

**MINISTRY OF EDUCATION AND TRAINING  
HUE UNIVERSITY**



**PROJECT  
ACTIVITIES PREPARED FOR DISADVANTAGED  
STUDENTS TO ACCESS TO HIGHER EDUCATION IN HUE  
UNIVERSITY**

**REPORT**

**on PHASE-TWO SUMMATION**

**Duration: June 2004 - November 2006**

**Hue, November 2006**

Hue, November 15<sup>th</sup>, 2006

**REPORT ON THE SECOND - PHASE IMPLEMENTATION OF P.H.E  
PROJECT – HUE UNIVERSITY**

Respectfully addressed to: - **Ford Foundation**  
- **The Coordination Board of P.H.E project**

**I. INSTITUTION NAME: Hue University**

**Title of Project:** Activities prepared for disadvantaged people to access to higher education in Hue University.

**II. REPORT PERIOD: 06.2004 - 11.2006**

**III. SUMMARY ON OBJECTIVES AND ACTIVITIES**

**Objective 1: Prepare necessary conditions for disadvantaged students to take the university entrance exams and choose suitable fields of study to achieve high examinations results.**

**Specific objective 1.1:** Improve students' basic knowledge to take the university entrance exams.

Activity: *Open 1 pre-university class (2004-2005)*

Activity: *Open 4 pre-university classes (2005-2006).*

**Specific objective 1.2: Offer consultation sessions on selection of appropriate fields of study to both students and their parents.**

Activity: *Consult students and their parents on the issues of University Enrolment (2005)*

Activity: *Consult students and their parents on the issues of University Enrolment (2006)*

**Objective 2: Improve learning quality as well as living conditions of disadvantaged students when studying at Hue University.**

**Specific objective 2.1: Determine disadvantaged students of Hue University, who can benefit from the Project and access their progress.**

Activity: *Check the list of disadvantaged students in Hue University (2005, 2006)*

Activity: *Issue project- cards for disadvantaged students of Hue University (2004 - 2005)*

Activity: *Monitor the progress of disadvantaged students (2005, 2006)*

**Specific objective 2.2: Improve informatics skills**

Activity: *Open 2 Informatics of level A (2004)*

Activity: *Open 3 Informatics of level A (2005 - 2006)*

Activity: *Open 1 Applied Informatics classes (2004 - 2005)*

Activity: *Open 2 Applied Informatics classes (2005 - 2006)*

**Specific objective 2.3: Improve knowledge of English**

Activity: *Open 2 English classes of level A (2004-2005)*

Activity: *Open 1 English class of level B (2005-2006)*

**Specific objective 2.4: Create conditions for students to use laboratories, libraries etc. to access information quickly**

Activity: *Participate in projects' free-activities*

Activity: *Issue additionally project-participating cards to first-year disadvantaged students of Hue University*

Activity: *Issue Learning Resource Centre cards to disadvantaged students of Hue University*

**Specific objective 2.5: Consult and tutoring disadvantaged students to help them overcome difficulties in their studies**

Activity: *Organize 8 tutorial classes (2005, 2006).*

**Specific objective 2.6: Improve disadvantaged students' ability in doing scientific research**

Activity: *Support 30 disadvantaged students to take part in scientific research*

**Objective 3: Consult, support disadvantaged students with favorable conditions in finding jobs and gaining further education**

**Specific objective 3.1: Improve students' social communication and job applying skills.**

Activity: *Organize 4 classes of social communication and job applying skills for disadvantaged students*

Activity: *Provide free-consultancy on job applying and other skills for disadvantaged students*

Activity: *Organize meetings with businessmen*

**Specific objective 3.2: Provide disadvantaged students with good conditions of learning so that they can gain higher education**

Activity: *Organize 3 pre-university classes in local areas and in Hue University*

#### **IV. SUMMARY OF MAJOR EVENTS AND RESULTS**

**Specific objective 1.1: Improve disadvantaged students' knowledge to satisfy the requirements of university or college entrance examinations**

**Activity: Open 1 pre-university class (2004-2005)**

October, 2004 and November, 2004: Made statistics on the numbers of disadvantaged students, living in the three provinces of Thua Thien Hue, Quang Binh and Quang Tri, whose scores for universities' entrance examination were closed to the base point requirements. Worked with Departments of Education and Training of the above provinces to short-list students for reserved classes.

December, 2004: Because these Departments could not submit the list, our Team of Action decided to send announcements to disadvantaged students who intended to take part in reserved classes.

From January, 2005 to May, 2005: Began the selecting procedure, opened pre-university classes and implemented teaching and learning procedure at Hue University.

The classes were organized at College of Agriculture and Forestry, 24 Phung Hung St., Hue city. Invited teachers were very experienced in revising for university-entrance exams, however, we also held workshops for them with an aim of increasing their methods of teaching.

Students of these classes were supported with accommodation fees, living expenses and textbook costs. Finding accommodation was the responsibility of students (near college of Agriculture and Forestry).

The management Team of pre-university classes had to follow up the teaching and learning process directly, appointed a supervisor, a monitor and deputy monitors for each class.

Classes began in January 10th, 2005 and ended in May 30th, 2005.

A survey with questionnaires was implemented, which results indicated the considerable importance of organizing these classes. Although the numbers of students passing in university entrance exams were still low, most of them equipped with crucial knowledge so that about 50% would pass in university exams.

Results: Amongst 40 students registered for Hue university entrance exam, there were 19 enrolled for university regular training. 7 students failed but got scores above the base points ( $\geq 15$ ). The rate of students passed in the exam is 19/40 (47, 5%), in which Quang Binh is 10/11 (67%), Quang Tri is 7/18 (39%), Thua THien Hue is 02/07 (29%). A majority of those with scores above base points are now studying at colleges or intermediate schools.

***Activity: Open 4 pre-university classes (2005-2006)***

In Quang Binh and Quang Tri provinces: The Project Management Board worked with the Education and Training Departments about opening the pre-university classes there and approved the project of sitting these classes at Minor Ethnic Boarding Secondary schools.

In Hue: According to the proposal, we will open a class in Hue University for all students who failed the university entrance examination in 2004, but through the consulting conference about opening a review course offered by the Project Coordination Board and through field visits to high schools, we changed the organizational way. It means that instead of opening the class at Hue University for objects who failed the university entrance examination, the Hue University Management Board investigated and opened two classes in the mountainous areas, at Nam Dong high school (Nam Dong district) and A Luoi high school (A Luoi district).

There were 184 students in total in the four classes (the percentage of ethnic students is 47.83).

We signed a contract with qualified and experienced teachers (2 teachers/subject), who are well-taught and experienced from Dao Duy Tu High School, Provincial Gifted School and Provincial Ethnic Boarding High School of Quang Binh. In Quang Tri province, we invited 6 qualified and experienced teachers (2 teachers/subject) from Quang Tri Town High School and Quang Tri Ethnic Boarding High School. In Nam Dong and A Luoi, we selected the well-experienced teachers from Nam Dong and A Luoi high schools to teach for the project. And Hue University had organized a workshop for this group of teachers. In general, teachers are serious and conscientious. They spent much time on composing lessons, had lesson plans, and followed up the schedule of curriculums and lessons. Beside learning and teaching resources, the teachers collected and provided students with reference books, practical exercises as well.

The involved high school's Board of Leaders and the Provincial Departments of Education and Training showed their highly interest in the pre-university classes of the project. They were self-motivated in arranging a suitable schedule for teachers and students in order to finish the tasks of the schools together with the tasks of teaching and learning. The tests were implemented seriously from preparing for the exams, keeping security over the tests to proctoring and finally marking the tests. Pre-university classes were organized as regular ones with head teachers, class monitorial staff, class register, roll-call register and marking register. Besides, the

School Board of Leaders and Project Management members regularly checked over the records to correct and supplement in time all shortcomings. According to those high schools, the project, in fact, is more than a work; it is really a passion which motivates their responsibility toward society and disadvantaged students.

The survey showed that it is necessary to organize the course. Most of students stated that their knowledge somewhat increased, they didn't have much time to do exercises. However, their time arrangement for regular classes in university and the project's pre-university class was still in difficulties. They did not have self-confidence to take the entrance exam; most of them said that their hopes for passing the university entrance exam are only 50%.

Result: 57/176 of students passed in college and university entrance exams which accounts for 32, 39%

### **Specific objective 1.2: Offer consultation sessions on selection of appropriate fields of study to both students and their parents**

#### ***Activity: Consult university enrolment to students and their parents***

From December 2005 to January 2006: Gathered resources for consulting document compilation.

From January 2006 to February 2006: achieved agreements on consulting contents, assigning persons in charge of compiling, editing and printing out the University Enrolment Consulting Booklet.

In March 2006: organized consulting sessions on University Enrolment of 2006 for students and their families in nine High Schools across three provinces of Thua Thien Hue, Quang Tri and Quang Binh.

In phase 2, consultancy activities were held twice for eighteen high schools (some high schools got consultancy for 2 years) and for students and their parents, together with consulting documents distributed to all participants by high schools' Youth Unions.

Content of University Enrolment Consulting materials:

- + General information on future job orientation.
- + Announcement on Hue University Entrance Examinations in 2006.
- + Statistics of examination application files, confronting rates, and passing scores to Hue University.
- + Some necessary information about university and college entrance examination in 2006.
- + Some clauses extracted from the University and College Enrolment Regulation in 2006.
- + Statistics the number of students and students' parents participating in consultancy activities (see appendix).

Survey outcomes: According to students and students' parents, consultancy is of great necessity. However, consulting time should be longer and consulting materials and information about universities other than Hue University should be provided numerously.

### **Specific objective 2.1: Determine disadvantaged students of Hue University, who can benefit from the Project and access their progress**

#### ***Activity: Check the list of disadvantaged students in Hue University (2005, 2006)***

*Build up the Database* : In recent years, the Management Board of PHE project of Hue University has continued the construction of the database named "Management

and monitoring disadvantaged students” at seven college members of Hue University. This database was written by Microsoft Visual FoxPro 6.0, and connected to “Students Administering” software which is currently used in Hue University.

The establishment of this Database is aimed at:

- + Updating the list of disadvantaged students each semester (the list does not need to be typed from the beginning as the data is drawn from the Database of Hue University according to the criteria stipulated for disadvantaged students. Therefore, the shorting is simpler and more precise).

- + Updating Extended Average Mark of the disadvantaged students in each semester in order to keep track on their progress (the marks are automatically updated from the Database of “Students Administering” and users are allowed to supplement or correct the information).

- + Updating and printing out the list of disadvantaged students who registered at the classes of A level Informatics, Applied informatics, A level English, and B level English (just check the appropriate names from the available list of disadvantaged students). Updating and printing the list of disadvantaged students who are granted certificates of English and Informatics (just check the eligible students from the list of students attending).

- + Printing out the list of disadvantaged students and defining the list of disadvantaged students of Hue University basing on the stipulated criteria. The total of disadvantaged students in Hue University is 6,757 students

Some statistical indicators related to disadvantaged students:

- + Current disadvantaged students’ status
- + Current number of disadvantaged students
- + Number of disadvantaged students by group
- + Current number of students graduated from university
- + Current number of disadvantaged students graduated from university
- + Current number of ethnic disadvantaged students graduated from university
- + Rate of students dropping out by year
- + Rate of disadvantaged students dropping out by year
- + Rate of ethnic disadvantaged students dropping out by year
- + Results of disadvantaged students’ studies by year

After updating data, we cooperated with the Students' Association to re-define who were not disadvantaged students (without the project's support).

***Activity: Issue project participating cards to disadvantaged students of Hue University (2004 - 2005)***

The activity of issuing project-participating cards for 2.302 students was done in the first year of phase 2 with the purpose of facilitating students to get access to projects’ activities such as English level A, Informatics level A, Applied Informatics, photocopy of documents, Internet at Learning Resource Center, etc. We organized a meeting, in which the students were delivered the cards, to propagandize about PHE. The issue was finished in December 2004.

Card issue was aimed at helping students get necessary information and understand their abilities to participate in the project. However, some students never used this kind of card. That is the result why we cancelled this activity in the second year, and changed to issuing Learning Resource Centre cards (with permission of Ford and the Board of Project Coordinator).

***Activity: Continue to follow up the progress of disadvantaged students (2005,2006)***

We used the database and worked with the other organizations such as: Students' Association, Youth Union, etc. to follow up the study results of disadvantaged students per semester.

It can be learnt from the statistic tables of the studying results of disadvantaged students in the academic year 2004-2005 and 2005-2006 that the students get progress after each year. The numbers of students whose results are fair and above gradually increases while the number of students whose results are below fair decreases.

On average, 17 disadvantaged students (especially the students of ethnic minorities) quit the schooling every year. Thus, the project should pay more attention to investigate and help the students so as to reduce the figure.

## **Specific objective 2.2: Improve informatics skills**

### ***Activity: Opened 2 Informatics classes of level A, 1 class of applied Informatics (2004)***

A contract between the project and IT Center-College of Sciences was signed to implement 250-period courses. Beginning classes were on March 3rd 2005 at College of Sciences with 74 students of level A and 35 students of level B (outnumbering the expectation of 19 students).

Content of the courses:

- + Informatics level A (General Informatics, Windows, WinWord, Excel, Power Point)
- + Applied Informatics (Advanced Excel, Access, Internet)

Curriculum: Students were delivered with documents, textbooks, disks and completed practical exercises. Teachers were serious and enthusiastic in teaching, they kept the schedule and timetable going on plans. Rooms for theory and practice learning were comfortable and equipped with modern facilities, with each student per PC. Besides, administratives took frequently roll call to make sure the number of students for each class. Students were able to catch up with their lessons, and had serious attitude towards learning.

Examinations for the classes were held in July 2nd and 3rd of 2005.

Results: There were 84 students of Informatics classes (in which 15, 48% were ethnic minority) with 64 students received certificates, and 32 students of Applied Informatics classes (in which 15, 63% were ethnic minority) with 23 students received certificates.

### ***Activity: Open 3 Informatics classes of level A, 2 Applied Informatics classes (2005 - 2006)***

Students were allowed to enroll in the program, and then the Management Board selected the right beneficiaries, giving priority to those who have more disadvantaged criteria. Those who meet only one criterion must get at least 6.5 for the result of the latest semester.

The Management Board signed a teaching contract with the Center for Information Technology of Hue University. The contract includes 225 periods (100 periods of theory and 125 periods of practice)

Place: Center for Information Technology - Hue University (04 Le Loi st., Hue)

Syllabus: were compiled by the Center for Information Technology, with the following parts:

- + Informatics of level A: General Informatics, Windows, WinWord, Excel, Power Point.
- + Applied Informatics: MS Power Point, Access 1, Access 2 and Network.

As for the participants, 99 students attended in Informatics of level A classes (in which ethnic minorities made up to 26,26%), and 70 students entered Applied Informatics classes (with 32,86% of ethnic minorities ).

In the second year, the IT Center held many exams to make it more convenient for students.

According to the questionnaires, the disadvantaged students highly appreciated the necessity of the A-level informatics classes. They could complete 75% of the teachers' assignments. However, the students also wanted to be provided with many other materials and have more practice time.

Result: 195/285 of students received certificates.

### **Specific objective 2.3: Improve knowledge of English**

#### ***Activity: Open 1 English class of level A (2004-2005)***

A contract between the project and College of Foreign Languages was signed to implement 250-period courses with 12 periods a week. Beginning classes were on March 5th 2005 at College of Foreign Languages, with 31 students (in which 33,26% was ethnic minorities). Textbooks used for the courses were Headway and other documents compiled and edited by teachers.

College of Foreign Languages held examination for certificates in late of June 2005. These A level courses attracted a lot of students, who wished to learn basic English so that they could attend for higher levels such as B or C. In addition, A certificate is normally not persuasive enough for job application. That is the result why many students took courses of level A but few of them sat for examinations of certificate of the same level.

Result: 11 students participated and received certificates.

#### ***Activity: Open 1 English class of level B (2005-2006)***

The Management Board signed a teaching contract with the College of Foreign Languages. The contract includes 250 periods with 12 periods a week.

Place: College of Foreign Language - Hue University

Syllabus: "English Know How" and other materials compiled by the teachers

Beginning date: October 24, 2005

Finishing date: April 24, 2006

Number of attendants: 37 students, in which ethnic minorities make up 24.32%

Final exam was organized by the end of April 2006. Result: 28/37 students were awarded with certificates (10 students of grade Fair, 18 of grade Average).

It can be learnt from the questionnaires that it is essential to organize the B-level English classes. However, due to their limited competence, most of the students only understand and progress a little bit. They could do from 50% to 60% of the assignments. Some students could not attend the class regularly because of tight schedule. The students had some proposals: organizing more group-work activities, doing more practice with speaking and writing skills, providing students with cassette tapes for listening skill and more materials.

### **Specific objective 2.4: Facilitating students to use laboratories, libraries, etc. to access the information quickly.**

#### ***Activity: Creating conditions for students to participate in project's free-activities***

In 2004 and 2005: Disadvantaged students with their cards were allowed to take part in all project's free-activities, especially using Internet, reading documents, etc. at Learning Resource Center of Hue University.

#### ***Activity: Issuing additionally project-participating cards to the first-year disadvantaged students in Hue University***

The activity of issuing project-participating cards was done in the first year of phase 2 with the purpose of facilitating students to get access to the LRC to use its services and take part in other project activities. However, there was a change in regulation of the Learning Resource Centre that students who want to access to the Learning Resource Centre must use a different kind of cards with a fee of 60,000VND/card. So the Hue University Project Management Board recognized that the issued cards was no longer suitable for disadvantaged students to use. As a result, we asked a permission from the Ford Foundation and the Coordinating Board of the Agricultural University No. 1 to change into the activity “Issuing LRC cards to disadvantaged students” and eventually got their approval.

***Activity: Issue Learning Resource Centre (LRC) cards to disadvantaged students of Hue University .***

We delivered 788 LRC cards to disadvantaged students, with the rate of 18.65% of ethnic students, of which:

- + First time: 533 to the third-year-disadvantaged students
- + Second time: 248 to the first-year-disadvantaged students and 7 to the second- year-disadvantaged students.

Disadvantaged students involving in this activity will be offered the LRC cards attached with the reports of card using. LRC of Hue University is one of the biggest centers of information and data in Vietnam. Coming here, students can access to registered and legal data, latest news and information through modern PC installed registered softwares. In another way, LRC provides disadvantaged students with practical benefits.

The survey results showed that most of disadvantaged students wanted to have the LRC cards. The receivers used the cards effectively, with the average times of using of 2-4/week. They used the cards for the purpose of searching information and documents for their studies. Beside, students suggested to be supported with some money for their document photocopying and using other services in the LRC.

**Specific objective 2.5: Consult and tutoring disadvantaged students to help them overcome difficulties in their studies**

***Activity: Organizing 8 tutoring classes (2005 - 2006).***

Preparations: The Management Board discussed with the leaders of each college and the Department of Students' Affairs of the College of Pedagogy to organize classes and work out the list of the beneficiaries of the project (second-year students who are awarded with cards of disadvantaged students by Hue University and whose results of tutored subjects are lower than other students) (October 2005)

Together with the Heads of Academic Affairs Office and 8 selected Departments, we reviewed lists of disadvantaged students of each department (240 students were selected among 1,837 disadvantaged ones of the whole Hue uni.) to arrange into 8 classes, prepare classroom and necessary equipment, choose basic subjects which are difficult comparing with the level of disadvantaged student (basing on statistics and collate those disadvantaged students' ability of taking in practical knowledge with others in the same course and the same department); choose lecturers participating in compiling lessons and directly teach those 8 classes. (October 2005)

There are conferences with Heads of concerning units and teaching staff about purposes and requirements of those extra-classes and implement academic activities (November 2005). The percentage of ethnic students involving in the classes is 25%

8 tutoring classes began in December 2005 and ended in the early of February 2006.

The syllabi were especially compiled only for the students of these classes. The teaching contents were to tutor disadvantaged students in some difficult subjects. There were 8 tutored subjects with 20 periods per subject.

These classes were tightly organized as to the training time was on the dot (December 2005 and January 2006) as well as to satisfy the required content and quality.

Classes' facilities were relatively sufficient and the schedule was arranged legally. Students attended the classes diligently and seriously. Teachers of these classes were the prestigious and qualified lecturers from Colleges of Hue University, with a lot of teaching experiences, comprehensive methodology and high responsibility.

Because this is the first time Hue University has deployed this activity, which was considered as a hard task, The Board of Project Coordination decided to choose College of Pedagogy as a pilot model for the next stages. The content and the program of tutoring has been carefully recompiled, however, there are still some disadvantages. The program of "Excellent students help disadvantaged students" was deployed but its result was still unremarkable.

Results: 227/240 of students scored over average marks in the final exam (112 students got above 8.0 (46,67%).

### **Specific objective 2.6: Improve disadvantaged students' ability in doing scientific research**

#### ***Activity: Support 30 disadvantaged students to take part in scientific research***

Each college made decision on choosing students doing scientific research from the list of project's disadvantaged students. Chosen students had to achieve high scores of learning and volunteer for the tasks. Priority was given to minority ethnic groups (22,45%). Supervisors were chosen by each college and were responsible for appointing students.

Students implemented their scientific research from January 1st, 2005. Initially, there were 30 topics, and then 2 were canceled with all returned supporting expenses (one of College of Medicine and one of College of Economics). However, the Board of Project Management of Hue University supplemented another topic of College of Medicine. After one year of deployment, 29 topics of 51 students were checked and taken over in December 2005.

Results: 18 topics ranked "good", 9 topics ranked "fair", 2 topics fulfilled requirements.

Amongst the researches above, there were some outstanding extended projects which then became dissertations. Especially, Nguyen Quynh Lien (ethnic group of Muong) – Biology Department, College of Pedagogy was proposed for the noble prize "VIFOTEC" with the other 12 researches of students in Hue University, and finally received the third prize. Nguyen Quynh Lien developed her research to a high-mark dissertation and together with her good study result, she was sent directly to a master course in 2006. Her topic, together with the other 8 ones, was chosen for the Students and Young lecturers' Science Conference on December 12<sup>th</sup>, 2006 at Hue College of Pedagogy, and then the research results was informed on VTV1 on December 28<sup>th</sup>, 2006.

### **Specific objective 3.1: Improve students' social communication and job applying skills.**

#### ***Activity: Organize 4 classes of social communication and job applying skills for disadvantaged students***

Time: March 19th, 2005 to March 30th, 2005

Number of participants: 200 students

Participating objects: disadvantaged students from the affiliated colleges of Hue University

Preparation and organization:

- + Making a list of disadvantaged students to take part in training courses
- + Inviting some experienced businessmen to writing on jobs, job applying skills, Vietnam labor market in the year of 2004-2005, interview experiences, description of some fields of employment.
- + Issuing materials to students
- + Inviting Ho Chi Minh City personnel experts to train students
- + Organizing the training courses
- + Shooting documentary films about employment for television advertisement.
- + Organizing field visits for students

*The benefits that students gained through training courses are as follows:*

- + Being trained the job finding skills (application files, job interview, communication, dress, staff's manner in accordance with job characteristics).
- + Having direct exchange among enterprises and personnel managers to understand their expectations from newly graduates and to understand the demand from labor market for students at present.
- + Ways to approach and find out information about recruiters.
- + Being involved in supposed situations of finding job and receiving training materials.
- + Being provided with information of labor market in Ho Chi Minh City and general appraisals of job market of Vietnam in the year of 2004 - 2005.
- + Opportunities and challenges of labor market in the coming years.
- + Being introduced Website addresses and address, phone number of Job Consulting Centre for Students of Hue University so that students can have chances to find jobs.
- + Being taken part in field visits to enterprises to have acquaintance with job environment.
- + Having detailed description of some fields and advice to application forms for some posts.
- + A set of common questions in job interviews.

***Activity: Provide free-consultancy on job applying and other skills for disadvantaged students***

Duration: end of November, 2004 to now

Number of present disadvantaged students: 200 disadvantaged students

Target groups of students: disadvantaged students of Hue University Activities done for disadvantaged students:

Make a list of disadvantaged students to be consulted

- + Prepare documents for consultancy
- + Offering advice on jobs for DS at the Center's office (1 Dien Bien Phu st, Hue City)
- + Students after being offered advice will provide their personal information relating to job seeking to computer system for monitoring.
- + Information of students will be sent to put on job seeking column in Thanh Nien and Tuoi Tre newspapers
- + Information on job seekers kept at the Center then will be uploaded to job seeking websites on the Internet.

- + Feedback from labor users will be sent to the Center, then the Center will inform to students who joined in the last job consultancy via mails, telephone or e-mail.

Through this program, students have opportunities to make acquaintance with and approach labor market (introduce themselves to labor users via newspapers and Website), get part-time jobs while studying, and have preparations for graduation. In addition, they are also equipped with knowledge on jobs, provided with addresses for seeking jobs and given instructions on job application skills after graduation.

Result: Among 200 students who are offered advice, there are 58 students getting part-time jobs and companies, 23 graduates employed in enterprises and governmental agencies.

***Activity: Organize meetings with businessmen***

Time: 19:00 on December 12, 2005 in Hue University College of Agriculture and Forestry (earlier than the proposed time because it is appropriate to students' schedules of studies and exams in university).

Number of present disadvantaged students: Over 450 students, including disadvantaged students from 7 affiliated colleges (250 much more than the expectation).

We invited many businessmen from other cities to the meeting. Contents of the meeting include:

Information on labor markets in the Southern provinces.

- + Admission demand of some companies for Hue students.
- + Experience exchange and some basic skills of job finding.
- + How to effectively apply for a job in Ho Chi Minh City and the Southern provinces for Hue students.

- + The meeting between students and invited businessmen aimed to help students understand about the labor markets in Ho Chi Minh City and the Central provinces, have more experience in employment seeking, directly contact with the businessmen to be aware of their requirements of recruitment, and have opportunity to get jobs after graduation.

Almost students stated in their answers that it's helpful for them to take part in this activity. Contents of the meeting were relatively good. Many businessmen from large companies were invited to the meeting. However, students also had some following suggestions:

- + Scope and form of this activity should be expanded
- + The meeting content should be more diversified
- + Subjects of the meeting should be open and more businessmen from different fields and occupations should be invited to the meeting.
- + More meetings should be organized.

**Specific objective 3.2: Provide disadvantaged students with good conditions of learning so that they can gain higher education**

***Activity: Organize 3 pre-university classes in local areas and at Hue University***

**A. 3 classes at the localities:** They were deployed from December 1<sup>st</sup>, 2004 to January 15<sup>th</sup>, 2005 in three provinces of Thua Thien Hue, Quang Tri and Quang Binh with 8 students from TTH, 12 from Quang Tri and 13 from Quang Binh.

All students gathered at Junior Colleges of Pedagogy, which was chosen by the Sub-project Management Board as the location for the 1<sup>st</sup> period training of basic English revision with duration of 400 periods/class. Teachers from Quang Tri and

Quang Binh Junior Colleges of Pedagogy were introduced by the Provincial Departments of Education and Training and finally selected by Hue University (2 teachers per class).

In Thua Thien Hue Province, Hue University had signed a contract with Department of English, College of Foreign Languages on teacher resources.

- On the first period exam at 3 provinces: 100% students took the exam and gained satisfactory marks

**B. Classes in Hue:** From February 16, 2005, the Management Board concentrated students in Hue City to begin the second period for revision of English of level B and the basic and specialized subjects. Because these students have currently been on duty, their Schools and Department found it difficult to send them to Hue for 4 months. Hence, the students of this period are 32 (a lower figure of 18 students than expected). These students registered in 18 postgraduate majors in Hue University.

Due to the low attendance of about one or two students, the other basic, specialized and special conversion subjects were taught at the College of Pedagogy, College of Sciences and College of Agriculture. Each included 60 periods.

The result in the Master's entrance exam was as follows: 26 out of 30 students passed, accounting for 87%. 100% of the students got passing mark in English.

**In order to meet those three specific objectives, Board of Project Management organized activities as follows:**

#### **Activity 1: Project Management**

##### *Management Committee:*

- Prof.PhD. Nguyen Vien Tho, Former-President of Hue University, Head of the Management Committee (June 1st, 2004 – September 2006).

- Prof.Dr. Nguyen Van Toan, President of Hue University, Head of the Management Committee (September 2006 to now).

- Prof.Dr.Nguyen Duc Hung, Vice-President of Hue University, Head of Supervising Board.

- Prof.Dr. Le Van Thuyet, Director of Office for Research Management and International Relations of Hue University, Standing Secretary, managing project's activities and reports.

- Ms. Hoang Thi Ha, MA, Director of Office for Finance and Planning of Hue University, Head of the project's Financial Section.

- Prof.Dr. Nguyen Tho Vuong, Director of Office for Postgraduate Training of Hue University, member, in charge of postgraduate reserve classes.

- Prof.Dr. Nguyen Hoang, Head of Training Office of Hue University, member, in charge of pre-university classes and consultancy activities of University Enrollment.

- Mr. Tran Xuan An, Vice-Director of Office for Students Affairs, member, in charge of Section for Disadvantaged Students Surveying and Management.

##### *Working team:*

- Ms. Phan Thi Tu Nga, in charge of collecting indicators and supervising the A level English classes, A level Informatics classes and website

- Ms. Phan Thi Hanh Quyen, in charge of translating documents and supervising the B level English classes

- Ms. Hoang Thi Hang, member of the project's Financial Section

- Dr. Nguyen Thi Thu Huong, in charge of management of tutoring classes

- Mr. Tran Phuc Nam, in charge of shortlisting disadvantaged students and documents, supervising the postgraduate reserve classes
- Mr. Do Van Phong, in charge of selecting disadvantaged students and documents management, supervisor
- Mr. Hoang Van Tieu, in charge of management pre-university classes
- Mr. Doan Chung Thuy, personal assistant

*Issue of management and making decision:*

The Management Committee was in charge of general management, making decision on the project's personnel and methods of effective operation, managing the members of the working team and faculty members from HU affiliated colleges participating in the project, and planning and writing reports in agreement of Hue University's Offices and the project's Management Committee.

The project members were responsible for managing and carrying out successfully their assigned works.

*Issue of financial management*

The whole budget of the project was managed by the Hue University Office for Finance and Planning. Expenditures for the project's activities were implemented by the way of advance payment and repayment and must be approved in writing by the president of Hue University and the Head of the Management Committee.

Salaries were paid for all members of Management Committee and cadres of the Working Team. People, who were responsible for implementing assigned activities and teachers related to the project, got allowance counted by working days.

*Advantages and disadvantages in management:*

Advantages:

+ The project was implemented under the Management Committee's close concern and guide. The Management Committee's members had always listened to and understand difficulties in carrying out the project's activities, in close collaboration of all members.

+ Dividing project's activities into independent parts and appointing each participant for each activity helped to improve the procedure of management and supervising.

Disadvantages:

The Management Committee paid much attention to propagating the project to disadvantaged students and others in and outside Hue University; however, as mentioned above, the project did not reach to all Hue University affiliated colleges. This caused the result that some students did not know about the project. This is perhaps a disadvantage of such a large university with many differently located affiliated colleges as Hue University. And social activities should be focused more in all project's results.

***Activity 2: Improve the quality of the database and its effect (frequently implemented)***

We frequently implemented activities as follows :

1. Improving the quality and supplemented modules of the current database
2. Coordinating with Office for Students' Affairs (1) to build the list of disadvantaged students, follow up students who had graduated from universities and got jobs, or students who got success in their careers, supplemented first-year students based on criteria (2) Classified disadvantaged students. (3) Follow up students' learning process.
3. Cooperating with the Students' Association to re-define who were not disadvantaged students (without the project's support).

### **Activity 3: Propaganda and popularization of project results**

A contract has been signed between the project and IT Centers of Hue University on building up a website about P.H.E. The website consists of lists of all disadvantaged students of each class; disadvantaged students received certificates, questionnaires results, news of activities, etc. The web link is <http://www.hueuni.edu.vn/phe/>

Implemented a documentary film introducing all project activities

Transmitted many short programs on the opening ceremony of pre-university classes, the sessions on university enrollment consultation, etc. on Nam Dong and A Luoi Television.

Published a paper about the project in the Hue University newspaper

Showed some short news on the project on such the local televisions as HVTV, TRT

Delivered over 1,000 prospectuses to lecturers and students in Hue University

Taking experience from the implementation of the project activities of the previous years, we stepped up the project propaganda to teaching staff, students and extended out to the society. Thanks to this, many people knew about the project and cooperated with us for the project development.

## **V. REVIEW OF OUTPUTS VS. ACTIVITIES**

<b>Activities</b>	<b>Participated Students</b>	<b>Results</b>
1 pre-university class of the 2005 examination for students from Quang Binh, Quang Tri, TT Hue	40	19 students passed examination
4 Pre-University classes for the 2006 examination for students from Nam Dong (37 students), A Luoi (40 students), Quang Tri (60 students), Quang Binh (39 students)	176	57 students passed examination
Consulting students and their parents about university enrollment	5,098 students and 545 student's parents	5643 students and student's parents consulted
3 Pre-Master classes in Quang Binh, Quang Tri and TT Hue (32 candidates) from 1 <sup>st</sup> December 2004. Next, from 16 February 2005, candidates gathered for studying in Hue.	30	26 candidates passed the master entrance exam
1 English class level A	31	11 students were certificated
1 English class level B	37	28 students were certificated
5 Informatics classes of A – level	183	125 students were certificated
3 Applied Informatics classes	102	70 students were certificated
4 training courses and workshops on Job applying skills and Social Communication skills	200	200 students participated
Scientific research (30 topics)	52	29 checked topics

		(18 topics scored excellent)
8 tutoring classes	240	96% was over average mark
Free consultancy on Job application and other activities	200	200 Students consulted
Issuing LRC cards	788	788 Students issued
Meeting with businessmen	450	450 students participated
Total	2.283	

## VI. BRIEF SUMMARY OF FOLLOWING ACTIVITIES

After finishing the second phase (11/2006), we still continue some following activities:

- Complete the database by carrying out the pilot project and deploying it at Phe's participating units.
- Regularly up date information of the project on the website.
- Complete the proposal of the third phase.

## VII. BRIEF ANALYSIS OF WHY KEY OUTPUTS WERE OR WERE NOT ACHIEVED

The Project Working Group relied on Hue University organizational structure to set up the suitable activities and have achieved good outputs. The project activities were strongly supported by the Board of Leaders of Hue University and its affiliated colleges. In addition, the project also received the cooperation of the involved high schools in localities, the assistance of the Education and Training Departments and even the special concern of local authorities. Therefore, all proposed activities were undertaken and obtained good results. Many activities were accomplished. In details:

### **To Ministry of Education and Training**

During the period of adopting the project, Hue University was always in special assistance of the Ministry of Education and Training, especially in the progress of project documents such as project submission, project revision and reports on project progress. The major role of the Ministry of Education and Training is to make decision on proposing Hue University for the project. Furthermore, suggestions of other Departments of the Ministry (graduate and post graduate, Office for Student Affairs, Foreign Affairs, etc.) on this project during the preliminary conference and closing conference were very useful for our project implementation and particularly our improvement on the project deployment.

### **To Hue University**

Hue University was the direct unit which organized all project's activities. In order to achieve highest results, Hue University built up the Board of Project Coordinating and directed it to complete all proposed activities. Furthermore, key leaders of the Board were Director of Hue University (as the Head of the Project) and other members of the Board were in charge of crucial roles of Hue University. This was aimed at promoting the project's progress and management.

From the above arrangement, it could be seen that there was a parallel relationship between Hue University and the project's activities. For instance, the Head of Training Section was responsible for revising-university entrance exam classes, the Head of Postgraduate Section was in charge of revising-postgraduate entrance exam classes, the Deputy Chief of CTCTSV and the Manager of Student Consultancy Center was involved in

management all activities related to students consultancy, meetings with businessmen, students' progress follow-up, etc. The indication for important roles creates a mutual assistance between the project and Hue University, in which, practical experience and professional skills of the leaders of some Sections were applied for the project and vice versa. In addition, this arrangement helped to organize all activities more effectively and thoroughly.

**To the leaders of high schools in the area:**

During the first phase of the first year of deploying this project, we organized two revising - university entrance exam classes, and gathered some students, who had failed in university exams, to Hue University. The advantages of these classes were their focused management, staff of experienced teachers and the high rate of students passing university exams. However, the low number of students benefiting from the project, the high cost and the less influence on community were a few examples of the project's shortcomings. Therefore, in the Conference on Implementing revising-university entrance exam classes, we received valuable advices to renew our plan of deployment. This year we organized one class at Quang Binh Boarding Ethnic high school, one class at Quang Tri Boarding Ethnic high school, one at Nam Dong high school (Thua Thien Hue), and another one at A Luoi high school (Thua Thien Hue). The above Boarding Ethnic high schools were of the two poor provinces, in which there were also some other high schools with many disadvantaged students. Accordingly, some disadvantaged students from these schools were chosen for the project. In the two high schools in A Luoi and Nam Dong – the poorest areas of Thua Thien Hue province, a big majority of the students here were of ethnic minorities, and A Luoi has been under the serious impact of dioxin.

All of the activities related to revising classes for university entrance exams were closely connected to high schools in the regions, therefore, the project would not be conducted successfully if the leaders of these high schools did not support and coordinate with Hue University in all of these activities.

During the project deployment, the leaders of the high schools showed their high responsibility and enthusiasm in inviting experienced teachers, choosing the right target group of disadvantaged students, creating good conditions of facilities, etc. They also helped to propaganda the project to all students and their parents. It is clearly that everyone was eager and excited for the development of the project in the following years. Besides, the arrangement of project's teachers to take observation for some periods of teachers from gifted schools (Quang Binh and Quang Tri) brought effective influence on the project. Hereby is the recommendation sent by those high schools:

“From October 2005 until now, thanks to the assistance of the Board of Project Management, the management of Department of Education and Training, the coordination of school Managing Board and the passion of six excellent teachers of Mathematics, Physics and Chemistry in Quang Binh, the classes have been organized successfully and we are sure that the activity will be more and more developed” (Official document numbered 15/VP-Quang Binh Boarding Ethnic High school, sent to Hue University on 15/04/1006).

“Since there were the classes of improving knowledge, P.H.E and Hue University usually contacted and worked with us and supported us actively, so that we could complete this activity. Especially, in the recent time, Hue University has coordinated with our school to conduct the consultancy activity for university-entrance exams of 2006 within P.H.E sponsored by FORD. On the other hand, our school created conditions for all teachers and students of the project in the implement of teaching and studying” (Official document numbered 08/TT – P.H.E of A Luoi high school, sent to Hue University on 22.04/1006).

"In the background of the district's economics and society and the hard situation of our school respectively, the assistance of Ford and other related Boards and Sectors were very meaningful to us, which helped is improve the quality of teaching and studying. We do hope that the project of “Pathway to Higher Education” (P.H.E) by Ford will be continued so that more and more

disadvantaged students can take part in its activities and receive a qualified program of revising for university-entrance exams of A, B, C-sections” (Official document numbered 06/2006/TT – PHE of Nam Dong high schools sent to Hue University on 22/04/2006).

Hue University is also trying to coordinate with all related units in the area to advertise for the project. However, there were some obstacles, which we had to face.

We came to a crucial conclusion that the leaders and teachers at high schools were highly responsible for their tasks in the project not for the support on project’s expenses but for their passions of helping disadvantaged students.

We usually got comments such as, “Priority should be given to mountainous and rural areas. Notices should be sent early before the deadline. Groups of disadvantaged students should be divided based on areas” (stated by Mr. Nguyen Ngoc Nghia, Deputy Headmaster of Pleiku-Gia Lai high school-a subject of the project). “PHE should deliver detailed information and notices to involved Departments. There are any teachers in my school hoping to get higher education but they get no opportunity,” (said by Ms. Ho Thi Minh, a teacher of Khe Sanh Lower secondary school, Huong Hoa, Quang Tri-a subject of the project). “These models of classes should be organized to help teachers in mountainous areas achieve a higher education, and there should be a close link between the project and Departments of Education and Training to create conditions for their teachers” (declared by Mr. Hoang Van Phuc, Cell Head of Bac Son Secondary school, Tuyen Hoa, Quang Binh-a subject of the project). Thanks to those recommendations, we have changed and adjusted the project’s activities to deploy successfully.

To the leaders of Departments of Education and Training

Departments of Education and Training coordinated with Hue University during the implementation of the project. In details:

- + Had a mutual agreement with Departments of Education and Training in the deployment of the project. Departments had the responsibility of informing enrollment, short listing the teachers chosen for the project.

- + Hue University frequently announced Departments to follow up and make suitable decision.

It could be seen that the role of Departments of Education and Training was to propaganda all the teachers and students in their areas to join in the project, especially choosing high qualified and experienced teachers for the project’s classes. Besides, Departments of Education and Training helped to short list a large proportion of disadvantaged students for the project.

The Official document numbered 324/GD-DT of Department of Education and Training of Quang Tri sent to Hue University on 25/04/1006 indicated, “the activities are very meaningful to the educational situation of the district, which contributes to the regional social justice and qualified human resource. Therefore, the project was received a lot of support and assistance of all sectors and Boards”.

#### **To the leaders of authority of the city and province**

Although the project was not directly related to the leaders of authority of the city or province, the government of all levels usually received reports on its progress from Department of Education and Training. Therefore, in some meetings (such as the beginning-academic year meeting), we recognized the participation of some important officials of the city and province, which showed their strong support for the implementation of the project.

In the next time, we have to organize more propaganda on the project, especially to introduce the activities to more important leaders to attract their responsibility and enthusiasm for PHE.

We do hope that with the assistance, participation and support of various levels of Authority and all board of Education Management, the project will achieve further outcomes.

“Hue University should continue deploying this project but on a larger scale, with more disadvantaged students and higher facilities for their study” (official document numbered 324/GD-DT of Quang Tri Department of Education and Training).

Reasons why there are still some shortcomings:

- Implementation of some activities was not on schedule due to the difficulty in selection of convenient time. However, these activities are going to be completed.

- There were some activity modifications when implementing the project. The reason is as follows: Hue University Project Management Board had not foreseen some risks happening. Nevertheless, we took experience lessons timely from the members of Hue University Project Management Board, the Project Coordinating Board of University of Agriculture No.1 and from the realistic activities, ... to correct some activities.

## VIII. PRELIMINARY SUMMARY OF MONITORING INDICATORS

### 1. Summary of main advantages and challenges

The project activities are necessary and practical.

The activities carried out in this phase have achieved results as planned, had appropriate objectives and implemented on schedule. The project activities have attained the proposed objectives and had remarkable social effect. Although the project just admitted a limited number of students involving, it has contributed to improving Hue University's training quality, enhancing students' knowledge to help them study better and have opportunities to enter university, and solving apart their economic difficulty in their studies. The project also has had big effects on the society.

### 2. Progress report by monitoring indicators

Based on the supervising indicators, we have had the following outputs:

Contents	Criteria	Year	Outputs	Sources/ Remarks	
<b><i>1. General objectives</i></b>					
1. Prepare knowledge for disadvantaged students to have access to university. Select suitable majors to gain high results in the university academic year	- Rate of disadvantaged students passing the exam	2004-2005	47,5% (19/40)		
		2005-2006	Not yet have the statistic		
2. Improve Hue University disadvantaged students' quality of study and living conditions	Total Hue University disadvantaged students	2004-2005	6,206		
		2005-2006	6,817		
	Total involved disadvantaged students	2004-2005	598		
		2005-2006	1,684		
	- Percentage of disadvantaged students' academic performance by semester (outstanding, excellent, good, average)	2004-2005	Outstanding		1.61%
			Excellent		7.51%
Good			6.90%		
Average			18.48%		
			Office for Students' Affaires of Hue University		

	excellent, good, average)	2005-2006	Outstanding	1.81%	University and its colleges
			Excellent	6.51%	
			Good	5.23%	
			Average	19.47%	
	- Percentage of disadvantaged students moving up	2004-2005			
		2005-2006			
	- Percentage of disadvantaged students graduating from university	2004-2005			
		2005-2006			
<b>3. Consult and support disadvantaged students with favorable conditions in employment seeking during their time of study and after graduation, and getting higher education</b>	- Taking part the training courses	2004-2005			
		2005-2006			
	- Meeting with businessmen	2004-2005			
		2005-2006	450		
	- Number of students getting job after graduation (after 6 months)	2004-2005	Not yet		
		2005-2006	Not yet		
<b>2. Specific objectives:</b>					
<b>1.1. Enhance disadvantaged students knowledge to help them go to university</b>	- Number of disadvantaged students to be selected in the class	2004-2005	40		
		2005-2006	184		
	- Percentage of disadvantaged students in all high school to pass in the university entrance exam	2004-2005	47,5%		
		2005-2006	Not yet		
<b>1.2. Give high school students and their parents advices on selection of appropriate majors</b>	- Number of high schools, students and their parents to be given advices	2004-2005	9 high schools, 2,838 students and parents		
		2005-2006	9 high school, 2,260 students and parents		
<b>2.1. Identify number of Hue University disadvantaged students who get benefit from the project. Monitor their progress of study</b>	- List of disadvantaged students	2004-2005	6,132		- Hue University Office for Students' Affaires
		2005-2006	6,817		
	- Disadvantaged students' result of study by semester	2004-2005			
		2005-2006	Not yet		

<b>2.2. Improve disadvantaged students' knowledge of Informatics</b>	Number of disadvantaged students following the A level Informatics classes	2004-2005	84	
		2005-2006	99	
	Number of disadvantaged students awarded Certificates of Informatics level A	2004-2005	64	
		2005-2006	46	
	Number of disadvantaged students following the Applied Informatics classes	2004-2005	32	
		2005-2006	70	
Number of disadvantaged students awarded Certificates of Applied Informatics	2004-2005	23		
	2005-2006	47		
<b>2.3. Improve disadvantaged students' knowledge of English</b>	Number of disadvantaged students following the A level English classes	2004-2005	31	
		2005-2006		
	Number of disadvantaged students awarded Certificates of English level A	2004-2005	11	
		2005-2006		
	Number of disadvantaged students following the B level English classes	2004-2005		
		2005-2006	37	
Number of disadvantaged students awarded Certificates of English level B	2004-2005			
	2005-2006	28		
<b>2.4. Facilitate disadvantaged students to use libraries, computer rooms,... to get information promptly.</b>	Number of disadvantaged student to be issued project cards	2004-2005	2302	
		2005-2006		
	Number of disadvantaged student to be issued LRC cards	2004-2005		
		2005-2006	788	
<b>2.5. Consult and tutor disadvantaged students to enable them to overcome their difficulties in study</b>	Number of students taking part in the tutorial classes	2004-2005		
		2005-2006	240	
	Number of tutored students passing the final tests in university	2004-2005		
		2005-2006	227	
<b>2.6. Enhance disadvantaged students' ability of scientific research</b>	Number of disadvantaged students to participate in scientific research	2004-2005	54	
		2005-2006		
	Number of theses	2004-2005	31	
		2005-2006		
	Number of theses to be presented	2004-2005	29 theses (Excellent: 18, Good: 9, Pass: 2)	2 theses asked not to undertake

		2005-2006		
<b>3.1. Improve disadvantaged students' skills of social communication and job applying</b>	Number of students attending the training course	2004-2005	200	
		2005-2006		
	Number of students meeting with businessmen	2004-2005		
		2005-2006	450	
<b>3.2. Improve disadvantaged students' quality of study to help them get higher education</b>	Number of candidates taking the pre-postgraduate class	2004-2005	33	
		2005-2006		
	Number of candidates passing the Master's entrance exam	2004-2005	26/30	
		2005-2006		

### 3. Supervision and assessment of staff's ability

*Ability of organization and management of the project:*

Criteria of assessment and comparison:

- Personal responsibility to each assignment: Have ability of project organization and management.

- Presenting ability of organization and management by work and progress by time: have sufficient related documents. Actual effect: the project activities were managed well. Yet, some modifications are needed to implement.

### 4. Supervision and assessment of the change of the project's background

Criteria of assessment and comparison:

- + Policy reform: Supported the Government's policy in education.
- + Changes of economy and society: Not changed. However, it has positive impact to the society in drawing the society's attention to disadvantaged students.
- + Enrollment regulation: Changes of enrolment regulation (subjects, areas of priority, etc.)
- + Positive impacts at workplace thanks to the project, changes before and after the project implementation, and when not to have the project: Have positive impacts at workplace, leadership of Hue University and Hue University's college members, many lecturers are interested in disadvantaged student. Another projects and organizations also have many activities to help disadvantaged student.

### 5. Supervision and assessment of resources

#### **Finance:**

Criteria of assessment and comparison: Used right objectives and items as in the approved project.

#### **Facilities:**

Criteria of assessment and comparison: Equipped properly and used effectively. All project's facilities were stamped.

## IX. SUMMARY OF BUDGET

#### **Including:**

1. Advance balance of first period: 113,448.40 USD
2. Total expenses of the project implementation period: 112,083.36 USD
3. Final balance: 1,365.04 USD

## **X. EXPERIENCE LESSONS**

### **Lesson 1: Focus on disadvantaged students of ethnic minorities, disadvantaged students in mountainous and rural areas**

There are 806 disadvantaged students of 39 ethnic minorities studying at Hue University, in which the largest majority is Muong (115 students), following Van Kieu (88 students), Thai (89 students). Besides, Cil or H'lang, Ma, Man, San Diu and Ro Ngao, etc. have only 1 or 2 students for each.

Especially 425 disadvantaged students of ethnic minorities in mountainous regions are studying at provincial-appointed classes at colleges of Hue University (194 of pedagogy, 92 of agriculture engineers, 65 of economics engineers, 63 of doctors and 11 of foreign languages). This target group has difficulties in materials as well as in new knowledge-acquiring competence; however, this is the main human source of university education for mountainous regions.

Therefore, demands of taking the pre-university classes of disadvantaged students in remote areas are very high and necessary because it is difficult to open such the classes at high schools in these areas. Therefore, in the coming time, if the project is approved to continue, we will expand this activity to high schools in remote areas.

### **Lesson 2: Improve the training of human source for mountainous and remote areas**

It is clearly that the quality of training leads to the effect of education. In mountainous or remote areas, there is a high demand of qualified people who will make good their areas' shortcomings and contribute to the development of the regions as well as decrease the gap between rural and plain areas.

The comparison between the results of training for students in mountainous or ethnic minority groups and students of urban areas shows that the main contradiction is in the policy deployment, which continues increasing the gap between rural and plain areas. Furthermore, some policies on education of these areas are not adequate to the regional demands. For example, the quota for provincial-appointed students of some unsuitable fields are higher than the numbers of very crucial fields; and when we set up the policy, we did not consider sanctions of detailed rewards and punishment to encourage the deployment of the policy. As a result of this, many students, during their study at university, benefit a lot from the project, however, after their graduation they ignore to turn back to devote to their regions.

Therefore, in order to train human resource directly for remote areas, we should continue and develop the activity of pre-postgraduate classes to give local people who are currently working in these areas opportunities to get further education. In addition, we will support them during their studies to help them have a good academic performance in Master studies and become the main persons of their homeland in remote areas afterwards.

Many students, if received support, will contribute more to their communities such as teaching in rural village, developing agriculture in their regions, building medical stations to take care of people's health in mountainous or remote areas.

There were some students, after graduation and working for experience in their regions, coming back to university to study for master degrees. For instance, Nguyen Thi Suu (of Ta Oi minority, A Luoi, Thua Thien Hue) was one of the students of the first courses in Hue college of Pedagogy, graduated in 1995, after working in her region for a long time, she decided to take a Master degree with her Master thesis on "Ta Oi language". Moreover, at the moment, she is pursuing her doctorate. There are also many other students who have devoted to the development of their areas, or become major cadres of their districts or communes.

Nguyen Quynh Lien (Muong), after being supported with her scientific research, is now a postgraduate student (master degree) and an excellent researcher of Hue College of Pedagogy, Hue University.

Besides, assisting disadvantaged students through the project activities in the past was implemented dispersedly. We admitted any eligible students (without orientation) to take part the project activities according to their needs, so we didn't focus on any certain students. In the time to come, we should concentrate on assisting some disadvantaged students in remote areas who will be the main force for the development of these areas.

### **Lesson 3: Focus on workshops to renovate the training and increase the project's stability**

Focus on workshops to create conditions for each region to continue the implementation of the project. Pay attention to the development of PHE. Some activities such as consultancy on entrance exams, revising university classes, reviewing foreign languages, revising master classes, etc. will be concentrated through workshops for implementers so that they then can conduct the project under the assistance of Hue University or the project.

Besides:

The program for graduate and postgraduate is still focused much on theory.

The method of teaching concentrates much on traditional ways in which teachers transfer information without motivating students to be creative and active in thinking. It is not only the knowledge the teacher teaches for his students but the way of how students study and how they do self-study is very important as well.

There is a trend of decreasing students' time on theory and increasing their time of doing self-study at home, doing research, experiments, exercises, discussions, etc. The number of textbooks and references in libraries should be convenient for students. Laboratories should be equipped with modern facilities to help students apply what they have learnt in theory into practice.

In order to do this, teachers should encourage students to ask, to raise questions and find out solutions by themselves or with the teacher. Students also have to seek for other sources and information related to specific subjects.

From these workshops, we will build a campaign of propaganda about methods of self-study so that they can achieve the highest results. It is very important to show them the relationship between a good job and professional skills or knowledge, which can only be acquired through education. Besides, there should be supporting solutions such as Consulting-job opportunity Team for disadvantaged students.

In short, many poor students are potential, and some are excellent. If the conditions of training and studying are improved, they will achieve higher professional skills to devote to the development of their regions.

### **Lesson 4: Responsibility of community**

Hue University should discuss with other provinces to open revising-university entrance exams classes, revising-postgraduate classes with the active participation of communities, which helps to widen this activity to many other schools and sectors of subjects.

In the second phase, the project opened the revising classes twice with two various models, which helped the Board get many experiences in choosing the target groups and project management.

+ The revising classes held at high schools not only led to the increase in the number of disadvantaged students but influenced on the community, high schools, teachers and students related to the project as well. The communities have taken more attention to the project and its disadvantaged students.

+ Increased the numbers of participating high schools

- + The target groups of disadvantaged students were disadvantaged students of grade 12 or students had failed in the previous university exams.
- + Choosing the right target group to organize suitable classes

### **Lesson 5: Disadvantaged students participating in management the project**

There is one weakness in the management of the project, that is when a task is appointed as a plurality and many members are too busy to deploy it on time. Based on experiences from practical examples and other countries, we think that it is very necessary to give disadvantaged students opportunity to manage the project. We suggest two activities as follows:

Activities of revising, consultancy on university entrance exams, creating human sources, etc. will be assigned to members of the Boards who have direct influence.

Activities for students of Hue University: The Board of Coordinating (with Director as the first position) plays the main role. Students will be responsible for the implementation.

Therefore, we suppose the following steps:

- + Step 1: Organizing the Representative Team of disadvantaged students at Hue University
- + Step 2: Propose the project to Representative Team (extended), discuss the method of implementation, assign and suggest some changes in the project
- + Step 3: Deploy all detailed activities

With the above steps, we think that disadvantaged students will contribute with many creative ideas. Because when we write the project, we just base on our view of a manager, not the students themselves. When being assigned for the management of the project, they will have other effective and creative solutions and methods. This is a chance for them to discuss and work in groups, and then try to find out the answers, which contribute to higher results. We do hope that PHE and the Board of Project Coordinating will consider such a change like this.

### **Lesson 6: Collective strength to support disadvantaged students**

Create a collective strength in supporting activities for disadvantaged students and from other sources of organizations and levels of authority.

There should be a room for the project, where disadvantaged students can meet and exchange together. The Board will collect all recommendations to organize more effective activities.

The Board of Project Coordinating will seek for sources from other organizations to make a fund. This fund will be used for other extra activities related to disadvantaged students.

## **XI. CONCLUSION**

With the current implementation of the project activities, the project will be on schedule and its objectives will be mostly reached. Some indicators have not been achieved but others have been exceeded, instead.

We have taken experience in implementation of each project activity due to its repetition. Therefore, the shortcomings in the first year of Phase 2 were overcome, supplemented and corrected in the second year. For example, we offered two more pre-university classes in Nam Dong and A Luoi, extended the project propaganda, and so on.

Some project activities have shown the sustainability of the project. That means if the project is approved to continue, the number of beneficiaries will be increased. The following activities will be the regular ones in Hue University (for all Hue University students): Consultancy on university enrollment and other interested issues, students' scientific research, reducing fees for students' Informatics learning in Hue University's IT Centers. In the upcoming time, if any project activity can operate itself without the project's support, the Management Board will transfer a part or entire of the activity to the related units.

Nevertheless, we met some challenges during the project implementation as follows:

1. Hue University is a multidisciplinary university in Vietnam, with many affiliated colleges and large number of students in general and disadvantaged students in particular (1,657). So the project activities could not extend to all its affiliated colleges and disadvantaged students. The project propaganda has been changed but need improving.

2. Management of involved students also met some difficulties. In addition, the arrangement of the project activities and students' studies in university was overlapped sometimes, influencing the number of students taking part in the project activities. This problem will be best settled once students are allowed to manage the classes by themselves. They will work out the most suitable schedule.

3. The cooperation between the colleges and other units in Hue University in managing and carrying out sometimes was not agreed and unreasonable.

4. Although being trained, the Hue University Project Management Board was not expert in undertaking the activity of supervision and assessment.

**President**  
**Head of Project Management Board**

**Reporter**

**Prof. Dr. NGUYEN VAN TOAN**

**Prof. Dr. LE VAN THUYET**