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INCLUSION OF VIETNAMESE WITH DISABILITIES
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ACRONYMS

CRS	Catholic Relief Services
CSW	Community Support Worker
CWD	Children with Disabilities
EI	Early Intervention for Children with Disabilities
HCIT	Hanoi College of Information Technology
IE	Inclusive Education
IEP	Individual Education Plan
IESC	Inclusive Education Support Center
ITTP	Information Technology Training Program
IVWD	Inclusion of Vietnamese with Disabilities
KAP	Knowledge, Attitudes and Practices
M&E	Monitoring and Evaluation
MOET	Ministry of Education and Training
MOLISA	Ministry of Labor, Invalids and Social Affairs
NB	Ninh Binh Province (Northern Vietnam)
NCCD	National Coordinating Council on Disability
PPC	Provincial People's Committee
PWD	People with Disabilities
QN	Quang Nam Province (South-Central Vietnam)
SO	Strategic Objective
SWD	Students with Disabilities
TOT	Training of Trainers
USAID	United States Agency for International Development
VABED	Vietnam Association for Business Enterprises of Persons With Disabilities
VTE	Vocational Training and Employment
VWD	Vietnamese with Disabilities
WCDO	World Concern Development Organization
YWD	Youth with Disabilities

EXECUTIVE SUMMARY

The Inclusion of Vietnamese with Disabilities Project (IVWD) is a cooperative agreement between CRS and USAID. The project began in October 2005 and was designed with four Strategic Objectives:

1. Mainstreaming of Inclusive Education (IE) for Children with Disabilities (CWD);
2. Community-based Vocational Training and Employment (VTE) for Youth with Disabilities (YWD);
3. Support for Disability Awareness and Policy Change;
4. Information Technology Training Program (ITTP) for Students with Disabilities (SWD).

The ITTP component was added to the original project in February 2007. Objectives 1, 3 and 4 were directly implemented by CRS and will end in June 2010, while Objective 2 was implemented by sub-grantee World Concern Development Organization (WCDO) during 2006-2008.

Major Vietnamese government (GOV) counterparts include the Ministry of Education and Training (MOET) (1), Ministry of Labor, Invalids and Social Affairs (MOLISA) (2), National Coordinating Council on Disability (NCCD) (3), and Ninh Binh and Quang Nam provinces (portions of Objectives 1, 2 and 3). The ITTP is based in two educational institutions, the Hanoi College of Information Technology and Van Lang University in Ho Chi Minh City.

This evaluation took place in December 2009 and was carried out by Ms. Eva Lindskog, sociologist at the Stockholm Environment Institute-Asia, Ms. Tran Thi Thiep, specialist in Special Education at the Hanoi National University of Education, and Ms. Hoang Hai Yen, expert in inclusive vocational training for people with disabilities (PWD).

Approach and Methodology

One dominating part of the evaluation approach has been to get the understanding, comments, and proposals directly from the beneficiaries, from central to local level including the children and youth themselves. This is because without this 'stakeholder participation' it would not be possible to analyze the usefulness of the project in the short and long term.

The bulk of information collected relied on meetings, interviews, in-depth interviews and group discussions with a great number of representatives, from GOV officials in Hanoi to children with disabilities in Ninh Binh and Quang Nam. Briefings were held with representatives of CRS and WCDO.

The team visited 4 out of 6 project districts in Ninh Binh and Quang Nam: Gia Vien and Yen Mo in Ninh Binh and Hiep Duc and Duy Xuyen in Quang Nam. However, the main time and emphasis were devoted to Gia Vien and Hiep Duc only.

Strategic Objectives of the Project

By the end of the project the following strategic objectives (SO) will have been realized:

- SO 1. CWD educational support is enhanced through improved and expanded Inclusive Education (IE) capacity and resources.

- SO 2. VWD have equal access to meaningful employment and self employment opportunities.
- SO 3. Disability policy and regulations affecting inclusive education and vocational training/employment are participatory, coordinated and inform mainstreaming issues.
- SO 4. An international-standard training center for Persons with Disabilities (PWD) is operationally sustainable after two years. Students trained in the Information Technology Training Center are employed.

A large number of activities at central, provincial, district and local levels have been introduced in order to fulfill the objectives of the project.

Project Outcome

Generally, the beneficiaries met at all levels, including teachers, parents and CWD/PWD are very positive to the project result and all categories of stakeholders wanted to continue the project on both IE and VTE, using the same model of combining the two as well as linking the central level with provincial, district and school levels in the educational system.

In order to assist with inputs to the design of future projects the evaluation team made an effort to analyze achievements, gaps, strengths and remaining issues.

Regarding the issue of project impact and sustainability, the team concluded that:

- The IVWD project has a major impact on IE and VTE development in Vietnam. This is mainly thanks to the project approach of combining support at central level (policy development) with direct support to local levels (teachers, CWD, PWD, parents, businesses). The project has built in a two-way feedback system which is favorable for achieving goals and objectives.
- Another fruitful combination of linkages that the project has established is to look at CWDs' lifespan from early age to adulthood, starting from preschool and ending with a job and an appreciated position in society.

The strongest impacts are:

- The policy development on IE in Vietnam.
- The change of attitude to and belief in CWD's and PWD's abilities among all beneficiaries.
- The successful change of the life of CWD and PWD for a sustainable inclusion in to the society.

These are the basis for a sustainable and continued development on IE for CWD and VTE for PWD in Vietnam. The way this has been done is promising. Because the project has only been operating for four years, time has not always allowed fulfillment of all commitments. A continued project will create conditions to consider the suggestions presented below.

Overall Recommendations:

Recommendation	Justification
CRS should continue in a second phase using the same model of linkages between IE and VTE, between policy and local practices. And continue to work with the same elements of IE and VTE (see below).	This is because it has proven a useful model.
CRS should continue its activities in Ninh Binh and Quang Nam provinces but gradually transfer from the current six districts to other districts in the same provinces.	It is important to build on the experiences and confidence gained at all levels and the network of beneficiaries. As there are some gaps and remaining issues CRS should continue in the six districts but soon prepare for expansion to other districts.
CRS should conduct further gender analysis on CWD and PWD in order to deal with possible different treatment of and expectations from boys/men and girls/women.	Among the communities, there is a tendency to regard similar disabilities among girls/women more severely than those of boys/men. This leads to a view that boys/men are more easily rehabilitated and trained to join society than women. This in turn is built upon an idea that girls/women need to be relatively 'stronger' because they are expected to give birth to children and to manage the household.
CRS should investigate to what extent social organizations (Women's Union, Farmers Union etc) can be mobilized in future project activities. The organizations could support the Parent Associations to be more pro-active.	The social organizations in Vietnam have useful experiences in social mobilization and support in communities. So far, the families of the CWD and PWD need to continue organize themselves in PAs and the social organizations have much experience in such activities.

Recommendations on Inclusive Education (SO 1):

Recommendation	Justification
Training	
CRS should continue to increase the quality of the training for managers and teachers: - CRS should review its training courses in order to make them more logic in order for the trainee. - The contents and methodology of the courses should be reviewed and cross-checked with the trainees. - There is a strong need for refresher and follow-up courses. - Generally, the courses should be longer and/or more frequent.	Because IE is still a relatively new concept, there is a continued need to raise the quality of IE managing and teaching.
Training of Trainers (TOT)	
- CRS should review the TOT system and establish checking points on quality and outcome.	IE trainers are an important link between the project's concepts and ideas about IE and the managers and teachers.
Core Teachers	
- The idea of core teachers is a useful approach. However, core teachers (together with the principals) should be responsible for IE activities	The role of core teachers is important as leaders and models on IE approaches.

<i>Recommendation</i>	<i>Justification</i>
<p>in their own school only.</p> <ul style="list-style-type: none"> - CRS should assist the school managers at provincial and district levels to find ways to re-arrange the IE responsibilities according to the core teachers' preferences (as above). - CRS should assist in developing networks between core teachers for mutual learning and support. 	
CWDs' Learning Process	
CRS should study/research on teachers' understanding of what CWD actually learn.	There is a need to better understand the way that children in general and CWD in particular absorb and learn what they are taught in school.
Teacher Assistants	
CRS should investigate the possibilities to introduce a teacher assistant system.	The teachers' workload and responsibilities are normally heavy. There is a need for specialized assistants to work in the classes.
Early Intervention	
CRS should review its support to the Early Intervention approach and make it more consistent. It could start in some schools only in order to try out a model.	The solid understanding on EI (where the classification comes in) is a pre-condition for right support for right disabilities.
Individual Education Plans	
CRS should assist in developing Individual Education Plans (IEP) that are simple and easy to follow up. It should be done in cooperation with managers, teachers and parents. Its purpose should be clear. There is a need for a follow up on its implementation.	When appropriate the IEP is a useful tool for following up the CWD and support them in the best of ways.
Inclusive Education Support Centers	
CRS should review its support to the establishment of IE Support Centers in order to further assist the provinces in this matter. If set up as a 'model' would possibly make it easier.	There is obviously a need for IESC in the IE system. IESC could become a platform for testing different ways of IE approaches. It could be a strong reference point for the school managers and teachers.
Transitions from Primary to Lower Secondary School	
CRS should review its experiences in the nine pilot lower secondary schools, give recommendations to principals, local managers, and decision makers, and bring lessons learned back to MOET.	It has proven a challenge to systematically bring in CWD from Primary to Lower Secondary schools. Teachers and managers met have difficulties in organizing full inclusion of CWD.

Recommendations on Vocational Training and Employment (SO 2):

<i>Recommendation</i>	<i>Justification</i>
Project Duration	
CRS and WCDO should consider to restart this SO. The total time devoted was relatively short (about 3 years).	<p>It is very important that older PWD who were not able to benefit from IE also have access to training and jobs.</p> <p>Also, with a longer project duration, there would be opportunities for children who complete lower secondary IE to continue to VTE.</p>

Recommendation	Justification
Linkages from Basic Education to VTE	
CRS and WCDO should put more emphasis on basic education before PWD are engaged in vocational training and develop a mechanism for the transition from general school to VTE.	Many older PWD did not have access to IE when they were younger and their general educational background is therefore limited. Therefore, PWD met found the VTE training too short.
Training Plans Adapted to PWD	
CRS and WCDO should review on-the-job training plans so as to adapt to the special conditions of each PWD.	The training and training plan is normally hands-on based and practical to each PWD. However, in some cases the plans did not fully consider that some disabilities were quite mild (for example cleft-lips) and thus the demands on the PWD were lowered more than was necessary.
Capacity of Trainers	
CRS and WCDO should review and improve the trainers' capacity to train PWD with different disabilities.	There is a need for trainers specialized in sign language and other technical aids that PWD may need.
Diversification of Jobs	
CRS and WCDO should make a review of diversified job opportunities, emphasizing the rights of the PWD, both men and women.	Job opportunities for PWD are still limited in number and in diversity.
Community Support Workers	
CRS and WCDO should continue the cooperation with CSW, increase the number trained, and provide more specialized training in IE and VTE. Studies on how CSW can combine ordinary work with volunteer work are needed.	The role of CSW is important as a link between the families of PWD, communities and businesses. CSW are important for the PWD and their capacity should be improved.
PWDs' Families and Communities	
CRS and WCDO should continue to reinforce the support to families of PWD by training and awareness campaigns.	The families of the PWD are a very important basis for the PWD to study and get a job.
Integration of PWD into Society	
CRS and WCDO should consider how to facilitate increased social interaction between PWD and other groups in society.	Today, PWD socialize primarily within their own peer groups. Both PWD and society need more links.
PWD Networks	
CRS and WCDO should consider how to support wider networks of PWD in the future, including IVWD project participants and other PWD.	There still a need for a larger network to include and inform PWD on project activities and its advantages in order to encourage demands from PWD to similar investments from other sources.
Cooperation with Local Businesses and Trainers	
CRS and WCDO should strengthen the business network regarding information on PWD job abilities.	Information is limited on PWD abilities.
Transportation and Access to Facilities	
CRS and WCDO should study/research on how to improve the transportation access for PWD	The mobility and access of PWD to facilities including jobs is a general problem where the project could establish some models.

Recommendations on Policy Development (SO 3):

<i>Recommendation</i>	<i>Justification</i>
CRS should continue to collaborate with MOET on the implementation of Decision 23.	Thanks to the project there are numerous of lessons learned from the field that CRS could assist in bringing back to MOET with the aim for MOET to modify Decision 23 as necessary.
CRS should assist MOET in developing a plan for how to increase the motivation of teachers in IE.	The teachers are the core actors in the IE and much of the IE result depends on how well trained and motivated the teachers are.
CRS should continue to assist MOET in the development of a suitable mechanism for transitions from Primary to Lower Secondary.	Transition mechanisms, especially to lower secondary level, are not yet fully developed.
CRS should continue to assist MOET in continued efforts how to apply IE at Secondary level, starting with Lower Secondary. The existing approach in form of the MOET model in 10 points should be further explored.	IE at Secondary level is still under development and needs continued support. Creating a strong basis for the CWD to go further to vocational training is vital for future jobs for the PWD.
CRS should review the cooperation with Teacher Training Colleges in Hanoi and elsewhere in order to make the project support more consistent and easier to follow up.	The involvement of TTCs in curriculum development is a key to IE at all school levels. What is not incorporated into the curriculum will be very hard to introduce for teachers to practice in the schools.
CRS should continue collaboration with VABED and NCCD.	Both organizations are vital platforms for the PWD to continue to develop as a human being.

Recommendations on the Information Technology Training Program (SO 4):

<i>Recommendation</i>	<i>Justification</i>
CRS should continue the collaboration with HCIT and Van Lang University on ITTP.	The establishment of ITTP is a great opportunity for PWD to get highly qualified jobs.
CRS should assist to extend the duration of courses to correspond to the courses attended by the non-PWD students.	PWD students need as much time as other students to absorb the training and qualify for exams.

1. Background

The Inclusion of Vietnamese with Disabilities Project (IVWD) is a cooperative agreement between CRS and USAID. The project began in October 2005 and was designed with four Strategic Objectives:

5. Mainstreaming of Inclusive Education (IE) for Children with Disabilities (CWD);
6. Community-based Vocational Training and Employment (VTE) for Youth with Disabilities (YWD¹);
7. Support for Disability Awareness and Policy Change;
8. Information Technology Training Project (ITTP) for Students with Disabilities (SWD).

The ITTP component was added to the original project in February 2007. Components 1, 3 and 4 are directly implemented by CRS, while component 2 is implemented by sub-grantee World Concern Development Organization (WCDO).

Major Vietnamese government² counterparts include the Ministry of Education and Training (MOET) (1), Ministry of Labor, Invalids and Social Affairs (MOLISA) (2), National Coordinating Council on Disability (NCCD) (3), and Ninh Binh and Quang Nam provinces³ (portions of components 1, 2 and 3). The ITTP program is based in two educational institutions, the Hanoi College of Information Technology and Van Lang University in Ho Chi Minh City.

The original project closing date was September 30, 2008. In August 2008, an extension to June 30, 2010 was proposed by CRS and agreed by USAID, according to which project components were scheduled to close on a staggered basis. The Vocational Training and Employment (VTE) component was closed in December 2008, while most inclusive education activities at the provincial and national level and policy advocacy activities were set to end in September 2009. Two components received cost extension funding in 2009-10: the lower secondary inclusive education model development (part of 1) and the ITTP for students with disabilities (4) will continue through June 2010.

Although not all components have ended at the time of this evaluation, all IVWD components are included. The intended users of the evaluation are CRS staff, as well as key government counterparts at the provincial, district and national levels, and the donor (USAID).

A baseline survey on the situation and needs of children and youth with disabilities in the two IVWD focus provinces, Ninh Binh and Quang Nam, was undertaken in early 2006. The survey included identification of all children and youth with disabilities in the target areas; screening of their needs for health, education and employment interventions; and a Knowledge-Attitudes-Practices (KAP) survey of sample groups of stakeholders. A small amount of baseline information was also collected at the central level. A complete Monitoring and Evaluation (M&E) system was developed, including indicator targets set as a result of the baseline.

¹ Throughout this report, YWD (Youth) and SWD (Students) are called Persons with Disabilities (PWD).

² Acronym for Vietnamese Government in this report: GOV (Government of Vietnam) except in quotations.

³ The project has been operating in three districts in Ninh Binh: Gia Vien, Kim Son and Yen Mo and three districts in Quang Nam: Duy Xuyen, Hoi An and Hiep Duc.

The evaluation took place in December 2009 and was made by Ms. Eva Lindskog, sociologist at the Stockholm Environment Institute-Asia, Ms. Tran Thi Thiep, specialist in Special Education at the Hanoi National University of Education and Ms. Hoang Hai Yen, expert in inclusive vocational training for PWD.

The objectives of the evaluation as outlined in the Terms of Reference (TOR) (Appendix 1) include:

- assessment of the *impact* of the IVWD project to date in four main areas of intervention namely: IE for CWD, VTE for YWD, policy advocacy supporting the inclusion of people with disabilities (PWD) in all facets of life, especially in education and employment; and information technology training at the technical college level;
- assessment of the combined *impact* of the comprehensive model of educational and employment support for people with disabilities from the preschool level through higher education, vocational training and employment. The evaluation should also examine linkages among project components and across national, provincial and local levels of the education system to provide systematic and cross-sectoral support to PWD.
- assessment of the level of *sustainability* that the IVWD project has achieved by eliciting information from local partners regarding their action plans to continue support for inclusion of PWD. Sustainability can also be measured by the level of impact of inclusive practices supported by the IVWD project on Vietnamese Government policy and practice, both at the national and local levels.
- analysis of the *strengths and shortcomings* of the comprehensive model of support as designed as well as practical issues in implementation and how they were overcome.
- identification of the *remaining gaps* in supporting inclusion of PWD either by strengthening support services already provided through the IVWD project or through new activities. Give specific recommendations for future interventions.

The limitations of this evaluation are mainly related to time constraint. The time available for meetings with a large number of project beneficiaries at central level in Hanoi, at provincial, district and school levels and communities in the two provinces visited, was all together two weeks including travel days.

Therefore, only four out of the total of six project districts could be visited by the evaluation team and among the four, there was only time to review both IE and VTE activities in two districts, namely Gia Vien in Ninh Binh province and Hiep Duc in Quang Nam province.

2. Approach and Methodology

The general approach and methodology are outlined in the TOR. This chapter is a further elaboration, reflecting the thoughts and way of work of the consultants.

2.1 Approach

When evaluating a project, the easiest part is usually to list the project activities and to investigate to what extent those have been implemented followed by an analysis on reasons why certain activities have been successful and others not.

Measuring an *impact* is a more challenging task that very much depends on the time factor i.e. what activities directly initiated or indirectly generated by a project are still in place or have been developed further by the beneficiaries after the project is finalized. Thus there is a need for a certain time period between the end of the project and the impact evaluation.

Impact also has the connotation to what extent project results are *sustainable*. In the context of an external donor supported project, this often means that the donor wants to know to if and how the project results have been useful for the receiving party. The sustainability of a project could be measured in (at least) three aspects: in form of decisions at policy level, practices and initiatives at local level.

The path we follow in this evaluation is to first make an inventory of project objectives: what did the project want to do and what tools such as models and approaches were delivered in order to fulfill these objectives (Chapter 4). The next step is to investigate the results of the project in qualitative and quantitative terms (Chapter 5). Also, we find it interesting to include an evaluation made by the beneficiaries (Chapter 6). Chapter 7, 8 and 9 include the findings, conclusions and recommendations as viewed by this evaluation team.

One dominating part of the approach has been to get the understanding, comments, and proposals directly from the beneficiaries, from central to local level including the children and youth themselves. This is because without this ‘stakeholder participation’ it would not possible to analyze the usefulness of the project in the short and long term.

2.2 Methodology

Collection of secondary information mainly consisted of reviewing projects documents and reports, GOV decisions, rules and regulations, and laws on education in general and in inclusive education in particular, on vocational training for PWD, and references related to these two main components of the project including articles in the Vietnam press.

The bulk of information collected relied on meetings, interviews, in-depth interviews and group discussions with a great number of representatives, from GOV officials in Hanoi to teachers and children with disabilities in Ninh Binh and Quang Nam. Classroom observations took place in selected schools (preschool, primary and lower secondary). Briefings were held with representatives of CRS and WCDO. A list of people met is found in Appendix 2⁴.

⁴ To secure anonymity, names of local people and children met are not listed.

The main method in meetings, interviews etc was to use a checklist prepared in advance on the main issues that the evaluation team wanted to discuss. The questions were open-ended following the answers from the information-giver. ‘The art’ is to create a relaxed atmosphere in order to collect the understanding of the information-giver and not what is ‘objectively’ right and wrong. This interview method is very often used in what is called Participatory Rapid Appraisals (PRA).

The team visited four out of six project districts: Gia Vien and Yen Mo in Ninh Binh and Hiep Duc and Duy Xuyen in Quang Nam. The selection of districts was based upon criteria such as relative long-term presence of the project, project experiences in establishing links between the IE and VTE components, relative large number of teachers trained by the project. Due to time constraint, the evaluation team chose to devote relatively more time to the Gia Vien and Hiep Duc districts in order to create conditions to get an as complete picture as possible. The information collected in Yen Mo and Duy Xuyen districts was rather used for references and feed-back.

During the field visits to Ninh Binh and Quang Nam the evaluation group was accompanied by representatives of CRS. Their main function was to make introductions, guide the evaluation group in the field and assist in collecting information for KAP. They were not present during meetings, interviews and group discussions with the beneficiaries.

Some methodological issues are discussed more in detail in Appendix 3. Here two concerns are raised:

1. The Knowledge, Attitude and Practice (KAP) survey method that was used in the project has been analyzed for this evaluation. However the final result of the KAP analysis is still in process and will be included in a later version of this report. So far, reliable information on beneficiaries’ ‘knowledge, attitude and practice’ was collected through meetings, interviews etc using the PRA approach as described above.
2. One method that could be used to measure the success of this project would be to calculate the number of children that were mobilized to school relative to the total number of children in school-age in a particular commune or district. This evaluation does not include such data because of time limitations.

3. Conditions of Inclusiveness in the Vietnamese School system and Society

To get an understanding in what circumstances the IVWD project is operating, this report is highlighting some important factors influencing the conditions of including PWD in the regular school system, in vocational training and in society.

These factors include cultural traditions and views, economic management that has changed fundamentally during the last 30 years, the organization of the teaching and learning and in Vietnam this refers also to the emulation system⁵, and the inspection system⁶, the relations between the local communities and the school where the Social Associations play an important role, and finally but not least the GOV policies in form of legislations, regulations and guidelines. (Overview in Appendix 4)

While the overall goal is still to improve the quality of education, the system is also increasingly allowing for more diverse approaches aiming at a favorable learning and teaching environment for both students and teachers.

One of the milestones leading to a changed focus from the teacher to the student was the GOV ratification of the Convention on the Rights of the Child in 1991 (Lindskog and Nguyen Xuan Hai, 2000). Focusing on the children's rights meant that conditions in school and society ultimately had to change in order to comprise the development of diverse abilities and not only academic knowledge following a strict curriculum that did not allow for a two-way communication between the teacher and the pupil. Such a 'child-friendly' learning environment meant that children with different abilities and disabilities were welcomed to school. This is how 'Inclusive Education' became a concept and a reality in Vietnam (Lindskog and Luong Thi Yen Hao, 2006).

3.1 Inclusive Education

Education usually refers to all sorts of regular and systemic training of children and youth including courses aiming directly toward a specific occupation, that is vocational training.

In Vietnam, the Ministry of Education and Training (MOET) is responsible for the management of all school, from the compulsory levels of basic education through the college and university levels. Although MOET has a department of professional education, it is the Ministry of Labor and Social Affairs (MOLISA) that is in charge of vocational training and employment (VTE) for PWD.

'Including' all children and youth in education regardless social and ethnic background has been a policy in Vietnam since the first constitution of the country in 1945. However, children and youth who are living with one or more physical and/or mental disabilities have not always been mobilized to attend school. This is due to many reasons: parents have been embarrassed⁷ thinking that their child had no ability to learn and study; poverty; no special

⁵ In order to stimulate an increasing quality of the teaching and learning, each class, school, district, province and city have a competition system (thi dua) in good teaching and good learning (day tot, hoc tot)

⁶ All activities under State management in Vietnam are subject to the inspection system (thanh tra). It is usually an independent unit within each section and department.

⁷ There are many reasons for being embarrassed but one common belief is that parents with CWD are punished for earlier generations' misbehavior or that this is the 'fate' of the family.

school available, the local community would also have strong opinions of the same kind and the school system itself, focusing on academic merits, was not ready and capable to receive children with diverse needs and abilities. In addition, the conditions of work and attitudes of the teachers have proven to be crucial for the possibilities to include all children in school in a sustainable and useful way for the children. (Lindskog, E. and Nguyen Xuan Hai, 2002; Yoder, J., 2002; Lindskog, E. and Luong Thi Yen Hoa, 2006; Pham Huong Thi Mai, 2008).

Since about 1990, these views are changing and the GOV has relied on international conventions (Rights of the Child, 1991, Education for All 2003; among others) and national policies developed since then, such as the Universalization of Primary Education (1991), Law on Protection, Care and Education of Children (1991), Law on People with Disabilities (1998), Law on Education (1998) and (2005). The most recent policy documents that are now in a drafting process are the Law on Disability (expected to be promulgated in June 2010), the Action Plan on Education for CWD 2007-2010 with a vision to 2015 and the Education Strategy 2010-2020. The management of IE is taken care of by a system of Steering Committees for Education of CWD set up at the central level (MOET), and at the provincial and district levels.

But the most important policy document so far is MOET Decision 23 (Issuance of Regulation on Inclusive Education for handicapped/disabled people, May 2006) which regulates the duties, responsibilities and rights of the CWD, the teachers and the educational institutions. The Decision stipulates a number of arrangements facilitating IE such as: IE classes, academic groups, IE support centers, early intervention, individual education plans (IEP), inclusive education environment, education profiles (which also include the overall records including health), and IE support rooms.

The objectives of IE, according to the Decision, are:

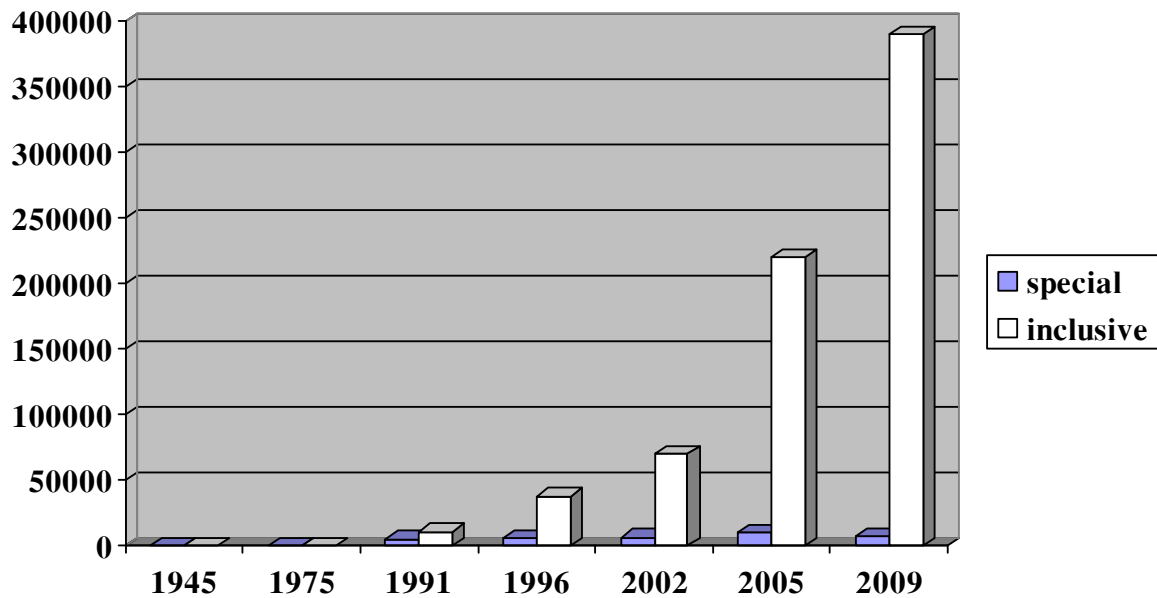
- 'To assist the disabled people to have the right to education equally like other learners.
- To create access and opportunity for disabled people to education, vocational training, rehabilitation and develop their full potentials to integrate into community.'

For more details on the IE process in Vietnam, see Appendix 5

The achievements in Vietnam on IE are perhaps best illustrated by the number of CWD that have entered school during a certain time period as illustrated in the table below.

Figure 1. Number of CWD going to school 1945-2009

Number of CWD



Source: Le Tien Thanh et al (2007); MOET Report on Inclusive Education (Seminar review, March 2010)

The figure clearly shows that CWD have indeed been mobilized to attend school. The challenges are rather how to keep the children in school in order for them to get a basic education that is sufficient for future job training and general inclusion in society.

3.2 Disability and society

In Vietnam as elsewhere, there has been a debate on the definition of 'disability'. Generally, there is nowadays an agreement to move away from looking upon the disabled person in isolation as someone who has something that is 'defect' and who has to adapt to the so called 'normal' conditions in society to a more balanced view where the PWD and the society are adapting to each other.

Following the international trend, in Vietnam, the term 'disabled' (khuyet tat) is increasingly replacing 'handicapped' (tan tat). However, the term 'disability' still has the connotation of focusing on impairment rather than potentials. Regardless the semantic issue on wording, the most important issue is the change of attitude and approach to how differences could be respected and made use of for the benefit of everybody in the society.

According to the MOET Action Plan on Education for CWD 2007-2010, disabilities among children in Vietnam are classified into 7 categories:

1. Hearing impairment (khiem thinh);
2. Visual impairment (khiem thi);
3. Intellectual disability (cham phat trien tri tue);
4. Learning difficulties (kho khan ve hoc);

5. Language problems (kho khan ve ngon ngu);
6. Moving difficulties (kho khan ve van dong);
7. Multiple disabilities (da tat).⁸

In the international debate, classification, categorization and 'labeling' have been problematized as having both opportunities and risks.

As pointed out by Florian et al (2006) classification of disabilities often reflects the need to organize information. It is also undertaken in order to 'rationalize the distribution of resources to particular groups' (Florian et al). The same study referred to here also highlighted the fact that classification in education could be problematic because 'the process of classification also reinforces the differences that specialized programs are intended to address.....that classification 'can result in other unintended consequences, such as the over-identification of children from certain minority and socioeconomic groups; 'lowering of expectations; 'the creation and maintenance of separate systems of provision'; 'problems associated with classification, categorization, and labeling of children, such as stigmatization, peer rejection, and lowered self-evaluation'.

Community engagement

Another aspect of disability and society is the approach where the local community is mobilized to support the PWD to get the rehabilitation they need and to be included in society in all aspects. This approach is commonly called Community-based rehabilitation. The CBR concept is understood as a rehabilitation of PWD that takes place in the locality where the PWD are living, studying and working.

At the international level, the CBR concept has been defined as follows:

'CBR is a strategy within general community development for the rehabilitation, equalization of opportunities and social inclusion of all people with disabilities.

CBR is implemented through the combined efforts of people with disabilities themselves, their families, organizations and communities, and the relevant governmental and non-governmental health, education, vocational, social and other services'.

(Source: WHO, ILO and UNESCO, Joint Position Paper, 2004)

It based upon the idea that rehabilitation of the PWD and their social integration into society should be a combined effort between the state and the local community. According to the Joint Position Paper (above), the community workers form the core of the CBR program but they are also 'usually volunteers who give some time each week to carrying out activities that assist PWD'. Some incentives such as regular in-service training, awards, or certificates may be offered. This is probably both the strong and weak link in the system. As pointed out by Brinkman (2004) the Joint Position Paper is providing vague statements on the issue of payment for the community workers.

⁸ Vietnamese vocabulary and translation quoted from Le Tien Thanh et al. (2007)

The CBR approach includes a multi-sectoral support: including medical, educational, and social support, including vocational training. Therefore it pre-assumes collaboration not only between all sectors but also between different management levels in society.

CBR in Vietnam started in 1987 (Nghiem Xuan Tue 2005 and Tran Trong Hai, 2008) with projects at pilot level. From 1992 CBR was multiplied into provinces and until 2005, 46 out of 64 provinces practiced CBR. According to Tue (2005), lessons learned pointed to the need of establishing CBR Operation Boards at all management levels. Thus, until 2005, such Boards were established to nearly 85 percent of the provincial, district and commune levels. The Board assumes an important role in coordinating the sectors and consists of representatives from the People's Committee, Red Cross and other social organizations.

At the policy level, the Ordinance on Disabled Persons (1998) recognizes the role of the community as part of its strategy. Furthermore, the idea of 'socialization' in Vietnam underlines the roles of the local community, in its efforts to decentralize responsibilities and costs for social welfare such as education, culture and health. (Resolution 90/CP, 1997).

So far, the CBR concept has had a limited role in the IVWD project, as inclusion of CWD and PWD into schools, vocational training and society have been the focus of the project and not rehabilitation per se. However, in the Baseline Survey from 2006 it was envisaged that data on children with mobility impairments could 'help the project to develop integrated community based rehabilitation and health interventions to increase the effectiveness of educational support activities of CWD' (page 25).

At the international scale, one challenge in the CBR approach has proven to be its strong reliance on unpaid-work from volunteers who are dependant on paid work (Brinkmann, 2004). In Vietnam, challenges include classification of disability, empowerment of the PWD, services provision and budget allocation (Tran Trong Hai, 2008). According to Nghiem Xuan Tue (2005), representatives of disabled people's organizations should be involved in the Operating Boards of CBR.

3.3 Vocational training and job creation

As in the case of general education and care for children and persons with disabilities in Vietnam, training and jobs for PWD was always a part of the approach to citizens' rights and obligations as outlined in the different constitutions. Also, similar to education and children, PWD got increasingly attention in the 1990s as a part of the Doi Moi policy. Thus, along with a number of social and economic reforms, GOV regulations also included protection of the 'disabled employees' and the establishment of vocational training centers as in the Labor Code of 1994 and its Decree (81/CP) from 1995 on the implementation of the Code. At this point, activities were concentrated "for PWD" rather than by them.

Three year later, in 1998, the policy was widened into including other entitlements of PWD such as setting up, joining and operating social organizations, production and business associations which also meant that PWD should be supported if they wanted to provide jobs for themselves or work at home. They were eligible to borrow capital at preferential interest rate and job training establishments were to receive PWD for training (Ordinance on Disabled Persons, 1998).

Since then not a few decrees, directives and decisions have been made on different support mechanisms including job creation for the PWD all leading up to two Laws: the Law on Vocational Training (2006) and the upcoming Law on Disability (2010). Chapter VII in the former Law regulates the provisions of vocational training centers for PWD including entitlements on scholarships and general social welfare and State investment in trainers. Different from earlier regulations on disability in Vietnam, the new Law on Disability is highlighting the rights of the PWD which has replaced the earlier idea of ‘voluntary and humanitarian support’ from the rest of society.

Also, the GOV gets foreign support in the development of a National Plan of Action on Disability 2010-2020 and is actively taking part in the international Biwako Millennium Framework. (Details on Biwako in Appendix 6). The GOV signed the UN Convention on the Rights of Persons with Disabilities on 22 October 2007.

At national level, the work on disability has been institutionalized in form of the establishment of the National Coordinating Committee on Education for CWD under MOET, the National Coordinating Committee on Disability (NCCD) in 2001 and the Vietnam Association of Business and Enterprise for Disabled Persons (VABED) in 2003.

The NCCD’s prime duty is to coordinate issues on disability between related ministries, to keep the GOV informed about the international development on disability. VABED is a non-profitable, social organization with about 300 organizations as members, specializing in supporting PWD in establishing their own business, alternatively bringing in PWD into the labor market. (Details on NCCD and VABED in Appendix 6).

Although mechanisms are in place for PWD to be trained for jobs and ultimately achieve social inclusion, the challenges to full integration in society still remain. According to Le Bach Duong et al (2002) citing a survey conducted by the Committee for Social Affairs of the National Assembly, 44 per cent of PWD in Hanoi, Ho Chi Minh City and Da Nang who were capable of work could not find jobs (also cited by Yoder, 2002).

The achievements on IE and VTE for PWD in Vietnam constitute the framework wherein the IVWD project has been working and contributing. CRS and USAID should consider what further challenges lie ahead for PWD in the future.

4. Project Approach, Objectives and Results Framework

This chapter is entirely built upon the project documents and frameworks made available by CRS.

4.1 Project approach

The Technical Proposal from 2005⁹ outlines the approach of the IVWD Project as follows:

- The IVWD project will work with national partners – ministries and other government institutions – to provide basic services in the areas of inclusive education and vocational training/employment through replicable models in target provinces and districts.

⁹ All statements in this chapter are quotations from the Technical Proposal (2005).

- Mainstreaming will be the preferred approach of inclusion and project materials will emphasize active, learner-centered methodologies.
- The project will promote policy reform. This will take place in two ways: through individual sector activities, particularly those that facilitate the self-organization of VWD; and through greater cooperation and coordination among disability sector stakeholders. In both these ways, and with the active voice of VWD, the project will work to link the local and national levels, channeling experience from communities up, and promoting greater policy implementation and enforcement from the top down.
- The project will develop long-term capacity by investing a high level of resources in the development of the human resources of government institutions; creating and strengthening of independent groups and organizations for VWD according to government regulations; and mainstreaming best practice into coordinated, cross-sectoral VWD policy.

4.2 Project goal and objectives

According to the Technical Proposal (2005), which is also regarded as the Project Document, the goal of the IVWD project is to:

‘Facilitate the full participation of persons with disabilities in all facets of life by ensuring equal access to education and employment and the enforcement of disability legislation at all levels to reaffirm VWD’s rights to represent their own needs and interests.’

By the end of the project the following strategic objectives (SO) will have been realized:

SO 1. CWD educational support is enhanced through improved and expanded Inclusive Education (IE) capacity and resources.

- IE principles and practices are mainstreamed in MoET educational policies and programs, including teacher training, curriculum and school management systems.
- Six target districts in two provinces successfully implementing IE with at least 70% of CWD, of whom at least 50% are girls, attending primary school.
- A cadre of 400 core IE professionals from various levels is trained and transferring IE expertise to their localities.
- A model of IE at the secondary school level is developed and endorsed by MoET for replication.

CRS assumed primary responsibility for this strategic objective (SO 1). Activities are intended to lead to human resource development throughout the education system; implementation of a research-based comprehensive support model for CWD; and mainstreaming of IE principles into general policy and practice. Awareness raising and policy development and enforcement mechanisms also remain key priorities to support national expansion of IE.

SO 2. VWD have equal access to meaningful employment and self employment opportunities.

- The concept of on-the-job training is accepted by the GoV and integrated into at least four government or NGO programs.
- At least 225 young people with disabilities, 60% of whom are women, earning increased income from meaningful employment or self-employment.
- Appropriate and effective small business training opportunities are available to people with disabilities, through capacity building of the Vietnam Association of Business Enterprises of PWD and the Vietnam Chamber of Commerce and Industry.
- 300 young people with disabilities increase their integration into society by improving their self-esteem, health, mobility and life skills.

World Concern Development Organization (WCDO) assumed primary responsibility in the consortium for this strategic objective (SO 2). Supporting the core activities in improving access to employment are the two additional activity areas of policy implementation and assistance to support groups of Vietnamese with disabilities.

SO 3. Disability policy and regulations affecting inclusive education and vocational training/employment are participatory, coordinated and inform mainstreaming issues

- Increased inclusion of VWD and the general community in disability policy/regulation dissemination and development especially in IE and vocation training/employment.
- NCCD plays an active role in bringing recommendations on mainstreaming disability issues.
- Stakeholders (GOV, Disability Forum, International donors and NGOs) in the disability sector demonstrate improved coordination and collaboration with policy development and dissemination.

The CRS Chief of Party and Deputy Chief of Party planned and jointly facilitated the implementation of SO 3 activities. The Chief of Party coordinated activities with a wide scope of actors to ensure the results being generated in inclusive education and vocational training/employment link to promote efficient and strategic cross-ministerial dialogue and consensus building. Moreover, the Deputy Chief of Party aimed to ensure that policy issues are shared with provincial, district, and commune actors to both raise awareness and seek their feedback on policy and issues that affect VWD.

Issues anticipated for coordination and advocacy included, but were not limited to: mainstreaming disability issues into general policy; the issuance of disability certificates to VWD; raising awareness of the rights, needs and abilities of VWD; income generation; and Inclusive Education for CWD beyond primary school setting. Through a coordinated national-level policy approach, CRS aimed to create a link to better associate government programs with mainstream disability interventions and at the same time to further the inclusion of people with disabilities in society.

The Chief of Party sought to feed into wider policy reform by collaborating with donors, such as the World Bank and UNESCO, to create dialogue channels, contribute to evaluation tools and resources, disseminate case studies, and capture and promulgate lessons learned. These activities were designed to support other project activities and to encourage the government and international community to become more committed to efforts that support people with disabilities.

SO 4. 1. An international-standard training center for Persons with Disabilities (PWD) is operationally sustainable after two years. 2. Students trained in the Information Technology Training Program are employed.

- ITTP is established
- ITTP establishes cooperative mechanism with school, aiming towards inclusion of PWD in regular training curriculum
- ITTP becomes operationally sustainable after 2 years of operations
- People with all types and levels of disability complete training in the center.
- ITTP reaches out to businesses to place graduates in jobs.

As part of its ongoing efforts to support education and vocational training for children and young people with disabilities (PWD) in Vietnam, CRS proposed to enter into a partnership with the Hanoi College of Information Technology (HCIT)¹⁰ to establish an Information Technology Training Program (ITTP) for PWD. The ITTP was to be a model for specialized training, support and quality employment opportunities across Vietnam. The IVWD project provided initial support for the establishment of the center, in the expectation that it can become operationally sustainable in two years, at which time it was hoped HCIT would have amassed enough experience to transform into a fully accessible, inclusive campus for disabled students.

The ITTP component was built on CRS' existing links with the Ministry of Education and Training and other Vietnamese Government agencies to provide support for PWD. The ITTP project was intended to be compatible with CRS' existing inclusive education and vocational training efforts and to serve as a complementary base and focus for advocacy and public awareness raising in Hanoi. Students with disabilities from the two focus projects of the existing CRS project, Ninh Binh and Quang Nam, were to be among those recruited as candidates for the ITTP.

4.3. Project Results Framework

CRS and WCDO set up a Proframe, including performance indicators and measurement methods, and a Results Framework including the four main project components. These generally correspond to four strategic objectives, although the ITTP (SO 4) was divided into two strategic objectives, 4A and 4B, which have been combined in this report into a single SO 4 for ease of presentation.

In addition to the project objectives, the framework also includes intermediate results and outputs (at least in case of the ITTP). The frameworks are presented in Appendix 7.

5. Project Activities and Results

The activities and results covering all six project districts presented in this chapter are based upon information provided by CRS. A summarized version of activities and results is included in this chapter under each Strategic Objective. A longer list of performance indicators and results is presented in Appendix 8. .

¹⁰ The school is also known by its French acronym, ESTIH.

Inclusive Education (SO 1)

The SO 1 included six basic activities:

- I. Professional educators have increased capacity to implement IE education system
- II. Capacity building for core teachers
- III. Management training in Hanoi for Provincial and District Education Departments
- IV. CWD Parents Associations
- V. Formation of Provincial IE Support Centers
- VI. MOET mainstream IE into general education policies by the following three activities:
 1. Leaders of 4 MOET departments have improved understanding of IE.
 2. Staff at 2 education management schools mainstream IE modules.
 3. MOET legal documents mainstream IE.

Under activity I., over 2,200 Preschool and Primary school teachers in Ninh Binh and Quang Nam were trained. Thematic training for Primary school teachers in the two provinces were held for 420 teachers. Another 100 educational staff and core teachers at Preschool and Primary levels had replicated training in Quang Nam. Thematic training for 160 teachers in non-project districts on IE for children with learning difficulties, speech and hearing impairments was held province wide. In two project districts in Quang Nam (Hoi An and Duy Xuyen) thematic training was arranged for 50 Secondary school principals and teachers. And finally, thematic training on children with learning disabilities was held nation wide for Preschool teacher and managers from 22 provinces. In summary, close to 3,000 teachers and school managers were trained under this activity.

A great number of training courses have been arranged for over 500 core teachers (sometimes also called key teachers) (Activity II). The training included development of Individual Education Plans (IEP), Monitoring & Evaluation, disability identification, sign language, thematic training on children with learning and language difficulties, outreach counseling.

Under activity III, 26 educational staff from provincial and district education departments and bureau in two provinces had management training in Hanoi.

Activity IV includes three different sub-activities:

- 1) Training in rehabilitation for members of existing Parents Associations (PA) where 70 people (parents and community members) were trained; expansion of PA (three per district) and training for parents and community members on IE (360 trainees) and rehabilitation (290 trainees).
- 2) Early Intervention (IE): Support to MOET guidance on consistent IEP in all provinces.
- 3) Pilot IE model at Secondary level. (Project approach in Appendix 9). This sub-activity includes training on IE general techniques for key teachers and subject teachers from pilot districts; development of social and life skills manual for secondary students; support to parents, teachers and community groups to CWD; and collection of data of CWD graduating from Lower Secondary level for linkage to IITP.

Formation of provincial IE Support Centers was under activity V. Two IESC have been established in the two provinces. Training has been arranged for various staff (over 20 people); IE materials, teaching aids and office equipment have been provided.

The last activity (VI) in SO 1 comprises support to MOET for their mainstreaming of IE into general education policies. The general part includes activities to improve IE understanding

of the four MOET departments by the completion of a handbook on IE (500 copies) for classroom teachers, collection of international best practices on IE at secondary level, completion of the IE management curriculum and pilot IE management in the Education Management School (for 30 staff members).

Each of the four MOET departments (Early Childhood Department, Primary Education Department, Secondary Education Department and Higher Education Department) has had their own activities including training sessions, project support to legal regulations on Preschool education for CWD, to development of transition mechanisms, learning assessments, distribution of IE training materials, communication and advocacy via media, development of resources rooms in Secondary schools (9 schools in the two provinces). Activities at The Higher Education Department included development of curriculums on special education/IE and IE Modules in-service and pre-service training programs at the Teacher Training Colleges.

Table 1. Performance Indicator Tracking Table (PITT) – SO 1

Indicator	Description	Baseline Value	Target	Achievement
SO1.				
a. Preschool attendance rate	% of CWD in 6 districts in school	24,88% (157 CWDs)	70%	NB: 76.8% QN: 68% (Total: 494)
Primary attendance rate		73.09% (1203 CWDs)	85%	NB: 90% QN: 75% (Total: 1,489)
Lower Secondary attendance rate		76.67% (1558 CWDs)	75%	NB: 87.2% QN: 63% (Total: 1,148)
b. # of children enrolled	New CWD attending school	3699 (including 781 CWDs at upper secondary level)	2,500 new children since start of project	Total: 3,101 CWD
c. promotion rates	Primary graduates continuing to secondary school	416 students presently in 5th grade	85% of 5th grade students in year 2	QN 80%. NB 83%
d. gender	% of enrolled CWD who are girls	46.2% (1709)	Maintain level of 45%	QN 46.8% NB 47.2%

The table shows that many targets have been achieved and in the case of Ninh Binh even been over-fulfilled. Achievements in Quang Nam are somewhat below the target which is mainly due to the fact that CRS had not worked previously in this province, as it had in Ninh Binh.

Vocational Training (SO 2)

The SO 2 contained four basic activities:

1. Vocational Training & Employment (VTE) for PWD.
2. Improving disability policy implementation & enforcement.
3. Building supportive network of PWD
4. Raising awareness on disability issues

Under the first activity, a baseline survey for training needs assessment was conducted in the six project districts. Under the capacity building for CSW, 29 Community-based Social Workers were selected and trained in social work. Community based vocational training was provided for over 300 PWD of whom 287 got jobs. Basic literacy and numeracy education was given to 40 PWD. Over 140 enterprises participated in the project to deliver training for PWD. Income generation support was given to 58 PWD in Ninh Binh and 33 PWD in Quang Nam. Eighty businesses got coaching method training. Over 50 PWD got start-up assistance in finding job and business.

The second activity included training workshops for in total 50 PWD, local partners and businesses on policy related to training and employment. Cooperation with MOLISA included site visits to project provinces and the development of a handbook on community based VT model. Manuals on awareness raising and VT were developed and produced in 1000 copies each.

The third activity concentrated on the establishment of Peer Groups and clubs for PWD. Eight groups were formed and different kinds of training were given to members and core members. 600 PWD got health examinations and consultations.

Raising awareness on disability issues (Activity 4) included formation and performance of dramas, workshops for than 500 PWD, families, local officials and businesses. All together 10 events were arranged with the participation of more than 500 PWD.

Table 2. Performance Indicators Tracking Table (PITT) – SO 2

Indicator	Description	Baseline Value	End of Project (Year 3)		
			Target	Achieved	Achieved v. Target (Note 4)
SO 2. a. # of PWDs trained	PWDs possess enough physical and mental ability	406 PWD (out of 513 interviewees)	250 PWD or more trained or received income generation support	309 PWD trained or received small grant NB: 134 QN: 175	+59
b. # of PWDs who are employed	# of PWD who match enterprises' requirements and hired as employees, or be self-employed	470 PWD (out of 513 interviewees)	188 PWD employed/self-employed	278/309 PWD employed or self-employed NB: 123 QN: 155	+90
c. % of PWD trained who have increased income from employment or self employment	% of trained PWD	97 PWD receive social welfare	141 PWD increased income	90% of 278 (= 249) employed PWD increased income NB: 100 % of 123 (=110) QN 100% of 155 (=139)	+108
d. % of those employed who are women	% trained or self employees are women	139 women need employment	50% (=94) PWD employed/self-employed are women	47% (=130) NB: 53% of 123 PWD (= 66) QN: 41.3% of	+ 36 PWD employed who are women

Indicator	Description	Baseline Value	End of Project (Year 3)		
			Target	Achieved	Achieved v. Target (Note 4)
				155 (= 64)	
a. # of businesses and service providers who provide full-time employment for PWD trained as a result of the project	# of enterprises in 2 target provinces	51 businesses said they'd either provide vocational training only (14) or both VT and employment (37)	100 businesses joined the project, at least 50% employed PWD after training.	142 businesses provided VT and employment, among them 122 provided employment NB: 48/45 QN: 94/77 .	+ 42 businesses Of those + 32 provided employment for PWD
a. % of trainees who are members of peer groups	6 peer groups and 2 deaf clubs in both provinces	2	200 PWD participated in peer groups	273 PWD participated in peer groups NB: 80% of 134 (=107) PWD QN : 95% of 175 166) PWD	+ 73
a. # of PWD participating in meetings and social activities supported by the community	Community organization as Youth Union, Women's Union, Association for PWD	Youth union: 167 Peer group: 2 Others: 126	200	267 PWD participated in meetings and other activities NB: 107 QN: 160	+ 67

In general, activities under SO 2 have over-fulfilled its targets.

Policy development (SO 3)

The SO 3 included three basic activities;

1. PWD and community in two provinces are proactive in raising needs and concern for policy change on IE and VTE.
2. NCCD pays an active role in promoting recommendations on mainstreaming IE and VTE.
3. Provincial and national stakeholders coordinate and collaborate on recommendations for policy enforcement and change and dissemination of lessons learnt.

The first activity contains mainly workshops, study tours, programs in national media, and social events for awareness raising. Local communities and PWD were assisted in developing action plans for five PAs.

The second activity dealt mainly with the development of a collaboration mechanism with NCCD.

Under the third activity, programs were designed for national media on IE and VTE, collaboration was established with other stakeholders, workshops on capacity building for PPCs and district and commune levels were arranged.

Table 3. Performance Indicators Tracking Table (PITT) – SO 3

Indicator	Description	Baseline	End of Project (Year 3)		
			Target	Achieved	Achieved v. Target
SO 3. a. # of govt policies developed or modified	Policies on IE & VT for disabled people	2 (Education law, VT law)	6	9	
a. # of local communities in target provinces with action plans to support PWD	Action plans can be at commune or (more likely) district or province level	0	6 districts + 2 provinces + 20 communes with Parents Associations	16	5 communes in QN already developed two action plans in two years (10)
a. # of reports and programs relating to PWD in media in 2 prov.	Can be by or for PWD	0	Total 20 1 TV program/prov 6 print media/prov 3 radio prog/prov	Total = 21 (NB: 4 TV shots + 10 pieces of news; QN: 5 TV shots + 4 pieces of news)	
a. # of NCCD action plans that included IE & VT as a result of project	Action plans = policy or awareness raising activities	1 (NAP)	9	11	
a. # of laws or ordinances under preparation in National Assembly	New laws targeted: Disability Law, Tax Law for PWD businesses	3	5	5	

Main indicators as listed here demonstrate over-fulfillment of targets.

Information Technology Training Project (ITTP) 2008-2010 (SO 4)

The SO 4 includes two basic activities:

1. An international-standard training center for PWD is self-sustaining as part of an existing school.
2. Students trained in the ITTP are employed.

The activities of this SO are still going on. A first step has been to establish the ITTP. It remains to be seen if it self-sustaining after two years. Until Dec 2009, all together 142 students in Hanoi and HCMC have been trained. An additional 101 student are currently enrolled in both locations.

Table 4. Performance Indicator Tracking Table (PITT) – SO 4

Indicator	Description	Base- line	End of FY 2008(Y3)		Extension Phase- FY 2009-10		
			Target	Achieved	Target	Achieved	Achieved v. Target
SO4. a. \$ amount of external funding raised			\$62,000	\$46,400	\$63,595		
a. Barrier-free access to all HCIT facilities	# of accessible facilities	0	1	1	2 (incl. new HCMC site)		
# of HCIT teachers and administrators trained in IE			10	0	10		
b. # of PWD trained in inclusive classes	Regular HCIT classes (not ITTP classes)		10	0	30		
a. # of students employed	100% of graduates of full-time class		75	24	25		
# of students who complete long-term training	Some students who complete training may not pass and receive certificate		80	81 enrolled, 54 graduated	81 graduated, 100 enrolled		
# of students who complete short-term training			120	100 by Nov 2008	200 40 new for HCIT and 60 for HCMC		
# of students with severe disabilities enrolled	Severe = full blindness, deafness or multiple disabilities		2/3 of all students	81	200		
# of students with hearing & vision impairments enrolled in long-term training	Very difficult for these students to take part in software engineering		3	3	5		
% of students enrolled in long-term training who complete training			95%		95%		
% of students in long-term training from outside Hanoi area			70%		70%		
% of all students who are women			40%	40%	50%		
# of students from CRS/WCDO focus provinces (Ninh Binh and Quang Nam)	Measures linkage among IVWD program components		4	3	6		
# of employers met for job placement			10	4	10		

As above, indicators listed here show that targets have generally been fulfilled.

6. Project Results - as Viewed by the Beneficiaries

The statements in this section are quotations from the meetings and interviews with beneficiaries at different levels: government, provinces, districts, teachers, vocational trainers, PWD, parents, community social workers.

It is important to point out that the statements quoted below are recorded as they were perceived by the members of the evaluation team. Cross-checking between the members was frequently made. Any remaining ambiguities could be due to several reasons. The team members may not have put a question in a clear way, and could have misunderstood a statement. The interviewee was not sufficiently informed or did not express himself/herself in a clear way. In spite of these risks of wrongly or vaguely quoted statements, the evaluation team thinks that the viewpoints are still sufficiently valid and useful as a feedback to the project and as a contribution to proposals for future activities.

It might even happen that an interviewee clearly expressed his/her idea but it might be 'wrong' from the project planner's point of view. From a PRA methodological point of view such a statement is extremely interesting as it reflects the way the interviewee understands a certain issue. This could be a good start for a continued dialogue on improving the project performance.

On purpose, the statements are not commented upon by the evaluation team in this section, except for some clarifications in footnotes. However, the beneficiaries' comments and proposals are contributing to the Findings, Conclusions and Recommendations in chapters 7, 8 and 9 which include analysis and statements made by the evaluation team.

6.1 Comments and proposals at central level

General on project performance:

MOET:

- "CRS project has assisted in developing the IE concept, turning it into a movement in the project provinces as well as in non-project provinces. This is also thanks to the close coordination between CRS and the Project Steering Committee. We are highly appreciating the close and flexible way of CRS working (from both those who implement and those who lead the activities): there are changes during the working process and this is followed up quickly, which is more than usually happens in other international cooperation. For example, the CRS support to the drafting of the Disability Law was not in the planning from the beginning. All departments here in MOET have different functions with different potentials, but CRS is answering to all of them."

(Tran Dinh Thuan, Secretary of the MOET Steering Committee on Inclusive Education)

MOLISA:

- "We understand that the two provinces highly appreciate the CRS/WCDO approach and the model of on-the-job training (mô hình dạy nghề có kết hợp với doanh nghiệp

tại địa phương) because the jobs are suitable to the PWD and they do not need to travel far.”

(Dinh Thi Thuy, Deputy Head of Policy Department – social affairs)

VABED:

- “We highly appreciate that the CRS/WCDO project is monitoring the work even one year after the project was finished. This will assist all stakeholders such as project people and the local VT centers to evaluate the quality of the training, people’s abilities, and to look at reasons for being able to do certain work and for not doing certain work. VABED itself is also following up these activities even one year after the project finished.”

(Nguyen Ngoc Anh, Head of Administration)

NCCD:

- “We understand that the CRS project is highly successful in IE and VTE.”

(Nguyen Xuan Lap, Director)

On Inclusive Education and policy development:

MOET:

- “MOET got assistance from CRS to write teaching material for the project on education for CWD. We are trying to bring the IE component into the Teacher Training Colleges programs: establishing an improved curriculum regarding pedagogical competence on IE and that includes the IE component. When it is enforced, this component can be used in the compulsory or voluntary parts of the curriculum development¹¹. MOET has proposed to add staff¹² working with IE but there is not yet any policy for that. Today we are in the phase of encouraging¹³ only.”
- (Nguyen Thi Thu Ha, Specialist at the Higher Education Department)
- “The CRS project is creating a model. In order to become sustainable, IE must get into the policy mechanism. This depends much on the wisdom of the people and the leadership (phụ thuộc nhiều vào dân trí và quan trí).”
- (Le Tien Thanh, Director of MOET Primary Education Department)
- “There is a directive (van ban) for the whole country to implement IE at Secondary level but it has the character of guidance only. In order to enhance IE MOET needs to work with 10 points as below. In fact, with support from the CRS project, we have worked with these 10 points in nine schools in Quang Nam and Ninh Binh provinces. So far, we could only implement the 10 points in these nine schools”
- (Nguyen Hai Chau, Deputy Head of the MOET Secondary Education Department)

¹¹ Curriculum development at Teachers Training Colleges is a key platform for introducing IE at all levels in the school system.

¹² Staff here means teacher assistants to support on IE at school level.

¹³ Because there is no policy mechanism yet, so activities are made at the ‘encouraging level’ as explained by MOET representatives.

Box 1. MOET Ten points necessary for implementing IE at Secondary school

1. Carry out surveys on CWD.
2. Establish infrastructure, such as IE support rooms.
3. Raise awareness.
4. Support means of transport for pupils going to school because secondary schools are usually more distant from the pupils than preschool and primary.
5. Support to the school because there are 14 subjects and 14 teachers.
6. Produce information and teaching material.
7. Teachers: one CWD has many teachers and different subjects, so which teacher needs to get more training?
8. Checking, exams, monitoring attendance, transitions. At preschool level there is only monitoring, not exams as in Lower Secondary school.
9. Improve IE skills.
10. Policy regulations

Source: Ten points presented by Mr. Nguyen Hai Chau at the evaluation mission meeting with MOET in December 2009

- “Our needs in the future: Tools for M&E; support to research; getting a system of assistants in school; develop training material for education managers”.
(Vu Thi Thu Hang, Specialist at the Early Childhood Education Department)
- “Continued support from CRS:
 - Raising awareness in society and improve knowledge and skills of the teachers.
 - The issue of transitions from Primary to Lower Secondary school.
 - IE in Secondary school.”

(Le Tien Thanh)

On vocational training:

MOLISA:

- “About 1700 copies of a manual on vocational training were printed. MOLISA and WCDO distributed them to the DOLISA, job centers, VCCI, VABED, the Hanoi Association of PWD, project management committees, young PWD and local businesses and training sites in Quang Nam and Ninh Binh. ILO also finds it interesting and wants to cooperate with MOLISA to bring the [WCDO] model to other places.

We would like to continue this project because it has already had an impact on the way local communities look at PWD. In the future, MOLISA and the project should improve the communication system including mass media to inform about policies. At local level PWD should be informed and this could be done by the community workers such as the volunteers in the CBR and the Women’s Union. There is also a need for a [coordinated government] M&E system in order to evaluate policies implemented for PWD, with the participation of all related ministries, such as MOH, MOET, Ministry of Construction, Ministry of Transport, and Ministry of Interior. We

also need to do research on our system and policy and how the different ministries collaborate and coordinate in order to make the model on VTE sustainable and be turned into policy. We need to work directly with PWD and representatives of different organizations in order to find suitable methods. There is a need to have a special budget line for supporting the PWD. We need more time for follow up and support for the PWD in the process of getting included.”

(Dinh Thi Thuy, Deputy Head of Social Policy Unit –Bureau of social Protection)

- “If the project continues, we need to enlarge the model. Activities should be coordinated with higher levels such as MOLISA so that experiences can turn into policy.”

(Pham Thi Minh, Staff in the MOLISA International Cooperation Department)

VABED:

- “Project duration was from March 2006 to December 2008. The project has assisted VABED in training 15 lecturers, people who are leaders of the businesses in the member network in what is called SYB (start your own business). After training they guided PWD in Quang Nam and Ninh Binh. They also gave lectures on SIYB to other members of VABED; the 15 lecturers are from 7 provinces including Quang Nam and Ninh Binh. These people have also trained other target groups such as representatives of the Red Cross, Farmers’ Association. VABED has contributed to collect and work on training material for SIYB. Thanks to the project, we have had experts from VCCI researching on VABED’s activities in order to give advice on methods and solutions on organization development. VCCI has also proposed some ideas where VABED and VCCI can cooperate. In this way, VABED has been able to change some working methods that are better adapted to the need of the PWD.”

(Nguyen Ngoc Anh, Head of Administration)

- “Regarding the issue of diversifying the job opportunities for the PWD, beside traditional professions such as handicrafts, bamboo and rattan weaving, embroidery, we also are developing professions such as graphics, computer work, small businesses, tourist guides for PWD, and research.”

(Le Thi Mai Huong, Staff at the International Department)

- “In the future we need to increase the quality of the SIYB lecturers, develop monitoring tools such as questionnaires and interview techniques. If the project continues, we should increase the number of beneficiaries. We also need to mobilize more finances to support the PWD in their work after they have been trained”.

(Nguyen Ngoc Anh, Head of Administration)

NCCD:

- “Our advantages are that we are actively involved in policy work: policy systems to support PWD, on sports, informatics, involvement in public works etc. Our difficulties include lack of staff that understands about PWD in general; lack of finances to M&E. Today there is no budget for such work. The government institutions taking part are not yet working in a timely way and there is no tight cooperation. This is because the staff is changing constantly or they are too busy. We wish to create a Committee (Uy Ban) that has higher status and power than NCCD

today. We also need to set up a Federation (Lien Hiep Hoi) where PWD can be members through their organizations. Such a Federation can have direct links to the NA. If the project continues we should establish models for PWD livelihoods in order to develop individual PWD. The support could consist of technical aid or finances. Support to Resource Centers for CWD or PWD at provincial level on guidelines how to take care. Training for themselves in order for them to grasp the models, organize forums for exchange, research of models.”
(Nguyen Xuan Lap, Director)

Activities of the ITTP and experiences so far:

- “The Project plan with CRS covers the period Oct 2008 – June 2010 including: IE : 10 students; 1 year program: 50 students; 3 months program: 45 students with hearing impairments and 45 with visual impairments. The evening classes and programs are adapted to their abilities and disabilities. In total there are 150 students. The college and CRS are creating good conditions for the students. We worry only about the students with limited capacity to learn; they are about 40% of the students.”
(Hoang Duc Khiem, Principal)
- “CRS have detailed standards because they care very much about students. However, we think that we have to think more about the program because the expectations are too high. For example, normal students study during 2.5 years (half day) while students here [at ITTP] study 1 year although full day. Therefore the program should be extended to 2 years (full time). This will also give an opportunity to increase the students’ capacity to study in English. They really need the English language as both the lessons and the software are in English.”
(Nguyen Danh Phuong, Head of General Department and Nguyen Quoc Dung, sociologist)

Box 2. News from the press

23 disabled people graduate from IT training course

Saigon Giai Phong Daily 25 August 2009

Twenty three disabled students received certificates last week upon graduating from a graphic technician training course organized by the High Tech Vocational Training Center of the Ho Chi Minh City-based Van Lang University with funding from American NGO Catholic Relief Services.

It was the first such course they organized. Luong Thi Thuy, 19, of Quang Ngai Province, who has muscle atrophy in her legs, said: “Earlier I had no knowledge of computing. Thanks to the center’s conscientious teachers, I got good results. I wish I will get a job soon.”
Doan Thi Hoi, 23, from the northern province of Thanh Hoa, who has disability in the legs and back, said: “I really thank the sponsors and teachers who gave me a chance to study. I am now confident of getting a job.”

Tran Viet Dung, director of the High Tech Vocational Training Center, said though programming and graphic design are difficult subjects, all of them passed the exams with high marks. “I respectfully admire their efforts,” he said.

Some students were recruited by IT firms even when they were studying -- like Phuong Que Chi, who was hired by GHP Design Company based in HCMC's Quang Trung Software City at a monthly salary of VND2 million.

In related news, a 12-month training course in IT management and software for 50 disabled students began recently.

A three-month IT training course for 33 people with hearing and visual impairments has begun at the Hanoi College of Informatics and Communications with assistance from the United States Agency for International Development.

“We hope the program will be an example for similar initiatives for a larger number of disabled people” said Francis A. Donovan of USAID.

6.2 Comments and proposals at provincial levels

Ninh Binh Project Management Board:

On Inclusive Education:

Achievements of the CRS/WCDO project:

- “Training was conducted for staff from provincial level to schools, and for parents of CWD. About 1880 teachers were trained in 50 classes.
- Mobilized children to go to school. The number of CWD in school increased.
- Key teachers were selected to assist with training in Quang Nam.
- In summary: both teachers and CWD have improved their learning abilities.”

(Nguyen Van Thanh, Deputy Director of DOET; Deputy Head of the Project Management Board; responsible for IE.)

Difficulties during implementation of the project:

- “The support was generally limited; for ex regarding equipment for training deaf children in sign language.
- The project is implemented in all three levels: Preschool, Primary and Lower Secondary.
- The GOV policy on IE is a guidance only. We want to establish an IE Support Center but this is not founded in legislation so we have no GOV means for that.
- Transitions from Preschool to Primary and further to Lower Secondary took place.
- Regular health controls for CWD under GOV policy are still meager in particular for children with autism.”

(Nguyen Van Thanh, Deputy Director of DOET; Deputy Head of the Project Management Board; responsible for IE.)

On Vocational Training and Employment (VTE):

- “Thanks to the project the embarrassment around PWD among parents has diminished.
- Also, we are moving away from the humanitarian standpoint versus PWD and now we are talking about their rights.

- The project supported in establishing Community Support Worker networks to assist PWD in addressing their needs in vocational training and employment.
 - The CRS/WCDO project conducted training courses for the businesses and the vocational training centers. Thanks to the project, we learned how to provide vocational training for PWD.
 - The Association of the PWD in Ninh Binh was established in 2007 and is managed directly by the People's Committee.
 - Thanks to the vocational training models for the PWD, DOLISA has participated in establishing the plan for 'support to PWD 2008-2010' according to Decision 239/2006 of the GOV."

(Lam Xuan Phuong, Deputy Director of DOLISA; Deputy Head of the Project Management Board; responsible for VTE.
- Strong points in the project¹⁴:
- Awareness raising from the central and provincial level to community level, including the parents of CWD and PWD.
 - The training courses for the core teachers were really useful and went deep into the problems. The province arranged itself a training course in five districts for key teachers, which was covered by the provincial budget. .
 - The quality of IE is clear.
- Weak points:
- The project time of 3 years is too short. We need longer time to absorb knowledge and skills.
- Proposed activities in a continued project:
- We need policy regulations and legislation for establishing IE support centers
 - We should arrange training courses for the managers in the People's Committee regarding planning and monitoring
 - Continue with training courses in order to raise the awareness of the PWD and their families.
 - Continue raising knowledge and skills among the PWD
 - We need to extend the length of the courses in vocational training and employment.
 - We would like to extent the model to the other districts in the province.

Quang Nam Project Management Board¹⁵:

Achievements of the CRS/WCDO project:

- Progress regarding reducing parents' embarrassments regarding their CWD and PWD.
- We are going from a humanitarian view to that of CWD's and PWD's rights.
- The community is much more informed and engaged.
- In Hiep Duc district we have mobilized 194 CWD to primary school.
- We have a model on Parents Associations in Hiep Duc.
- We made a survey on CWD in school age.

New elements brought in by the project:

¹⁴ This section on strong and weak points and wishes for the future is a collection of points of view of all the participants in the meeting

¹⁵ The quotations from the meeting with representatives of the Quang Nam province are selected from different participants and summarized under the headings.

- The continued training of the teachers.
- The organization of workshops for the parents and the communities
- The Parents Association
- The core teacher concept

Proposed activities in a continued project:

- Establish IE Support Centers once there is a policy for it.
- Continue the information campaigns
- Further IE management training for education staff.
- Deliver more equipments and material for the CWD
- Parents Associations continue to develop
- 100% of all CWD have IEP.
- The definition of disability and classification should be made clear
- If the project continues: expansion into Thanh Binh, Que Son and Tien Phuoc districts because there are many CWD, the staff have capacity and care about CWD, and these districts have general socio-economic problems.

6.3. Comments and proposals at district level

Gia Vien district, Ninh Binh

Most of the comments and proposals are quoted from Luong Thi Hong Thuy, Deputy Head of the Bureau of Education and Training.

Achievements of the CRS/WCDO project:

- “It is evident that the parents’ understanding about their CWD has changed. Before they thought that having CWD was their own fault. Now they encourage their children in many ways. Before, parents thought that their only duty was to ‘feed’ their children.
- The project assisted in giving input to the GOV Decision 23 (from 2006). But it is difficult to implement it when it comes to the public school teachers and their rights...
- The language has changed from calling CWD and PWD ‘deaf’, ‘blind’ to children and persons with hearing and visual impairments.”

Difficulties during implementation of the project:

- “The professional network on IE is still thin and the budget is limited.
- We still have problems with the human resources; we need people specialized in educating CWD.
- On transitions: from Preschool to Primary is relatively easy but from Primary to Secondary we cannot yet do. There are CWD in the Secondary but they have only mild disabilities and therefore the impact is not so big. CWD with severe disabilities need to go to special schools.
- The WCDO project supported four people to become CSW but without such support we cannot continue because these people need their income from other work.”

Proposed activities in a continued project:

- Enlarge the model Parents Associations to all communes; improve knowledge and increase budget
- Continue training and priority to IE for many teachers.

Box 3. Case Study 1: Dinh Van Bac (Gia Vien district, Ninh Binh)

Dinh Van Bac is a second grade student in Gia Vuong Primary school, Gia Vien, Ninh Binh province. With severe disabilities in mobility, language and intellectual development, Bac (pictured at right at his home) has had difficulties adapting to school.

Bac lives in a poor family with an elder brother who also has intellectual disabilities. When interacting with the evaluation team, his mother stated that her husband was affected by Agent Orange and she believes this to be the origin of both children's disabilities. Bac started attending preschool in 2006.



After three years of inclusive classes, Bac is now able to interact well with peers. Thanks to training received by CRS, his teacher can apply IE techniques to develop an educational individual plan to provide appropriate support activities to him. When accessing to his class during the evaluation, the evaluation team can see him sitting in the first row in the class room and receiving support from his peer.

Left: With help from a friend in school, Bac is learning mathematics.

Hiep Duc district, Quang Nam:

Comments and proposals are from Nguyen Tan Loi, Deputy Head of the Bureau of Education and Training and Mai Van Ca, Chairman of the District Red Cross.

Achievements of the CRS/WCDO project:

- "The project has contributed a great deal to implement IE, in particular regarding knowledge and tasks, and assisted in including CWD. They went to school and were paid attention to, so they could progress.
- The project has assisted greatly in raising the awareness thanks to training to parents and local staff. Parents Associations cooperate closely with the schools. In the beginning parents did not believe very much in the capability of their children. Thanks to the project, parents are now actively supporting their children.

- Starting with the vocational training, 8 communes with 87 PWD wanted to take part. The project let 50 PWD take part, but in the end only 39 attended the courses that included 10 different professions. 30 out of them finished the courses. The PWD studied carpentry, bicycle repair, tailoring, bakery; some got jobs in Ho Chi Minh City, and Da Nang. Out of the 39, there were seven women and 32 men. The reason for fewer women: they are still embarrassed.”¹⁶

Difficulties in implementing the project:

- “The methods to teach according to the IE are still in its infancy. The Secondary school just started to implement. The MOET is still doing research and to implement is still very difficult because in one class there are many teachers but only a few were trained.
- We just started up four IE Support Rooms so the activities there are not yet well established.
- Teachers from Preschool and Primary have been trained many times but not many teachers are involved on a permanent basis. For example there are teachers who got trained one year but the next year they have no CWD in their class, and the opposite: teachers who are not trained have CWD in their class.”

Proposed activities in a continued project:

- “The teachers’ training should be organized according to the demands of each school. For example, it happened that schools with many CWD had few teachers going for training and opposite.¹⁷
- Training should take place locally. Training sessions in Hanoi are expensive and few teachers have time to join.¹⁸
- There is need for a reward system for teachers teaching CWD.
- Each CWD should have an IEP; in theory many get this, but in reality only a few CWD has got a detailed IEP.
- The vocational training courses for the PWD should be 2 years.
- There should be more support for PWD who want to work at home; such as animal raising.

¹⁶ The reason behind the low participation of women might well be that women still feel ‘embarrassed’. However, it also informs us that perhaps the efforts from the staff and communities have not been sufficient to convince women to get mobilized.

¹⁷ It is normally the district Bureau of ET that assumes the responsibility to arrange the training according to the needs of each school.

¹⁸ In fact most training sessions took place locally.

Box 4. Case study 2: Ho Thi Loan (Hiep Duc district, Quang Nam)

Ho Thi Loan, born in 1999, is now studying in 5th grade at Nguyen Ba Ngoc primary school in Song Tra commune, Hiep Duc. There is always a smile on Loan's face wherever she goes: playing in the schoolyard, studying in class, or going to or back from school. Loan was born in a poor family of the Ka Rang ethnic group. She has three younger siblings. However, she is not so lucky in life because she was born with two legs different in length. Her left leg did not grow. It is half the length of her right leg. Therefore, she has difficulties in mobility and her general health is also not so good. Loan often has aches in her leg. However her family could not afford to refer her to regular medical treatment due to economic difficulties. She likes painting and reading books but her parents cannot afford small picture books.



“A smile on her lips”

*Lê Thị Loan together with parents and three small siblings in a simple stilt house
Photo: Eva Lindskog*

Like all other children, Loan was mobilized to school when she reached school age. At the beginning Loan was very shy and reserved. Her friends often teased her. Thanks to the teachers in the school who encouraged her to learn, she came over her embarrassment. Step by step her friends also build up friendship with her.

Loan likes very much to go to school. She even comes to school during rainy days when her friends stay at home, although the road to school is muddy and get very slippery when it is wet. Loan is a good student and she is talented in drawing and singing. She won a prize during a drawing competition arranged for CWD in 2009 by Hiep Duc district's Department of Education and Training.

Duy Xuyen district, Quang Nam:

Comments and proposals are from Le Trung Hoa, Deputy Chairman of the district People's Committee and President of the Project Management Board, Le Trung, Deputy Head of Bureau of ET, Pham Tan Ba, Chairman of the Red Cross, and Van Phu Doi, Deputy of the Bureau of LISA.

Achievements of the CRS/WCDO project:

- Education staff managers and 20 management teachers, 65 Preschool teachers and 105 Primary school teachers, community Support Group: principals, core teachers and class teachers made surveys in the communities; all have been trained.
- 300 PWD 16-30 years (53% women) were surveyed for VTE. Of the 91 PWD had health conditions for job training. 35 businesses signed contracts to train 66 PWD in 46 businesses places. All of them have jobs; nobody left. The PWD (14) who could not be trained for a job got support to stay at home for pig breeding, shop keeping. Some of the PWD (22) got support to buy a bicycle for getting to the training place.
- The on-the-job-training model is very interesting because it is done in the community, close to the PWD.

Difficulties in implementing the project:

- There are not yet so many people who understand about IE and there are not many favorable conditions for it.
- The (official government) statistics on CWD are not reliable. For example, within the education field, a broken finger is not a disability and should not be listed as such. The classification issue is a reason why the number of CWD went down (after CRS conducted screening and assessments).
- After finishing Lower Secondary school, support for CWD is not systematic. Many children and youth find it difficult to study further or learn a profession.

Proposed activities in a continued project:

- Training courses must go deeper into the subject in such a way that teachers and staff get more specialized knowledge on how to teach CWD with different disabilities. For example, hearing impaired children need regular lessons in sign language.
- More teachers should be trained.
- The management system of the CWD should be reviewed in order to avoid too many CWD in one class.¹⁹
- There should be more work on teaching CWD at home.
- Decision 23 is still difficult to implement because of the teacher management system, teaching material, transition issues in particular into Lower Secondary.
- The IEP should only be made for the CWD with severe disabilities. CWD with mobility difficulties do not need IEP.²⁰
- VT should be extended to two years.

Box 5. Case study 3: Nguyen Huynh Anh (Duy Xuyen district, Quang Nam)

Nguyen Huynh Anh was born in 2006. She is living with her family in Phu Nam Dong commune and goes to Duy Son semi-private preschool in Duy Xuyen.

Huynh Anh has Down syndrome and her intellectual capacity and language are severely affected. Her family situation is difficult because her parents are divorced. Her mother is the caretaker but she has to travel far for work. Huynh Anh is living with her grandmother and other relatives. The family is very poor. In October 2009, when she was 3 years old, she started attending Duy Son Preschool. She is in a class of 40 small children, which includes

¹⁹ This demand is covered by MOET Decision 23.

²⁰ There are different opinions about this. Some children with mobility difficulties may need IEP to develop hand-eye coordination, physical exercise and sport etc.

another girl who is deaf.

The observation was taken during the music lesson. We could see how happy Huynh Anh was to take part in the activities together with her friends. Although she could not sing as the other children, she knew how to follow her friends. She knew when to rise up to dance, when to return to her group, when to stand up, and when to sit down. And the teacher did not need to pay too much attention to her.

Huynh Anh is in a real inclusive environment. Although she has just joined the class for two months, she has made a lot of progress thanks to her teachers, her school principal Nguyen Thi Ba and the deputy principal Nguyen Thi Dao who is also a core teacher on IE with a lot of experiences. The class teacher, Ms. Nguyen Thi Bon is overflowing with feelings. A group of teachers are full of enthusiasm to support and lead the other teachers.

The school has paid great attention to IE which has become a continuous activity. Following is the yearly IE plan, which Ms. Ba, the principal, was so keen to tell:

- September: Planning IE with the Community support groups and guiding the teachers to develop IEP.
- October: Health examinations for all the children in the school with the special attention to the CWD.
- November: Teachers who have CWD in their classes have lesson planning and discuss with the School Board and colleagues, who sit in for classroom observations, on experiences.
- December: Review the first semester, evaluate the pedagogical activities in the school including IE.
- January-February: Activities of the Community Support groups. Making teaching and learning kits and toys following different items, then sharing among the school teachers for comments and disseminating to all teachers in the school for their application.
- March: The school visits the families with CWD, exchanges information about the children's progress and organizes lessons.
- April: The deputy principal, who is also an IE core teacher, improves the evaluation methods of the children.
- May: Evaluation of IE in the school, develop the educational profiles for CWD for referral to the next grade or next educational level.

Ms. Bon took part in IE training courses supported by CRS. She was trained on language impairment. However, this school year she received a child with hearing impairment and one child with intellectual impairment. She was willing to receive them and was doing by learning. She shared her ideas on how to reach successful IE:

- First, we have to see the child's abilities, not disability.
- Always mobilize and praise the children in order to encourage them to go to school
- Closely collaborate with the parents for common care and education.
- Last, but not least: **Never let the child get excluded.**



*Nguyễn Huỳnh Anh (in the middle) dance together with her friends during music hour.
Photo: Eva Lindskog*



“Overflow of affection”
*Class teacher Ms. Nguyễn Thị Bốn with Lưu Thị Thanh Thủy (a child with hearing impairment, to the left) and Nguyễn Huỳnh Anh (a child with Down syndrome) during break.
Photo: Eva Lindskog*

6.4. Comments and proposals from teachers

Achievements of the CRS/WCDO project:

- Communities have been mobilized and understand better about IE.
- The children are more self-confident and have more knowledge.
- The parents can see how their children make progress.
- Thanks to the CRS project, the approach to IE is more systematic.
- The project has increased the number of CWD being mobilized to go to school.
- The communities, the parents, the school managers and teachers are all more aware about disabilities and opportunities.

Difficulties in implementing the project:

- There are still difficulties in classifying the CWD.

- There are not yet any thorough courses on assisting CWD with hearing impairments.²¹
- There is not sufficient time for the core teachers to take the responsibility for other schools except for the schools where they perform their own teaching.
- In IE it is difficult to devote sufficient time for CWD in the class.
- It is difficult to follow up closely the CWD in preschool; they need a lot of help including equipment, material and toys.
- In Lower Secondary IE is difficult because of many teachers and many subjects.

Proposed activities in a continued project:

- Continued training for teachers in all levels (Preschool, Primary and Lower Secondary)
- The testing and assessment of students and the regulation system in school should be more open.
- IE teachers should be rewarded (financially).
- In order to make IE sustainable: the Teachers Training Colleges should get special support.
- CWD in poor families should get special support.
- CWD with severe disabilities should get lessons at home.
- Training should also be given to the social organizations such as Women's Union, Farmer's Association etc.

Box 6. Case study 4: A Computer Shop in Ninh Binh

Dang Van Toan and Nguyen Thi Van are two out of 134 young people with disabilities who took part in the vocational training component of the IVWD project in Ninh Binh province. Both Van and Toan have mobility difficulty and they were born in poor families in Gia Vien district. Before participating in the project, neither of them had knowledge or understanding about computers and photocopying. After nine-month courses on photocopying and computer skills, they knew how to edit documents, design and make posters, photo documents and bind books to satisfy customers requires

When Toan heard of the training opportunity, he was partly happy and a bit worried. He was happy because he had a chance to get an income and support his family, and he was worried because he had never participated in any vocational training course before and he didn't know whether he could make it. And Van didn't think that she could deal with many customers. She shared: "When I started the vocational training course in Mr. Hieu's business, I didn't talk much and I was too shy when customers came to the shop, and with the support and encouragement from Hieu and his family members, the feeling of embarrassment went away and I felt much more comfortable and confident to meet and serve the customers coming to the shop."

Van and Toan can do such a good job because they have received continuous support and encouragement from their friends, from Community Support Workers and especially the support from Mr. Ha and Mr. Hieu, the co-owners of Hai Ha Computer Service. Mr. Hieu shared: "Although I felt sympathy with them at the beginning when they started their studies, I didn't believe that they could learn and complete the course. I just thought they could get

²¹ For example, there is not yet a system for teachers, CWD, and other children to learn sign language.

some basic computer and photocopy skills, but they learned so hard and what they can do now is a very nice surprise to us. Toan does not talk much but in work he is very quick; he is careful!”

After nine months of the vocational training course and with support from WCDO, Van and Toan and two other friends who are also PWD to contribute their money to run a small computer and photocopy shop in their hometown since September 2008. It is easy to find the shop “People with Disabilities Group in Gia Vien district” along the main road in Me town, Gia Vien district. It is not a big shop, but with 15 square meters, it is enough for one photo copy machine, two computers and the necessary accessories such as papers, printing ink, and one small set of chairs for the customers.

“We are very confident and believe in our future, although we still have some difficulties but we still try our best to maintain our qualified services, keep our commitment and truth with our customers. So we hope that more customers will come here and use of our services so that we can ensure a stable salary for our people here,” said Toan, talking on behalf of the group.

Beside their work at the computer and photocopy shop, Van and Toan are also members of the PWD youth club in Gia Vien District. In different activities of the club, they have a chance to meet other PWD and share information as well as experience in vocational training and other life-skills. They have been together and participated in many social activities such as the National Day of People with Disabilities on 18 April and the International Day of People with Disabilities on 3 December. These are all occasions when they can widen their views and thinking.



6.5 Comments and proposals from parents

- I went to a training course in order to understand more. I would like to study more.
- There should be a special school for CWD with severe disabilities.
- I want to get more information on how doctors are making the diagnosis and the result of it in order to know what to do.

- I would like the CWD to study in a separate room in school.²²

Box 7. Case study 5: Nguyen Thi Kim Chi, Hairdresser (Hiep Duc, Quang Nam)

“Although she cannot talk, she is very alert; just show her how to do and she will understand what other people mean!” This is the observation by Ms. Pham Thi Thao Ly about Ms. Nguyen Thi Kim Chi. Chi is a student at Ly’s hair dressing place in Tan An town, Hiep Duc district, Quang Nam province and she needs practical, hands-on guidance, because she is deaf since she was small, causing many difficulties in her communication with others.

Ly knew this since a long time but she did not hesitate to receive Chi although Ly knew that all conversation must be done through demonstration. Chi’s family was very happy when she was selected for study a profession, supported by the project. For the family it was hard to find a job for Chi or to convince her to study because Chi had only finished grade 2.

During a period of 9 months, Chi learned hairdressing at Ly’s place in Tan An town and at the same time she studied sign language, trained by Nguyen Thi Ngoc Thao. Before this training Chi could only write some few simple words on paper and did not know sign language at all. Now she can speak with her hands and write down some of her thinking.

Chi’s elder sister, who was working in Saigon, was encouraged by the CSW to join her younger sister Chi in learning hair dressing at Ly’s place. The idea is that once Chi finished her studies, the two sisters could open a hair dressing shop together. This is because Chi needs her sister’s help to communicate with clients in sign language.

Now one year has passed since the two sisters opened a small hair dressing shop in Tan An town, making people having beautiful hair cuts. Unlike before when Chi just went around with nothings to do, now she is earning about 1 million dong (\$60) per month and her sister does not worry any longer.

6.6 Comments and Proposals from Community Support Workers

Achievements of the CRS/WDO project:

- This model is very suitable to the PWD in the community because the PWD do not need to travel far to get trained and a job. Also because the PWD do not need to learn much theory but rather practical hands-on activities.
- The PWD are less shy and embarrassed.
- The community is not teasing the PWD as before.
- When the PWD have a job they do not need to rely totally on their families any longer.
- The PWD learn more about society and how to take part in the life of the community.
- We always try to follow up on the policies and regulations related to disabled persons to see how we can help them.

²² The parents interviewed were selected by the school staff without any particular criteria except that they were parents of CWD going to school. Thus the comments from the four parents are not representative for all CWD parents’ understanding and views. It is therefore a coincidence that most of the parents cited are not so well informed about the ideas of IE.

- Thanks to the project, many groups got training: PWD, their families, community members and businesses people.
- We, the CSW, have also learnt a lot: how to approach the PWD and the community and to deal with their particular problems as well as how to get in contact with and address business people.

Difficulties in implementing the project:

- In the beginning it was difficult to convince the families and the PWD themselves in taking part in the project: they always asked: ‘why study, for what?’ or ‘how can they both study and get money each month?’ Because the parents did not believe in their children, we, the CSW, had to work hard to convince and mobilize them.
- There are PWD with too high expectations about what they can do and cannot do, so they failed and did not come back to the training.

Proposed activities in a continued project:

- If the project continues, we think that the time for training should be prolonged. This is also a way to raise even more the knowledge of the PWD.
- Parents should be trained in learning the rights of their children and support them when they study for a job.
- For the PWD who cannot study for a job, there should be support for other income generating activities such as animal breeding.
- Before the PWD gets job training, he/she should get some knowledge in basics and what are his/her responsibilities during the job training.
- The businesses should get higher stipends for receiving and training PWD.
- There should be more CSW or similar for supporting the PWD.
- Increase the number of PWD in VTE.

6.7 Comments and proposals from PWD

- Before I was very shy but after training I felt much better.
- Just opening the business, I was very confused, but later I overcome it.
- Transportation between the working place and my home is the most difficult thing.
- Now I have an income of my own that I did not have before.
- I enjoy being with the peer group because they are the same as me.
- Now I dare to go out much more; before I felt embarrassed to do it.
- My wishes for the future are to develop my business, to get married, and to help other PWD.
- I myself am now training a group of four people who are disabled.

6.8 Comments and proposals from business owners/trainers

- At first, I did not believe in the capabilities of PWD, in particular children with hearing impairments. But when the staff came to ask me, I was ready to receive the PWD. Now I regard them as my own children.
- In fact, many children have good capacity to absorb the training.
- It is very important for parents to support their children in learning a job.
- The on-the-job-training is very suitable to PWD.
- Thanks to the job training, PWD can learn and integrate into society.

- For those PWD who can only stay at home, there is a need to develop jobs such as pig breeding and shopkeeping.
- The training course for the PWD was 9 months, but it should have been 2 years in order to fully train them. (Another comment was 1 year).
- As a business owner, I was also a trainer and enjoyed very much the training I got myself.

Box 8. Case study 6: Ho Cong Du, repairing motorbikes, Quang Nam

When he was born in 1991, Ho Cong Du was diagnosed to have a cleft lip. This is regarded as a mild disability, not causing any significant impairment except that his pronunciation is not completely clear. But this turned out to be a big problem when he went to school and in the community where he was labeled as “disabled.” When he went to school his friends often called him “the one with the hare lip” and joked at him. He got so tired of this labeling that he sometimes wanted to leave school. Step by step his study got worse and finally he left school after grade 6. Then he just stayed at home to help his mother doing home work and worked on the field to escape other people.

One day in 2006 Mr. Ngoc, a WCDO community support worker, came and recommended him to participate in the IVWD project. At first, Du did not want to join in vocational training because he was afraid of talking with people. He just participated in peer group meetings. After a couple of times attending the meetings, Du changed his mind and signed up to learn motorbike repair.



Du started his motorbike repairing training in October 2007 and finished in September 2008. The vocational training over 12 months was full of difficulties and challenges for Du when he could not communicate well with the customers. Understanding his difficulties, the shop owner and CSWs tried to help him and train him on the job how to talk and serve the customers. They also encouraged him to be more open and have more conversation with regular customers.

After nearly a year, Du made great improvement in his training and also in communication skills. According to Mr. Tho, Du’s trainer at the motorbike workshop, Du’s skills improved every day thanks to Du’s diligence and patience. To repair motorbikes, you have to know all the parts of a bike and how the electric system functions. Compared to the other young men at the workshop who had completed school up to grade 7, Du had to

devote more time for training because his basic knowledge was weaker. Mr. Tho said that because of this, in fact, 6 months of training is not long and therefore he hired Du to work in order to get more knowledge and experience. Thus, in the future, Du will be able to open his own workshop.

Now Du has worked over a year. His salary is not high, about 400,000 dong (\$25) per month. In addition Du can get extra income from washing the customers' bikes; this part is supported by the project to Du as an individual. With such an income Du can support his mother and he has also been able to buy a second-hand motorbike for himself. Having a motorbike of his own means that Du can get to meetings with his peer group. In fact he is now the head of the Binh Lam commune sub-group (tổ) which consists of three other members. They meet each other every three months. From his motorbike washing income, Du gives a contribution of 50,000 dong (\$3) every month to support the sub-group.

7. Findings - Achievements and Gaps

This chapter comprises the findings made by the evaluation team. The findings are based upon two main information sources: project documents and data and information collected during meetings in Hanoi and field trips to Ninh Binh and Quang Nam provinces. Different from the chapters above, the analysis and understanding is entirely that of the evaluation team.

Achievements and gaps are analyzed in the light of the strategic objectives of the IVWD project and activities and results as reported by the project are compared with information collected by the evaluation team.

Gaps refer to activities that CRS and WCDO have made efforts to implement in the IVWD project, but have not yet fully achieved desired results for a variety of reasons. . The reasons will be discussed under Conclusions in Chapter 8.

7.1. Achievements versus strategic objectives

The strategic objectives outlined in the Project Document from 2005 have generally been well met by the project.

Table 5. SO 1. CWD educational support is enhanced through improved and expanded Inclusive Education (IE) capacity and resources.

Objectives	Findings
IE principles and practices are mainstreamed in MoET educational policies and programs, including teacher training, curriculum and school management systems	As pointed out by MOET, the project has given a strong and useful support to the mainstreaming of IE into policies. One example is the Decision 23 from 2006 on IE policy and implementation in Vietnam. MOET and its four specialized departments is both a target of the project and an actor to implement the support it gets from the project. The project has succeeded in establishing a close and trustful cooperation with key-persons in the four departments something which is a strong basis for continued

	cooperation on IE mainstreaming.
Six target districts in two provinces successfully implementing IE with at least 70% of CWD, of whom at least 50% are girls, attending primary school.	According to the PITT, well over 70% of the CWD at Preschool, Primary and Lower Secondary ages attend school (77, 90 and 87 % respectively). Girls make up 47% of CWD at all three educational levels.
A cadre of 400 core IE professionals from various levels is trained and transferring IE expertise to their localities.	The project has trained a great number of teachers and educational managers at Preschool, Primary and Lower Secondary levels. 618 core teachers (excluding educational management staff from Provincial DOET and district BOET) have been trained in one to three sessions, focusing on IE general techniques and one thematic training either on working with visual impaired or hearing impaired children or those facing intellectual delays. Their expertise has been transferred to their colleagues and managers in administration and schools.
A model of IE at the secondary school level is developed and endorsed by MoET for replication.	The model has been developed and is endorsed by MOET. (See, for instance, the 10 point action list on p. 24.)

Table 6. SO 2. VWD have equal access to meaningful employment and self employment opportunities.

Objectives	Findings
The concept of on-the-job training is accepted by the GoV and integrated into at least four government or NGO programs.	The concept of on-the-job training is accepted by MOLISA as a pilot and has been integrated into the VT training manual. The manual has been distributed broadly in many provinces. VABED runs VT for PWD based upon the on-the-job model.
At least 225 young people with disabilities, 60% ²³ of whom are women, earning increased income from meaningful employment or self-employment	By March 2009, 287 PWD of which 196 are employed or self-employed and 91 received home based support. 45% of them were women. All increased their income.
Appropriate and effective small business training opportunities are available to people with disabilities, through capacity building of the Vietnam Association of Business Enterprises of PWD and the Vietnam Chamber of Commerce and Industry.	A SIYB training curriculum for PWD has been developed by the VCCI experts in cooperation with VABED and WCDO. 20 VABED staffs and other individuals working with PWD received TOT SIYB of whom 13 trainers conducted SIYB courses for at least 200 PWD and vulnerable people.
300 young people with disabilities increase their integration into society by improving their self-esteem, health, mobility and life	A larger number of PWD (over 400) have been reached by the project thanks to activities such as training, self-employment

²³ This target has been changed to 50%.

skills.	skills, establishment of peer groups. However, it is very difficult to measure the degree of 'integration'.
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Table 7. SO 3. Disability policy and regulations affecting inclusive education and vocational training/employment are participatory, coordinated and inform mainstreaming issues

Objectives	Findings
Increased inclusion of VWD and the general community in disability policy/regulation dissemination and development especially in IE and vocation training/employment.	VWD have been involved in development of the Law on Disability, especially contributing to the chapter on Education of PWD. For instance, PWD and parents of CWD have actively participated in 3 different workshops organized by CRS and MOET to contribute to drafting the law.
NCCD plays an active role in bringing recommendations on mainstreaming disability issues.	The NCCD has proven to have a limited role as it is a unit under MOLISA and not a national over-arching committee. However, it has played an active role in the preparations of the forthcoming Disability Law, in advocacy work to change community attitudes towards disability and handicap and raising community awareness.
Stakeholders (GOV, Disability Forum, International donors and NGOs) in the disability sector demonstrate improved coordination and collaboration with policy development and dissemination.	The project has been pro-active in this coordination work.

Table 8. SO 4. An international-standard information technology training program for Persons with Disabilities (PWD) is operationally sustainable after two years. Students trained in the Information Technology Training Program are employed.

Objectives	Findings
ITTP is established	In place.
ITTP establishes cooperative mechanism with school, aiming towards inclusion of PWD in regular training curriculum	This is underway.
ITTP becomes operationally sustainable after 2 years of operations	Remains to be verified since the project ends in 2010. According to CRS staff, the ownership and management roles of school partners have increased. The school partners have gradually increased their cost contributions to ITTP, which is seen as a good sign for the sustainability of the model.
People with all types and levels of disability complete training in the center.	Up to the time of this evaluation, ITTP has provided IT training opportunities to YWD facing mobility, visual difficulties or hearing

	difficulties.
ITTP reaches out to businesses to place graduates in jobs.	As of December 2009, 167 students with disabilities have completed long-term training with an employment rate of 77%, and 156 participants with either visual or hearing impairment have completed short-term training courses in both Hanoi and HCMC. Further results remain to be verified.

7.2 Achievements - policies on PWD

As mentioned by the MOET (above) CRS has been pro-active supporting the drafting of the Law on Disability expected to be decided upon by the National Assembly in 2010 and being in force as from January 2011. This is a major achievement in policy development.

An important GOV document on PWD was issued in 2006 (Decision 239) where a scheme on assistance for disabled people 2006-2010 was decided upon. Its objective is ‘to improve the quality of life for disabled people; to step by step create conditions for disabled people to equally participate in social activities; and to build a social environment with better and better care for disabled people. Even though it is unlikely that the targets will be met by the end of 2010, it striking how similar they are with the expected results of the CRS project. The achievement of the project is to have raised the issues and started to work on them at both central and local level.

7.3 Achievements seen from the field

The main activities of the project on IE and VTE can be listed as:

- Training for education staff (ministry, province, district), professional educators, teachers, school principals in IE
- IEP development
- Establishment o Parents Associations
- Early Intervention approach
- Establishment of a IE pilot model at Secondary level
- Establishment of IE Support Centers
- Support to MOET for mainstreaming IE into general education policies
- Vocational training for PWD
- Approaches to job creation
- Cooperation with local businesses and training
- Development of local CSW network
- Establishment of peer groups
- Cooperation with central organizations on PWD such as VABED, NCCD, HCIT
- Support to MOLISA to develop the community-based VT model

All these activities have clearly created a foundation for IE and community-based VTE that is very much appreciated by all the stakeholders met at local level (See Chapter 6). In implementing IE and VTE local people certainly also meet difficulties and they do have proposals how to overcome them; but as some GOV representatives declared: the CRS model

of education and employment support is well in line with the needs and approaches to these needs that GOV is working with.

7.4 Gaps in relation to project activities

Gaps here refer to what could have been done in the project given the time frame, the resources available, the policy framework offered by the GOV and the social and educational conditions in the two project provinces, at management level as well as at local school and family level. All statements in the ‘Gaps’ column are based upon information collected during the fieldtrips.

The short-list of activities in the above section is used here in order to get a systemic view of possible gaps.

Table 9. Gaps in project activities

Activities	Gaps
IE	
Training for education staff (ministry, province, district), professional educators, teachers, school principals in IE	Core teachers need more in-depth knowledge on how to support children with different disabilities. Core teachers have completed training in general IE techniques, plus one course on a specific disability. In the structure of core teachers implemented by CRS, each core teacher is in charge of a certain type of disabilities; their knowledge of other disabilities is still incomplete.
IEP development and regular re-assessment for updated planning	The establishment of IEP is a collaborative event between many stakeholders: parents, communities, teachers, school managers and health staff. Not all stakeholders are taking part in the establishment and follow-up. Many teachers see it as their duty only. More follow-up should be undertaken to ensure the IEP is reviewed frequently to support the development of the CWD.
Establishment of Parents Associations	The recognition of the need for PA for parents of CWD is a new element in the Vietnamese context. Therefore parents need more support in form of information and training to become confident in managing the PAs.
Early Intervention approach	EI approach is not yet well understood among parents and communities (sometimes also among professional staff and teachers). There is thus a need for a more systematic approach to this issue. CRS staff note that this is partly due to teachers’ perception that early intervention is a health clinic-based model, rather than school or home-based. Better collaboration among sectors is needed to ensure the effectiveness of early

	intervention.
Establishment of a IE pilot model at Secondary level	There are five pilot lower secondary schools in Ninh Binh and four in Quang Nam. The pilot schools have constructed wheelchair ramps and trained teachers, leading to increased enrollment of CWD. According to the managers and teachers at the secondary schools visited, the main difficulty was that the students at this level meet with a great number of subject teachers who have not yet been trained by the project and/or do not know how to handle a situation with CWD in their classes.
Establishment of IE Support Centers	The project has made efforts to make the IESC function according to the intended idea. The reasons for IESC not living up to the expectations are due to lack of supporting mechanisms, according to the project management boards in the provinces. CRS staff note that MOET Decision 23 encourages provinces to establish IESCs, but there are not yet any legal documents requiring this. Provinces have not yet worked out clear personnel structures or financial mechanisms in cooperation with the Home Affairs and Finance departments.
Support to MOET for mainstreaming IE into general education policies	The project has made great achievements – no particular gaps.
VTE	
Vocational training for PWD	The courses were generally too short according to the PWD and businesses interviewed. The courses need to longer to fill the gaps that most PWD have in their basic education. .
Approaches to job creation	The diversity of jobs for PWD is still a problem. Although the evaluation team recognizes that this is also problem for non-PWD in rural areas.
Cooperation with local businesses and training	Generally good, although the network of employers receiving PWD needs to expand.
Development of local CSW network	The demands on CSW are high and their time limited as they need income from other sources. Their workload not yet solved.
Establishment of Peer Groups	The project made great achievements – no particular gaps.
Cooperation with central organizations on PWD such as VABED, NCCD	The coordination role of NCCD is not clear to the evaluation team. The reason may be its reorganization and change of leadership.
Support to MOLISA to develop the community-based VT model	The project has made great achievements – no particular gaps.

8. Conclusions

The IVWD project has been successful in implementing a comprehensive model of educational and employment support for PWD from preschool level through higher education, vocational training and employment that is quite a new concept in Vietnam.

Both at ministerial levels and at local levels from provincial departments to teachers, parents and PWD themselves, the project contributions are highly appreciated, having seemingly created a big shift in the attitudes to CWD and PWD translated into policies and concrete actions in the localities.

One general observation is that in order to make a 'fair' evaluation, one should also consider the 'environment' in which a project is operating i.e. looking for what are the policies and practices, social, economic and cultural settings that pre-condition the possibilities of reaching certain goals and objectives.

Compared to before 2000, in Vietnam, there has been a considerable change in the approach to children and adults with disabilities. Going from a purely humanitarian to a rights-based perspective, Vietnam has laid a stable ground for including all its citizens in education, vocational training and employment. Achieving such a goal is certainly not easy, in particular not in a country like Vietnam who by tradition has an education system that is strongly results-oriented, but central policies and practices in the field show already promising results.

To this GOV endeavor, CRS has made a large contribution, thanks to its combined approach to give support both at policy level and at local levels.

CRS has set up a fruitful cooperation directly with MOET where in MOET is one of the implementing agencies in the project. To date, CRS and MOET efforts very much go hand in hand; in fact, current policies are both an effect of the project efforts and a condition for a successful implementation of the project.

However, there are also many hindrances to the IE approach from central level down on its way to the single CWD and PWD, something that is not particular to Vietnam. This is not to ignore the ultimate model: feedback from the local levels back to the center. Here again, is one of the strong contributions of CRS.

8.1 Strengths and remaining issues

In any successful project, there are always issues that were not fully dealt with for different reasons. Time constraint is usually a big factor. But in this particular project that has taken the approach to work not only at the local level, directly with teachers, CWD, PWD, families and communities, but also directly with policy makers at the central level on changes towards a workable IE in Vietnam, results cannot only be demonstrated as achievements to a certain per cent, but should also be put into the context of IE conditions in Vietnam (Chapter 3). The Strengths and remaining issues in this project are relative to these conditions.

Furthermore, a project that is working at policy level take the 'risk' that it is not always feasible to single out project contributions from the general outcome of the activities implemented at for example the different departments at MOET.

With these points in mind, there are still reasons to summarize the strengths and the remaining issues of the project, as these could be useful in future projects.

Table 10. Summary of the overall strengths and remaining issues in the project

IE	
Strengths	Remaining issues
<ul style="list-style-type: none"> - The IVWD Project has raised key issues in IE - CRS has built strong linkages from practice to policy changes, and from the local to central levels. - The project takes advantage of earlier IE work and other CRS projects. - Contributions to policy development. - Mobilization of CWD from grade 5 to enter lower secondary schools is relatively good (80% in Quang Nam and 83% in Ninh Binh). 	<ul style="list-style-type: none"> - Although the IE training is massive and impressive, at the school level, individual teachers need further in-depth training, especially in techniques of support children with specific disabilities. - A more comprehensive early intervention approach (combining school based, health based and home based activities) is needed to support CWD at early ages. - The role of IEPs is not yet clear to all stakeholders involved. The process of IEP development should be strengthened, along with IEP assessment for follow-up. - IESCs are not yet operating as planned. Further support from Provincial People's Committees is needed to overcome personnel, budgetary and legal constraints. - Mechanisms for quality transitions should be strengthened, in particular from Primary to Lower Secondary.
VTE	
Strengths	Remaining issues
<ul style="list-style-type: none"> - PWD have recognized their capacities and capabilities - Trainers have assisted in adding a work force into the communities - Families believe in their PWD - CSW understand and know more about the PWD capacities and capabilities 	<ul style="list-style-type: none"> - The general educational background of the PWD is low and therefore their capacity to learn VT is limited - The trainers have great difficulties in communicating with hearing-impaired persons - The families still give limited support to their PWD - The CSW have many other duties, low salaries and a wide geographical area to cover.

The next part is an overview of strengths and remaining issues related to the Strategic Objectives (SO) following the questions listed in the TOR for this evaluation.

The remaining issues in table 10 and table 11 are turned into recommendations in Chapter 9.

Table 11. Overview of strengths and remaining issues related to the Strategic Objectives

Quality of IE (SO1)

Strengths	Remaining issues
<ul style="list-style-type: none"> - Opportunities have been created for a successful IE. - Teachers are trained - System of core teachers - Education management is supportive - Policy is supportive 	<ul style="list-style-type: none"> - Training methodology: <ul style="list-style-type: none"> - Training of trainers needs a more systematic approach in form of follow ups on results of training and trainees' evaluation - The dynamics of group discussions have not yet developed to a point that all participants' views are noted and discussed. - The motivation of teachers to do IE is not always obvious. As expressed by the teachers themselves they are under great time pressure to achieve the goals of the curriculum. They also felt that some kind of reward (often financial) would increase their motivation.

Teachers' capacity on IE (SO1)

Strengths	Remaining issues
<ul style="list-style-type: none"> - Teachers have changed attitude and know how to do IE. - Teachers have mobilized families to bring their CWD to school. - IEP: a useful tool when comprehensive and understood by teachers, managers, health workers and parents. 	<ul style="list-style-type: none"> - Many core teachers would like to change the current system of covering a cluster of schools to a system of one teacher per school and level, because they need continuous training for feedback to their schools. (Meetings with 36 core teachers) - IEP: the different parties involved do not always coordinate in order to make the IEP useful for the individual child.

Changes in the Education Management System (SO 3)

Strengths	Remaining issues
<ul style="list-style-type: none"> - Decision 23 is a key instrument in changing the EMS for improved IE management at all levels (GOV, province, district, school) - The project has successfully been able to combine IE interventions at all levels- Transitions work fairly well from Preschool level to Primary school. 	<ul style="list-style-type: none"> - Transitions from Primary school to Lower Secondary are still meeting problems due to lack of policy guidelines. The model developed by the project has therefore difficulties in passing the pilot stage in the nine schools.

Awareness and Attitudes of Parents and Community members (SO 2)

Strengths	Remaining issues
<ul style="list-style-type: none"> - Before the project, parents of PWD would never think of sending their children to VTE. Now parents are the key to encourage their PWD - The communities have also changed their attitudes and are helpful in encouragement and support to the PWD - The system of Community Support 	<ul style="list-style-type: none"> - The CSW are not yet experts in VTE. They have limited time to give support as they need income from their regular jobs. - Parent Associations are not yet a strong link in the system.

Workers (CSW) has been helpful in mobilizing and supporting the PWD to get trained and to get/create jobs.	
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Support to Local Authorities to Promote IE and VTE (SO 2)

Strengths	Remaining issues
<ul style="list-style-type: none"> - Before the IVWD project, support to CWD and PWD was just a part of a general poverty-support system; today local authorities are promoting IE and VTE. - The on-the-job-training model is much appreciated because it is located close to PWDs' homes and encourages a hands-on rather than theoretical approach. The chances for PWD to get a job are higher. 	<ul style="list-style-type: none"> - The training time is too short. - The guidelines on VT are general and not yet adapted to the special conditions of each YWD.

Life of People with Disabilities (SO 2)

Strengths	Remaining issues
<ul style="list-style-type: none"> - The support to PWD is no longer based on general humanitarian basis – the PWD have rights and they know it. - Before the project the PWD just stayed at home. - Great improvement of the PWD self-confidence: they know their capacities and life has become meaningful. 	<ul style="list-style-type: none"> - In the first step, most PWD socialize and connect with other PWD through activities such as in vocational training. PWD need more training skills like communication skills, positive thinking, combined with peer group activities to promote their full integration into society.

Adequate Opportunities for VTE (SO 2)

Strengths	Remaining issues
<ul style="list-style-type: none"> - In comparison with before the IVWD project began, there are more opportunities for PWD in accessing VTE - The on-the-job training approach has increased the opportunities for the PWD 	<ul style="list-style-type: none"> - The diversity of jobs is still limited although it is recognized that this is a problem for non-PWD as well, in particular in the rural areas. - There are still more and diverse job opportunities for young men than for young women (according to some PWD interviewed) - Mechanisms for transitions from the general school to the VTE are still weak.

Employment Creation for PWD (SO 2)

Strengths	Remaining issues
<ul style="list-style-type: none"> - The IVWD Project has supported the employment creation through the system of local CSW and the project employed CBSW. - The project succeeded in convincing 	<ul style="list-style-type: none"> - There is a risk that PWDs' general educational background is not sufficient for creating more employment opportunities

employers that PWD are available for at least manual work of different kinds	
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Business Owners’ Awareness and Attitudes (SO 2)

Strengths	Remaining issues
<ul style="list-style-type: none"> - Before the project, business owners were reluctant to employ PWD because they did not believe that the PWD could work at all - Business owners are now aware of PWDs’ capacities and are ready to employ the PWD. 	<ul style="list-style-type: none"> - Information is not yet widely spread. - In general, business owners still lack understanding and knowledge about the PWDs’ capacity.

8.2 Impact and sustainability

As discussed above (Chapter 2) there is a difference between results and impact. Results are what can immediately be verified by project implementers and beneficiaries, and their degree of satisfaction.

Impact is what is left when the project has closed down and left. It translates into traces left by the project; i.e. what activities are in still in place (and not in place), and what activities that might be further developed and inspired by the project.

Sustainability is the prolongation of impact. If impact has a short term connotation, then sustainability is its long term version.

Referring to all data and information above, the team’s conclusions are:

- The IVWD project has had a major impact on IE and VTE development in Vietnam. This is mainly thanks to project approach of combining support at central level (policy development) with direct support to local levels (teachers, CWD, PWD, parents, and businesses). The project has built in a two-way feedback system which is favorable for achieving goals and objectives.
- Another fruitful combination of linkages that the project has established is to look at the CWDs’ lifespan from early childhood to adulthood; starting from preschool caring and ending with job and an appreciated position in society.

The strongest impacts are:

- The policy development on IE in Vietnam.
- The change of attitude to and belief in CWDs’ and PWDs’ abilities among all beneficiaries.
- The successful change of the life of CWD and PWD for a sustainable inclusion in to the society.

These are the basis for a sustainable and continued development on IE for CwD and VTE for PwD in Vietnam. The way this has been done is promising. Because the project has only been operating for four years, time has not always allowed fulfillment of all commitments. A continued project will create conditions to consider the suggestions presented in the following Chapter.

9. Recommendations

The recommendations are directly related to the gaps (Chapter 7) and remaining issues (Chapter 8). The first part of recommendations refers to overall proposals for future while the second part refers to each of the Strategic Objectives.

Table 12. Overall Recommendations

<i>Recommendation</i>	<i>Justification</i>
CRS should continue in a second phase using the same model of linkages between IE and VTE, between policy and local practices. And continue to work with the same elements of IE and VTE (see below).	This is because it has proven a useful model.
CRS should continue its activities in Ninh Binh and Quang Nam provinces but gradually transfer from the current six districts to other districts in the same provinces.	It is important to build on the experiences and confidence gained at all levels and the network of beneficiaries. As there are some gaps and remaining issues CRS should continue in the six districts but soon prepare for expansion to other districts.
CRS should conduct further gender analysis on CWD and PWD in order to deal with possible different treatment of and expectations from boys/men and girls/women.	Among the communities, there is a tendency to regard similar disabilities among girls/women more severely than those of boys/men. This leads to a view that boys/men are more easily rehabilitated and trained to join society than women. This in turn is built upon an idea that girls/women need to be relatively ‘stronger’ because they are expected to give birth to children and to manage the household.
CRS should investigate to what extent social organizations (Women’s Union, Farmers Union etc) can be mobilized in future project activities. The organizations could support the Parent Associations to be more pro-active.	The social organizations in Vietnam have useful experiences in social mobilization and support in communities. So far, the families of the CWD and PWD need to continue organize themselves in PAs and the social organizations have much experience in such activities.

Table 13. Recommendations on Inclusive Education (SO 1):

<i>Recommendation</i>	<i>Justification</i>
Training	
CRS should continue to increase the quality of the training for managers and teachers: - CRS should review its training courses in order to make them more logical in order for the trainee. - The contents and methodology of the courses should be reviewed and cross-checked with the trainees.	Because IE is still a relatively new concept, there is a continued need to raise the quality of IE managing and teaching.

<i>Recommendation</i>	<i>Justification</i>
<ul style="list-style-type: none"> - There is a strong need for refresher and follow-up courses. - Generally, the courses should be longer and/or more frequent. 	
Training of Trainers (TOT)	
<ul style="list-style-type: none"> - CRS should review the TOT system and establish checking points on quality and outcome. 	IE trainers are an important link between the project's concepts and ideas about IE and the managers and teachers.
Core Teachers	
<ul style="list-style-type: none"> - The idea of core teachers is a useful approach. However, core teachers (together with the principals) should be responsible for IE activities in their own school only. - CRS should assist the school managers at provincial and district levels to find ways to re-arrange the IE responsibilities according to the core teachers' preferences (as above). - CRS should assist in developing networks between core teachers for mutual learning and support. 	The role of core teachers is important as leaders and models on IE approaches.
CWDs' Learning Process	
CRS should study/research on teachers' understanding of what CWD actually learn.	There is a need to better understand the way that children in general and CWD in particular absorb and learn what they are taught in school.
Teacher Assistants	
CRS should investigate the possibilities to introduce a teacher assistant system.	The teachers' workload and responsibilities are normally heavy. There is a need for specialized assistants to work in the classes.
Early Intervention	
CRS should review its support to the Early Intervention approach and make it more consistent. It could start in some schools only in order to try out a model.	The solid understanding on EI (where the classification comes in) is a pre-condition for right support for right disabilities.
Individual Education Plans	
CRS should assist in developing Individual Education Plans (IEP) that are simple and easy to follow up. It should be done in cooperation with managers, teachers and parents. Its purpose should be clear. There is a need for a follow up on its implementation.	When appropriate the IEP is a useful tool for following up the CWD and support them in the best of ways.
Inclusive Education Support Centers	
CRS should review its support to the establishment of IE Support Centers in order to further assist the provinces in this matter. If set up as a 'model' would possibly make it easier.	There is obviously a need for IESC in the IE system. IESC could become a platform for testing different ways of IE approaches. It could be a strong reference point for the school managers and teachers.
Transitions from Primary to Lower Secondary School	

Recommendation	Justification
CRS should review its experiences in the nine pilot lower secondary schools, give recommendations to principals, local managers, and decision makers, and bring lessons learned back to MOET.	It has proven a challenge to systematically bring in CWD from Primary to Lower Secondary schools. Teachers and managers met have difficulties in organizing full inclusion of CWD.

Table 14. Recommendations on Vocational Training and Employment (SO 2):

Recommendation	Justification
Project Duration	
CRS and WCDO should consider to restart this SO. The total time devoted was relatively short (about 3 years).	It is very important that older PWD who were not able to benefit from IE also have access to training and jobs. Also, with a longer project duration, there would be opportunities for children who complete lower secondary IE to continue to VTE.
Linkages from Basic Education to VTE	
CRS and WCDO should put more emphasis on basic education before PWD are engaged in vocational training and develop a mechanism for the transition from general school to VTE.	Many older PWD did not have access to IE when they were younger and their general educational background is therefore limited. Therefore, PWD met found the VTE training too short.
Training Plans Adapted to PWD	
CRS and WCDO should review on-the-job training plans so as to adapt to the special conditions of each PWD.	The training and training plan is normally hands-on based and practical to each PWD. However, in some cases the plans did not fully consider that some disabilities were quite mild (for example cleft-lips) and thus the demands on the PWD were lowered more than was necessary.
Capacity of Trainers	
CRS and WCDO should review and improve the trainers' capacity to train PWD with different disabilities.	There is a need for trainers specialized in sign language and other technical aids that PWD may need.
Diversification of Jobs	
CRS and WCDO should make a review of diversified job opportunities, emphasizing the rights of the PWD, both men and women.	Job opportunities for PWD are still limited in number and in diversity.
Community Support Workers	
CRS and WCDO should continue the cooperation with CSW, increase the number trained, and provide more specialized training in IE and VTE. Studies on how CSW can combine ordinary work with volunteer work are needed.	The role of CSW is important as a link between the families of PWD, communities and businesses. CSW are important for the PWD and their capacity should be improved.
PWDs' Families and Communities	
CRS and WCDO should continue to	The families of the PWD are a very

<i>Recommendation</i>	<i>Justification</i>
reinforce the support to families of PWD by training and awareness campaigns.	important basis for the PWD to study and get a job.
Integration of PWD into Society	
CRS and WCDO should consider how to facilitate increased social interaction between PWD and other groups in society.	Today, PWD socialize primarily within their own peer groups. Both PWD and society need more links.
PWD Networks	
CRS and WCDO should consider how to support wider networks of PWD in the future, including IVWD project participants and other PWD.	There still a need for a larger network to include and inform PWD on project activities and its advantages in order to encourage demands from PWD to similar investments from other sources.
Cooperation with Local Businesses and Trainers	
CRS and WCDO should strengthen the business network regarding information on PWD job abilities.	Information is limited on PWD abilities.
Transportation and Access to Facilities	
CRS and WCDO should study/research on how to improve the transportation access for PWD	The mobility and access of PWD to facilities including jobs is a general problem where the project could establish some models.

Table 15. Recommendations on Policy Development (SO 3):

<i>Recommendation</i>	<i>Justification</i>
CRS should continue to collaborate with MOET on the implementation of Decision 23.	Thanks to the project there are numerous of lessons learned from the field that CRS could assist in bringing back to MOET with the aim for MOET to modify the Decision 23 as necessary.
CRS should assist MOET in developing a plan for how to increase the motivation of teachers in IE.	The teachers are the core actors in the IE and much of the IE result depends on how well trained and motivated the teachers are.
CRS should continue to assist MOET in the development of a suitable mechanism for transitions from Primary to Lower Secondary.	Transition mechanisms, especially to lower secondary level, are not yet fully developed.
CRS should continue to assist MOET in continued efforts how to apply IE at Secondary level, starting with Lower Secondary. The existing approach in form of the MOET model in 10 points should be further explored.	IE at Secondary level is still under development and needs continued support. Creating a strong basis for the CWD to go further to vocational training is vital for future jobs for the PWD.
CRS should review the cooperation with Teacher Training Colleges in Hanoi and elsewhere in order to make the project support more consistent and easier to follow up.	The involvement of TTCs in curriculum development is a key to IE at all school levels. What is not incorporated into the curriculum will be very hard to introduce for teachers to practice in the schools.

CRS should continue the collaboration with VABED and NCCD.	Both organizations are vital platforms for the PWD to continue to develop as a human being.
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Table 16. Recommendations on the Information Technology Training Program (SO 4):

<i>Recommendation</i>	<i>Justification</i>
CRS should continue the collaboration with HCIT and Van Lang University on the ITTP.	The establishment of the ITTP is a great opportunity for PWD to get highly qualified jobs.
CRS should assist to extend the duration of courses to correspond to the courses attended by the non-PWD students.	PWD students need as much time as other students to absorb the training and qualify for exams.

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APPENDICES

Appendix 1 Evaluation Terms of Reference

Catholic Relief Services - Vietnam Program

Inclusion of Vietnamese with Disabilities Project
(#486-A-00-05-00019-00)

SCOPE OF WORK FOR PROJECT FINAL EVALUATION

Background

The Inclusion of Vietnamese with Disabilities Project (IVWD) is a cooperative agreement between CRS and USAID. The project began in October 2005 and was designed with four Strategic Objectives: mainstreaming of inclusive education for children with disabilities (SO 1); community-based vocational training and job creation for youth with disabilities (SO 2); support for disability awareness and policy change (SO 3); and information technology training for students with disabilities (SO 4) – the ITTP component, which was added to the original project in February 2007. SOs 1, 3 and 4 are directly implemented by CRS, while SO 2 is implemented by sub-grantee World Concern Development Organization (WCDO). Major Vietnamese government counterparts include the Ministry of Education and Training or MOET (SO 1), Ministry of Labor, Invalids and Social Affairs (SO 2), National Coordinating Council on Disability (SO 3), and Ninh Binh and Quang Nam provinces (portions of all 3 components). The ITTP program is based in two educational institutions, the Hanoi College of Information Technology and Van Lang University in Ho Chi Minh City.

The original project closing date was September 30, 2008. In August 2008, an extension to June 30, 2010 was proposed by CRS and agreed by USAID, according to which project components were scheduled to close on a staggered basis. The Vocational Training and Employment component (Strategic Objective 2) closed in December 2008, while most inclusive education activities at the provincial and national level (SO 1) and policy advocacy activities (SO 3) were set to end in September 2009. The two components that received cost extension funding in 2009-10, for lower secondary inclusive education model development (part of SO 1) and information technology training for students with disabilities (SO 4) will continue through June 2010.

This evaluation is scheduled to take place in November 2009 at a time when many project components have ended, while others are ongoing. This time frame was proposed by CRS and agreed by USAID in the 2008 extension. All IVWD components are included in this evaluation. Thus, the evaluation should consider the sustainability of completed components and measure the impact to date of continuing components. The intended users of the evaluation are CRS staff, as well as key government counterparts at the provincial and national levels, and the donor (USAID).

A baseline survey on the situation and needs of children and youth with disabilities in the two IVWD focus provinces, Ninh Binh and Quang Nam, was undertaken in early 2006. The survey included identification of all children and youth with disabilities in the target areas; screening of their needs for health, education and employment interventions; and a

Knowledge-Attitudes-Practices (KAP) survey of sample groups of stakeholders. A small amount of baseline information was also collected at the central level. A complete Proframe and monitoring and evaluation (M&E) system was developed, including indicator targets set as a result of the baseline. In this evaluation, a second KAP survey will be conducted with the same sample groups to compare with the baseline data. Comparing data from the two KAP surveys will show how much the project succeeded in improving knowledge, attitudes and practices of beneficiaries and key stakeholder groups.

In May 2007, a midterm evaluation using the “utilization-focused” approach took place. The midterm evaluation report provides qualitative data assessing the impacts of the project since start-up. The clear impacts found are an increased number of children with disabilities (CWD) attending school, improved social acceptance for children and youth with disabilities, improved incomes for trained youth, and an increasingly skilled cadre of key teachers, and community support workers. While the mid-term evaluation shows widespread positive impacts, it also identifies some issues that require further attention and provides recommendations for addressing those issues. Findings and recommendations from the mid-term evaluation were taken into account to make the project’s activities more contextually feasible and effective.

Evaluation Objectives

This evaluation will take a qualitative approach, supplemented with quantitative data collected from reports by local partners, aiming to:

- ✚ Assess the impact of the IVWD project to date in four main areas of intervention namely: inclusive education (IE) for children with disabilities, vocational training and employment (VTE) for youth with disabilities, policy advocacy supporting the inclusion of PWD in all facets of life, especially in education and employment; and information technology training at the technical college level.
- ✚ In addition to considering each of the four Strategic Objectives separately, the evaluation should assess the combined impact of the comprehensive model of educational and employment support for people with disabilities from the preschool level through higher education, vocational training and employment. The evaluation should also examine linkages among project components and across national, provincial and local levels of the education system to provide systematic and cross-sectoral support to PWD.
- ✚ Assess the level of sustainability that the IVWD project has achieved by eliciting information from local partners regarding their action plans to continue support for inclusion of PWD. Sustainability can also be measured by the level of impact of inclusive practices supported by the IVWD project on Vietnamese Government policy and practice, both at the national and local levels.
- ✚ Analyze the strengths and shortcomings of the comprehensive model of support as designed as well as practical issues in implementation and how they were overcome.
- ✚ **Identify remaining gaps in supporting inclusion of PWD. either by strengthening support services already provided through the IVWD project or through new activities. Give specific recommendations for future interventions.**

Data and methodology requirements

The evaluation team is expected to develop an evaluation plan including evaluation tools and send to CRS for comments before field data collection. Quantitative data related to key indicators can be found in the database built up from the project M&E system (which has been used in bi-annual and quarterly reports to USAID). This database will be provided to the team for reviewing if additional statistics are required. In case more quantitative data is needed, forms for data collection should be developed by the team and then sent out to local partners by IVWD project staff in advance. (House-to-house identification and screening of PWD as was conducted in the baseline survey is not part of the evaluation scope.)

A KAP survey was carried out in the beginning of the project for pre-assessment data. **Another full KAP survey using the same set of questionnaires, on the same groups of stakeholders will be carried out again during this evaluation.** Comparing results of the two KAP survey will show the impact of the project on how knowledge, attitude and practice of stakeholders have changed over the project's life.

The evaluation report, with an expected length of 30-50 pages plus annexes, should answer the following questions:

- How does the IVWD project impact on the quality of inclusive education for CWD, in terms of teaching methods, physical accommodations and system supports? What can be done to improve the quality for IE for CWD?
- How do IVWD project activities impact on teachers' capacities in IE in particular and in regular education in general? What capacities still need improving/developing to enable teachers to work well with CWD
- What changes have been brought about by the IVWD project in the education management system that supports the implementation of IE?
- How have awareness and attitudes of parents and community members changed over the course of the IVWD project?
- What support has been given by local authorities to promote IE and the inclusion of PWD in general? What support is still needed?
- How does the IVWD project impact on the life of youth with disabilities who participate in activities?
- Does the IVWD project provide adequate opportunities for vocational training, in terms of number of courses available, choices of skills and methods of delivering vocational training?
- How does the project help create employment for YWD?
- How does the project impact on business owners' awareness and attitudes towards PWD?

The report should highlight two key contents: (i) accomplishments and (ii) missing gaps. The first section should include qualitative information complemented with some quantitative data regarding to what extent the End of Project (EOP) indicator targets are achieved. If not being met, identify causes. There should be analyses of project processes, accomplishment, partnership, and participation of stakeholder groups, which result in the project's accomplishments as well as room for improvement.

The second part should start with an analysis of strengths and shortcomings of the comprehensive model of support for PWD, based on the real situation found at project sites. It should identify missing gaps and suggest possible ways to intervene.

Success stories and case studies of project participants using “Most Significant Change” methodology should be provided in the report. Selected stories will indicate the extent to which desired changes are occurring and to what extent these can be attributed to the IVWD project.

Evaluation Team

The evaluation group will consist of four members who will operate as a team, selected as follows:

- One international team leader (see description below)
- Three national experts, each focusing on a thematic area (inclusive education, vocational and IT training, and policy development / community linkages).

The evaluation team will be assisted by CRS staff in arranging schedules, planning with partners, logistics and translation.

Evaluators are expected to take part in the entire field work segments of the evaluation as well as analysis and dissemination.

Team Leader Roles and Qualifications

Roles	Qualifications
--Prepare detailed evaluation plan. --Facilitate developing evaluation tools --Facilitate the evaluation process; ensure quality and on-time completion --Ensure that stakeholders participate in the evaluation process and have a voice in findings --Promote critical and evaluative thinking among participants --Develop a draft report with inputs from sectoral findings provided by other team members --Finalize report based on comments by the project team on the draft report	--Technical knowledge and expertise on education, vocational training and disability issues --Previous evaluation <i>experience (for the TL, this should be key)</i> --Experience working in the Vietnamese context

National Evaluation Team Members

Roles	Qualifications
--Assist the team leader in developing evaluation tools --Field site visit and collect data including observations of relevant activities (education, vocational training/employment) --Assist team leader in analysis and presentation of results --Write up a section reporting results and findings from their field trips which will be used by the team leader in developing the final evaluation report	--Technical knowledge and skill on education, vocational training and/or disability issues -- Good analytical and writing skills -- Willing to travel to project site

The description of duties shows that team leader is responsible for designing the evaluation plan, discussing the plan, tools and responsibilities with other team members ahead of time. Other evaluation team members will be given responsibilities to gather and write up information from specific groups of interviews and observation in education and vocational training. These findings will be shared among the evaluation team at daily debriefing sessions during field work.

To ensure neutrality, team members will be selected based on the fact that they have not been directly involved in the project's implementation.

Provincial and district partners are not members of the evaluation team. They will assist the evaluation process by contacting interviewees and arranging logistics for data collection. Their presence during interviews with other stakeholders is not required.

Stakeholder Participation

Stakeholders will participate in group discussions and interviews by the evaluation team. They include representatives of the following:

Ninh Binh and Quang Nam provinces

- Project Management Board at district and provincial levels
- Teachers and education officials
- Children and youth with disabilities
- Parents of children and youth with disabilities
- Business owners who provide vocational training and employment for PWD
- WCDO community-based social workers (CBSWs) and community support workers (CSWs)
- Other community members

Hanoi

- MOET Steering Committee on Education of CWD
- MOLISA and NCCD
- VABED and VCCI
- ITTP Hanoi (It is reckoned that it is not compulsory to visit ITTP in Ho Chi Minh, given the tight schedule of this evaluation, as it is the replication of ITTP Hanoi)

Timeframe

Below is the tentative timeframe for final evaluation. Days for preparation and writing are subject to change as needed.

<i>Role</i>	<i>Preparation</i>	<i>Fieldwork in province</i>	<i>Fieldwork in Hanoi</i>	<i>Data Analysis</i>	<i>Writing</i>	<i>Total Days</i>
Team Leader	3 days	6 days	2 days	3 days	5 days	19
Team members	2 days	6-7 days	1-2 days	2 days	2 days	14, maximum 16

The evaluation is scheduled to take place in late November 2009 and early Dec with a final schedule of activities to be confirmed.

No	Activities	Main participants	Deadline
1	Detailed evaluation plan (including tools) submitted to CRS	Team leader	Nov 25
2	Preparatory meeting of evaluation team members	Team members, CRS, (WCDO)	Nov 27
3	Field work in Ninh Binh province	Whole group	Dec 3-Dec 5 (leaving in the afternoon of the Dec3, national consultant can stay on Dec 5 for KAP questionnaires)
4	Sharing initial information with CRS's staff		Dec 7 (flexible)
5	Field work in Quang Nam province	Whole group	Dec 8 to Dec 10 (leaving in the afternoon of Dec 7)
6	Interviews and meetings with central partners (MOET, MOLISA, ITTP, NCCD)	Whole group	Dec 1 st or 2 nd or Dec 7 th (flexible, to be confirmed with partners)
8	Meetings with CRS staff (brief of initial findings)	Whole group	Dec 14 th
8	Analysis and review of findings	Whole group	Dec 14 th to Dec 17 th
9	Combine all individual reports	Team leader, CRS and WCDO	Dec 17 th to Dec 25
10	First draft of report/ Comment on the draft	Team leader, CRS and WCDO	January 15
11	Final report submitted to CRS	Team leader	Jan 31
12	Presentation of Final results to the Dissemination workshop	Team leader	February 23 rd (to be confirmed)

Key Documents for Review

Copies of these documents will be provided to the Team Leader and other evaluation team members in English:

- IVWD Project Proposal, Budget and USAID Cooperative Agreement
- Project Proframe and M&E system
- Baseline Survey report (raw data available if needed)
- Mid-term evaluation report
- Yearly Implementation Plans
- Quarterly and Annual Reports
- Documents from Review Workshops
- MOET and MOLISA policy documents

Other documents will be provided on request.

Appendix 2 List of People Met

MOET

Name	Position
Mr. Lê Tiến Thành	Director of Primary Education Department Vice-chairperson of the MOET Steering Committee for Inclusive Education for CWD
Mr. Trần Đình Thuận	Secretary Chief of Steering Committee of education for CWD Director of school Education Quality Assurance Program.
Ms. Vũ Thị Thu Hằng	Specialist at the Early Childhood Education Department
Mr. Trần Hải Toàn	Specialist at the Primary Education Department
Mr. Vũ Hải Châu	Vice Director of Secondary Education Department
Ms. Nguyễn Thị Ngọc Minh	Specialist at the Secondary Education Department
Ms. Nguyễn Thị Thu Hà	Specialist at the Higher Education Department

MOLISA

Name	Position
Ms. Đinh Thị Thủy	Deputy Head of Policy Department – social affairs
Ms. Chị Phạm Thị	Staff at the International Relations Department
Ms. Cao Lâm Ngọc Vân	Staff at the International Relations Department

NCCD

Name	Position
Mr. Nguyễn Xuân Lập	Director of NCCD
Mr. Trần Hồng Vinh	Staff at the Financial Department
Ms. Vũ Thu Hiền	Staff at the International Relations Department

VABED

Name	Position
Mr. Nguyễn Ngọc Anh	Head of Administration
Ms. Lê Thị Mai Hương	Staff at the International Relations Department
Mr. Phạm Trọng Khải	Staff at the International Relations Department
Mr. Marcelino Biswas	VSO volunteer

HCIT

Name	Position
Mr. Hoàng Đức Khiêm	Principal
Mr. Nguyễn Trọng Cường	Vice principal
Mr. Nguyễn Danh Phương	Head of General Department
Mr. Phạm Đức Thắng	Responsible for the students
Ms. Bà Hà Tuyết Nhung	Deputy Head of English Department
Mr. Nguyễn Quốc Dũng	Sociologist

NINH BINH province

Provincial level

Name	Position
Mr. Lâm Xuân Phương	Deputy Director of DOLISA; Deputy Head of the Project Management Board; responsible for VTE.
Mr. Nguyễn Văn Thanh	Deputy Director of DOET; Deputy Head of the Project Management Board; responsible for IE.
Mr. Vũ Xuân Phong	Staff at DOLISA; working on VTE
Ms. Tống Thị Châm	Staff at the International Relations Department of the PPC
Ms. Lê Thị Lụa	Head of Early Childhood Department; Deputy Head of the IE group
Ms. Huyền Anh	Staff at the Primary Education Department of DOET; responsible for IE

Gia Vien District

Name	Position
Mr. Đinh Phúc Đạt	Deputy Head of Bureau of LISA
Ms. Lương Thị Hồng Thúy	Deputy Head of Bureau of ET
Ms. Nguyễn Thị Ngân Thanh	Staff at Early Childhood Section of Bureau of ET; responsible for IE

Managers and Teachers

List of core teachers in Gia Vien district met with the evaluation team

No	Name	Position	School
1	Đinh Thị Thu Hiền	Vice principal	Liên Sơn Secondary
2	Trần Trường Lưu	Principal	Gia Lạc Secondary
3	Đặng Thị Thắm	Teacher	Gia Phú Secondary
4	Trần Thị Phương Loan	Vice principal	Gia Vượng Secondary
5	Bùi Văn Chúc	Teacher	Thị trấn Me Primary
6	Hà Thị Khanh	Vice principal	Gia Vân Secondary
7	Lê Thị Kim Huyền	Vice principal	Gia Vượng Pre-school
8	Lê Thị Nương	Head of Specialist Group	Thị trấn Me Pre-school
9	Phạm Thị Vĩnh	Head of Specialist Group	Gia Xuân Pre-school
10	Nguyễn Thị Thu Hương	Vice principal	Giã Trấn Pre-school
11	Đinh Thị Thoa	Principal	Gia Lạc Pre-school
12	Dương Văn Thứ	Vice principal	Gia Tân Secondary

Gia Vuong Pre-school

Name	Position
Ms. Nguyễn Thị Thu Hằng	Principal
Ms Lê Thị Kim Huyền	Vice principal
Ms. Trần Thị Sinh	Vice principal
Ms. Đinh Thị Kim Tân	Teacher

Gia Vien Primary School

Name	Position
Ms. Đặng Thị Sen	Principal
Ms. Trần Thị Phương Loan	Vice principal; responsible for IE
Ms. Trần Thị Quy	Vice principal
Ms. Vũ Thị Mão	Teacher

Lien Son Pre-School

Name	Position
Ms. Thu	Principal
Ms. Ha	Vice principal
Ms. Hoa	Accountant

Lien Son Primary School

Name	Position
Ms. Thu Hien	Vice principal

Yen Mo district; Yen My Lower Secondary School

Name	Position
Mr. Đinh Văn Hùng	Deputy Chairman of District People's Committee
Mr. Tạ Văn Kế	Chairman of Association for Encouragement of studies
Mr. Phạm Văn Dũng	Principal
Mr. Quách Nam Phong	Responsible for the IE Support Room
Ms. Đinh Thị Tuyết Hạnh	Class teacher, 7 B

Yen Mo district; Yen Nhan Lower Secondary School

Name	Position
Mr. Ninh Văn Vàng	Principal
Mr. Nguyễn Văn Thắng	Responsible for the IE Support Room

Community Support Workers

Name	Position
Mr. Nguyễn Hữu Khang	
Mr. Vũ Quốc Hoàn	

Mr. Trần Xuân Hậu	Tailor shop owner
Mr. Đào Đình Thi	

PwD

Name	Position
Mr. Đặng Văn Toàn	Manager; Computering and photo copying shop
Ms. Nguyễn Thị Vân	Staff; Computering and photo copying shop
Mr. Đinh Duy Đông	Selling goods at home
Ms. Điền Thị Bích Đào	Tailor
Ms. Hương	Breeding pigs

Business Owners

Name	Position
Mr. Trần Xuân Hậu	CSW; Owner of tailor schop; receiving PwD

QUANG NAM Province

Name	Position
Mr. Nguyễn Minh Hoàng	Deputy Director of DOET; Director of the IE Support Center
Ms. Nguyễn Thị Ngại	Head of Early Childhood Section
Mr. Trần Xuân Quang	Head of Secondary Education Section
Ms. Trương Thị Xuân	Director of DOLISA; responsible for social affairs
Ms. Phạm Thị Mỹ Nương	Staff; responsible for the project

Hiep Duc District

Name	Position
Mr. Nguyễn Tấn Lợi	Deputy Head of the Bureau of ET
Mr. Trần Thanh Bình	Head of the Bureau of LISA
Mr. Mai Văn Ca	Chairman of the Red Cross
Ms. Võ Thị Kim Thành	CSW

List of core teachers in Hiep Duc district met with the evaluation team

No	Name	School	Area of responsibility (re disability)
1	Nguyễn Thị Bích Liên	Hoa Phong Lan Pre-school	Language
2	Trương Thị Bính	Ánh Hồng Pre-school	Intellectual development
3	Lê Thị Thanh Thư	Sơn Ca Pre-school	Hearing impairment
4	Ngô Thị Thanh	Hoa Anh Đào Pre-school	Hearing impairment
5	Phạm Thị Luyện	Võ Thị Sáu Primary	Intellectual development
6	Trần Trục	Lý Tự Trọng Primary	Hearing impairment

7	Nguyễn Thị Giàu	Kim Đồng Primary	Language
8	Phan Đình Thuần	Kpa Kơ-long Primary	Visual impairment
9	Nguyễn Thị Kim Liên	Lê Hồng Phong Primary	Visual impairment
10	Nguyễn Đình	Trần Cao Vân Secondary	Intellectual development
11	Phạm Văn Nhật	Chu Văn An Secondary	Hearing impairment
12	Trần Phước Hoa	Nguyễn Văn Trỗi Secondary	Language

Teachers

Binh Minh Pre-School

Name	Position
Ms. Nguyễn Thị Mai Hoa	Principal
Ms. Ngô Thị Xuân Thuyền	Vice principal; core manager
Ms. Nguyễn Thị Ánh	Teacher
Ms. Nguyễn Thị Dịu	Teacher

Nguyen Ba Ngoc Primary School

Name	Position
Mr. Nguyễn Tấn Lợi	Deputy Head of Bureau ET; responsible for IE
Mr. Lê Xuân Uyên	Staff at Bureau ET; responsible for Primary school
Mr. Lê Quang Dũng	Principal
Ms. Hồ Thị Kim	Vice principal

Community Support Workers

Name	Position
Ms. Lê Thị Thuý Kiều	Staff at Bureau of LISA
Mr. Nguyễn Bảy	President of Red Cross in Hiep Thuan commune
Mr. Trần Ngọc	President of Red Cross in Binh Lam commune
Ms. Võ Thị Kim Thành	CSW

PwD

Name	Position
Ms. Trần Thị Oanh	Computer programmer
Mr. Lê Văn Tuấn	Motor bike repair
Mr. Mai Xuân Thủy	Motor bike repair
Mr. Hồ Công Du	Motor bike repair
Ms. Mậu Xuân Bình	Tailor
Ms. Huỳnh Hoàng Tú	Tailor
Ms. Nguyễn Thị Kim Chi	Hairdresser
Mr. Võ Đoàn Viết	Carpenter

Business Owners

Name	Position
Ms. Phạm Thị Thảo Ly	Owner of a hair dresser shop
Mr. Nguyễn Duy Thọ	Owner of a motorbike repair workshop

Duy Xuyen district

Name	Position
Mr. Lê Trung Hòa	Deputy Chairman of the District People's Committee; President of the Project Management Board
Mr. Lê Trung	Deputy Head of Bureau of ET
Mr. Phạm Tân Ba	Chairman of the Red Cross
Mr. Văn Phú Đợi	Deputy Head of the Bureau of LISA
Ms. Xuân Hương	Staff at District People's Committee; responsible for culture.

List of core teachers in Duy Xuyen district met with the evaluation team

No	Name	School/Position	Area of responsibility (re disability)
1	Trần Thị Mộng Long	Nam Phước Pre-school	Hearing impairment
2	Nguyễn Thị Vân	Nam Phước Pre-school	Language
3	Nguyễn Thị Gái	Duy Vĩnh Pre-school	Mobility
4	Nguyễn Thị Hồng	Duy Trinh Pre-school	Intellectual development
5	Nguyễn Thị Đào	Duy Sơn Pre-school	Visual impairment
6	Bùi Văn Dũng	Duy Thu Primary	Hearing impairment
7	Trần Thị Bích Hồng	Duy Hòa 2 Primary	Intellectual development
8	Nguyễn Trường Sơn	Duy Sơn 1 Primary	Intellectual development
9	Kiều Xuân Thảo	Duy Nghĩa 2 Primary	Language
10	Phạm Phú Cường	Nguyễn Chí Thanh Secondary	Multi-disability
11	Hà Công Thành	Phan Châu Trinh Secondary	Multi-disability
12	Trần Văn Hào	Specialist at the Bureau ET of Duy Xuyen	

Duy Phuoc Pre-School

Name	Position
Ms. Phạm Thị Mai	Principal
Ms. Vũ Thị Cúc	Vice principal
Ms. Nguyễn Thị Xiêm	Teacher in class with 5 years old children
Ms. Phan Thị Hồng Hoa	Manager

Tam Phuoc 1 Pre-School

Name	Position
Ms. Huỳnh Thị Liên	Core teacher of the district

Appendix 3. Education in Development – an Overview

This overview is based upon selected studies, research, debate and guidelines on the aims and result of the Vietnamese education system as it has appeared in books, reports, Government decrees and decisions and articles in the press.

Teaching and learning with strong traditions

Vietnam has a long tradition of study and education. Even though, historically, formal education was hard to reach for most people, there was always a strong affection for and movement towards learning (hieu hoc). Teachers were always in high esteem and part of the local authority. In northern Vietnam it was quite common that students who had failed in the mandarin examinations came back to their home villages as teachers.

Except for learning reading and writing some Chinese characters, the main aim of studying was to be able to follow the ‘rites’. A set of rules on morality and behavior that was necessary to know in order to become an honorable and worthy citizen and if possible a local administrator in the village. To become a student was the first step to get away from the heavy manual work on the rice fields, however only optional for boys.

It was not until the beginning of the 20th century when the Latin alphabet was universalized that education in its modern form became open for a larger public. By this time, education in Vietnam was not only strongly influenced by Confucian traditions but also by the French presence in the country. From both traditions, Vietnam inherited a strong inclination towards control of acquired knowledge through emulations (thi dua) and examinations (ky thi).¹

Several concepts on the aim of teaching and learning and on the relationships between teacher and student have remained in the Vietnamese society. Some examples are:

- The saying ‘Study morals first, study the classics second’ (tien hoc le, hau hoc van) is a motto that still can be found in many schools in Vietnam today.
- Strong emphasis on the teacher as an authority and model for the pupils.
- As a result of the respect for authorities, teaching was a one-way communication exercise reinforced by the concept that children were like a white paper that should be written upon. The ‘learning like a parrot’ (hoc vet) became the result of this perception.
- In order to encourage an expected result of the teaching and the learning², teachers and pupils are exposed to emulations or competitions (thi dua) and the teachers are assessed by the control system (thanh tra).

Also, after 1975 with the increase of the number of pupils each year, after many years of war the impoverished State could simply not afford to pay for sufficient school buildings and teachers. The result was over-crowded class rooms (up to 50 pupils or more) and the children could only go to school half a day.

¹ Parts on traditional education in Vietnam are cited from the study ‘On the road to Education for all – Lessons learnt from Inclusive Education in Vietnam’, 2002.

² The slogan ‘teach well – learn well’ (day tot – hoc tot) is found in almost every classroom today.

Since the late 80s many steps have been taken in order to make the Vietnamese school compulsory for all children, and to transform the education system allowing it to meet the requirements of a fast developing society.

Organizing teaching and learning

Currently, the management and organization of the Vietnamese compulsory school (grade 1 to 12 divided in primary 1-5, lower secondary 6-9 and upper secondary 10-12) are a combined system of professional, administrative and political set-up.

The overall responsible body at school level is the School Managing Board (Ban Giam hieu). Normally, the Board consists of two to three members being the head master, and usually the two deputy head masters. The Board is responsible for all matters related to the management of the school.

Responsible for the professional issues is the School Council (Hoi dong su Pham). Members are the teachers and the School Managing Board. There is also the Head of Grade (khai trung) who is responsible for the professional matters of each grade.

Every school has also an Education Council (Hoi dong Giao duc) acting as an advisory group to the head master who is the founder of the Council and its chairman. Members of this Council are the deputy head masters, the Party Secretary of the Communist Party cell, the Chairman of the Teachers' Trade Union, the Secretary of the Youth Union, the teacher who is responsible for the Pioneers, the heads of the professional groups and some teachers with long experience, as well as the Chairman of the Parents' Association.

Most of the young teachers at school – those who have not yet reached a standard for becoming a Party member – are organized in the Youth Union (Doan) of the school. One of these teachers has the position of Secretary of the Youth Union.

In addition, there is also the Pioneer organization (Doi) where the pupils who live up to the standards can be members. These pioneers are forming the core force leading all non-professional activities and information campaigns of the school. All pupils of the grade 1, 2 and first semester of grade 3 are members of the Young Stars (Sao Nhi dong).

The School Managing Board has the task to select one teacher to be responsible for the Pioneers' activities. In schools with sufficient conditions, one person could solely have this duty.

At class level, the pupils are organized into groups (to). Each class normally has some four or five groups of pupils with group leaders (to trung), a Head of class (lop trung) and a Deputy Head of class. These pupils are called Class Leaders.

There is also the Trade Union (Cong Doan) at the school, organizing most of the teachers and employees and sometimes there is a particular Women's Union section.

As regards the professional part of the activities, at the lowest administrative level the school is managed by the District Office of Education and Training (E&T) responsible to the Department of Education and Training (DOET) at provincial or city level, that in turn is responsible to the Ministry of Education and Training (MOET).

In addition, each Office and Department is politically governed by the People's Committee (local government) at each level. The People's Committee is responsible for personnel matters such as appointments, transfers, handling of mistakes etc. gathering opinion from the different management levels. The teachers are usually managed by the People's Committee at the commune and ward level while the Head masters are managed by the People's Committee at the district level.

Emulations

In order to stimulate an increasing quality of the teaching and learning, each class, each school, each district, each province and city have a movement of emulation (thi dua) in good teaching and good learning (day tot, hoc tot).

In the class, individual pupils and groups of pupils (to) can get the nomination 'excellent' (xuât sac); a class can get the nomination 'advanced' (tien tien); at district contests there are 'good (or proficient) pupils' (hoc sinh gioi); teachers are 'good teachers' and there are contests at provincial and city levels where the teachers are 'good at provincial/city level'. Detailed directives from the MOET on the system of assessing and ranking teachers were issued on November 2000 (Decision no 48/2000/QD-BGD&DT).

The nominations are based upon the performance of the pupil measured in marks from 0 to 10.

The unit at the school responsible for the emulations is the Emulation and Reward Council (Hoi dong Thi dua va Khen thuong) chaired by the head master. Members are the deputy head masters, the Party Secretary, the Chairman of the Trade Union, The Youth Union secretary, the teacher responsible for the Pioneers and teachers who are head of classes.

Although the emulation system has been simplified during the recent period of education reform in Vietnam, it is still an important instrument to measure the performance of the pupils as well as the teachers.

Inspection system³

Another way of controlling the quality of teaching and learning is the inspection system (thanh tra). It is usually the DOET which is regularly performing this inspection. The members of the inspection team are officials from the District Office of E&T and the DET and some inspection specialists. These specialists could be members of the School Managing Board and/or core teachers with recognized professional skills from other schools. The task of the inspection team is to assist the Office and the Department in their work while the final decision is with the officials of the Office and the Department.

In the inspection, the Department is responsible for assessing matters at the school such as general management, professional capacity, etc. while the Office is responsible for inspecting the teachers. The tasks of the two units, Office and Department, are separated and the criteria are established by each unit.

Relations between schools and parents

³ All activities under State management in Vietnam are subject to the inspection system. It is usually an independent unit within the each section or department.

The most common way of reporting between the teachers and the parents has been the ‘so lien lac’ and the ‘vo lien he’. These are note books where the teachers and parents are informing each other of the ‘status’ and performance of the pupil. Earlier this was the main communication line between the teachers and the parents. Today, the Parents’ Association is playing an increasingly important role, encouraged by the 2005 Education Law (see also below).

Law on Education

On 14 June 2005, a new Law on Education was adopted by the National Assembly, replacing the 1998 Law on Education.

The new Law reflects some major changes as selected below:

- Although Vietnamese language is the official language in the school system, the new Law permits teaching and learning in ethnic minority languages.
- There are two main actors (subjects) in teaching and learning, however the teacher is assuming the decisive role in preserving the quality of education.
- Different from the 1998 Law, the role of the school administrators is emphasized.
- Verification of the quality in education is necessary. There is an ‘illness’ to run after results and people are seeking for certificates only. So the inspection work (thank tra) must be reinforced.
- The new Law is less firm on age and grade. Depending on the conditions, pupils in the elementary school may start grade one earlier or later, surpass or repeat grades.
- According to a decision made by the National Assembly in December 2004, there is no examination of primary school pupils any longer.
- The school management at school level should integrate the three education environments: school, family and society.
- ‘Socialized’ (xa hoi hoa) education is the availability of three types of school ownership: state (cong lap), community (dan lap) and private (tu thuc).
- Paragraph 84 in the 2005 Law is using the expression ‘the right of the child’ (quyen tre em) but only referring to the age of 3 months to 6 years (mam non). The expression used for other ages is ‘the rights of the pupil’ (paragraph 86) and ‘the tasks of the pupil’ (paragraph 85).
- In an attempt to strengthen the parent’s (and community’s) role in the school management, the Law is stipulating the formation of a ‘Board of Parents’ Representatives’ (Ban dai dien cha me hoc sinh) that should be elected by the members of the Parent’s Association. There should be one Board in each class and each school.

The rights and duties of the pupils

The rights

1. Enjoy respect and equal treatment from the school and other educational establishments, be supplied with sufficient information regarding his/her studies and practices;
2. Be able to study at earlier age, surpass grades, study faster than the curriculum plan, study at later age than stipulated, study at slower speed, repeat grades;
3. Receive diploma and certificates after graduation from different levels of the elementary school and other training according to the rules;
4. Have the right to participate in the activities of the mass organisations and the

social organisations at school and other educational establishments according to the rules of the Law;

5. Have the right to make use of the equipment and other means of support in the study, cultural and sport activities of the school and other educational establishments;
6. Directly or through his/her representative make petitions to the school or other educational establishments to contribute with solutions to develop the school, protect his/her legitimate rights and interests;
7. Enjoy priority from the State in getting employment in the State management if his/her studies have achieved the rank of 'well done' and if he/her has a good moral.

(Paragraph 86; Law on Education, June 2005)

The duties of the pupils

1. Implement the task to study, to practice according to the curriculum of the school and other educational establishments;
2. Respect the teachers, the managers and the staff of the school and other educational establishments; show solidarity and assist each other in the studies and practices; implement the rules and regulations of the school; implement the legislation of the State;
3. Participate in manual work and social activities, activities to protect the environment suitable to age, health and capacity;
4. Preserve and protect the property of the school and other educational establishments;
5. Contribute to establish, protect and develop the traditions of the school and other educational establishments.

(Paragraph 85; Law on Education, June 2005)

Continued reforms

The most updated central document on the Vietnamese education system is the on-going drafting of the Education Strategy 2010-2020. Its overarching goal is:

‘Creating an advanced education, with national characteristics, forming the foundation for the industrialization, modernization, sustainable development of the country, responsive to the socialist oriented market economy; creating learning opportunities and abilities to adapt to the world’s education for all; training Vietnamese workers with relevant qualities, knowledge and professional skills, with independent creative thinking ability, with the consciousness for responsibility and mastery.’

In this endeavor, there are opportunities and challenges as listed by the Strategy:

Opportunities

The tradition of learning spirit of the nation, the attention from the Party and the whole population for education is the most important opportunity for education development.

After 20 years of innovation the achievements in socioeconomic development has brought in new forces. The resources are more available from the government and the population.

Overseas Vietnamese are looking to their home land and are ready to contribute to the development of the education.

Challenges

The risk of being left behind economically compared to many countries in the region and internationally is still visible. The quality of the socioeconomic development and competition capacity is still low.

The social inequity could become bigger; the rich and poor distance, regional gaps are more evident.

The demands for economic development are the next 10 years are not asking for quantity but also a high quality of manpower. Though 62.7% of the population is of working age, their qualifications are low compared to many countries in the region. The quality of trained manpower is low, in professional knowledge and in skills, there is a lack of highly qualified manpower in many sectors. The structure of trained manpower is irrational, with a high proportion in the agricultural sector. The increased needs in quantity and quality of trained manpower are creating huge pressure on education.

Appendix 4. Inclusive Education in a Context

The introduction and elaboration of the IE concept and approach in Vietnam has been a gradual process and still is.

The concept is based upon the idea that all children have the right to have access to education in the regular school system in order to be able to develop their personality, knowledge, skills, talents and mental and physical capacities. As social beings they are interacting with their classmates, friends, parents, teachers and others, thus contributing to the development of a human society as a whole.

This IE concept is well in line with a number of national and international laws, conventions and declarations.

The issue in Vietnam and elsewhere is no longer *why* all children have these rights but rather *how*. Opinions vary however on what is the best education for children with disabilities. On the international scene, since the 1980ies, different approaches have emerged, all going from a solely medical approach (in form of rehabilitation) to a combination with and an elaboration of a socially related approach where education is an important element.

International experiences

Generally, there are mainly three outlooks and ways of managing children with disabilities at the school level. They could be described as follows:

1. Special education and Resource Centers

Schools specialized in educating children with different impairments such as difficulties or total lack in seeing and hearing capabilities, mental retardation, etc. These schools together with so called resources centers usually demand considerable resources and are common in industrialized countries such as Sweden.

2. Integrated education

Children with disabilities are integrated as a group into the regular education system either as a separate school within the same physical area or as classes.

3. Inclusive education

The IE concept recognizes that all children are different and can contribute with these differences making the school a better place for everybody. Thus the concept assumes that differences between human beings are normal and it emphasizes diversity. The teachers should therefore know about the individual capabilities of the pupils and adjust their teaching accordingly. Curriculums should also be flexible and allow for different teaching methods.

Generally, there is a strong support in the world for the IE concept. Some supporters consider that the two first approaches are only stages in the evolution rather than variations of education that could exist at the same time and work in combination. There are examples in Vietnam where the special schools function well, particularly in the big cities. One limitation is that because of the high costs they are too few to reach all children who need such education. In Sweden, where special education (special schools and resource centers) is comparatively developed, children and parents often prefer the special education, because

specialists and resources are concentrated to these schools and the pupils do not feel they can develop better in the regular schools.

In the recent debate on IE, concern is raised on the systematic barriers to IE, summarized in a document from Canada (New Brunswick Association, 2007):

- Barrier 1: Difficulties with embracing diversity and the inclusive education philosophy/model.
- Barrier 2: he lack of knowledge and skills to effectively implement inclusive education.
- Barrier 3: The lack of adequate and appropriate accountability mechanisms.
- Barrier 4: The serious inadequacies of the current system of providing professional supports within the education system.
- Barrier 5: The lack of adequate opportunity and time for good collaboration, planning and preparation.
- Barrier 6: Ensuring that classrooms are an appropriate size and are heterogeneous (i.e. they reflect the broad range of diversity that exists within the student population).
- Barrier 7: The lack of a relevant curriculum based on the principles of universal design.
- Barrier 8: The appropriate use of paraprofessional supports within the education system.
- Barrier 9: The discriminatory effect of paraprofessional and transportation scheduling.
- Barrier 10: The lack of adequate transitions for students entering a new school or moving from one grade level to another.
- Barrier 11: The lack of adequate support parent/families to be true partners in inclusive education.

Rehabilitation was always a part of the picture and has generally gone from a purely medical issue to a combination of medical treatment and inclusion in school and society. Vietnam is no exception and during the first years of support to children with disabilities, it took the form of rehabilitation only. A step towards social integration was the so called Community-Based Rehabilitation (CBR) programs that were introduced in Vietnam in 1986 and that were supported by different donors. The philosophy was to provide rehabilitation services to adults and children with disabilities in places where they are living.

The IE process in Vietnam

Special education schools are a known concept in Vietnam since early on. The first special school (Truong Diec Lai Thieu) for children with hearing difficulties was established in 1886 in Binh Duong province and in 1905 a school (Nguyen Dinh Chieu) for children with seeing difficulties in Ho Chi Minh City. In 1980 there were some 30 special schools. And by 1995, about 3,7000 children with disabilities were studying in 66 different special schools.

During the 1980ies some trials were made with integration in the regular schools but they failed and the children were sent back to the special education schools.

Considering that there are an estimated number of 1 million children with mild, moderate and severe disabilities where few have access to education and a social environment that does not take into account their special needs and capabilities, there is an opportunity for re-thinking. It is here where the IE concept could fill a gap.

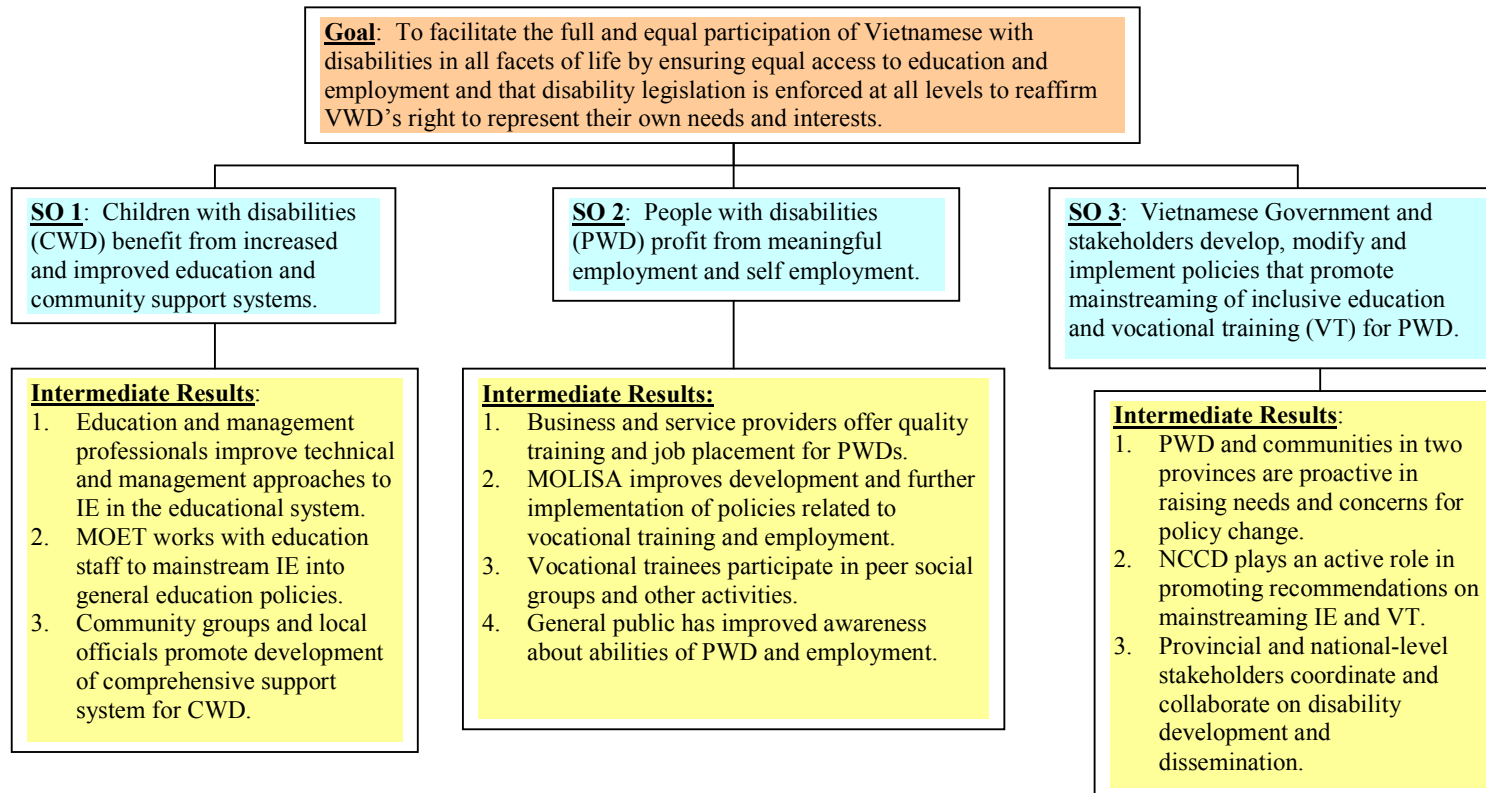
The first time that the concept 'inclusive education' was discussed in Vietnam was in 1985 at a conference arranged by UNESCO. However it was not until 1990 that the first projects for IE were prepared and implemented by MOET and NIES in Vietnam. The main supporters have been UNESCO, UNICEF, and foreign Non-Government Organizations (INGOs) such as CRS, Save the Children, and the World Concern Development Organization.

In 1990 Vietnam started to set up IE models with the support from different donors (as above). Until 2007 there were 70,000 CwD in IE in the Pre-school and Primary school system. At the same time there were 105 special schools or centers with over 7,000 CwD which expected to be upgraded to IE Support Centers (Le Tien Thanh et al, 2007).

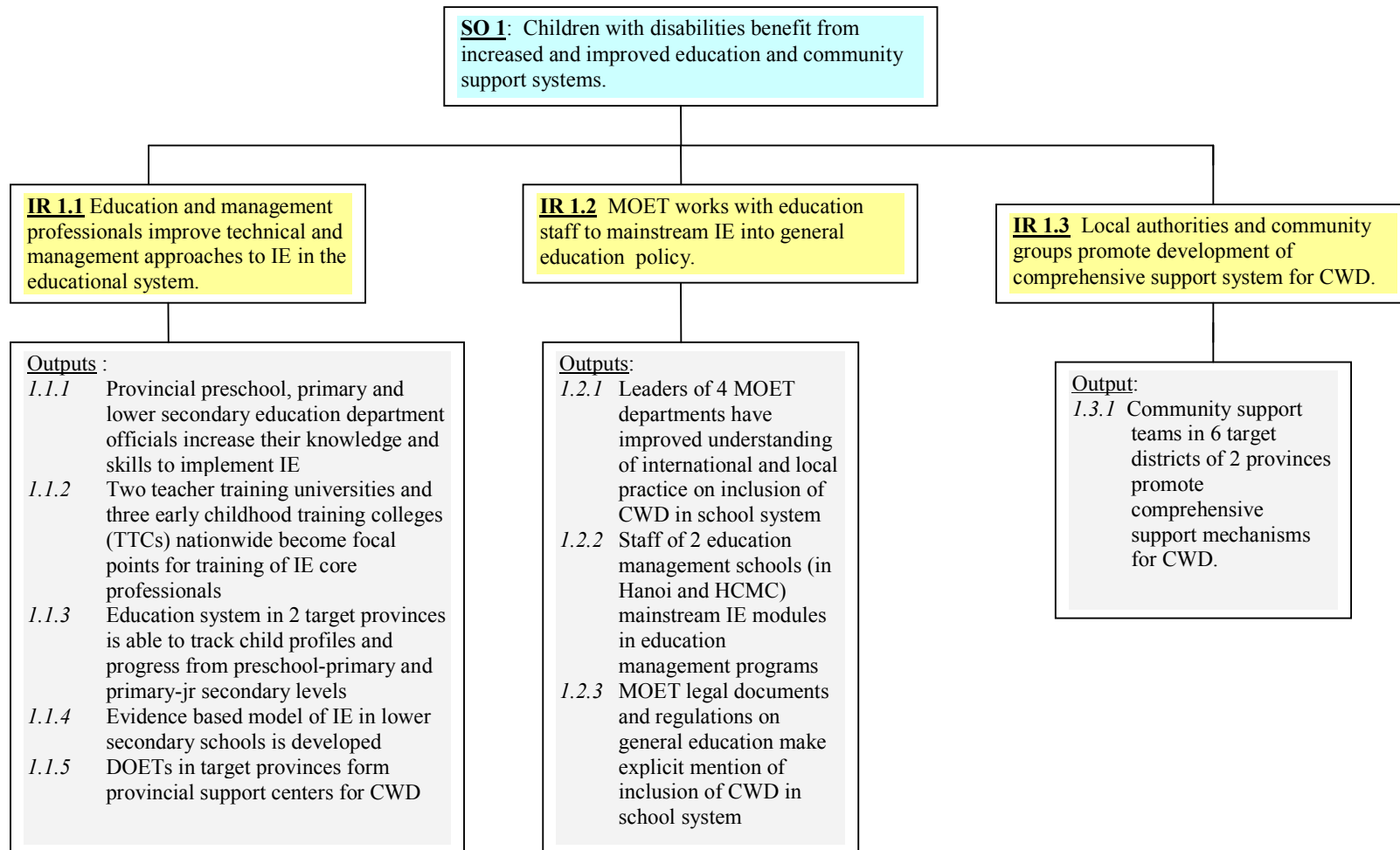
Recently, three Teacher Training Colleges in Hanoi, Ho Chi Minh City and Da Nang set up Centers for Early Intervention and support for IE aiming at bringing in IE into the ordinary teacher trainer curriculum.

Appendix 5. Project Results Framework

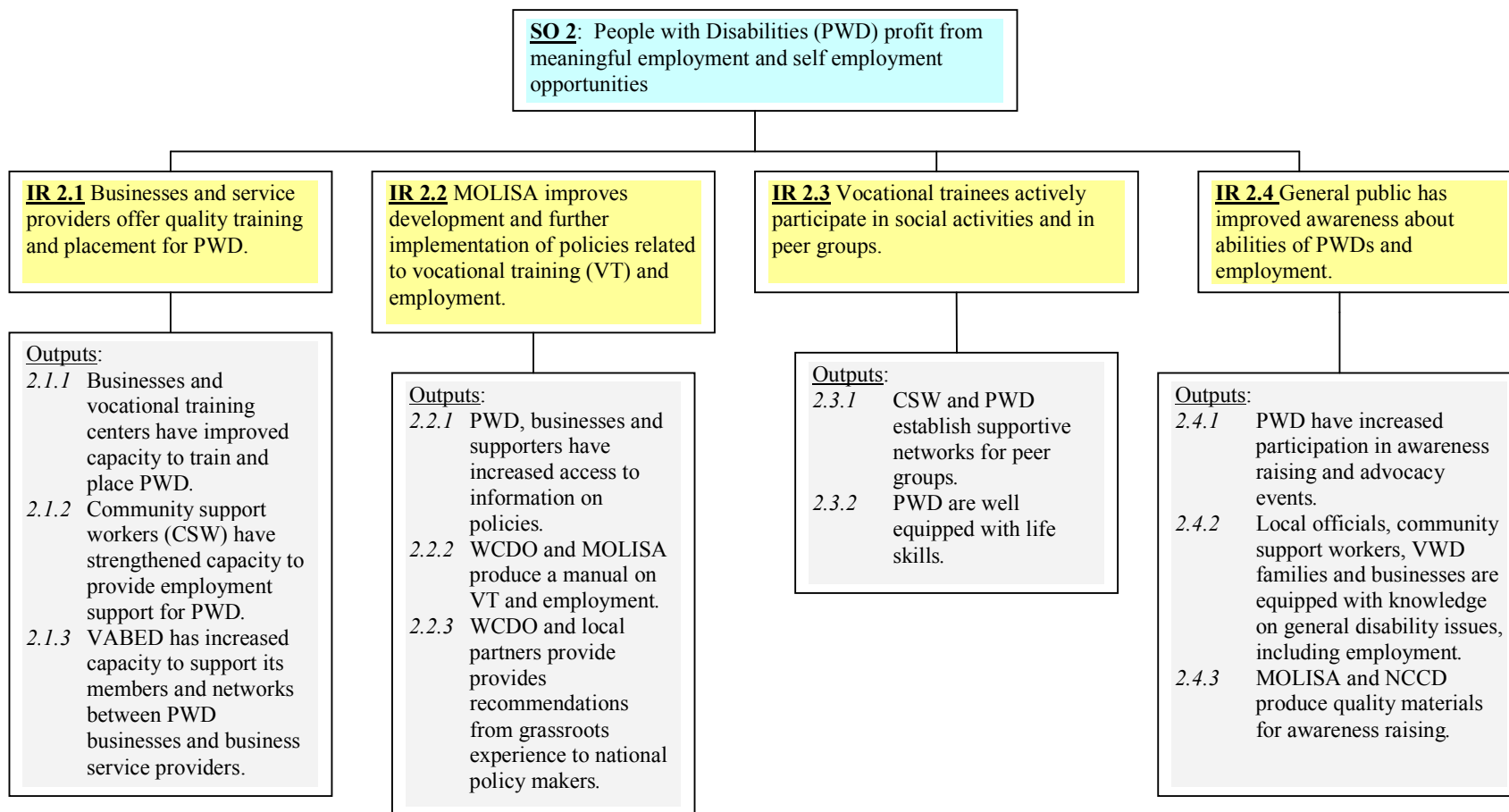
Inclusion of Vietnamese with Disabilities



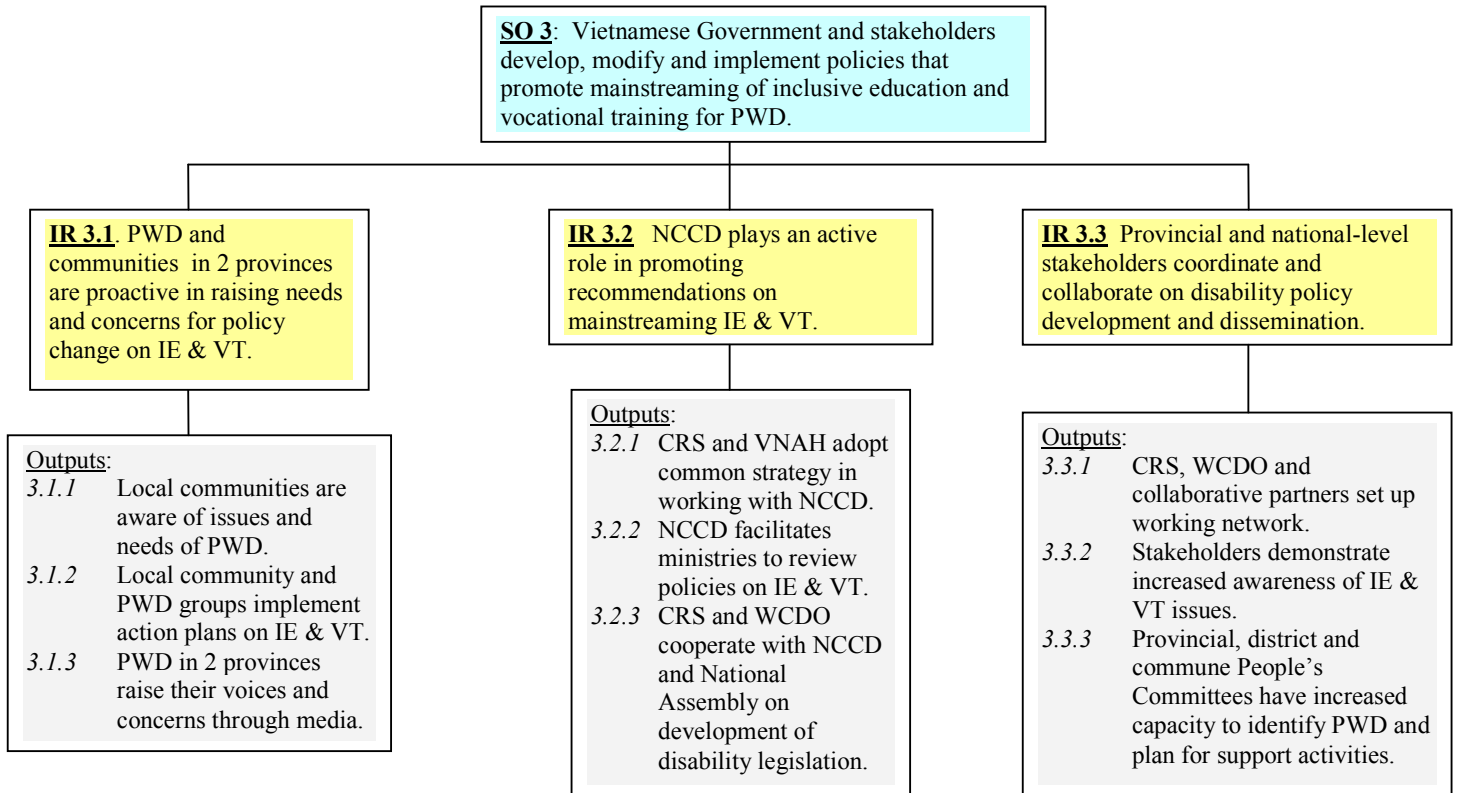
SO 1: Inclusive Education



SO 2: Vocational Training and Employment



SO 3: Policy Development



Appendix 6: Performance Indicator Tracking Tables

Performance Indicator Tracking Table (PITT) – IVWD Project Objective 1

Indicator (Notes 1, 2, 3)	Description	Baseline Value	Midterm Evaluation (Year 2)				Year 3		Extension Phase (Y4)- End of Project		
			MTE Target (Note 5)	MTE Achieved	Achieved v. Target (Note 4)	Revised indicator or target? (Note 6)	EOY3 Target	EOY3 Achieved	Y4 Target	Y4 Achieved	Achieved v. Target (Note 4)
SO1: a. Preschool attendance rate	% of CWD in 6 dists. in school	24,88% (157 CWDs)		76,8% in Ninh Binh and 59% in Quang Nam	NB achieved EOP target		70%	NB: 76.8% QN: 68% (494)			
Primary attendance rate	""	73.09% (1203CWDs)		80% in Ninh Binh and 65% in Quang Nam			85%	NB: 90% QN: 75% (total: 1,489)			
Jr. sec attendance rate	""	76.67% (1558 CWDs)		78,8% in Ninh Binh and 55% in QuangNam		Revise downwards from 85% to 75% overall	75%	NB: 87.2% QN: 63% (1,148)			
b. # of children enrolled	New CWD attending school	3699 (including 781 CWDs at upper secondary level)		1,999 new CWDs at 3 educational levels (except upper secondary level)	Already far higher than EOP target (was set too low)	Revise EOP indicator upwards from 513 to 2,500	2,500 new children since start of project	Total 3,101 CWD	600 new; total 3,701 enrolled since start of project		
c. promotion rates	Primary graduates continuing to secondary school	416 students presently in 5 th grade	354 (85%)	83%Ninh Binh and 81% in Quang Nam			85% of 5 th grade students in year 2	QN 80%. NB 83%			
d. gender	% of enrolled CWD who are girls	46.20 (1709)	Appears that baseline is OK	No specifically collected during Mid term eval			Maintain level of 45%		Maintain level of 45%		

IR1.1 a. Teachers trained	Expect 1 teacher/3 students or 1,878 in all	0	1,126 (60%)	1,765 preschool and primary teachers + 141 key teachers in both provinces	Already over target (more teachers who are not teaching CWD)	Revise upwards from 1,502 to 2,000	2,000	2,235	160 new, 3,395 in all		
b. Education staff trained		0	139	96 key lecturers in 9 key training institutions trained in advanced IE skills			278	271	200 new (secondary level), 471 in all		
Output 1.1.1 a. Provincial officials trained	64 provinces * 3 levels (preschool, primary, jr. sec)	0	96	686 key preschool, primary and secondary educators from 65 provinces	Target surpassed due to multiple, larger training courses	Revise EOP target upwards from 192 to 750	750	963	55 new; total 1,018		
b. Resource trainers	1/3 of provincial officials trained	0	32	115 key provincial and district teachers trained in IE and special methodologies	Target surpassed due to multiple, larger training courses	Revise EOP target upwards from 64 to 128	128	115	128		
Output 1.1.2 # of TTCs training IE professionals	nationwide	0	3	7 univ and TTCs have participated in model development			7	9			
Output 1.1.3 Schools using IEPs	In 2 target provinces	0	180 (50%)	NB: 140 schools QN: 114 schools			288 (80%)	254			
Output 1.1.4a Jr sec research submitted to MOET		0	1	0	Research frame developed		1	1			
1.1.4b <i>Ministerial-level research on lower secondary IE</i>	These indicators from the Proframe are added here for the								Research and 2 articles published		

completed and published	secondary level expansion											
1.1.4c # of national workshops held on lower secondary IE			2	2				2	2	4		
1.1.4d # of training courses for lower secondary teachers held that use IE modules							(No target set previously)	QN = 6 NB = 11	QN = 11 NB = 14			
1.1.4e # of lower secondary schools in target districts that pilot IE modules			5	0				5	5	10		
1.1.4f # of new pupils (CWD) attending secondary school in target districts										150		
Output 1.1.5 a. # of support ctrs	In 2 target provinces	0	1	0	2 proposals submitted to provinces			2	Both QN and NB decided to set up personnel network as first step in building up the RSs	Network of 4 key staff set up in each province Provinces set up 2 support rooms with basic facilities		
b. #of staff in support centers	In 2 target provinces	0	10	0				20	0	16		
IR1.2 a. legal	Mainstreaming	0	2	20 incl. school year tasks at 3	Target	Revise	25	24		2 guidelines from Secondary and		

docs revised by MOET	IE			educ. levels, School Charters at Primary level (approved) and at Preschool Level (in process); core curriculum on Special/IE for colleges and in-service curriculum on IE mgmt.	exceeded	upwards			Higher education department developed to support the IE institutionalisation		
b. Univ/TTCs using IE modules	Nationwide	0	1	0	7 univ/TTCs are partic in model development	Revise upwards from 3 to 7	7	7	13 provincial & national TTCs use IE modules		
c. % increase in budget for IE	Cannot be measured – disaggregated budget not avail. from MOET <i>[this has now changed and some figures are available]</i>			MOET reports to receive 1.5 billion dong (approx US \$ 90,000) from the National Action on Disability (government budget)	MOET expects to receive 3.5 billion in the next 2 years	Continue to monitor as more budget figures become available	100% increase in FY 2008 compared to FY 2007	4.5 billion dong received			
Output 1.2.1 a. MOET leaders taking initiative on IE	Baseline counts current leaders – may change in future	10	15	23 MOET steering committee members are involved in IE, esp. 2 Vice Ministers and 10 key staff from 4 MOET depts, NIESaC	Target exceeded	Revise upwards from 20 to 30	30	29			
b. # of initiatives supporting IE	Initiatives = any action such as new project, letter, workshop, policy	0	2	2 (workshop on School transition for CWDs; MOET consultation with 64 provincial edu representatives to get feedback on Decision 23 implementation)			4	3	6 (materials printed)		

Output 1.2.2 Ed. management schools using IE module	Nationwide	0	1	0	Hanoi Institute of Edu Management involved in IE mgmt curriculum development		2	IE management core curriculum has been approved.	2 mgmt institutes (N & S) pilot use of IE management curriculum		
Output 1.2.3 # of recommndtns on policy change by MOET	Baseline = Education Law, IE Regs, CWD Strategy	3	4	4: add recommndn to change terminology of "handicap" into "disability"			5 (incl Disability Law)	6			
IR1.3 a. # of CSTs formed	In 6 target districts	0	72 (60% of communes)	6	CSTs / Parent assoc began in 2007	Revise target downwards	42	11			
b. Parents involved in advocacy & awareness activities	In 6 target districts	0	1800	225		Revise target downwards	1000	502			
Output 1.3.1a. # of CSTs that participate in IE/VT support	In 6 target districts	0	72	6 teams develop action plans on supporting IE		Revise target downwards	42	11			

Performance Indicators Tracking Table (PITT) – IVWD Project Objective 2

<i>Indicator (Notes 1, 2, 3)</i>	Description	Baseline Value	Midterm Evaluation (Year 2)				End of Project (Year 3)		
			MTE Target (Note 5)	MTE Achieved	Achieved v. Target (Note 4)	Revised indicator or target? (Note 6)	EOP Target	EOP Achieved	Achieved v. Target (Note 4)
SO2									
a. # of PWDs trained in 6 target districts as a result of the project	PWDs possess enough physical and mental ability to participate in vocational training	406 PWD (out of 513 Interviewees) who need vocational training	120 PWD trained	123 PWD NB: 60 PWD trained or received small grant QN: 63 PWD trained	+ 3	at least 250 PWD trained or received income generation support	250 PWD or more trained or received income generation support	309 PWD trained or received small grant NB: 134 QN : 175 PWD trained	+59

b. # of PWDs who are employed as a result of the project	# of PWD have enough ability to work, match enterprises' requirements and hired as employees, or be self-employed	470 PWD (out of 513 Interviewees) who need employment	75% of 120 PWD (=90) employed	41.5% of 163 PWD (=51) employed or self-employed NB: 70% of 60 PWD (=42) QN: 14.3% of 63 (=9)	- 39	no	188 PWD employed/self-employed	90% (= 278/309 PWD) employed or self-employed NB: 91% (=123) QN: 88% (=155)	+90
c. % of PWD trained who have increased income from employment or self employment	% of trained PWD own income or higher income than before they participate in the Project	97 PWD receive social welfare 57.3% are poor households 39.2% are middle households	75% of 90 employed PWD (=68) increased income	100% of 51 employed or self-employed PWD increase income NB: 100% of 42 employed or self-employed PWD increase income QN: 100% of 9 employed PWD increased income	- 17	no	141 PWD increased income	90% of 278 (= 249) employed PWD increased income NB: 100 % of 123 (=110) QN 100% of 155 (=139)	+108
d. % of those employed who are women	% trained or self employees are women	139 women need employment	50% (=45) of those employed who are women	31.4% of 51 PWD (=16) employed or self-employed are women NB: 31% of 42 PWD (=13) QN: 33.3% of 9 (=3) employed who are women	- 28.6%	50% of 250 beneficiaries are women (=125)	50% (=94) PWD employed/self-employed are women	47% (=130) of those employed who are women NB: 53% of 123 PWD (= 66) QN: 41.3% of 155 (= 64)	_ 3%; + 36 PWD employed who are women
e. Observed positive change in personality and attitude of PWD on life and work, social networks and social integration.	KAP scores for PWD. PWD actively participate in meetings, group activities.	According to KAP Knowledge: 3.59 Attitude: 6.37 Practise: 1.48	KAP measured at baseline survey and final evaluation only				K = 7 A = 8 P = 6		

IR2.1									
<i>a. # of businesses and service providers who provide full-time employment for PWD trained as a result of the project</i>	# of enterprises in 2 target provinces	51 businesses said they'd either provide vocational training only (14) or both vocational training and employment (37)	50 businesses involved in the project	68 businesses involve in the project (provide VT and/or employment), among them 16 provide employment for PWD NB: 21 businesses provide VT, among them 10 also provide employment QN: 47 businesses provide VT and employment, among them 6 provide employment	+ 18	100 businesses involved in the project , among them at least 50% (=50) employed PWD after training	100 businesses joined the project, at least 50% employed PWD after training.	142 businesses provided VT and employment, among them 122 provided employment NB: 48 businesses provide VT/employment of those 45 provided employment QN: 94 businesses provided VT and employment, of those 77 provided employment.	+ 42 businesses Of those + 32 provided employment for PWD
Output 2.1.1									
a. # of business/ service providers train and recruit PWD	# of enterprises provide vocational training for PWD and commit to hire PWD after they finish their training	37	50 businesses	68 businesses NB: 21 businesses provide VT QN: 47 businesses provide VT	+ 18	100 businesses involved in the project , among them at least 50% (=50) employed PWD after training	100 businesses joined the project, at least 50% employed PWD after training.	142 businesses provided VT and employment, among them 122 provided employment NB: 48 businesses	+ 42 businesses Of those + 32 provided employment for PWD

								provide VT/employment of those 45 provided employment QN: 94 businesses provided VT and employment, of those 77 provided employment.	
Output 2.1.2									
a. # of CSWs who demonstrate increased skills and knowledge in supporting and placing PWD in jobs or businesses	Measured through questionnaires and job evaluations	0	25 CSWs and 6 CBSWs increase knowledge and skills	24 CSWs and 5 CBSWs increase knowledge and skills NB: 12 CSWs and 2 CBSWs QN: 12 CSWs and 3 CBSWs	-1 CSWs and -1 CBSWs	28 CSWs and 6 CBSWs apply knowledge and skills (QN needs 4 more CSWs)	25 CSWs and 6 CBSWs apply knowledge and skills	(25 CSW, 6 CBS increase knowledge and skills NB: 10 CSW, 3 CBSW QN : 15 CSWs and 3 CBSWs) apply knowledge and skills	
Output 2.1.3									
a. # of VABED trainers who conduct training for PWD as a result of the project	VABED staff attending in SIYB TOT training by VCCI	0	10 VABED trainers conducted SIYB training for PWD	7 Vabed trainers conducted SYB training for PWD	- 3	no	15 VABED trainers conducted SIYB training for PWD (in QN max: 3)	13 VABED trainers conducted SIYB training of PWD of those 4 VABED trainers from QN	- 2
b. # of VABED staff or members who are networking among themselves and with VCCI network nationwide	# of participants, meetings, workshops, or discussion opportunities held among VABED themselves and with	0	6 VABED staffs, members networked among	20 Vabed staffs, members networked among	+ 14	20	12 VABED staffs, members networked among themselves and	20 VABED staffs, members networked among	+ 8

	VCCI network members		themselves and with VCCI association	themselves and with VCCI			with VCCI association	themselves and with VCCI	
IR2.2									
a. # GoV and/or other programs that use community-based on-the-job-training models	VCCI, VABED, MOLISA, DELISA, INGOs programs	2 (Quang Nam, Hai Duong)	2 organisations integrated on-the-job training model	2 (DELISA Hai Duong and Spanish Red Cross integrated some aspects of the OTJ training model in their programs)	0	no	4 organisations integrated on-the-job training model	5 organisations intergrated on the job training model of those 2 from QN: Quang Nam Job Promotion Center , Danang Red Cross And (DELISA Hai Duong, Spanish Red Cross, VABED	+ 1
b. # of dissemination workshops on disability and vocational training laws and ordinances implemented by MoLISA	Organized in 2 target provinces	0	1 workshop organised	1 workshop organised in NB	0	no	2 workshops organised	16 workshops of those NB: 6 QN : 10 workshops	+14
Output 2.2.1									
a. % of PWD, families and businesses who demonstrate improved understanding of key policies related to VT and employment	% of PWD, their families and enterprises in the Project gain access to and receive benefit from Government and local authority policies for PWD	PWD: 40.25% Family: 52.3% Enterprise: 56.1%	70% of target groups (84 PWD & their families, 35 businesses) improved understanding of key VT policies	70% PWD & their families, businesses improved understanding of key VT policies (according to questionnaires and interviews)	0	no	PWD: 75% Families: 75% Enterprises: 75%	80% PWD & their families, businesses improved understanding of key VT policies (according to questionnaires and interviews) In QN: PWD: 85% Families: 80% Enterprises: 80%	+ 5%

Output 2.2.2									
a. Manual developed	IEC manual for PWD	0	1 set of manual developed	0		no	1 set of manual developed	1 set of AR and VT/employment material for PWD developed	
b. # of copies printed and disseminated in workshops by MOLISA	Laws and ordinances and copies of IEC manuals for PWD	0	1 disseminated workshop organised; 300 of copies printed and disseminated	0		no	1 disseminated workshop organised; 500 of copies printed and disseminated	13 workshops NB: 3 workshops; 310 copies printed QN: 10 disseminated workshops organised; 430 of copies printed and disseminated	+12 workshops + 240 copies printed
Output 2.2.3									
a. # of recommendations/best practices provided to MoLISA and NCCD	Recommendations/best practices on vocational training policies for PWD as well as dissemination documents, community based model for vocational training	3	5 recommendations provided to MOLISA	1 list of 5 recommendations provided to MOLISA	0	no	10 recommendations provided to MOLISA	A list of 10 recommendations provided to MOLISA	
IR2.3									
a. % of trainees who are members of peer groups	6 peer groups and 2 deaf clubs in both provinces	2	80% (104) more PWD participated in peer groups	89% PWD participated in peer groups NB: 83% of 60 PWD (=50) QN: 95% (=60) PWD	+ 9%	no	200 PWD participated in peer groups	273 PWD participated in peer groups NB: 80% of 134 (=107) PWD QN: 95% of 175 166)	+ 73

								PWD	
b. % of peer groups having formal contact with other PWD Support Groups or networks	% of peer groups joint in other community activities (HIV/AIDS, family planning, deaf club)	6 peer groups in 6 target districts and 2 deaf clubs in 2 target provinces	50% (4 groups) has formal contact with other groups of PWD	6 peer groups and 2 deaf groups have contact with other groups of PWD	0	no	6 groups have formal contact with other groups of PWD	6 groups and 2 deafs groups have contacted with other groups of PWD NB: 3 groups and 1 deaf club QN : 3 peer groups and 1 deaf groups	
Output 2.3.1									
a. # of peer groups and deaf clubs functioning in 6 target districts	One peer group in each district and one deaf club in each province	2	8 groups actively operated	6 groups actively operated	- 2	no	8 groups independently and actively operated	8 groups independently and actively operated	
b. Frequency of group meetings	Monthly	0	8 groups held monthly meeting	8 groups held monthly meeting	0	no	8 groups held monthly meeting	8 groups held monthly meeting	
c. # of groups led by PWDs	Group managed and chaired by PWD themselves	2	6 groups led by PWD	6 groups led by PWD	0	no	8 groups led by PWD	8 groups led by PWD	
Output 2.3.2									
a. % of PWD who demonstrate improved knowledge and capacity over the life of the project on com. skills, leadership, reproductive health, and other life skills	Measured through observation and questionnaires	0	80% of 120 PWD (=96) improved knowledge and capacity	80% of 123 PWD (=98) improved knowledge and capacity NB: 80% of 60 PWD (=48) QN: 80% of 63 PWD (=50)	2	no	200 PWD improved knowledge and capacity	317 PWD improved knowledge and capacity NB: 107 PWD QN : 210 PWD	+ 117
IR2.4									
a. # of PWD participating in meetings and social activities supported by the community	Community organization as youth union, women union, association for PWD	Youth union: 167 Peer group: 2 Others: 126	120	120 PWD NB: 60 QN: 60	0	200	200 [not 250]	267 PWD participated in meeting and cosial activities NB: 107	+ 67

								QN: 160	
b. % of employers, PWD families, local officials and community support workers demonstrate improved awareness of disability employment issues	% or # of PWD and their families, employers, local officers and community workers participated in awareness training sessions, accessed to document and policies for disable people % of employer, PWD families support and provide vocational training and employment opportunity for PWD	Enterprise: 47.55% Family: 43.7% Local authority: 76.5%	(70%) 84 PWD & their families, (100%) 25 CSWs and 6 CBSWs improved awareness of disability employment issue	70% of PWD & their families, local officials and 100% CSWs, CBSWs improved awareness of disability employment issue	0	no	Enterprises: 75% Families: 75% Local authorities: 90%	Enterprises: 80% Families: 80% Local authorities: 90%	+ 5%
Output 2.4.1									
a. # of national and local awareness raising campaigns with PWD representation or involvement	Meetings or awareness raising activities	6	6 additional campaigns / activities	7 1) Exchange activity with PWD motorbike Team from South & Central of VN (May '06; 2) International PWD Day 3/12 in Ha Noi, 3+4) Int'l PWD Day 3/12 in Ninh Binh, Quang Nam; 5+6) Vietnam PWD Day 18/4 in NB, QNam; 7) Youth Day 26/3 in QNam	+ 1	no	12 additional campaigns / activities	25 additional campaigns / activities	+ 13
b. % of PWD in 6 districts who demonstrate increased self esteem & mutual support over the course of the proj	% of PWD give comments or ideas in the meetings they attend # of peer groups has linkages together	0	80% (104) more PWD improved self esteem & mutual support	86% of 123 PWD (=107) improved self esteem & mutual support NB: 83% of 60	6% (=3)	no	200 PWD improved self esteem & mutual support	267 PWD NB: 80% of 134 (= 107) QN : 90% of 175 PWD (166)	

				PWD (=50) QN: 90% of 63 PWD (=57)					
Output 2.4.2									
a. % of target groups with improved understanding of the importance of employment for PWD	PWD group, family group, enterprise group, community and local authority group, authority leaders group.	Present knowledge: Community people: 66% Officials: 97% Businesses: 56% Families: 58% PWD: 38%	Measured at final evaluation only				Community: 80% Officials: 100% Businesses: 75% Families: 75% PWD: 75%	Community: 85% Officials: 100% Businesses: 80% Families: 80% PWD: 95%	
Output 2.4.3									
a. # of materials distributed and used in 2 provinces	# of training documents, information dissemination materials, copy of law or ordinances for disable people	0	300 copies of materials distributed	310 copies of law or ordinances for disable people distributed	10	no	500 copies of material distributed	1310 copies NB: 310 copies QN : 1000 copies of material distributed	
b. % of end users of materials who evaluate them as useful and high quality	Measured by workshop evaluations, midterm and final evals. % of people do not discriminate against PWD % of people will to support or listen to PWD	0	70 % of end users of materials	70 % of end users of materials evaluate them as useful	0	no	80 % of end users of materials	80 % of end users of materials	

Performance Indicators Tracking Table (PITT) – IVWD Project Objective 3

Indicator (Notes 1, 2, 3)	Description	Baseline	Midterm Evaluation (Year 2)				End of Project (Year 3)		
			MTE Target (Note 5)	MTE Achieved	Achieved v. Target (Note 4)	Revised indicator or target? (Note 6)	EOP Target	EOP Achieved	Achieved v. Target (Note 4)
SO3									
a. # of govt policies developed or modified	Policies on IE & VT for disabled people	2 (Ed law, VT law)	4	5 (NAP, Biwako, Convention)	+1		6	9	
b. % of stakeholders who are satisfied w/ level of change	Interview workshop participants in midterm and final evals	Not measured in baseline	75%	Not measured in midterm			90%	Not yet measured since final evaluation will be extended to August 09	
c. % of PWD who are satisfied w/ level of change	As above	Not measured in baseline	50%	Not measured in midterm			75%	Not yet measured since final evaluation will be extended to August 09	
IR3.1 – Provincial awareness									
a. # of local communities in target prov with action plans to support PWD	Action plans can be at commune or (more likely) district or province level	0	4	10 (6 communes, 2 districts, 2 provinces)	+6	Add communes to EOP target	6 districts + 2 provinces + 20 communes with Parents Associations	16	5 communes in Qnam already developed two action plans in two years (10)
b. # of PWD in comprehensive support program development	PWD should be included in all stages	0	10	40	+30	Revise upwards	60	502	Parents of CWDs are actively involved in community

									plans
c. # of community groups partic in policy devel. in 2 prov	Can be self-help groups, local associations, etc.	0	6	6 Parents Associations (3 per province)			12	11	
d. # of local initiatives presented to central level	Through project workshops or study tours	0	2	2 (Provincial NAPs)			6	2	
Output 3.1.1 – Local communities are aware of issues and need of PWD									
a. % of local workshop partic demonstrate improved awareness	KAP scores for local community members (combining ed & VT sections of baseline)	K = 4.6 A= 6.7 P= 4.6	Measured in final eval only				K = 7 A= 8 P= 7	Not yet measured since final evaluation will be extended to August 09	
b. # of individual community members and local authorities who demonstrate attitude change	Case studies / human interest stories	0	12	NB+QN: 12			24	Leaders demonstrating attitude change: NB 36, QN 15.	
Output 3.1.2 – Local community and PWD groups implement action plans on IE & VT									
a. # of activities in action plans carried out by local groups		0	Measured in final eval only	2 activities so far; 8 plans developed			70%	Not yet measured since final evaluation will be extended to August 09	However 11 parents associations in NB and QN already demonstrate their commitment in developing 16 action plans in 2007 and 2008.
Output 3.1.3 – PWD raise their voice and concerns through media									
	2 target provinces								

a. # of reports and programs relating to PWD in media in 2 prov.	Can be by or for PWD	0	6 (3 media activities/ province)	QN: 3 TV shots + 4 pieces of news NB: 4 TV shots + 10 pieces of news			Total 20 1 TV program/prov 6 print media/prov 3 radio prog/prov	Total = 21 (NB: 4 TV shots + 10 pieces of news; QN: 5 TV shots + 4 pieces of news)	
IR3.2 - NCCD									
a. # of NCCD action plans that incl IE & VT as a result of project	Action plans = policy or awareness raising activities	1 (NAP)	3 (handbook production with MOLISA, TV & workshop with NCCD)	6	See biannual report	Revise upwards	9	11	
b. # of recommendations on ed & job placement brought by NCCD to govt	Can include evaluations, verbal or written recommendations	2 (NAP, VT Law)	5	2	-6		8	5	NCCD has been also involved in advocating for disability law with inputs from CRS and WCDO, especially relating to law title of disability instead of handicapped and other IE and VT contents
Output 3.2.1 – CRS and VNAH adopt common strategy in working with NCCD									
a. # of NCCD reports citing collaboration with CRS and VNAH	# of idea contribution from CRS, WCDO, and local stakeholders	0	3	3			5		
Output 3.2.2 – NCCD facilitates to review policies on IE & VT									

a. # of meetings held by NCCD with MOET on IE policies	National or provincial workshop	0	2	3 workshops held to date altogether		Revise target downwards from 4 mtgs in each area to 6 overall	6	5	A part from 5 separate meetings, NCCD regularly mentioned issues of IE and VT during quarterly and annually NCCD plenary meetings with all ministerial members
b. # of meetings held by NCCD with MOLISA on VT policies		0	2						
Output 3.2.3 – CRS and WCDO cooperate with NCCD and National Assembly									
a. # of laws or ordinances under preparation in National Assembly	New laws targeted: Disability Law, Tax Law for PWD businesses	3	4	4	Se biannual report		5	5	
b. Content relating to IE & VT in these bills	Inclusion should be main strategy	0	1	1			2	2	VT laws and Education strategy 2010-2020 is under process, however IE is explicitly indicated in.
c. # of meetings per year with National Assembly	Target 2 mtgs/year	0	3	2	-1	Revise downwards from 6 to 4	4	2	Will occur during law preparation in 2008-09.
IR3.3 – Network collaboration									
a. # of joint support activities among stakeholders for policy change	Can include workshops, campaigns, other activities that involve multiple sectors	0	4	2	-2	Revise downwards from 8 to 5	5	4	
b. # of provincial, district and commune PCs in 2 prov with collaborative mechanism on PWD	Collab mechanism = committee, center, or other structure	0	7	10	+3		2 provinces + 6 districts + 6 communes	2 provinces + 6 districts + 6 communes	Regular project management board meeting at provincial level and bi-

									annua partnership meetings at central level
Output 3.3.1 – CRS, WCDO and collaborative partners set up working network									
a. # of joint activities	Ex = formation of a new group or network	0	4	4			8	12	
b. # of advocacy campaigns conducted with partners	Targeting specific govt policies	0	3	2	-1		6	6	Through Int'l and National disability days at central and local levels
Output 3.3.2 – Stakeholders demonstrate increased awareness of IE & VT issues									
a. # of IE, VT components in awareness raising workshop	National workshop in 2007. Target 5 segments on each IE, VT	0	10		Indicator changed to # of provincial partners partic in disability events	25 to date	50	55	
b. % of workshop attendees evaluate IE, VT portions as positive		0	80%						
Output 3.3.3 – Province, district and commune people's committees develop programs to support IE & VT									
a. # of provincial, district, commune PC members trained in strategic planning	Through training on comprehensive support model and action plan development	0	50	50			100	50	
b. # of actions to support IE, VT implemented by 2 provinces	Actions can include new projects, workshops, letters etc.	0	6	2	-4		12	4	

Performance Indicator Tracking Table (PITT) – IVWD Project Objective 4

Indicator	Description	Baseline	End of FY 2007 (Y2)				End of FY 2008(Y3)		Extension Phase- FY 2009		
			MTE Target	MTE Achieved	Achieved v. Target	Revised indicator or target?	EOY3 Target	EOY3 Achieved	EOY Y4 Target	EOY 4 Achieved	Achieved v. Target
SO 4A – ITTP is self-sustaining											
a. \$ amount of external funding raised				\$46,400			\$62,000	\$46,400	\$63,595		
b. # of international standard trainers employed at ITTP				2			2	2	25		
IR 4.1 – ITTP established											
a. Barrier-free access to all HCIT facilities	# of accessible facilities	0	1	1	Yes		1	1	2 (incl new HCMC site)		
b. # of computer workstations in place			30	60	30 from CRS, 30 provided by school	Target achieved	50	60	80		
c. # of specialized software modified for use in ITTP				4		Target achieved	4	4	10		
IR 4.2 – Cooperation with HCIT											
a. # of HCIT teachers and administrators trained in inclusive education				0			10	0	10		

b. # of PWD trained in inclusive classes	Regular HCIT classes (not ITTP classes)			0			10	0	30		
c. Ratio of applicants accepted	Applicants per student accepted; a sign of effective recruitment			5.45 : 1	More applicants than expected		5 : 1		3:1		
IR 4.3 - Sustainability											
a. \$ amount contributed by ITTP facilities to students' costs				\$76,215			\$125,000	\$118,000	\$238,500		
b. # of IT companies and donors who support ITTP				4			6	5	10		
c. # of businesses on Business Advisory Council				10			13	10	13		
SO 4B – Students are employed											
a. # of students employed	100% of graduates of full-time class (software engineering or inclusive HCIT program)			0			75	24	25		
IR 4.4 - People with all types and levels of disability complete training											
a. # of students who complete long-term training	Note that a few (10-20%?) students who complete training may not pass and receive certificate			55 students being trained; none graduated	On target	Revise upwards from 75 to 80	80	81 enrolled, 54 graduated	81 graduated, 100 enrolled		
b. # of students who complete short-term training				26 completed short-term training	Below target	Revise downwards	120	100 by Nov 2008	200 40 new for HCIT and 60 for HCMC		
c. # of students with severe disabilities enrolled	Severe = full blindness/deafness or multiple disabilities			55	Full time and part time		2/3 of all students	81	200		
d. # of students with hearing	Very difficult for these			2			3	3	5		

& vision impairments enrolled in long-term training	students to take part in software engineering										
e. % of students enrolled in long-term training who complete training				93%			95%		95%		
f. % of students in long-term training from outside Hanoi area			50%	65%	Higher than expected	Revise upwards to 70%	70%		70%		
g. % of all students who are women				30%			40%	40%	50%		
h. # of students from CRS/WCDO focus provinces (Ninh Binh and Quang Nam)	For reference only – measures linkage among IVWD program components			2			4	3	6		
IR 4.5 – Job placement											
a. # of employers met for job placement				0			10	4	10		

Appendix 7: Project Activities and Results

SO 1: Inclusive Education

	ACTIVITIES PER INTERMEDIATE RESULT	CUMULATIVE RESULTS	NOTES
I	IR 1.1.a Teachers trained (in focus provinces of Ninh Binh and Quang Nam, except as noted)	2267 teachers trained including class teachers and core teachers. Ninh Binh: 1214 Quang Nam: 1053	Many teachers were trained 2 or 3 times; all duplicates have been sorted and eliminated.
	Class teachers at preschool and primary levels received general IE and thematic training	1471 class teachers trained Ninh Binh: 879 Quang Nam: 592	
	Thematic training for primary school teachers in Ninh Binh and Quang Nam	1035 teachers trained Ninh Binh: 598 Quang Nam: 437	
	Replicated training on IE management for educational staff and core teachers at preschool and primary levels in Quang Nam	99 educational staff and core teachers, only in Quang Nam.	
	Replicated thematic training for teachers on IE for students with learning difficulties, speech and hearing impairments – preschool and primary level – province wide	1356 class teachers trained Ninh Binh: 821 Quang Nam: 535	
	Thematic training for lower secondary school principals and teachers in Quang Nam	60 secondary school principals and 8 lower secondary teachers joined training with primary school teachers.	Hoi An and Duy Xuyen districts only
	Training on IE for preschool teachers and managers – nationwide	109 key preschool teachers and managers trained from all 64 provinces	Training provided together with MOET Preschool Dept in 3 regional groups of 20-22 provinces each.
II	Capacity building for core teachers	618 core teachers trained Ninh Binh: 276 Quang Nam: 342	At all school levels (preschool, primary, lower secondary)
	Individual Education Plan (IEP) and M&E training + Reinforced training on disability identification for core teachers	136 core teachers trained Ninh Binh: 103 Quang Nam: 33	
	Sign language training for core teachers at preschool and primary level	10 core teachers and 71 preschool and primary teachers in two provinces completed sign language training.	
	Thematic training on learning difficulty for core teachers at preschool and primary level	107 preschool and primary teachers trained Ninh Binh: 14 Quang Nam: 93	
	Thematic training on language difficulty for core teachers at preschool level	47 preschool teachers trained Ninh Binh: 5 Quang Nam: 42	
	Coaching with and by core teachers	60 thematic workshops organized for 500 class teachers	
	Core teachers continue their regular outreach counseling and support in	15 core teachers trained	

	ACTIVITIES PER INTERMEDIATE RESULT	CUMULATIVE RESULTS	NOTES
	Quang Nam		
	Replicated training for secondary class teachers in Kim Son, Gia Vien, Yen Mo in Ninh Binh	140 secondary teachers trained	
	IEP review and planning meeting with core teachers in Ninh Binh	62 core teachers participated	in Quarter 4/2008
	Regular school support by core teachers in two provinces	Class teachers and CWD receive regular professional support from 115 core teachers in all 6 project districts.	
III	Management training for Provincial and District Education Departments	26 educational staff in two provinces	Carried out in Hanoi.
IV	Early Intervention (EI)		
	MOET guidance on consistent IEP to all provinces	MOET Primary department issued an official guideline for CWD progress record book including IEP and sent to all provinces.	
V	Pilot IE model at Lower Secondary level		
	Training on IE general techniques for key teachers and subject teachers from pilot districts	10 training courses (5 in NB and 5 in QN) with the participation of 164 core teachers, subject teachers, managers and community members. Ninh Binh: 109 (34 subject teachers, 45 key teachers, 30 managers and community members) Quang Nam: 55 from QN (3 subject teachers, 48 key teachers, 4 managers)	Number of teachers in Quang Nam in this table is low because most participants are key teachers. In addition to these 10 training courses, there are 11 thematic training, 6 in NB and 5 in QN.
	Development of social and life skills manual for secondary students		On-going – not finished yet
	Direct support of parents, teachers and community groups to CWD through IE lower secondary model		Activities done by these groups are non-recordable activities because after the support room established, all of the direct support by these groups are on-going
	Collection of data on CWD graduating from lower secondary schools in two provinces for linkage to ITTP		Plan to do at 9 pilot schools only in FY 2010
	Pre-course training for secondary students in two provinces for linkage to ITTP		Plan to do at 9 pilot schools only in FY 2010
VI	Form provincial IE Support Centers (SC)		
	Establishment of provincial IE Support Centers	2 proposals submitted to two PPCs in Sept 2007. Consequently, both NB and QN decided to set up personnel networks as first step in building up the support centers.	
	Workshop on design and operation of SCs	2 workshops	
	Training for IE SC staff	3 month training courses organized for 8 Support Center staff in cooperation with Hanoi University of Education.	
	Practical work – SC staff		Not completed
	6 month training for IE center staff	4 staff trained	
	Provision of thematic facilities for SC	IE materials, teaching aids, office equipment in place.	

	ACTIVITIES PER INTERMEDIATE RESULT	CUMULATIVE RESULTS	NOTES
	Outreach support by SC staff in local level		Not completed
	Provision of thematic facilities for SC		Not completed
VII	MOET mainstreams IE into general education policies		
	International study tour for key MOET officials	10 MOET staff went to Australia in March 2007	
	MOET monitoring Lower Secondary pilot model in provinces	1 vice director and 1 key staff from MOET regularly provide monitoring to project activities. The MOET staff responsible for this model attends 90% of all activities at local level.	On-going
1.	<i>Leaders of 4 MOET depts. improve understanding of IE</i>		
	Complete handbook on IE for classroom teachers	18,000 copies published	18,000 copies sent too all provinces nationwide (2007)
	Training material published for managers on IE	5,000 copies published	Also in 2007
	One documentary film developed and	One 15 minute film produced	Aired in 2007.
	Collect literature on international best practices on secondary model	One set of literature collected by Secondary dept for internal use only	
2.	<i>Staff at 2 education management schools mainstream IE modules</i>		
	Complete IE management curriculum (both core and detailed curriculum)	Ongoing	The curriculum has been developed and it its now being edited for printing
	Pilot IE management integration in the Education Management school using the curriculum	30 management staff trained	Not yet
3.	<i>MOET legal documents mainstream IE</i>		
	Preschool Dept		
	Monitoring and supervision by Preschool Dept and MOET steering committee	23 MOET steering committee members are involved in IE, especially 2 Vice Ministers and 10 key staff from 4 MOET departments and NIES	
	Development and revision of legal regulations on preschool education for CWD	20 incl. school year tasks at 3 educ. levels, School Charters at primary level (approved) and at Preschool Level (in process); core curriculum on Special/IE for colleges and in-service curriculum on IE meetings.	
	Training by international expert	Key preschool educators from 32 Northern provinces trained in EI and IE	
	Primary Education Dept		
	Development of transition mechanism	Official instructions on transition sent to all provinces	
	Development of learning assessment	Primary Dept. completed one document for learning assessment and this is used for official letters, instructions, guidance to provinces regarding assessment	
	Distribution of IE training materials	All publication were distributed to all provinces nation-wide (one on IE management and one on IE for teachers)	

	ACTIVITIES PER INTERMEDIATE RESULT	CUMULATIVE RESULTS	NOTES
	Secondary Education Dept		
	Communication and advocacy via media channels to secondary educators	IE message is delivered to Secondary educators nationwide	Articles on the model published in Nhan Dan newspaper and Vietnam News
	In-depth survey on CWD and situation of attitudes and awareness on secondary level IE	Two surveys were conducted for pre-intervention assessment in Ninh Binh and Quang Nam	
	Training for management staff on IE model	Training for 36 management staff in two provinces on IE model	
	Develop the individual learning sessions for CWD at lower secondary level	Regular activities at support rooms at 9 pilot schools.	Now integrated into regular school activities.
	Development of resource rooms in lower secondary schools	9 schools in two provinces Ninh Binh: 5 Quang Nam: 4	
	Development of training materials in the research	1 set of tools for assessment, 1 management training curriculum were develop, one set of training materials is collected for general IE, thematic training (hearing impaired and developmental delay)	The assessment tool was used in the pre-intervention survey, the curriculum was printed out using other government budget, training materials are now still in draft version
	Consultancy of Local research team	Local educational staff from DOET involved in research	
	Monitoring and supervision by Secondary Dept and MOET steering committee	Regular monitoring at all activities in 2 provinces.	On-going
	Higher Education Dept		
	TTC: Development of detailed curriculum on special education/IE		
	TTC: Development of IE module to integrate into in-service an pre-service teacher training programs nationwide		9 Universities and TTCs including the project sites of Ninh Binh and Quang Nam integrate IE into their pre-service training programs
	IE curriculum development for managers		On-going
	Mainstreaming IE management into the training program by Management School		On-going
	IE in-service pedagogical curriculum development		Done!
	Training for key lecturers of Universities and Colleges by National experts		355 key lecturers
	Mainstreaming IE into legal documents at higher educational level		
	Higher Education Dept revises guidelines on students with disabilities		
VIII	Communities in 2 provinces have comprehensive support systems for PWD		
	Training in rehabilitation for existing PA	169 PA members and community members trained Ninh Binh: 111 (87 parents, 24	

	ACTIVITIES PER INTERMEDIATE RESULT	CUMULATIVE RESULTS	NOTES
		community members) Quang Nam: 58 (51 + 7)	
	Extension to have 3 PAs established per district		Confirmed!
	Training of IE for new PAs	276 PA members and community members trained Ninh Binh: 152 (103 parents, 16 community members) Quang Nam: 124 (98 + 19)	trainees in Ninh Binh trainees in Quang Nam (community members)
	Training on rehabilitation for new PAs	215 PA members and community members trained	
	Refresher training on rehabilitation for mobility impaired, hearing impaired children for CSTs/PAs in Ninh Binh	35 parents trained in 4 training courses	Each PA participated in a general IE training and a rehabilitation training

SO 2: Vocational Training & Employment (2005-2008)

I	Vocational Training & Employment for PwD	Results	Comments
1.	<i>Baseline survey/Training Need Assessment</i>	Survey conducted in 10 districts	6 districts, 3 in Ninh Binh (Gia Vien, Kim Son, Yen Mo) and 3 in Quang Nam (Duy Xuyen, Hiep Duc, Hoi An)
2.	<i>Capacity building for community support workers (CSW)</i>		
	CSW Network Formation	25 CSW selected	29 (14 in Ninh Binh and 15 in Quang Nam)
	Community-based social workers (CBSW) and CSW Social work training	25 CSW and 2 CBSW	29
	CSW supervise and support PwD in training and job placement	25 CSW conduct their work	29
3.	<i>Vocational training for PwD</i>		
	Institutional vocational training for PwD		Total 309 PwD.
	Community based VT for PwD		218 completed vocational training of those 196 got jobs (71 in Ninh Binh and 125 in Quang Nam)
	Income generation support	60 PwD (30 in NB, 30 in QN)	91 PwD received income generation support (58 in Ninh Binh, 33 in Quang Nam)
	Equipment and supplies support for VT	60 percent of business/centers received equipment	80% businesses
	Sign language training and basic literacy & numeracy education for needy PwD	40 PwD	50 PwD
	Teaching method training for businesses	50 businesses trained	There were 142 enterprises participating in the project to deliver training for PwDs, 94 in QN and 48 in Ninh Binh
	Coaching method training for businesses	80 businesses (40 in NB, 40 in QN)	Confirmed
	Site modification for PwD and business	25 sites modified (NB 10, QN 15)	55 sites (39 in Ninh Binh; 16 in Quang Nam)
	Start-up assistance for graduates in finding job and business including bicycle and wheelchair	25 PwD (NB 10, QN 15)	- over 200 of tools and equipment - 50 bicycles

			- 300 wheelchairs
4.	<i>Start and Improve Your Business (SIYB)</i>		
	TOT SIYB for VABED	1 course for 10 people	2 courses for 15 people in which 13 people delivered the training for PwDs afterward
	Support VABED networks	1 consultant works with VABED	confirmed
II	Improving disability policy implementation & enforcement		
1.	<i>Advocate policy on VTE for PwD</i>	2 workshops	2 workshops for 100 PWD and businesses
2.	<i>Documentation of recommendations on VTE policy with VNAH</i>	1 list of 10 recommendations	Confirmed Participated in at least 5 workshops relating to policy and Law of PWD
3.	<i>Planning with VNAH on linking activities</i>	Regular planning meeting	Confirmed
4.	<i>TOT training for VABED staff and members</i>		2 courses for 15 people in which 13 people delivered the training for PwDs afterward
	TOT training	10 members	
	SIYB Training for PwD and local business	50 PwD (NB 25, QN, 25)	4 courses for 100 PWD and businesses
	VABED members join VCCI network		At least 20 staffs and members
5.	<i>Work with MOLISA to develop a handbook on community based VT model & Awareness Raising material</i>	2 manuals on VTE model	Confirmed
6.	<i>Set up peer groups</i>		
	Peer groups formation & activities/Twin program	6 groups formed	Confirmed
7.	<i>Support programs for peer groups</i>		
	TOT sign language course	2 courses for 4 deaf people	Confirmed
	Deaf club formed & sign language training	2 deaf clubs formed	Confirmed
III	Building supportive network of PwD		
1.	<i>Peer groups</i>		
	Peer groups meetings	Total : 8 groups	6 peer groups and 2 deaf clubs
	Life skill training	NB: 2 courses for 100 PwD QN: 2 courses for 150 PwD	Confirmed According to Mid-term, up to July 2007, there were 170 PwDs
	Leadership training		4 courses for 50 PWD
	Leadership training for deaf leaders		20 group leaders (NB: 10, QN: 10)
	Facilitate PwD peer group to build relationship & promote participation	8 groups	confirmed
2.	<i>Support hearing-impaired PwD</i>		
	Language training TOT training for sign language (SL) mobile trainers	6 SL trainers (NB:3, QN: 3)	confirmed
	Deaf club meetings	2 deaf clubs meet regularly	confirmed
	Outdoor activities for the deaf	60 persons joined (NB: 30, QN: 30)	confirmed
	Health intervention – North West Medical Team work	600 PwD got examined	900 PwDs including 450 in Ninh Binh
	Reproductive health exam/consultations for PwD		Over 100 PWD in Ninh Binh
IV	Raising awareness on disability issues		
	Drama team formation & activities	2 drama teams	6 teams
	Local awareness raising workshops	2 workshops	2 workshops each site for more than 500 PWD
	Awareness raising events	2 events	2 events annually

SO 3: Disability Policy Development

I	PwD and community in two provinces are proactive in raising needs and concern for policy change on IE and VTE		
1.	<i>Awareness raising workshops n situation and needs of CwD/PwD in each province</i>		<i>Confirmed!</i>
2.	<i>Study tour for PPC to visit models</i>		<i>Confirmed!</i>
3.	<i>PPC facilitate review of existing CwD classification & identification tools</i>	Tools revised and piloted	
4.	<i>CRS and WCDO advocacy with local media, introducing PwD to media outlets</i>	Advocacy program designed	
5.	<i>Local community and PwD groups develop action plans</i>	5 PA developed action plans	
6.	<i>National level programs on TV and newspapers about IE and VT</i>	3 films produced and show on VTV	
7.	<i>Social events</i>	Community people participated in annual awareness raising of IE for CwD	Confirmed!
II	NCCD plays an active role in promoting recommendations on mainstreaming IE and VTE		
1.	<i>Planning meetings with VNAH</i>		
	Develop collaboration mechanism	A collaboration mechanism is in place.	
2.	<i>Regular coordination meetings between COP, VNAH and NCCD</i>		
III	Provincial and national stakeholders (government, disability forum, international donors, and NGOs) coordinate and collaborate on recommendations for policy enforcement and change and dissemination of lessons learned.		
1.	<i>National level programs on TV and newspapers about IE and VTE</i>	National Advocacy program designed	
2.	<i>Develop collaboration with collaborative partners</i>	A collaboration mechanism in place	
3.	<i>National awareness raising workshop in coordination with VNAH and other stakeholders</i>	A collaboration plan in place	
4.	<i>Capacity building workshop for PPCs</i>		
5.	<i>Workshops replicated at district and commune levels</i>		
	Workshop to disseminate project final evaluation results	50 participants	Not yet done

SO 4. Information Technology Training Project (ITTP) (2007-2010)

I	An international-standard training center for PWD is self-sustaining as part of an existing school	Results
1.	<i>ITTP is established</i>	ITTP established in Hanoi and in HCMC
2.	<i>ITTP establishes cooperative mechanism with school, aiming towards inclusion of PWD in regular training curriculum</i>	
3.	<i>ITTP becomes operationally sustainable after 2 years of operations</i>	
II	Students trained in the Information Technology Training Program are employed	
1.	<i>People with all types and levels of disability complete training in the center</i>	75 students in Hanoi and 67 in HCMC have completed long term training as of Dec 2009. 179 students have completed short courses. An additional 101 students are currently enrolled in both locations.
2.	<i>ITTP reaches out to business to place graduates in jobs.</i>	

Appendix 8. Lower Secondary Level Inclusive Education Model

The official name of the model is: Xay dung va thu nghiem Mo hinh giao duc hoa nhap hoc sinh khuyet tat cap THCS (Setting up and piloting the Model of Inclusive education for CWD at lower secondary education). At the beginning, this model focuses on CWD but since 2008 – 2009 it expands the target group to children in difficult situations.

Objective of MOET secondary department in building up this model: to implement an activity based scientific research in order to capture the IE secondary model for recommendations of nationwide replication.

Specific objectives are:

- Develop a model of IE for children in difficult situations at lower secondary education under the context and current situation of VNam education.
- Evaluate impacts of awareness raising activities, capacity building of IE management and teaching for managers and teachers on CWD improvement in the following issues:
 - o Improvement of CWD and children in difficult situations, children with low academic results.
 - o Positive changes of managers, teachers and community members
 - o Improvement of IE environment for CWD

Research components:

Component 1: Capacity building for teachers, educational managers and community members

Component 2: Preparedness for CWD to participate in inclusive education

Component 3: Special and direct support to students with disabilities

Component 4: Management, policy and social mobilization

What specific components included in the model?

Following the four components of the research, the following main activities are included in the model development:

1. **Development of network of core teachers in inclusive education**: consists of subject teachers, form teachers and vice principle. These core teachers received different training in general inclusive education, thematic topics such as working with children with intellectual or hearing disabilities etc.
2. **Development of school based resource rooms**: each piloted lower secondary schools will develop a resource room to provide direct support to children with special needs either through individual lessons or group activities. Teachers will use resource rooms for professional sharing and development activities as well as planning activities with parents and community members who are involved in supporting children with special needs.

3. **Social, educational and health support linkages:** Students, especially those with disabilities receive health screening by doctors and educators, receive training in social and life skills and educational needs based activities. The ultimate aim of the model is to provide lower secondary students with special needs with conditions to increase their school participation.

Project activity areas:

This project has two layers of activities, one at central level and the other at provincial level.

Central level activities (then outcomes applied to pilot schools)

- National workshops on IE
- Research on IE situation at lower secondary level (in Hai Duong, Hoa Binh, Ha Noi, Ninh Binh, Quang Nam)
- Policy review, recommendation and mainstreaming
- Development of materials (training, life-skills: on-going)
- Set up a material source (books and materials for internal use, kept at support rooms at schools and MOET)
- Development of research tools (questionnaires for survey)
- Design of a model for support rooms and an accessible environment in lower secondary schools
- Documentation of the whole research model

Provincial level activities: (many activities are on-going)

The model applies in 9 schools: Ninh Binh: Yen My, Yen Nhan, Khanh Nhac, Dong Huong and Luu Phuong and Quang Nam: Tran Hung Dao, Chu Van An, Nguyen Trai, Nguyen Van Troi.

- Set up a support room at each pilot school
- Activities in support rooms (children/peer groups, teachers, community members, parents)
- Self development of teaching aids at pilot schools
- Awareness raising activities (at schools in form of extra-curriculum activities for all school students and in newspapers)
- Training courses (on IE in general, thematic training including hearing impairment, developmental delay, language problems, visual impairment; training on the model, on support room management and implementation; training for core teachers; form teachers (giao vien chu nhiem); parents of CWD...)
- Case study (individual in-dept support – on going)
- Vocational orientation (on going)
- Various workshops at provincial level, district level, commune level (at schools)