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Inclusion of Vietnamese with Disabilities

Fiscal Year 2014 –Q1 Performance Report

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Inclusion of Vietnamese with Disabilities

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Prepared for

Le Ha Van, AOR

United States Agency for International Development/Vietnam

15/F Tung Shing Building

#2 Ngo Quyen Street

Hanoi, Vietnam

Prepared by

Catholic Relief Services Vietnam Program

No 1, Alley 7, Nguyen Hong Street

Ba Dinh District

Hanoi, Vietnam

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Table of Contents

ACRONYMS AND ABBREVIATIONS 4

I. (INSERT PROJECT NAME) EXECUTIVE SUMMARY 5

II. KEY ACHIEVEMENTS (QUALITATIVE IMPACT) 8

III. PROGRAM PROGRESS (QUANTITATIVE IMPACT) 13

IV. MONITORING 17

V. NEXT QUARTER'S WORK PLAN 17

VI. FINANCIAL INFORMATION 18

VII. PROJECT ADMINISTRATION 19

Acronyms and Abbreviations

ACT	Action Communication Technology
AT	Assistive Technology
BAC	Business Advisory Council
CRS	Catholic Relief Services
DPO	Organization of Person with Disability
DRD	Disability Research and capacity Development
ESTIH	Hanoi College of Information Technology
GBV	Gender Based Violence
GHP	GHP Far East Company
HCMC	Ho Chi Minh City
ICT	Information and communication technologies
IE	Inclusive Education
IT	Information Technology
ITTP	Information Technology Training Program
IVWD	Inclusion of Vietnamese with Disabilities
MOET	Ministry of Education and Training
PWD	Person with Disabilities
TOT	Training of Trainer
UDA	Dong A University
USAID	United States Agency for International Development
VBA	Vietnam Blind Association
VLU	Van Lang University

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

Qualitative Impact

During this quarter (Oct – Dec, 2013), students from Information Technology Training Program (ITTP) received opportunities to participate in the social events, got exposure to working environments through 02 business visits in Da Nang and Ho Chi Minh City and participated in job fairs in Da Nang. These visits helped students to be aware of types of vacancies such as graphic designer, data entry, that are available for students with disabilities, kinds of skills such as Photoshop, typing in 10 fingers that are required in real working environment, types of positions that might be suitable for them and preparation needed for their job application. These job fairs often provide information of companies, potential employers, available postings etc. Students can come to collect information or talk directly to representatives of the companies about job opportunities. Students know about possible vacancies for their future job, but also understand how they need to improve further and learn more to meet requirement of these recruitments.

After the gender based violence (GBV) training in the previous quarter, CRS and ITTP partners have increased the integration into IT training curriculum to increase number of students benefiting from GBV training. Thirty five new more students (17 from ESTIH and 18 from VLU) received GBV training from the trainers from these two schools who participated in the TOT training conducted by CRS during the previous quarters.

Through alumni survey¹, the employment rate was only 41.28% with respondents having about 6 months finding jobs after graduation. However, results of survey among students who have graduated after 12 months, the employment rate was lower to 27.69%. It means that some students have finished paid internship period and could not stay or they cannot retain in their jobs. This will be further analyzed and explored through the PWD at work study being conducted in the next quarter.

Not many graduates found a job using their IT skills learnt from ITTP course. Only 21 out of 45 employed alumni in the 6-month-after-graduation survey has used IT skills or computers in their daily job, and only 5 out of 18 employed alumni in the 12 month-after-graduation survey works with computers. Most of graduates engage in manual works such as posting advertisements, making cakes, crafts, providing massage therapy etc, several graduates work for call centers which they still use computer skills but not all knowledge and skills they learned from the graphic design training course; just very few of them work as web designers/managers of graphic designers as learnt from ITTP course. When discussing with teachers from ITTP schools, they believe that students participating in the international standard software engineering during the first years of the ITTP training programs have more opportunity in working in IT industry since they have more in-depth and intensive training programs in English. However, it is challenging to recruit persons with good education background and educational level which are required to be able to follow and retain the international standard software engineering training courses because those who are eligible for this training have attended the ITTP or other training programs. When discussing with ITTP

¹ The survey is conducted on rolling basis, 6 months and 12 months after students' graduation.

schools about the training curriculum, all three schools agree that there should be balance between core IT knowledge, skills and practical skills because graduates might not use these core knowledge and skills right at jobs, but they need these skills to build on further if they want to continue their long life learning. Presently, CRS already work with three schools to strengthen partnership with businesses to learn from needs for working skills required in order to adjust the training curriculum. The most recent training course run by ESTIH was already designed with strong inputs from businesses to ensure that graduates can use what they learn from training courses better for their future jobs.

There is only 28.03% students (6 out of 26) show improvement in soft skills. The rate is quite low maybe due to high score earned in in-take interviews. The relation among alumni and students are quite active with most of them have mobile phone and/or facebook. The number of people registered in 04 official facebook pages of ITTP is nearly a thousand now. More than 70% of alumni interviewed have contacts with other alumni in 4 months before the date of interviews. In-depth interviews with alumni also reveal that there are several closed forum among sub-groups (classes) serving their internal exchange of information and emotion.

Project Administration

Due to workload by leaders and staff within MOET, CRS could not organize a Project Management Unit (PMU) meeting with all members. However, CRS set up frequent meetings with two departments of primary education and secondary education to discuss project activity plans and discussions with consultants on IT techniques. As a result, ICT activities have made progress such as the website for distant learning has been developed, a set of e-learning materials in Vietnamese literature and Informatics for grade 6 has been developed and uploaded on the website, lessons for video lectures have been selected, developed and filmed, software of text to speech has been upgraded with southern and central accents

CRS organized one project management meetings with University of Dong A (UDA) in November to discuss the recruitment of students for the following training classes and how to involve more businesses for job placement. CRS will continue to follow up with management board in UDA on project sustainability direction. Also during December, CRS and Van Lang University (VLU) had a management meeting to address the misunderstanding of an expert with visual impairment who is involved in the TOT training for participants who are blind. Mr. Tran Ba Thien was assigned to upgrade the window word 7 to help blind participants to learn better. Mr. Thien was not satisfied with VLU because he was not paid for his efforts in upgrading wind word 7 to be used by the blind participants in the class. Mr. Thien requested VLU to fully pay his compensation before sharing this upgraded version to blind associations. Meanwhile, VLU still discussed with CRS and VBA on mechanism of supporting these TOT training courses for blind people and how VLU can make this program to become online training program to bring benefits for more blind participants. After understanding the situation, VLU already discussed with CRS and paid consultancy fees for Mr. Thien and invited him as a core trainer for the outreach TOT training program for the blind associations.

VLU has tried different steps including several meetings with chairperson of the BAC, Mr. John Nhat (Chief Executive Officer of NAI Commercial Real Estate Services) who is also committed and active in disseminating ITTP program to Vietnamese American artists and singers to raise

fund for the ITTP continuation. Mr. Tran Phan Viet Dung, director of project management board also flew to the US, going with Mr. John Nhat to talk to other Vietnamese Americans who are interested in supporting PWDs. VLU already got commitment from one private company, NAI and HoaThienTam foundation² of donation for approximately US\$10,000 per year for ITTP activities. CRS and VLU are working on two directions of 1) having inclusive education training program for PWDs i.e students with disabilities enrolled in regular training courses with other non-disabled students and received full or partial tuition fees exemption. In this direction, VLU can revise the recruitment policy and be able to support any students with disabilities enrolling in the regular training programs without any challenges. VLU still sees the values of special training classes which VLU can provide more in-depth support to PWDs through soft skill training, orientation, job linkages, business exposure etc, so VLU decides to explore for the second direction of 2) fund raising for special training classes so VLU can continue these special training classes when the project ends its financial support after 2014. Fund raised by schools (e.g. US\$ 10,000 per year is used for costs occurring when organize the special training course for students with disabilities which is tailored to abilities of PWDs and based on needs of job market)

CRS and Ministry of Education and Training (MOET) focused on the ICT tool development. CRS and MOET worked with different partners (National Institute of Education Science – NIES, universities and companies) and individual consultants to develop website for distant learning, upgrade text to speech (TTS) software, and development of video lectures. CRS signed a contract with Action Communication Technology (ACT) to develop the web portal for distant learning and online library, and also contracted individual consultants on material development for distance learning, video lectures and text to speech software upgrading. At the end of December, 2013, ACT has shared the final draft web portal interface to MOET and CRS. CRS and MOET reviewed and provided comments on the structure of contents in the website, how the website can be arranged to respond to needs of administration (project management staff, teachers) and most importantly how it can be students' friendly as end-users who are participating in the learning schedule. CRS and MOET will organize an official meeting to appraise the final product in February 2014. 110 e-learning lessons focusing on Vietnamese language literature and basic Informatics for Grade 6 have been developed and uploaded on this web portal. Final appraisal of these tools will be completed in February 2014 for pilots.

Quantitative Impact

- 44.61% of ITTP students (12 females out of 30, and 17 males out of 35) who participated in the survey during the reporting period) have increased agreement with the concept of that both men and women should have equal access to social-economic opportunities
- 92 students (56 males and 36 females) participated in the International Disability Day in Ha Noi and Ho Chi Minh and a job fair in Da Nang to increase their exposure to similar disability network and businesses.
- 35 new students (22 males and 13 females) received replicated GBV training in VLU and ESTIH

² HoaThienTam foundation is established by Vietnamese American singers and artists and the wife of chairperson of the BAC (also director of NAI company) is one of members of this foundation.

- 18 students (13 males and 5 females) from UDA were newly enrolled in the ITTP class # 5 in this quarter.
- 110 e-learning sessions have been developed and uploaded on the distant learning web portal
- A web portal for distant learning and on-line library has been developed
- 10 first video lectures on Vietnamese and Mathematics for grade 5 have been developed
- Text to speech software has been upgraded with voice recorded and language synthesis techniques.

Next Quarter's Work Plan

Work plan for Q1 FY 2014 will be submitted as part of the FY 2014 annual work plan.

II. KEY ACHIEVEMENTS (Qualitative Impact)

ITTP

During this quarter, CRS continued to work with three schools on providing training courses for students, setting up linkages with businesses and networks for job opportunities and improving job skills through internship opportunities for students. In this quarter, 148 students participated in different training classes in three schools - 71 (46 males and 25 females) students participated in 3 training courses in UDA, 47 students divided into four classes in VLU and 30 students (18 males and 12 females) participated in one special class in ThuyAn and Trung Kinh center – ESTIH and 2 students (2 males) in inclusive classes in ESTIH.

For on-the-job training, schools continue to place students at different enterprises to experience real-life work environment. Fifteen students from ESTIH got on-the job training right at the Thuy An center to practice skills such as graphic design and website development. Four students from VLU got internship opportunities in Red Sun company in HCMC, 9 students from UDA were placed in Innet Company in Danang to learn about job skills and participated in IT projects given by the company to practice their IT skills.

In this quarter, 65 students (40 males and 25 females) graduated from VLU, UDA and ESTIH of which 12 students (3 males and 9 females) already have paid jobs in Da Nang such as working in VBPO (a company runs data entry and outsourcing work in IT) and one student for two month internship while the remaining students are still looking for job opportunities. The job placement is still low because most of students just completed their training program by the end of reporting period.

ITTP in UDA

Apart from internship opportunities, forty five students from UDA (ITTP3, ITTP4, and ITTP5) visited Flatter World Company in Danang city which focuses on graphic design and web development, relating to what ITTP students have been trained on October 5th. The visit gives students an overview about working environment and skills need to be added to be able to find a job.

18 new students (13 males and 5 females) were firstly interviewed and selected by both CRS and UDA in Da Nang. They started their training on September 20th on Graphic Designer and Website development. They are from other central provinces as Thanh Hoa, Ha Tinh, Quang Nam in addition to Da Nang province.

On the occasion of International Disability Day, UDA organized graduation ceremony for the second training class coded as ITTP2. Eleven students out of sixteen (4 males and 7 females) participated in the exam and graduated. Five students got sick and could not participate in the examination. On the same day, about 40 students from 5 training classes such as ITTP1, ITTP2, ITTP3, ITTP4 and ITTP5 had a chance to participate in job fair organized by DOLISA of Da Nang. In this job fair, students were able to understand the available vacancies such as graphic designer, data entry, photoshop that are adaptable to their skills and how to prepare the documents such as applications.

On 14 December, under the softskill training content, to support students from the training course coded as ITTP3 to prepare them better in seeking jobs, UDA organized practical training on how to seek job information, how to prepare CV and how to have a successful interview. All students of ITTP3 (13 males and 6 females) had a chance to practice their interview skills with UDA teachers.

ITTP in VLU

On 25 October 2013, all thirty three students (17 males and 16 females) from the Graphic Design course # 34 (GD34) graduated and VLU invited 30 participants from 10 stakeholders (2 companies of Golden Key and Cement Trung Kien, 4 organizations and institutions namely Disability Reach and Capacity development DRD, Deaf Club, Job orientation for YWD club, Institute of HCM research and development, Agri-bank) and three special schools of HyVong, AnhMinh and TuongLai) to participate in the graduation ceremony to share information relating to job opportunities for students.

On International Disability Day (3 December), thirty students of GD #35 and GD #36 (23 males and 7 females) visited GHP Far East Co., Ltd. and Golden Key companies in Ho Chi Minh City. There was a discussion between students and enterprises about the design skills that the students need to improve to be able to work for enterprises.

VLU already recruited 7 key persons with visual impairment for TOT training for blind community under partnership between CRS-VLU and Vietnam Blind Association (VBA). Official training classes will be opened in the following quarter since VLU needs sometime to update the window to adapt to technology for the blind persons.

ITTP in ESTIH

Under CRS facilitation, ESTIH started to link to Hanoi DPO for co-training in IT and soft skill for PWDs in future. Hanoi DPO shares the internal plan of DPO member meetings that ESTIH could come for introduce about the IT training and ESTIH shares the available training to strengthen IT capacity for DPO member in working.

To be better linked with enterprise, orient to Business Advisory Council (BAC) setting up, to develop a curriculum matching to enterprise requirements, to involve enterprise in practical training in this year, ESTIH has requested for hiring a consultant who have been working in the ITTP for past 5 years and even retired, he is still deeply committed to support to improve the quality of ITTP in ESTIH. Additionally he has strong relationship with enterprises and will be able to explore possible co-training between the project, ESTIH and businesses. The consultant will also support ESTIH in developing the sustainable plan for school after 2014.

Fifteen students (7 females and 8 males) participated in the graduation examination and fourteen (8 males and 6 females) already passes with certificates on December 31st. One male student already got paid internship in the Thuy An center while others are still looking for jobs with support from ESTIH.

Gender Based Violence replicated Training

After GBV TOT training supported by CRS, in November and December 2013, thirty five new ITTP students received replicated training in VLU and Thuy An. UDA will replicate this training in the following quarter. VLU also mainstreamed this issue into the soft skill training curriculum for ITTP students. CRS and school partners will also promote the awareness of gender equity through alumni network.

MOET ICT Pilots

Output 2.1.2. Adapted Examination

CRS and MOET planned to hire a consultant to do a quick survey of situation of examinations by students with disabilities in next quarter. Based on the survey results, CRS and MOET will work with the technical consultant to develop respective tools and guidance for pilots at the examination for students transiting from lower secondary to upper secondary level. However, the survey was delayed because MOET and CRS needed more time to give comments to the consultants such as selection of locations for the survey since it will be relating to the pilot of the technical guidance in these locations and targeted groups including student with hearing impairment, visual impairment and mobility CRS is working with MOET and the consultant to revise the technical proposal of the survey and following steps in the tools development. These activities are planned to be implemented in the quarter II/FY14.

Output 2.2.1 Assistive technologies developed

Text-to-Speech Technology

The existing text – to - speech software has been upgraded by the AiLab, a laboratory of College of Natural Science of Ho Chi Minh National University. Most of the upgrades including the techniques of recording of standard voice, synchronizing volume of voice using mathematics formula have been completed. AiLab will test with persons with visual impairment during the coming months and complete it by February for launching and pilot.

Video Lectures with Sign Language Interpretation

The consultant group of video lecture development has completed all curriculum, lessons planning and scripts for the video lectures. They are processing the records and post-filming processing for the first 10 video lectures. Comments will be given by the Project management unit before the filming of the remaining 30 video lectures. After the consultant completes all thirty video lectures, MOET and CRS will select schools for piloting these video lectures. CRS and MOET will also disseminate through DVD of these lectures to students who want to use at home as additional learning materials. The project will assess learning results of piloted students to evaluate impact of these materials on their learning quality.

Output 2.3.1. A model of distance learning is adopted from international best practice

The consultant company, ACT Group has completed the development of the web portal for distant learning and on-line library. CRS and MOET project management unit organized a series of meetings to appraise the contents and interface of the website. Presently, ACT is working with MOET and CRS to get the official registration for the website name with www.giaoduchanhap.edu.vn. When it is granted, the website will be officially launched to teachers, students and educational management agencies in the pilot areas and also to other audience for participation. Currently, project management unit and CRS can access to the temporary website of <http://demo1.actgroup.com.vn/trang-chu> (for user) and <http://admindemo1.actgroup.com.vn/> (for administration)³ to give comments to the contents of the e-learning lessons and the website interface. At least 30 children with disabilities have been selected to participate in the e-learning courses focusing on two piloted subjects of Informatics and Vietnamese literature grade 6. These children will receive more in-depth training on how to use basic IT skills and how to enroll, participate and receive support from this e-learning portal. A number of teachers will participate to provide online and site support to children and their families. These teachers and parents/family will receive training on how to support children participating in these e-learning lessons.

As part of the distance learning model development, 110 e-learning lessons were completed. All these lessons have been uploaded on the distance learning website with the support from IT experts from ACT Group.

Study Visit

Using cost share from CRS, CRS organized a week trip for MOET and CRS project staff to UK to learn about inclusive education and ICT for children with disabilities. Deputy Minister of the MOET, Madam Nguyen Thi Nghia, who is the chairperson of the MOET steering committee on education of children with disabilities, participated with 2 other project staff. Unfortunately, three other project staff (Project manager and two key staff from secondary department) could not participate due to their urgent family and health issues. However, MOET delegation and CRS staff are committed to share all resources and lessons learnt with these key MOET project staff for application into the pilot activities.

³ You can access with user name: [banquanly](#) and password: [123456](#) during this trial period. When the website is fully accepted by MOET and CRS, students who want to participate in the learning must register with an account. For project management board and teachers, we can access to monitor student learning through a separate account.

During this one week, the delegation had opportunities to visit 2 centres, one provides distance learning programs for children with disabilities and the other provides consultations and supports to families, schools on assistive devices for CWDs. It was an opportunity to learn how ICT and assistive devices can promote learning opportunities and quality learning for CWDs and other children with special education needs. The group also visited two schools with both mainstreaming education services (inclusive education) and special education support (either through small group or one to one support by special education specialists/coordinators so called SENCO and teacher assistants). During this visit, the delegation learned about support systems to education of CWDs, how children have assessment of their needs, their learning and how they are supported to meet needs. Additionally, the delegation also met with representatives from European Agency for Special Needs and Inclusive education to learn about general policy and experience from European countries. Most of European countries and UK have expanded inclusion broader than just focusing on a targeted group and they promoted systematic changes of the education system to meet needs of diversified groups including CWDs. The group also attended the BETT SHOW, an event where many schools, inventors and business involving in promoting the ICT application in education attends. After all these sessions, the MOET and CRS already organized a wrap up sessions in which MOET also highlighted key learnings and possible consideration for application in Vietnam (more detailed report will be shared by MOET after the trip).

Lessons Learned

The ITTP's best practice study has completed with several best practices documented. In summary, the success of ITTP courses comes from **(i)** high commitment of the partners' management and staff; **(ii)** active involvement of businesses/employers; **(iii)** combination of technical knowledge and soft skills in training programs; **(iv)** business exposure opportunities for students and **(v)** large funding and technical supports from donors.

It takes time to shift thinking of PWDs and their families from full subsidized approach to participate in these ITTP trainings, to be more collaborative and direct support support by families. Many students with disabilities and families had negative reactions when they heard about new directions in providing partial support in tuition fees and living costs when they participate in the ITTP compared to the previous model of full support. The traditional thinking of relying on the social actors (project or school) as social responsibilities is still heavy among most of students. Therefore, it was quite challenging for schools to discuss with families about mechanism of three parties financial support (school- business and family) after the project ends its fund. CRS and schools continue to work on this issue to explore the readiness of family contribution gradually to one side of increasing accountability of the families and students in their training program and the other side of well preparing for the sustainability of the project.

III. PROGRAM PROGRESS (Quantitative Impact)

INDICATOR TITLE: NUMBER OF VULNERABLE PEOPLE BENEFITTING FROM USG-SUPPORTED SOCIAL SERVICES																			
<i>UNIT:</i>		<i>DISAGGREGATE BY:</i> (insert disaggregation; i.e. geographic location, event, sex, etc.)																	
Number of vulnerable people	<i>Geographic Location</i>		<i>Event</i>				<i>Date</i>				<i>W</i>		<i>M</i>		<i>Sub-total</i>				
	<i>Danang</i>		<i>ITTP course – ITTP05</i>				<i>Sep 20, 2013 – Mar 20, 2014</i>				5		13		18				
							<i>Totals</i>				5		13		18				
<i>Results:</i>																			
Additional Criteria <i>If other criteria are important, add lines for setting targets and tracking</i>		Baseline		<i>Results Achieved Prior Periods</i>		<i>Reporting Period 31/Dec/12</i>		<i>Reporting Period 31/Mar/13</i>		<i>This Reporting Period 30/Jun/13</i>		<i>Reporting Period 30/Sep/03</i>		<i>FY 2013 Achieved</i>		<i>FY 2014 Target</i>		<i>End of Project Target</i>	
				<i>Achieved</i>		<i>Achieved</i>		<i>Achieved</i>		<i>Achieved</i>		<i>Achieved</i>		<i>Achieved</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	80	125	7	18	35	54	27	56	28	57	97	185	165	228	392	588

The number of ITTP students applied in the three schools reduced recently, therefore the project considers to reduce 100 SWDs by the end of project period.

INDICATOR TITLE: NUMBER OF SERVICE PROVIDERS TRAINED WHO SERVE VULNERABLE PERSONS																					
UNIT:		DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)																			
Number of service providers		Geographic Location				Event				Date				W		M		Sub-total			
		Totals																		0	
Results:																					
Additional Criteria If other criteria are important, add lines for setting targets and tracking		Baseline		Results Achieved Prior Periods		Reporting Period 31/Dec/12		Reporting Period 31/Mar/13		This Reporting Period 30/Jun/13		Reporting Period 30/Sep/03		FY 2013 Achieved		FY 2014 Target		End of Project Target			
				Achieved		Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target			
		W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M		
Gender: Women (W), Men (M)		0	0	7	13	0	0	0	0	39	12	15	4	54	16	79	111	140	140		

INDICATOR TITLE: Number of USG-assisted organizations and service delivery systems strengthened who serve vulnerable populations																					
UNIT:		DISAGGREGATE BY:																			
Number of organization		Geographic Location				Event				Date				W		M		Sub-total			
		Totals																		0	
Results:																					
Additional Criteria If other criteria are important, add lines for setting targets and tracking		Baseline		Results Achieved Prior Periods		Reporting Period 31/Dec/12		Reporting Period 31/Mar/13		Reporting Period 30/Jun/13		Reporting Period 30/Sep/03		FY 2013 Achieved		FY 2014 Target		End of Project Target			
				Achieved		Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target			
		0	0	11	0	3	11	19	33	14	47										
		0	0	11	0	3	11	19	33	14	47										

INDICATOR TITLE: PERCENT OF PWD HAVE INCREASED AGREEMENT WITH THE CONCEPT THAT BOTH MEN AND WOMEN SHOULD HAVE EQUAL ACCESS TO SOCIAL-ECONOMIC OPPORTUNITIES.

UNIT: Percent of PWD	<i>DISAGGREGATE BY:</i> (insert disaggregation; i.e. geographic location, event, sex, etc.)					
	<i>Geographic Location</i>	<i>Event</i>	<i>Date</i>	<i>W</i>	<i>M</i>	<i>Sub-total</i>
	<i>Hanoi</i>	<i>Exit interviews of TH01KT</i>	<i>Oct.2013</i>	<i>0/3</i>	<i>5/8</i>	<i>5/11</i>
		<i>Exit interviews of TH02KT</i>	<i>Dec. 2013</i>	<i>5/6</i>	<i>1/6</i>	<i>6/12</i>
	<i>Danang</i>	<i>Exit interviews of ITTP2</i>	<i>Sep.2013</i>	<i>0/6</i>	<i>0/2</i>	<i>0/8</i>
		<i>Exit interviews of ITTP3</i>	<i>Nov. 2013</i>	<i>0/3</i>	<i>2/8</i>	<i>2/11</i>
	<i>HCMC</i>	<i>Exit interviews of GD34</i>	<i>Sep. 2013</i>	<i>7/11</i>	<i>8/9</i>	<i>15/20</i>
		<i>Exit interviews of GD35</i>	<i>Dec. 2013</i>	<i>0/1</i>	<i>1/2</i>	<i>1/3</i>
			<i>40%</i>	<i>48.57%</i>	<i>44.61%</i>	

Results:

Additional Criteria <i>If other criteria are important, add lines for setting targets and tracking</i>	Baseline		Results Achieved Prior Periods		Reporting Period 31/Dec/12		Reporting Period 31/Mar/13		Reporting Period 30/Jun/13		Reporting Period 30/Sep/13		FY 2013 Achieved		FY 2014 Target		End of Project Target	
			Achieved		Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target	
	<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>
Gender: <i>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>33.33%</i>	<i>38.09%</i>	<i>60.71%</i>			<i>+45%</i>	<i>+45%</i>	<i>+45%</i>	<i>+45%</i>

INDICATOR TITLE: NUMBER OF ITTP STUDENTS WHO HAVE RECEIVED GBV AWARENESS TRAINING

<i>UNIT:</i>	<i>DISAGGREGATE BY:</i> (insert disaggregation; i.e. geographic location, event, sex, etc.)					
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>Hanoi</i>	<i>TH02KT</i>	<i>Dec 2014</i>	5	7	12
	<i>HCM</i>	<i>GD35</i>	<i>Nov 2013</i>	8	15	23
	<i>Totals</i>			13	22	35

Results:

Additional Criteria <i>If other criteria are important, add lines for setting targets and tracking</i>	Baseline		<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/13</i>		<i>FY 2013 Achieved</i>		<i>FY 2014 Target</i>		<i>End of Project Target</i>	
			<i>Achieved</i>		<i>Achieved</i>		<i>Achieved</i>		<i>Achieved</i>		<i>Achieved</i>		<i>Achieved</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	0	0	0	0	0	0	26	50	11	26	37	76	143	194	180	270

IV. MONITORING

Monitoring activities were conducted throughout the year with M&E visits to classes, quantitative survey, talks and in-depth interviews, and focus group discussions with students about their thought and benefits from the project. Monitoring activities also tried to find weaknesses and problems (if any) from students' point of views as well as their suggestion to improve training quality. In addition to site visits, CRS staff their give contact information to each new group of students during orientation. CRS also collect contact information from class monitors and student leaders. Students provide CRS project team with regular feedbacks. CRS share student feedbacks with school management; then CRS and school management jointly agree on how to address different issues discovered during monitoring visits and from student feedbacks. During this quarter, CRS already conducted a meeting with VLU to find out some situations relating to feedback of Mr. Tran Ba Thien, a blind expert who also acts as a trainer for the blind TOT classes. After the meeting, CRS and VLU clarified roles of Mr. Tran Ba Thien in contacting VBA and contributing to the design of the training curriculum and his compensation mechanism.

None of monitoring visits were conducted by CRS and MOET for ICT activities because most of activities were implemented by the consultants for the development of ICT tools. However, CRS and MOET met with the consultant team (e.g. Hanoi university of Education) and talked to the consultant from HCMC university of Humanitarian studies for text to speech software upgrading to learn about the difficulties during the implementation process and feedback on the quality of the products to provide technical advice to the consultants.

V. NEXT QUARTER'S WORK PLAN

	Jan	Feb	Mar
Refresher IE management training at Da Nang			X
Market survey and course design		X	X
Recruit Students	X	X	X
Technical Training	X	X	X
Soft skill training	X	X	X
On-the-job training	X	X	X
Business meetings		X	X
Alumni activities		X	X
Strengthen linkage to DPOs	X	X	X
Support fundraising efforts	X	X	X
Outreach training	X	X	X
UDA exit strategy development		X	X
Accessible examination study			x
Accessible examination consultation WS			X
Selecting accessible examination pilot schools			
Standardize TTS software	X	X	X
Develop video lectures	X	X	X
MOET select pilot schools for TTS and video lectures		X	X

Equipping pilot schools			X
Training teachers in using TTS			X
Training teachers in using video lectures			x
Develop distance education portal	X		
Develop distance education curriculum and lessons	X		
Select teachers to participate in distance education pilot		X	X
Develop web portal for online IE resource library	X		
Collect and translate materials for library			X
ITTP Review		X	X
PWD@Work study	X	X	X

VI. FINANCIAL INFORMATION

Chart I: Obligations & Current and Projected Expenditures

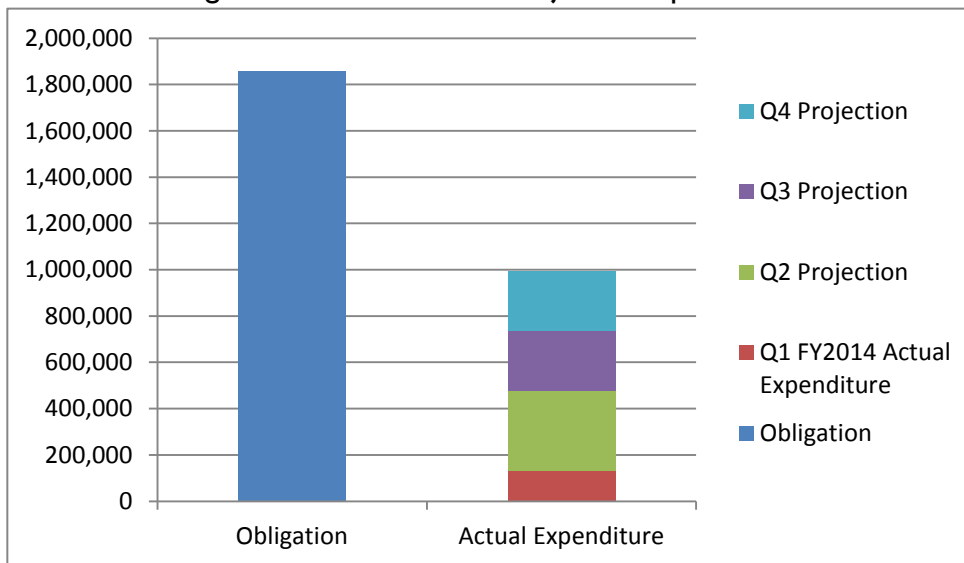


Table 2: Budget Details

Obligation	Q1 FY2014 Actual Expenditure	Q2 Projection	Q3 Projection	Q4 Projection
1,857,478	131,309	345,152	262,079	256,519
IVWD program activities	112,065	302,765	229,894	225,016
Indirect cost	19,244	42,387	32,185	31,502

Table 3: Unofficial and unconsolidated quarterly expenditure grouped by major line-items

Description	Q1 FY2014 Actual Expenditures	Q2 FY2014 Budget Expenditures	Q3 FY2014 Budget Expenditures	Q4 FY2014 Budget Expenditures	Total
a. Personnel	23,838				23,838
b. Fringe Benefits	25,231				25,231
c. Travel	9				9
d. Equipment	-				-
e. Supplies	541				541
f. Contractual	10,106				10,106
g. Construction	-				-
h. Other	52,340				52,340
i. Total Direct Charges	-				-
j. Indirect Charges	19,244				19,244
k. TOTALS (sum of 6i and 6j)	131,309	-	-	-	131,309

Total cost-share requirement: \$2,395,985
 Inception to date cost-share: \$2,131,571
 Remaining share to be provided: \$264,414

Budget Notes

IVWD Program Activities	Expensed in according to project agreement. Actual expenditures do not include unliquidated obligations. CRS expects to complete the development of all ICT tools in Q2/FY14 and all pilots will be implemented from Q2 to Q3/Fy14. CRS also requests for no-cost extension to March 31, 2015 to complete all evaluations of the pilots and produce recommendations for policy mainstreaming or policy development during this extension period.
Indirect Costs	Calculated as per Award conditions.

VII. PROJECT ADMINISTRATION

Constraints and Critical Issues

ESTIH's campus 2, where ITTP students usually live and study, will be rendered unsuitable for living and learning by road construction. ESTIH expects to be able to resume training in

January 2014. CRS and ESTIH has decided to stop opening new classes at its campus 2 until after all construction is completed and campus 2 is restored to suitable living and learning conditions. Meanwhile, CRS and ESTIH will use this gap for a market survey and revise training curriculum to better align with employers' needs.

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. Also implementing on-the-job training will lengthen training time for students. CRS projects that it will likely require a six-month no-cost extension to train a total of 220 students, and ensure a sustainable exit of project support from ITTP at UDA.

Personnel

Two project staff (ICT project officer and project assistant) got scholarship from the Australian government for the Master degree study. The replacement of the ICT Project Officer was completed in October and started working in November. It took a bit of time for the new replacement to understand about the project and catch up with project activity implementation

Contract Modifications and Amendments

Not applicable during the reporting period

Success Story Guidelines & Prep Sheets

Success Stories/Lessons Learned Template

One Story Per Template

Instructions: Provide the information requested below. Remember to complete the Operating Unit Standardized Program Structure selections in order that your program element selections are pre-populated in the FACTS drop-down menu. “*” indicates required fields.

* **Program Element:** IT Training for PWDs

* **Key Issues:** Vocational Training, Disability, Social Inclusion

Title: _____

Operating Unit: USAID/Vietnam

Please provide the following data:

* **Headline (Maximum 300 characters):** A good headline or title is simple, jargon free, and has impact; it summarizes the story in a nutshell; include action verbs that bring the story to life.

Dare to dreaming

* **Body Copy (maximum 5,000 characters):**

Thuy is 25 years old now. She has been paralytic since 3 years old. She has a job as an accountant before joining ITTP with the salary of 3million VND/month but the job is temporary and the payment is not enough for her to survive and save in large city such as HCMC. Sometimes she has to ask her parents for additional money.

After graduating from VLU's ITTP and taking job in insurance companies, she has a better life with higher revenues (6.5million VND/month). She has more friends, more social relationship, and become more confident in life. She now is a manager in a call center of VienDong Insurance Company. With higher salary and larger network, she now can save some money to build her dream of opening a embroidery shop.

*** Pullout Quote (Optional, 1,000 characters):** Please provide a quote that represents and summarizes the story.

*** Background Information (3,000 characters):** Please provide whether this story is about a presidential initiative, Key Issue(s), where it occurred (city or region of country) and under what item(s) (Objectives, Program Areas, Program Elements) in the foreign assistance Standardized Program Structure. Include as many as appropriate. See Annex VIII of the Performance Plan and

Report Guidance for a listing of Key Issues. See the list and definitions for the Standardized Program Structure. http://f.state.sbu/PPMDocs/SPSD_4.8.2010_full.pdf.

* **Contact Information (300 characters):** Please list the name of the person submitting along with their contact information (email and phone number).

Nguyen Thi Thuy
Mobile: 84 + (0) 12.16.555.055
Email: thuynt@asss.com.vn

