

# **Annexes**

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

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**NATIONAL PRIMARY EDUCATION  
DEVELOPMENT PROGRAM**

Hanoi, February 2004



## **MINISTRY OF EDUCATION AND TRAINING**

### **Acknowledgement**

To meet the human resource needs of the modernization and industrialization of the country, it is understood that improvement of not only secondary and higher, but also basic education, especially, primary education, is crucially important. With such understandings, "Vietnamese Education Development Strategic Plan to Year 2010" ensures the universalisation of primary education and the quality improvement of primary education.

The Primary Education Development Programme (PEDP), which was approved by the Minister of Education and Training in accordance with Decision No: 28/2002/QĐ-BGD&ĐT dated on 10/5/2002 aims to carry out Vietnamese Education Development Strategic Plan to Year 2001-2010 and is a part of the EFA National Action Plan. PEDP addresses a system of broad areas of intervention that support the plan, and focus them into feasible and concrete programmes/ projects for the development of primary education.

PEDP consists of 6 parts:

1. Situational Analysis
2. Assessed Needs Presentation with National Issue Matrix
3. List and Profiles of the Broad Area of Possible Intervention (BAPI)
4. MOET/Donor Coordination through PEDP
5. Management and monitoring of the implementation of PEDP
6. Lessons learnt from projects of PEDP

The national PEDP is developed based on provincial PEDP documents. Therefore, information in the National PEDP is unfixed and regularly updated according to changes of local needs.

The national PEDP 2004 has been completed by the Program Management Unit (PMU). In the process of developing PEDP, PMU (Program Management Unit) has involved many stakeholders at various levels, such as governmental, non-governmental organizations and provincial authorities, which contributed greatly to the formulation of the Broad Area of Possible Intervention for the development of primary education. In developing this program, the JICA (Japan International Cooperation Agency) Program Team supported PMU's work technically, and we are grateful to them for their dedication.

It is our intention to gradually integrate all on-going and planned primary education projects and programme activities into the PEDP in order to achieve better co-ordination of efforts to attain the goals of the plan to 2010.

I would like to express my deepest gratitude to every individual, organization who have contributed to the preparation of the Primary Education Development Program, and look forward to further supports and comments to step-by-step perfect this Program.

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Dang Huynh Mai  
Vice Minister of Ministry of Education and Training

## PRIMARY EDUCATION DEVELOPMENT PROGRAM (PEDP) 2004 Edition

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## ABBREVIATION

ABE	Alternative Basic Education
ACER	Australian Council for Educational Research
ADB	Asian Development Bank
AUSAid	Australian Agency for International Development
BAPI	Broad Area of Possible Intervention
BOET	Bureau of Education and Training
BTC	Belgian Technical Cooperation
CBR	Community Based Rehabilitation
CIDA	Canadian International Development Agency
CPRGS	Comprehensive Poverty Reduction Growth Strategy
CRS	Catholic Relief Service
DFID	Department for International Development (United Kingdom)
DOET	Department of Education and Training
DWG	Donor Working Group
E&T	Education and Training
ECE	Early Childhood Education
EDSP 2010	Education Development Strategic Plan 2010
EFA	Education for All
EMIC	Educational Management Information Center
EMIS	Educational Management Information System
EPCB	Education Planning Capacity Building
EU	European Union
F&P	Finance & Planning
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GOV	Government of Vietnam
GSO	General Statistical Office
HCM	Ho Chi Minh City
HDI	Human Development Index
ICT	Information Communication Technology
IM	Issue Matrix
INSET	In-service Training
IRDS	Institute for School Research & Design of School
IT	Information Technology
JICA	Japan International Cooperation Agency
LTFP	Long Term Financial Plan
MOET	Ministry of Education and Training
MOF	Ministry of Finance
MPI	Ministry of Planning & Investment
MTFP	Mid Term Financial Plan
NER	Net Enrolment Rate
NF	Non-formal
NGO	Non-Governmental Organization
NIES	National Institute for Education and Science
NIM	National Issue Matrix
NOK	Norwegian Krone
NORAD	Norwegian Aid Development
ODA	Official Development Assistance
OECD	Organization for Economic Cooperation and Development
PA	Prioritized Area
PED	Primary Education Department

PEDC	Primary Education for Disadvantaged Children
PEDP	Primary Education Development Program
PHC	Primary Health Care
PMU	Project Management Unit
PPBS	Planning-Programming-Budgeting System
PPCs	Provincial People's Committees
PPP	Purchasing Power Parity
PRESET	Pre-service Training
PRSP	Poverty Reduction Strategy Paper
PTA	Parents Teacher Association
PTD	Primary Teacher Development Project
RIED	Researching Institution of Educational Development
SCF	Save the Children Fund
SCMF	School Construction and Maintenance Fund
SEN	Special Education Needs
T&L	Teaching & Learning
TA	Technical Assistance
TD	Teacher Department
TOT	Trainer of Trainer
TPR	Teacher-Pupil Ratio
TTC	Teacher Training College
TTI	Teacher Training Institute
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
USD	US Dollar
VLSS	Vietnamese Living Standard Survey
VND	Vietnamese Dong
VSO	Voluntary Service Overseas
WSD	Whole School Development
WB	World Bank

## **INTRODUCTION TO THE PRIMARY EDUCATION DEVELOPMENT PROGRAM (PEDP)**

The provision of 'appropriate' human resources for modernization and industrialization of the Socialist Republic of Vietnam is a key development issue. Improvements in education are therefore given prominence in the 'Strategy for Socio Economic Development 2001-2010' document. The consolidation of the primary education sector and further development of secondary and higher education is important to meet the resource needs of a country which is in the process of modernization and industrialization.

The Prime Minister has approved the "Education for All" national action plan in document No. 872/CP-KG dated July 2<sup>nd</sup> 2003. The action plan provides a strategic framework for the education development of 4 targeted groups: Early-childhood education, Primary education, Lower secondary education and Non-formal education. The contents of the PEDP document, a framing document for primary education development, are completely appropriate and have been integrated into the primary education section of the "Education for All" national action plan

The 'Education Development Strategic Plan for 2001-2010' (EDS 2010) addresses several key solutions to further develop and enhance all levels of Vietnamese education. The Primary Education Development Program (PEDP) presented here is a comprehensive action program, which aims to achieve EDS 2010 targets for primary education in Vietnam. The PEDP (1) presents necessary activities to be taken to achieve EDS 2010 targets in order to consolidate and develop primary education, (2) provides a referring framework for the Government of Vietnam (GOV) and international donors to identify and address areas of needs, and (3) facilitates coherent coordination and collaboration between the GOV and international donor organizations through its use.

The PEDP provides donors with a systematic basis of planned intervention for the next decade line with the EDS 2010. The PEDP document is an evolving working document subject to continual revision according to needs and changing situational and developmental circumstances. All primary education concerned stakeholders will be involved in the development and updating of the PEDP document.

The PEDP document has four sections. Section 1 is a situation analysis of primary education. Section 2 describes the results of the needs assessment in matrix form and summarizes them under six 'Key Constraint' statements: (i) Education Management; (ii) Teacher Training; (iii) Facilities; (iv) Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Processes; (v) Accessibility to School; and (vi) Finance and 'Socialization'. Section 3 thereafter presents a series of 'Broad Areas of Possible Interventions' (BAPIs). Section 4 describes how MOET will coordinate donor intervention under the PEDP;.

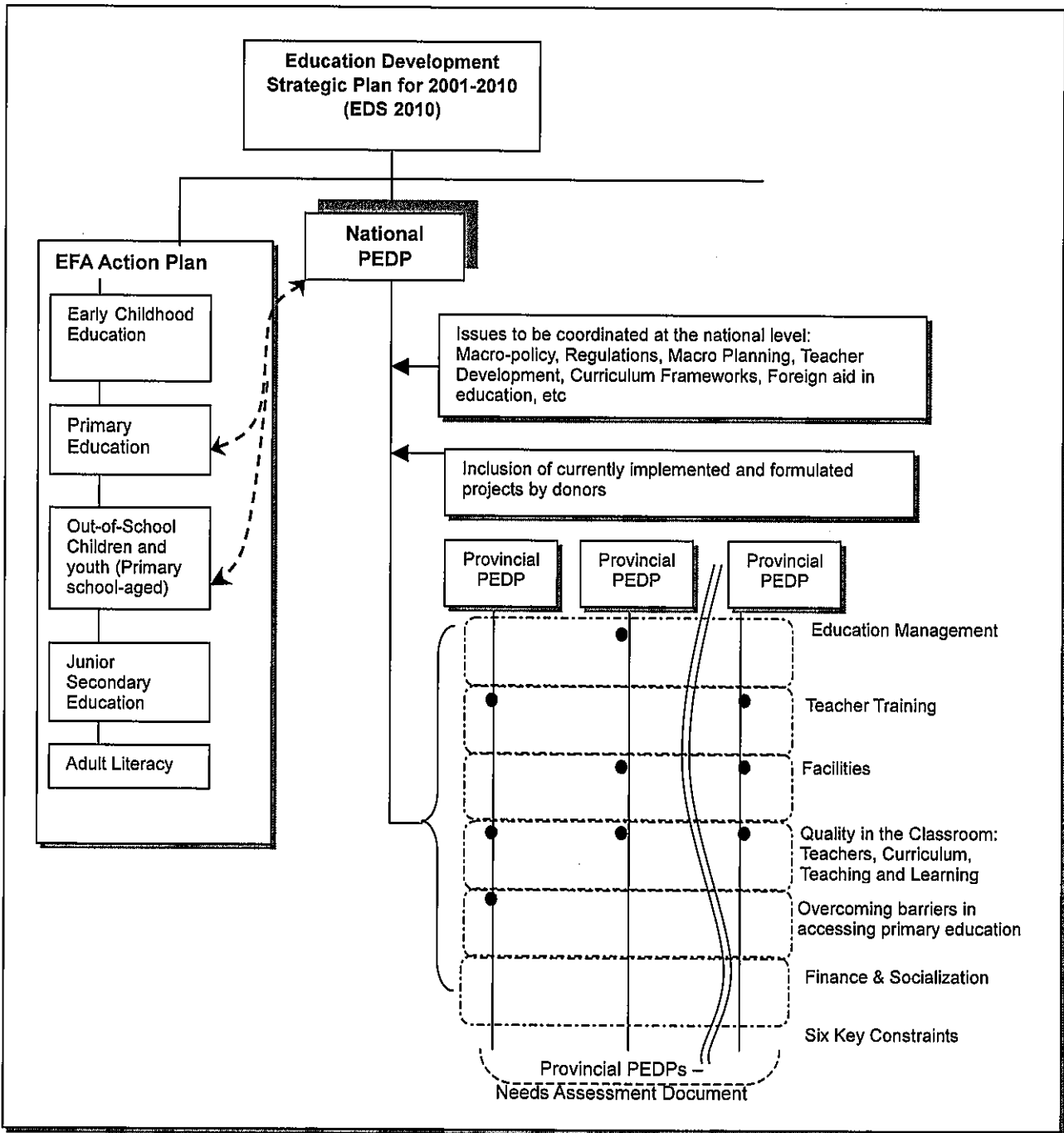


Figure: Conceptualizing PEDP

## **1. SITUATIONAL ANALYSIS**

### **1.1 Government Education Policy Context**

Article 35 of the 1992 Constitution of the Socialist Republic of Vietnam stipulates "Education is the first priority in the national policy". The 'Education Law' (1998) stipulates the structure for the national education system, its organization and operation of educational institutions, and the duties and rights of teachers/, learners, families, and of schools and society.

The "Education Development Strategic Plan" 2001-2010 (EDS 2001) has clarified Government Education policies. The plan has figured out the situation; essential goals to be achieved to 2005 and 2010; solutions to be implemented; and indicators.

The Government of Vietnam identifies its overall areas of needs in the context of the region's globalization and to directing educational needs towards the requirements of a knowledge-based economy, and thus to accelerate the industrialization of Vietnam. The Government forecasts an annual average GDP increase of 7% and that by "2010, the GDP will increase twice of the year 2000" (EDS 2010). Furthermore, the Government anticipates a likely redistribution of the contribution of various key sectors of the economy to the GDP as well as changes in the structure of the country's labor force: a likely fall in the agricultural labor force (61.3% in 2000 to 50% in 2010), a slight increase in services (22% to 26%), and substantial increase in industry (16.75 to 24%).

Vietnam's efforts to upgrade its education resulted in raising its HDI position ranking from 121 in 1990 to 109/175 in 2003. State budget expenditure on Education and Training (E&T) for 2000 is put at 14, 256 Billion VND and anticipated to rise to 23, 421 Billion VND in 2005 and to 37,813 Billion VND in 2010 which represents an increase of 5% (15 to 20%) in the rate of state expenditure on E&T, and a per capita E&T rise from USD 12 to 27 at present value. However, inclusion of financial resources outside the state budget raises the total amount of financial resources for E&T in 2000 to 20,005 Billion VND rising to 36,301 Billion VND in 2005, and 62,390 Billion VND in 2010.

### **1.2 Education Context for the Implementation of EDS 2010**

Quantitative indicators and qualitative situational analysis suggest that the 1990s was the decade of progress for primary education in Vietnam. Though the quantitative expansion of primary education has nearly achieved Education For All (EFA) goals in the 90s, there are many requisites to achieve qualitative expansion and enhancement to meet international standards.

The key primary education target (derived from the EDS 2010 and Comprehensive Poverty Reduction & Growth Strategy; CPRGS) is the consolidation of universal primary education (UPE). This is to be achieved through:

1. Increasing the proportion of primary school-aged children in primary school to 97% by 2005 and 99% by 2010;
2. Increasing primary completion rate to 85-95% by 2010 compared to the 1998 rate of 68% (MOET).

The Ministry of Education and Training's (MOET) policies will seek to achieve the following targets with regard to primary education by 2010:

1. Further enhancement of enrolment of pupils to achieve 99% of net enrolment rate (NER)
2. Redressing disparities in the enrolment and transition rates of primary pupils, with emphasis on achieving educational equity for all pupils.
3. Enhancing and ensuring quality of education.
4. Improvement of the management and assessment of the primary school system.

The EDS 2010 falls within the broad domains of the Education For All (EFA) and the Comprehensive Poverty Reduction and Growth Strategy (CPRGS).

Vietnam participated in the World Conference on Education for All (2000). Several EFA goals were agreed to in the Dakar Framework of Action that have implications for primary education, the main ones being: 1. Completion of primary education; 2. Improving the quality of education; and, 3. Achievement of learning outcomes.

These targets are similarly identified in the draft document Providing Quality Basic Education For All (Nov 2001) and three key challenges are established: 1. Elimination of socio-economic and geographic disparities in access, coverage and participation; 2. Expansion of basic education to meet international targets of UPE; and, 3. Improvement in the quality of teaching/learning outcomes.

The CPRGS (January 2000) provides a wide-ranging action plan that translates the Government's general policies, mechanisms and measures into specific concrete measures (*CPRGS: Jan 2002, p2*) with emphasis on realizing economic growth and poverty reduction. It identifies sectors where poverty predominates and targets areas where poverty is concentrated (mountainous areas and among ethnic groups), as well as the causes of poverty.

The EDS 2010, the goals of EFA national action plan and many aspects in the Comprehensive Poverty Reduction & Growth Strategy (CPRGS) are important references for developing and updating the PEDP. These documents provide a basic foundation for needs analyzing and Broad Areas of Possible Intervention (BAPI) identification for PEDP documents

## **1.3 Education System**

### **1.3.1 Government**

The Ministry of Education and Training (MOET) is a Governmental Institution responsible for State management of education. The tasks, responsibilities and competence of MOET are indicated in Decree No. 85/2003/ND-CP dated July 18<sup>th</sup> 2003 by the Prime Minister. MOET is responsible for plan development and policies, and education curriculum actualization at all levels. MOET operates centrally through its Departments: the Planning & Financing Department (P&F), the Primary Education Department (PED), etc. as well as through 61 Departments of Education and Training (DOET) at provincial level, and Bureau of Education and Training (BOET) at district level. MOET is also responsible for inspection through the Education Inspection.



### **1.3.2 Primary Education**

The new curriculum and textbooks have been widely implemented throughout the country in school year 2002-2003 for grade 1, 2003-2004 for grade 2 and other grades in the coming school years. The new curriculum for grade 1, 2, 3 consists of 6 subjects: Vietnamese, Mathematic, Moral education, Nature and Society, Art and Physical Education. The new curriculum for grade 4 and 5 consists of 9 subjects: Vietnamese, Mathematics, Moral Education, Science, History & Geography, Basic Crafts, Music, Fine-Art & Gymnastics. This curriculum is designed for half-day schooling base. The schools, which have successfully prepared conditions for teachers, facilities and equipment, can introduce full-day schooling upon approval from pupils' parents. Aside from general curriculum, full-day schools and classes can introduce optional subjects such as foreign languages, information technologies, and extra-curricular educational activity to increase learning capacity.

In the school-year 2003-2004, the new education curriculum has been introduced at primary level as detailed below:

- The new curriculum and textbooks for grades 1 and 2 have been widely introduced into all primary schools throughout the country.
- 165-week curriculum including 9 compulsory subjects has been introduced in most classes in grades 3, 4 and 5 throughout the country.
- Educational technology curriculum has been introduced for grades 3, 4 and 5 in some schools
- The new pilot curriculum and textbooks for grades 3, 4 and 5 have been introduced in a few schools and classes
- 120-week curriculum and 100-week curriculum (compacted curriculum based on 165-week curriculum) for grades 3, 4 and 5 for ethnic pupils and pupils in disadvantaged areas.

The Government requires a single half-day teaching shift based on 5 working days per week. In full-day based schools, salaries for teachers in the additional teaching shift are covered by pupils' parents in accordance to Provincial People Committee's regulations.

### **1.3.3 Teacher Deployment**

#### **1.3.3.1 Teacher recruitment**

Currently, distinction still needs to be made between Government-paid teachers (teacher recruitment based on allocated annual personnel norm) and contracted teachers (temporary, salary paid from school or BOET self-budget and recruited as specific requirement of school). Some contracted teachers are teaching full-time in practice who have probably not passed the Government personnel examination.

Recruitment of primary teachers is based on needs in the annual personnel plan, which is proposed by BOETs. Submission proposals are then put forward to DOET to compile in the Provincial teacher personnel plan to submit to the Provincial People's Committees for consideration. Till the year 2003, Government staff numbers are still fixed at central level (Interior ministry) and therefore difficult to increase, thus the PPCs take on extra contract workers when additional teachers are needed.

On 19<sup>th</sup> June 2003 the Government of Vietnam promulgated Decree No. 71/2003/ND-CP which stipulated decentralized administration of state permanent positions and Decree No. 10/2002/ND-CP dated 16 January 2002 which stipulated financial regulations implied for revenue raising units. According to these Decrees, state organizations/units that have revenue (schools, education and training units, and research institutions) have rights to financial self-control and have been allowed to take initiative in budget allocation and in recruitment for state permanent positions for task implementation. Higher-level management organizations carry out the functions of reviewing, appraising, monitoring and inspecting. This government

innovation significantly affects the education sector because the number of state permanent positions in the education sector makes up around 80% of the national total.

The state permanent position decentralization Decree will assist the education sector to take initiative in human resource and investment budget arrangements and distribution, to effectively implement educational programs.

#### 1.3.3.2 Salaries, benefits and promotion

The labor norm for teachers (stipulated since 1970) is no longer appropriate to the current labor situation (40 hours/week). Due to the shortage of teachers and non-integrative mechanism, many teachers must work more than the standard hours over a period of many years, especially in Northern mountainous provinces, central highlands and Mekong delta areas. Teachers, therefore lack time for lecture preparation, self-study, qualification self-improvement; their health and, as a consequence, teaching quality is badly affected.

Salaries for primary teachers are regulated in 16 levels, from 1.57 to 4.12 coefficient. The basic salary level for primary teachers is equally applied for everyone without considering their qualification degrees (though from 1985 to 1993, the basic salary level was applied based on qualification degree). Salaries for primary teachers are automatically upgraded biennially (except for teachers on discipline charges). There is no salary skip-upgrade (less than 2-year period experience) for any teacher even if he/she makes extremely excellent achievements.

Currently, the Government has issued subsidy systems showing preferential treatment to teaching staff in general and teachers working in extremely disadvantaged areas in particular. Decision No. 973/1997/TTg dated 17<sup>th</sup> November, 1997 regulates subsidy rates from 30% to 70% of salary (based on education grades and geographical areas). In 2001, the Government promulgated Decree No. 35/2001/ND-CP dated 9<sup>th</sup> July, 2001 regulating policies towards teachers and education administrative officers working in special schools and in the most disadvantaged socio-economic condition areas. According to this decree, teachers with full priority conditions may get up to 11 prior subsidy policies, for example: 1) Subsidy for field-trip study to improve professional qualification, 2) Preferential subsidy from 50-70% of salary, 3) Responsibility subsidy, 4) Attractive subsidy equal to 70% of salary in the first 5 years, 5) Teacher rotation subsidy, 6) First subsidy when moving to a disadvantaged area, 7) Subsidy for fresh water purchase and transportation, 8) Labor subsidy, 9) Subsidy for teaching minority ethnic languages, 10) Subsidy system for minority ethnic languages self-study, 11) Praise and reward system

However, the payment for travel costs of annual leave is also given subject to government authorization/management. A 1% salary deduction as contribution to health care is made with a further 5% deduction made for contribution to a social insurance fund (sickness, pregnancy leave, accidents, and pension fund) with the government adding a further 15%. Retirement pensions are according to a scale of number of years in service. Early retirement can be taken by any person having worked in educational sector for 20 years or for reasons of poor health.

#### **1.3.4 Teacher Training**

##### 1.3.4.1 Pre-service

The Education Law (Article 67 & 68) stipulates on the teacher training institutions and standards on the training qualifications.

In terms of standard training under the law: The primary teachers are trained in accordance with the curriculum in the secondary teacher training schools. The curriculum of the secondary teacher training schools includes 2 types of training:

- Training type 9+3: is adopted for the teacher training schools in provinces with poor educational conditions in remote and/or mountainous regions (currently very few schools/provinces implementing this curriculum under their training plan).
- Training type 12+2: is the standard type of training for the whole country.

The sub-standard curriculum (under 9+3) is no longer adopted. However, some primary teaching staff are currently sub-standard as a consequence of previous types/level of training. MOET and localities are actively implementing in-service training to raise the standard of the targeted teachers (older teachers or less competent teachers who remain in service until their retirement or are assigned to be responsible for another job).

Recently some higher standard curriculum has been developed such as: for primary teacher training college (12+3), for primary teacher training university (bachelor of primary education: 12+4), etc. The provinces and big cities such as Ha Noi, Ho Chi Minh, Hai Phong, etc have a higher percentage of above-standard teachers.

The pre-service training on special subjects such as music, fine art and physical education, etc is currently enhanced in response to the requirements for renovating the curriculum primary textbooks. Teachers of these subjects remain in short supply as the training plan did not attach importance to training of these teachers and the needs were small in the past.

The primary teacher training is currently dependant on 61 local TTCs (58 teacher training colleges and 3 secondary teacher training schools). Only a few teacher-training universities have a primary education faculty. The pre-service training for teachers of special subjects is strengthened from both inside and outside of the educational sector.

#### 1.3.4.2 In-service

At the present, approximately 15% teachers in the primary sector are sub-standard in comparison with the law regulations. Vietnam is currently focusing on upgrading teachers' qualifications to meet National Standards (12+2).

The teacher in-service training is now adopting the following curriculum:

- In-service training curriculum for standardization: with an aim of improving teachers' qualifications in order to meet National Standards as regulated in the law. TTC in each province has the responsibilities of organizing the implementation of this curriculum.
- Teacher in-service training curriculum follows the new primary curriculum and textbooks on an annual basis: implemented in summer and with duration of 8-15 days/summer. Targeted group: all teachers regardless of their qualifications need to take the summer training. The in-service training on implementing Grade 1 textbook is held up in the summer 2002 and on implementing Grade 2 textbook in the summer 2003, etc.
- Regular in-service training curriculum for general teachers: the in-service training for all general teachers. The curriculum is concretized by each grade.

Two in-service training cycles have been organized: Cycle 1 (1992-1996); Cycle 2 (1997-2001). The contents of the regular in-service training curriculum previously focused on upgrading teachers' knowledge and ability. Self-study was enforced by using materials together with formal course study. Graduates were

awarded certificates by each subject and were granted with the testimonials after they acquired the necessary certificates. The regular in-service training was previously inadequate because materials, management, consciousness of learners and necessary conditions, etc did not meet the requirements of the regular in-service training.

MOET is in the process of formulating and developing the distance in-service training program of Cycle 3 for the period 2003-2007 (in accordance with Resolution No.40&41/2000/QH).

Cycle 3 will be a modular self-study program developed with EU support. The program will focus on improving the practical capacity of teachers. Materials production is anticipated to start in December 2003, and to consist of three main thematic areas (professional knowledge; pedagogical skills; special provincial needs) with the main emphasis on the pedagogical skills.

MOET issues the official training materials and oversees the program at a national level, whilst DOET is responsible for formulating and organizing training plans/plans at a provincial level, and for the provision of finance, facilities and equipment for in-service. The district education office organizes the implementation of in-service plans in its area in accordance with DOET's plans.

### **1.3.5 Inspection Services**

The regulations for the inspection of schools are laid down in MOET's Decision 478/QĐ of 11 March 1993 and are governed by the Education Law (Articles 98 through to 103). The document outlines procedures for the organization of school inspection and outlines the roles and responsibilities of DOET and BOET. Guidelines are also given on the criteria to be applied in the appointment of people to the inspectorate. There are two types of primary inspector: 1. full-time inspectors; and, 2. concurrent inspectors, that is inspectors who hold other education posts (school heads, senior teachers, teacher training staff) but who act as inspectors when they are needed.

Inspection of schools should occur on a regular cycle, but they can also be subject to a surprise inspection if this is deemed necessary. An inspection is usually carried out by 4-6 inspectors. One of the team acts as lead inspector, and an inspection usually lasts two days. There are standardized criteria on which schools and teachers are inspected. The criterion for the school largely pertains to the school meeting the government's UPE targets, though assessment is also given on head teacher and teacher performance. After the inspection, the result of the inspection is fed back to the school; and also a report is sent to management (BOET, DOET). Recommendations from the inspection are expected to be followed up by the head teacher.

Established national standards relate to what is being taught, how it is being taught and the quality of learning achievement. Inspection is intended to focus on these areas by monitoring teacher and school practices and achievements. In this way, inspection provides a picture of what is happening within schools. Together with improved supervision and better-targeted school and teacher development activities, inspection contributes to quality assurance within the education system and has an important supportive and advisory role to play in the process of change. Anecdotal evidence would indicate that the inspection service as it currently operates is not sufficiently developmental and only partially meets the quality assurance needs of MOET.

### **1.3.6 Educational Management**

The decentralization process of the management system has been conducted throughout the 1990s. After the promulgation of the Education Law, the education management system was decentralized into 3 levels: National, Provincial and District. MOET is responsible for State management functions in education sector in the whole country.

The Government's tendency is to strongly decentralize in education management; to promote the initiative, activeness and responsibility of education units, the responsibilities of People Committees at provincial/city, district and communal levels in conducting State management on education (The Central Meeting No. 6, Tenure IX).

The Government promulgated Decree 10/2002/ND-CP dated 16<sup>th</sup> January, 2002 regulating the financial mechanism for revenue raising units. According to this decree, revenue raising units are allowed active rights in finance management, budget self-allocation to fulfill assigned tasks, active deployment of state permanent position staff within their legal competence, labor arrangement and management appropriate to the unit's functions and tasks. To effectively actualize this decree, the authorities need to issue detailed guidelines on implementation, which contain new regulations on decentralization based on the disciplines of activeness and promotion of responsibilities in education development at local level, to allow the locality active rights in making plans. The main target of decentralization is to increase legal competence and responsibility of local government and to link work allocation with decentralization in finance, organization and personnel management. Thus, in the coming years, MOET (as well as other concerned parties) need to issue guideline documents, which clarify functions, legal competences, tasks and co-operation mechanisms between People Committees at different levels with concerned and relevant sectors.

### **1.3.7 State Educational Finance**

Existing budget itemization does not always match actual disbursement at provincial and district levels, and consequently non-salary expenditure can be disbursed from current expenditure items. This "flexibility", allows provinces and districts to pursue more optimal allocations of education budget. However, it is difficult for the government to track actual budget expenditures beyond budget itemization. Current budget itemization needs to be improved to achieve proper accountability and consistency, whilst maintaining the flexibility of regional authorities in their decision-making.

It is estimated that approximately 5% of Education & Training (E&T) expenditure was derived from external sources. The EDS 2010 document targets ODA to cover an amount equivalent to 20% of the Government's E&T budget, 35% from cost recovery and contributions from the community, and 10% from other sources for the Year 2010. It is to be noted that funding through "socialization" is anticipated to become a major source of income to the external off-budget resources available to education.

Table 1.1: Key governmental revenue resources of Vietnamese Government

Level	Sole revenue resource for respective level of organizations	To be reallocated through central to other provinces	To be reallocated through province/district to other district/communes
• Central	<ul style="list-style-type: none"> <li>• Import/export tax</li> <li>• Value added tax</li> <li>• Profit tax</li> <li>• Oil tax and other revenue from oil-related enterprises</li> <li>• Various fee</li> </ul>	<ul style="list-style-type: none"> <li>• Sales tax</li> <li>• Profit tax</li> <li>• Income tax for high-income household</li> <li>• Money transfer tax</li> <li>• Natural resources tax</li> <li>• Rent fee revenue from national enterprises</li> </ul>	<ul style="list-style-type: none"> <li>• Farm land tax</li> <li>• Land transfer tax</li> <li>• Property tax</li> <li>• Land rental fee</li> </ul>
• Province	<ul style="list-style-type: none"> <li>• Land rent fee</li> <li>• Revenue from governmental estate rent / disposition</li> <li>• Various registration fee</li> </ul>		
• District	<ul style="list-style-type: none"> <li>• Various license fee</li> <li>• Slaughter tax</li> <li>• Various registration/ commission revenue</li> </ul>		
• Commune	<ul style="list-style-type: none"> <li>• Various license fee</li> <li>• Slaughter tax</li> </ul>		

Source: CLAIR Singapore (1998)

Vietnam has both national and provincial government resources (see Table 1.1). However, only 8 of the 61 provinces have a budget surplus and do not need to rely on centrally allocated funds, whereas the remaining provinces depend on reallocated funds from central government<sup>1</sup>. The dependency on central government has worsened throughout the second half of the 1990s. It is noted that the government's system of revenue collection used to discourage those provinces, which were efficient in raising funds, but recent reforms to this system has boosted the revenue of better-off provinces, and made more resources available to them for various provincial social services. MOET is now considering further fine-tuning the system to ensure equitable provision of governmental education resources to 'deficit provinces'.

Education and training is being continuously renovated, together with the elaboration and issuance of legal documents on education and training. The approved documents need to be reviewed and the administrative reform needs to be linked to decentralization. The powers given to the educational and training institutions and units to take initiative and self-responsibilities need to be enhanced as they gradually shift their operation to the new mechanism. This is in accordance with Decree No.10/ND-CP of Government under which educational and training units are the revenue raising units. The planning methodology is renovated and the budget allocation and management is based on the school-aged population. The expenditure for Group I (salaries and allowances) is not more than 85% of the total recurrent expenditure for the education sector of each locality.

The budgetary process follows a similar sequence of consultation between MOET, DOET and BOET to that of education management and planning (section 3.6). 'Pupil norms' are used as the main criteria for budgeting during the information collection process from provinces. However, allocation of funds by central government to the provinces is according to 'population norms'. Population norms allocations are problematical for two reasons:

<sup>1</sup> The surplus provinces in 1999 were: Hanoi, Hai Phong, Da Nang, HCMC, Binh Duong, Dong Nai, B.Ria-V.Tau, and Can Tho. (GSO 2000)

1. Population norms do not reflect actual size of primary education in respective provinces. Population distribution is different from that of school-aged population distribution. The existing budgetary process, which is based on population norms, does not lead to an optimal distribution of the budget.
2. There is less incentive for data accuracy because information on pupil numbers is not reflected in the budget allocation.

Tuition fee for primary education is free of charge. The state budget meets government contracted teacher salaries which takes precedence over all other costs. District (BOET) and local communities are mainly responsible for financing school construction, rehabilitation and maintenance, and other recurrent costs. BOETs frequently have insufficient budget allocation for capital and recurrent costs, and thus depend on the income of community members to meet such expenses (Overview of Statistical Data: CD-ROM). In addition to the school construction and maintenance fund (SCMF) and registration fees, there are other fees and cost to be borne by parents (Overview of Statistical Data: CD-ROM).

### **1.3.8 Socialization of Education**

'Socialization of Education' is a movement initiated by the government to invite a wider participation by stakeholders in society so as to enhance (1) resources to education, (2) diversity of educational services, (3) social integration through education. From a financial perspective, socialization is synonymous with cost-sharing.

The promotion and implementation of socialization enables a 'school open door' policy, and it is mobilized through party mechanisms and community involvement so that it becomes institutionalized within society. It is to be operationalized through the development of non-public schooling, and the promotion of self-financing for education, but there are mechanisms to support poorer sections of society to ensure equitable and ready access to schooling. However, most people view socialization as a form of 'cost-sharing'. It is also evident that many local educational administrators have little idea of how to put the policy into effective practice.

### **1.3.9 Donor-supported projects/programs**

International donors have been implementing many support projects in the primary education sector. It's certain that these projects/programs have greatly contributed to the results which primary education in Vietnam has gained so far. As an example, the Primary Education Development project funded by the World Bank supported compiling and examining new textbooks, providing textbooks, notebooks, teaching/learning-aids, etc to many pupils, teachers and primary schools; the Primary schools' facilities improvement project funded by OAD sources from Japan have built up over 200 primary schools, etc.

During the process of developing and updating PEDP, MOET has cooperated closely with other donors through face to face meetings and the collection of donor fact sheets in order to gather information on completed and ongoing projects/programs involved in primary education. MOET organized many donor meetings with the aim of reaching a common understanding and achieving close links between MOET and donors as well as between donors.

Up to October 2003, MOET collected a substantial quantity of information on the completed and ongoing projects/programs in primary education. The information is presented in Appendix 1: National and Donor Activities and incorporated into the Primary Education Databank. The list of national and donor

projects/programs and the Primary Education Databank will be periodically updated incorporating the supplemental information received from the donors.

The donor interventions in primary education in Vietnam can be summarized as follows:

- Strengthening educational management:

Some projects/programs consist of a component on upgrading the educational management capacity for officers of MOET, DOETs and BOETs such as programs/ projects by UNESCO, WB and CIDA involved in supporting the development of EFA action plan and provincial EFA; JICA provided support for development of national PEDP and provincial PEDPs; the primary education project by WB covers some activities of "rationalization of the management network" and "establishment of the information system"; PEDC of WB provides support for reforming the institutional organization and policies. UNICEF with the child friendly project also provides support to improve the management capacity in 15 provinces. JICA is planning to implement a comprehensive support project for primary education in Bac Giang province in which some activities on upgrading the management capacity of MOET, DOETs, BOETs and head teachers of primary schools have been outlined.

Apart from the key donors, non-government organizations also implemented many small scale projects in this field. For example, Oxfam GB has supported one project on improving the information system for Ky Anh district (Ha Tinh province) since 1996 in order to scale up the quality of education; Oxfam Hong Kong supported Nghe An and Ha Tinh provinces to carry out a survey on the educational needs; Save the children Sweden provides interventions on developing inclusive educational policies for disabled children, etc.

The French Embassy organized a training program for inspectors at the school level in the nation-wide scope for the period of 2002-2005.

- Improving the teacher pre-service and in-service training:

WB plays an important role in this area. The primary teacher development project funded by WB in cooperation with DFID focuses on setting up the foundation for a national program in order to improve the teaching quality at the primary education level through pre-service teacher training on a large scale and with high quality. UNICEF and Save the Children Sweden has implemented a pre-service and in-service training program with emphasis on ethnic minority groups. At present, the pre-service and in-service training programs for the special subjects (art, physical education and music) are important needs for the implementing the new curriculum. The Belgium International Cooperation organization has provided in-service training on teaching methodology, and facilities and equipment for TTCs of 7 northern mountainous provinces. This project is going to be replicated in 7 other northern mountainous provinces. A JICA comprehensive project to be implemented in Bac Giang province will make provision of teaching equipment and in-service training on the new teaching methodology for Bac Giang TTC.

WB PEDC project concentrates on supporting Vietnamese teaching materials and teaching methodology for teachers in the disadvantaged areas. This is similar to the Ethnic Minority Education Project of Save the Children UK that has been realized in one district of Quang Ninh province from 1996-2005.

- Improving School Facilities:

The shift to full-day schooling and achievement of the national standards requires the enhancement of school facilities. JICA has provided support to more than 200 primary schools in many provinces in the passed years. For the coming period of time, JICA continues to support the construction of primary schools in 4 provinces in the northern mountainous region, Mekong Delta and Highland region. The primary education project with the loan from WB has supported the construction and upgrade of many primary schools. PEDC project with a loan from WB and ODA fund of DFID, CIDA, NORAD and AUSAID will spend nearly 70% of the project expenditure on primary and satellite school construction in the disadvantaged areas throughout 38 provinces. Under the framework of the poverty reduction project, WB plans to support the construction of some primary schools.



In addition to the large-scale interventions of donors, some non-government organizations have assisted construction and rehabilitation of some small sized schools in one district or one province for example the NORAD project with support to education development in Lai Chau province; to construction of primary schools in flood-stricken areas in Quang Tri and Thua Thien Hue provinces; the primary education support project of Oxfam GB in Lao Cai, Tra Vinh and Ha Tinh provinces.

- Improving quality in classroom (curriculum, teacher, teaching and learning process)

The new curriculum and textbooks have been introduced nationwide for the school year 2002-2003 for grade 1 and will be introduced for the other grades in subsequent years. The WB primary education project has supported MOET to develop the curriculum, to print and to pilot the new textbooks in 800 primary schools. In addition, many other organizations such as UNICEF, EU and Save the Children UK have supported MOET in printing and supply of textbooks and teaching equipment.

In order to assist ethnic minority and disabled children to study the new curriculum, many organizations have implemented effective activities, for example UNICEF child friendly primary school project, WB PEDC project, Save the Children Sweden small scale interventions etc.

Many projects focus on supporting teachers in implementation of the new teaching methodology, for example the UNICEF child friendly primary school project, the Belgium teacher training project, WB PEDC project, some non-government projects in some districts and provinces including Oxfam Hong Kong, Oxfam GB, Save the children Sweden, etc.

- Overcoming the barriers in access to primary education:

The WB PEDC project will provide the greatest support in this area with school construction activities, provision of equipment, textbooks, notebooks and reference materials, etc with an aim of creating a basic learning environment for students in main schools and satellite schools throughout 38 provinces. The other organizations, for example UNICEF and EU, are undertaking similar interventions. The US Agricultural Department through its representative - Land O'Lake company - is now implementing the School Lunch project and the Save the Children UK ethnic minority education project has been increasing the nutrition level for students.

Many awareness raising campaigns have been organized by UNICEF, WB, Save the Children Sweden, etc with an emphasis on education.

WB, CRS, USAID, Save the Children Sweden attach importance to education for disabled children.

- Strengthening finance and socialization:

There are only a few projects focused on finance and socialization though some small surveys have been carried out, for example the DFID primary education finance research in 1999.

The EU SMOET project consists of renovation of the budgetary allocations for the education sector to achieve higher effectiveness. The WB PEDC project will set up a fund for satellite schools. UNICEF has supported the enhancement of community involvement in school activities.

## **1.4 Situation Issues**

Overview of Statistical Data (CD-ROM) and Educational Indicator Maps (CD-ROM) provide a statistical and visual backdrop to the report findings and analysis in this section 1.4 (Situation Issues) and 1.5 (Projections).

### **1.4.1 Background Context**

Common problems in providing sufficient and high quality education are threefold: Participation (access, equity etc.); Effectiveness (achievements); and Resources (the minimum essential school inputs - suitable textbooks, qualified teachers, improved facilities).

School effectiveness can be expressed as the outputs of the school as measured in terms of average pupil achievement at the end of a period of schooling (Lockheed: 1993), and which are influenced by external and internal factors (Carasco et al: 1996). An effective primary education strategy gives emphasis to the entire process rather than on one aspect - *Inputs* (policies, finance, staff training; school management and ethos, parents and communities, curriculum materials), *Process* in terms of classroom teaching and learning (time in class, teaching approach/methodology/activities, instructional materials, assessment) and *Outputs* (learning achievement, pupil experiences, transition to lower secondary), (Scheerens: 2000).

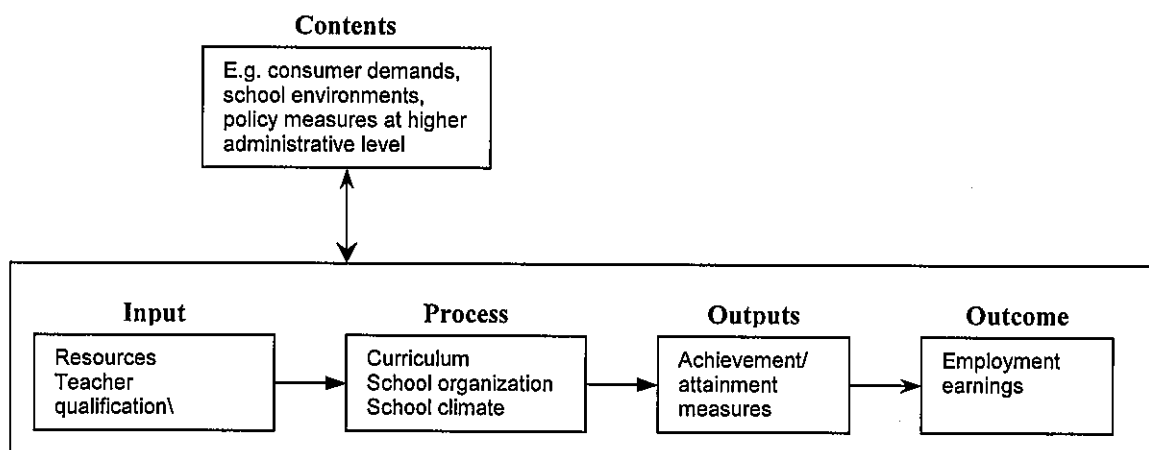


Figure 1.1: Contents > input > process > outcome model of schooling

Evidence indicates that curricula subjects and their relative weighting of importance are similar across most countries, the exception is with regard to the amount of instructional time given to mother tongue and non mother-tongue languages. Multiple language instruction, such as in non-Kinh areas, decreases the amount of time accorded to mother tongue instruction with consequent impact on literacy acquisition in multilingual countries (Lockheed: 1993).

Definition of the curricula in developing countries is most often done through textbooks, which provide the subject matter content, as well as the grading and sequencing of the material. In addition, textbooks should provide activities to reinforce cognitive and meta-cognitive skills. Important to emphasize are "the cognitive skills children develop in school – not simply the exposure to schooling" (Levin & Lockheed: 1993). There is a positive correlation between sufficiency of learning materials for pupils and student achievement; e.g. more time for pupils engagement in active learning rather than chalkboard copying and rote memorization. Teachers' guides which are well-integrated with textbooks also have a positive impact as these assist teachers in terms of what to teach, how to teach, providing diagnostic tests, and accompanying suggestions on classroom management and activities.

Time availability for learning is related to how much pupils learn, especially in the earlier grades and with regard to low performers. Moreover, "time-in-school learning" is important for pupils whose 'out-of-school' learning environment is poor - usually coming from poorer families, areas of high illiteracy, and ethnic groups. Learning time is directly affected by three considerations: length of the official school year, which on average increases according to the economic status of a country; proportion of teaching contact hours assigned per subject; and time lost in terms of absence from school, schools closing (e.g.. because of floods) and poor teacher attendance or absenteeism.

Effective classroom processes depend upon the professionalism of the teacher and interaction between teacher-pupil, pupil-pupil, and pupil-text. The teacher's subject content knowledge usually correlates to the teacher's level of formal education, thus the move to upgrade 9+3 teachers to 12+2 to meet the minimum standard is viewed positively. Classroom practice effectiveness, however, is more nebulously defined but several factors are important. These are: 1. the presentation and explanation of material in a rational and sequenced way suited to the level of the pupils; 2. the achievement of active pupil participation through group and peer-work, and, in multi-grade classes, through cross-age peer tutoring. This entails a move away from continual reliance on teacher-fronted activities to more balanced classroom managed activities; 3. enabling pupils to practice, apply, and internalize the knowledge acquired; 4. adequate monitoring and feedback from the teacher through an ongoing variety of tests.

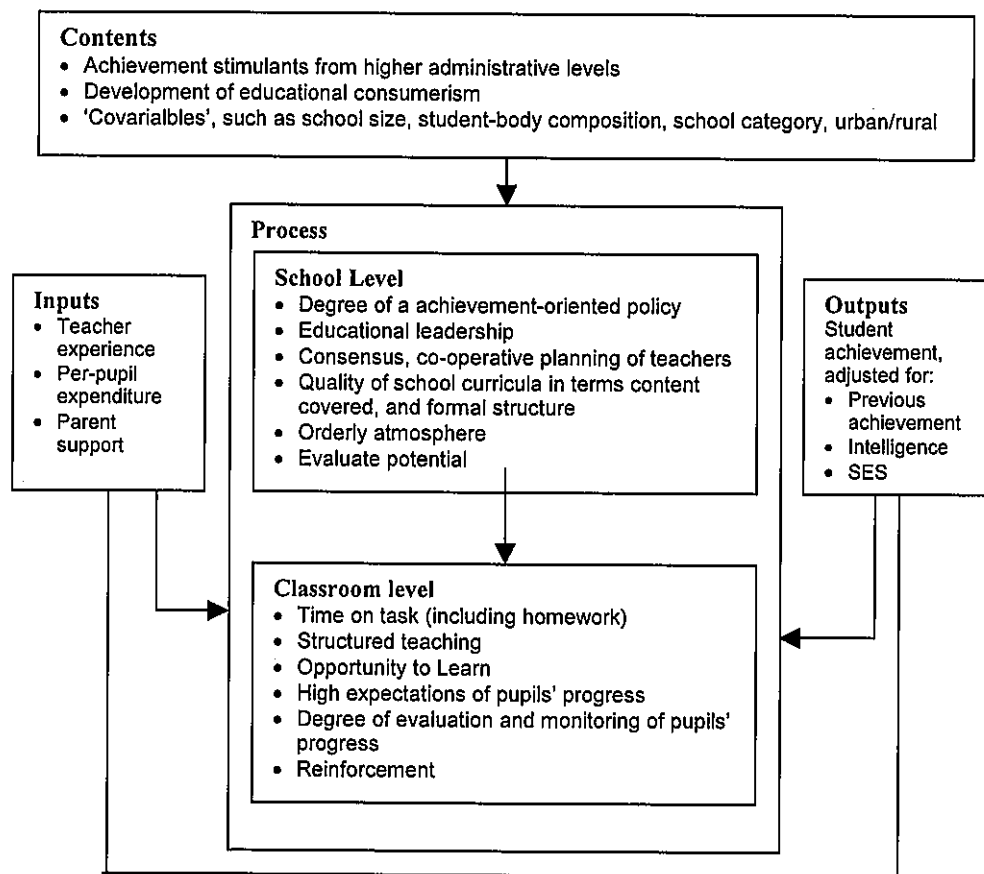


Figure 1.2: An integrated model of school effectiveness (From Scheerens (1990))

Conditions to achieve school effectiveness require a combination of factors: 1. parent/community involvement; 2. the promotion of school-based professionalism so that schools take responsibility for the enhancement of their development within the framework of a national/provincial effective school program; 3. organizational flexibility (e.g., time-tabling); 4. professional flexibility to try out new ideas and approaches to teaching; 5 a relevant curricula which allows for adjustment to pupil levels and pace of learning; and 6, the determination to move forward through provision of resources, and promulgation of a vision of intended practice in the classroom and school ethos.

The consequences of ineffective primary education are: internal inefficiencies whereby grade 1 entrants do not complete the primary cycle; standards of learning achievements are poor and with pupils sometimes remaining illiterate; high rates of repetition, especially in the earlier years before dropping out; and poor

transition rates to lower secondary. The outcome for a nation is a poorly educated workforce unable to meet the economic and technological competitive demands of globalization.

## **1.4.2 Issues of Effectiveness and Efficiency**

### **1.4.2.1 Access**

Statistical data of EMIC for 2001-2002 showed that:

- Total number of pupils at primary school level is 9,311,010; of which the total number of female pupils is 4,424,314 (dropped by 109,519 pupils or 2.4%)
- Total number of primary schools is 13,897
- Total number of classroom: 216,392
- Gross enrolment rate: 109%
- Total number of teachers: 353,804 (number of female teachers: 77.8% or 276,013 teachers,)
- Ethnic minority students: 1,630,332, dropped by 17,378
- Promotion: 94.04%
- Repetition: 2.29%
- Drop out: 3.67%
- Class/classroom ratio: 1:47
- 3 shift classrooms: 359

With its great efforts in 2002, Vietnam has achieved the national standards for UPE at the national scale and has been accelerating the implementation of the specific measures and creating the study opportunities for every one with the aim of achieving equality in the education sector.

- The declining school-aged population and stabilizing enrolment rates indicates that primary education in Vietnam is entering a consolidation decade in the 2000s from an expansion decade of the 1990s.
- EDSP 2010 targets an increased rate of primary pupils (in age cohort) from 95% in 2000 to 97% (2005) and 99% by 2010. However, primary education universalization in Vietnam must be seen in the context of a five-year primary education cycle whereas many other countries have a six to seven year primary cycle.
- Since the 2002-2003 school year, all grades at the primary school level (from grade 1 to grade 5) will follow the new curriculum and textbook introduced year by year through each grade. According to the new curriculum, it is regulated that each student will undertake 35-weeks of schooling in each school year (2 weeks more than the previous years); the teaching methodology and student assessment methodology are renovated accordingly.
- The net intake rate of new entrants in grade 1 has increased from 83.9% in 1990-1991 to 96.1% in 1998-1999, though regional discrepancies exist. 99% of 6-year olds are registered in Hanoi, the Red River Delta Region and HCM, whilst only 89% are enrolled in the NW Region, 92% in the Central Highlands and 94% in the Mekong River Delta Regions respectively (ACER study).
- The gross intake rate to grade 1 decreased from 113.6% in 1990-1991 to 112.6% in 1998-1999. In 1998-1999, approximately 84% of grade 1 enrolment was 6 years of age, the balance being mainly over-aged children. In terms of participation rate in the entire primary education cycle, the NER increased from 86% in 1990-1991 to 94.8% in 1998-1999.

- There is still a considerable out-of-school population. The World Bank (2001) estimates that approximately 1.6 million children in the 6-14 age cohort do not attend school (including 0.6 million in the Mekong Delta; 0.3 million in Northern Highland, and 0.2 million in the Central Coast) in 2000. An estimated 1million pupils of the out-of-school population (1.6 million) lie within the poorest 2 quintiles. At present the percentage of primary students in ethnic minority regions and disadvantaged areas who continue to access lower secondary education remains below that of other regions (urban/city, township and flat areas). The poverty reduction policies and prioritization in education will offer more learning opportunities for children in disadvantaged regions and the transition rate will increase.
- In remote areas and minority ethnic areas, residents are scattered and pupils face many difficulties in accessing schools. To overcome this situation, the local government and education section not only planned main school construction but also built satellite schools (under the control of the main schools) near villages and hamlets to provide pupils with easy access to school. However, due to the shortage in supply of resources, the construction of satellite schools is still below the requirements; investment sources are still required in order to overcome these difficulties.

#### 1.4.2.2 Equity

The State guarantees social equity within the Education Law (Article 9).

##### **Ethnicity**

There are 54 different ethnic groups within the country, of which 13.8% (1999) of the population is minority ethnic groups.

Due to language difficulties, geographical obstacles and under-developed local economic circumstances, ethnic children and children from remote areas face many education problems. Difficulty with transportation (road conditions and means of transport) causes difficulties for children to attend school, which adversely affects education quality and learning outcome. The Government has promulgated specific policies to facilitate these areas towards the achievement of national standards in education.

In recent years a system of provincial/district level ethnic boarding schools has been developed and universities have been established to supply manpower to localities (North-West University, An Giang University, Dong Thap Pedagogical University, Hung Vuong University). Under priority policies, pupils enrolled in these schools and universities are sponsored with tuition, food expenses and accommodation.

Upper secondary ethnic pupils together with other pupils in these above-mentioned areas are given priority in university, college and professional school-entrance examinations or in direct entrance according to their interests. From the school year 2002-2003, pupils in remote or ethnic areas are provided with books, newspapers, and learning-aids (textbooks, writing paper, etc). For minority ethnic groups who have their own script, bilingual textbooks have been compiled and provided to ethnic pupils so that they can more easily understand lessons and Vietnamese traditions are reserved and developed as well. The result of teaching by teachers of Kinh majority group who do not know ethnic languages has been limited; furthermore, low Vietnamese language competence of ethnic pupils also inhibits their grasp of lessons.

In general, children from Non-Kinh groups or from remote areas generally come from a poor educational background, with high illiteracy rates, which often leads to poor pupil awareness. Continuing efforts by the local government and attention from the central Government and the education section have brought

encouraging results. The gap between education qualities in different areas has been considerably narrowed. The ratio of ethnic pupils has been increased (school-year 2001-2002: 28.8%, 2002-2003: 29.7% according to the education management informatic center). The number of pupils entering lower secondary level and higher education (professional upper secondary, college, university) has also increased significantly. Currently, these efforts are being continued with greater determination and more specific methods. International organizations are actively involved in this process. However, the gap between regions is considerable. Region 1: Developed; Region 2 (Rural): Less developed; Region 3: (Remote area): Under-developed:

Table 1.2: Educational indicators by Region 1-3 classification

Areas/ Indicators	NER	6-14 non enrolment	Repetition rate	g1-g5 Retention
Region 1: Developed	98%	4.65%	2%	95%
Region 2: Rural/Less Developed	95%	7.26%	3%	93%
Region 3: Remote and Under-developed	75%	10.0%	7%	64%

Source: WB-PEDC Study

Wide regional disparities are reported, with some enrolment rates being as low as 30% or lower in some areas in the Northern Mountains, Central Highlands, and Mekong Delta regions (*UNICEF*). Moreover, while primary enrolment is generally high, dropout rates are also high with approximately one-third of children failing to complete their primary education (*World Bank, Better Education for All, 2001*).

There are a higher proportion of satellite schools and multi-grade classes in ethnic areas. Satellite schools normally provide fewer numbers of teaching contact hours (often as low as 2-3), and they are usually under-resourced and have lower qualified teachers (78% of teachers are 9+3) and with lower levels of teaching experience. There is a shortage of appropriately trained staff in a number of remote areas as it is difficult to attract non-locals to teach in such areas given that the general living conditions are poor. The situation is exacerbated by a housing problem as teachers find it difficult to find local housing, and they often have to rely on staying with a family in the village or on living in the school.

#### Gender

Enrolment rates in terms of boy-girl education in Vietnam is near parity on a countrywide basis. The NER to primary education for boys (1998-9) was 94.7% (84% in 1990-1) compared to 94.5% for girls (83.8% in 1990-1) (*Monitoring EFA: Feb 2000*). There is Government recognition that investments in education for girls yield high economic and social benefits that accrue to individuals, families, and society at large (increases women's labor force participation rates and earnings; lower fertility rates and infant, child and maternal mortality rates; and inter-generational educational benefits).

A regional survey, however, indicates that there are still areas where female attendance is low, most especially in ethnic minority areas. For example, *the Stakeholder Analysis* (1998) gives an example of extreme differentials amongst the H'mong with only 16 girls enrolled for every 100 boys in 1996. The reasons for non-enrolment differ according to regions but are usually because of poverty when parents are confronted with high direct costs (purchasing textbooks, writing supplies, uniforms, transportation fees etc), as well as opportunity costs which are incurred by a household when releasing a girl from household/agricultural tasks. "Many ethnic minority girls are disadvantaged by a combination of late enrolment in grade 1 and a tradition of early marriage," (*Poverty Task Force Report, 2001*).

In addition, parental, teacher and student perceptions of both the role of women in society and the economic returns they can expect from their investment in education affects their willingness to enter and continue on in school. In poor rural areas, employment opportunities for women are likely to be very limited and it is culturally unacceptable for women to migrate in search of employment.

*The Stakeholder Analysis* (1998) also cites limited access and inadequate infrastructure for girls (such as poor hygiene facilities) in some schools. Programs to increase educational opportunities for girls would be greatly enhanced through provision of 'safe schools' which are close to their homes and through measures to reduce direct and opportunity costs – e.g. scholarships and stipend programs, provision of free or subsidized textbooks and instructional materials, abolition of school uniforms, and subsidized transport. In addition, system-wide improvements in education quality, including curriculum reform, provision of appropriate textbooks and instructional materials, and enhancements in teacher training and instructional modalities, are therefore important measures in convincing parents to enroll girls in school.

### **Financial Equitability**

The system for the allocation of the education budgets is dependent on the population rather on the needs of the education system within a particular province, and favors the poorer regions. It is estimated that this has increased the budget towards poorer communities and has consequently served to lower the disparity index (per-pupil) between provinces from 3.04 in 1997 to 2.50 in 2000 (*Tai Chinh Giao Duc Vietnam* (1999), *MOET* (2001), *GSO* (2000)).

Regions with high repetition-dropout rates tend to receive larger proportions of budget in relative terms. The pro-disadvantaged nature of the primary education budget is also demonstrated in a study conducted by the *Donor Working Group*, (2000). This showed that: (1) a bigger increment in NER is found in poorer consumption quintile, and (2) the poorer population sector (lowest 2 quintiles) has benefited from increased primary education expenditure, (comparisons of VLSS 1992 and VLSS 1998). MOET policy is to redress regional and socio-economic disparities through a pro-poor program of primary education.

However, a variety of grass-roots mutual help activities exist to redress the imbalances occurring within such communities. For example, in Binh Thuan Province, parents in urban (richer) districts collect textbooks to donate to rural (poor) communes. Similarly, richer families in communes raise funds for scholarships to award to pupils from poorer families. The inclusion of such initiatives within the formal system is one way to mitigate the opportunity costs borne by poorer families.

### **Special Education Needs (SEN)**

Vietnam as a signatory of the United Nations Convention on the Rights of the Child is committed to providing education for all its children. There are an estimated one million children with disabilities in Vietnam with speech, hearing, motor and visual impairment being the most common. Since 1975, the government's approach to providing education for children with disabilities has been to create a parallel system of specialist schools. A result of this approach is that there are some 70 special schools found throughout the country, which cater for approximately 4,000 children of whom half have hearing impairments (*UNICEF*, 2000). More recently, due to both the high cost of the educational system and the inability of such provision to provide access to education for the majority of the disabled, the policy has changed towards mainstreaming children with disabilities into normal schools. This inclusive approach is articulated in the 1991 Law on the Protection and Care of Children and the Education Law of 1998. The EDS 2010 seeks to achieve a 50% enrolment ratio in 2005 and a 70% ratio in 2010 for disabled and handicapped children.

While there has been a commitment to integration at policy level, practical implementation has been slow, with only 10% of children with "non-serious" disabilities integrated into normal schools (PEDC, 2001). With the exception of areas where pilot programs have been initiated, few teachers have received training in order to enable them to work in an inclusive classroom environment. In addition, DOETs, BOETs and communities lack awareness of the needs of the disabled and the inclusive education strategy, and are thus unable to offer the support services such integration demands.

In addition to the disabled there are also an estimated 150, 000 orphaned or abandoned children and an estimated 20, 000 street children whose social and educational needs have to be provided for if EFA, EDS 2010 and CPRGS are to be met.

### **Internal Efficiency**

Data on internal efficiency disaggregated per region is given in the Overview of Statistical Data (CD-ROM): grade 1-grade 5 national repetition rate is 2.29%, drop-out rate is 3.67%, and promotion rate is 94.04% (in 2000-2001). These have been further disaggregated on a gender basis in the Overview of Statistical Data (CD-ROM). The graduation rate for the primary cycle is 98.98% (1999/2000), and disaggregated per region.

From the statistics presented, it is noted that:

- The repetition rate for grade 1 is deemed to be high but declining (8.1% in 1995/6;6.7% in 1999/00). Repetition rates for grades 2-4 are moderate, and low (0.5% in 1999/00) for grade 5. This follows general trends world-wide.
- Grades 1- 5 repetition rates indicate that areas with larger ethnic populations have the highest levels of repetition - the Central Highlands at 5.86% and North-West Regions at 4.48% in comparison to Red River Delta with 0.38%. These high repetition rates correlate with those areas, which are considered to have a poorer learning environment and higher illiteracy.
- The promotion rate of pupils throughout the 1990's has improved proportionally across the grades with consequent declining drop-out rates. It is to be noted once again that the higher drop-out rates are in the three ethnic minority areas of North West Region (10.45%) and the Central Highlands (7.31%), as well as in the Mekong River Delta (10.14%) which is adversely affected by flooding and is one of the poorer regions with a higher than average number of children out of school. Although the national wastage rate is deemed high on a cumulative basis (4.67%), and therefore reflects on the efficiency of the system, there is the expectation of a certain level of literacy and innumeracy acquisition, and thereby contributing to poverty reduction.
- The transition rate from the primary cycle to lower secondary (grade 6 enrolment in 2000-/2001 compared to grade 5 enrolment in 1999-2000) was 97.7%. This represents a high rate and indicates that for those pupils who completed primary education, they have an excellent chance to continue on to lower secondary.

### **1.4.3 Issues of Quality**

#### **1.4.3.1 Quality of curriculum**

A major outcome of EDS 2010 was the recognition of the need for a revision of the existing curriculum. The new curriculum and textbooks for grades 1 and 2 have been widely introduced in the school year 2003-2004, and other primary grades will follow in succeeding years. The new curriculum and textbooks are



currently being trailed in 12 provinces, and, in conjunction with changes to the school day, aim in part to address problems of access to and quality of education within the sector.

More time spent at school enables greater coverage of the curriculum and increased learning. Access to the curriculum is therefore important for quality and efficient provision of education, and non-access is a major barrier to the provision of a broad and balanced curriculum for all pupils.

The school year of 33 weeks (according to new curriculum it will be 35 weeks) is short by international standards; the average is 40 weeks. In addition, though the EDS 2010 states that primary school pupils should have an average of five hours schooling per day, only 10% of children are able to access full-day schooling. Most children receive half-day schooling or even less, with an average time spent in school of 3.3 hours – this represents half the international norm for annual teaching/learning time. It therefore cannot be assumed that enrolment and completion necessarily ensure that children receive a primary education of good quality, nor that measurable outcomes are achieved by all, as specified in the EFA goals (*Better Education for All Report, 2001*).

Time available for coverage of the intended curriculum is inadequate, therefore teachers concentrate on Mathematics and language, which are the set subjects for the certifying examination at the end of the primary cycle (*PEDP Needs Assessment*). The problems are exacerbated for those children following the reduced curricula programs who sometimes receive as little as 1 to 1½ hours of schooling. An Oxfam report (1998) comments that the 120-week curriculum assumes that ethnic minority children cannot or will not attend school for the standard school day. The present system therefore precludes minority children from mainstreaming into the secondary system, thus the negative impacts may outweigh the positive benefits of short-term increased enrolment. The report also questions the strategy for increasing enrolment in ethnic minority areas by pushing children through three grades in two years. Evidence suggests that few students following this program will reach a sufficient standard to allow them to progress to secondary education.

Problems of access to the curriculum is also compounded by the official language of instruction being Vietnamese (Education Law, Article 5), though bilingual education is allowed at primary level, (not at secondary). This poses a problem for children from minority groups. Teachers in minority areas point to language being one of the major limitations to student attainment (*DFID Stakeholder Study 1998; SCF France, 2001*). The highest dropout and lowest enrolment rates are recorded where such conditions exist. Furthermore, ethnic teachers attending teacher training institutions are required to study in Vietnamese but their mastery of the language to teach all subjects in Vietnamese is sometimes questionable (*Vietnam Belgium Teacher Training Project*).

Pupils are required to buy textbooks, with the exception of designated disadvantaged areas. Availability of textbooks and poor textbook distribution, especially in the more remote areas of the country, as well as the inability of parents to buy books are major constraints to pupil achievement.

Teaching guides are available in all subject areas, but availability is a problem because of poor distribution. However, the use of the guides is patchy and many teachers find them inadequate. Teachers want specific lesson plans rather than the more general approach on methodology taken in the guides. Similarly, teachers perceive lack of teaching aids as a major constraint to good quality teaching and learning, though there is a government scheme to supply teaching aids to support curricular activities. However, the problem is often one of use rather than of availability (*DFID Stakeholder Study:1998*).

Pupil assessment is non-developmental and carried out largely for ranking purposes (anecdotal evidence). Pupils are examined in Vietnamese language and Mathematics and receive a Certificate in Primary Education in their final year. Progression to secondary education is based on these results. However, the final examination is not standardized across the country and is of limited use as comparative data. During

the introduction of the new curriculum, there are some improvements in pupils' learning results. Some subjects are given a remark instead of a mark being given as assessment. MOET is considering some changes in the final examination in order to relieve the pressure on pupils and their parents, which will also to prevent educational wastage, and will assure education quality.

A study on the achievement of primary pupils in Vietnamese and Mathematics in Grade 5 (*World Bank:1998*) examined the linkages between the provision of educational services and pupil achievement. The report concluded that disparity of resources leads to an inequity of opportunity even though the centrally controlled curriculum establishes common indicators for success for every pupil.

The EDS 2010 made recommendations for a new curriculum which would "improve the curriculum, training, educational methodology and assessment methods". The recommendations seek to make "general education curriculum relevant to each educational level". This has resulted in the 'Year 2000 Curriculum' and a move to full day schooling.

Difficulties and problems of providing children with common experiences in the classroom when there are such widespread differences in the country with regards to resource availability have been identified (*Education Forum: March 2001*). A World Bank report (1999) comments that the new curriculum has achieved its initial objectives of setting comprehensive, national norms and standards whilst maintaining stability of content. The compilation of textbooks and teacher books based on the new curriculum should stimulate effective use of new teaching methods and increase relevance by providing links to pupils' real life experiences.

The assessment of the new curriculum and textbooks reveals that the new curriculum and text books have achieved "basic advantages in innovating teaching/learning contents and methods, promoted the activeness of pupils and contributed in improving comprehensive education" (*quoted from the Preliminary meeting after one year introduction of the new curriculum and textbooks in grade 1*"). The new curriculum adapted a 35-week/one school year base. MOET intends to introduce full-day schooling in primary schools to heighten the quality of comprehensive education. In the school year 2002-2003, the number of pupils attending full day schooling greatly increased in comparison with previous years. However, the majority of schools encountered many difficulties in introducing full day schooling due to facility problems; there is no consistent guidance on policy towards teachers working on a full-day basis; lack of concrete guidance on education content, etc for schools and classes adopting full-day schooling. Many teachers are still confused in renovating their teaching methods and pupils' outcomes assessment.

#### 1.4.3.2 Quality of teaching

A conceptual framework for teacher quality includes: 1. policies aimed at sustaining and improving the quality of teachers and as a consequence improving teaching quality. The policies include upgraded and more effective PRESET; upgraded and more effective INSET; teacher appraisal/evaluation through some form of quality assurance; preferential socio-economic policies towards teachers to help them settle down, improving social positions to attract, maintain and encourage teachers striving to improve their qualifications; 2. Policies having effect on the working conditions of teachers include educational policies such as curriculum and decision-making strategies; BOET level administrative methods; pedagogical environment and culture; and school-level decisions concerning the links between classroom and school management; and 3. dimensions of teacher quality (e.g. subject area knowledge; pedagogic/methodological skill; managerial competence; and teacher reflection). Evident from this is a multi-dimensional, multi-level perspective. The dimension policies should focus on 1, teachers; 2, schools; and 3, external policies (*OECD: Quality in Teaching, 1994*).

A number of Government initiatives and donor programs seek to address many of the issues associated with teacher quality and the problems are well-known to MOET. However, quality cannot be legislated for and it is very difficult for policies alone to change teacher practice as there is no one-to-one relationship between policy and practice. Worryingly, *the DFID Stakeholder Analysis, (1998)* reveals that teachers, head teachers, and DOET perceived change as the concern of central government and failed to relate the relationship of school internal efficiency to quality of the learning environment. In fact there is not only a lack of engagement with the curriculum by the persons most involved with its implementation (i.e. at school level), but there is also a lack of empowerment with regard to curriculum design and teaching approaches.

*EFA 2000* (Indicator 9) reveals that some 92.8% of teachers are considered to have reached the "minimum teaching standard," (12+2 and 9+3 in disadvantaged areas). Of which, approximately 76.1% (73.3% weighted average: 1998) of primary teachers reached the national standard (12+2), (*Monitoring Education for All Report, 2000*). This is an improvement from the previous number of primary school teachers (58.2% in 1990/91) who were certified at national standard. The lowest distribution 'national standard' teachers is the North West (68.1%), the Central Highlands (70.8%) and the Mekong River Delta (73.8%), (*Overview of Statistical Data: CD-ROM*). This is therefore indicative that investments should be primarily focused within the disadvantaged provinces in those regions in order to build up a contingent quality of primary school teachers.

A 1999 survey (ACER) indicates that the majority of teachers (58%) average about 25-29 hours of teaching per week and some 25.8% average between 20-24 hours per week. Only 7.2% of teachers stated they do less than 20 hours per week whereas 9.4% stated they had a workload of more than 30 hours per week. The highest incidence of workloads averaging more than 30+ hours per week tended to be in urban areas (Central northern urban, Hanoi and HCM). A further breakdown in terms of teacher activities and time allocation per activities reveal that respondents identified 20.7% of their time was given to preparation and marking; 5.1% to pastoral care and liaison; 4.4% to meetings; and 3.8% to other duties). The remaining two-thirds of their time was allocated to teaching in terms of in-class presentation and activities.

EDS 2010 indicates that teaching-learning conditions and outcomes are inadequate, and cites low application of knowledge and skills, rote memorization, the exam driven nature of learning, high ratio of under-qualified teachers and teacher shortages in certain provinces and subject areas - all of which contributes to poor internal efficiency. This situation is borne out by several independent reports (*Aikman & Pridmore: A study of classroom practice & teacher education in northern Vietnam; Brook et al.: Education Financing Study; Phuong & Thang: Vietnam - Curriculum planning, development and reform*). This general lack of flexibility within the teaching cadre impacts on the ability of teachers' to select appropriate teaching approaches (content area, leveling and pace). Consequently, opportunities within the curriculum for local adaptation are not taken up. This kind of predisposition towards a prescriptive teaching approach adversely affects the implementation of the new curriculum.

The ACER survey provides an indication of teacher self-confidence in the nine core subjects. The distribution of scores reveal that some 48.3% of teachers considered that they can teach well in at least seven of the nine core subjects and some 37% were fairly confident of their teaching skills whereas only 14.8% admitted low confidence. The results from the PEDP Needs Analysis indicate that many teachers teach only those parts of the curriculum with which they are comfortable. This infers a discrepancy between the intended curriculum content and what is actually taught. Teachers are expected to teach all subjects, but few feel comfortable in doing so, especially with regard to teaching non-core subjects, (Art, Music and Physical education). The PEDP Needs Analysis indicated a need for more specialist teachers at the primary level.

In principle all teachers are currently expected to teach special subjects (Music, Art & PE) at primary level, the optional subjects (informatics and foreign languages) are taught by contracted teachers. However, not all primary teachers feel able to teach the special subjects, therefore some schools employ contracted

teachers to teach those subjects whilst other schools, who have insufficient funds, do not cover the special subject areas, or not to the standards demanded by the curriculum. Various programs have been put in place at pre-service and in-service levels to 'standardize' training in specialist subject areas as well as for optional subjects. There have been government initiatives to promote special subject teaching. The TTC training programs cover all 9 subject areas of the primary school curriculum, but most have insufficient capacity to cover the special subject areas adequately either through insufficient number of entrants, or through lack of facilities, or because of insufficient trainers with those specialties, or because the focus of training is usually on the core subject areas. At present there are limited numbers of provincial training colleges that can undertake specialist training - 10 TTC courses for Music; 8 TTC courses for Art; and 16 for Physical education (MOET source). The need for increased provision for special subjects teachers at all levels is recognized within the administration at all levels. Moreover, training is deemed to be inadequate to need. MOET recognizes that the curriculum content of for specialist subject areas are out of date, that many training institutions have poor facilities and equipment, and that there is a shortage of ancillary staff (e.g. librarians, laboratory technicians). MOET documents also point to 'constraints in terms of the quality and quantity of teaching staff members' in training institutions generally (MOET: *Pre-service & In-service training for different types of teachers in the 2001-2002 academic years*). As a result of these shortages, a number of training colleges offer multi-subject classes, for example sciences are grouped together and taught as a combined course rather than as separate disciplines. In terms of optional subject areas, the same document notes that Foreign Language teaching is considered poor with some teachers unable to 'communicate with native speakers', and that there are too few teachers for Informatics with only 2 training institutions to meet demand (Hanoi University of Technology and HCM University of Technology).

There is little evidence of any direct links between the primary curriculum developers and the teacher training colleges. A consequence is that curriculum development of pre-service teacher training programs is not synchronized with the process of primary curriculum development. The teacher training colleges have not adjusted their teaching programs in parallel with the new curriculum. As a result, teacher training institutions are turning out new graduates who are inadequately prepared for their entry into the teaching profession. In addition, in-service programs are then obliged to follow a pattern of trying to repair the shortcomings of pre-service training rather than being able to be innovative and enhancing to the teaching/learning quality.

It is also noted that their needs to be some form of rationalization of pre-service and in-service training activities to meet requirements of cost-effectiveness. Fewer numbers of training colleges which are better equipped, have a full training and ancillary staff complement, which can provide a full range of core and special subject training, and which can act as centers of excellence and a resource to schools through well-qualified and appropriately experienced trainers is a long-term goal which requires serious consideration.

Low salaries for teachers are a problem cause with consequent adverse effects on teaching quality and access to learning. School hours are kept short and teachers seek supplementary employment. 'Lower staffing levels, with teachers covering larger classes or longer hours but for attractive salaries is an option worth considering in some areas (Brooke *et al*). However, MOET sources point to the compensatory allowances paid where teacher shortages are most acute, and that teachers working in remote areas are considered to have good salaries when compared to the national average.

A second factor is the lack of career structure whereby promotion is not seen as linked to performance. However, there are government proposals to revise the teacher salary system in 2003, and which may revert to a system based on qualification and experience similar to that for lecturers in tertiary education institutions. The World Bank Primary Teacher Development Project recommends career profiling and links professional development to accreditation and reward.

New economic demands require a future workforce with generic skills and the capacity for self-learning and problem solving. The implementation of the new curriculum requires a change of teaching and learning

methods so as to foster 'self-directed discovery learning, based on each students' individual abilities. This is an attempt to transform traditional teacher-centered approaches, in which students play a largely passive role, and which stifles both the pupils' and teachers' creativity.' (*Phuong & Thang: Vietnam – Curriculum planning, development and reform;p134*). This must consequently impact on teacher development: 'There is a need both for more effective organization of pre-service and in-service teacher education' (*Phuong & Thang*).

Pre-service and institutionally-based in-service does not seem adequately geared to teacher change. The static teaching-learning conditions in schools are a product of a teacher training system which focuses primarily on academic upgrading rather than pedagogy, and which fails to provide teachers with a repertoire of appropriate teaching skills. A major problem is that there are few within the corps of teacher trainers who have experience of and are familiar with an 'active teaching' approach and how this is translated into methodology and practical classroom-based activities. It is reported that many of the college trainers have never taught in primary schools, but are frequently graduates straight from the pedagogical faculties at universities with little practical teaching experience. They are thus seemingly ill-equipped to provide a vision of intended classroom practice. Participative training methods should predominate at all levels of teacher training. A major requirement for teacher trainers in many countries is that they must have had long-term classroom experience before becoming a trainer. Secondly, more time is needed for teaching practice in schools in terms of actual contact hours – i.e. not just 12 weeks in a school engaged in observation, but actually teaching, experimenting with new materials and activities, and not simply in trying to give a 'model lesson'.

Renovating teachers is one urgent issue, but there must also be a focus on renovating trainers. An intensive trainer-of-trainer program, which reaches all training institutions including the pedagogical faculties of universities, needs to be in place. Additionally, greater organizational and financial support needs to be provided to teachers at a school level by DOET/MOET, to the Inspection system and to head teachers to promote an environment for teacher self-development and to create a climate for change. The cycle 3 in-service program (methodology refreshment), presently being elaborated will hopefully seek to engage teachers at a whole-school support level. A directive from MOET outlines the principles of the Cycle 3 program, "To meet the requirements for renovating the teaching method, .... for implementing the new curriculum textbooks, ... to increase the practicality and effectiveness for teachers, ... to be convenient for teachers' self assessment". The principles for curriculum development given are to "combine the development of (a) bottom up approach, .... through grassroots opinions for summarizing and proposing training contents to MOET, ...to have an appropriate proportion ... between theory and practice, ... and to pay attention to teachers' self assessment". However, both the PRESET and INSET Cycle 2 programs were also committed to the improvement of teachers' "professional capacity in the light of meeting requirements of improving primary education quality (such as teaching methodology renovation)", but the effectiveness of the programs appear questionable.

Finally, there a need to track the classroom implementation effectiveness of the various PRESET/ INSET programs to ascertain the relationship between current training packages and resultant outcomes.

#### 1.4.3.3 Quality of facilities

##### **School Facilities and Teaching Equipment**

As of the end of the year 2003, there were 19 provinces which achieved the national standards for universal lower secondary education and universal primary education at the right school age throughout the whole country including Hanoi, Da Nang, Hai Phong, Hai Duong, Hung Yen, Thai Binh, Nam Dinh, Ha

Nam, Ninh Binh, Ha Tay, Tuyen Quang, Bac Ninh, Ho Chi Minh city, Ha Tinh, Vinh Phuc, Thai Nguyen, Phu Tho, Bac Giang and Ba Ria-Vung Tau.

For the school year 2002-2003, the localities have made efforts for investment in constructing new classrooms and therefore the supply of additional classrooms has reduced the classes/classroom ratio at all grades. For the school year 2002-2003, there are 22,807 newly constructed classrooms in total on a nationwide scale, of which there are 2,254 classrooms for nursery, 3,542 for kindergarten, 6,945 for primary schools, 6,723 for lower secondary schools and 3,343 for upper secondary schools. However, the number of temporary classrooms still accounts for a large percentage so it is necessary to work out a plan on replacing them. A number of classrooms in the 4<sup>th</sup> category have been used for 30 -40 years and need to be repaired and replaced. Many triple-shift and bamboo classrooms remain in the Mekong Delta, Highland and Northern mountainous regions. MOET has instructed the provincial authorities to focus on facility investment so as to have more national standard schools; there are currently 2,266 national standard schools in the primary education cycle and 13 national standard schools in the lower secondary education cycle.

The teaching equipment in the schools remains insufficient; it does not match the new requirements for teaching and learning. The teaching equipment for the new curriculum of grades 1, 2, 6 and 7 is basically ensured but is not delivered in time and the quality of some equipment is poor in terms of pedagogical requirements for many reasons both educationally (design, list of equipment, etc) and in manufacture (competition between manufacturers, capacity and capability of manufacturers, etc)

In general it is accepted that there should be at least one main school in each administrative ward/ village. The statutory limit requires individual schools to be no larger than 30 classes with 35 pupils per class (i.e. 1,050 pupils per school), and the National Standards requires not less than 6 sqm/pupil in urban areas and 10 sqm/pupil in rural areas, respectively. In addition, satellite schools may be attached to a main school to enable access to schooling within a 3km distance for pupils in lower primary grades (g1-g3). Thus, main school and satellites are considered as one unit for statistical reporting.

Provision of school facilities is generally considered inadequate to the number of pupils enrolled due to insufficient number of classes (*PEDP Needs Analysis, 2001*). This is borne out by the national class/classroom ratio of approximately 1.5; i.e. 3 classes share two classrooms resulting in a double shift system, which is the norm throughout Vietnam. However, in some remote areas, a different situation exists with lower than average class/classroom ratios (*Overview of Statistical Data: CD-ROM*). Half-day schooling and single-shift classes is common in mountainous regions where children are often required to help with farm work and where access is a problem. There are still areas where combined schools exist – i.e. schools that cater to lower secondary pupils in the morning and to primary pupils in the afternoon. These schools are considered to operate a double shift system, though in real terms they offer a single shift per education level.

Classroom shortage and the need to renovate existing facilities is a key issue to the attainment of the targets set within EDS 2010. Most school facilities in current use were constructed around 1975 or earlier, and these facilities have since deteriorated due to poor maintenance and through lack of finance. Such facilities no longer meet present national standards. Extensive repair work of buildings is evident in areas where flooding and typhoons occur (Coastal and Delta regions) with resultant high risks of structural collapse. A second constraint is that a number of schools, especially in the North West and Central Highlands regions, have more than 4 satellite units per school (as oppose to the average of 2.16 per school). This consequently lowers the quality of education management and which impacts on maintenance.

The National Standards (*Overview of Statistical Data: CD-ROM*) requires school Physical infrastructure to consist of the following: 1) 'School area, playground, ground for exercise'; 2) 'Classroom, other function

rooms, library'; 3) 'Study equipment'; and 4) 'Hygienic condition'. Construction is regulated according to the national 'Building Code'. MOET estimates that only about 10% of schools meet all the criteria of the National Standard with regard to Physical infrastructures and the majority of schools are inadequate; for example there are no proper toilets in the majority of schools, which should be a fundamental provision.

The Overview of Statistical Data (CD-ROM - Schools with Library, Art room and other facilities), shows that most school Physical infrastructures (63%) have been built to the lowest level of standards of the Building Code (Level 4 – durability less than 20 years), and many do not conform to the requirements of the National Standards. The majority of schools are deemed to be old and many (100,000+) existing classrooms require renovation or reconstruction.

In addition, the move to full-day schooling in urban areas by 2005 and in the rest of the country by 2010 will require many more new classrooms. At present, only about 24.2% of full -day schooling primary pupils .

The Overview of Statistical Data (CD-ROM), also reveals regional disparities in terms of provision of school facilities. It is to be noted that in poorly resourced areas which have a higher than average number of satellite schools, the satellite buildings have been built below the minimum standard (Level 4): "It is reasonable to assume that in the disadvantaged districts, a large proportion of the remainder (schools below level 4) are probably very low quality, temporary classrooms, and that the poorest infrastructure is found at the satellite sites. It is estimated that 62% of satellite campuses are temporary (e.g. woven walls, thatch roof) classrooms." (*PEDC report: Dec 2001*).

The localities are actively implementing the school building and classroom solidification program under Decision No159/2002/QĐ-TTg dated 15 November 2002 made by Prime Minister, striving to implement the objectives of eradicating the triple shift classrooms in 2003 and to replace around 1/3 of total temporary classrooms (approximately 20,000 classrooms) in 2003.

Evidence indicates the need for improved school mapping, siting of schools and setting of National Standards for Physical infrastructures as the level of detail provided by authorities is often inadequate for planning purposes.

The effective mechanism needs to be outlined in order to ensure optimal utilization of the financial sources with regard to strengthening school facilities, and educational and training equipment, especially the school building solidification program implemented with financial sources from the educational bond and ODA; the capital for the Group C projects needs to be well-proportioned so that they can be completed within 2 years as regulated.

#### 1.4.3.4 Quality of management

Management systems are in the process of change as a result of the move towards decentralization. MOET's functions and responsibilities are stipulated in Decree No. 85/2002/ND-CP dated 5<sup>th</sup> November 2002. Administration reform and decentralization policies will create changes in organizational structure, function and responsibility of educational management organizations in localities. Currently, the organizational structure, functions and responsibilities of DOETs are very diversified and the local government has complete decision making responsibility. The urgent task of MOET is to issue official regulations on consistent organization, functions and responsibilities of local management (DOET's and BOET's) for the promulgation of the official regulations. The localities encounter difficulties with streamlining of state permanent positions concerning re-organization and re-deployment of staff.

The working process and mode of MOET and local administrative organization will need to be changed targeting the innovation of working mode, style and streamlining of personnel while still ensuring the

capacity and quality to fulfill new tasks and functions. This requires senior officers and government staff who have developed multiple skills. Education administrators should grasp modern administration skills in policy making, inspecting and monitoring of policy implementation, and evaluation of policy efficiency. This means the competence of an officer should be transformed from "single-functioning" i.e. each officer is skilled in one field only, into "multi-functioning", i.e. each officer should grasp basic and professional knowledge in several fields while still able to coordinate in the other fields.

The majority of administrative education officers used to be teachers who have good professional skills and knowledge but no management experience. Current pre-service training programs focus mainly on general knowledge but do not focus sufficiently on practical skills and capacity. To meet their new tasks given their changing roles and functions, management officers need to be supported to develop many new capacities, for example in planning capacity.

In educational planning procedure, accurate and timeous data collection and analysis are very important tasks. The present EMIS system has many shortcomings as follow:

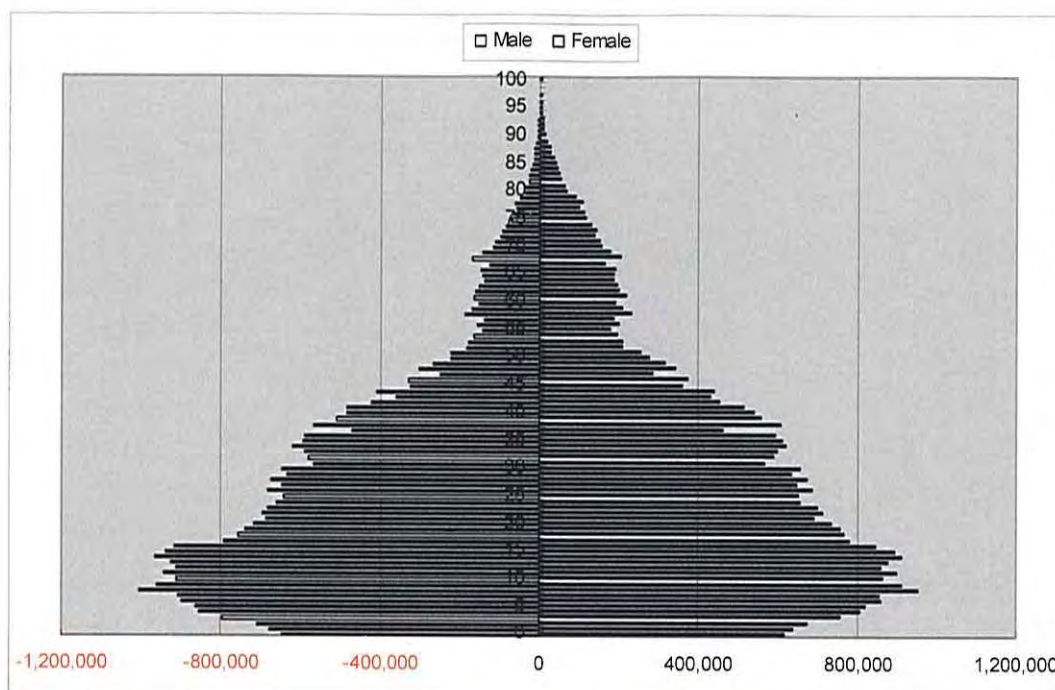
- Lack of accurate, disaggregated data suitable for planning purposes at all levels. The data received at central level from BOET and DOET is insufficiently disaggregated.
- The channels and resources have not been harmonized for data collection, processing and analysis, for all levels of education.
- Data on a number of areas of importance is not being included in the data collection process. For example, data on satellite campuses, physical infrastructure and materials supply.
- Qualitative data collected from different sources (e.g. school inspection reports) do not seem to be centralized within a definite system to provide a holistic picture linking quantitative and qualitative data.
- There are multiple sources of education-related data (e.g. Finance & Planning, Government Survey etc), which make a definitive analysis of the education system difficult.
- The Educational Management Information System needs to be standardized with agreed data collection and processing operations. Capacity and institutional building needs to be put in place.

## **1.5 Projections for provision of primary education**

### **1.5.1 Demographic, pupil numbers and teacher requirements**

Total population of Vietnam for 2000 was 77,685,500 (Overview of Statistical Data: CD-ROM). The population growth rate has declined from 1.92% in 1990 to 1.42% in 2000 (Overview of Statistical Data: CD-ROM. GSO: Statistical Yearbook 2000).





Source: GSO (2000)

Figure 1.3: Population pyramid, 1999 Vietnam

Figure 1.3 shows a population by-age cohort graph, which indicates that the number of children age 0-1 in 1999 (1,263,599) is lower than those of 8-year olds (1,874,768). A declining school-age population will therefore be a prominent demographic feature for planning of the education system (Overview of Statistical Data: CD-ROM. source GSO: Population & Housing Census).

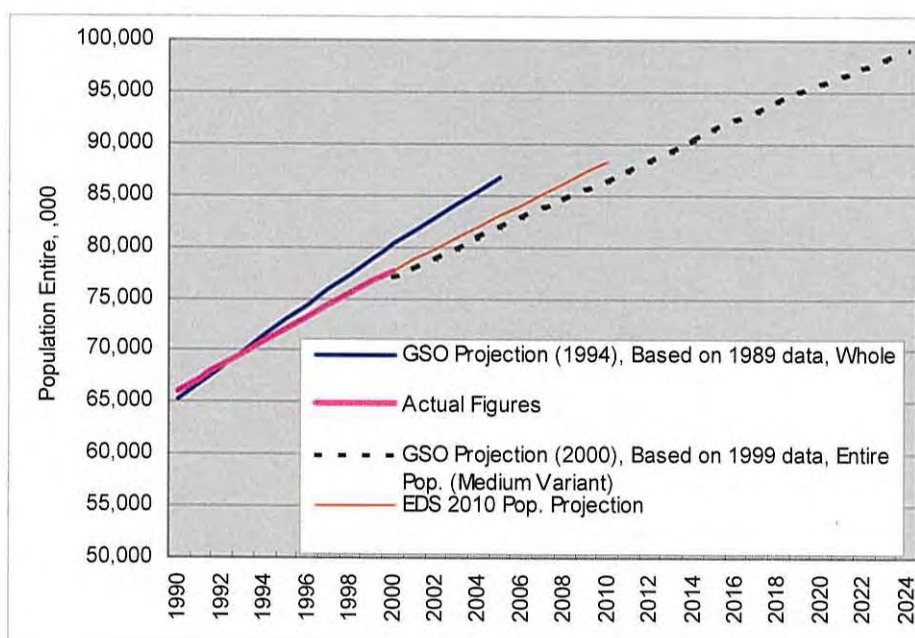


Figure 1.4: Comparison of actual and projected population

Such a decline was not anticipated a decade ago. Figure 1.4 provides a comparative estimation of the changing projected population between 1994 (based on 1989 data) and 2000. Important to note is that EDS 2010 employs a population projection curve based on data collected between 1989 and 1999. The General Statistical Office (GSO) projections (medium variant) derived from the 1999 data is lower than those of EDS 2010.

Three sets of data ('6-10 school-age population') were made available to the PEDP: (1) MOET Finance and Planning (F&P) Department for internal use; (2) General Statistical Office; and, (3) the EDS 2010.

There is agreement between all sources on a declining 'school age group 6-10' population between the years 2000 and 2010. This will be nation-wide, with the exception of the Central Highlands and North West region, and the decline will be continuous. The graph below (Figure 1.5) compares the projections from the various sources with the targeted primary enrolment as given in EDS 2010. School enrolment is decreasing (EDS 2010: 8.85M in 2005, 8.35M in 2010, 10% and 14% respectively lower than the 2000 actual enrolment – 9,751,014. Source EMIC 2000).

The graph further reveals that the EDS 2010 projection overestimates the number of pupils for the next decade to 2010 and that there is an approximate 20% per annum difference between the projected figures given by GSO and those of EDS 2010. EDS 2010 has therefore overestimated the required educational input, though this is a reasonable plan for long-term planning.

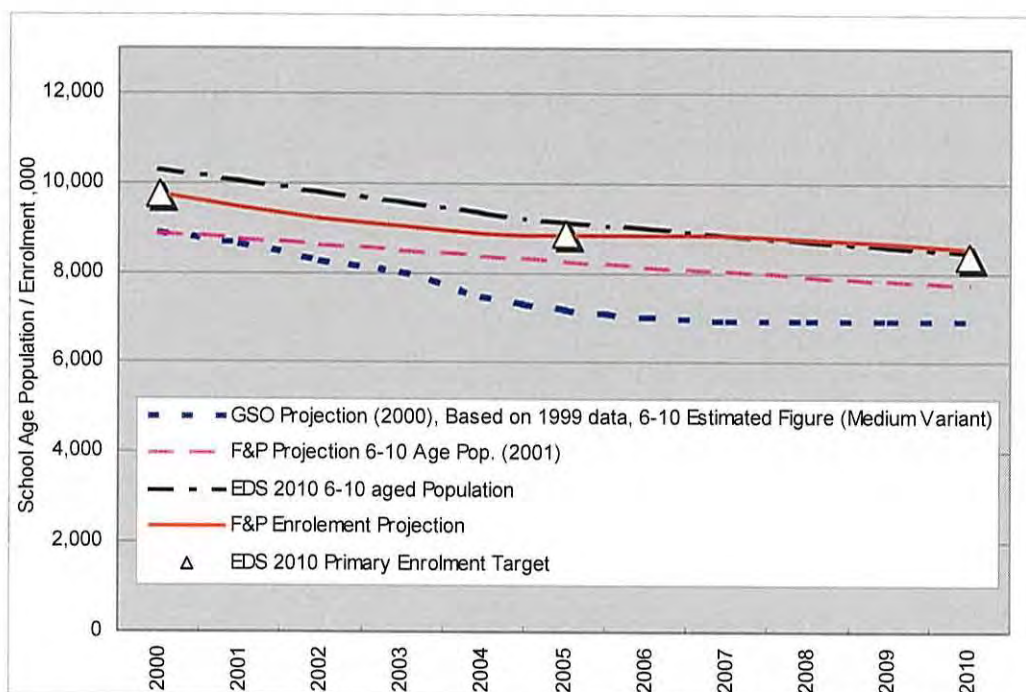


Figure 1.5: Comparison of two projections and EDS 2010 enrolment target

On the basis of present numbers of required teachers (347,822) (Overview of Statistical Data: CD-ROM Comparison of 2 Projections. Source EMIC 2000/EDS2010), the anticipated numbers of teachers required nationally is estimated to be 339,090 for 2005 and 320,505 for 2010. This uses a projected a Student /Class ratio of 30.0 and Teacher/Class ratio of 1.15 (Overview of Statistical Data: CD-ROM) as given in EDS2010. This represents a cumulative teacher over-supply of 27,317 by 2010.

The Teacher/Class ratio of 1.15 given in EDS2010 is considered to be low by some sections of MOET given teacher needs for the full implementation of the new curriculum, the move towards full-day schooling and equitable provision of specialist teachers. The required Teacher/Class ratio to meet these new demands is estimated to be 1.50, and a proposal to that effect is to be submitted to the Government with the new curriculum for schools. On the basis of this ratio and using the same '6-10 school age population' data from EDS2010, the required numbers of teachers for 2005 is estimated to be 377,030 and 417,686 for 2010 (Overview of Statistical Data: CD-ROM). This represents an increase of 10.6 % for 2005 and 23.2% for 2010 above those given in EDS 2010, and a cumulative teacher deficit of 69,864 by the year 2010.

There is a likely oversupply of teachers by the year 2010 using a 1.15 Teacher/Class ratio (Overview of Statistical Data: CD-ROM) as specified within EDS 2010, but this must be qualified with the following observations:

- Firstly, there are still likely to be teacher shortages in terms of representation from ethnic groups.
- Secondly, there are subject area shortages (e.g. Physical Education, Music, Art), which need to be met. These shortages are confirmed at all levels as sources indicate that the main subjects generally taught are Vietnamese, Maths and Morality. The number of training colleges, which provide adequate specialist training, is limited (Section 1.4.3.2). Training for specialist courses is a focus of renovation at the pre-service level.
- Finally, the World Bank and PEDP surveys point to problems of effective teacher utilization and teacher distribution between regions.

The above scenario using EDS2010 projections will require pre-service institutions to re-orientate their teacher development programs towards in-service support, i.e. upgrading of qualifications and supporting curricular change. This would promote the concept of lifelong professional development and serve to break down the barriers between pre-service and in-service.

However, a scenario based on a 1.50 Teacher/Class projection requires teacher training colleges to maintain and increase the throughput of students on pre-service courses. This could hamper the necessary support needed for in-service.

A recommended trainer-of trainer program is required for both scenarios as the ability of institutions to implement the requirements of EDS 2010 in terms of quality provision of education is limited.

### **1.5.2 Financial Implication**

EDS 2010 foresees increased government expenditure on education. The increase of the E&T budget will remain proportionate to the anticipated rise in GDP. MOET (F&P Dept) estimates that VND 5, 478Billion (2005) and VND 7, 527Billion (2010) will need to be budgeted for primary education to meet EDS2010 indicators, and that these figures are achievable if assumed GDP growth and government revenues are realized.

MOET anticipates meeting its targeted financial expenditure through increased revenues from "off-budget" sources such as community/parents contributions, Official Development Assistance (ODA), and other sources. It also anticipates meeting its targets of increased revenues derived from these sources. If these assumptions hold, off-budget income will rise from a current estimated 28.7% of the total expenditure for primary education in 2000 to 39.4% in 2010. The implication is that there will be a fivefold increased cost per child for primary education to a household by 2010.

#### 1.5.2.1 Financial warranty for the primary educational development:

The total expenditure for the educational and training sector in 2003 is estimated to be 16.4% of total Central expenditure and is an increase of approximately 10.5% over the total expenditure for the school year 2002. Out of this expenditure, the recurrent expenditure increased by 10.2%; expenditure for national targeted programs increased by 36.6% and capital expenditure increased by 6.4%.

The expenditure for operational activities remains low. Some provinces have adopted the expenditure structure as follows: Group I (salaries and wages) accounts for 80-85% of expenditure and Group II (teaching and learning activities, purchase and rehabilitation of facilities and overheads, etc) makes up 15-20% of expenditure. However, in some provinces, the percentage of expenditure for Group I remains as high as 88-90%.

The budgetary calculation and allocation for the education and training sector for localities remains inappropriate. There are financial difficulties at DOET level because of a 10% reduction in recurrent expenditure and also because 40% of the collected fees (tuition, school construction and enrollment fees) have been spent on increasing the minimum salaries. This is especially true for localities with extremely difficult economies. The expenditure for TTCs is constrained because no tuition fees are collected and compensation from the Central budget is far too low. The expenditure allocated for localities in which ULSE is to be implemented in accordance with Resolution No.41/2002/QH10 dated 9 December 2000 issued by National Assembly is insufficient.

Up to 2003, 6 National Target Programs have been implemented, including (i) renovation the curriculum and teaching methods, and (ii) training of IT officers and introduction of IT into schools (Appendix 1.1). Some difficulties are being encountered in the budgetary allocation for the national targeted programs as the regulations on the expenditure norms have not been issued yet. At present, the expenditure allocation mechanism of the national targeted programs does not enable the central agencies to follow up and review the implementation.

Apart from 360 billion VND of Government budget allocated for the renovation of the curriculum and textbooks for the school year 2002-2003, it is regulated in Circular No.30/TT-LB that 6-10% of the annual education budget is utilized for the purchase of school equipment and books for libraries. However, very few provinces have spent more than 7% of their budget on this item.

Up to now, according to reports from local authorities, the majority of provinces can cover only part of expenditure for teacher in-service training. Neither can they balance the budget as regulated to satisfy the requirements for the large scale implementation of the new curriculum and textbooks for grade 1 and grade 6 (in 2002-2003 school year), nor for replication and implementation of the new textbooks for grade 2 and grade 7 (in 2003-2004 school year) and for the following grades.

Investment in the education and training sector has been strengthened. However the expenditure percentage of the central budget for the education and training sector compared to the total central expenditure needs to be increased in order to match the country's economic growth. The expenditure percentage of central budget for the education and training sector in 2004 needs to move towards the target of 18% of the total Central expenditure to be achieved in 2005 (as approved in Decision No 201/2001/QD-TTg by Prime Minister). The mobilization of the various financial sources in society should be undertaken to invest in the educational sector, for appropriate allocation of financial sources within the education and training sector between cycles and grades to implement the reconstructed pupil-cohort flow after lower and upper secondary education and for adjustment of scales and structures of the education cycles and grades within the national education system. The various financial sources from Government need pooling in order to secure the development of education and training for the ethnic minority regions,

for the extremely difficult localities and for the major industries , which directly serve the country's industrialization and modernization.

The implementing measures, allocation mechanism and monitoring for the 2004 school year plan as follows:

- Continuing to consolidate and develop the types of non-public schools, especially in the regions with a developed economy; mobilizing the various resources from society to invest in education with an aim of satisfying the learning needs of children.
- Giving top priority to difficult areas in the educational cycles that are implementing the universalization program, especially in communes that have not completed the UPE.
- Implementing the national targeted programs under Resolution No.40/41 of the National Assembly; setting up non-formal classes to encourage children who are at the lower secondary ages but do not have conditions to access schools to complete lower secondary education; making an inventory of equipment and teaching aids in the secondary schools; developing a plan on provision of integrated equipment and materials for schools in accordance with the progress of new textbook replacement; ensuring that schools have sufficient conditions to implement the new teaching methodology as required in the new textbooks.

## **1.6 Problem Areas derived from PEDP Needs Analysis and Survey**

The EDS 2010 seeks to build on past achievements and to further strengthen the equitable provision of primary education to all, regardless of socio-economic background (i.e. income level, ethnicity, gender, homelessness). Identified below are some of the selected key findings from the Needs Analysis workshops conducted countrywide and the review of the primary education sector by the PEDP team. These key findings 'feed in' to the BAPIs.

### **1.6.1 Management and Planning**

Identified problem areas are as follows:

- 1 Decentralization – a) There is poor conceptualization of the decentralization process and of skills, which are required to implement the process. There is need to sensitize officials to the problems of decentralization and to foster an understanding of processes of change and innovation in education. This is especially true with regard to the conceptual aspects and methodological features of decentralization. b) There is further need for a review of the planning and budgeting processes within a decentralized system; c) in addition, there is need for training of educational administrators with regard to PPBS (Planning-Programming-Budgeting System).
- 2 EMIS:- pursuant to Decision No. 4778/QĐ-BGD&ĐT-TCCB dated September 8<sup>th</sup> 2003 issued by MOET regarding tasks and authorities of organizations assisting the Minister of MOET with State administrative functions within Moet's competence, data collection work for EMIS is undertaken by two MOET sub-units. The Financial and Planning Department is responsible for collecting and processing planning-related data, statistics within the whole education branch, and forecasts on education and training development. The Personnel Department is responsible for collecting statistics on permanent staff, teachers and lecturers in the whole education branch. In addition, MOET is also responsible for data collection for MOET administrative work. The essential tasks include: a) clarification of informatic needs in each unit and the integration in the whole system to ensure the precision, confidence and unity of the statistical system in education management; b) there is a need to develop information collection and management tools as well as the enhancement of information collection, verification and analysis skills and competence for officers at provincial and district levels.

## **1.6.2 Curriculum and the Teaching and Learning Environment**

Identified problem areas are as follows:

1. Schools support systems are underdeveloped and under resourced. "There is no school development without teacher development and no teacher development without school development (Hopkins, 1995)." To facilitate school and teacher development and the introduction of the new school curriculum and extended school day there is a need for: 1) the development of inspection and advisory services so that they can better support the change processes arising from decentralization and the introduction of the new curriculum and new school day. In this regard, there is perhaps a need to de-link inspection from advisory services to make both more developmental and timely, 2) systems whereby schools support schools need to be operationalized. The satellite (school cluster system) as it now operates is weak developmentally. Inspection and advisory services are a key to this process, 3) school-based development is weak and needs to be a more deliberate and conscious process. A cadre for change needs to be established at each school. There is a need for headship and senior staff training particularly in school development planning and participatory approaches so that change can be led by the schools, 4) community participation in the school development process needs to take place and a program of empowering communities to hold schools accountable for quality and equity needs to be developed.
2. Curriculum process: particular support for development in the new subject areas - information technologies, foreign languages, bi-lingual education - and the localization element within the curriculum. Indications are that though the curriculum has gone some way towards meeting the goals of EDS 2010, further adaptation is necessary in order to stimulate more effective use of new teaching methods and to increase relevance by providing links to pupils' real life experiences.
3. Supply and distribution of textbooks, teachers' guides and instructional materials. Textbooks are central to schooling at all levels, and research consistently reports on the positive effects of the availability of textbooks and instructional materials on student achievement. Multiple sources report uneven supply and distribution. There is a need for: 1) a national audit to ascertain gaps in supply, 2) re-organization of distribution management systems to ensure all children have access to essential learning materials.
4. Language acquisition programs for non-Kinh speakers. Lack of Vietnamese is seen as perhaps the major limitation to student attainment in minority areas. Developing such programs would greatly enhance the realization of the development goals espoused in EDS 2010. There is a need to 1) institutionalize second language programs in both teacher training colleges and schools in targeted areas, 2) expand and strengthen pre-school and school readiness programs for non-Kinh children.
5. Reform of the examination process to suit new curricular demands and the further development of initiatives to introduce a standardized national assessment. Data gathered would provide government with indicators as to whether changing provision of education services are impacting on learning outcomes. There is a need for: 1) further develop systems initiated for Vietnamese language and Mathematics to establish new national standardized pupil assessment procedures, 2) improve assessment by teachers in the classroom through in-service teacher training and pre-service curriculum revision.

## **1.6.3 Teacher Development, Deployment and Rotation**

1. Teaching Deployment and Service - a) The utilization of the teaching force across and within regions is not maximized because of uneven distribution and the lack of policies binding TTC graduates (those who benefit from pedagogic scholarship) to work for the education branch. Therefore teacher

- deployment needs to be on a national/regional basis to ensure an even and effective spread of teachers. b) There are poorly developed career structures causing redundancy, shortage and asynchronism in teacher structure that make negative impacts to comprehensive education. c) The Government has not promulgated any policy on teacher rotation. It may create inequality regarding education quality among regions as well as uneven development chances for teachers. Salary is not based on merit nor performance, but on length of service. Some kind of compromise between teacher development, service and rotation needs to be considered nationwide based on the teacher quality assessment system.
2. Quality issues of pre-service training and teaching – a) The Needs Analysis at various levels indicate that solutions need to be found to achieve effective education and to overcome poor competence of primary teachers. b) There are insufficient guidelines on The National Standards especially teaching standards and linkage to quality issues. There is a need (i) to provide a framework for assessing quality and a mechanism to identify and disseminate good practice (ii) promulgation of National Standards for competency-based assessments for teachers (as opposed to length of training). Both such initiatives will be instrumental in guiding the assessment and self-development processes.
  3. School-based teacher support conditions: Primary teachers, especially in disadvantaged or remote areas lack the conditions which would support their teaching for self improvement of teaching quality. They need to be supported with management, pedagogical, psychological knowledge and materials, equipment provision for the implementation of the new curriculum and modern teaching methods. The roles of local government and MOET is extremely important in supporting the provision of the above mentioned facilities to teachers in order to encourage their self-study, self-development and to promote creativity among the teaching staff
  4. Disadvantaged areas: The key obstacle in disadvantaged areas is the problem of language. In these areas teachers are required to have not only high levels of competency and professionalism but also the capability to cope with the adverse educational conditions and poor socio-economic environment. This requires teachers to upgrade their teaching skills with regard to 1) dealing with multigrade classes, 2) teaching of literacy and numeracy in Vietnamese, 3) teaching Vietnamese as a second language. Therefore TTC students need to be provided with specific skills of teaching in disadvantaged, resource poor areas. Regarding TTC students from ethnic minority groups, as the entrant requirements are lower than normal, they need further training to improve their qualifications to reach general standards.
  5. Teacher Education system - a) Lack of a master plan for teacher education. b) There is no administration plan for TTC's especially for in-service training provision. Shortage of specialist subject teachers is common in most primary schools. One of the reasons is the limited number of teacher training colleges, which are able to offer specialist subjects. There is a need for MOET/DOET to appropriately project some TTC's, which are able to provide pre-service and in-service training as well as to offer teachers for specialist subjects.
  6. Staffing of teacher education institutions – Teacher trainers in colleges have not usually been serving teachers for any length of time and many have little experience of real classroom situations. Trainers in general are thus poorly geared to lead methodological reform. There is a consequent need for a program to develop a cadre of teacher trainers with emphasis on practical pedagogical issues to realize the new curriculum in terms of its approach to teaching and methodologies.
  7. Teacher Education curriculum - There is inadequate classroom contact time during teaching practice in terms of student teachers having adequate 'real time' pupil contact in the classroom. This appears to be partly due to weaknesses in the organization and implementation of teaching practice. There is need for a review of the organizational aspects of teaching practice to enable student teachers to

have sufficient time to experiment with new ideas, new materials and new methodologies and to develop teaching confidence in 'peer training' situations and, very importantly, in classroom practice in schools. The emphasis must be on theory-into-practice.

8. Linkages in teacher education – There is need for greater linkage between training institutions, schools and education administrative organs to ensure consonance of approach to school-based practice and to provide psychological and pedagogical support to teachers which is especially important during any process of change.
9. Resources for teacher education - Consumables and materials in training institutions/schools were deemed to be insufficient by participants in the Needs Analysis workshops, though there are reports of some of these facilities not being fully utilized. Libraries and laboratories and insufficient ancillary staff have been highlighted as areas needing upgrading.

#### **1.6.4 Facility Improvement**

Identified problem areas are as follows:

1. School Sitting / School Mapping & Micro Planning – The sitting of schools in some cases does not match the needs of the communities they serve, (e.g. scattered populations, increased migration, and urban growth). This is reflected in weak school mapping and planning, and is a consequence of a general lack of skilled staff in micro planning at DOET level. There is therefore a need for capacity building with regard to 1. school mapping; 2. enrolment projection techniques and analysis, 3. planning the demand for additional facilities/infrastructures given the shift toward full-day schooling and implementation.
2. Classroom Shortage / Toward Full-day schooling – The current average class/classroom ratio is approximately 1.5, which restricts the shift to full-day schooling. In addition, there is a need to rehabilitate existing facilities, which are generally in a poor state of repair. There is need for: 1. new classrooms to be constructed with regard to accurate new enrolment projections, 2. given the large number of classrooms to be built, local contractors will need to be involved. It is important that any new construction program ensures that project design includes a component for capacity building to ensure facilities conform to national standards.
3. Facility Design Criteria (Building & Equipment) / Facility Maintenance – a) schools often lack facilities for both students and teachers (e.g. library, resource rooms, staff room, office) and are not suited to the demands of the new curriculum. There is need to: 1) provide different sets of design criteria which take into account regional cultural/environmental contexts; 2) provide guidelines (plot type, designs, and coatings) for school construction.
4. Durable Infrastructures / Construction in typhoon and flood-prone area – a) damaged school buildings are often evident in areas experiencing annual typhoons (coastal areas) and flooding (e.g. Mekong Delta). Many schools become unusable or unsafe. Where such situations occur, primary schools either double up with lower secondary schools or use make-shift shelters. The problem is aggravated by lack of funds for repair and improvement. In such areas there is a need for 1. the design of buildings to conform to standards appropriate to the prevailing climatic conditions 2.) a pilot project designed to provide capacity building to transfer technical know-how to local contractors.
5. Lack of building maintenance - a) The majority of existing facilities (63%) are old, of a temporary nature and built to poor standards (level 4). b) These problems are compounded by a general lack of school asset maintenance which is exacerbated by insufficient funds for repairs. There is a need to: 1) develop a register of locally available resources (human/materials resources) for each area



- and to strengthen support linkages between schools and communes; 2) develop a culture of maintenance and to provide maintenance manuals and toolboxes; and 3) to reduce the financial burden on local people.
6. Issues of hygiene (toilets, water supply) – The majority of schools in rural areas have inadequate hygiene facilities with consequent effect on pupils in general and which reduces girl access to schooling. Appropriate hygiene facilities require to be integrated into all construction designs. This is a possible area of mobilization where NGO support could be requested.
  7. Many schools in rural areas lack adequate furniture, library books and teaching aid, with the satellite schools in minority ethnic areas worst off.
  8. Disadvantaged communities – Schools in minority ethnic and remote areas are frequently characterized as inadequate and poorly constructed. Some of the buildings are temporary (woven walls, thatch roofs). There is need: to 1) develop a long-term strategy with sufficient funding targeted at overcoming disadvantaged areas and to ensure that satellite school, teacher accommodation in remote areas, boarding schools etc. become a focus of upgrading; 2) mobilize community resources (labor/ materials) to build and renovate schools. This is a possible area of mobilization where NGO support could be requested.

#### **1.6.5 Finance and “Socialization”**

Identified problem areas are as follows:

1. Access – Approximately 5% of the 6-10 school-age population remains 'out-of-school'. Access remains difficult for remote population groups, low income households and in some rural areas. These difficulties may be compounded by a 'Socialization of Education' policy could adversely affect poorer families. To address the problems of accessing school, their needs to be an awareness campaign targeted at parents of out-of-school children to convince them of the benefits of primary education. Access can also be widened through: 1. Subsidization (scholarships, free provision of textbooks, uniform, etc) for disadvantaged group; 2. Subsidized transportation in areas where feasible for poorer families; 3. Increasing the number of language preparatory courses at kindergarten level for ethnic minority groups to secure their enrolment and continuation through the primary cycle.
2. Financial – The existing system of education budgeting is limited with regard to the achievement of efficient, optimal, and accountable allocation of education financial resources. Current levels of non-salary expenditure for the primary education sector do not meet the finance required to consolidate the necessary improvements in primary education. Two areas of needs are identified: 1) An improved budgeting system at all levels (budget request, norms, allocation, monitoring, auditing, accountability, & training); 2. Increased funding to meet non-salary education expenditure in order to achieve equitable and quality provision of education.
3. Decentralization – Government of Vietnam policy is to increasingly decentralize educational responsibilities and functions to lower levels of the administration and to communities. This will require capacity building for administrators at all levels given their changing roles, as well as some kind of decision-making capacity to communities if these are to be empowered. Prioritization needs to be given financial administration for local education administrators and to school-based finance (Book-keeping etc.) for senior school staff so as to ensure proper accountability.
4. Institutionalization of socialization – Socialization may adversely affect disadvantaged groups and limit their access to schooling, thus financial/material subsidization and other types of incentives are

required for these disadvantaged groups. In addition, there is need to encourage and collaborate with grass-roots self-help initiatives.

## **1.7 Criteria for Prioritization**

Prioritization of areas of intervention is multi-sectoral and dependent upon Government of Vietnam policies. In addition, global decision-making on prioritization is difficult to carry out given wide regional and economic differences as well as differing requirements from ethnic and disadvantaged groups. This will inevitably be a lengthy process demanding consultation at all levels of the education system and with communities, as well as with donor groups in terms of their possible inputs. Therefore, the task of prioritization is for MOET to undertaken.

Prioritization of areas of intervention is dependent upon the current situation and the action competence of MOET as well as other education administrative levels. Hence, essential information should be collected, inspected and analyzed for the implementation of the areas of intervention.

The most basic criteria for prioritization is that intervention should proceed on the basis of:

- Consonance with the EDS 2010 objectives (mainly in terms of the implementation of the new curriculum and consequent requirements for teacher training/development reforms)
- Meeting goals identified in the Education For All strategy
- Meeting goals identified in the CPRGS strategy paper for Vietnam

In addition, there should be a review of recent development programs of each province, and note the match between those developments and the prioritized areas as given in the BAPIs.

Possible criteria for prioritization thereafter are suggested below as a referring framework against which informed decision-making can be made. These are not comprehensive, merely indicative. Criteria for targeting projects/projects (single or multi-criteria referenced) could be on the basis of:

- education indicators
- poverty indicators
- Population indicators
- geographical location
- provincial (DOET, BOET) capacity to manage and implement programs
- community capacity to participate in programs
- school capacity to implement programs
- ethnic groupings
- non-donor areas of intervention
- complementarity to existing donor/government areas of intervention through:
  1. different programs but shared vision
  2. replication in other areas
  3. value-adding by implementing tasks not taken up or new task areas within an existing program
- matching identified areas of intervention donor/NGOs predisposition for a particular area of intervention

A major problem to be avoided is that of proposing possible intervention areas which substantially impinge upon the domain of another program with a different intervention approach, and thereby weakening both programs and leading to confusion at the level of implementation. This would create a series of 'patchwork' intervention programs leading to loss of a coherent underlying strategy.

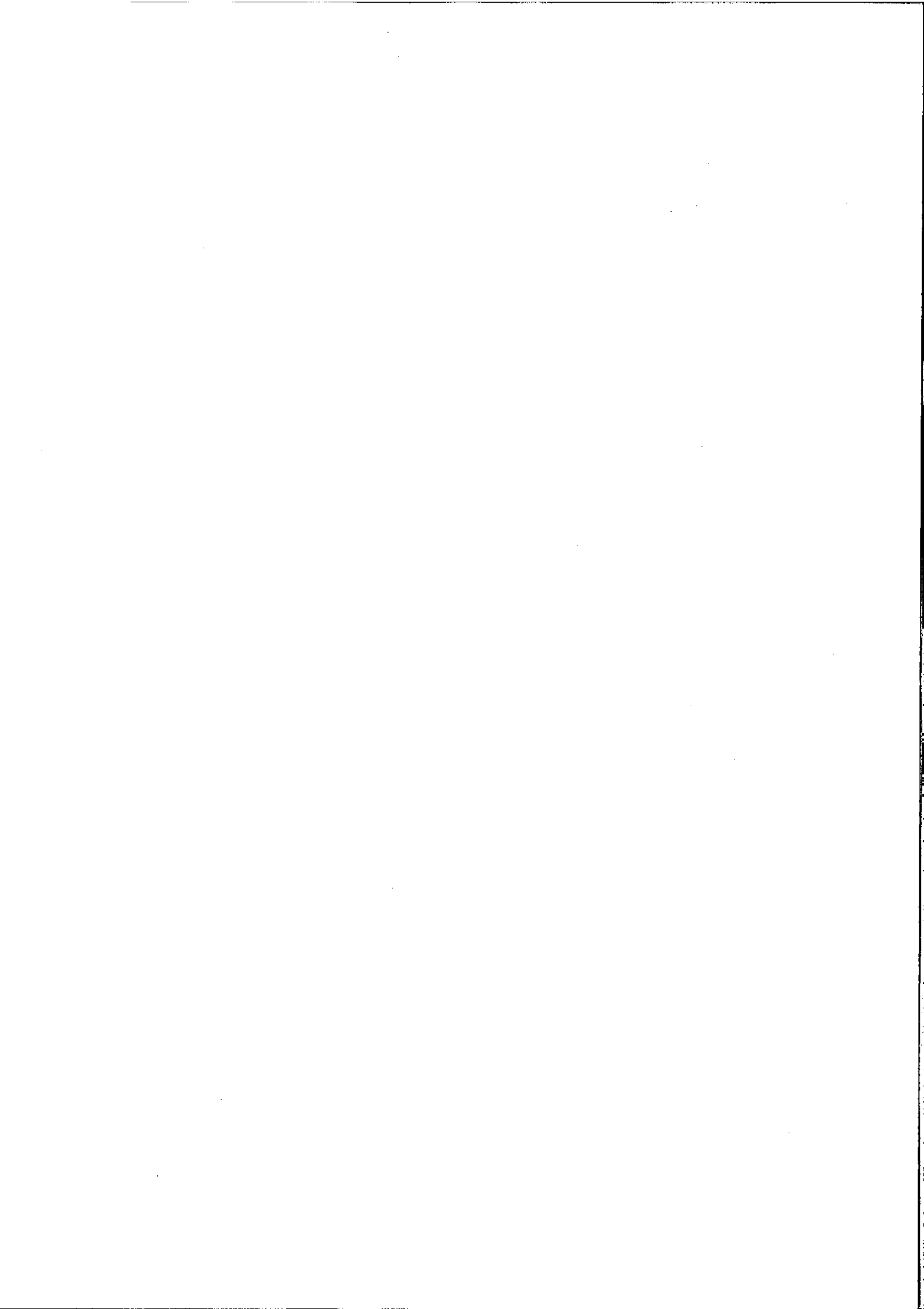
Flexibility is required in the use of criteria for prioritization given that one criterion may be suitable for a specific area of intervention, but another criterion may be deemed more useful in another situation. For

example, 'Building Project' (P3/S2) may be prioritized according geographical location (e.g. flooding and typhoons) whereas prioritization on 'Accessing the Curriculum' (P4/S4) may be according to a combination of education and poverty indicators.

However, it is to be noted that there is a logical sequencing in many of the areas of identified need, and synergy exists between those areas. For example, trainers with practical classroom experience are required (trainer-training course) before embarking on in-service programs (teacher training course), and that both are dependent on some kind of Quality Assurance Audit (supposing that this a selected target); and that a pilot program may be required in certain domains of education intervention before scaling up.

Reform measures to improve primary education are multi-dimensional and any prioritization must be aware of this if intervention is to be successful. An alternative way of looking at prioritization could be in terms of a conceptual model - for example, 'School Improvement'. School improvement is about developing strategies that strengthen the school's organization. The ultimate aim is to change learning conditions and other related internal school conditions, in order to realize educational goals more effectively.

The 'School Improvement' model puts the school at the center of change and suggests that pupil outcomes depend on both internal factors (e.g. classroom practice, school management and leadership, textbooks) and external factors (e.g. teacher training, Inspection, advisory support) to the school). These factors must be examined before prioritization choices are made. This will require an audit to assess which factors are in place and which factors are not. Such an audit can then provide guidance as to what kinds of interventions are necessary and how such interventions can be integrated. Integration implies strong linkages between top-down and bottom-up approaches to development. The 'top' provides policy aims, an overall strategy, and operational plans, which are complemented by a bottom-up diagnosis, goal setting and implementation. This is an approach consonant with the PEDP process. This method of prioritization leads to a holistic way of looking at prioritization and avoids the sort of 'patchwork development', which occurs when projects are set up without an overall coherent strategy.



## **2. NEEDS ASSESSMENT PRESENTATION WITH NATIONAL ISSUE MATRIX**

### **2.1 Methodology**

The National PEDP document is consolidated and analyzed based on provincial PEDP documents. 61 provinces/cities have developed and updated their provincial PEDP documents in the year 2004 by using participation methodology. A logical framework has been used for analysis of education objectives, primary education issues and development of issue matrices. Therefore, during the process of developing the national PEDP document and provincial PEDP documents, the needs of primary education in Vietnam have been revealed through participation methodology, focused interviews, questionnaires, etc.

### **2.2 National Issue Matrices**

National Issue Matrices (NIMs) have been developed based on consolidation and analysis of provincial issues matrices; data and information from 61 provinces. 6 key issues corresponding to the 6 key constraints are identified as follows:

#### **Six Key Constraint Statements: National Issue Matrix**

- (i) **Education Management**: Education Management is inadequate to cope with the implementation of EDS 2010 (4 Issues)
- (ii) **Teacher Training (TTC)**: Teacher trainers are inadequately exposed to primary practice, and teachers are insufficiently qualified (4 Issues)
- (iii) **Facility**: Facilities are inadequate to the needs required to achieve EDS 2010 educational targets (5 Issues)
- (iv) **Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Process (T&L)**: Difficulty of access and inappropriateness of the curriculum and its assessment inhibit realisation of the EFA and EDS 2010 goals. Quality improvement in the teaching and learning environment and in teaching methodology, as demanded by EDS 2010, has not been achieved. (4 Issues)
- (v) **Accessibility to School**: Physical and non-physical barriers discourage pupils from continuing schooling (6 issues)
- (vi) **Finance and "Socialization"**: Existing educational finance systems might not be able to meet required goals of EDS 2010 (3 issues)

In Section 2.3, a total of 26 issues for improvement have been identified under 6 National Issue Matrices (NIMs). In addition, a variety of macro and micro issues also need to be addressed if the objectives of the

EDS 2010 are to be achieved.

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

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

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

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

Key Constraints (1) Education Management: Education Management is inadequate to cope with the implementation of EDS 2010				
Consequences	Issues	Causes of the Issue	2 <sup>nd</sup> Level Causes of the Issue	
<ul style="list-style-type: none"> <li>Investment for T&amp;L process is limited</li> <li>Mobilization of teachers to remote areas is difficult</li> <li>Mobilizing all children to school is difficult</li> <li>Distribution of textbooks and other material to ethnic minorities is difficult.</li> </ul>	1. Education policy and regulations are inadequate and untimely to cope with implementing reforms	1.1. Investment norms in primary education do not match the requirements for the quality and scale of education	1.1.1. Government's budget allocation to education is insufficient	
		1.2. Policy and regulations for teacher deployment and rotation, administrator nomination and dismissal are inappropriate	1.1.2. Government education programmes and strategies do not match the socio-economic situation of each province	1.1.1.1. Primary pupils are not obliged to pay tuition fee
		1.3. Investment and fringe benefit policies for local administrators and teachers to work in the extremely difficult areas do not meet the needs	1.1.3. Budget allocation for education is not based on number of pupils, but on population number	
			1.2.1. The consistent mechanism for administrator nomination and dismissal at different levels	
			1.2.2. The encouraging policies for administrators in terms of upgrading their qualifications and capacity have not been set up yet	
			1.3.1. There is no prioritised policy for ethnic teachers and administrators at local level.	
			1.3.2. No budget is allocated from Government to semi-public /semi-boarding schools funded by community	

Key Constraints (1) Education Management: Education Management is inadequate to cope with the implementation of EDS 2010				
Consequences	Issues	Causes of the Issue	3 <sup>rd</sup> Level Causes of the Issue	
<ul style="list-style-type: none"> <li>Effectiveness in implementing government regulation and policy is low.</li> <li>Insufficient managerial skills/capacity to implement education improvement programme</li> </ul>	2. Education Management does not meet with required improvement of the education sector	2.1. Management system design and decentralisation are inadequate	2 <sup>nd</sup> Level Causes of the Issue 2.1.1. Identification of functions, duties and allocation of responsibilities, roles for each administration level regarding the education management in localities remain inappropriate. 2.1.2. Centralized education administration model at the provincial and district levels discourages the creativity of the grassroots level (school level)	
		2.2 Qualification and capacity of management staff are inadequate to carry out the assigned duties well	2.2.1. Nomination of some management staff is not based on ability 2.2.2. Pre and in-service training for management staff are not properly organized	2.2.2.1. Budget for management training is insufficient
		2.3 Motivation mechanism and policies for management staff have not been set up yet.	2.3.1 Extra allowance for management staff is insufficient for their work.	
		2.4 Working conditions for administrative staff are poor and asynchronous	2.4.1. Shortage of office space 2.4.2. Insufficient vehicles and other means of transport for administrative staff to do their steering duties 2.4.3. Communication facilities (fax, phone, computer, etc.) are insufficient	



Key Constraints (1) Education Management: Education Management is inadequate to cope with the implementation of EDS 2010			
Consequences	Issues	Causes of the Issue	3 <sup>rd</sup> Level Causes of the Issue
		2.5 Education management information system is out of date and unreliable	2.5.1.1. Cooperation among relevant sectors regarding land planning is not adequate 2.5.1.2. Shortage of information on how to develop school sites
<ul style="list-style-type: none"> <li>Quality of Education is limited</li> </ul>	3. Support system to school is poor	2.5.1. School location is scattered, especially in remote and mountainous area 2.5.2. Communication and information facilities in schools and in education offices are insufficient. 2.5.3. Lack of legal regulations on organising the implementation  3.1.1. Coverage of geographic area to be inspected is too large 3.1.2. Advisory services to schools generally considered poor (ineffective and not timely) 3.1.3. Internal inspection (i.e. not through Inspection Services) ineffective	
<ul style="list-style-type: none"> <li>Schools have difficulty in fulfilling planned objectives and tasks</li> <li>Quality of education remains low</li> <li>Implementation of education activities in school is ineffective</li> <li>Poor maintenance of school facilities</li> </ul>	4. School management is poor	4.1 Capacity of management staff in school is weak  4.2 Management skills of principals are weak	4.1.1.1. Contents and curriculum for management training lacks relevance to the actual duties of managerial staff 4.1.2.1. School size is too large in some schools 4.1.2.2. The ratio of teacher/class is very low

Key Constraints (1) Education Management: Education Management is inadequate to cope with the implementation of EDS 2010				
Consequences	Issues	Causes of the Issue	2 <sup>nd</sup> Level Causes of the Issue	3 <sup>rd</sup> Level Causes of the Issue
		4.3 Shortage of facilities for school administration	4.3.1. Stationary & consumables insufficient 4.3.2. Office equipments / tools are insufficient	4.3.1.1. Transportation system to supply materials to schools is inadequate
		4.4 Poor school finance management	4.4.1 Staff are not trained on finance management	

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

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

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

Key Constraints (2) Teacher Training (TTC): Teacher trainers are inadequately exposed to primary practice, and teachers are insufficiently qualified			
Consequences	Issues	Causes of the Issue	2 <sup>nd</sup> Level Causes of the Issue
<ul style="list-style-type: none"> <li>• Implementation of full day schooling difficult</li> <li>• Poor pupil learning achievements in some subjects</li> </ul>	<p>3. Deployment of teachers is inappropriate</p>	2.4 Poor working conditions in schools	<p>2.4.1. Inadequate working facilities &amp; space for teachers</p> <p>2.4.2. Shortage of teaching materials, equipment, and facilities</p>
		3.1. Insufficient posts for specialist subject teachers in schools	<p>3.1.1. Deployment of permanent positions is rigid and inappropriate to the characteristics of each region/area</p> <p>3.1.2. No policies for assigning teachers to full-day schooling</p>
		3.2. Shortage of teachers in disadvantaged areas.	<p>3.2.1. Inappropriate incentive policies to encourage teachers to be assigned to disadvantaged areas.</p> <p>3.2.2. Teacher accommodation in disadvantaged areas is generally poor</p>
		3.3. Shortage of teachers in special subject areas (e.g. Art, Music, etc)	<p>3.3.1. Schools in disadvantaged areas experience shortages of locally recruited teachers in special subject areas</p> <p>3.3.2. Insufficient ancillary staff (librarians and technicians) in TTCs</p> <p>3.3.3. TTC graduates are unable to find permanent posts in schools in special subject areas because of no norm for permanent positions</p>
	3.4. Limited numbers of teachers who meet the standards in some disadvantaged regions		3.4.1. Localities lack trainers with sufficient qualifications to train teachers with higher pedagogical qualifications

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

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

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

Key Constraints (3) Facilities: Facilities are inadequate to the needs required to achieve EDS 2010 educational targets			
Consequences	Issues	Causes of the Issue	3 <sup>rd</sup> Level Causes of the Issue
<ul style="list-style-type: none"> <li>• Facilities of schools do not meet National Standards</li> <li>• Problems of changing to full-day schooling</li> </ul>	2. Shortage of classrooms	2.1 Schools have two shifts/day  2.2 Triple shift/day schools still exist  2.3 Some schools are combined with lower secondary schools	2.1.1 Lack of financial support 2.1.2 Lack of land for school construction  2.2.1 Lack of financial support 2.2.2 Lack of land for school construction  2.3.1 Lack of financial support 2.3.2 Lack of land for school construction
	<ul style="list-style-type: none"> <li>• Poor pupils learning outcomes and classroom activities</li> <li>• Poor health and safety conditions for teachers and pupils</li> <li>• Teaching facilities do not meet National Standards</li> </ul>	3. Inadequate Facilities for education	3.1 Lack of function rooms in most schools  3.2 Lack of desks and chairs  3.3 Chairs and desks for pupils do not meet standards 3.4 Damaged/unsafe buildings in the majority of schools



Key Constraints (3) Facilities: Facilities are inadequate to the needs required to achieve EDS 2010 educational targets				
Consequences	Issues	Causes of the Issue	2 <sup>nd</sup> Level Causes of the Issue	3 <sup>rd</sup> Level Causes of the Issue
<ul style="list-style-type: none"> <li>Effectiveness of pupils' learning and other activities is limited</li> </ul>	4. Inadequate teaching equipment	3.5 Poor environment in some schools	3.5.1 Some schools do not have playgrounds 3.5.2 Lack of trees at schools 3.5.3 Lack of lighting system in highland and remote areas 3.5.4 Lack of toilets in most schools	3.3.1.1 School sites are too small.
		4.1 Lack of teaching equipment used during the lessons	4.1.1 Existing equipment is not 'integrated' 4.1.2 The supply of supplementary equipment takes a long time 4.1.3 Serious deficiencies in satellite schools 4.1.4 Too few books in library 4.1.5 Insufficient audiovisuals	4.1.2.1 The implementation of the new curriculum depends on updated teaching methods 4.1.3.1 Use of houses as temporary classrooms
<ul style="list-style-type: none"> <li>Problems in switching to full-day schooling</li> <li>There are insufficient facilities to meet the demands of full day schooling (use and capacity)</li> </ul>	5. Education budget is insufficient to needs	5.1 Insufficient budget allocation for primary education	5.1.1 Insufficient capacity to maintain an adequate level of primary education because of weak economic development	
		5.2 Some local authorities do not give priority to primary education 5.3 Alternative sources of income have not been mobilized	5.2.1 Socialization policy to provide supplemental revenues for primary education has not been realized 5.3.1 Difficulties of mobilizing other financial resources	

**Key Constraints (4) Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Process (T&L):**  
**Difficulty of access and inappropriateness of the current curriculum and its assessment inhibit realisation of the EFA and EDS 2010 goals**  
 Quality improvement in the teaching and learning environment and in teaching methodology, as demanded by EDS 2010, has not been achieved.

**Key Constraints (4) Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Process (T&L):**  
**Difficulty of access and inappropriateness of the curriculum and its assessment inhibit realisation of the EFA and EDS 2010 goals**  
 Quality improvement in the teaching and learning environment and in teaching methodology, as demanded by EDS 2010, has not been achieved.

Consequences	Issues	Causes of the Issue	2 <sup>nd</sup> Level Causes of the Issue	3 <sup>rd</sup> Level Causes of the Issue
<ul style="list-style-type: none"> <li>EFA goals for 2010 not met</li> <li>Time available for learning the curriculum is limited and there is much less time available for learning primary curriculum than in other countries</li> <li>Repetition and drop-out rates remain high</li> <li>Primary completion rates are low</li> <li>Quality of primary education is low</li> <li>Pupils are not interested in learning</li> <li>Manpower needs of</li> </ul>	<p>1. Access to a full curriculum for many children is difficult</p> <p>Note: While introducing the new primary curriculum (school-year 2002 - 2003 for grade 1 &amp; 2), issues such as 1.1, 1.4, 1.5, are also reasons that inhibit comprehensive education access</p>	<p>1.1 Shortage of schools able to offer full-day schooling</p> <p>1.2 Short school day and overloaded curriculum</p> <p>1.3 Reduced curricula (100, 120 week) introduced to meet UPE targets</p> <p>1.4 Language of instruction is not mother tongue</p>	<p>1.1.1 Education budget is insufficient</p> <p>1.1.2 Financial resource raised from the "Socialization" programme for education is insufficient</p> <p>1.2.1 Shift system of schooling</p> <p>1.2.2 Parents cannot afford costs of additional tuition</p> <p>1.2.3 Educational cost recovery mechanisms are inadequate</p> <p>1.3.1 Socio-economic circumstances and geographic location</p> <p>1.4.1 Insufficient number of teachers recruited from ethnic minority areas</p> <p>1.4.2 Lack of pre-school language acquisition classes for non Vietnamese speakers</p> <p>1.4.3 Bilingual, mother tongue curricula insufficiently developed</p>	<p>1.4.1.1 Many ethnic minority languages have no written script</p>

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

Key Constraints (4) Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Process (T&L): Difficulty of access and inappropriateness of the curriculum and its assessment inhibit realisation of the EFA and EDS 2010 goals Quality improvement in the teaching and learning environment and in teaching methodology, as demanded by EDS 2010, has not been achieved.			
Consequences	Issues	Causes of the Issue	2 <sup>nd</sup> Level Causes of the Issue
<ul style="list-style-type: none"> <li>• EFA goals for 2010 not met</li> <li>• Discrimination against disadvantaged groups</li> <li>• Drop-out and repetition rates remain high</li> <li>• Primary completion rates are low</li> <li>• Provinces and districts cannot monitor learning outcomes and link them to improvement initiatives</li> </ul>	<p>3. Assessment procedures are non-developmental and used largely for ranking purposes</p>	<p>2.3 Little local adaptation of curricula to children's experiences and local culture</p>	<p>2.3.1 Teachers lack the skills to adapt the curriculum to the local context</p> <p>2.3.2 Interpretation of policy prevents local adaptation of curricula</p> <p>2.3.3 Examination pressure</p>
		<p>3.1 Current system requirements with regards to assessment</p>	<p>2.3.1.1 Curriculum development too centralised at national level</p> <p>2.3.2.1 No choice allowed amongst a list of approved texts</p>
		<p>3.2 Teachers lack sufficient training in assessment techniques</p>	

Key Constraints (4) Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Process (T&L): Difficulty of access and inappropriateness of the curriculum and its assessment inhibit realisation of the EFA and EDS 2010 goals Quality improvement in the teaching and learning environment and in teaching methodology, as demanded by EDS 2010, has not been achieved.				
Consequences	Issues	Causes of the Issue	2 <sup>nd</sup> Level Causes of the Issue	3 <sup>rd</sup> Level Causes of the Issue
<ul style="list-style-type: none"> <li>EFA goals for 2010 not met</li> <li>Pupils are not interested in learning</li> <li>Drop-out and repetition rates remain high</li> <li>Primary completion rates are low</li> </ul>	4. The teaching and learning environment and methodology are not responsive to children's different learning needs and experiences	4.1 Many teachers are under qualified	4.1.1 Teachers lack skills in school level curriculum development 4.1.2 Pre-service training curricula has not properly focused on teaching methodology improvement 4.1.3 In-service training courses only concentrate on contents not on methodologies 4.1.4 Teacher's sense of self-improvement remains low	4.1.3.1 The linkage between TTCs and schools is not good
		4.2 Shortage of specialist teachers in certain subject areas		
		4.3 Focus of teacher training programmes is on academic upgrading rather than teaching methodologies	4.3.1 The making of teaching aids by teachers is limited 4.3.2 Teaching facility value is not fully appreciated 4.3.3 Expenditure for facility purchase is limited 4.3.4 There's no dedicated room for facility storage 4.3.5 Facility/equipment management officers have neither been trained nor in-service trained 4.3.6 Inspection of teaching-aids before being put into use in schools is not effective 4.3.7 Some teachers still hesitate to use teaching-aids	
		4.4 In-service training focuses on content rather than methodology	4.4.1 Poor relationships between the teacher training institutions and the schools	

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

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

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

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



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

Key Constraints (5) Accessibility to School: Physical and non-physical barriers discourage pupils from continuing schooling			
Consequences	Issues	Causes of the Issue	3 <sup>rd</sup> Level Causes of the Issue
Pupils have eye and vertebral column diseases and that affects school attendance	completion of primary education	6.2 Drug-addicted parents do not do not adequately supervise their children's education	
		6.3 Pupils from drug-addicted families find difficulty in making friends at school	
		6.4 Teachers do not know how to deal with drug addicted pupils or pupils coming from drug addicted families	6.4.1 There is no in-service or pre-service course that trains teachers on how to deal with pupils from drug addicted background
		7.1 People are not fully aware of the adverse effects of poor environment and facilities	7.1.1 People have not been trained 7.1.2 Planning and procurement have not been ensured to meet with the requirements 7.1.3 Specific standards have not been prepared/established

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

Consequences	Issues	Causes of the Issue	2 <sup>nd</sup> Level Causes of the Issue	3 <sup>rd</sup> Level Causes of the Issue
<ul style="list-style-type: none"> <li>• Primary education remains inadequate</li> <li>• School activities are severely limited</li> <li>• Education system does not meet requirements of socio-economic development</li> <li>• Number of primary schools that meet national standard is severely limited</li> <li>• Quality of human resources remains low</li> <li>• Dropout/repetition remains high</li> </ul>	<p>1. Government education budget is insufficient to achieve the targets stated in the EDS 2010</p> <p>2. National education budget system is poorly allocated</p>	<p>1.1 GOV's education budget increases are insufficient to cover rising expenditure on primary education</p> <p>2.1 Education sector institutions (MOET-DOET-BOET) do not efficiently manage the allocation of the education budget</p>	<p>1.1.1 National budget revenue increases are insufficient to meet increased education expenditures</p> <p>2.1.1 Local level officers (i.e., province, district, commune, and school) are insufficiently informed of policies and regulations concerning education expenditure</p> <p>2.1.2 Manuals and guidelines are poor</p> <p>2.1.3 The rules and regulations on Education expenditure do not meet actual situations</p> <p>2.1.5 Education administration (MOET – DOET – BOET) does not have sole decision-making right to disburse educational budget</p> <p>2.1.6 Provincial/district budget revenues allocated for education is limited and the revenues fluctuate</p>	<p>2.1.1.1 Schools are not informed in advance of their approved budget (especially non-salary expenditure) for the school year</p> <p>2.1.1.2 Disbursement rules and procedures for schools with regard to procurement and other non-salaried expenditures are complicated &amp; bureaucratic</p> <p>2.2.1 Current system of identifying disadvantaged areas (i.e., delta, mountain, etc) is inaccurate</p>

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

Key Constraints (6) Finance and "Socialization": Existing educational finance systems might not be able to meet required goals of EDS 2010				
Consequences	Issues	Causes of the Issue	2 <sup>nd</sup> Level Causes of the Issue	3 <sup>rd</sup> Level Causes of the Issue
			<p>3.1.5 Little advice coming from principals, 'Commune Education Committees', and 'Study Encouragement Committees' given to communities</p> <p>3.1.6 School-based cost recovery measures are not fully operational (i.e. "school construction fee collection)</p> <p>3.1.7 Schools are inactive in promoting "Socialization" to community</p>	<p>3.1.5.1 Personnel responsible for dissemination of information are ill-informed on aspects of "Socialization"</p> <p>3.1.6.1 Poor understanding of implementation procedures at DOET level</p> <p>3.1.7.1 Linkages between school-community is weak</p>
		<p>3.2 Some parents fail to contribute (either financially or non-financially) to primary education costs</p>	<p>3.2.1 Disadvantaged families are too poor to afford to send children to school</p>	<p>3.2.1.1 Natural disasters (i.e. floods) regularly occur</p> <p>3.2.1.2 Mono-economies that depend mainly on fluctuating market forces are unable to assure a stable income</p> <p>3.2.1.3 Few opportunities for poorer farmers to access alternative modes of income (i.e. traditional handicraft, etc)</p>

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

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

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

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

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

- (i) **Education Management**: Strengthening Education Management (10 BAPIs)
- (ii) **Teacher Training (TTC)**: Improvement of Teachers' Qualifications (4 BAPIs)
- (iii) **Facility**: Improvement of Facility (12 BAPIs)
- (iv) **Quality in the Classroom**: Improving Quality of Curriculum, and Teaching and Learning Process (T&L) (13 BAPIs)
- (v) **Accessibility to School**: Overcoming barriers in access to primary education (10 BAPIs)
- (vi) **Finance and "Socialization"**: Strengthen Educational Finance and "Socialization" (5 BAPIs)

Similar to NIMs, the BAPI Matrix is structured with the "Prioritized Area", "Sub-sectors", and "BAPIs". The line-up of BAPI Matrix, is shown in Table 3.2.

As shown in Section 3.3, Each BAPI is further described with "Intervention Purpose & Output", "Activities", "Advantages / Disadvantages", "Implications", and "Region/Area reference", to provide sufficient in-sight information for both the Vietnamese Government and interested potential international donors to start project formation/justification activities.

Table 3.1: Operational definition of terms in BAPI Matrices

Terms	Operational definition
Prioritized Area:	Statement for the broadest area of BAPI Matrix that captures the nature of BAPIs under one BAPI Matrix. A prioritized area is stemmed out from the "Key Constraints" of NIM (National Issue Matrix)
Sub Sector:	2 <sup>nd</sup> -level categorization of BAPIs under one BAPI Matrix. A BAPI Matrix would have couples of Sub-sectors
Broad Area of Intervention:	BAPI Title. Anticipated target group(s) is described with BAPI statement. BAPI is further described with the following items – "Intervention Purpose & Output", "Activities", "Advantages/Disadvantages", "Implications/Remarks", and, "Region/Area".
Intervention Purpose & Output:	Describes anticipated/expected purpose(s) and output(s)
Activities:	Describes anticipated/expected activities that are necessary and sufficient to achieve the stated purpose and outputs. This is presented for audiences for their references to start their own project justification and formulation activities. Thus, activity descriptions in BAPI Matrix are NOT obligatory for a future PEDP project formulations.
Advantages/Disadvantages:	Present anticipated advantages and disadvantages of BAPI, assuming the described "Intervention Purpose & Output", and "Activities".
Implications / Remarks:	Other implications, findings, and miscellaneous issues that may be helpful for both GOV and donor in preparing projects
Region/Area:	References regarding geographical regions/area, i.e. to avoid duplication and/or to further build upon on-going/existing project. This section will be linked to Section 4 & 5 of PEDP.
Current Intervention	References regarding current donor-supported project, and currently scheduled National Target Project by GoV *The number indicated in ( ) of 'Current Intervention' refers to Donor Coordination Table 5.1 and 5.2 MOET National Target Program



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

Prioritized Area	Sub-sector		Broad Areas of Possible Interventions
PA1 Strengthening Education Management	P1/S1	Education Policies and Regulations	P1/S1/B1 Set up appropriate education policies and regulations to fit the needs of stakeholders
			P1/S1/B2 Set up specific education policies for disadvantaged children to facilitate equitable access to primary education
			P1/S1/B3 Review and revise policy on deployment of administrative staff with regard to decentralization
			P1/S1/B4 Policy and mechanisms for the effective deployment of teachers
	P1/S2	Management Capacity	P1/S2/B1 Support management capacity building
			P1/S2/B2 Capacity building for EMIS, school mapping and micro planning
P1/S3	Support system to ensure the quality of education at school level	P1/S2/B3 To provide physical infrastructure to support management services	
		P1/S3/B1 Development of Quality Assurance Audit	
PA2 Improvement of Pre-service Training Provision	P2/S1	Teacher Training Colleges	P1/S3/B2 To establish guidelines for inspection
			P2/S1/B1 Review of Pre-service provision to meet long-term demands
			P2/S1/B2 Review & revision of curriculum and practice
			P2/S1/B3 Support to in-service teacher training in Teacher Training Colleges
PA3 Improvement of Facilities	P3/S1	Facility planning, design and supply criteria	P2/S1/B4 Strengthen pre-service training for special subject teachers
			P3/S1/B1 Reform primary school design and construction standards
	P3/S2	Construction and maintenance of school facility	P3/S1/B2 Design and supply of school furniture and playground equipment
			P3/S2/B1 Increase number of classrooms at existing schools
			P3/S2/B2 Construction and improvement of special classroom / library and multipurpose classrooms at existing schools
			P3/S2/B3 Construction and / or improvement of facilities for administration at existing schools
P3/S2/B4 Construction and / or improvement of lunch facilities at existing schools	P3/S2/B5 Construction and / or improvement of drinking water system and hygiene system at existing schools	P3/S2/B6 New supply and / or improvement of power supply and electrical system	

Prioritized Area	Sub-sector	Broad Areas of Possible Interventions
PA4 Improving Quality in the Classroom: Teachers, Curriculum & Teaching-Learning Processes	P4/S1 School Support Systems	P3/S2/B7 Improvement of playground and school site (including fencing and gates) at existing schools
		P3/S2/B8 Construction and / or improvement of attached facilities (security house and motorcycle shed)
		P3/S2/B9 Construction of new school
		P3/S2/B10 Facility maintenance and asset management
	P4/S2 Teachers' Quality	P4/S1/B1 Enhanced school support systems
		P4/S1/B2 Certified headship & senior staff training for school based development
		P4/S1/B3 Action Research in schools
		P4/S1/B4 Community based school support systems
		P4/S2/B1 Trainer-of-trainer (TOT) programs
		P4/S2/B2 In-service methodology training programs
P4/S3 Curriculum and Assessment	P4/S4 Accessing the Curriculum	P4/S3/B1 Curriculum development processes
		P4/S3/B2 Textbook development, publishing and distribution
		P4/S3/B3 IT equipment supply and application in the primary curriculum
		P4/S3/B4 Supply of library books and teaching aids
		P4/S4/B1 Accessing the Curriculum (Readiness program)
		P4/S4/B2 Accessing the Curriculum (Bilingual education for ethnic minorities)
PA5 Overcoming barriers in accessing primary education	P5/S1 Accessing Education	P4/S4/B3 Accessing the Curriculum (Impact of the socialization process)
		P5/S1/B1 Scholarship, fee exemptions for pupils from poor families
		P5/S1/B2 Provision of learning resources for disadvantaged children
		P5/S1/B3 Transportation to school
		P5/S1/B4 School-Feeding programs
		P5/S1/B5 Early Childhood Education
P5/S1/B6 Education awareness raising campaign		

Prioritized Area	Sub-sector	Broad Areas of Possible Interventions
		P5/S1/B7 Re-integrate out of school Children within Primary School
		P5/S1/B8 Special Needs Education
P5/S2	Juvenile Protection	P5/S2/B1 Primary health care in schools
		B5/S2/B2 Juvenile protection programs
P6/S1	Improving Government Education Finance Systems	P6/S1/B1 Refine budget processes and monitoring to achieve more optimal budget distribution (central – province)
PA6 Strengthening Educational Finance and Socialization		P6/S1/B2 Decentralized budgetary processes (province-district-school)
P6/S2	Enhancing "Socialization" in Education	P6/S2/B1 Institutionalization of "socialization" in education
P6/S3	Strengthening District/School-based Finance Systems	P6/S3/B1 Block grants for schools
		P6/S3/B2 Cost/ effectiveness analysis of school investments and expenditures

### 3.2 Broad Areas of Possible Interventions Matrices (BAPI Matrices)

#### Prioritized Area 1: Strengthening Education Management

##### Prioritized Area 1: Strengthening Education Management

##### Sub Sector: P1/S1 Education Policy and Regulations

Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P1/S1/B1:</b> Set up appropriate education policies and regulations to fit the needs of stakeholders.  <b>Target Group</b> MOET, DOET, BOET, School</p>	<p>&lt;Intervention Purpose&gt; • Assistance in modifying existing policy and regulations to meet needs of target groups &lt;Output&gt; • Clear and realistic policies and regulations set up to provide good education services to all stakeholders in primary education.</p>	<p>Technical Assistance to be provided: • Review the existing policies and regulations • Identify gaps &amp; blockages between existing policies &amp; regulations to actual situation &amp; needs • Modification of existing policies and regulations given the findings</p>	<p>&lt;Advantages&gt; • Amended policies and regulations will be consonant to target needs</p>	<ul style="list-style-type: none"> <li>Co-ordination &amp; co-operation with all groups</li> <li>Local and central requirements and perceptions may differ</li> <li>Linkage to: P1/S1/B2, P1/S1/B3</li> </ul>	<p>MOET and regional level</p>	<p>UND1, UNE1 UNI1 WB2, WB3 EU1, JP2, NO1, OHK1</p>
<p><b>P1/S1/B2:</b> Set up specific education policies for disadvantaged children to facilitate equitable access to primary education.  <b>Target Group</b> Disadvantaged children (Ethnic minority, disabled, out of school children)</p>	<p>&lt;Intervention Purpose&gt; • Assist in establishing a policy to provide disadvantaged children with equal opportunity to primary schooling &lt;Output&gt; • All disadvantaged children have access to primary education</p>	<p>Technical and financial assistance to be provided: • Conduct situation analysis of area of needs • Conceptualize &amp; identify possible intervention modes and resources • Co-coordinated implementation</p>	<p>&lt;Advantages&gt; • Realizes EDSP 2010 and EFA goals</p>	<ul style="list-style-type: none"> <li>Problems of co-coordinating &amp; integrating existing &amp; disparate interventions</li> <li>Allocation of resources important given other demands</li> <li>Linkage to: P1/S1/B1</li> </ul>	<p>Countrywide</p>	<p>WB4 CRS1 SCS2, SCS3</p>

**Sub Sector: P1/S1 Education Policy and Regulations (continued)**

Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P1/S1/B3:</b></p> <p>Review and revise policy on deployment of administrative staff with regard to decentralization</p> <p><b>Target Group</b> MOET, DOET, BOET, Communities and Schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>Review roles and functions of educational authorities at all levels</li> <li>Review policy on deployment for administrative and managerial staff at all levels</li> <li>Improved educational services</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved efficiency and effectiveness of educational management at all levels</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Review present roles and functions of MOET, DOET, BOET, Communities and Schools</li> <li>Identify problems in the existing system and capacities at all levels for effective decentralization</li> <li>Define appropriate roles and functions of all stakeholders &amp; establish levels of responsibilities and capacity</li> <li>Review staff selection &amp; development criteria</li> <li>Design appropriate training interventions</li> <li>Review staff deployment policy and mechanism at all levels</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Increased stakeholder ownership &amp; relevance to need</li> </ul>	<ul style="list-style-type: none"> <li>Political commitment to push forward decentralization process</li> <li>Linkage to: P1/S1/B1, P1/S2/B1-2, P4/S1/B1</li> </ul>	Countrywide	EU1
<p><b>P1/S1/B4:</b></p> <p>Policy and mechanisms for the effective deployment of teachers</p> <p><b>Target Group</b> MOET, DOET, BOET, Teachers</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To rationalize the utilization of teachers nationally</li> <li>To provide an effective planning mechanism for teacher demand supply</li> <li>To improve teacher supply to disadvantaged areas</li> <li>To improve teacher supply in specialist subject areas</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved supply and utilization of teachers</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Review of teacher distribution/utilization policy and rationalize system of appointments between MOET, DOET, BOET</li> <li>Review of incentive and career structures to support equitable distribution of teacher resources</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Equitable distribution of teachers at national standard</li> <li>Increased cost benefits</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Teacher reluctance to relocate</li> </ul>	<ul style="list-style-type: none"> <li>Linkage to: P1/S2/B3</li> <li>EMIS intervention</li> <li>Consideration be given to teacher accommodation</li> </ul>	Countrywide, but importance given to disadvantaged -aged areas	WB3

Sub Sector: P1/S2 Management Capacity						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications/Remarks	Region/Area	Current Interventions
<p><b>P1/S2/B1:</b></p> <p>Support management capacity building</p> <p><b>Target Group</b> MOET, DOET, BOET, communities, schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To develop capacity of management at all levels</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved management skills at all levels</li> </ul>	<p>TA plus financial assistance to be provided:</p> <ul style="list-style-type: none"> <li>Review of existing management systems</li> <li>Capacity building of planning officers at all levels plus orientation to communities and schools given decentralization and relevance to EDSP2010, EFA and PRSP</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Increased capacity at all levels and facilitation of community participation</li> </ul>	<ul style="list-style-type: none"> <li>Ownership of the management process at all levels</li> <li>Linkage to: P1/S2/B2, P4/S1/B1-2</li> </ul>	Countrywide	UND1, UNE1  UNI1 WB4 EU1, EU2, JP2 CRS1
<p><b>P1/S2/B2:</b></p> <p>Capacity building for EMIS, school mapping and micro planning</p> <p><b>Target Group</b> DOETs, BOETs, Schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>Capacity building of MOET, DOET, BOET staff to enhance EMIS, school mapping and micro planning</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved planning &amp; harmonization of information systems</li> <li>Facilitates decentralization process</li> </ul>	<p>TA plus financial assistance to be provided:</p> <ul style="list-style-type: none"> <li>Review current EMIS systems and school mapping micro planning processes</li> <li>Harmonize EMIS &amp; various sources of data collection</li> <li>Provide training courses for MOET, DOETs &amp; BOETs staff with regard to data collection, data integrity &amp; analysis</li> <li>Provide awareness and training to school heads with regards to data collection &amp; dissemination to improve data collection, integrity &amp; flow between all education and organizational levels</li> <li>Provide hardware/software as required</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Improved 'single' system of data collection</li> <li>Improved analysis using standardized criteria</li> <li>More equitable distribution of resources and identification of needy areas</li> </ul>	<ul style="list-style-type: none"> <li>Resistance from within the system</li> <li>Linkage to: P1/S2/B1</li> </ul>	Countrywide and at all levels	UNI1 WB1, WB4 EU1 NO1

Sub Sector: P1/S2 Management Capacity (continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications/Remarks	Region/Area	Current Interventions
<p>P1/S2/B3:</p> <p>To provide physical infrastructure to support management services.</p> <p><b>Target Group</b>                      MOET, DOET, BOET</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To promote more efficient managerial functions</li> <li>To facilitate process of decentralization</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved management efficiency</li> </ul>	<p>Financial assistance to be provided:</p> <ul style="list-style-type: none"> <li>Needs assessment of necessary facilities /equipment</li> <li>Define resource allocation criteria</li> <li>Assess required materials for decentralization</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Improved efficiency</li> </ul>	<ul style="list-style-type: none"> <li>Linkage to: P1/S2/B1, P1/S2/B2, P1/S1/B3 P6/S1/B2</li> </ul>	Countrywide	UNI1 WB4

Sub Sector: P1/S3 Support System to Ensure the Quality of Education at School Level						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications/Remarks	Region/Area	Current Interventions
<p>P1/S3/B1:                      Development of quality assurance audit                      Target Group                      MOET, DOET,                      BOET Schools,                      Communities</p>	<p>&lt;Intervention Purpose&gt;                      • To promote quality in schools, to devise means of assessing quality, to monitor work in schools, to identify/ disseminate good practice, &amp; to investigate issues of concern.                      &lt;Output&gt;                      • Quality assurance audit</p>	<p>TA plus financial assistance                      • To review training/school practices                      • To develop indicators of good practice/ performance/ effectiveness with regard to – courses &amp; services; school staff management; school staff development; organization of learning in schools; school ethos; assessment; resources; &amp; partnerships (staff/pupils/PTA/communes)</p>	<p>&lt;Advantages&gt;                      • Definition and standardization of quality                      • Provides a framework for quality education &amp; links quality to school effectiveness and improvement                      • Clear guidelines to staff for self-assessment                      • Guidelines for Inspectorate                      • Refinement of National Standards                      &lt;Disadvantages&gt;                      • Could be used prescriptively by officials</p>	<p>• Linkage to:                      P2/S1/B2/3/4,                      P4/S1/B1/2,                      P4/S2/B1/2, P1/S3/B2                      • Links to WB                      • PTD/profiling</p>	<p>Countrywide</p>	<p>WB3                      WB4</p>



Sub Sector: P1/S3 Support System to Ensure the Quality of Education at School Level (Continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications/Remarks	Region/Area	Current Interventions
<p><b>P1/S3/B2:</b></p> <p>To establish guidelines for inspection</p> <p><b>Target Group</b>                      MOET, DOET, BOET, Schools, TTCs</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To review the purpose / role of inspection</li> <li>To develop guidelines of good practice</li> <li>To provide training for inspection and advisory services</li> <li>To support the process of change with regard to school/teaching development and quality assurance</li> <li>To optimize use of local resources to support school-based management</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved inspection and advisory services</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Review the role of inspectors and or education advisers (change agents/INSET supporters/monitoring quality) and purpose of the Inspectorate.</li> <li>Review of existing system and guidelines to strengthen inspection and advisory support</li> <li>Further to the review, establish guidelines for inspection and advisory services</li> <li>Establish training for concurrent inspection and advisory staff</li> <li>To improve career structure for staff</li> <li>To consider supporting facilities/logistics needed for efficient implementation of inspection and advisory support</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Awareness of school quality issues and demands of whole school-based development</li> <li>More motivated staff and improved promotion criteria</li> </ul>	<ul style="list-style-type: none"> <li>Linked to INSET WB/Cycle 3/ &amp; WSD issues</li> <li>Priority should be given to supporting the process of meeting the demands of the new curriculum rather than on formal assessment of school facilities.</li> <li>Participatory analysis is recommended for the whole process in developing a revised version of guidelines involving all stakeholders</li> <li>Linkage to: P1/S3/B1, P2/S1/B2/3/4, P4/S1/B1/2, P4/S2/B1/2, P4/S3/B1, P4/S4/B2</li> </ul>	Countrywide	UNI1 WB3 FR1

**Prioritized Area 2: Improvement of Pre-service Training Provision**

**Prioritized Area 2: Improvement of Pre-service Training Provision**

**Sub Sector: P2/S1 Teacher Training College**

Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P2/S1/B1:</b></p> <p>Review of pre-service provision to meet long-term demand</p> <p><b>Target Group</b> MOET, TTCs, Teachers,</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To review initial teacher training system with regard to improvement of educational quality in schools</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved system of teacher training</li> <li>Engendering closer linkages with schools &amp; school practice</li> </ul>	<p>Technical Assistance + financial support to MOET</p> <ul style="list-style-type: none"> <li>Review in order to rationalize PRESET provision (national/provincial) to meet long/medium term demand</li> <li>To develop long/medium-term strategic plans with regard to re-tooling TTCs in order to meet the requirements of teacher INSET</li> <li>To develop long/medium-term strategic plans with regard to improving specialist/optional subject teacher supply.</li> <li>Develop national standards on teaching profession and organize seminars on this issue</li> <li>Review employment criteria for teacher educators (e.g. relevant school experience)</li> <li>Assistance to MOET/TTCs to support each TTC based on its comparative advantage in subject specialism in order to improve the training efficiency; developing the national teacher development plans, teacher projections at the national scale, in regions/areas and TTC's</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>More optimal use of graduates assigned to teaching service</li> <li>Increased effectiveness of training</li> <li>Close links between teacher training and general educational practice</li> <li>Guidelines to TTCs/ staff for assessment procedures</li> <li>Guidelines for Inspectorate</li> <li>Refinement of National Standards</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Some TTCs may be abolished or their function transferred to other objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Adjustment of the number of trainers may be necessary</li> <li>Link in with WB profiling</li> <li>Linkage to: P2/S1/B2/3/4, P4/S1/B1/2, P4/S2/B1/2, P1/S3/B2</li> </ul>	All regions	<p>OHK1</p> <p>SCS2, SCS3, SCS4</p> <p>NT1</p>

Sub Sector: P2/S1 Teacher Training College (Continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P2/S1/B2:</b></p> <p>Review &amp; revision of curriculum and practice</p> <p><b>Target Group</b> TTCs, Teachers, Candidates to TTCs</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To assist teacher educators with regard to upgrading</li> <li>To reform training curriculum &amp; practice consistent with the introduction of a new primary school curriculum</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved quality of teacher training</li> <li>Engendering closer linkages with schools &amp; school practice</li> </ul>	<p>Technical Assistance plus financial support</p> <ul style="list-style-type: none"> <li>Review/revise existing training curriculum (emphasis on professional &amp; pedagogical orientation) and ensure consonance with new primary school curriculum.</li> <li>Review existing pre-service teacher training implementation with emphasis on teaching practice &amp; being reflective practitioners</li> <li>Programs to upgrade teacher educators with regard to teaching methodologies, assessment of learning &amp; practical experience of the primary classroom</li> <li>Rehabilitation &amp; expansion of training Facilities (TTCs)</li> <li>Institutionalization of special courses to meet needs of minority and disadvantaged groups</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Meeting the requirements of EFA, EDSP 2010</li> <li>Implementation of the new curriculum</li> <li>Creation of a more dynamic and adaptable teaching cadre</li> </ul>	<ul style="list-style-type: none"> <li>Linkage to: P4/S1/B1 &amp; P4/S2/B1 &amp; P4/S3/B1</li> <li>Cycle 3 Distance Education</li> </ul>	<p>All training colleges dealing with primary level PRESET</p>	<p>WB1</p> <p>CRS1</p>

**Sub Sector: P2/S1 Teacher Training College (Continued)**

Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P2/S1/B3:</b></p> <p>Support to in-service teacher training in Teacher Training Colleges</p> <p><b>Target Group</b> TTCs trainers, students and primary practical schools, etc</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To upgrade teachers to national standard</li> <li>To improve classroom practice</li> <li>To improve supply of specialist teachers</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Meeting National Standard qualifications</li> <li>Meeting school demands for specialist teachers</li> </ul>	<p>Technical assistance plus financial support to MOET (TTCs)</p> <ul style="list-style-type: none"> <li>Review existing upgrading system; identify areas needing improvement with regard to teachers' professional development</li> <li>Develop teacher upgrading program and a supply system of in-service training</li> <li>Establish implementation plan, assessment procedures &amp; certification</li> <li>Establish specialized programs for teachers from minority groups (language, gender issues)</li> <li>Provision of required facilities</li> <li>Increase the number of TTCs able to provide specialist training</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>An in-service responsive to needs</li> <li>Better provision of specialist teachers to meet requirements of the new curriculum</li> <li>Addresses CPRGS and EFA goals</li> </ul>	<ul style="list-style-type: none"> <li>Linkage to: P4/S1/B1, P4/S2/B1, P4/S2/B2, P4/S4/B2</li> <li>Cycle 3 Distance Education</li> </ul>	<p>All training colleges dealing with primary level PRESET</p>	<p>BTC1 UNI1 WB1, WB6, EU2 CRS1 NT1, NT4</p>
<p><b>P2/S1/B4:</b></p> <p>Strengthen pre-service training for special subject teachers</p> <p><b>Target Group</b> TTCs, with special teacher training faculty, trainers, students, gifted primary teachers</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To improve the quality of special subject teaching in colleges</li> <li>To increase the number of special subject teachers</li> <li>To improve the quality of special subjects teachers</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Supply to meet demand</li> <li>Improved training and thus improved teaching</li> </ul>	<p>Technical assistance and financial support:</p> <ul style="list-style-type: none"> <li>Review existing system and training for specialist subjects and available resources</li> <li>Assess shortfalls and plan for future demands on regional basis</li> <li>Develop a training program for specialist teachers linked with specialist universities</li> <li>Establish criteria of good practice</li> <li>Implement TOT courses</li> <li>Provision of resources</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Improved supply of specialist teachers to meet demands of new curriculum</li> <li>Improved training facilities at TTCs</li> </ul>	<ul style="list-style-type: none"> <li>Linkage to: P4/S1/B1 &amp; P4/S2/B1 &amp; P4/S3/B1</li> <li>To establish professional linkages with specialist universities (e.g. Hanoi, HCM Univ. of technologies)</li> <li>Attention to deployment of special subject teachers between several schools to optimize use</li> </ul>	<p>All training colleges dealing with primary level PRESET</p>	<p>CRS1 SCS4 NT4</p>

**Prioritized Area 3: Improvement of Facilities**

**Prioritized Area 3: Improvement of Facilities**

**Sub Sector: P3/S1 Facility Planning, Design and Supply Criteria**

Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P3/S1/B1:</b></p> <p>Reform primary school design and construction standards</p> <p><b>Target Group</b> MOET( DOETs, BOETs)</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To assist in establishing new design criteria categorized to meet individual regional environmental differences</li> <li>Improve National Standard criteria under clear and realistic policies</li> <li>Promote quality constructions for durable buildings</li> <li>Construct standard schools for the region</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Facility design matches conditions and minimum building standards established</li> <li>Better quality and durable school construction produced</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Review existing school data in target regions regarding standards of facilities</li> <li>Needs analysis                             <ul style="list-style-type: none"> <li>Reformulation of school design construction criteria</li> <li>Provide workshop for DOETs &amp; BOETs to facilitate introduction of new designs</li> </ul> </li> <li>Establish minimum standards plus some variations which meet the needs of target regions                             <ul style="list-style-type: none"> <li>Base of facility design &amp; construction standards</li> <li>Some variations of standards based on the specific characteristics of target regions</li> </ul> </li> <li>Construct schools of standard type</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Securing human resources for school planning &amp; construction</li> <li>Quality of design &amp; construction criteria standardized and to match regional environment</li> <li>Minimum standards established</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Resistance to reformulation of standards</li> <li>Conflicting resource priorities</li> <li>Management qualifications of staff remain poor</li> </ul>	<ul style="list-style-type: none"> <li>Multi-sector</li> <li>Co-works with IRDS under MOET</li> <li>Linkage to: P1/S1/B1, P3/S1/B2, P3/S2/B1-10, P6/S1/B2</li> </ul>	MOET and regional level	<p>WB1 (several types of school building considered)</p> <p>WB4 (plan of FSQL – Fundamental School Quality Levels)</p> <p>NO1</p>
<p><b>P3/S1/B2:</b></p> <p>Design and supply of school furniture and playground equipment</p> <p><b>Target Group</b> MOET, DOET, BOETS</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To assist MOET in developing furniture &amp; equipment to integrate with the new curriculum</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Appropriate resources</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>National asset inventory and audit</li> <li>Needs analysis</li> <li>Standards and design setting + cost analysis</li> <li>Provide workshop for DOETs &amp; BOETs to facilitate introduction of new designs</li> <li>Development of furniture/playground equipment procurement system</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Standardization of school furniture and equipment, and more equitable distribution</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Conflicting resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>Multi-sector</li> <li>Related to P3/S1/B1, P3/S2/B1-B10, P4/S3/B1-B4</li> <li>Co-works with IRDS (MOET)</li> </ul>	MOET and regional level	<p>NT2</p> <p>WB4 (plan of FSQL)</p> <p>EU2</p>

Sub-sector: P3/S2 Construction and maintenance of school facility						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages / Disadvantages	Implications / Remarks	Region / Area	Current Intervention
<p><b>P3/S2/B1:</b> Increase number of classrooms at existing schools</p> <p><b>Target Group</b> MOET (DOETs, BOETs), Communities, schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To build an extension of classrooms at schools based on full-day schooling requirements</li> <li>To promote quality constructions for durable buildings to meet national standard</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Great opportunities for proceeding full-day schooling and better quality of education</li> <li>Increased classrooms as durable buildings in schools</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Conduct situational analysis of needs by region/area, urban/rural and school characteristics</li> <li>Conceptualize &amp; identify possible intervention models and resources</li> <li>Set up pilot project for model implementation of community participatory school construction                             <ul style="list-style-type: none"> <li>Draw up design criteria</li> <li>Community participatory project-management</li> <li>Superstructure done by contractor, finishing works by community where feasible</li> </ul> </li> <li>Draw up facility criteria for full day school / class</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Realizes EDSP 2010 target</li> <li>Pilot project for replication</li> <li>Accountability of commune can be enhanced by community participatory school construction</li> <li>Transfer of skills to local communities</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Political &amp; community commitment</li> <li>Resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>Co-works with IRDS under MOET</li> <li>Co-works with NGOs for replication project</li> <li>Linkage to: P1/S1/B1, P3/S1/B1-B2, P3/S2/B2-B10, P4/S1/B4, P6/S2/B1; P6/S3/B1-B2</li> </ul>	<p>Countrywide, from school /community level to BOET &amp; DOET level</p>	<p>NT1 WB1, WB4 UN1 EU2 JP1 NO1 OGB1 SCUK1</p>
<p><b>P3/S2/B2:</b> Construction &amp; improvement of special classroom/library and multipurpose classrooms at existing schools</p> <p><b>Target Group</b> MOET (DOETs, BOETs), Communities, schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To construct or improve special classrooms/library at schools to meet needs for better education as well as national standards of facilities</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved efficiency and effectiveness of teaching levels</li> <li>Meeting National Standard level of facilities</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Conceptualize &amp; identify possible intervention models and resources</li> <li>Set up pilot project for model implementation of community participatory school construction                             <ul style="list-style-type: none"> <li>the same activities as P3/S2/B1</li> </ul> </li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Realizes EDSP 2010 target</li> <li>Pilot project for replication</li> <li>Accountability of commune can be enhanced by community participatory school construction</li> <li>Transfer of skills to local communities</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Political &amp; community commitment</li> <li>Resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>Co-works with IRDS under MOET</li> <li>Co-works with NGOs for replication project</li> <li>Linkage to: P1/S1/B1, P3/S1/B1-B2, P3/S2/B1, P3/S2/B3-B4, P4/S1/B4, P4/S3/B4, P6/S2/B1; P6/S3/B1-B2</li> </ul>	<p>Country wide: from school/ community level to BOET &amp; DOET level</p>	<p>UN1 EU2 NO1 SCUK1 NT6</p>

Sub-sector: P3/S2 Construction and maintenance of school facility						
Broad area of intervention	Intervention Purpose & Output	Activities	Advantages / Disadvantages	Implications / Remarks	Region / Area	Current Interventions
<p><b>P3/S2/B3:</b> Construction and/or improvement of facilities for administration at existing school</p> <p><b>Target Group</b> MOET (DOETs, BOETs), Communities, schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To construct or improve facilities for administration (office, principal/teachers room, equipment stores, health service room and other function rooms</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved efficiency and effectiveness of school administration &amp; management level</li> <li>Meeting National Standard level of facilities</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Conceptualize &amp; identify possible intervention models and resources</li> <li>Set up pilot project for model implementation of community participatory school construction</li> <li>the same activities with P3/S2/B1</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Realizes EDSP 2010 target</li> <li>Pilot project for replication</li> <li>Accountability of commune can be enhanced by community participatory school construction</li> <li>Transfer of skills to local communities</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Political &amp; community commitment</li> <li>Resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>Co-works with IRDS under MOET</li> <li>Co-works with NGOs for replication project</li> <li>Linkage to: P1/S1/B1, P1/S2/B3, P3/S1/B1-B2, P3/S2/B1-B2, P3/S2/B4-B10, P4/S1/B4, P6/S2/B1; P6/S3/B1-B2</li> </ul>	<p>Countrywide: from school/community level to BOET &amp; DOET level</p>	<p>WB1 JP1 OHK5</p>
<p><b>P3/S2/B4</b> Construction and/or improvement of lunch facilities at existing schools</p> <p><b>Target Group</b> MOET (DOETs, BOETs), Communities, schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To construct or improve lunch facilities at schools for supporting of full-day schooling</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Meeting full-day schooling condition</li> <li>Improved pupil study outcomes and health</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Conduct situational analysis of needs by region/area, urban/rural and school characteristics</li> <li>Conceptualize &amp; identify possible intervention models and resources</li> <li>Set up pilot project for model implementation of community participatory school construction</li> <li>the same activities with P3/S2/B1</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Realizes EDSP 2010 target</li> <li>Pilot project for replication</li> <li>Accountability of commune can be enhanced by community participatory school construction</li> <li>Transfer of skills to local communities</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Political &amp; community commitment</li> <li>Resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>Co-works with IRDS under MOET</li> <li>Co-works with NGO for replication project</li> <li>Linkage to: P1/S1/B1, P3/S2/B1-B3, P3/S2/B5-B10 (especially strong linkage to P3/S2/B1: increase number of classrooms for full schooling), P4/S1/B4, P5/S2/B1, P6/S2/B1; P6/S3/B1-B2</li> </ul>	<p>Countrywide: from school/community level to BOET &amp; DOET level</p>	<p>U.S. Department of Agriculture: Vietnam School Lunch Program SCUK1</p>

Sub-sector: P3/S2 Construction and maintenance of school facility						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages / Disadvantages	Implications / Remarks	Region / Area	Current Interventions
<b>B3/S2/B5</b> Construction and/or improvement of drinking water system and hygiene system at existing schools  <b>Target Group</b> MOET (DOETs, BOETs), Communities, schools	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To provide or improve water supply and sanitation/toilet at schools</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved pupil hygiene and environmental conditions</li> <li>Meeting National Standard level of facilities</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Needs analysis by region/area, urban/rural and school characteristics</li> <li>Conceptualize &amp; identify possible intervention models and resources</li> <li>Define possible water source</li> <li>Set up pilot project for model implementation of community participatory school construction</li> <li>the same activities as P3/S2/B1</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Realizes EDSP 2010 target</li> <li>Pilot project for replication</li> <li>Accountability of commune can be enhanced by community participatory school construction</li> <li>Transfer of skills to local communities</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Political &amp; community commitment</li> <li>Resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>Co-works with water supply authorities &amp; IRDS under MOET</li> <li>Co-works with NGOs for replication project</li> <li>Linkage to: P1/S1/B1, P3/S1/B1-B2, P3/S2/B1-B4, P3/S2/B6-B10, P4/S1/B4, P5/S2/B1, P6/S2/B1; P6/S3/B1-B2</li> </ul>	<p>Countrywide: from school/ community level to BOET &amp; DOET level</p>	<p>WB1, WB4 UNI1 EU2 JP1 SCUK1 OHK2, OHK3 OHK5</p>
<b>B3/S2/B6</b> New supply and/or improvement of power supply and electrical system  <b>Target Group</b> MOET (DOETs, BOETs), Communities, schools	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To provide or improve power supply and electrical system at schools</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved pupil outcomes</li> <li>Improved educational environments and health</li> <li>Can be used in night by community as well as non formal education</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Needs analysis by region/area, rural/remote and school characteristics</li> <li>Conceptualize &amp; identify possible intervention models and resources</li> <li>Define possible power source</li> <li>Set up pilot project for model implementation of community participatory school construction</li> <li>Drawn up design criteria</li> <li>Community participatory project-management</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Realizes EDSP 2010 target</li> <li>Pilot project for replication</li> <li>Accountability of commune can be enhanced by community participatory school construction</li> <li>Transfer of skills to local communities</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Political &amp; community commitment</li> <li>Resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>Co-works with the power commies of EVN</li> <li>Co-works with NGOs for replication project</li> <li>Linkage to: P1/S1/B1, P3/S1/B1-B2, P3/S2/B1-B5, P3/S2/B7-B10, P4/S1/B4, P5/S2/B1, P6/S2/B1; P6/S3/B1-B2</li> </ul>	<p>Countrywide: from school/ community level to BOET &amp; DOET level</p>	<p>WB1 OHK2, OHK3</p>



Sub-sector: P3/S2 Construction and maintenance of school facility						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages / Disadvantages	Implications / Remarks	Region / Area	Current Interventions
<p><b>P3/S2/B7</b> Improvement of playground and school site (including fencing and gates) at existing schools</p> <p><b>Target Group</b> MOET (DOETs, BOETs), Communities, schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To improve school sites by constructing playground/or multifunction building for exercise, gates and fencing, planting area for shading tree and grass</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Enhanced school environment</li> <li>Improved pupil outcomes</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Conceptualize &amp; identify possible intervention models and resources</li> <li>Set up pilot project for model implementation of community participatory school construction                             <ul style="list-style-type: none"> <li>Draw up design criteria</li> <li>Community participatory project-management</li> <li>Construction works done by community where feasible</li> </ul> </li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Realizes EDSP 2010 target</li> <li>Pilot project for replication</li> <li>Accountability of commune can be enhanced by community participatory school construction</li> <li>Transfer of skills to local communities</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Political &amp; community commitment</li> <li>Resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>Co-works with IRDS under MOET</li> <li>Co-works with NGOs for replication project</li> <li>Linkage to: P1/S1/B1, P3/S2/B1-B2, P3/S2/B1-B6, P3/S2/B8-B10, P4/S1/B4, P6/S2/B1; P6/S3/B1-B2</li> </ul>	<p>Countrywide: from school/ community level to BOET &amp; DOET level</p>	<p>UNI1 SCUK1 OHK2, OHK3 OHK5</p>
<p><b>P3/S2/B8</b> Construction and/or improvement of attached facilities (dormitories, teachers' accommodation, security house and motorcycle shelter)</p> <p><b>Target Group</b> MOET (DOETs, BOETs), Communities, schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To construct or improve necessary attached facilities to meet needs of schools</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Provision of necessary school function</li> <li>Reduced dropout rates &amp; increased completion rates</li> <li>Improved teachers' incentives to teach</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Conduct situational analysis of needs by region/area, urban/rural and school characteristics</li> <li>Conceptualize &amp; identify possible intervention models and resources</li> <li>Set up pilot project for model implementation of community participatory school construction                             <ul style="list-style-type: none"> <li>Draw up design criteria</li> <li>Community participatory project/construction-management</li> <li>Superstructure done by contractor, finishing works by community where feasible</li> </ul> </li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Realizes EDSP 2010 target</li> <li>Pilot project for replication</li> <li>Accountability of commune can be enhanced by community participatory school construction</li> <li>Transfer of skills to local communities</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Political &amp; community commitment</li> <li>Resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>Linkage to: P1/S1/B1, P1/S1/B4 (teachers' accommodations), P3/S1/B1-B2, P3/S2/B1-B7, P3/S2/B9-10, P4/S1/B4, P6/S2/B1; P6/S3/B1-B2</li> </ul>	<p>Countrywide: from school/ community level to BOET &amp; DOET level</p>	<p>UNI1 WB6 NOR1</p>

Sub-sector: P3/S2 Construction and maintenance of school facility						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages / Disadvantages	Implications / Remarks	Region / Area	Current Interventions
<p><b>P3/S2/B9</b> Construction of new schools</p> <p><b>Target Group</b> MOET (DOETs, BOETs), Communities, schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To assist MOET and DOETs to build new schools in priority areas (areas with shortage of schools/inadequate plotting of schools)</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Establishment of new schools in priority areas</li> <li>Improved access to schools</li> <li>Increased NER</li> <li>Reduced of dropout rates and increased completion rates</li> </ul>	<p>TA plus financial Support</p> <ul style="list-style-type: none"> <li>Conduct precise and detailed school mapping at target province/district</li> <li>Conceptualize &amp; identify possible intervention models and resources</li> <li>Set up pilot project for model implementation of community participatory school construction                             <ul style="list-style-type: none"> <li>Drawn up design criteria</li> <li>Design, costing, tender documents</li> <li>Capacity building: Community participatory project-management</li> <li>Superstructure done by contractor, finishing works by community where feasible</li> </ul> </li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Realizes EDSP 2010 target</li> <li>Pilot project for replication</li> <li>Accountability of commune can be enhanced by community participatory school construction</li> <li>Transfer of skills to local communities</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Political &amp; community commitment</li> <li>Resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>Co-works with IRDS under MOET</li> <li>Co-works with international organization for replication project</li> <li>Linkage to: P1/S1/B1, P3/S1/B1-B2, P3/S2/B1-B8, P4/S1/B4, P6/S2/B1; P6/S3/B1-B2</li> </ul>	<p>Countrywide: from school/ community level to BOET &amp; DOET level</p>	<p>NT5, NT6 WB1, WB4 WB6 JP1 EU2 NO1 OHK2, OHK3 OHK5</p>
<p><b>P3/S2/B10</b> Facility maintenance and asset management</p> <p><b>Target Group</b> MOET (DOETs, BOETs), Communities, schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>Improved asset maintenance &amp; community maintenance culture</li> <li>To promote efficient managerial functions</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved maintenance, reduced cost, longevity of school facilities/infra structure</li> <li>Maintenance facilitated through materials/tools supply</li> <li>Improved management efficiency</li> </ul>	<p>TA plus financial and material support</p> <ul style="list-style-type: none"> <li>Asset maintenance strategy, management and audit linked to community participation</li> <li>Selection/development of material procurement system</li> <li>Logistical support (e.g. maintenance tool box and manuals)</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Maintenance of culture developed within communities</li> <li>Supports socialization</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Resistance to existing norms</li> <li>Resource priority</li> </ul>	<ul style="list-style-type: none"> <li>Funding support from Social Investment Fund</li> <li>Linkage to P1/S2/B1, P3/S1/B1-B2 &amp; P3/S2/B1-B9, P4/S1/B1, P4/S1/B4, P6/S2/B1; P6/S3/B1-B2</li> </ul>	<p>Countrywide: from school/ community level to BOET &amp; DOET level</p>	<p>WB6</p>

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

**Sub Sector: P4/S1 School Support System**

Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
P4/S1/B1 Enhanced school support systems Target Group MOET, DOET, BOET, Schools, Teachers, Pupils, Commune	<Intervention Purpose> • To support quality improvements in primary schools • To meet EDSP 2010/EFA primary goals <Output> • School improvement • Teaching improvement • Improved teacher/teacher support • Closer school/community relationships • Improved pupil outcomes - Attendance - Experiences - Equity - Learning achievement	TA plus financial support • Conceptualize school improvement/ effectiveness issues at all levels (environment for whole school/ principles of practice/education relevance to context needs/decision-making at local levels/inspectorate support/management & structure for WSD etc) • Review criteria/procedures/school & staff development/assessment systems • Planning capacity building for all levels • Establish systems of 'school-mutual support' & school management structure linking to School Charter/ parents and the community • Establish a cadre of advisory support staff located at center schools • Define roles and responsibilities of advisory staff and provide certified training for such staff • Develop management systems that would enhance management and use of resources within the school support system • Separate advisory support from inspections and provide training for inspections • Improve organization and operation of BOET offices so that they best support school improvement	<Advantages> • Provides a holistic approach addressing both external and internal factors to the school which impact on school improvement and effectiveness • Develops and works within existing systems and structures • Creates a climate for system level changes and a positive environment for staff and school development • Enhances government decentralization policy • Motivates staff <Disadvantages> • Inherent resistance of the system • No quick fix	• Linkage to: P1/S3/B1, P1/S3/B2, P2/S1/B2/3, P4/S1/B2	Countrywide, but initially targeting most disadvantaged areas	UNI1 WB4 NO1, NO2 SCS3

Sub Sector: P4/S1 School Support System (continued)						
Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P4/S1/B2</b></p> <p>Certified headship &amp; senior staff training for school based development</p> <p><b>Target Group</b> Senior school staff</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To facilitate school-based development</li> <li>To link school-based development to accreditation and career structure</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved schools</li> <li>Improved school management</li> <li>Improved staff motivation</li> </ul>	<p>TA -type assistance plus financial support</p> <ul style="list-style-type: none"> <li>Review existing training programs</li> <li>Establish a team/s (national and provincial level) to develop/modify programs and implement training for headship</li> <li>Develop/modify accredited training programs</li> <li>Conduct training-of-trainers</li> <li>Organize the management of training programs</li> <li>Monitoring &amp; assessment plus support systems</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Facilitates teacher &amp; school development</li> <li>Facilitates introduction of new curriculum</li> <li>Develops recognized career pathways for school staff</li> </ul> <p>&lt;Disadvantages&gt;</p>	<ul style="list-style-type: none"> <li>Important to establish a cadre of trained personnel at each school to lead school &amp; teacher development</li> <li>Linkage &amp; co-development with national &amp; provincial Educational Managers Training Colleges &amp; TTCs</li> <li>Linkage to: P4/S1/B1</li> </ul>	<p>Countrywide</p>	<p>UNI1</p> <p>WB6</p> <p>NO2</p>
<p><b>P4/S1/B3</b></p> <p>Action research in schools</p> <p><b>Target Group</b> Teachers, TTC trainers</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To improve analytical ability of teachers in teaching-learning process</li> <li>To exchange research results among teachers for their professional development</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved classroom practice</li> <li>Encouragement of teacher reflection</li> </ul>	<p>TA -type assistance plus funding</p> <ul style="list-style-type: none"> <li>Action research training for teachers and staff</li> <li>Action research training for teachers</li> <li>Organize outlets for dissemination of action research findings</li> <li>Orientation program for TTCs, inspectorate, advisors and heads</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Improved teacher motivation and self development</li> <li>Teacher ownership</li> <li>Sharing of best practice</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Time constraints on teachers</li> </ul>	<ul style="list-style-type: none"> <li>Support system for teachers is needed</li> <li>Best practice can be disseminated</li> <li>Important is to obtain a study of the relationship between teachers upgrading &amp; backgrounds (presage/context variables) plus processes leading to resultant pupil outcomes</li> <li>Linkage to P1/S3/B2, P2/S1/B3, P4/S1/B2, P4/S2/B1/2</li> </ul>	<p>Countrywide</p>	<p>WB3</p> <p>SCUK1</p>

**Sub Sector: P4/S1 School Support System (continued)**

Broad area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P4/S1/B4:</b>                      Community based school support systems                      Target Group                      School, Community</p>	<p>&lt;Intervention Purpose&gt;                      • Enhance community participation with schools by empowering communities to participate in the school development process.                      • Improved accountability by schools for quality and equity provision                      • Awareness and improved community capacity to support immigrant/nomadic groups                      &lt;Output&gt;                      • Needs of community can be reflected in education activities in schools</p>	<p>Technical assistance and financial support:                      • Guidelines for community support systems                      • Participatory workshops to involve school communities in the school development process (conceptualization and consensus building)                      • Review &amp; guidelines for supporting immigrant/nomadic groups (registration procedures), education planning &amp; acceptance at local level</p>	<p>&lt;Advantages&gt;                      • More social needs can be reflected in daily school education                      • Improved awareness of community to education issues                      • Accountability of DOET/BOET                      &lt;Disadvantages&gt;                      • Mobility of nomad/immigrant groups renders local planning difficult</p>	<ul style="list-style-type: none"> <li>• Linkage to School Charter (Education Law)</li> <li>• Involvement of civil society organizations &amp; existing mechanisms &amp; education councils</li> <li>• Allocation of resources from communes may promote resentment from communities</li> <li>• Linkage to: P5/S1/B1, P5/S1/B6, P6/S3/B1</li> </ul>	<p>Countrywide</p>	<p>UNI1                      WB4                      NO1, NO2                      CRS1                      OGB1                      SCUK1                      SCS2</p>

Sub Sector: P4/S2 Teachers' Quality						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<b>P4/S2/B1:</b> Trainer-of-trainer (TOT) programs Target Group Trainers	<Intervention Purpose> • Develop a cadre of in-service trainers • Provide updated teaching method <Output> • Skilled INSET trainers	TA-type assistance plus Materials provided: • Review existing system of in-service training (training and teacher training curriculum, • Develop curriculum and training materials geared to improved classroom practice • Development and implementation of TOT program	• Develop a cadre of trainers responsible for updating methodological skills of teachers. • Fosters ownership and self-development/ self-reliance	• Inclusive of all TTCs to ensure consonance of approach • Need to link in to EU/WB/BTC programs to ensure consonance of approach • Linkage to: P2/S1/B2/3/4, P4/S1/B1, P4/S1/B2	Provincial level linking in with MOET/EU Cycle 3 proposals	BTC1, VVO1 UNE2, UNI1 WB4 EU1, EU2 NO1 CRS1 SCS1, SCS2 SCS4
<b>P4/S2/B2:</b> In-service methodology training programs Target Group Teachers, schools	<Intervention Purpose> • Provision of updated teaching methodologies • Support to MOET INSET program <Output> • Improved classroom practice • More confident teachers	Mainly Materials + Financing support + limited TA: • Review of existing distance education in-service program and in-service training curriculum • Assist with development of curriculum and training materials. • Assistance to MOET to monitor INSET effectiveness at school level (student outcomes)	<Advantages> • Practical upgrading of all teachers • MOET ownership	• Linkage to: P1/S3/B1/2, P4/S1/B1, P2/S1/B2/3, P4/S2/B1 • Need to link in to EU/WB/BTC programs to ensure consonance of approach	All regions (except WB/BTC areas?) Prioritize disadvantaged groups (economic/ linguistics etc)	BTC1, VVO1 UNI1 WB3, WB4 NO1, NO2 CRS1, OGB1 SCUUK1 OHK3, 4, 5 & 6 SCS1, 2, 3, 4 & 5 NT1, NT2 NT4,

**Sub Sector: P4/S3 Curriculum and Assessment**

Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P4/S3/B1</b></p> <p>Curriculum development process</p> <p><b>Target Group</b>                      Curriculum Developers, NIES, Publishers, MOET, DOET, BOET, TTCs</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To facilitate better integration of the management, development and implementation of the curriculum process</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>A curriculum process more responsive to the needs of its users</li> </ul>	<p>TA assistance plus financial support</p> <ul style="list-style-type: none"> <li>Review the allocation of roles and responsibilities to ensure the integration in terms of management, development and implementation of the curriculum</li> <li>Needs assessment and materials compilation should be made to new subject areas (ICT, foreign languages), specialist subject areas (art, music, physical education), multigrade &amp; bilingual education</li> <li>Curriculum and textbook assessment issue</li> <li>Increase training capacity of the curriculum unit in order to improve the implementation of the curriculum at school level and the integration of the curriculum into pre-service teacher training programs</li> <li>Strengthen monitoring and evaluation capacity of the curriculum unit</li> <li>Develop capacity within the country to realize the localization of the curriculum and adaptation to multi-grade teaching environments</li> <li>Further develop systems initiated under WB funding to establish new national standardized pupil assessment procedures</li> <li>Improve assessment by teachers in the classroom through in-service teacher training support and support to pre-service curriculum revision</li> <li>Include within teacher guides, advice to teachers on methods of pupil assessment</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Better co-ordination and management of the curriculum process</li> <li>Better integration both within and between subject areas and between pre-primary, primary and lower secondary to develop nine year basic education program</li> <li>The potential to be more participatory and responsive to needs, both external and internal</li> <li>Builds on existing systems and processes</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Inherent resistance to change</li> </ul>	<ul style="list-style-type: none"> <li>Would need strong MOET support</li> <li>Linkage to: P2/S1/B1 – B4; P4/S1/B2, P4/S2/B1-B2, &amp; P4/S4/B1-B2, P1/S3/B2</li> </ul>	<p>Countrywide</p>	<p>VVO1</p> <p>UNI1</p> <p>WB3</p> <p>EU1</p> <p>NO1, NO2</p> <p>CRS1</p> <p>SCUK1</p> <p>SCS4</p> <p>NT3</p>

Sub Sector: P4/S3 Curriculum and Assessment (continued)						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P4/S3/B2</b></p> <p>Textbook development, publishing and distribution</p> <p><b>Target Group</b> Curriculum Developers, NIES, Publishers, MOET, DOET, BOET, TTCs</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To separate textbook production from curriculum development</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Better quality text and more choice for schools</li> <li>Better supply and distribution of textbooks, teachers guides, teaching resources</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Initiate a study to examine the feasibility of opening up textbook writing and publishing (Author/Publishers are invited to produce text to prescribed curriculum. MOET draws up approved list from which schools make their choice)</li> <li>Review existing textbook production and distribution mechanisms</li> <li>Evaluation of new textbooks</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Competition between author groups and MOET appraisal committee ensures high standards</li> <li>Frees curriculum developers up for other activities e.g. training, working with teacher training institutions</li> <li>Cost savings</li> <li>Compatible with government policy initiatives</li> <li>Considerable experience in other countries in this area</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Major change from current practice</li> <li>Existing publishers within the country may not have the capacity to respond</li> </ul>	<ul style="list-style-type: none"> <li>Policy changes requiring strong MOET support</li> </ul>	Countrywide	<p>VVO1</p> <p>UNI1</p> <p>WB1</p> <p>EU1, EU2</p> <p>NO1, NO2</p> <p>NT2</p>
<p><b>P4/S3/B3</b></p> <p>IT equipment supply and application in the primary curriculum</p> <p><b>Target Group</b> MOET (DOETs, BOETs) Communes, Schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To assist MOET and DOETs to provide Teaching &amp; Learning materials</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved school teaching &amp; learning resources</li> <li>Facilitates a reading culture</li> <li>Supports new curriculum</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Proposal for feasibility and methodology study in IT application in primary curriculum</li> <li>IT equipment supply</li> <li>Teacher training</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Teaching process is effectively supported</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Many further requirements arise: teacher improvement, facilities strengthening, recurrent budget for IT equipment maintenance</li> </ul>	<ul style="list-style-type: none"> <li>Linkage to P4/S1/B1</li> <li>P6/S1/B1-2</li> <li>P6/S2/B1</li> <li>P6/S3/B1-2</li> </ul>	Countrywide	NT3
<p><b>P4/S3/B4:</b></p> <p>Library Books/Teaching Aid supply</p> <p><b>Target Group</b> MOET (DOETs, BOETs) Communes, Schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To assist MOET and DOETs to provide Teaching &amp; Learning materials</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved school teaching &amp; learning resources</li> <li>Facilitates a reading culture</li> <li>Supports new curriculum</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>National asset inventory and audit</li> <li>Needs analysis + costing</li> <li>Provide workshop for DOETs &amp; BOETs to facilitate introduction of new designs</li> <li>Development of materials procurement system</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Supports EFA &amp; EDSP 2010 goals</li> <li>Creates an attractive learning environment</li> <li>Supports teaching practice</li> <li>Consonant with Needs Analysis &amp; DFID Stakeholder Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Supplementation through Social Investment Fund support</li> <li>Linkage to P4/S3/B1-B2</li> <li>P4/S2/B1-B2</li> <li>P4/S1/B1; P6/S1/B1-B2</li> <li>P6/S2/B1; P6/S3/B1-B2</li> </ul>	Rural areas in all provinces	<p>VVO1</p> <p>UNI1</p> <p>OHK5, OHK6</p>



Sub Sector: P4/S4 Accessing the Curriculum						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P4/S4/B1</b></p> <p>Accessing the curriculum (School Readiness Program)</p> <p><b>Target Group</b> MOET, DOET, BOET, TTC, Commune, Families &amp; children</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To develop school readiness programs in order to prepare children from non Vietnamese speaking communities for primary education</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Children are able to access the curriculum and are more likely to complete their schooling</li> </ul>	<p>TA plus financial support and make recommendations on the feasibility of scaling-up. The review would take into consideration the following:</p> <ul style="list-style-type: none"> <li>Coverage (present and expected)</li> <li>Community participation (staffing)</li> <li>Impact</li> <li>Access</li> <li>Training</li> <li>Costs</li> <li>Management</li> <li>Links to existing crèche and pre-school initiatives</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Builds on existing programs that have been shown to be effective</li> <li>Enhances community participation in education</li> <li>Supports government pre-school policy</li> <li>Addresses EFA, EDSP goals</li> <li>Links to CPRGS</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Difficulties in scaling-up the programs</li> </ul>	<ul style="list-style-type: none"> <li>Links to pre-primary to be established</li> <li>Focus on girls/disadvantaged children from minority/nomadic groups</li> <li>Linkage to: P2/S1/B1-B4; P4/S1/B1; P4/S3/B1-B2</li> </ul>	Targeted BOETs	WB4 EU2 SCUK1
<p><b>P4/S4/B2</b></p> <p>Accessing the Curriculum (Bilingual education for ethnic minorities)</p> <p><b>Target Group</b> MOET, DOET, BOET, TTC, Commune, Families &amp; children</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To develop bilingual education at primary level for children from major ethnic language groups</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Children are able to access the curriculum and are more likely to complete their schooling</li> </ul>	<p>TA initially plus financial and make recommendations on the feasibility of scaling-up</p> <ul style="list-style-type: none"> <li>Support initiatives to recruit teachers from ethnic minority groups</li> <li>Examine support systems, print, media, government literacy programs that have the potential to enhance language access</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Knowledge base exists from past and current pilot programs</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Recruitment and training of teachers could be problematic</li> <li>Economically may not be viable</li> </ul>	<ul style="list-style-type: none"> <li>Addresses EFA, EDSP goals</li> <li>Links to CPRGS</li> <li>Linkage to: P2/S1/B1-B4; P4/S1/B1; P4/S3/B1, P4/S3/B4</li> </ul>	Targeted BOETs	UNI1 WB4 SCUK1

Sub Sector: P4/S4 Accessing the Curriculum (continued)						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P4/S4/B3</p> <p>Accessing the Curriculum (impact of the socialization process)</p> <p><b>Target Group</b>                      MOET, DOET, BOET, Commune Families &amp; children</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To ascertain the impact of the socialization process in the more disadvantaged areas</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Clear policy guidelines aimed at assisting the most disadvantaged</li> </ul>	<p>TA plus financial support</p> <ul style="list-style-type: none"> <li>Research study to assess the implementation of government socialization policies in disadvantaged areas and their impact on access to and quality of education</li> <li>Review current practice</li> <li>Conduct analysis of actual school funding needs</li> <li>Design PA approach to assess funding levels within community to support education</li> <li>Establish guidelines for policy and practice</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Would provide data on how to better target socialization initiatives so that they do not negatively impact on providing better access to school for children of the most disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>Resistance from sectors of population concerning positive discrimination with regards to funding allocation</li> <li>Addresses EFA goals and CPRGS issues</li> <li>Linkage to: P5/S1/B1, P5/S1/B1-4, P5/S1/B7</li> </ul>	<p>Targeted poor households, DOETs, BOETs</p>	

**Prioritized Area 5: Accessibility to School**

**Prioritized Area 5: Overcoming Barriers in Accessing Primary Education**

**Sub Sector: P5/S1 Accessing Education**

Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P5/S1/B1</b></p> <p>Scholarship, fee exemptions for pupils from poor families</p> <p><b>Target Group</b>                      Poorer households &amp; pupils.                      Communes                      Schools BOET</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>Equitable access to education through financial support</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Access for poorer income groups</li> <li>Attainment of UPE</li> <li>Reduced drop-out and repetition</li> </ul>	<p>Financial support</p> <ul style="list-style-type: none"> <li>Review existing scholarship/ fee system &amp; criteria for selection</li> <li>Develop a system of establishing a awarding bodies for scholarships/fee exemption a (school / commune / District- level) and means of implementation</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Ensuring access to poorer income groups and helping to achieve CPRGS strategy</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Resentment from sectors of the community</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability and stability issues will need to be addressed (e.g. possible revolving fund)</li> <li>Addresses EFA goals and CPRGS issues</li> <li>Linkage to: P6/S3/B1, P6/S2/B1, P6/S3/B1, P4/S1/B4</li> </ul>	Areas with: lower incomes lower enrolment	WB4 EU2 OGB1 OHK6, OHK8 OHK9, OHK10
<p><b>P5/S1/B2</b></p> <p>Provision of learning resources for disadvantaged children</p> <p><b>Target group</b>                      Poorer households &amp; pupils.                      Communes                      Schools BOET</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To remove barriers to access to schooling</li> <li>To improve pupil learning</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Increased enrolment &amp; attendance rates</li> </ul>	<p>Financial support</p> <ul style="list-style-type: none"> <li>Needs assessment</li> <li>Develop a system of support</li> <li>Establish logistical and management support system</li> <li>Assessment</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Redressing imbalances concerning educational opportunity</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Resentment from community</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability and stability issues will need to be addressed (e.g. possible revolving fund)</li> <li>CPRGS/EDSP</li> <li>2010/EFA goal attainment</li> <li>Linkage to: P4/S3/B2, P6/S3/B1, P4/S1/B4, P4/S2/B2; P3/S1/B3</li> </ul>	Areas with: Lower incomes Lower enrolment	UNE3, UNI1 WB4, WB6 JP1, SCU1 NO1, NO2 OHK4, 5, 6, 8, 9 & 10 NT1, NT5
<p><b>P5/S1/B3</b></p> <p>Transportation to schools</p> <p><b>Target Group</b>                      Difficult areas of access, BOET, Schools, Commune</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>Increased access to schools</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Increased attendance &amp; reduced drop out</li> </ul>	<p>Financial support</p> <ul style="list-style-type: none"> <li>Needs Analysis and planned input</li> <li>Cost study</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Cash benefit to local economy</li> </ul>	<ul style="list-style-type: none"> <li>Addresses EFA goals and CPRGS issues</li> <li>Enhanced community services</li> <li>Linkage to: P1/S2/B2</li> </ul>	Provinces with poor transportation and difficult access problems	OHK6 OHK7

Sub Sector: P5/S1 Accessing Education (continued)						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<b>P5/S1/B4</b> School Feeding Programs  Target Group Poorer students	<Intervention Purpose> <ul style="list-style-type: none"> <li>To enable children to stay in school longer and increase learning time</li> </ul> <Output> <ul style="list-style-type: none"> <li>Improved pupil outcomes</li> <li>Reduced dropout rates &amp; increased completion rates</li> </ul>	TA support during mobilization stage plus financial support <ul style="list-style-type: none"> <li>Review current initiatives and make recommendations on the feasibility of scaling-up. The review would take consideration of the following:                             <ul style="list-style-type: none"> <li>Coverage &amp; community participation / demand</li> <li>Access</li> <li>Impact</li> <li>Costs</li> <li>Management</li> </ul> </li> <li>Mobilization of communities leading to implementation</li> </ul>	<Advantages> <ul style="list-style-type: none"> <li>Knowledge base exists from past and current pilot programs</li> <li>Provides incentive for parents to send children to school through community participation</li> <li>Poverty alleviation</li> </ul> <Disadvantages> <ul style="list-style-type: none"> <li>Increased demands on school management &amp; organization</li> <li>Community support for sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Addresses EDSP 2010 &amp; EFA goals and CPRGS issues</li> <li>Linkage to: P5/S2/B1, P5/S1/B7</li> </ul>	Areas with: Lower incomes Lower enrolment Lower health indicators	WB4 NO1, NO2 US1 SCUK1
<b>P5/S1/B5</b> Early Childhood Education  Target Group Poorer households & pupils. Communes Schools BOET	<Intervention Purpose> <ul style="list-style-type: none"> <li>To extend existing ECE provision</li> <li>To improve school readiness</li> </ul> <Output> <ul style="list-style-type: none"> <li>Improved school readiness</li> <li>Improved efficiency</li> </ul>	TA with financial support <ul style="list-style-type: none"> <li>Situational analysis of current interventions</li> <li>Planning input and strategy design</li> <li>Cost analysis of establishing ECE facilities in primary school</li> </ul>	<Advantages> <ul style="list-style-type: none"> <li>Improved learning environment</li> <li>Reduction of sibling child care allowing older children to access school</li> </ul>	<ul style="list-style-type: none"> <li>Consonant with GoV plans to expand ECE provision</li> <li>Addresses EDSP 2010, EFA goals and CPRGS issues</li> <li>Linkage to: P5/S1/B1, P4/S4/B1, P4/S4/B2</li> </ul>	Countrywide & poorer families	UNI1 WB4 SCUK1 OHK3, 4, 5, 8, 9 & 10
<b>P5/S1/B6</b> Education awareness raising campaign  Target Group Parents Communities	<Intervention Purpose> <ul style="list-style-type: none"> <li>To raise awareness of parents toward continuing primary education</li> </ul> <Output> <ul style="list-style-type: none"> <li>Increase access</li> <li>Improved efficiency</li> <li>More proactive involvement by parents / community to school activities</li> </ul>	TA with financial support <ul style="list-style-type: none"> <li>Situational analysis of current interventions</li> <li>Develop campaign regarding key targets and media use</li> </ul>	<Advantages> <ul style="list-style-type: none"> <li>UPE focus</li> <li>Issues of opportunity costs brought out</li> </ul>	<ul style="list-style-type: none"> <li>GoV interventions highlighted</li> <li>Stakeholder needs addressed</li> <li>Addresses EFA goals and CPRGS issues</li> <li>Linkage to: P6/S2/B1, P4/S1/B1, P4/S1/B4, P5/S1/B1, B3</li> </ul>	Countrywide	UNI1 WB4, WB6 EU2 NO1, NO2 SCUK1 SCS3, 4 & 5

Sub Sector: P5/S1 Accessing Education (continued)						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P5/S1/B7</b></p> <p>Re-integrate Street Children within Primary School</p> <p><b>Target Group</b> Street Children</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To secure rights &amp; access to primary education for street children</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>UPE realization</li> <li>Protection for vulnerable children</li> </ul>	<p>TA assistance + financial support</p> <ul style="list-style-type: none"> <li>Situational analysis of current interventions</li> <li>Planning input and strategy design (alternative structures to primary schools)</li> <li>Cost analysis of establishing street children program and protection</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Most vulnerable groups targeted</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Local resistance to use of scarce resources</li> <li>Possible resistance from local primary schools</li> </ul>	<ul style="list-style-type: none"> <li>Eradication of Street Children is precondition to the consolidation of primary education provision by year 2010</li> <li>Addresses EDSP 2010 &amp; EFA goals and CPRGS issues</li> <li>Collaboration with NGOs</li> <li>Linkage to: P4/S4/B4</li> </ul>	Major urban areas	WB4
<p><b>P5/S1/B8</b></p> <p>Special Needs Education</p> <p><b>Target Group</b> Special Needs Children, Families, Communities, MOET, DOET, BOET</p>	<p>&lt;Intervention purpose&gt;</p> <ul style="list-style-type: none"> <li>To secure access to primary education for children with disabilities and special educational needs</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Enhanced national capacity in SEN education</li> <li>UPE realization</li> </ul>	<p>TA assistance plus materials and financial support</p> <ul style="list-style-type: none"> <li>Situational analysis of current interventions and EMIS data Links to CBR programs established</li> <li>Planning inputs, strategy design and awareness raising</li> <li>Cost analysis</li> <li>Implementation</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Integration and inclusion of children with SEN into society</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Resistance within communities and schools</li> </ul>	<ul style="list-style-type: none"> <li>Addresses EFA, EDSP 2010 and CPRGS goals</li> <li>Integration of strategies for teaching and learning that recognize difference and special needs required to be incorporated into all primary teacher training</li> <li>A parallel system of special education facilities may need to be maintained as degrees of disability will require different educational responses</li> <li>Linkage to: P1/S2/B2, P1/S3/B1, P2/S1/B1-4, P3/S1/B1-2, P4/S1/B1/B4, P4/S2/B1-2, P4/S3/B1-2, P4/S4/B3, P5/S1/B7</li> </ul>	Countrywide	<p>WB4</p> <p>CRS1</p> <p>SCS2</p> <p>Netherlands Committee 2 [not inc in donor list]</p>

Sub Sector: P5/S2 Juvenile Protection						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P5/S2/B1</b></p> <p>Primary health care in schools</p> <p><b>Target Group</b> School, Students &amp; Communities</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To improve school hygiene and facilities</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Improved school hygiene</li> <li>Improved pupil health</li> <li>Improved pupil awareness of hygiene issues &amp; transfer to communities</li> </ul>	<p>TA assistance + Funding support</p> <ul style="list-style-type: none"> <li>Review existing school-based PHC curricular/ life-skills/ facilities activities in Vietnam and other countries</li> <li>Develop appropriate interventions to needs/findings</li> <li>Assess costing &amp; implementation strategy</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Raise community awareness to hygiene issues</li> <li>Synergy between education and health sector</li> <li>Improve school facilities for girls</li> <li>Cross-sectoral synergy</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration between education and PHC sectors is a key element</li> <li>Community involvement essential</li> <li>Addresses EFA goals and CPRGS issues</li> <li>Linkage to: P3/S1/B1 P3/S2/B1-B5 P4/S1/B4, P5/S1/B5-B6</li> </ul>	<p>Countrywide</p> <p>Areas with lower health indicators</p>	<p>UNI1</p> <p>SCUK1</p>
<p><b>P5/S2/B2</b></p> <p>Juvenile protection programs</p> <p><b>Target Group</b> Children at risk</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To protect juvenile from "social evils" that physically and mentally harm students</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Protection of vulnerable children &amp; care facilities established</li> </ul>	<p>TA assistance + Funding support</p> <ul style="list-style-type: none"> <li>Situational analysis of areas of concern and social issues with reference to disadvantaged/vulnerable children/youths and current interventions</li> <li>Planning input and strategy design (awareness, targeting, legal/ care facilities, education and training/life skills) and alternative structures to primary schools</li> <li>Cost analysis of establishing programs and protection for children most at risk</li> <li>Life skills to vulnerable children and support strategies from school and community</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Provision for marginalized groups in place</li> <li>Involvement of communities</li> <li>Inter-disciplinary approach</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Possible resentment from sectors of the community on allocation of resources</li> </ul>	<ul style="list-style-type: none"> <li>Co-ordination problems due to multi-disciplinary approach</li> <li>Addresses EFA goals and CPRGS issues</li> <li>Linkage to: P4/S1/B4, P5/S1/B6-B7</li> </ul>	<p>Countrywide</p>	<p>UNI1</p>

**Prioritized Area 6: Strengthening Educational Finance and Socialization**  
**Prioritized Area 6: Strengthening Educational Finance and Socialization**

**Sub Sector: P6/S1 Improving Government Education Finance Systems**

Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P6/S1/B1</b></p> <p>Refine budget processes and monitoring to achieve more optimal budget distribution (central – province)</p> <p><b>Target Group</b> MOET, MOF, and MPI</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>Review of new system of education budget preparation process for Fiscal Year</li> <li>Strengthen the budget monitoring procedures and tools</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Streamlined budgetary system</li> <li>Increase the initiative to units</li> </ul>	<p>TA-type intervention</p> <ul style="list-style-type: none"> <li>Compare and assess current budget systems in terms of:                             <ul style="list-style-type: none"> <li>Norms</li> <li>Compatibility of budget items between central and local</li> </ul> </li> <li>Allocation criteria</li> <li>Disbursement monitoring, forensic auditing</li> <li>Assessment of means to decentralized budgetary process (long term/medium term financial planning)</li> <li>Assess means of linking budgetary allocation to outcomes</li> <li>Review ways to ensure equitable budget allocation</li> <li>Training, (budget norms, LTFP/MTFP) for MOET and decentralization process (national /provincial)</li> <li>Support the implementation of Government Decree No.10</li> <li>Analyze the gaps in the current mechanism in terms of educational finance</li> <li>Strengthen the capacity of financial administrators</li> <li>Provide in-service training on financial management and projection for accounting staff in schools</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Efficient and effective budget process</li> <li>Decentralized financial procedures established</li> <li>Criteria for optimal use of limited financial resources established</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Resistance to financial decentralization process</li> <li>Resistance to financial disclosure</li> <li>Development of the new mechanism needs approval by Government with the involvement of many concerned branches</li> </ul>	<ul style="list-style-type: none"> <li>Lack of clarity on implementation of new budget system</li> <li>Linkage to: P1/S1/B1-2, P1/S2/B2, P1/S3/B1-2, P6/S1/B2</li> </ul>	<p>Central Ministries and provincial levels</p>	<p>WB4, WB5</p> <p>EU1</p>

Sub Sector: P6/S1 Improving Government Education Finance Systems (continued)						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p>P6/S1/B2</p> <p>Decentralized budgetary processes (Province – District – School)</p> <p>Target Group DOET, BOET, Schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To facilitate financial decentralization</li> <li>To ensure competency in use in budgetary administration</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Local level response to educational needs</li> <li>Increase the financial initiative for units</li> </ul>	<p>TA-type intervention</p> <ul style="list-style-type: none"> <li>Assess actual budgetary practices with regard to written rules and regulations</li> <li>Assess pilot decentralization projects (finance) for problems/best practice</li> <li>Define budget lines items according to management and environmental needs (central, provincial, district, and commune level)</li> <li>Enhancement of communication flows between all</li> <li>Refine disbursement monitoring and auditing systems</li> <li>Provide training to communes, BOET, and school education officers re financial decentralization (policies/regulations)</li> <li>Strengthen management capacity for staff in terms of financial management</li> <li>Provide in-service training on financial management and projection capacity for accounting staff in schools</li> <li>Support the implementation of Government Decree No.10</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Increased responsiveness to local needs</li> <li>Increased integration and accountability of funds raised through socialization</li> <li>Can facilitate school-based development</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Possible resistance to disclosing financial information</li> <li>Increased possibility for fraud</li> <li>Limited awareness of financial initiative</li> <li>Inadequate attention to the importance of education</li> </ul>	<ul style="list-style-type: none"> <li>Political commitment to decentralization</li> <li>Requirement for good monitoring of systems</li> <li>Socialization policies can be better integrated</li> <li>Linkage to: P1/S2/B1-2, P6/S1/B1</li> </ul>	Countrywide	UNI1 WB4 EU1



Sub Sector: P6/S2 Enhancing "Socialization" in Education						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P6/S2/B1</b></p> <p>Institutionalization of "Socialization in Education"</p> <p><b>Target Group</b>                      MOET, DOET, BOET, Commune, School, Parents, Social organizations (Trade Union, National Frontier, Women's Union, etc)</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>Clarification and promotion of socialization for all stakeholders</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Stakeholders understand socialization</li> <li>Impact study on the "Socialization of Education"</li> <li>Contributions from many sources to education are mobilized</li> </ul>	<p>TA with follow up fund for piloting/ dissemination</p> <ul style="list-style-type: none"> <li>Review related policy, regulations and manuals related to the "Socialization in Education, and revise them if necessary</li> <li>Clarifying roles and responsibilities of stakeholders</li> <li>Set quantitative and qualitative indicators/targets of socialization</li> <li>Collect examples of best practice</li> <li>Develop guideline/guidebook</li> <li>Awareness raising campaign</li> <li>Training regarding promotion of "socialization" in education</li> <li>Impact of socialization assessed.</li> <li>Promote the propaganda through mass media</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Optimal use of limited financial resources at all levels</li> <li>Awareness of community regarding education is improved</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Potential adverse effect for pupils from poorer households</li> <li>Socio-economy has many constraints – people's lives remain poor</li> <li>Cooperation between social organizations remains poor</li> </ul>	<ul style="list-style-type: none"> <li>Poorer groups should be protected from adverse effects of cost sharing practices</li> <li>Financial accountability needs to be ensured</li> <li>Involvement of social organizations in the institutionalization process</li> <li>Linkage to: P1/S1/B1, P5/S1/B6, P6/S1/B1-2, P6/S2/B1</li> </ul>	Countrywide	EU1

Sub Sector: P6/S3 Strengthening District/School-based Finance Systems						
Broad Area of Intervention	Intervention Purpose & Output	Activities	Advantages/ Disadvantages	Implications / Remarks	Region/Area	Current Interventions
<p><b>P6/S3/B1</b></p> <p>Block grants for schools</p> <p><b>Target Group</b> Parents, School, Commune, BOET</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To provide block grants to primary schools to match/support on proportional basis community funding</li> <li>To strengthen fund-raising capacity of schools</li> <li>Improve the management capacity for accounting and managerial officers in schools</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Primary schools will be able to secure additional financial resources for school improvement</li> </ul>	<p>TA-type intervention with fund for block grant</p> <ul style="list-style-type: none"> <li>Development of criteria and procedures for block grant implementation</li> <li>Awareness of availability</li> <li>Organize the in-service training on finance for accounting staff and managerial officers</li> <li>Foster financial planning capacity in order to execute the initiative in the implementation of Decree No.10</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Facilitates school-based development</li> <li>Targets financial resources to areas of need</li> <li>Opens up a channel for change</li> <li>Fosters ownership and self-development</li> </ul> <p>&lt;Disadvantages&gt;</p> <ul style="list-style-type: none"> <li>Potential adverse effects for those pupils from poorer household</li> <li>Limited accounting qualifications</li> <li>Binding mechanism for existing financial collections</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with local self-help activities</li> <li>Financial accountability an important pre-requisite</li> <li>Matching could be in kind</li> <li>Linkage to: P4/S1/B1, P4/S1/B4, P6/S1/B2, P6/S2/B1, P6/S3/B1</li> </ul>	Countrywide.	WB4
<p><b>P6/S3/B2</b></p> <p>Cost/ effectiveness analysis of school investments and expenditures</p> <p><b>Target Group</b> Parents, Commune, District, Schools</p>	<p>&lt;Intervention Purpose&gt;</p> <ul style="list-style-type: none"> <li>To identify criteria for effective budgeting to realize maximized outputs</li> </ul> <p>&lt;Output&gt;</p> <ul style="list-style-type: none"> <li>Best practice budgeting</li> </ul>	<p>TA for the research</p> <ul style="list-style-type: none"> <li>Design and conduct research</li> <li>Reporting and sharing outcomes</li> </ul>	<p>&lt;Advantages&gt;</p> <ul style="list-style-type: none"> <li>Improved school budgeting which can be tailored to local needs</li> <li>Increased involvement at local level</li> <li>Provides information to local officers regarding financial budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Case studies which is variable orientated</li> <li>Linkage to: P6/S1/B2, P6/S3/B2</li> </ul>	Selected areas	WB5 EU1

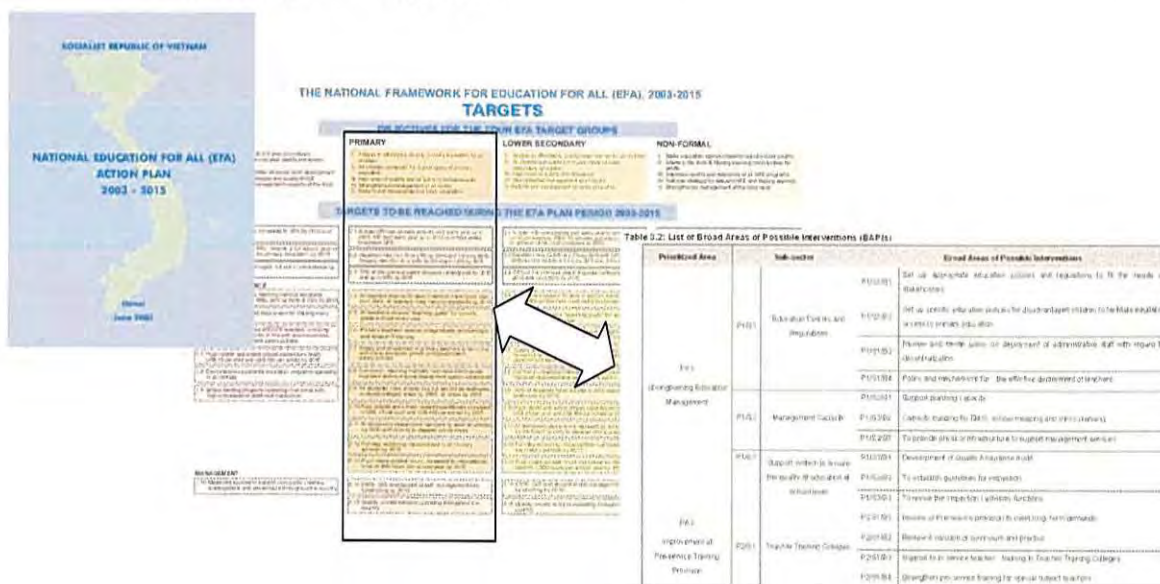
## 4. MOET/DONOR COOPERATION THROUGH PEDP TO SUPPORT EFA

### 4.1 Utilization of BAPI Matrices

The National PEDP aims to provide interested donors with basic but insightful information to commence project justification/formulation with MOET/PMU. The BAPI Matrices, BAPI Project Match Matrix (BPMM) and BAPI Needs Match Matrix (BNMM), provide a set of reference frameworks for the Government of Vietnam and donors (see Appendix 3 and 4 for the BPMM/BNMM)

The following is the anticipated workflow demonstrating how the PEDP document leads to actual project formulation.

- Donors look through National EFA to choose the target groups (Early Childhood Care and Education, Primary and Lower Secondary Education, and Non-Formal Education);
- If donors choose the primary education sector for the intervention, donors look through PEDP documents (BAPI Matrices, BPMM and BNMM) to find BAPI(s) that is (are) of interest to them (see Table 4.1 for the mutual relationship between EFA and PEDP)
- Donors choose one BAPI to formulate a program-approach project/intervention, or may combine several BAPIs, and adjust/elaborate the contents accordingly;
- Donors consult the BAPI Matrices, BPMM and BNMM to check whether any of their currently formulated projects overlap with a BAPI and/or on-going projects in terms of the contents and areas (the information of detailed needs which emerged from the provincial PEDP workshops is available in the provincial PEDP documents on the PEDP databank);
- Interested donors contact the MOET /PMU for further clarifications to start the official project formulation/justification process.



## **4.2 Coordination and Monitoring Procedures**

MOET/PMU will monitor, manage and inform interested groups of the progress of the project/program through the following measures:

- Donor Meetings: Organized by MOET/PMU at least once a year combining with existing collective meetings such as the Education Forum
- Individual Donor Meetings: Organized periodically and/or as required by both MOET/PMU and donors
- Donor Fact Sheet: Collected by MOET/PMU at least once a year through the above measures
- PEDP Working Meeting: Organized twice a year to exchange project information among MOET/PMU and concerned government agencies to avoid project overlap and to share lesson learnt

MOET/PMU will summarize the collected information by updating National and Donor Activities (Appendix 1), the BPMM/BNMM, the BAPI Matrices, the annual PEDP statement, and the National PEDP. Annually, donors will be able to receive the annual PEDP statement by means of MOET official letters. Also donors will be able to obtain comprehensive information from the National PEDP, which is planned to be updated once every two years until 2010. For daily basis usage, donors will be able to access the updated donor fact sheets on the web site of the PEDP databank or may receive current Ongoing-Recently Completed Donor Supported Interventions on a request basis to MOET/PMU.

## **4.3 Update of National PEDP**

MOET/PMU will update the national PEDP and produce the annual PEDP statement through the following activities:

- (i) Identification of current needs of primary education  
(Output: BAPI Needs Match Matrix)
- (ii) Gathering information of current donor/MOET activities  
(Output: BAPI Project Match Matrix)
- (iii) Identification and tabulations of indicators  
(Output: PEDP Radar Chart)
- (iv) Identification of gaps to plan further intervention  
(Output: National PEDP and annual PEDP statement)

For details of the process and schedules of the operations, the PEDP Operational Guidelines have been developed and is now accessible to all concerned parties on request from MOET/PMU.

#### **4.4 Relationship with EFA activities**

MOET/PMU for PEDP keeps in close relationship with PMU/ EFA concerning coordination and procedures with donors.

MOET/PMU is ready to discuss possible project interventions/formulation that arise from any BAPI(s) within the matrices. If you are interested in selecting an area of intervention in the BAPI(s), please do not hesitate to contact MOET/PMU. Contact details are:

**MOET/PMU for PEDP**  
Nguyen Thi Hong HANH  
Primary Education Department  
Ministry of Education and Training  
49 Dai Co Viet, Hanoi  
Tel/Fax: 04 8681 079,  
E-mail: [nthhanh@moet.gov.vn](mailto:nthhanh@moet.gov.vn)

If you are unable to identify a BAPI that is relevant to what is currently being prepared/formulated by your organization, please kindly contact MOET/PMU. Your input will be reflected in the next PEDP revision

Table 4.1 Relationship between PEDP and EFA

PEDP		EFA														
Prioritized Area	Sub-sector	BAPI	2.1 Provision of an affordable school place for all children in primary school age	2.2 Program to ensure that all children complete the full five-grade primary cycle	2.3 Special program to extend full access to primary education to disadvantaged children and excluded children	2.4 Provision of fully primary education to out-of-school youth	2.5 Implementation of the ongoing new curriculum reform	2.6 Primary teacher development and training	2.7 Assessment of student learning achievement	2.8 Improvement of the quality of the learning environment and learning outcomes	2.9 Continuous improvement of the primary curriculum	2.10 Policy setting and implementation at national level	2.11 Capacity building for planning and decentralized management at provincial, district and school level	2.12 Mechanisms and capacity building for efficient resource utilization and affordable cost sharing	2.13 Mechanisms and capacity building for information-based decision-making approaches at all administrative level	
PA1 Strengthening Education Management	P1/S1	Education Policies and Regulations	✓	✓			✓	✓				✓	✓	✓	✓	
	P1/S2	Management Capacity		✓				✓				✓	✓	✓	✓	
	P1/S3	Support system to ensure the quality of education at school level	✓					✓		✓		✓	✓	✓	✓	
PA2 Improvement of Pre-service Training Provision	P2/S1	Teacher Training Colleges	✓				✓	✓		✓		✓	✓	✓	✓	
	P3/S1	Facility planning, design and supply criteria	✓		✓					✓						
PA3 Improvement of Facilities	P3/S2	Construction and maintenance of school facility	✓		✓					✓						
	P4/S1	School Support Systems			✓				✓				✓			
PA4 Improving Quality in the Classroom: Teachers, Curriculum & Teaching-Learning Processes	P4/S2	Teachers' Quality			✓				✓		✓					
	P4/S3	Curriculum and Assessment	✓		✓				✓		✓					
	P4/S4	Assessing the Curriculum			✓				✓		✓					
PA5 Overcoming barriers in accessing primary education	P5/S1	Assessing Education	✓	✓	✓					✓						
	P5/S2	Juvenile Protection			✓											
PA6 Strengthening Educational Finance and Socialization	P6/S1	Improving Government Education Finance Systems			✓							✓				
	P6/S2	Enhancing "Socialization" in Education	✓													
	P6/S3	Strengthening District/School-based Finance Systems			✓											✓