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## **IMPROVING PRE- & IN-SERVICE TRAINING OF PRIMARY & LOWER SECONDARY TEACHERS IN THE NORTHERN HIGHLANDS OF VIETNAM**

**VIE 04 019 11**



**FINAL REPORT  
BARBARA RADELLI - CTA  
EXECUTION PERIOD: 11 APRIL 2005 – 30 JUNE 2010**

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# 1 PROJECT PROFILE



Project name	Improving pre- and in-service training of primary & lower secondary teachers in the Northern Highlands of Vietnam – VIE 04 019 11
Funded by	Directorate General for Development Cooperation - Belgium Ministry of Education & Training – Vietnam
Partner institutions	Belgian Technical Cooperation (BTC - Belgium) Ministry of Education & Training (MOET - Vietnam)
Convention	Specific Agreement signed on October 9, 2004
Project location	14 Northern Provinces of Vietnam
Project start	April 2005
Duration	63 months (including 9-month no-cost extension)
Budget	5,200,000 €
Sector	Education

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## Project objectives

To improve the quality of primary & lower secondary teacher training in Northern Vietnam by:

- Developing Active Teaching & Learning methodologies
- Adapting the Teacher Training curriculum to the needs of ethnic groups
- Developing Classroom Action Research to support ATL initiatives for ethnic equity
- Developing provincial ATL Resource Centres

### Direct & indirect beneficiaries

- 504 key-teacher trainers
- 126 educational & training managers
- 140 members of scientific committees
- 1000 peer teacher trainers
- 1500 primary & lower secondary school teachers
- Students of 14 Teacher Training Institutes and 42 primary & lower secondary schools



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## 2 BRIEF FACTUAL OVERVIEW

The project was implemented in the framework of the education reform launched by the Ministry of Education and Training (MOET) in 2001. It contributed to the primary and lower secondary education through improving teacher training at teacher training institutes (TTI) and at teacher training schools (TS) in 14 mountainous provinces. In order to achieve this, the project had a twofold overall strategy:

- Firstly, it aimed at developing, consolidating and sustaining *Active Teaching and Learning* (ATL) in line with the curriculum and textbook innovation at primary and lower secondary schools and at the teacher training institutes - introduced by the Ministry of Education and Training. Major areas of pedagogical intervention were *methods of teaching* and *teacher training*; *teacher and learner assessment*; *practice teaching by teacher trainees*; and *classroom action research*. An intra- and inter-provincial learning network of ATL resource centres was developed to consolidate and share best practices. The educational management at different levels built capacities to promote and sustain the ATL innovation.
- Secondly, the project aimed at *increasing equity in the quality of the educational innovation* within the targeted provinces. To do this, it paid intensive attention to adapting a) the ATL innovation, and b) the teacher training curriculum and 3) classroom action research to the individual needs and context of socio-economically disadvantaged teachers and learners within the 14 mountainous provinces. A major focus was placed on the specific problems of teachers and learners from ethnic minority groups. Apart from specific adaptations relating to methodology, teaching aids, research, the project included 1 ethnic minority boarding school as a training school (per province); and developed the non-compulsory part of the teacher training curriculum towards better equity.

The project was structured along 4 principal result areas, namely:

1. *Result No 1:* Teacher trainers and teachers of training schools apply **ATL** methodology in their daily practice, in line with the new curriculum and textbooks, and adapted to the specific needs and context
2. *Result No 2:* The non-compulsory part of the teacher-training **curriculum** is adapted to the specific needs of the most disadvantaged groups
3. *Result No3:* Teacher trainers are supported to carry out good quality practical and relevant classroom **action research** on ATL and on initiatives that promote equity for ethnic minority students
4. *Result No 4:* Teacher training institutes and training schools are supported with **equipment, resources and materials** that effectively support ATL and results 1, 2 and 3.



Except for a 9-month no-cost extension decided by the Project Steering Committee in September 2008, there were no major changes affecting the above described frame of work.

### 3 PROJECT INCEPTION PHASE

#### 3.1 Setting-up the Project team and workspace

The project inception phase involved the assignment of a bilateral Project Management Unit and the setting-up of 15 project offices (in Hanoi and in the 14 provincial Teacher Training Institutes). From April to September 2005, the following activities were implemented:

##### Administration

April 11, 2005	<b>Arrival of CTA and beginning of PMU activities</b> , temporarily located at the BTC Representation office in Hanoi
April - July 2005	<b>Setting-up the Hanoi Project Office</b> : requested quotations; visited several office spaces; moved to the project permanent premises in La Thanh Hotel.
April - August 2005	<b>Opening 3 project bank accounts</b> at the VIETCOMBANK (CVF contribution in VND, BTC contribution in VND and in Euro). <b>Studying the Vietnamese Tendering and Labour Laws</b>
July - Sept 2005	<b>Project visibility</b> : prepared project logo, leaflet and presentation.
Sept 2005	<b>Official approval of the project</b> was received from the Prime Minister (Decision 1426/CP-QHQT, dated September 30, 2005)
Oct 2005	Ministry of Finance provided instructions on <b>norms of Counter Value fund expenses</b> (Letter ref. 13050/BTC-TCDN, dated October 17, 2005)

##### HUMAN RESOURCES

April - July 2005	<b>Initial Hanoi Project Office team</b> : prepared TOR, published vacancy announcements, prepared, implemented and corrected examination tests, constituted recruitment selection committees, interviewed candidates and contracted 1 Administrator, 1 Chief Accountant, 2 Project Officers, 1 Translator, 1 IT Assistant. Prepared employees' follow-up tools, and Project Internal Regulations
July - August 2005	<b>Constitution of the Project Advisory Board</b>
August - Sept 2005	<b>Nomination of 14 Provincial Project Management Units</b> : prepared TOR and Reporting Guidelines; nominated 14 Provincial Assistants and 14 Provincial Accountants.
Sept 05	<b>Definition of the Project Organization Chart</b> (approved in Nov 2005)

##### INITIAL INVESTMENTS

May - June 2005	Requested quotations, ordered one <b>15-seat van</b> (delivered Nov 2005).
July - August 2005	Requested quotations, purchased, installed furniture, computers, other office equipment, Internet & LAN systems in the Hanoi Project Office

In Vietnam, inception phases are very long. They should be taken into account during the formulation missions and should be included in the Project Implementation Calendar attached to the TFF (we actually "lost" 6 months before being able to start project activities).

## 3.2 Understanding the context: the Baseline Survey

This project started in April 2005 as a continuation of the *Vietnam-Belgium Teacher Training Project in 7 Provinces of North Vietnam* that was implemented from 1999 to 2003. It was therefore necessary to re-assess the situation at the light of the 2005 context.

As provided for by the TFF, the Project implemented a base line survey in the 14 project sites in order to collect up-dated data regarding the project's 4 expected results:

- Current practices and teachers' training needs regarding ATL (result 1)
- Current regulations/practices and Scientific Committees' training needs regarding the adaptation of the free percentage of the curriculum to the local linguistic, cultural and socio-economic contexts (result 2)
- Current instructions/practices as well as relevancy, quality and applicability of Classroom Action Research on ATL and on initiatives promoting equity for ethnic teachers (result 3)
- Existing resources available in each province to support ATL development, and needs in terms of additional equipment/materials and in terms of training of the targeted users (result 4)

From July to September 2005, the PMU defined the survey methodology and timetable, and hired a team of National Experts from MOET, NIESAC and other relevant institutions to prepare the quantitative and qualitative **baseline survey tools**:

- Quantitative questionnaires: inventory of existing human resources, equipment, materials & available learning/working spaces
- Qualitative questionnaires concerning current practices and training needs
- Interview guidelines
- Class observation guidelines

The selection of the education managers, teacher trainers, teacher trainees and students to be interviewed during the survey was done by the PMU, according to the selection criteria indicated in the TFF and on the basis of the inventory of human resources and other information obtained through the quantitative questionnaires.

From October to December 2005, four teams of hired surveyors collected data in 14 DOET, 14 TTI and 42 Training Schools (14 Primary, 14 Lower Secondary, 14 Lower Secondary Boarding Schools). The **baseline survey was completed** in the 14 provinces by December 4, 2005.

### **Baseline survey results**

Draft survey reports for 14 provinces were presented during a workshop organised on 19-20 January 2006. Findings were reviewed, discussed and sometimes clarified. The PMU provided guidelines for the finalisation of the following overall reports:

### **QUANTITATIVE DATA on teachers' & pupils' profiles and existing teaching and learning aids, scientific researches, ICT and teaching equipment; etc...:**

- *ICT Equipment in 14 DOET*
- *Teachers, Pupils & School Profiles of 14 TTI*
- *Teachers, Pupils & School Profiles of 14 LS Training Schools*
- *Teachers, Pupils & School Profiles of 14 LS Boarding Schools*
- *Teachers, Pupils & School Profiles of 14 Primary Schools*



This information was used by the PMU to:

- Determine the lists of equipment and furniture to be provided to the DOET and to the Provincial Project Offices (cf. chapter 2.1.2 Investments)
- Select the lists of the baseline survey Interviewees (Managers, Teachers & Pupils in 14 DOET, 14 TTI and 42 targeted Training Schools)
- Select the key and secondary beneficiaries that will receive training and/or will participate to the project activities

**QUALITATIVE INFORMATION on current practices and needs regarding ATL and Curriculum development at provincial level and in each school.:**

- *ATL & Curriculum Development at provincial level, by 14 DOET*
- *ATL & Curriculum Development in 14 TTI*
- *ATL & Curriculum Development in 14 LS Training Schools*
- *ATL & Curriculum Development in 14 LS Boarding Schools*
- *ATL & Curriculum Development in 14 Primary Schools*

This information was used by the PMU to gather:

- Opinions of education practitioners at grass-root level
- Realistic information on Managers, Teachers & Pupils understanding & experience about ATL
- Precise information on daily practices at classroom level

**Dissemination of the Baseline Survey findings**

- ✓ The above mentioned reports provided the MOET and the PMU with a very detailed picture of the education situation and needs in the 14 DOET, 14 TTI and 42 Training Schools
- ✓ The findings of the baseline survey were also compiled in a *FINAL BASELINE SURVEY REPORT ON EDUCATION RENOVATION IN 14 NORTHERN PROVINCES* that was shared with several external partners, projects and/or organizations.



The implementation of the baseline survey was difficult and created tensions between the NPD and the CTA. From the NPD point of view, MOET (i.e. the NPD) knew all the needs in the provinces; hence collection of data could be done only by sending faxed questionnaires to the DOET and TTI. In my point of view, it was necessary to visit the provinces (of which 7 were new), to interview education managers but also teachers and students, and to observe classroom practices.

### 3.3 Designing the Project Training Program

From September 2005 to March 2006, the **overall strategy and frame of work of the training program** was prepared, discussed and revised by the PMU with the project Advisory Board. A Project Training Program reference booklet was compiled including:

#### Selection of Trainees

- Key beneficiaries of the 1<sup>st</sup> Training Phase (Direct training)
- Secondary beneficiaries of the 2<sup>nd</sup> Training Phase (Peers' training)

#### Preparation of Terms of Reference and selection of Trainers

##### 3-5 National Consultants:

- To assist the PMU to prepare the contents of the training program in a comprehensive and coherent way
- To assist the Core Trainers in the preparation of each training module
- To assist the PMU in the monitoring and evaluation of the training program

##### 70 Core Trainers:

- 38 National Experts (2 per subject) for the 19 subjects of the LS Curriculum
- 11 National Experts for the 11 subjects of the Primary Curriculum
- 14 National Experts for the training and follow-up of 14 Scientific Committees
- 3 National experts for ICT Teaching Equipment
- 4 National Experts for Teaching & Learning Aids

##### International Consultants:

To contribute innovative techniques on: ATL methodologies and practices; Curriculum Development; Creation and use of Teaching & Learning Aids; Creation and development of ATL Resources & Documentation Centres; etc.

#### Preparation and organization of the project training program

##### Definition of the training methodology:

- For the overall Training Program (Results 1-4)
- For each specific Module

##### Determination of the results and outputs to be attained:

- By the key-beneficiaries: conception, validation and implementation at classroom level of innovative methodologies & pedagogic tools; training of their peers
- By the secondary-beneficiaries: implementation of innovative methodologies & pedagogic tools at classroom level
- By the PMU: monitoring and evaluation of the Training Program and its outputs; distribution and dissemination of best results

##### Organization of the training contents for:

- Key beneficiaries of the 1<sup>st</sup> Training Phase (Direct training)
- Secondary beneficiaries of the 2<sup>nd</sup> Training Phase (Peers' training)

##### Organization of the Training Calendar and of the Training Venues:

- By modules and by dates

**A Training Program is the result of a global vision. It takes into account the overall pedagogic objectives sought at the end of the program, and the training steps that need to be implemented to reach them. From MOET side, there was a lack of interest in designing an overall training program and my proposal to involve the Hanoi University of Pedagogy was also not accepted. Although we finally managed to conduct a coherent program, the lack of a shared global vision sometimes obliged us to navigate "à vue" ☺**



### 3.4 Initial training of Project staff & National Experts

#### 3.4.1 Initial training of 14 Provincial Project Offices' staff

From 19 to 22 October 2005, an initial training for the 14 PPO Assistants and the 14 PPO Accountants was conducted in Hanoi to provide information about the **project background**. Trainees had the opportunity to share experiences with colleagues from other provinces while learning about the Project requirements in terms of:

- ✓ Project objectives, beneficiaries, expected results, planned activities & budget
- ✓ Roles and responsibilities of the PPO staff
- ✓ Capacity to maintain systematic administrative and financial records
- ✓ Capacity to use ICT in daily work
- ✓ Quarterly reporting formats (Project Assistants)
- ✓ Project accountancy principles & guidelines; Financial Reports formats (Accountants)

#### 3.4.2 Initial trainings of National Experts

On May 13, 2006, an initial training for the Project National Experts was conducted to provide information about the **project background**: objectives, expected results and implementation methodologies.

On May 18-27, 2006, a **Training of Trainers** was conducted to provide the NE the knowledge and practical skills needed to act as trainers for key beneficiaries, including:

- ATL theories and practical skills in specific subjects
- Audio-video teaching aids
- MOET teaching and learning aids
- Micro teaching
- Methodologies and practical skills for Peer Trainers

On June 16-17, 2006, a 2-days workshop was organized to **design the lessons plans** of the trainings to be delivered by the NE to the key beneficiaries.



## 4 ACTIVITIES EXECUTED

*Note: this section is a summary of all activities implemented during five years. Details can be found in the 9 Steering Committees reports that were handed over to BTC Bruxelles and Hanoi.*

**A comprehensive baseline survey** was conducted on applied teaching & learning methodologies; teachers' training needs; relevancy of the national curriculum; teachers' research capacities; initiatives promoting equity for ethnic teachers & students; available resources at provincial level to support the development of a network of Resource & Documentation centres and innovative teaching & learning aids.

**Innovative Teaching & Learning methodologies (Result 1):** 800 Key managers, teacher trainers and in-service teachers (and their 2500 peers) received training on innovative methodologies: Microteaching; Project work; Corner Work; Contract work; Effective ATL management at school level; and Assessment of Students' learning outcomes. All the innovative methodologies were approved by the Ministry of Education & Training and are since daily applied in the 14 TTI and 42 Primary/Lower Secondary Training Schools of the 14 provinces.



**Child-Friendly School Libraries (Result 1):** after a two-year training and participatory design process involving education managers, teachers, librarians and students, 42 CFSL were created in 14 provinces. The wide range of innovative pedagogic activities, as well as the books and audiovisual resources provided, allow teachers and students to conduct leisure and curriculum-related activities in a friendly atmosphere enhancing learning capacities. Responding to a request from the TTI, the project also designed a CFSL curriculum that has been integrated by TTI in their teachers & librarians' training curriculum.



**Study tours (Result 1):** in partnership with the National Institute of Education of Singapore, the Project organized 9 one-week study tours to Singapore, each specifically adapted to the profile of the 250 beneficiaries (DOET managers, TTI managers and teachers, Primary school directors and teachers, LS school directors and teachers and Ethnic Minorities LS Boarding school directors and teachers). Except for the DOET managers, all other participants were attached during the full week to one Singapore primary or lower secondary school, enabling them to observe lessons, discuss teaching and education management methodologies with their Singaporean peers, and visualize the settings of child-friendly schools.



*Teachers & Education Managers observing the physical setting of a classroom in Singapore*



At the end of the Project, a one-week study tour was also organized in Vietnam, for teachers of the 14 provinces to exchange experiences with their peers of other provinces.



**Adaptation of the Curriculum (Result 2):** Key teachers and scientific committees' members of 56 schools received training and designed new lessons based on the students' needs, and adapted to the historic, geographic and cultural context of the 14 provinces. Over 1.400 new lessons were piloted at the provincial level and were formally approved by the Ministry of Education and Training.



**Classroom Action Research (Result 3):** Teachers of 56 schools received training and support to conduct educational researches aiming at improving the quality of education in the 14 provinces. 28 pilot researches were approved and presented to the MOET. Training of Trainers for Action Research was delivered to 2.500 teachers in 14 provinces

#### Action Research Cycle



- AR cycle involves **Think, Try and Check**
- **Think:** Observe problem and think of alternative

- **Try:** Try out the alternative in class/school
- **Check:** Find out if the alternative works

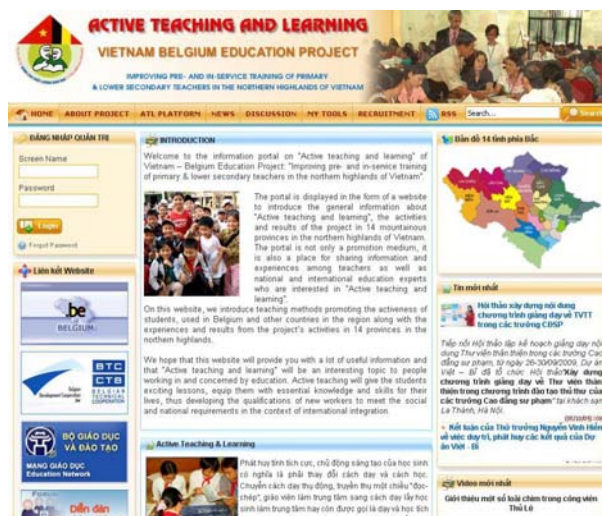
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**ICT for teaching purposes (Results 1 & 4):** The use of video films showing how lessons are implemented in class is a very useful method allowing teachers to self-assess their teaching practices and observe the practices of their peers. To facilitate the use of this self-assessment tool, the Project delivered technical trainings enabling teachers to learn how to use the video cameras and to film their lessons. Trainings on ICT modern equipment and software were also delivered to teachers to better prepare and illustrate their lessons, and to education managers to enhance their support of ATL application and to better manage the ICT facilities provided to the schools by the Project and other donors.

**ATL Website:** the Project created a website providing articles, training materials and various other resources related to ATL, Child-Friendly School Libraries, Curriculum Development, Action Research and ICT for ATL. This website (only in Vietnamese) has been handed-over to the ICT Department of the MOET, which will be in charge of up-dating its contents and maintaining it.



<http://atl.edu.net.vn>



#### **Resource & Equipment for DOET, TTI and P/LS schools (Result 4):**

- 14 DOET were provided with office equipment to facilitate their support to Project activities in 14 provinces
- 14 TTI and 42 Primary & LS schools were provided with computerized equipment, teaching aids, books, reference material and furniture allowing teachers and students to better prepare their lessons and improve their teaching practices



#### **Transversal and other activities implemented (Results 1 - 4):**

- **Internal Monitoring & Evaluation activities:** all along the Project life, regular field visits were conducted to the provinces by the National Experts and/or Project Officers, in view to monitor the application of lessons learnt in the TTI and P/LS classrooms and to provide support and appropriate guidance to the teachers and teacher trainers trained by the Project.

In addition, 3 comprehensive M&E studies - comprehensive of all project activities and results - were conducted in 2007, 2008 and 2010. The first two M&E Reports were used by the Project to revise and/or strengthen project activities. The 2010 M&E Report was distributed to the MOET and other education stakeholders in June 2010.

One backstopping mission was conducted by the head of BTC HQ Education Department in 2007, and several short visits to the Project sites were conducted by BTC HQ, BTC VN and Belgian Embassy members.

Finally, several financial audits were conducted both by MOET and BTC HQ.

➤ **External Evaluations of the Project:**

- 9 Steering Committees meetings (reports submitted to BTC VN))
- Project Mid-Term Review in 2007 (report submitted to BTC VN)
- Project Final Evaluation in 2010 by International Consultant (report not received)
- Financial audit conducted in 2009 by a team of auditors from the Cour des Comptes and one external firm coming from Belgium (report submitted to BTC HQ)
- End of Project Financial Audit in 2010 by NAG Auditors (report attached)

- **Partnerships and sharing experiences:** except for the CFSL component, it was quite difficult to conduct normal partnership and experience-sharing activities during the whole Project implementation period. The NPD was always reluctant to coordinate with the Hanoi University of Pedagogy, bilateral projects, NGOs and other education stakeholders. This led to unpleasant and unnecessary tensions between the Project and other organizations (i.e. VVOB) and to lost opportunities to better do our work.



Training of the Project staff: following a suggestion from the 2007 Project Mid-Term Review external consultants, several training opportunities were given to the NPD and the Project staff (English language for the NPD and trainings on: M&E; Most Significant Change; Project & Program management; Project financial management; Project Impact Assessment, etc... The CTA was given the opportunity to follow two 6-week online courses (U4NO Anti Corruption course, and WB Economics of Education for policy makers).



*Training on the Most Significant Change New Delhi, India Nov 2008*

Project Promotion: several documentaries and articles were broadcasted and published all along the Project life (VTV, radios, national and provincial newspapers). The contents of the products prepared by Vietnamese journalists and photographers are not, however, to be considered as independent views as their authors were invited and paid by the Project (CVF) and as their products were corrected by the NPD. The Project also received and facilitated several visits of Belgian journalists, cameramen and photographers whose products were disseminated in Belgium.

#### DISSEMINATION OF METHODOLOGIES AND BEST RESULTS

In coordination with the MOET at central and provincial level, the Project implemented a series of activities aiming at disseminating the innovative teachers' training methodologies introduced by the Project, and its best results, at national level:

- Several national trainings on *Innovative Teaching & Learning methodologies* and on *Classroom Action Research* were provided to TTI and University teachers and education managers of the 49 provinces that did not benefit from the Project support
- Publication and dissemination of pedagogic materials produced by the Project:
  - 1 "**ATL Book**" (30.274 copies) presenting the objectives, methodologies, pedagogic/didactic methodologies and guidelines for the implementation of students' centred ATL practices.
  - 1 "**Child-Friendly School Libraries Manual**" (27.522 copies) and sensitization material (posters & bookmarks) presenting the objectives, methodologies, pedagogic/didactic methodologies and guidelines for the creation of CFSL and the implementation of students' friendly and curriculum-related activities.
  - 1 "**Action Research Book**" (66.675 copies) presenting the objectives, methodologies, pedagogic/didactic methodologies and guidelines to enhance and facilitate Action Research among teachers and teacher trainer.
  - 5 **Video Movies** (printed in 66.746 DVDs) filmed in the 14 provinces showing ATL practices in the classrooms and Child-Friendly School Libraries activities
  - 76 **Teachers' Manuals** containing the locally-adapted lessons that were designed by teachers in the framework of the curriculum development activities of the Project (history, geography, literature, civics and music both for primary and LS levels).

The above mentioned publications were distributed in large numbers to MOET at central level, and to all the DOET nationwide.



Finally an **"International Seminar - Innovation of education methodologies and practices in Vietnam: Evaluating project results and sharing experiences"** was implemented on June 23-25, 2010 in Hanoi, for an audience of about 400 persons including MOET officials, teachers and managers of the 14 project sites, representatives and staff of other bilateral projects and NGOs and foreign delegations coming from Belgium, Hong Kong, Cambodia and Rwanda.

During three days, activities and results were presented and discussed by the Project; by the international organizations, the NGOs and other bilateral projects working in Vietnam; and by the foreign delegations. Participants received copies of the ATL, CFSL and Action Research books.

Sorry, no pictures, the Seminar is just ending while I am writing this report...



## 5 FINANCIAL OVERVIEW

### 5.1 Expenditures versus budget

The analysis of the Project financial status done in September 2008 showed a relatively low level of expenditures, mainly due to:

- The currency exchange rates that were extremely favorable to the project until mid-2008
- The fact that the implementation strategies foreseen at the time of the TFF (signed in 2004) needed to be adapted to the results of the baseline survey, to the comparative assessment results obtained in 2007 and 2008 as well as to the processes-based and participatory strategies designed by the PMU to ensure the most effective project implementation
- The need to harmonize the budget with the project activities' planning, allowing their better financial control

In September 2008, the JLCB decided to re-shuffle the budget lines and to modify them according to the needs. As a result, a 9-month no-cost project extension was decided up to June 2010.

The new life-span of the Project was hence increased to 63 months (instead of the original 54 months). A 3-month period must be added to the latter, for post closing activities from 11 July to 10 October 2010).

### 5.2 Expenditures up to May 31, 2010

By May 31, 2010 the following amounts were liquidated:

- 92% of the total budget: → **4.460.059 E**

Including:

- 95% of the total *General Means budget* → 1.620.254 E
- 91% of the total *Specific Means budget* → 2.839.805 E

For the repartition of expenses between BTC funds and the CVF, please refer to the annexed Table.



### 5.3 Expenditures from June 1<sup>st</sup> to June 25, 2010

In this last period, the following approximate amounts (exchange rate to be confirmed by FIT system at the closure of June 2010) were liquidated:

➤ Euro Bank account:	→	12.400 E
➤ VND Bank account:	→	136.000 E
➤ By cash:	→	19.000 E
<b>APPROXIMATE TOTAL</b>	<b>→</b>	<b>168.200 E</b>

The Euro & VND Bank statements and the cash book as of June 25, 2010 are attached.

The remaining expenses, to be liquidated by the end of August 2010, have been identified and clearly earmarked in each budget line (attached).

### 5.4 Pending contracts as of June 25, 2010

At the moment of my departure, there were 21 contracts that were signed by me and that have not yet been liquidated. The list of these contracts is attached to this report. Please see also the excel file sent to the Representation on June 25, 2010.

## 6 ASSESSMENT OF THE MONITORING CRITERIA

### 6.1 Monitoring the indicators

Objective and results	Indicators	Means of Verification	Progress to end of 2010	Ratio
<b>5.1 Specific objective indicators</b>				
The quality of primary and lower secondary teacher pre-service and in-service training is improved in the Northern Highlands of Vietnam	The pedagogical capacities of beneficiary primary and lower secondary teacher trainers, teacher trainees and teachers (in particular training school teachers and teachers who have graduated from the teacher training institutes) have improved compared with the beginning of the project	Comparative assessment (based on observation) at the beginning and at the end of the project intervention. Assessment reports by pedagogical experts through observation of real classroom practice and/or on video at the beginning and at the end of the project intervention. Inspection and evaluation reports on the overall performance of teacher trainers, teachers and teacher trainees at the beginning and at the end of the project intervention.	Comparative assessments based on classroom observation and on lessons' recordings in 14 provinces are regularly conducted. Completed to date: - Baseline survey 2005/06 - Mid Term Review report 2007 - Quarterly reports from 14 provinces - Annual Monitoring & Evaluation Reports 2007 to 2010 - Steering Committees reports 1 to 9  - International Seminar on Project results was held in Hanoi, 23 to 25 June 2010	87%
<b>5.2 Results indicators</b>				
<b>Result 1:</b> Teacher trainers and teachers of training schools apply ATL methodology in their daily practice, in line with the new curriculum and textbook, and adapted to the specific needs and context	Increased frequency of context-appropriate ATL application by beneficiary primary and lower secondary teacher trainers and training school teachers	Comparative assessment (based on observation and evaluation) at the beginning and at the end of the project intervention. Assessment reports by ATL experts through observation of real classroom practice and/or on video at the beginning and at the end of the project intervention. Inspection and evaluation reports (including self-evaluation) on the ATL performance of teacher trainers and teachers	- 3 major M&E visits have been implemented in 2007, 2008 and 2009 showing increasing application of innovative ATL methodologies (Corner Work, Project Work, Contract work) in the classrooms. - The Hanoi University of Pedagogy has adopted and introduced these new methodologies in its curriculum. - 42 Child-friendly school libraries have been created - TTI introduced the librarian curriculum in their teacher training curriculum. - The Book on ATL and the Book on CFSL were published and distributed nationwide in June 2010	86%
<b>Result 2:</b> The non-compulsory part of teacher training curriculum is adapted to the specific needs of the most disadvantaged groups.	Availability and positive appreciation of curricula and materials developed/adapted through project support	List of curricula and contents/materials developed/adapted and in use. Appreciation by the provincial DOET, the management of the teacher training institutes and targeted users and beneficiaries.	- 1.484 new lessons have been completed, validated (pilot teaching in the provinces) and approved by MOET. - 76 'Teachers' manuals presenting new locally-adapted lessons were published and distributed to the 14 provinces in June 2010.	74%
<b>Result 3:</b> TTI Teachers carry out good quality, practical and relevant classroom action research on ATL and on initiatives promoting equity for ethnic students.	Positive judgment of the research undertaken by the beneficiary teacher trainers (as directed at real classroom action, of better quality and more relevant than before the project intervention)	Overview and assessment reports by experts of action researches supported by the project compared to an overall assessment of researches undertaken at the beginning of the project	- 27 pilot researches were completed and approved at provincial and central levels (DOET & MOET) in 2008. - The Book on CAR has been published and distributed nationwide in June 2010	78%
<b>Result 4:</b> 14 TTI and 42 training schools are provided with equipment, resources and materials that effectively support results 1, 2 and 3.	Access to equipment, resources and materials and effective use by beneficiaries more than before the project intervention.	Inventory and report on frequency and application provided by the management and targeted users.	All procurements related to equipment have been finalized, teachers use the equipment to design new lessons, make lesson plans, organize corner work, etc...	77%

## 6.2 Efficiency

### Result 1:

- The 3 innovative ATL methodologies introduced by the project (Project Work, Corner Work, and Contract Work) are now broadly applied in the 56 Project-supported schools
- One ATL Book was published and distributed nation wide in June 2010
- 42 pilot Child-friendly school Libraries were created and are in use
- CFSL trainings have been provided to the 14 TTI and the Librarians curriculum has been adapted to be introduced in the TTI curriculum.
- One CFSL Book was published and distributed nation wide in June 2010 (together with sensitization posters and bookmarks)

### Result 2:

- 1484 new lessons -adapted to the local contexts- have been finalized, validated at local level (pilot teaching in the provinces) and approved at provincial (DOET) and central (MOET) levels.
- 76 Teachers' manuals containing new locally-adapted lessons for 5 subjects were published and distributed to the concerned provinces in June 2010

### Result 3:

- 27 pilot action researches have been finalized and approved by the MOET.
- One CAR Book was published and distributed nation wide in June 2010.

### Result 4:

- The equipment provided to date to the 14 DOET, 14 TTI and 42 training Schools Teachers is being used:
  - By school managers & Teachers to plan activities and prepare lesson plans
  - By teachers and librarians to support active teaching in the classes/libraries
  - By students to conduct Project Work and Corner Work
  - By local authors/researchers to develop new lessons and action researches
  - By NE and teachers to evaluate/self-evaluate the teaching practices
- All equipment planned to be provided by the Project has been purchased and distributed.

## 6.3 Suitability

The project has effectively introduced a major change in teaching and learning attitudes. Positive outcomes are shown by:

- The integration and use of the innovative methodologies introduced by the project by other bilateral education programs and by national institutions such as the Hanoi Pedagogy University.
- The appreciation of project results by TTI, School Principals and DOET managers at provincial level, and by MOET Primary and Lower Secondary departments at central level (resulting in increased support provided by policy-makers to ATL methodologies)
- The integration and use of project methodologies in the Teacher Training Institutes curricula (including CFSL experience) is also a positive sign.

## 6.4 Sustainability

### Close alignment of project activities with MOET policies

The Project was implemented in the framework of a bilateral agreement with the Ministry of Education and Training and was therefore helping the MOET to convert its own education reform vision into very practical skills that teachers can apply in the classroom. To sustain this process, the Project provided:

- Pedagogic training to teachers of TTI and Training Schools to help them to understand and apply the innovative ATL methodologies
- Technical training to Education Managers at national, provincial and district level (MOET/DOET/BOET/TTI/P&LS Schools) to ensure they understand the nature of the innovative ATL methodologies introduced in the classrooms and to help them to design strategies and policies that they will need to apply to support the teachers' activities in the classrooms.
- Several National Trainings for teachers and education managers of 49 provinces not belonging to the Project area were delivered by the Project at the MOET's request.

### Project exit-strategy including the transfer of results and future activities to MOET

Formal discussions were held in 2008 and 2009 to determine which MOET departments will be in charge of sustaining and disseminating the methodologies introduced by the project at the end of the project lifespan. Discussions were held with:

- The Vice-Minister of Education
- Primary Education Department (MOET)
- Secondary Education Department (MOET)
- Ethnic Minorities Education Department (MOET)
- Teachers and Education Managers Department (MOET)
- ICT Department (MOET)
- Representatives of other bilateral projects (Lower Secondary Education for Most Disadvantaged Regions Project; Primary Education for Disadvantaged Children Project; Representatives of the School Education Quality Assurance Program (SEQAP))

### **The main decisions taken were:**

- The innovative processes and pedagogic methodologies introduced by the Project shall be transferred to related Departments under MOET
- The Department of Teachers and Education Managers shall integrate the Project's results in the regular teacher training programs in the next period; Department of Primary Education and Secondary Education shall take over innovative ATL methodologies, Curriculum Development, and Action Research; ICT Centre shall take over the ATL website.
- Other bilateral projects need to take into account the Project results and make use of them in their own activities
- The MOET will contribute to the capitalization and dissemination of Project results nationwide

## 7 MEASURES AND RECOMMENDATIONS

### 7.1 Summary of the assessment criteria

As of end of 2009 the project shows to be efficient, suitable and sustainable. The actions taken so far should be continued and completed before the end of Q1 2010. Summary of actions to be completed:

- Specific objective: generally speaking, the project has completed all activities planned for Results 1-4 by the end of 2009. This allowed the final comparative assessment to be implemented at the end of the project intervention (Q1 2010).
- Result 1: the project completed all planned training activities by end of 2009; it then focused on the capitalization of the lessons learnt (publication and nationwide distribution of books, video movies and sensitization materials and organization of International Seminar in June 2010)
- Result 2: the final approval of the 1484 new lessons that were developed by local authors in the framework of the adaptation of the curriculum to the local contexts has been obtained in 2009. The Project was then able to publish 76 Teachers' Manuals that were distributed in June 2010 to the concerned 14 provinces.
- Result 3: the completion of 27 action researches was finalized by end of 2009. The Book on CAR was published and distributed nationwide in June 2010.
- Result 4: the final provision of equipment to be provided to the 14 TTI and 42 training Schools Teachers, and the training of the intended users were completed by end of 2009.





## 7.2 Recommendations

To ensure the application of innovative methodologies in the 14 provinces and beyond, the MOET should:

- Design and develop strategies that will strengthen the process of transfer of the modern ATL approaches introduced by the project from the present target institutions to all the schools in the Northern provinces (including the most remote districts).
- Design and enforce appropriate policies for the systematic inclusion of the innovative ATL approaches and methodologies in the programs implemented by the Primary and Lower Secondary Departments of the MOET at national level
- Integrate the innovative ATL approaches and methodologies in the next 6-year multilateral School Education Quality Assurance (SEQAP) program to be implemented in 32 provinces by the Primary Education Department with support from the World bank, DFID, Belgium Government and other donors

**Thanks to the implication of the BTC Education Budget Support Advisor in the Education Sector Group activities in general, and in the SEQAP program in particular, the BTC should use this opportunity to advocate for the effective realisation of the above mentioned activities by the MOET.**



## 8 CONCLUSIONS

### 8.1 Finances

The Project level of expenditures will reach 100% by the end of August 2010 and there are no main areas of concern to be underlined.

### 8.2 Activities

#### Results 1 – 4:

All activities planned within the TFF were completed. A slow start-up of some of the Curriculum Development and Action Research components was due to the necessity for the PMU to analyze the needs and to provide initial and consolidation trainings before teachers could be able to produce new lessons and new researches. But going at a slow pace was worthwhile: it allowed regular in-service teachers to participate and contribute to these activities (they would not have had their say if we had applied the traditional top-down way of working in VN).

The whole experience has been capitalized and disseminated through the publication of the three ATL, CFSL and Action Research books.

An additional, not initially planned, and very successful input was added to the Project achievements with the creation of **42 Child-Friendly School Libraries** in all the P/LS schools of the Project area. This achievement gave teachers the possibility to apply, in a friendly way, the ATL methodologies introduced by the Project. And it gave students the possibility to open a window to the real world, and to link the curriculum with the real life. It was hard to convince MOET about the pertinence of this component of the Project, but when results started to appear they adopted the methodology and included the CFSL training program in the TTI curriculum.



I need here to thank M. Filip LENAERTS, VSDC Volunteer, and Miss Huong his counterpart: their professional and personal inputs were essential to make the CFSL become a reality.

#### General Means:

There will be a **small negative balance** in the General Means budget, mainly due to the 9-month no cost extension of the Project and the post closing activities. Staff contracts were extended up to end of July 2010, with 3 persons remaining until end of August 2010 (see attached tables).

The one thing that went terribly wrong is the Final Evaluation of the Project by 1 international and 1 national independent consultants. Although the international consultant, M. Sijtze BERGSMA, has many years of experience in education work both at project implementation and at project evaluation levels, and although he worked many years in Vietnam (PEDC project), he was unable to fulfill his contract. Several personal reasons were invoked but I actually believe that the main reason was his incapacity to overcome cultural and methodological differences. He did interview all main stakeholders, and presented his preliminary results during a Restitution

workshop that was held in April 2010. However, as of today 25 of June, the Project did not receive his final report (which he did however send to the Representation). I therefore cannot make comments on the results of the final evaluation, which should have been attached to this report ☹

**Generally speaking, and although there were difficulties, misunderstandings, disagreements, and other problems, all Project activities were of good quality and adapted to the needs. This Project was especially renowned for its capacity to bring about innovative and locally-adapted solutions, and I personally believe that its impact will continue long after the Project end.**

**Barbara Radelli**  
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# 1. MONITORING OF THE INDICATORS

**Overall Objective: The quality of primary and lower secondary education in the northern mountainous provinces has improved.**

Objective and results	Indicators	Means of Verification	Progress to end of 2010	Ratio
<b>5.1 Specific objective indicators</b>				
The quality of primary and lower secondary teacher pre-service and in-service training is improved in the Northern Highlands of Vietnam	The pedagogical capacities of beneficiary primary and lower secondary teacher trainers, teacher trainees and teachers (in particular training school teachers and teachers who have graduated from the teacher training institutes) have improved compared with the beginning of the project	Comparative assessment (based on observation) at the beginning and at the end of the project intervention. Assessment reports by pedagogical experts through observation of real classroom practice and/or on video at the beginning and at the end of the project intervention. Inspection and evaluation reports on the overall performance of teacher trainers, teachers and teacher trainees at the beginning and at the end of the project intervention.	Comparative assessments based on classroom observation and on lessons' recordings in 14 provinces are regularly conducted. Completed to date: - Baseline survey 2005/06 - Mid Term Review report 2007 - Quarterly reports from 14 provinces - Annual Monitoring & Evaluation Reports 2007 to 2010 - Steering Committees reports 1 to 9  - International Seminar on Project results was held in Hanoi, 23 to 25 June 2010	87%
<b>5.2 Results indicators</b>				
<b>Result 1:</b> Teacher trainers and teachers of training schools apply ATL methodology in their daily practice, in line with the new curriculum and textbook, and adapted to the specific needs and context	Increased frequency of context-appropriate ATL application by beneficiary primary and lower secondary teacher trainers and training school teachers	Comparative assessment (based on observation and evaluation) at the beginning and at the end of the project intervention. Assessment reports by ATL experts through observation of real classroom practice and/or on video at the beginning and at the end of the project intervention Inspection and evaluation reports (including self-evaluation) on the ATL performance of teacher trainers and teachers	- 3 major M&E visits have been implemented in 2007, 2008 and 2009 showing increasing application of innovative ATL methodologies (Corner Work, Project Work, Contract work) in the classrooms. - The Hanoi University of Pedagogy has adopted and introduced these new methodologies in its curriculum. - 42 Child-friendly school libraries have been created - TTI introduced the librarian curriculum in their teacher training curriculum. - The Book on ATL and the Book on CFSL were published and distributed nationwide in June 2010	86%
<b>Result 2:</b> The non-compulsory part of teacher training curriculum is adapted to the specific needs of the most disadvantaged groups.	Availability and positive appreciation of curricula and materials developed/adapted through project support	List of curricula and contents/materials developed/adapted and in use. Appreciation by the provincial DOET, the management of the teacher training institutes and targeted users and beneficiaries.	- 1.484 new lessons have been completed, validated (pilot teaching in the provinces) and approved by MOET. - 76 Teachers' manuals presenting new locally-adapted lessons were published and distributed to the 14 provinces in June 2010.	74%
<b>Result 3:</b> TTI Teachers carry out good quality, practical and relevant classroom action research on ATL and on initiatives promoting equity for ethnic students.	Positive judgment of the research undertaken by the beneficiary teacher trainers (as directed at real classroom action, of better quality and more relevant than before the project intervention)	Overview and assessment reports by experts of action researches supported by the project compared to an overall assessment of researches undertaken at the beginning of the project	- 27 pilot researches were completed and approved at provincial and central levels (DOET & MOET) in 2008. - The Book on CAR has been published and distributed nationwide in June 2010	78%
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