

**Implementation Status & Results**  
**Vietnam**  
**School Education Quality Assurance (P091747)**

Operation Name: School Education Quality Assurance (P091747)	Project Stage: Implementation	Seq.No: 6	Status: ARCHIVED	Archive Date: 28-Jan-2013
Country: Vietnam	Approval FY: 2009			
Product Line: IBRD/IDA	Region: EAST ASIA AND PACIFIC	Lending Instrument: Specific Investment Loan		
Implementing Agency(ies):				

**Key Dates**

Board Approval Date	23-Jun-2009	Original Closing Date	31-Dec-2015	Planned Mid Term Review Date	22-Apr-2013	Last Archived ISR Date	02-Jul-2012
Effectiveness Date	10-Feb-2010	Revised Closing Date	31-Dec-2015	Actual Mid Term Review Date			

**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?

Yes       No

**Component(s)**

Component Name	Component Cost
PolicyFramework for FDS	3.90
Human Resources for FDS	31.30
School Facilities for FDS	84.00
Program Management	7.80

**Overall Ratings**

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

**Implementation Status Overview**

SEQAP was designed to support 10% of Vietnamese primary schools in their effort to achieve full day schooling (FDS) objectives. The target schools were identified using nine criteria to ensure balanced geographic coverage and a focus on disadvantaged groups and ethnic minorities. In addition to helping schools and teachers with tangible inputs and in real time, the project aims to draw lessons for scaling-up the FDS reform nationwide over the 2015-2020 period. The roll-out of the FDS program is on target in terms of schools entering the program. With the inclusion of a third batch of schools, there are now about 500,000 students benefiting from the program in over 1,300 schools across 278 districts and

36 provinces. 42.5% of students in SEQAP schools are from ethnic minorities. Progress on civil works has sped-up with 580 schools having completed construction by September 2012. 969 classrooms, 576 toilet facilities and 30 multi-purpose rooms have been financed by the program.

Physical implementation of the project continues to accelerate. Following initial delays, project implementation is likely to be completed on time. But more important than the physical implementation achievements is the fact that the project is providing lessons from implementation and funding analytical and strategy work that will help expand FDS nationwide. Among important lessons learned to date are that lack of classrooms and multi-purpose rooms is not a major constraint to achieving FDS, except in some isolated areas. Additional resources have been allocated under the project to two key priorities: school lunches and language teaching assistants. Learning activities will continue at the mid-term project review, scheduled for April 2013.

The capacity of MOET to measure and report on learning outcomes and to translate these findings into revised policies and actions has become a major issue for the project. The 2011 Grade 5 assessment has encountered significant delays, and interim reporting on the study has revealed poor survey practice and comparability issues with previous iterations of the assessment. The problem has hindered the updating of the results agreement, which may have to be revised at the mid-term review.

The focus of the review will be restructuring the project, including the results agreement, confirming the reallocation of proceeds, updating the policy road map for FDS, and evaluating the professional development program to gain lessons for scaling up FDS.

**Locations**

Country	First Administrative Division	Location	Planned	Actual
Vietnam	Tinh Nghe An	Tinh Nghe An		
Vietnam	Tinh Ninh Thuan	Tinh Ninh Thuan		
Vietnam	Tinh Soc Trang	Tinh Soc Trang		
Vietnam	Tinh Tra Vinh	Tinh Tra Vinh		
Vietnam	Tinh Tuyen Quang	Tinh Tuyen Quang		
Vietnam	Tinh Vinh Long	Tinh Vinh Long		
Vietnam	Tinh Yen Bai	Tinh Yen Bai		
Vietnam	Tinh Lao Cai	Tinh Lao Cai		
Vietnam	Tinh Kon Tum	Tinh Kon Tum		
Vietnam	Tinh Thanh Hoa	Tinh Thanh Hoa		
Vietnam	Tinh Son La	Tinh Son La		
Vietnam	Tinh Quang Tri	Tinh Quang Tri		
Vietnam	Tinh Quang Ngai	Tinh Quang Ngai		
Vietnam	Tinh Hoa Binh	Tinh Hoa Binh		
Vietnam	Tinh Long An	Tinh Long An		

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Country	First Administrative Division	Location	Planned	Actual
Vietnam	Tinh Lang Son	Tinh Lang Son		
Vietnam	Tinh Lam Dong	Tinh Lam Dong		
Vietnam	Tinh Lai Chau	Tinh Lai Chau		
Vietnam	Tinh Kien Giang	Tinh Kien Giang		
Vietnam	Tinh Ha Giang	Tinh Ha Giang		
Vietnam	Tinh Gia Lai	Tinh Gia Lai		
Vietnam	Tinh Binh Thuan	Tinh Binh Thuan		
Vietnam	Tinh Dong Thap	Tinh Dong Thap		
Vietnam	Tinh Dac Lak	Tinh Dac Lak		
Vietnam	Tinh Cao Bang	Tinh Cao Bang		
Vietnam	Tinh Ben Tre	Tinh Ben Tre		
Vietnam	Tinh An Giang	Tinh An Giang		
Vietnam	Dak Nong	Dak Nong		
Vietnam	Huyen Dien Bien	Huyen Dien Bien		
Vietnam	Tinh Binh Phuoc	Tinh Binh Phuoc		
Vietnam	Tinh Quang Nam	Tinh Quang Nam		
Vietnam	Tinh Bac Kan	Tinh Bac Kan		
Vietnam	Tinh Bac Lieu	Tinh Bac Lieu		
Vietnam	Tinh Ca Mau	Tinh Ca Mau		
Vietnam	Hau Giang	Hau Giang		

**Results**

**Project Development Objective Indicators**

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Indicator Name	Core	Unit of Measure		Baseline	Current	End Target
System for learning assessment at the primary level	<input checked="" type="checkbox"/>	Yes/No	Value	Yes	Yes	Yes
			Date	19-Aug-2009	03-Jan-2013	31-Dec-2015
			Comments	learning assessment results reported by sub-groups - however not often adequately advertised and irregularly undertaken	2011 grade 5 data continue to be delayed; interim analysis shows comparability issues with previous grade 5 assessments	Learning assessment undertaken every 3 years and results adequately advertised
Grade 5 students achieving independent learner status in Vietnamese (national)	<input type="checkbox"/>	Percentage	Value	71.00	71.00	
			Date	30-Jun-2008	03-Jan-2013	31-Dec-2015
			Comments	this is the national baseline - a baseline for beneficiary provinces will be added by effectiveness	2011 grade 5 assessment report to be available in March	target will be defined only for beneficiary provinces
Grade 5 students achieving independent learner status in Vietnamese (SEQAP provinces)	<input type="checkbox"/>	Percentage	Value	55.80	55.80	66.00
			Date	30-Jun-2008	03-Jan-2013	31-Dec-2015
			Comments		2011 grade 5 assessment report to be available in March	
Grade 5 students achieving independent learner status in Math (national)	<input type="checkbox"/>	Percentage	Value	74.00	74.00	
			Date	30-Jun-2008	30-Jun-2008	31-Dec-2015
			Comments	this is the national baseline	2011 grade 5 assessment report to be available in March	target will only be identified for the SEQAP provinces
Grade 5 students achieving independent learner status in math (SEQAP provinces)	<input type="checkbox"/>	Percentage	Value	70.50	70.50	80.00
			Date	30-Jun-2008	30-Jun-2008	31-Dec-2015
			Comments		2011 grade 5 assessment report to be available in March	
Grade 5 students with excellent grade in Vietnamese (national)	<input type="checkbox"/>	Percentage	Value	30.00	41.00	
			Date	30-Jun-2008	30-Jun-2010	31-Dec-2015
			Comments	national baseline	2011 grade 5 assessment report to be available in March	target only to be identified for SEQAP provinces
Grade 5 students with excellent grade in Vietnamese (SEQAP provinces)	<input type="checkbox"/>	Percentage	Value	22.00	34.00	32.00
			Date	30-Jun-2008	30-Jun-2010	31-Dec-2015
			Comments		2011 grade 5 assessment report to be available in March	
Students completing primary education (national)	<input type="checkbox"/>	Percentage	Value	95.00	97.00	
			Date	30-Jun-2008	30-Sep-2012	31-Dec-2015

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			Comments	Baseline slightly revised (from 97%) based on revised data	Source: 2011 DFA	target to be defined only for SEQAP provinces
Students completing primary education (SEQAP provinces)	<input type="checkbox"/>	Percentage	Value	93.00	96.20	98.00
			Date	31-Dec-2008	30-Sep-2012	31-Dec-2015
			Comments	Baseline slightly revised (from 95%) based on revised data	Source: 2011 DFA	
Students receiving at least 30 periods per week (national)	<input type="checkbox"/>	Percentage	Value	59.50	66.40	
			Date	30-Jun-2008	30-Sep-2012	31-Dec-2015
			Comments	Baseline slightly revised (from 56%) based on revised data	Source: 2011 DFA	target to be defined only for SEQAP provinces
Students receiving at least 30 teaching periods per week (SEQAP provinces)	<input type="checkbox"/>	Percentage	Value	38.50	57.80	57.00
			Date	30-Jun-2008	30-Sep-2012	31-Dec-2015
			Comments	Baseline slightly revised (from 42%) based on revised data	Source: 2011 DFA	

**Intermediate Results Indicators**

Indicator Name	Core	Unit of Measure		Baseline	Current	End Target
Principals/vice-principals receiving at least 5 days of training a year (national)	<input type="checkbox"/>	Percentage	Value	10.00	15.30	
			Date	30-Jun-2008	30-Sep-2012	31-Dec-2015
			Comments	Baseline revised slightly (from 12%) to reflect updated information	Source: 2009 DFA	target only defined for SEQAP provinces
Principals/vice-principals receiving at least 5 days of training a year (SEQAP provinces)	<input type="checkbox"/>	Percentage	Value	10.00	19.80	35.00
			Date	30-Jun-2008	30-Sep-2012	31-Dec-2015
			Comments		Source: 2011 DFA	
Schools with 1 or more toilet cubicles on site (national)	<input type="checkbox"/>	Percentage	Value	47.00	65.00	
			Date	30-Jun-2008	30-Sep-2012	31-Dec-2015
			Comments	Baseline revised slightly (from 49%) to reflect updated information	Source: 2009 DFA	target to be defined only for SEQAP provinces
Schools with 1 or more toilet cubicles per site (SEQAP provinces)	<input type="checkbox"/>	Percentage	Value	43.60	58.90	70.00
			Date	31-Dec-2008	30-Sep-2012	31-Dec-2015
			Comments	Baseline revised slightly (from 49%) to reflect updated information	Source: 2011 DFA	
Ethnic minority students with Vietnamese strengthening materials (national)	<input type="checkbox"/>	Percentage	Value	5.00	5.00	
			Date	30-Jun-2008	30-Sep-2012	31-Dec-2015

			Comments	national baseline	Source: 2011 DFA Note: data problems with 2009 DFA and baseline	target to be identified only for SEQAP provinces
Ethnic minority students with Vietnamese strengthening materials (SEQAP provinces)	<input type="checkbox"/>	Percentage	Value	5.00	6.60	21.00
			Date	31-Dec-2008	30-Sep-2012	31-Dec-2015
			Comments		Source: 2011 DFA Note: data problems with 2009 DFA and baseline	
Number of additional qualified primary teachers resulting from project interventions.	<input checked="" type="checkbox"/>	Number	Value	0.00	23742.00	115000.00
			Date	28-Feb-2010	30-Mar-2012	31-Dec-2015
			Comments		teachers who received training in math, language and pedagogy to qualify them for the full day primary curriculum	target reflects all teachers trained through cascade training
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	<input checked="" type="checkbox"/>	Number	Value	0.00	969.00	2800.00
			Date	28-Feb-2010	28-Sep-2012	31-Dec-2015
			Comments		primary classrooms built or under completion; end project target has been reduced to 2,358	primary classrooms built

**Data on Financial Performance (as of 31-Oct-2012)**

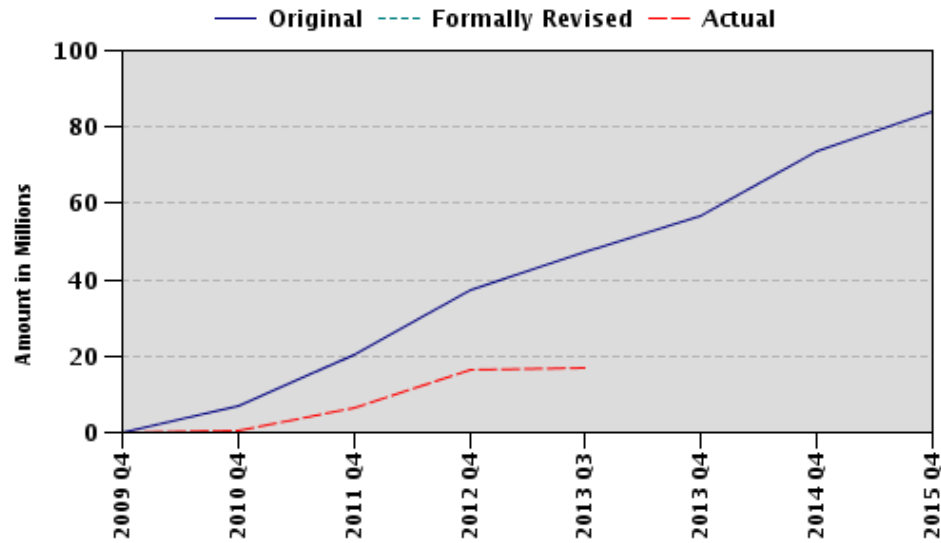
**Financial Agreement(s) Key Dates**

Project	Ln/Cr/Tf	Status	Approval Date	Signing Date	Effectiveness Date	Original Closing Date	Revised Closing Date
P091747	IDA-46080	Effective	23-Jun-2009	21-Aug-2009	10-Feb-2010	31-Dec-2015	31-Dec-2015

**Disbursements (in Millions)**

Project	Ln/Cr/Tf	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P091747	IDA-46080	Effective	XDR	85.40	85.40	0.00	16.98	68.42	20.00

**Disbursement Graph**



**Key Decisions Regarding Implementation**

- MOET has agreed to maintain the originally agreed level of funding for civil works under the project (about US\$47 million), freeing savings elsewhere in the project for higher priority programs; more expensive construction standards and inflation will mean that fewer schools will receive new classrooms and other facilities.
- Remaining civil works funding will be targeted on schools that demonstrate documented need for expansion to achieve FDS.
- Significant savings have been identified due to underspending categories for technical assistance, incremental financing for teacher salaries and province-based training programs.
- Savings have been directed to areas which have been shown to promote FDS and improved learning, such as the school lunch program and language teaching assistants.
- As a result of difficulties with the recent grade 5 learning assessment, MOET has agreed to introduce an Early Grade Reading Assessment in 2013, that will be replicated in the final year of the project (2015).
- DFID has announced a reduction in its financial commitment to the project by about US\$8 million equivalent in order to shift funding to faster disbursing projects in the health sector, which has caused an acceleration in prioritizing project funding.

**Restructuring History**

There has been no restructuring to date.

**Related Projects**

There are no related projects.