



## Renovation of General Education Project (P150058)

EAST ASIA AND PACIFIC | Vietnam | Education Global Practice |  
IBRD/IDA | Investment Project Financing | FY 2015 | Seq No: 9 | ARCHIVED on 26-Dec-2020 | ISR43085 |

Implementing Agencies: Ministry of Education and Training, SOCIALIST REPUBLIC OF VIETNAM

### Key Dates

#### Key Project Dates

Bank Approval Date: 30-Jun-2015

Effectiveness Date: 08-Aug-2016

Planned Mid Term Review Date: 26-Nov-2018

Actual Mid-Term Review Date: 27-Nov-2018

Original Closing Date: 31-Dec-2020

Revised Closing Date: 31-Dec-2020

### Project Development Objectives

Project Development Objective (from Project Appraisal Document)

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

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

### Components Table

Name

Curriculum Development:(Cost \$17.50 M)

Development and Dissemination of Aligned Textbooks:(Cost \$21.60 M)

Learning Assessment and Analysis for Continuous Improvement of Curriculum and Policy:(Cost \$35.40 M)

Project Management:(Cost \$2.50 M)

### Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Moderately Unsatisfactory	<input type="checkbox"/> Moderately Unsatisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Unsatisfactory
Overall Risk Rating	<input type="checkbox"/> Substantial	<input type="checkbox"/> High

### Implementation Status and Key Decisions

The project encountered significant start-up delays during the first two years, largely due to external factors beyond MOET's control. The causes for the delays included: a) a ten-month delay in GOV countersigning of the Financing Agreement; b) the National Assembly's request to postpone the introduction of the new GEC from September 2019 to September 2020; and c) the Government's complex centralized procedures on civil works investment causing the delays in issuing bidding documents for the project's large construction packages. The project's implementation period is shortened by 12 months (the actual duration is four years, instead of five years). In addition, the COVID-19 pandemic has brought about various obstacles to the implementation of project activities. The National Assembly's decision to cancel the development of textbooks by MOET led to the cancellation of entire Component 2 and its associated funds. Many planned activities in Component 1 and 3 therefore could not be carried out, resulting in the low rate of disbursement.



For the sustainability of the project, MOET is recommended to attend to the following issues:

1. Further deployment of face-to-face and online training to teachers and school managers on competency-based assessment and school-based curriculum development and implementation.
2. Further development of standardized large-scale tests at grade 5, 9 and 12 to support the review and revision of the GEC 2018 for quality assurance and continuous improvement purposes.
3. Follow-up reviews and revisions of textbooks and learning materials.
4. Further development of performance assessment indicators of the key competencies in the GEC 2018.

## Risks

### Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	Substantial	Substantial	Moderate
Macroeconomic	Moderate	Moderate	Low
Sector Strategies and Policies	Low	Low	Low
Technical Design of Project or Program	High	High	High
Institutional Capacity for Implementation and Sustainability	Substantial	Substantial	High
Fiduciary	Substantial	Substantial	Substantial
Environment and Social	Moderate	Moderate	Moderate
Stakeholders	Substantial	Substantial	Substantial
Other	Low	Low	Low
Overall	Substantial	Substantial	High

## Results

### PDO Indicators by Objectives / Outcomes

Raise student learning outcomes				
► PDO1. Student learning gains (Text) (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Partially derived from 2011 and 2014 Exams and 1st iteration of the Project's NLSA.	PMU are drafting detailed plan for piloting new curriculum at grade 3, 8, 11 for one year and then conduct learning outcome assessment to compare learning gains	The planned assessment could not be executed as the project is not extended.	A gain of at least 0.12 standard deviation in Math and Vietnamese test scores.



		between control and treatment groups.		
Date	30-Jun-2016	18-Jun-2019	23-Dec-2020	30-Dec-2020
Comments:	The assessment could not be carried out within the project time frame as the new curriculum has applied to Grade 1 only.			

Revising and Implementing a competency-based curriculum				
▶ PDO2. Teacher preparedness for new curriculum (Percentage) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1.13	33.76	25.00
Date	10-Nov-2015	31-Oct-2019	23-Dec-2020	30-Dec-2020
Comments:	End target was 25 percent of teachers implementing the new curriculum will be certified as prepared for curriculum in of 80,510 (33.76%) Grade 1 teachers implementing the new curriculum in 2020 have been receiving and completing modules (module 1 and 2) by the reporting date.			

Improving the effectiveness of instruction				
▶ PDO3. Equitable access to learning materials (Text) (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Ratio of available textbooks in math and reading to enrolled students in primary schools in disadvantaged areas.	0.00	0.00	1.1 times baseline rate
Date	10-Nov-2015	18-Jun-2019	18-Dec-2020	30-Dec-2020
Comments:	The indicator could not be measured as the project did not provide textbooks as planned as Decree 86/2015/ND-CP by the Government stipulates that all students be provided with books, notebooks and school supplies by parents, schools or local authorities. Joint Circular No. 109/2009 / TTLT / BTC-BGDĐT by the Ministry of Finance and the Ministry of Education and Training stipulates the provision of textbooks to ethnic minority students and disadvantaged students. There was no survey on this indicator.			

### Intermediate Results Indicators by Components

Curriculum Development				
▶ IR1. Core Technical Committee Qualifications (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	Committee seated	Achieved	35.17	15.00
Date	10-Nov-2015	31-Dec-2019	23-Dec-2020	30-Dec-2020
Comments:	Average Years of professional Experience Per member			
<b>► IR5. Curriculum Piloting (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No pilot available until the revisions are made	Achieved	Achieved	30 classrooms per grade + 30 classroom control monitored
Date	15-Dec-2015	31-Dec-2019	01-Aug-2020	30-Dec-2020
Comments:	Experimental 9732 class hours/ 15 subjects/ 1165 classes/ 48 schools of 3 grade levels			
<b>► IR2. Online Training System Readiness (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Temporary system by Viettel is being explored for teacher training	MOET used other funding for development of LMS/TEMIS	50.09% of teachers completed at least one online module	50% of teacher have had at least some training
Date	31-Dec-2019	31-Dec-2019	23-Dec-2020	30-Dec-2020
Comments:	As the new CBE e-learning modules have recently been completed and the LMS platform adaptation have been fully developed to host these e-learning modules, the number of teachers received online training have risen rapidly. According to the real-time statistics provided by Viettel, 429,826/857,998 (50,09%) teachers have completed Module 1 on Guidance to the new CBE GEC 2018, 133,946 teachers have completed Module 2 on CBE teaching methods and 27,186 teachers have completed Module 3 on CBE assessment. It is expected that about an average of 50% teachers will be trained in all of three modules by December 31, 2020.			
<b>► IR3. Curriculum Champions (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	9,043.00	20,750.00	8,000.00
Date	10-Nov-2015	31-Dec-2019	23-Dec-2020	30-Dec-2020
Comments:	Number of curriculum champions completed training on Module 1 "Understanding new school curriculum" and Module 2 "CBE Teaching Practices" at primary education, including Grade 1, 5 and 9.			
<b>► IR9. Number of qualified primary teachers resulting from the project interventions (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	6,546.00	150,000.00
Date	31-Dec-2019	--	23-Dec-2020	31-Dec-2020
Comments:	Number of qualified primary teachers certified as completing at least some training from the online training system.			



Number of teachers trained (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	395,857.00	150,000.00
Date	31-Dec-2019	--	23-Dec-2020	31-Dec-2020

Development and Dissemination of Aligned Textbooks				
► IR4. Textbook Production (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No new textbooks have been approved	32 Grade 1 textbooks have been approved	110 textbooks/ Grade 1, 2, 6 for 9 subjects at primary education and 12 subjects at secondary education	72 = 1 per grade per academic subject
Date	10-Nov-2015	31-Dec-2019	23-Dec-2020	30-Dec-2020
Comments:	The number of approved textbooks per subject exceeded the set target (1 per subject); however, the total number of approved textbooks have not yet met the target as only Grade 1 textbooks have been approved and are in use; Grade 2 and Grade 6 textbooks are being appraised and will be available by September 2021.			

Learning Assessment and Analysis for Continuous Improvement of Curriculum and Policy				
► IR6. Expanded National Large-Scale Assessment System (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Current system measures learning of high school leavers only	Achieved: 9 exams ready for official survey in April-May 2020 for three education levels (Grade 5, 9, 12)	The official survey for grade 5-9-12 was completed nationally in June and July 2020 with 14 exams	Exams administered at 5th, 9th, and 12th grades for nationally-representative sample
Date	10-Nov-2015	31-Dec-2019	01-Aug-2020	30-Dec-2020
Comments:	Large scale exams successfully implemented. The test items which were developed and piloted in the last two years were aligned with the new learning outcome standards in the new curriculum (launched in 2018).			

► IR10. System for learning assessment at the primary level (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-Dec-2019	31-Dec-2019	01-Aug-2020	31-Dec-2020



Comments: This indicates the existence of the assessment system at primary education level. The National Large Scale Assessment for primary education (Grade 5) in Math and Vietnamese language was completed in July 2020. The new curriculum has been rolled out gradually from Grade 1 from September, 2020.

► IR11. Utility of the learning assessment system (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.00	1.00	2.00	3.00
Date	31-Dec-2019	31-Dec-2019	01-Aug-2020	31-Dec-2020

Comments: Tiered system scale as per World Bank Core Indicator Guidance. The learning assessments are available and their data is used to provide insights in education policy making.

Project Management

► IR7. Direct project beneficiaries (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	9,043.00	5,412,805.00	5,000,000.00
Date	10-Nov-2015	31-Dec-2019	23-Dec-2020	30-Dec-2020

Comments: Direct beneficiaries are people or groups who directly derive benefits from an intervention (children who benefit from teachers (including curriculum champions); school managers, and lecturers at teacher training universities. Grade 1, wide have been benefiting from the new curriculum.

□ IR8. Female beneficiaries (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	49.88	50.00	50.00

### Performance-Based Conditions

#### Data on Financial Performance

##### Disbursements (by loan)

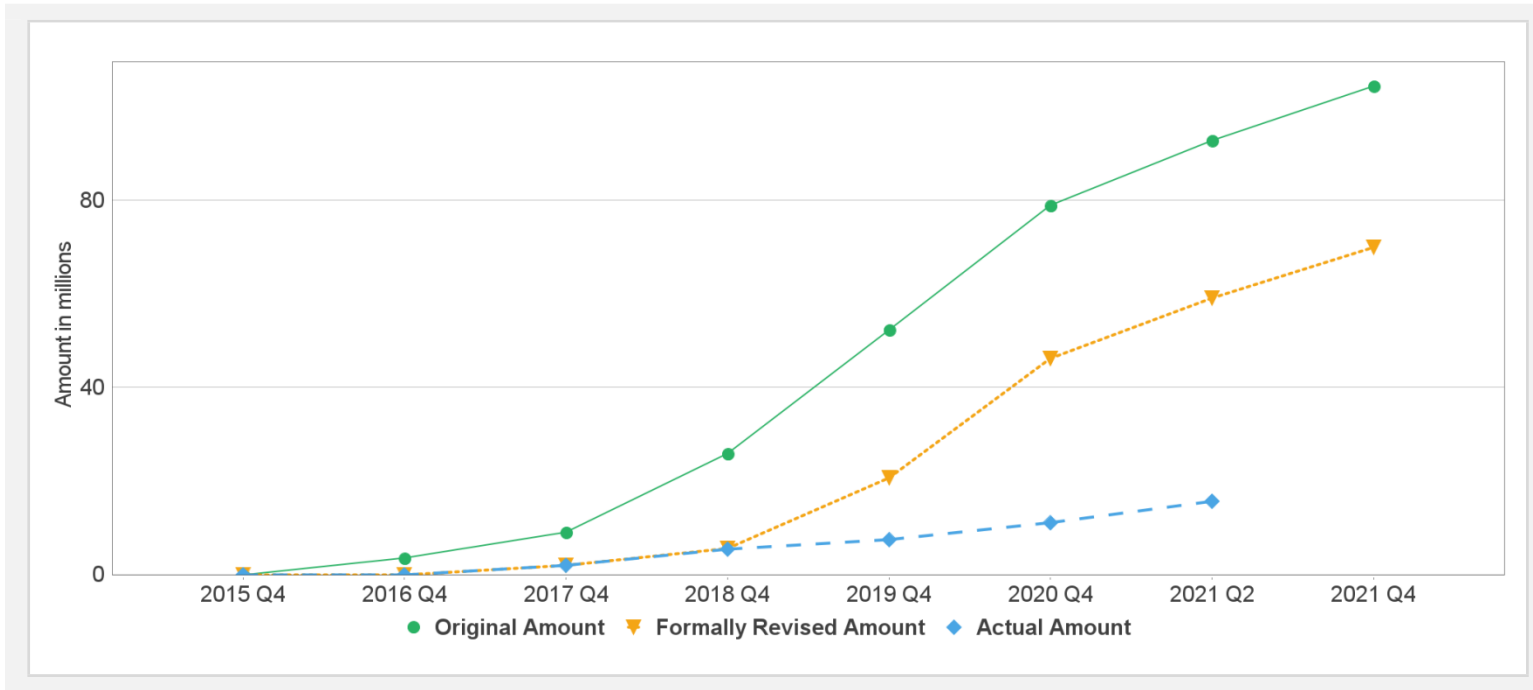
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P150058	IDA-56910	Effective	USD	77.00	77.00	0.00	15.73	63.72	20%

##### Key Dates (by loan)



Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P150058	IDA-56910	Effective	30-Jun-2015	08-Apr-2016	08-Aug-2016	31-Dec-2020	31-Dec-2020

**Cumulative Disbursements**



**PBC Disbursement**

PBC ID	PBC Type	Description	Coc	PBC Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for PBC

**Restructuring History**

There has been no restructuring to date.

**Related Project(s)**

There are no related projects.