

# INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

**Report No.:** ISDSC8250

**Date ISDS Prepared/Updated:** 24-Oct-2014

**Date ISDS Approved/Disclosed:** 25-Oct-2014

## I. BASIC INFORMATION

### A. Basic Project Data

<b>Country:</b>	Vietnam	<b>Project ID:</b>	P150058
<b>Project Name:</b>	Coherent Curriculum & Assessment for Improved Teaching Outcomes(CAITO) (P150058)		
<b>Task Team Leader:</b>	Michael F. Crawford		
<b>Estimated Appraisal Date:</b>	16-Dec-2014	<b>Estimated Board Date:</b>	31-Mar-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>Financing (In USD Million)</b>			
<b>Total Project Cost:</b>	110.00	<b>Total Bank Financing:</b>	100.00
<b>Financing Gap:</b>	0.00		
<b>Financing Source</b>			<b>Amount</b>
BORROWER/RECIPIENT			10.00
International Development Association (IDA)			100.00
Total			110.00
<b>Environmental Category:</b>	C - Not Required		
<b>Is this a Repeater project?</b>	No		

### B. Project Objectives

The Project Development Objective is to assist the Government of Vietnam to: (i) achieve the revision of the curriculum and the restructuring of the assessment system for grades 1-12 and (ii) implement the new curriculum and assessment system in an effective and timely manner.

Achieving this objective will, besides improving pedagogy and teacher effectiveness, contribute to

continued increases in learning achievement within Vietnamese primary and secondary schools in the long run.

### **C. Project Description**

The proposed Project will be designed to help the GOV reach its highest goal in education: to produce public school graduates who have strong general knowledge complemented by increased capacities for critical thinking, reasoning, and problem-solving. The revised curriculum will be compatible with the increased use of emerging pedagogical techniques—especially those piloted under the Vietnam Escuela Nueva Project (VNEN)—that decrease the role of simple memorization-based learning in Vietnamese schools.

An expanded national assessment system based on the revised curriculum will conduct valid and reliable large-scale standardized examinations. The new assessment system will include nationally-representative assessments in primary and lower secondary schools to complement the existing exams in upper secondary schools.

#### **Component 1: Support the development of new general education curriculum (25M USD)**

This component will directly support the development and drafting process of the general curriculum and subject-specific curricula for grades 1-12. It will directly support and finance aspects of the MOET curriculum revision apparatus and continuously facilitate the provision of high-quality technical inputs relevant to the revision process.

It will support the revision process itself, especially by supporting the creation and work of a Core Technical Committee (CTC) for curriculum reform. The CTC will be a technical group under the supervision and direction of the PMU that develops recommendations to the MOET and the GOV on all aspects of the curriculum development process from beginning to final appraisal and implementation, especially with respect to the writing of subject-specific standards and curricula.

This component will support the following activities: (i) capacity building for curriculum developers and appraisers, (ii) organization of the development, consultations, and appraisal of the general curriculum; (iii) revision of the general curriculum (if needed) during the implementation process; (iv) organization of the development, consultations, and issuance of subject-specific curricula to schools at all grades/levels of general education; (v) revision of the subject-specific curricula (as needed) during the implementation and experimentation process.

The experimentation is only conducted on new content and teaching methods as compared to the existing curriculum, and is carried out during the process of curriculum development by the curriculum and textbook authors themselves under the guidance of the Ministry of Education and Training. The experimentation will be implemented at educational institutions that are regional representatives in order to draw experience and making adjustments before nationwide implementation.

#### **Component 2: Development and provision of pedagogical materials (textbooks and guidelines) based on the new general education curriculum (30M USD)**

This component will facilitate the development of pedagogical materials by, inter alia, providing careful guidance to third-party textbook developers as well as in-house developers. In particular, this component will support: (i) the creation of clear terms of reference and selection of prospective developers of pedagogical materials and textbooks; (ii) the development, consultation, and appraisal of pedagogical materials and textbooks, and (iii) the support for the provision of textbooks to schools

in geographic areas with difficult economic circumstances, ethnic minority students, and students affected by natural disasters, and (iv) the pilot and revision of textbooks and guidelines after consultation and appraisal.

The textbooks and pedagogical materials will be appraised by the authorities established by the Ministry of Education and Training based on the technical advice of the CTC. The pedagogical materials will be appraised by appropriate authorities within MOET based on the technical opinions of the CTC. Guidelines for the appraisal process will be developed under this component during the early stages of Project implementation. Guidelines will be developed using inputs from various stakeholders (including teachers, administrators, and students) and in consultation with selected international experts.

### Component 3: Support the reform of the national examination system and assessment of general education quality (20M USD)

This component will improve the coverage, technical quality, alignment, validity, and reliability of the national assessment system, as well as improve how national assessment results are used. It will promote the large-scale assessment of nationally-representative samples of student cohorts in primary and lower secondary schools to complement the current assessments in upper secondary schools. This component 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; (iv) creation of specialized expertise within MOET about continuously improving assessment capacity; and (v) infrastructure development (including examination and appraisal database). At the same time, this component will include institutional capacity-building for the assessment regime to strengthen high-quality measurement and use of data on learning outcomes as a routine feature of Vietnam's education system.

This component will also support the general measurement of the success of the new curriculum and assessment system. In particular, it will analyze reasons why some students learn more than others under the new curriculum with a particular focus on the benefits that accrue to students from ethnic minority backgrounds and/or the lowest 40 percent of the socioeconomic scale (based on household income). In other words, this component will help maintain an iterated cycle of research to facilitate effective implementation of the new curriculum.

To facilitate the research and measurement discussed above, the Project will support the development of a joint National Curriculum Research and Development and Assessment center (with the main office located in Hanoi and four other facilities located in four regions). This center will serve as a think-tank for conducting ongoing research on curriculum and assessment in addition to the items mentioned above. In addition, it will also be a training, conference and capacity building center for curriculum and assessment researchers and developers and a facility for teachers and school administrators training on the implementation of the new curriculum and the new assessment system. The construction of two physical buildings on one site will facilitate knowledge-sharing, and enable the center to operate in a way that allows for thorough, unbiased policy-informing research while still maintaining a direct line of communication with the MOET and other parts of the Government of Vietnam.

In addition, the Government is focused on foreign language teaching and learning in general education schools. In order ensure the quality of foreign language teaching and learning, the Project will also support the development of a Center for Foreign Languages (the main center is expected to be located in Hanoi, with two satellites located in two other regions).

The main activities of this sub-component are: (i) new construction or rehabilitation of office space; (ii) supply of equipment and furniture; (iii) provision of books and research materials; (iii)

professional development and training to enhance competencies of center staff and collaborators.  
Component 4: Project Management

This component will support all aspects of project management in both the planning and implementation phases. Examples of activities financed under this component are project monitoring and evaluation and salaries for Project staff.

The proposed Project will be designed to help the GOV reach its highest goal in education: to produce public school graduates who have strong general knowledge complemented by increased capacities for critical thinking, reasoning, and problem-solving. The revised curriculum will be compatible with the increased use of emerging pedagogical techniques—especially those piloted under the Vietnam Escuela Nueva Project (VNEN)—that decrease the role of simple memorization-based learning in Vietnamese schools.

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Component 4: Project Management

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**D. 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 national wide.

In addition, the Project will assist the development of a Center for Curriculum Research and Assessment (with the main office located in Hanoi and four other facilities located in four regions) and the development of a Center for Foreign Languages (the main center is expected to be located in Hanoi, with two satellites located in two other regions). 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.

**E. Borrowers Institutional Capacity for Safeguard Policies**

The Government of Vietnam has demonstrated adequate capacity for conforming to safeguard policies in recent education-related projects with the World Bank. Such projects include the School Readiness Promotion Project (SRPP), the School Education Quality Assurance Program (SEQAP), the New Model University Project (NMUP), the Higher Education Development Policy Program (HE DPO), and the Vietnam Escuela Nueva Project (VNEN).

**F. Environmental and Social Safeguards Specialists on the Team**

Nghi Quy Nguyen (GSURR)

Thuy Cam Duong (GENDR)

**II. SAFEGUARD POLICIES THAT MIGHT APPLY**

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/ BP 4.01	Yes	The policy is triggered due to the potential environmental and social impacts in linked with projects activities. The project is assessed as a category B in line with the Bank's safeguard policy OP/BP 4.01. 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

		<p>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 Center for National Curriculum Research and Development and Assessment (main office located in Hanoi and four other facilities located in four regions) and a Center for Foreign Languages (the main center is expected to be located in Hanoi, and two satellites located in two other regions). The two main centers will be newly constructed while their satellites in other regions will include the renovation of existing buildings. It is expected that the newly constructed and renovated 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 center.</p> <p>An Environmental and Social Framework (ESMF) will be developed by the Client during preparation to ensure that activities during implementation and operation shall be in compliance with the World Bank safeguard policies and national regulations. The ESMF would include a process to be followed to assess and manage the impacts associated with the construction and renovation activities. In addition, it would contain standardized ECOPs describing environmental measures and clauses for generic impacts associated with rehabilitation and construction/minor construction activities. The ECOPs will be incorporated into bidding documents and relevant renovation/construction contracts.</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 will, however, include provisions for chance-find procedures, which will be incorporated into relevant construction contracts to ensure that in case such physical or cultural assets are identified, appropriate measures will be taken.</p>
Indigenous Peoples OP/BP 4.10	Yes	<p>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. The MOET will conduct 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 will be translated into a bias-avoidance framework in</p>



		which an Ethnic Minority Development Plan (EMDP) will be included in order to: (a) ensure that the ethnic minority peoples receive social and economic benefits that are culturally appropriate; (b) avoid potentially adverse effects on the ethnic minority communities; and (c) minimize, mitigate, or compensate for such effects.
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 will incorporate 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.

### III. SAFEGUARD PREPARATION PLAN

**A. Tentative target date for preparing the PAD Stage ISDS:** 30-Nov-2014

**B. Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing<sup>1</sup> should be specified in the PAD-stage ISDS:**

The borrower will prepare two safeguard instruments to mitigate any potential impacts as a result of triggering OP 4.01 and OP 4.10. An Environmental and Social Framework (ESMF) will be developed (for OP 4.01) by the Client during preparation to ensure that activities during implementation and operation shall be in compliance with the World Bank safeguard policies and national regulations. The ESMF would include a process to be followed to assess and manage the impacts associated with the construction and renovation activities. In addition, it would contain standardized ECOPs describing environmental measures and clauses for generic impacts associated with rehabilitation and construction/minor construction activities. The ECOPs will be incorporated into bidding documents and relevant renovation/construction contracts. An Ethnic Minority Development Plan (informed by a social assessment) focused on the portrayal of ethnic minority peoples in the revised curricular and pedagogical materials developed under the proposed Project (the Plan itself will be completed by October 31, 2014)

### IV. APPROVALS

Task Team Leader:	Name: Michael F. Crawford
<b>Approved By:</b>	

<sup>1</sup> Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.

Regional Safeguards Coordinator:	Name: Josefo Tuyor (RSA)	Date: 24-Oct-2014
Practice Manager/ Manager:	Name: Luis Benveniste (PMGR)	Date: 25-Oct-2014