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ACTIVITY REPORT

**ANH DUONG COMMUNITY DEVELOPMENT & SUPPORT CENTER
LONG MY - PHUNG HIEP - VI THUY REGIONAL PROJECT
2024**

Long My, 2024

ANH DUONG COMMUNITY DEVELOPMENT AND SUPPORT CENTER

ACTIVITY REPORT 2024
LONG MY - PHUNG HIEP - VI THUY
COMMUNITY DEVELOPMENT PROJECT

LONG MY, 2024

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ABBREVIATIONS

ADC	Anh Duong Center
Agri	Agriculture
Aqua	Aquaculture
BioBB	Bio-based bedding
CD	Community Development (project)
DOE / DOET	Department of Education / Department of Education and Training
Exe-room	Exercise-room (or Coach-room)
GPPB	Garden-Pond-Piggery-Biogas (model)
GE&DVP	Gender Equality and Domestic Violence Prevention
HDC	Household in difficulty circumstances
HE	Health Education
HS	High School
HI	Health Insurance
LS	Life Skills
MP	Mekong Plus
MQCo	Mekong Quilts Company
PC	People's Committee
PPC	Provincial People's Committee
Sc&T	Science and Technology
SH	School Health
SI	Social Insurance

SS	Secondary School
WU	Women Union

ACTIVITY REPORT

Anh Dương Community Development and Support Center Year 2024

Part 1: SITUATIONAL CONTEXT

I. Overview of Anh Dương Community Development and Support Center

Vietnam Plus is a French and Belgian non-governmental organization supporting the Community Development Project in Hau Giang Province. In 2004, the project was piloted in four communes: Thuan Hung, Vinh Vien, Xa Phien, and Luong Tam of Long My District, Hau Giang Province, under Decision No. 1120/QĐ-UB dated August 11, 2004, issued by the Hau Giang Provincial People's Committee.

In September 2008, the Anh Duong Community Development and Support Center (Anh Duong Center) was officially established under Decision No. 16/QĐ-LHH dated September 30, 2008, by the President of the Hau Giang Union of Science and Technology Associations.

Currently, Anh Duong Center (ADC) is implementing Phase 5 (2021-2025) of the Community development (CD) project, under Decision No. 1018/QĐ-UBND, dated June 7, 2021, issued by the Chairman of the Hau Giang Provincial People's Committee. The project area covers 3 districts: Long My, Phung Hiep, Vi Thuy and 1 township: Long My, with a total budget of **275,320 USD** (6,883,000,000 VND), which is committed funding by Mekong Plus for Phase 5. The center expanded the community development project in Vi Thuy District for 2022-2025 (including Vi Đông, Vi Bình, Vi Thuy, and Vinh Tuong communes) with a budget of **190,120 USD** (4,753,000,000 VND). Additionally, in 2024-2025, Mekong Plus continues supporting the project “Capacity Building for Career Orientation,” with funding of **9,206 USD** (230,150,000 VND), under Decision No. 564/QĐ-UBND dated April 17, 2024.

To facilitate these projects, the People's Committee of 3 districts Long My, Phung Hiep, Vi Thuy, and Long My township have also established Community Development

Project Management Boards for each district and township.

ADC manages four affiliated projects:

- Long My District and Long My Township Community Development Project,
- Phung Hiep District Community Development Project,
- Vi Thuy District Community Development Project.

II. Purpose of Activities

General Purpose

To raise awareness and transfer the application of advanced science and technology to poor households, contributing to poverty alleviation and improving the lives of people in the community.

Specific Objectives

- To support poor women with loans tailored to their livelihood development needs, a process in which the poor women are aware of actively participating in the development of their lives.
- To promote and create job opportunities through the ability of producing handicrafts for impoverished households.
- Collaborating with the local authorities to build bridges and roads, fostering the local socio-economic development and ensuring safe access to education for students in remote areas.
- To contribute to building charity houses with the locality to care for poor households in the district having a place to shelter from the rain and sun, and developing the economy.
- To help organizing farmer groups to enhance their awareness and techniques in effective family economic production (through agricultural production models).
- To empower women in the community by amplifying their voices through Women's Rights programs.
- To enable underprivileged primary and secondary school students in remote areas to access computer education.
- Providing scholarships to prevent Primary, Secondary, and High School students in

the project area from dropping out due to financial difficulties.

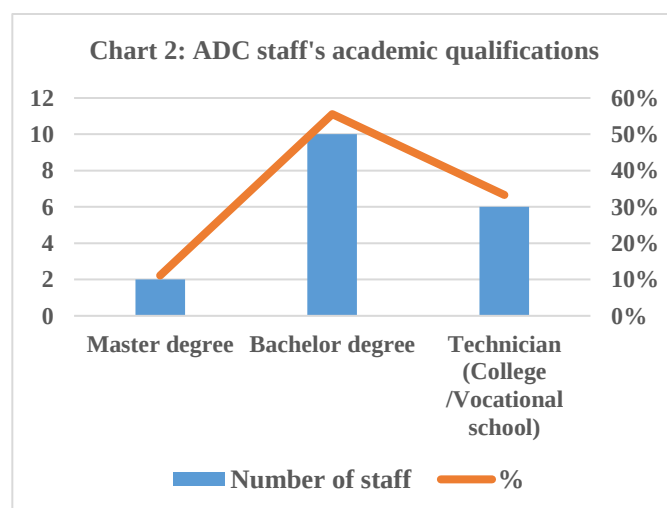
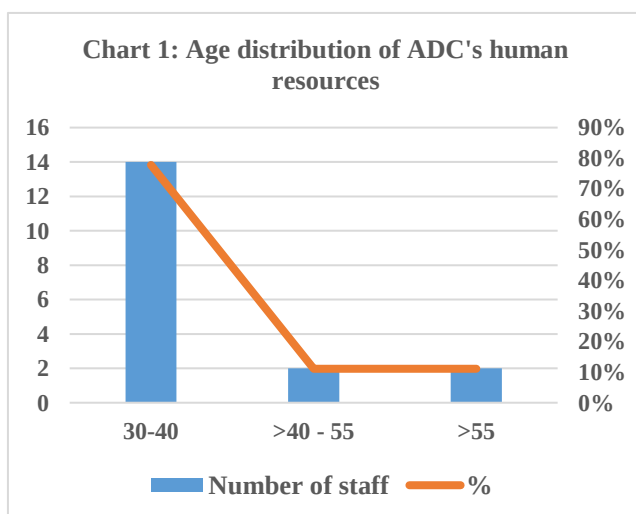
- Support disadvantaged students through monthly scholarships for primary and secondary school students.
- Offering career guidance programs to help teachers and students an orientation to choose future careers.
- To help students understanding about “Sex Education and Life Skills” and “Preventing Child Sexual Abuse” to take care of themselves.
- Supporting children with difficulties in learning to have a room to play study and integrate into the community, through social skills training and home-based teaching support.

IV. Human Resources

By October 2024, Anh Dương Center has totally 18 staff members, including:

- 1 Center Director
- 1 Center Vice Director
- 2 Project Vice Directors
- 2 Fundraising Officers
- 1 Accountant
- 11 Technical Staff (see Annex 1: Organization chart)

As of October 2024, ADC has a relatively stable staff. In terms of age and capacity of this staff, this is a workforce with mature in age and experience, combining and complementing each other in terms of educational level and capacity. Chart 1 and Chart 2 below, which summarize the age distribution and academic composition of 18 staffs in ADC,



demonstrate the above observation. According to chart 1, the majority of ADC employees are in the age group of 30-40, which is the main labor age in society (14/18 persons, rated as 78% of the total staff), the number of employees in the age group >40 - 55 and >55 is equal to 2 persons (rated as 11%). Chart 2 shows that the academic composition of ADC's staff includes: + 10 university graduates as the main force (Bachelor's degree, accounting for 56% of the total staff), + 06 Technicians (College or vocational school graduates, 33% /total staff) and + 02 persons with Master's degree (11% /total staff). (See more details in Appendix 2: Brief Table of ADC's Human Resources Structure).

ADC has also registered social insurance (SI) for all its employees at Long My township SI office, purchased accident insurance... according to the provisions of Vietnamese law. Every year, it also completes all procedures for maternity benefits to its employees according to Vietnamese labor law. In addition, it organizes tours for employees, encourages employees to participate in short-term training courses to serve their work more effectively.

Part 2: FUNDING RECEIPT

I. Funding from Mekong Plus

Currently, Mekong Plus is the main sponsor of Anh Duong Center. On June 7, 2021, the Community Development Project of Long My Township and 3 districts (Long My, Phung Hiep and Vi Thuy) was approved for phase 5 (2021-2025), under Decision No. 1018/QD-UBND, with a total commitment value of 275,320 USD (6,883,000,000 VND). It also expanded the Vi Thuy District Community Development Project for 2022-2025 period (Vi Dong, Vi Binh, Vi Thuy, Vinh Tuong) with a budget of 190,120 USD (4,753,000,000 VND). In 2024-2025, Mekong Plus will continue to support the project "Improving career orientation capacity" with a budget of 9,206 USD (230,150,000 VND), according to Decision 564/QD-UBND dated April 17, 2024, according to Decision 564/QD-UBND dated April 17, 2024.

The total amount of Mekong Plus commitment in 2024 is 111,800 USD (2,795,000,000 VND).

By October 2024, Mekong Plus has sponsored ADC: 50,000 USD (1,250,000,000 VND).

II. Seek and raise funding from other sources

By October 2024, besides the funding from Mekong Plus, ADC has successfully secured and raised funds from the following sources:

- Dragon Capital: 14,996 USD for livelihood development programs;
- Tryba: 64,346 USD for scholarships, healthcare, and education programs;
- MoMo: 16,326 USD for supporting disadvantaged households;
- Give Asia: 708 USD for scholarships and aid to disadvantaged households;
- PVI (Sandra): 4,397 USD for scholarships and disadvantaged households support programs;
- United Nations: 25,229 USD for the Gender Equality program;
- SCC: 21,538 USD for livelihood programs adapting to climate change;
- Bamboo Paris: 6,372 USD for scholarships;
- Individual donors (domestic and international): 10,502 USD for various programs of Anh Duong Center.

Total funding received from organizations and individuals: 164,414 USD

In addition to the funds already received, ADC has submitted funding proposals to various organizations and is awaiting responses. The center continues to reach out to interested organizations for support in ongoing and planned projects in the areas of Long My Township, Long My - Phung Hiep - Vi Thuy District, Hau Giang Province.

Total funds raised by October 2024 from all sources: 214,414 USD

III. Welcoming and Hosting Project Visitors

In order to attract potential donors interested in Anh Duong Center's programs, the center attaches great importance to visits from delegations. In 2024, ADC received 20 delegations including NGOs from countries such as Belgium, France, Italy, Canada and benefactors, with about 153 people in total. Among these delegations, some were donors, while others were guests from Mekong Quilts Company. These visitors came and explored the locally made products crafted by women in the community, and also introduce and marketing as well to many customers for the company's output and give opinions, promoting the need for more production.



A delegation visited Anh Duong projects

Overall, after the visits, they highly appreciated the effectiveness of the programs that ADC is implementing. They recognized that these initiatives are well suited to the needs of disadvantaged communities, making a strong positive impression on donors, which has somewhat facilitated fundraising efforts. ADC has been able to do this partly thanks to the

support and cooperation from local authorities at all levels, who have consistently provided favorable conditions for ADC's operations over the past time.

IV. Advantages and Challenges

4.1 Advantages

- ADC has received strong support from the Hau Giang Provincial People's Committee (PPC), which has facilitated the issuance of operational licenses and encouraged the development of activities.
- ADC benefits from the active assistance and support of the Police Department, the Department of Planning and Investment, and the Union of Science and Technology Associations of Hau Giang Province.
- Mekong Plus and ADC continue to work closely together to secure funding sources.
- The People's Committees (PCs) of districts, Project Management Committees, local police, and commune/town management board have effectively supported ADC's activities, with a total amount of funding received by October/2024 reaching **214,414** USD (5,360,341,396 VND).
- The community has voluntarily participated in the programs spiritually and financially, especially participating in the Scholarship Program for disadvantaged students who are studious and overcome difficulties.
- ADC has contributed partially to the Government's goal of building new rural areas, such as supporting communities to build rural bridges and roads, improving environmental sanitation, supporting capital and job creation to increase incomes.
- Ensure security, order, and safety in receiving foreign visitors and inspecting ADC's activities from sponsors.
- Mekong Plus has consistently ensured that funds are provided on time for ADC's activities.
- The Mekong Plus Company, Ltd. (formerly Mekong Quilts and Mekong Creations) has created job opportunities to maintain the number of locally employed workers.

Thanks to the attention and support from local authorities, in 2024, ADC launched several new initiatives: recycling plastic waste into tables and trash bins, career guidance for teachers and students, and environmental and climate change activities.

4.2 Challenges

- Employment Support Programs: Programs aimed at providing jobs for the community face many difficulties: products are sold slowly, investment costs for renting shops and offices are high. Product quality requires more sophistication, so training costs for team members also increase to meet customer needs. Work for women has decreased somewhat due to the above reasons.

- Agricultural Products: The prices of agricultural products are unstable, high production costs, and frequent epidemics in animal husbandry have greatly affected households facing difficulties in economic development.
- Unpredictable Weather: Weather changes cause farmers to face many risks in animal husbandry and cultivation.
- Impact of Diseases and Wars: The epidemic and war situation also affect operating costs: some sponsors have stopped their support, and finding new donors has become more challenging...
- Regulatory Hurdles: The application of Decree 80/2020/NĐ-CP has created several difficulties in the approval procedures for funding and visitor permits for the projects. However, local authorities, including the Police and relevant departments, have provided positive support, ensuring that activities are implemented on time.

Despite of these challenges, ADC has continued to implement its activities promptly. This could be happened thanks to the needs of the community and the approval of the Hau Giang PPC, the relevant local departments and agencies, the Community Development Project Management Board, and support from sponsors.

Part 3. RESULTS OF COMMUNITY DEVELOPMENT PROJECT ACTIVITIES

I. Programs to support poor households

1. Objective

To help disadvantaged households having capital for livestock farming and economic development. At the same time, applying technical advances to livestock farming to limit risks, help increase income and improve the lives of disadvantaged households.

2. Results of implementation

2.1 Micro credit and charity house building activities

2.1.1 Micro credit activities

The program supports interest-free loans with microcredit from USD120 to USD320 (VND3,000,000 to VND8,000,000) for households in difficult circumstances who want to implement small business models to increase their family income. As of October 2024, there are **2,432** households borrowing capital (including 188 new households), of which 449 households borrow for small businesses, 474 households borrow for raising livestock and poultry, 422 households grow rice and various crops, 426 households borrow for aquaculture, 661 households borrow to do 2 or more models.



Providing capital to poor households

By October 2024, the total number of households releasing from the program was 136 (82% of them had a stable economy), and the average annual income increased by 25.7%. During the process of investing in economic development, some households encountered risks related to weather, pests and prices, so their income was low. As of October 2024, the total debt in the community was **148,064.50 USD** (3,701,612,500 VND).

The program is implemented directly with households, through monitoring reports from community collaborators in communes. When the models being implemented encounter an epidemic, the collaborators contact the ADC's professional team to intervene the treatment. In addition, households are also given priority to support for many other things, such as: annual scholarships, medical examination and treatment, health insurance, participating in health training and agricultural training. This helps to reduce the risks to households when they encounter difficult situations in livestock and crop production. Although the livelihood development capital support program helps to reduce the financial pressure on households, some households still face difficulties in terms of risks due to weather, pests and prices. These factors can affect the profits of disadvantaged households, especially when they are beyond their control. Households growing rice and other crops can be severely affected by natural disasters or price fluctuations in the market, thereby reducing their income.

2.1.2 Support in charity house building

With the aim joining the locality to care for poor households in the district getting shelter from the rain and sun, so that households can feel secure to focus on productive labor to increase family income and take care of their children's education.

By October 2024, ADC had coordinated with local authorities to support the construction of 74 charity houses, with each house got support 400 - 480 USD from the center. Notably, there is one house ADC supported with 60 million VND (2,400 USD), using the implementation method based on the ecological houses purpose, to contribute to environmental protection. The house was built by using lime powder mixed with sand (add 5% cement) for plastering instead of having to mix 100% cement, at the same time using plastic sheet and using a 10cm layer of rice husk on the ceiling to help the house cooler. In this way, each house will reduce 600 - 800 kg of cement, contributing significantly to environmental protection. In addition, Anh Duong also supports a house worth 22 million VND to build with a solar panel system: the house is installed with 4 m2 of solar panels connected to a battery system. Applying this method will help the households reduce their daily electricity costs. With the implementation method of an ecological house and the installation of solar panels, ADC is also monitoring and evaluating the effectiveness. This is the premise and basis for ADC to continue to mobilize more funding to implement the charity house program in 2025.



Supporting the charity house

2.2 Agriculture activities

The agricultural program is implemented based on the district's new rural development strategy, with close coordination between the Farmers' Association, Women's Union and the PC of communes. Agricultural technical training activities are organized to improve people's knowledge, and at the same time build models of applying crop and livestock care techniques, suitable for local soil and climate conditions. The program focuses especially on key crop and livestock varieties. In addition, disadvantaged households are also supported with agricultural knowledge through training sessions, demonstration models and visits to sample agricultural models.

2.2.1 Technical training

By October 2024, ADC had organized 04 agricultural technical training sessions, attracting 75 participants. The training sessions focused on important topics such as raising chickens on bio-bedding, preventing and treating diseases in ducks, as well as classifying and treating household waste. In addition, ADC also provided technical advices to 561 people, including techniques for growing vegetables in net houses, organic fertilizer composting, growing ginger in bags, disease prevention for livestock and eel farming techniques...



Agricultural technical training

2.2.2 Setting up agricultural models

In addition to improving farmers' knowledge through training sessions and visits to agricultural models, ADC also implemented 03 pilot models to help farmers learn and apply new techniques to agricultural production, thereby contributing to increasing crop productivity. The pilot models include: using banana tree trunks composted with molasses as chicken feed, growing vegetables in net-houses and growing straw mushrooms on trellises.

Previous demonstration models have brought positive results, such as net house models with automatic irrigation systems, raising chickens on biological bedding, using *Trichoderma* fungus to compost organic fertilizer, raising eels for meat, clown featherback (fish) combined with catfish, and garden-pond-piggery-biogas model (GPPB). As of the end of October 2024, the group has successfully replicated the breeder bank at 2 locations, the net house at 1 location, and the raising meat eels model at 12 locations.

In particular, farmers have effectively applied the models, for instance such typical models as: the eel farming, vegetable growing in net-houses and breeder banks. In addition, ADC has also tested the model of "Growing straw mushrooms on trellis", aiming to expand the straw mushroom growing area for households with limited cultivated land. Looking to the future, ADC has also planned to implement the model of "Growing rice with saving production costs",



Raising chickens to eat bananas fermented with sugar

expected to be applied to 3 households in the 2025 winter-spring rice crop. These activities not only help improve production efficiency but also contribute to building sustainable agriculture, affirming the role of science and technology in rural development.

2.2.3 Agricultural model sight seeing activities

Currently, some localities in the project area are facing the saline intrusion, directly affecting agricultural production activities of people, especially the disadvantaged households borrowing capital from ADC. To support these households, on August 6, 2024, ADC's Agriculture team organized for 6 staffs to visit and learn from the experience of the Shrimp - Rice model, with the goal of applying this model to the disadvantaged households affected by the saline intrusion in the project area. To date, ADC has trained and guided 15 households, of which 5 have successfully implemented the Shrimp - Rice model in Luong Nghia commune. This model not only helps improve people's livelihoods but also contributes to enhancing sustainability in agricultural production, responding to the impacts of climate change.



Sight seeing of rice-shrimp

In addition to the activities in the annual plan, ADC also organizes many other meaningful activities. One of them is coordinating with farmers in Hau Giang province to organize for the Dong Nai Farmers' Association visiting the model "Production and application of biochar in agriculture" at ADC on May 31, 2024. The visit attracted 15 staffs and was an opportunity for them to share techniques and experiences on this model that ADC has successfully implemented. This activity not only helps to improve knowledge for farmers but also creates conditions for expanding the application of sustainable agricultural models in the region.



Dong Nai farmers

In addition, on August 8, 2024, ADC organized the "Planting flowers in plastic bottles" activity at Long Tri A Primary School, attracting the participation of 70 persons, including sponsors, teachers, students and Project staff.



Planting flowers in plastic bottles

2.2.4 Pet treatment and vaccination

Vaccination and treatment activities for livestock and poultry have been regularly deployed by ADC, based on the needs of the people and the actual epidemic situation. In particular, ADC has vaccinated 750 chickens and treated 50 ducks with E. coli in Long Tri A commune, along with 100 chickens with feather loss in Long Binh and Tan Phu communes. As a result, more than 80% of the livestock have been cured, contributing to reducing risks in livestock farming and protecting the health of livestock and poultry. In addition, vaccination for livestock also helps reduce the loss rate, bringing clear results for farmers in maintaining production.



Vaccination

3. Conclusion

The agricultural program focuses on improving farmers' capacity through activities such as equipping them with knowledge of crop and livestock care and applying the knowledge they have learned to change their attitudes in applying new knowledge to implement economic models that can increase family income.

In general, the activities of training, piloting, replication and disease treatment - vaccination for livestock reached 95% of the annual plan.

The agricultural program has contributed to creating a new model to adapt to climate change and protect the environment with new crop and livestock care techniques for farmers to apply for increasing income.

Regarding livestock, participating households have mastered the techniques of caring for and vaccinating pigs, chickens and ducks that they had not been able to do before.

The model of raising eels, raising chickens and growing vegetables in net-houses has received attention from people, so it has been expanded in residential areas.

In addition, households participating in training sessions have learned, exchanged and grasped technical information to apply to their families and to share with the community.

II. Employment program

1. Purpose

To contribute to the locality in rural transport work, which is a condition for the local socio-economic development, ensuring safety for students in remote areas to go to school.

To create jobs for rural women, help increase income and develop the economy for poor households.

2. Implementation results

2.1 Concrete bridges – roads

Combining with the new rural construction program, ADC has coordinated with the local authorities to organize public meetings and support building roads and bridges for communes in need.

According to the 2024 plan, ADC will support 2 km of concrete roads and 5 bridges in Long My Township, Long My - Phung Hiep District. By October 2024, ADC is implementing 1 km of roads and 3 bridges in Vinh Thuan Dong Commune.



Road and bridge support

2.2 Handicrafts

Currently, ADC has implemented 08 groups with 95 women group members, including 3 groups of assembling pieces, 2 groups of making marché-paper products, 1 group of sewing fabric products, 2 groups of making water hyacinth products. In 2024, Mekong Quilts Company is also trying to restore the trading situation to create more and more for the local women's groups, with an average income of 2-3 million VND/person/month. In addition to making products, women can also help their families and take care of their children going to school. Besides, many delegations visit this program, so they can also promote products to domestic and international friends.



Handycrafts

2.3 Comments

The company also creates all conditions for group members to have a stable income, and also connects with many potential sponsors to further develop this program in the future. At the same time, it also studies consumer tastes to create quality product designs to meet domestic and export needs.

Due to the general situation, the request for funding to the road and bridge program is also limited, therefore it has not yet supported many areas that require building works to meet the travel needs of the people.

III. Dental Programs, School Support and Community Health

Currently, the issue of health and school support is of great concern to many people and organizations. Therefore, ADC also has a number of activities related to dental programs, school support and public health.

3.1. Dental and school support program

The purpose of the dental program is to contribute, together with the Education sector, to improving the dental knowledge and self-awareness of students in changing behavior, knowing how to take care of themselves as well as oral hygiene.

The ADC's school support program focuses on a number of activities related to the environment, inclusive education, gender education and reproductive health. Depending on the field of school support, this program has many activities with different corresponding suited purposes. For example, Inclusive Education helps children integrate into the community, creating favorable conditions for children to study and play. Gender and reproductive health education aims to provide students with some basic knowledge about gender, reproductive health and some skills for students to deal with risky situations; etc.

Shortly, to avoid confusing with various types of activities according to different objectives in this large program area, the report will select some typical activities and present each specific program with the following sub-sections below.

3.1.1 Dental program activities in Elementary Schools

The purpose of the program is to help students having knowledge of oral hygiene, know how to brush their teeth at the right time and in the right way, to improve their health and practice health-protecting behaviors. The recorded results will be evaluated in terms of

knowledge and behavior.

In the 2023-2024 school year, ADC has maintained the program for 16 primary schools in the communes of Vinh Trung, Vi Trung, Vi Thuy, Vi Dong, Vi Binh and Vinh Thuan Tay, and continued expanding to 03 primary schools in Vinh Tuong commune.

In March 2024, ADC cooperated with the Department of Education (DOE) of Vi Thuy district to conduct training for teachers of 03 schools: Vinh Tuong 1, Vinh Tuong 2 and Vinh Tuong 3 Primary School on proactive teaching methods and proper tooth brushing procedures. There were 47 teachers participating. In addition, ADC also provided teaching materials and tools to implement the tooth brushing procedure for 3 schools.



Tooth brushing procedure at school

Knowledge of students: teachers have taught 4 dental lessons for students in each grade with knowledge applicable in daily life. The average score is 8.5 points/10 points, this result is relatively stable.

Oral hygiene: The Board of Directors has directed the Health staff to organize weekly tooth brushing for students in the school yard. Thereby instructing them to brush their teeth properly to protect their teeth and health.

Through monitoring sessions, the score of the Tooth Brushing Procedure at school of students reached 95.65%.

Students' hand and foot hygiene - Environmental hygiene: In the past year, it was relatively good, schools paid attention to reminding students to maintain personal hygiene as well as respect the surrounding environment.

Drinking water hygiene: most schools use bottled water and have water purifiers to ensure enough water and health for students.

Teachers' teaching methods: In this school year, teachers' teaching methods achieved 92.67%, partly because some teachers have just transferred from other schools and had not



Student's hand and foot hygiene

attended training sessions from the beginning of the program, so they have not fully exploited the effectiveness of the Active Education Method.

In general, in terms of knowledge, students have grasped dental knowledge to protect their health. In terms of behavior, students have developed the habit of brushing their teeth at home and at school to maintain oral hygiene.

3.1.2. Inclusive education activities

The program's objective is to help children with disabilities and learning difficulties from 6 to 15 years old in Long My Township, Long My - Phung Hiep District integrate with their families and communities through activities of the Inclusive Education program at primary school level.

In the 2023-2024 school year, ADC has maintained the program at 02 primary schools: Hoa An 1 and Hoa An 2 in Hoa An Commune, Phung Hiep District.

Expected result 1: The network system of officials, teachers, staff and collaborators is improved in their capacity to work with children with learning difficulties.



Students learn in the exercise room

The network system of program management is built and operates effectively. At school, teachers, families and children have exchanges and sharing in the process of teaching children to integrate.

The inclusive education program is evaluated annually through 2 monitoring sessions per school year, the monitoring results are discussed in detail with each school and in the annual program award summary.

Expected result 2: Children with learning difficulties are integrated into the primary education environment.

The number of children with learning difficulties who had participated in the program each year has made progress in their studies, some of whom completed primary school.

Teachers create and monitor individual plans for 100% of students with learning difficulties participating in the program. Each individual plan is monitored and checked by the Board of Directors every month and feedback is provided to teachers. In addition, the school also receives feedback from the monitoring board on the development of individual

plans through monitoring sessions. Currently, the skills of creating individual education plans for each child have stabilized and improved.

Both schools participating in the program were supported by ADC with tools and equipment for exercise-rooms¹ (12,500,000 VND/room), accounting for 100%. These schools still maintain inclusive teaching activities in the classroom for students with learning difficulties. In the exercise-room, students are taught life skills, supported in their studies, and have fun activities.

When they come to the exercise-room, they feel happier and absorb knowledge better. Through evaluation, it shows that children who participate in exercise-room activities are more confident and develop better than children in schools without such room.

Expected result 3: Community attitudes change.

To help the community know and understand the program better, ADC has coordinated with schools to organize the annual "Outdoor Activities" fundraising program and promote community activities.

Outdoor activities are festivals for children with learning difficulties, students, parents and people in the community to participate in games, thereby giving the community a new perspective on the Inclusive Education program when they contribute funds to support the program.

In the 2023-2024 school year, outdoor activities were organized for 02 schools implementing the program, Hoa An 1 Primary School and Hoa An 2 Primary School, with about 1,200 participants and raised 33,234,000 VND. In response, ADC has provided each school with a further 12,500,000 VND for the school to purchase additional teaching equipment and support training for teachers in charge of the exe-room.

The Inclusive Education Program has implemented activities that impact the children with learning difficulties, families, schools, and has built an effective network of connections. Students have made progress in their social and learning skills. Parents have paid more attention to their children,



Outdoor activities

¹ Exercise-room is not the usual room for gym in the school. It's the room specifically used for children with learning difficulties to practice specific exercises, get special coaching or training from teachers.

such as being willing to take their children to school to participate in sessions at exe-rooom, willing to teach their children with appropriate methods.

3.1.3. Scholarships program

To help students avoid dropping out of school, and to enhance the spirit of mutual love among students from a young age.

At the beginning of the 2024-2025 school year, ADC has cooperated with the DOE and the Association for the Promotion of Education of Long My Township, Long My, Phung Hiep and Vi Thuy districts to organize a "Scholarship Festival" at schools in the area of ADC's project area in the form of "Cross-country running" and "Plastic collection" to raise funds and express the meaning of the program. The schools will hold a ceremony to express the meaning of the scholarship festival and let students run cross-country to cheer for the festival. After finishing the race, the students will donate money to the donation box. The money after being donated will be kept by the school to grant scholarships to students and buy recycled plastic trashcans from the Anh Duong Center.



Scholarships for students

On the scholarship day, 44,587 people participated and raised the amount of money: 389,447,400 VND, collected 2,050.5 kg of plastic and ADC bought it back for 4,000 VND/kg.

Based on the results of the scholarship day of the schools, ADC gave back the scholarships to the schools.

In the 2024-2025 school year, ADC has granted: 1,296 scholarships to primary, secondary and high school students. In which, Primary and Secondary schools: 1,116 scholarships (700,000 VND /scholarship), High schools: 180 scholarships (1,000,000 VND /scholarship) with a total amount of 961,200,000 VND. The below table explains more details of the said granted scholarships.



Donate bicycles to students

Table 1: ADC'S SCHOLARSHIP ALLOCATION TO SCHOOLS IN THE PROJECT AREA (School year: 2024-2025)

School level	Number of scholarships received by Township / Districts				Total number of scholarships	Amount /1 grant (VND) (in USD)	Total amount grant (VND) (in USD)
	Long My township	Long My district	Phung Hiep district	Vi Thuy district			
Primary & Secondary schools	208	345	322	241	1,116	700,000 (28)	781,200,000 (31,248)
High schools	50	130			180	1,000,000 (40)	180,000,000 (7,200)
Total	258	475	322	241	1,296		961,200,000 (38,448)

In addition, ADC also provides monthly scholarships to 42 students with extremely difficult circumstances, each student will get from 300,000 - 500,000 VND/student.

Beside that, to support students with means of transportation to school, ADC also provided 120 bicycles to poor students with difficult circumstances, worth 1,500,000 VND/bike. The specific distribution of those bicycles is as follows: Long My township 25 bicycles, Long My district 43 bicycles, Phung Hiep district 44 bicycles, and Vi Thuy district 8 bicycles.

3.1.4. Respiratory activity

The acute respiratory program has been implemented for more than 10 years. From the initial activities of training teachers, more and more activities have been implemented such as training for parents, organizing competitions for parents, training on asthma for staff, collaborators, and the community. Each activity has achieved certain results and at the same time caused positive impacts on beneficiaries.

Currently, ADC is monitoring and purchasing asthma medicine for 14 cases in the community who need medical examination and treatment.

3.1.5. Activities of “Sex Education” & “Life Skills” in Secondary Schools

In order to help students get basic knowledge about Life Skills and Sex Education, to know about some changes during puberty age as well as to help them recognizing some risky situations, negative impacts in society so that they can know how to respond to those situations.

In the 2023-2024 school year, ADC had implemented the program at 05 schools in Long My district (i.e: Truong Tan Lap, Nguyen Thanh Do, Thuan Hung, Thuan Hoa, Vinh Thuan Dong).

In the 2024-2025 school year, ADC has coordinated with the DOET of Long My Township to expand the program to 05 Secondary schools in its area (i.e., Trinh Van Thi, Long Tri A, Long Tri, Tan Phu, Long Phu). Through this coordination, we conducted teacher training on the topics of Life Skills and Sex Education, with **133** participants. (See more details in [Appendix 3: Summary tables of training results on "sex education", "life skills" in Secondary Schools - Table PL3.1](#)).

After being trained by ADC, teachers will return to provide integrated training into extracurricular hours, outside of class hours for students in grades 6, 7, and 8, each class will have 4 sessions on Life Skills and 4 sessions on Sex Education. As a result, **4,027** students participated in this school year at 10 schools implementing the program. (See more details in Appendix 3 - Table PL3.2).

To facilitate teachers to train students more effectively, ADC has supported stationery costs of 200,000 VND/class/year.

In the 2024-2025 school year, ADC has coordinated with the DOET and the Supervisory Team to evaluate and reward once a year.

The results are as follows:

- Long My district: + First prize: Nguyen Thanh Do Secondary School; + Second prize: Truong Tan Lap Secondary School; + Third prize: Thuan Hoa Secondary School; + Encouragement prize: Thuan Hung and Vinh Thuan Dong Secondary School.



Training for Teachers



Students learn Life Skills

- Long My township: + First prize: Long Tri A and Long Phu Secondary School; + Second prize: Long Tri and Tan Phu Secondary School; + Third prize: Trinh Van Thi Secondary School.

3.1.6. Activities on "Life skills with gender awareness & conflict resolution among students" in Secondary Schools

The Secondary school's students are in puberty age range, they have many changes in psychology and physiology. Therefore, they have difficulty in controlling their emotions and behaviors and have inappropriate behaviors with friends, leading to conflicts and causing school bullying.

To help students the knowledge of how to control their behavior, emotions as well as how to behave appropriately with each other, in the 2024-2025 school year, ADC maintains the activities of "Life skills with gender awareness & conflict resolution among students" at 04 Secondary schools in Long My district (i.e., Chiem Thanh Tan, Luong Nghia, Luong Tam, Xa Phien).

To facilitate teachers to train on the topics of Gender-Aware Life Skills and Skills to handle conflicts and bullying situations among students, ADC has supported stationery costs of 200,000 VND/class/year for schools.



Students learning Life skills to handle conflict and bullying situations among them

Before, ADC had conducted training for teachers on those topics. Now in this school year, the teachers have continued to integrate training into extracurricular hours or outside of class hours for students in grades 6, 7 and 8. Each class has done 02 sessions on Gender-aware Life Skills and 02 sessions on Skills to handle conflicts and bullying situations among students, with 1,897 students participating. (See more details in Appendix 3 - Table PL3.3).

The ADC has coordinated with the Long My District Education Department and the Supervisory Team to monitor once in the school year to evaluate and reward.

The results are as following: + First prize: Xa Phien Secondary School; + Second prize: Luong Tam Secondary School; + Third prize: Chiem Thanh Tan and Luong Nghia Secondary School.

3.1.6 School Computer Labroom Activities

In order to create conditions for students in remote areas to access information technology, every year ADC supports Computer Labrooms (shortly, “**Computer Centers**” as popularly called by people) for Primary and Secondary schools in the project area.

In 2024, ADC has continued to monitor 03 Computer Centers located at 3 schools, each school has 15 sets of computers, of which ADC supported 10 sets of computers and the school 05 sets of computers as counterpart. The total support cost for 03 Centers is: **135,000,000 VND**.

Currently, the Computer Centers have 707 students participating in 2 practice sessions per week. Beside to regular school hours, the secondary schools also organize A-level certificate and Vocational certificate courses for students.... In addition to computer support, ADC has specialized staff who come to the schools every month to maintain broken computers. Each Computer Center is supported by ADC with free repairs for the first 2 years. After the end of the 2nd year, ADC will continue to support repairs, but the cost of replacing equipment must be paid by the school. The schools report monthly on the number of students participating in practice and the status of the computers.



Computer center activities

3.1.7 Eyes examination activities for students

In order to detect early students with eye problems so that they can have timely solutions and support, and help them improve their vision with suitable glasses. In the 2024-2025 school year, ADC coordinated with the Department of Education (DOET) and the Health Center (DHC) of Long My district and Long My township to organize eye examinations and give glasses to students of 31 Primary and Secondary schools in the project area, of which Long My township had 19 schools and Long My district had 12. At the same time, ADC coordinated with the Department of Education of Long My district and Ms. Nguyen Thi Kim Nguyet (member from Anh Duong Advisory Council) to support eye examinations at 11 schools in Long My district.

Results:

In Long My District, preliminary eyes examinations were conducted at the schools for 6,170 students and 711 students were found to have eye problems that needed to be screened for. As a result, 498 students had been examined and 487 students needed glasses.

Therefore, ADC supported 236 glasses and the students' families bought 251 glasses for them.

In Long My township, preliminary eyes examinations were conducted at the schools for 8,556 students and 1,149 students were found to have eye problems that needed to be screened for. As a result, 734 students had been examined and 730 students needed glasses. Therefore, ADC supported 358 glasses and the students' families bought 372 glasses for them.



Eyes examination for students

During the year, the Anh Duong Center supported a total of 594 glasses, at worth of 300,000 VND/glasses, for students in difficult circumstances with a total amount of 178,200,000 VND.

In addition, ADC also supported the cost for 03 students to have a specialized eye examination at Can Tho Eye Hospital.

The activity received attention and enthusiastic response from the Department of Education, Health Center, teachers, parents and students, because it brings practical benefits to students, as well as helps parents detect early eye problems of their children to get timely solutions. In addition, this activity also helps students improve their eyesight when they have appropriate glasses so they can study better.



Donate glasses to students

3.2. Community health education activities

3.2.1 Health Insurance and Medical Treatment Support

Supporting health insurance and medical examination and treatment for the poor is important in protecting public health, ensuring people's health, reducing the burden of medical examination and treatment costs, and preventing diseases.

However, in the project area, there are still some difficult cases that do not have health insurance and lack the cost of medical examination and treatment. Therefore, ADC has implemented this program to help these special cases get health insurance to use for medical

examination and treatment as well as help poor families have some more money to go to medical examination and treatment, reducing the economic burden for poor households.

In 2024, ADC supported 8 health insurance cards for 8 people in difficult circumstances with a total amount of 7,382,880 VND and supported 10 medical examination and treatment cases with a total amount of 28,277,000 VND.



Support medical examination and treatment for a poor household

IV. Gender Equality and Domestic Violence Prevention (GE&DVP) Activities

The purpose is to improve the capacity of rural women about gender equality in the family and community at Phung Hiep - Long My district.

During phase (03/2023 - 02/2025), the activities have been operated in the communes: Vinh Thuan Dong, Thuan Hung, Thuan Hoa, Vinh Vien A and Vinh Vien township of Long My district; and the communes: Hoa An, Hoa My and Phuong Binh in Phung Hiep district.

The Women's Union (WU) of Long My - Phung Hiep District is the partner who implements the activities in coordinating with ADC. The program has some activities as following:

1/ Conducting training:

To improve the local WU's core group capacity, 03 training topics were held with 26 participants (+ Group management skills; + Public speaking skills; + Knowledge related to GE&DVP, psychological consulting & domestic violence prevention skills). In general, the training courses help the women core group to improve their capacity in the communication of GE&DVP to the local WU's members.



Legal day

2/ Organizing communication sessions:

ADC in collaboration with the Women's Union of Phung Hiep-Long My district organized 41 communication sessions in the communities of 8 communes/wards with 768 participants

on the following topics: + Some gender concepts; + Approaching , controlling resources and making decisions; + Domestic violence and the Law on Prevention of Domestic Violence; + Gender Equality Law and Law on Marriage and Family.

3/ **Organizing speech from Lawyers or higher special officials:**

In order to: + disseminate people with knowledge related to the law; + advise separately to cases, in which people is afraid of sharing publicly but need to be assisted by talking with; + participate in the sharing or speech that has content related to the Law on Marriage and Family, Gender Equality Law, ... from Lawyers, State support centers in Hau Giang province, District Justice Department, etc. ADC coordinated with the Women's Union of 2 districts to organize the Legal day. The number of participants in such activity was gained as following:

- + At Long My District: more than 150 attendees (March 21, 2024);
- + At Phung Hiep district, 2 phases were held: - The first phase has more than 120 participants (May 3, 2024); - Phase 2 has more than 150 participants (November 19, 2024).

4/ **Organizing contest on learning GE&DVP**

ADC has cooperated with the WU of Long My and Phung Hiep District to organize the "Contest on learning GE&DVP". The purpose of the contest is to help people understand the meaning as well the importance of the Family Prevention Law, and at the same time fully aware of the harmful effects and consequences for families and society while having domestic violence.



Gender Equality Competition

Especially, to help cadres and members do well the prevention of domestic violence in the locality, to get the opportunity of exchanging and sharing experiences in the mass mobilization to participate effectively gender equality at home and in the locality, contributing to build a society with justice – democracy – civilization.

After implementing the contest, in order to re-evaluate its effectiveness, ADC also collaborated with the district WU and supervisor to organize supervision and evaluation for 08 participating communes /township.

The results of the contest and its monitoring are shown in Table 2 as following:

Table 2. The Results of contest and monitoring in GE&DVP Activities

Organizing date	28/06/2024	03/07/2024
District	Long My	Phung Hiep

First prize	Vinh Thuan Dong	Hoa My
Second prize	Vinh Vien A	Hoa An
Third prize	Thuan Hoa	Phuong Binh
Consolation prize	Thuan Hung and Vinh Vien township	
Monitoring date	23/05/2024	24/05/2024
First prize	Vinh Thuan Dong	Hoa My
Second prize	Vinh Vien township	Phuong Binh
Third prize	Thuan Hung	Hoa An
Consolation prize	Thuan Hoa and Vinh Vien A	

V. Plastic waste recycling program

5.1 Purpose

To promote and mobilize teachers, students and parents on how to classify and collect plastic waste, contributing to reducing environmental pollution and protecting human health due to plastic waste pollution. Thereby raising awareness of environmental protection for parents and students, besides taking advantage of plastic waste to recycle products for learning and daily life.



Nilon collection

5.2 Program activities

In the 2024-2025 school year, ADC, in coordination with the Department of Education of Long My Township and Long My District, launched a scholarship program in the form of collecting plastic waste at primary and secondary schools in Long My District, Long My Township. Through the launch, 3,739 kg of all kinds of waste were collected at participating schools, ADC purchased at a price of 4,000 VND/kg.

5.3 Results

In 2024, ADC supported 7 plastic rooms for 6 schools in Long My district and Long My township, including: Long Tri A1 Primary School (Main School), Long Tri A1 Primary School (Split School), Tan Phu 1 Primary School, Thuan Hung 1 Primary School, Vinh Tuong Primary School, Thuan An Secondary School, Trinh Van Thi Secondary School and Luong Tam High School. Each classroom includes 20 desks and 40 chairs worth 33,000,000 VND/classroom, each classroom will solve 500kg of plastic waste discharged into the outside environment.



A classroom with Plastic desks and chairs

In addition, ADC coordinated with the Department of Education and the Board of Directors from 05 secondary schools: Luong Tam, Luong Nghia, Truong Tan Lap, Nguyen Thanh Do, Chiem Thanh Tan, to train the knowledge on "Environmental pollution, Climate change and climate change adaptation models" for students in grades 7 and 8, with 1,050 students and about 20 teachers participating.

5.4 Comments and evaluation

The program contributes greatly to environmental protection, through the collection and recycling of plastic products, thereby also contributing to educating students to be more aware of environmental protection. This is a way for students to learn and spread the message "Live green, live sustainably!". It contributes to forming a young generation that is responsible for the environment and the community.



Environmental training

Although the program is supported by the education departments, the biggest challenge is receiving plastic products from schools. According to statistics, the demand on desks for students to study is fully provided, so schools do not have the need to use plastic desk products, though it is an activity with great environmental protection significance, each school only corresponds 300 - 500kg of waste in exchange for 1 classroom.

Besides, the investment capital for plastic production facilities is still limited, the equipment and machinery are not strong, the machinery is not modern, the products are not competitive with some other products on the market, this is also a big challenge for ADC,

needing the local people and sponsors who care about the environment to support this activity more.

VI. Career orientation capacity building program for high school teachers and students

6.1 Purpose

To provide teachers with the knowledge of basic career guidance theories related to the current career education and experience program, and use career testing tools to help students understand themselves through a career perspective, and grasp career principles during practicing career guidance activities.



Career orientation training

To help students understand the concept of making full information based career decisions and the factors to consider when making career decisions.

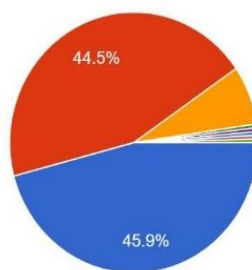
6.2 Program activities

Training was conducted for teachers and students at two high schools, Luong Tam and Tay Do, with 43 teachers and 1,337 students participating in the training. ADC invited an expert, Ms. Tran Thi Ngoc Thuy - Director of Journey Career Education and Career Development Ltd. Company (SiF-Career) to train teachers and students. The content of the career orientation training includes 3 topics: + Which job is suitable for you?; + Which job do you choose?; + Choosing a major and choosing a school.

6.3 Implementation results

6.3.1 Before training

Based on the report of the expert (Ms. Tran Thi Ngoc Thuy) from the survey results before the training, 45.9% answered that they had determined the career they would study, 44.5% had not determined but had thought about it and only 7.3% answered that they had not thought about this. This shows that students have seriously thought about their future path since entering high school.



- Đã xác định được ngành nghề sẽ học
- Đang suy nghĩ nhưng chưa xác định được ngành nghề sẽ học
- Chưa suy nghĩ tới vấn đề này
- đang suy nghĩ
- Ngành công an
- Xuất khẩu lao động nước ngoài
- Đã xác định nhưng vẫn còn phân vân giữa vài ngành
- Lao động nước ngoài

However, in terms of confidence in knowing how to choose a career, 33% of students showed a high level of confidence (score 8-10), 48.6% of students showed a lack of confidence when scoring 5 or less. It can be seen that students really need support and guidance on how to choose a job in a systematic way, thereby helping them increase their confidence in this matter.

Among the difficulties students encounter when choosing a career, the biggest difficulty is not knowing how to choose a suitable career (accounting for 31.2%), followed by not knowing how to find information about the jobs they are interested in (accounting for 22.9%). 14.7% have not received support from their families for their choice. The number of students who do not encounter any difficulties is only 17%.

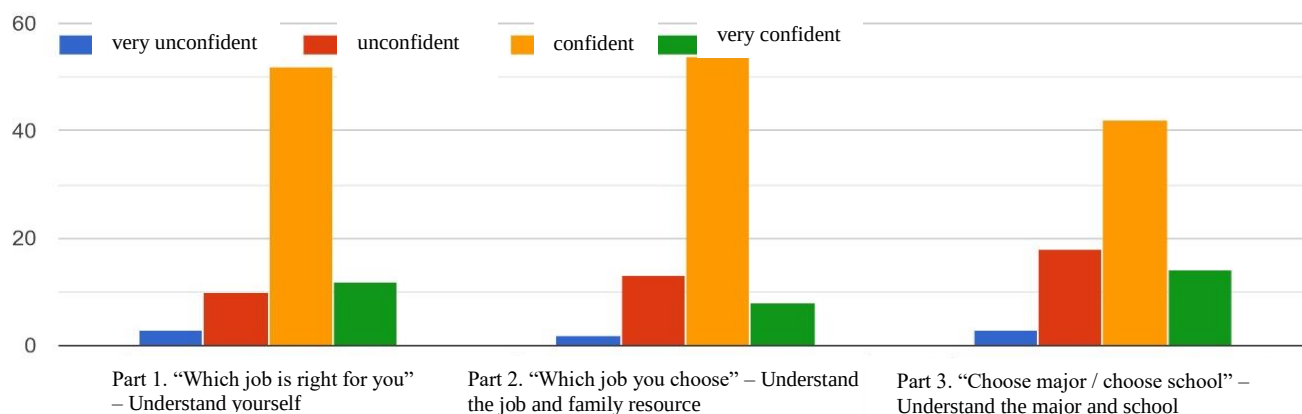


6.3.2 After training

After 2 training sessions with the expert Ngoc Thuy on “Full Information based Career Decisions”, the results were as follows:

For teachers:

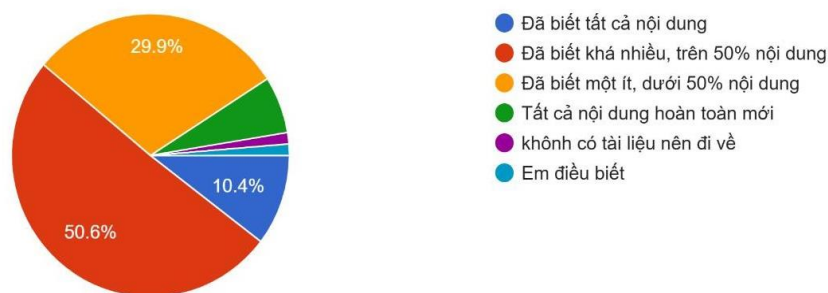
Teachers really liked the training content because currently Career Guidance Activities for students are included in classroom lessons but there are no specific documents, they only look up information online to provide knowledge to students. Therefore, when participating in the training, most teachers said that this training content helped them a lot in helping students orientate to suitable careers.



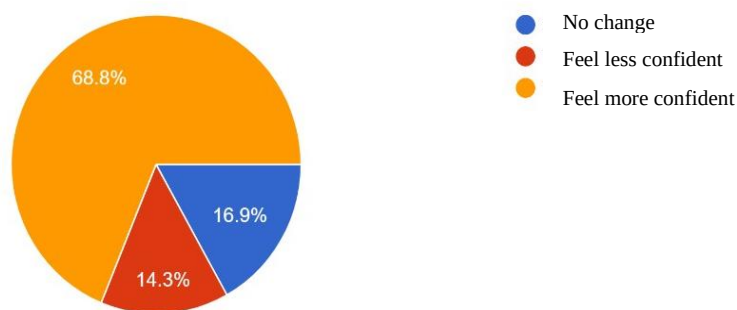
For students:

Most students are confident that they understood and can do the 3 parts of the form “Choose the right major - do the right job”.

10.4% of students said they knew all the training content and 50.6% of students said they knew more than 50% of the training content. This shows that the students' confidence level is quite high in understanding and applying the knowledge they have been trained.



Regarding the level of confidence in knowing how to choose a career, 50.6% of students showed a high level of confidence (score 8-10) compared to 33% before the training. And 68.8% of students said that after the training, they were more confident in their ability to choose a career.



6.4 Conclusion and suggestion

6.4.1 Conclusion

The training course “High school students make full information based career decisions” is a new program for teachers and students in Long My district. Through the training sessions, teachers will have more knowledge, tools and appropriate resources to guide their students. Students themselves determine what type of person they are? Which career is suitable for their personality, their family conditions, such as whether it can help them in the learning process and especially in the future, which industries can be replaced by AI... thereby helping students to be oriented to the most suitable career for themselves.



A training session with students discussion

The training content and form are very good. Teachers and students can both listen to experts imparting useful knowledge and practice in class, which will help them remember the knowledge more effectively.

6.4.2 Suggestion

The program “*High School students make full information based Career Decisions*” is a very good program that should be replicated in all high schools in the project area if funding is available.

Part 4. ESTIMATED BUDGET IN 2025: 102,594 USD

I. Direction

- Continuing to mobilize domestic and foreign funding sources, deploy the use of funding received for project programs as signed with sponsors.
- Maintaining and monitoring effective activities, finding new models suitable for poor households.
- Finding outlets for handicrafts to help women in the community.

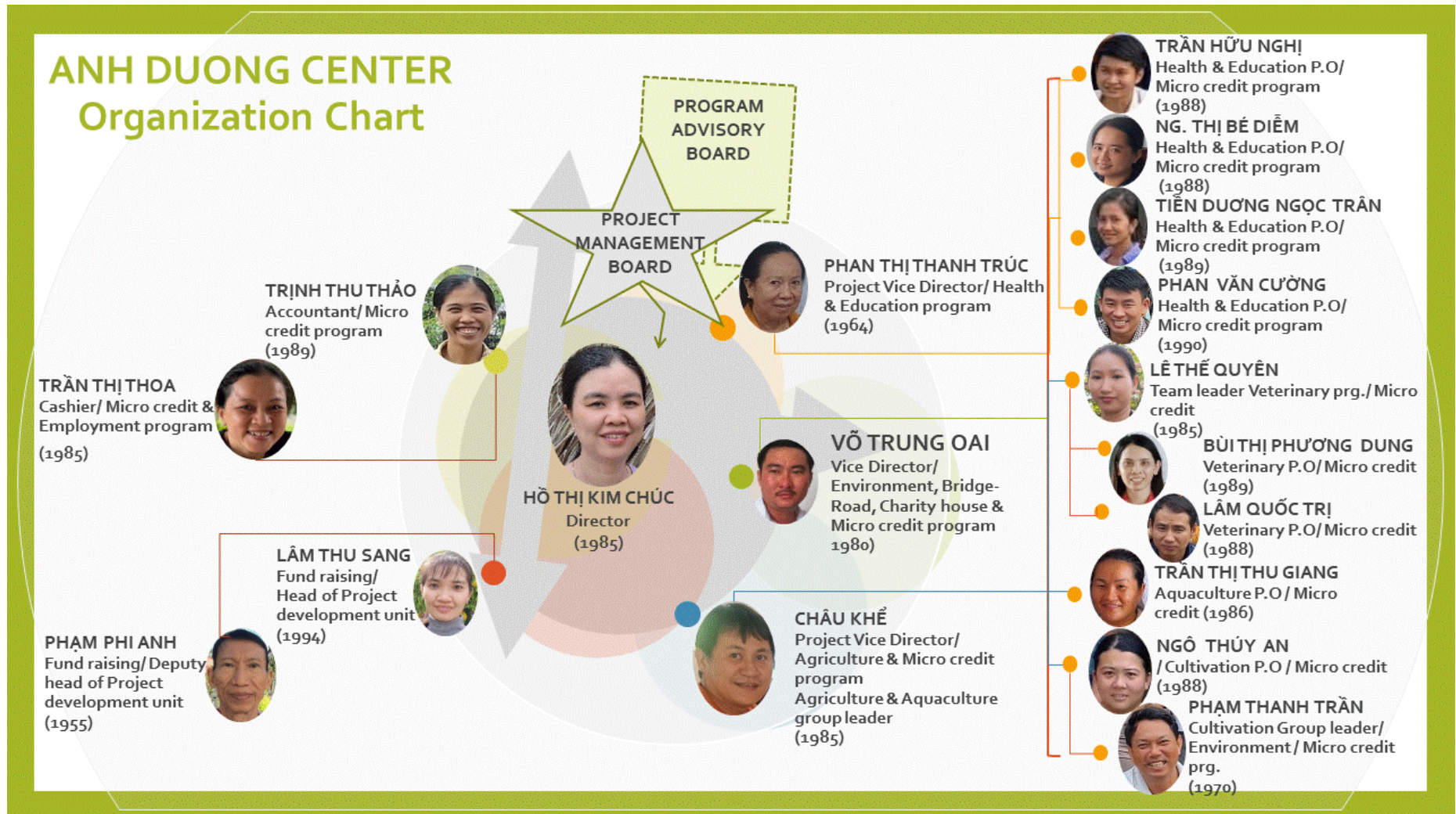
II. Budget in 2025:

		BUDGET (25,000vnd=1usd)	
No.	ACTIVITIES	(VND)	(USD)
1	SUPPORT DISADVANTAGED HOUSEHOLDS PROGRAM	1,100,000,000	44,000
2	HEALTH EDUCATION PROGRAM	50,000,000	2,000
3	DENTAL HEATH PROGRAM	70,000,000	2,800
4	GENDER EDUCATION & LIFE SKILLS PROGRAM	300,000,000	12,000
5	SCHOLARSHIP PROGRAM	480,000,000	19,200
6	AGRICULTURE PROGRAM	24,850,000	994
7	ENVIRONMENTAL SANITATION PROGRAM	20,000,000	800
8	EMPLOYMENT PROGRAM	300,000,000	12,000
9	PLASTIC WASTE TREATMENT PROGRAM	200,000,000	8,000
10	MANAGEMENT COST	20,000,000	800
	TOTAL	2,564,850,000	102,594

Long My, October 25th, 2024

Anh Dương Center

Annex 1: ORGANIZATION CHART OF ANH DUONG CENTER



Note: + **P.O:** Project/Program Officer; + **prg.:** program.

Annex 2: BRIEF TABLE OF ANH DUONG CENTER’S HUMAN RESOURCE STRUCTURE

	Full name (Birth year)	Function	Education & Qualification	Specialization	Key experiences
1	Ms. Ho Thi Kim Chuc (1985)	* Director; * Member of Project Management Board	➤ B.A. in Accounting, CTU ❖ Object Oriented Project Planning (OOPP); ❖ Financial Management, SDTC; ❖ Participatory Rural Appraisal	❖ Project Management; ❖ Financial accounting for development programs/projects	❖ Project/ Program management; ❖ Auditing and Project accounting management; ❖ Groups organizing and forming, training and monitoring employment programs for women.
2	Mr. Vo Trung Oai (1980)	* Vice director in charge of environment, Bridge-road, Charity house & Microcredit programs; * Member of Project Management Board	➤ B.A. in Aquaculture, CTU ❖ Staff Management, SDTC; ❖ Project Establishment and Management, CTU; ❖ Community Development Project Monitoring; ❖ Middle Management; ❖ Change Management	❖ Aquaculture; ❖ Infrastructure and rural environment	❖ Prog. Coordinator of “Raising farmers' awareness of climate change”, World Bank (2011); ❖ Prog. Coordinator of “Finance Management”, HSBC bank (2012); ❖ Prog. Coordinator of “Plastic waste recycling” (2020 – today)
3	Ms. Phan Thi Thanh Truc (1965)	* Project vice director in charge of Health and Education programs & Microcredit program; * Member of Project Management Board	➤ Physician, Intermediate School of Traditional Medicine-HCMC ❖ Leadership in Education, HCM Pedagogics University ❖ Project Management, SDTC ❖ Planning, Monitoring and Evaluation	❖ Education programs to support schools & Community health	❖ Prog. Coordinator of “Gender equality & Domestic violence prevention”, Embassy of the Netherlands (2022), and United Nations (2023- 2025)

			❖ Strategies for teaching elementary students with special needs in inclusive settings		
4	Mr. Chau Khe (1985)	* Project vice director in charge of Agriculture and Microcredit programs; * Member of Project Management Board; * Agriculture Team leader and Aquaculture group leader	➤ Agronomy engineer, Mekong University; ❖ Project management; ❖ Project planning and writing a report; ❖ Leadership skills; ❖ Pedagogics credit level 2.	❖ Agriculture and Aquaculture ❖ Supporting disadvantaged households ❖ New project approval procedure	❖ Biogas, Water filter system; ❖ Writing project report; ❖ Agricultural Training; ❖ Writing agricultural Project proposal; ❖ Agriculture team management
5	Ms. Lam Thu Sang (1994)	* Fund raising/ Head of project development; * Member of Project Management Board	➤ B.A. in English Studies , CTU; ❖ Strategic fundraising communications, Mekong Plus; ❖ Public Speaking, EIY	❖ Foreign Language relationship	❖ Clothes shop Salesperson ❖ Fundraising and connection with donors
6	Ms. Trinh Thu Thao (1988)	Accountant & also in charge of Microcredit program	➤ B.A. in Accounting, OU ➤ B.A. in English Studies, CTU	❖ Accounting & Following up current household debts for livelihood program ❖ Managing project area	❖ Accounting work & auditing support ❖ Managing household livelihood program & Support educational cost to students
7	Ms. Tran Thi Thoa (1985)	Cashier & also in charge of Microcredit and Handicraft program	➤ Technician, Vocational college - Go Vap district, HCMC; ❖ Craft program management and Team building; ❖ Study in garment industry.	❖ Cashier; ❖ In charge of Craft goods; ❖ Managing project area	❖ Management of handicraft, piecework groups; ❖ Revenue and expenditure works; ❖ Livelihoods for poor households program.

8	Mr. Pham Thanh Tran (1970)	Cultivation & also in charge of Microcredit program	❖ Technician, Cultivation Vocational College	❖ Cultivation ❖ Managing project area ❖ In charge of water-hyacinth goods ❖ In charge of bicycles ❖ Member of plastic group	❖ Training, support cultivation technique; ❖ Managing household livelihood program & Support educational cost to students; ❖ Making samples, taking and processing water hyacinth goods; ❖ Repair /renew bicycles, Electro-bicycles for visitors; ❖ QC of finished products, salary payment, samples producing.
9	Ms. Ngo Thuy An (1988)	Cultivation & also in charge of Microcredit program	➤ Rural Development Engineer, CTU; ❖ Project planning and reporting	❖ Cultivation Program ❖ Managing project area	❖ Training on crops caring for farmers; ❖ Writing a plan for new farming model implementation; ❖ Managing household livelihoods & Support educational cost to poor students; ❖ Proj. Coordinator of "Gender equality and domestic violence prevention for rural women" in Long My, from French Embassy (2015 - 2016); ❖ Proj. Coordinator of "Production and application of biochar in agriculture", from Vietnam Green

					Innovation Joint Stock Co. (GREEN IN), technology transferred by Dr. Tran Thien Khanh-Lecturer at Van Lang University, HCMC (2022-2023).
10	Ms. Le The Quyen (1985)	Veterinary & also in charge of microcredit program	➤ Veterinary Doctor, HCMC University of Agriculture and Forestry; ❖ Participatory Rural Appraisal	❖ Training and Technical advice on animal husbandry and treatment. ❖ Managing project area with Livelihood, Scholarship program	❖ Program Coordinator of Veterinary; ❖ Managing household livelihood program; ❖ Implementation planning for veterinary group; ❖ Writing on pilot model plan, model report; ❖ Writing CMC about students/households in difficult circumstances
11	Ms. Bui Thi Phuong Dung (1989)	Veterinary & also in charge of microcredit program	➤ Veterinary engineer, CTU	❖ Veterinary technical support ❖ Managing project area	❖ Training and Technical support on livestock; ❖ Implementing pilot program and monitoring professional model; ❖ Supporting for pets treatment and vaccination; ❖ Managing household livelihoods and supporting monthly study expenses for students .

12	Mr. Lam Quoc Tri (1988)	Veterinary & also in charge of microcredit program (<i>Thú y kiêm chg. trình Tín dụng</i>)	➤ B.A in Veterinary Medicine, TVU	❖ Animal Husbandry ❖ Veterinary ❖ Managing project area	❖ Setting up Biogas, water filtration system, bicycle; ❖ Veterinary training; ❖ Managing household livelihoods and supporting study expenses for students.
13	Ms. Tran Thi Thu Giang (1986)	Aquaculture & also in charge of microcredit program	➤ Technician in Aquaculture, Can Tho College of Economics and Technology	❖ Aquaculture techniques ❖ Managing project area	➤ Training and Technical support on aquaculture; ➤ Monitor professional models; ➤ Monitor household livelihoods.
14	Mr. Tran Huu Nghi (1988)	Health and education & also in charge of microcredit program	➤ Physician, Military Medical College 2 - HCMC	❖ Health insurance support & medical examination and treatment program; ❖ Community health education; ❖ Managing project area.	❖ Managing household livelihoods and supporting study expenses for students; ❖ Support on Recycling plastic waste program.
15	Ms. Nguyen Thi Be Diem (1989)	Health and education & also in charge of microcredit program	➤ Tour guide, Can Tho Tourism College; ➤ B.A in Law, CTU; ❖ Social work and Community health, AGU.	❖ Education programs to support schools; ❖ GE&DVP program; ❖ Gender Education & Conflict Resolution	❖ Managing household livelihoods and supporting study expenses for students; ❖ Supporting in “Gender equality & Domestic violence prevention” program,

				program at Long My district; ❖ Managing project area.	the United Nations (2023- 2025) ❖ Monitor and Evaluation planning on Gender education, Life skills, Conflict resolution program at Secondary Schools of Long My district.
16	Ms. Tien Duong Ngoc Tran (1988)	Health and education & also in charge of microcredit program	➤ B.A in Office Administration, CTU	➤ Education programs to support schools; ➤ Managing project area; ➤ Inclusive education program.	➤ Managing household livelihoods and supporting study expenses for students (2011-2024); ➤ Managing inclusive education program (2014-2024); ➤ Teaching children with difficult learning in the community (2015-2020).
17	Mr. Phan Van Cuong (1990)	Health and education & also in charge of microcredit program	❖ B.Sc. in Social work & Community Development, Dalat University; ❖ Social work and Community health, AGU; ❖ Investigator (Collaborator) Indochina Research and Consulting Company (IRC); ❖ Education for children with Autism Spectrum Disorder, HCMC Central Pedagogical College ❖ Life Skills and Sex Education for Students; Tuong Lai Center.	➤ Education programs to support schools; ➤ Life skills and Gender education program for Secondary school students;	➤ Managing Life skills and Gender education program for Secondary school students (2013- 2024); ➤ Managing Eyes examination program for students (2014-2024); ➤ Managing household livelihoods program (2012-2024);

				➤ Eyes examination program; ➤ Managing project area.	➤ Teaching children with difficult learning in the community (2015-2020); ➤ Survey and support scholarships to students in difficult circumstances (2012-2024).
18	Mr. Phạm Phi Anh (1955)	* Member of Anh Duong Consultants board; * Fundraising/ Deputy Head of project development.	➤ MS. in Social Work, ASI; ❖ Management of Development Program, HFHI; ❖ Project planning, Logframe – Project proposal: Developing and writing skills, MDF Indochina; ❖ Management of Microfinance in Poverty Alleviation, AITCV.	❖ Participatory Action Research; ❖ Project Monitoring and Evaluation; ❖ Training and Communication .	❖ DA /Province coordinator of INGOs' community development projects in Vietnam such as CARE, AAV, HFHV, ...; ❖ TOT training with Participatory active learner method; ❖ Team leader in Needs Assessment/ Project evaluation of Social development programs of BfdW, AusAID, FRC, WV, ...

Annex 3: DATA SUMMARY TABLES OF TRAINING ACTIVITIES ON “LIFE SKILLS” AND “SEX EDUCATION” IN SECONDARY SCHOOLS

Table PL3.1: Number of Teachers participating in the Training of 4 Secondary Schools

No.	Training topics	Con-ducting time	Number of teachers participating	Note
I	LIFE SKILLS			
1	Active listening and feedback skills	From Aug. /2023 to July /2024	133	Training on 6 topics in 2 days for 04 secondary schools: Long Tri, Long Tri A, Long Phu and Tan Phu.
2	Emotional recognition and management skills			
3	Self-awareness skills			
4	Communication skills			
5	Problem solving and decision making skills			
6	Cooperation skills			
II	SEX EDUCATION			
1	Meaning of learning sex education	From Aug. /2023 to July /2024	133	Training on 11 topics in 2 days for 04 secondary schools: Long Tri, Long Tri A, Long Phu and Tan Phu.
2	Gender and sex			
3	Psychological characteristics of puberty age			
4	Risks and ways to prevent sexual abuse			
5	Menstruation and ejaculation			
6	Conception			
7	The harmful effects of early sexual intercourse in adolescence			
8	Sexual abuse and ways to prevent it			
9	Male and female genital structure			
10	Sexually transmitted diseases			
11	Friendship and love			

Table PL3.2: Data summary of Teacher training to students in 10 Secondary Schools at Long My township and Long My district on Life Skills and Sex Education

No.	Training topics	Training sessions	Number of students participating	Note
I	LIFE SKILLS	12 sessions	4.027	10 Schools (05 schools at Long My township, 05 schools at Long My district)
Grade 6				
1	Active listening and feedback skills	04 sessions	1.455	
2	Emotional recognition and management skills			
Grade 7				
3	Self-awareness skills	04 sessions	1.396	
4	Communication skills			
Grade 8				
5	Problem solving and decision making skills	04 sessions	1.176	
6	Cooperation skills			
II	SEX EDUCATION	12 sessions	4.027	10 Schools (05 schools at Long My township, 05 schools at Long My district)
Grade 6				
1	Meaning of learning sex education	04 sessions	1.455	
2	Gender and sex			
3	Psychological characteristics of puberty age			
4	Risks and ways to prevent sexual abuse			
Grade 7				
1	Menstruation and ejaculation	04 sessions	1.396	
2	Conception			
3	The harmful effects of early sexual intercourse in adolescence			
Grade 8				
1	Sexual abuse and ways to prevent it	04 sessions	1.455	
2	Male and female genital structure			
3	Sexually transmitted diseases			
4	Friendship and love			

Table PL3.3: Data summary of Teacher training to students in 4 Secondary Schools at Long My district on Gender-Aware Life Skills, Conflict and Bullying Handling Skills

No.	Training topics	Training sessions	Number of students participating	Note
I	Gender-Aware Life Skills	06 sessions	1.897	04 schools at Long My district
Grade 6				
1	Active listening and feedback skills	02 sessions	626	
2	Emotional recognition and management skills			
Grade 7				
1	Self-awareness skills	02 sessions	717	
2	Communication skills			
Grade 8				
1	Problem solving and decision making skills	02 sessions	554	
2	Cooperation skills			
II	Life skills to handle Conflict situations and Bullying in students	06 sessions	1.897	04 schools at Long My district
Grade 6				
1	I know how to express my feelings	02 sessions	626	
2	Anger control			
Grade 7				
1	Conflict Resolution Skills	02 sessions	717	
2	Skills to Refuse Peer Pressure			
Grade 8				
1	Coping skills in a bullying situation	02 sessions	554	
2	Skills to deal with cyberbullying			