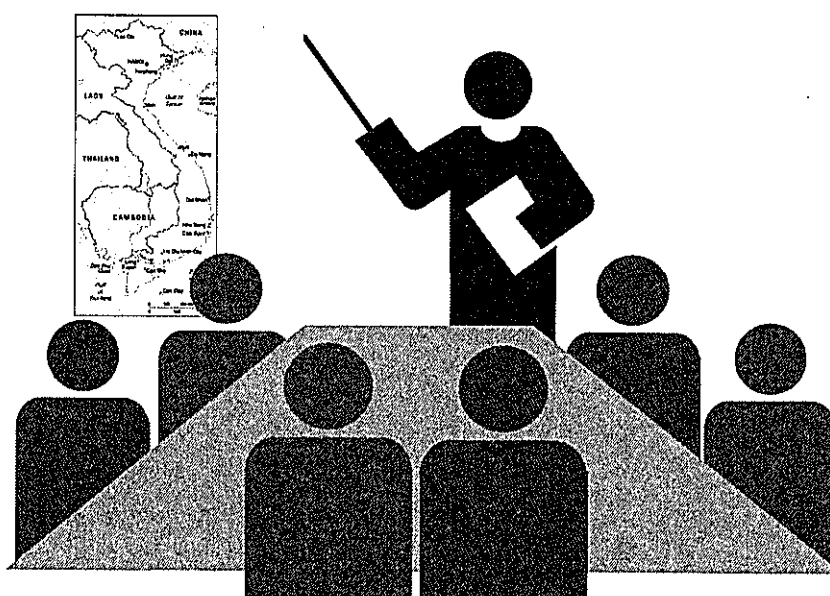


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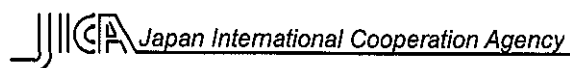
# **The Socialist Republic of Vietnam Ministry of Education and Training**

## **Education Planning**

## **Capacity Building Training**



**Supported by**



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## **SUMMARY**

## **ABBREVIATIONS**

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

## *PREFACE*

### **EPCB (Educational Planning Capacity Building) Training**

#### **Objectives**

*To provide the participants with the adequate skills and information to prepare a logical and timely education plan, by using appropriate methodologies, tools, and indicators.*

*To provide the participants with the adequate skills and information to facilitate the Provincial PEDP Planning Workshop, by using the participatory approach.*

#### **Focus of the Training**

- Fundamental understanding of educational planning*
- Analytical skills for educational needs and issues*
- Assessment skills of resources and feasibility*
- Basic monitoring and evaluation skills*

#### **Expected Results**

*(Short-term)*

*Participants will be able to facilitate the PEDP Workshop and update the Provincial PEDP*

*(Long-term)*

*Participants will be able to analyze educational issues logically and in a timely manner*

## **The Primary Education Development Program (PEDP)**

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

The GOV submitted a request to the Government of Japan in October 2000 for assistance in developing the program, known as the Primary Education Development Program (PEDP), to actualize EDSP. The PEDP consists of a package of sub-programs that addresses priorities in the primary education sector for formulation and implementation during 2001-2010.

To realize this program, the Ministry of Education and Training (MOET) has created a Program Management Unit (PMU) for developing and monitoring the National PEDP, as well as for providing an outline and guidelines to develop Provincial PEDPs.

In 2001, the JICA Program Team convened PEDP Introductory Meetings (for 61 provinces), EPCB Training, and PEDP Training (both for six representative provinces) to give training to DOET Directors, Primary Education Division Directors, as well as the Finance and Planning Division, and other concerned staff. As a result, a National PEDP was developed and approved by the Vice Minister on May 10<sup>th</sup> 2002.

In its Phase II Mission (from 2002 to 2003), the Team will hold EPCB Training for the remaining 55 provinces. As a result of this year's program, it is expected that all provinces will update their own Provincial PEDPs, and MOET will update a National PEDP that reflects the needs of all provinces.

## INTRODUCTION

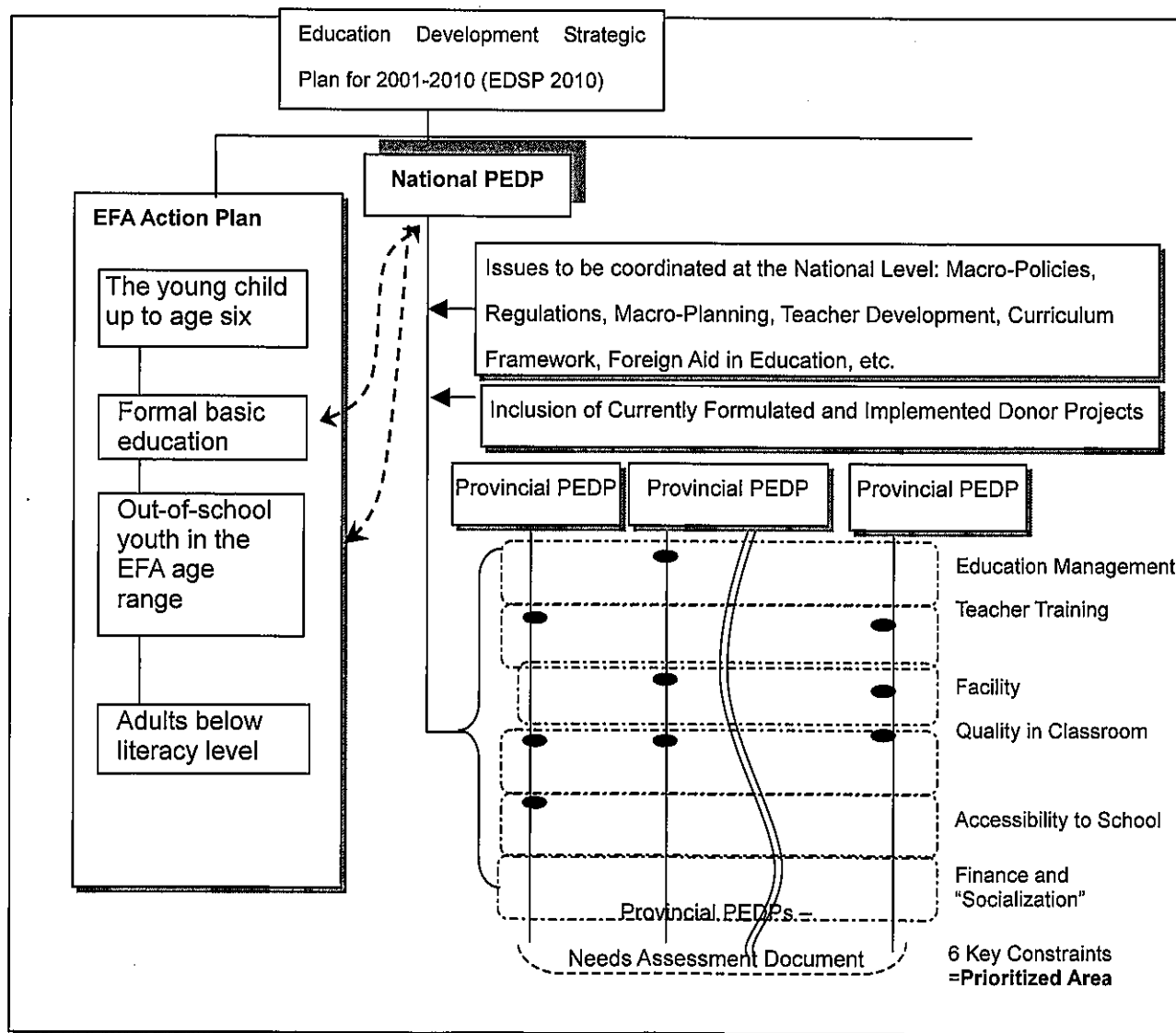
### 1. What is PEDP?

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

Thus, all donor-supported primary education programs will:

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

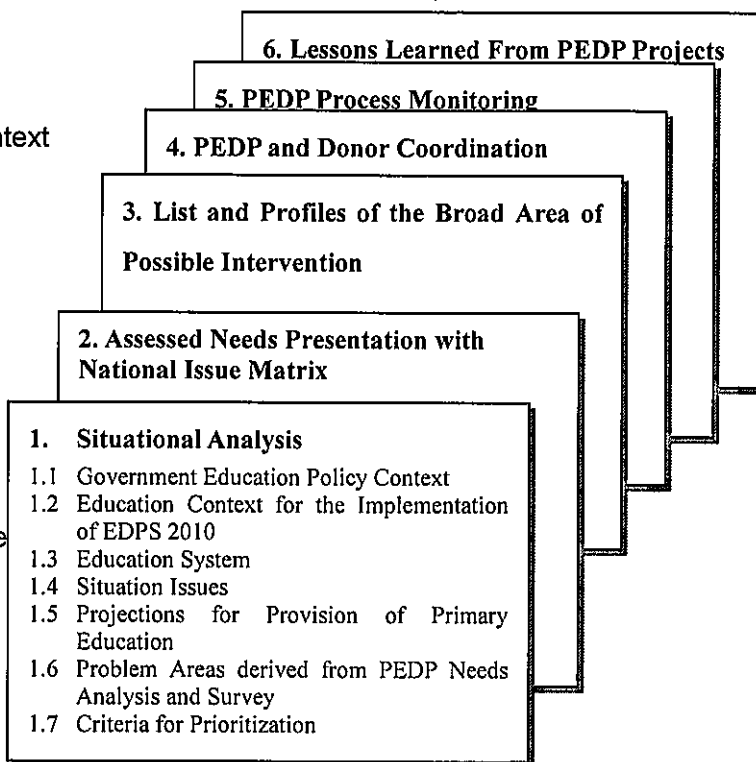
PEDP is not a one-time document, but shall be revised as necessary.



## 2. What Does a National PEDP Document Look Like?

### 2.1 Situational Analysis

- 2.1.1 Government Education Policy Context
- 2.1.2 Education Context for the Implementation of EDPS 2010
- 2.1.3 Education System
- 2.1.4 Situation Issues
- 2.1.5 Projections for Provision of Primary Education
- 2.1.6 Problem Areas derived from PEDP Needs Analysis and Survey
- 2.1.7 Criteria for Prioritization



### 2.2 Assessed Needs Presentation with National Issue Matrix

- 2.2.1 Methodology
- 2.2.2 National Issue Matrix
  - Educational Management
  - Teacher Training (TTC)
  - Facility
  - Quality in the Classroom: Teachers, Curriculum, and Teaching and Learning Process (T&L)
  - Accessibility to School
  - Finance and "Socialization"

### 2.3 List and Profiles of the Broad Area of Possible Intervention (BAPI)

- Introduction to the Broad Area of Possible Intervention Matrices (BAPI Matrices)
- Broad Area of Possible Intervention Matrices (BAPI Matrices)
  - Prioritized Area 1: Strengthening Education Management
  - Prioritized Area 2: Improving Pre-service Training Provision
  - Prioritized Area 3: Improving Facilities
  - Prioritized Area 4: Improving Quality in the Classroom



- Prioritized Area 5: Overcoming Barriers in Accessing Primary Education
- Prioritized Area 6: Strengthening Educational Finance and “Socialization”

## **2.4 PEDP and Donor Coordination**

2.4.1 How the BAPI Matrices will be Utilized

2.4.2 Coordination and Monitoring Procedures

## **2.5 PEDP Process Monitoring**

2.5.1 Strengthening Education Management

2.5.2 Improving Pre-service Training Provision

2.5.3 Improving Facilities

2.5.4 Improving Quality in the Classroom

2.5.5 Overcoming Barriers in Accessing Primary Education

2.5.6 Strengthening Educational Finance and Socialization

## **2.6 Lessons Learned from the PEDP Projects**

### **3. What Does a Provincial PEDP Document Look Like?**

#### **3.1 Situational Analysis**

##### **3.1.1 Data and Indicators<sup>1</sup>**

- Students (Actual/Estimated)
  - Six-year old population
  - Total students
  - New Entrants
- Teachers (Actual/Estimated)
- Classes & Schools (Actual/Estimated)
- Revenue (Actual/Estimated)
- Calculated Indicators (GER, NER, Pupil/Class, etc.)

#### **2. Situational Analysis**

- 2.1 Issue Tree
- 2.2 Issue Matrix
- 2.3 Issue Description

#### **1. Situational Analysis**

- 1.1 Data and Indicators
- 1.2 Situational Analysis of Primary Education
  - Demographic/Geographical/ Socio-Economic/Cultural Situation
  - Current Situation of Primary Education

##### **3.1.2 Situational Analysis of Primary Education**

- Demographic, Geographic, Cultural, and Social-Economic Situation
- Current Situation of Primary Education

#### **3.2 Assessed Needs**

##### **3.2.1 Issue Tree**

##### **3.2.2 Issue Matrix**

##### **3.2.3 Issue Description**

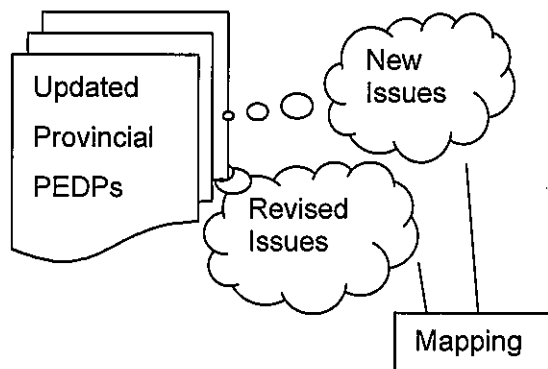
<sup>1</sup> The data is used to assess needs for primary education.

## 4. How are National and Provincial PEDPs Coordinated?

### 4.1 Process to Update National PEDP

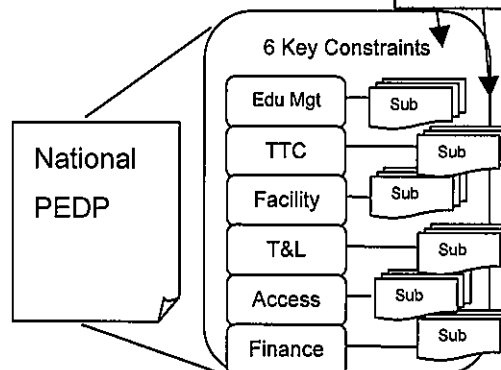
#### 4.1.1 Update Provincial PEDP

Provincial PEDP will be updated after PEDP Workshops



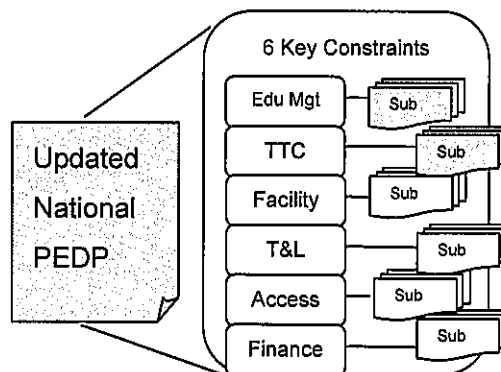
#### 4.1.2 Re-map issues into Six Key Constraints

To increase consistency between the National and Provincial PEDP, revised issues of Provincial PEDP will be integrated into six key constraints and detailed sub-sector issues in the National PEDP



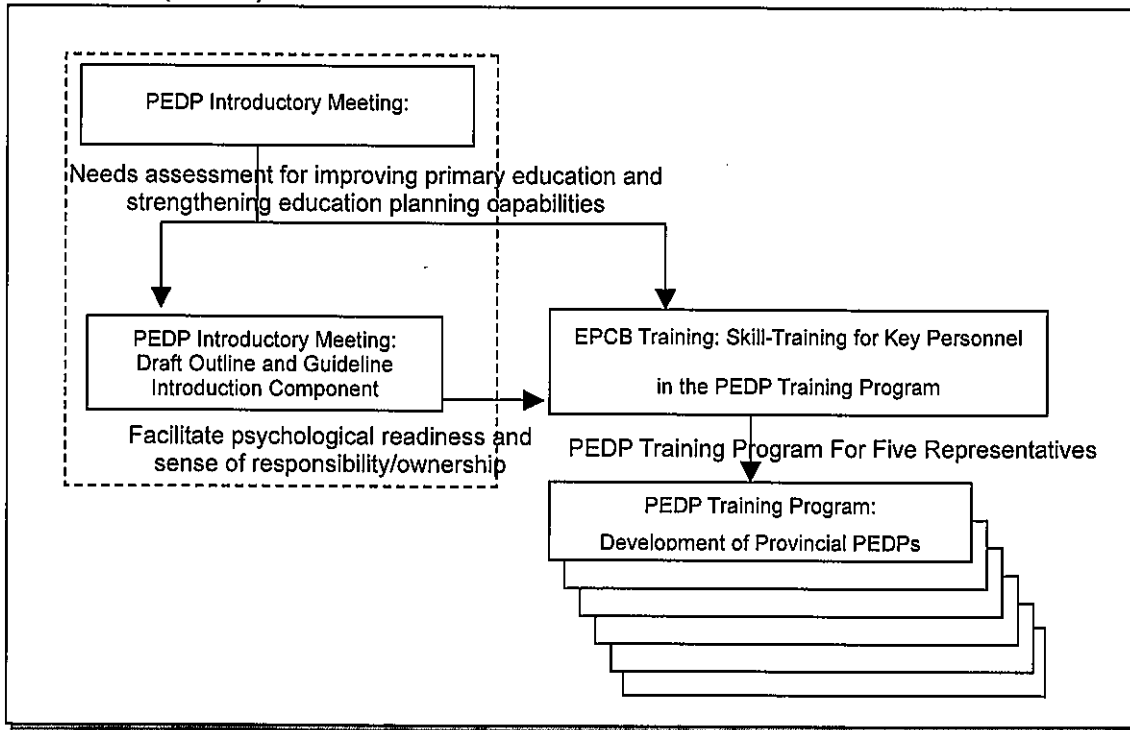
#### 4.1.3 Align National PEDP

National PEDP will be realigned after re-mapping all provinces to National PEDP.

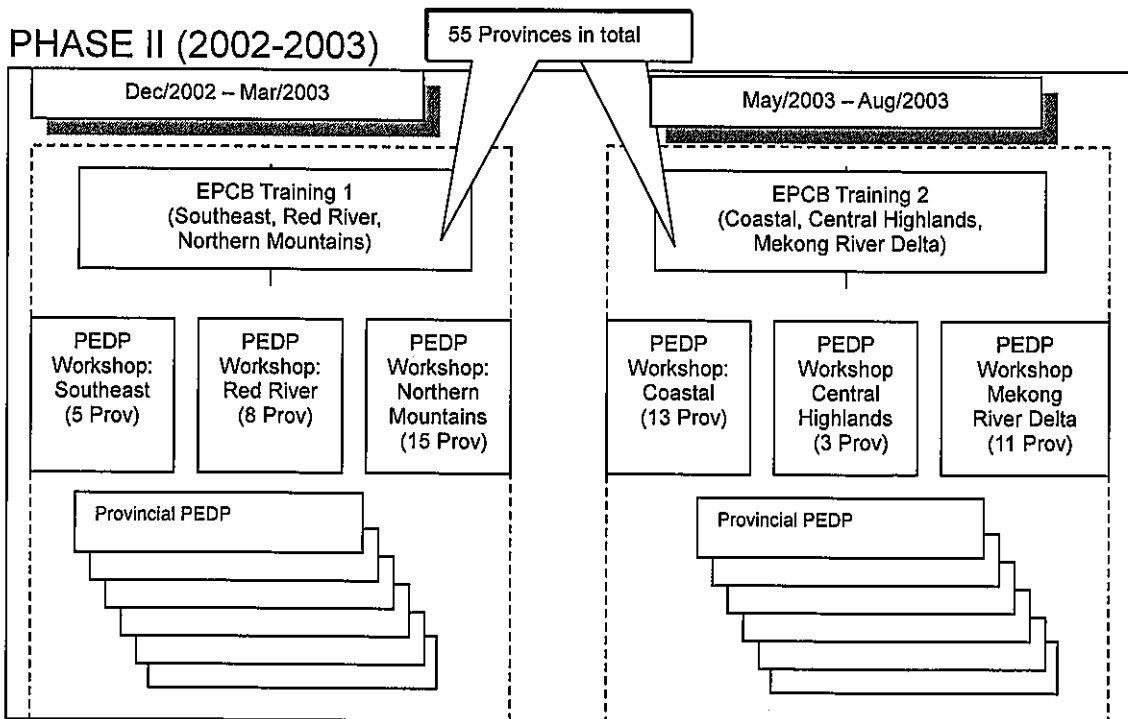


## 4.2 Conceptual Structure Among Seminars/ Workshops to be Implemented by PEDP Development

### PHASE I (2001)



### PHASE II (2002-2003)



## 5. How is the Revised National PEDP Used?

### 5.1 Document for Project Justification and Formulation

National PEDP is an expression of assessed needs of every province and the centralized MOET, using six Broad Areas of Possible Intervention (BAPIs). The consistency and integrity of these BAPIs can contribute following ways:



For Vietnamese educational staff

PEDP is:

- to present necessary activities to be taken to achieve EDPS 2010 targets in order to consolidate primary education;
- to provide a reference framework to identify and address areas of needs; and
- to be utilized as an evolving working document subject to continual revision.

Thus, PEDP offers *updated directions* for MOET activities on primary education.

For donors

PEDP provides interested donors with *basic, but insightful information* to commence project justification/formulation with PMU/MOE.

### 5.2 Website Information Sharing

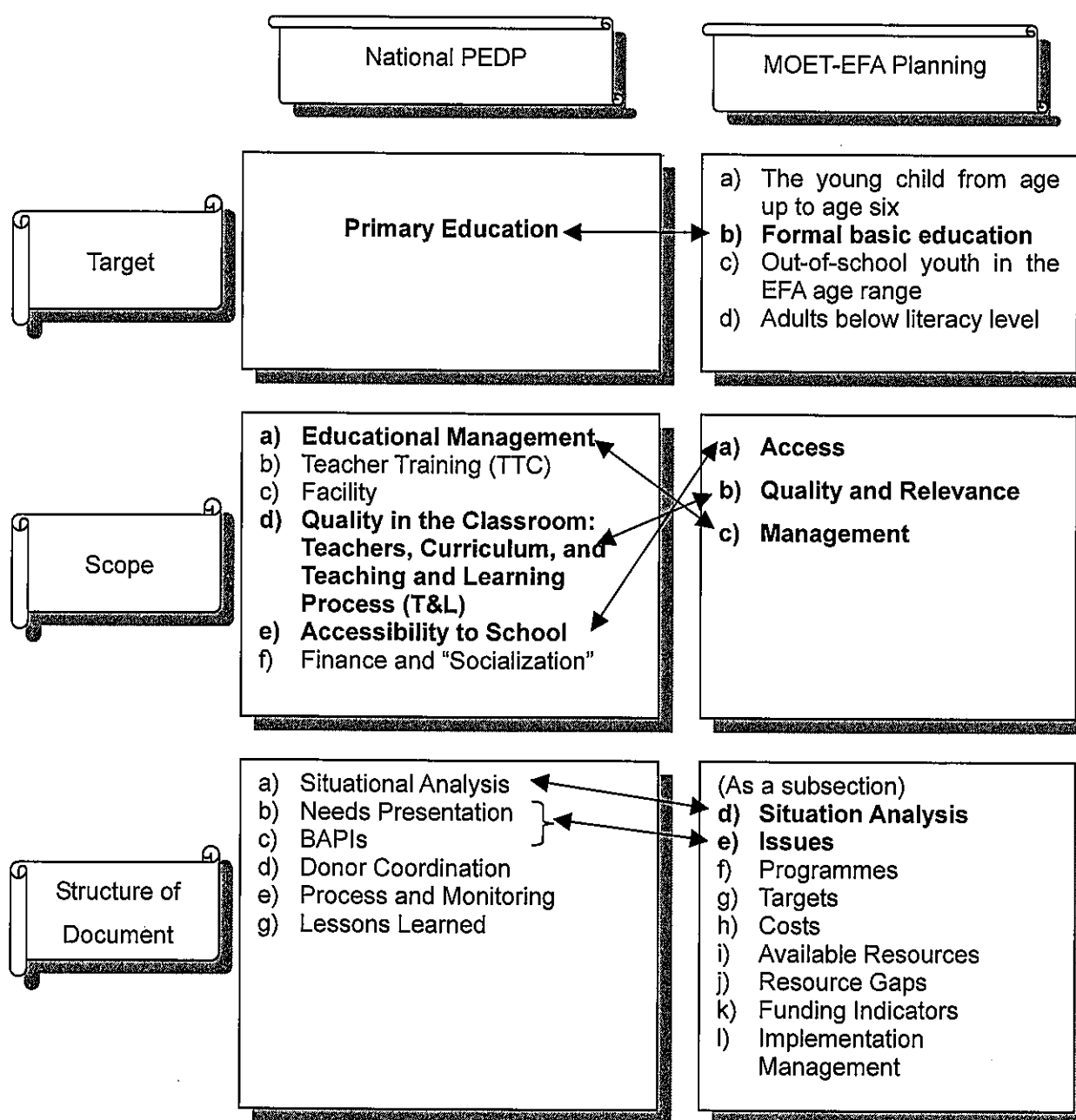


National PEDP and related information, such as the educational situation of each province and the number of projects, will be updated to the PEDP Website, within the MOET Website, where potential supporters (from all over the world) may read about the present current situation and on-going activities for primary education in Vietnam.

## 6. How is National PEDP and MOET-EFA Planning Coordinated?

### 6.1 National PEDP and MOET-EFA Planning

PEDP focuses on primary education and takes a more targeted and detailed approach than does MOET-EFA planning (see Target and Scope below). Thus, *PEDP becomes a thorough component of the planning document for primary education in MOET-EFA planning.*



## 6.2 Relationship between National PEDP and MOET-EFA Planning

Topics and items introduced in EPCB training, in relation to MOET-EFA Planning are listed below.


	Topic	Contents	Output	Relation to MOET-EFA Planning
Introduction	Introduction to PEDP and EPCB Training (Workshop)	<ul style="list-style-type: none"> <li>- Introduction of PEDP</li> <li>- Objectives of EPCB</li> </ul>		
Educational Planning 1	Basic Definitions (Workshop)	<ul style="list-style-type: none"> <li>- Explanation of terms, words, and indicators</li> </ul>		Fundamentals of Educational Planning (EFA Planning Guide Chap. 1)
Educational Planning 2	Procedures of Educational Planning (Workshop)	<ul style="list-style-type: none"> <li>- Routine vs. Project Planning</li> <li>- Review of Current Vietnamese Educational Planning</li> </ul>		Fundamentals of Educational Planning (EFA Planning Guide Chap. 1)
Special Issue	An Overview of EFA Planning (Lecture)			
Project Planning 1	Participatory Approach (Workshop)	<ul style="list-style-type: none"> <li>- Techniques and rules of participatory approaches</li> </ul>		
Project Planning 2	Situational Analysis and Needs Assessment (Workshop)	<ul style="list-style-type: none"> <li>- Development of Issue Tree, Issue Matrix, and Issue Description using indicators</li> </ul>	<ul style="list-style-type: none"> <li>- Issue Tree</li> <li>- Issue Matrix</li> <li>- Issue Description</li> </ul>	EFA Phase 1 Undertake a situation analysis (EFA Planning Guide Chap. 3)
Project Planning 3	Objectives Analysis (Workshop)	<ul style="list-style-type: none"> <li>- Development of Objective Tree</li> </ul>	<ul style="list-style-type: none"> <li>- Objective Tree</li> </ul>	EFA Phase 2 Charting the future development (EFA Planning Guide Chap. 3)
Project Planning 4	Goal Setting, Project Formulation (Workshop)	<ul style="list-style-type: none"> <li>- Project Formulation</li> <li>- Resource Identification</li> </ul>	<ul style="list-style-type: none"> <li>- Plan Matrix</li> </ul>	EFA Phase 2 Charting the future development (EFA Planning Guide Chap. 3)
Project Planning 5	Monitoring and Evaluation (Workshop)			


# Educational Planning 1


## Basic Definitions


### 1. Introduction

What is plan and planning? Before clarifying definitions that are not always true to every context, let us discuss the following questions in the Vietnamese context.

 What kind of tasks do you implement for “planning”?

 What kind of output do you produce by “planning”?

 Who will use the output of your planning?  
Is it useful for them?

 What kind of suggestions do you make for  
conventional planning?

#### [NOTE]

##### **Plan**

*“describes in detail the intended way to pursue the achievement of the goals/objectives/targets” (EFA Planning guide p.7)*

##### **Planning**


*“is the process through which the plan is prepared” (EFA Planning guide p.7)*





## **2. Indicators Used in the Annual Plan**


The Educational & Training Plan (up to 2005), prepared by the DOET and BOET staff, contains valuable data and indicators. They are used as the basis for clarification of issues and planning.

The planners, who prepared for it, can answer the following questions.

 **What is the meaning of each data and indicator?**

 **What kinds of issue/problems do they indicate?**

 **Who will use them?**

 **What kinds of data and indicators do *you* need?**

## Common Indicators

### 1. Access

- Net Intake Rate
- Apparent (Gross) Intake Rate
- Net/Gross Enrollment Ratio

### 2. Equity

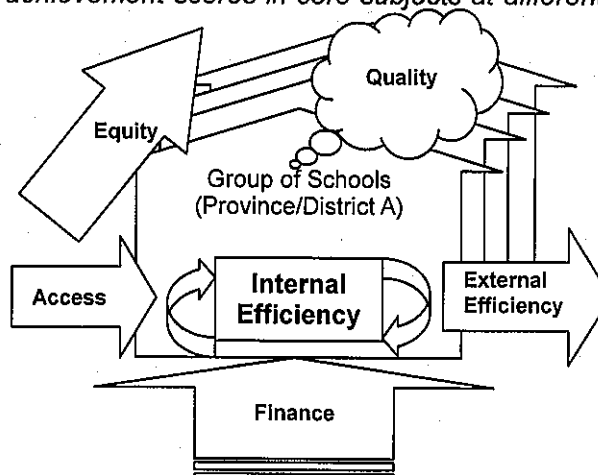
- Geographic based (e.g., urban-rural; inter-provincial) enrollment ratios and completion rates
- Gender-disaggregated enrollment ratios and completion rates
- Enrollment ratios for ethnic minority groups

### 3. Quality

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

### 4. Internal/External Efficiency

- Promotion Rates
- Repetition Rates
- Dropout Rates
- Retention Rates
- Coefficient of Internal Efficiency



### 5. Finance

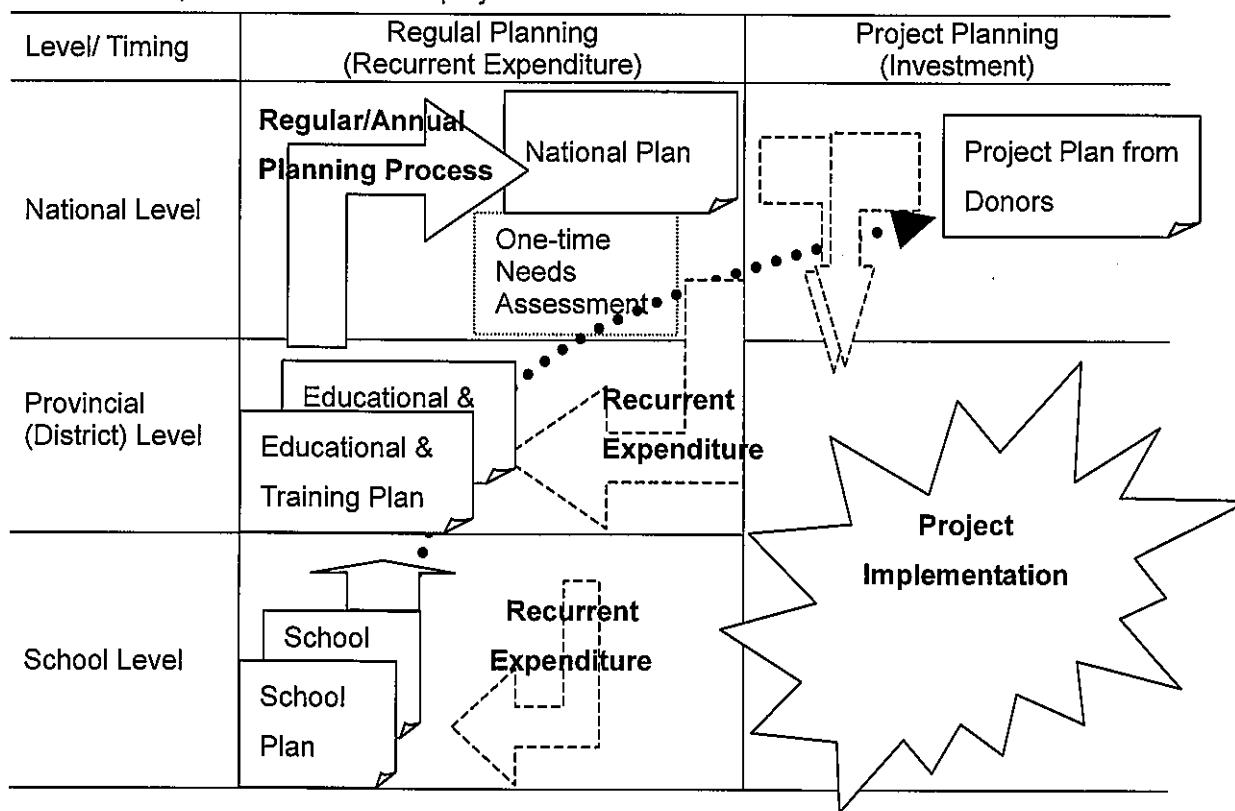
- Revenue (National/Provincial/District/Commune/School)
- Current Expenditure (salary, goods and services, subsidies)
- Capital Expenditure (infrastructure maintenance and rehabilitation, investment)

## Educational Planning 2

### Procedures of Educational Planning

#### 1. Major Aspects of Educational Planning

DOET prepares the Educational and Training Plan (during the 2001-2005 period), based on annual data and observations. According to these plans, MIP and MOET formulate a project and implementation plan. Donor agencies, after consultation with the Vietnamese Government, formulate their own projects.

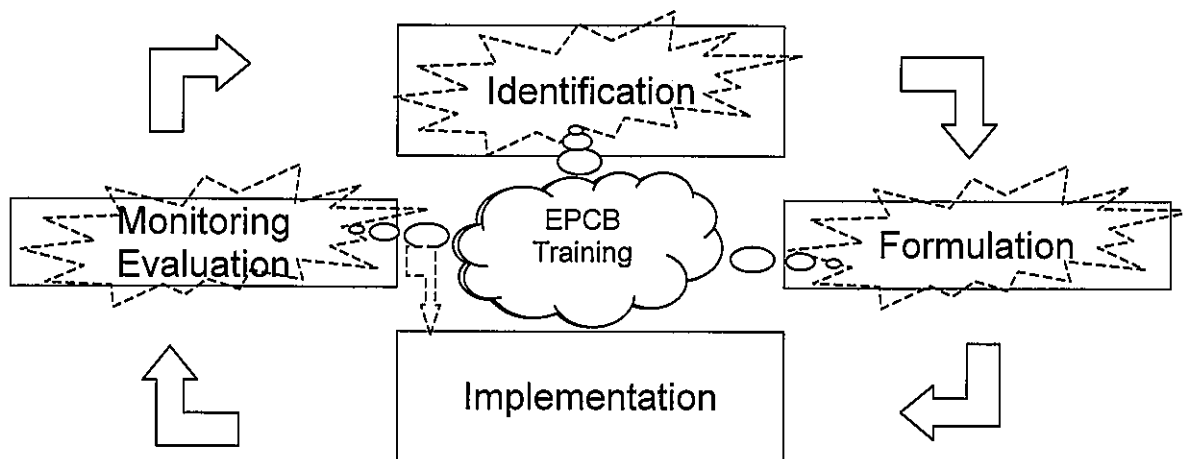


As seen in the figure above, the educational plan mainly consists of two aspects: *level and frequency/timing*. The annual planning occurs from the bottom-up, while the derived plan is used as a basis/reference for recurrent expenditures (i.e., teacher salary.) The plan is also utilized as a *starting point* for the project, with specific objectives and goals to achieve.

EBCP training focuses on *the situational analysis*, which can be used in the process of *both* regular and project planning. Further, the training explores issues of project identification, formulation and monitoring/evaluation.

## 2. Project Planning Process

The first step to understand project planning is the process.



Project planning is cyclical, thus project needs specified in the identification stage are integrated and aligned in the project formulation stage. Formulated projects with detailed project plans are implemented during the implementation stage. The monitoring stage checks the achievement of the project and provides lessons and recommendations to the project implementation stage, as those derived from the evaluation stage will be given to other related projects in the identification stage.

The main focus of EPCB training for project planning is for the identification, formulation, and monitoring/evaluation stages, through participatory approach.

# Project Planning 1

## Participatory Approach

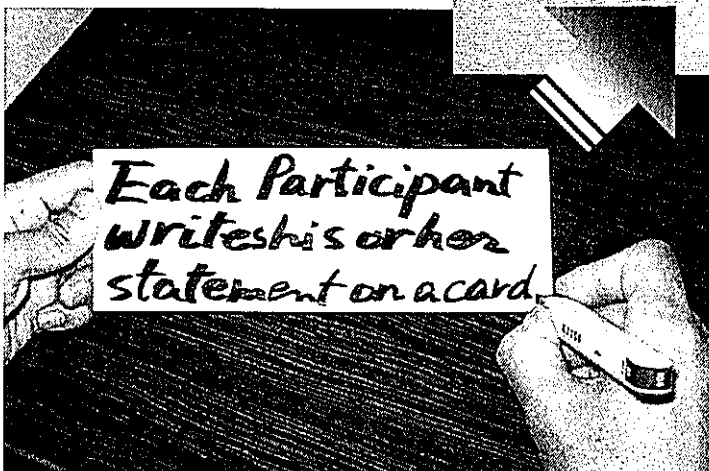
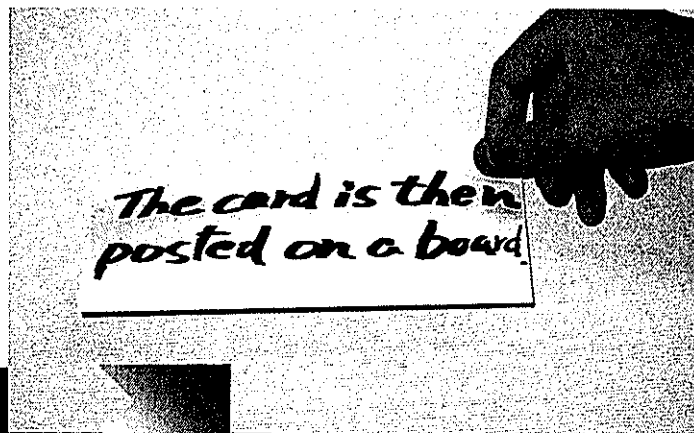
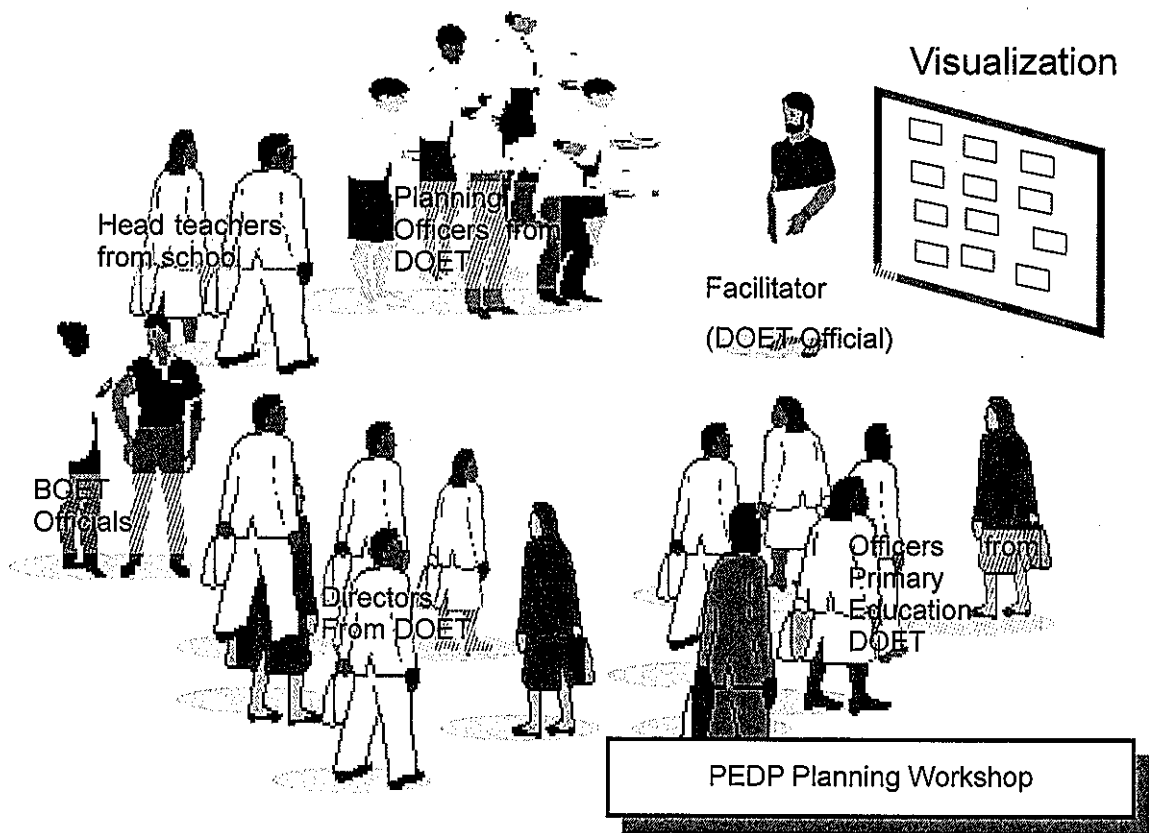
### 1. The Needs Assessment Workshop Through Participatory Approach

One of the characteristics of the needs assessment during EPCB training is the positive involvement of primary education stakeholders. Needs assessment is not only conducted by the person in charge of a specific area of primary education, but also by representatives of the central government and those from the provincial government, who must work together. In each stage of the needs assessment, representatives attend meetings (each meeting becomes a needs assessment "workshop," involving many tasks).

The Needs Assessment Workshop is carried out by a professional person called a facilitator. The facilitator is an expert in coordinating and promoting discussion, thus providing support. Each participant is required to write his or her statement on a card, which is then posted on a board to visually clarify the statement. All participants are involved in the analysis. To expedite the discussion, the following rules have been established (it is essential that everyone understands how to write the cards properly):

#### RULES OF THE NEEDS ASSESSMENT WORKSHOP

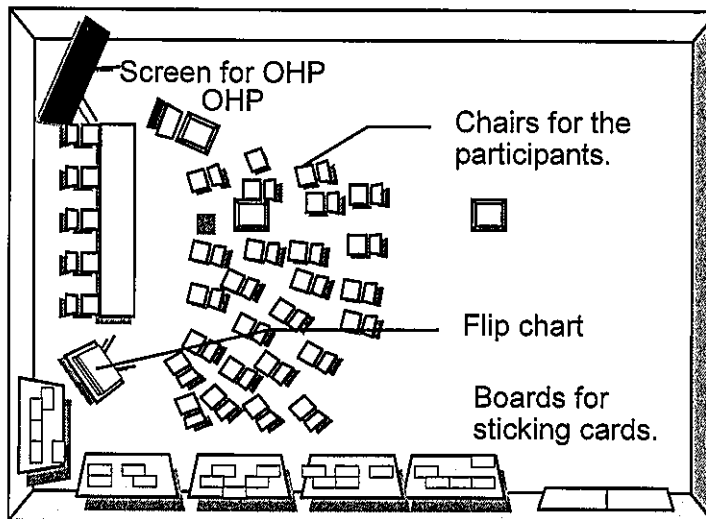
1. *Write your own statement on a card*
2. *Write only one statement (in a complete sentence) per card*
3. *Make the statement brief and specific*
4. *Stick to the facts and avoid abstractions and generalizations*
5. *Write your statements on the cards before discussing them*
6. *Do not remove a card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



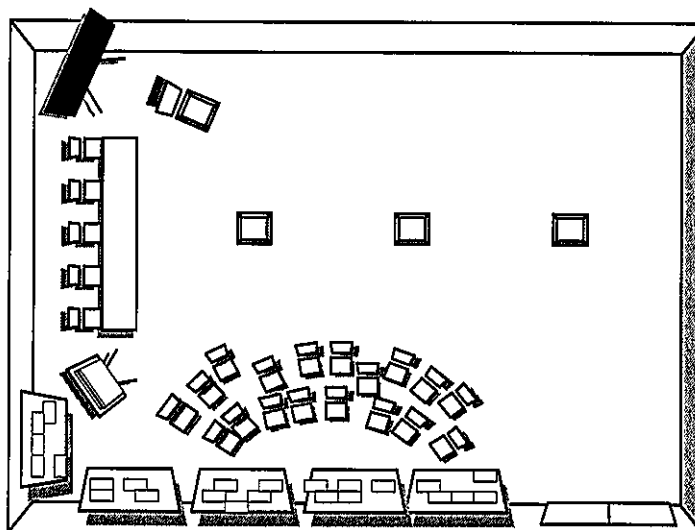
Participants' statements are visually clarified

## Typical Workshop Settings

### The Small Room for One Group (Maximum 20 participants)



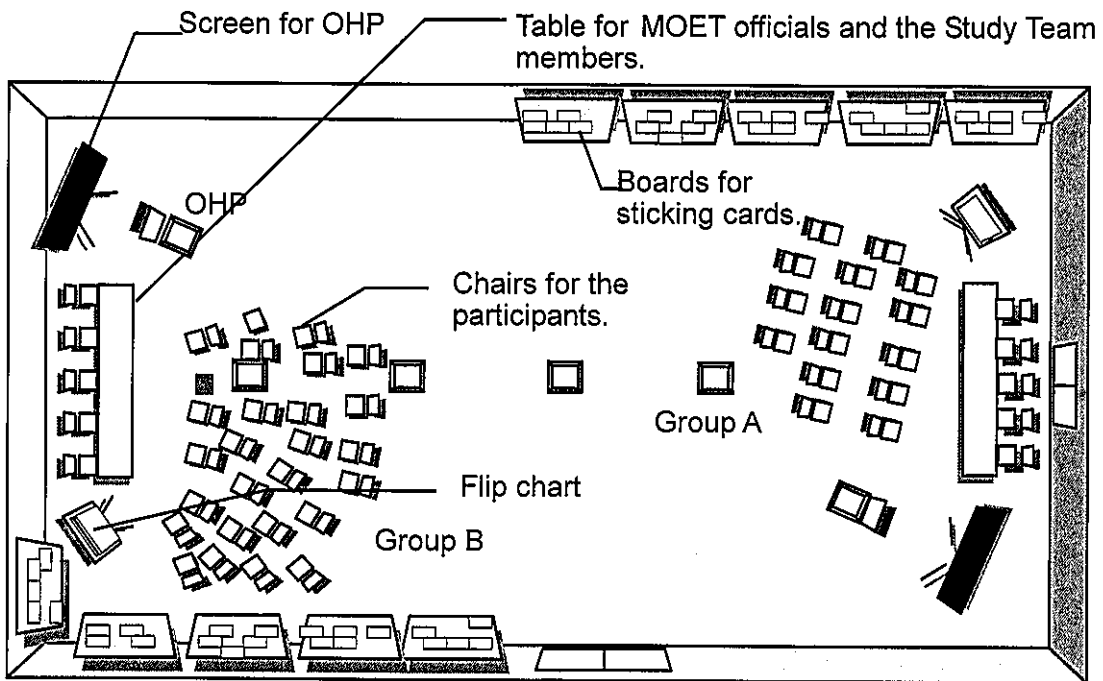
Seating arrangement during the "Theory" Parts



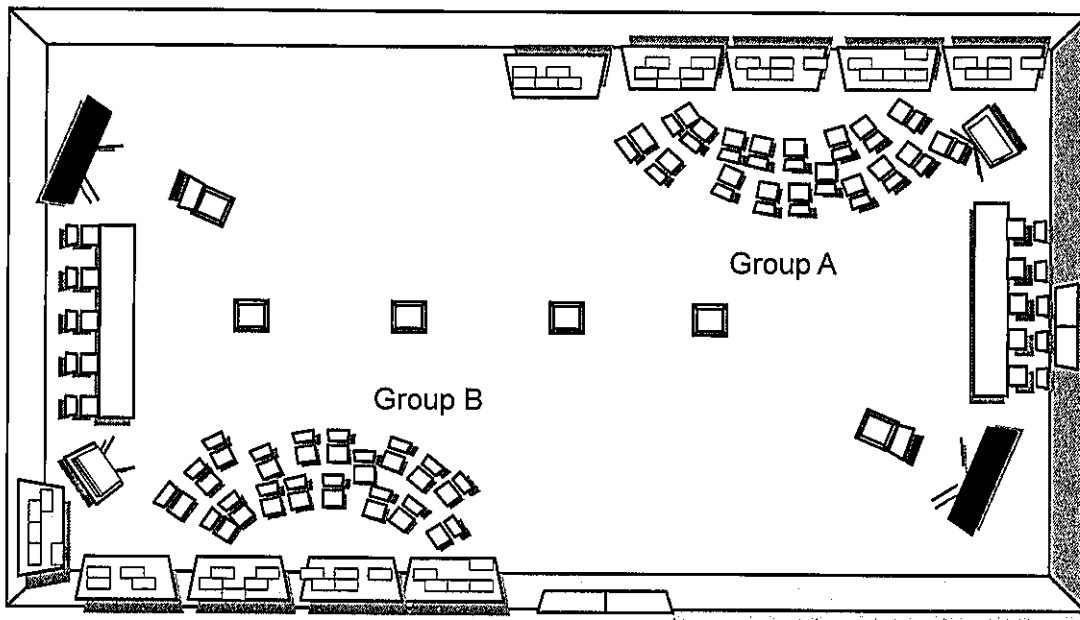
Seating arrangement during the "Practice" Parts

## Typical Workshop Settings

### The Big Hall for Two Groups (Maximum 40 – 60 participants)



Seating arrangement during the "Theory" Parts

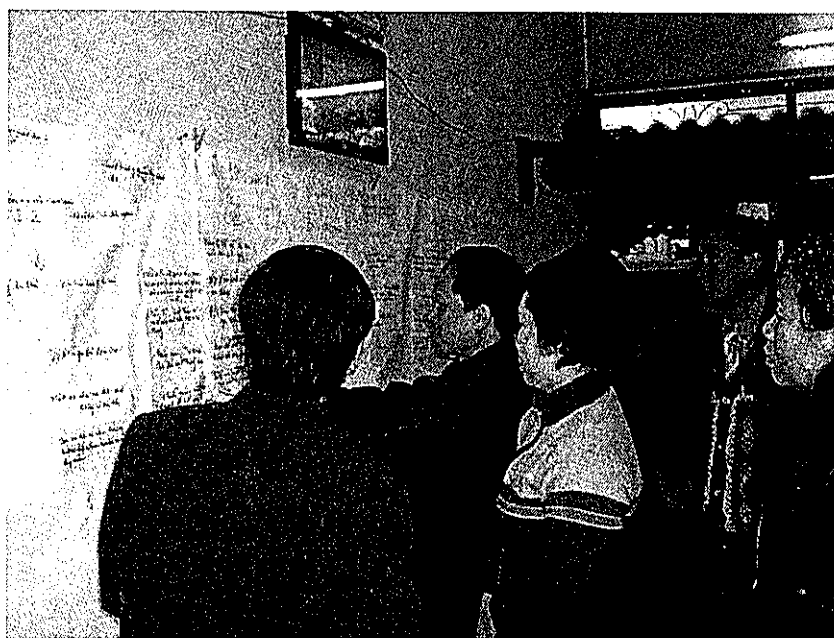


Seating arrangement during the "Practice" Parts



It is essential to prepare the environment of the workshop properly. This includes creating appropriate settings in the room so that everyone can get up from the chair, walk around freely, and post cards on the board or make suggestions. The nature of the Needs Assessment Workshop clearly requires the cooperation of the participants, who play the critical role in identifying the needs for improving primary education. The facilitator must remain neutral and should not voice an opinion regarding the content of the cards.

It might take some time for the participants to feel comfortable with sharing their thoughts on the topic among the group. Therefore, it is very important to take adequate time at the very beginning of the workshop in order to create an inviting atmosphere for everyone to speak. This process is called "Ice Breaking". For the workshop by using the participatory approach, it makes sense to do the "Ice Breaking" also by writing on the cards. For example, the facilitator can ask the participants to write down their expectations for the workshop. By having them write on the cards and sharing them on the board in front of people, the participants may also become accustomed to writing on the cards properly and sharing their thoughts with the group. The facilitator could also pose a question that is easy for everyone to form an opinion on, such as "why men cheat on their spouses more often than women?". By having the participants write down their thoughts on those questions, one could practice writing on the cards as well as sharing thoughts. The facilitators are encouraged to think about other topics, which could be used for this ice breaking purposes.



*Needs Assessment is formulated through active discussion in a workshop*

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

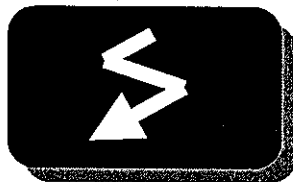
## TRAFFIC SIGN CARDS



Discussion of this matter will continue at a later stage



Lack of information necessitates further investigation



Disagreement, conflict, or controversy exists



No further discussion or analysis is needed

## **Project Planning 2**

### **Situational Analysis and Needs Assessment**

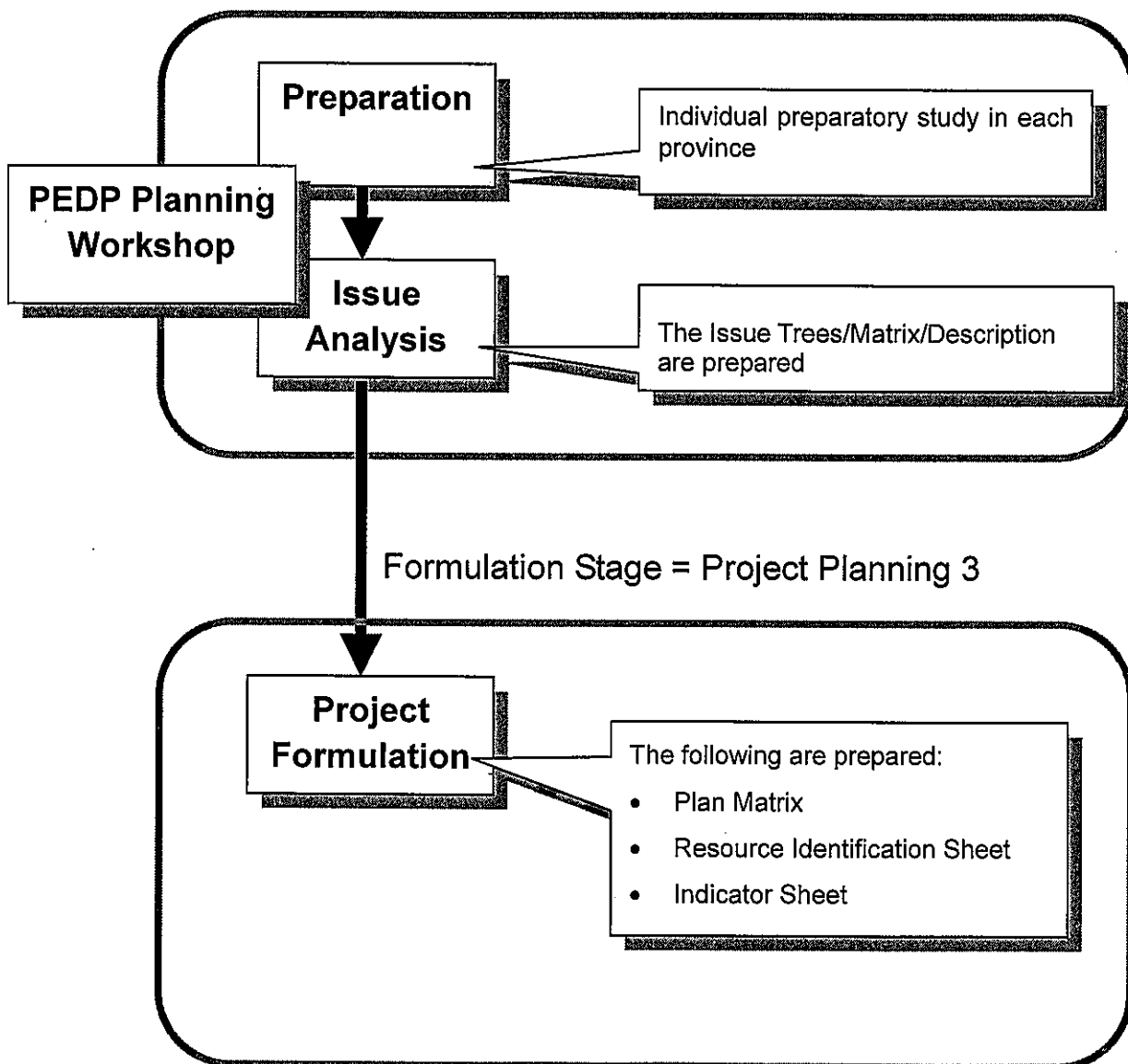
#### **1. Procedure for Needs Assessment**

##### **1.1 Main Steps of Needs Assessment**

The Needs Assessment Program incorporates two stages: the Project Identification stage (i.e. Preparation and Issue Analysis) and the Project Formulation stage. Preparation and Issue Analysis assesses the existing conditions to clarify the issues that exist in primary education in the province (as well as the causes of these issues). During Project Formulation, the focus of discussion shifts to the issue of how to improve the existing situation in order to attain "desirable future conditions of primary education." The results are compiled in the Plan Matrix.

## MAIN STEPS OF NEEDS ASSESMENT

Identification Stage = Project Planning 2



## **STEP 1: Preparation**

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

### *Points of the Situation Surrounding Primary Education*

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

## **STEP 2: Implementing Issue Analysis**

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

### **STEP 2.1 Implementing Participation Analysis**

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

#### HOW TO CONDUCT PARTICIPATION ANALYSIS

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

### EXAMPLE. PARTICIPATION ANALYSIS

BENEFICIARIES	DECISION-MAKERS	IMPLEMENTING AGENCIES	NEGATIVELY AFFECTED PEOPLE	SUPPORTING GROUPS
School-Age Children	People's Committee	DOET	Parents of School-Age Children	NGOs
Pupils		Schools	Out-of-School Children	International Organizations
Teachers		School Committees		Study Encouragement Society
Parents of School-Age Children		BOET		
Out-of-School Children		Commune Villages		

## STEP 2.2 Identifying the Core Issue

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

During Issue Analysis, each participant writes one issue on a card that he or she considers to be a major problem of the primary education in the province. Participants then place their cards on the board in a manner that depicts a cause-effect relationship, while discussing which issues are most appropriate in developing the tree. A consensus is taken to identify the Core Issue. If a consensus cannot be reached, one issue is tentatively selected and worked on. Selection of the Core Issue can be taken up again at a later date. The workshop should avoid resorting to a majority vote, but instead attempt to facilitate the discussion and possibly reach a consensus as a group. In the case of a PEDP planning workshop, if the participants cannot agree on a core issue, the facilitator shall be the one to decide on it. However, the group should try to come on agreement as much as possible.

What is a good core issue for the Provincial PEDP? For example, the statement such as "The quality of the Primary Education is low (inadequate)" is very general. However, it does not fully describe the problem; it is much too broad. Therefore, the usage of such statements as a core issue should be avoided. More specific, yet comprehensive issues should be used as the core issue. When participants are asked to write a core issue, sometimes participants might write very specific problems, such as "we do not have a science room in our school". It is acceptable for participants to point out such problems concerning their specific schools. This example, however, might be too specific to serve as the Core Issue. However, if the facilitator discovers that many other schools in the province have the same problem of a lack of adequate teaching rooms, it is possible to generalize it and make it into a Core Issue for that province with a more general expression, such as "school facilities are inadequate". Later, when it comes to the issue description, these cards describing specific issues become very useful.



**Reference: Five Standards for Recognition of National Standard Primary School  
"1996-2000"**

(Please note that this is a reference and does not necessarily have to be selected as the core issue)

Five Standard Items	Contents of Standard
<b>1. Organization and management</b>	
1.1 Principal's and Vice Principal's qualification	<ul style="list-style-type: none"> <li>● Principal - graduated secondary pedagogical education or higher, with at least five years teaching experience and be fair in knowledge and moral qualification, under the stipulation of the State</li> <li>● Vice Principal - to be fair in professional skill, knowledge, and moral qualifications, in order to assist the principal to complete his/her tasks</li> </ul>
1.2 Organizations and committees established	<ul style="list-style-type: none"> <li>● The school's party branch</li> <li>● Ho Chi Minh Communist Youth Union (Young Pioneers, Children Star)</li> <li>● School's Education Union</li> <li>● Consulting Boards in school</li> </ul>
1.3 Performance and effect of management required	<ul style="list-style-type: none"> <li>● Organize archive, document, and file works</li> <li>● Implement income and outlay policy under state regulations</li> <li>● Manage, equip, and use facilities effectively</li> <li>● Assure the interests of staff and teachers, according to State's stipulation</li> <li>● Improve the living standard in matter and spirit for the personnel and teachers</li> </ul>
1.4 Observance and implementation of regulations of the authorities	<ul style="list-style-type: none"> <li>● Obey the decision of the Party regarding primary education</li> <li>● Abide by the administrative management of the local power</li> <li>● Consult with the local authority in regards to the concrete plan and steps to guide following the plan and goals of primary school</li> <li>● Abide by the guidelines of the education section and report the present primary education situation in the locality to the education section</li> </ul>
<b>2. Establishment of teaching staff</b>	
2.1 Quantity and professional qualifications required	<ul style="list-style-type: none"> <li>● Assure the rate of 1.15 teacher / per one class</li> <li>● Assure teaching of nine (9) required subjects at the primary level</li> <li>● Assure at least 80% of the teachers possess at least a secondary pedagogical education</li> </ul>
2.2 Degree of specialty and skills required	<ul style="list-style-type: none"> <li>● Assure at least 20% of the teachers possess a fair degree at the district and provincial (city) level</li> <li>● Assure at least 50% of the teachers possess a fair degree at school level</li> </ul>
2.3 Specialty activities required	<ul style="list-style-type: none"> <li>● Conduct Weekly Activities (teaching schedule, teaching manuals)</li> <li>● Conduct Monthly Check (visit class and check teaching manuals and rank pupils)</li> <li>● Conduct Yearly Activities (discussion specialties, visit and obtain experience and knowledge from other schools)</li> </ul>
2.4 Plan for required training	<ul style="list-style-type: none"> <li>● Develop and setup a plan for teacher's standard education degree (until the year 2000)</li> <li>● Carry out a continuous training program (improve teaching skill) under the guidance of the Ministry</li> <li>● Each teacher has to set up a training plan for the improvement of teaching skills</li> </ul>

5 Standard Items	Contents of Standards
<b>3. Construction of facilities</b>	
3.1 School area, playground, and exercise ground required	<ul style="list-style-type: none"> <li>● School area: not less than 10 m<sup>2</sup>/pupil (in rural and mountain region), not less than 6 m<sup>2</sup>/pupil (in urban area), in case of full-day school increased to 25% of the above</li> <li>● Playground area: at least 3 m<sup>2</sup>/pupil, ground area for exercise (or multifunction building) is at least 1 m<sup>2</sup>/pupil, at least 15m away from the classes, provided planting area, at least 12 m<sup>2</sup>/pupil if a dormitory must be separately built from the study area</li> </ul>
3.2 Classroom, other function rooms, and library required	<ul style="list-style-type: none"> <li>● Number of classes will not exceed 30 classrooms/school, while the average number of pupils will not exceed 35 pupils/ class</li> <li>● Classroom area is not less than 1 m<sup>2</sup>/pupil</li> <li>● Library should consist of a bookstore, a reading room for pupils, and a reading room for teachers</li> <li>● Additional function rooms should include a security room, school office rooms, principal's room, teacher room, educational equipment room, school's pioneer union room, art study room, health service room, etc.</li> </ul>
3.3 Study equipment	<ul style="list-style-type: none"> <li>● Desk and chair for teacher and pupils, blackboard, teaching platform, lighting system, and interior decoration</li> <li>● Three kinds of book for the bookstore (basic books, specialty books for teachers, and consulting books for teachers and pupils)</li> <li>● Study equipment (machines, experimental equipment, mock-ups, specimens, chemical substances, pictures, maps, sport equipment, audiovisual equipment, etc.)</li> </ul>
3.4 Hygienic condition	<ul style="list-style-type: none"> <li>● Location of school should be in a calm, high, airy and convenient environment for pupils</li> <li>● Hygienic condition include a clean water supply, drainage, sanitary buildings, bicycle shelter, covered walls or fences</li> </ul>
<b>4. Implement the socialization of education program</b>	
4.1 Education meetings, committee, parent association	<ul style="list-style-type: none"> <li>● Organize the local education meeting at the appropriate time, in cooperation with the community</li> <li>● Schools play the most active role of the local education committee to suggest programs and plans, proposed by the local education meeting</li> <li>● Parent associations and schools act effectively together in education for pupils</li> </ul>
4.2 Activities aim to establish healthy school-family-society education environment	<ul style="list-style-type: none"> <li>● Organize awareness activities to improve community knowledge regarding the goals of primary education (contents, methods, pupil's ranking, objectives, and plans for primary education)</li> <li>● Cooperate with parents in pupils and creating suitable conditions for studying, including maintaining communications and contact among the schools, teachers, and parents through meetings or contact books)</li> <li>● Organize concrete educational activities (morality, living style, laws, culture, art, and sport)</li> </ul>
4.3 Contribution of family and community to expand school facilities	<ul style="list-style-type: none"> <li>● Mobilize contributions (in labor and money) from organizations, individuals, and parents to build facilities, to procure/acquire more teaching aids and study equipment, to praise and reward good teachers/pupils, and to assist poorly performing pupils</li> </ul>
<b>5. Activities and education effect</b>	
5.1 Implementing education programs and plans	<ul style="list-style-type: none"> <li>● Teach all nine subjects following the program and plan from the Ministry</li> <li>● Conduct some classes with full-day study</li> <li>● Organize educational activities at out-of-study time for pupils</li> <li>● Organize higher level training courses for good pupils and assist training course for poorly performing pupils as stipulated</li> </ul>
5.2 Implementing renewal of teaching methods and ranking pupil	<ul style="list-style-type: none"> <li>● Develop guidance steps to renew teaching methods</li> <li>● Implement the rank of pupils according to the Circular 15/GD-DT.</li> </ul>
5.3 Implementing goals for universalization of primary education and eradication of illiteracy	<ul style="list-style-type: none"> <li>● Implement the task of universalization of primary education and of illiteracy eradication in the locality (have a plan to universalize primary education following the age)</li> <li>● Organize a "Taking the Children to School Day" and mobilize at least 95% of the school-age children to go to school</li> </ul>

## HOW TO WRITE ISSUE CARDS

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

*Incapability of teachers*

AVOID

*Some teachers are not capable*

PREFER

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

*There are no textbooks*

AVOID

*Some pupils study without textbooks in class*

PREFER

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

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

AVOID

*The budget for the school is not mobilized efficiently*

*School management skills are poor*

PREFER

## STEP 2.3 Developing the Issue Tree

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

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

When the issue tree is nearly completed, the following factors should be examined:

1. whether the wording on the card is clear and easy to understand;
2. whether the cause-effect relationships are logical; and
3. whether the issue tree covers some issues relevant to primary education system in respective province.

The "Cause-Effect" relationship between the core issue and causes can be very tricky and special attention should be paid to ensure the logic.

For example:           **WHY** are the children sick?                           – Dirty water  
                                  **WHAT** is the effect of dirty water?                   - Children become sick  
                                  **IF** the water supply is dirty, **THEN** children will become sick.

Therefore, the cause and effect relationship can be described as follows:

The cause of the children's sickness is a dirty water supply.  
The effect of a dirty water supply is sick children.

One of the common mistakes is to skip some steps between the cause-and-effect.

For example:           Core Issue:                    "Children become sick"  
                                  Cause:                            "There is no well near the village"

Although one could assume that "since there is no well near the village, there is no convenient access to clean water", it has to be clearly expressed by using the cards. No steps should be omitted or missed in explaining the cause-and-effect relationship.

Also, the group should try its best to identify all relevant factors that have cause-and-effect relationships with the core issues. For example, if one of the causes of the core issue, "Children become sick", was also the fact that there is a lack of nutritious food, it should also appear in the issue tree.

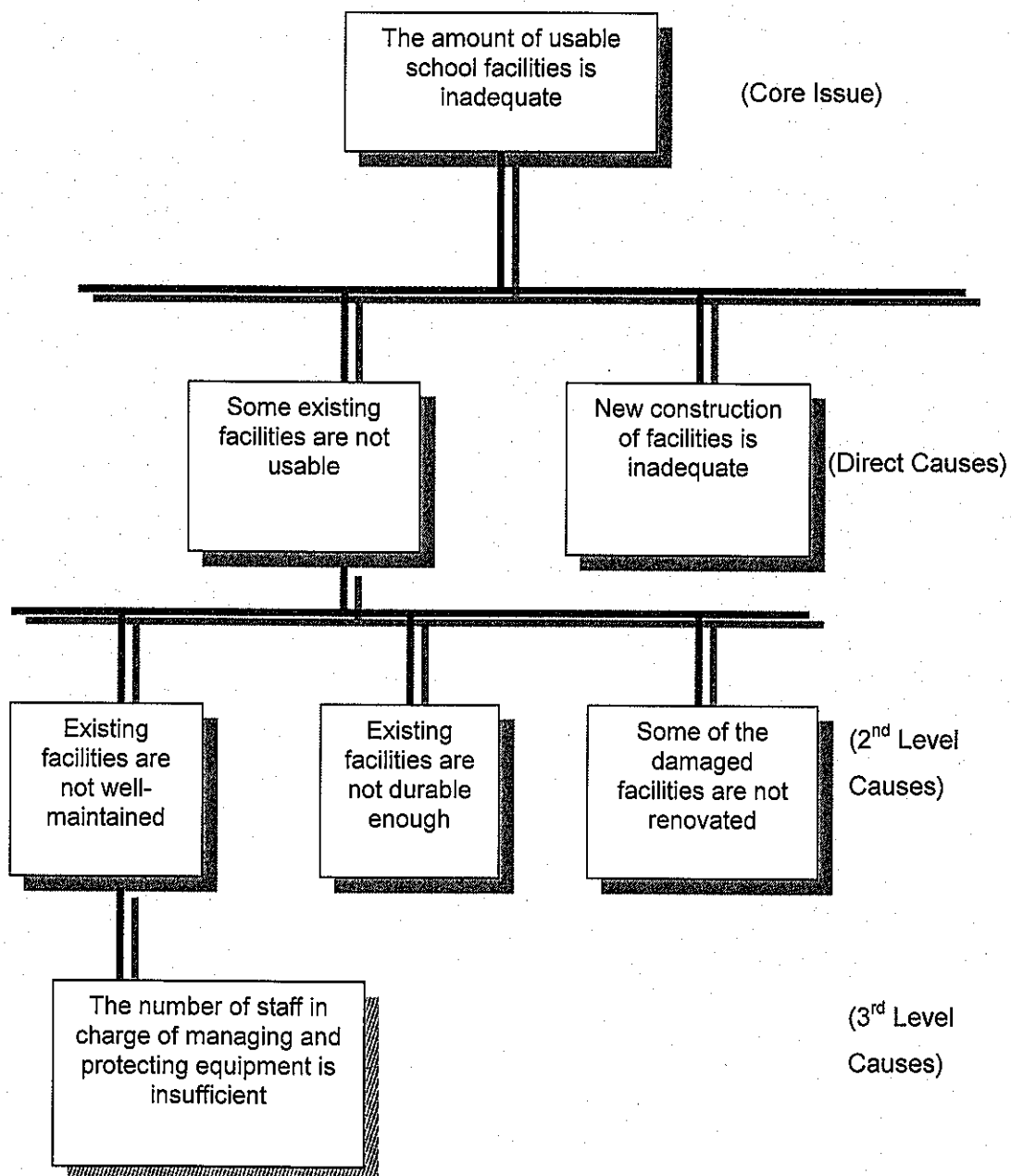
In the workshop, participants are expected to comprehend and be familiar with the situation surrounding primary education. However, a lack of information may prevent identification of the cause-effect relationship. In this case, the "INFO" card is used to identify the matter for later investigation.

Since one of the most important purposes of the Provincial PEDP is to identify the issues in each province, the facilitator should try to encourage participants to come up with unique and specific issues and situations within their respective province. This could be a core issue, which is particular to that province, and/or a direct cause of a core issue. It is a very challenging task, but the facilitator and the participants should try their best.



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

### EXAMPLE: ISSUE TREE



## STEP 2.4 Formulating the Issue Matrix

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

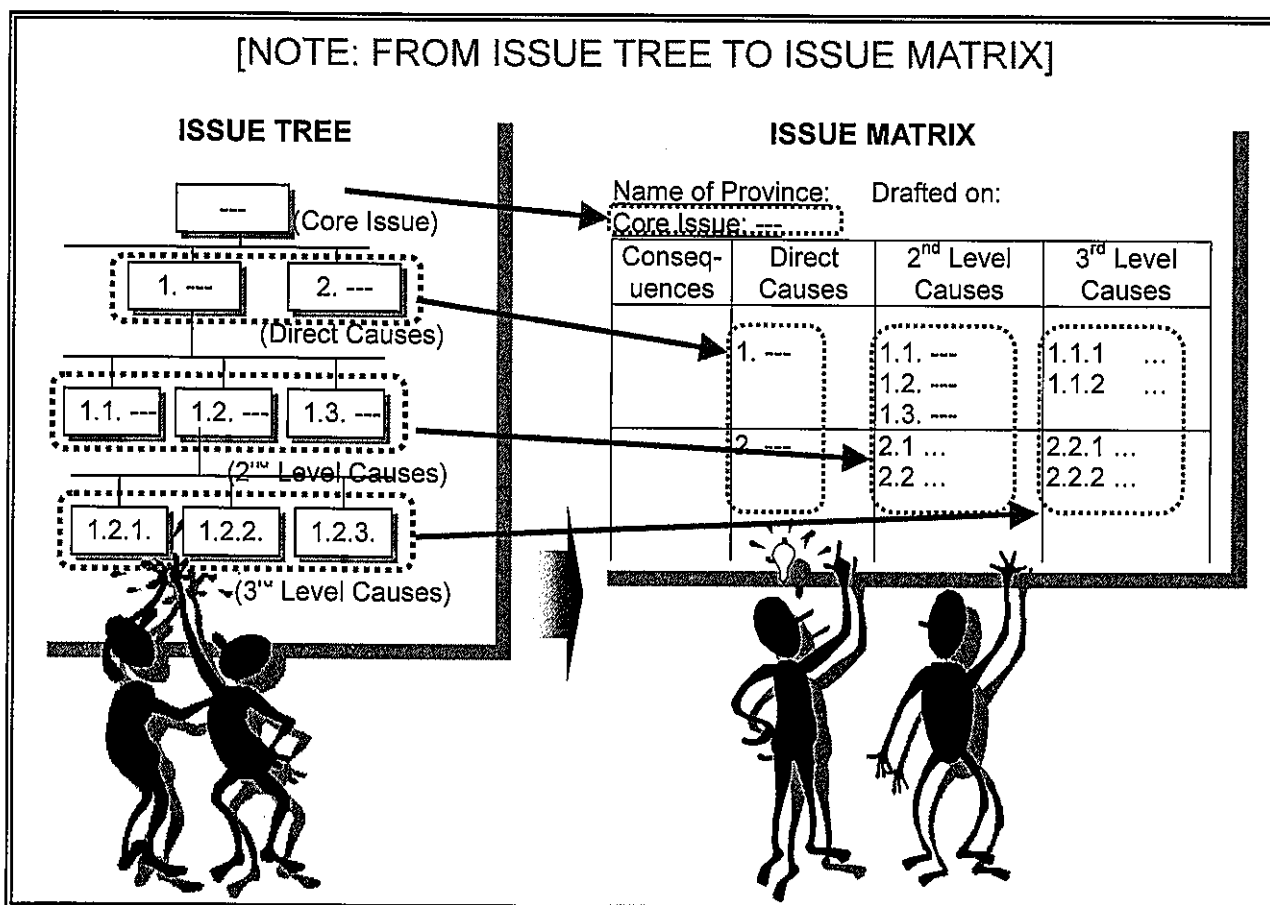
### Issue Matrix

Name of Province: \_\_\_\_\_  
Core Issue: \_\_\_\_\_

Drafted on: \_\_\_\_\_

Consequences	Direct Causes	2 <sup>nd</sup> Level Causes	3 <sup>rd</sup> rd Level Causes

First, the name of the province, date of entry, and Core Issue (identified in the Issue Tree) are entered in the designated spaces in the upper part of the matrix. The Direct Causes and corresponding 3rd Level Causes are then entered. Causes below the 2nd Level Causes are not described in the Issue Matrix, so as to make the matrix easier to understand.



## EXAMPLE: ISSUE MATRIX

**Name of Province: X Province**

**Drafted on: 200X /9/17**

**Core Issue: The amount of usable school facilities is inadequate**

Consequences	Direct Causes	2 <sup>nd</sup> Level Causes	3 <sup>rd</sup> Level Causes
Pupils are crammed into the classroom	1. Some existing facilities are not usable	1.1 Existing facilities are not well-maintained 1.2 Existing school facilities are not durable enough 1.3 Some of the damaged facilities are not renovated	1.1.1 Staff in charge of managing and protecting equipment is insufficient  1.1.2
The percentage of full-day classes remains low	2. New construction of facilities is inadequate	2.1 .....	2.1.1----



## STEP 2.5 Summarizing into Issue Description and Inputting Evidential Data

The last step is to prepare for the issue description and certify the issue, by referring to evidential data.

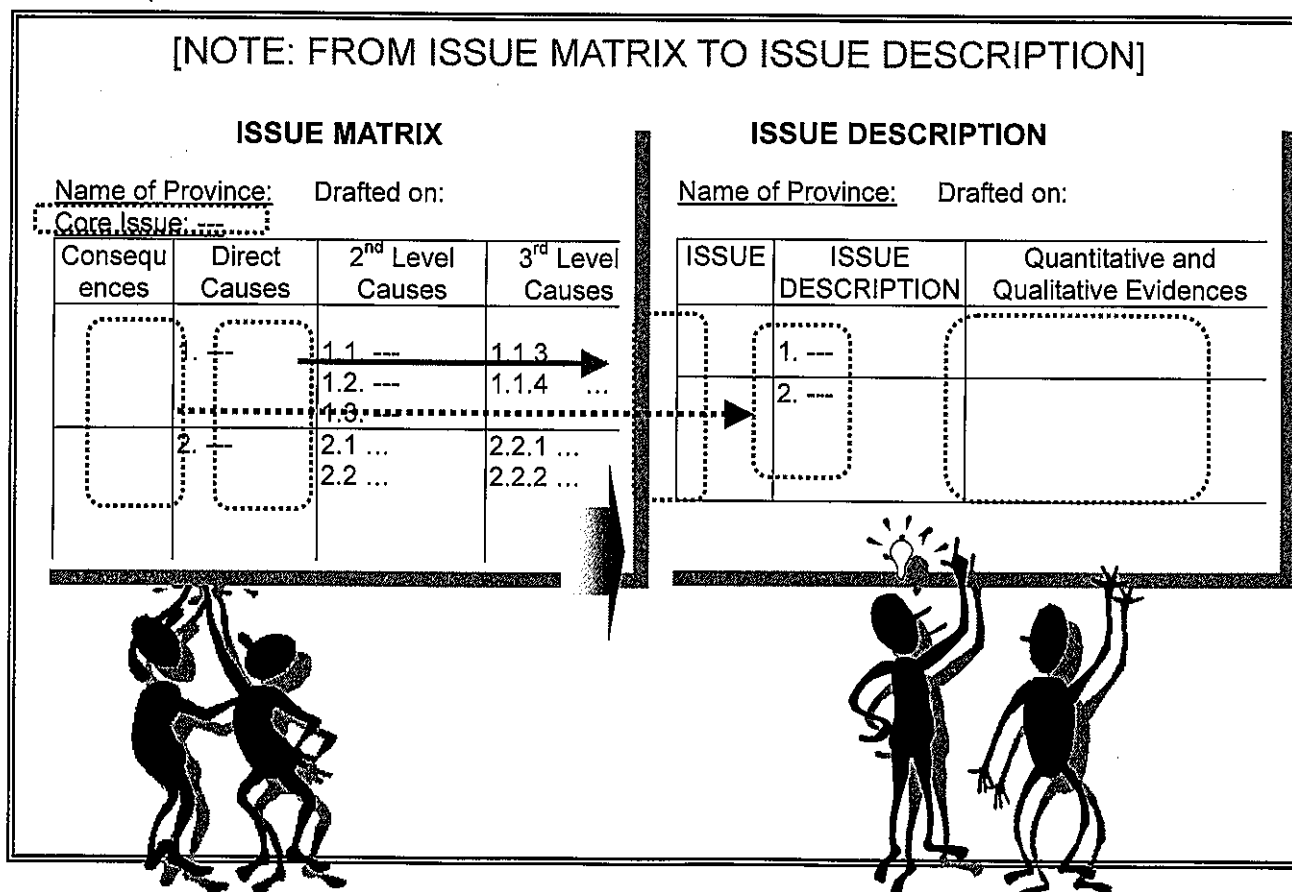
### Issue Description

Name of Province: \_\_\_\_\_

Report on: \_\_\_\_\_

Issue	Issue Description	Quantitative and Qualitative Evidence Supporting Your Notions (i.e., figures and sources, where applicable)

First, the name of the province and date of entry are entered in the designated spaces in the upper part of the matrix. The Issue is then described using the Direct Causes in Issue Matrix, while the Issue Description is entered and described by referring to the Consequences (Note: consequences should NOT be directly convert to issue descriptions). To clarify the existence and impact of an issue, issues are expressed in terms of qualitative and quantitative evidence.



## Project Planning 3

### Objectives Analysis

#### 1. Implementing Objectives Analysis

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

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

However, automatically replacing negative conditions with positive ones is not appropriate. Instead, participants should consider the feasibility of each card in determining means and ends. Furthermore, participants must ensure that: (1) the means and ends, presented as desirable conditions, are realistic; (2) all means are included; and (3) the plan will not have any adverse effects when implemented.

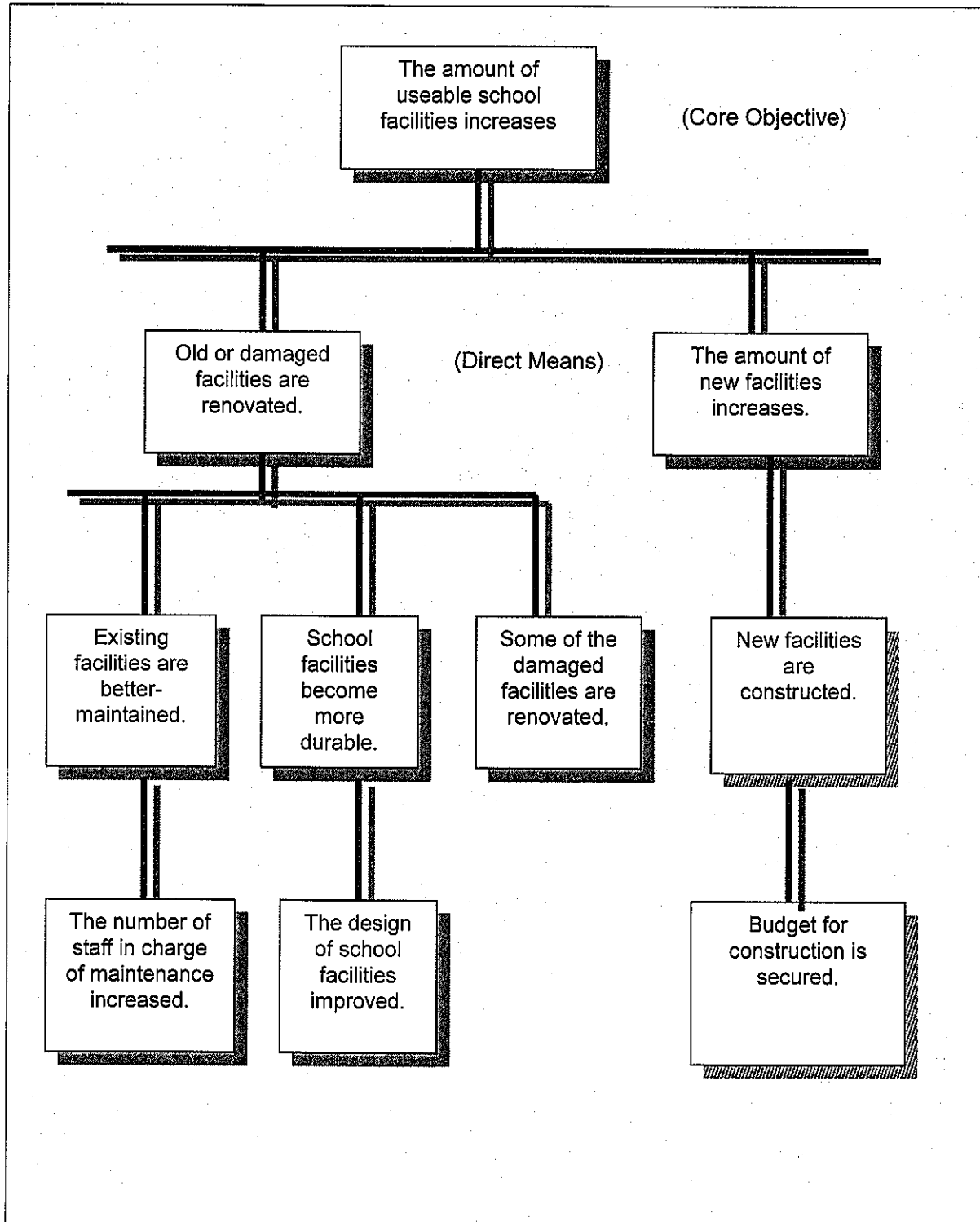
In forming the lower part of the Objectives Tree, participants should add cards down to the level at which specific means are identified. This is necessary because participants will encounter difficulties in identifying specific activities, if the tree is not fully-developed downwards.

#### [NOTE]

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

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

## EXAMPLE: OBJECTIVES TREE



## Project Planning 4

### Goal Setting and Project Formulation

#### 1. Preparing Plan Matrix

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

##### Plan Matrix

Name of Province: \_\_\_\_\_

Duration: \_\_\_\_\_

Drafted on: \_\_\_\_\_

Program Purpose: \_\_\_\_\_

Output	Activities	Input	Verifiable Indicators of Output	Means of Verification

#### 1.1 Filling Information in the Margin

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

#### 1.2 Describing a Program Purpose

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

#### 1.3 Specifying Output

Output is an objective to be realized by the plan, in order to achieve the Program Purpose. Normally, the Direct Means identified in the Objective Tree are considered output,

as they correspond to the Direct Causes identified in the Issue Tree. Output should be described in a sentence and the state of achievement should be illustrated. If Output involves sequential interrelationships, they should be arranged and numbered in order.

**[NOTE]**

**Project**

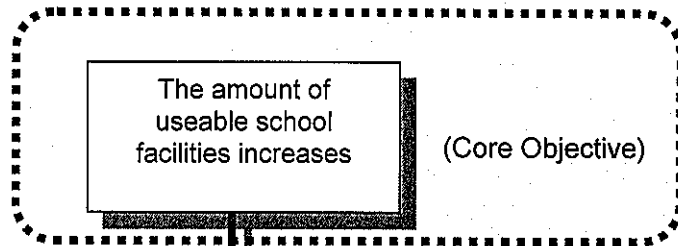
*A planned undertaking to achieve certain specific objectives within a given budget and within a specified period of time*

**Program**

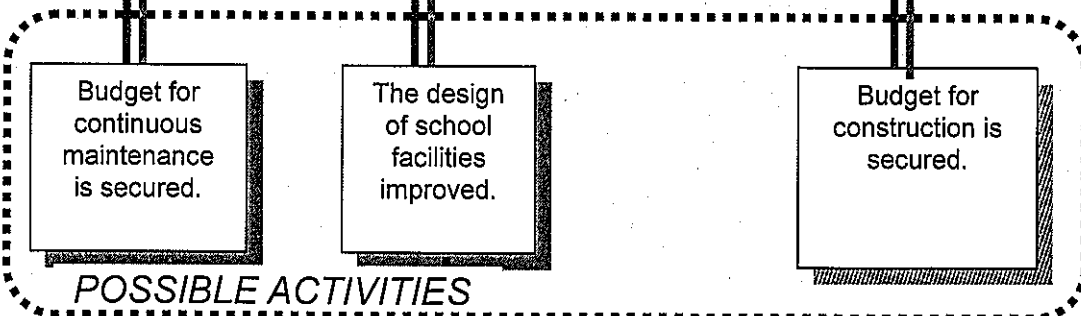
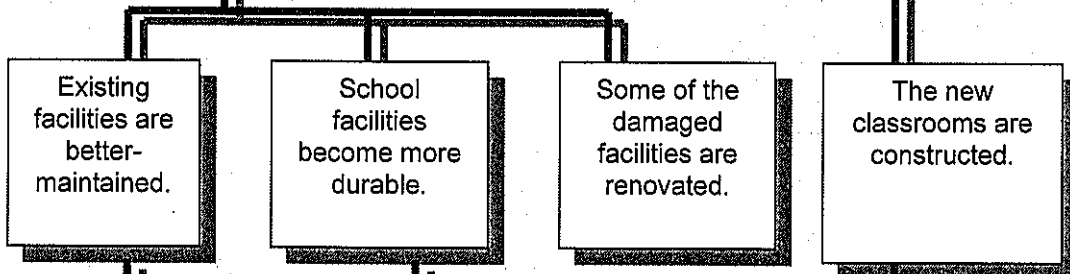
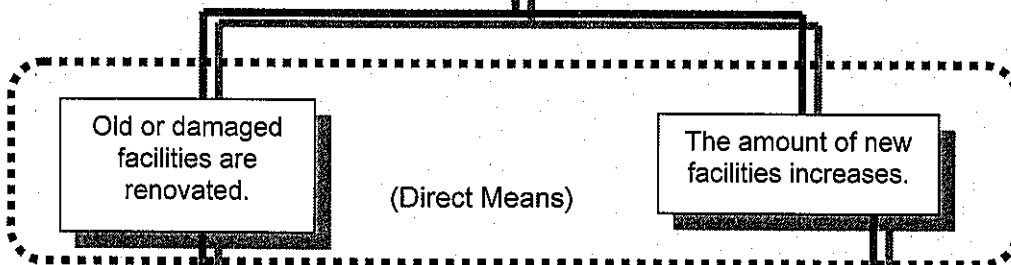
*A group of related projects or services directed toward the attainment of similar objectives*

## EXAMPLE. OBJECTIVE TREE AND PLAN MATRIX

### POSSIBLE PROGRAM PURPOSE



### POSSIBLE OUTPUTS

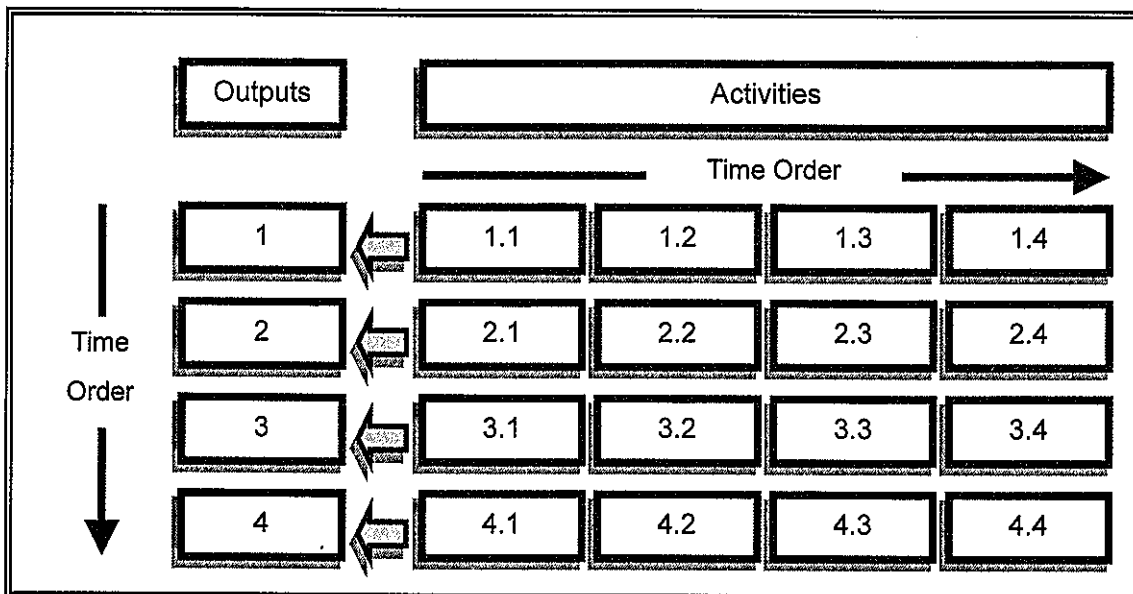


### POSSIBLE ACTIVITIES

## 2. Filling in Activities

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

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



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

Name of Province: X Province  
 /11/5

Duration: 2001/11-2005/12/31

Drafted on: 200X

Program Purpose: The amount of usable school facilities has increased

Outputs	Activities	Inputs	Verifiable Indicators of Outputs	Means of Verification
1. Old or damaged facilities are renovated.	1.1 Renovate existing classrooms and other school facilities with a more durable design. 1.2 Secure a budget for constant maintenance of school facilities. 1.3 Repair damaged furniture.			
2. The amount of new facilities has increased.	2.1 Construct new classrooms and other school facilities. 2.2 Provide new furniture.			



## 2.1 Identifying Resources

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

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

### Resource Identification Sheet

Type of resource	Source	Amount	Certainty	Use

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

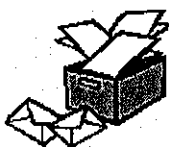
Sometimes, an accurate estimation of the availability of some specific resources is difficult. Then, the certainty of availability of each resource should be described (high, moderate, or low) in the "Certainty" column. The resource with a low certainty cannot be taken as an essential Input in the plan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

[NOTE FOR RESOUC E IDENTIFICATION]

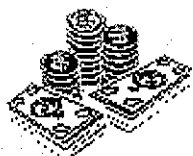
*WHAT ARE THE RESOURCES FOR PRIMARY EDUCATION?*



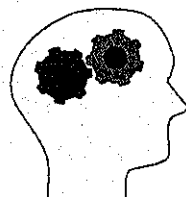
Human Resources from Local Communities, the Government, International Organizations, etc.



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



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



Other Resources (i.e., Information, Ideas, Expertise)

*MANY THINGS CAN BE RESOURCES.*

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

**EXAMPLE RESOURCE IDENTIFICATION SHEET**

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

## **2.2 Indicating Inputs**

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

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

**EXAMPLE: INPUT IN A PLAN MATRIX**

Name of Province: x Province

Duration: 200x/xx/xx-2010/xx/xx

Drafted on: 200x /xx/xx

Program Purpose: Increase the amount of usable school facilities.

Output	Activities	Input	Verifiable Indicators of Output	Means of Verification
1. Old or damaged facilities are rehabilitated.	1.1 Rehabilitate existing classrooms, toilets, and other rooms of schools in the target districts	1.1.1 Design for renovation 1.1.2 Construction fees for private constructors (VND.*** in total) 1.1.3 Cooperation of district residents during construction work		
	1.2 Secure a budget for constant maintenance of school facilities in the target districts	1.2 Costs for maintenance (VND.*** in total)		
	1.3 Repair damaged school furniture in the target districts	1.3.1 Costs for repair (VND.*** in total) 1.3.2 Cooperation of district residents during repair work		
2. The amount of new facilities increases.	2.1 Construct new classrooms, toilets, and other rooms of schools in the target districts	2.1.1 Design for construction 2.1.2 Construction fees for private constructors (VND.*** in total) 2.1.3 Cooperation of district residents during construction work		
	2.2 Provide new school furniture in the target districts	2.2 Cost for purchase(VND.*** in total)		

## 2.3 Defining Verifiable Indicators

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

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

**Indicator Sheet**

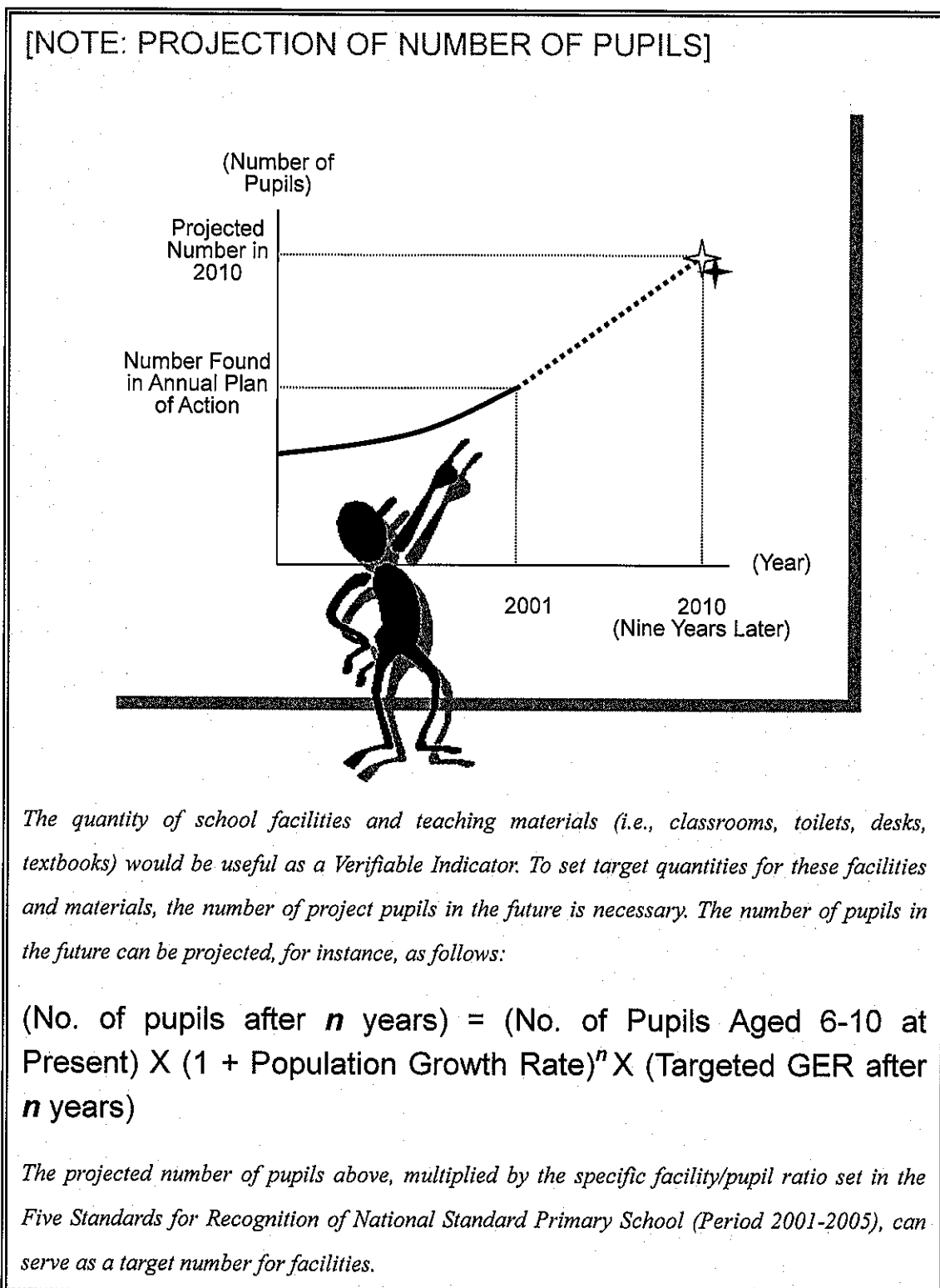
Objectives	Verifiable Indicators		
	Type of Data	Targeted Quantity and Time	
(Program Purpose)		Immediate Target	Target
(Outputs)			

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

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

On the other hand, targets should be realistic and feasible. As such, participants should set feasible target amounts, referring to the existing state of indicators found in the Annual

Plan of Action.



**EXAMPLE INDICATOR SHEET**

<u>Name of Province: x Province</u>		<u>Duration: 200x/xx/xx-2010/12/31</u>		<u>Drafted on: 200x /xx/xx</u>	
<b>Objectives</b>	<b>Type of Data</b>	<b>Verifiable Indicators</b>			
		<b>Targeted Quantity and Time</b>			
(Program Purpose) Increase in usable school facilities	Pupils/Classroom Ratio	xxx P/C by 2002 in the target districts	xxx P/C as the provincial average		
	Number of Classrooms	xxx classrooms by 2002 in the target districts	xxx classrooms in the province		
	Pupils/Desk Ratio	xxx P/D by 2002 in the target districts	xxx P/D as the provincial average		
	Number of Desks	xxx desks by 2002 in the target districts	xxx desks in the province		
	Pupils/Toilet Ratio	xxx P/T by 2002 in the target districts	xxx P/T as the provincial average		
	Number of Toilets	xxx Toilets by 2002 in the target districts	xxx Toilets in the province		
(Output 1) Old or damaged facilities are renovated	Pupils/Renovated Classroom Ratio	xxx P/C by 2002 in the target districts	xxx P/C as the provincial average		
	Number of Renovated Classrooms	xxx classrooms by 2002 in the target districts	xxx classrooms in the province		
	Pupils/Renovated Desk Ratio	xxx P/D by 2002 in the target districts	xxx P/D as the provincial average		
	Number of Renovated Desks	xxx desks by 2002 in the target districts	xxx desks in the province		
	Pupils/Renovated Toilet Ratio	xxx P/T by 2002 in the target districts	xxx P/T as the provincial average		
	Number of Renovated Toilets	xxx Toilets by 2002 in the target districts	xxx Toilets in the province		
(Output 2) Increase in new facilities	Pupils/New Classroom Ratio	xxx P/C by 2002 in the target districts	xxx P/C as the provincial average		
	Number of New Classrooms	xxx classrooms by 2002 in the target districts	xxx classrooms in the province		
	Pupils/New Desk Ratio	xxx P/D by 2002 in the target districts	xxx P/D as the provincial average		
	Number of New Desks	xxx desks by 2002 in the target districts	xxx desks in the province		
	Pupils/New Toilet Ratio	xxx P/T by 2002 in the target districts	xxx P/T as the provincial average		
	Number of New Toilets	xxx Toilets by 2002 in the target districts	xxx Toilets in the province		



**EXAMPLE PLAN MATRIX (COMPLETED)**

Name of Province: x Province Duration: 200x/x/xx-2010/12/31  
 Program Purpose: Increase the amount of usable school facilities. Drafted on: 200x/x/xx/xx

Output	Activities	Inputs	Verifiable Indicators of Outputs	Means of Verification
1. Old or damaged facilities are renovated.	1.1 Renovate existing classrooms, toilets, and other rooms of schools in the target districts  1.2 Secure a budget for constant maintenance of school facilities in the target districts  1.3 Repair damaged school furniture in the target districts	1.1.1 Design for renovation 1.1.2 Construction fees for private constructors (VND.*** in total) 1.1.3 Cooperation of district residents during construction work  1.2 Costs for maintenance (VND.*** in total)  1.3.1 Costs for repair (VND.*** in total) 1.3.2 Cooperation of district residents during repair work	1.a xxx classrooms will be rehabilitated and the Pupils/Classroom Ratio will be xxx by 2005 in the province.  1.b xxx desks will be made usable and the Pupils/Desk Ratio will be xxx by 2005.  1.c xxx toilets will be renovated and the Pupils/Toilet Ratio will be xxx by 2005 in the district.	1.a Data from the Annual Plan of Action.
2. The amount of new facilities increases.	2.1 Construct new classrooms, toilets, and other rooms of schools in the target districts  2.2 Provide new school furniture in the target districts	2.1.1 Design for construction 2.1.2 Construction fees for private constructors (VND.*** in total) 2.1.3 Cooperation of district residents during construction work  2.2 Cost for purchase (VND.*** in total)	2.a xxx classrooms will be constructed and the Pupils/Classroom Ratio will be xxx by 2005 in the province.  2.b xxx desks will be purchased and the Pupils/Desk Ratio will be xxx by 2005.  2.c xxx toilets will be constructed and the Pupils/Toilet Ratio will be xxx by 2005 in the district.	2.a Data from the Annual Plan of Action.


# **PROJECT PLANNING 5**


## **Monitoring and Evaluation**


### **1 Overview of Monitoring and Evaluation**


#### **1.1 Introduction**


First, let us discuss the following questions.

 **What is “Monitoring” and “Evaluation”?**

 **What do “Monitoring” and “Evaluation” mean to you?**

 **What kinds of tasks do you implement for “Monitoring” and “Evaluation”?**

 **What kinds of output do you produce?**

 **Who will use the output of your planning for what purpose?**

## 1.2 Definition

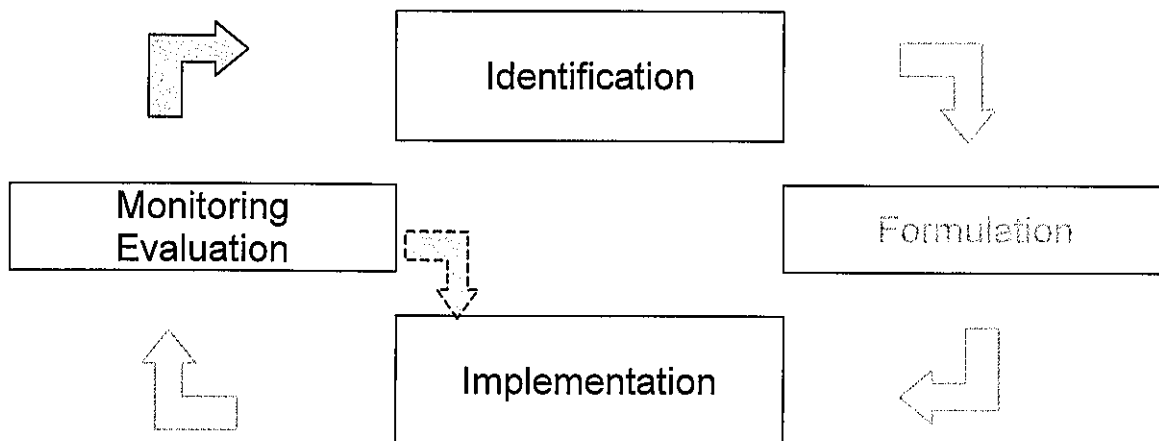
### Monitoring

“an ongoing process designed to check the progress of a project against its plan and modify the plan if necessary”

### Evaluation

“a process designed to ascertain the outcome of a completed or ongoing project, in terms of five criteria, and provide recommendations on the future course of the project, as well as draw lessons for other projects”

Monitoring takes place throughout the implementation period, while evaluation is undertaken upon completion or several years down the track.

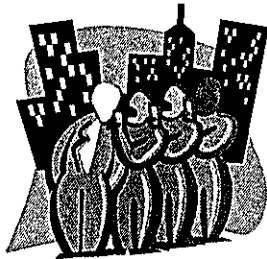


### 1.3 Purpose

The purpose of monitoring and evaluation is to improve:



Quality of the Current Project



Quality of Other Projects



Transparency

### 1.4 Focus of and Persons Responsible for Monitoring and Evaluation

Monitoring and evaluation are quite similar in nature. However, there are some distinct differences. In addition to the timing explained above, the *focus* of monitoring and evaluation, as well as the *persons responsible* for these tasks, have major distinctions.

	Monitoring	Evaluation
Focus	How it was implemented	What effects a project has had
People	Persons who are <u>conversant</u> with details of the project	Experts from more than one specific field

## 2. Monitoring

### 2.1 Basic Monitoring Process

Monitoring follows the outlined steps below:

Step 1. Understand present conditions

- Understand problems and situations
- Compare with the original plan

Step 2. Analyze the current status

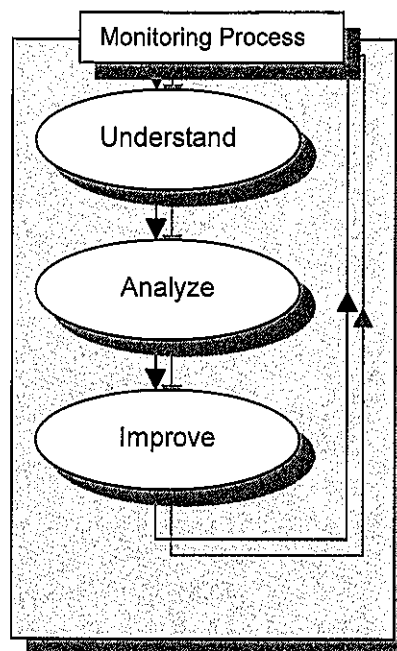
- Clarify causes and influencing factors

Step 3. Improve the current status

- Discuss countermeasures
- Formulate and implement
- Revise activities

It should be remembered that the process itself is cyclical.

As such, suggestions and improvements gained by Step 3 will serve as the *input* to Step 1 for additional monitoring.



### 2.2 Monitoring issues

The following issues should be specified before monitoring starts:

?  
What will be monitored?

?  
Who will collect information for monitoring?  
When and how?

?  
Who will aggregate the information?

?  
Who will judge?

## REFERENCE: EVALUATION CRITERIA

The following are five criteria to refer to comprehensive monitoring/evaluation.

### Efficiency

To what extent have "inputs" been converted to "outputs"?

### Effectiveness

Whether the "project purpose" has been achieved?  
How much contribution did "outputs" make to "project purpose"?

### Impact

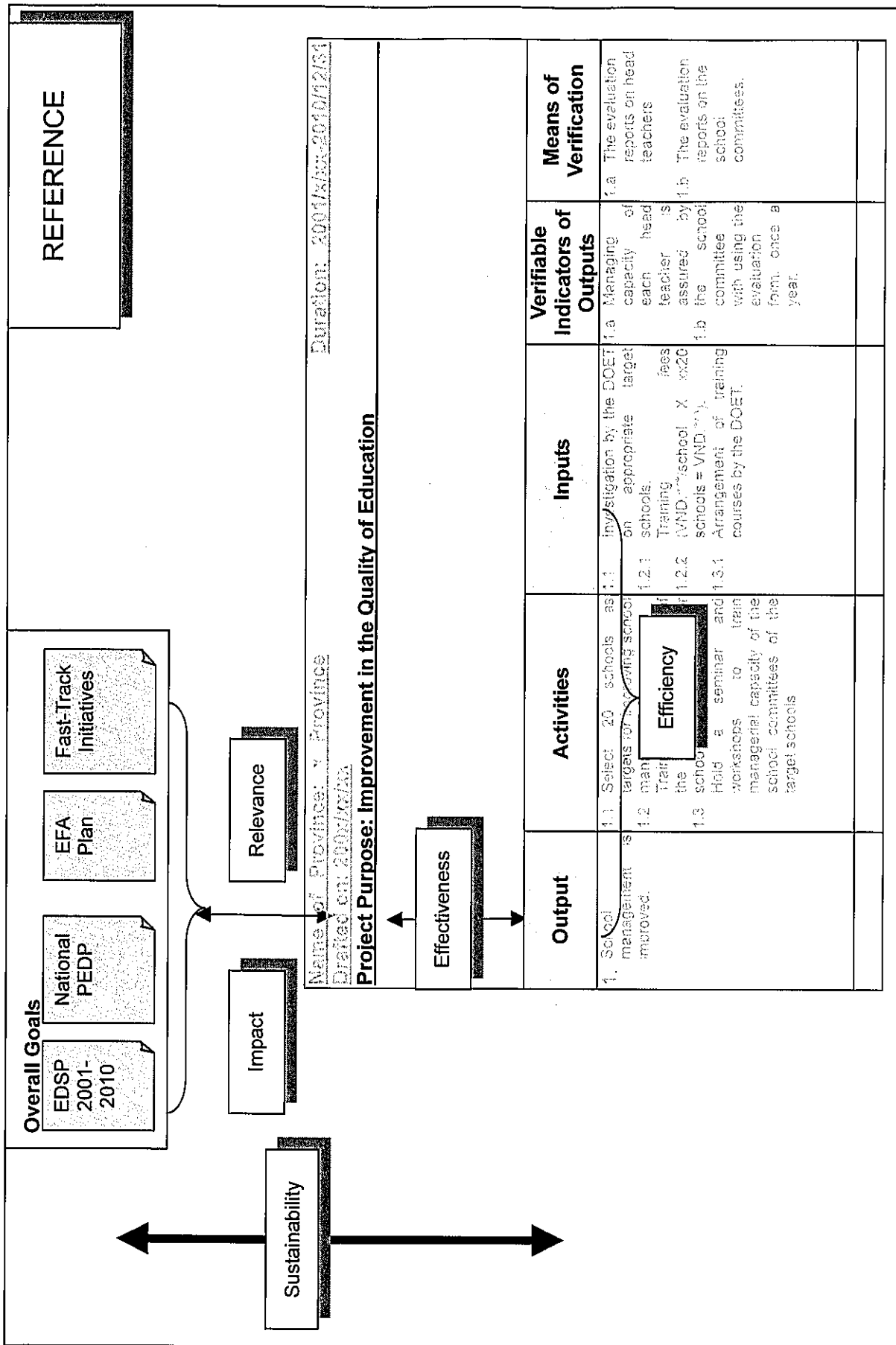
What positive and negative effects, either direct or indirect,  
has the implementation of the project had?

### Relevance

Are the "project purpose" and "overall goal" still meaningful  
as objectives at the time of evaluation?

### Sustainability

To what extent will the organizations be able to retain positive effects  
from the project, after the withdrawal of cooperation?



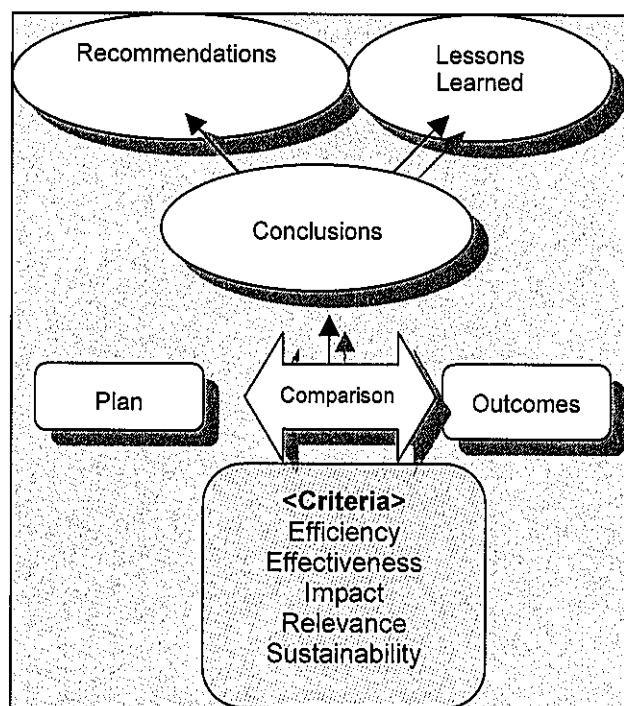
## 3. Evaluation

### 3.1 Evaluation Model

Evaluation is carried out by comparing the plan and the final outcomes of the project.

As a result, the evaluation provides conclusions consisting of *recommendations* and *lessons learned*.

They will be used in the identification and later stages of the future projects as a reference.





### **3.2 Basic Evaluation Process**

Evaluation follows the steps below:

#### **Step 1. Design the evaluation**

Preparation for the evaluation design contains the following issues:

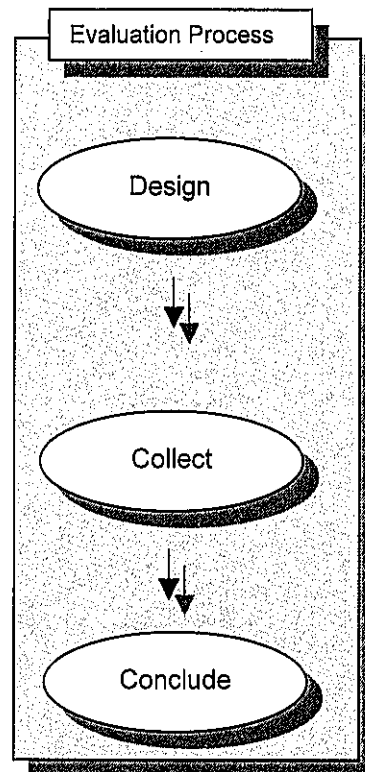
- When and where will the evaluation be implemented?
- Who will collect and analyze the information (and in what ways)?

#### **Step 2. Collect information**

It contains both quantitative and qualitative data such as statistical data, indicators, and interviews.

#### **Step 3. Conclude from the data gathered**

According to the information gathered in Step 2 and a comparison with the project plan, conclusions will be made.



## **SUMMARY**

Please reflect on the topics covered during the workshop and briefly discuss/share among members of the groups at the end of the EPCB Training Workshop.

*What did you learn?*

- PEDP
- Educational Planning
- Project Planning (Project Identification, Project Formulation, Monitoring and Evaluation)
- Facilitation

*Which topics were useful to you?*

*Which topics were not useful to you?*

*Why not?*

*How are you going to utilize them for your daily work?*