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Country Context

Vietnam has recovered strongly since the economic downturn in 2011 with a Gross Domestic Product (GDP) annual growth rate of 6.8 percent as of November 2015.¹ Diminishing inflation, strong export growth, and expansion of foreign exchange reserves have all contributed to a reasonably stable macroeconomic environment. The inflation rate was less than 1.8 percent by the 4th quarter of 2015. Overall export growth from 2011 – 2015 was above 22.8 percent, with high-tech exports growing by a robust 69.4 percent. Rises in the consumer price index dropped down to 0.6 percent year-on-year in August 2015 from 4.3 percent in 2014.

In 2014, Vietnam achieved lower-middle income status with a per capital income of over US\$2,000, an indication that Vietnam has made remarkable progress in reducing poverty. The fraction of the population living in extreme poverty dropped to 3 percent in 2012 from 50 percent in the 1990s.³ Overall, household expenditures continue to grow including in rural areas where expenditures have risen for households at every income level.⁴ Vietnam has also achieved several Millennium Development Goals (MDGs): (i) eradicating extreme poverty and hunger; (ii) achieving universal primary education; and (iii) promoting gender equity in education. In an effort to continue its development achievements, the government developed the Socio-Economic Development Strategy (SEDS) 2011-2020, which emphasizes structural reforms, environmental sustainability, social equity, and macroeconomic stability. To realize these, the SEDS identified three breakthrough areas: (i) promoting human resources/skills development (particularly skills for modern industry and innovation); (ii) improving market institutions; and (iii) infrastructure

¹ General Statistics Office of Vietnam. 2015 Socio-Economic Statistics.

² Vietnam Overview. World Bank. <http://www.worldbank.org/en/vietnam/overview>. Last updated Oct 5, 2015.

³ Using the US\$1.90 2011 purchasing power parity line

⁴ Taking Stock, World Bank. December 2013. Page 48

development.

While achievement has been strong, implementation of the Socio – Economic Development Plan (SEDP), during the period 2011-2015, showed slow progress, which the updated version of the SEDP 2016-2020 acknowledges. Exports remain dominated by “less sophisticated products with low value added and embodying modest technology.”⁵ This is particularly worrisome considering that Vietnam is joining several regional trade agreements, the latest of which is the Trans-Pacific Partnership. According to the Vietnam 2035 report, another concern is the downward trend of labor-productivity growth since the late 1990s, from nearly 7 percent in 1995 to 3.5 percent in 2013.⁶ In addition, considering that the labor force is shifting “one chair over” to more productive segments of the economy,⁷ skill requirements are rising. Improved competitiveness and greater value added are therefore essential to realizing the country’s ambitious economic and social objectives.

Despite Vietnam’s remarkable progress in equitable growth, members of disadvantaged ethnic minority groups continue to lag behind others on most social indicators. Ethnic minority groups account for more than half of the poor using the national poverty line and have the poverty rate of 59 percent. In 2014 the poverty rate had fallen to 6.3 percent among the Kinh and Hoa while standing at 57.8 percent among ethnic minorities. Poverty rates for minority groups range from 38 percent among the San Diu to 93 percent among the Hmong.

Ethnic minority groups do less well on all major social indicators. They have seen little improvement in the under-5 malnutrition rates and worsening infant mortality rates. Mortality rates in 2012 were more than four times as high among ethnic minorities as among the Kinh and the Hoa. Under-5 mortality rates in Vietnam are quite low for the country’s income, but they remain high among ethnic minorities.

Most all ethnic minority groups have seen increases in their average wealth over the last decade. But their ranking has not changed substantially, neither with regards to the Kinh and Hoa nor between groups. The Hmong, for example, remain among the poorest groups and the Tay remain among the wealthier ethnic minorities.

Vietnam has also achieved impressive outcomes on gender equality. Gender differences in school enrollment and attainment are minimal, and the gender wage gap is modest. But women remain outliers in private- and public-sector leadership positions. There are sharp gender differences in business and particularly in government and political spheres, the leadership is overwhelmingly male. In the last decade and a half, the share of women in the National Assembly has been declining and is now at 24.4 percent. Few chairs of National Assembly committees are female. The civil service has a large share of women, but their representation in leadership positions is not strong, mostly at lower levels.⁸

In sum, socio-economic achievement in Vietnam has led to growth that has benefited almost all

⁵ Ibid. Page 8.

⁶ Vietnam 2035 Executive Summary. World Bank. February 2016, page 20.

⁷ The labor force is shifting from farming to informal, from informal to low-productivity formal, and from lower-productivity formal to high-productivity formal.

⁸ For ethnic minorities in general, and for ethnic minority women in particular, access to leadership positions (and the civil service, for that matter), is significantly lower than for Kinh and Hoa women.

Vietnamese. However, this phenomenon of “all boats rising” has not substantially narrowed socio-economic gaps or increased opportunities. Ethnic minorities continue to lag behind other groups and women cannot seem to break through the Vietnamese version of the “glass ceiling”. Considering these persisting differences between populations and the sexes, what policy changes should may better prepare Vietnam for an uncertain but promising future while ensure that all will benefit.

Sectoral (or multi-sectoral) and Institutional Context

Achievements and Challenges. Vietnam has always emphasized education as a keystone of its development policy. As one sign of this commitment, it allocates nearly 20 percent of public expenditures to education, significantly above the Organization for Economic Co-operation and Development (OECD) average of 12.9 percent.⁹ A national network of educational institutions has expanded dramatically improving access to education at all levels

The country has essentially achieved universal primary education and is moving towards universal preschool education for five-year-old children and universal lower secondary education. Between 2001 and 2010, net enrollment rates at lower secondary and high school levels increased from 70 percent to 85 percent and 33 percent to 50 percent respectively.¹⁰

Vietnam has also make considerable progress in creating better learning conditions in schools. The Ministry of Education and Training (MOET) has developed the “Fundamental School Quality Level (FSQL)”, which establishes minimum standards for physical facilities, school organization and management, teaching materials and teacher support, and school-parent linkages for primary students. Full-day schooling for primary and lower secondary education has gradually expanded to increase learning hours.

Vietnam has also attained higher levels of student learning achievement. Its performance on the 2012 Program for International Student Assessment (PISA)¹¹ surpassed the OECD country average and many developed economies.¹² In addition, variation around the mean scores was relatively small.

There is, however, unfinished business. Gaps in education achievement and opportunity mirror many of the trends pointed out above. There has been considerable progress over the last two decades, with almost all ethnic minority children and girls enrolling and attending primary schools,¹³ and minor difference in enrollment rates for lower secondary education for ethnic minorities and none with regards to gender.

In terms of learning, gaps exist but are narrowing between children from majority groups and

⁹ Education at a Glance, OECD. 2011. Page 248.

¹⁰ United Nations Education Science and Culture Organization (UNESCO). 2015. Vietnam: Education for All 2015 National Review.

¹¹ Vietnam scored 511 (17th place out of 65 tested countries) on math, 508 on reading (19th place), and 528 on science (8th place).

¹² OECD. 2012. PISA 2012, Result in focus retrieved from www.oecd.org/pisa/.../pisa-2012-results-overview.pdf.

¹³ The remaining primary and lower secondary enrollment gaps between disadvantaged ethnic minorities and other groups are expected to close soon. The overall enrollment rate for ethnic minority children is 89% (steady rising by one percent per year) but then enrollment rate for 7-9 year olds is 100%. With nominal primary and lower secondary school dropout rates, we can expect

those from disadvantaged ethnic minorities. Over the last decade, ethnic minority children have registered impressive gains in mathematics, reading, and particularly Vietnamese language. However, gaps persist, in part because scores for all populations have been increasing over recent years.

However, the access profile for ethnic minorities changes dramatically starting with upper secondary school. From age 14 (the last year of lower secondary) a steep fall-off in ethnic minority enrollment begins, and relatively few children from ethnic minorities make the jump to upper secondary. Whereas the lower secondary enrollment rate is 85 percent, it drops to 60 percent for upper secondary (with just a third of the poorest quintile of the student population succeeding in that transition). For the moment, this drop-off has remained steady over time. This constitutes a major brake in higher education enrollment.

Vietnam has largely achieved gender equality in general and higher education.¹⁴ However, gender gaps continue, but in different forms. Whereas there are more women enrolled in higher education than men, they are less likely to study sciences, engineering and other technology oriented fields. In addition, and this is of particular import for this operation, women tend to be underrepresented in management positions. As is the case in many countries, there are substantially more female than male general education teachers, but far fewer female school directors, subject specialists, district/provincial/national administrators, or university faculty.

Government response. While achievements are impressive and well-acknowledged, Vietnamese authorities are concerned that their education system is not well positioned for the economic and social challenges that will be brought on by greater integration into the global economy. Education does not provide the population with the skills and competencies needed today for producing greater value and to maintain competitiveness.¹⁵ Recognizing that education may be a “weak link” in Vietnam’s future strategy, the 2011-2015 Social Economic Development Strategy (SEDS) states that the “quick development of...high quality human resources is essential for the country’s industrialization, modernization, and the development of a knowledge-based economy.”¹⁶

In 2013, the 11th Party Congress at its 8th meeting session adopted the Fundamental and Comprehensive Education Reform (FCER),¹⁷ which aims for education to meet “the requirements of industrialization and modernization in the socialist oriented market economy and international integration.” It constitutes a political and legislative umbrella for a broad sector-wide reform.

The FCER’s priority is general education (grades K-12), where learning approaches are to become less content-based and more competency- and quality-based. It intends for all Vietnamese students to obtain higher order cognitive and behavioral skills, such as the ability to think critically and creatively, apply knowledge from many subject areas to solve practical problems, work in teams, and convincingly communicate verbally and in writing.¹⁸ To that end,

¹⁴ With the exception of ethnic minority girls.

¹⁵ Skilling Up Vietnam: Preparing the Workforce for the Modern Market Economy, World Bank. November 2013

¹⁶ Vietnamese Government. 2010. Socio-Economic Development Strategy for 2011-2015

¹⁷ Resolution No 29/NQ-TW issued on 4th November 2013 of the 8th Conference of the 11th Session of the Central Executive Committee on Fundamental and Comprehensive Education Reform.

¹⁸ Ibid.

general education will introduce, *inter alia*, new curricula and methods of instruction, develop a comprehensive learning assessment system and reform teacher education.

The success of such a reform will depend almost exclusively on the preparedness of the teacher to master this new pedagogical paradigm. One of the underlying principles of the FCER is that teachers should be equipped to respond to different contexts that are themselves constantly changing. Essentially, the FCER will require teachers to become increasingly professional, i.e., to adapt methodologies and knowledge to real-time problems as they arise in his or her classroom and school. This is similar to the professional models of medical doctors, researchers, policy analysts and other knowledge-based fields. Training and supporting such teachers requires greater interaction between professionals, reciprocity, hands-on mentorship and coaching and on-time advice to solve identified problems.

In sum, for teachers to acquire this new type of professional profile, they will need onsite continuous professional development (CPD). Considering the nature of the expected changes to teaching methodology and professional responsibility, most research on the matter has indicated that onsite CPD (provided through face-to face and online platforms) has the greatest influence on teacher competencies, classroom behavior, and effectiveness, particularly since it prepares teachers to respond to quickly changing situation and a wider array of differing demands. By “bringing training to the teacher”, onsite CPD can help teachers more effectively master these new methods and competencies.

Teacher education in Vietnam has many strengths, but it is not necessarily prepared to help teachers acquire this different professional profile, nor to ensure the highest quality and most responsive onsite continuous professional development. In consequence, as part of the FCER, the Ministry of Education and Training (MOET) has prepared the National Teacher Education Program (NTEP) that, *inter alia*, aims to modernize and render more responsive onsite teacher and principal continuous professional development.¹⁹ The World Bank financed Enhancing Teacher Education Program (ETEP) will specifically support this facet of the overall government’s overall strategy for improving teacher education.

The FCER retains at the center of Vietnam’s education development strategy the importance of equal opportunities. Thus, all students, regardless of ethnicity, income or gender must have an equal opportunity to master these new higher order skills and competencies.

Past successes in increasing access to education and higher learning achievement for disadvantaged groups were the product of a wide array of interventions sustained over a long period of time. The government developed and adopted both supply²⁰ and demand²¹ side strategies. The FCER now aims for an 80 percent upper secondary enrollment rate that can only be reached by a fast expansion of enrollment amongst ethnic minorities. Although some of the same successful strategies might remain pertinent, secondary education is considerably more complex what with the variety of learning paths, the high stakes competition for tertiary

¹⁹ The MOET has recently submitted the National Teacher Education Program to the government for approval and authorization. These endorsements are expected before Negotiations.

²⁰ For example, school construction and improvement programs targeting selected regions and/or population groups; incentives for teachers to be deployed to remote areas and to attract ethnic minorities to the teaching profession; deployment of specialized teachers or teacher aides (e.g., language assistants); development of specialized

²¹ For example, school fee exemptions, discounts, school lunches, scholarships and information campaigns

education, and the new ways of teaching and learning that are to be adopted. Thus, the new education sector reform may constitute a particular challenge for ethnic minority children because it raises the bar by introducing new skills and competencies – just when these same children have begun to become proficient at the existing learning goals.

However, the reform also represents an opportunity for ethnic minority children because the new pedagogy favors a tailored approach to learning and teaching that takes into consideration context, the specific characteristics of the learner and insists that all children can succeed. In consequence, the new teacher professional profile will be particularly apt, since teachers will need to tailor their teaching approaches to the specific challenges facing ethnic minority children.

It is difficult to predict whether the new skills and competencies will be more difficult to master for girls or boys, although the education system should develop the tools and mechanisms to detect any differences as they appear. However, as mentioned above, one of the key gender issues in the education system has to do with equal access of female personnel to positions of authority and management. The efforts to reinforce teacher education will also provide an opportunity to affect the gender balance in higher level positions in general education. The NTEP aims to develop assign teachers and principals the respective roles of Core Teachers and Principal Advisors. As a consequence,

Vietnam possesses a keen advantage as it enters a new generation of education sector development. It builds from the base of a well-functioning education system that has provided exceptional results. The system has produced learned children distributed quite equitably across Vietnam. Many better-endowed countries would be envious of this result. However, the challenges of the next phase of education development should not be underestimated.

Program Scope

The Fundamental and Comprehensive Education Reform consists of twenty programs, of which the *National Teacher Education Program* (NTEP) is one of the most critical for meeting the objectives in general education. It establishes a new framework for the provision of training, retraining and continuous professional development to schoolteachers and principals so that they may build and maintain the professional profile necessary to meet the requirements of the FCER. The Program will be implemented from 2016 to 2022. The NTEP aims to achieve the following objectives by that date:

- *For general education and continuing education teachers and management staff:*
 - a. 100% of teachers and principals meet qualification requirements pursuant to Amended Law on Education in 2009 and Higher Education Law 2012,
 - b. 100% of teachers and principals are trained and capable of implementing the new curriculum and using the new textbooks;
 - c. Over 70% teachers and principals achieve higher levels of the professional standards;
 - d. Over 80% principals are trained and awarded certificates in education management;

- *For teacher training institutions:*
 - a. 100% teacher training institutions update their training programs and curricula, build the capacity of their human resources, improve physical conditions, and restructure to provide high quality training and CPD services;
 - b. 100% teacher training institutions work closely together and with other actors in teacher education, and contribute to shared resources to meet the need for teacher education of all provinces.
- *For education management at all levels:*
 - a. 100% education management authorities at all levels have enhanced planning and management capacity to implement, monitor and evaluate the implementation of teacher education policies; and
 - b. 100% policy and legal documents in teacher training are amended and updated to response to the new context of general education.
- *For schools:*
 - a. 100% schools have enhanced capacity to effectively implement and manage CPD at the school level.

NTEP is structured around six “solutions areas”. Each presents a set of strategies grouped either by functional category or by type of teacher education.

- *Strengthen teacher education management and planning by* i) updating and further developing the regulatory framework and related policies in support of teacher education; ii) enhancing the capacity of national and local teacher education departments; and iii) establishing a ICT based teacher education information management system;
- *Renovate pre-service teacher education by* (i) helping teacher training institutions prepare new curricula, training content, delivery mechanisms, support systems for student teachers; (ii) establishing outcome standards for all training programs, (iii) developing assessment tool kits for student-teachers, and (iv) implementing relevant research projects;
- *Establish and deliver Continuous Professional Development programs for teachers and school managers by:* (i) developing new types of e-learning programs for the delivery of CPD, (ii) training national general education experts who can support efforts to improve CPD, (iii) establishing a cadre of Core Teachers and Principal Advisors at local levels, (iv) providing support programs for Core Teachers and Principal Advisors once deployed to schools; (v) developing materials and support tools for Core Teachers and Principal Advisors to implement CPD at the school level; and (vi) developing more systematic mechanisms to assess the quality and impact of CPD programs;
- *Build capacity of key lecturers and managerial staff of teacher training institutions by:* (i) providing relevant training programs and courses, (ii) holding national and international conferences and/or workshops; (iii) engaging in scholar and academic exchanges, and (iv) reviewing and renovating regulations on recruitment, work position and other human resource related procedures;

- Enhance physical environment and facilities/equipment of teacher training institutions:
(i) upgrading and conducting minor rehabilitation of classrooms, IT centers, teaching practice centers, laboratories, and IT facilities for distance and e-learning at the eight LTTUs, (ii) supporting the development of e-libraries for the eight LTTUs and (ii) enhancing the physical conditions of other teacher training institutions;
- Promote socialization and international cooperation in teacher education by means of workshops, conferences, exchanges and fora.

Of the above solution areas, ETEP will focus primarily on efforts to improve Continuous Professional Development provided onsite to teachers and principals. In essence, the enhanced CPD system will provide more training and support - that is of high quality, relevant, and timely - directly to teachers and principals at the school level. Internationally, this is considered best practice for teacher training and support.

The National Teacher Education Program aims to reinforce the provision of CPD through two main vehicles: (i) Core Teachers and Principal Advisors, who will be assigned to schools and school clusters to provide face-to-face training and support and (ii) an online platform that can provide needs-based, interactive training and support directly to teachers and principals. A rigorous training and support needs assessment system, based on professional standards and context-specific needs define by teachers and principals, will inform the development of tailored training programs and applications. To ensure the dynamism and quality of the enhanced CPD system, eight Lead Teacher Training Universities (LTTUs) in respective catchment areas (corresponding approximately to regions) will train and provide support to Core Teachers and Principal Advisors; develop the online services and applications; and help develop the needs assessment systems. These LTTUs will provide technical leadership and guidance for this onsite CPD system.

The Program for Results

MOET and the World Bank agreed that the ETEP would support four results areas from the NTEP. These areas constitute the pillars for establishing an effective and well-functioning CPD system that can provide onsite support and training to teachers in schools.

Result Area 1: Improved capacity of Lead Teacher Training Universities and central teacher management units to enhance teacher education effectiveness. MOET has selected eight Lead Teacher Training Universities (LTTUs)²² to provide technical guidance for the development and the implementation of the enhanced CPD for teachers and principals. The LTTUs will train and support Core Teachers, (one selected from each of 28,000 schools countrywide), and Principal Advisors (one selected per seven school principals) who will subsequently return to their respective schools and school clusters to provide CPD to fellow teachers and principals. Second, the LTTUs will help develop instruments that measure the CPD needs of teacher and principals. Third, the LTTUs will develop content for CPD programs that address global teacher and principal needs (e.g., preparing for the rollout of the new curriculum), teacher and principal professional needs (e.g., programs to help meet new professional standards); and programs that address specific issues or needs identified by teachers and principals. For example, for regions

²² Hanoi National University of Education, Hanoi Pedagogical University 2, Thai Nguyen University of Education, Department of Teacher Education – Vinh University, Hue University of Education, University of Education – Da Nang University, Ho Chi Minh Pedagogical University, and the National Institute of Education Management

where there is a significant population of ethnic minorities, a LTTU could design programs and delivery methods that target the specific needs of Ethnic Minority teachers who may have less access to the internet or who may be less receptive to peer support.

The LTTUs do not currently have the qualities necessary to fully play their role as technical leaders of the onsite CPD system. Consequently, each will prepare a Performance Agreement (PA) to develop their institutional capacity and take on actions that will contribute to meeting DLIs. Each LTTU will conduct a survey to determine Teacher Education Institutional Development Index (TEIDI) scores, which essentially measures the institutional capacity of such establishments (see Box 1). The performance agreement (PA) is a contract signed between the LTTUs, MOET and the Ministry of Finance (MOF) where the universities commit to particular results in order to receive the resources necessary to implement the PAs. Signing and implementing the PA and reporting progress on the TEIDI scores of individual LTTUs are DLIs for the PforR.

The Bank-financed Bihar Enhancing Teacher Effectiveness Operation²³ in India currently uses the TEIDI. TEIDI is a tool to assess the readiness of teacher education institutions to deliver quality teacher education programs and monitor their accountability. The TEIDI will have a quantified and weighted checklist of indicators to measure institutional performance. The TEIDI aims to inform planning for effective decision-making at the national and provincial institutional levels. MOET will adapt the TEIDI to the Vietnam context.

The online platform will be able to play three functions: (i) provide access to and track use of e-learning programs (Learning Management System); (ii) access knowledge and personalized support (e.g., help desks) and (iii) have opportunities to collaborate with peers and experts. The platform will also house a Teacher Education Management Information System (TEMIS), which will be an important support for assessing teacher and principal training needs, as well as evaluating training interventions in order to inform the development of training programs.

Results Area 2: Development of teachers' training needs assessment systems to inform CPD program development. Teacher Education Management Information System (TEMIS) as part of the online platform dedicated to teacher education. Teachers and principals will record their learning and support needs into the TEMIS, as well as evaluations of online CPD interventions. It will also house data on Teacher Professional Standards. MOET plans to revise standards so that they align better with the requirements of the FCER.²⁴ The TEMIS would provide an important input for teachers to develop training plans to meet the new professional standards. Furthermore, the TEMIS can easily compile results to help LTTUs and others prepare specific interventions. It will include tools to evaluate the quality and effectiveness of different CPD interventions. The TEMIS will constitute a key resource for CPD decision-making, program development, and determining the responsiveness and impact of programs. The PforR tracks the

²³ The Bihar project was approved in May 2015 and is the first PforR in the education sector. It aims to improve the effectiveness of primary school teachers. Teacher training colleges will play a central role in providing support to teachers and thus their capacity is critical. So far, TEIDI has proven to be easy to use and baseline scores were easily established during the first year of the project. The straightforward and relatively “low tech” data collection and analysis systems have contributed to its relatively easy implementation.

²⁴ MOET established teacher professional standards in the 2000s, corresponding to the reform program introduced at that time.

development and deployment of the TEMIS to monitor and meet teacher and principal CPD needs as DLIs. The PforR also rewards the practice of sharing data generated from the TEMIS to different stakeholders through annual DLIs.

Result Areas 3: Onsite and continuous professional development for teachers and principals.

Core Teachers are senior or well-regarded school teachers who will provide face-to-face CPD in the schools where they are deployed (e.g., classroom observation, organization of peer-to-peer training; and individual coaching and mentoring). They will receive special training from the LTTUs and then return to their schools of origin to implement an annual work plan of support and training for other teachers. Similarly, Principal Advisors support principals of a cluster of six or seven schools. The Core Teachers and Principal Advisors will receive support from LTTUs throughout the year. The Core Teachers and Principal Advisors will develop annual plans detailing the training and support services they will carry out over the school year. The training and support provided to the Core Teachers and Principal Advisors by the LTTUs and the implementation of the Core Teachers' and Principal Advisors' annual plans constitute DLIs.

Core Teachers and Principal Advisors will not be new categories of civil servants. They retain their status as regular teachers and principals who are given modified work program with the same compensation, benefits, work conditions and responsibilities as before. Cascade trainers have played similar roles (teachers selected to be trainers for a limited period of time), but in an *ad hoc* manner.

Teachers have often see their assignment as cascade trainers to be a sign of status. Becoming a CT or PA should also be considered as an appealing opportunity. In addition, Core Teachers and Principal Advisors should have few teaching hours, receive specialized training and CPD programs. It will be nevertheless be necessary to establish a set of regulations for selection, deployment, training requirements, etc. Putting in place the regulatory framework for Core Teachers and Principal Advisors constitute a DLI for the first Period.

Results Areas 4: Teachers and principals have access to CPD programs and resources through an Information & Communication Technology-based system. The MOET aims to put in place a comprehensive Learning Management System that can make available four basic CPD services to teachers and principals: (i) on-demand, interactive e-learning courses for an assortment of continuous professional development needs; (ii) tailored knowledge (e.g., digitized and customizable lesson plans, videos of best practice) personalized support (e.g., help desks); and (iii) opportunities to collaborate with peers and experts online (e.g., A social media teachers' network with mobile interface) and (iv) mechanisms to allow beneficiaries to evaluate CPD services received.

Teachers and principals are familiar with using ICT for training and other purposes. The MOET has an incipient Learning Management System that will provide the basis for further development. Teachers already have access to e-learning courses through the LMS. In addition, the MOET's Connecting Schools Initiative has been in place for two years and provides e-learning to secondary schools. Both the VNEN and SEQAP projects are planning to use this as a platform for the transfer of their training programs.

Measures are included throughout the Results Areas to encourage the teacher education system to equip teachers and principals, particularly those who are ethnic minority and female, with the

skills, competencies and support necessary to ensure the academic success of ethnic minority children. Some examples of possible initiatives are as follows:

- **Results Area 1:** As part of their institutional capacity building initiatives, LTTUs will acquire the expertise to develop CPD programs, content, delivery methods and assessment systems that help all teachers and principals teach ethnic minority children more effectively. In addition, the LTTUs will conduct research projects, invest in capacity building for educational specialists in ethnic minority issues and prioritize ethnic minority and woman lecturers in their human resource development plans.
- **Results Area 2:** New teacher and principal professional standards will include the mastery of methods and approaches to address culturally sensitive issues, especially those related to teaching ethnic minority children and girls. CPD needs assessment tools and systems will take into consideration the capacity of teachers and principals to work with ethnic minority students and girls. Special care will be taken to evaluate the CPD needs of ethnic minority teachers and principals to inform the development of programs that effectively respond to their professional needs.
- **Results Area 3:** The training and support programs for Core Teachers and Principal Advisors will bolster their capacity to provide CPD to teachers and principals (particularly those who are ethnic minority) that specifically responds to the needs of ethnic minority and female students. The DOETs will be strongly encouraged to select ethnic minority and female teachers and principals to become Core Teachers and Principal Advisors.
- **Results Area 4:** The online Learning Management System will specifically include tools and programs that can provide support, training, peer to peer learning, and knowledge products to help teachers and principals address the specific learning needs of ethnic minority children and girls. Special initiatives will be pursued to ensure that ethnic minority teachers and principals have full access to and become proficient in the use of the LMS.

Technical Assistance

A Technical Assistance Component, supported through IPF, will mobilize world-class expertise to help develop and operationalize the strategies for improving onsite CPD for teachers and principals. The TA will allow MOET and LTTUs to: (i) elaborate and operationalize policies and directives, (ii) inform and improve the technical quality of the expected results and (iii) reinforce the implementation capacity, including monitoring and evaluation, of the Program. The technical assistance will mobilize expertise in the following areas:

- Program management capacity and relevant country systems;
- Expertise on specific technical areas to ensure satisfactory achievement of expected results;
- Institutional reinforcement of training institutions;
- Third party validation.

Program Development Objective(s)

The Program Development Objective of ETEP is: to strengthen teacher education institutions to enhance teacher and principal effectiveness through improved continuous professional development.

Environmental and Social Effects

Communities and individuals who believe that they are adversely affected as a result of a Bank supported PforR operation, as defined by the applicable policy and procedures, may submit complaints to the existing Operation grievance redress mechanism or the Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address pertinent concerns. Affected communities and individuals may submit their complaint to the Bank's Independent Inspection Panel which determines whether harm occurred, or could occur, as a result of Bank non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS), please visit <http://www.worldbank.org/GRS>. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

Environment (including Safeguards)

The ESSA determined that Program is not expected to have negative environmental impacts.²⁵ Upgrading activities supported under the ETEP are anticipated to cause negative environmental impacts associated with civil works, such as generation of noise, dust, wastes including solid waste and wastewater, and health and safety risks. However, upgrading activities would take place exclusively within university premises, so potential negative environmental impact is assessed to be minor, temporary, localized and can be mitigated.

Negative environmental impacts during construction will be adequately mitigated through application of Environmental Codes of Practice (ECOP) and Worker's Codes of Conducts (WCC) as well as communication activities in construction contracts to manage Environment, Health, and Safety (EHS) issues at construction sites. During operation of the upgraded facilities, it is envisaged that a small amount of waste would be generated by daily activities of teachers, students and university staff, and this impact will be managed by the existing waste treatment facilities in line with the government regulations. An Environmental and Social System Assessment (ESSA) is required and prepared by the Bank Task Team to address environmental and social concerns in line with PforR Financing Interim Guidance Notes to Staff on Assessments dated June 19, 2012. The final ESSA in Vietnamese language was locally disclosed through MOET website on 12 April and the English version was disclosed at the Bank's InfoShop on 13 April.²⁶

²⁵ The ETEP will support small scale upgrading activities of the existing education facilities, likely including e-libraries, basic laboratories for teaching, and classrooms for e-learning so it would help save energy and water, reduce health risks and better manage wastes. Further, teacher's, staff's and student's awareness of environmental protection are expected to be raised through the program. Such action will likely be included in the LTTU Performance Agreement and will help meet TEIDI targets, and thus DLIs.

²⁶ Final ESSA is disclosed after negotiation, and before Board approval.

Social effects

Education administrators and school teachers from the participating agencies across the country, including those from ethnic minorities and other vulnerable groups, will benefit from the Operation. The consultations indicated general support for the proposed objectives and design of ETEP. Given the composition of consultation participants, full support has been received from a broad range of stakeholders, from all levels of local authorities, from the provincial and district to the commune levels, and various ethnic minorities groups in the project sites, such as Tay, Nung, Thai, Dao and Ede. All these participants confirmed their full support for the concept and approach of the proposed ETEP, seeing them as a practical and useful way to enhance the effectiveness of teachers from general schools across Vietnam. Both male and female education administrators and teachers from the participating institutions would be encouraged to participate in the activities supported by the Program. The role of school-based Women's Unions would be enhanced to maximize benefits and minimize adverse impacts on beneficiaries, especially those from ethnic minorities and other vulnerable groups, thus making the Program more successful and socially sustainable. Needs of people with disabilities would be carefully considered and incorporated into the Program's activities to ensure their equal access to potential benefits. This will create more favorable conditions for them to be mainstreamed into the professional life in the country's education sector and contribute to its development.

Some challenges related to the existing social management system were identified during the consultations, including those relating to monitoring and evaluation; transparency and publicity of information; incentives for core teachers to take on new responsibilities; opportunities for female teachers to hold leadership, incentives to attract more ethnic women to the teaching profession; access to benefits of the new education by EM teachers, especially female ones; and a lack of synergy amongst existing Programs.

Financing

Source	Amount (US\$ m)	% of Total
GOV	329	72.6
Enhancing Teacher Education Program	75	16.6
Other Overseas Development Assistance	49	10.8
Total Program Financing	\$453	100.0

Program Institutional and Implementation Arrangements

The **MOET** is responsible for the strategic management of the ETEP and, by extension, the improvement of onsite teacher continuous professional development. This includes: (i) issuing and enforcing relevant teacher professional development policies and regulations; (ii) establishing and monitoring new teacher professional standards; (iii) identifying teacher- and school-level demand for onsite CPD; (iv) assessing the effectiveness of CPD interventions; and (v) using assessments and evaluations to shape CPD programs and initiatives. Through its Program Management Unit, MOET will also track and report on ETEP DLIs and transmit requests for disbursements to the World Bank. In addition, the MOET will operate the

monitoring and evaluation (M&E) system that will enable the government to report on progress toward achieving the development objective indicators and intermediate indicators of the results framework. MOET will also manage the implementation of the LTTU Performance Agreements.

The **DOETs** are the provincial authorities for general education. They are responsible for managing teacher deployment and service within their respective catchment areas, including in-service teacher training and CPD. DOET will coordinate efforts to improve CPD. This will include administrative oversight of Core Teacher and Principal Advisors and ensuring all CPD stakeholders at local level implement the CPD policies. The DOET will also track training needs assessments through the TEMIS, as well as training programs taken by teachers and principals, oversee evaluations of teacher standards, and undertake quality control of the CPD apparatus and process taking a province-wide perspective.

The **LTTUs** are responsible for facilitating the improvements to CPD envisaged by the NTEP through training, research, online services, and support to Core Teachers and Principal Advisors, as well other interventions. Successfully accomplishing this mandate will help the MOET meet DLIs. However, the ETEP technical assessment concluded that the LTTUs will need to build their capacity to undertake many of these new responsibilities. Each LTTU will prepare a Performance Agreement to be sign with MOET and MOF. The Performance Agreements will specify the needed institutional, human and technical resources to improve their capacity. The performance agreements will indicate how any given input will help the LTTU meet its new mandate. LTTU-specific TEIDI targets will inform the development of the performance agreement. The LTTUs will: (i) create innovative training content and delivery mechanisms, maximizing the use of ICT solutions; (ii) provide training and support for Core Teachers and Principal Advisors; (iii) coordinate with DOETs in the in assessing teacher training and support needs; and (iv) develop and manage demand-driven knowledge management tools.

The **MOF**, through the **State Bank of Vietnam (SBV)**, will receive the funds disbursed by the World Bank as per the terms of the IDA credit financing agreement. It will be responsible for making the appropriate resources available to the relevant institutions (e.g., the MOET and the LTTUs through their Performance Agreements) so that LTTUs can undertake key interventions necessary for meeting the DLIs in a timely, efficient and effective manner.

The central and local State Treasury will monitor expenditures under the current regulations for Technical Assistance using Investment Project Financing.

Independent Verification Agency (IVA) will provide independent confirmations of the results reported by LTTUs and the MOET. The MOET will select an IVA within six months of project effectiveness as indicated in the Program Action Plan.

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