

## PROGRESS REPORT

**PROJECT NUMBER:** 896-98-002  
**PROJECT TITLE:** Expansion of Community Support for Children with Disabilities  
**PROGRESS REPORT:** No. 10  
**PERIOD:** From 1<sup>st</sup> January 2001 to 31<sup>st</sup> March 2001

### A. PROJECT SYNOPSIS

This project is being implemented by the Center for Special Education/ National Institute of Educational Science (CSE /NIES) and Catholic Relief Services (CRS) under USAID Displaced Children and Orphans Fund (DCOF). The purpose of the project is to ensure the inclusion of children with disabilities and their families in their communities by increasing awareness of their needs, training educators to meet their needs in general education classrooms, and strengthening community support. The objectives of the program are as follows:

**Objective 1:** *To increase awareness of and support to children with disabilities in Viet Nam by documenting and disseminating experiences, methodology and training curricula for use in preschools and primary schools.*

**Objective 2:** *To expand inclusive education into three districts of northern Viet Nam by increasing awareness of families and community members about the abilities and needs of children with disabilities and by providing teacher training.*

**Objective 3:** *To establish community-based support for children with disabilities.*

### B. SUMMARY OF ACTIVITIES DURING REPORTING PERIOD

#### *January*

- Training for teachers teaching children with learning difficulties.
- Training for pre-service preschool teachers at teacher training colleges.
- Workshops on training materials used for in-service teachers.

#### *February*

- Training teachers teaching children with seeing difficulties.
- Meeting with district counterpart.
- Publishing the Newsletter *In the Same School*.

## **March**

- Workshop on training materials used for pre-service teachers at teacher training colleges.
- Contest for teachers teaching in inclusive classes in three districts.
- Field work for CSE trainers.

## **C. STATUS OF PROJECT RELATIVE TO OBJECTIVES**

**Objective 1:** *To increase awareness of and support to children with disabilities in Viet Nam by documenting and disseminating experiences, methodology and training curricula for use in preschools and primary schools.*

### **1. Workshops on training materials used for in-service teachers**

During this period, we conducted the workshops on the materials used by district key teachers and classroom teachers at preschool and primary school levels and the materials used for teachers teaching children with speaking and hearing difficulties. The participants of the workshops were the experts from the preschool and primary school departments of MOET, Hanoi Pedagogical University and NIES. These experts worked together to give their comments on the materials so that they can be used nationwide in the training on inclusion education.

### **2. Workshops on training materials used for pre-service teachers**

The curriculum on inclusion education used for pre-service teachers consists of six modules. Two modules are general inclusion education and four others are in specific subjects such as teaching children with hearing and seeing difficulties. The purpose of this training was that it would be put in the formal curriculum for the students at the preschool departments of teacher training colleges. The experts participating in the workshop came from MOET, Pedagogical University, colleges and NIES. The materials were restructured so that they fit the current curriculum used for students at preschool departments of colleges.

### **3. Regular meeting with district counterparts**

The main issues of this meeting discussed: 1) The result of the mid-term evaluation; 2) the activities conducted in 2001, especially the activities that should be done during the period from February to May; and 3) discussion on the ways of implementing the activities during February to May.

In the meeting, it was discussed that the monitoring and supervision of district key teachers should be strengthened. They should give professional help to the classroom teachers at the schools where they were put in charge of the location as well as give the advice to the community support team.

The most interesting issue discussed was the contest for teachers teaching in inclusion classes because this is the appropriate way to encourage their contribution.

### **3. Newsletter “In the Same School”**

2000 copies of newsletter were published. The newsletter consists of 13 reports written by parents of children with disabilities, classroom and key teachers, district education leaders, project staff and trainers of CSE – NIES. These copies were sent to the project sites, MOET, and NGOs working in the same area. We can use the stories in the newsletter for our publication.

**Objective 2:** *To expand inclusive education into three districts of northern Viet Nam by increasing awareness of families and community members about the abilities and needs of children with disabilities and by providing teacher training.*

#### **1. Training for teachers teaching children with learning difficulties**

This is the on-the- job training for classroom teachers teaching children with learning difficulties. This new way of training was very useful for teachers. The training was conducted in a group of nearby schools. Each district has four or five groups like this. In the training, one of the classroom teachers gave his/her lecture in his/her class, trainers and their colleagues listened and then the trainer would correct them by giving his idea on how to deal with the particular problems. This way, classroom teachers learned how to deal with problems in teaching children with learning difficulties in their classes and they also shared the experience of their colleagues.

#### **2. Training for pre-service teachers in the preschool departments of Teacher Training Colleges**

During this period, the Teacher Training Colleges in Quang Ninh and Hoa Binh continued the training on inclusive education for the students of preschool departments. This training was conducted on the weekends because the curriculum of the colleges is fixed and new material can not be added. Ninh Binh province will conduct the training during vacation.

#### **3. Contest for teachers teaching children with disabilities.**

The contest was organized from March 12 to April 3 and it consisted of three rounds. The first round selected the excellent teachers from every preschool and primary school in the district. Then these teachers were divided in groups of five and they had to compete with each other to become the best among the group. As a result, we selected the ten best teachers (five preschool and five primary school teachers). The last round selected the best in the district by making a competition among the top scores in the groups. This is a very exciting activity for teachers teaching in inclusion classes. They were scored by a committee of five to seven

people who are the school leaders, district key teachers, experienced classroom teachers and CSE trainers. We invited Vietnam Television channel 3, to go to project sites to record this significant event. The program was broadcast on national T.V .

#### **4. Field work for CSE trainers**

Most of CSE trainers have not taught in classrooms for long time. This activity is aimed at enriching their practice experiences so that they can do a better training. The lessons in the classrooms where they worked were recorded by video camera and they will become audio-visual examples for the training in the future.

**Objective 3:** *To establish community-based support for children with disabilities.*

#### **1. Project monitoring and supervision by district key teachers was strengthened as a regular activity.**

Following the spirit of regular meetings with district counterparts, the system of regular monitoring and supervision was established in three districts. District key teachers are now acting as monitors and they go to local schools to mentor teachers there weekly. They also meet and work with the community support teams to discuss children's school attendance.

### **E. CHALLENGES IN THE PROJECT IMPLEMENTATION PROCESS:**

1. The current curriculum for students at teacher training colleges is fixed. Therefore, students studying inclusion education must attend training on the weekend or summer vacation. This gives them little free time.
2. The process of doing the financial advance for activities of CSE is usually slow. That influenced the activities in the districts.

### **E. ACTIVITIES PLANNED FOR THE FOLLOWING PERIOD**

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| <b>April</b> | <ul style="list-style-type: none"><li>• Training educators of the Primary School Department of Teacher Training Colleges</li><li>• Training on disability identification and clarification in three districts</li><li>• Publishing book #1</li><li>• Training the students of preschool departments of Quang Ninh Teacher Training Colleges.</li></ul> |
| <b>May</b>   | <ul style="list-style-type: none"><li>• Conducting the remaining workshop on training material developments.</li><li>• Assessment of children with disabilities at the end of school year.</li></ul>   |

**June**

- Completing paper work to have one-year training for in-service teachers on inclusion education at Teacher Training Colleges.
- Training on teaching methodology for in-service teachers at project sites.
- Training on toy-making with local materials.