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USAID Vietnam

Inclusion of Vietnamese with Disabilities

Fiscal Year 2014 –QII Performance Report

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Inclusion of Vietnamese with Disabilities

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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
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
NIES	Vietnam Institute of Education Science
PWD	Person with Disabilities
SWDs	Students with disabilities
TOT	Training of Trainer
TTS	Text to speech software
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

The project has made better progress during this quarter. Two ITTP school partners have identified clearer pictures of sustaining the ITTP after the project ends. VLU with support from CRS has successfully raised fund from a charity foundation found by the American Vietnamese singers and artists to continue ITTP activities during 2015 and afterwards with 3 models of specialized class, inclusive class and online training for person with visual and hearing impairment. ESTIH is committed to work with businesses and companies to provide tailored training based on recruitment needs of the businesses with three parties cost sharing of ESTIH, business and families. During this quarter, ESTIH already launched this training approach with participation of three key companies (Kloon, Pixelvn and Viettotal) to train 15 students in graphic design. UDA is not yet clear about their future because they still need to have further discussions among their internal school board of management. CRS will have an official meeting with UDA in April to discuss and finalize the sustainability plan.

CRS and MOET have speeded up the progress of ICT tool development. Website for distant learning and initial package of e-learning materials have been developed and uploaded. Text to speech software has been upgraded and is prepared for testing by students and teachers from special schools and centers before pilots. CRS and MOET have worked with representative consultants from Vietnam National Institute of Educational Science (NIES) to review situations of exams/assessment of students with disabilities (SWDs). MOET and CRS will base on results of the survey to develop appropriate tools and guidance on how to organize accessible exams for SWDs.

Employment situation is similar to last quarter's figures. However, the employment rate of ITTP graduates have jobs or paid internships after 6 months of graduation reduced to 39,37%¹ compared to the last quarter (41,28%). The survey was conducted on a rolling basis, about six months after the graduation of each class. All alumni in the class list will be interviewed relating to their employment status. The employment rate reported is calculated as accumulated data up to reporting period. However, during the process of survey, CRS could not contact all alumni. CRS could only talk to 127 graduates out of 226 total graduates from three schools during this reporting period. Therefore the employment rate reported through this report might not reflect the entire picture of employment among ITTP students. CRS staff already collected some reasons leading to this employment rate reduction including the impact of the economic turndown, quality of student recruitment and limited expansion of business involved in recruitment of students with disabilities. When we interviewed some graduates from ITTP in VLU who are deaf, we learned that they are not ready for jobs after finishing lower secondary schools. Their career directions were not clear when they enrolled in the training program. Many of them continued education after attending the ITTP training course. Therefore the employment rate among this group is low. CRS already met with VLU management board to address the issue of recruitment to ensure that students must have a better understanding of the training program before making decision to enroll. Additionally, VLU already worked with two companies (MinhLong Company and ThanhBinh Le Company)

¹ Total population is 226 with 127 respondents from 14 classes. The employment rate disaggregated for ESTIH, UDA, and VLU is 22/54 (89), 5/9 (32), and 23/64 (105) respectively

to discuss the internship and employment opportunities for students before the training program for the group of students with hearing impairment. The employment rate is lower partially due to the missing staff from the project management board in UDA and ESTIH in working closely with business for internship and job placement. UDA did not allocate a staff who left the project management board for more than six months. CRS already discussed with UDA and supported ESTIH in jointly reaching out to businesses, discussion with them, getting their feedback on the curriculum and commitment for internship and job opportunities before opening the new training course.

However, there is a good sign that who gets job gets higher income (e.g. students before enrolling ITTP program did not have income but now they have monthly income of 2 million to 5 million dong.).

Nearly half of students participating in exit surveys show improvement in soft skills (44.12%). Students appreciated the soft skills training during their informal conversations with CRS. Teachers from ITTP schools also shared that students made progress in their soft skills, especially the improvement in interaction skill with peers and teachers. Many students were not able to talk or ask any questions to the teachers or were not able to interact with any outsiders, while now all of them feel free and confident to talk or ask any questions to their teacher and to interact with outsiders/visitors.

CRS organizes the internal review of ITTP to collect more evidence on the effectiveness of ITTP, and draw lessons from past efforts in order to identify issues for improvement within our current programs as well as sharing lessons learnt for any future programming. The study aims to identify and document strengths and weaknesses of ITTP in preparing PWD to find jobs and to keep jobs; to produce recommendations for future vocational training initiatives that target PWD and to answer the specific questions on program activities and impacts.

Quantitative Impact

- 12 students (from UDA) were newly enrolled in the ITTP class # 6 in this quarter.
- 15 students (from ESTIH) were newly enrolled in the training class in graphic design coded as ĐH01KT.
- 23 students of GD35 (from HCMC) graduated
- 13 students of ITTP3(from UDA) graduated
- 110 sessions of Vietnamese literature and IT were developed as e-learning materials for distant learning.
- Text to speech software is upgraded with two voices (accents) for the southern and central areas. The voice of northern area need to be improved in the next quarter.

Next Quarter's Work Plan *(please see the full next quarter work plan in the section V)*

- Finalizing the ITTP sustainability plans by VLU, ESTIH and UDA
- Continuation of the ITTP training courses in VLU (1 training course in graphic design, 2 TOT training for blind persons)
- Continuation of ITTP training course in ESTIH (one training course in graphic design)
- Continuation of ITTP training course in UDA (one training course in graphic design)
- Finding internship and job placement for graduates from UDA training course
- Completing 10 more video lectures

- Completion of testing of the text to speech software, manuals for usage of text to speech software and screen reader (NVDA) software
- Completion of training materials for teachers, tutors and families in supporting CWDs in participation in distant learning.

II. KEY ACHIEVEMENTS (Qualitative Impact)

ITTP activities

During early March, CRS and VLU had a meeting with Mr. John Nhat, chairperson of the BAC in HCMC. He is also the director of NAI Company which provides support and internship to ITTP activities in VLU over the past years. VLU and CRS shared about the commitment of VLU in sustaining the ITTP and discussed possible support from Mr. John Nhat and the foundation of HoaThienTam (charity foundation of the Vietnamese American singers and artists which Mr. John Nhat's wife is a member of). After the meeting, two weeks later he sent an email confirming his private and the foundation support of US\$50,000 for ITTP activities during 2015 and afterwards. CRS is supporting VLU to develop a 4 year plan (2014-2018) to show how the project will continue to fund during 2014 and how VLU and HoaThienTam foundation will continue support for the program during 2015-2018. From this standpoint, VLU is clear that they will main two models of specialized class training and inclusive education, and develop online training for persons with visual and impairment.

Using fund raised from private companies, VLU opened the second class training of trainers (TOT) for key blind persons in basic information technology for the blind association members in BinhThuan and BinhPhuoc with total of 16 key blind persons. This training aims to develop trainer network in IT basic skills to support blind persons in provinces to access to further opportunities using IT.

Also during this quarter, VLU continues to link with companies for internship opportunities for students from the training course coded GD #36. All of them received specific project request for designing packages (logo and images) in LienViet Joint stock company.

ESTIH launched discussions with companies and business in tailored training program linked with job placement. On March 19, ESTIH and CRS organized a workshop with participants from 15 companies and businesses. Three companies signed in a Memorandum of Understanding with ESTIH on providing training support to students and providing internship and recruiting these students after graduation. Followed by the event, ESTIH opened the training course ĐH01KTwith 15 students in graphic design. ESTIH will continue this partnership to sustain the ITTP program through inclusive education and specialized training using ESTIH fund, business support and family contribution after the project ends.

After almost three months of closing the campus II due to the re-construction of the Hanoi people committee (which takes part of land of the campus II from ESTIH), ESTIH completed their infrastructure renovation in the campus II (dormitory, ramps, accessible toilets etc.) and started the new class of 15 students on Graphic Design which was designed tailoring to needs and suggestions of businesses (Kloon, Vietttotal, Pixelvn companies). These companies are committed to support in training and recruitment of these students upon assessment results of the training. These companies signed official MOU with ESTIH to open new approach of training on actual needs of skills and personnel recruitment.

In QII/FY14, UDA recruited 14 students and started the ITTP training course # 6. These students are from different provinces of Da Nang City, Quang Binh, Ha Tinh, Thanh Hoa, Hue, Quang tri. UDA had reached out to other provinces to recruit students. However they couldn't recruit more students for this training course as some students sent applications some months ago but could not wait until the training opened and they already chose another training program. Another reason is that students do not appreciate quality of UDA training program recently. As mentioned in the previous section, UDA did not reach out to businesses to get feedback on their training curriculum in order to design the program responding to market needs. Additionally, less commitment from UDA project management board demonstrated through slowness in taking actions after CRS's meeting with the UDA project management board to address all these issues(*more information will be provided under the Challenge section*). CRS will close the training program in UDA within the project timeline i.e. by September 2014. ., CRS will collaborate with an alternative partner of VBPO Joint Stock Company which is run by a person with disabilities to provide IT training in data entry, data processing and graphic design, and recruit persons with disabilities. CRS has worked with VBPO to identify how to support with additional internship for graduates from UDA ITTP program who have not found jobs in order to have better job placement for them. In addition, CRS will work with VBPO on training PWDs with the objectives of increasing employment opportunities and income for PWDs. For ITTP programs in Hanoi and HCMC, CRS will need to work with VLU and ESTIH to work with businesses, consulting their ideas and feedback to training curriculum and design the program responding to labor market needs. CRS project team will also reach out to work with business network such as BREC to understand more about the IT market and support schools in designing the training appropriately.

UDA tried their efforts for working with companies to provide internship and jobs for graduates. However, the staff turnover for the position of job linkages within the project management board in UDA somehow causes the less quality of the job placement. Among 24 graduates from the ITTP training course # 4, 8 students got 2 months of internships in Huong Giang Trade and Advertisement, Hai Van Nam, Vu AD, Anh Duc and Word Art Companies. UDA continues to look for opportunities of internship and employment for students over the coming months. CRS will also explore the other opportunities to provide additional internship through practical skill training for graduates in VBPO as explained in the previous section.

All three schools shared a challenge in recruiting PWDs with good inputs (educational background, capacity to learn challenging skills etc.), therefore it somehow influences the employment rate (as presented in the previous section). CRS and partners (especially VLU and ESTIH) already discussed and improved this situation by reaching out to discuss, work with businesses in getting their feedback on potential jobs, revising the training curriculum and getting involvement of businesses in providing partial training content to students, then they will test and recruit students after graduation.

CRS implemented two surveys on 1) internal ITTP review and 2) PWDs at work to identify how ITTP activities have contributed to employment opportunities, how ITTP is effective in promoting position of PWDs, any lessons learnt from past efforts and what recommendations for future programming. The survey of PWDs at work focuses more on finding out how working environment is enabled to PWDs, how employers and non-disabled colleagues have treated PWDs in the working environment. From very first observations, discussions with students and businesses by CRS staff and consultants, the review and survey find that:

- The education background and skills of students have impact on learning outcomes of students
- The training curriculum provides different knowledge and skill areas; however some contents of the training should provide more in-depth levels of skills so students can compete with other candidates when applying for jobs.
- Linkage between schools and businesses for job placement need to be improved
- Many PWDs are still passive in exploring job opportunities. They often have traditional thinking of relying on the project and others to find jobs for them.
- Many businesses are still hesitant in recruiting persons with disabilities;
- Some students could not continue with their jobs due to their health conditions

CRS is analyzing data and will compare with quantitative data to have a thorough analysis of situations relating to employment status of students and any reasons around it. Detailed findings and analysis will be incorporated in the reports and shared at the dissemination workshop.

ICT activities

Ministry of Education and Training (MOET) and CRS collaborated closely to recruit consultants for ICT tool development. Text to speech software (TTS) and screen reader software have been tested by students and teachers from special schools and centers to assess if there are any critical errors. A set of initial e-learning materials have been developed and uploaded on the website, ready for the pilots of distant learning. MOET and CRS continued to work with consultants for developing training materials for students, families and tutors before training them in how to implement distant learning.

Text-to-Speech software development

Since January, 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 (representative of Ailab is signing consultancy contract with CRS on the TTS software upgrading). AiLab already upgraded the software using synthesis system for Vietnamese language users with southern Vietnamese accents. Ailab will now upgrade the software with northern Vietnamese accents after testing quality of the software and its applicability with students and teachers from special schools and centers. Ailab has planned to test TTS software in three special schools/centers in HCM city before handing over to MOET and CRS for pilot. CRS is working with Ailab to include one more school in Hanoi for the testing. Based on official feedback from students and teachers, Ailab will adjust/modify and complete the TTS software accordingly.

Video Lectures with Sign Language Interpretation

The consultant group of video lecture development has completed all steps of curriculum selection, designing lessons, and filming, recording and matching images with sound for 40 video lectures. However, there are some technical issues arose while matching sound and video in packing these items together. So the consultant will hand over final products of 40 videos to MOET and CRS during the next quarter, a month later than the plan. These video lectures will be piloted with students with disabilities in both special and regular school

settings in Hanoi, HCM city, QuangBinh and Ninh Binh provinces. These learning resources will be available for any learners with disability both in school and out of school students and PWDs.

Distance Education

Together with MOET specialists Mr. Quach Tat Kien and Mr. Ly QuocHuy, MOET specialists and CRS cooperated with the consultant company, ACT Group 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. On the 4th of March, a meeting among MOET representatives from Department of Primary and Secondary Education, CRS staffs and USAID Mrs. Le Ha Van had discussions and comments on the structure of the interface and presentation on the website(<http://giaoduchohanhap.edu.vn/Trang-chu>). The consultant (ACT group) has revised these technical issues and the website is now ready for public visitors and for use by students and teachers during pilots

A set of e-learning materials (110 sessions-hours)focusing on subjects of IT and Vietnamese literature for grade 6 has been completed and uploaded on the distant learning website. These materials were developed with participation of different teachers from both special schools for the deaf students and blind students in Hanoi, e-learning expert from HCM city, special education experts and general education and IT experts. Materials are designed with sign language and key captions for deaf students while adapting to use TTS and screen reader and audio system for the blind students.

During this quarter, MOET and CRS also recruited a consultant group (including some experts who joined in the first stage of e-learning material development) for development of training materials for teachers, students and families. The consultant is also working on identifying technical requirement for computers to be used by students participating in distant learning. MOET has mobilized 15 computers from Intel donating for students participating in distant learning. The consultant is also working on identifying how these 15 computers are ready for use or any software need to be purchased or installed.

Online library:

The interface of the online library has been developed, linked with the domain of distant learning. CRS is working closely with MOET staff from primary education department, Mr. Ly QuocHuy for reviewing all existing documents, books and other publications to identify any issues with copy rights requiring official permission, any edition and appraisal by MOET before digitalizing and uploading on the website. Because it is under management of MOET, therefore MOET and CRS will contract a group of senior expert for appraising quality of information of these documents before uploading and sharing. Presently, CRS and MOET have collected more than 100 of documents including training materials and project reports.

Accessible Examination

MOET and CRS processed a contract with representative from NIES to conduct a survey on situation of accessible exams for CWDs from lower secondary to upper secondary education from March 27th to April 10th. NIES went to carry out field activities in Hai Duong, Thai Nguyen, Ha Noi, Ho Chi Minh City, Hue, Da Nang. Approximately 80 students with

disabilities, 37 teachers, and 16 school managers participated in the interviews and discussions. NIES will work with CRS and MOET to organize a workshop in May to present survey results and consult on methods of organizing accessible exams based on these findings.

III. PROGRAM PROGRESS (Quantitative impact)

I.

INDICATOR TITLE: NUMBER OF VULNERABLE PEOPLE BENEFITTING FROM USG-SUPPORTED SOCIAL SERVICES																					
<i>UNIT:</i>		<i>DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)</i>																			
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 – ITTP06</i>				<i>Mar – Sep 2014</i>				3		9		12						
	<i>HCMC</i>		<i>ITTP course – KTH36</i>				<i>Feb – May, 2014</i>				2		5		7						
							<i>Totals</i>				5		14		19						
<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>Reporting Period 30/Jun/13</i>		<i>Reporting Period 30/Sep/03</i>		<i>FY 2013 Achieved</i>		<i>Reporting Period 31/Mar/14</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>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>W</i>	<i>M</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	5	13	70	116	235	383

2.

INDICATOR TITLE: NUMBER OF SERVICE PROVIDERS TRAINED WHO SERVE VULNERABLE PERSONS																									
UNIT: Number of service providers		DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)																							
		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		Reporting Period 31/Mar/14		FY 2014 Target		End of Project Target					
				Achieved		Achieved		Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target					
		W	M	W	M	W	M	W	W	M	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	0	0	79	111	140	140				

3.

INDICATOR TITLE: Number of USG-assisted organizations and service delivery systems strengthened who serve vulnerable populations										
UNIT: Number of organization supported/capacity built	DISAGGREGATE BY:									
	Geographic Location	Event	Date	W	M	Sub-total				
	HCMC	Businesses hiring ITTP students				3				
	Totals					3				
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	Reporting Period 31/Mar/14	FY 2014 Target	End of Project Target
		Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Target	Target
	0	11	0	3	11	19	33	3	14	47

4.

INDICATOR TITLE: NUMBER OF ITTP STUDENTS WHO HAVE RECEIVED GBV AWARENESS TRAINING																							
UNIT: Number of ITTP students		DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)																					
		Geographic Location		Event				Date		W		M		Sub-total									
		HCM		GD36						5		16		21									
		Totals												5		6		21					
		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		Reporting Period 31/Mar/14		FY 2014 Target		End of Project Target			
				Achieved		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	W	M		
Gender: Women (W), Men (M)		0	0	0	0	0	0	0	0	26	50	11	26	37	76	13	22	143	194	180	270		

IV. MONITORING

There are no monitoring activities under ICT component due to its progress. Most of program activities are now under progress and its products are not put into pilot yet.

Monitoring activities under ITTP component is conducted by regular visits to sites. Surveys are administered on fresh students as well as nearly graduated students. Alumni surveys are also conducted with students graduated for about 6 and 12 months. Along with quantitative data, surveys and communications with students also collect qualitative data as students' suggestion to improve or revise the program. In addition, CRS is bringing Regional Monitoring, Evaluation, Accountability and Learning Technical Advisor's support to ensure a rigorous monitoring and learning processes in the project till the end of it for data management and evaluation

V. NEXT QUARTER'S WORK PLAN

	April	May	June
Refresher IE management training at Da Nang			x
Market survey and course design			x
Recruit Students	X	X	X
Technical Training in ESTIH, UDA and VLU	X	X	X
Soft skill training in ESTIH, UDA and VLU	X	X	X
On-the-job training in ESTIH, UDA and VLU	X	X	X
Business meetings in ESTIH, UDA and VLU			X
Alumni activities	X	X	X
Strengthen linkage to DPOs		X	X
Fund raising events		X	X
Outreach training	X	X	X
UDA exit strategy development	X	X	X
Accessible examination study report	x		
Accessible examination consultation WS		x	
Selecting accessible examination pilot schools			x
Testing the TTS software	x		
Adjustment of TTS based on testing results		X	X
Develop video lectures	X	X	X
MOET select pilot schools for TTS and video lectures			X
Training teachers in using TTS			X
Training teachers in using video lectures			x
Develop distance education curriculum and lessons	X	x	x
Select teachers to participate in distance education pilot		X	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

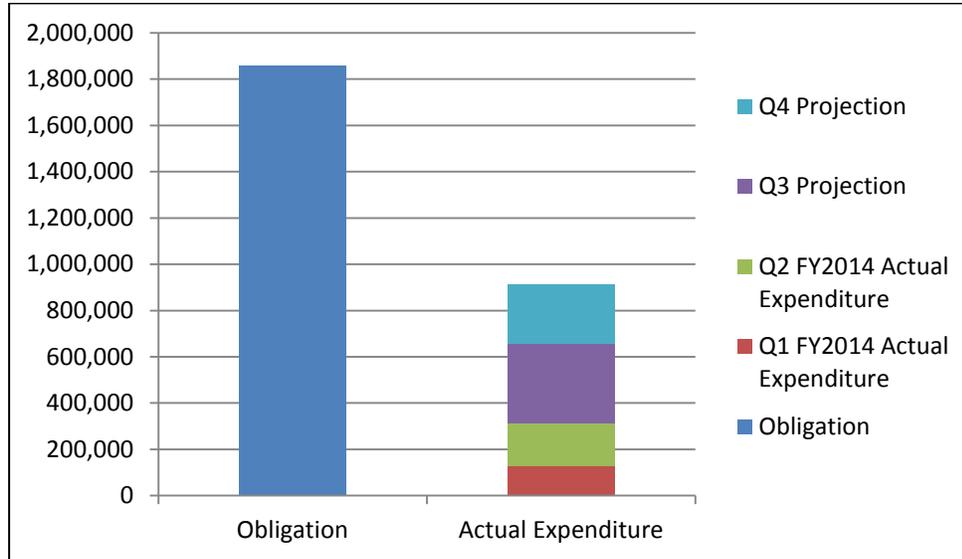


Table 2: Budget Details

Obligation	Q1 FY2014 Actual Expenditure	Q2 FY2014 Actual Expenditure	Q3 Projection	Q4 Projection
1,857,478	129,111	183,861	343,823	256,519
IVWD program activities	112,065	161,282	301,599	225,016
Indirect cost	19,244	22,579	42,224	31,502

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

Description	Q1 FY2014	Q2 FY2014	Q3 FY2014	Q4 FY2014	Total
	Actual Expenditures	Actual Expenditures	Budget Expenditures	Budget Expenditures	
	Oct-Dec. 2013	Jan-Mar. 14	Apr-Jun14	Jul-Sep.14	
a. Personnel	22,415	21,522			43,937
b. Fringe Benefits	24,776	60,229			85,005
c. Travel	9	1,155			1,164
d. Equipment	-	-			-
e. Supplies	541	1,686			2,227
f. Contractual	10,106	36,595			46,700
g. Construction	-	-			-
h. Other	52,340	8,353			60,693
i. Total Direct Charges	-	-			-
j. Indirect Charges	18,923	22,169			41,092
k. TOTALS (sum of 6i and 6j)	129,111	151,709	-	-	280,819
Advance to Vendors		32,152			32,152
Total		183,861			312,972

VII. PROJECT ADMINISTRATION

Constraints and Critical Issues

UDA internal personnel management structure has changed. Vice head of the university who acts as standing vice director of the project management board left the university. A programming staff also left and this position was taken by an accountant who does not have much programming background and techniques. Therefore, it was very challenging for CRS to discuss and work out exit strategy with UDA though CRS had tried to have a meeting with the chairperson of the UDA board of trustee. In addition, students of ITTP program expressed that they do not have high appreciate of UDA, similarly to other non-disabled students (which was shared by our ITTP students) that UDA does not have good reputation for students to decide enrolling in. Therefore, UDA could not recruit many students over the past quarter for the new training class.

Consequently, the training target of 250 PWD students at ITTP in Da Nang CRS is discussing internally and with VLU to increase training targets for ITTP in VLU because it has clear strategy of ITTP sustainability and they show more commitment towards it. At the same time, CRS will explore other alternative partners either working through the Center of Will to Live in Hanoi or private company of VBPO in Danang to provide IT training for PWDs because

these centers/companies are run by PWDs and have network for PWDs recruitment and job placement.

CRS will continue to discuss with USAID on the alternative plan and request official approval when the partnership decision is made.

VIII. ENVIRONMENTAL COMPLIANCE

During this USAID funded project carried out by CRS from January 1st to March 31st 2014; a number of activities were conducted, including the opening of the new training classes, organization of exposure visit to businesses, upgrading of text to speech software and development of e-learning materials to support PWDs with no detrimental effect on the environment.

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.

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

Huan is minor paralytic for half of the body. Before joining ITTP, he has some adhoc jobs with DPO Thanh Hoa but not frequent. The income is just about VND1million/month and not stable. He lives with his parents in Thanh Hoa with the simple dream of having a job that brings some more stable income so his can reduce his parents' burden.

In 2010, Huan joined ITTP in VLU (class SE2) and studied there fore more than 1 years. He learnt not only IT skills but also soft skills through soft skills trainings incorporated in the course. After graduating from VLU's ITTP, he was introduced to 3A insurance company and after two rounds of interviews he got a job in call center.

He now earns about VND5million/month, five times of his income before. But above all, the income is now stable. Staying in HCMC with his new job, Huan has more open life with new friends and more activities. Although life is still difficult, he believes in a better future for him and his own family. The dream is not only having a job but having a promotion and get better salary.

*** 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).

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