

# INTEGRATED SAFEGUARDS DATA SHEET

## APPRAISAL STAGE

**Report No.:** ISDSA13857

**Date ISDS Prepared/Updated:** 03-Jun-2015

**Date ISDS Approved/Disclosed:** 03-Mar-2015, 04-Jun-2015

### I. BASIC INFORMATION

#### 1. Basic Project Data

<b>Country:</b>	Vietnam	<b>Project ID:</b>	P150058
<b>Project Name:</b>	Renovation of General Education Project (P150058)		
<b>Task Team Leader(s):</b>	Michael F. Crawford		
<b>Estimated Appraisal Date:</b>	02-Apr-2015	<b>Estimated Board Date:</b>	30-Jun-2015
<b>Managing Unit:</b>	GEDDR	<b>Lending Instrument:</b>	Investment Project Financing
<b>Sector(s):</b>	General education sector (100%)		
<b>Theme(s):</b>	Education for the knowledge economy (50%), Education for all (50%)		
<b>Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?</b>			No
<b>Financing (In USD Million)</b>			
Total Project Cost:	77.00	Total Bank Financing:	77.00
Financing Gap:	0.00		
<b>Financing Source</b>			<b>Amount</b>
BORROWER/RECIPIENT			0.00
International Development Association (IDA)			77.00
Total			77.00
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Is this a Repeater project?</b>	No		

#### 2. Project Development Objective(s)

The Project Development Objective is to raise student learning outcomes by: (i) revising and implementing the curriculum following a competency-based approach; and (ii) improving the effectiveness of instruction by creating and disseminating textbooks aligned with the revised curriculum.

#### 3. Project Description

Component 1: Curriculum Development (US\$17.5 million). This component will support the development and implementation of a revised curriculum that is competency-based for all school subjects from grades 1 - 12. More specifically, this component seeks to: (i) develop and pilot a revised curriculum that aims to promote students' acquisition of both competencies and content knowledge; (ii) deliver online and face-to-face training to educators and administrators on implementing the new curriculum; and (iii) draft materials to guide publishers on developing appropriately aligned textbooks and other pedagogical materials. This work will primarily be undertaken by the Core Technical Committee (CTC) and the Subject-Specific Technical Committees (SSTCs), who will ensure that the new curriculum exhibits coherence, rigor, and focus.

Subcomponent 1.1: Curriculum Development. This subcomponent will support the creation and work of a Core Technical Committee (CTC) for curriculum revision plus up to eleven Subject Specific Technical Committees (SSTCs). The CTC will be composed of the chairpersons of each SSTC. The CTC will carry out the main curriculum revision, with the technical "legwork" conducted in each of the SSTCs. The work of the CTC will ensure that the curriculum is coherent and coordinated across subjects and years. Outputs of the work of the CTC and the SSTCs will be, inter alia: (i) comprehensive micro-level reviews of Vietnam's existing curriculum; (ii) partial and selective reviews of other countries' successful "general curricula" (including their definitions of key terms, desired characteristics of graduates, selection of specific subjects, and basic first-order time allocations); (iii) draft SSC; (iv) indicative menus of pedagogical approaches and learning resources aligned with the new curriculum; and (v) guidance for the development and evaluation of textbooks and other pedagogical materials.

Subcomponent 1.2: Curriculum Implementation. Once the curriculum has been developed, this Project will support several ancillary activities to ensure that the curriculum is implemented appropriately. Such activities include: (i) curriculum piloting; (ii) delivery of face-to-face and online training to teachers and Curriculum Champions who can act as peer coaches for fellow teachers as they seek to understand and implement the new curriculum; and (iii) development of guidance materials for publishers of textbooks and other pedagogical materials that are aligned with the Learning Outcome Standards for the new curriculum.

Component 2: Development and Dissemination of Aligned Textbooks (US\$21.6 million). This component will support the development a set of textbooks aligned with the new curriculum and the provision of aligned textbooks to schools with high numbers of economically-disadvantaged students.

Subcomponent 2.1: Development of Textbooks Aligned with the New Curriculum. After the new curriculum has been completed and officially adopted by MOET, the CTC and the SSTCs will be "converted" into mechanisms to develop a set of textbooks aligned with the new Learning outcome standards. The CTC and its members will migrate to the role of "appraisers" of textbooks while the SSTCs will add editors and textbook writers to the subject-specific expertise embodied in the SSTC membership. The enhanced SSTC committee will work under a management structure of subject specific editors and a general editor. The CTC will review and appraise the extent to which texts align with the new curriculum and are therefore suitable for classroom use and official adoption by MOET. The CTC's recommendations on textbook alignment will be transmitted to the Steering Committee, who will make final decisions on the authorization of textbooks. This structure will preserve the institutional memory and knowledge of the nature of the new curriculum, and guide the development of aligned texts.

This sub-component will also seek to translate a selection of textbooks into ethnic minority bilingual textbooks. The textbooks will be printed and disseminated to ethnic minority learners who are also economically disadvantaged. The subjects and languages chosen for translation will be selected under the Project in close consultation with ethnic minority leaders and communities.

**Subcomponent 2.2: Provision of Textbooks to Disadvantaged Schools.** Under this subcomponent, the Project will provide sets of textbooks to schools whose students are most economically-disadvantaged. A survey will be conducted to assess the level of need in different geographic areas and among schools. Based on survey results, the books will be distributed to libraries of schools at the bottom 10 percent based on household income. The books will be on loan for students for the duration of the academic year.

**Component 3: Learning Assessment and Analysis for Continuous Improvement of Curriculum and Policy (US\$35.4 million).** In order to ensure that learning outcomes are measured and analyzed for continuous improvement of curriculum and policy, this component will support: (i) the establishment of the National Centre for Sustainable Development of General Education (NCSDGEQ) and the National Center for Foreign Language Testing (NCFLT); (ii) research and capacity-building in curriculum development and assessment for the Centers' staff and relevant officials; (iii) expansion of the National Large-Scale Assessment system (NLSAS); and (iv) consultations/outreach campaigns. A significant focus of this component will be to understand better and narrow the learning achievement gaps that exist within the Vietnamese public education system.

**Subcomponent 3.1: Establishment of the NCSDGEQ and the NCFLT.** To facilitate the research and measurement activities, this Project will support the construction of up to a total of six sites for the NCSDGEQ and the NCFLT. The NCSDGEQ will be staffed by full-time staff and individuals seconded from agencies such as the Vietnam Institute of Educational Science (VNIES) and General Department of Education Testing and Accreditation (GDETA), inter alia. It will also house "visiting researchers" from the university sector. The purpose of the NCSDGEQ will be to advance research in several areas related to curriculum, assessment, learning, and the educational policies that affect these. Moreover, as improved foreign language skills have been identified as a national priority, the NCFLT will become a leading center for research and training aimed at improving the teaching and learning of foreign languages.

**Subcomponent 3.2: Research and Capacity-Building on Curriculum Development and Assessment.** The educational elements in a curriculum require continuous review and, in many cases, adjustment. The process of continuous improvement enhances the effectiveness of the curriculum and promotes more and better learning. Goals for reading and literacy skills, and learning outcomes for early readers, for instance, should be reviewed and perfected on an on-going basis. Research advances various domains related to education need to be understood, and, where relevant, appropriately incorporated into the pedagogy or learning outcomes standards. While formal revision of the curriculum and its Learning Outcome Standards usually takes place about once every ten years, review of the curriculum in light of emerging research is an on-going process. This subcomponent will sponsor research programs in several areas related to the new curriculum and the Learning Outcome Standards. This research will be carried out by a National Centre for Sustainable Development of General Education Quality, which is expected to continue to function after the Project ends.

**Subcomponent 3.3: Expansion of the National Large-scale Assessment System.** This subcomponent

will improve the coverage, technical quality, alignment, validity, and reliability of the national assessment system. More specifically, it will support: (i) integration of curricula and assessment; (ii) closer alignment of assessment with learning goals; (iii) training for educators and administrators at various levels of the system to design and implement assessments and analyze and report the results; and (iv) creation of specialized expertise within MOET about continuously improving large-scale assessment capacity. In addition, this sub-component will finance the implementation of two rounds of learning assessment in each of the education levels (Primary, Lower, and Upper Secondary) that are of the desired level of quality and incorporate the assessment of core competencies.

**Subcomponent 3.4: Consultation and Outreach Campaign.** This subcomponent will develop and implement a Consultation and Outreach campaign to promote the public's awareness of the reform and to instill public trust in the transparency and meritocracy of the reform process. The key messages of the reform will be delivered through several forms of media, such as print, television, word-of-mouth and social media. The primary source of information, however, will be the MOET website devoted to explaining the reform to the public.

**Component 4: Project Management (US\$2.5 million).** This component combines Project Management with Monitoring and Evaluations (M&E).

**Subcomponent 4.1: Project Management.** This subcomponent will finance the incremental costs associated with project management, including activities designed to ensure efficient program management and early identification of corrective measures to solve any implementation challenges.

**Subcomponent 4.2: Monitoring and Evaluation.** This subcomponent supports the development and implementation of Project M&E in order to ensure that the determined indicators are achieved and to continuously identify areas of the Project that can be improved.

#### **4. Project location and salient physical characteristics relevant to the safeguard analysis (if known)**

This Project finances critical technical assistance that is, intellectual inputs into the curricular and assessment design processes, which will be implemented nation-wide.

In addition, the Project will assist the development of a NCSDEGEQ (main office located in Hanoi and two other facilities located in two regions) and NCFLT. The exact locations of the main centers and their satellites are still not yet determined, however, it is expected that these will be set within the current premises of MOET and MOET's universities.

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

Khang Van Pham (GENDR)

Nghi Quy Nguyen (GSURR)

Thuy Cam Duong (GENDR)

<b>6. Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
Environmental Assessment OP/BP 4.01	Yes	The policy is triggered due to the potential environmental and social impacts associated with project activities. The project is classified as an Environmental Assessment category B. To meet the requirement, an ESMF has been prepared in line with the Bank's safeguard policy on

		<p>Environmental Assessment (OP/BP 4.01).</p> <p>This Project finances critical technical assistance that is, intellectual inputs into the curricular and assessment design processes. There is a possibility that vulnerable and other marginalized groups would be impacted by the revised curriculum and improved national assessment system. A project wide social assessment is required to provide a better understanding of the social environmental and broader social impacts, in respect to the proposed activities.</p> <p>In addition, under the component 3, the project will support the development of a National Center for Sustainable Development of General Education Quality (main office located in Hanoi and two other facilities located in two regions) and a National Center for Foreign Languages Testing (the center is expected to be located in Hanoi). The two main centers with their satellites will be newly constructed. It is expected that the newly constructed buildings for the center purpose will be set within the current premises of MOET and MOET's universities; however their exact locations will be finalized during implementation.</p> <p>The project will cause potential localized and short-term environmental impacts relating generation of noise, dust and waste, traffic and social disturbance associated with construction/renovation activities. At the operation stage, the environmental concerns are related to the generation of solid waste and wastewater during the operation of centers.</p>
Natural Habitats OP/BP 4.04	No	The project will not have any adverse impacts on natural habitats.
Forests OP/BP 4.36	No	The project will not finance activities that would involve significant conversion or degradation of critical forest areas or related critical natural habitats as defined under this policy.
Pest Management OP 4.09	No	The policy is not triggered since the project (a) will not procure any pesticides, nor (b) will the use of pesticides increase as a result of the project.
Physical Cultural Resources OP/BP 4.11	No	<p>It is highly unlikely that the construction of two new buildings in the existing premises of MOET and MOET's universities will have any impact on any archeological, paleontological, historical, religious, or unique natural values.</p> <p>The ESMF has, however, included standardized ECOP with provisions for chance-find procedures, which will be</p>



		incorporated into relevant construction contracts to ensure that in case such physical or cultural assets are identified, appropriate measures will be taken.
Indigenous Peoples OP/BP 4.10	Yes	The project will be implemented nationwide, including locations where there is intensive presence of indigenous people (known as ethnic minority people in Vietnam) such as Northern Mountain, Central Highland, Mekong Delta regions. Although it is expected that the project has no adverse impact on ethnic minority communities, it is important that the new curriculum and pedagogical materials will portray ethnic minority peoples and their heritage in a respectful and positive manner. The proposed Project constitutes a significant opportunity to ensure that Vietnamese public schools handle ethnic minority people curriculum and assessment's issues fairly. An Ethnic Minority Development Plan was prepared in line with the Bank's safeguard policy on Indigenous Peoples.
Involuntary Resettlement OP/BP 4.12	No	The policy is not triggered as there is no land acquisition as part of the civil works being financed by the project. The construction of the two new buildings will be on existing MOET's premises or those of MOET's universities which they have land ownership. The ESMF has incorporated procedures to ensure that these lands are free of any legacy issues.
Safety of Dams OP/BP 4.37	No	The project will not finance construction or rehabilitation of any dams.
Projects on International Waterways OP/BP 7.50	No	There are no known project activities involving international waterways.
Projects in Disputed Areas OP/BP 7.60	No	The project is not located in any known areas under territorial dispute. It will take place throughout Vietnamese national territory, but it has neither a physical location within.

## II. Key Safeguard Policy Issues and Their Management

### A. Summary of Key Safeguard Issues

<p><b>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</b></p> <p>OP 4.01 (Environmental Assessment)</p> <p>Although, the project will support development of education infrastructure through construction and rehabilitation of learning centers located in Hanoi and other regions, impacts associated with civil works are assessed to be small, localized, temporary and can be mitigated. Typical environmental and social impacts related to civil works include generation of noise, dust, wastes, traffic and social disturbance. During operation, the environmental impacts are mostly related to the generation of solid waste and wastewater from operation of centers, but these impacts are however minor.</p>
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<p>Indigenous People. Overall, the project will have overall positive social impacts as mentioned in project development objectives. Although it is expected that the project has no adverse impact on ethnic minority communities, the failure to take into account specific characteristics of disadvantaged groups (including ethnic minority people) in the curriculum and pedagogical materials may prevent them from fully accessing the project's benefits. The findings of Social Assessment (SA) also confirm that it is important that the new curriculum and pedagogical materials will portray ethnic minority peoples (among other disadvantaged groups) and their heritage in a respectful and positive manner.</p>
<p><b>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</b></p>
<p>No potential and/or long-term adverse environmental impacts due to anticipated future activities in the project area are foreseen.</p>
<p><b>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</b></p>
<p>None.</p>
<p><b>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.</b></p>
<p>OP 4.01 (Environmental Assessment)</p> <p>An Environmental and Social Framework (ESMF) has been developed by the Client during preparation to ensure that activities during implementation and operation shall be in compliance with the World Bank environmental safeguard policies and national environmental protection law. The ESMF has set out the principles, rules, guidelines and procedures to assess the environmental and social impacts. It contains measures and plans to reduce, mitigate and/or offset adverse impacts and enhance positive impacts, provisions for estimating and budgeting the costs of such measures, and information on the agency or agencies responsible for addressing project impacts. As such, the ESMF has included (i) safeguard screening process to ensure that any activities which would cause significant environmental impacts are not supported under the project and (ii) standardized ECOP describing environmental measures and clauses for mitigating generic environmental and social impacts associated with small rehabilitation and construction activities. The ECOP will be incorporated into bidding documents and relevant renovation/construction contracts to ensure that contractors understand and strictly follow. The ESMF has also included measures to manage wastes generated during operation of centers. On the other hand, in order to satisfy the GoV requirements, MOET will have to prepare Environmental Management Plans (EMPs) for specific rehabilitation and construction activities in line with the ESMF.</p> <p>OP 4.10 Indigenous People</p> <p>The MOET has conducted a social assessment to: (i) identify and characterize key stakeholders influencing the project objectives and implementation; (ii) identify potential barriers for ethnic minority communities to maximize the project benefits and services; and (iii) to document the 'broad community support' toward the project's activities and define the processes for ensuring the consultation and participation of these stakeholders (especially ethnic minority communities) in project design, implementation, and monitoring and feedback. The findings of social assessment have been translated into a bias-avoidance framework in which an Ethnic Minority Development Plan (EMDP) will be included in order to: (i) ensure that the ethnic minority peoples receive social and economic benefits that are culturally appropriate; (ii) avoid potentially adverse effects on the</p>

ethnic minority communities; and (c) minimize, mitigate, or compensate for such effects.

#### Borrower Capacity

MOET has managed and implemented Bank-financed education projects since 1990 so MOET is familiar with the World Bank policy requirements including environmental and social safeguard policies. However, it is necessary to provide safeguard training to staff of MOET to update them on the Bank safeguard policies.

#### **5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.**

The key stakeholders of the project include: (i) MOET; (ii) teachers and students at primary, lower and upper secondary schools; and (iii) locally-affected people.

During the preparation of safeguard instruments (ESMF, EMDP), the consultation with key responsible persons at MOET and other ethnic minority representative agencies has been conducted and their views have been taken into account. During project implementation, consultation with locally-affected people and local NGOs will be conducted by MOET during preparation of EPPs for specific rehabilitation and construction activities.

The draft safeguard instruments (ESMF, EMDP) in Vietnamese language were disclosed locally through MOET's websites, project offices and Vietnam Development Information Center (VDIC). The English versions have been disclosed at the Bank's InfoShop prior to appraisal. EMPs prepared during project implementation will be disclosed locally at commune offices.

### **B. Disclosure Requirements**

<b>Environmental Assessment/Audit/Management Plan/Other</b>	
Date of receipt by the Bank	14-Nov-2014
Date of submission to InfoShop	14-Nov-2014
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	////
<b>"In country" Disclosure</b>	
Vietnam	31-Oct-2014
<i>Comments:</i>	
<b>Indigenous Peoples Development Plan/Framework</b>	
Date of receipt by the Bank	06-Nov-2014
Date of submission to InfoShop	13-Jan-2015
<b>"In country" Disclosure</b>	
Vietnam	14-Nov-2014
<i>Comments:</i>	
<b>If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.</b>	
<b>If in-country disclosure of any of the above documents is not expected, please explain why:</b>	

### **C. Compliance Monitoring Indicators at the Corporate Level**



<b>OP/BP/GP 4.01 - Environment Assessment</b>			
Does the project require a stand-alone EA (including EMP) report?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?	Yes [ <input type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input checked="" type="checkbox"/> ]
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
<b>OP/BP 4.10 - Indigenous Peoples</b>			
Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes [ <input type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input checked="" type="checkbox"/> ]
If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Practice Manager?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
<b>The World Bank Policy on Disclosure of Information</b>			
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
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 [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
<b>All Safeguard Policies</b>			
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
Have costs related to safeguard policy measures been included in the project cost?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	NA [ <input type="checkbox"/> ]

### III. APPROVALS

Task Team Leader(s):	Name: Michael F. Crawford		
<b>Approved By</b>			
Practice Manager/ Manager:	Name: Prateek Tandon (PMGR)	Date: 04-Jun-2015	