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# USAID Vietnam Inclusion of Vietnamese with Disabilities Fiscal Year 2015 –QII Performance Report

March 31, 2015

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## **Inclusion of Vietnamese with Disabilities**

Quarter Report

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

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## Acronyms and Abbreviations

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
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. EXECUTIVE SUMMARY

## Qualitative Impact

In Quarter II of FY 2015, CRS and its national partner, Ministry of Education and Training (MOET), continued piloting all ICT tools to students and teachers at schools and centres. CRS and MOET conducted 8 training classes. Six classes were in distance learning, conducted in Dong Thap, Hai Duong, Quang Nam, Thai Nguyen, Quang Tri and HCMC. Two training classes were conducted in how to use video lectures to support children with hearing impairment, use of text to speech and screen reader software to support students with visual impairment in Hanoi. In total, 369 students, teachers, school management staff and parents participated in the ICT training this quarter.

For ITTP activities, a total of 21 students (13 male, 8 female) of DHKT02 in ESTIH have finished the internship and graduated in March. Pixel, Esoftflow and Photo Solution have all hired graduates so that out of the 21, 16 (10 male and 6 female) already have secured employment.

VLU continued training for 38 students (24 male, 14 female) and opened a new online training course for persons with visual impairment in BinhThuan. The online course is for intended to teach IT skills and equip the visually impaired students with TOT skills necessary to replicate IT trainings for other blind community members.

CRS collaborated with VBPO, a business providing data entry and analysis opportunities for persons with disabilities. In the reporting period, 11 students (5 male, 6 female) received training in data entry. One female student dropped out in early March due to health problems. Four out of 11 students passed the exam and secured jobs immediately with VBPO while five other students will continue for another month of skills practice. In total, 41 ITTP graduates (27 males, 14 females) those who graduated 6 months and 12 months ago responded to the alumni survey. Of which, 17 students (10 male, 7 female) reported that they have jobs, the employment rate of ITTP classes in Quarter 2 and quarter 4 2014 is 41.46%

ESTIH showed clear commitment in sustaining the ITTP activity. In a meeting on January 2015, ESTIH committed to continue the program after IVWD ends. During this quarter, ESTIH already received 15 applications and processed the recruitment. Tentatively, ESTIH will use the funds that they raised last quarter to open the training course in call center and graphic design collaborating with a new business partner, NTC company, for the 15 students.

UDA is also committed to find solutions to sustain ITTP courses. The UDA management board has also confirmed that they will support the recruitment and inclusion of students with disabilities through regular training courses by providing tuition exemption or scholarships. Additionally, UDA founded the Center for Community Training to continue training for persons including persons with disabilities.

## Quantitative Impact

- 13 (4 male, 9 female) visual impaired persons enrolled in the short-term training (KTH40)
- 21 ITTP students completed training (DH02KT) in ESTIH
- 59 (38 students from GD39 and GD40 and 21 students from DH02KT) ITTP students received GBV and soft skill training.

- The employment rate, according to the periodic alumni survey in the quarter, is 41.46% of which 62.50% of ITTP students found employment or paid internships within 6 months of completion and graduation; and 36.36% of ITTP students found employment or paid internships 12 months after graduation;
  - 165 school management staff, teachers and parents participated in the ICT tool training of which 65 participants (22 males and 43 females) benefited from the pre-pilot assessment activity and training activities in previous quarters; 100 new participants this quarter.
  - In total, 577 students benefit from ICT training activities (including training and pilot) during this quarter. Total new 446 students participating in project activities through this quarter;
  - 204 students (105 males and 99 females) participated in the trainings on distance learning model pilot, NVDA and TTS video lectures; of which 38 students attended the pre-pilot assessment and trainings during previous quarters.
  - 461 students (225 males and 236 females) participated in the pilot of distance learning model, NVDA/TTS and video lectures.
  - 38 additional participants (including schools, associations, DOET, DPOs) attended trainings on distance learning model pilot, NVDA, TTS and video lectures to support and disseminate the knowledge acquired to vulnerable people or their children.
  - 29 schools/centers attended to the ICT pilot activities after participating in training courses in order to spread out benefits of distance learning model and assistive technology to their students with disability.
- In this quarter, 55 institutions participated in ICT training in this quarter, however 38 schools/center were newly trained.

**Next Quarter's Work Plan** *Please refer to the FY 2015 Work Plan submitted as well as a summary table in Section V.*

After a range of training courses for students, teachers and parents, CRS and MOET will focus on providing technical guidance for the ICT pilots at the school level. CRS will also focus on the on-going collection of data and feedback. CRS and MOET will analyse feedback from students and teachers and determine if an upgrade to the distance learning website is necessary. CRS and MOET will also conduct final evaluation of ICT pilots in the end of May to assess the impact of these ICT tools on students in their learning opportunities.

CRS and ITTP school partners will focus on completion of training for ITTP students in VLU, promotion of employment opportunities for ITTP graduates through regular contacts with businesses as well as conducting a job fair for ITTP students in ESTIH. CRS and all three ITTP partners will have an ITTP review to assess what successes and key factors contributing to and any lessons learnt. CRS will also conduct a market assessment to have an understanding of how labour market for persons with disabilities is in general and IT market in particular. Based on this assessment results, CRS will continue to support ITTP schools to have appropriate direction for their future program.

CRS has initiated the internal evaluation process of the IVWD ten year programs to measure the impact and learning. CRS aims to finish this evaluation in early August 2015.

Detailed summary tables of the project activities for the next quarter are presented in Section V.

## II. KEY ACHIEVEMENTS (QUALITATIVE IMPACT)

### ITTP activities

ESTIH

#### ***Training and employment***

ESTIH and CRS completed training for 21 students (13 female and 08 male) in graphic design coded with DH02KT in March 2015. All 21 students completed internships with businesses either at the work site or at ESTIH with company staff that provided practical training and orientation for students. Immediately after the graduation, 16 students (10 male and 6 female) got jobs with Pixel graphic design company (5 students), Esoftflow (1), NCT Company (6) and Photo solution (4).

#### ***Alumni strengthening and social network***

After formal establishment of the alumni representative board, the ITTP alumni from ESTIH shared ITTP information, opportunities and work experience through their website and Facebook page. 115 students participate in the network to share experience and learning. ESTIH sometimes invited alumni representative to come to share with students to build on their confidence and belief in their potential.

ESTIH conducted a social exchange meeting between alumni and students. On the occasion of Tet holiday. The objective of the meeting was to share experiences in overcoming barriers. Some alumni from the previous courses came and shared their experience, both in the work and in the life. Teachers of the school and CRS staff also encouraged all the students to study hard in the coming year so that they can complete the course and get the job after their graduation.

During the training, ESTIH found that English skills are very important for employment so they arranged for an American volunteer to teach two English training sessions per week. This volunteer teacher also brought students from other universities such as Hanoi Medical University and University of Post and Telecommunications to improve their social skills. Students were happy to join and practice their English skills with the volunteer teacher and they also improved their communication and soft skills.

#### ***Sustainability approach***

ESTIH has identified two approaches to continue ITTP programming. Firstly, ESTIH will continue to provide free tuition to students with disabilities enrolling in regular training courses. ESTIH will explore funding opportunities through businesses, individuals, and alumni to raise funds. During the previous quarter, ESTIH raised US\$6,000 for this activity. During the meeting on January 2015, ESTIH committed to support the program after the project ends. During this quarter, ESTIH already posted and recruited 15 students for the upcoming training course in call center and graphic design. They will use the fund raised to open this training course. ESTIH will continue to explore collaboration opportunities with businesses in training and fundraising (e.g. Evui games company, Tran Anh co., Trang An hospital, Aprotain-Apteck, Hi Language School and alumni members) for ITTP sustainability. ESTIH also approached Plan International for fund raising and will provide detailed information of students. Plan will then consider potential financial support as a form of scholarship to some students who are from mountainous areas based on the student profiles. CRS continues to provide support through the technical consultant and monitoring activities to facilitate the transition.

## **UDA and VBPO**

CRS collaborated with VBPO, a business providing data entry and analysis opportunities for persons with disabilities. In the reporting period, 11 students (5 male, 6 female) received training in data entry. One female student dropped out in early March due to health problems. Four out of 11 students passed the exam and secured jobs immediately with VBPO while four other students will continue for another month of skills practice. Two students could not continue with this data processing job since they have tried hard but their skills for data processing could not be improved.

UDA is committed to the sustainability of ITTP. UDA will continue to recruit persons with disabilities into the regular training courses. The UDA management board also confirmed that they will provide tuition exemption or scholarships to students with disabilities enrolled in regular training courses. UDA has founded the Center for Community Training to continue training for persons including persons with disabilities.

## **VLU**

### ***Online training course for persons who are blind***

VLU conducted the recruitment of 13 persons (04 male, 09 female) for short-term training in Binh Thuan through online training for visual impairment. Through survey form which was undertaken by VLU teachers, visual impaired persons found the online training materials good, understandable and covering enough knowledge.

39 students continued training program in graphic design in VLU. One student dropped out due to his health condition so from March 2015, 38 students remain in the program. Students from training course coded with GD39 focus on learning 3DSMax, Web design and soft skill during this quarter while 20 students from training course coded with GD40 focus on learning Indesign, Illustrator, basic Photoshop, English and soft skill.

### ***Business exposure and linkages***

In March, VLU connected with Golden Key Information Company for internship during one month from March 24 to April 25 2015 for 03 students (2 male, 1 male) from training course coded with GD39. Laptop Bao Ngoc Company hires 02 students from course GD38 to work in this company in this quarter.

### ***Soft skill enhancement***

VLU mainstreamed the soft skill training in their ITTP curriculum. During this period, 38 students (24 male, 14 female) from GD39 and GD40 received soft skill training by VLU teachers, especially in communication skill, how to work in teamwork and job application.

### ***Alumni network***

Alumni members share information on study and jobs in facebook, yahoo, skype, gmail and other networks with more than 450 alumni ITTP members registered on Facebook who connect for recruitment and job placement.

Regarding the sustainable plan, VLU will maintain the website e-learning for visual impairment persons (<http://ittp.vanlanguni.edu.vn>). VLU worked with Blind association in Binh Thuan and Hoa Thien Tam foundation to set up the Informatics Center for visual impaired people in Phan Thiet and Binh Thuan. VLU will try to support graduates to find jobs. During this quarter and upcoming quarter, VLU focused on transiting from a community

university into a private university, therefore, there will be changes in the management board. VLU will work with CRS to review the ITTP program and develop recommendations for ITTP sustainability to submit to the new management board for decisions.

### **ICT activities**

During the 2<sup>nd</sup> quarter of FY 2015, CRS and MOET conducted additionally 8 training courses on using ICT tools and distance learning model for teachers, students with disability and their parents. In total, there are 204 students (105 males and 99 females), 165 service providers (70 males and 95 females), including educational managers, teachers and parents benefiting from ICT training classes in Hanoi, HoChiMinh city, HaiDuong, ThaiNguyen, DongThap, QuangTri and QuangNam provinces. In which, 21 trainees are overlap with the previous quarter.

Furthermore, throughout this quarter, CRS collaborated with MOET to sign contracts with 28 schools/centers which pilot the distance learning model and assistive technology in 6 provinces, namely Hanoi, QuangBinh, NinhBinh, HoChiMinh city, ThaiNguyen and LamDong. As a result, 461 students (225 males and 236 females) benefited from ICT tools and distance learning model. To ensure the quality and effectiveness of pilot activities at schools and centers, CRS also collaborated with MOET, DOETs and consultants to supervise and monitor pilot activities in project provinces.

Each specific ICT components will be mentioned more detailed as below:

### **Distance learning**

Over the period from October 2014 to March 2015, CRS and MOET have organized 10 training classes on distance learning modules in 9 provinces, including Hanoi, QuangBinh, HoChiMinh, HaiDuong, ThaiNguyen, QuangTri, QuangNam, LamDong and DongThap with the total participation of 310 students (166 males and 144 females), 174 teachers and educational managers (77 males and 97 females) and 60 parents (29 males and 31 females).

During Q2, 6 training courses were registered on distance learning with 168 students (85 males and 83 females), 103 educational managers and teachers (46 males and 57 females) and 26 parents (9 males and 17 females) in 6 provinces, namely HoChiMinh City, HaiDuong, ThaiNguyen, DongThap, QuangTri and QuangNam. During training courses, participants obtained knowledge of the distance learning model and IT skills to access and self-study two subjects of Philology and Informatics on the online website of distance learning - [giaoducoanhap.edu.vn](http://giaoducoanhap.edu.vn). Moreover, participants were trained to use skype and Gmail so that they can contact consultants, teachers and other students in case they need support during their distance learning. Pre- and post-training assessment reflects that there are significant changes in knowledge, attitude and skills of trainees during training courses:

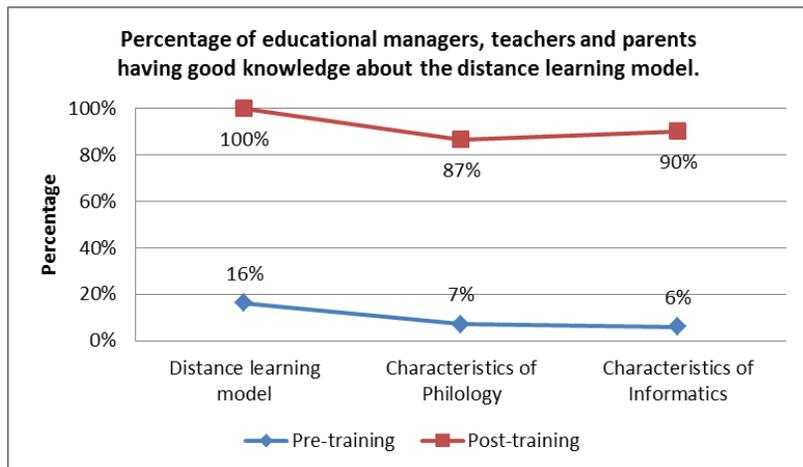


Figure 1: Changes in knowledge of educational managers, teachers and parents about distant learning before and after training.

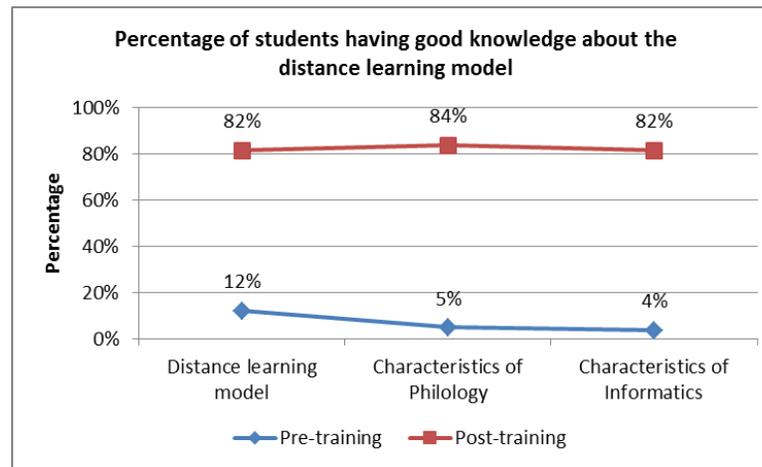


Figure 2: Changes in knowledge of students about distant learning before and after training.

The line graph shows that knowledge of educational managers, teachers and parents related to distance learning model, characteristics of Philology and Informatics increased considerably from 16%, 7% and 6% to 100%, 87% and 90%, respectively during training courses. Similarly, knowledge of disabled children about distance learning model was improved substantially to over 82% after training courses.

Additionally, teachers, parents and disabled children were also introduced and trained IT skills to use the distance learning website, Skype and Gmail. Generally, teachers, parents and students improved their IT skills significantly during distance training courses. It is clear that the percentage of disabled children having good Skype and Gmail skills were still limited, recording 36% and 46%, respectively. Meanwhile, these rates among teachers and parents were much higher with 69% and 90%. Therefore, teachers and parents could support their students so much during their distance learning study.

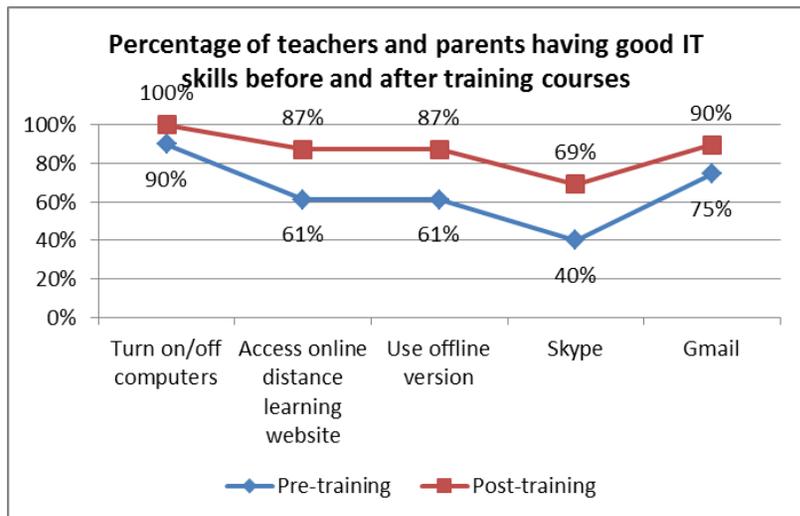


Figure 1: Changes in IT skills of educational managers, teachers and parents before and after training in distant learning.

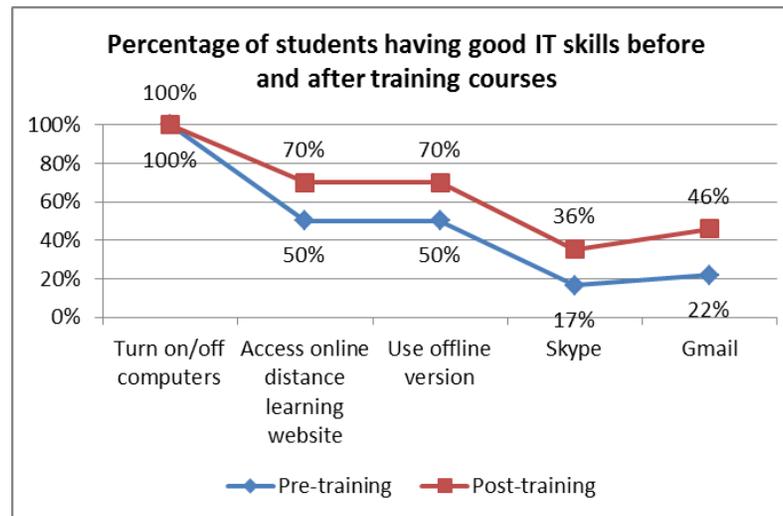


Figure 2: Changes in IT skills of students before and after training in distant learning.

It is also worth noting that over 96% of participants reported that these training courses are very helpful to them. After training courses, 97% students registering to study distance learning model, including 21% students studying at home and 79% students studying at schools or centers. This model is considered a great opportunity for out of school students to continue their study with application of ICT. Besides, informatics is not taught for disabled students at some schools so pilot students may benefit even more from this model.

After conducting training course, up to now, CRS collaborated with MOET to sign contracts and pilot distance learning model at 20 schools/centers in 5 provinces, including Hanoi, QuangBinh, HoChiMinh, ThaiNguyen and LamDong with 277 students (131 males and 146 females) benefiting from the distance learning model pilot. Besides, there are 4 hearing children self-study distance learning model at home with support from consultant team (1 in Hanoi and 3 in LamDong). Over the three pilot months, disabled children have been very excited to access and study the distance learning model. 100% of pilot students reported that they have learnt valuable knowledge and skills through the distance learning modules, especially students studying at home or students who have not studied Informatics at schools such as hearing-impaired students of BinhThanh and District 8 Hope School, HoChiMinh City.

To ensure the progress and effectiveness of distance learning pilot activities at schools/centers, CRS also cooperated with MOET and DOETs to conduct monthly supportive supervision and monitoring at pilot schools /centers to increase the engagement and ownership of key project partners. During the pilot, comments and feedbacks about distance learning model have been collected from students, teachers, educational managers and parents to replicate and scale up the distance learning model to more and more disabled children in Vietnam.

### Text-to-Speech Technology

In Q2, MOET and CRS organized a training course for the use of text to speech and screen reader (NVDA) software for upper secondary school students in Nguyen Van To center and Tran Nhan Tong high school in Hanoi. In total, 18 visual-impaired students (10 males and 8 females) and one educational manager participating in this training course. Throughout the training, students with visual impairment had opportunities to access and learn how to use the standardized text to speech software called TTS and open source NVDA screen reader software. In fact, high school students acquired training contents very well and quickly. Line graphs below shows the considerable increase in knowledge and skills of using these software among participants before and after the training course. Details of the pre and post assessment forms are referred to the Annex 2.

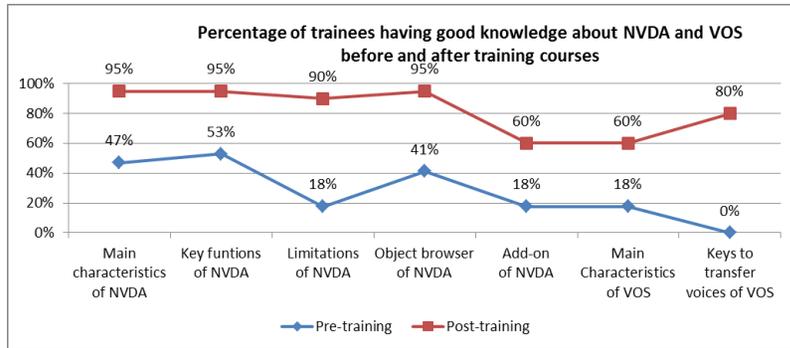


Figure 3: Changes in knowledge about NVDA and TTS software of trainees before and after training.

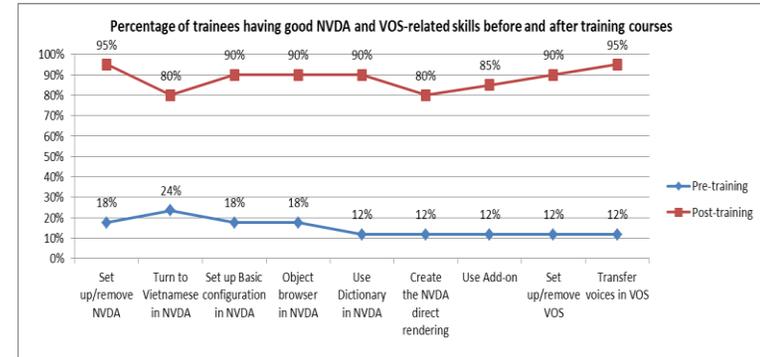


Figure 4: Changes in IT skills of using NVDA and TTS software by trainees before and after training.

During the training course, many students recognized outstanding characteristics and strengths of NVDA and TTS software in comparison with previous software. For example, students can easily install and operate NVDA software at their own computers or laptops. In addition, they can run directly the NVDA software from any thumb drives without installment. As a result, it is very convenient for students with visual impairment to use this software everywhere. It is also noticeable that, almost visual impaired students considered NVDA is a very useful cause it is free software so they can install it at any workplaces. This characteristic is much better than the existing licensed screen reader software of JAWs. Turning to text-to-speech software (TTS), high school students with visual impairment was really impressed with outstanding functions of this software. It includes voices of 3 areas of Vietnam (Northern, Middle and Southern area) with natural intonation; therefore, students are excited to use this software. However, this software is quite heavy so it is difficult to install and use with low-configured computers. CRS is working with Alilab to improve and upgrade this software to make it more convenient for users.

After training courses, under the support of MOET, CRS signed contracts with 7 pilot schools and centers in 3 provinces, including Hanoi, Quang Binh and Ho Chi Minh city with the participation of 144 students with visual impairment (69 males and 75 females). During the three months of the pilot, more visual-impaired students have been trained to use NVDA and TTS software. Moreover they can also apply these software into their current study. For instance, students of Nguyen Dinh Chieu Secondary School can use NVDA and TTS fluently to seek necessary information on the internet to support for their study, do Informatics tests or exams and compose word documents. Especially, some students with visual impairment reported that they have applied this software to study English and they are really helpful to them. It is also

worth noting that many pilot schools and centers considered that NVDA and TTS could replace JAWs and SaoMai software due to their outstanding functions and characteristics.

### **Video Lectures with Sign Language Interpretation**

Throughout the Q2, additional 53 participants (26 males and 27 females) from Hanoi and Ninh Binh received a training course on how to use video lectures with sign language interpretation which was conducted in Hanoi. 18 students (11 males and 7 females), 22 educational managers, and teachers (6 males and 16 females), and 13 parents (9 males and 4 females) received training. These video lectures include 20 videos for Math and 20 videos of Vietnamese for grade 5 students with hearing impairment.

During the training course, teachers learned how to use various equipment such as computer/laptop, video, TV, projector to play video lectures. The bar chart below illustrates that percentage of teachers have obtained valuable IT skills to use video lectures after the training course recorded a significant rate of around and over 60%, especially, 100% of teachers reporting that they are confident with their computer skills to play video lectures. These data reflects the fact that teachers are able to use various equipment to deliver video lectures to their students during the pilot.

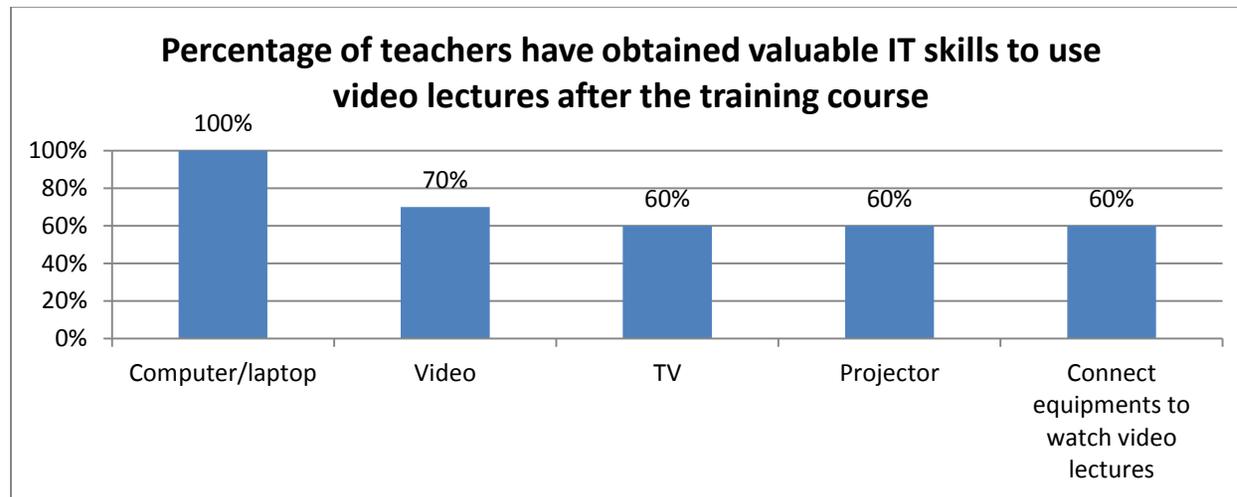


Figure 5: Changes in using necessary skills for video lecturers by teachers before and after training in using video lectures.

Furthermore, teachers also had a chance to study more about video lectures and how to use a practice book to support their students when they learn video lectures. These two subjects are taken from the general curriculum with modification to students with hearing impairment. Therefore CRS emphasized on skills of using these video lectures instead of training teachers on contents of the subjects. The pre and post training assessment shows a remarkable increase in their knowledge about video lectures of Vietnamese and Math subjects as the line graphs below.

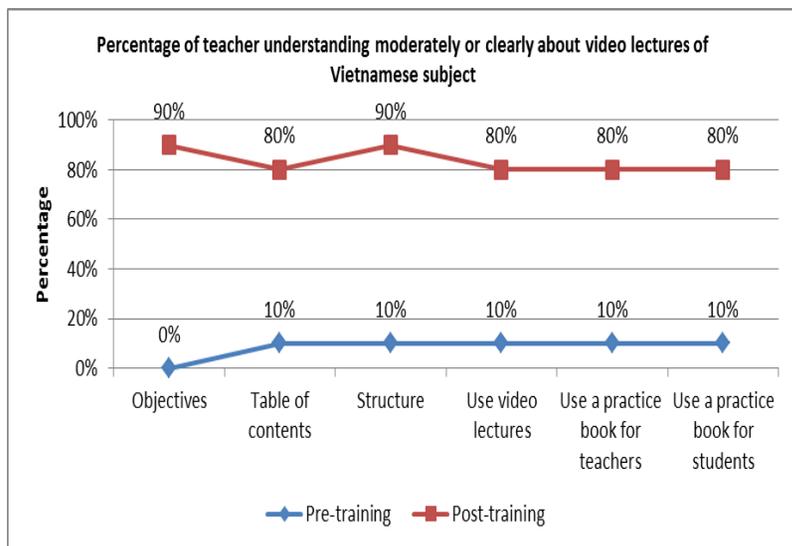


Figure 6: Changes in teacher's understanding about Vietnamese subject video lectures before and after training.

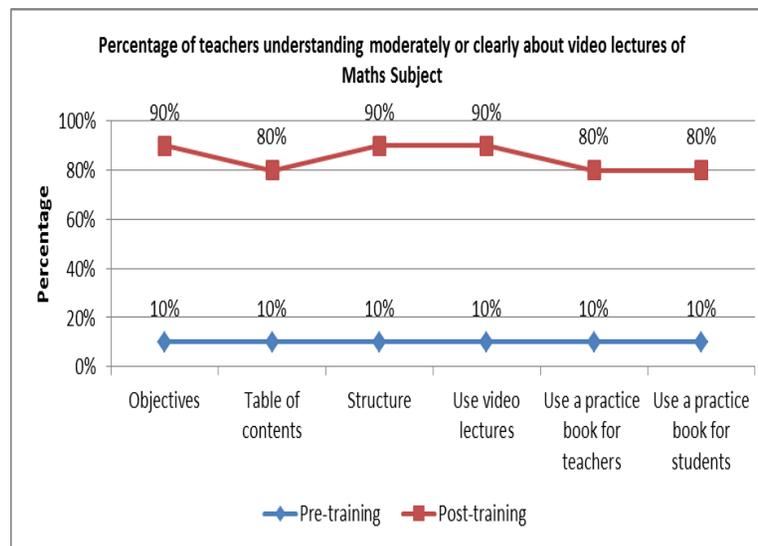


Figure 7: Changes in teacher's understanding about Maths video lectures before and after training.

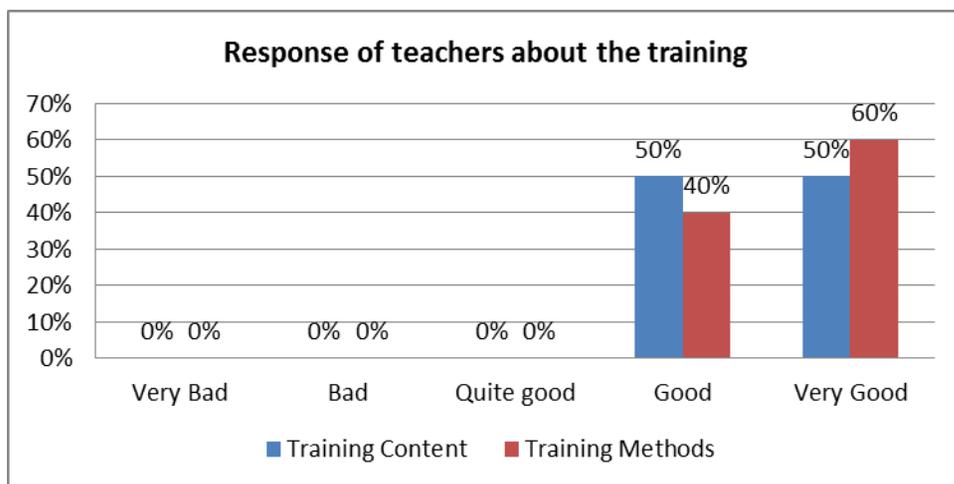


Figure 8: Overall assessment of teachers on the training in using video lectures.

After the training, 100% of teachers have positive comments about both training content and training method. All of them reported that the training course is really helpful to teachers as well as students and they are really excited to pilot these video lectures at their schools and centers.

Up to now, there are 15 schools and centers participating in the pilot of video lectures in 4 provinces, including Hanoi, Ninh Binh, Quang Binh and Ho Chi Minh City with the participation of 75 students (39 males and 36 females). During nearly 3 months of pilot, hearing-impaired students, teachers and schools/centers are highly appreciated these video lectures of the project. These video lectures are considered as a practical and illustrative learning aid which supports teachers so much when they deliver Math and Vietnamese sessions to their students. They will make sessions more interesting to students, as a result, students engaged more actively in sessions at classrooms. Besides, many teachers believe that these video lectures are not only the learning aids but they are also a good source for hearing-impaired students to learn more about sign languages. Students are also excited when they access and study these video lectures. Some pilot schools reported that their students are willing to study these video lectures both at school and at home with the support of their teachers and parents. Both pilot teachers and students recommend that video lectures should be replicated to more subjects and more grades for students with hearing impairment. One remarkable point is that the pilot of video lectures has also changed steadily the attitude of teachers about improvement of learning aids to increase the engagement of hearing-impaired students in learning activities. Currently, some teachers have spent more time to design powerpoint or look for appropriate videos on youtube to support for their sessions at classroom because they believe that they will make their sessions more interesting and effective.

Overall, there are 461 students are benefit from ICT activities, in particular, 242 students using Distance learning model only 62 students benefit from video lectures, 122 students using TTS, 22 students using both Distance learning and TTS softwares, 11 students using both distance learning and video lectures. In term of ICT component, there are 679 students benefit from ICT training and pilot activities.

### III. PROGRAM PROGRESS (Quantitative Impact)

The project has achieved the following results compared to annual and quarterly targets:

Indicator_FY2015	Frequency	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Annual	
		Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved
Number of people benefiting from USG-supported social services- <b>Indicator 1</b>	Quarterly	275	275	262	590	20	0	0	0	<b>557</b>	<b>734</b>
Female		110	132	105	296	8				<b>223</b>	<b>428</b>
Male		165	143	157	294	12				<b>334</b>	<b>437</b>
Number of service providers trained who serve the persons with disabilities - <b>Indicator 2</b>	Quarterly	96	293	33	165	12	0	20	0	<b>161</b>	<b>393</b>
Female		48	152	16	95	6		10		<b>80</b>	<b>204</b>
Male		48	141	17	70	6		10		<b>81</b>	<b>189</b>
Number of USG-assisted organizations and service delivery systems strengthened who serve vulnerable populations - <b>Indicator 3</b>	Quarterly	10	109	7	55	3		0		<b>20</b>	<b>147</b>
Number of guidelines/guidance on ICT application approved by MOET	Annually	N/A		N/A		N/A		N/A		<b>1</b>	
GNDR-6 Number of people who have received GBV awareness training	Annually	N/A		N/A		N/A		N/A		<b>98</b>	
Female										<b>40</b>	
Male										<b>58</b>	
Percentage of ITTP graduates have jobs or paid internships 12 months after graduation	Annually	N/A		N/A		N/A		N/A		<b>60%</b>	

### IV. MONITORING

CRS intensified the frequency of visits to ITTP programs in all three locations of Hanoi, Danang and HCMC, CRS for regular monitoring and to conduct meetings with senior management leaders to discuss the project sustainability and project completion plans.

During this reporting period, CRS conducted rigorous monitoring trips for the ICT pilot activity in QuangBinh, HCMC and Hanoi. Monitoring trips were conducted with observation and discussion approach using a structured monitoring checklist. Overall, observation revealed that all of

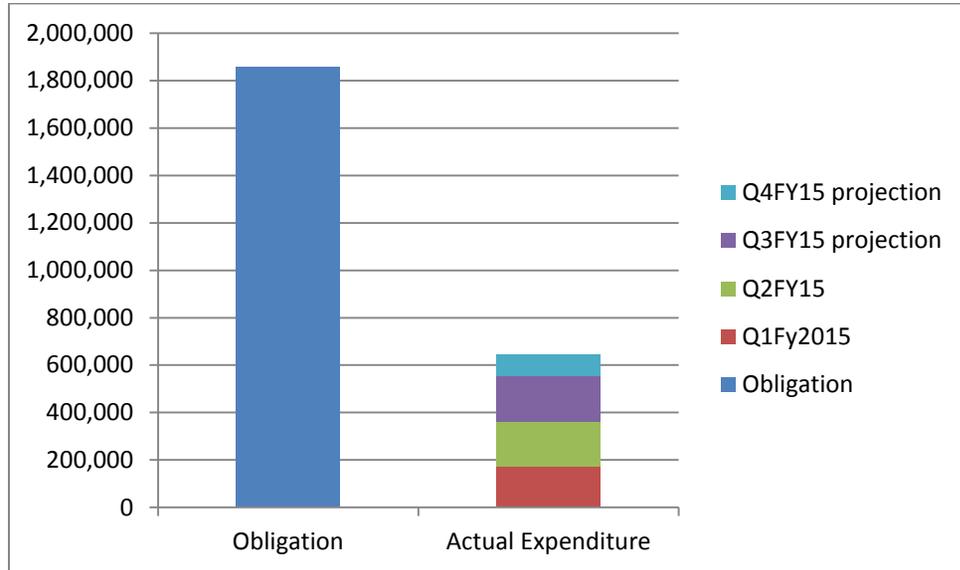
the visited school/centers had adequate equipment for students participating in the pilot. Students were happy using the assistive technology. Teachers felt confident and comfortable delivering lessons using ICT tools. They were happy and enthusiastic to support students during the classes. However, many students requested more subjects rather than IT and Vietnamese for grade 6 so they can continue their learning.

## V. NEXT QUARTER'S WORK PLAN

Project activities	April	May	June
<b>Output 1.1.2 ITTP students benefit from quality training and support services.</b>			
Continuation of ITTP training courses in VLU	x	x	x
Technical skills training organized by ITTP schools	x	x	
VLU students participate in exposure visit to business	x		
Internship and job placement for ITTP graduates for students from VLU (GD39, GD40)	x	x	x
Reinforcement of practical skills for 5 students from VBPO training course for another month	x		
Recruitment of 3 month training course for online in VLU KTH41(cost share by VLU)	x		
Graduation ceremony for students in VLU		x	x
<b>Output 1.1.3: Peer-support among ITTP graduates and current students is increased through participation in online alumni network and workshops.</b>			
Survey of alumni about employment rate (after 6 months and after 12 months)			x
<b>Output 1.1.4: ITTP model is documented by ITTP partners and shared with MOLISA and MOET</b>			
ITTP internal review by ITTP partners and CRS		x	x
Conduct market assessment for PWDs and potential business involvement in supporting or replicating ITTP.			x
<b>Output 2.1.1: MOET Steering Committee members have increased understanding of barriers to education</b>			
Regular technical meeting on policy development to mainstream ICT and dissemination of ICT solutions	x	x	x
<b>Output 2.2.1: Assistive technologies piloted according to specification</b>			
Provide and supporting computers and equipment necessary to pilot schools/centers	x		
Continue piloting distance learning model, NVDA/TTS and video lectures at schools/centers	x	x	
Monthly online support for students by IT experts and CRS in TTS and NVDA	x	x	
Collecting feedback from students, teachers and others in ICT pilot	x	x	
Regular monitoring and evaluation of ICT pilot activities at schools/centers	x	x	x
<b>Output 2.2.4: MOET evaluates and documents and disseminates assistive technologies to education institutions</b>			
MOET and CRS staff monitors activities at the pilot schools monthly.	x	x	x
Evaluating the ICT pilot results (Video and TTS)		x	x
<b>Output 2.3.1: A model for distance learning is adopted from international best-practices.</b>			
Revise distance learning modules based on feedbacks from students, teachers and others during the pilot			x
Revise and upgrade distance learning website			x
Developing guidance for the sustainability of distance learning model, NVDA/TTS and video lectures; and MOET direction in replication.			x

<b>Output 2.3.2: MOET has capacity to implement pilot of distance learning model</b>			
Monthly monitoring by professional groups (through online and offline visits/discussions)	x	x	x
<b>Output 2.3.3: Parents have capacity to support their children to participate in distance learning at home</b>			
Continue piloting distance learning model at schools/centers	x	x	
Provide computers, equipment, and software necessary for distance learning	x		

## VI. FINANCIAL INFORMATION (Unofficial and Un-reconciled)



(Notes: this is unconsolidated expenditure report)

**Table 2: Budget Details**

Obligation	Q1FY2015	Q2FY15	Q3FY15 projection	Q4FY15 projection	Total FY15	
	<b>1,857,478</b>	<b>173,937</b>	<b>186,784</b>	<b>191,393</b>	<b>90,844</b>	<b>642,958</b>
<b>IVWD program activities</b>	155,322	172,948	191,393	90,844	610,507	
<b>Indirect cost</b>	16,715	13,836	-	-	30,551	

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

Description	Q1 FY2015 Actual Expenditures Oct-Dec. 2014	Q2 FY2015 Actual Expenditures Jan-Mar. 15	Q3 FY2015 Budget Expenditures Apr-Jun15	Q4 FY2015 Budget Expenditures Jul-Sep.15	Total
a. Personnel	25,090	33,173			58,262.50
b. Fringe Benefits	5,168	9,742			14,910.28
c. Travel	3,612	2,789			6,401.01
d. Equipment	-	-			-
e. Supplies	1,564	9,489			11,052.94
f. Contractual	22,475	29,951			52,426.04
g. Construction	-	-			-
h. Other	90,694	76,390			167,083.99
i. Total Direct Charges	148,605	161,532	-	-	310,137
j. Indirect Charges	25,332	25,252			50,583.84
k. TOTALS (sum of 6i and 6j)	173,937	186,784	-	-	360,721

Advance to Vendors

28,538.28

Total

**389,258.88**

## **VII. CONSTRAINTS AND CRITICAL ISSUES**

No significant constraints were experienced during this reporting period.

## **VIII. ENVIRONMENTAL COMPLIANCE**

During this USAID funded project carried out by CRS from January 1<sup>st</sup>, 2015 to March 31 2015; 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 Persons with disabilities with no detrimental effect on the environment.

### Success Stories/Lessons Learned 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 Persons with disabilities

\***Key Issues:** \_\_\_\_\_

**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.

**Useful software for persons with disabilities**

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

L. H, a smart student of the fifth grade of Nguyen Dinh Chieu special school in Ho Chi Minh City is congenitally visual impaired. However, he is still optimistic.

Hoang favorite subjects are science, fictions and English. He can mentally visualize many images from what he heard and studied, then compose new fantastic stories.

Before IVWD, he learned typing and used assistive software to support his study and to seek information related to his interests. However, the voice from the software is sometimes difficult to listen to.

H was chosen to participate in the pilot through the Nguyen Dinh Chieu special school. As a fast learner, H excelled in using the screen reader software (NVDA) and text to speech software (TTS-TTS/VN) proficiently. H also applied this technology to his study and his interests.

H shared: “By using this software, I can adjust the speed. The sound includes different regional voices. I feel easier to study, access Internet to read news, learn English online, watch cooking shows and find information about mathematics, sciences, history, etc. I even can write fan-fiction (remaking a famous story) faster. However, I still need help from IT teacher if I have troubles with the software”.

From the interview with H, it can be seen that this pilot tool has positively impacted H’s study. By reading texts faster with clearer sound and familiarizing himself with more diversified regional voices (note: the text to speech software was only in southern accent before the project intervention), H is able to learn more lessons with a shorter time; as the result, the study quality and effectiveness is considerably improved. He could

even learn at home by installing this software onto his personal computer. It brings H a good opportunity to teach himself and helps him to access his favorites.

**\* Headline (Maximum 300 characters):**

**Learning by overcoming**

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

Born into a poor family in Quang Binh in 1999, everyday C both earns his living (the place where he works is about 10km from his house) and attends the class on NVDA software and pilot distant learning model for the visual impaired persons. However, poor health condition partly affects the learning and working of this diligent boy. In fact, he often has to come to the hospital for kidney checking and treatment.

With the knowledge acquired from the training course on distant learning model and NVDA software utilization, Dong Hoi Blind Association has implemented the pilot teaching of such model and software among their members.

C, and other learners, said that he shall try to fully attend the class because the knowledge from the class is not only useful to him, i.e. keep him updated with the latest socio-economic news, but also gives him more job opportunities and career development in the future.

Despite the fact that many difficulties are waiting for him, i.e, both learning and working and often going to the hospital for kidney treatment, he try to fully attend the class and spend more time for practicing his lessons. The time spent in the class is not enough; as a result, he hopes to have a computer to be able to study and practice more lessons at his home.

Although the support from the project is modest (1 computer set for learning and practicing of the students and a small amount of money for the pilot activities of the association), it helped C and other students a lot in learning, especially in the sector of IT which requires the hardware to practice, and partly assisting the students to cover the costs during their study. As for C, now he has some money for his travelling from his house to the place where he works and studies. Knowing the computer skills and specialized software for the visual impaired persons also enables him to widen his knowledge and connect to a wider network of friends near and far.

**\* 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](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).