

# Indigenous Peoples Plan: Ethnic Group Plan

October 2012

VIE: Second Upper Secondary Education  
Development Project

## CURRENCY EQUIVALENTS

(as of 3 October 2012)

Currency unit	–	dong (D)
D1.00	=	\$0.000047904
\$1.00	=	D20,875

## ABBREVIATIONS

CPMU	–	central project management unit
EGP	–	ethnic group plan
USE	–	upper secondary education

## NOTES

- (i) The fiscal year (FY) of Viet Nam and its agencies ends on 31 May. FY before a calendar year denotes the year in which the fiscal year ends, e.g., FY2012 ends on 31 May 2012.
- (ii) The school year (SY) in Viet Nam officially starts in September and ends on 31 May. "SY" before a calendar year denotes the year in which the school year ends, e.g., SY2012 ends on 31 May 2012.
- (iii) In this report "\$" refers to US dollars.

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## INDIGENOUS PEOPLES PLAN: ETHNIC GROUP PLAN

1. There is large disparity in upper secondary education (USE) access and attainment among ethnic groups by location, with lower educational outcomes in rural and mountainous areas, especially among ethnic minority girls and women. The proportion of population completing USE or higher education in urban areas is three times higher than that of rural areas. 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 amongst the ethnic minority groups is also large: the rate of population completing USE or higher education in Muong group is 7.5 times higher than that of H'mong and 3 times higher than that of Khmer. Disparity among ethnic groups is associated with language barriers, disadvantaged geography and long distance to schools, lack of awareness of the value of education; early marriage amongst girls; lack of locally relevant and culturally sensitive curricula, poor quality teaching in schools and inadequate school infrastructure.

2. The Second Upper Secondary Education Development Project (USEDP II) seeks to support the Government of the Viet Nam in enhancing access, quality, planning and management of USE. The project includes an output to address access and equity issues related to children from poor ethnic groups and girls students in 33 disadvantaged provinces with large ethnic populations. In addition, the project ensures ethnic inclusion and equity issues in all quality USE, planning and management interventions. The purpose of the ethnic group plan is to outline the potential impacts of the project on ethnic groups; specify actions to address the impacts and help improve the distribution of project benefits to the ethnic groups.

3. **The Institutional and Legal Framework.** The Viet Nam Government has made strong efforts in supporting ethnic minorities by establishing a number of relevant agencies such as Ethnic Minority Council and National Committee for Ethnic Minorities and Mountainous Areas and other relevant ministerial agencies. Various policies supporting the development of ethnic minorities have been issued including (i) Decree 05/2011/NĐ-CP dated 14/1/2011 guiding on ethnic activities; (ii) Resolution 30a/2008/NQ-CP dated 27/12/2008 on the Support Program for Rapid and Sustainable Poverty Reduction in 61 poor districts; (iii) Prime Minister's Decision 615/QĐ-TTg dated 25/4/2011 deciding on the support for 7 districts with high rate of poor households; (iv) Prime Minister's Decision 1640/QĐ-TTg dated 21/9/2011 approving the strengthening and development of ethnic minority boarding secondary schools 2011–2015; (v) Decision 85/2010/QĐ-TTg dated 21/12/2010 on support for semi-boarding ethnic secondary schools and students; (vi) Decision 2123/QĐ-TTg dated 22/11/2010 approving the education development for the smallest ethnic minority groups in 2010–2015; (vii) Decree 35/2001/NĐ-CP on policy for teachers and education managers working in the most disadvantaged areas; and (viii) Decision 49/2008/QĐ-BGDĐT issued by Ministry of Education and Training (MOET) dated 25/8/2008 guiding the organization and operation mechanism for boarding ethnic secondary schools.

Project Output	Anticipated Positive Effect	Anticipated Negative Effect	Proposed measures to mitigate impact
<b>Output 1: Enhancing Quality of USE to the International Standards</b>	Ethnic groups benefited by increased quality of USE training and curriculum development	Ethnic group excluded from USE due to lack of sensitivity of curriculum and from teacher training and development initiatives	<ul style="list-style-type: none"> <li>• Ensure 7% ethnic group participants in in-country INSETT training to improve professional skills (current baseline of ethnic group teachers is 4.9%).</li> <li>• Include module to build awareness on ethnic group issues in education in training courses on curriculum and textbook development</li> <li>• Ensure that key new pilot curriculum, textbooks, teachers guides and instructional materials as well as self-study guidelines for students are ethnicity sensitive and include positive images.</li> <li>• Ensure 7% ethnic group participation in all trainings provided for CEC, and Centres for Pedagogical Excellence staff.</li> </ul>
<b>Output 2: Increased Access and Retention to USE</b>	Better access of ethnic groups to USE	Ethnic groups excluded due to lack of targeting	<ul style="list-style-type: none"> <li>• Ensure site selection for support to schools prioritizes schools with large ethnic students.</li> <li>• Civil works will use labor-based technology, and employment of poor ethnic unskilled laborers will be encouraged.</li> <li>• Ensure that teacher training materials for sustainable development support for disadvantaged groups component build awareness and include strategies to promote ethnic group access to and completion of secondary education.</li> <li>• Ensure all teacher training materials on life skills for disadvantaged students includes analyses of key social issues for ethnic students and incorporates life skills to address these vulnerabilities.</li> <li>• 50% of teachers trained on in-country life skills curricula are from ethnic groups.</li> <li>• Key sign language tools and instructional materials for deaf students are ethnicity sensitive and include positive images.</li> </ul>
<b>Output 3: Strengthening of Planning and Management of USE</b>	Ethnic groups benefited by decentralized planning and training of education managers, and school principals	Possible exclusion of issues and needs of ethnic group students and teachers as a result of limited awareness amongst national, provincial and district staff	<ul style="list-style-type: none"> <li>• Ensure that key training provided to USS Principals, CEC Directors and USE managers includes modules to build awareness and includes strategies to promote ethnic group access to and completion of secondary education.</li> <li>• Ensure provincial and district level human resource development plans integrate strategies to promote ethnic teachers to take on management roles in order to increase ethnic group representation in management level positions.</li> <li>• Ensure school network mapping procedures integrate ethnic group issues and criteria.</li> <li>• Ensure guidelines for provision of block grants to support initiatives based on local needs addresses ethnicity and equity issues related to USE.</li> <li>• Ensure that key research studies include ethnicity, gender and equity dimensions.</li> </ul>

Project Output	Anticipated Positive Effect	Anticipated Negative Effect	Proposed measures to mitigate impact
<b>Output 4: Support for Project Implementation and Monitoring</b>			<ul style="list-style-type: none"> <li>• The project M&amp;E framework will incorporate M&amp;E in the ethnic group plan.</li> <li>• Train key PMU staff on ethnicity issues.</li> <li>• Ensure all M&amp;E reports will include sex and ethnicity disaggregated data related to access, learning outcomes and other secondary education indicators.</li> </ul>

CEC= continuing education center, INSETT= in-service teacher training, M&E= monitoring and evaluation, PMU = project management unit, USE= upper secondary education, USS= upper secondary school.

Source: Asian Development Bank.

4. **Implementation Arrangements, Monitoring and Reporting.** MOET and Project Director, Central Project Management Unit (CPMU) will be responsible for the implementation of the ethnic group plan (EGP). The Deputy Director of the CPMU will be designated as the gender and ethnic minority focal point for the Project and will be responsible for developing a detailed implementation plan. International and National Gender and Social Development Specialists will be hired for 4 months and 6 months respectively, to provide overall guidance and support the Project Director in gender action plan implementation. Key monitoring and evaluation (M&E) reports will include sex and ethnicity disaggregated data related to access, learning outcomes and other secondary education indicators. The project M&E framework will incorporate M&E for EGP and key CPMU reports to ADB will report progress against gender action plan. In addition, key ADB review missions will report on EGP implementation. The project will also address unanticipated ethnic group issues found during implementation, if any, as and when required. The budget for EGP is integrated into the overall budget framework.

5. **Information Disclosure, Meaningful Consultations and Participation.** The project has built on the lessons learned from the Upper Secondary Education Development Project.<sup>1</sup> Extensive consultations were undertaken with key stakeholders including those agencies and organizations promoting women and ethnic minority (EM) development. The consultation meeting with different EM groups was an important process for the preparation of the targeted assistance action plan for the EM group and the gender action plan.

6. Consultation with stakeholders will take place regularly throughout program implementation. In addition, output 3 addresses the possible exclusion of issues and needs of ethnic students and teachers as a result of limited awareness amongst national, provincial, and district staff.

<sup>1</sup> 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).