MINISTRY OF EDUCATION AND TRAINING

HANOI AGRICULTURAL UNIVERSITY

THE TWO AND A HAFT YEARS INSTITUTIONAL GRANT FINAL REPORT

For the project on

PROMOTING PATHWAYS TO HIGHER EDUCATION

(From June 1st, 2004 to November 30th, 2006)

Submit to the Ford Foundation

Hanoi - December, 2006

TO THE FORD FOUNDATION

INSTITUTIONAL GRANT FINAL REPORTING

This is a Narrative Report to the Ford Foundation on Grant No 1015-2104-1 dated May 10th, 2004 to the Hanoi Agricultural University providing support for implementation of supporting disadvantaged students project.

Name of the Project: "*Promoting Pathways to higher education*"

Amount approved: Grant: $200,000

Time period of the Grant: Two years and half

This report describes activities and accomplishments supported by the Grant for the period from June 1st 2004 to November 30th 2006.

SUMMARY OF OBJECTIVES AND ACTIVITIES

Objectives:

- To increase a rate of disadvantaged pupils pass the entrance examination to 12 percents;
- To increase a rate of disadvantaged students who get B, C certificates in English and Computer science to 20 percents;
- To increase a rate of disadvantaged students in Professional skills training and Communication skill classes to 10 percents;
- To increase more10 percent of disadvantaged students go on to higher study and graduate in time than the previous years.

Activities:

- Setting up pre-exam preparation classes (for university examinations) and consulting for disadvantaged students in Mountainous regions;

- Opening free English and Computer science classes for disadvantaged students in Hanoi Agricultural University (HAU). Maintaining the computer room for disadvantaged students to help those practicing English and Computer skills;

- Organizing professional skills training classes that combine with going on fieldtrips;

- Organizing Communication skills classes with aim at facilitating disadvantaged students' confidence and falling in line with social community;

- Maintaining activities of "good brother" Club in order to disadvantaged students can help together in learning and living;

- Organizing pre-exam preparation, English and Computer science classes for graduate students; Supporting them to improve quality of their thesis/dissertations at graduate (M.Sc and PhD) program.

SUMMARY OF IMPORTANT EVENTS OR FINDINGS

1. Developing and implementing outreach program to support disadvantaged students at high schools in the mountainous provinces

HAU developed an outreach program to support disadvantaged students in mountainous high schools and boarding schools for ethnic minorities to access tertiary education. The outreach

program includes setting up preparation classes for university entrance examination, supplying reference books to libraries, consulting on approaches to accessing tertiary education, and teacher training.

Eight high schools in mountainous zone in Hoa Binh and Dien Bien provinces were supported, they are Da Bac, Mai Chau A, Mai Chau B, Muong Bi High schools (in Hoa Binh province) Dien Bien District, Thanh Chan and Dien Bien Phu City schools and Dien Bien Boarding School (in Dien Bien province).

Results of pre-exam preparation classes in school year 2004-2005 and 2005-2006

In school year 2004-2005 and 2005-2006, the Project Management Board (PMB) organized 28 pre-exam preparation classes for 1,046 disadvantaged students in eight selected high schools, including 718 students from ethnic minority groups (occupies 68.64%), 145 students from remote areas (20.19%). Results were presented in the following table (There are 303 among 1,046 disadvantaged students entered universities/colleges, occupies 28.9%).

During a teaching process, three examinations were held to monitor students' progresses. Teachers who were chosen to make exercises and to mark the students' papers, must have experience in teaching and making exercises. Teachers based on requirements of the MOET and the contents of pre-exam preparation program to make exercises.

Through examinations, PMB as well as leaders of high schools could understand of current situation and students' improvements. Based on the results, we have adjusted of the content and teaching methods of teacher in pre-exam preparation classes.

**** Setting up pre-exam preparation classes for pupils at 11th grade***

Besides, organizing pre-exam preparation for students at 12th grade in these schools, the PMB opened pre-exam preparation classes for students at 11th grade in four high schools (DaBac, Muong Bi, Thanh Chan and Dien Bien Boarding Schools) with a total of 502 disadvantaged students. At present, pre-exam preparation classes is on-going by plan (the Project funded these classes until November, remain months funded by local governments).

**** Organizing training courses for teachers who participate in teaching pre-exam preparation classes in Hoa Binh and Dien Bien provinces.***

PMB and Muong Bi high school (Hoa Binh province), Thanh Chan high school (Dien Bien province) organized two training courses for 115 teachers who would teach pre-exam preparation classes in eight selected high schools. There were seven lecturers from HAU, Hanoi University of Education, and Hung Yen Aptitude high school worked as trainers.

Main purposes of the training courses: The training courses focused on objectives and schedule of the pre-exam preparation classes, the characteristics of disadvantaged students' learning capacity, curriculum, teaching methods, and teaching materials. Except that, trainers helped the teachers to increase their professional knowledge.

Content of the training courses: Trainers demonstrated "example teaching for pre-exam students"of each subject with observations of trainees. All trainees were divided into small groups according to subjects in order to exchange ideas on knowledge and teaching methods (especially teaching methods for disadvantaged students) and discuss on curriculum design. The curricula and teaching schedules for each subject were united at the end of the training courses. Through these training courses, the local teachers could learn a lot from the experienced lecturers.

* ***Supporting textbooks and reference books for libraries of eight high schools***

The PMB bought 30 title textbooks and 32 title references with more than 1800 books to supply to the libraries of eight high schools. Both textbooks and references have been

managing by the high schools' librarians. Disadvantaged students and local teachers who have been taking part in pre-exam preparation classes can borrow books. Thus, this activity was very useful for the mountainous high schools where lacked of information, especially lacking of big book stores.

**** Consulting on higher education applying and assessing:***

Consulting is one of effective activities, especially in the mountainous areas where disadvantaged students lack information on university application and admission. In last two and half years, the PBM organized consulting meetings for disadvantaged students in eight selected high schools in Hoa Binh and Dien Bien Provinces. The PBM have collected data to design consulting documents included: (i) lists of specialities with admission requirements in each university, college; (ii) colour posters introduced information of more than 20 universities, colleges, and vocational schools; (iii) guide on choosing careers and university to apply. All these documents were delivered to 12th grade in eight high schools.

The consulting process was divided into three steps:

- Step 1: The consulting meeting for all 12th grade students in each high school was held in big halls. One consultant gave general advice on choosing career and university to apply suitable to the disadvantaged students' capacities and their economical conditions. Other consultants who came from different universities, colleges and vocational schools introduced about each institution, all information were showed in the slides by projector.
- Step 2: Consulting to each group of disadvantaged students who have been studying in PHE pre-exam preparation classes focused on case analysis of capacity, espiration and family condition of each disadvantaged student as well as answer questions raised by disadvantaged students.
- Step 3: Consulting disadvantaged high school students' families. At each family the experts consulted the disadvantaged students in selecting a suitable university/college and guided the parents to give good condition for their children' studying as well as how to borrow money in the bank to supply their children when they are going to study in the university.

Table 1. Results of outreach program support to disadvantaged students in high schools

High Schools	**Examination Preparation Classes**			**Number of teachers were trained**	**Consulting**	
	Total of DS Attended pre-exam classes	Number of DS enrolled Universities Colleges	%		Number of DS attended in consulting	Number of DS Families were consulted
Da Bac	240	36	15.0	75	1791	80
Muong Bi	148	42	28.3			
Mai Chau A	186	34	18.2			
Mai Chau B	103	8	2.7			
Thanh Chan	111	65	58.5	40	1700	40
Dien Bien Phu City	60	14	23.3			
Dien Bien District	155	78	50.3			
Dien Bien Boarding	43	31	72.09			
Total	**1,046**	**303**	**28.96**	**115**	**3,491**	**120**

2. Academic supports to improve education quality for disadvantaged students in HAU

**** Organizing English classes***

The PMB organized 14 English classes in order to enhance English skills for disadvantaged students.

A total of students participated in the English program are 240 disadvantaged students, many of these took all three level classes and got both B and C certificates. There are 36 students from ethnic minority groups, 73 students from mountainous areas and remote areas, 60 students come from poor families and 71 students who are children of matyr and/or inalid sodiers. The PMB organized the examinations for English Certificates in 2006. There are 184 disadvantaged student getting B certificates (of which 23 are ethnic students) and 50 disadvantaged students getting C certificates that includes 28 students study in class of Advance B (table 2).

The English Certificates are very helful for disadvantaged students to apply jobs (require B Certificate) or apply Master program of study (require C Certificate) after graduating from university.

Table 2. Results of English classes for disadvantaged students

Year	Number of disadvantaged students attend English Classes					Number of disadvantaged students got certificates		
	A level	B level	Advance B	C level	Total	B level	C Level	Total
2005	0	146	20	0	166	184	50	234
2006	50	109	81	32	272			

**** Organizing Computer science classes***

After carrying out a survey of the disadvantaged students' expectations, the PMB found that 89% of disadvantaged students wanted to study informatics to support for learning and working after graduating. According to the disadvantaged students' needs and based on the plan of the project, the PMB had organized five application informatics classes; the amount of time was 75 hours per class. Total 269 disadvantaged students attended in the computer classes. In which, there are 29 students from ethnic groups, 76 students from mountainous areas and remote areas, 76 from the poor families, a 85 students who are children of matyrs and/or invalid soldiers.

Table 3. Results of Computer Science Classes for disadvantaged students

Year	No. of disadvantaged students attended	No. of disadvantaged student got certificates						
		Excellent	%	Good	%	Moderate	%	Total
2005	127	20	15.75	63	49.61	34	26.77	117
2006	142	42	29.58	52	36.62	35	27.13	129
Total	**269**	**62**	**23.05**	**115**	**42.75**	**79**	**29.37**	**246**

These informatics classes were taught according to application syllabuses focused on the knowledge and skills necessary for disadvantaged students to do assignments and to analysis the data from professional experiences. The teachers taught directly on computers in the Lab of Computer-science Department. The disadvantaged students were got free of charge three sets of documents. As a result, 246 disadvantaged students were awarded the Application

Informatics Certificates (B level), acuppied 91.45%, among them, there were 22 ethnic minority students (see Table 3).

**** Opening computer lab***

This lab was established from phase I of PHE project and continue service disadvantaged students in this phase. At present, the computer room still opens all days and three night every weeks (Saturdays and Sundays included). In average, there are 19 students using the computers each day, each student is allowed to use three hours per turn of coming.

The PMB had installed an English self-study software, this program created many chances for the disadvantaged students to self-study English, 500 seniors and sophomore disadvantaged students were got the cards for using the computer room.

**** Organizing professional skill training classes and fieldworks***

Based on the requirements of professional training for students in general and disadvantaged students in particular, the PMB carried out a professional training activity and organized fieldworks for the disadvantaged students, as a result:

Organizing eight professional training classes for the disadvantaged students in five fields of study at HAU included: Agronomy, Plant Protection, Food Science, Agricultural Education and Veterinary Medicine. The total number of disadvantaged students benefited from seven classes are 210 students. The disadvantaged students practiced professional skills at professional training areas and production agents. Amount of training time was 60 hours. Students were practiced professional operations (plant caring skills, engraftment technology for farming, food processing skills, diagnostic and treatment skills, non-clinic diagnostic skills, some surgical skills). The instructors of these classes are good engineers and working at professional training agents of HAU as professional training teams of the Experiment Farm, Food Processing Workshop, Livestock Farm, and Veterinary Hospital.

The disadvantaged students have got a set of professional training materials and tools free of charge. At the end of each course, the disadvantaged students were tested professional skills and knowledge. As a result: 38 are excellent students, 50 are good ones and remains are fair ones (Table 4).

Fieldtrips for professional skills practice outside HAU were organized in the production agents such as: Poultry Research Center (Thuy Phuong, Hanoi city), The North Pig Company (Hung Yen province), Fish sauce unit (Hai Phong city), The Fruit-Tree Center (Bac Giang and Hung Yen provinces), Farm Models (Van Giang, Hung Yen province), PIC company and Animal Research Center (Ninh Binh Province).

**** Organizing social communication skills classes for the disadvantaged students at HAU***

The PMB organized four social communication skills classes for 114 disadvantaged students in order to strengthern them to participate social activities in the university to improve their self-confidence and integration.

The objective of these classes: To increase a awareness as well as social skills and make change in living behaviors of disadvantaged students. The teachers are psychological specialists from Department of Psychology and Education belong the Faculty of Agricultural Education in HAU.

The students were supplied materials according to practice by topics. The class syllabus and teaching methods were based on student-centered approroach.

****Organizing "Good Brother" groups***

Combining with Department of Political - Student Affairs, the Youth Union and Students Association, the PMB had selected 60 leaders for Good Brothers groups (these leaders are juniors and seniors who can be a disadvantaged or advantaged students). The group leaders are good students and very enthusiastic in Youth Union and Student Union activities. They, in company with Secretaries of Youth Union branches at each faculty, directly selected the fresh disadvantaged students after that the PMB would recheck.

Each group leader is responsible to take care six to seven fresh disadvantaged students. Total 350 freshmen are disadvantaged students attending in the Club. The club activities took place in four faculties (Faculty of Economy and Rural Development, Faculty of Soil and Environment, Faculty of Agricultural Education, and Faculty of Veterinary Medicine). These activities helped the disadvantaged students, especially freshmen can be integrated with the life and study methods in university.

The Good Brothers Club divided into four big groups (by faculty), each big group included many small groups. The small group met one time per week to discuss on the selected topic; then the group leaders in each big group would exchange results of the discussions to make a report on the topic and suggest new topic for the next meeting. The Club met one time per month to exchange ideas of disadvantaged students that were summarized from big group meetings.

A main content of the group discussion include: Exchanging of life experience; supporting fresh students with academic and normal students life; organizing fieldtrips in rural areas; organizing special topic seminars, etc.

Table 4. Results of other activities that support disadvantaged student at HAU

Activities	Number of disadvantaged Student Attended	Result		%
Professional Skills	210	Excellent	56	26.67
		Good	98	46.67
		Moderate	51	24.29
		Total	205	97.62
Communication Skills	114	114 pass		100.00
Good Brother	60 groups (6 - 7 students per group)			
Computer lab	19 - 21 disadvantaged student per day			

3. Supporting disadvantaged graduate students

the PMB undertook fieldtrips in some mountainous provinces to find out demands of postgraduate students at MSc and PhD degrees and organized one pre-exam preparing class for 12 disadvantaged graduate students. In this class, the students studied Mathematics, English, and Core Courses that required in entrance exam. All students attended the entrance examination in May, 2006 and there are 11 students passing an entrance examination and enrolled university for Master program.

In the last two and half year, the PMB organized one informatics class (54 disadvantaged graduate students), three English classes (74 disadvantaged graduate students). Amount of time for English class is 120 hours, the disadvantaged graduate students learned a basic English program that improved their comprehansive reading skills. They also have got materials and tape-player free. Contents of the informatics class are included: Basic and application informatics for data analysis. The disadvantaged students practiced in computers.

The PMB organized six seminars on biology technology in Animal Science, Agronomy and Plant Protection fields for 267 disadvantaged graduate students of batch 13, batch 14, and batch 15; Other two short training courses on using eco-matrix for data analysis for economic graduate students; Others seminars on environment protection (case in agriculture field) and one class on research design were organized by PBM and graduate school for 63 graduate students in two faculties of Agronomy and Land and Environment.

Apart from refresher courses for graduate students, the PMB checked up outlines of MSc theses and PhD dissertations of graduate students in 13th and 14 th batch to choose for supporting. As a result, the PMB selected and support 47 theses outline in MSc degree and 11 Dissertations outline in PhD degree. Almost selected graduate students are poor graduate students, or living in remote areas. Theses that have been selected must realize to develop social and economics of mountainous and other difficult regions.

4. Building database on disadvantaged students

It is very important to build database on disadvantaged students in order to implement and manage the project's activities. During this time, besides maintaining Website of the project, the PMB also collected information, determined indicators to track individual disadvantaged students and build database for the whole project. Up to now, a part of database has been completed, including: personal information, activities that each disadavantaged student attended and his/her progress.

5. Monitoring and Evaluating project

Realizing the role of monitoring and evaluating the project, the PMB implemented monitoring and formative evaluating the project's activities and achieved objectives. As a result, the PMB built indicators to monitor and evaluate the project in different periods, built plan and determined methods as well as tools for data collecting. The PMB has monitored and evaluation all activities of the project: Outreach program for high school disadvantaged students (pre-university exam preparation; training of teacher; establishing of small library and consulting), support activities for disadvantaged students at HAU (English classes, Computer science classes, communication skills; professional skills classes) and support activities for disadvantaged graduate students (English, computer classes and theses support).

GENERAL ASSESSMENT

Efficiency

Results of the project reaching the objectives

Objective 1. To increase the rate of university enrollment of disadvantaged pupils in selected high schools by 12%

The result over reached the planed rate. Before implementing PHE project, in 2004, at the selected high schools, there were only 88 students enrolled the universities and colleges. After the project implemented, this number increased dramatically to 110 students in 2005 (occupied 20.91% of students participated in PHE pre-exam preparation classes) and 193 students in 2006 (occupied 37.12% of students participated in PHE classes). Especially, in Muong Bi High School (Hoa Binh province), number of disadvantaged students passing the exams increased rapidly (in 2003 only 2 students enrolled university by nominated policy but in 2006 there were 25 disadvantaged students enrolled universities/colleges). In 2006, there were 10 disadvantaged students who are HMong ethnic group in Dien Bien Boarding School enrolled universities/colleges.

Table 5. Rate of disadvantaged students enrolled university/college in the last three years

Order	Items	2004	2005	2006
1	Total of disadvantaged students at 12th grade at selected high schools	1,128	2,102	1,769
2	Number of disadvantaged students at 12th grade attended in the PHE pre-exam preparation classes	0	526	520
3	Number of disadvantaged students enrolled universities	23	32	46
4	Number of disadvantaged students enrolled colleges	65	78	147
5	Number of disadvantaged students enrolled vocational schools	71	46	70
6	Rate of disadvantaged students enrolled universities and colleges compare to total students in the schools [(3) + (4)]: (1) * 100%	7.80%	5.23%	10.91%
7	Rate of disadvantaged students enrolled universities and colleges in the PHE pre-exam preparation classes [(3) + (4)] : (2) * 100%	-	20.91%	37.12%

Objective 2. To increase the rate of disadvantaged students who got certificates of English and Computer Science to 20%.

Results of this phase showed that number of disadvantaged students getting certificates increased very clear:

In the first phase, the number of disadvantaged students got English Certificate at B level is 98 (occupied 81.67% of 120 students attended PHE English classes). In the second phase, there were 184 disadvantaged students got English Certificate at B level and 50 disadvantaged students got Certificate at C level. So that, in the total, there are 234 disadvataegd students got English Certificates (occupied 97.5% of 240 students attended PHE English classes). If we compare to the total of disadvantaged students in HAU, in the first phase, in avegare only 2.20% disadvantaged students got English Certificate B each and in the second phase, the rate of disadvantaged students got English Certifiates is increased year by year (form 4.31% in 2005 to 5.37% in 2006).

In the first phase, there were 228 disdvantaged students got Computer Science Certificate at B level (occupied 100% students attended PHE classes). In this phase there were 246 disadvantaged students getting Computer Ccience Certificates at B level (occupied 93.54% total of 266 students attended PHE classes). In comparing to the total of disadvantaged students in HAU, in the first phase with PHE supporting, there were 5.12% of disadvantaged students got Certificate and in the second phase there were 4.89% in 2005 and 5.29% in 2006 got Certificates.

Objective 3. To increase the rate of students in professional skills training and communication skill classes to 10%.

Results of this phase also increased in comparision with first phase. For example, in professional skill training the number of participants increased from 120 disadvantaged students (occupied 2.70%) in the first phase to 210 disadvantaged students (occupied 4.35%) in the second phase.
In communication skill classes, the number of participants increased from 90 disadvantaged students (occupied 2.02%) in the first phase to 114 disadvantaged students (occupied 2.36%) in the second phase.

In general, both two specific objective 2 and objective 3 did not reached but the PHE activies supporting the disadvantaged students at HAU made significant changes in their study performance as showed in the table 6.

Table 6. Study performance of disadvantaged students in HAU

Items	2003-2004	2004-2005	2005-2006
Rate of disadvantaged students got excellent performance	0.9%	1.1%	2.0%
Rate of disadvantaged students got good performance	22.0%	23.2%	36.6%
Rate of disadvantaged students got fair performance	28.1%	31.1%	48.3%
Number of students droped out	45	38	29

Objective 4. 10% more disadvantaged students go on to higher study and graduate in time.

In the second phase, PHE supported to 12 disadvantaged graduated students preparing for entrance examination and 11 of them enrolled the Master program in HAU, occupied 91.67%. However, many other disadvantaged students graduated from HAU could not got opportunities to participate in the entrance examination so that the rate of disadvantaged students enrolled the graduate school for Master and PhD did not increased significantly.

With PHE support activities for disadvantaged students studying in the graduate school both in Master program and PhD program, the rate of those students perfectly defend their theses/dissertations in time in creased.

Table 7. Progress of disadvantaged students in graduate school

Items	2003-2004		2004-2005		2005-2006	
	N	%	N	%	N	%
Disadvantaged students enrolled in the graduate school for MSc program in comparing to total Master students	67	33.83	21	6.05	57	15.78
Disadvataged students perfedtly defend Master theses in comparing to total Master students	13	9.92	67	37.43	21	10.34
Disadvantaged students enrolled in the graduate school for PhD program in comparing to total PhD students	6	27.27	1	2.77	4	17.39
Disadvataged students perfedtly defend PhD disertations in comparing to total PhD students	3	21.43	2	13.33	2	18.18

Assessment of project activities

Training course for local teachers. Data from monitoring and formative evaluation showed that knowledge, skills, and teaching methods of local teachers in the selected high schools were improved. These training courses were highly appreciated by the participants. Almost of

participants recommended: (i) time for training course should be longer; (ii) teaching experience should be demonstrated and transferred by topics in school curricula; (iii) PHE should collect and supply to local teachers the documents from pre-exam preparation centers in Hanoi.

"Good Brother"club. The activities of the Good Brother Club have been carring out very well. The activities of the big groups "good brother" were combined with the student activities organized by their faculties that made more opportunities to disdavantaged students to practice the living skills achieved from the Club. Besides, the club "Brother Group" became main participants took part in the activities organized by the Youth Union such as cooking contest, flower decoration festivals, and so on.

All students found that it is a significant change when joining the Good Brother Club. The older brothers and sisters are very helpful in helping disadvantaged students understand each other and shared a lot of experiences through joining this group. Moreover, they always encourage disadvantaged students try their best to study harder. Attending the Club, disadvantaged students got a lot of living experience, good methods of studying at university. Therefore, all fresh students became more confident in their new life and adapted to the new environment more quickly. They knew how to live better and took more responsibility to take care to the others.

Results of evaluation showed that some skills like talking, discussing and topic presentation have improved, in average the score was increased from 2.5 to 4.9 (maximum is 5.0 in the student self-evalatuion scale)

Computer science classes and opened computers lab. The interviews in formative evaluation and monitor activities, we got remarks of disadvantaged students as follows: (i) the teaching methods were easily understandable; (ii) the teachers were also enthusiastic to answer questions.

Before participating in the PHE informatics classes, the disadvantaged students did not know about Excel and SPSS software, but after some lessons they progressed very fast, they could apply the informatics knowledge to essay writing and analysis the data from scientific studies.

With regard to "Opened computer lab", most disadvantaged students said that this activity is very necessary and useful for poor students. Many students wanted to expand the time of using the computers, they suggested the PMB should increase a number of computers so opened computer room would meet the disadvantaged students' needs at HAU. The students also complained that the quality of computers was downgraded so computers need to be upgraded.

English classes. Most disadvantaged students realized the importance of learning English, so that they attended English classes frequently. After finishing the PHE English classes, there are some students still are fair at English skills, they also wanted to continue improving English skills in the future. The English teachers zealously helped the disadvantaged students learning English in the classroom as well as in extra-curriculum. Results of evaluation used students self-evaluation scale showed that listening, speaking, reading and writing skills increased from 2.2, 4.0, 4.0, 6.0 to 3.8, 6.0, 7.0 and 7.0, respectively.

Professional skills. All disadvantaged students highly appreciated professional skills in aspects as follows: skills, teaching methods and content of class. Professional skills of students have increased in comparision with before attending the project (result of student self-evaluation showed that an average of grade increased from 3.0 to 7.0)**.**

Impact

Practical experiences in supporting disadvantaged students show that the PHE program not only increases beneficiaries' learning skills and achievement in HAU, but also creates changes with deep social significance in all PHE implementation sites. These changes include:

- First, in the mountainous and remote areas:
  - Disadvantaged students, especially ethnic minority students, become better aware of benefits of higher education to their future. They believe they have a better chance of success in accessing higher education and are determined do their best when preparing for university entrance examination.
  - Knowledge and teaching methods of teachers at boarding schools and high schools in the mountainous and remote areas are improved. This will make the quality of education in the school higher and teachers will become more self-confident and believe that ethnic minority students will be as successful in their studies as better-off students if they have opportunity to study in the same learning environment.
  - Disadvantaged students' parents believe more in their children's abilities as well as teachers' capacities. They also more aware of the benefits of higher education to their own family in the future and try to improve conditions for their children to study.
  - Leaders of the Departments of Education and Training in mountainous provinces now better understand the purposes of PHE, and strongly advocate for and are involved in PHE's activities. The principals of the high schools now have different goals. Previously, they aimed to increase the percentage of students graduating from high school. Now they also direct the school's activities toward supporting students so that they can successfully enter tertiary institutions.
- Second, in HAU:
  - Disadvantaged students become more confident. With improved performance at the undergraduate level, many disadvantaged students want to continue to graduate programs in the university.
  - Better-off students understand the difficulties faced by disadvantaged students and try to help them more effectively.
  - Administrators and lecturers in universities strongly advocate and are involved in PHE activities as well as created other activities to support disadvantaged students such as found out many funds from other NGOs to give scholarships to disadvantaged students to help them overcame financial difficulty while studyingin the university.
- Third, in society:
  - Organizations and individuals have a better understanding of PHE's purpose. They share findings from their studies related to education of disadvantaged students with the PHE managers.

Sustainability

- All contents, curriculum and schedule for pre-exam preparation classes were designed in this phase were highly evaluated by the local teachers will be used in other pre-exam preparation classes for disadvantaged students and could be transferred to others high schools in the mountainous areas in the future. The local teachers were well trained and improved not only in specific knowledge but also in teaching methods will become good

human recourses for pre-exam preparation classes as well as school curricula classes in the selected schools. When the project finished, these teachers will still be there and continue contributing to educate the disadvantaged students.

- Small libraries in the high schools will become good teachings and learning document sources for the pre-exam preparation classes in the selected high schools when the project finished.
- The teaching methods in English, Computer classes, and the programs of professional skills training and communication skills training as well as written documents for disadvantaged students may be become support models for students of university when the project have finished.
- The model of Good Brother Club will be transferred to the Youth Union and Student Association to continue supporting freshmen both disadvantaged and beter-off in the university.

Lesson learned from implementation of activities

Lesson learned from pre-exam preparation classes

Organizing pre-exam classes at 11th grade is very suitable, because knowledge was provided for disadvantaged students step by step. Avoid constraints from schedules and formal programs for disadvantaged students in the schools .

Arranging pre-exam preparation classes into formal classes in the school are important. When the classes were organized by this way, it is very flexible in terms of making learning schedules and selecting of teachers.

Training courses for local teachers, supporting with books and reference for disadvantaged students are factors affecting project's sustainability.

Organizing tests for pre-exam preparation classes that can help PMB in terms of consolidate curriculum of classes as well as adjusted teaching method of teacher.

Lesson learned from English, computer science classes

Textbooks that were used for English classes should base on requirements of disadvantaged students. Tapes should be given to students that can help students learning English by themselves.

Selecting English teacher who can use new teaching methods that can keep sustainability classes.

Should give more practice time for students in Computer Science Classes

* ***Lesson learned from professional skill class***

Conducting a poll among students in order to know their aspirations for vocational fields was a very important work. From this work, the PHE project could design suitable professional training programs for disadvantaged students. This would encourage students to study more effectively. Practical training curriculum should be based on real production conditions. This helped students to improve their practical skills as required by production and market. In the curriculum of these classes, there should be practical course at production units, so the students could learn more working skills from local producers.

Equipping vocational training classes with instrument bags was an important condition that helped disadvantaged students to have means of professional practice after the course and graduation.

The most suitable time for organizing vocational training classes was at summer holiday or weekends. This did not influence on students' full-time learning quality and plan.

* ***Lesson learned from management of project***

The coordinator had to have a profound understanding about the planed activities to push up the progress and improve the results without being passive in term of time and schedule.
Youth Union and students' Association played an important part in combining the activities especially the club activities and extra-curriculum activities with the participation of large members.
The combination among the Project Management Board, Academic Affairs Department, Student Affairs Department, and Management Board of faculties were very important for a success of the project.

It is important to recognize the combination between the project and the other projects involving in supporting the disadvantaged students/pupils.

Using of collaborators for activities that could increase an effection of activities as well as reduce of member of management board.

CONCLUSIONS

- The outreach program for the disadvantaged students at the high schools that combine tutoring courses for university entrance exam, supplying learning materials, university application consultancy and training local teachers is a main factor to satisfy an objective of the project: the university enrollment rate at these high schools is increased significant year by year of the project implementing.
- The English and Informatics classes with applying new textbooks and teaching methodologies together with Opened Computer Room are contributed to complete the second objective of the project: increasing readiness for job applying and continuing study.
- The professional skill training classes combine with fieldtrips is new way of training the professional skills in HAU. Through these classes the professional skills of the disadvantaged students were improved. With these skills, the disadvantaged students will get more opportunity to win in the competitive for employing. Besides, with the PHE supports, the new curricula and training documents were developed and the relationships between HAU and other agencies, companies and farms were improved to increasing opportunities of practice professional skills for students.
- The communication skills class is innovative at HAU. With the PHE supports, the new curricula and training documents were developed and will be used longterm to assist students to improve the confident and activeness.
- The activities of supporting graduate students (MSc and PhD students) were contributed to increase the graduate enrollment rate at graduate as well as quality of their studies.

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