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**MINISTRY OF TRAINING
AND EDUCATION**

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ETHNIC MINORITY PLAN

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ABBREVIATIONS

BOET	Bureau of Training and Education (district level)
BP	Bank Procedure
CEMA	Committee for Ethnic Minority Affairs
CPC	Commune's Peoples' Committee
DOET	Department of Training and Education (provincial level)
DPC	District Peoples' Committee
EMP	Ethnic Minority Plan
EMPF	Ethnic Minority Policy Framework
FDS	Full Day School
M&E	Monitoring and Evaluation
MOET	Ministry of Training and Education (central level)
OP	Operational Policy (World Bank safeguard policy)
PA	Parent's Association
PPC	Provincial People's Committee
SEQAP	School Quality Assurance Project
WB	World Bank

1. PROJECT DESCRIPTION

The School Quality Assurance Project (SEQAP) consists of four components: 1) Improved Policy Framework for Transition to FDS: Aiming at completing the requirements for the application of FDS in 2009-2015, while developing the policy framework for improved FDS model in the 2015-2025 period; 2) Improved Human Resources for Transition to FDS: Aiming at training and undertaking professional development of teachers, school leaders and education managers to successfully move to FDS, with focus on teaching methods, teacher standards and school management and supervision -in project beneficiary provinces, districts and schools; 3) Improved Physical and Other Recurrent Resources for Transition to FDS: Aiming at upgrading infrastructure and facilities, provide teaching materials and support other recurrent expenditures to successfully move to FDS -in project beneficiary provinces, districts and schools; and 4) Program Management: Aiming at supporting the management, monitoring and evaluation of SEQAP to ensure smooth implementation and results on the ground.

The School Education Quality Assurance Project (SEQAP) will aim to improve and decrease inequity in learning outcomes, by supporting the Government's transition to Full Day Schooling (FDS), overall and for disadvantaged groups. The proposed outcome indicators include: (i) increase the percentage of primary students reaching the "independent learner" stage and/or performing at level 4 or more in the reading and math skills scale; (ii) decrease percentage of primary students with low levels of reading and math skills (levels 1 and 2), with particular emphasis on poor, rural, and other disadvantaged groups; (iii) achieve universal primary completion; and (iv) increase secondary school enrollment, particularly for the most disadvantaged socio-economic groups.

The proposed project will cover up to 35¹ provinces and project activities in at least 20 provinces will involve ethnic minority communities.

2. LEGAL AND POLICY FRAMEWORK

The legal framework for implementation safeguard policy on ethnic minority in the SEQAP served by World Bank OP/BP 4.10 on "Indigenous People" which reflected though EMPF of the project and relevant policies of Vietnam.

The legal and policy framework of Vietnam are resolution of Central Committee of Communist Party of Vietnam, 1992 Constitution of Vietnam, Education Law, law on Universal Primary Education, development program such as program 134, 135 phase I. In 2006, the Prime Minister of Vietnam issued a Decision on "Approval of the Program for Socio-Economic Development for the most Disadvantaged Communes, Ethnic Minority and Mountainous Areas in the Period 2006 – 2010" which usually called program 135 phase II. One of the latest policy of Government of Vietnam is Decision 112/2007/QĐ-TTg of Prime Minister on "Approval of assistance policy on service and legal support that improve the living standard of people" dated July 20, 2007. To guide the implementation of that Decision with ethnic group, the Committee for Ethnic Minority Affairs issued a circular No.

¹ Beneficiary provinces are located in four main regions: Mountainous Northern region (11 provinces) (Ha Giang, Cao Bang, Yen Bai, Lang Son, Son La, Lai Chau, Dien Bien, Lao Cai, Hoa Binh, Tuyen Quang, Bac Can); North Central Coast, South East (9 provinces) (Thanh Hoa, Nghe An, Quang Tri, Quang Nam, Quang Ngai, Ninh Thuan, Binh Thuan, Binh Phuoc); Central Highlands (5 provinces) (Gia Lai, Kon Tum, Dac Lac, Dac Nong, Lam Dong); Mekong river Delta (11 provinces) (Long An, Ben Tre, Tra Vinh, Dong Thap, Soc Trang, Vinh Long, Bac Lieu, Hau Giang, Ca Mau, An Giang, Kien Giang).

06/2007/TT-UBDT. This Circular provided guidance on criteria for assistance and level of support. Its support in providing lunch for the poor, ethnic pupil by nature close to the design of SEQAP on Pupils' Grant.

The commonality of the policies of the WB and Vietnam expressed in common objectives of development activities proposed for ethnic groups in project sites. They are:

- a) To fight against poverty;
- b) To encourage active participation of the populations of ethnic minorities in their own development;
- c) To reinforce the institutions involving ethnic minorities;
- d) To develop natural and human resources in a sustainable manner; and
- e) To ensure mutual respect between, and increase responsibility of, the parties involved.

Each project province may have its own specific policy concerning works with ethnic minority groups. Therefore, the beneficiary schools, BOET, DOET should consider them along with policies of the WB and Vietnam at central level.

The legal framework for resolution of any conflict and complaints that may be arisen during the implementation of EMPF and EMP is the Vietnam law on "Appeal and Accusation" that passed by National Assembly in 1998 and was amended in 2004.

It is important to note that according to the WB OP 4.10, activities of SEQAP will not be implemented without broad support of ethnic beneficiaries and/or affected people.

3. OBJECTIVES AND PRINCIPLES OF THE ETHNIC MINORITY PLAN

The screening of SEQAP on ethnic issues shows that there ethnic groups present in the project areas. Therefore, World Bank' safeguard policy on ethnic minority OP 4.10 has been triggered. In order to ensure the best implementation of that policy, the Ethnic Minority Plan (EMP) was prepared with following objectives and principles:

- Ethnic minorities are encouraged to participate in all project activities and they will benefit from the project in a way which is culturally appropriate;
- Adverse impacts on ethnic minority communities, as distinct and vulnerable groups, should be avoided or minimized by exploring all viable options;
- Preparation of development activities and their implementation is to be carried out with participation and consultation of ethnic minority people; and
- Implementation schedule and budget for development activities concerning safeguard on ethnic minority (including participatory mechanisms and surveys) and implementation must be incorporated into each project.

4. THE SEQAP' POTENTIAL IMPACTS

It is clear that SEQAP will likely have positive impact on life and culture of ethnic groups in the project sites. In long run, the SEQAP will bring about the improvements of learning outcomes and completion, and decrease inequity in learning outcomes and completion, for primary education students for disadvantaged groups. Particularly, it may:

- (i) increase the percentage of primary students reaching the "independent learner" stage in Vietnamese and math, overall and for ethnic minority, female, poor and rural students;

- (ii) increase primary education completion, overall and for ethnic minority, female, poor and rural students; and,
- (iii) increase proportion of students receiving at least 30 periods of instruction per week, overall and for ethnic minority, female, poor and rural students.

Along with those impacts, it will also improve partly the conditions of facilities used in school in disadvantageous areas. And, it will bring some direct support to the ethnic pupils through pupil welfare grants.

However, in the short term SEQAP may lead to some unfavorable attitude of ethnic parents toward FSD since they are afraid that if their children are engaged in FSD, they cannot help the family in domestic and/or production work.

5. SOCIO-ECONOMIC INFORMATION OF ETHNIC MINORITIES IN PROJECT PROVINCES

A Social Assessment was carried out by an international consultant team with social development expertise to, *inter alia*, (i) consult with the poor, disadvantaged and ethnic minority stakeholders, their communities, local minority officials from ethnic minority communities and educational officials, to understand their perception on full day schooling education and (ii) verify key access issues (such as minority enrollment and completion rates, language of instruction, distance and cost, etc...) for poor, disadvantaged and ethnic minority children to understand their constraints to participating in the Full Day Schooling program and to support preparation of program design in general. It also obtained stakeholders' views to improve the program design and to establish a participatory process for implementation and monitoring.

Key points that emerged from the social assessment have been integrated in following.

Population

Vietnam has a population of 85 millions. It is multiethnic country with 54 ethnic groups present in its territory. Among those *Kinh (or Viet)* ethnic group is the major group which make up more than 86% of total population of Vietnam. All other ethnic groups in Vietnam account for only 14%.

The SEQAP will be implemented in 34 provinces with population about 37 millions people in total and more than 25% of that is ethnic population. The proportion of ethnic minority group in project provinces of SEQAP is significantly higher (11%) than national average. The SEQAP spreads out from northern mountainous areas, to central coastal, south east, central high land and Mekong river delta. Therefore, it targets the provinces that are most populated with ethnic minority groups such as Lai Chau, Dien Bien, Ha Giang, Bac Kan, Hoa Binh etc.

Education

According to the statistics of MOET in 2007 ethnic pupils at primary school in Vietnam accounts for 18 %. In the 35 project provinces, the total number of pupils at primary school is slightly more than 3.3 millions. Among those, number ethnic pupils is almost one million which accounts for 29.1%. Most of them underperforms in primary school, especially, they are still weak in math and Vietnamese. The teachers and education administrator see that weakness in Vietnamese at first grade will prevent them from better learning results in higher grades.

Ethnic pupils may enter the mixed school where they study together with *Kinh* pupils or boarding school which designed solely for ethnic pupils. In all these schools ethnic pupils are taught by either *Kinh* or ethnic teacher. The proportion of primary school teachers who belong to ethnic minority groups is about 10% countrywide (36 thousands). There is no official statistics on ethnic teachers in 35 project provinces. However, it is estimated that the proportion of ethnic teachers is 15% of total number of primary teachers in project area. The ethnic teacher has clear advantage in teaching Vietnamese for ethnic pupils since they can speak both language. However, many of them do not meet the professional standards for primary school teachers. They need to be trained additionally.

As for effectiveness of current education programs social assessment of SEQAP has found that:

- Central majority-designed services may not recognize competing indigenous knowledge systems, communal activities, festivals, ceremonial practices, or agricultural calendar. These issues will need to be considered in the design of FDS, if it is to increase the learning outcomes of disadvantaged groups
- Local language instruction is permitted, but its availability is limited
- Language constraints affect the quality and extent of relationships between teachers and parents. Teachers also value ethnic minority language skills.
- Kindergarten benefits family through faster Vietnamese language learning, and reduces the labor demands on older children
- Distance to school hinders access

Poverty

Since the poverty rate for the ethnic minority groups, especially those which live in mountainous areas. Ethnic minorities in Vietnam now represent 39% of all poor people despite making up only 14% of the country's population. 61% of ethnic minority peoples were still poor in 2004 compared with only 14% of the *Kinh* and people of Chinese ethnicity. Estimates suggest that 37% of those living in poverty in 2010 will be from ethnic minorities, more than twice their share of the poor in 2003 and close to three times their share of the Vietnamese population. Hunger remains a significant problem for ethnic minority peoples with one third of all ethnic minorities experiencing hunger in 2004, compared with only 4% of *Kinh* and ethnic Chinese, and nearly half of the ethnic minorities living in the Central Highlands live in hunger²

6. DEVELOPMENT ACTIVITIES, ASSISTANCES INTERVENTIONS

Since the SEQAP spreads out in 35 provinces which vary from different geographical, socio-economic and cultural conditions, therefore this plan cannot address every specific project site. Thereby, it should be seen as a minimum standard plan which covers the most common issues of the project provinces. The beneficiary school and project district should elaborate the details concerning the activities for ethnic groups in their locality in their yearly plan

² Swinkels, R and C. Turk (2006), Explaining Ethnic Minority Poverty in Vietnam: a summary of recent trends and current challenges, p 2-3.

The SEQAP itself is targeting the most disadvantaged provinces in Vietnam. Therefore, the ethnic groups are one of the target groups in some ways. However, the development activities/interventions/assistance proposed in this plan are the ones that specifically serve the ethnic beneficiary groups.

1. Print guidebook for teacher to study local language

Social assessment of SEQAP shows that ability to speak local language is a clear advantage for teacher in working with ethnic pupils. Therefore, this activity is aimed at helping teachers who work with ethnic pupils to learn the local language. Since there can be several ethnic groups in one community, and, there can be pupils from different ethnicities in one class, it is impossible for the SEQAP to prepare and print the guidebook for all 53 ethnic languages in Vietnam. The beneficiary schools and BOETs should identify the priority language(s) should be given. The SEQAP will prepare and print the guidebooks bases on those priorities.

2. Conduct awareness raising campaigns with parents of ethnic pupils on of FDS

The FDS can be useful for ethnic pupils in enhancing their learning performance, especially for math and Vietnamese. However, it seems that some parents of ethnic pupils may not favor the idea of FDS. They want their children stay home in the afternoon for doing domestic or agriculture/forestry or other production works. Therefore, to gain the stronger support from parents of ethnic pupils some campaigns to raise their awareness are necessary. These activities will be conducted teachers or by PA themselves and/or with assistance from Community Coordinators that will be hired by SEQAP.

3. Train teachers in “teaching Vietnamese as second language”

Currently the curriculum on Vietnamese is the same for all pupils including the *Kinh pupils* who speak Vietnamese as the native and ethnic minority pupils for whom Vietnamese is just a second language. Therefore, teaching Vietnamese for ethnic pupils is almost the same as for a *Kinh* pupil. Consequently, the teaching of Vietnamese for ethnic groups is not very effective so far. As a result, ethnic pupils cannot speak Vietnamese. Therefore, it is necessary to train the primary teachers who teach ethnic pupils on how to deliver “teaching Vietnamese as second language”.

4. Training in local language for teacher, conduct training for ethnic pupils on local context and culture, life skills

Social Assessment and Consultative workshop of SEQAP showed that the efficiency in teaching all subjects including math and Vietnamese at primary school level is better when the teacher can speak local languages to communicate or explain more to the ethnic pupil. Therefore, SEQAP will train the teacher who teach ethnic pupils in local language. This activity will be supplemented by activity No 1 “*Print guidebook for teacher to study local language*”. As said earlier, it is impossible for SEQAP to conduct training in all local languages. The beneficiary schools should establish the priority local languages.

Training teachers in local language is a measure to enhance the ethnic cultural identity. In addition to that, this activity will conduct training for ethnic pupils on local context and culture as the way to preserve ethnic culture identity. Some extra-curriculum on life skills

can be conducted in order to help ethnic pupils more successfully adapt to new life environment if they need to do so.

5. Create Vietnamese Learning Corner (using existing facilities)

This intervention intends to enhance the learning environment of study Vietnamese for ethnic pupil. The results of the consultative workshop show that ethnic pupils can learn Vietnamese faster in a mixed school where they have a chance to communication with *Kinh* pupil. The important factor here as indicated by teachers and education administrators in ethnic minority areas is the learning environment that supports ethnic pupils to learn Vietnamese. Since one of the most important outcomes for the ethnic pupil, especially those in the first grade, is fluently speaking, writing and communicating in Vietnamese, therefore, the creation of one Vietnamese Learning Corner is useful for a school with ethnic pupils as majority to have a better environment for learning Vietnamese.

That Learning Corner can be created within the existing facilities of the school/classroom/hall. That corner should be equipped with printed materials with picture, photos to explain the meaning of important words in Vietnamese; with Karaoke players to help children learn more Vietnamese through singing; comic books which normally attract children very much and other materials.

In order to preserve and develop the culture of the ethnic minority in the area, the contents of materials which will be produced for those centers should be area specific. It would be good that the materials be prepared by local teachers, ethnic pupils and PA with support from SEQAP. Along with that, administrators, teacher, PA and pupils of beneficiary schools should discuss to find the ways of using that corner in the best manner. All those measures and activities will increase the sense of property and thereby ensure more effective use and exploitation of that corner.

6. Provide free supplementary books lending for ethnic pupils

Since the ethnic pupils usually come from poor families. They have very limited ability to purchase the textbook and supplementary books for studying. Therefore, this activity intends to provide them free books to help them stay at school and study.

7. Hire community coordinators for reinforcing links to the “parent association” and minority groups

The Parent’s Association (PA) can play a role of bridge between school/teachers and pupils parents. The effective involvement of PA will play significant role in transition to FDS. Therefore, the SEQAP will hire the Community Coordinator, one per provincee, to reinforce the links to the “parent association” and minority groups. They can also play a role in designing and assisting beneficiary school in conducting awareness raising activities to raise awareness of parents of ethnic pupils concerning FDS.

8. Provide “Performance Reward”

Along with “Attendance reward” which is aiming at attracting more pupils to come on FDS, “Performance Reward” is targeted to encourage ethnic pupil to study. This is designed to provide rewards for four or five pupils who have best performance in academic year, one

reward per one level (grade). This assistance aims at encouraging pupils to strive for better academic results.

9. Provide Pupil Welfare grants

Transition from half day schooling to full day schooling may receive unfavorable attitude of some ethnic parent since they want their children stay half day at home for doing domestic and agriculture work. In that practice, children can make some earnings for family by for example, collecting wood, bamboo shoot, go fishing etc. for selling. Therefore, if they stay at the school their family may “lose” some income. Moreover, the ethnic pupil usually lives far from the school. And, if they have to come back home to have lunch, there is very high possibility that they will not come back to school for the afternoon section. Therefore, SEQAP plans to attract ethnic and poor pupil to stay and study full day at school by providing them so-called Pupils’ Welfare Grant. They includes partial financing for lunch; attendance bonus; hiring for 2 local-minority teaching assistants and emergency food/clothing for very poorest.

10. Support to Lunch care takers outside school-host family

There is an innovative practice in many disadvantageous areas in supporting pupils who live far from the school. According to that the families that live nearby the main or satellite school host the pupils for the days they study at school. Those family may do it for small fee or voluntarily. The parents of those pupils may come to that family to help the host construct some temporary place for pupils to stay. The SEQAP has a plan to provide poor and ethnic pupils with Pupils’ Welfare Grant and School Education Grant according to which the SEQAP will pay some fee for lunch care takers for lunches that will be prepared at school. However, the existing practice that family host the ethnic pupil seems to be more sustainable after the project is completed. Therefore, if the lunch is prepared outside the school, by a host family, the host family should receive some support though grants provided to beneficiary school or Parent Association of that school.

11. SEQAP Project Standing Committee will assign a staff responsible for implementation of EMPF and EMP

It is necessary to ensure that the implementation of WB safeguard policy will be properly implemented. Therefore, the MOET Project Standing Committee will appoint one officer to be responsible for overseeing the implementation of EMPF and EMP in SEQAP. It can be a person that holds that position concurrently with other position in the central project office.

12. Conduct two-day workshop on WB safeguard on ethnic minority and EMPF and EMP of SEQAP for representatives of beneficiary DOET, BOET and schools

Since most of SEQAP implementers at central and de-centralized levels are not familiar with World Bank safeguard policy on ethnic minority, in order to ensure proper implementation of WB safeguard policy though EMPF and EMP, the SEQAP will organize a two-day workshop with the staff of SEQAP Standing Office, representative of all project district where the ethnic minority groups are beneficiaries and/or are affected.

7. INDICATIVE BUDGET AND IMPLEMENTATION TIMING

The estimated budget shown in the table below is just indicative. It means that beneficiary schools should take into careful consideration accurate information on the number of teachers, pupils, ethnic pupils, activity of PA and existing facility and the detailed budget of the SEQAP when they prepare their yearly plan.

No	Activities	Timing	Budget	Remarks
1.	Print guidebook for teacher to study local language	2010	56,459	Cost planned under Component 1
2.	Conduct awareness raising activities of parents of ethnic pupils on FDS, including those parents who have the children at pre-school age	2009-2011	328,883	Cost planned under Component 3, item Education Grants
3.	Provide performance reward ³	2010-2015	925,000	Budgeted under Component 3, student welfare grant
4.	Train teachers “teaching Vietnamese as second language”	2010-2015	3,521,400	Cost planned under Component 2
5.	Training of local language for teacher, conduct training for ethnic pupils on local context and culture, life skills	2010-2015	5,919,415	Cost planned under Component 2
6.	Create Vietnamese Learning Corner for enhancing Vietnamese studies for ethnic pupil	2010	200,000	Cost planned under Component 3
7.	Provide free surplimentary book lending for ethnic pupils	2010-2015	200,000	Cost planned under Component 3
8.	Hire the Community coordinators for reinforcing links to the “parent association” and minority groups	2010-2013	992,468	Cost planned under Component 3
9.	Provide pupil welfare	2010-2015	5,500,000	Cost planned under Component 2

³ For five pupils who have best performance, each per one level (from grade 1 to grade 5); 10\$ per one pupil.

No	Activities	Timing	Budget	Remarks
				Component 3
10.	Support lunch care-takers (outside school) – host family	2010-2015	881,000	Budgeted under Component 3, student welfare grant
11.	SEQAP Project Standing Committee will appoint a staff responsible for implementation EMPF and EMP	2009-2015	118,834	Cost planned under Component 4
12.	Conduct two-day workshop on WB safeguard on ethnic minority and EMPF and EMP of SEQAP	At the project inception	30,000	Budgeted under Component 4
	Total		18,673,459	

8. INSTITUTION ARRANGEMENTS

- At MOET level there must be one staff that is specialized on implementation of EMPF and EMP of SEQAP . At the provincial, district and school levels, it is also necessary clearly specify the person who is responsible for that task.
- Where ethnic pupils/teachers/parents are beneficiary and/or are affected people, the targeted schools are responsible for preparing annual plan which must contain one part describing participation of ethnic groups in the project site. For doing that they need to consult with all related ethnic groups such as ethnic pupils and their parents, ethnic teachers, parent association, and with representative of CPC etc, in order to propose the activities/interventions/assistance for the following year. Those activities should be based on real demand of the ethnic groups concerned. And, the latter should be consulted in prior, free and meaningful manner.
- The BOET is responsible to collect yearly plans of the beneficiary schools of the district to produce a joint plan of the district and submit it to DOET. The BOET should make sure that that if there are ethnic groups beneficiaries or affected by the project there should be one section on participation of ethnic groups in their yearly plan.

9. DISCLOSURE OF EMP

After the Bank has approved the final EMP, the MOET SEQAP Project Standing Committee will translate it into Vietnamese and makes it available at a place accessible to, and in a

form, manner and language understandable to the ethnic beneficiary groups in the project site from DOET, BOET and beneficiary schools.

The MOET SEQAP Project Standing Committee will send a letter to the World Bank Task Team to inform of the disclosure of EMPF and EMP. The EMPF and EMP altogether will also be included in the MOU between MOET (SEQAP) and PPCs of the project provinces as an annex.

When the MOET' SEQAP Project Standing Committee officially transmits the final EMP to the Bank, it is made publicly available again through the World Bank's InfoShop in Washington and at Vietnam Development Information Center of Vietnam World Bank office.

10. REPORTING, MONITORING AND EVALUATION

Reporting

If there is ethnic groups involved, the periodic report of school beneficiary to the district BOET and consolidated provincial reports of DOET to be submitted to the MOET should have an section on status of participation of ethnic teacher, pupils, parents . That section may contain number of activities of ethnic groups, number of ethnic beneficiary, how the ethnic participated in the project activities etc. One copy of that report will be sent by DOET to the provincial Committee for Ethnic Minority Affairs for information.

The MOET Program Standing Committee periodic consolidated reports to be submitted to the World Bank Office in Hanoi will also have a section on ethnic minority groups' participation.

Monitoring and Evaluation

MOET Program Standing Committee will be responsible for the overall supervision of implementation of EMPF and EMP in the SEQAP.

The beneficiary school, BOET, DOET need to carry out internal M&E of EMPF and EMP implementation as a part of entire project implementation on quarterly basis. The records will be sent to BOET and kept in their archives.

The World Bank will conduct missions twice a year to oversee the implementation of SEQAP. The supervision of implementation of EMPF and EMP constitutes a part of those missions.

The implementation of EMPF and EMP will be form a part of midterm review and end project evaluation by independent consultants.

11. MECHANISM OF REDRESS AND GRIEVANCE

In the implementation phase of EMP, all ethnic groups concerned in the project site will have the right to lodge complaints according to the Vietnam law on "Appeal and Accusation" that passed by National Assembly of Vietnam in 1998 and amended in 2004. The procedure are as follows:

1. The effective term for lodging the complaints for a administrative decision is 90 days since the issuance date of that decision.

2. If the ethnic groups concerned in the project site disagree with any issues in implementation of EMPF and EMP of the SEQAP, they would have right to submit the complaints to management board of beneficiary school or to CPC. The beneficiary school or to CPC will take responsibility to work closely with the relevant agencies to resolve a complaint within a time limit of 30 to 45 days depending on the complexity of the problem. In the far, remote and difficult to access areas the time limit for resolving the complaints does not exceed 60 days.
3. If the complainant disagrees with the decision of the management board of beneficiary school or CPC concerning the complaints he/she can appeal to the Administrative Court in accordance with the regulations of the law.
4. If she/he doesn't want go to the Court, she/he has the right to appeal a further complaints with the BOET within a time limit of 30 days as from the date of receipt of the decision. At the BOET the complaints will be resolved within 30 days from the date of receipt of complaints. In the far, remote and difficult to access areas the deadline for resolving the complaints can be extended to 45 days.
5. Where a complainant disagrees with the decision on resolution of the complaint issued by the BOET or BOET doesn't reply within fixed term, it shall have the right to complain to the DOET. The DOET has to resolve the complaints within 30 days. In the far remote and difficult to access areas the deadline for resolving the complaints can be extended to 45 days.
6. If the complainant disagrees with the decision of DOET he/she can appeal to the Administrative Court in accordance with the regulations of the law.

All grievance dossiers and official letters of settlement will be kept at the office of beneficiary school.

The complainants are exempted from any administrative fee concerning the grievance and redress.

12. RESOURCES

1. Swinkels, R and C. Turk (2006), Explaining Ethnic Minority Poverty in Vietnam: a summary of recent trends and current challenges, p 2-3.
2. General Statistical Office, Population Statistics of 2008; available at <http://www.moet.gov.vn>, retrieved on March 7, 2009
3. Education Statistics of 2007, Ministry of Education and Training, 2008; available at <http://www.gso.gov.vn>, retrieved on March 7, 2009
4. Socio-economic information of ethnic groups in Vietnam, Committee for Ethnic Minority Affairs of Government of Vietnam, available at <http://cema.gov.vn>, retrieved on March 7, 2009

13. ANNEXES

Summary of Ethnic Minorities in project provinces

No	Province	Total population (people)	Number of ethnic groups	Ethnic minorities population	Name of ethnic groups
1.	An Giang	2,044,376	20	103,380 (5.06%)	Kinh (94.94%), Chinese (0.13%), Khmer (0.02%), Cham (0.01%), and other (Phu La, Muong, Nung, etc – 4.89%).
2.	Bac Kan	275,165	23	238,578 (86.7%)	Tay (54.3%), Kinh (13.3%), Dao (16.5%), Nung (5.4%), and other (1%),
3.	Bac Lieu	736,325	17	81,016 (11.01%)	Kinh (88.99%), Khmer (7.86%), Chinese (3.08%), other (0,07%).
4.	Ben Tre	1,402,000	4	NA	Kinh, Chinese, Tay, Khmer
5.	Binh Phuoc	653,926	40	87,074 (19.3%)	Kinh (80.7%), Stieng (9%), Nung (2.4%), Tay (2.3%), Khmer (1.7%), and other (3.2%)
6.	Binh Thuan	1,047,000	20	73,137 (6.99%)	Kinh (93.01%), Cham (2.8%), Raglai (1.19%), Chinese (1.07%), Co Ho (0.83%), Tay (0.43%), Cho-ro (0.21%), and other (0.46%),
7.	Ca Mau	1,118,830	20	31,802 (2.95%)	Kinh (97.15%), Khmer (1.86%), Chinese (0.94%), and other (Tay, Muong, Nung, Thai, etc) (0.014%).
8.	Cao Bang	490,335	28	467,379 (5.32%)	Tay (42.54%), Nung (32.86%), Dao (9.63%), Mong (8.45%), Kinh (4.68%), San Chay (1.23%), Lo Lo (0.39%), Chinese (0.033%), Ngai (0.013%), and other (0.18%).
9.	Dak Lak	1,780,735	43	530,241 (31.3%)	Kinh (68.7%), Ede (13.98%), Mong (10%), M'Nong (4.4%), Tay (4.3%), Thai (1.52%), Gia Rai (0.8%), Muong (0.6%), Chinese (0.4%), and other (5.07%)
10.	Dak Nong (data				

	included in Dak Lak)				
11.	Dien Bien	500,000	21	400,000 (80%)	Thai 38%, Hmong 30%, Kinh 20%, other 12%
12.	Dong Thap	1,640,000	3	0.7%	Kinh 99.3%, Khmer, Chinese, Ngai: 0.7%
13.	Gia Lai	1,004,481	35	447,199 (43,7%)	Kinh (56.3%), Gia Rai (29.68%), Ba Na (12.1%), X'Dang (0.06%), Muong (0.3%), and other (2%).
14.	Ha Giang	602,684	22	52,971 (87,9%),	Mong (30.52%), Tay (23.35%), Dao (15.35%), Kinh (12.10%), Nung (9.93%), Giay (2.17%), La Chi (1.68%), Chinese (1.05%), and other (1.85%).
15.	Hoa Binh	756,713	30	546,861 (72.27%)	Muong (63.3%), Kinh (27.73%), Thai (3.9%), Tay (2.7%), Dao (1.7%), Mong (0.52%), and other (1.18%).
16.	Hau Giang	779,000	3	2	Kinh, Chinese, Khmer, Cham
17.	Kien Giang	1,497,639	10	216,047 (14,43%)	Kinh (85.57%), Khmer (12.16%), Chinese (2.18%), Tay (0.01%), Cham (0.02%), and other (Nung, Ngai, Mong, Gia rai, E de, Mnong, Phu La, La Hu,etc – 0.05%).
18.	Kon Tum	314,216	25	168,535 (53,64%)	Kinh (46,.6%), Xo Dang (25.05%), Ba Na (11.94%), Gie-Trieng (8.1%), Gia Rai (5.05%), and other (3.5%).
19.	Lai Chau	587,582	23	488,488 (83,14%)	Thai (35.05%), Mong (29.01%), Kinh (16.86%), Dao (6.73%), Kho Mu (2.53%), Ha Nhi (2,43%), Giay (1.53%), La Hu (1.16%), Lao (1.12%) and other (3.58%)
20.	Lang Son	703,824	28	703,824 (100%)	Nung (42.96%), Tay (35.91%), Dao (3.46%), , and other (Chinese, Mong, San Chay, etc – 1.17%)
21.	Lam Dong	998,027	40	228,629 (22.91%)	Kinh 77.09%; Coho 11,31%; Nung 1.9%; Tày 1.8%; 0.42%; Muong 0.21%; other 7.27%.
22.	Lao Cai	594,364	27	397,475 (66,88%)	Kinh (33.12%), Tay (13.74%), Thai (8.77%),

					Mong (20,82%), Dao (12.48%), Giay (4.15%), Nung (3.81%), and other (3.11%)
23.	Long An	1,376,602	NA	NA	Kinh, Chinese, other
24.	Nghe An	2,858,748	20	381,416 (13,35%)	Kinh (86.65%), Thai (9.42%), Tho (1.97%), Kho mu (0,94%), H'Mong (0.91%), Muong (0.018%), and other (0.092%).
25.	Ninh Thuan	504,997	23	110,979 (21,98%)	Kinh (78.02%), Cham (11.31%), Ra-glai (9.42%), Chinese (0.49%), Co-ho (0.48%), Nung (0.11%), Chu-ru (0.07%), and other (0.1%).
26.	Quang Nam	1,373,687	20	93,100 (6,8%)	Kinh (93.2%), Co Tu (2.71%), Xo Dang (2.2%), Mnong (0.99%), Gie Trieng (0.33%), Co (0.33%), Chinese (0.08%), Tay (0.03%), Muong (0.02%), Nung (0.01%), and other (0.1%).
27.	Quang Ngai	1,190,144	25	137,960 (11,6%)	Kinh (88.4%), Hre (8.5%), Co (1.9%), Xo Dang (0.98%), Tay (0.008%), Chinese (0.02%), Muong (0.006%), and other (Thai, Nung, Dao, Ngai, Gia Rai, E De, Ba Na, Cham, Raglai, Ta Oi, Sila, Chut, etc – 0.011%).
28.	Quang Tri	575,000	3	51,750 (9%)	Kinh (91%), Bru – Van Kieu (7.3%), and other (Pa Ko, etc – 1.7%).
29.	Soc Trang	1,172,404	3	412,334 (35,17%)	Kinh (64.83%), Khmer (29.21%), Chinese (5.93%), and other (0.02%).
30.	Son La	882,077	12	728,431 (82,58%)	Thai (54.7%), Kinh (17.42%), Mong (13%), Muong (8.15%), and other (6.73%).
31.	Thanh Hoa	3,467,609	28	569,298 (14,4%)	Kinh (85.6%), Muong (9.4%), Thai (6%), Mong (0.38%), Tho (0.25%), Dao (0.14%), Kho Mu (0.02%), Tay (0.012%), Nung (0.004%), Chinese (0.009%), Khmer

					(0.0009%), E De (0,002%), Ngai (0.0014%), Ma (0.001%), Gia Rai (0.0008%), San Chay (0.0005%), Raglai (0.0004%), Ba Na (0.0003%), Mnong (0.0003%), Co Tu (0.0002%), Giay (0.0002%), Cham (0.0002%), San Diu (0.00023%), Co (0.0003%), Phu La (0.0003%), Si La (0.00014%), Bru-Van Kieu (0.0001%), Ta Oi (0.00006%).
32.	Tra Vinh	966,949	3	306,039 (31,65%)	Kinh (68.35%), Khmer (30%), Chinese (1.65%).
33.	Tuyen Quang	676,174	23	350,141 (51,79%)	Kinh (48.21%), Tay (25.45%), Dao (11.38%), San Chay (8%), Mong (2.16%), Nung (1.9%), San Diu (1.62%), and other (1.28%).
34.	Vinh Long	1,014,191	11	1,014,191 (100%)	Cham (2.18%), Chinese (0.58%), Muong (0.002%), Thai (0.002), Tay (0.004%), Nung (0.001%), Dao (0.001%), and other (Tho, Mong, Ede, etc.) (0.021%).
35.	Yen Bai	682,171	30	345,096 (46%)	Kinh (54%), Tay (17%), Dao (9,1%), Mong (8,1%), Thai (6,1%), Muong (2.1%), Nung (1.86%), San Chay (1.2%), Giay (0.2%) and other (2%).
		33,893,856		8,509,294 (28.01)	

Table compiled based on the Population Census 1999 (GSO) and data of Committee for Ethnic Minority Affairs.

Statistics on Ethnic Pupils in project provinces

No	Province	Total number of Pupils	Number of Ethnic Pupils	Percentage
1.	An Giang	183,057	9,740	5.3
2.	Bac Kan	22,952	19,030	82.9
3.	Bac Lieu	74,819	6,679	8.9
4.	Ben Tre	95,477	77	0.1
5.	Binh Phuoc	89,955	21,461	23.9
6.	Binh Thuan	113,837	10,619	9.3
7.	Ca Mau	112,947	2,926	2.6
8.	Cao Bang	45,482	28,482	62.6
9.	Dak Lak	203,389	81,050	39.8
10.	Dak Nong	61,173	23,544	38.5
11.	Dien Bien	54,640	48,652	89.0
12.	Dong Thap	146,438	NA	NA
13.	Gia Lai	150,017	53,421	35.6
14.	Ha Giang	77,314	44,434	57.5
15.	Hoa Binh	58,875	42,401	72.0
16.	Hau Giang	63,327	2,325	3.7
17.	Kien Giang	165,012	20,633	12.5
18.	Kon Tum	49,868	30,335	60.8
19.	Lai Chau	43,176	35,771	82.8
20.	Lang Son	60,484	46,492	76.9
21.	Lam Dong	121,565	31,921	26.3
22.	Lao Cai	62,790	47,237	75.2
23.	Long An	58,390	14	0.02
24.	Nghe An	240,975	42,677	17.7
25.	Ninh Thuan	59,071	16,379	27.7
26.	Quang Nam	121,555	11,081	9.1
27.	Quang Ngai	102,043	17,016	16.7
28.	Quang Tri	59,481	4,694	7.9
29.	Soc Trang	117,615	38,204	32.5
30.	Son La	108,899	86,066	79.0
31.	Thanh Hoa	250,497	51,614	20.6
32.	Tra Vinh	78,113	25,673	32.9
33.	Tuyen Quang	56,982	33,628	59.0
34.	Vinh Long	80,953	1,933	2.4
35.	Yen Bai	64,011	28,442	44.4
		3,455,179	964,651	29.1

