

# INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

Report No.: ISDSC1118

**Date ISDS Prepared/Updated:** 09-Jun-2015

**Date ISDS Approved/Disclosed:** 30-Jun-2015

## I. BASIC INFORMATION

### A. Basic Project Data

<b>Country:</b>	Vietnam	<b>Project ID:</b>	P150060
<b>Project Name:</b>	Vietnam Enhancing Teacher Effectiveness (P150060)		
<b>Task Team Leader(s):</b>	Michel J. Welmond		
<b>Estimated Appraisal Date:</b>	09-Nov-2015	<b>Estimated Board Date:</b>	15-Mar-2016
<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>	100.00	<b>Total Bank Financing:</b>	95.00
<b>Financing Gap:</b>	0.00		
<b>Financing Source</b>			<b>Amount</b>
BORROWER/RECIPIENT			5.00
International Development Association (IDA)			95.00
Total			100.00
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Is this a Repeater project?</b>	No		

### B. Project Objectives

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

### C. Project Description

Herewith summarizes the underlying rationale of the proposed project:

- The FCER intends for all Vietnamese students to obtain higher-order cognitive and

behavioral skills, such as the ability to think critically, apply knowledge from many subject areas to solve practical problems, work in teams, and convincingly communicate verbally and in writing.

- Developing these skills will require a range of sophisticated pedagogical approaches that can be tailored to the various learning needs of a diverse population of students (nationally, regionally, locally and in schools and classroom)
- Success will depend on whether teachers adopt a professional profile that includes: the ability to shift approaches to address unforeseen challenges; evaluate and adjust teaching practice in terms of learning outcomes; remain up to date on latest research and practices; ensure that all students learn; and most importantly, work collaboratively with other teachers.
- In order for teachers to possess and maintain these qualities, the teacher training and support service should provide, inter alia:
  - o Continuous training and guidance at the work place provided for the school team and the individual teacher.
  - o Easily accessible and usable knowledge about innovations and best practice to meet real-time challenges at the school and classroom.
  - o Assessment and feedback to all stakeholders that can drive the development, implementation and modification of teacher training and support services.
- To provide such support in a systematic and inclusive manner, the government has chosen to develop a Vietnam Teacher Education Network (VTEN)
- The VTEN will encompass national teacher training universities and departments, regional teacher training colleges, DOETs and BOETs and schools that collaborate in order to meet a common goal. Its overall purpose is to ensure that teachers possess the qualities and receive adequate assistance to meet the new expectations proposed in the FCER and those of any subsequent reform programs.
- National Teacher Training Universities and departments selected because of their reputation and capacity will serve as key VTEN institutions that steward the collaboration of Network members located within a defined catchment area.
- Since networks are not hierarchical structure, the Government intends to put in place incentives for key VTEN institutions to work with other members of the Network towards to meet specified goals.

National teacher training universities and university departments will provide intellectual leadership, creating innovative training content and delivery mechanisms, developing and curating demand-driven knowledge management mechanisms, furnishing technical guidance to other Network actors, assuring the quality of teacher training and services, 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, ensuring that teachers receive customized support and training to meet school-based needs. The MOET/DTEM will provide strategic management of the Network, including the development and maintenance of a Teacher Management Information System and a Knowledge Management Facility.

In a first phase, the MOET has selected seven national teacher training universities and university departments to be the first “key VTEN institutions” in defined catchment area. Each catchment area will approximately cover two provinces (on average), their districts and schools and selected teacher training colleges.

The Department of Teachers and Education Managers (DTEM), which is responsible for developing and overseeing the implementation of national teacher policy, will oversee and manage the development of the TVEN and provide national level guidance. Furthermore, the DTEM will

establish and manage a teacher education management information system and a knowledge management facility that can be shared by all VTEN members. Finally, the DTEM will promote exchanges and collaboration between the key VTEN institutions.

Considering the non-hierarchical nature of the VTEN, the Project will provide grants to the seven key institutions that aim to promote partnerships with regional teacher training colleges and DOETs to provide quality and relevant teacher training and support services. The key VTEN institutions will make proposals that explicitly address the kind of teacher training and support strategies indicated above for their respective catchment area.

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 VTEN institution. The proposals will finance the implementation of identified activities and capacity building of the key institutions to take on their new functions.

The MOET has indicated that the project should finance four types of interventions or inputs for the seven key TVEN institutions and the DTEM. These are: (i) Establishing new organizational structures; (ii) Helping the key VTEN institutions prepare new curricula to train teachers and teacher trainees; (iii) Reinforcing the capacity of the human resources of the key institutions and the DTEM; and (iv) Upgrading facilities and equipment of the key institutions and of the DTEM. Partnership proposals will allocate resources for these inputs and actions.

## 2. Preliminary Description of Project Components

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.

Component 1: Establish the organizational structures and policy framework necessary for the successful functioning of the Vietnam Teacher Education Network:

Whereas it is expected that the individual partnership proposals will finance the reorganization of the seven key VTEN institutions, this component will provide for the development of the change and strategic management capacity of the DTEM, which will be responsible for the overall VTEN initiative. The component will also finance the development of a Teacher Management Information System (TMIS) to track and evaluate the provision and impact of teacher training and support within the Network. It will also support the development of knowledge management mechanisms that will facilitate information flow within and between key VTEN institutions. In this regard, the component will support the development of IT platforms and related interventions to make knowledge resources easily available to all teachers, education managers, lecturers, officers, technical experts and other interested stakeholders throughout the Network.

The project will also facilitate the development and implementation of necessary strategies and policies, for example:

- The rationalization of teacher training colleges, university and departments in line with the new distribution of teacher needs – geographically and in terms of expertise and specialization.

- The modification of teacher academic degree programs to prepare the pedagogical, subject and professional expertise of teachers in line with new learning objectives. This will include a larger requirement for supervised school-based practicums.
- The development of new teacher standards that reflect the new professional competencies expected of teachers and can be used as incentives and for guiding training content and planning training and support interventions.
- The development of incentives (for teachers, schools and members of the Network) to promote school-based training and support services, and establish more horizontal and vertical collaboration between Network actors.

#### Component 2: Building the Vietnam Teacher Education Network through partnership projects:

This component will finance partnership projects proposed by key VTEN institutions. Each key VTEN institution will receive technical assistance on how to prepare proposals and specific criteria on approaches, outcomes to be achieved, eligible and ineligible expenses, and reporting obligations.

Potential topics of Network partnership projects include:

- Development of school-based training and support programs for that are co-designed, co-implemented and co-evaluated by Network teaching training colleges, DOETs and BOETs (e.g., for the roll out of the new curriculum).
- Joint training needs assessments for teachers working in schools with specific characteristics (overcrowded, poorly resourced, lacking key infrastructure), found in particular locations (industrial zones, remote rural areas), serving specific population (ethnic minorities) that would lead to coordinated responses from the Network.
- Design of programs that address specific issues (e.g., delivery the new curriculum to ethnic minorities; preventing dropout within new migrant communities in urban areas; ensuring that gender equality is improved or maintained in terms of learning outcomes).
- Development of evaluation capacity that can examine the effectiveness of training and support services.
- Development of ICT based teacher training and support services that support and promote the new teacher professional profile.

#### Component 3: Develop the capacity of the technical, research, managerial and teaching staff of the key VTEN institutions:

If the key VTEN institutions are to be effective stewards, the professional profile of their staff must also change. Lecturers, administrators, managers, researchers, program developers, and evaluators should also adopt a problem-based approach, be continuously informed by latest research and practice, and work collaboratively. To help build such competencies, this component will finance:

- Technical assistance and provision of training, upgrading and support services to key VTEN institutions staff.
- Staff-exchange programs between key VTEN institutions.
- Carefully targeted study tours for key VTEN institution staff.
- Technical assistance to help the key VTEN institutions prepare viable proposals to be funded under component 2.

#### Component 4: Project management

The DTEM will be responsible for overall management of the Project. This component will provide technical assistance and other support services to the DTEM to create the appropriate Project management structure and develop the overall accountability framework for the VTEN, including Monitoring and Evaluation mechanisms (for both outcomes and for the implementation of partnership projects).

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

The Project will be implemented in north, central and south regions of Vietnam. Specific locations of the seven selected Teacher Effectiveness Institutions and salient physical characteristics will be determined during project preparation.

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

MOET has become familiar with Bank safeguard procedures and practices since MOET has successfully partnered with the Bank on a number of projects. Current portfolio of education project includes The School Readiness Promotion Project (SRPP), The School Education Quality Assurance Program (SEQAP), The Vietnam Escuela Nueva Project (VNEN), and Russian Education Aid for Development (READ) (READ is closed, please take this out). Project that closed in the last seven years include the Primary Education for Disadvantaged Children Project, the Primary Teacher Development Project, the Support for National Education-for-all Plan, Vietnam Higher Education Project I, Vietnam Higher Education Project II, and Higher Education Development Policy. Additional capacity building for the client and implementing agencies as well as on-the-job training will be provided to ensure adequate capacity for the review and implementation of safeguard policies.

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

Giang Tam Nguyen (GSPDR)

## **II. SAFEGUARD POLICIES THAT MIGHT APPLY**

<b>Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
Environmental Assessment OP/BP 4.01	Yes	The project will finance upgrading facilities and equipment of the key institutions and of the DTEM, so it may cause negative environmental and social impacts associated with civil works. Negative environmental and social impacts associated with civil works may include generation of noise, dust and waste, traffic and social disturbance. However, these impacts are expected to be small, localized, temporary and mitigable. No new construction activities are proposed under this The project is categorized as a Category B. A comprehensive Environmental Codes of Practice ECOPs/ Environmental Management Plan EMPs appear to be the right safeguard instrument for various typologies of rehabilitation/upgrading activities.
Natural Habitats OP/BP 4.04	No	The project is proposed to take place in existing

		university premises. As such, the project will not convert or degrade any known natural habitats
Forests OP/BP 4.36	No	The activities of upgrading education facilities and equipment will be implemented within existing university premises, and thus will not have adverse impacts on natural or plantation forests.
Pest Management OP 4.09	No	The project will neither finance procurement of any pesticides and laboratory chemicals nor cause increased use of these substances as a result of the project.
Physical Cultural Resources OP/BP 4.11	No	The project will not affect any physical cultural resources as upgrading education facilities and equipment will take place within the existing Teacher Effectiveness Institutions. In any event, a chance finds procedure will be prepared and included in the ESMF, site-specific subproject EMPs, and bidding and contractual documents.
Indigenous Peoples OP/BP 4.10	Yes	<p>OP 4.10 is triggered given the nature of this project. Component 2 will finance partnership projects proposed by Network key institutions. Potential and expected topics for the proposed Network partnership projects may include joint training needs assessments for teachers working in schools with specific characteristics, found in particular locations, and serving specific population (ethnic minorities) that would lead to coordinated responses from the Network. The topics may also include design of programs that address specific issues found of their respective catchment area (e.g., delivery the new curriculum to ethnic minorities; ensuring that gender equality is improved or maintained in terms of learning outcomes). These initiatives will be specified at the project appraisal stage.</p> <p>However, recent development studies in Vietnam have indicated a growing concern about the widening gap in education opportunities and outcomes between Kinh-dominated areas and ethnic minorities-dominated ones. To address this concern, the above-mentioned joint training needs assessments and programs should be designed and implemented so as to seek specific and effective measures that are culturally appropriate to ethnic minorities beneficiaries involved. This includes teachers, teacher trainees and students, so that they can enjoy more inclusive benefits, especially more equal education opportunities and outcomes, from</p>

		<p>the financed partnership initiatives. In addition, the design of needs assessments and programs financed under Component 2 should reflect gender analysis/monitoring in order to improve gender balance in both learning opportunities and outcomes amongst the related ethnic minorities beneficiary groups.</p> <p>A robust social assessment will be prepared for the Project in order to identify any relevant social issues, such as those pertaining to inclusive education of ethnic minorities, taking into account also gender and disability.</p> <p>The findings of social assessment will be translated into a bias-avoidance framework in which an Ethnic Minority Development Plan EMDPs/PPs will be included 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.</p>
Involuntary Resettlement OP/ BP 4.12	No	Component 2 will finance partnership projects proposed by Network key institutions, including joint training needs assessments for teachers working in schools with specific characteristics (overcrowded, poorly resourced, lacking key infrastructure), found in particular locations, serving specific population that would lead to coordinated responses from the Network. However, no construction activities are proposed under the project that are outside the confines of existing universities. Therefore, the project will not involve involuntary taking of land and involuntary restrictions of access to legally designated parks and protected areas.
Safety of Dams OP/BP 4.37	No	The project will not involve activities relating to construction or rehabilitation of any dam and is not vulnerable in any way to any upstream dam.
Projects on International Waterways OP/BP 7.50	No	The project is not implemented on international waterways.
Projects in Disputed Areas OP/ BP 7.60	No	The project is not located in any disputed areas.

### III. SAFEGUARD PREPARATION PLAN

**A. Tentative target date for preparing the PAD Stage ISDS: 15-Dec-2015**

**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:**

<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.

Safeguard-related documents will 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.

#### IV. APPROVALS

Task Team Leader(s):	Name: Michel J. Welmond	
<b><i>Approved By:</i></b>		
Safeguards Advisor:	Name: Peter Leonard (SA)	Date: 18-Jun-2015
Practice Manager/ Manager:	Name: Harry Anthony Patrinos (PMGR)	Date: 30-Jun-2015