

**Vietnam – Ramping up learning for all:  
Quality education for ethnic minorities children and children with disabilities**

**Programme Document  
For  
Global Partnership for education (GPE)  
Nippon Foundation  
Education Sector Programme Implementation Grant for Vietnam**

**Save the Children on behalf of The Ministry of Education and Training, Government of Vietnam  
(MoET)**

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Programme Summary	
<b>Title</b>	<b>RAMPING UP LEARNING FOR ALL: QUALITY EDUCATION FOR ETHNIC MINORITIES CHILDREN AND CHILDREN WITH DISABILITIES</b>
<b>Location / Country</b>	<b>Vietnam, the main project sites will be in the Northern mountains and Central Highlands area</b>
<b>Grant Agents Coordinating Agency</b>	<b>Save the Children (SC) UNICEF</b>
<b>Total Duration</b>	<b>Three years (01 January 2024 until 31 December 2026)</b>
<b>Total grant amount requested</b>	USD 2,600,000 + Agency Fee (7%) of 364.000,00 USD
<b>Programme Objective</b>	<p>The overarching goal of the project is that <i><b>all children, particularly children most impacted by inequalities and discrimination, learn from a quality basic education.</b></i></p> <p>The “Ramping up Learning for all” initiative aims at bridging the gap in access to quality education for ethnic minorities children and children with disabilities. The initiative has been designed by Save the Children (SC) in close coordination with the Ministry of Education and Training (MoET), the partners of the Education Sector Group (ESG) and with support from the Global Partnership for Education.</p>
<b>Expected Pillars</b>	<p><b>Pillar 1</b>- Learning Outcomes: Ensure ethnic minorities children in pre-schools benefit from appropriate learning based on the Mother Tongue Based Bilingual Education (MTBBE) approach for developing communication skills. <i>5% increase in comparison with baseline value of ethnic minority children reaching the agreed standards of Vietnamese language at the end of pre-school learning based on the Mother Tongue Based Bilingual Education (MTBBE) approach.</i></p> <p><b>Pillar 2</b>- Efficiency: Increase mother tongue language use and value ethnic minority culture in primary schools <i>75% of trained teachers utilizing training materials and adopt innovative teaching strategies to support the learning and teaching of ethnic minority children’s mother tongues.</i></p> <p><b>Pillar 3</b>-Equity: Strengthen inclusive education for children with disabilities and ethnic minority children. <i>70% of 20 selected schools including inclusive education (IE) outputs in their annual school reports</i></p>
<b>Programme Outputs</b>	<p><b>Output 1</b> - Learning Outcomes: By 2026 the Early Learning and Development Standards (ELDS) for 5 years old children will be released by MoET and piloted for evidence generation in 20 schools of disadvantage provinces. <i>-Standards and guidance for assessment circulated - 20 selected schools are trained to use the standards and guidance for assessment</i></p>

**Output 2** - Efficiency: By 2026, teachers who responsible for teaching ethnic languages can improve their delivery via capacity building activities and using materials of innovative EM language teaching methods.

- *8 training materials for grade 1 and grade 2 (for 8 ethnic minority languages) on innovative EM language teaching methods and assessment developed*

- *800 EM languages teachers receive training on innovative EM language teaching methods and assessment*

**Output 3** - Equity: By 2026, the materials and guidance to support strengthening the inclusive education implementation in schools will be available and documented with evidence for future scale up.

- *3 IE guidelines and a teachers' training framework are developed.*

- *75% of teachers in 20 selected schools receiving training on IE guidance.*

## 1 Introduction

This programme document has been developed in consultation with different stakeholders<sup>1</sup> including the Education Sector Group (ESG). Feedback and comments from the consultation have been fully incorporated. The Grant Agent (SC) has engaged with UNICEF, as the Coordinating Agency (CA), and has had extensive meetings with the MoET to take forward the programme in the light of the ESG comments. The work with MoET has resulted in clarification and detail for the operational and management aspects, review of the budget and explanation and specification in the programme areas.

## 2 Programme Context

Despite the remarkable improvements in the national legislative and policy framework and the solid commitment of the Government of Vietnam to improve both the educational outcomes of Ethnic minorities children and children with disabilities, data and figures shown that learning outcomes are far below the national standards, especially in rural and remote areas. To be specific, the average reading comprehension scores of grade 2 students was 18%, and H'Mong students had the lowest score among other ethnic groups (2%). For reading fluency, ethnic minority (EM) students read an average of 55 words per minute, this was below the national standard of reading fluency of 60 – 80 words/minute. For children with disabilities, though not having concrete comparison about learning outcomes, children in this group are often left behind in class activities, and only 1 in 7 teachers have been trained in teaching pupils with disabilities.

Vietnam is home to 54 ethnic groups and is represented by 90 languages and multiple dialects. However, many minority languages are endangered due to i) their small populations, ii) declining use of the mother tongue by the younger generation, and iii) mixed living with the majority population, especially in urban areas. Scientific evidence shows that with a solid foundation in the mother tongue, children will be more likely to thrive to succeed in other languages. Therefore, it is important that ethnic minority children (EMC) can learn in their mother tongue and develop pride in their own culture and language from a young age.

Vietnam's national policies uphold the rights of all ethnic groups to utilize their respective languages and ensure that children are educated in their mother tongues. Nonetheless, the implementation of these policies faces challenges. The predominant use of the Vietnamese language in schools can be attributed to several factors. Firstly, the Kinh ethnic group, which constitutes 85.4% of Vietnam's population, significantly influences the linguistic landscape. Though only 14% of the population comes from ethnic minorities, they often living in harder-to-reach areas and represent more than 70% of Vietnamese living in poverty. Additionally, nearly half of the minority languages lack a standardized writing system, making it difficult to incorporate them into the education system. Furthermore, the scarcity of learning materials in ethnic minority languages and a lack of training for teachers proficient in EM languages contribute to the prevailing use of Vietnamese as the medium of instruction. Recognizing that a solid mother tongue foundation has been shown to be a strong predictor of second language development, the proposed intervention will improve equitable access to quality education with a focus on i) improving Vietnamese language proficiency of ethnic minority children supported using their mother tongue in the classroom, and ii) improving the quality of teaching and learning of ethnic minority languages.

Vietnam's National Assembly has approved an investment policy for a new National Targeted Programme for Socio-Economic Development in Ethnic Minority and Mountainous Areas (NTP-SEDEMA) for the period 2021-2030. It will be led by the Committee for Ethnic Affairs (CEA) with relevant line ministries and in

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<sup>1</sup> Stakeholders: Save the Children, UNICEF, World Bank, Education Sector Group in Vietnam (Plan International, ChildFund, World Vision, VVOB, Aide et Action Vietnam), Ministry of Education and Training (Department of Early Childhood Education, Department of Primary Education, Department of Ethnicity Education), Vietnam Institute of Education Science (Early Childhood Education Center, Primary Education Center)

close collaboration with central and provincial government as well as national and international partners. This multi-sectoral program will target ethnic minority populations and invest in different projects across various sectors to reduce socio-economic inequities faced by EMs, especially regarding human development outcomes. Anchored in the NTP-SEDEMA, the Government will be supported to implement critical reforms in the lagging EM and mountainous regions, including education and training, vocational and on-the-job training, nutrition and healthcare, and reduction of gender obstacles, as well as systemic changes and capacity building in the management of NTPs. The program is aligned to the Government's recently approved Socio-Economic National Development Strategy (SEDS) for the period 2021-2030. Education interventions are closely aligned with the recent Education Sector Analysis (2021 draft) and the upcoming Education Strategic Development Plan (EDSP) 2021-2030.<sup>2</sup>

The overarching objectives of the NTP-SEDEMA are *to accelerate inclusive and sustainable poverty reduction for the most lagging ethnic minority and mountainous areas* with priorities on (i) narrowing the gap between living standards and income of ethnic minorities and the national average; (ii) gradually reducing the number of extremely disadvantaged communes and villages (zone-III communes and villages); (iii) strengthening human development, including improved quality of service provision in education and training, healthcare, and culture preservation.

With the promotion and endorsement of inclusive education (IE) approaches that includes everyone, children with and without disabilities, ethnic minority children and other marginalized groups learning together in mainstream schools, the project will also target children with disabilities. Schooling opportunities for 5-14-year-old children with disabilities in multidimensionally poor households is about 21% lower than that of children without disabilities.

In terms of inclusive education for children with disabilities in Vietnam, there are generally three solutions: inclusive mainstream schools, Resource Center for Inclusive Education (RCfIE) and special schools for severe types of disabilities. There are also mainstreams schools which are not inclusive at all, and teachers are not equipped with IE teaching skills. MoET is looking for support for the second type, RCfIE, which plays both as a resource for teaching staff's capacity training and building and/or offers direct support to children with disabilities to enable their readiness for inclusive education at mainstream schools. In Vietnam, there should be at least one center of this kind in each city/province, but in fact there are only 19 ones over 53 cities/provinces. MoET issues a circular (No 20/2022/TT-BGDĐT) to guide the establishment and operation of RCfIE, and they are looking forward to realise all the vision regarding to strengthen both system and capacity of this type of center. MoET states that RCfIE will effectively support teachers' training for capacity development for all schools once their capacity is secured.

To this end, the project initiative is directly aiming at removing those barriers preventing Ethnic minorities children and children with disabilities in Vietnam to access and benefit from quality education while creating knowledge and capacity that will then allow to scale up tools, methodologies and instruments developed during program implementation. The project puts a full set of integrated activities looking at both growing the tools and the capacities of relevant stakeholders, as well as creating an enabling harmony environment for children, parents, school staff and the communities.

In line with the NTP-SEDEMA objectives and the priorities of the Ministry of Education and Training towards inclusive education, the overarching goal of the project is that all children, particularly children most impacted by inequalities and discrimination, learn from a quality basic education.

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<sup>2</sup> The Education Sector Development Plan has been prepared and has been through several approval processes, including comments from the Development Partners. The current program has been discussed with MoET in the context of the ESDP and there would not appear to be any lacunae.

### 3 Programme Overview and Description

#### 3.1 Programme Pillars

The “Ramping up Learning for all” initiative aims at bridging the gap in access to quality education for ethnic minorities children and children with disabilities. The initiative has been designed by Save the Children in close coordination with the Ministry of Education of Vietnam, the partners of the Education Sector Group and with support from the Global Partnership for Education.

The Government has agreed with the Save the Children that the objectives of the current project are built on three pillars:

**Pillar 1- Learning Outcomes: Ensure ethnic minorities children in pre-schools benefit from appropriate learning based on the Mother Tongue Based Bilingual Education (MTBBE) approach for developing communication skills.**

Language barrier is the very first challenge those Ethnic minorities children face. Disadvantages on communication skills in early stage easily translate into low participation in the primary and secondary stages of learning and low education outcomes. Reinforcing the ethnic minority languages and strengthening the acquisition of Vietnamese in the early years of life will potentially transform the opportunity for ethnic minority children to participate effectively in the primary and secondary stages of learning and maintain cultural and linguistic diversity.

MoET recognizes the importance of increasing access to systematic and age-appropriate teaching of Vietnamese, using the mother tongue as the basis in pre-primary education and primary schools. However, currently there are no official established standards that children are expected to achieve in Vietnamese by the end of preschool. There is nothing specific about the language development of these children nor the standard that they are supposed to have reached at the end of pre-primary. In addition, teaching and learning materials are insufficient and teachers lack the necessary expertise to teach ethnic minority (EM) languages and Vietnamese.

To support this Pillar, the project will apply SC’s education common approach Ready to Learn (RTL) as a part of initiative aspect, especially in MTBBE materials development for preschool ethnic minority children (EMC). It is important to note that RTL has been adopted into the system by MoET in several years. There are also two training modules to build capacity for teachers in supporting EMC and Children with Disabilities in learning emergent literacy skills. We can take advantage of the successfully advocated content.

All the activities planned under this pillar will have the scope of enabling ethnic minorities children to develop their communication skills in Vietnamese language by building on their specific mother tongue characteristics through the development of a set of ad hoc tools, skills, and methodologies.

**Pillar 2- Efficiency: Increase mother tongue language use and value ethnic minority culture in primary schools.**

Recognizing the importance of mother tongue languages for academic success and cultural preservation, MoET has taken significant measures to improve the teaching and learning of ethnic minority languages in schools. MoET acknowledges the need to revise existing regulations to ensure high-quality instruction and effective implementation of language programs on a larger scale.

From 2011 to 2020, MoET has published textbooks in eight languages aligned with the 2018 General Education Curriculum, that is taught in Vietnamese language for all children in Vietnam. In 2018, official instructions were introduced for six languages across 21 provinces and centrally run cities in general education. However, there has been limited training for teachers, both for those proficient in ethnic

minority languages and others, to effectively utilize these materials and leverage the advantages of mother tongue instruction in schools.

Save the Children (SC) will provide technical support to MoET, offering relevant techniques from SC Education's common approaches such as Literacy Boost and Enabling Teachers, as applicable.

Under this pillar, activities will focus on improving access to learning materials written in ethnic minority languages for primary school children. Furthermore, teachers will receive training in innovative language teaching methods and be equipped with clear assessment criteria to measure ethnic language proficiency. These efforts aim to ensure that ethnic minority children in primary schools have enhanced opportunities for language learning and development.

**Pillar 3-Equity: Strengthen inclusive education for children with disabilities and ethnic minority children.**

Children with disabilities, particularly those from ethnic minority groups, frequently face challenges in accessing suitable tools and support measures that cater to their specific needs. Therefore, they often experience low attendance rates, early school dropout, inadequate learning outcomes, and ultimately suffer from social exclusion. Within this project component, SC and external consultant will conduct a comprehensive assessment of current facilities and policy frameworks. The purpose of this assessment is to develop and implement all essential tools, equipment, and methodologies that will enable children with disabilities to actively participate in mainstream education. The aim is to ensure that these children receive the necessary support and accommodation to thrive academically and avoid social exclusion.

To achieve these goals, Save the Children will operate on three levels: institutional, school, and community.

At the institutional level, we will focus on establishing and effectively implementing regulations and policies related to the education of children with disabilities in target schools. Working closely with guidance from MoET, we will advocate for incentive subsidies for teachers working with children with individual needs and provide specialized training opportunities for educators.

At the school level, the project aims to eliminate barriers that hinder children with disabilities from benefiting from mainstream education. This will be accomplished by enhancing teachers' capacity through training programs, ensuring the availability of relevant learning materials for children with individual needs through the possible with technology-based solutions, and effectively implementing Individual Education Plans (IEPs) in schools.

Finally, the project will strive to integrate the culture of taking inclusion into community awareness raising events.

### **3.2. Programme Outputs**

The outcomes are linked to three specific Outputs:

**Output 1: By 2026 the Early Learning and Development Standards (ELDS) for 5 years old children will be released by MoET and piloted for evidence generation in 20 schools of disadvantage provinces:**

- *A set of standards and guidance for assessment is developed and circulated*
- *20 selected schools are trained to use the standards and guidance for assessment*

**Output 2: By 2026, teachers who responsible for teaching ethnic languages can improve their delivery via capacity building activities and using materials of innovative EM language teaching methods:**

- *8 training materials (for 8 ethnic minority languages) on innovative EM language teaching methods and assessment developed.*
- *800 EM languages teachers receive training on innovative EM language teaching methods and assessment.*



### **Output 3: By 2026, the materials and guidance to support strengthening the inclusive education (IE) implementation in schools will be available and documented with evidence for future scale up:**

-3 IE guidelines and a teachers' training framework are developed.

-75% of teachers in 20 selected schools receiving training on IE guidance.

#### **3.3. Key Principles for the Programme**

The following principles guide the development of the programme components, strategies, and implementation:

**-Program Partnership:** The project will be conducted via national partnership with the MoET with direct implementation by the Ministry's functional Departments, including Department of Early Childhood, Department of Ethnic Education, Inclusion Sector (under Department of Primary Education) and lower level of government agencies. To conduct detailed activities, MoET will provide guidance and technical monitoring to lower-level government agencies and schools in projected districts. Besides, under the umbrella of the GPE, the project will also mobilize pan-nation cooperative partnership with multi-sectoral stakeholders to create an enabling environment for implementation and model uptake. The core partnering principle is that national decision makers will be engaged via strategic partnership with MoET for highest sustainability and influence.

**-Program delivery and quality insurance with ESG involvement:** With SC's traditional program delivery, SC's technical support will always be offered and secured in all implementing partners' activities. However, with this specific grant, development partners (ESG in this case) are identified and looped in since the first stage. The proposal was sent to UNICEF and circulated among others ESG members for comments/reviews. During project implementation, with material development for example, once MoET starts the compilation process, SC's close technical support will ensure the inclusiveness of how the document is written and content is translated. When the first draft is ready, it will be shared with partners for collaboration on knowledge circulation. For certain areas like ECCD and Basic Education (BE), SC will maximize its standardized common approaches<sup>3</sup>, i.e., *Ready to Learn*<sup>4</sup> and *Literacy Boost*<sup>5</sup>, which promote inclusive teaching and learning in a classroom. As design of this program, all activities proposed by MoET are constructed based on issued Circular/Law/Guidance which are aware and supported by not only SC but other development partners. Besides, SC promotes innovations by bringing in SC's best practices, i.e., *Messaging Program for Caregivers*<sup>6</sup>, the digital reading application to support primary students (where applicable).

**-Student Learning:** The project will maintain a focus on student learning. Accordingly, all components and strategies from curriculum review, material development to teacher trainings, assessments and improving school physical and social conditions are designed to improve student learning outcomes and in ways that

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<sup>3</sup> Save the Children has a long history of delivering high quality programmes. SC experience has made it possible to identify and develop solutions to some of the biggest and most common problems children face today. These solutions are SC *Common Approaches*, and they represent SC best understanding of what works to address these problems. By implementing them where they are most needed, SC can achieve more for children in more places across the world, with even more quality and impact. As of 2023 SC has around 18 Common Approaches. Each one addresses a specific problem faced by children – such as how to get treatment for preventable illnesses; learning to read and write; and keeping safe in and around schools.

<sup>4</sup> *Ready to Learn* is Save the Children's program that helps 3 to 6-year-old children develop foundational literacy and math skills. The program is an evidence-driven, play-based response to the global learning crisis in which millions of children are not gaining the skills they need to succeed in school and life.

<sup>5</sup> *Literacy Boost* is Save the Children's program to support the development of literacy skills of children in the early primary grades, both inside and outside the classroom.

<sup>6</sup> *MBoost*: Using mobiles to support parents and caregivers to provide practical learning support for children at home. These are a series of resources describing SC's MBoost approach (a sub activity of Literacy Boost and Numeracy Boost), which uses audio and/or SMS messages to support parents and caregivers to provide practical learning support to their young children at home.

are appropriate to the level of students. This includes continuous formative assessments of preschool children development and using innovative teaching methodologies that not only are age-appropriate but also considers the realities of schools and classrooms in Vietnam. The emphasis on improved learning will be a cross cutting element in all the three components and will guide the strategies, activities, and rollout of the project.

**-Attention to Gender Disparities:** the project will contribute to increase girls' access to, participation in, and completion of, primary education. According to a recent Gender and Power Analysis of SC, inequality based on gender, ethnicity, disability, religion and belief, and age are issues that have had negative impacts on children and adults in the project area. About the Childcare and Development component, women's lack of trust and stereotypes limited men's participation in childcare, while the burden of care rested on the woman's shoulders. Parents going to work far away also gave children little opportunity to connect with their parents. Gender stereotypes were also reinforced through childcare activities at home and at school. Therefore, efforts required to reduce gender disparities at all levels were discussed at length during the project development process, which will provide greater support to female students and will lead to progress towards equity. The messaging program will encourage the closer and stronger engagement of caregivers, especially males, in supporting children's learning at home. The project materials will be developed with gender sensitive lens which promote gender equitable norms and practices.

**-Inclusion of children with disabilities:** Apart from ethnic minority children, those with disabilities are also facing the risk of being left behind in the new curriculum and other educational reforms. Recently to ensure the successful implementation of the new curriculum, the government has invested a lot of resources on teachers' professional development. However, the new curriculum and the capacity building they offered didn't take into consideration the need of integrating also a more inclusive approach to the teaching methodologies. Considering all this, Save the Children, through this project and the extended expertise on Inclusive Education and Disability Inclusion, will support MoET in identifying and addressing some of the barriers that are preventing children with disabilities to access to the educational system. The project therefore proposes to include children with disabilities to ensure equitable access to quality education for this group.

**-Capacity Development and Capacity Building:** The project strategies and implementation modalities are designed to develop system capacity. Apart from this built-in approach, specific capacity-building activities will be included to increase capacities through workshops, training events, etc.

**-Innovation and digitalisation initiative:** The project aims at providing beneficiaries, including teachers and children innovative methodologies and tools to improve the teaching, and learning in their context. For technical capacity development and building for teachers and community, the project encourages not only traditional face to face mode, but also hybrid, blended mode, so that SC can utilise both MoET and SC's online training platforms. Moreover, the project promotes the innovative IE activities for primary students, especially EMC and Children with Disabilities via piloting a reading application to support learning Vietnamese language (the reading application *Vui doc cung em* (Happy Reads) has been developed since 2022 and will be piloted in Dien Bien province through the Australian NGO Cooperation Program (ANCP) and it will be integrated into other programs/projects (e.g. Sponsorship; Safe Back to School). Moreover, SC will secure an interactive process where beneficiaries can enjoy a practical product with highest sustainability level. In another aspect, the monitoring and evaluation process along with the project's length will also take advantage of the digital transformation trend. SC will use digitalised checklist, Kobo forms for monitoring or baseline/endline evaluation, and encourage local partners will join hands.

### 3.4. Program Activities

#### Pillar 1- Learning Outcomes

Ensure ethnic minorities children in pre-schools benefit from appropriate learning based on the Mother Tongue Based Bilingual Education (MTBBE) approach for developing communication skills.

**Proposed activities** under Pillar 1:

##### *1.1 Agree criteria for selecting schools and select schools.*

Save the Children (SC) and representatives from MoET (Ministry of Education and Training) will hold discussions to define a set of criteria for selecting 20 schools from the most disadvantaged districts in Vietnam in the Northern Mountainous area and Central Highlands. The criteria will encompass various factors, including the socio-economic status of the locations, the complexity of their ethnic makeup, the number of children in need, and the willingness of local authorities to collaborate, among others. Once the criteria are agreed upon, MoET will proceed with the selection process and work closely with SC and LEG to secure the agreement of the proposed locations.

##### *1.2 Prepare and circulate the approved ELDS to selected schools.*

Early Learning and Development Standards (ELDS) for 5 years old children will be released by MoET. MoET will then work specifically with the 20 schools to support them with intensive training/understanding the ELDS and how to measure readiness in children. SC will technically support the whole process.

##### *1.3 Provide assessment guidance to selected schools so they can assess level of Vietnamese skills.*

Based on the Early Learning and Development Standards (ELDS), MoET will utilize their expertise to enhance the language assessment criteria specifically designed for ethnic minority children. Subsequently, these criteria will be subjected to discussion with project school representatives and Save the Children (SC) for finalization. Once finalized, the assessment tools will undergo testing and piloting in selected schools.

##### *1.4 Professional development for preschool teachers on MTBBE and gender equality promotion in school setting.*

MoET will organize training courses for teachers working in selected preschools, focusing on two key areas: mother tongue-based bilingual education (MTBBE) and gender equality, including girl education and empowerment. The training content will be developed by MoET, with technical support from Save the Children (SC).

MoET and SC will engage in discussions to determine and agree upon the training mode, which can include face-to-face sessions, blended learning, and/or hybrid approaches. The aim is to leverage digital transformation innovations and maximize opportunities for effective training delivery.

##### *1.5 Launch digital innovation for caregivers to enhance interactive home environment for young children and promote healthy digital literacy for caregivers.*

MoET will collaborate with project sites to develop an educational message bank for caregivers of preschoolers. The message bank's content will be developed based on the weekly/monthly learning topics of children at kindergarten with special focus on literacy development using MTBMLE. The content will also be integrated with gender equality, self-protection skills, climate change and adaptation for young children. Messages will be provided to teachers, who will facilitate the engagement of caregivers via online platforms (email, Zalo, etc.) to equip the latter with childcare and education at home. The program also aims to enhance community and parental engagement in children's learning at home. Additionally, the initiative strives to improve digital literacy and usage among ethnic minority (EM) communities and caregivers by providing them with increased exposure to educational content. There is also potential for online campaigns or promotions to encourage caregivers to create toys and educational tools for their children, as well as share their experiences in maintaining a playful home learning environment.

MoET will manage the entire process, with technical support from Save the Children (SC), leveraging their operational experience from other projects.

## **Pillar 2- Efficiency**

*Increase mother tongue language use and value ethnic minority culture in primary schools.*

### **Proposed activities under Pillar 2**

*2.1 Development of handbook and training materials for primary school teachers' language teaching methods and assessment of ethnic language proficiency.*

MoET, especially the Department of Ethnic Minority Education, will develop training and professional materials about innovative language teaching methods and assessment for 8 EM languages. SC will technically support the process.

*2.2 Professional development for primary school teachers on innovative language teaching methods and with gender equitable lens.*

MoET will offer capacity building opportunities for teachers and school managers from the selected 20 schools in innovative language teaching methods and a gender-equitable lens, which includes education and empowerment for girls. SC will provide technical support in reviewing the training content and facilitating the training sessions.

MoET and SC will engage in discussions to determine the most suitable training mode, considering options such as face-to-face, blended learning, and/or hybrid approaches. The aim is to maximize opportunities for digital transformation innovations and ensure effective delivery of the training.

To assess the impact of the new teaching methods, a Knowledge, Attitude, and Practice (KAP) survey will be conducted to measure changes in teachers' attitudes and practices after implementing the innovative approaches. SC will assist MoET in developing tools to track the percentage of trained teachers who utilize the training materials and adopt innovative teaching strategies to support the learning and instruction of ethnic minority children in their mother tongue.

## **Pillar 3-Equity:**

*Strengthen inclusive education for children with disabilities and ethnic minority children.*

### **Proposed activities under pillar 3**

*3.1 Conduct deep assessment of existing facilities for Children with Disabilities, main stakeholder's organizations of persons with disabilities (OPDs) (also referred to as a Disabled persons' organization, or DPO) and policy framework related to Disability Inclusion*

A disability assessment will be conducted during the first implementation phase to identify the existing referral system in country, the policies and national guidelines, the stakeholders' network, CSOs and OPDs. Once the analysis is completed a barrier and enabler analysis will be conducted in the targeted areas together with the communities and the beneficiaries. Save the Children will be responsible for this activity in collaboration with the Department of Primary Education and other relevant stakeholders.

*3.2 Develop, digitalize and distribute multiple guidelines and teachers' training framework for Inclusive Education based on Circular No 20/2022/TT-BGDĐT.*

MoET develops and distributes e-version of the guideline based on Circular No 20/2022/TT-BGDĐT for i) how to implement the inclusive education support activities effectively for Inclusive Education Resource Centers, related inclusive Schools as well as Departments of Education and Training (DoETs); and ii) how to operate the early educational intervention effectively for Inclusive Education Resource Centers, related inclusive schools as well as DoETs, iii) the support mechanism to enable effective IE plan implementation at school level.

MoET prepares and distributes e-version of the framework of curriculum for an inclusive pedagogical approach and adequate guidelines for teachers to utilize when teaching also to children with disability based on Circular No 20/2022/TT-BGDĐT. The frameworks should be piloted before being used widely.

*3.3 Provide relevant capacity building and development in project locations.*

MoET will offer capacity building programs for teachers and school managers from the selected 20 schools, as well as teachers and experts from Inclusive Education Resource Centers. Priority will be given to ensure the inclusion and meaningful participation of teachers with disabilities in the capacity building programs of the project. These initiatives aim to equip participants with the necessary skills and knowledge to effectively implement the Inclusive Education Plan (IEP). Additionally, relevant materials and guidance on community mobilization will be adapted and shared as appropriate.

To assess the impact of the IE plan implementation at the school level, a Knowledge, Attitude, and Practice (KAP) survey will be conducted. This survey will measure the changes in knowledge and practices among teachers and school staff regarding inclusive education. Annual school report will also be collected to see the progress of IE action plan implementation at school level.

MoET and SC will engage in discussions to determine the most suitable training mode for capacity building. Options such as face-to-face, blended learning, and/or hybrid approaches will be considered, with the aim of maximizing opportunities for digital transformation and innovative training methodologies.

*3.4 Develop the guidance and training materials for teachers to better accommodate children with disabilities in accordance with Disability Law and pilot at project locations for evidence of impact and further uptake.*

The materials will be developed and piloted in project locations and refined before being used nationally. The uptake roadmap will be developed by MoET once initial feedback and refinement of the documents are in hand.

*3.5 Promote the innovative IE activities for primary students, especially EMC and Children with Disabilities via piloting a reading application to support learning Vietnamese language.*

The project will provide support for the pilot implementation of the *Vui doc cung em* reading application developed by Save the Children (SC) in Vietnam. This application will be introduced to primary students in the project schools. By utilizing this application, children from ethnic minority communities (EMC) and children with disabilities will have the opportunity to enhance their reading comprehension skills and bridge the digital divide that exists between them and their Kinh peers without disabilities. The reading

application has already undergone successful pilot testing in Dien Bien and Lao Cai among EMC and Children with disabilities, receiving positive feedback from users. This approach allows for leveraging existing efforts and resources to improve the quality of learning and access to digital solutions for marginalized children. The pilot process will be iterative, involving regular feedback collection from end-users to refine the application.

Additionally, MoET will collaborate with project locations to identify ethnic languages for contextualizing the application. By 2024, the application is expected to be available in two languages: Vietnamese (for sub and audio) and H'mong (for audio). It will also include features to cater some of the most common needs of persons with sensory impairments such as boosted and adjustable audio, vision support, and Vietnamese subtitles.

Furthermore, the project will contribute valuable inputs for future application development, including content creation for gender equality and disability mainstreaming. It is anticipated that additional initiatives focused on providing support for children with disabilities will emerge throughout the project's duration.

### *3.6 Develop and pilot a support mechanism for schools for better IE implementation*

MoET IE experts will work with local education levels to develop a mechanism to strengthen the technical support for schools to implement its IE plan with better quality. The mechanism includes how DOET/Bureau of Education and Training (BOET) can provide support to schools via IE plan review, approval, and reporting; how IERC will provide support in terms of capacity trainings, teaching and learning resources, mentoring, and monitoring to ensure the quality of IE plan implementation at school level. This mechanism will be piloted at project locations for refining and finalizing before being promoted for use widely.

### *3.7 Conduct community awareness session on inclusion (gender inclusion, EM inclusion and Disability Inclusion)*

The community awareness activity will be done in coordination with school committees (or local stakeholders) MoET, with SC engagement. MoET will facilitate the meetings with the local authorities, to sensitize them about the importance of investing in every single child's education. Following these steps, the local authorities, in collaboration with different OPDs and COSs will organize a community meeting on Inclusive education. The meeting will target especially, but not only, the parents/caregivers of the target schools.

## **Inception and cross cutting activities:**

### *0.1 Baseline and endline assessment for each of the three pillars:*

MoET and SC will collaborate closely to develop survey tools, plans, and teams for conducting base-endline surveys for children and teachers under each pillar as appropriate with its nature and context to measure the program impact. Working together, they will combine their expertise and efforts to create effective survey instruments and detailed survey plans. The teams involved will be formed jointly by MoET and SC, ensuring a coordinated and collaborative approach to the survey process. By working together, MoET and SC aim to gather accurate and valuable data for assessing the needs and progress of children.

### *0.2 Regular MEAL activities for each of the three pillars*

When conducting training courses and piloting activities at project schools, each Department will conduct monitoring and technical support field trips, of which the budget has been reserved. SC will support each Department to develop monitoring tools, data analysis and mobilization in project delivery quality

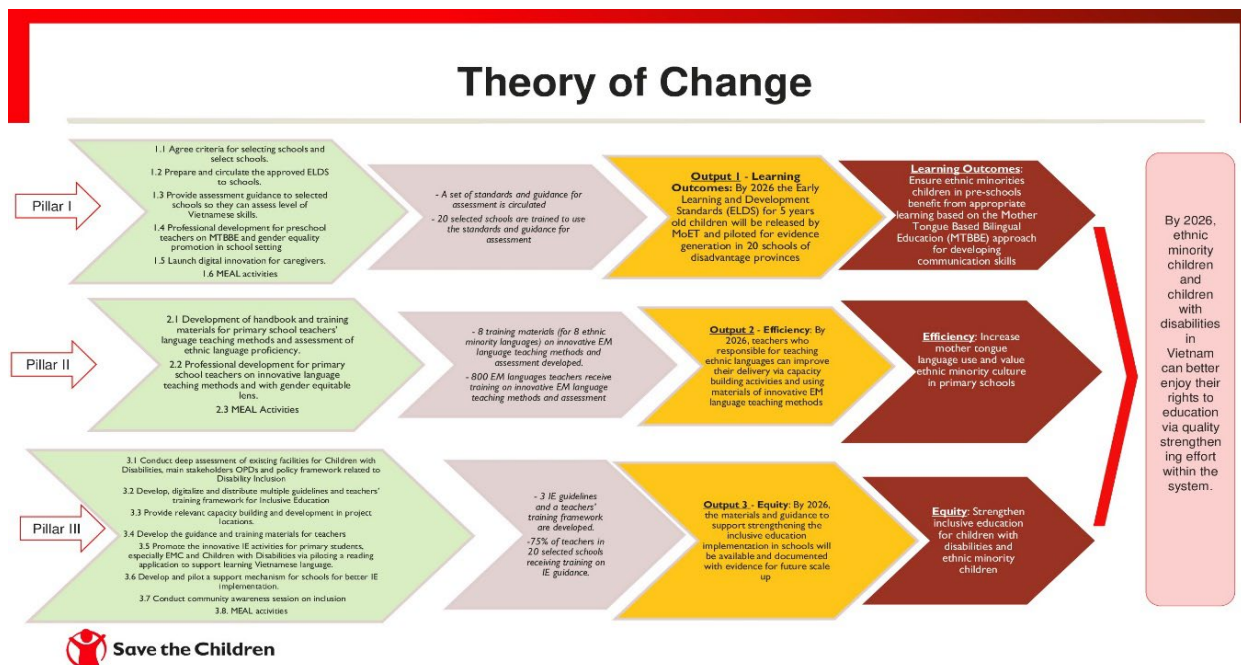


enhancement. SC staff will also conduct regular supportive supervision and monitoring trip to ensure the smooth implementation and quality of the program.

Save the Children will conduct an external final evaluation to measure the outcomes of the program in Year 3.

### 3.5. Theory of Change

The overall Theory of Change grounding the program design also well reflects Save the Children’s Theory of Change when addressing issues for children mostly impacted by discrimination and inequality.



Specifically, the transformation aspect of the program includes: 1) Reinforcing the ethnic minority languages and strengthening the acquisition of Vietnamese in the early years of life will potentially transform the opportunity for ethnic minority children to participate effectively in the primary and secondary stages of learning and maintain cultural and linguistic diversity. 2) By changing the ways that ethnic minority children learn language, there should be a change in the success rates – as well as improving the opportunities for the current intakes there may well be a pull factor bringing in more ethnic minority children as they see their languages valued. Having the language taught raises its status and the chance that it will survive. And 3) As the concept of IE becomes a mainstream part of the school and community planning processes, the issues around IE will become a normal part of discussions on how the school is to operate and on what new skills need to be developed. The current program will act as a pilot to learn what needs to be used to support schools to implement and include IE within the school plans.

With quantitative and qualitative measurement of program interventions under the form of detailed field activities and support, SC expect to gather evidence of impact, lessons learnt and best practice from beneficiaries and stakeholders. The program cycle will be the on-going process of reflection and refinement of interventions, i.e. all training materials, guidance developed by Ministry will undergo drafting, testing, comments gathering and then finalization with local comments incorporated. That said, we do not assume the effectiveness of the interventions, but rather look forward to realistically adjustment in the way interventions work at community and higher levels. SC will advocate for system change with evidence-based models and cascade them via government’s direction and policy.

### **3.6. Monitoring Framework**

#### **Monitoring framework: evaluation methods and means of verification.**

SC will recruit a full time MEAL staff to support monitoring and quality assurance, and to ensure the learning in this project's regard. This person will support MoET in developing quality benchmarks for their activities as well as assessment tools as needed. She/he will also regularly monitor the activities to ensure effective implementation of interventions, timely achievement of targets, and quality assurance. SC with MoET will undertake direct monitoring of project activities on a regular basis through field visits, meetings with implementing units under MoET and project beneficiaries. Mitigating actions will be proposed for follow up jointly with MoET. She/he will also support the verification process from SC, ESG and the independent party.

SC will in close coordination with MoET also engage third parties (LEG members) to conduct sampled monitoring trips for advancement verification.

SC with MoET will also hold quarterly meetings inviting the departments to review progress. Based on the reports from MoET, and field visits, SC will prepare progress updates and progress reports to ESG and GPE Secretariat.

In line with SC's policy and procedure on sub-recipient management, audits, and third-party field monitoring in addition to progress reporting and external communication have been planned, costed, and included under the project management costs.

In fulfilling the role of the Grant Agent, SCIT will adhere to GPE polices and regulations as well as SCI internal procedures.

With the cooperation mechanism for MEAL as above, a variety of means of evaluation will be used to collect project's data. We will conduct baseline, endline, mid-term reviews for milestone indicators reporting, besides, the project will also take in regular temperature check with beneficiaries, securing iterative process, especially with digital innovations, to ensure activities go on track. KAP will be measured and assessed in those evaluation milestones.

As for means of verification, we will make use of project documents, Partnership agreement foundation, there will be training reports, attendance list, selected project locations in paper for all capacity building activities. All reports and monitoring trips will have narrative report including data analysis (resulting from pre/posttest and or other form of evaluation). Reports and/or annual plans by schools/local level integrated with trained knowledge and skills, reports and/of feedback from beneficiaries via multiple channels for the impact of the project will also be considered.

#### **4. Implementation Arrangements and Program management**

The programme will be implemented by the MoET supported by both SC Vietnam (SCiV) and SC Italy (SCIT). SC IT will ensure technical quality in the design and implementation of education activities, related to inclusive education, with a focus on disability inclusion, making good use of internal resources developed by the organization. SC Italy has led the development of the Inclusive Education Resources and Toolkit and is promoting its adoption among colleagues globally. and is promoting its adoption among colleagues globally.

SC Italy will provide overall project management and financial accountability and facilitate annual work plan. It will oversee project monitoring and accountability towards the donor. SC Italy is ultimately

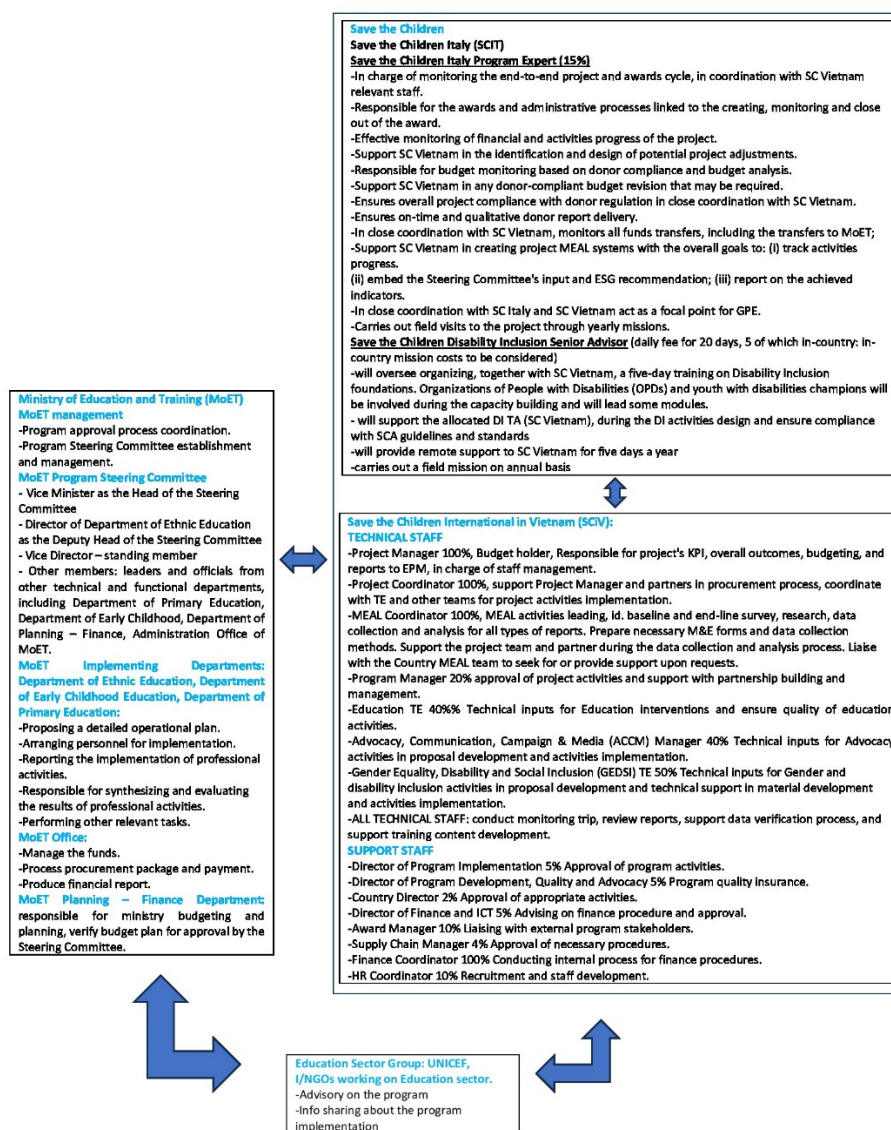


responsible for the achievement of the expected results and to ensure project accountability in compliance with GPE requirements. It will be the link through the Coordinating Agency (CA) to GPE for final reporting and any issues that might arise. UNICEF, as the CA, will be the main venue for ensuring effective coordination with the MoET.

Save the Children International in Vietnam (SCiV) will build on its long-term relationship with MoET and will provide the support to the MoET in relation to program monitoring and program implementation. The core team will consist of a Project Manager, Project Coordinator, MEAL Coordinator, and Education Technical Advisor. SCiV's Senior Management Team will oversee the project. Other functions (Finance, Supply Chain and Awards) will provide support to the core team during project implementation to ensure project operation and quality.

#### 4.1. Responsible actors and processes

The following scheme shows the programme organizational structure and role:



The following table shows the MoET organizational structure and role:

Administrative Unit	Role and Mandate
MoET (Steering)	<p>The Steering Committee meets twice a year to discuss overall progress, challenges and decide on the upcoming implementation plan.</p> <p>Overall project management (implementation, financing, human resource)            Reports consolidation            Communications focal point</p>
MoET (Standing member – Vice Director of Department of Ethnic Minority and implementing departments) - SC Project core team	<p>The standing member of the Committee will be the focal point for the whole program management and implementation. It will also be the focal point for liaison and working with SC Project Manager and relevant project team members and supporting functions.</p> <p>Policy guidance            Administrative management            Regular meeting/update/discussion</p>
MoET Relevant Departments and Units	<p>At working level, the focal point, and each technical Departments under MoET will work closely with SC team on a regular basis. The MoET allocation will be considered part of the State budget and will therefore be subject to Government policies and procedures. To minimize the risk of inconsistency between MoET and SC’s applicable policies and procedures, a Project Operation Manual will be developed by MoET and SC. This will include guidance on the procurement process as well as on financial reporting.</p>

**Component 1:**

The Department of Early Childhood Education will be the technical lead for the implementation of Component 1 for their respective areas of early childhood care and education.

**Component 2:**

The implementation of component 2 will be taken by the Department of Ethnic Minority Education. They are responsible for supporting the Minister in conducting state management of ethnic minority education.

**Component 3:**

The Department of Primary Education will oversee the Inclusive Education part under Component 3. They oversee the development, guidance, and planning of specialized education centres for children with disabilities and the system of supporting inclusive education. In addition, the Department of Ethnic Minority Education will oversee the school education plan development part under Component 3. They will work closely with the Department of Primary Education to select and implement activities under this component in the same selected schools to ensure comprehensiveness and effectiveness.

**Monitoring, Quality Assurance and Reporting:** SCiV will recruit a full time MEAL staff to support monitoring and quality assurance, and to ensure the learning in this project’s regard. This person will support MoET in developing quality benchmarks for their activities as well as assessment tools as needed. She/he will also conduct regular monitor of the activities to ensure effective and quality implementation of interventions, timely achievement of targets. SCiV with MoET undertake direct monitoring of

programme activities on a regular basis through field visits, meetings with implementing units under MoET and programme beneficiaries. Mitigating actions will be proposed for follow up jointly with MoET. She/he also support the verification process from SC, ESG and the independent party.

SCiV will in close coordination with MoET also engage third parties to conduct sampled monitoring trips for targets verification.

### MoET Implementation roles

MoET's direct implementing unit will carry out programme's activities and ensure that expected objectives are achieved, specifically:

#### Component level

Overall, responsibility for project monitoring will lie with the Project Steering Committee under the guidance of the MoET Minister/ Vice Minister. Activities will be implemented through multiple implementing departments within the Ministry, including Department of Ethnic Minority Education, Department of Early Childhood Education, Department of Primary Education (Inclusive Education component), and other functional departments, for example MoET Office, Department of Finance and Planning, which have their own dedicated administrative and monitoring systems. Day-to-day project implementation and monitoring will follow their existing systems. Each implementing department will compile implementation reports based on administrative data twice a year to report to MoET. These reports will include the activities (such as training) carried out, the number of activities, and immediate beneficiaries with relevant breakdowns (gender, disabilities, age).

#### Programme level

The Project Steering Committee will be responsible for consolidating monitoring data and sharing the results. MoET M&E activities include: i) regular supervision of project implementation sites; ii) preparing biannual implementation progress reports by compiling implementation reports from various implementing units and specialized departments, which will include the progress toward the overall programme learning outcomes and reporting on key performance indicators; and iii) organizing assessment and impact evaluation studies as relevant. Necessary technical advisors will support MoET in carrying out the listed M&E activities. The MoET will compile the sector statistics, annually produce the sector report and report on the key indicators of the programme.

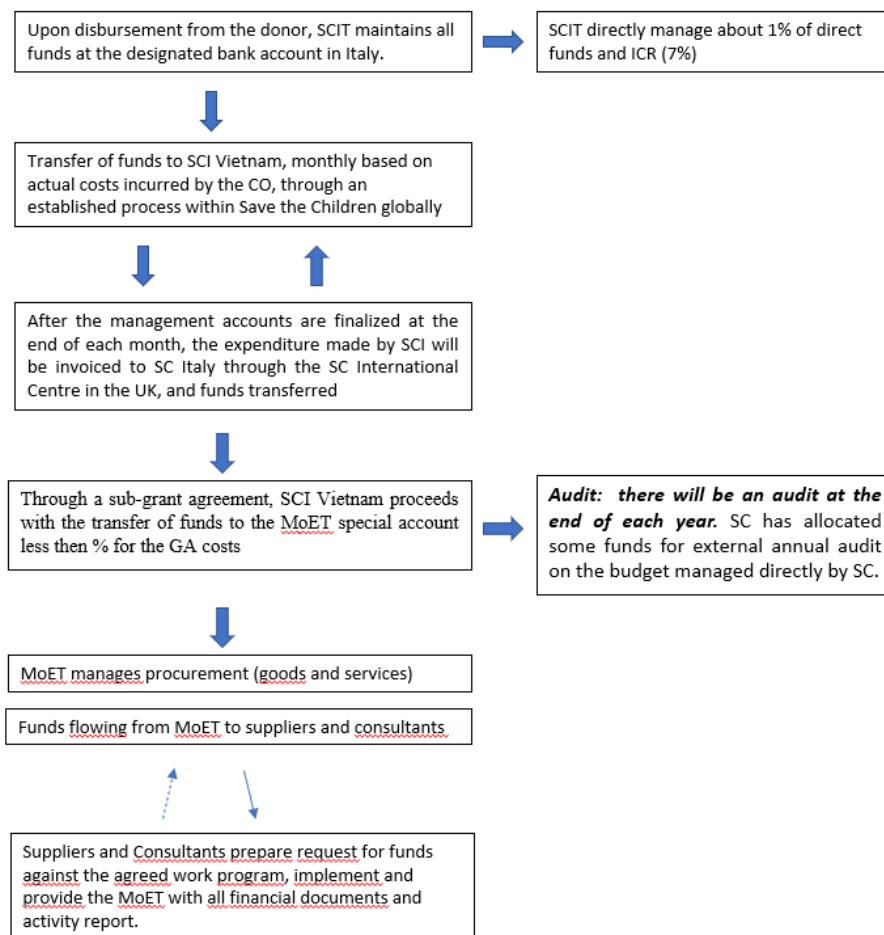
#### Strategic level

At the strategic level, each Department responsible for its own component will facilitate monitoring and review of the programme through liaison with SC and other independent evaluation parties. Besides, the Education Sector Group (ESG) will also play a key role in consulting and synergizing efforts in education sector to maximize the impacts.

#### Knowledge Management and Sharing

Within the programme, knowledge will be shared through regular interaction and brainstorming sessions within components, periodic management, and monitoring meetings at different levels to share progress, issues and achievements, preparation and dissemination of programme reports covering best practices, success stories and lessons learned.

## 4.2. The flow of funds



### Forwarding Chain

As described in the organizational set-up of Save the Children, Save the Children International is the implementing arm of Save the Children members such as SC Italy. The main implementing office for Save the Children Italy for this programme will be Save the Children International – Vietnam Country Office (SCiV). Save the Children Italy and SCiV will manage this programme through our joint Award Management System (AMS), where project and donor-specific requirements are regulated and agreed upon among all implementing offices. In this system, agreements between SC Italy and SC International are signed electronically in what is called a Fund Summary.

Upon disbursement from the donor, SCIT maintains all funds at the designated bank account in Italy and the transferring of funds to the relevant implementing office is made monthly based on actual costs incurred by the CO, through an established process within Save the Children globally. SCI Vietnam CO will have responsibility for the day-to-day financial management. After the management accounts are finalized at the end of each month, the expenditure made by SCI will be invoiced to SC Italy through the SC International Centre in the UK, and funds transferred. The formal relationship between SCIT and SCI on programs and projects is governed by a general agreement called Master Programming Agreement (MPA) which outlines the terms and conditions for the management of SCIT funds by the side of SCI. The MPA

does not regulate specific programs or projects but is rather a framework agreement that regulates the cooperation, roles, and responsibilities at a general level, while the above-mentioned Fund Summary includes project-specific terms.

The implementing SCI offices may also enter into sub-grant agreements with regional and/or local partners for implementing the program, which is MoET in this case. These agreements follow SCI standard partnership terms and sub-granting procedures also ensuring that all donor requirements including audit obligations are trickled down to implementing partners.

### **Financial Flow**

SC Italy (SCIT) will be responsible for managing the program budget in its capacity contract holder with both the GPE and Nippon Foundation. All program funds will be therefore channeled via SCIT. The SCI implementing office is budgeted to receive approximately 5.15M USD out of 5.2M USD of direct costs. In line with standard industry practice, SC Italy will receive 7% out of the total direct costs, for indirect cost recovery (ICR). SCIT % of indirect costs to fund non-award related costs such as rent for SCIT head office, financial management systems, and support functions (HR, Finance, IT, etc.). To fund these indirect costs SCIT charges a % for ICR on all its awards since ICR are essential to running any program and providing support to the Country Offices. A portion of the ICR also supports SC International management functions. These management costs include SCI regional centre costs and senior non-programmatic leadership in SCI Headquarters.

All SCI field-level allocations will be managed by the respective Regional Office (Asia Regional Office is in Singapore) with implementation modalities regulated internally within SCI when other offices are involved – internally means that it is done within the same legal organizational body (as SCI) and not forwarding to another organization. SCI field offices will transfer part of the funding to project implementing partners, as relevant.

At this stage, approximately 78% of total direct program costs (4.1M USD) are budgeted for MoET, local implementing partner. MoET will have a dedicated bank account used solely for this project and will receive funds from SCiV to implement the project.

### **4.3. Financial Management**

Save the Children Master Programming Agreement defines the terms and conditions under which SC Members (including SC Italy) operate through SCI and in line with the overarching provisions of the Master Programming Agreement. Based on these Agreements, Members are directly accountable to Donors. Save the Children Programme Cycle is managed globally through the Award Management System (AMS). All projects (from Opportunity to Close-out and Audit) are recorded in AMS and go through a system of workflows that allow SC Members and SCI to capture key decision points in an awards life cycle. Proposals, Reports, Amendments and Audits are therefore uploaded into the system and approved by relevant members of the SCI teams (e.g. Country Director, Head of Awards) and SC Members (e.g. Director of Programmes, Head of Region, Head of Finance, Risk). Joint approval is mandatory from both Member and SCI before an award can proceed to the next stage.

SCIT and SCI (including SCiV) use an accounting system, Agresso Prod, where a full nominal ledger is maintained. Each award or project has a designated Source of Funds number (SOF). In addition to that, individual Cost Centre codes are used to ensure appropriate expenditure authorisation by the side of the relevant budget holder as well as Activity Code (SCiV will move to new financial model from 23 October 2023 (Coding project)). The accounting system allows for timely payments of suppliers and partners, automated finance reporting and enhanced budget visibility through budget vs. actual (BvAs) reporting. Financial BvAs are monitored monthly to track expenditure progress and act as required to ensure accurate project reporting, including in line with relevant donor requirements.

The grant will be financially managed by MoET under the supervision of and in coordination with SCiV. Head of MoET Office will be the bank account holder and will be authorized to approve payment and expenses.

Save the Children has a cost allocation methodology (CAM) to objectively allocate shared direct costs to awards based on the share of resources used by the award. Shared direct costs are costs that are incurred for multiple objectives to provide support to the award in the implementing offices. CAM ensures consistent classification and strict segregation of allowable expenses and establishes a standardized, worldwide methodology to allocate shared direct costs to awards in each program implementation location on a basis which is transparent and compliant. Shared direct costs are proportionately and directly allocable to awards monthly, through an automated process within our financial management and effort reporting systems. The allocation amount is based on proportionate direct expenditure excluding specified distorting costs. It does not include partner costs, gift-in-kind, cash transfer programming, indirect costs, and home office costs. The amount allocated to any single award will therefore vary each month based on the actual level of support required. The allocation of costs is supported by staff time tracking sheets with detail of the Level of Effort (LoE) for each role.

#### **4.4. Auditing**

MoET Department of Planning and Finance will follow donor's regulations. SC will recruit auditor to conduct the audit on both SC and MoET. An external audit is foreseen at the end of each project year and SC has allocated some funds for an external annual audit.

#### **4.5. Procurement arrangements**

In terms of direct operating costs, when a project is approved the project Financial Planning & Analysis Officer (FPA) links budget lines in the approved project budget with Activity codes within the Accounting System. When launching a procurement process, the Subproject number and DEA Number are included in the relevant quote, contract, and invoices. Once the Invoice is received, it is recorded in the accounting system based on the Subproject, DEA and requisition number quoted in the invoice. Budget Holder and FPA monitor periodically the correct allocation of transactions in Agresso which include relevant supporting document and audit trail. SCIT and SCiV will adopt Save the Children Procurement Manual. At the same time, for components managed by MoET, they will manage the project as their business as usual (BAU), adopting government policies, procedures, and norms. As outlined above, a Project Operation Manual will be developed to minimize the risk of any inconsistency between MoET and SC applicable policies and procedures. The Manual will include dedicated guidance on procurement as well as on reporting requirements.

## 5. Risks and Mitigating factors

Risk Area/ Strategic Outcome	Key Risks	Likelihood	Impact	Mitigation Measures
		1. Very unlikely	1. Negligible	
		2. Unlikely	2. Minor	
		3. Moderate	3. Moderate	
		4. Likely	4. Severe	
		5. Very Likely	5. Critical	
<b>Cross Cutting</b>				
<b>Governance</b>	Since different departments and units at MoET are involved in the design and implementation of the programme, coordinator and collaboration among these various units may pose the risk of slowing down the decision-making process, thus causing unexpected delays in programme implementation.	Moderate	Critical	SC will work closely with the MoET leadership and MoET departments/units to make sure decisions are timely made and to reduce delays in implementation of activities and achievement of results.
<b>Institutional Capacity for Implementation</b>	The functional departments under MOET that will involve primarily in the implementation of the programme may not have sufficient technical capacities and experts, e.g. instructional design experts for e-learning courses, multi-media experts for digital materials such as videos, etc., which may adversely affect the quality and attractiveness of the materials to their targeted audience.	Moderate	Critical	SC will closely monitor the implementation of the programme and provide necessary technical assistance to ensure sufficient capacity is in place to ensure high-quality outputs.



Risk Area/ Strategic Outcome	Key Risks	Likelihood	Impact	Mitigation Measures
		1. Very unlikely	1. Negligible	
		2. Unlikely	2. Minor	
		3. Moderate	3. Moderate	
		4. Likely	4. Severe	
		5. Very Likely	5. Critical	
<b>Technical Design</b>	Materials development and training courses/professional development for teachers are two of the key activities in the program, the risk is that these products may not be user-friendly and content-appropriate by teachers and students	Moderate	Critical	SC will work closely with MoET and other stakeholders to make sure that the participation of communities, ethnic minority teachers, ethnic minority school managers, teachers and staff from Inclusive Education Resource Centres are promoted in the material development processes and design of training courses for teachers and school managers.
<b>Technical Design</b>	Unable to verify and or to get consensus on rating “project results”	Moderate	Severe	<ul style="list-style-type: none"> <li>- Prior project implementation, analyse list of project results and identify results those need intensive verifications and rating.</li> <li>- Regular updates with ESG/LEG during implementation to ensure ESG/LEG coordination and participation</li> </ul>
<b>SEAH Risks</b>	- Risk of sexual harassment and abuse perpetrated by peers might occur at the dormitory or shared unassisted rooms and	Unlikely	Minor	The SEAH risks will be mitigated through the implementation of SC’s Safeguarding framework, including



Risk Area/ Strategic Outcome	Key Risks	Likelihood	Impact	Mitigation Measures
		1. Very unlikely	1. Negligible	
		2. Unlikely	2. Minor	
		3. Moderate	3. Moderate	
		4. Likely	4. Severe	
		5. Very Likely	5. Critical	
	<p>which can lead to sexual transmitted diseases and unwanted pregnancies</p> <ul style="list-style-type: none"> <li>-Risk of sexual harassment and abuse perpetrated by boarding school staff (eg teachers, educators, head masters) who take advantage of their position of authority</li> <li>- Risk of sexual harassment and abuse perpetrated by Save the Children and Partners who might take advantage of their position in exchange of rewards for sexual favors</li> <li>-Children with disabilities might be at particular risk of sexual violence, sexual assault inappropriate talk, and unwanted touch</li> </ul>			<p>Child Safeguarding Policy, Protection from Sexual Exploitation, Abuse and Harassment Policy (PSEAH Policy), Anti-Harassment, Intimidation and Bullying Policy, Modern Slavery &amp; Human Trafficking Policy. The country office will set up and manage accountability, feedback, and complaint mechanisms, including instances of child and adult safeguarding. It will also carry out a safeguarding risk analysis for this programme to put in place mitigating measures in more specific terms.</p> <ul style="list-style-type: none"> <li>- All staff (boarding school, Education Resource Center and Save the Children staff) will undergo a the PSEA Training</li> <li>- Boarding and Education Resource Center staff will undergo the Code of Conduct Training</li> <li>-Awareness, informative session for all children divided by gender, sex,</li> </ul>

Risk Area/ Strategic Outcome	Key Risks	Likelihood	Impact	Mitigation Measures
		1. Very unlikely	1. Negligible	
		2. Unlikely	2. Minor	
		3. Moderate	3. Moderate	
		4. Likely	4. Severe	
		5. Very Likely	5. Critical	
				<p>age group about children rights, gender rights, SGBV and prevention</p> <ul style="list-style-type: none"> <li>-A referral system in case of child abuse will be established to ensure access to protection and care with local social services</li> <li>- All the staff (Boarding school, Education Resource Center and SC) will undergo SC Child safeguarding training</li> <li>- All children will participate to Sexual and Reproductive sessions</li> <li>- All the barriers that might cause the exclusion of children with disabilities from the mitigation measures will be addressed, removed, or alternative accommodations will be identified to ensure the participation of everyone</li> </ul>
<b>Environment</b>	Naturally, project risks to the environment – such as a pollution incident – or from the environment – such as flooding – may occur	Unlikely	Minor	As far as environmental risks are concerned, there is no foreseeable potential damage in the planned activities. Moreover, no construction or

Risk Area/ Strategic Outcome	Key Risks	Likelihood	Impact	Mitigation Measures
		1. Very unlikely	1. Negligible	
		2. Unlikely	2. Minor	
		3. Moderate	3. Moderate	
		4. Likely	4. Severe	
		5. Very Likely	5. Critical	
				rehabilitation activities are planned, so there is no risk of pollution due to construction. However, during program implementation, all safeguarding and even updated green policies for reducing carbon emission will be carefully considered and put on the detailed workplan.

## 6. Programme Sustainability

The programme will be implemented using existing government systems. It will provide evidence based on program implementation and outputs for government to review policies and implementation mechanisms and will provide necessary capacity-building support for implementation (for example, learning design revisions and implementation of the teacher training programme) and for knowledge development. Implementation of key activities through MoET and related support institutions will increase technical and financial sustainability beyond the programme period.

No additional parallel structures are proposed in the programme design. MoET and its relevant departments and units including Department of Ethnic minority Education, Department of Early Childhood Education, Department Primary Education with their official mandates for programme areas of intervention will be further strengthened. This will be done through direct and continuous engagement in the implementation of programme activities and/or professional trainings in the technical areas of education including curriculum review, textbook development, and continuous professional development. Programme activities focusing on the involvement of local communities will also improve the overall sustainability of programme interventions.

Many of the activities will be pilot activities on a small scale but can contribute to significant changes in the education system and to the achievement of the goals that are likely in the education sector plan. There is an opportunity to learn from the activity outputs and early outcomes to scale up what is working to cover all schools and children in the groups covered by the program.

## 7. Implementation Timeline

Project Activities	Timeline		
	1 <sup>st</sup> year (2024)	2 <sup>nd</sup> year (2025)	3 <sup>rd</sup> year (2026)
<b><u>Under Pillar 1- Learning Outcomes</u></b> (Theme: Early Education)			
1.1 Agree criteria for selecting schools and select schools	x		
1.2 Prepare and circulate the approved ELDS to selected schools	x		
1.3 Provide assessment guidance to selected schools so they can assess level of Vietnamese skills	x		
1.4 Professional development for preschool teachers on MTBBE and gender equality.	x	x	x
1.5 Launch digital innovation for caregivers to enhance interactive home environment for young children and promote healthy digital literacy for caregivers.	x		
<b><u>Under Pillar 2 – Efficiency</u></b> (Theme: Ethnic Minority Education)			
2.1 Development of handbook and training materials for primary school teachers’ language teaching methods and assessment of ethnic language proficiency.	x	x	x
2.2 Professional development for primary school teachers on innovative language teaching methods and with gender equitable lens.	x	x	x
<b><u>Under Pillar 3 – Equity</u></b> (Theme: Inclusive Education - Primary Education)			
3.1 Conduct deep assessment of existing facilities for Children with Disabilities, main stakeholders OPDs and policy framework related to Disability Inclusion	x		
3.2 Develop, digitalize and distribute multiple guidelines and teachers’ training framework for Inclusive Education based on Circular No 20/2022/TT-BGDDT.	x	x	x
3.3 Provide relevant capacity building and development in project locations.	x	x	
3.4 Develop the guidance and training materials for teachers to better accommodate children with disabilities in accordance with Disability Law and pilot at project locations for evidence of impact and further uptake.	x	x	x
3.5 Promote the innovative IE activities for primary students, especially EMC and Children with		x	x

<i>Disabilities via piloting a reading application to support learning Vietnamese language.</i>			
<i>3.6 Develop and pilot a supportive mechanism for schools for better IE implementation.</i>	x	x	x
<i>3.7 Conduct community awareness session on inclusion (gender inclusion, EM inclusion and Disability Inclusion)</i>	x	x	x

## 8. Background documentation

No.	Document code	Document name	Document brief
1	ESDP (Education Sector Development Plan)	Education Sector Plan 2003 – 2015. Vietnam	<p>The overall objectives of the Education Development Strategic Plan (EDSP) are to renovate the education system, move closer to regional and international quality standards, and ensure social equity and lifelong learning opportunities. The EDSP outlines further objectives for all levels of education:</p> <ul style="list-style-type: none"> <li>-Achieve universal early childhood and care education to ensure that all children have the proper intellectual, emotional, and physical development necessary to enter primary school.</li> <li>-Improve and maintain the quality of universal lower secondary education and pursue universal upper secondary education in poor localities.</li> <li>-Strengthen ethnic minority boarding schools and provide inclusive education at all levels.</li> <li>-Restructure the vocational education system, establish new colleges that respond to learning needs, and ensure that students are equipped with the professional skills to participate in the international labor market.</li> <li>-Expand non-public higher education and provide more university preparatory institutions for ethnic minorities.</li> <li>-Diversify various forms of continuing education and create life-long learning opportunities to continuously improve professional qualifications.</li> </ul>
2	QĐ/142  Dated January 27 <sup>th</sup> 2022	DECISION 142  Increasing the quality of teaching ethnic minority languages in General Education Program 2021 – 2030.	Policies, projects and schemes to support the preservation and development of ethnic minority languages, communicate and mobilize the community
3	QĐ/5006  Dated December 31 <sup>st</sup> 2021	DECISION 5006  Implementation of the project "Strengthening Vietnamese language for preschool children and primary school students in ethnic minority areas 2016-2020, with a vision to 2025" on the basis of child's mother tongue.	To develop language competence for preschool children and primary school students from ethnic minority areas based on the child's mother tongue; to contribute to improving the quality of education, enhancing the readiness for preschool children of ethnic minorities going to primary school; to improve the quality of general education in ethnic minority areas; to contribute to preserving the language, writing and culture of ethnic minorities.

4	QĐ/ 2239 Dated December 30 <sup>th</sup> 2021	DECISION 2239 Approving the Education Development Strategy period 2021-2030, vision to 2045	Prioritize ensuring equity in access to education and meeting the learning needs of ethnic minorities, people living in mountainous areas, areas with extremely difficult socio-economic conditions, and lowland areas, coastal areas, islands, orphans, helpless children, people with disabilities, people from poor households, near-poor households, women and girls, and other disadvantaged people. Enhancing teaching of language and writing of ethnic minorities to preserve and promote the linguistic and cultural values of ethnic minorities.
5	TT 20 Dated December 28, 2022	Circular No. 20/2022/TT-BGDĐT Issued by the Ministry of Education and Training on	This Circular takes effect from February 20, 2023. Joint Circular No. 58/2012/TTLT-BGDĐT-BLDTBXH dated December 28, 2012, of the Minister of Education and Training and the Minister of Education and Training, is annulled. The Ministry of Labor, War Invalids and Social Affairs shall prescribe the conditions and procedures for the establishment, operation, suspension, reorganization and dissolution of the Center for inclusive education development support. Several main contents as follows: <ul style="list-style-type: none"> <li>• legal position and types of the Resource Center for Inclusive Education Development</li> <li>• main activities of the Center divided by task groups</li> <li>• standards for teachers and Center staff</li> <li>• educational facilities and equipment</li> </ul>
6	KH 29 Dated 11 Jan 2021	Plan No.29 Social mobilization in creating a safe and child-friendly schools for children in the period 2021 - 2025	The purpose of the Plan is to call out social forces to provide support to 30 cities/provinces of Vietnam, in accordance with three goals: <ul style="list-style-type: none"> <li>- Provide safe and friendly learning environment for children in ethnic minority areas, boundaries, industrial zones.</li> <li>- Promote digital transformation, safe school models, administration systems, policies for teachers, professional development for teachers, inclusion for disadvantaged children.</li> </ul> Tribute event for individuals, organization, business sector who contribute to education sector in the period 2015 – 2020 (Each listed city/province will choose one district. Each district chooses 20 schools.)