



CALL FOR EXPRESSIONS OF INTEREST

Strategic partnership to support the development and implementation of an Early Childhood Development Initiative in Gia Lai province, Vietnam.

The New Zealand Ministry of Foreign Affairs and Trade (MFAT), is inviting submissions of Expressions of Interest (EOI) from suitably qualified and experienced International Organisations to enter into a strategic partnership with the New Zealand Aid Programme and the Gia Lai Provincial People's Committee (together "the Strategic Partners") for the purposes of successfully developing and implementing a programme aimed at improving the quality of Early Childhood Education (ECE) and Early Childhood Development (ECD) for ethnic minority children in Gia Lai province ("the Project").

This EOI is designed to identify qualified organisations with relevant capability and experience for supporting the Gia Lai Provincial People's Committee and Department of Education and Training (DOET) to achieve improved educational outcomes for ethnic minorities in Gia Lai province. The New Zealand Aid Programme is seeking innovative and evidence based approaches to improve learning outcomes and development for ethnic minority children in line with the National Plan of Action on Education for All.

Following the EOI process, the selected organisation will be required to identify and agree early win activity for implementation in parallel with completing a detailed Project design. Drawing on New Zealand expertise where appropriate, the organisation will provide technical assistance to implement the project and provide quality assurance. The duration of the Project is expected to be up to five years (with an initial contract for three years) and with a budget for the work of up to NZ\$ 2.5 million over five years.

Further details of the Project (including respective roles and responsibilities of the Strategic Partners) are contained in the attached documents.

All questions should be directed to the Programme Manager, Andrea.Fairbairn@mfat.govt.nz by **17 September 2010** and EOIs must be received by email to Andrea.Fairbairn@mfat.govt.nz by **15 October 2010**.

Conditions of EOI

1. To be eligible for this Project, applicants must meet the following criteria:

- Have an established office in Vietnam that is registered with the People's Aid Coordinating Committee (PACCOM) and be eligible to work in Gia Lai province.
- Have at least five (5) years experience in the development and delivery of ECD initiatives for ethnic minority groups in Viet Nam.
- Have proven experience in project design and implementation including monitoring and evaluation, and risk management.
- Have experience working collaboratively with Provincial People's Committees, Government Departments, districts and communes in Viet Nam.
- Have a proven working relationship with the Ministry of Education and Training and in particular the Early Childhood Education Department.

2. ECE and ECD

Originally this Project was intended to be an ECE project (see The Draft Concept Document at Annex A). It is proposed to extend this design more broadly to achieve wider developmental objectives including nutrition and social protection needs.

3. Partners

There are prospects for the New Zealand Ministry of Education to provide ECE/ECD expertise and technical assistance and possible familiarisation visits to New Zealand especially in the area of ethnic minority pre-school education. New Zealand has pioneered some innovative and leading edge approaches in this area. Funding requirements will be determined by the nature and extent of the support provided.

4. Funding and Responsibilities

The New Zealand Aid programme intends to fund this project at a total of NZ\$1.5 million per annum for up to five years. Funding to the agreed organisation would comprise up to NZ\$2.5 million over five years (initial three year funding with provision to fund for two additional years).

Further discussion will be needed with Gia Lai authorities and the successful applicant organisation on how the Project will be implemented. An important principle behind the implementation is that the Gia Lai Provincial People's Committee (GLPPC) and DOET should lead the project, with the role of the supporting organisation to support, facilitate and provide technical assistance to

DOET. The table below is a draft indication of how we currently envisage roles and responsibilities. These as well as the tentative budget may be changed in finalising the partnership arrangement and project design.

Table 1: Proposed Roles and Responsibilities of partner organisation

Project components	Responsibilities	Budget directly managed by applicant organisation (NZ\$)	
Training and capacity building for pre-school teachers and developing curriculum	Technical assistance (in-house experts, contracted international and national consultants, etc) Quality assurance	International experts*	550,000
		National experts*	300,000
Increase awareness and participation of community	Technical assistance (in-house experts, contracted international and national consultants,) Quality assurance	International experts*	100,000
		National experts*	150,000
	Publication of advocacy materials etc.**	400,000	
Improve nutrition, health, sanitation conditions and other cross cutting issues	Technical assistance (in-house experts, contracted international and national consultants,) Quality assurance	International experts*	150,000
		National experts*	150,000
	Publication of advocacy materials etc.***	200,000	
Improve infrastructure	Support and advice on appropriate structure, layout, equipment as needed	National experts*	100,000
Other overhead costs****			400,000
TOTAL			2,500,000

* Budget line for Technical Assistance (see Annex A)

** Budget line for Advocacy campaign and materials (see Annex A)

*** Budget lines for ECD and Other cross-cutting sectors

**** From other remaining budget lines (see Annex A)

5. Proposed timeframes:

Deadline for submission of questions	17 September 2010
Deadline for submission of EOIs	15 October 2010
Assessment Panel	29 October 2010
Notification to preferred organisation	12 November 2010
Contract and budget negotiations	November 2010
Start Date	December 2010

Please note this timeframe is indicative only and may be subject to change.

6. Assessment of EOIs

EOIs will be assessed by a panel of three New Zealand Aid Programme staff and a representative from GL DOET rating each EOI against the Capability Statement headings e.g. programme delivery, knowledge and skills etc (see 7b below).

7. EOI Content

EOIs must include the following:

a. A Cover Letter (No more than two (2) A4 Pages) including:

- Introduction to the applicant organisation.
- Key contact person, address, email and phone numbers.
- Description of legal entity and confirmation that applicant meets eligibility criteria.
- Statutory Declaration that the applicant has the experience and skills in management and delivery of development technical assistance.

b. A Capability Statement (no more than ten (10) A4 Pages) providing:

Evidence of the organisation's capability to achieve the Project outcomes based on the documentation provided and taking into account:

- The approach to the delivery of the proposed Project.
- The experience, knowledge and systems (including communication and reporting capability) of the organisation relevant to the project.
- Proposed staff capacity and capability in providing the services.
- The demonstrated ability of the organisation to achieve the desired outcomes

And addressing the following headings:

i) Project Delivery

Demonstrated knowledge and expertise in delivering or managing ECE and ECD initiatives amongst ethnic minority groups in Vietnam.

- Describe past experience in delivering ECE and ECD initiatives amongst ethnic minority groups in Vietnam.
- Describe what approach and methodology would be taken to increase the utilisation of the ECE services by ethnic minority children and to ensure they are better prepared to enter primary school. The proposed approach and methodology should include comments on which activities should be implemented in the inception phase and year 1, how cross-cutting issues and ECD component should be integrated.
- Describe the proposed project management approach including working with the Vietnamese Government/authorities and how construction would occur.
- Describe the proposed approach to policy influence on ECE issues with Vietnamese authorities.
- Describe quick win implementation activities which would be undertaken by the applicant organization during the project design period (up to six months).
- Provide a summary five year budget for project delivery (not including but aligning with the implementation of DOET construction components of the project).

ii) Knowledge and Skills

Demonstrated experience in delivering or managing services for children, including early learning, child care and development, child health and safety and nutrition.

- Provide details of the organisation's ability (including experience, knowledge and skills) to deliver services for children.
- Provide information about the experience, expertise or qualifications of staff the organisation would recruit to provide quality early learning and care to the children of Gia Lai province.

iii) Collaboration and Partnerships

Demonstrated ability to engage community members and develop and maintain working relationships and partnerships with government, key stakeholders, community organisations and community members.

- Provide details of the organisation's ability (including experience, knowledge and skills) to work collaboratively and in partnership with government, key stakeholders, community organisations and community members.
- Provide details of the organisation's experience in working with a range of stakeholders to deliver positive and effective outcomes.
- Provide detail of recruitment, mobilization plan or training strategies, particularly with local people that will assist your organisation to meet programme requirements.

iv) Governance

Demonstrated sound organisational governance structures including project management, financial management and contract management expertise.

- Provide demonstrated evidence of the organisation's experience in providing good governance in delivering services.
- Provide information about the relevant expertise or qualifications of the organisation's staff in financial management.
- Provide information on how the organisation would recruit, mobilized and retain qualified staff and relevant consultants for this assignment.
- Provide details of other resources your organisation has that will assist in maintaining sound governance structures and effective financial management and reporting systems.

c. Comment on the draft Concept Note (Annex A) indicating:

- How the concept design would be utilised in the new design, indicate possible changes and state the reasons why.
- Options for mobilisation that would provide for early win activity in parallel to finalising design.

Annex A:

Draft Concept Document – Gia Lai Early Childhood Education Support

Contents

1. MFAT Comment
2. Background and Context
3. Project description
4. Management and implementation arrangements
5. Monitoring and evaluation
6. Reporting
7. Risks and mitigation strategies
8. Financing arrangements

Annexes

- i) Log frame
- ii) Monitoring Framework

1 MFAT Comment

This is a draft ECE concept document and written for a five year time frame. As well as being incomplete and having some information which may be out of date, it also does not include the holistic ECD objectives which have evolved since this was written. We include this draft to assist in writing the EOI. If successful, our Strategic Partner would be expected to complete a design for the ECD project which would utilise learnings from this draft concept document.

2. Background and Context

Since the 1990s Vietnam has made impressive progress in the field of education. The primary net enrolment rate has increased from 86% in 1990 to 96% in 2008, the dropout rate has declined from 12% to about 3% and the repetition rate from 9% to 2%. Furthermore, Vietnam has progressed to narrow the gap between gross enrolment rates and net enrolment rates.¹

Vietnam has shown strong commitment to achieving universal primary education as a foundation stone for social development and economic growth as expressed in the Education Development Strategic Plan for 2001–2010 and the Socio-Economic Development Plan 2006-2010.

Vietnam has given steadily increasing priority to education expenditure over the period since 1997. Over the years 1997-2008, total public education expenditure:

- (i) grew by almost 300% in real terms (after allowing for the effects of inflation),
- (ii) increased as % of GDP from 3.5% to 5.0%, and
- (iii) increased as % of total public expenditure from 14% to 18%.²

Over the same period, total public expenditure on primary education also increased in real terms (by 165%) but declined in terms of its share of the total education budget and even more notably in per-student terms (by 300%). The latter trend can be seen partly as taking advantage of the rapidly decreasing primary student population (which has only recently stabilised nationally but is still declining in some provinces), and partly as the inevitable consequence of the growing demand for education at the lower secondary and upper secondary levels.

For 2009 and the foreseeable future, it was estimated that the ratio of total education expenditure to total public expenditure would be just over 20%, as conventionally calculated. A speech by the Deputy Prime Minister claimed that the ratio would be as high as 25% if all forms of expenditure on education by all government ministries were to be included.³

¹ World Bank, PAD, Targeted Budget Support for National Education For All Plan Implementation Program, May 2005, p. 21

² Main source : World Bank, PAD for SEQAP,2009

³ Source: Vietnam News, 28.9.2009

Despite the above, there are concerns that the particular needs of disadvantaged groups have not been adequately addressed.⁴ This conclusion is confirmed by the findings on learning outcomes of disadvantaged groups: for example, 40% of students from ethnic minority groups, 35% of students from remote areas, and 30% from the poorest quintile of the Kinh population cannot identify “literal” information from the text.⁵

Significant challenges to progress in education remain in Vietnam, including barriers to education concentrated in specific poorer regions, where schooling conditions are significantly harder due to lack of adequate human resources, prevalence of vernacular languages, high poverty incidence, lack of adequate financial resources, low resource mobilization ability at the local level and the existence of smaller remote communities in mountainous areas.

Early childhood education in Vietnam

In Vietnam the main purpose of kindergarten and pre-schools is to prepare children for primary school; early childhood refers to children 0-5 years of age.

While Vietnam is a signatory to the United Nations “Convention on the Rights of the Child” which recognizes the right of all children to education, there remains a wide disparity in terms of rates of participation and the quality of early childhood care and education programs between urban and rural areas, as well as between children from high and middle-income families compared to ethnic minority children or those from poor families.

In 2007, approximately 81 percent of children under three in Vietnam were cared for at home while 71 percent of children aged three to five were enrolled in kindergartens or pre-schools – an increase of 16% over 2000. The Multiple Indicator Cluster Survey (MICS) 2006 estimated that in total 71 percent of children aged 36-59 months actually attend pre-school/kindergarten, with children aged five years being the priority.

The Government of Vietnam (GoV) has embarked on a series of social and economic reforms outlined in the National Decree known as Programme 135 - the Government initiative to assist the poorest communes. GoV is firmly committed to expanding equitable access to basic education, and to improve the quality and strengthen the efficiency of the use of educational resources.

While efforts have generated positive results towards addressing children’s basic learning needs, consistent and equitable programme coverage across the country remains limited. In 2005, the various early childhood care agencies and development services reached only 28%, or 3.1 million Vietnamese pre-school children out of 11 million. GoV’s priority is to support access to early childhood

⁴ Source: PAD, The World Bank, 2005

⁵ World Bank, PAD for SEQAP, 2009, p.42

care and education (ECE) in the poorer villages and more remote mountainous areas. The systematic use of a consistent early childhood policy infrastructure is considered an important element in achieving the goal of expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. This will need to be accompanied by a community awareness campaign to ensure increased parental understanding and participation.

A series of legislation and regulations have been issued by the government in the past few years. The ECE Development Plan 2006-2015 clearly specified key ECE targets as follows:

- Train and improve the capacity of ECE teachers so that 80% of teachers will meet national teacher standard by 2010 and 100% will meet the standard by 2015;
- Increase the enrolment rate of under-3-year old children from 15% in 2005 to 20% in 2010 and 30% in 2015; increase the enrolment rate of 3-5 year old children from 58% in 2005 to 67% in 2010 and 75% in 2015. For the difficult, mountainous and remote areas, the enrolment rate of 3-5 year old children aims to achieve 55% in 2010 and 62% in 2015. The enrolment rate of 5 year old children aims to achieve 95% in 2010 and 99% in 2015.
- Increase the rate of ECE schools meeting national standard from 9% in 2005 to 20% in 2010 and 50% in 2015.
- Reduce the percentage of malnourished children in preschools and kindergarten to fewer than 12% in 2010 and 10% in 2015.

According to a report of the Ministry of Education and Training (MOET), in 2008-2009 the national enrolment rate of under 2 year old children is 20%, of 3-5 year old children is 79% and 5-year old children is 98% - achieving most of the 2010 targets. Further attention, however, still needs to be paid to quality and support to ethnic minority areas and disadvantaged children.

In February 2010, the Prime Minister approved a national project on universalization of the preschool education for 5 year old children, aiming to achieve 99% by 2015.

Agency Responsibility for ECE

In Vietnam a number of agencies at central, provincial and district levels share responsibility for the management of early childhood care and education.

MOET is the chief supervising and co-ordinating body for ECE and is responsible for the development of programming strategies, guidelines and standards for early childhood education. Within MOET, the Early Childhood Education (ECE) Department is the leading agency responsible for day-care centres and kindergarten schools. The ECE Department is responsible for overall supervision of early childhood care and education programmes. ECE units also exist at provincial and district levels under the provincial Department and district Bureau for Education and Training (DOET and BOET).

The Ministry of Health attends to the health and nutrition components, including immunisation for all children under five, disease prevention, education about nutrition, food supplementation, and other interventions to reduce malnutrition.

At Provincial and District levels there are a number of agencies and People's Committees that promote the importance of ECE. For example the Vietnam Women's Union (VWU) is responsible for enhancing knowledge of parenting practices through parent education. Together with MOET, they are responsible for promoting the importance of children's participation and ECE programmes among parents. They also have a special focus on children under three years of age.

This diversity of agencies presents a challenging environment for the delivery of services to young children and families, and in the distribution of resources. Increased coordination is necessary between government agencies, as well as increased coordination between Donors and NGOs, to ensure the effective implementation of early childhood interventions. There is often a separation of effort or lack of coordinated action, missing the opportunity for greater impact in response to pre-school children's needs. GoV recognises that improved coordination among the various sector stakeholders is necessary to achieve the essential convergence and integration of ECE services required. The necessity to review existing legal frameworks and national policies to facilitate such coordination and improve service delivery and monitoring programmes, are stated as a priorities of the GoV.

There are significant differences between urban and rural areas with 74.7 percent of urban children attending pre-school as compared to 51.4 of rural children; and 53.3 percent of boys attend pre-school as compared to 61 percent of girls. The mother's education is often a strong contributing factor when considering such differences. In the case of Vietnam, figures reveal that 83.1 percent of mothers with upper-secondary education send their children to pre-school but only 46.5 percent of children whose mothers have a lower level of education are enrolled. As a result proportionately more children of Kinh families receive a pre-school education than those of other ethnic groups.⁶

However, according to the Mid-decade Assessment Report on Education for All in Vietnam 2001-2007, there have been some increases in the proportion of ethnic minority children enrolling in ECE over the last 5 years (13.75% in school-year 2005-2006 compared to 12.88% in school year 2002-2003).⁷

Children less than three years of age are not provided for by the public system and childcare for this age group, such as crèches, is only available through the private sector, resulting in a major expense for working mothers and families. In many of the rural and mountainous areas these services do not exist at all and

⁶ MICS cited in UNICEF 2008 Situation Analysis (Draft)

⁷ MOET 2008 Mid-decade Assessment Report on EFA 2001-2007

young children either accompany their parents to work in the field or stay at home with older siblings.

Pre-school attendance is considered to be one of the most critical indicators of school readiness. The Government of Vietnam has responded to the low pre-school enrolment and attendance rates by increasing the budget allocation for pre-school education. In 1999 it was 5.4% of the total budget allocation for education. In 2002 the Government established that the budget for early childhood education must be at least 10% of total Government allocation for education. (Actual figures vary from province to province).⁸ The Vietnam Education Development Strategic Plan (EDSP) 2008-2020 (draft) targeted 12% for pre-school education by 2015 and 15% by 2020.⁹

The State is committed to:

- expanding the system of child care and kindergarten systems in residential areas;
- prioritising early childhood development in socio-economically difficult and remote communes (mountainous areas and islands) and;
- disseminating knowledge on child care and education to parents of children 5 years and under.

In order for this to be achieved the following need to be addressed:

- An increase in trained teachers;
- Improved capacity of existing teachers;
- Improved quality of curriculum, learning materials and resources;
- More and better quality pre-school facilities;
- Relevant information on early childhood development made available to parents.

One of the major challenges facing ECE departments is reconciling the need for an increase in quantity while at the same time improving quality. Because these needs are particularly high in disadvantaged areas, the greater challenge remains that of improving the early childhood care and education of children from poor and vulnerable households.

Gia Lai Province

MFAT's Country Strategy for Vietnam identifies Gia Lai as one of two provinces for support. Rates of poverty in the province has been reduced significantly from 27.2% 2006 to 18% in 2008 and then, to 14.32% in 2009. However, poverty amongst ethnic minorities is still high in Gia Lai. In 2007, more than 83% poor households (equivalent to 50,210 households) are ethnic minorities. Of its total population of over 1,272,792 almost half are ethnic minority, mainly J'rai (33.5%) and Ba Na (13.7%) groups. Its infant and maternal mortality rates rank amongst the highest in the country and educational services for many children are limited due to geographical, language and financial reasons.

⁸ UNICEF 2008 Situation Analysis (Draft)

⁹ Vietnam Education Development Strategic Plan 2008-2020 (draft 19.03.08)

There are a number of major challenges and limitations to ensuring improved access to and quality of education for all children in the province. The challenges facing early childhood care and education relate historically to a lack of awareness of the importance of early childhood education among local authorities and communities leading to low participation rates for 3- and 4-year-old children in kindergarten. As well, the quality of teaching and learning is still relatively low. This is partly due to the lack of teaching resources, materials, equipment and poor quality facilities.

In 2009, there were 60% of 3-5 year-old and 10% of under-3-year old children attending pre-schools in Gia Lai. The province needs 339 pre-school additional teachers, of which 246 are needed in the districts that will benefit from the project¹⁰. Many teachers, especially those in remote and ethnic minority regions are not equipped with sufficient pedagogy skills to deliver the recent pre-school programme Issued by MOET.

Gia Lai has also pointed out some challenges facing the province when implementing the Ministry's reformed pre-school programmes such as language barriers for children to improve recognition skills, or understand the natural and social environment, and poor infrastructure and equipment.

Despite the many challenges facing education in this province, there have also been a number of achievements in recent years in the area of early childhood education (*Source: DOET Gia Lai*):

Table 2: Achievements of pre-school education in Gia Lai 2006-2010

Year	Classes and schools	Children enrolled and EM children	Teachers and staff
2006-2007	190 kindergarten and pre-schools 2136 group classes	52,133 children enrolled - of which 21,737 are ethnic minority children	2956 ECE teachers, officials and staff
2008-2009	221 kindergarten and pre-schools 2301 group classes	54,650 children enrolled - of which 22,617 are ethnic minority children	3567 ECE teachers, officials and staff.
2009-2010	222 kindergarten and pre-schools	55,598 children enrolled - of which 23,652 are ethnic minority children	

¹⁰ Exact figured will be updated during the design stage

In the year 2009-2010, DOET Gia Lai started implementation of the reformed pre-school programme in some towns, districts and cities that have infrastructure conditions and teacher capacity meeting the standard to deliver the programme.

Provincial ECE strategy and policy achievements

Community awareness on ECE has been significantly improved. Legislation documents issued at central and provincial levels have created a legal framework for the governments at all levels to pay attention to the quality of pre-school education. The pre-school network has been widened in the province, particularly focusing on ethnic minority and difficult regions.

A 26-week programme for 5-year old J'rai and Ba Na children has been implemented and will gradually be replicated province-wide. The new curriculum programme that was recently issued by MOET will be implemented in selected schools and classes with children of appropriate age in each class.

The provincial policy emphasises that pre-school education for 5 year old children will be universalised. It is planned that up to 75-80% pre-school-age children and 25% kindergarten-age children will be sent to schools.

In addition pre-school education management reform will be implemented. Quality of pre-school education will be improved, focusing on infrastructure and equipment investment and capacity building for ECE teachers, management officials, and staff.

The annual provincial budget for education is 850 billion VND (USD 50 million) of which 10-12% is for pre-school education. In the year 2010-2011, Gia Lai planned to allocate about 95 billion VND (5.6 million USD) for pre-school education of which 85-90% will be spent on human resources (i.e. salary).

Structure of education (and ECE) management in Gia Lai province

The DOET consists of 67 staff. DOET leaders include 1 Director and 3 Deputy Directors. DOET has Divisions of Pre-school Education, Primary Education, Secondary and High School education, Vocational Education, Examination and Quality Control, Administration, Planning and Finance. It also consists of Project Management Board for Education Investment, Ethnic Minority Research Board and Labour Union.

The District People's Committee (DPC) has one Deputy Chairman and one district official responsible for Social Affairs.

BOETs for the districts which will benefit from the project consist of 7-8 people of whom one is in charge of ECCE.

Lessons learned from Binh Dinh ECE project

The New Zealand Aid Programme supported an ECE project in Binh Dinh province which began in 2006. This provided 11 main schools (with 40 ECE class rooms) and 69 satellite classes, teacher training and curriculum and play materials for the pre-schools. Lessons learned from that project, which are relevant to the context in Gia Lai include:

Commitment of local authorities and communities

The high commitment of local authorities and communities was critical to the successful implementation of the project. Binh Dinh People's Committee increased by one third its counterpart funding to cover increased construction costs due to inflation. In some districts, commune authorities allocated a bigger site than needed for building one classroom with the intention that more class rooms could be built by government in the future. Local communities volunteered their time and effort to create a good learning environment so that the children had clean and safe grounds to play in. Parents willingly contributed financially to buy equipment for their children, e.g. towel hangers, curtains, uniforms and other necessary items.

Construction

The designs of classrooms and schools should be suitable for the local context and be able to respond to market fluctuation, construction price changes, and climate/weather conditions. The class room designs in Binh Dinh were modified three times due to unexpected cost increases. Ferro-concrete roofs were replaced by pre-cast cement tiles, wooden doors were replaced by iron doors. The modifications proved to be timely and appropriate. (However, there are some classrooms located in sea areas and the salt vaporisation could make the iron doors rusty.)

It was also noted in the Binh Dinh ECCE project that when installing toilets there needed to be an adequate water supply. Otherwise it would not be used with the consequent adverse impacts on the health of children and teachers. Given that Gia Lai is noted for a lack of water especially in the dry season, a functioning water supply should be addressed by this project.

Phuoc Thuan District in Binh Dinh shared the good practice of concurrent construction of classes and outdoor facilities. While waiting for the inspection of constructed schools and classrooms, the district committee mobilised the contractor to build outdoor facilities including surrounding wall/fence, gate and play ground. All the construction works, therefore, were completed at the same time and were ready for children when the school was opened.

The project management staff and local communities need to closely monitor the construction process of schools and classrooms. The monitoring visits should be accompanied by provincial/ district construction engineers. It is crucial to strengthen the engagement of local communities and people in the monitoring activities. As a result, the community monitoring committees which were set up in Binh Dinh were proven to work effectively. The committees are

responsible for checking the quantity of construction materials and specifications and monitoring the quality of the work.

Communication

Different communication forms proved to be successful to ensure diversity and their appropriateness to different target groups (e.g. communication manuals and materials, village/hamlet/ward meetings, local radio broadcasts, contests of folk art, competitions with the participation of parents and art performances at all levels). Integrated communication activities, hamlet/commune/ward level meetings and communication through radio and loudspeaker systems were very successful. These two forms were assessed as being the most relevant to the local communities and geographical characteristics where people live dispersed in remote, mountainous and ethnic minority areas. It was noted that to maintain community interest art creative approaches need to be used including songs, quizzes and plays.

There is a need to develop and sustain a core team of local communication staff. A team of key communication staff should be trained to provide further training in the years to come.

Teacher Training

Though the final evaluation of Binh Dinh ECCE is expected to provide further analysis on effectiveness and sustainability of the project's teacher training it was noted there was a need to strengthen the linkage between the DOET and Teacher Training College in conducting quality training for pre-service teacher training and in-service training for teachers. Technical assistance from international organisations (e.g. New Zealand's Volunteer Service Abroad in the case of Binh Dinh) should be utilised and mainstreamed in regular DOET and TTC's activities.

Project management and implementation

The project implementation should be managed and monitored efficiently and effectively. At the very beginning of the project, it was important to have a functioning mechanism for the project oversight and management. For example a steering committee established with specific responsibilities and tasks for each member, a project implementation manual developed and circulated to all Project Management Units (PMU) sub-PMU units and training workshops on project management delivered to all commune ECCE committees and district project management sub-units.

It is recommended by Binh Dinh ECCE project that the allowance and benefits for seconded government officials is factored in the project design document (in accordance with Decree 61) to provide sufficient incentives for the project's officials.

Recommendations from the study tour to Binh Dinh, Hanoi and Quang Ninh provinces

A study tour to Binh Dinh, Hanoi and Quang Ninh provinces in February-March 2010 undertaken by officials, educational managers and teachers from Binh

Dinh and Gia Lai provinces provided them with an opportunity to learn about a broad “tool kit” of Early Childhood Education concepts and their application. Based on the lessons learned and experiences gained from the study tour, the participants made a number of recommendations to be further considered in the design of the Gia Lai ECE project. The recommendations primarily focus on the project objectives/outcomes, project activities and project management. These include:

- Project objectives/outcomes:
 - Focus on improving the enrolment rate of the children from 3-5 years of age
 - Focus on expanding access of the children under 6 years old to the ECCE services (at home or schools)
 - Ensure the quality and quantity of teachers as well as infrastructure meets the needs of children
 - Set up a comprehensive and sustainable ECCE model which will be maintained and replicated after project completion

- Project activities
 - Build capacity for the teachers and teacher trainers including TOT training courses
 - Develop/adapt a new curriculum which is suitable to the local context including J'rai and Ba na curriculum for the children at the age of five
 - Support teaching materials and equipment which enable the teachers to apply active teaching methodologies and child-centred approaches as well as ensuring a child friendly environment.
 - Support to improve the communication skills in Vietnamese for ethnic minority children
 - Support the children at the semi-boarding schools as well as expanding the network to more villages and communes.
 - Raise awareness for parents, caregivers, leaders at local level on ECCE/ECD
 - Provide direct support for the children, especially the poor, on nutrition, life skills education etc.
 - Give priority to infrastructure for preschool education
 - ECCE/ECD should be included in annual plans of the local authorities

- Project management
 - Set up a Project Steering Committee chaired by a leader of the PPC, e.g. vice chairperson
 - Set up a Project Management Unit at the provincial level chaired by a leader of DOET, e.g. vice director. He/She would be the project account holder to facilitate the project implementation in a timely manner.
 - Set up district Project Management Units which follow the model at the provincial level

Lessons learnt from other ECE models nationwide

Discussion between MFAT and UNICEF and several international NGO's working in the area of early childhood education in Vietnam shared further lessons learnt as follows:

- Utilise a holistic approach which incorporates not only infrastructure, provision of toys and equipment, capacity building for teachers and teacher trainers, and community advocacy and awareness but is also inclusive of health and nutrition, child protection, water and sanitation and possibly adult literacy / language skills in Vietnamese.
- Conduct a baseline survey of ECE as well as a capability assessment of government agencies in Gia Lai during the inception period. Data will be updated during monitoring and periodic evaluation of the project. This database will help to assess the effectiveness, impact and performance of the project.
- Linkages between Gia Lai DOET and MOET in the implementation of the project should be strengthened. It will not only help Gia Lai DOET to have access to updated education policy discussion at national level but also provide a chance for local experience to be brought into national discussion and for piloting models to be replicated in other provinces.

3. Project description

The **Goal** of the project is to achieve Education for All in Gia Lai province, in line with the National Plan of Action on Education for All.

The **outcome** is intended to be improved quality ECE for Ethnic Minority children, who then enter Year 1 of primary education (and continue)

The **objectives** of the project are:

- To improve teacher training & curriculum
- To improve community awareness and engagement on ECE
- To improve infrastructure design and implementation, schools, satellite schools, equipment and materials
- The **expected outputs** of the project are:
 - A locally adapted curriculum
 - ECE teacher training courses (in-service and pre-service)
 - Community awareness and engagement on ECE
 - A model of ECE provision for replication across the province (and beyond)

Background to the project

MFAT first discussed possible support for ECE in Gia Lai with DOET and PPC in 2007. Early draft designs for the project proved to be inadequate, and MFAT again entered into dialogue with Gia Lai in late 2009, with a view to starting the project in early 2010.

Following on from the province's own policy direction and achievements to date, this project will assist Gia Lai to provide better quality ECE to its ethnic minority children, through improved curriculum and teacher training, facilities and materials, and support for community awareness-raising on the benefits of ECE for their children. These components are in line with the overall GOV approach to expanding access and quality of ECE in the country. The project takes a holistic approach to support for ECE, as no single input or component can achieve the goals. The result will be a model of ECE provision that the province can replicate elsewhere in its poorer remote regions (and other provinces might emulate).

The objectives articulated for the project by the DOET are quite specific:

- Strengthen ECE development especially in ethnic minority regions to contribute to the implementation of National Plan of Action on Education for All.
- Improve the awareness on ECE of management officials, parents, child carers, and community in Gia Lai Province
- Improve ECE infrastructure

Expected outputs relating to the objectives are also clearly defined¹¹ :

- i) Training, building capacity for pre-education teachers and developing curriculum
 - Training and capacity building curriculum/ documents are updated and printed to use at all teacher training
 - Lecturers at Pre-Education Department of Teacher Training College are trained about pre-school education programmes for ethnic minority children
 - Kindergarten and preschools are provided with additional 50¹² teachers per year from Year 3 of the project. These teachers are trained by the Teacher Training College.
 - In-service training is provided for 500¹³ teachers every year

¹¹ See Annex X for explanation of specific areas and villages to receive support and infrastructure planned in the project

¹² This figure will be updated during the design stage

¹³ As per footnote 12

- ii) Increased awareness and participation of community
 - Improved awareness of and participation in ECE of parents and child carers
 - Communication documents on community awareness-raising and participation in ECCE in Gia Lai are developed, printed and issued
 - Pre-school teachers and classes are equipped with better and more suitable equipment and tools
 - Training on child care is implemented in order to increase community participation

- iii) Improved infrastructure¹⁴
 - Up to 09 pre-schools that meet national standard are built
 - Up to 60 satellite classes are built in villages
 - Up to 60 toilets and water wells are built
 - Equipment and materials provided and in use in 09 preschools and 60 satellite classes
 - Up to 100 computer sets are provided for selected pre-schools

- iv) Improved nutrition, health, sanitation conditions necessary to ensure effective Early Childhood Care and Education

These objectives and outputs, once achieved, will contribute to educational outcomes for ethnic minority children in Gia Lai. However, in order to be judged effective, they need to be set against policy outcomes as well as outputs and inputs or investments.

The matrix agreed for the project during recent discussions relates expected outcomes to the necessary inputs, via outputs and proposed components (see table). This discussion enabled mutual understanding of how the project will contribute to achieving the aims of the province's ECE policy:

¹⁴ Please note, figures will be updated during the design stage

Table 3: Summary matrix of the project

Goal	Outcome	Outputs	Project Components (or objectives)	Inputs	
To achieve Education for all in Gia Lai province	Improved quality ECE for Ethnic Minority children, who then enter Year 1 of primary education				
			Locally adapted curriculum; ECE teacher training courses (in-service and pre-service)	Improved teacher training & curriculum	Teacher Training College resources; DOET resources for materials
			Community awareness and engagement on ECE	Community awareness campaign, programme and documents/materials	DOET resources : management, funding, personnel
		A model of holistic ECE provision for replication across the province (and beyond)	Improved infrastructure design and implementation, schools, satellite schools, equipment and materials, curriculum, trained teachers	From DOET : Planning, design, surveying, land, procurement, PMU, etc From the partner org: support for management, monitoring, and quality assurance From MFAT : financial resources	
			Improved nutrition, health, sanitation conditions necessary to ensure effective Early Childhood Care and Education		

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- Time frame

The project will run for up to 5 years, 2010-2015. This 5-year horizon will make possible significant outputs and outcomes from the project to be observed, and enable MFAT and Gia Lai DOET to develop a strong relationship, supportive of mutual accountability for the project, and joint monitoring of results.

The project will be divided into three phases including inception, operation and phasing out

The inception phase will be in the first six months so as to (i) conduct a baseline survey, (ii) develop a detailed project design document, (iii) set up a project

management unit and (iv) draw up annual project work plans. The operational phase will last for forty eight months (four years) in which all the project activities are actually undertaken. The last six months of the project will be dedicated to phasing out activities and to preparing for the post-project situation.

Scale and scope of the project

The number of communes and villages in the selected districts which will benefit from the project will be determined according to the following criteria:

- Number of ethnic minority families
- Poverty
- Remoteness from other schools
- Accessibility for project management and monitoring purposes
- Commitments of the local leaders to pre-school development

As pre-schools and satellite classes will be built at villages that are usually 10-15 km from the commune centre, attention will be paid to building fences, gate, wells and supplying electricity

The exact number of children to benefit from the program will be determined at the inception phase.

The program will refresh and provide local context to the ECE curricula – both the Gia Lai 26-week curriculum and the MOET ECE curriculum - with advice and input from an experienced provider in the field. It will pay particular attention to improve Vietnamese communication for the ethnic minority children.

The ECE Teacher Training curriculum and practice will be revised in line with the new MOET ECE school curriculum, and in-service training or re-training of teachers will be carried out, with inputs from the Teachers Training College and the MFAT's partner organisation, working in partnership.

A holistic approach which incorporates health, nutrition, child protection, water and sanitation and other key areas contributing to child development that are suitable within Gia Lai's local context will be undertaken.

Particular attention will be paid to gender equality among children, staff, and teachers.

The DOET, PPC, partner organisation and MFAT will jointly monitor the development of the partnership approach and package of components of the project, to ensure that it develops in to a model of ECE provision that can be disseminated to others, in the province and more widely.

4. Proposed Management and implementation arrangements

Management structure

This project will be implemented as a partnership between a number of province-based agencies, with different management responsibilities, but joint accountability for monitoring and ensuring results.

Gia Lai DOET will propose to Gia Lai Provincial People's Committee (GL PPC) to establish a Project Steering Committee (PSC), of which:

The PSC Chair will be the Vice Chairperson of GL PPC, and GL DOET leader will act as the PSC's vice-chair

The PSC will comprise relevant provincial Departments and agencies, for example Department of Planning and Investment (DPI), Department of Finance (DOF), Department of Natural Resources and Environment (DONRE), Department of Construction (DOC), Department of Health (DOH), Treasury, mass organisations, district/commune people's committees, MFAT representative.

The PSC will meet monthly for the first six months of the project, and thereafter quarterly (or as agreed with all parties).

DOET will be appointed as the provincial implementing agency, with responsibility for overseeing the infrastructure, equipment procurement, curriculum, teacher training and community awareness components. DOET will propose GL's PPC to assign DOET to establish a Project Management Unit (PMU) to directly implement the project and support the PSC.

A partner organisation with authority to work in the province and with experience in ECE and working with ethnic minority communities, will be appointed by MFAT to provide inputs into the curriculum, teacher training, community awareness-raising components and monitoring. This organisation will work in partnership with the DOET under the PSC and its PMU.

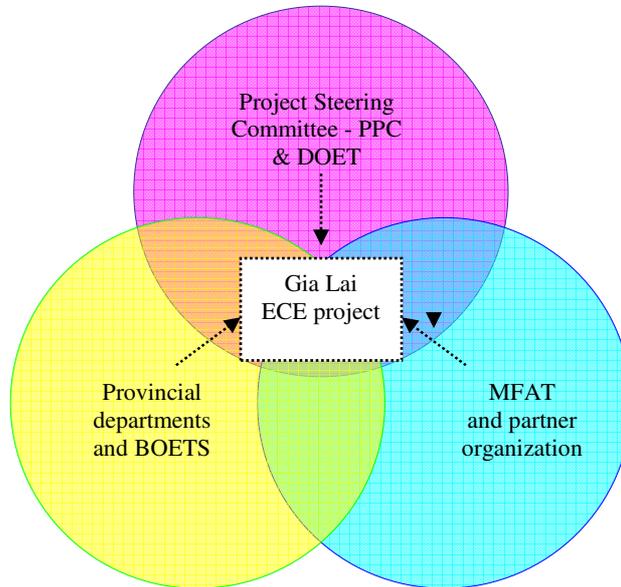


Diagram: How the partners in the Gia Lai ECD project will work cooperatively to support the Project

5. Monitoring and evaluation

The project will be monitored by the PSC through reporting from the PMU and other parties as appropriate. The PSC will report to stakeholders, including MFAT, at regular intervals (see Section 6, Reporting, below). The monitoring framework will comprise the components of the project, with associated indicators and sources/means of verification, drawn from the log frame, as shown below. MFAT, partner organisation and the DOET will monitor progress at six-monthly intervals, with full assessments of each phase to be presented by DOET to the PSC at the final meeting of each of the three phases.

A mid-term review of the project will be undertaken after two or three years of the project implementation and followed by a final evaluation after the project is completed.

Proposed Monitoring framework is attached in Annex 2

6. Proposed Reporting

Reporting will be discussed and agreed upon with the successful applicant organisation and Gia Lai province.

7. Preliminary risks and mitigation strategies¹⁵

There are a number of risks associated with the project. These are articulated below, with the likelihood and possible impact of each occurring, and strategies for managing or mitigating the risks are proposed.

Table 4: Risk management matrix

Risk	Management/mitigation strategies	Likelihood and impact
Communities not willing to participate	<ol style="list-style-type: none"> 1. Carefully developed community awareness programme 2. Selection of influential promoters 3. Good training of promoters 4. Obtaining support from community leaders 5. Consultation with communities 6. Select initial communities from those most interested. <p>Success with the programme will encourage other communities to participate</p> <ol style="list-style-type: none"> 7. Ensure the needs of local communities are identified and resolved 	<p>Based on experience in Binh Dinh – unlikely</p> <p>Possible impact – if it occurs - would be high</p> <p>Consultation and awareness raising is therefore essential</p>
Teachers/Lecturers not willing to participate	<ol style="list-style-type: none"> 1. Carefully planned professional development programme 2. Consultation with teachers 3. Identify why teachers are reluctant and try to remove barriers where possible, e.g. recognise workloads and implement programme in a manner that manages workloads; reduce travel time for teachers as much as possible. 4. Clearly demonstrate benefits of new curriculum to teachers 	<p>Likelihood is medium and impact would be high</p> <p>Consultation therefore is highly advised at the beginning of the project</p>
Insufficient expertise available	<ol style="list-style-type: none"> 1. Identify international organisations based in Vietnam with the necessary and 	<p>Likelihood is medium-high, and impact would be high</p>

¹⁵ This will be updated during the design stage. Actual figures will be determined during the project design period.

	<p>appropriate expertise and experience</p> <ol style="list-style-type: none"> 2. Engage an international expert with appropriate experience and qualifications e.g. in teacher training 3. Provide support to training personnel throughout the project 4. Use strengths of local teacher training institution by ensuring they have an active role in the project and are provided with the necessary support 	<p>Vietnam-based expertise is therefore highly advised to support the project in quality assurance and on technical educational matters</p>
<p>Insufficient resources provided</p>	<ol style="list-style-type: none"> 1. Ensure the best outcomes are achieved by the initial phase of the project not being too ambitious in size or teacher numbers 2. Agree with DOET and DPC the financial and in-kind resources to be provided; agree MFAT indicative budgets for each phase 3. Recognise community level of resources available and plan to work within these 4. Demonstrate that many effective teaching resources can be made at local level by community at small cost. 5. Financial management of project should have good checks and balances with regular review and reporting 	<p>Likelihood – low; impact high</p> <p>Good agreement in advance is necessary between all parties</p>
<p>Lack of experience in project management</p>	<ol style="list-style-type: none"> 1. Experienced project management is essential. Layers of national and local government have the potential for a complex management structure which must fit with local protocols. 2. Carefully define roles and responsibilities of all committees and personnel before project commences 3. Regular reviews of progress 	<p>Likelihood is medium-high, and impact would be high</p> <p>Clear, agreed roles from the start will be needed</p>

8. Financing arrangements and budget

8.1 Financing arrangements

i) MFAT will contribute NZ\$1.5 million per annum to the project up to five years. MFAT will transfer funds pro rata on an annual basis to a relevant provincial department. Tranches of funding will be made on receipt of Annual

reports from the PSC to MFAT on overall progress, management and financial expenditure and accounting.

MFAT will contract a partner organisation with experience in ECE and Ethnic Minority education to provide technical advice and quality assurance to the curriculum teacher training and community awareness aspects of the project. Costs for this will form part of the overall funding to be provided by MFAT and will be directly transferred to the selected partner organisation's account.

- ii) Gia Lai province will also contribute resources to the project, mainly in kind and technical expertise.

8.2 Indicative NZ contribution

Table 5: Indicative NZ contribution

Description	Budget (NZ\$)
Infrastructure, equipment	2,800,000
Technical Assistance	1,500,000
Curriculum and teacher training	1,200,000
Advocacy campaign and materials	750,000
ECD components e.g. nutrition, social protection etc	350,000
Other cross-cutting sectors	250,000
Operating costs	400,000
Audit, monitoring and evaluation	250,000
Total	NZ\$ 7,500,000 (over 5 years)

CONCEPT NOTE ANNEXES

Annex 1 - Project Log frame¹⁶

Support to	Gia Lai Province for ECE	Log frame		
	Project Description	Indicators	Sources/means of verification	Assumptions or Risks
Goal	To achieve Education for All in Gia Lai province	Increased numbers of EM children enrol in pre-school and primary	DOET records (+ EMIS) : baseline figures and annual updates	
Objectives or purpose	1. More ethnic minority children attend pre-school and enter Year 1 of primary	<p>Universal pre-school education for all 5-year old children in the project's districts</p> <p>75-80% of 3-5 year old children under the project sent to pre-schools</p> <p>25% under 3-year-old children under the project sent to kindergartens</p> <p>Increased enrolment in pre-school education (of which 80% are ethnic minority)</p> <p>EM enrolment rates at primary do not diminish over time</p>	<p>DOET records (+ EMIS) : baseline figures and annual updates</p> <p>Annual reports to PSC</p>	Communities are willing to participate and send their children to pre-schools

¹⁶ This will be updated during the design stage

Support to Gia Lai Province for ECE		Log frame		
	Project Description	Indicators	Sources/means of verification	Assumptions or Risks
	2. Teachers use improved ECE teacher training & curriculum	<ul style="list-style-type: none"> Locally adapted curriculum in use Improved ECE teacher training courses (in-service and pre-service) provided Children are learning, and attaining appropriate levels, according to the curriculum 	<p>Curriculum documents at TTC</p> <p>TTC reports</p> <p>Monitoring reports on methodology and approach of teachers in schools by DOET and partner to PSC</p> <p>Monitoring reports on children's attainment by DOET and partner (and possibly research)</p>	<p>Sufficient expertise is available</p> <p>Teachers/Lecturers are willing to participate and change their practice</p>
	3. Community awareness on ECE is increased	Community awareness and engagement on ECE raised in each project village/commune; people can articulate their appreciation of ECE	<p>Communications documents</p> <p>Monitoring of community awareness during school visits by DOET and MFAT</p>	Communities are receptive and materials are appropriate
	4. Infrastructure design and implementation, schools, satellite schools, equipment and materials are all improved	<ul style="list-style-type: none"> Up to 09 Pre-schools of national standard, plus up to 60 satellite classes built Up to 60 toilets and wells built Equipment and materials provided and in use in 09 preschools and 60 satellite classes 	<p>Monitoring site visits by DOET</p> <p>Reports from DOET to PSC on construction progress and quality</p> <p>Monitoring school visits by DOET and partner</p>	<p>Adequate experience in project management is available in Gia Lai</p> <p>Sufficient resources are provided</p>

Support to Gia Lai Province for ECE		Log frame		
	Project Description	Indicators	Sources/means of verification	Assumptions or Risks
		Up to 100 computer sets are provided for selected pre-schools		
	5. A model of ECE provision for replication across the province (and beyond) is developed	<ul style="list-style-type: none"> All components of the project are provided to selected schools, communes and villages as planned in each phase 	<p>Project monitoring reports at 6-monthly intervals by DOET and MFAT</p> <p>End-of-phase assessments presented to PSC</p> <p>Annual reports from the PSC to MFAT on overall progress, management and financial arrangements</p> <p>Final project evaluation</p>	<p>Provincial Departments are willing to support the project via finance or expertise</p> <p>Departments attend the PSC regularly</p>
Outputs	<p>Improved teacher training & curriculum</p> <p>Community awareness campaign, programme and documents/materials</p> <p>Improved infrastructure design and implementation, schools, satellite schools, equipment and materials, curriculum, trained teachers, amounting to a</p>	All components achieved	Monitoring reports and final evaluation	The expected outputs will lead to educational outcomes for ethnic minority children in Gia Lai

Support to	Gia Lai Province for ECE	Log frame		
	Project Description	Indicators	Sources/means of verification	Assumptions or Risks
	replicable package or model			
Tasks/ activities	<p>1/ Training and capacity building for pre-school teachers and developing curriculum</p> <ul style="list-style-type: none"> - Training and capacity building curriculum/ documents are updated and printed to use at the training - Lecturers at Pre-Education Department of Teacher Training College are trained about pre-education programmes for ethnic minority children - Preschools are provided with additional 50 teachers after the Project's Year 3. - Update in-service training - 500 teachers are sent to in-service training every year - Develop and implement research model on children's attainment, with research partner - Establish baseline data <p>2/ Increase awareness and participation of community</p> <ul style="list-style-type: none"> - Communication documents on community's awareness raising and participation in ECE in Gia Lai province are developed, printed and issued - Pre-education teachers and classes are equipped with better and more suitable equipment and tools - Training on child care is implemented in order to increase community's participation <p>3/ Improve infrastructure</p> <ul style="list-style-type: none"> - Up to 9 pre-schools that meet national standard are built - Up to 60 satellite classes are built in villages - Up to 60 toilets and water wells are built Equipment and materials provided and in use in 09 preschools and 60 satellite classes - Up to 100 computer sets are provided for selected pre-schools <p>4/ Improved nutrition, health, sanitation conditions</p> <p>5/ Mid-term review and final evaluation of the project</p>			

Annex 2 – Monitoring Framework¹⁷

Project Components (or objectives)	Indicators	Sources of evidence (means of verification)	Responsibility	Timeframe
Improved teacher training & curriculum	<ul style="list-style-type: none"> • Locally adapted curriculum in use Improved ECE teacher training courses (in-service and pre-service) provided Children are learning, and attaining appropriate levels, according to the curriculum 	<p>Curriculum documents at TTC</p> <p>TTC reports</p> <p>Monitoring reports on methodology and approach of teachers in schools by DOET and partner to PSC</p> <p>Monitoring reports on children's attainment by DOET and partner (and possibly research)</p>	<p>TTC to provide to DOET</p> <p>DOET and partner organisation</p> <p>DOET and partner organisation</p>	<p>By end of first year of project</p> <p>To PSC – 6-monthly</p> <p>Annual</p>

¹⁷ This will be updated during the design stage

Project Components (or objectives)	Indicators	Sources of evidence (means of verification)	Responsibility	Timeframe
Increased community awareness on ECE	Community awareness and engagement on ECE raised in each project village/commune	Communication documents Monitoring of community awareness during school visits by DOET and MFAT	DOET, partner organisation DOET, partner organisation and MFAT	By end of first year 6-monthly
Improved infrastructure design and implementation, schools, satellite schools, equipment and materials	Up to 9 Pre-schools of national standard, plus up to 60 satellite schools built as planned in each phase Up to 60 toilets and wells built Equipment and materials provided and in use in 09 preschools and 60 satellite classes Up to 100 computer sets are provided for selected pre-schools	Monitoring site visits by DOET Reports from DOET to PSC on construction progress and quality Monitoring school visits by DOET and partner	DOET, partner organisation DOET, partner organisation DOET, partner organisation	At least quarterly Annual Annual

Project Components (or objectives)	Indicators	Sources of evidence (means of verification)	Responsibility	Timeframe
More ethnic minority children attend pre-school and enter Year 1 of primary	<p>Universal pre-school education for all 5-year old children in the project's districts</p> <p>75-80% of 3-5 year old children under the project sent to pre-schools</p> <p>25% under 3-year-old children under the project sent to kindergartens</p> <p>Increased enrolment in pre-school education (of which 80% are ethnic minority)</p> <p>EM enrolment rates at primary do not diminish over time</p>	<p>DOET records (+ EMIS) : baseline figures and annual updates</p> <p>Annual reports to PSC</p>	<p>DOET, partner organisation</p> <p>DOET, partner organisation</p>	Annual
A model of ECE provision for replication across the	All components of the project are provided to selected schools, communes	Project monitoring reports at 6-monthly	DOET, partner organisation and MFAT	6-monthly

Project Components (or objectives)	Indicators	Sources of evidence (means of verification)	Responsibility	Timeframe
province (and beyond)	and villages as planned in each phase	<p>intervals by DOET and MFAT</p> <p>End-of-phase assessments presented to PSC</p> <p>Annual reports from the PSC to MFAT on overall progress, management and financial arrangements</p> <p>Final project evaluation</p>	<p>DOET, partner organisation and MFAT</p> <p>PSC</p> <p>MFAT</p>	<p>At end of each phase</p> <p>Annual</p> <p>At end of project</p> <p>Post project implementation</p>