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SOCIALIST REPUBLIC OF VIETNAM
MINISTRY OF EDUCATION AND TRAINING

ETHNIC MINORITY PLANNING FRAMEWORK
VIETNAM ENHANCING TEACHER EDUCATION PROGRAM (ETEP)
FOR SCHOOL TEACHERS AND EDUCATION MANAGERS

(April 19, 2016)

Hanoi, 2016

ABBREVIATIONS AND ACRONYMS

| | |
|------|--|
| CEMA | Committee of Ethnic Minorities Affairs |
| CPD | Continuous Professional Development |
| CTPA | Core Teachers and Principal Advisors |
| DOET | Department of Education and Training |
| EM | Ethnic Minority |
| EMPF | Ethnic Minority Planning Framework |
| ETEP | Enhancing Teacher Education Program |
| MOET | Ministry of Education and Training |
| NIEM | National Institute of Education Management |
| PPC | Provincial People's Committee |
| TTU | Teacher Training University |

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1. Program Description

1.1. Objectives

Overall objective

To strengthen teacher education institutions to enhance teacher and principal effectiveness through improved continuous professional development.

Specific objectives

- (a) To support capacity building and promote the roles of core teacher training institutions in training and professional development of schoolteachers and education managers.
- (b) To support capacity building of education management authorities of all levels in the field of management and policy making.
- (c) To support teacher training institutions in professional development of schoolteachers and education managers.

1.2. Components and Expected Outcomes

1.2.1. Component 1. TTUs' capacity is enhanced to provide quality training and continuous professional development (CPD) for teachers and education managers

This component consists of four subcomponents with total funds of US\$92 million allocated to the selected TTUs and the Ministry of Education and Training (MOET) through the Program-for-Results instrument.

Subcomponents implemented by Lead TTUs:

- **Subcomponent 1.** Enhancing Lead TTUs' capacity for faculty quality, infrastructure and facilities, equipment, administration capacity, and the coordination with general education management agency and institutions
- **Subcomponent 2.** Supporting TTUs in organizing on-site CPD for teachers and education managers of general education schools
- **Subcomponent 3.** Supporting TTUs in developing the system of learning materials

Subcomponents implemented by MOET:

- **Subcomponent 4.** Assessing accurately the needs, quality, and effectiveness of the professional development programs for teachers and managers of general education schools

1.2.2. Component 2. Technical Assistance—Capacity building, and program management

1.3. Program Beneficiaries

1.3.1. Direct beneficiaries

The direct beneficiaries of the Enhancing Teacher Education Program (ETEP) will include the following:

- (a) More than 600,000 teachers, accounting for nearly 80 percent of the schoolteachers and principals
- (b) 28,000 core teachers and 4,000 core principals
- (c) Approximately 3,200 lecturers, researchers, and officers working in the selected TTUs
- (d) Staff of the MOET

1.3.2. Indirect beneficiaries

The indirect beneficiaries of the ETEP will include the following:

- (a) School students
- (b) Other teacher training institutions in addition to the selected teacher training institutions
- (c) Students of teacher training institutions
- (d) Staff of the Departments of Education and Training (DOETs) at the provincial level and staff of the Bureaus of Education and Training BOETs at district level

2. Introduction to the Ethnic Minority Planning Framework

The objectives of the Ethnic Minority Planning Framework (EMPF) are to provide guidelines for preparing the Ethnic Minority Development Plan needed for Component 2 (Technical Assistance)—ensuring mitigation of potential adverse impacts on ethnic minority (EM) communities and that they receive proper benefits from the program. The EMPF will provide a description of principles, procedures, and organizational structures applied to EM communities living in the program's area to fully meet the objectives of the World Bank's Social Safeguard Policy OP 4.10 on Indigenous Peoples and encourage active participation of the EMs.

The EMPF aims at ensuring optimal benefits for EMs in a culturally appropriate manner and no potentially adverse impact on them from the program.

3. Legal Framework Related to Ethnic Minorities

Vietnam provides better legal status and supports policies to EMs than many other countries in the region. The government has made firm commitments to resolve social problems (including education) faced by the EMs, for example, in the Development Cooperation

Forum and in many other executive statements made by senior government leaders. The Vietnamese government in collaboration with international development partners and nongovernmental organizations have implemented numerous aid projects/programs targeting EM groups. The Vietnamese government also has extensive experience in making capital investments in the interest of the EMs to help them catch up with other lowland groups.

Equity and rights of all ethnic groups are clearly defined in Vietnam's legal framework, particularly, Article 5 of the Constitution (1992) which states, "The Socialist Republic of Vietnam is a unified nation of all ethnicities living together in the country. The State applies a policy of equity, solidarity, and mutual support among the various ethnic communities and prohibits all acts of ethnic discrimination and separation. The various ethnic communities have the right to use their own spoken and written language to preserve their ethnic identity and to uphold their fine customs, traditions, and culture. The State shall implement a policy of comprehensive development and gradually enhance material and spiritual life of the ethnic minorities."

Decree 05/2011/ND-CP (dated January 14, 2011) guided EM work, including support activities to preserve EM languages, cultures, customs, and identity. Article 3 of the Decree defines basic principles of EM work, namely the following:

- Perform EM work on the principles of equity, solidarity, mutual respect, and assistance.
- Implement comprehensive development policies and gradually enhance material and spiritual life of the EMs.
- Preserve EM spoken and written language, ethnic identity, customs, traditions, and culture.
- Ensure mutual respect of different ethnic groups' customs and culture, contributing to a modern yet culturally rich Vietnam.

The prime minister also approved the project on 'Vietnam's EM Cultural Preservation and Development to 2020' with a total funding of VND 1,512 billion (approx. US\$70 mil) in Decision 1270/QD-Tags dated July 27, 2011.

3.1. Education for the Ethnic Minorities

To ensure equity in education and training for all EM groups, the MOET takes responsibility before the government for formulating policies and legal documents on this issue. These legal documents include two categories:

- Policies for teachers of EM students and education managers working in EM, mountainous, and highly disadvantaged areas
- Policies for students from EM groups or socially, economically disadvantaged areas

Vietnam has made significant progress in poverty reduction over the past decade. Its policies and regulations to ensure equity for the EMs have been recognized by the international community. In particular, Vietnam has formulated the following policies in the education sector:

- Encourage EM children to go to school via various incentives such as scholarships, tuition fee exemption, food support, textbook support, boarding, and semi boarding schools.
- Enhance teaching and learning quality of EM and mountainous or socially and economically disadvantaged areas via support policies for teachers and staff (study tours, allowances for teaching in EM languages, responsibility allowance, clean water supply, mobile phone allowance, and so on).
- Through many years, the Department of Education for Ethnic Minorities under the MOET has been authorized to work with relevant stakeholders in developing the teaching and learning framework with supporting materials for education managers, teachers, and students in EM areas. The MOET has also strengthened monitoring and guidance for universities, boarding and semi boarding schools, and other educational facilities in EM areas in managing teaching and extracurricular activities; taking care of boarding and semi boarding students; and supporting staff, teachers, and students in general. The Department of Education for Ethnic Minorities has organized many training courses for teachers and staff on teaching and learning in the Vietnamese language, upholding EM cultural identity, and life skills for EM students.
- Many programs and projects have been effectively implemented, including projects to develop EM boarding schools during 2011–2015 and the project to promote education for EM groups during 2010–2015. These projects have brought initial achievements in ensuring comprehensive benefits for EM students regardless of the limited time horizon. Therefore, the ETEP will enable the MOET, generally, and the Department of Education for Ethnic Minorities, particularly, to build upon these initial successes. In particular, special priority will be given to semi boarding teachers and students (at primary and lower secondary levels) who are faced with poor living and learning conditions. Currently, semi boarding schools are run with meager resources, especially in terms of accommodation and care. Semi boarding teachers have to teach full day and take turns in cooking for students, whereas other teachers only teach half day.

Important legal documents to improve equity, inclusion, and participation of EM education managers, teachers, and students include

- Decree 115/2010/ND-CP dated December 24, 2010, on state management of education;
- Decree 05/2011/ND-CP dated January 14, 2011, on EM work;
- Decree 30a/2008/ND-CP dated December 27, 2008, on the program to support rapid and sustainable poverty reduction for 61 poor districts; this decree includes one section dedicated to education which brings substantial impacts to EM groups;
- Decision 2123/2010/QĐ-TTg dated November 22, 2010, approving the scheme on supporting EM children in six provinces; and
- Decision 1640/2011/QĐ-TTg dated September 21, 2011, approving the project on consolidating and developing EM boarding schools during 2011–2015.

3.2. Organizational Structure

The government has delegated tasks related to EMs to authorities at central and local levels (Article 22, Decree 05/2011/ND-CP dated January 14, 2011) as follows:

- (a) The government shall assume overall state management in EM work.
- (b) Committee of Ethnic Minorities Affairs (CEMA) shall assist the government to perform state management in EM work nationwide.
- (c) Ministries, ministerial agencies, and other government agencies shall perform state management in EM work in accordance with the law.
- (d) Provincial People's Committees (PPCs) of all levels perform state management in EM work under their mandate in accordance with the law.
- (e) A system of agencies dedicated to EM affairs is established at the central and local levels in the areas with presence of EMs

At the central level, CEMA assumes major responsibilities for EM work and collaborates with relevant ministries and agencies in planning, designing, and implementing policies for EMs and guiding, monitoring, evaluating, disseminating, and advocating EM policies under this decree's framework. In addition, CEMA also works with ministries, agencies, and provincial PPCs on initiatives to support EMs nationwide. CEMA is required to submit an annual report to the prime minister on the implementation of EM policies and programs.

Ministries and ministerial agencies are responsible for collaborating with CEMA on EM issues under their mandate. Responsibilities of the PPCs of all levels (Article 25) are as follows:

- (a) Implement policies and regulations of the Communist Party and the state on EM work.
- (b) Plan and implement annual EM programs, lead and evaluate the implementation of policies and regulations on EM work, and take measures to improve material and spiritual life of the EMs.
- (c) Develop and implement policies, programs, and projects in support of areas with presence of EMs and areas with economic and social hardship.
- (d) Provincial PPCs report on local EM issues and policy implementation to CEMA on a biannual basis for consolidation and reporting to the prime minister.

4. Ethnic Minorities

The ETEP will be implemented over a span of five years, from 2017 to 2021. The program will support CPD for teachers in 63 provinces and cities across Vietnam. The Bank finances the Program-for-Results facility focusing on eight institutions, including the National Institute of Education Management (NIEM), seven lead TTUs, and the MOET. The program will help spread and roll over the best practice and models of CPD for school teachers and education managers nationwide.

Vietnam is a multiethnic country with over 54 distinct groups. The Kinh people, who account for 87 percent of the country's total population, mainly inhabit the Red River delta, the central coastal delta, the Mekong delta, and major cities. The other 53 EM groups, totaling over 8 million people, are scattered over mountain areas spreading from the north to the south. Among EMs, the most populated are Tay, Thai, Muong, Hoa, Khmer, and Nung, with a population of around 1 million each. The least populated are Brau, Roman, and Odu with several hundred people each.

Poor EMs pose a particularly persistent challenge to Vietnam. Almost all of the efforts to eliminate extreme poverty in Vietnam target EM groups, which account for 14 percent of the total population and 60% of the poor, based on the national poverty line. The Vietnam 2035 Report identifies improved access to education by EM children as the top priority in resolving unequal opportunities for EM children who have lower academic achievements than other population groups nationwide. The causes behind disadvantaged access to education are long distance to schools and poor physical facilities. In addition, teachers in EM areas are generally not qualified enough and many of them cannot speak the local language. In particular, EM teachers are considered to be even less competent and most do administrative work rather than teaching local students in their mother tongue. Impediments to EMs may be long-term issues. Small percentage of EM groups with Kinh language literacy and fluency may affect their income and business opportunity, restricting them to low-profit subsistence agriculture. The program will create impacts on school teachers and education managers, including vulnerable EMs across the country, empowering them with access to professional service and CPD opportunities to enhance teaching effectiveness and improve employment and living conditions.

Gender

Consultations with relevant stakeholders show that a limited number of female teachers and education managers, especially, those from older age groups and EM groups living in mountainous remote areas, participate in the program. Consultations also reveal that some have to take on extra work to supplement their meager teacher salary. Moreover, female teachers have to spend more time doing housework after class, resulting in limited time for various capacity-building activities under the program. Schools' Women's Union can play a significant role in motivating female teachers and mobilizing their active participation in the program. The union can also call upon stakeholders' engagement in the program and act as the complaint handling mechanism at the school level. Therefore, Women's Unions can be incorporated in the program, especially in the official complaint handling channels. Consultations show no gender discrimination in work assignment and benefit allocation in schools. The Social Impact Assessment also reports no disparity in access to information technology between men and women.

5. Main Findings of the Social Impact Assessment

Major objectives of the report are to identify positive and negative impacts of the ETEP on school teachers and education managers, focusing on unequal access to the program's benefits between Kinh versus EM and between male and female teachers and education managers. The program's impacts target all general education schools nationwide; however, because of limited resources, field surveys can only cover eight primary and lower secondary schools in four districts of two mountainous provinces where many EMs inhabit. Locations for field survey are selected in consultation with Social Impact Assessment consultants of the Bank, the MOET, and local departments/bureaus of education and training. The research

team conducted 20 in-depth interviews and 18 focus group discussions with 104 respondents, inclusive of 44 Kinh people and 60 EMs. The EM groups residing in Dak Lak and Yen Bai are mainly Ede, Co Tu, Dao, Tay, Nung, and Cao Lan.

Survey results show that respondents among teachers and education managers supported objectives and concepts of the program. They all agreed that the program is beneficial to their professional development. However, they have certain concerns over CPD in the program's design.

Concerns of respondents mainly relate to the major issue of time allocation to CPD and online professional development. Most of the teachers and education managers interviewed said that time is their biggest issue when participating in CPD activities under the program. Within limited time, teachers have to fulfill required teaching hours and related activities such as preparing lectures, marking, mass organizations' activities, administrative tasks, and other professional activities organized by the MOET and local departments/bureaus of education and training. Meanwhile, they also have family and children to take care of. This is identified as the most challenging issue faced by all teachers and education managers.

Regarding Internet availability, survey results show that most teachers and education managers in lower mountainous areas have access to computers connected to the Internet for teaching and management purposes. However, around 50% of teachers and education managers in mountainous remote areas and in areas with social and economic hardship do not have personal computers and access to the Internet. This is because Internet coverage in these areas is either weak or missing, resulting in difficulties for teachers in accessing the network. This difficulty is faced by both Kinh and EM men and women due to poor telecommunications infrastructure in these localities.

Survey results show no sign of inequality or discrimination between Kinh and EM teachers. In general, there is harmony among all teachers and staff.

Teachers in mountainous remote areas encounter the biggest difficulties in joining the program due to the lack of computers, Internet access, and information technology literacy. They are the most in need of support for equipment to gain access to the program's tentative components.

Gender and Ethnic Minority Issues in the Surveyed Areas

- Teachers in all surveyed schools said that there was no gender discrimination in work assignment and capacity-building opportunities although male teachers tend to be savvier in computers and information technology than female colleagues.
- On the other hand, respondents from local departments/bureaus of education and training said that female teachers have certain disadvantages in work assignment.
- In essence, there is no substantial ethnic discrimination between the Kinh and EM (Ede, Tay, Nung, Dao) teachers, especially in the northern area.
- There is no major discrepancy in the competency of Kinh and EM (Ede, Tay, Nung, Dao, Cao Lan) teachers, especially young graduates.

- Difficulties with regard to physical facilities, IT infrastructure, and Internet access are common to all teachers regardless of ethnicity and gender.
- Meanwhile, EM remains a sensitive issue in the Central Highlands. Field observations show that Kinh education managers of all levels are well aware of this issue and have applied considerate management approach to avoid potential conflicts. However, some EM teachers, especially the Ede group, do not perceive this goodwill as in the best of their interest. This may be attributed to communication problems. School education managers need to take this issue into account and pay due attention to their internal communication.
- In the surveyed localities, almost no special support policy for EM teachers is in place.

6. Activities to be implemented under EMPF

Core principles require the consideration for cultural appropriateness and fair access to benefits. The program pays special attention to the rights and interests of indigenous peoples, as well as the needs or concerns of vulnerable groups.

6.1. Activity 1: Organize Consultation and Attract Participation of Ethnic Minority Groups Making Contribution to the Program Activities

Informed consultation sessions are conducted voluntarily if the indigenous people are potentially affected (positively or negatively) to determine whether there is broad community support for the program activities. Ensure that indigenous people can participate in creating opportunities to benefit from the exploitation of common natural resources or local knowledge, including the consent of the indigenous peoples later on. The implementation of provisions relating to EM, information disclosure, and information and social participation at the local levels needs to be strengthened to ensure policy compliance. In particular, information accessibility of teachers and education managers in remote areas where EM groups reside receives much attention. Consultation is limited to the preparation stage, with the participation of local government and education managers, rather than teachers of the beneficiary schools, especially relevant people of EM and vulnerable groups. Therefore, further action should be included in the program's Action Plan.

6.2. Activity 2

Program planning and implementation should focus on the vulnerable groups facing difficulties or disadvantage, including disadvantaged ethnic groups, the elderly, the disabled, and the poor. In particular, consultation with EM groups should be undertaken in the development and implementation of the following ETEP interventions:

- Training need analysis i.e. sample should be selected properly to be representative of the EM community in all regions nationwide.
- Criteria for selection of core teachers and principal advisors.
- Curricula and materials for teacher CPD training programs to take into account EM teachers' needs.

- Professional development programs for lecturers and education managers of TTUs/NIEM/MOET to include EM culture sensitive contents.

6.3. Activity 3: Communication and Awareness-raising

The Program Management Unit will use simple visual communication tools (such as DVDs), with parts of the program contents to be translated into minority languages for EM groups. These communication tools will be stored at the Departments/Offices of Training and Education and schools will provide introduction of the program.

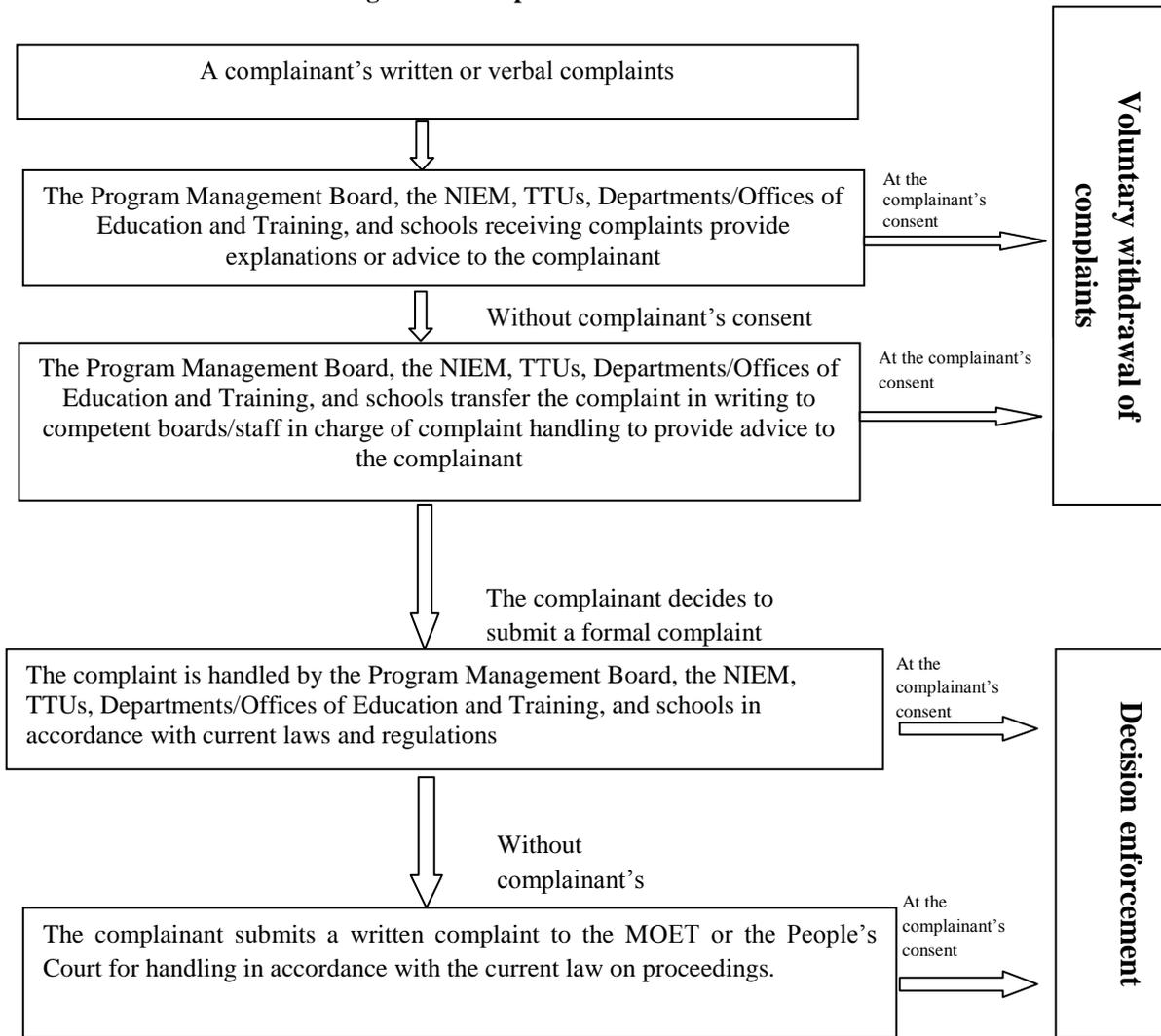
Communication via electronic channels is also necessary. The program should consider available information technology and communication solutions in professional development for teachers, including the Education Management Information System of the MOET and the School Connecting System (<http://truonghocketnoi.edu.vn>), to take advantage of existing software, avoiding duplication. Every teacher should have a separate access account.

6.4. Activity 4: Mechanism for Handling of Complaints

Feedback receiving channels: The Program Management Board to establish and maintain a system for receiving, recording, and following up on complaints, including anonymous complaints; schools and Departments/Offices of Education and Training all have Inspection Boards to receive and handle feedbacks and complaints; and the MOET has the Department of Legal Affairs. The MOET Inspectorate is responsible for receiving all complaints and allegations for all establishments under the authority of the MOET, in a systematic way.

For activities related to the program: All feedbacks and complaints related to the ETEP can be sent in writing to the Program Management Board or the program implementation units consisting of the NIEM, TTUs, or MOET Inspectorate (Department of Legal Affairs). In addition to written complaint channels, citizens can attend the meeting with the leadership of the MOET, which is held every month.

Diagram of Complaint Settlement for the ETEP



6.5. Activity 5: Integrating Gender Issues

Integrating the gender factor in various activities of the program, from design stage to implementation and evaluation, to ensure gender equality and promote the participation of female teachers and education managers, especially among EM groups in areas of the program's implementation scope. Other activities need to incorporate gender in programs such as selection of core teachers and education managers; professional training and professional development for core teachers; building capacity for teaching and scientific research for pedagogical lecturers; designing regular, continuous, and onsite professional development programs; and so on.

Methods of incorporating gender in the program are as follows. The program looks to incorporate gender

- **In policies for teachers and education managers.** To ensure gender and EM equality, the incorporation of gender and minority issues in policies for teachers and education managers is very important. This helps female teachers and education managers and EM groups be more interested in and gain better access to programs.

Incorporating gender in policies on professional development; monitoring and evaluation of teacher quality/effectiveness and so on.

- **In the selection of core teachers and education managers to foster and develop core competencies.**
- **In regular, continuous, and on-site professional development for teachers and education managers.**
- **In program development plans and innovative methods of teaching and research, and so on.** In designing programs and teaching methods, consideration for gender inclusion should be taken and close attention should be paid to characteristics of different regions, cultures, and ethnics to promote effective education for EM groups.

7. Implementation Organizations

7.1. The Ministry of Education and Training

The MOET is responsible for strategic management of the ETEP and enhancing the effectiveness of on-site CPD for teachers, specifically (a) issuing and enforcing relevant teacher CPD policies and regulations; (b) establishing and monitoring new teacher professional standards; (c) identifying teacher- and school-level demand for on-site CPD; (d) assessing the effectiveness of CPD interventions; and (e) using assessment outcomes to design CPD programs and initiatives via the Program Management Board.

At the same time, the MOET will play the role to review and manage the process of contract implementation; manage the process of provision enforcement; improve gender equality and allow better accessibility for people with disabilities; consider and resolve problems of language barriers in EM areas; create adequate incentives for teachers and core teachers, particularly of minority groups; and improve transparency and accountability of implementing agencies.

7.2. Departments of Education and Training

The DOETs are the provincial authorities for general education. They are responsible for managing teacher allocation and education activities within their respective areas, including in-service teacher training and CPD. The DOETs will coordinate activities to enhance CPD quality, including administrative oversight of core teachers and principal advisors (CTPA), ensuring that all CPD stakeholders at the local levels adhere to the MOET's promulgated CPD policies.

The DOETs will also monitor training needs, as well as training programs for teachers and principals, oversee evaluations of teacher standards, and undertake quality control of CPD structure and process.

7.3. TTUs and the National Institute of Education Management

The TTUs are responsible for facilitating the improvements of CPD envisaged by the ETEP through training, research, online services, and support to CTPA and other interventions.

The TTUs and the NIEM develop training content and innovative training mechanisms, maximizing the application of information technology solutions; conduct training and provide

on-site support for CTPA; develop handbooks for the application of laws and regulatory enforcement, improving gender equality and allowing better access for people with disabilities; review and resolve problems of language barriers in EM areas; consider and resolve incentive matters for teachers and core teachers, particularly in minority groups; ensure meaningful consultation and participation, especially among EM groups; and improve transparency and accountability of implementing agencies.

8. Information Disclosure

Information related to the program will be publicized for stakeholders through various channels including the Internet, information systems in education, meetings at schools and so on.

The EMPF will be announced at the Bank's InfoShop and in public areas across the country in the forms and languages understandable and accessible to key stakeholders before assessment.

At the same time, the EMPF will also be provided on the website of the MOET (<http://nhagio.edu.vn>) and publicized in accordance with the reporting mechanism of education management of the ministry through relevant documents. The Departments/Offices of Education and Training will announce the information on its own website or publish on online management systems by way of e-mail exchanges among Departments/Offices of Education and Training and schools.

9. Implementation Budget

The activities presented in this EMPF will be integrated with the general operation of the program. Therefore, the budget for the EMPF activities cannot be separated from the overall plan. Gender and EM inclusion activities are presented in detail in the annex.

Annex: Gender and Ethnic Minority Inclusion Activities in the ETEP

| No. | Activity | Beginning | Ending | Gender and Ethnic Minority Inclusion |
|------------|---|-------------|-------------|--------------------------------------|
| 1 | Component 1: Meeting the demand for training and continuous professional development of teachers and education managers | | | x |
| 1.1 | <i>Subcomponent 1. Capacity building for TTUs and the NIEM</i> | 2016 | 2017 | x |
| | Developing training programs and curricula | 2016 | 2018 | x |
| | Developing training programs and materials for teachers | 2016 | 2020 | x |
| | Capacity building on teaching and scientific research for pedagogical lecturers | 2016 | 2017 | x |
| | Facilities improvement for TTUs and the NIEM | 2016 | 2018 | |
| | Restructuring of TTUs and the NIEM to implement teacher training and professional development activities | 2016 | 2018 | |
| 1.2 | <i>Subcomponent 2. On-site continuous training and guidance for teachers and principals of general education schools and technical support for the pedagogy sector</i> | 2016 | 2020 | x |
| | Organize certified training and professional development courses for core teachers (TTUs/NIEM) | 2016 | 2020 | x |
| | Conduct training and professional development courses for 33,000 core teachers (TTUs/NIEM) | 2016 | 2020 | x |
| | Develop materials and text for core teachers to support teachers at schools (NIEM/TTUs) | 2016 | 2019 | x |
| | Establish supporting system for core teachers (NIEM/TTUs) | 2016 | 2018 | x |
| | Provide expert advice for core teachers per requests (through helpdesk and on-site continuous support for faculties) (TTUs/NIEM) (100 learners/consultant) | 2017 | 2018 | x |
| | Design training programs for principals of general education schools and develop training materials and texts (NIEM/TTUs) | 2017 | 2018 | x |
| | Organize training and professional development programs for principals and present certificates (NIEM/TTUs) | 2016 | 2020 | x |
| | Conduct training and professional development courses for 8,000 core education staffs (throughout the program) (TTUs/NIEM) | 2016 | 2020 | x |
| | Provide expert advice for principals of general education schools according to the needs (through information technology-based helpdesk and professional groups (CoP – Community of Practice) (NIEM/TTUs) | 2018 | 2020 | x |
| | Provide technical support for capacity building of the pedagogy sector | 2016 | 2017 | x |

| No. | Activity | Beginning | Ending | Gender and Ethnic Minority Inclusion |
|------------|--|-------------|-------------|--------------------------------------|
| 1.3 | <i>Subcomponent 3. Assessment of training and professional development needs, effectiveness of teacher training, and professional development</i> | 2016 | 2017 | x |
| | Update mechanism for performance evaluation of teachers to match the new professional standards (MOET) | 2016 | 2017 | x |
| | Update the assessment results analytical system according to professional standards for policy design and improve training and professional development activities (MOET/TTUs) | 2016 | 2018 | x |
| | Approve and issue guidance on the updated professional standard system (MOET) | 2017 | 2018 | x |
| | Conduct training and retraining of staff at DOET for system implementation (TTUs) | 2017 | 2020 | x |
| | Implement the updated system of teacher professional standards (MOET) | 2017 | 2020 | x |
| | Update the tools to collect and analyze information on demand for training and professional development of teachers (TTUs) | 2017 | 2020 | x |
| | Implement the system to assess the needs for professional development (MOET; DOET; TTUs), including management software programs | 2017 | 2020 | x |
| | Develop tools and mechanisms for assessing training, retraining, and professional development of teachers (TTUs), including management software programs | 2017 | 2020 | x |
| | Perform regular assessment (self-assessment and external assessment of TTUs) and submit assessment reports | 2017 | 2020 | x |
| | Share information on assessment results (MOET/TTUs) | 2017 | 2020 | x |
| | Use assessment results to develop and adjust training, retraining, and professional development activities for teachers (TTUs) | 2017 | 2020 | x |
| 1.4 | <i>Subcomponent 4. ICT-based system of teaching and learning materials</i> | 2016 | 2018 | x |
| | Upgrade the Internet transmission system, websites, virtual classrooms, and software to apply information technology on training and professional development | 2016 | 2018 | |
| | Develop the central Learning Management System | 2016 | 2018 | |
| | Convert e-learning programs and training curricula for primary teachers of pedagogical university and college qualifications | 2016 | 2018 | x |
| | Convert e-learning programs and training curricula for primary teachers of pedagogical university and college qualifications | 2016 | 2018 | x |
| | Convert e-learning programs and training curricula for primary teachers of pedagogical university and college qualifications | 2016 | 2018 | x |
| | Assess the needs/survey existing systems (TTUs/NIEM) | 2016 | 2017 | x |

| No. | Activity | Beginning | Ending | Gender and Ethnic Minority Inclusion |
|----------|---|-----------|--------|--------------------------------------|
| | Collect, filter, manage, and create sources of knowledge in a sustainable and systematic approach (TTUs/NIEM) | 2016 | 2017 | x |
| | Develop online learning contents for individual and group learning activities (TTUs/NIEM) | 2016 | 2017 | x |
| | Design, support, and manage online group learning activities (TTUs/NIEM) | 2016 | 2017 | x |
| | Identify potential professional development groups/communities (for example, according to disciplines, subjects, and/or learning levels) (TTUs/NIEM) | 2016 | 2017 | x |
| | Support and manage discussions, observe, evaluate and share experiences with others in the professional development groups/communities (TTUs / NNIEM) | 2016 | 2017 | x |
| 2 | Component II. Technical assistance | | | x |
| | Establish criteria and package contracts/agreements with TTUs and the NIEM (MOET) | 2016 | 2016 | x |
| | Develop handbooks for training and management of core teachers | 2016 | 2016 | x |
| | Support the development of professional standards for primary school teachers | 2016 | 2017 | x |
| | Support the development of evaluation criteria (Teacher Education Institutional Development Index TEIDI) | 2016 | 2017 | x |
| | Develop the criteria for core teachers | 2016 | 2017 | x |
| | Provide technical support to develop mechanisms and benefit schemes for teachers and education managers to maintain a core team for the sustainability of the program (MOET) | 2016 | 2017 | x |
| | Support the development of online learning mechanism for teachers and education managers (e-learning) | 2016 | 2017 | x |
| | Support the development of mechanisms for retraining quality control and assurance of TTUs | 2016 | 2017 | x |
| | Provide technical support to develop open knowledge/resource management mechanism formed in the process of implementation of the program (including the monitoring and evaluation of policy implementation) | 2016 | 2017 | x |
| | Develop tool sets for evaluation of professional competency | 2016 | 2017 | x |
| | Develop, disseminate, and share new knowledge (research results/methods/new materials and so on) | 2016 | 2017 | x |
| | Compile Program Operation Manual, including financial management | 2016 | 2017 | |
| | Design software to support the planning and implementation of reporting regulations (including reporting on outcome indicators (DLIs) | 2016 | 2017 | |
| | Organize training for provincial and district-level staff on planning and reporting in assessing the quality of training courses for teachers and education managers | 2016 | 2017 | x |

| No. | Activity | Beginning | Ending | Gender and Ethnic Minority Inclusion |
|------------|--|------------------|---------------|---|
| | Provide technical support for capacity building of the ministerial and schools' internal audit | 2016 | 2017 | |
| | Provide technical support to review the mechanism of internal expense | 2016 | 2017 | |
| | Provide training to improve management capacity on environmental and social impacts for schools, local contractors, and local environmental authorities in construction implementation | 2016 | 2017 | |