

SUMMARY POVERTY REDUCTION AND SOCIAL STRATEGY

Country/Project Title: Viet Nam - Second Upper Secondary Education Development Project (USEDP II)

Lending/Financing
Modality:

Project

Department/
Division:

Southeast Asia Department/
Human and Social Development Division

I. POVERTY ANALYSIS AND STRATEGY

A. Link to the National Poverty Reduction Strategy and Country Partnership Strategy

The government's Socio-Economic Development Strategy 2011–2020, approved in January 2011, sets a vision for Viet Nam to become a modern industrialized nation by 2020. The strategy stresses higher efficiency, productivity, and competitiveness as essential for growth. The Socio-Economic Development Plan 2011–2015¹ emphasizes developing human resources, notably high quality human resources, as a key strategy for growth. The country partnership strategy for Viet Nam, 2012–2015,² of the Asian Development Bank (ADB) is aligned with the government's emphasis on improving the quality and relevance of the education system and teachers and/or researchers, and skills development.

The project supports ADB's commitment, as expressed in the country partnership strategy, to develop the human resources needed to meet the increasing demand for skilled and semi-skilled workers and increase labor productivity as part of an effort to support business-led, pro-poor economic growth. The proposed Second Upper Secondary Education Development Project is a continuing phase of the ongoing Upper Secondary Education Development Project.³ The first phase of the project aimed to improve access to and the quality of upper secondary education (USE) in Viet Nam. Although the first phase has been a successful education project, the government continues to face critical challenges related to USE quality. The proposed second phase builds on the lessons and achievements of the first Upper Secondary Education Development Project and will address the remaining key sub-sector challenges in USE.

B. Poverty Analysis

Targeting Classification: General intervention (TI–G)

Key Issues: Viet Nam's progress in reducing poverty has been impressive, with poverty incidence declining from 58% in 1993 to 10.6% in 2010. The poverty rate (based on the cost of a consumption basket allowing for a daily intake of 2,100 calories per person and some nonfood expenditure) has dropped from 58.1% in 1993 to 14.5% in 2008. Some 28 million people are estimated to have been lifted out of poverty. The fall in poverty overall is tempered by a broader trend towards increased inequality, unequal access to economic opportunities and a growing rural–urban divide. There are significant differences in poverty between rural and urban areas, and poverty is also strongly related to ethnicity. Most poor households are in rural and ethnic minority areas. The rural poor and poor ethnic minorities account for a relatively large proportion of their respective population groups, and have significantly lower average incomes than the urban poor and poor ethnic majority people, respectively. In 2008, the poverty gap was 4.6% in the rural areas and 15.1% among ethnic minorities, compared with 0.5% in the urban areas and 1.7% among the Kinh and Chinese majority. Ethnic minorities account for 47.1% of the population that is chronically poor.

The poverty incidence is also not equal across regions. Poverty incidence is low in the southeast, Red River Delta, Mekong Delta, and south central coast, but high in the northern mountains, north central coast, and central highlands.

In 2010, the poverty rate was 39.2% in the northwest mountains, 24.6% in the northeast mountains, 22.7% in the north central coast, and 22.5% in the central highlands, compared with 2.1% in the southeast, 8.3% in the Red River delta, 13.5% in the Mekong delta, and 17.3% in the south central coast.⁴

Areas with some of the highest poverty rates are also more likely to have a higher share of ethnic minorities, which as a group are experiencing below-average reductions in poverty. The vulnerability of the population to poverty is high. The large difference between the proportion of the population living on less than \$2 per day based on purchasing power parity (32.9% in 2007) and the share of those living on less than \$1 per day based on purchasing power parity (4.1% in 2008) suggests that the near-poor account for a substantial proportion of the population. Data from the Ministry of Labour, Invalids and Social Affairs 2011 National Survey shows 7.40% of households are near-poor. A small external or internal shock and a moderate deterioration in the economic situation may push many people into poverty.

Migrants constitute a high percentage of the urban poor. The 2002 Viet Nam Household Living Standards Survey suggests that one third of inter-provincial migrants went to the Central Highlands and about a third of them are ethnic minorities. It is

¹ Ministry of Planning and Investment. 2011. *Five-Year Socio Economic Development Plan 2011–2015* (draft). Ha Noi.

² ADB. 2012. *Country Partnership Strategy, Viet Nam, 2012–2015*. Manila.

³ ADB. 2002. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the Socialist Republic of Viet Nam for the Upper Secondary Education Development Project*. Manila (Loan 1979-VIE, approved on 18 December).

⁴ Ministry of Labour, Invalids and Social Affairs. 2011. *National Survey on Poor and Near Poor Households 2010*. Ha Noi.

estimated that in the next two decades (between 2010 to 2030), migration to urban areas could amount to almost one million people annually. Migrants have less access to social services and jobs and receive lower salaries and fewer opportunities for promotion than do non-migrants. Poverty also varies by gender. Households headed by women show lower mean household expenditures than households headed by men. Women have less access to secondary and higher education and to productive assets such as land, credit, and knowledge.

The proposed project aims to strengthen the USE sector in Viet Nam. The key areas of emphasis include: (i) system-wide reform to improve the management and governance as well as the quality of the development and delivery of USE programs as a whole, and (ii) increased access to and retention in USE in disadvantaged districts. The project is envisaged to produce upper secondary school (USS) graduates with better academic competency and ability to pursue higher education or participate in the labor market by school year (SY) 2016/17. Secondary education plays an important role in absorbing the rising number of primary school graduates and preparing qualified graduates for higher education and/or the labor market, and the proposed project will contribute to the skills development needed to sustain economic growth and promote socially inclusive development in Viet Nam.

Design Features: To maximize the impact of the project on underrepresented groups, such as the poor, females and ethnic minorities, the project will (i) select poor and educationally disadvantaged districts and prioritize schools with large numbers of ethnic minority and female students, (ii) strengthen learner-centered teaching skills and teacher training on life skills to allow teachers to address different learning styles and the life skill needs of disadvantaged ethnic students, (iii) improve data collection and analysis to provide more accurate and reliable information for better policy development and planning, (iv) earmark provincial education block grants to address access and equity issues related to ethnic and female students, and (v) set targets and capacity development for female and ethnic minority teachers and managers.

II. SOCIAL ANALYSIS AND STRATEGY

A. Findings of Social Analysis

Viet Nam has 54 ethnic groups, including 53 ethnic minorities, accounting for 13% of the national population. Ethnic minorities are scattered over 47 out of 64 provinces, but mainly inhabit three regions: the northern highlands, central highlands and Mekong Delta. Their differing geographic locations have resulted in unequal development among ethnic groups. The enrollment rate of ethnic minority students tends to be lower at higher education levels. Ethnic minority students make up 17% of all primary school attendees, but account for only about 10% of lower and upper secondary school students. The ratio of ethnic minority teachers also tends to be lower at higher education levels. Ethnic minority teachers account for 12% of all primary school teachers, but only 5% of upper secondary school teachers. There is a very large disparity across ethnic groups in the proportion of the population aged 5 and above never attending schools: 3.1% for Kinh, and 47.8% for H'Mong. There is also a large disparity in the net upper secondary enrollment rate among ethnicities: Kinh, 61.8%; Khmer, 15.4%, and H'mong 6.6%. The proportion of the urban population completing USE or higher education is three times higher than in rural areas, and that of the Kinh group is 2.5 times higher than that of ethnic minority groups. The disparity among girls and boys is 4.7%. In addition, while as many as 22.7% of Kinh group complete USE or higher education, only 4% of Khmer group and 1.7% of H'mong group complete USE or higher education. The disparity among ethnic minority groups is large: the rate of the population completing USE or higher education among the Muong is 7.5 times higher than among the H'mong, and 3 times higher than of the Khmer.

Most ethnic minority children live in rural areas and are from poor families. The educational attainment of Vietnamese people has improved in recent years. However, the disparities between Kinh and ethnic minority groups, between the various ethnic minorities, and between rural and urban areas have not improved. The rate of students completing USE or higher education is even lower than it was 20 years ago in the Central Highlands and Mekong Delta. Disparity in education amongst the various ethnic groups is associated with lack of affordability, geographic disadvantages, long distances to schools, lack of awareness of the value of education, language barriers and lack of locally relevant teaching and learning curricula and materials, early marriage, and gender bias and other reasons.

B. Consultation and Participation

1. Provide a summary of the consultation and participation (C&P) process during project preparation.

The project has built on the lessons of the Upper Secondary Education Development Project. Extensive consultations were undertaken with key stakeholders including those agencies and organizations promoting development of women and ethnic minorities. The consultation meetings with different ethnic minority groups were an important part of the process of preparing the targeted assistance action plan for ethnic minority groups and the gender action plan.

2. What level of C&P is envisaged during the project implementation and monitoring?

Information sharing Consultation Collaborative decision making Empowerment

3. Was a C&P plan prepared for project implementation? Yes No

Consultation with stakeholders will take place regularly throughout project implementation.

C. Gender and Development

Key Issues: The key gender issues that the project will impact on include: lack of gender-sensitive and locally relevant teaching and learning curricula and materials; limited access of female teachers and management staff to training and skill development opportunities; lack of adequate number of separate latrine facilities for female students and teachers; limited awareness among ethnic communities about the value of girls' education; and safety of girls travelling long distances to schools, at school and in boarding facilities.

2. Key Actions: The project includes a gender action plan.

Gender plan (Appendix 12) Other actions/measures No action/measure

The project gender action plan ensures that (i) 100% of female USS principals, directors of Continuing Education Center and principals of complementary education schools are trained on school management and training, including strategies to promote female and ethnic group access to and completion of USE; (ii) 40% participants in in-service teacher training to improve professional skills are female; (iii) 55% of English teachers trained in foreign language education and training are female; (iv) 60% of teachers trained on life skills curricula for disadvantaged students are female; (v) all new curriculum, textbooks, teachers guides and instructional materials as well as self-study guidelines for students are gender-sensitive; (vi) the code of conduct briefing on safety and protection of students is provided to district education staff, school managers, teachers, parent associations, dormitory management/staff, and surrounding communities; (vii) an appropriate number of separate latrines are provided for female and male students in project-supported schools and boarding facilities; (viii) 20% of provincial block grants are earmarked for addressing local access and equity issues of female ethnic students; (ix) gender and ethnic group criteria are included in school network mapping procedures and data analyses; and (x) all project M&E reports include sex and ethnicity disaggregated data related to access, learning outcomes and other USE indicators.

III. SOCIAL SAFEGUARD ISSUES AND OTHER SOCIAL RISKS

Issue	Significant/ Limited/No Impact	Strategy to Address Issue	Plan or Other Measures Included in Design
Involuntary Resettlement	No impact	The involuntary resettlement categorization for the Project is C (in accordance with the ADB 2009 Safeguard Policy Statement). There will be no land acquisition, as subproject works are restricted to existing government land. All land to be used will have clear titles and be free of all encumbrances. These lands are not occupied or productively used by legal or non-titled occupants. Involuntary resettlement will be avoided by these measures.	<input type="checkbox"/> Full Plan <input type="checkbox"/> Short Plan <input type="checkbox"/> Resettlement Framework <input checked="" type="checkbox"/> No Action
Indigenous Peoples	Limited impact (positive)	The indigenous peoples categorization for the Project is B. Impact will be positive in improving opportunities for USE among indigenous peoples.	<input checked="" type="checkbox"/> Plan <input type="checkbox"/> Other Action <input type="checkbox"/> Framework <input type="checkbox"/> No Action
Labor <input checked="" type="checkbox"/> Employment Opportunities <input type="checkbox"/> Labor Retrenchment <input type="checkbox"/> Core Labor Standards	Limited impact (positive)	The project includes civil works for construction of district offices. It will prioritize labor-based technology and support the employment of local poor in civil works.	<input type="checkbox"/> Plan <input type="checkbox"/> Other Action <input checked="" type="checkbox"/> No Action
Affordability	No impact	None.	<input type="checkbox"/> Action <input checked="" type="checkbox"/> No Action
Other Risks and/or Vulnerabilities <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Human Trafficking <input type="checkbox"/> Others	No impact	None.	<input type="checkbox"/> Plan <input type="checkbox"/> Other Action <input checked="" type="checkbox"/> No Action

IV. MONITORING AND EVALUATION

Are social indicators included in the design and monitoring framework to facilitate monitoring of social development activities and/or social impacts during project implementation? Yes No