

Expansion of Community Support for Children with Disabilities



CATHOLIC RELIEF SERVICES

Progress Report 19 - July 2003

PROJECT NUMBER: G 00 98 000 3500
PROJECT TITLE: Expansion of Community Support for Children with Disabilities
Progress Report: No. 19
Period: April – June 2003

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 reports against 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

- 2 national workshops on Inclusive education were organized by MoET and CRS. More than 180 participants representing vice-heads of Provincial Education Department and key staff from 61 provinces throughout Vietnam attended the workshops, participating in planning for inclusive education provision and contributing to the MoET inclusive education implementation plan.
- A workshop to develop criteria for good inclusive education lessons and learning environment was conducted with participation of 72 representatives from 3 provinces, NIES and MOET.
- To support project expansion, 3 disability screening examinations were held in Uong Bi, Cao Phong and Kim Son districts for 2,623 children identified as requiring a variety of health and educational interventions,
- Training courses on inclusive education general theory were conducted for 85 headmasters from pre and primary schools in Cao Phong, Kim Son and Uong Bi districts. Thematic training was implemented for 213 pre-school and primary class teachers in the new districts.
- 90 class teachers who presently teach children with learning difficulties and 20 teachers of children with hearing difficulties from Luong Son district participated in workshops to share experience and practice in their work and review piloting assessment tools to evaluate learning outcomes of children with disabilities.
- 186 key health officers at district level were provided with advanced knowledge and skills of rehabilitation in the 3 initial districts of Yen Khanh, Yen Hung and Luong Son. 30 out of these were selected to replicate training for 316 health workers at commune level in the three new

districts during next quarter. These future trainers also received short training period in TOT skills.

- Completion of the 34 day inclusive education general training for 36 key teachers from the 3 new districts,
- Closing of the one-year in-service training course for 80 teachers from Hoa Binh and Quang Ninh Teacher Training Colleges.

D. STATUS OF PROJECT RELATIVE TO OBJECTIVES

Macro level development of Inclusive Education has been supported and strengthened through completion of IE training curricula and materials for both in-service and pre-service teacher education, and the continuing IE capacity building for class teachers and educational managers to expand Inclusive Education practice to 1,850 CWDs in CaoPhong, Kim Son and Uong Bi. In Teacher Training Colleges (TTCs) in HoaBinh, Ninh Binh and Quang Ninh, IE models, which emphasize changing awareness and attitudes towards disabilities, provide teachers with the knowledge, practical and management skills and influence strategy development for the Ministry of Education and Training. Project expansion to the three new districts of Cao Phong, Kim Son and Uong Bi has been considerably supported by the achievements and lessons learnt in implementation of inclusive education in the three initial districts.

National workshops for more than 200 key leaders and staff from all provincial education offices throughout the country participated in planning for inclusive education provision and contributing to the MoET inclusive education strategy for implementation. Ministry targets of ensuring inclusive education provision for 50% of children with disabilities by 2005 and 70% by 2010 will be challenging to achieve in provinces where inclusive education is not currently available. Yet with development of increasingly decentralized management models, expansion of expertise in the area of inclusive education, and clear guidance and support from MoET, as is supported under the current USAID grant to CRS these goals are becoming more attainable.

Community support systems, including accessing health intervention and social and educational integration activities have been crucial for the progression of CWDs and their successful social and educational achievements. Almost all of 1,377 children have been provided with accessibility and support devices; for all children this has allowed access to the local school environment, the school resources and learning with other children in the community. The community is supported by local health workers, with skills and knowledge to provide regular rehabilitation for children in need to ensure improvements in their health status and further educational opportunities. This aspect of the program is being expanded and strengthened in new districts for key district and community health staff.

E. ACTIVITIES IMPLEMENTED DURING THE REPORTING PERIOD

Activities implemented during the period March – June 2003 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 – 1.1.6 - 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

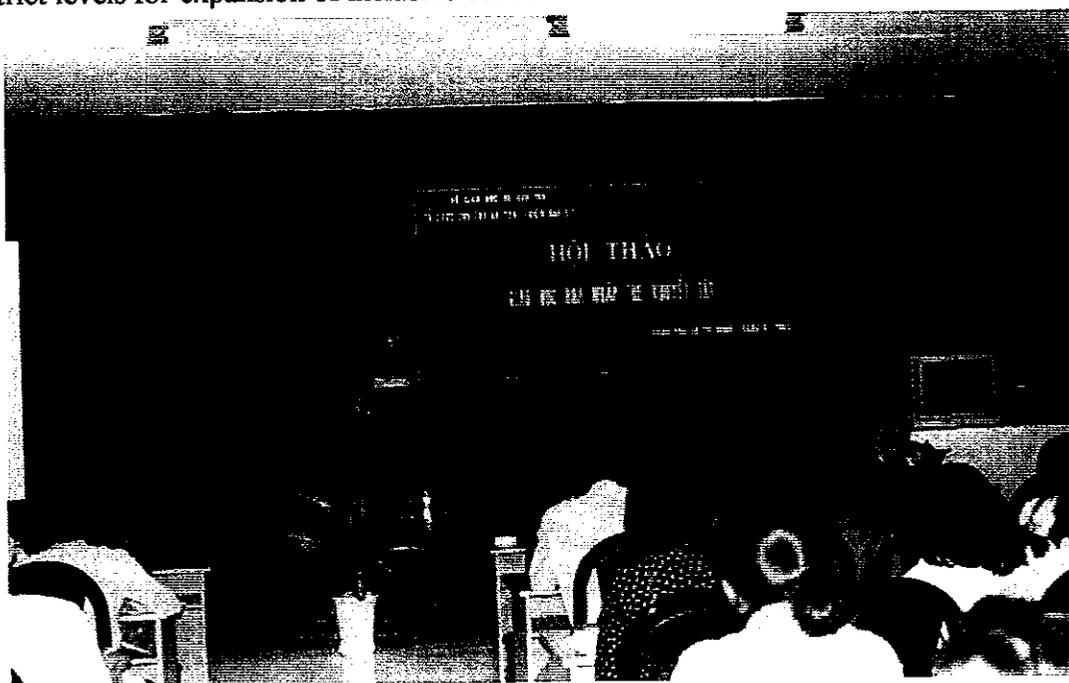
The IE training curricula have been piloted in the one-year in-service training for primary teachers at three TTCs. The final curricula revision will incorporate feedback from teachers, trainers and experts from all three targeted provinces. The revised curricula will be presented to MoET for final approval prior to national dissemination to TTCs throughout the country. MoET plans to officially launch their national strategy on building capacity at TTCs and university levels in inclusive education in all 61 provinces by 2004; national expansion of the inclusive education in-service teacher training curricula will be a key component of their strategy.

The IE in-school teacher training manuals for key teachers and class teachers have been revised, based on consultation with class teachers and lecturers from TTCs. The final version of this curricula-training program will also be submitted to functional departments of MoET at the end of year 2003 for use as a resource for IE expansion nationwide.

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 national IE workshops were organized by MoET and CRS for more than 200 participants including vice-directors of provincial education department (PED) and key staff responsible for pre-school, primary education within PED from all 61 provinces. Representatives from international organizations working in Vietnam also attended the workshops. The workshops, held in Hanoi and Ho Chi Minh City, presented a brief overview of Inclusive Education, globally and in Vietnam, and the government's strategy, targets and methodology for expanding provision. Practitioners from inclusive education project sites also presented their experience in expanding inclusive education. Participants had an opportunity to discuss three main topics, the difficulties and opportunities in implementing IE, specific solutions to implementing the IE model, and the local conditions necessary in implementing IE. With considerable contribution by participants, the workshops have initiated the initial stages of action planning at the provincial and district levels for expansion of inclusive education.



***Ms. Le Minh Ha-
Vice Director of
Pre-school
Department -
presenting MoET
direction for IE
at the National
IE workshop in
HoChiMinh City,
June 2003***

Regular advocacy programs on project activities broadcasted by the local radio stations are monitored by CRS. The new districts have used their local media to present IE concepts and model to mobilize families of children with disabilities to ensure high levels of attendance at disability screening examinations and health intervention activities. To increase effectiveness of these activities, the district People's Committee organized meetings amongst the steering committee members to manage the responsibilities of each sector; education, health, the commune People's Committee and Women's Union in mobilizing children to the screening examinations and hospital for intervention activities. This experience of organizing and supporting children with disabilities and their family will contribute to support the child's access to school, by working to support the child and family in addressing the barrier and challenges faced. This level of coordination was clearly demonstrated in Quang Ninh province when Quang Ninh PED coordinated with the provincial Committee for Population, Families and Children to deliver presents to children who were supported with eye operations in the province. The PED also worked with the provincial TV station to report projects progress and its related activities.

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

CRS contributed to discussion and recording the status for people with disabilities in Vietnam, including current inclusive education development and provision in collaboration with other International Organizations (INGOs) and the local USAID mission. The activity aimed to enhance the level of participation of children with disabilities in community in complimentary activities supported by these organizations, as well as to coordinate efforts and experience with government counterparts. The summary document on current provision for people with disabilities in Vietnam was submitted to USAID Washington in July, and it is proposed that it will be used as a basis for further planning and collaboration in the sector by INGOs, government ministries, and donors.

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

A workshop on developing criteria for a good IE lesson and good IE learning environment was conducted in Hanoi in April with participation of educational managers and class teachers from the three initial districts, and education staff from the three target provinces and the Ministry of Education and Training (MoET). The criteria were developed with both the MoET suggestions and with considerable contribution from teachers currently involved in supporting children with disabilities. The results of this workshop were reviewed by a larger group of class teachers during the thematic workshop in the 3 initial district (*please refer to Activity 2.2.1*) to ensure that the final product is comprehensive and in a consistent form to support teachers and education managers attaining towards good practice providing IE classrooms. (*Please refer to Annex 3 for a copy of the Criteria for Good IE Lessons and Good IE Learning Environment.*)

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.

2.1 Needs Assessment:

2.1.3 Clinic Survey

During April and May, 3 periods of screening examinations were organized in CaoPhong, Kim Son and Uong Bi. Of the 2,623 children identified during the disability survey by local participants in March, 2,416 children attending the screenings, approximately 92% success rate. The children were



A psychologist was checking learning abilities of a child in Kim Son-Ninh Binh during the screening examination - May 2003

examined by different doctors depending on their disability type. 1,883 were diagnosed to have different types of difficulties (disabilities); 189 children have hearing difficulties, 269 children have seeing difficulties, 283 children have movement difficulties, 355 children have language difficulties and 325 children have learning difficulties. The other children have multi-disabilities. The screening report also shows a high percentage of male children having disabilities accounting for 58% while female children having disabilities accounts for 42%. By district, Cao Phong had 314 children, Uong Bi, 495 children and Kim Son with 1,074 children with disabilities; Kim Son overall has the highest number and percentage of children with health and educational support needs.

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. The 80 primary teachers attending the one-year training courses in Quang Ninh and Hoa Binh Teach Training Colleges (TTCs) have completed their academic program and graduation examinations. The 40 primary teachers studying at the Ninh Binh TTC continue the final stage and will complete their training program in early July. These graduates will return to their districts and will play key roles as IE resource staff in support of provincial expansion of IE. They will help districts and provinces in outlining the IE training program and incorporating practical experiences to support other teachers in applying IE teaching methods.



Primary teachers are in group discussion during the training for those who teach children with learning difficulties- Kim Son-Ninh Binh

2. NIES / CSE staff cooperated with local counterparts to implement an IE training course for 85 head masters from pre and primary schools; four 12 day- training classes were implemented, one in each of Cao Phong and Uong Bi districts and two classes in Kim Son district. The training aimed to provide an over-view of the general principles of IE, its rationale for change and the important components for IE implementation at the school. As a result of the training all the deputy of the schools will have an understanding of why

IE is being expanded in Vietnam and how it should be practiced in their schools. These deputies will also be expected to provide support to the teachers in their schools.

3. Thematic training courses on teaching children with different types of disabilities were organized for class teachers at pre-school and primary levels in the three new districts of Cao Phong, Uong Bi, and Kim Son. 213 pre-school and primary teachers attended the 12-day trainings. Of the group, 61 teachers were trained in how to support children with communication difficulties, 10 teachers trained in how to work with children with hearing difficulties, and 180 pre-school and primary teachers worked on how to support children with a variety of learning difficulties. A further 62 teachers will attend similar training for teaching children with communication difficulties and 93 teachers, teaching children with hearing difficulties, will attend training in July. The thematic trainings focused on introducing certain types and levels of difficulties faced by children and on teaching strategies and classroom adaptations to support them in achieving learning objectives in a mainstream class. Teachers are also provided with further teaching skills to support all children; collaborative learning, lesson planning to accommodate differences and use of special support tools available for example Braille for blind children and sign language for deaf children. The training course presents both theoretical and practical learning opportunities for teachers to support their future more effectively.

4. Teacher experience sharing workshops have been held for class teachers in the 3 initial district of YenKhanh, Yen Hung and Luong Son. 255 primary teachers teaching children with learning difficulties and 20 teachers who teach children of hearing difficulties in Luong Son attended a 4-day meeting with NIES trainer and district key teachers. Through observation of the meeting and discussion with participants there was evidence that the majority of teachers have increased confidence in teaching an IE class since their initial training. During the meeting teachers presented their confidence in using key skills for IE; organizing collaborative learning, designing an IE lesson with special learning objectives for targeted children and how to use special support tools as well as teaching & learning aids to support student's learning, and discussed effective methods of support children achieve through the use of the new teaching methodologies. Many teachers of Grades 4 or 5 discussed some of the challenges they face in supporting children with learning disabilities in achieving in Social and Natural Science, which covers a more challenging content for the children as it is more abstract.

Activity 2.2.4 - In-service BA training on IE practice and management

39 teachers have completed their academic classes for the BA in inclusive education. During April and May they participated in practical IE teaching sessions for different periods of 1 week in current project sites in Ninh Binh, Hoa Binh and Quang Ninh. They also had opportunity to collect information on children with disabilities and their current education provision, allowing increased understanding of the situation for children with disabilities that they will work with in the future.

With support from lecturers, they have selected thesis topics and developed an initial outline of the research work to present to the university. In May, a panel of lecturers and trainers assessed their initial outlines and provided individual tutorials to ensure high quality research in the field of IE in Vietnam as a result of the BA students work. During the next two months, the 39 teachers will travel to a variety of locations where IE is implemented to collect further information for their thesis's. They will return to the university in September to implement the final 1 month-practice session to do their practical training in some project sites. They will report on the practice work and submit their thesis in October. Followed by this activity will be presentations and defense of the thesis in November and December at the university.

2.3 Advanced Expertise

Activity 2.3.1 - IE higher training program for MoET educators- Master course

Since Autumn 2002, CRS has worked with universities in the USA, UK and Australia in reviewing potential courses, both distance and campus based learning. A distance-learning course at Masters level in the newly emerging field of Inclusive Education is not presently available. CRS has continued dialogue with the MoET during this period. This activity is an important component of the grant for MoET; the expected results are significant in contributing to institutionalizing Inclusive Education in Vietnam in support of Ministry priorities. CRS has continued working with both MoET and USAID during the reporting period in review opportunities to implementing the Masters course. CRS has formally proposed to USAID that five Vietnamese educators be allowed to attend an on-campus course; "Masters in Inclusive Education and Special Education", at Manchester University, UK. The proposed course is one of few Inclusive Education Masters level options available globally. The content is of a high academic level: the institution has an excellent reputation in the field of Education and Inclusion. The course is the most cost effective option that meets the timeframe of the proposal, unlike other options at higher cost and / or duration. It is proposed that five candidates will pursue the Masters at Manchester University. The remaining funds would be used to increase the number of key MoET staff to be exposed to International Inclusive Education (theory and practice) but with considerably reduced time commitment, in-line with current ministry staff commitments within Vietnam. An amendment to revise the current grant was submitted to USAID in June. the outcome is expected in early August.

Positive outcomes in August will lead to final selection of candidates by Ministry and CRS staff: selection is based on their commitment to IE within the institution they represent and the ability to apply learning outcomes of the course, excellent proficiency in English, and educational background in teaching, curricula development or research in education. All candidates will be under 38 years. MoET will process agreements with participants to monitor their return. MoET will provide guarantee to CRS and USAID for the participants. This will be controlled through an MoU. Students will be supported in submitting their university and visa applications for the UK. The enrolment of students will be in mid-September.

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. CRS and NIES facilitated quarterly planning meetings involving national, provincial and district counterparts: to review and develop quarterly activity plans and financial status reports for each district involved in the project. At planning meetings, counterparts at all levels shared project implementation, the achievements and challenges. Participants are also provided with the financial balance status for each sub-counterpart to monitor project advance, liquidation and adherence to financial regulation.

The participants also had opportunity to share experience and work together on solutions to challenges faced.

Activity 2.4.5 - Project impact monitoring and evaluation

Regular CRS and NIES monitoring of project activities and impact was done through field visits and regular meetings with counterparts during implementation of workshops, trainings or events. The monitoring of impact is also supported by the teacher mentors, key IE teachers who provide regular observation and feedback to all teachers in the project and conduct small group thematic workshops in schools. Ideas and findings from monitoring activities by CRS, NIES or the teacher mentors are

recorded, but more significantly challenges or opportunities will be reviewed as a result of monitoring; and activity adjustments will be made.

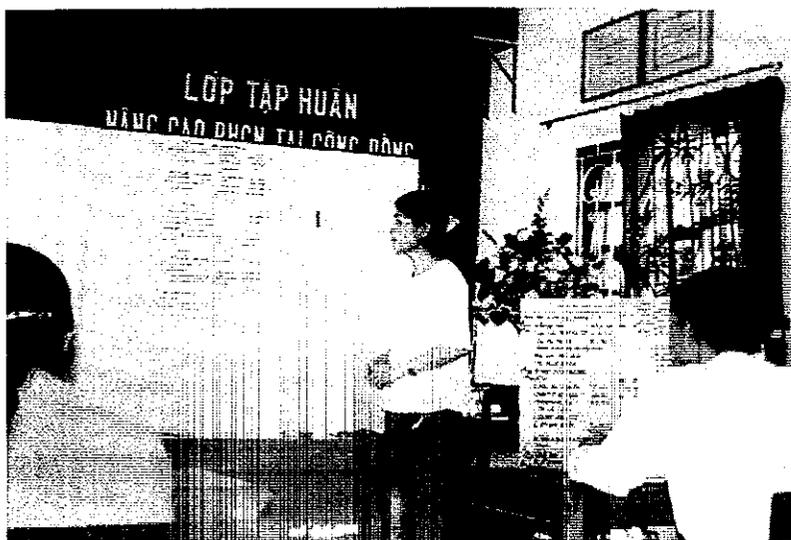
A number of tracking forms have been developed and used to track performance and progression of CWDs and teachers themselves. Additionally, forms for standardized recording of lesson observation, and case studies to track children with special educational needs have been also developed and are being used.

These monitoring tools are managed by NIES and CRS for further application at district levels and will generate evidence on individual and group successes and challenges. The reports will be used by district departments to support student, teacher and school development in the area of inclusion.

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

3.1 Disability Support Capacity Building activities

3.1.2–3.1.3 Train health, education and social workers staff in advanced community-based rehabilitation techniques.



Trainer from Hanoi Medical University was doing feedback session on micro-training by district trainers on CBR YenKhanh-Ninh Binh, June 2003

will be conducted for district and commune health workers and educational staff in the 3 new districts in August after compiling results from data collected during the screening examinations.

3.2 Health intervention

After the screening examinations in Uong Bi, CaoPhong and Kim Son, a list of children requiring health interventions was developed. Of 1, 883 children with disabilities in the 3 new districts:

- 115 children needed support with hearing aids,
- 118 required eye operations,
- 63 children needed ear operations,
- 142 children needed minor operations to support their movement abilities,
- 178 children needed assistive devices
- 52 children needed to have operations to rectify cleft lip.

CRS will cooperate with BachMai hospital and other NGOs to provide support for the children with movement difficulties. CRS will work with counterparts to do fund-raising with private donors to support these children, as has been successfully achieved in previous years.

In June, 14 children from Uong Bi had eye operations. All children with hearing difficulties were re-examined and diagnosed with appropriate type of hearing aid. All hearing aids will be distributed in early July. Teachers, parents and community members will attend training to support the children as they learn to use and maintain the hearing aids, and to help the children learn as a result of having the hearing aid.



*Tran Thi Phuong-
4 years old-Uong
Bi-QuangNinh-
being diagnosed
by the doctor for
her eyes
operation-June
2003*

Further intervention activities are planned for July through September to support children prior to the start of the new school year.

3.3 Community support

The district and commune steering committees have facilitated support among community groups for children with disabilities in organizing screening examinations or health intervention. Prior to screening exams being organized in the local areas, the district People's Committees worked with commune leaders and other unions to organize the mobilization of children to the examination venues. This type of coordination has led to high percentage of children attending examinations, 92% of total identified children (a total 2,416 children attended of the 2,623 initially identified). This was especially significant in Cao Phong, a remote and mountainous area where poor roads constrain travel for those without disabilities.

For the first health intervention activity, the eye operations for 14 children in Uong Bi, the Quang Ninh education department worked with the provincial Committee for Population, Family and Children to arrange small presents for the children after their operations. The project will continue to mobilize for local support to children for health and education activities.

E. WORKING RELATIONS

CRS, NIES and local counterparts from district to provincial levels have continued to strengthen collaboration for project activity implementation during the last reporting period. In the initial phase of the project the provincial education department (PED) were very much observers, and were occasionally invited to participate in some activities centrally or locally. Under current implementation, at the direction of the MoET, PEDs are now more involved in the planning and

implementation of project activities. The PED has a key role to guide direction of IE for the province. This role expands IE beyond the current project sites but also encompasses expanding IE to further districts. The directive from MoET regarding the role of PED was further enhanced by the MoET/CRS workshop on IE direction and implementation presented to all provinces. The increased involvement of PEDs indicates clear government commitment to expansion of IE and assurance that mechanisms to sustain project investments continue to be strengthened.

In June, CRS staff attended a meeting with USAID and other relevant INGOs to discuss opportunities for further cooperation in IE promotion with focuses on working with mutual government partners, supporting partners in compiling practice to support institutionalization of investments. A follow up meeting is planned to be held during the next reporting period with stakeholders and counterparts, government partners and donors to review national priorities and opportunities for further cooperation in IE in Vietnam.

F. CHALLENGES

May and June are very busy months for educational staff with examinations before the school closes for the summer. It is an intensive period for teachers, who are also requested to focus on further professional development under instruction from the Education managers. NIES has worked with local education departments to protect time for the IE trainings and workshops for teachers and managers. Participants were pleased to have these opportunities; some of which will continue to be implemented during July to ensure good attendance.

The implementation of the Masters course in IE remains pending as described above. Activities are scheduled for implementation after final outcomes in August. Six weeks will remain prior to enrolment for students during which documentation, applications and visa will need to be processed. CRS remains optimistic that this can be achieved due to the high level of importance of this activity.

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. Thematic training in 3 new districts:
 - 1.a. Training for 116 primary teachers who teach children with learning difficulties*
 - 1.b. Training for 102 pre-school teachers who teach children with learning difficulties*
 - 1.c. Training for 62 pre-school and primary teachers - communication difficulties*
 - 1.d. Training for 12 teachers- seeing difficulties*
2. Thematic workshop in initial districts
 - 2.a. Workshop for 12 teachers in teaching children with sight difficulties*
 - 2.b. Workshop for 130 teachers in teaching children with hearing difficulties.*
 - 2.c. Workshop for 75 teachers in teaching children with learning difficulties*
3. Training workshop for community support groups in how to promote in-school and out-school supporting activities for children with disabilities for 293 participants in new districts. and 270 in initial districts
4. Health intervention activities for following children:
 - 4.a. Provision of hearing aids for 115 children*
 - 4.b. Operations for 100 children with eye problems and 63 children with ear problems*

4.c. Operation for 52 children with cleft lip

5. Basic CBR techniques training for district and commune health staff in new districts
6. Develop training materials for in-service training by 3 key functional department under MoET; Teachers Department, Primary education department and Pre-school Education Department. These materials will be used at the training for key educators from the provinces representing 3 educational levels. The materials will be then used by key educators for replicated training to teachers at district and schools levels.
7. Organization of a national workshop on IE guideline development implemented by MoET
8. In-service training for approximately 120 key educators in charge of pre-school education and more than 180 key educators in charge of primary education under provincial education department from 61 provinces and 180 key lecturers from TTCs will be implemented by MoET during the next quarter.
9. Quarterly articles written on Educational magazines on IE
10. Quarterly planning and financial management meetings with all project partners
11. Continue with process of organizing the Masters course in IE for educators from MoET
12. Internal study visit by MoET representatives to IE project sites in northern Vietnam
13. Scientific defense of the piloted Braille code by NIES

I. FINANCIAL REPORT

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

ANNEX 1 - Table of Activities FY 2003

<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>
1.1. IE resource development	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	1.2. CWD Advocacy and Policy Development activities								
1.2.1 IE Awareness Raising and CWD Advocacy activities at National, Provincial and District levels	1.2.1 - Ongoing <i>Result: District / Local CWD awareness raising meetings held in new districts</i>		=>	=>					
1.2.2 Media publication activities: newsletter, TV, radio broadcast at National, Provincial, District and Commune levels	1.2.2 - Ongoing <i>Result: IE Newsletter produced and distributed</i>	=>		=>		=>		=>	
1.2.3 Coordination amongst PVO's, counterparts and relevant groups to increase CWD advocacy	1.2.3 - Ongoing	=>	=>	=>	=>	=>	=>	=>	=>
1.2.4 Developing and sharing experiences of best practice at National, Provincial and District levels	1.2.4 - Ongoing <i>Result: Workshop on Developing and piloting assessment tools to support CWD attainment</i>		=>	=>		=>	=>	=>	=>
1.2.5 National conferences to review and share experiences on IE among all provinces in Vietnam	1.2.5 - Completed								
1.2.6 Regional workshops to develop primary guidelines, instructions and policy on IE nationwide	1.2.6 - Planned				=>	=>			
1.3. International Exposure	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								
2.1 Need Assessment									

CRITERIA OF A GOOD IE LEARNING ENVIRONMENT IN PRIMARY SCHOOLS

1. No differentiation

- Appropriate arrangement of seats for regular children in class and for children with certain types of difficulties
- There is sufficiency of teaching and learning aids for all children including special aids for children with disabilities
- Equality in rewarding and praising all children
- Acceptance of children with disabilities in class, creating sharing habits among children with disabilities and other children, no bullying from regular children
- Children with disabilities have opportunities to participate in all learning activities and playing as other children in schools. All children access to the same curriculum;
- Allocation of support groups to help children with disabilities

2. Safety

- Ensure safety of school facilities, teaching and learning aids or other equipments:
- No violence, no punishment
- Create warm, beloved and supportive environment among all children in schools;

3. Respect the diversity (differences)

- Respect children's dignity
- Respect children' s ideas
- Listen to children and respect their opinion

4. Collaboration

- Collaborative learning and playing
- Participatory in all activities
- Accountable for learning and school activities

5. Application of participatory-active learning

- Apply child-centered methodology in all educational activities;
- Contents of lessons are modified and adjusted in line with abilities and capacities of children;
- Use of diversified teaching methods with focus on group work and individualized techniques and use of special skills to support children with certain difficulties;
- Assessment of children's learning performances should be equal based on their abilities and progression