vvob
education for development

2008 BASELINE STUDY REPORT

VVOB PROGRAMME 2008 - 2013 IN EDUCATION

Table of Contents

Acknowledgement

This baseline study has been a joint effort of the VVOB team of Vietnam.
VVOB Vietnam also received the assistance of Prof. Dr. Peter Van Peetegem of the University of Antwerp.
Most importantly we would like to thank the friendly members
- of the People's Committee, the DOET, the Vietnamese Women's Union, and the Teacher Training Colleges of the 5 provinces of Thai Nguyen, Quang Ninh, Nghe An, Quang Nam and Quang Ngai;
- of the National Institute for Educational Management and the Vietnamese Womens' Museum in Hanoi.
Without your assistance and input this study would not have been possible.

We hope this baseline study marks the beginning of a successful cooperation.

The VVOB Vietnam Team

Questionnaires invitation for cooperation:

The questionnaires that we have used to collect these data are available upon request. We have not attached them for the simple practical reason that it would add too many pages to this report.
Please contact us to receive the questionnaires if you want to study them or use them for a similar baseline. Of course (and this is not an obligation but) we would like to be informed if you use the questionnaires and if possible we would like to be informed about the outcome of your research.

We are always willing to cooperate and share our results in the hope that this will be beneficial to all involved.

Contact details for VVOB Vietnam:
vvobvn@gmail.com
tel. +84 4 3734 47 95

List of figures

ATL	Active Teaching and Learning
BOET	Bureau of Education and Training
BTC	Belgian Technical Cooperation
DOET	Department of Education and Training
DPC	District People's Committee
ED-VWM	Education Department of Vietnamese Women's Museum
EE	Environmental Education
EM	Educational Management
ICT	Information and Communication Technology
LSE	Lower Secondary Education
MOET	Ministry of Education and Training
MPI	Ministry of Planning and Investment
NIEM	National Institute of Educational Management
PPC	Provincial People's Committee
SREM	Support to the Renovation of Educational Management
TTI	Teacher Training Institute
VVOB	Flemish Association for Development Cooperation and Technical Assistance
WU	Women's Union
YU	Youth Union

Introduction

A baseline study was conducted in the framework of the education programme of the Flemish Office for Development Cooperation and Technical Assistance (VVOB) Vietnam.

The programme's objective is to support the Active Teaching and Learning change processes by means of Environmental Education (EE) and Information and Communication Technology (ICT), in five provinces of North and Central Vietnam. Detailed background information on the programme can be found in the multi-year-programme of VVOB and the Programme Operational Planning.

The design of the baseline study was pragmatic and included tools and methods that have been tested and validated in similar contexts, both in Flanders and other countries.

We are grateful for the support of Prof. Dr. Peter Van Petegem from the Antwerp University.

The main parts of this report are:

- Introduction and context analysis
- Methodology data collection and processing
- Findings
- Conclusions and Discussion

The study was done between May and October 2008 and included following steps:

- Training and Set up of the baseline study: May 2008
- Introduction of the baseline set up, and seeking of consent with the participants
- Data collection: May 2008 (Interviews in 2 provinces), and August 2008 (interviews in 3 provinces and questionnaires in 5 provinces)
- Data input and processing: September and October 2008.
- Feedback Session: October 2008 - Including a general planning session for the programme's interventions
- Presentation of the results: Reporting

Purpose

The purpose of this baseline study is twofold:

- This baseline study mainly determines the starting point of our programme; it is an attempt to describe the situation at the start and can be used as a reference point against which the results of the programme and programme components can be compared.
- The findings of the baseline will be the starting point for a planning exercise in which differentiation between the provinces and integration of the different programme components are attempts to give meaning to the results.

Research Questions

The main purpose of the baseline study is to determine the starting point of our programme, therefore the common question for all the stakeholders of the programme concerns their views on teaching and learning? Important factors were then determined for each of the different stakeholders:

A. General ATL

1. Do respondents see learning more as intake of knowledge or as construction of knowledge?
2. Is the respondents' view on education more teacher-centred or more learner-centred?
3. What views do the respondents have on the learning environment (gearing towards the pupils' perceptions; process oriented; constructive learning environment, cooperative learning, direct instruction, differentiation, self-discovery learning)?

B. Component Specific

1. Educational Management

1. What factors of leadership are deemed most important? How important are other contributing factors?

2. Environmental Education

1. How anthropocentric and how bio-centric are the environmental perspectives of respondents?

3. ICT

1. How good is the access to ICT (computers)?
2. What is ICT being used for? How is it being used in teaching and learning?
3. What cognitive attitudes do respondents have towards ICT?
4. What values do respondents ascribe to ICT?
5. What ICT-skills do the respondents have?

4. Social Participation

1. How do respondents see the role of parents? the role of the school? the openness of the school towards the parents?

Limitations

This study reports on the status of teacher training, educational management and social participation in the five provinces were VVOB is working. In each province, key stakeholders (Teachers and managers of teacher training institutions, members of the Departments of Education and Training and members of the Provincial Women's Unions) were involved. It is not realistic to measure all factors underpinning educational innovation efforts. We did not focus on teaching and learning practice, teacher's satisfaction, appreciation of teachers... but we measured factors that will give us a general idea on how teaching and learning, the learning environment and some component-specific factors are perceived.

As with every intervention that tries to make qualitative and behavioural changes, it will be difficult to determine whether changes are caused by the programme or other factors. However, as this baseline will be used *for* the intervention, it is exactly the differences observed between the starting point and later measurements (during and after the intervention) that will be the most interesting. Whether these differences are caused by the intervention will become clear during the intervention. Moreover, as different locations (provinces) already have different starting points, it would be difficult anyhow to compare.

A rather important part of the research consists of the statistical analysis of the data which. The analysis and the discussions and meanings given to the figures will add value to the findings. The integration of the data from different sources (statistical figures observations and outside sources) helps to give depth and accuracy to the information presented.

Background

1. General

Despite the considerable progress, Vietnam is still confronted with important challen-ges; there is a growing gap between poor and rich, as well as an increase of inequality caused by a geographical, social, ethnic and linguistic isolation. About 90% of the poor live in rural areas, mostly farmers. Vietnam's challenge is tackling pockets of deep poverty and reducing inequality, amongst others in education. Vietnam has a tradition to base governmental policies on long-term socio-economic planning documents and the country is generally considered a success story in development.

The universalisation of Lower Secondary Education (LSE) is an important aim in the ESDP 2001-2010, and in the Education Law of 2005. LSE is also one of the target groups of the National 'Education for All' Action plan 2003-2015. The programme is aligned with the Ministry's "Education Development Strategic Plan for 2001-2010". Different components are in line with all seven strategies that MOET proposes to reach the objectives of the Education Development Strategic Plan:

1. Innovation of curricula,
2. Teacher training and innovation of teaching methodology,
3. Innovation of educational management,
4. Improvement of the national education system and development of school network,
5. Improvement of infrastructure and financial means,
6. Strengthening of social participation to education, and
7. Strengthening of international cooperation.

The teacher training system is mainly meant to provide intensive regular training in national and provincial teacher-training institutions. Teacher training institutes have an implementing role for the national unified training programs developed and issued by the MOET. These programmes aim to meet the new requirements of teaching and of the new national curriculum and textbooks and are to keep pace with the general trends in education across the region and all over the world. Education in Vietnam is undergoing major changes in all spheres, especially in curricula, textbooks, teaching methodologies, management and teacher training.

2. Geographical coverage

Figure 1: Map of Vietnam indicating provinces in which the programme is being implemented.

The country is divided into 64 provinces, with
VVOB active in 5 of them:

- Thai Nguyen
- Quang Ninh
- Nghe An
- Quang Nam
- Quang Ngai.

Those five provinces have been chosen in collaboration with MOET for their different characteristics: mountainous, rural, maritime, industrial, urban…

- Thai Nguyen is a mountainous, midland province of North Vietnam with a total area of 3,562km^2 and a population of 1,127,200 people. It is not a large province and accounts only 1.13% of the country's area and 1.41% of its population. Thái Nguyên is the gateway to Hanoi and the Red River delta.
- Quang Ninh is a large province located along the northeastern coast of Vietnam and borders to China in the North. Its total area is 8,239km^2 of which the sea and islands covers 30%. The Province has rich natural and mineral resources. It is in Quang Ninh province that the famous scenic spot of Ha Long Bay is located.
- Nghe An is the largest province in the North Central Coast of Vietnam with a total area of 16,487km^2. It is about 290 km South of Hanoi. It borders Laos with the Truong Son Mountains in the West, and has a long coast line in the East. Mountains and hills occupy 83% of the territory.
- Quang Nam Province is located to the southeast of the Truong Son Mountains and shares a 240 km border with Laos. Its area is 10,406 km^2 and population is appx. 1,6 millions. Quang Nam is famous for beauty spots and sightseeing. Recently several industrial zones have been established.
- Quang Ngai, Located in Central Vietnam, has a coverage of 5,137 km^2 Like other provinces in this area, Quang Ngai is characterized as having mountains (taking 2/3 of total area) on one side and the sea on the other. The first petro-chemical and oil refining zone in Vietnam is located in Quang Ngai province.

3. Education in Vietnam

The Vietnamese education system is organized hierarchically, with the Ministry of Education and Training operating on the national level, the Departments of Education and Training on the provincial and the Bureaus of Education and Training on District Level.
The MOET operates under the supervision of the National Assembly, the central committee and the politburo of the Communist Party.
The Department of Education (DOET) is in charge of educational management on the provincial level, and follows the directions of the MOET and the Provincial People Committee (PPC). The MOET gives educational professional instructions to the DOET which gets support from the PPC (administration, policy to develop education…).
The same structure exists at the district level where the District People Committee (DPC) leads and controls the Bureau of Education and Training (BOET). The BOET takes care of the daily education administration.

DOET and BOET also play liaising roles (communication, management…) between the MOET and the institutes. The BOET-members are thus the specialized, liaising education officers which are the closest to the communities and the schools.

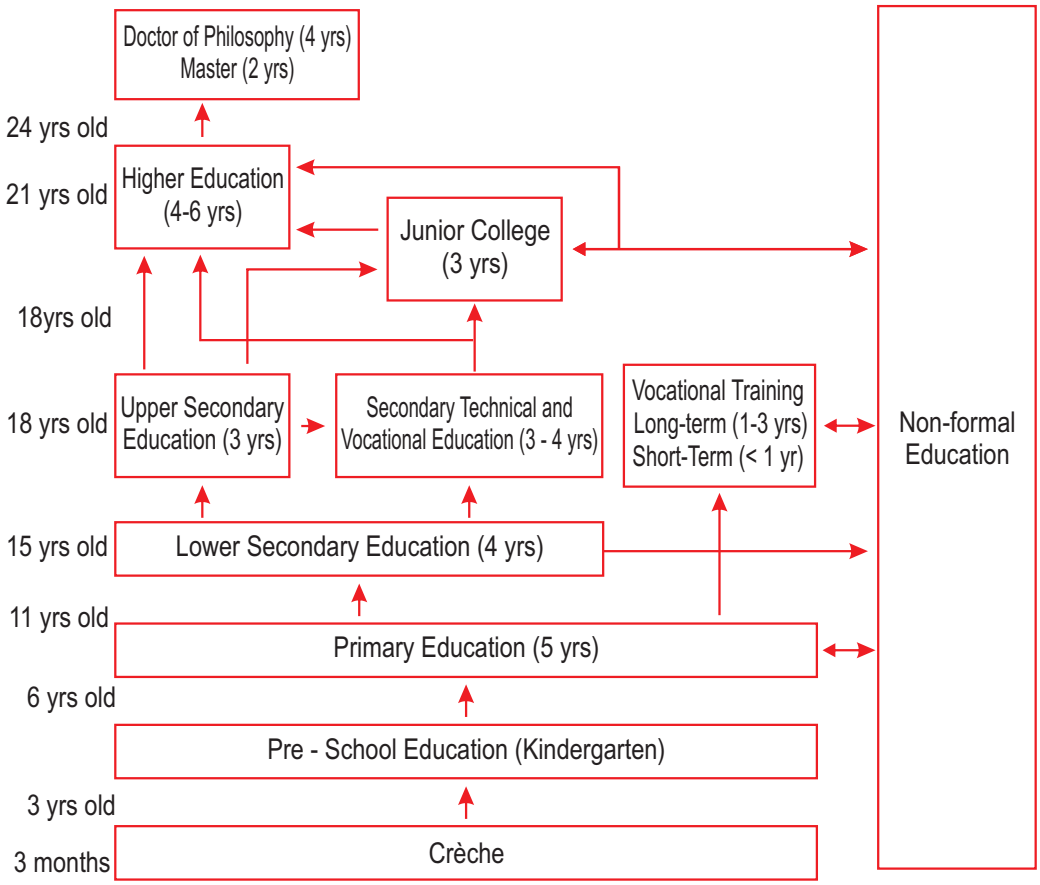


Figure 2: Vietnam's Educational Structure

Teacher training system

The teacher training system in Vietnam has been reorganized from 200 to 90 teacher training institutions for all levels of education during the last few years. The table below provides a summary of the types of teacher training programs currently available.

Type	*Supplying Teachers for*	*Level of Management*
University Education	- Upper secondary schools - Higher education (universities, colleges)	MOET and provincial governments
Teacher Training College	- Kindergartens - Primary schools - Lower secondary schools	Most of them under provincial governments and some under MOET (e.g. Central Music and Painting Teacher Training College)
Educational Training Management College	- Provincial and district department of education - General schools	MOET

4. Stakeholders

The different **strategic partners** of the programme are the following:

- Ministry of Planning and Investment (MPI)
- Ministry of Education and Training (MOET)
- Women's Union (WU)
- Provincial Departments of Education and Training (DOETs) of Thai Nguyen, Quang Ninh, Nghe An, Quang Nam and Quang Ngai
- People Committees (PC) of Thai Nguyen, Quang Ninh, Nghe An, Quang Nam and Quang Ngai

Following are the direct beneficiaries or **operational partners:**

- National Institute of Educational Management (NIEM)
- Provincial Departments of Education and Training (DOETs) of Thai Nguyen, Quang Ninh, Nghe An, Quang Nam and Quang Ngai
- Teacher Training Institutes (TTI) of Thai Nguyen, Quang Ninh, Nghe An, Quang Nam and Quang Ngai
- Education Department of Vietnamese Women's Museum (VWM)
- Women's Unions (WU) and Youth Unions (YU) of Thai Nguyen, Quang Ninh, Nghe An, Quang Nam and Quang Ngai

Indirect Beneficiaries are:

- Parents, teachers and pupils of lower secondary schools

Among the operational partners, two of them (NIEM and the VWM) have a special role in the VVOB programme as they host and work in close relationship with respectively the Educational Management and the Social Participation components.

Below more detailed information regarding those two partners:

National Institute of Education Management (NIEM)

- Regional role in educational management support
- Leading role in quality assurance and accreditation of educational management training
- National role in design and implementation of training for educational management
- Leading role in training of trainers and of consultants 5 Provincial Teacher Training Colleges
- Provincial/regional role: organize pre-service and in-service training for teachers of primary and lower secondary education
- Provincial/regional role: implement educational innovations

Education Department Vietnamese Women's Museum (ED-VWM) and Women's Union

- ED-VWM and Women's Union have a good reputation, a strong network and smooth cooperation with schools, BOET, DOET (and MOET) in all provinces
- Knowledge and experience on promoting cooperation between school and community is strong
- ED-VWM can easily access all provinces in Vietnam through a strong national, provincial and local network
- Developed materials and lessons learnt can be institutionalized through ED-VWM and Women's Union
- ED-VWM and Women's Union can strengthen the relation between school and community, and facilitate the acceptance of educational innovations

5. Theoretical Model

MOET considers innovation of curricula, teacher training and innovation of educational management as the most important strategies. Furthermore, MOET wants to create conditions to involve the whole community in the educational development. Organizations of the party such as the People Committees, the Women's Union, the Youth Union, and student and parent organisations have appropriate structures and mandates to support the innovations.

According to the 'Master plan for ICT in education for the period 2001-2005' one of the

means to support the innovation of both educational management and teacher training is ICT. Both the MOET ICT centre and the EU-funded project Support to the Renovation of Educational Management (SREM) are developing a school management information system.
In the last years, both the schools and the MOET/DOETs show an increased interest to give Environmental Education a full place within education, as a cross curricular theme. This development is part of the governmental structure for environmental management. Both environmental and education authorities publish policies in which EE is a priority.

The Programme Operational Plan 2008-2010 is built on the foundations laid in the past, i.e. teacher training especially through Environmental Education and ICT, and educational management. In alignment with the VVOB vision and mission and with the Vietnamese education sector plans, the VVOB Basic Education Programme in Vietnam focuses on the quality improvement of Lower Secondary Education (LSE) in 5 provinces of North and Central Vietnam, through an integrated support to the Active Teaching and Learning (ATL) change processes by means of Environmental Education (EE) and Information and Communication Technologies (ICT). Institutionalisation of the obtained results will contribute to a sustainable human development and poverty alleviation in Vietnam.

MOET has implemented a new curriculum and new textbooks and expects teachers to innovate their methodology as also stated in the EDSP 2009 - 2020. There is a lack of awareness, knowledge, skills and attitude in support of the ATL methodology, both with educational managers and teachers as with students and the community.

Methodology baseline study

Data collection

Data collection took place in the beginning of the school year 2008-2009 in the form of questionnaires. The questionnaires are developed based on literature research and translated into Vietnamese. Some of the questions used in other research, were adjusted to the Vietnamese context. Different questionnaires were developed for the different stakeholders covering the themes of environmental values, integration of ICT, conceptions of educational management and social participation.

- Questionnaire for teacher educators of the Teacher Training Institutes
- Questionnaire for educational managers of the Teacher Training Institutes and the DOETs
- Questionnaire for the members of the provincial Woman's Unions

The questionnaires were filled out during plenary sessions in the 5 teacher education institutes, with a total response of 91 % of teacher educators and 82 % of educational managers. For the members of the Woman's Union the questionnaires were sent by post. 94 % of the members of the Woman's Union filled out the questionnaire and sent it back. An overview of the respondents compared to the total can be found in Annex 1.

Filling out the questionnaires took approximately one hour. All respondents were given a reimbursement of 30.000 VND for transport.

Analysis

The data were analysed focusing on descriptive analysis, sketching the baseline situation of the different provinces on the following topics:

Teacher educators (Overview of factors used in the questionnaires in Annex 2)
- Environmental values and environmental paradigm
- Access to ICT, ICT skills, confidence and use of ICT, attitudes towards ICT
- Conceptions of teaching and learning and the learning environment

Educational managers
- Conceptions of teaching and learning and the learning environment
- Environmental values and environmental paradigm
- Attitudes towards ICT

Members of the provincial Women's Union
- Conceptions of teaching and learning and the learning environment
- Environmental values and environmental paradigm
- Attitudes towards ICT

Findings

1. How do teacher educators and educational managers perceive student learning?

Theoretically we can differentiate between two ways to perceive student learning: learning as intake of knowledge on the one hand and learning as construction of knowledge on the other hand. These dimensions are to a certain degree perceived by the Vietnamese teacher educators and educational managers.

For these respondents student learning as intake of knowledge and as construction of knowledge are no opposing poles nevertheless. A high score on student learning as construction of knowledge goes together with a high score on student learning as intake of knowledge. Vietnamese teacher educators and educational managers find themselves in both perceptions on student learning.

In conclusion: most Vietnamese teacher educators and educational managers perceive student learning as constructing own knowledge and insights, but also perceive student learning as taking in knowledge provided by education through memorization and reproduction.

Measuring perception on student learning

Perception on learning can be defined as a coherent system of knowledge and beliefs about learning related phenomena, i.e. knowledge and beliefs about the learner, the learning objectives, the learning activities and strategies, the learning tasks, learning and studying in general, and about the task division between students, teachers and fellow students in learning processes (Vermunt & Vermetten, 2004). Perception on learning is one component of **the Inventory of Learning Styles** (ILS) developed by Vermunt and consists of statements covering five subscales: construction of knowledge, intake of knowledge, use of knowledge, stimulating education and cooperative learning. In this research only two subscales of the ILS are retained. 'Construction of knowledge' contains items addressing learning as constructing own knowledge and insights, where most learning activities are seen as tasks of students. 'Intake of knowledge' contains items addressing learning as taking in knowledge provided by education through memorizing and reproducing; other learning activities are tasks of teachers (Vermunt & Vermetten, 2004). For these items teacher educators and educational managers in the survey are asked to indicate on a 5-point scale the degree to which the described views and motives correspond to their own views and motives.

Factor analysis reveals that items like “Students themselves should take initiative to consult alternative sources in case they don't understand a part of the subject matter” or “Students should take the initiative themselves to look for connections in the subject matter” have a high loading on a first factor which could be interpreted as “Constructing knowledge”. Items like “Lecturers should teach the subject matter exactly as it is presented in the book” or “Students have to know definitions and other facts by heart” have a high loading on a second factor, which could be interpreted as “Intake of knowledge”.

Correlation analysis between the theoretical constructs reveals a positive and significant (with $\alpha < 0.05$) correlation (Pearson correlation of 0.312).

Vietnamese teacher educators and educational managers find themselves in both conceptions of student learning with a mean score of 3.64 on learning as intake of knowledge and 4.29 on learning as construction of knowledge (with a maximum score of 5).

2. Improvement of educational management competencies at provincial, district and school level to guide the Active Teaching and Learning change processes

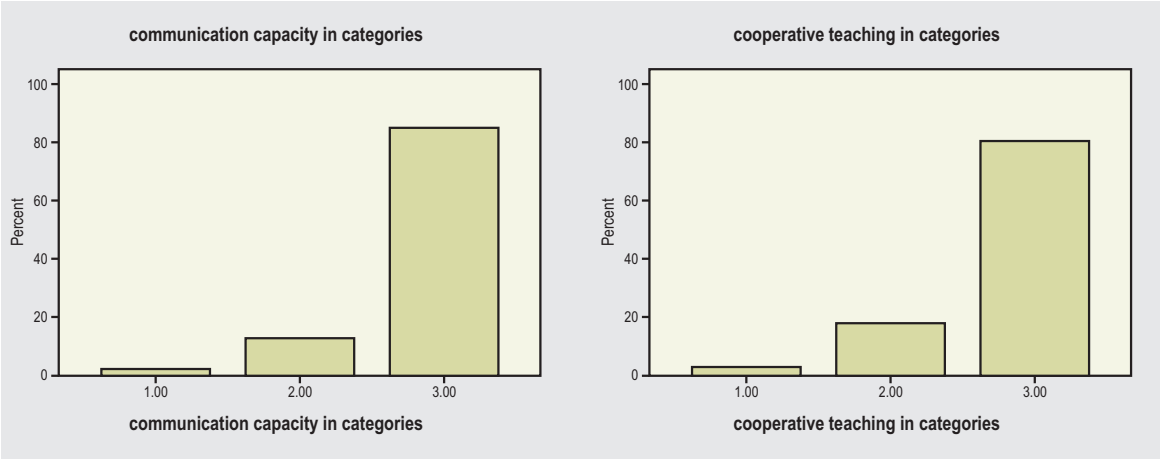
What is an Educational Manager?
Educational managers are education administrators, principals and assistant principals who provide direction and leadership as they manage daily school activities. They supervise and evaluate programs and personnel, handle budgeting and finance, and understand government regulations and policies. This includes examination of the legal and ethical dimensions of educational systems

Improving education is not only a matter of improving teacher skills, introducing new pedagogy or methodology. It is also giving the teachers the means to do their job in an appropriate way.
The school manager has a key role in that perspective. He is the one who can change the working conditions, allocate resources to specific activities, support… But he is also the one who will give a vision to the school, encourage teachers to work according to this vision.
Therefore it is crucial that the school manager not only understands what ATL means for his teachers, but also supports his team in order to successfully improve education in his school.
In the same idea, it is also important to involve the provincial Department of Education and Training (DOET) in this process. The DOET is in charge of giving professional and administrative support regarding educational management. It also plays some intermediate roles (communication, management…) between the MOET and the institutes.

For these reasons (role and importance of school management in the success of an education improvement program), the baseline study tackled several Educational Management related competencies:

- Communication capacity in the school (between the principal and the teachers, between the teachers…)
- Vision: is there a school vision, is this vision clear, is the vision translated into policy choices…
- School principal leadership: coaching skills and organisational skills.
- Responsiveness: school responsiveness towards the parents and the environment (communication with the students parents and the local communities).,
- Innovations: to what extent does the school support innovative teachers
- Cooperation between teachers: does the school encourage teachers to collaborate
- Participatory decision-making: to what extend do school managers trust the teachers, delegate, are accessible…

The respondents were asked to answer in accordance to their own point of view.



Figures 1 and 2: Results for the total EM population: 1 = negative 2 = no idea 3 = positive

The Educational Management questionnaire has been completed in the 5 provinces by TTI management and DOET staff. Additionally, the National Institute for Educational Management (NIEM) staff filled out the questionnaire.

The six following subgroups have been defined:

1. **Nghe An** TTI management + DOET staff
2. **Quang Nam** TTI management + DOET staff
3. **Quang Ngai** TTI management + DOET staff
4. **Quang Ninh** TTI management + DOET staff
5. **Thai Nguyen** TTI management + DOET staff
6. **NIEM** staff

There is very limited variation between the different subgroups (except for one subgroup, which will be addressed later). As illustrated by the two graphs hereunder we see that the school managers are already ATL minded and stress the importance of communication, cooperation, responsiveness: Most respondents completely agreed with the statement that their school enhances collaboration between teachers, fosters communication between teachers and their principal, succeeds in actively looking for the parents point of view…

These positive and unanimous answers could indicate we received "socially desirable answers": the participants answering what they thought we wanted them to answer.

One subgroup answers presented significant variations compared to the other groups. The positive answers frequency is much lower than in the other subgroups.

Example: To the question: "Do you agree with the statement that the principal helps the teachers?", the positive answers for each subgroup are:

> Subgroup 1: 89%, subgroup 2: 88%, subgroup 3: 97%, subgroup 4: 91%, subgroup 5: 95% while for subgroup 6 it was only **63%.**

The same variance occurs for the scales related to leadership and communication.

We first thought it would indicate that the leadership skills of this subgroup are not as developed as in the other subgroups but, when analyzing the data in detail, we noticed that this subgroup population was different.

Subgroup 1 to 5 is made of managers and DOET staff while subgroup 6 is mainly composed of lecturers (involved in Management Education). Those lecturers are not managers of the school they are working in and it is normal that their perception about management is different from those of the other subgroups.

We expect that if we do the same exercise in 2010 and in 2013 will show that the difference between subgroup 6 and the other subgroups has decreased.

> One outcome of the programme could be that the participants have a better understanding of ATL and feel more concerned which could lead to less "socially desirable answers". The results would be then less positive and more aligned to subgroup 6.
>
> Another outcome could be that the programme will positively influence the working conditions of subgroup 6 which would lead to more positive answers.

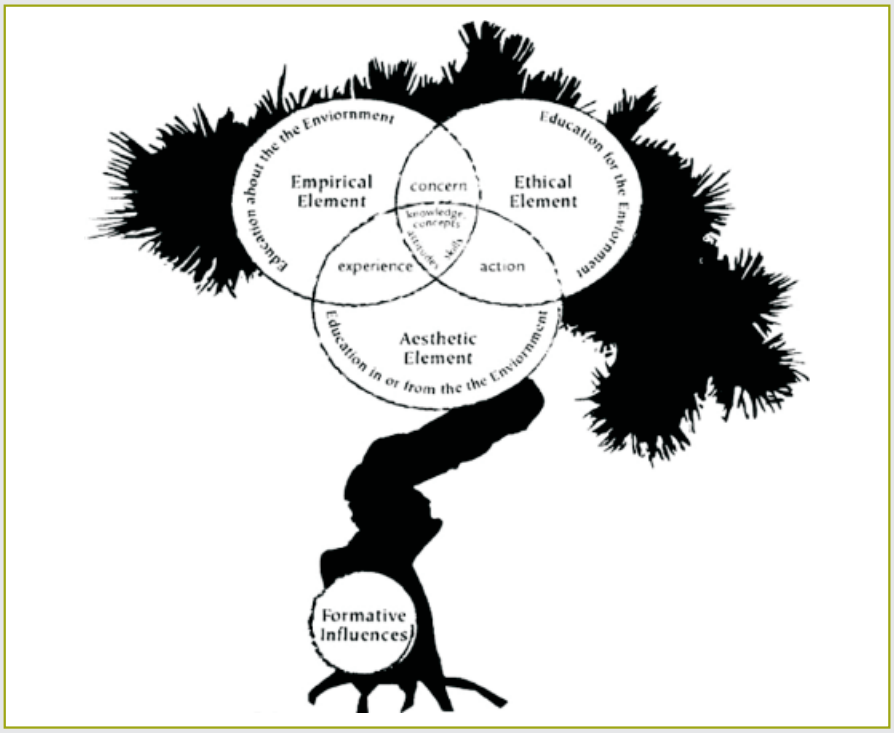
3. ENVIRONMENTAL VALUES OF TEACHERS IN 5 TEACHER TRAINING INSTITUTES

Introduction

Through EE, ATL can be developed in a variety of ways in and between different subjects, and in turn the development and exploration of ATL is crucial for the development of EE. Environmental values are developed through cultural processes, which include (environmental) education. The educational contents, and the methodologies by which these contents are transferred, are therefore crucial when considering the development of environmental awareness. Box 2 presents a mesh of approaches proposed for the development of a holistic EE.

As the behaviour of people reflects environmental thinking, measuring the environmental values of our stakeholders could generate interesting results for the starting point of ATL development by means of EE, which is seen as a tool for developing environmentally friendly behaviours. Two scales, used widely in EE-research, were selected to measure the environmental values and attitudes: the model of ecological values (Bogner & Wiseman, 2006) and the older, but more extensively used, New Ecological Paradigm scale (Dunlap, Van Liere, Mertig, & Jones, 2000). The latter one categorizes environmental values on a continuum ranging between anthropocentric and bio-centric, and the former suggests that they are not opposed, and that people can combine values of environmental protection with values where people need to make use of natural resources. The scales are most often used to measure the impact of an EE-programme, but can also give indications of the status at the start of the programme

Different **approaches to environmental education** are distinguished, with a combination of the approaches considered to enable individuals and groups to acquire knowledge, values, attitudes, commitment and skills needed to protect and improve the environment. ATL can provide in approaches that allow for a combination of these approaches. In the figure below, the approaches proposed for EE are presented. So, EE provides in an excellent way to explore, promote and develop ATL.



Box 2: ATL development by means of EE

People share pro-environmental values

In general people have a high score on questions measuring pro-environmental values, which is an indication of a supportive attitude to conservation and environmental protection. People who adhere to these values believe in the importance of knowledge about environment and perceive that the relation with nature is important to human beings. At the same time, the majority of people believe that the environment should benefit humans, with a minority of people disagreeing with this. Nevertheless, since a negative correlation was found between preservation and utilization (cf. the two-subscales of the 2-Model of Ecological Values), there is an indication that, in general, people with a high score on preservation have a lower score on utilization.

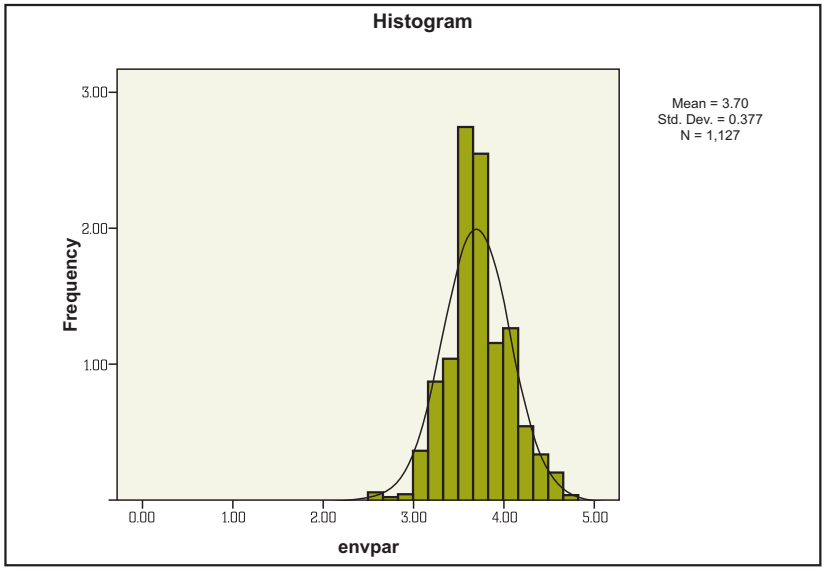


Figure 4: Results for acceptance of the New Environmental Paradigm by Teacher Trainers

Few but significant differences between subgroups

The general results, for the total group of teacher trainers (n= 783) are not too different from the results of different subgroups: there is little variation in the environmental attitudes between age groups, provinces and different subjects, with the exception that for the few respondents of the oldest age group a statistically significant higher score was found on the scale of utilization that could indicate a more utilitarian view on environment. Also, looking at the gender, a small but statistically significant difference was found between man and women on the New Ecological Paradigm scale: men in general are slightly more supportive to ecological values than women.

The uniformity in itself is interesting, especially because one would expect that for instance teaching subjects covering more environmental contents would generate a higher awareness. However, these findings do not allow us to draw explanatory conclusions. New questions come up: is there a uniformity in the results because people have a particular worldview which already is more pro-environmental, or is it because the contents covered in all subjects are promoting pro-environmental attitudes, or is it because of a relative high social desirability factor when working on the questionnaires? When looking at other scales as well we found that *Environmental Preservation correlates positively with both construction, and to a lesser extent intake of knowledge and with the attitudes towards ICT.* This is a most interesting starting point for the development of the programme

4. INTEGRATION OF ICT IN THE 5 TEACHER EDUCATION INSTITUTES

ICT is often seen as a magic tool which will change education. Big investments are made in computers and technological infrastructure with the expectation that access to ICT will automatically result in effective use. We collected data on the current state of teacher educators' access to computers, ICT skills and confidence, attitudes towards ICT and use of ICT in teaching practice. This gives a good indication of the current situation of integration of ICT in teacher education in Vietnam.

Access to computers

The findings indicate an omnipresence of computers in the personal and working environment of teacher educators in 5 provinces in the North and the middle of Vietnam. Most teacher educators have access to a computer even though they usually have to share the computer. In the teacher education institute 94.9 % perceives to have access to a computer and 88.9 % are sharing that access with colleagues. Future research on the level of the teacher education institute can give a complementary view on availability of teaching facilities: access to a computer does not tell us whether a computer or a laptop can be used in the classroom, whether there are data projectors and screens etc. Five separate categories of access to ICT as barriers to uptake of ICT can be distinguished: lack of hardware, poor organisation of resources, poor quality hardware, inappropriate software and finally lack of personal access for teachers (Becta, 2004).

ICT skills and confidence

Vietnamese teacher educators are in general skilled to perform basic operations like word processing or creating electronic presentations. Their ICT literacy is limited though in the sense that more than half of the respondents perceive to have low internet skills and computer maintenance and security skills. Good internet skills and computer security and maintenance skills go together with good basic skills; and vice versa. Teacher educators are in general not very confident to use computers.

Figure 5: Level of Basic ICT Skills of Teacher trainers

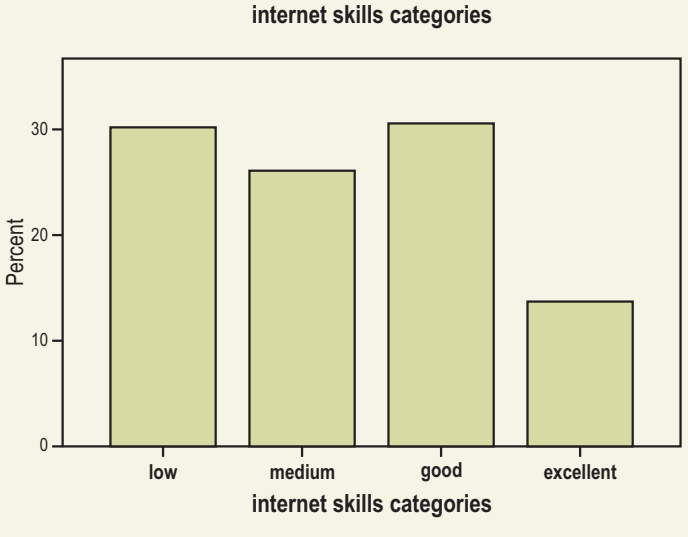


Figure 6: Internet Skills of teacher trainers

Attitudes towards ICT

In general computers are highly valued for their contribution to the personal life of the respondents, for the society in general as well as for students and education in particular.

There are high expectations concerning the added value of ICT. 78.3 % of the respondents for example agree or strongly agree that computers would stimulate creativity in students.

Measuring attitudes towards ICT

The cognitive attitude towards ICT scale is a highly reliable subscale of the computer attitude scale developed by Kay (Kay, 1993). It is a self-report measure measuring perceived value of computers on a seven point scale (from strongly agree to strongly disagree). Three subscales measure perceived value of computers in general, perceived value of computers for the personal life and perceived value of computers for students respectively, with items like “Computers improve the overall quality of life”, “Computers would help me organize my work” and “Computers would not significantly improve the quality of my students' education”.

Use of ICT in teaching practice

The use of ICT applications in teaching practice remains rather limited and undiversified: teacher educators mainly replace existing practices by using word processing software for production of documents or presentation software to create classroom presentations. The use of CD-roms or DVDs, the internet or subject specific software applications for teaching practice is limited. 57.6 % never or rarely uses subject specific software for integration into lesson practice, 65.3 % never or rarely uses electronic communication tools like e-mail for communication with students and 86.0 % never or rarely uses classroom management software in a computer classroom setting.

ICT replacing traditional ways of teaching

Integration of ICT in teacher education in Vietnam is at the stage where ICT is mainly used to replace existing, traditional ways of teaching and the use of ICT applications mainly depends on the ICT skills of the teacher educators.

Probably context variables on the level of the teacher education institute like ICT policies and implementation strategies also influence the uptake of ICT in teaching practice since we observed differences between teacher education institutes.

Use of ICT for teaching practice is not influenced by perceptions of student learning. The latter raises the question which educational goals are envisioned by Vietnamese teacher educators. It seems that, at this stage, the use of ICT is a goal in itself and is not used in the framework of active, more student centred teaching and learning methodologies or concepts.

Conclusion

Even though teacher educators' access to computers in the teacher education institutes is good and basic ICT skills are good, use of applications for teaching purpose remains low. Vietnamese teacher educators highly value ICT for their personal life as well as for education and they perceive that ICT has a lot to offer for students. They value student centred teaching and see student learning as intake of knowledge as well as construction of knowledge. But these attitudes and concepts have no influence on their use of ICT for teaching practice. They mainly use ICT for producing documents or electronic presentations. This does not challenge them to change their teaching. At this stage of integration of ICT, it is mainly their ICT skills which determine if they use ICT applications or not. But should we not go beyond this limited approach and strive for integration of ICT in education as a tool for *active* teaching and learning?

5. SOCIAL PARTICIPATION IN THE 5 PROVINCIAL WOMEN'S UNIONS

Introduction

There exists a close connection between the school, the family and the community in Vietnam and the added values of this connection for education is clearly recognized.
Improvement of this connection relies much on factors as awareness and capacity of school managers, heads of Parents Associations and mass organizations.
In the Vietnamese context the improvement requires “coordination by an agent” which is linking school, family and the community.
The Women's Union is a mass organization which is capable to take up improvement of links between the school, the family, the community and involvement of the wider community in education.
Our data give a picture of how members of the Women's Unions in 5 provinces perceive their responsibilities to take up social participation in education, the participation of parents and the relationship between parents and the school.

Responsibilities of the Women's Union

Our findings show that members of the Women's Union possess high commitment towards improvement of the links between education in general - Active Teaching and Learning (ATL) in particular - and the community. They are taking up following tasks to improve social participation as:

- Dissemination of the educational policies and regulations issued by the Vietnamese Government.
- Cooperation with local authorities, organization and propaganda campaigns to support educational initiatives.
- Accessing households: 77% perceives the needs to access and encourage parents to send their children to school at the right age and do not let students to drop out of school. In addition, accessing poor and the poorest households also includes lobbying schools to exempt and/or reduce fees and other contributions as well as mobilizing material contribution for their children as text-books, pens, scholarships…
- Networking: 90% of the baseline study respondents agrees or absolutely agrees that the Women's Union maintains good networking through regular meetings to help their members (especially mothers having schooling children) to upgrade their knowledge and awareness, to apply appropriate methods to help children's learning.

Although the Women's Union perceives high commitment to taking up the responsibilities for improvement of social participation in education, some factors show their participation is limited: 1) promotion of education and ATL is just one of the many task and not a main task of the Women's Union (indeed the Women's Union has many tasks and limited resources); 2) traditional way of communicating with the community lacks reflection and follow up

Perception on the parents' participation

It is assumed that parents' participation contributes substantially to the students' learning results. Almost all respondents in the baseline study agree that "parents are interested in and take care of children's education".

Through in-depth interviews and discussions with members of the Women's Union it is recognized that parents' participation is however limited by their knowledge and socio-economic conditions. In result there are existing huge differences in educational achievement between urban and isolated rural areas.

Moreover ATL is a new definition in the wider community. Parents are interested in score/marks that their children get during the exams instead of learning progress as a whole. This attitude may challenge involvement of the Parents in integrated support of ATL.

Perception on the relation between parents and teachers

Similar to the perception on the Parents participation, the baseline data has shown "a good relation between parents and teachers" perceived by members of the Women's Union.

This is probably resulted by a fact that "regular contact between Parents and Teachers" is considered as "good relationship represented by joined follow-up and evaluation of learning and social development of students".

Though the findings of the baseline study through questionnaires seem to indicate positive perceptions, the interviews with members of the Women's Union in the 5 program provinces shed different insight in these results. The difference is probably caused by typical thinking of mass organization members who always wants to show up as positive, therefore their answers are often good, positive and socially desirable.

Social participation in education is influenced not only by awareness, but also capacity of each target group of the community and local socio-economic conditions.

Taking up the improvement of social participation requires the Women's Union to integrate this responsibility into their routine operational plan as well as to apply appropriate ways to approach each target group of the wider community.

Conclusions

It is clear that capacity building is needed for trainers of educational managers on the level of vision, strategy, knowledge and skills. The curriculum needs to be adapted to educational innovations in order to offer training to the managers at provincial, district and school level on how to organise ATL at their institutions.

Regarding ICT and EE as means to ATL for teacher trainers, there is the need for more awareness on ATL, the need for training in knowledge and skills on ATL, ICT and EE; and the need for learning materials and models to innovate their methodology. A resource centre where a wide variety of sources can be consulted would be a necessary support to ATL; TTI's and schools are missing the support of educational managers, parents and the wider community.

With regards to Social Participation in Education, there is insufficient awareness on the opportunities that the three parties (school, family and community) can offer to support the ATL processes. Schools have insufficient skills to mobilise the community, and the community misses interest or enthusiasm to support the school in ATL. The community tends to prefer traditional teaching and learning methods, and to expect 'magical results' from these methods. The mass organisations welcome training in relevant skills and instruments to promote the communication and exchange between schools and the community.

References

Becta. (2004). A review of the research literature on barriers to the uptake of ICT by teachers: British Educational Communications and Technology Agency (Becta).

Bogner, F., & Wiseman, M. (2006). Adolescents' attitudes towards nature and environment: Quantifying the 2-MEV model. The Environmentalist, 26(4), 247-254.

Dunlap, R. E., Van Liere, K. D., Mertig, A. G., & Jones, R. E. (2000). Measuring Endorsement of the New Ecological Paradigm: A Revised NEP Scale. Journal of Social Issues, 56(3), 425-442.

Kay, R. H. (1993). An Exploration of Theoretical and Practical Foundations for Assessing Attitudes Toward Computers: The Computer Attitude Measure (CAM). Computers in Human Behavior, 9, 371-386.

Vermunt, J., & Vermetten, Y. (2004). Patterns in Student Learning: Relationships Between Learning Strategies, Conceptions of Learning, and Learning Orientations. Educational Psychology Review, 16(4), 359-384.

VVOB (2008) POP_Vietnam_Education2008_2010.pdf

VVOB Vietnam Programme Operational Plan 2008-2010 Basic Education

VVOB (2008) Multi Year Programme 2008-2013

Internet Resources

1.1 http://www.worldedreform.com/intercon3/third/f_tran.pdf

Report on the decentralization-oriented Education Management system in Vietnam - Dr. Tran Thi Kim Thuan

1.3 http://asiarecipe.com/vieteducation.html

1.4 http://www.hurights.or.jp/pub/hreas/9/12Vietnam.html

Teacher Training in Vietnam - NGUYEN THANH HOAN

1.5 http://hoilhpn.org.vn

Annexes
Annex 1: Response Rate

filled in/total	Nghe An	Quang Nam	Quang Ngai	Quang Ninh	Thai Nguyen	Questionnaire filled in
teacher educators	198/225	164/172	200/228	121/130	100/105	Teacher educators
managers at TTI	26/34	30/45	29/38	25//29	8/18	Managers
members of DOET	20/76	53/54	48/55	43/58	55/64	Managers
members of provincial women's union	23/23	16/18	22/22	16/20	25/25	Women's Union

What about NIEM numbers: 66 respondents on a total of 130.

Annex 2: Overview of factors Questioned in Questionnaire for Teacher Educators

Factor	Questions in questionnaires
Province	Respondent code
Teacher Training Institute (TTI)	Respondent code
Main subject teaching	q 25a
Teaching experience	q 26
Age	q 24
Sex	q 23
Perceptions of student learning	q 1
Learning as intake of knowledge	item 1, 3, 4, 5, 7, 9, 10, 12. 16
Learning as construction of knowledge	item 2, 6, 8, 11, 13, 14, 15, 17
Environmental paradigm	q 3
Eco-crisis	item 1, 5, 7, 9, 14, 16
Limits to growth	item 3, 8, 10, 11, 13
Anti-antropocentrism	item 6, 12, 15
Balance of nature	item 2, 4
Environmental values	q 2
Preservation	item 1, 3, 6, 7, 8, 10, 12, 14, 17, 19
Utilization	item 2, 4, 5, 9, 11, 13, 15, 16, 18, 20
Access to ICT	q 4, 7, 8
Use of ICT	q 9-16
Intensity	q 9, 10, 12, 14, 16
Location	q 11, 13, 15
ICT competence	q 19
Basic	item 1, 8, 6, 7, 5, 11, 18
Internet	item 3, 4, 9, 10, 13, 14, 15
Maintenance and safety	item 2, 12, 16, 17, 19
ICT confidence	q 18
ICT cognitive attitudes	q 17
General	item 8, 10, 11, 13, 15
Personal	item 2, 3, 5, 6, 7
Student	item 1, 4, 9, 12, 14
	! item 3, 6, 7, 8, 11, 14 are formulated negatively
Use of ICT for teaching	q 20

Annex 2: Overview of factors Questioned in Questionnaire for Teacher Educators

Factor	Questions in questionnaires
Province	Respondent code
Institute (TTI / DOET / NIEM)	Respondent code
Responsibilities (Mgr, teacher)	manstaff, resp1 – resp4, teastaff
Work experience	ymanexp - yschoolexp
Age	ybirth
Sex	gender
Perceptions of student learning (SM)	stu0001 – stu0017
Perceptions of teaching (SM)	edu0001 – edu0050
Preferred learning environment (SM)	pre0001 – pre0028
Environmental paradigm (SM)	nep0001 – nep0016
Environmental values (SM)	env0001 – env0020
ICT cognitive attitudes (SM)	val0001 – val0015
Communication capacity (SM)	mgt0001 – mgt0006
Purpose of vision (SM)	mgt0007 – mgt0019
School principal leadership (SM)	mgt0021 – mgt0032
Responsiveness (SM)	mgt0033 – mgt0050
Reflective acting (SM)	mgt0051 – mgt0059
Innovations (SM)	mgt0060 – mgt0064
Cooperation between teachers (SM)	mgt0065 – mgt0073
Participatory management (SM)	mgt0074 – mgt0076 & pri0001 – pri0012
Openness towards parents (SM)	pri0013 – pri0016

Annex 3: Overview of factors Questioned in Questionnaire for Women's Union members

Factor	Questions in questionnaires
Women's Union	Respondent code
Age	Chapter VI, q 2
Title in the WU	Chapter VI, q 3
Concurrent title (co-responsibility)	Chapter VI, q 4
Years of working in WU	Chapter VI, q 5a
Years of working in other organisation	Chapter VI, q 5b
Responsibilities of WU	Chapter 1, Part A
Communication and propaganda	q 1, 2
Access to households	q 6,7
Networking	q 3, 4, 8,9,10
Perception on parents' and teachers' relation	Chapter1, Part B, item a, q 1-13
Perception on parents' participation	Chapter1, Part B, item b, q 1-13
Perception on school openness	Chapter1, Part C, q 1 - 9