

INCLUSION OF VIETNAMESE WITH DISABILITIES
Progress Report # 11
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Section 1 – Program Performance Summary

In the fourth quarter of FY 2009, CRS focused on development of a national model of inclusive education (IE) at junior secondary level (Output 1.1.4 in the project Proframe) and continuation of the Information Technology Training Program (ITTP) at two colleges in Hanoi and Ho Chi Minh City (Strategic Objective 4). Provincial IE components in Ninh Binh and Quang Nam were completed during this quarter (Intermediate Results 1.1 and 1.3), with the exception of final review workshops in Quang Nam to be held in October 2009. The IVWD component to support IE policy and practice with the Preschool and Primary Departments of the Ministry of Education and Training (MOET) were completed in August (Outputs 1.2.1 and 1.2.3). Activities in two remaining components with the MOET Higher Education Department (Output 1.2.2) and National Coordinating Council on Disability (SO 3) will be completed by Quarter 2 of FY 2010.

In Ninh Binh and Quang Nam, CRS concentrated on activities to ensure sustainability of project results within provincial education systems. CRS collaborated with the Quang Nam Department of Education and Training (DOET) to organize replicated training on IE techniques to 120 key preschool and primary teachers and educators from the remaining 15 districts and town throughout the provinces. The training was aimed at providing these key teachers with specific skills of working with children with learning or hearing difficulties. The 8 staff of provincial support centers who were trained earlier in 2009 undertook practical work in schools and their communities. For instance, one staff focused his practical work on situational analysis of inclusive education implementation for children with disabilities (CWD) in Hiep Duc district, while another focused on specific techniques and skills in changing problem behavior for children with hearing impairment in inclusive environments.

CRS and provincial partners compiled experience and suggestions from class teachers, key teachers, school principals and community members to identify project achievements in IE implementation, roles of these stakeholders in project continuation and proposing some suggestions for the project sustainability or for changes if any. 192 people from these stakeholder groups participated in three one-day district-level review workshops in Ninh Binh in September. Ideas collected from these review workshops will be used by provincial and district DOETs to maintain IE quality in all local schools, and will also support CRS in evaluating the IVWD project and planning future IE activities.

The model of IE at junior secondary level continues to be strengthened in 5 schools in Ninh Binh and 4 schools in Quang Nam, with regular activities to reinforce community participation in supporting CWD in schools and enhancement of teaching quality through professional sharing. These activities are being facilitated by local partners, especially school principals. The Quang Nam schools have now established resource rooms with facility modifications to be accessible to children using wheelchairs. All school principals and key teachers have committed themselves to the model development to create an inclusive friendly environment for students with disabilities and disadvantaged conditions in their schools.

At the central policy level, CRS continued its effort to integrate IE modules into the pre-service teacher training programs in universities and colleges. Draft of the in-service teacher training curriculum, which provides key foundations of IE for students at pedagogical universities and colleges with pre-service teacher training programs, has been submitted to MOET for an official appraisal. When this curriculum is approved, it is expected that all universities and colleges will integrate IE into their pre-service, and in some cases in-service teacher training activities to prepare students to teach in inclusive schools.

In the ITTP component, 75 students have completed year-long training courses in Hanoi, of which 64 have found jobs or internships, and 23 students in Ho Chi Minh City completed 6-month training in Business Product Outsourcing (BPO). Presently 126 students are enrolled in six-month or one-year programs in both HCMC (Van Lang University) and Hanoi (Hanoi College of Information Technology), of which one-third are female (35% in HCMC and 31% in Hanoi). Another 28 students with visual impairment and 15 students with hearing impairment are enrolled in short term training courses in both locations, of which 45% are female.

ITTP partners have mobilized significant resources to contribute to the project total costs. Over the six-month period from April to September, Van Lang University (VLU) contributed \$93,866 and HCIT mobilized \$19,728 in the form of direct support to students and renovation of dormitories, among other shared costs. Implementation of activities at VLU continues to operate smoothly despite the ongoing delay in central government approval of the project.

CRS faced no major obstacles during this reporting period in implementing IVWD. Minor challenges in partner staff and capacity have influenced the project implementation schedule at times. For instance, the insufficient staff assigned to implement IE junior secondary model development by MOET still hinders timely project implementation, while the change in administration of NCCD (now under the MOLISA Social Protection Division) has partly influenced the on-going collaboration under the advocacy component of the project.

Through activities in this reporting period, CRS sees considerable prospects for achieving long-term impact in all aspects of the IVWD project. Regular support from CRS staff to work with partners has resulted in increased partner capacity and ownership in project planning and management.

Section 2 – Key Issue Achievement Narrative

<i>Key Issue: Civil Society and Community Mobilization</i>
<i>Narrative:</i>
As part of the junior secondary inclusive education model introduced by CRS, local communities in Ninh Binh and Quang Nam provinces are starting to identify their needs and provide support themselves for children with disabilities. In Quang Nam, four secondary schools and their communities in Hiep Duc district mobilized local funds of 460,000,000 dong (~\$25,500) to repair four rooms to function as support rooms and to build wheelchair ramps. MOET has agreed to replicate this model in one school in each of 63 provinces nationwide as a component in a government–ADB secondary education development project that will start in 2010.
Both Information Technology Training Program partner schools in Hanoi and HCM City

have been actively mobilizing support and contributions from individuals and organizations to increase direct support to students with disabilities through scholarship programs.

Key Issue: Local Institutional Capacity Building

Narrative:

In this quarter, the Ninh Binh provincial Education Department and school principals took more active roles in their own project activities with less detailed direction from central experts and MOET. Training for key teachers, and managers really built their confidence, capacity, knowledge and skills at the local level. Principals in both Ninh Binh and Quang Nam provinces facilitated local meetings, weekly support sessions and activities at their own schools. Ninh Binh DOET has recruited a new staff person (a graduate from 4 year-special education teacher training program from Da Nang University) to have full-time responsibility for inclusive education policy and management.

Section 3 – Program Achievements in FY 2009

Most activities and indicators set in the FY 2009 Implementation Plan have been carried out on track during this reporting period. These include the following achievements:

SO 1: Provincial Inclusive Education Components (Closing Sept. 2009)

- A total of 120 key preschool and primary teachers from the 15 non-project districts of Quang Nam province received replicated training in thematic IE for children with learning difficulties in two training periods from July 28-31 and from August 12-15. These key teachers will become resource persons for these districts in supporting IE implementation at district and school levels. This initiative of CRS and the provincial department of Education and Training (DOET) prepares the entire province for replication and sustainability of inclusive education throughout the system.
- 8 district-level key teachers and administrators have been assigned by provincial DOETs as part-time staff of IE support centers in Ninh Binh and Quang Nam. During this quarter, these staff completed their practical work on various topics such as situational analysis of IE implementation, using communication tools for children with hearing impairment, how to design and create an inclusive learning environment for children, and early intervention in Ninh Binh provinces, among other topics. This practical work is a required part of the three-month IE training program with Hanoi University of Education after two months of coursework. They have submitted to the DOETs and CRS their one-year action plans after the training program to support IE training replication in their provinces. At the same time, CRS also worked with Ninh Binh and Quang Nam to set up some initial essential equipment and facilities for the provincial IE support center such as training equipment, rehabilitation tools etc. Quang Nam is still in the process of material selection while Ninh Binh has purchased some essential equipment to be ready for the staff from IE support center to use for IE support in their provinces

Junior Secondary (JS) Inclusive Education Model Development (Continuing to June 2010)

- 34 teachers, principals and DOET staff from the 9 JS schools taking part in model development in Ninh Binh and Quang Nam attended two days of training from Sept 13-15 in IE concepts, methods and skills such as curriculum modification. During this period, participants also had a chance to interact with doctors and staff from the Da Nang Rehabilitation Center to have a better understanding of the needs of children with hearing impairment or intellectual disabilities.

- 68 teachers, school principals, and government officials from provincial, district and commune levels in Quang Nam attended workshops on JS IE in Hiep Duc district (on Sept 16 with 36 participants) and Tam Ky (on Sept 18 with 32 participants). The vice-chair of the Quang Nam People's Committee (provincial government), leaders from the provincial Health and Education departments, and the vice-director of the MOET secondary department attended these workshops. The workshops showed close coordination between MOET and Quang Nam in providing support to CWD and emphasized the role of local government to promote the IE secondary model at the province-wide level.
- A range of school based activities, such as professional meetings among key teachers, meetings with parents groups, and peer activities to enhance teaching and learning quality for CWD were implemented in the 9 JS schools in Ninh Binh and Quang Nam. In total 252 participants including teachers, school principals, community members, parents and students joined in these regular meetings and workshops at school level in Quang Nam during July to September.
- Four JS school support rooms were developed and equipped in Quang Nam. CRS supported 20,000,000 dong (\$1,110) per room, while schools and local governments contributed a total of over 460,000,000 dong, according to school reports to MOET.
- The Kim Son district education office expanded the JS inclusion model to three other schools (Kim Chinh, Thuong Kiem, and An Hoa).
- At the beginning of the new school year in September, JS schools worked with primary schools and commune authorities to mobilize children to attend schools and collect data. Flexible assessment, i.e. giving more quantitative and formative assessment to the learning completion of CWD rather than giving definite scores or marks, and the implementation of Individual Education Plans were applied widely in JS schools.

MOET Higher Education Component (planned to be closed in December 2009)

- CRS and MOET continued curriculum development of IE management and IE training modules. A range of consultations with experts in disability education and educational management were conducted to collect ideas for training materials of IE management and IE module based curriculum.

MOET Preschool Component (Closing Sept. 2009)

- A review workshop focusing on early intervention and IE at preschool level was organized on August 20-21 with participation of 41 staff from MOET, universities and 14 provinces. The new Vice-Minister of Education and Training, Ms. Nguyen Thi Nghia attended fully.

SO 4: Information Technology Training Component (Continuing to June 2010)

ITTP program implementation has continued in Hanoi and strengthened in Ho Chi Minh City during this reporting period. In Hanoi, new 48 students enrolled in a year-long training course on Software Engineering (SE course # 4) and in HCIT's regular degree training course. 30 additional participants enrolled in short term training for persons with visual and hearing impairment. An opening ceremony for the 2009-10 school year was organized on August 22 with participation of USAID, IT businesses, and television and print media.

In July, ITTP in HCM City recruited 27 new students for the second Business Processing and Outsourcing (BPO) and 24 students for the first Architecture Engineering Design (AED) course for the long term program of 6 months. An additional 13 participants with visual impairment were enrolled in the first three-month short training course. Also in July, 23

students completed the first BPO class at Van Lang University. 19 students were offered paid employment or internships following graduation (82%).

The overall employment status of Hanoi and HCM ITTP graduates to date is summarized below:

- Software Engineering class #1 (Hanoi): of 27 students who graduated in May 2008, 21 are now employed (78%)
- SE #2 (Hanoi): of 25 students who graduated in September 2008, 20 are now employed (80%)
- SE #3 (Hanoi): of 23 students who graduated in May 2009, 17 are now employed (74%)
- BPO # 1 (HCMC): 23 students graduated with 19 receiving internships and are now employed (accounting for 82%).

Another notable achievement at VLU is that 81 students took the ICDL (International Computer Driver License) examinations in English. 51 students passed (63%) and will receive these international standard certificates that enhance their prospects of employment. Only 5% of non-disabled VLU students have passed the ICDL tests, demonstrating the effectiveness of the specialized training provided in ITTP.

Regarding direct support to students, HCIT has successfully raised extra funds to provide scholarships for students with good academic results but having economic difficulties. The school also raised funds to provide small scholarships to 10 students from the SE course.

In order to improve job opportunities for ITTP graduates, the Technical Advisor approached IDG Ventures, a US-based venture capital firm that invests in 50 up and coming companies in the IT sector in HCMC and Hanoi. In September, IDGV agreed to provide 45 paid internships yearly to ITTP students in both cities. In addition, IDGV will work with ITTP to promote better understanding on equal employment opportunity and friendly work places for people with disabilities. Some of the IDGV invested companies are Vinagame, Vinabook, EBay Vietnam, Vinapay, and Muaban.net. IDV joins a total of 65 companies in the ITTP Business Advisory Council (BAC).

ITTP students in HCMC continue to participate in many activities organized by the VLU student union. Field trips were provided to visit Thao Cam Vien Park and Dam Sen resort. BAC members regularly visit ITTP to share employment prospect and job search skills.

The approval of ITTP in HCMC is still in process. The Committee for Overseas Vietnamese under the Ministry of Foreign Affairs sent a support letter to MOET requesting support from MOET in processing the approval. According to VLU, MOET has transferred all required papers for permit granting to a new department which is responsible for ODA management under MOET (in spite of CRS' repeated insistence that this is not an ODA project). VLU is collaborating with this new department to revise project documents according to an administrative request by the new MOET department.

Project Documentation

In August, CRS published a booklet ***“Inclusion of Vietnamese with Disabilities Project: Best Practices from Project Experience”*** with 300 copies in English and 800 copies in Vietnamese. Costs were shared 50% from USAID, 50% CRS cost share funds. The booklet aims to (i) provide an overview of the support model of the IVWD project and (ii) to share experiences and best practices of the project from different angles such as management,

technical intervention, partnership, community participation, local government ownership and success stories. 200 copies of the Vietnamese version were distributed to participants of the Review Workshop on the Inclusive Education component of the IVWD project in Ninh Binh province in September. Additional copies will be distributed at forthcoming workshops in Hanoi and Quang Nam.

Section 4 – Indicator Results and Targets

Standard Indicators	<i>FY 09 Results to Date</i>	<i>FY 09 Target</i>	<i>FY 10 Target</i>
1. Number of people benefiting from USG-supported social services	3,247	3,134	2,238
- # of children enrolled in schools (preschool, primary and secondary)	2,161	2,599	2,161
- # of students enrolled in long term ITTP training in Hanoi	71	50	0
- # of students in long term ITTP training in HCMC	114	50	0
- # of students in short term ITTP training in Hanoi and HCMC	103	105	72
- # of students enrolled in inclusive IT classes	6	5	0
- Parents of CWD participating in Parent Associations	483	35	5
- # of youth with disabilities benefiting from VTE component	309	290	0
<p>Overall results are on target for FY 09. According to data from Ninh Binh and Quang Nam DOETs, 2,161 CWD are now enrolled in schools in the 6 IVWD project districts, out of a total 2,862 school-age CWD (76%). (The number of 2,161 is under the target because the denominator of school-age children is smaller now than in previous years along with slower population growth.)</p> <p>48 new students enrolled in long term training course in ITTP/Hanoi program in August 2009 will continue their study through FY10, and 51 new students enrolled in long term ITTP/HCM in July 2009 will continue through January 2010. Additionally 6 students enrolled in regular training course in ITTP/Hanoi will continue their study through 2010.</p>			
	<i>FY 09 Results to Date</i>	<i>FY 09 Target</i>	<i>FY 10 Target</i>
2. Number of service providers trained who serve vulnerable persons	1,042	530	Will be set in FY 10 impl. Plan
- Core teachers at provincial and district levels	135	200	
- Parents and community support workers trained in CBR	155	50	
- Key primary teachers received replicated training in IE techniques	120	160	
- Key preschool teachers received replicated training in IE techniques	120	--	
- Principals and vice-principals receiving IE management training	159	--	
- Junior secondary teachers receiving IE training	137	--	
- Junior secondary school principals and community leaders trained in IE	13	--	
- Key stakeholders and PWD engaged in process of disability law development	116	100	
- ITTP school leaders trained	0	20	
- Community Support Workers	31	--	
- Project Management Board and DSC members trained	8	--	
- Business owners	48	--	
<p>Yearly targets for IE training only covered primary teachers, not school administrators or junior secondary teachers which are added here (and hence over the expected target).</p> <p>ITTP school leader training was planned in August, however due to the incomplete procedures with VLU,</p>			

therefore we decided to postpone this activity to the coming academic year

During this period, 3 training courses were conducted for Quang Nam by central specialists on IE and specific interventions for children with hearing impairment and developmental delay. Apart from 21 junior secondary teachers attended the training, 13 school principals and community leaders also participated in these training to support for the IE secondary models in Quang Nam province.

During this quarter, CRS and MOET higher education department also wanted to promote IE integration into pre-service teacher training programs in universities and colleges. Therefore CRS and MOET jointly organized a 5-day training with 2 international trainers to provide fundamental IE techniques to teacher educators from 63 universities and colleges throughout the country.

	<i>FY 09 Results</i>	<i>FY 09 Target</i>	<i>FY 10 Target</i>
3. Number of USG-assisted organizations and service delivery systems strengthened who serve vulnerable populations	482	No target set (new indicator)	Will be set in FY 10 impl. plan
<p>The results break down as follows:</p> <ul style="list-style-type: none"> - At national level: <ul style="list-style-type: none"> o 4 key MOET departments of preschool, primary, secondary and higher education o 7 key universities and colleges with the special education training program (Hanoi, HCMC, Quy Nhon and Danang Universities of Education; Hanoi, Nha Trang and HCMC Colleges of Education) o Hanoi Institute of Education Management o NCCD o HCIT and Van Lang University o VCCI, VABED (for SIYB training) - At provincial and district levels: <ul style="list-style-type: none"> o 4 provincial agencies: Ninh Binh and Quang Nam DOETs and DOLISAs o 18 district agencies: BOET, BOLISA and DPCs in 6 districts o 142 businesses involved in job placement of PWD in ITTP o 288 schools using IEPs (PITT SO 1, Dec 2008) o 14 provinces around country attended the Closing Workshop “Inclusion of Vietnamese with Disabilities” project of Early Childhood Education Department in Aug 20-21/2009. This workshop was organized in Hanoi with an exposure trip to schools and local partners in Ninh Binh province. The workshop was aimed at reviewing achievements gained in early intervention and IE at preschool level as well as giving MOET direction in these areas. 			

Section 5 – Reporting on People with Disabilities

1. *Please describe ways in which your organization has removed barriers to the participation of PWDs in your work. Barriers may include communications, physical accessibility, employment, civil society/governance, training, etc.*

CRS has made consistent effort to ensure the increased participation of PWD into project activities as well as CRS’ overall work in Vietnam. During this reporting period, CRS has moved to a new office which is accessible to PWD, which also indicates CRS’s commitment to the non-barrier environment promotion for PWD. CRS also worked with ITTP partners HCIT and VLU to recruit persons with visual impairment for short term training courses as well as to increase participation of persons with hearing impairment (which was not in the original ITTP plan). With support from the Technical Advisor, Dovan Do, more students from ITTP in HCMC have accessed to visit potential employment places as well as attended examinations of International Computer Driver License (ICDL) and internship opportunities with different companies and business. Through these activities, CRS and its partners promote the positions of PWD in job opportunities and educational recognition.

2. *Please describe how PWDs have been included in the planning, implementation, and evaluation of USAID-supported programs.*

In activities supporting Parent Associations of parents of CWD (both funded by USAID and CRS private sources), CRS has hired a PWD consultant who has demonstrated great efforts for her success in life and how her parents influenced her achievement in her education, to share her values and experience. Through the workshop, many parents now gain more confidence and try better efforts to support their own children.

In the upcoming period, CRS will involve PWD in the final evaluation of the IVWD project with the expectation that their participation will contribute to an assessment of how the project influences the participation of PWD in vocational training, education and in community activities as a whole.

3. *How your organization engages in activities that include the goal of increasing the capacity of disabled people's organizations or parent organizations to provide assistance to, and advocate successfully for, the rights of PWDs? Please provide specific examples.*

CRS has facilitated the formation of Parent Associations of CWDs to enhance participation of parents into activity plans for several years. By now, 17 associations have been set up in both Ninh Binh and Quang Nam provinces with more in-depth activities and capacity building for parents in Quang Nam. By piloting a small grant model, CRS has enabled PAs to take a greater ownership role in needs assessment and identification of feasible and useful project activities as well as in budgeting and financial management. CRS expects that PA capacities will be developed and sustained to support directly for their children as well as to collaborate with local government and community in mobilizing resources and efforts to support CWD. During this reporting quarter, CRS private funds were used to support 10 small grants to PAs in Quang Nam, which were selected based on criteria set by CRS such as support to children with severe disabilities; activities that associations cannot do themselves without external financial support; high participation of association members; and focus on education and rehabilitation. The model of small grants is an effective model for building capacity of Parent Associations that is relevant to their actual needs.