



# **Expansion of Community Support for Children with Disabilities**

**OCRS**

**CATHOLIC RELIEF SERVICES**

*Progress Report 18 - April 2003*

**PROJECT NUMBER:** G 00 98 000 3500  
**PROJECT TITLE:** Expansion of Community Support for Children with Disabilities  
**Progress Report:** No. 18  
**Period:** December 2002 – March 2003

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#### **A. PROJECT SYNOPSIS**

This project is being implemented by the Center for Special Education/ National Institute of Educational Science (CSE /NIES), the Ministry of Education and Training (MoET) and Catholic Relief Services (CRS) under USAID's 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 progress report records objectives and activities as defined in the original proposal and project extension documents. Annex 1 refers to activities planned and implemented during FY 2003 and FY2004.

#### **B. PROJECT 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

**Objective 2:** To expand inclusive education (IE) 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.

#### **C. SUMMARY OF ACHIEVEMENTS DURING THE REPORTING PERIOD**

- Signing Cooperative Agreements between CRS and NIES and CRS and MOET for expansion of the project "Expansion of Community Support for Children with Disabilities"
- 328 District Education Department staff and community leaders from the three new project sites, Uong Bi, Cao Phong, and Kim Son, participated in "Introduction to Inclusive Education in Vietnam" awareness raising workshops.
- 34 Teachers attended in-service Inclusive Education six-week teacher training to prepare to become the teacher trainers in the new districts.
- 428 Teachers participated in the Teacher contests at school groups and district level contests held in first phase districts of Yen Hung, Yen Khanh, and Luong Son. Provincial Education Departments will now acknowledge the qualifications of IE educators, recognizing winners of the IE teaching contest as the best teachers in the province.
- Consultative meeting with teachers, district staff and CSE trainers held for revision of IE in-service and pre-service primary and pre-school teacher training curricula and materials
- Workshop on developing and piloting assessment tools to support children with disabilities (CWDs) achievement in schools

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

The project continues working towards increasing awareness of and support to children with disabilities in Viet Nam by supporting development of inclusive education curricula. Curricula to train teachers in inclusive education theory and practice is developed and used in three provinces in Northern Vietnam, Ninh Binh, Hoa Binh and Quang Ninh. The curricula continues to be used to build capacity in teachers and educators in IE practice; 1055 teachers have been exposed to the training materials, their evaluation and feedback contributes to development of the curricula. The results of the curricula development during the project life will result in curricula submission to MoET for approval for inclusion into the teacher training colleges curricula for all colleges in Vietnam.



*Dinh Van Huy  
aged 6 years old  
learning and  
having fun at  
school despite  
severe Down's  
syndrome, in Yen  
Khanh District,  
Ninh Binh 2003.*

The project also continues to raise awareness and advocate for children with disabilities. At a local level awareness raising and advocacy of the needs of CWDs continues to expand through expansion of the project within the provinces of Ninh Binh, Hoa Binh and Quang Ninh to new districts of Uong Bi, Cao Phong, and Kim Son. The experiences of project site communities that have worked in IE since 1998 are contributing to awareness raising through sharing of experience and results. Practitioners in initial project sites are working with new practitioners in understanding the significance of expanding community and educational services for CWDs, successes and challenges in approach and the impact on the life of the CWD and their family as a result of their investment; 1377 CWDs attend primary and pre-school in the project sites, 98% of CWDs complete end of year examinations in primary schools (Academic year 2002, source District Department of Education and Training). Awareness raising on a national level has expanded significantly with IE awareness and training in methodology and management for 120 key educators from TTCs and Provincial Education Departments from all provinces in Vietnam; MoET has moved away from the traditionally specialized model of Special Education for CWDs and the aim is now total inclusion in mainstream schools. The Education Strategy 2000-2005 includes a strategic priority of 'access and equity' in education. The introduction of the Universal Primary Education program in 1999 has led to increased numbers of learners with special educational needs receiving mainstream education. The MoET strategy on IE legislates for IE practice in all schools in Vietnam, IE management practice coordinated in each province and

50% of CWDs in Vietnam to have access to mainstream education by 2005. Inclusive Education practice is being promoted through the national media in support of the government strategy including the CRS-NIES activities funded through this USAID grant.

The project continues to provide teacher training for all teachers with CWDs in the project sites. Teacher training is implemented through in-service or pre-service training. In-service training allows practicing teachers to develop IE skills to support CWDs in their classrooms. In-service is provided for all new teachers involved in the project: key teachers from the districts receive a six-week training, they then replicate the training for teachers in schools in their commune, they also have responsibility to provide advice and support to the teachers they have trained when teachers are implementing IE in their schools. 1055 teachers have been trained through replicate training and as a result are implementing IE practice in their classrooms. A more in-depth in-service teacher-training course is provided for 120 primary teachers to attend a one-year course at the TTC in their province: the graduates of this course will become the local expert practitioners in IE in their provinces. CRS and NIES continue to advocate for recognition of teachers that have experience and skills in IE through a system of national certification.

Community-based support of CWDs continues to be promoted through the project with establishment of health – education – community support groups in each of the project district. Members of the groups are trained in basic rehabilitation and supporting the needs of CWDs; representatives of the group will also receive more in-depth training in support the special needs faced: sight, hearing, mobility or intellect. The support groups provide help to the family and to the CWD in all areas of health and education; they also mobilize funds to support the family in covering extra medical expenses to support the CWD and ensure that the family and child are able to actively participate in community events and activities; 1377 CWDs are now able to attend school and community events as a result of the work of support groups.

## **E. ACTIVITIES IMPLEMENTED DURING THE REPORTING PERIOD**

Activities implemented during the reporting period are reported against by objective and activity number as presented in **Annex 1: Implementation Plan 2003-2004**.

**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.**

### **1.1. IE resource and curricula development**

Activities 1.1.3 – 1.16 - IE training curricula and materials at pre-service and in-service training for primary and pre-school teachers; developed, piloted, revised and published for the key educators at Provincial Education Departments and TTCs throughout the country

Inclusive Education curricula development activities have been implemented since 1998 and will continue for the duration of the project. IE training curricula and materials for pre-service primary and pre-school teacher training and in-service training for primary teachers have been developed and are presently used in Teacher Training Colleges (TTCs) in Ninh Binh, Hoa Binh and Quang Ninh. The materials are being piloted in the TTCs, evaluation of the materials is

ongoing prior to submission to MoET for approval for national introduction of pre-service teaching program.

In March 2003 a IE training materials review workshop was held in Hanoi: 56 teachers, key district staff and CSE trainers attended the workshop. Participants had a variety of experience and expertise in IE practice and curricula development, and worked for three-days to evaluate and develop the IE training curricula materials for pre-service and in-service teacher training for both primary and pre-school teachers. The curricula writers also participated in the workshop, as a result the workshop provided opportunity for writers to gain increased understanding of practitioners needs from the training materials, and for teachers to participate in the process of curricula development. As a result of the workshop, the training materials will be rewritten during the next year incorporating suggestions and recommendations from both practitioners and experts. These second edition materials will be used in TTCs during the academic year 2003-04, and a further material review workshop will be held in Spring 2004. The outcomes of this workshop will be incorporated into the teacher training materials prior to submission to MoET for approval for inclusion into the teacher training colleges curricula for all colleges in Vietnam.

## **1.2. CWD Advocacy and Policy Development activities**

Activity 1.2.1 - IE Awareness Raising and CWD Advocacy activities at National, Provincial and District levels

During the reporting period two main activities were held; a three-day Provincial level workshop on Introduction to Inclusive Education in Vietnam, involving representatives from the Districts People's Committee, the District Department for Education and Training and Education Officers in charge of pre-school and primary school from each of the districts in the project, and local information sharing workshops on Introduction to Inclusive Education for District Education Department staff and community leaders from the three new project districts of Uong Bi, Cao Phong, and Kim Son participated in one of the six "Introduction to Inclusive Education in Vietnam" training workshops. All workshops allowed review of Inclusive Education in other project sites, presentation of Inclusive Education methodology and practice, and the responsibility of supporting CWD access to school. Participants were able to discuss with IE practitioners from other districts about the opportunities and challenges of establishing Inclusive Education schools, the appropriateness and significance of IE to the community, as well as responsibilities towards CWDs in ensuring that they have access to mainstream school.

Activity 1.2.3 - Coordination amongst PVO's, counterparts and relevant groups to increase CWD advocacy

During the reporting period CRS staff participated in IE and disability education meetings with other International Non-governmental Organizations. Topics of discussion included: establishing an IT based coordination mechanism and information sharing web-site, participation in a USAID organized meeting on disability strategy planning, and participation in regular Disability Forum meetings.

Activity 1.2.4 - Developing and sharing experiences of best practices at National, Provincial and District levels

A workshop on developing student assessment criteria, guidelines and tools for achievement of CWDs was implemented in Hanoi in March 2003. Approximately 100 key provincial and district staff, and classroom teachers, participated in a workshop to draft assessment mechanisms and

tools to support educational achievement of CWDs. Participants included IE practitioners, managers from all IE project sites throughout Vietnam including the CRS-USAID project sites in Northern Vietnam, and sites supported by other organizations in central and southern Vietnam as well as representatives from MOET. To follow-up on this, NIES has compiled all ideas discussed in the workshop and submitted the workshop minutes and its outcomes to MOET for piloting in current project areas. As a result of the process, further comments and ideas from these piloted areas will be taken as incorporating with MOET preparation for a national workshop on CWD assessment to be implemented during the next year.

Objective 2: To expand inclusive education (IE) 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.

## **2.2 Teacher training:**

Activity 2.2.1 - In-service teacher training on IE practice and management at pre-school and primary level

Teacher Training activities during the reporting period include the following activities:

1. 120 primary teachers continue the one-year in-service Inclusive Education training at Teacher Training Colleges in Ninh Binh, Hoa Binh and Quang Ninh. On completion of the course in October 2003 the teachers will return to their work locations and apply their learning on IE in their classrooms and schools.

2. NIES / CSE staff implemented an Inclusive Education training course for 34 primary and preschool key teachers of the three new districts to be held March – April 2003. During the six-week course participants will cover: the rights of children with disabilities, theory and practice of Inclusive Education, special educational needs and teaching methodology to support Inclusion, differentiation, individual development plans and CWD assessment. On completion of this six-week course these teachers will train local district teachers, and become district project support staff and advisors.

Activity 2.2.2 - In-service training for province educators

In January 2003, 60 participants from Provincial Education Department and Teacher Training College staff participated in an Introduction to Inclusive Education training workshop in Ho Chi Minh City. The workshop was facilitated by Dr. Richard Villa, a long-term consultant to the project, and international expert in the field of inclusive education. The training included key staff from Provincial Education Departments and TTCs, including the new districts funded through the extended (2002) USAID grant. The goal of the workshop was to introduce Inclusive Education to all Provincial Education Departments in Vietnam, in aim to raise awareness of Inclusive Education principals and practice, both in the international and the Vietnamese context. This activity contributes to the parallel activity implemented during Quarter 1 of FY 2003 in Hanoi for 60 participants from Provincial Education Departments and Teacher Training College staff from northern Vietnam.

Through the workshop participants were introduced to the principals and practice of Inclusive Education; the workshop evaluation indicated that the majority of participants found definition and rational for IE, cooperative learning practice and the community support model of inclusion useful. When asked about application of the workshop content participants responded that they planned to promote changing attitudes towards CWDs in learning, organize CWDs surveying,

incorporate cooperative group learning and active participation practice in their work environment, and disseminate teaching and techniques presented in the workshop. Participants felt that it would be difficult to apply advocacy for teachers to teach IE and for parents to enable children to attend schools as IE is very new, and presently classroom teachers are not equipped with appropriate skills: proper understanding of inclusive education and needs of children with disabilities is still limited and there is no relevant curriculum for inclusive education.

IE tools and examples of good practice will be disseminated to all workshop participants through NIES publications: "Under the Same School" newsletter, and Inclusive Education books. Activity 2.2.3 - Pre-service teacher training on IE practice for pre-school and primary teachers  
Four pre-service teacher-training courses for pre-school teachers at teacher training college have been completed. An evaluation of the training course involving internal staff (MoET) and external consultants is planned for Quarter 1 FY 2004.

Activity 2.2.4 - In-service BA training on IE practice and management  
39 teachers continue the BA for in-service teacher in Inclusive Education at the Hanoi Faculty of Pedagogy. During the next reporting period the teachers will return to their home province to collect information relating to situation of CWDs and their education in their province. Furthermore, some candidates will select themes to implement research on education and support for CWDs in their provinces by visiting special centers, talking to relevant officers in charge of provincial direction of education development for CWDs in their provinces. These candidates will become the key technical resource for these provinces in developing and implementing IE in their provinces. Lecturers will continue to work with the teachers to provide support in their application of Inclusive Education in their work locations.

### **2.3 Advanced Expertise**

Activity 2.3.1 - Distance learning course in IE

As proposed in the extension to the project CRS will work with international universities in providing opportunity for educators in Vietnam to participate in a distance learning course to further build capacity in Inclusive Education in Vietnam. CRS continues to negotiate with universities in the US and Western Europe, and with the local USAID mission on course opportunities; the selection criteria for candidates has been defined, with agreement between CRS and MoET. Planned start date Q3 FY2003

### **2.4 Capacity building for quality management in IE**

Activity 2.4.1 - Management training and capacity building for partners and CRS staff

Management capacity building activities included the following accomplishments:

1. IE project administration and finance training for project holders: 20 staff including accountants and project secretaries from education departments at the provincial and district levels were trained in CRS grant management guidelines, monitoring and evaluation tools and finance regulation for project holders.
2. Quarterly planning meetings involving national, provincial and district counterparts: quarterly activity plans and financial status report.
3. Lessons Learned and Project Planning: District, Commune and Village leaders in the three initial districts of Yen Hung; Yen Khanh, and Luong Son participated in "Lessons Learned and Project Planning workshops" During March CRS and NIES staff participated in meetings to review the successes of project implementation, the challenges faced and mechanisms to address

the challenges. The results of discussions contributed to project planning for IE work in each of the districts for Phase II of the project.

4. **Lessons Learned and Project Planning:** CRS and NIES management staff participated in a review of challenges and opportunities of Inclusive Education activities and project planning for Phase II of the project. Specific outputs of the meeting included a draft revised logical framework for the project and draft strategy to further develop monitoring and evaluation mechanisms within the project with increased level of participation by stakeholders.

#### Activity 2.4.4 - Demonstration of good models of IE (teacher contest)

Modeling of good practice in IE activities included the following accomplishments:

1. **IE Teachers Contest:** 340 primary and 88 preschool teachers in three initial districts took part in the annual teacher's contest. Through the contest all participating teachers presented their skills in teaching in IE classes. Teachers are awarded at the commune, cluster and district levels, a committee comprising of education and community leaders are responsible for decision-making; and travel from school to school within the district to evaluate teaching practice. This is an important event that encourages IE teachers; this year the Provincial Education Departments have proposed plans to recognize winners of the IE teaching contest as the best teachers of the province. The recognition associated with this award will have a result of further motivating teachers that are achieving good practice in Inclusive Education and will further recognize the contribution that skills building through the IE training program contributes to recognition of increasingly effective teaching practice.



*Dinh Thi Dung,  
pre-school teacher  
participating in  
the Inclusive  
Education  
teaching  
Competition in  
Khanh Hoi, pre-  
school, Yen  
Khanh District,  
Ninh Binh 2003.*

2. **IE Teaching Resources Contest** – IE teachers from the three initial districts submitted approximately 400 teaching resources to the “making IE teaching and learning aids” contest. Teacher creativity in producing teaching resources to support CWDs are recognized at the district level, a committee comprising of education and community leaders are responsible for decision-making; and teaching aids are submitted to the district education department for exhibition and evaluation. This is also an important event that encourages IE teachers; results and best practices will be compiled and distributed as resource for Vietnamese IE teachers.



*Making Teaching and Learning Aids Competition presentation in Luong Son, Hoa Binh, March 2003.*

#### Activity 2.4.5 - Project impact monitoring and evaluation

Monitoring activities continue during the last reporting period with CRS and NIES attendance at meeting, trainings, workshops and other activities, classroom (impact) monitoring and evaluation is done by both CRS and NIES and by teacher mentors who provide monthly observation and feedback to teachers and conduct small group thematic workshops in schools. A number of tracking forms have been developed and used to track on the performance and progression of CWDs and teachers themselves. Periodical reports from the regular consultants support strengthening IE skills for class teachers through thematic workshops organized by NIES trainers. Additionally, forms for standardized recording of lesson observations, and case studies to track children with special educational needs have been also developed and are being used.

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

#### **3.1 Disability Support Capacity Building activities**

3.1.1–3.1.2 Train health, education and social workers staff in CWDs needs and recognizing abilities and community support techniques.

During March 250-village health staff and commune teachers were trained on disability identification. After two days of training in Hanoi, they returned to their communes in the three new districts; they will conduct the disability surveying during Quarter 3 FY2003. The results from this survey will be used for screening examinations also to be held during the next quarter. The results from the examinations will be used for educational and health intervention activities.

The trained staff from district health centers and commune centers continue to provide basic rehabilitation for examined children. Advanced training on rehabilitation techniques using existing rehabilitation facilities and will be implemented during Quarter 4 FY 2003.



*Training on Disability Identification for health and education staff from the villages and communes in the three new districts of Uong Bi, Cao Phong, and Kim Son, March 2003*

### **3.2 Health intervention**

Clinic treatment for CWDs in the initial project sites, eye and ear surgery and provision of hearing aids has been completed. For health intervention in the new districts, the project will cooperate with the national Bach Mai hospital and other INGOs to continue support for those children after examinations held in April and May 2003.

### **3.3 Community support**

During February and March 2003 all District and Commune steering committees were set up in the three new districts. These committees represent the sectors of education, health and community support and their primary activity will be implementation of the disability survey in their commune. The groups will work together on developing Individual Education plans to support CWD access to schools, IEPs define education targets and strategies to achieve those targets including ensuring accessibility, school accommodations, appropriate health intervention CWD, family and teachers skills building and financial support if required. Other activities that have been supported by these groups in the initial districts have included special activities for Children's day, disabled people's day or during Lunar New Year, bringing the community together including CWDs and their families. The community support team members combine with local unions to visit the children families during these events. Local counterparts and CRS receive feedback from communities on activities implemented. The community support teams are supported through the district rehabilitation centers. During the reporting period contracts were signed for selection and purchase of basic equipment for rehabilitation centers in the three initial districts with cooperation of the Bach Mai Hospital - Faculty of Rehabilitation. The expected disbursement of the equipment is Quarter 4, FY 2003.

## E. WORKING RELATIONS

In January CRS and the National Institute for Educational Science signed an extended Cooperation Agreement for the period 2002 – 2004, the agreement increases the level of responsibility for management of project activities to local counterparts; the district and provincial education departments. CRS also signed a Cooperation Agreement with the Ministry of Education and Training for implementation of the cost-extension of the Inclusive Education project in March 2003. Subsequent project planning for the full extension period and preparation for implementation of activities occurred.



*USAID,  
MoET,  
NIES  
and CRS  
representati  
ves at the  
CRS-MoET  
Cooperative  
Agreement  
Signing  
Ceremony,  
March 2003*

CRS and CSE / NIES continue to cooperate with international experts in Inclusive Education in the US; planning for implementation of technical assistance from the University of Saint Marcos in California (Distance Learning), Mr. Richard Villa (Inclusive Education international theory), and Ms. Susan Ryan (Early Childhood Intervention).

## F. CHALLENGES

During the reporting period a key challenge has remained: expansion of the program partners from CSE/NIES to also include Ministry of Education Departments of Teacher Training, Pre-school education and Primary Education at the national level, as well as representative Education and Training offices at the provincial and district level, and Teacher Training Colleges in the three participating provinces. This has resulted in increased complexity of management, coordination and funding of the project. As a result of this expansion CRS has worked with NIES and MoET in further developing guidelines on activity and financial management, and establishing a quarterly planning and financial monitoring mechanism for all partners.

Planning for international Study Tours and Exchange visits for IE practitioners and key educators under the existing and extended grant has been affected by the SARS situation in Vietnam and

globally. Visits to China for IE practitioners are presently postponed due to health security issues as are exposure visits for MoET staff. CRS and partners will monitor the health situation and only implement this activity when WHO lift the “non-essential” travel ban to China and there is an increase in confidence by participants and international hosts regarding travel to and from Vietnam. Planning and coordination for the international Distance Learning Masters in Inclusive Education remains challenging with a limited number of institutions able to offer the proposed course, and those that are able to offer the course require a certain percentage of the course to be taught on campus rather than using distance learning methods. CRS continues to work closely with the local USAID mission to ensure that planning for the activity is in compliance with USAID regulations.

#### **G. STATISTICS AND TABLES**

Please refer to ANNEX 1 for a summary of project activities and results; planned and achieved.

#### **H. MAIN ACTIVITIES FOR NEXT QUARTER**

1. Screening exams of children with disabilities in 3 new districts.
2. Development and piloting of revised screening examination system in Cao Phong
3. Revised screening process implemented in Kim Son and Uong Bi.
4. IE principle and thematic training for class teachers in 3 new districts.
5. Workshop for class teachers to share experiences; on-going monitoring by key teachers.
6. Workshop on Indicators of Good Practice in Inclusive Education with project stakeholders
7. Quarterly planning and financial management with all project partners
8. Negotiate Cooperation agreement to implement the Distance Learning IE course
9. Provisionally plan exposure visits and exchange of experience activities to China and the US for program partners – dependant on health status regarding SARS.
10. Final workshop on Braille coding

#### **I. FINANCIAL REPORT**

Please refer to Annex 2 for the financial report for period December 2002 – March 2003.

**ANNEX I - Table of Activities FY 2003**

Activities	Status / Results Achieved	Timeframe										
		FY 2003				FY 2004						
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4			
<b>1.1. IE resource development</b>	1.1.1 - Ongoing				⇒	⇒	⇒	⇒				
1.1.1 IE Book Development and Publishing – Inclusive Education from Theory to Practice	1.1.2 – Ongoing			⇒	⇒							
1.1.2 IE Booklet Development and Publishing – Community information on support of children with different types of disabilities	1.1.3 – Ongoing <i>Result: Materials piloted; in process of evaluation</i>	⇒	⇒	⇒	⇒	⇒						
1.1.3 IE training curricula and materials developed at pre-service training of pre-school and primary teachers	1.1.4 – Ongoing <i>Result: Materials piloted; in process of evaluation</i>	⇒	⇒	⇒	⇒	⇒						
1.1.4 IE training curricula and materials developed at in-service training for primary teachers	1.1.5 – Ongoing <i>Result: Consultative meeting held on material revision</i>		⇒	⇒	⇒	⇒						
1.1.5 Expand and revise training curricula and materials	1.1.6 - Ongoing <i>Result: Consultative meeting held on material revision</i>		⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
1.1.6 Developing / Publishing IE training material used for the key staff of pre- and primary division of provincial education department as well as of pedagogy universities and colleges throughout the country												
<b>1.2. CWD Advocacy and Policy Development activities</b>	1.2.1 – Ongoing <i>Result: District / Local CWD awareness raising meetings held in new districts</i>		⇒	⇒								
1.2.1 IE Awareness Raising and CWD Advocacy activities at National, Provincial and District levels	1.2.2 - Ongoing <i>Result: IE Newsletter produced and distributed</i>	⇒		⇒		⇒		⇒		⇒		
1.2.2 Media publication activities: newsletter, TV, radio broadcast at National, Provincial, District and Commune levels	1.2.3 – Ongoing	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
1.2.3 Coordination amongst PVO's, counterparts and relevant groups to increase CWD advocacy	1.2.4 – Ongoing <i>Result: Workshop on Developing and piloting assessment tools to support CWD attainment</i>		⇒	⇒		⇒	⇒	⇒	⇒	⇒	⇒	⇒
1.2.4 Developing and sharing experiences of best practice at National, Provincial and District levels	1.2.5 -- Planned					⇒						
1.2.5 National conferences to review and share experiences on IE among all provinces in Vietnam	1.2.6 -- Planned				⇒		⇒					
1.2.6 Regional workshops to develop primary guidelines, instructions and policy on IE nationwide												
<b>1.3. International Exposure</b>	1.3.1 - Planned			⇒	⇒					⇒		
1.3.1 Study Tours to gain awareness and exposure to IE practice internationally by education decision makers and practitioners	2.1.1 -- Completed FY 1999											
<b>2.1 Need Assessment</b>	2.1.2 - Completed – Initial districts FY 2000 - Planned - New districts FY 2003			⇒								
2.1.1 Base -line surveys	2.1.3 - Completed – Initial districts – FY 2000 - Planned -- New districts			⇒								
2.1.2 House to house survey												
2.1.3 Clinic survey												

	<u>Activities</u>	<u>Status / Results Achieved</u>	<u>Timeframe</u>																
			<u>FY 2003</u>				<u>FY 2004</u>												
			<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>									
	<b><u>2.2 Teacher training:</u></b>																		
	2.2.1 In-service teacher training on IE practice and management at pre-school and primary level	2.2.1 - Ongoing <u>Results:</u> 120 teachers attending 1year IE training 34 teachers attending 6-week IE training	=>	=>	=>			=>	=>	=>									
	2.2.2 In-service training for province educators	2.2.2 - Completed <u>Results:</u> 120 educators attend 5-day IE training	=>	=>															
	2.2.3 Pre-service teacher training on IE practice for pre-school and primary teachers	2.2.3 - Ongoing <u>Results:</u> 386 teachers graduate from IE course from Teacher Training Colleges	=>	=>	=>			=>	=>	=>									
	2.2.4 In-service BA training on IE practice and management.	2.2.4 - Ongoing <u>Results:</u> 39 teachers attending IE BA course	=>	=>	=>	=>	=>	=>	=>	=>									
	2.2.5 IE training courses for key staff of pre and primary division of provincial education department as well as of pedagogy universities and colleges throughout Vietnam	2.2.5 - Planned				=>	=>	=>											
	<b><u>2.3 Advanced Expertise</u></b>																		
	2.3.1 Distance learning course in IE	2.3.1 - Ongoing	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>
	<b><u>2.4 Capacity building for quality management in IE</u></b>																		
	2.4.1 Management training and capacity building for partners and CRS staff	2.4.1 - Ongoing <u>Results:</u> Administration and finance training for & quarterly planning meetings for local counterparts Project planning meeting CRS/NIES	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>
	2.4.2 Monitoring by key teachers	2.4.2 - Ongoing	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>
	2.4.3 Regular meetings among class teachers.	2.4.3 - Ongoing	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>
	2.4.4 Demonstration of good models of IE (teacher contest)	2.4.4 - Ongoing <u>Results:</u> Local and District Teaching and Teacher Resource contests held involving 428 teachers.	=>						=>										
	2.4.5 Project impact monitoring and evaluation.	2.4.5 - Ongoing	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>	=>
	<b><u>3.1 Disability Support Capacity Building activities</u></b>																		
	3.1.1 Train health, education and social staff in CWDs abilities and community support techniques.	3.1.1 - Ongoing <u>Results:</u> 250 village health staff and teachers trained in screening of disabilities		=>	=>														
	3.1.2 Train community support team in social work and rehabilitation techniques	3.1.2 - Ongoing	=>		=>														
	3.1.3 Community based rehabilitation-training courses	3.1.3 - Ongoing <u>Results:</u> Basic training in rehabilitation for health workers and teachers	=>	=>															

**Activities**

**3.2 Health intervention**

- 3.2.1 Clinic treatment
- 3.2.2 Providing supporting devices to children with severe disabilities in need.
- 3.2.3 Adaptation for accessibilities for children at home and schools

**3.3 Community support**

- 3.3.1 Home visits
- 3.3.2 Parents and teachers support groups meeting
- 3.3.3 Operate Inclusive day camps

**3.4 Strengthen management capacity**

- 3.4.1 Set up district and commune steering committees
- 3.4.2 Facilitate the formation of three district level support and resource centers
- 3.4.3 Establish and strengthen district Rehabilitation centers

**Status / Results Achieved**

- 3.2.1 - Completed -- Initial districts -- FY 2001  
- Planned -- New districts
  - 3.2.2 - Completed -- Initial districts -- FY 2001  
- Planned -- New districts
  - 3.3.3 - Completed -- Initial districts -- FY 2001  
- Planned -- New districts
  - 3.3.1 - Completed -- Initial districts -- FY 2001  
- Planned -- New districts
  - 3.3.2 - Completed -- Initial districts -- FY 2001  
- Planned -- New districts
  - 3.3.3 - Completed -- Initial districts -- FY 2001  
- Planned -- New districts
  - 3.4.1 - Completed -- Initial districts -- FY 2001  
- Planned -- New districts
  - 3.4.2 - Ongoing
  - 3.4.3 - Ongoing
- Results: Infrastructure completed in FY 2002

		<b>Timeframe</b>						
		<b>FY 2003</b>			<b>FY 2004</b>			
<b>Q1</b>		<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
	3.2.1		⇒	⇒				
	3.2.2		⇒	⇒				
	3.3.3				⇒			
	3.3.1		⇒					
	3.3.2		⇒					
	3.3.3		⇒	⇒				
	3.4.1		⇒	⇒				
	3.4.2		⇒	⇒				
	3.4.3		⇒	⇒				