

# Enrich After School Life for Underprivileged Youth



ROCK - PAPER - SCISSORS  
Children's Fund

Impact Report to the Government of  
Vietnam-July 2014-July 2017  
License # 240



## NGO ORGANIZATION CONTACT INFORMATION:

### Representative in the United States

Sara Stevens Nerone (Sáng lập viên/Giám đốc)  
Rock-Paper-Scissors Children's Fund  
38 Asa Pond Road  
Wakefield, RI 02879  
Điện thoại: 401-783-6393  
Email: [sara@rockpaperscissorschildrensfund.org](mailto:sara@rockpaperscissorschildrensfund.org)

### Representative in Vietnam

Anh Ngô Văn Tài  
Phường Đội Cấn, Quận Ba Đình  
Hà Nội, Việt Nam  
Điện thoại: 097 444 5156  
Email: [taingo.ftu@gmail.com](mailto:taingo.ftu@gmail.com)

### Local Representative in Khanh Hoa Vietnam

Chị Huỳnh Thị Quỳnh Giao  
Cam Đức, Cam Lâm  
Khánh Hòa, Việt Nam  
Điện thoại: 090 9437 640  
Email: [giao@rockpaperscissorschildrensfund.org](mailto:giao@rockpaperscissorschildrensfund.org)

## VIETNAMESE PARTNER ORGANIZATION

Hộ Chúc Thập đỏ Huyện Cam Lâm



## Report from the Field

A representative from the Global Giving Organization was in Vietnam in April 2016 for the second time in two years to review and approve our programs and as a result we were selected as Global Giving's project of the month in June 2016 out of over 13,000 non-profit partners!



Here is the report from the representative, Mary Caroline Hiott:

*These projects help children and young adults develop skills they would otherwise not have the means to develop - skills that can often be powerful catalysts for future jobs. Even more than that, these projects help develop and instill an understanding of confidence and self worth in children that often come from underserved communities and often, quite difficult backgrounds. This is of the utmost importance because programs that address self development are often difficult to describe, and difficult to share how far the impact stretches. However, the importance of such programs in long term growth within a community should not be forgotten.*

*These particular music and art classes are offered several days a week, and several of the teachers are former students. Both the teachers and the older students interact, play and teach the younger students, displaying not only what they have learned, but also the maturity and care they have developed within these programs. The children are incredible- it is so good to see an organization that is actively engaged in community development, by means of individual and familial development. The joy these children found in painting and playing music is hard to describe. Thank you everyone for helping us to build these great programs!*

**“Hands on exposure to the arts, boosts academic achievement and promotes creativity and self-confidence”**

Jim Wilson, University of Georgia



*Providing enhanced education and training  
to students through the arts*



## Outcomes for our Students:

- ✓ learn to express themselves freely, and think creatively and independently
- ✓ gain self esteem and confidence
- ✓ gain critical thinking skills
- ✓ achieve academic success





# Music and Art Program

Prior to entering our music program, students often have never seen a real violin, let alone hold or play one. This is a new and wonderful experience for them to be given their own instrument.



# Access to Music Education



## Achievements

2014-2017



### 45 Instruments

violins and cellos  
purchased

### \*208 Contact Hours/Yr

private professional lessons for  
each music teacher (3 teachers  
trained)

### 156 Contact Hours/Yr

music lessons for each individual  
student in one-on-one and small  
group string ensemble classes (28  
students served)

### 4 Concerts/Yr

performed

*\* Contact Hours = Student/Teacher In Class  
Contact Time*

# Access to Art Education Achievements

2014-2017



## 3 Classrooms

furnished and fully stocked with art supplies

## 3 Artists Hired

## 104 Contact Hours/Year

Art lessons for every student  
(107 students served)

## 208 Contact Hours/Year

technical art training for High School  
students preparing for University  
entrance exams (5 students served)





# Music and Art Education Year Round Program



---

# 135

## Students Supported

---



---

# 4

## Music Teachers

### Employed and Trained

---



---

# 3

## Art Teachers Employed

---



---

# 28

## Students Take Music Classes and Play in String Ensemble

---



---

# 107

## Students Take Weekly Art Classes

---





# Music and Art Education Year Round Programs



10

Music Students Advance to  
Violin Level 2



5

Students Receive Exam Prep  
for Art School



36

Ethnic Minority Students take  
Art with Supplemental  
English Classes



864

Meals Provided to Ethnic  
Minority Art Students



1

Ethnic Minority School  
Receives Art Supplies for 2  
yrs (100 Students served)



17

Students Receive Annual  
State School Fees



# Music and Art Camps In Two Ethnic Minority Villages Summer Program



450

Ethnic Minority Children  
Participated



500

Small Instruments  
Purchased



1350

Meals Provided to Ethnic  
Minority Children  
Participating in Camps





# OUR IMPACT

*Through music and art, we hope to promote the development of creative thinking, problem solving and communication skills; all necessary for future educational success, employment and self-sufficiency.*

**Self  
Confidence**

**Self  
Worth**

**Self  
Expression**

**87% of our  
students report  
having greater  
self confidence**

**87% of our  
students report  
feeling greater  
self worth**



# OUR IMPACT

*Our music and art teachers are important mentors and role models, each providing inspiration through their own accomplishments. Many of our students are being raised in single parent households with that parent laden to support his or her children. As economic and social classes in Vietnam continue to widen, poor youth need a place to feel valued outside of the state-run schools, this is especially important for ethnic minority students.*

**Increased  
Ambition to  
Learn**

**Better Vision  
of Future  
Success**

**Improvement  
in School  
Work**

**93% of our parents  
report their child has  
had a better vision of  
future success at school  
and in their life**

**86% of our parents  
report their child has  
improved ambition to  
learn and show  
persistence in learning**

**100% of our parents  
report their child has  
improved in school**



# Student Survey Data

Since Starting with Rock-Paper-Scissors Students:	% of Students who answered Agree or Strongly Agree
Feel more confident with increased self esteem	87%
Feel they have gotten better grades in school	81%
Feel supported by RPS teachers and staff	100%
Feel more imaginative and able to express their own ideas more often	69%
Feel more determined to learn new skills	100%
Have felt more ambition to learn	88%
Have felt more comfortable communicating with foreigners and people from other cultures	94%
Have developed friendships with other RPS students	94%
Have learned how to arrange their time better to improve learning	87%
Have learned to work better in groups and teams	88%
*Data based on music students only in program 6 mths or longer	



# Parent Survey Data



Since Starting with Rock-Paper-Scissors Parents See in their children:	% of Parents who answered Agree or Strongly Agree
A remarkable improvement in learning at school and in class	100%
An increase in ambition and persistence	86%
Improved self confidence	86%
Improved skills and techniques in music and art	86%
Improved behavior related to politeness and helpfulness at home	86%
Advantages brought to and given to their child	100%
Excitement in taking part in group activities	93%
Greater interest in learning, extending to practice at home	86%
Has had a better vision of future success at school and in their life	93%

Parent's Believe That:	% of Parents who answered Agree or Strongly Agree
Their child (children) will be a more competitive individual at school as well as in the labor force	71%
Music and art education is very important for their child's (children's) development	93%
Their child (children) receives remarkable support from RPS teachers and staff	93%
*Data based on parents of music students only in program 6 mths or longer	

# Attendance Rates



Our attendance rates continue to be high, with students reporting that art and music class is the best part of their week.

**Music Classes**  
95%



**Art Classes**  
95%



**Ethnic M. Art Classes**  
90%



# Additional Support Given to the Ethnic Minority Village of Son Tan



*“By 1998, the share of minorities among the poor had increased to 29%, and by 2010 minorities accounted for 47% of the total poor and a resounding 68% of the extreme poor. Many ethnic minorities continue to live in more isolated and less productive upland regions of Vietnam.” (World Bank, 2012)*

## 298

### Library Books Donated

---



## 220

### Pairs of Shoes Provided to Students

---



## 500

### Notebooks and Pens Provided to Students

---



## 200

### New Rain Jackets and Sweatshirts

---



# Additional Support Given to the Ethnic Minority Village of Son Tan



1400

School Notebooks  
Distributed in 2 Villages



42

Sets of Food Supplies/Rice  
and Cooking Oil



400

Gifts for Students During  
Autumn Festivals (2 yrs)



100

New School Uniforms



# Bikes for Girls Program

869

New Bikes Given to Girls

---



300

Bike Helmets Given to Girls

---



242

Girls Trained in Bike  
Maintenance and Safety

New program July-Nov 2016

---



160

Girls and Boys Bikes  
Repaired

New program Oct-Nov 2016

---





# Teacher Profile

## Huy Inspires His Students



This is Huy, one of our teachers. Huy is 22 years old and started out as a student with Rock-Paper-Scissors when he was in high school. He is now in college, but teaches for us in the evenings and weekends. Huy comes from a very poor family. He lives with his mother, his father left when he was very young. Huy works hard to help support his mother, his job as a violin teacher for Rock-Paper-Scissors has changed Huy's life. The extra income pays for his school fees, allowing him to continue his passion for playing the violin.

We have supported Huy with professional violin lessons for the past two years. Huy takes 4 hours of lesson each week, along with teaching and maintaining his schoolwork. As a result of his hard work and practice, Huy has become a very talented violinist, moving above the skill level of even his original teacher. Huy has also become a very loving and caring mentor to his students. He often takes on the new, young students learning violin, and is incredibly patient with them.

## Meet Quyen



*“I like Sundays best,” she says, “On Sundays I can go to the art class taught by Ms. Nhu.”*

This is Quyen, she has been in our art program in the ethnic minority village of Son Tan for two years. This year we learned more about Quyen’s hard life in the village on a visit to her home.

Since both her parents left her to find work far from home, 10-year old Quyen has been left to live alone in a small shack behind her aunt’s house in the village. Every day Quyen cares for herself and helps her aunt’s family by sweeping, doing the dishes, the cooking, washing, and getting water. The shack that Quyen lives in has no furniture, only a single hammock. The doors have no hinges and are propped up against the walls and the roof leaks, but this is the house that she lived in with her mom before she left. While Quyen is showing us her house, she says a number of times “I am sad that my mum left me.”

Through all of this, Quyen stays excited about what she is learning in the 4<sup>th</sup> grade, and she looks so forward to her Sunday art class with Rock-Paper-Scissors. “I like Sundays best,” she says, “On Sundays I can go to the art class taught by Ms. Nhu. Ms. Nhu is very funny and loves me very much.”

Quyen is one of our brightest students, she loves to draw and has so many hopes for her future. She said she will one day work for a company, or do farm work, but that’s not the extent of her dreams, “I want to become a singer when I grow up” she says.

*“Ms. Nhu is very funny and loves me very much.”*



Quyen and Teacher Nhu

# Meet Hữu

Story by Như -- RPS's staff in Cam Đức, Vietnam

Seeing Hữu and observing him in art class, I am really impressed by his passion for color. I would never believe this is the same boy who I first met before he started in our class.

Hữu, who is 10 years old, was born in a poor family in Cam Đức. His parents were hired laborers, so they had no time at home to take care of him. After school and on the weekends, Hữu wasted a lot of time going out with a gang of boys, playing tricks on other kids in the village, and being part of a young gang. Both of his parents were upset and worried about Hữu's future.

Hữu joined our art class by accident. He came as a guest to our Halloween party with one of the other art students. We celebrated a lot of art activities at this party, and we realized that water color, pastel and paintbrush revealed Hữu's other side--a passion for art, so we invited Hữu to join the class weekly.

After one year Hữu has been coming to our art class every Wednesday and Sunday no matter what. He becomes occupied in painting and color. He has especially become friendly with the other kids and always smiles. He is passionate about class. Hữu's mom has reported that he has "become so helpful and helps me a lot with teaching his younger sister to draw...It's amazing and we feel happy for this." I think that art is extremely great in the way it has influenced this little boy, art has brought color to his dreams and life.

*"I am very happy to be in this art class and meet a lot of good friends. I love seeing my hands "dirtied" in color," Hữu tells our teacher, "I want to be an artist and be able to draw my beautiful village."*



# Student Artwork



# Student Musicians



# Summer Camps





## Conclusion

### **This report summarizes the achievements, results and impact through January 1, 2017 on the functioning of Rock-Paper-Scissors Children's Fund programs in Vietnam**

Most important, in this report and in our work, we are starting to focus on outcomes, which will be the true measure of our success. Only by focusing on the outcomes of our programs — children's development of self esteem, critical thinking and ultimately success in school and their communities— can we know what we are doing well, what can be improved and steps we can take to make that improvement.

So far even the small amount of data and information that we have been able to collect in the 3.5 years since we became established as a non-profit, is already starting to provide compelling evidence that our programs are starting to achieve their goals. We are starting to see changes in behaviors of our students, feeling more confident at school, and as creative thinkers, and already showing the drive to complete school and continue their learning.

As a small, young organization, we will continue to improve on gathering critical information that will enable us to continue strengthening our programs, so the benefits we are able to deliver to children are greater each year. We are pleased to share this information with external audiences as part of our commitment to remaining transparent about our work and accountable to our beneficiaries, donors and other key stakeholders. We look forward to continuing to share results of our work annually and beyond.