

## **ANNUAL PROGRAM PERFORMANCE REPORT FOR USAID VIETNAM**

### **I. Name of Cooperative Agreement**

1. Name of Implementing partner: Catholic Relief Services
2. Cooperative Agreement Number: AID-486-A-00-05-00019
3. Title of Project: Inclusion of Vietnamese with Disabilities
4. Date of Report Submission: October 31<sup>st</sup>, 2012
5. Reporting Period: October 1<sup>st</sup>, 2011 to September 30<sup>th</sup>, 2012

### **II. Goals, Objectives and Progress to date**

#### **1. Report on achievements**

##### ***a. Annual impact assessment***

<b>Project Goal</b>	<b>People with disabilities in Vietnam have equal access to education and employment</b>
<i>Key Impact Indicators</i>	<ol style="list-style-type: none"> <li>1. % of ITTP graduates finding employment or paid internships</li> <li>2. % of ITTP graduates earning higher income</li> <li>3. # of guidelines/guidance on ICT application approved by MOET</li> <li>4. # of schools using ICT solutions in piloted areas</li> <li>5. # of SWDs use ICT to access education in piloted schools</li> </ol>
<i>Base-line</i>	N/A
<i>Accomplishments against the indicators</i>	<ol style="list-style-type: none"> <li>1. 53.5%. Out of the 101 students graduated during FY2012, 50 students have found jobs, 4 students have in paid internships; and three employers have promised to take an additional 34 new graduates as interns.</li> <li>2. No data available yet.</li> <li>3, 4, 5: SO2 activities will start in FY2013.</li> </ol>

**b. Key achievements**

	Indicator (s)	Annual target	Achievement to date
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%	Focus group discussions with students and teachers revealed that there is improvement in the areas of social skills, communication skills, and independent living skills; students also identified self-marketing and professionalism as areas that needs more training.
	% of students passing final examination; data disaggregated by sex	90%	Male: 86%, Female: 83% Total: 85%
IR 1.2: ITTP partners in Hanoi and HCMC demonstrate sustainability.	# of YWD enrolled in partner schools 12 months and 24 months after phasing out direct financial support; data disaggregated by sex	Not applicable for FY2012	
IR 2.1: MOET policy makers are committed to integrate ICT into guidelines for implementation.	# of action plans for piloting ICT solutions are drafted by MOET.	04	Activities with MOET could not start during FY2012 due to delays in the project approval and set up process.
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	
	# of sets of assistive technologies DVDs and users' manuals used at piloted schools		
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.		
IR 2.4: SWD, parents, IE teachers, school managers and policy makers benefit from	# of people who have downloaded materials from the IE online library.	At least 50	Preparation is in process; about 50 files were collected.

	<b>Indicator (s)</b>	<b>Annual target</b>	<b>Achievement to date</b>
resources made available online.	# of hits per month.	At least 100 visits	
	% of visitors rating the online IE resource center as useful.	At least 60%	
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%	60% of IE training participants demonstrated increased knowledge in providing appropriate training services for SWD. Another 20% scored 100 out of 100 on both pre- and post-training tests. All trainees scored least 85 points out of 100 points on the post-training test., evidence of adequate knowledge in providing appropriate training services for SWDs.
	# of service providers, including university teachers, managers, and government officials are trained in inclusive education management techniques; data disaggregated by sex	At least 20	20
Output 1.1.2 ITTP students benefit from quality training and support services.	# of courses co-designed with businesses.	No target set for FY2012	0
	# of students completed long term IT training	At least 190	74; an additional 76 students are expected to complete in Q1 FY2013
	# of students completed from short term IT training	At least 60 students	27; an additional 9 students are expected to complete in Q1 FY2013
	# of students participated in soft skills training; data disaggregated by sex	At least 250	145
	% of students trained in soft skills that demonstrate improved knowledge	At least 80%	N/A

	Indicator (s)	Annual target	Achievement to date
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.	02	02
	# of alumni registered to use the alumni network forum; data disaggregated by sex	300	235
	# of new posts in the alumni forum	500	At least 500
	% of alumni reporting at least 1 interaction with another ITTP alumni each quarter; data disaggregated by sex	70%	Not surveyed during last reporting period.
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.	Good practices are documented and shared with MOET and MOLISA.	Not yet started
	# 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	03	02
	Amount of financial contribution ITTP partners raise from alternative sources in year 2013 and 2014	\$160,000	CRS is in the process of verifying ITTP schools' local contribution amounts.

	Indicator (s)	Annual target	Achievement to date
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.	Done, first quarterly meeting held on Sept. 27, 2012
	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	Not yet started
Output 2.1.2: MOET pilot adapted assessments.	# of schools participate in piloting of adaptive assessments	04	Not yet started
	# of students participating in adaptive assessments pilots; data disaggregated by sex	No target set for FY2012	
Output 2.2.1: Assistive technologies developed according to specification.	# of assistive technologies developed to the standards of specification.	02	Not yet started
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	
	# of teachers trained in teaching assistive technologies; data disaggregated by sex	No target set for FY2012	
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 developed and approved for pilot.	Not yet started
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

	<b>Indicator (s)</b>	<b>Annual target</b>	<b>Achievement to date</b>
	# of educational institutions are able to run the pilot model according to technical design.	No target set for FY2012	
	# of education managers outside the pilot sites able and willing to implement the piloted model in their localities.	No target set for FY2012	
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
	# of parents effectively help their CWDs to complete the course	No target set for FY2012	
	# of CWD trained in using distance learning portal; data disaggregated by sex	No target set for FY2012	
	# of CWD received mini-laptops; data disaggregated by sex	No target set for FY2012	
Output 2.4.1: Online IE resource center is developed.	# of documents digitized and shared in the online IR resource center	At least 50	Not yet started
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

## **2. Narrative**

For much of the fiscal year, project progress was impeded by delays in getting necessary permissions from the government of Vietnam. Van Lang University (VLU) and Hanoi College of Information Technology (HCIT or ESTIH), the two ITTP training centers that have worked with CRS during the previous phase of IVWD, received approvals from MOET to extend their collaboration with CRS in January and February respectively. The delays were especially significant for expanding ITTP to Da Nang (IR 1.1) and piloting using ICT to help children with disabilities access quality education. (SO 2). CRS received permit to work in Da Nang on June 19<sup>th</sup>, 2012, and Dong A University (UDA), CRS's choice of ITTP training center, received permission from the Ministry of Education and Training (MOET) to work with CRS on July 25<sup>th</sup>. CRS and UDA signed MOU for collaborating together to provide IT training for people with disabilities (PWD) on August 1<sup>st</sup>, ten months after start of the fiscal year. Delays with MOET for working on the ICT component (SO 2) were as significant. MOET received approval to work with CRS on May 22<sup>nd</sup>, agreement between CRS and MOET was signed on July 5<sup>th</sup>, and project management unit (PMU) was formed on August 28<sup>th</sup>.

Despite these delays, CRS has been able to make significant progress providing quality IT training opportunities for PWD at two centers in HCMC and Hanoi, and advance ITTP in HCMC and Hanoi toward sustainability. CRS was also able to implement a number of preparatory activities to ensure ITTP can start in Da Nang and ICT pilot activities with MOET can start quickly after receiving all necessary approvals from the government of Vietnam.

### **SO 1: Trained YWDs achieve high rates of employment and retention of employment.**

#### **Expanding ITTP to Da Nang**

After visiting four schools which expressed interest to collaborate with CRS to provide IT training for PWD in Da Nang, CRS chose Dong A University as the ITTP center in Da Nang. UDA is a private multi-disciplinary university. In addition to having a strong IT faculty, UDA also has faculty with expertise in a range of other areas including nursing and school psychology; these expertise could prove invaluable to ensure high quality social support for students with disabilities. UDA has strong connections with the private sector and has a good track record in job placement for its graduates.

Following selection of UDA as its counterpart in Da Nang, CRS organized exchange trips for UDA staff to visit ESTIH in Hanoi and VLU in HCMC to learn from existing ITTP centers on how to support PWD students in school and help students find internships and jobs. CRS also organized an Inclusive Education Management Training for UDA teachers and staff to build UDA staff capacity in providing appropriate training and supporting services for PWD students. All training participants scored at least 85% on the post-training test, showing they have the necessary knowledge to teach and support PWD in classrooms.

CRS organized a consultation workshop at UDA, inviting representatives from disabled persons' organizations (DPOs) and local businesses to introduce ITTP and how it has been implemented at Hanoi and HCMC, and solicited inputs on how to collaborate in the future to help students with disabilities receive quality training and find work after training. Da Nang DPOs committed to support ITTP at UDA to raise awareness of this training opportunity among its members, recruit students, and advise the school on how to support students with disabilities outside of the classroom. Business representatives made suggestions about which skills should be included in the training because of high demand in the labor market; such skills include graphic design, web development and software testing. They also promised to host ITTP students for practicum sessions and recruit ITTP students after training. Following this consultation, DPOs supported recruitment of students and businesses worked with school and CRS to design the first six-month ITTP training course to be offered in Da Nang, which will train students in graphics design and web development. After interviewing all applicants, CRS and UDA has invited 28 candidates for the first ITTP training course in Da Nang. Class will start in early FY2013.

#### **ITTP training at VLU and ESTIH**

During the reporting period, despite early delays, CRS was able to make significant progress in providing IT training and job placement services for PWD in Ho Chi Minh City (HCMC) and Hanoi. ITTP was able to recruit 205 students (80 or 39% female) during the fiscal year to be trained in 11 different classes in Hanoi and HCMC. The target for the fiscal year was to train 250 students, and excluding the target of 50 students to be trained in Da Nang, CRS and its training partners in HCMC and Hanoi were able to exceed the target. But due to late start, 85 students will complete their training in Q1 FY2013.

As of the end of reporting period, 101 students have already completed their training, 54 from VLU and 47 from ESTIH. Fifty out of 54 new graduates from VLU have already found jobs; the other 4 have paid internships. In Hanoi, ESTIH has worked with employers to offer 34 additional internship positions for its students. Forty seven students graduated ITTP from ESTIH at the end of September. Interviews for these positions are on-going. Dropout rate for this year is 9.3%, slightly higher than last year's 7.3%, but still below 10%. Health remains the main reasons cited by students who drop out of ITTP training.

One lesson learned from past classes is that students from provinces only have limited time to stay in Hanoi or HCMC to look for job after completing training before they must return to their home provinces where opportunities for IT related jobs are more limited. VLU and NAC Real Estate, a BAC member, jointly organized a "Practicum Center" where ITTP new graduates can practice real life projects. NAC is responsible for finding IT contracts such as web site development for new graduates, while VLU provides dormitory for new graduates free of charge. This arrangement allows new graduates to

stay in HCMC longer, resulting in increased job placement rate. The table above summaries training outcomes at ITTP centers in HCMC and Hanoi.

	Van Lang University (HCMC)		Hanoi College of IT (Hanoi)		Combined		
	Female	Male	Female	Male	Female	Male	Total
Enrolled	51	66	29	59	80 (39%)	125 (61%)	205
Dropped out	6	9	1	3	7 (8.8%)	12 (9.6%)	19 (9.3%)
Graduated	23	31	12	35	35	66	101
Ongoing	22	26	16	21	38	47	85
Got paid internship	23	31	ESTIH has secured commitment of 34 internships from employers				
Got job	19	31					

### Mobilizing alumni

In this reporting period, CRS and ITTP schools in Hanoi and HCMC successfully organized ITTP graduates from previous years into alumni clubs. Each school’s alumni club has set up a Facebook page to facilitate its members to stay in touch with each other, and to facilitate the alumni to stay in touch with the schools. A total of 233 alumni have joined the alumni clubs. There are literally hundreds, if not thousands, of “wall posts” on each club’s Facebook page most of which are light-hearted and whimsical.

Alumni have also become resources for ITTP schools. Graduates have helped schools to recruit and new students. The schools also invite graduates back to participate in school and social activities with current ITTP students to share their real-life experience in working and living independently.

### Working towards sustainability

Aside from regular training, this fiscal year also witnessed an increase in efforts to achieve sustainability for ITTP after project supports are phased out. For the first time, some students from better-off families are asked to contribute toward their training expenses. The project provided all students with poverty certificates full scholarships to ensure students from poorer families are not denied training opportunities.

Both VLU and ESTIH started fundraising activities to mobilize resources from businesses in support of ITTP. Both schools have drafted a fundraising strategy, produced a set of brochures to introduce ITTP to potential donors, and met repeatedly with potential donors. One lesson learned is that local businesses are more willing to give support directly to students instead of donating to schools’ scholarship funds. In total, the two schools were able to raise more than \$8,000 in cash and in kind from local businesses.

ITTP schools have had limited success in directly accessing government funding to support vocational training of PWD, both VLU and ESTIH have explored teaming with other organizations, such as special schools and rehabilitation centers that do have access to government funding, to jointly providing job-oriented IT training for PWD. This way ITTP schools offers technical expertise in training and job placement while government-supported centers are responsible for students' room and board. This model has shown to be a promising approach to help ITTP achieve sustainability.

As of the end of the fiscal year, CRS has started to engage with VLU and ESTIH to review their fundraising and alternative training efforts of this fiscal year and strategically plan for the final two years of the project to ensure ITTP will continue after all project supports are phased out. In the up-coming months, CRS will continue to collaborate with the two schools to undertake further consultations with all stakeholders, including business partners, DPOs, government-supported special schools and rehabilitation centers, and other vocational training centers to gather additional information, identify the most promising vision of post-project ITTP, and develop a strategic plan to achieve that vision. CRS expects all consultations will complete by January 2013 and the strategic plans for VLU and ESTIH will be finalized by March, 2013. Q3 and Q4 of FY2013 will be used to implement the capacity-building and technical assistance needs identified in each school's strategic plan. In FY2014, ESTIH and VLU will only receive minimal project support while they consolidate and refine their ITTP training to be ready for the final withdraw of all project support by the end of FY2014.

As UDA has yet to start ITTP training, CRS will start the strategic planning process with UDA in Q3 FY2013 when UDA has gained enough experience in providing IT training for PWD. The project might be needed to be extended for 6 months into FY2015 to allow time for ITTP in Da Nang to reach sustainability.

### **International recognition**

CRS nominated the ITTP model to be presented at the 2012 Global Youth Economic Opportunity Conference which will be held in Washington DC from September 11<sup>th</sup> to 13<sup>th</sup>. After reviewing all nominees, conference organizers selected the ITTP model to be showcased in the Workforce Development Track of the conference. COP presented lessons learned and promising ideas from ITTP in front of practitioners, policymakers and donors from around the world at this gathering to strengthen the youth economic development field. ITTP was unique among all showcased projects for its targeting of PWDs and its focus on high-end skills.

CRS also nominated the ITTP model to be considered in the Innovative Secondary Education for Skills Enhancement (ISESE) Competition. This competition is organized by Results for Development Institute and supported by the Rockefeller Foundation. The expert jury found the ITTP model innovative not only in its provision of employable skills to a vulnerable population, but also for its potential to encourage social mobility in a

particularly marginalized minority, and awarded the ITTP model the first runner-up prize.

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

The startup of SO 2 activities has been very slow due to delays in government approval process, changes in personnel, and the busy work and travel schedule of MOET staff. As mentioned earlier, PMU was formed on August 28<sup>th</sup>, and the first PMU meeting was held on September 27<sup>th</sup>. At the PMU meeting, the head of PMU assigned Primary Education Department and Secondary Education Department to collaborate with CRS on different project activities.

### **Barrier assessment**

Secondary Education Department has been assigned to be the focal department to work with CRS to carry out the barrier assessment to identify key barriers CWD face in accessing quality education. A TOR for national consultants to undertake this study was developed by CRS and MOET. The study is anticipated to be conducted in 4 provinces, including Hanoi, Thai Nguyen, Daklak and Ho Chi Minh City. Estimated duration for the study within two months begin late middle of October to December 2012.

### **Preparing for ICT pilots**

While waiting for the project approval, CRS had several meetings with a disability expert in IT and assistive technologies for visually impaired people, Mr. Hoang Moc Kien, to consult the latest development in the Vietnamese text-to-speech technology. A shortlist of candidate software was identified and CRS is planning to further consult the blind community on which text-to-speech software is most suitable to be used to support blind children to access digital learning materials.

CRS and MOET have also started preparatory work for developing and piloting video lectures, distance education, and online IE resource library. CRS expects project implementation to pick up speed in Q1 FY 2013 as all project startup requirements were completed in FY 2012.

Due to the delays in project startup, the project may need to be extended for 6 months into FY 2015 to allow enough to develop ICT assistive technologies, pilot and evaluate the effectiveness of using ICT assistive technologies in support of CWDs' education, and finally mainstream proven technologies into the national education policies.

### **Impact of USG-attributable outcomes**

In past phases of IVWD, CRS worked with MOET to develop policies that promote the inclusive education of CWD. CRS also helped MOET to develop teacher training materials for inclusive education and have supporting the training of more than 3400 teachers in inclusive education. At the provincial level, CRS worked with Departments of Education and Training (DOETs) to pilot implementing inclusive education. CRS also

organized parents of CWD into self-help groups, and through these groups, CRS raised awareness among parents of CWD the benefits of sending their children to school, thus increasing the demand for education for CWD. Over the past 10 years or so, the national enrolment rate for CWD has increased from around 25% to around 35%. In project areas, the enrolment rates for CWD are above 60%.

In the long-term, ICT will reduce barriers CWD face in accessing quality education, and the enrolment rate for CWD will continue to rise. Teachers will also start using incorporate using more ICT in teaching non-disabled students, hence enriching the learning experience and enhancing the learning outcome of all children. As more PWDs complete ITTP training and get IT jobs, PWD and parents of CWD will recognize the potential for PWD to become productive and independent members of the society. More parents will invest in CWD's education as a result. The success of ITTP will also spur other vocational training centers and higher education institutes to open their doors to PWDs, and more employers will recognize the value of a diverse workforce and start actively recruiting PWD. Ultimately, the negative social stigma for PWD will lessen as more people study and work alongside with PWD.

### **Host country commitment**

All ITTP partner schools are committed to continue training PWD after project ends, and are committed to work with CRS to ensure quality and sustainability of training. MOET is also committed to pilot using ICT assistive technologies to support education of CWDs and mainstream proven ICT assistive technologies into national education policies.

### **3. Lessons learnt**

- Local donors prefer to sponsor specific students' expenses rather than donating toward a general scholarship fund.
- It is difficult for ITTP schools to access government funding directly, but it is possible to collaborate with government-supported centers to share the cost of providing training for PWDs.
- If graduates from provinces cannot find work within a short window, they will be forced to return to their home towns where IT jobs are often very limited.
- Graduates prefer using Facebook to keep in touch rather than a specially created online forum.

### **III. Participation of people with disabilities**

CRS has always worked to empower the most vulnerable and marginalized populations wherever it works. In Vietnam, PWDs is clearly one of the most marginalized groups. PWDs face significant barriers in accessing education, vocational training and employment opportunities. While nearly all non-disabled children are enrolled in schools, only about 1 in 3 CWDs go to school. Similarly, only 2.5% of PWDs had access to vocational training. For these reasons, and because of the negative societal stigma attached to PWDs in Vietnam, PWDs find themselves left out of the rapid economic

development and continued to be marginalized even as much of the country has experienced significant improvement to their standards of living.

To empower PWDs to participate in the economy as productive members of the society, CRS has implemented numerous projects aimed at improving the access to and quality of education for CWDs, and vocational training for young Vietnamese with disabilities. CRS' past efforts include working with MOET to develop policies that promote inclusive education for CWDs, develop teacher training materials for inclusive education, train teachers in inclusive education, piloting inclusive education in different provinces, mobilizing parents of CWDs to form grassroots self-help groups and raising awareness among parents of CWDs to increase demand for education for CWDs.

Currently, CRS initiatives focus on leveraging technology in support of CWDs' education and equipping PWDs with IT skills so they can access more economic opportunities. Technologies such as computers and the Internet have presented new opportunities to help PWDs overcome barriers to learn and work. With text-to-speech technology, blind people can use computer to "read"; with email instant messengers, deaf people can engage in conversation with others who do not know sign language; with Internet, people are constrained by wheelchair accessibility of workplace can work by telecommuting. Leveraging these new and exciting opportunities, CRS is working with MOET to bring technology into schools to support CWDs learn, and CRS is working with three schools in Vietnam to train PWDs in IT skills so they can use their mind to be productive.

CRS has involved PWDs in every stage of project implementation. CRS has two PWD full-time employees and one PWD intern working in its Hanoi office. Their work daily work is invaluable to the successful implementation of projects, including IVWD. CRS and its ITTP partner schools collaborates with DPOs in Hanoi, Da Nang, HCMC, and surrounding provinces in recruiting students and supporting PWDs in schools. CRS, ITTP schools and Vietnam Blind Association (VBA) have jointly designed a TOT training program to help VBA provincial branch offices to train IT trainers. Mr. Hoang Moc Kien, a blind IT expert, has been advising CRS and MOET on the quality of available ICT assistive technologies. CRS and MOET will organize further consultation with the blind community before selecting a text-to-speech software to pilot in schools.

In previous phase of IVWD with funding from USAID, CRS helped parents of CWDs in Quang Nam and Ninh Binh provinces to form parents associations. CRS provided both practical trainings to empower parents to rehabilitate and teach their children at home and raised awareness of the rights of their children to access education. Leading members of parents associations worked with other parents to encourage them to send their children to school. Parents associations also hold regular meetings with local authorities and school management to address issues related to the education of CWDs in their communities. The school enrolment rates for CWDs in project areas is around 70%, while the national school enrolment rate for CWDs is only around 35%. CRS

believes its efforts to empower parents of CWDs have contributed significantly to the remarkable increase in CWD school enrolment in project areas.

Currently, CRS, with funding from other donors, continues to support and develop parent associations, linking them to provincial DPOs and Vietnam Federation of PWDs. CRS has supported parent association representatives to participate in numerous DPO conferences, where parent representatives gave inputs directly to the policy makers at the conferences. CRS plans to continue to work with provincial and district DPOs, enhancing the linkage among DPOs and parent associations, and build the capacities of DPOs and parent associations to identify local needs, access funding provided under national action plan (NAP), and monitor NAP implementation on the ground.

#### IV. Evaluation

In interviewing with past students who failed to get jobs after graduation, CRS found that one reason for this is that students from provinces have limited time after graduation to find a job before they run out of resources to stay in Hanoi and HCMC and must return to their home towns. CRS worked with VLU and a private business to set up a practicum center at VLU where new graduates can work on real-life projects while they search for a job. CRS also plans to include entrepreneurship training into future training courses so that ITTP graduates who return to their home towns can start a business using the skills they have learned.

In focus group discussions with students and teachers, CRS learned that students have identified self-marketing, professionalism at workplace as areas they feel need more training. CRS is working with ITTP schools to increase # of sessions dedicated to providing related soft skill training and identify innovative ways.

#### V. Success Stories

Success story is attached as a separate file.

#### VI. Indicator Results and Targets

Standard Indicator		2012 Target	2012 Result	2013 Target	2014 Target	2015 Target
1. Number of vulnerable people benefitting from USG-supported social services		250	205	500	425	
<b>Deviation Type:</b>				<b>Date of last DQA (MM/YYYY)</b>	11/2010	
<i>Targeted to train 50 PWDs at ITTP Da Nang, actually trained 0.</i>						

	<i>Targeted to train 100 PWDs at ITTP Hanoi, actually trained 88. Targeted to train 100 PWDs at ITTP HCMC, actually trained 117.</i>
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Standard Indicator	2012 Target	2012 Result	2013 Target	2014 Target	2015 Target
1. Number of service providers trained who serve vulnerable persons	20	20	340	20	
<b>Deviation Type:</b>			<b>Date of last DQA (MM/YYYY)</b>	11/2010	
	<i>20 ITTP school staff, including teachers and school managers, were trained in IE management.</i>				

Standard Indicator	2012 Target	2012 Result	2013 Target	2014 Target	2015 Target
1. Number of USG assisted organizations and/or service delivery systems strengthened who serve vulnerable populations	15	11	16	10	
<b>Deviation Type:</b>			<b>Date of last DQA (MM/YYYY)</b>	11/2010	
	<i>10 new employers collaborating with ITTP schools to train PWDs and employ PWDs after completion of training 1 new ITTP school in Da Nang strengthened to provide vocational training to PWDs</i>				

## VII. Expenditures

SF 425 will be provided separately by CRS headquarters.

## VIII. Draft work-plan for the following fiscal year

Draft work plan is provided as a separate file.

## IX. Environmental compliance

During the reporting period, CRS did not implement any activity that has a “negative determination with conditions” determination in the IEE. Small scale renovation of classroom and IT facilities for students with disabilities will be implemented in Q1 FY 2013. CRS did not dispose of any computer purchased under IVWD.