

Final Report:

**GRADUALLY BRIDGING EDUCATION GAP
TO GIVE UNDERPRIVILEGED CHILDREN
CHANCES OF QUALITY EDUCATION**

National implementation : **Viet Nam**

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Project title:

**TO GIVE UNDERPRIVILEGED CHILDREN
CHANCES OF QUALITY EDUCATION
IN LUONG DINH CUA PRIMARY SCHOOL**

Where implementation of the project:

Luong Dinh Cua Primary school

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**GRADUALLY BRIDGING EDUCATION GAP TO GIVE
UNDERPRIVILEGED CHILDREN
CHANCES OF QUALITY EDUCATION
IN LUONG DINH CUA PRIMARY SCHOOL**

I. TARGET:

- To delete the differences in education of children, contribute to improve human and universal education for children, children have opportunities to study, completed primary school and continue in higher grades, have professional and knowledge to apply for a job, to reduce the risk of infection of social evils, and not work early.
- Raise awareness of families about the importance of education and family responsibility in creating conditions for children are in school, restricting child labor start soon.
- Community (parents of students, civil unions, social ...) shall focused intervention and support to children and coordinate with schools of education.
- Impact and determine the responsibilities of education and levels of educational management, school management ...
- Impacts and proposed guidance documents from the authorities have policies for "Disadvantaged Children" conditional learning

II. TARGET OF PROJECT:

Bring Opportunites to reach quality education for "disadvantaged children" have not yet completed primary school were studying in "charity classes" in districts 3 (by religious organizations and society organizations, these children is being raised in the local shelters) by :

- Accept these children in "*Regular schools*" : Luong Dinh Cua primary school . Creating conditions for children to study , help children complete primary school and continue to higher classes .
- Free all of fees, to study and participate activities, visit ... be sure the nutrition meals, be offered health insurance and accident insurance, health care often ..
- Brings benefits for "*Disadvantaged Children*" and confirmed the responsibility of the family, the community in creating conditions for children study in school, limiting the children must work early.
- Continue to support children study in classes higher in the Middle school and prepare a trade for the future.

III. IMPLEMENTATION OF PROJECT:

School : **LUONG DINH CUA Primary School.**
Address : **576 Nguyen Dinh Chieu, 4 Ward, 3 District, HCM City ,VN**
Classes : **50.**
Students : **2200 stu.**
Teachers, staffs : **192 .**

IV. BENEFICIAL OF PROJECT:

- Underprivileged children who don't live with their families or who are orphans and are raised under the state sponsorship at shelters: **40** children live “ Sai Gon station and Anh Sang shelters”.

- Children from poor families: **56** children at District 3's Ward (nearby Luong Dinh Cua school)

Children's group	Number		Level									Study at right age	Study late
	Male	Female	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	9 th grade		
Saigon Railway Station shelter		17	2	1	0	3	5	2	4	0	0	7	8
Anh Sang shelter	23		4	0	3	4	2	5	0	2	2	5	18
Children from poor families	31	25	10	12	12	12	10	0	0	0	0	56	

V.IMPLEMENTATION:

1. Prepare the mentality before receiving the children:

- Meet and talk to the children and suggested them to try going to school
- Make a survey among teachers, students and parents
- Give the underprivileged children one week to get used to the new school before taking real classes to see how well they can adapt

2. Receive the children

- Set up placement tests for the children
- Teachers and students at the school register to receive children from charity classes (based on their academic level) and have plans to assist them: students can contribute books and clothes; teachers help them study; parents donate money for leisure activities and rewards.

3. Financing (an estimate spending chart included)

- Parent Association holds meeting to discuss the program and set aside funds to take care of the children (scholarship, extracurricular activities, healthcare, rewards...)
- Encourage donators to set up scholarships for the children
- Ask students to set up piggy banks to help the children (meals, health insurance, bus, sight seeing)

4. Responsibilities

*****School managers:**

- Investigates about “*Disadvantaged Children*” groups live in shelter and in area near school .
- Meet “*Disadvantaged Children*”, suggest them try study in Luong Dinh Cua school and listen their opinions about : ”Want to study in L.D.C or not ?”
- Check the level academic of children and arrange them proper classes.
- Campaign costs for Children.
- Introduce project for Teachers - Staffs – Employees – Parents and collect their opinions...
- Organization “*Child Right*” programme training for teachers - staffs -employees.

*****Teachers:**

- Receive the disadvantaged children and introduce the children to their classes
- Set up plans to help the children review their knowledge and catch up with other classmates
- Rightly evaluate the children’s ability

*****Students:**

- Make friends with new members in their class and help them by giving them notebooks or the like.
- Set up piggy banks that will pay for the uniforms or sightseeing trips for the underprivileged children.

*****Students' parents:**

- Raise the funds of their own Parents' Association to pay for the children's meals, scholarship or health insurance fees
- Get more patrons to help with bus, scholarship, and stationeries

5. Cooperation between parents and school managers:

- Some disadvantaged children have immigrated with their family as temporary residents and they have to move if their parents move while some children still have to work to earn money from their families. Thus, school managers need to meet with the parents asking them quickly settle down and not to force the children to work at young age.

- School managers have to regularly meet with teachers to make sure that the children study and integrate well.

6. Study opportunities after primary school:

- Some underprivileged children after finishing primary education at the schools will not be able to move on without the support and encouragement from the school. So we school officials have asked local junior highs and continuing education institutes to receive the children.

7. Difficulties and solutions:

- Differences in academic and world knowledge between the children.
- The age gap between normal students and disadvantaged students
- For example, normal children will enter the first-grade class at six years old. But disadvantaged children often start studying at nine years old or more.
- "Street children" often have bad habits and poor health as they don't have enough food to eat. They don't often engage in body hygiene.
- Disadvantaged children feel a complex about their background. So, they are very shy and lack confidence.
 - To solve those difficulties:
- Check disadvantaged children's knowledge to enroll them in proper classes
- Teachers should spend more time to review old knowledge for them.
- Provide them enough food and give them periodical medical check-up
- Discuss with shelter managers about taking care of them.
- Trust them and ask them to implement some work
- Change their bad habits
- Usually listen their opinions
- Usually support them and praise their improvements, even small ones.

VI. ACHIEVEMENTS :

After 8 months of enrolling disadvantaged children in classes of Luong Dinh Cua School to study with normal students, we have some following achievements:

- **Education**: Disadvantaged children studied all nine academic subjects and some non-academic subjects (football, martial arts, computer, etc). They were helped to have basic knowledge to catch up with the general level. Their own abilities were appraised. They had significant improvements and were commended and rewarded.

- **Physical health and spirit**: they joined many extra-curriculum activities. They were given clothes, books, notebooks, food, scholarships, medical check-ups, health insurance, accident insurance, etc. They received cares and love from teachers and other students.

- **Adaptation**: They were very happy, confident in classes. They tried to have good study results and weren't pesky. Thanks to teachers and other students' help, they could catch up with the classes.

VII. EXPERIENCES :

What we have concerned is how to help disadvantaged children integrate into the classes. We have met some difficulties in finance and their psychology. We also have to collect opinions from teachers, students, parents, and authorities.

- 1) **Prepare to receive disadvantaged children**: Need to make survey on studying conditions via contacting with normal students and their parents.
- 2) **Learn disadvantaged children's psychology**: First, enroll one child into one class and observe them in the first week. Teachers and normal students who are willing to receive disadvantaged children need to have plans to help them.
- 3) **Have plans to receive them**: Discuss with parents of disadvantaged children, ask permission from District 3's Education Division. Introduce disadvantaged children to teachers, normal students, and their parents.
- 4) **Count expenses**: Look for stable monetary supports (from the fund of the Parent-Teacher Association, sponsors, etc)

VII. EFFECTS AND EXPECTATION :

***** As for disadvantaged children:**

- Implement "Rights to receive education". Bring equality in education to disadvantaged children.
- Help them perfect their personalities give them general education and help them have chances to access higher education so that they can find easier to find jobs, reduce risks that they may engage in social evils and be forced to work too soon.

***** As for their parents and communities:**

- Raise the families' awareness of importance of education and their responsibilities in creating chances for their children to go to school, limit the fact that they force their children to work too soon.
- The community (parents of normal children, social groups, etc) is in charge of helping disadvantaged children and should coordinate with the school to do that.

***** As for the authorities:**

- Specify responsibilities of the education sector, education management departments, schools, etc. Create high-quality education chances to disadvantaged children to "abolish the inequality in education to children".
- Propose authorities to have policies to help disadvantaged children so that they can have chances to go to school.

X. ABILITY TO MAINTAIN, IMPROVE AND EXPAND THE PLAN

- The school will implement the plan in many years until disadvantaged children finished the elementary education and may receive more disadvantaged children.
- Propose the plan to the authorities (Department of Education and Training, Office of Education and Training, Committee of Population, Families, and Children, District Communist Party Unit) and request them to issue notes ordering districts and primary schools to receive disadvantaged children, help them adapt and set up plans to transfer them to secondary school.
- Participate education conferences and expand the model to schools in District 3 and HCM education ...
- Project are introduced in "Lovely for children's Newspaper", "children's dreams program" on HCM television , in schools of Phu Nhuan education & training , in schools of 3rd district education & training ...
- The Government of VN and local government had policy documents to support poor children to go to school.

CONCLUSION:

Although it is an effective long-term program in the operation of Luong Dinh Cua Primary School, the number of children benefited from the program is still small. As a result, through many activities to promote the program, the school will introduce the project to many schools in HCM keep on and bring better education to disadvantaged children .

Tasks	5/09	6/09	7/09	8/09	9/09	10/09	11/09	12/09	1/10	2/10	3/10	4/10	5/10	6/10
1. Make plans to learn the situation of the children: children at charity houses and shelters, meet the managers and the children	X	X	X											
2. Introduce the program to teachers and help them prepare		X												
3. Organize “Child Right” training programme for teachers , staffs				X										
4. Receive the children and help them adapt to the new school				X										
5. Teachers discuss with their students about plans to receive and help the children				X										
6. Teachers meet parent associations at the beginning of the new school year, estimate funds for the program					X									
7. Receive the children officially for the new school year 09-10					X									
8. Classes receive the children and make plans to help them (books, clothes, studying)					X									
9. Launch piggy bank programs to help the disadvantaged children								X						
9. Prepare the funds (parents, piggy banks, sponsors...)					X	X	X	X						
10. Sponsor the children for the whole school year. Free tuitions, meals, activities, bus					X	X	X	X	X	X	X	X	X	
10. The school year ends and conclude the project													X	
11. Prepare summer activities for the children (revision, leisure activities) and prepare for next year’s sponsorship plan														X
12. Attend conferences to promote the model in districts														X

ESTIMATE SPENDING

SUPPORTS CONTENT	STUDYING IN LUONG DINH CUA PRIMARY SCHOOL		STUDYING IN SECONDARY SCHOOL (15 CHILDREN)
	CHILDREN'S GROUP LIVE IN SHELTER (25 CHILDREN)	CHILDREN'S GROUP LIVE WITH FAMILIES (56 CHILDREN)	
1. Studying and Activities Fee.			
- Studying Afternoon Fee: 81 USD/Pupil/Year	81 x 25 = 2,025 USD (Free)	Luong Dinh Cua School Pay 81 x 56 = 4,536 USD (Free)	Shelter Pay
- Meals: 225 USD/Pupil/Year	225 x 25 = 5,625 USD (Free)	Family Pay	/
- Health insurance: 15 USD/Pupil/Year	15 x 25 = 375 USD (Free)	Family Pay	/
- Clothes, Uniforms, Books: 50 USD/Pupil/Year	50 x 25 = 1,520 (Free)	Family Pay	Shelter Pay
- Sightseeing: 50 USD/Pupil/Year	50 x 25 = 1,520 (Free)	Family Pay	Shelter Pay
- Bus: 180 USD/Pupil/Year	180 x 25 = 4,500 (Free)	Family Pay	/
2. Scholarships:			
- Support for study 50 USD/Pupil			50 x 16 = 800 USD (Free)
Total (20901 USD)	15565 USD	4536 USD	800 USD

**LIST OF STUDENTS FROM “ANH SANG” SHELTER IN DISTRICT 3 AT
LUONG DINH CUA PRIMARY SCHOOL**

School year 2009 – 2010

NO.	NAME	YEAR OF BIRTH	GRADE	HOMETOWN	SITUATION
01	VÕ NGỌC HOÀNG	1997	5	Binh Duong	Father dead, mother remarried, living with grandmother
02	NGÔ MINH THẢO	1997	5		Parents dead, living with adopted grandparents
03	VÕ NGỌC LÝ	1998	4	Ben Tre	Parents divorced, living with grandparents
04	TRƯƠNG NGỌC TRÍ	1998	4	Dong Thap	Parents divorced, homeless
05	PHẠM VĂN ĐẠI	1999	4	Lam Dong	Parents divorced, wandering in HCMC
06	TRẦN NGỌC HẢI	2000	4	HCMC	Father dead, mother selling lottery tickets, homeless
07	NGUYỄN HOÀNG NAM	2001	3	Quang Binh	Poor, parents divorced
08	NGUYỄN VĂN TÀI	2000	3	Ha Tinh	Poor, parents divorced
09	NGÔ VĂN KHÁNH	2000	1	Ca Mau	Mother dead, father remarried, uncared for
10	DANH TUẤN ĐĂNG	1999	1	Binh Thuan	Poor, selling lottery tickets in HCMC
11	HUỶNH ĐỨC TRÍ	1999	1	Soc Trang	Father dead, mother vending in HCMC, homeless
12	HỒ HOÀNG HẬU		3		Parents disabled, selling lottery tickets
13	HỒ HOÀNG PHƯƠNG		1		Parents disabled, selling lottery tickets

**LIST OF STUDENTS FROM “SAIGON RAILWAY STATION” SHELTER AT
LUONG DINH CUA PRIMARY SCHOOL**

NO.	NAME	YEAR OF BIRTH	GRADE	SITUATION
01	<i>HOÀNG VŨ THIÊN KIM</i>	1999	5	Mother dead at eight months of age, father usually sick, large and poor family
02	<i>HUỖNH THỊ PHƯƠNG LAM</i>	1999	5	Parents divorced, both remarried
03	<i>TRẦN THỊ THANH HẰNG</i>	1999	5	Father leaving before birth, large and poor family
04	<i>NGUYỄN TƯỜNG VI</i>	1999	5	Father leaving before birth, large and poor family
05	<i>NGUYỄN THỊ TÂM</i>	1996	5	Parents divorced and both remarried, living with poor aunt, homeless
06	<i>HUỖNH THỊ NHÃ LAN</i>	1999	4	Sold by mother, having lived with many people who were all poor before being sent to the shelter
07	<i>NGUYỄN THANH THẢO</i>	1999	4	Mother leaving, father remarried, living with poor paternal grandmother
08	<i>HỒ THỊ HƯƠNG TRINH</i>	2000	4	Father unidentified, mother at rehab, once living with grandmother who has died
09	<i>LƯƠNG TOÀN TÂM</i>	2001	2	Mother leaving, father working as mason, no stable home
10	<i>NGUYỄN THỊ MINH THU</i>	1999	1	Parents dead, living with grandmother and wandering with her on streets all day to pick scraps
11	<i>TRẦN NGUYỄN THANH TRÚC</i>	2002	1	Born out of wedlock, father in jail, mother leaving as drug addict, being sent to shelter after grandmother died

THE LIST OF SHELTER STUDENT STUDY IN SECONDARY SCHOOL

Academic Year: 2009 – 2010

No.	NAME	BIRTH.	GRADE	CIRCUMSTANCE
01	MA HOANG ANH	1994	8	Father disease, mother left home, family many brother.
02	TRAN VAN CAT	1995	9	Orphan mother, father married another, nobody raised.
03	PHAM VAN MINH	1994	6	Parent divorced, nobody raised, lottery tickets sailer.
04	TRAN NHU HAU	1994	8	Parents are prisoners, nobody raised.
05	NGUYEN Y PHUONG	1997	7	Orphan child, Guardian inabilities raised.
06	NGUYEN VAN UT	1993	9	Parent divorced, nobody raised, lottery tickets sailer.
07	TAN VAN DA	1998	6	Orphan child, native from Campodia
08	BANH THANH TOAN	1998	6	Parent divorced, homeless
09	LY THANH HOA	1998	6	Orphan father, mother sales in the streets, homeless.
10	NGUYEN THANH PHUC	1998	6	Orphan father, mother sales in the streets, homeless.
11	NGUYEN THI SAU	1996	6	Unknown father, mother sales lottery tickets.
12	NGUYEN THI KIM NGAN	1996	6	Live with stepfather, mother cancer.
13	NGUYEN THI HONG VAN	1995	7	Live with stepmother, father died.
14	NGUYEN THI KIEU TRINH	1994	7	Unknown father, mother married another.
15	TRAN THI THANH THAO	1996	7	Unknown father, homeless.