

Primary Education for Disadvantaged Children Project (PEDC) (PO44803). Report of the Joint World Bank-Donors Progress review with Australia (AusAID), Canada (CIDA), Norway and United Kingdom (DFID)

Review

NORAD COLLECTED REVIEWS 9/2009

Review team members from joint World Bank-Donors group

Commissioned by Joint World Bank-Donors group

**THE SOCIALIST REPUBLIC OF
VIET NAM**

**Primary Education for Disadvantaged Children
Project (PEDC) (PO44803)**

**Report of the Joint World Bank-Donors
Progress Review with
Australia (AusAID), Canada (CIDA),
Norway and United Kingdom (DFID)**

May 18 – 31, 2009

Norad collected reviews

The report is presented in a series, compiled by Norad to disseminate and share analyses of development cooperation. The views and interpretations are those of the authors and do not necessarily represent those of the Norwegian Agency for Development Cooperation.

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PRIMARY EDUCATION FOR DISADVANTAGED CHILDREN PROJECT (PEDC)
(IDA Credit No. 3752-VN and Multi-Donor TF 051873)

Aide-mémoire – Joint Progress Review Mission (May 18 – 29, 2009)

I. INTRODUCTION

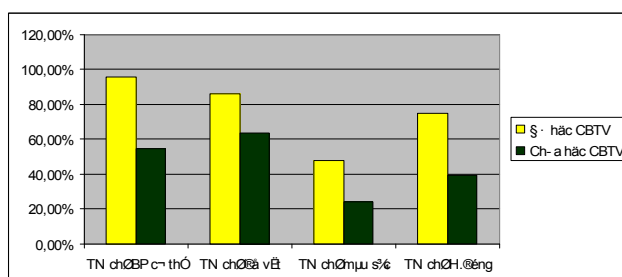
1. A joint progress review mission of the donors to the Primary Education for Disadvantaged Children (PEDC) comprising International Development Association (IDA), Australia (AusAID), Canada (CIDA), Norway (Norad) and the United Kingdom (DFID) visited Vietnam from May 18-29, 2009 to conduct a review of the PEDC implementation progress. The Review Team wishes to express its thanks for a useful and timely Progress Report; an updated monitoring report (see Annex 3); useful meetings; and the excellent arrangements made for the field visits by the Project Coordination Unit (PCU). The Review Team also thanks the provincial, district, commune authorities and schools for warmly welcoming the field visits.
2. The mission's main objectives (see Terms of Reference in Annex 1) were to:
 - review implementation progress and achievements compared to the agreed recommendations set in December 2008;
 - review implementation plans through to the project's closing date of December 31, 2009, including the budget and its feasibility;
 - identify the key risks to the project components future sustainability and recommend appropriate risk management strategies and actions to the Government; and
 - reach agreement on the plan for an Implementation Completion Mission in November/December 2009.
3. The Review Team completed field visits from May 20-23, 2009 to Quang Binh and Bac Kan provinces. Despite extra efforts the sub-component 1.3 'School Infrastructure Improvement for Fundamental School Quality Levels (FSQL)' is unlikely to be completed by December 2009 as originally planned by the government. A separate mission specifically focused on this sub-component was conducted prior to the joint review from May 2-16 in 3 provinces Dien Bien, Hue and Long An and used as inputs (see Annex 2).
4. During the November 2008 review, the Deputy Prime Minister and Minister of Education Prof. Dr Nguyễn Thiện Nhân declared that the new and innovative initiatives of PEDC would be supported and integrated into current government programs and the professional training programs would be continued by the new General Department for Teachers and Education Managers. The Review Team focused on reviewing progress on these sustainability issues and implementation to date.
5. The results of this Aide-mémoire summarizing the key findings, recommendations and agreements reached during the mission were presented on Friday 29 May, 2009 at a wrap-up meeting co-chaired by the Deputy Prime Minister and Minister of Education Prof. Dr Nguyễn Thiện Nhân and Vice-Minister Hien and with participation of Victoria Kwakwa Country Director for the World Bank; the PCU (Project Coordination Unit), the Ministry of Planning and Investment (MPI), the Ministry of Finance (MOF), the State Bank of Vietnam (SBV), the Ministry of Labour, Invalids and Social Affairs (MOLISA), the Ministry of Home Affairs (MoHA), the Office of the Government (OOG), the relevant departments of MoET (Ministry of Education and Training) leading sustainability initiatives, and other related education projects.

II. MAIN CONCLUSIONS

Overall Implementation Progress.

6. The Review Team was pleased to see the **positive progress** being made on many components of the PEDC. During the field visits it was rewarding to see that the Provincial DoETs, District BoETs, school PTAs (Parent Teacher Associations) and school staff are clear on their roles and

responsibilities; enthusiastic about the project; and appropriately applying interventions. Clear benefits to students can be seen in terms of student learning, decreased drop-out rates, increased attendance and retention etc. Also there have been seven external evaluations now of specific PEDC interventions, all showing positive results. In particular the mid-term report of the longitudinal study on TAs and SR shows very promising findings and the value of this intervention¹. The chart below on word types shows that most of the students attending SR class (yellow column) do better than students not attending SR classes (black bar)



7. As the table below shows at the beginning of the PEDC less than half the schools in the project met FSQL standards. After four years of project implementation, the rate of schools meeting FSQL standards has increased to 70.2%. This growth rate is nearly double the national average and more than doubles the districts not in the project but in the same provinces. This figure demonstrates the effectiveness of the PEDC project in achieving FSQL for primary schools in project districts.

Content	Total # of schools	Total number of schools meeting FSQL standards							
		2005		2006		2007		2008	
		Schools	Rate	Schools	Rate	Schools	Rate	Schools	Rate
Districts in PEDC provinces but not in PEDC	4978	3963	77.6%	4262	83.5%	4382	85.8%	4529	88.7%
PEDC districts	5105	2215	44.5%	2943	59.1%	3201	64.3%	3493	70.2%
Provinces not in PEDC project	5527	4903	88.7%	5154	93.3%	5176	93.6%	5284	95.6%
Nationwide	15610	11081	71.0%	12359	79.2%	12759	81.7%	13306	85.2%

Source: Report of the Analysis of DFA data school year 2007/2008

8. An analytic comparison of data from the Grade 5 Achievement study (2001 and 2007) with DFA collections (2003/4 and 2006/7) confirms that PEDC is targeting the poorest and most disadvantaged communities. It also pointed up the value of subjective teacher assessment as a possible quick and simple measure for targeting resources.² A close-grained analysis of objective data can provide useful information for setting policy and for the targeting of scarce resources. For example using data for Grades 1-4 and Grade 5 further analysis showed that of 200 districts where non-Kinh were more than 60% the teachers rated more than 50% of the students 'not good' in Vietnamese in 125 of them - this indicates clearly the districts where **targeting of VLS interventions would have the greatest effect**. It may also indicate 75 districts where the schools are dealing well with non-Kinh populations and this would be worth exploring for possible lessons to be learned and future **knowledge-sharing of 'what works'**. Also, there were 8 districts where the percentage of non-Kinh was less than 60% but the teachers still rated more than 50% of the students 'not good' in Vietnamese - these districts would be worth closer examination to establish the factors (e.g. poverty) affecting the teachers assessments and whether targeting of VLS would also be useful in those districts.

¹ The full mid term report *Longitudinal Study on Teaching Assistants and School Readiness* April 2009 is available upon request

² *District Level Analysis of 2001 and 2007 Achievement Surveys* by Professor R Carr-Hill and Mr. Lang April 2009 (report available)

9. It was pleasing to see the **strong GOV commitment to sustainability** with Decisions³ setting up eight subcommittees to produce action plans as follows:
- Implementing and integrating FSQL
 - Provision of Training Programs for teachers and managers
 - Issuing Inclusive Education Policy and Provision of Inclusive Education Exemplary Services at District Level
 - Teaching Assistants for school with children of different ethnic groups
 - Budgets and Community Support for schools with Disadvantaged Children
 - Fostering Educational Initiatives (grants for innovative approaches to disadvantaged communities)
 - Maintenance of School buildings by communities
10. In the area of **communications** collaboration with MoET and other departments has improved and there has been increasing, and **positive, media coverage** (TV, radio, newspapers) of the PEDC and its practical and innovative approaches to disadvantaged children with well over 20 items cited in the PCU progress report covering Teaching Assistants implementing school readiness programs; Vietnamese Language strengthening for speakers of other ethnic languages; and use of Campus Support Funds in local communities to support access and retention of disadvantaged children to school.
11. **Amendments** to the DCA have been finalized thereby solving the chronic problem of counterpart fund shortage as the construction program is now funded through 100% PEDC or 100% Concretization program. The MDTF grant agreement has proved problematic. AusAID, CIDA and DFID made their full payments as agreed however there was an unexpected shortfall from Norway of approximately USD3million. Nevertheless, the finalization of the amendment and reallocation of MDTF grant agreement was successfully completed by the end of the mission. Thus releasing much-needed and overdue funds to provinces for the 2009 program.
12. The **construction** program has consistently had problems throughout the project. However, the final 29 provinces expect to have construction contracts signed by the cut-off date of July 31 2009 as agreed and complete the program in 2010. The PCU put forward a request for an 18month extension of the construction component in order to use up all IDA funds (approximately USD 26 million). The Review Team did not consider this feasible or reasonable. However, discussions were held with GOV who have made a legal commitment to sustainability in the Development Credit Agreement (pp6/7) and wish the innovative interventions of PEDC to be integrated and continue.
13. The World Bank would consider a **GOV request for a 12 month extension** of the IDA financed components along with an implementation plan to fully complete construction contracts signed by July 31 2009; furnish new schools and renovated classrooms; and embed sustainability of the successful innovative, non-infrastructure interventions previously funded by the MDTF through use of unspent IDA funds.
14. The Review Team considers **an extension** to the PEDC reasonable for a number of reasons. As with all projects in Viet Nam, the PEDC got off to a slow start and the civil works/school construction component in particular, which is funded through IDA, has faced many difficulties and would require an extension to 30 June 2010 in order to fully complete the contracts signed by July 31, 2009. **Project cost savings** of approximately USD 26 million in IDA have been realized through: (i) the weak dollar and exchange rate gains; (ii) efficient use of competitive processes (ICB and NCB); and unallocated funds. Given that the GOV concretization program, which has built many schools in poor provinces, is continuing and since provinces would not have the absorptive capacity to expend the funds it would not be sensible for these gains to go into more civil works and school construction for PEDC. Also since this is the only project that focuses on the last 10% of children for EFA; on ethnic minorities; and on remote and poor rural areas i.e. on the truly disadvantaged it

³ Decision No. 1068/QĐ-BGĐĐT, dated 23/02/2009 by Deputy PM Nguyễn Thiện Nhân and Decision No. 3170/QĐ-BGĐĐT, dated 27/04/2009 by Vice Minister Nguyễn Vinh Hiền.

would be a pity not to build upon the successful components of PEDC and create 'bridging finance' towards full sustainability. The Review Team therefore considers an extension of 12 months a reasonable solution. This would allow for completion of the construction program where the preparation process has been already started and the contracts are signed by 31 July, 2009 and reallocation of unused IDA funds to non-infrastructure components that are operating successfully.

Sustainability

15. The GOV has shown a strong commitment to sustainability and enthusiasm for ensuring the PEDC innovations that have been shown to improve children's learning and achievement continue after project closure. Eight sub-committees led by the appropriate technical departments presented their implementation plans to the Review Team on 19 May 2009 and results were variable. The review Team is pleased to see that the MOET technical departments are now leading the implementation of PEDC work program for 2009 which would ensure future integration. However, the implementation plans for sustainability did not come up with a system or mechanism for funding and sustaining the activities from 2010 on as it should be.
16. *Sub-committee # 1: Issuing Inclusive Education Policy and Sub-committee # 2: Provision of Inclusive Education Exemplary Services at District Level.* These two committees are working closely together. Models for providing IE programs for children with special needs in three districts are being actively created and evaluated and the costings will provide valuable data and feedback both for the revision of IE policy and for scaling-up in future. It will be important to maintain a flexible approach to methods and possible models. In terms of IE policy the committee is planning another round of consultation, feedback, a national workshop and production of a document by the end of the year.
17. *Sub-committee # 3: Provision of Training Programs for teachers and managers.* The work on reviewing, revising and integrating training programs from PEDC into the MoET is proceeding well with the expectation that around 90% will be integrated. However, some inflexibility is appearing. The PEDC is a needs-based approach with flexible timing, processes and so on and extremely well-received by teachers for that reason. It will not be useful to force it into a particular in-service model and number of hours (150) in order to fit with the MoET systems. More useful would be to expand and adapt the MoET' approach and offer a larger range of training for different lengths of time and in different ways e.g. using distance learning, videos etc.
18. *Sub-committee # 4: Implementing and integrating FSQL.* The Primary Education Department (PED) is responsible for leading this activity. However it requires the active co-operation of everyone involved especially the Planning and Finance department (DPF). The EMIS (Education Management Information Systems) Roadmap is currently being developed. PED in particular must quickly inform the Strengthening and Renovation of Education Management (SREM)/EMIS exactly which DFA/FSQL indicators they wish to see included for their future use so that they can be evaluated and costed e.g. do they wish to see the non-Kinh category disaggregated further into specific ethnic groups? Do they want to know how many children attend half-day and full-day? And so on. The Review Team urges immediate action on these decisions.
19. *Sub-committee # 5: Teaching Assistants for school with children of different ethnic groups.* Both subjective and objective data and observations have shown the immense value of Teaching Assistants and the School Readiness programs to learning and achievement of ethnic and disadvantaged children. This committee must urgently find a way to fund this program in future. The timeline produced is focused on reviewing and revising the training programs and materials and producing draft guidance for introducing TAs and SR by the end of the year. Useful as this is, if there is no way of paying the TAs from 2010 on, then this component will not be sustained.
20. *Sub-committee # 6: Budgets and Community Support for schools with Disadvantaged Children.* Again both subjective and objective data and observations have shown the immense value of the PTAs and the CSF (Campus Support Fund). The CSF with only small funds (USD175 per satellite site and USD500 per main school per year) produces remarkable effects. The PTAs work with the school staff to identify children in difficult circumstances and provide food, clothes, books etc. to ensure they can attend school and learn. Also the DFA is an extremely useful tool for identifying need and targeting funds accordingly. This committee, led by the DPF must urgently find ways to fund these initiatives from 2010 on and it was pleasing to see that they are focused on the budget, what exists

already and possible mechanisms for support/integration. It would be appropriate for this committee to look at the external evaluations and other evaluations already produced for PEDC before beginning any evaluations of their own.

21. *Subcommittee # 7: Fostering Educational Initiatives (grants for innovative approaches to disadvantaged communities).* The Review Team considered the plan of this committee to be extensively revised. Further research, evaluation, visits, overseas trips etc are not needed – the PEDC Innovation Grants procedures have been developed and refined over three years and should be used as background for future implementation. The task is to find and/or create a fund that can provide grants to local initiatives from 2010 onwards i.e. ‘local people providing local solutions to local problems’ e.g. through a 1% allocation of the ENTP or some similar mechanism. The implementation plan must be revised accordingly as agreed.
22. *Sub-committee # 8: Maintenance of School buildings by communities.* This committee was well focused and had an extensive and workable plan which is underway. However, sustainability does not mean transferring costs to poor communities or districts. Therefore this committee must find funding mechanisms and systems to support communities in maintaining their own schools. It is very important to provide training and guidance as this committee is planning. However, that is not enough – communities need funds.

Remaining Issues

23. Expertise in teaching **Multi-grade** classes would be an efficient and effective way of dealing with many small Vietnamese schools particularly in remote, rural areas. However, difficulty with teaching and managing multi-grade classes has been raised consistently during the life of this project. From monitoring visits by PCU it seems that teachers in multi-grade classes do not have the skills or methods to organize learning well. They report that the present methods do not make good use of the resources available and much student time is wasted. A team from Vietnam recently attended a Regional workshop in the Philippines on *Alternative Approaches to Rural Education* and they were impressed by the Escuela Nueva model of multi-grade teaching. The PCU requested a study tour to Colombia (home of Escuela Nueva) for September 2009. The Review Team’s view is that such a study tour must be extremely well organized; the specific results looked for established well beforehand; and the right people i.e. practitioners and trainers be selected to participate.

Disbursement and Expenditure Progress:

24. Expenditure details for each component can be seen in Annex 4
25. *Disbursement progress:* As at 8 May 2009, gross disbursement (including SA advances) reached 61.44% (USD85 million) from the IDA Credit and 97.2 % (USD51.5 million) from the Multi-donor Trust Funds (MDTF). In comparison with the set disbursement targets of 77% for the IDA Credit and 84% for the MDTF, the target was therefore not achieved for IDA. The table below shows the project costs status by May 2009.

VIETNAM
Primary Education for Disadvantaged Children
Project Cost Status
May-09

A	B C D			E F G H				I J K L			
	Original DCA and PAD			May 2009 - IDA Proceeds (USD)				Total IDA-Financed Project Cost Including Govt Funds			
Category	Allocation In SDR	Allocation In USD SDR1 = US\$1.36906	Disbursement Percentage for IDA	Allocation In USD SDR1 = US\$1.502399 (9.7% increase)	Contracted Amount	% Contracted Amount/Total Allocation	Uncommitted (E - F = H)	Original (PAD) Total IDA-Financed Project Costs	Total Disbursed & Committed incl. Govt	% Disbursed + Committed of Total Allocation	Uncommitted and Available (I - J = L)
Civil Works	84,220,000	115,247,000	78%	126,532,044	77,725,229	61%	48,806,815	155,607,000	99,647,730	64%	55,959,270
Consultants' Service for A&E	1,460,000	1,998,828	100%/93%	2,193,503	2,416,214	110%	(222,712)	2,739,000	2,598,080	95%	140,920
School Furniture	2,710,000	3,710,153	100%/90%	4,071,501	3,690,689	91%	380,812	5,177,000	4,100,766	79%	1,076,234
Instructional Materials	7,900,000	10,815,574	100%/90%	11,868,952	6,997,919	59%	4,871,033	12,442,000	7,775,466	62%	4,666,534
Unallocated	5,110,000	6,995,897		7,677,259	-		7,677,259	-	-		-
TOTAL	101,400,000	138,767,451		152,343,259	90,830,052	60%	61,513,207	175,965,000	114,122,041	65%	61,842,958

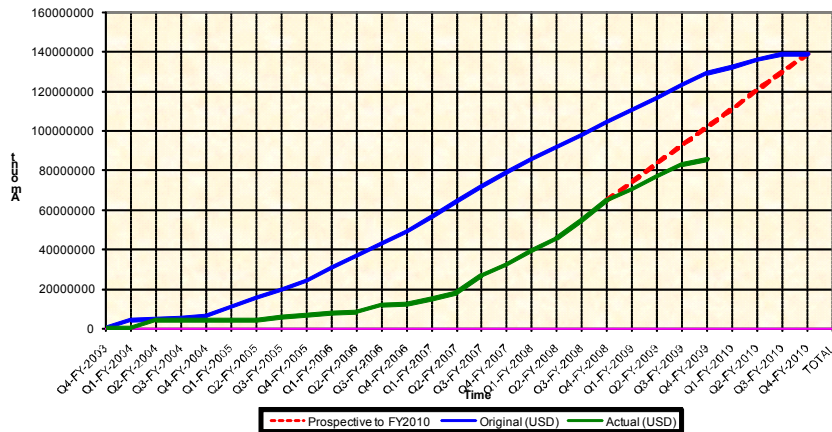
A	B C D			E F G H				I J K L			
	Original MDTF and PAD in USD			May 2009 - Multi-Donors' Trust Funds in USD				Total MDTF-Financed Project Cost Including Govt Funds			
Category	Allocation In PAD	Allocation in MDTF (79% of Total MDTFs during NGO)	Disbursement Percentage for IDA	Current Exchange in US\$ (14.3% increase)	Contracted Amount	% Contracted Amount/Total Allocation	Uncommitted (E - F = H)	Original (PAD) Total MDTF-Financed Project Costs	Total Disbursed & Committed incl. Govt	% Disbursed + Committed of Total Allocation	Uncommitted and Available (I - J = L)
Goods	3,220,000	2,500,000	100%/90%	2,648,000	2,064,268	78%	583,732	3,595,000	2,293,631	64%	1,301,369
FSOL Grants excluding CSF	33,465,000	26,600,000	100%	41,825,000	41,825,000	100%	-	36,816,000	42,247,475	115%	(5,431,475)
Campus Support Fund (CSF)	10,335,000	8,400,000	100%	14,321,000	14,321,000	100%	-	10,335,000	14,465,657	140%	(4,130,657)
Innovation Grants	1,500,000	1,200,000	100%	1,130,000	1,130,000	100%	-	1,500,000	1,130,000	75%	370,000
Consultants' Services	9,270,000	7,400,000	100%/93%	7,671,000	6,757,428	88%	913,572	10,196,000	6,995,267	69%	3,200,733
Training	2,610,000	2,060,000	100%	2,384,000	1,964,312	82%	419,688	2,870,000	2,004,400	70%	865,600
Incremental Operating Costs	1,140,000	840,000	50%	368,000	314,603	85%	53,397	2,396,000	3,236,392	135%	(840,392)
Unallocated		2,500,000		-	-		-	-	-		-
TOTAL	61,540,000	51,500,000		70,347,000	68,376,611	97%	1,970,389	67,708,000	72,372,822	107%	(4,664,822)
Negotiations Equivalent:	65,208,505			100%	97%		3%	100%	107%		-7%

729,10000
1,18476

\$ 243,673,000	Total Project Costs
\$ 186,494,862.52	Total Contracted Amount
77%	% Contracted/Total Project Costs
\$ 156,403,697.12	Total Disbursements
84%	% Disbursed/Contracted
69%	% Disbursed/Total IDA&MDTF

Notes: Column J 107% includes US\$ 2,383,986 allowance for government officers & US\$ 223,200 of office rent (paid by 100% counterpart fund)
Total Disbursements at PEDC (i.e. not from WB accounts)

PEDC Cumulative Disbursement



26. The main reason for the slow IDA disbursement is the continuing delays in construction work, as can be seen in the two tables below showing progress for each province on the 22 steps needed to complete the 2007 and 2008 programs. The 2009 program has not yet started as currently, the project provinces are finalizing ETRs for 2009. So far 20 provinces have approved ETRs and 9 more are finalizing.

Report of Mar. 2009

SCHEDULE OF CONSTRUCTION PLAN 2007 (Updated on 12/05/2008)

BẢNG TRÌNH DẪN XÂY DỰNG NĂM 2008 (Cập nhật ngày 12/05/2008)

COMPLETE DUTIES	2007												2008											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
PPC1 has finalized payment for construction sites																								
PPC1 has approved payment of construction sites																								
PPC1 has completed payment balance on construction sites																								
PPC1 has been completed and discharged																								
PPC1 has scheduled and allocated over all construction sites																								
Complete construction																								
Contracted body of site																								
Contracted body of foundation																								
PPC1 has issued permit for contract value																								
PPC1 issued construction supervision contracts																								
PPC1 approved results of construction and supervision bids																								
PPC1 held construction and supervision bids																								
PPC1 approved results																								
Ministry of Education and Training approved construction tendering plans																								
PPC1 used ETRs, construction tendering plans or PC1																								
ETRs and construction tendering plans have been completed																								
PPC1 issued consultant contract for constructing ETRs and construction tendering documentation																								
PPC1 held consultant bid for constructing ETRs																								
PPC1 approved final tender construction list																								
PPC1's expenditure review division approved the annual performance construction list																								
PPC1 approved the annual performance construction list																								
PPM submitted to prefectural construction works (PPC1)																								

Key Recommendations

27. Key recommendations are summarized below:

- ✚ Completion of reallocation of IDA and extension request to 31 December 2010 - by September 30, 2009
- ✚ Completion of all activities financed by the MDTF before December 31, 2009
- ✚ Results from Sustainability sub-committees - by September 2009
- ✚ Completion of all construction contracts signed by July 31, 2009.
- ✚ Completion of furniture provision to all new and renovated classrooms.

II. CURRENT STATUS AND RECOMMENDATIONS

Overall Implementation of the Project Components

28. Progress in the implementation of the project is satisfactory. A number of blocks and barriers to successful implementation of the construction program have been removed e.g. the chronic problems produced by the previous counter-part funding regime have been solved and sudden increases in costs have stabilized. However, there are clearly many difficult challenges still ahead in this area. The FSQL integration which has proved slow and problematic in the past is now making some progress through sector planning with BCEP (Building Capacity in Educational Planning) and TBS/EFA (Targeted Budget Support-Education For All) and Strengthening and Renovation of Education Management (SREM). Expenditure details for each component can be seen in Annex 4.

Component 1 - Achieving Fundamental School Quality Levels

Sub-Component 1.1: FSQL District Management

29. This sub-component has continued to perform well and a fully decentralized planning model is now in place. Field visits showed that understanding had markedly improved and provinces were actively using FSQL data for planning and upgrading schools and CSF for supporting disadvantaged students and improving access and retention as well as beautifying the environment. Many communities could now efficiently use expanded funds.
30. The report of the results of the 2008 FSQL audit (DFA) has been completed and, for the first time, includes supplemental data on the child development record (CDR). This inclusion has worked well and the CDR only requires minor modifications for inclusion in the future. This information will be extremely useful for schools and teachers looking to provide programs for children with special needs. However, there is a need for more CDR training at the school and district levels. It is also essential that the role of CDR in providing reliable data about vulnerable children is maintained and integrated into national, provincial and district EMIS.

31. The PCU and PPCUs signed the agreements on finance for 2009 FSQL in late March 2009. However, funds for 2009 hadn't been transferred to provinces as there were no funds for PEDC grants (FSQL and CSF) yet. This issue was addressed urgently by the Review Team and by completion of the mission the amendment and reallocation of the grant agreement was completed and it is hoped that funds will be available from early June, 2009.

Sub-component 1.2 Instructional Improvements and Teacher Support for FSQL:

32. The Review Team was pleased to see that most of the basic and targeted teacher training in this sub-component has been implemented (see Annex 5). The *Teaching Assistant* and *Grade 1 teacher training* and *Special Skills for Inclusive Education* will be the major efforts remaining in 2009.
33. For **basic training** *Child-based teaching* only one province, Binh Phuoc did not complete training for 4,424 teachers. For *Subject-based teaching*, 63,680 teachers have completed training for Grades 1 and 2 with some provinces training even more through the new needs-based training funds. The *Vietnamese Language Strengthening* program has now trained 88,460 teachers and a further 18,540 will be trained by June 2009 thus completing this program.
34. For **targeted training** (four programs) a further 500 Teaching Assistants with their Grade 1 teachers will be trained in 2009. For *Overcoming Barriers to Learning* Binh Phuoc again failed to complete this training. For *Specialised Teaching Skills in the Inclusive Classroom* 570 have been trained and a further 36,870 will complete this training by July 2009. The *Exemplary Inclusive Education Services Initiative* has trained 159 teachers in three districts and their training will continue through 2009.
35. For **community development** (three programs) the CDR (Child Development Record) has now been successfully integrated into the DFA training for 45,000 people; and for *School Maintenance* training two workshops were held in December 2008 for 120 provincial trainers and in January 2009 - 227 training workshops were held to train 4,800 Head teachers and 4,800 PTA representatives. Altogether 7,000 main school and satellites will be included in the school maintenance pilot program. Later in the year 283 DCDS will also be trained.
36. The new **needs-based training** funds are in districts and 2,500 people are reported trained in 5 districts using this flexible and innovative approach. However, reporting is slow so a full picture cannot be ascertained at this time. The Review Team would like to see further guidance to districts struggling with this concept and a full report.
37. It is pleasing to note that more than 5,000 **school readiness** (SR) classes involving more than 100,000 ethnic minority 5 year olds are organised for 6-12 weeks during the summer of 2009. This intervention has proved to be very effective and will benefit a large number of children in disadvantaged areas.
38. An externally conducted **longitudinal study of the TA/SR program** impact is reporting positive results at mid-term. The main findings corroborate earlier evidence that students in classes with a TA attend more regularly, and achieve better in Maths and Vietnamese language, than those students in similar classes without a TA. Also School Readiness has a positive effect on the preparedness of ethnic minority students to start learning in Vietnamese in Grade 1.
39. A proposal to provide a small amount of funding for Teaching Assistants with Grade 12 education qualifications and 2 years experience as a **TA to gain access to teachers training college** (TTC) has been included with the sustainability planning. The PCU have asked for an increase in the allowance for an ethnic minority student who gains entry into TTC and the Review Team supports this initiative within current budget.
40. **Procurement** is in process for approximately fifteen (15) packages of goods and instructional materials for the approved 2008 procurement plan and the 2009 plan.
41. The **VLS** intervention has suffered from delays in implementation in the past. However in 2009 PEDC classrooms are language-rich with:
 - designated language corners;
 - a variety of reading books;

- materials for teachers to make their own picture, monolingual and bilingual class reading books with students and parents as authors;
 - Big books of different types (based on UNICEF, Save the Children (Aus) and SCUUK books);
 - a variety of teaching aids including a range of pictures; and
 - cassette/CD player/recorder for listening to and creating stories etc; and
 - VLS language cards to come.
42. The PCU is also collaborating with the PED (Primary Education Department) on two (2) initiatives for Vietnamese language instruction for Grade 1 students with a mother tongue other than Vietnamese
43. The table below shows implementation progress of the **Master Training Program** provided by the project to teachers and education administrators, head teachers and communities
44. **Monitoring and evaluation** (M & E) of training programs continues. Short-term consultants are reviewing both Education Management programs and a longitudinal study of the effects of TAs and SR is being conducted in 3 provinces.

BASIC (3 Programs)	Child-based	103,735 teachers in 39 provinces
	Subject-based	63,680 teachers for Grades 1 and 2
	Vietnamese Language Strengthening	88,460 and a further 18,540 in 2009
TARGETED (3 programs)	Teaching Assistants	7020 - and 500 more in 2009
	Overcoming Barriers to Learning	38,635 teachers in 39 provinces
	Specialized Teaching Skills in the Inclusive Classroom	570 and a further 38,670 by July 2009
EDUCATION MANAGEMENT (2 programs)	School Development Plan	10,461 head teachers and deputies (2007)
	Education Management	10,568 head teachers and deputies (2008)
COMMUNITY (3 programs)	Child Development Record	now in DFA training 45,00 people per year
	PTAs and Campus Support Funds	270,350 people
	School maintenance package	piloted with 120 people in 3 provinces and scale-up planned for in 2009

Source: The Ministry's Progress Report 12 May 2009

Sub-component 1.3 Infrastructure Improvements for FSQL: (See Annex 6 for Technical Report)

45. Although there is some positive progress during the last six month, this component continues to be seriously delayed and to display differences in progress and construction quality between provinces. While some provinces have managed to keep momentum and achieve a reasonable quality of work a number of provinces lag behind with implementation and have failed to meet the expected technical standards for the construction work.
46. By the end of April 2009, construction plans for 2004 and 2005 were finished. For the 2006 program, 96 percent have been handed over but it is yet to be fully completed, extending the process from allocation of the budget to handing-over well beyond 42 months. For the 2007 program, the dramatic increase in construction costs has caused further delays and as at May, 09 only 63 percent of the classrooms have been handed over. Implementation of the 2008 program was also severely delayed by the increase in the cost of building materials which began in December 2007 and lasted for 10 months. At the time of the mission, only 19 percent of the 2008 program has been handed over. For the 2009 program, no physical progress has been achieved. Currently, the project provinces are finalizing ETRs for the 2009 construction plans; 20 provinces have approved ETRs.

47. A plan was discussed for implementation of the remaining school construction. The Government has requested an extension of eighteen months. However, the Review Team considers that a twelve month extension to complete construction contracts signed by July 31, 2009 and ensure all new and renovated classrooms are furnished would be more than adequate.

If the project is extended, the CDS contract will also need to be extended and reviewed at regular intervals to ensure adaptation to needs in the field. It is imperative for the successful completion of the construction component that the remaining school construction until project closure is implemented with the strictest adherence to set milestones.

48. A formula has now been developed and an agreement reached for the adjustment of fixed price contracts. Based on WB criteria, MoET has issued a guideline to the PCU for the price adjustment (727/BGDDT-KHTC) dated February 10, 2009. The total amount requested for adjustment of contract prices is VND 9.9 billion (US\$ 600.000). However, MoF would have to instruct Treasury to allow each qualifying province to draw funds as soon as possible.
49. School sites continue to display variation in the quality of construction work. Leaking roofs, settlements of floors, crumbling stairs, and aprons cracking and not built to specifications are problems found in schools during each new mission. Problems have also been found with the sanitary systems and the water supply. There is a risk that because of the initial poor quality of construction work; and despite late efforts to correct identified construction shortfalls; and due to the environment in which they exist (with heavy daily wear and tear and low levels of maintenance) that the school buildings may deteriorate rapidly. This will result in low cost efficiency of the initial capital investment and further need for investment in new schools.
50. The survey of school construction quality agreed during the Dec 2008 mission is now under way. PCU has sent circulars to the provinces asking them to carry out a survey of construction quality of the campus sites which are in use. The reports indicate that there are shortcomings with construction quality and many campus sites began to deteriorate shortly after being put to use. The PCU reported that they are planning to have field visits to provinces with problems in construction quality and seek solutions. The findings should be reported to the World Bank by September 2009.
51. It was reported that training on school maintenance has been conducted and the handbook developed. It is imperative that funds are available for implementation to of this important initiative.
52. The revised school building design is a vast improvement over earlier designs, it is less costly and has eliminated many of the design details which made the old design demanding and expensive to maintain.
53. Some new schools are still without furniture and the Review Team urges the PCU to attend to this issue. Ensuring the delivery of school furniture at the time of opening is an important timing issue. In particular the 2009 program will need to ensure that all furniture is delivered before project closure.
54. The table below shows the progress of school construction sub-component as at mid May 2009

Type	Plan at MTR	Adjusted Plan	Completed	Under construction	Completion by end of 2009
Number of satellite sites	5690	5495	3302	503	1690
New classroom	14535	13138	8405	1128	3605
Upgraded and renovated	3338	2639	1090	343	1206
Office room	5607	4767	3065	258	1444
Water	5075	4293	2682	243	1368
Latrine	5690	4806	3068	301	1437

Source: Ministry's Progress Report April 25, 2009

55. Finally, even with a one year extension, if approved, the close monitoring on implementation of school construction will be required. Small delays could result in many schools not being completed before project closure and would leave many sites incomplete should no other funding source become available. The PCU is encouraged to strictly adhere to the proposed time line for implementation of the civil works program.

Sub-component 1.4: Community Participation and Student Support for FSQL and UPE (Universal Primary Education):

56. Good progress has continued in this component as DCDSs and Head teachers continue to work closely with PTAs to develop implementation plans. The plans focus on: (i) Identifying and supporting all disadvantaged children (ii) Mobilizing all children to school (iii) Supporting material facilities for schools/satellite sites and (iv) Piloting school maintenance at schools/satellite sites which are newly built or repaired by PEDC.
57. The disbursement of CSF for 40 provinces for 2008 was completed in January 2009. Reports from Provinces show that CSF is well received and has achieved its purposes to support the access of disadvantaged children to school and to encourage active participation of PTAs in supporting activities for children and developing inclusive and friendly learning environments.
58. The Review Team was pleased to see that the Community Participation and Highly Vulnerable Children-IST are participating with the Construction-IST to develop and implement **community-based school maintenance**. Many provinces have now delivered training on School Maintenance with the participation of community members in all PEDC districts and non-PEDC districts such as An Giang, Khánh Hoà, Thanh Hoá and Quảng Ninh. Newly built or repaired school/satellite sites have implemented maintenance plans applying School Security Regulations and the proper use of latrines/fresh water. The PCU organized a useful consultation workshop in April 2009 in Pleiku (Gia Lai province) to revise the School Maintenance Handbook with the participation of community members and Heads of BOETs and DOETs. The handbook was suitably revised to suit school and community conditions in disadvantaged areas and the revised handbook will now be reviewed and submitted for approval to MOET. The handbook and scaled-up training for all primary schools will be delivered in disadvantaged areas. However, this will not be enough. A funding source must be found and provided in order for school maintenance activities by local communities to be successful and for GOV's valuable assets to be maintained in the long term.

Component 2: Education Initiatives for Highly Vulnerable Children
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Sub-Component 2.1: Inclusive Education for Disabled Children (Mainstreaming)

59. Since November 2008, the PED, with the assistance of PEDC, has conducted seven (7) meetings to continue development of the National IE documentation. The draft National IE Policy remains unchanged since 2008 but the apparent intention of the PED is to redraft the Policy to incorporate changes which may be necessitated by the new National IE Circular. Following advice from MOET's Legal Department the PED, with the assistance of PEDC and other members of the National IE Documentation Writing Group, is producing a circular in lieu of the planned National IE Strategy. The plan to develop a National IE Action Plan has been postponed by the PED until the National IE Circular is finalized.
60. The exemplary IE services initiative has continued, including a second round of training for the part-time support teachers from the three (3) districts; production and showing of a documentary television program; training for outreach support teachers; and further development of materials to use for support training in the service network.
61. In March 2009, the PCU completed a report of CDR-derived data from the 2007 and 2008 DFA data. The report recommends that the CDR be revised in a minor way along with some relevant sections of the DFA. The major recommendations of the report are that more extensive training be conducted on interpretation and implementation of the CDR so that school personnel in particular are able to use the instrument properly and that clearer, more informative guidelines are developed so that every school may access this information as required.

Sub-component 2.2 Reaching Street and Working Children and Other High Risk Groups:

62. Of the 50 innovation grants for 2007 43 have concluded and the remaining seven (7) are in the process of finalization. Seventeen (17) of the grants for 2008 have undergone mid-project reviews and active oversight is being maintained for the other grants. The Education initiatives sub-committee is working to ensure a fund is established for these grants to continue as they provide local solutions to local problems by local people in innovative ways.
63. Though problematic in execution, the National Survey on Street Children has been completed. It provides some up-to-date figures useful for policy setting and some interesting case-studies for knowledge-sharing or media use. Building upon this the Review Team asked for some detailed desk work to be done that identifies the legal barriers - laws, circulars, regulations, decisions etc - by number and name and suggests specific ways to fix those - i.e. possible wording changes for clauses etc. The Review Team also asked for identification of other non-legal blockages and barriers and suggestions as to possible ways to support this group of children.
64. The contract for the survey of working children is in the process of being signed. The Review Team suggests the PCU to closely monitor to ensure quality of deliverables of the consulting services. The findings and recommendations of such studies should be shared widely.

Component 3: National and Provincial Institutional and Technical Support for FSQ

65. Progress towards integration continues to be slow on this subcomponent. However progress is being made. The strategy to integrate the information products of the Ministry's various projects (including DFA/CDR of PEDC) into EMIS of MoET was drafted by the Planning and Finance Department of MoET in the Mid-term Workshop on the (EFA-TBS) Project (27-29 April 2009) and the significance of the DFA/CDR and the necessity to retain this rich data base was fully emphasized.
66. The Department of Planning and Finance (DPF) has now been identified as the institutional location for the management and development of a sector-wide EMIS. This was the outcome of a meeting (26 May 2009) with Vice Minister Luan on finalising an EMIS Road Map. As part of that Road Map DPF is developing a recommendation for institutional arrangements to provide for an EMIS Committee with ministerial or vice-ministerial participation which will have the authority to articulate and implement a sector-wide strategy for statistics and information and to give strategic direction to DPF in the management and development of EMIS.
67. Some practical barriers remain to incorporating DFA/CDR data elements and FSQ reporting capabilities within MoET's school EMIS. Some of these barriers will be removed by the establishment of the proposed institutional arrangements. For some other practical issues, the meeting with Primary Education Department on 28 May 2009 resolved some questions, and PED has undertaken to give a written response to other questions immediately.
68. DPF SD (Statistics Division) has been slow to change and has been wary of proposals to computerise and automate existing processes. However, in a recent meeting the Division made clear, reasoned and sensible suggestions on the scope of future DPF data collection. Moreover, MoET Department of Personnel has made clear that they expect DPF SD to require additional human resources with specialist skills. In other words, there are some indications that MoET executive is more supportive of the kinds of structural and functional reform required to provide an efficient and reliable data and information service to planner and policy makers.
69. Next steps planned:
 - The Department of Planning and Finance recommendations on FSQ (supported by EAF-TBS) will go to SREM. SREM will respond immediately on costs and realistic sequencing of changes and by the end of June the detailed Road Map will be circulated to stakeholders. That Road Map will show how the activities of MoET, internally and through various project initiatives, will establish the sector-wide EMIS.

- Appointment of EMIS/Statistics Adviser financed by EFA-TBS. The DPF should be encouraged to move quickly the recruitment of this adviser (shortlist and recommended candidate have been provided to DPF) who will guide the finalisation of the strategy and help DPF SD with the integration of the DFA data.
 - SREM M&E adviser will develop an education sector indicator handbook defining all data elements, indicators and reports.
 - TBS M&E adviser will train provincial and district administrators in how to read and utilise EMIS reports, especially reports on FSQL and EFA.
70. Meanwhile *Sub-committee #4*, which is evaluating the sustainability of FSQL, is working with the Primary Education Department, Finance and Planning Department, and Teachers and Educational Management Department to produce a proposal for implementation of FSQL in primary schools nationwide after 2009, when PEDC ends.
71. The Review Team was concerned that the DFA statistical indicators will be separated from the monitoring of FSQL. They will also be separated from National Standards Levels 1 and 2 which will be monitored by the General Department for Examinations and Accreditation. This all looks excessively complicated for a simple concept where real data can be provided to schools so that they can improve their quality and performance. The idea is a unique EMIS to be widely used by all concerned parties for policy decisions and sector management.

Component 4: Project Management

72. With only seven months to run until the project's original closing date, the pace, pressure and challenges has increased within the PCU. The PCU must continue to work on a number of fronts particularly on closing the MDTF and extension request of DCA which has to be completed three months before the closing date.
73. The Review Team was particularly pleased to see the strong commitment of the MoET leaders and the issue of **sustainability** addressed by the PCU with the setting up of eight sustainability sub-committees led by the relevant departments.

Financial Management

74. The financial management review followed up on the issues and recommendations from previous missions through comprehensive discussions with the PCU, the task team and MOET; and desk review of project progress reports and internal auditors' reports.
75. FMRs are generally being submitted to the Bank in due time. The PCU reported that PPCUs are using the accounting software for accounting and reporting purposes, but the extent of usage varied from province to province. Hard copies of reports are being sent to the PCU for review and consolidation. Annual training on accounting and software will be continuously provided by the PCU until the project close.
76. The internal auditors have developed an internal audit plan for 2009 to perform financial finalization/liquidation for FY08 for all provinces. Reports on summary of audit findings which will provide details on observed issues on internal controls and accounting work, impact of identified issues, and recommended solutions will be provided after field trips. The internal auditors will also perform annual reconciliation between their finalization/liquidation report and annual audited financial statements.
77. The external auditor has started their audit work for FY08 and the PCU expects to submit the audited financial statements to the Bank by the deadline of 30 June 2009.
78. Annex 7 provides details on the financial management covering counterpart funding, budgeting and funds management; MDTF contribution and commitments; funds transfer from PCU to PPCUs, DMUs and schools; financial monitoring reports, internal audit and external audit.

Procurement

79. Annex 8 provides details on procurement covering staffing; procurement processes; school furniture; school construction (including price adjustment contracts); post review of goods; and post review of consultant services. In order to ensure eligible financing under the IDA Credit and Multi-Donor Grant, the Review Team reminded the PCU IST teams that the current Closing Date is still December 31, 2009 unless an extension request is submitted to the Bank officially by the Government of Vietnam and agreed to. Therefore, the last agreed **final cut-off dates remain the same as stated in the last AM** and are repeated below:

Expenditure Category	Procurement Method	Date for Contract Signing	Date for Delivery complete, acceptance and Payment Incurred
Goods	ICB	July 31, 2009	Current Closing Date – Dec. 31, 2009
	NCB/NS	Sept. 30, 2009	Current Closing Date – Dec. 31, 2009
Civil Works	NCB/NS	July 31, 2009	Current Closing Date – Dec. 31, 2009
Consultant Services	All selection methods allowed in the Agreements for firms & Individuals (except the last audit report ⁴)		Current Closing Date – Dec. 31, 2009

ICB International Contract Bidding; NCB National Contract Bidding; NS National Shopping

80. However, even if the school construction contracts are signed by July 31, 2009, given the track record of non-completion of timelines for school construction and possible unpredictable factors such as weather conditions, it is extremely unlikely that all procurement and disbursement steps will be completed by December 31, 2009, i.e. the current Closing Date. Therefore, the Government has requested an extension of the project, and the Review Team would support such an extension.

81. Annex 9 shows that all **Legal Covenants** have been complied with.

III CONCLUSION AND NEXT STEPS

82. Progress on PEDC has been satisfactory. The chronic problems of construction and DFA/EMIS are being dealt with. The Review Team was particularly pleased that the PCU and MoET **have proactively focused on sustainability for the coming year** to ensure that the innovative interventions of PEDC are fully available in future to benefit poor and disadvantaged children in Vietnam, particularly ethnic minorities.

83. The wrap-up meeting on 29 May, 2009 was co-chaired by the Deputy Prime Minister Nguyễn Thiện Nhân and Vice Minister Nguyễn Vinh Hiển, with attendance of the WB Country Director Victoria Kwakwa. The Review Team was pleased that all concerned parties fully participated in the meeting particularly the relevant GOV ministries and the leaders of the eight subcommittees on sustainability.

84. At the wrap-up meeting the Minister emphasized the following:

- In order to ensure that all the innovative interventions of PEDC are fully integrated **a one year extension would be needed**
- Only those provinces with contracts signed at 31 July 2009 would be included in the construction program.
- A reallocation within **IDA to support the non-infrastructure components** of PEDC would be necessary.
- **Special efforts** must be made by everyone in GOV to ensure that the project is completed efficiently and well and that all funds are disbursed before project closure

85. The next mission is scheduled from November 23 to December 4, 2009

⁴ An escrow account can be opened to be paid under the Grace Period for the last audit service.

Annexes

Annex 1 - Terms of Reference

Annex 2 - Field Visits

Annex 3 - Updated Monitoring Indicators

Annex 4 - Expenditure

Annex 5 - Training Plan

Annex 6 - Construction Technical Report

Annex 7 - Financial Management

Annex 8 - Procurement

Annex 9 - Legal Covenants Compliance at May 2008

Annex 1 Terms of Reference

Vietnam (Cr 3752-VN) Primary Education for Disadvantaged Children Project

Joint World Bank-Donors Review May 18-29, 2009

Mission overview:

6. The project closing date is December 31, 2009 which means there is only seven months to complete all activities financed by the PEDC project. The project is making progress. It is clear that PEDC interventions are starting to have a positive impact on the most disadvantaged schools and the FII (FSQL Input Index) showed greater improvement in PEDC districts and schools.

Project sustainability is being addressed and implemented jointly with the relevant technical departments of the MOET; there can be confidence that project activities, other than school construction, will be completed by the project closing date. Despite extra efforts the sub-component 'School Infrastructure Improvement for FSQL' is unlikely to be completed by December 2009 as originally planned by the government. A separate mission specifically focused on this sub-component will be conducted prior to the joint review. The findings of this mission will be used as inputs for the joint review.

7. The amendments of the Multi-Donor Grant Agreement and the Development Credit Agreement were completed in May.

8. Disbursement reached 55 % IDA and 95.7 % MULTF by May 1, 2009

Goals

The Team will:

1. review implementation progress and achievements compared to the agreed recommendations set in December 2008;
2. review implementation plans through to the project's closing date of December 31, 2009, including the budget and its feasibility;
3. identify the key risks to the project components future sustainability and recommend appropriate risk management strategies and actions to the Government; and
4. reach agreement on the plan for an Implementation Completion Mission in November/December 2009.

Specific objectives

5. The Government is committed to completing all the activities financed by the multi-donors trust funds by the project closing date of December 31, 2009. During the review in December 2008, detailed recommendations were discussed between the Review Team and the government team and endorsed by the Deputy Prime Minister and Minister of Education. It was believed that, if these clear and specific recommendations were taken seriously by the PCU, the project implementation would be completed on time as expected. The Review Team will review implementation progress and achievements to date of the agreed recommendations provided in the aide memoire. The Ministry/PCU will prepare and deliver the project implementation progress at the beginning plenary session of the review.

6. Repeatedly during the last two missions in 2008, the Deputy Prime Minister and Minister declared that the new initiatives of PEDC would be supported and integrated into current government programs to ensure that the innovative interventions of PEDC are fully available in future to benefit poor and disadvantaged children in Vietnam, particularly ethnic minorities. The Ministry/PCU will share the (i) achievements in this area to date; (ii) key risks identified; and (iii) proposed measures to be taken for management of those risks. It is expected that the technical departments in charge of the specific sustainability area will co-chair these discussions with the PCU management.

7. Based on the achievements made the Review Team will focus on reviewing detailed implementation plans, including budget, procurement and human resource capacity to estimate the feasibility of the project's completion by end of December 2009. If the review team is not confident then what are the main issues and reasons for delays? What are the proposed solutions or measures? All supporting documents will be prepared and included for review.

8. The review's findings and recommendations will be recorded in an aide-mémoire to be presented to the MOET and the Project Steering Committee. The World Bank Task Manager will be responsible for finalizing the aide-mémoire with support from all review members and feedback from the Government.

9. The PCU will coordinate with all technical departments and concerned ministries to ensure that relevant delegations and people with the responsibility are available for the review.
10. The divisions of responsibility of the Review Team members will be agreed on the first day of the mission.

Documents to be prepared by the PCU for review:

(To be sent to the Bank by May 14, 2009 at the latest)

- Progress report for six months from December 2008 to May 2009; which must include achievement of sustainability specified by areas.
- Updated monitoring plan 2007-2009
- Updated targets of key performance indicators;
- Detailed proposed implementation plans through to the closing date December 31, 2009
- Draft report from mission May 2-16, 2009 on school infrastructure sub-component. All detailed progress reports on school construction and a proposed implementation plan through to completion to be prepared by the Construction IST and CDS.
- Other evaluation reports available on the project interventions and student learning outcomes.

Annex a - PEDC (Cr. 3752-VN) – Mission schedule May 18-31, 2009 (available on request)

Annex b – Terms of Reference for Mission focused on School Infrastructure Improvement May 2-May 16, 2009 (available on request)

Annex c - Review Team Members:

World Bank: Binh Thanh Vu (Senior Education Specialist, Team Leader)
Carol Chen Ball (Senior Operations Officer)
Phan Thi Xuan Quynh (Financial Management Specialist)
John Malmberg, (Architect International Consultant)
Nguyet Minh Nguyen (Team Assistant)
Tranh Thi My An (Operations Officer)

DFID (UK): Bridget Crumpton (Education Advisor)
Maris O'Rourke (International Consultant)

CIDA(Canada): Brian Allemekinders (First Secretary - Development)
Le Anh Thao (Education and Social Sectors Specialist)

Norway: Dang Mai Dung (Development Adviser to Royal Norwegian Embassy)

AusAID (Australia) did not participate in the mission this time and were kept fully informed and copied on all information.

Annex 2 – Field Trips

All Field Trip Reports are available on request from the World Bank.

The focus of the first round of field trips May 7-15 2009 was construction and John Malmberg (Architect and Civil Works Consultant) accompanied by Mr Nguyen Trung Hue, PCU Construction Consultant and Ms Carol Chen Ball WB visited Dien Bien, Hue and Long An.

The second round of field trips May 20-23 covered Quang Binh and Bac Kan provinces.

Ms Binh Thanh Vu World Bank), Ms Carol Chen Ball (World Bank), Ms Maris O'Rourke (DFID), Mr Nguyen Trung Hue (PEDC construction), Madam Oanh (PEDC Training), Mr Huan (PEDC Community Participation) and Ms Phan Thu Huong (translator PEDC) visited Quang Binh province.

Ray Harris (International Consultant Training PEDC), Tranh Thi My An (World Bank), Mme Chi (PEDC), Miss Trang (translator PEDC) and Mme Tram (Education & Times Newspaper- media correspondent) visited Bac Kan.

Other Review Team members worked on collaborative teams to ensure implementation of sustainability plans in the coming year.

ANNEX 3: Monitoring Report

PEDC MONITORING PLAN 2007-2009

		Revised at MTR - Project Outputs Indicators and targets by 2009	2009	PLAN 2009		KEY CHALLENGES AND ISSUES
			Current Status May 2009 Review Mission	Targets	Estimated Costs (US\$)	
COMPONENT 1: Achieving Fundamental School Quality Levels (FSQL).						
1	C1.1	222 of the most educationally disadvantaged districts will plan to achieve a "fundamental school quality level (FSQL)" in all schools and satellite campuses through district planning based on sound data analysis from the District FSQI audit (DFA) and using School Development Plans (SDP).	Summarized Status May 2009: All systems for data collection, analysis and planning are in place and operative, not only for PEDC districts, but nationwide. DFA report for 2008 finalized. CDR report, 2007/2008 finalized. In 2005 44.5% of PEDC schools (2215) met FSQI as compared with the national average of 71%. In 2008 PEDC schools (3493) had reached 70.2% meeting FSQI standards compared to a national average of 85.2% of schools.	Conduct 2009 DFA on schedule, with final summary report available by 31 December 2009.		As of May 2009: Achieving nationwide implementation of CDR; analysis and reporting of CDR data; implementation of FSQI certification process (see # 23).
2	C1.2 and C2.1	Basic Teacher Training 130,000 (100%) teachers in 40 provinces will have received 8 days of training in Child Centred and Inclusive Teaching and Learning.	Summarized Status May 2009: 103,735 teachers have been trained in 39 provinces, with 1 province not training 4,424 teachers. Additional training for this program may be conducted under Program 12: Needs-Based Training.	Being maintained under MTP; training can be conducted under Program 12	\$315,000	As of May 2009: Revised M&E Plan likely not to be available to assist with training impact assessment; as a result II-IST and CPHVC-IST will need to implement impact assessment actions. TOR for end of project evaluation includes assessment of training impact. Program 12 - provinces slow to report.
3		60,000 teachers will have received 6 days of training in Subject Based teaching for Grade 2 (Vietnamese and Maths).	Summarized Status May 2009: 63,680 teachers have been trained for grades 1 and 2. Additional training for this program may be conducted under Program 12: Needs-Based Training.	Being maintained in MTP; training can be conducted under Program 12 (needs-based training)	\$100,000	
4		120,000 teachers will have received 5 days of training in Vietnamese Language Strengthening for Ethnic Minorities.	Summarized Status May 2009: 88,460 teachers have been trained and a further 18,540 teachers will be trained by June 2009. Additional teachers for this program may be trained under Program 12: Needs-Based Training.	Being maintained in MTP; training can be conducted under Program 12	\$25,000	
5		Targeted Training for selected teachers 36,000 selected teachers in 40 provinces will have received 5 days of training in Overcoming Barriers to Learning	Summarized Status May 2009: 38,930 teachers have been trained in 39 provinces, with 1 additional province needing to complete training. Additional teachers have been trained for this program under Program 12: Needs-Based Training and non-PEDC level funds.	Being maintained in MTP; training can be conducted under Program 12	\$25,000	
6		30,000 teachers will have received 5-15 days of training in Specialized Skills to Support Inclusive Education	Summarized Status May 2009: 370 teachers have been trained in the pilot phase and a further 36,870 will complete this training by July 2009.	36,870 by July 2009	\$390,000	
7		43,000 personnel will have received 2 days training on Child Development Record (CDR)	Summarized Status May 2009: CDR training is integrated with DFA training on an annual basis. In 2008, 45,620 Personnel received CDR training through DFA. Further training for 128 trainers in April/May 2009 (integrated with DFA training)	1-day targeted training in 2009	\$25,000	
8		Approximately 20,000 teachers receive training as a decentralized, district based initiative under need-based training	Summarized Status May 2009: 2,500 teachers have been trained in 5 provinces. Provinces have received further guidance. Reporting on the use of program 12 is not comprehensive. Delay in disbursement of FSQI funds.	Locally determined; funds available under district FSQI grants for 2009	Included in other programs	
9		100% of teachers in PEDC schools below secondary pedagogical diploma level (SPDL) will be offered upgrading to SPDL.	Summarized Status May 2009: Target abandoned as issue dealt with through attrition and provincial initiatives.	Abandoned; funds to be re-allocated	n/a	
10		Teaching Assistant Training Approximately 7500 teaching assistants (TA) hired and trained and 7500 grade 1 teachers trained	Summarized Status May 2009: In accordance with district and provincial decisions, 7,026 TA have been hired, trained and are working. The Grade 1 teachers working with these TA have also received training. Based on the phase of the program and the hiring date of the TA, some TA and Grade 1 teachers have completed three (3) cycles of training, others have completed two (2) and the most recent group has completed one (1). Further training in 2009 to be decided at district level, for which guidance has been provided.	14,040 (Teaching Assistants and Grade 1 teachers)	\$393,500	

15	Cl.3	New construction 14,353 new classrooms (at satellite campuses)	As at May 2009 on 3302 sites 8405 new classrooms have been built ; with 3065 teacher rooms; and 3068 water and latrine facilities completed.	3605 planned for 2009	\$40,200,000	MTR period: [1] Shortening the difficult and lengthy ETR process [2] prioritising of sites to really reach the most poor and disadvantaged; and negotiating case by case for any transfer of funds between provinces [3] Ensure that water and latrine facilities are provided and connected for use [4] Assuring the quality of construction
16		Upgrading and renovation program 3,338 renovated classrooms (at satellite campuses and main schools) [***]	As at May 2009 1090 classrooms have been renovated	1206 planned for 2009	\$4,100,000	
17		Priority At the national PEDC level, 60% of new and renovated classrooms at satellite sites (3414 of 5690 sites) will be in Priority One and Priority X areas. [note: Priority X refers to low enrollment schools]	Priority targets met	60.0%	n/a	
18	Cl.4	Parent Teacher Association (PTA) established at all satellite sites in 18,000 school and satellite campuses	Summarized Status May 2009: PTA established at all schools satellite campuses and functioning at 99% of the locations.	18,000 PTAs functioning	n/a	As of May 2009: School maintenance training program has been developed and must be fully implemented and then should be sustained by MoET post-PEDC.
19		School-community linkages are strengthened through training of 270,000 PTA personnel on the use of campus support fund	Summarized Status May 2009: At least 270,350 personnel have received training in community participation, PTA and CSF.	54,000	\$186,000	
20		Campus Support Funds are made available to all schools and satellite campuses on time for implementation	Summarized Status May 2009: 2008 CSF funds made available for all schools and satellite campuses so as to be expended on time on an annual basis.	CSF made available to all 40 provinces and transferred to DMUs and schools and satellite campuses according to the operational manual	\$4,000,000	
COMPONENT 2: Education initiatives for highly vulnerable children						
21	C2.1	National guidelines (policy, strategy, action plan) for inclusive education are developed, adopted and applied effectively (Includes work on guidelines for highly vulnerable children by agreement with MoET.)[*]	National circular has been developed.		\$30,000	As of May 2009: Maintenance of fully-functional working group through to completion.
22	C2.2	Approximately 125 innovative grants awarded to address the needs of disabled children, street children, minority girls and other very high risk groups of children who would benefit from expanded and innovative approaches to education service delivery	Summarized Status May 2009: 123 innovation grants have been awarded in 3 cycles.	All grants from 3rd cycle successfully completed. Follow-on documentation (paper and DVD) developed and distributed.	\$460,000	
COMPONENT 3: National and provincial institutional and technical support for implementation of FSQI						
23	C3	FSQI approach and procedures become mainstreamed into MoET and its line agencies, with support from Government and Party bodies	Summarized Status May 2009: Decision 55 (September 2007) being implemented. PCU, PED and Education Quality, Testing and Evaluation Department collaborating to develop and implement FSQI certification process.	FSQI certification process developed and implemented and FSQI school inventory completed.		As of May 2009: MoET and SREM agree that FSQI certification results will be an output of an system eventually produced by SREM. Diligence of parties (MoET and PEDC) to have FSQI certification process ready for implementation in May 2009. Accommodation of Decision 4 in the FSQI certification process.
24		DFA indicators are integrated into the MoET EMIS		DFA handed over to MoET		
COMPONENT 4: Project Management			MTR Status: The performance of management will be assessed by the achievement of project implementation and integration of the project initiatives into MoET core business November 2007.			

Notes [*] All indicators, referred as National, mean PEDC National

[*] The number of teachers and students will depend on the needs identified through DFA in conjunction with other government program, ie. ENTP

[**] An additional plan to provide water supply to all sites built in 04/05 and 06 to be developed and submitted to the Bank for review

Annex 4. Expenditure status as at 8 May 2009 (all funding sources - IDA, MTDF, GoV)

In US\$

By Component		IDA FUND			MTDF			CounterPart FUND		
		Actual	Budget	Budget execution %	Actual	Budget	Budget execution %	Actual	Budget	Budget execution %
1	Achieving Fundamental school Quality (FSQL)	80,785,893	138,236,225	58.44%	40,022,000	48,237,910	82.97%	21,565,229	41,260,566	52.27%
1.1	FSQL District Management	113,935	15,303	744.53%	4,388,473	6,374,693	68.84%	45,268	680,488	6.65%
1.2	Instructional Improvement and Teacher Support for FSQL	6,735,804	10,776,739	62.50%	24,816,690	29,234,409	84.89%	1,072,159	4,230,246	25.35%
1.3	Infrastructure Improvement	73,936,154	127,444,182	58.01%	-	41,791	0.00%	20,407,077	36,124,362	56.49%
1.4	Community Participation and Student Support	-	-	-	10,816,837	12,587,018	85.94%	40,725	225,470	18.06%
2	Education Initiatives for Highly Vulnerable	263,894	518,976	50.85%	3,115,518	3,357,857	92.78%	24,859	270,279	9.20%
2.1	Inclusive Education for Disabled Children	263,894	499,817	52.80%	1,351,358	1,523,836	88.68%	16,431	232,909	7.05%
2.2	Reaching Street Children and other High Risk Groups	-	19,159	0.00%	1,764,159	1,834,021	96.19%	8,428	22,370	37.67%
3	National and Provincial institutional and Technical support for FSQL and Vulnerable children	-	-	-	4,679,855	7,073,865	66.16%	117,588	1,092,799	10.76%
3.1	National FSQL Planning	-	-	-	55,981	390,620	14.33%	818	46,569	1.76%
3.2	Institutional Strengthening	-	-	-	4,623,874	6,683,245	69.19%	116,770	1,046,229	11.16%
4	Project Management*	-	-	-	2,340,517	2,875,691	81.39%	3,488,344	747,925	466.40%
	TOTAL	81,049,787	138,755,201	58.41%	50,157,890	61,545,323	81.50%	25,196,020	43,371,569	58.09%

Source: Project FMRs.

*: Actual Disbursement Counterpart Fund: Including US\$ 2,383,986 allowance for government officers (paid by 100% counterpart fund)

Annex 5: Sub-Component 1.2 TRAINING ACTION PLAN

Type of training	Program	Indicator/Target (plan)	Achieved to May 09	Plan to 12/09	comments
Basic					
Child based teaching (sub-component 2.1)	2	130,000	103,735	Completed	Binh Phuoc (4424 teachers) failed to deliver P2 training
Subject based teaching (sub-component 1.2)	3	60,000	63,680	Grades 1 and 2 completed	Provinces have trained more teachers using needs based training funds
VLS (sub-component 1.2)	10	120,000	88,460	Completed by May 2009	36 provinces have reported.
Targetted					
Teaching Assistant (sub-component 1.2)	1	7,500 TA and 7,500 teachers	7,020 and 7,020	Guidance provided to districts - decentralised training during 2009	
Overcoming Barriers to Learning (sub-component 2.1)	4	30% of all teachers	39,635	Completed	Binh Phuoc failed to deliver P4 training
Specialised Teaching skills in the Inclusive classroom (sub-component 2.1)	11	30,000	570	Ongoing - 36,870 by July 2009	progress as planned
Exemplary IE Services Initiative support teacher training		150	159	Further training of same group during 2009	not in original project plan
Educ. Management					
School Development Planning (sub-component 1.1)	5	10,500	10,461	Completed	
School Manager training (sub-component 1.1)	13	10,500	10,586	Completed	
Community					
PTA and CSF (sub-component 1.4)	6	270,000	270,350	Completed	
CDR (sub-component 2.1)	8	43,000	45,620	128 provincial representatives trained - April/May	now integrated with DFA training
School maintenance (sub-component 1.3 and 1.4)	14		108,000	Planned for later in 2009.3 levels of training - regional,district and school.64,150 total	new prog.2008/2009
Needs Based Training (sub-component 1.2)	12	20,000	2,500 reported	awaiting further reports and proposals	Further guidance sent to Provinces.
General note 1: Teachers may attend more than 1 course for example 1 basic, 1 targetted and 1 needs based					
General note 2: Headteachers and Deputy Headteachers may attend both 5 and 13 program training as well as attending others with their					
General note 3: there are fewer teachers to be trained than in original estimate for the project (approx. 107,000 rather than 130,000.)					

Annex 6: Sub-Component 1.3: Infrastructure Improvement for FSQL

(Consultant's Progress Monitoring Report November 2008 - May 2009)

Introduction: The Consultant visited Vietnam May 02-16 where he took part in the 12th Joint Implementation Review of the PEDC Project, responsible for the Sub-component 1.3 Infrastructure Improvement for FSQL. During the mission meetings were held with the Coordinator of the Construction IST and other national and international staff of the PCU. During a field visit to Dien Bien, Hue and Long An provinces he met and worked with DoET and PPCU staff. During the field trips to the provinces he visited 10 schools. Implementation of the sub-component continues to display vast difference in progress and construction quality between provinces. While some provinces manage to keep momentum and achieve reasonable quality of work a considerable number of provinces lack behind plans in their implementation and fail to meet expected technical standards of the construction work.

Progress against Targets: By the end of April, construction plans for 2004 and 2005 had finished. For the 2006 program, 96% have been handed over but it is yet to be fully completed, extending the process from allocation of the budget to handing-over well beyond 42 months. For the 2007 program, the dramatic increase in construction costs has caused further delays and as at May 2009 only 63% of the classrooms have been handed over. Implementation of the 2008 program was also severely delayed by the increase in the cost of building materials which began in December 2007 and lasted for 10 months. At the time of the mission, only 19% of the 2008 program had been handed over. For the 2009 program, no physical progress has been achieved. Currently, 20 project provinces have approved ETRs for the 2009 construction plans and 9 provinces are finalizing ETRs. Although contractors are back on many sites in anticipation of price adjustments to their contracts, progress remains slower than projected. Although some delaying factors have now been removed, the lengthy process of construction implementation has not substantially changed (refer to Attachment 1 for current status).

Implementation: As at May 2009 the best estimate for implementation of the remaining school construction was completion by March 31, 2010. It is assumed that the modality of implementing construction work will remain unchanged. If the construction is extended then the CDS contract will need to be extended also and be reviewed at regular intervals to ensure adaptation to needs in the field.

Many contractors left the construction sites while discussions took place on how to address the situation of extreme rises in the cost of building materials. At the time of the mission, an agreement had been reached on adjustments for fixed price contracts plus the cost of building materials has fallen to near normal levels again. It is reported that these recent developments have caused many contractors to return to the building sites to finish their contracts. A formula has now been developed, and agreement reached, for the adjustment to fixed price contracts. Based on WB criteria, MoET has issued a guideline to the PCU for the price adjustment (727/BGDDT-KHTC) dated February 10, 2009. The total amount for adjustment of contract prices is VND 9.9 billion (US\$ 600.000).

The December 2008 mission requested the PCU to provide training (on price adjustment clauses for future construction contracts) required (jointly conducted by the construction and procurement team) and "on the job" assistance needed by PPCUs in implementation. As at May 2009 PCU provides technical assistance for all known contract price adjustment issues. In some of the provinces, approval procedures are being handled by the DoET/PPCU rather than the Provincial Peoples Committee (PPC) which has shortened the approval time. However, it is still not a uniform situation across provinces, decentralization of the approval process to DoET/PPCU has not yet been introduced in a larger number of provinces.

Managing Construction and Quality of Work: The recommendation made by successive missions that the IST should develop a generic construction management and supervision tool and circulate that to PPCUs and construction monitoring consultants has seen no progress. The narrow focus of construction implementation on process and quantity and the lack of capacity and/or interest in discussing issues of quality and conceptual improvements of the learning environment remains. The lack of initiatives in these areas is an impediment for any substantial qualitative improvement of the schools constructed.

School sites continue to display considerable variation in the quality of construction work. Leaking roofs, settlements of floors, crumbling stairs, and aprons cracking and not built to specifications are typical problems found in many schools during each new mission. Serious problems are also found with the sanitary systems and the water supply.

PCU has sent circulars to the provinces asking them to carry out a survey of construction quality of the campus sites which have been put to use. Until now, 29 provinces have sent summary reports, four provinces have sent circulars indicating that they would handle maintenance with local funds, and seven provinces haven't responded yet. The reports indicate that there are many shortcomings with construction quality and many campus sites start to deteriorate after being put to use, and it is requested that repair requiring large amounts of funds is carried out. The most effective solution would be to provide school maintenance grants in FSQI grants. The Review Team would like to see a summary report and plan of action.

Even if these shortcomings are detected before the final payment of the contractor, corrective work at this late stage requires additional efforts by a large number of people and must be tightly managed. Qualified and strict technical supervision during construction and checking before handing-over is the only strategy to improve the quality of construction

Summary of identified issues related to PEDC school construction:

School design: Many of the technical issues detected in newly constructed schools have their root cause in misconceived designs solutions and the technical construction details. The revised school building design is a vast improvement over earlier designs, it is less costly and has eliminated many of the design details which made the old design demanding and expensive to maintain. The example of a new roofing material (corrugated steel and insulation material in a composite structure) introduced in schools construction in Hue province further improved functionality and cost efficiency and simplifies maintenance.

In many schools the toilets are not being used, often because there is no - or insufficient supply of water. This is a cause of concern as the system (the septic tank) will only work as intended when a sufficient water level is maintained in the tank. In addition, pipes for drains and water supply of PVC are often found broken and – or blocked. In schools where the Head Teacher is aware of the importance of a well functioning sanitary system, facilities are generally better maintained. Before project closure awareness should be further raised in the schools of the positive impact on health a well functioning and clean sanitary system would have.

The Review Team recommends that the PPCUs ensure that all broken and non functional sanitary systems are repaired and that schools management is trained in ways to improve and ensure the use and maintenance of sanitary systems.

In some provinces school buildings are constructed on sites where ground levels have been artificially raised to avoid flooding. While it is fine to adjust specific sites to improve conditions the back filling of soils gives problems in terms of load bearing capacity of the land if not properly compacted. In many schools built on such sites, settlements of floors and aprons have shown even before the expiry of the warranty period and are likely to continue to happen even after repairs if not the land is compacted or other measures are taken to prevent this from happening. The already affected schools need comprehensive repairs. A redesign of the structural system for the floor structure to become a reinforced suspended element to prevent further damage would appear to be the best strategy to address the issue. For future school construction on such sites a similar redesign of the floor structure should be part of the standard design package.

The Review Team requests that the floor in schools to be built on land with insufficient load bearing capacity is designed to become a reinforced suspended structure.

Maintenance

A first draft of a school maintenance handbook has been developed and a series of training sessions have been held to introduce a concept of school facilities maintenance to key actors in the sector. Discussions with provincial officials during field visits did reveal some awareness of the need for facilities maintenance however, the general opinion was the maintenance was to be covered under the budget allocated to the school and managed by the school management. In schools with no major technical problems this is likely to be a feasible strategy to pursue, provided some kind of reserve fund would be available for cases of major repairs and emergencies.

The Review Team requests that the draft maintenance handbook is sent to the WB for review and commentary.

Monitoring quality of Construction

Achieving the required technical quality of construction work remains a challenge. A pattern seems to emerge that the more remote location of the school the poorer is the quality of construction. It remains a real challenge for the PCU to change that situation. While the CDS consultant reports on physical progress, expenditure, and

detected technical shortfalls of the construction work carried out, it is the responsibility of the supervising consultant to ensure quality of construction and make sure that deviations from norms and technical specifications are detected and corrected. Systems and procedures to ensure required quality of construction work are still not adequate and the PCU is the entity with the obligation to address the issue.

The recommendation is reiterated the Construction IST should develop and introduce such a tool for the supervisors to use in the discharge of their duties to supervise construction work for the project.

SUMMARY OF NEWLY BUILT CONSTRUCTION
(Completed packages)

PCU of PEDC

Page 1

Number	Province	Name of Campus Site	Name of School	Commune	Size of Construction					Contract value (1.000đ)	Date of work acceptance (DD/MM/YYYY)
					Number of Campus Sites	Number of Classroom	Number of Teacher Room	Number of WCs	Number of Water works		
	Total				3,039	8,482	2,889	2,854	2,576	1,382,454,502	
1	BÌNH ĐỊNH				19	58	19	13	17	8,316,667	
2	KHÁNH HÒA				17	44	17	16	0	6,539,318	
3	QUANG BÌNH				16	44	16	15	16	6,458,253	
4	PHÚ YÊN				25	57	25	22	0	8,497,394	
5	QUẢNG NGÃI				64	110	19	19	10	18,344,445	
6	QUẢNG NAM				29	58	29	29	29	13,628,615	
7	QUẢNG TRỊ				30	84	30	29	30	13,181,584	
8	ĐẮK NÔNG				63	184	63	63	44	26,155,947	
9	ĐẮK LẮK				229	664	229	229	226	104,897,163	
10	GIA LAI				137	284	137	137	133	53,554,284	
11	NINH THUẬN				17	66	17	17	0	8,023,830	
12	THỪA THIÊN HUẾ				39	100	39	37	37	16,258,908	
13	KON TUM				85	219	39	85	82	30,334,288	
14	AN GIANG				31	106	31	29	0	13238354.2	
15	BÌNH THUẬN				47	114	47	47	47	18754513	
16	SÓC TRĂNG				85	248	85	85	85	43,208,457	
17	CÀ MAU				195	562	195	193	193	99,635,124	
18	BÌNH PHƯỚC				116	266	116	116	116	59,339,553	
19	ĐÔNG NAI				72	156	72	72	64	26,131,196	
20	TÂY NINH				9	9	9	9	1	2,302,313	

21	BẠC LIÊU				26	83	26	26	26	13,166,702
22	LÂM ĐỒNG				62	188	61	59	59	30,780,607
23	CẦN THƠ				53	160	43	32	32	26,705,735
24	ĐỒNG THÁP				37	136	35	36	0	22,936,193
25	TRÀ VINH				58	121	34	9	0	16,046,525
26	LONG AN				37	119	37	37	37	21472069
27	Hà Giang				146	439	146	146	89	65,631,029
28	Cao Bằng				92	225	92	92	92	46,529,420
29	Yên Bái				41	105	42	39	39	15,920,592
30	Bắc Kạn				65	140	55	54	54	28,120,071
31	Tuyên Quang				68	197	68	68	68	31,722,178
32	Sơn La				228	790	228	228	228	108,646,910
33	Lạng Sơn				92	239	90	83	89	32,537,285
34	Lai Châu				77	230	77	77	77	38,051,240
35	Quảng Ninh				97	321	97	97	97	53,765,178
36	THANH HÓA				120	350	123	118	118	65,704,155
37	NGHỆ AN				74	244	60	50	0	35,471,385
38	LÀO CAI				162	490	162	162	162	76,029,128
39	KIÊN GIANG				72	203	72	72	72	31,564,893
40	Điện Biên				107	269	107	107	107	44,853,000

SUMMARY OF CONSTRUCTION (Renovation)

(Completed packages)

PCU of PEDC

Page 2

Number	Province	Name of Campus Site	Name of School	Commune	Size of Construction					Contract value (1.000đ)	Date of work acceptance (DD/MM/YYYY)
					Number of Campus Sites	Number of Classroom	Number of Teacher Room	Number of WCs	Number of Water works		
	Total				262	975	112	179	120	64,053,974	
1	BÌNH ĐỊNH				11	32	8	4	0	2,331,289	
2	QUẢNG BÌNH				2	11	2	2	2	724,248	
3	QUẢNG TRỊ				4	11	4	4	4	626,793	
4	ĐẮK LẮK				28	103	19	25	25	7,903,343	
5	THỪA THIÊN HUẾ				4	9	0	4	4	983,620	
6	AN GIANG				23	131	0	0	0	2,305,620	
7	BÌNH THUẬN				14	36	11	11	11	3,072,819	
8	CÀ MAU				24	76	0	0	0	2,917,685	
9	BÌNH PHƯỚC				41	93	0	33	14	5,197,401	
10	LÂM ĐỒNG				3	11	3	0	0	367,882	
11	Hà Giang				18	48	9	18	18	1,303,684	
12	Cao Bằng				16	89	6	14	14	8,869,077	
13	Yên Bái				8	34	3	5	5	2,095,080	
14	Bắc Kạn				19	74	1	2	2	5,651,170	
15	Tuyên Quang				5	18	2	5	5	1,645,911	
16	Quảng Ninh				42	199	44	52	16	18,058,353	

May 2009

SUMMARY OF NEWLY BUILT CONSTRUCTION

(Packagess with contracts signed and construction unfinished)

PCU of PEDC

Page 3

Number	Province	Name of Campus Site	Name of School	Commune	Scope of Construction					Contract value (1.000đ)
					Number of Campus Sites	Number of Classroom	Number of Teacher Room	Number of WCs	Number of Water works	
	Total				644	1,608	589	573	521	311,156,993
1	KHÁNH HÒA				3	7	3	2	1	841,986
2	QUẢNG BÌNH				10	25	10	7	10	4,686,061
3	PHÚ YÊN				9	22	9	9	0	3,348,947
4	QUẢNG NGÃI				15	31	3	3	3	5,357,372
5	QUẢNG NAM				24	40	24	24	24	9,246,351
6	NINH THUẬN				3	8	3	3	0	2,126,892
7	GIA LAI				14	23	14	14	14	4,914,130
8	THỪA THIÊN HUẾ				15	39	12	9	9	5,539,019
9	KON TUM				40	90	40	38	37	17,810,405
10	AN GIANG				28	87	28	26	0	12,342,693
11	BÌNH THUẬN				8	16	8	8	8	3,967,189
12	CẢ MAU				47	135	46	47	47	26,383,447
13	BÌNH PHƯỚC				10	21	10	10	10	3,985,676
14	BẠC LIÊU				4	8	3	4	4	2,266,529
15	TRÀ VINH				39	77	25	0	0	12,441,623
16	LONG AN				18	56	18	18	18	11,137,635
17	Bắc Kạn				24	51	25	24	24	11,848,608
18	Tuyên Quang				8	24	8	8	8	4,405,525
19	Quảng Ninh				1	4	1	1	0	952,997
20	Điện Biên				49	93	49	49	49	19,752,000
21	Hà Giang				71	208	71	71	58	41,547,843
22	Cao Bằng				46	136	46	46	46	31,492,938
23	Yên Bái				14	31	13	11	11	4,486,589
24	Lai Châu				36	100	33	33	32	20,655,728
25	NGHỆ AN				37	44	16	37	37	10327855
26	LÀO CAI				34	121	34	34	34	17330331
27	KIÊN GIANG				71	232	71	71	71	39,290,954

May 2009

SUMMARY OF CONSTRUCTION (Renovation)

(Package with contracts signed and construction unfinished)

PCU of PEDC

Page 4

Number	Province	Name of Campus Site	Name of School	Commune	Scope of Construction					Contract value (1.000d)
					Number of Campus Sites	Number of Classroom	Number of Teacher Room	Number of WCs	Number of Water works	
	Total				165	602	48	68	55	32,848,122
1	QUANG BÌNH				8	35	2	0	4	1,803,354
2	QUANG NGAI				24	89	8	11	0	2,225,626
3	Hà Giang				65	205	0	0	0	2,876,875
4	Cao Bằng				22	122	9	22	22	13,423,361
5	Yên Bái				10	46	5	8	7	1,568,355
6	Bắc Kạn				3	8	2	2	2	971,551
7	Điện Biên				14	29	14	14	14	4,518,000
8	Lạng Sơn				19	68	8	11	6	5,461,000

May 2009

SUMMARY OF NEWLY BUILT CONSTRUCTION

(Packagess with ETRs approved and contracts unsigned)

PCU of PEDC

Page 5

Number	Province	Name of Campus Site	Name of School	Commune	Scope of Construction					Contract value (1.000đ)
					Number of Campus Sites	Number of Classroom	Number of Teacher Room	Number of WCs	Number of Water works	
	TỔNG CỘNG				781	2,017	753	738	675	446,138,040
1	PHÚ YÊN				18	35	18	15	0	6,089,975
2	QUẢNG NAM				21	50	21	21	21	13,768,629
3	GIA LAI				116	188	99	108	108	37,232,951
4	SÓC TRĂNG				74	130.5	74	74	74	45,225,718
5	AN GIANG				52	182	52	40	0	33,426,735
6	CÀ MAU				26	74	26	26	26	13,925,661
7	BẠC LIÊU				57	129	57	56	56	33,247,918
8	TRÀ VINH				5	12	2	0	0	1,684,810
9	LONG AN				10	34	10	10	0	8,236,615
10	Hà Giang				40	107	40	40	40	23,767,196
11	Bắc Kạn				14	24	14	12	11	10,611,342
12	Sơn La				65	221	65	65	65	46,180,109
13	Lai Châu				7	23	2	2	2	6,324,790
14	Lạng Sơn				28	81	28	26	25	10,370,000
15	Quảng Ninh				31	97	29	26	30	27,028,123
16	THANH HÓA				24	63	23	24	24	23,398,444
17	NGHỆ AN				10	29	10	10	10	6,480,000
18	LÀO CAI				22	74	22	22	22	14646272
19	KIÊN GIANG				144	425	144	144	144	75,059,692
20	Cao Bằng				17	38	17	17	17	9,433,060

May 2009

SUMMARY OF CONSTRUCTION (Renovation)

(Packages with ETRs approved and contracts unsigned)

PCU of PEDC

Page 6

Number	Province	Name of Campus Site	Name of School	Commune	Scope of Construction					Contract value (1.000d)
					Number of Campus Sites	Number of Classroom	Number of Teacher Room	Number of WCs	Number of Water works	
	TỔNG CỘNG				63	249	22	19	19	19,322,241
1	NINH THUẬN				15	52	0	0	0	1,615,306
2	GIA LAI				21	72	9	9	9	4,474,458
3	Hà Giang				13	27	13	0	0	3,343,269
4	Cao Bằng				14	98	0	10	10	9,889,208

May 2009

PLAN FOR NEWLY BUILT CONSTRUCTION

(Suggested packages w/o ETRs yet)

PCU of PEDC

Page 7

Number	Province	Name of Campus Site	Name of School	Commune	Scope of Construction					Contract value (1.000d)
					Number of Campus Sites	Number of Classroom	Number of Teacher Room	Number of WCs	Number of Water works	
	Total				200	455	156	169	143	98,005,855
1	ĐẮK LẮK				20	54	23	41	38	9,321,500
2	SÓC TRĂNG				6	18	6	6	5	3,927,851
3	ĐÔNG NAI				19	40	17	28	28	18,370,155
4	TÂY NINH				22	34	22	22	0	9,394,999
5	TRÀ VINH				61	137	16	0	0	17,284,350
6	LONG AN				2	6	2	2	2	1,500,000
7	Lạng Sơn				19	43	19	19	19	7131000
8	Điện Biên				44	102	44	44	44	31076000
9	NGHỆ AN				7	21	7	7	7	0

May 2009

PLAN FOR CONSTRUCTION (Renovation)

(Suggested packages w/o ETRs yet)

PCU of PEDC

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Number	Province	Name of Campus Site	Name of School	Commune	Scope of Construction					Contract value (1.000đ)
					Number of Campus Sites	Number of Classroom	Number of Teacher Room	Number of WCs	Number of Water works	
	Total				100	854	14	79	76	37,124,549
1	ĐẮK LẮK				22	94	3	21	18	7,211,500
2	ĐÔNG NAI				76	531	9	56	56	26,711,100
3	TÂY NINH				0	222	0	0	0	2,256,949

May 2009

Ministry of Education and Training
PEDC Contracts with Price Adjustment

Number	Province	Number of contract	Name of work	Name of supplier	Bidding method (NCB)	Deadline for submit bid document (DD/MM/YYYY)	Contract method (lumpsum contract)	Start date (DD/MM/YYYY)	Finish date (DD/MM/YYYY)	Contract			Contract value after adjustment of price	Status of implementation
										Original contract value	Rate propose for price adjustment (%)	Total budget for price adjustment (VND)		
1	2	3	4	5	6	8	9	12	13	15		16		
			Total							209,070,777,223		9,968,131,847	219,038,909,070	
1	Bình Phước									6,184,917,266		424,903,816	6,609,821,082	
2	Cà Mau									36,690,733,404		1,361,226,209	38,051,959,613	
3	Cao Bằng									41,643,075,931		3,102,409,157	44,745,485,088	
4	Dak Lak									4,121,000,000		115,489,460	4,236,489,460	
5	Đồng Nai									7,261,917,000		94,130,518	7,356,047,518	
6	Gia Lai									50,092,790,000		1,280,053,464	51,372,843,464	
7	Kiên Giang									3,941,973,622		46,547,945	3,988,521,567	
8	Lạng Sơn									9,121,003,000		257,212,285	9,378,215,285	
9	Quảng Nam									15,841,148,000		1,258,440,433	17,099,588,433	
10	Quảng Ngãi									20,638,219,000		941,486,661	21,579,705,661	
11	Quảng Ninh									10,891,000,000		904,657,800	11,795,657,800	
12	Tuyên Quang									2,643,000,000		181,574,100	2,824,574,100	

Annex 7 - Financial Management

The financial management review followed up on the issues and recommendations from previous missions through comprehensive discussions with the PCU, the task team and meetings with MOET; and desk reviews of project progress reports and internal auditors' reports.

Counterpart funds shortage: As specified in Attachment 1 the GOV Counterpart funds owed to contractors for completed amount of work/construction which was already certified by local State Treasury was **VND 14.7 billion** as at 14 May 09. While on-going construction works under signed contracts which will need to be financed by GOV Counterpart funds was **VND 49.3 billion**. Therefore, total debts to contractors and counterpart funds contribution for construction from 2008 plan backward amounted to approximately **VND 64.1 billion** as at 14 May 09.

In accordance with Official Letter No. 1919/BGD&DT-KHTC dated 11 March 2009 by MOET, 2009 counterpart fund budget allocated to PEDC amounted to VND 110 billion, out of which VND 50 billion was already advanced during 2008, and the remaining **VND 60 billion** was allocated during 2009. This resulted in a possible shortage of VND4.1 billion if all outstanding contracted construction works are completed and certified by State Treasury within 2009.

On the other hand, the countersigned Amendment to the Development Credit Agreement (Cr.3752-VN) dated 20 May 2009 has increased the disbursement percentage for works from 78% to 100%, effective 8 August 2008. As for the 22% counterpart fund contribution for 2008 construction works from 8 August 2008 backward, the Prime Minister issued Official Letter no. 1290/TTg-KTTH dated 8 August 2008, approving the integration of PEDC's school sites into the School Concretization Program (E-NTP) as counterpart funds contribution in kind. This new disbursement percentage and mechanism are expected to partly contribute to the acceleration of construction progress.

Budgeting and Funds Management until project close: As of 26 May 2009, the full commitment of multi-donor trust funds amounted to approximately US\$69 million as shown in Table 1 below.

Table 1: Multi-donor Trust Funds contribution as at 26 May

PEDC Multi-donor Grant TF051873 As of 26 May 2009				
Donor	Donor's Currency	Each instalment in Donor's currency	USD Equivalents	Exchange rate as of 28 Nov 08
Commonwealth of Australia	AUD	1,500,000.00	994,200.00	
Canada	CAD	379,980.00	271,162.49	
		1,899,980.00	1,420,014.95	
		500,000.00	415,593.05	
		1,500,000.00	1,300,728.40	
		2,500,000.00	2,133,287.82	
		3,000,000.00	2,965,305.92	
		4,575,040.00	3,727,272.00	0.81469714
Full commitment		14,355,000.00	12,233,364.63	
DFID	GBP	750,000.00	1,188,975.00	
		3,700,000.00	6,783,950.00	
		600,000.00	1,124,160.00	
		2,600,000.00	4,565,599.99	
		3,500,000.00	6,879,950.00	
		3,700,000.00	7,333,030.00	
		2,600,000.00	5,194,020.00	
		7,250,000.00	11,115,700.00	1.5332
Full commitment		24,700,000.00	44,185,384.99	
Kingdom of Norway	NOK	2,500,000.00	388,950.69	
		9,000,000.00	1,302,271.74	
		10,000,000.00	1,312,163.76	
		10,500,000.00	1,591,873.85	
		15,505,182.00	2,669,165.43	
		16,000,000.00	3,162,430.33	
		9,000,000.00	1,400,342.31	
Full commitment		72,505,182.00	11,827,198.11	
Grand Total in USD			69,240,147.73	

Funds transfer from PCU to PPCUs, DMUs and schools: By end of November 08, 100% of FSQL and CSF funds were already transferred to PPCUs, except for An Giang PPCU where only 50% of both FSQL and CSF were transferred due to delayed clearance of 2007 advance funds. Up to this mission, An Giang PPCU has not been able to clear the full 2007 advance and thus, has only received 50% of both FSQL and CSF. The Review Team requests the PCU to urge An Giang PPCU to clear the outstanding advance immediately and reconsider the need to transfer the rest 50% of funds with firm commitment by An Giang PPCU to clear advance on time. The PCU's internal auditors reported that cases discovered in some PPCUs namely Lai Chau, Ha Giang and Cao Bang where FSQL and CSF funds were not transferred in full to DMUs and schools and especially the case of Gia Lai PPCU who did not advance any funds to DMUs and DMUs only got reimbursement once activities were finished are already rectified by now.

2009 FSQL and CSF funds are not available by the time of this mission due to delayed contribution by donors and significantly decreased/cut-down commitment by Norway. The amendment and reallocation of the MDTF Grant Agreement was completed by the end of the mission. Funds will shortly be available for the PCU to disburse to PPCUs.

Financial monitoring reports: FMRs are generally being submitted to the Bank in due time. The PCU reported that PPCUs are using the accounting software for accounting and reporting purposes, but the extent of usage varied from province to province. Hard copies of reports are being sent to the PCU for review and consolidation. Annual training on accounting and software will be continuously provided by the PCU until the project close.

Internal audit: The internal auditors have developed an internal audit plan for 2009 to perform financial finalization/liquidation for FY08 for all provinces. Reports on summary of audit findings which will provide details on observed issues on internal controls and accounting work, impact of identified issues, and recommended solutions will be provided after field trips. The internal auditors will also perform annual reconciliation between their finalization/liquidation report and annual audited financial statements.

External audit: The external auditor has started their audit work for FY08 and the PCU expects to submit the audited financial statements to the Bank by the deadline of 30 June 2009.

Annex 8 - Procurement

Staffing and Internal Post Review. Since agreeing not to replace the International Procurement Advisor after his resignation at the end of last year, the PCU Procurement Team has handled all procurement activities, including ICBs. In addition, the Procurement Assistant who had successfully completed the international procurement training at the ILO center in Turin has been successfully promoted on merit to Procurement Officer. He conducted the April 2009 internal post reviews with other construction team members in four Provinces, i.e. Yen Bai, Lai Cai, Kon Tum and Gia Lai. The post review reports⁵ were clearly written and recommendations were provided to the responsible team to correct several shortcomings such as improvement of the filing system; expression of desired validity dates in the shopping invitations; acceleration of school construction; provisions of clearer technical specifications for renovations; publication of contract awards; and so on.

Procurement Process. Overall procurement activities are still slow and well identified in the PCU May 2009 progress report⁶. Mainly, delays are caused not only by procurement procedures but also by various internal decision making processes, e.g. it took a long time to agree what materials to develop and include in each package, e.g. VLS cards, disabled equipment, etc. The first package for VLS cards and storage boxes for 23 provinces was provided a Bank's NOL late last year yet it took the Government almost 6 months to approve the final package including the technical specifications. This is unacceptable as the World Bank has repeatedly emphasized that the NOL should be the last piece of the procurement approval process. Nevertheless, the internal approval procedures remain unchanged and cause considerable delays. The Specific Procurement Notice (SPN) for the approved VLS cards and storage boxes ICB package has only just been sent to UNDB and dgMarket on line for advertisement. The Review team has also reviewed and provided its NOL for the second VLS cards and storage boxes ICB package for the additional 17 provinces.. Hopefully, the internal approval will be granted soon given that such procurement has been approved once already by the GOV and the contract signing deadline date is July 31, 2009. Two ICB packages for computers and 2008 furniture were opened on May 19 and May 5 respectively. The Review Team urges the PCU to conduct the bid evaluation as soon as possible in order to meet the July 31, 2009 signing deadline date. All other procurement activities including NCBs and NSs also need to be immediately accelerated in order to close on time.

In order to ensure the eligible financing under the IDA Credit and the Multi-Donor Grant with the current Closing Date, the following procurement steps as stated in the last November 2008 AM remain unchanged for ICB goods, NCB/NS goods and civil works and consultant services:

Expenditure Category	Procurement Method	Date for Contract Signing	Date for Delivery complete, acceptance and Payment Incurred
Goods	ICB	July 31, 2009	Current Closing Date – Dec. 31, 2009
	NCB/NS	Sept. 30, 2009	Current Closing Date – Dec. 31, 2009
Civil Works	NCB/NS	July 31, 2009	Current Closing Date – Dec. 31, 2009
Consultant Services	All selection methods allowed in the Agreements for firms & Individuals (except the last audit report ⁷)		Current Closing Date – Dec. 31, 2009

⁵ PCU internal post review reports included in the May 2009 Progress Report are available in the project file.

⁶ The May 2009 Progress Report is available in the project file.

⁷ An escrow account can be opened to be paid under the Grace Period for the last audit service.

Procurement of School Furniture for the 2007, 2008 and 2009 Plans. The delivery of 2007 ICB furniture for the northern and southern regions has been completed. However, the central region is still incomplete. Due to delays in school construction not all acceptance letters from the central region have been collected. The mission urges the PCU to collect all acceptance letters from the contractor and accelerate the disbursement. As mentioned above, the 2008 ICB furniture was opened recently and bid evaluation should be underway. As for the 2009 furniture plan if new construction is limited to 29 provinces and renovation to 8 provinces, as outlined in the School Construction Annex, then this last planned ICB package for furniture may not be appropriate. The number of furniture packages using NCB or NS procedures should be increased and this procurement decentralized to the province in order for furniture to be delivered and disbursed before the Closing Date. In addition, the Review team noticed during one of its field visits to Dien Bien Province that one satellite school did not receive any new furniture for their new classrooms; one satellite school has only four teachers chairs; and yet another satellite school had no teachers chairs. Also some of the blackboards were not mounted on the wall yet and rested on some kinds of stands. The Dien Bien DoET and BoET assured the Review team that corrections will be made soon re deliveries and blackboards will be mounted on the wall. The PCU was also asked by the Review team to follow up on the delivery mistakes for the Dien Bien Provinces.

School Construction (see Annex 6 for details of the infrastructure component 1.3). The Review team had discussions with the PCU including the Project Manager, Senior Implementation Advisor and Construction-IST team about their future implementation plan. The Review team emphasized the need to stick with the cut-off dates laid out in the last Aide Memoire in November 2008. However an extension is required. Such a proposal would need to be submitted to the Bank officially by September 30, 2009.

The price adjustment contracts approved by the Bank in April 2009 have not been implemented yet. Therefore there is no post review for price adjustment contracts during this review period.

The aggregate amount stipulated in the DCA for the use of quotations for small civil works contracts costing less than US\$70,000 per contract has been lifted and the amendment was approved by the Bank and countersigned by the GOV in early May 2009.

The earlier agreement between the Bank and the MoET for changing the financing source of each PEDC school construction contract to only one source has finally resulted in an amendment to the DCA. A letter was received by the Bank informing all PPC dated November 18, 2008, to use the GOV's National Concretization Program to fulfill the school construction obligation of PEDC. A list of school sites has been provided.

Post review of goods. There were four NCB and 2 NS goods contracts conducted by the PCU and subject to post review during this review period totaling US\$293,100. The Review Team reviewed 100% of these contracts and would like to emphasize the following procedures: (i) rebidding needs the World Bank's prior approval with revision of not only quantity but technical specifications as well; (ii) clarifications should be sought first before automatic rejection if such clarifications would not result in the change of bid price. The documentations were in good order including advertisements, quotation letters, evaluation reports, and signed contracts with clear delivery destinations and expected dates. A 24% saving was achieved by using competitive procedures.

Post review of consultant services. There were only six local individual contracts conducted by the PCU and subject to post- review during this review period totaling US\$58,828. The rest were subject to prior-review. All were awarded to the first-ranked individuals, although the Review Team noticed some more qualified candidates were rated lower. The Review Team was told some of the local consultants have been working for the project in a different level or position. They had been promoted such as the case of the Procurement Assistant to Procurement Officer. The Review Team supports the idea of promotion of existing PCU staff in principle but it must be based on the local consultant's own merits. In addition, interviews should be conducted for all shortlisted candidates before ranking is finalized.

Procurement and Contract Management. As stated in the last Aide Memoire, all Procurement paper work is in good order including maintenance of a Master List for all centrally procured goods and consultant services indicating actual contract values and subject to prior or post- reviews, etc. However, the

Procurement filing room is getting crowded and more space and cabinets are needed to solve the overcrowding through to the Project Closing otherwise retrieval of procurement documents for future post reviews will be adversely affected.

Procurement by province. There are two (2) packages to be conducted in PPCUs and DMUs in 2009: Package 1: Vietnamese Dictionary This package will be conducted by PPCUs and the PCU sent official Letter 126/BGD-DT-DATKK 31 March 2009 to instruct PPCUs. Package 2: Student and Classroom consumables. This package will be conducted by DMUs and the PCU sent official Letter 103 dated 6 March 2009 to guide PPCUs. The PPCUs will guide DMUs on implementation. In general, all PPCUs, as scheduled, will complete this package before new year school opening day. Thus, there are some completed so far. Others will conduct this in July and August 2009. The status of these packages for procurement is as follows:

Id	Provinces	Vietnamese Dictionary	Student and Classroom consumables
1	An Giang	2	1
2	Bac Can	3	1
3	Binh Dinh	-	3
4	Binh Phuoc	-	1
5	Binh Thuan	-	2
6	Bac Lieu	2	1
7	Ca Mau	2	1
8	Cao Bang	2	1
9	Can Tho	2	1
10	Dak Nong	2	1
11	Dak Lak	2	2
12	Dong Nai	2	1
13	Dong Thap	2	1
14	Dien Bien	1	1
15	Gia Lai	2	2
16	Ha Giang	3	3
17	Khanh Hoa	2	1
18	Kien Giang	2	2
19	Kon tum	2	3
20	Lam Dong	2	1
21	Lao Cai	2	2
22	Lang Son	2	2
23	Lai Chau	2	2
24	Long An	2	1
25	Nghe An	2	1
26	Ninh Thuan	2	1
27	Phu Yen	2	1
28	Quang Binh	2	1
29	Quang Nam	2	1
30	Quang Ngai	2	2
31	Quang Ninh	3	3

32	Quang Tri	2	1
33	Son La	4	3
34	Soc Trang	2	1
35	Tay Ninh	2	1
36	Thanh Hoa	2	1
37	Hue City	2	1
38	Tra Vinh	3	3
39	Tuyen Quang	3	1
40	Yen Bai	2	1

Preparation

1= nothing has been done, 2= bidding document, 3= Contract has been signed,4 = Contract has been completed

The rating for this procurement review is moderately satisfactory.

ANNEX 9: Legal Covenant Compliance at May 30, 2009

DCA	Description of Covenant	Original Covenant Date	Revised Covenant Date	Covenant Status	Current Status Remarks
Article IV, 4.01 (a)	Submit annual audit report	6/30/2004	6/30/2009	To be complied with in June 30, 2009	Not yet due
Article IV, 4.02 (b)	Submit quarterly FMRs	6/30/2004	6/30/2009	To be complied with in June 30, 2009	Not yet due
Article VI, 6.01 (a)	Execute the MDTF multi-donor trust fund grant agreement	7/8/2003	10/10/2003	Complied with	Final payment paid apart from Norway.
Article VI, 6.01 (b)	Appoint all PPCUs and DMUs accounting staff	10/15/2003	10/10/2003	Complied with	All appointed
Article VI, 6.01 (c)	Adopt and put into effect FMS Manual	10/15/2003	15/08/2006	Complied with	Revised FMS & Manual completed
Article VI, 6.01 (d) (i)	Provide training to all accounting staff	10/15/2003	10/10/2006	Complied with	Upgrading Training has been provided to new staff
Article VI, 6.01 (d) (ii)	Adopt an FSQL Grants Operational Manual		6/15/2006	Complied with	Revised version completed
Article VI, 6.01 (e)	Maintain PCU throughout the project years	1/4/2005	10/10/2003	Complied with	The PCU is in active operation
Schedule 4, 1	Maintain PSC with reps from ministries	10/15/2003	10/15/2003	Complied with	PSC is in active operation
Schedule 4, 2 (a)	Maintain PCU within PED of MOET	10/15/2003	10/10/2003	Complied with	PCU with the coordinators from PED
Schedule 4, 2 (b)	Maintain PPCUs throughout the project years	10/15/2003	10/10/2003	Complied with	all PPCUs are in operation
Schedule 4, 2 (c)	Maintain DMUs throughout the project years	10/15/2003		Complied with	All DMUs are active
Schedule 4, 3	Engage a qualified Project Advisor	12/1/2003		Complied with	Full time Senior Advisor on board to the end of the project
Schedule 4, 4	Engage a qualified Procurement Advisor	12/31/2003		Complied with	A part time International Advisor on board
Schedule 4, 9 (b)	Prepare & carry out district-wide FSQL action plan by project districts			Complied with	annual activity completed successfully
Schedule 4, 10 (a)	Adopt an Innovation Grants Operational Manual	12/31/2003	6/15/2007	Complied with	Revised manual completed in June 2007
Schedule 4, 11 (a)	Maintain a policy of exempting children attending the beneficiary schools from all school fees and charges	12/31/2005		Complied with	The GOV has issued regulation for exception of fees for poor students
Schedule 4, 12	Submit an annual work program	11/30/2007	11/15/2007	Complied with	annual work program submitted on time
Schedule 4, 13 (b)	Submit semi-annual progress reports by 5/31 & 11/30	11/15/2007	11/15/2007	Complied with	progress reports submitted before each review mission
Schedule 4, 13 (c)	Submit a mid-term review report	11/30/2006	11/30/2006	Complied with	Submitted before mid term review

