

# PROJECT INFORMATION DOCUMENT (PID) CONCEPT STAGE

Report No.: PIDC17298

|   |  |
|---|--|
| <b>Project Name</b>                           | Vietnam Enhancing Teacher Effectiveness (P150060)                  |
| <b>Region</b>                                 | EAST ASIA AND PACIFIC  |
| <b>Country</b>                                | Vietnam  |
| <b>Sector(s)</b>                              | General education sector (100%)                                    |
| <b>Theme(s)</b>                               | Education for the knowledge economy (50%), Education for all (50%) |
| <b>Lending Instrument</b>                     | Investment Project Financing                                       |
| <b>Project ID</b>                             | P150060  |
| <b>Borrower(s)</b>                            |  |
| <b>Implementing Agency</b>                    | Ministry of Education and Training                                 |
| <b>Environmental Category</b>                 | B-Partial Assessment   |
| <b>Date PID Prepared/ Updated</b>             | 09-Jun-2015  |
| <b>Date PID Approved/ Disclosed</b>           | 27-Aug-2015  |
| <b>Estimated Date of Appraisal Completion</b> | 16-Nov-2015  |
| <b>Estimated Date of Board Approval</b>       | 15-Mar-2016  |
| <b>Concept Review Decision</b>                | Track II - The review did authorize the preparation to continue    |

## I. Introduction and Context

### Country Context

Vietnam is recovering from the global economic downturn in a strong position but faces substantial economic risks. The East Asia and Pacific Region is projected to account for two-fifths of global growth and one-third of global trade in the near future. In Vietnam, diminishing inflation, strong export growth, and expanding foreign exchange reserves have all contributed to a reasonably stable macroeconomic environment. Overall export growth from 2011 – 2013 was above 22.8 percent, with high-tech exports growing by a robust 69.4 percent. These positive developments are offset by data from three major indices showing that Vietnam’s competitiveness is declining with respect to that of its neighbors and other comparator countries. Emphasis on improved competitiveness and greater value added are essential to continuing the country’s economic and social progress. And a fundamental element will be the Vietnamese level of education, knowledge and skills.

### Sectoral and Institutional Context

Vietnam has always emphasized education as a keystone of its development policy and with

considerable success. Vietnam has essentially eradicated illiteracy and achieved universal primary education. Globally, gender parity at all levels of education reached some time ago. Furthermore, it has also attained high levels of student learning achievement. Vietnam's performance on the 2012 Program for International Student Assessment (PISA) surpassed the Organization for Economic Cooperation and Development OECD country average and many developed economies. Variation around the mean scores was relatively small. Although ethnic minorities and rural poor achieve lower levels of learning, they are catching up.

There is, however, unfinished business. Lower enrollment and achievement for ethnic minorities cannot be taken lightly. 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). In addition, ethnic minority girls have lower enrollment rates than boys in secondary school. Finally, the PISA results need to be confirmed during the next round in 2015, considering Vietnam's surprisingly high results.

At the same time, the Vietnamese workforce requires additional skills to address new demands in the labor market as a result of global economic trends and Government strategy. Beyond a solid mastery of basic competencies, students will need higher-order cognitive and behavioral skills such as the ability to think critically, apply knowledge from many subject areas to solve problems, work in teams, and communicate verbally and in writing in a convincing manner. The Vietnamese K-12 education system does not currently deliver these skills in a systematic manner.

Addressing the combination effect of "new and old business" represents a considerable challenge for the Vietnamese education system, regardless of past successes. Teaching higher order skills in K-12 education will mean defining new standards, developing new pedagogical approaches, setting up learning assessment, as well as monitoring and evaluation mechanisms, and establishing and applying new incentives. These changes will particularly task schools that serve more disadvantaged populations that still struggle to meet first generation educational goals.

To attend to this complex set of aspirations and challenges, Vietnam has adopted the Fundamental and Comprehensive Education Reform (FCER). Its goal is for education to meet "the requirements of industrialization and modernization in the socialist orientated market economy and international integration". The FCER's principal strategy is to moving away from a content-based to a more competency- and quality-based approach to learning. It will consequently introduce new curricula and methods of instruction and develop a comprehensive learning assessment system.

However, the determining factor for success will be teacher competencies and their behavior in the school and classroom. The FCER outlines a new teacher profile that emphasizes the ability to shift approaches to address unforeseen challenges; evaluate teaching practice in terms of learning outcomes and adjust accordingly; remain up to date on latest research and practices; ensure that all students learn, regardless of where they begin; and most importantly, work collaboratively with other teachers. These are qualities promoted across many knowledge fields, such as medicine and engineering, and represent a new frontier for the professional practice of Vietnamese teachers.

Vietnamese education does not currently provide the kind of training and support that would lead teachers in school and in preparation to possess these qualities. The present array of support and teacher training faces three difficulties.

First, teacher training and support services mostly focus on the individual teacher and does this in a “top-down” manner. Teacher training universities and regional teacher colleges provide pre- and in-service training, which is focused on providing teachers with higher levels of academic qualification. It is mostly conducted in lecture halls or through self-study – far from classrooms and schools. Professional development is financed and managed by DOETs and BOETs. However, DOETs do not have the capacity to determine training needs, select the most appropriate programs, or evaluate the results of training they finance and manage. Again, most courses take teachers outside the schools or are self-administered. DOETs and BOETs do provide some school-level support and training, but they are technically and logistically ill-equipped to do so with the level of expertise necessary to meet the new aspirations for K-12 education.

Second, teacher training and support institutions work in isolation from one another. National teacher training institutions do not link up with regional colleges or DOETs and BOETs to address regional or local issues. And there is little horizontally communication within each institutional category.

Third, evaluation and feedback systems cannot assess the effectiveness of training and support services. The current teacher assessment system is not able to track training and support needs. MOET had established teacher performance standards, but these have ceased to serve as a benchmark for teacher effectiveness, a guide for training needs or a vehicle to motivate teachers. Over 98 percent of teachers meet existing performance standards. Also, evaluations are based on teacher self-reporting or done by school principals who receive little external guidance or monitoring.

To address these challenges the FCER intends to develop the Vietnamese Teacher Education Network (VTEN) that links these institutions together both horizontally and vertically and orients their respective comparative advantages towards the common goal of helping teachers adopt and maintain a new professional profile.

### **Relationship to CAS**

The World Bank Group Country Partnership Strategy (FY2012-2016) is built upon three pillars: (i) strengthening Vietnam's competitiveness in the regional and global economy; (ii) increasing the sustainability of its development; and (iii) broadening access to economic and social opportunity. The World Bank Group lending program for education focuses particularly on Pillar 1 and Pillar 3.

The World Bank education strategy has increasingly focused on the transmission of higher order skills and competencies needed for the workforce to contribute higher value added and thus increase competitiveness. However, this thrust has always been circumscribed by the concern that all Vietnamese are provided with the opportunity to obtain these skills. This has required specific strategies for populations that have been historically disadvantaged, thus have lagged behind in terms of education achievement.

The future portfolio consists of two interconnected and complementary operations that aim to address the K-12 objectives of the FCER. They all build from the results of the past and present projects. The General Education Project (expected before the end of FY2015) will accompany the development and roll-out of a new K-12 curriculum. The present project will support Government's plans to transform Vietnamese teachers into professionals capable of providing new content and new ways of instruction. These World Bank operations are programmatic because they support key

and catalytic elements of the Education Renovation in a phased manner.

The Enhancing Teacher Effectiveness Project is proposed as a loan to the Government of Vietnam for \$95 million over a period of five years.

## **II. Proposed Development Objective(s)**

### **Proposed Development Objective(s) (From PCN)**

The project development objective is to build capacity to assess and improve teachers' effectiveness through quality professional development delivered in schools.

### **Key Results (From PCN)**

#### **B. Key Results**

PDO Indicator 1: Percent of teachers in the catchment areas of Vietnam Teacher Education Network that have increased their level of professionalism. This indicator will use new teacher standards and formal evaluation mechanisms to be developed with Project support. These are practicing teachers but include those recently deployed after preservice training.

PDO Indicator 2: Percent of schools in the catchment areas of the Vietnam Teacher Education Network that receive demand-driven, school-level teacher training and support services. This indicator will be calculated from data collected through the Teacher Management Information System.

Intermediate Indicators:

- Number of TVEN Performance-Contract proposals approved and implemented (as monitored by MOET/DTEM).
- Key institutions of the VTEN obtain quality infrastructure, ICT facilities, trained personnel and strong governance systems;
- Percentage of teachers within the VTEN catchment areas accessing new interactive knowledge management system provided by key institutions and the DTEM.
- Newly established Teacher Management Information System used by DTEM, key institutions and other stakeholders to monitor changes in teacher professional qualities, as well as quality and effectiveness of training programs.

## **III. Preliminary Description**

### **Concept Description**

The project will support the first phase of Government's plans to establish the Vietnam Teacher Education Network (VTEN) as part of its overall Fundamental and Comprehensive Education Reform. The Network is not hierarchical structures. Rather, it constitutes a set of complementary relationships between institutions to pursue common goals, which in this case is the adoption by teachers of new teacher profiles in phase with new learning expectations.

The VTEN will include four types of institution: national teacher training universities and university departments, regional teacher training colleges, provincial and district educational authorities (DOETs and BOETs) and schools, all located within a given catchment area. With support provided by the project, each will bring specific qualities to their respective networks and together work towards common, specified goals. National teacher training universities and university departments

will provide intellectual leadership to their respective Network, creating innovative training content and delivery mechanisms, developing and curating demand-driven knowledge transfer mechanisms, furnishing technical guidance to other Network actors, assuring the quality of teacher training and services provided throughout the Network, and conducting relevant research. Regional teacher training colleges will design and provide demand-driven training and support services for teachers and teacher trainees. The DOETs and BOETs will coordinate training and services of the Network in their respective geographic jurisdiction, ensuring that teachers receive customized support and training. The MOET will provide strategic management of the Networks, including the maintenance of a Teacher Management Information System and a Knowledge Management Facility.

The MOET has selected seven national teacher training universities and university departments to be the key institutions of the VTEN. Each key institution will each cover a defined catchment area that will cover two provinces (on average), their districts, all schools and selected teacher training colleges.

The Directorate of Teachers and Education Managers (DTEM), which is responsible overall for developing and overseeing the implementation of national teacher policy, will oversee and manage the development of the Networks and provide national level guidance. Furthermore, the DTEM will establish and oversee the functioning of a teacher education management information system and a knowledge management facility that can be shared by all Networks. Finally, the DTEM will promote exchanges and collaboration between key institutions.

Considering the non-hierarchical nature of the VTEN, the Project will provide grants to key institutions, in partnership with regional teacher training colleges and DOETs, to improve the quality and relevance of teacher training and support services. The key institutions will make proposals that promote the type of teacher training support approaches described above. In addition, each proposal is also expected to include strategies for ensuring that teacher training and support services meet the specific needs of disadvantaged populations in respective catchment areas.

The partnership proposals will be reviewed by the DTEM and, upon agreement, approved and signed as a performance contract between MOET and the respective key institution. The proposals will finance the implementation of identified activities and capacity building of the key institutions to take on their new functions.

The project will consist of four components that respectively aim to: (i) develop the organizational structure and policy environment needed for the success establishment and functioning of the Vietnam Teacher Education Network; (ii) put in place a mechanism to finance partnership projects implemented by the seven key VTEN institutions; (iii) reinforce the human resource capacity of the seven key VTEN institutions; and (iv) establish and sustain the project management structure for the Bank-financed operation within the DTEM.

#### IV. Safeguard Policies that might apply

| <b>Safeguard Policies Triggered by the Project</b> | <b>Yes</b> | <b>No</b> | <b>TBD</b> |
|--|------------|-----------|------------|
| Environmental Assessment OP/BP 4.01                | <b>x</b>   |           |            |
| Natural Habitats OP/BP 4.04                        |            | <b>x</b>  |            |
| Forests OP/BP 4.36                                 |            | <b>x</b>  |            |

|  |   |   |  |
|--|---|---|--|
| Pest Management OP 4.09                        |   | x |  |
| Physical Cultural Resources OP/BP 4.11         |   | x |  |
| Indigenous Peoples OP/BP 4.10                  | x |   |  |
| Involuntary Resettlement OP/BP 4.12            |   | x |  |
| Safety of Dams OP/BP 4.37                      |   | x |  |
| Projects on International Waterways OP/BP 7.50 |   | x |  |
| Projects in Disputed Areas OP/BP 7.60          |   | x |  |

## V. Financing (in USD Million)

|   |        |                       |               |
|---|--------|-----------------------|---------------|
| Total Project Cost:                         | 100.00 | Total Bank Financing: | 95.00         |
| Financing Gap:                              | 0.00   |                       |               |
| <b>Financing Source</b>                     |        |                       | <b>Amount</b> |
| BORROWER/RECIPIENT                          |        |                       | 5.00          |
| International Development Association (IDA) |        |                       | 95.00         |
| Total                                       |        |                       | 100.00        |

## VI. Contact point

### World Bank

Contact: Michel J. Welmond  
 Title: Program Leader  
 Tel: 5777+8264  
 Email: mwelmond@worldbank.org

### Borrower/Client/Recipient

Name:  
 Contact:  
 Title:  
 Tel:  
 Email:

### Implementing Agencies

Name: Ministry of Education and Training  
 Contact: Ms. Nguyen Thuy Hong  
 Title: Deputy Director General of DTEM  
 Tel: 84913352481  
 Email: nthong@moet.edu.vn

## VII. For more information contact:

The InfoShop  
 The World Bank  
 1818 H Street, NW  
 Washington, D.C. 20433  
 Telephone: (202) 458-4500

Fax: (202) 522-1500  
Web: <http://www.worldbank.org/infoshop>

Public Disclosure Copy

Public Disclosure Copy