TERMS OF REFERENCE
CRS Program Evaluation: Inclusion of Vietnamese with
Disability (IVWD) Program, FY2006-2015

Overview
Catholic Relief Services (CRS) / Vietnam is undertaking a comprehensive, utilization-focused evaluation of its IVWD Program, which has been carried out over a 10-year period (FY2006-2015). This evaluation will be carried out by a lead evaluator and researcher and will focus on accomplishing 4 main things:

1. Assessing and documenting the extent to which CRS/VN has achieved the strategic objectives and intermediate results of the different projects under this program, with a particular focus on program impact and learning;

2. Identifying major successes and innovations accomplished during the program's implementation, as well as challenges and lessons learned;

3. Analyzing the level of lasting change and sustainability of IVWD interventions at schools (pre-primary, primary, junior secondary, and college), district/provincial and national levels; and

4. Making recommendations in terms of where CRS/VN and its government and university partners should focus future efforts to ensure the continuation of support and services to Vietnamese children and youth with disabilities.

The IVWD program underwent a number of modifications and evolutions, as explained further below; this evaluation will encompass a review of all aspects of the program during the period FY2006 through FY2015. Some components were phased out as early as 2008, while other components were added on; it is expected that the approach taken by the evaluation team may need to shift accordingly. In any case, the evaluation should include the following main steps:

- Initial planning meeting between external evaluator(s) and a small management team within CRS;
- Desk review of all relevant program documents;
- Conceptualization and design of evaluation plan, tools, approach(es), and methodology;
- Field work – reflection workshop, key informant interviews,observations, and focus group discussions with all categories of stakeholders;
- Analysis and drafting of report;
- De-briefing and validation workshop; and
- Finalization of document.

Background
Persons living with disabilities are one of the most disadvantaged groups in Vietnamese society. In addition to facing severe stigma, they experience enormous challenges accessing education, vocational training, and employment opportunities. CRS/Vietnam has implemented programs in inclusive education for children with disabilities since

1996and is a recognized leader in this field. With funding from USAID/Leahy War Victims Fund, CRS has collaborated with the National Institute of Education Science (VNIES) and the Ministry of Education and Training (MOET) to promote the mainstreaming of inclusive education (IE) into the regular educational system and to build resources in IE. Since 2005, CRS has delivered education and vocational training services to over 6,500 children and youth with disabilities to date[1], along with the development of key documents and resources and notable influence on national policy, especially in inclusive education policy mainstreaming. Since 2007, the Information Technology Training Program (ITTP) component has established international-standard computer training facilities in 3 higher education institutions in Hanoi, Ho Chi Minh City (HCMC) and Danang, and assisted 60-70% of graduates to find employment in Vietnam's growing IT sector.

Key stakeholders for the IVWD program include USAID; CRS/VN; MOET and DOET (Ninh Binh and Quang Nam); MOLISA; NCCD;VNIES; Hanoi University School of Education; Hanoi College of Education; colleges ESTIH, VLU, and Dong A University; World Concern Development Organization (WCDO);teachers and administrators; children and youth with disabilities; Parent Associations (PAs); and businesses/private sector. CRS/VN and its partners will use the findings of this evaluation and its accompanying recommendations to move forward, seeking ways to continue to improve the educational support and services provided to children and youth with disabilities in Vietnam.

The overall theory of change for the IVWD program could be summarized as follows: *IF* IE principles and practices are mainstreamed into schools (pre-primary through post-secondary) *AND IF* VWD have equal access to meaningful employment (including self-employment and employment in traditional as well as IT sectors) *AND IF* policies are developed and disseminated to support the mainstreaming of disability issues*AND IF* assistive technologies can be used to reduce barriers to secondary/higher education, *THEN* Vietnamese with disabilities will fulfill their rights to full social, economic, and educational inclusion.

The IVWD program has undergone a number of modifications and evolutions, as described in key project documents and as outlined in the table below.

Date	Key Project Document / Step	Strategic Objectives
FY2006-FY2008	Original IVWD proposal	3 objectives: Inclusive Education; Vocational Training & Employment; and Advocacy & Awareness
2006	Baseline	--
February 2007	Sub-project approved	Adds ITTP component, so IVWD now has 4 objectives: Inclusive Education; Vocational Training & Employment; Advocacy & Awareness; Information Technology Training Program (ITTP)
May/June 2007	Mid-term evaluation	--
September 2008	Cost Extension #1 (USAID modification #6)	Extends SO2 activities until December 2008; extends some SO1 and SO3 activities until September 2009; extends junior secondary school component and ITTP until June 2010
December 2009	Final evaluation	--
May 2010	Cost Extension #2	Extends ITTP and parental involvement activities until end of FY2011 (5 quarters total)
FY2012-2014	Follow-on proposal (USAID modification #9)	2 objectives: ITTP; ICT pilot (for secondary/higher)

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[1]Calculated from IVWD Final Evaluation and most recent quarterly report.

| June 2014 | No-cost extension | Extends ITTP and ICT pilot for secondary/higher education until end of FY15 |
| June/July 2015 | Overall/final program evaluation [SUBJECT OF THIS TOR] | -- |

Project results frameworks for each of the project proposals listed above can be found in Annex A.

Programmatically, there are five broad areas of work that have been undertaken for some time during this 10-year period: inclusive education at the pre-primary through junior secondary school level; vocational training and employment at the community level; advocacy and awareness (including policy work, awareness-raising, and strengthening of Parent Associations); the Information Technology Training Program; and an ICT pilot. The table below provides information on these five areas, major interventionsincluded under each, provinces/districts covered, and total number of beneficiaries targeted.

Component	Key Interventions	Provinces targeted	Beneficiaries targeted
Inclusive Education (FY2006-2009)	1. Capacity-strengthening of core teachersfrom all 63 provinces and step-down training for all teachers 2. Capacity-strengthening for district / provincial ed. depts. 3. Development of pre-service and in-service teacher training curriculum and materials for IE teaching and management 4. Parent Association establishment / strengthening 5. Formation of IE support centers 6. Mainstreaming of IE into policies and schools 7. Development of an 'IE model' for secondary school level	Ninh Binh / Quang Nam (6 districts total) Some interventions at national scale	400 core teachers 2,500 new students
VTE/community level (FY2006-12/2008)	1. Community-based vocational training and employment 2. Peer group establishment 3. Raising awareness on disability issues at the community level 4. Support to community-based social workers	Ninh Binh / Quang Nam (6 districts total)	225 young people with disabilities in employment 300 young people with disabilities with improved self-esteem /health /life skills
Advocacy and Awareness (FY2006-2009, although some of this continues throughout LOA)	1. Awareness-raising and advocacy events (study tours, national media, etc.) 2. Community-based communication activities (local radio, etc.) 3. Various workshops related to IE (for example, on early intervention and school transitions) 4. Collaboration with NCCD	National level (policy) Some activities at district / province level (same provinces /	(not beneficiary-level)

		districts as above)	
ITTP (FY2007-2015)	1. College partnerships formed 2. Curriculum developed – IT and soft skills 3. BAC formed; business/private sector input assured 4. Students trained and assisted to find jobs (and/or internships)	Hanoi (HCIT/ESTIH); Ho Chi Minh City (Van Lang U); Danang (Dong A U)	481 students with disabilities (initial phase) 650 students with disabilities (follow-on)
ICT pilot (FY2012-2015)	1. AT technology developed/ tested/ endorsed by MOET; 2. Distance learning program piloted; 3. Online resource center established (by MOET)	ThaiNguyen; Quang Binh; Hanoi; Ho Chi Minh City	175 students with disabilities and 30 teachers/DPO for AT; 200 students with disabilities and 10 teachers for DL

Work to be accomplished

Evaluation goal
Using a participatory approach, assess and analyze the level of achievement of the program's overall vision, goals, and objectives and articulate a clear path forward for CRS and its partners.

Evaluation objectives
As mentioned in the overview, the evaluation has four main objectives:
1. Assessing and documenting the extent to which CRS/VN has achieved the strategic objectives and intermediate results of the different projects under this program, with a particular focus on program impact and learning (to be accomplished mainly through review of documentation, supplemented and triangulated by primary data collection);

2. Identifying major successes and innovations accomplished during the program's implementation, as well as challenges and lessons learned (to be accomplished mainly through review of documentation, supplemented and triangulated by primary data collection);

3. Analyzing the level of lasting change and sustainability of IVWD interventions at schools (pre-primary, primary, junior secondary, and college), district/provincial and national levels (to be accomplished mainly through primary data collection and observation); and

4. Making recommendations in terms of where CRS/VN and its government and university partners should focus future efforts to ensure the continuation of support and services to Vietnamese children and youth with disabilities.

Key evaluation questions
The evaluation should seek to answer the following key evaluation questions, organized by the 5 criteria developed by the OECD-DAC:
1. **Relevance (objective 1)**
- Do the various components of the program add up to reach the desired goal as in the theory of change?

- How well do the chosen models fit with the Vietnamese educational system?
- Were the partnerships selected appropriate for reaching the program objectives?
- Are there differences in these perceptions as to the relevance based on gender? More generally, is there evidence that the program has been gender-responsive?
- Is there evidence to support the way in which the program evolved over time? Are there still unmet needs?

2. **Effectiveness (objectives 1 and 2)**
- To what degree were the different objectives included in the various phases of this program achieved? What chief factors were responsible for their level of achievement?
- What is the value added that the program brought to its end users? How is the quality of the program interventions compared to other, similar types of programs in Vietnam?
- How were partners selected, and how was the partnership strengthened over time? Is there evidence to suggest that a participatory approach was used during the project's design/implementation, and partners felt ownership of program interventions?
- Did the M&E system provide the right information at the right time to allow for timely project management and decision-making? Is there evidence to suggest that partner/beneficiary feedback was used to shift activities and/or evolve the program?
- How were the results of the final evaluation (2009-2010) used to shape the next phase of the program? In general, how well has the program shifted approaches and activities to respond to changes in the environment and newly-identified needs/lessons learned?
- Do children with disabilities and their parents feel that the program has met their educational needs? Do other stakeholders?
- Do youth with disabilities trained under the program feel competent that they can continue their IT career and/or vocation? Did the project prepare them well for the labor market and for social / job-related interactions in the workplace? How might this have been improved?

3. **Efficiency (objective 1)**
- Were project activities and objectives achieved on time?
- Were the interventions cost-efficient (cost-efficiency should look at long-term benefits and impacts (e.g., policy change, changes in attitudes/behaviors), not merely number of direct beneficiaries)? Were there better alternatives in terms of allocation of resources between various components within the program?
- Are there certain characteristics of vocational training (IT and non-IT) which result in higher employment rates? What are the lessons / best practices in this respect?
- Similarly, are there certain characteristics of the IE interventions / educational strategies which seem to result in higher and more effective participation in classrooms by children with disabilities? What are the lessons / best practices in this respect?

4. **Impact (objectives 1 and 2)**
- What major successes, accomplishments, and innovations were achieved during the project, for each of the main components: IE; VTE; Advocacy & Awareness; ITTP; ICT pilot? What key factors led to these successes?
- What are the most significant changes in beneficiaries' lives after participation in program interventions? Are there any indications that more children with disabilities come and stay in school longer and/or experience greater quality of life?How do the impacts vary according to different types of disabilities?
- Which impacts were most valued (and valuable) to beneficiaries in particular, and society in general?

- Are these most significant and valued impacts/changes similar for boys and girls?
- What were the program's biggest challenges or failures? Were these adequately addressed during implementation?
- What are the most relevant lessons learnt from the program's implementation for any future programming?

5. **Sustainability (objective 3)**
- What has been accomplished in terms of sustainability, and where do gaps remain? Have sustainability plans been developed and implemented? Do these seem successful? Please see Annex B for a conceptual framework outlining most important elements to ensure sustainability. Each of the main program components should be considered:
    a. Inclusive education: Are CWDs likely to continue to be able to access school (pre-primary through secondary) and support services?Are the trained core teachers still mentoring others? Do the IE resource rooms still function? Is the project-developed model for IE at the junior secondary school level now replicated nation-wide? Are there differences between districts in any of these aspects? If so, why? Are the different policies, guidelines and technical resources developed during the program's implementation still in place / being used? Are there ways to improve upon these?
    b. VTE: This component was phased out in 2008. Are there any indications that it continues? Are the resources that were developed (SIYB handbook, on-the-job training guidance, etc.) still in use? Are the YWD still employed? Are the community-based social workers still providing support? Is there evidence that this is a sustainable and effective model?
    c. Advocacy and Awareness: Are parental, community, and teacher/administrator attitudes likely to remain positive and supportive with respect to IE? Are policies and initiatives to raise awareness likely to continue? Are IE policies developed with MOET being implemented as designed? Do the PAs which were established during the project still exist and are they playing an important role? What effect has the networking of PAs had? Has the PA model been adopted nationwide?
    d. ITTP: Are the ITTP graduates likely to continue in their IT careers? Are the partner colleges likely to continue IT classes for YWD? Is the BAC likely to continue functioning and working to expand training and employment opportunities for YWD? Is the private sector / Are IT companies likely to (1) continue hiring workers with disabilities and/or (2) continue supporting, both financially and technically, the ITTP program? Why or why not? How has the phasing out of tuition support for ITTP trainees worked? What lessons have been learned in this respect? Are there differences between colleges in these aspects? If so, why?
    e. ICT pilot: Is MOET likely to continue using ICT / Assistive technologies throughout the educational system and examination processes? Are teachers / students likely to continue to use ICT in school (for learning and examination) and/or for distance learning? Why or why not?

Evaluation methodology
Due to the long timeframe and evolving nature of the IVWD program, it is expected that this evaluation will use a mostly qualitative, participatory, and utilization-focused methodology. As such, it is expected that the evaluation will require a consultant team (lead evaluator and qualitative researcher) in addition to project staff time to conduct an in-depth review of program documentation (including – but not limited to – project monitoring data) as well as primary data collection using a number of evaluation instruments aimed at gathering stakeholder input and triangulating already-existing data. These instruments should include: key informant

interviews; focus group discussions; an online survey shared with facebook ITTP alumni network page; an internal reflection workshop; and direct observation of ITTP classrooms. Once the evaluation team has reviewed the documentation which already exists, the lead consultant will be responsible for outlining a proposal in terms of exact methodology, instruments (specific tools and target group) to be used, and proposed sampling, to be reviewed and approved by CRS/VN.

The methodology is expected to include four main components:

Documentation review: Please see the section below for a listing of documents that will be made available to the evaluation team. These documents help answer the questions in terms of accomplishments and provide quantitative data, as well as providing details in terms of how the program has evolved over the 10-year period.

Input into, and incorporation of, on-going review processes: USAID is in the data collection stage of its meta-evaluation of all disability programming it has supported. All 3 partner colleges will be organizing reflection workshops of their own in the next month. An ICT evaluation is also planned. These different processes will provide important information and data for use in this evaluation. The consultant team is also expected to provide input into the partner college reflection and ICT evaluation, identifying any key questions, approaches, or data that could be addressed through these processes for use by the consultants.

Participatory reflection workshop: This workshop will be held early on in the evaluation process, and will enable the evaluation team to gather important information on issues related to partnerships, grant management, key successes and lessons learned. It is expected that at least preliminary findings from the USAID meta-evaluation will also be available for discussion during this workshop. This workshop will also inform the evaluation's qualitative assessment, helping to set priorities by identifying most critical questions and areas needing additional or deeper information.

Qualitative assessment: This will be done through purposeful sampling of key stakeholders. Focus group discussions, key informant interviews, an online survey, and direct observations of ITTP classrooms will be the principle qualitative methods used to collect in-depth information related to the key evaluation questions outlined above.

Annex C includes an initial attempt to map the key evaluation questions to these different components and instruments and to target groups. In terms of sampling, the IVWD program covered 6 districts in 2 provinces, and 8 additional provinces were added on for the ICT pilot[2]. The ITTP program was implemented with three partner colleges in Hanoi and HCMC. The table below summarizes proposed qualitative sampling, to be finalized by the consultant and evaluation team.

Target group / individual	Sampling details / total number
Reflection workshop	+/- 20 CRS and partner staff
Direct observations: - ITTP classrooms - School classrooms	 2 (out of 3) colleges will have courses going on concurrently with the evaluation period 8-10 (should cover all three levels (pre-primary; primary; junior secondary and also classrooms with ICT pilot) Note: Schools will

[2] These additional 8 provinces were not covered at 100%, however. Only those schools/communities which met certain criteria (e.g., having children with disabilities in the 5th/6th grade, willingness and capacity of teacher to participate, etc.).

	not be in session during the evaluation period, but the team can at least assess the classroom's set-up, materials, presence of ICT equipment, etc., at the same time as teacher and PA interview
KIIs: - Children with disabilities - Youth with disabilities, including both those participating in ITTP and those in the WCDO/VTE component - Parents - Parent Associations - Teachers - Administrators - MOET - DOET (provincial / district level) - College partner staff - MOLISA - DOLISA (provincial / district level) - Teacher Trainers - WCDO - BAC - Key businesses/ITTP - Community-level businesses/VTE - Community-based social workers / VTE - Red Cross and other organizations / VTE	25-30 15 40 (parent for each child / youth interviewed) 8-10 (at school for each classroom observed) 22-26 (2 per school + 2 per college) 11-13 (1 per school + 1 per college) 5 (to include at least 2 former MOET/staff who were active during the IE component, plus 2-3 who are current staff) 10 (2 per province/district visited) 6 (2 per college) 3 (1-NCCD; 1-General Dept. Vocational Trg.; 1-Social Protection) 4 (VTE component) 5 (from Hanoi College of Education, Hanoi University of Education, QuangNam University) 3 Focus group (8 representatives) 6 (1 per business) 4 4 2 (district level)
Online survey:	TBD / Up to respondents

Deliverables
1. Full design and methodology of the evaluation, which will be subject to CRS/VN's approval;
2. Data collection tools and work plan, also subject to approval by CRS/VN and partners;
3. A draft evaluation report, for review by CRS/VN and partners;
4. A validation workshop, for sharing results with representatives from USAID, CRS/VN, MOET/DOET, DPOs, and 3 partner colleges, as well as beneficiaries;
5. A final evaluation report, taking into account suggestions and changes recommended during the review/validation process; and
6. An electronic copy of all data collected during the evaluation.

Tentative Schedule

Activity	LoE – Lead evaluator	LoE – Qualit. Researcher	Timeframe
Review of documentation	5 work days	--	Over the period

			June 1-12
Development of methodology, tools, and work plan	3 days	1 day	Week of June 15-19
Reflection workshop	2 days	2 days	June 22-23
Field work	5 days	11 days	Over the period June 24-July 10
Drafting of report	4 days	--	July 13-16
Validation Workshop preparation and facilitation	3 days	2 days	July 20-22
Finalization of report	3 days	--	Week of July 27-31
TOTALS	25 days	16 days	

Period of Performance
As indicated in the table above, the period of performance is expected to be June 1-July 31, 2015.

Key Documents
- Project proposals, extension requests, USAID modifications and agreements;
- Baseline (2006), final evaluation (2009-10);
- partner final review workshop reports (to be completed by the time of evaluation);
- ICT pilot evaluation (to be completed in May);
- PMPs/IPTTs and quarterly / annual reports;
- Manuals, guidelines, handbooks, training curricula developed during the program;
- Policies, standards, guidelines, charters issued by MOET during the program implementation;
- Other publications developed during the program implementation (2 how-to guides; 2012 case study on enhancing IT vocational training and employment opportunities for young VWD; 2009 best practices document; 2012 barrier assessment; 'success stories', etc.);
- USAID's meta-evaluation – findings, beneficiary survey, report (to become available by the time of evaluation).

Main point of contact
The consultant's main points of contact at CRS/VN throughout the evaluation process will be: Nguyet Dinh, Program Manager-IVWD and Lauren Pelascini, Head of Programs.

Qualifications and Experience Required
- Advanced degree in social sciences or a related field;
- Minimum 10 years of working experience in relevant field (education, disability, vocational training/workforce development, IT);
- Experience in conducting evaluations;
- Knowledge and experience of the disability and education sectors in Vietnam;
- Excellent analytical skills;
- Excellent communication skills (verbal and written), in English and in Vietnamese;
- Ability to work under pressure, as an individual and in a team;
- Ability to solve problems.

Application submission:

- Any consultants who are interested in the job should send the application in sealed envelope to Catholic Relief Services, room 301-303, E3 building, Trung Tu diplomatic compound, No. 6 Dang Van Ngu, Hanoi or through email to recruitment.vietnam@crs.org
- Deadline for application: **May 20, 2015**.
- The application document should include CVs of consultant members, technical proposal and implementation plan; estimated budget.
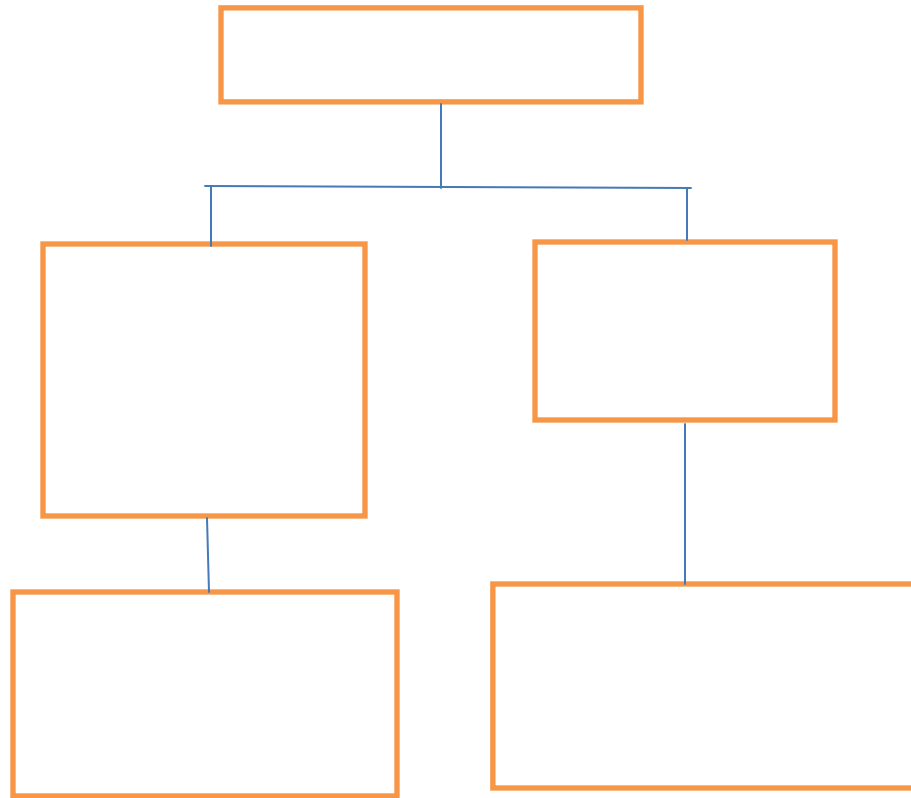
CRS's recruitment and selection procedures reflect our commitment to protecting children and vulnerable adults from abuse and exploitation.
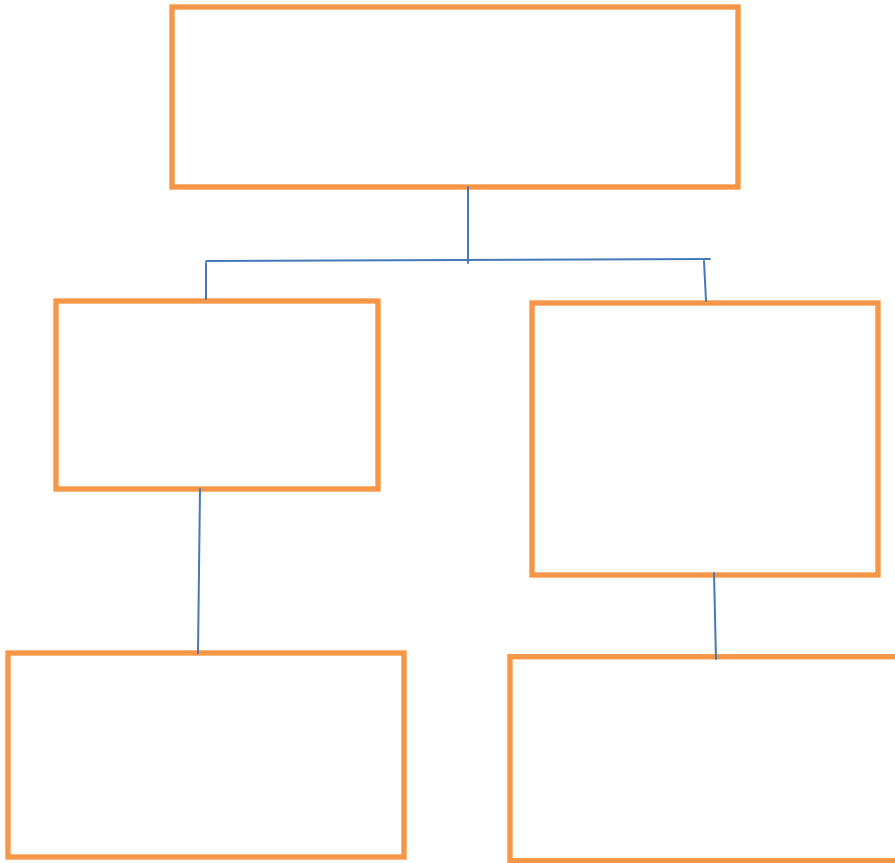
Annex A: Project-level results frameworks

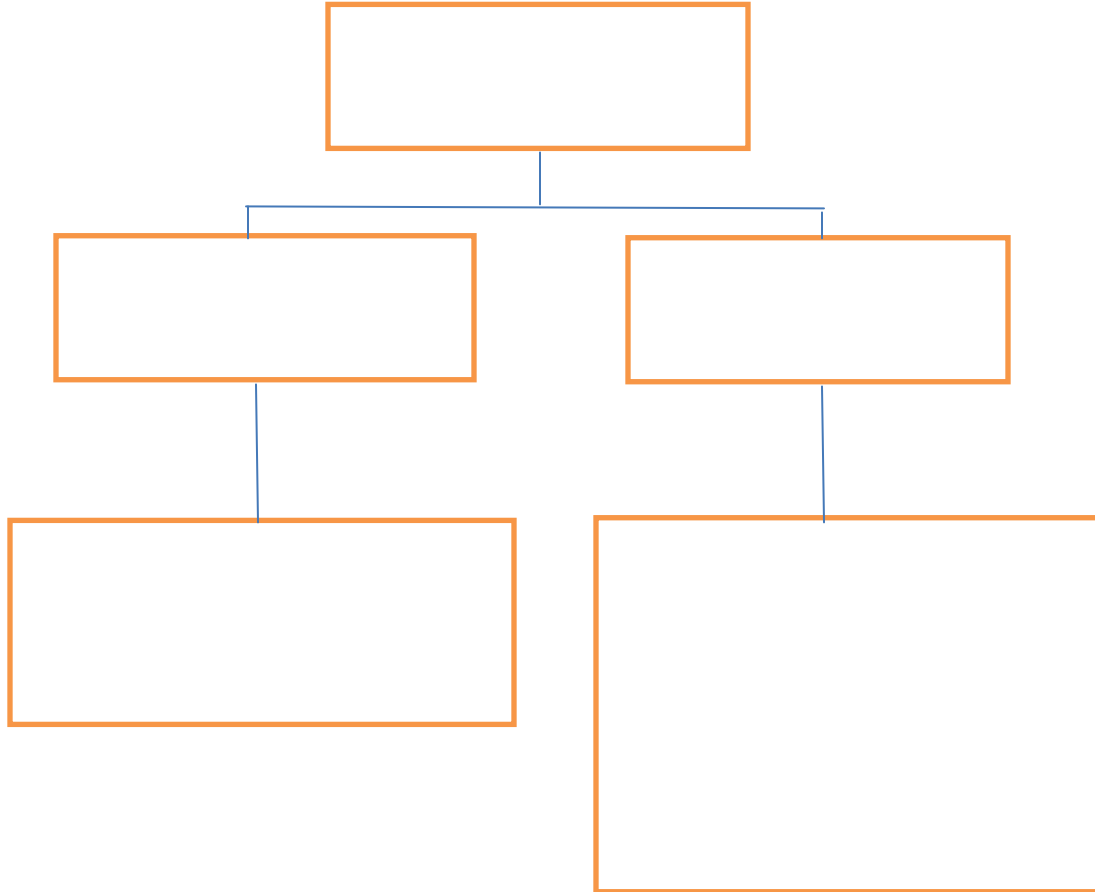**Original IVWD proposal (FY2006-2008) (includes sub-project approved in 2007 (SO4/ITTP add-on))**
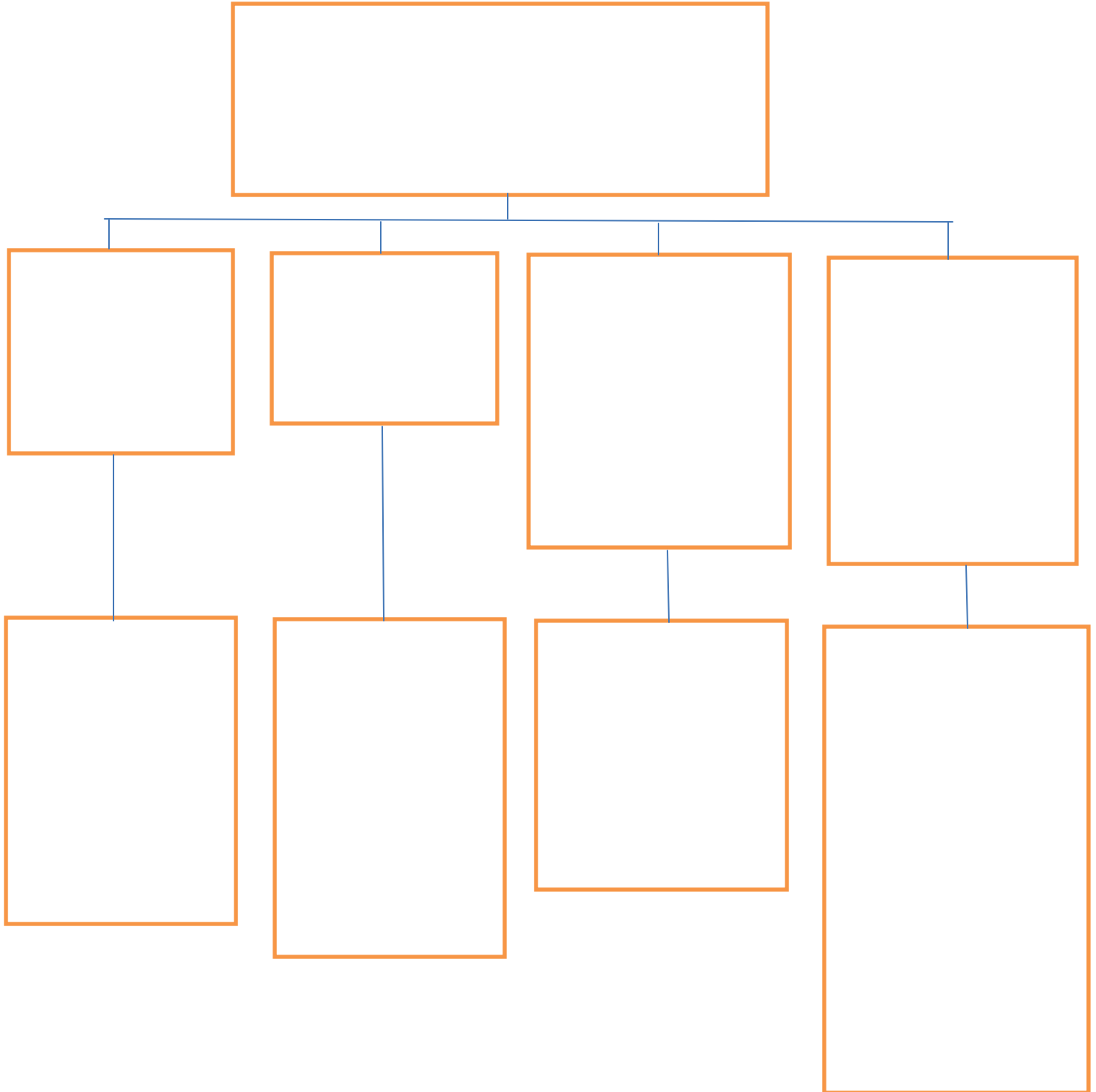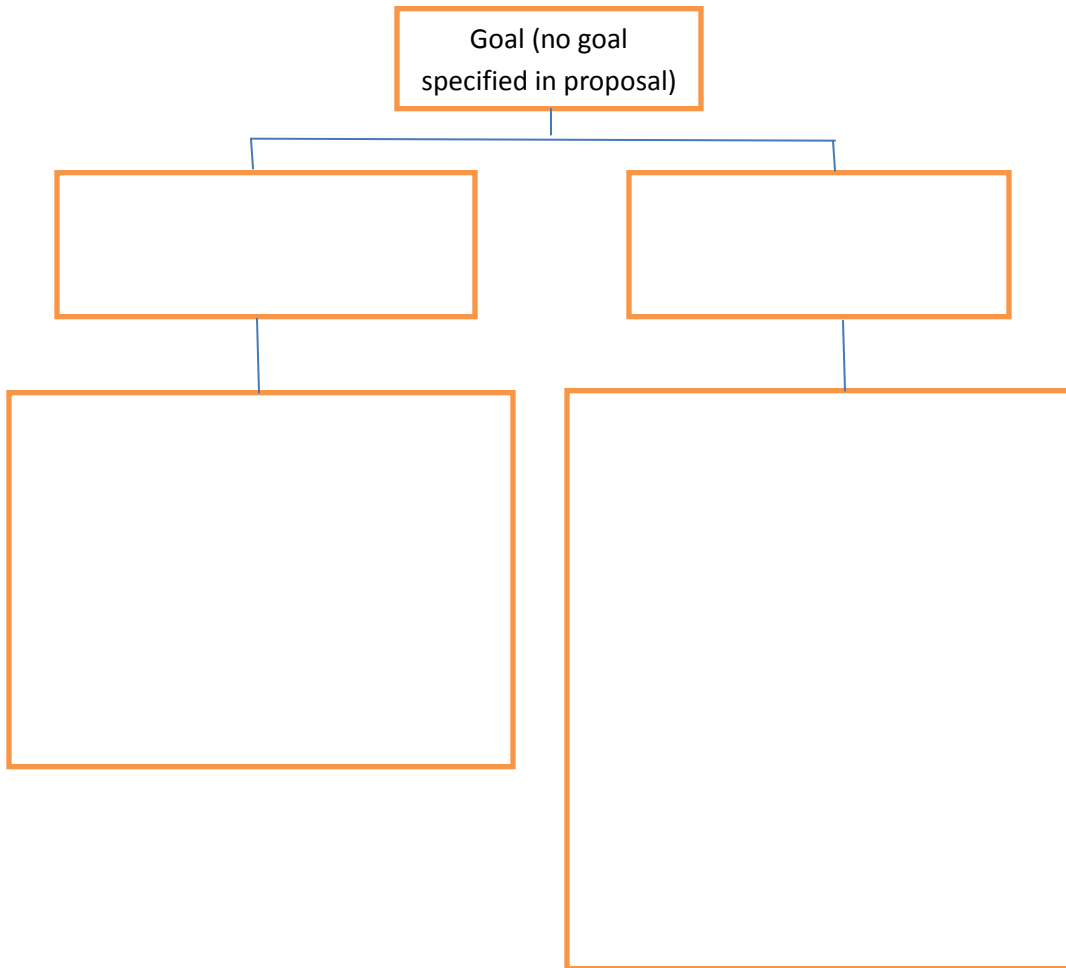
Cost Extension #1, FY08

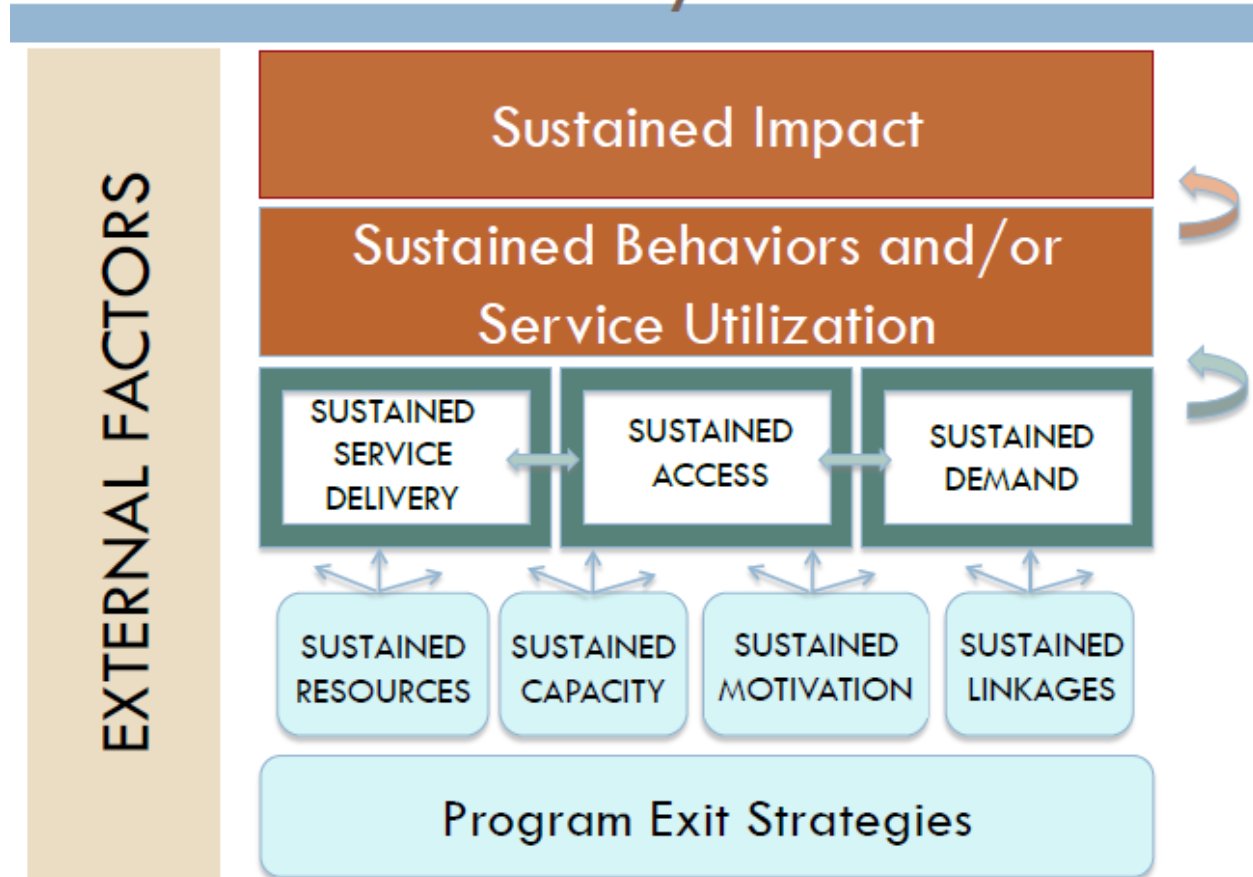**Cost Extension #2, FY2010**

Follow-on IVWD proposal, FY2012-2014

No-Cost Extension FY2015

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│      Goal (no goal       │
│  specified in proposal)  │
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Annex A: Sustainability conceptual framework

(From FANTAIII Project / Beatrice Rogers and Jennifer Coates, "Effectiveness of Title II Program Exit Strategies" Study)

Sustained resources: whether resources (material, financial, human) needed for the program's interventions are available. Some examples of sustained resources would include the approved IE policies, laws, and charters at the national level; the manuals, guidelines, and curriculum – whether these are available and used at the national, provincial/district, and school level; MOET's increased budget allocation to IE; colleges and private businesses contributions to the ITTP; fundraising strategies undertaken to date to continue the ITTP.

Sustained capacity: whether the necessary skills, knowledge, and behaviors exist so that program's interventions could continue. Some examples here might include the core teachers' skills and knowledge; the trainers at the Teacher Trainer Colleges; and the skills and experience gained by the ITTP participants.

Sustained motivation: whether stakeholders involved in the program have the necessary motivation (internal or external) to continue. Some examples here might include the businesses' motivation to continue once they've seen the good work from the ITTP graduates and because they no longer have to worry about the govt.-imposed fines for businesses who don't employ PWD; teachers and schools' motivation to continue to promote IE because of the Directive 23, school charter, etc.; parents' motivation to continue to seek opportunities and advocate for their CWD because they've seen the difference support/services can make (this comes out in quite a few of the 'success stories' included in the reports).

Sustained linkages: whether beneficiaries, communities, and partners have developed strong linkages that would ensure the continuation of support and services. Some examples here might include the ITTP alumni network (linking peers); linkages between the business and the colleges (through the BAC and through co-designing the courses); linkages between PAs and DOET and DPOs, for continued support to parents of CWDs and advocacy for CWDs' needs; linkages between teachers (mentoring around IE).

Annex C: Mapping of key evaluation questions, evaluation component/survey instrument, and target group

Criteria	Key evaluation question	Evaluation component / survey instrument	Target group
RELEVANCE	Do children with disabilities and their parents feel that the program has met their educational needs? Do other stakeholders?	Documentation (reports, barrier analysis, MTE/FE) KIIs	CWDs-IE; YWD-ITTP; Parents; Teachers/Administrators; DOET
	Do YWD trained under the program feel competent that they can continue their IT career and/or vocation? Did the project prepare them well for the labor market and for social / job-related interactions in the workplace? How might this have been improved?	Documentation (reports) Survey – shared through alumni facebook network KIIs	ITTP graduates, both those with and without current jobs; businesses who have hired YWD
	Are there differences in these perceptions as to the relevance based on gender? More generally, is there evidence that the program has been gender-responsive?	Documentation (reports) KIIs	KIIs (above) should aim for equal gender representation
	Are the different policies, guidelines and technical resources developed during the program's implementation still in place / being used? Are there ways to improve upon these?	Documentation Reflection workshop Classroom observation KIIs	KIIs – MOET; DOET; MOLISA; teachers (school classrooms, colleges); administrators; Teacher Training Colleges / Hanoi U. College of Education; ITTP college administrators
	Is there evidence to support the way in which the program evolved over time? Are there still unmet needs?	Documentation Reflection workshop KIIs	MOET/DOET; teachers / administrators; parents
EFFECTIVENESS	To what degree were the different objectives included in the various phases of this program achieved? What chief factors were responsible for their level of achievement?	Documentation Reflection workshop	CRS and key partner staff
	What is the value added that the program brought to its end users? How is the quality of the program interventions compared to other, similar types of programs in Vietnam?	Documentation Reflection workshop	CRS and key partner staff

Criteria	Key evaluation question	Evaluation component / survey instrument	Target group
	How were partners selected, and how was the partnership strengthened over time? Is there evidence to suggest that a participatory approach was used during the program's design / implementation and partners felt ownership of program interventions?	Reflection workshop	CRS and key partner staff
	Did the M&E system provide the right information at the right time to allow for timely project management and decision-making? Is there evidence to suggest that partner/beneficiary feedback was used to shift activities and/or evolve the program?	Documentation Reflection workshop	CRS and key partner staff
	How were the results of the final evaluation (2009-2010) used to shape the next phase of the program? In general, how well has the program shifted approaches and activities to respond to changes in the environment and newly-identified needs/lessons learned?	Documentation Reflection workshop	CRS and key partner staff
Efficiency	Were project activities and objectives achieved on time?	Documentation Reflection workshop	CRS and key partner staff
	Were the interventions cost-efficient? Were there better alternatives in terms of allocation of resources between various components within the program?	Documentation; Reflection workshop could help define 'cost efficiency' in the context of program	Analysis by project consultant
	Are there certain characteristics of vocational training (IT and non-IT) which result in higher employment rates? What are the lessons / best practices in this respect?	Documentation; Online ITTP alumni survey KIIs	Partner colleges; ITTP alumni; Businesses
	Similarly, are there certain characteristics of the IE interventions / educational strategies which seem to result in higher and more effective participation in classrooms by children with disabilities? What are the lessons / best practices in this respect?	Documentation; Reflection workshop; KIIs	Administrators; Core teachers; teachers; MOET/DOET; teacher trainers at Hanoi College of Education/Hanoi University School of Education, QuangNam University)
Impact	What major successes, accomplishments, and innovations were achieved during the project, for each of the main components: IE; VTE; Advocacy & Awareness; ITTP; ICT pilot? What key factors led to these	Documentation; Reflection workshop; KIIs	DOET; partner colleges

Criteria	Key evaluation question	Evaluation component / survey instrument	Target group
	successes?		
	What are the most significant changes in beneficiaries' lives after participation in program interventions? Are there any indications that more children with disabilities come and stay in school longer and/or experience greater quality of life?	Documentation (success stories); KIIs	CWD; parents; YWD; teachers
	Which impacts were most valued (and valuable) to beneficiaries in particular, and society in general?	Documentation (success stories); KIIs	CWD; parents; YWD; teachers; administrators
	Are these most significant and valued impacts/changes similar for boys and girls?	Documentation; KIIs	KIIs should target similar numbers of boys and girls
	What were the program's biggest challenges or failures? Were these adequately addressed during implementation?	Documentation; Reflection workshop; KIIs	Key partners: MOET / DOET; MOLISA; partner colleges
	What are the most relevant lessons learnt from the program's implementation for any future programming?	Documentation KIIs	Key partners: MOET / DOET; MOLISA; partner colleges
Sustainability	Generally: What has been accomplished in terms of sustainability, and where do gaps remain? Have sustainability plans been developed and implemented? Do these seem successful?	Documentation KIIs	Key partners: MOET / DOET; MOLISA; partner colleges
	Inclusive education: Are CWDs likely to continue to be able to access school (pre-primary through secondary) and support services? Are the trained core teachers still mentoring others? Do the IE resource rooms still function? Is the project-developed model for IE at the junior secondary school level now replicated nation-wide? Are there differences between districts in any of these aspects? If so, why?	Observation (classroom set-up and resources only - pre-primary; primary; secondary schools) KIIs	MOET/DOET (district and provincial); school principals; core teachers; classroom teachers; parents
	VTE: This component was phased out in 2008. Are there any indications that it continues? Are the resources that were developed (SIYB handbook, on-the-job training guidance, etc.) still in use? Are the YWD still employed? Are the community social workers still providing support? Is there evidence that this is a sustainable and effective model?	Observation (community-level) KIIs	WCDO; MOLISA/DOLISA; Youth with disabilities; local businesses; community social workers; district-level Red Cross

Criteria	Key evaluation question	Evaluation component / survey instrument	Target group
	Advocacy and Awareness: Are parental, community, and teacher/administrator attitudes likely to remain positive and supportive with respect to IE? Are policies and initiatives to raise awareness likely to continue? Do the PAs which were established during the project still exist and are they playing an important role? What effect has the networking of PAs had? Has the PA model been adopted nationwide?	Documentation; Observation (PAs) KIIs	DPOs (district level / commune level); Parents; PAs; teachers / administrators; MOET/ DOET
	ITTP: Are the ITTP graduates likely to continue in their IT careers? Are the partner colleges likely to continue IT classes for YWD? Is the BAC likely to continue functioning and working to expand training and employment opportunities for YWD? Is the private sector / Are IT companies likely to (1) continue hiring workers with disabilities and/or (2) continue supporting, both financially and technically, the ITTP program? Why or why not? How has the phasing out of tuition support for ITTP trainees worked? What lessons have been learned in this respect? Are there differences between colleges in these aspects? If so, why?	Online alumni survey Focus group; KIIs	Focus group - BAC; KIIS - Partner colleges; key IT businesses (eg, Pixel, Esoftflow, Golden Key, LogiGear, BaNgoc, Laptop, etc.)
	ICT pilot: Is MOET likely to continue using ICT / Assistive technologies throughout the educational system and examination processes? Are teachers / students likely to continue to use ICT in school (for learning and examination) and/or for distance learning? Why or why not?	Observation (classrooms using ICT) KIIs	MOET; teachers using ICT and/or home-based teaching; students using ICT or participating in home-based DL; families of children with disabilities; other associations of persons with disabilities such as Blind Associations; adults with disabilities involved in providing technical support during ICT pilot