

Document of
The World Bank

Report No: ICR00003864

IMPLEMENTATION COMPLETION AND RESULTS REPORT
(TF-13048)

ON A
GRANT
IN THE AMOUNT OF US\$84.6 MILLION
TO THE
SOCIALIST REPUBLIC OF VIETNAM
FOR A
GLOBAL PARTNERSHIP FOR EDUCATION
VIETNAM ESCUELA NUEVA PROJECT

November 7, 2016

Education Global Practice
East Asia Pacific Region

CURRENCY EQUIVALENTS

(Exchange Rate Effective October 16, 2016)

Currency Unit = Vietnamese Dong (VND)
VND 22,300 = US\$ 1.00

FISCAL YEAR

January 1 – December 31

ABBREVIATIONS AND ACRONYMS

BOET	District Bureau of Education and Training
CBA	Cost Benefit Analysis
CPS	Country Partnership Strategy
DA	Designated Account
DFA	District FSQL Audit
DOET	Provincial Department of Education and Training
EDSP	Education Development Strategy Plan
EFA	Education for All
EDSP	Education Development Strategy
EFO	Externally Funded Output
EN	Escuela Nueva
EQMS	Education Quality Management System
ESG	Education Sector Group
ETEP	Enhancing Teacher Education Program
FDS	Full Day Schooling
FM	Financial Management
FSQL	Fundamental School Quality Level
FY	Fiscal Year
GDP	Gross Domestic Product
GOV	Government of Vietnam
GPE	Global Partnership for Education
ICB	International Competitive Bidding
ICR	Implementation Completion and Results Report
IDA	International Development Association
IFR	Interim Financial Reports
IRR	Internal Rate of Return
ISM	Implementation Support Mission
ISR	Implementation Status Report
M&E	Monitoring and Evaluation
MOET	Ministry of Education and Training
MOU	Memorandum of Understanding
MTR	Mid-term Review

NCB	National Competitive Bidding
NPV	Net Present Value
OECD	Organisation for Economic Co-operation and Development
PAD	Project Appraisal Document
PDO	Project Development Objective
PEDC	Primary Education for Disadvantaged Children
PIM	Project Implementation Manual
PISA	Programme for International Student Assessment
PMU	Project Management Unit
PPMU	Provincial Project Management Unit
QAR	Quality Assurance Review
RGE	Renovation of General Education Project
RISE	Research to Improve Vietnam's Education System
SEDS	Socio-Economic Development Strategy
SEQAP	School Education Quality Assurance Program
SY	School Year
TTI	Teacher Training Institute
UNESCO	United National International Children's Emergency Fund
VNEN	Vietnam Escuela Nueva

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ICR Team Leader: Suhas D. Parandekar

SOCIALIST REPUBLIC OF VIETNAM
Vietnam Escuela Nueva

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A. Basic Information			
Country:	Vietnam	Project Name:	Vietnam Global Partnership for Education - Vietnam Escuela Nueva Project
Project ID:	P120867	L/C/TF Number(s):	TF-13048
ICR Date:	10/17/2016	ICR Type:	Core ICR
Lending Instrument:	SIL	Grantee:	SOCIALIST REPUBLIC OF VIETNAM
Original Total Commitment:	USD 84.60M	Disbursed Amount:	USD 84.30M
Revised Amount:	USD 84.30M		
Environmental Category: C			
Implementing Agencies: Ministry of Education and Training			
Cofinanciers and Other External Partners:			

B. Key Dates				
Process	Date	Process	Original Date	Revised / Actual Date(s)
Concept Review:	10/26/2011	Effectiveness:		01/09/2013
Appraisal:	05/04/2012	Restructuring(s):	7/15/2015	
Approval:	7/31/2012	Mid-term Review:	11/24/2014	12/03/2014
		Closing:	05/31/2016	05/31/2016

C. Ratings Summary	
C.1 Performance Rating by ICR	
Outcomes:	Satisfactory
Risk to Development Outcome:	Moderate
Bank Performance:	Satisfactory
Grantee Performance:	Satisfactory

C.2 Detailed Ratings of Bank and Borrower Performance (by ICR)			
Bank	Ratings	Borrower	Ratings
Quality at Entry:	Satisfactory	Government:	Satisfactory
Quality of Supervision:	Satisfactory	Implementing Agency/Agencies:	Satisfactory
Overall Bank	Satisfactory	Overall Borrower	Satisfactory

Performance:		Performance:	
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C.3 Quality at Entry and Implementation Performance Indicators

Implementation Performance	Indicators	QAG Assessments (if any)	Rating
Potential Problem Project at any time (Yes/No):	No	Quality at Entry (QEA):	None
Problem Project at any time (Yes/No):	Yes	Quality of Supervision (QSA):	None
DO rating before Closing/Inactive status:	Satisfactory		

D. Sector and Theme Codes

	Original	Actual
Sector Code (as % of total Bank financing)		
Primary education	87	87
Public administration- Education	12	12
Tertiary education	1	1
Theme Code (as % of total Bank financing)		
Education for all	100	100

E. Bank Staff

Positions	At ICR	At Approval
Vice President:	Victoria Kwakwa	Pamela Cox
Country Director:	Ousmane Dione	Victoria Kwakwa
Practice Manager/Manager:	Harry Anthony Patrinos	Luis Benveniste
Project Team Leader:	Suhas D. Parandekar	Suhas D. Parandekar
ICR Team Leader:	Suhas D. Parandekar	
ICR Primary Author:	Sandra Beemer, Elisabeth Sedmik	

F. Results Framework Analysis

Project Development Objectives (from Project Appraisal Document)

The project development objective is to introduce and use new teaching and learning practices in the classroom targeting the most disadvantaged groups of primary students.

Revised Project Development Objectives (as approved by original approving authority)

N/A

(a) PDO Indicator(s)

Indicator	Baseline Value	Original Target Values (from approval documents)	Formally Revised Target Values	Actual Value Achieved at Completion or Target Years
Indicator 1 :	Number of Students participating in VNEN			
Value quantitative or qualitative)	1,440	400,000	N/A	446,781
Date achieved	5/31/2010	5/30/2016		5/30/2016
Comments (incl. % achievement)	Target exceeded by approximately 11.7 percent. This is the number of students in the original 1,447 schools participating in the VNEN. Source: MOET/VNEN PMU data			
Indicator 2 :	Number of VNEN Learning Guides, Teacher Guides and TTI Guides developed			
Value quantitative or qualitative)	8	25	N/A	143
Date achieved	5/31/2010	5/30/2016		5/30/2016
Comments (incl. % achievement)	Target exceeded by approximately 472 percent, due to strong MOET capacity and technical assistance in VNEN material development. The materials included teacher guides, student textbooks, and student workbooks. Source: MOET/VNEN PMU data			
Indicator 3 :	Number of Primary Education Teachers and Education Administrators completing VNEN training			
Value quantitative or qualitative)	100	30,000	N/A	52,795
Date achieved	5/31/2010	5/30/2016		5/30/2016
Comments (incl. % achievement)	Target exceeded by approximately 76 percent. The target was exceeded because of the modified cascade training that allowed for more teachers to be trained at school level. Source: MOET/VNEN PMU data			

(b) Intermediate Outcome Indicator(s)

Indicator	Baseline Value	Original Target Values (from approval documents)	Formally Revised Target Values	Actual Value Achieved at Completion or Target Years
Indicator 1 :	Number of domestic workshops held for material development			
Value (quantitative or qualitative)	2	20	N/A	63
Date achieved	5/30/2011	5/30/2016		5/30/2016
Comments	Target exceeded by approximately 215 percent. The material development was a			

(incl. % achievement)	highly participatory process involving teachers, administrators and technical experts. Source: MOET			
Indicator 2 :	Number of schools receiving full complement of VNEN materials for each successive grade			
Value (quantitative or qualitative)	24	1,447	N/A	1,447
Date achieved	5/30/2011	5/30/2016		5/30/2016
Comments (incl. % achievement)	Target met. Source: MOET/VNEN PMU data			
Indicator 3 :	Number of schools receiving VNEN campus grants			
Value (quantitative or qualitative)	0	1,447	N/A	1,447
Date achieved	5/30/2011	5/30/2016		5/30/2016
Comments (incl. % achievement)	Target met. Source: MOET/VNEN PMU data			
Indicator 4 :	Qualitative study of classroom observations comparing VNEN and non-VNEN classrooms			
Value (quantitative or qualitative)	0	Study completed	N/A	Study completed in 2014
Date achieved	5/30/2011	5/30/2016		5/30/2016
Comments (incl. % achievement)	Target met. The study included classroom observations and the production of teacher videos on best practice teaching that are currently used in teacher training institutions. Source: MOET/VNEN PMU data			

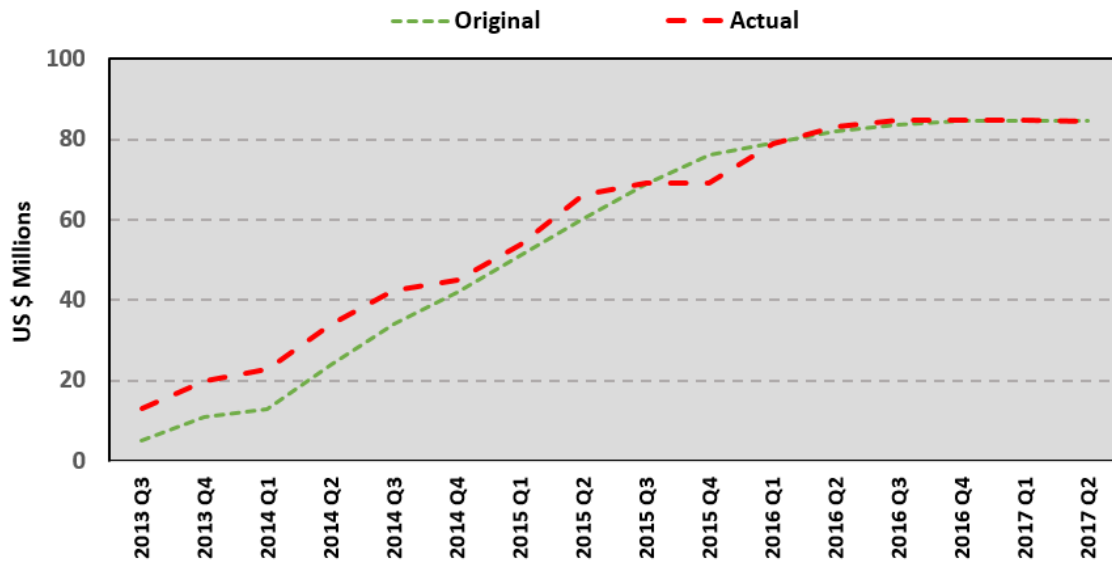
G. Ratings of Project Performance in ISRs

No.	Date ISR Archived	DO	IP	Actual Disbursements (USD millions)
1	04/14/2013	Moderately Unsatisfactory	Moderately Unsatisfactory	13.00
2	10/26/2013	Moderately Unsatisfactory	Moderately Unsatisfactory	23.63
3	02/16/2014	Moderately Satisfactory	Moderately Satisfactory	38.98
4	09/13/2014	Moderately Satisfactory	Moderately Satisfactory	50.21
5	05/15/2015	Satisfactory	Satisfactory	69.26
6	01/06/2016	Satisfactory	Satisfactory	83.00

H. Restructuring (if any)

Restructuring Date(s)	Board Approved PDO Change	ISR Ratings at Restructuring		Amount Disbursed at Restructuring in USD millions	Reason for Restructuring & Key Changes Made
		DO	IP		
07/15/2015	No	S	S	69.26	Level 2 restructuring to reallocate project funds in the grant agreement disbursement table in paragraph 2 under Section IV.A of Schedule 2. The budget for Category 2 was reduced from US\$43,800,000 to US\$32,931,900 and US\$10,868,100 was transferred to Category 1.

I. Disbursement Profile



1. Project Context, Development Objectives and Design

1.1 Context at Appraisal

1. **Country Context.** Over the last 25 years Vietnam had shown an impressive track record of economic growth and poverty reduction. At the time the Global Partnership for Education (GPE) (formerly the Education for All-Fast Track Initiative) endorsed Vietnam's 2003 Education for All (EFA) Action Plan, Vietnam's Gross Domestic Product (GDP) per capita was US\$491 and the poverty rate was about 30 percent. In 2012, the GDP per capita had more than doubled, and the poverty rate had decreased to less than half. With an estimated population of 87 million people, Vietnam's economic growth and poverty reduction represented sustained success in improving living standards that were even more impressive than similar growth records of its neighbors Cambodia (population 14 million) and Lao, PDR (population 6 million). Developing human resource productivity and innovation was at the center of Vietnam's Socio-Economic Development Strategy (SEDS) 2011-2020. Together with macro-economic stabilization and strengthening infrastructure, the principles of innovation and productivity growth were central themes in Vietnam's development agenda. In this regards, decisive action was needed at all levels of the education system, from early childhood to university and science and technology. The translation of national development mandates into specific actions for the education sector were further outlined in the Vietnam Education Development Strategy Plan (EDSP) (2011-2020) and the EFA Action plan 2003-2015.

2. **Sector Context.** Vietnam had made significant advances in quantitative indicators of access to primary education. It was one of the world's best performers among low income countries in terms of progress. The primary education completion rate, using the standard UNESCO Institute of Statistics definition accepted for EFA monitoring, was almost 100 percent, with parity between girls and boys.¹ This phenomenal progress had come about in part due to high government commitment towards the education sector that was backed up by strong social support and long standing cultural valuation of education. In 2012, Vietnam took part in the OECD's Programme for International Student Assessment (PISA) for the first time as part of their effort to participate in standardized, internationally comparable education assessments over the past years. Vietnam's performance on the PISA test was much higher than other developing countries. The Government of Vietnam (GOV) had made a strong push to increase public expenditures on education from less than 3 percent of GDP in 2000 to 5.6 percent of GDP in 2008. Spending for basic education (primary and lower secondary) accounted for 52 percent of education expenditures. At the primary level, one of the driving forces behind the increase in education spending had been a school construction program that ensures that every commune now had at least a satellite primary school.

¹ Total number of enrolled students in Grade 5 (excluding repeaters) divided by the total number of children of official age for completing primary education.

3. Vietnam had also worked towards equity, making a concerted effort to improve the quality of educational inputs for primary schools in disadvantaged areas. These efforts had been supported by the Primary Education for Disadvantaged Children (PEDC) project and the ongoing National Targeted Programs. A powerful but simple policy of targeted financing had been used to ensure that every primary school in Vietnam was provided with certain minimal conditions - the Fundamental School Quality Level (FSQL) standards. FSQL standards cover a range of inputs including infrastructure, didactic materials, school organization, and teacher qualifications. The FSQL index for the whole country reached 71.9 in 2009/10, and the last 28 percent of schools would be brought up to minimum standards using the National Targeted Program resources. Detailed research regarding the determinants of school quality in Vietnam had indicated a problem with the total magnitude of instruction hours. The Bank-supported School Education Quality Assurance Program (SEQAP) was initiated that year, targeting the conversion of primary schools to follow full-day schooling (FDS).

4. The central remaining challenge facing Vietnam's education sector was to improve the quality of teaching and learning, particularly for disadvantaged groups. Moreover, in order to inculcate children with superior thinking and problem solving skills, and to develop lifelong habits to carry into adulthood, Vietnam sought to bring about a large-scale pedagogical renovation.² This renovation sought a systematic improvement in the teaching-learning process in the classroom and the supporting management and community relationships. Bringing about such a change for the entire education system was a grand but necessary ambition. Although a number of small-scale initiatives had been implemented during the previous ten years in Vietnam to pilot qualitative changes and in-depth pedagogical renovation, they had not been able to ignite a process of sustained and systemic change. The program needed to be of sufficient scale, with appropriate targeting and multiple positive feedback loops of support and communication across the country, in order to become self-sustaining and generate the required 'tipping point' for systemic change to occur.

5. The Global Partnership for Education – Vietnam Escuela Nueva (GPE-VNEN) project covered the aspect of pedagogical reform. The Escuela Nueva (EN) model³ can be summarized as follows: (i) students at the center of the learning process, with

² The word 'renovation' is a translation of the term *doi moi* in the Vietnamese language. *Doi moi* can also be translated to mean innovation or reform. The same term is used to denote the significant structural changes in economic policy that were introduced in Vietnam in the late 1980s to incorporate market mechanisms and open up the economy – these policies are credited with bringing about phenomenal growth in Vietnam. The use of the word renovation is intended to signify the far-reaching ambition of completely revamping teaching and learning practice.

³ The Escuela Nueva model was originally developed in the mid-1970s to improve the quality of rural public schools in Colombia and has been replicated in 16 countries around the world. A regional 2000 UNESCO study, which was the first international comparative study of language, mathematics, and associated factors for students in the third and fourth grade of primary school, found Colombia to be the only country where children in rural areas outperformed children in urban areas, attributing this success directly to Escuela Nueva.

encouragement and support to develop their own learning goals and with the necessary tools and resources to realize those goals; (ii) cooperation and collaboration between small groups of learners that leads to not only higher academic achievement, but also promotes independence, self-esteem, and inter-personal skills and relationships; (iii) active and reflective learning methods that take place in a supporting classroom environment, encourage student inquiry and discovery, provide problem-solving opportunities, and generate maximal cognitive engagement to students interspersed with adequate resting periods; (iv) linkages in students' knowledge building as the basis of the pedagogical content – where new information is integrated with existing knowledge structures including the use of innate human inductive skills to derive patterns and apply them to solve problems; (v) empowerment of the local community to ensure that school life is integrated with the child's social and family life and that local cultural practices are valued in the school just as they are at home. These five elements – student-centered learning, cooperative learning, active and reflective learning, linkages in knowledge building, and Empowerment of the community can be remembered with the mnemonic SCALE.

6. SCALE constitutes the first of the building blocks (pedagogical reform or reform of the teaching and learning method). The EN program was chosen in part because a 2010-2011 pilot of the Escuela Nueva model had been enthusiastically received in a small sample of 24 schools across 6 provinces. The government decided to implement a substantially scaled up version of the pilot program in all provinces, with a focus on disadvantaged populations where low educational quality was particularly prevalent, in rural areas and with high ethnic minority populations. Implementation across the country would generate learning about the new teaching and learning practices that would underpin a competency-based education system that was to be implemented after 2015. Vietnam sought to cover the most number of students possible to be included in the program so as to generate the best possible learning under different circumstances, while at the same time benefiting the cohort of children who were educated under the VNEN pedagogical model.

1.2 Original Project Development Objectives (PDO) and Key Indicators

7. The project development objective of the VNEN was to introduce and use new teaching and learning practices in the classroom targeting the most disadvantaged groups of primary students. The PDO indicators were: (i) number of students participating in VNEN; (ii) number of VNEN learning guides, teacher guides and teacher training institution (TTI) guides developed; and (iii) number of primary education teachers and education administrators completing VNEN training.

1.3 Revised PDO (as approved by original approving authority) and Key Indicators, and reasons/justification

8. The project development objective was not revised during the project period nor were the key indicators.

1.4 Main Beneficiaries

9. The direct beneficiaries of the project were approximately 446,781 (approximately 50 percent female) students in grades 2-5 from the 1,447 primary schools that participated in the VNEN model. There were also 94,456 grade 6 lower secondary school students that were beneficiaries of the project. In addition, approximately 52,795 teachers in VNEN primary schools and lower secondary schools that benefited from the training and professional development provided on the VNEN model.

1.5 Original Components

10. **Component 1: Material Development for Pedagogical Renovation (US\$3.19 million).** This component financed the development of materials for Grades 3 through 5 implementing VNEN. Material for Grade 1 intensive learning in Vietnamese was already financed, developed, and evaluated under the Bank-supported PEDC project as was the material for Grade 2 under the VNEN pilot in the PEDC project. The component comprised two sub-components: *Sub-component 1A: Development of Learning Guides and other Materials (US\$2.31 million)* which supported the development of: (i) learning guides and materials for teachers, schools and communities and (ii) development of materials for teacher training institutions. *Sub-component 1B: Capacity Building for Materials Development (US\$0.88 million)* which supported capacity building for education administrators, teachers, and other stakeholders for material development, including international study tours, international conferences, national conferences, and workshops.

11. **Component 2: Training and Provision of Materials (US\$25.54 million).** This component financed training and provision of materials through two sub-components: *Sub-component 2A: Development of Training Materials and Delivery of Training (US\$13.16 million)* supported the development of training materials for education administrators and teachers and delivery of training including: (i) provision of training guides, trainee self-assessment tools, and pre-training materials; (ii) development of training modules; (iii) carrying out workshops; and (iv) carrying out training. *Sub-component 2B: Provision of Materials (US\$12.38 million)* supported provision of materials including: (i) materials to targeted schools; (ii) collection of feedback from teachers and education administrators on the training and materials and collection of data on the findings; (iii) carrying out of workshops for education representatives from the government, teachers and other relevant stakeholders; and (iv) communication of success of the Project to relevant stakeholders.

12. **Component 3: School Level Support for VNEN Implementation (US\$39.50 million).** This component supported the provision of grants to VNEN schools in order to provide schools with the needed resources to implement the new VNEN model. It comprised two sub components: *Sub-component 3A: School Campus Sub-grants and Provision of Equipment (US\$32 million)* provided targeted schools with: (i) school campus sub-grants (Grant 1) that were managed by the school community based on a positive list which included, but was not limited to, school equipment, Vietnamese summer classes, training activities, teaching assistants, classroom furniture, and teaching

and learning aids as well as a simple set of rules outlined in the project implementation manual. *Sub-component 3B:VNEN Satellite Support Grant (US\$7.5 million)* that supported grants (Grant 2) to a select number of schools to assist them in providing school lunches to students at VNEN school satellite campuses, in the most disadvantaged areas, as they implemented the new full day schooling (FDS) program.

13. **Component 4: Project and Knowledge Management (US\$16.37 million).** This component had two sub-components. *Sub-Component 4A: Project Management (US\$10.21 million)* which supported project management at the central and provincial levels within MOET as well as supervision and monitoring of sub-grants. *Sub-component 4B: Knowledge Management, Classroom Assessment and Impact Evaluation (US\$6.16 million)* that supported: (i) upgrading of the District FSQ Audit (DFA)⁴ database; (ii) carrying out of video study of classroom practices; (iii) establishing channels of communications for dissemination of VNEN promotional materials; and (iv) carrying out an impact evaluation.

1.6 Revised Components

14. The project components were not modified during the project period.

1.7 Other significant changes

15. On July 15, 2015, there was a Level 2 restructuring of the project that dealt with the need to modify the disbursement table in the grant agreement. There were only two disbursement categories in the project: one was a category for goods (including two cars), works, non-consulting services, incremental operating costs, and training and workshops) in the amount of US\$40.8 million and the second was for sub-grants in the amount of US\$43.8 million. However, at the time of project design the grant agreement mistakenly allocated the procurement of equipment for schools, which was to be done at the central level, to the second category "sub-grants under Part C of the Project". The restructuring rectified this error by reallocating US\$10,868,100 to the goods category thereby reducing the allocation to the sub-grants category.

2. Key Factors Affecting Implementation and Outcomes

2.1 Project Preparation, Design and Quality at Entry

16. **Project Preparation.** In 2012, the VNEN was prepared as a GPE-supported project, and the Bank was the designated "supervising entity" for the project. The project was consistent with the Vietnam EDSP (2011-2020) and the EFA Action plan 2003-2015

⁴ The primary school database (DFA) was an annual school-level census database that collected the Fundamental School Quality Level (FSQL) input indicators for all primary schools and satellite sites in Vietnam which began in 2004.

as well as the third pillar⁵ in Bank's Country Partnership Strategy (CPS) for Vietnam, 2012-2016. The preparation team used the Sector Specific Investment grant instrument given the targeted nature of program interventions. The preparation team included project activities based on the EDSF plan to overhaul the curriculum of the education sector and the stated country's need for young people to develop into creative and innovative thinkers. The preparation incorporated lessons learned and materials developed from the Bank-supported PEDC⁶ project that piloted the Escuela Nueva pedagogical approach in Grade 2 as well as those from the Bank-supported SEQAP that focused on the reform to increase instructional hours. Project preparation benefited from working through the Ministry of Education and Technology (MOET) systems and collaborating with UNESCO, which was designated as the GPE coordinating agency, and the local Education Sector Group (ESG) of development partners. The lessons learned along with development partner support all contributed to assisting the team in preparing and appraising the project in seven months to meet the GPE's timeline for its Board approval on July 31, 2012. The Bank approval by the East Asia Pacific Regional Vice President was November 27, 2012.

17. Project preparation was collaborative and benefitted from a deliberative process between MOET, development partners and the Bank. The Bank preparation and appraisal teams consisted of technical experts that were appropriate for the development of the program. They included peer reviewers from GPE as well as those with knowledge and experience with the Escuela Nueva model, all of whom provided sound guidance on the project design.

18. **Project Design and Quality at Entry.** The project design focused on scaling up the piloted Escuela Nueva pedagogical practices in the PEDC project so as to be a 'demonstration project' on the benefits of active pedagogy for replication that would be fed into the larger curriculum reform that was to be rolled out in 2015. The project design took into consideration comments from the peer reviewers during the concept and appraisal review meetings which included: (i) simplifying the PDO to focus on the introduction and use of the new teaching materials; (ii) ensuring the inclusion of an impact evaluation with a formative assessment and, if possible, midline indicator; (iii)

⁵ The third pillar in the CPS was on opportunity. It supported the development and implementation of government policies to ensure that more citizens can benefit from the country's development as a middle income country. This involved efforts to address rising inequality, especially between ethnic minorities and the rest of Vietnam's population, and between urban and rural households; policy reform and institutional strengthening for social insurance and social safety nets to reduce vulnerability at the household level; weaknesses in basic public service delivery and access; and gender equality, a special theme for International Development Association (IDA) 16.

⁶ The PEDC project selected two districts from six provinces to pilot the Escuela Nueva model. Two schools in each district (24 schools) and two Grade 2 classrooms in each school were selected for the intervention. The provinces were selected based on their high percentage of ethnic minorities. The first year was devoted to teacher training and development of didactic material. Intensive Vietnamese language learning in Grade 1 was provided in the pilot schools so that students entering Grade 2 would be able to read and follow written instructions.

simplifying the results framework to be in line with the PDO; (iv) ensuring project readiness; and (v) ensuring that MOET could absorb and disburse the funds within the short three year implementation period taking into consideration the disbursement records of other education projects that had been between six and seven years. In March 2012, the proposed project also went through a GPE Quality Assurance Review (QAR), which provided additional guidance to the team on the design with particular focus on sustainability of project interventions. In addition, the team worked directly with Bank's quality review team on ensuring the results framework was properly aligned with the PDO.

19. As indicated, the project design included a three-year implementation period which is the standard for GPE projects. This was a GPE-supported project that scaled up the global best practice of Escuela Nueva so as to demonstrate, in the Vietnamese context, how student-centered learning, cooperative learning, active and reflective learning, linkages in knowledge building and empowering communities could help Vietnam reach its goal of educating young people to be creative and innovative thinkers. The design challenged the educational norms in Vietnam with the attempt to effect a paradigm shift in teaching and learning in the classroom. To do this the overall project design was focused on introduction and use of the new VNEN teaching and learning practices for Grades 3-5 so as to be a 'demonstration project' on the benefits of active pedagogy for replication. It was envisioned that demonstration effects would be evident if schools used the child-centered learning approach; additional schools adopted the approach with the learning materials and teacher training, and MOET institutionalized aspects of the model within the system. This was an appropriate design and a timely project given that MOET and the government were embarking on a curricular reform program to address the needs of the country for young people who could be creative and innovative thinkers. The project development objective was simple and narrowly focused as recommended by the peer reviewers. The design team took the recommendations of the peer reviewers and developed a simple results framework with indicators that were primarily output oriented and that could be measured within the three year project implementation period. The established targets were conservative given the risks associated with scaling up a pilot program that introduced an entirely new approach to classroom teaching and learning.

20. The project design scaled up the PEDC pilot to 1,447 schools, of which 1,143 (approximately 80 percent) were located in 20 Priority 1 provinces which were the most disadvantaged provinces in Vietnam.⁷ The project targeting of the most disadvantaged

⁷ The project targeting was threefold. First, the distribution of schools was determined according to priority categories. The priority categories were: (i) percentage of students classified as belonging to poor families; (ii) percentage of students belonging to ethnic minority groups; (iii) distance of the school from the district center; and (iv) percentage of students who perform as average or poor in Vietnamese student achievement measures. Secondly, after identifying schools with at least one tag from the priority categories, 20 out of 63 provinces in Vietnam were identified as having a high concentration of schools with the above tags and were classified as Priority 1 provinces (having high numbers of ethnic minorities and poor districts); 21 provinces were identified as Priority 2 provinces with moderate numbers of disadvantaged students; and 22 provinces were Priority 3 with low numbers of disadvantaged students. After identifying the three priority

areas was done so that communities, in remote areas, could become aware of the VNEN model. MOET also wanted to include an additional 304 schools in the other 43 provinces as demonstration schools so that communities could become aware of the VNEN model, with the understanding that successful implementation of this strategy would require communication and outreach with focused attention on policy makers at different levels of government. The project design included, but was not limited to: (i) a study tour to Escuela Nueva Foundation in Colombia to learn from their 40 years of experience; (ii) capacity building; (iii) development of comprehensive packages of instruction with self-paced Grade 3-5 learning materials using a participatory and robust feedback loop that included pre-testing and revision of materials based on feedback from teachers, students and communities (a considerable change from the traditional method of relying exclusively on the knowledge of experts); (iv) yearly training for all VNEN teachers; (v) two to four technical support team meetings and training sessions each year for the VNEN schools where teams were to participate in classroom observations, interview teachers and management staff, check profile and log books and exchange experiences with principals and teachers; (vi) introduction of a portfolio based formative student assessment⁸ through the VNEN model; (vii) school grants which were used for bi-weekly meetings to conduct professional development, share experiences and support each other; and (viii) an impact evaluation where three rounds of data were collected on five stakeholders comprising students, parents, teachers, principals and schools. The design also included retroactive financing which allowed the MOET project management unit (PMU) to begin working on project implementation activities prior to effectiveness to mitigate some of the implementation risks associated with the three year implementation period. The design included a modified financial management arrangement so that grant funds would be sent from the center to a provincial bank account (rather than through the budget) and then directly to school bank accounts. This was a new and appropriate design

groups of provinces, a total of 1,447 schools were selected to participate in the project; of which 1,143 (about 80 percent) of the schools were located in the Priority 1 provinces. In the 21 Priority 2 provinces, one or two demonstration schools per province were selected (about 10 percent) and in the 22 Priority 3 provinces, one or two demonstration schools were selected. Finally, once the priority categories had been determined based on poverty and poor leaning performance, and the decision was made to ensure that 80 to 90 percent of the schools came from the poor provinces, the selection of the 1,447 was further defined by the fact that: (i) schools volunteered to participate in VNEN; (ii) schools participated in full day schooling (i.e. 9 to 10 sessions per week in Grades 2 and 3); (iii) schools had less than six class sections per grade; (iv) school leadership had a demonstration track record; (v) students achieved adequate proficiency in Vietnamese literacy; (vi) schools had less than five satellite schools and (vii) schools had not already benefited from the SEQAP project.

⁸ Portfolio assessment is an evaluation tool used to document student learning through a series of student-developed artifacts. It offers an alternative or an addition to traditional methods of grading and exams. Portfolio assessment gives both teachers and students a controlled space to document, review, and analyze content leaning. In short, portfolios are a collection of student work that allows assessment by providing evidence of effort and accomplishments in relation to specific instructional goals (Jardine, 1996). At its best, portfolio assessment demands the following: clarity of goals, explicit criteria for evaluation, work samples tied to those goals, student participation in selection of entries, teacher and student involvement in the assessment process, and self-reflections that demonstrate students' metacognitive ability, that is, their understanding of what worked for them in the learning process, what did not, and why. These elements enhance the learning experience and the self-understanding of the student as a learner.

feature but was also identified as a risk because the schools, with limited experience and capacity, would then be responsible for the reporting expenditures. Mitigation measures were identified and implemented as designed. Project implementation was conducted through the government education administrative structure and included a PMU located within the MOET with personnel that were line staff of the MOET; provincial project management units (PPMUs) to support training, school level activities, and distribution of school grants directly to school bank accounts. All of these design features were appropriated and contributed to the successful implementation of the project.

2.2 Implementation

21. In October 2012, and prior to project effectiveness, the Ministry approved the feasibility report for the VNEN project and, at that time, established the VNEN project management unit. After the establishment of the PMU, project effectiveness was delayed for six months following the July 2013 GPE board approval, due to the fact that it took five months for the signing of the grant agreement as well as time to confirm the designated account (DA) agreements with the commercial bank. With the establishment of the PMU and effectiveness in January 2013, the implementation team: (i) decided on the use of the Grade 1 intensive Vietnamese material and training package that had been developed by the Center for Technological Education; (ii) collected systematic feedback regarding the already existing Grade 2 materials and began the bidding process for the printing and production of Grade 1, 2 and 3 teaching and learning materials; (iii) revised the project implementation manual (PIM) which was approved by the Bank, printed and distributed to all stakeholders; and (iv) reached agreement on the development and deployment of the VNEN impact evaluation. Moreover, MOET had: (i) begun the process of hiring senior material development/training experts as consultants to directly interact with schools on material feedback; (ii) confirmed the practice of using the services of high performing VNEN teachers as providers of training as well as instituting a reward scheme for teachers; and (iii) confirmed that the method of evaluation of training for teachers would include administration of pre-test and post-test regarding knowledge and attitudes on VNEN related issues; (iv) developed a work plan for development of materials for the community activities, school cluster meetings, teacher training institutions, student manuals and teacher guides for grades 3-5; (v) updated the plan for the study tour to the Escuela Nueva Foundation in Colombia; and (vi) provided the first installment of Grant 1 to schools in March/April 2013, albeit close to the end of the 2012/13 school year (SY), and schools had begun to develop spending plans. Finally the Bank team had agreed with the Department of Information Technology of MOET to set up a project portal for the VNEN project. All of these achievements led to a grant disbursement of US\$19.92 million, approximately 71 percent more than the original estimate for fiscal year (FY) 13.

22. Despite these implementation successes, there were also initial challenges. The MOET/PMU had not been able to: (i) provide enough learning guides or supplementary teaching and learning materials for SY2012 due to the delays in project effectiveness which led to potential reputational risk concerns for the new VNEN model; or (ii) develop an adequate work plan to guide staff and consultants in their daily work that could help them prioritize tasks which presented challenges, in particular, for procurement of the Grade 2 and 3 learning guides. The DFA database (primary school census information) was also not being collected. This was because the SEQAP project discontinued funding data collection for the DFA due to the fact that the DFA was a paper based system and MOET was working on developing an online data gathering system. It took time for MOET to develop the on-line system which led to delays in data collection. There were additional concerns related to the reputation of the VNEN project given that there were delays in providing school grants (Grant 1). At this time teachers were covering their own training expenses with the promise that they would be reimbursed when the grants were received. While they were ultimately reimbursed, there

was concern that teachers might lose interest if they could not be assured their training costs would be covered for subsequent years. Given these early reputational risk concerns, the Bank team rated the project **moderately unsatisfactory** in the first implementation status report (ISR).

23. Between April 2013 and June 2014, there were two additional Joint Implementation Support Missions (ISM) that documented substantial improvements in project implementation. The MOET had: (i) distributed learning guides to all Grade 1-3 VNEN schools before the 2013 school year started; (ii) developed learning guides for Grade 4 and distributed those to all VNEN schools, again, before the 2013 school year; (iii) begun and completed development of Grade 5 and pre-service teacher materials which were available for the start of the 2014/15 school year; (iv) signed and completed over 200 procurement contracts for consultants, printing and distribution of materials; (v) made training evaluation forms available for review and comment on improvement; (vi) developed a communications plan (there had been over 100 news articles written in local newspapers regarding the VNEN schools as well as a number of references and videos); (vii) launched the external VNEN website in October 2013 that was formatted and available on smart phones; (viii) ensured the timely distribution of school level grants (Grants 1 and 2); and (ix) collected data for the project indicators which were all on track to reach the final targets. In December 2013, the MOET indicated that they were going to expand the pilot to Grade 6 and introduce VNEN to 1,214 lower secondary schools. The project supported the development of Grade 6 materials while all of the training and provision of materials was supported with the government budget. To support the development of Grade 5 and 6 materials, the MOET invited experts from Colombia to provide a 17-day training course on how to develop the materials. During this period, the MOET also developed the impact evaluation pilot survey, questionnaire and test items, decided on the sample size and conducted the first official survey in November 2013. By June 2014, the PMU had: (i) conducted two training courses on test item analysis and data analysis; (ii) organized the video study and started taping 16 schools; and (iii) ensured that the Grade 5 test was completed by the survey firm. Finally, the DFA database had made the transition to new Education Quality Management System (EQMS) and the PMU was working with UNESCO to identify indicators that were essential for the implementation progress reports. It was at this time the project implementation and the development objective ratings were upgraded to **moderately satisfactory**.

24. The December 2014 mid-term review (MTR) confirmed that the project remained relevant and the development objective rating was upgraded to **satisfactory**. The project had been executed efficiently with a large volume of work completed based on the project implementation plan. Learning guides and teaching materials for all grades (Grades 1-5) had been developed and distributed on time. Training for teachers and education administrators was continuing yearly, monthly and weekly as designed and a project communications strategy was in place. By this time, the communications strategy had generated over 210 news articles national and local papers as well as references and videos that can be found through a Google search of the word 'VNEN'. In addition, there was a VNEN website developed which is considered an educational and communication tool to assist teachers, administrators and communities in understanding and sharing

information related to VNEN. Since the website was launched in November 2013 it had been visited by 3,646,844 teachers, education staff and managers, project staff and managers at all levels, local consultants, parents and communities. The most revealing testament to the awareness campaign was the fact that by December 2014, approximately 1,000 volunteer schools nationwide had begun to apply the VNEN model. This was in addition to the 1,447 school supported by the project. By any measure, this was substantial achievement. Moreover, sustainability of the project interventions was already being recognized. This was evidenced by the fact that, in August 2014, the government issued Circular 30/2014/TT-BDG for the implementation of a new Primary Student Assessment which introduced a new paradigm on student assessment based on the student assessment practice of the VNEN model which was a portfolio based formative student assessment. The project had modified the traditional cascade teacher training approach by using central, provincial and practicing VNEN classroom teachers as actual trainers at both the provincial and school level trainings. Since this was an integral part of the VNEN training practice, the volunteer schools were also adopting this training approach and pre-service teacher training institutions were already incorporating the assessment practices into their curriculum. Again, a substantial achievement. By the time of the mid-term, approximately 56.7 percent of the project funds had been disbursed.

25. By June 30, 2016, all project activities had been successfully completed for the 1,447 project schools. In addition, there were 1,214 lower secondary school implementing the VNEN model as well as a total of 2,671 volunteer primary schools. (See Annex 2 for full details on implementation of project activities.) During the implementation period there were six joint ISMs that included the Bank, UNESCO as the GPE coordinating agency, and other education sector group members. The makeup of the ISM teams was consistently appropriate and well balanced. Each team composition reflected the needs of the respective mission and included specialists from the areas of education, financial management, procurement, social, and monitoring and evaluation specialists as necessary. In addition, there was consistent and high collaboration between the Bank and the donor community on the implementation of the project. The Bank, with strong local staff in country, was able to respond quickly to issues/challenges as they arose, further contributing to the project's implementation. By project closing, the project had disbursed US\$84.28 million or 99.62 percent of the grant.

2.3 Monitoring and Evaluation (M&E) Design, Implementation and Utilization

26. **Design.** The original M&E design was simple and three-fold. The first aspect of M&E design was to provide resources for the DFA data collection and processing unit to upgrade the quantitative instrument, content analysis, and application of the DFA database. The database was to include VNEN specific indicators such as ethnic language teaching assistants and pedagogical indicators. Secondly, expert consultants were to carry out a video study of classroom practices as part of an independent evaluation of the project. Finally, the project was to conduct an impact evaluation of the VNEN project that included student assessment for Grades 3 and 5 students from 2013-2016.

27. **Implementation and Utilization.** By the time the VNEN project became effective in January 2013, the 2012 collection of data for the DFA database had been

dropped because MOET was beginning to transition to online collection of data. The MOET upgraded their education statistical software and now maintains the EQMS. The DFA was a paper based system while the EQMS is an online system. Data for the EQMS is collected three times a year and because it is online, data entry is timely with fewer errors. This system is used to produce the education statistics for the system as a whole. For example, EQMS collects data points on learning and teaching facilities and its compliance with the national FSQI standards. Statistics relevant to the VNEN model, such as frequency of VNEN training and teacher meetings, as well as the number of schools voluntarily implementing the VNEN model, are also collected. In 2014, MOET along with consultants familiar with video studies of classroom practices, conducted video studies in 16 classrooms that focused on key VNEN aspects, with particular attention to the development and application of student skills of leadership, self-management, teamwork, creativity, and communication, as well as teacher-student and student-student interaction. After completion of the study, MOET developed video teacher training materials that were incorporated into the summer teacher training programs in June/July 2015. The MOET continues to use these materials for VNEN in-service training and have introduced them into the pedagogical pre-service training program. Finally, the project did conduct the project impact evaluation. Project funds were used to support the evaluation and, in addition, the team was able to secure an externally funded output (EFO) from Dubai Cares⁹ to finance the analysis of the impact evaluation.¹⁰ Some preliminary results were used for the Implementation Completion and Results Report (ICR) analysis. However, the final report will not be available until early-January 2017. The final results and publication will be used by the MOET to inform further policy decisions related to the nationwide rollout of the new curriculum in 2018. In addition, the project impact evaluation will be continued by the Research to Improve Vietnam's Education System (RISE) team, which will collect five more years of data from VNEN primary schools and expanding data collection to lower secondary schools applying the VNEN model. These are all significant achievements of the project.

2.4 Safeguard and Fiduciary Compliance

28. **Safeguards.** The project was rated a Category “C” operation. The indigenous peoples safeguard, OP/BP 4.10, was triggered. However a free standing Ethnic Minority Development Plan or Planning Framework was not required due to the fact that the project focused on delivery of educational services to students and teachers in poor, ethnic minority, remote and low performance. Project safeguards were consistently rated

⁹ This was the first time Dubai Cares was a donor to the World Bank.

¹⁰ The study uses difference-in-difference and difference-in-difference-in-difference econometric models combined with matching to evaluate the impact of the VNEN project at both the school level, teacher and student level. Project schools were matched with non-project schools using a propensity score matching method. Survey rounds were conducted over three school years (2013/14, 2014/15 and 2015/16) with three comprehensive sets of data collected on five stakeholders, comprising students, parents, teachers, principals and schools. Tests were administered for mathematics and Vietnamese language. Scale scores were calculated from raw scores using linking functions established at each administration cycle of the VNEN tests.

satisfactory.

29. **Financial management.** Financial management (FM) ratings were **moderately satisfactory** or **satisfactory** throughout implementation. As the project began: (i) the PMU hired the required FM consultants; (ii) provinces hired the needed provincial FM consultants to monitor the school level grant activities; and (iii) consultants development and installed the required project accounting software and provided guidance to the provincial project management units (PPMU). As mentioned previously, a new aspect for this Bank supported project was related to the flow-of-funds for the school grants. In this, project funds were transferred directly from the PMU, project designated account (DA), to the PPMU bank accounts and then to the school bank accounts. Once funds were transferred to the PPMUs, they were required to transfer funds directly to school bank accounts within five days or the funds would be return to the PMU. The initial distribution of school grants, to the provinces, was delayed due to delays in the signing of PMU and PPMU memoranda of understanding (MOU) regarding the transfer of funds. However, once all the MOUs were signed, funds were transferred to provinces and schools on time. The transfer of funds to schools was monitored closely to ensure the timely distribution and internal audit reports consistently reported on these activities. These audit reports were also consistently reviewed by Bank FM specialists. It should be noted that the transfer of funds using this mechanism was identified as a ‘substantial’ risk at the time of preparation but with adequate monitoring mechanisms in place, the project was able to effectively use the new mechanism. Finally, the interim financial reports (IFRs) were submitted on time and the project audit reports were unqualified.

30. **Procurement.** Procurement was consistently rated **satisfactory**. As previously mentioned, the PMU was established several months before project effectiveness. Among the various positions established at that time, was that of the procurement coordinator and a person with previous Bank-procurement capacity was appointed. This provided a solid foundation for ensuring the quick and efficient start to the procurement even prior to effectiveness given that there was retroactive financing available. The procurement team was highly effective, signing approximately 500 contracts over the life of the project for good, consultant services and training. All of these bids were conducted using the appropriate Bank procurement methods, international competitive bidding (ICB), national competitive bidding (NCB) etc. The Bank procurement team conducted the required prior reviews and dictated by the grant agreement as well as post reviews that found the: (i) procurement processes were in compliance with provisions of contract agreements, (ii) procurement filing was good; and (iii) procurement related document were kept as required by the Bank. By project closing, all procurement was completed.

2.5 Post-completion Operation/Next Phase

31. The MOET has already committed to continuing many aspects of the VNEN project as is evidenced by the: (i) issuance of Circular 30/2014/TT-BDG that institutionalized the new paradigm on student assessment based on the student assessment practice of the VNEN model which was a portfolio based formative student assessment and (ii) introduction and utilization of the video studies of classroom practices into the in-service and pre-service pedagogical teacher training activities in July 2015.

Moreover, the MOET has continued the highly participatory method used in the development of the VNEN materials. This development method involved participation of MOET senior pedagogical advisors, teacher training institutions, school administrators, and teachers. Once materials were developed they were pre-tested and then revised based on a robust feedback loop that included comments from teachers, students and communities. Because of the highly participatory method of development, capacity at all levels now exists and will continue to provide leadership in the ongoing process of material reform as the government begins to rollout the new competency based curriculum in 2018. The VNEN project also modified the traditional cascading approach of training by using national and provincial level trainers as well as VNEN classroom teachers as master trainers. The trainers conducted training courses at the provincial level only after providing training materials two weeks prior to training so trainees came prepared for the training. Because the classroom teachers were trained as trainers, this also meant that they could provide support and on-going training for clusters upon completion of the training. This approach provided training capacity at all levels within the system and is an important contribution to the sustainability of the VNEN model. An indicator for the sustainability of the VNEN pilot was the September 2016 news report, after project closing, which announced that beginning school year 2016/17 a total of 3,014 primary schools (approximately 20 percent of all primary school in Vietnam) have voluntarily continued with the VNEN model.

32. The MOET is also currently discussing with the VNEN Foundation¹¹, ways that the foundation can provide support for the continued updating and improvement of the VNEN materials as the new curriculum is rolled out. In addition, the government of Vietnam has two new Bank-supported projects, Enhancing Teacher Education Program (ETEP) and the Renovation of General Education (RGE) project that have taken lessons from the VNEN approach to active pedagogy through teacher training and development and provision of materials and included them in the project designs. All of which continue to support the governments stated commitment to develop young people into creative and innovative thinkers.

3. Assessment of Outcomes

3.1 Relevance of Objectives, Design and Implementation

33. **Relevance of Objectives.** The objective of introducing and using new teaching and learning practices in the classroom was of **substantial** relevance to the country's sectoral needs when the project was developed. The objectives fit into SEDS 2011-2020 that focused on the need for promoting human resources/skills development, particularly skills for modern industry and innovation as well as the specific actions to achieve this goal that were articulated in the EDSP (2011-2020). The objectives were also consistent

¹¹ The VNEN Foundation is a non-profit organization that is currently being established, which aims to support the MOET in connecting resources, both financial and technical expertise, to support the further development of the VNEN model and to expand the delivery model for K-12 education in Vietnam.

the Bank's CPS (2012-2016) that focused on inequality and improving the innovation capacity and skills level of the Vietnamese labor force. The project goals continue to fit into the goals of the SEDS (2011-2020) and third pillar of the CPS (2012-2016).

34. **Relevance of Design.** The relevance of the project design was **substantial**. The project focused on scaling up the PEDC Escuela Nueva pilot to all 63 provinces in Vietnam but with a specific focus on the 20 provinces with the most disadvantaged groups so as to be a demonstration project on active pedagogy related to the demonstrated global best practice of Escuela Nueva. The design was appropriate given the governments stated object of educating young people to be creative and innovative thinkers. The PDO was appropriate for a demonstration project and the PDO indicators were measurable given the three year implementation period common to GPE projects at the time. The new approaches to material development and teacher training, that were participatory with robust feedback loops, were positive features of the design. The project risks were properly identified and mitigation measures were incorporated into the design. All-in-all, the design was **substantial** relevant.

35. **Relevance of Implementation.** As indicated above, there were initial implementation challenges largely related to delays in effectiveness and the availability of project funds vis-à-vis the school year and distribution of learning materials and school grants. However, once the funds became available and could be provided prior to the school year, project activities were implemented as designed and, as indicated above, all project activities were completed with all project funds disbursed.

3.2 Achievement of Project Development Objectives

36. The development objective was to introduce and use new teaching and learning practices in the classroom targeting the most disadvantaged groups of primary students. As indicated, 80 percent of the project schools (1,143 of the 1,447 project schools) were located in Priority 1 provinces or the most disadvantage and remote areas of Vietnam. These schools included 352,956 students, or approximately 79 percent of the primary school students covered by the VNEN schools. The development objective indicators as well as intermediate indicators were only focused on the 1,447 VNEN schools thereby ensuring that the outputs were directly related to disadvantaged students in these schools. In addition to the PDO indicators that are more output oriented, there are some preliminary results from the project impact evaluation reported below that show some specific outcomes related to the VNEN interventions. More details on project intermediate indicators and outputs can be found in Annex 2.

37. There was considerable progress in the PDO level indicators during the life of the project. The first PDO level indicator, the number of students participating in VNEN schools increased from the baseline of 1,440 students to 446,781 students in Grades 2-5 in the 2015/2016 school year exceeding the target of 400,000 by approximately 11.7 percent. In addition to the target for Grades 2-5, there were approximately 133,681 Grade 1 students that received language materials for intensive Vietnamese that were studying in VNEN schools. During implementation the MOET decided, that they wanted to expand the pilot to Grade 6 in 1,214 lower secondary schools that included 94,456 Grade

6 students. The expansion to Grade 6 in lower secondary schools for school year 2015/16 was an early acknowledgement by MOET of the need to further expand the VNEN model. The second PDO indicator, number of VNEN Learning Guides, Teacher Guides and TTI guides developed increased from a baseline of 8 to 143 surpassing the target of 25 by more than 470 percent. The project exceeded the target due to strong MOET capacity and technical assistance in EN material development. The materials produced including teacher guides, student textbooks, student workbooks and a detailed list is provided in Annex 2. The third PDO indicator, number of primary education teachers and education administrators completing VNEN training increased from the baseline of 100 to 52,795¹² again exceeding the target of 30,000 by approximately 76 percent. The target was exceeded because of the modified cascade training that allowed for more teachers to be trained at school level. In addition to the students participating in the original 1,447 VNEN schools there were 2,341 volunteer schools in SY2014/15 with approximately 452,255 students and in SY 2015/16, 2,671 volunteer schools with approximately 516,000 students.

38. Beyond the project indicators, there were several documented demonstration effects that attest to the impact of the project as discussed previously. They are the: (i) issuance of the Circular 30/2014/TT-BDG that institutionalized the new paradigm on student assessment based on the student assessment practice of the VNEN model¹³; (ii) institutionalization of the process used in the development of the VNEN materials; and (iii) demonstration effect of the project on the pre-service and in-service teacher training as it relates to the modifications to the traditional cascade method of training. In addition, there was a qualitative video study conducted of 15 VNEN schools to see how teachers were using the VNEN developed learning guides. Some preliminary findings from the video study show a positive reception of the VNEN developed learning guides. The results show that teachers followed the learning guides 75 percent of the time. However, they were also encouraged to adopt the learning guides to their classroom situation when appropriate and the study shows that approximately 79 percent of the time the modifications were of a good (high/medium) quality. The study also showed that skipping activities happens less than 1 percent of the time. These are all substantial achievements for a project designed as a demonstration project offering an alternative to the traditional primary classroom pedagogical approach.

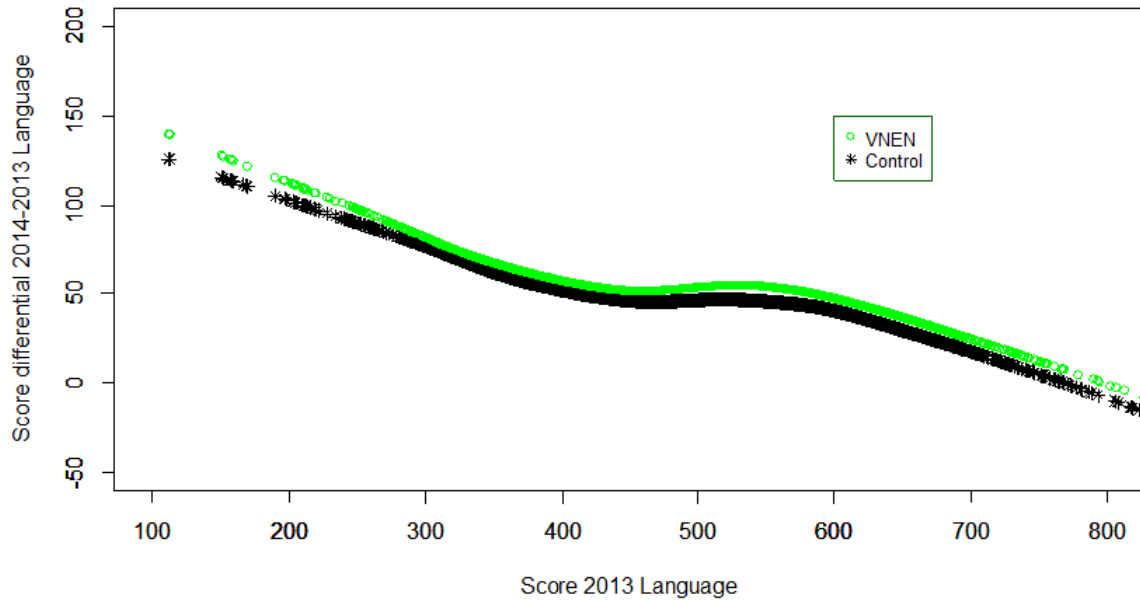
39. Preliminary results from the impact evaluation show different learning results for VNEN students compared to non-VNEN students. As figure 1 shows, VNEN students (grey/top line) that were low performing in third grade (third grade scores depicted on x-axis) tend to show higher score gains in fourth grade (score differential depicted on y-

¹² The ICR team learned that the number (103,949) reported in the January 2016 ISR, was reporting the number of “turns” teachers were trained rather than the actual number of teachers. The actual number of teachers that participated in VNEN training was 52,795.

¹³ MOET circulars are part of the normative regulatory framework in Vietnam for local governments and schools. Circulars provide operational instructions regarding the implementation of educational policy measures.

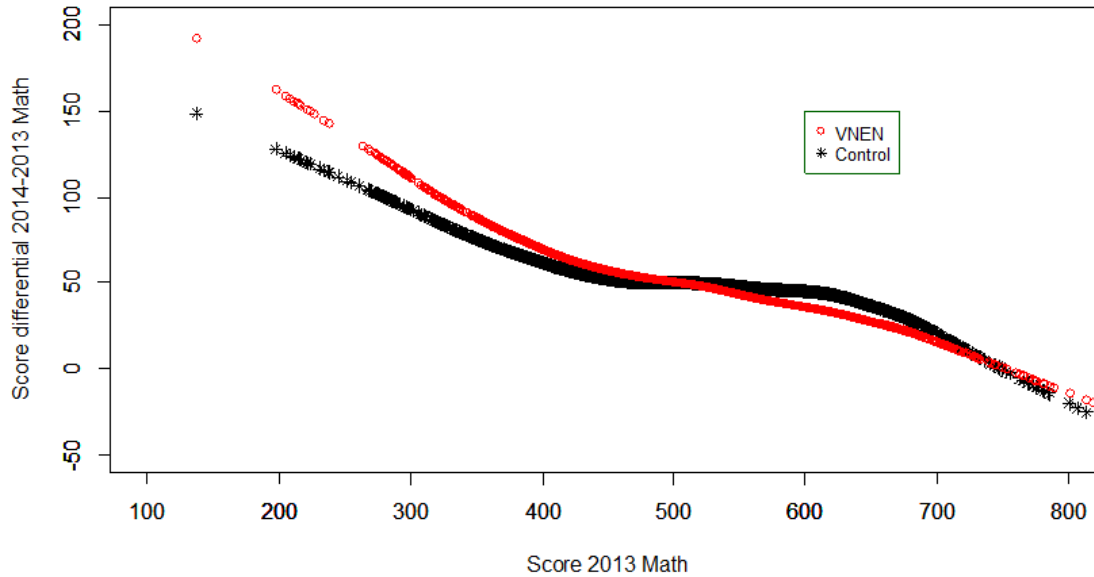
axis), compared to non-VNEN students (black/bottom line) on a standardized test. This pattern holds for both Mathematics and Language score differentials on both the student and school level for score differentials between the first two years of the impact evaluation (2013/2014 and 2014/2015) and is based on the 651 sample schools in the impact evaluation.

Figure 1. Student Language Score Differentials (2013-2014)



Note: The grey/top line depicts individual VNEN student score differentials (i.e. gains), between the 2013/2014 and 2014/2015 standardized testing of Language skills; the black/bottom line depicts individual non-VNEN student score differentials. The x-axis show 2013/2014 scores on the standardized Language test and the y-axis the score differential, (i.e. gains) in the next testing round of 2014/2015.

Figure 2. Student Language and Mathematics Score Differentials (2013-2014)



Note: The grey/top line depicts individual VNEN student score differentials, i.e. gains, between the 2013/2014 and 2014/2015 standardized testing of Mathematics skills; the black/bottom line depicts individual non-VNEN student score differentials. The x-axis show 2013/2014 scores on the standardized Mathematics test and the y-axis the score differential, (i.e. gains) in the next testing round of 2014/2015.

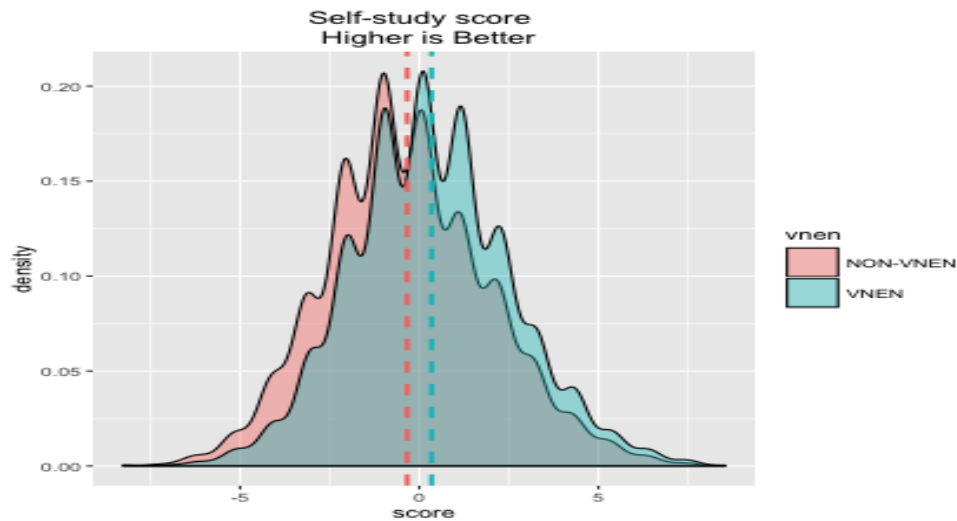
40. As mentioned in the sector context, the curricular reform seeks to address the country’s need for young people to develop into ‘creative and innovative thinkers’. VNEN’s teaching and more specifically, learning methods, such as intensified group work and student government, are aimed to stronger develop non-cognitive or socio-emotional skills in students. The impact evaluation collected data points on frequently used indicators of such non-cognitive skills, such as team work and perseverance. Using a combination of various survey questions, on average, VNEN students show a higher score on indices of team-work and self-study, compared to their non-VNEN peers.

Figure 3. Teamwork Score Comparison (2015)



Note: The teamwork score comparison represents a mean comparison between scores of VNEN and non-VNEN students on a teamwork index based on weighted survey questions pertaining to teamwork assessment. It is calculated for the 2015/2016 survey round and does not represent a trend over time. The effects are causal due to the experimental design of the impact evaluation, however the above present only preliminary, exemplary results.

Figure 4. Self-study Score Comparison (2015)



Note: The self-study score comparison represents a mean comparison between scores of VNEN and non-VNEN students on a teamwork index based on weighted survey questions pertaining to self-study assessment. It is calculated for the 2015/2016 survey round and does not represent a trend over time. The effects are causal due to the experimental design of the impact evaluation, however the above present only preliminary, exemplary results.

3.3 Efficiency

41. The VNEN is expected to have a significant development impact through improving education quality. The economic benefits of VNEN arise through improved learning outcomes and associated higher productivity and wages for VNEN students, by providing new teaching and learning materials (Component 1 & 2), improving school equipment and facilities (Component 3) as well as strengthening training for teacher (Component 2). A cost-benefit analysis (CBA) of the project estimating private monetary returns to schooling was conducted. The estimated impact (effect size) of the individual components of the VNEN project on learning outcomes are based on existing evidence of similar education interventions and increased earnings, based on returns to schooling, for project beneficiaries are estimated and detailed in Annex 3.

42. The results of this economic analysis demonstrate that the financial benefits from the VNEN project are significant, yielding an IRR between 17 percent – 25 percent, and a NPV between US\$973,135,542 and US\$3,358,080,864. The actual monetary private returns are likely to be much higher, given the large number of non-project funded schools that adopted the VNEN model. Including these additional students in the cost-benefit analysis under conservative modelling assumptions as to the additional costs, the VNEN project yields an IRR between 19 percent – 28 percent, and a NPV between

US\$1,958,857,149 and US\$6,645,076,873. Annex 3 also discusses a number of additional non-monetary and social returns not captured by private monetary benefits as well as and long-term development impacts of the project.

43. The project was cost efficient given the comparison of unit costs of activities under the main components of the project; school meals and teacher training. The unit costs for these activities are regulated by GOV standard costs. Table 1 compares the costs of teacher training under the VNEN project with the standard GOV costs expressed as daily costs per teacher for teacher training. The project delivered teacher training for VNEN teachers in a more cost effective manner than is standard requirement for trainings as prescribed by the GOV, on all levels of training (see Table 1). Additionally, the meal allowance procured under the VNEN project was low cost in comparison to the government standard unit cost with US\$129 to US\$200 respectively. These cost efficiencies under VNEN can be reasonably viewed as indicative of the general cost efficiency of the VNEN project and its relatively low costs in its efforts to achieving better cognitive and non-cognitive skills, compared to standard GOV costs and projects.

Table 1: Cost of training per teacher (US\$)

Unit cost for teacher training per day	VNEN			GOV unit cost
	\$37			\$49
Unit cost for teacher training per day by level	VNEN			GOV unit cost
	Central level	Cluster level	School level	na
	\$42	\$44	\$10	

44. The PAD noted that “the government estimates that funding for education will increase to 20 percent of the state budget in 2010”. The public expenditure on education increased to 21.4 percent of total government expenditure and to over 6 percent of its GDP in 2012. The economic and financial analysis suggests that the project outputs have and will continue to generate long-term cost benefits. The efficiency of the project is rated as **substantial**.

3.4 Justification of Overall Outcome Rating

Rating: **Satisfactory**

45. The overall outcome rating of the project is **satisfactory**. The relevance of the objective is rated **substantial** because it fit directly into the country’s sectoral needs to develop young people into creative and innovative thinkers. The relevance of design is rated **substantial** because the design used an active pedagogical approach to demonstrate a new teaching and learning method that could be used to achieve the country’s sector needs. Overall efficacy is rated **satisfactory**. All PDO indicators were exceeded. In addition, there were demonstration effects from the project that continue to be used by MOET which attests to the impact of the project as well as preliminary results from the impact evaluation that provide evidence of the project impact directly related to the VNEN schools . Finally, as indicated above, the project efficiency rating is **substantial** based on the analysis provided above.

Table 2: Project Rating

Overall Project Ratings			
Project Relevance	Achievement of PDO (Efficacy)	Efficiency	Overall Rating
Substantial	Satisfactory	Substantial	Satisfactory

3.5 Overarching Themes, Other Outcomes and Impacts

(a) Poverty Impacts, Gender Aspects, and Social Development

Not applicable.

(b) Institutional Change/Strengthening

Already discussed in detail in Sections 2.5 and 3.2.

(c) Other Unintended Outcomes and Impacts (positive or negative)

46. As discussed earlier, for school year 2015/16 there were 2,671 primary schools that voluntarily adopted all aspects of the VNEN model and used government resources to purchase the teaching and learning materials as well as to conduct training for teachers, school administrators and communities. This occurred after only one full year of implementation. This outcome is an indication of the success the VNEN communications and outreach programs that elicited more than 200 articles in local newspapers written by teachers, parents, community leaders and school administrators on the benefits of the VNEN model.

3.6 Summary of Findings of Beneficiary Survey and/or Stakeholder Workshops

Not applicable.

4. Assessment of Risk to Development Outcome

Rating: **moderate**

47. The original project preparation identified the overall risk rating as **moderate**. The risk ratings can be summarized as: (i) substantial at the institutional level mostly due to limited capacity at the school level to implement project; (ii) moderate for project risks related to design, and monitoring and sustainability; (iii) low related to social and environmental because the project was focused on minority groups and there was no large scale construction; (iv) substantial for financial management because of weak capacity at the school level to manage grant funds and grants were provided to be provided to a large number of schools making it difficult for Hanoi to monitor; and (v) substantial for procurement because past performance of projects in the sector. The overall moderate risk rating was appropriate. Although there was limited capacity at the school level to implement project activities this was offset by the high level of ownership at all levels for this demonstration project. Moreover, the project design did not include civil works which had previously slowed implementation of education projects. The

mitigation measures introduced played an important role in reducing the FM and procurement risks. These included ensuring: (i) that qualified FM and procurement staff were in place before project effectiveness and (ii) that provincial offices had regional consultants to monitor grant distribution and progress at the school level. Going forward, the risk for sustainability of overall project investments is rated **moderate**. The MOET has already institutionalized several aspects of the VNEN model into the education system, particularly those related to assessment, teacher training, material development and the VNEN model continues with 3,014 schools voluntarily continuing the approach for school year 2016/17. In addition, the VNEN website that was developed as a communication tool to assist teachers, administrators and communities in understanding and sharing information related to VNEN is now being maintained by the MOET and will continue to provide support for the VNEN model. However, introduction of new paradigms, that challenge the norms of any system, need ongoing communications strategies to ensure that new ideas and approaches are reinforced.

5. Assessment of Bank and Borrower Performance

5.1 Bank Performance

(a) Bank Performance in Ensuring Quality at Entry

Rating: **Satisfactory**

48. The project preparation team ensured that the project design was closely aligned with the SEDS 2011-2020, EDSP 2011-2020 and the Bank's CPS 2012-16. The design was simple, the PDO was precise and key indicators were appropriate for measuring progress toward achieving the PDO. The design took into consideration the recommendations from the GPE Quality Assurance Review, peer reviewers and lessons learned from other Bank-supported projects in Vietnam. The design included the appropriate activities that, if implemented well, could be a demonstration project on the benefits of active pedagogy for replication. The preparation team identified the appropriate risks and incorporated design features to mitigate them and included the relevant technical specialists to develop the project. The quality at entry for the VNEN project was satisfactory.

(b) Quality of Supervision

Rating: **Satisfactory**

49. As previously mentioned, there were six Bank review and implementation support missions which included a MTR. The project team was actively engaged in supporting the government in its efforts to implement the project. Whenever implementation challenges arose, the Bank team worked with government to find appropriate solutions that would not compromise the integrity of the design. The supervision teams consistently reported on FM and procurement progress during supervision missions and worked with the PMU team to build their capacity in these areas. They also systematically documented project progress in aide-memoires, back-to-office reports and ISRs, all of which kept Bank management informed of progress and provided the foundation for the ICR analysis. Key to the project's achievements was the consistent supervision by the Bank team, both in country and from headquarters that, along with UNESCO and other development

partners, had the needed technical expertise to support the MOET/PMU with implementation of the new approaches to teaching and learning. All-in-all, there was a high level of supervision for this project. Moreover, there was a high level of cooperation between UNESCO, the Bank and other development partners that led to excellent collaboration on project implementation and coordinated work with the MOET which contributed to the many project successes.

(c) Justification of Rating for Overall Bank Performance

Rating: **Satisfactory**

50. Based on the analysis above, overall Bank performance is rated **satisfactory**.

5.2 Borrower Performance

(a) Government Performance

Rating: **Satisfactory**

51. At the time of preparation, the government was fully committed to the project. The MOET worked with the Bank to design a simple, ‘demonstration’ project that would be relevant to the needs of Vietnam as they began the roll-out of the new curriculum that would support the country’s need for young people to develop into creative and innovative thinkers. The MOET established the PMU prior to project effectiveness and capable and experience individuals to the required positions. The inclusion of retroactive financing in the project design allowed these individuals to begin working prior to effectiveness so that once the project became effective, activities would already be underway. This was very important for ensuring the project implemented within a three year period.

(b) Implementing Agency or Agencies Performance

Rating: **Satisfactory**

52. The PMU was responsible for managing all aspects of implementation. When faced with the early implementation challenges, the PMU was able to work effectively with the Bank to resolve them as indicated above. The capacity building activities were successful in that FM was constantly rated satisfactory throughout the life of the project. The PMU ensured that an adequate project FM system was in place, which provided accurate and timely information on the utilization of project funds. After the early procurement challenges with getting materials printed and delivered to schools prior to the academic year, the project’s procurement performance was rated satisfactory. The PMU ensured that school grants (both Grant 1 and 2) were disbursed on time and supported provinces with monitoring the use of the grants. They provided project progress reports and continuously updated the data for the results framework. Based on these aspects, the implementation agency performance is rated satisfactory.

(c) Justification of Rating for Overall Borrower Performance

Rating: **Satisfactory**

53. Based on the analysis above, overall borrower performance is rated **satisfactory**.

6. Lessons Learned

54. **Lesson 1. Project designs should be simple when they have short implementation periods.** The preparation team designed a project that was simple and fit into the three year implementation time period. The design had a simple PDO with indicators that were measurable within the three period.

55. **Lesson 2. The demonstration effect of projects can be successful if projects are aligned with governments stated policy goals.** The VNEN project specifically supported the government's goal of helping develop young people that are creative and innovative thinkers. This was done with the inclusion of a portfolio assessment methodology, a new training delivery system, and a new approach to the development of pedagogical material. The demonstration effective of the project is evidenced by the fact that many aspects of the assessment methodology have been included in the MOET Circular 30 which now regulates assessment standards nationwide. In addition, pre-service and in-service teacher training activities include VNEN training approaches and development of pedagogical materials is more inclusive with a feedback loop included, also based on VNEN.

56. **Lesson 3. Projects that are designed as demonstration projects benefit from inclusion of impact evaluations.** The VNEN project impact evaluation will be useful for informing the MOET on further scaling up of VNEN type activities. In addition, the impact evaluation provided important analytical support for the ICR findings and reporting. Without a robust impact evaluation that measured learning at various points in time during implementation it would have been difficult to attribute actual project impact. In addition, the evaluation took into consideration a qualitative analysis to determine best practice associated with the VNEN model. The quantitative analysis was based on test scores and surveys with parents, teachers, principals and students in VNEN and non-VNEN schools and the qualitative analysis was based on an additional video studies of classroom practices.

57. **Lesson 4. Teacher training with fewer cascade layers as well as the distribution of training materials prior to training can be more beneficial for the trainees.** In the VNEN project, developers of the pedagogical materials gave trainings directly to teachers at the district level thereby eliminating two layers from the cascade style training traditionally used in Vietnam. An additional benefit to using VNEN teachers as trainers was that they could provide follow-up training at school level and continuous professional support for teachers. Moreover, the training materials were sent to teachers two weeks prior to training for self-study, so they could come prepared with questions which created for a more productive participatory training activity.

58. **Lesson 5. Communication strategies are important for ensuring that messages and programs related to the introduction of new paradigms are reinforced.** The VNEN project included a communications strategy that included a media campaign with newspaper articles explaining the program as well as reporting on

the experiences of teachers, students, parents and communities. The project developed a VNEN website as a communication tool to assist teachers, administrators and communities in understanding and sharing information related to VNEN. Going forward it will be important for the MOET to continue a robust communications strategy particularly as new impact data is made available related to the VNEN model.

7. Comments on Issues Raised by Grantee/Implementing Agencies/Donors

(a) Grantee/Implementing agencies

Not applicable

(b) Cofinanciers/Donors

Not applicable

(c) Other partners and stakeholders

Not applicable

Annex 1. Project Costs and Financing

(a) Project Cost by Component (in USD Million equivalent)

Components	Appraisal Estimate (USD millions)	Actual/Latest Estimate (USD millions)	Percentage of Appraisal
Component 1: Material Development for Pedagogical Renovation	3.19	5.49	172.00
Component 2: Training and Provision of Materials	25.54	28.05	110.00
Component 3: School Level Support for VNEN Implementation	39.50	38.38	97.00
Component 4: Project and Knowledge Management	16.37	11.91	73.00
Total Project Costs	84.60	84.28	99.62
Project Preparation Costs	0.00	0.00	0.00
	0.00	0.00	.00
Total Financing Required	84.60	84.28	

(b) Financing

Source of Funds	Type of Cofinancing	Appraisal Estimate (USD millions)	Actual/Latest Estimate (USD millions)	Percentage of Appraisal
Trust Funds		0.00	0.00	
Global Partnership for Education Grant		84.60	84.28	99.62

Annex 2. Outputs by Component

59. Progress towards achieving project outcome and meeting output targets was measured by three PDO indicators and four intermediate indicators. This Annex is based on the output indicators as described in the results framework as well as data provided by the MOET and Bank supervision documents.

60. **Component 1: Material Development for Pedagogical Renovation (US\$3.19 million).** Overall this component was to finance, develop and evaluate VNEN materials for Grades 3, 4 and 5. Grade 1 intensive Vietnamese and training packages had already been developed by the Center for Technological Education to help children learn Vietnamese. Grade 2 teacher and learning materials had been developed by the Bank-supported PEDC as part of the pilot activity. It was agreed that the project would use the Grade 1 and 2 existing materials and distribute them to the VNEN project schools under component two of the project. In addition, the MOET wanted to expand the VNEN reform to lower secondary school and it was agreed that the project would help with the development of grade 6 VNEN teaching and learning materials. The MOET introduced the model into 1,214 pilot lower secondary schools.

61. There were two sub-components related to this component: (i) development of learning guides and other materials and (ii) capacity building for material development. The intermediate indicator used to measure achievement of this component was number of domestic workshops held for material development. Over the life of the project there were 24 domestic workshops conducted for the development of VNEN materials which exceeded the target of 20 by 20 percent.

62. **Sub-component 1A: Development of Learning Guides and other Materials (US\$2.31 million).** This sub-component comprised two main parts: (i) development of learning guides and material development for teachers, schools and communities for grades 3-5 and (ii) development of material for teacher training institutions. The learning guides included a comprehensive package of instructions that used self-paced learning. Grade 6 materials also included a comprehensive package of instruction with self-paced learning materials. As indicated above, Grade 1 and 2 materials had already been developed. Table 3 provides a comprehensive list of the newly development materials for Grades 3-6.

Table 3. Newly Development Learning and Teacher Instructional Materials Developed for Grades 3-6

Grade Level	List of Materials Developed
Grade 3	Students
	Learning Guide Vietnamese Language, Part 1A, 1B, 2A, 2B
	Learning Guide, Mathematics, Part 1A, 1B, 2A, 2B
	Learning Guide, Nature and Society Part 1 and 2
	Teachers
	Instruction Manuals for teachers, Vietnamese, Mathematics, National and

	Society, and Educational Activities
	Learning Guide Vietnamese and Learning Guide Vietnamese, Section II and Part 1B
	Learning Guide Mathematics and Learning Guide Mathematics, Section II and Part 1B
Grade 4	Students
	Learning Guide Vietnamese Language, Part 1A, 1B, 2A, and 2B
	Learning Guide, Mathematics, Part 1A,1B, 2A and 2B
	Learning Guide, Science Part 1 and 2
	Learning Guide, History and Geography Part 1 and 2
	Teachers
	Instructional Manuals for Vietnamese, Mathematics, History and Geography, Science and Educational Activities
Grade 5	Students
	Learning Guide, Vietnamese, Part 1A,1B, 2A and 2B
	Learning Guide, Mathematics, Part 1A,1B, 2A and 2B
	Learning Guide, Science Part 1 and 2
	Learning Guide, History and Geography Part 1 and 2
	Teachers
	Instructional Manuals for Vietnamese, Mathematics, History and Geography, Science and Educational Activities
Grade 6	Students
	Learning Guide, Vietnamese, Part 1 and 2
	Learning Guide, Mathematics, Part 1 and 2
	Learning Guide, Natural Science Part 1 and 2
	Learning Guide Informatics Part 1 and 2
	Learning Guide, Social Science
	Learning Guide, Civics
	Learning Guide, Technology Part 1 and 2
	Teachers
	Instructional Manuals for Vietnamese, Mathematics, Educational Activities, Civics, Informatics, Technology, Natural Science, and Social Science
	Classroom organization and management under VNEN model
	Training Materials for teaching and learning under VNEN model

Source: Ministry of Education and Training

63. **Sub-component 1B: Capacity Building for Material Development (US\$0.88 million).** This sub-component supported the development of the VNEN materials by using a practical method of ‘learning by doing’ to build capacity in material development. In support of the learning by doing approach the project supported: (i) study tours; (ii) international conferences; (iii) national conferences; and (iv) national capacity building workshops. During the life of the project there was one study tour to Colombia that included 21 delegates to learn about the Escuela Nueva model from the Escuela Nueva Foundation. Based on this experience, MOET invited experts from Colombia to Hanoi to conduct a 17-day training course at the central level, divided into 4 rounds for enhancing capacity of education staff and trainers on innovative teaching methods, learning methods and student assessment in the new school model. A total of 420 individual participated in the training. In addition, and as indicated above, there was a total of 24 workshops over

the life of the project that supported capacity development related to the VNEN model.

64. As indicated above, the number of outputs related to material development were substantial and a major achievement of the project. However, one of the important demonstration effects of this project was related to the process of developing the VNEN materials which has now been institutionalized within the MOET. The method used was highly participatory and included a robust feedback loop that included pre-testing and revision of materials based on feedback from teachers, students and communities. This was a considerable change from the traditional method of relying exclusively on the knowledge of experts. The process included: (i) a study tour to Colombia for a group of senior pedagogical advisers to learn from the Escuela Nueva Foundation; (ii) review of existing VNEN materials and adopting some to the materials to the Vietnamese context, (iii) developing the materials; (iv) pre-testing the materials with the school administrators and teachers which included personal discussions with the developers regarding weaknesses of the materials; and (v) finalizing the materials. Because the method of development involved MOET senior pedagogical advisers with feedback and inclusion from teacher training institutions, school administrators, teachers and students, capacity at all levels now exists and will continue to provide leadership in the ongoing process of material reform and utilization.

65. **Component 2: Training and Provision of Materials (US\$25.54 million).** Overall this component was to finance VNEN training and the provision of VNEN teaching and learning materials. Under this component, a new method of training was introduced that included, but was not limited to,: (i) provision of the newly development materials prior to training so trainees could read and come to training prepared; (ii) provision of actual training; (iii) follow-up monitoring and evaluation of trainees; and (iv) on-site reinforcement of training. There were two sub-components related to this component: (i) development of training materials and delivery of training and (ii) provision of materials.

66. The intermediate indicator used to measure achievement of this component was number of schools receiving full complement of VNEN materials for each successive grade. Over the life of the project, all 1,447 VNEN schools received the full complement of materials meeting the target of 1,447. It should also be noted that for school year 2015/16, an additional 2,671 primary schools voluntarily adopted the VNEN model and they purchased the VNEN materials for their schools with their own provincial or school resources. The 1,778 pilot lower secondary schools also purchased the Grade six materials with their own resources.

67. **Sub-component 2A: Development of Training Materials and Delivery of Training. (US\$13.16 million).** This sub-component sought to identify the training needs of teachers and education administrators that would lead to the effective development of training materials. The materials to be developed were: (i) training guides for each subject in each grade (3-6); (iv) trainee self-assessment tools; (ii) training modules for each subject; (iii) training modules for classroom assessment and school management; and (v) pre-training materials so that participants would be prepared prior to the training.

(See Table 3 for the detailed list of materials developed).

68. The project developed all the needed materials for the training of teachers and school administrators as indicated in Table 4. The project also conducted a total of 37 training activities for approximately 52,795 teachers, school administrators and provincial and districts administrators associated with the original VNEN schools. There were two levels of teacher training: (i) MOET/PMU central level training and (ii) provincial level training. For the central level training each VNEN school sent 10 to 15 percent of their teachers to be trained as trainers. Once the training for trainers was completed, the trainers went to 13 provinces and brought all the VNEN school teachers to the training. The training was conducting during the summer and in waves as designed and included: (i) initial training on teaching VNEN model to grades 2-6; (ii) training for the hands-on method modules for central level trainers and teachers; and (iii) training on the VNEN student evaluation method. There was also ongoing/supplemental training for VNEN model each year. In addition, the project supported training session that included: (i) training on procurement and financial management; (ii) training on capacity enhancement; (iii) training on EQMS software for those in charge of education statistics; and (iv) training on expanding VNEN model for key teachers and administrators to lower secondary schools.

Table 4. Materials Development for Teachers and Administrators

List of Training/Assessment/Instruction Materials Developed
Materials for enhancing capacity of primary teachers
Classroom organization and management
Community, Parent participation materials
Instruction for community participation under VNEN model
Instruction materials for parent participation under VNEN model
Student Assessment Materials
Notebook for assessment of VNEN students Grades 1-4
Materials for teaching Art following Denmark new methodology
Instruction Manual for Professional Teachers' Meetings at VNEN Schools
Training Manuals for Administrators and Teachers
Training manual for Grade 4, Part 1 and 2
Training manual for Grade 5, Part 1 and 2
VNEN training manual for administrators and teachers for Grade 6 Mathematics
VNEN training manual for administrators and teachers for Grade 6 Natural Science, Social Science, Educational Activities, Civics, Informatics, Technology, and Vietnamese
Pedagogical Materials
Teaching methodology of Vietnamese language Part 1 and 2
Teaching methodology of mathematics Part 1 and 2
Organization/Management of educational activities Part 1 and 2
Teaching methodology of nature/society for primary schools
Classroom organization/management under VNEN
Educational basis for organization/management of education activities
Psychological basis for organization/management of education activities

Source: Ministry of Education and Training

69. Another important and highly successful demonstration effect of this project was

related to the training methodology. As indicated above, the new method included sending training materials two weeks prior to training so trainees could come prepared for the training and maximize the benefit of interaction. The project also modified the traditional cascade approach¹⁴ of training through the participation of national level trainers at regional and provincial level training as well as the use of practicing VNEN classroom teachers as trainers at the national and provincial level. The project used pre-testing and post-testing of trainees over the conventional trainee evaluation form. An additional feature of this training was the emphasis on continual training and support to ensure understanding and sustainability of the VNEN model. During the school year two to four technical support teams meetings and training sessions were conducted for the VNEN schools. These support teams would participate in classroom observations, interview teachers and management staff, check profile and log books and exchange experiences with principals and teachers. Moreover, teachers, using grant resources provided under component 3, would meet twice a month in 400 demonstration schools to conduct professional development, share experiences and support each other. The PMU issued guidelines on how to conduct the meetings. There were also cluster level meetings every two months to share experiences. Although not paid for by the project, these practices were also used for training in the 2,730 primary schools that voluntarily adopted the VNEN model and are expected to continue as other schools elect to implement the VNEN model. The number of teachers that received support in the volunteer schools was approximately 43,820 for SY 2014/15 and 50,000 for SY 2015/16.

70. There were other aspects that were introduced in the teacher training. First, teachers were taught how, and encouraged, to make adjustment to the VNEN materials in accordance with the characteristics of the students and regional characteristics. This approach helped teachers build their pedagogical capacity and provided professional development for teachers. Secondly, teachers were trained in new methods of student assessment. Rather than assessing children based solely on testing, teachers were trained in how to assess children through classroom observation and child interaction. The MOET embraced this approach and in August 2014, the MOET issued Circular 30/2014/TT-BGD which introduced the implementation of a Primary Student Assessment that was a new paradigm for student assessment modeled on the student assessment practice of the VNEN model. The Circular 30 now indicates that teachers should assess children based on classroom observation and write letters to parents about a child performance during the school year. There is a final end-of-year grade test but continuous testing during the year has been eliminated. In addition to the teacher training materials, this new assessment approach has also been included in the training materials for principals and provincial and district level education administrators. These were both important contributions to the overall education reforms being introduced by the MOET.

71. **Pre-service training.** The VNEN model for teaching was also introduced into

¹⁴ The project referred to this type of training as ‘waves’. The waves of training took place each year, for VNEN teachers, and was meant to provide repeated and continues training for teachers with the important feature of using school level teachers as trainers.

pre-service teacher training. The MOET and teacher training institutions: (i) developed subject materials for teaching the VNEN model and incorporated them into the curriculum; (ii) organized training on pedagogical material for lecturers and management staff at 20 teacher training institutions; and (iii) organized teaching pilot in the primary education departments of 22 teacher training institutions. These activities were not included in the original design of the project however, MOET felt the VNEN model was successful and wanted to introduce the model into the pre-service training. The actual pre-service training conducted is indicated in Table 5 below.

Table 5. Pre-service Training on VNEN Model

Type of Training	Numbers Trained
Teaching Method for Mathematics	30
Teaching Method for Vietnamese	30
Teaching Method for Natural and Social Science	29
Organization Method for Educational Activities	87
Total	176

72. **Sub-component 2B: Provision of Materials (US\$12.38 million).** This sub-component supported the provision/distribution as well as updating (where appropriate for Grades 1 and 2) of materials for: (i) grade 1 intensive Vietnamese learning materials which had already been developed and evaluated under the Bank-supported Primary Education for Disadvantaged Children Project (PEDC); (ii) grade 2 curricular and extracurricular learning guides also developed and evaluated under the PEDC project; and (iii) grade 3-5 materials developed by the VNEN project. As mentioned above, the project also supported the introduction of VNEN grade 6 materials in 1,214 lower secondary schools. The project produced and distributed approximately 12,300,000 teaching and learning materials for Grades 1-6. Table 6 provides a list of the Grade 1 and 2 materials that had already been developed but were provided to VNEN schools under the project.

Table 6. Learning and Teacher Instructional Materials Distributed for Grades 1-2

Grade Level	List of Materials Developed
Grade 1	Students
	Vietnamese Language-Educational Technology Grade 1, Part 1 (sound-word), Part 2 (syllable) and Part 3 (self-study)
	Designing Vietnamese Language-Educational Technology-Grade 1 Part 1, 2 and 3
	Teachers
	Training Materials for teachers of Vietnamese
Grade 2	Students
	Learning Guides for Vietnamese Language Parts 1A, 1B, 2A, 2B
	Learning Guides for Mathematics, Parts 1A, 1B, 2A, 2B
	Learning Guides for Nature and Society
	Teachers
	Instruction Manual-Vietnamese Language, Mathematics, Nature and Society and Educational Activities

	Classroom organization, management and assessment of learning results of subjects and students' educational activities under VNEN model
	Training Material for teaching and learning under VNEN model Part 1 and Part 2
	Learning Guide for Vietnamese Language
	Learning Guide for Vietnamese Language, Section II, Part 1B
	Learning Guide for Mathematics
	Learning Guide for Mathematics, Section II, Part 1B

Source: Ministry of Education and Training

73. **Component 3: School Level Support for VNEN Implementation (US\$39.50 million).** This component provided school grants and school equipment to be managed by the school community based on a simple set of rules outlined in a school grant manual. There were two sub-components related to this component: (i) provision of school grants and equipment, and (ii) provision of small grants to an estimated 500 remote satellite schools in mountainous regions. The intermediate indicator used to measure achievement of this component was number of schools receiving VNEN campus grants. Over the life of the project, all 1,447 VNEN schools received the school grants each year for a three year period thereby meeting the intermediate indicator target.

74. **Sub-component 3A: VNEN School Campus Grant and Equipment (US\$32.00 million).** This sub-component supported the provision of a cash grant to all project schools to support VNEN implementation and autonomy to decide the priority spending items from a positive list of items. The main campus schools received US\$4,000 per year and the satellite campus schools received US\$1,000 per year. During the project period, all 1,447 main primary schools received grants in the amount of US\$4,000 for school years 2013/14, 2014/15 and 2015/16. In addition, US\$1,000 was provided to a total of 1,875 satellite schools for school year 2013/14; 1,835 for 2014/15 and 1,789 for 2015/16. The number of satellite schools varied from year-to-year because satellite schools are located in the most remote areas where population fluctuates based on out-migration.

75. **Sub-component 3B: VNEN Satellite Support Grant (US\$7.50 million).** This sub-component provided US\$4,000 each year to small and remote satellite schools, attached to the project main schools, in order to provide school lunches to the students as the satellite schools converted to the full day schooling (FDS). These resources were not substituted for the national school program but were meant to assist schools in coping with the additional demands of FDS and helped the VNEN project include remote schools by lowering the barrier to the schools participation in the VNEN. The project supported a total of 467 satellite schools over the three year period. The GOV program will continue to support these remote satellite schools based on Decree 116/2016/ND-CP dated 18/7/2016 which provides for school lunches and rice.

76. **Component 4: Project and Knowledge Management (US\$16.37).** This component combined project management with knowledge management. In addition to efficient and effective project execution, VNEN incorporated activities that heightened the learning from success and failures, and enable more schools to adopt VNEN beyond the project's limited resources. In order to propagate the VNEN innovation,

communication needed to be robust and effective. The component also included a systematic impact evaluation to make available for other countries the know-how required to improve school quality. The intermediate indicator used to measure achievement of this component was a qualitative study of classroom observations comparing VNEN and non-VNEN classrooms. The PMU did conduct the study in 2014 thereby meeting the target.

77. **Sub-component 4A: Project Management (US\$10.21).** This sub-component supported incremental operating expenditures, consultants and equipment at both the central and provincial levels in support of implementing the new VNEN model at the school level. The VNEN project team made considerable efforts to ensure that project activities were implemented in a satisfactory manner prior to project closing on May 31, 2016. As indicated above, all project activities were implemented as designed. Moreover, the MOET continues to manage the VNEN model in 3,014 schools for the 2016/17 school year, on-going VNEN teacher training, provision of VNEN learning materials, and the lunch for FDS. The project planning, budgeting, monitoring and evaluation activities, and the procurement and financial management consistently improved over the life of the project.

78. **Sub-component 4B: Knowledge Management, Classroom Assessment and Impact Evaluation (US\$6.16 million).** This sub-component was to support: (i) collection of data for the District FSQI Audit (DFA)¹⁵; (ii) a video study of classroom practice as part of monitoring and evaluation of the project; (iii) a communication strategy for raising awareness with the community about the VNEN model schools; and (iv) an impact evaluation of the VNEN model.

79. During project design the DFA` indicators were used to develop the criteria¹⁶ for selection of project priority provinces and the disadvantaged areas. After 2011, the DFA evolved into the Education Quality Management System (EQMS). The DFA was a paper based system prone to considerable data entry errors as well as delays in consolidation of data. The EQMS is an online system that is more efficient with data collected three times a year. The MOET/PMU also conducted the teacher video study which looked at how teachers conducted lessons with a specific focus on students learning and how learning took place; difficulties that students faced in learning; did student performance improve and how much attention teachers were giving to students. The study taped teachers in 16 schools and training was provided to MOET and teacher trainers on how to assess and analyze the tapes. In 2015, these tapes were being used for pre-service training activities to help teachers understanding the best approaches to teaching and learning.

¹⁵ The primary school database (DFA) was an annual school-level census database that collected the Fundamental School Quality Level (FSQL) input indicators for all primary schools and satellite sites in Vietnam which began in 2004.

¹⁶ The criteria were: (i) percentage of students classified as belonging to poor families; (ii) percentage of children belonging to ethnic minority groups; (iii) distance to the school from district center; and (iv) percentage of children that perform as average or poor in Vietnamese student achievement measures.

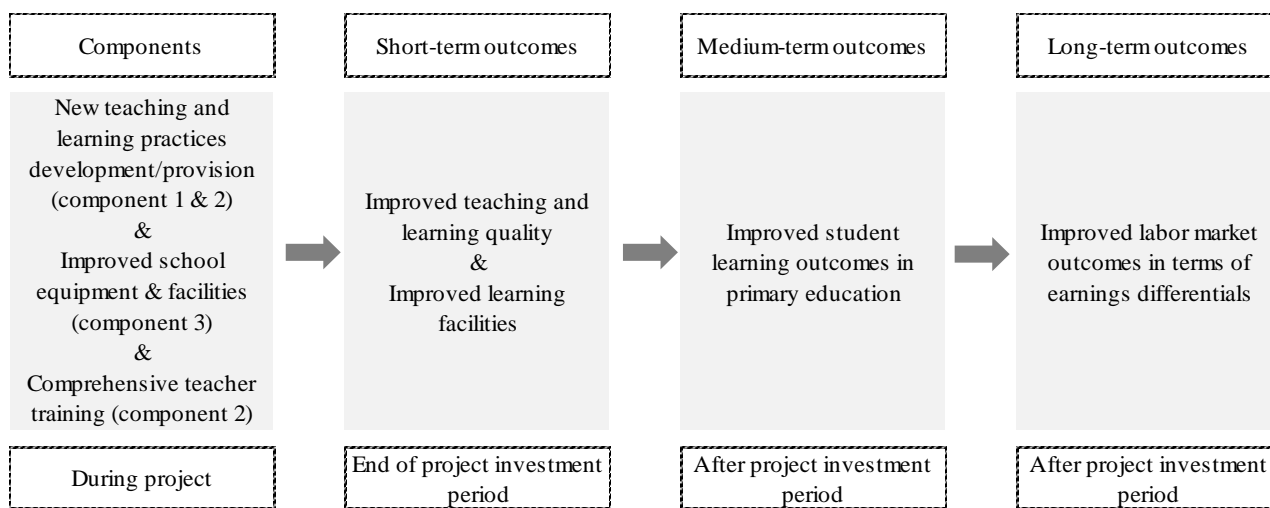
80. There was a communications strategy development during the project. The VNEN project generated over 210 news articles national and local papers as well as references and videos that can be found through a Google search of the word 'VNEN'. In addition, there was a VNEN website developed which is considered an educational and communication tool to assist teachers, administrators and communities in understanding and sharing information related to VNEN. The website: (i) allows for communication on activities of the VNEN; (ii) provides resources and technical materials on VNEN and elementary education; (iii) provides text and document lookup tools to search project implementation directives and guidance; (iv) provides a forum to exchange expertise in management, organization, implementation of VNEN and professional activities of primary education; and (v) provides for an online training tool. Since the website was launched in November 2013 it has been visited by 3,646,844 teachers, education staff and managers, project staff and managers at all levels, local consultants, parents and communities. Since the project closed, the website has been taken over by MOET and is now a functional part of the MOET portal.

81. Finally, the project conducted an impact evaluation that was centered around student assessment of cohorts in VNEN beneficiary schools compared to non-VNEN schools. Data was collected over three school years (2013/14, 2014/15 and 2015/16) on three comprehensive sets of data on five stakeholders comprising students, parents, teachers, principals and schools. Tests were administered for mathematics and Vietnamese language. Preliminary results of the impact evaluation were available for the ICR, however the full analysis is due to be published in January 2017.

Annex 3. Economic and Financial Analysis

82. The VNEN is expected to have a significant development impact through improving education quality. The project’s development objective (PDO) was to introduce and use new teaching learning practices in the classroom targeting the most disadvantaged groups of primary students. The economic benefits of VNEN arise through improved learning outcomes and associated higher productivity and wages for VNEN students, by providing new teaching and learning materials (Component 1 & 2), improving school equipment and facilities (Component 3) as well as strengthening training for teacher (Component 2). The framework of economic benefits is shown below in Figure 4.

Figure 4: Framework of benefits from the Vietnam Escuela Nueva project



83. A cost-benefit analysis (CBA) of the project estimating private monetary returns to schooling based on (i) benefits from similar types of education interventions and (ii) project costs and (iii) projections on earning differentials for the beneficiaries was conducted. The estimated impact of the individual components of the VNEN project on learning outcomes are based on existing evidence of similar education interventions. Table 7 presents a summary of estimated impacts for selected interventions that are relevant to the project activities under Components 1, 2 and 3. Estimated intervention effect sizes from the research of Krishnaratne, White, and Carpenter (2013) and McEwan (2015) are used to proxy the impact of VNEN components pertaining new classroom infrastructure and set up, new materials and teacher trainings. The estimated average intervention effect size of 0.27 from Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) Meta-analysis is used to proxy VNEN’s focus on complementing cognitive skills with improved non-cognitive (socio-emotional) skill. Overall, the statistically significant estimated impacts of interventions range from 0.117 to 0.383 standard deviations increase in student test scores. These effect sizes are similar to preliminary estimates of the effect size from the VNEN Impact Evaluation study. Based on this evidence we can reasonably expect the VNEN project to have a similar range of impacts on student learning outcomes.

Table 7: Recent studies of impact on student learning outcomes relevant to VNEN components

Authors (Year)	Category of intervention	Effect Size (SD)	Relevant VNEN components
Krishnaratne, White and Carpenter (2013)	Infrastructure of buildings and classrooms	0.383**	Component 3
	Materials (new)	0.160***	Component 1 & 2
	Teacher resources	0.284**	Component 2
McEwan (2015)	Incorporate instructional materials	0.078***	Component 1 & 2
	Teacher training	0.123***	Component 2
	Smaller classes/learning groups	0.117**	Component 3
Durlak et al (2011)	Social and emotional learning (<i>meta-analysis</i>)	0.27*	Component 1 & 2
Kane et al (2011)	Overall classroom & teaching practices	0.362**	Component 2
	Classroom environment focus	0.023	Component 2
	Discussion approach focus	0.051	Component 2

Notes: *p<0.1, **p<0.05, ***p<0.01

84. Cognitive Ability, or school quality, matters for earnings attainment.¹⁷ The link between earnings and school quality, as measured by cognitive skills attainment, has been analyzed in a research review by Patrinos and Psacharopoulos (2010). The authors find that a standard deviation increase in cognitive ability corresponds to approximately 17 to 22 percent higher earnings on average (Table 8). Relating this increase in earning, on average 20 percent, to an estimated impact range under VNEN of 0.117 to 0.383 standard deviations, predicts a 2.4 to 7.7 percentage increase in earnings as a result of the VNEN project.

Table 8: Estimated returns to a standard deviation increase in cognitive skills

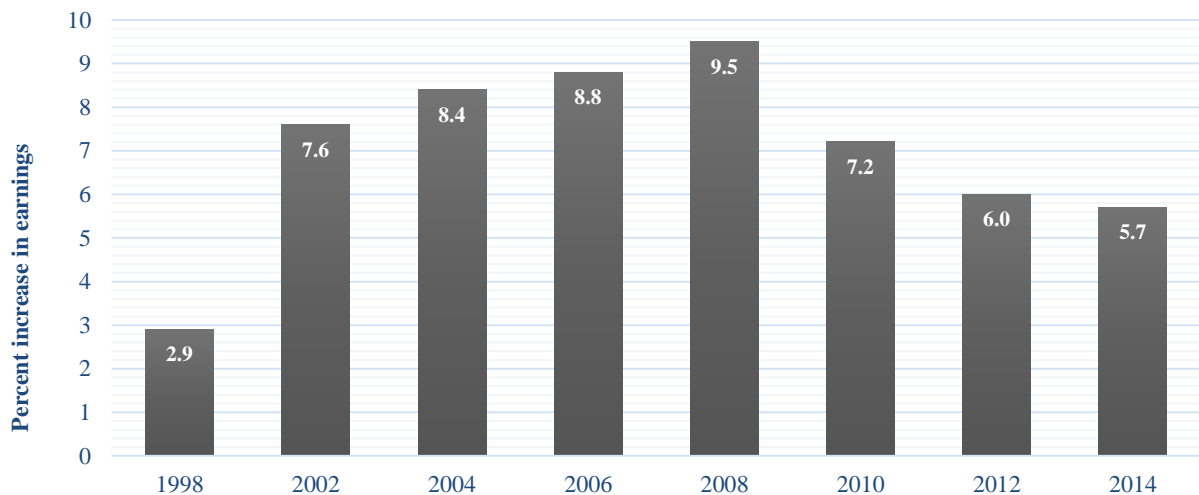
Country	Estimated Effect	Source
Chile	0.17	Patrinos and Sakellariou (2007)
Ghana	0.14–0.30	Glewwe (1996)
Ghana	0.05–0.07	Jolliffe (1998)
Kenya	0.19–0.22	Boissiere et al. (1985), Knight and Sabot (1990)
Pakistan	0.12–0.28	Alderman et al. (1996)
Pakistan	0.25	Behrman et al. (forthcoming)
South Africa	0.34–0.48	Moll (1998)
Tanzania	0.07–0.13	Boissiere et al. (1985), Knight and Sabot (1990)
Average	0.17-0.22	

¹⁷ Leuven et al. (2004)

Source: Patrinos and Psacharopoulos (2010)

85. Earning differentials can be explained as a function of schooling and labor market experience. Broadly speaking, they represent the value the labor market places on education as well as incentives for individuals to invest in education. In terms of private returns to schooling, the opportunity cost of one additional year of schooling is represented by foregone future earnings (Acemoglu and Autor, 2011).¹⁸ Figure 4 gives an overview of the estimates of the private rate of return to another year of schooling from 1998-2014 for Vietnam, based on the Vietnam Household Living Standard Survey (VHLSS) data.¹⁹ Doan et al (2016) find that one additional year of schooling corresponds to 5.7 percent higher earnings in their latest estimate (VHLSS 2014), which is below the regional East Asia & Pacific average of 9.2 percent.²⁰ Montenegro and Patrinos (2014) find a declining trend in returns to schooling, rising average levels of schooling attainment, and increased skill supply suggesting an increasing world demand for skills.

Figure 5: Association between schooling and private returns



Source: Doan et al (2016) using VHLSS rounds from 1998-2014, numbers represent the private rate of return, as a percentage increase in earnings to another year of schooling

86. Future increased earnings, as a result of the VNEN project, can be estimated using Mincer earnings equation. Based on Doan et al. (2016) estimate of 5.7 percent higher earnings corresponding to one additional year of schooling, and recent enrolment and graduation data for Vietnam we estimate the direct beneficiaries future annual earnings.²¹

¹⁸ Acemoglu and Autor (2011), Lectures in Labor Economics, manuscript, MIT

¹⁹ Doan et al (2016)

²⁰ World Bank, Education Global Practice – EAP, internal memo (July 2016)

²¹ For the Mincer earnings function, no earnings are assumed before age 15 and after age 60. For the purpose of creating a conservative benefit estimate, we only assume five student cohorts as direct beneficiaries of the project: 2012/2013: grades 2-3, 2013/2014: grades 2–, 2014/2015: grades 2– and 2015/2016: grades 2–5.

We then calculate the annual increase in future earnings as a direct effect of the VNEN project using a lower-end estimate (2.4 percent increase), a middle estimate (5.0 percent increase) and a high-end estimate (7.73 percent increase). In a final step, the stream of increased earnings of the direct beneficiaries, which represents the additional private return incurred through the VNEN project, are compared to the total project costs to calculate NPV and IRR (Table 9). Within the range of estimated percentage increases in earnings, based on the returns to individual project components, the VNEN project yields an IRR between 17 percent – 25percent, and a NPV between US\$973,135,542 and US\$3,358,080,864. Even under the worst-case scenario, which assumes no increased earnings for cohort 3 and 4, due to the comparatively short exposure to VNEN, and only 2.4 percent increased earnings for cohort 1,2 and 3 the project still yields an IRR of 14 percent and NPV of US\$521,507,528.²²

Table 9: Summary of Cost-Benefit Analysis for direct beneficiaries

Direct beneficiaries	High returns (7.7%)	Medium returns (5.0%)	Low returns (2.4%)	Worst-case* (2.4%)
NPV	US\$3,358,080,864	US\$2,167,828,822	US\$973,135,542	US\$521,507,528
IRR	25%	21%	17%	14%

Source: Author's calculations, Assumptions: 5% discount rate (WB/IMF standard), exchange rate as stated in ICR, inflation rates by GSO, further assumptions on cost/benefit modelling, all NPV's in 2013 figures (project start).

87. The actual monetary private returns are likely to be much higher, given the large number of non-project funded schools that adopted the VNEN model. According to PMU data, 2671 additional schools implemented the VNEN model without financial contribution through the project in the school year 2015/2016 respectively. This accounts for an additional 185 percent of schools applying the VNEN model in 2015/2016 compared to project funded schools. On a national scales, this translates into 27 percent of primary schools using the VNEN model as of school year 2015/2016. Including these additional students in the cost-benefit analysis under conservative modelling assumptions as to the additional costs, the VNEN project yields an IRR between 19 percent – 28 percent, and a NPV between US\$1,958,857,149 and US\$6,645,076,873. Even under the worst-case scenario, which applies the same assumptions as our base model also to the voluntary school cohorts, the project still yields an IRR of 15 percent and NPV of US\$1,001,548,727 (Table 10).

Table 10: Summary of Cost-Benefit Analysis including students from voluntary schools

Direct beneficiaries and voluntary	High returns (7.7%)	Medium returns (5.0%)	Low returns (2.4%)	Worst-case* (2.4%)

²² All Net Present Values and Internal Rate of Returns are calculated to the project start date in 2013 and are represented in US \$2013 figures. Inflation rates are based on historical figures and GSO projections.

school students				
NPV	US\$6,645,076,873	US\$4,306,330,344	US\$1,958,857,149	US\$1,001,548,727
IRR	28%	24%	19%	15%

Source: Author's calculations, same assumptions as above, voluntary schools modeled for four cohorts, costs for additional schools include infrastructure investments (based on component 3A, grant for main school) and purchase of teaching/learning/training materials for all grades (based on component 2B).

88. There are a number of additional non-monetary and social returns not captured by private monetary benefits. The focus of the VNEN project on the most disadvantaged groups of primary student will most likely have a long-term development impact on inequality by offsetting socio-economic disadvantages. For example, sub-component 3B, provided a meal grant to the most remote satellite schools, effectively reducing the opportunity cost of attending primary schools through the provision of free lunches. Another expected benefit includes lower dropout and repetition rates as a result of improved learning outcomes, which has not been incorporated in the above analysis, though would have led to even higher earnings. The project's strong focus on community participation, which includes regular learning activities with family and the wider community such as local businesses, is likely to have a strong effect on sustained community participation, which can lead to further improved education quality (Pradhan et al. 2012). Finally, the overall benefit of the project will likely be even higher, if we account for general social returns such as productivity spillovers and reduced crime rates (Moretti 2005).

89. The VNEN project has been cost efficient based on the comparison of unit costs of goods and services procured under the project. Component 3 constitutes the largest investment under VNEN, providing school grants to project schools. One of the main activities is the VNEN Satellite Support Grant that supported 467 satellite schools with a yearly grant of US\$4000 with a component to assist them in providing lunches to students at schools. The meal allowance procured under the VNEN project was low cost in comparison to the government standard unit cost. The unit cost for providing one daily meal for one student for a year was on average US\$129. The unit cost prescribed by governmental decree was on average US\$200.²³

Table 11: Cost of school meal per student (US\$)

Unit cost for providing a daily meal for a year per student	VNEN	GOV unit cost
	\$129	\$200

90. Similarly, the project delivered teacher training for VNEN teachers in a more cost

²³ Based on Decree 116/2016/NĐ-CP dated 18/7/2016 regulating average meal allowance per school for satellite schools

effective manner than is standard requirement for trainings as prescribed by the GOV.²⁴ The provision of teacher training falls under component 2; the second largest component of the VNEN project. The training cost per teacher was on average US\$37 per day under VNEN, while the same cost for teacher training funded by the GOV is US\$49. These costs include overall training costs.²⁵ At the central, cluster and school level, costs are consistently lower than the GOV standard unit cost, pointing at a consistently efficient use of resources of the project to fund teacher training activities.²⁶

Table 12: Cost of training per teacher (US\$)

Unit cost for teacher training per day	VNEN			GOV unit cost
	\$37			\$49
Unit cost for teacher training per day by level	VNEN			GOV unit cost
	Central level	Cluster level	School level	na
	\$42	\$44	\$10	

91. The PAD noted that “the government estimates that funding for education will increase to 20 percent of the state budget in 2010”. The public expenditure on education increased to 21.4 percent of total government expenditure and to over 6 percent of its GDP in 2012 (see Table 12).²⁷ Government expenditure per primary education student increase from 2008 to 2010 to 25.3 percent of GDP per capita, however decreased to 23.8 percent of GDP per capita by 2012. The GOV decreased expenditure on primary education as a percentage of total education expenditure from 32.1 percent in 2010 to 30.2 percent in 2012. During this time expenditure on secondary education constantly increased, while expenditure on tertiary education decreased from 2008 to 2012.

Table 13: Comparison of education spending in Vietnam 2008 – 2012

Government Expenditure on Education in Vietnam	2008	2010	2012
Government expenditure per student, primary (% of GDP per capita)	17.8	25.3	23.8
Public expenditure on education (% of GDP)	4.9	6.3	6.3
Public expenditure on education (% of total government expenditure)	18.1	20.9	21.4
Expenditure on primary (% of government expenditure on education)	29.4	32.1	30.2

²⁴ Based on Circular No. 139/2010 / TT-BTC dated 09/21/2010 and Circular No. 97/2010 / TT-BTC dated 6/7/2010, prescribing the unit cost of a regular, central level training funded by the Vietnamese Government.

²⁵ Costs include per diem, transportation and accommodation costs and other administrative expenses.

²⁶ School level training costs tend to be lower due to the reduced costs in accommodation and transportation, compared to central and cluster level trainings.

²⁷ The latest available public expenditure figures for Vietnam are from 2012.

Expenditure on secondary (% of government expenditure on education)	35.8	38.1	43.3
Expenditure on tertiary (% of government expenditure on education)	22.2	14.7	16.7

Source: World Development Indicators (2016)

Annex 4. Grant Preparation and Implementation Support/Supervision Processes

(a) Task Team members

Names	Title	Unit	Responsibility/ Specialty
Lending/Grant Preparation			
Suhas D. Parandekar	Senior Education Economist	EASHE	Team Leader
Christian Bodewig	Senior HD Economist	EASHD	Sector Coordinator
Thanh Thi Mai	Senior Education Specialist	EASHE	Education Cluster Lead
Binh Thanh Vu	Senior Education Specialist	EASHE	Education Specialist
An Thi My Tran	Education Specialist	EASHE	Education Specialists
Nguyet Minh Nguyen	Program Assistant	EACVF	Administrative
Julian Williams	Sr. Program Assistant	EASHD	Operational Support
Hisham Abdo Kahin	Senior Counsel	LEGES	Lawyer
Nga Thi Quynh Dang	Trust Fund Coordinator	EACVF	Trust Fund
Hoai Van Nguyen	Procurement Specialist	EAPPR	Procurement
Cung Van Pham	Senior Financial Management Specialist	EAPFM	Financial Management
Nguyen Thi Thuy Tran	Operations Analyst	EACVF	Portfolio Management
Miguel-Santiago Oliveira	Senior Finance Officer	CTRLN	Disbursement Advisor
Thao Thi Do	Finance Analyst	CTRLN	Disbursement
Nghi Quy Nguyen	Social Development Specialist	EASVS	Safeguards
Nguyen Hong Ngan	Communications Officer	EACVF	Communications
Khang Van Pham	ET Consultant	EASVS	Environment and Social Safeguards
Hai-Anh Dang	Consultant	EASHD	Economist
Eleanor Wang	Junior Professional Associate	EASHE	Education Specialist
Vy T. Nguyen	ET Consultant	HDNED	Economist
Carol Chen Ball	Consultant	EASHE	Operations
Sun Lei	Education Program Coordinator	UNESCO	Education Specialist
Fillip Lenaerts	Education Specialist	UNESCO	Education Specialist
Elsa Duret	Budget Support Advisor	Belgian Development Agency	Belgian Donor support

Supervision/ICR			
Suhas D. Parandekar	Senior Education Economist	GED02	Team Leader
Anh Thuy Nguyen	Operations Officer		Operational Support
Hai-Anh H. Dang	Economist		Education Economist
Shang Gao	Consultant	UNESCO	Education
Vu Lan Anh	Human Development Specialist		Education
Pham Van Cung	Senior Financial Management Specialist		Financial Management
Nguyen Van Hoai	Procurement Specialist		Procurement
Koli Banik	Education Specialist	GPE	Education
Sun Lei	Education Specialist	UNESCO	Education
Sandra Beemer	Consultant	GED02	ICR Author
Elisabeth Sedmick	Consultant	GED02	ICR Author
Minh Thao Ta	Consultant/Economist	GED02	ICR Economist

(b) Staff Time and Cost

Stage of Project Cycle	Staff Time and Cost (Bank Budget Only)	
	No. of staff weeks	USD Thousands (including travel and consultant costs)
Lending		
	93.14	0.510
Total:	93.14	0.510
Supervision/ICR		
	115.46	0.689
Total:		0.689

Annex 5. Beneficiary Survey Results

Not Applicable

Annex 6. Stakeholder Workshop Report and Results

Not Applicable

Annex 7. Summary of Grantee’s ICR and/or Comments on Draft ICR

SUMMARY REPORT ON PROJECT IMPLEMENTATION COMPLETION

I. Project introduction

1. Evaluation of appropriateness of the project design

a. At the period of project preparation (2012), Vietnamese education and training was assessed to face with much limitations and weaknesses as follows:

92. "Quality of education and training had not met the requirements of development; especially the training of highly qualified human resources had been still limited; training according to the needs of society had not been improved. The relationship between the increase in the number, and scope and improvement in the quality, between cognitive education and non-cognitive education had not been solved well. Curriculum, content, teaching and learning methods were backward, they had been renovated slowly, quality of comprehensive education had been diminished" (Document of the 11th Communist Party Congress).

93. General education had been only engaged with "cognitive education", "non-cognitive education", life skill education and vocational training had not paid due attention to. Curriculum, lecture and educational methods had been renovated and modernized slowly; the school had not been closely integrated into social life and professional labor. The basic teaching methods was still one-way transmission, requiring students to memorize mechanically, the learners could not promote critical thinking, creative thinking and self-learning skills.

b. Vietnamese primary education has coped with issues which need to be addressed

94. According to National Education for All (2003-2015) Action Plan approved by the Prime Minister, specific goals for the Primary Education were identified as follows: (i) Facilitate access to quality primary education in line with economic conditions for all children, especially ethnic minority children, disadvantaged children and girls; (ii) Ensure that all children complete a full curriculum of 5 grades of the primary education level; (iii) Ensure the transition from quantitative development to quality primary education, in order to achieve high performance at school, started by adopting a basic level of quality standards for all primary schools. As of May/2011, 57/63 provinces and cities achieved universal primary education at the right age (reaching target of 80 percent of children completing primary education curriculum before age of 11).

95. According to mid-decade evaluation of Education for All, regarding primary education, some limitations had been outlined such as: (i) there are still a number of children not attending school, focusing mainly in disadvantaged areas (Northern mountains, Central coast, the Mekong delta); (ii) due to low literacy remote, and difficult

economic conditions in the remote and isolated areas, some children have to work to support their families, some others cannot have the opportunity to go to school due to far distance from house to school; (iii) a number of children with disabilities have not detected and early intervention for inclusive attendance with normal children at primary schools; (iv) several criteria in the plan for Education for All in terms of Primary Education are difficult to be achieved in 2015 (100 percent of students at enrollment age, 100 percent of students benefiting from full day schooling; and primary teachers have enjoyed professional training for 30 days/year).

96. The rate of students having results of mathematics and Vietnamese subjects under standard is still high (about 29 percent to 46 percent in the Vietnamese; 22 percent to 41 percent in mathematics) in the disadvantaged provinces (the North western provinces, Northeast, Central Highlands and Mekong Delta).

97. Experts, researchers also mentioned a number of shortcomings, such as: (i) the teachers mainly talk and they have no motivation and desire for renovation of teaching methods; (ii) students were familiar with passive learning style; (iii) infrastructure and facilities were insufficient, especially in full-day schooling organization, equipment was insufficient; (iv) student evaluation was not renovated, mainly teacher's evaluation, students are not encourage to perform self-valuation and peer evaluation; and (v) education management and steering still follow old mechanism.

98. Based on above situation, it is timely and necessary to develop VNEN project, contributing to overcoming shortcomings, difficulties and enhance quality of primary education, as well as contributing to fundamental and comprehensive renovation of general education.

2. Issues concerned by the project are in line with guidelines of reality and renovation of primary/general education in Vietnam

99. The Party and State are very concerned about education and training, putting education and training on the top priority and “national leading policy”. Recently, Resolution/policy on fundamental and comprehensive renovation of education and training (Resolution No. 29-NQ/TU dated November 04, 2013, 8th Conference; the Executive Committee of the Communist Party, XI term; Resolution No.44/NQ-CP dated June 09, 2014 of the Government on issuance of the program on implementation of Resolution No.29-NQ /TU; Resolution No.88/2014 /QH13, dated November 28, 2014 of the National Assembly on renovation of general education curriculum and textbooks). The VNEN project has contributed to realizing guidelines/policy of the Party and State.

100. For the last years, there have been many projects, programs financed by the World Bank, other donors and the Government to support primary education. The GPE-VNEN Project studied, and reviewed these projects/programs and raised the issues of concern, which is reflected in the objectives, components/sub-components of the project as introduced in the project as above mentioned. It was said that issues concerned by the project did not overlapped with other projects and also opened new development assistance for primary education of Vietnam, which was to build and develop "new

school model". This model is proving consistence with common practice of Vietnamese education.

3. Specific objectives of the project

The project had two specific objectives:

(a) Create conditions for disadvantaged children groups to complete high primary education by pedagogic renovation, especially renovation of teaching methods.

101. Pedagogic renovation as above mentioned has really changed schools, to create high quality schools in line with education development trend in the region and the world. The objectives of changes in schools are as follows: (i) student-centered teaching and learning methods: students learn through self-learning, with support for group learning; learning methods of students are highly appreciated during the teaching period; (ii) give various and meaningful learning curriculum: learning methods and organization activities have been changed; learning process of students has been evaluated in approximation with modern classroom organization method; learning contents have been reduced; learning methods from daily life has been paid due attention to; (iii) promote students' learning: learning speed is suitable for acquisition level of students; teaching following concerning about each student; cooperative learning and multi-angle interaction; student evaluation for learning process promotion, helping students to make progress continuously and gain high achievements; (iv) develop active environment for students, teachers and managers at school: cooperation, support, democracy, non-competitiveness are basic elements among all school activities. Activities of Student Committee, learning support activities make operational environment of schools change quickly; (v) foster colleague relation-based interaction; appreciate and support creative problem-solving: professional development meetings at school are organized periodically in order to create the best opportunities for teachers to develop occupational chances and creative potential; (vi) attract parents and community members to involve in educational activities: teachers, students, parents and community members are active, interactive and cooperative in the VNEN model. Learning contents are related and integrated with families and community members and represented through application activities in the learning guides and educational guides. The schools learn from local culture and community's knowledge, and families and community acquire knowledge directly from schools and indirectly from students.

(b) Draw practical meaningful lessons on pedagogic renovation nationwide (at central and local levels) to achieve high-quality and sustainable education.

102. Practical valuable lessons of the VNEN model are tied with propaganda, promotion and application of VNEN successes, firstly for primary education in the country and followed by all higher general education levels. Several activities can be mentioned such as: (i) upgrade databases on annual survey of primary schools; (ii) implement research through video on practical activities in the classroom; (iii) organize seminars/conferences to discuss the experiences of the project and share the real renovation activities; (iv) setting up communication channels to disseminate propaganda materials about the project; (v) implement/use upgraded DFA database; and (vi)

implement the project impact evaluation.

103. Operation of the project on classroom assessment has been particularly concerned because it's engaged with the requirements of professional direction of the Ministry of Education and Training on pilot implementation of the project. The project conducted pilot implementation of primary student evaluation under the new school model in Viet Nam (VNEN Project) (Dispatch No.5737/GPE-VNEN dated August 21, 2013 and the documents on project implementation, videos on classroom organization for schools for study and application), implemented at schools under the project; summarized and evaluated seriously and objectively. Based on the success of the project in student assessment, the MOET issued Circular No.30/2014 on the primary student assessment. Lessons and results of the project have been applied to lower secondary level.

104. Results and successes of the project have created positive changes/transformation to schools such as: (i) change awareness of education managers, teachers, parents, community members and students about the new school model –GPE-VNEN model; (ii) impacts of the project are quietly comprehensive regarding educational objectives, contents and methods and assessments of schools, teachers and students; (iii) create advanced educational environment, combine schools-families-society in education; (iv) the project also has had impacts on renovation of Vietnamese education policy.

105. The VNEN model is implemented within the project framework has really changed schools, which is aimed at creating high-quality schools in line with educational development trend in the region and the world.

106. The VNEN model is initially accepted by the society, trust in educational renovation as well as orientation, ways of fundamental and comprehensive renovation of education and training has been identified.

II. General comments on activities of the Recipient and Chief Organization

1. Regarding activities of the Government and agencies under the Government.

107. The Recipient, represented by the State Bank of Vietnam (SBV) closely contacted with the Bank and relevant agencies of the Government in directing and guiding project implementation. The PMU got timely concern and support of the SBV, Ministry of Investment and Planning, Ministry of Finance, The Office of Government and MOET. The PMU has seriously performed investigation, examination and reported project performance as requested by the SBV and relevant agencies of the Government. Many issues and difficulties relating to project management have been supported enthusiastically and effectively by the Government (such as capital source management; contract management and disbursement; implementation of school grants).

2. Regarding leadership, direction and management of the MoET for the project.

108. The MOET serving as the chief organization, the project owner assigned the PMU to directly manage and implement the project. Relevant departments and agencies under

the MOET guided and supported the PMU to implement the project effectively. Primary Education Department, Department of Teachers and Education Administrators, Department of Secondary Education directed and supported activities relating to professional activities and school management; Department of Planning and Finance, Department of Infrastructure, School Equipment and Child Toys directed and assisted activities regarding finance, accounting, audit and procurement; and other related agencies also provided a lot of support for the project.

109. MOET leaders, Minister and Vice Minister directly took in charge of managing the project during the implementation period. The PMU regularly got concern, direction of the MOET leaders through face-to-face meetings with the PMU, conferences/workshops of the project and in the MOET's meetings. The PMU seriously performed the reporting mechanism, requested the instructions from the MOET leaders and relevant agencies under the MOET as well as got timely and comprehensive direction and support from MOET leaders and relevant agencies, helping the project to complete the set out tasks and objectives as well as achieve good results.

3. Regarding participation/management and governance of the project from local areas.

110. The project received concern, support and active involvement of People's Committees of provinces and cities, Departments of Education and Training (DOETs), Bureaus of Education and Training (BOETs), schools, parents, community members and other relevant agencies. The PMUs in the local areas cooperated and accompanied with the central PMU throughout the project implementation period, importantly contributing to achievement of objectives, results and uphold the project's impacts in a timely manner.

4. General comments on leadership, direction and technical assistance of the donors.

111. The Bank represents the donor of the project during the management, leadership, direction, supervision and assessment of the project. During the project implementation process, the Bank not only performed leadership but also provided much technical assistance for the PMU: (i) provide technical assistance for the project design, work with the Government, relevant agencies under the Government in promoting formulation of the project; (ii) during the project implementation period, the Bank provided regular and effective support in all project implementation and management sectors; (iii) the project staff attended training workshops organized by the Bank on project management; (iv) experts of pedagogic and project management sectors of Bank regularly supported specific tasks of the project; (v) the Bank supervised, examined, and evaluated the project periodically and regularly through evaluation and supervision missions and through progress reports/monthly or quarterly reports of the project. A regular and effective working relation was established between the PMU and Bank, which is an important factor for ensuring objectives, progress, results and effectiveness of the project.

III. General comments on the project

The project gained the set objectives.

112. The VNEN project was aimed at pedagogic renovation, renovation of teaching methods of teachers, learning methods of students, education management, student assessment, mobilization of community in the educational process. In other words, the project aimed at developing a new school model suitable for Vietnam, contributing to fundamental and comprehensive education renovation.

113. Disadvantaged children are those who get focused support from the project to help them complete high quality primary education curriculum. The project's assistance is mainly provision of necessary services and conditions to renovate organization of educational activities and teaching activities at primary school, changing from teacher-centered method to student-centered method without changing knowledge, skill standards and lesson plan of current curriculum.

114. The project results are considered to be practical lessons to create foundation, and trust for renovation of teaching and learning methods, student assessment at primary school in the period of implementing new curriculum and text-books after 2015, and achieve high-quality and sustainable education.

1. The project fulfilled the set out plans and ensured the progress as committed.

115. The project implementation plan was designed for 41 months (from the date of signing the Grant Agreement – January 9, 2013 until the date of closing Grant on May 31, 2016). However, the project implemented some activities before that official starting period of the project and got retroactive payment to eligible expenditures after July 1, 2012 as regulated in Item Section B, items 1 and 2 of the Grant Agreement.

116. As of May 31, 2016, the project stopped signing the new contracts. Compared with the procurement plan, activity plan and contract award plan, all designed project activities were deployed.

117. Some indicators/criteria compared with the project design increased more such as: number of consultants attending capacity building of material compilation; number of material titles compiled; number of materials distributed; number of teachers and education administrators and other persons attending training; number of students benefiting from the project; number of schools participating in the new school model. The reason of achieving and exceeding indicators is expansion of the new school model implementation such as: (i) support primary schools volunteering to deploy the VNEN model (2,671 schools); and (ii) support pilot implementation of the VNEN at Grade 6 at 1,214 lower secondary schools.

118. Currently, the PMUs from the central level to the local areas have speeded up and supervised some final tasks to liquidate contracts, make final settlement and complete accumulated disbursement by the end of September 2016.

2. Schools applying the new school model have been extended to meet practical requirements in line with the project objectives.

119. As designed, the project model has been conducted in all 63 cities/provinces of the country, at 1,447 primary schools involved in the project. But during the project period, impacts of the project were disseminated prominently, many primary schools actively requested competent authorities in the local areas (DOETs, BOETs) to review and propose the MOET to permit expansion of the new school model implementation. Based on proposals of DOETs, the MOET and the donors agreed to extend the VNEN model deployment based on voluntariness of local areas/primary schools. There are more 2,671 primary schools volunteering to participate in the project, increasing from 1,447 to 4,477 schools. In addition, to research and expand the new school model at higher level, the MoET and the donors accepted to conduct pilot implementation of the VNEN model at Grade 6 at 1,214 lower secondary schools. Therefore, the scope of the project has been expanded to be suitable for the project objectives and in line with practical general education requirements of Vietnam. To avoid causing difficulties to the project, the voluntary schools have mobilized fund from other sources of local areas and contribution as well as involvement of the community.

3. *Evaluation of the Project's outcomes*

120. According to reports including Memorandum of Donors' evaluation teams, Monitoring and Evaluation report prepared by experts, auditor's report, PMU's reports and reports of local units that participated in the Project, etc., the Project has achieved outcomes in different operation fields as specified in Part II above.

Some of the noticeable achievements are:

(i) The Project has developed and put into use a large volume of materials, including different sets, varieties and for different types of users (developed 143 books/materials; provided approximately 12,300,000 books to users). If the learning guides and teachers guides continue to be revised according the the new educational curriculum, they can be used by teachers and students even after 2015.

(ii) The Project has developed a team of highly qualified material development experts, who are experienced and skillful. This team will be mobilized by the MoET to compile curriculum and textbooks for the educational reform after 2015.

(iii) About 168,052 teachers and managers and other stakeholders have participated in the training courses/workshops organized by the Project, with the total training time of about 14,800 days. These teachers and managers have implemented successfully the pedagogy and educational management reform according to VNEN model in local areas and schools. Once the Project completed, they became the skillful teachers and managers, ready to participate in the school, textbook and curriculum reform which is taking place.

(iv) The Project developed about 143 types of materials (for students, teachers, managers, teachers colleges, community; printed materials, DVD materials, manuals, etc.); about 12,164,844 booklets were provided to different users. The Project's materials are visible products, which teachers, educational managers, educators, and researchers, etc. can use in long term for the purpose of pedagogical reform and other purposes.

(v) The Project provided equipment for schools, promptly supported the renovation of teaching methods, and ensured the conditions for implementing new school model. Equipment granted by the Project is also a tangible product, which is used in long term and preserved by schools to overcome the shortage of teaching equipment and facilities – a common difficulty in schools.

(vi) Vietnamese schools in general and primary schools in disadvantaged areas in particular face difficulties in many aspects. The government has the target program on poverty reduction (Program 30A), the program on solidification of schools/classes and teachers' public houses, the residential and boarding program for minority students, etc. Some ODA educational projects also focus on supporting education in disadvantaged areas. However, there remain a lot of difficulties for schools, teachers and students. Thus, the decision of VNEN Project to pilot 2 types of grants (Grant 1 mostly for professional development; and Grant 2 for supporting children's lunches) was very necessary, contributing to the poverty reduction while meeting the requirement of pedagogical reform, and quality improvement for primary education in even the most disadvantaged areas.

(vii) VNEN class evaluation and Project's impact evaluation have achieved some significant results:

121. The Project has conducted the pilot evaluation of students according to VNEN model (Official Letter No. 5737/GPE-VNEN and implementation guidelines) and has achieved positive results in term of pedagogical reform in VNEN schools, and created basis for the management, and leadership of the current renovation in evaluating students and the renovation in evaluation (according to the capacity development of students) when implementing the curriculum reform after 2015.

122. The survey and impact evaluation result within the Project's framework not only supported the leadership and management process of the Project but also contributed to the improvement and completion of annual survey data for public primary schools which is the basis for strategic planning of current and future primary education policy.

4. *Evaluation of the Project's sustainability*

123. The Project has raised the awareness of educational managers, teachers, students and community on the necessity of establishing a new school model with the orientation of VNEN. This new school model has initially matched with the educational context in Vietnam, and progressed to the school model of countries with advanced education in the region and worldwide. VNEN model has received high advocacy from educational forces and the public. The positive impact has enabled VNEN to be replicated nationwide. Until 2016-2017 academic years, in addition to 1,447 official VNEN primary schools, 2,671 primary schools volunteered to participate in the Project. This increases the number of VNEN schools to 4,118 (accounts for approximately 27 percent of the total primary schools all over the country). The new school model was also piloted in grade 6 of lower secondary schools. In 2015-2016 academic year, there have been 1,214 lower secondary schools piloting the model with 94,456 students.

124. Some of the Project's outcomes: The VNEN material editing experts and appraisal staffs (115 persons) who received capacity training have completed the Project's tasks well. If the MoET requires, they will also be the team to develop the textbooks and curriculum after 2015. Teachers and educational managers (about 168,052 persons) received capacity training and became active factors. They will be eager to participate in the curriculum and textbook reform after 2015.

125. The Project's materials: Learning guides for students; Educational activity guides and professional manuals for teachers, educational managers and community, etc. will continue to be used in long term even after the curriculum reform in the coming years.

126. Class evaluation, even though restrained within the Project's framework, has contributed to the renovation in student's evaluation, which bases on the development of student's capacity and has been applied in primary level in the past two years. Although there remain several issues to be discussed, the renovation in evaluation of students led by the Project has achieved positive result, suitable with the direction of radical and comprehensive reform in education. This also creates the basis for the evaluation of higher level students in the future.

127. The impact evaluation of the project via student's tests in mathematics and Vietnamese Language at grade 3, 4 and especially grade 5 within the Project's framework showed good results. Reports show that the Project has contributed to the establishment of annual survey data for primary schools, which is the basis for the planning of social-economic development policy and education policy in general and primary education in particular.

IV. Lessons learned

128. The Project had a relatively advantageous start due to the continuous link between the Project's preparation and Project's implementation. Immediately after the completion of the Project's documents, while the Financing Agreement was considered by two parties (Bank and the Government), some of the Project's preparatory activities such as establishment of the PMU and development of the draft plans (procurement plan, financial plan, and operation plans, etc.) had been conducted in advance because some key officers in the Project's preparation phase continued to work for the PMU, or became the coordinators or the consultants for the Project's implementation phase; some of the activities conducted in advance (being conducted after July 1, 2012) that received retroactive payment were: hiring Vietnamese consultant for material development; printing and provision of grade 2 and 3 learning guides.

129. The Project's design was clear. The Project's content, scope, beneficiaries, and main activities in each components and sub-component were clearly identified. Design of some activities (such as material development, teacher and manager training, etc.) was open and flexible. This enabled the initiatives from the PMU and was suitable to the real situations of implementing the academic year missions and organization of teaching at primary level, especially in disadvantaged regions. The Project's Implementation Manual (PIM) was detailed and comprehensive. The feasibility study report was appropriate and

coherent to the Financing Agreement and the PIM. The coherence and unification of the Project's documents created the advantage for the PMU in managing, monitoring, and evaluating the implementation of the Project.

130. Communication activities play an essential role in the Project. In other words, communication contributed significantly to the success of the Project in term of bringing about the pedagogical reform and new school model. The Project's communication helped raise the awareness among the Project's beneficiaries on their roles and responsibilities; by increasing awareness of teachers, students, managers, community, etc. about the new school model, communication helped the Project to receive feedback to timely adjust its activities, complete its products and to promote its impact.

131. The Project's key management criteria/indicators have been specified in the Project's documents. However, the Project's monitoring and evaluation framework has not been included in the PIM and feasibility study report. This made the Project's monitoring, management and evaluation activities difficult.

Lessons on managing the Project

132. What distinguished the VNEN Project from other educational projects was the director of the PED also took the role of the Project's director. This was both an advantage and disadvantage. The advantage was the close connection between the Project's activities and the direction and leadership at grade level, especially in the establishment of the new school model as well as in the mobilization of the Primary Educational Department's professional staffs in supervising the Project's activities. The disadvantage was the significant workload in the Project's management which required specialized/full time personnel to supervise and manage the whole Project's activities (from professional activities to financial, accounting, procurement and HR activities) and to maintain the professionalism of the Project. Here to mention the role of the Project's chief national consultant, who had extensive experiences in project management and operation and supported greatly the Project's director, coordinators and officers.

133. The PMU and key officers were knowledgeable about the Project and had high responsibility and cooperation in implementing the Project. VNEN Project also mobilized capable coordinators and officers who had knowledge and experiences in project management, many of them had previously participated in ODA projects sponsored by the Bank.

134. The Project's PMU had close and regular relationship with related agencies and individuals to receive their support. The VNEN Project's reports acknowledged the support from: related government agencies; the management, directing and research departments of the MoET; related agencies at provincial and district levels, and local schools and primary teacher colleges.

135. The PMU benefited from the leadership and regular technical support from the Bank during the Project's implementation. The Bank had officially conducted six evaluation and technical support missions to the Project. Besides, the Bank's experts on

pedagogy and Project's management also support the PMU regularly.

Annex 8. Comments of Cofinanciers and Other Partners/Stakeholders

Not Applicable

Annex 9. List of Supporting Documents

Project Appraisal Document, World Bank, 2012

Aides-memoire and Implementation Status Reports 2013– 2016

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