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1. **Name: An Giang University (AGU).**
2. **Report period: from 1st June, 2004 to 30 November, 2006.**
3. **Summary of the project's objectives and activities:**

A. Objectives:

- To help disadvantaged students pass university entrance exams . We hope that of 600 students selected as project beneficiaries, 180 students (30%) will pass university entrance exams, the remaining students will pass college or vocational high school entrance exams.

- To improve foreign language (English) and IT competence of AGU disadvantaged students in order to obtain A, B level certificates on English proficiency and IT: 90% (144/160 beneficiaries will get A, B English level certificates and 144/160 beneficiaries will get A, B IT level certificates).

- To raise the number of AGU disadvantaged students, meeting academic requirements, 80% students (160/200 students) will pass final exams.

- To give consultation on vocational orientation and college entrance exams offered at AGU and other universities to disadvantaged high school students in An Giang, Dong Thap and Kien Giang provinces. In addition, the students are informed of the meaning of the project which is to assist disadvantaged students.

- To give advice on techniques for job seeking after graduating, and how to be confident and successful in their work later. Hopefully, 1,000 students will be counseled during the two years of the project.

B. Activities:

a. Resource classes (college preparation classes)

b. English classes for A, B level on English proficiency

c. IT classes for A, B level

d. Consultation on vocational orientation and college entrance exams

e. Job consultation

f. Training workshops for teachers

g. Tutoring classes at AGU

4. **Summary of important events or findings:**

- High school students of Resource classes in Tinh Bien & Tri Ton districts made breakthroughs in the year 2005 National Entrance Exams: according to the report of the Rector of AG Minority Boarding High School, 28 (26.9%) students were admitted to colleges and universities and 19 admitted to Test preparation classes. This is 5 times as much as that of the previous year. Also by the report of the Rector of Xuan To High School, 45 (47.36%) students

were admitted to colleges and universities. This number of students passing the college entrance exams at this schools is equal to the the total number accumulating from 4 previous years (since the school was established). Students of AGU Resource classes also achieved high results: 30 (31.5%) were admitted to colleges and universities.

- The numbers remain pretty good for the year 2006: 33 (34.7%) students of Resource classes at Xuan To High School were admitted to colleges and universities; 16 (14%) students of Resource classes at AG Minority Boarding High School admitted to colleges and universities. At AGU: 37 (37.7) students admitted to colleges and universities.
- By the academic year of 2005-2006, Ba Chuc High School was included in the project. This is performed thanks to the savings from the project's first year implementation and approved by the Ford Foundation to reallocate the budget line.
- Though being able to participate in the project later than the other two high schools, Ba Chuc High School was decisive to make breakthrough. The out-come in 2006 of Resource classes in Ba Chuc surprised not only the other two high schools but also the teachers themselves, the students' parents and the Rector Board itself: 37 (38,1%), were admitted to colleges or universities. Some of them were admitted to two colleges at the same time. And most of them scored from 20 or more for their exams papers. Significantly, 32 out of 39 successful students were admitted directly to universities.
- Since the beginning of the project in 2004, An Giang People Committee and local authorities in Tri Ton have strongly supported the project.
- According to the report by AG Minority Boarding High School in the second year of the project, students' parents were very satisfied with their children's success. They are taking better care of their children's education and investing more for it. They are so willing to support any calls for money chip-in or facility contribution to the school.

5. A Summary on the Achievements vs. the Activities by the following table:

Note:

In Vietnam, university denotes 4 or 5-year programs and college denotes 3-year programs.

Out-comes vs. objectives	**Achievements of the period**	**Remarks**
30% disadvantaged students can pass the college entrance exams and the remaining can go to vocational high school.	In the 2005 college entrance exams, total percentage of students admitted (of Resource classes at 3 project sites) were 18.37 % (to universities), 16.67% (to colleges), 1% (to vocational high schools), 6.46% (to Preparation classes for next entrance exams) and the rest seek for jobs or stay home to help with their families' earning living. Consequently, 42.52% students were able to go on their higher education. In 2006, total percentage of students	Regarding to the percentage of students who were admitted to universities only, the achievement is twice as much as the percentage of students passing college entrance exams at An Giang University and Can Tho University (universities in the Mekong Delta) which is about 10 %.

	admitted (of Resource classes at 4 project sites) were 23.27 % (to universities), 6.68% (to colleges), 1.73% (to vocational high schools), 8.91% (to Preparation classes for next entrance exams) and the rest seeking for jobs or staying home to help with their families' earning living. Consequently, 40.59% students were able to go on their higher education. The average percentages for the two years are as follows. - 21.2% to universities - 10.89% to colleges - 1.43% to vocational high schools. - 7.88% to Entrance exams Preparation classes. And 41.4% were able to going on their higher education or had vocational trainings.	
90% AGU disadvantaged students can get level A and B certificates of English proficiency.	In the academic year of 2004-2005, 89 students of different departments were selected as beneficiaries of the project. After the tests for Level A & B certificates, 64/89 students successfully got A or B certificates. The percentage of successful students over students taking the tests is 91.4% (64/70). In 2005-2006, 89 students of different departments were selected as beneficiaries of the project. After the tests for Level A & B certificates, 53/89 students successfully got A or B certificates. The percentage of successful students over students taking the tests is 88.3% (53/60). Thus, total percentage of students having Level A & B certificates in English proficiency after two years is 90% (117/130).	The number of dropping-out students was not high but many of them didn't take the tests for level A certificates since they think that level A certificates are not satisfied the school's requirement: level B English certificate. And they would wait until they are capable of taking level tests for level B certificates.
90% AGU disadvantaged students can get level A and B certificates of IT.	- In the school year 2004-2005, 89 students of different departments were selected as beneficiaries of the project. 67 students participated regularly by the end of the course. After the tests for Level A & B certificates, 50/67 students successfully got A or B certificates. The	To compare with the proposed objectives, the obtained is slightly lower (80.1% vs 90%) . Reasons for not being able to achieve the proposed objectives are many, among which is the risk of the time presure that makes some students

	percentage of successful students over students taking the tests is 74.6%. In the school year 2005- 2006, 64 out of 90 students participated in the certificate exams and 55 students got level A or B certificates. The percentage of successful students over students taking the tests is 85.9%. The average percentage of students earning the certificates in the two years is 80.1%: successful students/students participating in the tests.	unable to participate regularly the classes. Some students were not allowed to come back to their classes because they violated the attendance regulations of the class, some had to leave because of their part-time jobs and some were not healthy enough to undertake regular classes and IT classes at the same time.
High school students inside and outside An Giang province can chose the right major of study, the right school to participate and can orient their future. Students from remote areas can have better understanding of P.H.E and its objectives.	Information regarding to the PHE project and its activities were transmitted through media such as radio and television broadcasting, brochures and internet. In 2005, the counseling seminars were done at 10 different schools in An Giang Province and Kien Giang Province for both disadvantaged students in and out of the project. About 17,000 (including 290:100% disadvantaged students of the PHE project) high school students and parents participated the event. In 2006, the activity was focused only on disadvantaged students participating in the project. 406 students and 55 parents took part in counseling seminars. Students and parents were counseled carefully on career orientation, school choosing and proceeding application. It helps to increase the number of students who can give the right decision on which school and career they should take for their own sake and for their community's sake. It also helps to eliminate wrong decision which leads to time wasting during following the course, the psychological conflict (when the career is not their interest) and the unemployment after graduation (since the career is not the demand of their community). The PHE project is well known among many social classes of people as a tool to help disadvantaged students to be	If regarded by the quantitative, a large number of disadvantaged students were counseled in the first year of the project. But if regarded by the qualitative, students and their parents were advised more carefully and thoroughly which can help them to give right decision for their future career in the second year of the project. This is the more focusing part of the project objective for this activity. Anyway, the result of either first year or second year of the project cannot satisfy the whole objectives: both qualitative and quantitative. This is a good lesson learnt for Project – phase 3 designing.

	able to go on their higher education and develop the local social economy by developing the disadvantaged human resource.	
500 (each year) AGU students will be given advice on the students' job seeking and how to be successful at work after graduation	In 2005, the activity was not very effective though consultants invited are from different functions and careers: Department of Internal Affairs of the province, Department of Labour – Invalids – Social Affairs, and some other companies. The intention was to provide students with a general idea of labor demand in different communities, at different time and for different careers. According to students' feedback, they wanted to meet with employers of the careers offered by AGU so that they can exchange ideas and ask questions. In 2006, the counseling was implemented in the form of seminars. About 500 students from different departments of the school participated in the seminars. Materials regarding to job seeking were delivered. Students were tested right after the presentation. Students were able to exchange with employers of the careers they are studying at school.	Though the effectiveness is better in 2006, the result is not as good as expected. The cause can be contributed to the fact that presenters gave mostly lecture-based presentations and little time for feedbacks and questions. Therefore, students could not have chance to have feedbacks for their questions regarding to labor market of the province and the requirements of the jobs in the concerned career. And employers were not from all of the careers offered at AGU.
Training courses on teaching methods for teachers at high school participants. The purpose is to enhance their teaching skills for disadvantaged students in Resource classes.	There have been 06 workshops for teachers teaching disadvantaged high school students of 07 different disciplines during the two years of the project. Most of the teachers participated in the workshops. Teachers are now more experienced in preparing their students for national college entrance exams. Problems arising during teaching were explained and dealt with. Their profession and teaching skills were enhanced at the same time. Most of all, the teachers themselves can find solutions for the problems. Teachers become more and more aware of problems arising among disadvantaged students and they are more committed in teaching disadvantaged students.	Out-come of this activity is classified as qualitative. The achievement can be indirectly measured by the number of students admitted to colleges and universities of Resource classes and directly by their teaching competence. And the success of the disadvantaged high school students is a strong voice for appropriate teaching methodology, good teaching skills of the high school teachers and the right curriculum.
Tutoring	In 2004-2005, 145/157 disadvantaged	The achievement of this activity is

classes: The rate of AGU disadvantaged students meeting the academic requirements can increase: 80% students selected as project beneficiaries can pass their final exams.	students participating in this activity met the academic requirement and successfully passed the final exams of the chosen courses, taking up 92.3%. In 2005-2006, 151/160 disadvantaged students participating in this activity met the academic requirement and successfully passed the final exams of the chosen courses, taking up 94.4%.	much higher than the objectives set. The courses partly helped the students to satisfy their academic requirements. But if considered at a large scale, it is not as effective as resource activity. For instance, for students of 4-year program, they are required to complete 210 academic credits of 60 different disciplines (including optional and required disciplines). Then, even when the students can continuously benefit 4 tutoring classes during the two years of the project, the rate of the tutored disciplines over the required ones is 04/60. This means that just a very small part of their study challenge is helped and dealt. And it prevents them from completing their study program. Especially, it is more challenging to disadvantaged students since they usually fail to pass the final exams than other students. On the other hand, the impact of the activity is not significant in the community.

6. Brief analysis of the reasons for the results:

From the analysis in number 5 above, we can figure out that proposed objectives are a bit high. Despite the high objectives, they are all feasible. And most of the objectives could be reached and some achieved even higher than the target set.

Hereunder is the detailed analysis for each of the activity.

a. Resource classes

Regarding the irrelevance of the proposed target, it is quite true that the proposed target is too high especially for the Mekong Delta where the quality of education falls to the bottom of the whole country. Anyway, the outcome turned out so good that it surprised everybody (all stakeholders and outsiders in the communes).

Comparing Resource classes at different sites, Resource classes in Tri Ton and Tinh Bien districts are more effective than those opened at An Giang University. The reasons for the effectiveness are that students of Resource classes in the two districts are current high school students, their knowledge is still fresh and can be applied for their tests, assignment or exams, they are still eager, very hopeful and more confident. Meanwhile, disadvantaged students of Resource classes at AGU are those who failed last year entrance exams. They may forget a lot of basic science knowledge. More importantly, they are always under pressure of having to pass this time. Moreover, keeping track of these students after the college entrance exams is very difficult. Therefore, the data of passing the exams from disadvantaged students could not be collected fully, which led to lower number of passing students reported than in reality.

In 2005, total percentage of students admitted to universities (4-year program) from Resource classes at the three project sites is lower than that in 2006. The difference is 5%

(18.37% # 23.27%). This is a proof of high school teachers' effort, of the indirect effectiveness of teachers' training workshops, and of close & regular monitoring of the PMB. Meanwhile, the percentage of students admitted to colleges (3-year program) year 2006 is much lower than that of year 2005. The difference is 10%. This can be explained that the number of students registering their first choice to colleges is not high. And if it is their second choice to colleges, the possibility of being admitted is even smaller. This is because of the two reasons: admitted scores for second choice is always higher than those of first choice at least 1 mark and second choices may not be considered if enough students of first choice have been admitted.

For two years, 21.2% students were admitted to universities, 10.89% to colleges. If it is not distinguished by university (4-year program) or college (3-year program), the percentage will be 32.09%: higher than the objective. It is easy for every body to recognize that disadvantaged students have more difficulties than other students in preparing themselves for the national entrance exams. However, with the preparation by the PHE for two years, the percentage of successful students to universities is much higher than that of advantaged students.

To have a closer look of how much effective the activities are, brief analyses of questionnaires for beneficiaries are presented as follows.

Feedbacks from students of Resource classes at Ba Chuc, An Giang Minority Boarding & Xuan To High Schools:

Content evaluated	Percentage	Explanation	Remarks & lesson learnt
The lecturing is very understandable and clear.	94.9%	According to the figure, most of the students in any Resource classes found the lecturing of their teachers understandable and clear. The measure of understanding can be much or less but very few students couldn't understand the lectures.	Not until the end of the project, Resource classes have proved that they are very effective and helpful to high school students in remote and mountainous areas. The teaching methodology and the capacity of high school teachers are beyond the expectation. This is distributed to good teaching curriculum, good teachers' training and teachers' enthusiasm.
The preparation class is useful to students before the entrance exams.	98.6%	Nearly 100% students recognized the usefulness of these preparation classes and wished to be offered these classes.	
The preparation of Resource classes also helps with their academic study at grade 12.	97.3%	Besides providing students with skills to do entrance exams, these Resource classes also confirm a lot of science knowledge of grade 12 that will ensure their success.	
With the preparation of Resource classes, students become more confident to encounter the competition to colleges.	96.9%	96.9% shows that student's confidence is built up thanks to the strengthening their academic capacity at the same time. They are both psychologically and mentally ready for the national entrance exams.	

Feedbacks from students of Resource classes at AGU:

Content evaluated	Percentage	Explanation	Remarks & lesson learnt
The lecturing is very understandable and clear.	100%	Every student in Resource classes found the lecturing of their teachers understandable and clear.	Different from students of Resource classes at high schools, students of AGU resource classes are academically weaker (2nd-ground test takers) and psychologically more depressed. Therefore, continuing monitoring and assisting should be paid appropriately. For these students, a habit of self-study should be built and guided.
The preparation class is useful to students before the entrance exams.	100%	Every student recognized the usefulness of these preparation classes and wished to be offered these classes.	
Instructors do give students homework & assignment.	83.8%	This measure of homework is appropriate to students of Resource classes at AGU. And for these students, homework is very necessary to strengthen their academic weakness.	
With the preparation of Resource classes, students become more confident to encounter the competition to colleges.	97.7%	The percentage shows that student's confidence is built up thanks to the strengthening their academic capacity at the same time. They are both psychologically and mentally ready for the national entrance exams.	

b. English classes:

The target achieved from this activity is slightly higher than the target proposed. 91,4% disadvantaged students had level A or B certificate in the academic year of 2004-2005 and 83.3% in the academic year of 2005-2006. The percentage of the two years is 90% (fit exactly with the objective). The success is due to many factors. Firstly, this activity meets the needs of disadvantaged students which resulted in their effort to over come the time pressure of the tight learning schedule. Secondly, it is the devotion and the responsibility of the instructors. Last but not least, the closely monitoring of the staff taking care of the classes during the course. However, there are lots of difficulties arising while implementing the activity. The significant difficulty of English classes is the time arrangement to make it suitable for the students so that they can participate in these classes regularly and study effectively.

Some of the main contents from questionnaires for English classes show the activity's effectiveness as follows:

Content evaluated	Percentage	Explanation	Remarks & lesson learnt
The lecturing is very understandable and clear.	100%	It is out of expectation that every student of English classes found the lecturing understandable and clear.	This is the students' voice that can reflect their needs for the activity and the effectiveness of the teaching as well. From this perspective, it is obvious that
The curriculum appropriate (with students' capacity).	97.8%	Very high percentage of students recognized that what they learnt is adequate and appropriate with their knowledge level.	

This English class helps students to deal with their English in regular classes.	84.4%	From the figure, we can assume that these English classes only enhance students' English capacity but also help them to encounter with their English classes in regular classes.	English activity should be preserved and developed for next phase implementation.
This activity is helpful and useful to students.	97.8%	Nearly 100% students recognized the usefulness of these preparation classes and many more students wished to be offered these classes.	

c. IT classes:

74,6% disadvantaged students had level A or B certificate in the academic year of 2004-2005 and 85.9% in the school year of 2005-2006. The percentage of the two years is 80.1%. This figure is lower than the proposed target (90%). The reasons for not being able to obtain the target proposed are (1) Students have a very tight schedule for their regular classes during the day time so some of them could not participate regularly in IT classes. (2) A regulation to ensure the effectiveness of the project was set up to restrict students who don't show up 2/3 class time from taking the certificate exams. Therefore, by the end of the course only 105 students among 179 were allowed to take the certificate exams.

Some of the main contents from questionnaires for IT classes show the activity's effectiveness as follows:

Content evaluated	Percentage	Explanation	Remarks & lesson learnt
The lecturing is very understandable and clear.	100%	Like English classes, students of IT classes find their teachers' lecturing understandable and clear.	This is the students' voice that can reflect their needs for the activity and the effectiveness of the teaching as well. From this perspective, it is obvious that IT activity should be preserved and developed for next phase implementation.
The curriculum appropriate (with students' capacity).	100%	Every student agreed that the curriculum is appropriate. Perhaps, this maximum percentage is distributed to its scientific nature (English is of social nature).	
These IT classes help students to apply technology in their study for in regular classes.	100%	From the figure, we can assume that IT is a good tool for students to study well. Students with IT capacity can exploit various information from the internet. They can also use some soft wares to do researches.	
This activity is helpful and useful to students.	91.7%	91.7% students find IT knowledge and capacity very necessary. This means that they need it to make their study and research easier and better.	

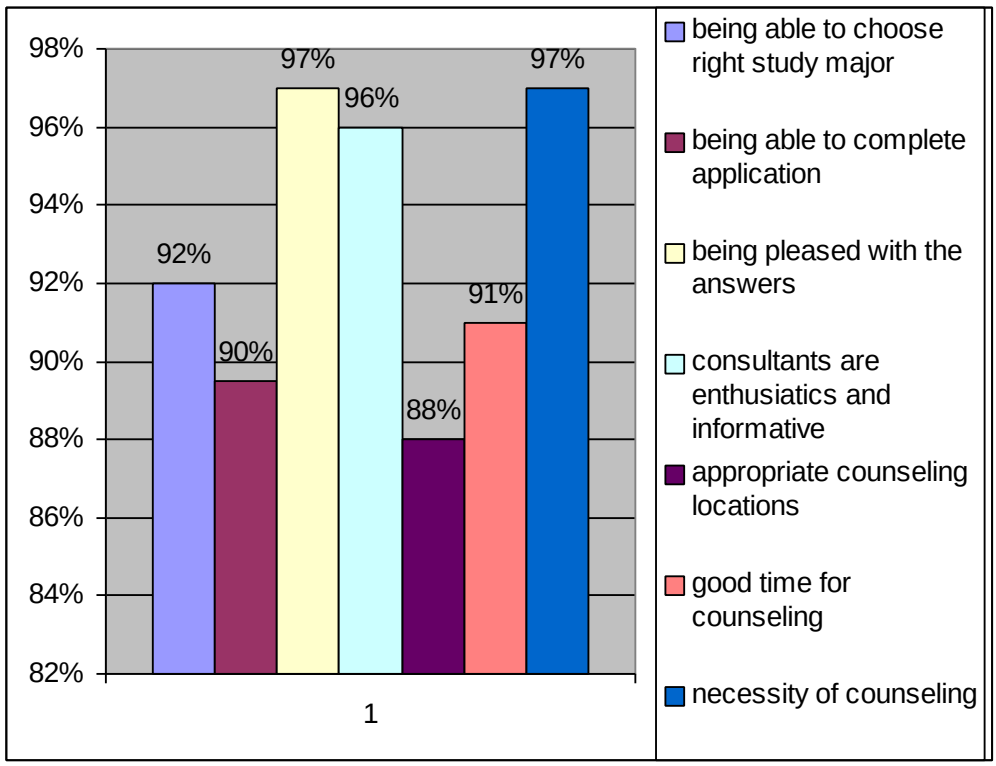
d. Career orientation and consultation on National entrance exams

In 2005 this activity was implemented in most of the remote districts in An Giang and some of the remote districts in Kien Giang Provinces. Though very popular and spreading out in the first year of the project, the career orientation counseling was not focused enough on disadvantaged students in the project and on the quality of the counseling. Except for interviews with the students, other data related to the feedbacks of the students participated in the event was not collected so specific measurement of the impact of the activity was not fully done.

With lessons learnt from this activity last year, this activity this year has been improved and it was for disadvantaged students and their parents within the project only. The counselling was implemented at Ba Chuc, Xuan To, An Giang Minority High Schools and at An Giang University. The purposes of the activity are to assist disadvantaged students, especially project beneficiaries, to understand the requirements of different careers, academic requirements and admission quotas of different universities/colleges. This knowledge will help them judge their own capacity, help them judge their own ability and assist them to apply into the right school. This helps to eliminate the percentage of students who may fail the entrance exams due to their ambitious choice for a difficult major. In addition, students can also know how to fill out the forms and how to do the right application procedure.

The feedbacks from disadvantaged students and their parents after the counseling events are described in chart 2

Chart 2: Feedbacks from disadvantaged students and their parents participating in the counseling events.

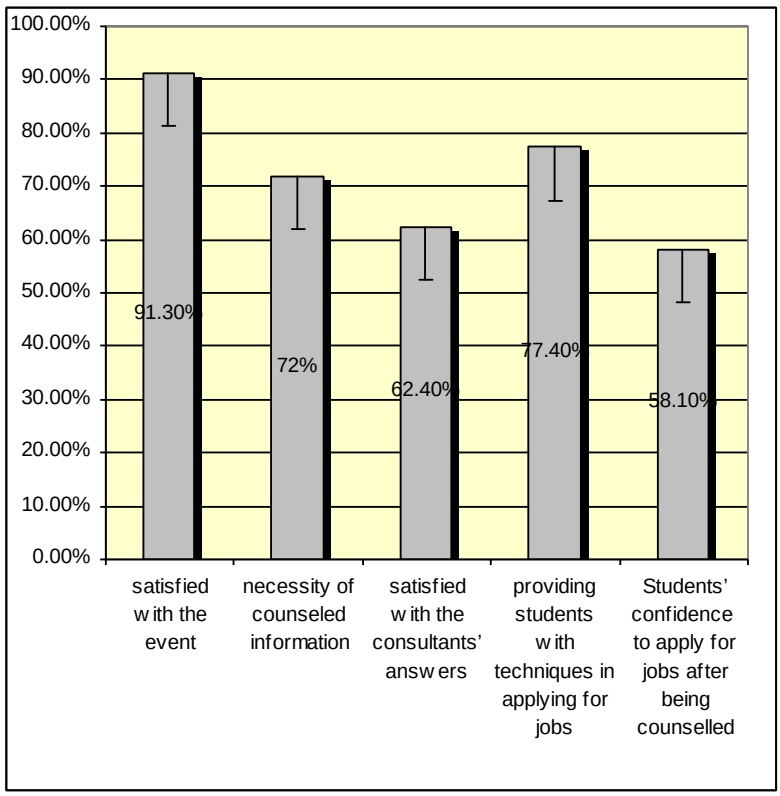


e. Job counseling:

The activity was organized on 30 July, 2005 and again on 10 May, 2006 at AGU. This activity provided disadvantaged students with opportunity to know from the employer's job requirements and job vacant. This activity helped prepare students both knowledge and psychology at the threshold of looking for job after graduation. Honestly speaking, this

activity has not been very effective since most of the experts and employers invited did not have very good method of presentation and they did not know how to initiate questions from the students. Most of their presentations were lecture based followed by questions and answers. The focus of the counselling is on students of Economics & Business Administration, Science – Technology- Environment and of Agriculture Departments. Findings from surveys on the students participated provided the MPB with useful feedbacks from the students participated in the activity. The findings at the same time are the measurement of the activity.

Table 3: Students' feedbacks on jobs counseling for disadvantaged students at AGU:



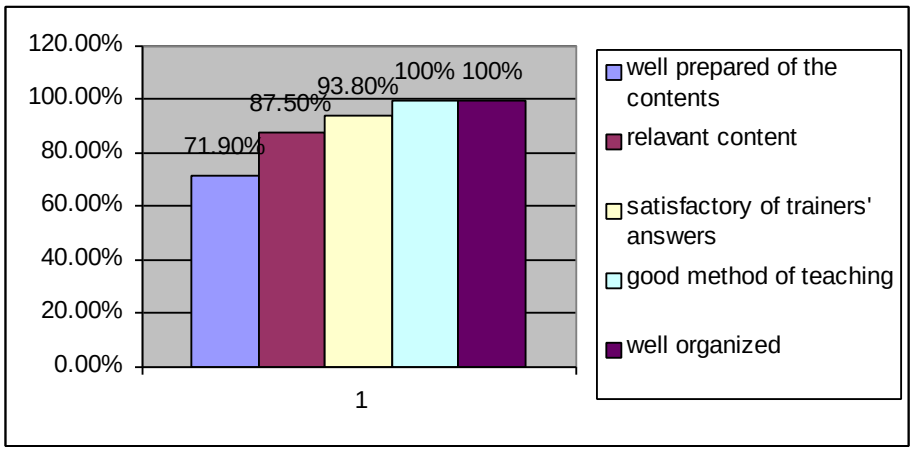
f. Teachers' training:

This activity has been modified and improved throughout the two years of implementing the project. Need analysis has been done frequently in order that the activity can meet the teachers' needs the best possible. More experts were invited and the training was more discussion based than lectured based. Teachers of 7 different subjects worked separately with experts in each workshop.

According to the findings from the trainees'feedback analysis, this activity is very helpful and effective. The degree of satisfaction and effectiveness is getting higher in later workshops. Trainees' questions and problems are solved and trainees found themselves improved significantly.

The effectiveness of the workshop is presented in table 1

Table 1: Feedback of the workshop from high school teachers (workshop trainees)



g. Tutoring classes

The target achieved (92.3%) in 2005 and 94.4% in 2006 are both higher than what proposed (80%). Logically, the percentage of the activity for the two years is 93.4% which is much higher than the expected score. More importantly, the percentage of disadvantaged students being able to pass the final exams (92.3%) is even higher than advantaged students (91.8%) in the same class for the project first year and 94.4% vs. 90.4% for the second year. This proved a significant contribution of this activity to disadvantaged students at AGU. What needed to mention here is this fact can help remove the long existing thoughts among many people that the group of students failing the final exam always fell on disadvantaged students.

Evaluation from the beneficiaries can show how much effective this activity is. Here follow is a brief analysis.

Content evaluated	Percentage	Explanation	Remarks & lesson learnt
The lecturing is very understandable and clear.	95.5%	This figure shows that students find it more or less understandable.	These figures show that teaching methodology and course syllabus are very appropriate and effective. Tutoring classes have helped weak students to encounter their academic requirements and helped them to be more confident to undertake the course tests like other advantaged students.
The tutoring helps students to confirm previous lessons and make the problems clearer.	91%	This figure shows that students can understand more of their previous lessons thanks to these tutoring classes.	
The tutoring helps students to strengthen their weak science knowledge	94%	This figure shows that students have more chance to practice and do more exercises on what they have learnt on theory in these tutoring classes.	
Students become more confident to enter the course test on finishing the tutoring classes.	95.5%	This figure shows that students were well prepared and ready for their upcoming tests.	

7. Evaluation on the indicators:

a) Brief summary of key achievements and challenges:

The project helps improve the trained human resource in the Mekong Delta in both quality and quantity. In the near future, there will be more and more well trained people such as professors, engineers, doctors, etc. coming back to their communes to work. Being disadvantaged for a certain time in their life, these people will contribute even more effectively to help their disadvantaged people in their home place.

The figures in the statistics of each activity show the improvement in academic status of disadvantaged students. More important, the project activities have changed the community's awareness of and attitude towards disadvantaged students. Activities in the project can even attract more attention and care from the local government to disadvantaged students. Trust and confidence are improved among students, parents and teachers. Parents no longer think that their children have no way to get to higher education and they contributed more to prepare for their children's study. The high school itself and the teachers can remain and develop the activity even when the project is finished.

Management, coordinating and implementing ability of the staff participating in the project has been improved significantly and this promises the sustainability of the project.

Challenges emerged during the project process are unavoidable. It is very difficult to change people's knowledge and attitude, especially to rural people in a short time. It takes time and energy to convince the local people to invest in their children education. However, things are getting better over time. Another challenge can be seen in the time arrangement for disadvantaged students at AGU to take part in activities of the project. The school schedule changed a lot over time and so the activities of the project were also affected.

b) Achievements classified by indicators:

Regarding to qualitative:

- According to the statistics by An Giang Minority High School, the total percentage of the project beneficiaries who were successful in 2005 exams increased by 4 - 5 times in compare with that of the previous year (2004).

- According to the statistics by Xuan To High School, the percentage of the project beneficiaries who were successful in 2005 entrance exams is even higher than the total sum of the last four years (before the project).

- Knowledge, management and organizing capacity of Rector Boards of the three high schools and of the PM's members was enhanced significantly through organizing project classes, assisting disadvantaged students, choosing and inviting teachers properly, and understanding more of the nature of the project. They at the same time can design development strategies for their school such as sending more teachers to pursue MA or MS programs, or continuing and developing resource classes even when the project finishes.

- Teachers' knowledge and teaching skills, especially techniques in helping disadvantaged students to review their basic science knowledge and to prepare them for the national entrance exams have been improved through participating in training workshops, making and reviewing teaching materials, getting more access with different types of exercises or tests and exchanging ideas and experience with others teachers at workshop time.

- Ability of staff of the PMB has been improved in terms of managing and coordinating projects. This can be proved by the better achievements of the second year over the first year.

- The project helps to increase the English and IT ability of disadvantaged students reflecting in the increasing number of students having level A and B in English and IT at AGU. This ability can help disadvantaged students not only in their study at the university but also for

their work after graduation. In addition, the project helps them meet the requirement of AGU for English and IT ability before graduation.

- With the tutoring activity, 93.4% disadvantaged students could pass the final exams which used to be a big challenge for disadvantaged students. It shows that with tutoring activity, disadvantaged students could not only keep up with the lessons, with their advantaged classmates but also speed over them.

Regarding to quantitative:

No	Activities	First year	Second year	Remarks
1.	Resource classes (only include the percentage of students admitted to universities)	18,37%	23,27%	There's a big progress in the second year to compare with that of the first year and the average percentage of the second years is getting closer to that of the objective (30%).
2.	English classes	91,4%	88,3%	There's a slow-down in the second-year figure than that of the first year. This is due to the fact that many students of English level A class (year 2) didn't take the level A test (19/44 took part in the tests).
3.	IT classes	74,6%	85,9%	Progress was made in the second year over the first year.
4.	Tutoring classes	92,3%	94,4%	Progress was made in the second year over the first year. And the average percentage is much higher than that of the objective (80%).
5.	Career orientation and consultation on National entrance exams	17.000.000 students & parents	461 students (of Resource classes) & parents	Only a small number of students and parents were counseled in the second year of the project. This is due to the intention of the Project manager: getting true effect rather than false effect (big number).
6.	Job counseling	200 disadvantaged students were counseled	500 disadvantaged students were counseled	The number of students counseled in the first year is smaller than that in the second year due to the study pressure during the exams time. Though having been informed before, they couldn't manage their time to come to the workshops. The reason for the high number of students counseled in the second

				year is the good strategy drawn from the first year's lesson learnt.

8. General Evaluation on the Project:

1. The relevance of the project designing:

The project proves to be appropriate and relevant with the pressing problems in education which directly and strongly affect the region's social-economic development. The problems can be seen as follows.

- The Mekong Delta has the population of 17.31 million out of 83.53 million of the whole nation, making up nearly 21% of the total population of Vietnam but has the lowest schooling compared to other regions of the country (Statistics Bureau, 2005). Untrained human resource of the Mekong Delta ranks the highest in Vietnam, which is 96.32% compared to the national average of 89.82%.
- This region is also inhabited by ethnic minority groups such as Khmer, Cham and Chinese.
- Over 70 percents of the population live in remote rural and mountainous areas.
- Specifically, the population of An Giang Province is 2.19 million, of which 1.35 million people are of labour force. Trained human resource of the Province takes up only 10% of the labour force, of which 13% are university undergraduates 17 % are vocationally trained 70% are untrained workers. This fact reflects a serious disparity in socio-economic development of this region compared to other regions of the country. Moreover, of the 11 districts of An Giang Province, 26 villages are classified remote rural or mountainous villages. Ethnic minority peoples (Khmer and Cham) are inhabited in those villages as well. There are 23 high schools in remote rural or mountainous areas with about 21.080 students. The annual percentage of high-school graduates admitted to universities and colleges is very low (below 10 percent) and the majority of those admitted fall into students out of the disadvantaged areas. An example of this fact is shown in the result of the entrance exam to university and college of high schools in the province this year. While 137 students of Long Xuyen High school and 119 students from Thoai Ngoc Hau High school passed the entrance exam to An Giang University, the number of students from high schools in the remote village passing the exam in very small (under 20/ each school).
- Many disadvantaged high school graduates failed to be admitted into the university because their scores are even lower than the admission scores set for them by the Ministry of Education and Training. For those being admitted, their intake scores and background knowledge are always much lower than those of other students coming from cities. This caused a lot of academic and psychological difficulties during their student's life and even after graduation. Recent surveys by An Giang University show that risky and unsuccessful students at An Giang University almost always fall into disadvantaged ones who are from remote, mountainous, rural areas or belong to ethnic minority people such as Khmer, Cham peoples.
- Students attending AGU are often less well prepared when it comes to science, technology, and business. This finding was confirmed during the 2002 National University Entry Exams. Students from An Giang province ranked at the bottom of Vietnam's list of 61 city and provincial universities. Subsequent studies, by AGU,

showed a direct correlation between weak student results in rural areas and the lack of qualified teachers and teaching-training facilities.

For those reasons, the project designing with relatively supporting activities (like Career orientation & entrance exams counseling workshops, resource classes, English & IT classes, tutoring classes, job seeking counseling workshop and teachers' training workshops) is appropriate with the proposed objectives. The activities are logically arranged in the way that they this activity supports another activity to obtain the objectives. For instance, students who used to be from Resource classes can keep on benefiting English classes or IT classes or tutoring classes. Another instance is that Carreer orientation & entrance exams counselling workshops for disadvantaged high school students before the National exams are designed along with resource classes. These two activities together support students to be admitted to universities. English, IT and totoring classes supported weak students at AGU to strengthen the difficult disciplines and the disparity in English & IT proficiency since they were not well prepared at high schools.

The relevance of the activities can be logically recognized since they satisfied the targets' needs and wishes.

- Disadvantaged high school students have 8 months to review and confirm their basic science knowledge. This period is also a good time for them to be provided with testing skills.
- The resource classes (test preparation classes) are done right at their schools which are near their homes and exempt them from wasting money for their tuition, learning materials, lodging and living expenses.
- High school teachers in remote and mountainous villages are much inferior to those in big cities in terms of profession, experience as well as teaching techniques for test preparation classes. Therefore, teachers' training workshops were useful and necessary.

2. The impacts of the project:

It really started to make impacts on different classes of people and on their thinking as well in the PHE project phase 2. The significant impacts can be listed as follows.

- After participating & involving much with the project, stakeholders could figure out well about its objectives and aim. They now can understand that any development project is to help them to develop themselves sustainably by their own. It's not the 'crutches' for them to use throughout their lifetime and it doesn't mean that without the 'crutches' they will be back at the starting point.
- Local authorities recognize the importance of their leadership in issuing policies for disadvantaged students and know what strategies they should make for the human resource in remote and mountainous areas.
- Educational managers are aware of their available and potential teaching faculty and learnt how to organize activities to enhance and develop the education quality. They understand that the activities should be remained and developed. This at the same time creates more jobs for the high school teachers and helps students' parents to save money for their children's lodging, living expenses and transportation.
- Students' parents become confident of their children's capacity of being admitted to universities. And more importantly, they start to care more and invest more for their children's education and future.

- All of these stakeholders are co-operating well to be able to do the mission ‘develop the social-economy by investing in education for the disadvantaged human resource’. By this way, they all together share the responsibilities and the financial burden.

3. The sustainability of the project:

- When the trust and confidence are built in the heart of the governors, educational managers, the teachers, the parents and the students themselves, there will be a unique determination to undertake the task no matter what difficulties are.
- Educational managers’ experience in organizing more activities and making strategies for the development activities within their field will be preserved for their leadership in the future. Teachers’ training workshops enabled high school teachers to prepare well their students for the national entrance exams. Their teaching competence and experience will be good tools for remaining and developing educational activities.
- When the thinking of local authorities change, there will be new policies for education development, especially policies and incentives for disadvantaged people. This will ensure the activities to be carried out sustainably and publicly.

9. Conclusion:

The project has proved itself to be more and more helpful for disadvantaged students. More importantly, it spreads its impacts on the government, educational administrators, teachers, students’ parents and the community. It plays an important role in building up the confidence among disadvantaged students and their parents about their possibility to pursue higher education with the hope to change their long existing poverty. With a variety of activates, the project helped improve the awareness of different stakeholders on their closer care of disadvantaged students.

On behalf of the Project Management Board

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