

**PROJECT INFORMATION DOCUMENT (PID)
IDENTIFICATION/CONCEPT STAGE**

Report No.: PIDC72728

Project Name	Quality Deaf Education in Vietnam
Region	EAST ASIA AND PACIFIC
Country	Vietnam
Financing Instrument	IPF
Project ID	P160543
Borrower Name	Ministry of Education and Training
Implementing Agency	Ministry of Education and Training
Environmental Category	C - Not Required
Date PID Prepared	02-Nov-2016
Estimated Date of Approval	15-Jun-2017
Initiation Note Review Decision	The review did authorize the preparation to continue

I. Introduction and Context

Country Context

Vietnam has recovered rather strongly since the economic downturn in 2011, with a gross domestic product (GDP) growth rate at 6.81 percent as of November 2015. Diminishing inflation, strong export growth, and expansion of foreign exchange reserves have all contributed to a reasonably stable macroeconomic environment. The inflation rate was 1.8 percent by the fourth quarter of 2015. Overall export growth from 2011 to 2015 was 22.8 percent, with high-tech exports growing by a robust 69.4 percent. These positive developments, however, are offset by data showing that Vietnam's competitiveness is declining with respect to that of its neighbors and other comparator countries.

The recent 2011- 2020 Social Economic Development Strategy (SEDS) of the Government of Vietnam (GOV) recognizes the potential impacts, opportunities, and challenges of globalization. One of the three strategic breakthrough measures for socioeconomic development proposed in the SEDS is "quick development of [...] high quality human resources" for the country's industrialization, modernization, and development of a knowledge-based economy. Improving education quality and outcomes is a key aspect of the SEDS measure and reflects the GOV's desire to invest in education. The 2016 - 2020 Social Economic Development Plan issued under Resolution 142/2016/QH13 of the 11th National Assembly reaffirmed the need to "improve human resource quality... This will be done via the "continuing curriculum reform, reduced study load at general education levels, renewed education testing and assessment,... [and] equality between public and private education".

Sectoral and Institutional Context

Vietnam has always emphasized education as a keystone of its development policy and has had considerable success with strong evidence of illiteracy eradication and universal primary and lower secondary education. Progress has also been made towards increasing the quality of education and

training at all levels. Access to education, especially among ethnic minorities, has improved.

According to the MOET – UNESCO “Vietnam Education for All 2015” report, Viet Nam has about 1.2 million children with disabilities, of which 27 percent have intellectual disabilities, 20 percent have movement disabilities, 19 percent have language disabilities, 12.43 percent have hearing impairment, 12 percent have vision impairment and 7 percent have other types of disabilities. Children with severe and especially difficult disabilities account for about 31 per cent of the total. Multi-handicapped children accounted for 12.62 per cent of the total. Causes of the disabilities include: innate causes (72.38 percent), illness (24.34 percent), accidents (3.93 percent), and birth difficulties (2.28 percent). Based on these estimates, children with hearing loss are about 150,000. Children with little or no functional hearing are referred to as "deaf." Those with milder hearing loss are considered as "hard - of - hearing." In this project the term “children with hearing loss” will be used to cover both groups.

In accordance with the Law on Persons with Disabilities and the guidelines on this law, the Ministry of Education and Training has issued policies to support people with disabilities to access and participate in education (teachers and students), including promoting the training and retraining of management and skilled teachers for education of children with disabilities, enhancing facilities for students with disabilities, and equipping schools with specialized teaching aids to promote and enhance the quality of education for children with disabilities. As a result of the implementation of these policies to support enrolment of disabled children in primary education, some significant achievements have been made. Learning outcomes of students with disabilities have made significant progress, the percentage of students classified as having above average learning capacity grew to 48.5 per cent, and the number of students with disabilities who repeated grades or dropped out decreased remarkably.

Deaf students in Vietnam study in specialized schools/centers, while hard of hearing students study in mainstream schools with non-deaf peers. Where specialized schools are not available or students with hearing impairment are equipped with hearing aid devices, they tend to study in inclusive schools using aural language. Parents prefer their children to learn and communicate like non-deaf children and they encourage them to learn in aural language with hearing aid devices. However, it is often difficult for both deaf and hard of hearing students with hearing aid devices to understand what teachers say, which leads to lower academic performance than that of their peers.

A GOV decision from 2006 caps the number of students with similar disability in inclusive classrooms at three (i.e. maximum three hard - of - hearing students per class). It is common for schools to allocate up to two disabled students per class to manage teacher’s workloads. Consequently, it becomes costly for schools to arrange for SL interpreters or teaching assistants.

According to MOET, in 2014 there were 53,800 disabled students enrolled in Vietnamese schools, including 2,100 in specialized schools and 51,700 in inclusive schools. There are about 500 students with hearing loss enrolled in specialized schools and another 6,000 enrolled in inclusive schools. There is no data available on the number of hearing impaired children who are not enrolled in schools. Similarly, there is no proper monitoring of disabled students in the system. Provincial authorities keep track of the disabled school-age population without properly recording the type and severity of disability. This is complicated by the fact that disabled children may enroll in specialized schools and centers under the management of either provincial Departments of Education and Training or Departments of Labor, War Invalids and Social Affairs, and there is no centralized information management system to track them. Disabled students who attend inclusive schools may not have disability certificates and may not be officially registered as disabled.

Between 2012 and 2016, the Intergenerational Deaf Education Outreach (IDEO) project, funded by the

Japanese Social Development Fund and implemented by World Concern Development Organization, successfully prepared 250 pre-school deaf children for formal schooling through VSL. The project used a joint family-institution model, most notably with young deaf adults as mentors, which supported children's cognitive development through communication in a language that s/he can understand and use. Following the project's success, the GOV is creating a new job title called "teaching assistant" and schools will recruit qualified deaf mentors to assist them in teaching deaf students in sign language. A weekly "Five signs teaching" program will be broadcast on national television for deaf preschoolers and their families as an additional learning resource. Training materials will be uploaded on the MOET educational website as learning resources for teachers.

The successful outcomes of the IDEO project should be maintained beyond preschool based on the lessons produced by IDEO, especially findings from their Grade 1 pilot and results from the Early Development Instrument. Although the extent to which the IDEO model will be incorporated into mainstream education, it has produced outputs that are available both to the public as well as educators and policy makers: (i) materials produced with project support have been posted on the IDEO website with the possibility of being also made available on MOET's website later; (ii) 52 TV episodes teaching five signs a day will be aired on the national education channel, (iii) some of IDEO's certified sign language interpreters and qualified deaf family mentors are working at specialized schools and continue to transfer the knowledge they acquired as part of the IDEO project; and (iv) an online Vietnam sign language dictionary containing 2,000 signs is available.

Preschool graduates who already use VSL as their primary mode of communication are now entering primary school. It would be useful if they can continue learning in sign language to make use of signs that they have learnt during the preschool period. MOET also wants to introduce sign language more at schools which have students with hearing loss to improve the education quality for this group. However this process will require time and resources to improve the learning materials and train teachers on how to teach in sign language. Luckily, experience from the IDEO project shows that using sign language – based video lessons may help cut short the process. Quick interviews and a small video pilot with children with hearing loss under the IDEO project shows that they find video lessons useful and relevant for their learning. In addition to professional training, teachers can also learn and practice their sign language skills with these videos. This will save a part of teacher training and mobilization costs, as there is lower need for teachers well – qualified in sign language right from the beginning.

The IDEO model calls for strong participation of parents in children's learning process and this has proved successful. IDEO parents saw their children's cognitive and non-cognitive skills significantly improved and have advocated for their children to continue learning in sign language at the primary level. Therefore this model should be continued at least at early grades of the primary level. This will serve two objectives: (i) raising awareness of parents on the importance of learning in sign language for their children with hearing loss; and (ii) enhancing the communication time in sign language when parents talk with their kids in sign language at home. At the end, this will increase the education quality for students with hearing loss.

Lessons learnt from the IDEO project arrangement show that this project should be closely linked with the Ministry of Education and Training (MOET). While it was convenient for the IDEO project to be implemented by an NGO, there was a lack of institutional arrangement to include the project model into the formal education system. The current legal regulation requires that any new educational models should be tested by a competent government agency and meet certain standards, and IDEO project could not satisfy these. Hence, if the project is implemented by MOET, it will be easier to include approved project products into the formal education system for wider and longer term access

by students with hearing loss. This will also ensure that students with hearing loss can be taught by teachers with pedagogical skill in a mode of communication, i.e. sign language, suitable to them.

Therefore it is proposed that MOET will be the implementing agency of the project. It is expected that MOET will ensure the quality of training materials and video lessons developed by the project. After the project closes, they will include them in the formal education system as materials for regular professional development for SL teachers and supplement textbooks for children with hearing loss. It is noted that MOET is in charge of approving formal textbooks for general education. When they are fine with the quality of textbooks, i.e. video lessons, developed under the project, they can issue instruction to provincial Departments of Education and Training to officially apply the teaching method and textbooks at schools with children with hearing loss. At the same time MOET will instruct the inclusion of the teacher training program on this new teaching method into the annual professional training for teachers, which formalizes this training program.

Relationship to CAS/CPS/CPF

This project falls under pillar 3 of the Country Partnership Strategy (FY2012-2016) on broadening access to opportunity. Specifically it will fit with the theme of addressing "weaknesses in basic public service delivery and access" (i.e., access to education for children with hearing loss).

The proposed Quality Deaf Education in Vietnam (QDEV) project builds specifically on the IDEO project, following the cohort of IDEO students to higher education levels and expanding coverage to beneficiaries in poor provinces. This will build up knowledge and learning skills for children with hearing loss, so that they can either find better paid jobs or participate in higher education levels. Ultimately they can have better income and a happier life. This will also narrow the knowledge gap between deaf and non-deaf students.

It will function in an interconnected and complementary manner with a coming curriculum development project "Reform of General Education (RGE)", which addresses the K-12 objectives of the Fundamental and Comprehensive Education Reform (FCER) Program. While the RGE project accompanies the development and roll out of the new K-12 curriculum, QDEV will support government's program to enhance the quality of deaf education at primary and lower secondary levels. Additionally, QDEV is linked with the Program for Results Enhancing Teacher Education Project (ETEP) which is under development and aims to capacity building of teachers nationwide.

The QDEV project is proposed as a grant to the Government of Vietnam in the amount of US\$3 million over a period of two years. Since this project will be directly implemented by MOET, it is expected that MOET will ensure the quality of training materials and video lessons developed by the project. After the project closes, they will include them in the formal education system as materials for regular professional development for SL teachers and supplement textbooks for children with hearing loss.

II. Project Development Objective(s)

Proposed Development Objective(s)

The project development objective is to increase access for children with hearing loss to Vietnamese sign language-based primary and lower secondary education.

Key Results

The outcome indicator of the project will be that the grade pass rate of participating students with hearing loss will be equal to 60 percent of that of non-disabled students in the same province.

Since this is an output-based financing project, key results used as project disbursement indicators will include:

- 1,200 primary education students taught in Vietnamese Sign language (VSL) and able to use it;
- 300 secondary education students taught in VSL and able to use it;
- 200 teachers trained in deaf education and VSL and use it in their teaching;
- A library of VSL videos based on the Math and Vietnamese curriculum for primary and secondary education created and functional on MOET's learning management system (LMS); and
- The list of VSL signs will include an additional 4,000 signs for a total of 6,000 signs and is made publically available.

III. Preliminary Description

Concept Description

IV. Safeguard Policies that Might Apply

Safeguard Policies Triggered by the Project	Yes	No	TBD
Environmental Assessment OP/BP 4.01		X	
Natural Habitats OP/BP 4.04		X	
Forests OP/BP 4.36		X	
Pest Management OP 4.09		X	
Physical Cultural Resources OP/BP 4.11		X	
Indigenous Peoples OP/BP 4.10			X
Involuntary Resettlement OP/BP 4.12		X	
Safety of Dams OP/BP 4.37		X	
Projects on International Waterways OP/BP 7.50		X	
Projects in Disputed Areas OP/BP 7.60		X	

V. Financing (in USD Million)

Total Project Cost:	3	Total Bank Financing:	0
Financing Gap:	0		
Financing Source			Amount
Global Partnership on Output-based Aid			3

VI. Contact point

World Bank

Contact: An Thi My Tran, Anh Lan Vu, Inga Afanasieva, Inga Afanasieva

Title: Senior Education Specialist

Tel: 5777+8266 /

Email: atran1@worldbank.org

Borrower/Client/Recipient

Name: Ministry of Education and Training

Contact: Duc Huu Nguyen

Title: Deputy General Director

Tel: 0913579088

Email: ndhuu@moet.edu.vn

Implementing Agencies

Name: Ministry of Education and Training

Contact: Duc Huu Nguyen

Title: Deputy General Director

Tel: 0913579088

Email: ndhuu@moet.edu.vn

VII. For more information contact:

The World Bank

1818 H Street, NW

Washington, D.C. 20433

Telephone: (202) 473-1000

Web: <http://www.worldbank.org/projects>