

**INTEGRATED SAFEGUARDS DATA SHEET  
CONCEPT STAGE**

Report No.: AC2670

**Date ISDS Prepared/Updated: 02/20/2007**

**I. BASIC INFORMATION**

**A. Basic Project Data**

Country: Vietnam	Project ID: P091747
Project Name: Vietnam: School Education Quality Assurance	
Task Team Leader: Emanuela Di Gropello	
Estimated Appraisal Date: October 15, 2007	Estimated Board Date: July 15, 2008
Managing Unit: EASHD	Lending Instrument: Specific Investment Loan
Sector: Primary education (100%)	
Theme: Education for all (P)	
IBRD Amount (US\$m.):	0.00
IDA Amount (US\$m.):	45.00
GEF Amount (US\$m.):	0.00
PCF Amount (US\$m.):	0.00
Other financing amounts by source:	
BORROWER/RECIPIENT	5.00
Bilateral Agencies (unidentified)	20.00
<u>Foreign Multilateral Institutions (unidentified)</u>	<u>20.00</u>
	45.00

**B. Project Objectives [from section 2 of PCN]**

The School Education Quality Assurance Program (SEQAP) aims to improve the quality of school education, at pre-primary, primary, and secondary levels. More specifically, SEQAP would improve student learning outcomes in the aggregate, while also increasing the equitable distribution of those learning outcomes across the student population (i.e. closing gaps by socio-economic level, rural/urban area, gender, ethnicity, etc.).

**C. Project Description [from section 3 of PCN]**

The program would combine support for new quality-enhancing measures that would apply to all school-level sub-sectors (Component A), with support of the policy framework and investment in the implementation of the Government's policy of extending full-day schooling (FDS) (i.e. 10 sessions or 35 periods per week) in primary education (Component B).

Component A: Improving Quality across Education Levels through Support for Student and Teacher Assessment and School Management

This component would promote quality improvements at all levels of the education system by supporting systemic measures in the areas of student learning outcomes, teacher quality and management capacity of province, districts and schools.

Component B: Improving Quality in Primary Education through Support of the Transition to Universal Full-Day Schooling

This component would promote quality improvements in primary education by supporting a viable strategy and the related investments for the implementation of full-day schooling, with particular focus on disadvantaged locations. Only about 30% of the primary students are involved in full-day schooling, which has been shown to be highly positively related to learning. In the most disadvantaged districts, this proportion falls to 9%. With a sharp decline in the school age population and the consequent teacher surplus and classroom availability, coupled with an increasing budget for education, it is appropriate to consider a move to full day primary schooling for all children in Vietnam.

Component C. Support for Program Management

**D. Project location (if known)**

To be determined

**E. Borrower’s Institutional Capacity for Safeguard Policies [from PCN]**

The project will be implemented by the Primary Education Department of the MOET, which was directly responsible for preparing the Primary Teacher Development Project (PDTP) and the Primary Education for Disadvantaged Children (PEDC) Project, and, as such, has had direct experience with the design and implementation of safeguard policies.

**F. Environmental and Social Safeguards Specialists**

**II. SAFEGUARD POLICIES THAT MIGHT APPLY**

Safeguard Policies Triggered	Yes	No	TBD
<b>Environmental Assessment (OP/BP 4.01)</b>			<b>X</b>
Safeguard policy on environment may apply if new schools are constructed under the project. School rehabilitation vs. school construction is however still under discussion.			
<b>Natural Habitats (OP/BP 4.04)</b>		<b>X</b>	
<b>Forests (OP/BP 4.36)</b>		<b>X</b>	
<b>Pest Management (OP 4.09)</b>		<b>X</b>	
<b>Physical Cultural Resources (OP/BP 4.11)</b>		<b>X</b>	
<b>Indigenous Peoples (OP/BP 4.10)</b>	<b>X</b>		
Safeguard policy on indigenous people will probably apply. Many indigenous people live in disadvantaged districts which will benefit from the proposed full-day schooling reform.			

<b>Safeguard Policies Triggered</b>	<b>Yes</b>	<b>No</b>	<b>TBD</b>
<b>Involuntary Resettlement (OP/BP 4.12)</b>		<b>X</b>	
<b>Safety of Dams (OP/BP 4.37)</b>		<b>X</b>	
<b>Projects on International Waterways (OP/BP 7.50)</b>		<b>X</b>	
<b>Projects in Disputed Areas (OP/BP 7.60)</b>		<b>X</b>	

**Environmental Category:** C - Not Required

### **III. SAFEGUARD PREPARATION PLAN**

- A. Target date for the Quality Enhancement Review (QER), at which time the PAD-stage ISDS would be prepared: 10/08/2007
- B. For simple projects that will not require a QER, the target date for preparing the PAD-stage ISDS: N/A
- C. Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing<sup>1</sup> should be specified in the PAD-stage ISDS.  
May 2007 to May 2008.

### **IV. APPROVALS**

<i>Signed and submitted by:</i>		
<b>Task Team Leader:</b>	<b>Ms Emanuela Di Gropello</b>	<b>01/31/2007</b>
<i>Approved by:</i>		
<b>Regional Safeguards Coordinator:</b>	<b>Mr Glenn S. Morgan</b>	<b>02/13/2007</b>
<b>Comments: The TTL is to appoint an environment and social specialist to the task team.</b>		
<b>Sector Manager:</b>	<b>Mr Christopher J. Thomas</b>	<b>02/01/2007</b>
<b>Comments:</b>		

<sup>1</sup> Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in-country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.

