

Semiannual Social Monitoring Report on Project Impact on Ethnic Minorities

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Viet Nam: Second Upper Secondary Education Development Project

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I GENERAL INFORMATION OF THE PROJECT

1 Project Objectives

1. The impact of the project will be improved employ ability of young labor force aged 18–24 in Viet Nam. The project outcome will be improved readiness of upper secondary school (USS) graduates for tertiary education and vocational career development. MOET is responsible for overall program management and guidance as the Executing Agency. Central Project Management Unit (CPMU) has been created in MOET to oversee day-to-day Project implementation. The CPMU comprises a qualified full-time project manager and key technical staff. A provincial project management unit (PPMU) is formed in the department of education and training (DOET) of 63 target provinces. Selected Teacher Training Universities (TTUs) and the National Institute of Educational Management (NIEM) will be participating in the project as implementing agencies.

2 Project Outputs

2. Project will have four outputs designed to achieve the expected outcome:
- (i) Enhanced quality of USE to the International Standards;
 - (ii) Increased access and retention to USE;
 - (iii) Strengthened planning and management of USE; and
 - (iv) Support for project implementation, quality assurance and monitoring.

Output 1. Enhancing Quality of USE to International Standards

- (i) **Improvement of Teaching Strategies through PRESETT and INSETT.** Pedagogical improvements require strengthening of both what is taught in schools and how it is taught. To achieve national improvement in the quality of USE from 2015 onwards the focus will be on building capacity of TTU lecturers and curriculum specialists to prepare a new curriculum with supporting textbooks and train upper secondary teaching staff to gain knowledge and skill in implementing the new curriculum and effective use of textbooks. This sub-component will provide overseas short-term training courses on curriculum and textbook drafting skills for 75 core specialists to assist them to develop the new curriculum and textbooks. Selection criteria for core specialists will be developed by MOET in association with ADB. Additionally, three in-country INSETT training activities for 18,750 teachers will be organized for; (i) USE teachers to pilot and implement the new USE curriculum and textbooks; (ii) professional development for USE teachers from disadvantaged provinces in teaching methodology, student assessment and evaluation; and (iii) TTU lecturers capability in improving the professional skills of core teachers to successfully implement the new curriculum and textbooks.
- (ii) **Provision of Textbooks and Development of Instructional Materials based on the New USE Curriculum.** Whilst the new USE curriculum will be developed by

MOET using Government funding this component will provide implementation support by providing: (i) textbooks supporting the new curriculum for pilot and nationwide use; (ii) teaching materials and guidelines to assist in piloting how to effectively use the new textbooks nationwide; and, (iii) specific and targeted teaching support materials/teaching aids for 800 USSs in EM regions.

- (iii) **Improving the Academic Environment for gifted USS students.** The Project will support strengthening a selected number of schools assigned to nurture students classified as gifted and talented through developmentally appropriate programs that provide enrichment, counseling intervention and acceleration in learning. The sub-output will provide for: (i) laboratory equipment and teaching aids for specific programs in Physics, Chemistry, and Biology for those USSs catering for gifted and talented students that have the fewest resources and equipment; (ii) in-country training for 833 teachers on advanced coursework from abroad in support of gifted and talented education; and (iii) short-term overseas training for 15 teachers and vice-principals selected by MOET in association with ADB.
- (iv) **Support for CEC to Improve INSETT.** To expand the capacity and improve the effectiveness of provincial CECs to implement the new INSETT for USS teachers, 63 sets of teaching and practical equipment, textbooks and teaching materials will be supplied to relevant libraries to support programs conducted by the CEC. To ensure that the programs conducted by CECs are effective and utilize new approaches to teacher training, in-country training on curriculum reform for 15 teachers from each CEC will be conducted. At these train-the-trainer programs, participants will be introduced to the new curriculum and to new and innovative approaches in planning programs for USS teachers.
- (v) **Improving Quality of Foreign Language Training and Education.** This output will provide support to improve the oral communication skills of USS English teachers through: (i) procurement of books for 2,700 schools; (ii) provision of quality audio-visual equipment to equip one specialist foreign language room in each province; and, (iii) in-country training for core English teachers to focus on enhancing student's listening and speaking skills.
- (vi) **Establishment of Centers for Pedagogical Excellence.** Improving teacher effectiveness is central to improving student outcomes. As teachers learn best by observing highly effective classroom practice, 6 Centers for Pedagogical Excellence will be established to enable TTUs and Pedagogical Faculties to more effectively train prospective teachers. These simulation classrooms will showcase highly effective practice, including how to engage students in their learning and how to plan, manage and assess student outcomes. Specifically this output will; (i) provide teaching aids and other equipment to equip six simulation classrooms; (ii) construct (or upgrade) Teaching Simulation Facilities for TTU students and lecturers to practice their professional skills; (iii) provide in-country training workshops to improve the pedagogical skills of 20 lecturers from each of the 6 centers; and (iv) provide a 2-week overseas staff training (OST) program for 6 TTU lecturers and 9 specialists

from MOET to acquire high quality, internationally recognized pedagogical skills and knowledge.

- (vii) **Improved Teaching of Selected Subjects.** In order to improve the quality and relevance of USE to national goals, eight key subjects have been identified for specific improvement. For each subject new and highly effective approaches to teaching and learning will be developed. This output will; (i) provide in-country training to improve the teaching practice of 5 core teachers per subject from each province; (ii) support teachers to record, publish and share highly effective practice; (iii) provide short-term OST for 15 teachers to acquire internationally updated teaching methodology; and (iv) conduct a 3-year pilot study on the teaching of Mathematics in two schools (1 rural + 1 urban) in Ha Noi to assess the impact of teaching initiatives in different circumstances.
- (viii) **Support for Academically Disadvantaged Groups.** To ensure increased access for all and improve the performance of students who are academically disadvantaged by not having access to a USS, additional support will be provided. The support will take the form of building the capacity of teachers to support isolated students by conducting a series of in-country INSETT training programs where the teachers will be assisted to develop a range of self study materials and guidelines to ensure that students undertaking study via distance education have access to appropriate materials and support.

Output 2. Increased Access and Retention of Disadvantaged Groups to USE

- (i) **New Facility Development at Existing USSs in Target Districts.** To improve access to quality facilities for students in disadvantaged and remote districts, the project will provide civil works construction for 1,050 rooms at existing USSs including the provision of furniture. Specialist equipment will also be provided for 152 of the newly constructed facilities. These facilities will contribute to improving the quality of teaching and learning outcomes of students attending USSs in disadvantaged and remote areas.
- (ii) **Support for Ethnic Minority Boarding USSs.** To encourage an increased participation of EM students, the project will improve the learning environment in selected EM boarding USSs. Specifically the Project will improve the quality and effectiveness of USE in dis-advantaged provinces through the provision of equipment to 18 selected provincial EM boarding USSs.
- (iii) **Pilot an Inclusive Education Program for Students with Special Needs.** To ensure improved access for students with special needs to USE and develop an effective and sustainable approach to disability within the US sub-sector, a pilot support program focusing on developing appropriate teaching and learning environments for students with special needs will be conducted. The Project will support the; (i) development of sign language tools for deaf students; (ii) development and provision of instructional materials of sign language for Inclusive Education Centers (IEC); and (iii) provision of in-country training of management of inclusive education and teaching methodology for 600 teachers in IEC.

- (iv) **Education for Sustainable Development (ESD) Support for Disadvantaged Groups.** To better ensure that disadvantaged students are able to continue to be involved with education and training programs after completing USE, the Project will help develop the life-long skills of disadvantaged students. The project will provide three in-country teacher training programs for with a focus on: (i) developing active and engaging approaches to teaching methodologies and disciplines which are particularly effective for academically disadvantaged students; (ii) developing high quality life skills together with an improved understanding of the environment and of social issues; and (iii) ensuring the cultural preservation of ethnic minorities.
- (v) **Capacity Development of Private Sector Schooling.** In order to improve access to USE for disadvantaged groups new models of finance and management need to be explored so that private agencies can play an increased role in exploring new and innovative ways of addressing dis-advantage. This output will provide support to government agencies and MOET to conduct a research study and develop a model on how PPP can be most effectively applied within USE. As part of the research, a pilot PPP initiative will provide in-country teacher training for 600 teachers from private USSs.

Output 3. Strengthening Planning and Management of USE

- (i) **Capacity Development of USE Managers.** As the provision of high quality USE is central to national development, it is critical that improvements are made in the management of USE at all levels. This output will provide in-country training to improve significant aspects of USE including planning, management and leadership for education reform. It is anticipated that 2,700 USS principals and 600 directors of CECs and principals of complementary education school will participate in the training programs. The programs will also include 60 key USE managers participating in an OST program to learn about highly effective and efficient approaches being undertaken internationally in the management and delivery of quality USE programs. This output will also support the procurement of school mapping software to improve the education planning capacity in 33 selected disadvantaged provinces.
- (ii) **Provision of Block Grants to Support Local Government.** The funding of local government departments and the effective and efficient use by each DOET of their block grant has been a concern for some time. This output will support; (i) building the planning and management capacity of DOETs to meet local needs; (ii) developing agreed solutions to key management issues for each DOET to meet the reform requirements associated with the introduction of a revised curriculum including the use of more active approaches to teaching and learning, and the introduction of new textbooks after 2015. Each DOET will receive one Block Grant package including a block grants manual, orientation workshops and monitoring and evaluation (M&E) training.
- (iii) **Support for Pilot Research Studies for USE.** This output will support the use of action-research approaches to help improve strategic planning and management of USE. It will develop the capability of MOET/DOETs/Research institutes to promote

and implement the ongoing “Education Renovation” initiatives of MOET. A total of five action-research packages will be conducted with a focus on; (i) developing a model of USSs autonomy within a framework of social responsibility and accountability; (ii) developing management and planning skills for the TTU students; (iii) managing curriculum change and developing instructional materials for complementary USE based on the new USE curriculum; (iv) student counseling in USSs; and (v) organization of applied science research for USE teachers.

- (iv) **Support for Enhancement of Research and Training Capacity for Education Management.** This output will help strengthen the capacity of training and research centers for education management by providing equipment for a multifunction room at the National Institute for Educational Management (NIEM), and in-country training to develop the teaching and scientific research capacity of lecturers at NIEM and the Institute of Educational Managers Ho Chi Minh City (IEMH).

Output 4. Support for Project Implementation, Quality Assurance and Monitoring

- (i) **Capacity Development of CPMU, PPMUs and other Implementing Agencies.** Ensuring those agencies that have responsibility for the implementation of USEDPII are well trained in the effective delivery of change will be central to the successful introduction of the new curriculum and support materials. The output will support the capacity strengthening of the Central Program Management Unit (CPMU) and others responsible for project management and implementation of USEDPII. This output will provide in-country training for procurement management. Additionally, consulting services, totaling 471 person-months, will be provided to support the CPMU in project implementation.
- (ii) **Provision of Equipment and Facilities for Project Implementation.** The project will provide the necessary office equipment, furniture and facilities, and vehicles for the CPMU. Equipment will also be provided for PPMUs to ensure timely and quality project implementation.
- (iii) **Project Monitoring, Quality Assurance and Evaluation.** It is critical that the Project is continuously monitored and evaluated to ensure maximum efficiency and effectiveness. This output will strengthen project implementation by monitoring and assessing results within the agreed M&E framework. This will best ensure the timely delivery of the expected Outcomes and Outputs. Through the provision of project review workshops (Inception, Interim, and Final), component assessments, and the appointment of an independent consultant to prepare the project completion report, the project will be closely monitored and improvements made where required. In addition, an external audit service covering the entire project period (7 years) will be provided.

3 Monitoring impacts of project on Ethnic Minorities people

3. During the preparation process, the project is classified in Group B of ethnic minorities, in accordance with ADB's policy on safeguard for indigenous/ ethnic minorities, ie, the project

may have Positive or negative, directly or indirectly impacts, in the short or long term for ethnic minorities. Group B projects require an Ethnic Minority Action Plan. This plan has been prepared since TA and approved by ADB. Ethnic Minority Action Plan of USEDP Phase 2 includes three targets related to increasing the percentage of ethnic minority teachers participating in training activities, 15 activities related to the objectives of civil work, Fostering Documentation, Block Grants, Research and M&E. After 3 years of implementation (2014-2016), the project has implemented activities related to training, civil works, development of training materials and monitoring and evaluation. These activities impact on ethnic minority groups, there is no negative impact, all impacts are positive (direct or indirect). These impacts include (for more detail in Annex 2):

- Ethnic minority people can benefit most from the project (disadvantaged provinces and ethnic minority areas).
 - Ethnic minority teachers are trained according to EMAP, specifically: the rate of ethnic minority teachers participating in in-service training in the country is 3.73% (514/13,786); The percentage of ethnic minority people participating in training for the CECs is 6.92% (40/578); The percentage of ethnic minority teachers trained in life skills accounted for 23.7% (305/1,288);
 - The training materials include contents to raise the awareness of the society on ethnic minorities and measures to improve access to and completion of upper secondary school, providing basic life skills for the group.
 - Block Grants provide priority for issues directly related to ethnic minorities, increasing the proportion of ethnic minority girls attending upper secondary school; Research topics include ethnic aspects;
4. Since the USEDP II has been implemented throughout the country and provided basic support and civil works to 33 provinces and has direct or indirect, positive impacts to various to all ethnic minority groups.
5. Ethnic minorities reside in all 63 provinces of Vietnam, the most diverse ethnic minority groups with the highest population and highest poverty rates are located in the North West and Central Highland provinces. For upper secondary education, the enrollment rate and the learning outcomes of ethnic minority students are lower than that of Kinh students, mainly due to the poverty of ethnic minority parents who must prioritize their livelihoods rather than education due to several reasons including language barriers; lacking of infrastructure as well as limited access to high quality US education and school equipment in remote areas.
6. USEDP II has provided supports including studies, materials and teaching aids, capacity building training activities for educational managers nationally and internationally, will benefit all 63 provinces of Vietnam. In 2014, as developing EMAP, international consultant on EM had predicted that Small-scale land acquisition activities for the construction of civil works can have a direct negative impact on ethnic minorities, PMUs of civil works and resettlement consultants will develop compensation plan for households and affected people in accordance with ADB's policies and procedures as well as the Government of Viet Nam. However, it is a fact that this prediction does not happen when the CPMU implemented the civil work activities in 2015-2016. The constructions under this project do not acquire land area.

7. USEDP II includes special measures to determine the status of secondary education of ethnic minority students, and provide USE access and complete lower secondary education, especially for female students. The introduction of new curriculum and teaching methods on the preservation of ethnic minority culture, life skills education and the improvement of knowledge and images of ethnic minorities are of particular interest. Moreover, small civil works will benefit 133 upper secondary schools in the EM living areas in 33 disadvantaged provinces (and 5 urban education organizations); 18 ethnic minority boarding schools, some inclusive education centers and 63 continuous education centers with the highest number of students enrolled will benefit from the equipment, teacher training programs provided by the USEDP II.

8. Basically, the Second Upper Secondary Education Development Project implements two strategies to ensure that EM teachers and students receive direct or indirect benefits as targeted. These strategies aim to minimize the potential indirect risks in all aspects/ activities of this important project that may affect ethnic minorities.

9. First, the Secondary School Development Project will select EM teachers and managers for all project activities according to gender and ethnicity criteria and selection methods for all components/ sub-components of the project/ project activities. Teachers - regardless of education managers, ethnic minorities especially women - as well as a small number of teachers from remote schools with the highest percentage of ethnic minority students will be prioritized to participate in the training courses. All teachers and educational managers participating in training activities will be tested and reported according to the criteria of ethnicity and gender. Therefore, ethnic minority teachers will receive direct benefits from the training, and their ethnic minority students will indirectly benefit from the project outcomes.

10. Second, targeted selection of upper secondary schools, integration education centers, continuous education centers have the highest number of ethnic minority students in all provinces, regardless of the number of ethnic minority people in the province, ethnic minority students and teachers in these schools will benefit directly from the facilities and constructions, and ethnic minority students in 18 local boarding schools indirectly benefit from the project support to improve the learning environment and the school equipment.

4 Objectives of Internal Monitoring

11. The objectives of internal monitoring and evaluation are to ensure that:

- (i) The implementation of project activities is in compliance with the EMAP.
- (ii) The EMs has been effectively engaged in the project activities;
- (iii) Availability of resources and the efficient, effective use of these resources to implement EMAP activities;
- (iv) Institutions are well-functioning during the course of EMAP implementation;
- (v) Problems are identified, and appropriate remedial actions carried out.

12. Internal social monitoring mainly focus on monitoring the implementation of the components of the project to create impacts on EM people. This monitoring is carried out annually through an EM Matrix developed by the consultant. In addition, implementation and updating of the Ethnic Minority Action Plan are also part of internal social monitoring. The CPMU is responsible for the implementation of the EMAP. The Social Development Unit under the CPMU

has been designated as a focal point for Gender and Ethnic Minorities and oversight of the implementation of the EMDP Action Plan Matrix, the Action Plan and the EMDP for this project. This unit and relevant staffs are responsible for specific guidance and interaction with other units of the CPMU to ensure the objectives done. The M & E department is also responsible for developing the report framework.

13. The core M & E report will include scattered data related to all components and sub-components of the project. The impacts of the project on EM students/ teachers/ people will be the key data in the CPMU report to submit to ADB. In addition, the review mission of ADB will evaluate the implementation of the EMDP.

II EMAP IMPLEMENTATION PROGRESS

14. Table below summary the implementation progress to EM by components by each year according to approved EMAP. Detail progress with impacts by year in detail in appendix 1. According to this, CPMU has achieved 3 targets and 15 activities by the end of reporting. By 2016, CPMU has implemented 3/3 targets, 7/15 activities (activity 1, 4,10,11,12,13,14), completed 4/15 activities (activity 3,5,6,8), not implement yet 1/15 activity (activity 15), the remaining 3/15 activities (activity 2,7,9) are difficult to implement effectively based on the discussion and agreement between CPMU and ADB in the mid-term review mission in March 2017 and activity 7, 9 are proposed to cancel. .

15. Based on the recommendations and researches by international consultants on EMs, an EMAP was prepared to assess the impact of the project on EM people. The matrix below is an analytical table in appendix 2 that effects, including positive effects; Direct, indirect, short-term and long-term risks to the ethnic minority by each activities of components. The CPMU have used this matrix to monitor the impact of the project on ethnic minority groups, as well as to report on social issues to ADB..

16. During the implementation, the difficulties and challenges are summarized in appendix 2.

SUMMARY THE IMPLEMENTATION PROGRESS TO EM BY COMPONENTS BY EACH YEAR

Components/ activities	Proposed in approved EMAP (Activities)	Progress		
		2014	2015	2016
Component 1: Enhancing quality of USE to international standards				
1-a: <i>Improvement of teaching strategies through PRESETT and INSETT</i>	<p>- Target 1: Ensure 7% ethnic group participants in in-country INSETT training to improve professional skills (current baseline of ethnic group teachers is 4.9%).</p> <p>- Activity 1: Include module to build awareness on EG issues in education in training courses on curriculum and textbook development.</p> <p>- Activity 2: Ensure that all new/pilot curriculum, textbooks, teacher guides and instructional materials as well as self-study guidelines for students are ethnicity sensitive and include positive images.</p> <p>- Target 2: Ensure 7% ethnic group participation in all trainings provided for CEC, and Centres for Pedagogical Excellence staff.</p>	<p>- Target 1: On- going 84 out of 1,781 teacher participating in-country training was ethnic minority (4.72%)</p>	<p>- Target 1: On- going 230 out of 6,504 teacher participating in-country training was ethnic minority (3.54%).</p> <p>- Activity 1: On-going The training program designed for short-term training courses organized for the specialists who involved in design of new textbook mentioned psychological and cultural characteristics of ethnic groups. Differences in religion, culture, custom of students from different ethnic groups are respected. For example: Item 3.2 Diversity accepting education (p. 28); Intercultural education (p. 35); Interdisciplinary Capacity Development - University of Potsdam (Germany).</p>	<p>- Target 1: On- going 514 out of 13,786 teachers participating in-country training was ethnic minority (3.73%).</p> <p>- Activity 1: On-going</p> <p>- Activity 2: Not implemented yet Because it depends on the development of new curriculum and textbooks which is organized by MOET</p> <p>- Target 2: On-going 40 out of 578 teachers participating in training courses for CE are ethnic (6.92%).</p>
1-b: <i>Provision of textbooks and development of instructional materials based on the New USE curriculum</i>				
1-c: <i>Support for academic environment for gifted USS students</i>				
1-d: <i>Support for CEC development for new INSETT</i>				
1-e: <i>Improving quality of foreign language training and education</i>				
1-f: <i>Establishment of centers for pedagogical excellence</i>				
1-g: <i>Improvement of quality of teaching of selected subjects</i>				
1-h: <i>Support for academically disadvantaged groups</i>				

Component 2: Increased access and retention to USE				
<i>2-a: New facility development for existing USSs in disadvantaged districts</i>	<ul style="list-style-type: none"> - Activity 3: Ensure site selection for support to schools prioritizes schools with large ethnic students. - Activity 4: Civil works will use labor based technology and employment of poor ethnic unskilled laborers will be encouraged. 	<ul style="list-style-type: none"> - Activity 3: Completed There are 133 schools selected in 33 disadvantaged provinces beneficiaries (Official letter 01/DATHPT2-XDCB dated 24/09/2012 on guidelines of selection of schools to be invested with capital construction under Second Upper Secondary Education Project mentioned about ethnic criteria. School selection principles, if any: 1) Priority is given over the schools that are located in the areas where ethnic people are living; ethnic students takes high percentage. For example: Pò Tàu USS and Bằg Ka USS in Cao Bằg provinces, 100% is EM students or Tran Hung Dao USS in Dak Lak having 65% EM students; Đắk Tằg USS, Kon Tum province with 100% EM students, Đắn chỏng USS, Kon 	<ul style="list-style-type: none"> - Activity 3: Completed - Activity 5: Completed + In the Training materials on preservation and development of ethnic identities, the following contents are mentioned: 1) Preserving and promoting language and writing of ethnic minorities; Incentive policy in training ethnic students about their own culture; Developing curriculum in ethnic language to increase access to education (Sub-section I, Section I- Topic 2: Preservation and development of ethnic cultural identity); 2) Improving intellectual level, step by step forming a pool of managers, technical workers and ethnic intellectuals and communities, creating sustainable resources for ethnic cultural behavior process (Sub-section 2, Section I, Sub-section 1.2, Section III- Topic 2: Preservation and development of ethnic cultural identity); 3) Education of all levels of government and sectors about the importance of ethnic cultural identity preservation and development of (Sub-section 2.1, Section III- 	<ul style="list-style-type: none"> - Activity 3: Completed - Activity 5: Completed - Activity 6: Completed - Activity 4: On-going The project management unit has discussed with the provinces where capital construction is invested on this requirement. The project will have to collect data to demonstrate the achievement of this objective. These data will be updated and reported in the next periodic reports. - Target 3: On-going 305 out of 1,288 teachers participating in life skill training (23.7%). - Activity 7: Not implemented Less deaf students joined upper secondary schools and centers.
<i>2-b: Support for provincial ethnic minority boarding USSs</i>	<ul style="list-style-type: none"> - Activity 5: Ensure that teacher training materials for sustainable development support for disadvantaged groups component builds awareness and includes strategies to promote EG access to and completion of SE. 			
<i>2-c: Inclusive USE for Students with Disabilities</i>	<ul style="list-style-type: none"> - Activity 6: 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. 			
<i>2-d: Education for sustainable development (ESD) support for disadvantaged groups</i>	<ul style="list-style-type: none"> - Target 3: 50% of teachers trained on in country life skills curricula are from ethnic groups. - Activity 7: All sign language tools and instructional materials 			

	<p>for deaf students are ethnicity sensitive and include positive images.</p>	<p>Tum province having 98% EM students. 2) Priority is given to schools in the area where ratio of females aged 15 and older literate is low. 3) Encouraged investments in schools in disadvantaged areas, as objective of the project is to provide opportunities for students in disadvantaged areas.</p>	<p>Topic 2: Preservation and development of ethnic cultural identity). The materials have been used in training of 308 upper secondary teachers in 33 disadvantaged provinces, including 95 ethnic teachers (30.85%)</p>	
<p>2-e: Development of PPP models for USE</p>			<p>+ Teacher's guides on positive disciplines education: 1) In topic 1, the material provides the teacher with knowledge about benefits of using the positive disciplines education measures, defined that: Positive disciplines education means teacher must recognize the value of an individual student as a shaping and growing personality, protect the honor and rights, respect the personality and confidentiality of the students, fair behavior, without discrimination, not prejudice to students. This helps them more proactive in learning, more confident, the student's ability is promoted, the children are happy to go to schools, more interested in learning; 2) Topic 2. Methods and forms of organizing positive discipline education activities in upper secondary schools. In the solution "attention to student's conditions", the author mentioned many ethnic issues to help teachers identifying the problems and orienting</p>	

			<p>appropriate supports for ethnic students.</p> <p>- Activity 6: Completed</p> <p>In the Life Skills, Environmental Education and Social Issues training materials, there is a separate chapter devoted to analyzing key social issues and skills to address the issues: Chapter 6: Skills at response and prevention of some social problems, including: i) Common social problems in school, ii) Consistent skills: Say No to the group of friends and protect one's views, iii) Negotiation skills: Conflict resolution in a peaceful way, iv) Skill at setting limits, v) Skill at looking for assistance, vi) Skill at making friend to right person..</p>	
3. Component 3: Strengthening of planning and management of USE				
<i>3-a: Development of capacity of managers for USE</i>	<p>- Activity 8: Ensure that all training provided to USS Principals, CEC Directors and USE managers include modules to build awareness and include strategies to promote EG access to and completion of SE.</p> <p>- Activity 9: 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</p>		<p>- Activity 8: Completed</p> <p>Training materials of USE principals, directors of Distance Education Center and education administrators (Some issues of curriculum and textbook renovation) mentioned that: 1) To prioritize investments in development of education and training in disadvantaged, ethnic, border, island, and remote areas. To perform the democratization and socialization in education and training (Item I. Guiding Point of</p>	<p>- Activity 8: Completed</p> <p>- Activity 9: Not implemented</p> <p>The district and provincial human resource development planning is developed and decided by the PPC, i.e., this activity is beyond the project's authority.</p> <p>- Activity 10: On-going</p> <p>The bidding document has been approved by ADB. The technical</p>
<i>3-b: Provision of block grants to support local government</i>				
<i>3-c: Support for pilot research and studies for USE</i>				
<i>3-d: Support for enhancement of research and training capacity for education management</i>				

	<p>representation in management level positions.</p> <ul style="list-style-type: none"> - Activity 10: Ensure school network mapping procedures integrate ethnic group issues and criteria. - Activity 11: Ensure guidelines for provision of block grants to support initiatives based on local needs addresses ethnicity and equity issues related to USE. - Activity 12: Ensure that all research studies include ethnicity, gender and equity dimensions. 		<p>View - Part B. Orientations in fundamental and comprehensive education and training reform); 2) To develop textbooks, teaching materials appropriate to every learner, with attention to ethnic and disable students (III. Tasks and solutions - Part B. Orientations in fundamental and comprehensive education and training reform); 3) To finalize ethnic incentive policies, credit mechanism for this group of students so that they may obtain credit for continuing their study (III. Tasks and solutions - Part B. Orientations in fundamental and comprehensive education and training reform) ...</p>	<p>criteria for selection of consultant for development of School Map clearly states that the map must present reporting systems related to the school's information, reports on ethnic students.</p> <p>- Activity 11: On-going</p> <p>Guidelines on package support has been developed by the project and circulated amongst DoETs. In section 3.1 (Some suggested issues to be studied) and 3.3 (Criteria for evaluation of the Support Package) of this document, as well as in the Evaluation Form of the science education thesis it's clearly mentioned: The issues that are directly related to ethnic communities, increased retention of ethnic girls in upper secondary education will be given with priority in approving financial packages for DoETs.</p> <p>- Activity 12: On-going</p> <p>TOR of the applicable pedagogical science research package mentioned the priority</p>
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				given over ethnic female teachers and administrators, disadvantaged areas in the beneficiary provinces; priority is given over the selection of ethnic female teachers involving practices and application of scientific researches. TOR of the study advisory package, priority is given to ethnic female teachers and students in order to facilitate this group's voice in career guide and study.
4. Component 4: Support for project implementation, quality assurance and monitoring				
<i>4-a: Capacity Development of CPMU, PPMUs and other Implementing Agencies</i>	- Activity 13: The project M&E framework will incorporate M&E for EG Plan. - Activity 14: Train all PMU staff on ethnicity issues.			- Activity 13: On-going M&E framework is under preparation.
<i>4-b: Provision of Equipment and Facilities for Project Implementation</i>	- Activity 15: Ensure all M&E report on sex and ethnicity disaggregated data related to access, learning outcomes and other SE indicators.			- Activity 14: On-going All PMU staff have been informed of the Ethnic Minority Action Framework in periodical PMU meetings in order to integrate it into the project activities.
<i>4-c: Support for Project Monitoring, Quality Assurance and Evaluation</i>				- Activity 15: Not implemented

III. PENDING ISSUES

- (i) Proportion of EM teachers/managers who participated in in-country and overseas training courses did not meet the expectations. Although the objective reason comes from the fact that the percentage of ethnic minority teachers in the upper secondary school is very low (7,947 / 150,915 according to the data on EMAP updated by international consultant on EM in September 2014, to ensure that the percentage of ethnic minority teachers is 7% out of the total number of trained teachers (Component 1-a-2 belongs PAM, target 1 - EMAP) or 50% of teachers provided training on life skills is EM people (component 2-d-2 in PAM, target 3 - EMAP) are challenge for the Project. It is necessary to tighten the process of selection of teachers for training courses, with special priority given to female teachers and ethnic minority people.
- (ii) Many of the activities under the project (Activity 2 - EMAP) depend on the progress of the development of MOET's new curriculum and textbooks. Initially, the new curriculum is expected to be completed by 2015, but due to many conflicting opinions from society, difficulties in funding sources, changes in key personnel of MOET so far, the curriculum is expected to be lunched by 2019, then the project will not have enough time to implement these activities or not achieve the desired effect.
- (iii) Activity 7-EMAP at the beginning stage, when conducting a survey on the number of US students with hearing impairment, based on the Data collected from 47 out of 63 DOETs, the number of US students with hearing impairment is only 272 students from different upper secondary schools or inclusive education centers across the country. With such number and size, this activity is difficult to implement effectively.
- (iv) Provincial and district human resource development plans (activity 9 - EMAP) administered by Provincial People's Committees which are out of the authority of the project. Therefore, the implementation of Activity 9 is absolutely impossible. This same difficulty is included in the approved Gender Action Plan.

IV CONCLUSIONS AND RECOMMENDATIONS

1. Conclusion

- (v) By 2016, the activities of the Project have addressed social safeguard issues. The project has facilitated US teachers, CECs teachers who are EM people participate in professional training to improve their capacity to provide them with the most basic life skills and to promote the culture of ethnic minorities. This knowledge have been helpful in their teaching at the school where students (including EM students) are the most beneficiaries. In addition, EMAP-related content has been integrated and in the materials developed by the project between 2014 and 2016, to ensure increased public awareness of improved access and completion of upper secondary school for ethnic minority students. Civil work activities of the project were conducted in 33 disadvantaged provinces; The selected US schools are the schools in the area where ethnic minority people live, with low literacy rate of the population aged 15 and above.

The project also deploys the block grants to 63 provinces, which prioritize grants for topics directly related to EM, increase the proportion of EM students participating in upper secondary education and Research related to Ethnic, Gender and equality. Most activities have a direct or indirect positive impact on this object. There is no negative impact on the project .

2. Recommendations

For the next year, the recommendation to improve during the implementation as follow:

- (i) The project will make an effort to achieve EMAP targets for the percentage of ethnic minority teachers participating in training activities. The number of EM teachers will be given absolute priority in the selection process. This must be clear and rigorous in the CPMU's dispatch to the provinces.
- (ii) CPMU continue implementation of new curriculum and textbook development to complete activity 2- EMAP or move to other objectives agreed between the CPMU and the ADB in the mid-term review mission. The project will have to seek MOET leaders' comments and submit official documents to ADB and MOET for cancellation and reallocation of funds to other activities that are more necessary.
- (iii) The project will consider two proposals with the ADB Review Mission for activities related to the Activity 7-EMAP Sign Language Toolkit: 1) Cancel this activity to focus on the more necessary goals; 2) Apart from beneficiaries from students aged 16-18 (upper secondary), this activity extends the objectives to students from Vocational Centers, Inclusive Education Centers, Centers for Disability and other specialized education centers. Option 2 was selected by the Project and the Mission agreed to continue implementation. After the mission, actions will be immediately undertaken by the project to carry out this activity.
- (iv) In the mid-term review, the project will propose to include targets related to the Provincial and District Human Resource Development plans for GAP because of it is not realistic. Similarly, this plan will also be removed from EMAP (activity 9) after the Project's proposal in GAP is approved by the ADB's mission.
- (v) CPMU increased monitoring and evaluation indicators for EMAP into the Design and Monitoring framework of the project.

The project would like to receive the support of the ADB Officer in charge of Social, Gender, Ethnic Minority and M& E issues through comments and feedbacks in the periodic reports to ensure implementation of project outcomes in terms of social monitoring which are perfectly on track to achieve high efficiency in the future.

V APPENDIX

Appendix 1: Difficulty and challenges during the implementation EMAP

Appendix 2: Project implementation progress by component during the years 2014-2016

APPENDIX 1: DIFFICULTIES AND CHALLENGES DURING IMPLEMENTATION EMAP

Project output	Proposed activities	Progress	Difficulties and challenges
<p>Output 1: Enhancing Quality of USE to the international standards</p>	<p>Target 1: Ensure 7% ethnic group participants in in-country INSETT training to improve professional skills (current baseline of ethnic group teachers is 4.9%).</p>	<p>On-going. Of 13,784 trained teachers, there were 514 ethnic people, accounting for 3.73%, lower than the original objective.</p>	<p>- Difficulties and challenges: EM teachers at upper secondary schools took 4.9%, thus, if the objective set for 7%, it's prioritized. Therefore, it's difficult to achieve the objective unless priority is given over sending teachers to the training course by the schools.</p> <p>- Solutions: In the coming time, more attention should be given by the local schools/governments in sending ethnic teachers to the training courses</p>
	<p>Activity 1: Include module to build awareness on EG issues in education in training</p>	<p>The activity is on-going. The training program designed for short-term training courses organized for the specialists who involved in design of new textbook mentioned psychological and cultural characteristics of ethnic groups. Differences in religion, culture,</p>	

Project output	Proposed activities	Progress	Difficulties and challenges
	courses on curriculum and textbook development.	customs of students from different ethnic groups are respected. For example: Item 3.2 Diversity accepting education (p. 28); Intercultural education (p. 35); Interdisciplinary Capacity Development - University of Potsdam (Germany)	
	Activity 2: Ensure that all new/ pilot curriculum, textbooks, teachers guides and instructional materials as well as self-study guidelines for students are ethnicity sensitive and include positive images.	Not implemented	<p>- Difficulties, challenges: It's planned that new curriculum and textbooks shall be published in 2019, thus, relevant activities under the Project would be delayed.</p> <p>- Solutions: + Close cooperation and collaboration with New Curriculum and Textbook Development Board, management departments such as Department of Distance Education and Vietnam Education Sciences Institute should be maintained to introduce ethnically sensitive images</p>

Project output	Proposed activities	Progress	Difficulties and challenges
			<p>and contents in the materials.</p> <p>+ Introducing ethnically sensitive contents, including positive ethnic people images in teacher's guidelines of new curriculum and textbooks, references composed by the Project upon the availability of new curriculum and textbooks.</p>
	<p>Target 2: Ensure 7% ethnic group participation in all trainings provided for CEC, and Centres for Pedagogical Excellence staff.</p>	<p>On-going.</p> <p>40 of the 578 teachers participating in training courses for Distance Education Center are ethnic, accounting for 6.92%.</p>	
<p>Output 2: Increasing access and retention of disadvantaged groups to upper</p>	<p>Activity 3: Ensure site selection for support to schools prioritizes schools with large ethnic students.</p>	<p>Completed</p> <ul style="list-style-type: none"> - There are 133 schools selected in 33 disadvantaged provinces beneficiaries. - Official letter 01/DATHPT2-XDCB dated 24/09/2012 on guidelines of selection of schools to be invested with capital construction under Second 	

Project output	Proposed activities	Progress	Difficulties and challenges
secondary education		<p>Upper Secondary Education Project mentioned about ethnic criteria.</p> <ul style="list-style-type: none"> - School selection principles, if any: + Priority is given over the schools that are located in the areas where ethnic people are living; ethnic students takes high percentage. For example: Pò Tầu USS and Bằng Ka USS in Cao Bằng provinces, 100% is EM students or Tran Hung Dao USS in Dak Lak having 65% EM students; Đắk Tăng USS, Kon Tum province with 100% EM students, Đăn choong USS, Kon Tum province having 98% EM students + Priority is given to schools in the area where ratio of females aged 15 and older literate is low. - Encouraged investments in schools in disadvantaged areas, as objective of the project is to provide opportunities for students in disadvantaged areas. 	
	<p>Activity 4: Civil works will use labor based technology and employment of poor ethnic unskilled laborers will be encouraged.</p>	<p>On-going.</p> <ul style="list-style-type: none"> - The project management unit has discussed with the provinces where capital construction is invested on this requirement. - The project will have to collect data to demonstrate the achievement of this objective. These data will be updated and reported in the next periodic reports. 	
	<p>Activity 5: Ensure that teacher training materials for sustainable</p>	<p>Completed achieved the objective.</p> <p>For example:</p> <p><i>1) Teacher's materials and guidelines on preservation and development of</i></p>	

Project output	Proposed activities	Progress	Difficulties and challenges
	<p>development support for disadvantaged groups component builds awareness and includes strategies to promote EG access to and completion of SE.</p>	<p><i>ethnic cultural identities support successfully education and enhancement of access and retention of ethnic students to upper secondary educations:</i></p> <ul style="list-style-type: none"> • The education and promotion of ethnic cultural identities developed ethnic students' self-esteem, self-confidence, willingness and motivation, hence helped them achieve better learning results, attracted them to school; • The materials also showed that cultural identities are not a constant, but in the process of social historical advocates there were traditional values that did not conform to development rules would be dismissed and new values are formed and developed. This helped students more proactive in eliminating inappropriate cultural elements, affecting their learning, for example the customs of child marriage in some nations... • In the Training materials on preservation and development of ethnic identities, the following contents are mentioned: <ul style="list-style-type: none"> - Preserving and promoting language and writing of ethnic minorities; Incentive policy in training ethnic students about their own culture; Developing curriculum in ethnic language to increase access to education (Sub-section I, Section I-Topic 2: Preservation and development of ethnic cultural identity). 	

Project output	Proposed activities	Progress	Difficulties and challenges
		<p>- Improving intellectual level, step by step forming a pool of managers, technical workers and ethnic intellectuals and communities, creating sustainable resources for ethnic cultural behavior process (Sub-section 2, Section I, Sub-section 1.2, Section III-Topic 2: Preservation and development of ethnic cultural identity).</p> <p>- Education of all levels of government and sectors about the importance of ethnic cultural identity preservation and development of (Sub-section 2.1, Section III- Topic 2: Preservation and development of ethnic cultural identity).</p> <p>The materials have been used in training of 308 upper secondary teachers in 33 disadvantaged provinces, including 95 ethnic teachers (30.85%)</p> <p>2) <i>Teacher's guides on positive disciplines education:</i></p> <ul style="list-style-type: none"> • In topic 1, the material provide the teacher with knowledge about benefits of using the positive disciplines education measures, defined that: Positive disciplines education means teacher must recognize the value of an individual student as a shaping and growing personality, protect the honor and rights, respect the personality and confidentiality of the students, fair behavior, without discrimination, not prejudice to students. This helps them more proactive in learning, more confident, the student's 	

Project output	Proposed activities	Progress	Difficulties and challenges
		<p>ability are promoted, the children are happy to go to schools, more interested in learning.</p> <ul style="list-style-type: none"> • Topic 2. Methods and forms of organizing positive discipline education activities in upper secondary schools <p>In the solution "attention to student's conditions", the author mentioned many ethnic issues to help teachers identifying the problems and orienting appropriate supports for ethnic students.</p> <p>- Differences in personality, style, characteristics and living conditions.</p> <p>Conditions, personalities and differences caused various impacts on student's learning and motivation, self-confidence and social skills. The issues related to student's attitude and behavior largely rooted in practical problems that they experienced in the daily life. They are often related to their living environment and conditions (student's psychological and cultural characteristics and living conditions. For example, ethnic students are often timid, afraid in communication, less participate in lesson discussions ... it's due to their isolated living conditions in mountainous, remote areas)...family issues (difficult economic conditions ...) the pressures when they are hurt and misunderstood or treated badly (being discriminated due to the concept of valuing males above females, offended, exploited or abused).</p> <p>- Cultural differences:</p>	

Project output	Proposed activities	Progress	Difficulties and challenges
		<p>Some schools may have students from different regions, different ethnic groups, with their own different tradition, culture and customs. This would create a gap between groups of students. Some students of ethnic groups may feel insecure (as they are born in isolated living environments with less communication...). Teachers must understand the challenges that those children face and support them. At the same time, the teachers must educate other students to respect their friends' hobbies, lifestyles, the cultural and psychological characteristics of different ethnic groups, reduce factionalism, bullying, and mistreat. A multicultural class will provide a great opportunity to teach students how to live and work together.</p>	
	<p>Activity 6: 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.</p>	<p>Completed, achieved the objective. In the Life Skills, Environmental Education and Social Issues training materials, there is a separate chapter devoted to analyzing key social issues and skills to address the issues: Chapter 6: Skills at response and prevention of some social problems, including: i) Common social problems in school, ii) Consistent skills: Say No to the group of friends and protect one's views, iii) Negotiation skills: Conflict resolution in a peaceful way, iv) Skill at setting limits, v) Skill at looking for assistance, vi) Skill at making friend to right person</p>	
	Target 3:	On-going.	

Project output	Proposed activities	Progress	Difficulties and challenges
	50% of teachers trained on in country life skills curricula are from ethnic groups.	305 of the 1,288 teachers who have participated in life skill training, accounting for 23.7%.	
	Activity 7: All sign language tools and instructional materials for deaf students are ethnicity sensitive and include positive images.	Not implemented	Less deaf students joined upper secondary schools and centers.
Output 3: Strengthening planning and management of upper secondary education	Activity 8: Ensure that all training provided to USS Principals, CEC Directors and USE managers include modules to build awareness and include strategies to promote EG access to and completion of SE.	Completed, achieved the objectives. Training materials of USE principals, directors of Distance Education Center and education administrators (Some issues of curriculum and textbook renovation) mentioned that: - To prioritize investments in development of education and training in disadvantaged, ethnic, border, island, and remote areas. To perform the democratization and socialization in education and training (Item I. Guiding Point of View - Part B. Orientations in fundamental and comprehensive education and training reform). - To develop textbooks, teaching materials appropriate to every learner, with attention to ethnic and disable students (III. Tasks and solutions - Part	

Project output	Proposed activities	Progress	Difficulties and challenges
		<p>B. Orientations in fundamental and comprehensive education and training reform).</p> <p>- To finalize ethnic incentive policies, credit mechanism for this group of students so that they may obtain credit for continuing their study (III. Tasks and solutions - Part B. Orientations in fundamental and comprehensive education and training reform) ...</p>	
	<p>Activity 9: 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</p>	<p>Not implemented.</p> <p>The district and provincial human resource development planning is developed and decided by the Provincial People's Committee, i.e., beyond the scope of the project. It's proposed to exclude this activity out of the Gender Action Plan.</p>	<p>- Difficulties, challenges: The district and provincial human resource development planning is developed and decided by the PPC, i.e., this activity is beyond the project's authority.</p> <p>Solutions:</p> <p>+ Enhancing capacity building for EM teachers in the schools to ensure their professional competence and management capacity.</p> <p>+ DOETs facilitate, introduce the gov's qualified and competent</p>

Project output	Proposed activities	Progress	Difficulties and challenges
			EM teachers to be managers.
	Activity 10: Ensure school network mapping procedures integrate ethnic group issues and criteria.	On- going. The bidding document has been approved by ADB. The technical criteria for selection of consultant for development of School Map clearly states that the map must present reporting systems related to the school's information, reports on ethnic students.	
	Activity 11: Ensure guidelines for provision of block grants to support initiatives based on local needs addresses ethnicity and equity issues related to USE.	On - going. Guidelines on package support has been developed by the project and circulated amongst DoETs. In section 3.1 (Some suggested issues to be studied) and 3.3 (Criteria for evaluation of the Support Package) of this document, as well as in the Evaluation Form of the science education thesis it's clearly mentioned: The issues that are directly related to ethnic communities, increased retention of ethnic girls in upper secondary education will be given with priority in approving financial packages for DoETs.	
	Activity 12: Ensure that all research studies include ethnicity, gender and equity dimensions.	On - going. TOR of the applicable pedagogical science research package mentioned the priority given over ethnic female teachers and administrators, disadvantaged areas in the beneficiary provinces; priority is given over the selection of ethnic female teachers involving practices and application of scientific researches.	

Project output	Proposed activities	Progress	Difficulties and challenges
		TOR of the study advisory package, priority is given to ethnic female teachers and students in order to facilitate this group's voice in career guide and study.	
Output 4: Support for Project implementation, quality assurance, and monitoring	Activity 13: The project M&E framework will incorporate M&E for EG Plan.	On - going. M&E framework is under preparation.	Solutions: The project shall recommend for enhancing M&E over Ethnic Action Plan.
	Activity 14: Train all PMU staff on ethnicity issues.	On - going. All PMU staff have been informed of the Ethnic Minority Action Framework in periodical PMU meetings in order to integrate it into the project activities.	Solutions: PPMU staff shall be trained with the content in regular training courses to be started in 2017.
	Activity 15: Ensure all M&E report on sex and ethnicity disaggregated data related to access, learning outcomes and other SE indicators.	Not implemented.	

APPENDIX 2: PROJECT IMPLEMENTATION PROGRESS

PROJECT IMPLEMENTATION PROGRESS IN 2014

Source: Ethnic Minority Action Framework of the International Consultant on Ethnic Minorities

Component 1: Enhancing quality of USE to international standards		
	Positive impacts, expectations	Potential risks/ negative impacts
<p>1-a: Improvement of teaching strategies through PRESETT and INSETT</p> <p>1-a-1: Providing overseas short-term training (OST) courses on curriculum and textbook compilation for 75 core specialists.</p> <p>Implementation Period: 2013-2019</p>	<p>Activities implemented at the beginning stage have not caused any impacts on ethnic minorities</p>	<p>Direct Negative Impact: No</p>
<p>1-a-2: In-country INSETT training for about 18,750 teachers on pilot and implementation of the USE new curriculum and textbooks, 40% of participants are female.</p> <p>Implementation Period: 2013-2019</p>	<p>Positive direct impact: capacity building for ethnic minority teachers who participated in the training.</p> <p>Positive indirect impact: improve quality of teaching and learning performance of EM students in the selected teachers participating in the training</p> <p>84 out of 1,781 teachers participating in the training was ethnic minority.</p>	
<p>1-b: Provision of textbooks and development of instructional materials based on the New USE curriculum</p> <p>1-b-1: Provision of textbooks for pilot and nationwide use of new curriculum and textbooks (175,000 sets)</p> <p>Implementation Period: 2014-2018</p>	<p>The activities which have not yet been implemented, will not cause any impacts on ethnic minority people</p>	

<p>1-b-2: Development and provision of teaching support materials to pilot and use nationwide the new textbooks (including video tapes and teaching support software)</p> <p>Implementation Period: 2014-2018</p>	<p>The activities which have not been implemented yet, will not cause any impacts on ethnic minority people</p>	
<p>1-b-3: Development and provision of teaching support materials/teaching aids for 800 US schools in EM regions (10 materials).</p> <p>Implementation Period: 2014-2018</p>	<p>The activities which have not yet been implemented, will not cause any impacts on ethnic minority people</p>	
<p>1-c: Support for academic environment for gifted USS students</p> <p>1-c-1: Provision of lab equipment & teaching aids for 15 selected gifted schools</p> <p>Implementation Period: 2014-2016</p>	<p>The activities which have not yet been implemented, will not cause any impacts on ethnic minority people</p>	
<p>1-c-2: In-country training for 833 teachers on international advanced training programs (5,000 person days)</p> <p>Implementation Period: 2014-2016</p>	<p>The activities which were implemented at the beginning stage, have not caused any impacts on ethnic minorities</p>	
<p>1-c-3: Short term overseas training for 15 core teachers and vice principals in charge of academics</p> <p>Implementation Period: 2014-2016</p>	<p>The activities which have not yet been implemented, will not cause any impacts on ethnic minority people</p>	
<p>1-d: Support for CEC development for new INSETT</p>	<p>The activities which have not yet been implemented, will not</p>	

1-d-1: Procurement of teaching and practice equipment to support teacher training for 63 CECs Implementation Period: 2014-2019	cause any impacts on ethnic minority people	
1-d-2: Provision of textbooks and teaching materials for libraries of CECs to support teacher training (3,150 book sets) Implementation Period: 2014-2019	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
1-d-3: In country training for teachers: conduct teacher training on new textbook and curriculum (1,890 teachers, 11,340 person-day) Implementation Period: 2014-2019	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
1-e-2: Provision of equipment sets for foreign language rooms of selected US schools (63 provinces, 01 USS/province) Implementation Period: 2013-2016	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
1-e-3: In-country training for core English teachers (7,500 person-day) Implementation Period: 2013-2016	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
1-f: Establishment of centers for pedagogical excellence		
1-f-1: Construction (or Upgrading) of Teaching Simulation Rooms in 06 selected centers of	The activities which were implemented at the beginning stage, have not	Direct Negative Impacts Not yet

<p>pedagogical excellence (Pedagogical University: Thai Nguyen University, Hanoi Pedagogical University, Hue Pedagogical University, Ho Chi Minh City Pedagogical University, Pedagogical Department of Tay Nguyen University, and Pedagogical Department of Can Tho University)</p> <p>Implementation Period: 2013-2017</p>	<p>caused any impacts on ethnic minorities</p>	
<p>1-f-2: Procurement of teaching aids and furniture to establish simulation classrooms</p> <p>Implementation Period: 2013-2017</p>	<p>The activities which have not yet been implemented, will not cause any impacts on ethnic minority people</p>	
<p>1-f-3: In-country Training workshops on development pedagogical (360 teachers, 2,160 person-day)</p> <p>Implementation Period: 2013-2017</p>	<p>The activities which have not yet been implemented, will not cause any impacts on ethnic minority people</p>	
<p>1-f-4: OST for 15 TTU lecturers and academic staff of Pedagogical Universities</p> <p>Implementation Period: 2013-2017</p>	<p>The activities which have not yet been implemented, will not cause any impacts on ethnic minority people</p>	
<p>1-g: Improvement of quality of teaching of selected subjects</p>		
<p>1-g-1: In-country training on teaching methodology for core teachers in 8 subjects (about 2,520 teachers, 15,120 person-day)</p> <p>Implementation Period: 2014-2017</p>	<p>The activities which have not yet been implemented, will not cause any impacts on ethnic minority people</p>	<p>Direct Negative Impacts No</p>

<p>1-g-2: Support publication to exchange initiatives/ experience on improving teaching quality for subjects (posting articles on 4 journals/ newspapers)</p> <p>Implementation Period: 2014-2017</p>		
<p>1-g-3: Short term OST for scientific subjects for about 15 teachers and academic staff.</p> <p>Implementation Period: 2014-2017</p>	<p>The activities which have not yet been implemented, will not cause any impacts on ethnic minority people</p>	
<p>1-g-4: Study on Math teaching in 02 US schools (01 rural and 01 urban) in Ha Noi</p> <p>Implementation Period: 2014-2017</p>	<p>The activities which have not yet been implemented, will not cause any impacts on ethnic minority people</p>	
<p>1-h: Support for academically disadvantaged groups</p>		
<p>1-h-1: In-country training to teachers to guide students' self-study (about 1,764 teachers, 10,584 person-day)</p> <p>Implementation Period: 2014-2018</p>	<p>Activities implemented at the beginning stage have not caused any impacts on ethnic minorities</p>	<p>Direct Negative Impacts No</p>
<p>1-h-2: Develop self-study guidelines to students (14 subjects)</p> <p>Implementation Period: 2014-2018</p>	<p>Activities implemented at the beginning stage have not caused any impacts on ethnic minorities</p>	
<p>1-h-3: In-country training to CEC teachers (about 1,512 teachers, 7,560 person-day)</p> <p>Implementation Period: 2014-2018</p>	<p>The activities which have not yet been implemented, will not cause any impacts on ethnic minority people</p>	
<p>1-h-4: By 2018, Develop and provide instruction materials to</p>	<p>The activities which have not yet been implemented,</p>	

CEC teachers (about 24 materials) Implementation Period: 2014-2018	will not cause any impacts on ethnic minority people	
Component 2: Increased access and retention to USE		
2-a: New facility development for existing USSs in disadvantaged districts		
2-a-1: Civil works construction (1068 rooms in USSs in 33 selected provinces). Implementation Period: 2013-2018	The activities which were implemented at the beginning stage, have not caused any impacts on ethnic minorities	Direct Negative Impacts Medium Risks: Acquisition of school land may affect a small number of ethnic minority people in some provinces. However, this impact will be assessed based on the Resettlement Reports for 113 constructions in 33 provinces that have been provided by the project. Initially, these negative effects were not present in this project activity.
2-a-2: Provision of furniture for newly constructed facilities (152 schools) Implementation Period: 2013-2018	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
2-a-3: Provision of equipment for newly constructed facilities (152 schools) Implementation Period: 2013-2018	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
2-b: Support for provincial ethnic minority boarding USSs		
2-b-1: Provision of equipment to 18 selected provincial EM boarding USSs	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	Direct Negative Impacts No

Implementation Period: 2014-2016		
2-c: Inclusive USE for Students with Disabilities		
2-c-1: Development of sign language tools for deaf students Implementation Period: 2014-2016	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	Direct Negative Impacts No
2-c-2: Developing and providing instructional materials of sign language for Inclusive Education Centers and training centers for inclusive teachers (1000 sets) Implementation Period: 2014-2016	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
2-c-3: In-country training for teachers in Inclusive Education Centers (600 teachers, 3600 person/day) Implementation Period: 2014-2016	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
2-d: Education for sustainable development (ESD) support for disadvantaged groups		
2-d-1: In-country teacher training for active teaching method and disciplines. (about 1320 teachers, 6000 person/day) Implementation Period: 2014-2017	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	Direct Negative Impacts No
2-d-2: In-country teacher training for life skills, environment and social issues (about 7920 person/day) Implementation Period: 2014-2017	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
2-d-3: In-country teacher training for ethnic minority's culture preservation (1980 person/day)	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	

Implementation Period: 2014-2017		
2-e: Development of PPP models for USE		
2-e-1: Research study on PPP for education. Implementation Period: 2014-2018	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	Direct Negative Impacts No
2-e-2: In-country teacher training through pilot PPP initiative (600 teachers, 3600 person/day). Implementation Period: 2014-2018	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
3. Component 3: Strengthening of planning and management of USE		
3-a: Development of capacity of managers for USE		
3-a-1: In-country Training for development of capacity for 2700 USS principals (32400 person/day). Implementation Period: 2014-2018	It has not caused impacts on ethnic minority people	Direct Negative Impacts No
3-a-2: In-country Training for development of capacity for 600 directors of CECs and principals of complementary education schools (about 5.400 person/day) Implementation Period: 2014-2018	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
3-a-3: Oversea training for 15 key managers for USE. Implementation Period: 2014-2018	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
3-a-4: Upgrading of School Mapping Software to provide to 33 selected disadvantaged provinces (first developing from project phase I) Implementation Period: 2014-2018	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	

3-b: Provision of block grants to support local government		
3-b-1: Developing instructional materials for block grant implementation and management cost Implementation Period: 2013-2016	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	Direct Negative Impacts No
3-b-2: Providing block grants for 63 DOETs to implement renewal of education management which is suitable for each province. Implementation Period: 2013-2016	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
3-c: Support for pilot research and studies for USE		
3-c-1: Model of USSs with autonomy and social responsibility Implementation Period: 2014-2017	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	Direct Negative Impacts No
3-c-2: Management of curriculum and development of instructional materials for complementary USE based on the new USE curriculum (after 2015) Implementation Period: 2014-2017	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
3-c-3: School counseling in USSs Implementation Period: 2014-2017	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	
3-c-4: Organization of applied science research for USE teachers. Implementation Period: 2014-2017	The activities which have not yet been implemented, will not cause any impacts on ethnic minority people	

<p>3-c-5: Life skills education to upper secondary students in disadvantaged areas.</p> <p>Implementation Period: 2014-2017</p>	<p>The activities which have not yet been implemented, will not cause any impacts on ethnic minority people</p>	
<p>3-d: Support for enhancement of research and training capacity for education management</p>		
<p>3-d-1: Provision of equipment for multifunction room of NIEM</p> <p>Implementation Period: 2013-2016</p>	<p>Completed.</p> <p>Direct Positive Impact</p> <p>Teachers and students (including ethnic minority students) are better equipped in terms of facilities, contributing to the improvement of their teaching and learning quality</p>	<p>Direct Negative Impacts No</p>
<p>3-d-2: In-country training for development of teaching and scientific research capacity for lecturers of NIEM and IEMH (Institute of educational managers Ho Chi Minh City)</p> <p>Implementation Period: 2013-2016</p>	<p>The activities which have not yet been implemented, will not cause any impacts on ethnic minority people</p>	
<p>4. Component 4: Support for project implementation, quality assurance and monitoring</p>		
<p>4-a: Capacity Development of CPMU, PPMUs and other Implementing Agencies</p>		
<p>4-a-1: Provision of in-country training for procurement management, finance and project management, monitoring and evaluation (10.000 person-days)</p> <p>Implementation Period: 2013-2018</p>	<p>Provided 01 training course for PPMU staff and project participating members on project management and implementation</p> <p>Direct Positive Impact</p>	<p>Direct Negative Impacts No</p>

	EM staff of PPMU who participated in improved capacity on project implementation. There were 2 ethnic people out of 80 participants (equivalent 160 person-days) taking part in the training in 2014.	
4-a-2: Consulting services (firm and individuals) Implementation Period: 2013-2018	This activity has no impact on EM people	
4-b: Provision of Equipment and Facilities for Project Implementation		
4-b-1: Provision of office equipment, furniture and facilities.. Implementation Period: 2013-2018	Completed these 3 activities in 2014	Direct Negative Impacts No
4-b-2: Procurement of Vehicle for CPMUs Implementation Period: 2013-2018	Direct Positive Impact: No	
4-b-3: provision of equipment and furniture for PPMUs (63 DOETs) Implementation Period: 2013-2018	Indirect positive impact: CPMU and PPMU staffs were well-equipped will improve their work efficiency and ensure output quality.	
4-c: Support for Project Monitoring, Quality Assurance and Evaluation		
4-c-1: Project review workshop (Inception, Interim, Final) Implementation Period: 2013-2019	This activity has no direct impact on EM people Indirect positive impact: Increased interest in the target group of ethnic minorities, specific implementation and monitoring of the Ethnic Minority Action Plan (EMAP) based on EM	Direct Negative Impacts No
4-c-2: Component assessment and independent assessment Implementation Period: 2013-2019		
4-c-3: Annual Auditing.		

Implementation Period: 2013-2019	indicators to ensure that EM issues are not compromised, neglected and negatively affected.	
4-c-4: Consultant for Project Completion Report preparation Implementation Period: 2013-2019		
4-c-5: Project Implementation Support. Implementation Period: 2013-2019		

PROJECT IMPLEMENTATION PROGRESS IN 2015

Component 1: Enhancing quality of USE to international standards		
	Positive impacts, expectations	Potential risks/negative impacts
<p>1-a: Improvement of teaching strategies through PRESETT and INSETT</p> <p>1-a-1: Providing overseas short-term training (OST) courses on curriculum and textbook compilation for 75 core specialists.</p> <p>Implementation Period: 2013-2019</p>	<p>Direct positive impact: No. Because 30 members of the OST were not ethnic minority people.</p> <p>Positive indirect impact: The trained core specialists will develop a new textbook, which will benefit the EM teachers and students in this activity. The new curriculum is expected to improve academic achievement and reduce the dropout rate of EM students in schools applying new teaching methods and curriculum.</p>	<p>Direct Negative Impact: No</p>
<p>1-a-2: In-country INSETT training for about 18.750 teachers on pilot and implementation of the USE new curriculum and textbooks, 40% of participants are female.</p>	<p>Positive direct impact: improving capacity of ethnic minority teachers who participated in the training.</p>	

<p>Implementation Period: 2013-2019</p>	<p>Positive indirect impact: improve quality of teaching and learning performance of EM students in the selected teachers participating in the training</p> <p>Among 6,504 teachers participating in the training, 230 was ethnic minority (3.54%).</p>	
<p>1-b: Provision of textbooks and development of instructional materials based on the New USE curriculum</p> <p>1-b-1: Provision of textbooks for pilot and nationwide use of new curriculum and textbooks (175,000 sets)</p> <p>Implementation Period: 2014-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-b-2: Development and provision of teaching support materials to pilot and use nationwide the new textbooks (including video tapes and teaching support software)</p> <p>Implementation Period: 2014-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-b-3: Development and provision of teaching support materials/teaching aids for 800 US schools in EM regions (10 materials).</p> <p>Implementation Period: 2014-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-c: Support for academic environment for gifted USS students</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	

<p>1-c-1: Provision of lab equipment & teaching aids for 15 selected gifted schools</p> <p>Implementation Period: 2014-2016</p>		
<p>1-c-2: In-country training for 833 teachers on international advanced training programs (5,000 person days)</p> <p>Implementation Period: 2014-2016</p>	<p>Activities implemented at the beginning stage have not caused any impacts on ethnic minorities</p>	

<p>1-c-3: Short term overseas training for 15 core teachers and vice principals in charge of academics</p> <p>Implementation Period: 2014-2016</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-d: Support for CEC development for new INSETT</p> <p>1-d-1: Procurement of teaching and practice equipment to support teacher training for 63 CECs</p> <p>Implementation Period: 2014-2019</p>	<p>Activities implemented at the beginning stage have not caused any impacts on ethnic minorities</p>	
<p>1-d-2: Provision of textbooks and teaching materials for libraries of CECs to support teacher training (3,150 book sets)</p> <p>Implementation Period: 2014-2019</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-d-3: In country training for teachers: conduct teacher training on new textbook and curriculum (1,890 teachers, 11,340 person-day)</p> <p>Implementation Period: 2014-2019</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-e: Improving quality of foreign language training and education</p> <p>1-e-1: Procurement of books (10 books/set x 2,700 schools)</p> <p>Implementation Period: 2013-2016</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-e-2: Provision of equipment sets for foreign language rooms of selected US schools (63 provinces, 01 USS/province)</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	

Implementation Period: 2013-2016		
1-e-3: In-country training for core English teachers (7,500 person-day) Implementation Period: 2013-2016	Activities which have not been implemented do not cause impacts on ethnic minority people	
1-f: Establishment of centers for pedagogical excellence		
1-f-1: Construction (or Upgrading) of Teaching Simulation Rooms in 06 selected centers of pedagogical excellence (Pedagogical University: Thai Nguyen University, Hanoi Pedagogical University, Hue Pedagogical University, Ho Chi Minh City Pedagogical University, Pedagogical Department of Tay Nguyen University, and Pedagogical Department of Can Tho University) Implementation Period: 2013-2017	This activity was in progress. 3/6 works were under construction. Positive Direct Impact: Improving the learning and working environment for teachers and students (including ethnic minority groups)	Low risk assumptions: Construction of selected centers of pedagogical excellence have no impact on EM people In fact, the Resettlement Report for 6 constructions for selected centers of pedagogical excellence have been completed and approved by ADB, in which no project construction related to compensation/site clearance/ Land acquisition. Thus, the above assumption does not occur. Direct negative influence is not available.
1-f-2: Procurement of teaching aids and furniture to establish simulation classrooms Implementation Period: 2013-2017	Activities which have not been implemented do not cause impacts on ethnic minority people	Direct Negative Impact: No
1-f-3: In-country Training workshops on development	Activities which have not been implemented do not cause	

<p>pedagogical (360 teachers, 2,160 person-day)</p> <p>Implementation Period: 2013-2017</p>	<p>impacts on ethnic minority people</p>	
<p>1-f-4: OST for 15 TTU lecturers and academic staff of Pedagogical Universities</p> <p>Implementation Period: 2013-2017</p>	<p>Completed</p> <p>Positive Direct Impact: No</p> <p>Positive Indirect Impact: Improve the pedagogical skills of lecturers who participated in the training thereby improving the quality of teaching at the pedagogical universities, where the students are ethnic minorities.</p>	
<p>1-g: Improvement of quality of teaching of selected subjects</p>		
<p>1-g-1: In-country training on teaching methodology for core teachers in 8 subjects (about 2,520 teachers, 15,120 person-day)</p> <p>Implementation Period: 2014-2017</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	<p>Direct Impacts No</p> <p>Negative</p>
<p>1-g-2: Support publication to exchange initiatives/ experience on improving teaching quality for subjects (posting articles on 4 journals/ newspapers)</p> <p>Implementation Period: 2014-2017</p>	<p>Positive Direct Impact: EM teachers and students have access to new and useful information on the forum.</p> <p>Positive indirect impact: Improve the quality of learning and teaching mathematics and natural science subjects for ethnic minority teachers and students.</p>	
<p>1-g-3: Short term OST for scientific subjects for about 15 teachers and academic staff.</p>	<p>Activities which have not been implemented do not cause impacts on EM people</p>	

Implementation Period: 2014-2017		
1-g-4: Study on Math teaching in 02 US schools (01 rural and 01 urban) in Ha Noi Implementation Period: 2014-2017	Activities which have not been implemented do not cause impacts on ethnic minority people	
1-h: Support for academically disadvantaged groups		
1-h-1: In-country training to teachers to guide students' self-study (about 1,764 teachers, 10,584 person-day) Implementation Period: 2014-2018	Activities implemented at the beginning stage have not caused any impacts on ethnic minorities	Direct Negative Impacts No
1-h-2: Develop self-study guidelines to students (14 subjects) Implementation Period: 2014-2018	Activities implemented at the beginning stage have not caused any impacts on ethnic minorities	
1-h-3: In-country training to CEC teachers (about 1,512 teachers, 7,560 person-day) Implementation Period: 2014-2018	Activities which have not been implemented do not cause impacts on ethnic minority people	
1-h-4: Develop and provide instruction materials to CEC teachers (about 24 materials) Implementation Period: 2014-2018	Activities which have not been implemented do not cause impacts on ethnic minority people	
Component 2: Increased access and retention to USE		
2-a: New facility development for existing USSs in disadvantaged districts		
2-a-1: Civil works construction (1068 rooms in USSs in 33 selected provinces).	Activities implemented at the beginning stage have not caused any impacts on ethnic minorities	Direct Negative Impacts: Medium Risks: Acquisition of school land may affect a small

<p>Implementation Period: 2013-2018</p>		<p>number of ethnic minority people in some provinces. However, this impact will be assessed based on the Resettlement Reports for 113 constructions in 33 provinces that have been provided by the project.</p> <p>According to the above report, the works constructed by the Project do not face any problems related to resettlement/ land clearance, so the above risk is not occurring. EM groups are not negatively affected by this activity.</p>
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<p>2-a-2: Provision of furniture for newly constructed facilities (152 schools)</p> <p>Implementation Period: 2013-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	<p>Direct Negative Impacts</p> <p>No</p>
<p>2-a-3: Provision of equipment for newly constructed facilities (152 schools)</p> <p>Implementation Period: 2013-2018</p>	<p>Activities which have not been implemented do not cause impacts on EM people</p>	
<p>2-b: Support for provincial ethnic minority boarding USSs</p>		
<p>2-b-1: Provision of equipment to 18 selected provincial EM boarding USSs</p> <p>Implementation Period: 2014-2016</p>	<p>Completed</p> <p>Direct Impact: Improving teaching quality and environment.</p> <p>Indirect impact: Improve the learning outcomes of ethnic minority students, thereby increasing the rate of ethnic minority students studying at higher levels.</p>	<p>Direct Negative Impacts</p> <p>No</p>
<p>2-c: Inclusive USE for Students with Disabilities</p>		
<p>2-c-1: Development of sign language tools for deaf students</p> <p>Implementation Period: 2014-2016</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	<p>Direct Negative Impacts</p> <p>No</p>
<p>2-c-2: Developing and providing instructional materials of sign language for Inclusive Education Centers and training centers for inclusive teachers (1000 sets)</p> <p>Implementation Period: 2014-2016</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>2-c-3: In-country training for teachers in Inclusive Education</p>	<p>Activities which have not been implemented do not cause</p>	

Centers (600 teachers, 3600 person/day) Implementation Period: 2014-2016	impacts on ethnic minority people	
2-d: Education for sustainable development (ESD) support for disadvantaged groups		
2-d-1: In-country teacher training for active teaching method and disciplines. (about 1320 teachers, 6000 person/day) Implementation Period: 2014-2017	Activities which have not been implemented do not cause impacts on ethnic minority people	Direct Impacts No Negative
2-d-2: In-country teacher training for life skills, environment and social issues (about 7920 person/day) Implementation Period: 2014-2017	Activities which have not been implemented do not cause impacts on ethnic minority people	
2-d-3: In-country teacher training for ethnic minority's culture preservation (1980 person/day) Implementation Period: 2014-2017	Completed. Direct positive impact: improving capacity and awareness on the rights of ethnic minority people as well as the preservation of ethnic minority culture for a united, multicultural, multi-ethnic country. Indirect positive impact: Awareness and positive attitudes towards EM people of Kinh USS teachers and students. Of the 308 teachers, 33 disadvantaged provinces participating in the training, 95 was EMs (30.84%)	
2-e: Development of PPP models for USE		

<p>2-e-1: Research study on PPP for education.</p> <p>Implementation Period: 2014-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	<p>Direct Impacts No</p> <p>Negative</p>
<p>2-e-2: In-country teacher training through pilot PPP initiative (600 teachers, 3600 person/day).</p> <p>Implementation Period: 2014-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>3. Component 3: Strengthening of planning and management of USE</p>		
<p>3-a: Development of capacity of managers for USE</p>		
<p>3-a-1: In-country Training for development of capacity for 2700 USS principals (32400 person/day).</p> <p>Implementation Period: 2014-2018</p>	<p>It has not caused impacts on ethnic minority people</p>	<p>Direct Impacts No</p> <p>Negative</p>
<p>3-a-2: In-country Training for development of capacity for 600 directors of CECs and principals of complementary education schools (about 5.400 person/day)</p> <p>Implementation Period: 2014-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>3-a-3: Oversea training for 15 key managers for USE.</p> <p>Implementation Period: 2014-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>3-a-4: Upgrading of School Mapping Software to provide to 33 selected disadvantaged provinces (first developing from project phase I)</p> <p>Implementation Period: 2014-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	

3-b: Provision of block grants to support local government			
3-b-1: Developing instructional materials for block grant implementation and management cost Implementation Period: 2013-2016	Activities which have not been implemented do not cause impacts on ethnic minority people	Direct Impacts No	Negative
3-b-2: Providing block grants for 63 DOETs to implement renewal of education management which is suitable for each province. Implementation Period: 2013-2016	Activities which have not been implemented do not cause impacts on ethnic minority people		
3-c: Support for pilot research and studies for USE			
3-c-1: Model of USSs with autonomy and social responsibility Implementation Period: 2014-2017	Activities which have not been implemented do not cause impacts on ethnic minority people	Direct Impacts No	Negative
3-c-2: Management of curriculum and development of instructional materials for complementary USE based on the new USE curriculum (after 2015) Implementation Period: 2014-2017	Activities which have not been implemented do not cause impacts on ethnic minority people		
3-c-3: School counseling in USSs Implementation Period: 2014-2017	Activities which have not been implemented do not cause impacts on ethnic minority people		
3-c-4: Organization of applied science research for USE teachers. Implementation Period: 2014-2017	Activities which have not been implemented do not cause impacts on ethnic minority people		

<p>3-c-5: Life skills education to upper secondary students in disadvantaged areas.</p> <p>Implementation Period: 2014-2017</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>3-d: Support for enhancement of research and training capacity for education management</p>		
<p>3-d-1: Provision of equipment for multifunction room of NIEM</p> <p>Implementation Period: 2013-2016</p>	<p>Completed.</p> <p>Direct Positive Impact</p> <p>Teachers and students (including ethnic minority students) are better equipped in terms of facilities, contributing to the improvement of their teaching and learning quality</p>	<p>Direct Negative Impacts No</p>
<p>3-d-2: In-country training for development of teaching and scientific research capacity for lecturers of NIEM and IEMH (Institute of educational managers Ho Chi Minh City)</p> <p>Implementation Period: 2013-2016</p>	<p>Partially completed.</p> <p>Direct Positive Impact:</p> <p>Ethnic Minority lecturers have been upgraded to meet the need for educational reform and improved teaching quality in teacher training institutions. Of the 71 staff of NIEM trained, one staff is EM.</p>	
<p>4. Component 4: Support for project implementation, quality assurance and monitoring</p>		
<p>4-a: Capacity Development of CPMU, PPMUs and other Implementing Agencies</p>		
<p>4-a-1: Provision of in-country training for procurement management, finance and project management, monitoring and evaluation (10.000 person-days)</p> <p>Implementation Period: 2013-2018</p>	<p>Provided 01 training course for PPMU staff and project participating members on project management and implementation</p> <p>Direct Positive Impact</p> <p>PPMU staff who participated in the capacity building training were EM people</p>	<p>Direct Negative Impacts No</p>

	Through 02 training courses, 170 PPMU staffs participated, in which 2 staffs were EMs	
4-a-2: Consulting services (firm and individuals) Implementation Period: 2013-2018	This activity does not affect the ethnic minority people.	
4-b: Provision of Equipment and Facilities for Project Implementation		
4-b-1: Provision of office equipment, furniture and facilities.. Implementation Period: 2013-2018	Completed these 3 activities Direct Positive Impact: No	Direct Impacts No Negative Impacts No
4-b-2: Procurement of Vehicle for CPMUs Implementation Period: 2013-2018	Indirect positive impact: CPMU and PPMU staffs were well-equipped will improve their work efficiency and ensure output quality.	
4-b-3: provision of equipment and furniture for PPMUs (63 DOETs) Implementation Period: 2013-2018		
4-c: Support for Project Monitoring, Quality Assurance and Evaluation		
4-c-1: Project review workshop (Inception, Interim, Final) Implementation Period: 2013-2019	This activity has no direct impact on EM people Indirect positive impact: Increased interest in the target group of ethnic minorities, specific implementation and monitoring of the Ethnic Minority Development Framework (EMDP) based on EM indicators to ensure that EM issues are not compromised, neglected and negatively affected	Direct Impacts No Negative Impacts No
4-c-2: Component assessment and independent assessment Implementation Period: 2013-2019		
4-c-3: Annual Auditing. Implementation Period: 2013-2019		
4-c-4: Consultant for Project Completion Report preparation		

Implementation Period: 2013-2019		
4-c-5: Project Implementation Support. Implementation Period: 2013-2019		

PROJECT IMPLEMENTATION PROGRESS IN 2016

Component 1: Enhancing quality of USE to international standards		
	Positive impacts, expectations	Potential risks/negative impacts
<p>1-a: Improvement of teaching strategies through PRESETT and INSETT</p> <p>1-a-1: Providing overseas short-term training (OST) courses on curriculum and textbook compilation for 75 core specialists.</p> <p>Implementation Period: 2013-2019</p>	<p>Direct positive impact: enhancing the capacity for staff on new curriculum development skills.</p> <p>However, there is no impact on the ethnic minority people because 73 members of the OST were not ethnic minority people.</p> <p>Positive indirect impact: The trained core specialists will develop a new textbook, which will benefit the EM teachers and students in this activity. The new curriculum is expected to improve academic achievement and reduce the dropout rate of EM students in schools applying new teaching methods and curriculum.</p>	<p>Direct Negative Impact: No</p>
<p>1-a-2: In-country INSETT training for about 18,750 teachers on pilot and implementation of the USE new curriculum and textbooks, 40% of participants are female.</p>	<p>Positive direct impact: improving capacity of ethnic minority teachers who participated in the training.</p>	

<p>Implementation Period: 2013-2019</p>	<p>Positive indirect impact: improve quality of teaching and learning performance of EM students in the selected teachers participating in the training</p> <p>Among 13,786 teachers participating in the training, 514 was ethnic minority (3.73%).</p>	
<p>1-b: Provision of textbooks and development of instructional materials based on the New USE curriculum</p> <p>1-b-1: Provision of textbooks for pilot and nationwide use of new curriculum and textbooks (175,000 sets)</p> <p>Implementation Period: 2014-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-b-2: Development and provision of teaching support materials to pilot and use nationwide the new textbooks (including video tapes and teaching support software)</p> <p>Implementation Period: 2014-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-b-3: Development and provision of teaching support materials/teaching aids for 800 US schools in EM regions (10 materials).</p> <p>Implementation Period: 2014-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-c: Support for academic environment for gifted USS students</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	

<p>1-c-1: Provision of lab equipment & teaching aids for 15 selected gifted schools</p> <p>Implementation Period: 2014-2016</p>		
<p>1-c-2: In-country training for 833 teachers on international advanced training programs (5,000 person days)</p> <p>Implementation Period: 2014-2016</p>	<p>Activities implemented at the beginning stage have not caused any impacts on ethnic minorities</p>	
<p>1-c-3: Short term overseas training for 15 core teachers and vice principals in charge of academics</p> <p>Implementation Period: 2014-2016</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-d: Support for CEC development for new INSETT</p> <p>1-d-1: Procurement of teaching and practice equipment to support teacher training for 63 CECs</p> <p>Implementation Period: 2014-2019</p>	<p>Completed</p> <p>Direct Positive Impact: Improve capacity and effectiveness of teaching of EM teachers in CECs, enhance teaching quality of CECs in the beneficiaries provinces</p> <p>Indirect Positive Impact: Promote learning environment and academic performance of EM students in the beneficiaries CECs</p>	<p>Direct Impact: Negative</p> <p>No</p>
<p>1-d-2: Provision of textbooks and teaching materials for libraries of CECs to support teacher training (3,150 book sets)</p> <p>Implementation Period: 2014-2019</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	

<p>1-d-3: In country training for teachers: conduct teacher training on new textbook and curriculum (1,890 teachers, 11,340 person-day)</p> <p>Implementation Period: 2014-2019</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-e: Improving quality of foreign language training and education</p> <p>1-e-1: Procurement of books (10 books/set x 2,700 schools)</p> <p>Implementation Period: 2013-2016</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	<p>Direct Negative Impact: No</p>
<p>1-e-2: Provision of equipment sets for foreign language rooms of selected US schools (63 provinces, 01 USS/province)</p> <p>Implementation Period: 2013-2016</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-e-3: In-country training for core English teachers (7,500 person-day)</p> <p>Implementation Period: 2013-2016</p>	<p>Completed.</p> <p>Direct positive impact: Improve the level of English upper secondary teachers, including ethnic minority teachers.</p> <p>Of the 1,432 trained teachers, 75 were EM teachers (5.2%).</p> <p>Positive indirect impact:</p> <p>Improve the English language learning outcomes of students, including ethnic minority students.</p>	
<p>1-f: Establishment of centers for pedagogical excellence</p>		
<p>1-f-1: Construction (or Upgrading) of Teaching Simulation Rooms in 06 selected centers of pedagogical excellence (Pedagogical University: Thai</p>	<p>This activity was in progress. 5/6 works were under construction.</p> <p>Positive Direct Impact: Improving the learning and</p>	<p>Low risk assumptions: Construction of selected centers of pedagogical excellence have no</p>

<p>Nguyen University, Hanoi Pedagogical University, Hue Pedagogical University, Ho Chi Minh City Pedagogical University, Pedagogical Department of Tay Nguyen University, and Pedagogical Department of Can Tho University)</p> <p>Implementation Period: 2013-2017</p>	<p>working environment for teachers and students (including ethnic minority groups)</p> <p>Positive Indirect Impact: Improve teaching quality and learning performance of EM teachers and students in the pedagogical universities/faculties</p>	<p>impact on EM people. In fact, the Resettlement Report for 6 constructions for selected centers of pedagogical excellence have been completed and approved by ADB, in which no project construction related to compensation/site clearance/ Land acquisition. Thus, the above assumption does not occur. Direct negative influence is not available. The EM people have not been affected by this activity.</p>
<p>1-f-2: Procurement of teaching aids and furniture to establish simulation classrooms</p> <p>Implementation Period: 2013-2017</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	<p>Direct Negative Impact: No</p>
<p>1-f-3: In-country Training workshops on development pedagogical (360 teachers, 2,160 person-day)</p> <p>Implementation Period: 2013-2017</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	
<p>1-f-4: OST for 15 TTU lecturers and academic staff of Pedagogical Universities</p> <p>Implementation Period: 2013-2017</p>	<p>Activity completed.</p> <p>Direct positive impact: No</p> <p>Positive Indirect Impact: Improve the pedagogical skills of lecturers who participated in the training thereby improving the quality of teaching at the pedagogical universities,</p>	

	where the students are ethnic minorities.		
1-g: Improvement of quality of teaching of selected subjects			
1-g-1: In-country training on teaching methodology for core teachers in 8 subjects (about 2,520 teachers, 15,120 person-day) Implementation Period: 2014-2017	Activities were implementing. There was 1 training course for 1,558 teachers, of which 70 teachers were ethnic minority (4.45%). Positive Direct Impact: Improved teaching capacity of EM teachers trained, improved the quality of US teaching	Direct Impacts No	Negative
1-g-2: Support publication to exchange initiatives/ experience on improving teaching quality for subjects (posting articles on 4 journals/ newspapers) Implementation Period: 2014-2017	Positive Direct Impact: EM teachers and students have access to new and useful information on the forum. Positive indirect impact: Improve the quality of learning and teaching mathematics and natural science subjects for ethnic minority teachers and students		
1-g-3: Short term OST for scientific subjects for about 15 teachers and academic staff. Implementation Period: 2014-2017	Activities which have not been implemented do not cause impacts on EM people		
1-g-4: Study on Math teaching in 02 US schools (01 rural and 01 urban) in Ha Noi Implementation Period: 2014-2017	Activities which have not been implemented do not cause impacts on EM people		
1-h: Support for academically disadvantaged groups			
1-h-1: In-country training to teachers to guide students' self-study (about 1,764 teachers, 10,584 person-day)	Activities implemented at the beginning stage have not caused any impacts on ethnic minorities	Direct Impacts No	Negative

Implementation Period: 2014-2018		
1-h-2: Develop self-study guidelines to students (14 subjects) Implementation Period: 2014-2018	Activities have been implemented. Positive indirect impact: Teachers, students of ethnic minorities also enjoy the outcomes of this activity	
1-h-3: In-country training to CEC teachers (about 1,512 teachers, 7,560 person-day) Implementation Period: 2014-2018	Activities were implementing. There was a training course for 578 teachers, of which 40 teachers were EM (6.9%). Positive Direct Impact: Improving the Teaching Capability of Continuing Education Centers Teachers. Indirect positive influence: Improve capacity of teachers in the training. Improve learning performance and increase US graduation rate and CECs of EM students.	
1-h-4: Develop and provide instruction materials to CEC teachers (about 24 materials) Implementation Period: 2014-2018	1/3 Activities have been implemented. Positive indirect impact: Teachers, students of ethnic minorities also enjoy the outcomes of this activity.	
Component 2: Increased access and retention to USE		
2-a: New facility development for existing USSs in disadvantaged districts		
2-a-1: Civil works construction (1068 rooms in USSs in 33 selected provinces). Implementation Period: 2013-2018	22 constructions in 9 provinces have completed with 119 classrooms, 40 subject rooms Direct positive impact: Improve the facilities, learning and working environment for the target group of ethnic minority teachers and students. Construction activities create	Direct Negative Impacts: No Medium Risks: Acquisition of school land may affect a small number of ethnic minority people in some provinces. However, this impact

	jobs for indigenous/ local peoples, poor ethnic minority people.	will be assessed based on the Resettlement Reports for 113 constructions in 33 provinces that have been provided by the project. Initially, these negative effects were not present in this project activity.
2-a-2: Provision of furniture for newly constructed facilities (152 schools) Implementation Period: 2013-2018	This activity is nearly finished. Preparing to hand over in Batch 1,2,3,3 for 57 schools. Positive Direct Impact: Improvement of facilities and equipment for classrooms whose direct beneficiaries are teachers, students, including ethnic minority people.	Direct Negative Impacts No
2-a-3: Provision of equipment for newly constructed facilities (152 schools) Implementation Period: 2013-2018	Activities which have not been implemented do not cause impacts on ethnic minority people	
2-b: Support for provincial ethnic minority boarding USSs		
2-b-1: Provision of equipment to 18 selected provincial EM boarding USSs Implementation Period: 2014-2016	Completed Direct Impact: Improving teaching quality and environment. Indirect influence: Improve the learning achievement of ethnic minority students, thereby increasing the rate of ethnic minority students studying at higher levels.	Direct Negative Impacts No
2-c: Inclusive USE for Students with Disabilities		
2-c-1: Development of sign language tools for deaf students	Activities which have not been implemented do not cause	Direct Negative Impacts

Implementation Period: 2014-2016	impacts on ethnic minority people	No
2-c-2: Developing and providing instructional materials of sign language for Inclusive Education Centers and training centers for inclusive teachers (1000 sets) Implementation Period: 2014-2016	Activities which have not been implemented do not cause impacts on ethnic minority people	
2-c-3: In-country training for teachers in Inclusive Education Centers (600 teachers, 3600 person/day) Implementation Period: 2014-2016	Activities which have not been implemented do not cause impacts on ethnic minority people	
2-d: Education for sustainable development (ESD) support for disadvantaged groups		
2-d-1: In-country teacher training for active teaching method and disciplines. (about 1320 teachers, 6000 person/day) Implementation Period: 2014-2017	Activity was implementing Out of 669 teachers participating in the training, 83 teachers were ethnic minority (12.4%). Positive Direct Impact: Strengthening teaching capacity for teachers in 33 disadvantaged provinces, where many ethnic minority students were enrolled. Positive indirect impact: Improved learning achievement of disadvantaged ethnic minority students, reducing the dropout rate.	Direct Negative Impacts No
2-d-2: In-country teacher training for life skills, environment and social issues (about 7920 person/day) Implementation Period: 2014-2017	Activity was implementing Of the 1,288 teachers participating in the training, 305 teachers were ethnic minority (23.7%).	

	<p>Direct positive influence:</p> <p>Improve competencies of teachers to understand and identify social difficulties and skills, thereby equipping students with the most basic knowledge to protect them.</p> <p>Indirect Positive Impact: Raise awareness of appropriate behaviors in all aspects of life for students and teachers participated in the training.</p>	
<p>2-d-3: In-country teacher training for ethnic minority's culture preservation (1980 person/day)</p> <p>Implementation Period: 2014-2017</p>	<p>Activity was implementing</p> <p>Direct positive impact: capacity building and awareness of the rights of ethnic minority people as well as the preservation of ethnic minority culture for a united, multicultural, multi-ethnic country.</p> <p>Indirect positive impact: Awareness and positive attitudes towards EM people of Kinh USS teachers and students. Of the 308 teachers from 33 disadvantaged provinces participating in the training, 95 was EMs (30.84%)</p>	
2-e: Development of PPP models for USE		
<p>2-e-1: Research study on PPP for education.</p> <p>Implementation Period: 2014-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	<p>Direct Impacts</p> <p>Negative</p> <p>No</p>
<p>2-e-2: In-country teacher training through pilot PPP initiative (600 teachers, 3600 person/day).</p> <p>Implementation Period: 2014-2018</p>	<p>Activities which have not been implemented do not cause impacts on ethnic minority people</p>	

3-a: Development of capacity of managers for USE			
		Direct Impacts	Negative
<p>3-a-1: In-country Training for development of capacity for 2700 USS principals (32400 person/day).</p> <p>Implementation Period: 2014-2018</p>	<p>Activity was implementing</p> <p>Out of the 3,829 participants in the training, 195 were ethnic minorities (5.1%).</p> <p>Positive Direct Impact: Improved management capacity for senior management staff. Raising awareness of Ethnic Minority and Gender for EM principals and managers</p> <p>Positive indirect impact: Increase support for ethnic minority students from different levels of leaderships</p>	No	
<p>3-a-2: In-country Training for development of capacity for 600 directors of CECs and principals of complementary education schools (about 5.400 person/day)</p> <p>Implementation Period: 2014-2018</p>	<p>Activity was implementing</p> <p>Out of the 787 participants in the training, 43 were ethnic minorities (5.45%).</p> <p>Positive Direct Impact: Improved management capacity for senior management staff. Raising awareness of Ethnic Minority and Gender for EM principals and managers</p> <p>Positive indirect impact: Increase support for ethnic minority students from different levels of leaderships.</p>		
<p>3-a-3: Oversea training for 15 key managers for USE.</p> <p>Implementation Period: 2014-2018</p>	<p>Completed</p> <p>However, there is no direct impact on the ethnic minority people because of 15 managers who participated in OST, there was no EM</p>		

	Indirect positive influence: Raise the awareness of key managers on ethnic minority issues, thereby improving policies for these groups in the future.	
3-a-4: Upgrading of School Mapping Software to provide to 33 selected disadvantaged provinces (first developing from project phase I) Implementation Period: 2014-2018	Activities which have not been implemented do not cause impacts on ethnic minority people	
3-b: Provision of block grants to support local government		
3-b-1: Developing instructional materials for block grant implementation and management cost Implementation Period: 2013-2016	Completed Positive Direct Impact: Grants directly related to gender and ethnic minority issues will be prioritized by the CPMU. Once approved and funded, these grant blocks will have a direct impact on issues such as gender equality, improving the educational opportunities for female ethnic minority students. Indirect positive impact: contribute to deal with issues related to EM student groups at USS	Direct Impacts Negative No
3-b-2: Providing block grants for 63 DOETs to implement renewal of education management which is suitable for each province. Implementation Period: 2013-2016	Activity was implementing Direct Impact: The approved block grants related to ethnic minority people or ethnic minority issues will directly affect ethnic minority teachers/students. Indirect positive impact: contribute to deal with issues	

	related to EM student groups at USS	
3-c: Support for pilot research and studies for USE		
3-c-1: Model of USSs with autonomy and social responsibility Implementation Period: 2014-2017	Activities which have not been implemented do not cause impacts on ethnic minority people	Direct Impacts No Negative
3-c-2: Management of curriculum and development of instructional materials for complementary USE based on the new USE curriculum (after 2015) Implementation Period: 2014-2017	Activities which have not been implemented do not cause impacts on ethnic minority people	
3-c-3: School counseling in USSs Implementation Period: 2014-2017	Activities were implementing. Direct positive impact: The inclusion of EM criteria in the TOR will directly benefit the target group of EM teachers. Indirect positive impact: contribute to deal with issues related to EM student groups at USS	
3-c-4: Organization of applied science research for USE teachers. Implementation Period: 2014-2017	Activities were implementing. Direct positive impact: The inclusion of EM criteria in the TOR will directly benefit the target group of EM teachers Indirect positive impact: contribute to deal with issues related to EM student groups at USS	
3-c-5: Life skills education to upper secondary students in disadvantaged areas.	Activities were implementing. Direct positive impact: The inclusion of EM criteria in the	

<p>Implementation Period: 2014-2017</p>	<p>TOR will directly benefit the target group of EM teachers</p> <p>Indirect positive impact: contribute to deal with issues related to EM student groups at USS</p>	
<p>3-d: Support for enhancement of research and training capacity for education management</p>		
<p>3-d-1: Provision of equipment for multifunction room of NIEM</p> <p>Implementation Period: 2013-2016</p>	<p>Completed.</p> <p>Direct Positive Impact</p> <p>Teachers and students (including ethnic minority students) are better equipped in terms of facilities, contributing to the improvement of their teaching and learning quality</p>	<p>Direct Negative Impacts No</p>
<p>3-d-2: In-country training for development of teaching and scientific research capacity for lecturers of NIEM and IEMH (Institute of educational managers Ho Chi Minh City)</p> <p>Implementation Period: 2013-2016</p>	<p>Activity partially completed.</p> <p>Direct positive influence: Ethnic Minority lecturers have been upgraded to meet the need for educational reform and improved teaching quality in teacher training institutions. Of the 71 staff of NIEM trained, one staff is EM</p>	
<p>4. Component 4: Support for project implementation, quality assurance and monitoring</p>		
<p>4-a: Capacity Development of CPMU, PPMUs and other Implementing Agencies</p>		
<p>4-a-1: Provision of in-country training for procurement management, finance and project management, monitoring and evaluation (10.000 person-days)</p> <p>Implementation Period: 2013-2018</p>	<p>Provided 03 training courses for PPMU staff and project participating members on project management and implementation</p> <p>Direct Positive Impact</p> <p>PPMU staff who participated in the capacity building training were EM people</p> <p>Through 3 training course, of 250 PPMU staff provided</p>	<p>Direct Negative Impacts No</p>

	training, 6 of them was EM people	
4-a-2: Consulting services (firm and individuals) Implementation Period: 2013-2018	This activity has no impact on EM people.	
4-b: Provision of Equipment and Facilities for Project Implementation		
4-b-1: Provision of office equipment, furniture and facilities.. Implementation Period: 2013-2018	Completed these 3 activities Direct positive impact: No Indirect positive impact: CPMU and PPMU staffs were well-equipped will improve their work efficiency and ensure output quality	Direct Impacts No Negative Impacts No
4-b-2: Procurement of Vehicle for CPMUs Implementation Period: 2013-2018		
4-b-3: provision of equipment and furniture for PPMUs (63 DOETs) Implementation Period: 2013-2018		
4-c: Support for Project Monitoring, Quality Assurance and Evaluation		
4-c-1: Project review workshop (Inception, Interim, Final) Implementation Period: 2013-2019	This activity has no direct impact on EM people Indirect positive impact: Increased interest in the target group of ethnic minorities, specific implementation and monitoring of the Ethnic Minority Development Framework (EMDP) based on EM indicators to ensure that EM issues are not compromised, neglected and negatively affected.	Direct Impacts No Negative Impacts No
4-c-2: Component assessment and independent assessment Implementation Period: 2013-2019		
4-c-3: Annual Auditing. Implementation Period: 2013-2019		
4-c-4: Consultant for Project Completion Report preparation Implementation Period: 2013-2019		

4-c-5: Project Implementation Support. Implementation Period: 2013-2019		
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