

MID TERM EVALUATION VIETNAM CBR PROJECT

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Foreign Ministry
(7720/AIFO/VNM)



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INDEX

<i>Chapter</i>	<i>Page N°</i>
Introduction	03
<i>Evaluation methodology</i>	04
<i>Context & Background issues</i>	05
Data analysis	07
<i>Study sample</i>	08
<i>Beneficiaries of micro-actions</i>	09
<i>Beneficiaries of vocational training courses</i>	11
<i>CBR volunteers</i>	13
<i>CBR supervisors</i>	17
<i>School teachers</i>	19
<i>Summary conclusions</i>	22
<i>Final conclusions & implications</i>	25
Field visits and interview	26
<i>Methodology</i>	27
<i>Impact of CBR</i>	28
Acknowledgements	30
ANNEXES	
Terms of reference	31
Programme of field visits	33
Map of Vietnam with provinces covered by 7720/AIFO/VNM project	34
Separate Annexes (separate documents)	
<i>Details of data analysis from different questionnaires</i>	
<i>Details of field interviews and meetings</i>	

INTRODUCTION

The CBR project in **six provinces of Vietnam**, co-funded by **Italian Development Cooperation of Italian Foreign Ministry** (MAE/DGCS) was initiated in 2008. The present project covers the following 6 provinces in Vietnam: 2 Provinces (Hai Phong & Phu Tho provinces) in the north, near Hanoi; 4 provinces in central part of Vietnam (Thua Thien Hue, Nghe An, Da Nang & Binh Dinh). The six provinces are shown in the map in Annex 1.

Since the project management is based in Hanoi, coverage of provinces that are geographically distant, places some additional challenges to the implementation of project activities.

Activities in individual provinces are in partnership with different institutions/bodies identified by the Provincial Authorities. For example, in Da Nang Province the CBR project activities are coordinated under Provincial Red Cross society, while in Thua Thien Hue province, the activities are under Provincial Department of Labour, Invalids and Social Affairs (DOLISA).

Experts from **Rehabilitation Department of University of Hanoi**, also have a key role in project management, especially in training and supervision activities in different provinces, and they work along with specific stakeholders in each province.

The project proposal approved by MAE/DGCS, envisaged annual monitoring missions by AIFO, and a mid-term and a final evaluations. This report relates to the **Mid-Term Evaluation**.

CBR PROGRAMME IN AIFO SUPPORTED PROVINCES IN VIETNAM

CBR Programme in six Provinces of Vietnam, supported by AIFO, is implemented through an agreement with each province in terms of its management. At the same time, each Province follows the same implementation methodology. Dr Minh Chau Cao from Faculty of Rehabilitation Medicine at the University of Hanoi, is the technical consultant for the programme. The project also involves faculty of Rehabilitation Medicine at University of Hue.

The CBR programme covers different aspects of CBR activities as enunciated in the CBR Matrix developed by the World Health Organisation including – Health, Education, Livelihood, Social and Empowerment sectors.

At the community level, the CBR activities are implemented through the CBR volunteers, who are identified by each community and trained through the CBR programme. The programme also involves primary school teachers, vocational training centres, self-help groups, etc. to promote activities in different sectors. Mainstreaming, that means, improving access to existing services and facilities, is one of key goals of the project. Thus the project networks with different governmental departments and non-governmental organisations present in the different provinces.

METHODOLOGY OF MID-TERM EVALUATION

As the implementation of different project activities and financial accounts are monitored constantly and regularly by AIFO, it was decided to focus the mid-term evaluation on **Quality of Activities** carried out by the project, especially in terms of *perceptions of persons involved in different kinds of activities* including training courses for CBR volunteers and supervisors, micro-projects, vocational training, training courses for school teachers and persons with disabilities living in the communities.

After discussions with project partners in Vietnam the following methodology was identified for the mid-term evaluation:

- 1) *December 2009*: Preparation of questionnaires for the following groups - persons with disabilities, CBR supervisors, CBR volunteers, school teachers and persons who had attended vocational training courses. The questionnaires were discussed with Vietnamese partners, field tested, modified according to their suggestions and then translated into Vietnamese. The Vietnamese translation was checked by competent persons for accuracy.
- 2) *January 2010*: Three provinces were identified for the mid-term evaluation – one rural province in the mountain areas of the north (Phu Tho Province) where the activities are implemented in collaboration with DOLISA; an urban province in the centre (Da Nang Province) where project is implemented by Red Cross society; and a rural province in the centre (Thua Thien Hue Province) where the project is implemented under DOLISA.
- 3) *February 2010*: Administration of the questionnaires to randomly selected samples among different group of project beneficiaries. Though, initial idea was to collect information from a limited number of persons, in reality the project decided to expand the number of persons to answer these questionnaires. For example, it was proposed to administer the questionnaire to 70 school teachers who had attended a training course on Inclusive Education, while in reality, this questionnaire has been completed by more than 1700 school teachers.

Table 1. Sample for Mid-term Evaluation

Group of Persons	Number of beneficiaries in first year (20.01.08 – 19.05.09)	Number of additional beneficiaries in First semester of second year (20.5.09-31.12.09)	Number of Persons who completed the questionnaires (% of total)
Training for CBR Supervisors	200	200	55 (13.7%)
Training for CBR Volunteers	1,410	930	498 (22.1%)
IE Training School teachers	3,470	322	1,753 (46.2%)
Beneficiaries of Micro-action	110	135	141 (60%)
Vocational Training course	80	72	103 (67.7%)

- 4) *March 2010*: All the data collected through questionnaires was entered in a specific programme based on Epi-Info. At the same time, Dr S. Deepak from the Scientific Support department of AIFO, visited Vietnam from 4 to 18 March 2010. During this

visit, he conducted semi-structured interviews with different groups of beneficiaries in the same three Provinces (Da Nang, Thua Thien Hue and Phu Tho).

- 5) *April –May 2010*: All the collected data was analysed, and the report was discussed with partners in Vietnam to understand its implications and to plan improvements in the project activities. A final consolidated report has been prepared.

This report presents a **results of the Mid-Term Evaluation** of AIFO supported CBR activities. The report is divided into *three main parts* –

- The *first part* presents the results of data analysis collected through the questionnaires;
- The *second part* presents summaries of interviews with key respondents during the field visit in March 2010;
- The *third and the last part*, discusses the implications of the results of mid-term evaluation.

SOME BACKGROUND ISSUES THAT INFLUENCE THE PROJECT ACTIVITIES

The initial project proposal was prepared in 2001 and was supposed to cover provinces in the north of Vietnam. The delay in project approval and its starting, required negotiations with different project stake-holders for updating the activities in the changed local scenario, at the same time making sure to maintain the original project objectives.

There was change in the geographical coverage of the project. There were some other changes resulting from changes in the exchange rates. These changes were presented to and approved by DGCS of Italian Foreign Ministry.

In spite of these initial challenges, the project has managed to be effective in reaching out to persons with disabilities in rural areas of Vietnam.

COVERAGE OF DISTRICTS AND COMMUNES IN 2008-09

Year 2008			
N°	Provinces	Districts	Covered Communes
1	Phu Tho	Thatnh Ba	20
		Dong Hung	10
2	Da Nang	Thatnh Khe	10
		Son Tra	7
3	Thua Thien Hue	Huong Tra	16
4	Nghe An	Nam Dan	15
		Thatnh Chuong	15
5	Binh Dinh	An Nhon	15
		Tay Son	15
6	Hai Phong	Thuy Nguyen	18
Total	6 Provinces	10 Districts	141 Communes

Year 2009			
N°	Province	Additional Districts	Additional Communes
1	Phu Tho	Ha Hoa	16
2	Da Nang	Cam Le	6
		Ngu Hanh Son	4
3	Thua Thien Hue	Phong Dien	15

4	Nghe An	Hung Nguyen (+ retraining of 2008 communes)	15
5	Binh Dinh	Phu Mai	10
		Hoai Nhon	8
6	Hai Phong	An Duong	6
		Thuy Nguyen	16
Total	6 Provinces	8 Districts	96 Communes

Thus, in the beginning of 2010, at the time of Mid-Term Evaluation, the CBR project was covering a **total of 234 communes in 18 districts**, in 6 provinces in the north and central parts of Vietnam.

TRAINING ACTIVITIES

According to the first year annual report of the project, there were following training activities in the first year (2008-09) of this project:

- 10 training courses for district level CBR supervisors for training of 200 persons
- 47 training courses for training of CBR volunteers at community level, for training of 1,410 persons
- 3 introductory seminars of Inclusive Education for a total of 150 participants
- 2 courses on Inclusive Education for District Resource Persons for 50 participants
- 6 courses on Inclusive Education for primary school teachers at district level for 120 participants
- 90 training courses on Inclusive Education for primary school teachers at commune level for 2,700 persons
- 15 thematic courses for primary school teachers at commune level for 450 participants

OTHER TRAINING AND DEVELOPMENT ACTIVITIES

There were 110 micro-projects for socio-economic development of persons with disabilities and their families.

There were vocational training courses also including courses for civil and industrial cutting and sewing, carpentry, electric repair and mobile telephone repair. These vocational training activities together benefited 80 persons.

DISABLED PERSONS BENEFITING FROM CBR PROGRAMME ACTIVITIES

At the end of 2009, the following persons with disabilities belonging to different groups were benefiting from the CBR programme activities:

Table 2. Persons with different disabilities benefiting from CBR project

Vision	Hearing-speech	Physical	Convulsion	Mental illness	Learning	Multiple	Total
469	492	1225	272	63	299	117	2937

In addition, at the end of 2009, in the project areas, there were 11 **Self-Help Groups (SHG)** and 2 **Organisations of Persons with Disabilities (DPOs)**.

DATA ANALYSIS



Data entry from the evaluation questionnaires - Lorenzo and Lien in AIFO Office, Hanoi

DATA ANALYSIS

This part of the report presents an analysis of information collected through questionnaires in **three sample provinces** (Da Nang, Thua Thien Hue and Phu Tho Provinces), between January to February 2010.

STUDY SAMPLE: For the mid-term evaluation, the following significant activities were identified after discussions with National partners –

- *Training courses for different groups of persons* (school teachers, CBR volunteers, CBR supervisors and vocational training courses);
- *Micro-projects* for promoting economic independence of persons with disabilities and their families.

For each of these groups of persons, a draft questionnaire was prepared by AIFO/Italy. It was then discussed with National partners in Vietnam, field tested, finalized and translated. The translated questionnaires were checked for accuracy. For each group of persons a minimum sample size was suggested.

However, in each province, CBR managers decided independently to include much larger samples for the information collection, as shown in **table 1**.

Table 1: Sample sizes among different groups of project beneficiaries for information collection

<i>Group of Persons</i>	<i>Number of beneficiaries in first year (20.01.08 – 19.05.09)</i>	<i>Number of additional beneficiaries in First semester of second year (20.5.09-31.12.09)</i>	<i>Sample Proposed for Questionnaire survey (% of total)</i>	<i>Number of Persons who actually completed the questionnaires (% of total)</i>
Training for CBR Supervisors	200	200	20 (5%)	55 (13.7%)
Training for CBR Volunteers	1,410	930	70 (3%)	498 (22.1%)
IE Training School teachers	3,470	322	70 (1.8%)	1,753 (46.2%)
Beneficiaries of Micro-action	110	135	20(8%)	141 (57.7%)
Vocational Training course	80	72	20 (13%)	103 (67.7%)

The increase in the samples of persons who answered the questionnaires, varied from 13.7% of all the CBR supervisors to 67.7% of all the beneficiaries of vocational training courses. The increased sample sizes, makes the data much more reliable, though it also increased the workload for data entry and data analysis.

A summary of information collected from the different questionnaires is presented in this part of the report. A more detailed report of data analysis is available separately.

1. PERSONS WHO BENEFITED FROM SMALL FUNDING FOR INCOME GENERATION (MICRO-ACTIONS)

Promoting economic independence



of persons with disabilities and their families is a key goal of CBR programme in Vietnam. Providing information and facilitating access to a disability certificate and/or disability pension or the pension for poor persons, is important function of CBR programme.

At the same time, doing productive work and earning regular income can be important for empowerment of persons with disabilities. Providing small amount of seeds funds and capacity building for starting their own income generation activities, is part of this goal.

Between 20 January 2008 to 31 December 2009, a total of 245 persons in six provinces received small grants from the CBR project for income generation activities.

This questionnaire was filled by 141 persons (57.7% of all beneficiaries of micro-actions) from 3 provinces who had benefited from “small grants for income generation” activities. The first table provides general information about the respondents.

GENERAL CHARACTERISTICS OF RESPONDENTS

Variables	Provinces		
	Da Nang	Thua Thien Hue	Phu Tho
Total respondents	25	31	85
Age range	22-70 yrs	20-76 yrs	26-66 yrs
Mean age	50 yrs	49.5 yrs	41.9 yrs
% Females	52%	42%	69%
% with disabilities	76%	81%	1%
% with <8 yrs of education	92%	84%	74%
% with >8 yrs of education	4%	13%	25%

The number of respondents in Phu Tho province is much higher. Probably this is because more persons in Phu Tho Province have benefited from the small grants of micro-action activities. In Phu Tho, the percentage of women and percentage of persons with higher education among beneficiaries is more compared to the other two provinces.

Another significant difference between the provinces is that in Da Nang and Thua Thien Hue Provinces, majority of beneficiaries of small grants are persons with disabilities, while in Phu Tho Province, the vast majority of beneficiaries of small grants are family members of persons with disabilities.

ADDITIONAL BENEFITS FROM THE “MICRO-ACTION” ACTIVITIES

Respondents were asked if they had other benefits from the participation in the “micro-action” activities (apart from the grant). To answer this question, they had a choice of different options, and could give multiple answers.

48% of respondents in Da Nang, 29% of respondents in Thua Thien Hue and 89% of the participants in Phu Tho Provinces agreed that the “micro-action” provided many benefits and not just funds for starting the income-generation activities. Thus, appreciation for additional benefits was highest in Phu Tho province.

The additional benefits, apart from the grant, expressed by beneficiaries of micro-action activities included the following –

- appreciation for training opportunities;
- information about different possibilities available to disabled persons;
- opportunity of meeting other disabled persons;
- gaining in self-confidence, etc.

OPINIONS ABOUT IMPACT OF CBR ACTIVITIES ESPECIALLY IN RELATION TO SMALL GRANTS

Opinions about impact of small grants and general impact of CBR activities were asked. Response to each variable was collected through a sliding scale going from 0 to 5, in which “0” was the “low score” and “5” was the maximum score. The results are expressed in mean scores.

<i>Variable</i>	<i>Mean scores in provinces</i>		
	<i>Da Nang</i>	<i>Thua Thien Hue</i>	<i>Phu Tho</i>
Consideration of persons with disabilities in the community	4.2	2.8	3.7
Satisfaction from outcome of income generation	4.5	3	4.2
Would like to participate in similar activities in future	4.5	4	4.7
If small grants improve self-sufficiency & independence	3.8	3.7	3.4

Compared to Da Nang and Phu Tho Provinces, in Thua Thien Hue Province, respondents feel that they have less consideration in the community. At the same time, in Thua Thien Hue, the satisfaction from the outcome of the income generation activities of “small grants” is less compared to other two provinces. This difference is statistically significant ($p < .001$).

Conclusions:

In Phu Tho Province, almost all the beneficiaries were family members of persons with disabilities, while in the other two provinces, the majority of beneficiaries were persons with disabilities. Overall the persons expressed positively about the impact of “micro-action” activities, that went beyond the funds. Among the three provinces, persons in Phu Tho and Da Nang expressed more satisfaction compared to respondents in Thua Thien Hue Province. The differences in the answers between Phu Tho Province and Da Nang Province, were not significant statistically.

It will be useful to have a discussion on this theme with provincial CBR managers, to decide the best way to promote these activities in such way that improves autonomy of persons with disabilities. It may be also be useful to bring together persons in-charge of “micro-action” activities in the different provinces to share experiences and ideas, to learn from each other and to identify strategies that improve the impact of the activities.

2. BENEFICIARIES OF VOCATIONAL TRAINING COURSES



Between 20 January 2008 and 31 December 2009, a total of 152 persons from 2 provinces benefited from Vocational Training courses. This questionnaire was answered by persons who had participated in a vocational training course in the two provinces – Phu Tho and Thua Thien Hue.

A total of 103 persons (67.7% of all the participants of vocational training courses) answered the questionnaires – 47 persons from Phu Tho Province and 56 persons from Thua Thien Hue Province.

GENERAL INFORMATION ABOUT THE RESPONDENTS

Variables	Provinces	
	Thua Thien Hue	Phu Tho
Total persons	56	47
Age range	14-40 years	12-37 years
Mean age	20.3 years	19.1 years
Females	73.3%	81%
Educational status	No formal education 27% <middle school 70%	No formal education 6% <middle school 83%
Disabilities in the respondents	98% disabled (2% no answer)	29% disabled 71% non-disabled

The ages of beneficiaries of vocational training courses varied from 12 to 40 years, and the mean age was around 20 years. Majority of persons benefiting from the vocational training courses were women. In terms of education, both the groups had majority of persons with middle school or less schooling.

However, the two provinces *differed significantly* in terms of beneficiaries – in Thua Thien Hue Province, almost all the beneficiaries were persons with disabilities while in Phu Tho Province, 71% of beneficiaries were non-disabled family members of persons with disabilities.

Among the persons with disabilities in the two provinces there were persons with movement disabilities, vision disability, hearing and speech disability, learning disabilities and multiple disabilities.

PARTICIPATION IN VOCATIONAL TRAINING COURSES

Variables	Provinces	
	Thua Thien Hue	Phu Tho
Year of Training	In 2008, 62.5% In 2009, 9% No answer, 28.5%	In 2008, 21% In 2009, 79%
Mean duration of training	166.6 days	168.9 days

Thus, in terms of vocational training course, in Thua Thien Hue Province, majority of persons were trained in 2008, while in Phu Tho, majority of persons were trained in 2009. Duration of the vocational training courses organised in the two provinces was similar. In

T. T. Hue Province, the number of persons who did not answer the question about the Year of training was 28.5%.

OPINIONS OF RESPONDENTS ABOUT IMPACT OF CBR PROGRAMME ACTIVITIES RELATED TO VOCATIONAL TRAINING COURSES

Opinions about each variable were collected through a sliding scale going from 0 to 5, in which “0” was the “low score” and “5” was the maximum score.

Variables	Provinces (mean scores)	
	Thua Thien Hue	Phu Tho
Consideration of Persons with disabilities in the communities	3.3	4.12
Quality of training in the vocational training course	2.9	4.17
Opportunities for jobs or own income generation activities	1.5	4.17

Consideration of persons with disabilities in the community: Respondents in Thua Thien Hue Province, that were mostly persons with disabilities, gave significantly lower points to the community understanding and consideration to persons with disabilities, compared to the family members, who formed the majority of respondents in Pho Tho Province.

Quality of Vocational Course Training: Respondents in Thua Thien Hue Province, that were mostly persons with disabilities, gave significantly lower points to the quality of training, compared to the family members, who formed the majority of respondents in Pho Tho Province.

Opportunities for job or own income generation activities after the Training: Respondents in Thua Thien Hue Province, that were mostly persons with disabilities, gave very significantly lower points to their opportunities for jobs or for starting their own income generation activities, compared to the family members, who formed the majority of respondents in Pho Tho province.

Data from Phu Tho Province was also analysed by disaggregating persons with disabilities and non-disabled family members.

Variables	Participants in Phu Tho Province	
	Participants with disabilities (N=33)	Non disabled participants (n=14)
Consideration of Persons with disabilities in the communities	4.9	4.7
Quality of training in the vocational training course	5	4.9
Opportunities for jobs or own income generation activities	5	4.9

Conclusions:

All the three variables about the opinions of beneficiaries of vocational training courses on the impact of CBR activities *show statistically significant differences* between the two provinces ($P < 0.01$). These differences apparently do not seem to be because of presence or absence of disability among the training participants. However, the questionnaires from the two provinces do not consider the composition of different kinds of disabilities and the

severity of disability among the participants. For example, the Vocational Training centre in T. T. Hue Province has longer experience and expertise and thus, it is possible that it accepted persons with more severe disabilities. In addition, it has been organising training courses for a long time, and thus, its market for absorbing trained disabled persons may be more saturated.

The identity kit of beneficiaries of vocational training courses organised by CBR programme provides an overall positive picture since it provided a capacity-building opportunity to young adults, especially to women, and to persons who had low education levels and who would normally be ignored in general capacity building courses.

Thus, it will be useful for the CBR managers of the two provinces to sit together to discuss and compare the way their vocational training courses were organised and how they can improve the quality and impact of these training courses in future.

3. ROLE OF CBR VOLUNTEERS AND THEIR OPINIONS ABOUT IMPACT OF CBR PROGRAMME ACTIVITIES



Between January 2008 to December 2009, a total of **2,340 CBR volunteers** from 6 provinces were trained. Among these, a total of 498 CBR volunteers (22.1%) from three sample provinces (Da Nang, Thua Thien Hue and Phu Tho Provinces) completed the questionnaires. Among the respondents, 71,7% were females and 32.3% were males.

The answers of the CBR volunteers are first analysed according to *gender*. Then the answers are also analysed separately for *each province*.

The CBR volunteers are persons selected by the community leaders in each community, and they *do not* receive any economic or in-kind compensation for their role as CBR volunteer.

ANALYSIS OF ANSWERS FROM CBR VOLUNTEERS ACCORDING TO GENDER

GENERAL CHARACTERISTICS OF CBR VOLUNTEERS

Variables	CBR volunteers	
	Male	Female
Number of respondents	161 (32.3%)	331 (71.7%)
Age range	19-78 yrs	18-75 yrs
Mean age	46.4 yrs	44.2 yrs
Joined CBR	89% in 2008	87.3% in 2008
Persons with disabilities among CBR volunteers	7%	1.8%
More than 8 yrs of school education	69.1%	64%
First CBR training	100%	100%
Second CBR training	40%	21%
Mean duration of last CBR training course	10.7 days	10.4 days

There do not seem to be any significant differences in terms of general characteristics, between the male and the female CBR volunteers.

WORK LOAD AS CBR VOLUNTEERS (CBRV)

Variables	Work load of CBR volunteers	
	Male	Female
Mean number of villages covered by each CBRV	4.3 villages	3.1 villages
Mean number of persons with disabilities for each CBRV	21.7 persons	19.8 persons
Mean n. of disabled persons with disability certificate/CBRV	12.2	12.2
Mean n. of disabled persons with disability pension or allowance/CBRV	7.7	8.4

Thus, in terms of their work load with persons with disabilities for the CBR activities, the two groups of male and female CBR volunteers do not show any significant differences.

OPINION ABOUT IMPACT OF CBR ACTIVITIES AND THEIR ROLE AS CBRV

The CBR volunteers were asked their opinions about impact of CBR programme. Each variable were collected through a sliding scale going from 0 to 5, in which “0” was the “low score” and “5” was the maximum score. The results are expressed in mean scores.

Variables	Mean scores for CBR volunteers	
	Male	Female
Consideration of persons with disabilities in the community	4.1	4.0
Satisfaction from own role as CBRV	4.2	4.3
Quality of CBR training course	4.5	4.5

These answers show that CBRV have positive opinions about community consideration of persons with disabilities, their own satisfaction from the role of CBRV and about the quality of CBR training course they attended. Overall analysis of answers from male and female CBR volunteers does not show any significant differences.

ANALYSIS OF ANSWERS FROM CBR VOLUNTEERS ACCORDING TO PROVINCES

GENERAL INFORMATION ABOUT CBRV ACCORDING TO PROVINCES

Variables	Provinces		
	Da Nang	Thua Thien Hue	Phu Tho
Total respondents	134	136	228
Age range	18-78 yrs	21-59 yrs	24-70 yrs
Mean age	49.4 yrs	43.5 yrs	43.3 yrs
Females	50.7%	72%	73%
Joined CBR	Before CBR Project 0% 2008 – 88% 2009 – 12%	Before CBR project 0% 2008 – 100% 2009 – 0%	Before CBR project 3% 2008 – 81% 2009 – 16%
Disabled persons among CBRV	12%	0.7%	0%
Formal education less than 8 yrs	26.4%	56%	23%
Formal education more than 8 yrs	73.6 yrs	38%	77%
Mean CBR training course duration	10 days	11.4 days	10.5 days

This analysis shows some differences among the CBR volunteers in the three provinces. Percentage of women CBR volunteers is much higher in Phu Tho and Thua Thien Hue Provinces. At the same time, the percentage of persons with disabilities among the CBR volunteers is very small in Thua Thien Hue and is none in Phu Tho. In terms of education levels, more volunteers in Da nang and Phu Tho Provinces have had higher education.

About year of joining CBR, 3 of CBR volunteers in Phu Tho responded that they were already collaborating with CBR programme before 2008 (before the start of the CBR programme). This is because, in Phu Tho Province, there was an existing community-rehabilitation programme in one district, that was involving a few community volunteers.

WORK LOAD AS CBR VOLUNTEERS

Variables	Provinces		
	Da Nang	Thua Thien Hue	Phu Tho
Mean number of village covered by 1 CBRV	5.1	1.9	3.5
Total n. of covered villages	679	236	797
Mean number of disabled person covered by 1 CBRV	15.8 persons	16.3 persons	26.8 persons
Total n. of covered disabled persons	2,118	1,923	6,083
Disabled persons with disability certificate	72%	43.9%	37.9%
Disabled persons with disability pension	50%	10.8%	28%

In terms of workload of CBR volunteers in terms of number of persons with disabilities does not show any significant differences between the three Provinces. In Thua Thien Hue Province, the number of disabled persons receiving disability pension or allowance is much less compared to the other two provinces and this difference is statistically significant ($p < .001$).

OPINIONS OF CBRV ABOUT IMPACT OF CBR ACTIVITIES

CBR volunteers were asked their opinions their role and about the impact of CBR activities in the communities. Information about each variable were collected through a sliding scale going from 0 to 5, in which “0” was the “low score” and “5” was the maximum score. The results are expressed in mean scores.

Variables	Mean scores of CBRV opinions		
	Da Nang	Thua Thien Hue	Phu Tho
Consideration of persons with disabilities in the community	3.9	3.6	4.3
Satisfaction from own role as CBRV	4.2	4.0	4.4
Quality of CBR training course	4.4	4.7	4.7

The opinions of the CBR volunteers in the three provinces show that generally speaking, consideration for persons with disabilities in the communities is good, they themselves are very satisfied about their roles as CBR volunteers and in their opinion, the quality of CBR volunteer training course is good. There were no significant differences between the three provinces.

Conclusions

There are some differences between different aspects of the work of CBR volunteers. *These differences can be discussed in a meeting with provincial CBR managers to identify strategies for strengthening the CBR programme activities in different provinces, especially in terms of involvement and training of CBR volunteers.*

4. ROLE OF CBR SUPERVISORS AND THEIR OPINIONS ABOUT IMPACT OF CBR PROGRAMME ACTIVITIES

From January 2008 to December 2009, the CBR project trained about **400 CBR supervisors** in the six provinces. A total of 55 CBR supervisors (13.7% of all the supervisors) from the three provinces (Da Nang, Phu Tho and Thua Thien Hue Provinces) completed the questionnaires.



Like the CBR volunteers, CBR supervisors (CBRS) are also volunteers – this means they *do not* receive any kind of payment or incentive from the CBR programme and must cover their own expenses for travel and participation in CBR programme related activities. The answers from the CBR supervisors from the three sample provinces were analysed separately:

supervisors from the three sample provinces were analysed separately:

GENERAL INFORMATION ABOUT CBRS ACCORDING TO PROVINCES

Variables	Provinces		
	Da Nang	Thua Thien Hue	Phu Tho
Total respondents	19	20	16
Mean age	55.8 yrs	40.7 yrs	41.4 yrs
Females	45%	40%	62%
Joined CBR in 2008	72%	95%	80%
Previous experience as CBR Volunteer	21%	26%	53%
Disabled persons among CBRS	6%	0%	6.3%
Education level above high school	78%	90%	100%
CBR Training course	100%	100%	100%
Mean CBR training course duration	12.9 days	18.1 days	14 days

The general information about the CBR Supervisors (CBRS) shows many differences among the persons in the three provinces. For example, in Phu Tho province, the majority are women and majority have previous experience of working as CBR volunteer, before becoming a supervisor. In Da Nang and Phu Tho, about 6% of all CBR supervisors who answered these questionnaires are persons with disabilities.

WORK LOAD AS CBR SUPERVISORS

Variables	Provinces		
	Da Nang	Thua Thien Hue	Phu Tho
Mean number of village covered by each CBRS	34.4	7.9	10.4
Range of Persons with disability in covered villages	7-1500	52-232	3-153
Mean number of disabled persons covered by 1 CBRS	354.4	122.1	53.2
Median number of disabled persons covered	103	131	47.5

by 1 CBRS			
Mean n. of CBRV supervised by each CBRS	7	8.5	11
Mean field visits per month	2.7	3.4	3.6
Mode of travel for field visits	42% bicycle, 58% motorcycle	76% bicycle, 24% motorcycle	27% Bicycle, 53% motorcycle

The work load of CBR supervisors, in terms of number of disabled persons, number of CBR volunteers, number of field visits, etc., does not show any statistically significant difference.

OPINIONS OF CBR SUPERVISORS ABOUT IMPACT OF CBR ACTIVITIES

The CBR supervisors (CBRS) were asked their opinions about their own roles as well as about the impact of CBR programme activities. Opinions about each variable were collected through a sliding scale going from 0 to 5, in which “0” was the “low score” and “5” was the maximum score. The results are expressed in mean scores for each category:

<i>Variables</i>	<i>Provinces</i>		
	<i>Da Nang</i>	<i>Thua Thien Hue</i>	<i>Phu Tho</i>
Consideration of persons with disabilities in the community	4.1	3.5	4.2
Satisfaction from own role as CBRS	4.3	4.2	4.4
Quality of CBRS training course	4.7	4.4	4.6
Community appreciation of CBR workers	4.3	3.6	4.3

The differences among the different provinces are not statistically significant.

Conclusions

On the whole, CBR supervisors from the three sample provinces give a positive judgement about community consideration of persons with disabilities, about their satisfaction from the role of supervisors, about the supervisors training course and about the community appreciation of CBR volunteers.

6. SCHOOL TEACHERS & THEIR OPINIONS ABOUT IMPACT OF CBR PROGRAMME ACTIVITIES ESPECIALLY ABOUT INCLUSIVE EDUCATION



From January 2008 to December 2009, a total of **3,792 school teachers** from six provinces received training on inclusive education. Out of these, 1,753 school teachers (46.2% of the total) from 3 provinces (Da Nang, Phu Tho and Thua Thien Hue Provinces) participated in this survey and completed the specific questionnaire related to their work asking their opinions about inclusive education and the impact of CBR.

The answers to the questionnaires have been analysed separately for each province.

GENERAL INFORMATION ABOUT SCHOOL TEACHERS ACCORDING TO PROVINCES

Variables	Provinces		
	Da Nang	Thua Thien Hue	Phu Tho
Total respondents	810	377	566
Age range	22-58 yrs	21-64 yrs	21-60 yrs
Mean age	40.1 yrs	33.8 yrs	38.4 yrs
Females	95.5%	89.9%	93.4%
Awareness about disability issues and IE	99.6%	95.2%	99.6%
Disability and IE awareness from CBR programme	90.2%	83.2%	90.4%
Disabled persons among school teachers	1.2%	0	0
University level education	100%	98.9%	99.4%
IE Training course	99.8%	94.3%	100%
Second training on IE	19.8%	10.3%	12.4%
Mean last IE training course duration	5.9 days	9 days	7.6 days

The school teachers answering these questionnaires from the three provinces are very similar in their general characteristics.

The difference between Da Nang and Thua Thien Hue Provinces regarding the duration of the inclusive education training course is statistically significant, but the implications of this difference are not clear.

WORK LOAD AS SCHOOL TEACHERS IMPLEMENTING INCLUSIVE EDUCATION

Variables	Provinces		
	Da Nang	Thua Thien Hue	Phu Tho
Range of children followed by each teacher	3-787	4-358	5-95
Median n. of children followed by each teacher	35	26	23
Mean n. of children followed by each teacher	37.2	31	24.2
Teachers with at least 1 disabled child in class	No answer 21%; among remaining 25%	No answer 13%; among remaining 26%	No answer 32%; among remaining 36%

There are some school teachers in this survey who have answered that they follow more than 100 children or even up to 787 children. Probably these teachers have other coordinating roles in the schools where they work (such as head teacher or principles) and are not responsible for single classes. Such answers increased the range of answers for the number of students in each class, and thus both mean and median numbers of students have been calculated.

In terms of work load of the school teachers, it seems that Phu Tho has significantly less work load in terms of median number of children per teacher, compared to Thua Thien Hue, and even more significant compared to Da Nang Provinces ($p < .001$).

About the presence of disabled children in the classes, there are high number of “non answers” in all the three provinces. This may mean that many school teachers are not aware of exact number of children with disabilities in their classes. However, among those school teachers who have answered this question, the differences in the number of teachers with at least 1 disabled child in the class, are not statistically significant ($p = 0.59$) between the three provinces.

OPINIONS OF SCHOOL TEACHERS ABOUT IE AND IMPACT OF CBR ACTIVITIES

The school teachers were asked their opinions about activities of CBR programme as well as inclusive education activities. Opinions about each variable were collected through a sliding scale going from 0 to 5, in which “0” was the “low score” and “5” was the maximum score. The results are expressed in mean scores.

<i>Variables</i>	<i>Provinces</i>		
	<i>Da Nang</i>	<i>Thua Thien Hue</i>	<i>Phu Tho</i>
Consideration of persons with disabilities in the community	3.25	3.58	4.45
Satisfaction from their own role as school teachers	3.47	3.82	4.53
Quality of IE training course	3.79	3.94	4.48
Applicability of IE in their classes	3.18	3.33	4.14

School teachers from Phu Tho Province give consistently higher score to community consideration about persons with disabilities, about their own job satisfaction, about quality of inclusive education training course and about the applicability of the concepts of inclusive education in their classes, compared to Thua Thien Hue Province, and even more so, compared to Da Nang province. These differences between Phu Tho and the other two provinces are statistically significant ($P > 0.005$).

Conclusions

- It is significant that between 80 to 90% of school teachers confirm that they received information about disability issues and about inclusive education from the CBR programme in the past two years, underlying the important role played by CBR project in creating awareness about disability issues.
- School teachers from Phu Tho province report a more positive impact of inclusive education activities, compared to Thua Thien Hue and Da nang provinces. These changes can be correlated to the higher work-loads of school teachers in Thua Thien Hue and Da Nang provinces. However there can be other issues linked with these observed differences. *It can be useful to discuss these findings with education*

authorities in the three provinces to understand other possible reasons and to identify possible strategies for improving the impact of inclusive education.

- CBR project has trained a large number of school teachers from different levels in the Provinces where it operates. During the field visits, teachers were asked if there is any national level guidelines or operational manual from Ministry of Education on the theme of inclusive education, but no school teacher was able to tell about this. It is also not clear, if teacher's training college have included "inclusive education" in their training curricula. *It will be useful if CBR project can discuss these issues with concerned persons in Ministry of Education.*

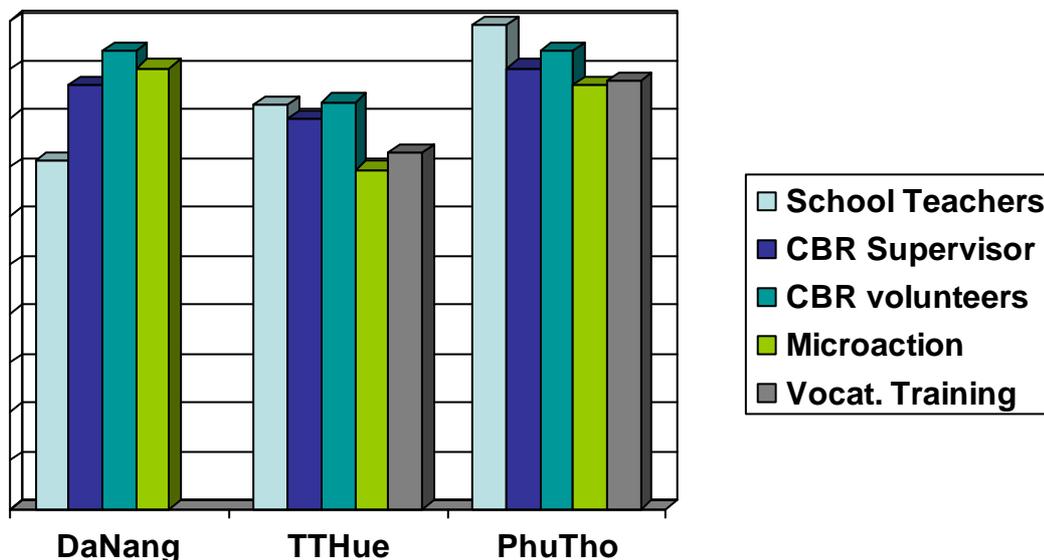
SOME SUMMARY CONCLUSIONS ABOUT IMPACT OF CBR IN DIFFERENT PROVINCES

1. Consideration of persons with disabilities in the communities

Different groups of persons involved in the CBR programme gave the following mean scores about the consideration of persons with disabilities in the communities:

<i>Groups of Persons linked to CBR involved in the survey during mid-term evaluation</i>	<i>Mean scores on consideration of Disabled persons in the communities</i>		
	<i>Da Nang</i>	<i>T. T. Hue</i>	<i>Phu Tho</i>
School teachers	3.25	3.58	4.45
CBR supervisors	4.1	3.5	4.2
CBR volunteers	3.9	3.6	4.3
Micro-action beneficiaries	4.2	2.8	3.7
Vocat. Training beneficiaries	-	3.3	4.12

This same data can also be presented in a graphic format:



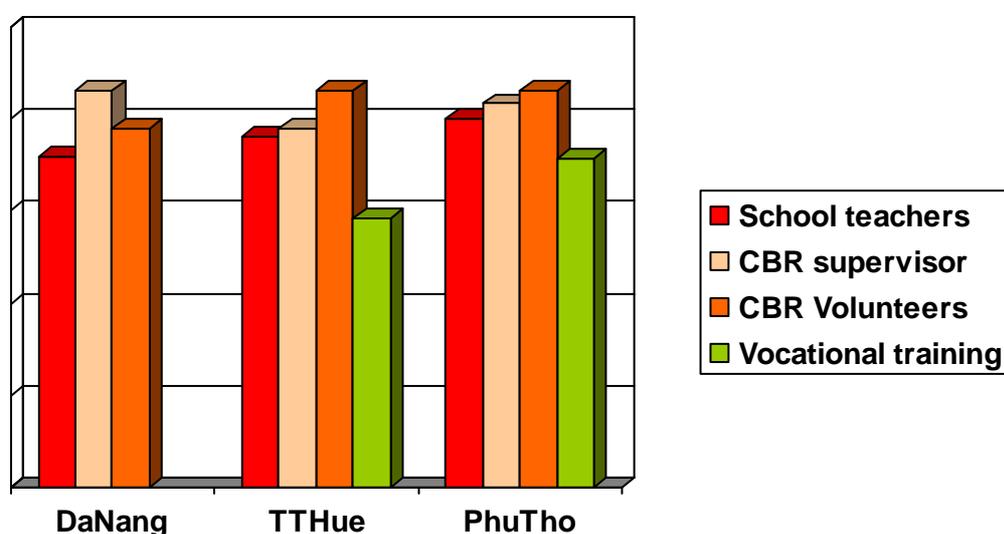
This analysis shows an overall consistency in results between different groups of persons who completed the questionnaires. Overall, general opinion of different groups of respondents in the three provinces is positive, and the scores in Phu Tho Province are the highest.

(2) Quality of training

Different groups of persons involved in the CBR programme gave the following mean scores about the training courses they were involved in:

<i>Groups of Persons linked to CBR involved in the survey during mid-term evaluation</i>	<i>Mean scores on quality of training course organised by CBR programme they attended</i>		
	<i>Da Nang</i>	<i>T. T. Hue</i>	<i>Phu Tho</i>
School teachers	3.79	3.94	4.48
CBR supervisors	4.7	4.4	4.6
CBR volunteers	4.4	4.7	4.7
Vocational Training beneficiaries	-	2.9	4.17

This same data can also be presented in a graphic format:



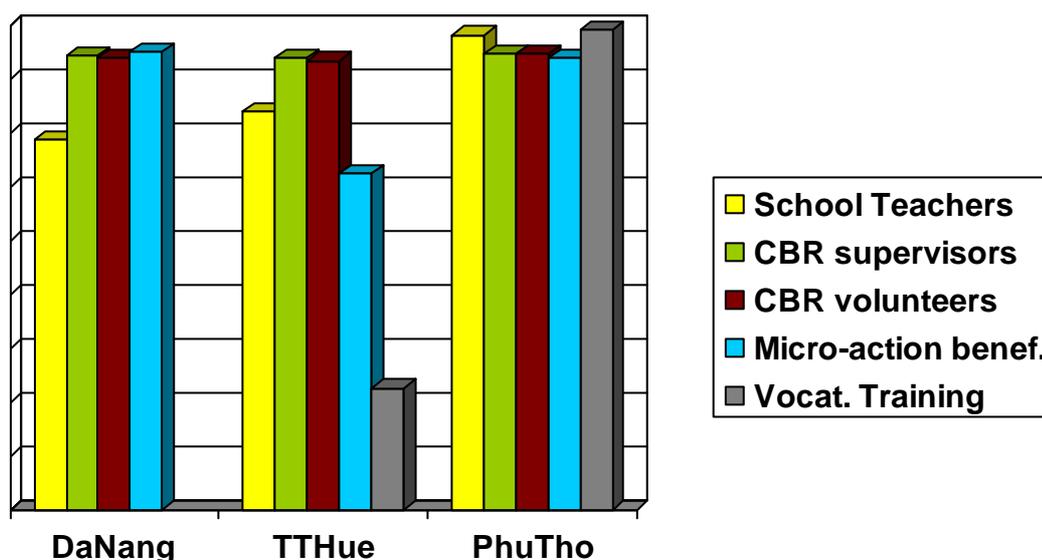
Generally speaking, the analysis shows that different groups have given positive scores to the quality of the training courses they had attended in all the three provinces, and the scores are highest in Phu Tho Province.

(3) Impact of the CBR activities in different provinces

This third group of summary scores, looks at very different kinds of activities and the opinions of beneficiaries towards the impact of these activities. Different groups of persons involved in the CBR programme gave the following mean scores about the CBR activities they were involved in:

<i>Groups of Persons linked to CBR involved in the survey during mid-term evaluation</i>	<i>Mean scores on CBR activities</i>		
	<i>Da Nang</i>	<i>T. T. Hue</i>	<i>Phu Tho</i>
School teachers on applicability of IE	3.18	3.33	4.14
CBR supervisors satisfaction with their own role	4.3	4.2	4.4
CBR volunteers satisfaction with their roles	4.2	4.0	4.4
Micro-action beneficiaries on outcome of income generation	4.5	3.0	4.2
Vocational Training beneficiaries on opportunities of jobs	-	1.5	4.17

This same data can also be presented in a graphic format:



As mentioned above, this analysis is looking at very different activities, related to impact of CBR activities on lives of persons. Generally speaking, all the different groups have expressed positive opinions, and the results are highest in Phu Thu Province.

The only exception is the opinion about “opportunities for getting a job or for starting own income generation activities” by the participants of vocational training course in Thua Thien Hue Province. As already explained in the report earlier, this is most likely due to different issues, related to local context and severity of disability among persons selected for vocational training. The vocational training centre in T.T.Hue was visited during the field visits and showed excellent quality of theoretical and practical training activities.

FINAL CONCLUSIONS

The data collection through questionnaires for specific groups covered **three sample Provinces** out of the total six Provinces covered by CBR project in Vietnam co-funded by Italian Directorate General for Development Cooperation (DGCS/MAE) and managed by AIFO/Italy in partnership with Government of Vietnam. The following general conclusions can be drawn from this exercise:

- CBR project activities are complex and multi-sectoral, involving different Government Ministries and Departments, as well as community institutions. The data collection on specific aspects through questionnaires can give only a partial picture of the reality and can be influenced by a number of factors. Thus, these findings should be seen as general indications that may help in reflections and discussions for a more complete understanding of the reality. These should not be seen as positive or negative judgements between different persons, organisations and activities.
- If we look globally at the opinions expressed in the three provinces regarding quality of activities and participation of different groups of persons, we find that 99% of mean scores given are between 3.0 to 4.5, signifying moderate to high level of appreciation. While there are some variations, overall the data collection exercise provides some useful information about the impact of the CBR project. For example, the vast majority of school teachers confirm that CBR project was instrumental in providing information and creating awareness about inclusive education and needs of children with disabilities.
- It will be important to bring together all the six provinces involved in this CBR project to discuss the answers received from different groups about the impact of activities and variations between the three provinces covered for the surveys, for gaining a better understanding of issues.

For example, some provinces are targeting the activities mainly at persons with disabilities and others are targeting them to the family members.

Another useful example for discussion can be regarding indicators for the work of CBR volunteers and CBR supervisors. Can the number of disabled persons having a disability certificate or the number of persons receiving disability pension be useful as indicators?

The data shows many differences between provinces that are statistically significant. Given the big sample sizes, it is relatively easy to get statistically significant differences, however this does not mean that there is a direct cause-effect relationship due to those differences. CBR project activities are not a tablet or an antibiotic that can be measured in terms of cause and effect. Rather, due to complex nature of influences in different spheres of life of persons with disabilities, such differences should be seen as areas for reflections and discussions involving all the different stakeholders for improving our understanding about activities and their impacts.

RESULTS OF FIELD VISITS AND INTERVIEWS



Kim (centre) with her grandmother and Ms. Le Chi (CBR volunteer), Son Ba district

From 3 to 18 February 2010, an external person not directly involved in any project related activities in the AIFO Office in Italy, (Dr S. Deepak from Scientific Support department of AIFO) visited the three sample provinces (Da Nang, Thua Thien Hue and Phu Tho Provinces) selected for the mid-term evaluation and conducted interviews with disabled persons, their family members, beneficiaries of micro-projects, beneficiaries of vocational training courses, CBR volunteers, CBR supervisors and primary school teachers.

This part of the report, provides information about methodology of the field visits and conclusions from these visits. All the detailed interviews are available in a separate Annex.

Methodology of the field visits

In each of the three sample Provinces selected for the mid-term evaluation, same methodology was followed and it included the following:

Home visits to the persons with disabilities: The home visits were made together with CBR volunteers and CBR supervisors, who were asked to introduce the persons in the families, to explain the situation of the disabled persons and demonstrate the kind of activities carried out in the families. If necessary questions were asked to the persons with disabilities, families and CBR volunteers/supervisors to again additional information. The visit to each person lasted for 60-90 minutes.

Meetings with CBR volunteers and supervisors in each district: These meetings were carried out after completing the home visits to the persons with disabilities. The discussions during these meetings focused on their roles in CBR, the workload, the usefulness of training they had received, difficulties they faced in the work with persons with disabilities, sharing of success stories, etc. A checklist was used to make sure that all the different issues were discussed. The discussion-meetings took about 2-3 hours.

Visits to schools: Nursery schools, primary schools, middle school and higher schools were visited. In each school visit, there was an initial briefing of teachers, who had at least one disabled child in their class. After this, classes were visited for observations, while teachers carried out their work with all the different children, including children with disabilities. The observations looked at children's participation in the class activities, their relationships with other children.

After the class visits, a meeting was organised with all the teachers who had a disabled child in their classes, to understand the implications of having a disabled child in the class, any strategies used for helping child's inclusion in the class, any strategies for informing and involving other children and promoting inter-personal relationships, any difficulties faced, etc.

Usually a school visit required 2 – 3 hours.

Meetings with persons who have received micro-action grants: In every province, 2-3 persons who have benefited from a micro-action grant were visited and interviewed to understand their views about CBR activities, the experience of starting income generation activities and its impact on their lives.

Visits to vocational training centres: Vocation Training Centres in Thua Thien Hue and Phu Tho province were visited.

Conclusions: The field visits in the three provinces, provided interaction with about 50 persons with disabilities and their families, 40 CBR volunteers, 8 CBR supervisors and about 60 school teachers. The summaries of interviews with individuals as well as, of meetings and discussions with different groups are provided in a separate Annex.

Overall impact of CBR project activities

- In all the places visited during the field visits, persons with disabilities, their families, CBR volunteers and supervisors, school teachers, all of them were very open in sharing about their work, their ideas, their challenges and problems. Many of the persons with disabilities as well as many CBR volunteers, are persons with very limited resources, sometimes living on the edge of poverty and yet, almost all of them displayed a graciousness, motivation and willingness to help and support others, that was very humbling. None of the CBR volunteers and supervisors receive any kind of financial benefit from the CBR project. Most of them are asked, not only to give their time but also to pay for their own patrol and transport costs to reach others, that needs to be acknowledged as a precious contribution to the CBR programme.
- As shown by the data collected from the different groups of persons involved in project activities, CBR programme in these provinces has played a key role in reaching to persons with disabilities living in rural and poor communities. For many of them, as shown by the discussions with school teachers, CBR programme has helped in creating awareness about the needs of persons with disabilities and promoted mainstreaming by improving access to existing services of different kinds.

Keeping in mind the limitations of the project budget and the difficulties of reaching geographically far away areas, the difficulties of adapting a project that was prepared many years ago for the changed local context and scenario, the results of the CBR project in Vietnam, seem very significant and positive. The good and active collaboration between AIFO Project Management team and the technical consultant from Hanoi university, as well as networking and involvement of different institutions, services and Ministries at the province level, merits appreciation for these results.

Areas in which improvement may be attempted

Field visits presented some opportunities for identifying areas, especially in terms of training, that can be further strengthened. These include the following:

Strengthening the training of different groups including CBR volunteers, supervisors, school teachers can be key activity. After almost two years of activities of the CBR project, there are now volunteers, supervisors and school teachers who have had the opportunity to use the skills in the field that they had received in their training. It will be useful to bring together small groups of such experienced persons to review the actual skills they need in their daily work related to CBR project and see, how their training can be improved to improve these specific skills.

For example, the work of CBR volunteers can be examined in terms of:

- Providing information to disabled persons and their families: since CBR activities are done by volunteers, often from poor families, they do not have so much time but still they can play a fundamental role in providing

information (for example, how to receive referral service, how to get an assistive device, how to apply for pension, how to get a disability certificate, etc.). They can identify which information are more useful, collate these together to make an information resource for use of other volunteers.

- Facilitating use of information: It may not be enough for persons to receive information, they may need help in trying out that information or support to use that information and CBR volunteers may be able to provide this support. For example, for receiving disability pension, only information may not be enough but the disabled persons may also require help in getting the forms, filling them, submitting them, etc.
- Providing basic and simple services for improving autonomy of persons with disabilities: CBR volunteers, may not have much time to dedicate to CBR work, so providing some basic and simple services such as advice on doing simple exercise, may not be always possible. Training of the volunteers need to keep in mind such constraints and focus on those activities that can be done more easily by volunteers.

Similarly training needs for different groups of persons such as volunteers, supervisors, school teachers, etc. can be reviewed to make sure that persons receive practical skills that are useful to the time they can devote to the CBR related work. The training should explain it clearly that they have to use the referral services and promote mainstreaming (use of existing services, rather than creation of specific or parallel services).

Providing opportunities for meetings between persons with disabilities and their families so that they can share ideas and experiences with each other, can also be useful. CBR volunteers can promote meetings of disabled persons and their families and guide them that these meetings are for learning from each other, for sharing experiences and for organising joint activities. Village authorities can provide space for such meetings or these can be asked to the temple or in a disabled persons' home. Self-help groups, saving groups, cultural activities such as dancing or play, etc. can come from these meetings.

For groups such as the school teachers, project has played an important role in introducing them to the themes of disability. For example, between 80-90% of school teachers in the three provinces, declared that the training received through CBR programme was their first introduction to the theme of inclusive education. At the same time, project needs to work with Ministry of Education to see if this theme can be included in the training of all the new teachers and in which way.

It can also be useful to have a four or six monthly newsletter for CBR workers and supervisors, showing positive examples of work done under CBR in different provinces. Promoting exchange visits between provinces can also be useful way to promote learning from experiences of each other.

Limitations of resources in the project and other difficulties may make it difficult to bring in such changes that are mentioned above, in the short term. However these can be kept in mind for any new projects or activities they may start in future.

Acknowledgements

This evaluation and the field visit would not have been possible without the warm hospitality and openness and sincere discussions by a large number of persons, many of them went beyond their duty to share their ideas, experiences and personal life stories. During the visit, often I was moved by the desire of even simple persons to share whatever little they had. To all those families that I visited, to the persons I talked to, to the volunteers and supervisors, I would like to express my sincere gratitude.

Dr Minh Chau Cao's support and assistance was fundamental to the success of the field visits and meetings with different project partners in each Province. I will like to thank specifically Dr. Pha Nhu Nghia, Mr. Phan Thanh Hai and Ms. Ha Thi Huog from Da Nang Province; Mr. Sang, Mr. Dai and Mr. Pham Than from Thua Thien Hue Province, and Dr Nguyen Van Ton, Mr. Zhang and Mr. Huong from Phu Tho district for organising all the field visits.

I will also like to thank all the staff in the AIFO office of Hanoi for accompanying me, for the data entry and for making sure that my stay in Vietnam was well organised and comfortable. A special thanks to Ms. Lien for her support.

Finally my heartfelt gratitude to Lorenzo and Huong Pierdomenico, for being gracious hosts, friends and companions for all my time in Vietnam, always ready to answer questions, explain and discuss with infinite patience and openness.

Enclosures

Terms of reference

Programme of field visits

Map of Vietnam, showing provinces covered by CBR project of AIFO/MAE

Separate annexes

Detailed files of data from different questionnaires

Detailed interviews during the field visits

Terms of Reference - Mid-term Evaluation
Vietnam CBR Project
Project Co-financed by Italian Development Cooperation
March 2010

Introduction

The CBR project initiated in 2008, covers the following geographical areas in Vietnam: 2 Provinces (Hai Phong & Phu Tho provinces) in the north, near Hanoi; 4 provinces in central part of Vietnam (Thua Thien Hue, Nghe An, Da Nang & Binh Dinh).

In the two northern provinces, AIFO was already supporting limited CBR related activities with private funds, before the starting of this project, while CBR activities were started in the four central provinces, after the start of this project.

Objectives of the mid-term evaluation

The mid-term evaluation has the following objectives:

- To verify the services and activities implemented under the project, especially in terms of quality of capacity building of personnel, volunteers, persons with disabilities and community members.
- To understand the strengths and challenges facing the implementation of CBR in the project areas through SWOT exercises.

Methodology of the mid-term evaluation

The evaluation will be carried out in two phases:

First phase: During the first phase, structured questionnaires will be developed in collaboration with the project partners in Vietnam to collect some basic information about CBR activities in a sample of project areas. The questionnaires developed in English will be translated into Vietnamese. The information will be collected by end of January 2010 and during February 2010, this information will be translated into English.

Second phase: During the second phase in March 2010, Dr Sunil Deepak from the Scientific and Medical support office of AIFO, will visit some pilot project areas to meet with the different project beneficiaries to collect complementary and qualitative information about the different project activities.

The reports from the two phases will be discussed with the project partners in Vietnam, to look for strategies for strengthening of the CBR programme.

Some of the key activities carried out under the project during the first year (2008-09)

Some of the important activities and the number of direct beneficiaries is as follows:

Training of the district CBR supervisors 200 persons

Training of community CBR workers: 1410 persons

Training of school teachers on inclusive education: 3470 persons

Micro-projects for income generation & economic self-sufficiency: 110 micro-projects

Vocational training for persons with disabilities: 80 persons

Some of the key activities already carried out under the project during the second year (2009-2010)

(to be completed by Lorenzo Pierdomenico)

Phase 1 of evaluation (Systematic information collection)

This phase of the evaluation will include specific questionnaires for collecting information from different group of persons (in each group of persons around 50% male and 50% female):

1. District CBR supervisors: questionnaires for 20 persons
2. Community CBR workers: questionnaires for 70 persons
3. Primary school teachers: questionnaires for 70 persons
4. Persons who benefited from micro-projects: 20 persons
5. Persons who benefited from vocational training: 20 persons
6. Persons with disabilities from 5 selected communes in each of the provinces of Hai Phong, Nghe An and Binh Dinh.

Specific questionnaires for collecting information will be designed by Dr Deepak and sent to Vietnam for approval, adaptation and translation into Vietnamese.

Phase 2 of evaluation (Field visit for qualitative information)

The visit of Dr S. Deepak is proposed from 5 to 17 March 2010. During the visit Dr Deepak will visit 2-3 provinces, where he will meet beneficiaries of the different activities, especially persons who benefited from different training courses, micro-projects, vocational training, etc. at district and community levels. During these visits, he will meet small groups of persons to conduct semi-structured interviews and discussions in small groups to understand the strengths, challenges facing the CBR activities.

Programme of Field Visits 5-17 March 2010

Date	Time	Content
Fri. 05/03/2010	10.30	Arrival to Noi Bai Airport
	12.00	Check in Hotel
	14.30	Visit AIFO Office in Hanoi
	20.00	Dinner at Lorenzo's house
Sat. 06/03/2010	8.30	Review of completed questionnaires
Sun. 07/03/2010	8.30	Discussions in AIFO Office
Mon. 08/03/2010	06.00	Departure to Da Nang Airport
	9.30	Meeting with Red Cross of Da Nang
	08.00	Visit the project in Thanh Khe & Son Tra districts
Tue. 09/03/2010	8.00	Visit the project in Thanh Khe & Son Tra districts
	16.00	Transfer to Hue
Wed. 10/03/2010	8.00	Meeting with DoLISA of Hue
	8.30	Visit the project in district
Thu. 11/03/2010	8.00	Meeting with DoLISA of Hue
	8.30	Visit the project in district
Fri. 12/03/2010	8.30	Conclusion
	17.00	Departure to Hanoi Airport
Sat. 13/03/2010	8.00	Discussions with AIFO office about field visits; control of questionnaires
Sun. 14/03/2010		Free
Mon 15/03/2010	06.00	Departure to Phu Tho province
	08.30	Meeting with Red Cross of Phu Tho
	08.00	Visit the project in district
Tue 16/03/2010	0800	Visit the project in district
	1600	Departure to Hanoi
Wen. 17/03/2010	08.30	Meeting in AIFO office – conclusion – collect all questionnaires
	17.30	Transfer to Hanoi Airport

Map of Vietnam showing Provinces covered by CBR Project 7720/AIFO/VNM

