

## **TITLE OF RESEARCH PROJECT**

**Capacity building through professional development and collaborative research to enable educational reform implementation in Vietnam**

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## **BACKGROUND TO THE RESEARCH PROJECT**

In November 2015, a research team comprising of staff from the University of Glasgow, Scotland, and two Vietnam institutions (University of Education, Vietnam National University, Hanoi, and Vietnam National Institute of Educational Sciences) began an eight-month research project, funded by the British Council, Vietnam, and University of Glasgow. The purpose of the project was to investigate the challenges - as perceived by school principals and teachers - of implementing - simultaneously - 'fundamental and comprehensive educational reforms, outlined in the background description below.

While the achievements of the Education system are impressive, such as Vietnam's 17<sup>th</sup> ranked place in PISA 2012, Vietnamese authorities are concerned that the education system is not well positioned for the age of globalization and international competition because it may not provide the population with the skills and competencies needed for producing greater value in tomorrow's economy. Addressing these challenges is the next frontier of education development in Vietnam. Fully recognizing the importance of these issues, the 2011- 2015 Social Economic Development Plan (SEDP) states that the "quick development of high quality human resources is essential for the country's industrialization, modernization, and the development of a knowledge-based economy."

In 2013, the 11<sup>th</sup> Party Congress at its eighth meeting session adopted the Fundamental and Comprehensive Education Reform, which aims to meet "the requirements of industrialization and modernization in the socialist oriented market economy and international integration." It constitutes a political and legislative umbrella for a broad sector-wide reform.

Although the Government is proud of Vietnam's PISA results, it realizes the inherent weaknesses of a traditional education system within a fast changing society and economy. To address this situation, the 2013 Reform indicated that nothing less than wholesale change to the curriculum and textbooks, pedagogy, assessment, teacher professional development, and leadership and management - was required: hence 'fundamental and comprehensive.' Schools are faced with responsibility for

implementing these multiple reforms, which will take many years. In a socialist system known traditionally for its central control, top-down bureaucratic decision making, and traditional teaching methods, the intention is to devolve more powers and responsibilities to provinces, districts and schools. The challenges are compounded by a lack of resources, and significant inequalities between rich and poor, and urban and rural schools. Although some progress has been made, inequities and social injustices remain between students of different ethnicities, and schools in urban and rural locations, due to socio-economic and geographical diversity in a large country with nearly 100 million people.

## **ACKNOWLEDGEMENTS**

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Finally, the research team wishes to acknowledge the contribution of Dr C.Y Tan, University of Hong Kong, who played a significant part in analysis of the quantitative data.

## **RESEARCH TEAM**

### **University of Glasgow**

Professor Clive Dimmock

Professor Chris Chapman

Professor Michele Schweisfurth

Professor Graham Donaldson

### **University of Education, Vietnam National University, Hanoi**

Associate Professor Le Kim Long

Dr. Ton Quang Cuong

Dr. Nguyen Thi Ngoc Bich

Dr. Pham Thi Thanh Hai

Bui Minh Trang MSc.

Dr. Le Thai Hung

### **Vietnam National Institute of Education Sciences (VNIES)**

Professor Tran Cong Phong,

Dr. Luong Viet Thai

Pham Diep Hue Huong MSc.

Dinh Thi Bich Loan MSc.

Do Duc Lan MSc.

Nguyen Ba Tung MSc.

## SUMMARY

The research aims of this project collected the perspectives of a small sample of principals and teachers on both the challenges and opportunities to their schools from implementing the “fundamental and comprehensive educational reforms” adopted by the Vietnam Government in 2013. These reforms comprise of fundamental changes, involving – the transformation from a traditional theoretical to a more skills-based and applied curriculum; from a didactic teacher-centred pedagogy to a more varied pedagogy with student-centred teaching methods; the adoption of a wider range of assessments; improved professional development of teachers and managers (especially principals); and more decentralization to school level management and leadership. Accordingly, the main Research Question guiding the study was: *What are the perceptions/experiences of school principals, subject heads and teachers in implementing current and future educational renovations/reforms to curriculum, teaching and learning, assessment, professional development, and educational management in Vietnam schools?* This Research Question was in turn broken into a number of more specific research questions.

The research design was mixed method, consisting of a survey questionnaire and interviews. The questionnaire was purposively designed for the Vietnam context and setting, and was administered to principals and all teachers in six schools (three primary, and three lower secondary) in and near Hanoi, North Vietnam. The six schools represent a range of socio-economic and geographical criteria. In all, 181 participants from six schools, giving a 66 percent response rate, answered the questionnaire. The survey data were analyzed using SPSS and comprised descriptive statistics, exploratory factor analysis, one-way ANOVA, and t-tests for significance. In addition, an interview schedule was administered in four of the six schools – two primary and two secondary, with one of each type in the city centre, Hanoi and one in a more rural setting outside Hanoi. Although the number of case schools was small, it did have a range of schools in terms of sector and geographical setting. Individual interviews were conducted with principals, and focus group interviews were held separately with groups of teachers, and groups of subject heads. In all, eight participants were interviewed in

each school, totaling 32 for the four schools. Interviews were semi-structured and recorded. Interviews were mainly conducted in Vietnamese. Data were translated into English and coded; codes were clustered to form themes, each of which addressed the research questions.

Among the major findings are the following – participants perceived the renovations in three ways: curriculum/teaching/learning/assessment, leadership and management, and greater school autonomy; benefits of the reforms were perceived as students being better prepared for employment, more effective learning, and more school autonomy; five factors were seen as crucial to successful implementation of the reforms going forward – clear policy guidance, creation of positive school climates by principals, effective school management and leadership, improved professional development for existing teachers and principals, and more resources to schools; and better prepared and more human resources; three additional factors were seen as enabling future implementation – greater emphasis on school improvement including stronger accountability and more school autonomy; improved evaluation and high quality feedback to teachers and principals in their progress towards achieving the renovations; and a close alignment between the new curriculum, new methods of teaching and learning and revised examinations and assessment. Finally, important differences in perspectives were recorded between primary and lower secondary participants in two ways – primary respondents felt they had implemented the reforms to date more than secondary, although they felt less equipped to implement future reforms; and primary participants were less likely to see the reforms as beneficial and less optimistic that enablers and interventions would help implementation, compared with their secondary counterparts.

## PART A: QUESTIONNAIRE SURVEY FINDINGS

### 1. RESEARCH AIM AND RESEARCH QUESTION

This project, jointly funded by the British Council and University of Glasgow, investigated the perspectives and experiences of school principals, subject heads and teachers in a sample of schools in and around Hanoi, North Vietnam. Specifically, the main **Research Question** guiding the project was:

**What are the perceptions/experiences of school principals, subject heads and teachers in implementing current and future educational renovations/reforms to curriculum, teaching and learning, assessment, professional development, and educational management in Vietnam primary and lower secondary schools?**

This main research question was in turn broken into a number of specific research questions (see Appendix 1). Throughout this Report, the terms ‘renovation’ and ‘reform’ are used interchangeably.

In 2012/13, the Vietnam Government introduced a policy of fundamental and comprehensive educational reform and renovation affecting all aspects of its schools. Driven by the desire to secure Vietnam’s economic future as a competitive economy and society in the global marketplace, it was deemed necessary to introduce a more skills-based curriculum, more student-centred pedagogy, changes to assessment, teacher and principal professional development, and more school-level autonomy and management.

The project generated both quantitative and qualitative findings from a sample of schools in North Vietnam. Part A reports the findings from the quantitative data only. Part B presents the Qualitative data findings.

## **2. QUESTIONNAIRE DESIGN, SAMPLE AND METHODS**

### **2.1. The content and format of the questionnaire**

The questionnaire was specifically designed for the Vietnam setting and context (see Appendix 2). The content and format were decided by and had the following characteristics -

- Co-operation over several meetings between members of the research team from VNIES, UoE, VNU-Hanoi, and the University of Glasgow
- The project aims i.e. to clarify the perspectives of principals and teachers in Vietnam schools of the challenges and prospects of implementing the multiple education renovations planned by the Government
- The following dimensions – the extent to which renovations have been implemented in the sample schools; factors that might influence the degree to which renovations are implemented; future possibilities and challenges to implementing the renovations; the interventions that might enhance the implementation process in future
- Sixty-six items.

### **2.2. Sample: schools and participants**

Six schools in and near Hanoi were selected according to location, sector, socio-economic catchment intake, and age – as shown below:

- 2 inner city (1 primary, 1 secondary)
- 2 suburban (1 primary, 1 secondary)
- 2 rural (1 primary, 1 secondary).

Schools ranged in –

- Socio-economic catchment area from urban city/office workers to rural, local family stores and agricultural workers
- Age of buildings, from 1989 to 2014 for primary schools, and 1967 to 1978 for secondary schools
- Academic performance from national standard to mediocre at district level.

Total participants numbered 182 (comprising principals, vice principals and teachers), with one missing.

### **2.3. Sampling procedure**

All academic staff of the 6 schools were invited to participate in answering the questionnaire. A 66% response rate was achieved, (partly) due to the absence of some teachers from school at the time of administering the questionnaire.

Below are details of the administrative procedures followed:

- Research team physically administered questionnaire in each school - teachers completed the questionnaire together at the same time in staff meetings
- The aims of the research were explained to all participants; and confidentiality and anonymity assured
- Participants took between 20-40 minutes to complete the questionnaire
- Research team members' presence enabled explanation of any difficult terms
- All questionnaires were collected at the end of each school visit.

### **2.4. Statistical methods**

The questionnaire was purposively designed for the Vietnam context and setting, and was administered to principals and all teachers in six schools (three primary, and three lower secondary) selected for the study in and near Hanoi, North Vietnam. The six schools were carefully selected to represent a range of criteria, including urban/rural location, socio-economic catchment intake, and age of school. In all, 181 participants from six schools, giving a 66% response rate, answered the questionnaire. The survey data were analyzed using SPSS and comprised descriptive statistics, exploratory factor analysis, one-way ANOVA, and t-tests for significance. Evidence of the statistical methods used and the results obtained are in Appendices 3 and 4. Descriptive statistics were used for participants' profiles (section 5 below), while exploratory factor analysis, one-way ANOVA, and t-tests for significance were used for analysis of other parts of the survey.

### 3. PROFILE OF PARTICIPANTS

The questionnaire included the following personal details:

- Present position
- Years in position
- School level
- Gender
- Age groups
- Years of teaching
- Highest academic qualifications.

The full set of data pertaining to the participants is in Appendix 3. A summary of the main characteristics of participants is given in sections 4.1 to 4.7 below.

#### 3.1. Present positions of participants

As Table 1 below shows, the preponderance of participants were generalist teachers (82%). The next highest groups were subject/department heads and specialist teachers (7.1% and 6.6%, respectively). Principals and Vice principals together made up 3.8%.

Table 1: Participants' position

<b>Participant present position</b>	<b>No (%)</b>
Principals	3 (1.6%)
Vice-principals	4 (2.2%)
Department/Subject/Level heads	13 (7.1%)
Generalist teachers	150 (82%)
Specialist teachers	12 (6.6%)
Missing	1 (0.5%)

### 3.2. Years in position

Table 2 shows that almost one half (46.4%) of participants had been in position for 10 or more years. However, a quarter (25.1%) had two or less years' experience.

Table 2: Years in position

<b>Years</b>	<b>No (%)</b>
0-2	46 (25.1%)
3-5	16 (8.7%)
6-9	30 (16.4%)
≥ 10	85 (46.4%)
Missing	6 (3.3%)

### 3.3. Participants by school level

Table 3 shows that participant numbers were fairly evenly divided between primary and secondary sectors.

Table 3: School level

<b>School level</b>	<b>No (%)</b>
Primary	89 (48.6%)
Lower secondary	91 (49.7%)
Missing	3 (1.6%)

### 3.4. Gender

Overwhelmingly, females dominated the sample (87.4%), as shown in Table 4. This accurately reflects the general composition of teachers in Vietnam – that is, a large preponderance of females.

Table 4: Gender

<b>Gender</b>	<b>No (%)</b>
Male	21 (11.5%)
Female	160 (87.4%)
Missing	2 (1.1%)

### 3.5. Age groups

Table 5 shows that 46% of the teachers and leaders sampled were under 50 years of age. Specifically, 41% were 34 years or younger, while 45% were between 34 and 49 years old. This is reflective of Vietnam's relatively young age profile of its teachers.

Table 5: Age groups

<b>Age</b>	<b>No (%)</b>
34 or less	75 (41%)
35-49	83 (45.4%)
50 and above	21 (11.5%)
Missing	4 (2.2%)

### 3.6. Years of teaching

Table 6 shows that participants were fairly evenly spread in terms of their teaching experience. The spread ranged from 28% with 5 or fewer years, to 26% with 21 or more years.

Table 6: Years of teaching

<b>Years</b>	<b>No (%)</b>
0-5	52 (28.4%)
6-10	32 (17.5%)
11-20	50 (27.3%)
≥21	48 (26.2%)
Missing	1 (0.5%)

### 3.7. Highest academic qualifications

The majority of participants (65%) had a bachelor's degree as their highest qualification (see Table 7). The second highest group were participants with either a certificate or diploma (29%). Very few (6%) had either a post-graduate diploma or master's degree, and no participants had a doctorate.

Table 7: Highest academic qualifications

Qualifications	No (%)
Certificate or Diploma	53 (29%)
Bachelor's degree	119 (65%)
Postgraduate diploma	2 (1.1%)
Masters degree	9 (4.9%)
Doctoral degree	0 (0%)

#### 4. IMPLEMENTATION OF EDUCATIONAL POLICY REFORMS

Participants were asked about the perceived degree of implementation of 12 different aspects of policy reforms in their school. A three-point scale (from 1 = *No changes* to 3 = *Many changes*) was adopted to measure their responses (the full Questionnaire is reproduced in Appendix 2).

##### 4.1. How did participants perceive the extent of implementation of the policy renovations to date?

Participants perceived these policy reforms as comprising three distinct categories:

- Changes to school management, leadership autonomy – in this domain, the perceptions can be summarized as either ***little or no change to date***
- Changes to curriculum, teaching, learning and assessment – in this domain, the perceptions can be summarized as ***many changes having already taken place than in either of the other two***
- Structural changes in school inspection, school configuration, and teacher training – in this domain, the perceptions can be summarized as ***some or a few changes have so far taken place.***

At present, participants perceive the renovations are being led by teaching and curriculum, with school management/leadership and structural changes lagging.

What are the possible implications of these data? There is the prospect that changes to curriculum and pedagogy are and will be forging ahead without concomitant support from both school management and structural re-orientations, including timetable, physical configurations of classroom space, and teacher training. Without concomitant changes in management and structures, the implementation of all-important innovations in curriculum, pedagogy and assessment are likely to be impaired.

**4.2. Did participants have similar or different perceptions of the policy renovations to date in the three areas of school management and autonomy; curriculum, teaching and learning; and structural changes?**

There were no significant differences between participants (according to their position in the school hierarchy) as to how they perceived the implementation of the policies to date. That is, Principals, Vice-principals, Subject heads, and Teachers - all had the same perceptions about the implementation of policy reforms in their schools.

However, there were significant differences in perceptions between participants according to sector. Primary school participants perceived that teaching-learning and structural reforms had been implemented to a greater extent in their schools than their secondary counterparts.

The possible implications here are that primary schools have so far found it easier than their secondary counterparts to implement curriculum, teaching and assessment renovations possibly because they are less bound by national testing regimes and rigidities associated with subject departments found in the secondary school sector. In other words, primary schools have more flexibility to make changes to the curriculum, pedagogy and assessment than is the case with secondary schools. Interestingly, these differences between sectors did not extend to changes in management and school autonomy, where participants in both sectors reported minimal or no change.

## **5. WHAT FACTORS MIGHT INFLUENCE THE IMPLEMENTATION OF EDUCATIONAL REFORMS GOING FORWARD?**

Participants responded to 39 items on different factors that might influence the implementation process going forward. They were given a five-point Likert scale (from 1 = Strongly disagree, to 5 = Strongly agree) for their response.

### **5.1. What were the potential factors that might influence implementation going forward?**

Responses fell into five distinct categories as follows:

- Policy guidance
- Culture
- Management and leadership
- ‘Deficit’ (i.e. lack of current resources (equipment, materials, IT, and present skill-sets) in principal and teacher skills
- Human resources (adequacy of teacher training (pre-and in-service), and teacher supply) in future.

Each of these five factors is explained below.

#### **5.1.1. Policy guidance**

The first potential factor was the provision of guidance to schools and teachers on what they were expected to do, and help given to participants to understand what the renovations were about, including the reasons for them. Here, the importance of policy makers ensuring that teachers and principals understand the reasons for renovations/reforms, that is, communicating clearly the justification for the reforms to those whose responsibility it is to implement, is accorded utmost importance.

#### **5.1.2. Culture**

The second potential factor felt to be influential in future implementation was the development of a positive school culture that was empowering and supportive. For example, participants mentioned the salience of two managerial and leadership behaviours in building an appropriate culture -

- Supportive relationships between school managers and teachers; and
- Empowering of teachers and school managers/leaders to make decisions at school level.

### 5.1.3. Management and leadership

The third potential factor thought to affect future implementation of renovations was again related to leadership and management. In particular, four practices were thought to be crucial:

- Equipping school management (new and incumbent) with requisite knowledge and skills to improve teaching-learning (that is, instructional or learning-centred leadership),
- Principals making balanced and astute administrative decisions,
- Principals providing effective leadership to the school community (inclusive leadership of all teachers and parents)
- Ensuring that principals receive informed advice by the Education Ministry wherever and whenever needed.

### 5.1.4. 'Deficit' in principal and teacher skills

The fourth potential factor was related to school leaders and teachers not being adequately prepared in the *past* and the *present* to implement and practice change management. This current failure of appropriate skill-sets by principals and teachers manifests itself in the following ways:

- A failure to see individual renovations as being interrelated and contributing to larger system reform
- The lack of a clear strategic plan to implement changes
- A 'deficit' in training, knowledge and skills, and empowerment in change management
- A lack of teacher competency to use information technology effectively in their schools and lessons.

### 5.1.5. Human resources

The fifth potential factor participants thought would affect future implementation of renovations was also to do with human resources. Three aspects were mentioned in particular:

- Pre-service teacher training must equip beginning teachers with the knowledge and skills on change management
- In-service teacher training and continuous professional development needs to equip teachers with the knowledge and skills of change management; and
- Extra teachers need to be deployed to schools to support staffing needs generated by the reforms.

### **5.2. Did different participant groups differ in their perceptions that these factors were available to support the reforms?**

There were no significant differences between participants according to their position in the school hierarchy, in how they perceived the importance of the availability of these factors in supporting the reforms. That is, Principals, Vice-principals, Department subject heads, and Teachers - all had the same perceptions about future factors that needed to be in place for renovations to be successfully supported in their schools.

## **6. PERCEPTIONS OF HOW SCHOOLS MIGHT BENEFIT FROM THE REFORMS?**

Participants responded to 7 items on how schools might benefit from the reforms. They were given a five-point Likert scale (from 1 = Strongly disagree, to 5 = Strongly agree) for their response.

### **6.1. How did participants think the policy reforms would benefit schools?**

Participants thought reforms would bring benefits in the following 3 ways:

- Students would be better prepared for future employment
- Improvements in student learning were likely

- They would hopefully lead to more powers and responsibilities being to school managers and teachers, giving a stronger sense of ownership to those charged with implementation.

## **6.2. Did participants perceive these benefits differently?**

There were no significant differences between participants according to their position in the school hierarchy, in how they perceived the same level of benefits to schools. That is, Principals, Vice-principals, Department subject heads, and Teachers - all had the same perceptions about the benefits of the renovations. However, there was a significant difference between primary and secondary. Primary school participants did not think that the reforms would benefit schools as much as their lower secondary counterparts.

## **7. WHAT INTERVENTIONS MIGHT HELP FACILITATE THE FUTURE IMPLEMENTATION OF EDUCATIONAL POLICY REFORMS?**

Participants were asked about the perceived importance of 20 different enabling conditions that might help promote implementation of the reforms in future. They were given a ten-point Likert scale (from 1 = *Not important* to 10 = *Extremely important*) for rating their response.

### **7.1. Which interventions/enablers did participants think would most help implementation?**

Participants perceived a coherent set of enabling conditions to be:

- Greater emphasis on school improvement via inspections, greater school accountability, and a shift to more school-based decision-making
- Evaluation that is stringent, that is aligned with reform goals, and which provides feedback on school progress in implementing reforms
- Alignment of teaching-learning and national examinations with new national curriculum.

## **7.2. Did participant groups perceive these enablers differently?**

There were no significant differences between participants, according to their position in the school hierarchy, in how they perceived the same level of importance to these enablers. That is, Principals, Vice-principals, Department subject heads, and Teachers - all had the same perceptions about the key enablers and their importance in promoting future implementation.

However, there was a sector difference. Primary school participants did not rate these enablers as importantly as their lower secondary counterparts.

## **8. SUMMARY, CONCLUSIONS AND DISCUSSION**

### **8.1. Summary - A model of which variables predicted the perceived future implementation of the reforms?**

Figure 1 below summarizes the major survey findings. It is important to note that the model is not a system model, where certain inputs are processed leading to particular outputs. Rather, the model is one that shows the key relationships between participants' perceptions of the nature of the renovations, the factors that are likely to influence their implementation in future, and enablers that would support implementation, and the likely benefits from the renovations. The model is composed of four sets of interrelated factors (described and explained below) and conveys a generally positive approach on the part of participants to the future changes.

#### 8.1.1. Participants perceived the nature and form of the renovations in three clusters.

These clusters centred on - greater school autonomy, leadership and management; curriculum, teaching, learning, and assessment; and structures, including configuration of school organization, physical layout of classrooms, and teacher training and professional development.

8.1.2. Correspondingly, the perceived benefits were threefold: first, it was thought the renovations would lead to students being better prepared for employment; second, student learning would be improved; and third, the reforms would optimistically lead to more powers and responsibilities being given to school managers and leaders.

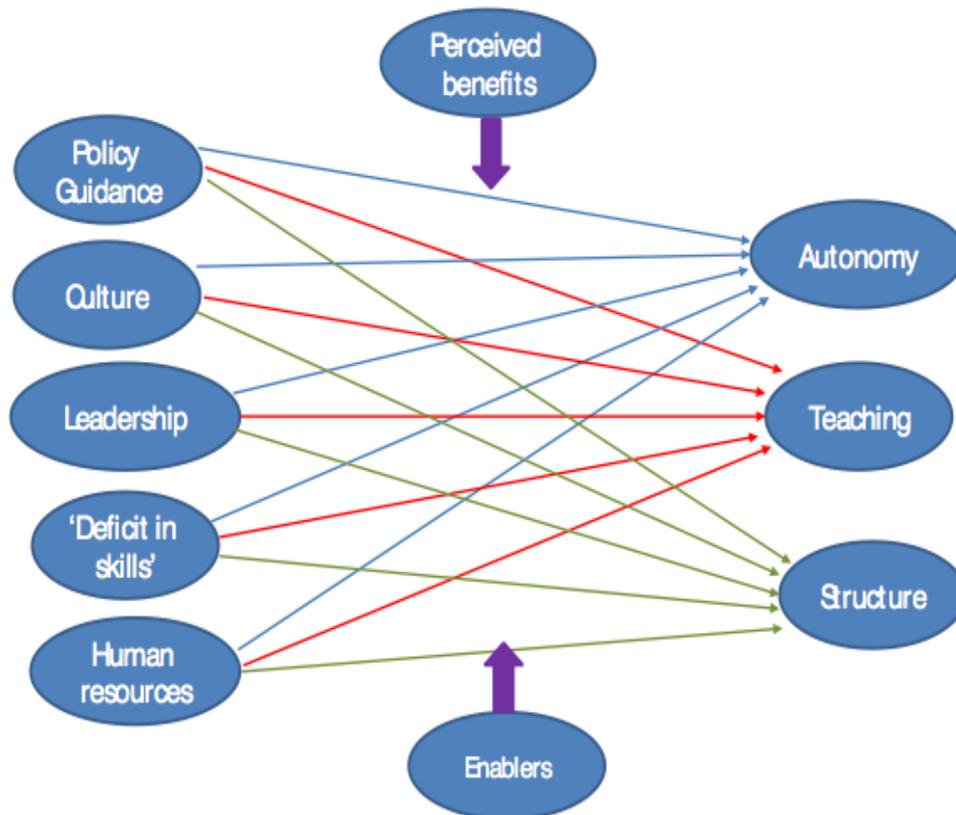
8.1.3. Participants thought that five factors in particular would influence the degree to which successful implementation took place. These were:

- *policy guidance*, which included two aspects - strong, clear communication from central government policy makers down through the hierarchical system of provinces and districts to school level, accompanied by a persuasive justification for why the renovations were needed and what the benefits would be;
- *positive school culture*, which leads to supportive relationships between school managers and teachers, which in turn empowers principals and teachers to undertake more school-level decision making
- *leadership and management*, in particular, equipping school management (new and incumbent) with requisite knowledge and skills to improve leadership of teaching-learning (that is, instructional or learning-centred leadership), leadership of the school community, and administrative decision making, with appropriate advice from the education Ministry
- *'deficit' in skills*, whereby deficiencies in past and present capacity building mean that key school personnel lack the requisite skill to undertake change going forward; in particular, poor training, a lack of strategic planning and IT skills mean that some present school practices start from a low level of capacity
- *human resources* refers to future capacity building; in particular, quality pre-service and in-service teacher and principal training to ensure that school-level professionals and administrators and professional at other system levels are provided with the appropriate skills to achieve the aims and goals of the renovations, including more school-based management and more student-centred teaching.

#### 8.1.4. Participants saw three 'enablers' that would facilitate implementation of innovations

Finally, the model includes three main 'enablers' that were seen by participants as interventions that would promote and add momentum to the implementation process. The three are – a greater emphasis on school improvement through stronger accountability and a concomitant shift to school-based management; improved evaluation practices that align with the purposes and aims of the renovations and that lead to informed feedback to schools and teachers; and a close alignment between the emergent national curriculum as it develops, new methods of teaching and learning, and revised examinations that test a greater range of knowledge and skills.

Figure 1. A model of the perceived major factors influencing future implementation of school ‘renovations’



## 8.2. Predictions for the future implementation of the reforms; three propositions

The perceptions data revealed three predictions about the future implementation of each of the three main clusters of reforms – school autonomy and school-based management; curriculum, teaching and learning; and structures. These can be framed in terms of the three propositions below.

Proposition 1: *Participants who thought that if there were higher levels of human resource support in their schools, and lower levels of expectations from the reforms, then higher levels of implementation will result from school autonomy and school-based management reforms in their school.*

Proposition 2: *Participants who thought that if there was more system policy guidance, higher levels of human resource support in their schools, and lower expectations from the reforms, then higher levels of implementation related to teaching-learning and assessment will result in their schools.*

Proposition 3: *Participants who thought that if schools were characterized by a more positive school culture that was empowering and supportive, then expectations of higher levels of implementation of structural reforms will result.*

It is noteworthy that both Propositions 1 and 2 – on reforms promoting school-based management and curriculum, teaching and learning, respectively, are seen to be at least partly dependent on greater quantity and quality of human resources, and lower expectations of the reforms; the only difference is that curriculum, teaching and learning reforms are seen as additionally dependent on clearer and stronger policy guidance. Proposition 3 applies to structures, the predicted implementation of which is seen as dependent on the building of positive school cultures that empower and support principals and teachers.

### **8.3. Key findings, implications and suggestions**

#### **8.3.1. *Teacher competency in knowledge and skills to implement renovations is crucial***

Two factors capture this view of the importance of human resources – ‘deficit’ and ‘human resources.’ ‘Deficit’ refers to an inherited general under-resourcing and weak capacity in many areas *currently* due mainly to past under-investment in human capital formation (equipment, materials, and teacher capacity).

‘Human resources’ refers to the need for *future* pre- and in-service teacher training and teacher supply to cope specifically with implementation of renovations.

Summary – targeted teacher training/development is necessary to enable implementation of renovations BUT that may not be sufficient – renovations may also be impeded by a general set of current limitations due to past under-investment in

human capital and physical capital, such as, equipment, materials, as well as insufficient teacher numbers, and large class sizes.

### ***8.3.2. School leader and manager competency to undertake more school-based management roles and responsibilities***

Participants saw the need in future for school managers/leaders to be supported by improved –

- guidance and advice on school management
- instructional leadership skills in order to oversee renovations to teaching and learning
- Skills for leading the community and for administration.

In addition, building positive school cultures was seen as a predictive factor influencing implementation; hence the development of a supportive and empowering school culture would expectedly mediate leadership effects.

In turn, a key part of building a positive school climate was seen to be staff empowerment, a key responsibility for school leadership and autonomy in enabling implementation of renovations in future.

### ***8.3.3. Important differences in perceptions of the renovations between primary and lower secondary participants were found***

Two salient differences in perceptions between primary and lower secondary participants of the renovations were –

- i) Primary school respondents perceive greater current implementation of renovations, but feel less adequately equipped to deal with them
- ii) Primary school respondents did not see the benefits of renovations as much as secondary, and were less likely to feel enablers or interventions would help implementation.

In regard to the first of the two findings above, an explanation might be that structures of primary schools tend to be more flexible towards new innovative ideas and practices thus

making adoption easier. Regarding the efficacy difference, primary teachers tend to be less well qualified than secondary teachers, explaining why the former might feel less adequately equipped to handle the challenges ahead. Other factors that might come into play are possible differences between levels and quality of professional development provided to teachers in the two sectors.

In regard to the second of the findings, an explanation for this difference may centre on primary schools being more remote from school-to-work transition than secondary schools, and secondly, primary schools might already adopt a more applied skills-based approach to the curriculum (which is a key feature of the renovations) as they are less pressured by national examinations.

## **PART B: INTERVIEW FINDINGS**

### **9. COMPLEMENTARITY OF QUANTITATIVE AND QUALITATIVE DATA**

This second part of the report presents the data from interviews conducted in four of the six schools that participated in the study. Both Part A (Survey Questionnaire) and Part B (Interviews) were guided by the same overall research aims and question(s) (see Appendix 1). That is, the interviews were framed by the overall research aim of soliciting principals' and teachers' perspectives of the challenges and opportunities confronting them in implementing the Vietnam Government's "fundamental and comprehensive educational reforms." The interview data were seen as complementary to the quantitative survey data in that interviews enabled participants' views to be solicited in more detail and in more nuanced ways. More specifically, the interviews addressed the extent to which teachers, heads of subjects/teachers, and principals in a sample of North Vietnam schools felt prepared and supported to implement the new set of educational renovations or national education reforms in their schools and classrooms, and to understand the extent to which various factors are seen as helping and hindering the successful implementation of the educational reforms.

While the Questionnaire generated data from a larger number of respondents (n=181), the interviews sought to gather more in-depth data on the perspectives of a smaller number of participant principals and teachers (n=32).

#### **9.1. Methodology for qualitative interviews**

This qualitative part of the study comprised of an interview schedule drawn up by the cross-cultural research team consisting of academics from the University of Glasgow and University of Education, Vietnam National University, Hanoi, and Government officials from the Vietnam National Institute of Educational Sciences (VNIES), the Government Research Branch. The interview schedule was administered in four of the six schools that participated in the study – two primary and two secondary, with one primary and one secondary in the city centre, Hanoi and the other two schools in a more rural setting outside Hanoi. Although the number of case schools was small,

having a range of schools in terms of sector, age of buildings, and geographical setting, provided diversity. Individual interviews were conducted

with all principals, and focus group interviews were held separately with groups of teachers, and groups of subject heads – usually in groups of three or four. In all, eight participants were interviewed in each school, totaling 32 for the four schools. Interviews were semi-structured and recorded. Interviews were mainly conducted in Vietnamese. Data were subsequently translated into English and coded; codes were clustered to form themes, each of which addressed the interview and in turn, the research questions.

The interview schedule (see Appendix 5) consisted of five main questions, each of which had prompts and probes. In the process of data analysis it was found convenient to organise the data under three larger interview questions that together, embraced the initial five interview questions.

## **10. KEY FINDINGS FROM INTERVIEW DATA**

Below are the key findings, arranged according to the interview questions.

### **10.1. What are the communication channels like between policy makers, principals and teachers? To what extent are principals and teachers aware, and have a good understanding, of the educational reforms and their purpose?**

The interview data reveal that teachers and principals learnt about the educational reforms through the Ministry of Education and Training (MOET), and particularly through official documents and online resources. While the secondary school principals felt that the innovation plans had been communicated well from officials at the top, the primary school principals thought that the information made available about the reforms was inadequate. This possibly accounts for the limited awareness and understanding of the reforms as expressed by the primary school principals and some of their teachers. Additionally, the primary school subject heads commented on the lack of public engagement during the policy making process as they felt their opinions had not been considered. They claimed they had only received top-down mandates from MOET and

felt restricted in only being able to give compliments about, and not criticisms of, the reforms. Analysis of the interview data suggest a one-way, top-down, communication channel between officials and schools.

In terms of communication within primary and secondary schools, the data revealed an important difference. It appears that there is relatively less concern about the communication channel between the principal and staff members in the primary schools sampled, compared with their secondary counterparts. According to some teachers, they provided feedback to the principal on a regular basis and they felt their concerns were being heard. Specifically, the need was for principals to set a clear direction to achieve strategic alignment of staff members as well as the ability to listen and to address teachers' concerns. On the other hand, teachers in the two secondary schools did not feel supported and trusted by their principals as they felt either unable to give their views to their principals, or their views were not listened to, if they were given. Teachers felt that Principals tended to force changes top-down and there was lack of a supportive environment to share opinions freely.

## **10.2. What do students need to prepare them for their future? To what extent do teachers feel competent and supported in implementing the educational reforms to meet these student needs?**

Teachers interviewed were found to have similar views on what skills they considered as essential for the students to prepare them for their future. The top three skills and characteristics identified by teachers as being needed by their students were: (i) sound grasp of subject knowledge (ii) life skills for contemporary society and (iii) communication and writing skills.

A teacher from a primary school, for example, stated:

In my class, the age of the students we're teaching today, the first is the knowledge and then it is the life skills for the children to adapt to the life nowadays.

During the interview conversations, the teachers also raised concerns about the present curriculum content, and their general consensus of the need for textbook reform. According to the primary school principals, the textbooks contained too much

information for students to digest, while the subject heads and teachers felt that the content was too difficult for the current cognitive and language abilities of their students.

The interviews also carefully explored the degree of teacher and leadership preparedness for the integration of national reforms in schools. Vietnamese policymakers have eliminated homework for primary students and introduced a new assessment system whereby teachers are required to comment on students' notebooks instead of giving a numerical score. Primary school teachers were not confident of their abilities to support such changes. They felt they lacked the capacity in terms of skills, teaching methods and know-how to implement the reforms successfully, especially as many parents were against the changes.

In general, teachers expressed frustration at the lack of opportunities for teacher development, as the present (limited) number of workshops are only attended by some teachers. Some of the teachers, particularly those in rural settings, were also of the opinion that training workshops did not benefit them in particular, as they felt most of the workshops focused on developing skills for urban teachers. In this regard, they cited examples of workshops geared to the learning of new, student-centred teaching methods and skills aligned to, and required by, the reforms. Teachers also voiced their concerns about their inability to cope with the large number of students in each class, and their heavy teaching loads. This was made worse by the new grading system that teachers saw as time-consuming and adding to their work-load. Moreover, the difficulties they faced in expressing their opinions accurately on student work, is compounded by the limited marking space in notebooks; thereby resulting in their inability to give constructive feedback on student performance. When this finding on teachers' difficulties in commenting on students' work is related to the more general issue of problematic top-down dissemination of information, and poor guidelines for implementation, from officials, it is understandable that classroom teachers feel they lack the clarity needed to fully comprehend the types of changes in their practices required by the renovations. Both the primary school teachers and principals emphasized the need for clearer, more accessible documentation of the reforms, and particularly guidelines for their implementation.

Teachers were asked how they felt about their abilities and competencies to implement the renovations in general. Overwhelmingly, they shared perspectives on how ill-prepared they felt to facilitate some of the pedagogical and assessment changes. More specifically, teachers felt the most important skills for which they needed better training were: (i) training in new teaching methods; (ii) professional development seminars to keep up with changes in curriculum and comprehensive knowledge of the subject matter, and (iii) ability to handle differentiated instruction to cater to mixed ability learners in the same classrooms. The following excerpt from one of the secondary teacher interviewees sheds some light on why this is so: “teachers should encourage weak learners by paying more attention to these learners during class activities, so we need to have more suitable teaching methods.”

Teacher training and professional development in the above skills were recognized as highly important and urgent by most teachers across both primary and secondary schools.

### **10.3. What other main obstacles and key concerns for successful reform, besides developing teacher professional capacity, confront implementation by schools?**

Besides the need for the development of teacher professional capital, participants also highlighted the lack of physical resources, facilities and technology-related infrastructure as the key obstacles to successful reform implementation. These obstacles were seen as the result of an inherited legacy of insufficient funding for the construction and/or upgrading of facilities over past years. There is a perceived legacy of under-investment in school facilities and equipment. According to the primary school principals, facilities are not up to standard and are too few to allow regular usage by all students. For example, there are not enough projectors and computers in classrooms. These resource ‘deficits’ in turn limit the effectiveness of integrating ICT in to the education system for enhancing teaching and learning, and handicap improvements in the overall learning environment for students.

Primary school interviewees also identified two key challenges pertaining to geographical location and student abilities. Firstly, both subject heads and teachers

emphasized the need for adapting policies to local conditions as the current reforms appear to benefit only schools in the cities. They mention firstly, the differences in facilities and student abilities between the city and rural areas as the main reasons. Secondly, the different learning curves of students have meant that slower students do not benefit as much as higher ability students in the same class. Consequently, the suggestion is that the reforms have had limited success to date in helping the disadvantaged primary schools and their students and making the system more inclusive and equitable. Rather, according to one principal, weak students have become academically weaker (relatively) as they could not grapple with the curriculum content. Thus primary school principals and teachers felt that policy implementation guidance is needed that accommodates local needs, and allows for tailoring to suit different contexts and student needs ('one size does not fit all').

A further theme was the general negativity to date on the part of teachers and parents in their reception of the changes, and how this might hinder successful reform implementation. The data reveals an overwhelming response by principals, subject heads and teachers of general disapproval towards the changes, especially the new grading system based on teacher comments. They indicated that so far parents, in general, were not willing to accept the pedagogical and assessment changes. Teacher interviewees were even more negative than parents to the requirement of giving comments rather than marks on student work, as they saw it as time consuming and ineffective in measuring student performance. Thus, without the support of both parents and teachers, the ability to implement changes may be hindered.

The secondary principals, on the other hand, identified only a few obstacles compared to their primary school counterparts. The primary concerns raised by them were based on inadequate teacher training and qualification, as well as school facilities. For example, one Principal said,

...educational renovation is not simply the dissemination of knowledge between teachers and students but also the overall conditions to serve it. The most important thing is school facilities, good facilities, good resources and effective teaching.

The data reveal that the secondary school teachers perceived the renovation as messy, vague and unclear. The subject heads of teachers from the secondary schools perceived the renovation as presently confusing for their teachers and believed that the whole roll out is stressful for teachers. Secondary subject heads perceived a number of teacher obstacles confronting implementation in terms of the generally low levels of motivation, the lack of capacity in terms of training, lack of teacher specialization to handle certain teaching classes, overloaded teaching portfolio and heavy administrative tasks related to the process. Moreover, teachers don't feel supported in implementing the educational renovations since they believe the need for renovation in school facilities is urgent and long overdue. Yet, this despite participant subject heads of teachers emphasising that they had sought greater support for their teachers in terms of a reduced workload and leeway in designing student assessments.

#### **10.4. KEY FINDINGS, IMPLICATIONS AND SUGGESTIONS**

Table 8 provides a summary of the key factors as perceived by participant principals and teachers that are exerting an influence on reform implementation.

##### **10.4.1. There is an inherited 'deficit' in the provision of human, physical and financial resources which is being exacerbated by the renovations**

A key point from both the survey questionnaire and the interview data is that the 'deficit' in physical and human resources has both a past/present, and future, dimension. That is, even before and without the renovations, participants felt there was a shortage of teachers per se, of teachers with high levels of pedagogical competency, and a lack of physical equipment and learning materials relative to the numbers of children in schools. Since the renovations have started, however, the requirements in regard to more teachers, and teachers with the requisite skills, plus learning resources and equipment, have risen further, to another level. The interviewees' responses reflect a need for greater efforts not only to plug the inherited existing 'deficits' in physical capital, funding, relevant skills amongst students, and teacher training, but to go further to meet the additional demands made by the renovations.

Table 8: Factors Influencing Reform Implementation

Categorized Factors	Themes	Some examples
Policy	Limited public awareness and understanding of changes	“...not everyone understands the idea of changes made throughout the process”
	Lack of clear guidelines	“there should be some guidance and particularly, records of model lessons for teachers to learn about new methods of the renovations”
‘Deficit’	Physical capital: lack of adequate and well developed facilities	“...there are too many children, while learning tools, tables and chairs are lacking”
	Insufficient funding	“...without proper financial investment, we cannot operate to catch up with the changes”
	Lack of relevant skill sets amongst students	Life skills, communication skills and writing skills
	Inadequate training for all teachers	“...only some of us are sent to training and then they come back to share with us”

Leadership	Role of the principal in setting the direction and considering staff feedback	“...besides commitment and cooperation between principal and teachers, the more important thing is the leadership role of leaders”
Assessment	Widespread disapproval of the commenting feedback system	“...parents don’t agree with the method changing to comments either, they prefer the marking method as before”
Inequality	Urban-rural divide	“...teaching methods and ways of organizing learning activities have to depend on the different conditions of local areas”
	Different learning curves of students	“inequality in the student’s abilities is still a big obstacle”

**10.4.2. Policy – which is top-down – is not being clearly communicated, and is communicated without clear guidelines, making it difficult for teachers in schools (and the public generally) to understand the rationale, intentions and expectations underpinning Government thinking**

Our report collected the views of many teachers that the present mode of top-down communication of policies is counterproductive. Participants felt that renovations need to be communicated in ways that engage the public and allow teachers and professionals to feel their voices are being heard through consultation and feedback. Interviewees also emphasised the importance of clear guidelines for raising the awareness and understanding of the aims of the reforms, and how to implement them. A manifestation of inadequate communication and understanding of the renovations seems to be changes to the assessment system, whereby teachers no longer simply grade student work, but instead are expected to write feedback comments. Besides the fact that teachers feel poorly equipped to write such comments, they (and parents) remain to be convinced that the new system will benefit students. Clearer Government

justification (and support) for the new practice might alleviate at least some of the discontent.

#### **10.4.3. Principals and school leadership are vital in building positive cultures for teaching and learning and school communities**

Participants emphasised the crucial contribution that principals have to play in goal setting for their schools and changing the nature of teaching and learning. At the heart of good proactive school leadership is strong relationships between principals and teachers, mutual respect and two-way communication. Principals will thus need to play new, more proactive roles for which training is required. Renovations are more likely to be implemented if principals and leaders create positive school cultures.

#### **10.4.4. Urban-rural divide and student inequalities need consideration in Government policy, especially in the provision of transversal skills**

Finally, participants felt that challenges pertaining to the urban-rural divide, different abilities and learning curves of students, and public resistance to change, will all need to be addressed if the renovations are to be successfully implemented. Government policy in regard to renovations must allow flexibility of implementation between schools according to their different socio-economic and geographic settings. Timescales for implementing the renovations would need to be flexible, and compensatory resources made available to schools in rural areas, and schools with more low ability students. In addition, participants expressed strong awareness of the importance of transversal competencies (so-called 21<sup>st</sup> century skills and competencies needed by students in order to achieve their potential in future society and economy), both within the school, and within the community. Participants reiterated the substantial inequalities between students and schools in different socio-economic and geographical contexts, factors which should be taken into account if all students are to have equitable access to acquire new 21<sup>st</sup> century curricular skills.

## APPENDIX 1

### RESEARCH QUESTIONS

#### General Research Question

What are the perceptions/experiences of school principals, subject heads and teachers in implementing the current wave of educational renovations/reforms to curriculum, teaching and learning, assessment, professional development, and educational management in Vietnam schools?

#### Specific research questions

- a) To what extent does each of the 3 stakeholder groups believe each of the multiple renovations have been implemented?
- b) According to the 3 stakeholder groups, what factors have helped and hindered reform implementation?
- c) What are the perceptions/experiences of the 3 stakeholder groups (principals/subject heads/ and teachers), in relation to the reforms and their implementation? And to what extent does the perspectives of these stakeholders differ?
- d) To what extent do these perceptions/experiences held by each of the stakeholders – principals, subject heads, and teachers - vary according to location (urban/rural) and school type and size (primary/lower secondary)?
- e) To what extent do the perceptions/experiences held by each of the stakeholders – principals, subject heads, and teachers - vary according to each of the reforms – curriculum, teaching, learning, assessment, school management? Are there differences between primary and lower secondary schools?
- f) How do each of the stakeholder groups – principals, subject heads, and teachers - perceive future possibilities from, and challenges to, successful implementation? Are there differences between primary and lower secondary schools?

- g) What do each of the stakeholder groups – principals, subject heads, and teachers – think would be the most and least likely interventions to enhance successful implementation? Are there differences between primary and lower secondary schools?

## APPENDIX 2

### QUESTIONNAIRE

#### Questionnaire: Implementation of Vietnam Government Renovations of schools and schooling

The Vietnam Government wishes to see its multiple educational renovations/reforms – to curriculum, teaching and learning, assessment, professional development, school management and leadership and more devolved decision making – implemented in schools. This questionnaire aims to capture your views on the implementation of these renovations (especially with reference to your school). In the questions and items below, please circle the number or box that most closely represents your view.

#### Demographics of Respondents & School Context ID NUMBER.....

For each of the following questions, please choose the option that applies to you.

1. Present Position:

- Principal       Vice-Principal       Department/Subject/ Level Head
- Generalist Teacher       Specialist Teacher

How many years have you been working in your position?

- 0-2       3-5       6-9       ≥10

2. School Level:

- Primary       Lower Secondary

3. Gender:

- Male       Female

4. Age Group:

- 34 or less                       35-49                       50 and above

5. Years of teaching:

- 0-5                       6-10                       11-20                       ≥21

6. Highest Academic Qualification:

- Certificate or Diploma     Bachelors' degree                       Postgraduate Diploma
- Masters degree                       Doctoral degree

**Question 1. To what extent have the following educational policy renovations been implemented in your school?**

No.		Your Rating		
		No changes	A few changes	Many changes
		1	2	3
1.	Changes to school-based curriculum	1	2	3
2.	Changes to teaching methods/practices	1	2	3
3.	Changes to ways students learn	1	2	3
4.	Changes to methods of student assessment	1	2	3
5.	Changes to in-service teacher training	1	2	3
6.	Changes to school management and leadership roles	1	2	3

7.	Changes to school structures e.g. subject timetable, committees, departments	1	2	3
8.	Changes to school autonomy – more decision making to school managers	1	2	3
9.	Changes to school autonomy – more decision making to teachers	1	2	3
10.	Changes to how schools are evaluated	1	2	3
11.	Changes to methods of inspecting schools	1	2	3
12.	Changes to school accountability	1	2	3

**Question 2. Factors that might influence the implementation of educational reforms**

**To what extent do you agree with following statements.** Please circle the number that most closely corresponds to your view or experience

**POLICY GUIDANCE**

No.		Your Rating				
		Strongly disagree				Strongly agree
	In general, the aims and goals of the renovation have been clearly explained	1	2	3	4	5
	In general, guidance in what <u>the school</u> is expected to do in order to implement the renovation has been provided	1	2	3	4	5

	In general, guidance in what <u>I am</u> expected to do in order to implement the renovation has been provided	1	2	3	4	5
	In general, I understand all of the renovations	1	2	3	4	5
	In general, I <b>do not</b> understand how the renovations are interconnected	1	2	3	4	5
	I am clear about how the school's implementation of the renovations will be evaluated	1	2	3	4	5
	It is difficult to understand the renovations because there are too many levels of management	1	2	3	4	5

## RESOURCES

	Additional funding has been made available to the school	1	2	3	4	5
	Additional equipment and materials have <b>not</b> been made available to the school	1	2	3	4	5
	Extra teachers have been appointed to the school according to the needs of the school	1	2	3	4	5
	Extra support staff/administrators have <b>not</b> been appointed to the school according to the needs of the school	1	2	3	4	5

## PROFESSIONAL DEVELOPMENT

Beginning teacher training courses in colleges and universities now include knowledge and skills needed for the renovations	1	2	3	4	5
Existing teachers are <b>not</b> given knowledge and skills for the renovation through continuous professional development	1	2	3	4	5
Opportunities for teachers to acquire new knowledge and skills for the renovation are provided in the school	1	2	3	4	5
Opportunities for teachers to acquire new knowledge and skills for the renovation are provided outside the school e.g. in universities	1	2	3	4	5
Newly appointed principals and managers are given training in management/leadership to manage the renovations	1	2	3	4	5
Existing principals and managers are <b>not</b> given training to manage the renovations	1	2	3	4	5

## MANAGEMENT AND LEADERSHIP

School managers are <b>not</b> empowered with more autonomy to take decisions at school level	1	2	3	4	5
School managers have the knowledge and skills to provide leadership to their school community e.g. of	1	2	3	4	5

	teachers, students and parents					
	School managers have the knowledge and skills to improve the quality of teaching and learning in the school	1	2	3	4	5
	School managers have the knowledge and skills to take important decisions that were once taken centrally	1	2	3	4	5
	School managers are supported by advice from the bureaucracy	1	2	3	4	5

### SCHOOL ORGANISATION AND DIGITAL TECHNOLOGY

	Greater use of technology is being made in managing the school	1	2	3	4	5
	Greater use of technology is <b>not</b> being made by teachers in their lessons	1 5	2	3	4	
	The school has changed, or is changing, its structures – department subject/faculty/committees as a result of the renovations	1	2	3	4	5

## SCHOOL CULTURE

	New workplace values and norms have been established in the day-to-day activities of the school	1	2	3	4	5
	There is a more academic orientation to the school since the renovations started	1	2	3	4	5
	There is a more caring, student-centred approach since the renovations began	1	2	3	4	5
	Staff are working <b>less</b> collaboratively since the renovations started	1	2	3	4	5
	Relationships between managers and teachers have become more supportive since the renovations began	1	2	3	4	5
	Staff feel <b>less</b> able to voice their professional views since the renovations started	1	2	3	4	5
	Staff feel more empowered to make decisions since the renovations began	1	2	3	4	5

## SCHOOL TRANSFORMATION AND DESIGN

	There is an understanding among school managers that multiple renovations to curriculum, teaching, learning, assessment, management require whole-school transformation	1	2	3	4	5
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	There is an understanding among teachers that multiple renovations to curriculum, teaching, learning, assessment, management require whole-school transformation	1	2	3	4	5
	The school is trying to implement all of the renovations at the same time	1	2	3	4	5
	There is <b>not</b> a clear strategy and timeline in the schools for implementing the renovations	1	2	3	4	5
	The school sees each of the renovations as separate	1	2	3	4	5
	School managers have a strategic design plan to sequence and connect all of the renovations	1	2	3	4	5
	Staff in the school realize that implementing all the renovations will take many years	1	2	3	4	5

### Question 3: Looking to the future: possibilities and challenges

To what extent do you agree with the following statements?

No.		Your Rating				
		Strongly disagree				Strongly agree
	Renovations will <b>not</b> give schools more powers	1	2	3	4	5

	Renovations will give schools more responsibilities	1	2	3	4	5
	A more devolved system of school-based decision-making will <b>not</b> make it easier to implement renovations	1	2	3	4	5
	If school managers are given more power and responsibility, the school is more likely to improve student learning	1	2	3	4	5
	If school managers are given more power and responsibility, the school is more likely to prepare students for future employment	1	2	3	4	5
	Schools can successfully implement renovations with the same school culture as in the past	1	2	3	4	5
	If teachers are given more control over teaching methods and materials student learning is more likely to improve	1	2	3	4	5

**Question 4: Rate the importance of the following possible interventions in enabling schools to implement the educational renovations?**

Please give a score of 1 to 10 against each, where the scale goes from 1 to 10, 1= not important, 5 = quite important, 10 = extremely important

No.		Your Rating

		not important	quite important	extremely important							
	Clearer guidelines and advice on implementation from policy makers	1	2	3	4	5	6	7	8	9	10
	Fewer renovations taking place at the same time	1	2	3	4	5	6	7	8	9	10
	More funding to the school	1	2	3	4	5	6	7	8	9	10
	Better equipment and facilities	1	2	3	4	5	6	7	8	9	10
	Equipping teachers with the new necessary knowledge and skills	1	2	3	4	5	6	7	8	9	10
	Equipping school managers/leaders with the new necessary knowledge and skills	1	2	3	4	5	6	7	8	9	10
	More school-based high quality professional development	1	2	3	4	5	6	7	8	9	10
	Support and advice from outside the school	1	2	3	4	5	6	7	8	9	10
	Aligning evaluation criteria with key goals of the renovation	1	2	3	4	5	6	7	8	9	10
	More demanding evaluation criteria	1	2	3	4	5	6	7	8	9	10
	School inspection aimed at school improvement	1	2	3	4	5	6	7	8	9	10
	Giving the school more autonomy and devolved power	1	2	3	4	5	6	7	8	9	10

	Making the school more accountable	1 2 3 4 5 6 7 8 9 10
	Aligning the national examination with the broader range of competencies in the new national curriculum	1 2 3 4 5 6 7 8 9 10
	Aligning teaching/learning materials with the requirements of the new national curriculum	1 2 3 4 5 6 7 8 9 10
	Reducing class sizes	1 2 3 4 5 6 7 8 9 10
	Improving teacher working conditions e.g. contact time, personal/professional development	1 2 3 4 5 6 7 8 9 10
	Improving teacher salaries	1 2 3 4 5 6 7 8 9 10
	Improving teacher motivation to adopt new teaching methods	1 2 3 4 5 6 7 8 9 10
	Frequent evaluation so that the school knows the extent to which it is successfully implementing the renovations	1 2 3 4 5 6 7 8 9 10

## APPENDIX 3

### QUESTIONNAIRE SURVEY RESULTS

#### Implementation of Vietnam Government Renovations of schools and schooling

##### Results

7. Present Position:

Principal: 3 (1.6%)

Vice-Principal: 4 (2.2%)

Department/Subject/ Level Head: 13 (7.1%)

Generalist Teacher: 150 (82%)

Specialist Teacher: 12 (6.6%)

Missing: 1 (0.5%)

8. How many years have you been working in your position?

0-2: 46 (25.1%)

3-5: 16 (8.7%)

6-9: 30 (16.4%)

≥10: 85 (46.4%)

Missing: 6 (3.3%)

9. School Level:

Primary: 89 (48.6%)

Lower Secondary: 91 (49.7%)

Missing: 3 (1.6%)

10. Gender:

Male: 21 (11.5%)

Female: 160 (87.4%)

Missing: 2 (1.1%)

11. Age Group:

34 or less: 75 (41%)

35-49: 83 (45.4%)

50 and above: 21 (11.5%)

Missing: 4 (2.2%)

12. Years of teaching:

0-5: 52 (28.4%)

6-10: 32 (17.5%)

11-20: 50 (27.3%)

≥21: 48 (26.2%)

Missing: 1 (0.5%)

13. Highest Academic Qualification:

Certificate or Diploma: 53 (29%)

Bachelors' degree: 119 (65%)

Postgraduate Diploma: 2 (1.1%)

Masters degree: 9 (4.9%)

Doctoral degree: 0 (0%)

**Question 1. To what extent have the following educational policy renovations been implemented in your school?**

No.		1 = No change s	2 = A few change s	3 = Many change s	Missin g
R1.	Changes to school-based curriculum	11 (6%)	107 (58.5%)	63 (34.4%)	2 (1.1%)
R2.	Changes to teaching methods/practices	1 (0.5%)	85 (46.4%)	97 (53%)	
R3.	Changes to ways students learn	5 (2.7%)	96 (52.5%)	78 (42.6%)	4 (2.2%)
R4.	Changes to methods of student assessment	5 (2.7%)	79 (43.2%)	97 (53%)	2 (1.1%)
R5.	Changes to in-service teacher training	9 (4.9%)	123 (67.2%)	47 (25.7%)	4 (2.2%)
R6.	Changes to school management and leadership roles	26 (14.2%)	116 (63.4%)	36 (19.7%)	5 (2.7%)
R7.	Changes to school structures e.g. subject timetable, committees, departments	16 (8.7%)	123 (67.2%)	42 (23%)	2 (1.1%)
R8.	Changes to school autonomy – more decision making to school managers	27 (14.8%)	118 (64.5%)	36 (19.7%)	2 (1.1%)
R9.	Changes to school autonomy – more decision making to teachers	39 (21.3%)	109 (59.6%)	34 (18.6%)	1 (0.5%)

R10	Changes to how schools are evaluated	24 (13.1%)	113 (61.7%)	43 (23.5%)	3 (1.6%)
R11	Changes to methods of inspecting schools	28 (15.3%)	106 (57.9%)	47 (25.7%)	2 (1.1%)
R12	Changes to school accountability	27 (14.8%)	112 (61.2%)	42 (23%)	2 (1.1%)

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### What factors summarized the data in R1 to R12?

Results of exploratory factor analysis with Varimax rotation showed that R1 to R12 could be summarized by three factors:

- Autonomy (eigenvalue = 2.32, 19.36% of variance, Cronbach alpha,  $\alpha = 0.63$ ): R8, R9
- Teaching (eigenvalue = 2.25, 18.74% of variance,  $\alpha = 0.71$ ): R2, R3, R4
- Structure ((eigenvalue = 2.11, 17.60% of variance,  $\alpha = 0.52$ ): R11, R7, R5

### Did the data in R1 to R12 vary with the organizational position of respondents?

Results of one-way ANOVA showed that the data in R1 to R12 did not vary among Ps/VPs, HODs, and Ts

- Autonomy,  $F(2, 175) = 0.21, p = 0.81$ ;
- Teaching,  $F(2, 171) = 0.98, p = 0.38$ ;
- Structure,  $F(2, 171) = 0.22, p = 0.80$

### Did the data in R1 to R12 vary with school level (primary, lower secondary)?

Results of independent samples t-tests showed that

- Primary and lower secondary school respondents did not vary in their levels of Autonomy ( $t(176) = 1.94, p = 0.05$ ).

- Primary school respondents had higher levels of Teaching than lower secondary school respondents ( $t(172) = 7.21, p < 0.001$ ).
- Primary school respondents had higher levels of Structure than lower secondary school respondents ( $t(172) = 3.31, p < 0.01$ ).

## Question 2. Factors that might influence the implementation of educational reforms

To what extent do you agree with following statements. Please circle the number that most closely corresponds to your view or experience

### POLICY GUIDANCE

No.		1=S D	2	3	4	5=S A	Mis sing
Q1	In general, the aims and goals of the renovation have been clearly explained	3 (1.6 %)	12 (6.6 %)	70 (38. 3%)	45 (24. 6%)	53 (29. %)	
Q2	In general, guidance in what <u>the school</u> is expected to do in order to implement the renovation has been provided	3 (1.6 %)	15 (8.2 %)	56 (30. 6%)	55 (30. 1%)	54 (29. 5%)	
Q3	In general, guidance in what <u>I am</u> expected to do in order to implement the renovation has been provided	3 (1.6 %)	10 (5.5 %)	63 (34. 4%)	62 (33. 9%)	45 (24. 6%)	
Q4	In general, I understand all of the renovations	5 (2.7 %)	18 (9.8 %)	66 (36. 1%)	57 (31. 1%)	36 (19. 7%)	1 (0.5 %)
Q5	In general, I <b>do not</b> understand how the renovations are interconnected	44 (24 %)	45 (24. 6%)	68 (37. 2%)	20 (10. 9%)	4 (2.2 %)	2 (1.1 %)

Q6	I am clear about how the school's implementation of the renovations will be evaluated	6 (3.3 %)	13 (7.1 %)	65 (35.5%)	59 (32.2%)	38 (20.8%)	2 (1.1%)
Q7	It is difficult to understand the renovations because there are too many levels of management	28 (15.3%)	27 (14.8%)	66 (36.1%)	34 (18.6%)	26 (14.2%)	2 (1.1%)
Q8	Additional funding has been made available to the school	15 (8.2 %)	30 (16.4%)	49 (26.8%)	27 (14.8%)	58 (31.7%)	4 (2.2%)
Q9	Additional equipment and materials have <b>not</b> been made available to the school	40 (21.9%)	31 (16.9%)	53 (29%)	33 (18%)	24 (13.1%)	2 (1.1%)
Q10	Extra teachers have been appointed to the school according to the needs of the school	9 (4.9 %)	13 (7.1 %)	41 (22.4%)	28 (15.1%)	88 (48.1%)	4 (2.2%)
Q11	Extra support staff/administrators have <b>not</b> been appointed to the school according to the needs of the school	56 (30.6%)	33 (18%)	52 (28.4%)	19 (10.4%)	22 (12%)	1 (0.5%)

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## PROFESSIONAL DEVELOPMENT

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No.		1=S D	2	3	4	5=S A	Mis sing
Q12	Beginning teacher training courses in colleges and universities now include knowledge and skills needed for the renovations	5 (2.7 %)	16 (8.7 %)	41 (22.4%)	39 (21.3%)	81 (44.3%)	1 (0.5%)

Q13	Existing teachers are <b>not</b> given knowledge and skills for the renovation through continuous professional development	30 (16.4%)	25 (13.7%)	57 (31.1%)	33 (18%)	37 (20.2%)	1 (0.5%)
Q14	Opportunities for teachers to acquire new knowledge and skills for the renovation are provided in the school		5 (2.7%)	30 (16.4%)	57 (31.1%)	91 (49.7%)	
Q15	Opportunities for teachers to acquire new knowledge and skills for the renovation are provided outside the school e.g. in universities	6 (3.3%)	16 (8.7%)	39 (21.3%)	41 (22.4%)	78 (42.6%)	3 (1.6%)
Q16	Newly appointed principals and managers are given training in management/leadership to manage the renovations	3 (1.6%)	4 (2.2%)	31 (16.9%)	54 (29.5%)	89 (48.6%)	2 (1.1%)
Q17	Existing principals and managers are <b>not</b> given training to manage the renovations	83 (45.4%)	32 (17.5%)	29 (15.8%)	19 (10.4%)	18 (9.8%)	2 (1.1%)

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## MANAGEMENT AND LEADERSHIP

No.		1=S D	2	3	4	5=S A	Mis sing
Q18	School managers are <b>not</b> empowered with more autonomy to take decisions at school level	36 (19.7%)	28 (15.3%)	53 (29%)	35 (19.1%)	25 (13.7%)	6 (3.3%)
Q19	School managers have the knowledge and skills to provide leadership to their school community e.g. of teachers, students and		17 (9.3%)	32 (17.5%)	61 (33.3%)	69 (37.7%)	4 (2.2%)

parents

Q20	School managers have the knowledge and skills to improve the quality of teaching and learning in the school	2 (1.1 %)	8 (4.4 %)	32 (17. 5%)	46 (25. 1%)	90 (49. 2%)	5 (2.7 %)
Q21	School managers have the knowledge and skills to take important decisions that were once taken centrally	2 (1.1 %)	8 (4.4 %)	27 (14. 8%)	45 (24. 6%)	96 (52. 5%)	5 (2.7 %)
Q22	School managers are supported by advice from the bureaucracy	4 (2.2 %)	8 (4.4 %)	52 (28. 4%)	43 (23. 5%)	68 (37. 2%)	8 (4.4 %)

## SCHOOL ORGANISATION AND DIGITAL TECHNOLOGY

No.		1=S D	2	3	4	5=S A	Mis sing
Q23	Greater use of technology is being made in managing the school	1 (0.5 %)	9 (4.9 %)	16 (8.7 %)	54 (29. 5%)	102 (55. 7%)	1 (0.5 %)
Q24	Greater use of technology is <b>not</b> being made by teachers in their lessons	51 (27. 9%)	31 (16. 9%)	44 (24 %)	35 (19. 1%)	21 (11. 5%)	1 (0.5 %)
Q25	The school has changed, or is changing, its structures – department subject/faculty/committees as a result of the renovations	3 (1.6 %)	16 (8.7 %)	59 (32. 2%)	52 (28. 4%)	53 (29 %)	

## SCHOOL CULTURE

No.		1=S D	2	3	4	5=S A	Mis sing
Q26	New workplace values and norms have been established in the day-to-day activities of the school	2 (1.1 %)	8 (4.4 %)	35 (19. 1%)	63 (34. 4%)	74 (40. 4%)	1 (0.5 %)
Q27	There is a more academic orientation to the school since the renovations started	2 (1.1 %)	9 (4.9 %)	41 (22. 4%)	60 (32. 8%)	69 (37. 7%)	2 (1.1 %)
Q28	There is a more caring, student-centred approach since the renovations began	4 (2.2 %)	5 (2.7 %)	40 (21. 9%)	47 (25. 7%)	82 (44. 8%)	5 (2.7 %)
Q29	Staff are working <b>less</b> collaboratively since the renovations started	85 (46. 4%)	45 (24. 6%)	24 (13. 1%)	16 (8.7 %)	12 (6.6 %)	1 (0.5 %)
Q30	Relationships between managers and teachers have become more supportive since the renovations began	3 (1.6 %)	18 (9.8 %)	37 (20. 2%)	62 (33. 9%)	61 (33. 3%)	2 (1.1 %)
Q31	Staff feel <b>less</b> able to voice their professional views since the renovations started	67 (36. 6%)	51 (27. 9%)	33 (18 %)	23 (12. 6%)	6 (3.3 %)	3 (1.6 %)
Q32	Staff feel more empowered to make decisions since the renovations began	14 (7.7 %)	19 (10. 4%)	64 (35 %)	55 (30. 1%)	29 (15. 8%)	2 (1.1 %)

## SCHOOL TRANSFORMATION AND DESIGN

No.		1=S D	2	3	4	5=S A	Mis sing
Q33	There is an understanding among school managers that multiple renovations to curriculum, teaching, learning, assessment, management require whole-school transformation	3 (1.6 %)	2 (1.1 %)	32 (17. 5%)	54 (29. 5%)	91 (49. 7%)	1 (0.5 %)
Q34	There is an understanding among teachers that multiple renovations to curriculum, teaching, learning, assessment, management require whole-school transformation	7 (3.8 %)	6 (3.3 %)	28 (15. 3%)	50 (27. 3%)	92 (50. 3%)	
Q35	The school is trying to implement all of the renovations at the same time	2 (1.1 %)	7 (3.8 %)	44 (24 %)	52 (28. 4%)	78 (42. 6%)	
Q36	There is <b>not</b> a clear strategy and timeline in the schools for implementing the renovations	44 (24 %)	41 (22. 4%)	53 (29 %)	27 (14. 8%)	17 (9.3 %)	1 (0.5 %)
Q37	The school sees each of the renovations as separate	50 (27. 3%)	43 (23. 5%)	44 (24 %)	26 (14. 2%)	15 (8.2 %)	5 (2.7 %)
Q38	School managers have a strategic design plan to sequence and connect all of the renovations	6 (3.3 %)	12 (6.6 %)	67 (36. 6%)	51 (27. 9%)	45 (24. 6%)	2 (1.1 %)
Q39	Staff in the school realize that implementing all the renovations will take	1 (0.5 %)	11 (6%)	38 (20. 8%)	47 (25. 7%)	86 (47 %)	

many years

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### **What factors summarized the data in Q1 to Q39?**

Results of exploratory factor analysis with Varimax rotation showed that Q1 to Q39 (reverse coded where necessary) could be summarized by five factors:

- PolicyGuidance (eigenvalue = 4.18, 10.72% of variance explained,  $\alpha = 0.84$  ): Q3, Q2, Q1, Q4
- Culture (eigenvalue = 3.96, 10.15% of variance explained,  $\alpha = 0.64$  ): Q32, Q30, Q26
- Leadership (eigenvalue = 3.93, 10.07% of variance explained,  $\alpha = 0.85$  ): Q20, Q21, Q22, Q16, Q19
- Deficit (eigenvalue = 3.26, 8.35% of variance explained,  $\alpha = 0.75$  ): reQ17, reQ24, reQ37, reQ36, reQ18, reQ13
- HumanResource (eigenvalue = 2.69, 6.90% of variance explained,  $\alpha = 0.65$  ): Q12, Q15, Q10

### **Did the data in Q1 to Q39 vary with the organizational position of respondents?**

Results of one-way ANOVA showed that the data in Q1 to Q39 did not vary among Ps/VPs, HODs, and Ts

- PolicyGuidance,  $F(2, 178) = 0.13, p = 0.88$ ;
- Culture,  $F(2, 175) = 0.65, p = 0.52$ ;
- Leadership,  $F(2, 171) = 0.33, p = 0.72$ ;
- Deficit,  $F(2, 165) = 2.45, p = 0.09$ ;
- HumanResource,  $F(2, 171) = 0.52, p = 0.60$ .

### Did the data in Q1 to Q39 vary with school level (primary, lower secondary)?

Results of independent samples t-tests showed that

- Primary and lower secondary school respondents did not vary in their levels of
  - PolicyGuidance ( $t(177) = 0.64, p = 0.53$ );
  - Culture ( $t(174) = 0.36, p = 0.72$ );
  - Leadership ( $t(170) = 1.05, p = 0.30$ );
  - Deficit ( $t(165) = 1.68, p = 0.10$ ).
- Primary school respondents had lower levels of HumanResource than lower secondary school respondents ( $t(170) = -3.09, p < 0.01$ ).

### Question 3: Looking to the future: possibilities and challenges

To what extent do you agree with the following statements?

No.		1=SD	2	3	4	5=SA	Missing
Q40	Renovations will <b>not</b> give schools more powers	32 (17.5%)	39 (21.3%)	56 (30.6%)	32 (16.9%)	22 (12%)	3 (1.6%)
Q41	Renovations will give schools more responsibilities	2 (1.1%)	8 (4.4%)	29 (15.8%)	64 (35%)	73 (39.9%)	7 (3.8%)
Q42	A more devolved system of school-based decision-making will <b>not</b> make it easier	37 (20.2%)	48 (26.2%)	55 (30.1%)	23 (12.6%)	14 (7.7%)	6 (3.3%)

to implement  
renovations

Q43	If school managers are given more power and responsibility, the school is more likely to improve student learning	2 (1.1%)	9 (4.9%)	26 (14.2%)	72 (39.3%)	72 (39.3%)	2 (1.1%)
Q44	If school managers are given more power and responsibility, the school is more likely to prepare students for future employment	3 (1.6%)	5 (2.7%)	30 (16.4%)	71 (38.8%)	73 (39.9%)	1 (0.5%)
Q45	Schools can successfully implement renovations with the same school culture as in the past	81 (44.3%)	40 (21.9%)	31 (16.9%)	20 (10.9%)	10 (5.5%)	1 (0.5%)
Q46	If teachers are given more control over teaching methods and materials student learning is more likely to improve			19 (10.4%)	52 (28.4%)	112 (61.2%)	

**What factors summarized the data in Q40 to Q46 (excluding Q45)?**

Results of exploratory factor analysis with Varimax rotation showed that these questions (reverse coded where necessary) could be summarized by one factor: PerceivedBenefit (eigenvalue = 2.11, 35.20% of variance explained,  $\alpha = 0.69$ ): Q44, Q43, Q41, Q46

**Did PerceivedBenefit vary with the organizational position of respondents?**

Results of one-way ANOVA showed that the levels of PerceivedBenefit did not vary among Ps/VPs, HODs, and Ts ( $F(2, 170) = 0.26, p = 0.77$ ).

**Did PerceivedBenefit vary with school level (primary, lower secondary)?**

Results of independent samples t-tests showed that primary school respondents had lower levels of PerceivedBenefit than lower secondary school respondents ( $t(169) = -2.31, p < 0.05$ ).

**Question 4: Rate the importance of the following possible interventions in enabling schools to implement the educational renovations?**

Please give a score of 1 to 10 against each, where the scale goes from 1 to 10, 1= not important, 5 = quite important, 10 = extremely important

No.		1=Not import	2	3	4	5	6	7	8	9	10=Ext import	Missing
Q47	Clearer guidelines and advice on implementation from policy makers	1 (0.5%)	1 (0.5%)		3 (1.6%)	28 (15.3%)	5 (2.7%)	15 (8.2%)	24 (13.1%)	21 (11.5%)	85 (46.4%)	
Q48	Fewer renovations taking place at the same time	1 (0.5%)	3 (1.6%)	1 (0.5%)	2 (1.1%)	44 (24%)	20 (10.9%)	19 (10.4%)	25 (13.7%)	19 (10.4%)	48 (26.2%)	1 (0.5%)
Q49	More funding to the school					3 (1.6%)	2 (1.1%)	3 (1.6%)	12 (6.6%)	23 (12.6%)	138 (75.4%)	2 (1.1%)
Q50	Better equipment and facilities					5 (2.7%)	3 (1.6%)	4 (2.2%)	9 (4.9%)	20 (10.9%)	142 (77.6%)	

No.		1=Not import	2	3	4	5	6	7	8	9	10=Ext import	Missing
Q51	Equipping teachers with the new necessary knowledge and skills				3 (1.6%)	10 (5.5%)	3 (1.6%)	5 (2.7%)	14 (7.7%)	31 (16.9%)	117 (63.9%)	
Q52	Equipping school managers/leaders with the new necessary knowledge and skills				1 (0.5%)	9 (4.9%)	5 (2.7%)	2 (1.1%)	21 (11.5%)	33 (18%)	110 (60.1%)	2 (1.1%)
Q53	More school-based high quality professional development			3 (1.6%)		8 (4.4%)	9 (4.9%)	7 (3.8%)	28 (15.3%)	37 (20.2%)	91 (49.7%)	
Q54	Support and advice from outside the school	2 (1.1%)		2 (1.1%)	5 (2.7%)	13 (7.1%)	15 (8.2%)	20 (10.9%)	34 (18.6%)	31 (16.9%)	59 (32.2%)	2 (1.1%)

No.		1=Not import	2	3	4	5	6	7	8	9	10=Ext import	Missing
Q55	Aligning evaluation criteria with key goals of the renovation				3 (1.6%)	23 (12.6%)	13 (7.1%)	17 (9.3%)	17 (9.3%)	36 (19.7%)	69 (37.7%)	5 (2.7%)
Q56	More demanding evaluation criteria	7 (3.8%)	6 (3.3%)	3 (1.6%)	7 (3.8%)	33 (18%)	38 (20.8%)	14 (7.7%)	20 (10.9%)	17 (9.3%)	27 (14.8%)	11 (6%)
Q57	School inspection aimed at school improvement	5 (2.7%)		3 (1.6%)	7 (3.8%)	24 (13.1%)	16 (8.7%)	25 (13.7%)	31 (16.9%)	18 (9.8%)	52 (28.4%)	2 (1.1%)
Q58	Giving the school more autonomy and devolved power			2 (1.1%)	9 (4.9%)	21 (11.5%)	12 (6.6%)	10 (5.5%)	26 (14.2%)	41 (22.4%)	62 (33.9%)	
Q59	Making the school more accountable	1 (0.5%)		5 (2.7%)	2 (1.1%)	14 (7.7%)	7 (3.8%)	13 (7.1%)	34 (18.6%)	30 (16.4%)	73 (39.9%)	4 (2.2%)

No.		1=Not import	2	3	4	5	6	7	8	9	10=Ext import	Missing
Q60	Aligning the national examination with the broader range of competencies in the new national curriculum	1 (0.5%)	6 (3.3%)	2 (1.1%)	9 (4.9%)	28 (15.3%)	17 (9.3%)	20 (10.9%)	27 (14.8%)	18 (9.8%)	51 (27.9%)	4 (2.2%)
Q61	Aligning teaching/learning materials with the requirements of the new national curriculum	2 (1.1%)	1 (0.5%)		8 (4.4%)	10 (5.5%)	14 (7.7%)	6 (3.3%)	27 (14.8%)	22 (12%)	93 (50.8%)	

No.		1=Not import	2	3	4	5	6	7	8	9	10=Ext import	Missing
Q62	Reducing class sizes	13 (7.1%)	1 (0.5%)	5 (2.7%)	4 (2.2%)	24 (13.1%)	6 (3.3%)	6 (3.3%)	15 (8.2%)	24 (13.1%)	83 (45.4%)	2 (1.1%)
Q63	Improving teacher working conditions e.g. contact time, personal/professional development	1 (0.5%)		1 (0.5%)	3 (1.6%)	9 (4.9%)	4 (2.2%)	18 (9.8%)	9 (4.9%)	32 (17.5%)	105 (57.4%)	1 (0.5%)
Q64	Improving teacher salaries			2 (1.1%)		2 (1.1%)	2 (1.1%)	3 (1.6%)	3 (1.6%)	12 (6.6%)	158 (86.3%)	1 (0.5%)
Q65	Improving teacher motivation to adopt new teaching methods		1 (0.5%)		1 (0.5%)	11 (6%)	8 (4.4%)	8 (4.4%)	17 (9.3%)	25 (13.7%)	112 (61.2%)	

No.		1=Not import	2	3	4	5	6	7	8	9	10=Ext import	Missing
Q66	Frequent evaluation so that the school knows the extent to which it is successfully implementing the renovations	1 (0.5%)	3 (1.6%)		2 (1.1%)	28 (15.3%)	8 (4.4%)	11 (6%)	34 (18.6%)	23 (12.6%)	71 (38.8%)	2 (1.1%)

### What factors summarized the data in Q47 to Q66?

Results of exploratory factor analysis with Varimax rotation showed that these questions could be summarized by one factor: Enabler (eigenvalue = 5.07, 25.35% of variance explained,  $\alpha = 0.86$ ): Q57, Q59, Q58, Q56, Q55, Q66, Q60, Q61

### Did Enabler vary with the organizational position of respondents?

Results of one-way ANOVA showed that the levels of Enabler did not vary among Ps/VPs, HODs, and Ts ( $F(2, 158) = 1.35, p = 0.26$ ).

### Did Enabler vary with school level (primary, lower secondary)?

Results of independent samples t-tests showed that primary school respondents had lower levels of Enabler than lower secondary school respondents ( $t(141.75) = -4.53, p < 0.01$ ).

Summary descriptives of key variables

	N	Minimum	Maximum	Mean	Std. Deviation
Autonomy	181	1.00	3.00	2.0110	.52429
Teaching	177	1.00	3.00	2.4783	.42751
Structure	177	1.00	3.00	2.1525	.40665
PolicyGuidance	182	1.00	5.00	3.7033	.81755
Culture	179	1.67	5.00	3.7877	.78588
Leadership	175	2.00	5.00	4.1429	.75654
Deficit	169	1.00	5.00	3.3304	.87994

HR	175	1.33	5.00	3.9714	.88759
PerceivedBenefit	174	2.25	5.00	4.2198	.62013
Enabler	162	3.88	10.00	7.9545	1.46900

**What variables (PolicyGuidance, Culture, Leadership, Deficit, HR) predicted the perceived implementation of educational reforms (Autonomy, Teaching, Structure)?**

Dependent variable = Autonomy

Variables	Model 1	Model 2	Model 3	Model 4
Intercept	1.96**(0.06)	1.95**(0.07)	1.97**(0.06)	1.95**(0.07)
P/VP (= 1 if P/VP; 0 otherwise)	-0.03(0.24)	-0.02(0.24)	-0.07(0.23)	-0.03(0.24)
HOD (=1 if HOD; 0 otherwise)	0.08(0.17)	0.10(0.17)	0.12(0.17)	0.12(0.17)
Primary (=1 if primary; 0 if lower secondary)	0.11(0.09)	0.12(0.09)	0.08(0.09)	0.11(0.09)
<b>Factors</b>				
PolicyGuidance		0.01(0.06)	-0.01(0.06)	-0.07(0.06)
Culture		0.04(0.07)	0.08(0.07)	0.01(0.07)
Leadership		0.01(0.07)	0.05(0.07)	0.02(0.07)
Deficit		-0.05(0.05)	-0.04(0.05)	-0.05(0.05)

HR		0.01(0.06)	0.04(0.06)	0.16*(0.07)
Moderator				
PerceivedBenefit			-0.22**(0.08)	-0.27**(0.08)
Interactions				
Benefit X PolicyGui				0.14(0.11)
Benefit X Culture				0.13(0.11)
Benefit X Leadership				0.18(0.12)
Benefit X Deficit				0.04(0.09)
Benefit X HR				-0.25*(0.10)
<hr/>				
Model F	0.68	0.46	1.37	1.66
R <sup>2</sup>	0.01	0.03	0.08	0.15
Adjusted R <sup>2</sup>	-0.01	-0.03	0.02	0.06
R <sup>2</sup> change	0.01	0.01	0.06	0.07
Significance of F change	0.57	0.89	0.00	0.07
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Note. \*\* p < 0.01. \* p < 0.05

Results of multiple regression (Model 4) showed that, after controlling for respondent organizational position (P/VP, HOD, Tr) and school level (primary, lower secondary), participants who reported higher levels of implementation of school autonomy reforms

- perceived that there were higher levels of human resource and professional development support in their schools
- expected lower levels of empowerment benefits from reforms (main and interaction effects).

Dependent variable = Teaching

Variables	Model 1	Model 2	Model 3	Model 4
Intercept	2.29**(0.05)	2.29**(0.04)	2.30**(0.04)	2.28**(0.05)
P/VP (= 1 if P/VP; 0 otherwise)	-0.12(0.17)	-0.12(0.16)	-0.16(0.16)	-0.09(0.17)
HOD (=1 if HOD; 0 otherwise)	0.12(0.12)	0.10(0.12)	0.11(0.11)	0.10(0.12)
Primary (=1 if primary; 0 if lower secondary)	0.40**(0.06)	0.39**(0.06)	0.36**(0.06)	0.36**(0.06)

Factors

PolicyGuidance	0.09*(0.04)	0.07(0.04)	0.09*(0.05)
Culture	-0.03(0.05)	0.00(0.05)	0.01(0.05)
Leadership	0.04(0.05)	0.07(0.05)	0.07(0.05)
Deficit	0.04(0.04)	0.05(0.04)	0.04(0.04)

HR		0.03(0.04)	0.05(0.04)	0.04(0.05)
Moderator				
PerceivedBenefit			-0.17**(0.05)	-0.15**(0.06)
Interactions				
Benefit X PolicyGui				-0.08(0.08)
Benefit X Culture				0.07(0.08)
Benefit X Leadership				0.01(0.08)
Benefit X Deficit				-0.01(0.06)
Benefit X HR				0.07(0.07)
<hr/>				
Model F	14.52**	7.33*	8.03**	5.31**
R <sup>2</sup>	0.24	0.30	0.35	0.37
Adjusted R <sup>2</sup>	0.22	0.26	0.31	0.30
R <sup>2</sup> change	0.24	0.05	0.05	0.02
Significance of F change	0.00	0.03	0.00	0.69
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Note. \*\* p < 0.01. \* p < 0.05

Results of multiple regression (Model 4) showed that, after controlling for respondent organizational position (P/VP, HOD, Tr) and school level (primary, lower secondary), participants who reported higher levels of implementation of teaching reforms

- perceived that there were higher levels of policy guidance
- expected lower levels of empowerment benefits from reforms (main effect)

Dependent variable = Structure

Variables	Model 1	Model 2	Model 3	Model 4
Intercept	2.08**(0.05)	2.07**(0.05)	2.07**(0.05)	2.04**(0.05)
P/VP (= 1 if P/VP; 0 otherwise)	-0.17(0.18)	-0.17(0.17)	-0.18(0.17)	-0.18(0.18)
HOD (=1 if HOD; 0 otherwise)	-0.00(0.14)	0.02(0.13)	0.02(0.13)	0.02(0.13)
Primary (=1 if primary; 0 if lower secondary)	0.15*(0.07)	0.19**(0.07)	0.17*(0.07)	0.18*(0.07)
<b>Factors</b>				
PolicyGuidance		0.01(0.04)	0.00(0.05)	-0.00(0.05)
Culture		0.16**(0.05)	0.17**(0.05)	0.17**(0.05)
Leadership		-0.07(0.05)	-0.06(0.05)	-0.06(0.06)
Deficit		-0.04(0.04)	-0.04(0.04)	-0.05(0.04)

HR		0.03(0.04)	0.04(0.04)	0.06(0.05)
Moderator				
PerceivedBenefit			-0.06(0.06)	-0.06(0.06)
Interactions				
Benefit X PolicyGui				0.02(0.08)
Benefit X Culture				-0.02(0.08)
Benefit X Leadership				0.13(0.09)
Benefit X Deficit				0.05(0.07)
Benefit X HR				0.02(0.08)
<hr/>				
Model F	2.11	2.59*	2.44*	1.85*
R <sup>2</sup>	0.04	0.13	0.14	0.17
Adjusted R <sup>2</sup>	0.02	0.08	0.08	0.08
R <sup>2</sup> change	0.04	0.09	0.01	0.03
Significance of F change	0.10	0.02	0.28	0.53
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Note. \*\* p < 0.01. \* p < 0.05

Results of multiple regression (Model 4) showed that, after controlling for respondent organizational position (P/VP, HOD, Tr) and school level (primary, lower secondary), participants who reported higher levels of implementation of structural reforms

- had more positive perceptions of their school culture

Dependent variable = Autonomy

Variables	Model 1	Model 2	Model 3	Model 4
Intercept	1.97**(0.07)	1.97**(0.07)	1.96**(0.07)	1.93**(0.07)
P/VP (= 1 if P/VP; 0 otherwise)	-0.01(0.31)	0.03(0.32)	0.00(0.32)	0.16(0.33)
HOD (=1 if HOD; 0 otherwise)	0.07(0.18)	0.09(0.18)	0.08(0.18)	0.07(0.18)
Primary (=1 if primary; 0 if lower secondary)	0.12(0.09)	0.13(0.10)	0.15(0.10)	0.13(0.10)
Factors				
PolicyGuidance		-0.02(0.07)	-0.02(0.07)	0.00(0.07)
Culture		0.07(0.07)	0.07(0.07)	0.08(0.07)
Leadership		0.01(0.08)	0.00(0.08)	0.05(0.08)
Deficit		-0.05(0.05)	-0.04(0.06)	-0.07(0.06)
HR		0.01(0.06)	0.01(0.06)	-0.01(0.07)

Moderator

Enabler			0.02(0.04)	0.04(0.04)
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Interactions

Enabler X PolicyGui				-0.04(0.05)
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Enabler X Culture				0.11*(0.04)
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Enabler X Leadership				0.03(0.06)
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Enabler X Deficit				-0.04(0.04)
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Enabler X HR				0.01(0.05)
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Model F	0.59	0.48	0.46	1.03
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R <sup>2</sup>	0.01	0.03	0.03	0.11
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Adjusted R <sup>2</sup>	-0.01	-0.03	-0.04	0.00
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R <sup>2</sup> change	0.01	0.02	0.00	0.07
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Significance of F change	0.62	0.83	0.58	0.08
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Note. \*\* p < 0.01. \* p < 0.05

Results of multiple regression (Model 4) showed that, after controlling for respondent organizational position (P/VP, HOD, Tr) and school level (primary, lower secondary), participants who reported higher levels of implementation of autonomy reforms

- had more positive perceptions of their school culture and enabling conditions (interaction effect)

Dependent variable = Teaching

Variables	Model 1	Model 2	Model 3	Model 4
Intercept	2.33**(0.04)	2.32**(0.04)	2.31**(0.05)	2.31**(0.05)
P/VP (= 1 if P/VP; 0 otherwise)	-0.44*(0.21)	-0.46*(0.20)	-0.48*(0.20)	-0.48*(0.21)
HOD (=1 if HOD; 0 otherwise)	0.11(0.12)	0.09(0.11)	0.08(0.12)	0.09(0.12)
Primary (=1 if primary; 0 if lower secondary)	0.32**(0.06)	0.33**(0.06)	0.35**(0.07)	0.36**(0.07)
Factors				
PolicyGuidance		0.06(0.04)	0.06(0.04)	0.05(0.05)
Culture		-0.04(0.05)	-0.04(0.05)	-0.07(0.05)
Leadership		0.01(0.05)	0.01(0.05)	-0.01(0.05)
Deficit		0.05(0.04)	0.05(0.04)	0.06(0.04)
HR		0.07(0.04)	0.06(0.04)	0.09*(0.05)

Moderator

Enabler 0.02(0.02) 0.02(0.02)

Interactions

Enabler X PolicyGui -0.05(0.04)

Enabler X Culture -0.01(0.03)

Enabler X Leadership -0.04(0.04)

Enabler X Deficit 0.00(0.03)

Enabler X HR 0.04(0.04)

Model F 11.77\*\* 6.26\*\* 5.61\*\* 3.97\*\*

R<sup>2</sup> 0.21 0.28 0.29 0.32

Adjusted R<sup>2</sup> 0.19 0.24 0.24 0.24

R<sup>2</sup> change 0.21 0.07 0.00 0.03

Significance of F change 0.00 0.03 0.45 0.42

Note. \*\* p < 0.01. \* p < 0.05

Results of multiple regression (Model 4) showed that, after controlling for respondent organizational position (P/VP, HOD, Tr) and school level (primary, lower secondary), participants who reported higher levels of implementation of teaching reforms

- had more positive perceptions of human resource and professional development in their schools

Dependent variable = Structure

Variables	Model 1	Model 2	Model 3	Model 4
Intercept	2.12**(0.05)	2.11**(0.05)	2.11**(0.05)	2.09**(0.05)
P/VP (= 1 if P/VP; 0 otherwise)	-0.27(0.22)	-0.20(0.22)	-0.18(0.22)	-0.10(0.23)
HOD (=1 if HOD; 0 otherwise)	-0.03(0.13)	-0.01(0.13)	-0.01(0.13)	-0.01(0.13)
Primary (=1 if primary; 0 if lower secondary)	0.13(0.07)	0.16*(0.07)	0.15*(0.07)	0.17*(0.07)
Factors				
PolicyGuidance		-0.05(0.05)	-0.05(0.05)	-0.05(0.05)
Culture		0.18**(0.05)	0.18**(0.05)	0.19**(0.05)
Leadership		-0.07(0.05)	-0.07(0.06)	-0.08(0.06)
Deficit		-0.04(0.04)	-0.04(0.04)	-0.05(0.04)

HR		0.04(0.04)	0.04(0.04)	0.07(0.05)
Moderator				
Enabler			-0.01(0.03)	-0.01(0.03)
Interactions				
Enabler X PolicyGui				0.03(0.04)
Enabler X Culture				0.00(0.03)
Enabler X Leadership				-0.03(0.04)
Enabler X Deficit				-0.02(0.03)
Enabler X HR				0.05(0.04)

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Model F	1.84	2.65*	2.37*	1.86*
R <sup>2</sup>	0.04	0.14	0.15	0.18
Adjusted R <sup>2</sup>	0.02	0.09	0.08	0.08
R <sup>2</sup> change	0.04	0.10	0.00	0.03
Significance of F change	0.14	0.01	0.63	0.46

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Note. \*\* p < 0.01. \* p < 0.05

Results of multiple regression (Model 4) showed that, after controlling for respondent organizational position (P/VP, HOD, Tr) and school level (primary, lower secondary), participants who reported higher levels of implementation of structural reforms

- had more positive perceptions of their school culture

## APPENDIX 4

### QUESTIONNAIRE CONSTRUCT VALIDITY AND SUBSTANTIVE RESULTS

#### Construct validity

1. Results of exploratory factor analysis (EFA) using Varimax rotation showed that the 12 items measuring different types of reforms (p. 2 Q1) could be summarized by three factors:
  - a. Autonomy (Q8, Q9); Cronbach alpha = .63 (moderate)
  - b. Teaching (Q2, Q3, Q4); alpha = .71 (OK)
  - c. Structure (Q11, Q7, Q5); alpha = .52 (not good!)
2. Results of exploratory factor analysis (EFA) using Varimax rotation showed that the 39 items measuring different factors contributing to reform implementation (pp. 2 to 4 Q1 to Q39) could be summarized by five factors:
  - a. Policy (Q3, Q2, Q1, Q4); alpha = .84 (good)
  - b. Culture (Q32, Q30, Q26); alpha = .64 (moderate)
  - c. Leadership (Q20, Q21, Q22, Q16, Q19); alpha = .85 (good)
  - d. PD (Q12, Q15); alpha = .67 (ok)
  - e. Deficit (Q17, Q24, Q37, Q36, Q18, Q13); all items recoded; alpha = .75 (ok)
3. Results of exploratory factor analysis (EFA) using Varimax rotation showed that the 20 items measuring enabling factors that may moderate the success of reform implementation (p. 5 Q47 to Q66) could be summarized by one factor:
  - a. Enabler (Q57, Q59, Q58, Q56, Q55, Q66, Q60, Q61)

## Substantive results

1. Results of one-way ANOVA comparing school leaders (principals/vice-principals), HODs, and teachers (generalist/specialist) showed that the three groups of participants did not differ in their perceptions on the implementation of reforms (namely, autonomy, teaching, and structure).
2. Results of independent sample t-tests comparing perceptions of respondents from primary or lower secondary schools showed that
  - a. There was no significant differences for levels of implementation of 'autonomy' reforms
  - b. Primary school respondents perceived that 'teaching' reforms were being implemented to a greater extent than lower secondary school respondents
  - c. Primary school respondents perceived that 'structure' reforms were being implemented to a greater extent than lower secondary school respondents
3. Results of multiple regression analysis, after controlling for respondent hierarchical position (school leaders, HODs, teachers), years of being in current position (p. 1 Q2), and school level (p. 1 Q3) showed that
  - a. None of the five contributory factors (policy, culture, leadership, PD, deficit) predicted levels of autonomy
  - b. 'Policy' and being in a primary school positively predicted levels of 'teaching' (accounting for 28.4% of variance)
  - c. 'Culture' and being in a primary school positively predicted levels of 'structure' (accounting for 8.6% of variance)
4. Results of one-way ANOVA comparing perceptions on future possibilities and challenges (pp. 4 to 5 Q40 to Q46) showed that
  - a. Respondents from different hierarchical positions did not differ in their perceptions

5. Results of independent sample t-tests comparing perceptions on future possibilities and challenges (pp. 4 to 5 Q40 to Q46) showed that
  - a. respondents from primary schools perceived higher levels for Q40 (reverse coded) and Q45, but lower levels for Q44 when compared to lower secondary school respondents
6. Results of one-way ANOVA comparing school leaders (principals/vice-principals), HODs, and teachers (generalist/specialist) showed that the three groups of participants did not differ in their perceptions on 'enablers' of reform implementation
7. Results of independent sample t-tests showed that
  - a. primary school respondents perceived lower levels for 'enablers' of reform implementation when compared to lower secondary school respondents

## APPENDIX 5

### INTERVIEW SCHEDULE

#### Interview Questions

1. *In your view, what do the children in your school need for their future in Vietnam?*
  - *What are your views regarding the need for the renovation? (e.g. teaching methods, management, curriculum reform).*
  - How about others in your position, and other key people in the system – what do you know about their perceptions of the need for change? (eg principals, teachers, learners, parents).
  
2. *From your perspective, how far do you think the renovations will meet those needs?*
  - What are they trying to improve – what are the aims of the renovations?
  - What will success look like for children, teachers, parents and the system overall?
  - How will we know whether the renovations have been successful in meeting their aims?
  - *What do you think will help principals and teachers to commit to the renovations? (eg time, opportunity to express views, understanding of the reasons behind the reforms, ongoing engagement, rewards).*
  - *What might get in the way? (eg lack of alignment/consistency/connectivity amongst aspects being renovated, lack of understanding and consistency across those responsible at different levels, lack of support, lack of commitment).*

3. *Which renovations have affected your work so far? We know that not everyone is fully aware of the radical and comprehensive renovations.*
- *How far do you feel informed about the intended changes?*
  - *Do you feel that you know enough and what do you feel you know most about? What information, training and support have been available to you so far in learning about and making these changes? What information, support and training would you like to have as the renovations roll out over the next years? -- What else would help the ongoing renovations to be realised over the coming period?*
  - *What will be the greatest challenges or the hardest aspects to change? (outside factors re reform itself, eg information, feasibility. Internal, institution or system – eg resources, capacity. Individual agency – eg. resistance, enthusiasm).*
4. *It could be that children in some schools will be advantaged or disadvantaged in the implementation of the renovations. What should be done to avoid this? How about your school?*
5. *Could you suggest some interventions at different levels (national, provincial, district, school) that might make things go more smoothly or be more effective?*