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# Inclusion of Vietnamese with Disabilities Quarterly Progress Report 2<sup>nd</sup> Quarter of Fiscal Year 2013

April 30, 2013

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# **Inclusion of Vietnamese with Disabilities**

**FY 2013 Q2 PROGRESS REPORT**

**January 1<sup>st</sup>, 2013 to March 31<sup>st</sup>, 2013**

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The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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## Acronyms and Abbreviations

BAC	Business Advisory Council
COP	Chief of Party
CRS	Catholic Relief Services
DCOP	Deputy Chief of Party
DOLISA	Department of Labor, War Invalids, and Social Affairs
ESTIH	Hanoi College of Information Technology
HCMC	Ho Chi Minh City
ICT	Information and communication technologies
IE	Inclusive Education
IR	Intermediate Result
ITTP	Information Technology Training Program
IVWD	Inclusion of Vietnamese with Disabilities
MOET	Ministry of Education and Training
NGO	Non-Governmental Organization
PMU	Project Management Unit
PWD	Person with Disabilities
SO	Strategic Objective
UDA	Dong A University
USAID	United States Agency for International Development
VFD	Vietnam Federation on Disability
VLU	Van Lang University
VNIES	Vietnam Institute of Educational Sciences

# **I. INCLUSION OF VIETNAMESE WITH DISABILITIES (IVWD) EXECUTIVE SUMMARY**

In Da Nang, after launching the first ITTP class, Dong A University (UDA) and a local enterprise co-designed an evening class that enable PWDs who already have income-generating activities during day-time to attend training for advanced IT skills and have a chance to find better jobs after training. In all, 89 (35 female) new students joined 4 ITTP courses at the three ITTP centers in Hanoi, Da Nang and Ho Chi Minh City. Van Lang University (VLU) has developed a plan to mobilize funding from government and private sources to sustain ITTP after project support ends.

After launching of collaboration between CRS and Ministry of Education and Training (MOET) to jointly implement the development and piloting of ICT tools in support of CWDs' education, work has started to prepare for the development of various ICT solutions. A barrier assessment to identify obstacles faced by CWDs in accessing quality education was completed and the report has been drafted. Initial inputs on how to develop standardized assistive technologies of Vietnamese text-to-speech software and video lectures with sign language interpretation have been collected, and development of these assistive technologies is expected to start next quarter.

## **Qualitative Impact**

ITTP has started offering first evening class, which reduces the opportunity cost for attending training. More female students were enrolled in the evening class. The evening class could prove to be an effective way to attract more female students in the future.

## **Quantitative Impact**

89 vulnerable people benefitting from USG-supported social services

## **Project Administration**

CRS's project coordinator for ITTP retired at end of January. A new project officer was recruited and started working during March.

## **Next Quarter's Work Plan**

CRS expects to follow the approved work plan during Q3 FY 2013.

## **II. KEY ACHIEVEMENTS (Qualitative Impact)**

### **First evening ITTP class opened in Da Nang**

During awareness-raising and recruitment activities in Da Nang, many PWD reported that they engage in some form of income-generating activities, such as manual labor and data-entry, during day-time, but they are interested in learning advanced IT skills and look for better jobs. Enrolling in day-time training would reduce their household income for the duration of the training, for this reason, some candidates would not apply to join day-time training course. CRS and UDA agreed to develop a new evening class to target PWD who have day-time work. This evening class was co-designed with a local business which agreed to hire its graduates after they complete training. A total of 23 students (12 female) have enrolled in this new evening class, which will last a total of 6 months.

### **Van Lang University's plan for continuing ITTP**

In preparation for the eventual exit of project support, CRS and VLU have organized a series of meetings and a workshop with important stakeholders such as DPOs, MOLISA, employers, and other potential donors to gather inputs on the best way to sustain ITTP beyond life of this project. During these meetings and workshop, VLU has repeatedly affirmed its commitment to continue ITTP after end of project support. Different stakeholders have also provided valuable ideas on how to sustain ITTP. MOLISA has expressed interest to support PWDs around 600,000VND per month to receive vocational training at VLU after end of project support. VLU has drafted a proposal to request permission from MOET to continue ITTP as its own project and to request support from MOLISA for government funding after current project ends.

VLU will not depending on government funding alone to sustain ITTP, but will continue its fundraising efforts to mobilize funding to enable PWDs from poor families to participate in ITTP. VLU is a private for-profit school, to facilitate its fundraising efforts, VLU management has raised the suggestion of spinning off a non-profit entity to implement ITTP to its board of trustees. Although businesses have yet to commit to substantial support to ITTP, VLU will continue to cultivate relationships with businesses and continue to make efforts to raise funds from enterprises. Encouragingly, students and alumni have expressed willingness to make modest donations to the scholarship fund to support future ITTP students. Finally, Ms. Ho Le Thu, a Vietnamese American singer, has expressed interest to help VLU to raise awareness of ITTP in America and help VLU raise fund from overseas Vietnamese.

VLU has also committed to provide favorable conditions for qualified PWDs to study inclusively at its regular university and vocational training courses. VLU is planning to build a new campus, and in order to ensure its new campus will be accessible to PWDs, VLU reported that its selected design is 30% more expensive than a less accessible alternative design. CRS and VLU are in discussion to establish a long-term policy on support for PWD students who attend inclusive classes. With formalized support policy, accessible infrastructure, and experience of teaching and supporting PWD students gained through ITTP, VLU will become a true inclusive center for learning.

During this quarter, ESTIH continued to experience uncertainty in its senior management. Since ESTIH's previous headmaster was reassigned to another school during last quarter, its former deputy headmaster Mr. Thang was named as the new headmaster in January, but no one has been assigned to takeover Mr. Thang's former responsibilities, therefore Mr. Thang has to cover both headmaster and deputy headmaster responsibilities while waiting for the government to assign a new deputy headmaster to work in ESTIH. Aside from arranging for the opening of the new class at ESTIH, its management could not work with CRS to develop plans to continue training PWD after end of project. CRS expects to work with ESTIH to develop plans to continue training PWD after end of project during Q3.

### **Continuing ITTP in Hanoi and HCMC**

During Q2, ITTP training continued at VLU and ESTIH, as 38 students (16 female) joined two new classes in VLU and one new class of 28 students was opened at ESTIH during the quarter. Including the new evening class in Da Nang, a total of 89 new students (35 female) started ITTP training during this reporting period. All new classes teach Graphics Design and last 6 months.

### **Barrier assessment in education of children with disabilities**

After completing field work in 4 selected pilot provinces, the consultant group delivered a draft report in early February. CRS and MOET reviewed the initial draft report and have provided feedback. As of the end of this reporting period, the consultant group has completed a second draft report while CRS and MOET have been organizing a sharing workshop to be held in the beginning of April. The consultant group would make final revisions to the report based on feedback from the workshop participants and produce the final report by mid-April.

### **Text to speech technology standardization**

A survey of existing Vietnamese text-to-speech software commenced on March 20<sup>th</sup>, and is scheduled to complete by mid-April. The survey team will interview blind IT users, teachers and IT experts to identify the best candidate for standardization and to be used in pilots.

### **Video lecture development**

CRS and MOET have been working with the Faculty of Special Education from Hanoi National University of Education in planning for the development of video lectures. CRS and MOET will organize a consultation workshop on April 5<sup>th</sup> to get more advice and inputs from additional stakeholders on which grades and subjects should be selected for development of pilot video lectures.

### **Distance education**

A consultation workshop was held on January 29<sup>th</sup> in Hanoi with 32 participants, including MOET Secondary Department staff, special education experts, ICT experts, DPO representatives. Through this workshop, MOET staff reported gaining knowledge of ICT development in Vietnam and different models of distance education used by other countries. MOET staff had an overview of how different ICTs could help CWD access education in Vietnam.

CRS has engaged Dr. Natalia Tokareva as technical consultant to provide support CRS and MOET develop a distance education model to support CWDs in Vietnam access education through ICTs. Dr. Natalia Tokareva is the Chief of the section "ICTs in early childhood, primary and inclusive education" at UNESCO Institute for Information Technologies in Education. Dr. Natalia Tokareva is Russian and currently lives in Moscow. Dr. Natalia Tokareva will travel to Hanoi Vietnam in early May to work with CRS project team and MOET staff to provide in-country support for distance education model development.

### **Online IE library**

CRS and MOET have sent written requests to NGOs, international organizations, educational and research institutions for support in collecting IE resources. CRS will continue to follow up these requests through phone calls and emails to coordinate to the collection of IE resources. MOET has not made the final decision on which department will host the IE library. MOET's own IT department does not have the capacity or the mandate to host the IE library. MOET is considering asking VNIES, a University or NCCD to host the IE library. The decision on who will host the IE Library will be made in Q3.

### **Accessible examination**

Initial discussions with MOET reveal that it will not be possible to pilot accessible examination for the national college entrance examination due to concerns about potential of leaking examination contents before examination date. CRS will explore potential alternative examinations that could be

used to pilot a standardized way to make examinations accessible to CWDs. A decision will be made in Q3.

**Lessons Learned**

Evening class seems to allow more female students to join ITTP as it reduces opportunity cost for participants and their families.

### **III. PROGRAM PROGRESS (Quantitative Impact)**

The tables below will provide the basic data required to assess progress toward achievement of targets in your PPMP. This format is designed to collect data in a consistent way, from the initial proposal to the signed Award, and through each of the period reporting cycles. By utilizing this format, the data required for the USG FACTS INFO system and for the Government of Vietnam (GVN) can be more easily entered into databases by USAID.

INDICATOR TITLE: <b>NUMBER OF VULNERABLE PEOPLE BENEFITTING FROM USG-SUPPORTED SOCIAL SERVICES</b>																			
UNIT: Number of vulnerable people	<i>DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)</i>																		
	<i>Geographic Location</i>			<i>Event</i>				<i>Date</i>		<i>W</i>	<i>M</i>	<i>Sub-total</i>							
	<i>Da Nang</i>			<i>ITTP – Evening class</i>				<i>Feb 2013– Aug 2013</i>		12	11	23							
	<i>Ho Chi Minh City</i>			<i>ITTP – GD34A,B</i>				<i>Jan 2013 – Jul 2013</i>		16	22	38							
	<i>Hanoi</i>			<i>ITTP – TH01KT</i>				<i>Mar 2013 – Sep 2013</i>		7	21	28							
								<i>Totals</i>		35	54	89							
<i>Results:</i>																			
<b>Additional Criteria</b> <i>If other criteria are important, add lines for setting targets and tracking</i>	<b>Baseline</b>		<i>Results Achieved Prior Periods</i>		<i>This Reporting Period 31/Dec/12</i>		<i>Reporting Period 31/Mar/13</i>		<i>Reporting Period 30/Jun/13</i>		<i>Reporting Period 30/Sep/03</i>		<i>FY 2013 Target</i>		<i>FY 2014 Target</i>		<i>End of Project Target</i>		
			<i>Achieved</i>		<i>Achieved</i>		<i>Achieved</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>		
	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	
<i>Gender:</i>	0	0	80	125	7	18	35	54	27	36	131	192	200	300	170	255	450	680	
<i>Women (W), Men (M)</i>																			

INDICATOR TITLE: <b>NUMBER OF SERVICE PROVIDERS TRAINED WHO SERVE VULNERABLE PERSONS</b>																			
<i>UNIT:</i>		<i>DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)</i>																	
Number of service providers	<i>Geographic Location</i>			<i>Event</i>						<i>Date</i>		<i>W</i>		<i>M</i>		<i>Sub-total</i>			
										<i>Totals</i>		0		0		0			
<i>Results:</i>																			
<b>Additional Criteria</b> <i>If other criteria are important, add lines for setting targets and tracking</i>		<b>Baseline</b>		<i>Results Achieved Prior Periods</i>		<i>Reporting Period 31/Dec/12</i>		<i>Reporting Period 31/Mar/13</i>		<i>Reporting Period 30/Jun/13</i>		<i>Reporting Period 30/Sep/03</i>		<i>FY 2013 Target</i>		<i>FY 2014 Target</i>		<i>End of Project Target</i>	
				<i>Achieved</i>		<i>Achieved</i>		<i>Achieved</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>	
		<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>
<i>Gender: Women (W), Men (M)</i>		0	0	7	13	0	0	0	0	5	5	20	20	25	25	155	155	190	190

INDICATOR TITLE: <b>NUMBER OF USG assisted organizations and/or service delivery systems strengthened who serve vulnerable populations</b>																			
<i>UNIT:</i>		<i>DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)</i>																	
Number of organizations	<i>Geographic Location</i>			<i>Event</i>						<i>Date</i>				<i>Sub-total</i>					
	<i>HCMC</i>			<i>New companies employing ITTP students</i>						<i>various</i>		3							
										<i>Totals</i>		3							
<i>Results:</i>																			
<b>Additional Criteria</b> <i>If other criteria are important, add lines for setting targets and tracking</i>		<b>Baseline</b>		<i>Results Achieved Prior Periods</i>		<i>Reporting Period 31/Dec/12</i>		<i>Reporting Period 31/Mar/13</i>		<i>Reporting Period 30/Jun/13</i>		<i>Reporting Period 30/Sep/03</i>		<i>FY 2013 Target</i>		<i>FY 2014 Target</i>		<i>End of Project Target</i>	
				<i>Achieved</i>		<i>Achieved</i>		<i>Achieved</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>	
		0		11		0		3		5		8		16		14		41	

INDICATOR TITLE: <b>PERCENT OF PWD HAVE INCREASED AGREEMENT WITH THE CONCEPT THAT BOTH MEN AND WOMEN SHOULD HAVE EQUAL ACCESS TO SOCIAL-ECONOMIC OPPORTUNITIES.</b>																					
<i>UNIT:</i>		<i>DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)</i>																			
Percent of PWD	<i>Geographic Location</i>				<i>Event</i>				<i>Date</i>		<i>W</i>	<i>M</i>	<i>Sub-total</i>								
											<i>Totals</i>		<i>0</i>	<i>0</i>							
<i>Results:</i>																					
<b>Additional Criteria</b> <i>If other criteria are important, add lines for setting targets and tracking</i>		<b>Baseline</b>		<i>Results Achieved Prior Periods</i>		<i>Reporting Period 31/Dec/12</i>		<i>Reporting Period 31/Mar/13</i>		<i>Reporting Period 30/Jun/13</i>		<i>Reporting Period 30/Sep/03</i>		<i>FY 2013 Target</i>		<i>FY 2014 Target</i>		<i>End of Project Target</i>			
				<i>Achieved</i>		<i>Achieved</i>		<i>Achieved</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>			
		<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>		
<i>Gender: Women (W), Men (M)</i>		<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>+45%</i>	<i>+45%</i>	<i>+45%</i>	<i>+45%</i>	<i>+45%</i>	<i>+45%</i>	<i>+45%</i>	<i>+45%</i>	<i>+45%</i>	<i>+45%</i>		

INDICATOR TITLE: <b>NUMBER OF ITTP STUDENTS WHO HAVE RECEIVED GBV AWARENESS TRAINING</b>																					
<i>UNIT:</i>		<i>DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)</i>																			
Number of ITTP students	<i>Geographic Location</i>				<i>Event</i>				<i>Date</i>		<i>W</i>	<i>M</i>	<i>Sub-total</i>								
											<i>Totals</i>		<i>0</i>	<i>0</i>							
<i>Results:</i>																					
<b>Additional Criteria</b> <i>If other criteria are important, add lines for setting targets and tracking</i>		<b>Baseline</b>		<i>Results Achieved Prior Periods</i>		<i>Reporting Period 31/Dec/12</i>		<i>Reporting Period 31/Mar/13</i>		<i>Reporting Period 30/Jun/13</i>		<i>Reporting Period 30/Sep/03</i>		<i>FY 2013 Target</i>		<i>FY 2014 Target</i>		<i>End of Project Target</i>			
				<i>Achieved</i>		<i>Achieved</i>		<i>Achieved</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>		<i>Target</i>			
		<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>		
<i>Gender: Women (W), Men (M)</i>		<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>40</i>	<i>60</i>	<i>40</i>	<i>60</i>	<i>80</i>	<i>120</i>	<i>100</i>	<i>150</i>	<i>180</i>	<i>270</i>		

## **IV. MONITORING**

During this quarter, the new M&E officer made monitoring trips to ESTIH, VLU and UDA and conducted intake surveys of all new students to establish baseline information to facilitate future comparison of training impact. At UDA, the M&E officer conducted baseline survey for the new gender indicators. No data quality issues were identified.

## **V. NEXT QUARTER'S WORK PLAN**

During Q3 FY2013, CRS and ITTP partners plan to open at least 3 new classes, one in each location. CRS and Dong A University have agreed to allocate and equip a second classroom for ITTP training, allowing more students to be trained at one time. The selected classroom is located on the ground floor and is accessible to PWD. CRS will provide computers and Dong A University will furnish the classroom with tables, chairs, projector and air conditioner. CRS will continue work with VLU and ESTIH to finalize and implement exit strategies that are appropriate for each school's context.

CRS will start an ITTP best practices study that will also examine key barriers to quality vocational training for PWD at non-ITTP schools and make highlight best practices from ITTP model that non-ITTP schools can implement to improve the quality of their training and support services for PWD students. The study report will be completed, and study findings will also be disseminated during Q4.

CRS will also start a study on how employers can accommodate and support PWDs of various disabilities at workplaces. A booklet will be produced and disseminated during Q4.

CRS will organize training of trainers on gender equality, gender-based violence and gender mainstreaming for ITTP school staff. ITTP schools will include gender training into soft skill training curriculum to ensure all future ITTP students will receive training on gender equality and gender-based violence.

The report for barrier assessment for CWD will be completed. A workshop will be organized to disseminate assessment findings.

CRS and MOET will complete survey of available Vietnamese text-to-speech software, and the best candidate will be selected. Specification for text-to-speech standardization will be developed and technical consultant will be engaged to standardize the selected text-to-speech software.

CRS and MOET will organize consultation workshops for video lectures and make decision on the grade level and subjects to be targeted for pilot of video lectures. Technical consultants will be engaged to develop video lectures to prepare for the pilot.

International consultant will visit Vietnam to develop a model for distance education to support CWDs access education. The international consultant will continue to provide technical support to local staff through email to finalize the model. Development of teaching materials will be started during next quarter.

The host for the IE library will be selected and collection of IE resources will continue. Design of the IE library website will start in the next quarter.

## **VI. FINANCIAL INFORMATION**

Note: the financial data provided in this section is an estimate of the financial condition, and does not constitute the contractually required financial reporting as defined in the Award Notice.

## Cash Flow Report and Financial Projections (Pipeline Burn-Rate)

Chart 1: Obligations & Current and Projected Expenditures

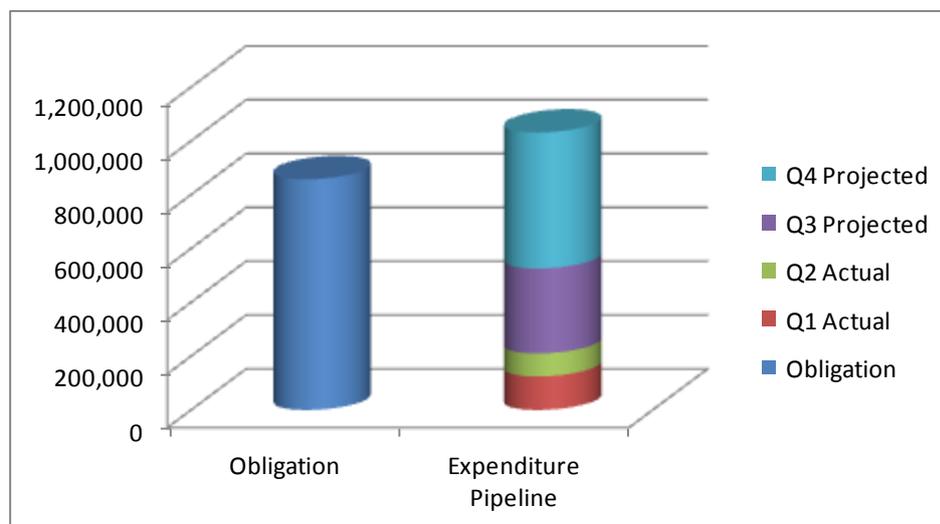


Table 2: Budget Details

	Q1 FY2013 Actual Expenditures	Q2 FY2013 Actual Expenditures	Q3 FY2013 Projected Expenditures	Q4 FY2013 Projected Expenditures
<b>Obligation</b>	<b>857,600</b>	<b>124,633</b>	<b>91,388</b>	<b>316,002</b>
<b>IVWD Program Activities</b>	<b>109,327</b>	<b>80,165</b>	<b>277,195</b>	<b>437,914</b>
<b>Indirect Costs</b>	<b>15,306</b>	<b>11,223</b>	<b>38,807</b>	<b>61,308</b>

### Budget Notes

<b>IVWD Program Activities</b>	Expensed in according to project agreement, with gender capacity-building expenses expected in Q3 FY2013. Actual expenditures do not include unliquidated obligations.
<b>Indirect Costs</b>	Calculated as per Award conditions.

## VII. PROJECT ADMINISTRATION

### Constraints and Critical Issues

ESTIH's headmaster, Mr. Khiem, was reassigned to another school and the former deputy headmaster Mr. Thang has been assigned as the new headmaster of ESTIH. CRS will increase its involvement and work with the new headmaster to ensure necessary level of commitment in ESTIH.

The original target of training 250 PWD students at ITTP in Da Nang was based on the assumption that there would be 2 and half years of training time. Because of the delay in getting needed government approvals to start project implementation, only 2 years of training time is left in the life

of project. Rushing to complete the target during the remainder period will negatively affect training quality and project sustainability. CRS projects that it will likely require a six-month no-cost extension to complete the target, and ensure a sustainable exit of project support from ITTP at UDA.

SO 2 activities related to piloting ICT and policy development with MOET were similarly delayed. CRS does not believe it will be realistic to expect the delay will be able to be made up during the remainder of the project life, and CRS projects a that it will likely require a six-month no-cost extension to project objective.

## **Personnel**

ITTP project coordinator retired as of end of January 2013. A new project officer was recruited in March to implement ITTP activities.

Deputy Chief of Party will take 6-month off for maternity leave, starting during Q2 FY2013, during which period COP will cover the oversight responsibilities of DCOP and CRS has engaged a consultant to provide technical support during DCOP's absence.

## **Changes in the Project**

In order to mainstream gender awareness-raising into ITTP, CRS will need to reallocate some resources, around \$6,000, toward capacity building for ITTP schools' staff to provide gender equality and gender-based violence awareness training to ITTP students. CRS plans to submit formal request for no-cost extension in Q2 FY 2014.

## **Contract Modifications and Amendments**

No contract modifications and amendments took place.