

TA COMPLETION REPORT

Division: MKSS

TA No., Country and Name 3322-VIE: Capacity Building for Teacher Training			Amount Approved \$600,000.00											
			Revised Amount \$600,000.00											
Executing Agency Ministry of Education and Training	Source of Funding TASF	Amount Undisbursed \$146,860.86	Amount Utilized \$453,139.14											
Date of Report <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Approval</td> <td style="width: 33%;">Signing</td> <td style="width: 33%;">Field</td> </tr> <tr> <td>3 December 1999</td> <td>29 May 2000</td> <td>11 September 2000</td> </tr> </table>			Approval	Signing	Field	3 December 1999	29 May 2000	11 September 2000	Closing Date <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Original</td> <td style="width: 50%;">Actual</td> </tr> <tr> <td>23 February 2001</td> <td>31 March 2001</td> </tr> </table>		Original	Actual	23 February 2001	31 March 2001
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<p>Description</p> <p>The increasing market orientation of Viet Nam's economic activities, together with the growing number of graduates from primary education, is creating a substantial social demand and manpower requirements for a workforce with education beyond primary school and capable of assimilating new concepts and modern means of production. The Government accords high priority to the development of secondary education because it is expected to provide the level of human resources required to meet the country's social and economic development goals and contribute to poverty reduction. The broad secondary education sector targets of the Government by 2010 are (i) universal lower secondary education with high quality, and (ii) gradual expansion of upper secondary education. At the lower secondary level, ADB is providing the Lower Secondary Education Development Project (Loan 1537-VIE) to help Government introduce the new curriculum and textbooks using the student-centered approach starting from the 2000/01 academic year. ADB is also providing the Teacher Training Project (Loan 1718-VIE) to assist the Government in improving the lower secondary preservice teacher training system based on a new curriculum framework to be revised from the 1996 lower secondary teacher training curriculum framework.</p> <p>This advisory technical assistance (TA) is part of Viet Nam's lower secondary education reforms assisted by the ongoing loans to renovate the lower secondary school curriculum and textbooks and the in-service teacher training system (Loan 1537-VIE) and to improve the lower secondary preservice teacher training system. At least, four types of government entities are involved in providing lower secondary teacher training, including the central Ministry of Education and Training (MOET), provincial departments of education and training (DOETs), teacher training colleges (TTCs) and teacher training schools (TTs), and teacher training universities (TTUs). The complexity of the administrative system of teacher training requires a significant degree of coordination among the central and provincial agencies involved, and the effective planning, management, monitoring, and evaluation systems; otherwise, the ineffective administration will result in an ineffective teacher training system as reflected in unsuitable curriculum, uncoordinated and nonstandardized textbooks and teacher manuals, and delays in curriculum design and textbook writing. In order to create synergies with two ongoing loans (Loan 1537-VIE and Loan 1718-VIE) by revising preservice teacher training curriculum for lower secondary education to match the new lower secondary school curriculum, there was need to provide the TA for strengthening institutional capacity in managing and coordinating preservice teacher training curriculum and textbook renovation which will improve the overall teacher training system in Viet Nam.</p> <p>Objectives and Scope</p> <p>The objective of the TA was to help strengthen the institutional capacity of and coordination among central and provincial government entities involved in lower secondary preservice teacher training (including the central MOET, provincial DOETs, TTCs and TTs, and TTUs) in four capacity building areas: (i) lower secondary teacher training curriculum development and textbook writing; (ii) strategic planning for teacher training, inclusive of data collection and analysis; (iii) management and implementation of the teacher training system reforms, covering good governance and the entire process of managing and implementing curriculum revision, and writing, publishing, piloting, and disseminating textbooks; and (iv) monitoring and evaluation to sustain the reforms. The TA comprised five components: (i) institutional diagnostic analysis and individual baseline training needs assessment in four capacity building areas; (ii) development of streamlined approach to help strengthen coordination among four types of government entities; (iii) development of training courses and training materials in four capacity building areas; (iv) delivery of short-term in-country and overseas training in four capacity building areas; and (v) formulation of new strategic and action plans for teacher training for the period from 2001 to 2005.</p> <p>Evaluation of Inputs</p> <p>The TA was adequately formulated to achieve its objective to strengthen the institutional capacity of and coordination among central and provincial government entities involved in preservice lower secondary teacher training. The TORs were clear and comprehensive by carefully coordinating and complementing with the TORs provided for Loan 1718-VIE. No significant modifications were made during the TA implementation. The TA was implemented over 6 months with an increase of 1 month from September 2000 to March 2001, compared 5 months originally envisaged, in order to ensure the adequate feedback from the Government on the TA final report. The TA comprised the services of 3 international consultants for 13 person-months and 6 domestic consultants for 26 person-months, provided by the consultants – the Canadian Higher Education Group (CHEG) in association with the</p>														

Southeast Asian Ministers of Education Organization Regional Training Center (SEAMEO RETRAC). The performance of the consultants was satisfactory with qualified staff fielded as scheduled. The TA activities including the performance of the consultants were adequately supervised through regular meetings and discussions with the consultants and the MOET/the project implementation unit (PIU), and the ADB review missions. The performance of ADB in supporting the TA was satisfactory. The MOET, as the executing agency, supervised the TA in a satisfactory manner.

Evaluation of Outputs

The outputs of the TA were delivered in accordance with the requirements of the TORs in a timely manner, and were of acceptable quality. The TA produced the following verifiable outputs: For the institutional diagnosis and the individual training needs assessment, the TA analyzed the institutional resources of the four types of government entities (MOET, DOETs, TTCs/TTs, and TTUs) in relation to their roles and responsibilities for teacher training, and used it as a basis for preparing a streamlined approach to strengthen coordination amongst these entities, and conducted the sample-based individual training needs assessment including the identification of teacher trainers for masters degree course. For the development of the streamlined approach to coordination, the TA produced a strategy paper which included a vision, clear organizational charts showing the lines of responsibilities, outline manuals of work procedures, and draft work description of key positions in the four government entities. Loan 1718-VIE is following up the recommendations made by the strategy paper. For the development of training courses and training materials, the TA reviewed the teacher training curriculum approved in 1996, and developed the new curriculum framework that retains the strengths of the 1996 curriculum. The TA also developed training courses and training materials for preservice teacher training curriculum development and textbook writing. For the delivery of in-country and overseas training, the TA conducted two in-country training seminars on monitoring and evaluation to sustain teacher training reforms using a comprehensive training manual prepared for each seminar. Detailed evaluations of each training seminar by the participants showed that they were well satisfied with the content and organization of the training seminars. The TA organized the study visits by 16 key senior officials to Australia, Malaysia, and the Philippines, in which these officials observed practices in the four capacity building areas. The TA assisted MOET in formulating its new strategic and action plans for primary and lower secondary teacher training for the period from 2001 to 2005, focusing on the latter and on institutional capacity building. The TA further developed a prototype of training manuals on strategic and action planning, which helps the teacher training institutions and DOETs develop their own strategic action plans under the ongoing Loan 1718-VIE.

Overall Assessment and Rating

The TA is rated as successful. The TA made significant contribution of strengthening institutional capacity of four government entities (MOET, DOETs, TTCs/TTs, and TTUs) in four capacity building areas: (i) lower secondary teacher training curriculum development and textbook writing; (ii) strategic planning for teacher training, inclusive of data collection and analysis; (iii) management and implementation of reforms in the teacher training system; and (iv) monitoring and evaluation to sustain the reforms. The ongoing Loan 1718-VIE is building on the outcomes of the TA.

Major Lessons Learned

The lower secondary preservice teacher training curriculum should retain the strengths of the 1996 curriculum with adjustments being made in the allocation of credits for each curriculum component, and with reorientation of content in subject areas. In particular, all subjects in the general education component of the 1996 curriculum should be carefully reviewed in order to identify and eliminate redundant content.

ADB advisory TAs, especially capacity building TAs, can add real value when they are implemented in conjunction with investment projects since any capacity building efforts will be the long term endeavor requiring a much longer time than the usual duration of ADB advisory TAs. This TA is a good case since it is implemented in conjunction with the ongoing investment project on preservice teacher training (Loan 1718-VIE). In this connection, the newly created PIU, which is now implementing the ongoing Loan 1718-VIE, was not fully familiar with ADB procedures and was weak in project management and implementation capacity. The consultants provided capacity building support during the TA implementation on an ad hoc basis. In future, capacity building support to strengthen project management and implementation, especially in the areas related to project financial management and procurement, should be explicitly included into the TA scope and the TORs.

Recommendations and Follow-Up Actions

Further capacity building support was required to mainstream and scale up the gains of the TA. Loan 1718-VIE is providing such support through staff development program, especially in the areas of (i) strategic planning for teacher training at the teacher training institutions and DOETs, and (ii) management and implementation of reforms in the teacher training system including monitoring and evaluation to sustain the reforms. Loan 1718-VIE is also providing project managing and implementation support by the consulting services at the central and provincial levels. ADB is monitoring the outcomes of further capacity building support through the ADB loan review missions.