



IR 1.1: YWD benefit from a package of curricular and extra-curricular activities that meets market needs implemented by ITTP partners.	% of ITTP students demonstrating improved soft skills	80% of ITTP students demonstrating improved soft skills	<p>An M&amp;E officer was recruited.</p> <p>A checklist tool was developed to quantify soft skill levels of students.</p> <p>All newly recruited students used this checklist to establish a baseline value for future comparison.</p>	Continue soft skill training. No training course will complete during the next quarter.	Soft skill training continued. No class completed training.	2 class expected to complete training in the next quarter and they will take final soft skill assessment.	
	% of students passing final examination; data disaggregated by sex	90% of students passes final examination	<p>3 classes of 68 students (26 female) started training at VLU</p> <p>3 classes of 80 students (23 female) started training at ESTIH</p> <p>VLU started 1 TOT VI course for 17 students (7 female).</p>	Continue technical training. No training course will complete during the next quarter.	<p>2 classes of 47 students (16 female) started training at VLU in graphic design and AED. These are 6-month training courses.</p> <p>2 classes of 50 students (12 female) started training at ESTIH in graphic design and AED. These are 6-month training courses.</p> <p>VLU started 1 TOT VI course for 17 students (7 female).</p>	<p>Continue technical training.</p> <p>2 training courses will complete during the next quarter.</p>	

<p>IR 1.2: ITTP partners in Hanoi and HCMC demonstrate sustainability.</p>	<p># of YWD enrolled in partner schools 12 months and 24 months after phasing out direct financial support; data disaggregated by sex</p>	<p>Not applicable for FY2012</p>	<p>CRS and ITTP schools have set up a scholarship system.</p>	<p>Recruit fundraising consultant to build ITTP schools' capacity to raise funding to sustain program.</p>	<p>FR consultant retained.  Each school developed draft FR strategy.</p>	<p>FR strategy put into practice under guidance of FR consultant.</p>	
<p>IR 2.1: MOET policy makers are committed to integrate ICT into guidelines for implementation.</p>	<p># of action plans for piloting ICT solutions are drafted by MOET.</p>	<p>MoET drafted 4 action plans for piloting ICT solutions</p>	<p>CRS worked with MOET steering committee leaders and secretariat members on detailed planning of project activities relating to developing ICT tools and pilot in school system.  CRS organized a consultative meeting with MOET steering committee with the facilitation of Vice Minister Nguyen Vinh Hien and 12 other leaders and staff from different MOET departments.</p>	<p>Set up Working Group. Get project approval. Develop action plans.</p>	<p>Working group set up and meets regularly.  Project approval has not been issued.  Action plans developed.</p>	<p>Receive project approval.  Implementation groups set up.</p>	

IR 2.2: Effective assistive technologies that remove barriers for secondary and higher education for SWDs are developed and identified.	# of guidelines are drafted by MOET (video lectures and text-to-speech)	Not applicable for FY2012	Not yet started	No target was set	Not yet started	Not likely to be able to start next quarter.	
	# of sets of assistive technologies DVDs and users' manuals used at piloted schools	Not applicable for FY2012	Not yet started	No target was set	Not yet started	Not likely to be able to start next quarter.	
IR 2.3: ICT-based distance learning for CWD with severe disabilities is piloted and documented by MOET.	Model of distance learning is developed and put into the guidance.	Not applicable for FY2012	Not yet started	No target was set	Not yet started	Not likely to be able to start next quarter.	
IR 2.4: SWD, parents, IE teachers, school managers and policy makers benefit from resources made available online.	# of people who have downloaded materials from the IE online library.	At least 50 people have downloaded materials from the IE online library.	Not yet started	No target was set	Not yet started	Not likely to be able to start next quarter.	
	# of hits per month.	At least 100 people visit the IE online library per month.					
	% of visitors rating the online IE resource center as useful.	At least 60% of visitors of the IE online library rate it as useful.					

Output 1.1.1 ITTP established in Danang.	% of trained service providers, including university teachers, managers, and government officials, demonstrate increased knowledge in providing appropriate training services for SWD.	At least 80% of service providers trained demonstrate increased knowledge in providing appropriate training services for SWD.	Dong A University was selected.  Agreement pending because GoV has not added Danang to CRS permit and project approval is also pending.	Obtain all necessary permissions of GoV to allow project activities to start in Da Nang.	Agreement pending because GoV has not added Danang to CRS permit and project approval is also pending.	Obtain all necessary permissions of GoV to allow project activities to start in Da Nang.	
	# of service providers, including university teachers, managers, and government officials are trained in inclusive education management techniques; data disaggregated by sex	At least 20 service providers, including university teachers, managers, and government officials are trained in inclusive education management techniques; data disaggregated by sex	Exchange trip organized for 5 UDA staff to visit ESTIH.  Facilities selected, renovation blueprint developed. Budget developed. Linkage to businesses and DPOs initiated.		Exchange trip organized for 5 UDA staff to visit ESTIH.  Facilities selected, renovation blueprint developed. Budget developed. Linkage to businesses and DPOs initiated.		
Output 1.1.2 ITTP students benefit from quality training and support services.	# of courses co-designed with businesses.	No target set for FY2012	No activity was carried out with employers due to delays in getting project approvals.	No target was set			\$6424

	<p># of students completed long term IT training</p>	<p>At least 190 students completed long term IT training</p>	<p>3 classes of 68 students (26 female) started training at VLU  3 classes of 80 students (23 female) started training at ESTIH</p>	<p>Recruitment will continue in the next quarter. Aim to recruit 140 students in the next quarter.</p>	<p>2 classes of 47 students (16 female) started training at VLU in graphic design and AED. These are 6-month training courses.  2 classes of 50 students (12 female) started training at ESTIH in graphic design and AED. These are 6-month training courses.</p>	<p>UDA will recruit 50 students.  Due to limitation on time and space, no more new class of long term training courses is expected for the rest of the FY in VLU and ESTIH.  The remainder of target will be combined with FY13 target.</p>	
	<p># of students completed from short term IT training</p>	<p>At least 60 students completed short term IT training</p>	<p>VLU started 1 TOT VI course for 17 students (7 female).</p>	<p>Aim to recruit 30 students for the 3-month Training of Trainer course for visually impaired persons.</p>	<p>VLU started 1 TOT VI course for 17 students (7 female).</p>	<p>VLU will explore an outreach model to provide IT training at the provincial level.  ESTIH will not be able to open new class due to facility limitation. ESTIH may also explore outreach model to reach more students with disabilities.</p>	

	# of students participated in soft skills training; data disaggregated by sex	At least 250 students participated in soft skills training; data disaggregated by sex	<p>The 21 students at VLU have participated in soft skill training.</p> <p>Students participated in a number of social events around December 4th International Disability Day.</p> <p>The 30 students at ESTIH had just started classes at end of the quarter. They had not received soft skill training yet.</p>	All 51 existing students and new students will participate in soft skill training.	<p>New students are just starting classes at the end of the reporting period, and have not received soft skill training.</p> <p>The 51 students enrolled during last reporting period had participate in on-going soft skill training.</p>	All students will continue to participate in soft skill training.	
	% of students trained in soft skills that demonstrate improved knowledge	At least 80% of students trained in soft skills that demonstrate improved knowledge	Nearly all students took the initial soft skill assessment.	Conduct follow-up soft skill assessment.	No class was completed during this reporting period. Students will take final soft skill assessment when they prepare to leave ITTP.	Conduct follow-up soft skill assessment for graduating students.	
Output 1.1.3: Peer-support among ITTP graduates and current students is increased through participation in online alumni network.	# of online alumni networks and providing peer-support for ITTP students and graduates.	2 online alumni networks are set up.	Alumni meeting held at ESTIH. ESTIH alumni forum set up.	Alumni at VLU and ESTIH hold meetings to set up alumni networks  Online forums are	Alumni meeting held at ESTIH. ESTIH alumni forum set up.	Alumni meeting held at VLU. VLU alumni forum set up.	\$168

				setup.			
	# of alumni registered to use the alumni network forum; data disaggregated by sex	300 alumni registered to use alumni network forum.		No target was set			
	# of new posts in the alumni forum	500 new posts in alumni forum.		No target was set			
	% of alumni reporting at least 1 interaction with another ITTP alumni each quarter; data disaggregated by sex	70% of alumni reporting at least 1 interaction with another ITTP alumni each quarter.		No target was set			
Output 1.1.4: ITTP model is documented by ITTP partners and shared with MOLISA and MOET.	ITTP model and good practices are documented and shared with MOET and MOLISA.	ITTP model and good practices are documented and shared with MOET and MOLISA.	Initial meeting held with Mr. Hai from MOLISA's Department of General Vocational Training	Follow up meeting to be held with relevant staff within MOLISA to discuss areas of collaboration.	Follow up meeting with MOLISA held.	MOLISA shown positive interest to participate in documentation and dissemination of ITTP model.	No activity planed until Q4 FY12.
	# of vocational training centers have incorporated good practices from ITTP model into their own training programs.	No target set for FY2012					
	# of people attended the ITTP model sharing workshop.	No target set for FY2012					

Output 1.2.1: ITTP partner schools successfully raise funds from alternative sources.	# of fundraising plans developed by ITTP partners	ITTP partners developed 3 fundraising plans.	A fundraising consultant retained.	A Fundraising technical consultant is retained to provide support to ESTIH and VLU.	A fundraising consultant retained.	Continue fundraising efforts at VLU and ESTIH.	\$1750
	Amount of financial contribution ITTP partners raise from alternative sources in year 2013 and 2014	ITTP partners raised \$160,000 from alternative sources.	Draft fundraising strategies developed	2 fundraising plans developed.	Draft fundraising strategies developed		
Output 2.1.1: MOET Steering Committee members have increased understanding of barriers to education.	PMU is established and meets quarterly.	PMU is established and meets quarterly.	CRS worked with MOET steering committee leaders and secretariat members on detailed planning of project activities relating to developing ICT tools and pilot in school system.CRS	Set up Working Group. Get project approval. Develop action plans.	Working group set up. Approval is delayed.	Project approved. Implementation groups set up	\$166

	The barriers to education for CWD are included in the annual plan or school year guidance for interventions by MOET.	No target set for FY2012	organized a consultative meeting with MOET steering committee with the facilitation of Vice Minister Nguyen Vinh Hien and 12 other leaders and staff from different MOET departments.  Working group meetings held to finalize project plans.				
Output 2.1.2: MOET pilot adapted assessments.	# of schools participate in piloting of adaptive assessments	4 schools participate in pilot of adaptive assessment	Not yet started	No target was set	Not yet started	Will not start next quarter	
	# of students participating in adaptive assessments pilots; data disaggregated by sex	No target set for FY2012		No target was set			
Output 2.2.1: Assistive technologies developed according to specification.	# of assistive technologies developed to the standards of specification.	2 assistive technologies are developed to the standards of specification.	Not yet started	No target was set	Consulted with IT expert on text-to-speech software.	Develop standards for text-to-speech and video lectures.  Start	

						development of text-to-speech and video lectures	
Output 2.2.2: Assistive technologies piloted in selected schools.	# of students participate in assistive technology pilot; data disaggregated by sex	No target set for FY2012	Not yet started	No target was set	Not yet started	Will not start next quarter	
	# of teachers trained in teaching assistive technologies; data disaggregated by sex	No target set for FY2012		No target was set			
Output 2.3.1: A model for distance learning is adopted from international best-practices.	A model of distance learning is drafted based on international best-practices and approved by MOET for pilot.	A model of distance learning is drafted based on international best-practices and approved by MOET for pilot.	Not yet started	No target was set	Not yet started	Will not start next quarter	
Output 2.3.2: MOET has capacity to implement pilot of distance learning model.	# of teachers trained in supporting CWD and parents in distance learning; data disaggregated by sex	No target set for FY2012	Not yet started	No target was set	Not yet started	Will not start next quarter	
	# of educational institutions are able to run the pilot model according to technical design.	No target set for FY2012	Not yet started	No target was set	Not yet started	Will not start next quarter	
	# of education managers outside the pilot sites able and willing to implement the piloted model in their localities.	No target set for FY2012	Not yet started	No target was set	Not yet started	Will not start next quarter	

Output 2.3.3: Parents have capacity to support their children to participate in distance learning at home.	# of parents have home support schedule for their children learning; data disaggregated by sex	No target set for FY2012	Not yet started	No target was set	Not yet started	Will not start next quarter	
	# of parents effectively help their CWDs to complete the course	No target set for FY2012	Not yet started	No target was set	Not yet started	Will not start next quarter	
	# of CWD trained in using distance learning portal; data disaggregated by sex	No target set for FY2012	Not yet started	No target was set	Not yet started	Will not start next quarter	
	# of CWD received mini-laptops; data disaggregated by sex	No target set for FY2012	Not yet started	No target was set	Not yet started	Will not start next quarter	
Output 2.4.1: Online IE resource center is developed.	# of documents digitized and shared in the online IR resource center	At least 50 documents digitized and shared on the online IE library.	Not yet started	No target was set	Not yet started	Start collecting IE resources. Start developing IE online library.	
Output 2.4.2: Plan for maintaining online IE resource center is developed.	MOET has a plan to maintain the online IE resource center after project ends	No target set for FY2012	Not yet started	No target was set	Not yet started	Will not start next quarter	

**General:**

During this reporting period, CRS and two of its project counterparts, ESTIH and VLU, received necessary approvals from the government of Vietnam to implement the ITTP component of this project in Hanoi and Ho Chi Minh City respectively. CRS is still waiting for project approvals for working with Dong A University to implement ITTP at Da Nang, and working with MoET to pilot using ICT to help children with disabilities overcome barriers to education. Because of the continued delays in obtaining project approvals from the government of Vietnam, the expansion of ITTP to Da Nang and the piloting of ICT assistive technologies with MoET have been delayed; although CRS expects that all project approvals will be completed in the next quarter, these delays will force some of the activities planned for this year to be moved to next year.

**SO 1: Trained YWDs achieve high rates of employment and retention of employment.****Expansion of ITTP to Da Nang:**

Despite delays in getting approvals from the government of Vietnam, UDA has set up a project team to work with CRS to implement ITTP in Da Nang. As of the end of this reporting period, five UDA staff participated in an exchange trip to ESTIH to learn about the strategies ESTIH employs in accommodating students with disabilities; CRS and UDA have jointly selected facilities to be converted into ITTP classrooms and student dormitory; blueprints for the renovation have been developed and renovation will start in the next quarter. Additionally, CRS has linked UDA to DPOs and businesses in Da Nang to start raising awareness about the training program and identify potential partners that will help ITTP to recruit PWD students, design training courses based on market demand, and placing them in jobs after training.

**Opening ceremonies at VLU and ESTIH:**

After receiving project approval in January and February, both VLU and ESTIH organized opening ceremonies to mark the start of the follow-on phase. VLU's ceremony took place on March 9<sup>th</sup>, combining opening ceremony with certificate award ceremony and Business Advisory Council (BAC) meeting. US Consul General Mr. An T. Le attended this special event and was the keynote speaker for the ceremony. USAID was represented at the event by Mr. Michael Foster who spoke during BAC meeting, urging more employers to support ITTP in the future. The event at VLU was covered by numerous mass media organizations, including TV station, print and online newspapers. The coverage of this event helped to raise awareness of ITTP among the general public.

ESTIH hosted an MOU signing ceremony on February 15<sup>th</sup> to mark the start of the follow-on phase in Hanoi. This ceremony was attended by representatives from PACCOM, DOET, and Hanoi People's Committee. PACCOM representative remarked that the government appreciates the project's contribution in helping to build a more inclusive society for PWD.

**Recruitment at VLU and ESTIH:**

VLU has recruited 64 (23F, 41M) new students to join ITTP training in Ho Chi Minh City, including 17 for the new Architecture Engineering and Design (AED) course, 17 for the new TOT for Visually Impaired People (TOT VI) course, and 30 for the new Graphic Design (GD) course. Including the 21 GD students from last quarter, there are a total of 85 students

studying in ITTP at VLU. As of the end of this reporting period, VLU in discussion with the Binh Phuoc provincial VBA to pilot an outreach TOT VI course to VBA members who are interested to open IT training classes in their home districts. This pilot, if successful, could become a model of how ITTP schools can expand their service to provinces and bring IT training closer to the beneficiaries' home.

During this report period, ESTIH has recruited 50 new students (12F, 38M). The new students will be divided into two classes in the next quarter, one GD and one AED. ESTIH is in discussion with Hanoi Architecture University to jointly develop the AED training course. According to the school teaching staff, the demands for AED graduates are great in Hanoi.

**Alumni network:**

On February 12<sup>th</sup>, the first alumni meeting was organized at ESTIH with participation of nearly 100 ITTP graduates. The meeting lasting for 3 hours with discussion and sharing about life story and working experience between ITTP graduates. ITTP graduates also agree to form an alumni network, and assign representatives at the alumni network management board. ESTIH managers and CRS staff also joined the meeting giving New Year wishes and comments to the alumni network activities. After the meeting, an online forum was developed by ITTP graduates to facilitate communication among network members.

ESTIH and CRS also used the meeting to announce recruitment for new students and requested alumni's assistance in spreading the words among PWD. Many alumni referred friends to apply for this program. The most successful recruiter was Ms. Nguyen Thi Nha, a graduate from General IT training course last year who introduced 15 PWD to apply for ITTP training at ESTIH. A similar alumni meeting to form an alumni network in ho Chi Minh City will be organized in the next quarter.

**Fundraising:**

In March, after advertising for a local fundraising consultant, CRS retained Mr. Le Quang Vinh to provide capacity building training for ESTIH and VLU staff in fundraising. As of the end of the reporting period, Mr. Vinh had already completed initial training sessions with ESTIH staff, and had conducted a 2-day training session at VLU. Both schools have developed draft fundraising strategies and are waiting for approval from school management. In ESTIH, some initial success can already be reported—two local companies, Hanoi Taxi Group and Tran Anh Electronic Store, have gave oral commitment to provide up to 30 million VND (about US\$1500) per year in scholarships for ITTP students at ESTIH.

Report on employment status survey:

Hanoi College of Information Technology / ESTIH					
Class	Duration	Grad. Date	# Graduates	# Employed	%
SE1	1 year	May, 2008	27	26	96%
SE2	1 year	Sep, 2009	25	25	100%
SE3	1 year	May, 2009	25	23	92%
SE4	1 year	Jul, 2010	21	19	90%
SE 5	1 year	Sep, 2011	20	14	70%
GEIT 1	1 year	Jul, 2010	26	20	77%

GEIT 2	1 year	Sep, 2011	30	23	77%
HIP	6 month	June, 2011	24	19	79%
TOT VI 1	3 months	Jan, 2011	14	13	93%
TOT VI 2	3 months	June, 2011	12	11	92%
TOT VI 3	3 months	Sep, 2011	9	8	89%
Total			233	201	86%

<b>Van Lang University</b>					
Class	Duration	Grad. Date	# Graduates	# Employed	%
SE1	1 year	Mar, 2010	24	23	96%
SE2	1 year	Nov, 2011	23	20	87%
GD1	6 months	Aug, 2009	22	17	77%
GD2	6 months	Dec, 2009	22	15	68%
GD3	6 months	Jan, 2011	29	24	83%
GD4	6 months	Apr, 2011	13	12	92%
GD5	6 months	Aug, 2011	15	13	87%
AED1	6 months	Dec, 2009	22	19	86%
AED2	6 months	June, 2010	20	13	65%
AED3	6 months	Jan, 2011	18	16	89%
AED4	6 months	Aug, 2011	18	16	89%
TOT VI 1	3 months	Mar, 2011	11	9	82%
TOT VI 2	3 months	June, 2011	16	16	100%
Total			253	213	84%

**In the next quarter**, CRS expects to:

- Receive project approval from GOV to expand ITTP to Da Nang.
- Launch ITTP in Da Nang
- Continue to build capacity of counterpart schools capacity to fund raise
- Continue to train students with disabilities in advanced IT.
- Organize alumni meeting at VLU

**SO 2: Barriers for secondary and higher education for SWDs are reduced.**

As of end of this reporting period, the process for obtaining the project approval is still ongoing. A project working group was formed with representatives from relevant MoET departments. The work group has sent the project document to all relevant departments within MoET and to Ministry of Investment and Planning, Ministry of Public Security for comments. MoET expects to receive all feedback by end of April, and by May, MOET can issue the approval of the project

**Initial planning project activities**

After the first meeting with whole MOET steering committee on the project on December 28<sup>th</sup>, 2011 CRS has worked with MOET to organize 3 more meetings among working group to discuss the overall technical plan, and which departments within MoET will collaborate with

CRS for implementation. The working group includes 19 members who representatives of different Departments of MoET (including the primary education department, secondary education department, higher education department, continuing education department, IT bureau, finance department, administration department, teachers bureau and international cooperation department) and Vietnam Institute of Educational Sciences (VNIES). This working group is established to collaborate with CRS to prepare the project activities (including technical plan, budget plans and coordination mechanism). After the project is approved, MOET will decide to keep the same members in the group for project implementation or have a smaller group for project implementation with CRS. During the two big meetings among these members (on March 6 and March 28), the working group members are very open to give feedback for the project activities and proposed the focal and cooperative departments to implement specific project activities.

While waiting for the official approval, working group has developed detailed activity plan and budget. Some key standing members from primary and secondary departments have frequently met to discuss the collaboration mechanism and technical inputs for the plan. Furthermore, they also consult with VNIES staff on technical inputs.

### **Evaluate existing text to speech software**

While waiting for the project approval, CRS has developed different consultancy terms of reference for technical advice in the areas of text to speech and distance education. CRS had several meetings with a disability expert in IT and assistive devices for visual impaired people, Mr. Hoang Moc Kien, to consult the latest development in the Vietnamese text-to-speech technology. In his experience and opinion, the existing text-to-speech software developed by Sao Mai center in HCMC has some shortcomings. The one developed by the National IT institute is not working well and visually impaired people do not use this software. Recently Mr. Kien learnt that the Artificial Intelligence Laboratory (Allab) center of University of Science Ho Chi Minh city has developed very high quality Vietnamese text-to-speech. This version overcomes many shortcomings of the other versions. Thus, this software will be highly welcome by VI community. Mr. Kien will work as technical advisor for this activity to guide Allab to complete and standardize their software. Mr. Kien also gave advices to CRS about the screen reader software. Currently most of VI community use Jaws for screen reader. However it is quite expensive for purchasing the license for a national level of installation in school system. Therefore the project can consider using the open-source alternative, NVDA, to replacing the JAWS.

**In the next quarter**, CRS expects to:

- Get project approval
- Organize the agreement signing ceremony and project launch workshop with the participation of key agencies and mass media
- Start standardizing Allab's text-to-speech software
- Start developing video lectures with sign language interpretation.
- Develop a distance learning model for CWD with severe disabilities who do not have access to school.
- Collect IE resources and design website for online-library.

## 2. Report on standard indicators

Indicator	Baseline	Q1	Q2	Q3	Q4	Total
<b># of people benefiting from USG-supported social services</b>  -- # of men -- # of women	N/A	30 men 21 women	79 men 35 women			109 men 56 women

Indicator	Baseline	Q1	Q2	Q3	Q4	Total
<b># of service providers trained who serve vulnerable persons</b>  -- # of men -- # of women	N/A	2 men 2 women	1 man			3 men 2 women

Indicator	Baseline	Q1	Q2	Q3	Q4	Total
<b># of USG-assisted organizations and service delivery systems strengthened who serve vulnerable populations</b>	N/A	1				1

## 3. Expenditures

Project Start Date:	9/27/2005
Project End Date:	9/30/2014
Project Duration (in months):	108
Time Elapsed (in months) as of reporting date	78
Number of Months Remaining:	30
% of Time Elapsed as of reporting date	72.2%
% of Funds Expended as of reporting date	66.4%
Quarterly expenditure <b>(Please enclose the SF 425).</b>	\$97,839
Next quarter's estimated expenditure (total)	\$250,000