

# Semiannual Social Monitoring Report

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Loan number: L2929

Period of November 2017 – April 2018

## VIE: Second Upper Secondary Education Development Project

Prepared by the Ministry of Education and Training, Socialist Republic of Viet Nam, for Asian Development Bank

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## I. GENERAL INFORMATION OF THE PROJECT

### A. Project Objectives

1. The impact of the Project is to improve employability of young labor force aged 18–24 in Viet Nam through enhancing the quality and effectiveness of USE. 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.

### B. Project Outputs

2. The Project has four outputs:
- (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 on 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 Hanoi 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 disadvantaged 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 disadvantage. 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.** The project is classified in Group B i.e. the Project may have positive or negative, directly or indirectly impacts, in the short or long term on ethnic minorities. Group B projects require an Ethnic Minority Action Plan.<sup>1</sup> 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.

4. Objectives of Internal Monitoring:

- (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.

5. 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.

## II. EMAP IMPLEMENTATION PROGRESS

6. By April 2018, regarding the EMAP, CPMU
- Has implemented 3/3 targets (target 1, 2, 3), in which the target 2 has completed (10.23%/7%);
  - Has been implementing 5/15 activities (activity 7,12,13,14,15),
  - Has completed 6/15 activities (activity 3,5,6,8,11),
  - Has partially implemented 1/15 activity ( activity 15),
  - The remaning 3/15 activities (activity 2,9,10) will be cancelled or delayed based on the discussion and agreement between CPMU and ADB in the mid-term review mission in March 2017.

Details are summarized in the below table:

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<sup>1</sup> Citing the contents of the EMAP Framework of international consultants on EM

**TABLE 1: SUMMARY THE EMAP IMPLEMENTATION PROGRESS BY OUTPUTS BY EACH YEAR**

Components/activities	Proposed in approved EMAP (Activities)	Progress				
		2014	2015	2016	2017	2018
<b>Component 1: Enhancing quality of USE to international standards</b>						
<i>1-a: Improvement of teaching strategies through PRESETT and INSETT</i>	<p>- Target 1: Ensure 7% EM learners participated 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 EM issues in education in training courses on curriculum and textbook development.</p>	<p><b>- Target 1: On-going</b> 84 out of 1,781 teachers participated in-country training were EM (4.72%).</p>	<p><b>- Target 1: On-going</b> 230 out of 6,504 teachers participated in-country training were EM (3.54%).</p> <p><b>- Activity 1: On-going</b> 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, and customs of students from different ethnic</p>	<p><b>- Target 1: On-going</b> 514 out of 13,786 teachers participated in-country training were EM (3.73%).</p> <p><b>- Activity 1: On-going</b></p> <p><b>- Activity 2: Suggested to be excluded from EMAP</b> It was agreed by CPMU and ADB Mid-term Review Mission to cancel activities related to new curriculum and textbooks, their designated budget will be reallocated to more practical activities.</p> <p><b>- Target 2: On-going</b> 40 out of 578 teachers participating in</p>	<p><b>- Target 1: On-going</b> 730 out of 17,416 teachers participated in-country training were EM (4.19%).</p> <p><b>- Activity 1: Partially completed</b></p> <p><b>- Activity 2: Cancelled</b></p>	<p><b>Target 1: On-going</b> 730 out of 17,416 teachers participated in-country training were EM (4.19%).</p> <p><b>- Activity 1: Partially completed</b></p> <p><b>- Activity 2: Cancelled</b></p>
<i>1-b: Provision of textbooks and development of instructional materials based on the New USE curriculum</i>	<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><b>- Target 2: On-going</b> 140 out of 1,450 teachers (9.66%) participated in training courses for CEC were EM.</p>	<p><b>- Target 2: On-going</b> 239 out of 2,337 teachers (10.2%) participated in training courses for CEC were EM.</p>
<i>1-c: Support for academic environment for gifted USS students</i>						
<i>1-d: Support for CEC development for new INSETT</i>	<p>- Target 2: Ensure</p>					



Components/activities	Proposed in approved EMAP (Activities)	Progress				
		2014	2015	2016	2017	2018
1-e: Improving quality of foreign language training and education	7% EM learners participated in all trainings provided for CEC, and Centers for Pedagogical Excellence.		groups are respected. For example: Item 3.2 Diversity accepting education (p. 28); Intercultural education (p. 35); Interdisciplinary Capacity Development - University of Potsdam (Germany).	training courses for CEC are ethnic (6.92%).		
1-f: Establishment of centers for pedagogical excellence						
1-g: Improvement of quality of teaching of selected subjects						
1-h: Support for academically disadvantaged groups						
<b>Component 2: Increased access and retention to USE</b>						
2-a: New facility development for existing USSs in disadvantaged districts	<ul style="list-style-type: none"> <li>- Activity 3: Ensure site selection for support to schools prioritizes schools with large ethnic students.</li> <li>- Activity 4: Civil works will use labor based technology and employment of poor ethnic unskilled laborers will be encouraged.</li> <li>- Activity 5: Ensure that teacher</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Activity 3: Completed</b></li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Activity 3: Completed</b></li> <li>- <b>Activity 5: Completed</b></li> <li>+ In the Training materials on preservation and development of ethnic identities, the following contents are mentioned: 1) Preserving and</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Activity 3: Completed</b></li> <li>- <b>Activity 5: Completed</b></li> <li>- <b>Activity 6: Completed</b></li> <li>- <b>Activity 4: On-going</b></li> <li>The project management unit has discussed with the provinces where capital construction is invested on this requirement. The</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Activity 3: Completed</b></li> <li>- <b>Activity 4: Completed</b></li> <li>It is reported that 576 out of 62,591 employees (22.23%) engaged in the Project's civil works were EM.</li> <li>- <b>Activity 5: Completed</b></li> <li>- <b>Activity 6: Completed</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Activity 3: Completed</b></li> <li>- <b>Activity 4: Completed</b></li> <li>It is reported that 576 out of 62,591 employees (22.23%) engaged in the Project's civil works were EM</li> <li>- <b>Activity 5: Completed</b></li> <li>- <b>Activity 6: Completed</b></li> </ul>
2-b: Support for provincial ethnic minority boarding USSs						

Components/activities	Proposed in approved EMAP (Activities)	Progress				
		2014	2015	2016	2017	2018
<i>2-c: Inclusive USE for Students with Disabilities</i>	<p>training materials for sustainable development support for disadvantaged groups component builds awareness and includes strategies to promote EG access to and completion of SE.</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>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: Po Tau USS and Bang Ka USS in Cao Bang Province, 100% is EM students or Tran Hung Dao USS in Dak Lak having 65% EM students; Dak Tang USS, Kon Tum province with 100% EM students, Dan Choong USS, Kon Tum province having 98% EM</p>	<p>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</p>	<p>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> <p>- Target 3: On-going</p> <p>305 out of 1,288 teachers (23.7%) participated in life skill training.</p> <p>-Activity 7: Not implemented</p> <p>Less deaf students joined upper secondary schools and centers.</p>	<p><b>Completed</b></p> <p>- Target 3: On-going</p> <p>305 out of 1,288 teachers (23.7%) participating in life skill training were EM teachers. The Project is planning further training on life skills in the first half of 2018 to achieve this target.</p> <p><b>Activity 7: On-going</b></p> <p>TOR, which incorporate EM-sensitive criteria, including positive images EM images, are is under preparation.</p>	<p>- Target 3: On-going</p> <p>305 out of 1,288 teachers (23.7%) participating in life skill training were EM teachers. The Project is planning to organize 01 training course on life skills in the Q.3 2018 to achieve this target.</p> <p><b>Activity 7: On-going</b></p> <p>TOR, which incorporate EM-sensitive criteria, including positive images EM images, are is under preparation.</p>
<i>2-d: Education for sustainable development (ESD) support for disadvantaged groups</i>	<p>skills for disadvantaged students includes analyses of key social issues for ethnic students and incorporates life skills to address these vulnerabilities.</p> <p>- Target 3: 50% of teachers trained on in country life skills curricula are from ethnic groups.</p> <p>- Activity 7: All sign language tools and instructional materials for deaf students are ethnicity sensitive</p>					
<i>2-e: Development of PPP models for USE</i>						

Components/activities	Proposed in approved EMAP (Activities)	Progress				
		2014	2015	2016	2017	2018
	and include positive images.	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.	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-Topic 2: Preservation and development of ethnic cultural identity). The materials have been used in training of 308 upper secondary teachers in 33 disadvantaged			

Components/activities	Proposed in approved EMAP (Activities)	Progress				
		2014	2015	2016	2017	2018
			provinces, including 95 ethnic teachers (30.85%)  + Teacher's guides on positive disciplines education: 1) 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			

Components/activities	Proposed in approved EMAP (Activities)	Progress				
		2014	2015	2016	2017	2018
			<p>of the students, fair behavior, without discrimination, not prejudice to students. This helps them more proactive in learning, more confident, the student's ability are 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</p>			

Components/activities	Proposed in approved EMAP (Activities)	Progress				
		2014	2015	2016	2017	2018
			identifying the problems and orienting appropriate supports for ethnic students.  <b>- Activity 6: Completed</b>  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			

Components/activities	Proposed in approved EMAP (Activities)	Progress				
		2014	2015	2016	2017	2018
			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..			
<b>3. Component 3: Strengthening of planning and management of USE</b>						
<i>3-a: Development of capacity of managers for USE</i>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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</li> </ul>		<ul style="list-style-type: none"> <li>- <b>Activity 8: Completed</b> 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,</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Activity 8: Completed</b></li> <li>- <b>Activity 9: Not implemented</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Activity 8: Completed</b></li> <li>- <b>Activity 9: Cancelled</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Activity 8: Completed</b></li> <li>- <b>Activity 9: Cancelled</b></li> <li>- <b>Activity 10: Cancelled</b> CPMU asked for advice from MOET on school mapping software, and was informed that MOET had allocated the designated funding and another party would deliver this activity. CPMU's proposal to cancel this</li> </ul>

Components/activities	Proposed in approved EMAP (Activities)	Progress				
		2014	2015	2016	2017	2018
	ethnic group representation in management level positions.		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);			activity was then approved.
<i>3-b: Provision of block grants to support local government</i>	<p>- Activity 10: Ensure school network mapping procedures integrate ethnic group issues and criteria.</p> <p>- Activity 11: Ensure guidelines for provision of block grants to support initiatives based on local needs addresses ethnicity and equity issues related to USE.</p> <p>- Activity 12: Ensure that all research studies include ethnicity, gender and equity dimensions.</p>		<p>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);</p> <p>3) To finalize ethnic incentive</p>	<p><b>- Activity 10: On-going</b> 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.</p> <p><b>- Activity 11: On-going</b> 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</p>	<p><b>- Activity 10: Cancelled</b> CPMU asked for advice from MOET on school mapping software, and was informed that MOET had allocated the designated funding and another party would deliver this activity. CPMU's proposal to cancel this activity was then approved.</p> <p><b>- Activity 11: Completed</b></p>	<p><b>Activity 11: Completed</b></p> <p><b>- Activity 12: On-going</b> 2 out of 5 research packages (Applied pedagogical science research package and USS counseling) integrates EM, gender, and equality aspects.</p>



Components/activities	Proposed in approved EMAP (Activities)	Progress				
		2014	2015	2016	2017	2018
			<p>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 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>		
<i>3-c: Support for pilot research and studies for USE</i>				<p><b>- Activity 12: On-going</b> TOR of the applicable pedagogical science research package mentioned the priority given over ethnic female teachers and administrators, disadvantaged areas in the</p>	<p><b>- Activity 12: On-going</b> 2 out of 5 research packages (Applied pedagogical science research package and USS counseling) integrates EM, gender, and</p>	
<i>3-d: Support for enhancement of research and training capacity for education management</i>						

Components/activities	Proposed in approved EMAP (Activities)	Progress				
		2014	2015	2016	2017	2018
				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.	equality aspects.	
<b>4. Component 4: Support for project implementation, quality assurance and monitoring</b>						
<i>4-a: Capacity Development of CPMU, PPMUs and other Implementing Agencies</i>	<ul style="list-style-type: none"> <li>- Activity 13: The project M&amp;E framework will incorporate M&amp;E for EG Plan.</li> <li>- Activity 14: Train all PMU staff on ethnicity issues.</li> <li>- Activity 15: Ensure all M&amp;E report on sex and ethnicity disaggregated data related to access,</li> </ul>			<ul style="list-style-type: none"> <li>- <b>Activity 13: On-going</b> M&amp;E framework is under preparation.</li> <li>- <b>Activity 14: On-going</b> All PMU staff have been informed of the Ethnic Minority Action Framework in periodical PMU meetings in order to integrate it into the project</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Activity 13: On-going</b> M&amp;E framework is under preparation.</li> <li>- <b>Activity 14: On-going</b> All CPMU staff have been informed about integrating the Ethnic Minority Action Plan Framework in</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Activity 13: On-going</b> M&amp;E framework is under preparation</li> <li>- <b>Activity 14: On-going</b> All CPMU staff have been informed about integrating the Ethnic Minority Action Plan Framework in the Project activities in periodic PMU</li> </ul>

Components/activities	Proposed in approved EMAP (Activities)	Progress				
		2014	2015	2016	2017	2018
	learning outcomes and other SE indicators.			activities. <b>- Activity 15: Not implemented</b>	the Project activities in periodic PMU meetings.  <b>- Activity 15: On-going</b> TORs for Output assessment of project activities and Assessment on compliance of Gender Action Plan and Ethnic Minority Action Plan on all project activities is being developed. These assessment packages shall include gender and EM disaggregated data.	meetings.  <b>- Activity 15: On-going</b> TORs for Output assessment of project activities and Assessment on compliance of Gender Action Plan and Ethnic Minority Action Plan on all project activities is being developed. These assessment packages shall include gender and EM disaggregated data.
<i>4-b: Provision of Equipment and Facilities for Project Implementation</i>						
<i>4-c: Support for Project Monitoring, Quality Assurance and Evaluation</i>						

## **II. DIFFICULTIES AND CHALLENGES**

The most significant difficulty is how to achieve targets of EM teachers participating in teacher training (Target 1), as according to EMAP on September 2014 of international consultant, number of EM USE teachers is minor (7,947 out of 150,915). Currently, EM teachers only accounts for 4.19%.

## **III RECOMMENDATIONS**

In the Midterm Review Mission, the Project's M&E framework was revised to properly reflect current situation (proportion of EM teachers is minor); specifically, one indicator related to percentage of EM teachers was adjusted from 7% down to 5%. Hence, to make implementation consistent with monitoring and evaluation, CPMU expect ADB to approve reduction of percentage of EM teachers participating in training (Target 1, EMAP) from 7% down to 5%.

## **IV CONCLUSIONS**

All implemented and on-going activities of the Project has direct and indirect positive impacts on these EM beneficiaries while there is no negative impact.

The Project expects to receive further support from ADB to ensure that implementation of the Project's social targets will be on track and well achieved.

## EMAP IMPLEMENTATION PROGRESS AS OF APRIL 2018

Project output	Proposed activities	Progress
<b>Output 1: Enhancing Quality of USE to the international standards</b>	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%).	<b>On-going</b> Of 17,416 trained teachers, there were 730 ethnic people (4.19%).
	Activity 1: Include module to build awareness on EG issues in education in training courses on curriculum and textbook development.	<b>Partially completed</b> The short-term training courses organized for the specialists who involved in design of new textbook covers psychological and cultural characteristics of ethnic groups. Differences in religion, culture, and 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, teacher guides and instructional materials as well as self-study guidelines for students are ethnicity sensitive and include positive images.	<b>Cancelled</b> In the ADB Midterm Review Mission, it was agreed to cancel this activity and to allocate the designated funding to other practical activities.
	Target 2: Ensure 7% EM learners participated in all trainings provided for CEC, and Centers for Pedagogical Excellence.	<b>Completed.</b> 239 out of 2,337 learners (10.23%) participated in training courses for CEC were EM teachers.
<b>Output 2: Increasing</b>	Activity 3: Ensure site selection	<b>Completed</b>

Project output	Proposed activities	Progress
<p><b>access and retention of disadvantaged groups to upper secondary education</b></p>	<p>for support to schools prioritizes schools with large ethnic students.</p>	<p>- 133 schools in 33 disadvantaged target provinces were selected.</p> <p>- Official Letter No. 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.</p> <p>- School selection principles are as follows:</p> <p>+ Priority is given over the schools that are located in the areas where ethnic people are living; ethnic students takes high percentage. For example: all students in Po Tau USS and Bang Ka USS (Cao Bang province) is from ethnic minorities; Tran Hung Dao USS (Dak Lak Province) has 65% EM students; Dak Tang USS (Kon Tum Province) has 100% EM students; and Dan Choong USS (Kon Tum Province) has 98% EM students.</p> <p>+ Priority is given to schools in areas with low proportion of literate females aged from 15.</p> <p>- Investment in schools in disadvantaged areas is encouraged, as the Project's objective is to provide opportunities for students in disadvantaged areas.</p>
	<p>Activity 4: Civil works will use labor based technology and employment of poor ethnic unskilled laborers will be encouraged.</p>	<p><b>Completed</b></p> <p>It is reported that there are 576 out of 2,591 employees (22.23%) engaged in the Project's civil works.</p>
	<p>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.</p>	<p><b>Completed</b></p> <p>In the training materials, the following contents have been mentioned: Conservation and promotion of the language and writing of ethnic groups; The priority policy for children of ethnic groups is trained in their national culture; Develop ethnic minority language curriculum for ethnic minority students to increase access to education for children; To raise the people's intellectual level, step by step form a</p>

Project output	Proposed activities	Progress
		contingent of EM managerial cadres, technical workers and intellectuals and population in general, and creating a sustainable source for the process of dealing with the national culture; Raise awareness for all levels and sectors on the importance of conservation and promotion of cultural identities of EM groups; Help the teacher to realize the benefits of using the positive educational discipline measures in helping students actively and positively through the learning process; Pay attention to differences in personality, style and living circumstances to have appropriate method of encouragement. Mentioning to the EM issue to help teachers identify problem and have appropriate direction for EM students.
	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.	<b>Completed</b> 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.
	Target 3: 50% of teachers trained on in country life skills curricula are from ethnic groups.	<b>On-going</b> 305 out of 1,288 teachers (23.7%) EM teachers participated in life skill training. It is expected that another one training course will be held in 2018 to ensure that this goal is met.
	Activity 7: All sign language tools and instructional materials for deaf students are ethnicity sensitive and include positive images.	<b>On-going</b> TOR is being prepared. Gender-sensitive content, including EM-positive images, is incorporated in TOR.

Project output	Proposed activities	Progress
<p><b>Output 3: Strengthening planning and management of upper secondary education</b></p>	<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><b>Completed</b> Training materials of principals and directors of CECs(Some issues of curriculum and textbook renovation) states the contents: prioritizing 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. Developing textbooks, teaching materials appropriate to every learner, with attention to ethnic and disable students. Finalizing ethnic incentive policies, credit mechanism for this group of students so that they may obtain credit for continuing their study.</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><b>Cancelled</b> The district and provincial human resource development planning, which is developed and decided by the Provincial People's Committee, is beyond the scope of the Project. Therefore, the Project's relevant activities are removed from the Gender Action Plan as well as EMAP.</p>
	<p>Activity 10: Ensure school network mapping procedures integrate ethnic group issues and criteria.</p>	<p><b>Cancelled</b> MOET allocated the designated funding for provision of school mapping software to another party. If delivered, this activity may overlap other activities and it is not cost-effective. Therefore the Project will ask for MOET's and ADB's approval of cancellation.</p>
	<p>Activity 11: Ensure guidelines for provision of block grants to support initiatives based on local needs addresses ethnicity and equity issues related to USE.</p>	<p><b>Completed</b> Guidelines on block grants has been developed by the project and circulated amongst DOETs mentioned: The issues that are directly related to EM, increased retention of ethnic girls in upper secondary education will be given with priority in approving financial packages for DOETs.</p>



Project output	Proposed activities	Progress
	<p>Activity 12: Ensure that all research studies include ethnicity, gender and equity dimensions.</p>	<p><b>On-going</b></p> <p>TOR of the applied 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.</p> <p>TOR of USS counseling package, priority is given to ethnic female teachers and students in order to facilitate this group's voice in career guide and study.</p>
<p><b>Output 4: Support for Project implementation, quality assurance, and monitoring</b></p>	<p>Activity 13: The project M&amp;E framework will incorporate M&amp;E for EG Plan.</p>	<p><b>On-going</b></p> <p>M&amp;E framework is under preparation by specialists</p>
	<p>Activity 14: Train all PMU staff on ethnicity issues</p>	<p><b>On-going</b></p> <p>All CPMU staff have been informed on integration of the Ethnic Minority Action Framework in the Project activities in periodic PMU meetings.</p>
	<p>Activity 15: M&amp;E reports include data related to access to USE, learning outcomes and other data that will be disaggregated by gender and ethnicity.</p>	<p><b>Not yet implemented</b></p>

**THE PROJECT'S IMPACTS BY OUTPUTS AS OF APRIL 2018**

	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
<b>Component 1: Enhancing quality of USE to international standards</b>		
<b>1-a: Improvement of teaching strategies through PRESETT and INSETT</b>		Direct negative impact: No
1-a-1: Providing overseas short-term training (OST) courses on curriculum and textbook compilation for 75 core specialists	<p>Direct positive impact: No. No EM learners involved in OST.</p> <p>Indirect positive impact: The core specialists are trained to develop new curriculum and textbooks, which benefit EM teachers and students. The curriculum aims to increase EM students' academic performance and retention rate in schools applied new teaching methods and curriculum.</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>Direct positive impact: Improving capacity for ethnic minority teachers who participated in the training.</p> <p>Indirect positive impact: Improving quality of teaching of trained teachers and learning performance of EM students in schools where trained teachers work.</p> <p>514 out of 13,786 teachers (3.73%) participated in the training were EM.</p>	
<b>1-b: Provision of textbooks and development of instructional materials based on the New USE curriculum</b>		

	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
1-b-1: Provision of textbooks for pilot and nationwide use of new curriculum and textbooks (175,000 sets)	In the Mid-term Review Mission in 2017, ADB and CPMU agreed to cancel these.	
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)		
1-b-3: Development and provision of teaching support materials/teaching aids for 800 US schools in EM regions (10 materials).		
<b>1-c: Support for academic environment for gifted USS students</b>		
1-c-1: Provision of lab equipment & teaching aids for 15 selected gifted schools	The initial activities (drafting bidding documents) have not affected the ethnic minority people	
1-c-2: In-country training for 833 teachers on international advanced training programs (5,000 person days)	Direct positive impact: Improving capacity for trained EM teachers. 860 USE teachers, including 37 EM teachers (4.3%), were trained.  Indirect positive impact: Improving quality of teaching of trained teachers and learning performance of EM students in schools where trained teachers work.	
1-c-3: Short term overseas training for 15 core teachers and vice principals in charge of academics	In the Mid-term Review Mission in 2017, ADB and CPMU agreed to cancel this.	

	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
<b>1-d: Support for CEC development for new INSETT</b>		
1-d-1: Procurement of teaching and practice equipment to support teacher training for 63 CECs	<p>Completed.</p> <p>Direct positive impact: Improving teaching capacity and efficiency of trained CEC teachers, improving teaching quality of education centers in target provinces.</p> <p>Indirect positive impact: Improving learning environment and academic performance of EM students in beneficiary CECs.</p>	
1-d-2: Provision of textbooks and teaching materials for libraries of CECs to support teacher training (3,150 book sets)	This cancelled activity causes no impact 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)		
<b>1-e: Improving quality of foreign language training and education</b>		
1-e-1: Up to 2016, procurement of English books provided to USSs' libraries (10 books/set x 2,700 schools)	<p>Completed.</p> <p>Direct positive impact: Increasing access to quality English books for EM students in beneficiary schools.</p> <p>Indirect positive impact: Improving English proficiency of students in such schools.</p>	

	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
1-e-2: Provision of equipment sets for foreign language rooms of selected US schools (63 provinces, 01 USS/province)	<p>Completed.</p> <p>Direct positive impact: Improving English learning and practicing of students in beneficiary schools. Promoting changes of English teaching and learning methods.</p> <p>Indirect positive impact: Improving English proficiency of students in such schools.</p>	Direct negative impact: No
1-e-3: In-country training for core English teachers (7,500 person-day)	<p>Completed.</p> <p>75 out of 1,432 trained teachers (5.2%) were EM teachers.</p> <p>Direct positive impact: Improving English proficiency of USE teachers, including EM teachers.</p> <p>Indirect positive impact: Improving efficiency of English learning for EM students.</p>	
<b>1-f: Establishment of centers for pedagogical excellence</b>		
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)	<p>Completed.</p> <p>Direct positive impact: Improving learning and teaching environment for students and teachers (including EM teachers and students).</p> <p>Indirect positive impact: Improving teaching and learning quality for TTU's lecturers and students.</p>	<p>Assumed low risk (The construction works may affect EM people):</p> <p>Did not occur</p> <p>In fact, completed and ADB-approved Resettlement Reports for 6 construction works indicate that no construction work is related to</p>

	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
		compensation/clearance/land acquisition. Therefore, there is no direct negative impact and EM people are not negatively affected by this activity.
1-f-2: Procurement of teaching aids and furniture to establish simulation classrooms	Completed.  Direct positive impact: Improving learning and teaching environment for students and teachers (including EM teachers and students).  Indirect positive impact: Improving teaching and learning quality for TTU's lecturers and students.	Direct negative impact: No
1-f-3: In-country Training workshops on development pedagogical (360 teachers, 2,160 person-day)	The activity, which has not been implemented yet, currently causes no impact on ethnic minority people.	
1-f-4: OST for 15 TTU lecturers and academic staff of Pedagogical Universities	Completed.  Direct positive impact: No  Indirect positive impact: Improving pedagogical skills of trained lecturers, and hence improving teaching quality in TTUs where EM students study.	
<b>1-g: Improvement of quality of teaching of selected subjects</b>		
1-g-1: In-country training on teaching methodology for core teachers in 8 subjects (about 2,520 teachers, 15,120 person-day)	Completed.  3,327 teachers, including 207 EM teachers (6.22%) were trained.	Direct negative impact: No

	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
	Direct positive impact: Improving teaching capacity of trained EM teachers, and improving USE quality.	
1-g-2: Support publication to exchange initiatives/ experience on improving teaching quality for subjects (posting articles on 4 journals/newspapers)	Completed. Direct positive impact: EM teachers and students can access new and useful information. Indirect positive impact: Improving teaching and learning quality in Math and other Natural Sciences for EM teachers and students.	
1-g-3: Short term OST for scientific subjects for about 15 teachers and academic staff	This cancelled activity causes no impact on ethnic minority people.	
1-g-4: Study on Math teaching in 02 US schools (01 rural and 01 urban) in Hanoi	This activity converted into research of integrating school standards with accreditation standards of general education quality and completed. This study has no direct impact on ethnic minority groups.	
<b>1-h: Support for academically disadvantaged groups</b>		
1-h-1: In-country training to teachers to guide students' self-study (about 1,764 teachers, 10,584 person-day)	1,961 teachers, including 145 EM teachers (7.39%), were trained. Direct positive impact: Improving capacity for EM USE teachers. Indirect positive impact: Improving qualification of trained teachers, and then academic performance of EM students where the trained	Direct negative impact: No

	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
	teachers work.	
1-h-2: Develop self-study guidelines to students (14 subjects)	On-going. Indirect positive impact: EM USE teachers and students are benefited from this activity.	
1-h-3: In-country training to CEC teachers (about 1,512 teachers, 7,560 person-day)	Completed. 2,337 teachers, including 239 EM teachers (10.2%), were trained in 3 training courses. Direct positive impact: Improving teaching quality of CEC teachers. Indirect positive impact: Improving qualification of trained teachers. Improving academic performance and graduation rate of USE and CEC EM students.	
1-h-4: By 2018, develop and provide instruction materials to CEC teachers (about 24 materials)	Completed. Indirect positive impact: EM USE teachers and students are benefited from this activity.	
<b>Component 2: Increased access and retention to USE</b>		
<b>2-a: New facility development for existing USSs in disadvantaged districts</b>		
2-a-1: Civil works construction (1,068 rooms in USSs in 33 selected provinces).	1,068 rooms, consisting of 793 classrooms and 275 subject rooms, were completed. Direct positive impact: Improving school facilities, learning and teaching environment for EM teachers and students. The works created jobs for local, poor EM people.	Direct negative impact: No Assumed medium risk: Not occurred. Acquisition of school land may affect a small number of ethnic minority people/households in



	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
		some provinces. However, based on Resettlement Reports on 113 construction works provided by the Project in 33 provinces, the construction works have no problem related to resettlement/compensation/site clearance, so assumed risk might not occur. EM people are not negatively affected by this activity.
2-a-2: Provision of furniture for newly constructed facilities (152 schools)	<p>Ongoing.</p> <p>Furniture was provided to 57 schools into 3 packages. Other 4 packages will be delivered in the future.</p> <p>Direct positive impact: Improving school facilities, learning and teaching environment for EM teachers and students. The works created jobs for local, poor EM people.</p>	Direct negative impact: No
2-a-3: Provision of equipment for newly constructed facilities (152 schools)	The activity, which is currently at procurement stage, has not caused any impact yet.	
<b>2-b: Support for provincial ethnic minority boarding USSs</b>		
2-b-1: Provision of equipment to 18 selected provincial EM boarding USSs	<p>Completed.</p> <p>Direct positive impact: Improving teaching quality and environment</p> <p>Indirect positive impact: Improving EM students' academic performance and hence</p>	Direct negative impact: No

	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
	their chance of further education.	
<b>2-c: Inclusive USE for Students with Disabilities</b>		
2-c-1: Development of sign language tools for deaf students	The activity, which is currently at initial stage (TOR preparation), has not caused any impact yet.	Direct negative impact: No
2-c-2: Developing and providing instructional materials of sign language for Inclusive Education Centers and training centers for inclusive teachers (1,000 sets)		
2-c-3: In-country training for teachers in Inclusive Education Centers (600 teachers, 3,600 person/day)		
<b>2-d: Education for sustainable development (ESD) support for disadvantaged groups</b>		
2-d-1: In-country teacher training for active teaching method and disciplines. (about 1,320 teachers, 6,000 person/day)	Ongoing 669 teachers, including 83 EM teachers (12.4%), were trained.  Direct positive impact: Improving teaching capacity of teachers in 33 disadvantaged provinces with EM students.  Indirect positive impact: Improving disadvantaged EM students' academic performance, and lowering drop-out rate.	Direct negative impact: No
2-d-2: In-country teacher training for life skills, environment and social issues (about 1,320 teachers, about 7,920 person/day)	Ongoing 1,288 teachers, including 305 EM teachers (23.7%), were trained.	

	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
	<p>Direct positive impact: Improving teachers' capacity in understanding and identifying social and skill problems, and then re-equipping students with fundamental knowledge for self-protection.</p> <p>Indirect positive impact: Improving students' awareness on proper behaviors in every aspects of life.</p>	
2-d-3: In-country teacher training for ethnic minority's culture preservation (about 330 teachers, 1,980 person/day)	<p>Completed</p> <p>308 teachers, including 95 EM teachers (30.84%), in 33 disadvantaged provinces were trained.</p> <p>Direct positive impact: Improving capacity and awareness on EM culture preservation for a united, multi-cultural, multi-ethnic country.</p> <p>Indirect positive impact: Improving awareness and positive attitude about EM people of Kinh USE teachers and students.</p>	
<b>2-e: Development of PPP models for USE</b>		
2-e-1: Research study on PPP for education.	MOET has assigned to Department of Planning and Finance to issue an circular on this issue. At the moment, CPMU is waiting for the direction from MOET.	Direct negative impact: No
2-e-2: In-country teacher training through pilot PPP initiative (600 teachers, 3600 person/day).	On-going. 385 teachers of private USS have been trained, but there were no EM teachers participated in this activity. Impact on ethnic minorities is not available.	

	Positive impacts, expectations	Potential risks/negative impacts
<b>3. Component 3: Strengthening of planning and management of USE</b>		
<b>3-a: Development of capacity of managers for USE</b>		
3-a-1: In-country Training for development of capacity for 2700 USS principals (32,400 person/day).	<p>Ongoing</p> <p>Out of 6,531 teachers participated in training, 332 EM teachers (5.08%), were trained.</p> <p>Direct positive impact: Improving management capacity for USE managers. Improving EM USS principals and managers' awareness in gender and EM matters.</p> <p>Indirect positive impact: Improving management-level support to EM students.</p>	Direct negative impact: 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)	<p>Ongoing</p> <p>787 teachers, including 43 EM managers (5.45%), were trained.</p> <p>Direct positive impact: Improving management capacity for USE managers. Improving EM USS principals and managers' awareness in gender and EM matters.</p> <p>Indirect positive impact: Improving management-level support to EM students.</p>	
3-a-3: Oversea training for 15 key managers for USE	<p>Completed</p> <p>There is no direct impact on EM people as no EM manager attended this training.</p> <p>Indirect positive impact: Improving key</p>	

	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
	managers' awareness of EM matters to have proper EM policies in the future.	
3-a-4: Upgrading of School Mapping Software to provide to 33 selected disadvantaged provinces (first developing from project phase I)	In the Mid-term Review Mission in 2017, ADB and CPMU agreed to cancel this.	
<b>3-b: Provision of block grants to support local government</b>		
3-b-1: Developing instructional materials for block grant implementation and management cost	Completed Direct positive impact: Block grants directly related to gender and EM matters will be prioritized for approval. Once implemented, these block grants will have direct impact on issues such as gender equality, improving education opportunities for EM girls, etc. Indirect positive impact: Contributing to address issues related to EM students in USE.	Direct negative impact: No
3-b-2: Providing block grants for 63 DOETs to implement renewal of education management which is suitable for each province	Ongoing Direct positive impact: Once implemented, the EM-related block grants will have direct impact on EM teachers and students. Indirect positive impact: Contributing to address issues related to EM students in USE.	
<b>3-c: Support for pilot research and studies for USE</b>		
3-c-1: Model of USSs with autonomy and social responsibility	The activity is not yet implemented and has not caused any impact yet.	Direct negative impact: No
3-c-2: Management of curriculum and	ADB Midterm Review Mission and MOET	

	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
development of instructional materials for complementary USE based on the new USE curriculum (after 2015)	agreed to adjust title of the Activity to “Solutions to streaming of lower secondary graduates”. However, the activity, which has not been implemented yet, currently causes no impact on ethnic minority people.	
3-c-3: School counseling in USSs	Ongoing  Direct positive impact: Incorporation of EM criteria in TOR will bring direct benefits to EM teachers and students.  Indirect positive impact: Contributing to address issues related to EM students in USE.	
3-c-4: Organization of applied science research for USE teachers	Ongoing  Direct positive impact: Incorporation of EM criteria in TOR will bring direct benefits to EM teachers and students.  Indirect positive impact: Contributing to address issues related to EM students in USE.	
3-c-5: Life skills education to upper secondary students in disadvantaged areas	This activity is temporarily interrupted.	
<b>3-d:Support for enhancement of research and training capacity for education management</b>		
3-d-1: Provision of equipment for multifunction room of NIEM	Completed  Direct positive impact: Teachers and students (including EM students) are better equipped in terms of facilities, contributing to improvement of their teaching and learning quality	Direct negative impact: No

	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
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)	Ongoing  3 training courses for lecturers from the institutes. However, only 2 out of 175 EM lecturers participated in the training courses.  Direct positive impact: Improving EM lecturers' capacity for education renovation and improvement of TTUs' training quality.	
<b>4. Component 4: Support for project implementation, quality assurance and monitoring</b>		
<b>4-a: Capacity Development of CPMU, PPMUs and other Implementing Agencies</b>		
4-a-1: Provision of in-country training for procurement management, finance and project management, monitoring and evaluation (10,000 person-days)	3 training courses for staff of PPMUs and other implementing agencies on project management and implementation were organized. There were 6 EM officers out of 250 participants in these training courses.  Direct positive impact: PPMU's EM officers were trained on project implementation.	Direct negative impact: No
4-a-2: Consulting services (firm and individuals)	This activity has no impact on EM people.	
<b>4-b: Provision of Equipment and Facilities for Project Implementation</b>		
4-b-1: Provision of office equipment, furniture and facilities	Completed  Direct positive impact: No	Direct negative impact: No
4-b-2: Procurement of vehicle for CPMUs	Indirect positive impact: Well-equipped CPMU and PPMU can improve their work efficiency and ensure output quality.	
4-b-3: Provision of equipment and furniture for PPMUs (63 DOETs)		

	<b>Positive impacts, expectations</b>	<b>Potential risks/negative impacts</b>
<b>4-c: Support for Project Monitoring, Quality Assurance and Evaluation</b>		
4-c-1: Project review workshop (Inception, Interim, Final)	<p>This activity has no direct impact on EM people.</p> <p>Indirect positive impact: Increasing attention to EM target groups, close implementation and monitoring of EMAP based on EM indicators to ensure that EM issues are not neglected and negatively affected.</p>	Direct negative impact: No
4-c-2: Component assessment and independent assessment		
4-c-3: Annual Auditing		
4-c-4: Consultant for Project Completion Report preparation		
4-c-5: Project Implementation Support		