

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

**GUIDELINES for
Preparation of the Provincial
Primary Education Development
Program (Provincial PEDP)
(PEDP Guideline)
Version 3.0**

**Prepared for
Support Program for Primary Education Development**

May 2003

Supported by JICA (Japan International Cooperation Agency)

Socialist Republic of Vietnam
Ministry of Education and Training

Guideline for Preparation of the Provincial Primary Education Development Program (PEDP)
(PEDP Guideline)

(May 2003)

Introduction

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Introduction

PEDP (Primary Education Development Program) is a recent MOET initiative attempting to bring more coherent and coordinated donor involvement to primary education development in the Socialist Republic of Vietnam. PEDP is a comprehensive action program, which aims to achieve the targets of the "Education Development Strategic Plan for 2001-2010 (EDSP 2010)" for primary education in Vietnam.

- PEDP presents necessary activities to be taken to achieve EDPS 2010 targets in order to consolidate primary education.
- PEDP provides a referential framework for the Government of Vietnam (GOV) and international donors to identify and address areas of need.
- The PEDP Document is an evolving working document subject to continual revision according to needs and changing situational and developmental circumstances.
- PEDP will assist international donors in formulating planned intervention on a systematic basis for the next decade in line with the EDSP 2010.

Implications for provinces are as follows:

- **Assessed needs in the Provincial PEDP Document will be reflected in the project formulation/justification with potential donors at MOET**
- **With (earlier) submission of the Provincial PEDP Document, respective provinces have a greater probability of having their needs reflected in the National PEDP Document and of collaborating with international donors**

The contents of the Provincial PEDP Document consist of: (a) Situational Analysis; and (b) Assessed Needs and Prioritized Sub-Sectors. Instructions for each of these are provided in this document.

Getting Started and Submission Information

This Guideline is a revised version of the draft 2nd edition

With the PEDP Guideline (Final Version), a floppy diskette containing the following files will be distributed, and you are requested to use these files to prepare your Provincial PEDP Document.

- DataAndIndicators.xls
- PEDPformVer2.doc

Provincial PEDP should reflect wider stakeholder views and perspectives. Thus, MOET expects that more varied stakeholders will be involved in the discussion/workshop to prepare the document (i.e., DOET, BOET (district level), commune, schools (teacher/headmaster), parents, community).

It is strongly recommended that personnel, who attended the EPCB training held in 2002 and 2003 (particularly from the Primary Education, Planning, and Financial Sections of DOET), play the roles of facilitators and be responsible for the preparation of the Provincial PEDP Document. He/she may assign several personnel to complete the document under his/her leadership. He/she is also responsible for quality assurance of the document.

The submission deadline for the Provincial PEDP Document for 2002/03 is set **at the end of the PEDP Workshop**.

You are requested to give your documents to the researchers or dispatch them to arrive at MOET at the earliest date to the following address:

**Ms. Nguyen Thi Hong HANH
Primary Education Department
Ministry of Education and Training
49 Dai Co Viet, Hanoi**

- The document should be submitted in four hard-copy documents (one original and three copies) and on the diskette provided.
- **Cover page** must clearly indicate the province name and contact persons responsible for Provincial PEDP preparation.

Delay in submission may result in insufficient or none-consideration of your Provincial PEDP Document in the National PEDP Document preparation process. Earlier submission is encouraged to allow PMU to examine your document more carefully in the process of the National PEDP Document preparation.

The PMU/MOET welcomes inquiries and comments, as they would be very helpful to improve the PEDP process.

JICA Program Team for Primary Education Development
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CHECKLIST

BEFORE SUBMITTING, CHECK THE FOLLOWING

- All the necessary data and indicators have been properly entered into "DataAndIndicator.xls" (Section 1.1)
- Issue Tree is properly prepared and saved in the file "PEDPFormVer2.doc" or a handwritten version is produced according to the requirements (Section 1.2)
- Issue Description is properly filled out in "PEDPFormVer2.doc" and supplemental information is added in Section 1.1 "DataAndIndicators.xls" (Section 1.2)
- Issue Matrix is properly filled out in "PEDPFormVer2.doc" (Section 2)
- Three printed copies of "PEDPFormVer2.doc" and "DataAndIndicators.xls" and one floppy diskette containing these files are included in the envelope to be sent to MOET
- Your document should be dispatched to MOET at the earliest date

I. Situational Analysis

1.1 Data and Indicators Describing Situation of Primary Education in Your Province

The aim of Section 1.1 is to clarify and understand the situation of primary education in your province through quantitative data that you already have. You will be provided with an Excel file titled "**DataAndIndicators.xls**" on the floppy diskette to fill out the form. Please follow the instructions in the Excel file.

The data and indicators to be covered and provided in this section are as follows:

- Population, Enrollment, Repetition, and Dropout
- Primary School and Classrooms
- Teachers (divided into two sections)
- Curriculum
- Budget for Primary Education Sector
- Indicators
- Additional Data & Indicators (refer to Quantitative Evidence for Section 1.2 - Situational Analysis)

You do not have to collect completely new information to fill out this form. **Please refer to the latest, existing information that was already made available to you** (i.e., five-year and annual education plans submitted to the Finance and Planning Department of MOET, data collection activities for EFA, etc.).

You will be provided with an Excel file titled "**DataAndIndicators.xls**" on the floppy diskette to fill out the form. You are requested to follow the instructions in this file.

- In general, you can find most of the necessary data in your Annual Plan and Five-Year Plan Documents that were submitted to the Financial and Planning Department of MOET.
- You may find it difficult to obtain such documents. In such cases, please use the data that is made available to you. Do not wait for data and information, as the Provincial PEDP Document needs to be submitted at the earliest time.
- Planned/estimated data during 2006/7 – 2010/11 is optional

For more detailed instructions, please refer to the file provided. Hard copies of the files are shown in the following pages.

INSTRUCTIONS

Please indicate with the latest, existing data that you have, i.e. Annual/5-year Plan for education development submitted to Finance and Planning Department of MOET. If you don't have planned/estimated figure after 2006/7, just leave them blank.

Selected Indicators for Primary Education, Actual and Planned: XXXX Provinces

	Unit	Actual						Planned/Estimated									
		1990 1991	1995 1996	1997 1998	1998 1999	1999 2000	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
6-year old population - Total	(Male) (Female)																
6-10-year old population - Total	(Male) (Female)																
New Entrants - Total	(Male) (Female) (Entrants aged 6)																
G1 Entrants from repeated pupil from last year																	
Total G1 Students																	
Repetition																	
Promotion																	
Dropouts																	
Entrants from promoted pupil																	
Entrants from repeated pupil																	
Total G2 Students																	
Repetition																	
Promotion																	
Dropouts																	
Entrants from promoted pupil																	
Entrants from repeated pupil																	
Total G3 Students																	
Repetition																	
Promotion																	
Dropouts																	
Entrants from promoted pupil																	
Entrants from repeated pupil																	
Total G4 Students																	
Repetition																	
Promotion																	
Dropouts																	
Entrants from promoted pupil																	
Entrants from repeated pupil																	
Total G5 Students																	
Repetition																	
Graduate																	
Dropouts	(Male) (Female)																

Item Group A:
Please indicate figures using existing data set, such as "5-year plan 2002-2006" or "2001-2005 submitted to F&P Department, and other resources. Especially Male/Female information is very important so find out another information sources, such as EFA, to fill out the table.

XXXX Provinces

Selected Indicators for Primary Education, Actual and Planned:

Unit	Actual										Planned/Estimated								
	1990	1991	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
A. Population, Enrollment, Repetition, and Dropout																			
Total Student (01-95) By ethnicity of which, Kinh Ethnicity (Majority Group) Minority Group - aaaaa Minority Group - bbbbbb Minority Group - ccccc Minority Group - dddddd																			
Attendance (01-95) Dropouts (01-95) Repetition (01-95) Graduate (01-95) Total Student (01-95), Public Total (Male) (Female)																			
Dropouts - Public Total (Male) (Female)																			
Repetition, Public Total (Male) (Female)																			
Graduate, Public, Total (Male) (Female)																			
B. Primary School and Classrooms																			
Number of Primary School (Public) (Non-public) By type of school (Public + Non-public) Primary Only Combined with lower secondary # of Primary School in commune targeted in the National Program 135 # of primary school with satellite campus # of satellite campus (Public) (Non-public)																			
Number of class (Total) Number of classrooms (# of rooms classified as category 4 & above)																			

Students # info regarding minority group
Please indicate # of students by ethnic group. For minorities, please name the categorization by yourself and put the figures.

Actual # of attendance
Please indicate actual # of students actually attend primary school, following your definition of "attendance".

Item Group B:
Please indicate figures using existing data set, such as "5-year plan 2002-2006" or "2001-2005 submitted to F&P Department, and other resources.

Required number of classrooms:
Please indicate your estimation and plan regarding classroom renovation and construction, if you have already plan.

XXXX Provinces

Selected Indicators for Primary Education, Actual and Planned:

Unit	Actual										Planned/Estimated									
	1990	1991	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
	C1. Teacher																			
Number of Teacher (Total)																				
(of those paid by government)																				
5+3																				
9+3																				
12+2																				
12+3/4																				
Others																				
Changes actual number of teacher from prev. year																				
Changes (%)																				
Retired/resigned # (portion)																				
Needs for new teacher supply																				
Number of teacher development institutions by type of qualifications																				
5+3																				
9+3																				
12+2																				
12+3/4																				
Number of teacher newly graduated																				
graduates																				
5+3																				
9+3																				
12+2																				
12+3/4																				
Capacity of teacher development institution by type of qualifications																				
graduates																				
5+3																				
9+3																				
12+2																				
12+3/4																				
	D. Curriculum																			
# of Primary School adopting																				
165 weeks curriculum																				
120 weeks curriculum																				
100 weeks curriculum																				
Technological education curriculum																				
New curriculum (from 2002 september) on pilot																				
	E. Budget for Primary Education Sector (TO BE RECONSIDERED)																			
REVENUE																				
Provincial Revenue (from District, commune, school, etc)																				
Transaction from Central Govt.																				
Other Revenue																				
EXPENDITURE																				
Capital Expenditure																				
Fixed Expenditure																				
Purchase of fixed assets expenditure																				
Current Expenditure																				
Salaries and wages																				
Goods and Services																				
Subsidies and current transfer																				
Others																				

Group C1: Teacher Information
Please indicate figures using existing data set, such as those prepared for annual and/or 5-year plan submitted to F&P Department, and other resources.

Group C: Teacher Information (2)
Please indicate number of teacher development institutions, and their capacity, using existing data set, such as those prepared for annual and/or 5-year plan submitted to F&P Department, and other resources.

Group D: Budgeting for Primary Education
Please fill out figures using existing data set, such as "5-year plan 2002-2005" or "2001-2005 submitted to F&P Department, and other sources.
Figure to be presented here should be all the public education expenditure in your provinces, (i.e., not only DOET expenditure/revenue)

XXXX Provinces

Selected Indicators for Primary Education, Actual and Planned:

Unit	Actual										Planned/Estimated									
	1990	1991	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011		
F. Indicators																				
Population Change (aged 6)																				
Population Change (aged 6-10)																				
Enrollment % (NER for g1-5)																				
Enrollment % (NER for g1)																				
Enrollment % (GER for g1-5)																				
Enrollment % (GER for g1)																				
Pupil/class (of public)																				
Pupil/teacher (of public)																				
Class/classroom (of public)																				
Exo / students (mil. Dong) Teacher/Class (public)																				
Number of students enrolled to "full-day" School																				
Full-day school																				
double-shift school																				
Triple-shift school																				
Number of Classes at																				
Full-day teaching																				
double-shift teaching																				
Triple-shift teaching																				

Group E: Indicators
Besides you don't have to touch this section as the worksheet will automatically calculate figures. Alternatively, you can put figures manually.

G. Additional Data & Indicators (ref. Section 1.2 Situational Analysis, quantitative evidence)

	C2. Teacher Distribution within Province				Other Qualification (Previous)		Unqualified
	Current qualification				10-2	7-2/3	
	5+3	9+3	12+2	12+3/4	10-2	7-2/3	
Total Number of Primary Teacher							
Urban							
Delta							
Coastal							
Remote							
Island							
Those Paid by Government							
Urban							
Delta							
Coastal							
Remote							
Island							
Other teacher (Contracted)							
Urban							
Delta							
Coastal							
Remote							
Island							

Group C2: Teacher Information -
Geographical Distribution
Please indicate figures using existing data set, such as those prepared for annual and/or 5-year plan submitted to FEP Department, and other resources.

1.2 Situational Analysis

The purpose of **Situational Analysis** is to analyze the situation of primary education development in your province. Here, please describe the following issues in a narrative form (referring to the data in Section 1.1 is desirable):

- Demographic situation
- Geographic situation
- Social and cultural situation
- Economic situation
- Current situation of primary education

2. Assessed Needs and Prioritized Sub-Sectors

2.1 Issue Tree

In this section, the PEDP Document focuses more on possible interventions to be proposed by your province. After the situational analysis, you may have some ideas regarding the issues in primary education development of your province.

Prepare an **Issue Tree**, drawing upon your experiences in the EPCB training and documents.

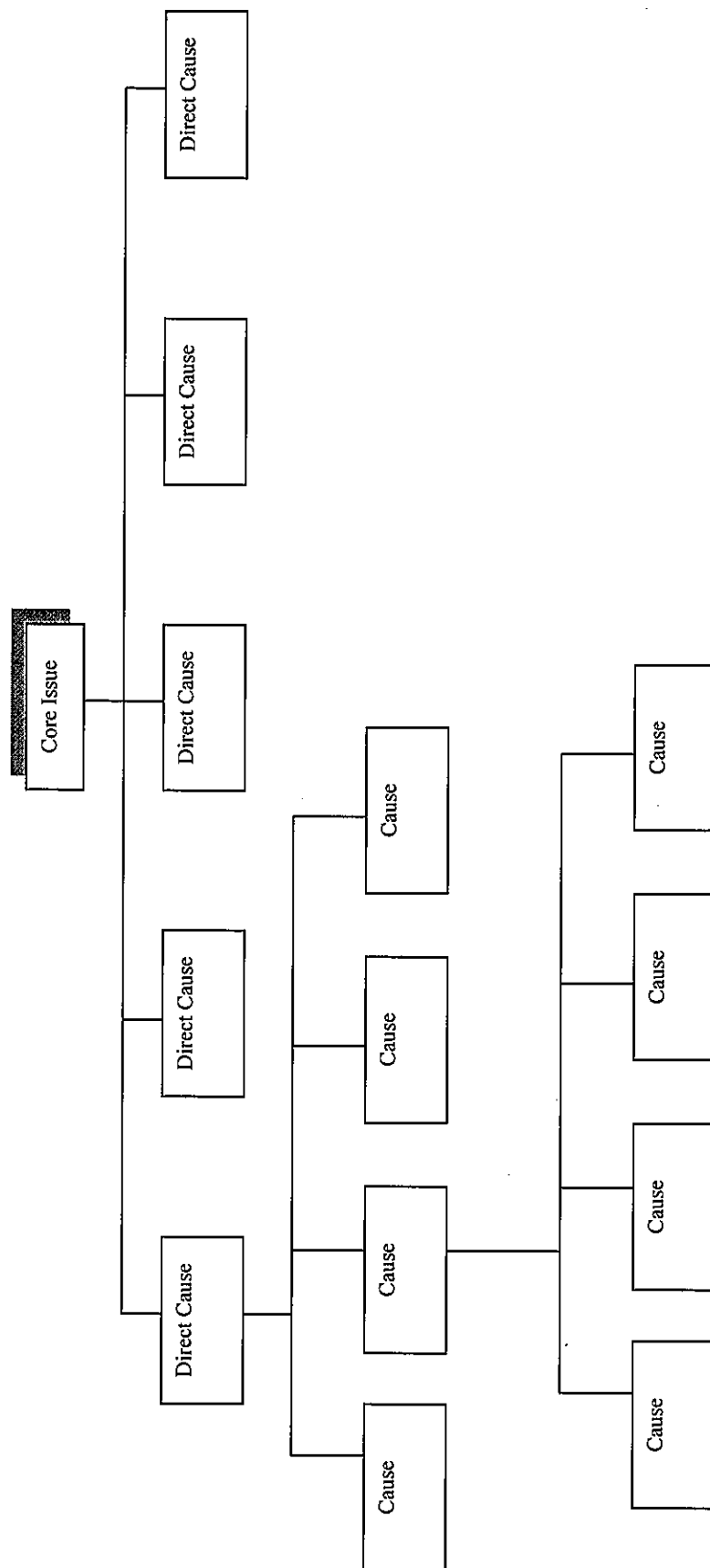
In the Issue Tree development for your Provincial PEDP Document, the core issue needs to be **the top priority problem of each province**. The core issue, "Education quality is inadequate" is too broad and should not be selected as the core issue of your province.

If you find it difficult to identify the qualitative issues, the following steps might help give you some idea on what your topic might be:

- Curriculum (contents, core subjects, extra-curricular activity, etc.)
- Teaching method (language of instruction, pupil-centered, multi-grade, etc.)
- Learning material situation (type, availability, quality, distribution)
- Teacher situation (profile, qualification, distribution, absenteeism)
- Nature of the learning environment (friendliness, protection and safety, health issues, etc.)
- Parental awareness of continuing education
- Out-of-school/disadvantaged children issues

To type out your Issue Tree, please use the templates shown on the next page.

Issue Tree: Provincial PEDP – XXXX Province (December 2002)



2.2 Issue Matrix

The **Issue Matrix** systematically outlines the needs/issues to be addressed in your proposed Provincial PEDP Project to be. An example of the matrix is shown on page 15, which contains the following items for Core Issue 1 (the top priority issue).



- (a1) Direct Cause
- (a2) 2nd Level Causes
- (a3) Consequences

In this section, you will explore and define what the structures of the issues are that you have listed in Section 2.1 and may have obtained from other sections.

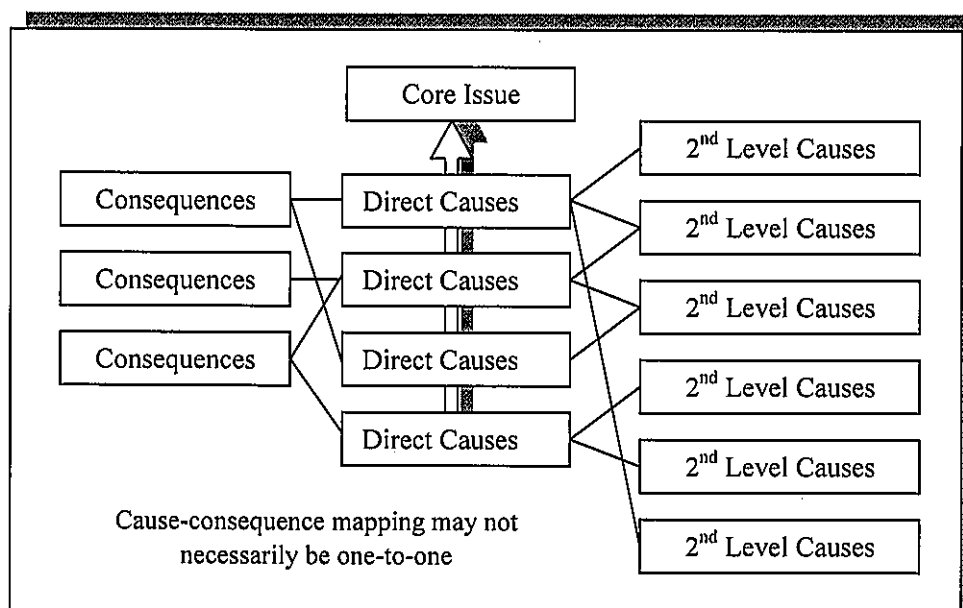


Figure: Items to be outlined in the Issue Matrix



If you are stuck

- (Tip 1)** Use **group discussion** to fill out the Issue Matrix, inviting concerned persons. Do not try to do everything by yourself. Utilize the human resources at DOET.
- (Tip 2)** Remember that the **Issue Matrix is a kind of “map”** that shows the location of the issues. Try to avoid struggling with details, but follow your (group’s) **“logical” impression** to fill out the matrix. Before completion, take a quick look to check if some obvious mistakes or logical errors were made.
- (Tip 3)** The Issue Matrix **should be described qualitatively**. You will find it difficult if you

describe it quantitatively. For example, you can write, "Quantity of usable school facility is not enough" but you should NOT write, "100 chairs and tables are lacking." Such quantitative notions are very hard to elaborate upon and are too-precise.

If you cannot choose Core Issues

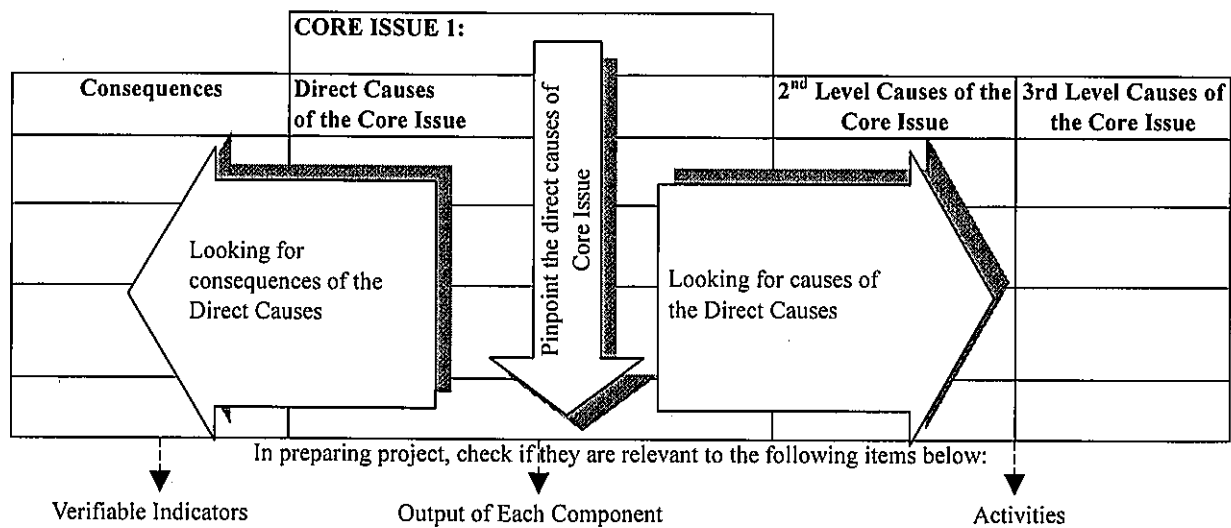
- (Tip 4) Refer to both the Quantitative and Qualitative Situational Analyses performed in Section 1. Both will give you good suggestions on what your "Core Issues" should be.
- (Tip 5) **Again, group discussion will help.** Whatever you are going to add or drop from the Issue Matrix, obtain a consensus from ALL participants present at the discussion.

Chicken-or-Egg Problem (Cause-or-Consequence problem)

- (Tip 6) It is OK to leave the same notion in both the "cause" and "consequences" column, if there is a mutual relationship between cause and consequences (**Chicken-or-Egg Problem**). If so, do not try to pursue a perfect answer, as nobody has yet been successful.
- (Tip 7) It is OK to have the same notion in "2nd-Level Causes" for several "Direct Causes" if it **reflects the actual situation** more precisely. This may also be applied to the relationship between "Consequences" and "Direct Causes."

One Issue Matrix is not enough?

- (Tip 8) Try to cover all crucial issues in one matrix. In case you still feel something important is missing:
 - (Tip 8-1) Define what is missing
 - (Tip 8-2) Try to include it in the 1st Issue Matrix
 - (Tip 8-3) If it does not fit, then go for another Issue Matrix



2. Assessed Needs and Prioritized Sub-Sectors (Example)


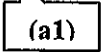

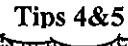
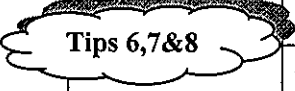
Tips 1, 2, & 3

Based on the Issue Tree prepared in Section 2.1, prepare the **Issue Matrix**. As a reminder, the aim of the Issue Matrix is to sort out what are the causes and consequences surrounding the Core Issue.

- “Core Issues” are the most crucial issues to be analyzed here (from Section 2.1)
- “Direct Causes” are the direct causes of the Core Issues. One box for one Direct Cause only
- “2nd Level Causes of the Core Issues” are the causes of the Direct Causes
- Categorize other issues as 3rd Level Causes of the Core Issue
- Find out consequences of the Direct Causes

Thus, **the number of Issue Matrices to be prepared and submitted is one (1)**. However, you can prepare one additional Core Issue Matrix (in this case the total number of Issue Matrices is two (2)) if you are not successful in including into one matrix other Core Issues (2 & 3).

Issue Matrix:

CORE ISSUE 1: School-based education capacity is insufficient			
Consequences of the Direct Causes	Direct Causes to the Core Issue	2 nd Level Causes to the Core Issue	3 rd Level Causes to the Core Issue
Dropout and repetition remains high 	Management of school is poor 	Management skills of head teacher are inadequate School committees do not function for school management Campaign to raise parents' awareness for continuation of primary education is ineffective 	Interaction between school and commune is poor Old or damaged facilities are not repaired 
	Quality of teaching and learning process is insufficient 	Teachers have been trained insufficiently Quality of educational material is insufficient Furniture/equipment and material need to be repaired/procured Quantity of usable school facilities is not enough	Teachers face difficulties in completing curriculum and syllabus Teachers do not maximize function of existing teaching aids Inventory is not adequate
			(Rest is omitted)

Issue Matrix: Provincial PEDP – XXXX Province (November 2002)

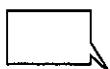
CORE ISSUE				
Consequences	Direct Causes of the Core Issue	2 nd Level Causes of the Core Issue	3 rd Level Causes of the Core Issue	

(You can add rows as you wish)

2.3 Issue Description

Next, combining the Issue Tree and quantitative information provided in Section 1.1 with your qualitative assessment/perception, please fill out the "Issue Description."

The form for the Issue Description is quite simple, and consists of three columns indicated with the following symbol:



- (a) Issues
- (b) Description
- (c) Quantitative and Qualitative evidence that support your notions



Finding Issues

(Tip 1) Your document submitted to MOET has a qualitative assessment section (i.e. Annual Education Development Plan and Five-Year Education Development Plan, both submitted to the Finance and Planning Department of MOET). **You are encouraged to utilize existing materials to complete this section** as long as they are accurate and sufficiently relevant.

Description

(Tip 2) **Utilization of bullet points** will help improve the clarity of your presentation.

(Tip 3) **Avoid duplication/similar expressions as much as possible.** If you discover similar expressions, try to merge them or remove them.

(Tip 4) **Refer to the consequences in the Issue Matrix, but do not directly transfer these consequences to issue descriptions.**

Evidence

(Tip 5) **For quantitative evidence,** use quantitative information data provided in Section 1.1. If the figure you need is not available in the given format, please supply the relevant information in "DataAndIndicator.xls" as "G. Additional Data & Indicators."

(Tip 6) **For qualitative information,** note the possible sources of information as concretely as possible (i.e., "perception of XXXX district education personnel,").

(Form)

Issues	Description	Quantitative and Qualitative Evidence Supporting Your Notions (Figures and sources, where applicable)
	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

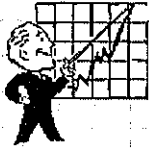
(You can add rows as you wish)

Using the Issue Tree, quantitative data obtained in Section 1.1, and other information you have, list issues of primary education development in your province, together with descriptions and quantitative/qualitative evidence that support your notions.

(a) Issues	(b) Description	(c) Quantitative and Qualitative evidence that supports your notions (figures & sources, where applicable)
<p style="text-align: center;">Tip1&2</p> <p>School is not properly maintained and operated</p>	<p style="text-align: center;">Tip3&4</p> <ul style="list-style-type: none"> • Management skills of head teachers are inadequate • School committees do not function for school management • Interaction between school and commune is poor • New construction of facilities is not enough 	<p style="text-align: center;">Tip 5&6</p> <ul style="list-style-type: none"> • Perception of commune educational officers • Perception of parents
<p>Quality of teaching and learning process is insufficient</p>	<ul style="list-style-type: none"> • Teachers face difficulties in completing curriculum and syllabus • School facilities are poorly installed • Quality of educational material is insufficient • Teachers do not maximize function of existing teaching aids • Old or damaged facilities are not repaired • Damaged furniture in the classrooms is not replaced or repaired • Equipment and material need to be repaired/procured • Quantity of usable school facilities is not enough • Inventory is inadequate 	<ul style="list-style-type: none"> • School facility and material inventory • Perception of principal • Perception of commune educational officers
<p>Dropout and repetition level remain high</p>	<ul style="list-style-type: none"> • Dropout rate in grade XX is higher than other grades • Difficult for dropout students to return to school. • Parents do not appreciate continuing primary education • Some parents cannot afford primary education costs • Campaign to raise parents' awareness for continuation of primary education 	<ul style="list-style-type: none"> • Dropout XX% • Information from school • Commune level statistics • District level statistics

Appendix 3 Data Set Preparation for PEDP 2004 Update

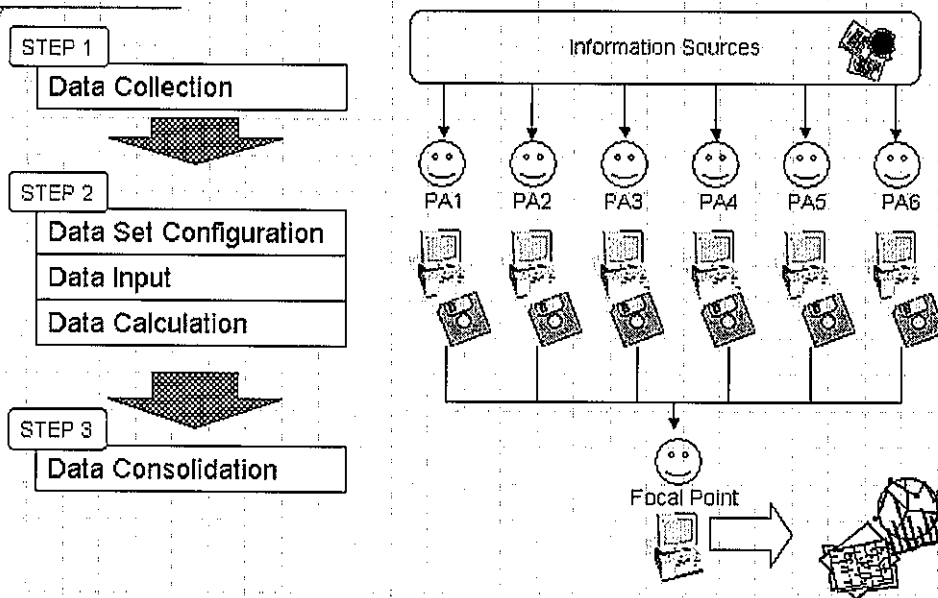
DATA SET PREPARTION FOR PEDP 2004 UPDATE



10 SEPTEMBER 2003

MOET-JICA SUPPORT PROGRAM

WORKFLOW OF DATA SET PREPARATION



LIST OF INDICATORS

The indicators to be used were identified at PMU Meeting held on 4 September as shown in Table A.

Table A

PA	Criteria	Rate	Formula
PA1	Ratio of Education Managers with Educational Management Certificate	15%	$\frac{\text{Education Manager with E.M. Certificate}}{\text{Total Education Managers}}$
	Ratio of Education Managers with State Management Certificate	6%	$\frac{\text{Education Manager with S.M. Certificate}}{\text{Total Education Managers}}$
	Ratio of Higher Qualified Principals	9%	$\frac{\text{Higher Qualified Principals}}{\text{Total Principals}}$
	Res. th. of PA2	14%	PA2
	Res. th. of PA3	14%	PA3
	Res. th. of PA4	14%	PA4
PA2	Ratio of PA5	14%	PA5
	Ratio of PA6	14%	PA6
	Pupils - Teacher Ratio	15%	$\frac{\text{Total Pupils}}{\text{Total Primary Teachers}}$
	Classes - Teacher Ratio	15%	$\frac{\text{Total Classes}}{\text{Total Primary Teachers}}$
	Ratio of Qualified Teachers	30%	$\frac{\text{Qualified Teachers}}{\text{Total Primary Teachers}}$
PA3	Ratio of Higher Qualified Teachers	20%	$\frac{\text{Higher Qualified Teachers}}{\text{Total Primary Teachers}}$
	Special Subject Teachers - Class Ratio	20%	$\frac{\text{Special Subject Teachers}}{\text{Total Classes}}$
	Classrooms - Class Ratio	30%	$\frac{\text{Total Classrooms}}{\text{Total Classes}}$
	Pupils - Class Ratio	10%	$\frac{\text{Total Pupils}}{\text{Total Classes}}$
	Ratio of Level 4 or better Classrooms	30%	$\frac{\text{Level 4 or better Classrooms}}{\text{Total Classrooms}}$
	Ratio of Schools with Library	10%	$\frac{\text{Schools with Library}}{\text{Total Schools}}$
	Ratio of Schools with Function Rooms	10%	$\frac{\text{Schools with Function Rooms}}{\text{Total Schools}}$
Ratio of Schools with Clean Water System	10%	$\frac{\text{Schools with Clean Water System}}{\text{Total Schools}}$	
PA4	Pupils - Teacher Ratio	10%	$\frac{\text{Total Pupils}}{\text{Total Primary Teachers}}$
	Ratio of Qualified Teachers	20%	$\frac{\text{Qualified Teachers}}{\text{Total Primary Teachers}}$
	Ratio of Higher Qualified Teachers	15%	$\frac{\text{Higher Qualified Teachers}}{\text{Total Primary Teachers}}$
	Special Subject Teachers - Class Ratio	15%	$\frac{\text{Special Subject Teachers}}{\text{Total Classes}}$
	Promotion Ratio	25%	$\frac{\text{Promotion Ratio} \times \text{Promoted Pupils}}{\text{Total Pupils}}$
PA5	Ratio of Full Day School Classes	15%	$\frac{\text{Full Day School Classes}}{\text{Total Classes}}$
	Net Enrolment Ratio	35%	$\frac{\text{Net Enrolment Ratio} \times (\text{School Age Pupils} / \text{School Age Child})}{\text{Total Pupils}}$
	Promotion Ratio	35%	$\frac{\text{Promotion Ratio} \times \text{Promoted Pupils}}{\text{Total Pupils}}$
PA6	Ratio of Female Pupils	30%	$\frac{\text{Female Pupils}}{\text{Total Pupils}}$
	Primary Education Budget per Pupil	35%	$\frac{\text{Primary Education Budget}}{\text{Total Pupils}}$
	Ratio of Primary Education Budget among Education Budget	35%	$\frac{\text{Primary Education Budget}}{\text{Education Budget}}$
	Ratio of Other Financial Resources in Primary Education Budget	20%	$\frac{\text{Other Financial Resources Amount}}{\text{Primary Education Budget}}$
PA6	Provincial Gross Domestic Product per capita	15%	$\frac{\text{Provincial Gross Domestic Product per Capita}}{\text{GDP} / \text{Population}}$

LIST OF DATA ITEMS TO BE COLLECTED

To calculate the indicators, person in charge of each PA should collect the provincial data as identified in TABLE B.

Table B

Data Items to be Collected	PA1	PA2	PA3	PA4	PA5	PA6
Total Pupils	***	***	***	***	***	***
- Female Pupils						
Net Enrolment Ratio					***	
Promotion Ratio				***		
Total Schools			***			
- Schools with Library			***			
- Schools with Function Rooms			***			
- Schools with Clean Water System			***			
Total Classes		***	***	***		
- Full Day School Classes				***		
Total Classrooms		***	***	***		
- Level 4 or better Classrooms			***			
Total Primary Teachers		***	***	***		
- Qualified Teachers		***	***	***		
- Higher Qualified Teachers		***	***	***		
- Special Subject Teachers		***	***	***		
Total Principals	***					
- Higher Qualified Principals	***					
Total Education Managers	***					
- Education Managers with Educational Management Certificate	***					
- Education Managers with State Management Certificate	***					
Education Budget						***
- Primary Education Budget						***
- Other Financial Resources (for Primary Education Budget)						***
Provincial Gross Domestic Product per capita						***
Rest of PA2/PA3/PA4/PA5/PA6	***					

◆ FEATURES OF EXCEL PROGRAM

An Excel macro program was developed to facilitate the data processing.

With this program, you can:-

- configure data set to be used for analysis
- configure formula to calculate Indicator
- configure weight for each Indicator
- Input provincial data
- calculate PA ratings for each province
- produce a table and a radar-chart to analyse the current situation of each province

◆ Installation

Copy the following files to your PC from installation disk.

- > "pedp_data00.xls" : Program File
- > "pedp_pa1.xls" : Data File for PA1
- > "pedp_pa2.xls" : Data File for PA2
- > "pedp_pa3.xls" : Data File for PA3
- > "pedp_pa4.xls" : Data File for PA4
- > "pedp_pa5.xls" : Data File for PA5
- > "pedp_pa6.xls" : Data File for PA6
- > "pedp_all.xls" : Table and Chart

◆ Systems Requirements

- > Microsoft Excel® (Macro enabled)

◆ START/END THE PROGRAM

To Start the Program...

(1) Open the program file ("Pedp_DataTool.xls")



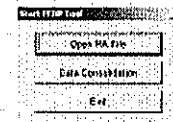
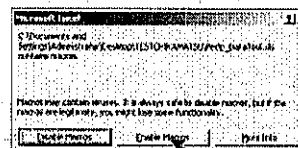
(2) If the warning prompt appears, click "Enable Macros"



(3) Start Menu appears.

To End the Program...

(1) From Start Menu, Click "Exit"

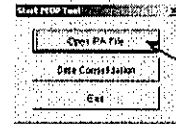


DATA SET CONFIGURATION AND INPUT

Person in charge of each PA should update the data file for each PA by using this program.

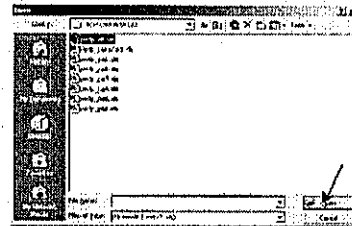
To Select PA File...

(1) From Start Menu, click "Open PA File"

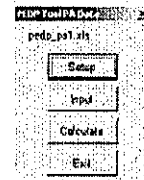


(2) Select the data file for your PA, and click "Open"

PA1 : pedp_pa1.xls PA2 : pedp_pa2.xls
 PA3 : pedp_pa3.xls PA4 : pedp_pa4.xls
 PA5 : pedp_pa5.xls PA6 : pedp_pa6.xls



(3) PA Menu appears.



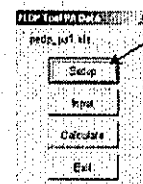
DATA SET CONFIGURATION (1)

You can configure data set to be used for analysis; the formula to calculate indicator and weight for each indicator from setup function.

Note: The data set, formula and weight agreed by the meeting on 4 September have already configured in data files (pedp_pa1.xls - pedp_pa6.xls) in the installation disk.

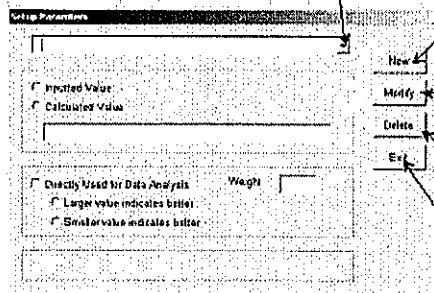
To configure the data set...

(1) From PA Menu, click "Setup"



(2) Setup Menu appears.

Choose a data item



Add new data item.

Modify the configuration

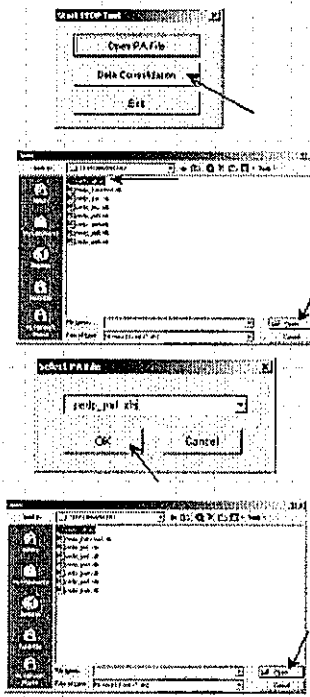
Delete the selected data item

Go back to Start Menu

(3) You can browse the data set already configured from the list.

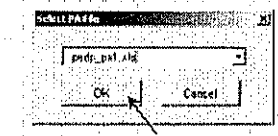
DATA CONSOLIDATION (1)

- (1) From Start-Menu, click "Data Consolidation"
- (2) Select "pedp_all.xls" and click "Open"
- (3) The table & chart file ("pedp_all.xls") opens and PA Data File Select Menu appears.
- (4) Select the data file to consolidate, and click "OK"
- (5) Select the file name selected in (4), and click "Open"

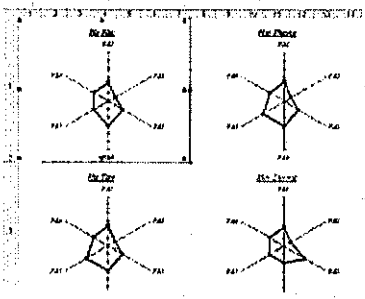


DATA CONSOLIDATION (2)

- (6) The data file opens, and the point for the PA is retrieved.
- (7) Repeat (4)-(6) for all PA.
- (8) Click "Cancel" to exit PA Data File Select Menu.
- (9) The table and chart will be saved in "pedp_all.xls"



PA	1	2	3	4	5	6
1	10	10	10	10	10	10
2	10	10	10	10	10	10
3	10	10	10	10	10	10
4	10	10	10	10	10	10
5	10	10	10	10	10	10
6	10	10	10	10	10	10
7	10	10	10	10	10	10
8	10	10	10	10	10	10
9	10	10	10	10	10	10
10	10	10	10	10	10	10
11	10	10	10	10	10	10
12	10	10	10	10	10	10
13	10	10	10	10	10	10
14	10	10	10	10	10	10
15	10	10	10	10	10	10
16	10	10	10	10	10	10
17	10	10	10	10	10	10
18	10	10	10	10	10	10
19	10	10	10	10	10	10
20	10	10	10	10	10	10
21	10	10	10	10	10	10
22	10	10	10	10	10	10
23	10	10	10	10	10	10
24	10	10	10	10	10	10
25	10	10	10	10	10	10
26	10	10	10	10	10	10
27	10	10	10	10	10	10
28	10	10	10	10	10	10
29	10	10	10	10	10	10
30	10	10	10	10	10	10
31	10	10	10	10	10	10
32	10	10	10	10	10	10
33	10	10	10	10	10	10
34	10	10	10	10	10	10
35	10	10	10	10	10	10
36	10	10	10	10	10	10
37	10	10	10	10	10	10
38	10	10	10	10	10	10
39	10	10	10	10	10	10
40	10	10	10	10	10	10
41	10	10	10	10	10	10
42	10	10	10	10	10	10
43	10	10	10	10	10	10
44	10	10	10	10	10	10
45	10	10	10	10	10	10
46	10	10	10	10	10	10
47	10	10	10	10	10	10
48	10	10	10	10	10	10
49	10	10	10	10	10	10
50	10	10	10	10	10	10



Appendix A-4 BAPI Update Guidelines

The updating of the National PEDP "Broad Areas of Intervention" (BAPIs) is a **continuing process** based on the return of the Provincial PEDP documents compiled at the PEDP Planning Workshops. Table 5.1 in the Operational Guidelines indicates the process timeframe. It is anticipated that the national updates will take place in 2004 and 2007.

The analysis of the National PEDP BAPIs will be the responsibility of the six Task Force groups from the PMU, with each group taking responsibility for one Prioritized Area.

- Task Force 1 PA1 – Strengthening Education Management
- Task Force 2 PA2 – Improvement of Pre-Service Training Provision
- Task Force 3 PA3 – Improvement of Facilities
- Task Force 4 PA4 – Improving Quality in the Classroom
- Task Force 5 PA5 – Overcoming Barriers in Accessing Primary Education
- Task Force 6 PA6 – Strengthening Educational Finance and Socialization

Below are detailed descriptions of gap analysis and BAPI updates:

1. *Quality of Provincial PEDP Documents.*
2. *Qualitative Collation and Analysis*
3. *Reliability and Verification*
4. *Quantitative Analysis*
5. *Updating the BAPIs*

1. *Quality of Provincial PEDP documents*

The **quality of returns** provided in the Provincial PEDP Document is important for the final results.

The quality of Provincial PEDP documents depends on data integrity, the composition and representativeness of workshop participants, and the ability of workshop facilitators. The analysis of the information is only as good as the integrity of the returns in terms of:

- **Integrity of data collected.** Is the data collected complete? Is it clear and unambiguous? Is it accurate and sufficiently disaggregated?

Check for Completeness – It is important that the Provincial PEDP documents are fully completed (e.g., the tables) and that there are no gaps in key data; otherwise, the results of any analysis may be skewed towards those sections which have been filled in. It is also important that the facilitators have made sure that all areas within the Prioritized Areas and Sub-Sectors have been considered; otherwise, important BAPI elements may be considered unnecessary or unimportant.

Check for Clarity – It is important to have clear, unambiguous definitions and descriptors for all elements on which information is collected.

Check for Accuracy – Quantitative information provided must be accurate and estimates need to be indicated. This also includes accuracy in terms of the copying of statistics and the adding up of information from checklists.

Check for Disaggregation – Too little aggregation means a loss of information. Check to ensure that a reasonable level of aggregation is given to show relationships between variables.

- **Composition and representativeness of workshop participants and the extent of their input.** Is there adequate representation from all sectors of education within the province (administration (DOET & BOET levels), schools (principals, teachers, communities), etc.)? Are the different perspectives between the various levels discussed and represented?
- **Competence of facilitators.** How focused and probing are they? To what extent can they elicit information on various issues to ensure that the information provided goes beyond generalities?

2. *Qualitative Collation and Analysis*

The Provincial PEDP documents provide a great deal of qualitative information as the Issue Trees, Issue Matrices, etc. are mostly descriptive and record the opinions of participants on the workshops. Therefore, it is important to have a system for the analysis of qualitative data for the updating of the BAPIs. This involves data collation and data analysis.

Collation is concerned with how to bring the data together in a manageable form so that it is easy to use – i.e., data reduction and data display.

Data Reduction and Display

The BAPI Project Match Matrix provides a simple way to reduce data into easy chunks for analysis and can be easily displayed. The Match Matrix reflects the definitions given in the "BAPI List and Profiles" and also the conceptually ordered clustering system of the six prioritized areas in the BAPI matrix. This will allow comparisons throughout Vietnam and between provinces and regions.

Analysis is concerned with how to make reliable and verifiable conclusions from the data.

Three Kinds of Analyses

Various strategies can be used to understand the data returns:

Match analysis – This involves checking Provincial PEDP documents for a synoptic overview provided by the Issue Tree marked on the checklist (sub-sectors & BAPI). Further details and elucidation of areas of need can be obtained from the Issue Matrix. Issues identified by a province are to be marked on National and Donor Activities. The match analysis will indicate which Prioritized and Sub-Sector areas are of most concern to the province and which BAPIs are of most relevance. This

will also enable inferences concerning regional variations to be made.

Gap analysis – This is the checking of Provincial PEDP documents to see whether areas of identified concerns have been included in the Match Matrix. This can be done initially at a provincial level, but a comparison of recurring themes and patterns will show up in the notes made on National and Donor Activities. A simple frequency count will determine the level of importance ascribed to an issue and whether activities within BAPIs are to be revised, new BAPIs to be included, or descriptors to be changed.

Prioritization analysis – This involves checking Provincial PEDP document returns to assess which areas of intervention are to be prioritized. This requires both a sequential logic (what has to be done first before going on to the next stage – e.g. trainer training before teacher training) and also a way of assessing intervention areas of importance (e.g., MOET priorities matching provincial needs,; linking the National PEDP to CPRGS goals, the EFA). Criteria for prioritization need to be established by the PMU Task Forces, which should be flexible enough to meet regional, ethnic, socio-economic, and practical needs. Once criteria have been established, these can be compared and matched with the recurring themes and patterns derived from the match analysis and frequency counts.

Tactics for Drawing Conclusions

Counting – This includes both simple and complex frequency counts, which allow isolation of themes or patterns to be made on a consistent basis through iteration. Making generalizations is a process of amassing facts and then seeing which facts go with what. The process entails simply recording the “core issues” identified by each province and matching them with National and Donor Activities. Inferences may be made by comparing issue descriptions with “matrix descriptors.”

Clustering – This is the process of inductively forming categories and iteratively sorting data into categories. This involves scanning, itemizing, classifying, ordering, reviewing, summarizing, structuring, and abstracting. An example would be to look at the marked BAPI within sub-sectors on a regional/national basis and cluster according to categories. Check to assess whether the descriptors adequately fit the clusters.

Noting patterns and themes – When doing the clustering, note recurring patterns and themes. This helps the analyst to see what goes with what, and provides a holistic understanding. This is a form of subsuming particulars into the general – i.e., moving from the particular to higher levels of abstraction. Instead of breaking down constituent parts, you are building up to form a picture of what is happening in Vietnam as a whole.

Contrasting and comparing – How does province/region X differ from province/region Y and what are the underlying factors (e.g. the need for VSL – ethnic group)? The results of comparisons should themselves be compared with what else we know about the provincial demography, geography, etc. An example of this would be to compare similarities of needs across regions and provinces. Note areas of dissonances and assess the reasons according to criteria of geographic location, demography and ethnicity, and socio-economic factors.

Tips for Drawing Conclusions

1. It is helpful to start with a quick scan of a matrix (rows and columns) and then going back to the Issue Tree to see what emerges.
2. Verify, revise, or disprove that impression through a careful review.
3. Any kind of conclusion should always be based on a series of tactics. The most frequent tactics include noting patterns and themes, making contrasts and comparisons, clustering, and counting.
4. As conclusions form in your mind, write down text to explain those conclusions. Always make conclusions explicit. The process of writing leads to reformulation, greater clarity and more ideas for further analysis.
5. First conclusions must always be checked back against the Issue Matrix and Issue Description.
6. More generally, any conclusion needs confirmation, checking, and verification. Is it really correct? Triangulating and checking alternative explanations is important.
7. Remember that analysis has to extend beyond descriptive summaries and must give some kind of explanation. Checking conclusions against data is only one part of the job.
8. Ask for comments from colleagues, especially during the early stages.

3. *Reliability and Verification*

Support your findings by trying to obtain other independent evidence that agrees with your findings. You are seeking to obtain multiple instances of your findings from different sources by using different methods and by reconciling your findings with other data that needs to be taken into account.

Check for *representativeness* – Is the information typical or not? If so, how representative is it? If not, then are there special circumstances or reasons why a province has highlighted a particular problem or area of need?

Check by *triangulating* – Support your update by trying to obtain other independent measures, which agree with your findings or which are not contradictory – e.g. opinions of colleagues, documentation etc. This is where you link your findings with the quantitative data sheets provided in the Provincial PEDP documents (Issue Descriptions and Situational Analysis).

4. *Quantitative analysis*

The Provincial PEDP documents provide quantitative data in the Situational Analysis section and backup data in the Issue Description.

Two levels of analyses can be made from the quantitative data:

- Inferential analysis through surveying the data and drawing conclusions. For example, a survey of “number of teachers” and “types of training” provides a general estimate of provincial conformity to national standards in regards to teacher qualifications. A further analysis of the data on “need for new teacher supply” linked to the upgrading of teachers in post then has important strategy and policy implications for the role and work of teacher training colleges, their rationalization, trainer-of-training programs, training modes and approaches, and financial support.
- Verification to support qualitative analysis: for example, quantitative data on revenues in terms of parental and community financial contributions help to assess the level of socialization within a specific province and also the country as a whole.

However, the usefulness of such data is directly related to how accurate it is, how relevant it is to the needs analysis in terms of reasons for inclusion, and to the level of disaggregation.

5. *Updating the BAPIs*

The National PEDP BAPIs provide a map of the requirements and areas of interventions necessary to assist the development of Vietnam’s long-term educational goals.

The revision of the BAPIs must reflect the country’s changing needs and circumstances; hence, this is a dynamic process. Updating the BAPIs therefore entails revisions, where appropriate and necessary, of the columns within the Sub-Sector on the basis of your analysis of the PEDP return, monitoring information, and update of the donor intervention website.

It is also important to bear in mind the practical issues of implementing the “Activities” as well as being

realistic about outcomes.

Practicality Issues

1. *Relevance* – contribution towards addressing the main concerns and policies in education and training; relationship to other interventions by donors, NGOs, and the private sector; identification of target groups; consistency with the objectives of poverty reduction, social inequity, etc.
2. *Efficiency and Effectiveness* – critical areas of the phasing of TA and financial inputs; identification of constraints and bottlenecks related to program implementation; monitoring and evaluation required to track progress and assess impact
3. *Overall Quality and Sustainability* – policy measures, economic and financial sustainability; socio-environmental factors; proposed technology

Suggested Sequence for Updating the BAPIs

- Check that Prioritized Areas fit the listed issues on the basis of your matrix checklist and notes
- Check that the Sub-Sector fits the listed issues on the basis of your matrix checklist and notes
- Check that the BAPI descriptors fit the listed issues on the basis of your matrix checklist and notes
- Update Intervention Purpose and Outputs on the basis of your matrix checklist, Provincial Issue Tree, and Issue Matrix to provide a generalized finding per region and then nationally
- Update Current Intervention per region by referring to the donor website and other documents
- Update Activities on the basis of your matrix checklist, Issue Tree and Issue Matrix to provide a generalized finding per region and then nationally
- Update National BAPI Region/Area section from the regional updated activities
- Update donor activities by checking the website

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

**Handbook for
PEDP Monitoring and Evaluation**

February 2004

**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 Handbook for PEDP Monitoring and Evaluation will be reviewed periodically to accommodate changing situations and needs of Vietnamese primary education and will be revised as needed. To make this handbook more relevant and useful to its users, the PMU/PEDP welcomes your comments and suggestions from all users.

Comments and inquiries should be sent to:

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VIETNAM
SUPPORT PROGRAM FOR
PRIMARY EDUCATION DEVELOPMENT: PHASE 2

HANDBOOK FOR
PEDP MONITORING AND EVALUATION

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ABBREVIATIONS

BAPI	Broad Area of Possible Intervention
BOET	Bureau of Education and Training
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 and Investment
NER	Net Enrollment Rate
PA	Prioritized Area
PEDP	Primary Education Development Program
PMU	Program Management Unit

1

INTRODUCTION

1.1 Background

This Handbook aims to be utilized by those engaged in the implementation of PEDP to monitor the processes of PEDP implementation activities. The objectives of PEDP Monitoring and Evaluation are for the MOET/PMU and DOET to determine, through self-examination, if the update and implementation of PEDP are being carried out in an effective manner.

The National PEDP developed in May 2002 aims to assist GOV and international donors to formulate planned interventions on a systematic basis for the next decade, in accordance with EDSP and EFA implementation. The PEDP Document is an evolving working document subject to continual revisions according to changing needs and situational/developmental circumstances. Stakeholders will be involved in its development. In order to manage the continual revisions, PEDP Operational Guidelines have been developed. The Guidelines aim to provide a practical reference tool for the updating and implementation of PEDP and clarify such areas as: (1) organizational arrangements; (2) roles and responsibilities of concerned parties; (3) task and activities involved; and (4) work schedule.

1.2 What Is PEDP Monitoring and Evaluation?

PEDP Monitoring and Evaluation examines the updating and implementation of PEDP for its effectiveness and relevance. Moreover, PEDP Monitoring and Evaluation is a strategy that enables lessons learned through the implementation of PEDP to be reflected back in the practice of PEDP activities. PEDP Monitoring and Evaluation is based on the principle that the stakeholders themselves are the best sources of solutions to their problems, because they experience the problems and their effects and know which solutions will prove to be the best choices.

While confusion between monitoring and evaluation is a common one, there is a simple distinction between PEDP Monitoring and PEDP Evaluation. PEDP Monitoring is a routine and regular assessment of on-going activities and progresses. It looks at what is being done, and is simply defined as process and progress evaluation. The monitoring methodology is a continuous process of observation, interpretation, and institutional learning.

In contrast, PEDP Evaluation is the episodic assessment of overall achievements. It examines what has been achieved or what impact has been made within the program; this can also be simply defined as achievement evaluation.

1.3 Who Is Involved in PEDP Monitoring and Evaluation?

There are two levels for PEDP Monitoring and Evaluation. One is at the national level implemented by MOET and the other is at the provincial level by DOET. The provincial level covers Provincial PEDP workshops and related activities, while the national level covers other activities of PEDP Monitoring and Evaluation.

For PEDP Monitoring at the national level, the *PEDP Secretary* coordinates the PEDP activities of PA Task Force members and other Focal Points and monitors their activities. *PMU members, Focal Points, and other officers in MOET related to PEDP activities* implement self-evaluation.

For PEDP Monitoring at the provincial level, the organizer of the Provincial PEDP, who will usually be the *Director of DOET and/or primary education division in DOET*, monitors activities. Any DOET officers, related to the Provincial PEDP Planning Workshop, are responsible for its evaluation.

Table 1.1 Persons in Charge of PEDP Monitoring and Evaluation

	National Level	Provincial Level
Monitoring	PEDP Secretary	Director of Primary Education Division in DOET
Evaluation	Officers in MOET related to PEDP activities: PMU Task Force Members, PEDP Focal Point, Project Officers, etc.	DOET officers related to Provincial PEDP Planning Workshop

1.4 When and How Often Are PEDP Monitoring and Evaluation Carried Out?

The monitoring at the national level is carried out throughout tasks and activities, as it is an ongoing activity. The evaluation at the national level, however, is carried out every year after the completion of all PEDP activities and tasks. The monitoring and evaluation at the provincial level is carried out during and after the Provincial PEDP Planning Workshop. The table below shows the monitoring and evaluation schedule in relation to the PEDP operation work schedule.

Table 1.2 Timing and Frequency of PEDP Monitoring and Evaluation

	National Level	Provincial Level
Monitoring	During every activity	Once every three years, during the Provincial PEDP Workshop
Evaluation	Once a year at the end of PEDP activities	Once every three years, after the Provincial PEDP Workshop

2

TASKS OF PEDP MONITORING AND EVALUATION

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

2.1 EDP Monitoring at National Level

2.1.1 Objectives

This task aims to monitor the progress of PEDP at the national level to ensure its smooth implementation (namely Tasks 1 to 6 in Operational Guidelines, excluding the Provincial PEDP Planning Workshop in Task 1).

2.1.2 People Concerned

- **PEDP Secretary** for monitoring and coordination (Steps 1 through 3)
- **PMU Task Force Members and PEDP Focal Points** (MOET/Donor, Database, and Indicator Focal Point) for reporting progress (Steps 1 through 3)
- **PMU Head** as the final decision-maker (Step 3)

2.1.3 Activities

Step 1: Confirm the progress of the activities in each task

During the implementation of Tasks 1 to 6, the PEDP Secretary periodically asks PMU Task Force Members and/or PMU Focal Points about the progress of activities. PMU Task Force Members and/or PEDP Focal Points in return provide the PMU Secretary with a brief summary of the activities, the approximate percentage rate of task completion (e.g., 50 % completion), and the expected completion date (the checklist in Annex 1 can be used for this step).

Step 2: Confirm the output of the activities in each task

During and after implementation of Tasks 1 to 6 described in the Operational Guidelines, the PEDP Secretary asks PMU Task Force Members and/or PEDP Focal Points to report on their ongoing output. The PEDP Secretary confirms its quality by checking whether the contents are correct or not, whether utilized forms are appropriate, and whether the next task can be organized with this level of quality (the checklist in Annex 1 can be used for this step).

Step 3: (Optional) Rearrange the schedule and/or increase the number of staff

If through Steps 1 and 2 above, the PEDP Secretary thinks that the planned schedule cannot be met with an acceptable quality of deliverables, the PEDP Secretary discusses with PMU Task Force Members and/or PEDP Focal Points about any possible solutions. The three main options are to rearrange the schedule, to increase the number of staff to support PMU Task Force, or to reduce the quality of the deliverables. The PMU Secretary then consults with the PMU Head to determine how best to solve the problems with a combination of the above options.

2.2 PEDP Evaluation at National Level

2.2.1 Objectives

This task aims to monitor the progress of the Provincial PEDP Planning Workshop to ensure the smooth submission of Provincial PEDP documents.

2.1.2 People Concerned

- **PMU Members** as self-evaluators (Steps 1 through 4)
- **PMU Secretary** for coordination (Steps 1 through 3)
- **PMU Head** for coordination (Step 3)

2.1.3 Activities

Step 1: Fill out the evaluation form

The PEDP Secretary provides forms to PMU members to fill out.

Output: Collected and filled out evaluation forms

Step 2: Summarize the evaluation form

After collecting the evaluation forms, the PEDP Secretary summarizes the results of the evaluation forms and submits it to the PEDP Head.

Output: Summary of the evaluation form

Step 3: Hold the evaluation meeting

After reviewing the results, the PEDP Head asks the PEDP Secretary to organize an evaluation meeting and to invite all PMU members and other related officers to the meeting. The PEDP Head can choose any topics or combinations thereof raised in the evaluation form for the agenda. In the meeting, the PEDP Head solicits PMU member input to improve the quality of PEDP activities.

Output: Minutes of evaluation meeting

Step 4: Follow-up to the meeting

The PEDP Secretary follows-up on the meeting. One example is to change the detailed tasks and format by revising and using Operational Guidelines to confirm the changes with relevant PMU members.

2.3 PEDP Monitoring and Evaluation at Provincial Level

2.3.1 Objectives

This task aims to evaluate the quality of deliverables, approaches and skills at the national level for improvement in future activities.

2.3.2 People Concerned

- **Director of DOET and/or Director of Primary Education Division** as an organizer and for monitoring of the Provincial PEDP Planning Workshop (Steps 1 through 5)
- **DOET Officers** as facilitators (Steps 1 through 5)
- **PMU Secretary** as coordinator (Step 5)
- **PMU Members** for reporting progress (Steps 1 through 3)

2.3.3 Activities

Step 1: Confirm the progress of the activities of the Provincial PEDP Workshop

During the Provincial PEDP Workshop, the Director of DOET and/or Primary Education Division monitors the activities using the *PEDP Monitoring Checklist for Provincial Level* (see Annex 2) in terms of the participants' activeness, facilitators' skill, desk and chair arrangement, time management, etc. If the PMU Secretary sees fit, he/she also attends the workshop and carries out similar tasks.

Step 2: Confirm the output of the activities in each task

During the Provincial PEDP Planning Workshop, the Director of DOET and/or the Primary Education Division also checks whether the Issue Tree, Issue Matrix and Description are logical and detailed enough. If the PMU Secretary sees fit, he/she also attends the workshop and carries out similar tasks.

Step 3: Give feedback

At the end of every day of the workshop, the Director of DOET and/or Primary Education Division gives feedback to the facilitator to improve the quality of the workshop and Provincial PEDP documents.

Step 4: Confirm the output of the activities in each task

At the end of the workshop, the Director of DOET and/or Primary Education Division implements the final evaluation using the *PEDP Evaluation Form for Provincial Level* and gives feedback to the facilitators and participants.

Step 5: Send the evaluation forms to the PEDP Secretary

After finishing the Provincial PEDP Planning Workshop, the Director of DOET and/or Primary Education Division sends all forms (*PEDP Monitoring Checklist for Provincial Level*, and *PEDP Evaluation Form for Provincial Level*) to the PEDP Secretary with Provincial PEDP documents.

ANNEX6- 1

PEDP MONITORING CHECKLIST FOR NATIONAL LEVEL

Below is a set of questions that you will ask the person in charge of every task.

No	PEDP Monitoring Check List at National Level	Check
1	<Input/Preparation> PMU members have necessary input and resources (time, information, place to work) to implement their tasks	
	- Does he/she have enough time to finish his/her activities?	
	- Does he/she have updated and correct information needed to carry out his/her activities?	
2	- Does he/she have adequate resources to implement his/her activities (e.g. computer and printer)	
	<Process/Schedule> Task will be finished according to schedule. During the implementation of task, the completion rate and/or expected completion date reported by PMU members are in line with what you expected	
	- Is the completion rate lower or higher than you expected?	
3	- Is there any expected delay in the schedule?	
	<Output> Produced output matches and expected output.	
	- Is the form used by PMU members correct?	
	- Can the person in the next task implement his/her activities with the current output?	
<p>If there is a "No" above, you should discuss with PMU members and the PEDP Head about the reason(s), and countermeasures (short-term/long-term)</p> <p><Reason></p> <p><Counter measure (short-term)></p> <p><Counter measure (long-term)></p>		

ANNEX 6-2

PEDP MONITORING CHECKLIST FOR PROVINCIAL LEVEL

Name of Your Province: _____

Date: _____

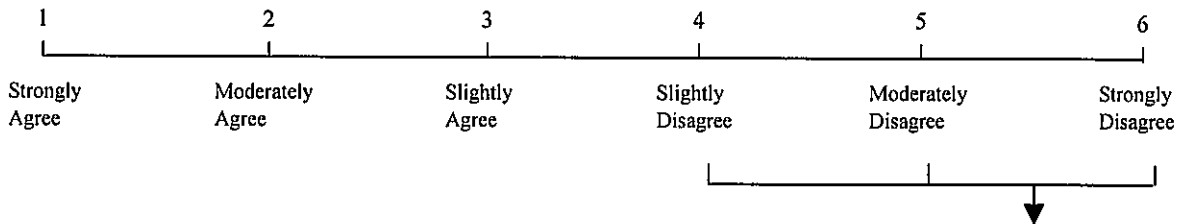
Instructions: For each question below, please check the “Check If Yes” column if the answer is “yes.” If your answer is “No,” please state the reason why in the “Reason If No” column. Please also comment on any lessons learned from each activity.

No	PEDP Monitoring Check List	Check (√) If Yes	Reason If No
1	The facilitator utilized the Provincial PEDP Guidelines as well as the Handbook for EPCB in the Provincial PEDP Planning Workshop		
2	The PEDP Planning Workshop was carried out according to schedule		
3	Situational analysis was developed within the workshop		
4	Issue tree was developed within the workshop		
5	Issue matrix was developed/updated within the workshop		
6	Issue description was developed/updated within the workshop		
7	Data input/arrangement was completed within the workshop		
8	The DOET Director approved the Provincial PEDP documents		
9	DOET sent their Provincial PEDP to PMU		
Lessons learned			

ANNEX 6-3

PEDP EVALUATION FORM FOR NATIONAL LEVEL

Instructions: Please indicate the degree to which you agree or disagree with each statement below. Indicate your answer by circling the number in the "Answer" column next to each statement. If your answer is between 4 to 6, please state the reason why in the "Reason" column. Please also comment on any lessons learned from each activity.



PEDP Evaluation Form	Answer	Reason
Task 1: Identify Current Needs of Primary Education		
<Input/Preparation>		
The Provincial PEDP documents you received were satisfactory without any missing data	1 2 3 4 5 6	
I had enough forms, information, time, and so on to implement the activities	1 2 3 4 5 6	
The process described in the Guidelines (including appendix) was easy to follow	1 2 3 4 5 6	
<Process>		
I actively participated in the process	1 2 3 4 5 6	
Activity of each PA Task Force was conducted smoothly and effectively	1 2 3 4 5 6	
I finished my task before the deadline	1 2 3 4 5 6	
<Output>		
BAPI Needs Match Matrix completely and accurately reflects the current needs of provinces	1 2 3 4 5 6	
The portion of the BAPI Needs Match Matrix you developed is satisfactory to you	1 2 3 4 5 6	
The portions of the BAPI Needs Match Matrix other members developed are satisfactory to you	1 2 3 4 5 6	
Revised BAPI Matrices, if any, were changed for good reasons	1 2 3 4 5 6	
Lessons learned		

PEDP Evaluation Form	Answer	Reason
Task 2: Gather Information Regarding Current Donor/MOET Activities on BPMM		
<Input/Preparation>		
Collected Donor Fact Sheets were satisfactory without any missing data	1 2 3 4 5 6	
I had adequate forms, information, time, and so on to implement the activities	1 2 3 4 5 6	
The process described in the Guidelines (including appendix) was easy to follow	1 2 3 4 5 6	
<Process>		
I actively participated in the process	1 2 3 4 5 6	
I did not get confused about nor misunderstand the process of the tasks	1 2 3 4 5 6	
Smooth coordination was present among Indicator Focal Point and PA Task Force Members	1 2 3 4 5 6	
I finished my task before the deadline	1 2 3 4 5 6	
<Output>		
National and Donor Activities reflected the current donor activities accurately	1 2 3 4 5 6	
BAPI Project Match Matrix was accurately updated	1 2 3 4 5 6	
BAPI Project Match Matrix reflected the current donor activities	1 2 3 4 5 6	
Lessons learned		

PEDP Evaluation Form	Answer	Reason
Task 3: Identify and Tabulate Indicators		
<Input/Preparation>		
Indicators for the review were prepared before starting the task	1 2 3 4 5 6	
I had enough forms, information, time, etc. to implement the activities	1 2 3 4 5 6	
The process described in the Guidelines (including appendix) was easy to follow	1 2 3 4 5 6	
<Process>		
I actively participated in the process	1 2 3 4 5 6	
I did not get confused about nor misunderstand the process of the tasks	1 2 3 4 5 6	
Smooth coordination was present among Indicator Focal Point and PA Task Force Members	1 2 3 4 5 6	
I finished my task before the deadline	1 2 3 4 5 6	
<Output>		
List of Indicators for each Area is correctly updated	1 2 3 4 5 6	
List of Indicators for each Area reflects each PA accurately	1 2 3 4 5 6	
Data from 61 provinces for selected indicators were all collected	1 2 3 4 5 6	
Data from all 61 provinces data for selected indicators was chosen correctly	1 2 3 4 5 6	
PEDP Radar Chart was properly developed	1 2 3 4 5 6	
PEDP Radar Chart reflected the status of PA	1 2 3 4 5 6	
Lessons learned		

PEDP Evaluation Form	Answer	Reason
Task 4: Identify Gaps to Plan Further Intervention		
<Input/Preparation>		
BAPI Needs Match Matrix was prepared properly before implementing the task	1 2 3 4 5 6	
BAPI Project Match Matrix was prepared properly before implementing the task	1 2 3 4 5 6	
I had enough forms, information, time, etc. to implement the activities	1 2 3 4 5 6	
The process described in the Guidelines (including appendix) was easy to follow	1 2 3 4 5 6	
<Process>		
I actively participated in the process	1 2 3 4 5 6	
I did not get confused about nor misunderstand the process of the tasks	1 2 3 4 5 6	
Smooth coordination was present among PA Task Force Members and the PEDP Secretary	1 2 3 4 5 6	
I implemented quality/quantity gap analysis properly	1 2 3 4 5 6	
I finished my task before the deadline	1 2 3 4 5 6	
<Output>		
Annual PEDP Statement was updated accurately according to the BAPI Needs/Project Match Matrix and PEDP Radar Chart	1 2 3 4 5 6	
Annual PEDP Statement reflected the current situation of primary education in Vietnam	1 2 3 4 5 6	
Updated National PEDP was updated accurately according to BAPI Needs /Project Match Matrix and PEDP Radar Chart	1 2 3 4 5 6	
Updated National PEDP in general reflected the current situation of primary education in Vietnam	1 2 3 4 5 6	
Updated National PEDP document will help the donors to identify education needs in the primary sector	1 2 3 4 5 6	
Lessons learned		

PEDP Evaluation Form	Answer	Reason
Task 5: Donor Coordination		
<Input/Preparation>		
I had a full set of donor contact lists and had no trouble finding appropriate contact person	1 2 3 4 5 6	
I had enough forms, information, time, and so on to implement the activities	1 2 3 4 5 6	
The process described in the Guidelines (including appendix) was easy to follow	1 2 3 4 5 6	
<Process>		
I actively participated in the process	1 2 3 4 5 6	
I did not get confused about nor misunderstand the process of the tasks	1 2 3 4 5 6	
Smooth coordination was present among Donor Focal Point, PEDP Head, MOET/Donor project officers, and PEDP Secretary	1 2 3 4 5 6	
PEDP Secretary implemented government tasks (e.g. issuing invitation letters to donors) for Donor Working Meeting properly and on time	1 2 3 4 5 6	
PEDP Secretary implemented government tasks for PEDP Working Meeting properly and on time	1 2 3 4 5 6	
The topics and agenda for Donor Working Meeting were properly organized and on time	1 2 3 4 5 6	
The topics and agenda for PEDP Working Meeting reflected the current issue of primary education in Vietnam	1 2 3 4 5 6	
Other logistics arrangements for Donor Working Meeting were properly organized	1 2 3 4 5 6	
I finished my task before the deadline	1 2 3 4 5 6	
<Output>		
Donor Fact Sheets from all ongoing projects were collected on time	1 2 3 4 5 6	
All necessary columns of Donor Fact Sheets were filled out	1 2 3 4 5 6	
PMU shared and utilized the outcomes of PEDP with donors at individual donor meetings/Donor Working Meeting	1 2 3 4 5 6	
PMU shared and utilized the outcomes of PEDP with MOET and other departments at PEDP Working Meeting	1 2 3 4 5 6	
Minutes of Meeting covered main topics of discussion in individual donor meetings/Donor Working Meeting	1 2 3 4 5 6	
Minutes of Meeting covered main topics of discussion in PEDP Working Meeting	1 2 3 4 5 6	
Questions not answered at the meeting were properly given means of feedback	1 2 3 4 5 6	
Lessons learned		

PEDP Evaluation Form	Answer	Reason
Task 6: Databank Update		
<Input/Preparation>		
I knew where to update the databank before implementing the task	1 2 3 4 5 6	
I had enough forms, information, time, etc. to implement the activities	1 2 3 4 5 6	
The process described in the Guidelines (including appendix) was easy to follow	1 2 3 4 5 6	
<Process>		
I actively participated in the process	1 2 3 4 5 6	
I did not get confused about nor misunderstand the process of the tasks	1 2 3 4 5 6	
Translation process was smooth and on time	1 2 3 4 5 6	
I had no trouble editing HTML	1 2 3 4 5 6	
I had no trouble uploading the files	1 2 3 4 5 6	
I finished my task before the deadline	1 2 3 4 5 6	
<Output>		
CD was developed adequately and was consistent with the source information	1 2 3 4 5 6	
The content of the CD reflected the correct situation of Vietnam and Primary Education	1 2 3 4 5 6	
Lessons learned		

ANNEX 6-4

PEDP EVALUATION FORM FOR PROVINCIAL LEVEL

Instructions: Please indicate the degree to which you agree or disagree with each statement below. Indicate your answer by circling the number in the "Answer" column next to each statement. If your answer is between 4 to 6, please state the reason why in the "Reason" column. Please also comment on any lessons learned from each activity.

1	2	3	4	5	6
Strongly Agree	Moderately Agree	Slightly Agree	Slightly disagree	Moderately Disagree	Strongly Disagree

Provincial PEDP Evaluation Form	Answer	Reason
The process of Provincial PEDP update described in the Guidelines was easy to follow without making any changes.	1 2 3 4 5 6	
The instructions from PMU/MOET were clear and sufficient	1 2 3 4 5 6	
Number of DOET members who participated in the preparation of Provincial PEDP	NO:	
Number of PEDP workshop participants for the preparation of Provincial PEDP	NO:	
DOET members contributed knowledge and experience that they gained from EPCB to PEDP workshop	1 2 3 4 5 6	
DOET members led the workshop as facilitators in an effective manner.	1 2 3 4 5 6	
PEDP Workshop participants actively participated in the discussion.	1 2 3 4 5 6	
Situation analysis was well-prepared	1 2 3 4 5 6	
Issue tree was well-developed and updated	1 2 3 4 5 6	
Issue matrix was well-developed and updated	1 2 3 4 5 6	
Issue description was well-developed and updated	1 2 3 4 5 6	
Key issue was well-clarified	1 2 3 4 5 6	
Data input / arrangement was well-organized	1 2 3 4 5 6	
Lessons learned		

Operational Guidelines

Appendix B: Related Forms

Annex 5 Operational Guidelines Appendix B1 Data Format of Provincial PEDP Documents

Please indicate the most recent data that you have (i.e. Annual/Five-Year Plan for Education Development, submitted to the Finance and Planning Department of MOET) If you do not have planned/estimated figures for after 2006/7, just leave them blank.

Selected Indicators for Primary Education, Actual and Planned: **XXXX Provinces**

	Unit	Actual										Planned/Estimated									
		1990	1991	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
6 year-old population - Total	(Male) (Female)																				
6-10 year-old population - Total	(Male) (Female)																				
New Entrants - Total	(Male) (Female) (Entrants aged 6)																				
G1	Entrants - repeat pupils from previous year Total # of G1 classes Total G1 Students Repetition Promotion Dropouts																				
G2	Entrants from promoted pupils Entrants from repeat pupils Total # of G2 classes Total G2 Students Total # of 7 year-old students who attended G2 Repetition Promotion Dropouts																				
G3	Entrants from promoted pupils Entrants from repeat pupils Total # of G3 classes Total G3 Students Total # of 8 year-old students who attended G3 Repetition Promotion Dropouts																				
G4	Entrants from promoted pupils Entrants from repeat pupils Total # of G4 classes Total G4 Students Total # of 9 year-old students who attended G4 Repetition Promotion Dropouts																				
G5	Entrants from promoted pupils Entrants from repeat pupils Total # of G5 classes Total G5 Students Total # of 10-year old students who attended G5 Repetition Graduate																				
Dropouts	(Male) (Female)																				

Item Group A:
 Please indicate figures using existing data sets, such as "Five-Year Plan 2002-2006" or 2001-2005 figures submitted to F&P Department, and other resources.
 Make/female information is especially important, so please check with other information sources, such as EFA, to fill out the table.

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 Annex 5 Operational Guidelines
 Appendix B-1 Data Format of Provincial PEDP documents

D. Curriculum		E. Budget for Primary Education Sector. (TO BE RECONSIDERED)		F. Indicators		G. Additional Data & Indicators (ref. Section 1.2 Situational Analysis, quantitative evidence)	
# of Primary Schools adopting: 165 week curriculum 120 week curriculum 100 week curriculum Technological education curriculum # of classes adopting New Curriculum G1 G2 G3 G4 G5		REVENUE Provincial Revenue (from district, commune, school, etc) Transaction from Central Government Other Revenue					
		EXPENDITURES Fixed Expenditures Capital expenditures Purchase of fixed assets expenditures Current Expenditures Salaries and wages Goods and services Subsidies and current transfer Others					
Population Change (aged 6) Population Change (aged 6-10) Enrollment % (NER for C1-5) Enrollment % (NER for C1) Enrollment % (GER for C1-5) Enrollment % (GER for C1)							
Pupils/class Pupils/teacher Classes/classroom Exp./student (mil. Dong) Teachers/Class							
Number of students enrolled in Full-day school Double-shift school Triple-shift school							
Number of classes in Full-day teaching Double-shift teaching Triple-shift teaching							
G. Additional Data & Indicators (ref. Section 1.2 Situational Analysis, quantitative evidence)							
C2. Teacher Distribution within Province							
Total Number of Primary Teachers Those Paid-by Government Other Teachers (Contracted)		5+3 9+3 12+2 12+3+4 10+2 7+2+3 Unqualified	Other Qualification 10+2 7+2+3 Unqualified				

Group D: Budgeting for Primary Education
 Please fill out figures using existing data sets, such as Five-Year Plan 2002-2005 or 2001-2005 figures submitted to P&P Department, and other sources.
 Figure to be presented here should include the all public education expenditures in your provinces (i.e., not only DOE's expenditure/revenue).

Group F: Indicators
 You should not have to touch this section as the worksheet will automatically calculate figures.

Group C2: Teacher Information - Geographical Distribution
 Please indicate figures using existing data sets, such as those prepared for Annual and/or Five-Year Plans submitted to P&P Department, and other resources.

Appendix B-2 Provincial BAPI Needs Match Matrix

XXX Province

PA	Sub-Sector	Broad Areas of Possible Interventions		Match	Statements in Provincial PEDP (Issue Tree, Matrix & Description)	Suspended Unclear Statements
PA1 Strengthening Education Management	P1/S1	Education Policies and Regulations	P1/S1/B1	Set up appropriate education policies and regulations to fit the needs of stakeholders		
			P1/S1/B2	Set up specific education policies for disadvantaged children to facilitate equitable access to primary education		
			P1/S1/B3	Review and revise policy on deployment of administrative staff with regard to decentralization		
			P1/S1/B4	Policy and mechanisms for the effective deployment of teachers		
	P1/S2	Management Capacity	P1/S2/B1	Support management capacity building		
			P1/S2/B2	Capacity building for EMIS, school mapping, and micro-planning		
			P1/S2/B3	To provide physical infrastructure to support management services		
	P1/S3	Support system to ensure the quality of education at school level	P1/S3/B1	Development of Quality Assurance Audit		
			P1/S3/B2	To establish guidelines for inspection		
	PA2 Improvement of Pre-Service Training Provision	P2/S1	Teacher Training Colleges	P2/S1/B1	Review of pre-service provision to meet long- term demands	
P2/S1/B2				Review and revision of curriculum and practice		
P2/S1/B3				Support for in-service teacher training in Teacher Training Colleges		
P2/S1/B4				Strengthen pre-service training for special subject teachers		
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 classrooms/libraries and multi-purpose 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 construction and/or improvement of power supply and electrical systems		
			P3/S2/B7	Improvement of playground and school site (including fencing and gates) at existing schools		
			P3/S2/B8	Construction and/or improvement of attached facilities (security house and motorcycle shed)		
P3/S2/B9	Construction of new school					
P3/S2/B10	Facility maintenance and asset management					

PA	Sub-Sector	Broad Areas of Possible Interventions		Match	Statements in Provincial PEDP (Issue Tree, Matrix & Description)	Suspended Unclear Statements
PA4 Improving Quality in the Classroom: Teachers, Curriculum & Teaching-Learning Processes	P4/S1	School Support Systems	P4/S1/B1	Enhanced school support systems		
			P4/S1/B2	Certified headship & senior staff training for school based development		
			P4/S1/B3	Action research in schools		
			P4/S1/B4	Community based school support systems		
	P4/S2	Teacher Quality	P4/S2/B1	Trainer-of-Trainer (TOT) programs		
			P4/S2/B2	In-service methodology training programs		
	P4/S3	Curriculum and Assessment	P4/S3/B1	Curriculum development processes		
			P4/S3/B2	Textbook development, publishing and distribution		
			P4/S3/B3	IT equipment supply and application in the primary curriculum		
			P4/S3/B4	Supply of library books and teaching aids		
	P4/S4	Accessing the Curriculum	P4/S4/B1	Accessing the Curriculum (Readiness program)		
			P4/S4/B2	Accessing the Curriculum (Bilingual education for ethnic minorities)		
			P4/S4/B3	Accessing the Curriculum (Impact of the socialization process)		
PA5 Overcoming barriers in accessing primary education	P5/S1	Accessing Education	P5/S1/B1	Scholarships, fee exemptions for pupils from poor families		
			P5/S1/B2	Provision of learning resources for disadvantaged children		
			P5/S1/B3	Transportation to school		
			P5/S1/B4	School-feeding programs		
			P5/S1/B5	Early childhood education		
			P5/S1/B6	Education awareness-raising campaign		
			P5/S1/B7	Reintegrate out-of-school children within Primary School		
			P5/S1/B8	Special Needs Education		
	P5/S2	Juvenile Protection	P5/S2/B1	Primary health care in schools		
			B5/S2/B2	Juvenile protection programs		

PA	Sub-Sector	Broad Areas of Possible Interventions		Match	Statements in Provincial PEDP (Issue Tree, Matrix & Description)	Suspended Unclear Statements
PA6 Strengthening Educational Finance and Socialization	P6/S1	Improving Government Education Finance Systems	P6/S1/B1	Refine budget processes and monitoring to achieve more optimal budget distribution (central-province)		
			P6/S1/B2	Decentralized budgetary processes (province-district-school)		
	P6/S2	Enhancing "Socialization" in Education	P6/S2/B1	Institutionalization of "socialization" in education		
	P6/S3	Strengthening District/School- based Finance Systems	P6/S3/B1	Block grants for schools		
			P6/S3/B2	Cost-effectiveness analysis of school investments and expenditures		
Substantial needs that were not accommodated in the existing BAPI		<u>Needs Statement in Provincial PEDP</u> <u>Proposal for Draft Revision of BAPI in National PEDP</u>				
Substantial needs that were not accommodated in the existing National Issue Matrix (NIM)		<u>Needs Statement in Provincial PEDP</u> <u>Proposal for Draft Revision of NIM in National PEDP</u>				

Appendix B3 BAPI - Needs Match Matrix (BNMM)

Prioritized Area	Sub-Sector	Broad Areas of Possible Interventions	National	Red River Delta										North-East Region										North-West Region										North-Central Coast										Central Coast										Central Highland										South-East Region										Mekong River Delta									
				Central level/ MOET	1. Ha Noi	2. Hai Phong	3. Ha Tay	4. Hai Duong	5. Hung Yen	6. Ha Nam	7. Nam Dinh	8. Thai Binh	9. Ninh Binh	10. Ha Giang	11. Cao Bang	12. Lao Cai	13. Bac Kan	14. Lang Son	15. Tuyen Quang	16. Yen Bai	17. Thai Nguyen	18. Phu Tho	19. Vinh Phuc	20. Bac Giang	21. Bac Ninh	22. Quang Ninh	23. Lai Chau	24. Son La	25. Hoa Binh	26. Thanh Hoa	27. Nghe An	28. Ha Tinh	29. Quang Binh	30. Quang Tri	31. Thua Thien Hue	32. Da Nang	33. Quang Nam	34. Quang Ngai	35. Binh Dinh	36. Phu Yen	37. Khanh Hoa	38. Gia Lai	39. Kon Tum	40. Dak Lak	41. TP. H-C-Minh	42. Lam Dong	43. Ninh Thuan	44. Binh Phuoc	45. Tay Ninh	46. Binh Duong	47. Dong Nai	48. Binh Thuan	49. B. Binh V. Tau	50. Long An	51. Dong Thap	52. An Giang	53. Tien Giang	54. Vinh Long	55. Ben Tre	56. Kien Giang	57. Can Tho	58. Tra Vinh	59. Soc Trang	60. Bac Lieu	61. Ca Mau																		
P1 Strengthening Education Management	P1/S1	Education Policies and Regulations	P1/S1/B1	Set up appropriate education policies and regulations to fit the needs of stakeholders																																																																															
			P1/S1/B2	Set up specific education policies for disadvantaged children to facilitate equitable access to primary education																																																																															
			P1/S1/B3	Review and revise policy on deployment of administrative staff with regard to decentralization																																																																															
			P1/S1/B4	Policy and mechanisms for the effective deployment of teachers																																																																															
	P1/S2	Management Capacity	P1/S2/B1	Support management capacity building																																																																															
			P1/S2/B2	Capacity building for EMIS, school mapping and micro planning																																																																															
			P1/S2/B3	To provide physical infrastructure to support management services																																																																															
	P1/S3	Support system to ensure the quality of education at school level	P1/S3/B1	Development of Quality Assurance Audit																																																																															
			P1/S3/B2	To establish guidelines for inspection																																																																															
	P2 Improvement of Pre-Senior Training Institution	P2/S1	Teacher Training Colleges	P2/S1/B1	Review of pre-service provision to meet long-term demands																																																																														
P2/S1/B2				Review and revision of curriculum and practice																																																																															
P2/S1/B3				Support for in-service teacher training in Teacher Training Colleges																																																																															
P2/S1/B4				Strengthen pre-service training for special subject teachers																																																																															
P3 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 classrooms/libraries and multi-purpose 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 drinking water system and hygiene system at existing schools																																																																															
			P3/S2/B6	New construction and/or improvement power supply and electrical systems																																																																															
			P3/S2/B7	Improvement of playground and school site (include 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																																																																																		
P4 Improving Quality in the Classroom: Teachers, Curriculum & Teaching-Learning Processes	P4/S1	Facility Planning, Design and Supply Criteria	P4/S1/B1	Enhanced school support systems																																																																															
			P4/S1/B2	Certified headship and senior staff training for school based development																																																																															
			P4/S1/B3	Action research in schools																																																																															
			P4/S1/B4	Community based school support systems																																																																															
	P4/S2	Teachers' Quality	P4/S2/B1	Trainer-of-Trainer (TOT) programs																																																																															
			P4/S2/B2	In-service methodology training programs																																																																															
	P4/S3	Curriculum and Assessment	P4/S3/B1	Curriculum development processes																																																																															
			P4/S3/B2	Textbook development, publishing and distribution																																																																															
	P4/S4	Assessing the Curriculum	P4/S4/B1	IT equipment supply and application in the primary curriculum																																																																															
			P4/S4/B2	Supply of Library Books and Teaching Aids																																																																															
P4/S4/B3			Accessing the Curriculum (Readiness program)																																																																																
P4/S4/B4			Accessing the Curriculum (Bilingual education for ethnic minorities)																																																																																
P5 Overcoming Barriers in Accessing Primary Education	P5/S1	Accessing Education	P5/S1/B1	Scholarships, fee exemptions for pupils from poor families																																																																															
			P5/S1/B2	Provision of learning resources for disadvantaged children																																																																															
			P5/S1/B3	Transportation to schools																																																																															
			P5/S1/B4	School-feeding programs																																																																															
			P5/S1/B5	Early childhood education																																																																															
			P5/S1/B6	Education awareness-raising campaign																																																																															
			P5/S1/B7	Reintegrate out-of-school children within Primary School																																																																															
			P5/S1/B8	Special Needs Education																																																																															
	P5/S2	Juvenile Protection	P5/S2/B1	Primary health care in schools																																																																															
			P5/S2/B2	Juvenile protection programs																																																																															
P6 Strengthening Educational Finance and Socialization	P6/S1	Improving Government Education Finance Systems	P6/S1/B1	Refine budget processes and monitoring to achieve more optimal budget distribution (central-province)																																																																															
			P6/S1/B2	Decentralized budgetary processes (province-district-school)																																																																															
	P6/S2	Enhancing "Socialization" in Education	P6/S2/B1	Institutionalization of "socialization" in education																																																																															
			P6/S2/B2	Block grants for schools																																																																															
P6/S3	Strengthening District/School-based Finance Systems	P6/S3/B1	Cost-effectiveness analysis of school investments and expenditures																																																																																
		P6/S3/B2																																																																																	

Appendix B-4 PEDP Donor Fact Sheet

PEDP Donor Project Fact Sheet

Planned/Ongoing/Recently Completed Donor-Supported Project/Study

Please provide some key information concerning all the primary education-related projects/studies supported by your organization. Please fill out one sheet for each project.

PEDP Code (MOET Use):		Information as of:	
1a. Executing Organization:	Name: Website:		
1b. Contact Person:	Name and Position:	Tel: Fax: E-mail:	
2a. Funding Organization (if different from above):	Name: Website:		
2b. Contact Person:	Name and Position:	Tel: Fax: E-mail:	
3a. Counterpart Organization:	Name:		
3b. Contact Person:	Name and Position:	Tel: Fax: E-mail:	
4a. Project/Study Title:			
4b. Type of Project/Study: (Please Tick [✓]):	<input type="checkbox"/> Loan <input type="checkbox"/> Grant <input type="checkbox"/> Technical Assistance <input type="checkbox"/> Others (Please specify: _____)		
4c. Project/Study Period:	2000 – 2003		
4d. Project Status: (Please Tick [✓]):	<input type="checkbox"/> Completed <input type="checkbox"/> On-going <input type="checkbox"/> Planned		
5. Objective of the Project:			
6. Target Area(s)/Province(s): (Please Tick [✓])			
<input type="checkbox"/> 1. Ha Noi <input type="checkbox"/> 2. Hai Phong <input type="checkbox"/> 3. Ha Tay <input type="checkbox"/> 4. Hai Duong <input type="checkbox"/> 5. Hung yen <input type="checkbox"/> 6. Ha Nam <input type="checkbox"/> 7. Nam Dinh <input type="checkbox"/> 8. Thai Binh <input type="checkbox"/> 9. Ninh Binh North-East Region <input type="checkbox"/> 10. Ha Giang <input type="checkbox"/> 11. Cao Bang <input type="checkbox"/> 12. Lao Cai <input type="checkbox"/> 13. Bac Kan <input type="checkbox"/> 14. Lang Son <input type="checkbox"/> 15. Tuyen Quang <input type="checkbox"/> 16. Yen Bai <input type="checkbox"/> 17. Thai Nguyen <input type="checkbox"/> 18. Phu Tho <input type="checkbox"/> 19. Vinh Phuc <input type="checkbox"/> 20. Bac Giang <input type="checkbox"/> 21. Bac Ninh* <input type="checkbox"/> 22. Quang Ninh	<input type="checkbox"/> 23. Lai Chau <input type="checkbox"/> 24. Son la <input type="checkbox"/> 25. Hoa Binh North-Central Coast <input type="checkbox"/> 26. Thanh Hoa <input type="checkbox"/> 27. Nghe An <input type="checkbox"/> 28. Ha Tinh <input type="checkbox"/> 29. Quang Binh <input type="checkbox"/> 30. Quang Tri <input type="checkbox"/> 31. Thua Thien Hue Central Coast <input type="checkbox"/> 32. Da Nang <input type="checkbox"/> 33. Quang Nam <input type="checkbox"/> 34. Quang Ngai <input type="checkbox"/> 35. Binh Dinh <input type="checkbox"/> 36. Phu Yen <input type="checkbox"/> 37. Khanh Hoa Central Highland <input type="checkbox"/> 38. Gia Lai <input type="checkbox"/> 39. Kon Tum <input type="checkbox"/> 40. Dak Lak	<input type="checkbox"/> 41. TP H-C-Minh <input type="checkbox"/> 42. Lam Dong <input type="checkbox"/> 43. Ninh Thuan <input type="checkbox"/> 44. Binh Phuoc <input type="checkbox"/> 45. Tay Ninh <input type="checkbox"/> 46. Binh Duong <input type="checkbox"/> 47. Dong Nai <input type="checkbox"/> 48. Binh Thuan <input type="checkbox"/> 49. B.Ria-V.Tau Mekong River Delta <input type="checkbox"/> 50. Long An <input type="checkbox"/> 51. Dong Thap <input type="checkbox"/> 52. An Giang <input type="checkbox"/> 53. Tien Giang <input type="checkbox"/> 54. Vinh Long <input type="checkbox"/> 55. Ben Tre <input type="checkbox"/> 56. Kien Giang <input type="checkbox"/> 57. Can Tho <input type="checkbox"/> 58. Tra Vinh <input type="checkbox"/> 59. Soc Trang <input type="checkbox"/> 60. Bac Lieu <input type="checkbox"/> 61. Ca Mau	

7. Project Outputs: (Please Tick [✓])	<input type="checkbox"/> Policy/Regulation/Guidelines/Standards Developed - Content: _____ <input type="checkbox"/> Management Tools/Systems Developed - Content: _____ - Target: <input type="checkbox"/> Primary Schools/[<input type="checkbox"/> TTCs/[<input type="checkbox"/> MOET/[<input type="checkbox"/> DOETs/[<input type="checkbox"/> BOETs [<input type="checkbox"/> (Other: _____) <input type="checkbox"/> Training Developed/Delivered - Content: _____ - Target: <input type="checkbox"/> Pupils/[<input type="checkbox"/> Teachers/[<input type="checkbox"/> Principals /[<input type="checkbox"/> TTC Trainers/[<input type="checkbox"/> Parents [<input type="checkbox"/> MOET staff/[<input type="checkbox"/> DOET staff/[<input type="checkbox"/> BOET staff [<input type="checkbox"/> (Other: _____) <input type="checkbox"/> Curriculum/Programs Developed - Content: _____ - Target: <input type="checkbox"/> Primary Schools/[<input type="checkbox"/> TTCs/[<input type="checkbox"/> MOET/[<input type="checkbox"/> DOETs/[<input type="checkbox"/> BOETs [<input type="checkbox"/> (Other: _____) <input type="checkbox"/> Teaching/Learning Materials Developed - Content: _____ - Target: <input type="checkbox"/> Pupils /[<input type="checkbox"/> Teachers/[<input type="checkbox"/> TTC Trainers /[<input type="checkbox"/> Parents [<input type="checkbox"/> (Other: _____) <input type="checkbox"/> Manuals/Guidebooks Developed - Content: _____ - Target: <input type="checkbox"/> Pupils /[<input type="checkbox"/> Teachers/[<input type="checkbox"/> TTC Trainers /[<input type="checkbox"/> Parents [<input type="checkbox"/> MOET staff/[<input type="checkbox"/> DOET staff/[<input type="checkbox"/> BOET staff [<input type="checkbox"/> (Other: _____) <input type="checkbox"/> Resources/Materials Provided - Content: _____ - Target: : [<input type="checkbox"/> Primary Schools/[<input type="checkbox"/> TTCs/[<input type="checkbox"/> MOET/[<input type="checkbox"/> DOETs/[<input type="checkbox"/> BOETs [<input type="checkbox"/> (Other: _____) <input type="checkbox"/> School/Classroom Constructed <input type="checkbox"/> School/Classroom Rehabilitated <input type="checkbox"/> Facilities/Furniture/Equipment Provided -Content: _____ - Target: <input type="checkbox"/> Primary Schools/[<input type="checkbox"/> TTCs/[<input type="checkbox"/> MOET/[<input type="checkbox"/> DOETs/[<input type="checkbox"/> BOETs [<input type="checkbox"/> (Other: _____) <input type="checkbox"/> (Other: _____)				
8. Project Total Cost	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 2px;">Foreign (US\$)</td> <td style="width: 50%;"></td> <td style="width: 25%; padding: 2px;">Local (VND)</td> <td style="width: 25%;"></td> </tr> </table>	Foreign (US\$)		Local (VND)	
Foreign (US\$)		Local (VND)			
9. Lessons learned/any relevant information to be shared (this section can be extracted from your recent project document)					
10. Any project documents/ reports available	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 2px;">Title:</td> <td style="width: 40%; padding: 2px;">Publication Date:</td> </tr> <tr> <td style="padding: 2px;">Title:</td> <td style="padding: 2px;">Publication Date:</td> </tr> </table>	Title:	Publication Date:	Title:	Publication Date:
Title:	Publication Date:				
Title:	Publication Date:				
11. Components of your project activities and studies related to primary education classified by BAPI (Broad Areas of Possible Interventions) contained in the National PEDP document.	Please tick [✓] as appropriate in the columns provided below.				

Sub-Sector	Broad Areas of Possible Interventions	
PA1 Strengthening Education Management		
P1/S1 Education Policies and Regulations	[] B1	Set up appropriate education policies and regulations to fit the needs of stakeholders
	[] B2	Set up specific education policies for disadvantaged children to facilitate equitable access to primary education
	[] B3	Review and revise policy on deployment of administrative staff with regard to decentralization
	[] B4	Policy and mechanisms for the effective deployment of teachers
P1/S2 Management Capacity	[] B1	Support management capacity building
	[] B2	Support capacity building for EMIS, school mapping, and micro-planning
	[] B3	To provide physical infrastructure to support management services
P1/S3 Support system to ensure the quality of education at school level	[] B1	Development of Quality Assurance Audit
	[] B2	To establish guidelines for inspection
PA2 Improvement of Pre-Service Training Provision		
P2/S1 Teacher Training Colleges	[] B1	Review of pre-service provision to meet long-term demands
	[] B2	Review and revision of curriculum and practice
	[] B3	Support for in-service teacher training in Teacher Training Colleges
	[] B4	Strengthen pre-service training for special subject teachers
PA3 Improvement of Facilities		
P3/S1 Facility planning, design and supply criteria	[] B1	Reform primary school design and construction standards
	[] B2	Design and supply of school furniture and playground equipment
P3/S2 Construction and maintenance of school facility	[] B1	Increase number of classrooms at existing schools
	[] B2	Construction and improvement of special classrooms/libraries and multi-purpose classrooms at existing schools
	[] B3	Construction and/or improvement of facilities for administration at existing schools
	[] B4	Construction and/or improvement of lunch facilities at existing schools
	[] B5	Construction and/or improvement of drinking water system and hygiene system at existing schools
	[] B6	New construction and/or improvement of power supply and electrical systems
	[] B7	Improvement of playground and school site (including fencing and gates) at existing schools
	[] B8	Construction and/or improvement of attached facilities (security house and motorcycle shelter)
	[] B9	Construction of new school
	[] B10	Facility maintenance and asset management

Sub-Sector	Broad Areas of Possible Interventions	
PA4 Improving Quality in the Classroom: Teachers, Curriculum & Teaching-Learning Processes		
P4/S1 School Support Systems	[] B1	Enhanced school support systems
	[] B2	Certified headship and senior staff training for school based development
	[] B3	Action research in schools
	[] B4	Community-based school support systems
P4/S2 Teachers' Quality	[] B1	Trainer-of-Trainer (TOT) programs
	[] B2	In-service methodology training programs
P4/S3 Curriculum and Assessment	[] B1	Curriculum development processes
	[] B2	Textbook development, publishing and distribution
	[] B3	IT equipment supply and application in the primary curriculum
	[] B4	Supply of library books/teaching aids for full-day schooling
P4/S4 Accessing the Curriculum	[] B1	Accessing the Curriculum (Readiness Program)
	[] B2	Accessing the Curriculum (Bilingual education for Ethnic Minorities)
	[] B3	Accessing the Curriculum (Impact of the Socialization Program)
PA5 Overcoming barriers in accessing primary education		
P5/S1 Accessing Education	[] B1	Scholarships, fee exemptions for pupils from poor families
	[] B2	Provision of learning resources for disadvantaged children
	[] B3	Transportation to schools where feasible
	[] B4	School-feeding programs
	[] B5	Early childhood education
	[] B6	Education awareness-raising campaign
	[] B7	Reintegrate out-of-school children within Primary School
	[] B8	Special needs education
P5/S2 Juvenile Protection	[] B1	Primary health care in schools
	[] B2	Juvenile protection programs

Sub-Sector	Broad Areas of Possible Interventions	
PA6 Strengthening Educational Finance and Socialization		
P6/S1 Improving Government Education Finance Systems	[] B1	Refine budget processes and monitoring to achieve more optimal budget distribution (central-province)
	[] B2	Decentralized budgetary processes (province-district-school)
P6/S2 Enhancing "Socialization" in Education	[] B1	Institutionalization of "socialization" in education
P6/S3 Strengthening District/School-based Finance Systems	[] B1	Block grants for schools
	[] B2	Cost-effectiveness analysis of school investments and expenditures
Other Project Components/ Activities not covered in the above BAPs		
Sub-sector []		Activities Situation analysis and needs assessment
Sub-sector []		Activities
<i>Please add rows as needed.</i>		

