



INCLUSION OF VIETNAMESE WITH DISABILITIES PROJECT



BASELINE SURVEY REPORT

SITUATION OF CHILDREN AND YOUTH WITH DISABILITIES IN NINH BINH AND QUANG NAM PROVINCES

Implementing organizations: CATHOLIC RELIEF SERVICES (CRS)
WORLD CONCERN DEVELOPMENT
ORGANIZATION (WCDO)

Funding organization: UNITED STATES AGENCY FOR INTERNATIONAL
DEVELOPMENT (USAID)

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EXECUTIVE SUMMARY

CRS and sub-grantee WCDO cooperated to conduct a baseline survey to study the situation of people with disabilities from birth to age 30 in six project districts in Ninh Binh and Quang Nam provinces within the framework of the Inclusion of Vietnamese with Disabilities project. The six focus districts selected were Gia Vien, Kim Son and Yen Mo in Ninh Binh province and Duy Xuyen, Hiep Duc, and Hoi An town in Quang Nam province. The survey aimed to collect data and information regarding the current situation of people with disabilities and the need for education and vocational training of children and youth with disabilities as baseline information for the project.

The survey collected a baseline of existing knowledge, attitudes and practices (KAP) on education, vocational training and employment for people with disabilities by all stakeholders involved in support for people with disabilities. Based on the collected baseline information, the survey team made recommendations for program strategies and specific interventions. The baseline survey was designed in a cross-sectoral manner and also used existing secondary information and questionnaires to collect information.

The results of house-to-house identification indicate that children with disabilities (CWD) from birth to 16 years old account for 3.11% of their age cohort. Secondary data collected from district People's Committees shows that the percentage of youth with disabilities (YWD) aged 16-30 is 1.27%. These rates vary between male and female, between Ninh Binh and Quang Nam and between urban and rural districts.

Overall, the survey found that 65.6% of CWD are currently attending school. An additional 17% are not in school but wish to attend. Among youth, 8.8% are employed, while 90.8% wish to have a job. 11.2 % have completed vocational training, and 23.1 % of YWD receive social benefits.

Local capacity to address the need for education and vocational training/employment in the six focus districts is limited. Regarding education for CWD, only three teachers interviewed have degrees in special education, while 5% of teachers have received some instruction on inclusive education in teacher training colleges. Nearly 1/3 of interviewed teachers have attended short training courses on inclusive education for CWD.

Enterprises in surveyed areas are mostly small and run from the household, providing services and handicrafts. Enterprise owners state that they are facing many difficulties and have limited ability to support YWD with regard to vocational training and employment. Among the specific difficulties mentioned by enterprises are infrastructure accessibility, appropriate equipment/facilities, housing and communication barriers with PWD who learn and work for them.

The knowledge, attitudes and practices of stakeholders on education and vocational training/employment for PWD are evaluated within a range from above average to poor. These results indicate that awareness raising and mass media advocacy on education and vocational training/employment at the local level is a high priority.

In addition to awareness raising, the survey's recommendations on program interventions focus on integration of comprehensive support for PWD into government budget planning; setting of national-level targets for inclusion; stronger links between health care and education; and connections between vocational training/employment for PWD and general vocational training/employment at the local level.

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ABBREVIATIONS

95% CI	95 % Confidence Interval
Biwako	Biwa Lake in Japan, where the Millennium Framework was approved
BMF	Biwako Millennium Framework
CBR	Community Based Rehabilitation
CRS	Catholic Relief Services
CPFC	Committee for Population, Family and Children
CWD	Children with Disabilities
ICF	International Classification of Functioning, Disability, and Health
IVWD	Inclusion of Vietnamese with Disabilities Project
KAP	Knowledge, Attitudes and Practices
MOET	Ministry of Education and Training
MOF	Ministry of Finance
MOLISA	Ministry of Labor, Invalids and Social Affairs
MPI	Ministry of Planning and Investment
NCCD	National Coordinating Council on Disability of Vietnam
PC	People's Committee
PWD	People with Disabilities
SPSS	Statistical Package for Social Sciences
UNESCAP	United Nations Economic and Social Committee of the Asia-Pacific
USAID	United States Agency for International Development
VABED	Vietnam Association of Businesses and Enterprises for People with Disabilities
VNAH	Viet Nam Assistance for the Handicapped
VND	Vietnamese Dong (currency unit)
WCDO	World Concern Development Organization
WHO	World Health Organization
YWD	Youth with Disabilities

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Catholic Relief Services and World Concern Development Organization thank the United States Agency for International Development for its support of the comprehensive project, Inclusion of Vietnamese with Disabilities. Within the project framework, CRS and WCDO conducted a baseline survey to study the situation of people with disabilities from birth to age 30 in six focus districts in Ninh Binh and Quang Nam provinces.

We are grateful to the following local authorities, organizations and individuals from the two provinces for their active participation and support during the survey process. The survey results were only possible through the active contributions, enthusiasm and effort of local leaders and community members.

- *People's Committee of Ninh Binh Province*
- *People's Committee of Quang Nam Province*
- *People's Committees of Gia Vien, Kim Son, and Yen Mo districts, Ninh Binh*
- *People's Committees of Duy Xuyen and Hiep Duc districts and Hoi An town, Quang Nam*
- *Department of Education, Ninh Binh Province*
- *Department of Labor, Invalids and Social Affairs, Ninh Binh Province*
- *Office of Foreign Relations, Ninh Binh People's Committee*
- *Department of Education, Quang Nam Province*
- *Department of Labor, Invalids and Social Affairs, Quang Nam Province*
- *Offices of Education and Training of 6 districts*
- *Offices of Labor, Invalids and Interior Affairs of 6 districts*
- *Offices of Health of 6 districts*
- *Committees for Population, Family and Children of 6 districts*
- *Red Cross Associations of Hiep Duc district and Hoi An town*
- *Local surveyors in 6 districts*
- *Teachers, families of people with disabilities and community members in 6 districts*
- *Local surveyors and volunteers of CRS*
- *Community social workers of WCDO*

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1. PROBLEM STATEMENT

1.1. Education, vocational training and employment for PWD in Viet Nam

Attention and care for people with disabilities are traditional humanitarian attributes of the Vietnamese people and government. The Vietnamese Constitution of 1992 states that “the government and society shall provide people with disabilities, orphans and homeless children with every opportunity for education and adaptive vocational training.” Viet Nam has also demonstrated commitment to international integration with regard to disability by its implementation of United Nations conventions and resolutions, as well as other movements and programs on disability issues within the Asia Pacific region.

A significant milestone in efforts for the benefit of PWD was the development of the 1998 Ordinance on People with Disabilities. The issues of education, vocational training and employment for PWD are clearly stated in the Ordinance. Moreover, education, vocational training and employment for PWD have been issues of priority in international documents, especially in the Biwako Millennium Framework developed by UNESCAP.

1.1.1. Policy and implementation of education for children with disabilities

In 2002, the Ministry of Education and Training officially established a Steering Committee for Education of Children with Disabilities and affirmed that inclusive education has now become the main direction in education for CWD. The new Education Law (2005) stresses the state’s responsibility to ensure social equity in education, specifically that people with disabilities are given priority and given conditions to fulfill their rights and responsibilities for education. The Education Law also states that “the State shall establish and encourage organizations/individuals to establish schools and classes for PWD to access education, rehabilitation, vocational training and inclusion in their communities. The State shall allocate teachers, equipment, facilities and budget to public schools and classes of PWD and offers favorable policies to schools and classes for PWD.” The Education Law also regulates special scholarships, welfare policies, and school fee reduction and exemption for PWD who have financial difficulties.

The Education and Training sector has cooperated closely with the Labor, Invalids and Social Affairs sector to promote policy development and education for CWD. Despite certain constraints, the two models of inclusive education in mainstreamed schools and special education in special institutions for PWD have been implemented with considerable achievements. As of January 2005, MOET figures show that at least 240,000 out of more than 1 million CWD (24%) attended school.

MOET also allocates training targets to teacher training colleges to address the shortage of teachers for education of CWD. According to the most recent data, there are 105 special education institutions and 2,500 mainstreamed schools implementing inclusive education. Four teacher training universities have legal status to organize training on special education, and three teacher training colleges have established departments of special education offering bachelor’s and associate degrees on special education. To date, more than 700 teachers have been trained at the college level on inclusive education, and over 10,000 preschool and primary school teachers have received in-service training on inclusion for children with different disabilities.

Policies for school fee reduction/exemption and social welfare for CWD in difficult circumstances are described in a series of joint circulars between MOLISA, MOF and MOET. According to Vietnamese regulations, primary schooling is officially free of charge, while preschool and secondary students are expected to pay modest school fees. Additional contributions are required for construction and social activities. The most recent circular, issued on Aug 10, 2005, states that PWD are entitled to 50% reductions of school fees and other contributions required by their school. CWD from poor households are entitled to a 100% school fee exemption and are provided with a stipend of 120,000 VND/year (~\$7.50) for textbooks and learning materials. District offices of Labor, Invalids and Home Affairs are responsible for the implementation and monitoring of this policy.

1.1.2. Policies and implementation of vocational training for PWD

Government Decree 02/2001/NĐ-CP (2001) regulating the implementation of the Labor Code and Vocational Education Law states that vocational training for disabled veterans and PWD should be prioritized with appropriate favorable policies. The government invests in infrastructure, teacher training and tax exemptions as regulated by law for vocational training centers that train PWD. Article 19 of the 2003 Enterprise Tax Law includes income gained through vocational training for PWD in a list of items of tax exemption and reduction.

Within this policy framework, vocational training in general and for PWD in particular has developed. MOLISA has integrated disability issues into general training and vocational training policies. The number of institutions providing education and vocational training for PWD has increased dramatically from 12 in 1998 to hundreds at present. Most vocational training centers are capable of providing vocational training for PWD. Though support for PWD has been limited to people with mild disabilities, the efforts of these centers have contributed to ensuring social equity and full inclusion for PWD. However, coverage is still limited. MOLISA data from 2003 shows that only 2.5% out of a total of more than 5 million PWD (mostly in urban areas) had received training. PWD in rural areas rarely have access to vocational training.

1.1.3. Policies and implementation of employment for PWD

Government regulations on employment for PWD are comprehensive, beginning with Decree 81/1995/NĐ-CP requiring that all enterprises employ at least 2-3% PWD in their labor force. More recently, Decrees 113 and 116 (2004) supplement this policy by assessing penalties to enterprises that do not hire PWD, equal to the minimum monthly salary multiplied by the number of PWD that should be employed. The penalty is to be paid monthly to an employment fund for PWD. However, many enterprises are unaware or unclear about these decrees. Some businesses excuse themselves from hiring PWD by citing provisions of the Labor Code that "working hours of PWD should not exceed 7 hours/day or 42 hours/week" and claiming that PWD would be unable to complete a full work shift.

At present, only 6 provinces (including Ninh Binh but not Quang Nam) have employment funds for PWD in operation. The challenge remains as to who is responsible for supervising collection of enterprises' penalties. Some businesses are willing to pay the penalty but do not know where they should go to pay it. In short, according to policy makers and PWD themselves, the use of regulations and penalties has been less effective than education in raising awareness for businesses about employment for PWD.

Businesses that employ PWD are allowed to take out loans from national and local funds for employment, as stated in Joint Ordinance 13 by MOLISA, MOF and MPI in 1999. Other legal documents following that ordinance also confirm the application of favorable loans for businesses employing PWD. Apart from this, businesses that employ PWD are also entitled to tax reductions and exemptions. The Ministry of Finance's Ordinance 88/2004/TT-BTC offers business income tax exemption for production activities by workers with disabilities and for income from vocational training activities for PWD, as regulated in Government Decree 164/2003/NĐ-CP.

In 2003, to further facilitate employment for PWD, the Ministry of Home Affairs decided to establish the Vietnam Association of Businesses and Enterprises for People with Disabilities (VABED). This organization is responsible for mapping out production strategies to help PWD confirm their status and contribution to the society.

1.2. The Inclusion of Vietnamese with Disabilities Project

The Inclusion of Vietnamese with Disabilities Project is implemented by Catholic Relief Services in cooperation with sub-grantee World Concern Development Organization, with funding from the US Agency for International Development. The IVWD project aims at consolidating the gains that Viet Nam has made over the past ten years in policy and practice for Vietnamese with disabilities in the areas of inclusive education, vocational training and employment. It builds on the strengths and accomplishments of each of the two consortium partners – CRS's decade of experience as a leader in inclusive education, and World Concern's innovative models for vocational training and employment of PWD, added to the significant investments that USAID has already made in the sector. The project's goal is to facilitate the full participation of PWD in all facets of life by ensuring equal access to education and employment and the enforcement of disability legislation at all levels, to reaffirm PWD's rights to represent their own needs and interests.

The comprehensive program includes subprojects implemented in partnership with the Ministry of Education and Training (coordinated by CRS) and the Ministry of Labor, Invalids and Social Affairs (coordinated by WCDO), and at the provincial level with the People's Committees of Quang Nam and Ninh Binh provinces. Activities relating to policy development and implementation are carried out with the National Coordinating Council on Disability (NCCD).

2. GOAL AND OBJECTIVES OF THE BASELINE SURVEY

a) Goal of the survey: to assess the situation of targeted groups of the project, as well as to provide a basis for later evaluation of the project impact. The qualitative and quantitative information collected in the survey will help project staff and stakeholders understand about education and VT-related issues in the project areas. Moreover, the survey results will assist CRS, WCDO and counterparts in designing appropriate project activities and a monitoring and evaluation system.

b) Specific objectives of the survey:

- To determine needs for education and vocational training of children and youth with disabilities in the target areas.
- To explore local resources for supporting these children and youth with qualified education and vocational training.

- To outline the needed information that will be inputted in a computerized system for monitoring and tracking the project impact.
- To make recommendations on program strategies and interventions to strengthen education and vocational training/employment for PWD.

3. SURVEY METHODOLOGY

The baseline survey involved diversified participation of researchers in health, sociology, education at the central level; provincial and district officials; CRS and WCDO staff and local community surveyors. Both quantitative and qualitative methodologies were used during the survey. Data and information have been collected from:

- Secondary data from local yearbook and other statistic reports.
- Questionnaires designed by the survey team (Education component used 11 questionnaires to collect information from 5 target groups; Vocational training component used 5 questionnaires to collect information from 6 target groups)

The CRS component of the survey focused on issues relating to education for CWD from birth to 16 years of age, while WCDO's component focused on issues related to vocational training and employment for youth with disabilities from 16 to 30 years of age. The survey design and implementation were similar across the two organizations in the use of cross-sectional methodology, the use of ICF to identify and classify disabilities and use of a Likert scale to evaluate KAP of targeted groups. However, there are certain differences in the survey design and implementation as a result of the difference in financial capacity and the requirements of collected information. Target groups and sample size were also different for CRS and WCDO. These will be further discussed below.

3.1. Survey tools¹

Survey questionnaires

Education component: An identification form for CWD from birth to 16 years old was designed by core researchers of the survey team, and was then finalized following the whole survey team's comments and input from CRS staff. Following identification form development, the medical doctor in the core research team worked with a group of doctors from hospitals in Ha Noi, Ninh Binh and Da Nang to conduct training at community level on how to identify CWD using the ICF framework. The training provided nearly 1,200 community surveyors, including commune/village health care workers, teachers, and Women's Union staff, with practical skills on disability identification in their communities.

The intent of the survey team was for the community surveyors to visit every household to identify CWD in need of health and educational support in order to attend school. In practice, many surveyors first gathered local information to identify children suspected of having a disability. The survey teams then visited the homes of these children only. When they did so, they found that a small number of children suspected of having a disability actually were not disabled (see Table 13 below). Parents of CWD were asked to provide general information about their child, family situation, and medical support for the child and to evaluate restricted capabilities or functions of the child using ICF. The whole identification process took two weeks to complete for all households in the surveyed communities.

¹ Copies of survey tools, including KAP questionnaires, can be found in the Appendix.

Vocational training/employment component: A questionnaire for YWD from 16 to 30 years was designed by WCDO and finalized based on comments made by researchers and WCDO staff. Following form development, researchers and WCDO staff conducted training on disability identification and training needs assessment for PWD. The questionnaires were used to survey PWD, their families and local enterprises. Using locally provided secondary data from the Red Cross and CPFC, the surveyors selected a number of families of PWD in order to explore further information. These families were selected based on criteria such as: their children are in the age of 16-30, have potential abilities and capacities to learn or perform some jobs, and have needs to receive training and find employment. Priority was given to poorer families whose children have not previously taken part in vocational training programs.

YWD and their families were asked about their general information, type of disabilities, cause of disabilities, family situation, and medical support. Surveyors evaluated levels of capability and functions using the ICF. The surveyors also collected information about PWD's needs for education, vocational training, knowledge, attitudes and practices of families of PWD relating to education and vocational training. A total of 532 families of YWD in surveyed areas were visited and surveyed.

In addition, WCDO collected questionnaires from local enterprise directors or representatives relating to general information such as the type of business, activities, vocational training and employment for PWD, and the knowledge, attitudes and practices of enterprises with regard to vocational training and employment for PWD. 221 enterprises completed these surveys.

Screening examinations:

Education component: Children who were identified as disabled were invited to screening examinations where medical doctors evaluated their limitations of functions/capabilities of mobility, language, learning, seeing and hearing, and suggested the type of medical intervention and education necessary for them to learn in inclusive classes. The screening examinations were conducted by a group of doctors of different specializations at central and local level, led by the medical doctor on the core research team. This team leader provided orientation on the purpose of the screening and on use of the examination forms. The doctors were split into smaller groups to work in different examination locations (either at commune health clinics or schools). Screening was conducted in many different locations to ensure easy access for CWD.

Of the 4,580 children identified as disabled in the house-to-house identification phase, a majority came to be screened. An additional 1,101 children who were not identified in the house-to-house survey also came to be screened. Small numbers of children in both categories were determined to be non-disabled (that is, not in need of any educational or medical support).

Vocational training component: Following the processing of collected identification forms, WCDO organized screening examinations for YWD and interviews to collect information on their ability to learn and find a job. With this information, WCDO created a shortlist of YWD appropriate to participate in the project. The examination was organized in different places in each district and involved doctors from the central and local levels. Interviews to collect information on YWD's abilities for vocational training were conducted by a consultant and WCDO staff. A total of 357 people were invited to screening examination and interviews, of whom 306 came. 192 YWD were selected for phase I vocational training.

Knowledge, Attitudes and Practices (KAP) Survey

Education component: KAP questionnaires were sent to 50 teachers per school level per district, one school management staff per school), all local government leaders, randomly selected parents of CWD and community members. Questionnaires for teachers and local leaders were distributed and filled out independently, with an attached sheet on how to fill out the form. For parents of CWD and community members, questionnaires were completed with direct support and orientation by facilitators, either from CRS or from the district PC. KAP forms were designed to collect general information such as name, age, occupation, and experience as well as a self-assessment of the interviewees relating to the local situation of education for CWD. The sample size of parents and community members for the KAP survey was 7% of the total population. 185 parents and 196 community members in Ninh Binh and 179 parents and 196 community members in Quang Nam participated in the KAP survey. Facilitators monitored the questionnaire completion of these participants to make sure they understood and responded correctly to all questions.

Vocational training/employment: KAP forms to collect information on vocational training/employment for YWD were used for similar target groups as the education component. Questionnaires were sent to local leaders, parents of YWD, enterprises and community members in surveyed areas to collect information such as: name, age, educational level, occupation and self-assessment of interviewees of disability issue, policies and implementation of vocational training/employment for YWD. With the exception of the KAP for local leaders which was done with all leaders in surveyed districts, other target groups were randomly selected depending on financial resources and time. 87 local leaders, 185 community members, 220 enterprises and 532 YWD and families participated in the KAP survey on vocational training/employment.

3.2. Secondary data

Secondary data and information were provided by People's Committees at province and district level, Provincial Departments of Education and Training, District Offices of Education and Training, Provincial DOLISA, and District Offices of Labor, Invalids and Social Affairs in project areas.

3.3. Target areas for survey

The IVWD project is being implemented in Ninh Binh and Quang Nam provinces from 2006-2008. The survey was conducted in Gia Vien, Kim Son, and Yen Mo districts of Ninh Binh province; Duy Xuyen and Hiep Duc districts and Hoi An town of Quang Nam province. Statistics on the number of children from birth to 16 years of age and youth from 16-30 years of age were provided by District Committees for Population, Families and Children or calculated from the total population of each district using standardized percentages from the national population pyramid.

Each of the six districts has its own unique geographic characteristics and experience with programs for PWD. All of the three Ninh Binh districts are lowland agricultural areas. Gia Vien lies north of Ninh Binh town along Highway 1; Kim Son is a coastal district known for the Phat Diem cathedral; and Yen Mo lies inland towards the west of the province. CRS has worked in inclusive education in Ninh Binh since 1998, first in Yen Khanh district and then since 2002 in Kim Son. Thus, one of the former districts is included in this project as well. WCDO is working in Ninh Binh for the first time with the IVWD project.

The three Quang Nam districts are distinct geographically and socially. Duy Xuyen extends from the coast to the mountains and includes the World Heritage site of My Son. Hiep

Duc is a mountainous district with a high ethnic minority population. Hoi An is a town famous for its rich history as a trading center. WCDO has worked in Quang Nam since 1996, implementing vocational training in seven districts, including Hiep Duc but not the other two districts in this project. CRS is working in Quang Nam for the first time with the IVWD project.

Table 1: Number of children and youth by district and gender

		Children 0-16*			Youth 16-30**		
		Male	Female	Total	Male	Female	Total
Ninh Binh	Gia Vien	13495	12960	26455	16838	16838	33676
	Kim Son	28526	24301	52827	24694	24694	49388
	Yen Mo	16805	15851	32656	17168	17168	34336
Subtotal		58826	53112	111938	58700	58700	117400
Quang Nam	Duy Xuyen	17894	17744	35638	18714	18714	37428
	Hoi An	10597	10689	21286	12053	12053	24106
	Hiep Duc	5966	6603	12569	5784	5784	11568
Subtotal		34457	35036	69493	36551	36551	73102
Total		93283	88148	181431	95251	95251	190502

* From CPFC **Calculated based on National Population Pyramid

3.4. Data entry, processing, analysis and management

The collected data and information were computerized and managed by Data Bank Microsoft Access 2003. The data was then transferred to SPSS using Stat/Transfer 7 software.

SPSS 13.0 was used for data processing and analysis. As this was a baseline survey, there was no need to have before and after comparison, therefore, statistical checking was not necessary. Situation and need for education and vocational training/employment was illustrated in a tabulated manner.

Knowledge, attitudes and practices were studied using a variety of questions/statements and the 5 grade Likert methodology. The Likert scale was then translated into points as tabulated below:

Table 2: From 5 grade Likert to 0-10 points table

1	Knowledge evaluation grade	Know nothing	Have heard but not clear about	Have some basic knowledge	Have certain understanding but not adequate	Know thoroughly
2	Attitude evaluation grade	Strongly disagree	Disagree	Hesitant	Agree	Strongly agree
3	Practice evaluation grade	Never do	Do it occasionally	Do it moderately	Do it regularly	Do it frequently
	Grade translated to points	0	2.5	5	7.5	10

The level of functional restriction as a result of disability was evaluated using a 6 grade Likert scale, translated into 0-10 points as follows:

Table 3: From 6 grade Likert to 0-10 point table

Ability	Level of functioning					
	Unable to perform task	Able with constant assistance	Able with occasional assistance	Functional deficiency but no need for assistance	Able to perform with effort	Able to perform normally
Grade translated to points	0	2	4	6	8	10

4. EDUCATION OF CHILDREN WITH DISABILITIES

4.1. Survey on children with disabilities

4.1.1. Distribution and prevalence rate of CWD by gender and district

A total of 4,580 CWD were identified in the communities. 2,501 of these children participated in screening examinations to assess their needs for health and education interventions. An additional 1,056 children who were not identified in the community survey also came to the screening examinations, resulting in a total of 5,636 children assessed as having disabilities. The distribution and prevalence of CWD by gender and district is summarized in the following table:

Table 4: Distribution and prevalence of CWD by gender and district

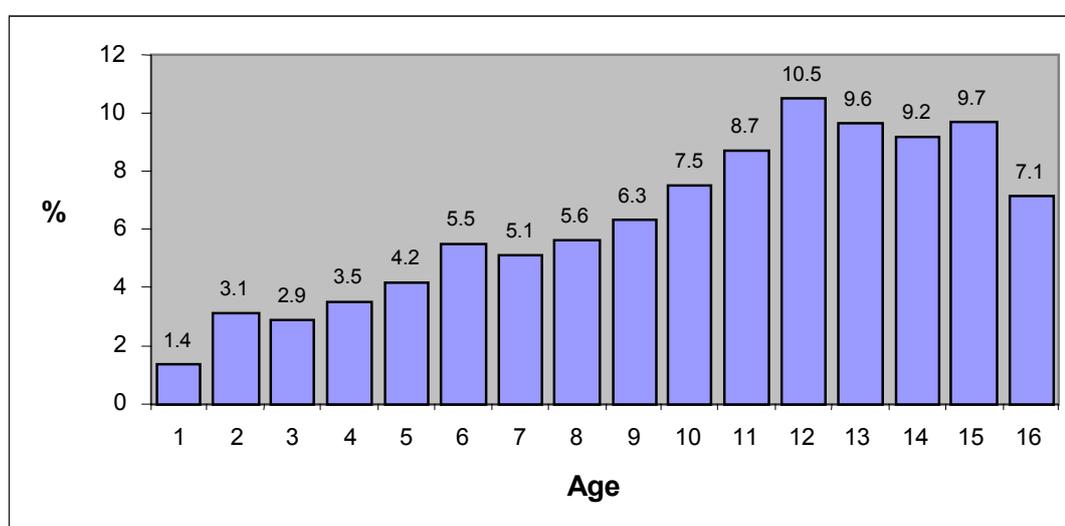
	District	Total of CWD and prevalence rate among their peers in the community				Total	
		Male		Female			
Ninh Binh	Gia Viễn	655	4.85%	477	3.68%	1132	4.28%
	Kim Sơn	630	2.21%	464	1.91%	1094	2.07%
	Yên Mô	512	3.05%	326	2.06%	838	2.57%
Subtotal of Ninh Binh		1797	3.05%	1267	2.39%	3064	2.74%
Quảng Nam	Duy Xuyên	638	3.57%	544	3.07%	1182	3.32%
	Hiệp Đức	467	7.83%	356	5.39%	823	6.55%
	Hội An	279	2.63%	288	2.69%	567	2.66%
Subtotal of Quang Nam		1384	4.02%	1188	3.39%	2572	3.70%
Total		3181	3.41%	2455	2.79%	5636	3.11%

The overall rate of CWD in the surveyed area is 3.11%. A comparison between localities shows that:

- The rate of 3.70 % in Quang Nam is higher than Ninh Binh at 2.74%
- The rate of disability among boys, 3.41%, is higher than that of girls at 2.79%
- The rate of CWD in mountainous areas, such as in Hiep Duc at 6.55%, is higher than in lowland areas in general.
- The rate of CWD in urban areas such as Hoi An is equivalent to that in other lowland areas.

4.1.2. Distribution of disability by age

Chart 1: Distribution of CWD by age



Data shows that the rate of CWD increases by age, from preschool through primary school and up to lower secondary school. These findings may be affected by the following factors:

- Difficulties in identifying disability in children at a very young age
- Certain types of difficulties become more apparent only after a child begins to study in primary or lower secondary school.
- Some health conditions appear in greater prevalence at higher ages, such as poor vision or accidents.

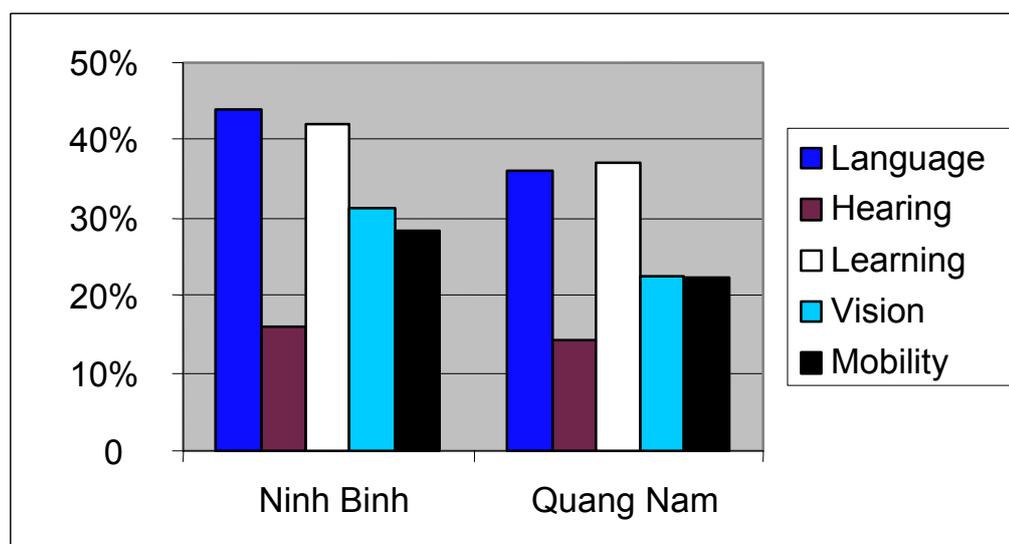
4.1.3. Distribution and rate of disabilities

The 5,636 CWD who participated in either the identification or screening phases of the survey were found to have the following types of disabilities:

Table 5: Distribution and rate of types of disabilities

District	Language difficulty		Hearing difficulty		Learning difficulty		Vision difficulty		Mobility difficulty	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate
Gia Viễn	492	43.46%	175	15.46%	446	39.40%	340	30.04%	345	30.48%
Kim Sơn	515	47.07%	181	16.54%	499	45.61%	297	27.15%	284	25.96%
Yên Mô	339	40.45%	136	16.23%	339	40.45%	324	38.66%	236	28.16%
Duy Xuyên	484	40.95%	170	14.38%	583	49.32%	294	24.87%	331	28.00%
Hiệp Đức	266	32.32%	225	27.34%	361	43.86%	170	20.66%	228	27.70%
Hội An	175	30.86%	46	8.11%	193	34.04%	225	39.68%	121	21.34%
Total	2271	40.29%	933	16.55%	2421	42.96%	1650	29.28%	1545	27.41%

Out of 5 types of disabilities, learning difficulties account for the highest rate of 42.96%, followed by language, vision, mobility, and finally hearing impairments. (The total numbers add up to more than 5,636 since 38.5% of children exhibited multiple impairments.) A comparison of types of disabilities in the two provinces is shown in the below chart:

Chart 2: Comparison of types of disabilities between Ninh Binh and Quang Nam

Of the total of 5,636 identified CWD, children with a single disability account for 61.5%. The remaining are children with multiple disabilities as follows:

- 1,367 children have 2 disabilities, accounting for 24.2 %
- 680 children have 3 disabilities, accounting for 12.1 %
- 114 children have 4 disabilities, accounting for 2.0 %
- 11 children have 5 disabilities, accounting for 0.2 %

Learning disability often exists together with and may be accentuated by another disability, especially language impairments. Hearing and visually impaired children may also develop learning difficulties without timely health and education interventions.

4.1.4. Restricted functioning and capabilities of CWD using ICF

The International Classification of Functioning, Disability, and Health (ICF) was created by the World Health Organization in 1980 and re-configured in 2003 as a uniform international reference guide for health and disability identification. The goal of establishing the ICF was to consider people's abilities, instead of disabilities, in the context of overall health. The ICF evaluates the ability of each person's functionality in areas related to everyday activities. It provides a framework for identification based on the broad principles of body functions, body structure, level of activities and participation, and additional information on severity and environmental factors. For each area of functioning, the ICF asks a series of questions about the person's ability to perform certain tasks in that area.

The restricted functions are evaluated using a 6 grade Likert ladder then translated into points ranging from 0 to 10. Evaluation focuses on 12 basic functions as described in the below table:

Table 6: Restricted functioning and capabilities of CWD in the survey area using ICF

Functions	Level of functioning					
	Unable to perform task	Able with constant assistance	Able with occasional assistance	Functional deficiency but no need for assistance	Able to perform with effort	Able to perform normally
Points	0	2	4	6	8	10
1. Seeing	45	349	215	354	777	2785
	0.99%	7.71%	4.75%	7.82%	17.17%	61.55%
2. Hearing	178	125	88	141	384	3576
	3.96%	2.78%	1.96%	3.14%	8.55%	79.61%
3. Holding, carrying, moving a subject	243	148	109	156	563	3247
	5.44%	3.31%	2.44%	3.49%	12.61%	72.70%
4. Standing still and moving the body	231	108	68	106	374	3570
	5.18%	2.42%	1.53%	2.38%	8.39%	80.10%
5. Walking	251	115	82	165	435	3447
	5.58%	2.56%	1.82%	3.67%	9.68%	76.69%
6. Ability to concentrate, remember and think	586	441	225	269	693	2236
	13.17%	9.91%	5.06%	6.04%	15.57%	50.25%
7. Learn and absorb knowledge	747	447	184	225	835	1896
	17.24%	10.31%	4.25%	5.19%	19.27%	43.75%
8. Going to school	699	191	68	82	310	2821
	16.76%	4.58%	1.63%	1.97%	7.43%	67.63%
9. Doing housework	783	263	126	110	535	2327
	18.89%	6.35%	3.04%	2.65%	12.91%	56.15%
10. Take care of oneself (Bathing, dressing, eating)	633	341	137	80	354	2700
	14.91%	8.03%	3.23%	1.88%	8.34%	63.60%
11. Communication	674	284	126	214	722	2240
	15.82%	6.67%	2.96%	5.02%	16.95%	52.58%
12. Participation in social activities	830	136	54	76	452	1851
	24.42%	4.00%	1.59%	2.24%	13.30%	54.46%

4.1.5. Educational needs of children with disabilities

Information on educational situation and needs was provided for 5,222 children or 92.7% of those surveyed as follows:

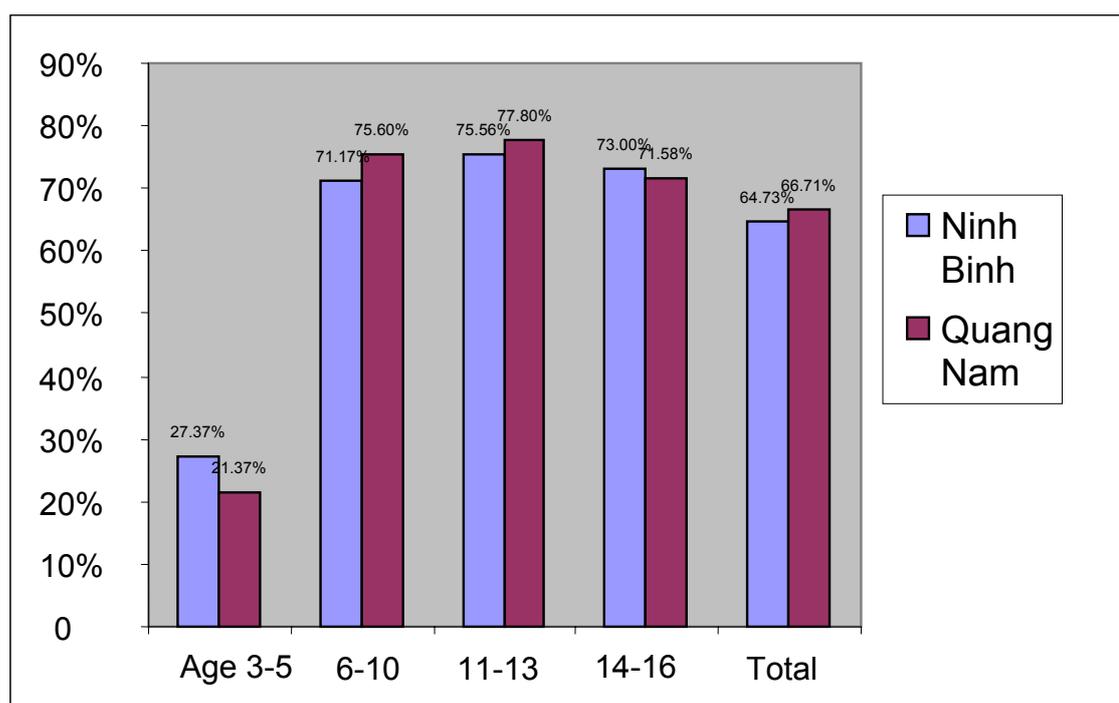
Table 7: Distribution of CWDs' enrollment rates by school level

Age groups	Enrolled in school		Not going to school		No information		Total
	Count	Percentage	Count	Percentage	Count	Percentage	
0-2 yrs	0	0	248	100.00%	0	0	248
3-5 yrs	157	24.88%	456	72.27%	18	2.85%	631
6-10 yrs	1203	73.09%	341	20.72%	102	6.20%	1646
11-13 yrs	1558	76.67%	278	13.68%	196	9.65%	2032
14-16 yrs	781	72.38%	200	18.54%	98	9.08%	1079
Total	3699	65.63%	1275	22.62%	414	7.35%	5636

These enrollment rates are quite high compared to the MOET national statistics of 24% of CWD in school as of 2005. This is especially remarkable since only one of the six districts surveyed (Kim Son) has previous experience with IE. For Gia Vien and Yen Mo districts, Ninh Binh, there might be some transfer effect from previous IE implementation in other districts (CRS worked in Yen Khanh district, Ninh Binh from 1998-2005). Yet Quang Nam has even higher average enrollment rates than Ninh Binh, despite having no IE projects to date. Quang Nam, like other provinces in Vietnam, has sent several provincial-level experts for IE training at the national level (supported by a previous CRS-USAID project).

Enrollment rates between Ninh Binh and Quang Nam compare as follows:

Chart 3: Distribution of school enrollment by age groups in Quang Nam and Ninh Binh



Comparing educational levels, the rate of CWD at lower secondary age groups is the highest. The enrollment rate of children at primary school age is also high, while the enrollment rates of children at preschool and upper secondary school age groups are lower. The lower enrollment rate of children at preschool age is consistent with the fact that preschool attendance is not mandatory in Vietnam, and many preschools receive no state support. Early childhood education is a key area of need, for CWD and other children, that has been identified by MOET. At the higher school age groups level, these survey findings support the assumption that CWD have less opportunity to access education at higher levels. This relates directly to their preparation for future employment (see section 5).

Table 8: Rate of CWD at school levels according to types of disabilities between boys and girls

School age groups	Types of disabilities with school enrollment rate of CWD									
	Language difficulty		Hearing difficulty		Learning difficulty		Vision difficulty		Mobility difficulty	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Preschool	69 25.75%	34 25.95%	17 34.69%	10 40.00%	38 22.62%	20 26.67%	20 36.36%	10 37.04%	27 23.28%	26 27.37%
Primary	286 59.96%	140 50.36%	85 60.71%	73 66.36%	293 60.41%	163 52.58%	210 87.50%	157 80.10%	172 60.78%	116 52.97%
Lower secondary	198 48.89%	129 45.10%	153 64.56%	122 67.40%	331 57.47%	193 52.30%	252 87.20%	380 90.91%	183 66.06%	115 56.65%
High school	74 45.12%	41 32.28%	50 53.19%	31 53.45%	84 39.81%	49 31.01%	116 87.22%	201 82.72%	77 55.40%	59 58.42%
Subtotal	627 47.72%	344 41.85%	305 58.65%	236 63.10%	746 51.81%	425 46.60%	598 83.40%	748 84.62%	459 56.32%	316 51.13%
Total for both genders	971 45.46%		541 60.51%		1171 49.79%		1346 84.07%		775 54.08%	

Note: Figures exclude children for whom no specific information of educational level is available

The rate of CWD enrolled in school is lowest for those with language and learning difficulties, while those with vision and hearing impairments have relatively higher enrollment rates. At the primary and lower secondary levels, the ratio of girls to boys with disabilities enrolled in school is quite even. However, in high school, the enrollment of girls is much lower, particularly for those with language and hearing difficulties.

Table 9: Rate of CWD enrolled in school by types of disabilities, district and gender

Districts		Types of disabilities and enrollment rate of CWD									
		Language difficulties		Hearing difficulties		Learning difficulties		Vision difficulties		Mobility difficulties	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Ninh Binh	Gia Vien	135 43.55%	74 40.66%	49 51.04%	50 63.29%	116 44.79%	88 47.06%	140 84.85%	135 77.14%	106 56.38%	67 42.68%
	Kim Son	145 48.17%	97 45.33%	55 59.14%	48 54.55%	139 46.96%	86 42.36%	110 78.01%	113 72.44%	80 48.48%	63 52.94%
	Yen Mo	102 44.16%	44 40.74%	36 40.00%	23 50.00%	112 49.34%	42 37.50%	131 78.44%	137 87.26%	76 49.67%	50 60.24%
Subtotal NB		382 45.37%	215 42.66%	140 50.18%	121 56.81%	367 46.93%	216 43.03%	381 80.55%	385 78.89%	262 51.78%	180 50.14%

Districts		Types of disabilities and enrollment rate of CWD									
		Language difficulties		Hearing difficulties		Learning difficulties		Vision difficulties		Mobility difficulties	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Quang Nam	Duy Xuyen	111 40.96%	62 29.11%	49 50.52%	36 49.32%	184 53.80%	102 42.32%	87 79.09%	156 84.78%	102 56.98%	57 37.50%
	Hiep Duc	98 56.00%	37 40.66%	101 75.37%	71 78.02%	153 65.38%	78 61.42%	60 82.19%	87 89.69%	63 49.61%	61 60.40%
	Hoi An	38 35.85%	30 43.48%	17 60.71%	8 44.44%	42 36.52%	29 37.18%	73 86.90%	121 85.82%	32 50.00%	18 31.58%
Subtotal QN		247 44.75%	129 34.58%	167 64.48%	115 63.19%	379 54.85%	209 46.86%	220 82.40%	364 86.26%	197 53.24%	136 43.87%
Total		629 45.12%	344 39.22%	307 57.06%	236 59.75%	746 50.64%	425 44.83%	601 81.22%	749 82.31%	459 52.40%	316 47.23%

Children with vision difficulties account for the highest rate of enrollment in schools, followed by those with hearing difficulties, a group in which more girls with disabilities are enrolled in schools than boys. Both of these groups have enrollment rates over 70%. Only about half of children with mobility, language and learning difficulties, by contrast, are enrolled in school, and in these groups fewer girls are enrolled than boys.

Table 10: Rate of CWD going to school by school level and district

District	Age	Going to school		Not going to school		No information		Total	
Gia Viễn	0-2			66	100.00%			66	100%
	3-5	47	28.31%	112	67.47%	7	4.22%	166	100%
	6-10	234	70.48%	71	21.39%	27	8.13%	332	100%
	11-13	273	76.69%	34	9.55%	49	13.76%	356	100%
	14-16	153	72.17%	28	13.21%	31	14.62%	212	100%
	Subtotal	707	66.32%	245	22.98%	114	10.69%	1132	100%
Kim Sơn	0-2			31	100.00%			31	100%
	3-5	33	25.38%	96	73.85%	1	0.77%	130	100%
	6-10	244	69.71%	82	23.43%	24	6.86%	350	100%
	11-13	277	73.28%	48	12.70%	53	14.02%	378	100%
	14-16	157	76.21%	39	18.93%	10	4.85%	206	100%
	Subtotal	711	66.82%	265	24.91%	88	8.27%	1095	100%
Yên Mô	0-2			32	100.00%			32	100%
	3-5	21	28.77%	49	67.12%	3	4.11%	73	100%
	6-10	186	74.10%	44	17.53%	21	8.37%	251	100%
	11-13	223	77.16%	28	9.69%	38	13.15%	289	100%
	14-16	136	70.47%	28	14.51%	29	15.03%	193	100%
	Subtotal	566	70.22%	149	18.49%	91	11.29%	838	100%
Duy Xuyên	0-2			59	100.00%			59	100%
	3-5	22	18.80%	91	77.78%	4	3.42%	117	100%
	6-10	224	70.44%	76	23.90%	18	5.66%	318	100%
	11-13	349	75.70%	79	17.14%	33	7.16%	461	100%
	14-16	154	67.84%	57	25.11%	16	7.05%	227	100%
	Subtotal	749	66.70%	303	26.98%	71	6.32%	1182	100%

District	Age	Going to school		Not going to school		No information		Total	
Hiệp Đức	0-2			39	100.00%			39	100%
	3-5	17	20.99%	61	75.31%	3	3.70%	81	100%
	6-10	216	82.44%	38	14.50%	8	3.05%	262	100%
	11-13	264	84.08%	38	12.10%	12	3.82%	314	100%
	14-16	93	73.81%	25	19.84%	8	6.35%	126	100%
	Subtotal	590	75.35%	162	20.69%	31	3.96%	822	100%
Hội An	0-2			21	100.00%			21	100%
	3-5	17	26.56%	47	73.44%	0	0.00%	64	100%
	6-10	99	74.44%	30	22.56%	4	3.01%	133	100%
	11-13	172	73.50%	51	21.79%	11	4.70%	234	100%
	14-16	88	76.52%	23	20.00%	4	3.48%	115	100%
	Subtotal	376	68.86%	151	27.66%	19	3.48%	567	100%

A comparison of the rates of children with disabilities attending school in different age groups indicates that most preschool and primary aged children go to school with their peer group. Far fewer CWD at secondary school age levels attend school with their age group, particularly in the upper secondary age group.

Table 11: Distribution of educational level of CWDs according to age group

Age	Educational level								Total
	Preschool		Primary		Lower secondary		Upper secondary		
3-5	156	99.4%	1	0.64%					157
6-10	75	6.9%	1012	93.10%					1087
11-13	1	0.1%	516	35.73%	927	64.20%			1444
14-16	3	0.4%	38	5.14%	505	68.34%	193	26.12%	739
Total	235	6.9%	1567	45.73%	1432	41.79%	193	5.63%	3427

Information on the current educational level of CWD was provided for 3,427 out of 3,699 children surveyed (92.6%). In 272 cases this information was not available.

Table 12: Situation and expectation from families on educational needs of CWD

	District	Current Education				Expectations from families			
		Staying at home	Going to school with other children	Going to special school	No info	Staying at home	Going to school with other children	Going to special school	No info
Ninh Bình	Gia Viễn	311 27.47%	706 62.37%	1 0.09%	114 10.07%	96 8.47%	872 77.07%	96 8.47%	68 5.98%
	Kim Sơn	296 27.03%	702 64.11%	9 0.82%	88 8.04%	99 9.02%	794 72.48%	82 7.51%	120 10.99%
	Yên Mô	181 21.60%	562 67.06%	4 0.48%	91 10.86%	79 9.44%	604 72.11%	97 11.59%	58 6.87%
Subtotal NB		788 25.71%	1970 64.27%	14 0.46%	293 9.56%	274 8.94%	2270 74.06%	275 8.97%	246 8.03%

	District	Current Education				Expectations from families			
		Staying at home	Going to school with other children	Going to special school	No info	Staying at home	Going to school with other children	Going to special school	No info
Quảng Nam	Duy Xuyên	362 30.63%	735 62.18%	14 1.18%	71 6.01%	182 15.39%	687 58.10%	121 10.23%	192 16.28%
	Hiệp Đức	201 24.45%	586 71.29%	4 0.49%	31 3.77%	47 5.68%	555 67.50%	90 10.93%	130 15.89%
	Hội An	172 30.34%	368 64.90%	8 1.41%	19 3.35%	57 10.00%	348 61.44%	27 4.76%	135 23.81%
Subtotal QN		735 28.59%	1689 65.69%	26 1.01%	121 4.71%	286 11.12%	1590 61.84%	238 9.26%	457 17.78%
Total		1523 27.02%	3659 64.92%	40 0.71%	414 7.35%	560 9.94%	3860 68.49%	513 9.10%	703 12.47%

The results on educational expectations show that of the 1,523 children currently not in school, 963 of them (1,523 minus 560) want to go to school, as reported by their parents or caregivers. Most families prefer that their children attend inclusive classes, with a minority preferring special schools. At present, the capacity of special education is still very limited, there are only 14 children in Ninh Binh and 26 in Quang Nam receiving this type of education.

Enrollment rates vary widely by one additional factor, namely whether a child has a single or multiple disabilities. These rates are analyzed in the following table:

Table 13: Enrollment rates for children with single and multiple disabilities by district

	Districts	Single disability		Multiple disabilities	
Ninh Binh	Gia Viễn	501	72.09%	205	46.91%
	Kim Sơn	407	67.27%	248	50.72%
	Yên Mô	423	86.33%	156	44.83%
Subtotal		1331	74.36%	609	47.80%
Quảng Nam	Duy Xuyên	586	81.28%	174	37.74%
	Hiệp Đức	435	86.83%	184	57.14%
	Hội An	339	80.71%	42	28.57%
Subtotal		1360	82.83%	399	42.90%
Total for 2 provinces		2691	78.41%	1008	45.74%

In most of the surveyed areas, the rate of multi-disability children going to school is below 50%, especially in urban Hoi An. Quang Nam has higher enrollment than Ninh Binh of children with a single disability, but a lower rate for children with multiple disabilities.

The differentiation by single and multiple disabilities does not directly measure severity of functional limitation: a child may have multiple light disabilities or one severe one. However, overall children with multiple disabilities face greater obstacles to learning than those with only one impairment. Thus, while the survey finds high rates of school attendance for CWD overall, children with more severe disabilities are less likely to be included in the school system. This poses a major challenge for Vietnam as it implements its laws and international commitments to provide education for all.

Overall, the survey findings provide encouraging evidence of the progress that Vietnam is making in IE. Even in areas that have not had previous direct external support, the majority of CWD are attending school. What enrollment rates do not measure, of course, is day-to-day attendance; dropout rates; and in particular, education quality. Enrollment in school itself does not guarantee educational success; as previous CRS experience has shown, this also requires well-trained teachers, individualized attention to children, and support and commitment from the community.

4.1.6. Screening examinations

As described in the methodology section (3.1) above, the total number of children who participated in the survey was 5,825. Of these, 5,636 children were found to have a disability and in need of education or medical support. The survey was able to collect more detailed data on the support needs of the 3,557 CWD who participated in the screening examinations. The following analysis is based on this screening data.

Table 14. Participation in screening examinations

	Disabled	Non-disabled	Total	%
Children participating in identification who came to screening examinations	2501	74	2575	44.2%
Children participating in identification who did not come to screening	2079	70	2149	36.9%
Number not identified who did come to screening	1056	45	1101	18.9%
Total	5636	189	5825	100%

The screening team assessed the level of educational support needed by each child based on a system developed by educational and health experts during a previous CRS project. The following levels are detailed for educational interventions:

HN0: No need for special support

HN1: Physical support and accommodation (e.g. lighting, changing seating in class)

HN2: Accommodation and adjustment of teaching methodologies (including use of special methods)

HN3: Curriculum accommodation

HN4: Curriculum and methodology accommodation

HN5: Special care and education at home

4.1.6.1. Children with mobility impairments

971 children screened have mobility impairments. 25 children (2.57%) have disabilities that cannot be treated by any intervention methods (for example, children born with missing fingers). The needs of children with mobility impairments are summarized as follows:

Table 15: Levels of educational intervention needs for children with mobility disabilities

Districts	HN0	HN1	HN1+3	HN1+4	HN3	HN4	HN5	Total
Gia Vien	24	0	64	38	15	21	39	201
	11.90%	0	31.80%	18.90%	7.50%	10.40%	19.40%	100%
Kim Son	10	1	56	27	14	11	16	135
	7.40%	0.70%	41.50%	20.00%	10.40%	8.10%	11.90%	100%
Yen Mo	15	4	48	39	21	21	31	179
	8.40%	2.20%	26.90%	21.80%	11.70%	11.70%	17.30%	100%
Duy Xuyen	22	4	56	81	4	21	36	224
	9.80%	1.80%	25.00%	36.20%	1.80%	9.40%	16.10%	100%
Hiep Duc	23	6	38	32	8	10	17	134
	17.20%	4.50%	28.40%	23.90%	6.00%	7.50%	12.70%	100%
Hoi An	9	2	27	31	1	9	19	98
	9.20%	2.00%	27.60%	31.70%	1.00%	9.20%	19.40%	100%
Total	103	17	289	248	63	93	158	971
	10.60%	1.80%	29.80%	25.50%	6.50%	9.60%	16.30%	100%

Table 16: Needs for health intervention of children with mobility impairments by district

Types of intervention	Gia Vien	Kim Son	Yen Mo	Duy Xuyen	Hiep Duc	Hoi An	Total
Rehabilitation only	67 33.33%	44 32.59%	61 34.08%	131 58.48%	87 64.93%	50 51.02%	440 45.31%
Rehabilitation, prosthetics	0.00%	1 0.74%	1 0.56%	0.00%	3 2.24%	0.00%	5 0.51%
Rehabilitation, in-patient treatment	0.00%	6 4.44%	8 4.47%	3 1.34%	0.00%	2 2.04%	19 1.96%
Rehabilitation, orthopedic shoes	2 1.00%	2 1.48%	2 1.12%	11 4.91%	5 3.73%	2 2.04%	24 2.47%
Rehabilitation, orthopedic shoes, and other orthopedic devices	0.00%	0.00%	0.00%	1 0.45%	0.00%	0.00%	1 0.10%
Rehabilitation, crutches, walking frame	8 3.98%	5 3.70%	4 2.23%	6 2.68%	3 2.24%	8 8.16%	34 3.50%
Rehabilitation, crutches, orthopedic devices	0.00%	0.00%	0.00%	0.00%	0.00%	1 1.02%	1 0.10%
Rehabilitation, orthopedic devices	9 4.48%	8 5.93%	11 6.15%	9 4.02%	2 1.49%	2 2.04%	41 4.22%
Rehabilitation, orthopedic devices, cerebral palsy wheelchair	0.00%	1 0.74%	0.00%	0.00%	0.00%	0.00%	1 0.10%

Types of intervention	Gia Vien	Kim Son	Yen Mo	Duy Xuyen	Hiep Duc	Hoi An	Total
Rehabilitation, operation	57 28.36%	41 30.37%	42 23.46%	17 7.59%	12 8.96%	14 14.29%	183 18.85%
Rehabilitation, operation, in-patient treatment	0.00%	0.00%	1 0.56%	0.00%	0.00%	0.00%	1 0.10%
Rehabilitation, operation, crutches, walking frame	0.00%	1 0.74%	0.00%	0.00%	0.00%	0.00%	1 0.10%
Rehabilitation, operation, orthopedic devices	4 1.99%	2 1.48%	6 3.35%	0.00%	0.00%	0.00%	12 1.24%
Rehabilitation, cerebral palsy wheelchair	34 16.92%	13 9.63%	31 17.32%	20 8.93%	11 8.21%	12 12.24%	121 12.46%
Rehabilitation, wheelchair	3 1.49%	1 0.74%	2 1.12%	10 4.46%	2 1.49%	1 1.02%	19 1.96%
Operation only	10 4.98%	3 2.22%	8 4.47%	5 2.23%	7 5.22%	4 4.08%	37 3.81%
Prosthetics only	1 0.50%	2 1.48%	1 0.56%	0.00%	1 0.75%	0.00%	5 0.51%
Cerebral palsy wheelchair only	0.00%	0.00%	0.00%	1 0.45%	0.00%	0.00%	1 0.10%
None	6 2.99%	5 3.70%	1 0.56%	10 4.46%	1 0.75%	2 2.04%	25 2.57%
Total	201	135	179	224	134	98	971

The above data shows that children with mobility disabilities have the most need for rehabilitation, followed by operations, cerebral palsy wheelchairs and in-patient treatment. The need for orthopedics and other devices is less. The above data can help the project to develop integrated community based rehabilitation and health intervention to increase the effectiveness of educational support activities for CWD.

Most children with mobility difficulties can study in an inclusive setting with adjustments in curriculum, teaching methodology and seating. More than 10% can study without any adjustment or support.

4.1.6.2. Children with visual impairments

1,066 children screened have vision impairments. The needs of children with vision impairments are summarized as follows:

Table 17: Level of educational intervention needs for children with vision difficulties

District	HN1	HN2+	HN4	HN5	Total
Gia Vien	188 94.9%	3 1.5%	5 2.5%	2 1.0%	198
Kim Son	133 94.3%	3 2.1%	2 1.4%	3 2.1%	141
Yen Mo	227 92.3%	1 0.4%	8 3.3%	10 4.1%	246

District	HN1	HN2+	HN4	HN5	Total
Duy Xuyen	197 99.0%		2 1.0%		199
Hiep Duc	98 98.0%		2 2.0%		100
Hoi An	179 98.4%		3 1.6%		182
Total	1022 95.9%	7 0.7%	22 2.1%	15 1.4%	1066

Table 18: Need for health intervention of children with vision difficulties by district

District	Glasses only	Glasses, operation	Operation	Rehabilitation	None	Total
Gia Vien	145 73.2%	1 0.5%	28 14.1%	14 7.1%	10 5.1%	198
Kim Son	98 69.5%		22 15.6%	12 8.5%	9 6.4%	141
Yen Mo	186 75.6%	1 0.4%	29 11.8%	13 5.3%	17 6.9%	246
Duy Xuyen	159 79.9%		31 15.6%	6 3.0%	3 1.5%	199
Hiep Duc	65 65.0%		29 29.0%	4 4.0%	2 2.0%	100
Hoi An	158 86.8%		18 9.9%	3 1.6%	3 1.6%	182
Total	811 76.1%	2 0.2%	157 14.7%	52 4.9%	44 4.1%	1066

Overall, children with seeing difficulties have the most need for eyeglasses (76%), followed by the need for operations (15%). The rate of children with vision impairments is higher in Quang Nam than in Ninh Binh, but the number of children needing rehabilitation is higher in Ninh Binh. 71 children cannot benefit from any medical intervention (those with cerebral blindness).

Most children with vision difficulties can study in inclusive classrooms with only minor adjustments in seating or lighting. It is important to note that more than 75% of these children's impairments can be corrected with glasses only.

4.1.6.3. Children with hearing impairments

Table 19: Level of educational interventions for children with hearing difficulties

Districts	HN1	HN2	HN1+2	HN3	HN4	HN5	Total
Gia Viễn	41	4	2	1	32		80
	15.53%	18.18%	6.45%	16.67%	14.88%		14.47%
Kim Sơn	33	5	7		41		86
	12.50%	22.73%	22.58%	0.00%	19.07%		15.55%
Yên Mô	45	7	5		36	10	103
	17.05%	31.82%	16.13%	0.00%	16.74%	66.67%	18.63%

Districts	HN1	HN2	HN1+2	HN3	HN4	HN5	Total
Duy Xuyên	38	5	7	1	59	5	115
	14.39%	22.73%	22.58%	16.67%	27.44%	33.33%	20.80%
Hiệp Đức	89	1	9	1	32		132
	33.71%	4.55%	29.03%	16.67%	14.88%		23.87%
Hội An	18		1	3	15		37
	6.82%		3.23%	50.00%	6.98%		6.69%
Total	264	22	31	6	215	15	553

Table 20: Need for health intervention for children with hearing difficulty by district

Types of intervention	Gia Vien	Kim Son	Yen Mo	Duy Xuyen	Hiep Duc	Hoi An	Total
In-patient treatment	18 22.50%	11 12.79%	25 24.27%	24 21.24%	28 20.90%	9 24.32%	115 20.80%
In-patient treatment, hearing aids	7 8.75%	3 3.49%	2 1.94%	21 18.58%	14 10.45%	9 24.32%	56 10.13%
In-patient treatment, operation	2 2.50%	2 2.33%	1 0.97%	2 1.77%	6 4.48%	2 5.41%	15 2.71%
In-patient treatment, operation, hearing aids		1 1.16%		3 2.65%	11 8.21%		15 2.71%
Hearing aids	23 28.75%	31 36.05%	22 21.36%	22 19.47%	46 34.33%	9 24.32%	153 27.67%
Hearing aids, operation	7 8.75%	4 4.65%	10 9.71%	19 16.81%	14 10.45%	4 10.81%	58 10.49%
In-patient treatment, operation, hearing aids				1 0.88%			1 0.18%
Operation	13 16.25%	13 15.12%	14 13.59%	3 2.65%		3 8.11%	46 8.32%
None	10 12.50%	21 24.42%	29 28.16%	18 15.93%	15 11.19%	1 2.70%	94 17.00%
Total by district	80	86	103	113	134	37	553

Approximately half of children with hearing difficulties need hearing aids, with 28.5% needing hearing aids alone and the remainder in combination with other treatments. Other needs include in-patient treatment and operations. Only 16.8% of children with hearing difficulties are untreatable, such as those born without eardrums.

4.1.6.4. Children with language impairments

1,416 children screened have a language disability. The rate of children with language difficulties in Ninh Binh is higher than that in Quang Nam. The needs for education and health intervention of children with language difficulty are summarized as follows:

Table 21: Level of educational interventions for children with language difficulties

Districts	HN1	HN2	HN1+2	HN3	HN4	HN1+3	HN1+4	HN5	Total
Gia Vien	20 7.0%	1 0.3%	56 19.5%	1 0.3%	159 55.4%		2 0.7%	48 16.7%	287
Kim Son	9 3.7%		40 16.3%	3 1.2%	170 69.4%			23 9.4%	245
Yen Mo	30 11.7%	1 .4%	39 15.2%	1 .4%	143 55.6%	1 0.4%	1 0.4%	41 16.0%	257
Duy Xuyen	26 7.9%	49 14.9%	58 17.6%	4 1.2%	160 48.6%	1 0.3%		31 9.4%	329
Hiep Duc	10 6.4%	26 16.7%	28 17.9%	1 .6%	85 54.5%			6 3.8%	156
Hoi An	26 18.3%	29 20.4%	19 13.4%	4 2.8%	53 37.3%	1 0.7%		10 7.0%	142
Total	121 8.5%	106 7.5%	240 16.9%	14 1.0%	770 54.4%	3 0.2%	3 0.2%	159 11.2%	1416

Table 22: Health intervention for children with language impairments by district

Districts	Rehabilitation	Surgery and rehabilitation	Total
Gia Vien	277 96.5%	10 3.5%	287
Kim Son	232 94.7%	13 5.3%	245
Yen Mo	247 96.1%	10 3.9%	257
Duy Xuyen	312 94.8%	17 5.2%	329
Hiep Duc	148 94.9%	8 5.1%	156
Hoi An	127 89.4%	15 10.6%	142
Total	1343 94.8%	73 5.2%	1416

Almost all children with language difficulties can benefit from speech therapy, with a small number requiring operations. The need for surgery in Quang Nam is higher than Ninh Binh.

Most children with language difficulties are assessed as able to study in an inclusive education setting with accommodation of teaching methods and learning contents.

4.1.6.5. Children with learning impairments

1516 children screened have learning disabilities. Only 24 of these were found to have a need for surgery, with the remainder able to benefit from medication and/or therapy. Most of these children can learn in an inclusive setting with appropriate adjustments in the curriculum and teaching methods.

Table 23: Level of educational intervention needs for children with learning difficulties

Districts	HN1	HN2	HN3	HN4	HN5	Total
Gia Vien	6 2.3%	5 1.9%	50 19.2%	152 58.5%	47 18.1%	260
Kim Son	7 3.0%	2 0.8%	33 13.9%	163 68.8%	32 13.5%	237
Yen Mo	10 3.9%	6 2.3%	32 12.5%	174 67.7%	35 13.6%	257
Duy Xuyen	11 2.8%	100 25.4%	119 30.2%	119 30.2%	45 11.4%	394
Hiep Duc	16 7.5%	38 17.9%	53 25.0%	73 34.4%	32 15.1%	212
Hoi An	2 1.3%	62 39.7%	34 21.8%	41 26.3%	17 10.9%	156
Total	52 3.4%	213 14.1%	321 21.2%	722 47.6%	208 13.7%	1516

4.1.7. Support to children with disabilities and their families

The situation of support for CWD and their families is summarized in the below table:

Table 24: Education support for CWD by district

	District	# of children benefiting			
		School fee exemption	Reduction of 50% of school fee	Provision of money to buy learning aids	Merit stipends
Ninh Binh	Gia Vien	29 (2.7%)	17 (1.6%)	7 (0.7%)	0 (0.0%)
	Kim Son	87 (7.5%)	27 (2.3%)	5 (0.4%)	0 (0.0%)
	Yen Mo	15 (2.0%)	25 (3.4%)	0 (0.0%)	0 (0.0%)
Subtotal		131 (4.4%)	69 (2.3%)	12 (0.4%)	0 (0.0%)
Quang Nam	Duy Xuyen	38 (3.6%)	120 (11.2%)	4 (0.4%)	0 (0.0%)
	Hoi An	4 (1.7%)	12 (5.2%)	0 (0.0%)	1 (0.4%)
	Hiep Duc	165 (21.7%)	152 (20.0%)	27 (3.5%)	19 (2.5%)
Subtotal		207 (10.0%)	284 (13.8%)	31 (1.5%)	20 (1.0%)
Total		338 (6.7%)	353 (7.0%)	43 (0.9%)	20 (0.4%)

Only 13.7% of children benefit from school fee reductions or exemptions, although all CWD are eligible for these benefits by law. The number of children who are provided with learning aids and stipends is even lower, mostly found in Hiep Duc district, Quang Nam. This may be due to existing child support projects carried out by other international NGOs.

Health support for children with disabilities is summarized in the below table:

Table 25: Local health support for CWD by district

	District	# of children benefiting			
		Free health check and treatment	Provision of medical insurance card	Community based rehabilitation	Others
Ninh Binh	Gia Vien	220 (20.8%)	332 (31.4%)	30 (2.8%)	0 (0.0%)
	Kim Son	144 (12.4%)	246 (21.2%)	133 (11.5%)	1 (0.1%)
	Yen Mo	86 (11.6%)	140 (18.8%)	14 (1.9%)	0 (0.0%)
Subtotal		450 (15.2%)	718 (24.3%)	177 (6.0%)	1 (0.0%)
Quang Nam	Duy Xuyen	179 (16.7%)	343 (32.1%)	39 (3.6%)	0 (0.0%)
	Hoi An	27 (11.7%)	34 (14.8%)	0 (0.0%)	0 (0.0%)
	Hiep Duc	181 (23.8%)	462 (60.7%)	143 (18.8%)	0 (0.0%)
Subtotal		387 (18.8%)	839 (40.7%)	182 (8.8%)	0 (0.0%)
Total		837 (16.7%)	1557 (31.0%)	359 (7.2%)	1 (0.0%)

Only 7.2 % of CWD have benefited from CBR programs to date. The use of assistive devices by CWD is summarized in the table below:

Table 26: Use of assistive devices by CWD

	District	Type of assistive devices					
		Glasses	Hearing aids	Crutches	Wheel-chairs	Orthopedics	Others
Ninh Binh	Gia Vien	91 (8.6%)	3 (0.3%)	0 (0.0%)	15 (1.4%)	0 (0.0%)	0 (0.0%)
	Kim Son	60 (5.2%)	35 (3.0%)	4 (0.3%)	18 (1.6%)	4 (0.3%)	7 (0.6%)
	Yen Mo	32 (4.3%)	5 (0.7%)	0 (0.0%)	16 (2.2%)	2 (0.3%)	0 (0.0%)
Subtotal		183 (6.2%)	43 (1.5%)	4 (0.1%)	49 (1.7%)	6 (0.2%)	7 (0.2%)
Quang Nam	Duy Xuyen	125 (11.7%)	9 (0.8%)	6 (0.6%)	37 (3.5%)	6 (0.6%)	40 (3.7%)
	Hoi An	60 (26.1%)	1 (0.4%)	0 (0.0%)	1 (0.4%)	0 (0.0%)	1 (0.4%)
	Hiep Duc	80 (10.5%)	50 (6.6%)	1 (0.1%)	13 (1.7%)	1 (0.1%)	216(28.4%)
Subtotal		265 (12.9%)	60 (2.9%)	7 (0.3%)	51 (2.5%)	7 (0.3%)	257(12.5%)
Total		448 (8.9%)	103(2.1%)	11 (0.2%)	100 (2.0%)	13 (0.3%)	264 (5.3%)

The above data shows that the rate of CWD using assistive devices is low. The number of crutches and orthopedics is particularly small. Existing use should be compared with assessed

need (in section 4.1.6 above) to determine where external assistance can be most beneficial in assisting CWD to achieve quality educational outcomes.

4.1.8. Participation in social organizations

Many Vietnamese children take part in state-sponsored mass organizations, beginning with the Young Pioneers at primary school level followed by the Youth Union in secondary school. Many CWD take part in the Pioneers, while a few have joined the Youth Union. Peer and self-help groups have not yet become widely established in the project area.

Table 27: Situation of children with disabilities participating in social organizations

	District	Social organizations			
		Young Pioneers	Youth Union	Peer group /Self-help group	Others
Ninh Binh	Gia Vien	351 (33.2%)	53 (5.0%)	0 (0.0%)	3 (0.3%)
	Kim Son	333 (28.7%)	48 (4.1%)	2 (0.2%)	1 (0.1%)
	Yen Mo	223 (30.0%)	25 (3.4%)	0 (0.0%)	0 (0.0%)
Subtotal		907 (30.6%)	126 (4.3%)	2 (0.1%)	4 (0.1%)
Quang Nam	Duy Xuyen	249 (23.3%)	32 (3.0%)	1 (0.1%)	0 (0.0%)
	Hoi An	71 (30.9%)	25 (10.9%)	0 (0.0%)	0 (0.0%)
	Hiep Duc	257 (33.8%)	22 (2.9%)	0 (0.0%)	8 (1.1%)
Subtotal		577 (28.0%)	79 (3.8%)	1 (0.0%)	8 (0.4%)
Total		1484 (29.6%)	205 (4.1%)	3 (0.1%)	12 (0.2%)

4.2. Survey of teachers and school leaders

4.2.1. Distribution of surveyed teachers by school level and districts

1155 teachers (approximately 13% of total teachers) participated in the survey. Except for 8 cases with insufficient information on school level, the distribution of surveyed teachers by school level is summarized in the following table:

Table 28: Distribution of surveyed teachers by school level in 3 districts

	District	School level		
		Preschool	Primary school	Lower secondary school
Ninh Binh	Gia Vien	37	81	78
	Kim Son	55	49	84
	Yen Mo	84	49	46
Subtotal		176	179	208

	District	School level		
		Preschool	Primary school	Lower secondary school
Quang Nam	Duy Xuyen	52	93	64
	Hoi An	54	59	71
	Hiep Duc	56	69	66
Subtotal		162	221	201
Total for 2 provinces		286	307	345

The rate of surveyed teachers by school level and in the surveyed districts is nearly similar.

4.2.2. Teacher's educational qualification in surveyed districts

Table 29: Teachers' educational qualification by district

	District	Education level				
		12 + 2	Vocational high school	College	Graduate and post graduate	No formal training
Ninh Binh	Gia Vien	11 (5.7%)	37 (19.2%)	110 (57.0%)	34 (17.6%)	1 (0.5%)
	Kim Son	16 (8.7%)	33 (18.0%)	79 (43.2%)	54 (29.5%)	1 (0.5%)
	Yen Mo	10 (5.6%)	71 (39.9%)	64 (36.0%)	33 (18.5%)	0 (0.0%)
Subtotal		37 (6.7%)	141(25.5%)	253 (45.7%)	121 (21.8%)	2 (0.4%)
Quang Nam	Duy Xuyen	27 (13.1%)	12 (5.8%)	103 (49.8%)	65 (31.4%)	0 (0.0%)
	Hoi An	20 (11.3%)	11 (6.2%)	97 (54.8%)	48 (27.1%)	1 (0.6%)
	Hiep Duc	8 (4.3%)	25 (13.4%)	136 (72.7%)	17 (9.1%)	1 (0.5%)
Subtotal		55 (9.7%)	48 (8.4%)	336 (58.8%)	130 (22.8%)	2 (0.4%)
Total		92 (8.2%)	189(16.8%)	589 (52.4%)	251 (22.3%)	4 (0.4%)

The common education qualification of surveyed teachers is a diploma from a teacher training college (52.4%), followed by graduate, post graduate and vocational high schools. The number of teachers who completed two years of teacher training after high school (the "12 + 2" system) is not high, and there were hardly any teachers who had not studied pedagogy.

4.2.3. Training on inclusive education for surveyed teachers

Table 30: Types of training on education for CWD for surveyed teachers

	District	# of teachers trained		
		Special education	Inclusive education	Short course training
Ninh Binh	Gia Vien	1 (0.5%)	15 (7.5%)	19 (9.5%)
	Kim Son	0 (0.0%)	7 (3.7%)	94 (49.7%)
	Yen Mo	0 (0.0%)	12 (6.6%)	94 (51.9%)
Subtotal		1 (0.2%)	34 (6.0%)	207 (36.4%)
Quang Nam	Duy Xuyen	2 (1.0%)	12 (5.7%)	40 (19.1%)
	Hoi An	0 (0.0%)	5 (2.7%)	15 (8.1%)
	Hiep Duc	0 (0.0%)	7 (3.7%)	65 (34.0%)
Subtotal		0 (0.0%)	12 (3.2%)	80 (21.2%)
Total		3 (0.3%)	58 (5.0%)	327 (28.3%)

Only 3 interviewed teachers had special education training. The number of teachers who have been trained on inclusive education is small, accounting for only 5%. Nearly 1/3 of the interviewed teachers had participated in training courses on inclusive education for children with disabilities.

4.3. KAP of teachers and school officials

Average scores for knowledge, attitudes and practices by teachers and school management staff are presented below. These are composite scores from the KAP questionnaire (see Appendix 1)

Table 31: KAP scores of teachers (average with 95% CI)

District		Knowledge	Attitude	Practice	School management staff's practices
Ninh Binh	Gia Vien	7.08 ± 0.13	6.63 ± 0.14	7.72 ± 0.29	6.95 ± 0.58
	Kim Son	7.10 ± 0.29	7.05 ± 0.14	7.51 ± 0.39	7.23 ± 0.55
	Yen Mo	6.63 ± 0.24	6.62 ± 0.15	7.38 ± 0.30	7.52 ± 0.46
Subtotal		6.94 ± 0.15	6.77 ± 0.08	7.54 ± 0.19	7.27 ± 0.31

District		Knowledge	Attitude	Practice	School management staff's practices
Quang Nam	Duy Xuyen	6.53 ± 0.26	6.44 ± 0.15	7.39 ± 0.28	5.66 ± 0.61
	Hoi An	5.63 ± 0.33	6.58 ± 0.20	6.02 ± 0.56	4.33 ± 0.95
	Hiep Duc	5.37 ± 0.34	6.54 ± 0.15	7.34 ± 0.40	6.15 ± 0.70
Subtotal		5.88 ± 0.18	6.52 ± 0.10	6.96 ± 0.24	5.50 ± 0.43
Total		6.40 ± 0.12	6.64 ± 0.06	7.25 ± 0.16	6.59 ± 0.27

The KAP scores of teachers rank at the average to above average level. There is no statistical difference between the two provinces and among districts.

4.4. KAP of parents of children with disabilities

Average scores for knowledge, attitudes and practices for parents of CWD is presented below:

Table 32: KAP scores of CWD parents (average and 95% CI)

District		Knowledge	Attitude	Practice
Ninh Binh	Gia Vien	5.04 ± 0.58	5.86 ± 0.50	3.13 ± 0.70
	Kim Son	5.75 ± 0.53	6.56 ± 0.36	4.31 ± 0.66
	Yen Mo	4.86 ± 0.58	5.54 ± 0.44	3.45 ± 0.67
Subtotal		5.28 ± 0.17	6.06 ± 0.13	3.71 ± 0.20
Quang Nam	Duy Xuyen	4.45 ± 0.58	5.54 ± 0.55	3.33 ± 0.65
	Hoi An	4.77 ± 0.62	5.89 ± 0.43	3.74 ± 0.94
	Hiep Duc	6.18 ± 0.59	6.06 ± 0.43	4.65 ± 0.69
Subtotal		5.08 ± 0.21	5.84 ± 0.14	3.88 ± 0.23
Total		5.22 ± 0.26	5.96 ± 0.19	3.78 ± 0.30

The knowledge and attitude scores of parents of children with disabilities rank at average level. Their practice is below average. Parents in Kim Son and Hiep Duc districts scored higher than others, perhaps because of previous exposure to international projects.

4.5. KAP of local leaders

Average scores for knowledge, attitudes and practices by local leaders are presented next:

Table 33: KAP scores of local leaders (average and 95% CI)

	Knowledge	Attitude	Practice
Provincial leaders	6.73 ± 1.12	7.54 ± 0.35	4.94 ± 1.04
District leaders	6.56 ± 0.61	7.88 ± 0.30	5.42 ± 0.95
Commune leaders	6.76 ± 0.40	7.65 ± 0.20	5.47 ± 0.60
Total	6.79 ± 0.28	7.60 ± 0.14	5.32 ± 0.42

The knowledge and attitude points of the local leaders rank at above average level. The practice points rank at average level with 5.32 ± 0.42. There is no statistical difference between provincial leaders, district and commune levels.

4.6. KAP of community members

Table 34: KAP scores of local community members (average and 95% CI)

District		Knowledge	Attitude	Practice
Ninh Binh	Gia Vien	5.34 ± 1.17	7.01 ± 0.52	4.59 ± 1.84
	Kim Son	3.71 ± 0.59	7.71 ± 0.26	3.78 ± 0.74
	Yen Mo	2.49 ± 0.42	7.17 ± 0.15	2.09 ± 0.50
Subtotal		3.38 ± 0.38	7.40 ± 0.16	3.15 ± 0.48
Quang Nam	Duy Xuyen	3.93 ± 1.03	6.58 ± 0.52	3.96 ± 1.11
	Hoi An	3.78 ± 0.99	8.00 ± 0.72	4.54 ± 1.02
	Hiep Duc	3.55 ± 0.72	6.37 ± 0.27	3.45 ± 0.82
Subtotal		3.72 ± 0.51	6.86 ± 0.31	3.90 ± 0.56
Total		3.51 ± 0.30	7.21 ± 0.16	3.45 ± 0.37

The KAP survey for local community members found that their attitudes are above average level, while their knowledge and practice scores are below average. This was true in all six districts surveyed.

5. ANALYSIS ON VOCATIONAL TRAINING/EMPLOYMENT

5.1. Survey on youth with disabilities (YWD)

5.1.1. Distribution and rate of youth with disabilities by locality and gender

The vocational training component of the survey adopted sampling methodology based on lists of youth with disabilities provided by district People's Committees, offices of Labor, Invalids and Social Affairs, Red Cross, and CPFC). The survey included 532 youth with disabilities in the six target districts. The surveyors were social affairs staff from commune and district levels, local Women's Union members, volunteers and staff from WCDO, and local surveyors from the education component of the survey.

Unlike the education component, the survey on vocational training and employment was not conducted in all households. General statistical information was taken from the total list of youth with disabilities in the 16-30 years age group in the six districts, 2,420 YWD in all. Excepting 4 cases with insufficient information, the distribution and prevalence rate of the youth with disabilities are summarized by district and gender in the following table:

Table 35: Distribution and prevalence rate of youth with disabilities by district and gender

	District	YWD as % of peer group				Total	
		Male		Female			
Ninh Binh	Gia Vien	379	2.25%	274	1.63%	653	1.94%
	Kim Son	288	1.17%	218	0.88%	506	1.02%
	Yen Mo	165	0.96%	173	1.01%	338	0.98%
Subtotal		832	1.42%	665	1.13%	1497	1.28%
Quang Nam	Duy Xuyen	251	1.34%	169	0.90%	420	1.12%
	Hoi An	232	1.92%	189	1.57%	421	1.75%
	Hiep Duc	54	0.93%	23	0.40%	77	0.67%
Subtotal		537	1.47%	381	1.04%	918	1.26%
Total		1369	1.44%	1046	1.10%	2415	1.27%

(Data collected by provided list)

The percentage of youth with disabilities having vocational training/job training needs at the same age is 1.27%. However, this rate may be lower than the actual rate since WCDO did not conduct house-to-house surveys in the targeted communities. A comparison between provinces shows that:

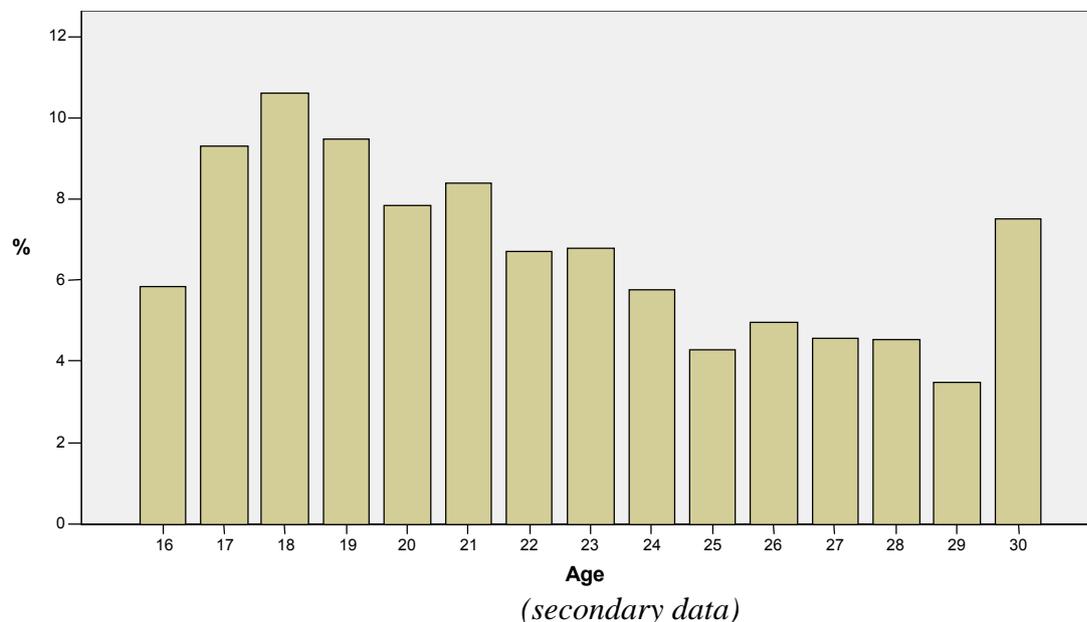
- The proportion of 1.26% in Quang Nam is not much different from that of 1.28% in Ninh Binh.
- The rate of youth with disabilities between males and females in the sampling size is considerably similar: the rate of male youth with disabilities is 1.44% is slightly higher than the rate of 1.10% of female youth with disabilities. These ratios do not reflect the actual difference in ratios of male and female youth with disabilities, since the survey sample is selected with a pre-determined purpose.
- In Quang Nam, CRS community surveyors provided lists in Duy Xuyen and Hoi An, but not Hiep Duc, thus the number of YWD identified in Hiep Duc is lower than in the other districts.

- The rate of 1% of youth with disabilities in Yen Mo and Kim Son districts is lower than the rate of 1.94% in Gia Vien district.

5.1.2. Distribution of youth with disabilities by age

The average age of the 2,420 youth with disabilities surveyed is 22.09, distributed as follows:

Chart 4: Distribution of YWD by age



The tendency shows that the highest prevalence of youth with disabilities is in the age group of 17-19, and gradually reducing towards the age of 30. This may indicate substantial out-migration of YWD from the target districts, or even a higher mortality rate, but the survey did not investigate these issues.

5.1.3. Distribution of youth by types of disabilities

The distribution of youth with disabilities by types of disabilities and locality in the total of 2,420 (except for some cases with insufficient information) is summarized in the following table:

Table 34: Distribution and rate of YWD by types of disabilities and district
(by number of people)

	District	Distribution and rate of YWD by type of disability				
		Mobility	Vision	Hearing	Language	“Mental”*
Ninh Binh	Gia Vien	198 (31.2%)	120 (18.9%)	67 (10.6%)	143 (22.6%)	272 (42.9%)
	Kim Son	154 (30.4%)	108 (21.3%)	52 (10.3%)	109 (21.5%)	200 (39.5%)
	Yen Mo	86 (25.5%)	63 (18.7%)	38 (11.3%)	42 (12.5%)	158 (46.9%)
Subtotal		438 (29.7%)	291 (19.7%)	157 (10.6%)	294 (19.9%)	630 (42.7%)

	District	Distribution and rate of YWD by type of disability				
		Mobility	Vision	Hearing	Language	“Mental”*
Quang Nam	Duy Xuyen	137 (32.7%)	114 (27.2%)	28 (6.7%)	103 (24.6%)	166 (39.6%)
	Hoi An	128 (30.8%)	133 (32.0%)	35 (8.4%)	109 (26.3%)	177 (42.7%)
	Hiep Duc	32 (41.6%)	6 (7.8%)	7 (9.1%)	6 (7.8%)	23 (29.9%)
Subtotal		297 (32.6%)	253 (27.8%)	70 (7.7%)	218 (23.9%)	366 (40.2%)
Total		735 (30.8%)	544 (22.8%)	227 (9.5%)	512 (21.4%)	996 (41.7%)

Of the 5 types of disabilities, the highest prevalence, at 41.7%, is "mental disabilities". The survey team interprets this term to cover a range of learning, language and behavioral impairments. This is followed by mobility (at 30.8%), vision (22.8%), and language (21.4%). The lowest prevalence, at 9.5%, is hearing disability. The data shows that no significant difference in prevalence rates between the two provinces of Quang Nam and Ninh Binh.

Youth with a single disability make up 77.6% of the total of 1877 YWD. The remaining youth have multiple disabilities, distributed as follows:

- 369 (15.2%) YWD have more than two disabilities
- 133 (5.5%) YWD have 3 disabilities.

5.1.4. Educational level of YWD

Table 36: Education level of surveyed YWD

Location	District	Education level of surveyed YWD				
		Illiterate	Able to read and write	Primary school	Lower secondary school	Secondary school
Ninh Binh	Gia Vien	13 (15.5%)	3 (3.6%)	16 (19.0%)	32 (38.1%)	20 (23.8%)
	Kim Son	15 (19.0%)	2 (2.5%)	17 (21.5%)	36 (45.6%)	9 (11.4%)
	Yen Mo	27 (31.8%)	6 (7.1%)	17 (20.0%)	25 (29.4%)	10 (11.8%)
Subtotal		55 (22.2%)	11 (4.4%)	50 (20.2%)	93 (37.5%)	39 (15.7%)
Quang Nam	Duy Xuyen	40 (30.5%)	4 (3.1%)	36 (27.5%)	31 (23.7%)	20 (15.3%)
	Hoi An	16 (23.2%)	2 (2.9%)	22 (31.9%)	19 (27.5%)	10 (14.5%)
	Hiep Duc	17 (23.3%)	2 (2.7%)	9 (12.3%)	36 (49.3%)	9 (12.3%)
Subtotal		73 (26.7%)	8 (2.9%)	67 (24.5%)	86 (31.5%)	39 (14.3%)
Total		128 (24.6%)	19 (3.6%)	117 (22.5%)	179 (34.4%)	78 (15.0%)

(Identification data)

The education levels of YWD are distributed as follows:

- Illiterate YWD account for 24.6%
- YWD who can read and write but not completed any level of schooling make up 3.6%
- 22.5% have completed primary school only

- The largest group of 34.4% has completed lower secondary school
- 15% of YWD who have completed senior secondary school.

None of the surveyed YWD attends technical school, college, university and post-graduate courses. However, the survey data is only a quantitative evaluation of the level of education of YWD. Interviews with YWD’ parents indicate that there is a considerable distance between their actual education level and the certificates that they possess; they may not have knowledge at the level stated on the certificate. Some families reported that because the knowledge acquired from school is not frequently applied by CWD, retention is low. Moreover, they have to take off some school days because of their health issues. Teachers often allow them to move to the next highest grade despite the fact that their learning capacity is lower than their peers. This is especially the case with children with intellectual disabilities. One mother of a CWD in Quang Nam says, “*My child finished secondary school but she did not know anything because she took many days off from school due to her illness, thus his/her learning capacity is not as good as his/her peers.*” This situation proved to be common.

Therefore, with the education levels as presented above, YWD can learn some jobs that do not require high levels of education.

5.1.5. Training and employment status of YWD

Table 37: Situation of previous training, current employment and receipt of social benefits

Province	District	Activities			
		Previous vocational training	Currently employed	Receiving social benefits	No training, would like a job
Ninh Binh	Gia Vien	10 (11.9%)	7 (8.6%)	27 (37.5%)	62 (84.9%)
	Kim Son	11 (14.5%)	13 (16.7%)	20 (27.8%)	61 (93.8%)
	Yen Mo	5 (6.2%)	21 (25.3%)	21 (33.9%)	70 (95.9%)
Subtotal		26 (10.8%)	41 (16.9%)	68 (33.0%)	193 (91.5%)
Quang Nam	Duy Xuyen	13 (9.9%)	0 (0.0%)	13 (12.3%)	108 (94.7%)
	Hoi An	12 (18.8%)	4 (5.9%)	8 (17.4%)	46 (93.9%)
	Hiep Duc	6 (7.8%)	0 (0.0%)	8 (12.9%)	59 (93.7%)
Subtotal		31 (11.4%)	4 (1.5%)	29 (13.6%)	213 (94.2%)
Total		57 (11.1%)	45 (8.8%)	97 (23.1%)	406 (92.9%)

(Identificaton data)

The figures in the above table show the high rate of YWD participating in the survey who have not taken part in vocational training but want to have a job. 11.2% of YWD have had vocational training, but only 8.8% currently have jobs, mainly in Ninh Binh.

Table 38: Distribution and prevalence rate of YWD with desire to access vocational training and employment opportunities by locality and gender

	District	YWD without vocational training who desire a job			
		Male		Female	
Ninh Binh	Gia Vien	45	72.6%	17	27.4%
	Kim Son	38	62.3%	23	37.7%
	Yen Mo	36	51.4%	34	48.6%
Subtotal		119	61.7%	74	38.3 %
Quang Nam	Duy Xuyen	78	72.2%	30	27.8%
	Hoi An	30	62.2%	16	34.8%
	Hiep Duc	40	67.8%	19	32.2%
Subtotal		148	69.5%	65	30.5%
Total		267	65.8%	139	34.2%

(Identification data)

Of the total group of young people with disabilities who have not been trained and want to access employment opportunities, males make up for 65.8% and females account for 34.2%. Both male and female YWD have equal desire to find jobs.

5.1.6. Provision of assistive devices to young people with disabilities

Table 39: Use of assistive devices by YWD

Province	District	Type of devices					
		Glasses	Hearing aids	Crutches	Wheel-chairs	Orthopedic devices	Others
Ninh Binh	Gia Vien	1 (1.2%)	2 (2.4%)	0 (0.0%)	3 (3.5%)	0 (0.0%)	0 (0.0%)
	Kim Son	1 (1.3%)	0 (0.0%)	4 (5.0%)	10 (12.5%)	1 (1.3%)	0 (0.0%)
	Yen Mo	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Subtotal		2 (0.8%)	2 (0.8%)	4 (1.6%)	13 (5.2%)	1 (0.4%)	0 (0.0%)
Quang Nam	Duy Xuyen	7 (5.3%)	3 (2.3%)	5 (3.8%)	8 (6.0%)	1 (0.8%)	8 (6.0%)
	Hoi An	4 (5.7%)	2 (2.9%)	0 (0.0%)	2 (2.9%)	0 (0.0%)	1 (1.4%)
	Hiep Duc	1 (1.3%)	0 (0.0%)	0 (0.0%)	2 (2.6%)	0 (0.0%)	2 (2.6%)
Subtotal		12 (4.3%)	5 (1.8%)	5 (1.8%)	12 (4.3%)	1 (0.4%)	11 (3.9%)
Total		14 (2.6%)	7 (1.3%)	9 (1.7%)	25 (4.7%)	2 (0.4%)	11 (2.1%)

(Identification data)

The above table shows that the number of young people with disabilities who have assistive devices is small. Out of assistive devices, groups using wheelchairs accounts for highest percentage of 4.7%, in the total six targeted districts, of which people using this device in Kim Son District, Ninh Binh province account for the highest percentage of 12.5%. This is followed by those using glasses, accounting for 2.6%. The remaining assistive devices,

including crutches, hearing aid equipment, orthopedic devices which are used by surveyed PWDs, only form about 2 %.

Table 40: Provision of for assistive devices to YWD

Province	District	Provision sources		
		Gift	Self-made	Purchased
Ninh Binh	Gia Vien	1 (16.7%)	0 (0,0%)	1 (16.7%)
	Kim Son	8 (50.0%)	0 (0,0%)	8 (50.0%)
	Yen Mo	0 (0,0%)	0 (0,0%)	0 (0,0%)
Subtotal		9 (40.9%)	0 (0,0%)	9 (40.9%)
Quang Nam	Duy Xuyen	12 (54.5%)	1 (4.5%)	8 (36.4%)
	Hoi An	5 (62.5%)	0 (0,0%)	3 (37.5%)
	Hiep Duc	2 (66.7%)	0 (0,0%)	0 (0,0%)
Subtotal		19 (57.6%)	1 (3.0%)	11 (33.3%)
Total		28 (50.9%)	1 (1.8%)	20 (36.4%)

(Identification data)

50.9% of total people who have medical assistive devices said that they received these as gifts. The survey did not collect detailed data to determine the sources of these gifts, whether relatives or organizations. People who bought the devices with their own funds represent 36.4%, and 1.8% made the devices by themselves.

5.1.7. Restricted functions and capabilities of young people with disabilities using ICF

Table 41: Restricted functions and capabilities of YWD in the surveyed communities using ICF

Functions	Level of functioning					
	Unable to perform task	Able with constant assistance	Able with occasional assistance	Functional deficiency but no need for assistance	Able to perform with effort	Able to perform normally
Points	0	2	4	6	8	10
1. Seeing	4 (0.8%)	10 (1.9%)	12 (2.3%)	30 (5.6%)	50 (9.4%)	425 (80.0%)
2. Listening	29 (5.5%)	20 (3.8%)	14 (2.6%)	13 (2.4%)	36 (6.8%)	420 (78.9%)
3. Holding, carrying, moving an object	7 (1.3%)	28 (5.3%)	26 (4.9%)	42 (7.9%)	100 (18.9%)	327 (61.7%)
4. Be able to stand still and move	14 (2.6%)	19 (3.6%)	11 (2.1%)	40 (7.5%)	86 (16.2%)	360 (67.9%)
5. Walking	8 (1.5%)	29 (5.5%)	17 (3.2%)	45 (8.5%)	100 (18.8%)	332 (62.5%)
6. Ability to concentrate, remember and think	22 (4.2%)	41 (7.8%)	52 (9.9%)	58 (11.0%)	142 (26.7%)	212 (39.8%)
7. Learn and absorb knowledge	52 (9.8%)	49 (9.3%)	50 (9.5%)	53 (10.0%)	143 (27.0%)	182 (34.4%)

Functions	Level of functioning					
	Unable to perform task	Able with constant assistance	Able with occasional assistance	Functional deficiency but no need for assistance	Able to perform with effort	Able to perform normally
Points	0	2	4	6	8	10
8. Going to school	70 (13.4%)	41 (7.9%)	12 (2.3%)	39 (7.5%)	84 (16.1%)	275 (52.8%)
9. Doing the daily housework	19 (3.6%)	47 (8.9%)	30 (5.7%)	39 (7.4%)	160 (30.4%)	232 (44.0%)
10. Taking care of themselves (have a bath, dress, eat and drink...)	10 (1.9%)	18 (3.4%)	17 (3.2%)	13 (2.5%)	56 (10.6%)	413 (78.4%)
11. Communicating	34 (6.5%)	51 (9.7%)	41 (7.8%)	36 (6.9%)	96 (18.3%)	266 (50.8%)
12. Attending social activities	180 (36.7%)	37 (7.6%)	12 (2.4%)	25 (5.1%)	86 (17.6%)	150 (30.6%)

(Identification data)

1. Seeing ability: In the total number of youth with disabilities participating in the survey, 80.0% can see “well”; 9.4% can see “well with effort”; 5.6% have poor vision but don’t need assistive devices. Thus, the sum of the three groups indicates that 95% of young people with disabilities can see without assistive devices. The blind represent less than 1% (the remaining of 0.8% need assistive devices). Therefore, the seeing ability of young people with disability is relatively good.

2. Listening ability: 88,1% of surveyed PWDs can hear without assistive device, of which, 78.9% can hear well, 6.8% can hear with effort and 2.6% cannot hear very well but don’t need assistive devices. The deaf accounts for 5.5%. Therefore, the listening skill of young people with disabilities is also relatively good

3. Holding, carrying, moving an object: 88.5% of surveyed people responded that they are able to hold, carry and move an object without support, of which 61.7 % can perform these actions well.

4. Standing still and moving: 91.6% responded that they *can stand still and move* without any support, of which, 67.9% of them can perform these actions well, 5.7% can move with assistive devices and only 2.6% cannot perform these actions.

5. Walking: 89.8% of surveyed people responded that they can walk without support, of which, 62.5% can walk well, 18.8% can walk with greater efforts, and 8.5% face restricted functions and capabilities but don’t need support. Only 1.5% of people responded that they can not walk and 8.7% can walk with assistive devices. The results show that moving ability of young people with disabilities is considerably good.

6. Ability to concentrate, remember and think: 78,5% of surveyed people responded that they can *concentrate, remember and think* without support, of which 39.8% can perform these abilities normally, 26.7% with effort, and 11% face restricted functions and capabilities but do not need support. People who cannot *concentrate, remember and think* account for 4.2%, and 17.7% of surveyed people responded that they face serious restricted functions and capabilities and need support.

7. Learning and absorbing knowledge: 71.4% of people responded that they can *learn and perceive* knowledge normally without support, of which 34.5% can learn and perceive knowledge normally; 27% need a greater effort to perform those tasks, and 10% of people face

functional deficiency but they do not need support. 9.8% said that they cannot learn and perceive the knowledge, and 17.7% face restricted functions and capabilities and need support to perform those tasks.

As the figures present, intellectual impairments are more prevalent among those surveyed than physical impairments.

8. Mobility access to school: 76.4% of surveyed YWD responded that they can go to school without support, of which 52.8% can go to school normally, 16.1% can go to school with effort; and 7.5% face restricted functions and capabilities but do not need support. 13.4% are unable to go to school themselves and 10.2% can go to school with support. The number of young people with disabilities who can go to vocational training represent a relatively high percentage.

9. Doing housework: 81.8% of YWD can do housework, of which 44% can do housework as normal people, 30.4% can do housework with greater effort; 7.4% face restricted functions and capabilities but do not need support. Only 3.6% cannot do the housework, 14.6% can do these jobs with support.

10. Taking care of themselves: 91.5% of YWD participating in the survey said that they are able to bath, dress, eat and drink by themselves, of which 78.4% can perform these tasks normally, 10.6% can perform these tasks with greater effort and 2.5% face restricted functions and capabilities but do not need support. The figures indicate that YWD can take care of themselves with certain difficulties if they go to a vocational training center.

11. Communicating: 76% of surveyed YWD responded that they can communicate, of which 50.8% can communicate as normal people, 18.3% can communicate with greater efforts, and 6.9% face restricted functions and capabilities but do not need support. 6.5% of people cannot communicate and 17.5% of people can communicate with support.

12. Attending social activities: Nearly 1/3 (30.6%) of surveyed YWD responded that they can take part in social activities, 17.6% can take part in social activities with greater effort and 5.1% face restricted functions and capabilities but do not need support. 36.7% cannot take part in social activities and 10% can take part in social activities with support.

Thus, the overall evaluation of 12 functions that PWDs can perform indicates that they are better at physical functions such as listening, seeing, walking or manual work than intellectual work. 60% of PWDs can perform these functions normally. (This is a considerably high percentage, whereas the project only provides support for YWD with serious functional deficiency).

The above results show that young people with disabilities can learn and work. However, in the project design process, jobs that require excessive intellectual and mental concentration should not be selected.

5.1.8. Evaluation on YWD needs for vocational training and employment

Table 42: Desired workstyles (respondents given a choice between options A and B)

N (%)	A	N (%)	B
100 (22.8%)	Work alone	339 (77.2%)	Work in a team
234 (56.3%)	Do repetitive jobs	182 (43.8%)	Do different jobs
205 (48.7%)	Work with things	216 (51.3%)	Work with people
366 (81.5%)	Manual work	83 (18.5%)	Intellectual work
428 (91.4%)	In-house work	40 (8.5%)	Outdoor work
389 (96.5%)	High job security	14 (3.5%)	Risky work
204 (50.9%)	Services	197 (49.1%)	Production industry

(Identification data)

The jobs with the most positive responses from YWD are as follows:

- 77.2% like to work in a team;
- 81% like manual work;
- 91% like in-house work;
- 96.5% like secure work;
- 50% like to work with people;
- The rates of people who want to work in service industry and production industry are nearly equal.

Therefore, the groups of jobs that young people with disabilities prioritized include manual work, in-house work, teamwork, non-risky and high safety work, production, and services. The following table describes the list of jobs that young people with disabilities find appropriate, interesting and experienced in:

Table 43: Job classification by appropriateness, interest and experience

Jobs	Appropriateness	Options			With experience
		1	2	3	
1. Livestock raising	61 (11.5%)	55 (10.3%)	22 (4.1%)	32 (6.0%)	25 (4.7%)
2. Farming	21 (3.9%)	1 (0.2%)	26 (4.9%)	7 (1.3%)	13 (2.4%)
3. Tofu making	8 (1.5%)	1 (0.2%)	6 (1.1%)	6 (1.1%)	0 (0,0%)
4. Bean sprouts planting	4 (0.8%)	1 (0.2%)	2 (0.4%)	5 (0.9%)	0 (0,0%)
5. Bread making	12 (2.3%)	6 (1.1%)	7 (1.3%)	14 (2.6%)	0 (0,0%)
6. Pastry cook	8 (1.5%)	5 (0.9%)	9 (1.7%)	5 (0.9%)	0 (0,0%)
7. Cooking	22 (4.1%)	12 (2.3%)	10 (1.9%)	14 (2.6%)	4 (0.8%)
8. Food processing	6 (1.1%)	2 (0.4%)	6 (1.1%)	1 (0.2%)	0 (0,0%)
9. Handicrafts or arts (mat weaving)	31 (5.8%)	32 (6.0%)	15 (2.8%)	10 (1.9%)	14 (2.6%)
10. Stone engraving	11 (2.1%)	7 (1.3%)	3 (0.6%)	8 (1.5%)	0 (0,0%)

Jobs	Appropriateness	Options			With experience
		1	2	3	
11. Brass casting	0 (0,0%)	0 (0,0%)	2 (0.4%)	0 (0,0%)	0 (0,0%)
12. Carpentry, engraving and carving	16 (3.0%)	14 (2.6%)	8 (1.5%)	5 (0.9%)	2 (0.4%)
13. Building services	13 (2.4%)	16 (3.0%)	5 (0.9%)	7 (1.3%)	7 (1.3%)
14. Embroidery and crocheting	14 (2.6%)	12 (2.3%)	13 (2.4%)	15 (2.8%)	5 (0.9%)
15. Knitting	11 (2.1%)	4 (0.8%)	9 (1.7%)	10 (1.9%)	0 (0,0%)
16. Tailoring	62 (11.7%)	55 (10.3%)	26 (4.9%)	18 (3.4%)	11 (2,1%)
17. Industrial tailoring	22 (4.1%)	12 (2.3%)	21 (3.9%)	4 (0.8%)	4 (0.8%)
18. Shopkeeping	35 (6.6%)	35 (6.6%)	22 (4.1%)	22 (4.1%)	4 (0.8%)
19. Hair dressing	16 (3.0%)	6 (1.1%)	17 (3.2%)	5 (0.9%)	1 (0.2%)
20. Glass cutting	3 (0.6%)	1 (0.2%)	1 (0.2%)	4 (0.8%)	0 (0,0%)
21. Knife, scissors making/sharpening	0 (0,0%)	0 (0,0%)	0 (0,0%)	0 (0,0%)	0 (0,0%)
22. Key making and repair	7 (1.3%)	2 (0.4%)	3 (0.6%)	3 (0.6%)	0 (0,0%)
23. Shoe making/repair	5 (0.9%)	12 (2.3%)	9 (1.7%)	10 (1.9%)	2 (0.4%)
24. Mattress making/covering	4 (0.8%)	1 (0.2%)	2 (0.4%)	4 (0.8%)	0 (0,0%)
25. Signpost making	1 (0.2%)	2 (0.4%)	4 (0.8%)	6 (1.1%)	0 (0,0%)
26. Film development and printing	6 (1.1%)	6 (1.1%)	7 (1.3%)	4 (0.8%)	0 (0,0%)
27. Interior furniture making	5 (0.9%)	4 (0.8%)	4 (0.8%)	6 (1.1%)	1 (0.2%)
28. Mechanics	4 (0.8%)	4 (0.8%)	3 (0.6%)	3 (0.6%)	2 (0.4%)
29. Bicycle repair / maintenance	30 (5.6%)	22 (4.1%)	26 (4.9%)	11 (2.1%)	7 (1.3%)
30. Motorbike repair / maintenance	7 (1.3%)	29 (5.5%)	17 (3.2%)	10 (1.9%)	2 (0.4%)
31. Clock/watch repair	4 (0.8%)	2 (0.4%)	6 (1.1%)	7 (1.3%)	0 (0,0%)
32. Electrical appliance repair	37 (7.0%)	15 (2.8%)	22 (4.1%)	14 (2.6%)	4 (0.8%)
33. Electronics	44 (8.3%)	35 (6.6%)	24 (4.5%)	13 (2.4%)	7 (1.3%)
34. Electro-mechanics	17 (3.2%)	7 (1.3%)	16 (3.0%)	13 (2.4%)	1 (0.2%)
35. Computers	41 (7.7%)	47 (8.8%)	20 (3.8%)	20 (3.8%)	2 (0.4%)

(Identification data)

Group of jobs in which youth with disabilities have experience: Out of total 33 jobs that listed in the questionnaires sent to YWD, the job groups that they have experience in (at a very low rate) are presented as follows: (i) The highest rate of 4.7% of YWD have experience in livestock raising; (ii) Then followed by second priority job group including farming, handicrafts (such as mat weaving); and tailoring, of which tailoring represents from 2% to 2.6%; (iii) and about 1% of youth with disabilities have experience in electrical appliances and bicycle repair.

Appropriateness: The evaluation on appropriate jobs for each YWD shows the following preferences:

- o Tailoring represents 11.7%
- o Livestock raising accounts for 11.5%

Priority:

- o The first priorities rank as follows:(i) Tailoring; (ii) Farming; (iii) Hairdressing; (iv) Hand craft; (v) Food processing, shop keeping

- o The second priority ranks as follows: (i) Knitting (4.9%); (ii) farming (4.9%) (iii) Livestock husbandry (4.1%); (iv) Tailoring (3.9%); (V) Shop keeping (3.2%)
- o The third priority ranks as follows: (i) Livestock husbandry (6%); (ii) Industrial tailoring (3.6%); (iii) Wool knitting (3.4%); (iv) Building services (2.8%); (v) Cooking and bread baking (2.6%).

In brief, despite the low rates overall, the jobs in which young people have experience are: livestock raising, farming, and traditional hand craft such as mat weaving, tailoring, civil electricity, and bicycle/motorbike repair. By priority, the jobs include tailoring, farming, and livestock raising. The most suitable jobs include two jobs with highest rates of preference: tailoring and livestock raising.

Concerns that youth with disabilities have about training and work:

- 169 people, or 31.8% of those surveyed, are concerned about traveling to school and workplace
- 214, or 40.2% of those surveyed, are concerned that they cannot find accommodation at a vocational training establishment or workplace
- 89, or 16.7%, are concerned about the shortage of suitable work equipment
- 89 or 16.7% are concerned that they do not have suitable trainers
- And 110 people (20.7%) are concerned about the difficulties of getting to the training center or workplace.

Thus, the majority of YWD surveyed are worried about getting to work/training and accommodation when going to work. Others are concerned about the training methodology. The selection of types of training and work location are primarily important to YWD.

5.2. Knowledge, attitudes and practices of youth with disabilities

The knowledge of youth with disabilities about their capacity to attend vocational training and work is rather good. Out of the total respondents, 64.2% have thorough knowledge, 22.3% have some understanding, but not enough, and 9.1% have basic knowledge. The number of people who said that they know nothing is very small, only accounting for 2.3%. Their knowledge on government policies on youth with disabilities, such as the Ordinance on Disabled Persons or regulations on vocational training and employment for PWDs, is weak.

Attitudes of youth with disabilities towards vocational training and employment: Most youth with disabilities participating in the survey sample are aware of their disabilities. 83.3% agree with the definition that “Disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.” 74.7% agree that “Everybody can be disabled.” 94.4% agree with the idea that “Disabled people have the right to live, learn and gain employment as normal people and can contribute to society.” These answers show that PWD expect to be treated equally and have the same opportunities as people without disabilities.

Evaluation on practices of disabled people: 53.4% of youth with disabilities said that they have never “tried their best to access vocational training and employment opportunities.” 34.4% said that they “always read newspapers, listen to the radio and watch TV to get more information and increase their knowledge.” The remaining 42.6% of people responded that they are sometimes interested, and 16.8% never listen to the radio nor watch TV. More than a half of interviewed people responded that they “never persuade their families to get information or supports from other people to find vocational training and employment opportunities.” 58% of YWD “never try to save money to attend vocational training and to be self-employed.” Only 17.9% said that they sometimes have work, and 19.6% replied that they “always have work”.

Only 7.7% of YWD “have tried to apply for some jobs in the businesses that are adjacent to their house” and 57% “have never worked.”

In brief, the evaluation findings indicate that the level of youth with disabilities to access to vocational training and employment opportunities in the survey group is low. However, one of the reasons for this limitation is that YWD and their families have poor access to information on vocational training and employment. Thus they do not have a motive for taking an active role in job seeking. Furthermore, they do not take part in clubs or associations and receive only limited support from official networks and institutions.

Table 44: KAP scores of youth with disabilities (average and 95% CI)

District		Knowledge	Attitude	Practice
Ninh Binh	Gia Vien	3.43 ± 0.15	6.67 ± 0.05	2.45 ± 0.21
	Kim Son	4.53 ± 0.18	6.73 ± 0.09	4.12 ± 0.19
	Yen Mo	3.60 ± 0.19	6.18 ± 0.08	2.70 ± 0.20
Subtotal		3.86 ± 0.17	6.52 ± 0.08	3.12 ± 0.20
Quang Nam	Duy Xuyen	3.29 ± 0.15	6.04 ± 0.04	2.99 ± 0.14
	Hoi An	4.07 ± 0.13	6.06 ± 0.03	3.96 ± 0.15
	Hiep Duc	2.66 ± 0.10	6.05 ± 0.06	2.18 ± 0.17
Subtotal		3.33 ± 0.11	6.05 ± 0.05	2.43 ± 0.16
Total		3.59 ± 0.14	6.26 ± 0.07	2.62 ± 0.18

Youth with disabilities have attitude scores ranking at the above average level and knowledge and practice points ranking at the below average level. There is no considerable difference among locations.

5.3. Knowledge, attitudes and practice of parents of youth with disabilities

Attitudes: 77.2% of YWD’ parents said they have “good knowledge” and 9.1% said they have “insufficient knowledge” about their children’s health status and restricted functions and capabilities. 64.3% said they have “good knowledge” and 17.5% reported to have “insufficient knowledge” about their children’s ability to participate in vocational training and work. 54% responded that they “are well aware of” the opportunities and challenges that their children to face in vocational training or employment, while 20.8% “are not fully aware” of these issues.

Parents’ knowledge regarding the disability policies and regulations of the government is also limited. Nearly 50% of respondents said they “do not know” about the Ordinance on Disabled Persons, although it has been in effect for eight years. 36.5% have “heard about it but not clearly”, 1% have “insufficient knowledge”, and the remaining responses rated at various levels (see above table). Most parents of YWD are not aware of the government’s preferential policies on employment opportunities for YWD including "Government’s policies and regulations on vocational training and employment for disabled/invalid people” and the projects that facilitate YWD to take part in vocational training and gain employment at the local level. Only 5% of respondents said they are aware of these policies.

Thus, knowledge of YWD’s parents about government’s policies and regulations for disabled people is limited. They are not interested or not exposed to local employment opportunities.

Parents’ attitudes on evaluation of their children’s capacity to take vocational training and work: 32.8% disagreed with the statement that “youth with disabilities are not capable of working or their productivity is lower than normal people”, whereas 54.1% agreed with the above-mentioned statement. 69.8% agreed with the recommendation “The enterprises that don’t create jobs for YWD should contribute to employment fund for handicapped people”

Up to 94.3% believe that "youth with disabilities should be given opportunities to attend vocational training and gain employment so that they can equally contribute to society as normal people." Thus, most parents hope that their children have opportunities to access to vocational training and employment as other members in the community. 40% of the parents express their hope to send their children to job training establishments, whereas 35.3% are opposed to that idea. This indicates that parents want their children to have better opportunities for vocational training. In addition, they do not trust that their children can learn a trade successfully through existing local vocational training or enterprises.

In general, parents’ attitudes towards vocational training and employment for their children are very positive and supportive. Most parents want their children to go to a vocational training center near their home, gain a stable job, earn an income and at the same time contribute to society.

Parents’ practices: A low percentage of parents (14.3%) said that they always or often try their best to bring their children to vocational training centers. 62% have not done this. This shows a remarkable gap between desires and practice. Only 11.7% of parents communicate frequently with local authorities to seek vocational training opportunities for their children, while 58.7% of parents have never done this. This shows limited cooperation between local authorities and families on vocational training and employment. Only 8.8% of parents have participated frequently in developing local policies on vocational training and job creation for youth with disabilities, while 71.2% have never participated in this way.

Parents’ practices on job training and employment for disabled people are limited. The coordination between local authorities and families is not strong. Disabled people and their families have not yet participated in developing disability policies. Thus, a mechanism should be set up to allow disabled people and their families to involve in developing policies on YWD.

Table 45: KAP scores of parents of YWD (average and 95% CI)

District		Knowledge	Attitude	Practice
Ninh Binh	Gia Vien	4.29 ± 0.14	7.01 ± 0.04	2.13 ± 0.11
	Kim Son	5.19 ± 0.17	6.94 ± 0.03	1.70 ± 0.09
	Yen Mo	4.31 ± 0.12	6.98 ± 0.02	1.65 ± 0.07
Subtotal		4.59 ± 0.19	6.98 ± 0.03	1.80 ± 0.08
Quang Nam	Duy Xuyen	3.70 ± 0.23	6.36 ± 0.11	1.50 ± 0.15
	Hoi An	5.04 ± 0.21	6.40 ± 0.05	1.10 ± 0.16
	Hiep Duc	3.17 ± 0.12	6.25 ± 0.06	1.25 ± 0.14
Subtotal		4.00 ± 0.09	6.34 ± 0.09	1.35 ± 0.15
Total		4.22 ± 0.15	6.37 ± 0.07	1.48 ± 0.13

5.4. Survey on enterprises

5.4.1. Enterprises that accept youth with disabilities as apprentices or employees

Table 46: Enterprises' engagement with YWD

District		Enterprises that accept YWD	
		To learn job/trade	To work
Ninh Binh	Gia Vien	0 (0.0%)	3 (7.50%)
	Kim Son	4 (10.00%)	5 (12.50%)
	Yen Mo	3 (7.30%)	9 (21.95%)
Subtotal		7 (5.78%)	17 (14.05%)
Quang Nam	Duy Xuyen	6 (10.53%)	14 (24.56%)
	Hoi An	1 (6.25%)	5 (31.25%)
	Hiep Duc	0 (0.0%)	1 (3.70%)
Subtotal		7 (7.00%)	20 (20.00%)
Total		14 (6.33%)	37 (16.74%)

The number of enterprises that admit youth with disabilities for job training and employment is very low (6.33% and 16.74% respectively). The average rates in Quang Nam are slightly higher than Ninh Binh. The two districts that have the highest rates of enterprises training disabled people are Duy Xuyen (10.53%) and Kim Son (10%).

Employment rates are somewhat higher overall. The highest rate for employment of YWD is found in Hoi An, followed by Duy Xuyen and Yen Mo. The rates in localities are not similar, but the difference cannot be cross-checked since the number of enterprises taking part in the survey was small.

5.4.2. Situation of vocational training and employment in enterprises participating in the survey

109 enterprises (accounting for 49.3%) offer jobs that require a short training period, from 4 to 6 months. 29 enterprises (making up 13.1%) have jobs that take 6 to 9 months to learn. 46 enterprises (occupying 20.8%) have jobs that take 9 to 12 months to learn. Upon completion of the job training courses, 80 enterprises (accounting for 40.2%) accept the apprentices to work. 69 (34.7%) said that they may take the apprentices. 50 (25.1%) said they refuse to admit the apprentices to work. The minimum training time for normal worker is 8.5 months whereas it is 10.5 months for disabled people. This difference has great significance for PWD. The average starting salary for disabled worker is 320,000 VND per month, whereas it is 360,000 VND per month for non-disabled people. The survey results show that enterprises participating in the survey discriminate in salary payments to PWD.

Table 47: Difficulties faced by enterprises in employing PWD

	District	Difficulties				
		Accessibility	Suitable equipment	Accommodation	Trainers/ staff	Communication with PWD
Ninh Binh	Gia Vien	21 (52.5%)	14 (35.0%)	20 (50.0%)	5 (12.5%)	21 (52.5%)
	Kim Son	1 (2.5%)	1 (2.5%)	10 (25.0%)	2 (5.0%)	0 (0.0%)
	Yen Mo	14 (34.1%)	10 (24.4%)	2 (4.9%)	2 (4.9%)	10 (24.4%)
Subtotal		36 (29.8%)	25 (20.7%)	32 (26.4%)	9 (7.4%)	31 (25.6%)
Quang Nam	D. Xuyen	26 (45.6%)	34 (59.6%)	23 (40.4%)	5 (8.8%)	11 (19.3%)
	Hoi An	11 (68.8%)	7 (43.8%)	7 (43.8%)	0 (0.0%)	2 (12.5%)
	Hiep Duc	5 (18.5%)	9 (33.3%)	19 (70.4%)	9 (33.3%)	6 (22.2%)
Subtotal		42 (42.0%)	50 (50.0%)	49 (49.0%)	14 (14.0%)	19 (19.0%)
Total		78 (35.3%)	75 (33.9%)	81 (36.7%)	23 (10.4%)	50 (22.6%)

The results in the above table indicate that the most commonly encountered difficulty enterprises state when recruiting youth with disabilities is “accommodation” with an average of 36% of businesses in two provinces. In Quang Nam, this figure is 49%, of which Hiep Duc District has the highest rate, at 70.4%. In Ninh Binh, Gia Vien District has the highest limitation in accommodation, at 50%. The second greatest difficulty is infrastructure accessibility. The average rate for two provinces is 35.3%. The third ranking difficulty is “unsuitable equipment”, at 33.9%; the fourth is concern about communication with PWD, at 22.6%. Only 10.4% are concerned about trainers for disabled people.

Therefore, the difficulties of greatest concern that enterprises take into consideration are accommodation and accessibility for disabled people. This rate is low in Kim Son since the selected enterprises participating in the survey have suitable conditions for disabled people to work.

5.5. Knowledge, attitudes and practices of enterprises

Knowledge: 41.7% of respondents have “never known” about the Ordinance on Disabled Persons; 39.9% “know about it but not clearly”, 10.1% know “the basic information”; 6.0% “do not know well” ; only 2.3% “know well” the Ordinance on Disabled Persons. Only 3.2% “know well” government’s policies and regulations on vocational training and employment for disabled/handicapped people, 8.7% have “insufficient knowledge”. 37.6% said that they have “no knowledge”.

Knowledge of enterprises about policies, regulations and employment opportunities for disabled people is limited. Up to 2/3 of respondents do not have knowledge about these things (including people who responded “do not know and hear about it”). According to the KAP survey, lack of knowledge is the biggest challenge for enterprises to fulfill their obligations to create employment opportunities for disabled people as regulated by government.

Attitudes of enterprises on vocational training and employment for disabled people are mixed. Up to 82% of enterprise owners or managers interviewed believe “Disabled people are pitiful and unfortunate.” However, more than 80% are opposed to the statement that “Disabled people

cannot lead a happy life”. 97.3% agree that “youth with disabilities have rights to take part equally in all social activities, including vocational training and employment.”

As shown above, the attitudes of most enterprises about vocational training and employment for disabled people are positive. Only a small percentage does not have a proper understanding resulting from limited knowledge.

Practice of enterprises on vocational training and employment for disabled people: Up to 58% of enterprises in the survey sample replied “never”, 30.9 % “sometimes” and only 8.8 % replied “always” in response to the study of the governmental and local preferential policies for enterprises that employ disabled people. In response to whether or not enterprises discuss vocational training and employment for PWD with colleagues in related industries and government offices, 69.2% replied “never”, 21.2% “sometimes” and 8.8% “always”. Up to 43% said they “have never accepted disabled people when recruiting laborers.” 24.8% replied “sometimes”.

In short, attitudes held by enterprises on disabled people are positive, however, a considerable number of enterprises do not facilitate employment of disabled people.

Table 48: KAP points of local enterprises (average and 95% CI)

District		Knowledge	Attitudes	Practices
Ninh Binh	Gia Vien	4.82 ± 0.17	6.32 ± 0.06	4.12 ± 0.25
	Kim Son	5.68 ± 0.18	6.56± 0.04	3.98 ± 0.21
	Yen Mo	4.63 ± 0.09	6.55 ± 0.03	3.35± 0.18
Subtotal		5.05 ± 0.14	6.48 ± 0.05	3.80 ± 0.22
Quang Nam	Duy Xuyen	4.77 ± 0.14	6.46 ± 0.12	4.33 ± 0.17
	Hoi An	5.79 ± 0.15	6.43 ± 0.07	5.20 ± 0.22
	Hiep Duc	4.25 ± 0.18	6.43 ± 0.06	3.61 ± 0.26
Subtotal		4.77 ± 0.16	6.45 ± 0.09	4.25 ± 0.25
Total		4.93 ± 0.15	6.47 ± 0.08	4.00 ± 0.23

Local enterprises have knowledge scores ranking at average level, attitudes at above average level and practice at below average level.

5.6. Knowledge, attitudes and practices of local leaders

Knowledge on disability, vocational training and employment for PWD: Evaluation of local leaders’ knowledge indicates that only 41.9% know the Ordinance on Disabled Persons well, 28.6% “know about it but not adequately,” and 23.8% only “know the basic information.” The limitations of local authorities’ knowledge may result in limitation in practice and execution of disability policies. The reality at the local level is that only staff who are in charge of social affairs know this information, whereas staff in other departments and general authorities do not have knowledge about PWD in the workplace. Thus, the application of the Ordinance mostly is implemented from top to bottom; the grassroots level is rarely proactive.

Only 38.5% of respondents said that they “know well” the government’s policies and regulations on vocational training and employment for disabled people, 30.8% “know but not comprehensively”, 13.2% only “know the basic information”. Only 47.8% “know well” local

policies and regulations on vocational training and employment for disabled/ handicapped people, 28% “know but not comprehensively”, and 13.2% only “know the major information”

Only 47.6% of local authorities “know well” about the coordination of ministries, branches and communities in supporting vocational training and employment for youth with disabilities, 26.2% “know but not very comprehensively”. 45.2% of local authorities “know well” “Awareness raising activities on disabilities organized in the locality” and 33.5% “know but not comprehensively.”

The above results indicate that the number of local officials who know information and knowledge relating to disabled people well makes up less than 50%. Thus, training and advocacy on disability should be implemented to improve local staff awareness.

Attitudes of local authorities on vocational training and employment for disabled people

100% of local officials said that they “agree” with the idea “I believe that youth with disabilities should have the right to equally participate in social activities, including vocational training and employment.” 58.1% said they “strongly agree”. Thus, the majority of local professionals expect youth with disabilities to have equal rights in the society, especially in vocational training and employment.

However, 51.4% of local staff responded that “youth with disabilities cannot work” and/or “have lower productivity than normal people” to the question relating to YWD’ working capacity, whereas only 37.1% disagree with the above statements, and 10% are undecided.

78.6% of local officials agree that "The enterprises that do not take in youth with disabilities should contribute to the employment fund for disabled people". If this is implemented, this funding source can be one of the sources that contribute to employment fund for vocational training and employment for PWD.

Practices of local authorities on vocational training and employment for disabled people

Up to 81.9% “always” and 17.1% “often treat disabled persons equally.” According o these responses, local authorities not only have proper knowledge on disability but also do not discriminate against disabled people. 56.2% of local authorities “always” and 37.1% “often” take care and provide support to disabled persons. The number of local officials who allow their children to learn and play with disabled children occupies 97.5%. And 64.4% said they “always” buy products made by disabled people and 55.8% said they go with disabled people to public places, of which half responded “always” and the other half responded “often”.

Table 49: KAP points of local leaders (average and 95% interval confidence)

District		Knowledge	Attitude	Practice
Ninh Binh	Gia Vien	7.39 ± 0.75	6.69 ± 0.24	8.28 ± 0.34
	Kim Son	8.30 ± 0.20	6.55 ± 0.18	8.10 ± 0.45
	Yen Mo	7.99 ± 0.24	6.67 ± 0.20	8.14 ± 0.36
Subtotal		7.98 ± 0.35	6.62 ± 0.21	8.15 ± 0.43
Quang Nam	Duy Xuyen	7.39 ± 0.52	6.68 ± 0.24	7.63 ± 0.46
	Hoi An	7.87 ± 0.30	6.65 ± 0.17	8.14 ± 0.45
	Hiep Duc	4.28 ± 0.79	6.56 ± 0.08	7.05 ± 0.47
Subtotal		6.67± 0.65	6.64 ± 0.20	7.57 ± 0.46
Total		7.39 ± 0.40	6.63 ± 0.15	7.90 ± 0.32

Local authorities interviewed on vocational training and employment have knowledge and attitude scores at the above average level, and practice scores ranking at the good level. Compared with the different sample of local leaders interviewed in the education KAP survey (section 4.5), this sample scored similarly on attitudes, higher on knowledge and much higher on practice. This may reflect the weighting of this sample towards officials in the labor and social affairs sector.

5.7. Knowledge, attitudes and practice of community members

Knowledge of community on disability:

97% of surveyed people agree with the following definition of a person with disabilities: defective of one or many parts of body or function. Up to 63% of people consented to perception that disabled people face serious functional restriction and 32.5% are opposed to this idea. 73% agree with the assumption that disability results from the fact that mothers don't take medicine as doctor's prescription; 94% believe that disability results from accidents and nearly 100% agree with the assumption that disability can result from Agent Orange. And 76% of people believe that "Everybody can be disabled".

The above results show that knowledge of the community about the government's policies and regulations on disabled persons is limited. The rate of surveyed people who know about employment opportunities for disabled people is low. In brief, disability policies and regulations have not been effectively communicated and understood by people with disabilities, their families, or their communities.

Attitudes of the community

98.9% agreed with the idea "I think that youth with disabilities have the right to equally attend all social activities, including vocational training and employment." 73.3% believe that "enterprises that don't employ youth with disabilities should contribute to the employment fund for disabled people." Hence, the community agrees with the government's policies. However, the execution of the policies is still insufficient. 98% agree that youth with disabilities should be given vocational training and employment opportunities so that they can equally contribute to the society as other people.

Up to 54.9% of interviewed people are opposed to the idea that "youth with disabilities should learn a trade in vocational training centers, not in local enterprises", whereas only 22.2% agreed with that idea. The results show that more than a half of the respondents think that disabled people can be trained courses in local enterprises. In other words, more than 50% of surveyed people are in favor of community-based vocational training centers for disabled people.

Thus, the community shows strong belief in capacity of disabled people and hopes that they have equal access to vocational training and employment opportunities.

Table 50: KAP scores of local community members (average and 95% CI)

District		Knowledge	Attitudes	Practice
Ninh Binh	Gia Vien	5.72 ± 0.24	6.17 ± 0.08	5.06 ± 0.21
	Kim Son	6.48 ± 0.17	6.54 ± 0.11	7.55 ± 0.28
	Yen Mo	4.66 ± 0.19	6.43 ± 0.12	6.71 ± 0.35
Subtotal		5.80 ± 0.21	6.41 ± 0.10	6.68 ± 0.33
Quang Nam	Duy Xuyen	5.78 ± 0.13	6.17 ± 0.07	5.90 ± 0.30
	Hoi An	5.49 ± 0.15	5.94 ± 0.06	5.00 ± 0.27
	Hiep Duc	5.00 ± 0.10	6.12 ± 0.10	4.45 ± 0.22
Subtotal		5.45 ± 0.11	6.08 ± 0.08	5.08 ± 0.31
Total		5.60 ± 0.13	6.22 ± 0.06	5.80 ± 0.25

Community members have knowledge, attitudes and practice points ranking at the average level. Compared with the different sample of community members interviewed in the education KAP, this group scored higher on knowledge and practices, but lower on attitudes; however, in both cases the attitude score was the highest (see Table 29).

6. CONCLUSIONS

6.1. Education component

The education component of the baseline survey identified 5,825 CWD suspected as having disabilities, of which 5,636 were assessed to have disabilities, accounting for 3.11 % of the total population of children. This is close to the national statistic of 3% identified by MOET. Since this survey used an ICF approach, it may have identified more children as disabled than would have been the case using only medical methods. In particular, questions on limited visual functioning may have resulted in the identification of children with limited vision as disabled who would not have been thus identified using other methods.

The survey found a gender disparity in disability rates, with 3.41% of boys identified as disabled compared to 2.79% of girls. This corresponds to findings in other studies, both within Vietnam and internationally. More significant is the geographical disparity. The prevalence of disability in the three districts of Quang Nam, at 3.7%, is higher than that in Ninh Binh at 2.74%. Most of this difference can be explained by the inclusion of one Quang Nam district, Hiep Duc, with a 6.55% disability rate. Hiep Duc is a poor district in a mountainous area with a substantial ethnic minority population; its prevalence rate is much higher than lowland areas. This suggests an important future consideration for expansion of inclusive education and other disability programs.

The number of CWD was found to increase proportionally by age and educational level from preschool to primary and lower secondary. Early intervention and support activities, such as a school-based health care system, might help reduce the percentage of children who develop disabilities at later ages.

Of the five major types of disabilities, 43% of CWD were identified as having learning difficulties, followed closely by language difficulties (41%), vision difficulties (30%), mobility difficulties (27%) and hearing difficulties (17%). 38% have multiple disabilities. While people with mobility impairments may make up the most readily noticeable group of PWD, it is important to recognize that other types of disabilities are actually more present in society and in schools. Children with vision difficulties account for the highest rate of enrollment in schools, followed by those with hearing difficulties, a group in which more girls with disabilities are enrolled in schools than boys. Both of these groups have enrollment rates over 70%. Only about half of children with mobility, language and learning difficulties, by contrast, are enrolled in school, and in these groups fewer girls are enrolled than boys.

The survey found rates of school enrollment that are high across the board compared with national statistics, particularly at the primary and junior secondary level. Some part of this finding can be attributed to the survey's use of ICF, thus identifying more children with moderate vision or hearing impairments who attend school. Even the groups less likely to attend school, however, still do so at a rate of roughly 50%. In particular, only 41% of children with multiple disabilities are enrolled in school, compared with nearly 80% of those with a single disability. These children should be prioritized for intervention activities.

The survey identified 963 CWD (17%) who are currently at home and desire to go to school. Assessments from the screening examinations to identify health and educational needs indicate that these children have needs and abilities that can be met by inclusive education, provided that sufficient support is available. The following table summarizes the key needs for

health and educational interventions found by health and educational experts during screening examinations:

Table 51: Needs for intervention collected from screening examinations

Types of disability	Major needs for intervention		
	Health	Type of education	Intervention relating to inclusive education
Mobility	Rehabilitation and orthopedic surgery	Inclusive education	Teaching methodologies
Visually impaired	Glasses and surgery	Inclusive education	Physical accommodation such as seating and lighting
Hearing impaired	Medical treatment and hearing aids	Inclusive education	Physical accommodation and combine special methods and skills.
Language	Speech therapy	Inclusive education	Physical accommodation, adjustment of content and teaching methods
Learning difficulties	Medication or therapy	Inclusive education	Adjustment of content and methodologies

Few children have received health or educational assistance to date. Although national policy establishes a right to school fee reduction or exemption for all CWD, only 13.7% of children in the surveyed areas have had access to these benefits. The rate of CWD receiving learning aids or equipment is very low, less than 1% and primarily in Hiep Duc district, Quang Nam. Only 7.2 % of CWD in all six districts have received CBR services.

The general results of the KAP survey for relevant stakeholders in the field of education for CWD are average or above average, although some scores were below average.

Table 52: Summary of KAP levels relating to education of CWD

Groups	Knowledge	Attitudes	Practices
Teachers	Above average	Above average	Above average
Parents of CWD	Average	Average	Poor
Local authorities	Above average	Above average	Average
Community members	Below average	Above average	Below average

6.2. Vocational training/employment component

This component of the survey was focused on identifying youth with disabilities who could benefit from vocational training and employment services. General background information was collected from the lists of 2,416 YWDs from the ages of 16-30 in the local communities. 532 of these YWD took part in detailed interviews. Since no general population survey was conducted, the survey did not assess prevalence rates with broader statistical significance.

Among the general conclusions drawn by the study are as follows. The distribution of PWDs by age group was found to be highest at the ages of 17-19, and then gradually decrease by the age of 30. Of the five types of disabilities covered in the survey, youth with “mental disabilities” account for the highest percentage, 42%. The second largest group is youth with mobility impairments, followed by those with visual and language impairments. Youth with hearing impairments account for the lowest percentage. 22% of youth have multiple disabilities. These findings are broadly compatible with the more detailed survey of children in the educational component of the survey.

Most YWD have a low to moderate level of education. Nearly half have completed junior or senior secondary school, while roughly another quarter has finished primary school. However, the remaining 25% are illiterate. None of the YWD surveyed have educational levels beyond high school. These findings demonstrate the reality of the educational system for CWD in Vietnam over the past several decades. On one hand, many YWD are able to work as full members of society; on the other hand, a significant minority is educationally unequipped for all but the simplest jobs.

The detailed interview results show that almost all YWD (over 90%) desire to participate in vocational training and have jobs. At present, few have been able to access training or employment of any kind. This is equally true for both men and women, although more men were interviewed for the detailed survey than women. There are few physical limitations to their involvement: by assessing YWDs’ performance on the ICF functionality framework, the survey found that YWD in the target areas generally have good hearing, seeing and mobility functions. Most of them can take care of themselves and participate in daily household tasks. The general health of YWD in the target areas was average. If only quantitative figures and results are analyzed, most of YWD can participate in vocational training activities and have jobs.

As with children, however, the number of YWD using assistive devices is very low, less than 10% in five out of six districts (with the exception of Kim Son district, Ninh Binh). 4.7% of YWD overall use wheelchairs, while only 2.6% use glasses. Other assistive devices such as crutches, hearing aids, and orthopedic devices are used by less than 2% of surveyed YWD. There is thus considerable unmet need in this area.

The survey next examined suitable jobs for YWD. Young people interviewed give priority to in-house manual work, teamwork, and work with high job security, either in services industries or production industries. Of 33 selected jobs listed in the survey, the results show that YWD have limited experience in all of them. The most frequent experience is in animal raising. The survey found that agricultural work and tailoring are the most appropriate jobs for YWD, each selected as a first choice priority for around 10% of respondents. These are followed by electronics repair, computers, and bicycle/motorbike repair. The main concerns of YWD in doing these jobs relate to traveling, accommodation, and inappropriate teaching methodologies of trainers. The ability to self-select types of training and working locations is very important to YWD. This suggests that the community-based, on-the-job training model practiced by WCDO is highly suitable to young people’s needs.

Youth scored high in some areas of the KAP survey, such as understanding of their own abilities and rights. They scored less highly on knowledge and understanding of government policies and programs towards PWD on both the national and local levels. More than half do not participate in any clubs or organizations and have limited involvement with the broader society. This is most likely due to the lack of information available to YWD and limited support by official networks and institutions. These limitations are also shared by the parents of youth and others in the community. Many families are passive instead of active in looking for vocational training opportunities and appropriate jobs for their children. Coordination among local

authorities, local governments and families is low. YWD and their families are not yet fully participating in policy development relating to PWD issues. These are among the areas that the IVWD project can focus on improving.

Few local enterprises surveyed employ or train PWD at present, though many are willing to do so. Among the obstacles cited by enterprises in working with PWD include accommodation, accessibility, inappropriate facilities and equipment, and a lack of experience in interacting with PWD. There are also structural obstacles, such as the fact that many YWD need more training time before becoming proficient at a job—not because of any innate deficiency but since they have less educational and work experience than others. Those PWD who do find work are paid a lower salary on average than non-disabled employees.

Most surveyed enterprises do not know governmental policies and regulations on disability issues. Up to half of surveyed enterprises do not have strategies and directions of recruiting PWD at present and in the future. They also lack knowledge on assessment of abilities and needs for vocational training and employment for PWD. Yet enterprises, like other social groups, share the view that PWD should have equal opportunities and treatment as non-disabled people, including vocational training and employment.

These strengths and weaknesses are shared by local leaders and other community members. Their attitudes toward PWD are generally positive, but a significant percentage even of leaders are unfamiliar with government policies towards disabilities. This can easily lead to inconsistent practices and policy execution at local level. Local officials seem passive in the execution of policy relating to disability issue. About 50% do not know about coordination and collaboration mechanisms among relevant sectors or institutions. They do not yet feel confident about the abilities of PWD to be trained or their own abilities to create opportunities for employment of PWD in cooperation with other sectors and local enterprises.

In sum, survey participants agree that PWD should have equal opportunities in vocational training and employment. However, they do not know how to achieve this using existing policies and regulations. This indicates that information dissemination at present is insufficient to implement policies that exist. Bridging this information gap should be a key objective of the IVWD project.

7. RECOMMENDATIONS

7.1. Recommendations on educational interventions for CWD

Areas of intervention	
1. Policy development	<ul style="list-style-type: none"> - Provide technical assistance to local governments in dissemination and implementation of legal documents relating to inclusive education of CWD. - Organize workshops with participation of local leaders, officials and relevant stakeholders to find out feasible solutions to increase the execution and jurisdiction of legal documents.
2. Development of groups	<ul style="list-style-type: none"> - Support the establishment of self-help or peer groups, such as parents' associations, to promote active participation in monitoring and contribution to policies on inclusive education for CWD at the local level.
3. Financial resource development	<ul style="list-style-type: none"> - Coordinate the project budget with existing Vietnamese government efforts for implementation of inclusive education policy. - Integrate project activities into activities covered in National Targeted Programs to increase effectiveness.
4. Promote specific intervention activities	<ul style="list-style-type: none"> - Enhance awareness raising activities for community, local officials and families on issues relating to education of CWD. In particular, promote the increased participation of families and community members. - Implement health and early intervention activities to reduce the number of CWD and levels of severe disabilities at higher educational grades. - Collaborate and cooperate with health and educational experts to develop an integrated project model that includes health and education components. - Collaborate with local institutions to mobilize CWD to attend regular schools at appropriate ages. - Increase intervention and investment for children with severe and multiple disabilities to participate in inclusive education. - Provide training for classroom teachers in terms of methods, skills and curriculum accommodations in inclusive classes. - Plan and accommodate intervention activities based on needs and situations at different locations based on information collected and analyzed from the baseline survey. - Support schools to build capacity for teachers through long-term and short-term training (for instance, degree programs on special education, inclusive education and short courses). Develop integrated programs for support to CWD, and provide teaching and learning aids or devices. - Support local authorities and institutions to develop a data management system of education for CWD.

7.2. Recommendations for intervention on vocational training and employment for youth

Areas of intervention	
1. Policy development	<ul style="list-style-type: none"> - Support local governments in dissemination and implementation of legal documents relating to vocational training and employment for YWD. - Organize workshops with participation of local leaders, officials and relevant stakeholders to find out feasible solutions for improving policy implementation. - Build capacity of community officials and workers in social work and advocacy to develop funds for employment and health assistance devices such as wheelchairs, hearing aids, and crutches. - Organize training on disability issues and policies on PWD for enterprises, local officials, families of PWD and community members.
2. Development of groups	<ul style="list-style-type: none"> - Support VABED to set up local business associations in the 2 provinces. Support existing organizations of PWD in the 2 provinces. - Support PWD to develop self-help groups to encourage their participation and contribution to monitoring and developing policy related to vocational training and employment for PWD. - Organize social activities, including entertainment activities, to encourage PWD to participate. Organize games and contests to create opportunities for YWD to demonstrate their talents and abilities. - Organize youth group activities at the local level including exposure visits for YWD to learn and share experiences with peer groups from other areas in order to encourage YWD to overcome their difficulties. Local youth groups also provide good examples and role models for other YWD.
3. Financial resource development	<ul style="list-style-type: none"> - Build capacity for local leaders and officials in management and development of financial funds contributed by enterprises according to Decree 81. - Conduct a study to support policy development related to vocational training and employment of PWD.
4. Promotion of specific intervention activities	<ul style="list-style-type: none"> - Develop strategies and plans to produce advocacy materials; collaborate with local governments to increase awareness and KAP relating to vocational training and employment for YWD. - Advocate with local governments to integrate vocational training and employment for YWD into general disability programs in their localities - Support enterprises through physical support and project activities. For instance, creating accessible settings for work and vocational training (barrier-free). This includes provision of appropriate training facilities and financial support for enterprises employing PWD (this can be taken from financial funds contributed by enterprises who do not accept PWD according to Decree 81). - Recommend that enterprises increase salaries for PWD to the same level as non-disabled people. - Identify and support enterprises involved in livestock and tailoring (the two areas YWD responded most positively to) to develop a long term commitment to vocational training and employment for YWD through legal labor contracts. - Provide technical assistance to develop a database and information management

	<p>system in order to better manage vocational training and employment information of YWD.</p> <ul style="list-style-type: none">- Build the capacity of local officials to conduct needs assessments for vocational training and employment of PWD. Build monitoring and evaluation skills to better assess enterprises' employment of PWD. Advocate policy development that sets guidelines of responsibilities and obligations of enterprises and provides positive incentives for enterprises that actively recruit PWD.
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APPENDIX

1. Survey Forms for the Education Component

1.1. Form for CWD Identification (from birth to age 16)

DISABILITY IDENTIFICATION FORM (0-16 YEARS OLD CHILDREN)

Province: Ninh Binh Quang Nam
 District:
 Commune:
 Village:

1. Name of the child:

2. Name of parent:

3. Date of birth **4. Gender:**
 Day Month Year 1=Male 2=Female

CODE
 Name for short Year of birth Gender

5. Type of disability
(can be more than one tick)
 Mobility Seeing Hearing Language Learning difficulty

6. Cause of disability
(can be more than one tick)
 From birth Agent Orange Disease Transportation accident Accident at home
 Accident at work UXO accident Others:.....

7. Current Education
 Stay at home Learn with normal children Learn with other disabled children at special school

8. Education qualification
 Never at school Read, write At grade 1-12

9. Need for education
 Stay at home Learn with normal children Learn with disabled children at special school

10. Family's yearly income Thousand VND **No of family members**

Family's financial status
 Poor Below average Average Above average Rich

11. Social allowance *(tick if any)*
 Allowance (/month).....thousand VND

12. Support in study *(tick if any)* 62
 50% school fee reduction Support to buy learning tools scholarship (/month).....thousand VND

13. Medical support (tick if any)

Fee health check
 Health insurance card
 Community rehabilitation
 Others.....

14. Assistive devices (can be many ticks)

Glasses
 Hearing aid device
 Crutch
 Wheelchair
 Orthopedic device
 Others

Which are (can be many ticks)

granted
 Self-made
 purchased

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15. Participation in (tick if any)

Young pioneer
 Youth Union
 Self-help group
 Others:.....

16. Description of level of functional restriction using ICF

(filled out by carers of the child or the child, then check the completion of information is required)

Ability	Level of performance					
	Unable	Able with frequent supports	Able with not very frequent support	Functional restriction without support	Able with required efforts	Able
	0	2	4	6	8	10
1. Seeing						
2. Hearing						
3. Holding, carrying, moving a subject						
4. Standing still and moving the body						
5. Walking						
6. Ability to concentrate, remember and think						
7. Learn and absorb knowledge						
8. Going to school						
9. Doing housework						
10. Take care of themselves (Bathing, dressing, eating, and drinking...)						
11. Communication						
12. Participation in social activities						

(“support” refers to assistive device or support provider)

Interviewer (Name and signature):

Day Month Year

Supervisor (Name and signature).....

Day Month Year

1.2 Form for KAP (Knowledge, Attitude, Practice) Survey on CWDs' Education

QUESTIONNAIRE FOR TEACHERS/SCHOOL MANAGEMENT STAFF

Independent fill-out

Province: Ninh Binh District
 Quảng Nam Commune
 School
 School level
 Pre-school Primary school Lower Secondary Secondary Special school

1. Name of teacher

2. Are you at School management board Not at school management board

3. Date of birth 4. Gender
 Day Month Year 1=Male 2=Female

5. Pedagogic education
 9+3 12+2 Trung cấp College University, post graduate Untrained

6. Training on education for CWD (can be many ticks)
 Special education Inclusive education Training courses on Inclusive education for CWD

7. Duration of training on inclusive education
 Weeks Months

8. Number of years working as teacher 9. Number of years teaching CWD

Please tick at appropriate box for your choice:

Knowledge

No		Don't know	Hear about it, not clearly	Have basic knowledge	Know some knowledge	Know well
1.	Need for education of children with disabilities at my locality					
2.	Capacity to provide education for children with disabilities at my locality					
3.	Knowledge to evaluate abilities for education of a child with disabilities					
4.	Necessity of cooperation between school, families and concerned organizations on education for children with disabilities					
5.	Policies and regulations on inclusive education and special education in operation at my locality					

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Attitudes

No		Totally disagree	Disagree	Yes and No	Agree	Totally agree
6.	I think children with disabilities have the right for education					
7.	I think children with disabilities can learn					
8.	I think that children with disabilities should learn at their neighborhood school.					
9.	Children with disabilities join inclusive class just to have more friends. I don't think they can learn academic subjects at school					
10.	I think children with disabilities should learn at a special school in town/city.					
11.	Only teachers of special schools can teach children with disabilities.					
12.	I think children with disabilities should achieve the level of academic results that are equal to other normal children					
13.	The attendance of 1 to 2 children with disabilities in a class will positively influence the whole class study and their inclusion in the class.					
14.	The attendance of 1 to 2 children with disabilities will affect negatively the teacher's teaching performance.					
15.	I am willing to accept children with disabilities in my class if assigned by the school					

Practices

No		Have never	Occasionally	Sometimes	Always	Often
16.	Study information of the children with disabilities in my class					
17.	Assess needs and abilities of the children with disabilities in order to map out strategies for lesson objective and teaching activities adjustment					
18.	Arrange convenient seating for children with disabilities (easy for listening, hearing, moving and allowing teacher and peers' support)					
19.	Mobilize and encourage peers to accept, communicate and help children with disabilities					
20.	Ask for support from school toward children with disabilities					
21.	Talk with parents of children with disabilities					
22.	Request support from local authorities toward children with disabilities					
23.	Explore and apply teaching methodologies appropriate for a class of multiple types of students.					
24.	Be creative in using visual learning aids in teaching children with disabilities					
25.	Talk with colleagues about methodologies and skills in teaching in an inclusive class					
26.	Establish groups, teams and "couple of friends" in class.					
27.	Plan and implement extra-curriculum activities to involve children with disabilities to increase their inclusion					

Filled out by (Name and signature):

<input type="text"/>	<input type="text"/>	<input type="text"/>
Day	Month	Year

Supervisor (Name and signature):

<input type="text"/>	<input type="text"/>	<input type="text"/>
Day	Month	Year

This part is particular for school management staff

No		Have never	Occasionally	Sometimes	Always	Often
16.	Consult local leaders in mobilization of children with disabilities to school and provide support for inclusive education implementation					
17.	Assign good teachers to teach in inclusive classes.					
18.	Send capable teachers who will teach children with disabilities for a long time to training courses on inclusive education for children with disabilities					
19.	Regulate measures of praise and encouragement to motivate teachers in teaching children with disabilities					
20.	Organize thematic workshops within the school to allow exchange of information and experience among teachers.					

QUESTIONNAIRE FOR LOCAL ADMINISTRATION LEADERS
Independent fill-out

Provincial leader Province Ninh Binh Quang Nam
 District leader District
 Commune leader Commune

1. Full name

2. Date of birth **3. Gender**
 Day Month Year 1=Male 2=Female

4. Education
 Grade 12 High school College University Post graduate

5. Is your work related to people and children with disabilities?
 Not at all Indirectly Directly

6. Number of working years **7. Number of working years directly involved with people with disabilities**

Please tick at appropriate box for your choice:

Knowledge

No		Don't know	Hear about it, not clearly	Have basic knowledge	Know some knowledge	Know well
1.	Need for education of children with disabilities at my locality					
2.	Capacity to provide education for children with disabilities at my locality					
3.	Necessity of cooperation between community and concerned organizations on comprehensive support for people with disabilities					
4.	Knowledge to evaluate abilities for education of a child with disabilities					
5.	Policies and regulations on inclusive education and special education in operation at my locality					
6.	Policies and regulations on provision of care and support for people with disabilities (infrastructure, social insurance, health insurance...)					

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Attitudes

No		Totally disagree	Disagree	Yes and No	Agree	Totally agree
7.	I think children with disabilities have the right for education like other normal children					
8.	I think children with disabilities can learn					
9.	I think that children with disabilities should learn at their neighborhood school.					
10.	It is the responsibility of families and school to mobilize children, not that of local government and authorities					
11.	Children with disabilities join inclusive class just to have more friends. I don't think they can learn academic subjects at school					
12.	I think children with disabilities should learn in a special school in town/city.					
13.	Children with disabilities should be taken care of at home, there's no need to send them to school.					

Practices

No		Have never	Occasionally	Sometimes	Always	Often
14.	Develop and issue local policies, regulations on education for children with disabilities					
15.	Provide guidance to schools and concerned organizations on capacity building to support education for children with disabilities.					
16.	Provide support for schools on implementation of education for					

	children with disabilities					
17.	Mobilize families of children with disabilities to send their children to school.					
18.	Set up volunteer groups at community level to provide care and education for children with disabilities					
19.	Develop monitoring system to monitor the implementation of policies and regulations relating to education for children with disabilities.					

Filled out by(Name and signature):

<input type="text"/>	<input type="text"/>	<input type="text"/>
Day	Month	Year

Supervisor (Name and signature):.....

<input type="text"/>	<input type="text"/>	<input type="text"/>
Day	Month	Year

QUESTIONNAIRE FOR PARENTS OF CHILDREN WITH DISABILITIES (Independent fill-out)

Province Ninh Binh Quang Nam

District

Commune

Village

1. Full name

2. Date of birth

Day Month Year

3. Gender

 Male Female

4. Education

Grade 1-12 High school College University Post graduate

5. Occupation

No job, stay at home Agri-forestr. Handicraft Small business Worker Government staff At school

6. Type of work

 Work far from home Work near home

7. Information of the child

Full name:

Date of birth

Day Month Year

Gender

 1=Nam 2=Nữ

CODE of the child

Name for short Year of birth Gender (1=Male, 2=Female)

Is the child at school

 No If yes, at what grade:

8. Main carers of the child

 Parents Grand parents Relatives Others:.....

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Please tick at appropriate box for your choice:

Knowledge

No		Don't know	Hear about it, not clearly	Have basic knowledge	Know some knowledge	Know well
1.	Situation of your child's health and restricted functions					
2.	Evaluation of your child's ability to learn in inclusive or special school.					
3.	PWD's rights to education and vocational training/employment					
4.	Policies, regulations on inclusive education and special education in operation at local level					
5.	Local conditions for your child to enjoy education					

Attitudes

No		Totally disagree	Disagree	Yes and No	Agree	Totally agree
6.	I understand that my child can still learn though he/she is disabled					
7.	I think that my child should learn in neighborhood school					
8.	My child joins inclusive class just to have more friends. I don't think she/he can learn academic subjects at school					
9.	I bring my child to inclusive class so that we do not have to take care of her/him at home. I don't think she/he can learn academic subjects at school					
10.	I want to bring my child to a special school in town/city.					
11.	I don't believe that teachers in my neighborhood school can teach my child.					
12.	I realize that my child can learn academic subjects just like other normal children.					

Practices

No		Have never	Occasionally	Sometimes	Always	Often
13.	Try my best to bring my child to school					
14.	Pay attention to my child's study and teach him/her at home					
15.	Talk with the teacher about my child's study at school and mobilize support from the teacher for my child.					
16.	Be afraid that my child will be teased by his/her peers					
17.	Cooperate with school and encourage other parents of CWD to send their children to school.					
18.	Participate in development of policies on education for CWD at my locality.					
19.	Consult concerned organizations about how to take care and educate my child.					
20.	Look for opportunities to send my child to Centre for protection of PWD for care and support for her/him					

Monitoring person (Name and signature):

<input type="text"/>	<input type="text"/>	<input type="text"/>
Day	Month	Year

Supervisor (Name and signature):.....

<input type="text"/>	<input type="text"/>	<input type="text"/>
Day	Month	Year

QUESTIONNAIRE FOR COMMUNITY MEMBERS

(can be independently filled out)

Province	<input type="checkbox"/>	Ninh Binh	<input type="checkbox"/>	Quang Nam
District				
Commune				
Village				

1. Full name

2. Date of birth

Day		Month		Year	

3. Gender

1=Male	2=Female

4. Education

Grade 1-12	High school	College	University	Post-graduate	

5. Occupation

No job, stay at home	Agri-forestry	Handicraft	Small business	Worker	Government staff	At school	

6. Have anything to do with people and children with disabilities

Not at all	Family, relatives	work	Neighbours

Please tick at appropriate box for your choice:

Knowledge

No		Don't know	Hear about it, not clearly	Have basic knowledge	Know some knowledge	Know well
1.	Situation of children with disabilities at my locality					
2.	Need for education of children with disabilities at my locality					
3.	Capacity to provide education for children with disabilities at my locality					
4.	Policies and regulations on education for children with disabilities at my locality					
5.	Situation of education for children with disabilities at my locality					

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Attitudes

No		Totally disagree	Disagree	Yes and No	Agree	Totally agree
6.	I think children with disabilities have the right for education like other normal children					
7.	I think children with disabilities can learn					
8.	I think that children with disabilities should learn at their neighborhood school.					
9.	Children with disabilities join inclusive class just to have more friends. I don't think they can learn academic subjects at school					
10.	I think children with disabilities should learn at a special school in town/city.					
11.	Children with disabilities should be taken care of at home, there's no need to send them to school.					

Practices

STT		Have never	Occasionally	Sometimes	Always	Often
12.	Treat well with children and youth with disabilities					
13.	Provide conditions and support for children with disabilities to have education and youth with disabilities to have vocational training and employment					
14.	Participate in community support groups to help children and people with disabilities					
15.	Mobilize social organizations, authorities and families to work for the benefit and education of children with disabilities					
16.	Monitor activities implementation and provide recommendations to concerned authorities and organizations with regard to education for children with disabilities at my locality					

Interviewer (Name and signature):

<input type="text"/>	<input type="text"/>	<input type="text"/>
Day	Month	Year

Supervisor (Name and signature):.....

<input type="text"/>	<input type="text"/>	<input type="text"/>
Day	Month	Year

1.3 Forms for screening examination of CWDs' need for health and educational intervention

SCREENING FORM ON CWD'S HEALTH INTERVENTION NEEDS

General information:

Full name.....Date of birth.....Code

Gender: (1-Male 2- Female)

Ethnic group: (1-Kinh, 2-other)

Code of the child:

--	--	--	--	--

--	--	--	--

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Name in short

Year of birth

Gender

Education level:.....Education status (1-studying, 2-drop off)

Address:.....

Father's name:.....Age:.....

Mother's name:.....Age:.....

Family economic situation :(1-make ends meet, 2-difficult)

Functions to be examined

Listening Speaking Seeing Learning Mobility

SCREENING FORM FOR CHILDREN WITH HEARING DIFFICULTY

1. Type of disability

<p>1. Dumb and deaf</p> <p>2. One deaf ear R / L</p> <p>3. Both deaf ears</p>	<p>4. Hearing deficiency of one ear R / L</p> <p>5. Hearing deficiency of two ears</p> <p>6. Others</p>
--	--

2. Level **(not applicable for disability type 1,2,3)**

(1- Mild 2- Moderate 3- Severe)

3. Causes

<p>1. From birth</p> <p>2. Disease</p> <p>3. Accident</p>	<p>4. War</p> <p>5. Others:</p> <p>6. Unidentified</p>
---	--

4. Age of disability identification

5. Needs for health interventions

<p>1. In-patient treatment</p> <p>2. Operation</p> <p>3. Hearing aid equipment</p>	<p>4. Operation and hearing aid equipment</p> <p>5. Others</p>
--	--

6. Needs for education

{1- Normal education 2- Inclusive education 3- Special education (at home)}

7. Needs for inclusive education

<p>1- Physical adjustment (light, seat ...)</p> <p>2- Adjustment of teaching methodology</p> <p>3- Adjustment of content</p>	<p>4. Adjustment of content and methodology</p> <p>5. Combined special education (sign language)</p> <p>6. Others:</p>
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SCREENING FORM FOR CHILDREN WITH MOBILITY DIFFICULTY

1. Type of disability

<ol style="list-style-type: none"> 1. Paralyzed limbs 2. Hemiplegia P / T 3. Two paralyzed arms 4. One paralyzed arm R / L 5. Two paralyzed legs 6. One paralyzed leg R / L 7. Paralyzed right hand and left leg 8. Paralyzed left hand and right leg 9. Mobility impairment of one arm R / L 10. Mobility impairment of two hands 11. Mobility impairment of one hand R / L 12. Mobility impairment of two feet 13. Mobility impairment of one foot R / L 14. Head moving difficulty 15. Spinal column moving difficulty 	<ol style="list-style-type: none"> 16. Moving disorder of limbs 17. Moving disorder of semi-body R / L 18. Moving disorder of two hands 19. Moving disorder of one hand R / L 20. Extra finge(r)/toe(s) 2 body side 21. Extra finge(r)/toe(s) 2 body side R/L 22. Lack of fingers in both sides 23. Lack of fingers in one side R / L 24. Two amputated arms 25. One amputated arm R / L 26. Two amputated legs 27. One amputated leg R / L 28. Mobility retardation 29. Others
--	---

2. Level

(not applicable for disability type 20-27)

(1- Mild 2- Moderate 3- Severe)

3. Causes

<ol style="list-style-type: none"> 1. From birth 2. Disease 3. Accident 	<ol style="list-style-type: none"> 4. War 5. Others: 6. Not identified
--	---

4. Tuổi khởi phát

5. Needs for health interventions

<ol style="list-style-type: none"> 1. In-patient treatment 2. Operation 3. Crutches/walking frame 4. Orthopedic crutches 5. Orthopedic shoes 	<ol style="list-style-type: none"> 6. Cerebral palsy chair 7. Wheel chair 8. Orthopedic limbs 9. Rehabilitation 10. Others:
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6. Needs for education

{1- Normal education 2- Inclusive education 3- Special education (at home)}

7. Needs for inclusive education

<ol style="list-style-type: none"> 1- Physical adjustment (light, seat ...) 2- Adjustment of teaching methodology 3- Adjustment of content 	<ol style="list-style-type: none"> 4. Adjustment of content and methodology 5. Combined special education (sign language) 6. Others:
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SCREENING FORM FOR CHILDREN WITH SPEAKING DIFFICULTY

1. Type of disability

1. <i>Dumb and deaf</i> 2. <i>Dumb</i> 3. <i>Lisp</i> 4. <i>Stammering</i>	5. <i>Speech disorder</i> 6. <i>Speaking retardation</i> 7. <i>Tone disorder</i> 8. <i>Others:</i>
---	---

2. Level (Not applicable for disability type 1, 2)
 (1- *Mild* 2- *Moderate* 3- *Severe*)

3. Causes

1. <i>From birth</i> 2. <i>Disease</i> 3. <i>Accident</i>	4. <i>War</i> 5. <i>Others:</i> 6. <i>Unidentified</i>
---	--

4. Age of disability identification

5. Needs for health interventions

1. <i>In-patient treatment</i> 2. <i>Operation</i>	3. <i>Rehabilitation</i> 4. <i>Others</i>
---	--

6. Needs for education interventions

1- Normal education 2- Inclusive education 3- Special education (at home)}

7. Nhu cầu học hoà nhập

1- <i>Physical adjustment (light, seat ...)</i> 2- <i>Adjustment of teaching methodology</i> 3- <i>Adjustment of content</i>	4. <i>Adjustment of content and methodology</i> 5. <i>Combined special education (sign language)</i> 6. <i>Others:</i>
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SCREENING FORM FOR CHILDREN WITH LEARNING DIFFICULTY

1. Type of disability

<p>1. <i>Mental retardation</i></p> <p>2. <i>Behavioral disorder</i></p> <p>3. <i>Epilepsy</i></p> <p>4. <i>Mental retardation + behavioral disorder</i></p>	<p>5. <i>Mental retardation + epilepsy</i></p> <p>6. <i>Mental retardation + behavioral disorder + epilepsy</i></p> <p>7. <i>Others</i></p>
--	---

2. Levels

(1- *Mild* 2- *Moderate* 3- *Severe*)

3. Cause

<p>1. <i>From birth</i></p> <p>2. <i>Disease</i></p> <p>3. <i>Accident</i></p>	<p>4. <i>War</i></p> <p>5. <i>Others</i></p> <p>6. <i>Unidentified</i></p>
--	--

4. Age of disability identification

5. Needs for health interventions

<p>1. <i>In-patient treatment</i></p> <p>2. <i>Operation</i></p>	<p>3. <i>Others</i></p>
--	-------------------------

6. Needs for education

{1- *Normal education* 2- *Inclusive education* 3- *Special education (at home)*}

7. Needs for inclusive education

<p>1- <i>Physical adjustment (light, seat ...)</i></p> <p>2- <i>Adjustment of teaching methodology</i></p> <p>3- <i>Adjustment of content</i></p>	<p>4. <i>Adjustment of content and methodology</i></p> <p>5. <i>Combined special education (sign language)</i></p> <p>6. <i>Others:</i></p>
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SCREENING FORM FOR CHILDREN WITH VISION IMPAIRMENT

1. Type of disability

1. <i>Low vision of one eye</i> 2. <i>Blind</i> 3. <i>Vision defficiency of one eye</i> 4. <i>Vision defficiency of two eyes</i> 5. <i>Limitation of visual field of one eye.</i> 6. <i>Limitation of visual field of two eyes</i>	R / L R / L R / L	7. <i>Limitation of vision and visual field of one eye.</i> 8. <i>Limitation of vision and visual field of two eyes</i> 9. <i>Limitation of color perception of one eye</i> 10. <i>Limitation of color perception of two eyes</i> 11. <i>Others</i>	R / L R / L R / L
---	---------------------------------	---	---------------------------------

2. Levels (not applicable for disability type 1 and 2)

(1- Mild 2- Moderate 3- Severe)

3. Reasons for vision impairment

1. <i>From birth</i> 2. <i>Disease</i> 3. <i>Accident</i>	4. <i>War</i> 5. <i>Others</i> 6. <i>Unidentified</i>
---	---

4. Age of disability identification

5. Needs for health interventions

1. <i>Glasses</i> 2. <i>In-patient treatment</i>	3. <i>Operation</i> 4. <i>Others</i>
---	---

6. Needs for education intervention

{1- Normal education 2- Inclusive education 3- Special education (at home)}

7. Needs for inclusive education

1- <i>Physical adjustment (light, seat ...)</i> 2- <i>Adjustment of teaching methodology</i> 3- <i>Adjustment of content</i>	4. <i>Adjustment of content and methodology</i> 5. <i>Combined special education (sign language)</i> 6. <i>Others:</i>
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2. Forms for the component of vocational training/employment for YWDs

2.1. Form for YWDs identification (16-30 years of age)

**QUESTIONNAIRE FOR YOUTH WITH DISABILITIES FOR THE 16-30
YEAR AGE GROUP (BORN FROM 1976 – 1990)**

Province: Ninh Binh Quang Nam

District:

Commune:

Village:

A1 – Basic information

1. Full name:

**2. Name of father/or
mother:**

3. Date of birth:

<input type="text"/>					
Day	Month	Year			

4. Gender

<input type="checkbox"/>	<input type="checkbox"/>
1=Male	2=Female

CODE (completed by interviewer)

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Name for short			Year of birth		Gender	

4. Type of disability
(more than one ticks are applicable)

<input type="checkbox"/>	<input type="checkbox"/>				
Mobility	Vision	Hearing	Language	Metal (intellectual, behavioral, physical, emotional...)	Others

5. Reasons (more than one ticks are applicable)

<input type="checkbox"/>				
Innate	Agent Organges	Diseases	Road accidents	Home accidents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Work accidents	Bomb/mines	Others:.....		

6. Family's economic situation

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Family's income/ year (thousand VND)	No. of people in the family	No. of people who can work	No. of disabled people in the family

Family living standard

<input type="checkbox"/>				
Poor	Below average	Average	Above average	Rich

Main income source

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agro forestry	Industry, buiding services	Services

Live in which kind of house

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bamboo house	Grade 4	Concrete roof

House ownership

7. Main care giver

<input type="checkbox"/>	<input type="text"/>					
Parents	Own the house	Siblings	Relatives	Granted	Others	Self-care
						Who own the house

8. Educational level Illiterate Can read and write Grade 1-12 High school College University Post-university

9. Employment situation Jobless Have job What job Thousand VND – Monthly income

10. Previous vocational training No Yes What job Completed Not completed, because:.....

11. Reason for dropping off (can tick for than one box) Disability Sickness Accessibility to school Work to earn money Tired of learning Others:.....

12. Education support (can tick for than one box) Fee exemption/reduction Priority in selection and training Study in concentrated boarding school Support of learning tools Scholarship (/month).....thousand VND

13. Social allowances No Yes(/month).....thousand VND

14. Health support (can tick for than one box) Free health check/treatment Provided with health insurance card Rehabilitation Others:.....

15. Assisstive devices (can tick for than one box) Glasses Hearing aid equipment Crutches Wheel chairs Orthopeadic devices Others

Donor source (can tick for than one box) Granting Self-make Buying

16. Participating in clubs/associations Youth union Peer/self-help Others:.....

17. Decription of restricted functions or capabilities due to disability using ICF
 (Give this form to youth with disabilities and care-giver to complete, then check if it is fully completed)

Functions	Performance level					
	Unable	Able with frequent supports	Able with not very frequent support	Restricted functions and capabilities without support	Able with required efforts	Able
	0	2	4	6	8	10
1. Seeing						
2. Listening						
3. Holding, carrying, moving an object						
4. Be able to stand still and move						
5. Walking						
6. Ability to concentrate, remember and think						
7. Learn and absorb knowledge						
8. Going to school						
9. Doing the daily housework						
10. Taking care of themselves (have a bath, dress, eat and drink...)						
11. Communicating						
12. Attending social activities						

(“Assistive” means assistive devices or person’s assistance)

18. Do you want to work?

No

Yes

(If youth with disabilities don’t have needs or capability to learn job, let’s stop interview here)

A2 – Information on vocational training/employment

19. Training needs assesement

(This question is for youth with disabilities to answer by themselves. In case the disabled person have hearing difficulty or communication difficulty, their family member can help to answer)

What do you prefer: *(Tick all the items either on A or B)*

A

- [] work alone
- [] do repetitive jobs

B

- [] work in team (with disabled or non-disabled persons)
- [] do different jobs

- | | |
|--|--|
| <input type="checkbox"/> work with things | <input type="checkbox"/> work with people |
| <input type="checkbox"/> manual work | <input type="checkbox"/> intellectual work |
| <input type="checkbox"/> in-door work | <input type="checkbox"/> out-door |
| <input type="checkbox"/> high security | <input type="checkbox"/> risky work |
| <input type="checkbox"/> Catering/Services | <input type="checkbox"/> Production industry |

20. *What skills and experience do you help that can support you in learning job?*

21. **The job that you want to learn**

22. **The difficulties that you are concerned about when going to work/vocational training school**

- | | | | | |
|--|--------------------------|---------------------------|----------------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inaccessible
workplace/training
center | No
accomod
ation | Unappropriate
guidance | Lack of
suitable
equipment | Difficult to
travel back
and force |
| <input type="checkbox"/> | Others:..... | | | |

23. **Please write a sentence to describe your house** (This sentence must be written by youth with disabilites without assistance from other people.)

List of jobs that youth with disabilities are interested in learning - (YWDs must complete this form by themselves)

1. Mark the jobs that YWDs find appropriate
2. Then choose 3 jobs that YWDs like according to priority, of which (1) is the job that they like best
3. Mark the jobs that YWDs have experience in

	<i>Job of interest</i>	<i>Job with experience</i>
Livestock husbandry	_____	_____
Cultivation	_____	_____
Tofu making.....	_____	_____
Beansprouts planting.....	_____	_____
Bread making.....	_____	_____
Pastry cook	_____	_____
Cooking.....	_____	_____
Food processing	_____	_____
Handicraft (mat weaving, chronical hat making.....	_____	_____
Stone engraving.....	_____	_____
Brass casting.....	_____	_____
Capentry or engraving and carving.....	_____	_____
Building services.....	_____	_____
Embroidery and crochet.....	_____	_____
Knitting.....	_____	_____
Tailoring: Civil.....	_____	_____
Industrial	_____	_____
Shop keeping.....	_____	_____
Hair dressing	_____	_____
Glass cutting.....	_____	_____
Knife/scissors making/sharpening.....	_____	_____
Key making and repair	_____	_____
Shoes making/repair	_____	_____
Matress making/covering.....	_____	_____
Signpost making.....	_____	_____
Film development and printing.....	_____	_____
Furniture making	_____	_____
Mechanics	_____	_____
Bicycles repair/maitenance.....	_____	_____
Motorbike repair/maitenance	_____	_____
Clocks/Watches repair.....	_____	_____
Electrical appliances repair.....	_____	_____
Electronics.....	_____	_____
Electro-mechanics.....	_____	_____
Computers.....	_____	_____
Others	_____	_____
_____	_____	_____

B1. Survey on parents' knowledge, attitudes and practices

Please answer the following questions by putting a tick (✓) in the most appropriate box:

No		Don't know	Hear about it, not clearly	Have basic knowledge	Know some knowledge	Know well
1.	Their children's health status and restricted functions and capabilities					
2.	Their children's ability to take vocational training and work					
3.	The opportunities and challenges that their children have to face when taking vocational training or working					
4.	Ordinance on Disabled Persons					
5.	Rights of disabled people to live, to study and have employment as non-disabled people					
6.	<u>Government's</u> policies and regulations on vocational training and employment for disabled/handicaped people					
7.	<u>Local government's</u> policies and regulations on vocational training and employment for disabled/handicaped people					
8.	Programs that create favorable conditions for youth with disabilities to learn job and gain employment in the locality					
9.	Local capacity in meeting the needs of YWDs on vocational training and job placement					
10.	Some enterprises and production units that can receive youth with disabilities to learn job and work.					

STT		Totally disagree	Disagree	Yes and No	Agree	Totally agree
11.	YWDs are not capable to work, or their productivity is always lower than non-disabled people					
12.	Enterprises do not want to receive YWDs to work because they cannot work much and at the same time, enterprises have to meet to employment standards stipulated in the Ordinance on Disabled Persons					
13.	The enterprises that do not take in youth with disabilities should contribute to the employment fund for disabled people					
14.	Youth with disabilities should have access to vocational training and employment opportunities to equally contribute to society as normal people					
15.	YWDs are taken cared of by family and society, therefore, they do not have to think of vocational training and employment					
16.	Enterprises that take in YWDs for job training and employment should be given preferential policies on capital investment, tax and land allocation					
17.	I believe that though being disabled, my child can take part in vocational training and work					
18.	I think that my child should go to vocational training school/job training establishments, not in enterprises or businesses nearby our house					
19.	I send my disabled children to vocational training courses to have friends, because I do not think that they can learn job and have employment as non-disabled people					

20.	I send my disabled children to vocational training courses so that noone has to take care of them, and I do not believe that they can learn job and have employment as non-disabled people					
21.	I only want to send my children to provincial vocational training school or job training establishment for disabled people.					
22.	I do not believe that the teachers in training center/vocational school or owners of enterprises can train my children to do some job and offer them employment.					
23.	I believe that my child can learn and apply for a job in an enterprise or production units in the locality or he/she can start up to open the production unit or service company by himself/herself					
24.	I believe that if local authorities really take care, youth with disabilities can be trained and have a suitable job in the locality					

STT		Have never	Occasionally	Sometimes	Always	Often
25.	Try their best to take their children to vocational training centre					
26.	Often communicate with local authorities and professionals to learn opportunities for their children to go to vocational training centre or ask for help from the local authorities to send their children to vocational training center					
27.	Be afraid that he/she will be mocked and bullied by their friends and other people					
28.	Work closely with authorities and associations to encourage other families with disabled children to find opportunities for my child to learn a job and have employment.					
29.	Participate in developing local policies on vocational training and job creation for youth with disabilities					
30.	Spend a separate saving for them to take part in vocational training and have a job in the locality					
31.	Find opportunities to send my child to learn a job in other places					
32.	Do not allow them to work because I am afraid that they destroy things.					
33.	Find opportunities to send them to Social centre for disabled people so that they will raise and take care of my child					
34.	Do not invest in my child because I believe that he/she can not do anything					
35.	I wrote an application letter to ask for government support to raise my child since I believe that he/she cannot do anything to support themselves, and is the burden for the family					

B2 – Survey on knowledge-attitudes-practices of youth with disabilities

Please answer the questions by putting a tick (✓) in the most appropriate box:

STT		Don't know	Hear about it, not clearly	Have basic knowledge	Know some knowledge	Know well
1.	Their health status and restricted functions and capabilities					
2.	Their capacity to attend vocational training and work					
3.	The challenges and opportunities that they have to deal with while taking vocational training					
4.	Ordinance on Disabled Persons					
5.	<u>Government's</u> policies and regulations on vocational training and employment for disabled/handicaped people					
6.	<u>Local government's</u> policies and regulations on vocational training and employment for disabled/handicaped people					
7.	Available traditional jobs and local job oportunities					
8.	Programs that create favorable conditions for youth with disabilities to learn job and gain employment in the locality					
9.	Some enterprises and production units that can receive youth with disabilities to learn job and work.					
10.	The enterprises that do not take in youth with disabilities should contribute to the employment fund for disabled people					

No.		Totally disagree	Disagree	Yes and No	Agree	Totally agree
11.	Disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being					
12.	Everybody can be disabled					
13.	The disabled people have to face serious functional defficiency generally					
14.	Rehabilitation for disabled people are better in health setting units than at home					
15.	Disabled people can hardly deliver a healthy child					
16.	Disabled people have the right to live, learn and gain employment as normal people and can contribute to the society					
17.	Disabled people have less social communication needs as other people					
18.	Government should provide regular social allowance to disabled people					
No		Totally disagree	Disagree	Yes and No	Agree	Totally agree
19.	When buiding construction work, houses, roads or producing cars and equipment, we should consider the accessibility and usage of					

	the disabled people.					
20.	Youth with disabilities can not work, or their productivity is always lower than normal people, thus they make lower quality products					
21.	Enterprises do not want to receive YWDs to work because they have to meet to employment standards stipulated in the Ordinance on Disabled Persons					
21.	YWDs are taken cared of by society, therefore, they do not have to think of vocational training and employment					
22	I believe that I can learn a job and have employment as normal people					
23.	I want to go to the vocational training center nearby my house					
24.	I go to training center to have friends, but I do not think that I can learn a job and gain employment					

No		Have never	Occasionally	Sometimes	Always	Often
25.	Try their best to access to vocational training and employment opportunities					
26.	Read newspapers, listen to the radio and watch TV to get more information and increase their knowledge					
27.	Persuade their families to get information or supports from other people to find vocational training and employment opportunities					
28.	Try to save money to attend vocational training and to be self-employed					
29.	Think and analyze to decide what job they can do					
30.	Study information or vocational training programs for disabled people in the locality, especially the jobs that are suitable to the disabled people					
31.	Apply for a job in the nearby production units/enterprises					
32.	Ask for help from local social staff to take part in vocational training					
33.	Do not want to go out or communicate with other people because I am afraid of being mocked and bullied by other people					
34.	Find and make friend with other disabled people					
35.	To be close and supportive to other disabled people					
36.	Participate in social activities in the locality					
37.	Think and develop their own future plans					

=====

Interviewer's observations

(Complete this part after leaving the interview. Please complete this part for all the interview questionnaire for youth with disabilities.)

Who are present during the interview session?

.....

Did the YWDs answers the questions independently?

.....

Interviewer's comments on situation of youth with disabilities and their family to select targeted people for vocational training and suitable job?

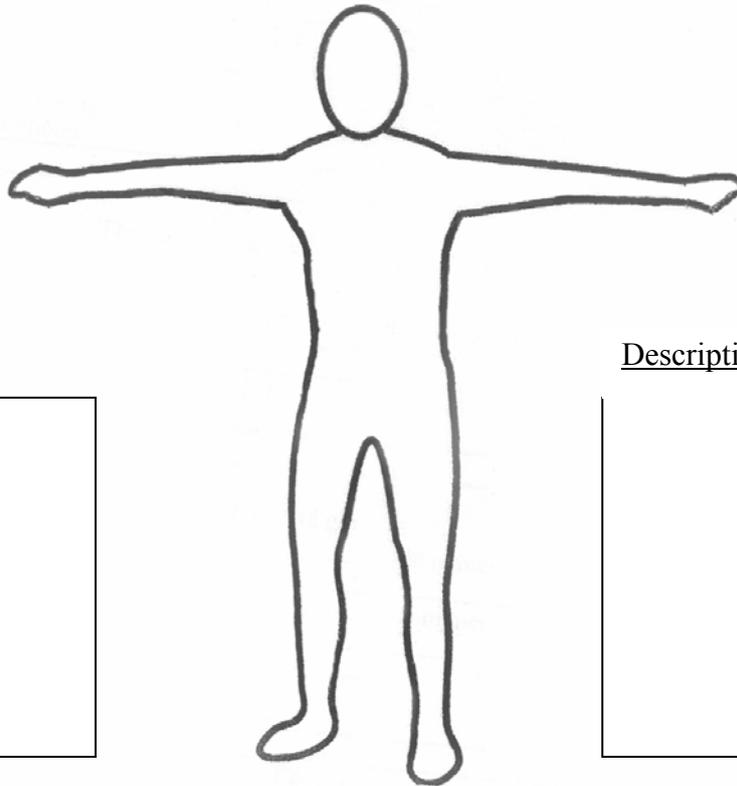
.....

.....

Please mark the disabled part in the following picture (with detailed notes)

Right

Left



Description

Description

Interviewer (Name and signature):

Date

Date

Month

Year

Verifier (Name and signature):

Date

Date

Month

Year

QUESTIONNAIRE FOR ENTERPRISES

Province: Ninh Binh Quang Nam

District

Commune

Name of enterprise:.....

Director of enterprise:.....

Address:.....

Tel:..... Fax: Email:.....

- 1. Area**
- Agro-forestry
 - Handicraft
 - Production industry
 - Service provider
 - Trading

- 2. Type of enterprise**
- Household
 - Cooperative
 - Joint stock/limited company
 - State-owned
 - Foreign
 - Joint-venture

3. Detailed description

4. Workers persons *including* PWDs

5. Apprentice persons *including* PWDs

6. No. of branches (geographical unit)

7. Financial situation of enterprise

Very good Good Average Bad Very bad

8. The enterprise's busiest season in the year

Month 1 2 3 4 5 6 7 8 9 10 11 12

Situation of job training and employment in the enterprise

9. Minimum time for job training

 month

From 4 to 6 months

N/A

Yes, it is

From 6 to 8 months

N/A

Yes, it is.....

From 9 to 12 months

N/A

Yes, it is.....

10. What jobs are available for apprentices to learn?

.....

.....

.....

11. After the training course, will the enterprise accept apprentices to work?

No

Maybe

Yes

Provided that:

12. The minimum training time for worker is

months

13. The starting salary for worker after training is :

Thousand VND / month

14. Do enterprises admit youth with disabilities to learn job and work?

No

Reason:

Yes

Provided that:

15. The minimum training time for YWDs is

months

16. The starting salary of YWDs after training is :

Thousand VND/ month

17. Difficulties that enterprises have to deal with when receiving YWDs

Suitable equipment

Trainers

Interaction with PWDs

18. Recommendations of necessary support to enterprise to enable them to take in PWDs to learn job and work

Please answer the questions by putting a tick (✓) in the most appropriate box :

Knowledge

No		Don't know	Hear about it, not clearly	Have basic knowledge	Know some knowledge	Know well
1.	Ordinance on Disabled Persons					
2.	Government's policies and regulations on vocational training and employment for disabled/handicaped people					
3.	Local government's policies and regulations on vocational training and employment for disabled/handicaped people					
4.	Programs that create favorable conditions for youth with disabilities to learn job and gain employment in the locality					
5.	Local capacity in meeting the needs of YWDs on vocational training and job placement					
6.	Needs for vocation training and job placement of youth with disabilities in the locality					
7.	Knowledge to evaluate ability to learn a job and work of a young person with disability					
8.	Awareness raising activities on disability in the locality					

STT		Totally disagree	Disagree	Yes and No	Agree	Totally agree
9.	Everyone can be disabled					
A disabled person:						
10.	Is lack of one or more part in the body					
11.	Face with serious functional deficiency					
12.	Cannot move, work or study					
Disability is resulted from:						
13.	The asumption that family is punished by God for unvirtuous life					
14.	Sickness, side effects of diseases					
15.	Mother's pregnancy or delivery					
16.	Accidents					
17.	Agent Orange					

Attitudes

STT		Totally disagree	Disagree	Yes and No	Agree	Totally agree
18.	Disabled people are unfortunate and pitiful					
19.	Disabled people should be totally subsidized by government and society					
20.	Disabled people are discriminated, not respected and sympathized. They have low self-esteem and live isolately.					
21.	People with disabilities can not lead a happy life					
22.	Disabled people aer lack of knowledge and skills in study and life					
23.	Youth with diabilities (YWDs) have rights to equally participate in all social activities, including vocational training and employment as non-disabled persons.					
24.	YWDs are not capable to work, or their productivity is always lower than non-disabled people.					
25.	Enterprises don't want to receive YWDs to work because they cannot work much and at the same time, enterprises have to meet to employment standards stipulated in the Ordinance on Disabled Persons					
26.	The enterprises that don't take in youth with disabilities should contribute to the employment fund for disabled people					
27.	Youth with disabilities should have access to vocational training and employment opportunities to equally contribute to society as normal people					
28.	YWDs are taken cared of by family and society, therefore, they don't have to think of vocational training and employment					
29.	Enterprises that take in YWDs for job training and employment should be given preferential policies on capital investment, tax and land allocation...					
30.	YWDs should learn job in vocational training school/establishment, not in community based enterprises					
31.	YWDs take part in vocational training courses just to have friends, because they can not learn job and have employment as non-disabled people					
32.	YWDs always try at their utmost efforts to better themselves and work efficiently as normal people					

Practices

No		Have never	Occasionally	Sometimes	Always	Often
33.	Study the governmental and local preferential policies for enterprises that admit disabled people to work					
34.	share with cadres in related branches about vocational training and job placement for disabled people					
35.	Treat disabled people equally					
36.	Sympathize and support children with disabilities to take part in cultural education and youth with disabilities to learn job and have employment.					
37.	Recruit PWDs when needing labourers					
38.	Think about enterprise's future plan and strategy, including vocational training and employment for PWDs					
39.	Allow my children to learn and play with PWDs					
40.	Work with people with disabilities					
41.	Ignore when seeing a disabled person who need help					
42.	Provide supports and actively take part in activities and campaigns relating to disabled people.					
43.	Support the activities organized by disabled people					
44.	Buy products made by disabled people					
45.	Give recommendations on developing policies for disabled people's interests					

EVALUATION OF INTERVIEWERS ON ENTERPRISES

1. Attitudes of interviewees on vocational training places for disabled people

2. on size and turnover of enterprise

3. on infrastructure and accessibility for disabled people

How do interviewers contact enterprises?

- | | | | |
|------------------------------------|--|--|---|
| <input type="checkbox"/> DOLISA | <input type="checkbox"/> Know in advance | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Find by themselves |
| <input type="checkbox"/> Red Cross | <input type="checkbox"/> Phone directory | <input type="checkbox"/> By chance | <input type="checkbox"/> Others |

Completed by (name and signature):Date

Date		Month		Year	

Verified by (name and signature):Date

Ngày		Tháng		Năm	

QUESTIONNAIRE FOR LOCAL LEADERS

Provincial leaders	<input type="checkbox"/>	Province:	<input type="checkbox"/>	Ninh Binh	<input type="checkbox"/>	Quang Nam
Leaders at district level	<input type="checkbox"/>	District				
Leaders at commune level	<input type="checkbox"/>	Commune				

1. Name of the leader

2. Date of birth
 Date Month Year

3. Gender
 1=Male 2=Female

4. Education level

<input type="checkbox"/>				
Secondary school	Technical school	College	University	Post university

5. Work related to the disabled/handicapped

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	Indirect	Direct

6. Years of working experience

7. Years of working experience relating directly to the disabled/handicapped

Please answer the following questions by putting a tick ✓ in the most appropriate box:

Knowledge

No		Don't know	Hear about it, not clearly	Have basic knowledge	Know some knowledge	Know well
1.	Ordinance on Disabled Persons					
2.	Government's policies and regulations on vocational training and employment for disabled/handicapped people					
3.	Local government's policies and regulations on vocational training and employment for disabled/handicapped people					
4.	Implementation of preferential policies for enterprises that recruit disabled people					
5.	Implementation of disability policies (such as social allowance, health insurance, school fee exemption...)					
6.	Programs that create favorable conditions for youth with disabilities to learn job and gain employment in the locality					
7.	Local capacity in meeting the needs of YWDs on vocational training and job placement					
8.	Some enterprises and production units in the locality can take in YWDs for job training and employment					

No		Don't know	Hear about it, not clearly	Have basic knowledge	Know some knowledge	Know well
9.	Needs for vocational training and employment of youth with disabilities in the community					
10.	The coordination of branches and community in the support to vocation training and job placement for YWDs					
11.	Knowledge to evaluate a capability of a disabled youth on vocational training and employment					
12.	Rights of disabled people to live, study and have employment as non-disabled youth in the society					
13.	Awaress raising acitivities on disability organized in the locality					

No		Don't know	Hear about it, not clearly	Have basic knowledge	Know some knowledge	Know well
14.	People with disabilities should be totally subsidized by government and taken care of by society					
15.	Disabled people are lack of knowledge and skills in study and life					
16.	I believe that youth with disabilities (YWDs) have rights to equally participate in all social activities, including vocational training and employment as non-disabled persons.					
17.	YWDs are not capable to work, or their productivity is always lower than non-disabled people.					
18.	Youth with disabilities can not learn job, therefore, it is enough to create environment for them to include with their peers.					
19.	Youth with disabilities should have access to vocational training and employment opportunities to equally contribute to society as normal people					
20.	YWDs are taken cared of by family and society, therefore, they don't have to think of vocational training and employment					
21.	Youth with disabilities can learn trade/job in locally located enterprises					
22.	To facilitate YWDs' access to vocational training and employment opportunities is family's responsibility					
23.	Youth with disabilities should learn trade/job in job training establishments/vocational training centres, not in locally located enterprises					
24.	Enterprises don't want to receive YWDs to work because they cannot work much and at the same time, enterprises have to meet to employment standards stipulated in the Ordinance on Disabled Persons					
25.	The enterprises that don't take in youth with disabilities should contribute to the employment fund for disabled people					
26.	Job training establishments and vocational training centres that take in YWDs for job training and employment should be given preferential policies on capital investment, tax and land allocation...					

Practices

STT		Have never	Occasionally	Sometimes	Always	Often
27.	Treat disabled people equally					
28.	Take care and provide support to disabled people in work					
29.	Allow my children to play and learn with disabled ones					
30.	Work with people with disabilities					
31.	Provide supports and actively take part in activities and campaigns relating to disabled people.					
32.	Support the activities organized by disabled people					
33.	Buy products made by disabled people					
34.	Go with disabled people to public places					
35.	Give recommendations on developing policies for disabled people's interests					
36.	Participate in development and execution of local policies on vocational training/employment for disabled people					
37.	Provide guidance and directions to relevant units and branches to focus on enhancing their capacities on vocational training and employment capacities for disabled people					
38.	Provide consultation to local leaders to promote local jobs to facilitate vocational training and employment for disabled people					
39.	Participate in development of monitoring system for execution of policies and regulations on disability, including vocational training and job placement for PWDs in the locality					
40.	Encourage and motivate enterprises to take in people with disabilities					
41.	Answer the queries of enterprises and families on government's preferential policies towards enterprises that admit disabled people to work					
42.	Monitor the execution of government's regulation on contributing to Employment Fund for Disabled People if the enterprises don't receive disabled people to work.					

Completed by (Full name):Date

<input type="text"/>	<input type="text"/>	<input type="text"/>
Date	Month	Year

Verified by (Full name):Date

<input type="text"/>	<input type="text"/>	<input type="text"/>
Date	Month	Year

QUESTIONNAIRE FOR COMMUNITY MEMEBERS *(independent fill-out)*

Province: Ninh Binh Quang Nam

District

Commune

1. Full name

2. Date of birth **3. Gender**
 Date Month Year 1=Male 2=Female

4. Education level
 Grade 12 Technical school College University Post university

5. Professional
 Jobless, stay at home Agro-forestry Handi-craft Small businesses Work for enterprise Government staff Studying

6. Relating to CWDs and PWDs
 No Relatives Colleagues/workmates Neighbours

Please answer the following questions by putting a tick (✓) in the most appropriate box:

Knowledge

No.		Totally disagree	Disagree	Yes and No	Agree	Totally agree
A disabled person:						
1.	Is lack of one or more part in the body					
2.	Face with serious functional deficiency					
3.	Cannot move, work or study					
Disability is resulted from:						
4.	The assumption that family is punished by God for unvirtuous life					
5.	The assumption that the child was born under unlucky star					
6.	The fact that the child was hurt due to difficult delivery or doctor's fault during delivery					
7.	Diseases					
8.	The fact that mother got a flu during pregnancy					
9.	The fact that mother got gynaecological diseases					
10.	The fact that mother did not use medicines as per doctor's prescription					

No		Totally disagree	Disagree	Yes and No	Agree	Totally agree
11.	Accidents					
12.	Agent Orange					
13.	Everyone can be disabled					

STT		Don't know	Hear about it, not clearly	Have basic knowledge	Know some knowledge	Know well
14.	Ordinance on Disabled Persons					
15.	Government's policies and regulations on vocational training and employment for disabled/handicaped people					
16.	Local government's policies and regulations on vocational training and employment for disabled/handicaped people					
17.	Programs that create favorable conditions for youth with disabilities to learn job and gain employment in the locality					
18.	Local capacity in meeting the needs of YWDs on vocational training and job placement					
19.	Rights of disabled people to live, to study and have employment as non-disabled people					
20.	Some enterprises and production units that can receive youth with disabilities to learn job and work.					
21.	Awareness raising activities on disability in the locality					

Attitudes towards disabled people and their vocational training/employment

No		Totally disagree	Disagree	Yes and No	Agree	Totally agree
22.	Call disabled people (PWDs) as per their disability to easily remember such as crippled Ti, deaf Lan					
23.	Disabled people are unfortunate and pitiful					
24.	Disabled people should be totally subsidized by government and society					
25.	Disabled people are discriminated, not respected and sympathized. They have low self-esteem and live isolately.					
26.	People with disabilities can not lead a happy life					
	Disabled people are lack of knowledge and skill in study and life					
27.	I believe that youth with disabilities (YWDs) have rights to equally participate in all social activities, including vocational training and employment as non-disabled persons.					
28.	YWDs are not capable to work, or their productivity is always lower than non-disabled people.					
STT		Totally disagree	Disagree	Yes and No	Agree	Totally agree
29.	Enterprises do not want to receive YWDs to work because they cannot work much and at the same time, enterprises have to meet to employment standards stipulated in the Ordinance on Disabled Persons					

30.	The enterprises that do not take in youth with disabilities should contribute to the employment fund for disabled people					
31.	Youth with disabilities should have access to vocational training and employment opportunities to equally contribute to society as normal people					
32.	YWDs are taken cared of by family and society, therefore, they don't have to think of vocational training and employment					
33.	Enterprises that take in YWDs for job training and employment should be given preferential policies on capital investment, tax and land allocation...					
34.	YWDs should learn job in vocational training school/establishment, not in community based enterprises					
35.	YWDs take part in vocational training courses to have friends, because they can not learn job and have employment as non-disabled people					

Practices

STT		Have never	Occasionally	Sometimes	Always	Often
36.	Treat disabled people equally					
37.	Sympathize and support children with disabilities to take part in cultural education and youth with disabilities to learn job and have employment.					
38.	Recruit PWDs when needing labourers					
39.	You are ready to work for disabled people if you are applying for a job					
40.	Allow my children to learn and play with PWDs					
41.	Work with people with disabilities					
42.	Ignore when seeing a disabled person who need help					
43.	Provide supports and actively take part in activities and campaigns relating to disabled people.					
44.	Support the activities organized by disabled people					
45.	Buy products made by disabled people					
46.	Go with disabled people to public places					
47.	Give recommendations on developing policies for disabled people's interests					

Interviewee or completed by (name and signature):Date

Day	Month	Year		

Verified by (Name and signature):.....Date

Day	Month	Year	

