

## **Annex 5: PEDP Operational Guidelines**



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

**PEDP Operational Guidelines**

**February 2004**

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**Prepared through  
The Support Program for Primary Education Development  
of Ministry of Education and Training (MOET)  
with technical assistance from Japan International Cooperation Agency (JICA)**

The PEDP Operational Guidelines will be reviewed periodically to accommodate the changing situations and needs of Vietnamese primary education and will be revised as needed. To make these Guidelines more relevant and useful to users, the PMU welcomes your comments and suggestions from all the users.

Comments and inquiries should be sent to:

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VIETNAM  
Support Program for  
Primary Education Development: Phase 2

PEDP OPERATIONAL GUIDELINES

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- A-1 Handbook for PEDP Planning Workshop
- A-2 Guidelines for Preparation of the Provincial Primary Education Development Program
- A-3 Data Set Preparation For PEDP 2004 Update
- A-4 BAPI Update Guideline
- A-5 Compilation Notes for National PEDP
- A-6 Handbook for PEDP Monitoring and Evaluation

**Annex B: Related Forms**

- B-1 Data Format for Provincial PEDP Document
- B-2 By Province BAPI Needs Match Matrix
- B-3 BAPI Needs Match Matrix
- B-4 PEDP Donor Fact Sheet
- B-5 National and Donor Activities
- B-6 BAPI Project Match Matrix

## **ABBREVIATIONS**

BAPI	Broad Area of Possible Intervention
BOET	Bureau of Education and Training
BNMM	BAPI Needs Match Matrix
BPMM	BAPI Project Match Matrix
DOET	Department of Education and Training
EDSP 2010	Education Development Strategic Plan 2010
GOJ	Government of Japan
GOV	Government of Vietnam
JICA	Japan International Cooperation Agency
MOET	Ministry of Education and Training
MOF	Ministry of Finance
MPI	Ministry of Planning & Investment
NER	Net Enrollment Rate
PA	Prioritized Area
PEDP	Primary Education Development Program
PMU	Program Management Unit





# 1

## INTRODUCTION

### 1.1 What is PEDP?

The Primary Education Development Program (PEDP), which was approved by the Ministry of Education and Training (MOET) in May 2002, is a national framework to support the achievement of primary education sub-sector goals set by the “Education Development Strategic Plan for 2001-2010” (EDSP 2010). PEDP aims to: (1) present necessary activities to be undertaken to achieve EDSP 2010 targets in order to consolidate and develop primary education; (2) provide a referring framework for the Government of Vietnam (GOV) and international donors to identify and address areas of needs; and (3) facilitate coherent coordination and collaboration between the GOV and international donors through its use as a common supporting platform.

**Table 1.1 Primary education targets set by EDSP 2010**

	Year	2000	2005	2010
NER		95%	97%	99%
Completion Rate		80%	-	90%
Pupil/Teacher Ratio		31/1	-	28/1

### 1.2 What are the PEDP Operational Guidelines?

The PEDP Operational Guidelines (the Guidelines), developed by the Program Management Unit for PEDP within MOET (PMU), aim to provide a practical reference tool for the development and implementation of PEDP and to clarify such key areas as: (1) organizational arrangements; (2) roles and responsibilities of concerned parties; (3) tasks and activities involved; and (4) work schedule. The Guidelines serve as a “manual” for PEDP implementation and monitoring, to promote and manage effective nationwide support for BAPIs (Broad Areas of Possible Intervention) contained in the National PEDP document.

### 1.3 Who are the Users of the PEDP Operational Guidelines?

The PEDP Operational Guidelines are primarily developed for the PMU, MOET Project Officers, donors, and DOETs, who play the key role in the operations of PEDP. However, the Guidelines can be widely circulated to all stakeholders involved in the primary education sector in Vietnam, including various departments and affiliated institutes of MOET, BOETs, schools, and communities.



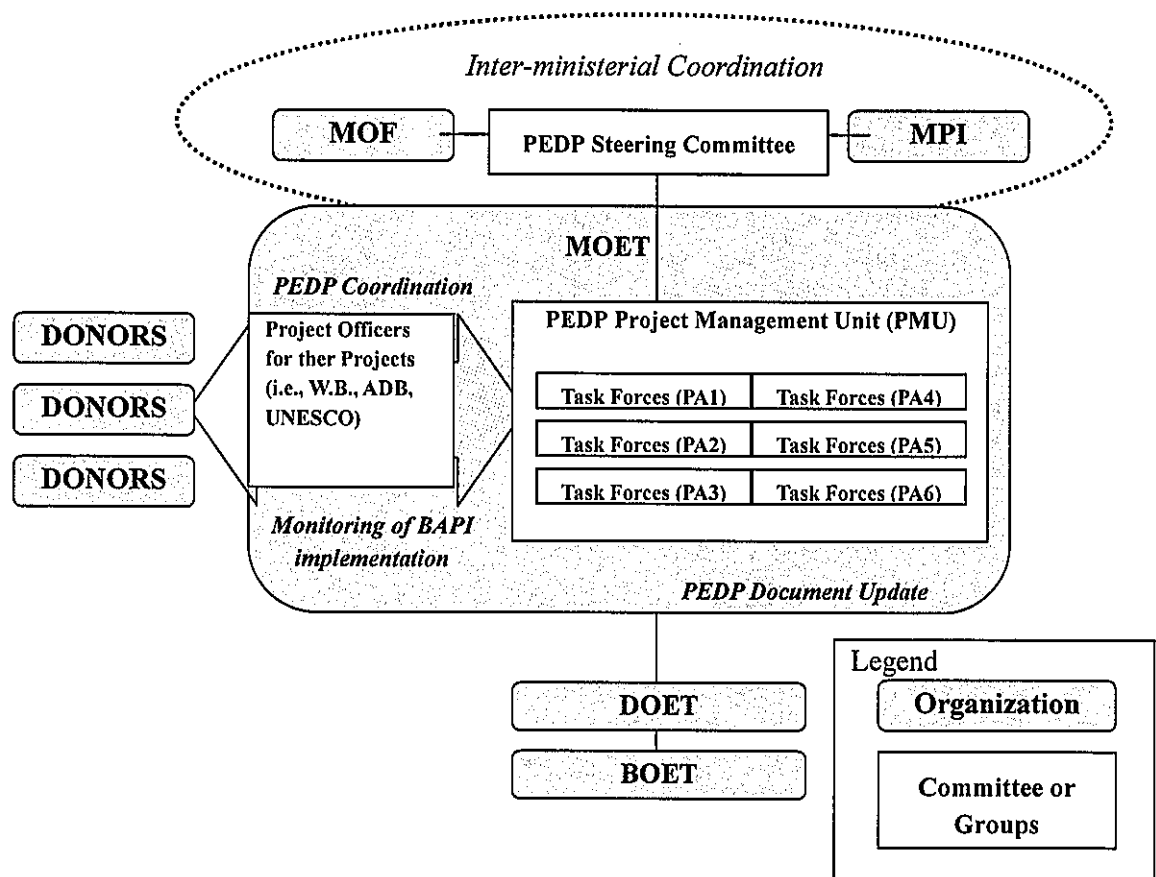
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## PEDP ORGANIZATIONAL FRAMEWORK

This chapter presents the organizational framework of the PEDP operation to clarify who does what in the processes involved.

### 2.1 What is the Overall Organizational Framework of PEDP?

Figure 2.1 PEDP Organizational Framework



As Figure 2.1 above shows, there are three major stakeholders involved in the PEDP operation:

- 1) MOET (PEDP Steering Committee, PMU, Six PA Task Forces, and Other Project Officers);
- 2) Implementing Agencies (DOETs, BOETs, Schools, and Communities); and
- 3) Donors

PEDP is administered by MOET under close cooperation among the various agencies concerned. Under the PEDP framework, MOET plans, coordinates and monitors activities to support primary education both by GOV, with the funding of MOF and MPI as well as by donors based on MOET's national priorities and identified need gaps, as derived from the Provincial PEDPs submitted by DOETs.

## **2.2 What are the Organizational Arrangements for PEDP within MOET?**

### **2.2.1 Steering Committee for PEDP**

An inter-ministerial committee for PEDP, called the Steering Committee for PEDP, was organized and held based on a Decision by Minister of MOET. The responsibilities of the Committee are as follow.

*The responsibilities of the Steering Committee include:*

- Assisting the Minister to monitor the formulation and operation of PEDP
- Overseeing the work of the PMU for PEDP

### **2.2.2 Program Management Unit (PMU) for PEDP**

Under the ministerial decision (No.4062/QD-BGD&DT-TCCB dated 6<sup>th</sup> of July, 2001), the Program Management Unit (PMU) for PEDP was set up to manage all processes for PEDP development and implementation. The PMU consists of the following 10 members, who have been selected from different departments and institutions under MOET:

#### **PMU Head**

Dr. Trinh Quoc THAI    Acting Director, Primary Education Department

#### **PMU Members**

Ms. Nguyen Thi Hong HANH (Contact Person)	Expert, Primary Education Department
Mr. Le Tien THANH	Deputy Director, Primary Education Department
Ms. Nguyen Bich THAI	Expert, Personnel Department
Ms. Tran Thi Lan ANH	Expert, International Relations Department
Mr. Nguyen Dang KHOA	Expert, Administrative Office
Mr. Vu Van LONG	Expert, Planning and Finance Department
Mr. Nguyen Viet HUNG	Expert, Continuing Education Department
Dr. Le Thi Van ANH	Researcher, National Institute of Educational Strategy & Curriculum
Mr. Luong Viet THAI	Researcher, National Institute of Educational Strategy & Curriculum

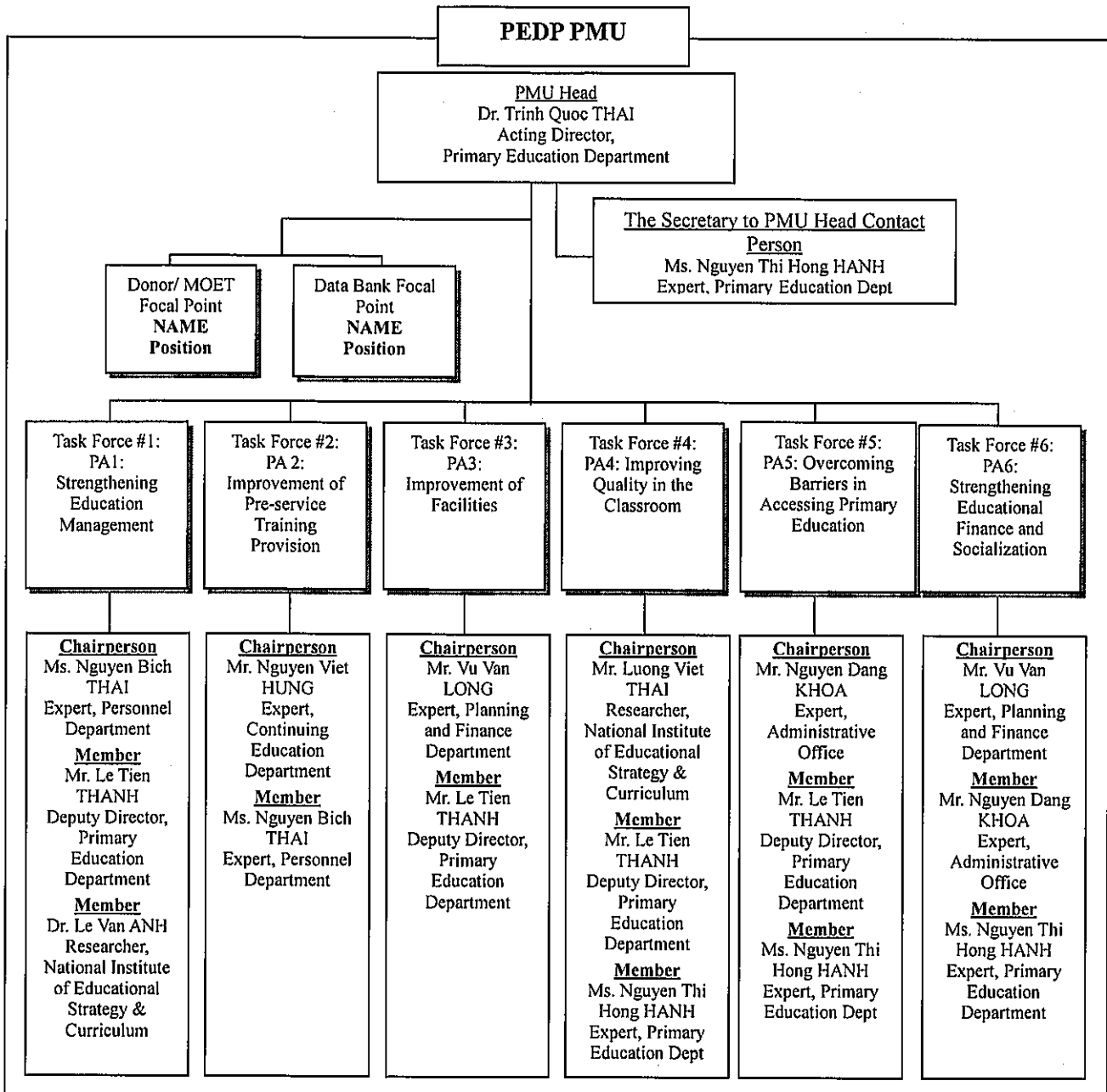
*The responsibilities of PMU include:*

- Assisting the Steering Committee in carrying out specific tasks concerning the PEDP operation such as:
  - Monitoring of BAPI Implementation
  - Coordinating PEDP
  - Updating PEDP Document

### **2.2.3 Six PA Task Forces under PMU**

For the purpose of effective PEDP development and implementation, a Task Force for each of the six Prioritized Areas (PAs), which have been identified through the development of the National PEDP document, has been established under PMU. The six PAs are: (PA1) Strengthening Education Management, (PA2) Improvement of Pre-service Training Provision, (PA3) Improvement of Facilities, (PA4) Improving Quality in the Classroom, (PA5) Overcoming Barriers in Accessing Primary Education, and (PA6) Strengthening Educational Finance and Socialization. These six PA Task Forces are composed of PMU members from relevant departments and affiliated institutions under MOET, whose work is directly related to the respective PA. The Task Forces closely work with MOET Project Officers in charge of donor-supported primary education projects to discuss issues and make recommendations for actions to be taken with regard to the BAPI implementation in their PA. They also attend PEDP Donor Working Meetings to represent their PA.

Figure 2.2 Organization of Six PA Task Forces (As of February 2004)



## 3

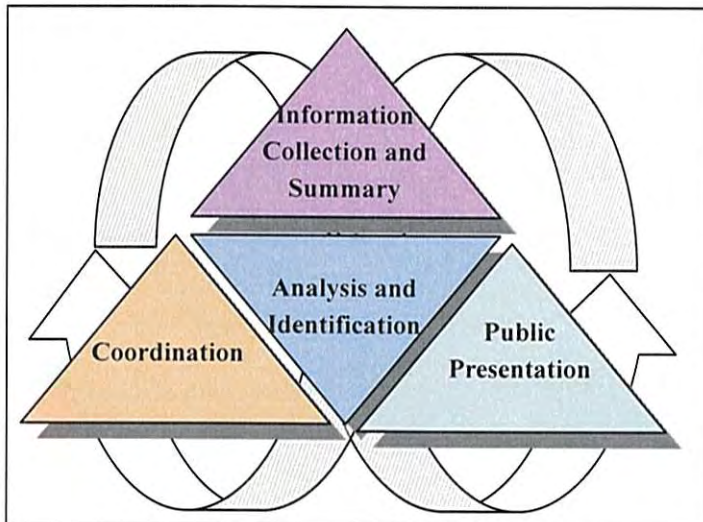
### FUNCTIONS OF PMU

This chapter outlines the operational framework and processes involved in PEDP implementation, in order to clarify the roles and responsibilities of each organization/agency concerned.

#### 3.1 What are the Overall Functions of PMU?

PMU members have the following functions, as shown in Figure 3.1. It should be noted that these activities are circular in that the results for each function are used for other functions.

Figure 3.1 Overall Functions of PMU



**Function (1): Collection and Summary of PEDP Information**

To collect and summarize information on what is needed and what has been done. It also collects quantitative data to support and clarify them

**Function (2): Analysis of Information and Identification of Disparities**

To cross-check and identify disparities comparing among needs, activities, and indicators

**Function (3): Coordination among Stakeholders**

To coordinate donors and MOET project/program activities in Primary Education using information from Function (1) and (2)

**Function (4): Public Presentation for PEDP activities**

To publicize the main results from Functions (1) through (3)

Table 3.1 shows functions and related tasks and output, as well as the responsible party/entity for each function/task. The following section explains the details of each task.

**Table 3.1: PMU Functions and Tasks**

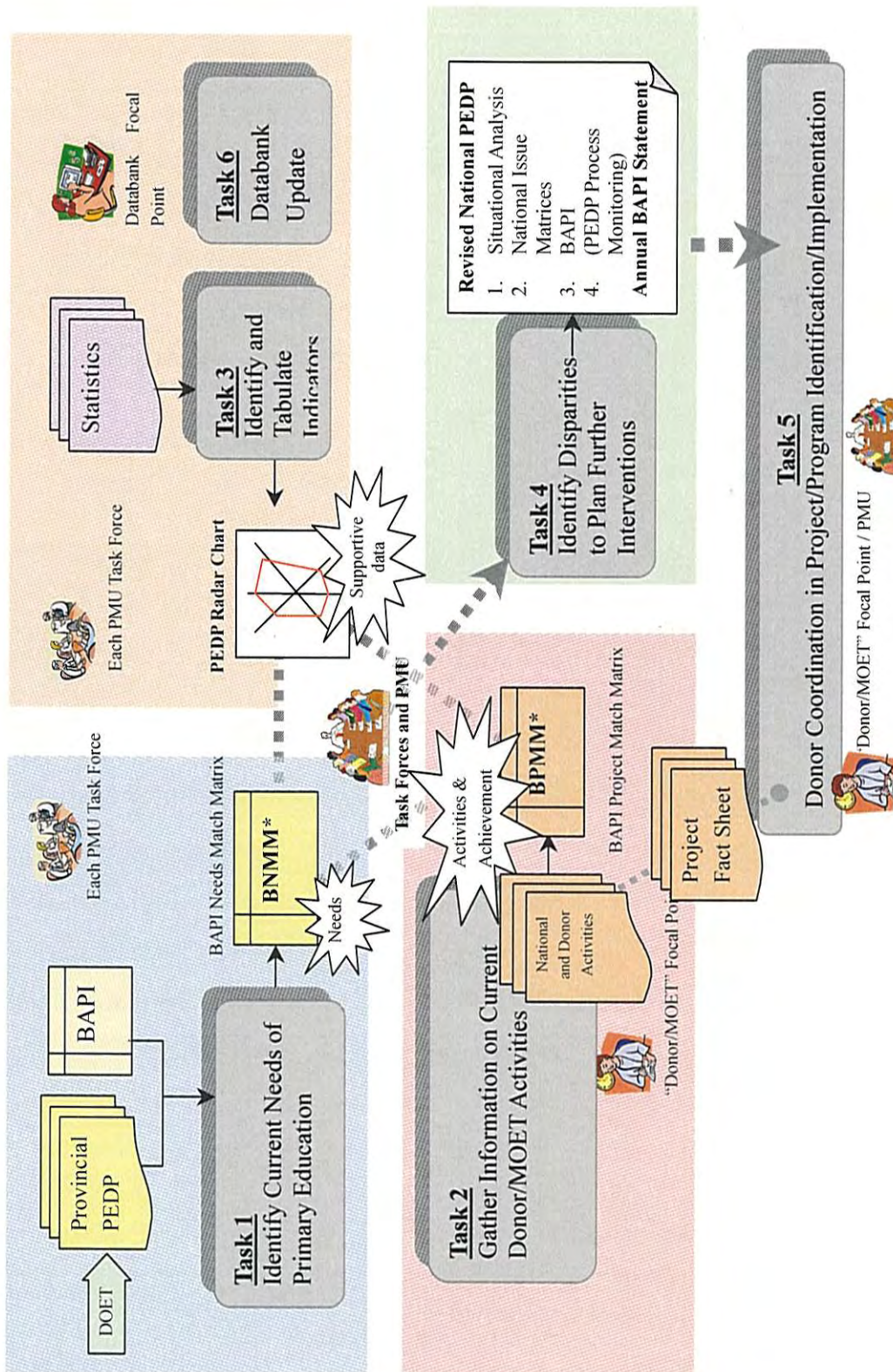
Function	Task	Output Document	In Charge	Event
1. Information Collection and Summary	Task 1: Identify Current Needs of Primary Education	- Provincial PEDP documents	DOET Officials BOET/Headmasters	Provincial PEDP Workshop
		- By-Province BAPI Needs Match Matrix	PMU Task Force	PA Task Force Meetings for Needs Mapping
		- BAPI Needs Match Matrix (BNMM)		
	Task 2: Gather Information of Current Donor/MOET Activity on BPMM	- National and Donor Activities	PMU Task Force (Donor/MOET Focal Point)	PA Task Force Meeting for Project Activity Mapping
		- BAPI Project Match Matrix (BPMM)		
	Task 3: Identify and Tabulate Indicators	- PEDP Radar Chart	PMU Task Force (Indicators Focal Point)	PA Task Force Meetings for Tabulation Development
2. Analysis and Identification	Task 4: Identify Disparities to Plan Further Intervention	- Annual BAPI Statement	PMU Task Force	PA Task Force Meetings
		- Revised National PEDP		
3. Coordination among Stakeholders	Task 5: Donor Coordination in Project/Program Identification/ Implementation	- Donor Fact Sheet - Minutes of Meetings for the Donor Meetings (Aligned project activities with every donor)	PMU Task Force (Donor/MOET Focal Point)	PEPD Donor Meeting
4. Public Presentation	Task 6: Databank Update	- Website/CD	PMU Task Force (Databank Focal Point)	Website Update

### 3.1 How are these Functions Mutually Related?

The six tasks listed in Section 3.1 are mutually-related, as shown in Figure 3.2



Figure 3.2 Relationship Among Results of Key PMU Functions



## **3.2 Key Task (1) of PMU: Identify Current Needs of Primary Education**

### **3.2.1 Objectives**

This task aims to understand current needs for primary education, which are identified by the workshop with participatory approaches.

### **3.2.2 People Concerned**

- **DOET Officials** as organizers and facilitators of the workshop (Step 1)
- **School Headmasters and BOET officials** as participants of the workshop (Step 1)
- **PMU Task Force members** as observers and collectors (Step 1 through 3)
- **PEDP Secretary** as a liaison officer (Step 1 through 3)

### **3.2.3 Activities**

#### **Step 1: Organize Provincial PEDP Workshops**

With an official letter from the MOET/PMU Secretary, DOET officials organize the workshop and develop Provincial PEDP documents. They are acting not only as organizers, but also as facilitators for the workshop to elicit current needs from the grassroots level. More detailed descriptions of activities are written in the *Guidelines for Preparation of the Provincial Primary Education Development Program* (see Annex A-2)

Output: Provincial PEDP documents

#### **Step 2: Summarize provincial needs by province**

Each PA Task Force relates needs stated in the Provincial PEDP documents and in other regular provincial educational planning documents into the *By Province BAPI Needs Match Matrix* (see Table 3.2). Each PA Task Force may revise the BAPI, if there are any emerging needs or if the nature of the needs changes.

Output: By Province BAPI Needs Match Matrix

#### **Step 3: Map provincial needs into BAPI Needs Match Matrix**

PA Task Forces summarize the collected *By-Province BAPI Needs Match Matrix* (61 documents) into the *BAPI Needs Match Matrix* (see Table 3.3 for the conversion)

Output: BAPI Needs Match Matrix

**Table 3.2: By Province BAPI-Needs Match Matrix (Example)**

**XXX Province**

PA	Sub-sector	Broad Areas of Possible Interventions		Match	Statements in Provincial PEDP (Issue Tree, Matrix & Description)	Suspended Unclear Statements	
PA3 Improvement of Facilities	P3/S1	Facility planning, design and supply criteria	P3/S1/B1	Reform primary school design and construction standards	√	School design standard needs to be adjusted	
			P3/S1/B2	Design and supply of school furniture and playground equipment			
	P3/S2	School Construction	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 and hygiene system at existing schools			
			P3/S2/B6	New supply and/or improvement of power supply and electrical system			
			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 shelter)			
			P3/S2/B9	Construction of new school			
			P3/S2/B10	Facility maintenance and asset management			
Substantial needs that were not accommodated in the existing BAPI		<u>Needs Statement in Provincial PEDP</u>  <u>Proposal on Draft Revision of BAPI in National PEDP</u>					
Substantial needs that were not accommodated in existing National Issue Matrix (NIM)		<u>Needs Statement in Provincial PEDP</u>  <u>Proposal on Draft Revision of NIM in National PEDP</u>					

**Table 3.3: BAPI Needs Match Matrix (Example)**

Needs Mapping Legends:  Needs identified in Provincial PEDP (Reader/User should refer to the Provincial PEDP Document (Issue Tree, Issue Matrix and Issue Description) for further clarification)

Prioritized Area	Sub-sector		Broad Areas of Possible Interventions	Central level/MOET	National	1. Ha Noi	2. Hai Phong	3. Ha Tay	4. Hai Duong			59	60	61		
PA3 Improvement of Facilities	P3/S1	Facility planning, design and supply criteria	P3/S1/ B1	Reform primary school design and construction standards												
			P3/S1/ B2	Design and supply of school furniture and playground equipment												
	P3/S2	Construction and maintenance of school facility	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												
			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 shelter)												
			P3/S2/B9	Construction of new school												
			P3/S2/B10	Facility maintenance and asset management												

Notes on Proposed Revision/Addition to BAPI	BAPI	Provinces	Reason + Evidence
Notes on Proposal Revision/Addition to NIM	BAPI	To be revised/added as	Reason + Reference to Provincial PEDP
Statement on Needs Identified by MOET PMU	NIM	To be revised/added as	To be revised/added as

### **3.3 Key Task (2) of PMU: Gather Information of Current Donor/MOET Activities**

#### **3.3.1 Objectives**

This task aims to understand the current activities and achievement of donors/MOET.

#### **3.3.2 People Concerned**

- **Donor/MOET Focal Point and Project Officers in MOET** for information exchange and summarizing activities into BPMM (Step 1 and 2)
- **Task Force Members** for developing BAPI Project Match Matrix (Step 2)
- **PEDP Secretary** as a liaison officer (Step 1 and 2)

#### **3.3.3 Activities**

##### **Step 1: Summarize Donor/MOET Activities into *National and Donor Activities***

Donor/MOET focal point lists all *Donor Fact Sheets* into *National and Donor Activities* (for donor fact sheet collection, refer to Key Task (5) PMU: Donor Coordination)

Output: National and Donor Activities

##### **Step 2: Map Donor/MOET Activities into *BAPI Project Match Matrix***

Under a request from the PEDP Secretary, the Task Force members transfer information of updated the *National and Donor Activities* into the *BAPI Project Match Matrix* to align activities along the BAPI matrix.

Output: BAPI Project Match Matrix

In addition to these activities, Donor/MOET Focal Point and Project Officers in MOET maintain close contacts in order to have updated information about donor/MOET activities (see Task 5 for more details).

Table 3.4: National and Donor Activities (Example)

	Programs/ Projects	Content	Donors	Period	Target Area	Cost US\$	Prioritized Area in BAPI Matrix							
							1	2	3	4	5	6		
WB1	1. Primary Education Project	(a) Improve the quality and relevance of primary education; (b) rehabilitate existing infrastructure and extend access; and (c) strengthen the management of primary education at the school, district, provincial, and national levels.	World Bank	1993-2002	All provinces	US\$ ....	S2/B2	S1/B2	S2/B1	S3/B2				
JP1	1. Improvement of Facilities in Primary Schools in the Northern Mountain Region of Vietnam	Infrastructure.	JICA	2002-Ongoing	Ha Giang, Tuyen Quang, Bac Can, Thai Nguyen, Cao Bang, Phu Tho, Bac Giang, Lai Chau	Foreign: US\$ .... Local: US\$ ....			S2/B1 S2/B3 S2/B5			S1/B2		

**Table 3.5: Project Activity Mapping on BAPI Project Match Matrix (Example)**

Prioritized Area	Sub-sector		Broad Areas of Possible Interventions		Central level/MOET	National	1. Ha Noi	2. Hai Phong	3. Ha Tay	4. Hai Duong	5. Ha Giang		59	60	61				
	PA3 Improvement of Facilities	P3/S1	Facility planning, design and supply criteria	P3/S1/B1	Reform primary school design and construction standards														
P3/S1/B2				Design and supply of school furniture and playground equipment															
P3/S2		Construction & maintenance of school facility	P3/S2/B1	Increase number of classrooms at existing schools		WB1						JP1							
			P3/S2/B2	Construction & 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									JP1						
			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									JP1						
			P3/S2/B6	New supply and / or improvement of power supply and electrical system															
			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 shelter)															
			P3/S2/B9	Construction of new school															
P3/S2/B10	Facility maintenance and asset management																		

### **3.4 Key Task (3) of PMU: Identify and Tabulate Indicators**

#### **3.4.1 Objectives**

This task aims to prepare data to check and verify the needs and activities identified by Task 1 and 2.

#### **3.4.2 People Concerned**

- **PMU Task Force members** for the selection of indicators (Step 1 and 2)
- **PEDP Secretary** as a liaison officer (Step 1 through 3)

#### **3.4.3 Activities**

##### **Step 1: Review the indicators**

Each PA Task Force reviews the type of indicators to be used corresponding to each PA and determines whether it is not only valid and appropriate for each PA, but also available. The Task Force then informs this result to the PEDP Secretary. Table 3.6 shows the 2004 version of the indicators.

Output: List of Indicators for each Prioritized Area

##### **Step 2: Collect data of the selected indicators**

Under a request from the PEDP Secretary, each PA Task Force collects data for 61 provinces according to selected indicators.

Output: Data of selected indicators for each PA in the 61 provinces

##### **Step 3: Make tabulation and charts**

Each PA Task Force calculates the average points for each PA, based on the standardized value for each data. Then each PA Task Force produces a *PEDP Radar Chart* and submits the compiled data to the Secretary to the PMU Head. The Secretary to the PMU Head then distributes the data and charts to each PA Task Force.

Output: PEDP Radar Chart

Please refer to the details for data collection and tabulation in Annex A-3, Data Set Preparation For PEDP 2004 Update.



**Table 3.6: Suggested List of Indicators for the Provincial Ranking of Educational Indicators**

PA	Quantitative Indicators	Portion of Value for each PA (%)*
PA1 Strengthening Education Management	Ratio of Education Managers with Education Certificate	15
	Ratio of Education Managers with State Certificate	9
	Ratio of Higher Qualified Principals	12
	Result of PA 2	14
	Result of PA 3	14
	Result of PA 4	14
	Result of PA 5	14
	Result of PA 6	14
PA2 Improvement of Pre-service Training Provision	Pupil to Teacher Ratio	15
	Class to Teacher Ratio	15
	Ratio of Qualified Teachers	30
	Ratio of Higher Qualified Teachers	20
	Ratio of Special Subject Teachers	20
PA3 Improvement of Facilities	Classroom to Class Ratio	30
	Pupil to Class Ratio	10
	Ratio of Level 4 or Better Classroom	30
	Ratio of School Libraries	10
	Ratio of School Function Rooms	10
	Ratio of School Clean Water Systems	10
PA4 Improving Quality in the Classroom: Teachers, Curriculum & Teaching-Learning Processes	Pupil to Teacher Ratio	10
	Ratio of Qualified Teachers	20
	Ratio of Higher Qualified Teachers	15
	Ratio of Special Subject Teacher s	15
	Promotion Ratio	25
	Full-Day Schooling Ratio	15
PA5 Overcoming barriers in accessing primary education	School at Right Age Ratio	35
	Promotion Ratio	30
	Dropout Ratio	20
	Female Pupil Ratio	15
PA6 Strengthening Educational Finance and Socialization	Primary Education Budget per Pupil	35
	Ratio of Primary Education Budget to Entire Education Budget	35
	Ratio of Other Financial Sources in Primary Education Budget	20
	Provincial per Capita GDP	10

### **3.5 Key Task (4) of PMU: Identify Disparities to Plan Further Interventions**

#### **3.5.1 Objectives**

This task aims to understand disparities among current needs, activities, and supportive data to develop additional directions and activities.

#### **3.5.2 People Concerned**

- **PEDP Head** for the overall coordination (Step 1 through 5)
- **PMU Task Force Members** for comparing disparities (Step 1, 2, and 3)
- **PEDP Secretary** as a liaison officer (Step 1 through 5)

#### **3.5.3 Activities**

##### **Step 1: Hold mobilization (kickoff) meeting**

With the Provincial Needs Document (summarized in the BNMM), the Donor/MOET Activities Document (summarized in the BPMM), as well as data and charts, the PEDP Secretary sends an official letter to invite all PMU Task Force members for the initial meeting. In this meeting, anything unclear about the documents is discussed and responsibilities and tasks for each member are clarified. In addition, the tentative schedule for each task is fixed to update the National PEDP Document.

##### **Step 2: Identify qualitative and quantitative disparities at each PA**

Each of the PA Task Force members meet and identify qualitative and quantitative disparities (see details in Table 3.7). It should be noted that the contents and statements of the BAPI may be revised in this step.

##### **Step 3: Check the progress of development of National PEDP Document**

With an invitation from the PEDP Secretary, PMU Task Force members conduct a meeting to check the progress of task implementation. Any difficulties that have arisen are mentioned, while the schedule for the final meeting is also finalized. At this meeting, the PMU Task Force develops the *Annual PEDP Statement* (see the Table 3.8 for the Table of Contents) and/or the first draft of the *National PEDP*.

(Note: this step may occur more than once, depending on the progress of development)

Output: Annual PEDP Statement and First Draft of National PEDP document

##### **Step 4: Confirm the final version of the National PEDP Document**

With an invitation from the PEDP Secretary, the PMU Task Force members again conduct a meeting to approve the final version of the National PEDP Document. All deliverables

developed by each PA Task Force are summarized beforehand, in accordance with the outline of the *National PEDP Document*. PMU Task Force members check and revise it, if needed.

Output: Final Version of the National PEDP Document

#### Step 5: Obtain approval from the Vice-Minister for PEDP

With the confirmation of the Final National PEDP Document, the PEDP Secretary submits it to the Vice-Minister for PEDP document approval. After obtaining approval from the Vice-Minister, the Final National PEDP Document will be printed out and circulated within MOET and related donors.

For details of disparity analysis, please refer to Table 3.7 and Annex A-4, BAPI Update Guideline. For detailed tasks and tips for the compilation of the National PEDP, please refer to Annex A5.

**Table 3.7 : Qualitative and Quantitative Disparity Identification**

Task Force Activity
(1) <u>Qualitative</u> Needs Disparity Identification with Project Activity Mapping on BAPI Match Matrix
(1-1) Disparity Identification (1) – Provincial Needs vs. Planned Project/Program. The PA Task Force verifies if the marked boxes match with ongoing and/or pipeline projects by donors/MOET. The PMU compares two sets of information to identify areas and provinces that needs further support.
(1-2) Disparity Identification (2) –Needs Identified by MOET-PMU vs. Planned Project/Program. The PMU PA Task Force verifies if the shaded boxes in the Central/MOET column match the shaded boxes in the provincial columns.
(1-3) Disparity Identification (3) – Provincial Needs vs. Needs Identified by MOET-PMU. PMU PA Task Force verifies if the needs identified by MOET match with provincial needs by comparing shaded boxes.
(2) <u>Quantitative</u> Needs Disparity Identification with the Provincial Table of Education Indicators
(2-1) Disparity Identification (1) – Compare Provincial Indicators and Provincial Average to identify the indicators in a province that differ from the average.
(2-2) Disparity Identification (2): Provincial Indicators vs. EDSP 2010 Target (and other GOV Target)

**Table 3.8 : Qualitative and Quantitative Disparity Identification**

<p style="text-align: center;">Annual PEDP Statement</p> <p>(Audience: Departments in MOET (Primary, Teacher Development, Curriculum, Planning and Investment, Personnel, etc.), MPI, International Donors)</p> <p>1. Overall View of Gap Identified</p> <p>1.1 Quantitative Gap Identification Based on Provincial PEDP Documents</p> <p>1.2 Qualitative Gap Identification Based on Provincial Ranking of Educational Indicators</p> <p>2. Prioritized BAPI-Regional Focus:</p> <p>MOET PMU would like to state that donor/MOET interventions, which would be formulated in the Primary Education Sector during 200X-X, should cover <u>(but not be limited to)</u> the following BAPI and Provinces/Regions</p> <ul style="list-style-type: none"><li>◆ BAPI Px/Sx/Bx (Province A, B, C, D, E)</li><li>◆ BAPI Px/Sx/Bx (Province A, B, C, D, E)</li><li>◆ BAPI Px/Sx/Bx (Province A, B, C, D, E)</li><li>◆ BAPI Px/Sx/Bx (Province A, B, C, D, E)</li><li>◆ BAPI Px/Sx/Bx (Province A, B, C, D, E)</li></ul>
---

### **3.6 Key Task (5) of PMU: Donor Coordination**

#### **3.6.1 Objectives**

This task aims to increase donor/MOET comprehension of other activities and to reduce overlap/duplication among them, to reach EDSP 2010 targets.

#### **3.6.2 People Concerned**

- **Donor/MOET Focal Point** as a donor liaison (Step 1 through 3)
- **PEDP Head** for overall coordination (Step 2)
- **MOET Project Officers** as participants of the meetings (Step 1 through 3)
- **Donor Project Officers (or representatives)** as participants of the meetings (Step 1 through 3)
- **Concerned GOV agencies** as participants of the meetings (Step 1 and 2)
- **PEDP Secretary** as a liaison officer (Step 1 through 3)

#### **3.6.3 Activities**

##### **Step 1: Share updated information about donor/MOET activities**

The Donor/MOET Focal Point maintains close contact with MOET and donor Project Officers to share updated information about donor/MOET activities. The Donor/MOET Focal Point also asks MOET and donor Project Officers to make or update the Donor Fact Sheets. This step is not limited to face-to face meetings, but may be expanded to existing collective measures such as the Education Forum.

Output: Newly-Created or Updated Donor Fact Sheet

##### **Step 2: Share information at the Donor/PEDP Working Meeting**

With the initiative of the PEDP Head, the PEDP Secretary and Donor/MOET Focal Point work together to conduct donor meetings and the PEDP Working Meeting, when appropriate and necessary. The PEDP Secretary carries out the organizational tasks of the meeting (i.e., composes the official invitation letter), while the Donor/MOET Focal Point arranges other necessary tasks (i.e., selecting issues and topics for the meeting). One of the key roles is to present the updated National PEDP and obtain various comments.

Output: Minutes of the Meetings

##### **Step 3: Follow-up discussions made during the donor meeting**

The Donor/MOET Focal Point submits unresolved questions or unclear answers from the donor meeting to the donor/MOET officers.

### **3.7 Key Task (6) of PMU: Databank Update**

#### **3.7.1 Objectives**

This task aims to share the BAPI implementation status, which will be regularly updated as the Primary Education Databank.

#### **3.7.2 People Concerned**

- **Databank Focal Point** to revise and update the databank

#### **3.7.3 Activities**

##### **Step 1: Collect Information**

The information sources of the Primary Education Databank are listed as follows below:

**Table 3.9 Source and Update Schedule for Primary Education Databank Information**

Domains	Sources	The contents need to be updated when:-
Overview	Primary Curriculum	Primary Curriculum is revised.
PEDP	National PEDP	National PEDP is revised.
Project	Project Fact Sheet	Donor Fact Sheet is collected from a donor.
Province	Provincial PEDP	Provincial PEDP is revised.
	Statistical Yearbook	Annual statistics are updated.
Resources	Various Sources	Existing information is updated.
Contact	PMU	

##### **Step 2: Translate Contents**

The information sources are available in either the English or Vietnamese language. Since the Primary Education Databank is a bilingual website, the contents should be translated accordingly.

##### **Step 3: Edit HTML files**

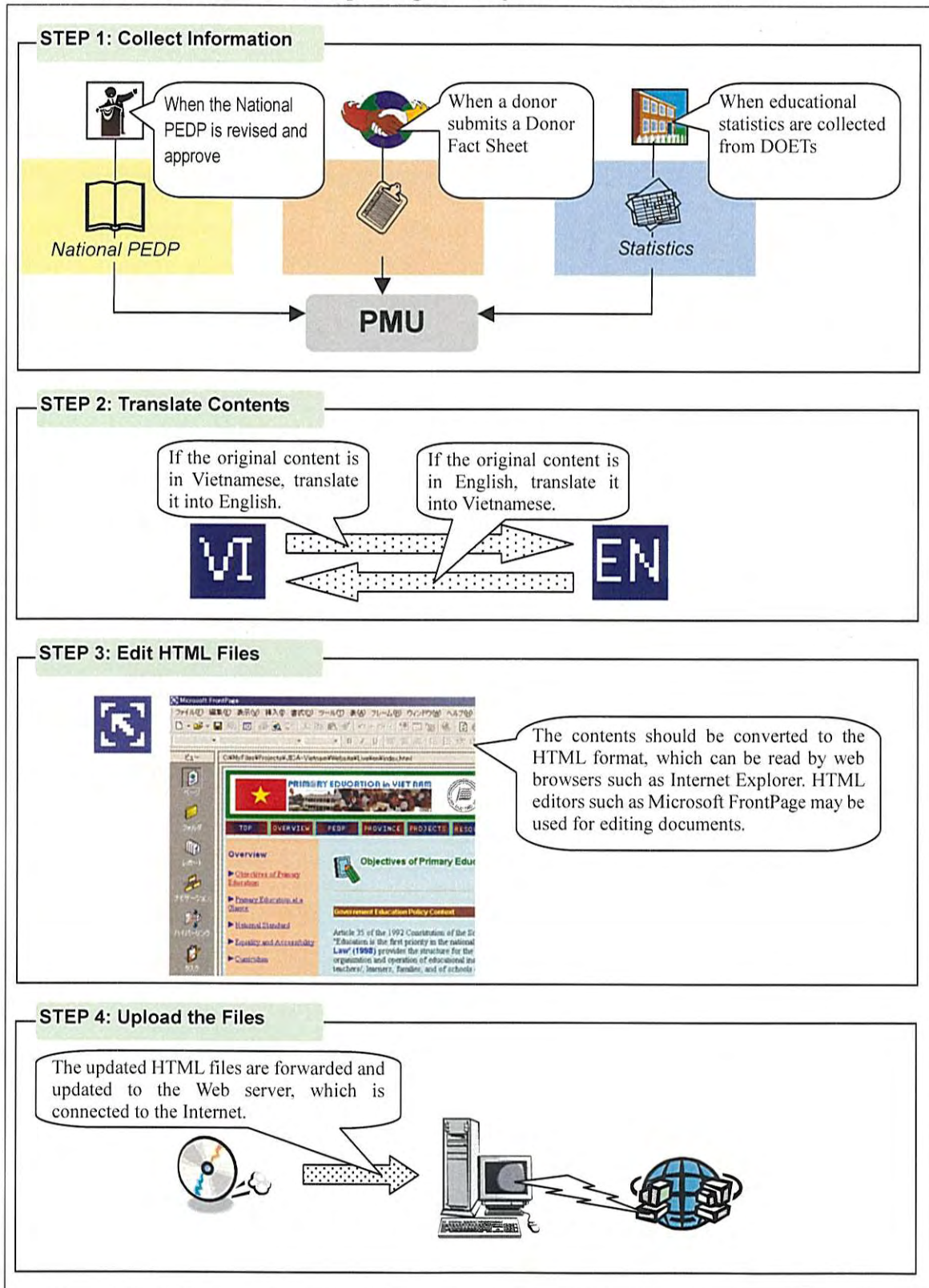
The files of the Primary Education Databank should be converted to HTML format, as it is a web-based databank. The HTML files are easily created and modified by using HTML editors such as Microsoft FrontPage.

##### **Step 4: Upload the Files**

After the contents are updated, they are copied to a CD and forwarded to the section, which

administers the website.

**Figure 3.3 Procedures of Updating Primary Education Databank**







## 4

### FUNCTIONS OF OTHER STAKEHOLDERS

This chapter describes the functions of other key stakeholders involved in PEDP, namely: (1) MOET Project Officers; (2) Donors supporting primary education in Vietnam; and (3) DOETs.

#### 4.1 What are the Functions of MOET Project Officers?

MOET Project Officers, who are in charge of primary education projects supported by various donors, are expected to play an active role in PEDP coordination, by sharing their project information and providing lessons learned for future planning.

*The expected tasks of MOET Project Officers include:*

- Submitting a PEDP Project Fact Sheet to the PMU, when any new/revised project information becomes available
- Regularly informing the PMU of the progress of ongoing project(s)
- Attending the PEDP Donor Meeting to exchange information and ideas on PEDP processes and to discuss how the PEDP could be strengthened

#### 4.2 What are the Functions of Donors?

With the growing donor interest and support directed to the education sector in Vietnam in recent years, it is becoming increasingly important to coordinate intervention activities undertaken by both GOV and donor agencies. Donors of all types including governmental (multilateral/bilateral) and non-governmental agencies, which have been providing or planning to provide assistance to the primary education sector in Vietnam, are requested to collaborate with the PMU according to the PEDP operational framework, set out in these Guidelines to ensure comprehensive and harmonized interventions for the improvement of primary education.

***The contribution of Donors includes:***

- When formulating a project, which includes components covering primary education, consulting with National PEDP documents to choose one BAPI or a combination of BAPIs to formulate a program-approach project/intervention.
- Contacting the PMU for further clarification to start the “official” project formulation process
- Providing information on their planned/on-going projects, upon request from PMU
- Attending the Donor Meeting to exchange information and ideas on the PEDP processes and discuss how the GOV and the donor community could better collaborate for effective BAPI implementation.

**4.3 What are the Functions of DOETs?**

Within the PEDP processes, DOETs play an important role in developing and updating Provincial PEDP on their respective province, which forms a basis for the National PEDP. Under the guidance of the PMU, DOETs prepare and submit Provincial PEDPs. DOETs are also responsible for monitoring the progress of donor-supported projects in their own province and report to MOET/PMU on their BAPI implementation.

***The expected tasks of DOETs include:***

- Developing and updating an annual Provincial PEDP under the guidance of PMU
- Utilizing Provincial PEDP (Issue Trees, Issue Matrices, and Issue Description) as a needs assessment practice for the Provincial, Annual, and Five-Year Education Development Plan.
- Ensuring prepared Provincial PEDPs are consistent with the EDSP 2010 and EFA.
- Liaising with executing agencies of ongoing donor project(s) in respective provinces to monitor the project implementation status

## 5

### SUMMARY OF THE PEDP OPERATION

This chapter recapitulates the overall PEDP operation process presented in the preceding chapters of this document.

#### **5.1 Overview of Task Schedule of PEDP Operation**

The following figures show the overall task flow and work schedule of the PEDP operation.

Table 5.1: PEDP Operation Work Schedule (2004-2010)

Task	Task/Event	Personnel							FY						
		PEDP Head	PEDP Secretary	Task Force Member	Donor/MOET Focal Point	Databank Focal Point	Workshop Organizer and Participants	2004	2005	2006	2007	2008	2009	2010	
1 Identify Current Needs of Primary Education	Provincial PEDP Workshop		○	○		○			✓						
	PA Meetings for Needs Mapping		○	○					✓						
2 Gather Information on Current Donor/MOET Activities	PA Meetings for Project Activity Mapping	○			○				✓	✓	✓	✓	✓	✓	
	Tabulation and Charis Development		○						✓	✓	✓	✓	✓	✓	
3 Identify and Tabulate Indicators	Overall Coordination Meeting Participation	○	○	○											
	Collection of Project Fact Sheet		○		○				✓	✓	✓	✓	✓	✓	
4 Identify Disparities to Plan Further Interventions	Overall Coordination/Liaison	○	○		○				✓	✓	✓	✓	✓	✓	
	PEDP Working Meeting	○	○	○					✓	✓	✓	✓	✓	✓	
	PEDP Donor Meeting	○	○		○				✓	✓	✓	✓	✓	✓	
5 Donor Coordination	Databank Update					○				✓	✓	✓	✓	✓	
6 Databank Update															

**Table 5.2: Tentative PEDP Operation Work Schedule (2007)**

Task	Task/Event	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
1 Identify Current Needs of Primary Education	Provincial PEDP Workshop			Prov PEDP									
	PA Meetings for Needs Mapping						BNNMM						
2 Gather Information on Current Donor/MOET Activities	PA Meetings for Project Activity Mapping			BPMIM									
	Tabulation and Chart Development												
3 Identify and Tabulate Indicators													
	Overall Coordination												
4 Identify Disparities to Plan Further Interventions	Meeting Participation												
	Collection of Project Fact Sheet												
5 Donor Coordination	Overall Coordination/Liaison												
	PEDP Working Meeting												
	PEDP Donor Meeting												
6 Databank Update													
	Databank Update												



## **Annex 5 Operational Guidelines**

### **Appendix A: Related Manuals and References**





**Annex A-1**  
**Handbook for PEDP Planning Workshop**

## Contents

### INTRODUCTION

- 1. What Is PEDP? -----Appendix A1-1
- 2. What Does a Provincial PEDP Document Look Like? -----Appendix A1-1
- 3. How Is the National PEDP Used? -----Appendix A1-1

### PEDP Planning Workshop

- Needs Assessment Workshop Through Participatory Approach-----Appendix A1-2
- Situational Analysis and Needs Assessment -----Appendix A1-5
- STEP 1: Preparation -----Appendix A1-6
- STEP 2: Implementing Issue Analysis -----Appendix A1-6
  - Identifying the Core Issue-----Appendix A1-6
  - Developing the Issue Tree-----Appendix A1-8
  - Formulating the Issue Matrix-----Appendix A1-10
  - Summarizing Issue Description and Presenting Evidential Data -----Appendix A1-11
- Notes -----Appendix A1-12

### ABBREVIATIONS

BOET	Bureau of Education and Training
DOET	Department of Education and Training
EPCB	Education Planning Capacity Building Training
GER	Gross Enrollment Rate
MOET	Ministry of Education and Training
NER	Net Enrollment Rate
PEDP	Primary Education Development Program

## INTRODUCTION

### 1. What Is PEDP?

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

Therefore, 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 Provincial PEDP Document Look Like?

A Provincial PEDP Document consists of two parts.

The first part is the data and indicators such as the actual and estimated number of students, teachers, classes and schools, and revenue, as well as calculated indicators such as GER, NER, Pupil/Class, etc.

The second part is the assessed needs presented in the format of the Issue Tree, Issue Matrix, and Issue Description. *Provincial PEDPs will then be integrated into the National PEDP Document.*

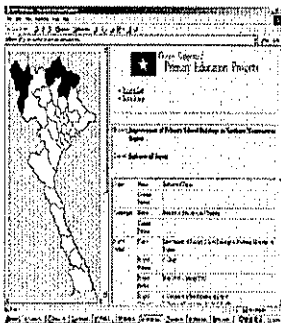
#### 2. Situational Analysis

- 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
  - The Situation of Primary Education

### 3. How Is the National PEDP Used?



The National PEDP is a summary of the assessed needs of each province in Viet Nam. PEDP and related information, such as the educational situation of each province, number of projects, etc., will be updated to the PEDP Website inside the MOET Website, where potential supporters all over the world can see the existing status of activities in primary education in Viet Nam. It is essential to submit the Provincial PEDP in order for the provincial needs to be reflected in the National PEDP.

## ***PEDP Planning Workshop***

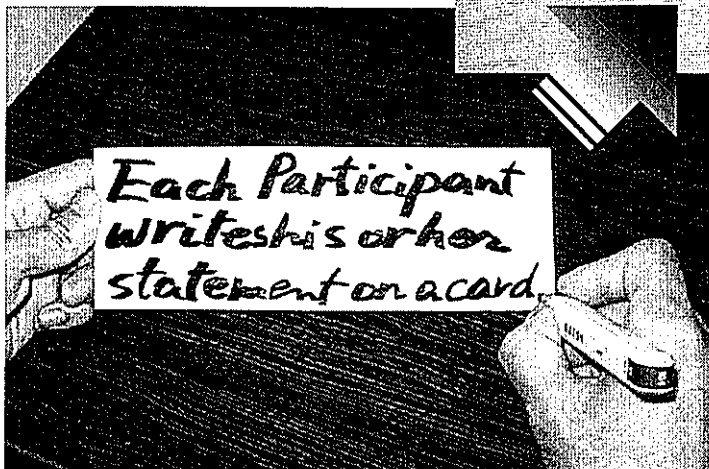
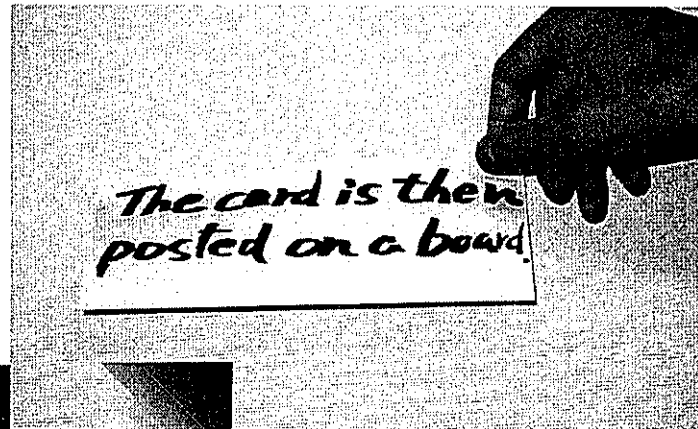
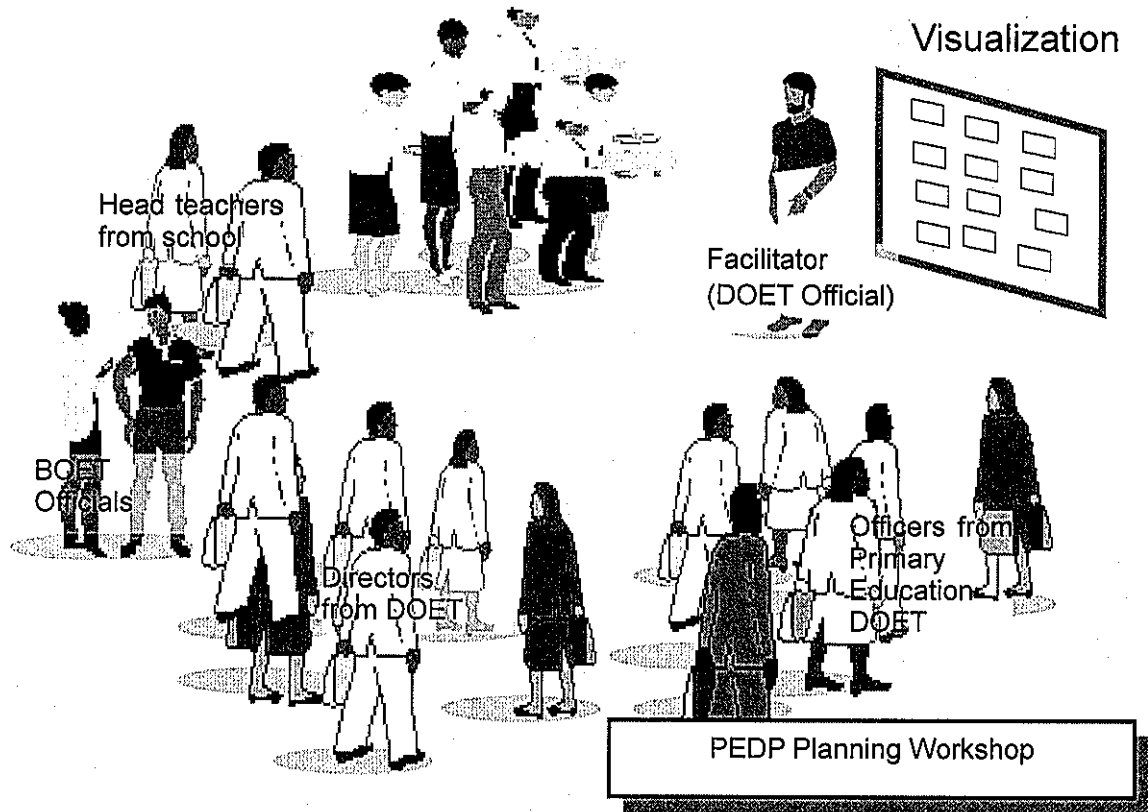
### **The Needs Assessment Workshop Through Participatory Approach**

In order to reflect the ideas from various stakeholders, the PEDP Planning Workshop is conducted by using a participatory approach. Since the primary purpose of the PEDP workshop is to identify needs to improve the primary education system in each province, it can be also referred to as a "Needs Assessment Workshop". This workshop, which uses the participatory approach, is carried out by a professional person called a facilitator, who is an expert in coordinating and promoting discussion. For the PEDP Planning Workshop, the facilitator is a DOET Official who has been trained via the EPCB Training Workshop, and the participants are DOET Officials, BOET Officials, teachers from TTC, head teachers, etc.

During the workshop, each participant is required to write his or her statement on a card to express their opinions. The cards will be then posted on a board to visually clarify the statements. All participants are involved in the analysis. To expedite the discussion, there are several important rules in writing and treating the cards properly.

#### **RULES OF THE NEEDS ASSESSMENT WORKSHOP**

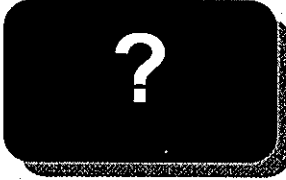
- 1. Write your own statement on a card*
- 2. Write only one statement (in a complete sentence) per card*
- 3. Make the statement brief and specific*
- 4. Stick to the facts and avoid abstractions and generalizations*
- 5. Write your statements on the cards before discussing them*
- 6. Do not remove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





Participants' statements are visually clarified


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

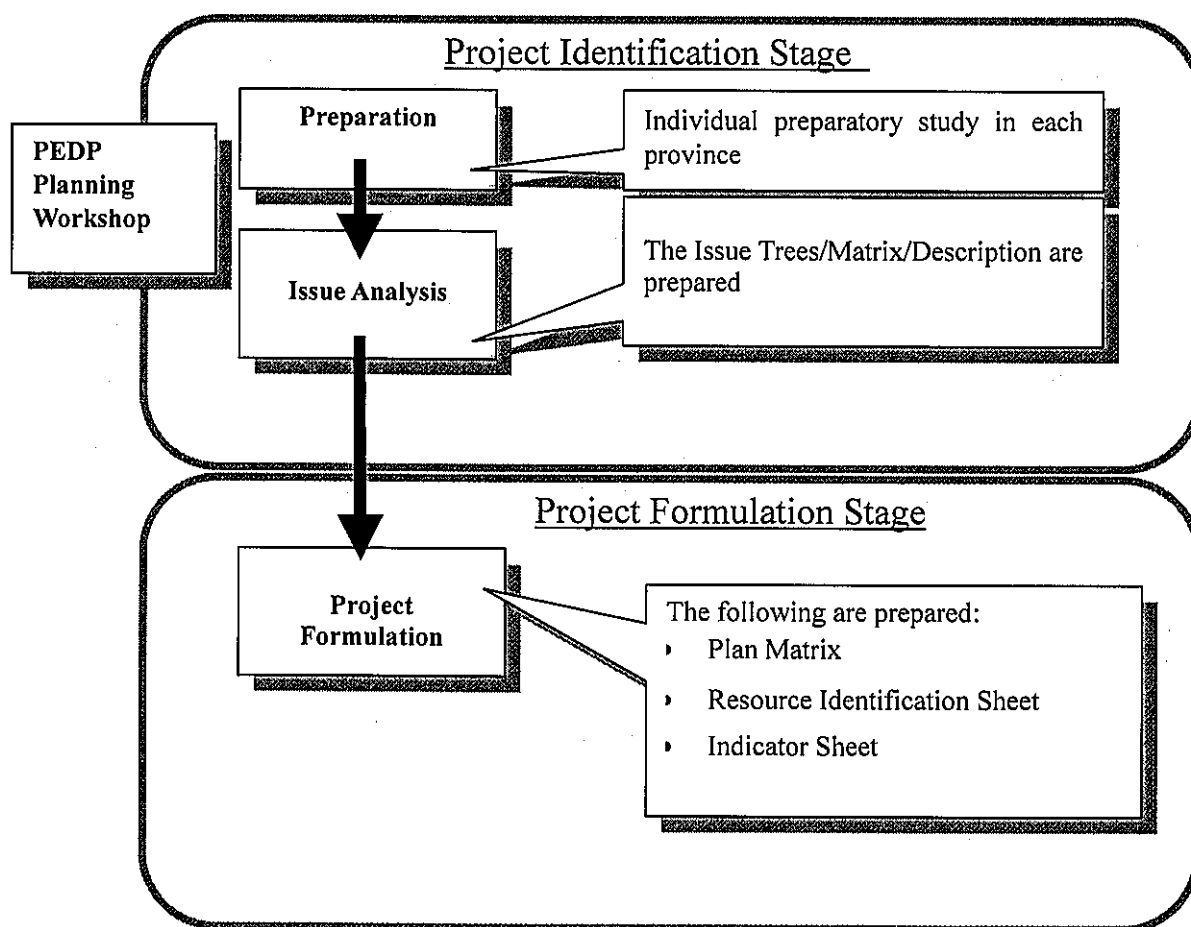
 Disagreement, conflict, or controversy exists

 No further discussion or analysis is needed

## Situational Analysis and Needs Assessment

The Needs Assessment Program incorporates two stages: the Project Identification (i.e. Preparation and Issue Analysis) and the Project Formulation stages. The focus of the PEDP Planning Workshop is the Project Identification Stage and the analysis of primary education issues in each province.

### MAIN STEPS OF NEEDS ASSESSMENT



## **STEP 1: Preparation**

Before the workshop begins, sufficient information about the province must be shared with the participants. The participants should understand the situation surrounding primary education, such as geographic location, economic, social and cultural status, population of the province, and status of primary education provisions.

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

The Issue Analysis, in the form of the Issue Tree, Issue Matrix, and Issue Description, 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.

### ***Identifying the Core Issue***

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

During Issue Analysis, each workshop participant writes one issue per card that he or she considers to be the nucleus of existing issues facing school-age children in the province. Participants then place their cards on the board in a manner that depicts a cause-effect relationship, while discussing which issues are most appropriate in developing the tree. A consensus is taken to identify the Core Issue. If a consensus 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 try to facilitate the discussion and possibly reach a consensus as a group.



## 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 expressions 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

### ***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 there 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 adequately covers all the major issues relevant to the primary education system

The cause-effect relationship between the core issue and causes can be very tricky and special attention should be paid to ensure the logic is consistent.

For example:      **WHY** are the children sick?                      - Dirty water  
                         **WHAT** is the effect of dirty water?                      - Children get 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.

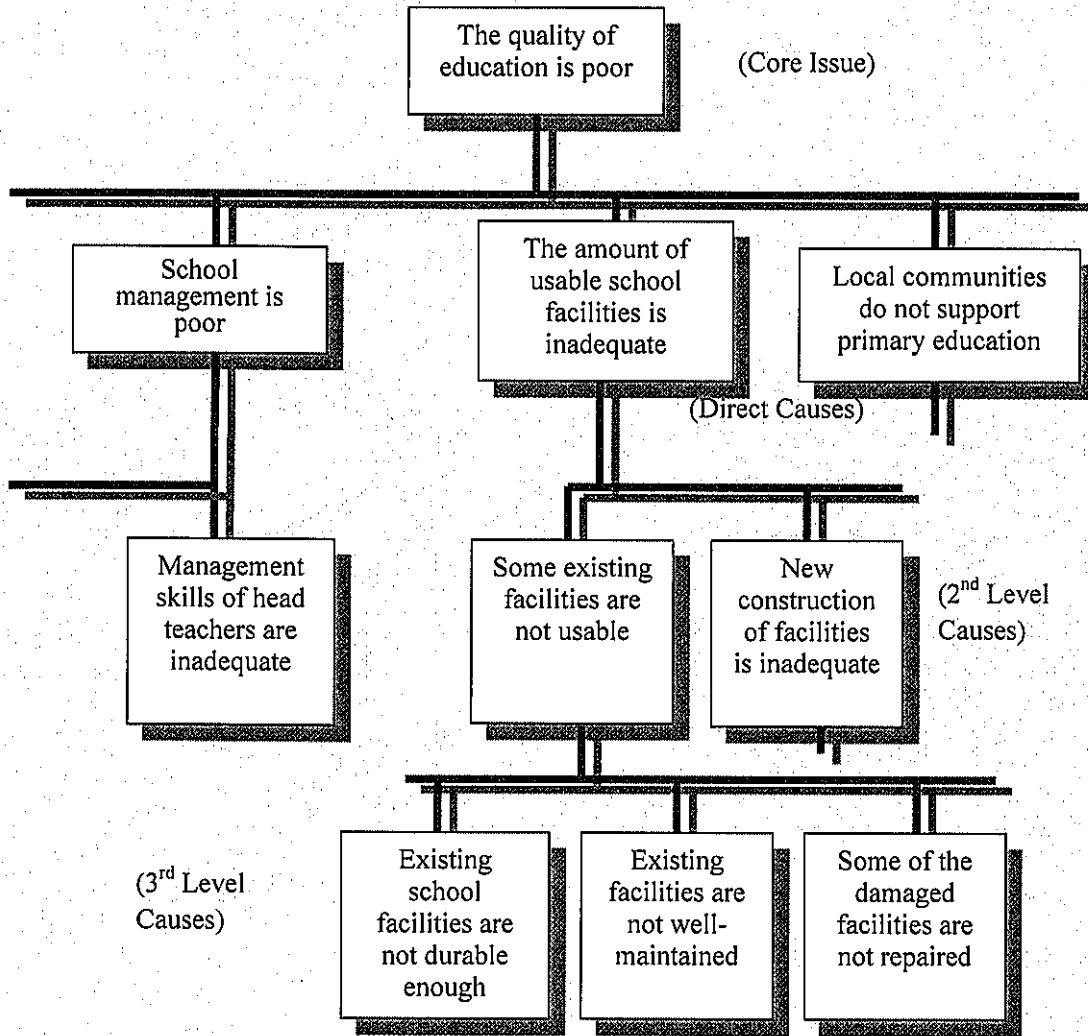
The effect of a dirty water supply is sick children.

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, "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. It is very important to make sure the relationship between the issues and causes is logical and clear.

EXAMPLE: ISSUE TREE



### 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

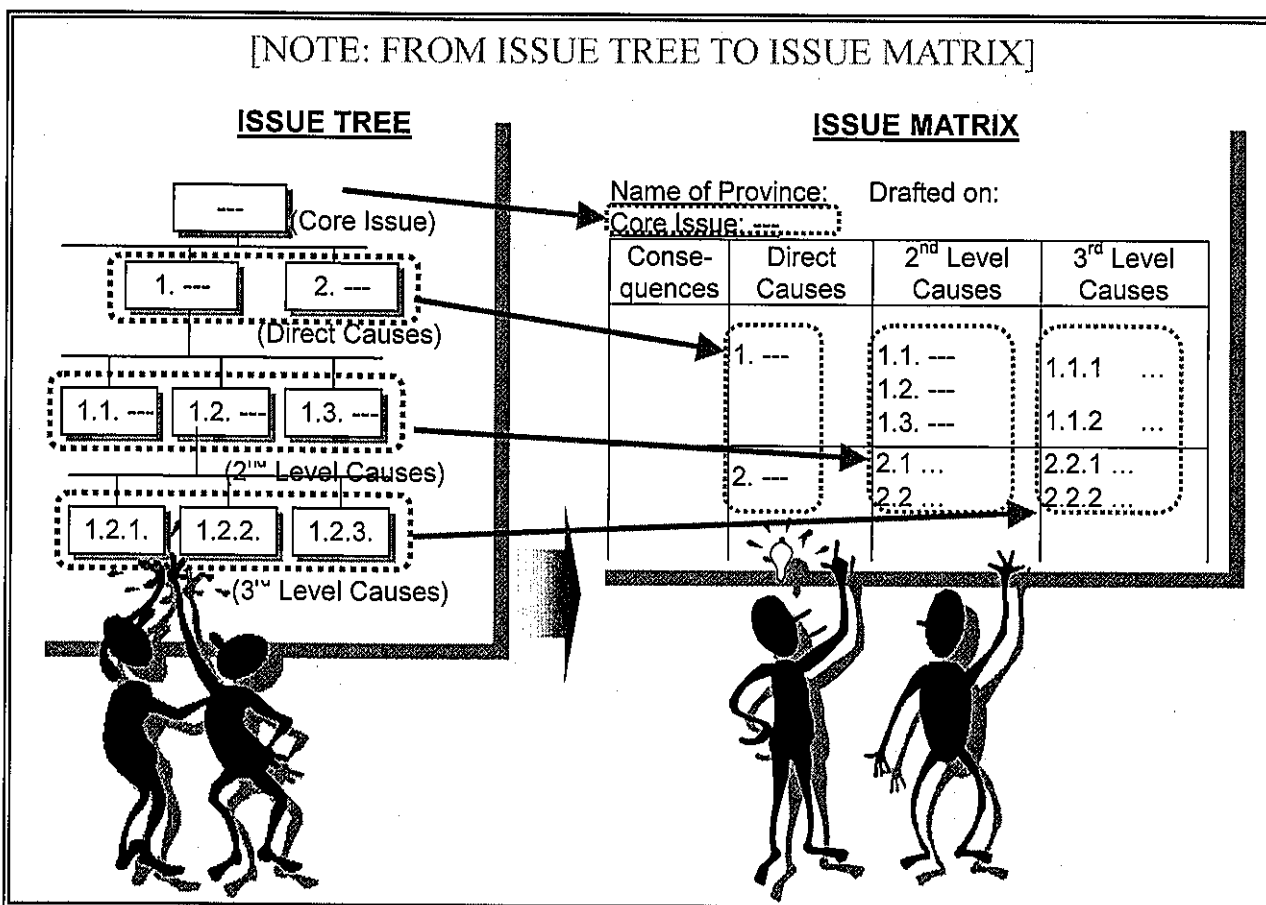
Name of Province: \_\_\_\_\_

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

Core Issue: \_\_\_\_\_

Consequences	Direct Causes	2 <sup>nd</sup> Level Causes	3 <sup>rd</sup> 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 2<sup>nd</sup> and 3<sup>rd</sup> Level Causes are then entered. Causes below 3<sup>rd</sup> Level Causes are not described in the Issue Matrix, so as to make the matrix easier to understand.



### Summarizing Issue Description and Presenting Evidential Data

The last step is to prepare the issue description and certify the issue by presenting evidential data.

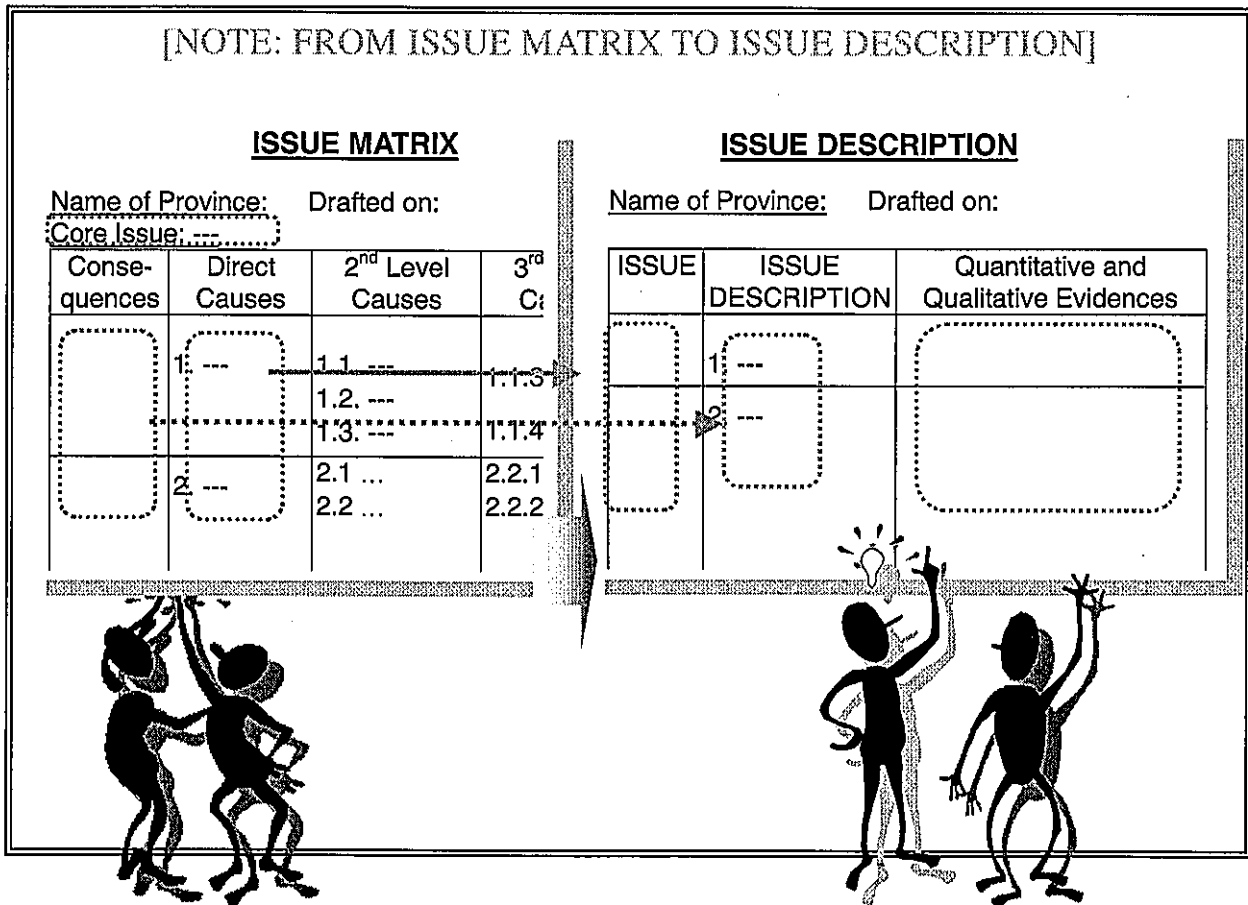
#### Issue Description

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 converted from consequences to issue description). To clarify the existence and impact of the issue, issues are expressed in qualitative and quantitative evidence.



*Note: This document is to be used as a simple reference for the participants of the PEDP Planning Workshop. The contents were extracted from the “Handbook for the Education Planning Capacity Building Training”, which was distributed to the participants of the EPCB Training Workshop. For further information about the entire education planning process, please contact the DOET Office in each province.*