



WORLD BANK GROUP

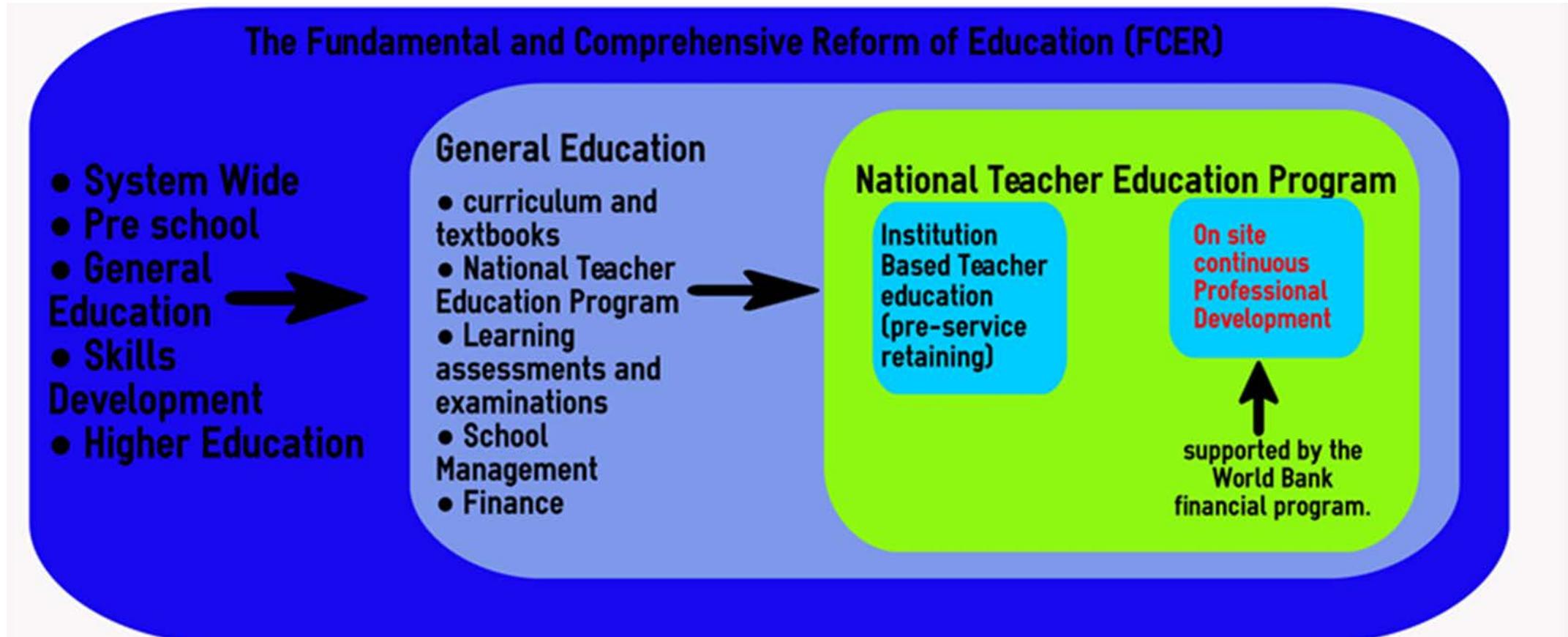
Enhancing Teacher Education Program for Results The Vietnam example

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Why a PforR

- **Avoid the project working in silos and thus with insufficient coordination and synergy with other teacher education actors**
- **Focus on specific results that are catalytic and can leverage an entire reform process, rather than inputs**
- **With increased ability of education sector authorities to deliver large programs, the overlay of additional controls to the existing country systems has become less necessary. Less energy, resources and time need to be mobilized to ensure proper due diligence**
- **Bolster the client capacity to implement and manage the entire education reform through its own systems and procedures**

Program boundaries



The Program Development Objective of the ETEP is: to strengthen teacher education institutions to enhance teacher and principal effectiveness through improved continuous professional development.

Results Chain

Lever	Input/Activity	Intermediate Outcome	Final Outcome	Higher Order
Institutional capacity strengthened	Upgrade capacity of Lead Teacher Training Universities (LTTUs) through performance agreements and application of TEIDI	No. of LTTUs that sign Performance Agreements with MOET (DLI)	Improved performance of the eight LTTUs to provide CPD as measured by the Teacher Education Institutional Development Index (TEIDI) (PDO)	Improved student learning outcomes and increased adult labor force participation and growth in economy
	Data systems are in place	No. of TEMIS-generated annual reports on CPD needs by DOET (DLI)		
Education personnel trained	Track and record CPD program evaluations	No. of teachers and principals satisfied with the new school-based CPD (PDO) + (DLI)	Teacher training needs met and effectiveness enhanced	
	Record assessments and CPD needs of teachers and principals			
	Systematic school-based continuous professional development (CPD) to teachers and principals	No. of deployed Core Teachers and/or Principal Advisors having completed six or more priority training modules (DLI)		
	ICT-based interactive CPD services	No. of teachers completing all online modules of the CPD program (DLI)		

Lessons Learnt

1. Do not underestimate how difficult it is to explain this approach to counterparts

In Vietnam: the three following group had very different ways of seeing a “P4R

- **Ministry Of Finance: Fast Disbursing Loans (wanted only to use country systems)**
- **Ministry Of Planning and Investment: Consolidate Into Fewest Number Of Operations**
- **Ministry Of Education and Training: Easily Accessible Funds To Purchase Inputs (most difficult to convince)**

Lessons Learnt

2. Technical assistance is necessary - how to ensure TA is provided of the quality satisfactory to the Bank and as and when is needed:

- **IPF components are hard to design and hard to implement, but are usually unavoidable.**
- **The best is trust funds (Bank-executed) but not always available**

Lessons Learnt

3. Preparation could likely take longer due to

- Lack of a government reform program;
- Prolonged assessment of country system and institutional capacity;

Technical and operation support is necessary even during the preparation and start up phase

Lessons Learnt

4. Meeting Bank assessment criteria can be very difficult and time consuming: plan accordingly!

- **Temptation to “Gerrymandering” to meet Bank assessment criteria**
- **Explaining to counterparts that although country systems are used, the Bank will impose certain diligence requirements regardless**



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