

Document of  
The World Bank

Report No: 72285-VN

PROJECT APPRAISAL DOCUMENT  
ON A  
PROPOSED GLOBAL PARTNERSHIP FOR EDUCATION FUNDED GRANT  
IN THE AMOUNT OF US\$ 84.6 MILLION  
TO THE  
SOCIALIST REPUBLIC OF VIETNAM  
FOR THE  
GLOBAL PARTNERSHIP FOR EDUCATION – VIETNAM ESCUELA NUEVA PROJECT  
November 9, 2012

Human Development Sector Department  
East Asia and Pacific Region

## CURRENCY EQUIVALENTS

(Exchange Rate Effective May 2, 2012)

Currency Unit = Vietnamese Dong (VND)  
VND 20,830 = US\$ 1

## FISCAL YEAR

January 1 – December 31

## ABBREVIATIONS AND ACRONYMS

BOET	Bureau of Education and Training (district level)	MOET	Ministry of Education and Training
CCM	Child-Centered Methodology	MOF	Ministry of Finance
DFA	District FSQL Audit	ORAF	Operational Risk Assessment Framework
DOET	Department of Education and Training (provincial level)	PDO	Project Development Objective
EFA	Education For All	PEDC	Primary Education for Disadvantaged Children
EN	Escuela Nueva	PMU	Project Management Unit
ESG	Education Sector Group	SEQAP	School Education Quality Assurance Program
FDS	Full Day Schooling	TTI	Teacher Training Institute
FM	Financial Management	UNESCO	United Nations Educational, Scientific and Cultural Organization
FMM	Financial Management Manual	UNICEF	United Nations International Children's Emergency Fund
FSQL	Fundamental School Quality Level	VHLSS	Vietnam Household Living Standards Survey
FTI	Fast Track Initiative	VND	Vietnamese Dong
GDP	Gross Domestic Product	VNEN	Vietnam Escuela Nueva
GOV	Government of Vietnam		
GPE	Global Partnership for Education		
GPE-VNEN	Global Partnership for Education – Vietnam Escuela Nueva		
IBRD	International Bank for Reconstruction and Development		
IDA	International Development Association		
M&E	Monitoring and Evaluation		

Regional Vice President:	Pamela Cox
Country Director:	Victoria Kwakwa
Sector Director:	Xiaoqing Yu
Sector Manager:	Luis Benveniste
Task Team Leader:	Suhas D. Parandekar

**VIETNAM  
GLOBAL PARTNERSHIP FOR EDUCATION-VIETNAM ESCUELA NUEVA  
PROJECT**

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## PAD DATA SHEET

Vietnam: Global Partnership for Education - Vietnam Escuela Nueva Project (P120867)

### PROJECT APPRAISAL DOCUMENT

EAST ASIA AND PACIFIC

EASHE

Basic Information			
Date:	9-Nov-12	Sectors:	Primary education (100%)
Country Director:	Victoria Kwakwa	Themes:	Education for all (100%)
Sector Manager/Director:	Luis Benveniste/Xiaoqing Yu		
Project ID:	P120867	EA Category:	C - Not Required
Lending Instrument:	SIL [GPE Grant]		
Team Leader(s):	Suhas D. Parandekar		
Does the project include any CDD component? No			
Joint IFC: No			
Recipient: Socialist Republic of Vietnam			
Responsible Agency: Ministry of Education and Training			
Contact:	Mr. Le Tien Thanh	Title:	Director General, Dept. of Primary Education
Telephone No.:	(84-4) 869-2479	Email:	ltthanh@moet.edu.vn
Project Implementation Period: Start Date: July 15, 2012 End Date: November 30, 2015			
Expected Effectiveness Date: December 1, 2012			
Expected Closing Date: May 31, 2016			
Project Financing Data(US\$M)			
<input type="checkbox"/> Loan	<input checked="" type="checkbox"/> Grant	<input type="checkbox"/> Other	
<input type="checkbox"/> Credit	<input type="checkbox"/> Guarantee		
<b>For Loans/Credits/Others</b>			
Total Project Cost (US\$M):	84.6		
Total Bank Financing (US\$M):	84.6		
Financing Source	Amount(US\$M)		
Recipient	0.00		
Global Partnership for Education	84.6		
Total	84.6		

<b>Expected Disbursements (in US\$ Million)</b>									
Fiscal Year	2013	2014	2015	2016					
Annual	11.6	31.0	34.0	8.0					
Cumulative	11.6	42.6	76.6	84.6					
<b>Project Development Objective(s)</b>									
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.									
<b>Components</b>									
<b>Component Name</b>					<b>Cost (US\$ Millions)</b>				
Component 1: Material Development for Pedagogical Renovation					3.19				
Component 2: Training and Provision of Materials					25.54				
Component 3: School Level Support for VNEN Implementation					39.50				
Component 4: Project and Knowledge Management					<u>16.37</u>				
					84.60				
<b>Compliance</b>									
<b>Policy</b>									
Does the project depart from the CAS in content or in other significant respects?							Yes [ ]		No [X]
Does the project require any exceptions from Bank policies?							Yes [ ]		No [X]
Have these been approved by Bank management?							Yes [ ]		No [ ]
Is approval for any policy exception sought from the Board?							Yes [ ]		No [X]
Does the project meet the Regional criteria for readiness for implementation?							Yes [X]		No [ ]
<b>Safeguard Policies Triggered by the Project</b>							<b>Yes</b>		<b>No</b>
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

**Team Composition**

**Bank Staff**

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## I. STRATEGIC CONTEXT

### A. Country Context

1. **Vietnam shows an impressive track record of economic growth and poverty reduction over the last 25 years.** At the time that the Education For All – Fast Track Initiative (EFA-FTI) endorsed Vietnam’s Education For All (EFA) Action Plan in the year 2003, which made Vietnam one of the first FTI partner countries, Vietnam’s GDP per capita was US\$ 491 and the poverty rate was about 30%. Since then, the GDP per capita has more than doubled, and the poverty rate has decreased to less than half. With an estimated population of 87 million people, Vietnam’s growth and poverty reduction represent sustained success in improving living standards that are even more impressive than similar growth records of its neighbors Cambodia (population 14 million) and Laos (population 6 million).

2. **Developing human resource productivity and innovation is at the center of Vietnam’s Socio-Economic Development Strategy 2011-2020.** Together with macro-economic stabilization and strengthening infrastructure, the principles of innovation and productivity growth are central themes in Vietnam’s development agenda. In this regard, decisive action is being taken 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 is further outlined in the Vietnam Education Development Strategic Plan (2011-2020) and the EFA Action Plan 2003-2015 (Reviewed and Updated 2012).

### B. Sectoral and Institutional Context

3. **Vietnam has made significant advances in quantitative indicators of access to primary education.** It is one of the world’s best performers among low income countries in terms of progress. The primary completion rate, using the standard UNESCO Institute of Statistics definition accepted for EFA monitoring, is almost 100%, with parity between girls and boys.<sup>1</sup> This phenomenal progress has come about in part due to high government commitment towards the education sector that is backed up by strong social support and long standing cultural valuation of education. The Government of Vietnam (GOV) has made a strong push to increase public expenditures on education from less than 3% of GDP in 2000 to 5.6% of GDP in 2008. Spending for basic education (primary and lower secondary) accounts for 52% of education expenditures. At the primary level, one of the driving forces behind the increase in education spending has been a school construction program that ensures that every commune now has at least a satellite primary school.

4. **Vietnam has also worked towards equity, making a concerted effort to improve the quality of educational inputs for primary schools in disadvantaged areas.** These efforts have been supported by the recently concluded Primary Education for Disadvantaged Children (PEDC) project and the ongoing National Targeted Programs. A powerful but simple policy of targeted financing has been used to ensure that every primary school in Vietnam is provided with certain minimal conditions - the Fundamental School Quality Level (FSQL) standards. FSQL

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

standards cover a range of inputs including infrastructure, didactic materials, school organization, and teacher qualifications. PEDC covered 4,751 schools in 227 disadvantaged districts across 40 provinces. This US\$ 244 million project (2004-2010) received donor support from IDA, Australia, Canada, Norway and the United Kingdom. One very important consequence of the PEDC program is the central and local level institutional knowledge and individual capacity to execute projects in conformity with internationally accepted procurement and financial management practices. The FSQI index for the whole country reached 71.9 in 2009/10, leaving a gap for the last 28% of schools to be brought up to minimum standards. National Targeted Program resources continue to be directed towards school construction and other inputs for the remaining targeted areas that need the resources.

5. **The central remaining challenge facing Vietnam’s education sector is to improve the quality of teaching and learning, particularly for disadvantaged groups.** School construction and providing textbooks and other educational inputs pose logistical challenges and resource constraints. The GOV continues to channel its efforts to meet this challenge, often with the help of donor partners and non-governmental organizations. Moreover, in order to inculcate children with superior thinking and problem solving skills, and to develop lifelong habits to carry into adulthood, Vietnam seeks to bring about a large-scale pedagogical renovation.<sup>2</sup> This renovation seeks 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 is a grand but necessary ambition. Although a number of small-scale initiatives have been implemented during the past ten years in Vietnam to pilot qualitative changes and in-depth pedagogical renovation, they have nonetheless not been able to ignite a process of sustained and systemic change. The program needs 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.

### C. Higher Level Objectives to which the Project Contributes

6. **Vietnam intends to undertake a major overhaul of the curriculum of the education sector that will begin to be implemented after 2015.** The curricular reform seeks to address the country’s need for young people to develop into creative and innovative thinkers. The next three years (school year 2012-13 to school year 2015-16) are intended to be dedicated to data collection and deliberation about the new curriculum which would be in place for at least 10 to 15 years. The proposed project will provide inputs for the development of the new curriculum. Once the new curriculum is defined and approved, implementation would involve the publication of new sets of textbooks and other didactic material, a massive program of teacher training, and an upgrade in infrastructure. The budget earmarked for implementing the curricular reform after 2015 is approximately US\$ 3,300 million to be spent over five years. The project belongs to the ‘Opportunity’ pillar in the Country Partnership Strategy (CPS) for Vietnam, 2012-2016.

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<sup>2</sup> 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.

7. **An updated system of competency standards for primary school teachers and school managers will also benefit from the proposed project.** National standards for teachers were prepared as part of the Primary Teacher Development Project (PTDP) 2002-2008, with financial support from IDA and the United Kingdom Department for International Development (DFID). PTDP introduced a rigorous and systematic approach to teacher professional development that was later adopted as a national policy measure. Building on these advances from PTDP, the proposed project will support the application of competency standards for primary school teachers and managers. Performance evaluation of the education staff will thus be more supportive of the pedagogical renovation, and will be especially important for implementing the new curricular reform.

8. **The objective of increasing the hours of instructional contact is a third major reform supported by the proposed project.** A main vehicle for the reform to increase instructional hours is the School Education Quality Assurance Program (SEQAP). SEQAP supports the policy effort to implement 800 hours or Full Day Schooling (FDS) to all primary schools in Vietnam by 2020. The US\$ 181 million program, supported by IDA, Belgium and DFID covers a range of activities: new classroom construction; pay incentives for teachers to teach additional hours; school grants to buy didactic materials; and subsidized school meals and training for teachers and principals. The proposed project will provide pedagogical support to SEQAP and the overall reform to increase instructional hours. The focus on pedagogy will help ensure that the increased hours will also be hours with heightened cognitive engagement for the primary school students.

## II. PROJECT DEVELOPMENT OBJECTIVES

9. **The project development objective (PDO) is to introduce and use new teaching and learning practices in the classroom targeting the most disadvantaged groups of primary students.** New practices refer to superior teaching and learning processes, where cognitively engaged children learn to be independent and innovative thinkers. This project's focus on pedagogy complements other investments in school infrastructure and full day schooling.

### **Project Beneficiaries**

10. **The project's immediate beneficiaries are primary school going children belonging to disadvantaged groups in 20 priority provinces.** These groups are defined according to four school characteristics: (i) percentage of students classified as belonging to poor families; (ii) percentage of children 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. The project expects 440,000 children to be direct beneficiaries during the project period, with about half of that number expected to be females as Vietnam has already achieved gender parity in primary education.<sup>3</sup>

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<sup>3</sup> A high quality data set is available for all primary schools in Vietnam that provides precise data about a number of variables including student background – this is the DFA data (District FSQ Audit). For a recent review of DFA, see “A rising tide of primary school standards—The role of data systems in improving equitable access for all to quality education in Vietnam”, Ian Attfield and Binh Thanh Vu, *International Journal of Educational Development*, March 2012. DFA is further detailed in Annex 3 and a list of priority provinces is provided in Annex 6.

11. **The project also seeks to indirectly benefit a larger number of children by helping to bring about a system-wide transformation through pedagogical innovation.** The Ministry of Education and Training (MOET) will make available the Global Partnership for Education – Vietnam Escuela Nueva (GPE-VNEN) training modules, the didactic materials, and the know-how regarding the VNEN protocol for all interested schools. Provinces can use their own financing to deploy these materials and extend the number of schools applying VNEN. In addition to the 20 priority provinces, MOET may also choose to support a small sample of VNEN demonstration schools in other provinces.

### **PDO Level Results Indicators**

12. **The main result sought from the project is the introduction and use of new teaching and learning practices in the classroom for the student beneficiaries of the project.** Standardized test results would be a possible outcome indicator to measure the impact of improved teaching and learning practices; however, targets for learning gains to be achieved within three years cannot be reasonably identified as it typically takes more time for learning gains to be registered. Consequently, the outcome indicators of the project are: (i) the number of students participating in VNEN; (ii) the number of VNEN learning guides, teacher guides, and Teacher Training Institute (TTI) guides developed; and (iii) the number of primary education teachers and education administrators completing VNEN training.

## **III. PROJECT DESCRIPTION**

### **A. Project Components**

13. **The proposed GPE-VNEN project is an adaptation of the well known and extensively researched Escuela Nueva (EN) program in Colombia.** EN is a renowned student-centered learning program initiated in 1976 that has since been adapted in a number of other countries. The proposed project seeks to scale up a Vietnamese pilot implementation of the EN model, known as VNEN. The pilot, in 24 schools across 6 provinces with high ethnic minority populations, has shown that the Colombian EN model can be readily adapted to the Vietnamese context.

14. **The GPE-VNEN project is a set of sequential activities that together constitute a comprehensive package of pedagogical and administrative reform:** (i) develop teaching-learning materials; (ii) provide the teaching-learning material to schools; (iii) train teachers and school administrators to use the material; (iv) provide schools with required equipment and other inputs mainly through school grants; and finally (v) deploy a system of continued support and training for schools, with feedback M&E loops to improve implementation. The organization of the activities into components is presented below, with further details in Annex 2.

### **Component 1: Material Development for Pedagogical Renovation (US\$ 3.19 million)**

15. This component finances the development of materials for implementing VNEN. Material for Grade 1 intensive learning in Vietnamese has already been financed, developed, and evaluated under PEDC; as has material for Grade 2 under the VNEN pilot. This component will

finance material development for Grades 3 through 5. The component comprises two sub-components:

(a) *Sub-component 1A: Development of Learning Guides and Other Materials (US\$ 2.31 million)*: Provision of support for development of learning guides and other materials, including: (i) development of learning guides and materials for teachers, school, and communities; and (ii) development of materials for teacher training institutes.

(b) *Sub-component 1B: Capacity Building for Material Development (US\$ 0.88 million)*: Provision of support for capacity building to education administrators, teachers, and other stakeholders for material development, including international study tours, international conferences, national conferences, and national capacity building workshops.

### **Component 2: Training and Provision of Materials (US\$ 25.54 million)**

16. Training and material provision are at the core of implementing the VNEN model. To improve training effectiveness, the project pays careful attention to the prior preparation of trainees and follow-up on-site training for the trained teachers and school managers. The component includes the following two sub-components:

(a) *Sub-component 2A: Development of Training Materials and Delivery of Training (US\$ 13.16 million)*: Provision of support to education administrators and teachers for development of training materials 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 of workshops; and (iv) carrying out of training.

(b) *Sub-component 2B: Provision of Materials (US\$ 12.38 million)*: Provision of materials, including: (i) provision of materials to targeted schools; (ii) collection of feedback from teachers and education administrators on the training and materials, and collection of data on such findings; (iii) carrying out of workshops for education representatives from the Government, teachers, and other relevant stakeholders; and (iv) communication of the successes of the Project to relevant stakeholders.

### **Component 3: School Level Support for VNEN Implementation (US\$ 39.50 million)**

17. The VNEN model emphasizes the importance of school communities and seeks for pedagogy to be contextualized to each community. This component will provide school equipment and grants to be managed by the school community according to a simple set of rules outlined in the Project Implementation Manual. It comprises two sub-components:

(a) *Sub-component 3A: School Campus Sub-grants and Provision of Equipment (US\$ 32 million)*: Provision to targeted schools of: (i) School Campus Sub-Grants; and (ii)

school equipment, Vietnamese summer classes, training activities, teaching assistants, classroom furniture, teaching and learning aids, and extra-curricular activities.

(b) *Sub-component 3B: VNEN Satellite Support Grant (US\$ 7.50 million):* Provision of Satellite Support Sub-grants to selected schools in order to assist them in providing lunches to students at schools and to engage teaching assistants at satellite campuses in the most disadvantaged areas.

#### **Component 4: Project and Knowledge Management (US\$ 16.37 million)**

18. The two sub-components that make up this component are as follows:

(a) *Sub-component 4A: Project Management (US\$ 10.21 million):* Provision of support for Project management at the central and provincial levels within MOET, including for the supervision and monitoring of Sub-grants.

(b) *Sub-component 4B: Knowledge Management, Classroom Assessment, and Impact Evaluation (US\$ 6.16 million):* Provision of support for knowledge management, classroom assessment, and impact evaluation, including: (i) upgrading of the DFA database; (ii) carrying out of video study of classroom practices; (iii) carrying out of meetings and conferences to discuss the Project experiences and share good practices; (iv) establishment of channels of communication to disseminate the Project promotional materials; (v) implementation of the upgraded DFA database; and (vi) carrying out of the Project impact evaluation.

### **B. Project Financing**

#### **Lending Instrument**

19. The project will be financed by a grant from the Global Partnership for Education.

#### **Project Cost and Financing**

<b>Project Components</b>	<b>Project Cost (US\$M)</b>	<b>GPE Financing (US\$M)</b>	<b>% Financing</b>
Component 1: Material Development for Pedagogical Renovation	3.19	3.19	100%
Component 2: Training and Provision of Materials	25.54	25.54	100%
Component 3: School Level Support for VNEN Implementation	39.50	39.50	100%
Component 4: Project and Knowledge Management	16.37	16.37	100%
Total Project Costs	84.60	84.60	100%
<b>Total Financing Required</b>	<b>84.60</b>	<b>84.60</b>	<b>100%</b>

### **C. Lessons Learned and reflected in the Project Design**

20. The proposed GPE-VNEN project incorporates lessons learned from previous projects that have sought to introduce active learning and child-centered pedagogies in Vietnam. The table below lists some of the recent projects.

Project	Organization	Geographical Area	Time Period	Outcomes/Beneficiaries
Child-Centered Methodology (CCM)	Oxfam	Tra Vinh Province	2006-2008	25,000 students
		Lao Cai Province	2008-2011	61,000 students
		Dak Long Province	2009-2012	data not available
Primary Teacher Development Project (PTDP)	IDA; DFID	National	2002-2007	Teacher standards developed and deployed
Primary Education for Disadvantaged Children (PEDC)	Multiple Donors (including AusAID, CIDA, DFID, NORAD and IDA)	227 disadvantaged districts in 40 provinces	2004-2011	Vietnamese language materials, teacher training and teaching assistants, campus grants
Child Friendly Primary Education	UNICEF	Lao Cai, Gia Vai and Tra Vinh provinces	2006-2011	Includes bilingual education
Active Teaching and Learning	Belgium	14 northern provinces	2005-2010	Project also included Lower Secondary level
Active Teaching	Save the Children Australia	40 schools in Binh Thuan Province	2000-2008	Teacher training and materials
Classroom Management with Positive Discipline	Save the Children Sweden	National	2009-2012	Nationwide project with US\$ 400,000 budget
Teacher Professional Development Meetings	JICA	Bac Giang Province	2004-2007	Teachers in 5 pilot schools

21. The experience of the previous projects has led to the following four critical lessons that have been applied in the design of the GPE-VNEN project:

(a) *Focused Scale*: The project needs to focus on pedagogy and be implemented at a geographical scale and scope that is large enough for a critical mass of change agents to develop. Some previous pedagogical projects have been limited to only a few provinces; others have included interventions not directly related to pedagogy, e.g., school construction or other physical inputs.

(b) *Comprehensive Package*: In order to be effective, the school needs to receive a comprehensive package of interventions that is more than just a collection of inputs, e.g., textbooks and teacher training. GPE-VNEN includes such a package of pedagogical interventions: special purpose didactic materials for students; training for teachers and continued school level support of trained teachers; enhanced school management, which empowers teachers to teach in the new ways; and close community involvement to better contextualize the learning experience and resources to lend substance to the concept of innovation at the local level.

(c) *Dedicated Knowledge Management*: Close attention and resources need to be dedicated to the production and sharing of school level knowledge. The GPE-VNEN project contains a knowledge management sub-component dedicated to producing and disseminating knowledge about pedagogical methods that includes impact evaluations and exchange between teachers and school administrators across provinces through periodic workshops, seminars, and web-based interfaces.

(d) *Global Partnership*: The contribution of partners from other countries goes beyond financial assistance, and relates to the knowledge and substance of the program. The fact that the project is funded by a global partnership will facilitate participation from international experts, the Education Sector Group (ESG) in Vietnam, Colombia (South-South co-operation), and the larger GPE partnership. The previous projects also have laid down a substantive base on which a national program can be developed.

#### IV. IMPLEMENTATION

##### A. Institutional and Implementation Arrangements

22. The project will be administered by a Project Management Unit (PMU) in the Department of Primary Education under MOET and headed by the Director of the Primary Education Department. The PMU will be mainly staffed by MOET employees, supported by consultants for specific assignments, including two international advisors for implementation and procurement and national consultants to support pedagogy, training, and project management.

23. This relatively simple project has mainly three sets of items to be procured: (i) printing of materials such as training materials and learning guides; (ii) equipment for schools (i.e., computers, photocopying machines, digital cameras); and (iii) furniture for seating children in the VNEN model and minor repairs/rehabilitation. The first two of these items will be procured by the PMU and the last item will be procured at the school level. The project devotes a significant amount of resources towards training of teachers and school managers. Training will be managed by the PMU with the help of international and national consultants and in consultation with TTIs and MOET's Department of Teachers and Educational Managers.

24. Provincial administration will be the responsibility of a Provincial Project Steering Committee headed by the Provincial Director of Primary Education. Individual consultants will be contracted for provinces to facilitate administration at the provincial level. Each consultant, to be based in the province, will look after an average of 20 schools.

##### B. Results Monitoring and Evaluation

25. Results Monitoring and Evaluation (M&E) forms a crucial part of this project. Project preparation has been facilitated greatly by the availability of high quality DFA census data of primary schools that began collection under the PEDC project in 2005. The DFA unit is now a part of the SEQAP project, and will serve as the primary source of data for monitoring and evaluation. This will be supplemented by a qualitative video study, building on the experience of the SEQAP video study. The Impact Evaluation (IE) study at the beginning and end of the project will include student assessments through standardized testing for Grades 3 and 5 students.

##### C. Sustainability

26. The sustainability of the project arises from the long term impact of the project on the entire primary education system in Vietnam. Successful elements of the project will be incorporated into the new curriculum to be initiated after 2015. A budget of US\$ 3,300 million is

projected across six years of implementation from pre-school to secondary education. It is MOET's goal to further enhance the current curriculum, introduced in 2002 to promote active teaching and learning as a driving philosophy.

#### **D. Implementation Readiness**

27. This project will be executed in a tight schedule of three years (because of GPE requirements) in a context where education projects are typically five to six years duration. At least six elements of the project design generate confidence regarding timely and efficient project execution:

(a) *Simple design.* The project is focused on pedagogy in the classroom, using the well developed EN model and does not include multiple elements with varying implementation periods and complicated management structures. Targeting is straightforward, using existing data and time-bound selection protocols. Procurement is relatively simple, with large items procured at the central level and small items acquired at the school level through school grants.

(b) *Ready materials developed under the VNEN pilot.* Classroom materials for Grade 2 and intensive Vietnamese learning in Grade 1 have already been developed and used in the VNEN pilot. Grade 3 materials are also already at a prototype stage. Training materials have also been developed under the VNEN pilot.

(c) *Staffing with extensive project experience.* GPE-VNEN taps into the central and local level staff with experience under the PEDC project. A PMU with an office in MOET is already in place as the MOET preparation team with core members from PEDC. Staff specialized in procurement and financial management, and familiar with Bank procurement methods have already begun working for the project. Refresher training in procurement and financial management to all PMU staff will help ensure MOET's readiness for project implementation.

(d) *Resources at the school level.* A high proportion of the project's finances will be transferred to school, with simple rules regarding the use of funds and transparency requirements to minimize misuse.

(e) *Ownership throughout hierarchy.* The origin of the project is a 2009 study tour to Colombia by Vietnamese government officials. High level national ownership has been strengthened through a process of dialogue and deliberation with local authorities. Schools have to self-select into the program, which is critical when the most important change is in the classroom behavior of teachers.

(f) *Advanced status of operational planning:* Operational documents including the implementation manuals, the procurement plan have been completed.

## V. KEY RISKS AND MITIGATION MEASURES

### A. Risk Ratings Summary Table

Risk	Rating
<b>Stakeholder Risk</b>	Low
<b>Implementing Agency Risk</b>	
- Capacity	Substantial *
- Governance	Moderate
<b>Project Risk</b>	
- Design	Moderate
- Social and Environmental	Low
- Program and Donor	Low
- Delivery Monitoring and Sustainability	Moderate
<b>Overall Implementation Risk</b>	Moderate

- MOET capacity is strong. However the capacity at schools is not.

### B. Overall Risk Rating Explanation

28. This project is simple in design and the implementing agency has considerable experience in executing projects of a similar nature. While the project duration of three years is tight, implementation arrangements for the project are streamlined, and the project will benefit from a recent pilot.

## VI. APPRAISAL SUMMARY

### A. Economic and Financial Analyses

29. An analysis was done on the labor market returns to schooling and cognitive achievement based on results from the Vietnam Household Living Standards Survey (VHLSS) 2006 to examine the economic returns to the project. VHLSS 2006 is the most recent household survey in Vietnam that includes an assessment of adults' reading and mathematics skills to enable a study of returns to cognitive skills. The findings show significant returns in wage earnings to schooling and cognitive skills. An additional year of schooling is associated with an 8-9 percent increase in hourly wage. A one standard deviation increase in the mathematics score is associated with a 7-8 percent increase in wage. A one standard deviation increase in the reading score is associated with a 6-8 percent increase in wage. These findings highlight the benefits of the project's emphasis on the quality of education and student learning.

### B. Technical

30. Independent evaluations have shown that the EN model leads to superior learning outcomes. The adaptation of EN to the Vietnamese context has been positive – the qualitative

feedback from the VNEN pilot schools has led to the high level of motivation and ownership of the project from all levels of educational administration.

### **C. Financial Management**

31. The financial management assessment has concluded that the project meets the minimum Bank financial management requirements, as stipulated in BP/OP 10.02. Financial Management risks will be addressed by the development of adequate accounting software or simplified books/ledgers to be used at schools, together with the procurement of the accounting software for the PMU. In addition, the participation conditions for provinces and schools to receive funds from the project are set out in the Project Implementation Manual (PIM).

### **D. Procurement**

32. Procurement for the proposed project will be carried out in accordance with the World Bank's "*Guidelines: Procurement of Goods, Works, and Non-consulting services under IBRD Loans and IDA Credits & Grants by World Bank Borrowers*" dated January 2011; the World Bank's "*Guidelines: Selection and Employment of Consultants under IBRD Loans and IDA credits & Grants by World Bank Borrowers*" dated January 2011; as well as the provisions under the Grant Agreement. The procurement capacity of the Project Implementation Agencies at the school level was assessed to be weak and necessary capacity building and support measures will be undertaken, including training and procurement support. A detailed project implementation manual has been prepared and the terms of reference for procurement staff and consultants have been developed. The Procurement Plan for the first 18 months of the project implementation acceptable to the Bank has been prepared by the PMU. Procurement activities under retroactive financing have been identified. The agreed Procurement Plan and all subsequent updates will be published on the Bank's external website.

### **E. Social (including Safeguards)**

33. The pilot activities of VNEN under the PEDC project have indicated support for the targeted ethnic communities. Teachers are more proactive in taking advantage of teaching aids for more effective learning sessions. Students (including ethnic minority groups such as RoMam, Brau, Raglai in Kon Tum province) felt comfortable and excited, in particular with their improved learning results. These results were also welcomed by parents whose children benefited from the proposed project.

34. The Bank's safeguard policy on Indigenous People (OP 4.10) is triggered. However, the project is expected to have no adverse impact on ethnic minority groups. The project will increase the accessibility to high quality education services of students and teachers in the poor and ethnic minority regions, which are the project's focus. As the main direct beneficiaries are ethnic minorities, the entire project is considered an Ethnic Minority Development Plan and no free standing Ethnic Minority Development Plan or Planning Framework is required. MOET conducted a social assessment of the communities applying the VNEN model. Free and informed consent of the beneficiaries has resulted in a culturally appropriate intervention.

35. The project will support ethnic minority children, particularly with developing their Vietnamese language skills, through: (i) intensive training in Vietnamese language in Grade 1; (ii) ethnic minority teaching assistants who are fluent in Vietnamese and the ethnic language for mother tongue facilitation; (iii) clustered (or group) seating between students of different abilities to allow students to help each other; (iv) parental and community involvement in the daily life of the school; (v) training for teachers and school managers regarding ethnic minority children, to be administered together with subject specific training; and (vi) on-site support to further help teachers with specific issues in their schools and ethnic community, including opportunities for innovative solutions to be shared across schools.

**F. Environment (including Safeguards)**

36. The Bank's environmental safeguards policy is not triggered because only small repairs to schools are envisaged. These will not have negative impacts and do not need environmental mitigation measures.

**G. Other Safeguards Policies Triggered** *(if required)*

37. No other safeguard policies are triggered.

## Annex 1: Results Framework and Monitoring

### VIETNAM: Global Partnership for Education - Vietnam Escuela Nueva Project (P120867)

<b>Project Development Objective (PDO):</b> To introduce and use new teaching and learning practices in the classroom targeting the most disadvantaged groups of primary students.											
PDO Level Results Indicators (included in ISR)	Core	Unit of Measure	Baseline 2010	Cumulative Target Values**				Frequency	Data Source/ Methodology	Responsibility for Data Collection	Description (indicator definition etc.)
				2012	2013	2014	2015				
<b>Indicator One:</b> Number of Students participating in VNEN	<input type="checkbox"/>	Number of students	1,440	260,460	347,280	400,000	400,000	Annual	DFA	MOET (Primary Edu. Dept.)	Estimate based on average calculation of 60 students per school
<b>Indicator Two:</b> Number of VNEN Learning Guides, Teacher Guides and TTI Guides developed	<input type="checkbox"/>	Number of texts	8	16	24	25	25	Annual	Administrative Record	MOET (Primary Edu. Dept.)	
<b>Indicator Three:</b> Number of Primary Education Teachers and Education Administrators completing VNEN training	<input type="checkbox"/>	Number of trainees	100	11,208	22,316	30,000	30,000	Annual	DFA	MOET (Primary Edu. Dept.)	Grade 2 and 3 teachers to be trained in Year 1; Grade 4 teachers to be trained in Year 2; Grade 5 teachers to be trained in Year 3
<b>INTERMEDIATE RESULTS</b>											
Intermediate Results Indicators*	Core	Unit of Measure	Baseline 2011	Cumulative Target Values**				Frequency	Data Source/ Methodology	Responsibility for Data Collection	Description (indicator definition etc.)
				2012	2013	2014	2015				
<b>Intermediate Result (Component One: Material Development of Pedagogical Renovation):</b>											
Number of domestic workshops held for material development	<input type="checkbox"/>	Number of events	2	9	16	20	20	Annual	Administrative Record	MOET (Primary Edu. Dept.)	
<b>Intermediate Result (Component Two: Training and Provision of Materials):</b>											
Number of Schools receiving full complement of VNEN materials for each successive grade	<input type="checkbox"/>	Number of schools	24	1,447	1,447	1,447	1,447	Annual	DFA	MOET (Primary Edu. Dept.)	VNEN materials to be provided to Grades 1 - 3 in Year 1, Grade 4 in Year 2, and Grade 5 in Year 3.
<b>Intermediate Result (Component Three: School Level Support for VNEN Implementation):</b>											
Number of schools receiving VNEN campus grants	<input type="checkbox"/>	Number of schools	0	1,447	1,447	1,447	1,447	Annual	Administrative Record	MOET (Primary Edu. Dept.)	
<b>Intermediate Result (Component Four: Project and Knowledge Management):</b>											
Qualitative study of classroom observations comparing VNEN and non-VNEN classrooms	<input type="checkbox"/>	Single unit	None		Study conducted			Once	Administrative Record	MOET (Primary Edu. Dept.)	

## Annex 2: Detailed Project Description

### VIETNAM: Global Partnership for Education - Vietnam Escuela Nueva Project (P120867)

1. The proposed VNEN project is an adaptation of the well known and extensively researched Colombian EN program. EN is a renowned student-centered learning program that has been adapted in a number of other countries. The project seeks to scale up a pilot implementation of VNEN being administered by MOET to a level where it will benefit a sizeable cohort of primary school children, and be in a position to influence the system-wide curriculum reform to be implemented in Vietnam from the year 2015.

#### A. VNEN Pilot Implementation in Six Provinces

2. In 2010, MOET began preparation for a pilot program of VNEN with funding from the PEDC project. After a successful study tour to Colombia in November 2009, MOET contracted with Colombian consultants, and purchased the rights of selected materials that were translated from Spanish into Vietnamese and adapted to the Vietnamese context. The first year of the VNEN pilot was devoted to teacher training and development of didactic materials. Intensive Vietnamese language learning in Grade 1 was also provided in the pilot schools so that students entering Grade 2 would be able to read and follow written instructions. Two districts were selected in each of the six provinces (12 districts in all), two schools were selected in each district (24 schools) and two Grade 2 classrooms in each school were selected for the intervention (48 classrooms). The provinces were selected based on their high percentage of ethnic minorities and poor families.

3. Teaching and learning in VNEN are quite different from the traditional model. The main visible difference is the seating arrangement – children are seated in clusters of 4 or 5 students as compared to the row and bench seating in traditional classrooms. VNEN classrooms also contain more material to provide intellectual stimuli to the children – math and reading corners, a ‘tree of words’ to depict different groups of words, and community maps. VNEN encourages parents and the community to take part in the life of the school – especially in ethnic areas, parents and others come to school to pass on their traditions.



VNEN Grade 2 Classroom



Parents teach local traditions at VNEN school

4. VNEN follows the same national curriculum as the traditional classrooms, but presents the curriculum in a way that will better engage the students. For example, the VNEN 3-in-1 learning guide (textbook, workbook and guide together in one book) includes more interactive exercises to complement the stories that make learning more fun and engaging for children. Teachers engage in less reading and writing on the board, and students spend more time on task. VNEN provides tools (i.e., materials, protocols, and methods) that enable even teachers of an ordinary level of ability to provide an enriching learning experience.

5. The following five lessons learned from the VNEN pilot have influenced the design of the GPE-VNEN project: (i) *Support for continuation and expansion of VNEN*: The VNEN model has broad support from stakeholders ranging from provincial government officials to community and school level officials as well as parents, teachers and students; (ii) *Adoption of VNEN elements beyond pilot classrooms*: Due to the popularity of the VNEN approach, some elements of the VNEN model have spread out beyond the 48 pilot classrooms to other classrooms within the same school and to other schools; (iii) *Knowledge Management*: The diffusion of the VNEN innovation needs careful and dedicated attention. Knowledge about VNEN and awareness of underlying principles are highly uneven in the areas surrounding the VNEN pilot schools; (iv) *School level support*: Teachers were able to implement VNEN after receiving a week's training at the beginning of the school year, but expressed the need for ongoing training at the school, the presence of a support group including other teachers, and more materials; and (v) *Quality control in material development*: Based on the practical classroom experience in using the self-paced learning guides, teachers have provided specific suggestions for improvement. Extensive consultations with teachers and school managers to update the learning guides will be institutionalized under the proposed project.

## **B. Coverage of GPE-VNEN Project and Rationale**

6. The proposed GPE-VNEN project will be implemented in 1,447 schools, of which 1,143 (about 80 percent) are located in the 20 most disadvantaged provinces in Vietnam. These provinces are classified as Priority 1 provinces and listed in Annex 6. MOET will also include demonstration schools in other provinces, which have lower proportions of disadvantaged students. Two priority ordered groups of such provinces have been identified. In 21 Priority 2 provinces, which are only marginally better off than the Priority 1 provinces, one or two demonstration schools per district will be selected. In 22 Priority 3 provinces, one or two demonstration schools per province will be identified as a beneficiary school for the project. The rationale for these demonstration schools is for communities to become aware of the VNEN model and for provincial governments to finance implementation in a larger number of schools. Successful implementation of this strategy will require communication and outreach with focused attention on policy makers at different levels of Government.

## **C. Assistance for Ethnic Minority Children to integrate into the VNEN model**

7. A concern that will be addressed during project implementation is the issue of helping ethnic minority children to develop their Vietnamese language skills so they can take full benefit of the VNEN model. The following factors of GPE-VNEN will support ethnic minority children: (i) *Intensive training in Vietnamese language in Grade 1*: Material has been developed and used

under the PEDC project to help children for whom Vietnamese is not a first language to learn Vietnamese. This material has been shown by an independent evaluation to be very effective; (ii) *Use of ethnic minority teaching assistants*: Schools may use the school grant funds to provide compensation for teaching assistants who are bilingual in Vietnamese and the ethnic language; (iii) *Students helping each other*: The clustered or grouped seating arrangement under VNEN allows children of varying academic performance to sit together. Students with higher performance will be able to help their classmates, a method that has worked well in the VNEN pilot; (iv) *Community Involvement*: High level of involvement from parents and family members in the daily life of the school is an important part of VNEN – this often helps ethnic children overcome their shyness, and take a more active part in the school’s learning activities; and (v) *Training of teachers and school managers*: A training module regarding ethnic minority children is being developed, and will be administered together with the subject specific training. On-site support will further help teachers with specific issues in their schools and ethnic community.

### **Component 1: Material Development for Pedagogical Renovation (US\$ 3.19 million)**

8. This component finances the development of materials for implementing VNEN. Material for Grade 1 intensive learning in Vietnamese has already been financed, developed, and evaluated under PEDC; as has material for Grade 2 under the VNEN pilot. This component will finance material development for Grades 3 through 5. The component comprises two sub-components:

(a) *Sub-component 1A: Development of Learning Guides and Other Materials (US\$ 2.31 million)*: This sub-component comprises two main parts: 1) development of learning guides and material development for teachers, school, and community, and 2) material development for TTIs.

The VNEN methodology is a comprehensive package of instruction that uses a self-paced learning guide for each subject - a combined textbook, workbook, and instruction guide. The sub-component includes activities for developing high quality learning guides for mathematics, Vietnamese language, and science. The component will also develop learning guides to expand VNEN into other subjects such as history and geography, and extracurricular activities such as music and arts. A series of consultations with education authorities and stakeholders will help enhance the quality of the material to be developed by pedagogical experts. Extensive literature reviews and consultations from previous learning oriented projects will be used, together with pretesting of prototype materials. New learning guides will be developed for grades 3, 4, and 5 in successive years of the project. The guides will also be revised after one year to incorporate suggestions from teachers and school administrators for improvement. The Grade 2 learning guide will be revised in the current pre-preparation year. The Grade 3 learning guide will be developed in the pre-preparation year, and revised in the following Year 1 of the project. The Grade 4 learning guide will be developed in Year 1, and revised in Year 2. The Grade 5 learning guide will be developed in Year 2, and revised in Year 3. See Table A2.1 for more details.

This sub-component will also support material development to assist teachers, school managers, administrators, and the community with implementing VNEN. Teaching

guides and learning materials will be developed for teachers to complement the lessons in the learning guides. Materials will also be developed to inform principals, administrators, and the community about VNEN, and how schools and the community can support effective implementation.

Several workshops will take place to gather inputs from various stakeholders. Regional workshops will review existing materials related to VNEN and pretest the teacher and learning guides. Workshop participants will include representatives from the TTIs, MOET, BOET, DOET, and teachers. In sum, the first part of this sub-component contains eight sequential project-funded activities: (i) material development consultation with local authorities and schools; (ii) review of existing VNEN materials; (iii) translation of math, language, and natural and social science learning guides from Spanish into Vietnamese; (iv) adaptation of learning guides to Vietnamese context; (v) development and pre-production of learning guides, and teacher, community, and administrative manuals; (vi) prototype of learning guides; (vii) pretesting of learning guides; and (viii) finalization of learning guides.

TTIs will play a crucial role in providing pre-service training to future VNEN teachers. In addition, student teachers will act as teaching assistants to current VNEN teachers while simultaneously receiving hands-on training in VNEN in these classrooms. In order to accomplish these two objectives, MOET's Department of Primary Education will work closely with its Department of Teachers and Education Administrators to develop the materials and curriculum for incorporating VNEN in the TTIs, and reform its training methods to provide student teachers with practical experience in VNEN. The main project-funded activities for developing materials for TTIs consists of (i) consultation with the Department of Teachers and Educational Administrators; (ii) review of existing materials; (iii) pre-production, prototype, and pretesting of materials; and (iv) finalization of materials. A consultation workshop with TTIs will be held to gather their inputs for material development. After prototype materials are developed, two more workshops will be held with TTIs for pre-testing the materials.

(b) *Sub-component 1B: Capacity Building for Material Development (US\$ 0.88 million)*: The development of VNEN materials will serve as a practical method of 'learning by doing' to build capacity in material development through international study tours, international conferences, national conferences, and national capacity building workshops. The new participative method of material development represents a change from the traditional method that relies exclusively on the knowledge of experts. This sub-component will provide resources for participating in workshops and conferences that will enable education managers/administrators, teachers, and other stakeholders to learn from other experiences as well as share the VNEN experiences to improve pedagogical materials. This sub-component will also provide support for a study tour for a small number of experts to travel to Colombia and other South American countries where EN has been applied.

## **Component 2: Training and Provision of Materials (US\$ 25.54 million)**

9. Training and the provision of materials are at the core of implementing VNEN. To improve training effectiveness, careful attention will be provided under this component to the development of training materials, prior preparation of trainees (i.e., teachers, principals, and other education administrators), the provision of training, follow-up monitoring and evaluation of trainees, and on-site reinforcement of training. As part of MOET's pre-preparation plans, training material development and training for Grades 2 and 3 will take place prior to project implementation in September 2012. The component includes the following two sub-components:

(a) *Sub-component 2A: Development of Training Materials and Delivery of Training (US\$ 13.16 million):* This sub-component will seek to identify the training needs of teachers and education administrators that will lead to effective development and provision of training materials to them. It includes training guides for each subject and grade, trainee self-assessment tools, and pre-training materials to prepare participants prior to attending training workshops. Training modules will be developed for each subject with additional modules for classroom assessment and school management under VNEN. Several regional workshops will be held to assess training needs, and develop the training modules.

Prior to teachers and education administrators attending the training workshops, the project will identify and assess their training needs, and develop pre-training materials and trainee self-assessment tools to prepare the participants. The use of training material on e-readers will be tried on an experimental basis for some of the trainees. Training modules will be designed for each subject along with additional modules for classroom assessment and school management. Follow-up on-site training will be provided in school 'training centers' under Component 3.

Training will be conducted in three waves in June and July from 2012-2014 prior to school re-opening in August. Training for Grades 2 and 3 will take place during the pre-preparation year. Training for Grade 4 will take place in Year 1. Training for Grade 5 along will take place in Year 2. Following training, VNEN will be rolled out to the schools by grade. In Year 1, VNEN will be implemented in Grades 2 and 3. In Year 2, VNEN will be expanded to Grade 4. In Year 3, VNEN will be expanded to Grade 5. By the end of this three year project, schools will complete one full cycle of VNEN in Grades 2-5, and be on schedule to adopt the 2015 national curriculum. See Table A2.1 and Annex 6 for details about the training program.

- i. Wave 1 (early June) will deliver training to 330 provincial level trainees. The core team that developed the VNEN training materials prior to the summer will be augmented by training experts to provide training to provincial level experts in early June.
- ii. Wave 2 (late June) will deliver training to 3,746 district level trainees. A series of parallel regional training events will be conducted to district level officials in late June.

- iii. Wave 3 (mid July) will deliver training to 11,108 school level trainees. Training will be provided in mid July to teachers and school administrators.

In addition to these initial training events, the project emphasizes the importance of continual training and support to ensure understanding and sustainability of the VNEN model. The project will provide grants to schools to establish training centers for clusters of 2-3 schools (Component 3), and provide opportunities for inter-provincial site visits to VNEN schools in other areas (Component 4).

(b) *Sub-component 2B: Provision of Materials (US\$ 12.38 million)*: Three kinds of materials will be provided to targeted schools – (i) the Grade 1 intensive Vietnamese learning material; (ii) curricular and extracurricular learning guides for Grades 2 through 5 students with supplemental manuals/guides for teachers; and (iii) manuals for student assessment, school administration and community participation. Regular feedback will be collected from teachers and education administrators regarding the training and materials to help improve future VNEN training and material development. Data will be collected, followed by annual regional workshops during the three years to disseminate and reflect on the findings. These workshops will include representatives from the government, teachers, and other stakeholders. Provinces who wish to expand the VNEN application to more schools on their own will be eligible to do so – indeed, the project will make efforts to communicate the successes of the VNEN model, so that more children can benefit from better quality of learning.

### **Component 3: School Level Support for VNEN Implementation (US\$ 39.50 million)**

10. The VNEN model emphasizes the importance of school communities and placing schooling in the context of each community. Disadvantaged communities targeted by the project need financial support to be able to implement VNEN. This component will provide school grants and school equipment to be managed by the school community according to a simple set of rules outlined in a school grant manual. The two sub-components are:

(a) *Sub-component 3A: VNEN School Campus Grant and Equipment (US\$ 32 million)*. All project schools will receive a cash grant to support VNEN implementation with autonomy to decide the priority spending items from a positive list of items. Main campus schools will receive a grant of US\$ 3,000 per year and satellite campus schools will receive a grant of US\$ 1,300 per year. Schools will also receive some centrally procured items where central administration is more efficient because of standardization and economies of bulk purchase. The list below describes the items to be provided directly to schools and the eligible items that can be financed from the grant.

- i. *Equipment*: In schools where such equipment is lacking, the project will provide a small number of computers, printers, digital cameras, photocopying machines, UPS (Uninterruptible Power Supply), video cameras, and video player and screen. The equipment will help teachers monitor student learning,

prepare and produce additional classroom materials, and support the VNEN qualitative video study. (Central procurement)

- ii. *Vietnamese summer classes*: The project will support Vietnamese summer classes to 300 schools for students entering Grade 2. This will provide further assistance particularly for ethnic minority students in their transition from Grade 1 to Grade 2.
- iii. *Training*: Teachers and school administrators will receive continued training through ‘training centers’ at VNEN schools. These meetings will be held biweekly in clusters of 2-3 schools, rotated across schools to maximize opportunities for cross-fertilization of ideas. Training centers will receive basic training modules and reference materials from MOET, who will also send pedagogical experts as facilitators. The centers will need to use grant resources for logistical items such as transportation and refreshments. (Mandatory item to be financed from grant).
- iv. *Teaching assistants*: In addition to the Grade 1 Vietnamese language strengthening materials, teaching assistants fluent in both Vietnamese and the local language can be hired to help students who need support in Vietnamese language. These may include student-teachers at TTIs to assist with daily VNEN classroom tasks and language communication for ethnic minorities.
- v. *Classroom furniture*: Schools may locally acquire classroom furniture such as triangular desks to be assembled for VNEN group seating. Minor repairs and renovations to the classroom are also included here (e.g., repairs to roofs, floors, walls) or to make space for classroom reading corners.
- vi. *Teaching and learning aids*: Schools may purchase stationery such as colored paper, writing instruments, and crayons to support group activities. Although schools have resources for school supplies, the VNEN model requires more materials of its substantially higher level of creative activities.
- vii. *Extra-curricular activities*: Schools may support extra-curricular activities that seek to build on the community practices and cultures, such as parents and others helping to preserve local traditions. Examples include ethnic handicrafts, music and sports.

(b) *Sub-component 3B: VNEN Satellite Support Grant (US\$ 7.50 million)*: This sub-component will provide US\$ 5,000 each year to 500 small and remote satellite schools in mountainous regions to provide lunch to students at schools that have converted—or are in the process of converting—to Full Day Schooling (FDS). This sub-component does not substitute for a comprehensive national program for ensuring adequate nutrition of all school children. It will help very remote schools to cope with the additional demands of FDS, and help the GPE-VNEN project to be inclusive with regard to very remote communities by lowering a barrier to the schools’ participation in the implementation of VNEN. As per OP/BP 6.00, RVP special authorization arrangements

will be sought for food expenditure. Schools can also use the support grant as supplemental financing for hiring more ethnic language speaking teaching assistants to help at these predominantly ethnic sites.

#### **Component 4: Project and Knowledge Management (US\$ 16.37 million)**

11. This component combines project management with knowledge management. In addition to efficient and effective project execution, GPE-VNEN incorporates activities that will heighten the learning from successes and failures, and enable more schools to adopt VNEN beyond the project's limited resources. In order to propagate the VNEN innovation, communication will need to be robust and effective. The component also includes a systematic impact evaluation to make available for other countries the know-how required to improve school quality. The two sub-components that make up this component are as follows:

(a) *Sub-component 4A: Project Management (US\$ 10.21 million):* Project management includes expenses at MOET's Primary Education Department and Provincial Education and Training Departments. The cost of office space and salaries of Government employees will be borne mainly by the GOV; this sub-component will finance incremental operating expenditures, consultants, and equipment. Project management at the provincial level will include provincial consultants to supervise and monitor the schools that receive grants.

(b) *Sub-component 4B: Knowledge Management, Classroom Assessment, and Impact Evaluation (US\$ 6.16 million):* The sub-component will finance activities that will generate crucial practical knowledge from implementation experience. This knowledge will also be fed back into multiple learning loops to positively affect project implementation. A longer feedback loop over the entire project cycle will provide rigorous learning for subsequent implementation in Vietnam as well as for other countries that might seek to emulate Vietnam's example of providing primary education to all with quality.<sup>4</sup> The activities in this sub-component include the following:

- i. *DFA data:* Additional resources will be provided to the SEQAP DFA data collection and processing unit to upgrade the quantitative instrument, content, analysis, and application of the DFA database. The database will include VNEN specific indicators such as the presence of ethnic language teaching assistants and pedagogical indicators.
- ii. *Video study:* Expert consultants will carry out a video study of classroom practices as part of the independent evaluation and M&E of the project.

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<sup>4</sup> The knowledge management activities are designed on the basis that education systems are complex adaptive systems. The implication of this fact is discussed in the literature on the structure and dynamics of complex systems. Amongst other issues, this literature also provides lessons about how to bring about change in a system which has a very high level of inertia. See, for example "Time, knowledge and evolutionary dynamics: why connections matter", by Loasby, B., *Journal of Evolutionary Economics*, 11 (4), pp. 393-412, 2001.

- iii. *Meetings and conferences:* Meetings, seminars and forums at district, provincial, and national levels will discuss VNEN experiences, and share good practices for teachers and education managers.
- iv. *Communication:* The project will establish channels of communication including websites for collaboration and manning of phone lines for support and inquiries from teachers and school managers. Media channels, including print and television, will be used to disseminate VNEN promotional material.
- v. *Impact evaluation:* An impact evaluation of the GPE-VNEN project including measuring student assessment will be conducted. The project will also support funding for teachers to carry out their own small-scale impact evaluation at the school level, and share findings to encourage scientific thinking in the teacher community.

**Table A2.1. GPE-VNEN Project Timeline**

Activity	Pre-Preparation Year <sup>a</sup> (VNEN Pilot Implementation) Jun 13, 2011-Sep 30, 2012	Project Year 1 <sup>b</sup> Oct 1, 2012-Sep 30, 2013	Project Year 2 Oct 1, 2013-Sep 30, 2014	Project Year 3 Oct 1, 2014-Sep 30, 2015	Project Closing Oct 1, 2015-Mar 31, 2016
<b>Component 1:</b> 1A. Material Development	<ul style="list-style-type: none"> <li>· Revise Grade 2 learning materials<sup>c</sup></li> <li>· Develop Grade 3 learning materials</li> <li>· 7 national learning guide development workshops: review existing materials (2), pre-test materials (2), consult with TTIs (1), pre-production/prototype/pre-test materials (2)</li> </ul>	<ul style="list-style-type: none"> <li>· Revise Grade 3 learning materials</li> <li>· Develop Grade 4 learning materials</li> <li>· 7 national learning guide development workshops: review existing materials (2), pre-test materials (2), consult with TTIs (1), pre-production/prototype/pre-test materials (2)</li> </ul>	<ul style="list-style-type: none"> <li>· Revise Grade 4 learning materials</li> <li>· Develop Grade 5 learning materials</li> <li>· 5 national learning guide development workshops: review existing materials (2), pre-test materials (1), pre-production/prototype/pre-test materials (2)</li> </ul>	<ul style="list-style-type: none"> <li>· Revise Grade 5 learning materials</li> </ul>	
1B. Capacity Building		<ul style="list-style-type: none"> <li>· 1 international study tour</li> <li>· 1 international workshop</li> <li>· 2 national workshops</li> </ul>	<ul style="list-style-type: none"> <li>· 1 international study tour</li> <li>· 1 international workshop</li> <li>· 1 national workshop</li> </ul>	<ul style="list-style-type: none"> <li>· 1 international study tour</li> <li>· 1 international workshop</li> <li>· 1 national workshop</li> </ul>	
<b>Component 2:</b> 2A. Training	<ul style="list-style-type: none"> <li>· Develop Grade 3 training materials<sup>d</sup></li> <li>· Develop VNEN classroom assessment guide</li> <li>· Develop VNEN organization and management guide</li> <li>· Train Grade 2 and 3 teachers and education administrators</li> <li>· 4 national training material development workshops: training needs assessment (2), training modules (2)</li> <li>· 1,465 national training workshops: TTIs (4), provincial level (1), district level (13), school level (1,447)</li> </ul>	<ul style="list-style-type: none"> <li>· Develop Grade 4 training materials</li> <li>· Train Grade 4 teachers and education administrators</li> <li>· 4 national training material development workshops: training needs assessment (2), training modules (2)</li> <li>· 1,465 national training workshops: TTIs (4), provincial level (1), district level (13), school level (1,447)</li> </ul>	<ul style="list-style-type: none"> <li>· Develop Grade 5 training materials</li> <li>· Train Grade 5 teachers and education administrators</li> <li>· 4 national training material development workshops: training needs assessment (2), training modules (2)</li> <li>· 1,465 national workshops: provincial level (1), district level (13), school level (1,447)</li> </ul>		
2B. Material Provision		<ul style="list-style-type: none"> <li>· Provide Grade 1, 2, 3 learning materials</li> <li>· 5 national workshops on dissemination and findings</li> </ul>	<ul style="list-style-type: none"> <li>· Provide Grade 4 learning materials</li> <li>· 5 national workshops on dissemination and findings</li> </ul>	<ul style="list-style-type: none"> <li>· Provide Grade 5 learning materials</li> <li>· 5 national workshops on dissemination and findings</li> </ul>	
<b>Component 3:</b> 3A. School Grant and Equipment		<ul style="list-style-type: none"> <li>· Provide grant and VNEN equipment to all 1,447 main schools and their satellites</li> <li>· 43 national workshops on grant management</li> </ul>	<ul style="list-style-type: none"> <li>· Provide grant and VNEN equipment to all 1,447 main schools and their satellites</li> </ul>	<ul style="list-style-type: none"> <li>· Provide grant and VNEN equipment to all 1,447 main schools and their satellites</li> </ul>	<ul style="list-style-type: none"> <li>· Complete financial and procurement process of grant and equipment</li> </ul>

Activity	Pre-Preparation Year <sup>a</sup> (VNEN Pilot Implementation) Jun 13, 2011-Sep 30, 2012	Project Year 1 <sup>b</sup> Oct 1, 2012-Sep 30, 2013	Project Year 2 Oct 1, 2013-Sep 30, 2014	Project Year 3 Oct 1, 2014-Sep 30, 2015	Project Closing Oct 1, 2015-Mar 31, 2016
3B. Satellite Support Grant		· Provide grant to 500 full day satellite schools	· Provide grant to 500 full day satellite schools	· Provide grant to 500 full day satellite schools	· Complete financial and procurement process of grant
<u>Component 4:</u> 4A. Project Management	· 2 national project launch workshops	· 2 national project midpoint workshops		· 2 national project completion workshops	· Complete project management activities
4B. Knowledge Management	· Develop and disseminate VNEN promotion and communication material	· Inter-provincial school visits to VNEN schools · Impact Evaluation · 1 national workshop on national assessment and impact evaluation	· Inter-provincial school visits to VNEN schools · Qualitative VNEN study · 1 national workshop on national assessment and impact evaluation	· Inter-provincial school visits to VNEN schools · 1 national workshop on national assessment and impact evaluation	· Complete knowledge management activities

<sup>a</sup> Activities of the VNEN pilot preceding June 13, 2011 are described in Annex 1, Part 1 "VNEN Pilot."

<sup>b</sup> With the school year starting in September, school selection, material printing, and teacher training will take place from July 2012 – September 2012 with retroactive financing.

<sup>c</sup> Grade 2 contains four learning guides (math; Vietnamese language; natural and social science; and extracurricular activities); Grade 3 contains four learning guides (math; Vietnamese language; natural and social science; and extracurricular activities); and Grades 4 and 5 contain five learning guides (math; Vietnamese language; natural science; social science, history, and geography; and extracurricular activities).

<sup>d</sup> One training manual will be developed per learning guide

### **Annex 3: Implementation Arrangement**

#### **VIETNAM: Global Partnership for Education - Vietnam Escuela Nueva Project (P120867)**

1. The project's implementation arrangements have been designed with two considerations in mind: (i) timing constraints; and (ii) other projects in the portfolio. The implementation arrangements thus include a central PMU for managing training and material development and provision, and grants for schools to manage.

#### **A. Project Institutional and Implementation Arrangements**

2. MOET will be the agency responsible for project implementation. The project's overall direction, management, administration, and coordination will be carried out by MOET's Department of Primary Education. The project will be implemented and managed at three levels: central, provincial, and school.

##### *Project Management at the Central Level*

3. A PMU will be established in MOET's Department of Primary Education, and headed by the Director of the Department of Primary Education. The PMU will be staffed by MOET employees and hired consultants to coordinate, manage, and implement project activities. MOET employees will serve as project coordinators for pedagogy, training, communication, and M&E. Consultants will consist of 2 individual international consultants (a full-time implementation advisor and a part-time international procurement advisor) for providing technical advice, 10 individual national consultants (communication, training, M&E, pedagogy, procurement, finance, technical advisor, construction, and two internal auditors), and at least 10 assistants (2 procurement, 3 finance, 2 interpreters, and 3 administrative assistants) for facilitating, coordinating, and implementing project activities during the duration of project years.

4. The PMU will be responsible for hiring all consultants. Training for teachers and education administrators will be managed by the PMU with help from international and national consultants and consultation with MOET's Department of Teachers and Education Administrators, TTIs, and Provincial Project Coordination Units. Trainers will include DOET and BOET training experts and professors from teacher training institutions.

##### *Project Management at the Provincial Level*

5. Province level management will consist of a Provincial Project Steering Committee responsible for oversight, assisted by a Provincial Project Coordination Unit for the following activities: (i) managing the provincial local currency operating account; (ii) supporting school level implementation; (iii) advising the Provincial Project Steering Committee on the implementation, maintenance, and scaling up of the GPE-VNEN model; and (iv) providing implementation support for Component 4 (Knowledge Management). A limited number of national consultants will be contracted to facilitate administration at the provincial level. The Provincial Project Coordination Units will be integral parts of the provincial administration, and will be scaled to reflect the number of VNEN schools in the province.

### *Project Management at the School Level*

6. Schools receiving school campus and satellite support grants will have autonomy to decide how to spend grant funds from an eligible expenditure list (e.g., learning materials, school furniture, small repairs, teaching assistants and food for students in satellite campuses). The school grants will be implemented in accordance with the Project Implementation Manual (PIM), acceptable to the World Bank.

7. School communities will be able to participate in preparing the grant proposal, and oversee grant implementation to ensure that the funds are properly used as stipulated in the grant contracts.

### **B. Financial Management, Disbursements, and Procurement**

#### *Financial Management*

8. The Financial Management Assessment identified the following key risks of the Program: (i) capacity for project management at the school level is generally weak and requires rules to be specified and monitoring of compliance with the rules; and (ii) as school grants will flow to a large number of schools, it would be difficult for the central administration in Hanoi to monitor their proper use and provincial authorities will need to be engaged in this task.

9. A “Substantial” FM risk rating was assigned to the project at appraisal. The following main mitigating actions are required:

<b>Required action</b>	<b><i>Timing (Responsibility)</i></b>
Developing adequate accounting software or simplified books/ledgers for use in schools. Procuring PMU accounting software no later than 03 (three months) from the date of Grant effectiveness.	<i>Within 3 months of effectiveness</i> MOET Project Preparation Team
Signing the Memorandum of Understanding (MOU) with MOET on the uses of the Grant, establishing the Provincial Project Steering Committee, appointing the provincial accountant, provincial accountant participating on FM training and adopting the Project Implementation Manual (PIM).	<i>Participation condition</i> Provincial Coordination Units (PPCUs)
Signing the MOU with the PMU/PPCUs on the uses of the Grant, establishing the school project management team, establishing the school’s own account, assigning the school accountant to be responsible for the grants, school accountant participating in FM training, and adopting the PIM.	<i>Participation condition</i> Schools

10. *Implementation arrangement:* The project will be implemented at the central level (managed by a MOET PMU) and at the school level (grant funds). At the provincial level, a project steering committee will be comprised of members from the Provincial Education and Training Department to provide leadership and coordination required for project implementation at the

provincial level. Provincial facilitators will be hired and based in provinces to support schools in implementing and managing the school grant funds.

11. *Budgeting and planning*: The annual project budget will be prepared for participating schools and will be consolidated by the project team following the procedures and simplified templates set out in the PIM.

12. *Accounting system and financial reporting*: The accounting system, including accounting policies and procedures, follows the Accounting System for Administrative Agencies based on Decision 19 of the Ministry of Finance (MOF). The accounting software will be developed for accounting at the PMU. A simplified system of books/ledgers will be developed by project teams to be used at the schools. The PMU will submit a Quarterly Interim Financial Report following the AMT templates to the Bank within 45 days after the end of the quarter.

13. *Fund flow*: A Designated Account will be maintained by the PMU at a commercial bank (preferably at a bank with branches at all districts where the schools are located). GPE funds will be first transferred to the Designated Account, then paid from the Designated Account to suppliers (contractors, consultants, etc) for Parts A, B, C and D of the Project and transferred to the schools' bank accounts via the intermediate bank accounts held by the Provincial Project Coordination Units for sub-grants under Part C of the Project. The PIM will contain the details of the fund flow.

14. *Monitoring of the uses of the grant funds*: The uses of the school grant funds are monitored through the following mechanisms:

(a) The requirements on Disclosure and Transparency at the Schools where the allocation of funds, the regulations on the uses of funds, and the uses of funds will be publicly disclosed on the project website and at school sites. In addition, the consultation with the Parents, Teachers and Students Association (PTSA) at the school, or equivalent school community organization will be required.

(b) The verification of expenditure will be done for all payments from the schools' grants by the State Treasury at the district or provincial level.

(c) Periodical supervision/checks on the uses of school grants by the Provincial Department of Education and Training (DOET) will be done following the Monitoring Mechanism acceptable to the Bank.

(d) The monitoring on the uses of school grants, for the intended purposes on an effective and efficient manner, will be included in the Terms of Reference of the Provincial Consultant (each will cover about 20- 30 schools).

(e) The Internal Auditors (2 consultants) hired by the PMU will audit the effectiveness and efficiency of the Monitoring Mechanism including the school visits on a sample basis, following the Terms of Reference acceptable to the Bank.

(f) Monthly monitoring/reconciliation of the amount of funds transferred to the intermediate accounts held by the Provincial Project Coordination Units, and then ultimately transferred to the schools, to ensure the funds are being disbursed to the schools.

15. *External Audit:* The project Financial Statements will be audited on an annual basis by an independent auditing firm acceptable to the Bank following the acceptable Terms of Reference. Audited financial statements and auditor's reports must be submitted to the Bank within 6 months after the end of the fiscal year.

*Disbursements*

16. The primary disbursement method will be Advances. MOET-PMU will open a Segregated Designated Account (DA) at a commercial bank acceptable to the World Bank. The DA will be denominated in United States Dollars (US\$). The DA will have a Fixed Ceiling of US\$ 13,000,000. Supporting documentation required for documenting eligible expenditures paid from the DA are Summary Sheets with Records and Statement of Expenditures (SOE) (with a customized SOE to be used for Part C of the Project). The frequency for documenting expenditures paid from the DA will be quarterly. The Reimbursement, Special Commitment, and Direct Payment disbursement methods will also be available. Reimbursements would also be documented by Summary Sheets with Records and Statement of Expenditures (SOE). Direct Payments will be documented by Records. The Minimum Application Size for Reimbursements, Special Commitments and Direct Payments will be US\$ 2,000,000 equivalent. The Project will have a Disbursement Deadline Date (final date on which World Bank will accept applications for withdrawal from the Recipient or documentation on the use of grant proceeds already advanced by the World Bank) four months after the Closing Date. This "Grace Period" is granted in order to permit the orderly project completion and closure of the grant account via the submission of applications and supporting documentation for expenditures incurred on or before the Closing Date. Expenditures incurred between the Closing Date and the Disbursement Deadline Date are not eligible for disbursement, except as otherwise agreed with the World Bank.

17. Eligible expenditures under Part C of the Project will be the use of the grant proceeds for goods, works and services required for school level support. The eligible expenditures are incurred when the goods are received, works completed, services rendered in relation to the sub-grants for school campus and provision of equipment, and sub-grants for satellite support. These expenditures will need to be incurred prior to the Closing Date. The eligible expenditures will however be recorded by the World Bank at the time of the transfer of the funds into the accounts of the schools with significant oversight of the use of those funds as set out in paragraph 68.

Category	Amount of the Grant Allocated (expressed in USD)	Percentage of Expenditures to be Financed (inclusive of Taxes)
(1) Goods (including 2 cars), works, non-consulting services, consulting services, Incremental	54,600,000	100%

Operating Costs, and Training and Workshops under Parts A, B, C and D of the Project		
(2) Sub-grants under Part C of the Project	30,000,000	100% of amounts disbursed
<b>TOTAL AMOUNT</b>	<b>84,600,000</b>	

### *Procurement*

18. *Procurement capacity and risk assessment:* A Procurement Capacity Assessment (PCA) of the Project Implementation Agencies including a PMU (MOET Project Preparation Team) and a sample of three primary schools—two in Thanh Hoa province and one in Dak Lak province—has been conducted. MOET in general has gained necessary experience in implementing procurement work for Bank-financed projects through implementation of other education projects. However, the PMU for the proposed project is newly established and has yet to be fully staffed. As with the three visited primary schools in Thanh Hoa and Dak Lak, with the exception of PEDC and SEQAP beneficiary schools, schools in general do not have Bank related procurement experience. Therefore, the major procurement risk identified is weak capacity of the Project Implementation Agencies to carry out procurement work that may cause implementation delay, non-compliance, and unsatisfactory quality of contracts deliverables.

19. Given (i) the high risks inherent in the country’s public procurement system according to the Country Procurement Risk Assessment conducted in 2002 and subsequently updated country procurement assessment documents; (ii) the substantial risk in the sector based on the past performance of projects in the sector; and (iii) the findings of the PCRA as presented above, the procurement risk for the proposed project is rated *high* and the residual risk, after mitigation would be *substantial*. This has been confirmed by the initial PRAMs assessment and finalized on February 2012. To mitigate the identified procurement-related risk, the following actions are proposed and to be agreed between the Bank and the Project Implementation Agencies during project preparation.

<b>Required action</b>	<b>Timing (Responsibility)</b>
Provide in-depth/regular procurement training to Project Implementation Agency staff	<i>During implementation</i> Bank/PMU
Establish and maintain a systematic procurement record system	<i>Preparation and Implementation</i> Project Implementation Agencies
Regularly carry out implementation support missions and annual procurement post reviews	<i>During Implementation</i> Bank/PMU
Hire procurement consultants	<i>During implementation</i> PMU
Prepare and adopt an Action Plan to Improve Fairness and Transparency in Procurement	<i>Within 3 months of effectiveness</i> PMU

20. *Applicable guidelines:* For contracts financed in whole or in part by the grant under the project, procurement shall be carried out in accordance with the World Bank’s “*Guidelines: Procurement of Goods, Works, and Non-consulting services under IBRD Loans and IDA Credits & Grants by World Bank Borrowers*” dated January 2011 (the Procurement Guidelines) and “*Guidelines: Selection and Employment of Consultants under IBRD Loans and IDA Credits & Grants by World Bank Borrowers*” dated January 2011 (the Consultant Guidelines) as well as the provisions stipulated in the Grant Agreement. For contracts procured through National Competitive Bidding (NCB), the additional provisions listed in the Grant Agreement will be applicable.

21. *Procurement thresholds:* The following table presents the thresholds for procurement methods and Bank prior review:

<b>Expenditure Category</b>	<b>Contract Value (US\$)</b>	<b>Procurement Method</b>	<b>Bank Prior Review</b>
Goods	>=500,000	ICB	All the ICB contracts
	<500,000	NCB	The first package regardless of the value, and all contracts >= US\$ 400,000
	<100,000	Shopping	The first package
	NA	DC	All DC contracts
Works	>=5,000,000	ICB*	All the ICB contracts
	<5,000,000	NCB*	The first package regardless of value and all contracts >= US\$ 3,000,000
	<200,000	Shopping	The first package
	NA	DC	All DC contracts
Consultant Services	>=200,000	QCBS, QBS, FBS, LCS	All contracts >= US\$ 200,000 for firms; first CQS contract regardless of value; and all SSS contracts.
	<200,000	QCBS, QBS, FBS, LCS or CQS	
	NA	SSS	
	NA	IC	

Notes: ICB – International Competitive Bidding  
 NCB – National Competitive Bidding  
 DC – Direct Contracting  
 QCBS – Quality and Cost Based Selection  
 QBS – Quality Based Selection  
 FBS – Fixed Budget Selection  
 LCS – Least Cost Selection  
 CQS – Selection Based on Consultants’ Qualification  
 SSS – Single (or Sole) Source Selection

IC – Individual Consultant selection procedure NA – Not Applicable
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\* No ICB and NCB contracts for works are anticipated under the project.

22. *Short list comprising entirely of national consultants:* A short list of consultants for services, estimated to cost less than US\$ 300,000 equivalent per contract, may comprise entirely of national consultants in accordance with the provisions of paragraph 2.7 of the Consultant Guidelines.

23. *Retroactive financing (from July 1, 2012 to the Signing date):* For the packages that require retroactive financing as stipulated in the initial procurement plan, the procurement procedures shall be in accordance with the Procurement Guidelines and all such contracts shall be subject to the Bank prior review regardless of the value. The total value of procurement subject to retroactive financing shall not exceed US\$ 8,000,000

24. *Procurement for grants under project component 3:* Schools will undertake planning and administration of their grants, and will therefore carry out all procurement activities under their grants. Procurement under the grants is anticipated to consist of very small-scale procurement of (i) goods such as classroom desks, chairs and curricular materials; and (ii) works such as small classroom repairs and renovations. Therefore, the Bank's prior review of procurement planning and of specific transactions is not required, and all contracts under the grants will be subject to post review. Direct Contracting is not encouraged, but may be used only under the circumstances as stipulated under paragraph 3.7 of the Procurement Guidelines. The PMU has the responsibility to oversee and provide adequate guidance to ensure that each school carrying out procurement work under the grants is in compliance with Bank Procurement Guidelines and the procedures set forth in the Project Implementation Manual. Non-compliance may trigger the remedies available under the Grant Agreement.

25. *Procurement plan:* An initial Procurement Plan has been prepared by MOET and has already undergone two iterations of consultations with the Bank procurement team. The initial Procurement Plan will need to be officially approved by the Bank prior to procurement activities to be pre-financed by MOET and included as part of retroactive financing. Thereafter, the Procurement Plan will be updated annually or as needed, and each update will be subject to the Bank's prior review. The initial Procurement Plan plus the subsequent updates will be published on the Bank's external website in line with the requirements of the Bank Guidelines. Procurement under the project will be carried out in accordance with the agreed Procurement Plan(s), as updated.

26. *Bank post review:* Contracts not subject to prior review will be subject to post-review as per procedures set forth in paragraph 5 of Appendix 1 of the Procurement Guidelines and Consultant Guidelines. The post review will be carried out annually based on a minimum rate of 20 percent. This rate may be adjusted periodically during project implementation based on the performance of the PMU. There is a large amount of financing allocated to school grants; however, procurement under the grants will be subject to post review because of its very small values. A consultant should be hired to carry out procurement post review or audit for the grants; or

alternatively, procurement post review or audit for the grants should be included under the scope of the financial auditors.

### *Environmental and Social (including safeguards)*

27. The pilot activities of VNEN under the PEDC project have indicated encouraging results, particularly in terms of support for the targeted ethnic communities. The pilot activities generated awareness amongst teachers and education leaders about the new model. Teachers are more proactive in taking advantage of teaching aids for more effective learning sessions. Students (including ethnic minority groups such as RoMam, Brau, Raglai in Kon Tum province) felt comfortable and excited, in particular with their improved learning results. These results were also welcomed by parents whose children benefited from the proposed project. The high level of support and enthusiasm from ethnic communities benefiting from the pilot activities is one of the main factors motivating MOET's proposal to focus the use of GPE funds on the VNEN project.

28. The Bank's safeguard policy on Indigenous People (OP 4.10) is triggered. However, the project is expected to have no adverse impact on ethnic minority groups. With a strong focus on poor and ethnic minority regions, the project will increase the accessibility to high quality education services of students and teachers in the project locations. As the main direct beneficiaries are ethnic minorities, the entire project will be considered an Ethnic Minority Development Plan. Therefore, no free standing Ethnic Minority Development Plan or Planning Framework is required. MOET conducted a social assessment of the communities applying the VNEN model. Free and informed consent of the beneficiaries has resulted in a culturally appropriate intervention.

29. The following measures for GPE-VNEN will support ethnic minority children, particularly with developing their Vietnamese language skills so they can receive the full benefit of VNEN: (i) intensive training in Vietnamese language in Grade 1 based on material developed under PEDC; (ii) ethnic minority teaching assistants who are fluent in Vietnamese and the ethnic language for mother tongue facilitation; (iii) clustered (or group) seating between students of different abilities to allow students to help each other under the VNEN model; (iv) parental and community involvement in the daily life of the school; (v) training for teachers and school managers regarding ethnic minority children to be administered together with the subject specific training; and (vi) on-site support to further help teachers with specific issues in their schools and ethnic community, including opportunities for innovative solutions to be shared across schools.

30. The environment policy is not triggered because only small repairs are envisaged that will have no negative impact and no need for environmental mitigation measures.

### *Monitoring & Evaluation*

31. As a tool to inform policy and MOET management, the project will include an impact evaluation study to monitor the impact of the project on learning outcomes. The impact evaluation will monitor trends in standardized Grades 3 and 5 student assessments. The key results to be monitored will be (i) the percentage of Grade 5 students achieving independent

learner status in Vietnamese language; and (ii) the percentage of Grade 5 students achieving independent learner status in Mathematics. The meaning of ‘independent learner’ is described in the monitoring and evaluation (M&E) section of Annex 3 on implementation arrangements.

32. The core of the proposed monitoring and evaluation framework is to strengthen the District FSQL Audit (DFA) database for quantitative data, and to conduct a video study about teaching practices for qualitative data. The existing DFA instrument would be suitably amended for M&E on an annual basis. DFA is a high quality census database of primary schools in Vietnam that collects annual information on five dimensions including school organization, teaching staff, infrastructure, the availability of didactic materials, and student background and educational outcomes. The DFA will be modified to include VNEN implementation specific indicators such as seating arrangements, availability of learning guides, and teacher training. A modified DFA instrument will also include data about the number of ethnic children needing support in the Vietnamese language and the number of ethnic children who have parity in learning levels with Kinh children. The DFA instrument is not adequate to capture data about the presence of productive and engaging student-centered learning in the classroom. For qualitative aspects, the SEQAP pilot study on classroom observation using digital video cameras that is being implemented in 2012 will also be further extended and deepened. The quantitative (DFA) and qualitative (video) study would further be supplemented by administrative data from MOET.

33. Four topics related to M&E are discussed next: (i) the term ‘independent learner’; (ii) details of the impact evaluation (IE) Study; (iii) description of the DFA database; and (iv) details about the proposed video study with information on the related SEQAP ‘Time on Task’ research.

*(i) Meaning of the term ‘independent learner’*

34. Students are considered independent learners of the Vietnamese language if they are able to achieve the following competencies: (i) link inferences and identify an author's intention from information stated in different ways, in different text types and in documents where the message is not explicit and/or (ii) combine text with outside knowledge to infer various meanings, including hidden meanings, and identify an author's purposes, attitudes, values, beliefs, motives, unstated assumptions and arguments.

35. Students are considered independent learners of Math if they are able to achieve the following competencies: (i) calculate with multiple and varied operations; recognize rules and patterns in number sequences; calculate the perimeter and area of irregular shapes; measure irregular objects; recognize transformed figures after reflection; solve problems with multiple operations involving measurement units, percentage and averages and/or (ii) problem solve with periods of time, length, area and volume; embedded and dependent number patterns; develop formulae; recognize 3D figures after rotation and reflection and embedded figures and right angles in irregular shapes; and use data from graphs.

*(ii) Impact evaluation study*

36. The research design for the impact evaluation will apply propensity score matching methods to VNEN project schools and a control group of non-VNEN schools. Schools will be asked to

complete an information form that asks schools their willingness to participate in VNEN. The matching will be based on the schools' response to the information form and information from the primary school census database (DFA). The impacts of the VNEN model will be evaluated by comparing the changes in outcomes across the treatment and control groups over time.

37. Collecting data before and after the VNEN model is a requirement for a rigorous impact evaluation of the project impacts. Thus, the project will implement a test assessment on students in Grades 3 and 5 at the start of the project. This test assessment will serve as the baseline, and will be followed up with another assessment on Grades 3 and 5 students in 2015. The design will not allow for the same students to be assessed at the beginning and end of the project, but will enable comparison of different cohorts of students. The items in both examinations will need to be carefully selected to enable such a comparison.

*(iii) DFA Database*

38. The Primary School Database (DFA) is an annual school-level census database that collects the Fundamental School Quality Level (FSQL) input indicators for all primary schools and satellite sites in Vietnam since 2004. Head teachers are the main respondents who report the school's characteristics and performance. Data is then verified by the district and provincial education staffs following a seven step checking process. Thus, the DFA data is sufficiently reliable and accurate to measure the quality of schools across the country, and track the progress over time. The survey developed an FSQL Input Index comprised of 47 indicators that measure five main dimensions of school quality. The largest areas are for school organization/management, teaching staff, and infrastructure—these include key inputs related to physical and human capital inputs such as teacher education levels. The index is also made up of process indicators related to implementation and quality.

39. M&E for the project will require a modification of the DFA database to include VNEN specific variables such as seating arrangements, availability of learning guides, and teacher training. A modified DFA instrument will also include data about the number of ethnic children needing support in the Vietnamese language and the number of ethnic children who have parity in learning levels with Kinh children. The quantitative (DFA) and qualitative (video) study would further be supplemented by administrative data from MOET. The table below lists the five dimensions of FSQL and the points allocated towards the FSQL Input Index followed by a table with further details of each dimension.

**FSQL Input Index**

<b>Content Group</b>	<b>Points</b>
1. School organization and management	26
2. Teaching staff	27
3. Infrastructure, teaching, and learning equipments	25
4. Implementation of education socialization	7
5. Education activities and quality	15
Total	100

### DFA Indicators, by Content Group

Dimension	Indicators
<b>I. School organization and management</b>	
Principal and deputy principals	1. Total number of principals and deputy principals. 2. Number and % rate of Head teachers and Deputy Head teachers achieved degree of primary teachers' college (12+2) or higher qualification. 3. Number and % rate of Head teachers and Deputy Head teachers attended education management training at least 5 days a year.
Management Implementation and Efficiency	4. Number and % rate of schools having timely submission of School Development Plan to BOET. 5. Number of satellite sites visited by principals/deputy principals 3 times or more in a year.
<b>II. Teaching staff</b>	
Training qualification	6. Total number of teachers. 7. Number and % rate of teachers having training qualifications of 9+3 or higher qualification.
In-service training	8. Number and % rate of teachers achieved at least 9+3 certification. 9. Number and % rate of teachers achieved at least 12+2 certification. 10. Number and % rate of teachers being trained at least 5 days at provincial/district level. 11. Number and % rate of teachers being trained at least 10 days at school.
<b>III. Infrastructure, teaching and learning equipment</b>	
School infrastructure	12. Total number of classrooms. 13. Number and % rate of satellites having at least 1 toilet reaching FSQL standard. 14. Number and % rate of satellites having playground with areas of at least 50m <sup>2</sup> . 15. Number and % rate of classrooms being constructed solidly, following specifications and in good condition (not temporary, hired classrooms or in need of renovation)/
Classroom equipment	16. Number and % rate of classrooms having high-quality chalkboards. 17. Number and % rate of seats (desks and chairs) for students reaching FSQL standard.
Teaching and learning aids	18. Number and % rate of classes having teaching aids for Mathematics. 19. Number and % rate of classes having teaching aids for Vietnamese language. 20. Number and % rate of grades having supplementary reading materials. 21. Number and % rate of teachers having enough stationery. 22. Number and % rate of teachers having one set of teacher's guide materials
Minimal learning materials and aids	23. Number and % rate of students having Mathematics and Vietnamese language textbooks. 24. Number and % rate of students having minimum learning aids such as notebooks and pencils. 25. Total number of ethnic minority students. 26. Number and % rate of ethnic minority students having Vietnamese language aid materials.
<b>IV. Implementation of Education Socialization Policy</b>	
Organization Consolidation	27. Number and % rate of campuses having Parent and Teacher Association (PTA). 28. Number and % rate of campuses having at least 2 PTA meetings in a year. 29. Number and % rate of campuses reported by principals to receive active support from PTA.
<b>V. Education Outcomes</b>	
General regulations	30. Number and % rate of satellites teaching 5 primary grades or 'located near the other satellites teaching 5 primary grades'. 31. Number and % rate of full day schooling students. 32. Number and % rate of students learning 5 sessions/ week. 33. Number and % rate of students learning from 6 to 9 sessions/ week. 34. Number and % rate of students learning 10 sessions / week. 35. Number and % rate of students attending class regularly. 36. Number and % rate of number of grades learning full subjects. 37. Number and % rate of satellites keeping record of attendance and learning results.
MDG indicators	38. Net enrollment rate for students aged 6-10, total. 39. Net enrollment rate for students aged 6-10, female. 40. Net enrollment rate for students aged 6-10, ethnic minority.
Training efficiency	41. Grade 5 survival rate (%). 42. Grade 1 repetition rate (%).

Dimension	Indicators
	43. Primary school repetition rate (%). 44. Primary school dropout rate, total (%). 45. Primary school dropout rate, female (%). 46. Primary school completion rate, aged 14, total (%). 47. Primary school completion rate, aged 14, female (%).

(iv) Video study

40. The DFA instrument is not adequate to capture data about the presence of productive and engaging student-centered learning in the classroom. For qualitative aspects, the SEQAP pilot study on classroom observation using digital video cameras that is being implemented in 2012 will also be further extended and deepened. The video study will consist of video recording of sampled VLEN classroom periods whereby teacher practices and classroom dynamics are measured and coded after the class has been completed. The GPE-VLEN project will build on the experience of video studies performed under the earlier Primary Teacher Development Project and the ongoing “Time on Task” research study being conducted under the SEQAP project (see box).

**Box: SEQAP-Time on Task research**

The SEQAP project includes a classroom observation study of a small sample of 40 participating schools using video recording according to the following schedule: design of instruments (Feb-March 2012), data collection (April 2012), report drafting to be completed for mid Sept 2012. The research questions to be addressed in the study are described below:

**Teacher preparation, support and planning.** How much time do teachers spend on preparing lesson plans and other didactic materials? How are their lesson plans structured, what kinds of information do they use to make their plans? What kinds of training have teachers had (by subject, etc.)? How have these training experiences prepared them for teaching, including in FDS schools under SEQAP? What kinds of support do teachers receive, including for FDS (as defined under SEQAP)?

**Teaching techniques, methodology and the implementation of lessons.** What kinds of pedagogy do teachers use (child-centered, teacher-centered, etc.)? How is time spent on various activities during class? How children are organized (individual, groups)? What is the ability of teachers to organize activities for students?

**Teacher-student relationship.** What kinds of interactions take place between teachers and students (positive and negative)? How do students interact with each other during classes? How do teachers address student behavior? What is the classroom dynamic like, is the climate conducive for learning?

**Classroom and school time management.** How much time is spent in class on learning (“on task-expressed as learning activities”)? How much time are students not learning (“off task”), and what kinds of non-learning activities happen? How transitions between lessons and classes are handled, and how often are there breaks? How long is the school day, divided into how many periods, breaks, etc.?

**Perceptions of FDS.** Are school personnel (teachers, head teacher) supportive of FDS under SEQAP? What kind of support is being provided under SEQAP to help FDS? How do children and their families perceive FDS? What kinds of side-effects have resulted from FDS implementation, or could potentially happen?

### *Role of Partners*

41. The Education Sector Group (ESG) of development partners active in the education sector has been closely involved in the initial endorsement of Vietnam in the EFA-FTI Partnership and in the preparation of the EFA Action Plan for Vietnam and the Update for 2011. UNESCO is the Coordinating Agency of the ESG for the GPE and the World Bank is the Supervising Entity. The Coordinating Agency coordinates the consultation process with members of the ESG, and has performed this role in preparing this GPE-VNEN project. Development Partner inputs have been provided to MOET through consultation workshops to aid the project's preparation. Active members of the ESG will continue to play an important role to support MOET through the implementation phase, including participation in twice-annual joint reviews.

## Annex 4: Operational Risk Assessment Framework (ORAF)

### VIETNAM: Global Partnership for Education - Vietnam Escuela Nueva Project (P120867)

#### Stage: Signing

Project Stakeholder Risks				
<b>Stakeholder Risk</b>	<b>Rating</b>	Low		
<p><b>Description:</b> High level of alignment between the PDO and the strategic objectives of the development partners, including the Bank.</p> <p>Detailed consultations with beneficiaries and with provincial and local authorities during project preparation</p>	<p><b>Risk Management:</b> Ongoing consultation process with development partners ensures that donor views are considered in the preparation process and that lessons learned from previous donor financed projects are incorporated into the project design. The proposed intervention to improve classroom teaching and learning methods includes strong local participation in project implementation. Donor workshops and consultation meetings that have been used to inform the preparation of the project will continue through implementation.</p>			
	<b>Resp:</b> Bank/Client	<b>Stage:</b> All	<b>Due Date:</b> Ongoing	<b>Status:</b> Ongoing
Implementing Agency (IA) Risks (including Fiduciary Risks)				
<b>Capacity</b>	<b>Rating</b>	Substantial		
<p><b>Description:</b> Simple nature of the project with central procurement of a small and well-defined list of items under a straightforward procurement plan by one agency (PMU at MOET). Grants at the school level, without complicated arrangements for flow of funds and procurement. Staffing of PMU by experienced staff of recently closed (June 2011) Primary Education for Disadvantaged Children (PEDC) project. Some schools have experience with grants under the PEDC project; however, capacity at the school level is generally weak.</p>	<p><b>Risk Management:</b> MOET has assured that qualified FM and procurement staff will be assigned to the PMU. At each recipient school, one assigned staff will receive training on accounting and on monitoring the use of the grants. Provincial responsibilities to ensure that schools comply with the established rules will be specified in the Project Implementation Manual. The project will hire consultants at the regional level who will be assigned to groups of schools to help ensure that schools comply with the manuals and also obtain assistance to do so when required. Bank missions will monitor implementation of these measures and resolve any issues.</p>			
	<b>Resp:</b> Bank/MOET	<b>Stage:</b> Implementation	<b>Due Date:</b> Ongoing	<b>Status:</b> Ongoing
<b>Governance</b>	<b>Rating</b>	Moderate		
<p><b>Description:</b> High level of ownership of the project from MOET. Integration of PMU within the line structure of MOET, with the Director of the Primary Education Department also serving as the Director of the PMU. Roles and responsibilities of PMU, line departments at MOET, Provincial, District and Local level authorities are specified in the manuals. Previous education sector projects have functioned smoothly, although financial audits were delayed</p>	<p><b>Risk Management:</b> Consultation is included in the materials development phase and transparency and discussions regarding the use of school grants will help to ensure that the funds at the school level are used for the intended purposes.</p> <p>Special attention will be provided during implementation support to ensure that financial audits are carried out on time. Opportunities will be provided through regional and national level workshops to showcase innovations that lead to more effective and efficient use of school grants so that more schools can practice such innovations.</p>			
	<b>Resp:</b> Bank/Client	<b>Stage:</b> Implementation	<b>Due Date:</b> Ongoing	<b>Status:</b> Ongoing

Project Risks							
<b>Design</b>	<b>Rating</b>	Moderate					
<b>Description:</b> The project is conceptually simple and is based on the Escuela Nueva model, which was started 40 years back. Pilot in six provinces was successful. The simplicity of the project design will enable MOET top leadership to focus on the pedagogical aspects. Teachers are required to be more pro-active and the behavioral change is sometimes difficult.	<b>Risk Management:</b> The project includes multiple instances of consultation workshops and opportunities for knowledge exchange so that solutions and innovations will have greater chance to be adopted by other schools. Bank missions will provide on-going guidance and support on the technical aspects of the project.						
	<b>Resp:</b>	Bank/Client	<b>Stage:</b>	All	<b>Due Date:</b>	Ongoing	<b>Status:</b>
<b>Social and Environmental</b>	<b>Rating</b>	Low					
<b>Description:</b> The project does not include any civil works and no construction of new buildings or classrooms is planned. The pilot in six provinces, which had a high proportion of ethnic minorities, was successful.	<b>Risk Management:</b> Bank missions will pay special attention to ensure that ethnic minorities benefit fully from the project.						
	<b>Resp:</b>	Bank/Client	<b>Stage:</b>	Implementation	<b>Due Date:</b>	Ongoing	<b>Status:</b>
<b>Program and Donor</b>	<b>Rating</b>	Low					
<b>Description:</b> Although donors are not co-financing this project, the local education group has been closely involved in a process of consultation and technical collaboration.	<b>Risk Management:</b> The consultation process with the local donor group will continue during implementation. Members of the local donor group will be invited to take part in twice-annual implementation support missions.						
	<b>Resp:</b>	Bank/Client	<b>Stage:</b>	All	<b>Due Date:</b>	Ongoing	<b>Status:</b>
<b>Delivery Monitoring and Sustainability</b>	<b>Rating</b>	Moderate					
<b>Description:</b> MOET has efficiently executed the VNEN pilot as part of PEDC ; the same agency will continue to be responsible at the national level. While the PEDC project included district level implementation agencies, the proposed project will go straight from the Province to the school level to facilitate quicker execution, but introduces some risk regarding managing contracts.  The DFA database is a highly sophisticated database that will provide adequate information on PDO indicators and other project results  Materials produced under the PEDC project have been incorporated into the education system. The proposed project will provide inputs to the post 2015 curricular reform, thus ensuring sustainability of the project through the adoption of project materials throughout the system.	<b>Risk Management:</b> MOET will appoint region level consultants to work with Provincial Steering Committees to help provinces monitor progress of school level delivery. Bank missions will provide implementation support to ensure continued smooth functioning of the DFA data collection for delivery monitoring. The close integration of the project in the work of the MOET line departments will ensure that people working on post 2015 curricular reform are involved in project implementation.						
	<b>Resp:</b>	Bank/Client	<b>Stage:</b>	All	<b>Due Date:</b>	Ongoing	<b>Status:</b>

<b>Overall Risk Rating:</b> Moderate	
	This project is simple in design and the implementing agency has considerable experience in executing projects of a similar nature. Implementation arrangements for the project are streamlined. The VNEN pilot has contributed significantly to the start-up activities of the project. Bank missions will provide implementation support to enable completion of the project in the relatively tight three year period in all 20 provinces.

## **Annex 5: Implementation Support Plan**

### **VIETNAM: Global Partnership for Education - Vietnam Escuela Nueva Project (P120867)**

#### **A. Strategy and Approach for Implementation Support**

1. The project's strategy for implementation support is based on the project ORAF (see Annex 4) and the risk management measures for identified risks. Implementation support will focus on the capacity risks (rated as substantial) related to sectoral and technical aspects, as well as fiduciary aspects. The implementation support plan will cover the following aspects:

(a) *Sectoral and technical aspects:* Knowledgeable Banks staff and technical consultants to provide advice and exchange views to ensure:

- i. Component 1 - timely delivery of high quality GPE-VNEN learning guides and materials.
- ii. Component 2 - an effective training program.
- iii. Component 3 - successful implementation of school grants by selected GPE-VNEN schools.
- iv. Component 4 – achieving the PDO and performance indicators in a timely manner.

(b) *Fiduciary aspect:* Ensure adherence to the project implementation manual to manage designated accounts and school accounts. Provide training to schools on proper financial management of the grants.

(c) *Procurement aspect:* Provide training to all schools on procurement of goods.

#### **B. Implementation Support Plan**

2. Bank implementation support missions will take place twice a year as joint reviews with active members of the ESG to review progress on sectoral, technical, and fiduciary aspects of project implementation. Performance indicators would be measured to see if they are being met at the designed intervals. In addition to the above-mentioned twice a year implementation support missions, open correspondence and communication channels among development partners, the Bank, and MOET will continue from project preparation to completion. Implementation Status Reports will document the technical and fiduciary findings and actions to be taken, if any. There will be a formal briefing of the mission findings with development partners and GOV at the end of each implementation support mission.

### Main Focus for Implementation Support

Time	Focus	Skills Needed	Partner Role
First 12 months	<p>Conducting project launch including PDO, component objectives, legal covenants, and FM and procurement requirements</p> <p>Ensuring GPE-VNEN learning guides are developed, training programs including school grants receive support from technical teams including international advisors, and being delivered on time</p> <p>Ensuring robust M&amp;E systems and baseline data collection</p> <p>Ensuring project implementation including school grants is on track and is being carried out in accordance with agreed procedures; providing useful advice; and agreeing on an action plan if needed</p>	<p>Education Economist, Education Specialist, Fiduciary Team, Operations Assistants</p> <p>Education Economist, Education Specialist, VNEN Specialist, Pedagogy Specialist, Training Specialist</p> <p>Education Economist, Education Specialist, Student Assessment Specialist, M&amp;E Specialist</p> <p>Education Economist, Education Specialist, Communication/Community Specialist, FM and Procurement Specialists, Operations Analyst and Assistants</p>	<p>GPE partners led by UNESCO – monitor the project progress and Grant fund disbursement; encourage synergy with other projects;</p>

Time	Focus	Skills Needed	Partner Role
12-24 months	Ensuring new learning guides are developed as scheduled, and training programs are delivered on time	Education Economist, Education Specialist, VNEN Specialist, Training Specialist	Same as above
	Ensuring M&E activities and collection of quality student assessments are carried out on time	Education Economist, Education Specialist, Student Assessment Specialist, M&E Specialist	
	Ensuring project implementation including school grants is on track and carried out in accordance with agreed procedures; providing useful advice; and agreeing on action plan if needed	Education Economist, Education Specialist, Communication/Community Specialist, FM and Procurement Specialists, Operations Analyst and Assistants	
24-36 months	Ensuring learning guides are developed and completed, and training programs are delivered on time	Education Economist, Education Specialist, VNEN Specialist, Training Specialist	Same as above
	Ensuring M&E activities and collection of quality student assessments are carried out and completed on time	Education Economist, Education Specialist, Student Assessment Specialist, M&E Specialist	
	Ensuring project implementation including school grants is on track and carried out in accordance with agreed procedures; providing useful advice; and agreeing on an action plan if needed	Education Economist, Education Specialist, Communication/Community Specialist, FM and Procurement Officers, Operations Analyst and Assistants	

### Skill Mix Required Annually

Skill Needed	Number of Staff Weeks	Number of Trips	Comment
Education Economist	20	2	including in-country trips
Education Specialist	20	2	in-country trips
VNEN Specialist	4	2	including in-country trips
Pedagogy Specialist	2	1	international trip
Training Specialist	4	2	including in-country trips
Communication/Community Specialist	4	2	in-country trips
School Assessment Specialist	2	1	international trip
M&E Specialist	2	1	international trip
FM Specialist	4	2	in-country trips
Procurement Specialist	4	2	in-country trips
Operations Officer/Analyst	14	2	in-country trips
Social Specialist	4	2	In-country trips
<b>Total</b>	<b>84</b>	<b>21</b>	

## **Annex 6: Technical Annex**

### **VIETNAM: Global Partnership for Education - Vietnam Escuela Nueva Project (P120867)**

#### **Targeting and Strategy for Diffusion of VNEN Innovation**

##### **A. Definition of Priority Categories**

1. According to the DFA data, as of 2010, there were 37,029 primary school sites in Vietnam. Of these, 15,793 are main school sites, and the remaining 21,236 are satellite schools. Excluding 18 schools with missing data, the data includes 15,775 schools with their satellite sites. The term ‘school’ refers to a ‘school’ main campus site together with its satellites. Schools in urban areas do not tend to have satellites – it is in rural and mountainous areas where the population density is relatively sparse that schools have satellite sites to enable children to be able to attend school.

2. The latest available DFA data (2010) was used to determine the distribution of schools according to priority categories. The priority categories are based on the following four variables: (i) POOR: Percentage of students classified as belonging to poor families; (ii) ETHNIC: Percentage of children belonging to ethnic minority groups; (iii) REMOTE: Distance of the school from district center; and (iv) LOW\_PERFORMANCE: Percentage of students who perform as average or poor in Vietnamese student achievement measures.

3. The DFA recorded a total enrollment of 6,831,585 students in 2010. The distribution of priority variables show (i) 709,532 (or 10%) students from POOR families; (ii) 1,214,393 (or 18%) ETHNIC children; (iii) 449,172 (or 7%) students living in REMOTE schools (at least 30 kilometers away from the district center); and (iv) 1,527,394 (or 22%) below average or LOW PERFORMING students. As these variables tend to be highly correlated with one another, schools and their students often share more than one of the four priority categories.

4. Schools have been ranked turn by turn according to the degree to which each of the four priority categories applies to the schools. For example, schools with 100% ethnic children were included, then schools with 99% of ethnic children, then 98% of ethnic children and so on until one-third of all ethnic children, or 404,798 children, have been covered. All the schools up to the cut-off are identified with an ‘ethnic tag’. This rank ordering process was then repeated for poor children, for low-performing children, and for children enrolled in remote schools (longest distance from district center is 100 kilometers) to create four tags for the priority variables.

##### **B. Selection of Priority Provinces**

5. After identifying all schools with at least 1 tag, 20 out of the 63 provinces in Vietnam were identified to have a high concentration of such schools, with emphasis on provinces with a high number of ethnic minorities and poor districts. These provinces are termed as Priority 1 provinces and form the focus of the project.

6. Another consideration for selection is the diffusion of VNEN innovation - the ability of all primary schools in Vietnam to adopt VNEN following the example of the GPE-VNEN project schools. In order to promote expansion of VNEN throughout Vietnam, MOET will support

VNEN demonstration schools in the 43 other provinces. Priority 2 provinces (with moderate numbers of disadvantaged students) will have 1 or 2 demonstration schools per district. Priority 3 provinces (with low numbers of disadvantaged students) will have 1 or 2 such schools per province.

### GPE-VNEN Priority Provinces by Region

Region	Province			
	Priority 1	Priority 2		Priority 3
North East	Ha Giang Cao Bang Lao Cai Lang Son	Bắc Kạn Tuyên Quang Yên Bái Thái Nguyên	Phú Thọ Bắc Giang Quảng Ninh	
North West	Dien Bien Son La Hoa Binh	Lai Châu		
North Central	Thanh Hoa Nghe An Quang Tri	Quảng Bình Thừa Thiên-Huế		Hà Tĩnh
South Central Coast	Quang Nam Khanh Hoa	Quảng Ngãi Bình Định	Phú Yên Bình Thuận	Đà Nẵng
Central Highlands	Kon Tum Gia Lai Dak Lak	Đắk Nông Lâm Đồng		
South East	Ninh Thuan Binh Phuoc	Đồng Nai		Hồ Chí Minh City Tây Ninh Bình Dương Bà Rịa-Vũng Tàu
Mekong River Delta	Kien Giang Tra Vinh Soc Trang	Cà Mau Bạc Liêu An Giang	Hậu Giang	Cần Thơ Long An Đồng Tháp Bến Tre Vĩnh Long Tiền Giang
Red River Delta				Hà Nội Hải Phòng Vĩnh Phúc Bắc Ninh Hải Dương Hung Yên Hà Nam Nam Định Thái Bình Ninh Bình
Total number of provinces	20	21		22

### C. Identification of GPE-VNEN Project Schools

7. After identifying the three groups of provinces, 1,447 GPE-VNEN project schools (with 80% of the schools located in Priority 1 provinces) were identified based on the following seven criteria: (i) the school volunteers to participate in VNEN; (ii) the school participates in full day schooling (i.e., 9 to 10 sessions per week in Grades 2 and 3); (iii) the school has less than six class sections per grade; (iv) the school leadership has a demonstrated track record of innovation; (v) the students achieve adequate proficiency in Vietnamese literacy; (vi) the school has less than five satellite schools; and (vii) the school is not already a beneficiary of the SEQAP project (the SEQAP schools will obtain funding to implement the VNEN model through the SEQAP project).

8. In June-July 2012, all eligible schools in Priority 1 provinces received promotional material and an information form regarding the VNEN model that outlines the model's objectives and the requirements from the teachers and school community to adopt the model. The promotional material included details of the support that will be provided to participating schools. The

schools noted on the information form their intention to volunteer or to not take part in the VNEN project. Although a random number generator was not used to select the schools, the distribution of selected GPE-VNEN schools is evenly distributed across eligible schools in Priority 1 provinces.

#### **D. Grade-wise Roll Out**

9. The behavioral change required from school teachers, managers and district and provincial officials calls for a gradual grade-wise roll out of VNEN. In project year 1, beginning in the September 2012 school year, Grade 1 intensive Vietnamese learning (developed under the PEDC project) and Grades 2 and 3 of the VNEN model (developed under the VNEN pilot) will be implemented in all 1,447 schools. In project year 2, the VNEN model will be implemented in Grade 4. Finally, in project year 3, the VNEN model will be implemented in Grade 5. Through this grade-wise approach at implementation, the project aims to develop and implement the full five-year primary education cycle under the VNEN model by 2015 to coincide with Vietnam's 2015 implementation of its new primary education curriculum, and hence ensure greater sustainability of the interventions.

#### **E. Provision of Training**

10. Across the 1,447 targeted schools, there are approximately 34,000 teachers and education managers who will need to be trained in the VNEN model for Grades 2-5. Training will take place in three successive and cumulative rounds from June through August of 2012, 2013, and 2014 prior to the beginning of the school year in September. Grade 2 and 3 teachers will be trained in 2012, Grade 4 teachers will be trained in 2013, and Grade 5 teachers will be trained in 2014.

11. During a 5-day training event, participants will take part in 10 sessions that includes 8 training modules, 1 opening session, and 1 closing session. The training modules include module on classroom subjects, classroom assessment, classroom organization and management for GPE-VNEN, and optional modules on mother tongue and working with ethnic minorities, self-directed learning, etc. Finally, additional refresher modules will be provided to new VNEN teachers who did not participate in previous training. The training will include an initial self-assessment of trainees, pre-preparation material before the training, and follow-up monitoring of training. The project will also provide resources for establishing communities of practice for school teachers and school managers to continue discussions and collaborations of VNEN in their communities.

12. An important aspect of the training is the training provided to district and provincial level representatives who will serve as VNEN experts within their respective districts and provinces. Through a three stage train-the-trainer approach, these district and provincial representatives will receive training on VNEN and become future trainers of VNEN in their locations. By the end of the third wave, VNEN school teachers and administrators will be trained in the new model prior to the start of their school year. The following table shows the summer training schedule and organization.

### GPE-VNEN Summer Training Schedule

<b>Wave</b>	<b>Timing</b>	<b>Location</b>	<b>Events</b>	<b>Trainees</b>	<b>Lead and Auxiliary Trainers</b>	<b>Admin Staff</b>	<b>Monitors</b>
Wave I	early June	1 province	8	330	61	8	8
Wave II	late June	13 provinces	93	3,746	186	93	93
Wave III	mid July	1,447 schools	1,447	11,108	3,351	1,447	1,447
Total		1,461	1,548	15,184	3,598	1,548	1,548

13. Training Wave I (provincial level) will occur in early June with 61 trainers and 330 provincial representatives as trainees. The training will consist of eight simultaneous events taking place in the same location. Training Wave II (district level) will occur in late June with 186 trainers and 3,746 district representatives as trainees. The training will consist of 93 events taking place in 13 locations throughout the country. Training Wave III (school level) will occur in mid July with 3,351 trainers and 11,108 school teachers and administrators. The training will take place at all 1,447 schools. All training events will include monitors and administrative staff to provide support.

14. Multiple measures are incorporated into the training program to reduce the risks inherent in a cascading training approach. To the maximum extent possible, teachers and school managers with practical VNEN experience will be used as facilitators at training events. In the second and third year of the project, a substantial number of the expert trainers will be individuals with one year of experience with VNEN. With a view to maximize the practical nature of the summer training event, knowledge related material will be provided to trainees before the training event and the trainees would be expected to complete homework regarding the training material prior to attending the summer event. Feedback loops during the training event and the availability of on-site training through the school year will further enhance the quality of the training experience.

## Annex 7: Economic and Financial Analysis

### VIETNAM: Global Partnership for Education - Vietnam Escuela Nueva Project (P120867)

15. The annex presents findings on the labor market returns to schooling and cognitive achievement from the analysis using the Vietnam Household Living Standard Survey (VHLSS) 2006. This is the most recent household survey in Vietnam that is accompanied with an assessment of adult's reading and mathematics skills that enables a study of returns to cognitive skills. The findings show significant returns of wage earning to schooling as well as cognitive skills. An additional year of schooling implies an 8-9 percent rise in hourly wage, and a one standard deviation increase in math score is associated with a 7-8 percent higher wage. This implies that our project by focusing on the quality of education or the actual learning of students is vital. The following section explains the methodology and the data that led us to conclude these rates of returns.

#### A. Data Description

16. VHLSS 2006 collected data on a wide range of topics from education and labor market participation to details on income and expenditure in the past 12 months for 9186 households from all provinces. The mathematics and reading assessment was conducted on a subsample of 1373 VHLSS 2006 households using the shortened version of the tests from the 2001 Vietnam Reading and Mathematics Assessment Study designed for grade 5 students and teachers (World Bank 2004). The eligibility for household members to participate in the tests is of the age between 9 and 60 and having completed at least 3 years of schooling.

#### B. Empirical Model

17. The traditional literature on returns to schooling assumes no correlation between schooling attainment and cognitive ability or skills and therefore estimates the returns to schooling using the basic Mincerian equation (Mincer, 1974):

$$\ln w_i = a + bS_i + c_1 \text{exp}_i + c_2 \text{exp}_i^2 + e_i,$$

where  $w_i$  is the hourly wage rate;  $S_i$  is years of schooling,  $\text{exp}_i$  is years of work experience estimated by (age-years of schooling-6), and  $e_i$  is independently distributed errors

18. However, recent evidences show that ability tends to be correlated with education attainment. There are two hypotheses for this correlation. One is the complimentary relation of ability and schooling: high ability individuals tend to perform better and thus are more motivated to stay longer in school (Behrman, Khan, et al. 1997, Behrman, Ross and Sabot 2008). On the other hand, high ability individuals also have a better chance to earn more in the labor market compared to low ability person given the same years of schooling, which may act as a disincentive to attain more education (Harmon and Walker 2000). The net bias of omitting ability on returns to schooling depends on the size of each of these effects and therefore ambiguous.

19. The equation above will be modified to (i) control for the effect of ability  $A_i$ , using math or reading test score as a proxy, and (ii) control for other demographic characteristics  $X_i$  including residing in urban areas, being a male, and being a major ethnicity (Kinh/Hoa). The equation is specified as follows:

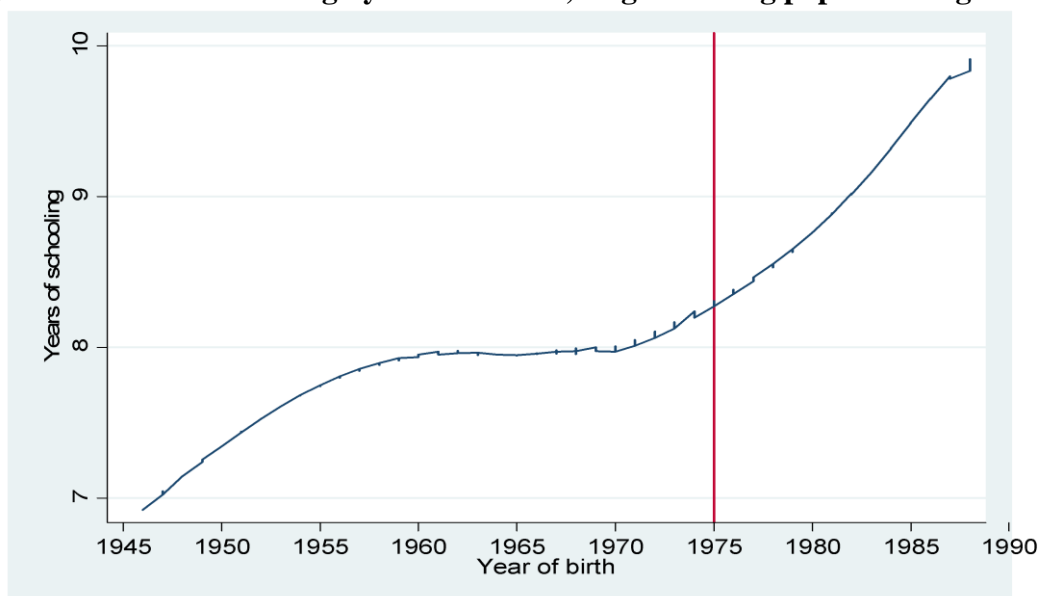
$$\ln w_i = a + bS_i + c_1 \exp_i + c_2 \exp_i^2 + dA_i + fX_i + e_i,$$

Several issues arise with estimating equation 2 using OLS. First, even after controlling for ability, years of schooling can still be endogenous since investment in human capital can be determined by unobserved factors such as healthiness or the political or social connection that one inherits from parents (Alderman, et al. 1996). These variables are also likely to correlate with earnings. Second, OLS estimation will also suffer selectivity bias that only individuals who participate in the wage labor market can be observed.

20. To address the endogeneity issue, we use the cohort that was born since 1975 as an instrument for years of schooling for two reasons. First, it captures the exogenous impact of the Viet Nam war, which was happening until the independence and reunification in 1975, on educational outcomes. Second, it serves as a proxy for a series of educational reforms starting right after 1975 with the immediate target on eradicating illiteracy and evolving to improve the education system and the overall educational outcomes in 1980s and 1990s (Nguyen and Nguyen 2008). A noteworthy aspect of education reforms in Vietnam was the gradual process of changes and establishments of a policy and legislative framework that enabled dramatic reform to be considered (Duggan 2001). Given substantial emphasis of the reforms on primary school age children in the early 1980s, these gradual reforms are expected to produce the fullest effects on the population that were born since 1975. Indeed, years of schooling of the wage-earning population ages 18-60 born in 1975 or later shows a dramatic increase (Figure 1). In the regression (not reported in this Annex) explaining years of schooling, the cohort dummy is also statistically significant and positive even after controlling for family and individual characteristics and geographic location. Our endogeneity tests reported in Table A7.1 also reject the null hypothesis that years of schooling is endogenous, affirming the validity of using 1975 or later birth cohort as an instrument.

21. The selectivity bias is also corrected by applying the Heckman correction to our instrumental variable (IV) regression. Specifically, the inverse mills ratio obtained from the probit regression for participation in the wage labor market with the same variables specified in equation 2, total squared meters of agriculture land that a household has, and having father as a wage worker.

**Figure 1. Years of schooling by birth cohorts, wage-working population ages 18-60**



Source: VHLSS 2006

### C. Results

22. Table A7.1 reports the returns to schooling and cognitive skills using three different models OLS, IV regression, and IV regression with correction for selection into the wage labor market. Since different skills, math or reading, may have different effects on wage earnings, we report the results using the math test scores (the first 3 columns) and reading scores (the last 3 columns) separately. All of the models indicate robust and significant returns to schooling. When the number of years of schooling is instrumented with the 1975 or later birth cohort, IV produces a slightly lower estimate of years of schooling but higher returns for cognitive skills.

23. Each additional year of schooling yields approximately 8-9 percentage points increase in wage depending on the model and the type of cognitive skills being controlled for. This rate of returns to education is much higher than the 5 percent rate reported by Mook, Patrinos and Venkataraman (2003) using VHLSS 1992-93. Their plausible explanation for the relatively low rate of return was that the reform of the old centrally planned economy wage system was not introduced until 1993. Our estimate shows the rate of return 13 years after the reform reflects more true returns to education attainment.

24. Beyond the number of years sitting in school, the cognitive skills that one actually learned from school also have significant impact on wage. A standard deviation increase in math score is associated with a 6.7 – 8.14 percentage point increase in hourly wage. Reading skill shows slightly lower returns, 5.6 – 7.5 percentage point. These rates of return to cognitive skills could be a lot higher if self-employment income is also considered given a relatively large segment of the labor force self-employed. According to General Statistics Office Labor Force Survey, only 30.5 percent of the labor force is wage or salaried worker, while 56.5 percent is self-employed in 2007. The rates in 2010 are 33.4 and 49.6 percent, respectively (National Centre for Labour Market Forecast and Information, Bureau of Employment and Ministry of Labour 2011). Other

control variables show that compensation in the labor market is biased in favor of residents in urban areas, men, and the major ethnicity.

**Table A.1. Returns to schooling and cognitive achievement, working population ages 18-60**

VARIABLES	(1)	(2)	(3)	(4)	(5)	(6)
	OLS	IV(Reform)	Selectivity control IV(Reform)	+ OLS	IV(Reform)	Selectivity control IV(Reform)
Years of schooling	0.0885*** (0.00643)	0.0773*** (0.0142)	0.0797*** (0.0141)	0.0894*** (0.00661)	0.0781*** (0.0149)	0.0818*** (0.0148)
Experience	0.0171** (0.00698)	0.0162** (0.00704)	-0.0606* (0.0318)	0.0175** (0.00699)	0.0168** (0.00701)	-0.0712** (0.0311)
Experience squared	-0.000405** (0.000166)	-0.000407** (0.000166)	0.00145* (0.000764)	-0.000408** (0.000166)	-0.000412** (0.000165)	0.00171** (0.000747)
Standardized test score, math	0.0675*** (0.0242)	0.0814*** (0.0289)	0.0354 (0.0330)			
Standardized test score, reading				0.0561** (0.0275)	0.0750** (0.0353)	0.0163 (0.0397)
Urban	0.504*** (0.0484)	0.528*** (0.0557)	0.380*** (0.0783)	0.501*** (0.0483)	0.523*** (0.0550)	0.359*** (0.0773)
Male	0.258*** (0.0449)	0.257*** (0.0448)	0.0343 (0.100)	0.262*** (0.0449)	0.262*** (0.0447)	0.00542 (0.0990)
Major ethnicity (Kinh/Hoa)	0.365*** (0.104)	0.376*** (0.105)	0.326*** (0.106)	0.350*** (0.105)	0.354*** (0.105)	0.315*** (0.105)
Inverse Mills			-0.853** (0.343)			-0.971*** (0.334)
Constant	6.647*** (0.139)	6.763*** (0.192)	8.347*** (0.683)	6.645*** (0.141)	6.766*** (0.200)	8.549*** (0.655)
Observations	1,010	1,010	1,010	1,013	1,013	1,013
R-squared	0.378	0.376	0.381	0.377	0.375	0.381
H0: Matrix under-identified:						
Anderson chi-sq stat		229.3	232.7		221.0	221.8
p-value		0	0		0	0
Over-identification test: Sargan F						
stat		0	0		0	0
p-value		0	0		0	0
Endogeneity test: Durbin-Wu-						
Hausman F stat		0.763	0.437		0.716	0.346
[p-Value]		0.383	0.508		0.398	0.557

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

#### D. Education Expenditures in Vietnam and Fiscal Impact

25. In 2008, the Government of Vietnam spent VND 81 trillion (US\$ 4,569 million), nearly 20% of its total expenditure, on education. Primary education received the largest education budget of VND 23 trillion (US\$ 1,302 million) or 28.5 per cent of total education expenditure. The government estimates that funding for education will increase to 20 percent of the state budget in 2010, with VND 30 trillion (US\$ 1,420 million) for primary education. A comparison of Vietnam's per student expenditure with VNEN's costs shows similar expenditures of US\$ 191 per student from MOET in 2008 and US\$ 182 per student from VNEN.

<b>Vietnam Primary Education</b>	<b>MOET 2008</b>	<b>DFA 2010</b>	<b>VNEN</b>
Number of Schools		15,793	1,447
Number of Teachers			34,428
Public Enrollment	6,832,218	6,831,585	439,985
Expenditure (US\$)	1,302,000,000	1,420,000,000 <sup>a</sup>	80,000,000*
Per student expenditure (US\$)	191	208	182

<sup>a</sup> MOET projected amount \*Estimated amount (actual to depend on project costing)

Source: DFA 2010; UNESCO Institute of Statistics 2008; MOET Education Financing Mechanism Innovation Project 2009-2014

<b>Vietnam Public Education Expenditure</b>	<b>Percent in 2008</b>
Educational expenditure in primary as % of total educational expenditure	28.5
Public expenditure per pupil as a % of GDP per capita	19.4
Public expenditure on education as % of GDP	5.6
Public expenditure on education as % of GNI	5.5
Public expenditure on education as % of total government expenditure	19.8

Source: Ministry of Education and Training 2008; UNICEF Children in Vietnam 2010

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