

COMMUNITY-BASED REHABILITATION (CBR) IN NORTH & CENTRAL VIETNAM

Mid Term Evaluation Vietnam CBR Project – Summary Report

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A 3 years-long CBR project under the Ministry of Health of Vietnam and AIFO-Italy, co-funded by Italian Development Cooperation of Italian Foreign Ministry (MAE/DGCS) was initiated in 2008. It covered 6 provinces in Vietnam - 2 in the north (Hai Phong & Phu Tho) and 4 in the central part of the country (Thua Thien Hue, Nghe An, Da Nang & Binh Dinh). A mid-term evaluation of this project was conducted in 2009-10. This report presents key findings from this exercise.

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1. INTRODUCTION

A 3-years long Community-Based Rehabilitation (CBR) project in Vietnam was carried out during 2008-2011 by AIFO-Italy. It was co-funded by the Italian Development Cooperation of Italian Foreign Ministry (MAE/DGCS). It covered 6 provinces - 2 in the north, near Hanoi (Hai Phong & Phu Tho provinces); and 4 provinces in the central part of Vietnam (Thua Thien Hue, Nghe An, Da Nang & Binh Dinh).

This report presents the key findings from the Mid-Term Evaluation of this project conducted over a 4 months long period between December 2009 and March 2010.

1.1 CBR PROJECT IN 6 PROVINCES IN VIETNAM

CBR is a strategy with-in general community development for the rehabilitation, equalization of opportunities and social inclusion of all people with disabilities. CBR is carried out by and with persons with disabilities themselves and their families, and other community stakeholders including school teachers, health workers, and social workers.

CBR is also called Community-Based Inclusive Development (CBID). However, in this document the term CBR is used.

Project Management

Experts from Rehabilitation Department of University of Hanoi, played a key role in the project management, especially in training and supervision activities in different provinces, for which they worked in collaboration with specific stakeholders in each province. Dr Minh Chau Cao from Faculty of Rehabilitation Medicine at the University of Hanoi, was the technical consultant for the programme. The project also involved the faculty of Rehabilitation Medicine at the University of Hue.

Project activities in different provinces were coordinated by Provincial CBR Committees whose members were selected by the Provincial Authorities. For example, in Da Nang the activities were coordinated by the Provincial Red Cross society, while in Thua Thien Hue province, they were under Provincial Department of Labour, Invalids and Social Affairs (DOLISA).

Project Activities

AIFO-Italy had signed an agreement with each of the 6 provinces for the CBR project management. Each Province followed the same implementation methodology. The project included activities in different sectors of the CBR Matrix including Health, Education, Livelihood, Social and Empowerment.

Mainstreaming by improving access to existing services and facilities, was one of the key strategies of the project. Thus, the project networked with different governmental departments and non-governmental organisations present in the different provinces.

At the community level, the CBR activities focused on home visits and home-rehabilitation, strengthening access to institutional rehabilitation services and promoting social participation. These were implemented through the CBR volunteers, who were identified

by each community. Training of community volunteers was a key project activity. The community volunteers were supported by trained CBR Supervisors.

The programme also involved primary school teachers through training on Inclusive Education. It also included collaboration with vocational training centres for running vocational training courses, strengthening self-help groups, providing small grants for income generation.

1.2 METHODOLOGY OF MID-TERM EVALUATION

Different project activities and financial accounts were already being monitored by AIFO offices in Hanoi and HQ, through detailed monthly technical and financial reports.

Therefore, the mid-term evaluation focused on the **Quality of Activities** carried out by the project, especially in terms of *perceptions of persons involved in different kinds of activities* with **2 key objectives**:

(1) To identify and understand different strategies used for implementation of different activities in the six provinces and their outcomes as perceived by the beneficiaries.

(2) To promote discussions and reflections among the provincial project implementers to share experiences and best practices, and to learn from each other.

To realise these 2 key objectives, after discussions with project partners in Vietnam the **following methodology** was finalised for the mid-term evaluation:

- 1) *December 2009*: Preparation of survey questionnaires for the following groups of beneficiaries - persons with disabilities, CBR supervisors, CBR volunteers, school teachers and persons who had attended vocational training courses. The questionnaires were drafted jointly, translated into Vietnamese, field tested, and appropriately modified and finalised. The Vietnamese-English translations were 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 were implemented in collaboration with DOLISA; an urban province in the centre (Da Nang Province) where project was implemented by Red Cross society; and a rural province in the centre (Thua Thien Hue Province) where the project was again 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 teachers, but then this questionnaire was completed by more than 1700 school teachers. Thus, the percentage of beneficiaries who participated in the surveys varied from a minimum of 13.7% (CBR supervisors) to 67.7% (Vocational training courses). All the survey questionnaires were anonymous.
- 4) *March 2010*: All the information 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). During these group-interviews, some preliminary information from the analysis of survey questionnaires was also presented and discussed with the participants.

- 5) *April –May 2010*: The analysis of all the collected data was completed, a report was prepared and discussed with partners in Vietnam to understand its implications and to plan improvements in the project activities.
- 6) Taking note of all the comments received from Vietnam a final consolidated report was prepared in June 2010.

Survey Participants

Table 1.1 below shows the total beneficiaries of some key activities so far (in the first year and in the first semester of second year) and the number of persons who took part in the surveys.

Table 1.1 Beneficiary Samples for the Mid-term Evaluation

Group of Persons	Number of beneficiaries so Far	Number of Persons in The Survey (% of total)
Training for CBR Supervisors	400	55 (13.7%)
Training for CBR Volunteers	1,740	498 (22.1%)
IE Training School teachers	3,792	1,753 (46.2%)
Beneficiaries of Micro-action	245	141 (60%)
Vocational Training course	152	103 (67.7%)

1.2 PROJECT CONTEXT & BACKGROUND

The initial idea of this project was discussed in 2001. The delay in project preparation and approval, required negotiations with different project stake-holders for updating the project proposal and its activities in the changed local scenario. Thus, there were changes in the geographical coverage and activities in the new project and the project faced some initial challenges for its implementation. Table 1.2 presents the districts and communes covered by the Project in the 6 provinces in which the project activities have been implemented so far.

Table 1.2: Coverage of Districts and Communes Under CBR Activities during 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 the 6 selected provinces. The key project activities conducted in the covered areas are presented below.

1.2.1 Two Kinds of Key Project Activities:

1.2.1.1 Training

According to the first annual report of the project, following training activities were carried out in the first year (2008-09) of this project for community CBR activities and inclusive education:

- 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 school teachers and officials for a total of 150 participants
- 2 courses on Inclusive Education for District Education-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

1.2.1.2 Other Training and Development Activities

Under this project, there were 110 micro-projects for socio-economic development of persons with disabilities and their families. Vocational training courses were organised for these micro-projects.

There were vocational training courses in the areas of - civil and industrial cutting and sewing, carpentry, electric repair and mobile telephone repair. These vocational training activities together benefited 80 persons.

1.2.2 Disabled Persons Benefiting from CBR Programme Activities

Community level activities including home visits by CBR volunteers and supervisors benefited persons with disabilities and their families. At the end of 2009, the following persons with disabilities belonging to different groups were benefiting from the CBR programme activities:

Table 1.3 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

They also promoted formation of Self-Help Groups (SHGs) and Organisations of Persons with Disabilities (OPDs). At the end of 2009, there were 11 SHGs and 2OPDs in the project areas.

1.3 THIS REPORT

This report presents the main **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.

2. SURVEYS OF BENEFICIARIES



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

2. SURVEY-DATA ANALYSIS

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

2.1 STUDY SAMPLES

For the mid-term evaluation, **2 kinds of 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-grants for Income Generation* 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, minimum sample sizes and cluster-samples were suggested.

However, in each province, CBR managers decided independently to include much larger samples for these surveys as shown in table 2.1.

Table 2.1: 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. Cluster-samples were identified – all the beneficiaries from specific communes were invited to compile the questionnaires.

Key information collected from the different surveys is presented in this part of the report. More detailed reports will be available separately.

2.2 SURVEY ON SMALL GRANTS FOR INCOME GENERATION

Promoting economic independence of persons with disabilities and their families was a key goal of CBR programme in Vietnam. So far (between 20/01/08 to 31/12/09) a total of 245 persons in six provinces received small grants from the CBR project for starting their income generation activities.



The functioning and initial impact of this activity was carried out by conducting a survey among a sample of the beneficiaries.

The survey questionnaire was filled by 141 persons (57.7% of all beneficiaries of micro-actions) from the selected 3 provinces who had benefited from “small grants for income generation” activities.

2.2.1 General Information About the Beneficiaries of Small Grants

The table below (2.1.1) provides general information about the respondents in the 3 selected provinces.

Table 2.1.1 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 most significant difference between the survey participants from provinces was that in Da Nang and Thua Thien Hue Provinces, majority of beneficiaries of small grants were persons with disabilities, while in Phu Tho Province, the vast majority of beneficiaries of small grants were family members of persons with disabilities.

In Phu Tho province, the number of beneficiaries was almost 3 times those in the other 2 provinces and among them the percentages of women and persons with higher education were much higher compared to the other two provinces. These differences were most likely due to the beneficiaries being non-disabled persons. This is a key difference in the project implementation strategy and during final evaluation it will be important to look at its impact on the families and on the lives of persons with disabilities.

2.2.2 Additional Benefits From the “Micro-Grants” Activities

Respondents were asked if they had received any other benefits from the participation in the “micro-grants” 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-grants activities” provided many benefits and not just funds for starting the income-generation activities, including the following:

- Participation in the vocational training courses;
- Receiving information about different possibilities of support (such as disability certificates, pension) available to disabled persons;
- Having opportunities for meeting with other disabled persons for sharing of information and experiences;
- Gaining in self-confidence.

2.2.3 Opinions About Impact of Small Grants Activities

Opinions about impact of small grants 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.

Variable	Mean scores in provinces			
	Da Nang	Thua Thien Hue	Phu Tho	Total Average
Improvement in the perceived consideration of community members towards persons with disabilities	4.2	2.8	3.7	3.6
Personal sense of satisfaction from the results of income generation activities	4.5	3	4.2	3.9
Would like to participate in similar activities in future	4.5	4	4.7	4.4
If small grants improve self-sufficiency & financial independence of persons with disabilities	3.8	3.7	3.4	3.6
Total Average	4.2	3.4	4.0	

It seems that beneficiaries from Thus Thien Hue province were less satisfied from this activity. Considering the limited time passed between receiving the grant and the mid-term evaluation, the answers to the questions regarding the impact can only be seen as preliminary. For a realistic assessment of the impact of this action, it could be useful to ask this question sometime after the end of project activities.

Conclusions:

Overall, the persons expressed positively about the impact of “micro-action” activities, that went beyond the funds. The survey pointed to 2 areas which need reflections and discussions to decide if a change of strategy if needed – lesser satisfaction of the participants in Thua Thien Hua province and selection of beneficiaries in Phu Tho province.

Action Points for Project Managers: *It will be useful to promote discussions with the provincial CBR managers about the different criteria of selection and the opinions of the small-grants’ beneficiaries regarding the management of this activity in different provinces. A key question for the discussion should be the inclusion of non-disabled*

family members as beneficiaries of grants and if this has any impact on the lives of disabled persons in the families.

It would 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 on the persons with disabilities.

2.3 SURVEY ON VOCATIONAL TRAINING COURSES



So far, a total of 152 persons from 2 provinces (Phu Tho and Thua Thien Hue) have benefited from Vocational Training courses. A sample survey was conducted among the beneficiaries of this activity.

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

2.3.1 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%
Respondents with disabilities	98% disabled (2% no answer)	29% disabled 71% non-disabled

As for the small-grants, for the vocational training courses also, the beneficiaries of vocational training in Phu Tho province were mostly (71%) family members, while in Thua Thien Hue, almost all the beneficiaries were persons with disabilities.

Among the persons with disabilities in the two provinces, who took part in the vocational training, there were persons with different disabilities including movement, vision, hearing and speech, learning and multiple disabilities.

2.3.2 Vocational Training Courses – When and Duration

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 Thua Thien Hue Province, majority of persons were trained in 2008 (28.5% did not answer this question), while in Phu Tho, majority of persons were trained in 2009. Duration of the vocational training courses organised in the two provinces was similar.

2.3.3 Opinions of Respondents About the Impact of 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)
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	<i>Thua Thien Hue</i>	<i>Phu Tho</i>
Improvement in the consideration of Persons with disabilities in the communities	3.3	4.12
Quality of training in the vocational training course	2.9	4.17
More opportunities for jobs or starting own income generation activities	1.5	4.17

As for the “Small-Grants”, for vocational training as well, the perceived beneficiary-satisfaction was much lower in Thus Thien Hue province, across the different variables. This difference was statistically significant ($P < 0.01$).

At the same time, since the majority of beneficiaries in Phu Tho were non-disabled persons it is difficult to compare this kind of data. Therefore, data from Phu Tho Province was also analysed by disaggregating persons with disabilities and non-disabled family members, as shown in the table below, but it did not show any significant differences between the two groups.

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

Conclusions:

In T. T. Hue province, vocational course participants were less satisfied. This analysis did not look at the composition of different kinds of disabilities and the severity of disability among the participants, which might have influenced their opinions regarding the training. The Vocational Training centre in T. T. Hue Province has been active for many years, it has more experience and expertise and thus, it is possible that it accepted persons with more severe disabilities. Since it has been organising training courses for a long time, its market for absorbing trained disabled persons may be more saturated.

While the survey results point towards 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. This survey was conducted just after completing the training course and thus these should be seen as preliminary findings.

Action Points for Provincial Project Implementers: *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.*

2.4 SURVEY OF CBR VOLUNTEERS

So far, a total of **2,340 CBR volunteers** from 6 provinces were trained. Among them, 498 persons (22.1%) from the three selected provinces took part in a sample survey, including 71.7% women and 32.3% men.



The responses of the CBR volunteers are analysed first according to *gender* and then 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.

A. ANALYSIS ACCORDING TO GENDER

2.4.1 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
Year of Joining as CBR volunt.	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%
Part. in first CBR training	100%	100%
Part. in second CBR training	40%	21%
Mean duration of last CBR training course	10.7 days	10.4 days

There were no significant differences in terms of general characteristics, between the male and the female CBR volunteers.

2.4.2 Work Load as CBR Volunteers (CBRVs)

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 followed by 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

While the men covered more villages compared to the women, in terms of their other work-loads, the two groups of male and female CBR volunteers did not show any significant differences.

2.4.3 Opinion of CBRVs

The CBR volunteers were asked their opinions about impact of CBR programme. 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.

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

The responses showed that CBRV had positive perception of their role as CBRV and about the quality of CBR training. The answers from male and female CBR volunteers did not show any significant differences.

B. ANALYSIS ACCORDING TO PROVINCES

2.4.4 CBR Volunteers and Their Impacts in the Three 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%
Year of Joining CBR	Before this CBR Project 0% 2008 – 88% 2009 – 12%	Before this CBR project 0% 2008 – 100% 2009 – 0%	Before this 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 showed some differences among the CBR volunteers (CBRV) in the three provinces:

- Percentage of women CBR volunteers was much higher in Phu Tho and Thua Thien Hue Provinces, while in Da Nang, male and female volunteers were equally represented.
- Percentage of persons with disabilities among the CBR volunteers was very small in Thua Thien Hue and there was none in Phu Tho.
- In terms of education levels, more volunteers in Da Nang and Phu Tho Provinces had higher education compared to Thua Thien Hue province.

Most CBRV were new, they had joined CBR activities after the start of this project. Only in Phu Tho Province, there was an existing CBR programme in one district, thus a small percentage of CBRV had previous experience.

2.4.5 Work Load of CBR Volunteers

Variables	Provinces		
	Da Nang	Thua Thien Hue	Phu Tho
Mean number of villages covered by 1 CBRV	5.1	1.9	3.5
Total n. of covered villages	679	236	797
Mean number of disabled persons 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 and their impact, the following differences were found:

- In terms of areas covered by a CBRV, persons in Da Nang covered more than twice areas compared to persons in Thua Thien Hue, while Phu Tho was in the middle.
- In terms of individuals PwDs supported by a CBRV, persons in Phu Tho had much bigger workloads compared to the other two provinces.
- In terms of impact of the work of CBRV, measured through percentage of PwDs with disability certificates and pensions, was best in Da Nang, followed by Phu Tho and least in Thua Thien Hue.

Thus, there did not seem to be a direct co-relation between the workloads of CBRVs and their impact in the 3 provinces and this means that there were other factors affecting these.

CBR volunteers were also 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 showed that in all the three provinces CBRVs were themselves are very satisfied about their roles and for them, the quality of CBR volunteer training course was very good.

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.

2.5 SURVEY OF CBR SUPERVISORS

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:

2.5.1 General Information About CBR-Supervisors 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 CBR Supervisors	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 were persons with disabilities.

2.5.2 Work Load as CBR Supervisors

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

Median number of disabled persons covered by 1 CBRS	103	131	47.5
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., did not show any statistically significant difference. While the number of villages and volunteers supervised by them in different provinces was different, the number of field visits were not so different.

2.5.3 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 CBR Supervisors	4.3	4.2	4.4
Quality of supervisors’ 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 and overall, the opinions of the CBR supervisors were largely positive.

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.

2.6 SURVEY OF SCHOOL TEACHERS



From January 2008 to December 2009, a total of **3,792 school teachers** from six provinces received training on inclusive education for children with disabilities in their classrooms. 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 the mid-term evaluation 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.

2.6.1 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 through 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%
Participation in IE Training course	99.8%	94.3%	100%
Participation in Second training course on IE	19.8%	10.3%	12.4%
Mean course duration for the last IE training	5.9 days	9 days	7.6 days

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

The answers showed that duration of the training courses varied in the three provinces. The persons in-charge of IE training in different provinces should sit together and analyse the training curriculums used in the 3 provinces to understand if there were any significant differences and their impacts. They also need to think about and understand if a common training curriculum for all the provinces is desired and if not, for which reasons?

2.6.2 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	35	26	23

followed by each teacher			
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 the remaining 25%	No answer 13%; among remaining 26%	No answer 32%; among remaining 36%

There were some school teachers in this survey who had answered that they followed more than 100 children or even up to 787 children. Probably these teachers had other coordinating roles in the schools where they work (such as head teacher or principles) and were not responsible for individual class-rooms. 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 seemed that Phu Tho had 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 were high number of “non answers” in all the three provinces. This may mean that many school teachers were not aware of exact number of children with disabilities in their classes. However, among those school teachers who had answered this question, the differences in the number of teachers with at least 1 disabled child in the class, were not statistically significant ($p = 0.59$) between the three provinces. It showed that around one fourth to one third of the teachers had at least one child with disabilities in their classrooms.

2.6.3 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.

Variables	Provinces		
	Da Nang	Thua Thien Hue	Phu Tho
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 related skills in their classes	3.18	3.33	4.14

School teachers from Phu Tho Province gave 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 were statistically significant ($P > 0.005$). Thus, it would be useful to understand the challenges faced by school teachers in implementing the skills related to inclusive education in their classrooms.

Conclusions

- It was significant that between 80 to 90% of school teachers confirmed 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 reported a more positive impact of inclusive education activities, compared to Thua Thien Hue and Da Nang provinces. These findings can be correlated to the higher work-loads of school teachers in Thua Thien Hue and Da Nang provinces. However, there may 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 primary schools in the provinces where it operates. During the field visits, teachers were asked if there are 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 to ensure a wider impact of IE related activities in the education system.*

2.7 SOME ISSUES REGARDING THE THREE SAMPLE PROVINCES

In summary, the information collected through the survey questionnaires administered to a sample of individuals who had benefited from specific CBR project activities such as small grants, vocation training courses, CBR training courses, and inclusive education training courses, provided the following ideas about their preliminary impacts on the beneficiaries.

Each of the three sample provinces selected for these surveys had adopted their own strategies for the implementation of the CBR activities and thus, sometimes the individuals responding to the survey questionnaires were different. For example, in Da Nang there were no beneficiaries of the vocational training courses while in the other two provinces, in one the beneficiaries were mainly persons with disabilities, while in the other, they were family members. Thus, summarising together the data from the three provinces needs to be analysed and understood with this specificity in mind.

(1) Consideration of persons with disabilities in the communities

The term “*Consideration of persons with disabilities in the communities*” is not very easy to interpret because it can mean very different things and there are no objective conditions or data to which it is related. Individuals might give this score based on their own personal feelings towards persons with disabilities or based on some specific instances of support or hinderances that they have observed in the communities. Thus, interpreting this information is difficult.

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-</i>	<i>Mean scores on consideration of Disabled persons in the communities</i>
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<i>term evaluation</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
Vocational Training beneficiaries	-	3.3	4.12

This analysis showed an overall consistency in results between different groups of persons who completed the questionnaires. Keeping in mind the limitations of this information, overall, general opinion of different groups of respondents in the three provinces was positive.

Since this information was not compared with the situation before the implementation of specific CBR project activities, this information does not provide any input on how the communities view persons with disabilities and if anything can be done to improve that.

(2) Quality of Training Courses

The scores about “Quality of Training Courses” were expected to provide indications about overall satisfaction with the training courses attended by the individuals.

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

There were a few low scores among school teachers in Da Nang province and there were many low scores among the participants of vocational training course in Hue province. National CBR teams together with provincial teams should try to understand the specific areas in which these two groups of training-participants were not satisfied with the training, so that future training courses can be strengthened.

(3) Impact of the CBR Activities in 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
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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, however, there were a few areas of concern, which need to be discussed and understood better:

- Concerns of school teachers in Da Nang and Hue provinces regarding the applicability of the inclusive education approach.
- Concerns of individuals who received small grants for starting income-generation activities in Hue province.
- Concerns of individuals attending vocational training courses in Hue province.

2.8 CONCLUSIONS ABOUT SURVEYS DURING MID-TERM EVALUTATION

The mid-term evaluation of the Vietnam CBR programme in 6 provinces of Vietnam co-funded by Italian Directorate General for Development Cooperation (DGCS/MAE) and managed by AIFO/Italy in partnership with Government of Vietnam, was conducted through 2 specific approaches:

1. Beneficiary surveys in 3 sample provinces to identify any overarching and macro issues in the project implementation strategies (between Dec. 2009 to Feb. 2010).
2. Field visits to observe and conduct interviews with key persons involved in project implementation and beneficiaries (in March 2010).

Ideally, reports from both these exercises should be considered for understanding the findings of the mid-term evaluation.

The following general conclusions can be drawn from the analysis of the beneficiary-surveys conducted in 3 sample provinces of Vietnam:

- 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 them important information and creating awareness about inclusive education and needs of children with disabilities.

- The surveys show that there are significant differences in the way the provincial teams are implementing the CBR project activities. There are two specific areas in which the CBR implementation strategies need to be discussed and reflected among the programme managers:
 - a) Individuals benefiting from the specific project activities: In Phu Tho province, most of the beneficiaries of small grants for starting income generation and vocational training were family members of persons with disabilities. Since the goal of CBR project is to improve the well-being and the quality of life of persons with disabilities, the implementers need to look at the impact of these activities on the persons with disabilities in those families.
 - b) Impact of Vocational Training in Hue province: Persons with disabilities participating in the vocational training course in the Hue province gave very low scores to this activity, and this finding needs more discussions and understanding.
- 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, discussions regarding the indicators for the work of CBR volunteers and CBR supervisors can be useful. 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.

PART 2: FIELD VISITS AND INTERVIEWS



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

3. FIELD VISITS

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 key persons including 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 some findings from these visits. All the detailed interviews are available in a separate Annex.

3.1 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 gather additional information. The visit to each person lasted for 60-90 minutes. A total of around 50 individuals were visited at home in the 3 provinces.

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 in the districts were visited. In each school visit, there was an initial briefing of those 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 on their work 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 detailed summaries of interviews with individuals as well as, of meetings and discussions with different groups are provided in a separate Annex.

3.2 KEY FINDINGS FROM THE FIELD VISITS

3.2.1 CBR Volunteers: Interviews were conducted with individuals as well as, with small groups of persons who collaborate with CBR programmes as volunteers.

The interviews showed that individual volunteers follow 5-6 persons with disabilities, especially children and young adults. Most of persons they follow live close to their homes, or at the most 5-10 minutes by motorcycles.

Many of them had not attended any formal training and were supposed to learn from older and more experienced volunteers. Some who had attended a course said that training duration was variable, from 5 to 12 days. The CBR programme has translated the WHO manual on CBR into Vietnamese and many volunteers said that it was very useful.

Most persons with disabilities and family members appreciated the support received from the volunteers for the following kinds of activities:

- The most common support was in conducting exercises and massages with the persons with disabilities at their home and often, in collaboration with family members and help in improving autonomy of the individuals.
- A second common area in which many persons appreciated the support received from the volunteers was for orthopaedic appliances, including adapting them and repairing them, such as walkers, special seats, wheel-chairs, etc. They also helped in receiving free medicines such as medicines for epilepsy.
- A third common area of support was in receiving disability pension.
- Other kinds of support reported by families included the following: Go to pick up the child from Rehab centre and take her home; accompany the disabled person to hospital for treatment (he needs to pay like everyone but can get a priority visit); volunteer acts as an intermediary with the rehab centre and facilitates the visit since he knows the hospital staff. Spend some time with the child and the grandmother every day; to provide support and encouragement; help in improving socialisation with other children and friends to come home to see him.

The challenges faced by the volunteers included the following – spending their own money for transport, some families do not wish their home visits, lack of sufficient skills and training.

3.2.2 CBR Supervisors: Discussions with CBR supervisors were held individually or in small groups. A total of 8 supervisors were consulted. From these discussions the following information was collected:

In the three sample provinces, on an average, each supervisor follows 8-11 CBR volunteers. They visit each CBR volunteer once a month but if the volunteer is facing any difficulties, then they can visit more often. Volunteers ask for their intervention when faced with persons having severe disabilities and when they don't know how to help.

Most supervisors have some training; some of them had attended 2 training courses – an initial course for 21 days followed by a second course of 5-12 days duration; a few supervisors had little training. They all had the translated CBR manual, which they found very useful.

The challenges faced by CBR supervisors are – they are also volunteers (do not receive any salary), are expected to cover their transport costs; they are involved in many other activities such as for red cross activities; and lack of sufficient practical skills. Finally, many supervisors said that for them the training course was difficult to follow.

3.2.3 School teachers: Discussions with the school teachers (mostly associated with primary schools in the villages) were held in small groups. A total of 60 school teachers were interviewed. These discussions showed the following situation:

Only a few school-teachers had previous knowledge about inclusive education (IE), most of the school teachers confirmed that they had taken part in the training courses on IE and it was their first exposure to the issues related to childhood disabilities.

The courses were appreciated as they provided information about different kinds of disabilities among the children. However, they had limited learnings about practical skills about how to teach to children with different disabilities.

In most school, children with disabilities were less than 1% of the students, some classes had one child with disabilities, while others did not have any. Most of the children with disabilities going to the school has difficulties in learning.

Challenges faced by school teachers included lack of practical skills and not having any support staff. School-teachers said that it was impossible for them to accept children without proper toilet training as they had no time to look after such children.

In Many schools, there were issues related to physical barriers such as stairs. Often other children and classmates helped children with disabilities, for example to go to the toilets.

4. OVERALL IMPACT OF CBR PROJECT ACTIVITIES - CONCLUSIONS

- 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.

4.1 SUGGESTIONS, RECOMMENDATIONS AND CONCLUSIONS

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 periodic 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 by Dr Sunil Deepak

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.

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Vietnam CBR Project
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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).

Before the starting of this project, AIFO was already supporting limited CBR related activities in the two northern provinces with limited private funds. After the start of this project, the on-going activities in northern 2 provinces were continued and expanded, and new CBR activities were started in the four central provinces.

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.

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.

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 sample provinces

Draft 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.

**International Projects Office
AIFO, Italy**

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

