



School Education Quality Assurance (P091747)

EAST ASIA AND PACIFIC | Vietnam | Education Global Practice |
IBRD/IDA | Specific Investment Loan | FY 2009 | Seq No: 13 | ARCHIVED on 30-Dec-2016 | ISR26620 |

Implementing Agencies: Ministry of Education and Training

Key Dates

Key Project Dates

Bank Approval Date:23-Jun-2009

Effectiveness Date:10-Feb-2010

Planned Mid Term Review Date:20-Apr-2016

Actual Mid-Term Review Date:22-Apr-2013

Original Closing Date:31-Dec-2015

Revised Closing Date:31-Dec-2016

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The School Education Quality Assurance Program (SEQAP) aims to improve learning outcomes and education completion for primary education students, particularly disadvantaged primary education students, through supporting the Government's full-day schooling (FDS) reform program.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components

Name

PolicyFramework for FDS:(Cost \$3.90 M)

Human Resources for FDS:(Cost \$31.30 M)

School Facilities for FDS:(Cost \$84.00 M)

Program Management:(Cost \$7.80 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	● Moderately Satisfactory	● Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Satisfactory
Overall Risk Rating	● Moderate	● Moderate



Implementation Status and Key Decisions

All of the actions agreed to during the last Joint Review Mission (JRM) have been undertaken and the project has achieved the PDO. Implementation of all outstanding activities have been completed. Consequently, both PDO and Implementation rates are satisfactory.

The FDS Roadmap has been completed and approved by the authorities of the MOET - and meets the expectations set out during the project restructuring. The Development Partners consider the Roadmap to be the most important output of the project.

Any surplus of on-budget funds from the SEQAP will be reimbursed to the World Bank after the end of the project

The MOET is currently assembling all the information and data necessary for drafting the government's ICR.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	● Moderate	● Low
Macroeconomic	--	● Moderate	● Moderate
Sector Strategies and Policies	--	● Moderate	● Low
Technical Design of Project or Program	--	● Moderate	● Low
Institutional Capacity for Implementation and Sustainability	--	● Substantial	● Moderate
Fiduciary	--	● Moderate	● Moderate
Environment and Social	--	● Low	● Low
Stakeholders	--	● Substantial	● Moderate
Other	--	● Low	● Low
Overall	--	● Moderate	● Moderate

Results

Project Development Objective Indicators

► Grade 5 students who achieved a "good" or "excellent" classroom assessment in Vietnamese as a proportion of all G5 students with test results (national) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	79.50	86.99	88.47	89.00
Date	30-Jun-2008	27-Jun-2015	28-Dec-2016	30-Dec-2016

Comments

Increase is considered very close to target (difference of 0.5 percent). This is the "half-year" mark since final score cannot be determined until the end of the school year.

Since the Full Day Roadmap has been finalized, the possibility for ensuring sustainability for the way forward - both in terms of safeguarding



the achievements so far and to continue to extend Full Day Schooling to more children in disadvantaged areas. The PDO emphasizes completion and learning achievement. These have been achieved during the project. However, without an analysis of the best ways for FDS to achievement both in schools already supported by SEQAP and others, the risk of stagnation and even reversal would be high. We interpret the PDO to mean not only meaning reaching certain benchmarks now, but maintaining them into the future.

► Grade 5 students who achieved a "good" or "excellent" classroom assessment in Mathematics as a proportion of all G5 students with test results (national) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	74.30	85.31	88.21	87.00
Date	30-Jun-2009	27-Jun-2015	28-Dec-2016	30-Dec-2016

Comments

This is the half-year score since the final score will not be available until the end of the school year. Since the Full Day Roadmap has been finalized, the possibility for ensuring sustainability for the way forward - both in terms of safeguarding the achievements so far and to continue to extend Full Day Schooling to more children in disadvantaged areas. The PDO emphasizes completion and learning achievement. These have been achieved during the project. However, without an analysis of the best ways for FDS to achievement both in schools already supported by SEQAP and others, the risk of stagnation and even reversal would be high. We interpret the PDO to mean not only meaning reaching certain benchmarks now, but maintaining them into the future.

► Students completing Grade 5 as a proportion of enrolled Grade 5 students (national) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	96.90	99.80	99.80	99.80
Date	30-Jun-2008	27-Jun-2015	28-Dec-2016	30-Dec-2016

Comments

The very high levels of grade 5 completion are expected to be maintained, particularly since the Full Day Roadmap indicates some of the most effective options to consider to continue to maintaining the existing results and the meeting future results in terms of completion.

Overall Comments

Since the Full Day Roadmap has been finalized, the possibility for ensuring sustainability for the way forward - both in terms of safeguarding the achievements so far and to continue to extend Full Day Schooling to more children in disadvantaged areas. The PDO emphasizes completion and learning achievement. These have been achieved during the project. However, without an analysis of the best ways for FDS to achievement both in schools already supported by SEQAP and others, the risk of stagnation and even reversal would be high. We interpret the PDO to mean not only meaning reaching certain benchmarks now, but maintaining them into the future.

Intermediate Results Indicators



► Students receiving at least 30 periods per week as a proportion of all students (national) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	61.10	74.32	74.32	74.00
Date	30-Jun-2008	05-Oct-2015	28-Dec-2016	30-Dec-2016

Comments

This indicator had already been met one year ago. It is considered to be an important indicator that Full Day Schooling is reaching the targeted population.

► Schools with 100% of students receiving at least 30 periods per week as a proportion of all schools (national) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	49.20	62.42	62.42	60.00
Date	30-Jun-2008	05-Oct-2015	28-Dec-2016	30-Dec-2016

Comments

This indicator had already been met one year ago. It is considered to be an important indicator that Full Day Schooling is reaching the targeted population.

► Classrooms meeting at least "house level 4" standard (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	92.70	94.20	94.20	92.50
Date	30-Jun-2008	05-Oct-2015	28-Dec-2016	30-Dec-2016

Comments

This indicator had already been met one year ago. It is considered to be an important indicator that Full Day Schooling is reaching the targeted population.



► Grade 1 & 2 ethnic minority students in classrooms with a teaching assistant as a proportion of all G1 & G2 EM students (national) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	6.80	1.07	1.07	0.60
Date	30-Jun-2008	05-Jun-2015	28-Dec-2016	30-Dec-2016

Comments

As indicated in the last ISR, government policy has changed with regards to the use of language assistants in schools.

► Teachers trained to use increased instructional time effectively as a proportion of all teachers (national) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.20	44.68	59.61	50.00
Date	30-Jun-2008	27-Jun-2015	28-Dec-2016	30-Dec-2016

► Head Teachers and Deputy Head Teachers trained to implement FDS as a proportion of all Head Teachers and Deputy Head Teachers (national) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	3.20	52.37	76.32	60.00
Date	30-Jun-2008	27-Jun-2015	28-Dec-2016	30-Dec-2016

Comments

This indicator had already been met one year ago. It is considered to be an important indicator that Full Day Schooling is reaching the targeted population..



► Full day schooling road map developed and adopted by MOET (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	Y	Y
Date	16-Sep-2015	01-Apr-2016	28-Dec-2016	31-Dec-2016

Comments

Full Day School Roadmap officially adopted by the Ministry of Education and Training on December 22, 2016.


Since the Full Day School Roadmap has been finalized, the possibility for ensuring sustainability for the way forward - both in terms of safeguarding the achievements so far and to continue to extend Full Day Schooling to more children in disadvantaged areas. The PDO emphasizes completion and learning achievement. These have been achieved during the project. However, without an analysis of the best ways for FDS to achievement both in schools already supported by SEQAP and others, the risk of stagnation and even reversal would be high. We interpret the PDO to mean not only meaning reaching certain benchmarks now, but maintaining them into the future.

Overall Comments

Most of these indicators had already been met at the time of the restructuring. However, now that the Full Day School Roadmap has been finalized, the possibility for ensuring sustainability for the way forward - both in terms of safeguarding the achievements so far and to continue to extend Full Day Schooling to more children in disadvantaged areas. The PDO emphasizes completion and learning achievement. These have been achieved during the project. However, without an analysis of the best ways for FDS to achievement both in schools already supported by SEQAP and others, the risk of stagnation and even reversal would be high. We interpret the PDO to mean not only meaning reaching certain benchmarks now, but maintaining them into the future.

Data on Financial Performance

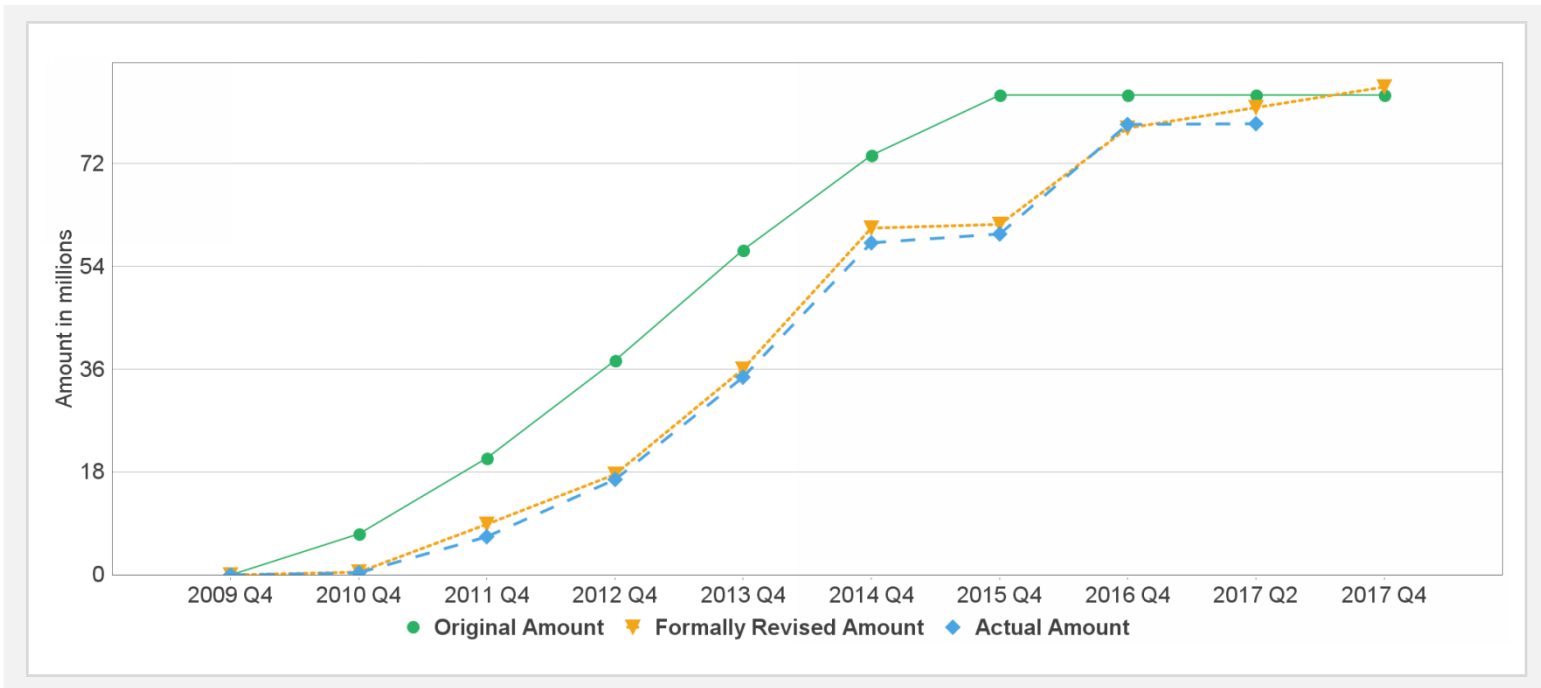
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P091747	IDA-46080	Effective	XDR	85.40	85.40	0.00	78.93	6.47	 92%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P091747	IDA-46080	Effective	23-Jun-2009	21-Aug-2009	10-Feb-2010	31-Dec-2015	31-Dec-2016

Cumulative Disbursements



Restructuring History

Level 2 Approved on 16-Sep-2015

Related Project(s)

There are no related projects.