

INCLUSION OF VIETNAMESE WITH DISABILITIES
Progress Report # 12
Submitted January 29, 2010

USAID Cooperative Agreement #486-A-00-05-00019-00

Award Recipient: Catholic Relief Services

Reporting Period: October-December 2009

Section 1 – Program Performance Summary

In the first quarter of FY 2010, CRS continues to focus 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)** for students with disabilities at two colleges in Hanoi and Ho Chi Minh City (Strategic Objective 4). A **final evaluation** of all project components (both ongoing and completed) was carried out in December 2009. The evaluation team consisted of a team leader, Eva Lindskog, a Swedish researcher with more than 20 years of experience in social research and evaluation activities in Vietnam, and two national evaluation team members with strong experience in the fields of education and disability, one of whom is herself a PWD. The evaluation team briefed CRS on primary on December 14, and the draft evaluation report will be submitted in January 2010. A national dissemination workshop to share evaluation results is planned at the end of February 2010.

Planned activities relating to the provincial IE components in Ninh Binh and Quang Nam were completed in the last quarter, with the exception of the Quang Nam provincial review workshop held in October. IVWD components to support IE policy and practice with the Preschool and Primary Departments of the Ministry of Education and Training (MOET) have been completed (Outputs 1.2.1 and 1.2.3) while on-going curriculum development activities under 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.

Development of an **inclusive education model at junior secondary level** continued with activities to enhance teacher abilities and to support CWD learning in nine schools (5 in Ninh Binh, 4 in Quang Nam). In December, CRS organized two training courses in Ninh Binh for a total of 19 participants on identification of health and education needs of CWDs, focusing on children with developmental delay and hearing impairment. In Quang Nam, CRS and the MOET Secondary Department organized two workshops for 11 teachers and managers on IE management and implementation in junior secondary schools.

The convoluted Vietnamese Government **approval process for the ITTP component in Ho Chi Minh City** was completed in December when an approval memorandum from the Office of the Government was signed by Deputy Prime Minister Pham Gia Khiem and sent to MPI, MOET, Ministry of Finance, Ministry of Public Security, PACCOM, the HCMC People's Committee and others. The Ministry of Education and Training (MOET) then sent a letter to Van Lang University (VLU) in early January 2010 to confirm the approval. Meanwhile, all activities in the ITTP HCMC and Hanoi programs continue on schedule.

Both ITTP partners have mobilized significant resources to contribute to the project total costs. During this quarter, Van Lang University (VLU) contributed \$37,143 and HCIT mobilized \$20,678 in the form of direct support to students and renovation of dormitories,

among other shared costs. These cost share amounts reach beyond the agreed cost share contributions in the IVWD budget.

CRS faced no major obstacles during this reporting period in implementing the IVWD project. Two typhoons in the central region delayed implementation of some activities in Quang Nam during October-November. In the ITTP component, CRS has faced minor challenges in tracking the careers of graduated students due to a low rate of responsiveness to e-mails and phone calls by the project team. The attrition rate of ITTP students is also a slight concern, as some students have dropped out due to illness or family conditions. CRS has held discussions with both ITTP partner schools on how to support students to continue their studies. CRS has also urged both schools to improve gender balance in ITTP classes.

Through activities in this reporting period, CRS sees considerable prospects for achieving long-term impact in all aspects of the IVWD project, and is relieved that full government approval has been obtained for ITTP in Ho Chi Minh City. 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

Key Issue: Civil Society and Community Mobilization

Narrative:

ITTP partner schools in Hanoi and HCMC have actively mobilized support and contributions from individuals and organizations to increase direct support to students with disabilities through scholarship programs. For instance, the Hanoi College of Information Technology (HCIT) ITTP program has continued a partnership with the French-Vietnamese friendship association to provide scholarships for students with economic difficulties, and has mobilized businesses to support students' transportation costs to return their home towns during the upcoming Vietnamese New Year.

CRS has used private funding to continue and expand support to associations of parents with children with disabilities in 15 communes in Hiep Duc and Duy Xuyen districts, Quang Nam. The parent associations have been built capacities to identify needs of CWDs and initiate support through small grants to CWDs both in schools and at home.

Key Issue: Local Institutional Capacity Building

Narrative:

Teachers participating in the junior secondary (JS) inclusive education model showed their confidence and good experience in IE as well as experience in sharing and motivating other members in community to contribute efforts to IE. Mr. Ninh Van Vang, principal of Yen Nhan JS school (Ninh Binh) has been recognized as a key specialist in IE in the province. He not only enhances IE implementation in his schools, but also acts as a presenter and trainer at different training workshops to share experience with Quang Nam and other province colleagues during separate training activities initiated by MOET.

The MOET Secondary Department clearly outlined roles of provincial and district Departments of Education in establishing and reinforcing **networks of key teachers**, including teachers and community health staff. Key teachers in Ninh Binh and Quang Nam

facilitated school level training workshops to replicate CRS/MOET training content and share experience with subject teachers in JS schools.

Section 3 – Program Achievements in FY 2010

Project activities implemented during the first quarter of FY 2010 are described below grouped by objective:

SO 1: Provincial Inclusive Education Components

- All planned activities have been completed by October 2009. The district review workshops on inclusive education in Quang Nam were rescheduled to October 28-30 following Typhoon Ketsana, which struck at the end of September. CRS and Quang Nam DOET organized 3 separate review workshops in Hiep Duc, Duy Xuyen district and Hoi An city, respectively with participation of 217 teachers, school managers, district education staff and members of Parent Associations. In Hiep Duc, the vice chair of the district People's Committee gave the local government's assessment of the project activities and direction in maintaining these activities. During these workshops, participants discussed the project achievements, how to sustain the practice of inclusive education, to continue with professional development of teachers and the key teacher network, and how to support the transition of CWDs from one school level to the next, as well as support children with severe disabilities who are facing learning difficulties.
- In FY 2010, CRS is using cost share funds to carry out activities to enhance project sustainability in Quang Nam province only. CRS has supported IE in Quang Nam for the past 4 years, compared with around 10 years in Ninh Binh, therefore Quang Nam can still benefit from support to ensure that a professional network of teachers and managers remains in place when the IVWD project ends. During Q1/FY 2010, Quang Nam DOET and two districts of Duy Xuyen and Hiep Duc initiated the following activities: 1) reinforce roles and regular support functions of provincial IE support center staff, 2) reinforce professional learning and sharing among 200 key teachers and teachers through thematic workshops and 3) enhance learning quality for CWDs through making teaching and learning aids and direct individual session support for children with severe disabilities. These initiatives come out as results of regular monitoring trip of CRS staff. These are opportunities for CRS to look deeply in how to promote IE quality for CWDs and direct supporting services for children with severe disabilities in upcoming years.

SO 1: Junior Secondary (JS) Inclusive Education Model Development (Continuing to June 2010)

- This period was important for planning and activity direction for the IE junior secondary model in both key provinces. CRS trained educational managers, key teachers and community representatives with the aim of improving cooperation between education and other community actors. In Ninh Binh, nine JS core teachers, seven educational managers and three community staff took part in two in-depth training courses from Dec. 9-11 and Dec. 28-30, 2009. Participants learned about IE concepts, methods and skills for JS level. Besides, they also had opportunities to learn from and interact with doctors (from Bach Mai Hospital and the Hanoi School of Public Health) about disability identification and intervention to understand needs and abilities of children with hearing impairment or intellectual disabilities.

- From Dec. 14-17, MOET organized two training courses consecutively for Quang Nam on the model management and implementation at school level. Six core teachers and one community leader attended the first 3-day training on IE skills, methods and implementation of the IE model and planning for the 2010 academic year. A key teacher from Ninh Binh who is considered as the provincial expert of IE JS, Mr. Ninh Van Vang also joined to share experience from Ninh Binh to Quang Nam colleagues. Key teachers also learned about how to support JS students with disabilities with appropriate life skills, facilitated by a trainer from the Hanoi University of Education. An additional 5 participants who are in charge of IE support rooms at the four JS pilot schools in Quang Nam attended the second half of the training (Dec. 16-17) on how to manage IE support rooms, develop whole-school plans, and support academic and life skills for children with severe disabilities. During this training, a key teacher from Ninh Binh also presented her experience in IE JS implementation to Quang Nam participants.
- In this period, nine pilot JS schools (5 in Ninh Binh, 4 in Quang Nam) continued regular IE activities at school level including professional discussion and working sections among teachers, meetings with parents, and peer support group activities. CRS encouraged schools to integrate IE activities into regular school activities such as school assemblies on Mondays, weekly teacher meetings, and professional sharing among subject and grade teachers.

SO 1: MOET Higher Education Component

- CRS and the MOET Department of Higher Education revised and updated training materials in the **IE management curriculum**. Eight specialists from universities, colleges, the National Institute of Educational Science (VNIES) and the Hanoi Institute of Education Management contributed their reviews and ideas during this reporting period. The final training materials will be reviewed by a panel of IE and management education experts before its publication in the second quarter of FY 2010.
- On November 14, an academic appraisal panel (7 members from universities, VNIES, colleges and MOET higher education department) reviewed and provided comments to the **in-service IE teacher training curriculum** for university lecturers that CRS and MOET have developed since 2008. The curriculum also includes a module that will be integrated into all pre-service teacher training programs in Vietnam. All members of the panel agreed with the outline and details of the curriculum, however they required a revision to ensure the long-term application of this curriculum for teacher training activities in Vietnam. It is expected that the curriculum will be finalized in the second quarter of FY2010, then CRS will discuss with MOET and universities about a possibility of the curriculum piloting in 2010.

SO 2: Vocational Training and Employment for Youth with Disabilities

All activities in this component were completed by December 2008 by sub-grantee World Concern Development Organization (WCDO). The December 2009 final project evaluation also covered SO 2 and included beneficiary interviews and a KAP (Knowledge-Attitudes-Practices) survey of key stakeholders at provincial and national level to measure the impact of completed activities. WCDO staff took part in the pre- and post-fieldwork briefings with

the evaluation team and assisted in contacting beneficiaries and counterparts at project sites, however they were not involved in designing or carrying out the evaluation.

SO 3: Disability Policy

No activities in this component were carried out during this reporting quarter. CRS has been in communication with the MOLISA Social Protection Department, which has assumed the coordinating role of NCCD, to implement the two remaining activities planned in this component: the final evaluation dissemination workshop and two training workshops for mass media on disability terminology and awareness. Both of these events are planned for early 2010.

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

ITTP implementation continued in Hanoi and strengthened in Ho Chi Minh City during this reporting period. 101 students were enrolled in six-month or one-year programs in both HCMC (Van Lang University) and Hanoi (Hanoi College of Information Technology-HCIT), of which approximately one-third are female (32% in HCMC and 31% in Hanoi). 44 of these students graduated from two courses in HCMC in December 2009. An additional 48 students (33 with visual impairment and 15 with hearing impairment; 45% female) completed three-month courses in basic IT in both project locations.

In Hanoi, 46 students are enrolled in a year-long training course on Software Engineering (SE #4) and in HCIT's regular degree training course, commencing in August 2009. 26 additional participants completed short term training for persons with visual and hearing impairment. In addition, 7 new students enrolled in inclusive classes in IT management, also commencing in August 2009. Three students from SE #4 dropped out due to illness in the past quarter, while one new student was added. Several SE #4 students who were not performing according to expectations were issued warnings by HCIT during this quarter. After meeting with a team composed of CRS staff, the SE course instructor, ITTP social worker and HCIT administrators, these students have improved their performance.

At Van Lang University in HCMC, 22 students graduated from the second Business Processing and Outsourcing course (BPO #2) and another 22 students graduated from the first Architecture Engineering Design course (AED #1). Both of these courses were six months long, ending in December 2009. To date, 77% of graduates have jobs or internships in HCMC or in surrounding provinces. A new group of 21 students is enrolled in course AED #2), and an additional 12 participants with visual impairment began study in the second three-month short training course.

Administrators at VLU are making efforts to improve the quality of training and to ensure that ITTP graduates have a competitive edge in the job market. VLU proposed to CRS to offer Fundamental Engineering courses to SE #1 students. FE courses are international standard IT certification program initiated by Ministry of Science and Technology of Japan and partners in 8 other countries including Vietnam. 20 out of 27 SE #1 students at VLU are currently receiving this additional training to take the examination in April, at no additional expense to CRS or USAID.

The ITTP technical consultant made progress during this quarter in **linking more closely with IT corporations in Vietnam** to provide internships and jobs to ITTP graduates. IDG Ventures agreed to provide 45 paid internships yearly in both Hanoi and HCMC. The online gaming company Vinagame, a member of IDG Ventures, hosted a site visit for over 50 ITTP

students from VLU and encouraged students to consider Vinagame as their future employer. A similar field visit is planned in Hanoi.

ITTP Hanoi welcomed the November 16 visit of Mr. Edward Cohen, CEO and Chairman of the Board of Atlas Energy and Mrs. Betsy Cohen, CEO of the Bancorp Bank. The guests, who had been introduced by USAID, interacted with ITTP students and pledged to share information on ITTP with their friends and colleagues. In October, a television crew from international channel VTV4 visited HCIT to film ITTP in action. The resulting footage was aired during the week of International Disability Day in December and credited CRS and USAID.

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

- Software Engineering class #1 (Hanoi): 21 of 27 students who graduated in May 2008 are now employed (78%)
- SE #2 (Hanoi, graduated Sept. 2008): 20 / 25 students employed (80%)
- SE #3 (Hanoi, graduated May 2009): 17 / 23 students employed (74%)
- BPO # 1 (HCMC, graduated July 2009): 19 / 23 employed (82%).
- BPO # 2 (HCMC, graduated Dec. 2009): 16 / 22 students have internships or employed (72%).
- AED # 1(HCMC, graduated Dec. 2009): 18 / 22 students have internships or employed (81%).
- International Computer Driver License (ICDL): 51 / 81 students in HCMC have passed this examination (63%).

Section 4 – Indicator Results and Targets

Standard Indicators	<i>FY 10 Results to Date</i>	<i>FY 10 Target</i>
1. Number of people benefiting from USG-supported social services	170	313
- # of children with disabilities in 9 junior secondary schools in IE model who receive regular academic and social support from core teachers and community groups	131	126
- # of students with disabilities newly enrolled in long term ITTP training in Hanoi	1	25
- # of students newly enrolled in long term ITTP training in HCMC	21	50
- # of students newly enrolled in short term ITTP training in Hanoi and HCMC	12	87
- # of students newly enrolled in inclusive IT classes	5	25
<p>Notes: According to guidance from USAID, this table includes only new beneficiaries in FY 2010. Continuing beneficiaries, such as ITTP students who began their courses in FY 2009 or children with disabilities enrolled due to the CRS project at preschool, primary and secondary levels in Ninh Binh and Quang Nam, are not included here.</p> <p>ITTP targets are taken from the August 2008 extension proposal and the FY 2010 implementation plan. The target for short term students has increased from 72 to 87 as CRS agreed to support one additional hearing impaired class in Hanoi.</p>		

	<i>FY 10 Results to Date</i>	<i>FY 10 Target</i>
2. Number of service providers trained who serve vulnerable persons	27	105
- Educational management staff trained in IE management	0	30
- Students in teacher training colleges trained in IE pre-service module developed with MOET Higher Education Dept	0	40
- Junior secondary core teachers receiving IE training	12	30
- Junior secondary school principals/vice-principals, district/province DOET administrators and community leaders trained in IE	15	0
- ITTP school leaders trained in IE	0	5
<i>Notes: Almost all of the training activities planned in the IVWD project plan have been completed in FY 2009 or earlier. In FY 2010, CRS and the MOET Higher Education Department are pilot-testing the IE management curriculum and in-service teacher training curriculum. A small number of training courses are also planned in the junior secondary IE component.</i>		
	<i>FY 10 Results to Date</i>	<i>FY 10 Target</i>
3. Number of USG-assisted organizations and service delivery systems strengthened who serve vulnerable populations	4	10
- New businesses involved in job placement of ITTP graduates in Hanoi and HCMC		
<i>Notes: As above, this table includes only new organizations/systems who were not previously counted as beneficiaries in FY 2009 or previously. See the Q4/ FY 2009 progress report for a breakdown of these organizations, most of which continue to be strengthened in FY 10.</i>		

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 advocated 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). CRS will continue to provide opportunities for person with hearing impairment to access IT training in order to support them with more opportunities for social interaction and job findings.

With continued support from the Technical Advisor, Dovan Do, more students from ITTP in HCMC have accessed to international accreditation system such as ICDL and Fundamental Engineering (FE) to support their marketability following graduation.

Following accessibility modifications at VLU funded by USAID, VLU has seen an increase in disabled applicants to regular programs at the university (in addition to ITTP). CRS has identified at least 5 PWD currently studying in accounting, industrial art design and fashion design programs. CRS will continue to advocate that VLU increase the enrollment of PWD in all programs.

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

CRS hired Hoang Yen, a person with mobility disability as one of three members of the IVWD final evaluation team. Yen has strong experience in vocational training and in disability advocacy, adding to the evaluation team's diverse experience and capabilities.

CRS currently employs three PWD out of a total of 30 staff and long-term consultants (10%).

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 (PAs) of CWDs to enhance participation of parents into inclusive education since 2007. 11 associations were set up in Ninh Binh and Quang Nam provinces as part of the IVWD project with USAID funding, and CRS established an additional 10 PAs in Quang Nam in 2009 using private funds. Through small grants provided through CRS, PAs 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.