



School Education Quality Assurance (P091747)

EAST ASIA AND PACIFIC | Vietnam | Education Global Practice |
IBRD/IDA | Specific Investment Loan | FY 2009 | Seq No: 12 | ARCHIVED on 30-Aug-2016 | ISR24553 |

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	● Moderately Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory
Overall Risk Rating	● Moderate	● Moderate



Implementation Status and Key Decisions

Most of the actions agreed to during the last Joint Review Mission (JRM) have been undertaken. Particularly encouraging is the Human Resources for Full Day Schooling (FDS) component because of the training provided to teachers and school directors on classroom observation and better monitoring of the impact of training. The Cost and Finance Study and the Supplemental FDS Roadmap Study are back on track and the initial products are of good quality. Finally, district and provincial authorities were provided training on tools for monitoring and evaluation of FDS. This should contribute to the sustainability of efforts to meet FDS targets.

The CPMU conducted an inquiry and concluded that the downward trend in access to FDS and in the quality of SEQAP financed facilities (observed during JRM 11) were isolated phenomena. According to the CPMU, these trends resulted from delays in the transfer of funds to schools in specific provinces and districts. In affected schools, this led to a delay in the provision of school lunches and in fewer resources available for maintenance. The report for JRM 12 shows that trends have returned to previous levels.

The DPs reiterated their concerns regarding the sustainability of SEQAP investments. The FDS Roadmap will provide recommendations and identify options in this regard. However, the proof will be in their application. Most of the responsibility will fall upon the provinces to maintain SEQAP achievements and generalize promising approaches. Delays in fund transfers to schools, as was found in certain cases by the inquiry referenced above, could reduce the capacity to sustain achievements and meet FDS targets.

Monitoring and evaluation of the project require renewed attention. During the last JRM, it was agreed that the CPMU would report more information on how SEQAP has benefited students from disadvantaged areas. However, the JRM 12 report did not include information on this topic. Although this is not a requirement for the monitoring and evaluation of the project, the information will help ensure that the FDS is based on more comprehensive information.





Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	● Moderate	● Moderate
Macroeconomic	--	● Moderate	● Moderate
Sector Strategies and Policies	--	● Moderate	● Moderate
Technical Design of Project or Program	--	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	--	● Substantial	● Substantial
Fiduciary	--	● Moderate	● Moderate
Environment and Social	--	● Low	● Low
Stakeholders	--	● Substantial	● Substantial
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	86.99	89.00
Date	30-Jun-2008	27-Jun-2015	27-Jun-2015	30-Jun-2016

Comments

Data from the 2015-2016 school year have not yet been released and will be available in September 2016. This will be the last set of results reported for this indicator. Data for the 2016-2017 school year will not be available until after project closing. The SEQAP CPMU have estimated results for the 2015-2016 school year on the basis of past trends.

► 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	85.31	87.00



Date	30-Jun-2009	27-Jun-2015	27-Jun-2015	30-Jun-2016
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Comments

Data for the 2015-2016 school year have not yet been released and will be available in September 2016. This will be the last set of results reported for this indicator. Data for the 206-2017 school year will not be available until after the project closes. The SEQAP CPMU has estimated results for the 2015-2016 school year on the basis of past trends.

► 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	27-Jun-2015	30-Jun-2016

Comments

Data for the 2015-2016 school year have not yet been released and will be available in September 2016. This will be the last set of results reported for this indicator. Data for the 2016-2017 school year will not be available until after project closing. The SEQAP CPMU have estimated results for the 2015-2016 school year on the basis of past trends.

Overall Comments**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	05-Oct-2015	07-Oct-2016

Comments

Data for 2016-2017 school year for this indicator will be available in October 2016. The SEQAP CPMU projected these results on the basis of past trends.



► 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	05-Oct-2015	07-Oct-2016

Comments

Data for 2016-2017 school year for this indicator will be available in October 2016. The SEQAP CPMU projected results for this indicator on the basis of past trends.

► 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	05-Oct-2015	07-Oct-2016

Comments

Data for 2016-2017 school year for this indicator will be available in October 2016. The SEQAP CPMU projected results on the basis of past trends.

► 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	1.12	1.07	0.60
Date	30-Jun-2008	27-Jun-2015	05-Jun-2015	30-Jun-2016

Comments

Data collected at the end of the 2015-2016 school year will be available in September 2016. Because of a change in government policy, locally recruited teaching assistants are being replaced by official teachers that have received training in local languages and culture.



► 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	44.68	50.00
Date	30-Jun-2008	27-Jun-2015	27-Jun-2015	30-Jun-2016

Comments

Data for the 2015-2016 year have not yet been released and will be available in September 2016. The SEQAP CPMU estimates that there will be an increase because of the training provided to teachers during the 2015-2016 school year. No further training for teachers on this topic is planned for the 2016-2017 school year.

► 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	52.37	60.00
Date	30-Jun-2008	27-Jun-2015	27-Jun-2015	30-Jun-2016

Comments

Data for the 2015-2016 school year have not yet been released and will be available in September 2016. The SEQAP CPMU estimates an increase in results because of training provided during the 2015-2016 school year. No further training is expected to be provided to Head Teachers and Deputy Head Teachers during the 2016-2017 school year on this topic.

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

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

Overall Comments

Data on Financial Performance

Disbursements (by loan)

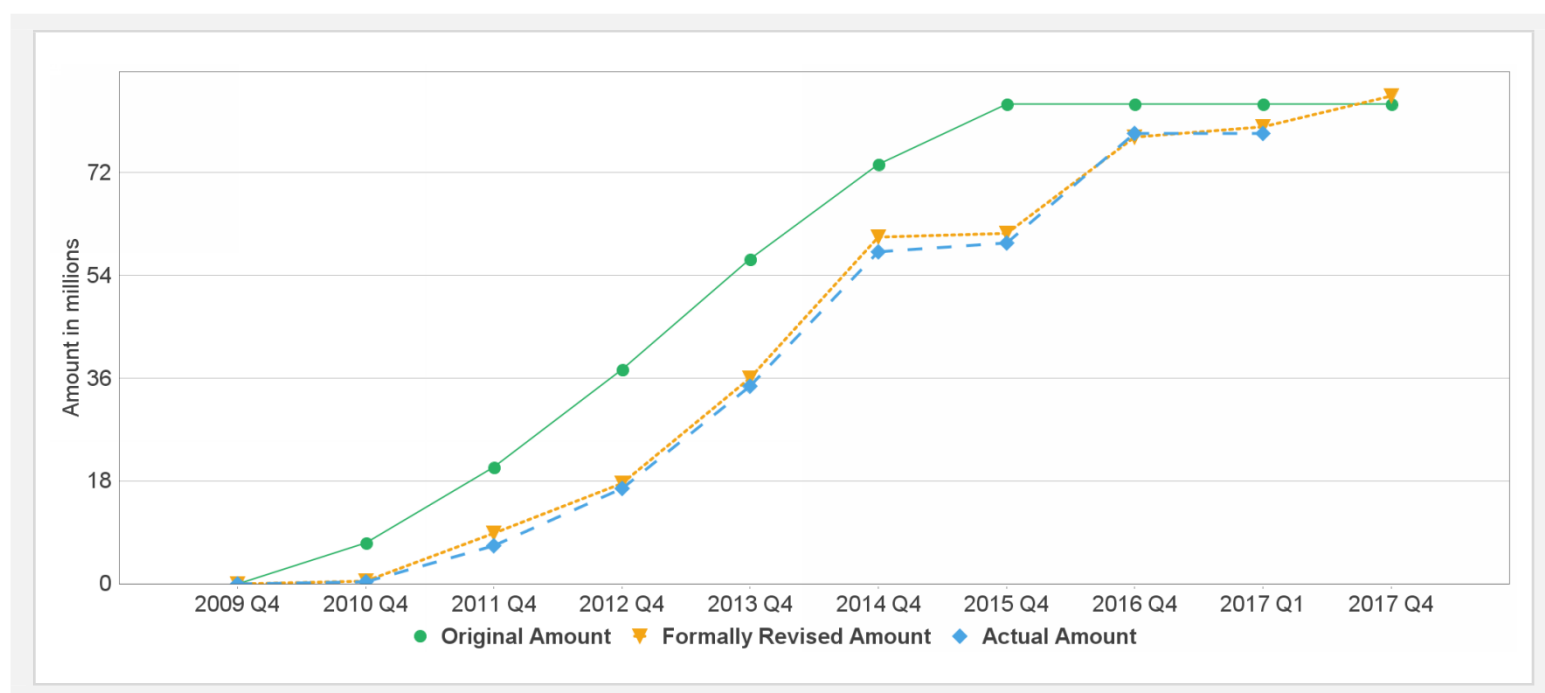


Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P091747	IDA-46080	Effective	XDR	85.40	85.40	0.00	78.78	6.62	92%

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.