



# Evaluation of Education Programme in Tra Vinh Province, Vietnam

Full Report

Oxfam GB Programme Evaluation

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Commissioned by: Oxfam GB East Asia

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Dinh

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Mr. Trieu Van Phan – Tra Vinh DOET director; Mr. Nguyen Van Me – director of Tra Vinh Primary Education Department; Mr. Huynh Tan Minh – specialist of Primary Education Department; DEDs of 8 districts and town; school management boards; parent teacher associations; specialized, resource and model teachers and students at Vinh Kim school, Cau Ngang town school, Chau Dien A school (Cau Ke), Minh Tri and 8C commune schools (Tra Vinh town); Dai Phuoc C school (Cang Long), Phuoc Hao A, Nguyet Hoa, Hoa Minh A schools (Chau Thanh), Long Toan B and Ngu Lac C schools (Duyen Hai); A town school and Phuoc Hung B school (Tra Cu).

We definitely confirm that this evaluation report is a joint product of all organizations, bodies, groups and individuals participated during the evaluation procedure.

Once again, we would like to sincerely thank to your valuable contribution.

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## **ABBREVIATION**

CCM	Child-Centred Methodologies
DED	District Education Department (District level)
DOET	Department of Education and Training (Province level)
EFA	Education For All
ESG	Education Support Group
GAW	Global Action Week for Education
IEC	Information, Education and Communication
MOET	Ministry of Education and Training
MT	Model Teacher
PEDC	“Primary Education for Disadvantaged Children” Project
PMB	Project Management Board
PTA	Parent-Teacher Association
RT	Resource Teacher
ST	Specialized Teacher
TOT	Training of Trainers

## **A. SUMMARY REPORT**

### **1. Background information**

**Project ID:** RVNA52

**Project title:** “Improving equal access to good quality primary education in Tra Vinh province”

Overall goal: Improving equal access to good quality primary education for disadvantaged children especially for ethnic minority children and girls.

#### **Time scale, scope and beneficiaries**

Oxfam has been working in Duyen Hai district, Tra Vinh province, Viet Nam for more than 11 years. The education program focused on 5 components (i) Improving the quality of teaching and learning outcomes through promotion of Child Centred methodology; (ii) Improving basic infrastructure including building classrooms, constructing water sanitation systems, separate latrines for boys and girls; (iii) Improving education management; (iv) Support extra curriculum activities and activities of Parent Teachers Association ; (v) Advocacy and information sharing; (vi) Addressing gender and diversity issues. Depending on the needs of beneficiaries and the situation, priority focus is different accordingly. In 2005, the education project in Duyen Hai district was successfully completed. At local level, CCM model in Duyen Hai district has proved a good practice and has been considered by local leaders as a significant contribution for Duyen Hai development and changes. With the success of education project in Duyen Hai district, Tra Vinh Department of Education and Training

(DOET) They committed to scale up the CCM model throughout Tra Vinh Province and requested Oxfam to support them to scale up the CCM model for another 2 years. Therefore, the project RVN A52 was designed to focus only on scaling up the CCM at provincial level. The project has been implemented within 2 years since October 2006 and officially completed in October 2008. Beneficiaries of the project include students, teachers, students’ parents and educational staff at provincial, district and school levels.

#### **Partners and operational structure of the project**

The direct partner at provincial level is Tra Vinh Department of Education and Training (DOET). Besides, Oxfam GB works closely with Duyen Hai District Education Department and District Education Departments of other districts in Tra Vinh province, School Administration Board, Specialized teachers, resource teachers, model teachers in selected schools to consolidate and expand CCM.

Management boards at District Education Departments are responsible for designing budget and action plans (based on contributions and comments of teachers in planning workshops) for the programme as same as implementing the programme with support from Oxfam GB’s officers.

## **2. Objectives, methodologies, location, time, consultant team and the evaluation focus**

### **2.1 Objectives**

Objective of the programme final evaluation is to evaluate the programme implementation, outcomes achieved, impact and lessons learnt against original objectives, then to draw recommendations for Tra Vinh DOET in improving CCM expansion and Oxfam GB in better programme implementation in the future and lessons learnt in CCM expansion to other provinces.

### **2.2 Methodology**

- a. Desk research related documents
- b. Discussion, interviews by questionnaire, observation papers

### **2.3 Location**

Tra Vinh town, and 7 districts of Tra Vinh province including Cau Ke, Chau Thanh, Tra Cu, Cau Ngang, Duyen Hai, Cang Long and Tieu Can.

### **2.4 Duration**

From 23/4/2008- 28/4/2008

### **2.5 Evaluation team**

02 independent consultants, 02 Oxfam GB officers, 8 Tra Vinh specialized teachers, 8 DED specialists and 2 DOET officers.

### **2.6 Evaluation focus**

- The programme goal and completion
- Relevance
- Impacts and Effectiveness
- Sustainability
- Equality, i.e. which benefits the programme have brought to disadvantaged children, especially ethnic minority children and girls.

## **3. Conclusions and Recommendations**

### **3.1. Conclusions**

3.1.1. Project RVN A52 has achieved its objectives, namely:

- (1) Consolidate and expand CCM in Duyen Hai district*
- (2) Expand CCM in Tra Vinh at provincial level*
- (3) Document lessons learnt, dissemination and advocacy*
- (4) Capacity building in management and decision making*

3.1.2. Almost all project activities have been implemented as planned.

3.1.3. Programme strategies and orientations are in line with the National Primary Education Strategies 2001-2010; in line with teaching methodology reform orientations launched by MOET; and contribute to improve education quality and reduce drop-out rate and increase attendance rate as well. *At the same time, the project has supported Tra Vinh education policy especially for poor children; girls and Khmer children.*

3.1.4. Programme impacts are recognized through following activities: CCM expansion workshops, lesson and cross – lesson observation, teaching festivals, and excellent teacher competition, making teaching and learning aids festivals, and training for trainers (TOT). These activities significantly contribute to capacity building in organization, training skills for specialized and resource teachers and raising awareness for education managers (DOET, DED (District Education Department), and school and community levels) and other teachers in teaching methodology reform. Furthermore, documentation also helps to improve capacity of specialized and resource teachers. The activities are considered as tangible, practical and sustainable impact of the programme that could be shared with other education projects and a proven footprint of Oxfam GB in Tra Vinh, especially in improving the quality of primary education. The CCM Kits have been approved by the Ministry of Education and Training and have been printed by World Bank funded project “Primary Education for Disadvantaged Children”

3.1.5. Programme sustainability is proved through DED management capacity in CCM expansion throughout Duyen Hai district and other districts in Tra Vinh province. Their capacity has been gradually improved during programme implementation. In addition, resource teachers have achieved considerable progress in their teaching and confidence while conducting CCM training as local trainers and scaling up CCM at provincial level.

3.1.6. Programme implementation model and CCM have officially become essential parts of education renovation to improve the quality of primary education in Tra Vinh. The director of Tra Vinh DOET and DED officials committed to expand CCM throughout the province even after the programme closure. The programme model also has made positive impacts on other projects in Tra Vinh including national projects (Education reform programme, Primary education for disadvantaged children, Primary teacher project).

3.1.7. The biggest lessons drawn from the programme are the commitment and accountability of both Oxfam GB and Tra Vinh DOET. Oxfam provided timely support in terms of finance, and consultancy. Tra Vinh DOET has been proactive to utilize internal resources and created favorable conditions for programme implementation.

Figure 1: Number of teachers trained from CCM program in Tra Vinh

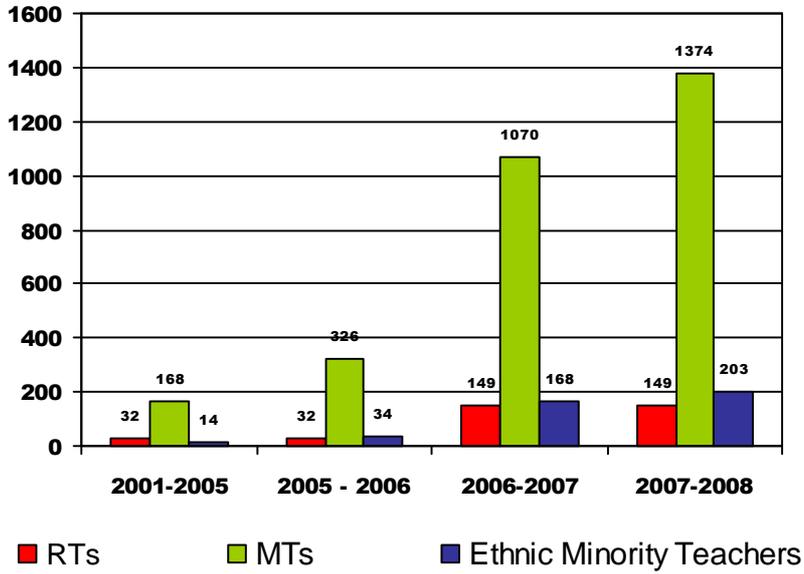
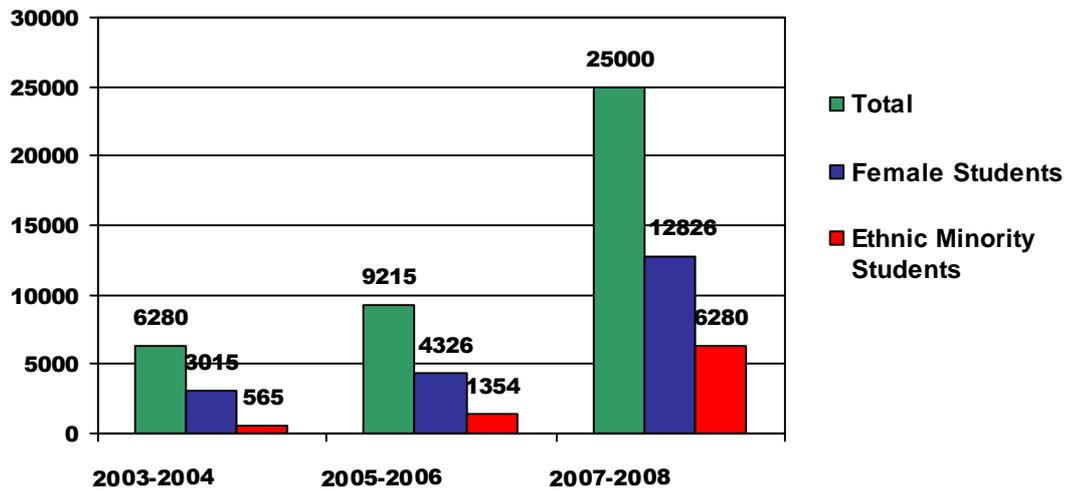


Figure 2: Number of children benefited from CCM program



### **The number of beneficiaries (teachers and students )**

	Male & Female	Female	Ethnic minorities
Direct beneficiaries	26.661	13.325	7.779
Indirect beneficiaries	24.898	11.649	7.870

### **Impacts on the disadvantaged children's learning outcomes**

	<u>2005</u>	<u>2007</u>
Enrollment rate :	98,6%	98,9%
Drop-out rate:	1,4%	1,1%
Good and excellent student rate:	61,3%	65,8%

### **3.2. Recommendations**

#### **Partner**

3.2.1. Project Management Board (PMB) at Provincial Department of Education and Training (DOET) should issue guidance for District Education Departments (DED) making plans to support schools in consolidating and expanding CCM before the programme closure in 2008.

3.2.2. To expand CCM at provincial level, Tra Vinh DOET should properly prepare resources, continue building capacity for head teachers, resource teachers; not satisfied with current achievements but spend more time investment in learning and professional capacity building; improve district specialized teachers, budget and facilities (workshop rooms); increase the number of people in PMB at provincial and district levels.

#### **Oxfam GB**

3.2.3. Though the programme has been closed, in order to strengthen the programme sustainability in Tra Vinh, the province still needs additional financial support for CCM expansion and Tra Vinh DOET could propose for counterpart fund from Provincial People Committee.

3.2.4. In case Oxfam GB plans to launch a project in a new area, attention should be paid to members of PMB including potential and capable officials; more time and material investments for project activities. For instance, provincial PMB should include 5 people (Tra Vinh PMB has 4 people) and assign one more officer at provincial level to carry out tasks; avoid imposing all responsibilities to one person.

## **B. FULL FINAL EVALUATION REPORT**

### **PART 1**

#### **BACKGROUND INFORMATION ON TRA VINH EDUCATION PROGRAMME**

##### **1 Background information**

###### **Oxfam GB**

Oxfam Great Britain is an International Non-governmental Organization that works with local partners, institutions and communities for long-term development and in providing humanitarian relief. We have worked in Vietnam since the 1980s, and education program in Lao Cai, Ha Tinh and Tra Vinh provinces. Oxfam's education program is aimed to improve access to and the quality of primary education for poor ethnic minority children or disadvantaged children) with focus on girls

###### **The programme background**

Oxfam GB launched its first education program in Duyen Hai district in 1986. And the education program continued to 2005 at the district level. The program objective is to improve equal access to quality education for disadvantaged children especially the girls and ethnic. The major component of the program included improving school infrastructure and facilities, training for teachers on CCM (child centred learning methodology), strengthening function of parent association and extra curriculum activities, and building capacity of project management for partners and advocacy. As in the final program review done by external consultants, education program in Duyen Hai was successfully implemented and achieving its desired objectives especially the success of CCM model. From the success of CCM model in Duyen hai district, Tra Vinh Department of Education and Training (DOET) requests Oxfam to support them to scale up the CCM model at the provincial level. Therefore, the new education project was designed to help Tra Vinh DOET to scale up CCM for two years from October 2006 to October 2008.

CCM expansion program funded by Oxfam has been carried out from 2006 so far in Tra Vinh province. The program goal is that improving equal access to quality education for disadvantaged children especially girls and the ethnic minority children. The program was designed to replicate successful CCM model in Duyen Hai district to much more primary school teachers in the province in order to improve the learning quality in primary education.

Project focused on consolidating the CCM model at district level (100% of Duyen Hai primary education teachers have been trained and applied CCM) and replicating CCM in 30% of primary schools through out Tra Vinh province. After that, Tra Vinh DOET will take over the replication of CCM model with its own human and financial resources. The program for provincial CCM expansion funded by Oxfam has been implemented from

October 2006 up to now. Recently, the program has been extended for more six months until October 2008 to ensure full two-year long project.

Currently, CCM has been introduced to 149 resource teachers, and 1070 model teachers in around 30% of primary schools in Tra Vinh province. The program includes following component:

1. Provincial CCM expansion workshops for resource and model teachers from 8 districts throughout the province, including activities such as training for teachers on CCM, class observation, teaching festival.
2. Documentation of CCM model (TOT kits, CCM Lesson plans, Learning Games) and advocacy.
3. Building capacity for partners on program management.

The programme will be finished by October 2008; thus an ending evaluation is needed to measure the programme outcomes and to draw lessons learnt for Tra Vinh DOET to enhance CCM expansion and for Oxfam GB to more effectively implement its future programme and CCM expansion.

## **2 Purposes and tasks of the evaluation**

### **2.1 Purposes**

The purposes of the final evaluation is to review the programme implementation, outcomes and lessons learnt to compare with its original proposed targets; then provide recommendations for Tra Vinh DOET in enhancing CCM expansion and for Oxfam GB to more effectively implement its future programme and CCM expansion.

### **2.2 Evaluation tasks**

Evaluation needs to answer the following questions:

- 1) *Have the programme's objectives been achieved or not? What are the proved data for its success? What are the advantages and disadvantages in obtaining the programme's objectives?*
- 2) *What are the programme's impacts on capacity building for teachers in their teaching works? How to achieve these impacts? What are the obstacles to make these impacts during the programme's implementation?*
- 3) *What are the programme's influences in students' study results? How to make these influences? What are the obstacles to make these impacts during the programme's implementation?*
- 4) *What are the changes in management capacity of education departments, school boards? How to make these influences? What are the obstacles to make these impacts during the programme's implementation?*
- 5) *Sustainability: Have the programme achieved its sustainability in organization, finance, technique and society? How to make these influences? What are the obstacles to make these impacts during the programme's implementation?*
- 6) *Programme management structure: what are the strengths and weaknesses of the programme management system? Why have these strengths and weaknesses*

*occurred? What are the advantages and disadvantages of the programme management structure?*

- 7) *Equity, including: what are the benefits that the programme brought to poor children especially girls and ethnic children?*
- 8) *What are the programme's impacts on changes in female teachers' role in teaching quality improvement and management? How to make these influences? What are the obstacles to make these impacts during the programme's implementation?*
- 9) *The programme design: what are strengths and weaknesses of the programme's framework? What should be added or removed to have a better framework?*
- 10) *Effectiveness: Is the programme's effectiveness relevant to invested resources? How to make these influences? What are the obstacles to make these impacts during the programme's implementation?*

### **3 Evaluation Methods and Samples**

**3.1 Desk research related documents:** including studying on programme documents, policies, strategies, national and local primary curriculum, local primary education development plan to understand the programme's activities, and its relevance to national and local development policies and plans.

**3.2 Discussion methods, interviews, questionnaires and observations** to have an insight of the cooperation between Oxfam GB and partners in programme implementation and evaluations of education officials at all levels, teachers, students and students' parents that the programme conducted: successes, limitations, and recommendations. Detailed evaluation samples are attached in the appendix.

- **Group discussion** with 8 specialized teachers, 7 DED officials and 3 DOET officials.
- **In-depth interview and questionnaires:** DOET director, director and 2 specialists of Provincial Primary Education Department; 8 DED officials (including directors and specialists); school management boards (14 people/12 schools in 7/8 districts); 99 teachers (mainly resource and model teachers); 88 students and 18 students' parents.
- **Direct observation**
  - ✓ Lesson observation of model and resource teachers (18 lessons of all subjects and grades).
  - ✓ Participated training for model teachers by resource teachers, topic 8 - "Making CCM lesson plans"
  - ✓ Participated the Oxfam GB Education Programme Final Review Workshop after 2 years of operation in Tra Vinh.
  - ✓ Participated other programme activities during the evaluation period including "The Biggest Lesson" event, sharing and exchanging experience among Lao Cai and Tra Vinh teachers in Oxfam GB Education programme implementation.

**4 Evaluation locations:** 8 districts and town of Tra Vinh province including Tra Vinh town, Cau Ke, Chau Thanh, Tra Cu, Cau Ngang, Duyen Hai, Cang Long, and Tieu Can.

**5 Consultant team** includes two independent consultants, 2 Oxfam GB staff, Tra Vinh specialized teachers, DED and DOET officials (see Appendix)

**6 Evaluation period** from 23/4/2008 to 28/4/2008

**7 Evaluation schedule**

<b>Date</b>	<b>Activity</b>	<b>Location/school</b>	<b>Participants</b>
<b>22/4</b>	Travel	Hanoi – Tra Vinh	Nga, Dinh, Ha
<b>23/4</b>	- Morning: work with DOET and in-depth interviews with DOET and DED officials - Afternoon: participate “The Biggest Lesson” event, interview teachers and students	DOET  Tra Vinh town, Chau Thanh district TX Trà Vinh, Chau Thanh	Nga, Dinh, Ha and DOET evaluation team
<b>24/4</b>	Lesson observation and interview	- <b>Morning:</b> Long Toan school (Duyen Hai)  - <b>Afternoon:</b> Ngu Lac C school	Dinh, Ha  Danh, Thái, Dũng, Phung
<b>24/4</b>	Lesson observation and interview	- <b>Morning :</b> Tra Cu district  - <b>Afternoon :</b> Phuoc Hung B	Nga Ngon, Dai, Triet, Long , Le , Son , Mai
<b>25/4</b>	Lesson observation and interview	- <b>Morning:</b> - Dai Phuoc C ( Cang Long) - <b>Afternoon:</b> - Minh Tri (Tra Vinh town)	Nga Ngon, Dai, Long, Le
<b>25/4</b>	Lesson observation and interview	- <b>Morning :</b> Chau Dien A (Cau Ke)  - <b>Afternoon:</b> Phước Hảo A ( Châu Thành)	Dinh, Ha Thai, Phung, Son
<b>26/4</b>	Provincial sharing workshop, interview teachers	Trà Vinh town	Nga, Dinh , Hà and evaluation team
<b>27/4</b>	- Participate CCM expansion training, topic 8 “Making lesson plan”  - Prepare preliminary evaluation	- <b>Morning :</b> + Cau Ngang  + Chau Thanh	Nga, Hoa, Ngon, Phung  Dinh, Ha

	report	- <b>Afternoon</b> : Tra Vinh town	- Nga, Dinh
<b>28/4</b>	<ul style="list-style-type: none"> <li>- present preliminary evaluation report to DOET</li> <li>- participate CCM expansion training, topic 8 “Making lesson plan” (continued)</li> <li>- work with evaluation team: preliminary evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Morning</b> : 7.30 – 8.00 : DOET</li> <li>8.00 – 11.00 : TraVinh town</li> <li>- <b>Afternoon</b> : 14.00 -16.00 : DOET</li> </ul>	<p>Nga, Dinh. Ha</p> <p>Nga, Dinh, Ha, Hoa and evaluation team</p>
<b>29/4</b>	Travel	Tra Vinh - Hanoi	

## PART 2

### EVALUATION RESULTS AND ANALYSIS

#### 1. PROJECT SITUATION

##### 1.1 Programme location, education situation and Oxfam GB's support

Location: Tra Vinh province was established separated from former Cuu Long province since 1992 with 7 districts and 1 town, covering the area of 2.365km<sup>2</sup>, a population of over 1 million people in which Khme people accounted for 1/3. According to Statistic Data in 2002, Tra Vinh is one of the poorest provinces in Cuu Long Delta (about 19.74% of the households under poverty line with less than 90,000 VND/person/month)

Though having achieved considerable progress in the past few years, the poverty rate in some districts in Tra Vinh remains high.

Education status: 2,2 schools/commune on average, each commune has 1 secondary school, each district and town has one upper secondary school. Primary education has gained several changes (teacher/class rate is 1.28, no 3<sup>rd</sup> shift lesson, only 12% of schools needed to improve facilities); drop-out rate has been reduced (2,6% of Khmer students and 1,73% of Kinh students). Major education challenges in project areas are poor education quality and low training efficiency.

Supports from Oxfam GB: From 1996-1997 Oxfam GB has carried out education programme in Duyen Hai district. The support activities include:

- Improving infrastructure (schools and teachers' houses, latrines, desks)
- CCM expansion
- Parent teacher association establishment and other extra-curriculum activities
- Capacity building and IEC (Information Education and Communication)

In the past few years, Oxfam GB has enabled its proactive role in school building and improvement, contributing to improve teaching and learning quality when applying new teaching method, at the same time, though outcomes in social advocacy and parents' participation in their students' studying remains modest but encouraging and promising:

- **Stage 1: from 1996-2001:** Oxfam GB set priorities to school infrastructure building in remote areas. This activity has gained considerable achievements. CCM was applied in one school having poor ethnic students. The programme was evaluated quite successful and a new approach was planned.
- **Stage 2: from 2001-2004:** school building was reduced and priorities were given to improve teaching quality through CCM training. Beside parent teacher association enhancement, extra-curriculum activity improvement, capacity building and IEC, CCM was the biggest activity of the education programme. Teachers in piloted schools were trained to become trainers, and then re-trained for grade leaders in schools throughout the district. The success of CCM application was highly appreciated by trainers, education specialists, DED officials and students.

**1.2 Programme Objectives:** Improving equal access to good quality primary education for disadvantaged children especially for ethnic minority children and girls.

**1.3 Time scales, scope and beneficiaries of the Programme**

The programme has been carried out in two years from 10/2006 to 10/2008. Programme's scope is to scale up CCM throughout the province. Programme beneficiaries are students, students' parents, teachers, and education officials at all levels in Tra Vinh province.

**1.4 Programme components and main activities**

1. Consolidate CCM in Duyen hai district, Tra Vinh province.
2. Expand CCM model at provincial level in Tra Vinh province:
3. CCM model documentation (TOT, CCM lesson plans and Education Games) and lesson sharing and policy advocacy
4. Capacity building for partner in M&E and programme management

**1.5. Situation before the programme implementation**

Until 2004, Duyen Hai district has 32 resource teachers (in which 8 teachers were selected as specialized teachers – they were considered as “taskforce” for CCM expansion throughout the province) were trained by international consultants from VSO and national consultants. Teachers, and leaders of Duyen Hai DED and DOET hoped that the programme would be expanded at provincial level. However, when the programme in Duyen Hai district finished in 2004, CCM expansion was only at its starting point. Risk analysis and financial support plan to enhance the programme's achievements were not developed. Although partner had committed to co-fund for CCM expansion at provincial level, Oxfam GB's financial and technical support played an essential role. Additionally, documentation and lesson learnt drawing were not completed that was one of difficulties for CCM expansion. The programme in Duyen Hai finished too early when preparation steps were not ready, might cause resource waste and bad effect to Oxfam GB's reputation towards local people's expectation for continuing the programme.

**2. PROJECT RELEVANCE**

**2.1 Project strategies and directions**

The strategy of education programme in Tra Vinh is to implement a model within a small budget focusing on teaching and learning quality, through consolidating CCM at district level; expanding CCM at provincial level, lesson learnt documentation of the programme in Tra Vinh with a hope to gain bigger achievements at larger scale in order to improve the programme's sustainability.

Strategies applied in order to achieve the above objectives that directly influence policy advocacy and practices at local level; combine with other education programmes funded by Oxfam GB in Vietnam and communication policy at national office to scale up the changes throughout the country and even broader scale.

- Strategies of Oxfam GB education programme in Tra Vinh province mentioned above are totally relevant to directions & strategies of Government of Vietnam (GoV) and other international organizations related to Vietnam education support. Details as follow:

+ GoV committed to achieve universal basic education and basic education quality for all people and has achieved preliminary primary education universalization in 2000. GoV also set up ambitious objective to achieve universal secondary education and enrollment rate before the school age at 95% by 2010. Above plans have been mentioned in the Law on Education, Poverty Reduction Programme, and National Education Strategies 2005-2010 period. Vietnam also committed to achieve Education for All (EFA), Millennium Development Objectives and International Convention on Children Rights. Vietnam education development strategies in 10 years 2001 – 2010 and EFA Action Plan 2003-2015 provide overall vision and close structure in education reform and development programs.

+ Donor group's responses by supports for children who are not attending school and education quality improvement. Important support programs include Targeted Budget Support, provincial education development project, medium-term expenditure framework of the World Bank, primary teacher development project, primary education for disadvantaged children (PEDC) to improve primary education access and quality for disadvantaged boys and girls.

- Strategies focused on teaching and learning quality, through CCM consolidation at district level and expansion at provincial level in Tra Vinh province that are totally relevant to the national education development direction and strategy of MOET in improving education quality through curriculum and teaching method synchronous reforms.

*In sum, Oxfam GB education programme strategies are totally responsive to Tra Vinh education policy and direction in focusing on poor and Khmer children. They are free of tuition fees, school construction and maintenance fees; as well as relevant in applying new curriculum and textbooks in the direction of MOET.*

## **2.2 Objectives, evaluation indicators and programme outcomes**

### **\* Education programme in Tra Vinh has 4 defined objectives:**

- (1) CCM consolidation and expansion in Duyen Hai district
- (2) CCM expansion throughout Tra Vinh province
- (3) Documentation of lessons learnt; information and good practice sharing for advocacy
- (4) Management and decision making capacity building in education

### **\* Evaluation indicators:**

- (1) Increased enrolment rate at 99% at school age and increased attendance rate at least at 85%, primary education completion rate at 90% and reduced drop-out rate to less than 1% especially for girls and in projected schools.
- (2) Improved teaching quality though effectively applying Child Centered Methodology (CCM)
- (3) Documentation, advocacy and campaign
- (4) Education management quality

### **\* Outcomes**

- (1) Improved teaching quality though CCM expansion

- (2) Improved teaching and learning facilities
- (3) Education management and decision making capacity building

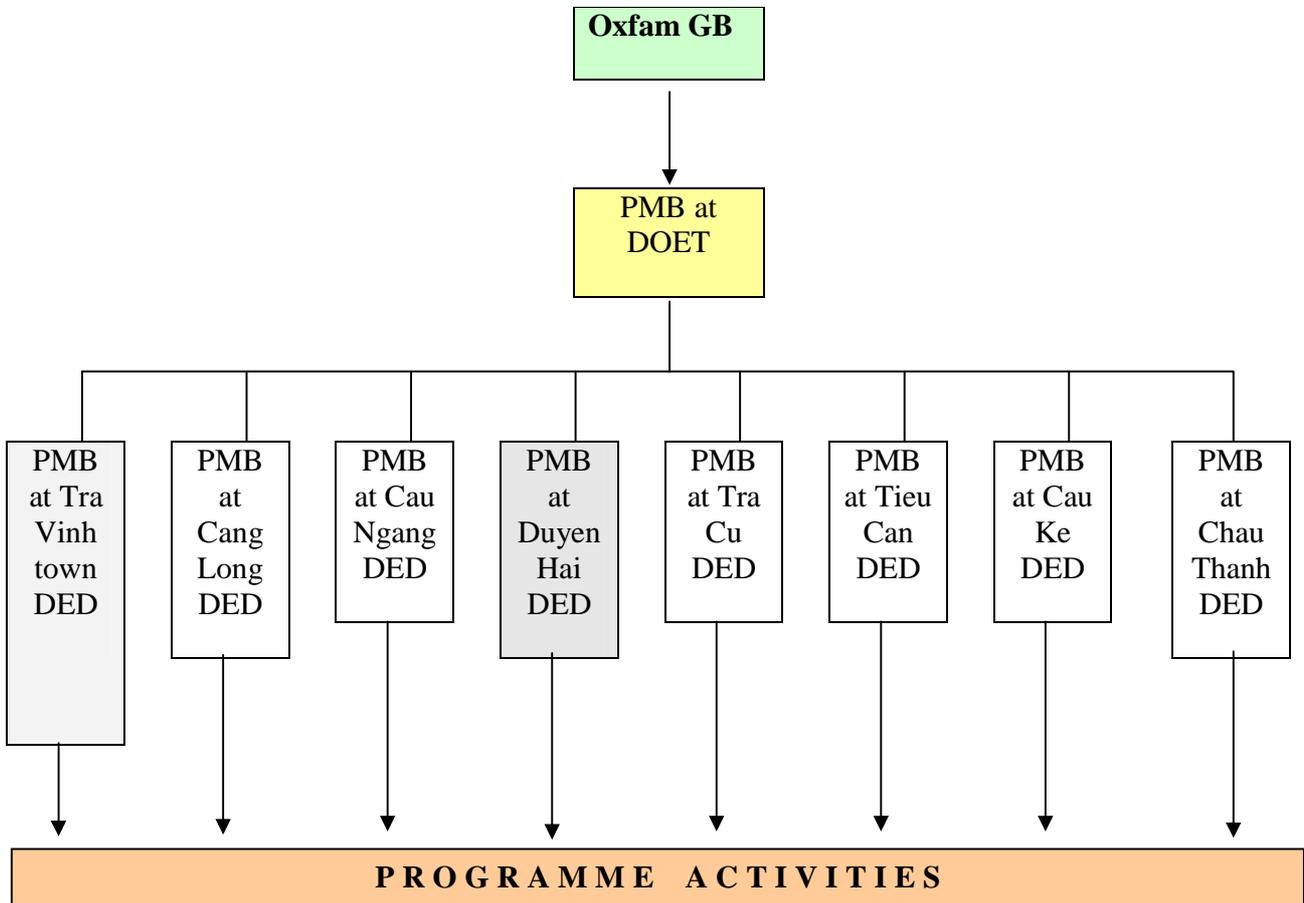
*The programme objectives are relevant to Vietnam primary education development strategy 2001- 2010 period. The programme outcomes strongly proved its objective achievements.*

### **2.3 Partnership**

The direct partner at provincial level of Oxfam GB is Tra Vinh Department of Education and Training (DOET). Besides, Oxfam GB works closely with District Education Departments (DEDs), school management boards, specialized, resource and model teachers selected for CCM consolidation and expansion. In addition to achievements and lessons learnt gained in the closing workshop in Duyen Hai in May 2005, learning from consultancy workshop in January 2006 has been mentioned in programme design for CCM expansion at district and provincial levels later on. Programme detailed plan was made at the planning workshop at the end of August 2006 with over 50 participants.

Resource teachers were assigned to conduct CCM training workshops, lesson observation and CCM application monitoring in lessons. If there were any changes or plans, teachers were advised and freely expressed their ideas. PMB and DED are responsible for making plans and proposed budget for the project and implementing its activities with supports from Oxfam GB staff.

## Partnership in Oxfam GB Education Programme in Tra Vinh



## 2.4 Beneficiary groups

Main beneficiaries of the programme are children at school age (6-14), especially girls and ethnic students in Tra Vinh

In Year 1, the number of beneficiaries was initially 3848 students including 1918 girls and 2975 ethnic students in project schools in Duyen Hai district. Besides, in Year 1, at provincial level, CCM was expanded to 7 districts and a town in Tra Vinh (2 schools/district and town). In Year 2, CCM was scaled up to 30% of the total primary schools in Tra Vinh (about 70 primary schools). There will be 20,000 students (in which 50% and 20% are of girls and ethnic students respectively) receiving improved access to quality primary education after Year 2 and many other students in Tra Vinh will benefit from the programme once CCM is scaled up and applied in 100% primary schools throughout the province.

Other beneficiaries include teachers and education officials – who received CCM training incl. 344 primary teachers (157 female teachers, 73 ethnic teachers) in Duyen Hai district). At provincial level, in Year 1, number of teacher beneficiaries are 23 education managers at provincial and district levels, 112 resource teachers (including 70 teachers and 42 education managers in 7 other districts). In year 2, these resource teachers conducted CCM training for 224 model teachers in the province. Besides CCM training, capacities building in management, monitoring and evaluation, TOT, child-friendly school model have been conducted through trainings.

## 2.5 Changes that contribute to gender equity and ethnic diversity improvement

- Increased number of girls attending school in project schools at 49%, attendance rate at 98% and improved study results of girls.
- Girls participate more actively in class and outdoor activities.
- Role of girls in CCM applied classes has been changed. They feel free to express their opinions, contribute ideas and sharing with boys. Students who learn through CCM are more confident and cheerful than those in traditional teaching method.
- Used many sensitive gender materials in class.
- Increased number of female teachers in school management boards
- More female teachers received CCM training (about 55%). These teachers then became Heads of each grade (from Grade 1- Grade 5) or school heads, Vice-principals in their schools.
- Raised awareness of teachers, head masters, DOET and DED officials about obstacles to girls' school attendance and gender proposed solutions.

- "I really like to attend CCM training because I can understand more about CCM, which improve my professional capacity. I participate not only in activities in workshops but also forget my worries in daily life"

(Tô Thị Đàm, teacher in Long Hiep A school, Tra Cu district, Tra Vinh province, Vietnam

- "Thanks to Oxfam GB, I have chance to learn from my colleagues (both inside and outside districts) that helps me improve my professionals and communication".

(Hồ Thị Thanh Tuyền, teacher in Chau Dien A, Cau Ke district, Tra Vinh province, Vietnam)

### **3. PROJECT EFFECTIVENESS**

#### **3.1 CCM consolidation and expansion in Duyen Hai district**

##### **Activities and outcomes**

##### ***Organize CCM workshop in Duyen Hai district***

With aim at CCM consolidation and expansion, Duyen Hai organized CCM trainings for 8 special topics (1) CCM; (2) Team and Team works; (3) Educational games; (4) Role-playing method; (5) Classroom space usages and child-friendly environment; (6) making teaching aids by cheap and local available materials; (7) questioning skills; (8) Making lesson plans for 24 primary schools in the district. Organization method is follow:

- + 2 day preparation workshop for each topic:  
(8 topics x 2 days x 8 clusters = 128 preparation workshops)
- + 2 day official workshop for 344 teachers in the district  
(8 topics x 2 days x 8 clusters = 128 official workshops)

Besides, specialized and resource teachers piloted CCM lesson demonstrations, then drawing lessons learnt, feedback, and applied skill assessment in the lesson.

##### ***Cross lesson observation for resource and model teachers***

In the direction of PMB at DOET, Duyen Hai district selected 24 resource teachers to conduct lesson observation for 344 model teachers in 8 clusters (40 resource teachers/cluster). Resource teachers guided model teachers in practice, and did training need assessment for next CCM expansion workshop and previous workshop assessment. Moreover, 24 resource teachers conducted cross lesson observation to share experience in CCM application. As a result, many teachers have become more confident in applying CCM in their lessons. For instance, instead of making presentation as before, teachers now teach through real visual aids, hand-made teaching aids and education games, etc. contributing to improve class environment and student attraction. Particularly, several reserved students have become more active in group works, presenting their ideas in front of class. Some students' parents showed that "their children like to go to school more than that in the past when teachers applied new method". The total number of lesson observation was 1098 lessons.

##### ***Teaching festival***

In Duyen Hai, teaching festival organized teaching festivals in 8 clusters x 2 times (3 schools/cluster) in order to create conditions for teachers to share their experience in CCM application. Participants of Oxfam staff and Lao Cai officials also attended teaching festivals through lesson observation and experience sharing.

##### ***Excellent teacher contest***

Thanks to CCM application, Duyen Hai teachers showed their CCM application capacity in provincial teaching competition with the participation of 21 competent teachers.

##### ***Documentation***

Specialized and resource teachers in Duyen Hai collected documents from training documents with international consultants; games and lesson plans that they designed and applied in their lessons to make three following documents:

- Child-Center Methodology (8 CCM topics)
- Education games
- CCM lesson making plans

CCM document was checked and approved by MOET as official source for teachers' reference and teaching. The World Bank funded project "Primary Education for Disadvantaged Children- PEDC" printed these documents to deliver to about 18000 primary teachers in 40 provinces.

100% of Duyen Hai teachers was successfully trained CCM. The majority of them applied CCM in their lessons. Efficient CCM lessons account for 80% (on Long Toan B and Ngu Lac C schools), this number in other schools is around 50-60%. Students are more active, passionate and confident in lessons and leading to more friendly learning environment, and more attention from teachers (based on Lao Cai teachers' assessment during their visit on 23/04/08 at Long Toan B and Ngu Lac C schools). It was also proved through lesson observation by resource and model teachers.

According to Duyen Hai DED assessment through lesson observation and tests showing that teaching quality has been much improved from applying CCM. It could be seen through these data:

▪ Enrolment rate:	8265/8284	99,77% (6-11 years of age)
▪ Attendance rate:		98,7%
▪ Drop-out rate:	8457/8521	0,75% (64 students)
▪ Good and excellent student rate		
MATHS:	5959/8457	(70,46%)
VIETNAMESE LEARNING:	6169/8457	(72,95%)

Currently, Duyen Hai specialized and resource teachers are skillful in organizing and implementing CCM. Education programme funded by Oxfam GB helped to increase their confidence and professional skills to participate in teaching competition and the most importance was the increased number of students going to school

### 3.1.2 Some limitations and recommendations

- Uneven professional levels of teachers; education managers were not professionally trained; low economic status of rural families and entrusting all their children studying for teachers.
- During CCM consolidation and expansion, resource teachers had to carry two jobs at the same time including their teaching and training for 24 schools, 1 trainer/school that beyond their capacity. Mostly trainings were conducted at the weekends that negatively affected to the training quality.
- If there was only 1 trainer/training class and organized at the weekend, the trainer then would receive time off in lieu and allowance.
- Financial support should be increased for model teachers for making teaching aids, especially for CCM expansion in new communes.

## 3.2 CCM expansion throughout Tra Vinh province

### 3.2.1 Activities and results

#### CCM expansion workshop at province level

##### Direct beneficiaries

District	Teachers			Education Officials			Pupils			Parents	
	Total	Female	Ethnic	Total	Female	Ethnic	Total	Female	Ethnic	Total	Ethnic
Tra Vinh town	40	28	28	15	09	02	1210	630	536	1212	536
Chau Thanh	86	48	11	20	10	01	2021	997	720	2021	720
Tra Cu	138	53	33	26	07	06	2576	1269	1206	2510	1167
Cau Ngang	90	55	10	21	10	02	1981	1019	494	2974	994
Cang Long	97	48	/	26	11	/	1956	951	28	1987	28
Tieu Can	68	36	07	19	06	/	1450	626	361	1445	354
Cau Ke	74	42	31	21	04	01	1606	786	544	1606	534
Duyen Hai	428	189	69	50	06	02	12840	6548	2391	12845	2391
<b>Total</b>	<b>1021</b>	<b>499</b>	<b>189</b>	<b>198</b>	<b>63</b>	<b>14</b>	<b>25.640</b>	<b>12.826</b>	<b>6280</b>	<b>26.600</b>	<b>6724</b>

##### Indirect beneficiaries

District	Teachers			Education Officials			Pupils	
	Total	Female	Ethnic	Total	Total	Female	Ethnic	
Tra Vinh town	157	84	30	1368	584	326	1370	326
Chau Thanh	74	41	10	2074	1040	758	2040	758
Tra Cu	104	50	46	2207	1024	1198	2093	1096
Cau Ngang	84	41	33	1047	466	555	1.503	641
Cang Long	149	80	/	2482	1204	28	2485	28
Tieu Can	101	45	25	1459	752	421	752	421
Cau Ke	73	04	30	3791	1768	1230	3791	1230
Duyen Hai	324	138	28	9458	4328	3152	9458	3152
<b>Total</b>	<b>1066</b>	<b>483</b>	<b>202</b>	<b>23.832</b>	<b>11.166</b>	<b>7.668</b>	<b>23.492</b>	<b>7.654</b>

From the results of projects in Duyen Hai district, provincial PMB decided to form a taskforce of CCM expansion over Tra Vinh province from 8 special teachers of Duyen Hai district; assigned PMB members and special teachers to manage the areas by clusters and communes in order to monitor and organize CCM expansion activities. The first activities were to organize 2 workshops at cluster level– from each cluster there are 4 district units to participate - including 8 preparation workshops and 8 expansion workshops for 113 Resource teachers; organize lessons observation given by 70 Resource teachers and organize inter-district teaching festival (8 times) to share experiences in CCM application in teaching. (the total lessons given by Resource teachers was 1299 lessons. Out of which, 454 lessons were assessed as good, equal to 35% of total lessons observed). There were 80 lessons at teaching festivals held in 8 districts and a town throughout the province.

**Organization:**

+ Provincial PMB together with 2 professionals of DOET and 8 special teachers organized preparation workshop at Long Toan C primary school, Duyen Hai district 3 days before the official workshop in 2 clusters. The purpose of this preparation workshop is to have preparation in the content, materials, stationery, infrastructure and equipment, budget estimation and role of each member.

+ Official workshop in 2 clusters (Cang Long DED and Cau Ngang DED) with participation of PMB, DOET officials, specialized teachers and 113 resource teachers in the province. In the first 2 days they were divided into 2 groups to discuss about the content of the topic; in the third day there were demonstrative lessons by specialized teachers or resource teachers with 40 primary pupils.

-Workshops at Cang Long and Cau Ngang districts were under cooperation with media in order to provide coverage for CCM expansion activities on local radio and Tra Vinh television station.



Up to April 2008, 7 more districts and towns had joined the project. Each one had received 8 expansion workshops on 8 topics, with the total number of 56 CCM workshops. (the topics consist of (1) CCM; (2) Team and Team works; (3) Educational games; (4) Role-play method; (5) Classroom space usages and child-friendly environment; (6) making teaching aids by cheap and available materials; (7) questioning skills; (8) Developing lesson plans

**-Organization:**

+ Provincial PMB together with 2 professionals of DOET and 8 special teachers organize 2-day preparation workshop at Cang Long and Cau Ngang districts to allow the resource teachers to revise and correct the materials, to take budget estimation, to manage stationery, to prepare illustrative lessons and to organize trial teaching to gain experiences.

+ Official workshop in 21 districts and towns all over the province:

Order	District/Town	Number
1	Tra Vinh Town	1
2	Duyen Hai	8
3	Chau Thanh	2
4	Cang Long	2
5	Cau Ke	2
6	Tieu Can	2
7	Tra Cu	2
8	Cau Ngang	2

with participation of PMB, DOET officials, special teachers and 113 provincial resource teachers and 1106 district model teachers. Here is the schedule:

- The first 1,5 days: work in group to discuss about the topics.
- The next 0,5 day: practice CCM for the model teachers to have a thorough grasp of the topics.

Specially, in expansion workshop on Topic 4, the model teachers had a chance to visit the classroom space managed by the resource teachers and practice themselves. From that they would know how to well manage classroom space and build a friendly learning environment.

- At the end of the workshop, reporters and special teachers told learners to evaluate workshop activities in logistics, materials, stationery, reporters' style when organizing other activities, etc.
- District DED cooperated with media to have CCM expansion activities reported on local radio and Tra Vinh television station.

**Workshop results:** Resource teachers step by step showed their potential and capacity in training; Model teachers actively participated in the activities, step by step have a thorough grasp of CCM content and application; the learning environment in classes became more interesting and lively; the pupils felt excited in learning; teaching and learning activities were run with enthusiasm. The teachers' psychology when having their lessons observed had much improved, from shyness to confidence. They were willing to share experiences with each other in applying CCM into teaching practice, as we can see from the following words:

**Mr. Huynh Vu Linh** – *Teacher of Truong Tho B primary school, Cau Ngang district:* “After attending the 4-topic training course, we already know how to well organize class activities, especially the study games, which makes the pupils more motivated in learning and encourages them to go to school more frequently”

**Ms. Lam Thi Thien Huong and Ms. Tran Thi Diep** – *Teachers of My Long Bac A primary school, Cau Ngang district shares:* “CCM helps teachers to speak less and to act more. After being trained, we are more creative in organizing activities and we can attract the pupils to join learning activities”.

**Ms. Tran Thi Huong** – *Vice principal of Nhi Long A primary school, Cang Long district gives comments on 5 model teachers in her school:* “After attending the training course, the Model teachers have dramatically improvement in teaching. In communication with pupils, they become more active and positive; in teaching style, they are more flexible; in organizing activities, they are more creative. Model teachers also organized study games in order to make their children interested in learning. That makes the lessons very exciting and easy to absorb. I hope that the PMB have further plans to support us in building our teachers' capacity”.

**Mr. Le Minh Dien** – *Model teacher of Minh Tri primary school, Tra Vinh town said:* “Through the workshops, I myself can learn many things such as group division and study games, then I apply well in teaching and help pupils to feel free to learn. Some outstanding cases: pupils of class 5/1 Kim, Duyen, Dao, Dai changed from being timid to confident and active in class activities as well as raise their hands in group and in front of the class.

**Mr. Nguyen Thanh Hai** – Principal of Hoa Minh A primary school, Chau Thanh district: “Hoa Minh A primary school is the one that apply CCM in the second year. I think that CCM is very good for the pupils’ psychology and their activeness.”

(pictures are in Ms. Chi’s camera)

**Mr. Tran Van Trung** – Teacher of Hoa Minh A primary school, Chau Thanh district express his ideas in topic 4 training workshop: “I like CCM very much. When applying CCM into teaching, I can see the effect and interest of pupils. They are very keen to raise their hands to answer the questions and the lessons are full of excitement and liveliness”.

Through local radio and television, local authorities and people knew that CCM expansion funded by Oxfam GB was under implementation and getting good result. Parents also appreciated applying CCM into teaching and learning at schools. Mr. Nguyen Quoc Kien – PTA representative of Ben Kinh hamlet, My Long Bac commune, Cau Ngang district said at the Parent Association meeting at My Long Bac A primary school:

*“I suppose that working in teams not only help pupils exchange information and support each other in learning positively but also help create a united spirit to the class. I am willing to cooperate and support the teachers in making teaching aid for lessons.”*

Several primary teachers were not selected to join CCM expansion program in the second year. However, seeing the benefits that CCM brought to school children through observing their colleagues’ lessons, they volunteered to attend the training course without financial support. For instance, Phuoc Hung B and Long Hiep 2 primary schools of Tra Cu district sent 100% of their teachers to attend the training course (instead of 10 teachers for those 2 schools as planned), increasing the total model teachers of Tra Cu district from 111 teachers to 148 teachers (increased by 37 teachers). The same situation was found with Cau Ngang district, from 70 model teachers to 90 model teachers, etc.

### **Lesson observation and cross lesson observation**

- The resource teachers had 193 cross observation lessons and 558 model teachers’ observation lessons. After each lesson the resource teachers arranged time to share experiences with each other. Lesson observation was a chance for resource teachers to gain experiences and to improve themselves. All lessons were well applied with CCM and also contained standardized knowledge regulated by education department.



Besides, there were other activities such as: specialized teachers observed lessons taught by model teachers and gave them advice; model teachers observed each other's lessons and shared experiences as well as organized district-cluster cross teaching observation to evaluate CCM application; specialized teachers helped model teachers prepare for district-cluster cross teaching observation. Below is the schedule for teaching observation:

Participants	Number of observation lessons at district and school level							Note
	Tra Vinh	Chau Thanh	Tra Cu	Cau Ngang	Cang Long	Tieu Can	Cau Ke	
Specialized teachers	32	42	34	44	33	34	40	From Oct 2006 to Apr 2007
Resource teachers	124	134	130	136	178	154	122	
Teaching observation	20	20	20	20	20	20	20	
Total	176	196	184	200	231	208	182	

Lesson observation in Duyen Hai district: 125 Resource teachers held 40 lessons in 8 communes. After the lessons, Duyen Hai teachers met with new project teachers to share experiences. Through lesson observation, resource teachers were more confident in class, step by step improved teaching and learning quality and were able to organize learning activities better.

Over one year participating in the project, teaching and learning quality of provincial resource teachers have significantly improved. Among 16 nominated teachers for National excellent teacher festival there were 11 resource teachers; among 3 teachers chosen for National excellent teacher festival there were 2 resource teachers (Nguyen Tien Dung of Duyen Hai district and Nguyen Thi Huong – teacher of Dai Phuoc C primary school – Cang Long district)

Specialised teachers and DOET specialists observed lessons given by 60 Resource teachers and 19 Model teachers in order to share and make suggestion to them. Lessons were all qualified and some of them were excellent.

### Excellent teacher and teaching aids competitions

Excellent teacher competition and making teaching aid competition had the following results:

Number of registered teachers				Number of validated teachers			
Total	Female	Ethnic	Female	Total	Female	Ethnic	Female
43	30	5	5	26	20	2	2

All 26 teachers were given “*certificates of excellent teacher at provincial levels*” by DOET director in the school year 2006-2007 including 8 rewarded teachers:



Prize	Full name	Unit	Award
1 <sup>st</sup> prize	Le Thi Tuyet Nga	Dai Phuoc C primary school – Cang Long district	300.000đ
2 <sup>nd</sup> prize	Ho Thi Thanh Tuyen	Chau Dien A primary school – Cau Ke district	250.000đ
3 <sup>rd</sup> prize	Le Thi Kim Dung	Dai Phuoc C primary school – Cang Long district	200.000đ
	Ho Chi Hung	Hieu Trung B primary school – Tieu Can district	200.000đ
4 <sup>th</sup> prize	Phan The Nhan	Phuoc Hao A primary school – Chau Thanh district	150.000đ
	Thach Ngoc Ly	8C commune primary school – Tra Vinh town	150.000đ
	Nguyen Thi Huong	Dai Phuoc C primary school – Cang Long district	150.000đ
	Nguyen Thi Tuy Phuong	Tieu Can A town primary school	150.000đ



### Teaching aid competition

There were teaching aids exhibition and making teaching aids competition for both individuals and groups. The examining board had rewarded the best ones as follows:

Form	Prize	Name/Unit
Individual	1 <sup>st</sup> prize	Ho Thi Ngoc Anh – Tra Vinh town
	2 <sup>nd</sup> prize	Thach Kim Trinh – Tra Cu district

	3 <sup>rd</sup> prize	Ngo Thi Dung Anh – Cang Long district	
Group	1 <sup>st</sup> prize	Tra Vinh town vice director	
	2 <sup>nd</sup> prize	Cau Ke district vice director	
	3 <sup>rd</sup> prize	Tieu Can district vice director	
	4 <sup>th</sup> prize		Chau Thanh district vice director.
			Tra Cu district vice director
			Cau Ngang district vice director
		Cang Long district vice director	



### Training of trainers (TOT)

In order to enhance the capacity and skills of specialised teachers and resource teachers, Tra Vinh DOET had invited two national consultants from Hanoi to hold 2 trainings (with assistance from OGB staffs)



**Training 1:** From January 24<sup>th</sup> to January 30<sup>th</sup> 2007 (2 classes)

+ Number of Resource teachers: 90 (including 51 female teachers and 7 Khmer teachers with 6 female ethnic teachers)

+ Training content: to provide trainees with essential skills so that in the second year they would have full capacity and confidence to implement CCM expansion for 30% of schools in the province. For instance:

- Problem solving skill
- Workshop and group activity organizing skill
- Training course designing skill
- Training need assessment skill
- Training course evaluating

**Training 2:** From June 25<sup>th</sup> to July 3<sup>rd</sup> 2007 (3 classes)

- 1<sup>st</sup> class: Basic class (6-day class)
- 2<sup>nd</sup> class and 3<sup>rd</sup> class: Advanced class (4-day class)
- Number of trainees: 113 Resource teachers (including 63 female teachers, 15 Khmer teachers – 9 female ethnic teachers)
- Training content: to provide trainees with essential skills so that at the end of the 2<sup>nd</sup> quarter (July 28&29 2007) they would have full capacity to organize CCM expansion workshop in 30% of schools in the province.



At the end of the training courses, PMB, Specialised teachers, Oxfam staffs and 2 reporters had a meeting to share experiences on organizing the training courses as well as training content as followed:

- Training content: The programme structure was well organized and met the demand of the trainees. However it took more time to practice organizing a training class since the trainees had not attended a training course before. Almost all groups did not finish their practice on time. For this reason, in the trainees' feedback, they asked for more time for the training courses.
- Training method: suitable and successful in helping the trainees join actively in the activities and share with their colleagues.
- Suggestions: The trainers should focus more on the detailed training draft of each group. Direct instructors for trainees and specialized teachers should be arranged if possible in order to improve the training quality.

### **Teacher and learner support**

Oxfam GB supplied each workshop room with 2 projectors, 2 plastic laminating machines and 2 wifi microphones to meet the demand on necessary conditions and equipments. Each deputy director of each district or commune was equipped with 1 water heater, 2 A0 flipcharts for expressing group ideas, 1 digital micro and stationeries. The PMB was equipped with 2 digital cameras and 1 laptop. Duyen Hai district DED was equipped with 1 PC monitor. Besides, Oxfam GB also supplied 70 CCM Resource teachers and 8 CCM Special teachers of the province with stationaries.

### **3.2.2 Limitations and recommendations**

#### **Limitations**

During CCM expansion progress, there were some schools that did not understand the project's good impact. Therefore they did not care and create good conditions for Resource teachers and Model teachers to apply CCM in teaching. Most of the schools lacked equipments for learning (especially 2-seat desks and chairs) creating difficulties in applying CCM. Workshops' activities often fell on weekends; the teachers had to spend too much time on preparing teaching aids for lessons and teaching observation with their colleagues, so that they had little time for their family. Resource teacher allocation was not reasonable.

*For example: At Phuoc Hao A primary school, Chau Thanh district: One training class was held by 7 Resource teachers and Specialized teachers. Each teacher managed only one activity during the training time. Meanwhile, in 8 clusters of Duyen Hai district, each one was managed by only 1 Resource teacher. It can be seen that this teacher would have to work hard without being shared by other teachers.*

Some resource teachers were very competent in organizing expansion training courses in communes. However there were some that did not succeed in using trained skills, so that the way they organized a training workshop was still imitative and uncreative, could not attract the participants. The number of trainees attending the workshops should be limited to 30-35 participants. In reality, some training workshops had a big number of trainees. This affected training quality. In present, Resource teachers and Model teachers' progress observation is still poor and there has been no monitoring book. Specialized teachers should have monitoring book of Resource teachers and Model teachers. The Resource teachers should have monitoring book of Model teachers. From that they can organize further activities to help those teachers to apply CCM in teaching more and more proficiently.

Some model teachers found it hard to apply CCM into teaching. In some activities, some teachers made use of dividing groups. In some lessons, some teachers organized too many activities and games which made the pupils confused in absorbing the knowledge. In some classes, weak pupils did not receive appropriate care. Especially, some teachers depended too much on the CCM Kit (TOT Manual) and failed to link with real context or situation.

*For example: When having a lesson on "Protect public trees" including an activity on "Observe trees in your schoolyard", the teacher showed his/her pupils a blur picture in class while there were many trees in the schoolyard.*

## **To overcome the weaknesses**

With those difficulties, Tra Vinh DOET steered district DEDs to consider CCM expansion program a special part of education following DOET regulation; provide project schools with relevant equipments and spend education fund on finance support for Model teachers to facilitate CCM application. DEDs also have to organize teaching observation within one school and inter-school and inter-district for the teachers to share experiences with each other in applying CCM; holding teaching competition and teaching aids competition to encourage changing teaching method in a way that makes good of the pupils' learning activities; support Resource teachers and Model teachers with stationeries and encourage them to make teaching aids as well as organize more activities for a better teaching and learning quality.

### **3.3 Lessons learnt documentation and information sharing and advocacy**

#### **Activities and results**

##### **Material compilation**

Tra Vinh DOET PMB in cooperation with Duyen Hai district DED and Specialized teachers and Resource teachers compiled a set of materials as followed:

**Book 1:** *Child Centered Methodology (8 topics)*

**Book 2:** *Lesson plans of some subjects: Mathematics, Vietnamese, Morality, Nature and Society*

**Book 3:** *Some study games of some subjects: Mathematics, Vietnamese and Nature and Society*

Those materials were delivered to Oxfam GB staffs in Hanoi and other consultants for revision and to MOET for consideration and decision. Then they will be printed and distributed over Tra Vinh province and other project areas funded by Oxfam GB, as well as shared with MOET through WB's Primary Education for Disadvantaged Children (PEDC). This is a great effort of Tra Vinh PMB. Compiling materials helped to improve specialized teachers and Model teachers' capacity. This is also a visible output which has a realistic, long-term and broad effect that can be shared with other projects. This is a program that made its imprint about Oxfam GB's project in Tra Vinh province.

#### **Global Action Week for Education with the theme: "Quality Education to End Exclusion"**

##### **✓ District level**

GAW 2008 was held in 7 districts and communes. 3500 primary pupils, 280 teachers and 70 representatives of different departments and units at all levels participated in the activities such as singing, painting, acting, sending messages and directly raising questions to speakers. All the questions and messages focused on children's right to go to school.

✓ **Provincial level** : From March 6<sup>th</sup> to March 10<sup>th</sup> 2007

+ *To schools that did not have a chance to participate in the project*: Propagated about child right to receive education regulated in Convention on Children's right and Law on protecting, caring about and educating children at the every-week school meeting on Monday in 179 schools (of 7 new districts and communes to the project)

+*To project schools*: Held a child education forum attended by 500 pupils (by all genders, ethnic groups and ordinary ones), 40 teachers and 10 representatives of different departments and units at all levels: DED officials, Family and Children Population Committee officials, local authorities, Women Union members, Study promotion Society, Youth Unions. All activities were recorded and showed on local news section.

+ The total number of pupils participating in propagating on child right on education is 79.881 pupils including 38.317 schoolgirls and 25.943 Khmer pupils. Besides, 4.376 provincial primary teachers took part in this activity.

+ On April 15<sup>th</sup> 2007, Tra Vinh DOET held a child education forum with the theme: "Listen to the children speaking on their right to receive education". This forum recorded the participation of 105 pupils from 7 districts and communes (except Duyen Hai district); 21 representatives who are leaders of DED and district teachers; 15 representatives from different departments and units such as DOET officials, Family and Children Population Committee officials, Care for Disadvantaged Children Center members, Tra Vinh press, Study promotion Society, Tra Vinh Literature and Art Association, Tra Vinh television, 9 faculties of DOET officials, Education Trade Unions members, provincial PMB and Special teachers. The forum was the first chance for the pupils to speak out their opinions and to express their ideas and demands to local authorities on their rights, not only right to go to school, but also right to study in a friendly and quality environment.

+ During the meeting, PMB decided to establish a forum management board and examining board to supervise all activities within the forum's framework. Tra Vinh Literature and Art Association members and DOET's Primary Music Subject Team were invited to become management board members in order to assure the forum's honesty and objectiveness. In the forum, the pupils painted (35 pupils of 7 districts and communes) to express their demands. They took part in a contest about their right to learn which was regulated in Convention on Children's right and Law on protecting, caring about and educating children. Through the songs and plays and paintings, the children said that they wanted to have a friendly and quality learning environment and wanted to assure their right to learn. Tra Vinh Literature and Art Association chose 10 rewarded paintings to attend the 2008 provincial pioneer painting exhibition.

The forum's activities were photographed and video recorded and shown widely on the local news system.



On April 22<sup>nd</sup> 2008, with support of the Special teachers and Resource teachers, Tra Vinh DOET held the World Biggest Lesson with the participation of 313 primary schools all over the province. The lesson made a big impact and created an emulative atmosphere in Tra Vinh province. It was also a chance for teachers and pupils to raise the issues related to education quality. That includes teaching method, the number of pupils in one class, textbooks, learning materials and even school infrastructure. The teachers tried their best to well apply CCM into teaching. Some had flexible activities such as: answering the questions, playing roles about family care of the children's study, etc. This was a great effort of teachers and pupils in Tra Vinh province.

### **Limitations and recommendations**

Organizing those activities is a great effort of Tra Vinh province teachers and pupils. Some schools reached success in activities preparation and implementation. However, in some schools, the learning activities were still formative; CCM application was not skillful; and the way that teachers and pupils answered the questions was imitative. Objective conditions have rather deep effects on the lessons' result. They may be sunny days or too small schoolyards. Some schools even did not have a schoolyard or hall that was appropriate for organizing a lesson; some schools were out of electricity.

## **3.4 Improving education management and decision making capacity**

### **3.4.1 Activities and results**

- PMB entrusted its members with detailed assignments and planned to manage every activity. Every quarter a meeting was held for PMB members to assess the progress of plan implementation as well as to plan and adjust activities in time to be suitable to reality. The participants include 4 provincial management units, 2 DOET officials, 8 Specialized teachers, leaders and educational experts from districts and communes, and principals from project schools.

- Despite limited human resource, Tra Vinh PMB planned and carried out considerable number of activities. After each quarter, there were always result reports and lessons learnt for the PMB to do better with the following activities.

### **3.4.2 Limitations and recommendations**

The lack of smoothness between activities and management and the lack of information to doers made things overlap each other. The assignments for PMB members needed to be distributed reasonably for Mr. Minh had to manage to many works. Tasks should be shared with district PMB and assigned clearly to the Special teachers to bring smoothness to all project activities.

## **4. GENERAL IMPACTS AND SUSTAINABILITY OF THE PROJECT**

### **4.1 General impacts of the project**

Strengthening the beneficiaries' capacity enabled them to take part in planning and making educational decisions. The participation of public and teaching staffs and pupils in educational activities has been kept enhancing. DOET leader committed to apply the approach with the participation of Oxfam in planning and giving decisions on schooling activities such as planning workshops, CCM conferences, friendly schools, GAW event, etc.

In his speech on "Welcome delegates to the CCM experiences sharing workshop", new director Mr. Trieu Van Phan (replacing the former counterpart Mr. Huynh Ho) affirmed:

...We are preparing to implement CCM expansion in year 3 with the participation of 100% of primary schools and over 1300 teachers in order to bring into play the achievements, to ensure the sustainability of the project, and to contribute practically to raising training quality and effects at primary level.

### **4.2 Sustainability of the project**

Oxfam's role in the past 2 years was to support its partner at a certain extent with training activities, materials and transportation cost since the partner had detailed plans to strengthen and expand the CCM with their own management.

The project's sustainability can be clearly seen through the ability of the DOET PMB in expanding CCM through out Duyen Hai district. The PMB's management capacity had been enhanced during project implementation. Moreover, the Resource teachers got remarkable improvement in fulfilling their assignments and became more confident in teaching as well as in organizing CCM workshops themselves. Here are some opinions from the beneficiaries:

- "I'm very grateful to Oxfam GB for not only supporting me with helpful teaching methods but also helping me to improve myself. From a shy and quiet man I'm now more confident and open minded".

( Ho Chi Hung, teacher of Hieu Trung B primary school, Tieu Can)

- "Thanks to Oxfam GB's project, I had chances to meet and learn so much from my colleagues (both in and out of the district), which made myself more and more

progressive both in my professional and in communication”.  
( Ho Thi Thanh Tuyen, teacher of Chau Dien A primary school, Cau Ke)

Quoted from the general report on CCM expansion activities of special teacher group  
(from October 2006 to April 2008)

The above activities helped to create high sustainability for the project and made local Oxfam’s work appropriate, sustainable and more effective.

The first figures of provincial partners’ possessiveness on the project also proved its sustainability. Tra Vinh DOET highly valued model of teaching and learning created by Oxfam which officially became a part of primary education reform in the province. DOET director and DED officials strongly determined on expanding CCM to all districts and communes of Tra Vinh province. Their support for CCM expansion progress is worth to be praised.

The active role and determination of educational officials at school, district and province level in expanding CCM and training resource teachers is the decisive factor to ensure CCM expansion through out the province. In terms of finance, Tra Vinh DOET agreed to contribute an amount of money for CCM expansion and strongly determined that applying and expanding CCM is one of the priorities of the Department.

### **Strategies**

In year 1, CCM model would be reinforced and expanded throughout Duyen Hai district by 24 Resource teachers. Those Resource teachers gave training to 320 Model teachers at 24 primary schools in the district. At provincial level, 8 specialized teachers would train 112 Resource teachers. Those Resource teachers would expand CCM in their districts in year 2.

In year 1, CCM model would be broadened to 14 schools at 7 districts and communes. In year 2, 32 more schools would get into the project. Provincial resource teachers consisted of teachers from different schools (5 teachers per school) and education managers (principals and vice principals, a primary education specialist, a teacher of each district school). The group of 8 specialized teachers would work as a core force to broaden CCM at provincial level. 24 Resource teachers of Duyen Hai district would continue expanding CCM there.

Raising local capacity and associating project work with national media to disseminate useful lessons on positive teaching methods are main strategies. These strategies focused on the association between Oxfam and project with local authority partners and other projects in Tra Vinh province as well as national projects (Education Reform Programme, Primary Education for Disadvantaged Children project, Primary Teacher Training project)

Effective teaching materials would be shared with provincial schools and other schools throughout the country. Once these documents are printed, they will be introduced widely through national media network like National Education Forum, the website of Education Support Group (ESG), Primary Education for Disadvantaged Children project (PEDC), mass media and provincial and regional closing workshops.

At national level, new budget mechanism of the government following the rule “For the poor” is expected to provide more finance support for the isolated and remote areas. This mechanism will supply Oxfam’s partners with more budgets for continuing the project. However, this must be tightly monitored because in fact, a major part of primary education fund comes from “educational socialization” source. (\*)

Advocacy is combined with other INGOs and major donors in order to change the policies on providing budget for basic education and positive teaching methods, as well as enhancing the approach to basic education of poor and disadvantaged children, particularly girls and ethnic minority children.

Ideas on advocacy need to be strengthened and should focus on: a) Analyzing the lessons on CCM, gender, etc and b) Imparting these lessons to others.

In brief, all those above factors ensure the sustainability of the project.

## **Part 3. CONCLUSIONS AND RECOMMENDATIONS**

### **3.1 Conclusions**

3.1.1 RVN A52 project achieved the following goals:

- (1) CCM consolidation and expansion in Duyen Hai district.*
- (2) CCM expansion throughout Tra Vinh province.*
- (3) Lessons learnt documentation and information sharing and advocacy.*
- (4) Management and educational decision making capacitybuilding.*

3.1.2 Almost all the activities were carried out as planned.

3.1.3 The project strategies and orientation are accordant with Vietnam primary education development strategy in the period 2001-2010 and with the MOET's orientation on changing teaching method in contribution to improve teaching quality, reduce the number of drop-out-school pupils and increase high-attendant-rate pupils. These strategies go well with Tra Vinh education advocacy and policies on poor children, Khmer children and girls.

3.1.4 The project's impact was affirmed through activities: CCM expansion workshops, lesson observation and cross lesson observation, teaching festivals, Good teachers and Teaching aids competition, TOT. Those activities helped to raise the capacity on organizing lessons for specialized teachers and Resource teachers, and gave them training skills as well. Moreover, it changed the awareness of educational authorities at all levels (departments, schools and public) and of other teachers on teaching methods renovation.

In addition, building materials contributed in improving specialized teachers and Resource teachers' capacity. This is the visible output and has practical, wide and long-term effects that can be shared with other projects as well as made an imprint on Oxfam's projects in Tra Vinh.

3.1.5 The project's sustainability can be clearly seen through the ability of the DOET PMB in expanding CCM through out Duyen Hai district. The PMB's management capacity had been enhanced during project implementation. Moreover, the Resource teachers got remarkable improvement in fulfilling their assignments and became more confident in teaching as well as in organizing CCM workshops themselves.

3.1.6 The project's model and CCM has officially become a part of primary education renovation in Tra Vinh province. DOET director and DED officials strongly determined on expanding CCM to every area of the province during and after the project. The model of the project also brought into play its effect on other projects in Tra Vinh province and national projects (Education Reform Programme, Primary Education for Disadvantaged Children project, Primary Teacher Training project).

3.1.7 The biggest lesson from the project's success is the commitment and responsibility of both OGB and Tra Vinh DOET. Oxfam always support in time with finance and consultancy. Local authorities are always proactive in encouraging internal strength to facilitate the project.

## **3.2. Recommendations**

### **Local authorities**

3.2.1 DOET PMB needs to issue the introduction documents for DED to make plans of helping schools strengthen and expand CCM before the end of the project in October 2008.

3.2.2 To expand CCM throughout the province, DOET needs to prepare enough resources, keep on improving capacity of principals and resource teachers, spend more time on learning and improving special capacity and teaching methods (increase the number of special teachers for districts), invest more in infrastructure (workshop rooms), provide more staffs for DOET and DED PMB.

### **Oxfam GB**

3.2.3 Although the project has closed, in order to sustainably bring into play the impact of education model carefully built by Oxfam GB, local authorities are still in need of certain financial support for CCM expansion. On that base Tra Vinh DOET may ask for financial support from provincial authorities.

3.2.4 In case that OGB carries out the project in a new area, it needs to pay attention to PMB components, esp. those who are qualified and have time for project activities. For example: Provincial PMB may consist of 5 members (now there are 4 members in Tra Vinh PMB) and one more expert from the province to balance the workload. Responsibility should not put on someone.

## **C. APPENDIXES**

- I. Terms of reference
- II. List of evaluation team
- III. Survey tools
- IV. Project information and materials

*\* “Education socialization” is a policy of Vietnam government with the purpose to mobilize different resources from the government, donors, companies, social organizations and public for education. This policy can lead to more burden on finance contribution of the poor in remote areas.*

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