

INCLUSION OF VIETNAMESE WITH DISABILITIES
Progress Report #5
(covering the biannual period October 2006-March 2007)

USAID Cooperative Agreement #486-A-00-05-00019-00
Award Recipient: Catholic Relief Services

Report Submitted: April 27, 2007

I. Summary of Progress Made

a. Inclusive Education (SO 1)

CRS's support for inclusive education was extremely active at all levels, completing most of the training components planned for the project. At the central level, CRS and the Ministry of Education and Training (MoET) organized 7 workshops for core professional education staff from all 64 provinces and cities of Vietnam, summarized in the below table. The last of these workshops took place in early April 2007 but is included here for the sake of consistency.

<i>MoET Dept.</i>	<i>Workshop Title</i>	<i>Participants</i>	<i>Location</i>	<i>Dates</i>	<i>Trainer(s)</i>
Secondary	Inclusive Education at the Secondary Level	65 provincial education staff from 32 southern provinces	Ho Chi Minh City	October 10-12	MOET Secondary Dept. and CRS
Primary	Management of Inclusive Education	118 education staff from 32 northern provinces	Ninh Binh	December 26-28	MOET Primary Dept, Hanoi University of Education, National College of Education, NIESaC
Primary	Management of Inclusive Education	106 education staff from 32 southern provinces	Dalat	January 11-13	As above
Secondary	Inclusive Education at the Secondary Level	69 education staff from 32 northern provinces	Hanoi and Ninh Binh	January 16-18	MOET Secondary Dept. with participation of Vice-Minister Dang Huynh Mai, Hanoi University of Education, National College of Education, and CRS
Preschool	Early Intervention for Children with Disabilities	56 education staff from 32 northern provinces	Hanoi	January 22-26	MOET Preschool Dept, NIESaC
Higher Education	Curriculum Development for Inclusive/Special Education at Teacher Training Colleges	35 Task Force members from MoET, universities, research institutes, and int'l orgs.	Hanoi	March 9-12	Chris Forlin (Hong Kong Univ of Education), Dr. Le (National College of Education)
Preschool	Early Intervention and Assessment for CWD	56 education staff from 22 southern provinces plus Q. Nam	Ninh Thuan	April 2-6	Jantina Clifford (Univ of Oregon), Ms. Hang (National College of Education)

The results of these workshops are that 505 key education officials nationwide have increased knowledge, awareness and skills on inclusive education for children with disabilities. Given that these officials are directly responsible for implementing educational curricula in all schools in Vietnam, this is a major step towards replication of successful IE models from CRS projects to other provinces and a sign that the IVWD project is having a truly national impact. Education professionals from Ninh Binh and Quang Nam have been actively involved, hosting one of the workshops and sending extra delegates to several others. One of the notable features of the provincial workshops has also been that provinces that are not participating in CRS projects are also beginning to take leadership roles in national-level implementation, showing that the message of inclusion is spreading around the country.

In focus provinces Ninh Binh and Quang Nam, a series of thematic training workshops (specialized skills for teaching children with specific types of disabilities) was carried out in six districts for 1,062 preschool and primary classroom teachers. In Ninh Binh, training for 320 preschool teachers took place in 12 classes held during November 2006. Training for primary teachers took place from January 23-February 9 for 8 classes with a total of 296 teachers. Similar training took place in Quang Nam from January 2-20 (7 classes of preschool teachers and principals for 9 days each, totaling 165 participants) and March 15-31 (8 classes of primary teachers for 9 days, total 281 participants). Trainers included Dr. Le Van Tac from the National Institute of Education Strategy and Curriculum (NIESaC) and others from the National College of Education and the Quang Nam Teacher Training College. The Quang Nam Department of Education developed an action plan for establishment of a Support Center for Education of CWD and submitted it to the provincial People's Committee for approval. The Ninh Binh Dept. of Education developed a plan for formation of associations of parents of CWD.

b. Vocational Training and Employment (SO 2)

117 young people with disabilities are participating in this project component: 60 in Ninh Binh and 57 in Quang Nam. 13 PWD have completed vocational training in Ninh Binh, of whom 11 are employed at wages ranging from 120,000 dong to 990,000 dong/month (\$7.50-\$62). Another 24 PWD have started their own businesses. In Quang Nam, where training began later, 3 students have completed vocational training, all of whom are employed at average monthly wages of 400,000 dong (\$25).¹ Currently, 23 trainees are training in Ninh Binh and 54 in Quang Nam. World Concern has provided small grants and no-interest loans of 2-3 million dong (\$125-185) to 24 self-employed PWD in Ninh Binh, mostly for animal raising; 100% of these families are earning profits. 50 PWD in Ninh Binh and 60 in Quang Nam are regularly participating in peer group meetings. Each month, community support workers (CSWs) and community-based social workers (CBSWs) provide a topic for the peer group to study and discuss. Recent topics have included environmental hygiene, food security, dengue fever prevention, bird flu, and HIV/AIDS. In October 2006, a drama team training course was conducted for 55 PWD in Ninh Binh, with facilitators from Family Health International. World Concern and the Vietnam Chamber of Commerce and Industry (VCCI) organized an Association Management Training course for 21 staff and members of the Vietnam Association of Businesses and Employers of People with Disabilities (VABED). WCDO also assisted

¹ \$1/working day is an average wage for low-skilled rural workers. World Concern reports that wages depend on the kind of jobs, skills and the volume of products made by PWD. The upcoming IVWD midterm evaluation will examine cases where PWD are placed in jobs that earn less than \$1/day.

VABED with a review of its situation and capacity and identified action plans to increase capacity and effectiveness. 17 awareness-raising events and training courses in sign language, adult basic education, life skills, and social work were held as detailed below in section II. World Concern distributed 500 donated wheelchairs to PWD in various locations, including 240 in IVWD project areas.

c. Awareness and Advocacy (SO 3)

The advocacy components of the IVWD project became more active during this reporting period. CRS organized study tours for 8 provincial officials and 4 PWD to the US in November-December 2006; provincial education and labor leaders visited California and Vermont with consultant Dr. Richard A. Villa, while the PWD were delegates to the International Congress on Children, Youth and Families with Special Needs in Washington, DC. After returning, each province formed a media/advocacy plan that began to be implemented towards the end of 2006. CRS and WCDO joined in organizing disability awareness-raising events on the occasion of the International Day of Disabled Persons (December 3), which is taken quite seriously in Vietnam. Community events were organized in the three focus districts in Ninh Binh province on November 26 with the participation of about 150 PWD in all. Around 20 participants from Ninh Binh attended a national festival in Hanoi on Dec. 3. In Quang Nam, public gatherings took place in each of three districts on December 2-3. About 270 people attended, of which 50 were PWD and 160 were students from local secondary schools. Others were parents, teachers and representatives of local authorities. Quang Nam provincial TV and newspapers reported the events in Duy Xuyen and Hiep Duc districts. Also in December, Vietnam Television broadcast the second documentary film on disability issues produced in conjunction with NCCD. Additional national media coverage was successfully attracted for the MoET northern region primary school IE management training in Ninh Binh (January) and for the beginning of the IT training project (February-March).

d. Information Technology Training (SO 4)

This newest project component began in Q2 /2007 and adds an exciting new element to CRS's program, which has been incorporated into the project logframe as Strategic Objective 4. USAID approved the sub-project entitled "Information Technology Training for People with Disabilities" on February 5, 2007. A Memorandum of Understanding, which had been prepared beforehand, was signed with the Hanoi College of Information Technology (HCIT) on February 14. HCIT then submitted the project documents to the Hanoi Department of Education and Department of Foreign Relations. The Hanoi City People's Committee issued an official approval for the project in early April. In the interval between the signing of the MOU and official approval, CRS and HCIT went ahead with preparation of the physical space for the training program (a large, well-lit L-shaped room on the ground floor), hiring and recruitment of students. Mr. Dovan Du Do began work as Senior Technical Consultant for CRS in the beginning of March. He reports to Deputy Chief of Party Nguyen Thi Thuy. Twenty-five students have been identified for the first class of software engineering, which will begin in early May.

The project had been referred to earlier as “ITTC” with the “C” for “center”; however, since establishment of a new center takes a long time under the Vietnamese system and required multiple approvals, HCIT decided with CRS’s concurrence to change the name to a “program” (ITTP). This also reflects the inclusive nature of the project, as CRS intends that ITTP students are integrated into the academic life of the school rather than separated from other students. A commitment to inclusion is shared by HCIT leaders, who have been active and enthusiastic in the start-up of the project. Support is also strong from the highest levels of MoET: Minister Nguyen Thien Nhan spoke in favor of IT training in an international partners’ meeting in January, and in a February 15 meeting with CRS, Vice-Minister Banh Tien Long said regarding inclusive education, “the only thing you are missing is support to higher education in a strategic area like computer technology.” It was a pleasure to inform him that the MOU with HCIT had been signed the previous day. On request from USAID, CRS will prepare a one-page summary of the ITTP for posting and distribution. More details on the operation of the project will be provided in subsequent reports.

II. Analysis of Project Impact by Objective

SO1: Children with disabilities benefit from improved and expanded education and community support systems

SO/IR/Outputs	Relevant Indicators (from Proframe)	Progress and Comments
SO 1: Children with disabilities benefit from improved and expanded education and community support systems	<p>b. # of CWD enrolled in school as a result of the project</p> <p>d. % of CWD at primary and secondary level who are girls</p>	<p>291 CWD newly enrolled in preschool and primary regular classes in Ninh Binh. Data from Quang Nam will be included in the upcoming midterm evaluation.</p> <p>Ninh Binh: 1326 out of 3206 students with disabilities are girls (41%). Gender imbalance seems most pronounced in Yen Mo district, for unclear reasons.</p>
<i>IR 1.1: Teachers, school administrators, and local education officials nationwide have increased capacity to implement IE in education system</i>	<p>a. # of teachers trained as a result of the project</p> <p>b. # of education staff at all levels trained as a result of the project</p>	<p>577 primary teachers (296 in Ninh Binh, 281 in Quang Nam) and 485 preschool teachers (320 NB/ 165 QN) completed thematic training on IE</p> <p>505 education staff from 64 provinces trained on IE and IE management in this period (preschool 112, primary 224, secondary 134 and higher 35)</p>
1.1.1 Provincial education officials increase their knowledge and skills to implement IE	<p>a. # of provincial officials nationwide with increased IE knowledge and skills</p> <p>b. # of provincial officials nationwide who serve as resource trainers for provincial and local training activities</p> <p>d. Length of training</p>	<p>See 1.1b above, plus note increased capacity for provincial and district education dept. staff in NB + QN (about 40 p in all). 8 provincial leaders taken on 10-day study tour to US with Rich Villa (Nov-Dec 2006). 6 officials from NB and 4 from QN have served as resource trainers.</p> <p>Courses ranged from 3-5 full days in length.</p>
1.1.2 TTCs become focal points for training of IE professionals		<p>4 universities and 3 TT colleges (Hanoi, HCMC, Danang, Quy Nhon Universities and Hanoi, HCMC and Nha Trang TTCs) were chosen as locations for training, which will begin in Q4/FY2007.</p>
1.1.3 Education system is able to	a. # of primary and jr secondary schools	Individual Education Plans (IEPs) are in use in all pre- and primary schools

track child profiles and progress	<p>demonstrating use of child data tracking mechanism</p> <p>b. # of education staff who complete training</p> <p>c. # of districts implementing tracking mechanism</p>	<p>of 6 districts in NB, QN.</p> <p>60 district ed. staff trained on how to monitor and evaluate the implementation of IEP at school level in NB.</p> <p>Provincial and district key teachers within education system provide monthly tracking of CWD progress at school level in NB (beginning March 2007)</p>
1.1.4 Evidence based pilot of IE in secondary school is developed	<p>c. # of national workshops held on junior secondary IE</p>	<p>2 workshops completed for all 64 provinces (southern October 2006, northern January 2007).</p>
1.1.5 Local partners form 2 provincial support centers for PWD.		<p>QN final proposal submitted to provincial authorities (February 2007). See Challenges below.</p>
<i>IR 1.2: MOET mainstreams inclusive education into general education policies</i>	<p>a. # of education programs and legal documents revised by MOET departments with IE principles</p> <p>b. # of universities and teacher training colleges nationwide teaching IE</p> <p>c. % increase in budget allocated by MOET to inclusive education</p>	<p>15 legal documents were reviewed by Department of Primary Education. As a result, IE content was mainstreamed into the revised Primary School Charter, which will be promulgated for primary schools nationwide by August 2007. MOET Secondary Department has also reviewed legal documents relating to secondary IE and will take further steps in summer 2007.</p> <p>Development of higher ed curriculum for IE is underway and will result in teaching of IE in 64 TTCs nationwide in fall 2007.</p> <p>Detailed IE budget information may be available for the first time later in 2007, according to MOET, together with National Action Plan on Disability.</p>
1.2.1 MOET leaders have improved understanding on inclusion of CWD in school system.	<p>b. # of initiatives by Depts. of Preschool, Primary, Secondary and Higher Education supporting IE</p>	<p>National Strategy and Action Plan on IE for CWD revised and finalized following one-day CRS-MOET workshop in Dec. 2006. Sent to MOET Minister for approval in early 2007, now awaiting final govt. approval. The IE Regulation which was promulgated in May 2005 has been introduced to all 64 provinces nationwide. MOET Primary Department and CRS are preparing a workshop to evaluate the regulation implementation after one year and recommend any necessary revisions.</p>
1.2.2 Education management schools mainstream IE module	<p>b. # of inservice training programs at education management schools using IE module as content</p>	<p>One manual on IE management at Primary level has been developed and tested after 2 trainings for key management staff in northern and southern provinces. The manual is expected to be reviewed and revised for 2nd round before national distribution.</p> <p>One module on general IE management being developed by Higher Education Dept in collaboration with Hanoi Institute of Educational Management and CRS will be released in summer 2007.</p>
1.2.3 MOET legal documents explicitly mention inclusion	<p>a. # of recommendations on policy change sent by MOET to the government</p> <p>b. # and length of workshops held</p>	<p>Department of Primary Education submitted draft report on review of legal documents for Inclusive Education mainstreaming.</p> <p>One-day workshop on school charters at primary level organized by</p>

		CRS/MOET (October 23, 2006).
<i>IR 1.3: Communities in 2 target provinces have comprehensive support systems for CWD</i>	b. # of parents in 6 target districts who take part in advocacy and awareness-raising activities as part of the project	NB plan for parents' associations submitted by education dept (March 2007). QN plan is in preparation.
1.3.1 Community support networks promote comprehensive support approach for CWD.		Activities will begin in May 2007.

SO 2: PWD profit from meaningful employment and self employment opportunities

SO/IR/Outputs	Relevant Indicators	Progress and Comments
SO 2: PWD profit from meaningful employment and self employment opportunities	a. # of adolescents trained in 6 target districts as a result of the project b. # of PWDs who are employed as a result of the project c. % of PWD trained who have increased income from employment or self employment d. % of those increasing income who are women e. Observed positive change in personality and attitude of PWD on life and work, social networks and social integration.	16 YWD have completed training (Quang Nam 3 and Ninh Binh 13) QN = 3; NB = 35 of which 24 are self-employed. 87.5% (14 employed out of 16 trained). All had zero income prior to training. 100% of self-employed PWD have increased income (from no income previously). QN = 33%, NB = 41.7%. Observed changes include PWD caring more about their appearance and attitude, becoming more open to talk with people, and happy to go to the work places or do business at home. Most peer group members are more confident and willing to participate in all project activities.
<i>IR 2.1: Businesses and service providers offer quality training and placement for PWD</i>	a. # of businesses and service providers who provide full-time employment for PWD trained as a result of the project	NB = 7 QN = 2
2.1.1 Businesses and vocational training centers have improved capacity to train and place PWD.	a. # of business and service providers recruit and provide on-the-job support for PWD.	NB = 7 QN = 3
2.1.2 Community support workers have strengthened capacity to provide employment support.	b. # of CSWs who complete WCDO-sponsored training courses in 6 target districts d. Length of training courses	Social work training for 20 (Ninh Binh), 15 (Quang Nam) CBSWs, CSWs, and local partners held in Danang, March 6-7, 2007. The topics included concepts of social work from psychological perspectives, planning skills, report writing skills, observation skills, and tips on organizing peer group activities for PWD. Trainer was a lecturer from Danang Commerce College.
2.1.3 VABED increases capacity to network between PWD businesses and service providers.	b. # of VABED staff or members who are networking among themselves and with VCCI network nationwide	A 3-day training course on association management skills (12-14 Oct 06) was carried out with facilitation of VCCI experts. 21 VABED staff and members from Quang Nam, Ninh Binh, Ha Tinh, Nam Dinh, Thai Binh,

	c. Modified curriculum completed	<p>Son La and Hanoi participated. The course provided them with knowledge on enterprises association formation and promotion, types of services the association can provide to its members and ways to manage, develop and extend the association.</p> <p>7 VABED, WCDO and VCCI staff participated in a site visit to Hai Duong on 22 Dec 06 to conduct a training needs assessment for Start and Improve Your Business program and raise awareness on disability issues. The adaptation of SIYB curriculum is being led by a VCCI expert.</p> <p>From 22-26/1/07 a consultant from VCCI worked with 20 head office managers, staff and members of VABED to identify the capacity and needs of VABED. Long- and short-term action plans were developed.</p>
<i>IR 2.2: MOLISA improves development and implementation of policies related to vocational training and employment for PWD</i>	a. # of MOLISA or other GoV programs that use OJT and small business development training models	57 VABED members in different provinces are implementing the on the job training model. VABED is encouraging them to focus on the job placement after training for PWD.
2.2.1 PWD, businesses and PWD supporters have increased access to information on policies.	b. # and length of workshops completed c. # of PWDs, businesses and local officials attending workshops	In Quang Nam, from 19-21 Dec.06, Awareness Raising training and experience sharing for 102 people including parents, businesses, PWD, CSWs, CBSWs was organized at 3 districts on policies related to PWD , needs/abilities of PWD, and importance of employment. Also note Intl Disability Day events (see section 3.1.1.)
2.2.2 MOLISA produces a manual on vocational training and employment.	c. Process and timeframe to write manual established	Action plan for developing on-the-job training materials agreed by four departments of MOLISA in February. Materials will include (i) a reference book to introduce WCDO's community-based vocational training model and employment for PWD to training institutions and job service centers, and (ii) awareness raising materials on disability issues.
2.2.3 Local partners and WCDO provide recommendations to national policy makers.	a. # of recommendations/best practices provided to MoLISA and NCCD	A list of 8 ideas and recommendations collected from enterprises of PWD (VABED) about the policy related to PWD especially vocational training/employment and the needs of PWD in NB + QN was submitted to MOLISA in March.
<i>IR 2.3 Vocational trainees actively participate in social activities and participation in peer groups</i>	a. % of trainees who are members of peer groups b. % of peer groups having formal contact with other PWD Support Groups or networks	In both Quang Nam and Ninh Binh, 100% of trainees are members of peer groups. Peer groups in Kim Son and Gia Vien began to contact directly with Disability Forum (DF) and receive regular news and updates. They also sent a note on their group activities to the DF's bulletin.
2.3.1 CSW and PWDs establish supportive networks for PWD peer groups.	a. # of peer groups and deaf clubs functioning in 6 target districts b. Frequency of group meetings	6 peer groups in 6 districts are functioning. 2 deaf groups functioning in 2 provinces. Peer groups meet monthly. 14 core members of NB deaf group are meeting weekly in a key member's house.

	c. # of groups led by PWDs	All groups are led by PWD themselves with the assistance from field workers and WCDO staff. 2 NB deaf leaders completed TOT leadership training (TOT) in September 2006 (not included in previous report).
2.3.2 PWD are equipped with life skills.	<p>b. # of PWD who participate in sessions offered by peer groups on improving their self-esteem, health, mobility and life skills</p> <p>c. # of PWD who complete literacy training</p> <p>d. # and length of network events where peer group members participate</p>	<p>24 deaf youth from QN completed two-day Life Skill training in March. Topics included reproductive health, basic body functions and hygiene, sign language, and drama.</p> <p>46 PWD from NB completed 3-day course on Positive Thinking (Jan 5-7, 2007) facilitated by Blue Dragon Children's Foundation and WCDO.</p> <p>The 3 peer groups in NB established small libraries where PWD can borrow books on various topics (both project-related and general interest); these have proven popular.</p> <p>24 NB Deaf Club members completed 3-day sign language and Adult Basic Education (ABE) training (Dec. 11-13), including deaf youth from 3 target districts and Ninh Binh city.</p> <p>30 PWD in QN and PWD Club of Hoi An joined public Youth Union activities on Youth Foundation Day 26 March in Duy Xuyen and Hoi An.</p>
<i>IR 2.4 General public has improved awareness about abilities of PWD and employment</i>	<p>a. # of PWD participating in meetings and social activities supported by the community</p> <p>b. % of employers, PWD families, local officials and community support workers demonstrate improved awareness of disability employment issues</p>	<p>NB =50; QN =60. Some severe PWD who do business at home are not able to join the group meetings. Some non-vocational trainees who do not meet project criteria (very slightly disabled, not poor, not interested...) also participate.</p> <p>In Ninh Binh, 50% of employers, 70% of PWD families, 70% of local officials and 100% of community support workers demonstrate improved awareness of disability employment issues.</p> <p>In Quang Nam, about 80% of businesses, employers are aware of the abilities and benefits of receiving PWD. 10 of the businesses introduced PWD to their friends for training and employment. 70% of PWD families are aware of the importance of vocational training for PWD. 80% of local officials (members of PMB, DMB) show improved awareness by mobilizing businesses to employ PWD, assigning staff to work with the project, and prioritize project activities. 100% of CSWs and CBSWs demonstrated their devotion in helping PWD.</p>
2.4.1 PWD increase participation in awareness raising and advocacy events related to vocational training/employment.	<p>a. # of national and local awareness raising campaigns with PWD representation or involvement</p> <p>b. % of PWD in 6 districts who demonstrate increased self esteem, and mutual support over the course of the project</p> <p>c. # of drama teams formed</p>	<p>2 (Intl Disability Day; Youth Foundation Day)</p> <p>100% of peer group participants; wider impacts will be measured in final evaluation.</p> <p>3 drama teams in NB totaling 55 PWD completed 1-day drama training courses in each of 3 districts on Oct 20-22, 2006, facilitated by staff from</p>

	<ul style="list-style-type: none"> d. # of performances held e. # of PWD attending awareness-raising events and workshops f. Length and frequency of awareness raising events 	Family Health International. The dramas prepared in the training were performed in each district for Intl Disability Day on Nov 26 (see section 3.1.1). 10 businesses, 22 CSWs, CBSWs and local officials also attended. 125 PWD attended Intl Disability Day events in NB (Nov 26, 2006) and 50 in QN (Dec 3). 10 PWD from QN and the Hoi An PWD Club were supported to attend the PWD Day event in Danang.
2.4.2 Local communities increase knowledge on disability issues.	<ul style="list-style-type: none"> a. % of target groups with improved understanding of the importance of employment for PWD b. # of family members of PWD, businesses, CSWs & local officials who complete training c. # and length of training courses held 	See 2.4b above. 102 people in QN including parents, businesses, PWD, CSWs, CBSWs completed 3-day awareness raising training (19-21 Dec 2006) on policies related to PWD, needs and abilities of PWD, importance of employment for PWD and benefits/difficulties of PWD during training, working.
2.4.3 MOLISA and NCCD produce quality materials for raising awareness on employment for PWD.	d. Process, people and timeframe established to produce # materials	Agreed with MOLISA. See 2.2.2 above.

SO 3: Vietnamese Government and stakeholders develop, modify and implement policies that promote mainstreaming of inclusive education and vocational training for PWD.

SO/IR/Outputs	Relevant Indicators	Progress and Comments
SO 3 Vietnamese Government and stakeholders develop, modify and implement policies that promote mainstreaming of inclusive education and vocational training for PWD.	<ul style="list-style-type: none"> a. # of GoV policies and regulations developed or modified in the project period towards mainstreaming of IE, vocational training 	3 (National Action Plan on PWD, Vocational Training Law, National Strategy on Education for CWD).
<i>IR 3.1 PWD and communities in 2 provinces are proactive in raising needs and concerns for policy change on IE & vocational training.</i>	<ul style="list-style-type: none"> a. # of local communities in target provinces that have their own plans and policies to support PWD b. # of PWDs in comprehensive support program development in 2 provinces. c. # of community groups who participate in policy development in 2 provinces. d. # of local initiatives presented to central level as a result of the project 	2 provinces (NB + QN) are developing provincial action plans for PWD as a sub-activity of the NAP. CRS and WCDO provided comments in March 2007. NB = 50; QN = 60 including Hoi An PWD Club and other activists. Local community (Yen Mo and Kim Son districts, Ninh Binh) gave donation (learning materials, clothes) to PWD and CWD from districts budget source in December 06. No community groups have had noticeable effect on policy development to date.
3.1.1 Local communities are aware of issues and needs of PWD.	<ul style="list-style-type: none"> a. % of local workshop participants demonstrate improved awareness of skills 	See 2.4b above. CRS conducts evaluations after every workshop and has tabulated these results. More findings will be documented in midterm

	<p>and abilities of PWD and common barriers that hinder PWD integration into society</p> <p>b. # of individual community members and local authorities who demonstrate attitude change</p> <p>c. # and length of workshops held in each province</p> <p>d. # of participants who complete workshops</p> <p>e. # of national TV programs</p>	<p>evaluation.</p> <p>CRS is keeping a list of individuals who are participating well in activities and will report on this in the future.</p> <p>102 people completed awareness-raising workshops in QN (see 2.4.2 above).</p> <p>Events in NB and QN around International Disability Day in December 2006 attracted 200 PWD and some 250 others.</p> <p>Second national TV program produced through NCCD aired on VTV 1 in December 2006 (see Challenges below). Both programs, including the one originally aired in Sept 06, were repeated in Feb. 2007.</p>
3.1.2 Local community and PWD groups implement action plans on IE & vocational training.	b. # of action plans developed	CRS and WCDO provided comments on 2 provincial action plans (see 3.1a). Education department staff have had little input into the plans, which are managed by DOLISAs.
3.1.3 PWD in 2 provinces raise their voices and concerns through media.	a. # of reports and programs relating to PWD issues in mainstream media in 2 provinces	Provincial media in Quang Nam (TV and newspapers) covered events around the International Day of Disabled Persons (December 3). District radio and television also broadcast programs about the IVWD project and about disability issues. Ninh Binh television and newspapers reported the MoET Primary Education Department training later in December. National media covered the Secondary IE workshop in Hanoi in January. The formation of the ITTP also attracted national press attention (March 2007).
<i>IR 3.2 NCCD plays an active role in promoting recommendations on mainstreaming IE & vocational training.</i>	<p>a. # of NCCD action plans that include language on IE & vocational training reflecting influence of the project</p> <p>b. # of recommendations on education and job placement brought by NCCD to govt.</p>	<p>The NCCD annual report (January 2007) reflects influence of the project in its descriptions of inclusive education and use of “khuyet tat” in place of “tan tat” to describe PWD.</p> <p>National Action Plan includes content on IE, though this was sent (with CRS input) from MOET to MOLISA, not via NCCD.</p>
3.2.1 CRS and VNAH adopt common strategy in working with NCCD.	<p>a. NCCD reports cite collaboration with CRS and VNAH</p> <p>b. Collaborative mechanism set up</p> <p>c. Regular meetings organized on bimonthly basis</p>	<p>Cooperation with CRS is noted in NCCD’s annual report (January 2007) as highly effective. Chief of Party gave a presentation at NCCD annual meeting on behalf of international delegates. CRS and WCDO attended 2 workshops on Biwako Action Plan implementation and mid term evaluation (Nov-Dec 2006).</p> <p>Meetings of NGOs with NCCD continued but were not held every month due to NCCD schedules (see Challenges below). Cooperation with VNAH continued to be good, with all sides providing information in a more timely fashion.</p>
3.2.2 NCCD facilitates ministries to review policies on IE & vocational training.	<p>a. # of meetings held by NCCD with MOET on education policy</p> <p>b. # of meetings held by NCCD with MOLISA on VT & employment policy</p>	NCCD has not taken an active role in ministry-specific policies. CRS has taken part in meetings to discuss the National Action Plan and its related circular with the MOLISA Social Protection Department (December 2006 – January 2007).

3.2.3 CRS and WCDO cooperate with NCCD and National Assembly on development of disability legislation.	a. # of laws or ordinances under preparation in National Assembly	CRS and VNAH have discussed with NCCD and MOLISA on development of a Law on Persons with Disabilities. The law is scheduled to be considered by the National Assembly in 2008; thus, advocacy must take place during the preparatory process in 2007.
<i>IR 3.3 Provincial and national-level stakeholders (Govt., Disability Forum, International donors and NGOs) coordinate and collaborate on disability policy development and dissemination.</i>	a. # of joint support activities among stakeholders for policy change b. # of provincial, district and commune People's Committees in 2 target provinces who have collaborative mechanism on disability issues	Coordination among CRS, WCDO, VNAH and other members of the Disability Working Group core group has been good, though mostly limited to information sharing rather than joint activities. Contact with VVAF has been limited, though this NGO is carrying out disability / Agent Orange programs in both IVWD focus provinces. There were no joint meetings among stakeholders at provincial level in this reporting period, though more are scheduled for Q3/FY2007.
3.3.1 CRS, WCDO and collaborative partners set up working network	a. # of joint activities among collaborative partners b. # of advocacy campaigns conducted with partners	In addition to networks reported in previous reports, the following developments are of note: CRS has improved cooperation with the World Bank-funded Primary Education for Disadvantaged Children (PEDC) project and Medical Committee Netherlands Vietnam (MCNV) concerning higher education curriculum development and early intervention, respectively. CRS was invited to speak at national congress of Blind Association (November 2006).
3.3.2 Stakeholders demonstrate increased awareness of IE & vocational training issues	a. Awareness-raising workshop contains IE and VT components	In place of national awareness raising workshop, CRS and VNAH are planning to sponsor provincial delegates to participate in international exchange events with NCCD in June 2007.
3.3.3 Provincial, district and commune People's Committees have increased capacity to identify PWD and plan for support activities.	a. # of provincial, district and commune PC members trained in strategic planning b. # of actions to support IE and vocational training for PWD implemented by provinces	A delegation of 8 members from NB + QN provincial People's Committees, Education and Labor Departments completed a 10-day study tour in US in November 2006. After the trip, provincial leaders demonstrated an increased level of participation in project activities (NB and QN). The NB Vice Chairman expressed his support for establishment of IE support center and guided Provincial Education leaders on steps to form a center in NB (but see Challenges below).

SO 4: An international-standard training center for PWD is self-sustaining and provides employment for young people with disabilities.

SO/IR/Outputs	Relevant Indicators	Progress and Comments
SO 4A An international-standard training center for PWD is self-sustaining as part of an existing school.	--	Project began in February 2007.
IR 4.1 ITTP is established.	a. Barrier-free access to facility	Hanoi College of Information Technology is constructing access ramp to facility.

	b. ITTC equipped and staffed	Senior technical consultant, social worker, and computer instructor for visually-impaired students hired; all are PWD.
<i>IR 4.2</i> ITTP establishes cooperative mechanism with school, aiming towards inclusion of PWD in regular training curriculum.	--	--
<i>IR 4.3</i> ITTP becomes operationally sustainable after 2 years of operations.	--	--
SO 4B Students trained in the Information Technology Training Program are employed.	--	--
<i>IR 4.4</i> People with all types and levels of disability complete training in the program.	--	--
<i>IR 4.5</i> ITTP reaches out to businesses to place graduates in jobs.	--	--

III. Lessons Learned

- *Patience and persistence pay off.* The past two quarters saw the accomplishment of many planned tasks and activities. The time and effort that CRS and partners put into developing management structures and procedures in the early phases of the project have demonstrated their value. This validates CRS's view at the time that the investment put into preparation, planning and relationship building early on would be worth the effort later on. CRS is now working at full staff strength and effort. Planning and reporting are well coordinated for both provincial and central level activities. The addition of the ITTP component has added a complementary feature to the project, and at the same time, not detracted attention from other project components.
- *Establish clear channels of communication.* Particularly with education components in Quang Nam province, CRS had a difficult time early on in determining communication lines with local authorities – in large part since the authorities themselves were unclear on how best to arrange themselves, at times even competing with each other over who would be involved. The same point holds among project staff themselves, who are often busy and in multiple locations. In recognition of the need for better communication within and among organizations, CRS and World Concern are organizing a joint retreat for IVWD staff in May 2007 in Danang.
- *Maintain regular site visits.* Visits by project staff, donors and other visitors have a great impact on beneficiaries and governmental partners, widening their knowledge and improving their skills, as well as changing their mindset about community-based work. We suggest organizing similar site visits for PWD, their families and local businesses.
- *Consider organizational changes among government partners.* In Q1/ FY2007, CRS spent significant time and resources on two US study tours for PWD and provincial officials. While the results from these visits were overwhelmingly positive (see above), several of

the individual provincial leaders who took part have since retired or stepped down from their posts. While they remain individually committed to inclusive education and vocational training, they now have less ability to put their awareness to use. For similar activities in the future, CRS should pay more attention to choosing younger participants who are likely to continue in their positions for a long time. Another lesson learned from the study tours, however, is that any foreign travel is viewed as highly desirable by the participants, to the extent that provincial partners put pressure on CRS to add participants to the trips and extend the time for non-work activities – pressures that CRS resisted.

IV. Challenges

- *Support centers for children with disabilities.* MoET policy encourages provinces to convert existing special education schools into inclusive support centers for education of CWD, and recommends that provinces that do not have special schools should build new centers from scratch. To date, 6 provinces and districts nationwide have begun the conversion process, but no successful model of a newly-established center has yet been demonstrated. CRS aims to accomplish this during the IVWD project, as both focus provinces have no pre-existing special school. However, neither province has yet to approve setting up a new support center. The Quang Nam education department has submitted a proposal to the provincial leadership to establish the center to be managed by DOET and located at the existing Continuing Education Center. CRS is currently negotiating with provincial partners about the terms of the center's establishment. In the case of Ninh Binh, provincial officials feel that establishing a new center is too cumbersome and expensive; they have verbally expressed a preference for CRS to train several support persons instead. Although project sub-proposals for both provinces contain clauses regarding support centers, these cannot be implemented without approval of provincial leaders, as CRS will provide only training and equipment for the centers, not the structures themselves. Meanwhile, several other provinces other than Ninh Binh and Quang Nam have expressed a desire to start new centers; CRS is considering these requests.
- *Work with NCCD delayed.* During the period of this report, NCCD staff have been extremely busy with numerous projects, at times approaching one significant workshop or event per week. Their project activities with CRS are small by comparison and appear not to be a high priority. Only one activity with NCCD has been completed during this reporting period: the second of two planned national TV documentaries, this one on vocational training. The program aired in December 2006 and was repeated several times over a 2-day period; CRS was given only one day advance notice. NCCD has repeatedly promised to deliver a DVD copy of the program to CRS but has not yet done so. At meetings between CRS and NCCD, office director Mr. Tue has also committed to setting up a meeting between CRS, NCCD and Vietnam Television to discuss future activities but has not followed up on these commitments. Given NCCD's current focus on establishing a national Association of Disabled Persons and on the midterm review of the Biwako action plan, CRS anticipates that NCCD will have limited time in the short term for activities under this project. CRS will continue to cooperate with NCCD where possible, for instance participating in regular meetings and offering comments and support on policy statements. There remain many common goals that we share.

- *Implementation of vocational training.* World Concern reports that the number of PWD selected for vocational training is behind the target. Among the causes for this are limited time and commitment from national level (MOLISA) and local partners, and delays in financial transfers and liquidations. As a result, program expenses remain under budget, though WCDO expects significant catch-up in the next two quarters. In addition, some local employers have lost contracts with their business partners and have been unable to provide employment for PWD after training. It remains a challenge for field workers and local partners to seek employment for PWD.

V. Financial Update

In line with the overall increased speed of project implementation, project spending in the past 6 months has increased substantially compared to past reporting periods. Total USAID grant expenses recorded to date are \$735,454, plus a CRS cost share of \$156,468 and a World Concern cost share of \$128,448. For the past 2 quarters, USAID expenses were \$153,511 and \$195,047 respectively. Cost share totals were CRS = \$51,974 in Q1/FY2007 and \$36,212; World Concern = \$19,377 and \$34,692. The larger CRS cost share in Q1 reflects costs of the provincial study tour to the US in November-December. Some additional expenses for Q2/FY2007 may be added to this total in the SF 269 financial report to be submitted from CRS Headquarters. Very little (approx. \$7,300) was spent on the ITTP component (SO 4) during this reporting period, as activities began only in March 2007.

VI. Success Stories

1- “This project has changed my son’s life!”

Everyone who has met Le Van Phong before and after he joined the IVWD project has been struck by a big difference in him. Born in 1990 into a poor family in Gia Hung commune, Gia Vien district, Ninh Binh province, Phong has had mental disabilities since birth. He did not go to school as a child and he has had few friends or social contacts.

Phong began to participate in World Concern-supported employment training in June 2006. He was received a no-interest loan of 3,000,000 dong (about \$200) to begin animal raising at home. Phong was encouraged to join the peer group and he was very curious to go to the meeting. At his first meeting, he quietly observed people and said nothing to the community support worker (CSW); his father had to answer every question concerning his son. Phong spoke out his name but could not remember the name of his village. He stared at his feet while his peers were playing games.

Gradually, Phong’s attention and enthusiasm for the monthly peer group meetings increased. He now knows the names of his friends and has begun to talk with them and participate in group activities. He pays more attention to his clothes and appearance before going to the meetings. One day, during the opening section of the meeting, the social worker asked if anyone was absent, and Phong, ahead of any of the other group

members, told her the names of the three absent members. He initiated a conversation with World Concern staff, asking their names and about their work. For him, all these new people are his friends.

Ms. Mai Huong, a community-based social worker for the project, reports that Phong's father told her during a recent home visit, "My son has changed so much! He is more cheerful now and works hard to feed the cow. My family is very happy and grateful for the assistance of the project. My son's life has changed." The CSW for Gia Vien district agrees: "Wow, this boy has made such progress!"

2- "A great opportunity for primary school teachers"

In March 2007, the first thematic training on inclusive education for primary school teachers took place in Quang Nam province. The training aimed to provide class teachers with specific skills to identify CWD, their needs and abilities, design effective lesson plans for an inclusive class, as well as special skills such as Braille and sign language. The unseasonal heat did not deter primary teachers from Hoi An, Duy Xuyen and Hiep Duc districts from attending classes for nine consecutive days, beginning each day at 7:30 AM. All three district Education Departments showed great support, which contributed to the success of the training.

Hiep Duc is the poorest district of the three. However, its participants showed outstanding enthusiasm, in particular Mr. Le Song Uyen who is the supervisor of primary education in the district. In spite of his busy working schedule, Uyen managed to monitor both classes taking place in the district on a daily basis. He attended training sessions in which a group of teachers practiced working with one disabled student, supervising and giving valuable comments. Uyen responded quickly to all questions that arose, whether about content or logistics. He said, "This training is a great opportunity for primary teachers who are devoted to their students with disabilities. I will do whatever I can to use the training to support a better future for children with disabilities in this area."

Many officials might speak similar words, but Uyen translated these words into genuine action. Because of the commitment of local teachers and administrators like him, the IVWD project has been able to achieve not only successful training courses but also increased ownership by local partners. This is a key factor ensuring sustainability in the future.

3- "My customers have no complaints"

Ms. Duong Thi Sau in Yen Thang commune, Yen Mo district, Ninh Binh has a gentle face and smile. She opened a small tailoring shop at home and taught sewing for young people in the district. After talking with World Concern fieldworkers and understanding the project, she agreed to teach two hearing impaired and one mobility impaired student. She receives training fees of 200,000 dong/student/month (about \$12) and was supported to purchase a sewing machine and fabric for the students to practice, totaling 2,600,000 dong (\$160). At first, she was worried as this is the first time she has taught PWD, and she does not know any sign language. However, after a while, she found that it was possible to "talk"

with the hearing-impaired and teach them efficiently. She patiently showed the students how to measure, draw and cut the clothes, using her own models. She taught the hearing-impaired students the alphabet and numbers. Now all three students are able to make trousers and blouses for themselves.

Huong, one of the hearing-impaired students, can now sew almost as well as her teacher. She is learning to make the traditional *ao dai* dress. Another student, Binh, hopes to open her own shop in the future. Ms. Sau says that if the three students want to work for her, she will continue to employ them, and she is also willing to help them study more to go into business themselves.

The tailor has also shown a willingness to support her students in their daily life. She often takes them to go to peer group meetings by bicycle and has joined project activities held in the community. She says, "I feel happy to do this and I now know more about disability issues and social affairs. Some of my customers were afraid that people with disabilities would 'spoil' their clothes, but this has never happened. My customers have no complaints."

Before the Tet (Vietnamese new year) holidays in February 2007, Ms. Sau gave each student a piece of cloth to make new blouses for themselves. And even though the shop was extremely busy during this time, she spent several days to help her students make new clothes for their families. This was the biggest joy that the students' families have ever had.