

INCLUSION OF VIETNAMESE WITH DISABILITIES
Progress Report # 13
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Section 1 – Program Performance Summary

In the second quarter of FY 2010, CRS continued to focus on development of a national model of **inclusive education (IE) at lower secondary level** (Output 1.1.4 in the project Proframe) and continuation of the **Information Technology Training Program (ITTP)** for students with disabilities at two colleges in Hanoi and Ho Chi Minh City (Strategic Objective 4). CRS has also continued with technical support to IE activities in the two IVWD focus provinces of Ninh Binh and Quang Nam, with more focus on Quang Nam to strengthen professional support by core teachers to class teachers and students.

CRS and the Department of Secondary Education, Ministry of Education and Training completed revision of the core documents making up a national model for lower secondary IE, in preparation for a national workshop to introduce the model and results scheduled for June. The collaborative relationship between CRS and the National Coordinating Council on Disability (NCCD), now housed in the Social Protection Department of the Ministry of Labor, Invalids and Social Affairs (MOLISA), resumed as NCCD now has a more stable personnel network. CRS used private cost share funds to organize a stakeholder meeting among actors in the disability sector on March 4 in order for NCCD and other participants to share and coordinate activity plans during 2010. The CRS project team also provided feedback and comments to the draft of the IVWD final evaluation report which was conducted by an external consultant team in December 2009. World Concern Development Organization (WCDO) staff contributed to the report review process.

ITTP activities continued to operate smoothly. After a long wait, final MOET approval for ITTP at Van Lang University, HCMC was received in January. On March 9, **CRS and Van Lang organized a Commencement Ceremony** for 44 graduating ITTP students who had completed courses ranging from 3 months to 1 year in length. Over 200 people attended the professionally-organized ceremony including Angela Dickey, Deputy Consul General in HCMC; Frank Donovan, USAID Vietnam mission director; Truong Minh Nhut, Director General of the Commission of Propaganda of the Communist Party; and Do Quoc Anh, Director General of the MOET Southern Representative Office, among other distinguished guests, along with the active participation of ITTP students, parents, teachers, and representatives of businesses and media.

79% of long-term ITTP course graduates (132/167) have found employment in the IT sector to date. An updated list of ITTP graduates, their employment status and locations is attached to this report. Both ITTP partners have mobilized significant resources to contribute to program costs. During this quarter, Van Lang University contributed \$21,941 and the Hanoi College of Information Technology (HCIT) mobilized \$7,493 in the form of direct support to students, awards to students with high academic results, support for job linkages etc. among other shared costs. Cumulatively, the ITTP local cost share of \$366,740 reaches

beyond the agreed budget. ITTP Hanoi continued to receive numerous visitors from USAID, local and international employers, and other international NGOs.

CRS faced no major obstacles during this reporting period in implementing the IVWD project. However, some planned activities with the MOET Secondary Education Department were delayed due to limited MOET staff availability and high workloads within the ministry. CRS is resolving this situation by working in detail with one SED staff to plan and complete the remaining IE secondary model research and dissemination activities during the coming quarter.

Section 2 – Key Issue Achievement Narrative

Key Issue: Civil Society and Community Mobilization

Narrative:

ITTP partner schools in Hanoi and HCMC have actively mobilized support and contributions from individuals and organizations to increase direct support to students with disabilities through scholarship programs. At the graduation ceremony, the *Saigon Giai Phong* newspaper awarded 10 prizes to the top 10 graduated students. Since CRS has cooperated with Van Lang University, *Saigon Giai Phong* has been a key media partner in informing the public and helped in recruiting and employment of ITTP students. The newspaper has expressed strong interest in fundraising to provide scholarships to impoverished ITTP students. Also at ceremony, IDG Ventures Corporation signed MoUs with leaders of both VLU and HCIT to provide internships and employment for ITTP graduates in Hanoi and HCMC.

Key Issue: Local Institutional Capacity Building

Narrative:

In order to upgrade the awareness of teachers and the management boards of both ITTP partner colleges, CRS organized an Inclusive Education Management course in Ho Chi Minh City on March 6-7, 2010. The training was facilitated by Mr. Le Van Tac, Research and Education Institute and Ms. Vo Thi Hoang Yen, director of Disability Resource and Development (DRD). Teachers and leaders of ITTP in both schools provided inputs and exchanged their experiences in working with PWD and developed action plans for their institutions to support PWD to integrate fully into society. As a result of this training, school leaders have greater understanding of inclusive education and increased ownership to manage ITTP and similar programs over the long term.

Section 3 – Program Achievements in FY 2010

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

SO 1: Lower Secondary Inclusive Education Model Development

In this period, CRS and MOET focused on reviewing the IE model and planning for the remaining activities and agreed on an activity plan covering the period of January – June 2010. This includes direct support to students, management training and research

activities. A national workshop to introduce the Lower Secondary IE model and results will be conducted in June.

- On February 11, the **CRS-MOET Lower Secondary IE research group** consulted a group of three senior specialists in education, including one former Vice-Minister of Education. They provided positive feedback to the model design and advice for development and adjustment of the model activities and interventions. (The research group, an official body approved by MOET consists of 7 members from the Secondary Education Dept, CRS, and teacher training institutions.)
- During February and March, the research group completed a draft IE Lower Secondary model manual, containing results of research conducted since 2007. On March 31, MOET organized a consultative working session with researchers and other specialists from the Education Publishing House and the Hanoi School of Public Health to review and revise the draft version. This manual is expected to be printed in May and distributed nationwide.
- Nine **pilot lower secondary schools** (5 in Ninh Binh, 4 in Quang Nam) continue regular IE activities. During this stage, schools carry out direct support activities to students and professional sharing among subject and grade teachers. Direct support consists of one-on-one tutoring by teachers for CWD, both in regular classrooms and inclusive education resource rooms that have been set up by CRS and MOET. Core teachers also provide individualized coaching and support to class teachers who are teaching CWD. These activities are now fully managed at the school level, with less technical support from CRS and MOET as in previous stages. CRS and MOET encourage schools to be proactive and raise their ownership of IE at the local level.

SO 1: MOET Higher Education Component

- CRS and the MOET Department of Higher Education revised and updated training materials in the **IE management curriculum**. Three specialists who act as appraisal readers provided feedback to the drafting team about the training materials. CRS, the MOET Department of Higher Education, and the Hanoi Institute of Educational Management will finalize the materials and carry out a pilot test of the approved IE management curriculum and materials in the coming months.

SO 3: Disability Policy

Collaboration with NCCD continued after a period of transition from the former NCCD office to join the MOLISA Social Protection Department. On March 4, CRS co-sponsored a stakeholder meeting with NCCD, with 30 participants from 15 international organizations and relevant MOLISA offices in attendance. A number of key issues were brought up for discussion including the continuation and upgrading of NCCD's website for sharing information, how to compile experience and lessons learnt in DPO development, and the progress made towards approval of the draft Law on Disability. In the coming quarter, CRS will collaborate with NCCD to organize media training on disability sensitivity for reporters from various news agencies, print and broadcast media, a national workshop to disseminate the comprehensive IVWD model of inclusive education and vocational training/job placement in May 2010.

SO 4: Information Technology Training Program

CRS and Van Lang University successfully organized a large-scale public event to celebrate the graduation of 44 ITTP students (both long-term and short-term students) on March 9 in HCMC. More than 45 representatives from government agencies, businesses, and news

agencies attended the event, along with all ITTP students at VLU, their teachers, parents and friends. The event drew positive attention from businesses who recognized the high potential and capacities of students. During the ceremony, IDG Ventures signed an agreement on providing internships and job opportunities for students from both VLU and ESTIH programs, while other company and media representatives made speeches and offered scholarships and gifts to outstanding ITTP graduating students.

In Hanoi, 45 students continued their one year-long training course on Software Engineering (SE #4) and in HCIT's regular degree training course. One SE #4 student suspended his training due to his health situation. In March, CRS met with the HCIT management board to discuss measures to increase training quality and conditions to support students. HCIT agreed to request additional support from the main NIIT instructor, especially to less able students during weekends and evenings to ensure these students are able to pass NIIT examinations. Furthermore, HCIT assigned 2 instructors to give support during practical sessions without requesting additional payment, in order to ensure high rate of program completion for receiving the NIIT certificate. CRS and HCIT met with Hoang Moc Kien, a specialist with visual impairment, and the Hanoi Club of Deaf People to recruit more students for short-term training courses for the visually and hearing impaired. On March 23, two new 3-month courses began with 19 hearing impaired participants and 16 visually impaired participants respectively. This is the third course for the hearing impaired group and the eighth for the visually impaired at ITTP Hanoi.

The ITTP technical consultant and leaders of both partner colleges have established strong partnerships with the business community to assist in curriculum development to meet industry standards and to provide equal employment opportunities. Employers have been satisfied with the quality of ITTP graduates in both software engineering skills and soft skills training. For example, Vinagame, a top local IT firm, has included ITTP Hanoi in their top 4 key recruiting universities, and plans four days of recruitment at HCIT in April.

During this quarter, CRS and school partners developed an ITTP Graduates Employment Status Report to track on graduated students and their employment status. This is expected to be updated quarterly to report to USAID in a timely fashion and to identify different measures for supporting the job linkages. The employment report (attached to this quarterly report) includes contact and employment information on graduates to allow ITTP to measure its success. To date, the VLU report is more comprehensive. CRS has requested HCIT to update its report using the VLU report. The overall summaries for employment in both ITTP locations are as follows:

Hanoi College of Information Technology

Class	Duration	Grad. Date	# Graduates	# Employed	%
SE1	1 year	5/08	27	23	85%
SE2	1 year	9/08	25	21	84%
SE3	1 year	5/09	25	20	80%
Total			77	64	83%

Van Lang University

Class	Duration	Grad. Date	# Graduates	# Employed	%
SE1	1 year	3/10	24	22	92%
BPO1	6 months	8/09	22	16	73%
BPO2	6 months	12/09	22	15	68%

AED1	6 months	12/09	22	15	68%
Total			90	69	76%

CRS notes that, as might be expected, employment rates are higher for students who have graduated for a longer time than those who have recently graduated and may still be looking for jobs, and that employment for year-long Software Engineering graduates is higher than those from the six-month Business Processing & Outsourcing and Architectural Engineering and Design courses. In addition, 62 students in HCMC have passed an examination for the International Computer Driver License (ICDL), out of 86 who took the test (72%), and 20 students have been selected to take part in the Fundamental Engineering (FE) certification examination. These additional qualifications make students more attractive to the employment market and compensate in part for the fact that ITTP HCMC students do not receive the NIIT certification that is available for ITTP Hanoi graduates.

Section 4 – Indicator Results and Targets

According to guidance from USAID, this table includes only **new** beneficiaries in FY 2010. Continuing beneficiaries, such as ITTP students who began their courses in FY 2009 or children with disabilities enrolled due to the CRS project at preschool, primary and secondary levels in Ninh Binh and Quang Nam, are not included here. A full **cumulative table of project accomplishments** to date is attached to this report (and also appears in the IVWD final evaluation report).

Standard Indicators	<i>FY 10 Results to Date</i>	<i>FY 10 Target</i>
1. Number of people benefiting from USG-supported social services	208	313
- # of children with disabilities in 9 junior secondary schools in IE model who receive regular academic and social support from core teachers and community groups	131	126
- # of students with disabilities newly enrolled in long term ITTP training in Hanoi	1	25
- # of students newly enrolled in long term ITTP training in HCMC	21	50
- # of students newly enrolled in short term ITTP training in Hanoi and HCMC	47	87
- # of students newly enrolled in inclusive IT classes	8	25
<i>Notes: 35 participants with hearing or visual impairments enrolled in short-term training courses at ITTP Hanoi. Three new students with disabilities joined the regular IT program at HCIT. No changes in HCMC enrollment.</i>		
	<i>FY 10 Results to Date</i>	<i>FY 10 Target</i>
2. Number of service providers trained who serve vulnerable persons	39	105
- Educational management staff trained in IE management	0	30
- Students in teacher training colleges trained in IE pre-service module developed with MOET Higher Education Dept	0	40
- Junior secondary core teachers receiving IE training	12	30
- Junior secondary school principals/vice-principals, district/province DOET administrators and community leaders trained in IE	15	0

- ITTP school leaders trained in IE	12	5
<u>Notes:</u> Almost all of the training activities planned in the IVWD project plan have been completed in FY 2009 or earlier. In FY 2010, CRS and the MOET Higher Education Department are pilot-testing the IE management curriculum and in-service teacher training curriculum. A small number of training courses are also planned in the junior secondary IE component.		
	<i>FY 10 Results to Date</i>	<i>FY 10 Target</i>
3. Number of USG-assisted organizations and service delivery systems strengthened who serve vulnerable populations	4	10
- New businesses involved in job placement of ITTP graduates in Hanoi and HCMC		
<u>Notes:</u> As above, this table includes only new organizations/systems who were not previously counted as beneficiaries in FY 2009 or previously. See the Q4/ FY 2009 progress report for a breakdown of these organizations, most of which continue to be strengthened in FY 10.		

Section 5 – Reporting on People with Disabilities

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

CRS advocated with ITTP partners HCIT and VLU to recruit persons with visual impairment for short term training courses as well as to increase participation of persons with hearing impairment (which was not in the original ITTP plan). With continued support from the Technical Advisor, Dovan Do, more students from ITTP in HCMC have accessed to international accreditation system such as ICDL and Fundamental Engineering (FE) to support their marketability following graduation.

Following accessibility modifications at VLU funded by USAID, VLU has seen an increase in disabled applicants to regular programs at the university (in addition to ITTP). At HCIT, eight PWD are currently studying in the regular IT degree program. These inclusive classes are made possible by the accessibility modifications funded by USAID and CRS.

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

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

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

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

CRS has facilitated the formation of Parent Associations (PAs) of CWDs to enhance participation of parents into inclusive education since 2007. 11 associations were set up in

Ninh Binh and Quang Nam provinces as part of the IVWD project with USAID funding, and CRS established an additional 10 PAs in Quang Nam in 2009 using private funds. Through small grants provided through CRS, PAs take a greater ownership role in needs assessment and identification of feasible and useful project activities as well as in budgeting and financial management. CRS expects that PA capacities will be developed and sustained to support directly for their children as well as to collaborate with local government and community in mobilizing resources and efforts to support CWD.