

PROGRESS REPORT

PROJECT NUMBER: 896-98-002
PROJECT TITLE: Expansion of Community Support for Children with Disabilities
PROGRESS REPORT: No. 7
PERIOD: From 1st April 1999 to 30th June 1999

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

April

- Corrected the edition of book two "**Community and Inclusive Education**" in Vietnamese based on the English version edited by Dr. Rich Villa.
- Discussed with Yen Khanh district and Ninh Binh provincial Television Program for public awareness of Inclusive Education.
- Developed the material of upgrading training course for primary school teachers on Inclusive Education.

May

- Correct the edition of the book one "**Inclusive Education: From theory to practice**" in Vietnamese based on the English version edited by Rich Villa.
- Developed the material for upgrading training course for Pre-school teachers on Inclusive Education.
- Discussed with Yen Hung district and Quang Ninh provincial Television Program for public awareness of Inclusive Education.

June

- Carried out the thematic training for key pre-school and primary school teachers on teaching children with communication problems.
- Carried out twelve upgrading training courses for pre-school and primary school teachers in three target districts.
- Carried out the training courses for the pre-service teachers on Inclusive Education at three teacher training colleges in the three districts.
- Carried out the propaganda campaign of IE in the project areas.
- Carried out the training course for the members of community project steering committee.
- Carried out the construction to upgrade the District Resource Centers.

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.*

The regular and systematic propaganda through mass media at different levels is an important mean to raise awareness of care and education for children with disabilities, especially at the district level. In three project districts, local events and information are usually emitted on local radio and TV to people here. The project office has discussed and signed a cooperation agreement with the radio and TV stations in three target districts. According to this agreement, the information of project activities on IE field will be transmitted regularly. The activities are:

- + Program on Radio: 7-10minute/program, two times/week
- + Program on TV: regular short report of the IE project progress in Luong Son and Yen Hung districts. We would like to make educational films on the care and education of children with disabilities. These films will be 30-40 minutes long and they will be shown on both local and national television.
- + Along with the two above activities, news of IE was reported on local Newspapers (there are two reports in Hoa Binh provincial newspaper)

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. Correcting the edition of two books in Vietnamese based on the English version edited by the international experts

Two books have been edited again with the comments of Dr. Rich Villa. These books were written in Vietnamese and translated in English. They were sent to international expert Dr. Rich Villa for reviewing. After receiving it from the advisor, some chapters of the Vietnamese version were changed so that it is suitable with English version that had been corrected. The translation from English into Vietnamese is somehow difficult to understand. These books will be published in September, 2000 after the last edition

2. Developing the materials of the upgrading training courses for primary and pre-school teachers

The upgrading training material was developed to be used for the upgrading training courses in the summer. Based on the need of the teachers after one year of implementing IE project, these materials were upgraded and improved with new teaching methodologies towards MOET renovation direction in teaching. The content of material consists of:

- + Improve teachers' quality of teaching by providing new thinking in the development of a lecture plan. Contrary to the old method, that paid attention to transferring information and knowledge regardless of children's need, this is the Child – Centered Method and based on the real requirement.

- + Method of group cooperation in learning. That provides with 26 activity skills applied in small groups including the way of increasing the interaction and individual responsibility in group.

- + Programming adjustment. This is the modification in setting education objectives and plan as well as activities in both regular and inclusive classes.

- + Incorrect behaviors and the way to correct them

- + Consultative skills for parents

With the experiences gained from previous materials, the upgrading training materials have been developed in modules that give suggestions for teaching activities towards the learner – centered approach. This makes it easier for district key teachers in writing lecture plan and teaching and it also motivates the creation of teachers. These materials will be edited again in order to make it widespread

3. Thematic training course for children with communication difficulty

This course was held in Ha Noi from June 1-15 for 38 district key teachers. Like any thematic training courses done, this course helps teachers to assess the capacity and needs of children so that teachers can develop educational objectives and plans for each child. The course has already raised particular skills such as communication environment setting, stimulation of communication need, presentation forms with verbal or non-verbal language (sign language). During the course, learners could directly observe the children with communication difficulties (CWDs), interviewed and talked with their parents

As a result, all learners could deal with more possible situations in the classroom with CWDs at the end of training period and can train their colleagues in these methodologies

4. Twelve upgrading training courses for pre-school and primary school teachers.

560 pre school and primary school teachers have been trained for three weeks in upgrading training courses.

The content of these training courses aims at meeting the need of teachers working in inclusive classes. It is not like the basic training carried out last year, These training courses give them more practice and provide the opportunity to discuss and share experience with each other after one year of implementing the project.

The result of training showed that district key teachers have shown significant improvement of teaching in inclusive education. Last year, most of the teachers were too shy and not confident when they taught on inclusion for the learners who were the leaders or who were very experienced of education. But now, they are very confident to teach. Mr. Huan (CSE staff) took part in the project activity in the first time said " I am very surprised that key teachers here teach so well like this. Some of them do a better job than NIES staff. The strategy of training key teachers and using local people is moving in the right direction and seems very effective. These key teachers can teach in other areas in case the project expands".

Key teachers Loan in Luong Son and Dung in Yen Hung also said " In the training courses last year, I was so afraid that I did not know how to use time for activities in the course.

This year, I am completely confident teaching the course alone and now I am afraid of lack of time because there are a lot of things I would like to clarify for learners”

5. Training pre – service teachers in three teachers training colleges in three project provinces

The course of 180 periods for pre-school teachers has been done since the second weeks of June. Key teachers in the colleges have taught half of the program (that means they teach in 90 periods), the other half belongs to Center of Special Education staff responsibility. In order to increase the capacity of key teachers at the Teacher Training College, the group of teachers has been established in each college. Each teacher is responsible in one section of the training and others participate with him. Center of Special Education send a staff for monitoring and support when needed. Teachers discusses issues with each other at the end of day so that they can share experiences and learn from others

6. Center of Special Education monitoring and support for the Project implementation at three districts and the Teacher Training Colleges:

In April, May and June, CSE experts and Project Office Staff have gone to the target districts to monitor the project activities. The purpose of this activity is to provide professional support to enhance the quality of inclusive education teaching at pre- school and primary school level and to motivate the rehabilitation and community support activities. The project office staff also paid attention to project management such as local human resource use, the collaboration among district services and parents as well as report of education and rehabilitation plan for each children

Center of Special Education experts attended in the inclusive classes, discussed with children with Disability, their parents and Project Steering Committee at different level. Findings through the supervision work are:

- Children with disabilities (CWDs) in the inclusive classes have got significant improvement after one year of implementing the project.
- New teaching methods such as group cooperation, lecturing plan adjustment were applied but the quality was poor.
- Some children with rehabilitation needs were addressed but the improvement of the children was not good because of the limitation in rehabilitation techniques.
- Key teachers showed good effectiveness at their school but in other schools they did not.

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

Training for key persons of district and community steering committee was carried out in June to increase the project management skills. 50% of members in district and community steering committees has been changed because of the vote at the end of 1999. New Chairmen of Steering committees did not know much about the inclusion and project, they lack project management skills. So this course has helped increase their awareness of inclusion and management skills. The course gave them the opportunity to discuss and share experience in the project.

District Steering Committees have agreed that each key person trained is responsible to take care a group of 4-5 communes. Their duty is:

- To monitor inclusive education both in the pre-schools and primary schools such as: No of CWDs who go to schools, teaching methods, activities out of class and school, report of education and rehabilitation plan for each child and the cooperation between school and family.
- To monitor rehabilitation activities and

- To monitor community support team' activities

The District Resource Centers (DRC) have been renovating to increase community capacity and develop their independence at work. Luong Son – Hoa Binh DRC has been built and begun working. The two others will complete the construction in July.

D. PROBLEMS COPEDED WITH IN THE PROJECT IMPLEMENTATION PROCESS:

1. The change of local leaders after the vote has limited the project management
2. Key persons work actively but they do not help their colleagues much because of the limitation of skills and knowledge.
3. The sense of rehabilitation of health staff and community is still weak and they look forward to higher direction
4. Key teachers at th Teacher Training Colleges are lack of experience in applying the new teaching methods which is learner-centered so the result of training is not good. They could not do demonstrations for their students to follow.
5. The evaluation of studying result for CWDs has not been developed yet because this is controversial issue within education system (from MOET, DOET and District Education Department). The top-down management mechanism is bulky and restricts the independence of schools

E. ACTIVITIES PLANNED FOR THE FOLLOWING PERIOD

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| July | <ul style="list-style-type: none"> • Continue twelve upgrading training courses for district key teachers • Conduct training courses for district and community leaders on project management, monitoring and support. • Continue to train pre-school teachers at Teacher Training Colleges |
| August | <ul style="list-style-type: none"> • Thematic workshop of teaching children with seeing difficulties. • Thematic workshop of teaching children with hearing difficulties. • Thematic workshop of teaching children with learning and moving difficulties. • Training course for key teachers of TTCs |
| September | <ul style="list-style-type: none"> • Thematic workshops on teaching methodology renovation, particular skills to deal with CWDs • Continue training pre-school teachers • Publish two books on inclusive education • Newsletters • Activities on the occasion of new school year (Mid-Autumn festival..) |