Evaluating Impact: From Promise to Evidence

New Primary School Model in Vietnam

East Asia Regional Impact Evaluation Workshop
May 5 – 9, 2014
Seoul, South Korea

Nguyen Thi Hoang Yen
Nguyen Dai Duong
Nguyen Thu Ha
1. Intervention Summary

• Brief description of program activities:
  Activities: Text book modification; Teacher training; grant for free lunch

• Who is targeted?
  Students grade 2-5 in primary schools in the 20 poorest and remotest provinces.

• Where is it conducted? The 20 poorest and remotest provinces.

• When is it conducted? From 2012 to 2016

• Name(s) of implementing organization(s)?
  Ministry of Education and Training/Provincial Department of Education and training/ Primary School
2. Results Chain

**Input...**
- Teaching and Learning materials
- School grants;

**Activities...**
- Training of teachers;
- Textbook Modification
- New Teaching and Learning practices in the classroom;
- material development

**Outputs...**
- 100 primary schools covered by the project.
- Teachers in the 100 schools completing the training under project...
- 20 domestic workshops held for material development

**Intermediate Outcome...**
- Proportion/Number of students like new textbook
- Students’ class participation rate
- Number/proportion of teachers participating in the training
- Teachers’ performance

**Impact...**
- Students’ completion rate
- Students’ academic performance
3. Research Questions

• How the new teaching and learning practice affect students’ completion rate?
• How the new teaching and learning practice affect students’ (grade 2 to grade 5) academic performance?
4. Impact Evaluation Design

A. Describe the intervention in the (add treatment arms, if applicable):
   - Treatment: grade 2-5 students and teachers in the primary schools in the most disadvantaged areas in the 20 poorest and remote provinces.
   - Control: grade 2-5 students and teachers in the primary schools in the most disadvantaged areas in the 20 poorest and remote provinces.

B. Describe the sample size (e.g. 30 schools, 15 pupils each)
   - Treatment: 100 schools (100 students each school)
   - Control: 50 schools (100 students each school)

C. Describe the program assignment rule: (e.g. random selection of schools) some criteria: infrastructure, quality of teachers, Random sampling of schools and assign randomly into treatment and control group to examine students academic performances.
## 5. Data Collection

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Method of Data Collection</th>
<th>Frequency</th>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students satisfaction</td>
<td>Survey applied to a random sample</td>
<td>Annually in a paper version</td>
<td>Evaluation Committee (Ministry of Education)</td>
</tr>
<tr>
<td>Teachers performance</td>
<td>Survey applied to a random sample Assessment of in-classroom performance by a teacher evaluation team</td>
<td>Annually in a paper version</td>
<td></td>
</tr>
<tr>
<td>Number of teachers trained</td>
<td>Admin data from schools</td>
<td>Semi-annually</td>
<td></td>
</tr>
<tr>
<td>Students’ participation rate</td>
<td>Admin data from schools</td>
<td>Annually</td>
<td></td>
</tr>
<tr>
<td>Students’ completion rate</td>
<td>Admin data from schools</td>
<td>Annually</td>
<td></td>
</tr>
<tr>
<td>Students’ academic performance</td>
<td>Tests and assessment from parents and teachers</td>
<td>At the end of every semester</td>
<td></td>
</tr>
</tbody>
</table>