



RESTRUCTURING PAPER
ON A
PROPOSED PROJECT RESTRUCTURING
OF
RENOVATION OF GENERAL EDUCATION PROJECT
APPROVED ON JUNE 30, 2015
TO
SOCIALIST REPUBLIC OF VIETNAM

EDUCATION

EAST ASIA AND PACIFIC

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ABBREVIATIONS AND ACRONYMS

DO	Development Objective
GoV	Government of Vietnam
IDA	International Development Association
IP	Implementation Progress
MOET	Ministry of Education and Training
MU	Moderately Unsatisfactory
NCFLT	National Center for Foreign Language Testing
NCSDGEQ	National Centre for Sustainable Development of General Education
NLSAS	National Large-Scale Assessment System
RGEP	Renovation of General Education Project
PDO	Project Development Objective
PMU	Project Management Unit



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BASIC DATA

Product Information

Project ID P150058	Financing Instrument Investment Project Financing
Original EA Category Partial Assessment (B)	Current EA Category Partial Assessment (B)
Approval Date 30-Jun-2015	Current Closing Date 31-Dec-2020

Organizations

Borrower SOCIALIST REPUBLIC OF VIETNAM	Responsible Agency Ministry of Education and Training
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Project Development Objective (PDO)

Original PDO

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

Summary Status of Financing (US\$, Millions)

Ln/Cr/Tf	Approval	Signing	Effectiveness	Closing	Net Commitment	Disbursed	Undisbursed
IDA-56910	30-Jun-2015	08-Apr-2016	08-Aug-2016	31-Dec-2020	77.00	15.73	63.72



Policy Waiver(s)

Does this restructuring trigger the need for any policy waiver(s)?

No

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I. PROJECT STATUS AND RATIONALE FOR RESTRUCTURING

SUMMARY OF PROJECT STATUS AND PROPOSED CHANGE

1. A credit in the amount of SDR 55.4 million (US\$77 million equivalent) was approved by the Board of Executive Directors of the International Development Association (IDA) on June 30, 2015 to finance the Renovation of General Education Project (RGEP). The Financing Agreement for the RGEP became effective on August 8, 2016. The RGEP supports the efforts of the Government of Vietnam (GoV) in raising student learning outcomes by: (i) revising and implementing the curriculum following a competency-based approach; and (ii) improving the effectiveness of instruction by creating and disseminating textbooks aligned with the revised curriculum. Specifically, REGEP key interventions include:
 - (a) Curriculum development to support the development and implementation of a revised curriculum that is competency-based for all school subjects from grades 1-12 through: (i) developing and piloting a revised curriculum that aims to promote students' acquisition of both competencies and content knowledge; (ii) delivering online and face-to-face training to educators and administrators on implementing the new curriculum; and (iii) drafting materials to guide publishers on developing appropriately aligned textbooks and other pedagogical materials.
 - (b) Development and dissemination of aligned textbooks to support the development of a set of textbooks to align with the new curriculum and the provision of aligned textbooks to schools with high numbers of economically disadvantaged students.
 - (c) Learning assessment and analysis for continuous improvement of curriculum and policy to ensure that learning outcomes are measured and analyzed for continuous improvement of curriculum and policy through supporting: (i) the establishment of the National Centre for Sustainable Development of General Education (NCSDGEQ) and the National Center for Foreign Language Testing (NCFLT); (ii) research and capacity-building in curriculum development and assessment for the Centers' staff and relevant officials; (iii) expansion of the National Large-Scale Assessment system (NLSAS); and (iv) consultations/outreach campaign.
 - (d) Project management and M&E to ensure effective project implementation, monitoring and evaluation.
2. RGEP encountered significant start-up delays during the first two years, largely due to external factors beyond the control of the implementing agency, the Ministry of Education and Training (MOET), including delayed effectiveness of nearly one year and a decision by the National Assembly to postpone the roll-out of the new curriculum for one year. A credit amount of US\$14.03 million has been disbursed to date, with an estimated US\$5.27 million is expected to be disbursed by December 31, 2020, raising the disbursement rate to about 25.06 percent (\$19.3 million). The project has



been rated Moderately Unsatisfactory for either development objective (DO) or implementation progress (IP), or both, since February 2018.

3. During the last twelve months, the MOET established the required conditions for the new curriculum to be rolled-out in September 2020. Specifically: i) endorsement and release of the 29 new school curricula; completion of teacher training for 18,408 core teachers and 11,200 primary education curriculum champions on the new curriculum using both face to face and online modality (amidst COVID-19 disruption); ii) development and appraisal five sets of new Grade 1 textbooks; iii) development of textbooks for Grades 2 and 6 is underway and expected to be adopted by the end of 2020; iv) development of the three new sets of teacher professional development modules on competency-based teaching and assessment practices aligned with the new curriculum to prepare teachers for implementing the new curriculum; and, v) completion of the national pilot and first official large-scale assessment (NLSA) for 14 subject exams in Grades 5, 9 and 12 in June-July 2020.

4. However, on other aspects of the project there has been little implementation progress. In particular, the textbook Component 2 on Textbook development could not be implemented as the National Assembly issued a resolution number 122/2020/QH14 dated 19/6/2020 requesting not to use public fund to finance textbook development, therefore the MOET had to cancel all procurement activities in this component. In addition, the two new National Assessment and Curriculum Development Centers, which constitute the majority of project financing, have not advanced beyond the initial planning and design stages. There have also been significant weaknesses in the capacity of the Project Management Unit which have not been resolved in time, with the result that agreed actions are frequently not completed on time.

5. Although enabling conditions for the PDO have been established, the PDO cannot be achieved and measured before the Closing Date as two out of three PDO indicators could not be achieved and measured. The PDO indicator 1 on student learning gains is not measurable since the new General Education Curriculum (GEC) 2018 comes into effect to Grade 1 in school year 2020-2021 while the first cohort of Grade 3, which is planned to be used for learning gains measurement, will be in 2022-2023. The PDO Indicator 3 on equitable access to learning materials is also not measurable as there have been no official surveys of textbook access although there have been in place various policies at national, provincial and school levels stipulating the provision of textbooks for disadvantaged and poor students to assure access to textbooks to all students, and the project did not provide textbooks to disadvantaged schools as the component 2 on textbooks was cancelled.

6. The GoV and the Bank could not agree on a revised implementation plan which would ensure the remaining activities are completed in a reasonable time period and, therefore, decided to cancel the remaining project fund prior to project closing to ensure that the cancelled amount can be recommitted to Vietnam Country Program.

7. There are no outstanding fiduciary, social or environmental issues, and no overdue audits.

II. DESCRIPTION OF PROPOSED CHANGES

8. On December 23, 2020, the Association received a request from the Ministry of Finance to cancel US\$ 57,704,392 (SDR 40,016,637 equivalent) from the original committed credit amount, as the funds will not be used prior to the closing date.



9. The amount proposed for cancellation comes from two main sources: (a) savings from unused funds from the component 2 of textbook development of almost US\$24 million with the government’s decision not to use IDA for both textbook development and the online learning management system (LMS) platform development. Other unused funds arise from savings of \$35 million from component 3 of learning assessment and analysis for continuous improvement of curriculum and policy to support the construction of two centers for assessment and for curriculum development and associated research and capacity building activities.

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III. SUMMARY OF CHANGES

	Changed	Not Changed
Cancellations Proposed	✓	
Reallocation between Disbursement Categories	✓	
Implementing Agency		✓
DDO Status		✓
Project's Development Objectives		✓
Results Framework		✓
Components and Cost		✓
Loan Closing Date(s)		✓
Disbursements Arrangements		✓
Disbursement Estimates		✓
Overall Risk Rating		✓
Safeguard Policies Triggered		✓
EA category		✓
Legal Covenants		✓
Institutional Arrangements		✓
Financial Management		✓
Procurement		✓
Implementation Schedule		✓
Other Change(s)		✓



Economic and Financial Analysis		✓
Technical Analysis		✓
Social Analysis		✓
Environmental Analysis		✓

IV. DETAILED CHANGE(S)

CANCELLATIONS

Ln/Cr/Tf	Status	Currency	Current Amount	Cancellation Amount	Value Date of Cancellation	New Amount	Reason for Cancellation
IDA-56910-001	Disbursing&Repaying	XDR	55,400,000.00	40,016,637.00	23-Dec-2020	15,383,363.00	UNDISBURSED BALANCE AT CLOSING

REALLOCATION BETWEEN DISBURSEMENT CATEGORIES

	Current Allocation	Actuals + Committed	Proposed Allocation	Financing % (Type Total)	
				Current	Proposed
IDA-56910-001	Currency: XDR				
iLap Category Sequence No: 1	Current Expenditure Category: GD,WK,NonCS,CS,TrngWS,IOC				
	55,400,000.00	8,789,857.04	15,383,363.00	100.00	100.00
Total	55,400,000.00	8,789,857.04	15,383,363.00		

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