

Social Monitoring Report

For the period November 2018–April 2019
26 July 2019

VIE: Second Upper Secondary Education Development Project

Prepared by the Ministry of Education and Training for the Asian Development Bank.

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Table of Contents

| | | |
|-----|--|----|
| I | GENERAL INFORMATION OF THE PROJECT..... | 4 |
| 1 | Project Objectives..... | 4 |
| 2 | Project Outputs..... | 4 |
| 3 | Monitoring impacts of project on Ethnic Minorities people during the project implementation and updating the implementation progress of the Ethnic Minority Action Plan (EMAP) | 8 |
| II. | DIFFICULTIES AND CHALLENGES..... | 16 |
| III | CONCLUSIONS | 16 |
| IV | APPENDIX | 16 |
| | APPENDIX 1: EMAP IMPLEMENTATION PROGRESS AS OF APRIL 2019..... | 17 |
| | APPENDIX 2: THE PROJECT'S IMPACTS BY OUTPUTS AS OF APRIL 2019 | 24 |

Abbreviations

| | |
|--------|---|
| ADB | Asian Development Bank |
| CPMU | Central Project Management Unit |
| PPMU | Provincial Project Management Unit |
| PC | The People's Committee |
| MOET | Ministry of Education and Training |
| GAP | Gender Action Plan |
| EMAP | Ethnic Minorities Action Plan |
| TA | Technical Assistance |
| USS | Upper Secondary School |
| PU | Pedagogical University |
| NIEM | National Institutes of Education Management |
| CECs | Continuing education centers |
| PDE | Positive discipline education |
| CI | Cultural identity |
| TOR | Terms of Reference |
| DMF | Design and Monitoring Framework |
| EG | Ethnic groups |
| DG | Disadvantaged groups |
| USE | Upper secondary education |
| DOET | Department of education and training (provincial) |
| TTU | Teacher training university |
| PRESET | Pre-service teacher training |
| INSETT | In-service teacher training |
| EM | Ethnic minority |
| OST | Overseas staff training |

I GENERAL INFORMATION OF THE PROJECT

1 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. The 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. PPMUs are 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. 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 Excellent 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 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.

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 project 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 CPMU and others responsible for project management and implementation of Project. 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

1. During project preparation and the PPTA, the USEDP II was categorized as a “*Category B*” according to ADB’s social safeguards policy on Indigenous Peoples / Ethnic Minorities, which means that the project is foreseen to have *some* impacts on ethnic minority groups: positive or negative, direct or indirect, or unforeseen. Group B projects require an EMAP.¹ EMAP of Project, that was prepared in 2012, 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.

2. 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.

Internal social monitoring report mainly focuses on monitoring the implementation of the components of the project to create impacts on EM people. This internal social monitoring report is carried out semi-annually and submitted to ADB. In addition, implementation and updating of the original Ethnic Minority Action Plan as prepared in 2012 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 EMAP, the GAP for this project

II. EMAP IMPLEMENTATION PROGRESS

As of April 2019, summary of implementation 3 targets and 15 activities of EMAP, updated base on ADB’s approval for these minor changes in the DMF and GAP, as follow:

| Target | Progress | Activities | Progress |
|----------|-------------------|-------------|--|
| Target 1 | On-going | Activity 1 | Partially completed in 2016 |
| Target 2 | Completed in 2018 | Activity 2 | Cancelled in MTR 2017 (removed in this report) |
| Target 3 | On-going | Activity 3 | Completed in 2014 |
| | | Activity 4 | Completed in 2017 |
| | | Activity 5 | Completed in 2015 |
| | | Activity 6 | Completed in 2015 |
| | | Activity 7 | On-going |
| | | Activity 8 | Completed in 2015 |
| | | Activity 9 | Canceled in MTR 2017 (removed in this report) |
| | | Activity 10 | Canceled in MTR 2017 (removed in this report) |
| | | Activity 11 | Completed in 2014 |
| | | Activity 12 | On-going |
| | | Activity 13 | Completed in 2014 |
| | | Activity 14 | Completed in 2019 |
| | | Activity 15 | On-going |

Details are summarized in the below table:

¹Citing the contents of the EMAP Framework of international consultants on EM

SUMMARY OF THE EMAP IMPLEMENTATION PROGRESS BY COMPONENT

| Components/ activities | EMAP | YEAR | | | | | | |
|---|--|-----------|-----------|-----------|-----------|-----------|---------|--|
| | | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | |
| Component 1: Enhancing quality of USE to international standards | | | | | | | | |
| 1-a: Improvement of teaching strategies through PRESETT and INSETT 1-c: Support for academic environment for gifted USS students 1-d: Support for CEC development for new INSETT 1-e: Improving quality of foreign language training and education 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 | - Target 1: Ensure 7% EM learners participated in in-country INSETT training to improve professional skills; 5% EM learners received in-country training for selected subject. - Activity 1: Including an ethnic minority knowledge module in training and capacity strengthening on development of curriculum and textbook - Target 2: Ensure 7% EM learners participated in all trainings provided for CECs. | Ongoing | Ongoing | Ongoing | Ongoing | Ongoing | Ongoing | |
| | | | Ongoing | Completed | | | | |
| | | | | Ongoing. | Ongoing | Completed | | |
| Component 2: Increased access and retention to USE | | | | | | | | |
| 2-a: New facility development for existing USSs in disadvantaged districts- 2-b: Support for provincial ethnic minority boarding USSs 2-c: Inclusive USE for Students with Disabilities 2-d: Education for sustainable development (ESD) support for disadvantaged groups 2-e: Development of PPP models for USE | - 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. - 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. | Completed | | | | | | |
| | | | | Ongoing | Completed | | | |
| | | | Completed | | | | | |

| Components/ activities | EMAP | YEAR | | | | | |
|--|---|-----------|-----------|---------|-----------------|---------|---------|
| | | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| | - 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. | | Completed | | | | |
| | - Target 3: 50% of teachers trained on in country life skills curricula are from ethnic groups. | | | Ongoing | Not implemented | Ongoing | Ongoing |
| | - Activity 7: All sign language tools and instructional materials for deaf students are ethnicity sensitive and include positive images. | | | | On-going | Ongoing | Ongoing |
| Component 3: Strengthening of planning and management of USE | | | | | | | |
| 3-a: Development of capacity of managers for USE 3-b: Provision of block grants to support local government 3-c: Support for pilot research and studies for USE 3-d: Support for enhancement of research and training capacity for education management | - 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 USE | | Completed | | | | |
| | - Activity 11: Ensure guidelines for provision of block grants to support DOETs in planning based on province's needs and addressing EM issues and equity for EM in USE | Completed | | | | | |
| | - Activity 12: Ensure that all research studies include ethnicity, gender and equity dimensions. | | | Ongoing | Ongoing | Ongoing | Ongoing |
| 4. Component 4: Support for project implementation, quality assurance and monitoring | | | | | | | |
| 4-a: Capacity Development of CPMU, PPMUs and other Implementing Agencies | - Activity 13: The project M&E framework will incorporate M&E for EG Plan. | Completed | | | | | |

| Components/ activities | EMAP | YEAR | | | | | |
|--|---|---------|---------|---------|---------|---------|-----------|
| | | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| 4-b: Provision of Equipment and Facilities for Project Implementation 4-c: Support for Project Monitoring, Quality Assurance and Evaluation | - Activity 14: Train all PMU staff on ethnicity issues. | Ongoing | Ongoing | Ongoing | Ongoing | Ongoing | Completed |
| | - Activity 15: Output assessment reports include data related to access to USE, academic performance and other data's that will be disaggregated by gender and ethnicity. | | | | Ongoing | Ongoing | Ongoing |

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 4.52%.

III. CONCLUSIONS

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

The Project expects to receive further support from ADB (update timely all changes relating to disbursement procedure, procurement,) to ensure that implementation of the Project's social targets will be on track and well achieved.

IV. APPENDIX

Appendix 1: EMAP implementation progress as of April 2019

Appendix 2: The Project's impacts by outputs as of April 2019

APPENDIX 1: EMAP IMPLEMENTATION PROGRESS AS OF APRIL 2019

| Components | Proposed activities | Progress | Remark |
|---|--|---|----------------------------|
| <p>Component1: Enhancing Quality of USE to the international standards</p> | <p>Target 1: Target 1: Ensure 7% EM learners participated in in-country INSETT training to improve professional skills; 5% EM learners received in-country training for selected subject.</p> | <p>On-going. Up to now, 42,197 teachers participated in in-country INSETT training to improve professional skills (in which 19,629 female equivalent 46.52%; 2,674 EM equivalent 6.34%); 3,458 teachers received in-country training for selected subject (in which 1,446 female equivalent 41.82%; 151 EM equivalent 4.38%)</p> | <p>Please find Annex 1</p> |
| | <p>Activity 1: Including an ethnic minority knowledge module in training and capacity strengthening on development of curriculum and textbook.</p> | <p>Completed in 2016. 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 EG. ¹ Relating documents attached in Semiannual Social Monitoring Report (Period of May 2018 – October 2018)</p> | |
| | <p>Target 2: Ensure 7% EM learners participated in all trainings provided for CECs.</p> | <p>Completed in 2018 Up to now, 2,827 CEC teachers participated in in-country training to improve professional skills (in which 1,525 female equivalent 53.94%; 300 EM equivalent 10.61%)</p> | <p>Please find Annex 2</p> |
| <p>Component 2: Increasing access and retention of disadvantaged groups to USE</p> | <p>Activity 3: Ensure site selection for support to schools prioritizes schools with large ethnic students.</p> | <p>Completed in 2014 - 133 schools in 33 disadvantaged target provinces were selected. Official Letter No. 01/DATHPT2-XDCB dated 24/09/2012 on Guidelines for selection criteria for schools in the project's Civil Works (CWs) portfolio mentioned about ethnic criteria. School selection principles are as follows: + School located in areas having large ethnic students. + Priority is given to schools in areas with low proportion of literate females aged from 15. + Investment in schools in disadvantaged areas is encouraged, as the Project's objective is to provide opportunities for students in disadvantaged areas.</p> | |

¹ 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)

| Components | Proposed activities | Progress | Remark |
|--|--|--|--------|
| <p>Component 2: Increasing access and retention of disadvantaged groups to USE (continuous)</p> | | <p>Relating documents attached in Semiannual Social Monitoring Report (Period of May 2018 – October 2018)</p> | |
| | <p>Activity 4: Civil works will use labor based technology and employment of poor ethnic unskilled laborers will be encouraged.</p> | <p>Completed in 2017 It is reported that there are 576 out of 62,591 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>Completed in 2015 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 1, 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- 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%)+ 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 of the students, fair behavior, without discrimination, not prejudice to</p> | |

| Components | Proposed activities | Progress | Remark |
|--|--|--|--------|
| <p>Component 2: Increasing access and retention of disadvantaged groups to USE (continuous)</p> | | <p>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 identifying the problems and orienting appropriate supports for ethnic students...</p> <p>Relating documents attached in Semiannual Social Monitoring Report (Period of May 2018 – October 2018)</p> | |
| | <p>Activity 6: Ensure all teacher training materials on life skills for disadvantaged student includes analyses of key social issues for ethnic students and incorporates life skills to address these vulnerabilities.</p> | <p>Completed in 2015 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> | |
| | <p>Target 3: 50% of teachers trained on in-country life skills curricula are from ethnic groups.</p> | <p>On-going Accumulated to April 2019, 354 out of 1,821 teachers (19.4%) participating in life skill training was EM.</p> <p>During the period of November 2018 – April 2019, no training course on life skill was conducted</p> <p>Relating documents attached in Semiannual Social Monitoring Report (Period of May 2018 – October 2018)</p> | |

| Components | Proposed activities | Progress | Remark |
|--|---|--|----------------------------|
| | <p>Activity 7: All sign language tools and instructional materials for deaf students are ethnicity sensitive and include positive images.</p> | <p>On-going All training materials for deaf students are ethnicity sensitive and include positive images</p> | <p>Please find Annex 3</p> |
| <p>Output 3: Strengthening planning and management of USE</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 USE</p> | <p>Completed in 2015 Training materials of USS Principals, CEC Directors and USE managers 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 View - Part B. Orientations infundamental 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>Activity 11: Ensure guidelines for provision of block grants to support DOETs in planning based on province's needs and addressing EM issues and equity for EM in USE</p> | <p>Completed in 2014</p> | |
| | <p>Activity 12: Ensure that all research studies include ethnicity, gender and equity dimensions.</p> | <p>On-going This activity has 5 research studies: (1) Model of USSs with autonomy and social responsibility; (2) Life skills education to upper secondary students in disadvantaged areas; (3) Vocational Education in Upper Secondary Education Curriculum; (4) Applied pedagogical science research package; (5) USS counseling, integrated EM, gender, and equality aspects.</p> | |

| Components | Proposed activities | Progress | Remark |
|---|---------------------|--|--------|
| <p>Output 3: Strengthening planning and management of USE (continuous)</p> | | <p>TOR of 2 researchs study (No. 4 and 5) attached in Semiannual Social Monitoring Report (Period of May 2018 – October 2018).</p> <p>TOR of 3 researchs study (No. 1, 2, 3) integrated EM gender, and equality aspects as follows:</p> <p>1. TOR of research study on Vocational Education in Upper Secondary Education Curriculum:</p> <ul style="list-style-type: none"> - Current vocational education in USE curriculum in Vietnam: recent implementation at local level (direct surveys in 12 USSs representative for rural and urban areas in the North, Central and South - 20 teachers and 200 students per school; indirect surveys in 50 schools - 10 teachers and 50 students per school, prioritize female teachers and girls, EM teacher and EM students); Analyzed strengths and weaknesses, opportunities and challenges in vocational education in USE curriculum; - Instruction training materials for USS teachers on vocational education in the USE curriculum. Including images, examples, government policies for EM, gender, and equality aspects; - Undertaking pilot training courses in some provinces/schools before finalization of research deliverables. In which, EM teachers/student and female teachers/girls will be encouraged to participate pilot training courses. <p>2. TOR of research study on model of USSs with autonomy and social responsibility:</p> <ul style="list-style-type: none"> - To study the practice of management mechanism in high school in Vietnam (contents and level of autonomy, criteria, characteristics and conditions of secondary schools' autonomy in Vietnam); - The role of the principal / manager is female in operating and managing high school autonomy. Difficulties and challenges. <p>3. TOR of research study on life skills education to upper secondary students in disadvantaged areas:</p> <ul style="list-style-type: none"> - Conducting research on the status of life skills, the activity | |

| Components | Proposed activities | Progress | Remark |
|--|--|---|--------|
| | | <p>of life skills education to upper secondary students in disadvantaged areas from Northern, Middle and Southern Vietnam (including research on EM teachers/students; female teacher/students). Focus on: (1) The Research identifies that skills should educate upper secondary students in disadvantaged areas nowadays; (2) Research will develop training materials on life skills education for upper secondary students in disadvantaged areas; (3) Research will develop training materials for teachers on life skills education for upper secondary students in disadvantaged areas.</p> <ul style="list-style-type: none"> - Undertaking surveys on recent life skills and demands for life skill education in disadvantaged areas: There are teachers/educators (150 survey forms in minimum), upper secondary students (900 survey forms in minimum), parents and community (300 survey forms in minimum), represented for 3 regions, Northern, Central and Southern Vietnam; undertake indirect and direct surveys. - Instruction materials include the information of ethnicity, gender and equity dimensions. | |
| Output 4: Support for Project implementation, quality assurance, and monitoring | Activity 13: The project M&E framework will incorporate M&E for EG Plan. | Completed in 2014 | |
| | Activity 14: Train all PMU staff on ethnicity issues | Completed in 2019 PMU staffs have joined the ADB's training course on ethnicity issues; and we have trained and discussed with all PMU staffs, PPIUs in the kick-of meeting for all ethnicity issues of our project; CPMU staffs participated the ADB's training course on ethnicity issues CPMU staffs participated the in-country training for 33 beneficiary provinces for active teaching method and disciplines; life skills, environment and social issues. During the period of November 2018 – April 2019, no training course on ethnicity issues was conducted | |

| Components | Proposed activities | Progress | Remark |
|------------|---|--|--------|
| | <p>Activity 15: Output assessment reports include data related to access to USE, academic performance and other data's that will be disaggregated by gender and ethnicity.</p> | <p>On-going The Output assessments are now implementing. During the period of November 2018 – April 2019, no training course on ethnicity issues was conducted</p> | |

APPENDIX 2: THE PROJECT'S IMPACTS BY OUTPUTS AS OF APRIL 2019

| Component | Positive impacts, expectations | Potential risks/ negative impacts |
|--|---|-----------------------------------|
| Component 1: Enhancing Quality of USE to International Standards | | |
| 1-a: Improvement of Teaching Strategies through PRESETT and INSETT | | |
| 1-a-1: Organization of overseas short-term training courses for specialists who will develop new curriculum and textbooks for 75 core specialists | <p>Completed</p> <p>73 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: Organization of in-country INSETT training activities for: USE teachers to pilot and implementation of the USE new curriculum and textbooks; USE teachers of disadvantaged provinces on teaching methodology, examination and evaluation; TTUs' lecturers to improve professional skills of core teachers for the implementation of new curriculum and textbooks. 18750 teachers, 40% of participants are female. | <p>On-going</p> <p>USS teachers from different ethnic minorities were provided the opportunities and granted with high priority in participating in Project's INSETT training courses through which they were updated with latest teaching knowledge and methods; practiced skills and shared experiences and lessons with colleagues. At the end of the courses, teachers have the opportunity to spread the knowledge they have learned to other colleagues in the province and apply it in their teaching jobs at the schools, thereby improving the learning outcomes of the students.</p> <p>During the period of November 2018 – April 2019, 1,368 teachers participated in the training (in which 329 female teachers equivalent 24.05%, 70 EG teachers equivalent 5.12%)</p> <p>As of April 2019, out of 30,224 teachers participated in the training (online and offline, there were 1,877 EG teachers (6.21%).</p> | |
| 1-c: Support for Academic Environment for Gifted USS students | | |
| 1-c-1: Provision of lab equipment & teaching aids for 15 selected gifted schools | <p>Completed</p> <p>Lab equipment and teaching aids provided for selected gifted schools where female and ethnic students are learning</p> | |

| Component | Positive impacts, expectations | Potential risks/ negative impacts |
|--|---|-----------------------------------|
| 1-c-2: In-country training for 833 teachers on advanced training programs from abroad | <p>On-going</p> <p>Out of 860 trained teachers, 37 ethnic teachers (4.3%), were trained. All training courses were on new and advanced teaching methods from abroad. Ethnic teachers who participated in those courses were provided opportunity of learning and practicing. At the end of the courses teachers had the opportunity for sharing the learned knowledge and lessons with other teachers in their schools; at the same time, the courses provided good opportunity for teachers in selecting teaching methods that are appropriate to gifted students whose knowledge background and learning motivation are good, thereby improved teaching quality and student's learning results.</p> <p>During the period of November 2018 – April 2019, no training course on ethnicity issues was conducted</p> | |
| 1-d: Support for CEC development for new INSETT | | |
| 1-d-1: Procurement of teaching and practice equipment to support teacher training for 63 CECs | <p>Completed.</p> <p>Provision of online and multimedia classrooms, and a number of teaching aids. The activity helped to create a learning environment for teachers and students of beneficiaries CECs, including female teachers and ethnic teachers and students.</p> | |
| 1-d-2: Provision of textbooks and teaching materials for libraries of CECs to support teacher training (3,150 book sets) | <p>On-going</p> <p>Draft bidding documents have been submitted to MOET for approval</p> | |
| 1-d-3: In-country training for teachers to prepare implementation on curriculum reform program (1,890 teachers) | <p>On-going</p> <p>As of April 2019, out of 1,890 teachers participated in the training (online and offline, there were 38 EG teachers (2.01%).</p> | |
| 1-e: Improving Quality of Foreign Language Training and Education | | |

| Component | Positive impacts, expectations | Potential risks/ negative impacts |
|---|--|---|
| 1-e-1: Procurement of English books provided to USSs' libraries (10 books/set x 2,700 schools) | <p>Completed.</p> <p>2452 USSs in the country has been provided 1 set of 10 books; each province selected 01 school where 01 foreign language room is equipped for improving Listening and Speaking for teachers and students, including those from an ethnic minority. Under this activity, the group of selected students was provided with opportunity in accessing to English learning aids, thereby English skills and materials have been improved.</p> | |
| 1-e-2: Provision of equipment sets for foreign language room of selected US schools (63 provinces, 01 USS/province) | <p>Completed.</p> | |
| 1-e-3: In-country training for core English teachers (7,500 person-day) | <p>Completed.</p> <p>150 (equivalent 5.2%) out of 2,864 trained teachers were EM teachers. They participated in direct and online courses on Listening and Speaking skills. The results have been proved through direct and online tests that demonstrated trained teachers' improvement.</p> | |
| 1-f: Establishment of centers for pedagogical excellence | | |
| 1-f-1: Construction (or Upgrading) of Teaching Simulation Rooms for 6 TTU students and lecturers to practice professional skills (Thai Nguyen University, Hanoi Pedagogical University, Hue Pedagogical University, Ho Chi Minh City Pedagogical University, Tay Nguyen University, Can Tho University) | <p>Completed.</p> <p>The activity provided sufficient and synchronous environment for TTU students (including ethnic students) in practicing and training professional skills right in their TTUs through which TTU students' pedagogical excellence and skill is improved.</p> | <p>ADB approved Resettlement reports for 6 constructions, indicated that no construction is related to compensation/clearance/land acquisition. Therefore, there is no direct negative impact and EM people are not negatively affected by this activity.</p> |
| 1-f-2: Procurement of teaching aids and furniture to establish simulation classrooms | | |
| 1-f-3: In-country Training workshops on development pedagogical (360 teachers) | Not implemented yet | |
| 1-f-4: OST for 15 TTU lecturers and academic staff of Pedagogical Universities | <p>Completed</p> <p>15 lecturers participated in the oversea training course to improve organizational capacity, build pedagogical capacity development center for</p> | |

| Component | Positive impacts, expectations | Potential risks/ negative impacts |
|---|--|-----------------------------------|
| | lecturers of pedagogical schools to build 06 centers at 06 schools / pedagogical faculties in Vietnam | |
| 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) | <p>On-going</p> <p>151 EG teachers (4.36%) of 3,458 teachers are core teachers participated in direct and online training courses on new teaching method</p> <p>During the period of November 2018 – April 2019, no training course on ethnicity issues was conducted</p> | |
| 1-g-2: Support publication to exchange initiatives/ experience on improving teaching quality for subjects (posting articles on 4 journals/newspapers) | Completed. | |
| 1-g-4: Research into integrating school quality evaluation standards and quality accreditation standards of upper secondary education | Completed | |
| 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) | <p>On-going</p> <p>3,851 teachers, including 267 EG teachers (6.93%), were trained on relevant teaching method and self-study that will help weak and disadvantaged students (including ethnic students) improved and met curriculum standards.</p> <p>During the period of November 2018 – April 2019, no training course on ethnicity issues was conducted.</p> | |
| 1-h-2: Develop self-study guidelines to students (14 subjects) | <p>Completed</p> <p>EG teachers and students have the opportunity to access these materials; ethnicity-sensitive curricula and instructional materials</p> | |

| Component | Positive impacts, expectations | Potential risks/ negative impacts |
|---|--|---|
| 1-h-3: In-country training to CEC teachers (about 1,512 teachers) | Completed. 2,827 teachers, including 300 EG teachers (10.6%), were trained in the training courses. | |
| 1-h-4: Develop and provide instruction materials to CEC teachers | Completed | |
| Component 2: Increased Access and Retention to USE | | |
| 2-a: New Facility Development for Existing USSs in Target Districts | | |
| 2-a-1: Civil works construction (1,068 rooms in USSs in 33 selected provinces). | Completed 1,068 rooms, consisting of 793 classrooms and 275 subject rooms were completed. Improving school facilities, learning and teaching environment for EG teachers and students. Civil works encouraged to use labor based technology and employment of poor ethnic unskilled laborers. There are 576 out of 62,591 employees (22.23%) engaged in the Project's civil works. | No significant impact on the environment. The project did not entail land acquisition or restrict access to lands, and no relocation of people. 133 Resettlement Reports of 133 USS selected that prepared by consultant have been approved by ADB. 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 (133 schools) | Completed | |
| 2-a-3: Provision of equipment for newly constructed facilities (133 schools) | Completed | |
| 2-b: Support for provincial Ethnic Minority Boarding USSs | | |

| Component | Positive impacts, expectations | Potential risks/ negative impacts |
|---|---|-----------------------------------|
| 2-b-1: Provision of equipment to 18 selected provincial EM boarding USSs | <p>Completed.</p> <p>Students in 18 selected provincial EM boarding USSs will have an opportunity of learning and practicing advanced equipment, be more confident in learning, thereby, narrowing the learning gap between students from an ethnic minority and urban area.</p> | |
| 2-c: Inclusive USE for Students with Special needs | | |
| 2-c-1: Development of sign language tools for deaf students | <p>On-going</p> <p>Draft bidding documents have been submitted to MOET for approval</p> | |
| 2-c-2: Developing and providing instructional materials of sign language for Inclusive Education Centers and training centers for inclusive teachers (1,000 sets) | <p>Not implemented yet</p> | |
| 2-c-3: In-country training for teachers in Inclusive Education Centers (600 teachers) | <p>On-going</p> <p>Completed the materials for training. All training course will be conduct in May 2019.</p> | |
| 2-d: Education for Sustainable Development Support for Disadvantaged Groups | | |
| 2-d-1: In-country teacher training for active teaching method and disciplines. (about 1,320 teachers) | <p>On-going</p> <p>669 teachers, including 83 EM teachers (13.6%) in 33 beneficiary provinces were trained on positive disciplines, ethnicity-sensitive, and after the course they will be able to apply the learnt knowledge in their schools.</p> <p>During the period of November 2018 – April 2019, no training course on ethnicity issues was conducted</p> | |

| Component | Positive impacts, expectations | Potential risks/ negative impacts |
|--|---|-----------------------------------|
| 2-d-2: In-country teacher training for life skills, environment and social issues (about 1,320 teachers) | <p>On-going</p> <p>1,821 teachers, including 354 EG teachers (19.4%) in 33 beneficiary provinces were trained.</p> <p>After training courses, teachers' capacity were improved in understanding and identifying social and skill problems, and then re-equipping students with fundamental knowledge for self-protection.</p> <p>Training materials on life skills include analyses of key ethnic minority social issues and vulnerability.</p> <p>During the period of November 2018 – April 2019, no training course on ethnicity issues was conducted</p> | |
| 2-d-3: In-country teacher training for ethnic minority's culture preservation (about 330 teachers) | <p>Completed</p> <p>308 teachers, including 95 EG teachers (30.84%) in 33 beneficiary provinces were trained. Improving capacity and awareness on EM culture preservation for a united, multi-cultural, multi-ethnic country included ethnicity-sensitive.</p> | |
| 2-e: Capacity Development of Private Sector Schooling | | |
| 2-e-1: Research study on PPP for education. | On-going. | |
| 2-e-2: In-country teacher training through pilot PPP initiative (600 teachers). | <p>On-going.</p> <p>1,262 teachers of private USS have been trained (included 8 EM teachers participated)</p> <p>During the period of November 2018 – April 2019, no training course on ethnicity issues was conducted</p> | |
| 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 USS principals | <p>Ongoing</p> <p>Out of 14,326 USS principals, managers participated in training, 888 EM teachers (6.2%), was trained.</p> | |

| Component | Positive impacts, expectations | Potential risks/ negative impacts |
|--|--|-----------------------------------|
| | <p>100% female principals were from an ethnic minority. The training courses were on relevant policies, instructions, orientations on educational renovation; management and planning capacity strengthening,...through which promoting the role of leadership and management in their schools, helping teachers and managers understanding their role and responsibility in teaching and education renovation.</p> <p>During the period of November 2018 – April 2019, no training course on ethnicity issues was conducted</p> | |
| 3-a-2: In-country training for development of capacity for Directors of CECs and principals of complementary education schools | <p>Completed</p> <p>1,530 teachers, including 88 EM managers (5.75%), were trained.</p> | |
| 3-a-3: Oversea training for 15 key managers for USE | <p>Completed</p> <p>15 principals/managers participated in the short-term oversea training course on Enhancing the management capacity of educational activities at high schools</p> | |
| 3-b: Provision of Block Grants to support local government | | |
| 3-b-1: Management cost (develop Block Grants manual, orientation workshops, M&E) | <p>Completed</p> <p>The guidelines for block grants to be used by provinces.</p> | |
| 3-b-2: Provide Block Grants to DOETs | <p>On-going</p> <p>Block grants helped 19 provinces on life skills, gender equality and ethnic issues. 613 EM teachers out of 3.641 teachers (16.8%) directly participated in the activity.</p> | |
| 3-c: Support for Pilot Research and Studies for USE | | |
| 3-c-1: Model of USSs with autonomy and social responsibility | <p>On-going</p> <p>Draft TOR has been submitted to ADB for approval</p> | |

| Component | Positive impacts, expectations | Potential risks/ negative impacts |
|---|--|-----------------------------------|
| 3-c-2: Research on Vocational Education in Upper Secondary Education Curriculum | On-going TOR has been approved by ADB. This activity is in the bidding process | |
| 3-c-3: School counseling in USSs | Completed Carried out research of orientations and vocational training and school counseling for USS students, including those from an ethnic minority so that they understand and make vocational decision that is suitable with their capacity and conditions. | |
| 3-c-4: Organization of applied science research for USE teachers | Completed | |
| 3-c-5: Life skills education to upper secondary students in disadvantaged areas | On-going TOR has been approved by ADB. This activity is in the bidding process | |
| 3-d: Support for Enhancement of Research and Training Capacity for Education Management | | |
| 3-d-1: Provision of equipment for multifunction room of NIEM | Completed | |
| 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) | On-going 3 training courses for lecturers from the institutes. 2 EM lecturers out of 225 lecturers participated in the training courses. During the period of November 2018 – April 2019, no training course on ethnicity issues was conducted | |
| 4. Component 4: Support for Project Implementation, Quality Assurance and Monitoring | | |
| 4-a: Capacity Development of CPMU, PPMUs and other Implementing Agencies | | |

| Component | Positive impacts, expectations | Potential risks/ negative impacts |
|---|--------------------------------|-----------------------------------|
| 4-a-1: Provision of in-country training for procurement management, finance and project management, monitoring and evaluation | On-going | |
| 4-a-2: Consulting services (firm and individuals) | On-going | |
| 4-b: Provision of Equipment and Facilities for Project Implementation | | |
| 4-b-1: Provision of office equipment, furniture and facilities | Completed | |
| 4-b-2: Procurement of vehicle for CPMUs | | |
| 4-b-3: Provision of equipment and furniture for PPMUs (63 DOETs) | | |
| 4-c: Support for Project Monitoring, Quality Assurance and Evaluation | | |
| 4-c-1: Project review workshop (Inception, Interim, Final) | On-going | |
| 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 | | |

Data table by ethnicity

(As of 30 April 2019)

| No. | Description | Period cover | Total participate | | | Female | | Ethnic Minority | |
|-----|---|-----------------------------|-------------------|---------------|---------------|---------------|--------|-----------------|-------|
| | | | Face-to-face | Online | Sum | Amount | % | Amount | % |
| | Total | | 28,408 | 13,789 | 42,197 | 19,629 | 46.52% | 2,674 | 6.34% |
| 1 | Training on constructing teaching subjects, assessing and evaluating students' capacity development | 16-20/12/2014 | 1,781 | 1,605 | 3,386 | 1,554 | | 324 | |
| 2 | Training in some teaching techniques | 7-9/10/2015 | 365 | - | 365 | 230 | | 35 | |
| 3 | Workshop on renewing the training and fostering of managers and teachers in teacher training establishments | 27/5-09/6/2015 | 906 | - | 906 | 300 | | 47 | |
| 4 | Training on the development of interdisciplinary integrated curricula for capacity development | 21/10- 09/11/2015 | 2,486 | 2,350 | 4,836 | 1,965 | | 225 | |
| 5 | Workshop to unify the contents of training and fostering development of training programs. | 11/2015 | 113 | - | 113 | 40 | | 2 | |
| 6 | Training on the development of teacher training programs | 1/2016 | 945 | - | 945 | 392 | | 28 | |
| 7 | Training on organizational reform and management of educational activities in upper secondary schools | 12/2015, 1/2016 3,4/2016 | 3,091 | - | 3,091 | 998 | | 97 | |
| 8 | Training on the implementation of the curriculum framework for undergraduate studies | 4/2016 | 103 | - | 103 | 66 | | 9 | |

| | | | | | | | | | |
|----|--|-------------------------|-------|-------|-------|-------|--|-----|--|
| 9 | Workshop on evaluation of implementation of education plan guiding the development of pupils' capacity and organization of school-based educational activities in association with local production and business practices | 24/6/2016 | 322 | - | 322 | 104 | | 20 | |
| 10 | Training on the skills of organizing innovative science and technology activities in high school. | .10/2016 | 2,821 | (254) | 2,567 | 1,163 | | 125 | |
| 11 | Training for teachers in blocks 10 and 11 on matrix construction techniques and compilation of objective test questions | 25/4-12/5/2017 | 1,769 | 1,200 | 2,969 | 1,501 | | 184 | |
| 12 | Training on the development of school plans in line with local production practices | 12/2017 | 1,627 | 1,590 | 3,217 | 1,488 | | 220 | |
| 13 | Training for the professional leader in 2017 | 12/2017 | 2,003 | 1,890 | 3,893 | 1,988 | | 237 | |
| 14 | Training on evaluation guidelines for science and technology projects | 10/2018 | 1,128 | 1,015 | 2,143 | 866 | | 254 | |
| 15 | Training for self-assessment and external assessment for general education centers in 2018 | 10-11/2018 | 1,368 | - | 1,368 | 329 | | 70 | |
| 16 | In-country training for teachers on advanced training programs from abroad | 29/9/2016 10/11/2017 | 1,056 | 756 | 1,812 | 929 | | 42 | |
| 17 | In-country training to teachers to prepare teacher training on curriculum reform program | 2018 | 304 | 315 | 619 | 197 | | 38 | |
| 18 | In-country training for core English teachers | 4,5/2016 | 1,432 | 1,432 | 2,864 | 1,974 | | 150 | |

| | | | | | | | | | |
|----|--|--|-------|-------|-------|-------|--|-----|--|
| 19 | In-country training to CEC teachers | 15/7-6/8/2016; '8/2017 '12/2017; '12/2018 | 2,827 | | 2,827 | 1,525 | | 300 | |
| 20 | In-country in-service training to teachers to guide students' self-study | 7-8/2017 | 1,961 | 1,890 | 3,851 | 2,020 | | 267 | |

Data table by ethnicity

(As of 30 April 2019)

| No. | Description | Period cover | Total participate | | | Female | | Ethnic Minority | |
|--|---|---------------|-------------------|--------|--------------|--------------|--------|-----------------|--------|
| | | | Face-to-face | Online | Sum | Amount | % | Amount | % |
| In-country training to CEC teachers | | | 2,827 | - | 2,827 | 1,525 | 53.94% | 300 | 10.61% |
| 1 | Grade 10 | 15/7-6/8/2016 | 578 | | 578 | 301 | | 40 | |
| 2 | Grade 11 | 8/2017 | 872 | | 872 | 476 | | 100 | |
| 3 | Grade 12 | 12/2017 | 887 | | 887 | 467 | | 99 | |
| 4 | Training for teachers in CECs of subjects: Physics, Chemistry, Biology on teaching tied with practice vocational education and distribution orientation | 12/2018 | 490 | | 490 | 281 | | 61 | |