PROJECT DATA SHEET

Project Data Sheets (PDS) contain summary information on the project or program: Because the PDS is a work in progress, some information may not be included in its initial version but will be added as it becomes available. Information about proposed projects is tentative and indicative.

PDS Creation Date	06 Jun 2006
PDS Updated as of	11 Sep 2014

Project Name	Lower Secondary Education for the Most Disadvantaged Regions Project
Country	Viet Nam
Project/Program Number	36008-013
Status	Approved
Geographical Location	Ethnic minorities and girls, in 103 of the poorest districts in Viet Nam

In preparing any country program or strategy, financing any project, or by making any designation of, or reference to, a particular territory or geographic area in this document, the Asian Development Bank does not intend to make any judgments as to the legal or other status of any territory or area.

Sector	Education Health and social protection Information and communication technology
Subsector	Secondary - social protection initiatives Nutrition ICT strategy and policy, and capacity development
Strategic Agendas	Inclusive economic growth (IEG)
Drivers of Change	–
Gender Equity and Mainstreaming Categories	Category 4: No gender elements (NGE)

FINANCING

Type/Modality of Assistance	Approval Number	Source of Funding	Approved Amount (US$ thousand)
Loan	2384	Asian Development Fund	50,000
–	–	Counterpart	14,000

Type/Modality of Assistance	Approval Number	Source of Funding	Approved Amount (US$ thousand)
TOTAL			**US$ 64,000**

SAFEGUARD CATEGORIES

For more information about the safeguard categories, please see http://www.adb.org/site/safeguards/safeguard-categories

Environment	C
Involuntary Resettlement	B
Indigenous Peoples	B

SUMMARY OF ENVIRONMENTAL AND SOCIAL ISSUES

Environmental Aspects

No significant adverse environmental or resettlement impacts due to the Project have been identified. The designs of the new schools required minimum maintenance. Expansion of the existing facilities or replacement of old buildings did not negatively impact the environment. The Government and the MOET has ensured that construction of new facilities for LSSs was carried out on existing LSSs reserve land.

Involuntary Resettlement

The Project did not encountered any resettlement problems and none are expected throughout the remaining project implementation.

Indigenous Peoples

Overall, the Project is on track towards achieving GEMAP targets at an aggregate level. The increased availability of semi-boarding schools and school feeding is undoubtedly positively impacting upon enrolment and completion for girls and ethnic minority children. Project implementation mechanisms are evidently prioritizing allocation of benefits towards girls and ethnic minority students as intended, and community and education sector awareness of the need for such targeting is increasing. The Project is also promoting the role and capacity of female teachers through ensuring their participation in teacher training, as well as incorporating gender equality content into training curriculum. The last review mission identified challenges such as: limited systematic management, and reporting and analysis of data disaggregated by sex and ethnicity; limited awareness and ownership of the GEMAP by project staff at all levels; ensuring the full achievement of GEMAP targets at provincial and district/school levels, including through prioritizing attention on districts/schools which are under-target; over-crowding of boarding and sanitation facilities and inconsistent quality of infrastructure, which have disproportionate gender impacts; and limited proactive approaches to the psychological and emotional wellbeing of students, especially girls. NPIU committed to undertaking all measures to address these gaps especially in the implementation of staff development, and scholarship programs.

STAKEHOLDER COMMUNICATION, PARTICIPATION, AND CONSULTATION

Review Missions are carried out every six months.

During Project Design

Consultations with stakeholders and donor partners.

During Project Implementation

Review missions are carried out every six months.

DESCRIPTION

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PROJECT RATIONALE AND LINKAGE TO COUNTRY/REGIONAL STRATEGY

ADB has been supporting Viet Nam's secondary education. Universal secondary education is one of the Government's policy goals committed in the 5-year Socio-Economic Development Plan 2006-2010. It is noted that secondary schooling in the most difficult regions continues to be unfilled, and limited access and quality of schooling of the ethnic minority youth and girls are considered as a critcal obstacle for achieving the Millennium Development Goals, the Education Strategic Development Plan 2001-2010, and the National Education for All Action Plan 2003-2015. The Project will complement ADB's suport to universal lower secondary education. The Project is included in the CSP 2007-2010.

DEVELOPMENT IMPACT

The Project is expected to promote universal secondary education and, hence,
greater social and economic inclusion for Viet Nam s disadvantaged groups.

PROJECT OUTCOME

Description of Outcome	Progress Towards Outcome
Its outcome will be improved lower secondary education participation rates, particularly for girls and ethnic minorities, in 103 of the most disadvantaged districts in 17 provinces.	All originally planned civil works activities have been completed in satisfactory quality.

OUTPUTS AND IMPLEMENTATION PROGRESS

Description of Project Outputs	Status of Implementation Progress (Outputs, Activities, and Issues)
1. Access to lower secondary education is improved for the poor, especially girls and ethnic minorities, in 103 targeted districts. 2. The quality and relevance of secondary education are enhanced for ethnic minorities and girls. 3. Innovative approaches to improving educational access and equity for ethnic minorities and girls are pilot-tested and evaluated. 4. Planning and management capacity for lower secondary education for the disadvantaged groups and regions is strengthened.	By end January 2014, 820 new LSS classrooms (against the original target of 819) and 978 rooms for ethnic minority students(against original target of 960) have been successfully completed and are operational. All contracts have been fully paid. Inspection of the newly-built facilities has been completed as well. A total of US$ 27,849,148 (as of 12 March 2014) was awarded, and US$ 27,816,326 was paid for civil works contracts in all 3 Batches, equivalent to 99.69% of ADB fund. All 48 classrooms and 8 toilets have been constructed and are operational. By end January 2014, 820 new LSS classrooms (against the original target of 819) and 978 rooms for ethnic minority students(against original target of 960) have been successfully completed and are operational. All contracts have been fully paid. Inspection of the newly-built facilities has been completed as well. A total of US$ 27,849,148 (as of 12 March 2014) was awarded, and US$ 27,816,326 was paid for civil works contracts in all 3 Batches, equivalent to 99.69% of ADB fund. All 48 classrooms and 8 toilets have been constructed and are operational. 1,028 core trainers trained for 7 modules including (1) active learning for teaching practice; (2) active learning for student assessment; (3) mentoring training for career counseling and CPD; (4) effective use of supplementary materials; (5) ICT; (6) minority languages; and (7) gender awareness. Materials for 5 PRESETT

modules developed and used by core trainers for TTC students in May 2012-end February 2013. By end February 2013, 440 out of 445 teacher housing units constructed and handed over. 60 libraries completed and operational. Training courses disseminated to 199,140 lower secondary schools teachers (106,933 females or 53.7%; 46,200 EM teachers or 23.2%) against target of 30,000 LS teachers by 28 Feb 2013. 19,481 key teachers (9,048 female or 46.2%) completed training on (i) active learning methodologies and assessment of students? learning results; (ii) subject-based active learning methodologies; (iii) more effective use of equipment and supplementary materials; (iv) career counseling, pastoral care and continuing professional development; (v) use of ICT in the classrooms and e-mentoring system; and (vi) support for teaching Vietnamese to EM pupils. INSETT and PRESETT materials developed and delivered to core trainers, key teachers, and TTC students. Delivery of supplementary materials for teachers completed in December 2012. Continuing professional development (CPD) framework developed for the training of core trainers; A total of 3,305 key teachers in 17 project provinces trained on CPD. Pilot network program implemented in TTCs in Dien Bien, Dak Lak, and Soc Trang and 9 LSSs. Reassessment of the impact of the program ongoing. A total of 235 students selected for the scholarship program. To date, only 205 students (117 female or 57%) are in the scholarship program. A tracer study to be conducted by the end of the scholarship program to evaluate its impact and effectiveness, including incidence of dropouts and job placements. 73 laboratories completed and operational. Students are provided scholarship twice a school year for each term: Year 1 (SY2009-2010) - First provision: 781 LSS students received scholarships, of whom 392 are male and 389 are female; Second provision: 771 LSS students received scholarships, of whom 392 are male and 379 are female Year 2 (SY2010-2011) - First provision: 721 LSS students received scholarships As of February 2013 review mission and after 6 out of 8 provisions, the number of scholars have been reduced to 613. The decline could be attributed to (i) transfer to other schools; (ii) mortality; and (iii) dropping out. Out of 103 students dropping out of schools, the number of students from La Hu ethnic minority group is the highest (41 students, accounting for 40.8%). A tracer study aimed at assessing the impact and effectiveness of the pilot scholarship program to ethnic minority students will be conducted to address drop-out incidence. Campaign organized and completed in 20 provinces (84 LSS and 70 Community Learning Centers involved) After the program was piloted in 3 provinces of Dien Bien, Dak Lak and Kien Giang, lessons were drawn and applied in the dissemination of the public awareness campaign in all remaining project districts. By end of July 2012, 100 core trainers from 14 project provinces which had not participated in the pilot program were trained on the content of the campaign and the method to conduct the campaign effectively. The 100 core trainers then trained 1,231 staff in charge of conducting the campaign in communes and villages. Printed materials for the campaign,

including 13,166 leaflets on children?s rights, 13,166 leaflets on women?s rights, 26,332 story booklets, 13,172 posters, and 13,166 handbooks for conducting the campaign have been distributed to all target districts. The campaign started in May 2012 and have been completed in 1,336 communes, of which 535 LSS and 801 CECs participated. Rice was distributed to 2,784 students in school year 2010-2011, and 7,606 in school year 2011-2012. For school year 2012-2013, 8,080 students from 12 provinces have received rice. Eight of these provinces have completed liquidation. Provision of rice covered the period November 2012-May 2013. A visit to a target school in Kon Tum province was fielded, where NPIU confirmed the successful implementation of this program in terms of stakeholders' acceptance. This activity was confirmed to be replicated by MOET. Ongoing. Five (5) CQS contracts for research studies have completed technical and financial evaluation. A total of 4,658 MOET, DOET, and BOET staff underwent management training courses from 2009 to 2011 on (i) performance management; (ii) education planning and management; and (iii) continuing professional development. All activities under this Output have been completed. The Project provided general ICT training for more effective education planning and management of rural schools and has not been involved in the development of the new EMIS (MOU Nov 2009). ICT training was integrated into the training program for education planners, school principals and administrators in 2010. A total of 4,658 MOET, DOET, and BOET staff underwent management training courses from 2009 to 2011 on (i) performance management; (ii) education planning and management; and (iii) continuing professional development.

BUSINESS OPPORTUNITIES

Date of First Listing	27 Feb 2006
Consulting Services	The Project provided a total of 489 person-months of consulting services-74 international and 415 national. The international consultants comprised experts in project facilitation (3 person-months), education planning and management (18; this consultant will also be the team leader), procurement (14), resettlement (1), teacher training design and planning (16), Information and Communications Technology (ICT) (4), gender and ethnic minority education planning (8), monitoring and evaluation (6), and scholarship policy and planning (4). The national consultants' expertise was in national civil works and procurement (48 person-months), construction supervision (51), resettlement (10), school-based In-service-teacher training (24), pro-poor Pre-service teacher training (48), ethnic minority education management (48), gender education management (24), scholarship policy and management (48), project facilitation and management (12), education planning (26), education management and administration (52), ICT/Education Management Information System management (12), and monitoring and quality control (12). The overseas training programs have been/will be provided by an international training provider, which will be selected through consultant qualification. Detailed terms of reference and selection criteria for the overseas training provider has been developed by National Project Implementation Unit (NPIU) with the assistance of international consultants during implementation. The international and national consultants to be financed under the Project have all been selected and hired according to ADB's Guidelines on the Use of Consultants. For smooth start-up, the project facilitation adviser has been selected

and hired individually to help NPIU develop a solid implementation framework. The remaining services will be provided by an international firm, to be selected and hired through quality- and cost-based selection (QCBS). The QCBS weighting will follow the standard quality-cost ratio of 80:20.

Procurement	ADB-financed goods and works will be procured according to ADB's Procurement Guidelines. The National Project Implementation Unit, in close cooperation with relevant Provincial Project Implementation Units and Bureau of Education and Training, will be responsible for all procurement. National competitive bidding consistent with ADB's Procurement Guidelines will be carried out. Modifications and clarifications that need to be made regarding the Borrower's national competitive bidding procedures must be agreed on by ADB and the Borrower. Given the broad geographic range of the Project, and the resulting high number of relatively small contract packages anticipated, all civil works contracts will be procured through national competitive bidding. Contracts for goods estimated at $1 million equivalent or more will be awarded through international competitive bidding, and those for goods (other than instructional materials) estimated at less than $1 million but more than $100,000 equivalent through national competitive bidding. Contracts estimated at less than $100,000 equivalent will follow shopping procedures. Instructional materials will be procured through national competitive bidding or direct contracting. Awareness-raising materials will be procured through least-cost selection. Details of procurement packages and technical specifications will be submitted to ADB for approval before procurement. MOET will take advance procurement action for the recruitment of individual consultants in the case of the international project facilitation adviser and the national project facilitation and management adviser, to expedite implementation. ADB's concurrence to advance action does not commit ADB to finance related expenditure under the Project or to finance the Project.
Procurement and Consulting Notices	http://www.adb.org/projects/36008-013/business-opportunities

TIMETABLE

Concept Clearance	10 Dec 2007
Fact-finding	02 May 2007 to 16 May 2007
Management Review Meeting	01 Aug 2007
Approval	10 Dec 2007
Last Review Mission	–

MILESTONES

Approval No.	Approval	Signing	Effectivity	Closing		
				Original	Revised	Actual
Loan 2384	10 Dec 2007	10 Jan 2008	09 May 2008	31 Dec 2014	–	–

STATUS OF COVENANTS

Covenants are categorized under the following categories—audited accounts, safeguards, social, sector, financial, economic, and others.

Covenant compliance is rated by category by applying the following criteria: (i) Satisfactory—all covenants in the category are being complied with, with a maximum of one exception allowed, (ii) Partly Satisfactory—a maximum of two covenants in the category are not being complied with, (iii) Unsatisfactory—three or more covenants in the category are not being complied with. As per the 2011 Public Communications Policy, covenant compliance ratings for Project Financial Statements apply only to projects whose invitation for negotiation falls after 2 April 2012.

Approval No.	Category						
	Sector	Social	Financial	Economic	Others	Safe	Project Financial Statements
Loan 2384	Satisfactory	Satisfactory	Satisfactory	–	Satisfactory	Satisfactory	–

CONTACTS AND UPDATE DETAILS

Responsible ADB Officer	Eiko Izawa (eizawa@adb.org)
Responsible ADB Department	Southeast Asia Department
Responsible ADB Division	Human and Social Development Division, SERD
Executing Agencies	Ministry of Education and Training Dr. Tran Van Thanh

LINKS

Project Website	http://www.adb.org/projects/36008-013/main
List of Project Documents	http://www.adb.org/projects/36008-013/documents