

THE FORD FOUNDATION

**PATHWAYS TO HIGHER EDUCATION
PROGRAM PHASE 2 IN VIETNAM**

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FINAL REPORT

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ABBREVIATIONS

AGU	An Giang University
DLU	Da Lat University
FF	Ford Foundation
HAU	Ha Noi Agricultural University
DS	Disadvantaged Students
HU	Hue University
MIS	Management Information System
MOET	Ministry of Education and Training
PHE	Pathways Higher Education
TNU	Thai Nguyen University
TORs	Terms of References

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The school headmasters, teachers, school student, the parents and the local authorities concerned from the:

Muong Bi Upper Secondary School, Tan Lac, Hoa Binh,

Gia Vien Upper Secondary School, Cat Tien, Lam Dong,

Ethnic Minority Tri Ton Boarding Upper Secondary School, Tri Ton, An Giang,

Quang Tri Ethnic Minority Boarding Upper Secondary School, Dong Ha, Quang Tri,

Bac Kan Upper Secondary School, Bac Kan Town, Bac Kan.

EXECUTIVE SUMMARY

This report covers the findings of the independent Final Evaluation Mission of the Pathways to Higher Education Program phase 2 in Viet Nam, which took place in Vietnam during 13th October to the 1st November 2004. Originally, the Pathways to Higher Education Program (PHE) was initiated by the FF and is a worldwide fund and managed on a competitive basis. This fund is meant to help (1) increase the numbers of disadvantaged students in the undergraduate student population; (2) improve their chances of graduation; and (3) provide readiness skills for post graduate and/or international study, mostly through programs within colleges and universities. The Overall Goals of PHE program in Vietnam are:

1. To increase the access to and academic performance in tertiary education by disadvantaged groups in Vietnam society;
2. To draw out the best lessons learned and the most effective models on supporting disadvantaged students in order to disseminate those lessons to government leaders, educational administrators, organizations and individuals who are concerned about the education of disadvantaged students.

Disadvantaged students include the following 6 groups: Ethnic minority students, Students who permanently live in remote/isolated areas, Students from mountainous areas, Disabled students, Students from the poor families, Students whose parents are martyr, wounded/sick soldiers and the students who are orphanage and wounded/sick soldiers themselves.

The PHE program has been implemented in Vietnam since 2001 in two phases, phase 1 from 2001 to 2003 and phase 2 from 2004 to 2006. After the completion of the PHE phase I, recognizing the significant success of the initiative, the FF offered the PHE program phase II to the participating universities of Vietnam for the period 2004-2006. The PHE program phase II was greatly improved based on the lessons learned from the PHE program phase 1. In particular, the PHE program phase 2 adjusted a number of activities that proved ineffective during Phase I. The following were the main adjustments:

- Retained only five universities for the PHE program phase II, namely: AGU, DLU, HAU, HU and TNU,
- Removed all activities that were too much social oriented or campaign oriented like English clubs, Informatics clubs, gender-oriented education (cooking classes),
- Expanded university entrance exam preparation courses at selected upper secondary schools in remote locations instead of the campus of the university. Added training courses for teachers, creation of small libraries,
- Organized counseling service for university preparation for high school students and counselling for parents at selected upper secondary schools in remote locations where the university conducts university entrance exam preparation courses in order to avoid the “marketing bias” of the university alone
- Reduced or even removed cultural activities, art shows, ethnic minority shows that were not directly related to the goal of the PHE program

- Redesigned and reduced tutoring activities for difficult subjects in order to avoid conducting only overview sessions at the end of the subject study
- Upgraded certificate courses for English and Informatics to higher levels (from A to B or from B to C)
- Added activity of support for students in scientific research
- Added activity “Good Brothers” based on experience of DLU
- Added master entrance exam preparation courses
- Expanded activity: “Professional skill training” at HAU

Futhermore, the PHE program phase 2 in Vietnam added a focus on the needs of disadvantaged school students, particularly ethnic minority children and those who living in mountainous and remote areas, as a means of influencing both institutional practice and policies.

In the PHE program phase 2 in Vietnam, each of five university carries out its own project with specific objectives to achieve PHE goals. The activities are listed below by objectives, but they are not necessarily included all in the PHE program of the participating universities:

Goal 1. To increase the access to and academic performance in tertiary education by disadvantaged groups in Vietnam society

Objective 1. To increase rate of disadvantaged students access tertiary education

Objective 2. To improve quality of study and social skills for disadvantaged students in university

Objective 3. To improve job-seeking skills for senior students in university

Objective 4. To increase rate of disadvantaged students access and success in post-graduate education.

Goal 2. To draw out the best lessons learned and the most effective models on supporting disadvantaged students in order to disseminate those lessons to government leaders, educational administrators, organizations and individuals who are concerned about the education of disadvantaged students.

The overall objectives of the of the independent Final Evaluation Mission of the Pathways to Higher Education Program phase 2 in Viet Nam are:

1. Evaluate the Pathways Higher Education (PHE) program phase 2 in Viet Nam.
2. Based on the results of the evaluation, to identify potential innovations for pilot testing.

The particular methodology for evaluation included: *Desk Study, Field Surveys and Workshop/Consultative Meetings.*

The main findings of the final evaluation include the following:

The **relevance** of the PHE program phase II can be judged by its relevance to the goals of the FF, the Vietnam's Government support policies for DS and the mechanism of participation of the main stakeholders to maintain the relevance. The relevance of the PHE program II can be

rated as **Highly Satisfactory**¹. However, taking into account the fact that the role of the local authorities as well as the participating upper secondary schools where university entrance exam preparation courses are conducted is increasing, it is recommended that their representatives be involved in the project design, implementation and evaluation as one of the main stakeholders.

The program **design** of the PHE program phase II can be judged by its components, activities and format.. It can be concluded that the overall design of the PHE project phase II of all five participating universities is good and relevant to the goals set forth. The proposed components and the activities have contributed to the achievement of goals of the project. However, there should be further efforts in refocusing and then reducing the number of activities, more careful justification of each activity and following the internationally accepted project document format to certain extent. The project design of the PHE program phase II can be rated as **Satisfactory**.

The **efficiency** of the PHE program phase II can be judged by its scheduling, budgeting, financial management and organization of the project management. It can be concluded that the efficiency of the PHE project phase II of all five participating universities is good. However there still some weaknesses pointed out regarding the delay of the start of the project implementation, too high management cost rates claimed, inappropriate use of the project funds and rigid organization of the project management, which will serve as good justifications for further improvement of the efficiency of the project in the future. The efficiency of the PHE program phase II can be rated as **Satisfactory**.

The **effectiveness** of the PHE program phase II can be judged by its three components. It can be concluded that the effectiveness of the PHE project phase II is very impressive and the program has achieved all major objectives set forth. However there are still needs of improvement of quality of particular aspects of some activities. The overall effectiveness of the PHE program phase II can be rated as **Highly Satisfactory**.

The **impact** of the PHE program phase II can be judged by its three components regarding the level of local authority, participating university, its management and academic staff, disadvantaged children and their families. It can be concluded that the impact of the PHE project phase II is very impressive, especially for the component of the enhancement of the opportunities to access to higher education and post-graduate education. The overall impact of the PHE program phase II can be rated as **Highly Satisfactory**.

The **sustainability** of the PHE program phase II can be judged by its three main components. The level of the sustainability strongly varies from goal to goal and it is most significant for the goal of increasing the rate of disadvantaged students' access to tertiary education, while least significant for the goal of improving quality of study and social skills for disadvantaged students in university. The sustainability of the PHE program II can be rated as **Satisfactory**.

Overall PHE program II has been highly successful in delivering its core objectives. It has enhanced the equality and opportunities for DS to access tertiary education, have a higher

¹ The overall performance rating for each of the following main evaluation criteria is based on the following scale: **1 HS - Highly Satisfactory** (fully according to plan or better); **2 S - Satisfactory** (on balance according to plan, positive aspects outweighing negative aspects); **3 LS - Less than satisfactory** (not sufficiently according to plan, very few or no positive aspects); **4 US - Highly unsatisfactory** (seriously deficient, very few or no positive aspects).

academic performance during their study at the university and have higher qualifications and better chances for their employment after graduation from the university.

However, there remain particular concerns about the design, the effectiveness and the sustainability of a number of the program components and activities. The overall assessment findings are summarised below:

Evaluation criteria	Performance rating
Program relevance	HS
Program design	S
Program efficiency	S
Program effectiveness	HS
Program impacts	HS
Program sustainability	S

The recommendations for the potential future PHE program include the following:

a. To enhance the opportunities to access to higher education and post-graduate education for DS in the region.

- Ensure that more than half of whole budget of the program is given to the related activities.
- The program locations should be chosen to reach as many possible the most disadvantaged children. Pre-university classes in the local schools in remote/mountainous areas have proved to be more effective than those at the universities. The coverage will be widened and more students will benefit from the same activity
- Focus more on local teachers training and quality learning materials for school students
- Conduct awareness raising activities for local authorities.
- Pre-master classes will benefit the residents from difficult areas only when they target the right applicants. Due to the nature of the master examination a long-term strategy for preparing the applicants is very much needed. The choice of applicants shall be taken into account in the preparation (some kind of counseling for master course applicants!)

b. To enhance the academic performance of the DS of the University in order to successfully complete their university study.

- Reduce the number of activities to 2-3 with very clear objectives and measurable performance indicators.
- A, B, C certificate courses should not come under this goal because they are more relevant to the goal of improving job-seeking skills for senior students in university. In addition, if conducted for the next phase, they should be given to the outside PHE program training providers.

- Design activities that can effectively deal with difficulties faced by DS in keeping up with normal students in their regular academic courses. While designing activities, take into account the quality, timing and simultaneity of the activity with the respective regular courses. Tutoring English classes, Learning management skills classes or Communication skills, confidence building skills classes may be good examples for this goal.
 - MIS with DS orientation should be developed and installed for more effective monitoring and tracking.
- c. To enhance the skills of the DS of the University in order to successfully seek employment after their graduation from the university.
- Reduce the number of activities to 2-3 in each of the participating universities with very clear objectives and measurable performance indicators. Employment seeking skills, Job orientation skills, Information seeking skills and entrepreneurship classes may be good examples for this goal.
 - Focus on professional teachers training, the adequate design of the courses and quality of the course materials.

The recommendations for test pilot innovation program to support disadvantaged students include the following:

- Preparation of a common set of materials for social skills needed by students as preparation of their future employment
- Preparation of a material on business starting skills for graduates
- Preparing of a common tool set for English activities so that all students will get the same benefits regardless of their location.
- Designing a MIS with focus on the DS.

I. THE PHE PROGRAM PHASE 2 DESCRIPTION

The Pathways to Higher Education Program (PHE) was initiated by the FF and is a worldwide fund and managed on a competitive basis. This fund is meant to help (1) increase the numbers of disadvantaged students in the undergraduate student population; (2) improve their chances of graduation; and (3) provide readiness skills for post graduate and/or international study, mostly through programs within colleges and universities.

The Overall Goals of PHE program in Vietnam are:

- To increase the access to and academic performance in tertiary education by disadvantaged groups in Vietnam society;
- To draw out the best lessons learned and the most effective models on supporting disadvantaged students in order to disseminate those lessons to government leaders, educational administrators, organizations and individuals who are concerned about the education of disadvantaged students.

Disadvantaged students include the following groups.

Group 1: Ethnic minority students

Group 2: Students who permanently live in remote/isolated areas

Group 3: Students from mountainous areas

Group 4: Disabled students

Group 5: Students from the poor families

Group 6: Students whose parents are martyr, wounded/sick soldiers and the students who are orphanage and wounded/sick soldiers themselves

* The female is highlighted in all groups.

The PHE program has been implemented in Vietnam since 2001 and divided by phases of two years each. In the First Phase, from 2001 to 2003, there were ten universities participating in the Program, namely: Ha Noi Agricultural University, Thai Nguyen University, Vinh University, Hue University, Da Nang University, Da Lat University, Can Tho University, An Giang University, Tay Nguyen University and Tay Bac University. In the Second Phase, from June 2004 to November 2006, there are five universities participating in the Program, namely: Hanoi Agricultural University, Thai Nguyen University, Hue University, Da Lat University and An Giang University. During the Second Phase, PHE network in Vietnam has been extended from participating universities to boarding schools for ethnic minority students and high schools in the mountainous and remote areas. In this way, the PHE program phase 2 in Vietnam have added a focus on the needs of disadvantaged school students, particularly ethnic minority children and those who living in mountainous and remote areas, as a means of influencing both institutional practice and policies.

The Hanoi Agricultural University (HAU) also undertakes the role of advisor and coordinator for whole PHE program. The role of Coordination Board includes: (1) Monitor and technical support and consult PHE university implementing their own projects; (2) Help in improving capacity of project managers as well as staff involved in the PHE activities; (3) Establish monitoring system, facilitate exchanges of lessons learned, promote expanding best models

and set up learning mechanisms within PHE universities and between PHE program and institutions, organizations and individuals who concern to support disadvantaged students.

In the PHE program phase 2 in Vietnam, each university carries out its own project with specific objectives to achieve PHE goals. The activities are listed below by objectives, but they are not necessarily included all in the PHE program of the participating universities:

Goal 1. To increase the access to and academic performance in tertiary education by disadvantaged groups in Vietnam society

Objective 1. To increase rate of disadvantaged students access tertiary education

Achieved by outreach programs at boarding schools and high schools in mountainous/remote areas with combined activities: Opening tutoring classes for high school students who are preparing for university entrance examination; Supplying learning materials for individual disadvantaged students and school libraries; Consulting to disadvantaged students and their parents on career orientation, choosing suitable university to apply and benefits brought by degrees on higher education; Training to improve capacity of teachers in the schools.

Objective 2. To improve quality of study and social skills for disadvantaged students in university

Achieve by many components in each PHE university with activities: Opening English and Computer Science classes; Tutoring difficult subjects; Supplying Computer room for practice and Learning materials; Supporting scientific research and theses; Training professional practice skills; Opening classes on social skills, communication skills; Establishing Clubs; Raising a fund to support poor students.

Objective 3. To improve job-seeking skills for senior students in university

Achieve by activities: Job counseling; Training courses on job seeking skills; Labor Market.

Objective 4. To increase rate of disadvantaged students access and success in post-graduate education.

Activities: Opening classes for disadvantaged students who preparing for post-graduated entrance examination; Open English, Computer Science classes; Organizing seminars on science topics relevant to their majors of study; supporting master theses and doctoral dissertations.

Goal 2. To draw out the best lessons learned and the most effective models on supporting disadvantaged students in order to disseminate those lessons to government leaders, educational administrators, organizations and individuals who are concerned about the education of disadvantaged students.

Each participating university finds out the best practice and draw up the best lessons learned. The Coordination Board develops networking to exchange practice experience and lessons learned; compares practice and lessons learned to make the best practice models and synthesis of the best lessons learned to disseminate to others.

II. THE EVALUATION

A. Objectives and Scope of the Evaluation

From the Terms of Reference - TORs (See **Attachment 1**), the overall objectives are;

3. Evaluate the Pathways Higher Education (PHE) program phase 2 in Viet Nam.
4. Based on the results of the evaluation, to identify potential innovations for pilot testing.

The specific objectives are to:

- Evaluate PHE program phase 2 design and goals in relation to Government policy on education for disadvantaged students DS.
- Evaluate institutional change in terms of innovation, unanticipated outcomes, and transforming attitudes and practice among students and teachers involved in the program.
- Evaluate the broader impact of PHE on educational policies and practice within institutions and within the educational system.
- Suggest means through which PHE programs in Vietnam could better define and achieve their goals.
- Provide a basis on which PHE program participants can bid for funds provided for the development and testing of pilot interventions aimed at improving overall program effectiveness, institutionalization and policy impact of the project.

The beneficiaries of the evaluation include the FF in New York, offices in Thailand and Vietnam, the HAU Coordination Board, and the Management Teams in PHE universities in Vietnam.

B. Evaluation Methodology

The evaluation team consisted of Dr. Nguyen Loc and Dr. Le Dong Phuong and Ms. Nguyen Thi Thanh² from PHE Coordination Board. The evaluation work commenced on 28 August 2006 and ended on 27 October 2006. The evaluation followed the logical framework which is composed of four major elements as follows:

1. Desk study of priority policies on education for disadvantaged students and how these relate to PHE projects.
2. An evaluation of project components in terms of the following PHE Goals and objectives;
3. An evaluation of program organization in terms of the technical and financial assistance and administrative support to PHE projects.
4. An analysis of the impact of PHE on the educational policies and practices of participating institutions & the education system.

² At the beginning the evaluation team had one more member: Dr. Mike Thair who later resigned from the mission due to his personal circumstances.

In broad terms the log frame shows that the evaluation will cover elements of *Sustainability* (suggestions on how to better define and achieve goals), *Program Design & Relevance* (priority policies on education for disadvantaged students and how these relate to PHE projects), *Effectiveness* (performance against PHE Goal 1 with Objectives 1, 2, 3 and 4, and Goal 2), *Efficiency* (Program Organization), *Impact* (the impact of PHE on the educational policies and practices of participating institutions and the education system) and finally the *Sustainability* of the Program. The Evaluation Log Frame is given in **Attachment 2**. In addition an Evaluation Matrix was also developed to cover the project components, program organization, administration and impact. Against each PHE program component, the matrix identifies performance indicators and examples of field data that will be collected. The Evaluation Matrix is given in **Attachment 2**.

The particular methodology for evaluation included the following:

Desk study: This method aimed at collecting the secondary information and data of the PHE program. The information and data are provided in a wide range of documents including the FF mission and goals, relevant Vietnam Government's support policies for disadvantaged students (DS), PHE projects proposals, PHE progress and annual reports, reports by the PHE Coordination Board etc.

Field surveys: The purpose of this method is to conduct individual and organizational interviews to collect primary information and data concerning the PHE activities to supplement for, clarify and justify the secondary information and data collected during the desk study. The field surveys were conducted by the Evaluation Team in all five participating universities namely: An Giang University (AGU), Da Lat University (DLU), Ha Noi Agricultural University (HAU), Hue University (HU) and Thai Nguyen University (TNU). In addition the Evaluation Team visited 5 upper secondary schools and ethnic minority boarding upper secondary schools of which one each was attached to one of the five participating universities. During all the field surveys the Evaluation Team conducted in-depth group focus interviews for the following target groups:

1. University leaders
2. PHE project management
3. University academic staff who are involved in PHE activities
4. DS who are involved in PHE activities
5. Upper secondary school management and local authority
6. Upper secondary school teachers who are involved in PHE activities
7. Disadvantaged school students and their parents

The Evaluation Team also attended class observations at DLU.

During the field surveys the Evaluation Team collected additional relevant materials from the participating universities such as proposals, specific reports, brochures, course syllabi etc.

For statistical data, the participating universities were also required to fill up the data collection tables. The templates of the data collection tables are given in **Attachment 4**.

The lists of people interviewed of the field surveys are given in **Attachment 5**.

The semi-structured forms for the interviews are given in **Attachment 6**.

Workshop and consultative meetings: This method is applied through meetings and workshops to get comments on the evaluation methodology and draft evaluation report. Two meetings with the FF representative and the members of the Coordination Board were convened to provide comments on the evaluation methodology and logistic arrangement. A workshop attended by representatives from the FF, the Coordination Board, the five participating universities was also organized on 26 October 2006 to provide final comments and suggestions for the final evaluation report.

The schedule of the evaluation mission is given in **Attachment 7**.

C. Evaluation Findings

1. Relevance

The FF Goals and the Adjustment of the PHE program phase II

The PHE program, phase II started in 2004 as a continuation of the PHE program phase I. Originally PHE program was conceived and designed in 2001 in accordance to the goals of the FF which are: Strengthen democratic values, Reduce poverty and injustice, Promote international cooperation and Advance human achievement. After the completion of the PHE phase I, which lasted from 2001 to 2003, recognizing the significant success of the initiative, the FF offered the PHE program phase II to the participating universities of Vietnam for the period 2004-2006. The PHE program phase II was greatly improved based on the lessons learned from the PHE program phase I. In particular, the PHE program phase II adjusted a number of activities that proved ineffective during Phase I, so that the relevance of the PHE program phase II has greatly been enhanced. The following were the main adjustments:

- Retained only five universities for the PHE program phase II, namely: AGU, DLU, HAU, HU and TNU,
- Removed all activities that were too much social oriented or campaign oriented such as English clubs, Informatics clubs, gender-oriented education (cooking classes),
- Expanded university entrance exam preparation courses at selected upper secondary schools in remote locations instead of the campus of the university. Added training courses for teachers, creation of small libraries,
- Organized counseling service for university preparation for high school students and counselling for parents at selected upper secondary schools in remote locations where the university conducts university entrance exam preparation courses in order to avoid the “marketing bias” of the university alone
- Reduced or even removed cultural activities, art shows, ethnic minority shows that were not directly related to the goal of the PHE program
- Redesigned and reduced tutoring activities for difficult subjects in order to avoid conducting only overview sessions at the end of the subject study
- Upgraded certificate courses for English and Informatics to higher levels (from A to B or from B to C)

- Added activity of support for students in scientific research
- Added activity “Good Brothers” based on experience of DLU
- Added master entrance exam preparation courses
- Expanded activity: “Professional skill training” at HAU

Vietnam's Government support policies for DS

On the direction of building an equal society, in which all people can enjoy their freedom, equality and philanthropy, Vietnam has developed many policies on ensuring equal opportunities in education and training among people nationwide. Especially, Vietnam Government always gives priority to disadvantaged people, of whom are university students of ethnic minorities, being resident in remote, highland areas, in zone 1 of mountainous areas, with some types of disability, of poor households in rural and urban areas, being invalids' and martyr's children and other beneficiaries with the treatment as same as the invalids. In comparison with many countries in the world, Vietnam has early responded and actively participated in making its commitment of ensuring education opportunity for all. The Document of the Tenth Party Congress in 2005 has affirmed that: "Towards building up a modern education system, which is of people, by people and for people, ensuring equal learning opportunities for all, creating favorable conditions towards a learning society and life long learning, making end of the requirements of national industrialization and modernization process... applying tuition reduction and exemption and providing scholarship for poor students, students of support policy and excellent students, giving priority to develop education and training in remote, ethnic minority areas...".

In general, all policies for DS have covered four following support areas: Financial support (including policies on tuition fees exemption, reduction, scholarships etc.), Education Credit, Enrollment and Training Conditions.

The overall goals of PHE Program phase II in Vietnam 2004-2006 remain strongly relevant to the Vietnam's Government support policies for DS in the following aspects:

Direct beneficiaries: The direct beneficiaries of PHE Vietnam phase II include all those DS who fall within the categories specified in the Vietnam's Government support policy documents, namely: students living in remote, highland areas, mountainous areas, students of ethnic minorities, disabled students, students of poor households, and students whose parents are war invalids and martyrs. The statistics of the five participating universities shows the percentage their DS is very high, ranging from 33% (HAU) to 58% (DLU). Furthermore, students living in remote, highland areas and mountainous areas and students of ethnic minorities constitute the major portion of the DS, while the number of disabled students, students of poor households, and students whose parents are war invalids and martyrs are much less significant.

The support areas: The support of PHE Program phase II mainly covers 2 of the 4 areas that have been specified in the Vietnam's Government support policy documents, namely: *Financial support* and *Training Conditions*. Even though PHE Program phase II does not offer any scholarships, scholarship reduction and tuition fees exemption for the university mainstream courses, but it does provide significant financial support to conduct a number of special courses specially designed to meet the needs of DS. The DS do not have to pay for

their attendance of these courses - tuition fees exemption. The financial support of PHE Program phase II is mostly rendered in the form of honorarium paid to teachers who teach the special courses and in the form of honorarium paid to trainers who train the teachers, the purchase of some training equipment and some logistic expenses. The budget for the honorarium and purchase of training equipment constitute the largest portion of the whole project funding of PHE Program phase II amounting to nearly 90% on average for all five participating universities. In terms of training conditions, PHE Program phase II offer a number of specific measures with the purpose of creating more favorable training conditions for DS as follows: university entrance exam preparation courses, special courses to enhance academic performance, certificate courses, professional skill training courses, job-seeking skill courses...

Cooperation between four main stakeholders of the PHE program

The high relevance of the PHE program phase II was also due to the close cooperation between four main stakeholders of the program, namely: The FF, The Ministry of Education and Training, the five Participating Universities and the Coordination Board of the program. In fact, at the end of the PHE program phase I there was a kind of final evaluation conference with participation of representatives from these four main stakeholders. It was worth noting that the Ministry of Education and Training (MOET) was represented by senior officials from the directly concerned bodies such as: Department of International Cooperation, Department of Higher Education and Department of Students' Affairs. The Conference was highly instrumental in providing inputs for the PHE program phase II, including evaluation comments, expectations, recommendations and guidelines for the next phase. The process of development of projects proposals was conducted strictly based on the close cooperation and consultation among the four main stakeholders, including the following steps:

- The Coordination Board, in consultation with the FF provided guidelines for the five Participating Universities
- The five Participating Universities submitted their draft project proposals to the FF
- The FF screened and approved the project proposals in consultation with the Coordination Board
- The five Participating Universities submitted their draft project proposals to the MOET for comments and approval

Conclusion: The relevance of the PHE program phase II can be judged by its relevance to the goals of the FF, the Vietnam's Government support policies for DS and the mechanism of participation of the main stakeholders to maintain the relevance. The relevance of the PHE program II can be rated as **Highly Satisfactory**. However, taking into account the fact that the role of the local authorities as well as the participating upper secondary schools where university entrance exam preparation courses are conducted is increasing, it is recommended that their representatives be involved in the project design, implementation and evaluation as one of the main stakeholders.

2. Design

Project Components and Activities

The project documents of the five participating universities of the PHE program have very different numbers of components. However these diversified numbers of components can be grouped into the following three components:

1. To enhance the opportunities to access to higher education and post-graduate education for DS in the region.
2. To enhance the academic performance of the DS of the University in order to successfully complete their university study.
3. To enhance the skills of the DS of the University in order to successfully seek employment after their graduation from the university.

The activities to be undertaken for each university are numerous. If TNU limited their project activities to 6, then HU proposed to conduct up to 25 activities. The typical activities implemented at the five universities include the following:

1. University entrance exam preparation courses at selected upper secondary schools.
2. Training courses for teachers, creation of small libraries, books and learning materials supply.
3. Counseling service for university preparation for school students and parents.
4. Tutoring for difficult subjects at the university
5. Professional skill training and summer trips
6. Research skill enhancement program
7. Good brothers program
8. Certificate courses in informatics at level A and B
9. Certificate courses in English at level A and B
10. Master entrance exam preparation courses, assistance during the master study and thesis preparation.
11. Job-seeking skill courses, meetings with potential employers

In general, the evaluation team suggests the following comments for the activity design:

- The overall design of the PHE project of all five participating universities is good and relevant to the goals of the PHE Program Vietnam. The proposed components and the activities contribute the achievement of goals of the project.
- The designed activities are comprehensive and diversified to attend to the various and very special needs of DS at different stages of their involvement in higher education: pre-university, during university and preparation for future employment.
- The set of performance indicators of the project is well designed, detailed, simple, measurable and helpful for measuring the achievement of the project's goals.

However, the overall design of the PHE project of the participating universities still suffers from the following weak points:

- Even though the activities of the project are very diversified and comprehensive, but they are too many and scattered. Specifically, to implement at the same time more than 10 - 20 activities with a not big budget and within a short duration of time-2 years would raise the doubt about the efficiency of the implementation of each activity. First, the budget allocated to each activity is tiny so the funding cannot be sufficient enough to create the intended change. Second, each activity requires a certain budget for management service, so the total budget allocated to management item would be definitely higher than that of project with fewer activities, thus reducing the portion of the budget intended for the direct beneficiaries-DS. Third, the management of so many activities would cause a lot of complications in human resources supply (teachers, managers), facilities and equipment and time coordination.
- It is clear from the project design that even though the portion of project budget is given to the activities related to the enhancement of the opportunities to access to higher education is quite high: 43-45% for HAU, TNU and AGU and lower: 28-29% for DLU and HU, but in general this portion should have been higher. It is very important to take into account the fact that, at present there is a tendency of the decrease of DS enrolment in the university caused by the so called "three common points" entrance examinations implemented by the Government. One of the main features of this new scheme is that all students will sit for entrance examinations at the same time, have the same tests and share the same exam results. This means that any student from any other province can be enrolled in the university if she/he got the average score for the exam. It is clear that the majority of this new contingent of students are not DS. It turns out that the previous DS have become "double disadvantaged" comparing within their nearby region and beyond their region-overall the country. Therefore the DS will have less opportunities for their access to the university. For example, if in the academic year 2004-2005 the percentage of DS in DLU total enrolment is 36% then in 2005-2006 this percentage was reduced to 32%. The similar situation is observed in the other participating universities. On the other hand, among the above said three components, the component on enhancement of the opportunities to access to higher education has the highest significance compared with the other two. In particular, the success of the two other components will largely depend on the success of the enhancement of the opportunities to access to higher education. In other words, if we have less DS enrolled in the university the success of the enhancement of the academic performance of the DS and the enhancement of the skills of the DS cannot be achieved at the highest level. Therefore, the relevance of the university project to the PHE Program in Vietnam will be further reduced.
- All participating university organize A, B even C certificate courses or similar ones as measures to enhance the academic performance of their DS. However, our observation is that these courses are more related to measures for enhancement of the DS employment opportunities after graduation from university. That is why it is felt that the component of enhancement of the academic performance of DS doesn't have enough activities and the academic performance of DS seems to be ignored especially in terms of English. The following analysis will show that a more careful consideration should be taken into account when designing activities for enhancing academic performance of DS in English. First, the attention should be drawn to the

fact that English is a compulsory subject in high schools in Vietnam, however depending on the real conditions (availability of English teachers) a high school can decide whether they can teach English for 7 years (from grade 6 to grade 12), or 3 years (from grade 10 to grade 12), or not to teach English at all. It is very normal that DS did not learn English in their high schools or only learned it for 3 years. That is why the English proficiency of the newly enrolled students is very different and the need to narrow the gaps of English proficiency between DS and the normal students is very urgent.

The Log Frame The Format of Project Documents

There is no logical framework in the project design. Of course, there are some elements of the log frame indicated in the project document such as the list of activities, the set of output indicators, but that is not enough. Without the log frame it is hard to see the hierarchy of the purpose, the objectives and the activities of the project, and then the respective performance indicators for monitoring and evaluation. This creates difficulties in making judgments on the effectiveness of the project, particularly in terms of the judgement of quality outcomes. The evaluation team finds it difficult to come to other than general conclusions on quality issues. Activities, courses were organized through the project and attended by a number of participants. However, number of courses organized does not give any indication on the quality and the relevance

The formats of the project documents of the five participating universities are very different, so there is a feeling that there was no guidance and common concept for the writing of project proposal. In particular, the formats of the project documents are different in terms of structure, terms used and budgeting. This creates difficulties in judging, comparing and evaluating the project proposal of each university

Conclusion: The program design of the PHE program phase II can be judged by its components, activities and format.. It can be concluded that the overall design of the PHE project phase II of all five participating universities is good and relevant to the goals set forth. The proposed components and the activities have contributed to the achievement of goals of the project. However, there should be further efforts in refocusing and then reducing the number of activities, more careful justification of each activity and following the internationally accepted project document format to certain extent. The program design of the PHE program phase II can be rated as **Satisfactory**.

3. Efficiency

Scheduling

An examination of the Letters of the FF to the five participating universities on grant approval shows that initially, the project was scheduled to be implemented over 30 months (two and a half years) from 1 June 2004 to 30 November 2006. However, except for AGU, the other four participating universities managed to start their projects only in August 2004, behind the schedule for two months. The reason of the delayed start was explained that the process of approval of the project proposals by the MOET took a longer time than planned, so even though when the budget was already disbursed to the universities on time, they still had to wait for final approval from the MOET. Only AGU, who is under supervision of the

An Giang Province People Committee, could start the project on time because of the prompt reaction of the provincial authority in terms of approval.

Budgeting

The project proved to be very efficient in terms of costing. All unit costs proposed in the project are based of a careful consideration of the local market prices. Many participating universities (DLU, AGU, HU) claim that compared with similar other internationally sponsored projects, the PHE program phase II is more efficient in terms of budgeting and management. The evidence is clear that with a small budget the PHE program phase II of all universities managed to target a large number of direct beneficiaries. The average expenditure per student is 2,000,000 VN Dong is very reasonable. The honorarium rates for the teachers are also reasonable and at the same time competitive with the market rates.

There is a complaint from AGU that the honorarium rates for the teachers at 3.5 US\$ per period proposed in the project document is lower than what they could earn from teaching outside the project. Based on the in-depth interview with the teachers the Evaluation Team discovered that it is true that the teachers of AGU normally teach university entrance examination courses at the rate of 100,000 VND per period (more than 6 US\$ per period). If they teach English their rates are also higher than that of the PHE program. However, it is worth noting here that the teachers here are the most senior lectures from the AGU (heads of subject groups) so their rates are very special. In the future, there should be more careful consideration of conducting university entrance examination courses directly at upper secondary schools where teachers are good enough and satisfied with the commonly accepted market rates which the PHE program can afford. On the other hand, it is suggested the PHE program consider to contract out, where possible, all A, B, C certificate courses in English and Informatics to the outside training providers.

The management costs computed in the project budgets of the majority of participating universities are acceptable, amounting to around 7.2-8.7% of the total budget. The main portion of this management costs are intended for the honorarium for the management staff. The honorarium rates for management service are quite modest varying from 10-13 US\$ per person-month (HU), 25-27 US\$ per person-month (AGU) to 28-57 US\$ per person-month (DLU). DLU contributed from its own resources 43% of the budget for honorarium for the management. The special case here is management cost claimed by the TNU which jumped to 15.4% of the total budget, almost doubled of that in the other participating universities. Of course, TNU is classified as a regional university which consists of many colleges so the management of the PHE project may be more complicated and therefore more costly. However if compared with the same rank university like HU where the management cost is 8.7% of the whole project budget, then the conclusion is that the management cost of TNU is too high. Looking into the details of the management cost it can be seen that the honorarium rates for management staff are rather high, ranging from 20 to 140 US\$ per person.month depending the positions held.

Financial Management

The financial management of the PHE program phase II is healthy. In no document seen so far has there been any indication misuse or abuse of funds, or corruption. The evidence suggests that this has been an honest project. In addition, there are no complaints from the participating universities regarding delays of budget disbursement or complicated financial

procedures or requirements posed by the FF regarding all kinds of accounting works. Furthermore, the FF is seen quite flexible and prompt in responding to the needs to transfer the under-used of unused budget of one activity to another effective activity based on the initiatives suggested by the university (AGU and TNU).

Attention should be drawn to the fact that there is a need of signing contracts between the university with upper secondary schools for the conduct of university entrance exam preparation courses. The financial terms of reference in the contracts should be detailed and strict enough in order to prevent inappropriate use of the project funds. The trip of the Evaluation Team to the Backan Upper Secondary School within the PHE project of TNU revealed that the actual honorarium paid to the teachers was at the rate much lower than the rate stated in the project budget. In particular, during the interview with the teachers of Backan Upper Secondary School, one teacher answered that their monthly honorarium rate for the university entrance exam preparation course is 25.000 VND per period, which is equivalent to around 1.6 US\$. The teacher also informed that the market honorarium rate for teaching university entrance exam preparation courses in Backan town is 50.000 VND- 3.2 US\$. Meanwhile, the honorarium rate for teachers is claimed at 4.0 US\$ per period in the project budget. The lower honorarium rates for teachers compared with the market rates will cause a lot of negative complications. First the motivation of teachers will not be high, second the best teachers will not join the courses, third the quality of the courses will suffer and at the end the PHE courses will not bring the desired results. Imposing honorarium rates for teachers for upper secondary schools in the contract may be a good measure to prevent the similar inappropriate use of the project funds.

Organization of the project management

The organization of project management of all participating university mostly mirror the widely used model of management of internationally sponsored projects in Vietnam. That is, the model normally consists of two bodies. The first body is called Steering Board whose members are the leaders of the university and directors of departments that are close to the activities of the project. The expected role of the Steering Board is to provide the overall directions for the project implementation and at the same time to mobilize and coordinate the efforts of all units concerned of the university to ensure the success for the project. The second body can be called as Implementing Board which includes those personnel who are directly involved in the implementation of the project. The role of the Implementing Board is to handle the daily tasks of the project implementation, including planning, organizing, human resource management, financial management, logistic management, monitoring and evaluation etc. In the case of the PHE program phase II, in the participating university the Steering Boards of the PHE project normally include 4-5 members who are the rector or one of the vice rector, director of students affairs, director of department of planning and finance, director of international cooperation and scientific research. The Implementing Board also has 4-5 members who may be the officers from various concerned departments or faculties like department of students affairs, department of postgraduate education, faculty of English, faculty of Informatics etc. Some staff may hired from outside. The head of the Implementing Board normally is head of the department of international cooperation (DLU, HU, AGU) or a faculty (HAU) or independently appointed (TNU). She or he will act as the executive officer and will be report to the Rector of the university. This management model may differ in details in some universities like HU, HAU, TNU. The two layer model of project

management has been efficient and will most probably continue to function in the future. However there are complaints from the universities about the overload of the management staff, especially the staff from the Implementing Board. The increase of the number of staff in Implementing Board could be done through reducing the number of members in the Steering Board who actually do not contribute much to the implementation of the project. The model with one rector/deputy rector as project director and larger implementing staff may prove more efficient.

Conclusion: The efficiency of the PHE program phase II can be judged by its scheduling, budgeting, financial management and organization of the project management. It can be concluded that the efficiency of the PHE project phase II of all five participating universities is good. However there still some weaknesses pointed out regarding the delay of the start of the project implementation, too high management cost rates claimed, inappropriate use of the project funds and rigid organization of the project management, which will serve as good justifications for further improvement of the efficiency of the project in the future. The efficiency of the PHE program phase II can be rated as **Satisfactory**.

4. Effectiveness

a) To enhance the opportunities to access to higher education and post-graduate education for DS in the region.

Pre-university classes for DS preparing for the university entrance examination:

All 5 participating universities have held the pre-university classes. The classes could be held either (i) at the university, or (ii) at the local upper secondary schools.

Some universities have tried to provide the pre-university classes for some students, mostly those miss the entrance into higher education at the first time (often referred as Grade 13 students), at the university. This has the advantage of having the students spending most of their time for the classes. However the students will have to look for accommodation and ways to cover their living cost in the urban environment, which often is quite expensive for these students.

Table 1: Number of students participating in pre-university classes

Institution	Number of students participating in pre-university classes	Number of students admitted to the university
AGU	806	292
DLU	2,264	167
HAU	1,313	245
HU	218	86
TNU	1,046	307

For the pre-university classes at local schools arrangements have been made between the university and the selected schools for the teachers, students who will take part in these classes. Teachers are usually the best teachers in the school or teachers with experience and

motivation in working with DS. In most of the cases local teachers have been trained by the lecturers from the university on how to conduct the pre-university classes, how to teach the skills needed for the university entrance examination...

With these number the evaluation team could conclude that all participating universities have accomplished the intended task of helping the DS to prepare for the entrance into the universities and colleges. Some institutions are very successful with these activities in which a large proportion of students could actually be admitted to the higher education such as AGU or TNU. Taken into account the difficulties the students are facing in the remote places where the pre-university classes have been organized one could see how are the improvements these classes have made to the local schools. The success rate could raise the envy by even schools in the big cities like Ha noi or Ho Chi Minh City. However, with the classes held in the local schools, more students could benefit from the same amount of financial resources spent. Pre-university classes in local schools also cut down the expenses related to the study of the DS since they do not have to get away from home.

The added success of the pre-university classes is that the local teachers gain more skills and knowledge in preparing their students for the entrance examination, which was often not in their reach. For those teachers, who have taken part in the two years of the projects, the confidence in doing the pre-university classes by themselves without support from the university has increased. Most of the teachers interviewed indicated that they would continue this activity in certain form to benefit of their students in coming time. Local schools have gained also from the organization of the pre-university classes. The pre-university classes, as conducted by all universities, have made significant improvement for the DS to enhance their chance to enter the higher education.

Enrolment for DS has been always a problem. Due to many difficulties the DS could not:

- apply for the universities
- take the entrance examination

In many sites of the PHE program the usual number of students passing the university entrance examination was somewhere 2 or 3 a year for each of the upper secondary school, in some special cases there were even none. With the introduction of PHE activities in the local schools this figure has been changed very much. In Gia Vien school (Cat tien, Lam Dong) the number of admitted students has been increased to 20 (a 10 folds increased as compared to previous years). In Muong Bi school the number has been up to nearly 20 as well (also a 10 times increase). This has not taken into account the number of DS admitted to earmarked studies (cử tuyển) or pre-university studies (dự bị đại học). For the schools in areas with much ethnic minority population this number could be equal the number of admitted students.

Administrators of local schools have been exposed to new management styles, trained to focus more on the targeted groups. Through this period some schools have developed or ready to develop their own strategies for the next years in preparing students for the university entrance examination.

All students in the pre-university classes organized by PHE institutions have received free learning materials. These materials range from specifically design course materials (like in

An Giang or Da Lat) to the ready-to-buy exam practice books (like in Thai Nguyen or Hue). All students interviewed have received these materials and have used the materials in these pre-university classes. In many case the teachers have made copies of their own materials or other materials and distributed to the students as supplementary handouts.

From discussion with the students who had participated in the pre-university classes it is clear that this activity has enhanced their chance to enter higher education very much. The classes and the materials are meeting their direct needs.

Pre-master classes for applicants from disadvantaged background:

Advanced degrees like Master or Doctor are something rare or even unthinkable in the upland areas targeted by PHE projects. Due to many factor the residents of these areas could not enter master courses. One of the reasons for that is that they have a serious lack of knowledge in the subject areas needed for the examinations. Seeing this obstacle the universities have designed various activities to support the applicants from the difficult areas to prepare for the examination into master courses. The pre-master classes range from full-preparation of applicants for all subjects (like the program run by HU in Quang tri) to extra English classes for applicants (like that one conducted by TNU).

Though the number of pre-master classes is rather small but these classes have made significant improvement to the success of applicants.

Table 2: Number of students participating in pre-master classes

Institution	Number of students participating in pre-master classes	Number of students admitted to the master courses
AGU	-	-
DLU	196	48
HAU	12	11
HU	33	26
TNU	112	86

Note: AGU do not have master courses, therefore there is no statistics on this activity in An Giang

There has been evidence that the PHE activities have helped the local ethnic minority member top gain access to advanced studies. In Quang Tri province, which has a large proportion of the population from ethnic minorities, there has been little evidence of their participation in the postgraduate studies in universities. With the support from PHE activities nowadays there are already teachers finishing or have completed master courses. The success is going on based upon the results of the 1st phase.

Activities on careers counseling and university choice

Career and university choice counseling has been on the agenda for all participating universities. The counseling activities are often conducted at the beginning of the school year (before organizing the pre-university classes) or just before the submission of university application forms. The university counseling team often sent a day or a half in each school

chosen, explaining to the students what are the courses offered by the universities and what do the courses offer to students. This is particular useful for students in remote or mountainous areas, who have limited access to information concerning universities. The detailed information, not included in the MOET book on higher education entrance examination, helps students to make the final choice on where they might head for. Many of the students the evaluation team has met during the trips indicates that if they did not have this kind of information they might end up in:

- applying for the most popular institutions among students
- dropping away the idea to enter the higher education.

In Muong bi there have been at least 3 cases where the students would not get into universities if they have applied for the popular universities by the word of mouth among the fellow students. But thanks to the advices they got during the personalized counseling sessions they have applied for an institution, which is more appropriate to their capacities and their conditions, and they did succeed at the recent examination.

It is not easy to calculate the efficiency of these activities since the counseling has taken many different forms. In some universities it was just a half-day meeting with all students in the school with explanation and information made to all students at once. In other case, students were advised in small groups, chosen according to their performance and capacities. This counseling might take more time and effort to make, but it targeted more to the needy students. The number of students participating in the counseling activities as presented in Table 3 indicates the scope of these activities but did not tell much about the possible influence it might have on the intended groups.

Table3: Number of school students participating in counseling activities

Institution	2005	2006
AGU*	17,000	406
DLU	2,248	1,332
HAU	1,491	2,000
HU	2,260	2,838
TNU	414	402

Note: AGU had provided much of the counseling to the students and their parents of 10 upper secondary schools in Kien Giang and An Giang in 2005. In 2006 AGU changed the strategy to focus only on those students who have applied for their pre-university classes.

The institutions tend to keep the same amount of counseling provided. In the two year the number of students participated in this has not increased significantly. However the way in which this activity was organized is more important to students. Personalized counseling to secondary students and their parents like done by Ha Noi Agriculture University proved to be more successful than the plenary meeting styled counseling by TNU.

Teacher training activities

The success of pre-university classes depends much on the skill level of teachers doing the job. The success of students after the pre-university classes seemed to have direct relation

with the way teachers were trained on conducting these classes. The training has been taking various forms and time, but those successful schools have a periodic training of schoolteachers by experienced lecturers from universities. The choice of teacher to participate is also important. In some schools the choice of best/excellent local teachers seem to have the least impact on the success. The teachers from other schools are not really devoted to what they have been asked to do. The gained knowledge (if any) will benefit these teachers rather than the schools themselves. The schools without teacher training had also the least success rate by the DS.

Teachers, both in and out of universities, have accumulated skills on working with DS, especially those coming from ethnic minorities or remote areas. It would be better if these teachers could have been provided some training on how to work with these groups.

Examples of innovation & unanticipated outcomes

In very remote and difficult areas, such like the border districts in An Giang or the mountainous district of A Luoi (Hue) the pre-university classes have helped to improved the performance of students in the final year in upper secondary school. In most of the schools visited there has been a significant increase in the number of students who passed the graduation examination from upper secondary schools. Though some of these students could not be admitted to higher education in the later entrance examination but they did get the Secondary school diploma, which will help them to get employed or joining vocational or technical schools. In An Giang project sites, prior to the PHE activities, there were no disadvantaged students with the “Provincial Best Students”, but now there are already disadvantaged students awarded with this title. Teachers involved in the pre-university classes have been awarded with the title “Provincial Best Teacher”, which was not in their reach before.

Tracking the DS proves to be an unknott easy job for participating institutions. The issue here is how the project management could follow the students in their activities and keep an accurate account about their participation in various activities. The late provision of information for the evaluation team once again highlight this issue. Some universities, like HU or DLU have devised mechanism/system to extract information about DS out of the common student data pool maintained by the university. These information systems have helped the universities to keep track of the records and reduced the burden on the short manpower available for these activities.

English language club activities as organized by DLU has helped the students to be exposed to more voices, language usages then that were available in a formalized course organized by most of the universities. It has utilized the potentials of students majored in English language at the institution.

b) To enhance the academic performance of the DS of the University in order to successfully complete their university study.

Extra classes in English, computing

Extra English classes for DS have been a major part of the PHE activities in all participating universities. This has been deemed as an important aspect of support for the students. Usually, the rate of success by DS when they take these courses at the first time, was only 30 to 50% or less. But the extra classes in English and computer have helped to increase this up

to 80 or even 90%. Some universities, like HAU, have even paid for advanced certificate courses in English, but in small number only.

Table 4: Success in English Certificate courses

Institution	2005	2006
AGU	91.0%	86.0%
DLU	52.3%	73.5%
HAU	62.0%	48.0%
HU	35.5%	75.7%
TNU	86,7%	97.8%

Note: This includes both A, B and C English certificate courses

The general trend in Computer Certificate courses is an increasing success rate. This could be attributed to the desire of students to have both of the certificates in the application for jobs after graduation

Table 5: Success in Computer Certificate courses

Institution	2005	2006
AGU	52.0%	86.0%
DLU	75.0%	71.0%
HAU	94.0%	91.0%
HU	75.0%	63.9%
TNU	92.7%	92.9%

Note: This includes both A and B computer certificate courses

However the question here is it justifiable to provide students just with the standard courses, which are already available in the market. The way these courses are conducted is also in need of innovation. In most of the universities the courses are exactly replicas of standard courses, providing little focus on the targeted students. In some cases this is a parallel course nearly identical to the formal English or Computer classes in the universities. In this aspect the courses could cause extra burden on the students, especially those in the first year.

The effectiveness of these courses is, in the evaluation team viewpoint, not quite close to the set objective. All the certificate courses are focusing on the outputs, which will only be needed once they have left the university, not on the study itself. Some institutions have provided special computer usage as extra to the usual certificate content for students to improve their computer skills. These extra content did prove to be more valuable to the students since they could use the computer for their course work.

The distribution of user cards to the Learning resource center by Hue University is a good way to utilize the existing facilities to support the disadvantaged students. Instead of organizing separate computer labs Hue University has supported 700 disadvantaged students

with this user cards, which entitle them to free computer usage and rare book collections. This could be widened to more students in the next phase.

Other tutoring activities for undergraduate students

At different degrees the universities have provided tutoring on most difficult subjects to the students. These extra tutoring did provide some improvement in students' performance (less retake of the exams). But the effectiveness of this is still not clear when the formal course and the extra tutoring are often conducted by the same teacher(s). The organization of these extra tutoring has proved also demanding to the project personnel.

Support for students in conducting research

A requirement for higher education students is conducting research as part of their study. Due to the lack of facilities, financial means most of the universities do not have a real field research for their students, whether undergraduate or graduate ones. Starting from this some universities have set a side some funds designated for supporting students. These resources have been given to the disadvantaged students with good performance as a subsidy for their research. This support has been a special support to the students (mostly master students) and helped them to complete their research with the desired quality. However the number of beneficiaries of this research fund was small, insignificant to the mass of disadvantaged students.

Participation in activities

The decision on the participation of these courses is also a question of equity. In most of the universities students are free to participate as long as they could sign up for the activity on the first-come-first-served basis. There are universities that allow each of the students to participate only in one activity. Given the fact that the funds are limited the single entry approach is good in ensuring that most of the students will be able to participate. But the question on what are the values of the activities to the students will be raised. And if the students weigh the value of one activity more than the other then they could flock to that one, leaving the other behind, creating a virtual misbalance of the activities. This shall be looked at more careful before getting to a common solution.

Number of computers, access level, & amount of usage

As set out in the design of the program hardware is not to be provided to participating universities. For HU this has not been an issue since they have the new up-to-date Learning Resource Center, which could accommodate hundreds of students at once. For most of the universities, access to computers by DS has been always limited. The common computer labs are not enough for all students. And the DS are those who have to rely the most on the common computer labs or the computer services outside. A freely accessible computer lab like that one in Da lat or HAU proved to be a good support for the targeted students. In these universities students have utilized much of the computer. The free user cards to Learning Resource Center at HU are also very good support for the DS. The only question remains open was how to provide access to computers for the needy students.

c) To enhance the skills of the DS of the University in order to successfully seek employment after their graduation from the university.

There was no direct evidence of improved job seeking skills by the visited sites. However the interviewed students, especially those who are having a side-job, have expressed their appreciation for the skills they have acquired. The issue with this is that the skills were provided at different depth (one month course in Da lat to half day session in other universities) and by different persons. Though HAU has tried to give these kind of skills to its students by using their own teachers but the gain from this skill session could be doubtful.

In all universities students have expressed directly or indirectly their needs for business starting skills (khởi nghiệp). They did see that not all of them wanted to be waged workers, some wished to be self-employed. But none of the universities have provided this kind of skills to the students.

Conclusion: The effectiveness of the PHE program phase II can be judged by its three components. It can be concluded that the effectiveness of the PHE project phase II is very impressive, however there are still needs of improvement of quality of particular aspects of some activities. The overall effectiveness of the PHE program phase II can be rated as **Highly Satisfactory**.

5. Impacts

The impact of the PHE program phase II can be assessed by the three above said components as follows:

- a. To enhance the opportunities to access to higher education and post-graduate education for DS in the region

At local authority level: Through the introduction of university entrance exam preparation courses and counseling service for university preparation the percentage of disadvantaged children who has been enrolled at universities, colleges, professional schools is significantly increasing so the way of thinking of the local authorities and upper secondary school management has changed. They have become aware of the fact that more of their disadvantaged children can continue their study at tertiary level, and this can be done and very important that they themselves can contribute to realizing this. The interviews with many local authorities at district level (Tri Ton District-An Giang province, Muong Bi district-Hoa Binh province, Quang Tri Town, Cat Tien district- Lam Dong province)) reveal that just before the PHE project started, the local authorities never thought that they would have such a high percentage of their children admitted to higher education because of the following typical reasons: the knowledge level of the local population is the lowest compared with that in other localities, the percentage of poor households is among the highest, the local resources are so scarce, insufficient. They also thought that they could not do anything to change the situation. Having learned the success of the PHE project, the local authorities expressed their high satisfaction with the fact that they had more disadvantaged children admitted to further education because they saw that in the future these children would come back to their homeland where they are short of the highly qualified human resource. The more their children are enrolled in further education, the better chance for the local authorities to have more well-educated manpower. Furthermore the local authorities realized that they could do something to further develop and sustain the activities initiated by the PHE project. The high level of the impact will surely create positive changes at the policy level of relevant local district authorities.

The similar picture of the very positive attitude and commitment of the local authorities towards the success of the PHE project is observed in the other provinces where the Evaluation Team visited, except for only Bac Kan province. Whenever the Evaluation Team visited the PHE project sites in provinces, the upper secondary schools management always invited representatives of the district authorities (the district peoples' committee, the district party committee), provincial department of education and training and district office of education training to join the meeting. And they did come and share with the Evaluation Team their comments, ideas, evaluation and suggestions for future activities, thus showing their great interest to and proving the highest impact of PHE program in the localities. The Backan town authority was invited to join the meeting with the Evaluation Team but they did not come. Furthermore, the Backan Upper Secondary School management commented that the representatives of the Bac Kan Town Peoples' Committee, Department of Education and Training are well aware of the PHE activities in the school and they did come for the opening ceremonies of the activity. When asked about the attitude of the local authority towards the PHE activities, the school management further commented that the local authority confirmed their support however did not promise any concrete measures of their support.

At the implementing school level: The decision to conduct PHE university entrance examination preparation courses directly in the local upper secondary schools for PHE program phase II proved to be very successful in terms of the impact assessment. First, it is worth noting the positive and radical change in the school management attitude to the role, functions of the schools and the activities of PHE project. Before the school management thought that their main role and functions are to achieve the higher graduation rate of their pupils the better. At that time they did not care much about how many of their school graduates were enrolled in universities, colleges or other professional and vocational schools. They regarded this as somebody else business. In the interviews with the management of the schools visited, many school principals commented that they have changed their mind in terms of the role and the functions of their school. The high percentage of school graduates cannot be sufficient to indicate whether the school is good or not good. There is a need to judge the contribution of the school to the community, to the local people, therefore contribution to the training of qualified human resources through the increasing number of their school graduates enrolled in higher education. Even the management of the Bac Kan Upper Secondary School, which is considered as one of the poorest school in Vietnam and receiving not much support from the local authority, commented that the severe shortage of qualified manpower in the Backan Town, not talking about the other remote areas, had prompted the school to ponder over the school role in contributing to the development of qualified manpower in the locality. Second, the impact of the PHE project can be assessed through the capacity building and confidence building for the school to conduct university entrance examination preparation classes. A long time before most of teachers and management of the local schools thought that university entrance examination preparation classes were something mythical that could be taught by only very excellent and super-talented teachers who normally come from universities, schools in big city etc. This wrong perception has changed since the PHE classes started in the local school. For example, during the interviews with the Evaluation Team, many teachers of Tri Ton Boarding Upper Secondary School commented that they learned a lot from PHE project

and now they are very confident of the own capability to continue university entrance examination preparation classes in the next years. They even indicated their willingness to share their expertise with their colleagues in the other schools and believed that their colleagues could achieve the same success as they did.

At the level of the family and the disadvantaged children: The impact at the level of the family and the disadvantaged children can be assessed through their happiness and pride, enhanced confidence in the future and commitment to further education. The majority of the parents and school pupils who attended the interviews with the Evaluation Team could not hide their smiles, happiness and pride when introducing and telling the story of their children's enrolment in higher education. They could not believe that their children one day could survive the fierce competition for higher education and proudly become a student of the university. Furthermore the parents and disadvantaged children believed that they could follow the university entrance examination preparation classes and capable to achieve good results. Since most of the families of disadvantaged children are very poor so they could not confirm that they would be able to make financial contributions to the preparation courses, however they expressed their strong commitments to create good conditions and encourage their children to attend the preparation courses.

At the level of the participating universities: The impact at the level of the participating universities can be assessed through the fact that the universities realized that the success of PHE projects would largely depend on the success of measures of increasing the access of disadvantaged children to their universities. All leaders of the participating universities reiterated during the interviews that they would give the foremost priority to this component in the future and find ways to significantly enhance the quality and the outreach of the activities.

- b. To enhance the academic performance of the DS of the University in order to successfully complete their university study.

At the level of university management: The most significant impact could be seen at this level is that the management of the participating universities became strongly convinced of the fact that even though the Vietnam's Government support policies for DS have been very comprehensive, timely and responsive, but these policies are of more macro level and they could not attend to the specific needs of DS and to solve the obstacles that DS are facing at a specific university. Each university will have to develop its specific measures to meet the needs of DS and help them overcome many obstacles in their study. Furthermore, the university management did not view the support measures for their DS as a charity work anymore as before, because they clearly realized that with a considerable percentage of DS studying at their university, the success and the reputation of the university depend on, among other things, the academic performance of DS themselves..

At the level of university academic staff: For the university academic staff the impact could be seen as follows: having participated in PHE activities such as teaching, advising, tutoring, guiding, counseling etc, the particular university teacher have acquired knowledge and a number of skills of dealing with DS, understanding them, knowing their specific needs, developing curriculum, mastering teaching and educating methods for

DS... It was like that the academic staff had undergone the process of capacity building and in the future they would be capable to apply the knowledge and skills of dealing with DS in their regular classes where there are much more DS.

- c. To enhance the skills of the DS of the University in order to successfully seek employment after their graduation from the university.

At the level of university management: The impact at this level is similar to the impact for the component of enhancing the academic performance of the DS above. On the other hand, the impact here is very special because the management of the university have become aware of the fact that their DS do not only have difficulties in their academic study at the university, but they also have to experience other difficulties in seeking employment after their university graduation, so the universities should find ways to help their DS. It would be very encouraging when the management started looking beyond their ordinary functions of offering educational programs and took new responsibilities of equipping the DS with knowledge and skills of seeking jobs after graduation.

At the level of university academic staff: The impact at this level is similar to the impact for the component of enhancing the academic performance of the DS above.

Conclusion: The impact of the PHE program phase II can be judged by its three components regarding the level of local authority, participating university, its management and academic staff, disadvantaged children and their families. It can be concluded that the impact of the PHE project phase II is very impressive, especially for the component of the enhancement of the opportunities to access to higher education and post-graduate education. The overall impact of the PHE program phase II can be rated as **Highly Satisfactory**.

6. Sustainability

- a. To enhance the opportunities to access to higher education and post-graduate education for DS in the region

The level of sustainability of the activities related to this goal is quite high because the impact of these activities are very positive. This is very true for the local authorities, including the District Peoples' Committees, the District Party Committees, the Provincial Departments of Education and Training and the District Office of Education and Training. These very important forces are the most instrumental in appreciating the high impacts of the increasing rates of their children access to tertiary education and making commitments to contribute to the related activities through financing support, visibility support etc. They are the ones who make changes in the local policy regarding their disadvantaged children. For example, the Tri Ton District authority, An Giang province, calculated from the experience of PHE project that in order to maintain the university entrance examination preparation course for 100 pupils they would need around 100-150 mil. VND per year. They then estimated that they could get this amount of money from:

- Training budget of the Tri Ton district amounting to 1.5 billion VND
- Various projects on health and education going on in the district
- Contributions from the provincial and district Associations for Education Promotion
- Contributions from charity organizations, rich individuals, industry etc

On the other hand, there is a need to recognize the difference in the level of sustainability in localities. If the sustainability of the PHE activities in some localities are very significant like in Tri Ton District, An Giang Province and Tan Lac District, Hoa Binh Province then in other localities the sustainability is much lower, even not visible like in Dong Ha Town of Quang Tri or Bac Kan Town of Bac Kan province.

- b. To enhance the academic performance of the DS of the University in order to successfully complete their university study.

The Evaluation Team's observation is that the related activities to this component are one of the weakest points of the PHE program 2. There are so many tiny activities and at the same time their objectives and the contents of are not always clear and well designed. That is why the effectiveness and the impact of the related activities here still suffer from difficulties of being assessed. However, in terms of specific separate activities there can be the following observations. The "Good Brother" activity proved to be quite sustainable when there have been many members of the Youth Association of the university involved and there is the confirmation of the willingness this association to take over this initiative. Furthermore, the budget needed for this activity is small. However, be aware of the fact that very often the activities of the Youth Association are more of "show off" characteristics so there is still a doubt of the quality of the "Good Brother" activity after its transfer to the association. The other activity can be of high sustainability is Training professional practice skills that was initiated recently by HAU. The main point here is that not only DS but also the normal students need this activity very much. So if the university conducts the activity only for the DS, it creates another inequality for normal students. HAU has confirmed that it will consider to conduct this activity for all students of the university on its own. The only one weak point of this initiative is the budget needed is rather high. One more thing should be highlighted here is that thank to PHE activities, the DS have become the focus attention of many other international, non-governmental organizations or individuals. For example, HAU started receiving donations from German, Japanese and even Vietnamese organisations that are intended for scholarships for DS at the university. The total donations at present are more than 200 mil. VND and are likely to increase in the future. It is very interesting that among the donors there is a businessman who used to study at the university as DS.

- c. To enhance the skills of the DS of the University in order to successfully seek employment after their graduation from the university

Compared with above component, the Evaluation Team is more optimistic regarding the sustainability of the related activities under this goal. Activities like Job counseling, Training courses on job seeking skills, Labor Market information are in great demand for not only DS but also normal students. In addition, the conduct of the similar activities has become a requirement imposed by the MOET. So, many university are under consideration of combining these activities for DS and normal students. Some of them (DLU), even have developed a proposal of establishing a Centre of Students' Affairs to take care of these activities. For HAU, who already have the similar centre in existence, they have initiated a number of measures for further improvements with the focus on DS.

Conclusion: The sustainability of the PHE program phase II can be judged by its three main components. The level of the sustainability strongly varies from goal to goal and it is

most significant for the goal of increasing the rate of disadvantaged students' access to tertiary education, while least significant for the goal of improving quality of study and social skills for disadvantaged students in university. The sustainability of the PHE program II can be rated as **Satisfactory**.

III. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

This section draws the overall assessment regarding the achievements of PHE program phase II to date set against the Program's stated objectives and targets, and presents some practical recommendations for its potential continuation or similar initiatives in the future.

Overall PHE program II has been highly successful in delivering its core objectives. It has enhanced the equality and opportunities for DS to access tertiary education, have a higher academic performance during their study at the university and have higher qualifications and better chances for their employment after graduation from the university.

However, there remain particular concerns about the design, the effectiveness and the sustainability of a number of the program components and activities. The overall assessment findings are summarised below:

Evaluation criteria	Performance rating
Program relevance	HS
Program design	S
Program efficiency	S
Program effectiveness	HS
Program impacts	HS
Program sustainability	S

B. Recommendations for Potential Future PHE program

a. To enhance the opportunities to access to higher education and post-graduate education for DS in the region.

The activities related to this component proved to be most successful compared with the other two. They have very high impacts and are highly sustainable. The number of particular activities is reasonable. However, there are some weak points regarding financial priority for these activities, identification of localities for the activities, insufficient focus for training of local teachers and teaching materials.

Recommendation:

- Ensure that more than half of whole budget of the program is given to the related activities.
- The program locations should be chosen to reach as many possible the most disadvantaged children. Pre-university classes in the local schools in remote/mountainous areas have proved to be more effective than those at the universities. The coverage will be widened and more students will benefit from the same activity

- Focus more on local teachers training and quality learning materials for school students
- Conduct awareness raising activities for local authorities.
- Pre-master classes will benefit the residents from difficult areas only when they target the right applicants. Due to the nature of the master examination a long-term strategy for preparing the applicants is very much needed. The choice of applicants shall be taken into account in the preparation (some kind of counseling for master course applicants!)

b. To enhance the academic performance of the DS of the University in order to successfully complete their university study.

Contrary to the above component, the activities related to this component proved to be least successful compared with the other two. The activities design is not adequate, too many activities with unclear objectives, the impact is not visible and the sustainable is not high.

Recommendation:

- Reduce the number of activities to 2-3 with very clear objectives and measurable performance indicators.
- A, B, C certificate courses should not come under this goal because they are more relevant to the goal of improving job-seeking skills for senior students in university. In addition, if conducted for the next phase, they should be given to the outside PHE program training providers.
- Design activities that can effectively deal with difficulties faced by DS in keeping up with normal students in their regular academic courses. While designing activities, take into account the quality, timing and simultaneity of the activity with the respective regular courses. Tutoring English classes, Learning management skills classes or Communication skills, confidence building skills classes may be good examples for this goal.
- Design a MIS with focus on DS should be developed and installed for more effective monitoring and tracking.

c. To enhance the skills of the DS of the University in order to successfully seek employment after their graduation from the university.

The activities related to this component proved to be reasonably successful compared with the other two. However, there are still too many activities, the objectives and the impact are not highly visible and the sustainable is not high. Teachers/facilitators qualifications and the course design are in question mark.

Recommendation:

- Reduce the number of activities to 2-3 in each of the participating universities with very clear objectives and measurable performance indicators. Employment seeking skills, Job orientation skills, Information seeking skills and entrepreneurship classes may be good examples for this goal.
- Focus on professional teachers training, the adequate design of the courses and quality of the course materials.

C. Recommendation for test pilot innovation program to support disadvantaged students

The Evaluation Team is suggesting the following topics/works PHE project members can bid for funds reserved form the development and testing of project interventions aimed at improving the effectiveness, institutionalization, and policy impact of the project.

- Preparation of a common set of materials for social skills needed by students as preparation of their future employment
- Preparation of a material on business starting skills for graduates
- Preparing of a common tool set for English activities so that all students will get the same benefits regardless of their location.
- Designing a MIS with focus on the DS.

ATTACHMENT 1: TERMS OF REFERENCES FOR INDEPENDENT EVALUATION

Use to evaluate Pathways to Higher Education program in Vietnam**1. BACKGROUND**

Pathways to Higher Education Program (PHE) is a program initiated by the FF. This is a worldwide fund to be managed by a competitive basis. This fund is meant to help (1) increase the numbers of disadvantaged students in the undergraduate student population; (2) improve their chances of graduation; and (3) provide readiness skills for post graduate and/or international study, mostly through programs within colleges and universities.

Overall goals of PHE program in Vietnam:

- To increase the access to and academic performance in tertiary education by disadvantaged groups in Vietnam society;
- To draw out the best lessons learned and the most effective models on supporting disadvantaged students in order to disseminate those lessons to government leaders, educational administrators, organizations and individuals who are concerned about the education of disadvantaged students.

Disadvantaged students are poor students in below groups.

- Group 1: Ethnic minority students
- Group 2: Students who permanently live in remote/isolated areas
- Group 3: Students from mountainous areas
- Group 4: Disable students
- Group 5: Students from the poor families
- Group 6: Students whose parents are martyr, wounded/sick soldiers and the students are orphanage and wounded/sick soldiers

* The female is highlighted in all groups.

The PHE program has been implemented in Vietnam since 2001 and divided by phases of each two years. In the First Phase, from 2001 to 2003, there were ten universities participated (Ha Noi Agricultural University, Thai Nguyen University, Vinh University, Hue University, Da Nang university, Da Lat University, Can Tho University, An Giang University, Tay Nguyen University and Tay Bac University). In the Second Phase, from June 2004 to November 2006, there are five universities participated (Hanoi Agricultural University, Thai Nguyen University, Hue University, Da Lat University, An Giang University). During the Second Phase, PHE network in Vietnam has been extended from participated universities to boarding schools for ethnic minority students and high schools in the mountainous and remote areas. In this way, the PHE program in Vietnam uses a focus on the needs of disadvantaged students, particularly ethnic minorities and those who living in mountainous and remote areas, as a means of influencing both institutional practice and policies.

Hanoi Agricultural University (HAU) also undertakes the role of advisor and coordinator for whole PHE program. The role of Coordination Board includes: (1) Monitor and technical support and consult PHE university implementing their own projects; (2) Help in improving capacity of project managers as well as executors for PHE universities; (3) Establish good monitoring system, facilitate exchanges of lessons learned, promote expanding best models and set up learning mechanisms within PHE universities and between PHE program and institutions, organizations and individuals who concern to support disadvantaged students.

In the PHE program in Vietnam, each university carries out its own project with specific objectives to achieve PHE goals. The activities are listed below by objectives, but not include all in each PHE university:

Goal 1. To increase the access to and academic performance in tertiary education by disadvantaged groups in Vietnam society

Objective 1. To increase rate of disadvantaged students access tertiary education

Achieved by outreach programs at boarding schools and high schools in mountainous/remote areas with combined activities: Opening tutoring classes for high school students who are preparing for university entrance examination; Supplying learning materials for individual disadvantaged students and school libraries; Consulting to disadvantaged students and their parents on career orientation, choosing suitable university to apply and benefits brought by degrees on higher education; Training to improve capacity of teachers in the schools.

Objective 2. To improve quality of study and social skills for disadvantaged students in university

Achieve by many components in each PHE university with activities: Opening English and Computer Science classes; Tutoring difficult subjects; Supplying Computer room for practice and Learning materials; Supporting scientific research and theses; Training professional practice skills; Opening classes on social skills, communication skills; Establishing Clubs; Raising a fund to support poor students.

Objective 3. To improve job-seeking skills for senior students in university

Achieve by activities: Job counseling; Training courses on job seeking skills; Labor Market.

Objective 4. To increase rate of disadvantaged students access and success in post-graduate education.

Activities: Opening classes for disadvantaged students who preparing for post-graduated entrance examination; Open English, Computer Science classes; Organizing seminars on science topics relevant to their majors of study; supporting master theses and doctoral dissertations.

Goal 2. To draw out the best lessons learned and the most effective models on supporting disadvantaged students in order to disseminate those lessons to government leaders, educational administrators, organizations and individuals who are concerned about the education of disadvantaged students.

Each PHE university finds out the best practice and draw up the best lessons learned. The Coordination Board develops networking to exchange practice experience and lessons learned; compares practice and lessons learned to make the best practice models and synthesis of the best lessons learned to disseminate to others.

2. DESCRIPTION OF PHE INDEPENDENT EVALUATION

In order to evaluate successes of PHE in Vietnam and point particularly to the value added by PHE in relating policies to the practice the FF had approved the proposal for independent evaluation developed by HAU.

2.1. Beneficiaries

The beneficiaries of the results of the evaluation are the FF in New York, the FF Officers in the office for Thailand and Vietnam, Coordination Board in HAU and Manager Team in PHE universities in Vietnam.

2.2. Objectives of the independent evaluation

Objective 1. To evaluate PHE Program in Vietnam

- To evaluate PHE program design and goals in relating to policies on education for disadvantaged students
- To evaluate institutional change in terms of innovation, unanticipated outcomes, and transforming attitudes and practice among students and teachers involved in the program
- To evaluate the broader impact of PHE on educational policies and practice within institutions and within the educational system
- To suggest means through which PHE programs in Vietnam could better define and achieve their goals

Objective 2. To test pilot innovation program to support disadvantaged students

Based on the consultants' suggestions in the evaluation report, PHE project members will bid for funds reserved from the development and testing of project interventions aimed at improving the effectiveness, institutionalization, and policy impact of the project.

2.3. Requested services

Undertaken evaluation of PHE program design and goals in relating to policies on education for disadvantaged students.

- Undertake a desk study to review current priority policies on education for disadvantaged students.
- Based on project proposals, evaluators will review the design and goals of the PHE project in each of the five institutions currently involved.
- Based on project reports, evaluators will review whether and how the components of each project is being implemented
- Relate the design and goals of each project to the policy context.

Undertaken evaluation of institutional change in terms of innovation, unanticipated outcomes, and transforming attitudes and practice among students and teachers involved in the program

- Develop an independent evaluation focused not only on project components but also on program organization, administration and impact. This should include qualitative evaluation on perceptions of the students, teachers and administrators toward the PHE program.
- Implement the evaluation in each of the five PHE universities, and a sample of the secondary schools within university outreach programs.

Undertaken evaluation of the broader impact of PHE on educational policies and practice within institutions and within the educational system

- Develop a study to investigate educational policies and practice within institutions and within educational system before and after implementing PHE program
- Undertaken study at five PHE universities and a sample of the secondary schools within university outreach programs.
- Analyze evidences to evaluate impact of PHE on the process of changing/developing educational policies and practice

Making evaluation report and suggest means through which PHE programs in Vietnam could better define and achieve their goals

- Based on results from activities 2.1, 2.2, 2.3 evaluators will make a draft of evaluation report
- Suggest means though which PHE programs in Vietnam could better define and achieve their goals
- Present the draft of evaluation report to Coordination Board, the FF Officers in the Office for Vietnam and Thailand and to manager teams in five PHE universities to get feedback
- Based on feedbacks evaluators will complete final evaluation report.

2.4. Expected results

The mission must be draw, after having assessed the above-mentioned objectives, its own conclusions about the goals, design, achievements reached and their sustainability, impacts, the lessons learned from projects, difficulties/failures, and must propose clear recommendations, which could be guide any possible further initiative of the PHE Vietnam.

The expected output is a Final Evaluation Report on PHE program in Vietnam as whole, the report also clarify evaluation of each PHE university project. More details are given in Section 5 the requires written outputs.

2.5. Methodological aspects

The evaluation team will carry out both secondary and primary research.

Secondary research will involve study, after alias, of the following documentation:

- Financing Agreement Overall Work Plan
- Project Proposals

- Annual Reports
- Audit Reports (if any) and financial reports
- Monitoring Reports
- Other project reports
- Minutes of Project meetings

Primary research will be included both quantitative and qualitative carried out through field visits and interview, after alias, with the project stakeholders, and at Coordinator Office in HAU, the FF Office in Hanoi (if necessary). However, the evaluation team will decide and plan which relevant authorities, institutions, beneficiaries have to be interviewed.

3. EVALUATION CONSULTANT PROFILE

3.1. Education, Experience, Reference and Category of each evaluator

One international consultant and two internal evaluators will carry out the evaluation.

One international consultant, who will act as team leader, an educator, educational administrator, political scientist or related academic background, will have more than 15 years experience on the identification/design/costing, implementing, monitor and evaluation of projects/programs related to higher education and/or research cooperation in developing countries, ideally with experience in Vietnam. Experience in evaluation projects/programs relevant to higher education reform in Vietnam will be considered an advantaged. Proficiency in English is necessary.

Two national evaluators, educators, educational administrators, educational researchers or related academic background, will have more than 10 years experience on the identification/design, implementing, monitor, and evaluation of projects/programs related to education reform. Previous experience with international donor agencies is required. Experience in evaluation projects/programs relevant to higher education reform in Vietnam and/or South East Asia will be considered an advantaged. He/She should also be fluent in English.

These experts must have sound communication skills in dealing with local agencies and be capable of working as a team. A high degree of flexibility and a proven record of cultural sensitivity are a rudimentary standard.

One assistant, staff of HAU, will have at least one year experience in contact, organizing field trips, meetings, and interviews with stakeholders in the districts, provinces, universities at PHE implementing sites. He/She must have sound communication skills in dealing with local agencies, be capable of working as a team, and have a high degree of flexibility.

One interpreter, BA in English, high score in TOEFL/IELTS, will have at least two years experience interpreter for international experts/agencies. He/She must have sound communication skills in dealing with stakeholders, beneficiaries, be capable of working as a team, and have a high degree of flexibility.

The members of the team will operate under the direct supervision of the team leaders, who will be directly responsible to Coordination Board in HAU and the FF for the overall quality and consistency of all reports and documents produced by the evaluation.

3.2. Working language

Each expert must be fluent in English. And be able to produce high quality reports rapidly. All the reports should be submitted both in English and Vietnamese versions.

4. LOCATION AND DURATION

4.1. Starting date

The in desk study to review current priority policies on education for disadvantaged students will be done by one Vietnamese evaluator before beginning the evaluation. Program Director in HAU will sign a contract with the Vietnamese evaluator to do this study; therefore he/she will be free to choose research collaborators. The final report of review current priority policies on education for disadvantaged students will be submitted on August 25, 2006.

The expected starting date of the evaluation shall be August 28, 2006. The evaluation will start with an in desk study at the Coordination Board Office in HAU.

4.2. Finishing date of the evaluation

The evaluation will end with a meeting to disseminate evaluation report and get feedback from the FF Officer in Hanoi, Coordination Board in HAU and Project Managers in PHE universities on November 1, 2006. The evaluators will have two days more to complete final report after getting feedback and submit to the FF and Coordination Board on November 3, 2006.

4.3. Schedule, location and number of days for the evaluation per expert

A total of 50 working-days are foreseen for the experts both international consultant (do not include international traveling days) and Vietnamese evaluators.

	No of days
Preparation:	10
• Study PHE documents in the Coordination Board office at HAU	3
• Study the report on review priority policies on education for disadvantaged students	1
• Design evaluation: develop TOR of evaluation, indicators, log frame, plan, and tools of collecting quantitative and qualitative data, format of evaluation report...	5
• Wrap-up Meeting to present preparation results to the FF Officers, Program Director and Program Coordinator in HAU	1
Undertake evaluation:	34
• HAU project (in Hanoi, Hoa Binh and/or Dien Bien; include domestic traveling days)	6
• Thai Nguyen University project (in Thai Nguyen, Tuyen Quang and/or Yen Bai, Bac Kan, Lao cai; include domestic traveling days)	7
• Hue University project (in Hue, Thua Thien and/or Quang Binh, Quang Tri; include domestic traveling days)	7
• Da Lat university project (in Da Lat, Lam Dong and/or Ninh Thuan, Binh Thuan; include domestic traveling days)	7
• An Giang university project (in An Giang; include domestic traveling days)	7
Write report:	6
• Writing report	5
• Meeting to present result of evaluation to the Project Managers and the FF Officers	1

4.4. Logistical Arrangements and related responsibilities

The coordination project will provide the Evaluation, while on project sites, with some office space and copying facilities, and with access to project documents and correspondence as requested by the evaluation Team Leader. The project will also give assistance for arranging all meetings.

The evaluation team will work in close collaboration with the project, beneficiary institutions and relevant authorities. The evaluation experts will visit relevant authorities and will visit the project office in beneficiary institutions to meet with disadvantaged students, teachers and institution administrators. A debriefing meeting will be organized at the end of each field trip to the PHE universities.

5. REPORTING

5.1. Content, language, format and number of reports

- The evaluation team will produce a written Aide-Mémoire to be presented to the Coordination Boarding in HAU and the FF Officers in Hanoi, as a basis for discussion only, two days before the

wrap-up meeting. The purpose of the wrap-up meeting is to provide participants with a clear and concise understanding of the team's views and evaluation of the PHE program.

- The final report covering the areas mentioned in the TORs. The report should highlight the achievements of PHE project, major problems and constraints encountered and lessons learned.
- The team leader is responsible to ensuring that the jointly produced final report of evaluation is submitted before the consultant leaves Vietnam. Format of the report: Font Unicode/Time New Roman, Size 12, Line spacing: Single, Spacing before: 6.
- The team leader will provide in English and Vietnamese five copies each version (both English and Vietnamese versions shall have equal value).
- Changes may be requested by the FF as a condition for the approval of the report. Attention is draw to the fact that the FF Office for Vietnam and Thailand reserves the right to have report redrafted by the evaluation experts, as many times as necessary. An electronic version of the report and its annexes shall also be provided.
- All documents and papers produced by the consultant, including Aide-Mémoire, will clearly mention on its first page as disclaimer starting that these are the views of the consultant.

5.2. Date of submission

The final report will be submitted to Coordination Board at HAU, in English and Vietnamese five copies of each within 50 working-days in Vietnam.

An electronic copy of all files, including annexes, will be transmitted by e-mail, simultaneously with the submission of the documents to the Coordination Board at HAU.

ATTACHMENT 2: THE EVALUATION LOGICAL FRAMEWORK

Design Summary	Performance Indicators	Means of Verification	Assumptions and Risks
Goal Evaluate the PHE program in Viet Nam.	All evaluation outputs & activities achieved within 50 working days.	Evaluation Report.	
Purpose Identify potential innovations for pilot testing.	Innovations identified for PHE Projects in Viet Nam.	Evaluation Report	
Evaluation Outputs (Results)			
Review of program design, institutional changes, and impact on policy and practices.	Review accepted by client within ToR timeframe.	Evaluation Report	
Suggestions on how to better define and achieve goals. <i>(Sustainability)</i>	Suggestions applicable and acceptable to client.	Evaluation Report	
Activities (1) Desk study of priority policies on education for disadvantaged students & how these relate to PHE projects. <i>(Project Design & Relevance)</i>	The clarity of linkages between PHE Project proposals and Government policy on education for disadvantaged students.	<ul style="list-style-type: none"> • Project Proposals, log frames, progress reports & GOV policy documents. 	<ul style="list-style-type: none"> • GOV policy supports PHE initiatives, & is sufficiently specific to be related to PHE project goals & objectives.

Design Summary	Performance Indicators	Means of Verification	Assumptions and Risks
<p>(2) Project Components. <u>Goal 1 (Effectiveness)</u> Objective 1. Increase rate of disadvantaged students access to tertiary education.</p> <p>Objective 2. To improve quality of study and social skills for disadvantaged students in university.</p>	<ul style="list-style-type: none"> • Enrolment and retention rates for disadvantaged students. • Impact of pre-university classes on enrollment rates. • Number & type of learning materials distributed. • Number, types and attendance at activities on careers counseling and university choice. • Number & types of teacher training activities. • Examples of innovation & unanticipated outcomes. • Number, type & attendance at classes in English, computing, professional skills and other tutoring activities. • Improved student grades • Number of computers, access level, & amount of usage. • Level of funds raised to assist poor students. 	<ul style="list-style-type: none"> • Project/institution enrollment statistics. • Qualitative evaluation of perceptions of students, teachers & administrators. • Qualitative evaluation of perceptions of students, teachers & administrators towards activities. • Project/institution enrollment statistics. 	<ul style="list-style-type: none"> • Sufficient quantitative data to support achievement of PHE objectives. • Teachers & students available for interviews/discussions.

Design Summary	Performance Indicators	Means of Verification	Assumptions and Risks
Objective 3. Improvement of job-seeking skills for senior university students.	<ul style="list-style-type: none"> • Number, type and attendance at programs for job search skills & labor market knowledge. • Comparative statistics for improved job placements. 	<ul style="list-style-type: none"> • Qualitative evaluation of perceptions of students, teachers & administrators towards activities. • Evaluation of Job Consulting Centre and/or activities in capacity to (i) involve disadvantaged students (ii) provide appropriate materials. 	
Objective 4. Increase the rate of disadvantaged student access & success in post-graduate education	<ul style="list-style-type: none"> • Post-graduate enrolment rate for disadvantaged students. • Impact of pre-masters classes on enrollment rates. • Number, type & attendance at English/computer classes & thesis/dissertations assistance. 	<ul style="list-style-type: none"> • Project/institution enrollment statistics. • Qualitative evaluation of perceptions of students, teachers & administrators towards the PHE program. 	
<p><i>Goal 2.</i> Identification of lessons learned & dissemination to Government, educational administrators, & other organizations.</p>	<ul style="list-style-type: none"> • Number & type of information disseminated & shared. 	<ul style="list-style-type: none"> • Identification of linkages between dissemination activities and impact on PHE support and/or participation. 	
<p>(3) Project Organization Participating universities & sample of outreach programs. <i>(Efficiency)</i></p>	<ul style="list-style-type: none"> • Quality & adequacy of technical & financial assistance & administrative support to PHE projects. 	<ul style="list-style-type: none"> • Qualitative evaluation of perceptions of students, teachers & administrators. 	

Design Summary	Performance Indicators	Means of Verification	Assumptions and Risks
<p>(4) Impact Analysis of evidence demonstrating the impact of PHE on the educational policies & practices of participating institutions & the education system. <i>(Impact)</i></p>	<ul style="list-style-type: none"> • Guidelines for implementation of PHE practices & policies developed, reviewed & applied in participating institutions & other institutions outside of the Project funded activities. • Increased awareness provincially & nationally of PHE aims & achievements 	<ul style="list-style-type: none"> • Audit of institutional and Ministry policy and practices before and after PHE implementation. • School/University Development Plans. 	<ul style="list-style-type: none"> • Access to sufficient data to clearly support evidence of impact.
<p>Inputs Services (Consulting) Contracts Travel, accommodation & other expenses</p>	<p>USD65,000</p>	<ul style="list-style-type: none"> • Project Report. • Project accounts 	

ATTACHMENT 3: THE EVALUATION MATRIX

Evaluation Matrix
(1) Project Components & (2) Project Organization, Administration & Impact

Project Components	Performance Indicators	Examples of Field Data
<p>Objective 1. Increase rate of disadvantaged students access to tertiary education. <i>(Effectiveness)</i></p>	<ul style="list-style-type: none"> • Enrolment rate for disadvantaged students. • Retention rates. • Impact of Pre-University Classes on enrollment rates. • Number & type of learning materials distributed. • Level & availability of rent subsidies for Pre-University Classes. • Number, types and attendance at activities on careers counseling, & university choice. • Number & types of teacher training activities. • Examples of innovation & unanticipated outcomes. 	<ul style="list-style-type: none"> • Enrolment rate undergraduate courses (% of new disadvantaged students enrolled each academic year as a % of new total enrollments) in 1st Year Course for each of six defined disadvantaged student groups in (i) 2005-2006, (ii) 2004-2005, & (iii) 2002-2003. • Retention rates of disadvantaged students in (i) 2005-2006, (ii) 2004-2005, & (iii) 2002-2003. • Percentage and numbers of disadvantaged students participating in classes who actually enrolled in tertiary education. • Discussion group - qualitative perceptions of students on effectiveness of pre-university classes. • Details of learning materials provided to students in pre-university classes. Were these specially adapted? If so, how? • Discussion group - student perceptions on the effectiveness of the learning materials and rent subsidies. • Number of students attending from disadvantaged families. • Specific examples of materials content that targeted the unique needs of disadvantaged students. • Generally how did activities differ from those normally used. • Of those attending, what percentage applied for tertiary courses. • What teacher training activities provided to teachers of PHE participants? What was the skills focus? • Discussion group - managers identify what they consider as innovation & unanticipated outcomes.

Project Components	Performance Indicators	Examples of Field Data
<p>Objective 2. To improve quality of study and social skills for disadvantaged students in university. <i>(Effectiveness)</i></p>	<ul style="list-style-type: none"> • Number, type & attendance at programs in English & computing, professional skills, social & communication skills & other tutoring activities. • Improved student grades. • Improved research methodology and quality of thesis writing • Number of open computer labs and usage. • Level of fund raising for disadvantaged students. 	<ul style="list-style-type: none"> • Pass rates. • Relationships of those classes to the formal course work (student loads, & time arrangements). • Specific examples of how curricula and teaching differed from normal classes. • Discussion group - perceptions of students, teachers & administrators towards usefulness of these activities. • Evidence for improved performance of participants in formal course subjects as a result of participation in PHE funded activities. • Relationships of classes/activities in research methodology/thesis writing to the formal course work (load, time arrangements). • Specific examples of support provided. • Discussion group - perceptions of students, teachers & administrators towards usefulness of these activities (focus group). • Type of access by disadvantaged students? • Evidence of access and levels of usage. • Evidence for improved performance in formal subjects. • Sources of funds and use (beneficiaries).

Project Components	Performance Indicators	Examples of Field Data
Objective 3. Improvement of job-seeking skills for senior university students. <i>(Effectiveness)</i>	<ul style="list-style-type: none"> • Number, type and attendance at programs for job search skills & labor market knowledge. 	<ul style="list-style-type: none"> • Job Consulting Centre or activities – evaluation of their capacity to (i) involve disadvantaged students, (ii) appropriateness of materials and assistance. • Discussion group - perceptions of students of the services provided by Job Consulting Centers and/or other activities. • Comparative statistics for improved job placements for disadvantaged students.
Objective 4. Increase the rate of disadvantaged student access & success in post-graduate education. <i>(Effectiveness)</i>	<ul style="list-style-type: none"> • Enrolment rate of disadvantaged students in graduate programs. • Impact of Pre-Masters Classes on enrollment rates. • Number, type & attendance at English/computer classes & thesis/dissertations assistance. • Improved grades in targeted subjects. 	<ul style="list-style-type: none"> • Enrolment rate (% of total enrollments) in post-graduate programs for each of the six defined disadvantaged student groups in (i) 2005-2006, (ii) 2004-2005, & 2002-2003. • Percentage of disadvantaged students participating in classes who actually enrolled in Masters programs. • Specific examples of how these programs differed from regular pre-Masters classes. • (1) Pass rates (2) Relationships of those classes to the formal course work (student loads, & time arrangements) • Discussion group - perceptions of students, teachers & administrators towards usefulness of these activities. • For the thesis/dissertation assistance, evidence for improved performance of participants. • For subjects targeted for extra tuition, evidence of improved performance in formal programs in which PHE participants enrolled in comparison to non-participating students.

Project Components	Performance Indicators	Examples of Field Data
<p><i>Goal 2.</i> Identification of lessons learned & dissemination to Government, educational administrators, & other organizations. <i>(Effectiveness)</i></p>	<ul style="list-style-type: none"> • Number & type of information disseminated & shared. 	<ul style="list-style-type: none"> • Demonstration of clear linkages between specific dissemination activities and impact on program in terms of improved support and/or participation.
Project Organization		
<p>Organization & administration in participating universities & sample of outreach programs. <i>(Efficiency)</i></p>	<ul style="list-style-type: none"> • Quality & adequacy of technical & financial assistance & administrative support to PHE projects. 	<ul style="list-style-type: none"> • Discussion group - perceptions of students, teachers & administrators.
Project Impact		
<p>Analysis of evidence demonstrating the impact of PHE on the educational policies & practices of participating institutions & the education system. <i>(Impact)</i></p>	<ul style="list-style-type: none"> • PHE practices & policies developed, reviewed & applied in participating institutions & other institutions outside of the Project funded activities. 	<ul style="list-style-type: none"> • Audit of (i) institutional and (ii) Ministry policy and practices before and after PHE implementation. • Audit of School/University Development Plans before & after PHE implementation. • Identification of specific & clear examples of where PHE has impacted on institutional practices (outside of PHE funded activities), & summary of outcomes. • Evidence of increased awareness provincially & nationally of PHE aims & achievements, and application of practices.

ATTACHMENT 4: DATA COLLECTION TEMPLATES

1. **Undergraduate courses: Enrolment rate (% of new disadvantaged students enrolled each academic year as a % of total new enrollments) in 1st Year Courses for each of six defined disadvantaged student groups in (i) 2005-2006, (ii) 2004-2005, & (iii) 2002-2003.**

Institution: _____

Table 1

Year	(1) Total New Students Enrolled in 1 st Year	(2) New Enrolments 1 st Year Group 1	(3) New Enrolments 1 st Year Group 2	(4) New Enrolments 1 st Year Group 3	(5) New Enrolments 1 st Year Group 4	(6) New Enrolments 1 st Year Group 5	(7) New Enrolments 1 st Year Group 6	(8) Total Group 1 -6 Enrolled in 1 st Year
2005-2006	No. = 100%	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %
2004-2005	No. = 100%	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %
2002-2003	No. = 100%	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %

NOTE 1:

The Total of ALL Students Enrolled in 1st Year Courses(column 1) is the **new** enrollments of ALL (disadvantaged + others) students for all courses across the entire campus, and does NOT include students repeating courses. The same applies to new enrollments for Groups 1 – 6 (columns 2 – 7).

NOTE 2: The % for Groups 1 – 6 are the % of TOTAL new enrollments of ALL students enrolled in 1st Year (1) e.g. (column 2)/(column 1) x 100 = x%

NOTE 3: For Groups 1 – 6 the new enrollments in 1st Year Courses are ALL students newly enrolled within each group, not just PHE participants.

NOTE 4:

Group 1: Ethnic minority students

Group 2: Students who permanently live in remote/isolated areas

Group 3: Students from mountainous areas

Group 4: Disable students

Group 5: Students from the poor families

Group 6: Students whose parents are martyr, wounded/sick soldiers and the students are orphanage and wounded/sick soldiers

NOTE 5: If Group breakdown not possible, provide totals and % in column 8.

PHE Participants

Table 2 Institution _____

Year	(1) PHE Participants in 1 st Year Enrollment Group 1	(2) PHE Participants in 1 st Year Enrollment Group 2	(3) PHE Participants in 1 st Year Enrollment Group 3	(4) PHE Participants in 1 st Year Enrollment Group 4	(5) PHE Participants in 1 st Year Enrollment Group 5	(6) PHE Participants in 1 st Year Enrollment Group 6	(7) Total PHE Participants in 1 st Year Enrollment
2005-2006	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %
2004-2005	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %
2002-2003	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %

NOTE 1: The number of PHE participants is defined as the number identified to take part in any PHE supported activities. Therefore if one student is taking part in 3 different activities, this is counted as only 1 student. The number of PHE participants in each group (groups 1 – 7) therefore would not exceed the total new enrollments in any given year as identified in Table 1 above.

NOTE 2: The % for each group is the percentage of the Totals for each Group in Table 1. Therefore this is the % of PHE participants of the total student enrollments for that group in Table 1.

NOTE 3: If Group breakdown not possible, provide totals and % in column 7.

2. Retention rates of disadvantaged students in (i) 2005-2006, (ii) 2004-2005, & (iii) 2002-2003.

Table 3 Institution _____

Year	(1) Group 1	(2) Group 2	(3) Group 3	(4) Group 4	(5) Group 5	(6) Group 6	(7) Total Group 1 -6
Enrolments 1st Year 2005-2006	No. =	No. =	No. =	No. =	No. =	No. =	No. =
Enrollment 2006-2007	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=
Enrolments 1st Year 2004-2005	No. =	No. =	No. =	No. =	No. =	No. =	No. =
Enrollment 2005-2006	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=
Enrollment 2006-2007	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=
Enrolments 1st Year 2002-2003	No. =	No. =	No. =	No. =	No. =	No. =	No. =
Enrollment 2003 2004	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=
Enrollment 2004-2005	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=
Enrollment 2005-2006	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=
Enrollment 2006-2007	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=	No. = % retention=

NOTE 1: The number of enrollments in 1st Year for each Group are taken from Table 1.

NOTE 2: If Group breakdown not possible, provide totals and % in column 7.

3. **Percentage and numbers of disadvantaged students participating in pre-university classes who actually enrolled in the institution in (i) 2005-2006, (ii) 2004-2005, & (iii) 2002-2003.**

Table 4. Institution _____

Year	(1) Group 1	(2) Group 2	(3) Group 3	(4) Group 4	(5) Group 5	(6) Group 6	(7) Total Group 1 -6 (
2005-2006							
Total participants							
No. enrolled tertiary edn.							
% enrolled							
2004-2005							
Total participants							
No. enrolled in tertiary edn.							
% enrolled							
2002-2003							
Total participants							
No. enrolled in tertiary edn.							
% enrolled							

NOTE 5: If Group breakdown not possible, provide totals and % in column 7.

5. During 2005 & 2004 the percentage of those from disadvantaged families attending careers counseling & university choice activities that applied for enrollment in the institution.

Table 6. Institution _____

Year	(1) Group 1	(2) Group 2	(3) Group 3	(4) Group 4	(5) Group 5	(6) Group 6	(7) Total Group 1 -6
2005							
No. disadvantaged participants							
% applicants applied tertiary education							
2004							
No. disadvantaged participants							
% applicants applied tertiary education							

NOTE 1: The application for tertiary admission does not imply successful admission (passed entrance exam). The numbers here are those disadvantaged students who actually attended careers counseling/university choice activities and then subsequently sat the entrance examination.

NOTE 2: The number of disadvantaged participants comes from Table 5 for each Group.

NOTE 3: If Group breakdown not possible, provide totals and % in column 7.

6. During 2004 – 2005 & 2005 – 2006 pass rates for programs in English & computing, professional skills, social & communication skills & other “extra” activities.

Table 7. Institution _____

Year	(1) Group 1	(2) Group 2	(3) Group 3	(4) Group 4	(5) Group 5	(6) Group 6	(7) Total Group 1 -6
2004 – 2005							
English Participants = Pass Rate =							
Computing Participants = Pass Rate =							
“Other” Participants = Pass Rate =							
2005 – 2006							
English Participants = Pass Rate =							
Computing Participants = Pass Rate =							
“Other” Participants = Pass Rate =							

NOTE: If Group breakdown not possible, provide totals and % in column 7.

7. **Post-graduate courses: Enrolment rate (% of disadvantaged students enrolled each academic year as a % of total enrollments) for each of six defined disadvantaged student groups in (i) 2005-2006, (ii) 2004-2005, & (iii) 2002-2003.**

Table 8. Institution _____

Year	(1) Total New Students Enrolled in 1st Year Post-Grad.	(2) New Enrolments 1st Year Post-Grad. Group 1	(3) New Enrolments 1st Year Post-Grad. Group 2	(4) New Enrolments 1st Year Post-Grad. Group 3	(5) New Enrolments 1st Year Post-Grad. Group 4	(6) New Enrolments 1st Year Post-Grad. Group 5	(7) New Enrolments 1st Year Post-Grad. Group 6	(8) Total Group 1 -6 Enrolled in 1st Year Post-Grad.
2005-2006	No. = 100%	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %
2004-2005	No. = 100%	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %
2002-2003	No. = 100%	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %	No. = %

NOTE: If Group breakdown not possible, provide totals and % in column 8.

8. During 2004 – 2005 & 2005 – 2006 the percentages of disadvantaged students participating in pre-masters classes who were actually admitted into Masters programs.

Table 9.

Institution _____

Year	(1) Group 1	(2) Group 2	(3) Group 3	(4) Group 4	(5) Group 5	(6) Group 6	(7) Total Group 1 -6
2005-2006							
Total participants pre-Masters							
No. enrolled in Masters.							
% enrolled							
2004-2005							
Total participants pre-Masters							
No. enrolled in Masters.							
% enrolled							

NOTE: If Group breakdown not possible, provide totals and % in column 7.

9. During 2004 – 2005 & 2005 – 2006 the pass rates for post-graduate students in “extra” classes in English & computing, thesis/dissertation skills.

Table 10.

Institution _____

Year	(1) Group 1	(2) Group 2	(3) Group 3	(4) Group 4	(5) Group 5	(6) Group 6	(7) Total Group 1 -6
2004 – 2005							
English Participants = Pass Rate =							
Computing Participants = Pass Rate =							
2005 – 2006							
English Participants = Pass Rate =							
Computing Participants = Pass Rate =							

NOTE 5: If Group breakdown not possible, provide totals and % in column 7.

ATTACHMENT 5: LISTS OF PEOPLE INTERVIEWED

I. DA LAT UNIVERSITY

University and project management	Students	Lecturers	Local people
1. Nguyễn Hữu Đức, DLU Rector, Project director 2. Huỳnh Văn Thông, Project manager 3. Ma Cẩm Tường Lam, project officer 4. Hoàng Nghĩa Huy, Project officer 5. Trần Nhật Quang, monitoring officer	1. Do Van Khoi 2. Nguyen Thi Oanh 3. Le Thi Thu 4. Tran Quang 5. Tran Quoc Cuong 6. Dinh Hoang Loan 7. Tran Thi Nien 8. Dang Thi Thoa 9. Tran Thi Hong Tham 10. Pham Thanh Toan 11. Do Van Toan 12. Hoang Van Anh 13. Nguyen Quang tao 14. Ngyen Quang Truong 15. Le Quang Vu 16. Tran Thi Linh 17. Tran Thi Bich Hien 18. Vy Thi Bich Phuong 19. Nguyen Thi Duy An 20. Phan Thi Le Thuy 21. Nguyen The Huy 22. Nguyen Thi Huong 23. Bui Thi Thu Mien 24. Dinh Thi Gam 25. Nguyen Thi Thuy Hang 26. Le Thi Huong 27. Khong Thi Huong 28. Trinh Thi Huong 29. Nguyen Thi Ha 30. Ngo Thi Kim Thuy 31. Tran Tien Dung 32. Phung Thi Bich Khoa 33. Vu Duc Thuan 34. Ngo Thi Hoai Thu 35. Nguyen Thi Phuong 36. Ngo Thi Cam Tu 37. Nguyen Thi Giang 38. Bui Thi Thu Mien 39. Hong Hanh 40. Ngoc Dan 41. Ya Bien 42. Siu Hiril	1. Mr. Nguyen Vu Ky Phong, Computer classes 2. Mr. Luong Van Dung, Adviser for master student 3. Mr. Tran Nhat Quang, Summer skills 4. Mr. Nguyen Minh Hien, English club 5. Mr. Nguyen Khanh Trang, English club 6. Ms. Dang Thi Minh Than, English club 7. Mr. Cao Xuan Lieu, Summer skills 8. Mr. Ma Cam Tuong Lam, Summer skills 9. Mr. Hoang Nghia Huy, English club	Gia Vien Upper secondary school: The Principal and 5 teachers who have taken part in the pre-university classes

	<p>43. K'Ut 44. Nguyen Thi Tham 45. Do Thi Thanh Lan 46. Phan Thi Hoa 47. Ha Bien 48. Be Van Nam 49. Vo Thi Ly Sa 50. Y Duy Eban 51. Nguyen Lam Ngoc Bich 52. Nguyen Minh Phong 53. Nguyen Thi Thu Hang</p>		
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II. AN GIANG UNIVERSITY

University and project management	Students	Lecturers	Local people
1. Vo Tong Xuan, AGU rector, project director 2. Mr Quảng, AGU vice rector, vice project director 3. Ms Hồ Thanh Mỹ Phương, trưởng phòng vice project director 4. Phan Thị Kim Nguyên, project secretary 5. Võ Văn Thắng, monitoring officer 6. Nguyễn Đức Thụy, project officer 7. Lâm Anh Huy, project officer	1. Tran Thi Phuoc Hien 2. Cha Ra Da 3. Dinh Thi Rum 4. Nguyen Thi Hoang Oanh 5. Nguyen Thanh Phu 6. Tran Van Vui 7. Bui Thi Thuan 8. Lam Thi Thanh Huong 9. Tran Ky Sau 10. Nguyen Thi Anh Hang 11. Nguyen Thi Ngan Ha 12. Nguyen Thi Ngoc Lan 13. Pham Van Ban 14. Huynh Thi Kieu Nga 15. Duong Cong Dien 16. Nguyen Thanh Phong	1. Mr. Hoang Huy Son, Pre-university classes 2. Mr. Vu Tien Dung , Pre-university classes 3. Mr. Dang Cong Thieu , Pre-university classes 4. Mr. Tran Tung Chinh, Pre-university classes 5. Mr. Doan Trung , Pre-university classes	Tri Ton Boarding School for Ethnic Minorities 1. Nguyen Van De, Principal 2. Mr. Nguyen Quoc Khanh, Vice-chairman of Tri Ton district People's Committee 3. Mr. Huynh Thanh Van, Vice-chairman of the district Party's organization 4. Ms. Chau Ngoc Thao, mathematics teacher 5. Ms. Nguyen Thi Khanh Bang, biology teacher 6. Mr. Nguyen Quang Minh, literature teacher 7. Mr. Nguyen Van Au, physics teacher 8. Ms. Quach Ngoc Thuong, literature teacher 9. Mr. Chau Mon, parent 10. Mr. Chau Khom, parent 11. Ms. Noeng Sa Rum, parent 12. Ms. Lam Den, parent

III. HUE UNIVERSITY

University and project management	Students	Lecturers	Local people
1. Nguyen Van Toan, HU director, project director 2. Lê Văn Thuyết, project manager 3. Mr Hoàng, monitoring manager 4. Đỗ Văn Phòng, monitoring officer 5. Mr Vượng, project officer 6. Phan Tú Nga, project officer 7. Phan Hạnh Quyên, project officer 8. Ms Hạ, accountant 9. Hoàng Văn Tiểu, project officer 10. Mr Đạt, project officer 11. Đoàn Chung Thủy, project officer	1. Doan Thi Quy Huyen 2. Le Thi Phuong 3. Nguyen Thi Hoai Nam 4. Le Thi Na 5. Nguyen Hai Chung 6. Nguyen Van Minh 7. Dinh Kien Cuong 8. Nguyen Quoc Nam 9. Hoang Ngoc Toan 10. Ho Thi Van 11. Ly Thi Thu Hoai 12. Nguyen Thi Thanh Thuy 13. Truong Thi Trang 14. Pham Thi Lien 15. Pham Van Hoang 16. Hoang Thanh Tuy 17. Hoang Thi Lan	1. Mr. Ngo Sy Ngoc, Computer classes 2. Mr. Tran Thi Dieu Hien, Computer classes 3. Ms. Hoang Thi Anh Duong, Computer classes 4. Mr. Bui Quang Truong, English classes 5. Mr. Bien Van Minh, Tutoring in Microbiology 6. Mr. Nguyen Van Tuan, Pre-master classes 7. Mr. Le Manh Ha, Tutoring in Mathematics	Quang Tri Department of Educatio and Training 1. Mr. Tham, Vice Director 2. Mr. Diep, deputy head of professional unit 3. Ms. Thuy, staff of professional unit Quang Tri Boarding School for Ethnic Minorities 1. Ms. Do Anh Linh 2. Mr. Ho Duong Van 3. Mr. Hoang Minh Cam 4. Ms. Nguyen Thi Ty 5. Mr. Ho Dang Thanh Lanh 6. Mr. Hoang Long 7. Mr. Nguyen Huu Duc 8. Nguyen Thi Ai Linh 9. Ho Thi Thanh Huong 10. Ho Thi Thuy Kieu

IV. THAI NGUYEN UNIVERSITY

University and project management	Students	Lecturers	Local people
<ol style="list-style-type: none"> 1. Mr Thinh, TNU vice director 2. Trần Chí Thiện, project manager 3. Nông Văn Thồ, project deputy manager 4. Lý Quang Minh, project officer 5. Ms Trang, project officer 6. Mr Phuong, monitoring officer 	<ol style="list-style-type: none"> 1. Vu Duc Hanh 2. Nguyen Tu Huy 3. Ly Van Thinh 4. Pham Huu Thoai 5. Nguyen Thi Thu 6. Trieu Ton Nai 7. Ma Van Canh 8. Nguyen Thi Minh 9. Hoang Thanh Thu 10. Nguyen Minh Chau 11. Nong Thi Them 12. Ngo Thi Thanh Hoa 13. Tran Van Chi 14. Ninh Hong Phan 15. Ha Thi Hong Nhung 16. Trinh Thi Quy 17. Dao Thi Thanh Nga 18. Vi Thi Le Thu 19. Trieu Thi Bich Hue 20. Nguyen Thi Lam 21. Le Thi Thu 22. Quan Van Quan 23. Ha Quang Vu 	<ol style="list-style-type: none"> 1. Mr. Nguyen Tuan Anh, Computer classes 2. Mr. Nguyen Van Hien, Computer classes 3. Mr. Ha Minh Tuan, English classes 4. Mr. Nguyen Van Truong, Computer classes 5. Mr. Trinh Van Ha, Computer classes 	<ol style="list-style-type: none"> 1. Mr Hà Nam Huy, hiệu trưởng THPT Bắc Kạn 2. Ma Thị Biên, hiệu phó 3. Đàm Ngọc Hồ, hiệu phó 4. Phạm Thị Giang, GV Địa 5. Hà Thị Tuyết, GV Toán

V. HANOI AGRICULTURE UNIVERSITY

University and project management	Students	Lecturers	Local people
<ol style="list-style-type: none"> 1. Trần Đức Viên, HAU vice rector, project director 2. Trịnh Đình Thâu, project manager 3. Nguyễn Thị Huyền, project secretasry 4. Trương Thị Hoa, monitoring officer 	<ol style="list-style-type: none"> 1. Luu Thi Tho 2. Le Hong Quan 3. Nguyen Thi Ngoc 4. Le Van Sang 5. Nguyen Thi Thang 6. Nguyen Thi Hong 7. Tran Thi Uu Viet 8. Do Van Tan 9. Nguyen Thi Thao 10. Ta Tuyen Nhung 11. Nguyen Kim Cuc 12. Du Dinh Quan 13. Le Trong Dao 14. Vu Duc Hanh 	<ol style="list-style-type: none"> 1. Ms. Tran Thi Lan Huong, professional skills 2. Mr. Pham Quang Dung, computer classes 3. Ms. Nguyen Thi Bich Ngoc, English classes 4. Ms. Ha Thi Lan, English classes 5. Ms. Truong Thi Hoa, communication skills 6. Ms. Phan Thi Thanh, English classes 7. Ms. Do Thi Mo, Computer classes 8. Mr. Nguyen Tat Thang, professional skills 	<ol style="list-style-type: none"> 1. Mr Vượng, chủ tịch huyện Tân Lạc 2. Nguyễn Minh Thành, phó giám đốc sở GD Hoà Bình 3. 1 trưởng phòng GD chuyên nghiệp Hoà Bình 4. Nguyễn Đình Vụ, hiệu trưởng THPT Mường Bi 4 giáo viên giảng dạy các môn học của DA

ATTACHMENT 6: SEMI-STRUCTURED FORMS FOR THE INTERVIEWS

Participants & Duration	Topics	Project Component Objective
<p>Students (2 hours)</p> <p>Mix of levels including those attending pre-university classes, undergraduates at all levels and post-graduate students.</p> <p>(NOTE: For students in high-schools doing pre-university the only questions applicable would be 1, 2, 3 & 8.)</p>	<ol style="list-style-type: none"> 1. General opinions on pre-university classes. 2. Were learning materials provided for pre-university classes helpful. 3. How has the institution adapted or made changes to meet your needs as a disadvantaged students? 4. What inputs or influence have students had on PHE activities? 5. What is PHE, what are the aims? 6. How did you become aware of the PHE program/activities? 7. General opinions on activities such as classes in English, computing, social and communication skills, professional skills, research methodology/thesis writing. 8. Opinions on the usefulness of assistance provided by Job Consulting Centers and/or other activities in job search skills and labor market knowledge. 9. Opinions on the usefulness and general comments English/computer classes & thesis/dissertation assistance for post-graduate students. 10. General opinions on pre-masters classes 11. Overall student opinion regarding the adequacy of PHE project organization and assistance. 	<p>Objective 1: Increase rate of access to tertiary education.</p> <p>Objective 2: Improve quality of study and social skills.</p> <p>Objective 3: Improvement of job seeking skills.</p> <p>Objective 4: Increase rate of access & success in post-graduate education.</p> <p>Project Organization</p>

Participants & Duration	Topics	Project Component Objective
<p>Project Management Team (Manager, Accountant, members of Executive Team, Monitor) (2 hours)</p>	<ol style="list-style-type: none"> 1. Any specific examples of (i) innovation, and (ii) unanticipated outcomes that have produced increased rates of tertiary access. 2. How are the needs of your disadvantaged students determined, and how do these influence PHE implementation? 3. Are the teaching methodologies, classroom arrangement, & materials used in PHE teaching activities different from regular classes? 4. What specific steps are taken to accommodate the diversity of needs among disadvantaged students? 5. Have these diverse needs had any impact on curricula & staffing? 6. How a teachers selected/assigned to PHE activities? 7. How are students selected for “extra” classes? 8. Overall perception of the adequacy of PHE project organization; technical and financial assistance; administrative support. 	<p>Objective 1: Increase rate of access to tertiary education.</p> <p>Objective 2: Improve quality of study and social skills.</p> <p>Project Organization</p>
<p>Teachers (2 hours) Cross-section from those involved in pre-university classes, undergraduates and post-graduate programs involving PHE students. (include school Principal in outreach schools)</p>	<ol style="list-style-type: none"> 1. Opinions/ general comments on “extra” classes in English, computing, research methodology/thesis writing, etc. 2. Are the teaching methodologies, classroom arrangement, & materials used in PHE activities different from regular classes? 3. What steps are taken to support students with learning difficulties? 4. How a teachers selected/assigned to PHE activities? 5. How are students selected for “extra” classes? 6. Are teachers provided with training to support the teaching of disadvantaged students? Is this training helpful? 7. Have (i) the presence of disadvantaged students in the institution and (ii) 	<p>Objective 2: Improve quality of study and social skills.</p>

	PHE activities influenced teaching and learning practices? 8. Overall opinion on the adequacy of PHE project organization; technical and financial assistance; administrative support.	Project Organization
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(B) Project Data

Participants & Duration	Data Required	Project Component
Project Management Office (4 hours)	<p>10. Undergraduate courses: Enrolment rate (% of disadvantaged students enrolled each academic year as a % of total enrollments) in 1st Year Courses for each of six defined disadvantaged student groups in (i) 2005-2006, (ii) 2004-2005, & (iii) 2002-2003.</p> <p>11. Retention rates of disadvantaged students in (i) 2005-2006, (ii) 2004-2005, & (iii) 2003-2004.</p> <p>12. Percentage and numbers of disadvantaged students participating in pre-university classes who actually enrolled in this institution (i) 2005-2006, (ii) 2004-2005, & (iii) 2003-2004.</p> <p>13. During 2005 & 2004 the number of students attending careers counseling & university choice activities that came from disadvantaged families for each of six defined disadvantaged student groups.</p> <p>14. During 2005 & 2004 the percentage of those from disadvantaged families attending careers counseling & university choice activities that applied for enrollment in this institution.</p>	Objective 1: Increase rate of access to tertiary education.
	15. During 2004 – 2005 & 2005 – 2006 pass rates for programs in English & computing, professional skills, social & communication skills & other “extra” activities.	Objective 2: Improve quality of study and social skills.
	<p>16. Post-graduate courses: Enrolment rate (% of disadvantaged students enrolled each academic year as a % of total enrollments) for each of six defined disadvantaged student groups in (i) 2005-2006, (ii) 2004-2005, & (iii) 2003-2004.</p> <p>17. During 2004 – 2005 & 2005 – 2006 the percentages of disadvantaged students participating in pre-masters classes who actually enrolled in Masters programs.</p> <p>18. During 2004 – 2005 & 2005 – 2006 the pass rates for post-graduate students in “extra” classes in English & computing, thesis/dissertation skills.</p>	Objective 4: Increase access & success in post-graduate education.

	<p>19. Examples of specific dissemination activities and clear impact on the institution in terms of improved support and/or participation for PHE goals.</p> <p>20. Does the institution have specific actions planned to involve students, parents, and the community, in planning activities to increase the access of disadvantaged students?</p> <p>21. Are there any examples of community decision-making processes and/or implementation activities that involve the wider community and not just members of official bodies?</p>	<p>Goal 2: Lessons learned & dissemination.</p>
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(C) Meeting with Institution Manager

Participants & Duration	Topics	Project Component
<p>Institution Manager (Rector/Vice Rector) (1 hour)</p>	<ol style="list-style-type: none"> 1. Are there any clear examples of where PHE has impacted/changed the (i) practices and (ii) policy of the institution? 2. Has the PHE had any impact or changed policy generally in the education system. 3. Is the PHE program in line with education policy for disadvantaged students? 4. Are there any university policies/strategies planned or in place to recruit disadvantaged graduates as teachers? 	<p>Impact of PHE on policies & practices.</p>

(D) Classroom Observation

Participants & Duration	Observation Objectives	Project Component
<ol style="list-style-type: none"> 1. Regular formal classes. (30 minutes/class) 2. PHE classes (30 minutes/class) 	<ol style="list-style-type: none"> 1. What examples observed showing teaching methodologies, classroom arrangement, and materials used in PHE teaching activities are; <ol style="list-style-type: none"> (a) different from regular classes? (b) designed to support students who may be experiencing learning difficulties? 2. Is there any evidence of teachers using methodologies/learning materials that support students with different learning abilities in; 	<p>Objective 1: Increase rate of access to tertiary education.</p> <p>Objective 2: Improve quality of study and social skills.</p>

3. Pre-university classes (30 minutes/class)	(a) PHE activities (b) regular classes? 3. What level/status/age of teachers were observed to be involved in PHE activities? 4. Does it appear if PHE activities or the presence of disadvantaged students in the institution has influenced teaching and learning practices in the institution as a whole?	
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ATTACHMENT 7: THE SCHEDULE OF THE EVALUATION MISSION

DAY	DATE	TIME	ACTIVITIES	ADDRESS	Note	Hotel address and	Time
Mon	28-Aug-06	All day (1)	Desk Study Consultants' meeting with PHE management	HAU			
Tuesday	29-Aug-06	All day (2)	Desk study	HAU			
Wednesday	30-Aug-06	All day (3)	Desk study	HAU			
Thursday	31-Aug-06	9:00-11:00 (4)	Visit to FF-Hanoi ³	HAU			
Friday	1-Sep-06	All day (5)	Desk study	HAU			
Saturday	2-Sep-06						
Sunday	3-Sep-06						
Monday	4-Sep-06	All day (6)	Desk study	Work at home			
Tuesday	5-Sep-06	All day (7)	Desk study	HAU			
Wednesday	6-Sep-06	All day (8)	Desk study	HAU			
Thursday	7-Sep-06	Morning meeting. 10: 30-12: 00(9)	Presentation of overview of methodology - FF, PHE HAU Program Director & Program Coordinator ⁴	HAU			
Friday	8-Sep-06	Day (10)	Desk study	HAU			
Saturday	9-Sep-06						
Sunday	10-Sep-06	Morning (11) 11: 00	Travel to Da Lat			Golf 1: Dinh Tien Hoang St. Da Lat 063. 824 082	At airport: 10h30 Lunch at airport To Da Lat: 13h30 Leave hotel for dinner: 19h00

³ Time & Date to be confirmed.

⁴ Attendance, date & time to be confirmed.

Monday	11-Sep-06	(12) 8: 00-17h00	<u>Working with Da lat Uni proj :</u>	Da Lat		Golf 1: Dinh Tien Hoang St. Da Lat 063. 824 082	Breakfast: from 6h45 Leave Hotel: 7h30 Lunch: 11h30 Leave Hotel: 13h30 Leave hotel for dinner: 19h00
Tuesday	12-Sep-06	(13) 8h00-17h00	<u>Working with Da lat Uni proj:</u>	Da Lat		Golf 1: Dinh Tien Hoang St. Da Lat 063. 824 082	Breakfast: from 6h45 Leave Hotel: 7h30 Lunch: 11h30 Leave Hotel: 13h30 Leave hotel for dinner: 19h00
Wednesday	13-Sep-06	(14) 8h00-17h00	Working With Da Lat Uni Proj	Da Lat	(Dr Loc Da Lat- HN)	Golf 1: Dinh Tien Hoang St. Da Lat 063. 824 082	Breakfast: from 6h45 Leave Hotel: 7h30 Lunch: 11h30 Leave Hotel: 13h30 Leave hotel for dinner: 19h00
Thursday	14-Sep-06	(15) 7h00 - 10h30 13h30 - 17h30	Working With Da Lat Uni Proj Travel to Cat Tien Working with school	Lam Dong		Cat Tien guest house	Breakfast: 6h15 Leave hotel: 7h00 Lunch: 11h00 Leave guest house:13h00
Friday	15-Sep-06	(16) 7h00-10h30 14h00	Travel to Da Lat city Travelling to HCM city		(Dr Phuong Da Lat - HN)	HCM city: Au Lac hotel: 90 Ng Th Minh Khai, Ward 6-Dist 3 (tel: 08. 823 2915)	Breakfast: 6h15 Cat Tien to Da Lat: 7h00 Lunch: 11h00 Leave hotel in Da Lat: 13h00
Saturday	16-Sep-06	(17)	Review data			Au Lac hotel: 90 Ng Th Minh Khai, Ward 6-Dist 3(tel: 08. 823 2915)	Breakfast: 7h00 Lunch: 11h30 Dinner: 19h00
Sunday	17-Sep-06	(18)	Review data			Au Lac hotel: 90 Ng Th Minh Khai, Ward 6-Dist 3 (tel: 08. 823 2915)	Breakfast: 7h00 Lunch: 11h30 Dinner: 19h00
Monday	18-Sep-06	13h00-19h00	<u>Travel to Angiang Uni. Proj.</u>		(Dr Loc and	Dong xuyen	Break fast: 7h00

		(19)			Dr Phuong join)	hotel: 9A Luong Van Cu , Long xuyen (076. 942 260)	Lunch: 11h00 Leave hotel: 13h30 Check in and leave for dinner: 19h00 at An Giang
Tuesday	19-Sep-06	(20) 8h00-17h00	Working With An Giang Uni	Angiang Uni. Proj.		Dong xuyen hotel: 9A Luong Van Cu , Long xuyen (076. 942 260)	Breakfast: from 6h30 Leave hotel: 7h30 Lunch: 11h30 Leave hotel: 13h30 Leave hotel for dinner: 19h00
Wednesday	20-Sep-06	(21) 8h00-17h00	Working With An Giang Uni	Angiang Uni. Proj.		Dong xuyen hotel: 9A Luong Van Cu , Long xuyen (076. 942 260)	Breakfast: from 6h30 Leave hotel: 7h30 Lunch: 11h30 Leave hotel: 13h30 Leave hotel for dinner: 19h00
Thursday	21-Sep-06	(22) 8h00-17h00	Working With An Giang Uni	Angiang Uni. Proj.		Dong xuyen hotel: 9A Luong Van Cu , Long xuyen (076. 942 260)	Breakfast: from 6h30 Leave hotel: 7h30 Lunch: 11h30 Leave hotel: 13h30 Leave hotel for dinner: 19h00
Friday	22-Sep-06	(23) 7h00-9h00 9h00-11h00 13h00-19h00	Travel to High school Working with school Travel to HCM city	Boarding Ethnic High school	Tri Ton distric		Breakfast: 6h15 Leave hotel: 7h00 Lunch: 11h30 Leave high school: 13h30 Dinner: 19h30 at HCM city
Saturday	23-Sep-06	(24)	Travel to HN : morning		Dr Phuong and Dr Loc: HCM- HN	HCM city: Au Lac hotel: 90 Ng Th Minh Khai, Ward 6-	Breakfast: 7h00 To airport:

						Dist 3 (tel: 08. 823 2915)	
Sunday	24-Sep-06						
Monday	25-Sep-06	(25) 12h40 15h00-17h00	Travel To Hue, Hue Uni Proj Leave HN at morning: Working with Hue un	Hue Uni. Proj	Dr Phuong at HCM city	Dong Phuong hotel: 02 Hung Vuong street (054. 823 866)	Leave Ha noi: 11h00 Check in Leave hotel to Hue uni: 14h40 Levae hotel for dinner: 19h00
Tuesday	26-Sep-06	(26) 8h00-17h00	Working with Hue Uni. Proj. At Hue un	Hue Uni. Proj.		Dong Phuong hotel: 02 Hung Vuong street (054. 823 866)	Breakfast: 6h30 Leave hotel: 7h40 Lunch: 11h30 Leave hotel: 13h30 Leave hotel for dinner: 19h00
Wednesday	27-Sep-06	(27) 7h00-9h00 9h00-15h00 15h00-17h00	Travel to Quang Tri Working with high school Travel to Hue uni	Quang tri		Dong Phuong hotel: 02 Hung Vuong street (054. 823 866)	Breakfast: 6h15 Leave hotel: 7h00 Lunch: 11h30 Leave Quang Tri: 15h00 Leave hotel for dinner: 19h00
Thursday	28-Sep-06	(28) 8h00-17h00	<u>Working with Hue Uni. Proj.</u>	Hue uni		Dong Phuong hotel: 02 Hung Vuong street (054. 823 866)	Breakfast: 6h30 Leave hotel: 7h40 Lunch: 11h30 Leave hotel: 13h30 Leave hotel for dinner: 19h00
Friday	29-Sep-06	(29) 8h00-17h00	<u>Working with Hue Uni. Proj.</u>	Hue uni	(Dr Loc and Dr Phuong travel to HN at 20h00)	Dong Phuong hotel: 02 Hung Vuong street	Breakfast: 6h30 Leave hotel: 7h40 Lunch: 11h30 Leave hotel: 13h30

						(054. 823 866)	Leave hotel for dinner:19h00
Saturday	30-Sep-06	(30) 8h30	Travel to Ha Noi. Review results Hue. Leave Hue			Dong Phuong hotel: 02 Hung Vuong street (054. 823 866)	Break fast: 6h30 Check out: 7h30
Sunday	1-Oct-06						
Monday	2-Oct-06	13h30 (31)	Working at HAU uni				
Tuesday	3-Oct-06	8h00 -17h00 (32)	Working at HAU uni				
Wednesday	4-Oct-06	8h00 -17h00 (33)	Working at HAU uni				
Thursday	5-Oct-06	7h00-9h00 9h00-11h00 13h30-17h00 (34)	Travel to Hoa Binh Meeting Visit class		Mike and Domestic travel, other at HAU	An Lac hotel: Tan Lac dist (018. 830 156)	Leave Ha Noi: 7h00 Lunch: 11h30 Leave hotel: 13h15 Leave hotel for dinner: 19h00
Friday	6-Oct-06	8h00-10h00 10h30 or 14h00 (35)	Working with high school Travel to Ha Noi			An Lac hotel: Tan Lac dist (018. 830 156)	Breakfast: 6h45 Leave hotel: 7h30 Lunch: 11h30 (if we leave at 1030, we will have lunch at 11h30)
Saturday	7-Oct-06						
Sunday	8-Oct-06						
Monday	9-Oct-06	(36) 10h00 -12h00 14h00-17h00	Travel to Thai Nguyen, Thainguyen Uni. Proj Travelling Working with Thai Nguyen un			Da Huong hotel: 50 Luong Ngoc Quyen (0280.855 693)	Leave Ha noi: 10h00 Lunch: 12h00 Leave hotel to uni: 13h40 Leave hotel for dinner: 19h00
Tuesday	10-Oct-06	(37) 8h00-17h00	Working with Thai Nguyen Uni. Proj.	Hoa Binh		Da Huong hotel: 50 Luong Ngoc Quyen (0280.855 693)	Breakfast: 6h30 Leave hotel: 7h40 Lunch: 11h30 Leave hotel: 13h30 Leave hotel for dinner:19h00
Wednesday	11-Oct-06	(38) 8h00-17h00	Working with Thai Nguyen Uni. Proj.	HAU		Da Huong hotel: 50 Luong Ngoc	Breakfast: 6h30 Leave hotel: 7h40

						Quyên (0280.855 693)	Lunch: 11h30 Leave hotel: 13h30 Leave hotel for dinner: 19h00
Thursday	12-Oct-06	(39) 7h00-9h00 9h00-17h00	<u>Working with Thai Nguyen Uni. Proj.</u> Travel to Bac Kan Working with high school	At Home			Breakfast: 6h15 Leave hotel: 7h00 Lunch: 11h30 Leave hotel: 13h40 Leave hotel for dinner: 19h00
Friday	13-Oct-06	(40) 7h00-9h00 9h00-11h30 15h00-17h00	Travel to Thai Nguyen uni. Working with Thai Nguyen uni Travel to HN	HAU			Breakfast: 6h15 Leave hotel: 7h00 Lunch: 11h30 Travel to HN : 14h00 or 15h00
Saturday	14-Oct-06						
Sunday	15-Oct-06						
Monday	16-Oct-06	(41)	Report writing	HAU			
Tuesday	17-Oct-06	(42)	Report writing	HAU			
Wednesday	18-Oct-06	(43)	Report writing	HAU			
Thursday	19-Oct-06	(44)	Report writing	HAU			
Friday	20-Oct-06	(45)	Report writing	HAU			
Saturday	21-Oct-06						
Sunday	22-Oct-06						
Monday	23-Oct-06	(46)	Distribute Aide-Memoire to HAU Board and FF. Report writing	HAU			
Tuesday	24-Oct-06	(47)	Report Writing	HAU			
Wednesday	25-Oct-06	(48)	Report Writing	HAU			
Thursday	26-Oct-06	(49)	Wrap-up meeting with PHE management & FF.	HAU			
Friday	27-Oct-06	(50)	Submit Draft Final Report	HAU			