

# PROGRESS REPORT

**PROJECT NUMBER:** 896-98-002  
**PROJECT TITLE:** Expansion of Community Support for Children with Disabilities  
**PROGRESS REPORT:** No. 15  
**PERIOD:** From 1<sup>st</sup> April 2002 to 30<sup>th</sup> June 2002

## 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

- *Completed procedures for opening one-year training course at 3 TTCs of Ninh Binh, Hoa Binh and Quang Ninh.*
- *Finished teacher's contest on best teaching of IE*

### May

- *Opened the BA training course on Special Education*
- *Health intervention for children with mobility problems in Yen Khanh.*

### June

- *Organized workshop on teaching and learning aids used in IE classes*
- *Completed the writing of training materials for in-service pre- and primary school teachers.*
- *Continued the training course on IE for pre-school pre-service teachers at 3 TTCs.*
- *Health intervention for children with mobility problems in Yen Hung district.*
- *Conducted the second workshop on Braille sign consistency.*
- *Prepared for operation for children with hearing impairment.*

## **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. Completed the writing of training materials for in-service pre- and primary school teachers.**

Trainers have rewritten the training materials for the 3<sup>rd</sup> time after testing in the on-the-job thematic training last December. These materials have been added with particular examples including teaching plans of subjects in inclusive classes which have children with specific disabilities. It is expected that these materials will be used nationwide training for provincial key persons by MOET.

### **2. Conducted the second workshop of Braille sign consistency.**

The second workshop on the development and unification of Braille sign system for Vietnamese blind people was conducted from 23<sup>rd</sup> to 28<sup>th</sup> June 2002 in Hanoi. This workshop was aimed at unifying Braille signs used in different subjects at schools for the blind children in Vietnam. Forty participants from 8 provinces throughout the country including twelve blind people attended the workshop. These people are working in government agencies, in the schools for blind children and blind associations.

During four days of the workshop, all participants reached an agreement on the main principles to develop Braille sign system. These principles are: 1) To use the old signs; 2) simple to use; 3) ease to write; and 4) to avoid the overlap of signs. After the first workshop held on June 22-23, 2001, all Braille signs used at all schools for the blind children were collected and 1100 Braille signs have been united including 500 signs for mathematics, 200 signs for chemists and 300 signs for physics, etc. There are some signs that could not be agreed during the workshop. These signs will continue to be temporarily used in schools and they will be considered in the next workshop. The system of the agreed signs will be tested in some schools for the blind children in this school year from August to December 2002. Then several activities and

workshops will be conducted before the system can be applied nationwide in schools for blind children.

The impact of this activity is great. It is the first time in Vietnam the language for the blind has been in consistency. So far, the system of Braille sign language has been used in different ways in different location in the country. The blind people in the south can not read the document in Braille language published by the blind people in the north. Neither can different schools. One of CSE expert said "The Blind in Vietnam should be thankful to CRS for this support because they will have the same language that help them to communicate better and the consistency of Braille signs is really considered a revolution for the blind, especially blind children".

**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. Organized the workshop on teaching and learning aids used in IE classes:**

The workshop on teaching and learning aids in IE classes was organised in Hanoi in June following the teachers' contest on teaching and learning aids. The purpose of the workshop is to share experiences of making and uses of teaching and learning aids and discuss in order to choose a set of necessary aids that are most useful for teachers and students at IE primary schools. Participants consisted of district key teachers and class teachers who were top ten winners in the contest from the 3 districts and CSE trainers as well. The workshop was facilitated by the consultant of teaching and learning aids who is working at the Center for educational materials and infrastructure.

In the workshop, the class teachers firstly demonstrated the ideas of making and using their teaching materials that they developed in the contest. Then other participants analysed the features and effectiveness of the teaching aids in different subjects and for children with different kinds of disability. Based on the analysis, they contributed their ideas on how to modify and use these materials for better teaching specific disabled children in IE classes. Through this approach, all attendees can learn from each others. The set of teaching materials for primary schools developed by MOET was presented and discussed in the same manner.

Five days of work helped the participants, especially class teachers broaden their views of making and using teaching-learning aids. Their knowledge of the functions and diversity of teaching aids was updated. One teacher from YenHung-Quang Ninh named Lan Anh who made a clock from carton paper said " When I made this teaching aid to participate in the contest, I only thought to use it for demonstrating and explaining concepts of time to my

students who are deaf. After the contest, I did some modifications according to my colleagues' ideas so that it becomes better. However, I have gained more ideas of using this teaching aid in the workshop. For example, this aid can be used as a learning aid for my students to discover the contents of lesson by themselves".

## **2. Opened BA training course on Special Education**

The BA training course on IE was officially opened on May 8<sup>th</sup> 2002. All 40 trainees came on time for registration. They are from four provinces in the North which have been running IE project, two provinces in the central region and four provinces in the south which are expected to implement IE project in the future. The course lasts two years with about 60 semesters and the trainees started studying on May 10. At the beginning of the course, the trainees from the central and the South got a lot of difficulties such as accommodation, weather, living cost, etc and the studying time had to be modified a little bit to meet trainees' needs. In May and June, the students learned the part one – The Introduction of Special Education and the more they learn, the more interested they became in the course. However, one trainee in the South quits the course because of her own family problem.

## **3. Continued the training course on IE for pre-school pre-service teachers at Teacher Training Colleges.**

Three TTCs continued organizing pre-service training courses on IE for pre-school teachers using the revised training materials. Each college had completed 2 courses in 2000 and 2001 (with 30 students each course) and the 3<sup>rd</sup> course has implemented out half of the curriculum by now.

## **4. Completed procedures to open 1-year training course on IE at TTCs for primary teachers.**

Minister of Education and Training signed the decision No 1833/QD-BGD&DT-DH dated April 25<sup>th</sup> 2002 which allows Teacher Training Colleges (TTC) to open one-year training course on IE for primary teachers. This is a good outcome of all efforts after a year by organizations and NIES in preparing and submitting procedures for approval from MOET. The decision allowed three provincial TTCs to organize one-year training course on inclusive education for 40 primary teachers from all districts of each province. Of 40 participants, 20 are requested to come from the district where we are conducting the project now in order to strengthen and sustain the current project there. The remaining participants will become key persons in other districts of the province.

## **5. Assessment of learning performance of disabled children at the end of academic year.**

Over the past few years, the District Education Departments have faced difficulties in assessing learning performance of children with disabilities at the end of the year when they finish primary level. In order to overcome this constraint, the project management board discussed with the Provincial Education Department to establish a new assessment method. In Ninh Binh, the Provincial Education Department has established a separate entrance examination council for eleven children with disabilities with different exercises. In Quang Ninh, the Education Department did not have different exercises for disabled children because the children were assessed to be able to take the exam as non-disabled children. The result of exam showed that all of these children passed the exam, especially Nguyen Thi Du in Quang Ninh got a good mark. This is a special case because Nguyen Thi Du, a student with hearing impairment, begun her schooling at Grade 3 instead of starting at grade 1. Mr. Pham Cao Van, head of Yen Hung District Education Department said: " At first, we did not think that she would be able to start from grade 3 and decided to give her a place in the class. Now it is so clear that disabled children can learn well and some of them are even better than regular students. We do say that our project is successful."

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

**1. Health intervention for children with mobility in Yen Khanh district:** In May, we cooperated with the orthopaedic workshop of Bach Mai Hospital and Viet Nam Veteran of America Foundation to conduct health intervention for children with mobility in Yen Khanh. There were 82 children with mobility problems in the list of screening examination. Of them, twenty-seven children needed wheelchairs and CP chairs and 32 children needed orthopaedic devices. As a result, 27 wheelchairs and CP chairs were delivered, 54 devices were fitted for 32 children, and one child with hydrocephaly was operated in Hanoi.

**2. Health intervention for children with mobility in Yen Hung district**

In July, we continued working with VVAF and Bach Mai Hospital to exam more 60 children with mobility. We identified twelve children who needed CP wheelchairs and twenty one children who needed orthopaedic devices. These children were measured for CP wheelchairs and casted for the devices that are planned to deliver in August.

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

<b>July</b>	Thematic Seminars for teachers in 3 districts
	Continue with training course for pre-school pre-service teachers at 3 TTCs.

- Prepare for opening training course on IE for primary pre-service teachers at TTCs
- Carry out health intervention activities for children with special needs
- August** Continue BA training course on IE.
- Reviewing workshop on training course for pre-school pre-service teachers.
- Continue health intervention e.g. operations for children with eyes problems.
- Workshop on training manuals
- Workshop on sustainability of the project
- September** Continue to complete training manuals
- Continue training course for pre-school pre-service teachers at TTCs
- Continue with BA training course