

INCLUSION OF VIETNAMESE WITH DISABILITIES
Progress Report # 6
(Covering the Bi-Annual Period April-September 2007)

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I. Summary of Progress Made

The six-month period from April-September 2007 was the most active yet for the IVWD Project. The time and effort invested in developing partner relationships and working mechanisms in the early phases of the project has paid dividends through increased outputs and results in all components of the project. As a result, progress versus targets has moved from behind schedule to ahead of schedule during this reporting period, and the delays in financial expenditures from the early periods of the project have also been made up, so that project activities and spending are both on schedule.

Major project-wide activities during this period included the midterm evaluation, carried out over a 20-day period in May-June 2007 by a team of eight evaluators led by facilitator Dr. Nguyen Thi Minh Thuy (Hanoi School of Public Health) and report writer/consultant Sara Bowers (CRS South Asia region), and including PWD team members. The evaluation findings were presented to a public group of CRS staff, partners, and related organizations on August 22 in Hanoi. The evaluation report made numerous recommendations for improvements and extensions of the project; since the evaluation was completed, CRS and partners have already begun to adjust project content in response to many of these recommendations (for instance, increasing the number of vocational trainees, and improving coordination with provincial steering committees, particularly in Quang Nam).

The newest project component, the Information Technology Training Program for students with disabilities at the Hanoi College of Information Technology (HCIT) has been operational throughout this reporting period and began to show expected results. The ITTP was not included in the midterm evaluation as it had just begun in February 2007. Details on ITTP activities are included in this report under Strategic Objective 4.

CRS project staff continued to meet monthly with subgrantee World Concern Development Organization (WCDO) and bimonthly on average with other key collaborating partners such as Vietnam Assistance for the Handicapped, National Coordinating Committee on Disability (NCCD), the Disability Working Group of the VUFO-INGO Resource Center, and disability self-help groups.

Project staffing has been stable throughout this reporting period, with a total of 18 people working either full-time or part-time on the project; one additional position of Quang Nam Project Assistant was added in response to evaluation findings and work demands in that province. CRS and WCDO staff participated in a three-day joint staff planning retreat in Danang in May 2007 that included reflections on partnership and basic sign language training provided by a WCDO trainer. In late August, all CRS project staff participated in a two-day monitoring and evaluation training led by the CRS Deputy Regional Director for Southeast Asia.

a. Inclusive Education (SO 1)

At central level, the IVWD project has gained remarkable results in policy mainstreaming and advocacy at central level over the past six months. Capacity building continued for the core educational staff from all 64 provinces and cities in Vietnam, leading to a basic knowledge and competency on inclusive education and management nationwide. In addition, the IVWD project has targeted strategic directions in promoting inclusive education in Vietnam through developing a curriculum on special/inclusive education at education universities and teacher training colleges, providing key lecturers from key players of special/inclusive education in most updated IE principles and techniques and mainstreaming IE into most of regular educational documents as well as national advocacy programs on VTV and other media. Building on the foundations of support for IE in the MOET Preschool and Primary departments, the project has targeted new strategic players at the Secondary and Higher Education levels. Educational managers and staff in the Secondary and Higher Education departments have been strongly increased in their awareness of IE for CWDs and respond accordingly through promotion of curriculum and guidelines. MOET's Decision 23 has enforced the implementation of IE at various levels, bringing other players to the same board in addressing needs of CWDs and identifying appropriate interventions in line with educational levels.

At this stage, targeting educational management staff can be considered as one of most strategic approaches in promoting ownership of local government and educational agencies in providing IE for CWDs. Some activities have taken place later than expected due to heavy workloads in MOET, but by the end of September 2007-early October, most of the planned Fiscal Year 2007 activities had been completed. One remaining exception is the planned study tour for MOET leaders and implementers to visit IE models in Australia; this study visit was planned for late July-early August, with thorough preparations by CRS and Australian hosts, but in the end MOET participants were unable to attain the necessary approvals to travel. The study visit is expected to be rescheduled during the next quarter (Q1/2008).

In the two focus provinces of Ninh Binh and Quang Nam, this project period focused on building capacity for core teachers and principals of pre- and primary schools, with around 110 people trained on monitoring and consultation skills. With the same objective, 6 parents associations were established in two provinces and 277 parents and teachers and community leaders trained on basic knowledge of disability.

In all, 1,145 CWD participated in project events during this period (710 in Quang Nam, 435 in Ninh Binh). The total number of indirect participants including parents, teachers, community members and education officials was 1,461 (630 in Quang Nam, 831 Ninh Binh), the difference coming from an additional training for 372 core teachers in Ninh Binh. 472 people participated in central-level events, mostly provincial education officials from all 64 provinces of Vietnam.

A detailed listing all events and activities of the IE component of the project can be found in Appendix I.

b. Vocational Training and Employment (SO 2)

As of September 2007, 195 young people with disabilities are participating in this project component: 91 in Ninh Binh and 104 in Quang Nam. 30 PWD have completed vocational training in Ninh Binh, of whom 23 (11 male, 12 female) are employed at wages ranging from 120,000 dong to 990,000 dong/month (\$7.50-\$62). Another 30 PWD (16 male, 14 female) doing business at home, of whom 27 have received small grants for animal

raising or small trading, and 3 have started their own businesses after graduating from the training course. 100% of these families are earning profits. In Quang Nam, 32 students have completed vocational training, 29 of whom are employed at average monthly wages of 400,000 dong (\$25). Currently, 34 trainees are training in Ninh Binh and 72 in Quang Nam. 80 PWD in Ninh Binh and 103 in Quang Nam are regularly participating in peer group meetings. Each month, community support workers (CSWs) and community-based social workers (CBSWs) assist PWD to discuss and study a topic. Recent topics have included smoking and its harm, leadership training, planning and budgeting, running a peer group meeting, report writing, Vietnam National Day, Full moon festival, and sharing experience in training/employment with Vice Chairman of Danang Disabled Youth Association and Deputy Director of Huong Giang Advertisement Company.

In August 2007, an exchange activity was organized for 80 PWD in Ninh Binh, with drama and music performance and sport games by PWD themselves. World Concern, the Vietnam Chamber of Commerce and Industry (VCCI) and Vietnam Association of Businesses and Employers of People with Disabilities (VABED) organized a 10-day TOT (training of trainers) SYB (Start Your Business) training course for 25 VABED members, VVAF, Disability Forum members, and local businesses from Ninh Binh, Quang Nam, and Kon Tum. 2 SYB training courses for 45 PWD and 9 local businesses held in Quang Nam and Ninh Binh by 7 TOT trainers of VABED. The first draft of SIYB curriculum adaptation for PWD has been completed by the experts of VCCI in cooperation with VABED and WCDO. MOLISA staff collected project information in Quang Nam and Ninh Binh for the development of an introduction handbook of community-based on-the-job vocational training model. Medical Team International (MTI) in cooperation with WCDO provided medical check for over 700 PWD and their family members at NB project sites. More than 50% of severe PWD with mobility impairment and cerebral palsy, about 25 local medical workers received consultation and on-the-job rehabilitation training. 12 awareness-raising events and training courses in sign language, adult basic education, life skills, and social work were held.

A detailed listing of activities under SO 2 can be found in Appendix II.

c. Awareness and Advocacy (SO 3)

In Ninh Binh, CRS and WCDO jointly organized awareness raising events on disability issues on the occasion of the Vietnamese Day of People with disabilities on April 18. Musician performance and sport competition and games were organized in three project districts. One television show and an article on disability issues and “inclusion of Vietnamese with disabilities” project was produced and broadcasted. Brief information of Decree on people with disabilities and the April 18 event were broadcast via loudspeakers in all communes of the three districts.

In Quang Nam, on 17 April, CRS and WCDO with local partners co-organized a celebration event for the Vietnamese PWD Day, attended by about 200 people. This was the first time such a large-scale event was organized at the provincial level with in-depth content and engaging formats. Quang Nam Province TV videotaped the entire event and broadcast it province-wide. Hiep Duc and Duy Xuyen Radio also broadcast information about stories and policies related to PWD.

d. Information Technology Training (SO 4)

The ITTP component of the project began in February 2007 with set-up and preparations. A formal opening of the program was held on May 11, with the US Deputy Chief of Mission and Vietnamese officials present. In June, outgoing US Ambassador Michael W. Marine also visited the facility. The program has received widespread coverage in the Vietnamese media, and student recruitment notices have been posted in locations where PWD will see them around the country. As a result, the largest constraint on this component to date has been the higher than expected demand for its services. As enrollment has become a competitive process, many applicants have been asked to wait until future classes or seek training elsewhere.

Students are being trained in two forms of classes. The one-year Software Engineering program trains students full-time from all parts of Vietnam. The first class of Software Engineering was launched on May 11 with 29 students. Housing, food and transportation are provided for approx. 25 students who live long distance from Hanoi. Students are doing extremely well, we believe that all students from this class will be employed. The first class is expected to complete their study in early 2008. A second Software Engineering class was launched on August 22 with 26 students from all regions of Vietnam. Half of the students are female.

The second ITTP program is basic IT training for students with vision impairments. This is a 3-month part-time program held in the evenings. The first class of VI IT Training was launched on May 21 with 13 students who are mostly from Hanoi. This class graduated on August 20 and all now have the ability to use computers. Training was provided by Hoang Moc Kien, a specialist on software for the visually impaired who is himself blind. The 2nd class of VI IT Training was launched on August 21th, 2007 with 13 students come mostly from Hanoi. In addition to basic IT training, students will be able to access and use the internet.

Fundraising for ITTP has been proceeding as anticipated, although this is the early stage of the program. Information technology firms HanoiCTT/NIIT donated 50 NIIT licenses and courseware valued at USD \$900 each. The Vietnamese-French Friendship Association provided 10 scholarships at 60 Euros for each student (approximately US \$80). HanoiCTT and HCIT itself have each provided 10 scholarships of 500,000 dong (\$30) per student to aid with living costs. HanoiCTT also provided ITTP Microsoft Certified Trainers. NIIT will award students certificates upon completion of the Software Engineering class.

After four months of training, five different employment opportunities (mostly low wage data entry jobs) have been offered to students in the software engineering program. ITTP recommended that students should complete the training program since many IT companies on the BAC will provide graduates better employment opportunities with higher salary potential after they graduate.

II. Analysis of Project Impact by Objective

Goal-level Indicators

USAID Common Indicators	Progress in This Reporting Period	Cumulative Results vs Targets
1. Number of people benefiting from USG-supported disability program	1,485 CWD participating in proj activities = 1,145 (435 NB, 710 QN) PWD involved in the proj (VTE, peer groups, SL training, social activities, etc.) = 340 (140 NB, 200 QN)	Midterm (Year 2) target = 3,631 Actual as of March 2007 = 2,560 Actual as of Sept 2007 = 4,045
2. Number of service providers (who serve disabled persons) trained	2,781 Provincial education and community support for IE = 1,461 (831 NB, 630 QN) Central level educational providers = 472 Family members of youth with disabilities = 640 (268 NB, 372 QN) Business owners = 88 (23 NB, 65 QN) Community support teams for VTE component = 29 (14 NB, 15 QN) Staff of partner orgs and CBOs = 50 (25 NB, 25 QN) VABED members = 41	Midterm (Year 2) target = 1,396 Actual as of March 2007 = 1,687 Actual as of Sept 2007 = 4,468 Note that some duplication is possible as some participants may have attended more than one event or training, but this number is not estimated to be large.

SO 1: Children with disabilities benefit from improved and expanded education and community support systems

SO/IR/Outputs	Relevant Indicators	Progress in This Reporting Period	Cumulative Results vs Targets
SO 1: Children with disabilities benefit from improved and expanded education and community support systems	<p>a. % of preschool, primary and junior secondary school-aged CWD in 6 target districts attending school</p> <p>b. # of CWD enrolled in school as a result of the project</p> <p>c. % of CWD in 6 target districts graduating from primary school who continue to junior secondary school</p> <p>d. % of CWD at primary and secondary level who are girls</p>	<p>a. Ninh Binh preschool 76.8%, primary 80%, secondary 78.7%. Quang Nam preschool 59%, primary 65%, secondary 55%.</p> <p>b. Total NB pre-school 216; primary 664; secondary 221; QN 192 preschool, 443 primary, 263 secondary mobilized for the school year 2007-2008</p> <p>c. NB 83%; QN 81%</p> <p>d. NB 35.7% primary; 31% secondary; QN 33% primary, 43% secondary</p>	<p>a. NB has nearly met the EOP targets of 70% preschool attendance and 85% primary and secondary. QN figures are not significantly higher than baseline; this may be because more CWD have been identified due to the project.</p> <p>b. Total 1,999 CWD; far exceeding EOP target of 513, which appears to have been set too low and will be revised.</p> <p>c. Near EOP target of 85%.</p> <p>d. No target set, CRS will check if these figures are representative.</p>
<i>IR 1.1: Teachers, administrators, and local education</i>	a) # of teachers trained as a result of the project	NB: 327 preschool and 280 primary school teachers trained in IE; 60 core professionals trained on IE management, M&E and individual education plans	For both provinces: QN: - 987 preschool teachers trained

<i>local education officials nationwide have increased capacity to implement IE</i>	b) # of education staff at all levels trained as a result of the project	QN: 170 preschool, 218 primary, 21 core professionals and education staff at provincial and district levels	- 778 primary teachers trained - 141 core professionals (Midterm target = 1,126 teachers and 139 education staff)
1.1.1 Provincial education officials increase their knowledge and skills to implement IE	a. # of provincial officials nationwide with increased IE knowledge and skills b. # of provincial officials nationwide who serve as resource trainers for provincial and local training activities	MOET central level training: <ul style="list-style-type: none"> • 53 staff from provincial preschool departments • 49 key lecturers in special/inclusive education received increased understanding in IE from international consultants • 101 educational leaders and staff from 64 provinces had opportunities to increase their understanding of IE regulation and other IE issues • 65 key leaders and educational staff from 6 provinces increased their understanding of necessity for school transition for CWDs Provincial level training: 65 from NBinh, 50 from QNam have received IE training	Trained in previous periods: 134 leaders and staff from secondary departments in 64 provinces; 224 primary level educational managers from 64 provinces; 109 key preschool educators from 64 provinces; 47 key educators from universities, colleges, MOET and NIESaC trained on developing Special/Inclusive education curriculum. Cumulative total = 847 (Midterm target = 96 provincial officials and 32 resource trainers; far too low)
1.1.2 TTCs become focal points for training of IE professionals	a. # of TTCs with long-term plans for using trained professionals for human resource development in IE	47 key lecturers from 9 training institutions benefited from 1 week training by international consultant on updated inclusive education principles and techniques (Ho Chi Minh City, Hanoi, Danang, Quy Nhon, Dong Thap, Quang Nam universities, Hanoi, Ho Chi Minh City and Nha Trang colleges).	9 (Target = 3)
1.1.3 Education system is able to track child profiles and progress	a. # of primary and jr secondary schools demonstrating use of child data tracking mechanism	NB: 140 schools in 3 districts: 68 pre-schools; 72 primary schools using IEPs QN: 114 schools in 3 districts using IEPs: 34 at pre-school level, 47 at primary level and 33 at secondary level	186 (Target = 180)
1.1.4 Evidence based pilot of IE in secondary school is developed	b. Ministerial-level research on junior secondary IE completed and published c. # of national workshops held on junior secondary IE	Ministerial research is underway but not yet complete. Surveys have been completed in 3 provinces (Hanoi, Hai Duong, Hoa Binh) involving 384 total interview respondents.	One initial workshop held with participation of 36 people from MOET, NIESAC, universities, colleges, HCM, Hanoi, NB, QN (Target = 1)
1.1.5 Local partners form 2 provincial support centers for PWD.	a. # of support centers formed	QN and NB DOET's proposal for IE SC finalized for submission to PPC (Sept 2007). CRS has also discussed possible support center formation with Quang Ngai and Nam Dinh provinces. The MOET Primary Dept strongly backs formation of support centers but provincial processes remain slow.	0 (Target = 1)
<i>IR 1.2: MOET mainstreams</i>	a. # of education programs and legal documents	a. 5. IE has been mainstreamed into regular MOET guidance on School year tasks to all provinces at all educational levels; into School Charters at Primary level (already	a. 20 documents revised / updated (target = 2)

<i>inclusive education into general education policies</i>	<p>revised by MOET departments with IE principles</p> <p>b. # of universities and teacher training colleges nationwide teaching IE as part of standard curriculum</p> <p>c. % increase in budget allocated by MOET to inclusive education</p>	<p>approved) and at Preschool Level (in process); in core curriculum on Special/inclusive education for teacher training colleges; in-service curriculum on IE management developed for integration into the regular management-training program by the Institute of Education Management.</p> <p>b. 3 national TTCs are using core curriculum in first year; expansion to other TTCs will follow.</p> <p>c. Unlike in previous reporting periods, budget data has become available from MOET departments. 1.5 billion dong (approx US \$90,000) from the National Action Plan on Disability has been allocated for IE implementation by key MoET departments (Preschool, Primary, Secondary, Higher Education and Legal Department) during 2007. Additionally, resources from National Targeted Programs have been used for replicated teacher training for 64 provinces at primary level initiated by MOET Primary Department and NIESaC.</p>	b. 7 univ and TTCs (target = 1)
1.2.1 MOET leaders have improved understanding on inclusion of CWD in school system.	b. # of initiatives by Depts. of Preschool, Primary, Secondary and Higher Education supporting IE	<p>- One workshop on School transition for CWDs at IE settings was organized with the involvement of 3 MOET departments of Preschool, Primary and Secondary to discuss the mechanism for school transition of CWDs, completion of children profile and how to have on-going support system to children. Individual departments to complete their own file of children profile and guidance on the transition mechanism will use results of the workshop.</p> <p>- MOET Primary Department organized a consultation with educational leaders and staff from 64 provinces to get feedback on implementation of Decision 23 after one year of issuance (Sept 2007).</p>	4 initiatives reported to date (target = 2)
1.2.2 Education management schools mainstream IE module	b. # of inservice training programs at education management schools using IE module as content	An initial meeting among the Task force team on IE management curriculum was organized with the director of Institute of Education management as the team leader. A first draft of the curriculum has been designed and distributed for comments by all task force members as well as specialists in this field.	2 training modules completed (target = 1)
1.2.3 MOET legal documents explicitly mention inclusion	a. # of recommendations on policy change sent by MOET to the government	The National Strategy on Education of CWDs and its national action plan has been in on-going process of comments and finalization by top agencies at national levels. These documents were about to be submitted to Prime Minister Office for approval, along with more information relating to support systems for students with disabilities.	3 recommendations to date (target = 4)
<i>IR 1.3: Communities in 2 target provinces have comprehensive support systems for CWD</i>	<p>a. # of community support teams in 2 target provinces</p> <p>b. # of parents in 6 target districts who take part in advocacy and awareness-raising activities</p>	<p>NB:</p> <p>a. 3 Community Support Teams set up and in operation in 3 districts.</p> <p>b. 3 CSTs (90 members) implemented awareness raising, fundraising and children mobilization in their communities</p> <p>QN: 3 Community Support Teams set up and in operation in Hiep Duc district</p>	<p>a. 6 CSTs created (target = 72)</p> <p>b. 225 CST members and parents (target = 1800)</p> <p>CST implementation began in July 2007, hence numbers to date are not large.</p>
1.3.1 Community support networks promote CWD.	a. # of CSTs that participate in IE and VT/employment support programs for CWD	NB and QN: 6 communes with established Parents Associations developed a six month plan to support CWD and they are all are under implementation	6 CSTs to date (target = 72)

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

SO/IR/Outputs	Relevant Indicators	Progress in This Reporting Period	Cumulative Results vs Targets
SO 2: PWD profit from meaningful employment and self-employment opportunities	<p>a. # of adolescents trained in 6 target districts as a result of the project</p> <p>b. # of PWDs who are employed as a result of the project</p> <p>c. % of PWD trained who have increased income from employment or self-employment</p> <p>d. % of those increasing income who are women</p> <p>e. Observed positive change in personality and attitude of PWD on life and work, social networks and social integration.</p>	<p>a) 62 YWD have completed training (Quang Nam 32 and Ninh Binh 30) 106 YWD are in training (Quang Nam 72 and Ninh Binh 34)</p> <p>b) QN = 29; NB = 50 of which 30 are self-employed.</p> <p>c) QN: 91% (29 employed out of 32 trained); NB: 76.6% (23 employed out of 30 trained). All had zero income prior to training. 100% of self-employed PWD have increased income (from no income previously).</p> <p>d) QN = 38% (11 female out of 18 PWD who have income increased), NB = 48% (24 female out of 50 who have income increased.)</p> <p>e) 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 meetings run by PWD themselves.</p>	<p>a) Midterm (Year 2) target = 120 PWD trained Actual as of Sept 2007 = 168 PWD trained and 27 received small grants for self-employment. Total = 195 PWD</p> <p>b) Midterm (Year 2) target = 90 employed or self-employed Actual as of Sept 2007 = 79 PWD</p> <p>c) Midterm (Year 2) target = 75% of 90 employed PWD (=68) increased income Actual as of Sept 2007 = 79 PWD</p> <p>d) Midterm (Year 2) target = 50% of 90 employed PWD (=45) Actual as of Sept 2007 = 35 PWD</p> <p>e) KAP measured at baseline survey and final evaluation only</p>
<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 = 35 QN = 75	Midterm (Year 2) target = 50 businesses Actual as of Sept 2007 = 100 (NB 35, QN 75)
2.1.1 Businesses and vocational training centers have improved capacity to train & place PWD.	a. # of business and service providers recruit and provide on-the-job support for PWD.	NB = 35 QN = 75	Midterm (Year 2) target = 50 businesses Actual as of Sept 2007 = 100 (NB 35, QN 75)
2.1.2 Community support workers have strengthened capacity to provide employment support.	a. # of CSW who demonstrate increased skills and knowledge in supporting and placing PWD in jobs or businesses	CBSWs = 6 CSWs = 25 Training courses and site visits conducted in June 2007 (see Appendix II).	Midterm (Year 2) target = 6 CBSWs and 25 CSWs have their capacity strengthened Actual as of Sept 2007 = 6 CBSWs and 25 CSWs
2.1.3 VABED increases capacity to network between PWD businesses and service providers.	a. # of VABED trainers who conduct training for PWD as a result of the project	a. VCCI experts conducted TOT for 19 people from VABED and other 6 participants from different organizations and provinces (VAAF, Disability Forums, Kontum). From 22-25 August there was SYB training in Quang Nam for 25 PWD and 6 businesses conducted by 3 VABED and 1 VCCI trainers; 5-8	a. Midterm (Year 2) target = 10 (VABED trainers conducted SIYB training for PWD) Actual as of Sept 2007 = 7

	<p>b. # of VABED staff or members who are networking among themselves and with VCCI network nationwide</p> <p>c. Modified SIYB curriculum completed</p>	<p>September there was SYB training in Ninh Binh for 20 PWD and 3 businesses conducted by 4 VABED and 1 VCCI trainers.</p> <p>b. 20 staff and members of VABED participated in the training and workshop run by the VCCI trainer and networked with each other during and after the training and workshop.</p> <p>c. The first draft of adaptation of SIYB curricula for people with disabilities has been completed. A review meeting was held between WCDO, VABED and VCCI.</p>	<p>b. Midterm (Year 2) target = 6 (VABED staff or members networked among themselves and with VCCI association) Actual as of Sept 2007 = 20</p> <p>c. Midterm (Year 2) target = 1 set of guidelines of SYB curriculum adaptation for PWD developed Actual as of Sept 2007 = First draft version completed.</p>
<i>IR 2.2: MOLISA improves development and implementation of policies related to vocational training (VT) and employment for PWD</i>	<p>a. # of MOLISA or other GoV programs that use OJT and small business development training models</p> <p>b. # of articles in disability and vocational training laws and ordinances implemented by MOLISA</p>	<p>MOLISA Social Welfare Department is collecting information about the community based and other types of vocational training for PWD carried out by several local and international organizations such as Spanish Red Cross. The information will be put in the “on the job training” manual as best practices of vocational training and recommendations for replication.</p>	<p>Midterm (Year 2) target = 2 Actual as of Sept 2007 = 2 (DOLISA Hai Duong and Spanish Red Cross integrated some aspects of the OTJ training model in their programs)</p>
2.2.1 PWD, businesses and PWD supporters have increased access to information on policies.	<p>a. % of PWD, families and businesses who demonstrate improved understanding of key policies related to VT and employment</p> <p>b. # and length of workshops completed</p> <p>c. # of PWDs, businesses and local officials attending workshops</p>	<p>In the midterm evaluation, most PWD and families reflected that they received the information on disability issues mostly through TV and commune radio.</p> <p>A policy dissemination workshop for 90 PWD, family members, businesses, local project staff, prov. and district DOLISA staff held in Ninh Binh Aug 13. Contents: Introduction of policies and laws on VTE for PWD, programs supporting PWD and businesses, VABED and its nation-wide network. Copies of legal documents on VTE such as Decree 81/CP, Decree 116/CP were also distributed.</p>	<p>a. Midterm (Year 2) target = 70% of target groups (84 PWD & their families, 35 businesses) improved understanding of key VT policies Actual as of Sept 2007 = 70% of 195 PWD & their families, 100 businesses</p> <p>b. Midterm (Year 2) target = 2 workshops organized Actual as of Sept 2007 = 2</p>
2.2.2 MOLISA produces a manual on VT and employment.	<p>c. Process and timeframe to write manual established</p>	<p>There were 2 site visits of a group of representatives from 5 relevant departments of Molisa to Quang Nam and Ninh Binh provinces In may and Jun 2007. A number of meetings and interviews with people with disabilities, businesses, families and local official have been conducted by the group. The data and information related to on the job training and employment collected during the trip will be used to develop the on-the-job-training manual.</p>	<p>Midterm (Year 2) target =1 disseminated workshop organised; Actual as of Sept 2007 = 0 (Plan in Dec 07)</p> <p>Midterm (Year 2) target = 300 of copies printed and disseminated 1 set of manual developed Actual as of Sept 2007 = 0 (Plan in Dec 07)</p>
2.2.3 Local partners	<p>a. # of recommendations/best</p>	<p>WCDO representatives participated in workshops conducted by</p>	<p>Midterm (Year 2) target = 5 recommendations</p>

and WCDO provide recommendations to natl policymakers.	practices provided to MoLISA and NCCD	VABED and VCCI and shared recommendations on training/employment policy for PWD.	provided to MOLISA Actual as of Sept 2007 = 1 list of 10 recommendations
<i>IR 2.3 Vocational trainees actively participate in social activities and participation in peer groups</i>	<ul style="list-style-type: none"> 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. 70% peer groups began to contact directly with other PWD groups, Disability Forum (DF) and receive regular news and updates. They also sent a note on their group activities to the DF's bulletin.	<ul style="list-style-type: none"> a) Midterm (Year 2) target = 80% (104) more PWD participated in peer groups Actual as of Sept 2007 = 195 b) Midterm (Year 2) target = 50% has formal contact with other groups of PWD Actual as of Sept 2007 = 70%
2.3.1 CSW and PWDs establish supportive networks for PWD peer groups.	<ul style="list-style-type: none"> a. # of peer groups and deaf clubs functioning in 6 target districts b. Frequency of group meetings c. # of groups led by PWDs 	<ul style="list-style-type: none"> a. 6 peer groups in 6 districts are functioning. 2 deaf groups functioning in 2 provinces. b. Monthly meeting of the group is organized. 6 groups are led by PWD themselves with the assistance from field workers and WCDO staff. c. PWD in all peer groups have made great progress. During the site visit to Ninh Binh in June 2007, the delegation of Quang Nam attended the group meeting of PWD Kim Son. The meeting was operated by PWD themselves and the group members were able to respond to any questions of the delegates. 	<ul style="list-style-type: none"> a) Midterm (Year 2) target = 8 groups actively operating Actual as of Sept 2007 = 8 b) Midterm (Year 2) target = 8 groups held monthly meeting Actual as of Sept 2007 = 8 c) Midterm (Year 2) target = 6 groups led by PWD Actual as of Sept 2007 = 6
2.3.2 PWD are equipped with life skills.	a. % of PWD who demonstrate improved knowledge and capacity over the life of the project on communication skills, leadership, reproductive health, and other life skills	About 100 PWD Ninh Binh and 200 PWD Quang Nam join all activities of the groups. The small library of the peer group also helps PWD to increase their general knowledge and builds the "reading culture" in PWD. All this knowledge helps them a great deal in their job and their daily lives. PWD now actively participate in social events held in the community. For example, on the occasion of the Vietnam Disability Day Apr 18, PWD joined the music performance, drama display, games and painting contest.	Midterm (Year 2) target = 80% of 120 PWD (=96) improved knowledge and capacity Actual as of Sept 2007 = 195
<i>IR 2.4 General public has improved awareness about abilities of PWD and employment</i>	<ul style="list-style-type: none"> a. # of PWD participating in meetings and social activities supported by the community b. % of employers, PWD families, local officials and community support workers demonstrate improved awareness of disability employment issues 	<ul style="list-style-type: none"> a) NB =120; QN =200. b) In Ninh Binh, 70% of employers, 70% of PWD families, 70% of local officials and 100% of community support workers demonstrate improved awareness of disability employment issues. In Quang Nam, about 80% of businesses and employers are aware of the abilities and benefits of hiring PWD. Many 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 	<ul style="list-style-type: none"> a) Midterm (Year 2) target = 120 Actual as of Sept 2007 = 320 b) Midterm (Year 2) target = (70%) 84 PWD & their families, (100%) 25 CSWs and 6 CBSWs improved awareness of disability employment issue Actual as of Sept 2007 = 70% of 195 PWD & their families, 100% of 25 CSWs and 6 CBSWs improved awareness of disability employment issue

		businesses to employ PWD, assigning staff to work with the project, and prioritize project activities. 100% of CSWs and CBSWs demonstrated their commitment to helping PWD.	
2.4.1 PWD increase participation in awareness raising and advocacy events related to VT/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>1 (Vietnam Disability Day 18/4)</p> <p>100% of peer group participants; wider impacts will be measured in final evaluation.</p> <p>125 PWD attended Vietnam Disability Day events in NB (Apr 18, 2007) and 100 in QN.</p>	<p>a) Midterm (Year 2) target = 6 additional campaigns / activities Actual as of Sept 2007 = 6</p> <p>1) Exchange activity with PWD motorbike Team from South & Central of VN (May'06);</p> <p>2) International PWD Day 3/12 in Hanoi,</p> <p>3+4) Int'l PWD Day 3/12 in Ninh Binh, Quang Nam;</p> <p>5+6) Vietnam PWD Day 18/4 in NB, QN;</p> <p>b) Midterm (Year 2) target = 80% (104) more PWD improved self esteem & mutual support Actual as of Sept 2007 = 80% of 104 PWD (=83)</p>
2.4.2 Local communities increase knowledge on disability issues.	<p>a. % of target groups with improved understanding of the importance of employment for PWD</p> <p>b. # of family members of PWD, businesses, CSWs & local officials who complete training</p>	<p>a. 90% of the project target groups told WCDO that their understanding of the importance of employment for PWD had been improved.</p> <p>b. 150 people including PWD, their families, businesses, DSCs, CBSWs, and CSWs completed awareness raising training in Yen Mo and Kim Son districts, NB (August 15-16).</p>	Measured at final evaluation only
2.4.3 MOLISA and NCCD produce quality materials for raising awareness on employment for PWD.	a. # of materials distributed and used in 2 provinces	Data and information related to vocational training/employment for PWD has been collected during MOLISA's trips to Quang Nam and Ninh Binh project sites in June-July 2007. Through these trips MOLISA specialists obtained a better understanding of the implementation of vocational training/employment policy for PWD at province and district levels.	<p>Midterm (Year 2) target = 300 of copies printed and disseminated; 1 set of manual developed; 70 % of end users of materials evaluate them as useful and high quality.</p> <p>Actual as of Sept 2007 = 0 (Plan in Dec 07)</p>

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 in This Reporting Period	Cumulative Results vs Targets
SO 3 Vietnamese Government and stakeholders develop, modify and implement policies that promote mainstreaming of inclusive education and vocational training for PWD.	a. # of GoV policies and regulations developed or modified in the project period towards mainstreaming of IE, VT	<ul style="list-style-type: none"> • QN and NB DoET staff gave comments to National Action Plan of PWD supports • Vietnamese government has signed the international convention for PWD • A team of 16 members of VN Government attended a Biwako Framework midterm review and committed to perform BWF action plan for support PWD 	5 policies modified / implemented (Midterm target = 4)
<i>IR 3.1 PWD and communities in 2 provinces are proactive in raising needs and concerns for policy change on IE & VT.</i>	<p>a. # of local communities in target provinces that have their own plans and policies to support PWD</p> <p>b. # of PWDs in comprehensive support program development in 2 prov.</p> <p>c. # of community groups who participate in policy development in 2 prov.</p> <p>d. # of local initiatives presented to central level as a result of the project</p>	<p>a. 3 communes in Hiep Duc district, QN and 1 commune in each of 3 dists in NB has developed a six month plan to support CWD</p> <p>b About 40 PWD of Quang Nam and Danang attended the workshop to give input for Government to draft the law for PWD.</p> <p>c. See a) above</p> <p>d. Quang Nam DOET and DOLISA have submitted the final draft of NAP to QN PPC for approval</p>	<p>a. 10 (6 communes, 2 districts, 2 provinces) (target = 4)</p> <p>b. 40 (target = 10)</p> <p>c. 6 communes (target = 6)</p> <p>d. 2 (target = 2)</p>
3.1.1 Local communities are aware of issues and needs of PWD.	<p>a. % of local workshop participants demonstrate improved awareness of skills 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>c. Awareness raising training implemented for CSTs in three districts of NB and in Hiep Duc, Quang Nam. As result 77 CST members (32 in NB, 45 in QN) increased knowledge on issue and needs of PWD.</p> <p>d. 132 participants including teachers, members of district's PMU and mass organizations participated in organizing the moon festival for 616 CWD and 150 non-CWD in six districts of NB & QN</p>	<p>a. Will be measured in final evaluation only</p> <p>b. 9 case studies and human interest stories presented to USAID to date (target = 12)</p> <p>c. 12 awareness raising workshops organized in NB and QN (no target set for this activity)</p> <p>d. 777 participants in awareness raising workshops and events in whole project to date.</p>
3.1.2 Local community and PWD groups	a. # of activities in action plans carried out by local groups	a. Six commune Parents Associations mobilized CWD to schools and Autumn festivals. CST in Gia	a. 2 activities completed by commune support teams to date.

implement action plans on IE & VT.	b. # of action plans developed	Hoà commune, NB raised 2.5 mill VND to support PWD. b. 6 commune action plans developed.	(no midterm target set for this indicator) b. 8 plans developed (6 communes, 2 provinces)
3.1.3 PWD in 2 provinces raises their voices and concerns through media.	a. # of reports and programs relating to PWD issues in mainstream media in 2 provinces	<ul style="list-style-type: none"> One CD on Quang Nam CWD's inclusion in normal schools has developed by QN VTV One CD to mobilizing CWD's to go to normal schools has developed by private film maker company and shown VTV1,2,3 for about a month (Sept 07) 	a. Media coverage of 7 project events to date. (target = 6)
<i>IR 3.2 NCCD plays an active role in promoting recommendations on mainstreaming IE & VT.</i>	<p>a. # of NCCD action plans that include language on IE & VT reflecting influence of the project</p> <p>b. # of recommendations on education and job placement brought by NCCD to govt.</p>	<ul style="list-style-type: none"> One film on IE on VTV1 made by NCCD with film maker company; With support of NCCD, 3 newspapers and Voice of Vietnam published IE and VTE NCCD organized an workshop to disseminate the MTE findings (August 07) NCCD member joint the MTE in Ninh Binh 	<p>a. 6 action plans carried out to date (target = 3)</p> <p>b. 2 NCCD recommendations with some influence of project (terminology, NAP content) (target = 5)</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>	<ul style="list-style-type: none"> Meeting among INGO and NCCD held every 2 or 3 months due to working schedules of INGO and NCCD NCCD provides regular updates on NAP implementation every quarter at its work plan review meeting 	Targets achieved.
3.2.2 NCCD facilitates ministries to review policies on IE & VT.	<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>	<ul style="list-style-type: none"> NCCD sent its staff to participate in IVWD project's mid term Evaluation; NCCD organized a workshop on sharing the MTE findings with PWD and government officers with advocacy purpose; 	a & b. 3 meetings held to date. (targets = 2 for each indicator)
3.2.3 CRS and WCDO cooperate with NCCD and National Assembly on development of disability legislation.	<p>a. # of laws or ordinances under preparation in National Assembly</p> <p>b. Content relating to IE and VT in these bills</p>	<ul style="list-style-type: none"> CRS, WCDO and NCCD developed a 6 months plan focusing on project activities in two key provinces and collect PWD's contributions to law of PWD; NCCD with organize file visit to get understand of IE and VTE in two provinces; CRS/WCDO agreed to conduct a workshop on collecting input for PWD's law drafting and it will be held in October 2007. 	a. Law preparation continues; input will be collected during 2007-08 with promulgation expected in 2009. Cumulative target of 4 laws/ordinances achieved.
<i>IR 3.3 Provincial and</i>	a. # of joint support activities	About 20 PWD and 15 government officers of Education	(target = 4)

<i>national-level stakeholders collaborate on disability policy development and dissemination.</i>	among stakeholders for policy change	and labor sectors attended the workshop on PWD law input contribution facilitated by NCCD. About 50 provincial and national stakeholders attended evaluation dissemination meeting facilitated by NCCD in August 2007.	
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	Vietnamese Disability Day Event organized in April 07 among Education and Labor sector Advocacy campaign on IE conducted for education sector and community in Ninh Binh (Aug-Sep 07)	Cooperation among members of the Disability Working Group, Education Sector Group and USAID grantees continues on a regular basis.
3.3.2 Stakeholders demonstrate increased awareness of IE & VT issues	As noted in previous report, indicator of national awareness raising workshop has been modified to participation of provincial partners in existing national disability events.	<ul style="list-style-type: none"> • CRS brought 10 (4 from NB, 6 from QN) people to attend international PWD exchange with 4 Asian countries in Hanoi (June 2007) • CRS brought 15 education staff from NB and QN to attend Glocal Ventures / Hanoi University of Education training over 3 days in July 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	<ul style="list-style-type: none"> • All communes of pilot districts actively contributed local resources to develop a NAP to support PWD and started implement it 	a. target = 50 b. target = 6

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

SO/IR/Outputs	Relevant Indicators	Progress in This Reporting Period	Cumulative Results vs Targets
SO 4A An international-standard IT training program for PWD is self-sustaining as part of an existing school.	<ul style="list-style-type: none"> a. Funding raised to enable program to be self-sustaining. b. Training is of international standard quality. 	<ul style="list-style-type: none"> a. Total funds raised to date = \$46,400 b. Senior Technical Consultant is on site and has ensured quality of instruction. IT firms HanoiCTT and NIIT have provided high-quality software and training materials. 	EOP target = \$62,000
<i>IR 4.1</i> ITTP is established.	<ul style="list-style-type: none"> a. Barrier-free access to facility b. ITTP equipped and staffed 	HCIT constructed access ramp to facility. Senior technical consultant, social worker, and computer instructor for visually-impaired students hired; all are PWD.	Achieved.
<i>IR 4.2</i> ITTP establishes cooperative mechanism with school, aiming towards inclusion of PWD in regular training curriculum.	<ul style="list-style-type: none"> a. School teachers and administrators trained in inclusive education b. Some PWD trained in inclusive classes by year 2 	ITTP funded HCIT to purchase an elevator, installed in August. CRS is in discussion with the school to admit PWD that were not placed in the ITTP into HCIT regular training curriculum. The cost of this training can be funded by MOLISA.	Not yet achieved.
<i>IR 4.3</i> ITTP becomes operationally sustainable after 2 years of operations.	<ul style="list-style-type: none"> a. ITTP contributes to students' costs b. Relationships formed with IT companies and donors to sponsor operations c. Business Advisory Council formed 	Business Advisory Council (BAC) was established in July 2007 with 10 top IT companies located in Hanoi and HCM City. BAC advises ITTP on IT training standard and provides internships and equal employment opportunity for ITTP graduates. In addition CRS works with BAC on workplace accommodation and fair treatment toward PWD.	CRS is recommending the school to expand the ITTP Software Engineering class to all. Proceeds from over 200 regular students can help train 50 PWD per year.
SO 4B Students trained in the Information Technology Training Program are employed.	<ul style="list-style-type: none"> a. # of students employed 	ITTP model is "we will not recruit PWD unless jobs are waiting." ITTP works closely with Vietnam top IT outsourcing company DTTVietnam and PWDSOFT. Both of these companies are committed to hire ITTP graduates.	Target = 100% ITTP graduates employed. Jobs have been offered to students who are still enrolled.
<i>IR 4.4</i> People with all types and levels of disability complete training in the program.	<ul style="list-style-type: none"> a. ITTP staff modify software to be used by PWD in VN. b. Trainees use assistive devices to access IT. c. Students complete long-term and training leading towards software certification. d. Specialized short-term training provided for visually impaired and other groups. 	<ul style="list-style-type: none"> c) Software modifications for visually impaired students have been carried out. d) Assistive devices for the visually impaired are in place. e) 55 students are currently enrolled in software engineering program. Most are physically disabled. Two vision-impaired individuals are attending the software engineering classes. f) 26 visually impaired students are attending part-time evening classes. 	<p>EOP targets: 100[AWD1] software engineering students graduate and are employed</p> <p>175[AWD2] visually impaired part time students complete short courses.</p>
<i>IR 4.5</i> ITTP reaches out to businesses to place graduates in jobs.	<ul style="list-style-type: none"> a. Employers' awareness of capacities of PWD increases. b. Graduates placed in internships or small businesses 	<ul style="list-style-type: none"> a. 	

III. Lessons Learned

- *Integrate project activities into regular government programs.* IE implementation has been shown to be more effective when it is considered as part of responsibilities within the education sector, from the provincial to the community level. Support for PWD is not charity but a legal obligation. Specifically, lower level achievements should be brought to higher levels to advocate for policy change.
- *Training of teachers* should be monitored by follow-up and regular supervision and evaluation to ensure that (1) teachers are applying what they learned in their class and (2) their concerns during implementation are addressed promptly. A network of key teachers has many advantages to (1) train teachers; (2) provide day to day support for class teachers in all steps of IE implementation and thus (3) ensure the sustainability of IE at local level.
- *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.
- *Market situation affects the business that PWD are participating in.* Most PWD get a job after training, however in rural areas, the salary is low and it may discourage PWD at first. It takes time for the local project staff to persuade PWD be patient with their initial income. PWD who received small grants for animal breeding also suffer from the changing market selling price that sometimes have bad effect to their income. These market effects apply, of course, to IT graduates from ITTP as well, though in different ways.
- *Persistence and encouragement work.* PWD have made significant changes in their personal and social lives. That makes an impact on the family members and the community. Thanks to the hard work and generous assistance of CBSWs and CSWs, more and more PWD grow stronger and more confident. That will be a solid ground for them to grow.

IV. Challenges

National level

- Since secondary education level has recently been exposure to task of IE for CWDs, it requires longer time for leaders and staff to be deeply involved in planning and implementation. Additionally MOET partners and CRS have a strategic ambition of turning project activities at secondary level into evidence based model research, it is very necessary to put an enormous amount of time for exploration, situation analysis to design appropriate activities for such challenging educational level with diversified subjects and diversified groups of teachers and students. The delay of the project during last year is rational explaining the involvement “speed” of secondary education level in comparison with other educational levels, which has been implementing IE with nearly 10 years of experience.
- In relation to this delaying process of implementing IE secondary activities as a 2 year scientific research, the project will be likely facing challenges in meeting the timeline for this sub-component by the end of September 2008. The MOET Secondary Department also shares their concern over this project timeline and has recommended an extended project to complete the research process accordingly.

- As announced by Ministry of Education and Training, Vice Minister Dang Huynh Mai who has been much devoted to education of CWDs was just retired in September 2007. This change in personnel structure within the MOET system might cause some challenges in promoting policy of IE forward. To minimize the changes, further discussion and enhanced partnership with MOET partners as well as with MOET leaders should be paid more attention to, especially during any joint discussion among donor groups or minded international organizations working in this field. Retirements and changes of key staff have been a concern throughout this project, including at the provincial level, and are clearly beyond the control of CRS; the lesson is to gather information in advance and be sure to build relationships with multiple offices and officials.

At provincial level

- Limited skills and understanding in project's management and time constraint hinder the active participation of partner in planning and implementing project's activities. Recommendation: to organize a training course on project management combined with IE for local partners.
- It is very difficult to change partner's mindset that project's implementation entails financial incentive (their experience from other bilateral projects). This results from the combination of lack of awareness and their busy agenda.
- Time pressures: various activities of different components (education, health intervention and community) need to be completed at the same time. This challenge was compounded by the limited source of IE experts and DOET government staff who were always fully occupied.
- *Limited capacity of parents of children with disabilities.* Community support teams set up are supposed to do many tasks which are not limited to providing support for CWD, but also to be led by parents. A challenge remains as how to strengthen parents' capacity in order for the CSTs to be qualified to take over the tasks required in the project.
- *Implementation of vocational training.* Program expenses remain under budget, though WCDO expects significant catch-up in the third year. In addition, PWD are in competition in job hunting with farmers who have lost their land due to the urbanization process. It remains a challenge for field workers and local partners to seek employment for PWD.

V. Success Stories

Case study 1: Support from parents and the community

Võ Quảng Thanh Vy lives in Cẩm Thanh ward, Hội An (Quang Nam) and is now a 5th grade student. Vy was found to be mobility impaired only six months after birth. She suffered from paralysis, which resulted in mobility and speaking difficulty and saliva drip. After numerous attempts to seek for treatment in many places, her mother traveled to Hanoi and met Professor Nguyễn Tài Thu, a leading acupuncturist, to ask for consultancy and treatment in the Central Acupuncture Hospital. After treatment, her saliva drip was reduced. She continued to undergo therapy at several local clinics and her functions gradually improve. Vy is able to walk and partly look after herself. Her parents show great love and support to their daughter by bringing her to social events and parties to build up her self-confidence. Her parents take Vy to school every day and discuss with teachers about her performance. At home, both parents spend time to help her with homework with constant encouragement. Her mother's wish now is that Vy will be able to study better to catch up with her classmates.

Visiting her school and attending her class, we found that Vy is an attractive girl who seems to be developing normally. She is able to walk and use chalk to write on the board, and is good at math and some other subjects. In the interview, the main teacher, Ms. Nguyễn Thị Thạch said that Vy's learning capacity is above the average level of the class and that the teacher has almost no difficulty in working with her. People who meet Vy for the first time might find it rather difficult to hear Vy's pronunciation but her friends understand perfectly what Vy says.

Ms. Thạch joined a thematic training course on inclusive education organized by the IVWD Project in 2006. After the course, Ms. Thạch shows that she is much more confident than before when working with Vy. She learned how to organize a peer group to help Vy. The peer group includes three other girls: Nguyễn Hoàng Ly, Huỳnh Thị Nga and Võ Thị Thanh Tâm. Interviewing the peer group, we were moved by their sympathy to and understanding about Vy's circumstances. It was hard for us to understand Vy but fortunately, her friends were there to interpret what she said for us.

At school, Vy is a very good and hard-working student. Her parents often talk to teacher to learn about her progress. Ms. Thạch said "if all parents of children with difficulties care about and support their children as in the case of Vy, schools and teachers will no longer hesitate to enroll students with disabilities." Vy's story shows what can be accomplished when parental support combines with IVWD project interventions.

Case study 2: A small business owner

Phạm Thị Hương is the proud owner of a new small tailor shop that has appeared in village 2A, Lai Thành commune, Kim Son district (Ninh Binh). Born in 1984, Hương is the oldest daughter of her family. Her younger brother works in Ho Chi Minh City and the youngest is still in school. Her parents are farmers. When she was small, Hương suffered from a severe fever and contracted polio. Her left leg became paralyzed. With her effort and her family's encouragement, Hương went to school and after finishing grade 9, she stayed home to help her parents sell small things and do housework. She nurtured a dream to learn sewing and can make nice clothes for herself and her family members.

In June 2006, she joined the IVWD project and attended a sewing course at a tailor shop run by Ms. Tạ Thị Tuyết Mai at village 4 of the same commune. After 4 months, Ms. Mai highly appreciated the trainee for her being of hard working and helpful. “She’s capable to do very well.” Having finished the training course at April 2007, Hương was offered a job at the shop but she prefers to have her own shop. With the support of the family, her shop opened on May 18, 2007, right in front of her house which is situated in the main road of the commune. At this new shop, customers can have their clothes made as well as find some hats and sandals. Hương’s very proud of her shop as “though it’s small but it’s mine.” She is still back and forth to her trainer’s shop for advice. After one month, she earned about 450,000 VND in profit (around US \$30). Her mother is very happy. She said that since the day her daughter went to learn sewing, the girl has made big change. “She’s more active and happier. The project provides her a sewing machine and we support her to open a shop at home.”

The little shop owner is now no more a shy and quiet girl. She becomes active in all activities of the peer group. She’s happy to start her new life and we know she will keep growing.

Case study 3: Cooperation in the Ministry of Education in promoting educational continuity for CWDs

Inclusive Education for children with disabilities (CWD) requires a continuous support and follow-ups to achieve results in the development of the child. Therefore, each disabled child will receive better education if there is a strong link between education levels from pre-school education, primary education and secondary education. As part of the IVWD project component with the Ministry of Education and Training (MOET) in Viet Nam, an one-day workshop on transition mechanism and child profile was organized on September 20, 2007. The MOET Steering Committee on Inclusive Education of CWD hosted this workshop with sixty-five participants from its three related departments, managers and educators from six northern provinces (Vinh Phuc, Hoa Binh, Ninh Binh, Phu Tho, Quang Ninh, Bac Ninh), inclusive education specialists and representatives from NGOs such as CRS, MCNV, VSO, Save the Children Sweden and Save the Children US.

With the involvement of 3 MOET education departments and educational staff from representative provinces, the issue of higher education opportunity for CWDs has been brought up for discussion, trying to create a continuity in education for CWDs from preschool, primary, secondary and beyond. During the workshop, participants also shared experience and discussed necessary documents included in the child profile for transferring from one educational level to the others as well as supporting mechanism to children for school transition. Group discussions with participation of educational level staff focused on identifying a number of documents of the child profile at individual educational level. All suggestions were very specific, detailed and practical. For example, Mr. Le Tien Thanh, Vice-director of Primary education department concluded that this level suggested receiving 04 documents in the child profile (certificate of birth, health profile, individual education plan, and child progress record). At the end of the workshop, a list of required documents in the children profiles was agreed among all departments and each department demonstrate a strong commitment to complete the school transition profiles for CWDs.

The initial outcomes of the workshop have opened up further steps for all stakeholders in identifying current gaps in school transition support for CWDs as well as created an official discussion on how to promote higher educational opportunity e.g. at secondary level for CWDs. The workshop also remarked the initiatives of the three MOET departments and other organizations including INGOs for their joint efforts in promoting inclusive

education and keeping track on the quality of IE of CWDs in Vietnam. Finally, this workshop at central level has officially opened up a new period for developing and applying a countrywide standard transition mechanism and an official list of requested documents for the child profiles in inclusive education for CWD.

Case study 4: Proud to be a competent worker

Dang Huong Giang, World Concern social worker involved in the IVWD Ninh Binh project, presents her own case study as a member of the IVWD project team in her own words:

“You reader may ask, if it’s your job, what needs to be said? Well, I myself - a person with disability. My two legs are paralyzed and I had to walk on crutches. With the great support from my family, teachers and friends, I successfully completed my school and also gained an in-service university degree. However, I somehow still felt inferior complex and desperate with my disability.

“Then I was introduced to join training courses on self help group of people with disability (PWD). I involved intensively in organizing and managing the Disabled Youth Club of Thai Binh province. Five years as a chairperson of the club, I have made a number of records for activities helping PWD. Among them is a small grant (by the WB “Innovation Day” Initiative) which promotes reproductive health education for young PWD in Thai Binh.

“Through my work, I come to know WCDO and its activities. When I applied to the post at WCDO, some encouraged me, others questioned my inexperience, my English and my disability. What a nice surprise! I was offered a job at the IVWD project. I was both happy as it’s a milestone in my life and also worried if I could not complete the job. My first trip to Ninh Binh was to accompany CRS and WCDO to the MOU signing ceremony with the People’s Committee. The partners looked at me with much wonder. They might think what the hell this PWD doing here among the INGO group? Having heard that I was WCDO staff, they changed their surprise to questioning. I guess they thought I was a kind of puppet. With time and support of my colleagues, I was learning and doing my job at easy. For the beneficiaries, I am a dear sister, and a nice peer. For PWD families, I am a friendly and sympathy project staff. They listen to me as I am the same as their children. For local partners, no more surprise or doubt. Only their expression of concern and sympathy whenever I had to travel by motorbike with local staff in heat or in rain.

“Whether I work effective or not, my supervisors would know the best.

“I myself see the project very useful. The benefit not only showcases in the actual figures but also presents in tangible aspect. What could measure all the positive changes in PWD, family members, local project staff, project partners, the community, and myself. I am grown up, better equipped with knowledge and skills. I can earn living for my life and support my younger brother in his university study. I also realize that no matter how much you want to advocate disability issues, you must really do it; otherwise, efficiency of awareness raising activities is a question. For those projects on disability, let PWD participate in and work with their full abilities. That tells you are really doing the job.

“Recently, I have moved to Danang with my husband and am working as a temporary staff with WCDO. I work at my best and hope to continue my work for the benefit of those people like me.”

APPENDIX I: Major Activities of the Inclusive Education Component

Location	Activities	Participants	Venue	Dates	Trainer(s)/Facilitators
Activities implemented by MOET Preschool Department					
Ninh Thuan	Training for the Early Childhood Education managers and key teachers on Early Intervention and Inclusive Education of children with disabilities	Early Childhood Education managers from 23 southern provinces (53 people) and key teachers + IE support centers like: Dac Lac, National TTC on Early Intervention and Inclusive Education of children with disabilities	Hoang Cau Hotel, Ninh Thuan province	April 2-6, 2007	+ Mrs. Nguyen Thi Quyen., Specialist of ECED + Ms. Le Thi Thuy Hang, Trainer of the Teacher Training College. + Dr. Jantina Clifford, University of Oregon, USA.
Hanoi	Development of Advocacy film on Early intervention and IE of CWDs at preschool age	MOET preschool department, CRS and contract service	Hanoi	July-Sept	Direction supervision- Mrs. Le Minh Ha- Head of Department
Activities implemented by MOET Primary Education Department					
Hanoi	Workshop on children profiles and school transition between educational levels in Inclusive Education	65 (MOET leaders, staff, provincial educators, specialists, NGOs)	La Thanh hotel	Sept. 20	Department of Primary Education Mr. Le Tien Thanh – Vice Head of MOET steering Committee on Edu of CWDs
Dalat	Review workshop after 01 year of implementation of Decision 23	101 (MOET leaders and educators, managers from 64 provinces)	Da Lat	Sept. 29-30	Department of Primary Education Mr. Le Tien Thanh
<i>Additional activities took place in early October 2007</i>					
Activities implemented by MOET Secondary Education Department					
Hoa Binh	Survey on situation of IE secondary at local areas Survey tool tests in Hoa Binh visit	69 (MOET staff, Hoa Binh DOET managers, staff, teachers and students)	Hoa Binh DOET and schools	May 15	Department of Secondary Education
Hai Duong	Survey on situation of IE secondary at local areas Survey tool tests in Hai Duong visit	40 (MOET leaders, Hai Duong DOET managers and staff, teachers and students)	Hai Duong DOET and schools	May 11-12	Department of Secondary Education Mr. Nguyen Hai Chau- Vice Head
Hanoi	Survey on situation of IE secondary at local areas Survey tool tests in Special school of Nguyen Dinh Chieu	11 (MOET staff, specialist, teachers and students)	Hanoi	May 17	Department of Secondary Education
Hanoi	Workshop on development of in service training curriculum for teachers and	25 (MOET leaders, specialists)	MOET 49 Dai Co Viet	June 14	Department of Secondary Education

	educators for Secondary Education				Mr. Le Quan Tan- Head
Activities implemented by MOET Higher Education Department					
Hanoi	Development of Core curriculum on special education at College level Workshop 2: Discussion and comments to the 1 st Draft Core Curriculum	37 participants; university and college lectures, NIESAC and INGOs representatives.	National Teacher Training college in Hanoi	May 18	MOET higher Education department Leader, Rector of National TTC
Hanoi	Training in updated IE philosophy and principles for university and college lectures on IE	49 lectures from 03 colleges, and 07 universities (Hanoi, HoChiMinh, DaNang, DongThap, Quy Nhon, Quang Nam), NIESaC and Bac Can education center for disadvantaged children and staff from higher education department.	Centre for women and development	August 6-10	Dr. Christine Forlin (Hong Kong Institute of Education)
Hanoi	Development of IE management curriculum	12 specialists from the advisor council for curriculum development (NIESaC, Institute of Educational Management, Hanoi University of Education, National Teacher training college)	MOET meeting room	August 10	Mrs. Nguyen Thu Ha (Facilitator) Mr. Tran Ngoc Giao (Chairman of the council), Associate Professor ,Phd. (Director of Institute of Educational Management)
Activities implemented in Quang Nam					
Quang Nam	Vietnamese Disability Day Event	200 CWD, 50 non-CWD, 60 YWD and 100 participants from provincial and district PMU of Hiep Duc, Duy Xuyen and Hoi An	Tam Ky	April 17	
Quang Nam	Pre-school teacher training (second round)	170 pre-school teachers and core teachers of Duy Xuyen, Hoi An and Hiep Duc	Duy Xuyen, Hiep Duc and Hoi An	July 1–10	National Teacher Training College
Quang Nam	Training on inclusive education and general issues related to disability for CWD parent associations	100 CWD parents and 35 non-parents (teachers, representatives of mass-organisations) from Binh Lam, Que Luu and Que Tho communes	Hiep Duc	July 31 - Aug 5	NIESAC
Quang Nam	Workshop on monitoring task of core teachers	60 core teachers of three districts and Quang Nam Doet staff	Duy Xuyen	Aug 27	Quang Nam Doet staff
Quang Nam	Documentary film in mobilizing CWD to school	Teachers and CWD of three districts	Hiep Duc, Duy Xuyen and Hoi An	Aug 31– Sept 2	Quang Nam Doet and TV
Quang Nam	Mid-Autumn festival	450 CWD and 150 non-CWD, 100 participants including teachers, members of district's PMU and mass organizations.	Hoi An, Duy Xuyen, Hiep Duc	Sept 22-23	
Activities implemented in Ninh Binh					

Ninh Binh	Vietnamese Disability Day	24 CWD; 24 children without disabilities; 80YWD; 108 family members of CWD and YWD; 60 province and district officials and business representatives	3 districts: Yen Mo, Gia Vien, Kim Son	April 18	
Ninh Binh	Documentary on Vietnamese Disability Day	156 Children and youth with disabilities	3 districts: Yen Mo, Gia Vien, Kim Son	April 18	Ninh Binh TV
Ninh Binh	Mid term evaluation in Ninh Binh	6 principals/vice principals 3 directors/vice directors of district DOETs 9 CWD, 14 class teachers 15 members of province and district steering committees	Ninh Binh Town 3 districts: Yen Mo, Gia Vien, Kim Son	May 9-13	Evaluation team
Ninh Binh	Pre-school teachers training (phase 2)	327 pre-school teachers and core teachers	Ninh Binh town	June 9-18	Trainers from Central College of Education
Ninh Binh	Establishment of 3 CSTs in 3 districts	32 CST members, 5 district officials	Gia Hoa (Gia Vien), Yen Nhan(Yen Mo) and Luu Phuong (Kim Son)	June 21-24	
Ninh Binh	Awareness raising training for 3 CSTs	32 CST members, 5 district officials and 100 parents and non parents	Gia Hoa (Gia Vien), Yen Nhan(Yen Mo) and Luu Phuong (Kim Son)	July 20 and Aug 19-21	NIESAC
Hanoi	Training “Every child can learn”	8 provincial and district core professionals	International Conference Center	July 27-29	National University of Education
Ninh Binh	Training on IEP and M and E for core teachers	60 provincial and district core professionals	Ninh Binh town	Aug 23-25	NIESAC
Ninh Binh	Campaign to advocate for IE	Ninh BINh DOET, 3 district DOET, all schools, CWDs, communities	Ninh Binh town and 3 districts	Aug-Sept	NB DOET
Ninh Binh	Full moon Festival for CWDs	166 CWDs, 32 CSTs	Gia Hoa (Gia Vien), Yen Nhan(Yen Mo) and Luu Phuong (Kim Son)	Sept 25	
Hanoi	Materials development on basic rehabilitation for mobility-impaired children		Hanoi	September	Hanoi School of Public Health
Ninh Binh	Proposal for IE Support Center		Ninh Binh	September	

APPENDIX II. Major activities of Vocational Training / Employment Component

On the occasion of Vietnam Disability Day (April 18), USAID staff visited the project site in Yen Mo district, Ninh Binh province. The delegates visited a high school and two PWD in the project, one who learns sewing and the other raising cows at home. They also visited 4 shops in Hoi An, Quang Nam (computers, handicraft, lantern making, sewing) where 6 PWD are studying.

April 27-29, Sign Language Training course for 32 CSWs, CBSWs, businesses owners and family members of the deaf held in Ninh Binh. Content of the training course include Numbers, SL alphabet, Time, Occupation, Deaf cultures, Self Introduction, Description, Sign names, Places, and Sign Language grammar. The trainees have the chance to practice with Deaf Youth on Alternative Basic Education & SL. “This is really an interesting training course that I have ever had before. I do not feel bored and fall on sleep at all, this is much more fun. I would recommend that WCDO should organize more SL training courses to help us communicate and understand the deaf youth in our communities.” said Mr. Vinh – CSW in Kim Son district. Ms. Nguyen Thi Sau, a tailor shop owner at Yen Mo district said that the deaf trainees at her tailor shop not only need to learn by seeing but need to know basic calculation so that they can complete the work. Therefore, sign language training for the trainer and trainees are very important.

One ABE class of 8 PWD in Hoi An started in April.

April 24-25, training on teaching method for VT trainers teaching PWD 36 people (2 PMB members, 5 VT teachers of DOLISA JSC, 29 businesses) in Quang Nam. One day for learning in class, one day for site visits to WCDO previous project in QN (visited 7 businesses of which 3 cases are self-employed). Participants studied techniques on how to train PWD effectively, virtues of trainers, workplace accessibilities, experience sharing. All of the participants said the training was practical especially the field visits to WCDO previous project to learn and see the contribution of the businesses to the success of the PWD is a decisive factor.

May 25-26, training course on leadership skills for deaf leaders (3 from Ninh Binh, 4 Thai Binh, 2 Hai Duong) was held in Hai Duong. The deaf of the three provinces have the chance to meet and exchange ideas with each other. This is a joint activity with other project currently run by WCDO. The deaf are keen to learn and have meeting regularly; networking among member of different deaf clubs in the north through internet and learning visits; teaching Sign language for members, updated social information by core members. Deaf club development is progressing. The club members benefit from the WCDO project by getting technical support for the management board, sign language training, outdoor activities, etc. However, lack of unity and respect among the management board members. Solution: set up an email account, share the work of teaching SL and vocabularies to members, find an interpreter, discuss to find a way supporting and caring to each other.

MOLISA staff collected information for the development of an introduction handbook on WCDO’s community-based vocational training model in Quang Nam and Ninh Binh May 22-24 and June 6-7, respectively.

Jun 4-5: Training course on M & E was organized for 40 local partners, CBSWs and CSWs of Ninh Binh and Quang Nam, and WCDO staff held in Hanoi. The topics included concepts of Project, Project cycle, M& E system, M&E contents and communication management. Trainer was from Save Children US. The main teaching method was through discussion and experience sharing. All participants – most are from the provincial and district DOLISA and Red Cross, including a leader of DPO (disabled people organization) in Hoi An - reflected that the knowledge and skills gained from the course were very practical and useful to their daily work as well as in implementing project activities.

Jun 6-7: Site visit to Ninh Binh projects for field workers and local partners of Quang Nam and MOLISA staff. This exchange activity is designed to facilitate project implementers in learning and sharing experience from each other. The 18-member delegation met with the PTM, DSCs, visited 5

local businesses and 18 PWD who are raising cattle at home or learning and doing sewing, bicycle repair, electronics and computing. The delegation also attended a group meeting of PWD in Kim Son dist.

Jun 18-27: Medical check and consultation on rehabilitation for 718 PWD and their families in 3 project districts in Ninh Binh by doctors of Intl' Medical Team in cooperation with WCDO. Among them 450 PWD, their family members and other 30 commune's health workers received "on the job rehabilitation training". A number of sets of medical equipment was handed over to Ninh Binh.

Jun 26-27, life skills training course for 24 Deaf Youth in Quang Nam on reproductive health. An exchange activity was also held with the participation of the QN deaf youth and 10 members from Danang Deaf Club, with good group dynamics and participation.

Jul 20-27: Leadership training for core members of PWD peer groups of 3 dist. and 2 other members from the Mobilizing Board of Ninh Binh PWD Association. 21 PWD participants are provided with basic knowledge and skills of organizing and managing a peer group. Trainers were PWD staff from VVAF and WCDO. The course provides PWD with a better understanding of PWD movement in Ninh Binh and nation-wide, as well as knowledge and skills of managing a peer group and linking with PWD network. The course content included management style, team work, organizing a meeting, report writing, planning and budgeting. By the end of the course, PWD are able to plan and budget an exchange activity among their groups to be held in Fall 2007.

From Jun to Aug, selection and placement of PWD in the second year carried out in both QN and NB. By September 2007, total 195 PWD had joined the project, either participated in vocational training courses or received small grants for self-employment.

July 28,2007: Out door activities for 78 people including project PWD, Hoi An PWD Association members, parents, businesses, local partners at Ha My Beach, Hoi An. This was an opportunity for the PWD to meet, share and learn from others. This activity was combined with the HIV, sexual transmission diseases training through games and play. This activity was done by a team of doctors from Danang Family Planning Association.

August 3-5: Reproductive health training /consultations and health examinations were held in Hoi An,Hiep Duc, Duy Xuyen carried out by a team of doctors from DN Family Planning Association for 77 PWD

Aug 13: Workshop on policy dissemination re. vocational training/employment for PWD for 100 PWD, family members, businesses, and district and commune level DOLISA staff in Ninh Binh.

Aug 15-16: Two workshops for 40 business owners on disability awareness raising, teaching methods and way of working with PWD were held in Yen Mo and Kim Son Aug 15 and 16 respectively. Businesses received training on disability awareness (PWD psychology, working with PWD, and PWD employment), teaching methods and planning. They also shared their experience in training and recruiting PWD.

Aug 28: Drama performance and exchange activity among PWD 3 districts of Ninh Binh. PWD displayed their drama and music performance as well as competed several sport games. They also took a visit to the Stone Church in Phat Diem. Nearly 100 people (PWD, volunteers, local project staff, and DSCs) joined the event and gave high appraisal. This event marks a positive change in PWD. Now they can develop a plan by themselves and be confident in the stage and present their abilities and talents.

Sep 27: Sign language and ABE class for 16 young people with hearing impairment opened in Kim Son dist., Ninh Binh. 16 hearing impaired young people registered on the first list. Attended the ceremony was PWD and family members, representatives from WCDO, DSC, local project staff, and PPC of Tri Chinh commune. This one-year class will help the deaf on their vocational training and employment as well as their communication within and without the deaf community nation-wide. "We will support this class and the deaf with all our hearts. We look forward to seeing the deaf success and not be isolated in our community", said representative of PPC of Tri Chinh commune.

SYB training for 25 PWD and 6 businesses in Quang Nam (22-25 August) and 20 PWD and 3 businesses in Ninh Binh (5-8 September) conducted by 7 VABED and 2 VCCI trainers. These courses provided helpful knowledge and interesting business games for the PWD especially those who are self-employed. For VABED trainers it was a good practice for them to carry out training after the TOT SYB course. Some of VABED trainers had difficulties in conducting training due to it being their first time presenting to groups of people, though they tried their best..However, one advantage which was appreciated by the trainees was their practical experience in businesses.

Table of VTE summary – up to Sept 2007

Prov	Beneficiary	1	2	3	Overall		Male	Female	F/Total	NINH BINH + QUANG NAM				
		Gia Vien	Kim Son	Yen Mo	Total	%	total	total	%	Overall	Male	Female	F/Total	
NINH BINH	In Training Only (a)	7	14	13	34	37.36	19	15	16.48	106	54.36	58	48	24.62
	Employment Only (b)	17	17	16	50	54.95	26	24	26.37	79	40.51	44	35	17.95
	Self employment (small grant recipients)	10	9	8	27	29.67	15	12	13.19	27	13.85	15	12	6.15
	Employment at worksite	6	5	7	18	19.78	9	9	9.89	45	23.08	26	19	9.74
	Self employment= (shop owners+ working at home)	1	3	1	5	5.49	2	3	3.30	7	3.59	3	4	2.05
	Unemployment Only [c]	4	3	0	7	7.69	5	2	2.20	10	5.13	7	3	1.54
	YWD Total [a+b+c]	28	34	29	91	100.00	50	41	45.05	195	100.00	109	86	44.10
Prov	Beneficiary	Duy Xuyen	Hiep Duc	Hoi An	Total									
QUANG NAM	In Training Only (a)	32	16	24	72	69.23	39	33	31.73					
	Employment Only (b)	17	6	6	29	27.88	18	11	10.58					

	Self employment (small grant receipients)	0	0	0	0	0.00	0	0	0.00					
	Employment at worksite	15	6	6	27	25.96	17	10	9.62					
	Self employment (shop owners)	2	0	0	2	1.92	1	1	0.96					
	Unemployment Only [c]	0	1	2	3	2.88	2	1	0.96					
	YWD Total	49	23	32	104	100.00	59	45	43.27					
	TOTAL	77	57	61	195	100.00	109	86	44.10					