA2, 4 and 5)

(3) May 2003 Input: Familiarization

The JICA Program Team

- ✓ Checked the outcomes of the 1st assignment (left in the previous input) done by the PMU
- ✓ Requested Task Force members to complete a further 15 provincial PEDP documents (2nd assignment)

Initial revisions were made in February 2003 to the National PEDP in terms of the appropriateness and relevance of the descriptors and activities of Prioritized Areas and Sub-sectors on the basis of an analysis of 13 provincial PEDP documents. Working sessions with the PMU Task Force members were held in April-May, 2003 to assess the updates and revisions undertaken on the basis of 18 provincial documents, as well as the capacity of PMU Task Force members. The continuation of the trial phase of the BAPI update process provided feedback from the Task Force members. This included an update on the progress of each PA team and problems encountered.

Table 3.2.4.3: Taskforce Meeting Schedule (May 2003 Input)

Date	Contents of the Meeting	Participants
2nd May 03	PMU Taskforce meeting – update on progress and schedule for this input	Ms. Hanh, Ms. Bich Thai, Mr. Hung, Mr. Long
5th May 03	Taskforce Meeting 1 (PA3&6)	Mr. Long
5th May 03	Taskforce Meeting 1 (PA4)	Mr. Viet Thai
8th May 03	Taskforce Meeting 1 (PA1)	Ms. Bich Thai
12th May 03	Taskforce Meeting 1 (PA2)	Mr. Hung
13th May 03	Taskforce Meeting 2 (PA5)	Mr. Khoa
15th May 03	Taskforce Meeting 2 (PA3&6)	Mr. Long
15th May 03	Taskforce Meeting 2 (PA4)	Mr. Viet Thai
17th May	PMU Meeting; Workshop – Facilitation/Elicitation skills + orientation	PMU, Researchers

Note: Responsibilities of JICA Program Team for each PA are followings: Mr. Tanaka (PA1, 5 and 6), Dr. Hugh dAeth, (PA 2 and 4), Mr. Shishido (PA3) and Ms. Young (PA2 and 4)

(4) August 2003 Inputs: Familiarization to Transition Stage

The JICA Program Team

- ✓ Verified the 2nd assignment (left in the previous input) done by PMU using 13 provincial PEDP documents
- ✓ Reviewed the outcomes of the 2nd assignment
- ✓ Requested Task Force members to revise the National Issue Matrices (NIM), as well as revisions to the Situational Analysis and BAPI (3rd assignment)

Most of PMU Task Force members had completed the second assignment (May 2003). In addition to the compilation of National Needs Matrices, many of the Task Force members indicated they required further training and practice in doing qualitative analysis which they considered useful for the assessment of PEDP activities as well as for other non-PEDP tasks. In mid June 2003, the JICA Program Team conducted a workshop for PMU Task Force members in how to utilize educational indicators for BAPI intervention and needs analysis. PMU Task Force members stated that the use of radar charts and discussions on quantitative analytical techniques had also been of interest and of great use in general and for the development of the databank had also been useful.

Table 3.2.4.4: Taskforce Meeting (August 2003 Input)

Date	Contents of the Meeting	Participants
19 August 03	Task Force Meeting (PA1+PA2) Task Force Meeting (PA 3 + PA6)	Ms. Bich Thai Mr. Long
20 August 03	Task Force Meeting (PA 4)	Mr. Viet Thai
21 August 03	PMU Meeting: Assignment Presentation by each PMU Member	All Task Force Member
26 August 03	Task Force Meeting (PA2 + PA4)	Mr. Viet Hung
27 August 03	Task Force Meeting (PA5)	Mr. Khoa
28 August 03	PMU Meeting	All Task Force Member
29 August 03	Task Force Meeting (PA 4)	Mr. Viet Thai
4 September 03	PMU Meeting: Review of Indicators	All Task Force Member

Note: Responsibilities of JICA Program Team for each PA are followings: Mr. Tanaka (PA1, 5 and 6), Dr. Hugh dAeth, (PA 2 and 4), Mr. Shishido (PA3) and Ms. Young (PA2 and 4)

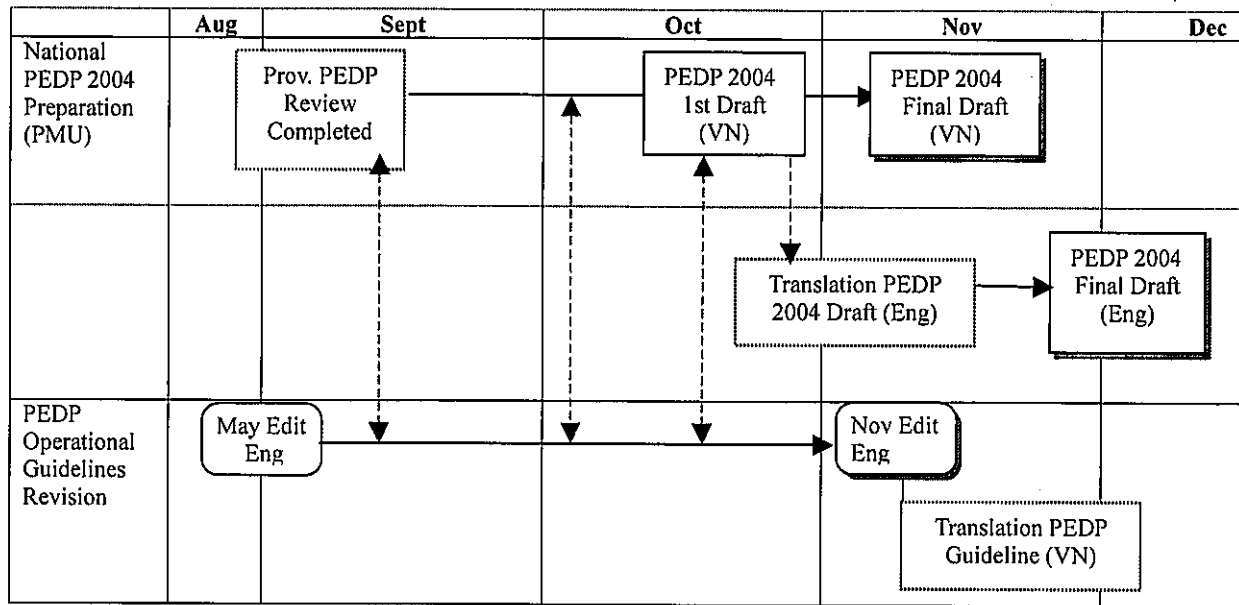


Figure 3.2.4.1: Schedule for PEDP 2004 Preparation for August – December 2003

One very important decision was made during this input. The PMU formally agreed to prepare the PEDP 2004 document in Vietnamese first for translation into English. The following schedule was jointly set to further ensure this process.

(5) October – December 2003: Handing Over the Process

The JICA Program Team

- ✓ Verified the 3rd assignment (left in the previous input) done by PMU (based on version translated into English)
- ✓ Provided consultation services on the 3rd assignment
- ✓ Assisted with the compilation of documents to prepare the PEDP 2004 draft for approval
- ✓ Management capacity-building for the PMU
- ✓ Accompanied PMU member to visit donors

During this period, the JICA Program Team focused on handing over the process of the PEDP revision. The JICA Program Team worked on the PEDP revisions using the original Vietnamese version as its basis, and checked the factual content of the revisions.

The JICA Program Team accompanied PMU members on visits to key donors once the draft PEDP 2004 had been completed (November – December 2003). The purpose was to inform key donor of changes to the 2004 draft and to ask for comments before finalizing the PEDP 2004.

Table 3.2.4.5: Taskforce Meeting Schedule (October-December 2003 Input)

Date	Contents of the Meetings	Participants
16 October 03	Meeting w/PMU – monitor progress of the 3rd Assignment	PMU Secretariat (Hanh)
17 October 03	Task Force meeting (PA 3+ PA6)	Mr. Long
20 October 03	Meeting w/PMU – discussion on schedule and facilitation strategy	PMU Secretariat (Hanh)
22 October 03	Meeting w/PMU – monitor progress of the 3rd Assignment (2)	All Task Force Member
29 October 03	Task Force meeting (PA4)	Mr. Viet Thai
6 November 03	PMU Meeting – Discussion on the outcomes from the 3rd Assignment	All Task Force Member
18 November 03	Task Force Meeting PMU Meeting - Discussion on the outcomes from the 3rd Assignment (2) - Schedule	All Task Force Member

Note: Responsibilities of JICA Program Team for each PA are followings: Mr. Tanaka (PA1, 5 and 6), Dr. Hugh dAeth, (PA 2 and 4), Mr. Shishido (PA3) and Ms. Young (PA2 and 4)

3.2.5 Process of Primary Education Databank Development

(1) Objectives of Primary Education Databank

The PMU and JICA Program Team collected a large quantity of useful information (e.g. from provincial PEDP and donor fact sheets) with regard to the primary education during the process of the National PEDP 2004 updates. The Primary Education Databank was developed by the PMU with technical cooperation from the JICA Program Team to disseminate the accumulated information among MOET, DOET, BOET, other ministries and policy makers, local communities, donors and other stakeholders in order to facilitate effective planning. The Databank consists of HTML (Hyper Text Markup Language) / PDF (Portable Document Format) files to facilitate the sharing of information through internet/intranet.

(2) Contents of Primary Education Databank

The Primary Education Databank is a bilingual (Vietnamese and English) database and its contents and sources are shown in Figure 3.2.5.1.

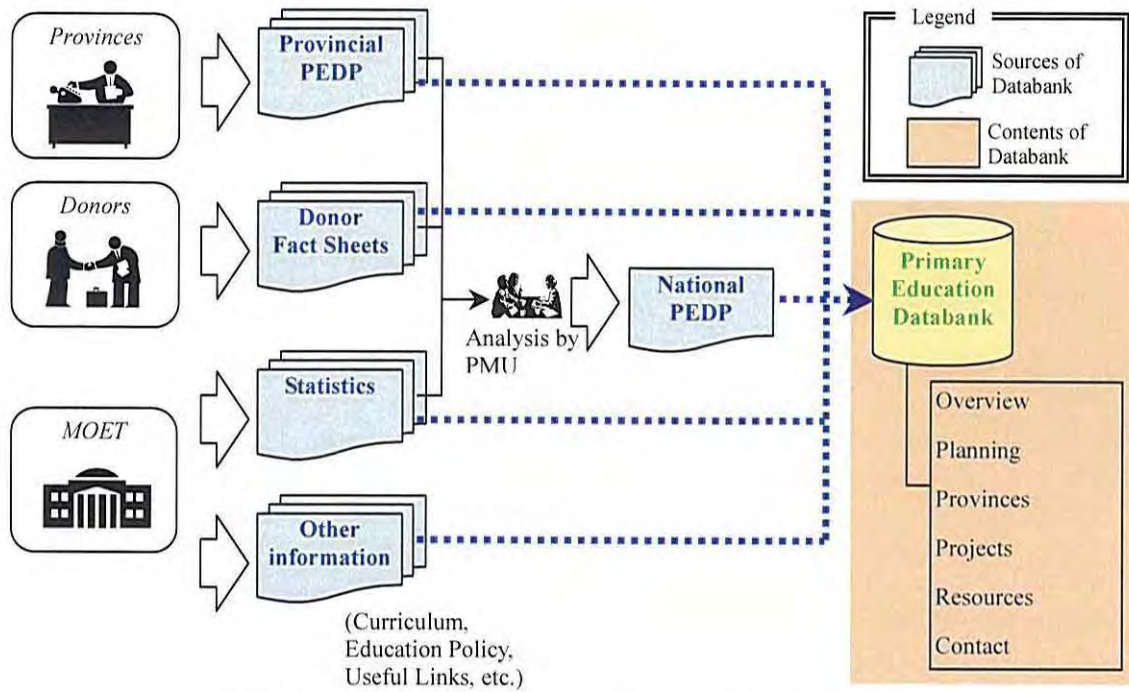


Figure 3.2.5.1: Information Flow of Primary Education Databank

The sources and contents of each section are described in Table 3.2.5.1, and the home pages of Primary Education Databank are shown in Figure 3.2.5.2.

Table 3.2.5.1: Sources and Contents of Primary Education Databank

Section		Description of Contents	Information Sources	No. of pages
Overview	Objectives of Primary Education	Context of government education policy and EDS2010	National PEDP	1
	Primary Education at a Glance	Current situation of school systems, establishment for educational administration, teachers training, and education finance	National PEDP	1
	National Standard	Five national standards of primary education (i.e., organization, teaching staff, facilities, socialization, and activities)	National PEDP	1
	Equity and Accessibility	Policy and for disadvantaged children (i.e., ethnic minority, gender equality, children from economically poor communities, disabled children)	National PEDP	1
	Primary Curriculum	Primary Curriculum by grade/subject (Vietnamese, mathematics, moral education, nature and society, science, history and geography, fine arts, arts, music, technology, and physical education)	Primary Curriculum	48
Planning		Outline of PEDP and Broad Area of Possible Intervention (BAPI)	National PEDP	57
Provinces		Basic Statistics and provincial PEDP documents of 61 provinces and index pages (list and map index)	provincial PEDP documents and Statistics	63
Projects		Information on Primary education projects (completed, on-going and planned) including both national target programs and donor-supported projects and index page (list index)	Project Fact Sheets	41
Resources		Link to National PEDP (2002/2004) documents, and hyperlinks to related organizations	National PEDP	2
Contact		Contact address and Introduction of PMU		2



Figure 3.2.5.2: Home Pages of Primary Education Databank (left: Vietnamese, right: English)

(3) Process of Developing Primary Education Databank

Table 3.2.5.2 describes the process of developing Primary Education Databank.

Table 3.2.5.2: Process of Developing Primary Education Databank

Stage	Activities	Period	Output
[1] Basic Design	<ul style="list-style-type: none"> - Conducting Requirements Analysis with PMU; - Identifying target users of the Databank; - Clarifying objectives of the Databank; - Identifying contents of the Databank; - Formulating development schedule 	Oct.2002- Nov.2002	Basic Design Document
[2] Detail Design	<ul style="list-style-type: none"> - Formulating design concept (e.g., logo, layout); - Identifying programming tools to be used (e.g., HTML editor, drawing/ painting software); - Collecting information from sources (e.g., National PEDP, provincial maps); - Developing prototype systems 	Nov.2002- Dec.2002	Primary Education Databank (Prototype)
[3] Development I	<ul style="list-style-type: none"> - Analyzing feedbacks from PMU and updating contents; - Continuously collecting information and developing contents (e.g., curriculum, provincial statistics); - Starting development of Vietnamese contents 	Jan.2003- Mar.2003	Primary Education Databank (1 st Release)
[4] Development II	<ul style="list-style-type: none"> - Analyzing feedbacks from PMU/other end users and updating contents; - Continuously collecting information and developing contents (e.g., donor projects); - Formulating maintenance and training strategy 	May 2003- Jul. 2003	Primary Education Databank (2 nd Release)
[5] Maintenance I	<ul style="list-style-type: none"> - Analyzing feedbacks and updating contents; - Continuously collecting information and developing contents (e.g., provincial PEDP documents); - Formulating maintenance and training plans 	Aug. 2003- Oct. 2003	Primary Education Databank (3 rd Release)
[6] Maintenance II	<ul style="list-style-type: none"> - Analyzing feedbacks and updating contents; - Continuously collecting information and developing contents (e.g., National PEDP 2004 and new statistics); - Developing maintenance guide for future updates 	Nov. 2003- Feb. 2004	Primary Education Databank (Final) Maintenance Guide (*to be provided)

3.3 Japan's Project Formulation

3.3.1 Preparation of Japan's Proposal

A draft 'Proposal for Japanese Cooperation to Vietnamese Primary Education' was prepared at the end of Phase 1 (March 2002) by the JICA Program Team. Through detailed discussions with MOET and Japanese representatives and an educational sector analysis, the draft proposal was finalized and submitted to JICA and MOET at the end of November 2002.

This final proposal included the rationale for Japanese cooperation, preliminary designs of the comprehensive program and an implementation plan that forms the basis of further discussions for Japanese cooperation. In the final proposal, a comprehensive primary education development program with four components was recommended to be implemented in Bac Giang Province as a pilot program.

This proposed program supported a MOET initiative that aims to consolidate decentralized education management through the trial of a set of interventions at provincial level in line with the EDSP 2010 targets for primary education. It is expected that MOET will upgrade the initiative to a nationwide program through lessons learned from the implementation of this pilot program in Bac Giang Province. The outlines of the proposed program are shown as follows.

Summary of the proposed program

(1) Objectives of the Proposed Program

The objectives are

- ✓ To eliminate inconsistencies among existing regulations and roles that determine authorities and duties of DOET, BOET and schools
- ✓ To develop a key area initiatives - i.e., quality assurance, “socialization in education” , National and Minimum Standards, etc.
- ✓ To develop provincial in-service teacher training to implement the new primary curriculum
- ✓ Fostering of school-based education development and improvement with improved community (social) involvement
- ✓ To improve school, BOET, DOET, and MOET linkages
- ✓ To share outcomes of the study for possible replication in other areas of Viet Nam
- ✓ Trailing of a comprehensive Japanese education aid intervention program to meet the needs and demand of Viet Nam

(2) Outline of the Proposed Program and its Components

To achieve the above objectives, the comprehensive program with four components was proposed (Figure 3.3.1.1).

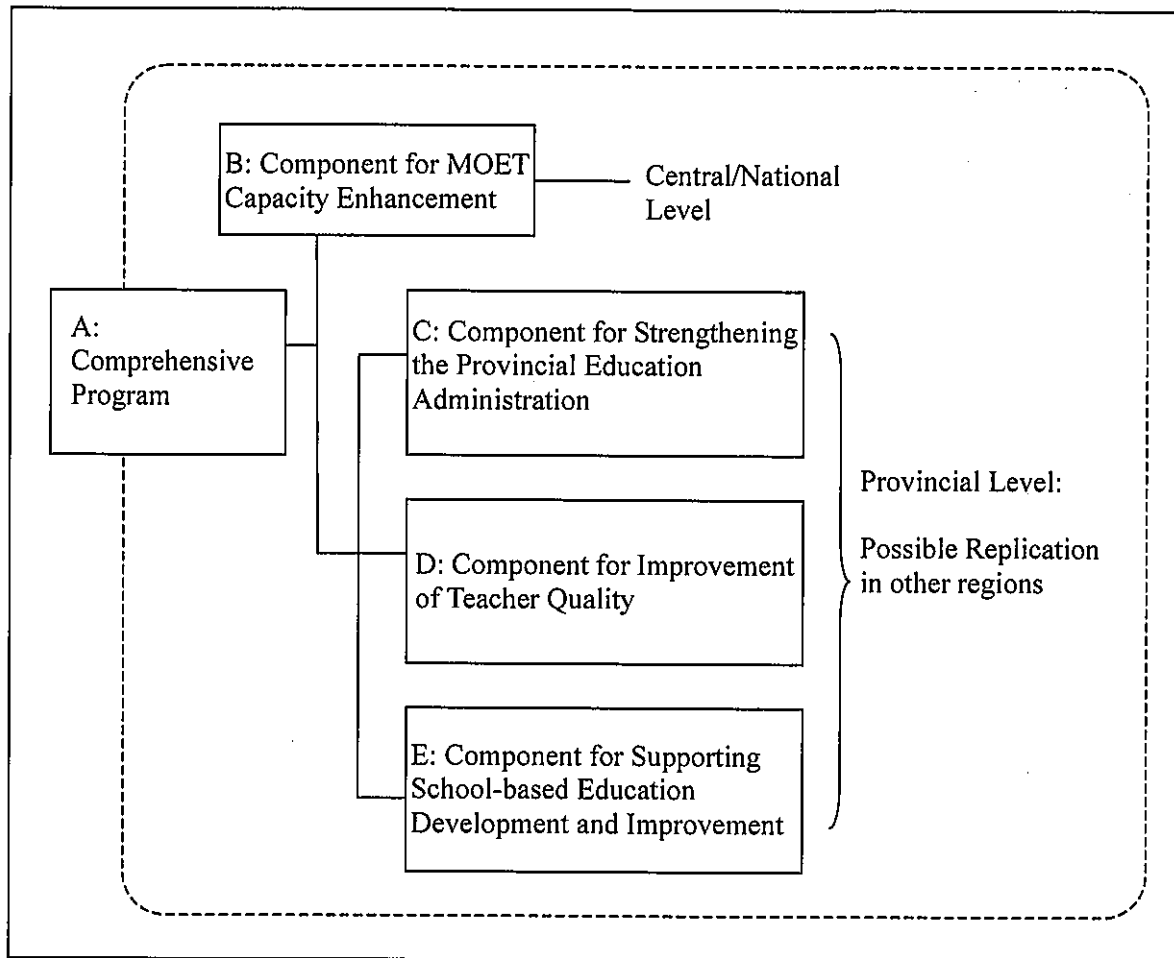


Figure 3.3.3.1: Comprehensive Program Framework

The following presents the outlines of the comprehensive program and individual components.

A: Comprehensive Primary Education Development Program

Timely and combined inputs from different components B to E will result in providing improved and increased expected outcomes and impact. A high level of sustainability is anticipated once the project is realized. It is anticipated that the program will serve as a kind of model of full-day schooling and effective school management for replication in other provinces.

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

This component is aimed at strengthening capacities in educational policy-making and information sharing at the national level. It further targets MOET and its related educational agencies. Proposal is made for training/study abroad programs, support for the formulation of basic policies and publication of guidelines and regulations, as well as support for planning and implementation of interactive teaching at the national level. Expected outcomes of this component will be:

- ✓ Increased knowledge of administrators and research on policy-making
- ✓ Basic policies and guidelines formulated and presented at the national level

- ✓ Guidelines and handbooks published on various issues
- ✓ Smooth implementation of the new curriculum

A major feature of this component is that of a nation-wide multiplier effect as it involves policy-making and information sharing at the national level.

C: Component for Strengthening the Provincial Education Administration: targeting DOET/BOET personnel

The activities for this component include training for provincial educational officers to enable effective administrative planning, operations and management. Expected outcomes of this component are:

- ✓ Enhanced capacities of educational officers and school headmasters
- ✓ Increased efficiency in planning, implementation and management

D: Component for the Improvement of Teacher Quality: targeting TTCs

For this component, proposed activities include training of in-service teachers, strengthening of TTCs through training of in-service teachers, strengthening of teaching capacity within college faculties. Expected outcomes of this component are:

- ✓ Improved teacher training system
- ✓ Higher quality of primary teachers with improved teaching skills and motivation
- ✓ Increased learning achievements of pupils as a result of the above outcomes

Sustainability of project activities is dependent on proper support from educational authorities and individual schools given the problems of individual teachers sharing and maintaining skills acquired once they have completed in-service training. In addition, there are no guaranteed incentives for teachers to attend training courses once the project comes to an end. Therefore, it is important to develop support schemes and mechanisms to sustain and encourage teacher motivation to learn and share new skills.

E: Component for Supporting School-based Education Development and Improvement: targeting primary schools

Proposed activities of this component consist of extensive capacity-building to strengthen the capacity of school management, the development of school networks to exchange views and information and the establishment of study groups for teachers. They also consist of strengthening community support for schools, and construction and / or repair of schools given the promotion of full-day schooling. The provision of equipment and teaching materials and of a school lunch service is also included in the proposals. The expected outcomes of these activities will be:

- ✓ Improved school management with increased support from parents and the community
- ✓ Increased skills and incentives of teachers through mutual exchange of teaching methods
- ✓ Enhanced collaboration among individual schools

This project emphasizes the process of systems' establishment. Therefore, it is difficult to provide

short-term measurable improvements. Once the systems have been established however, sustainability is likely to be high. Since proposed activities are based at the school level, there must also be a focus on improving areas which are administered by the educational authorities (such as teacher training, placement and inspection).

(3) A Target Province for the Proposed Program

The proposed provincial pilot program is expected to be replicated nationwide. Factors affecting the selection of a suitable target province are

- ✓ 'Average' educational and other socio-economic indicators
- ✓ Higher needs than average needs for assistance and beneficiary effects
- ✓ Provinces targeted in the forthcoming Japanese school construction grant in Northern Mountain Area

In the process of selection, five average provinces were first identified as "possible target provinces" based on various indicators. A target province was then selected from among these five provinces. Consideration was given to the likely effectiveness of the combination of planned projects, anticipated beneficiary effects, areas of Japan's cooperation, and other donor activities. As a result of a two-stage selection process, Bac Giang Province was proposed by the JICA Program Team and finally chosen as a target province for the program through discussions with the JICA Advisory Committee.

Revisions to the Draft Proposal

Based on comments from MOET and Japanese representatives, revisions were made to the draft proposal. The comments are made in terms of prioritization of sub-components, resource requirements corresponding to priorities, and contents of sub-components. These comments were correctly recorded and reflected in the finalized proposal document.

<Prioritization of Sub-components and Required Resources>

The JICA Viet Nam Office and Embassy of Japan in Viet Nam made commented that it should be essential to prioritize sub-components within components and to specify required inputs to implement the proposal based on these priorities. This information will be required when JICA examines further cooperation.

In response, priorities of sub-components were drafted by the JICA Program Team based on the "Five Standards for Recognition of National Standard Primary School (1996-2000)". Administration guidelines and criteria of the Viet Nam Government were also finalized in discussions with the PMU. In addition, the required inputs from Japan were analyzed and summarized by priority.

The JICA Program Team proposes that all components and prioritized activities should be implemented, regardless of their priorities because they are closely inter-related and the combination of multiple activities has a compound effect. For example, there impact of school level activities will be poor if there is no input at the district level. Moreover, as BOET is responsible for primary education in schools, district level inclusion is important.

<Contents of Sub-components>

Comments and revisions to the draft proposal were made from a Japanese assistance perspective. As a result, some sub-components were deleted because the Viet Nam government has been implementing them with or without donor support. The JICA Program Team agreed that Japanese inputs to these sub-components are not required so as to avoid duplication. The JICA Program Team also emphasized the need to take into account lessons learned from a pilot program when going to scale nation-wide. To achieve this outcome, the PMU and the JICA Program Team reached agreement that all sub-components are essential to fulfill the objectives of the components, and that these should be subject to monitoring and evaluating regardless of implementation by the Viet Nam Government.

MOET and the JICA Program Team did not fully agree on whether school lunch delivery center(s), which MOET considers necessary to achieve full-day schooling, should form part of the proposal activities. MOET strongly insisted that the construction of lunch delivery service center(s) would relieve parents from a financial burden and principals from a managerial problem, and would also alleviate hygiene and nutrition problems. On the other hand, the JICA Program Team recommended that already established lunch service practices should be supported and improved through Japanese cooperation programs rather than that of introducing a new system. The JICA Program Team also expressed their concerns about the financial and operational management of introducing new school lunch delivery center(s).

The result was that both sides agreed that the construction of lunch delivery center(s) should be included as a sub-component activity of Component E, and that no priority or comments from either side was to be made.

3.3.2 Coordination Issues and Their Solution

The environment surrounding the proposal for Japanese Cooperation, formulated in November 2002, has been changing because a significant number of donors are actively involved in the primary education sector in Viet Nam. For example, Belgium is sending a project formulation mission for teacher training projects from mid-November and UNESCO has started to formulate a support project for provincial education planning.

In response to these changing situations, the PMU analyzed coordination issues among projects using the Donor Project Matrix in 4.2 based on the latest donor-supported project information. Through the process, the PMU and JICA Program Team have analyzed coordination issues in detail between the Japanese proposal and two other projects, and have sought solutions.

One is the proposed teacher training project in 14 Northern provinces which will be supported by the Belgian Government. The other is the on-going primary teacher development project which is supported by World Bank. Comparison of these two projects with the Japanese proposal is summarized in Table 3.3.2.1.

**Table 3.3.2.1: Comparison between the TTC component of WB, and Belgian Projects
(Proposals) with Japanese Project (Proposals)**

	Japan's proposal	World Bank Project	Belgian proposal
Duration	Five years from 2004 (not decided)	August, 2002 to 2006	4.5 years from 2004 (not decided)
Cost	Not decided	35.75 million USD (10 provinces)	5.2 million USD (Financing by Belgium : 4.0 million USD) (14 provinces) ¹³
Objectives	<ul style="list-style-type: none"> - To improve TTC course structures, training capacity and facilities. - To train primary school teachers to implement the new curriculum and teaching methodology in general 	<ul style="list-style-type: none"> - To lay the foundation for a nationwide program to upgrade the quality of the primary teaching service. 	<ul style="list-style-type: none"> - To improve teaching and learning of TTC to meet the requirement of the educational renovation in primary and lower secondary. - To expand project results into other northern provinces
Target	TTC trainers, Primary school teachers	TTC trainers & students, Primary school teachers, education administrators	TTC trainers, Primary / lower secondary school teachers in practical schools, education administrators
Target provinces	Bac Giang	Son La, Vinh Phuc, Hai Phong, Ninh Binh, Quang Binh, Kon Tum, Phu Yen, Binh Phuoc, Ho Chi Minh, Ben Tre	(Region I) Son La ¹⁴ , Lai Chau, Lao Cai, Ha Giang Tuyen Quang, Cao Bang, Lang Son (These provinces were target provinces in Phase 1 project and continue also in Phase 2) (Region II) Hoa Binh, Phu Tho, Yen Bai, Thai Nguyen, Bac Can, Bac Giang, Quang Ninh
Components	<ol style="list-style-type: none"> 1. Expansion and strengthening of in-service teacher training 2. Strengthening of capacities of faculty members at TTCs for in-service provision 3. School-based Teacher Training/ Self-study groups 4. Securing access of teachers to remote areas 5. Support for monitoring and evaluation of components <p>*In above components, components 1-3 aim to improve teaching method for active learning through OJT by Japanese experts.</p>	<ol style="list-style-type: none"> 1. Development of teacher professional standards (profile) 2. Training programs for teachers and education managers (for TTC course innovation) 3. Quality Assurance (PMIS, development of accreditation and teachers classification) 4. Revision in the Terms of Service for Teachers 5. Project coordination, capacity strengthening, and monitoring. <p>*WB project focuses on development of professional standard to be a national standard and module development of TTC course matching with new curriculum. In other words, WB project aims to improve TTC courses to be fit new curriculum and expand 12+2 system to 12+3 in the long run.</p>	<ol style="list-style-type: none"> 1. Active teaching and learning for all curriculum subjects for both primary and lower secondary. 2. Specific issues of teaching and learning in ethnic minority areas 3. English and ICT capacity improvement. 4. Facilities and equipment provision 5. Overseas training. <p>*Belgian project aims to improve teacher's teaching method renovation to cope with new curriculum introduction. They target TTC and practical school (one or two schools) in both primary and lower secondary level for nine subjects.</p>

Proposed Viet Nam-Belgium Teacher Training Project

The proposal for the Viet Nam-Belgium Teacher Training Project was submitted to the Belgian Embassy

¹³ Lai Chau province was divided into two provinces in December 2003, Dien Bien and Lai Chau. Therefore the number of target province by Belgian Project may change from 14 provinces to 15 provinces

¹⁴ There is geographical overlapping in Son La province. However both are coordinated: i) short term target by Belgian project and long term target by WB; ii) Use different TTC trainers; and, In addition, the current project director was former project officer in Phase 1 Belgian project.

in Ha Noi in July 2002. The proposal is currently under consideration by the Belgian Government and a project formulation mission has been visiting Ha Noi from mid November 2003. Based on reports by the mission, the Belgian Government will make a final decision on the scope of cooperation.

The project will focus on TTC trainers, primary and/or lower secondary school teachers in practical schools and education administrators in 14 provinces. These 14 provinces include Bac Giang Province where it is planned that the proposal for Japanese Cooperation is to be implemented.

In comparison with the proposal for Japanese Cooperation, the proposed Belgian support project will be similar in targeting TTC primary trainers and primary school teachers of Bac Giang Province. In addition, the Belgian project will have the same approach in that both proposed projects will provide short-term training opportunities for TTC primary trainers and primary teachers.

To confirm and avoid these overlaps, the PMU held unofficial meetings with the Belgium Embassy, inviting MOET project officers and the JICA Program Team. Through the meetings it was confirmed that there are overlaps between the project components which focus on TTC primary trainers and primary school teachers of Bac Giang Province. In addition, the Belgian Embassy expressed its position in September 2003 that the coming mission would deal with this coordination issue through dialogue with MOET and the JICA Viet Nam Office in mid-October 2003.

At the same time, the PMU updated the problem and objective analysis in Bac Giang Province in September, focusing on teacher training. This analysis was used to find out possible demarcations of support to primary education activities in Bac Giang TTC for the two projects. As a result, the PMU identified that it would be difficult to find scope for both projects to support primary education activities in Bac Gaing TTC.

To break the deadlock, MOET officially informed JICA Viet Nam Office that MOET expected JICA to implement a comprehensive primary education program in Bac Giang as proposed by the JICA Program Team, in response to JICA Viet Nam Office's inquiry.

Primary Teacher Development Project

On the other hand, the Primary Teacher Development Project has been implemented from August 2002 to 2006, aiming to lay the foundation for a nationwide program to upgrade the quality of the primary teaching service. This project includes provision of training programs for TTC trainers and students, primary school teachers, and education administrators and pilot projects are being implemented in 10 provinces. These pilot provinces do not include Bac Giang Province. However, the project has a plan to expand pilot projects nationwide after 2006. According to MOET, there is uncertainty about the expansion and final decisions will be made at the end of 2006 based on the results of pilot projects.

Compared with Japan's proposal, and given the future expansion of the project to Bac Giang Province, there will be similarities in providing training programs to TTC trainees and primary school teaches in both projects. In contrast, both seem to have different goals for training programs to achieve. The Primary Teacher Development Project will support long-term goals in order to upgrade 2-year teacher training courses to cope with the introduction of the new curriculum. However, Japan's proposal will

support shorter-term goals to help teacher trainers to utilize interactive teaching methods by providing OJT (On the Job Training) from Japanese experts.

This demarcation was designed between the on-going Primary Teacher Development Project and the completed Viet Nam-Belgium Teacher Training Project in seven provinces in North Viet Nam in Son La TTC.

To secure the demarcation in Bac Giang TTC in the implementation phase, it is essential for the PMU to carefully monitor and implement the on-going WB support project and Japan's proposal, resulting from lessons learned in Son La TTC. Better coordination was made because one MOET official was responsible for both projects in Son La TTC.

In addition to the technical points, MOET expressed its view that there were no overlaps in target provinces between the two projects because no decisions have been made on the nation wide expansion of the Primary Teacher Development Project. Moreover, MOET informed JICA Viet Nam Office in May 2003 that MOET request JICA to implement the proposed pilot project in Bag Giang because the Japanese technical assistance would be worth implementing in terms of its unique cooperative ways.

3.3.3 Lessons learned and linkages from/with other projects

After the submission of the Japan's Proposal, there are still needs for the JICA Program Team to follow up donor activities which provide lessons and potential linkages to the Japan's proposal given the significant donor involvement in the primary education sector. Three projects in particular have been identified as needing attention when the Japan's proposal is implemented. These are:

- ✓ The MOET Support Project, assisted by the EU, which will provide the potential linkage between its developing EMIS (Education Management Information System) and the component for strengthening the provincial education administration in the Japan's Proposal.
- ✓ The technical assistance project for capacity building in provincial education planning, assisted by CIDA, World Bank and UNESCO on strengthening provincial education administrations has implications for the Japanese Proposal on provincial education planning.
- ✓ The Child friendly Primary Education Project supported by UNICEF with a focus on school networking also has implications for the Japanese Proposal component for supporting school-based education development and improvement. The component on developing school cluster systems in the Japanese Proposal is similar to the concept of school networking.

MOET Support Project

The MOET Support Project has three components: institution, management (information systems and cost effectiveness) and pedagogic components. The management component provides EMIS software, equipment, data formats and technical trainings to all 61 provinces. The EMIS covers all primary schools and lower secondary schools. The system collects 'fixed' data and 'volatile' data through designated data formats, called 'School Profiles'. Fixed data are updated after an initial collection when

change occurs. On the other hand, volatile data, such as pupil enrolment, are transmitted on a regular basis.

Under this system, schools will transfer the School Profiles through a paper filling system to BOETs. Next, BOETs will process and analyze data at district level, converting the handwritten data into electric files and submit data files to DOETs. DOETs are responsible for data process and analysis at provincial level. After MOET completes current organizational restructuring, the EMIS system will be expanded to the central level but it is still unclear that the program will attain integration of the EMIS system at the central level by end of March 2004. During the remaining project period, the project also has a plan to provide technical trainings by a short-term consultant. The trainings are likely to include familiarization with EMIS and provincial education planning¹⁵.

Child Friendly Primary Education Program

One of the objectives of the Child Friendly Primary Education Project is to build capacity in the areas of planning, management, supervisory, communication and monitoring skills for stakeholders with a focus on principals, PTAs and Education Councils. The project has so far selected 15 provinces, though numbers of selected schools vary according to districts¹⁶. The project has been managed by four (4) steering committees corresponding to administrative levels: Central Steering Committee, Provincial Steering Committee, District Steering Committee and Commune Steering Committee.

To achieve its objectives, the project has established a school clustering system and provided training to principals, PTAs and education councils. A cluster is defined as having one main school with a number of branch schools. The number of branch schools in each cluster varies according to clusters; e.g. one cluster with 28 branch schools in mountainous areas,

Principal and two deputy principals are usually responsible for managing one cluster. They will manage not only the main school but also branch schools in the cluster by rotating branch schools. Principals also organize Commune Steering Committees which include Commune Peoples Committees, PTAs, and Education Councils, and teachers.

The project also helps to organize regular meetings among clusters within/between provinces, which play an important role in sharing lessons among clusters. The meetings are organized by Provincial Steering Committees and District Steering Committees, which are composed of head, deputy and technical staff of education department and bureau, Ministry of Labor, War-invalids and Social Affairs, Peoples Committees, Committee for Population, Family and Children, and women's union at provincial and district level.

According to Mr. Sit, Education Officer of UNICEF Viet Nam, the project has yet to provide technical support to a number of individual components (e.g. development of training modules to stakeholders, monitoring software), and so it is too early to learn lessons from the project as a whole. However, lessons learned, especially from the school clustering system and grass-root participants in school

¹⁵ Training contents were not clear because person in charge was absent. However, considering a limited time, trainings are likely provided through regional workshops in a few days, according another S-MOET international consultant.

¹⁶ The number of schools, districts and clusters will be specified in the Final Report

management, will be available around early next fiscal year. Particular attention should be given to such issues as the structure and roles of management committees at different levels, cost sharing between the GOV and the project, training modules to principals, PTA's and Education Councils, and operational issues of the clustering system.

Proposed Project for Capacity Building in Provincial Education Planning

UNESCO has been preparing a project to roll out the National EFA plan into Provincial Education Plans with the intention of designing and piloting a suitable approach to provincial education planning encompassed within the national education planning and resource allocation frameworks.

The proposed project will be implemented in several provinces as pilot projects, which will serve as examples for other provinces. The plans will include an outlined long-term strategy and detailed medium-term action programs covering the four EFA target groups, as well as upper secondary education, technical-vocational and professional education and teacher training. The planning approach includes a methodology and tools for analysis, projection, resource implications assessment, and target setting. There are no fixed schedules for the implementation of the proposed project for the moment. UNESCO has been waiting for MOET to present a list of the pilot provinces.