



HOCMAI EDUCATION INC.
Proactive learning - Constructive living



SOCIAL IMPACT ASSESSMENT REPORT - HOCMAI

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Sam Dang
samhdang@gmail.com

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Executive Summary

HOCMAI is one of the leading supplementary online education providers in Vietnam. HOCMAI has engaged with MovingWorlds in order to carry out a study to assess the social impact of the products they offer. This report outlines the results of the interviews and surveys conducted with students and teachers as well as an overview of the offline and online education sector in Vietnam.

Education in Vietnam has a very important role in society as is typical in other East Asian sectors. Educational attainment is seen as the key factor in social mobility with parents and the state devoting much resource to education of the youth of Vietnam. However, the education system is too theoretical and places not enough attention on skills development. **The government has recognised that despite the high level of coverage and consistently high levels of achievement in global attainment rankings, access to high quality education by ethnic minority groups and poor/rural households remains low.**

The supplementary sector through private tutoring is a well-established method of giving students the extra tools needed to navigate the national curriculum. The online portion of this market is ever growing and becomes more competitive as Vietnam increases its internet proliferation and capability. **The online sector can address the gaps in access to high quality education, as it is flexible to student's needs and generally cheaper to the student. However online education providers should carefully consider the extensive marketing that is often required and whether the typical formats of online video lectures take away from the benefits of traditional interaction between student and teacher.**

HOCMAI is one of the leading online education providers in Vietnam and has built a solid reputation since 2007 of giving students access to high quality education material provided by reputable teachers. The portfolio of reputable teachers is the key value adding component of the company which is well received by current and former students.

For the social impact assessment, a monitoring and evaluation framework has been created in line with convention in order to provide indicators to measure against. Interviews were held with both students and teachers and a feedback was sent out to current students (of which 372 responded). Questions were focused on answering four areas of how HOCMAI delivers social impact:

- 1) Coverage – the social and demographic makeup of HOCMAI students
- 2) Participation – the level of engagement with all HOCMAI's courses and products
- 3) Achievement – how HOCMAI contributes to the achievement of the learning aims of students
- 4) Quality – Student's perceptions on the quality of products provided

The results are largely positive. Although the geographical distribution of students across the country is thin, and heavily concentrated in highly populated and relatively affluent regions (namely the Red River and South East Regions containing Hanoi and Ho Chi Minh City respectively), **students answered that the fees and their monthly income did not prohibit them from choosing HOCMAI.** Students put **praise on the quality of the teachers, materials, and support mechanisms and clearly attributed success in their exams to learning with HOCMAI.** However, **most students were of the Kinh minority** so this could be reviewed by HOCMAI in order to contribute to the government's goal of improving access to high quality education by all ethnic minorities. In addition, **several students commented on the need to improve the interaction between student and teacher,** with the ability to livestream lessons or provide better mechanisms for students to communicate with teachers. This is a view that HOCMAI should consider as technology and the Vietnam economy develops as does the student's learning priorities.

Introduction

HOCMAI Education Inc. owns and operates online learning platforms that provide K-12 courses for Vietnamese students. Its products include online university entrance test prep courses and Vietnamese-common-core-based online courses, such as Maths, Science, Social Studies, and English from Grades 1 to 12.

HOCMAI has engaged with MovingWorlds in order to conduct an assessment on the products it offers to students in order to understand their social impact to stakeholders and to inform business strategy and product development in the future.



MovingWorlds is a US based social enterprise whose mission is to get talent to the parts of the world that need it most and ensuring a transformative experience for those who share their skills. This is done through partnering with strategic corporations, impact investors, accelerators, and foundations to help find projects around the world where expertise is needed most and connect “Experteers” to skills-based projects.

Context of the Vietnam Education Sector

What does positive social impact in education mean?

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go together with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.¹

The SDGs provide the context, definitions and targets relating to social impact. SDG 4 relating to education is stated as follows:

Ensure inclusive and quality education for all and promote lifelong learning

Different sources have different interpretations of what is meant by a quality education. While some definitions focus on literacy and numeracy only, this SDG goes further than that and suggests that education should help all children reach their full potential and enter society as full and productive citizens.²

¹ <https://sustainabledevelopment.un.org/sdgs>

² https://www.huffpost.com/entry/what-do-we-mean-by-a-qual_b_9284130

ASCD, based in the Washington, D.C., metro area, and Education International (EI), based in Brussels, Belgium, two leading education organizations that represent over 30 million educators globally provide a comprehensive overarching definition as to what is meant by quality education.

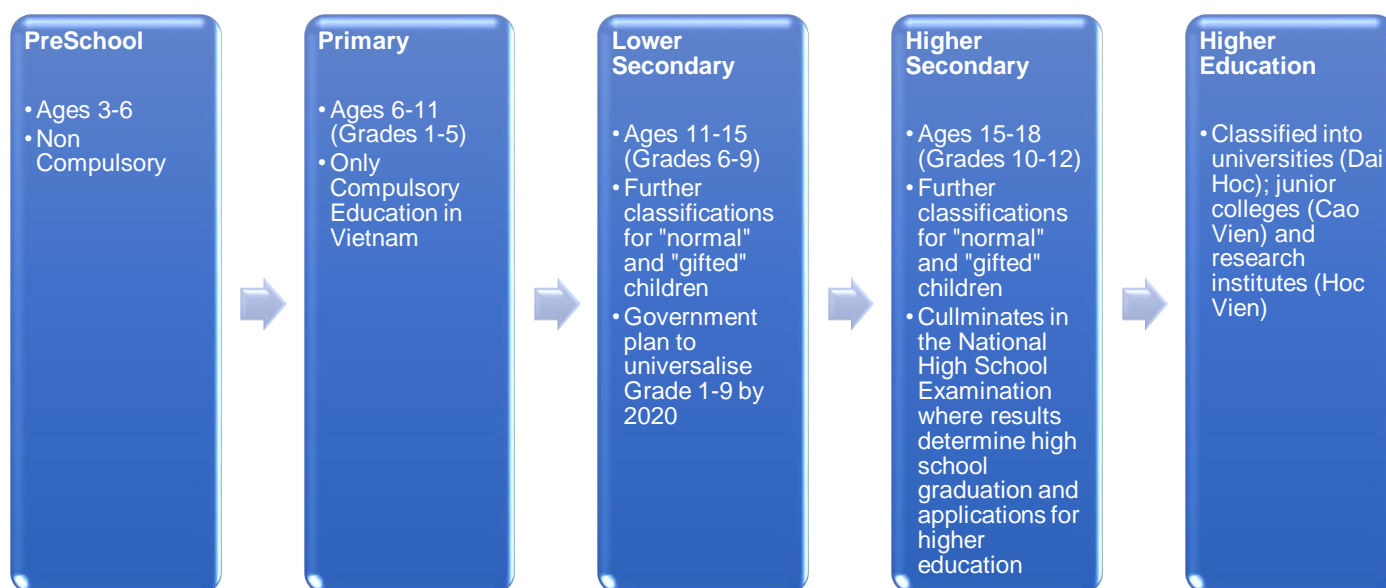
“A quality education is one that focuses on the whole child— the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. Based on the pillars of providing excellent teaching; utilizing and providing access to developmentally appropriate and effective learning tools; and establishing supportive learning environments, a quality education provides the outcomes needed for individuals, communities, and societies to prosper.”

It is this statement that is used as the detailed definition for social impact in this assessment focusing on both inclusivity and quality.

What are the education related social impact issues in Vietnam?

The education sector is divided into five levels as shown in Figure 1 Formal education consists of twelve years of basic education. Basic education consists of five years of primary education, four years of intermediate education, and three years of secondary education. Vietnamese schools are divided into public and non-public institutions, and further subdivided at the non-public level into three types (semi-public, people founded and private).

Figure 1: Vietnam Education Structure³



Notwithstanding the distinctions, all education establishments use the same curriculum and operate under the same legal framework governed by the Ministry of Education and Training (MOET). Education is defined as a top national priority, with 20 per-cent of government budget dedicated to education and training and under the Education Development Strategy 2011-2020 is in the latter stages of evolving the education framework including renovating the education administration and evolving the national curriculum with increased focus on STEM (Science, Technology, Engineering and Mathematics) subjects.⁴

Vietnam has a greater number of public schools than private schools at all education levels and has seen student numbers rise in recent years. The private school system has grown rapidly with the demand, both

³ Figure 14 “National Education System 2014”, EVBN Education in Vietnam 2018

⁴ <http://vietnamlawmagazine.vn/party-sets-nine-solutions-for-comprehensive-renewal-of-education-3416.html>

in quality and quantity. These private schools provide a variety of learning options for students in major cities and from wealthy families.

Viet Nam **enjoys widespread education coverage**, with 92 per-cent of 3-5-year-old children going to kindergarten, 99 per-cent of primary school aged children enrolled in school and 99.7 per-cent of children completing primary education during the 2016-2017 school year. The literacy rate of children aged 15 or over was 95 per-cent in 2016.

Vietnam **scores highly in education attainment globally suggesting generally education quality is strong and is very important in Vietnamese society, particularly as it is commonly viewed educational attainment is the most important factor that helps foster social mobility**. PISA is a global study by the Organisation for Economic Co-operation and Development (OECD). It evaluates educational systems by measuring 15-and-over students' scholastic performance in mathematics, science, and reading. Vietnam ranked among top performers in the developing East Asia and Pacific region in 2018 according to the World Bank. Vietnam PISA Ranking ranks higher than the OECD average, which includes the US and European countries.⁵



However, **many children from poor households, remote areas and ethnic minority groups still struggle to access quality and inclusive education. Great disparity in access to education between the poor and the rich adversely affects social mobility of the poor**. Oxfam analysis shows that there is a large gap in access to education at high school and college-university levels between the poor and the better off, between ethnic minorities and Kinh people, the main ethnic group in Vietnam. In 2004 and 2014, only 0.9 and 3.1% of ethnic minority people completed the highest level of college-university, compared to 5.1% and 11% for Kinh people.

Some commentators have questioned Vietnam's success in education arguing that **the Vietnamese education system is exam results oriented and over theoretical rather than focusing on skills-based development**.⁶ Upper secondary school graduation is the main factor that provides an admission ticket to skilled jobs and hence higher income. This often places much pressure and stress on students in the final grade of high school as high school exam results determine graduation and entrance to university. **Furthermore, there remain disparities in quality of teaching and resources between public and private education establishments. Classrooms, teaching facilities as well as libraries of many public schools are sub-par.**

Can the online supplementary sector address these issues?

Overview of the Supplementary Sector in Vietnam

The supplementary education sector in Vietnam is strong with a growing industry of private tutoring that complements the formal education programme, typically after school and weekends. According to the

⁵ P18 EVBN Education in Vietnam 2018

⁶ <https://www.ft.com/content/da4387d0-aba8-11e8-8253-48106866cd8a>

World Bank, approximately 27 percent of Vietnamese households send their children to private lessons or tutors, spending between one and five percent of the total household income in the process.⁷ The common reasons for parents sending their children for supplementary tutoring (online and offline) include ⁸:

- 1) the belief that normal school hours are not enough;
- 2) parents wanting their kids to receive more practise on the knowledge taught at school;
- 3) wanting their kids to learn beyond the school curriculum
- 4) not wanting their kids to fall behind their peers
- 5) not having time to take care of them in the evening.

On the negative side, private tutoring may dominate the lives of young people and their families, **reducing the time available for sports and other activities, which are important for well-rounded development. Supplementary education also maintains and exacerbates social inequalities.** Rich families can pay for more and better quality of tutoring than middle-income and poor families, and disparities may threaten social cohesion. Moreover, tutoring can create **inefficiencies in education systems.** Teachers in the formal education system are also those that conduct private tutoring. Teachers may deliberately reduce their effort during school hours to reserve energy for private tutoring⁹.

The Online Supplementary Sector

The online education market has grown quickly in the last 3 years with approximately 150 online education providers in the market as of 2011.¹⁰ Young Vietnamese nowadays are fully acquainted with the internet and smart devices, with so many students having been brought up with technology, many are sometimes more comfortable talking to a computer rather than to humans.

Analysts believe that e-learning will see a boom in Vietnam soon with the presence of more e-learning app developers.¹¹ Moving forward the next evolution in teaching will be the virtual classroom, where students will be wearing virtual technology to recreate a classroom environment with students and professors, interacting in real time, via live streams. This is already a norm among some schools globally.



Advantages of online learning include:

- ✓ Connecting students to lecturers regardless of distance or schedule.
- ✓ Saving time for the students as students can review the course content by video without having it re-explained by the lecturer.
- ✓ Saving lecturers' time and allowing them to focus on asking questions, guiding discussions, sharing real experiences, and motivating and encouraging students. Modern technology and advanced software can help lecturers better understand each student.

⁷ <https://e.vnexpress.net/news/business/the-good-the-bad-and-the-ugly-vietnam-s-booming-after-school-tutoring-business-3570388.html>

⁸ P31 EVBN Education in Vietnam 2018

⁹ Shadow Education Private Supplementary Tutoring and its implications for policy makers in Asia, Asian Development Bank, Bray and Lykins, 2012

¹⁰ <https://english.vietnamnet.vn/fms/education/175218/online-education--which-model-can-succeed-.html>

¹¹ <https://english.vietnamnet.vn/fms/education/220423/e-learning--blended-education-expected-to-become-more-common-in-vn.html>

- ✓ The cost of online education is typically cheaper than traditional face to face education, and so can reach a greater number of students.

Disadvantages of online learning include:

- Many e-learning providers have invested a great deal in marketing and promoting page views but not in content quality.
- Traditional offline education allows for immediate feedback to questions, creating a better sharing environment for better discourse and discussion, which online education does not
- Most Vietnamese have the habit of using apps and software free of charge and don't want to pay for online training courses¹²
- The lack of a formal legal framework specific to online education could result in differing standards of quality between online education providers.

Can the online supplementary sector address Vietnam's social impact issues in education?

As highlighted above the main social impact issue in education is to improve access to inclusive and high-quality education to children from poor households, in remote areas and ethnic minority groups. There has been an increase in the number of internet users over the years. In 2017, the internet penetration rate of Vietnam was 53.0% which now accounts to 61.0% in the year 2019.¹³ The increase in the number of internet users in Vietnam indicates that more people has access to internet, and in theory should make accessing high quality education tools easier, as online content can reach greater numbers of students than if delivered face to face.

Online supplementary education **in theory can be a fix to address quality and access disparities between ethnic groups, poor and rich households and those in remote areas who struggle to access high quality education currently.** It should also bridge the gap between the differing quality of teaching facilities between schools given the lack of physical infrastructure required. **Some developments would be needed to facilitate this access such as addressing language barriers for ethnic minority children for example, through the development of a multilingual learning environment, and by increasing the number and quality of local ethnic minority teachers.** It also remains to be seen if internet penetration will reach the remotest and poorest regions in Vietnam soon, so such infrastructure will need to be developed for reliable internet access to reach the remotest areas.



¹² <https://english.vietnamnet.vn/fms/education/188256/online-education-booms-in-vietnam.html>

¹³ <https://www.kenresearch.com/blog/2019/08/vietnam-e-learning-market-research-report-ken-research/>

Social Impact Assessment – HOCMAI

Overview of HOCMAI strategy/objectives and activities

EDUCATION SERVICES AND INVESTMENT JOINT STOCK COMPANY (HOCMAI) was one of the first organisations in the online education market for students in Vietnam. **HOCMAI was established in 2007 and is currently one of the market leaders in Vietnam for online education services for students from grade 1 to 12.** HOCMAI has been recognised nationally and for the services and products provided including the Certificate of Merit No. 63/QD-KHVN by the Vietnamese Association for Promoting Education (2017) and the Certificate of Merit from the Chairman of the Hanoi People's Committee. Internationally, HOCMAI is listed as “a leading online education system” by Bloomberg.



HOCMAI's stated mission is *to become an education organization that contributes to improving the education system in Vietnam.*

HOCMAI's corporate vision is:

- 1) To provide human centred products that best serve learners' needs**
- 2) To promote high quality learning throughout society**
- 3) To fulfil its social responsibilities to the community**

HOCMAI currently offers supplementary teaching products for students from grades 1 – 12 (ages 6-18) in the Vietnam education system through its website. The content is designed to supplement the Vietnam education programme and curriculum covering all school subjects. HOCMAI also offers specific high school exam preparation tailored products for grade 12 students, based on the aptitude and learning ambitions of the student. The largest proportion of students use HOCMAI products at grade 12 in order to prepare for the high school graduation examination. HOCMAI has an extensive support service to support students with selecting the right course and to assist students with questions about their learning.

The digitized educational content at HOCMAI.vn includes:

- **Video lessons**
- **Question and test banks for assessing learners**
- **Free online reference document library**
- **Q & A and discussion features**
- **News and student community forum**

As at July 2019, HOCMAI.vn operates approximately 70 learning programs, 1200 courses with more than 35,000 video lessons (20-60 mins per video lessons); an adaptive testing system with over 200,000 multiple-choice questions continuously updated; and a free e-library with nearly 10,000 learning materials with over 50,000 visits per month.

Appendix 1 sets out the business model canvas which sets out the value adding features and resource overview for HOCMAI in the online education market.¹⁴ The business model canvas is widely used by many

¹⁴ Business Model Generation, Alexander Osterwalder & Yves Pigneur, Published by Wiley, 2010

organisations to set out and document the value adding propositions that a business needs in order to be sustainable within their market.



HOCMAI's key value adding proposition is the recruitment of highly reputable and high-quality teachers using a strict selection process. Teacher quality encourages students to join courses. Teachers produce the online video lectures and homework assignments for students, which students can access at any time. Students subscribe to a course by either paying in full for access to the whole content and chapters of the course or can subscribe and pay for individual chapters for the course. Some chapters per course are provided for free and some video lessons are provided on YouTube.

Based on interviews with current students and teachers, **HOCMAI's appeal is that it is one of the oldest and therefore most reputable and recognised organisations.** The growth in subscriber numbers over the last 5 years supports that HOCMAI continues to attract students to their courses (in 2014/15 HOCMAI had 299,584 subscribers growing to 442,000 in 2018/19 – an average annual increase of 9%). This reputation provides a strong pull to attract new students each year but as the sector becomes increasingly competitive HOCMAI will need to continue to actively market its products and develop its' products.

CASE STUDY: Interview with Mr Thuận

Mr Thuận comes from Phú Thọ province in the North East region of Vietnam. He studied Chemistry and Physics with HOCMAI in preparation for the 2018 National High School Examination. Although being a good student at a public school he wanted additional support for preparing for Chemistry and Physics. He was already taking extra classes for Maths but had to travel far for these classes, so online education was the natural choice. HOCMAI was recommended to him by his friends because of the high quality, well respected teachers. Thuận appreciated that the courses suited his natural aptitude for studying and feels that HOCMAI has increased his desire for learning independently. Thuận is now in his 2nd year studying Pharmacy at Hanoi Pharmacy University

CASE STUDY: Interview with Ms Thái

Ms Thái comes from Bắc Ninh province in the Red River Delta region in Northern Vietnam. She used HOCMAI to assist her study for the National High School examination in 2018/19, where she took exams in Maths, Physics, Chemistry and English. With the upcoming pressure and stress of the exams she wanted to supplement her English studies with additional classes but struggled to find any that were suitable for her busy schedule. She viewed a trial lesson with Ms Huong (Fiona) with HOCMAI and was immediately impressed by the presentation and knowledge of the teacher. She signed up for the exam preparation exam English course and did not look back. She scored 9.8 out of 10 for English in the exams thanks to the teacher and HOCMAI's approach to exam preparation. She thinks that online education helps students to save time and money to supplement their learning at school, but it does require self-motivation and discipline to learn in this way. She is now applying to major in Logistics at the National Economic University in Hanoi.

Results of the Social Impact Assessment

Methodology

For this assessment a social impact framework has been created detailing specific indicators to measure against based on the key attributes per the quality education definition stated in section 1:

“A quality education is one that focuses on the whole child— the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. Based on the pillars of providing excellent teaching; utilizing and providing access to developmentally appropriate and effective learning tools; and establishing supportive learning environments, a quality education provides the outcomes needed for individuals, communities, and societies to prosper.”¹⁵

The indicators and measurement methodology are stated in Appendix 2 and are grouped under the following classifications:

- 1) **Coverage – the social and demographic makeup of HOCMAI students**
- 2) **Participation – the level of engagement with all HOCMAI’s courses and products**
- 3) **Achievement – how HOCMAI contributes to the achievement of the learning aims of students**
- 4) **Quality – Student’s perceptions on the quality of products provided**

Data has been collated from existing HOCMAI student databases, student feedback interviews, surveys and demographic data publicly available from the General Statistics Office of Vietnam (as comparison). This study concentrates on the 2018/19 school year. For the 2018/19-year HOCMAI had total registered users of 442,000 and total paid users of 81,400.¹⁶



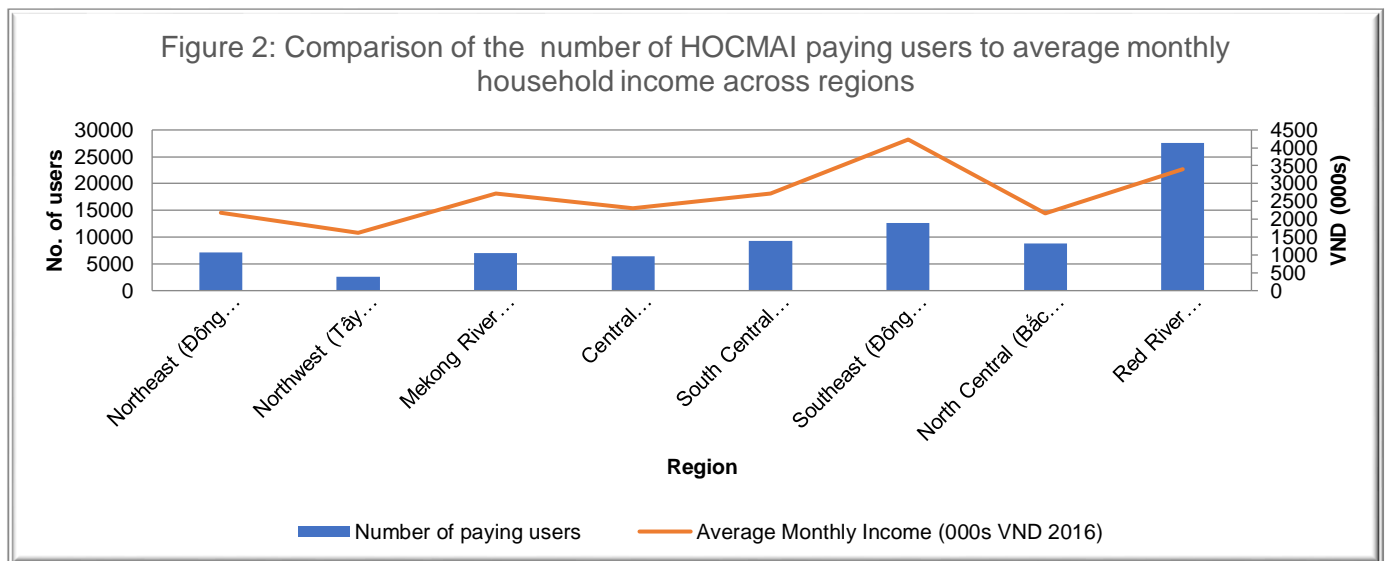
¹⁵ ASCD-EI-Quality-Education-Statement, February 2017

¹⁶ Registered users refer to users who subscribe to HOCMAI but only have access to free content. Paid users are those who subscribe and pay for at least one chapter per course.

Coverage (HOCMAI student demographics)

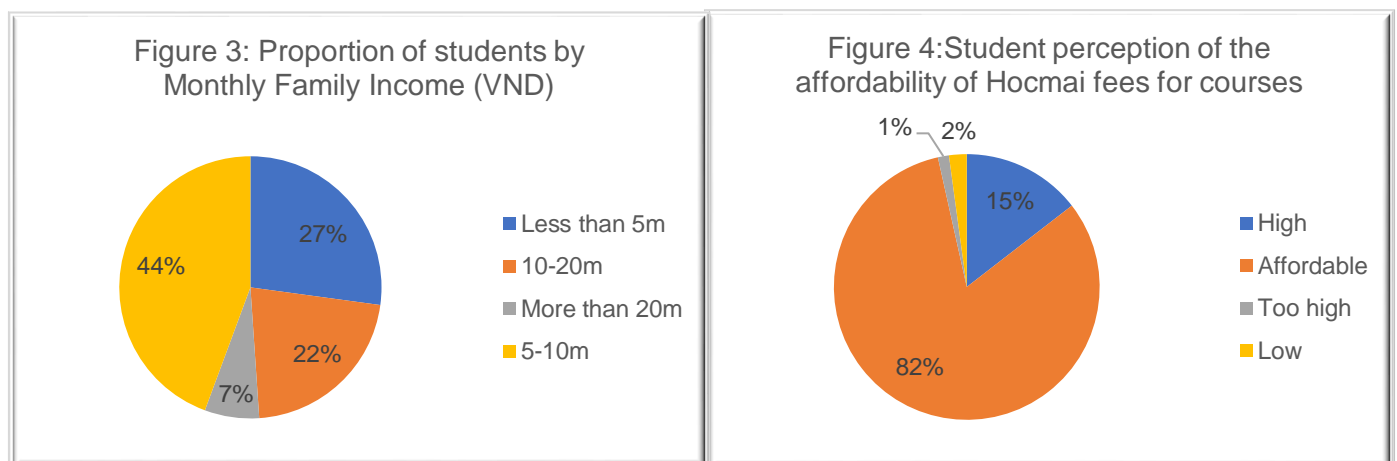
Geographical Coverage

- Figure 2 shows the geographical distribution of all HOCMAI paying users. As shown the highest number of paying users is overwhelmingly from the Red River Delta, with the South East Region second.
- Vietnam has 58 provinces and 5 municipalities. The data shows that HOCMAI has paid users in all provinces and municipalities however it is overwhelmingly focused on highly populated areas and those with relatively high monthly income namely, Hà Nội (19% of total paid users) and TP. Hồ Chí Minh (7% of total paid users).



Affordability

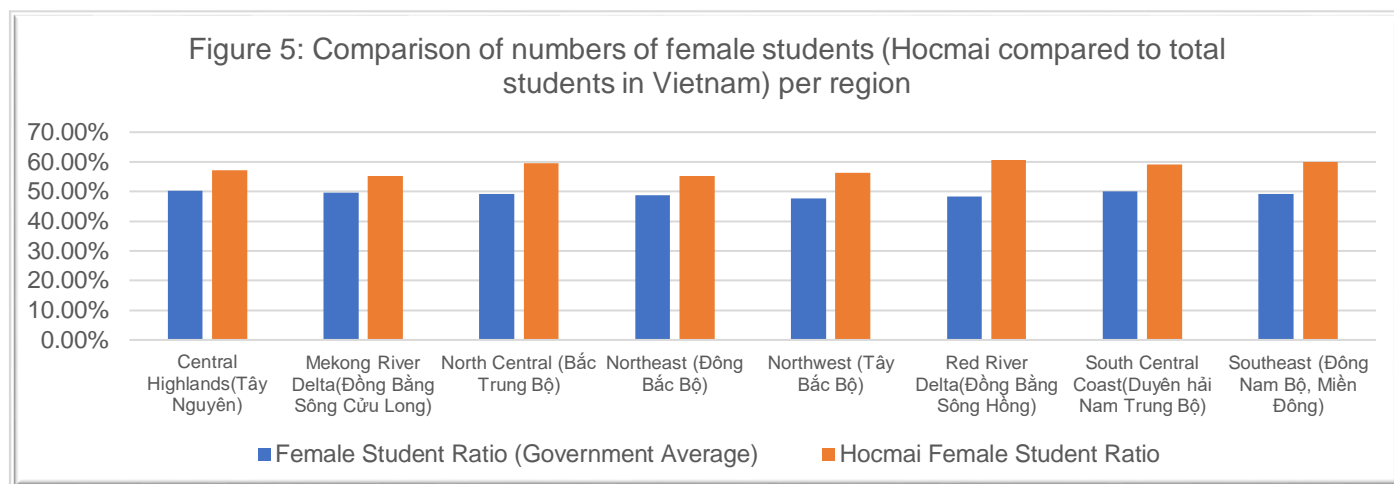
- Figure 2 also shows total the total paid users by average monthly household income for each region¹⁷. It would be natural to assume that there is a clear pattern that as household income increases the number of students increases, which would suggest that affordability is an important factor. However, when students were asked directly via the student feedback survey (as shown in Figure 3 and 4) **greater number of HOCMAI students have family incomes that are around or below the average, and the perception is that fees are not a barrier to learning with HOCMAI.**



¹⁷ General Statistics Office of Vietnam data – 2016 data

Gender

- 58% of total paid HOCMAI users across all grades are female. This is considerably higher than the average across all student grades in Vietnam's schools at 49%.¹⁸ Figure 5 shows this broken down by region and across all regions there are higher ratios of female students studying with HOCMAI compared to female students in Vietnam schools.



Ethnicity and type of school attended

- Other interesting demographics to note from the student feedback survey are that 93% attend public school, and 94% are of the Kinh ethnicity, which is the main ethnicity in Vietnam. It is not surprising regarding the high proportion of students that attend public school also take supplementary courses with HOCMAI given the quality issues in the education sector in general highlighted in section 1. **However, given the priorities for the Vietnamese state as outlined in section 1 in increasing high quality education access for ethnic minorities, this could be an area for HOCMAI to explore how it can develop products to increase accessibility to those groups.**

Table 1: Number of students by ethnicity

Ethnicity	% of students surveyed
Chăm	0.27%
Hoa	0.81%
Khmer	0.54%
Kinh	93.55%
Mường	0.54%
Nùng	1.08%
Sán Chí	0.54%
Tày	1.61%
Thái	0.81%
Thổ	0.27%

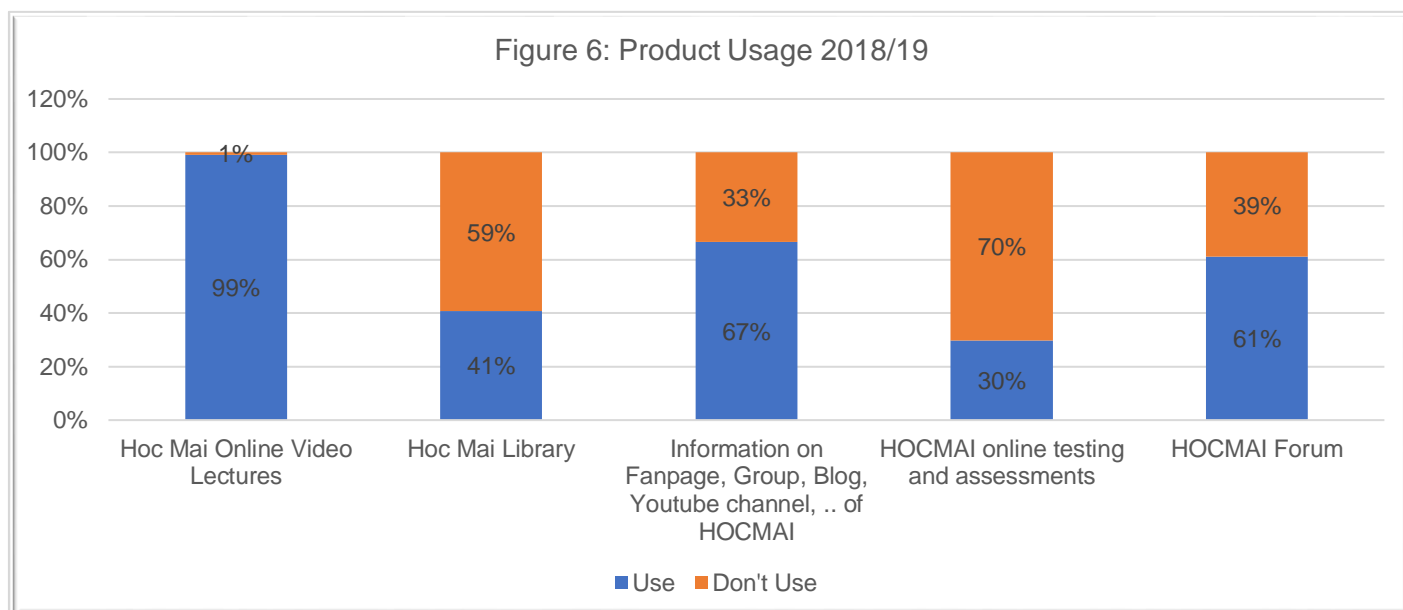
Table 2: Number of students by type of school

Type of school	% of students surveyed
Other	1.1%
Semi-Public School	0.5%
Public School	92.5%
Independent School	5.6%
Home Schooled	0.3%

¹⁸ General Statistics Office of Vietnam data – 2017 data

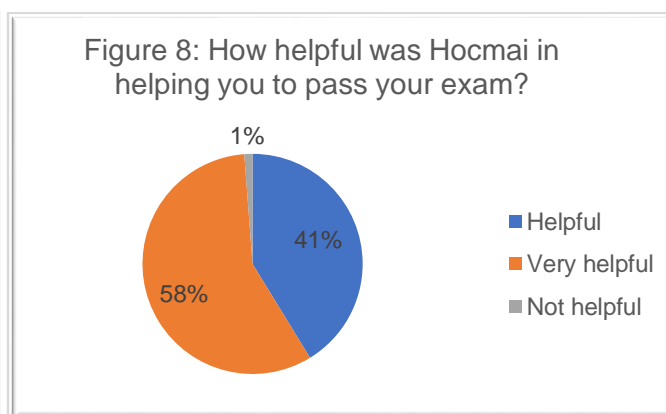
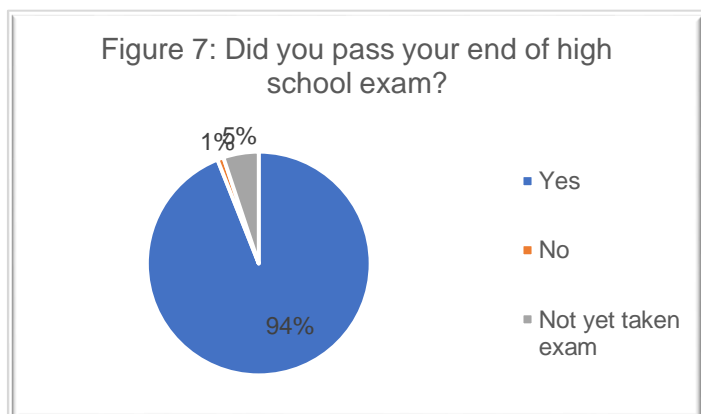
Participation

- Out of the total paid user population for 2018/19 33% of students participated in Grade 12 courses with 12% for Grade 11. Maths, physics, chemistry and English were the popular subjects accounting for 29% and between 16-17% of the paid user population respectively. This is understandable given the pressure of studying for the end of high school examination in the most common subjects that are examined.
- Figure 6 shows that students engaged the most in the online video lectures, with varying degrees of usage for the other products (document library, online assessments/training room and online forum). **Students and teachers were asked to provide feedback as part of this assessment with a regular item coming up being the need to improve the interaction between student and teacher, either through livestreaming of lessons/walking through exercises or providing means to connect with the teacher directly.**



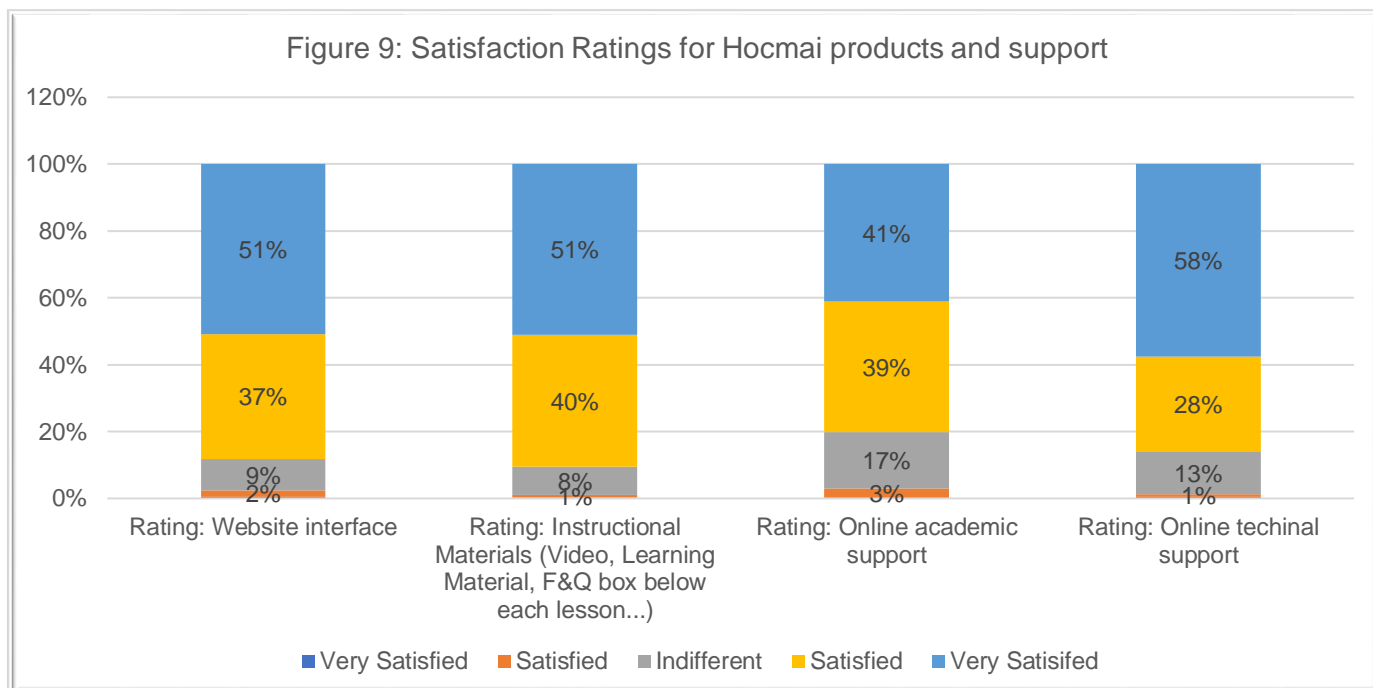
Achievement

- From the student feedback it was overwhelmingly clear that HOCMAI helped them to pass their exams where applicable. Given HOCMAI continues to monitor and update content in line with changes to the national curriculum, this helps students achieve their learning aims.



Quality

- Overall students were satisfied with the products on offer as shown in Figure 9. **Some students noted that the student support services were sometimes slow to respond to student questions and that there were sometimes online video quality issues for example the image and sound quality was not good and that there was no ability to fast forward the video.**



Conclusion

As seen in the overview of the education sector in Section 1, Vietnam scores well in global rankings in educational coverage and attainment for children. The mindset of Vietnamese society of placing importance on education as the method of social mobility is an important factor in these scores. The state is clearly committed to delivering widespread quality education across the country, but a relatively poorly regulated market creates discrepancies in access and quality between private and public institutions, between rural and urban areas between minority groups. **The limited access for ethnic minorities is a priority which has been highlighted by the government and development agencies**

Online supplementary education can build these bridges particularly decreasing the gaps in access to quality education in rural and urban areas and with minority groups, particularly as Vietnam embraces and increases its internet connectivity and it becomes more widespread. **Online education in its current format through online video lectures are generally affordable and flexible for students, however this is becoming a crowded market and companies need to develop to keep students engaged in their learning.** Livestreaming would seem to be the next step.

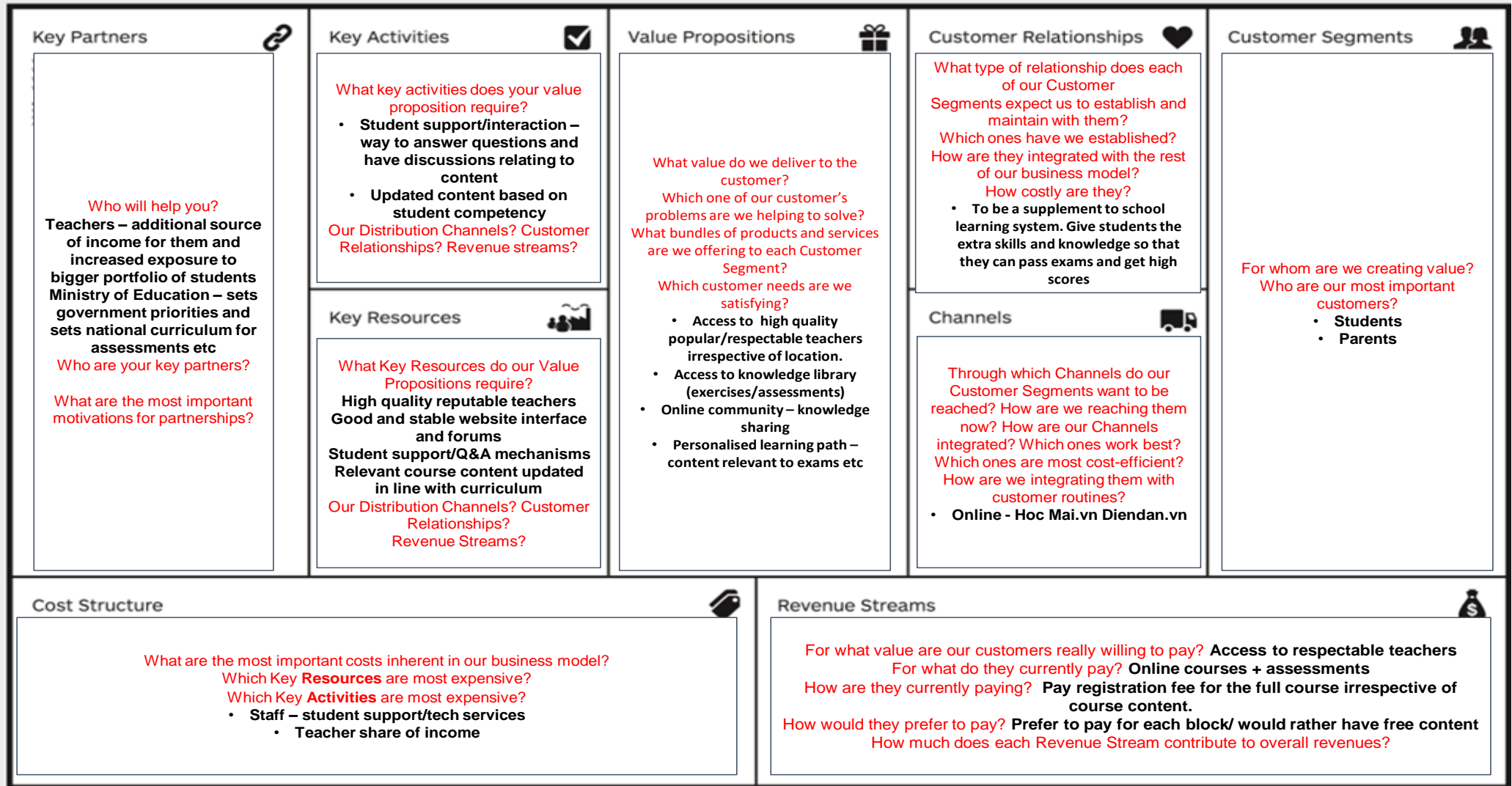
HOCMAI is a well-established organisation with a solid infrastructure. **HOCMAI has built a strong reputation for bringing in high quality and highly reputable teachers to supplement student's learning in the Vietnamese curriculum.** This is the key value adding component that HOCMAI has in this competitive market. **Students clearly attribute success in their high school exams to HOCMAI and generally engage and embrace the products that HOCMAI provides.** This is supported overwhelmingly in the student feedback and surveys that were conducted. **HOCMAI can support the government agenda to increase access to high quality education to ethnic minorities and could investigate ways to implement this.** HOCMAI will need to keep up with the changes in the online education sector globally particularly when it comes to integrating new technology (e.g. "the virtual classroom") in its products to maintain its position in the sector and keep students engaged.

HOCMAI are encouraged to make regular use of the tools referred to in this assessment namely the Business Model Framework and the Monitoring and Evaluation Framework as means to inform and update business strategy and to monitor social impact targets.



APPENDICES

APPENDIX 1: HOCMAI Business Model Canvas



APPENDIX 2: Monitoring and Evaluation Framework to measure social impact

PERFORMANCE MONITORING COMPONENT	INDICATOR	LINK TO HOCMAI OBJECTIVE	BASELINE	TARGET	DATA SOURCE	FREQUENCY OF MEASUREMENT	WHO IS RESPONSIBLE
COVERAGE							
Geographic location of users	No. of users per province	To promote high quality learning throughout society/ To fulfil its social responsibilities to the community			On system	Annual	
Gender of users	No. of male vs female students	To promote high quality learning throughout society/ To fulfil its social responsibilities to the community			On system	Annual	
Ethnicity of users	No. of users per ethnic group	To promote high quality learning throughout society/ To fulfil its social responsibilities to the community			On system	Annual	
Socio Economic status	No. of users per family income bracket group	To promote high quality learning throughout society/ To fulfil its social responsibilities to the community			Student Feedback Survey	Annual	
Education background of user	No. of users in public vs non-public school	To promote high quality learning throughout society/ To fulfil its social responsibilities to the community			Student Feedback Survey	Annual	
PARTICIPATION							
Course popularity	No. of students per course	To promote high quality learning throughout society/ To provide human centred products that best serve learners' needs			On system	Annual	
Use of all available resources	No. of students who use all HOCMAI's products (HOCMAI Library, Training System, Social Media platform)	To promote high quality learning throughout society/ To provide human centred products that best serve learners' needs			Student Feedback Survey	Annual	
ACHIEVEMENT							
Certification	No. of users who passed end of year exam	To provide human centred products that best serve learners' needs			Student Feedback Survey	Annual	
QUALITY							
Web interface	User ratings on accessibility/usability	To provide human centred products that best serve learners' needs			Student Feedback Survey	Annual	
Instructional materials	User ratings on accessibility/usability	To provide human centred products that best serve learners' needs			Student Feedback Survey	Annual	
Online technical support	User ratings of quality of support	To provide human centred products that best serve learners' needs			Student Feedback Survey	Annual	
Alignment of assessments with course objectives	User ratings of course coherence	To provide human centred products that best serve learners' needs			Student Feedback Survey	Annual	

APPENDIX 3: References and Acknowledgements

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