

# INTEGRATED SAFEGUARDS DATASHEET

## APPRAISAL STAGE

### I. Basic Information

Date prepared/updated: 02/27/2009

Report No.: AC4076

### 1. Basic Project Data

Country: Vietnam	Project ID: P091747
Project Name: Vietnam: School Education Quality Assurance	
Task Team Leader: Emanuela Di Gropello	
Estimated Appraisal Date: March 2, 2009	Estimated Board Date: May 28, 2009
Managing Unit: EASHD	Lending Instrument: Specific Investment Loan
Sector: Primary education (100%)	
Theme: Education for all (P)	
IBRD Amount (US\$m.): 0.00	
IDA Amount (US\$m.): 100.00	
GEF Amount (US\$m.): 0.00	
PCF Amount (US\$m.): 0.00	
Other financing amounts by source:	
BORROWER/RECIPIENT	36.00
BELGIUM: MOFA-Directorate-General for Int. Coop.(DGIC)	3.00
<u>UK: British Department for International Development (DFID)</u>	<u>35.00</u>
	74.00
Environmental Category: C - Not Required	
Simplified Processing	Simple <input checked="" type="checkbox"/> Repeater <input type="checkbox"/>
Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

### 2. Project Objectives

The School Education Quality Assurance Program (SEQAP) aims to improve learning outcomes and completion, and decrease inequity in learning outcomes and completion, for primary education students, by supporting the government's transition to Full Day Schooling (FDS) overall and for disadvantaged groups.

### 3. Project Description

This education investment program is organized around three focal areas with the last component for program management, monitoring and evaluation:

Component 1: Improved Policy Framework for Transition to FDS: Aiming at completing the requirements for the application of FDS in 2009-2015, while developing the policy framework for improved FDS model in the 2015-2025 period.

Component 2: Improved Human Resources for Transition to FDS: Aiming at training and undertaking professional development of teachers, school leaders and education managers to successfully move to FDS, with focus on teaching methods, teacher

standards and school management and supervision in program beneficiary provinces, districts and schools.

Component 3: Improved Physical and Other Recurrent Resources for Transition to FDS: Aiming at upgrading infrastructure and facilities, provide teaching materials and support other recurrent expenditures to successfully move to FDS in program beneficiary provinces, districts and schools.

Component 4: Program Management: Aiming at supporting the management, monitoring and evaluation of SEQAP to ensure smooth implementation and results on the ground.

#### **4. Project Location and salient physical characteristics relevant to the safeguard analysis**

The proposed program will cover about 32 provinces and program activities in at least 20 provinces will involve ethnic minority communities.

#### **5. Environmental and Social Safeguards Specialists**

Ms Lan Thi Thu Nguyen (EASVS)

Ms lan Hoang Le (EASVS)

<b>6. Safeguard Policies Triggered</b>	<b>Yes</b>	<b>No</b>
<b>Environmental Assessment (OP/BP 4.01)</b>		<b>X</b>
<b>Natural Habitats (OP/BP 4.04)</b>		<b>X</b>
<b>Forests (OP/BP 4.36)</b>		<b>X</b>
<b>Pest Management (OP 4.09)</b>		<b>X</b>
<b>Physical Cultural Resources (OP/BP 4.11)</b>		<b>X</b>
<b>Indigenous Peoples (OP/BP 4.10)</b>	<b>X</b>	
<b>Involuntary Resettlement (OP/BP 4.12)</b>		<b>X</b>
<b>Safety of Dams (OP/BP 4.37)</b>		<b>X</b>
<b>Projects on International Waterways (OP/BP 7.50)</b>		<b>X</b>
<b>Projects in Disputed Areas (OP/BP 7.60)</b>		<b>X</b>

## **II. Key Safeguard Policy Issues and Their Management**

### ***A. Summary of Key Safeguard Issues***

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts: The overall program implementation does not raise any significant environmental or social concerns. Potential minor impacts concerning civil works of classrooms can be mitigated through proper program design processes and implementation arrangements.

#### **Environmental Issues**

Civil Works Impact and Management. SEQAP will finance construction of primary school classrooms (including student classrooms, teacher and multi-functional rooms as needed) and, if needed, toilets, within existing premises. Given the nature and scale of

civil works for classroom and sanitary toilet construction, a formal environmental assessment report was not necessary. The program builds on existing practices of the ongoing PEDC project, where a standardized classroom and sanitary toilet construction design is in line with policy guidance of MoET. The Education Equipment, Facilities and Toys Department of the MoET is responsible for setting construction standards of educational facilities and monitoring implementation activities. Classroom design will include appropriate ventilation, lighting, toilet facilities and ramps for disabled students, as appropriate.

The assessment of PEDC confirmed that these types of construction activities only have temporary environmental impacts. They are normally limited to the construction phase. The impacts included dust and generation of construction waste which can be mitigated through good construction practices, including proper housekeeping measures, proper storage and disposal of excavated earth materials, and pollution control. Civil work contracts and procedures to address these impacts will be adopted for this program. Mitigation measures required to be applied are common and ordinary for civil construction activities, so they will be proposed and required in one (or some) of the clauses of civil work contracts.

#### Social Issues

The program strives to support the Government of Vietnam in its commitment towards achieving high quality basic Education For All and promoting equitable access to quality education—inclusive of girls, ethnic minorities, children with disabilities and disadvantaged children. In addition, strengthening decentralized school planning and monitoring will motivate community participation, ownership and accountability.

#### OP 4.10 on Indigenous Peoples

The program will be implemented in about 30 provinces country-wide of Vietnam. Selected provinces represent the most disadvantaged areas, including the mountainous and ethnic minority areas. Of the proposed 32 provinces, ethnic minorities are found in at least 20 provinces. The main ethnic minority groups in the North include Muong, Thai, Hmong, Dao, Tay, and Nung. In the Central Highland, the main ethnic minority groups are Ede, Ba na, Gia rai, and Xudang. The Khmer and Cham groups represent the ethnic population in the Mekong Delta.

OP4.10 on Indigenous Peoples is triggered. While the proposed SEQAP is anticipated to have positive impacts on improving education quality and decreasing inequity in learning outcomes, by supporting the Government's transition to Full Day Schooling (FDS), overall and for disadvantaged groups, including the ethnic minorities, program's ethnically sensitive measures and interventions are needed to ensure that ethnic minorities will meaningfully participate and benefit from the program.

During the program preparation, an international consultant team with social development expertise was hired to carry out the Social Assessment. Key points to emerge from the fieldwork so far are:

- Central majority-designed services may not recognize competing indigenous knowledge systems, communal activities, festivals, ceremonial practices, or agricultural calendar. These issues will need to be considered in the design of FDS, if it is to increase the learning outcomes of disadvantaged groups
- Local language instruction is permitted, but its availability is limited
- Language constraints affect the quality and extent of relationships between teachers and parents. Teachers also value EM language skills.
- Kindergarten benefits family through faster Vietnamese language learning, and reduces the labor demands on older children
- Distance to school hinders access

Initial recommendations of the fieldwork include:

- Incentives to boost demand for schooling – by helping families to overcome economic and geographical constraints eg., Provide lunch, clothing, raincoats, fund primary boarders, and transportation
- Affirmative action programmes to recruit EM teachers and assistants – and support incentives for scholarships, training, etc. (Role models matter.)
- Increase parent participation through: support to parent associations; clear guidelines and expectations on parent-teacher relationships
- Expand access: boarding facilities in main schools, kindergarten, etc.
- Clear language policies
- Strengthen cultural understanding – through inclusion in curriculum and school activities
- Provide incentives to teachers with bilingual skills and teaching responsibilities.

Government of Vietnam's policy on Ethnic Minorities is similar to the World Bank policy OP 4.10 on Indigenous People. An Ethnic Minority Development Plan (which is the name for an Indigenous People Plan in Vietnam) will be developed for the program. The draft EMDP will be reviewed and found satisfactory to IDA. The Ethnic Minority Development Plan will then be implemented in the provinces with ethnic minority students and population. Each participating province having ethnic minority population must formally adopt the EMDP before it is eligible for program financing.

#### OP 4.12 on Involuntary Resettlement

The Bank's OP4.12 on Involuntary Resettlement will not be triggered, given that land/assets acquisition was not envisaged under the investments for the upgrading of the boarding schools since these works will take place within the existing premises.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

No negative long-term impacts are foreseen.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.

The program design has sought to transit half-day schooling to full-day schooling by expanding classrooms in existing school sites while avoiding investments on new construction land.

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described. MOET has experience in the application of mitigation measures against civil work impacts, also from the on-going PEDC project. Anyway, a pollution control plan in construction phase is necessary to combine with a building design.

Training will be provided to program staff for implementing/supervising the Ethnic Minority Development Plan.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people. Prior to program appraisal, the program's safeguard documents will be disclosed at the Bank's InfoShop and at provincial level.

Public consultation has been conducted during the preparation of safeguard documents such as Ethnic Minority Development Plan. The final draft of these documents shall be disclosed at public accessible place in program communes. All safeguards documents shall be disclosed at the Bank.

An integrated consultation and disclosure plan on environmental concerns and social issues will be developed for the program.

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#### ***B. Disclosure Requirements Date***

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##### **Environmental Assessment/Audit/Management Plan/Other:**

Was the document disclosed **prior to appraisal?**

Date of receipt by the Bank

Date of "in-country" disclosure

Date of submission to InfoShop

For category A projects, date of distributing the Executive

Summary of the EA to the Executive Directors

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##### **Resettlement Action Plan/Framework/Policy Process:**

Was the document disclosed **prior to appraisal?**

Date of receipt by the Bank

Date of "in-country" disclosure

Date of submission to InfoShop

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##### **Indigenous Peoples Plan/Planning Framework:**

Was the document disclosed **prior to appraisal?**

Date of receipt by the Bank

Yes  
02/06/2009

Date of "in-country" disclosure	02/27/2009
Date of submission to InfoShop	02/18/2009

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**Pest Management Plan:**

Was the document disclosed **prior to appraisal?**

Date of receipt by the Bank

Date of "in-country" disclosure

Date of submission to InfoShop

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**\* If the project triggers the Pest Management and/or Physical Cultural Resources, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.**

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**If in-country disclosure of any of the above documents is not expected, please explain why:**

This program is classified as Category "C," which has minor or no adverse triggers to environmental and social safeguards. Incorporating good civil works practices in the construction design and bidding contracts will ensure minimal, localized and mitigated impacts.

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***C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)***

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**OP/BP 4.10 - Indigenous Peoples**

Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?	No
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If yes, then did the Regional unit responsible for safeguards or Sector Manager review the plan?	N/A
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If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Sector Manager?	N/A
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**The World Bank Policy on Disclosure of Information**

Have relevant safeguard policies documents been sent to the World Bank's InfoShop?	Yes
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Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes
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**All Safeguard Policies**

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes
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Have costs related to safeguard policy measures been included in the project cost?	Yes
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Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes
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Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes
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#### ***D. Approvals***

<b><i>Signed and submitted by:</i></b>		<b><i>Name</i></b>	<b><i>Date</i></b>
Task Team Leader:		Ms Emanuela Di Gropello	02/26/2009
Environmental Specialist:		Ms lan Hoang Le	02/27/2009
Social Development Specialist		Ms Lan Thi Thu Nguyen	02/27/2009
Additional Environmental and/or Social Development Specialist(s):			
<b><i>Approved by:</i></b>			
Sector Manager:		Mr Eduardo Velez Bustillo	02/27/2009
Comments:			