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Inclusion of Vietnamese with Disabilities

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Inclusion of Vietnamese with Disabilities

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Acronyms and Abbreviations

CRS	Catholic Relief Services
DOLISA	Department of Labour, Invalids and Social Affairs
DPO	Disabled People's Organization
ESTIH	Hanoi College of Information Technology
GBV	Gender-based Violence
HCMC	Ho Chi Minh City
ICT	Information and communication technology
IT	Information Technology
ITTP	Information Technology Training Program
IVWD	Inclusion of Vietnamese with Disabilities
JAWS	Job Access with Speech
MOET	Ministry of Education and Training
MOLISA	Ministry of Labour, Invalids and Social Affairs
NDC	Nguyen Dinh Chieu
NVDA	NonVisual Desktop Access
NIES	Vietnam Institute of Education Sciences
PMU	Project Management Unit
PWD	Persons with Disabilities
TOR	Terms of Reference
TOT	Training of Trainers
TTS	Text to speech software
UDA	Dong A University
USAID	United States Agency for International Development
USG	US Government
VFD	Vietnam Federation on Disability
VLU	Van Lang University
VNAH	Vietnam Assistance for the Handicapped

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

During this quarter the project completed the ICT tool development and testing these tools before the pilot. CRS and MOET worked closely with consultants in testing the text to speech and screen reader (NVDA) software, completion of e-learning material for distance education and piloting of the technical guidance in organizing transition examination for students with disabilities from lower secondary to upper secondary schools.

22 students with visual impairment (16 male and 6 female) – 01 each from grade 2, grade 5 and 6 respectively, 02 from grade 8, 03 from grade 9, 11 from tertiary education and 03 from upper secondary level and eight teachers (6 male and 2 female) participated in the testing of the text to speech software in Hanoi and HoChiMinh city. After the testing, all students and teachers found that the upgraded software is more advanced in comparison to the existing software. Both students and teachers found that the upgraded software could be easily installed by the students themselves as opposed to Jaws, with minimum technical on-site supports as it can be just copied using copy tab on any computer. Voice functions, pausing intervals, pronunciation, intonation and vocabulary coverage are good. Software has stable function. However they also recommended several points regarding improvement such as reducing short-cut keys so persons with visual impairment will not have to get used to new set of short cut keys when they use the upgraded text to speech software with the NVDA screen reader software. Students requested to upgrade with more emotional intonation, ability to decode and read formula or social science subjects which are similar to teachers' comments. Three students commented that the installment works well with Window 7 while it has problems matching with Win XP software. Some other students shared that they faced problems when the software creates an irritating sound when copying files. Both teachers and students agreed that the software still has problems when converting from Vietnamese and English and vice versa and that the intonation should be improved. Some students faced some difficulties while testing because they got used to the old software of screen reader (JAWS) than the NVDA screen reader software (e.g. short cut keys to use functions of the software). Overall, both teachers and students told that NVDA screen reader software is much less heavy and easy to be installed through a portable thumb stick than JAWS. It would be more convenient to students using NVDA software at high schools or universities when they want to search information through another computer at campus or school. They suggested having time for training how to use this software and for getting used to it.

Five deaf students (01 male and 04 female) in ThaiNguyen and thirteen students in Hanoi (05 male and 08 female) with visual impairment (07 students are the total blind people while 06 have low vision) participated in the pilot of technical guidance (exam tool) for the examination transiting from lower secondary school to upper secondary school. This is a great experience for students with disabilities, especially for these deaf students when they got the concept of "examination number" for the first time. When interviewing these students about this pilot, they found it interesting as one student (Nguyen T.P, a deaf student from ThaiNguyen special school) said *"We are very nervous but we are happy because this is the first time we could participate in the examination as other peers"*. But they also shared the challenge and pressure they faced. *"...if this is a not a piloted exam, I would have to prepare and spend more time for learning for exams, not only academic knowledge but even practicing my computer skills"* (T.L and L, grade 9 students with visual impairment, NDC special school, Hanoi). Since this is a pilot of accessible exam process guidance, therefore the project based on the results of situational analysis of the examination for students with disabilities to decide on the pilot, which was only three

or four weeks prior to the exam period. It is a test of exam tool (guidance), so students are still eligible for their school exemption. However, we understand students' feeling of being excited but nervous when then did not have much time for preparation.

For Information Technology Training Program (ITTP) activities, CRS focused much on discussions with partners of Van Lang University (VLU) in HCMC, Dong A University (UDA) in Danang and Hanoi College of Information Technology (ESTIH) how to improve employment situation and quality of student recruitment during this quarter. Through the most recent regular alumni survey, the employment rate remained similar to the previous quarter of approximately 40% of employment after six months of graduation (same data from the survey which was conducted in the last quarter is used). However, to identify this more in-depth, CRS and VLU is conducting an employment survey again and ESTIH has already conducted an employment survey through the Alumni workshop. Both these data will be available by the next quarter.

According to PWD-at-work study and ITTP internal reviews, there are several reasons explaining the situation of low employment rate. Major factors are (1) educational background and lack of opportunities towards additional learning of ITTP graduates; (2) weak business linkages; (3) PWD-unfriendly businesses (*both working environment and awareness of businesses towards the recruitment of PWDs*); (4) economic downturns; and (5) personal issues.

Additional skills should be provided to ITTP graduates to meet the increased job market demands

It seems that students need additional skills besides what are covered under the current training program to meet the job market needs. The six month long training course does not seem providing sufficient time for students to gain both necessary technical knowledge and practical skills provided that it is becoming more competitive in the labor market. Graduates are not very confident in the IT knowledge/skills equipped by the ITTP course. They sometimes have to take other additional 1-3 months on-the job IT trainings such as Photoshop in-depth training before really looking for a job. Except for some top students, most of ITTP students have to take jobs other than IT related jobs. Nearly half of ITTP graduates surveyed in the ITTP internal reviews who could not find job since the graduation said that the main reason of unemployment is that the training program provides overall IT knowledge and skills in graphic design while some companies they need general knowledge and in-depth technical skills for certain areas. Therefore it requires additional training for them if they recruit students with disabilities. Regarding respondents who are ever employed since the graduation, many of them said that they encounter no difficulty in finding jobs. There are many factors behind issues of output quality. Reasons most mentioned by teachers and ITTP partners' staff include the issue relating to recruitment of students who just complete lower secondary education level, organization of a training course with mixture of students with different disabilities (i.e. methods of instruction are somehow limited to both students with physical disability and hearing impairment); and internship placement which was arranged at the end of the training period instead of providing real internship along with the training duration to get students to practice their skills.

CRS has worked with ITTP schools to improve this situation. For instance, VLU already increased additional subjects for 3D graphic design into the existing training curriculum based on comments they received from two businesses of Thanh Binh Le Company and Minh Long Ceramics Company which have shown commitment in recruiting students for internship and jobs. Meanwhile, ESTIH has worked with businesses to integrate internship sessions during the training period to help students learn practical skills during the training period instead of organizing internship at the end of the training course.

Business linkage

Several graduates mentioned internship in businesses as a crucial step in their way to get a job. On the other hand, several others suggested that the internship should be more effectively arranged. Some students feel that they did not have opportunities to practice their skills through internship because business probably considered this as one form of academic demonstration.

To improve this situation, CRS already discussed with VLU about finding businesses that are open to get students for internship during the training course. So recently, students from graphic design training courses in VLU already visited two companies (Thanh Binh Le and Minh Long Ceramics Company) to learn about real products. Then teachers from VLU also worked with these companies to get real products for training to students so they can gain practical skills through learning by doing the practical work (e.g. designing texture or pictures on the ceramic products).

Working environment

Overcoming several obstacles to get job but many ITTP graduates have to quit job soon after the recruitment due to PWD – unfriendly office setting and difficulties in mastering the job. Observations show that buildings and offices in Vietnam are not very friendly to PWD. Even ITTP partners have to renovate their facilities (building ramps, making classrooms accessible, etc.) before launching ITTP courses. Similar situation happens to businesses. They are usually located in buildings or places which are not easy for PWD to access. The building may not have elevator and/or ramp. Toilets are small. Rooms are packed with facilities with little space left for moving of persons with wheelchairs.

Communication is also an issue, particularly to employee with hearing impairment.

CRS plans to discuss with VNAH to promote the communication to businesses for creating friendly and accessible working environment through the Blue Ribbon Employment council (BREC). CRS will also share the PWD at work manual which highlights some best practices of businesses who have created working environment through this network to disseminate to other businesses.

Economic downturn

General observation shows that it is quite a hard time for finding jobs during 2012 and early 2013. Employment seems always an issue for young graduates, especially for PWD. According to the General statistic, from end of 2013 and early 2014, unemployment rate in youths group is 3.5 to 4 times higher than the general unemployment rate. And now, when the whole economy is affected by the global economic recession, employment for PWDs becomes even more competitive, especially when businesses are still not fully open to the recruitment of PWDs.

Personal issues

Along with external factors, internal factors of ITTP graduates themselves appear to place considerable barriers to their employment. Timidity, lack of confidence and dependency on CRS and schools affect their ability to compete in the job sector or face the employer. Several ITTP respondents told that students tend to be less proactive, relying on school or CRS to find for jobs rather than being proactive to explore opportunities for themselves. Some even have not sent their application to any company since their graduation. Besides, staying in Hanoi, Danang, or HCMC to look for a job it requires families or students to self-fund during the application period. Therefore they cannot stay in the city for long period while there are not many opportunities for jobs in their home town. Many respondents also shared their difficulties in adaptation to the new working environment. Through both ITTP internal reviews and PWD-at-work study it shows that PWD seem to have certain difficulties in adapting to new environment and mastering their job. Though the ITTP program provides soft skill training, many graduates still face some difficulties in communication, problem solving and life- long learning.

It usually takes time for PWD get used to and get along well with new job and new colleagues while some employers are not so patient to see their progress or achievements in jobs, therefore PWDs quit jobs easily after a period of time.

CRS has emphasized this through the program components of having soft skill training curriculum in the training program. However, CRS will also reinforce it by working with partners' social workers to support students building on their confidence. Over the past quarter, CRS also supported students to participate in the talk show with Nick Vujicic, a person with disabilities who has made great successes thriving over disabilities to become an advocate globally on how persons with disabilities like him overcome barriers to demonstrate their successes. CRS will continue to communicate and advocate this issue through DPO network.

CRS already worked with all three schools raising this issue and discussed how to improve this situation. In VLU, the school already improved the training curriculum by adding 30 more credits for training students with 3D design in the Graphic Design training course in June 2014. This was based on comments and recommendations from businesses. VLU also reached out to discuss with Thanh Binh Le Company and Minh Long Pottery Company and signed in a memorandum of understanding indicating how these two companies will support graduates in internship and recruitment after the training. For ITTP program in UDA, CRS already explored the possibility of collaborating with VBPO Joint Stock Company in Danang to re-train or to provide more in-depth internship for graduates who have not found jobs so they can have additional skills of data entry and data processing for job placement with the company in August 2014. ESTIH already improved this situation from the existing training course by selecting students with clear outcomes of being able to follow the program and having jobs with businesses which ESTIH also signed in an agreement with three companies of Pixcel, Viettotal and Kaloon companies in internship and recruitment. CRS will continue to emphasize this through the screening of applications of students and designing appropriate training course with VLU in the upcoming time to ensure the improvement of employment situation.

Quantitative Impact

- 43 new students were enrolled in the two training courses in graphic design named as GD#37 and GD#38 in ITTP in HCMC;
- 100% of ITTP students complete and graduate from their training program during this quarter (38/38);
- 68% of alumni who participated in the survey (132 alumni – 81 male and 51 female out of 192 respondents – 116 male and 76 female) responded that they communicated with one another at least once a month to share information and experience in learning and working;
- 131 (77 male and 54 female) graduates from ITTP program in Hanoi participated in the “Alumni get together workshop” and shared their ideas how to promote the alumni function and regular activities;
- 22 (16 male and 6 female) students with visual impairment and eight teachers (06 male and 02 female) participated in the testing of the text to speech software;
- 13 students with visual impairment and 5 students with hearing impairment participated in the pilot of adapted examination transiting from lower secondary school to upper secondary school;
- Text to speech software is revised based on comments from students and teachers during the testing period and synthesized with three Vietnamese accents for southern, central and northern regions;

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

- Continuation of ITTP training courses in Hanoi (15 students), in HCMC (43 students) and in Danang (12 students);
- Recruitment of students for new training course in graphic design in ITTP ESTIH following the model of school-business and students design;
- Internship for 16 students from the training course named as ITTP #5 in Danang;
- Working with business to get agreements on provision of internship and employment in HCMC with three main companies of Thanh Binh Le, Minh Long pottery and Ngoc Phuoc Printing and Tailoring Silks;
- Review workshop on ITTP in Danang and closing procedures with UDA;
- Processing papers to start up collaboration with VBPO Joint Stock company in Danang in additional in-depth internship for the unemployed students and new training course in data entry and data analysis linked with jobs at the company;
- Development of materials and web link for on-line training for persons with visual impairment to link with online commercial jobs;
- Review of the ITTP model by MOLISA and VFD to disseminate the model at national level and provide recommendations for the Master Plan in vocational training for PWDs;
- Assessment of conditions of schools, students and teachers capacity to develop detailed pilot plan for ICT tools in QuangBinh, Ninh Binh, Hanoi and HCMC;
- Completion of video lectures
- Hand-over of rights to text to speech software
- TOT training in ICT application (video lectures, text to speech software, distance learning) for teachers, parents and students;
- Workshop on sharing pilot results of the technical guidance on the adapted examination for students transiting from lower secondary to upper secondary schools and finalization of the technical guidance;

II. KEY ACHIEVEMENTS (QUANLITATIVE IMPACT)

ITTP activities

During this quarter, CRS focused on discussions with VLU on solutions of improving the quality recruitment of students and employment for graduates. VLU already reached out to work with several companies to introduce training courses, students and get their agreement in provision of internship and possible employment for students. Up to end of June, at least two companies agreed to sign in an agreement with VLU in July.

Similarly CRS discussed with UDA about internship and job placement for graduates from ITTP in UDA. Due to staff turn-over in UDA ITTP program management board, CRS decided to reach out to discuss with VBPO about possibility of re-training or additional in-depth internship for approximately 25 graduates to learn about data entry and data processing then they can be placed with jobs with VBPO. CRS already discussed with VBPO about the collaboration mechanism so both parties can enter into an agreement with clear responsibilities in the upcoming quarter.

ITTP in VLU

During this reporting period, 21 students (18 male and 3 female) completed the training course in graphic design (course named as GD#36) and 17 students with visual impairment (13 male and 04 female) completed the TOT training for the person who are blind.

From April to June, VLU recruited 53 new students (29 Male and 24 female) for new training courses in graphic design coded with GD#37, GD#38 and KTH#39 and increased the total number of students in this quarter to 101. In total VLU has enrolled 291 students of whom 219 completed training program while 53 are under the current training course. Compared to the original target of students trained in VLU, VLU has trained 74 students beyond its commitment. The new classes of GD#37 and KTH#39 are organized at the ThuanAn Educational Centre for Children with Disabilities in BinhDuong province with direct training support from VLU teachers. VLU collaborated with the Education center in Thuan An because they want to reduce the distance of travelling for students with hearing impairment in Binh Duong. Furthermore, two companies of Thanh Binh Le and Minh Long ceramic have its branches near Binh Duong, which is more convenient to students for internship and employment later on. VLU already met with these two companies to discuss about internship and employment opportunities on the occasion of the exposure visit for students from the existing training courses. VLU assigns teachers and social worker to go down to Binh Duong every day for IT and soft skill training. The training class of GD#38 is organized at VLU campus II with 60% of students with hearing impairment and 40% of students with physical disabilities. Apart from these two training courses in graphic design, VLU continues to train in IT basic skills for 10 persons with visual impairment (8 male and 2 female) in Binh Thuan through two training classes named as KTH#37 and KTH#38. Thanks to the previous success in training for the blind people in Binh Thuan, the provincial people committee of Binh Thuan already spent local government budget (through social welfare system) and request the Binh Thuan BaoViet insurance company to support with computers and facilities for these training courses while VLU used mobilized resources (apart from the project resource) to support with paying salaries to teachers to come over for testing and online support for 16 students with visual impairment. Additionally, VLU piloted the idea of having a teacher with visual impairment to provide online support to trainees in Binh Thuan through audio recorded lessons. VLU aims to link these students with visual impairment with e-commercial jobs.

VLU continued to organize business visits for students to learn practical working skills and environment. VLU organized visits for students to Ngoc Phuoc Printing and Tailoring Silks, ThanhBinh Ceramic, Minh Long Ceramic Company. After the visits, students with hearing impairment shared that they have clear ideas of how their future jobs might be, so they have increased motivation for learning. Additionally, teachers who took students for exposure visit have clear ideas of what kinds of products the company are looking for, so teachers can prepare practical sessions for students to learn and design. For instance, teachers worked with these companies and ask them to send products to students for designing. So students learn about graphic design skills by doing on these products. Most importantly, VLU already started setting up linkages for students with these companies so students have motivation while companies can have ideas of what capacity of these students that they might create jobs for them after graduation.

VLU remains good alumni networks through Facebook and yahoo groups. According to the staff who is assigned to follow the alumni, more than 200 students and graduates register as regular members and exchange regularly information relating to training, job opportunities and social interactions.

ITTP in ESTIH

ESTIH continues the training class in graphic design named as DH0IKT with 15 students (10 male and 5 female). Thanks to careful screening applications and selection of students and working with

businesses to consult them about the training curriculum before the training course, these 15 students have much more confidence in their learning and job future because they envision what kinds of job and what kinds of employers in practice might be. They are clear about the job direction and motivated to learn necessary skills to jobs because they got opportunities to meet with businesses before and during the training course. Pixcel and Esoftflow are two dynamic companies providing support to students during the business exposure visit.

Apart from visiting businesses, students had opportunities to participate in the event with Nick Vujicic, a person with disabilities who has made great successes thriving over disabilities to become an advocate globally on how persons with disabilities like himself overcome barriers to demonstrate their success in Hanoi on May 24 on the occasion of the Day of Vietnamese with Disabilities (Apr 18). After participating in this social event, students from ESTIH have more motivation in their learning and strong will in overcoming their difficulties.

During this quarter, ESTIH and CRS tried to strengthen the alumni network and its effectiveness. On June 22nd, CRS and ESTIH organized an “alumni get-together workshop” with the participation of 131 alumni members (71 alumni from Hanoi – 45 male and 26 female and 60 alumni coming from other provinces -32 male and 28 female) and 15 students from current training course (10 male and 5 female). In addition, 02 representatives from DP Hanoi, one representative from one business (Esoftflow) and 02 representatives from USAID also attended the workshop. Three representatives from alumni shared their experience in 1) getting achievements in IT jobs, 2) how to overcome barriers to increase social participation and 3) how to start own business and support to PWDs. One representative from business, Esoftflow also shared their point of view towards the recruitment of PWDs which give opportunities to business in providing an equal environment and motivation to staff without disabilities. The representative also urged students to build on their confidence to demonstrate their capacity and being proactive in approaching business for jobs. Apart from some facilitation by ESTIH, alumni facilitated three group discussions and selection of the standing representative board members through voting mechanism. Eleven proactive alumni members were recommended and seven were selected based on number of votes to become the key representative member who will help them to maintain the connection among students. After the selection, ESTIH discussed with these representative members about the annual plan for effective alumni activities such as sharing by themes on website or Facebook with objectives of sharing experience for new students, introducing PWDs to the ITTP program, introducing job opportunities and sharing any experience to promote social participation.

ITTP in UDA

During this reporting period, UDA continued to train 12 students in graphic design while providing internship for 17 graduates from the previous training course ITTP #04. Two students dropped from the current training course due to their health condition. Three out of 17 graduates already have jobs with paid income while 12 students are taking internship at different local enterprises in Danang. Additionally, 16 students from class ITTP05 are also taking their internship opportunities at the ICT Centre of University of Dong A and two enterprises in ThanhHoa and Quang Nam province. Graduates who have not got internship will get support from UDA in linkage with businesses. CRS will also explore the opportunities for in-depth internship with VBPO and linkage with jobs. UDA already tried their efforts in working with businesses in job placement. As results, 02 students from the previous training course (named as ITTP #03) have jobs with TrucXanh company, Danang city. Yet,

employment rate is still around 45% so CRS will continue to work through Blue Ribbon Employment Council (BREC), particularly VBPO in job exploration for these graduates.

ICT activities

Text-to-Speech Technology

From May 16th to 23rd, CRS and Mr. Hoang Mockien, a consultant who also has visual impairment to work with students and teachers Nguyen Dinh Chieu school for testing the text to speech and screen reader NVDA software. In total, 25 students (19 male and 6 female) and 05 teachers (03 male and 02 female) participated in testing and provided recommendations how to improve the software. The below table tracked the detailed information of the test.

Location	Teachers		Students		Total	Note
	Male	Female	Male	Female		
Test in Mai Am Thien An and Bung Sang school, KhiemthiNhat Hong in Ho Chi Minh city	2		15	2	19	Tested from April 10 th to the end of April
Test in Ha Noi Nguyen Dinh Chieu lower secondary school	1	2	4	4	11	Tested from May 16 th to 23 rd

Based on the result of the test as described in Section I, CRS and Ailab (centre of intellectual development of the HCMC University of Social Science) have been working together to share the points that need to be updated and improved such as: reducing and limit the number of turning off keyboards (short cut keys), reading out function keyboards but not spelling these etc. Based on feedback from students and teachers (Refer section I), Ailab has upgraded the software and synthesize with three accents of Northern, Central and Southern region. So users from each region can choose voice accents which are suitable to them.

Video Lectures with Sign Language Interpretation

The technical group from University of Education, Special Education faculty organized a consultation meeting on June 18th to get initial feedback to the video contents and design. Based on the comments, the consultant team already completed all raw materials including the lessons design, video clips, and images. They have also packed these raw materials into 40 videos. Presently they need to elaborate further to ensure these video lectures are user friendly. All these video lectures will be available for pilots in primary schools in four piloted provinces of Hanoi, HCMC, QuangBinh and Ninh Binh at the end of August.

Distance Education

Distance learning materials for IT and Philology for the first school term have been completed and uploaded on the website. A consultant team was also recruited to develop the training materials and set of practice tests for students. The set of training materials for students, parents and support teachers have been completed and submitted to CRS. During this quarter, CRS and MOET discussed about the extension of the subjects for pilots. However due to limited timeline and requirement of time for material development, CRS and MOET decided to complete all sessions for IT and Philology at Grade 6 and pilot in the coming school year.

At the same time, CRS and MOET worked closely with a team of experts from National Institute of Education Sciences (NIES) to conduct an assessment prior to the ICT pilot. The assessment focused

on collecting data relating to students with disabilities for pilot of video lectures, text to speech and NVDA software and distance education as well as assesses the capacity and needs of students and teachers in participation to these pilots in QuangBinh, Ninh Binh, Hanoi and HCMC. Results of this assessment will be used for outlining detailed plan in these four provinces. To develop this model following the most sustainable approach, MOET and CRS decides to have students with disabilities coming to nearby schools or centers for online learning rather than home based learning. Instead of providing computers to individuals, the project will support schools or centers so more than one student can benefit from this equipment through their different learning schedules. Additionally, the project also encourages voluntary pilot of this model by students or families who can afford themselves with computers to participate in the distance learning. CRS and MOET will work closely with four provinces to discuss support mechanism at local level to students who participate in distance learning for regular monitoring of learning, arrangement of learning schedules for students while the project will contract a team of teachers and experts to provide online support for both academic and IT support, responding to questions or concerns through skype, chat forum on emails.

Accessible Examination

MOET and CRS together with NIES conducted a survey on situation of accessible examination for CWDs from lower secondary to upper secondary education from March 27th to April 10th. NIES went to carrying out field activities in Hai Duong, Thai Nguyen, Ha Noi, Ho Chi Minh city, Hue, Da Nang. Based on the results, 13 children in Nguyen Dinh Chieu (07 children who are blind and 06 children have low vision; 8 female and 5 males) voluntarily participated in the examination from June 22nd to 24th in Nguyen Dinh Chieu school, and five children (04 female and 01 male) who are deaf from ThaiNguyen participated in the exam from June 27th to 30th at the Thai Nguyen school for education and support disadvantaged children with hearing impaired participated in the examination. Experts from NIES developed the technical guidance on how to organize these exams and received comments and feedback from CRS and MOET. A detailed survey report was completed and shared with CRS and MOET while a report on the pilot results will be completed in July 2014. It will be followed by a consultation workshop on technical guidance on the organization of exams for students with disabilities. MOET already issued a circular on giving exemption of examination to students with disabilities. Therefore this technical guidance will be used by provincial Department of Education and Training if there is any need or request from students with disabilities to participate in the exam to demonstrate their equity in education and assessment.

III. PROGRAM PROGRESS (Quantitative Impact)

I.

INDICATOR TITLE: NUMBER OF VULNERABLE PEOPLE BENEFITTING FROM USG-SUPPORTED SOCIAL SERVICES														
UNIT: Number of vulnerable people	DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)													
	Geographic Location		Event		Date		W	M	Sub-total					
	ESTIH		ITTP course – DH01KT		Apr – Sep,2014		5	10	15					
	HCMC		ITTP course – KTH37		Apr – July, ,2014		2	8	10					
			ITTP course – KTH38		Apr – July, ,2014		1	7	8					
			ITTP course – KTH39		Jun – Sep, ,2014		2	8	10					
			ITTP course – GD37		May – Nov, ,2014		13	9	22					
			ITTP course – GD38		Jun – Dec. ,2014		9	12	21					
							Totals	32	54	86				
Results:														
Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods		FY 2013 Achieved		Reporting Period 31/Dec/13		Reporting Period 31/Mar/14		FY 2014 Target		End of Project Target	
			Achieved		Achieved		Achieved		Achieved		Target		Target	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Gender: Women (W), Men (M)	0	0	80	125	89	161	6	12	5	14	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		FY 2013 Achieved		Reporting Period 31/Dec/13		Reporting Period 31/Mar/14		FY 2014 Target		End of Project Target		
			Achieved		Achieved		Achieved		Achieved		Target		Target		
	W	M	W	M	W	M	W	W	W	W	W	M	W	M	

Gender: Women (W), Men (M)	0	0	7	13	54	16	0	0	0	0	79	111	140	140
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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	
	Hanoi	Schools participating in adapted exams	June 24 – 26, ,2014			1	
	Thai Nguyen	Schools participating in adapted exams	June 24 - 26, ,2014			1	
	HCMC	Businesses hiring ITTP students				11	
				Totals			13
Results:							
Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline	Results Achieved Prior Periods	FY 2013 Achieved	Reporting Period 31/Dec/13	Reporting Period 31/Mar/14	FY 2014 Target	End of Project Target
		Achieved	Achieved	Achieved	Achieved	Target	Target
	0	11	33	0	3	14	47

4.

INDICATOR TITLE: NUMBER OF ITTP STUDENTS WHO HAVE RECEIVED GBV AWARENESS TRAINING														
<i>UNIT:</i> Number of ITTP students	<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>Totals</i>			
<i>0</i>														
<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>FY 2013 Achieved</i>		<i>Reporting Period 31/Dec/13</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>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>Gender:</i> <i>Women (W),</i> <i>Men (M)</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>37</i>	<i>76</i>	<i>13</i>	<i>22</i>	<i>5</i>	<i>16</i>	<i>143</i>	<i>194</i>	<i>180</i>	<i>270</i>

IV. MONITORING

Apart from regular monitoring by CRS to ITTP programs in all three locations of Hanoi, Danang and HCMC, CRS conducted at least 4 project management meetings to discuss on the issues relating to project sustainability, improvement of recruitment quality and employment rates with ITTP partners (01 meeting with UDA, 01 meeting with VLU and 02 meetings with ESTIH). CRS emphasized the importance of training quality, recruitment, and employment linkage. Based on these discussions, both CRS and ITTP partners agree to change the approach of involving business right from the beginning and finding internship opportunities while students are on the training course, not just wait until the course end. CRS joined in the testing of the text to speech and screen reader software together with consultant in Hanoi, and the pilot of adapted exam in Hanoi and Thai Nguyen. Through these field trips, CRS staff also knows the feedback and responses from both students and teachers on the pilot of ICT tools in the coming period.

Monitoring activities under ITTP component is conducted by regular visits to sites. Surveys are administered on fresh students as well as nearly graduated students. Along with quantitative data, surveys and communications with students also collect qualitative data as students' suggestion to improve or revise the program. An ITTP internal review (April – June) was conducted to find further information about employment situation of ITTP graduates and underlying issues., The full report of the reviews will be completed in July 2014 and shared later with the coming annual report.

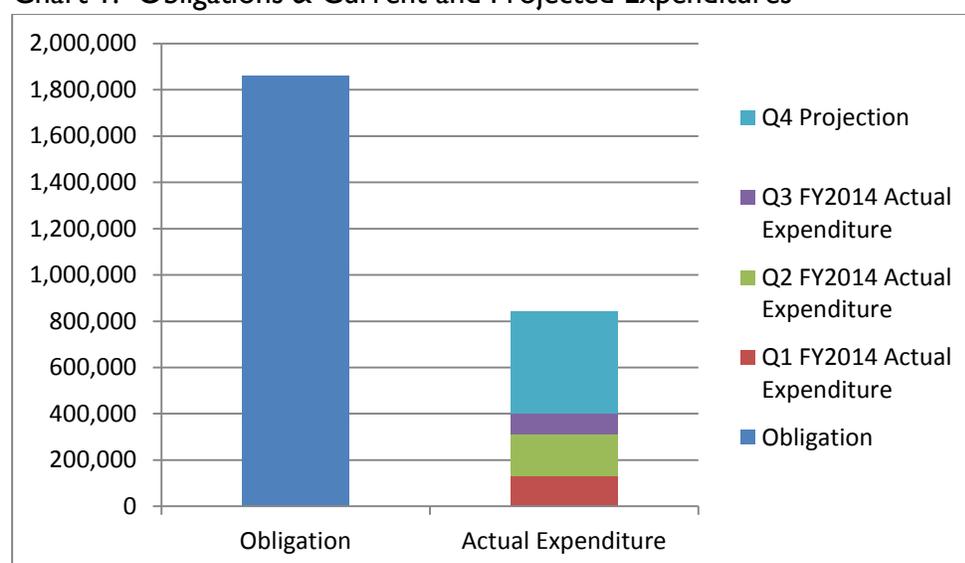
V. NEXT QUARTER'S WORK PLAN

	July	August	September
Recruit Students in ESTIH		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
Working with business to get agreements on provision of internship and employment in HCMC with three main companies of Thanh Binh Le, Minh Long pottery and Ngoc Phuoc Printing and Tailoring Silks;	x		
Alumni workshop in VLU		X	X
ITTP HCM review workshop and business linkage		X	
ITTP UDA model review workshop			X
Development of materials and web link for on-line training for persons with visual impairment to link with online commercial jobs;	x	x	
Workshop on sharing results of pilot of adapted exam and getting consultation on the technical guidance	x		
Review of the ITTP model by MOLISA and VFD to disseminate the model at national level and provide recommendations for the Master Plan in vocational training for PWDs;		x	
Hand-over of rights of the text to speech software to MOET and CRS	x		
Completion of video lectures	x	x	

Assessment of ICT pre-pilot conditions in QuangBinh, Ninh Binh, Hanoi and HCM	x		
MOET select pilot schools and agree on pilot plans with four provinces		x	X
Training teachers in using TTS			X
Training teachers in using video lectures			x
Training teachers, parents and students in distance learning			x
Collect and translate materials for library			X
Processing procedures for no cost extension of the project with MOET and relevant partners	x	x	

VI. FINANCIAL INFORMATION (Unofficial and Un-reconciled)

Chart I: Obligations & Current and Projected Expenditures



(notes: this is unconsolidated expenditure report)

Table 2: Budget Details

Obligation	Q1 FY2014 Actual Expenditure	Q2 FY2014 Actual Expenditure	Q3 FY2014 Actual Expenditure	Q4 Projection
	129,111	183,861	90,149	440,522
IVWD program activities	112,065	161,282	79,078	386,423
Indirect cost	19,244	22,579	11,071	54,099

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

Description	Q1 FY2014 Actual Expenditures Oct-Dec. 2013	Q2 FY2014 Actual Expenditures Jan-Mar. 14	Q3 FY2014 Budget Expenditures Apr-Jun14	Q4 FY2014 Budget Expenditures Jul-Sep.14	Total
a. Personnel	22,415	21,522	14,234		58,172
b. Fringe Benefits	24,776	60,229	9,178		94,183
c. Travel	9	1,155	4,343		5,507
d. Equipment	-	-	-		-
e. Supplies	541	1,686	772		2,999
f. Contractual	10,106	36,595	26,230		72,930
g. Construction	-	-	-		-
h. Other	52,340	8,353	12,663		73,356
i. Total Direct Charges	-	-	-		-
j. Indirect Charges	18,923	22,169	8,970		50,062
k. TOTALS (sum of 6i and 6j)	129,111	151,709	76,389	-	357,209
Advance to Vendors		32152	13760.2		45912.2
Total	129110.5	183860.98	90149.26		403120.74

Note :

The amount is not included Intra Agence file of P0914- part II

VII. CONSTRAINTS AND CRITICAL ISSUES

There will be staff turn-over issue among the MOET PMU. The deputy director of the secondary department who is the deputy of PMU and also key contact for activities with secondary department will retire at the end of July. Additionally one of staff from secondary department who is also a key person for the development and pilot of distance learning model will move to another office. It will critically influence the implementation of the pilot since it really takes time for new staff to understand and take immediate actions for pushing the pilot of the model. It is partially due to the nature of the activity which is so new in Vietnam. CRS already discussed with the existing PMU member on the upcoming project plan to ensure that there is an agreement between CRS and MOET on approach of pilot of ICTs and on-going activities which should be implemented as the plan. Additionally, CRS staff has taken more initiatives in outlining all project activities plan, working directly with consultants on

preparation and contents instead of waiting for MOET staff to draft consultant TORs or project activity plans.

VIII. ENVIRONMENTAL COMPLIANCE

During this USAID funded project carried out by CRS from April 1st to June 30th 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.

Life is more stable now

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

Nh was born in 1983 without the left hand. She learnt accounting and worked for Youth Union before joining ITTP in 2010. However, her income was not only low (1.5 million VND/month) but was also unstable because the job is not a full-time and frequent one.

By accidently finding the information about ITTP in the internet, Nh applied and was accepted for 1 year learning in ESTIH. After graduation, with her knowledge and skills equipped in the ITTP course, Nh started working as volunteer IT teacher for PWD in HaiDuong. During that time, she met a person working for Hai Duong’s DOLISA. The person introduced her to HaiDuong PWD’s association to work as a secretary for the association office.

Since 2003, Nh has been working as a secretary for Hai Duong’s PWD association and still conducting basic IT class in 8-3 centers in Hai Duong. Her total income now is about 3 million VND/month and much more stable than before.

She is not only working to earn a living but also very active in social activities such as finding supports from businesses for PWD in difficult situation in HaiDuong, providing gifts for

beneficiaries of HaiDuong's social protection center and HaiDuong's mental-health center.

*** 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).

Contact information:

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0912.257.253

Email: chi.nguyen@crs.org