



## School Education Quality Assurance (P091747)

EAST ASIA AND PACIFIC | Vietnam | Education Global Practice |  
IBRD/IDA | Specific Investment Loan | FY 2009 | Seq No: 11 | ARCHIVED on 23-Jun-2016 | ISR23688 |

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:22-Apr-2013

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	● Substantial	● Moderate



## Implementation Status and Key Decisions

On August 20 2015, the State Bank of Vietnam (SBV) sent an official request to World Bank to amend the financing agreement for SEQAP, thus extending the closing date of the program by 12 months, to December 31 2016. On September 16, World Bank sent a letter to SBV approving the proposed amendments of the financing agreement.

Initial data for school year 2015-2016 show, for the first time, a slight downward trend for three indicators in the Results Framework. The first two measure access to full day schooling (FDS). One measures the quality of Full Day Schooling facilities. These will be reviewed after final school year data are collected. Nevertheless, the Central Project Management Unit (CPMU) agreed to conduct an inquiry to examine potential causes.

Considering the importance of ensuring financial sustainability of government strategies to ensure universal FDS and maintain SEQAP results, preparation of the FDS Roadmap must stay on schedule. This includes undertaking the Cost and Financing Study.

Monitoring of some activities remains a challenge because some data is not consistently updated by schools and localities in a timely manner. The Development Partners urged SEQAP to build up local capacity to monitor FDS implementation. This is expected to improve the quality and timeliness of information gathering and recording.

The above observations should be adequately addressed as a priority, considering the upcoming closing date of the project and consequently the preparation of the Project Completion Report.

## 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	--	● Low	● Moderate
Technical Design of Project or Program	--	● High	● Moderate
Institutional Capacity for Implementation and Sustainability	--	● Substantial	● Substantial
Fiduciary	--	● Substantial	● Moderate
Environment and Social	--	● Low	● Low
Stakeholders	--	● Substantial	● Substantial
Other	--	● Low	● Low
Overall	--	● Substantial	● 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	--
Date	30-Jun-2008	--	27-Jun-2015	--

#### Comments

This indicator was established with the restructuring. The government no longer differentiates between good and excellent students in their collection of data on this indicator.

No target is identified because this Program is an innovative approach with no precedence. It was agreed at the design that indicators would be tracked on an annual basis.

- ▶ 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	--
Date	30-Jun-2009	--	27-Jun-2015	--

#### Comments

**The restructuring replaced a previous indicator that separately measured excellent and good students. The government no longer compiles data to differentiate between good and excellent students in its information system.**

**No target is identified because this Program is an innovative approach with no precedence. It was agreed at the design that indicators would be tracked on an annual basis.**

- ▶ 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	--
Date	30-Jun-2008	--	27-Jun-2015	--

#### Comments

**The restructuring replaced a previous indicator on the proportion of students finishing primary education. However, the government database that replaced the DFA did not track the indicator as expected.**

**No target is identified because this Program is an innovative approach with no precedence. It was agreed at the design that indicators would be tracked on an annual basis.**

#### Overall Comments

In total, the restructuring reduced the total number of indicators in the Results Framework from seventeen to ten (nine of the original indicators and an indicator to track the preparation of the FDS Roadmap), to bring into line the capacity of the government's information system



(overestimated during design). During project design, the MOET and the development partners had expected the DFA, which had been developed under the Primary Education for Disadvantaged Children (PEDC) Project, to provide the necessary data to measure all seventeen indicators. However, the DFA was discontinued in 2010. Other existing sources of education data could not provide the information necessary to calculate values for all 17 indicators. Thus the Results Framework was modified to only report on those indicators where accurate and timely information exist.

In addition, four indicators (amongst the nine to be retained with the restructuring) will be revised to reflect the availability of accurate data. The restructuring paper argued that the revised indicators measure the same result as those used previously.

### 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	--
Date	30-Jun-2008	--	05-Oct-2015	--

#### Comments

This indicator was established with the restructuring and was considered more appropriate and measurable for access to FDS.

No target is identified because this Program is an innovative approach with no precedence. It was agreed at the design that indicators would be tracked on an annual basis.

#### ► 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	--
Date	30-Jun-2008	--	05-Oct-2015	--

#### Comments

This indicator was established with the restructuring and was considered more appropriate and measurable for access to FDS.

No target is identified because this Program is an innovative approach with no precedence. It was agreed at the design that indicators would be tracked on an annual basis.

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

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

#### Comments



This indicator was established with the restructuring. It was considered a more accurate measurement of the quality of facilities made available for students attending FDS. No target is identified because this Program is an innovative approach with no precedence. It was agreed at the design that indicators would be tracked on an annual basis.

► 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	--
Date	30-Jun-2008	--	27-Jun-2015	--

Comments

This indicator was established with the restructuring. SEQAP resources are expected to be reduced over time as the result of increased local resources dedicated to mobilization of EM teachers and to training teachers on EM languages. However, this indicator was included because it provided historical information over life of project as how the project was addressing the needs of ethnic minorities students. No target is identified because this Program is an innovative approach with no precedence. It was agreed at the design that indicators would be tracked on an annual basis.

► 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	--
Date	30-Jun-2008	--	27-Jun-2015	--

Comments

This indicator was established with the restructuring. Effective use of time is an essential characteristic considering that FDS doubles the number of instructional hours. No target is identified because this Program is an innovative approach with no precedence. It was agreed at the design that indicators would be tracked on an annual basis.



► 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	--
Date	30-Jun-2008	--	27-Jun-2015	--

Comments

This indicator was established with the restructuring. Leadership is a key characteristic for successful transition from half-day to full-day schooling.

No target is identified because this Program is an innovative approach with no precedence. It was agreed at the design that indicators would be tracked on an annual basis.

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

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

Comments


This indicator was added at the time of the restructuring. It reflects an important outcome of the project, which is to inform the government on the more appropriate options to consider to reach its FDS targets, particularly for disadvantaged populations

Overall Comments

In total, the restructuring reduced the total number of indicators in the Results Framework from seventeen to ten (nine of the original indicators and an indicator to track the preparation of the FDS Roadmap), to bring into line the capacity of the government's information system (overestimated during design). During project design, the MOET and the development partners had expected the DFA, which had been developed under the Primary Education for Disadvantaged Children (PEDC) Project, to provide the necessary data to measure all seventeen indicators. However, the DFA was discontinued in 2010. Other existing sources of education data could not provide the information necessary to calculate values for all 17 indicators. Thus the Results Framework was modified to only report on those indicators where accurate and timely information exist.

## Data on Financial Performance

### Disbursements (by loan)

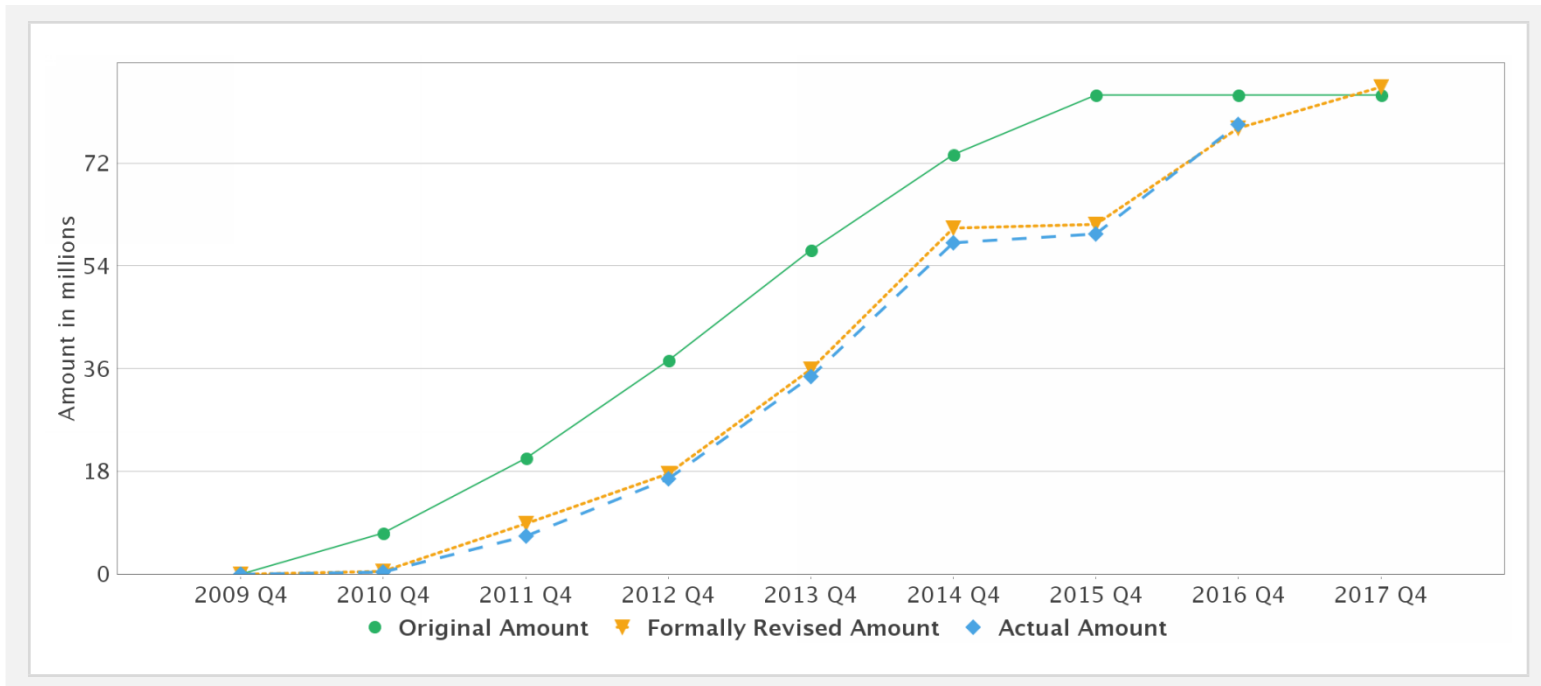
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P091747	IDA-46080	Effective	XDR	85.40	85.40	0.00	78.78	6.62	 92%

### 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.