

MINISTRY OF EDUCATION AND TRAINING
**SECOND LOWER SECONDARY EDUCATION FOR THE MOST DISADVANTAGED
AREAS PROJECT**
Loan No.: 3201-VIE (SF)

PROGRESS REPORT
(From 01 April 2023 to 30 June 2023)

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A. INTRODUCTION AND BASIC DATA

- Loan Number : 3201-VIE (SF)
- Project Name : Second Lower Secondary Education for the Most Disadvantaged Areas (LSEMDAP II/The Project)
- Borrower : Socialist Republic of Viet Nam (GOV)
- Executing Agency : Ministry of Education and Training (MOET)
- Implementing Agencies : Central Project Management Unit (CPMU)
Provincial Project Management Unit (PPMU) under
Department of Education and Training (DOET) (28
Provinces)
- Implementation Period : 21 May 2015 - 30 September 2023
- Total Estimated Cost and Financing Plan : \$85,932,886
 - ✓ ADB Loan : \$72,932,886
 - ✓ GOV : \$13,000,000
- Feasibility Study Approval : 23 June 2014
- Loan Negotiations : 6 September 2014
- Loan Approval : 27 November 2014
- Loan Signing : 23 January 2015
- Loan Effectiveness : 21 May 2015
- Project Completion Date : 31 March 2021
- Loan Closing Date : 30 September 2021
- Review Mission I : 15-18 June 2015
- Review Mission II : 05-11 December 2015
- Review Mission III : 16-19 August 2016
- Review Mission IV : 20-24 February 2017
- Review Mission V : 26 February-8 March 2018
- Review Mid-term : 4-18 December 2018
- Review Mission VI : 3-12 June 2019
- Review Mission VII : 5-12 December 2019
- Review Mission VIII : 19-23 October 2020
- Review Mission IX : 3-11 August 2021
- Review Mission X : 31 October – 07 November 2022

B. SUMMARY PERFORMANCE INDICATORS

- Elapsed time (%): 100 %
- Cumulative physical progress (%): 88.4 %
- Cumulative financial progress (%): contract awards - 95% of total loan amount;
disbursement - 73% of total loan amount.

C. UTILIZATION OF FUNDS

The Project is estimated to cost \$85,778,397, including taxes and duties, and physical and price contingencies and financial charges during implementation. ADB will finance 85% of the project expenditures, or \$72,778,397 and GOV finances 15% of the project expenditures, or \$13,000,000. ADB will finance most of the project expenditures, while the taxes and duties of civil works and equipment, engineering supervision, management fees, surveys, etc., and other project implementation support which will be financed by GOV counterpart.

As of 30 June 2023, contract awards accounted for 95% and disbursement is 73% of the loan amount. The Project has spent \$10,403,636 from the government counterpart budget

for the payment of salaries of regular staff, office rental, civil works, the cost of preparatory activities for civil works and other administrative costs.

The initial advance to the imprest account in the amount of \$0.777 million was credited to the CPMU account on 10 July 2015. ADB credited the imprest account with the first replenishment amount of \$121,601 on 21 December 2015, the second replenishment amount of \$229,926 on 8 July 2016, and the third replenishment amount of \$225,842 on 3 August 2016. In April 2016, the contract award of the NCB/2015/01 package with 4 lots was completed. ADB issued PCSS with total contract amount of \$456,411.56 for this package in May 2016. In May 2016 CPMU also completed the contract award of the package of training for school clusters. PCSS in the amount of \$314,319.20 was issued for this training package by ADB in August 2016. On 27 May 2016, the contract award of the package of pilot initiatives was done, and PCSS was issued for this package in the amount of \$2,551,348.73 in August 2016. Additionally, in July 2016 CPMU accomplished the contract award of the package No. 01-NCB-Thanh Hoa, and ADB issued PCSS with the total contract amount of \$527,400.66 for this package in September 2016. In October 2016 CPMU awarded contract for the 01-NCB-Dien Bien package, and ADB issued PCSS in the amount of \$1,108,155.73 in December 2016. Within the month of October, ADB also issued PCSS in the amount of \$2,636,605.84 for the package of provision of equipment for district CECs in October 2016 and gave CPMU the advance payment for this package in November. CPMU also received a PCSS in the amount of \$2,079,291 for package QCBS/2015/01 regarding the engagement of a consulting firm for project implementation.

From January to March 2017, CPMU made requests for direct payment from the sponsor for 90% of the remaining value of the package regarding equipment for district CECs. In March 2017, CPMU sent a request for issuance of a PCSS for the package for the auditing firm and received ADB's approval with the value of \$24,247. CPMU continued to pay the consultant's salary under the package QCBS/2015/01 "Project Implementation Consultant". On 17 April 2017, CPMU was awarded a PCSS number for the equipment for school clusters, with an amount of \$2,391,901.60. In May 5 2017, the advance payment was made for this package with a total value of \$206,845.32. On 22 June, the ceiling of advance account was increased to \$1,222,570.65. In Q4/2017, the CPMU was issued PCSS from number 120 to number 143 for Civil works contracts, which are 01-NCB package and 02-NCB package for Ninh Thuan, Ha Tinh, Son La, Quang Binh, Quang Ngai, Soc Trang with the total awarding value of \$2,937 million.

In Q4/2017, CPMU submitted 6 Direct payment applications, from WA15 to WA20. In which WA 16 to WA20 were Civil works payment. On 30 November 2017, CPMU requested for a second increase of the imprest ceiling with value of \$2,460 million during the period 28 November 2017 to 31 January 2018, which had already been deposited in the CPMU imprest account. Withdrawal applications from WA21 to WA23 were worth \$1,560 million.

In Q2/2018, reimbursement withdrawal applications from 29 to 36 were made. The applications 31, 33, 36 were direct with the total value of 9,552,000 VND for the constructions in Ninh Thuan and Dak Lak. The reimbursement applications 29, 30, 32, 35 had the value of \$2,681 million. The applications 29, 30 had the value of \$1,402 million in imprest account.

From Q3/2018 to 30th November 30, 2018, the CPMU made the replenishment withdrawal application 34, 39, 40 (with the total value: \$2.668.858,49), the liquidation withdrawal application 41, 42 (with the total value: \$1.830.513,69), directly paid to contractors the application 37 (VND 2.664 million). The procedure to increase ceiling of imprest account from \$2 million to \$3.7 million at the application 38 to timely paid for construction contracts 2018.

In the first quarter of 2019, CPMU paid directly to the contractor through applications No. 45 and No. 46 with the total value of \$1.574 million. CPMU continues to make withdrawal applications No. 48, 49 and 50 to reimburse the imprest account with the total value of \$1.162 million.

In Q3/2019, CPMU has made capital withdrawal applications No. 52 and No. 53 to increase the value of the advance account to \$2 million to meet the payment of training activities and advance payment of Civil Works in 2019.

In Q4/2019, CPMU made an application for capital withdrawal from No. 53 to No. 56 to reimburse the advance account with an amount of \$1,105 million in order to meet the payment of training activities and advance payment for Civil works in 2019.

In Q1/2020, CPMU made an application for direct capital withdrawal from no.60 to No.64 with total amount of \$2,034 million, capital withdrawal application No. 57 increases the ceiling of the advance account from \$2 million to \$3.7 million and 3 capital withdrawal applications into the advance account are capital withdrawal application No. 58, capital withdrawal application No. 65 and capital withdrawal application No. 66 with a total amount of \$2,143 million to serve payment activities and advance capital civil work in 2020.

In Q2/2020, CPMU made an application direct capital withdrawal and an application for capital withdrawal to pay the advance account with total amount of \$1,0337 million.

In Q3/2020, CPMU continue made an application for capital withdrawal and an application for capital withdrawal to pay the advance account. In which, applications for capital withdrawal including applications withdrawal are 70, 71, 72 with a total of \$1,698 million, and withdrawal application to pay the advance account are 73, 74 with a total of \$1,367 million.

In Q3/2020, CPMU was added PCSS number from 220 to 224 belong to civil works category for packages of Dien Bien and Yen Bai.

In Q2/2021, CPMU made an application for capital withdrawal to reimburse the advance account with an amount of \$751,503.10.

In Q3/2021, CPMU made payment applications with a total amount of \$1,140 million and an advance application of \$1 million for a special account. CPMU has been granted additional PCSS numbers from 261 to 268 under the category of civil work for bidding packages of Thanh Hoa and Lao Cai provinces, and bidding packages for printing local educational materials in the category of textbooks and documents.

In Q4/2021, CPMU made payment applications with a total amount of \$0.231 million.

In Q1/2022, CPMU made payment applications with a total amount of \$0.

In Q2/2022, CPMU made payment applications with a total amount of \$0.

In Q3/2022, CPMU made payment applications with a total amount of \$0.

In Q4/2022, CPMU made four withdrawal applications under the civil works category. Among these, the AF106 withdrawal application for an amount of \$0.123 million was for the imprest account. Three direct withdrawal applications, which were numbered AF107 to AF109, were for payments to contractors with a total value of \$0.164 million.

In Q1/2023, CPMU did not submit any withdrawal applications, and no payments were made for the Suppliers/Service Providers.

In Q2/2023, CPMU applied for 15 PCSS numbers, with a total award value of \$17,322 million, for equipment and furniture contracts under the new ICB packages. CPMU registered beneficiary information for 7 suppliers in 15 furniture and equipment contracts.

During Q2/2023, CPMU made 19 direct payment applications for suppliers, of which 17 applications, with a total value of \$2,457 million, were directly paid by the Asian Development Bank (ADB). CPMU submitted an application to withdraw an amount of \$1,997 million from the imprest account for contracts' payments that were valued at less than \$100,000.

The situation of capital utilization as of 30 June 2023 is presented below.

Funds Utilization Status as of 30 June 2023

No	Category	ADB			GOV	
		Allocation	Contract awards	Disbursement	Allocation	Disbursement
1	Civil works	28,069,097.59	28,178,322.64	27,687,192.55	6,180,279	6,180,279
2	Equipment and Furniture	27,744,443.09	28,372,126.59	12,442,565.80	2,847,047	1,079,191
3	Cars	127,097.03	139,112.61	127,097.00	30,218	30,218
4	Textbooks and Instruction materials	4,675,446.43	4,738,476.95	2,144,661.51	439,670	96,237
5	Staff development	3,991,389.97	3,435,443.02	2,853,851.13		
5a	<i>In-country</i>	3,991,389.97	3,435,443.02	2,853,851.13		
5b	<i>Overseas</i>	-	-	-		
6	Workshops, Research and Survey	151,451.42	116,721.00	116,721.00	32,330	-
7	Consulting services	3,595,217.31	3,554,545.44	2,804,969.84	142,557	12,659
8	Pilot initiatives	-	-	-		
8a	<i>Block grants</i>	-	-	-		
8b	<i>Awareness raising</i>	-	-	-		
9	Project implementation support (PIS)	721,000.82	696,830.89	696,830.89	1,961,248	1,502,526
9a	<i>Salary of CPMU contractual staff</i>	721,000.82	696,830.89	696,830.89	623,897	368,641
9b	<i>Office rental</i>				513,069	416,388
9c	<i>PIS activities funded by counterpart fund</i>				824,282	717,497
10	Interest during construction	3,609,804.74	-	1,987,498.18		
11	Unallocated	90,621.79	-	-	1,366,651	
12	Advance account	2,826.32	-	2,000,000.00		
	Total	72,778,396.50	69,231,579.14	52,861,387.90	13,000,000	10,403,636
	Percentage to Loan/GOV account		95%	73%		80%

D. PROJECT PURPOSE

The impact of the Project will be reduced disparities in socioeconomic development between regions and ethnic groups. The Project outcome will be more equitable access and retention of ethnic minority, girls and disadvantaged children in lower secondary schools in the Northern Midland and Mountainous Areas, Central Highlands, Mekong River Delta, and the North Central and Central Coastal Areas which are frequently affected by typhoons.

The Project outputs are (i) increased access to LSE and LSE equivalency programs; (ii) decentralization of teaching and learning tools developed; (iii) new school clustering established; and (iv) project implementation and monitoring and evaluation (M&E) capacity enhanced.

Output 1 includes the construction of about 660 LSS new classrooms, equipped with furniture, approximately 350 semi-boarding schools equipped with furniture and about 37 kitchens, 29 common toilets for LSSs and 57 toilets for semi-boarding facilities and around 250 teacher housing units equipped with furniture. It will also support a behavior change communication campaign to encourage parents to enroll and keep their children in school.

Output 2 includes the (i) development of regional and competency-based textbooks in five key areas, Math, Literature, Natural Science, Social Science, Civics for grades 6, 7, 8 and 9 and provision of these textbooks in selected schools; (ii) development of district continuing education center (CEC) to serve as new platform for providing in-service training for around 24,000 LSS teachers. CECs will also be provided with a package of ICT equipment and instructional materials on how to implement the new curriculum and teach students; (iii) development of life skills and preservation and promotion of ethnic minority cultures and values, which involves the production of instructional materials on the preservation and promotion of ethnic minority cultures and organization of in-service training for at least 2,000 LSE teachers responsible for development of ethnic minority student competencies; (iv) development of disaster management education, which involves the production of instructional materials on disaster preparedness and disaster management education for students and teachers in LSSs in coastal areas, and organization of in-service training for at least 1,500 LSS teachers; (v) provision of vocational counseling and guidance suitable for ethnic minority students, which involves the production of instructional materials for career guidance and counselling services for teachers and students in LSSs and organization of in-service training for about 2,500 LSS teachers.

Output 3 includes the (i) establishment of teacher networking among cluster group schools in ethnic minority areas, through the formation of 344 clusters of 5-6 schools each and teacher's networks, organization of training, seminars and workshops for principals and teacher of cluster schools, and provision of ICT equipment for all school clusters; (ii) improving science education through school clusters through the construction of 100 science laboratories and equipping with provision of furniture and equipment and providing equipment for 80 existing science laboratories; (iii) improving effectiveness and performance of school libraries, which involves the construction and equipping of 70 new model libraries, provision of resources for 1,450 libraries and in-service training for around 1,450 librarians on the operation of new libraries; (iv) piloting of school block grants to address local needs of cluster schools which involves the provision of block grants to 100 clusters (or approximately 500 schools), manuals and guidelines for operation of block grants and workshops for principals of school clusters.

Output 4 includes: (i) capacity development of education managers in the implementation of project activities, through the organization of in-country training for about 1,500 education managers from Departments and Bureaus of Education and Training and LSSs on the implementation of project activities, and short-term overseas training for around 45 central

and local education managers to acquire knowledge and experiences from other countries related to the implementation of project activities, especially the regional and competency-based textbooks and other innovative approaches to improve the quality of education for EMs and disadvantaged areas; (ii) capacity development of CPMU and PPMU staff and support for project implementation, through the organization of in-country training on planning and project implementation, M&E and reporting, procurement, financial management, and civil works, procurement of office equipment, furniture, and facilities for the CPMU and PPMUs for project implementation, provision of cars for CPMU monitoring of project sites, organization of three workshops (inception, midterm, and final), engagement of individual consultants to carry out the required advance actions at project start-up (e.g., start-up specialists and resettlement specialists), consulting firm for project implementation (QCBS), individual consultant for project completion report (PCR) preparation, and conduct of annual financial audits (six years).

E. STATUS OF ACTIVITIES

Component 1: Increased Access to Lower Secondary Education (LSE) and LSE Equivalency Programs

Activities in project design	Target	Status	Result
1-a: Construction of LSS Classrooms			
1-a-1: Construction of about 660 LSS classrooms <ul style="list-style-type: none"> Phase 1: Construction of about 492 classrooms Phase 2: Construction of about 214 classrooms Phase 3: if any 	660 sets	Phase 1: <ul style="list-style-type: none"> The total number of awarded packages was 50/50, equivalent to 137 LSSs at 28/28 beneficiary provinces. At present, 137/137 schools have completed construction. Phase 2 and additional categories for phase 2: <ul style="list-style-type: none"> The categories of Civil works include 75 LSSs at 27 provinces, equivalent to 46 construction packages. 75/75 LSSs were awarded the contract. 	Phase 1: 478 classrooms were completed. Phase 2: 269/269 classrooms were completed.
1-a-2: Provision of furniture for 660 newly constructed LSS classrooms <ul style="list-style-type: none"> Phase 1: Provision of furniture for 492 newly constructed classrooms Phase 2: Provision of furniture for 214 newly constructed classrooms Extension Period: Provision of equipment for 41 constructed schools 	660 sets 41 sets	<ul style="list-style-type: none"> The contract was liquidated with the contractor on 31 December 2018 for Phase 1. The contract was liquidated with the supplier on 26 July 2021 for Phase 2. <ul style="list-style-type: none"> The suppliers were selected. It is expected that the equipment will be delivered in Q3/2023. 	The Project provided furniture to beneficiaries of Phase 1 and Phase 2.
1-b: Construction of Semi-boarding facilities			

Activities in project design	Target	Status	Result
<p>1-b-1: Construction of about 350 Semi-boarding facilities</p> <ul style="list-style-type: none"> Phase 1: Construction of about 248 Semi-boarding facilities Phase 2: Construction of about 75 Semi-boarding facilities Phase 3: if any 	350 units	<p>Phase 1:</p> <ul style="list-style-type: none"> The total number of awarded packages was 50/50, equivalent to 137 LSSs in 28/28 beneficiary provinces. At present, 137/137 schools have completed construction. <p>Phase 2 and additional categories for phase 2:</p> <ul style="list-style-type: none"> The categories of Civil works phase 2 include 75 LSSs at 27 provinces, equivalent to 46 construction packages. 75/75 LSSs were awarded the contract. 	<p>Phase 1: 238 Semi-boarding facilities were completed.</p> <p>Phase 2: 120/120 semi-boarding units were completed.</p>
<p>1-b-2: Provision of furniture for about 350 newly constructed Semi-boarding facilities</p> <ul style="list-style-type: none"> Phase 1: Provision of furniture for about 248 newly constructed Semi-boarding facilities Phase 2: Provision of furniture for about 75 newly constructed semi-boarding facilities Extension Period: Provision of furniture for about 18 existing and constructed semi-boarding room 	<p>350 sets</p> <p>18 sets</p>	<ul style="list-style-type: none"> The contract has been liquidated with the contractor on 31 December 2018 for Phase 1. The contract has been liquidated with the provider on 26 July 2021 for Phase 2. The supplier was selected. It is expected that the furniture will be delivered in Q3/2023. 	The Project provided furniture to beneficiaries of Phase 1 and Phase 2.
<p>1-b-3: Construction of about 37 kitchens</p> <ul style="list-style-type: none"> Phase 1: Construction of about 26 kitchens Phase 2: Construction of about 4 kitchens 	37 kitchens	<p>Phase 1:</p> <ul style="list-style-type: none"> The total number of awarded packages was 50/50, equivalent to 137 LSSs at 28/28 beneficiary provinces. At the present, 137/137 schools have completed construction. <p>Phase 2 and additional categories for phase 2:</p> <ul style="list-style-type: none"> The categories of Civil works including 75 LSSs at 27 provinces, equivalent to 46 construction packages. 75/75 LSSs were awarded the contract. 	<p>Phase 1: 25 kitchens were completed.</p> <p>Phase 2: 9/9 kitchen was completed.</p>
1-c: Construction of sanitation facilities			

Activities in project design	Target	Status	Result
1-c-1: Construction of about 29 common toilets for LSSs	29 units	<p>Phase 1:</p> <ul style="list-style-type: none"> The total number of awarded packages was 50/50, equivalent to 137 LSSs at 28/28 beneficiary provinces. At the present, 137/137 schools have completed construction. <p>Phase 2 and additional categories for phase 2:</p> <ul style="list-style-type: none"> The categories of Civil works including 75 LSSs at 27 provinces, equivalent to 46 construction packages. 75/75 LSSs were awarded the contract. 	<p>Phase 1: 29 common toilets were completed.</p> <p>Phase 2: 17/17 common toilets were completed.</p>
<p>1-c-2: Construction of about 57 toilets for semi-boarding facilities</p> <ul style="list-style-type: none"> Phase 1: Construction of about 35 toilets for semi-boarding facilities Phase 2: Construction of about 9 toilets for semi-boarding facilities 	57 units	<p>Phase 1:</p> <ul style="list-style-type: none"> The total number of awarded packages was 50/50, equivalent to 137 LSSs at 28/28 beneficiary provinces. At the present, 137/137 schools have completed construction. <p>Phase 2 and additional categories for phase 2:</p> <ul style="list-style-type: none"> The categories of Civil works including 75 LSSs at 27 provinces, equivalent to 46 construction packages. 75/75 LSSs were awarded the contract. 	<p>Phase 1: 34 toilets for semi-boarding facilities were completed.</p> <p>Phase 2: 16/16 toilets for semi-boarding were completed.</p>
1-d: Behavior Change Communication (BCC) campaign			
1-d-1: Development and provision of materials to support the BCC campaign targeting parents, community leaders, local and community organizations, teachers, and students in lower secondary schools (LSSs): 1,450 schools x 8 sets	11.600 sets	<ul style="list-style-type: none"> In 2016, the implementation plan on BCC campaign was approved by ADB and MOET. The lists of material developers, material reviewers, trainers and organizers for BCC campaign were approved by MOET. In Q2 2018, CPMU continued to complete Online and Face-to-face training plan for educational managers, teachers and local staff; develop the Implementation instruction at localities on the 	Documents have been provided to DOET, DOET and 1,451 schools

Activities in project design	Target	Status	Result
		grants provided. <ul style="list-style-type: none"> In Q3 2018, the CPMU organized 1st phase of online and face to face trainings for administrators, teachers and community representatives. In Q1 2019, CPMU developed the plan of BCC activities to submit to MOET for implementation in 2019, 2020; continue to prepare conditions for training sessions in Q2, Q3 2019. 	
1-d-2: Organization of E-training for LSS staff on the BCC campaign: 112 classes x 1 day	112 classes x 1 day	<ul style="list-style-type: none"> The training for managers, teachers, and community learning centre staffs was implemented in Q3/ 2018. 	784/2,807 participants received training.
1-d-3: Organization of face-to-face training for teachers and members of local community organizations, who will implement the BCC campaign in the schools and communities: (1,450 schools x 3 people/ 1 school + 86 BOET staff + 17 DOET staff) x 3 days (Total: 13,359 person/day)	3,000 people	<ul style="list-style-type: none"> As of Q2/2020, training programs for 2,807 participants were organized for officials of community learning centers and LSS teachers. In which, there were 1,080 female participants, accounting for 38.5%. In Q4/2022, CPMU cooperated with Continuing Education Department to organize training for 80 trainees who were Community Learning Center staff and LSS teachers from Lao Cai and Yen Bai Province. There were 21 female trainees. The Project collected data on the number of beneficiary LSSs' teachers who received training in the BCC campaign provided by the DOETs, BOETs and LSSs. 21,464 teachers, including 12,767 females, underwent training. 	24,351 participants were staffs of community learning centers or LSS teachers. In which, 13,868 participants were female, accounting for 56.95%.
1-e: Construction of teacher housing			
1-e-1: Construction of around 250 teacher housing units <ul style="list-style-type: none"> Phase 1: Construction of about 175 teacher housing units Phase 2: Construction of 	250 units	Phase 1: <ul style="list-style-type: none"> The total number of awarded packages was 50/50, equivalent to 137 LSSs at 28/28 beneficiary provinces. At the present, 137/137 	Phase 1: 171 teacher housing units were completed.

Activities in project design	Target	Status	Result
about 34 teacher housing units		<p>schools have completed construction.</p> <p>Phase 2 and additional categories for phase 2:</p> <ul style="list-style-type: none"> The categories of Civil works including 75 LSSs at 27 provinces, equivalent to 46 construction packages. 75/75 LSSs were awarded the contract. 	Phase 2: 40/40 teacher housing units were completed.
<p>1-e-2: Provision of furniture for around 250 newly constructed teacher housing units</p> <ul style="list-style-type: none"> Phase 1: Provision of furniture for about 175 newly constructed teacher housing units Phase 2: Provision of furniture for about 34 newly constructed teacher housing units Extension period: Provision of furniture to 23 constructed teacher housing units. 	<p>250 sets</p> <p>23 sets</p>	<ul style="list-style-type: none"> The contract was liquidated with the contractor on 31 December 2018 for Phase 1. The contract was liquidated with provider on 26 July 2021 for Phase 2. The supplier was selected. It is expected that the furniture will be delivered in Q3/2023. 	The Project provided furniture to beneficiaries of Phase 1 and Phase 2.

Component 2: Decentralization of Teaching and Learning Tools Developed

Activities in project design	Target	Status	Result
2-a: Development of regional and competency-based textbooks for ethnic minority areas			
2-a-1: Development of instructional materials for teaching subjects under the new general education, local education materials	5 subjects	<ul style="list-style-type: none"> The activities "Developing textbooks in the direction of strengthening the capacity of students in ethnic minority areas" into activities "Developing instructional materials for teaching subjects, local education materials and training of managers and teachers of secondary schools in the target districts of the participating provinces "and was approved by the Minister of Education and Training. The plan "Develop instructional teaching 	

Activities in project design	Target	Status	Result
		<p>materials and local education materials” was approved by the Minister of Education and Training.</p> <ul style="list-style-type: none"> • The CPMU received NOL for the Detailed Implementation Plan for the Local Education Materials and provision of training for education managers and LSS teachers in beneficiary provinces from ADB on 27 November 2018. • The Material Development Agencies were mobilized in 17 provinces. • Local education materials for grades 6 were delivered to 17/17 provinces. • Local education materials for grades 7, 8, 9 of 17/17 provinces were approved by MOET. 	
<p>2-a-2: Printing and provision of textbooks for selected schools: 115,000 students x 5 subjects x 4 books = 2,300,000 books (115,000 sets)</p>	<p>2,300,000 books</p>	<ul style="list-style-type: none"> • The plan is revised per sub-component 2-a-1 • The Project completed the printing and delivery of local education materials for grade 6 to the provinces. • The Project continues to request printing licenses for the approved local education materials for grades 7, 8, 9 of 17 provinces. 	<p>455,964 copies of local education materials for grade 6 were provided to the DOETs, BOETs and beneficiary LSSs and other LSSs in 17/17 target provinces.</p>
<p>2-b: Development of district Continuing Education Centers (CECs) as the new platform for In-service Teacher Training (INSETT)</p>			
<p>2-b-1: Provision of ICT equipment for about 86 selected district CECs</p> <ul style="list-style-type: none"> • Extension Period: Provision of ICT equipment to 49 district CECs selected for teacher capacity development. 	<p>86 sets</p> <p>49 sets</p>	<ul style="list-style-type: none"> • Completed in Q4 2016. • The suppliers were selected. It is expected that the equipment will be delivered in Q3/2023. 	<p>86 sets</p>
<p>2-b-2: Organization of training for teachers to meet the</p>	<p>45,500 teachers</p>	<ul style="list-style-type: none"> • According to Loan 3201: Review Mission from 19 to 23 	<p>There were 13,288 trained</p>

Activities in project design	Target	Status	Result
<p>demands of new textbooks</p> <ul style="list-style-type: none"> • E-training Year 1: 612 classes x 1 day • Face-to-face training Year 1: 73,742 person/day • E-training Year 2, 3, 4: 612 classes x 1 day x 3 years • Face-to-face training Year 2, 3, 4: 150,582 person/day 		<p>October 2020, the training on the instructional materials can be conducted only for around 10,000 teachers, which were less than half of the original target for education practitioners to be trained.</p> <ul style="list-style-type: none"> • According to Government regulations, training implementation cannot be done. • The Project developed instructional materials on implementing Local Education Materials to support the provinces. • The DOETs cooperated with the development agencies, editorials board, and authors to provide training in implementing local education materials for grades 6 and 7 for teachers in the beneficiary provinces. • The Project has collected data on the teachers in the beneficiary districts receiving training in local education materials for grades 6 and 7 organized by the DOETs and BOETs. 	<p>teachers, of which there were 8,367 female teachers (accounting for 62.96%) and 5,548 EM teachers (41.75%).</p>
<p>2-c: Development of life skills and preservation and promotion of ethnic minority cultures and values</p>			
<p>2-c-1: Development of instructional materials on preservation and promotion of ethnic minority cultures and values (including books, and DVDs)</p>		<ul style="list-style-type: none"> • The implementation plan was approved by ADB and MOET. The lists of material developers, material reviewers, trainers and organizers for training were approved by MOET. • The international ethnic minority consultant has developed the outline of the instructional materials on preservation and promotion of ethnic minority cultures and values, and the material has been approved. 	
<p>2-c-2: Provision of instructional materials on preservation and</p>	<p>11,703 sets</p>	<ul style="list-style-type: none"> • The contract has been awarded to contractor. 	<p>The Project has provided</p>

Activities in project design	Target	Status	Result
promotion of ethnic minority cultures and values: 8 sets/1 school x 1,450 schools + 17 DOETs +86 BOETs (Total: 11,703 sets)		<ul style="list-style-type: none"> • Providing has been completed in Q3/2019. 	materials to beneficiaries
<p>2-c-3: Training for LSE teachers who are responsible for development of ethnic minority student competencies to preserve and promote ethnic minority cultures and values</p> <ul style="list-style-type: none"> • E-training: 75 classes x 1 day • Face-to-face training: (1,450 schools x 2 people/1 school + 17 DOET staff + 86 BOET staff) x 3 days (Total: 9,009 person/day) 	2,000 teachers	<ul style="list-style-type: none"> • 8 training programs were organized in 2019. • As of Q4 2019, 2,623 LSS teachers of preserving and promoting ethnic minority cultures and values program were trained. There were 1,650 participants were female (accounted for 62.9 %). • As of Q3 2020, 145 LSS teachers were trained under the preserving and promoting ethnic minority cultures and values program. There were 93 participants were female (accounted for 64.13 %). 	There were 2,768 LSS teachers of preserving and promoting ethnic minority cultures and values program. Of which, 1,743 participants were female (accounted for 62.9%)
2-d: Development of disaster management education			
2-d-1: Development of a set of instructional materials on disaster preparedness and disaster management education		<ul style="list-style-type: none"> • The implementation plan was approved by ADB and MOET. The lists of material developers, material reviewers, trainers and organizers for training were approved by MOET. • The international ethnic minority consultant has developed the outline of the instructional materials on disaster management education, and the material has been approved. 	
2-d-2: Provision of instructional materials on disaster preparedness and disaster management education for LSSs in coastal areas which are commonly affected by typhoons and floods (7,232 sets for 904 LSSs, 58 sets for DOETs and BOETs)	7,290 sets	<ul style="list-style-type: none"> • Contracts were awarded to contractor. • Provision has been completed in Q3/2019. 	The Project has provided materials to beneficiaries
2-d-3: Training on disaster management education for LSS teachers in coastal areas	1,900 teachers	<ul style="list-style-type: none"> • As of Q4/2019, 1,598 LSS teachers in central coastal provinces were trained. There 	1,598 participants were trained. Of

Activities in project design	Target	Status	Result
<p>affected by typhoons and floods</p> <ul style="list-style-type: none"> E-training: 48 classes x 1 day Face-to-face training: 1,866 people x 3 days (Total: 5,598 person/day) 		were 907 female participants (accounted for 56.8%).	which, 907 participants were female.
2-e: Provision of vocational counseling and guidance suitable for ethnic minority students			
2-e-1: Development of a set of materials on career guidance and counselling services for students in LSSs		<ul style="list-style-type: none"> The implementation plan was approved by ADB and MOET. The lists of material developers, material appraisers, trainers and organizers for training were approved by MOET. National and international consultants supported material developers to complete the Vocational counseling and guidance for EM and disadvantaged students. The material has been approved. 	
2-e-2: Provision of 11,703 sets of materials on career guidance and counselling services for students in LSSs	11,703 sets	<ul style="list-style-type: none"> Contracts have been awarded to suppliers. The provision was completed in Q3 2019. 	The Project provided materials to the beneficiaries.
2-e-3: Organization of training for LSS teachers who will either teach the career orientation course or provide vocational counselling and guidance services to students in LSSs <ul style="list-style-type: none"> E-training: 80 classes x 1 day Face-to-face training: 3,003 people x 3 days (Total: 9,009 person/day) 	2,500 teachers	<ul style="list-style-type: none"> 2,950 LSS teacher on vocational counselling and guidance education were trained, 1,632 female participants (55.32%) The Project is developing online training plan for 2022. 	2,950 LSS teachers who would provide vocational counselling and guidance education were trained. There were 1,632 female participants (55.32%).

Component 3: New School Clustering Established

Activities in project design	Target	Status	Result
3-a: Establishment of teacher networking among cluster group schools in ethnic minority areas			

Activities in project design	Target	Status	Result
3-a-1: Provision of ICT equipment for about 344 school clusters	344 sets	<ul style="list-style-type: none"> Completed in 9 October 2017. 	
3-a-2: Development and provision of instructional materials on operation and organization of activities for the school clusters: 1,450 schools x 2 sets	2,900 sets	<ul style="list-style-type: none"> In 2016, the list of 344 school clusters and the implementation plan on school clusters activities were approved by ADB and MOET. The lists of material developers, material reviewers, trainers and organizers for school clusters activities were approved by MOET. CPMU as well as consultants developed the implementation plan for school clustering program, and the implementation plan framework by school year; developed a report on school cluster models in Vietnam and in the world; drafted the outline of manual on organization and management of school clusters. In February 2017, CPMU conducted the survey in Dien Bien province on the status and needs of organization of educational activities through school clusters in disadvantaged and ethnic minority areas. In Q3 2017, CPMU collaborated with consultants to complete the Cluster implementation manual, appraising process is ongoing, training plan for face to face and e-training is being developed. In Q1 2019, CPMU developed the training plan of professional activities in school clusters on educational activity organization to submit to the MOET for implementation in 2019, 2020. 	
3-a-3: Organization of E-training for principals and	43 classes x 1 day	<ul style="list-style-type: none"> E-training was organized in Q4 2017. 	Over 1,020/2,744

Activities in project design	Target	Status	Result
teachers of the cluster schools: 43 classes x 1 day			participants
3-a-4: Organization of face-to-face training on the use of ICT equipment for principals and teachers of the cluster schools: 344 clusters x 5 staff x 4 days (Total: 6,880 person/day)	1,720 staff	<ul style="list-style-type: none"> Up to now 6,328 participants who are staff and teachers of project LSSs were trained. Of which, 3,609 participants were female, accounting for 57,03%. Due to the COVID-19 pandemic, face-to-face training will not be available from 2021. 	6,328 participants were trained. of which, 3,609 participants were female (57,03%)
3-b: Improving science education through school clusters			
3-b-1: Construction of about 100 subject rooms (laboratories) <ul style="list-style-type: none"> Phase 1: Construction of about 69 subject rooms (laboratories) Phase 2: Construction of about 28 subject rooms (laboratories) 	100 units	<p>Phase 1:</p> <ul style="list-style-type: none"> The total number of awarded packages was 50/50, equivalent to 137 LSSs in 28/28 beneficiary provinces. At present, 137/137 schools have completed construction. <p>Phase 2 and additional categories for phase 2:</p> <ul style="list-style-type: none"> The categories of Civil works include 75 LSSs at 27 provinces, equivalent to 46 construction packages. 75/75 LSSs were awarded the contract. 	<p>Phase 1:</p> <p>As of Q4/2019, 67 subject rooms (laboratories) were completed.</p> <p>Phase 2: 53/53 subject rooms were completed.</p>
3-b-2: Provision of furniture for 100 newly constructed subject rooms <ul style="list-style-type: none"> Phase 1: Provision of furniture for about 69 newly constructed subject rooms Phase 2: Provision of furniture for about 28 newly constructed subject rooms Extension Period: Provision of furniture for 25 constructed subject rooms 	100 sets 25 sets	<ul style="list-style-type: none"> The contract has been liquidated with the contractor on 31 December 2018 for Phase 1. The contract has been liquidated with the provider on 26 July 2021 for Phase 2. The supplier was selected. It is expected that the furniture will be delivered in Q3/2023. 	The Project provided furniture to beneficiaries of Phase 1 and Phase 2.
3-b-3: Provision of equipment for 100 newly constructed subject rooms and 80 existing rooms <ul style="list-style-type: none"> Extension Period: provision of equipment for 25 subject rooms and 666 	180 sets 681 sets	<ul style="list-style-type: none"> The contract has been liquidated with the provider on May 2020. The suppliers were selected. It is expected that the equipment will be 	The Project has been provided equipment for 100 newly constructed subject rooms and 80 existing

Activities in project design	Target	Status	Result
existing classrooms		delivered in Q3/2023.	classrooms.
3-c: Improving effectiveness and performance of school libraries			
<p>3-c-1: Construction of about 70 libraries</p> <ul style="list-style-type: none"> Phase 1: Construction of about 46 libraries. Phase 2: Construction of about 21 libraries 	70 units	<p>Phase 1:</p> <ul style="list-style-type: none"> The total number of awarded packages was 50/50, equivalent to 137 LSSs in 28/28 beneficiary provinces. At present, 137/137 schools have completed construction. <p>Phase 2 and additional categories for phase 2:</p> <ul style="list-style-type: none"> The categories of Civil works include 75 LSSs at 27 provinces, equivalent to 46 packages. 75/75 LSSs were awarded the contract. 	<p>Phase 1: 45 libraries were completed.</p> <p>Phase 2: 37/37 libraries were completed.</p>
<p>3-c-2: Provision of furniture and equipment for about 70 newly constructed libraries (including computers for newly constructed libraries)</p> <ul style="list-style-type: none"> Phase 1: Provision of furniture and equipment for about 46 newly constructed libraries. Phase 2: Provision of furniture and equipment for about 21 newly constructed libraries <p>• Extension Period: Provision of furniture for about 15 newly constructed libraries and 828 existing libraries</p>	<p>70 sets of furniture, 70 sets of equipment</p> <p>15 sets of furniture, 828 sets of equipment</p>	<ul style="list-style-type: none"> Furniture procurement activities, the Project has liquidated contracts with contractors on December 31, 2018 for Phase 1; and the Project has liquidated the contract with the equipment supplier on 26 July 2021 for Phase 2. The Project liquidated the contract with the equipment supplier in May 2020 for Phase 1; and the Project has liquidated the contract with the provider on 31 December 2020 for Phase 2. The suppliers were selected. It is expected that the equipment and furniture will be delivered in Q3/2023. 	The Project provided furniture and equipment to beneficiaries off Phase 1 and Phase 2
3-c-3: Provision of resources for approximately 1,450 libraries in LSSs		<ul style="list-style-type: none"> The Project implementation consultant developed the list of books to be provided. Contracts with Suppliers were completed in 2020. 	The Project provided reference books to 1,454 libraries of LSSs.
3-c-4: Development of a set of materials on effective organization of education activities in libraries		<ul style="list-style-type: none"> In 2016, the implementation plan was approved by ADB and MOET. The lists of material 	

Activities in project design	Target	Status	Result
		<p>developers, material reviewers, trainers and organizers for training were approved by MOET.</p> <ul style="list-style-type: none"> The international and national consultants helped CPMU develop the manual on effective organization of education activities in libraries. Material were accepted. 	
<p>3-c-5: Organization of training for librarians on effective organization of education activities in libraries</p> <ul style="list-style-type: none"> E-training: 40 classes x 1 day Face-to-face training: 1,553 people x 3 days (Total: 4,659 person/day) 	1,450 staff	<ul style="list-style-type: none"> Expected to train 1,556 librarians in Q2 and Q3 of 2019. By Q4 2019, the Project organized 9 training programs for 1,479 LSS librarians from the beneficiary LSSs. There were 983 female participants, accounting for 66.5%. 	<p>1,479 librarians were trained. Among those, 983 participants were female (accounting for 66.5%).</p>
<p>3-d: Piloting of school block grants to address local needs of cluster schools</p>			
<p>3-d-1: Provision of materials on manuals and guidelines for the establishment, management, and operation of a school block grants program (including the selection criteria for school clusters and cluster representative)</p>		<ul style="list-style-type: none"> In 2016, the implementation plan on piloting of block grants was approved by ADB. In November and December 2016 CPMU conducted consultations in Lao Cai and Dak Lak with DOET, BOET and school officials about piloting the school block grants. In Q4 2016, the appropriate financial mechanism for block grant funded school clusters and the manual outline were drafted. CPMU also drafted the selection criteria for school clusters to receive block grants. In Q1 2017, CPMU adapted the aforementioned drafts and consulted with local agencies in 17 provinces on the draft selection criteria. In Q2 2017, CPMU finalized and submit the draft manual to MOET, MOF and relevant agencies for 	

Activities in project design	Target	Status	Result
		<p>comments, the manual was being completed.</p> <ul style="list-style-type: none"> • In Q3 2017, CPMU submitted to ADB the selection criteria for clusters to be received block grants and the Block grants implementation manual at localities. • In Q4 2018, CPMU continued to ask MOET and MOF for comments on the continuation of this activity. • During the Mid-Term Review of the ADB and MOET Evaluation Mission, the Ministry of Finance agreed to reduce the funding package activities. 	
3-d-2: Organization of E-training for principals on block grant activities: 20 classes x 1 day	20 classes x 1 day	<ul style="list-style-type: none"> • Adjust according to 3-d-1 	
3-d-3: Organization of face-to-face training for principals on block grant activities: (500 principals + 38 BOET staff + 17 DOET staff) x 3 days (Total: 1,665 person/day)	555 people	<ul style="list-style-type: none"> • Adjust according to 3-d-1 	
3-d-4: Provision of block grants to about 100 clusters (or approximately 500 LSSs) (expected to be divided into three periods) <ul style="list-style-type: none"> • Phase 1: SY 2017-2018 • Phase 2: SY 2018-2019 • Phase 3: SY 2019-2020 	100 clusters	<ul style="list-style-type: none"> • Adjust according to 3-d-1 	

Component 4: Project Implementation and Monitoring and Evaluation (M&E) Capacity Enhanced

Activities in project design	Target	Status	Result
4-a: Capacity development of education managers in the implementation of project activities			
4-a-1: Production and provision of a set of materials on capacity development of the local education managers in the implementation of		<ul style="list-style-type: none"> • The implementation plan was approved by ADB and MOET. The lists of material developers, material reviewers, trainers and 	The Project has been provided materials, implemented monitoring and

Activities in project design	Target	Status	Result
project activities		<p>organizers for training were approved by MOET.</p> <ul style="list-style-type: none"> The national consultant assisted CPMU to develop the manual on the implementation of project activities. The material has been approved. Materials were provided to beneficiaries since Quarter I 2020. 	evaluation of project activities at 1,454 LSSs.
<p>4-a-2: In-country training for local education managers on the implementation of project activities</p> <ul style="list-style-type: none"> E-training: 40 classes x 1 day Face-to-face training: 1,553 people x 5 days (Total: 7,765 person/day) 	40 classes x 1 day; 1,553 people	<ul style="list-style-type: none"> The CPMU coordinated with the consulting firm to organize a pilot training for administrators in targeted schools in implementation and M&E in June 2018. Deploying the procedures for selecting online training providers for the Project's principals on implementation, monitoring and evaluation of Project activities. As of QIV/2019, 1,502 participants who are the principals of project LSSs were trained. of which, 337 participants were female. 	1,502 participants were trained. There were 337 female participants (22.43% of the participants)
<p>4-a-3: Short-term overseas training for around 45 central and local education managers to acquire knowledge and experiences from other countries related to the implementation of project activities, especially the regional and competency-based textbooks and other innovative approaches to improve the quality of education for EMs and disadvantaged areas: 15 people x 3 groups x 15 days = 675 person/day</p>	45 education managers	<ul style="list-style-type: none"> In the Mid-term Review, ADB and MOET agreed to cut down the Short-term overseas. 	
<p>4-b: Capacity development of CPMU and PPMU staff and support for project implementation</p>			
<p>4-b-1: Organization of in-country training on planning and project implementation, M&E and reporting,</p>		<ul style="list-style-type: none"> CPMU was established on 28 April 2014, and then 28 PPMUs were also established in 2014. CPMU was 	

Activities in project design	Target	Status	Result
procurement, financial management, and civil works		<p>composed of 1 project director, 1 office head, 5 unit heads and 17 contractual staff.</p> <ul style="list-style-type: none"> • CPMU organized a training workshop on the procurement of works under the Project on 4-5 April 2016. CPMU is planning one training workshop on monitoring and evaluation and reporting and civil works in Q2 2017. Training on the other topics was planned for 2018. • On 2 December 2016, gender consultants provided a training workshop on gender for CPMU staff. 	
4-b-2: Provision of equipment, furniture and other facilities for CPMU		<ul style="list-style-type: none"> • Completed 	
4-b-3: Provision of equipment and furniture to PPMUs for project implementation		<ul style="list-style-type: none"> • Completed 	
4-b-4: Provision of cars for CPMU monitoring of project sites		<ul style="list-style-type: none"> • Completed 	
4-b-5: Office rent for CPMU		<ul style="list-style-type: none"> • In 2015, MOET approved the office rent. CPMU signed the contract on office rent for the period from 2016 to 2017. • The office rent for the period from 2018-2021: CPMU signed an office lease period from 2018-2021. • The office rent for the period from 2021-2024: CPMU signed an office lease period from 2021-2024. 	
4-b-6: Organization of three workshops (inception, midterm, and final)		<ul style="list-style-type: none"> • Inception Workshop was held on 15-16 June 2015. • Midterm Workshop: in 2018 • Final Workshop: Q4 2023 (expected) 	In the Inception workshop, of the 104 participants, 23% (24 people) were female.
4-b-7: Provision of consulting services (i) Engagement of individual consultants to carry out the required advance actions at project start-up (e.g., start-up specialists and		(i) CPMU completed the contracts with National and International Project Start-up consultants, National and International Resettlement consultants in 2015 and early 2016.	

Activities in project design	Target	Status	Result
<p>resettlement specialists)</p> <p>(ii) Engagement of a consulting firm for project implementation to be selected through the quality and cost-based selection (QCBS) method.</p> <p>(iii) Engagement of an individual consultant for project completion report (PCR) preparation.</p>		<p>(ii) The CPMU engaged a consulting firm for project implementation using QCBS, the consultants commenced work in late 2016.</p> <p>(iii) The recruitment of independent consultants for the Project Completion Report was completed. The national consultant is scheduled to work intermittently from 01 April 2023 until 30 September 2023. The international consultant is scheduled to work intermittently from 01 May 2023 until 30 September 2023.</p>	
<p>4-b-8: Conduct of annual financial audits (six years)</p> <ul style="list-style-type: none"> • Phase 1: 2015 – 2017 • Phase 2: 2018 – 2021 		<ul style="list-style-type: none"> • Phase 1: In Q1 2017, CPMU signed the contract with the audit firm. The auditors were mobilized from April 2017. • Phase 2: CPPMU signed contract with the audit firm on 27 May 2019 	<ul style="list-style-type: none"> • Phase 1: APFS (Audited Project Financial Statements) for 2015-2016-2017 was submitted to ADB. • Phase 2: APFS for 2018 was submitted before 30/06/2019. • Phase 3: APFS for 2019 was submitted to ADB on 30 September 2020. • Phase 4: APFS for 2020 was submitted to ADB on 23 September 2021. • Phase 5: APFS for 2021 was submitted to ADB on 30 June 2022. • Phase 6: APFS for 2022

Activities in project design	Target	Status	Result
			was submitted to ADB on 30 June 2023. The report is under ADB's review.

F. OVERALL ASSESSMENT

By the end of Q3/2022, the civil works of Phase 1 and Phase 2 were completed and put into operation.

Due to the COVID-19 pandemic, many of the Project's activities were affected and could not be implemented on time.

The Prime Minister issued Decision No. 2289/QD-CTN dated 13 December 2021 on amending the Loan Agreement with the Asian Development Bank for the Second Lower Secondary Education for the Most Disadvantaged Areas Project.

G. KEY ACTIVITIES SCHEDULED FOR THE THIRD QUARTER OF 2023

In Q3 of 2023, the Project will focus on implementing the following key tasks:

No.	Activities
1	<ul style="list-style-type: none"> Urge the provinces to submit decisions approving settlement of completed works under Phase 1 and Phase 2
2	<ul style="list-style-type: none"> Follow the implementation schedule of the following packages: (i) 05 bidding packages for printing of local educational materials; (ii) 08 bidding packages for the provision of equipment and furniture to the Project.
3	<ul style="list-style-type: none"> Disbursement of expenditures for the development of local educational materials and for the printing of local educational materials for grades 6, 7, 8, 9.
4	<ul style="list-style-type: none"> Prepare monthly and quarterly reports according to financial management regulations of Ministries, agencies and at the request of superior management agencies.
5	<ul style="list-style-type: none"> Administrative management, filing and archives; develop and enhance the programs and work plans of the Project.
6	<ul style="list-style-type: none"> Continue to pay salaries and allowances for the CPMU staff, office expenses, internet fees and office repair expenses. Implement administrative expenditure control activities; disbursement of payments for Project activities.

H. PROPOSAL AND RECOMMENDATION

The staff of the CPMU and PPMUs maintain communication and coordination during the implementation of Project activities. At the same time, the Ministry of Education and Training,

ADB and related ministries and branches are asked to continue providing support so the activities can be implemented according to schedule.

Recipients:

- Ministry of Education and Training (to report);
- Asian Development Bank (ADB);
- Ministries: Planning and Investment, Finance, State Bank of Vietnam;
- Filing, Monitoring and Evaluation Unit.

PROJECT DIRECTOR



Dao Ngoc Nam

APPENDIX 1: WEIGHTED IMPLEMENTATION PLAN

Outputs / Activities	Overall Project Implementation Plan																								Status (b)												
	2015				2016				2017				2018				2019				2020					2021				2022				2023			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		1	2	3	4	1	2	3	4	1	2	3	4
Output 1: Increased Access to LSE/LSE Equivalency Program																																					
a. Construction of LSS Classrooms and Sanitary Facilities for LSSs																																					
1 Clearing of civil works sites for target LSSs																																		100%			
2 Design of new facilities and select contractors for civil works and equipment provision																																		100%			
3 Construction, equipping, and furnishing (Phase 1)																																		100%			
4 Construction, equipping, and furnishing (Phase 2)																																			98%		
5 Construction, equipping, and furnishing (Phase 3)																																			0%		
b. Construction of semi-boardroom, kitchens and sanitary facilities																																					
1 Clearing of civil works sites for target LSSs																																		100%			
2 Design of new facilities and select contractors for civil works and equipment provision																																			100%		
3 Construction, equipping, and furnishing (Phase 1)																																			100%		
4 Construction, equipping, and furnishing (Phase 2)																																			98%		
5 Construction, equipping, and furnishing (Phase 3)																																			0%		
c. Construction of teacher housing																																					
1 Clearing of civil works sites for target LSSs																																			100%		
2 Design of new facilities and select contractors for civil works and equipment provision																																			100%		
3 Construction, equipping, and furnishing (Phase 1)																																			100%		
4 Construction, equipping, and furnishing (Phase 2)																																				98%	
5 Construction, equipping, and furnishing (Phase 3)																																				0%	
d. Behavior Change Communication Campaign																																					
1 Development and printing materials																																			100%		
2 Training, piloting and evaluation of BCC program																																				100%	
3 E-training and face-to-face training for LSS staff for BCC activities																																				100%	
4 Implementation of BCC program																																				100%	
Output 2: Decentralization of Teaching and Learning Tools Developed																																					
a. Development of regional and competency-based textbooks for ethnic minority areas																																					
1 Development of local education textbooks																																			70%		
2 Printing local education textbooks																																				0%	
b. Development of district CECs as the platform for INSETT																																					
1 Provision of equipment for district CECs																																			100%		
2 E-training and face-to-face training local education (Year 1,2,3,4)																																				0%	
c. Development of life skills and preservation and promotion of ethnic minority culture and values																																					
1 Development and production of materials																																			100%		
2 E-training and face-to-face training in preservation and promotion of ethnic minority cultures																																				100%	
d. Development of disaster management education																																					
1 Development and production of instruction materials for students, teachers' guide																																			100%		
2 E-training and face-to-face training for teachers																																				100%	
e. Provision of vocational counseling and guidance suitable for ethnic minority students																																					
1 Development and production of materials, teachers' guide and video clips																																			100%		
2 E-training and face-to-face training for teachers on vocational counseling and guidance																																				100%	
Output 3: New School Clustering Established																																					
a. Establishment of teacher networking among cluster group schools in ethnic minority areas																																					
1 Establishment of 344 school clusters and teacher networks																																			100%		
2 Provision of equipment for 344 school clusters																																				100%	
3 Development and printing of manual on organization and management of cluster schools																																				100%	
4 E-training and face-to-face training for principals and teachers																																				73%	
b. Improving science education through school cluster schools																																					
1 Construction of subject rooms (laboratories)																																					
1.1 Clearing of civil works sites for target LSSs																																			100%		
1.2 Design of new facilities and selection of contractors for civil works and equipment provision																																				100%	
1.3 Construction, equipping, and furnishing (Phase 1)																																				100%	
1.4 Construction, equipping, and furnishing (Phase 2)																																				98%	
1.5 Construction, equipping, and furnishing (Phase 3)																																				0%	
2 Provision of equipment for 80 existing laboratories																																				100%	
c. Improving effectiveness and performance of school libraries																																					
1 Construction of libraries																																					
1.1 Clearing of civil works sites for target LSSs																																			100%		
1.2 Design of new facilities and selection of contractors for civil works and equipment provision																																				100%	
1.3 Construction, equipping, and furnishing (Phase 1)																																				100%	
1.4 Construction, equipping, and furnishing (Phase 2)																																				98%	
1.5 Construction, equipping, and furnishing (Phase 3)																																				0%	
2 Development of materials																																				100%	

Outputs / Activities	Overall Project Implementation Plan																												Status (b)								
	2015				2016				2017				2018				2019				2020				2021					2022				2023			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		1	2	3	4	1	2	3	4
3 Provision of books on students' study and encouraging students' interest in reading																																			0%		
4 E-training and face-to-face training for librarians																																			100%		
d. Piloting school block grants to address local needs of cluster schools																																					
1 Development of materials and selection criteria for target school clusters																																			100%		
2 E-training and face-to-face training for principals on block grants																																			0%		
3 Implementation of activities under block grants by school clusters																																			0%		
Output 4: Project Implementation, Monitoring and Evaluation Capacity Enhanced																																					
a. Capacity Development of the Central and Local Project Implementing Agencies																																					
1 Development and printing of project implementation support manual																																			100%		
2 E-training and face-to-face training for principals																																				100%	
b. Support for timely and quality project implementation and monitoring																																					
1 Provision of implementation support to CPMU																																			44%		
2 Provision of consulting services																																			100%		
3 Project benefit monitoring and evaluation																																			75%		
4 Implementation of the Gender Action Plan																																			60%		
5 Recruitment of Auditor and preparation of Audited Project Financial Statement																																			50%		

APPENDIX 2: COMPLIANCE WITH LOAN COVENANTS

Loan	Schedule	Para No.	Description	Remarks/Issues
Loan 3201	5	1	Implementation Arrangement The Borrower, through the Project Executing Agency, shall ensure that the Project is implemented in accordance with the detailed arrangements set forth in the PAM. Any subsequent change to the PAM shall become effective only after approval of such change by the Project Executing Agency and ADB. In the event of discrepancy between the PAM and the Loan Agreement, the provisions of the Loan Agreement shall prevail.	Being complied with.
Loan 3201	5	2	Within 6 months of the Effective Date, MOET shall ensure that the DOET's in each Project Province liaises closely with and facilitates cooperation and coordination between the CPMU, the relevant PPMU, BOET and District Continuing Education Center for that Project Province.	Being complied with: CPMU organized the inception workshop, 3 workshops on implementation support, civil works and school clusters with the participation of DOETs, PPMUs, and BOETs. CPMU regularly discusses with PPMUs, BOETs, DCECs about civil works, training, provision of equipment and furniture, etc. Project implementation consultants organized their Inception Workshop which facilitated coordination among CPMU, PPMUs, and BOETs.
Loan 3201	5	3	Where baseline data and M&E indicators have not been established, MOET will ensure that such data and indicators are established and submitted for ADB's approval, paying particular attention to gender-disaggregated data.	Complied with. CPMU completing M&E tools, collecting basic data, in which gender-aggregated data is especially taken into consideration. M&E framework was established in 2015 and submitted to ADB in 8 December 2015. ADB approved the M&E framework on 18 December 2015.
Loan 3201	5	4	The Borrower shall cause MOET and DOETs to	Complied with.

Loan	Schedule	Para No.	Description	Remarks/Issues
			<p>ensure that PPMUs actively promote and undertake full community participation in the selection and preparation of the school construction sites prior to and during the construction of the schools and related facilities.</p>	<p>PPMUs coordinated with resettlement consultants to check LSSs subjected to civil works. They discussed with schools, commune people committee and local people.</p> <p>DOETs checked and developed the list of disadvantaged schools to send to CPMU for selection and establishment of list of LSSs subjected to civil works. The list of 212 beneficiary schools for batch 1 and 2 was approved by MOET and ADB.</p> <p>In the design period, design consultants worked with DOETs, schools and commune people committee representatives.</p>
Loan 3201	5	5	<p>Counterpart Support The Borrower, through the Project Executing Agency, shall ensure that (a) counterpart funds for Project implementation are provided on time; (b) the Project Executing Agency and the DOET's of the Project Provinces make available all funds and resources necessary for construction, operation, and maintenance of the project on a timely basis; (c) timely submission of annual budgetary appropriation requests are made by the Project Executing Agency and the PPCs of the Project Provinces and that the appropriated funds are promptly disbursed during each year of Project implementation. And ensure that the PPCs of the Project Provinces submit to ADB, within six months of the Effective Date, an official commitment that adequate funds and staff resources will be allocated for construction, cooperation and routine and periodic maintenance of Project facilities through</p>	<p>A) Being complied with, B) Complied with, C) Complied with. The official commitments of 28 project province PPCs had been submitted on time for allocation of adequate funds and staff resources for construction activities.</p>

Loan	Schedule	Para No.	Description	Remarks/Issues
			provincial budgets in order to maintain the rehabilitated and constructed facilities and the equipment provided under the Project.	
Loan 3201	5	7	<p>Scholarship and Training Opportunities</p> <p>The Borrower shall ensure that within one year of the Effective Date, the Project Executing Agency establishes and submits for ADB's approval transparent and merit based criteria for the selection of teachers for training programs or study tours. The Borrower shall cause the Project Executing Agency to ensure that all education administrators selected for overseas short-term training program or study tours execute agreements under which such education administrators agree to continue working with the same institution from which they were originally selected for at least three years after completing the overseas program.</p>	<p>Not complied with.</p> <p>Viet Nam Budget Law issued in 2015 and being effective on 1 January 2017 prohibited the use of ODA loans on oversea study tours. In the mid-term review mission in December 2018, ADB and MOET agreed to cancel the oversea study tours. Therefore, submission of criteria for the selection of teachers is no longer relevant.</p>
Loan 3201	4	7	<p>Condition for Award of Contract: The Borrower shall cause the Project Executing Agency not to award any Works contract which involves involuntary resettlement impacts until the Borrower, through the Project Executing Agency, has prepared and submitted to ADB the final RP or REMDP based on the Project's detailed design, and obtained ADB's clearance of such RP or REMDP.</p>	<p>Complied with.</p> <p>All LSSs were checked for involuntary resettlement before awarding CW contracts. There were not any involuntary resettlement impacts. The resettlement consultant's DDRs for 212 LSSs, including 137 LSSs under batch 1 and 75 LSSs under batch 2 were approved by ADB.</p>
Loan 3201	4	8	<p>Condition for Award of Contract: The Borrower shall cause the Project Executing Agency not to award any Works contract which involves impacts on indigenous peoples until the Borrower, through the Project Executing Agency, has prepared and submitted to ADB the final REMDP and obtained ADB's clearance of such RP or REMDP.</p>	<p>Complied with.</p> <p>All LSSs were checked for impacts on indigenous peoples before awarding CW contracts. There were not any impacts on the indigenous people. The consultant's DDRs for 212 LSSs, including 137 LSSs under batch 1 and 75 LSSs under batch 2 were approved by ADB.</p>
Loan 3201	5	8	The Borrower shall cause the Project Executing	(a), (b) Complied with.

Loan	Schedule	Para No.	Description	Remarks/Issues
			<p>Agency to ensure that:</p> <p>(a) At least 50% of staff selected for in-country and overseas training programs or study tours are female;</p> <p>(b) Training programs provided under the Project are strictly in accordance with the selection criteria agreed between the Project Executing Agency and ADB.</p>	<p>The training programs provided under the Project are strictly in accordance with the selection criteria agreed between the MOET and ADB. 50% of the trainees in these training programs were female. The details are presented below:</p> <ul style="list-style-type: none"> • Behavior Change Communication (BCC) program was conducted for 2,807 participants (1,080 participants or 38.5% are female). • Development of life skills and preservation and promotion of ethnic minority cultures and values program was conducted for 2,768 participants (1,743 participants or 62.9% were female). • Development of disaster management education program was conducted for 1,598 participants (907 participants or 56.8% were female). • Provision of vocational counseling and guidance suitable for ethnic minority students was conducted for 2,950 participants (1,632 participants or 55.3% were female). • Establishment of teacher networking among cluster group schools in ethnic minority areas was conducted for 6,328 participants (3,609 participants or 57.03% were female). • Improving effectiveness and performance of school libraries was conducted for 1,479 participants (983 participants or 66.5% were female). • Capacity development of education managers in the implementation of project activities was conducted for 1,502 participants (337 participants or 22.4% were female).
Loan 3201	5	9	<p>School Construction and Replacement</p> <p>The Borrower shall ensure that, within 12 months of the Effective Date, the Project Executing Agency: (a) submits to ADB for approval a list of the names and locations of the designated lower secondary schools to be supported for</p>	<p>(a) Complied with, (b) Complied with, (c) Being complied with.</p>

Loan	Schedule	Para No.	Description	Remarks/Issues
			<p>construction or rehabilitation work under the Project; (b) submits to ADB a complete list of Works sites in the Project Provinces and details of land use rights in order to determine whether any land acquisition will be required and any involuntary resettlement impacts; and (c) ensures that all Project facilities are constructed in a manner that accommodates the privacy and security concerns of female students, including provision of separate sanitation facilities for female and male students, and secure rooms that maintain privacy.</p>	
Loan 3201	5	10	<p>Environment The Borrower shall ensure that the Project does not have any environmental impacts, all within the meaning of the SPS. In the event that the Project does have any such impact, the Borrower shall take all steps required to ensure that the Project complies with the applicable laws and regulations of the Borrower and with the SPS.</p>	<p>Complied with. Since the Project was classified "C" for Environment, there were not any environmental impacts.</p>
Loan 3201	5	11	<p>Land acquisition and Involuntary Resettlement The Borrower shall ensure or cause the Project Executing Agency to ensure that all Project facilities are screened for potential involuntary resettlement impacts and that all land and all rights-of-way required for the Project, and all Project facilities are made available to the Works contractor in accordance with the schedule agreed under the related Works contract and all land acquisition and resettlement activities are implemented in compliance with (a) all applicable laws and regulations of the Borrower relating to land acquisition and involuntary resettlement; (b) the Involuntary Resettlement Safeguards; (c) the REMDP; and (d) all measures and requirements set forth in the respective RP or REMDP, and any</p>	<p>Complied with. All LSSs were screened for potential involuntary resettlement impacts by consultants. According to the consultant's DDRs, there were not land acquisition and involuntary resettlement. These DDRs were submitted and approved by ADB.</p>

Loan	Schedule	Para No.	Description	Remarks/Issues
			corrective or preventative actions set forth in a Safeguards Monitoring Report.	
Loan 3201	5	12	<p>Without limiting the application of the Involuntary Resettlement Safeguards, the REMDP, the RP or REMDP, the Borrower shall ensure or cause the Project Executing Agency to ensure that no physical or economic displacement takes place in connection with the Project until:</p> <p>(a) Compensation and other entitlements have been provided to affected people in accordance with the RP or REMDP.</p> <p>(b) A comprehensive income and livelihood restoration program has been established in accordance with the RP or REMDP.</p>	<p>(a) Complied with,</p> <p>(b) Complied with (no land acquisition).</p>
Loan 3201	5	13	<p>Indigenous Peoples</p> <p>The Borrower shall ensure or cause the Project Executing Agency to ensure that the preparation, design, construction, implementation and operation of the Project and all Project facilities comply with:</p> <p>(a) All applicable laws and regulations of the Borrower relating to indigenous peoples;</p> <p>(b) The Indigenous Peoples Safeguards;</p> <p>(c) The REMDP;</p> <p>(d) All measures and requirements set forth in the respective REMDP, and any corrective or preventative actions set forth in a Safeguards Monitoring Report.</p>	<p>(a) Complied with,</p> <p>(b) Complied with,</p> <p>(c) Complied with,</p> <p>(d) Complied with.</p>
Loan 3201	5	14	<p>Human and Financial Resources to Implement Safeguards Requirements</p> <p>The Borrower shall make available or cause the Project Executing Agency to make available necessary budgetary and human resources to fully implement the RP and the REMDP.</p>	<p>Complied with.</p> <p>MOET, CWs provinces are committed to provide the necessary budgetary and human resources to fully implement the RP and the REMDP.</p>

Loan	Schedule	Para No.	Description	Remarks/Issues
Loan 3201	5	15	<p>Safeguards - Related Provisions in Bidding Documents and Works Contracts</p> <p>The Borrower shall ensure or cause the Project Executing Agency to ensure that all bidding documents and contracts for Works contain provisions that require contractors to:</p> <p>(a) Comply with the measures and requirements relevant to the contractor set forth in the RP and the REMDP (to the extent they concern impacts on affected people during construction), and any corrective or preventative actions set out in a Safeguards Monitoring Report;</p> <p>(b) Make available a budget for all such environmental and social measures;</p> <p>(c) Provide the Borrower with a written notice of any unanticipated environmental, resettlement or indigenous peoples risks or impacts that arise during construction, implementation or operation of the Project that were not considered in the RP or the REMDP;</p> <p>(d) Fully restore construction sites to at least their pre-project condition upon the completion of construction.</p>	<p>(a) Complied with. Bidding documents and contract with contractors reflect clearly these requirements.</p> <p>(b), (c), and (d): Complied with.</p>
Loan 3201	5	16	<p>Safeguards Monitoring and Reporting</p> <p>The Borrower shall do the following or shall cause the Project Executing Agency to do the following:</p> <p>(a) Submit semi-annual Safeguards Monitoring Reports to ADB and disclose relevant information from such reports to affected persons promptly upon submission;</p> <p>(b) If any unanticipated social risks and impacts arise during construction, implementation or operation of the Project that were not considered in the RP or the REDMP, promptly inform ADB of the occurrence of such risks or impacts, with detailed description of the event and proposed</p>	<p>(a) Complied with. The CPMU established a Monitoring and Evaluation Unit which coordinates with CWs Unit and relevant agencies to evaluate and monitor safeguards and report to ADB and MOET in accordance with regulation, if any issues that relate to involuntary resettlement, or have negative impacts on environment and indigenous peoples arise.</p> <p>(b) and (c): Complied with.</p> <p>CPMU submits bi-annual social safeguards reports to</p>

Loan	Schedule	Para No.	Description	Remarks/Issues
			corrective action plan; (c) Report any actual or potential breach of compliance with the measures and requirements set forth in the RP or the REMDP promptly after becoming aware of the breach.	ADB. Reports were reviewed by ADB safeguards specialist and disclosed upon approval.
Loan 3201	5	17	The Borrower shall ensure or cause the Project Executing Agency to ensure that no proceeds of the Loan are used to finance any activity included in the list of prohibited investment activities provided in Appendix 5 of the SPS.	Being complied with.
Loan 3201	5	18	Labor Standards The Borrower shall ensure that all bidding documents for Works shall include provisions to require the contractors to: (a) prioritize employment of women and the poor to at least the percentages of the labor force as set out in the GAP; (b) provide equal pay for equal work, regardless of gender, age, ethnicity or any other factors; (c) provide the timely payment of wages; (d) maximize the employment of local people who meet the job and efficiency requirements for Project construction, operation and maintenance and in that regard, not discriminate against people based on age, provided they are capable of performing the work; (e) advertise labor requirements in a timely manner prior to recruitment, in a venue that can reasonably be expected to be seen by interested men and women, regardless of age or ethnicity; (f) provide workers with a written contract; (g) provide such workers with adequate on-the-job training and safety training; (h) comply with core labor standards and the applicable labor laws and regulations, including stipulations related to employment; (i) not employ child labor.	(a) Complied with. The bidding document which was approved by ADB clearly reflects these requirements in Section 9. Particular Conditions of Contract, PCC 74. Among 234 unskilled laborers, 51 are female (or 21.8%). (b) to (i): Complied with COVID-19 response has been instructed by the Government. Contractors and suppliers are required to adhere to these guidelines without changing the contracts. Men and women are paid equally for equal work. The timely payments of wages are conducted by all contractors. CPMU also requested PPMUs that when signing the contract, the contractors have to comply with the requirement of priority giving to female unskilled workers and regularly update the number of female workers. All contractors follow the Government regulations which do not allow child labor employment.
Loan 3201	5	19	<u>Health</u>	Being complied with.

Loan	Schedule	Para No.	Description	Remarks/Issues
			<p>The Borrower shall ensure that the preparation, construction, operation and maintenance of the Project facilities comply with all applicable laws and regulations of the Borrower relating to health and safety.</p>	
Loan 3201	5	20	<p>Gender and Development The Borrower shall ensure that: (a) The GAP is implemented in accordance with its terms; (b) The bidding documents and contracts include relevant provisions for contractors to comply with the measures set forth in the GAP; (c) Adequate resources are allocated for the implementation of the GAP; (d) Progress on implementation of the GAP, including progress toward achieving key gender outcome and output targets, are regularly monitored and reported to ADB; (e) Key gender outcome and output targets include, but are not limited to: (i) at least 50% of allocations for semi-boarding are allocated to female students; (ii) at least 50% of allocations for teacher housing units are allocated to female teachers; (iii) 100% of teachers participating in the Project are trained on implementing the new curriculum supported under the Project; (iv) all new instructional materials and textbooks supported under the Project are gender-sensitive; (v) 100% of female education managers are trained on managing school clusters; and (vi) school performance monitoring systems report sex-disaggregated.</p>	<p>Being complied with.</p> <p>GAP update included in the QPRs. VRM gender team reviewed GAP during MTR.</p> <p>184 out of 358 semi-boarding facilities (equal to 54.4%) are allocated for female students. 106 out of 211 teacher housing units are provided for female teachers (accounting for 50.9%). 100% (318) female education managers in the beneficial LSSs received training in managing school clusters.</p>
Loan 3201	5	21	<p>Governance and Anticorruption The Borrower shall and shall cause the Project Executing Agency and PPMUs: (a) Comply with ADB's Anticorruption Policy</p>	Being complied with.

Loan	Schedule	Para No.	Description	Remarks/Issues
			<p>(1998, as amended to date); (b) Acknowledge that ADB reserves the right to investigate directly, or through its agents, any alleged corrupt, fraudulent, collusive or coercive practice relating to the Project; (c) Cooperate with any such investigation and extend all necessary assistance for satisfactory completion of such investigation.</p>	
Loan 3201	5	22	<p>The Borrower, through the Project Executing Agency, shall ensure that the anticorruption provisions acceptable to ADB are included in all bidding documents and contracts, including provisions specifying the right of ADB to audit and examine the records and accounts of the Project Executing Agency, DOETs, CPMU and PPMUs and all contractors, suppliers, consultants, and other service providers as they relate to the Project.</p>	Being complied with.
Loan 3201	5	23	<p>The Borrower shall cause the Project Executing Agency and PPMUs to take all actions necessary to protect the Goods procured under the Project by ensuring: (a) that all deliveries of such Goods are verified upon receipt by each PPMU, including verifying that the Goods ordered are of the quality or standard as ordered, are in good and proper working order and condition; (b) that an accurate asset register is established and maintained, recording all Goods and allowing regular, unannounced inspections and audits to take place to verify the presence of all Goods and their uses for the purposes for which they are purchased for this Project; (c) all Goods leaving the central procurement site are safely delivered to their end use site in accordance with their purchase order, maintained in good and proper working condition at the location of delivery, and</p>	Being complied with.

Loan	Schedule	Para No.	Description	Remarks/Issues
			used for the purpose for which they were purchased; and (d) that all inspections of Goods are carried out by personnel within each PPMU who are qualified to verify their appropriate use and do not have an interest that could improperly influence the performance of their duties and responsibilities to carry out due and proper inspections of such Goods.	
Loan 3201	5	24	<p>The Borrower shall cause the Project Executing Agency to continue to use the project website established for the Existing Project to disclose various information concerning the Project, including general information about the Project, public procurements related to the Project, Project progress, and contact details in English and Vietnamese. The website will also provide a link to ADB's Integrity Unit (http://www.adb.org/Integrity/complaint.asp) for reporting to ADB any grievances or allegations of corrupt practices arising out of the Project and Project activities. For each contract, the website will include information on, among others, the list of participating bidders, name of the winning bidder, basic details on bidding procedures adopted, amount of contract awarded, and list of Goods and Consulting Services. The Borrower shall cause the Project Executing Agency to permit any bidder to request an explanation as to why a bid was unsuccessful, and ensure the Project Executing Agency responds promptly. The website will be updated regularly. In addition to the web-based disclosure, stakeholders will be provided by the Project Executing Agency with detailed information on procurement on public notice boards in their respective areas.</p>	<p>Being complied with. The Project's website is up and running and includes project information as required. It also includes the required link to ADB's Integrity Unit. Information on contracts awarded is updated regularly at http://thcskkn2.edu.vn/</p>
Loan 3201	Sec.		The Borrower shall, or shall cause the Project	Complied with.

Loan	Schedule	Para No.	Description	Remarks/Issues
	4.02a		Executing Agency to: (i) Maintain separate accounts and records for the Project	CPMU has opened 2 separate bank accounts for ADB advance account and GOV counterpart including the maintenance of two separate records.
Loan 3201	Sec. 4.02a		(ii) Prepare annual financial statements for the Project in accordance with accounting principles acceptable to ADB;	Being complied with. 1 st APFS submitted to ADB on 26 June 2017. APFS for FY 2017, FY 2018 and FY2019 were submitted on time. The approved APFS for FY2020 and FY2021 were submitted in September 2021 and 2022, respectively. The APFS for FY 2022 was submitted on 30 June 2023.
Loan 3201	Sec. 4.02a		(iii) Have such financial statements audited annually by independent auditors whose qualifications, experience, and terms of reference are acceptable to ADB, in accordance with international standards for auditing or the national equivalent acceptable to ADB;	Being complied with. 1 st APFS submitted to ADB on 26 June 2017. APFS for FY 2017, FY 2018, and FY 2019 were submitted on time. The approved APFS for FY2020 and FY2021 were submitted in September 2021 and 2022, respectively. The APFS for FY 2022 was submitted on 30 June 2023.
Loan 3201	Sec. 4.02a		(iv) As part of each such audit, have the auditors prepare a report (which includes the auditors' opinion on the use of the Loan proceeds and compliance with the financial covenants of this Loan Agreement as well as on the use of the procedures for imprest fund and statement of expenditures), and a management letter (which sets out the deficiencies in the internal control of the Project that were identified in the course of the audit, if any);	Complied with.
Loan 3201	Sec. 4.02a		(v) Furnish to ADB, no later than 6 months after the end of each related fiscal year, copies of such audited financial statements, audit report and management letter, all in the English language, and such other information concerning these documents and the audit thereof as ADB shall from time to time reasonably request.	Being complied with.

Loan	Schedule	Para No.	Description	Remarks/Issues
Loan 3201	Sec. 4.02b		ADB shall disclose the annual audited financial statements for the Project and the opinion of the auditors on the financial statements within 30 days of the date of their receipt by posting them on ADB's website.	Being complied with.
Loan 3201	Sec. 4.02c		The Borrower shall cause the Project Executing Agency to enable ADB, upon ADB's request, to discuss the financial statements for the Project and the Project Executing Agency's financial affairs where they relate to the Project with the auditors appointed pursuant to subsection 4.03 (a) (iii) hereinabove and shall authorize and require any representative of such auditors to participate in any such discussions requested by ADB. This is provided that such discussions shall be conducted only in the presence of an authorized officer of the Project Executing Agency, unless the Project Executing Agency shall otherwise agree.	Being complied with.
Loan 3201	Sec. 4.03		The Borrower shall and shall cause the Project Executing Agency to enable ADB's representatives to inspect the Project, the Goods and Works, and any relevant records and documents.	Being complied with.

APPENDIX 3: GAP IMPLEMENTATION PROGRESS

Project Outputs	Actions	Progress	Issues/challenges
Output 1: Increased access to LSE/LSE equivalency program	A1. Ensure that identification of school sites for the 300 LSS classroom construction prioritizes disadvantaged areas with classroom shortages and with female and ethnic minority enrolments	<u>Achieved</u> A total of 747 classrooms have been completed by the project. The disadvantaged areas with shortages of the classroom and having high female students and ethnic minority enrolments were identified as prioritized for construction. The process and detailed selection criteria were indicated in the project's FS.	
	T1. Ensure that all civil works to increase LSS classrooms include the construction of separate latrines with adequate male and female student ratio per toilet for schools without a toilet or with only temporary facilities. Most up-to-date construction standards (2011 or more recently approved MOET) are to be applied.	<u>Achieved</u> A total of 46 common toilets have been completed at 46 LSSs. Each toilet has two separate areas for male and female students. The most up-to-date construction standards approved by MOET (2011) were applied in the design of civil works. In LSSs which did not have a toilet, the design was made with consideration of the ratio of male and female students. Phase 2: 17/17 common toilets were completed.	
	T2. Ensure that 50% of the space in 300 semi-boarding facilities is allocated for female students.	<u>Achieved</u> A total of 358 semi-boarding facilities have been completed by this project. Among those, 184 semi-boarding facilities (equal to 54.4%) were allocated for female students.	
	T3. All boarding facilities will include separate quarters, bathrooms, and latrines with water connections for females and males and adequate lighting, security, and privacy. Most up-to-date construction standards (2011 or more recently approved by MOET) are to be applied.	<u>Achieved</u> A total of 358 semi-boarding facilities were completed by the project. Male and female students are arranged to live in a separate room and a separate quarter. Each room has equipped with adequate lighting and security. 42 common toilets, with the separated compartment of toilet and bathroom. Each toilet has a separate compartment for male and female students. A water connection is available. Privacy when using the bathroom and toilet is ensured. The	

Project Outputs	Actions	Progress	Issues/challenges
		<p>most up-to-date construction standards (2011) were applied in designing the toilet and bathroom.</p>	
	<p>T4. Ensure that at least 50% of 250 teacher housing units are provided for female teachers.</p>	<p><u>Achieved</u></p> <p>A total of 211 teacher housing units have been completed by the project. Of these, 106 teacher housing units are provided for female teachers (accounting for 50.9%).</p>	
	<p>A2. Adopt safety and protection measures against sexual harassment in the project schools including setting up adequate reporting and monitoring mechanisms, and include provisions related to such measures in the Code of Conduct and management of boarding facilities.</p>	<p><u>Achieved</u></p> <p>Project schools have safety and protection measures against sexual harassment. These measures are shown in the regulations of the schools. LSSs regularly organized propaganda sessions on sexual harassment prevention in the weekly classroom activities and boarding activities. Each semi-boarding area is assigned a teacher who is responsible for the management of all day and night. LSSs ensure that the student will stay in their semi-boarding area. In the evening, the teachers in charge always take attendance of students in the semi-boarding areas and monitoring.</p>	
	<p>A3. Provide a briefing on safety and protection and reporting mechanisms (including on confident person to report to on sexual harassment issues and other safety issues) to all students in project-supported schools, including those residing in boarding facilities.</p>	<p><u>Achieved</u></p> <p>Each school assigns teachers in charge of sexual harassment prevention and other issues to ensure safety for their students, both in the school and in semi-boarding areas. The teachers in turn stay in semi-boarding facilities with students to ensure safety for all students. If there are any problems, the students will report to the teachers. All students have regular sessions on sexual harassment prevention through extracurricular activities and life skills lessons.</p>	
	<p>T5. Ensure that all boarding facilities comply with the Code of Conduct and</p>	<p><u>Achieved</u></p>	

Project Outputs	Actions	Progress	Issues/challenges
	management of boarding facilities issued by MOET. Ensure that a session on the Code of Conduct is included in the training program for Principals/school managers, teachers, and boarding facility staff	<p>The project has integrated a session on the Code of Conduct in the training program for Principals/school managers. The schools have implemented the semi-boarding rules based on the Code of a conduct training program for Principals/school managers. Example of rules:</p> <ol style="list-style-type: none"> 1. Do not receive guests in the room, 2. Do not use the toilet of the opposite sex; 3. Male and female students are not allowed into each other's rooms. 4. In the event of a meeting, the student must meet outside the room. 	
	T6. The effort will be made to ensure that civil works contractors will prioritize 20% of women's employment as unskilled laborers. Men and women will receive equal pay for equal work.	<p><u>Achieved</u></p> <p>51 out of 234 unskilled laborers are female (accounting for 21.8%). Men and women are paid equally for equal work. The bidding document approved by ADB clearly reflects the requirement of priority given to female unskilled workers in Section 9. Particular conditions of the contract, PCC 74. In addition, CPMU also requested PPMUs that when signing the contract, the contractors have to comply with the requirement of priority giving to female unskilled workers and regularly update the number of female workers.</p>	
	A4. Ensure that BCC activities and materials target girls, their parents, and women and men in the communities to (a) increase understanding of the positive benefits of LSE, especially for female students; (b) publicize semi-boarding facilities, life skills curriculum, vocational counseling and guidance and other localized school initiatives	<p><u>Achieved</u></p> <p>The public awareness-raising manual on lower secondary education in disadvantaged areas was developed. This manual included a section to provide a better understanding of and increase appreciation of the benefits of LSE, especially for girls¹, life skills, and other initiatives of school to promote access to and prevention of drop-out, early marriage, and teenage pregnancy². The project provided materials to LSSs participating in the project and trained</p>	

¹ Part I. Some general insights on LSE, section 1. The importance of LSE (from pages 1 to 18)

²Part II. Some knowledge, attitudes, and skills that parents need to know to guide their children (from page 19 to 26 and from page 37 to 45)

Project Outputs	Actions	Progress	Issues/challenges
	<p>for access, drop-out-prevention and to promote student achievement and completion and (c) prevent early marriage and teenage pregnancy. Develop (improve existing) adequate BCC materials in this respect.</p>	<p>2,807 Community Learning Center staff and teachers of LSSs including 1,080 women (accounting for 38.47%). Community learning center staff and teachers participating in the project's training program will conduct the training for teachers, students, the community, etc. in the project area. Due to the new regulations of MOF, the project is not allowed to provide project schools with funds for BCC activities. Therefore, in order to improve the effectiveness of the BCC program, the BCC consultant of the project will provide support to the schools which have high drop-out rates or face difficulties in implementing BCC activities.</p>	
	<p>A5. Assessment of the scholarship program piloted under the LSEMDRP I and recommendations to be fed into the national scholarship program being implemented by the government</p>	<p>Achieved The assessment report of the scholarship pilot program under LSEMDRP I was prepared by the consultant. This report included an overview of the government policies to support ethnic minority (EM) students, key results, and the impact of the piloted scholarship program for EM students. Some recommendations have been given by LSEMDAP II to the national scholarship program. For example, writing some typical, strong cases, and used for the BCC campaign to support and facilitate children to go to school, especially girls. The DOETs should have priority policies to create favorable conditions for students, especially girls, attending a boarding school for EM students and receive the support in terms of learning and financing).³ The key recommendation of this report (1) Continue to maintain and implement this scholarship program in the next phase of the project; (2) Increase synchronous coordination between government, education-training management agencies of the provinces, districts, and training institutions in training planning and use of human resources in the field of education and training.</p>	
	<p>T7. 50% of the 3,000 staff trained to carry out BCC activities are females.</p>	<p>Achieved</p>	

³Report on the evaluation of the scholarship program piloted in LSEMDRP I (Part III: Conclusion and recommendation, pages 66-68)

Project Outputs	Actions	Progress	Issues/challenges
		<p>By 2021, 1,080 female staff out of 2,807 staff from Community Learning Centers (CLCs) and LSSs teachers were trained on BCC (accounting for 38.5%) by the project.</p> <p>In November 2022, the project cooperated with the Continuing Education Department to train 80 CEC managers and teachers who were sent to provide professional support for CECs, including 21 female trainees.</p> <p>In Q4 2022, the Project collected data on the number of beneficiary LSSs' teachers, who received training in the BCC provided by the DOETs, BOETs and the LSSs. There were 12,767 out of 21,464 female managers and teachers (accounting for 59.48%) who underwent training.</p> <p>As of Q4/2022, based on the collected data, 24,351 staff and teachers, of which 13,868 are female (56.95%), have been trained to carry out community awareness raising activities.</p>	
<p>Output 2: Decentralization of teaching and learning tools developed</p>	<p>T8. Ensure that all localized education materials developed for 5 key subjects are gender sensitive and include positive images and role models of females</p>	<p><u>Achieved</u></p> <p>The material development agencies have been mobilized since October 2020. The development of materials is expected to be completed by the end of 2022. The material development agencies were instructed by the gender consultants to ensure the contents are gender sensitive and include positive images and role models of females.</p> <p>The positive images and role models of females were included in the local education materials for grade 6, which have positive images and role models of women, were approved by MOET, distributed, and implemented at the LSSs in the beneficiary provinces.</p> <p>The local education materials for grades 7, 8, and 9 have been approved by MOET. The materials were gender sensitive, with the inclusion of positive images and role models of women.</p>	
	<p>T9. All training teaching and learning materials on disaster management</p>	<p><u>Achieved</u></p>	

Project Outputs	Actions	Progress	Issues/challenges
	<p>education are gender sensitive and showcase women's agency and contribution to disaster preparedness, management, and response.</p>	<p>The training material on disaster management education was developed with gender-sensitive and used as teaching and training material for teachers. For example, the material mentioned the different impacts of disasters on women and children (page 15); encouraging girls and women to participate actively in and pay attention to DRR planning; the needs of both men and women should be reflected in the evaluation and planning process.⁴</p>	
	<p>A6. Ensure that the vocational counseling and guidance materials are specific and tailored to the needs of girls and boys, highlight the importance of LSS in relation to future advancement and employment prospects; encourage girls/ boys to break gender stereotypes in education and take on studies/ training aligned to labor market needs.</p>	<p><u>Achieved</u></p> <p>The vocational counseling and guidance material have been developed and used for students and teachers in doing vocational counseling and vocational selection. Gender inputs have been incorporated into this material. For example, some suggestions for developing self-awareness with the touch of gender-sensitive:⁵</p> <p>In unit 3 of discovering the world of work and you need to save discovering oneself /discovering one's capability and interests, students are provided with DVDs and pictures of different jobs which help students to break gender stereotypes.</p> <p>For example, the materials have pictures of female electricians or workers. They encourage boys and girls to break the gender bias that only men can be electricians or workers. The students are also encouraged to follow any career which suits their capabilities, interests and conditions, and needs of the labor market regardless of their gender.</p>	
	<p>T10. Ensure 4,000 subject teachers (50% of which are female) are trained on implementing the new curriculum</p>	<p><u>Achieved</u></p> <p>The local education materials are developed instead of</p>	

⁴Disaster Management and Climate Change Education Material (Part III, page 80)

⁵Vocational and Counselling guidance material (Part I, page 5-7)

Project Outputs	Actions	Progress	Issues/challenges
	<p>and textbooks in the 3 disadvantaged areas targeted by the project.</p>	<p>textbooks. Due to the Government's regulations, the training on the implementation of the LEMs was provided by the Department of Education and Training, the Editorial Board, and the material development agencies. The Project collected data on the total number of teachers and female teachers who received training in local educational materials given by the DOETs and BOETs. In total, 13,288 education managers and teachers were trained in local education materials for grades 6 and 7. Among the participants, there were 8,367 females (accounting for 62.96% of the participants).</p>	
	<p>A7. Ensure that the curriculum on life skills, EM culture preservation and promotion, and vocational counseling in new textbooks include messages to prevent early marriage and teenage pregnancy.</p>	<p>Achieved</p> <p>The textbook development was replaced by local education materials. The review of the local education materials showed that some key messages to prevent early marriage and teenage pregnancy have been incorporated into these materials. For example, in the local education materials for grade 9 of Bac Lieu province, adolescent pregnancy prevention is mentioned in Lesson 8. Gender equality and adolescent reproductive health care were also included on pages 63 – 65. In the 9th-grade local education materials of Kien Giang province, teenage pregnancy is mentioned in Lesson 8. Gender equality and adolescent reproductive health care in Kien Giang province are included on pages 64 – 67. The Project also provided books on life skills and sex education to the libraries of the LSSs, such as the Girls' Handbook, the Boys' Handbook, Girls Know All, etc.</p> <p>The Girl's Handbook: This book provides essential advice and information on the growing up of teenage girls. Providing knowledge about the development of the body to help female students know when they can get pregnant is also a method to prevent early pregnancy in teenagers... (pages 19 – 20).</p> <p>The Boy's Handbook: This book provides essential advice and information on the growing up of boys in puberty. Providing knowledge about body development helps male</p>	

Project Outputs	Actions	Progress	Issues/challenges
		<p>students know when they may be ready for future sexual and reproductive experiences. This is also a method to prevent early pregnancy in teenagers... (pages 19 – 20).</p> <p>The Book of Girls Knows Age: The book provides knowledge about the development of the body, helps female students know when they can get pregnant as well a method to prevent early pregnancy in teenagers... (page 8)</p>	
	<p>T11. At least 50% of the 2,000 teachers trained in the curriculum on the preservation and promotion of EM culture are female, of which 16% are female EM teachers (160).</p>	<p><u>Achieved</u></p> <p>The project has conducted training courses on the cultural preservation and promotion program of ethnic minorities for 2,768 teachers including 1,743 female participants (accounting for 62.9%), and 461 female EM teachers (accounting for 26.4%).</p>	
	<p>T12. At least 50% of 1,500 LSS teachers trained in disaster management education are female, of which 2% are female EM teachers (120)</p>	<p><u>Achieved</u></p> <p>The project conducted training courses on disaster management education for 1,598 teachers including 907 women (56.7%). In which 24 female ethnic minority teachers (2.6%).</p> <p>The mission proposed that the percentage of female EM teachers' participation in training on disaster management education will be reduced from 16% to 2%. Due to the training on disaster management education has been held in the coastal region and the proportion of EM people in this region is very low, such as Quang Binh province, the ethnic minorities accounted for 2.3% of the province's population.</p>	
	<p>T13. At least 50% of 2,500 LSS teachers trained in vocational counseling and guidance for EM students are female, of which 16% are female EM teachers (200).</p>	<p><u>Achieved</u></p> <p>The project conducted training courses on vocational counseling and guidance for EM students for 2,950 teachers including 1,632 women (accounting for 55.3%), 953 EM teachers, and 493 female EM teachers.</p>	

Project Outputs	Actions	Progress	Issues/challenges
Output 3: New school clustering established	<p>A8. The quarterly teacher network meetings include a topic on gender issues related to EM teachers, female teachers, and students, and strategies for increasing the number of female and ethnic group students and teaching staff as well as enhancing the capacities of EM and female teachers.</p>	<p><u>Achieved</u></p> <p>972 professional development programs related to gender issues were provided through the school clusters system.</p> <p>Gender topics were integrated into professional activities at the school cluster to help raise teachers' awareness about gender equality in schools. The topics were integrated into professional activities by school clusters in 17/17 provinces. More details about the topics are provided below:</p> <ul style="list-style-type: none"> - Gender equality and basic principles of gender equality; gender stereotypes and awareness-raising measures to overcome gender stereotypes; capacity building for female and ethnic minority teachers; education on adolescent reproductive health and gender equality (Phu Tho); - Adolescent reproductive health, child marriage, and consanguineous marriage, safe sex; prevention of child abuse; policy and regimes for ethnic minorities students, gender equality, development and planning for ethnic minorities female leadership; improving the capacity and quality and other issues related to ethnic minority teachers, female teachers, and female students (Yen Bai); - Sex education through subjects, improving the quality of teachers, the quality of ethnic minority students; improving professional capacity for ethnic minority female teachers and learning capacity for ethnic minority female students; methods of integrating gender education content in teaching contents; To-do list to promote gender equality; gender roles; gender stereotypes, gender bias, negative perceptions, attitudes and assessments about the characteristics, positions, roles and capacities of men and women; gendered responsibility; gender inequality and existing forms of gender inequality such as work burden, discrimination, economic and political inequality, stereotyped orientations and gender- 	

Project Outputs	Actions	Progress	Issues/challenges
		<p>based violence; Other topics on gender; Sexual reproductive health education; HIV AIDS (Dien Bien);</p> <ul style="list-style-type: none"> - Solutions to improve the effectiveness of fostering excellent ethnic minority students. The work to encourage retention and enrollment of LSS students of the right age to go to school particularly focused on female students and ethnic minority students; Issues related to ethnic minority teachers, female teachers, female students, capacity building for female and female ethnic minority teachers; Legal issues, child marriage, early reproduction (Gia Lai); - Gender equality, capacity building for female teachers, and ethnic minority female teachers (Bac Lieu). - Detecting signs of gender inequality at home, school and society; improving professional capacity of female teachers; capacity building for ethnic minority female teachers, focusing on developing quality and capacity for ethnic minority female students; raising awareness about gender equality and providing higher education opportunities for female student; (Lao Cai). - Capacity building and professional improvement for ethnic minority teachers, female teachers and ethnic minority women; localized education, gender education, education on national cultural identity, prevention of domestic violence, accidents and injuries (Hoa Binh). - Integration of sex education, consequences of child marriage and inbreeding (Ha Giang). - Capacity building for female and ethnic minority female teachers; reproductive health education for students in grades 8, 9; counseling on gender and puberty for students in grades 6,7,8,9; gender equality, prevention of gender-based violence (Soc Trang). - The topic of adolescent reproductive health education, raising awareness about gender equality; management of and training in life skills for semi-boarding students, female students and EM students (Lang Son). - Sex education for students; gender equality; sexual abuse 	

Project Outputs	Actions	Progress	Issues/challenges
		and child marriage (Dak Lak)	
	<p>T14. 100% of female education managers are trained in managing education clusters in project-supported schools.</p>	<p><u>Achieved</u></p> <p>1,502 participants, including 337 female participants, who are from Central PMU, PPMU, DOETs, and the principals of the project LSSs were trained. According to the PMUs' surveys, there were 318 female education managers in the beneficial LSSs. Therefore, 100% of female education managers in the project schools received training in managing school clusters.</p>	
	<p>T15. At least 60% of all teachers (62% of these are females) in beneficiary schools indicate that they have participated in professional development provided through the cluster system.</p>	<p><u>Achieved</u></p> <p>In Q4/2022, the Project collected data on the number of teachers from the target districts of 17 provinces who participated in the professional activities through the school cluster system. The total number of LSE teachers in 17 provinces benefiting from the project was 28,786 teachers. There were 22,040 or 76.56% teachers (including 13,501 female teachers, accounting for 61.26% of participants) who participated in professional development activities in the cluster system.</p>	
	<p>T16. 100% of 1500 librarians are trained in the effective operation of the new libraries with 100% of female librarians trained in the project-targeted areas.</p>	<p><u>Achieved</u></p> <p>A total of 1,480 participants received training on the effective operation of the new libraries. 970 out of 1,480 participants are female librarians. 100% of female librarians have received training. Training programs were organized for education managers, secondary school teachers, and librarians on improving the effectiveness of library activities in the target regions of the Project.</p>	
	<p>T17. About 70 new libraries are established in the LSE schools (Baseline SY 2014–0) with a venue in libraries to promote gender equity</p>	<p><u>Achieved</u></p> <p>To date, a total of 82 libraries have been established, with the provision of books and equipment. Books related to gender</p>	

Project Outputs	Actions	Progress	Issues/challenges
	activities in education.	education are also provided at these libraries. Some examples include School violence prevention handbook, Guidelines for preventing drowning (for lower secondary school students), The prevention of child sexual abuse guide (for lower secondary school students), School violence prevention handbook for lower secondary school students.	
Output 4: Project implementation, monitoring, and evaluation (M&E) capacity enhanced	T18. Appoint one gender focal point in CPMU and in each PPMU.	<u>Achieved</u> One gender focal point person was assigned by CPMU to support preparing the GAP monitoring table report. All 28 DOETs appointed the gender focal point person (8 out of 28 persons are females, accounting for 28%) to monitor the GAP implementation.	
	T19. 30% of the CPMU, PPMU staff, and DOET managers trained in project management, and education management are female.	<u>Achieved</u> The CPMU reviewed the lists of participants, lists of participants who were PMU staff, and data of actual attendance in the training workshops on project management and education management. Of which, 13/71 PPMUs' staff and 19/31 CPMU staff are female. A total of 32/102 staff are female, accounting for 31.37% of the staff.	
	T20. 100% of the female managers of the targeted LSS in school clusters are trained in cluster management and operation.	<u>Achieved</u> The project conducted training on cluster management and operation for 1,502 managers. 337 out of 1,502 participants are female (accounting for 22.4%). 318 out of 337 participants are female managers and 100% of them have been trained.	
	T21. All CPMU and PPMUs staff are trained on gender issues in education in Vietnam and orientation on the	<u>Achieved</u> In 2016, 32/32 CPMU staff (100%) were trained on gender	

Project Outputs	Actions	Progress	Issues/challenges
	<p>project GAP and its implementation. CPMU and PPMUs key staff, including all gender focal points, get advanced training on gender and education, and on implementation, M&E of the GAP, collection, analysis, and use of disaggregated data (by sex, ethnicity, age, etc.).</p>	<p>issues in education and Viet Nam and orientation on the project GAP and its implementation. This workshop was held in Hanoi.</p> <p>Then, in 2019, 21/24 CPMU staff (87.5%) and 25/28 provincial gender focal points receive training on gender and education, and on implementation, M&E of the GAP, collection, analysis, and use of disaggregated data. This workshop was organized in Nha Trang.</p> <p>In Q4/2020, the CPMU gender focal point and 26/28 provincial gender focal points received training on gender and education, implementation and M&E of the GAP, collection, analysis, and use of disaggregated data. The workshop was organized in Ha Long City.</p> <p>By the end of Q4/2020, CPMU held offline and online training and provided materials for the key staff, including the gender focal points, of PPMUs of 28/28 provincial provinces.</p> <p>All gender focal points of the Central PMU and the PPMUs received advanced training on gender and education; how to implement, monitor, and evaluate GAP; collect, analyze and use data by gender, ethnicity, age, etc.</p>	
	<p>A9. The project performance monitoring framework will include M&E for GAP and provide progress reports to ADB on a bi-annual basis as well as using these data for improving the planning and implementation of GAP.</p>	<p><u>Achieved</u></p> <p>Some key gender-sensitive indicators (e.g. the net enrolment rate of female students, the number of female students; the number of female teachers, who are beneficiaries of the newly constructed facilities) were included in the approved M&E framework.</p>	
	<p>A10. The school performance monitoring systems will report sex-disaggregated data on access, reduction of drop-outs, completion of LSS, and teachers' capacity building in project-targeted areas as an integral part of the education</p>	<p><u>Achieved</u></p> <p>CPMU has developed the toolkits and M&E framework regarding school performance in order to collect key monitoring data, such as sex-disaggregated data on access to school, reduction of drop-out, completion of LSS, and capacity building for teachers.</p>	

Project Outputs	Actions	Progress	Issues/challenges
	management information system.	The dropout rate of female students is 0.45%, and the dropout rate of male students is 0.61%.	
	T22. All 3 key workshops - inception, mid-term and final – will include discussions and action points on implementing and reporting progress on gender aspects related to all 4 outputs.	<u>Being implemented/Achieved</u> The Inception Workshop was conducted on 15-16 June 2015, with 104 participants, 24 out of 104 participants are female (equal to 23%). The midterm workshop was also conducted. The key gender indicators and GAP implementation were discussed at both workshops. The final workshop will be conducted in Q4/2023.	

ADB = Asian Development Bank; BCC = behaviour change communication; CPMU= central project management units; EM= ethnic minority; PPMUs = provincial project management units; M&E = monitoring and evaluation; DOET = department of education and training; MOET = ministry of education and training; LSSs = lower secondary schools; LSE = lower secondary education; LSEMDRP = Lower Secondary Education for the Most Disadvantaged Regions Project; GAP = gender action plan; SY = school year

APPENDIX 4: DESIGN AND MONITORING FRAMEWORK

Outcome: More equitable access and retention of ethnic minorities, girls, and disadvantaged children in LSSs in northern midland and mountainous areas, central highlands, Mekong River Delta, and north central and central coastal areas, which are frequently affected by typhoons.

No	Performance Indicator	Baseline	Target	Data Source	Progress/ Status Update
1	NER increased by 5 percentage points for each area for male and female.	(SY 2012-2013)		Project progress reports, compiled from provincial reports	
	Northern Midland and Mountainous Areas	Total: 77.1% Female: 81.8%	Total: 82.1% Female: 86.8%		Total: 92.95% (increase by 15.85 percentage points) Female: 91.54%% (increase by 9.74 percentage point)
	Central Highlands	Total: 77.7% Female: 80.8%	Total: 82.7% Female: 85.8%		Total: 92.65% (increase by 14.95 percentage points) Female: 94.87% (increase by 14.07 percentage points)
	Mekong River Delta	Total: 73.3% Female: 72.9%	Total: 78.3% Female: 77.9%		Total: 81.41% (increase by 8.11 percentage points) Female: 90.44% (increase by 17.54 percentage points)
	North Central and Central Coast Areas	Total: 84.7% Female: 93.5%	Total: 89.7% Female: 98.5%		Total: 96.03% (increase by 11.33 percentage points) Female: 98.59% (increase by 5.09 percentage points)
2	NER for ethnic minority students in the target	48%	56%	Progress reports	NER for ethnic minority students

No	Performance Indicator	Baseline	Target	Data Source	Progress/ Status Update
	provinces increased by 8 percentage points.				is 90.57%
3	Gender gaps among enrolled ethnic minority students in the target provinces decreased to 4% (by 5.4 percentage points).	9.4% (enrolled EM: 54.7% male; 45.3% female)	4%	Progress reports	Enrolled EM: 50.05% male, 49.95% female (decreased to 0.1%)
4	Dropout rate in target areas lowered to less than 1% in the target provinces for male and female students.	Total: 1.8% Female: 1.6%	Total: <1% Female: <1%		Dropout rate: Female: 0.45% Male: 0.61%
5	At least 29,700 more students accommodated. (14,850 female and 14,850 male), and 3,780 accommodated in semi-boarding facilities (1,890 female and 1,890 male).	0 0	All: 29,700 Female: 50% All: 3,780 Female: 50%	GAP	By 2021, 747 classrooms were completed and accommodated 29,880 students. By 2021, 358 semi-boarding facilities have been constructed. 184 boarding rooms for female students. The semi-boarding facilities accommodated 4,269 students, including 2,208 female students. More data on female students who are accommodated by the project facilities will be provided in the next report.
6	20,000 teachers and managers trained.	0	20,000 (adjusted from 33,000 after midterm review mission) Female: 50%	Progress reports	32,376 teachers and education managers (17,758 are female, or 54.84%) participated in the training. Of which: - The Project provided training to 19,088 teachers and education

No	Performance Indicator	Baseline	Target	Data Source	Progress/ Status Update
					managers (9,391 are female). Due to the COVID-19 pandemic, training courses in 2021 were terminated. After the loan agreement was extended in December 2021 with reallocation, Viet Nam government did not allow using ODA loans for training and capacity building any more. - The provincial DOETs provided training to 13,288 teachers and education managers (8,367 are female).
7	At least 640,000 students educated under the improved quality assurance system.	0	All: 640,000 Female: 50%	Progress reports	839,084 students educated under the improved quality assurance system, of which 408,290 female students (48.65%)

Output 1: Increased access to LSE and LSE equivalency programs

No	Performance Indicator	Baseline	Target	Data Source	Progress/ Status Update
1.1	About 660 classrooms constructed by 2020.	0	660	Project progress reports	By 2021, 747 classrooms were completed. By 2020, 604 classrooms were completed.
1.2	Construct about 350 semi-boarded facilities by 2020.	0	350	Project progress reports	By 2021, 358 Semi-boarded facilities were completed. By 2020, 266 semi-boarded facilities were completed.

No	Performance Indicator	Baseline	Target	Data Source	Progress/ Status Update
1.3	Construct about 250 teacher housing units by 2020.	0	250	Project progress reports	By 2021, 211 teacher housing units were completed by 2021. Due to actual needs from targeted provinces, CPMU did not have to build the rest of 39 housing units. By 2020, 185 teacher housing units were completed.
1.4	Report at least 20% more of community leaders, parents, and students on awareness of the importance of education, particularly for girls, by 2020.	0	20%	Project progress reports	CPMU and PPMUs is collecting the data. The results will be included in the next reports.

Output 2: Decentralization of teaching and learning tools

No	Performance Indicator	Baseline	Target	Data Source	Progress/ Status Update
2a	Localized education materials developed. (SY2014/15 baseline: 0).	none	Yes	Project progress reports	In 2020, CPMU recruited material development agencies to develop the localized education materials. By 2022, the materials for grade 6 were approved by MOET and distributed to the beneficial provinces. Materials for grades 7, 8, 9 for 17/17 provinces were approved by MOET. By the end of Q1 2023, 17/17 beneficiary provinces obtained licenses to publish the local education materials for grades 7, 8, 9.

No	Performance Indicator	Baseline	Target	Data Source	Progress/ Status Update
					In Q2/2023, CPMU continued to apply for printing licenses for the approved local education materials for grades 7, 8, 9.
2b	80% of teachers indicate that the new textbooks and materials are more relevant to their students.	0	80%	Survey by CPMU	CPMU has been conducting surveys from Q1 2023. The results will be reported in the next review mission.
2c	About 24,000 LSS teachers in three disadvantaged areas, both male and female, receive training on the new textbooks.	0	24,000	Project progress reports	The CPMU prepared bidding documents for the training on localized education materials. The training workshops were scheduled to take place in 2021. However, due the Covid-19 pandemic, these activities were delayed. After the loan agreement was extended, Viet Nam government did not allow using ODA loans for training and capacity building. However, the Departments of Education and Training have been providing training in implementing the materials for grades 6 and 7 to 13,288 teachers and education managers (8,367 are female). The CPMU will provide more data in the subsequent report.
2d	Curriculum on life skills and preservation of ethnic minority culture and values	0	2,000	Project progress reports	By 2020, there were 2,768 LSS teachers of

No	Performance Indicator	Baseline	Target	Data Source	Progress/ Status Update
	upgraded and at least 2,000 LSS teachers receive the training (SY2014/15 baseline: 0), of which 50% of the participants are female.				preserving and promoting ethnic minority cultures and values program. Of which, 1,743 participants were female (accounted for 62.9%).
2e	Disaster management education provided to at least 1,500 teachers in LSSs in typhoon-affected areas, of which 50% are female (SY2014/2015 baseline: 0).	0	1,500	Quarterly reports	1,598 LSS teachers in central coastal provinces were trained. There were 907 female participants (accounted for 56.7% of the participants).
2f	Training on vocational counseling and guidance for ethnic minority students provided to about 2,500 teachers (SY2014/2015 baseline: 0), of which 50% of the participants are female.	0	2,500	Quarterly reports	2,950 LSS teachers on vocational counselling and guidance education were trained. There were 1,632 female participants (accounted for 55.32% of the participants).
2g	Results for the grade 9 NAM program show a statistically significant improvement in the percentage of the students achieving satisfactory standards in the core subjects in the target areas (SY2012/2013 baseline: 44.7%).	44.7%	Significantly higher than 44.7%		The central PMU contacted MOET Centre of Education Quality Assurance for data. However, data for 2018 was not available. The data will be updated in the subsequent reports.
2h	At least 75% of LSS teachers in the target areas receive the in-service teacher training on active teaching and learning (SY2013/2014 baseline: 56%) to narrow the gap with the national average participation rate (SY2013/2014 baseline: 82%).	56%	75%	Survey by CPMU	To be conducted in 2023.

Output 3: New school clusters established

No	Performance Indicator	Baseline	Target	Data Source	Progress/ Status Update
3.1	At least 344 new school clusters established and equipped in the target areas.	0	344	Project progress reports	Provision of ICT equipment for 344 school clusters
3.2	At least 60% of teachers in beneficiary schools indicate that they have participated in professional development provided through the cluster system. Of these, 75% report a satisfactory experience.	0	60%	Project progress reports	The total number of teachers of the beneficiary LSSs is 28,786 teachers. There were 22,040 teachers (or 76,56% of the teachers from beneficiary LSSs), including 13,501 females (accounting for 61.26% of the trainees), who participated in professional development activities through the school cluster system. Among the trainees, 20,414 teachers (or 92.62% of the participants) expressed satisfaction with the professional activities.
3.3	About 70 new libraries constructed and equipped for selected schools (in all 4 areas) that do not have libraries.	0	70	Project progress reports	82 new libraries in all 4 areas with equipment and books were completed.

Output 4: Project implementation and monitoring and evaluation capacity enhanced

No	Performance Indicator	Baseline	Target	Data Source	Progress/ Status Update
4.1	Central PMU and provincial PMUs established and implementation and monitoring framework developed	None	Yes	Project progress reports	CPMU and PPMUs were established. The implementation and monitoring framework developed.
4.2	Central PMU, provincial PMUs, and target provincial departments of education and training and LSS principals	None	Yes	Project progress reports	1,502 participants, including 337 female

No	Performance Indicator	Baseline	Target	Data Source	Progress/ Status Update
	trained, and 100% female education managers in the project schools trained on managing school clusters				participants (accounting for 22.4% of participants) , who are from Central PMU, PPMU, DOETs, the principals of the project LSSs, received training; 318 female education managers in the project school were trained on managing school clusters. Therefore, 100% female education managers in the project schools were trained on managing school clusters
4.3	Quarterly progress reports and annual audit reports submitted on time.	None	Yes	Project progress reports	On-going. Quarterly progress reports and annual audit reports have been submitted on time.
4.4	Three key workshops organized with 20% of participants being female.	None	Yes	Project progress reports	Inception Workshop was organized on 15-16 June 2015 and Midterm Workshop was held in 2018. In which, 24/104 participants, who accounted for 23%, were female. Final workshop will be organized in the fourth quarter of 2023.
4.5	All central PMU and provincial PMU staff trained on gender issues and implementation of the orientation on the project gender action plan and provide gender action plan progress updates on a biannual basis.	None	Yes	Quarterly reports	The project has organized workshops on project implementation, which incorporated gender issues.

No	Performance Indicator	Baseline	Target	Data Source	Progress/ Status Update
					<p>The Central PMU also organized two training workshops on gender issues for the Central PMU and provincial PMU staff. The gender action plan progress is updated quarterly.</p>

APPENDIX 5: PROJECT STAFF LIST

No	Name	Position
1.	Mr. Dao Ngoc Nam	Project Director
2.	Mr. Nguyen Xuan Nghia	Administration Unit Head
3.	Ms. Hoang Thi Ha	Administration Unit Staff
4.	Mr. Trinh Van Tu	Driver
5.	Mr. Nguyen Ngoc Quy	Chief Accountant
6.	Ms. Tran Thi Hoang Yen	Accountant
7.	Ms. Hoang Nguyet Anh	Accountant
8.	Ms. Pham Thu Ha	Accountant
9.	Ms. Nguyen Thi Nhung	Accountant
10.	Ms. Le Thi Thanh Hai	Civil Works Unit Head
11.	Ms. Nguyen Thi Ngoc Linh	Civil Works Unit Staff
12.	Ms. Le Thi Quynh Nga	Procurement Unit Head
13.	Ms. Nguyen Thu Huong	Procurement Unit Staff
14.	Ms. Do Bich Diep	Procurement Unit Staff
15.	Ms. Pham Thuy Duong	Procurement Unit Staff
16.	Mr. Pham Thanh Trung	Materials and Staff Development Unit Staff
17.	Ms. Tran Thi Thanh Xuan	Materials and Staff Development Unit Staff
18.	Mr. Pham Xuan Luan	Monitoring and Evaluation Unit Staff