

**INCLUSION OF VIETNAMESE WITH DISABILITIES**  
**Progress Report # 9**  
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**Section 1 – Program Performance Summary**

This period includes the first six months of the IVWD extension phase (October 2008-June 2010). Activities focused on the consolidation of inclusive education (IE) systems at the provincial level in Ninh Binh and Quang Nam provinces (SO 1), the conclusion of the provincial vocational training component (SO 2), support to education and training content in the draft Disability Law (SO 3), and expansion of the Information Technology Training Project (ITTP) model to a new facility at Van Lang University in Ho Chi Minh City (SO 4).

Provincial education departments (DOETs) in both Ninh Binh and Quang Nam formally established IE Support Centers, a key aim of the IVWD project (Output 1.1.5). The centers are formed as professional units directly under DOET, as there are no special schools or other existing support facilities in either location. Both provinces expanded capacity building activities for IE key trainers to ensure the project sustainability through regular support and monitoring activities. DOETs also took the initiative to replicate CRS training to other (non-CRS supported) districts within both provinces. The IE junior secondary model was implemented in 5 schools in Ninh Binh, with support from the MOET Secondary Department. The 11 Parent Associations in both provinces were further strengthened through skills training for 68 parents in health care and education for children with disabilities (CWD).

The youth vocational training and employment component of IVWD (SO 2), implemented by World Concern, concluded on 31 December 2009 as according to the planned three-month extension. A total of 309 young people with disabilities (141 female, 168 male) benefited from community-based vocational training in Ninh Binh and Quang Nam; 93% of them (135 female, 152 male) are now employed or self-employed. The results from the WCDO sub-grant were disseminated to local and national audiences at review workshops in both provinces and in Hanoi in November-December 2008.

At the policy level, CRS continued its support for curriculum development for IE management and IE modules integrated into regular teacher training programs for all teachers in Vietnam. The IE management curriculum was formally approved by the MOET Higher Education Department in March 2009, and the teacher training curriculum was approved in January 2009. CRS and the MOET Preschool Department introduced technical materials to parents and preschool teachers nationwide relating to disability identification and basic intervention methods to reinforce the launch of early intervention and IE for CWDs. ON November 18, 2008 and again on March 25-26, 2009, CRS organized workshops to gather comments on early drafts of the Disability Law and provide intensive support to MOET and

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<sup>1</sup> According to Modification # 7 (16 March 2009), the reporting schedule for this CA was changed back to quarterly. Thus, this report covers the bi-annual period from 10/08- 3/09 as previously required, and future reports will be submitted on a quarterly basis.

MOLISA in drafting the sections of the law relating to education of PWD. Parents of CWD and disabled persons' organizations cooperated with CRS in this effort.

The ITTP component continued to strengthen in Hanoi, with a greater ownership role showed by the Hanoi College of Information Technology (HCIT) in all project stages of need assessment, planning, management and monitoring. ITTP beneficiaries expanded to include a deaf / hearing impaired class for the first time. In Ho Chi Minh City, CRS selected Van Lang University to host the ITTP facility in the south, following a thorough assessment of several potential institutions. CRS and VLU signed an MOU and successfully conducted recruitment of 52 students for the software engineering and BPO (Business Process Outsourcing) programs, and classes began in February 2009. Female students make up about 40% of all enrolled in ITTP. Both HCIT and VLU have demonstrated high commitment to cost sharing for the ITTP program. Their total combined budget contribution during the extension phase reaches \$263,000, accounting for up to 45% of the program budget in FY 2009-2010.

CRS faced several administrative and context-specific challenges in this reporting period. Coordination among the four MOET departments participating in IVWD and at various educational levels was more limited during this period than before, due in part to the retirement of the senior MOET vice minister who was actively engaged in the promote of inclusive education. Results from the IE junior secondary model remain a bit behind expectations due to time constraints by partner staff and the complex nature of IE at the secondary level. Experts in the field of IE and special education are limited in number and within several institutions, therefore time conflict among experts while collaborating with many projects at the same time hinder the project implementation schedule, especially in the IE secondary model.

The official approval process for the ITTP program in Ho Chi Minh City faced delays due in part to the inexperience and subjective attitude of project partners towards choosing an appropriate government management agency. As a result, VLU and CRS have had to postpone the official opening of the ITTP program. However, initial efforts in accessibility adaptation, recruitment, facilities installment and curriculum set up have been invested with high appreciation of students and their families. The ITTP component also faces challenges stemming from the global economic crisis, which has impacted the job market for IT graduates nationwide.

## **Section 2 – Key Issue Achievement Narrative**

<i>Key Issue: Civil Society and Community Mobilization</i>
<i>Narrative:</i>
CRS supports civil society through facilitating formation and strengthening of Parent Associations at the commune level in Ninh Binh and Quang Nam provinces. The 11 PAs formed to date have been heavily involved in awareness raising and community mobilization on disability issues. For example, one association in Gia Hoa commune, Yen Mo district, Ninh Binh is actively organizing an event on Vietnamese Disability Day to raise awareness for other parents and to mobilize the engagement. The event provided an opportunity for parents to learn more about why IE is important, what parents can help to promote care and education of CWDs. While the IVWD project focuses on education of CWD, the form of the PAs also offers the potential to address other education-related issues at the community level. CRS is also supporting PAs in its privately funded civil society and grassroots democracy project in Thanh Hoa province, and plans to expand the model in Quang Nam using additional private funding in FY 2009-10.

*Key Issue: Local Institutional Capacity Building*

*Narrative:*

Local education partners have shown increased ownership in project activities, leading to strengthening of their own IE management capacities and the sustainability of IE in Ninh Binh and Quang Nam provinces. The establishment of two IE support centers provides a foundation for the DOETs to sustain and further expand IE activities throughout the province. Through regular meetings with partners on project management issues, CRS has raised program quality and increased the implementation roles of provinces and districts as well as the Hanoi College of Information Technology. The model of support rooms in the IE junior secondary schools are now run by key teachers at the school level to promote the involvement of teachers, parents and community in IE. At the national level, CRS works with MOET to ensure IE is mainstreamed in all educational policies and programs. With the increased involvement of key MOET staff, primary teachers from district and school level from all 63 provinces have received IE training funded directly from the government budget. Capacity building with local partners in the vocational training element (notably DOLISA and Red Cross) has also yielded the positive result of improved management ability as well as ownership in project activities demonstrated by their continuation of the activities since WCDO support has ceased.

**Section 3 – Program Achievements in FY 2009**

Almost all activities and indicators set in the Implementation Plan FY 2009 are on track, especially under the no-cost extension components. These include the following achievements:

- 8 key educational staff from 2 provinces were selected to have in-depth training in inclusive education, early intervention, consultation and special techniques to prepare themselves to become key resource persons in the IE support center under the DOETs.
- Set up an IE secondary model at 5 schools in Ninh Binh with a completed cycle of survey, planning, activities implementation, review, monitoring and reporting. Many lessons have been drawn from this period to plan for the remaining project period.
- All supported schools under IE secondary model in Ninh Binh now have a support room and a group of key teachers. They are key resources to develop and enhance activities in the next period.
- 10 Parents association with the involvement of 68 parents gained increased skills in rehabilitation for children with hearing and mobility impairments.

Under the Program Management and M&E, CRS and its sub-grantee WCDO organized two provincial review workshops in December 2008 to draw lessons learned during the previous phase and identify key issues to be addressed and identify key measures to sustain the programs by the partners. The documentation of the project results, and the process of project implementation has been developed into a draft handbook of the IVWD project as well as other project documents such as the VTE and Start and Improve Your Business (SIYB) reports. An IVWD program handbook summarizing project results to date is currently being reviewed and edited for distribution to all project partners and stakeholders.

In SO 1 relating to inclusive education, most activities have been completed. Replicated training on IE management and IE techniques to core teachers have been conducted and will be completed in the next quarter, providing more professional inputs to help the two provinces with strong foundation for its sustainability in IE implementation. The two DOET also processed essential procedures for setting up the IE support center under DOET management and selected key staff to send off for 3 months training in Hanoi. Parallel to these capacity building activities at expanded scale, the existing network of core teachers is actively engaged in the monitoring and support to class teachers at schools. In addition to the professional activities, community mobilization and awareness raising activities are being organized with more involvement of participatory planning by partners and the involvement of parents in support activities.

The IE junior secondary model activities (part of the CRS cost extension 2008-10) have been a bit in a slower speed than the other activities. This is partly due to limited arrangement of personnel time and capacity within MOET. Additionally, MOET secondary department has spent most of their time to draw lessons learned from the pilot phase of this model in Ninh Binh before expanding the model to Quang Nam province. Over the past few months, much reinforcement activities have been invested in the model in Ninh Binh to gradually transfer techniques and ownership roles to local districts and schools.

At the national level, all curricula have been developed as planned and approved by MOET. The detailed curriculum for 3 year program of IE/Special education was appraised by the professional panel and is being put into a pilot program at the Hanoi College of Education. The IE management curriculum and IE module curriculum as an infusion to the regular teacher training program have been also developed and approved by the MOET. In the next quarters, the MOET Higher Education Department will continue to facilitate universities and colleges in completing its materials and piloting the IE management training at the National Institute of Education Management in Hanoi. During the last period, CRS was strongly aware of MOET's role in facilitating inputs relating to education to the Disability law development, therefore CRS collaborated with MOET to engage key MOET leaders, staff and educational experts as well as PWD to a 2 day intensive workshop and a range of working sessions. These inputs will be sent to MOLISA as official recommendations from MOET to ensure the consistency in MOET's direction in education of PWDs to the legislation at national level.

In the now-complete vocational training and employment component (SO 2), 218 youth with disabilities have completed vocational training, of whom 148 are employed at wages ranging from 200,000 dong to 1,500,000 dong/month (\$12-\$90); and 48 started his/her own business after training course graduation. Another 91 PWD received small grants and doing business at home, including animal raising, bicycle repair, and selling small things. 100% of these families are earning profits with range from 500,000-2,000,000 dong/month. (See the below table for details.)

	Completed VT	Employed	Self- employed	Unemployed	Small grants	Total
NB m	39	20	14	5	26	65
NB f	37	24	13	0	32	69
Total NB	76	44	27	5	58	134
QN m	85	61	13	11	18	103

QN f	57	43	8	6	15	72
Total						
QN	142	104	21	17	33	175
Total m	124	81	27	16	44	168
Total f	94	67	21	6	47	141
All	218	148	48	22	91	309

385 PWD (165 in Ninh Binh and 220 in Quang Nam) are regularly participating in peer group meetings and deaf club activities with different topics including leadership training, literacy and numeracy training, and business start-up support. 14 exchange activities were organized for PWD in both provinces with about 500 participants in each province (including family members) in November-December 2008, with drama and music performances by PWD themselves.

A workshop to introduce the “On the job” vocational training/employment model and awareness raising material was conducted in Hanoi for government partners and other organizations. Project review and sharing workshops about the vocational training section of IVWD project at district, provincial and national level were held in Ninh Binh, Quang Nam and Hanoi in November-December 2008 prior to the close of the VTE component.

In the Information Technology Training Project component, activities in Hanoi have progressed well. 23 students in the third year-long Software Engineering class are preparing to graduate in May 2009. The seventh visually-impaired evening class ended in March 2009; 99 people have taken part in VI classes to date, with 33 persons completing two courses and two persons completing 3 courses on basic and advanced computer skills. During this reporting period, CRS and HCIT collaborated with the Hanoi Deaf Association to develop the first IT class for 15 persons with hearing impairment. Results of this training will be assessed to provide adjustment to the ITTP program direction in supporting both persons with hearing and visual impairment in this period. For ITTP activities in Ho Chi Minh City, all start-up activities have been organized, especially with the selection of Van Lang University (VLU) as its main partner, and the MOU signing for the collaboration in this program. To speed up the process, though time for setting up the ITTP program in the south is limited, initial modifications of infrastructure to be accessible to PWDs in schools and dormitory areas, necessary installment of facilities and equipment, and first recruitments of students to the software engineering have been conducted. Based on the experience over the first period and based on the practical needs in the south market, the ITTP program has been designed with different IT courses with various levels of complexity to meet needs and abilities of PWD. Apart from software engineering with international standard, the program also open chances to students to attend course relating to Business Process Outsourcing (BPO) to meet high demands of enterprises in the industrial zones. The first 52 students have been enrolled in these two classes with a high level of selection.

Through activities in this reporting period, CRS sees considerable prospects for achieving long-term impact. Regular support from CRS staff to work with partners has resulted in increased partner capacity and ownership in project planning and management. Partners speak of their project and their accomplishments, not attributing this to CRS, WCDO or USAID (though the value of these contributions is recognized). For instance, the personnel structure of the IE Support Centers in Quang Nam and Ninh Binh shows long-term

commitment of partners in attaining the IE implementation and its practice. Building long-term capacity for sustaining the project initiatives is a strong focus of the program.

It is perhaps too early to assess the long-term impact of the vocational training component, but initial evidence appears good in that many graduates have taken the initiative to start their own businesses (such as the example of Toan and his three colleagues who began a photocopy shop in Me town, Gia Vien district, Ninh Binh). CRS will follow up on the impact of VTE activities in the final project evaluation later in 2009. In the ITTP component, impact can be observed through the increased level of social counseling and support provided to ITTP students through the full-time social workers onsite at both HCIT and VLU. This is complemented by training in social and workplace skills to prepare graduates for the workforce, which also have the effect of a lower drop-out rate and higher attendance rate for quality of graduation and job placement.

#### **Section 4 – Indicator Results and Targets**

Standard Indicators	<i>FY 09 Results to Date</i>	<i>FY 09 Target</i>	<i>FY 10 Target</i>
<b>1. Number of people benefiting from USG-supported social services</b>	<b>2,546</b>	<b>3,134</b>	<b>2,734<sup>3</sup></b>
- # of children enrolled in schools (preschool, primary and secondary)	1,955	2,599 <sup>2</sup>	2,599
- # of students enrolled in long term ITTP training in Hanoi	23	50	25
- # of students in long term ITTP training in HCMC	52	50	60
- # of students in short term ITTP training in Hanoi and HCMC	68	105	45
- # of students enrolled in inclusive IT classes	0	5	5
- Parents of CWD participating in Parent Associations (PAs)	139	35	0
- # of youth with disabilities benefiting from VTE component	309	290	0
Overall results are on target for FY 09. The number of PA members includes both old and new participants, while the target was only set for new members, hence the higher result. No ITTP students have yet enrolled in inclusive classes at HCIT, as the next regular enrollment of students will take place in August-September.			
	<i>FY 09 Results to Date</i>	<i>FY 09 Target</i>	<i>FY 10 Target</i>
<b>2. Number of service providers trained who serve vulnerable persons</b>	<b>381</b>	<b>530</b>	<b>N/A<sup>4</sup></b>
- Core teachers at provincial and district levels	99	200	
- Parents and community support workers trained in CBR	61	50	
- Key primary teachers received replicated training in IE techniques	60	160	
- Key stakeholders and PWDs engaged in process of disability law development	74	100	
- ITTP school leaders trained	0	20	
- Community Support Workers	31	0	
- Project Management Board and DSC members trained	8	0	
- Business owners	48	0	

<sup>2</sup> The target for FY 09 submitted by CRS was 600 (new) students. As we are now reporting on total # of beneficiaries in this FY (whether new or previously served), we have added this to the previous number of students included (1,999) to obtain this figure.

<sup>3</sup> This is an FY 10 target only, not an EOP target; the total EOP target remains 4,984 as given in the FY 2009 Implementation Plan.

<sup>4</sup> Targets for FY 10 have not been set yet for this indicator.

Overall results are on target for FY 09. For several activities, such as the CBR training, the project management team decided to increase number of participants and involve more teachers as well as community support people to ensure the follow-up at community level. ITTP school leader training will take place in summer 2009.

Targets for Community Support Workers, District Steering Committee Members and business owners were not set for FY 09, as World Concern did not expect to reach any new beneficiaries during the extension phase. However, the service providers listed here did participate during FY 09.

	<i>FY 09 Results</i>	<i>FY 09 Target</i>	<i>FY 10 Target</i>
3. Number of USG-assisted organizations and service delivery systems strengthened who serve vulnerable populations	<b>469</b>	<b>N/A<sup>5</sup></b>	<b>N/A</b>

The results break down as follows:

- At national level:
  - o 4 key MOET departments of preschool, primary, secondary and higher education
  - o 7 key universities and colleges with the special education training program (Hanoi, Hochiminh, Quynhon and Danang universities of education; Hanoi, Nhatrang and Hochiminh colleges of education)
  - o Hanoi Institute of Education Management
  - o NCCD
  - o HCIT and Van Lang University
  - o VCCI, VABED (for SIYB training)
- At provincial and district levels:
  - o 4 provincial agencies: Ninh Binh and Quang Nam DOETs and DOLISAs
  - o 18 district agencies: BOET, BOLISA and DPCs in 6 districts
  - o 142 businesses involved in job placement of PWDs in ITTP
  - o 288 schools using IEPs (PITT SO 1, Dec 2008)

## **Section 5 – Reporting on People with Disabilities**

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

The IVWD project aims to remove barriers and increase participation of PWD through (a) community awareness raising and (b) specialized training for teachers and PWD themselves. Awareness raising has been mainstreamed into every workshop held in all project locations (including 13 workshops in Ninh Binh and Quang Nam during this reporting period). This content is repeated as a regular part of all community activities. These trainings have resulted in improved attitudes and practices towards PWD and increased communication and interaction between PWD and non-disabled community members. For instance, in November 2008, CRS/WCDO and Ninh Binh DOLISA broadcast messages via the mass media in 3 districts in Ninh Binh showcasing how vocational training had improved the lives of local PWD. CRS has emphasized teacher training and education managers' training as the primary intervention to remove barriers for CWD to attend school.

Both CRS and World Concern have hired PWD as staff members as part of the IVWD project (two staff per organization). In the case of CRS, this has required making modifications to its office to be relatively more accessible for PWD. CRS has made efforts to hold project

<sup>5</sup> No targets were set for this indicator, as it is new and CRS has not previously reported on it.

workshops and training courses in fully accessible locations, even when this is higher cost or in a less central location. Although CRS has not provided funding for accessibility modifications in schools, several Parent Associations and other community groups in Ninh Binh province have raised their own funds to add wheelchair ramps, accessible bathrooms, and other features to existing and new schools. For instance, all 5 junior secondary schools in Ninh Binh under the secondary pilot have wheelchair ramps to the main building and classes.

ITTP training for visually impaired persons includes the use of adaptive technology (voice-activated software, Braille printers and interface) that is cutting-edge in Vietnam. The new ITTP hearing impaired class that began in March 2009 includes one sign language interpreter and one tutor from HCIT.

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

CRS and WCDO consulted with DPOs and individual PWD in project areas in the planning of the IVWD project. PWD have been hired as awareness raising consultants in both Ninh Binh and Quang Nam. In December 2006, CRS supported four PWD (from Hanoi and Quang Nam) to attend the International Congress on Children, Youth and Families with Special Needs in Washington, DC. Recently, CRS has facilitated the participation of PWD in the disability law development workshop, particularly relating to education issues.

Through the ITTP program, students with disabilities are provided opportunities to network with disability groups and businesses to explore for new job skills and job linkages. Through the program, youth with disabilities develop not only their academic skills, but also social and life skills through sharing and learning together and sharing with non-disabled youths in workplaces, being more confident in the inclusive environment.

Two PWD participated as members of the midterm evaluation team in 2007. This participation will be continued or increased in the IVWD final evaluation scheduled for later in 2009.

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

CRS has facilitated the formation of 11 Associations of Parents of CWD at the commune level in Ninh Binh and Quang Nam provinces since 2007. 139 parents and other concerned community members participate in these associations, which are registered at the commune level. PAs have demonstrated increased leadership roles in need assessment, planning and implementing activities to support CWD, as well as collaborating with relevant stakeholders to mobilize community support to their children in education and social activities.

In the Vocational Training and Employment component of IVWD, World Concern Development Organization supported the formation and operation of six district-level peer groups and deaf clubs for youth with disabilities. A total of 385 disabled youth participate in these activities. Although WCDO support ended in December 2008, local partners anticipate that these groups will continue to function, as they meet a key demand for more socializing, information sharing and mobilizing for PWD at the local level.

While direct support to national-level DPOs is not a component of this project, CRS has made efforts to include DPO representatives in policy advocacy, such as the series of workshops on education content in the Disability Law. Participants from Bright Futures and the Hanoi Association of People with Disabilities have taken active roles in these activities, with support from the National Coordinating Council on Disability (NCCD), a CRS project partner.