

**USAID – CATHOLIC RELIEF SERVICES**



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

*Progress Report 24*

**HANOI, VIETNAM – October 2004**

**PROJECT NUMBER:** G 00-98-0035-00  
**PROJECT TITLE:** Expansion of Community Support for Children with Disabilities  
**Progress Report:** No. 24  
**Period:** July– September 2004

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

This project is implemented through a partnership between Center for Special Education/ National Institute for Educational Strategies and Curriculum (CSE /NIESAC), the Ministry of Education and Training (MoET) and Catholic Relief Services (CRS) under USAID's Displaced Children and Orphans Fund (DCOF). The primary aim of the project is to ensure the inclusion of children with disabilities and their caretakers by increasing awareness of their needs, through training teachers and educators in inclusive education strategies and techniques, and strengthening community support. The progress report reports against objectives and activities as defined in the original proposal and project extension documents. Annex 1 outlines activities planned and implemented during 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**

**Masters course in IE** – A staff member from Hanoi Pedagogical University attended to Master course in Inclusive Education in Manchester University and a staff member NIESaC attended a similar course in Nottingham University.

**Summer short course in US** - In July a group of 12 representatives from MOET, NIESAC and CRS returned to Vietnam after attending a 1-month study tour on inclusive education in the US.

**Workshop on inclusive education policy development** - In August, a national workshop on inclusive education policy development was organized by MOET and NIESAC for representatives of MoH, MOLISA, NGOs and INGOs, UNESCO, WB and 7 provinces nationwide.

**Workshop on inclusive education regulation development** - In August, NIESaC organized a 4-day workshop for the Inclusive Education regulations working group, Dr. Richard Villa facilitated the workshop.

**Capacity building for counterpart** - Head of Center for Special Education, NIESaC and Inclusive Education Program Manager attended a 10-day training course on Organizational Development.

**Distribution of booklet on disability identification and care for CWDs** - 1,200 booklets on disability identification and care for CWDs have been distributed to parents of CWDs.

**Training Workshop on Individual Education Plan** - In August a training workshop on strengthening the skills to use Individual Education Plans (IEPs) was held in Hanoi for 45 participants from district and provincial education departments and TTCs of the 3 project provinces.

**Training in IEP Demonstration for teachers in Yen Khanh district** - A 4-day training workshop on IEP demonstration was organized for 100 headmasters and key teachers from Yen Khanh district, Ninh Binh province as a follow-up training of the recent training on IEP provided by Dr. Richard Villa.

**Strengthen IEP at district level** - A training on the use and management of IEP was organized for inclusive education teachers in Luong Son district.

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

Activities implemented during the period July - September 2004 are reported by objective and activity number as presented in Annex 1 Implementation Plan FY 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. Inclusive Education resource and curricula development**

###### **Distribution of booklet on disability identification and care:**

A booklet on disability identification and care for children with disabilities has been developed, published and distributed to parents of children with disabilities. This booklet helps parents become more knowledgeable and responsible in supporting CWD development.

##### **1.2. Children with Disabilities (CWD) Advocacy and Policy Development activities**

###### **Workshop on sharing experience in inclusive education policy development:**

In August, a national workshop on inclusive education policy development was organized by MOET and NIESAC for representatives of MoH, MOLISA, NGOs and INGOs, UNESCO, WB and 7 provinces nationwide. The purpose of this workshop was to initiate first steps in developing inclusive education policies for children with disabilities in Vietnam. As a result of the workshop, participants from MOET and NIESaC have enthusiasm and confidence to start the process of developing inclusive education regulations.



*National workshop on experience sharing on  
IE policy development – August 2004*

MOLISA, NGOs and INGOs, UNESCO, World Bank and representatives from 7 Provincial Departments of Education & Training attended the workshop. At the workshop, the participants reviewed the current Vietnamese policies on support for children with disabilities and shared experience in policy development of inclusive education. MOLISA reported against their involvement in the disability field and Mr. Dang Tu An, representative of MOET presented the draft inclusive education regulations.

Presentations on international practice in policy development for inclusive education were made by Dr. Richard Villa, CRS inclusive education international expert, and Ms. Irene Lopez, Radda Barnen inclusive education consultant. Through the workshop, participants had an opportunity to understand different perspectives and approaches to policy implementation in different countries, from which the participants considered a more a child-centered approach to develop policies for children with disabilities in Vietnam. Policies should represent a legal framework to facilitate child development rather than a tool to serve the purpose of administrative management. The workshop created a motivating atmosphere around the perspective of children with disabilities future in Vietnam.

#### **Workshop on inclusive education regulation development**

This activity following the inclusive education policy development workshop aimed to facilitate the inclusive education working group with representatives from MOET, NIESAC and local counterparts in further developing the MOET draft inclusive education regulations. The workshop focused on the needs of children with disabilities in review of the draft of regulations developed by MOET and encouraged involvement of all participants in the process. The group analyzed the responsibilities of various types of support for children with disabilities, including the family, teachers, the school, the education system at different levels, and community, and the conditions required by each group to fulfill their responsibilities in meeting the needs of children with disabilities. The outcome of this activity has been presented to the Vice Minister for Education and Training for her review prior to distribution in pilot school communities. Please refer to Annex 2 for a summary of the workshop outcomes. The activities supported participants in contributing to the process of inclusive education regulations development, and also provided increased awareness around inclusive education provision for children with disabilities. The responsibilities of various stakeholders and necessary conditions for inclusive education will be used as a basis for the development of inclusive education policy. Participants reviewed existing legal documents on provision of inclusive education in Vietnam and were able to make recommendations for further development.

MOET staff that attended the trainings on inclusive education in the USA in December 2003 and July 2003 were committed participants of the workshop; actively contributing opinions and understanding of inclusive education development within the Vietnamese context.

During the workshop, participants had opportunity to review and compare the policies of support for children with disabilities from the USA, Australia and Italy. Subsequently, participants developed a new definition of children with disabilities in Vietnam and 6 fundamental guiding principles to be incorporated within inclusive education regulations. This is presented in Annex 2. Participants felt that the definition of children with disabilities should focus upon the abilities, needs and potential of children with disabilities rather than a focus upon specific disabilities.



*Workshop on Development of Inclusive Education Regulations – August 2004*

### **Mid-autumn celebration in Yen Khanh, Ninh Binh**



*CWDs, friends and teachers enjoy the Mid-Autumn festival camp in YenKhanh, September 2004*

Activities included a drawing contest, role plays, sports and games, and journalists from Voice of Vietnam, Vietnam TV, the Humanitarian newspaper and the Education & Time magazine published various articles on the importance of inclusion and abilities of children with disabilities in Vietnam.

*CWDs participate in Art Activities during the Mid-Autumn Festival camp, September 2004*

A Mid-Autumn festival camp was organized in Yen Khanh district, Ninh Binh Province on September 28<sup>th</sup> to strengthen understanding among children with disabilities and their peers, to raise awareness by teachers, parents and the community of the abilities of children with disabilities and facilitate further inclusion in all aspects of the community. 150 children with disabilities between the ages of 3 and 16 years old participated in the event with 300 of their friends and peers.



### **Launch a campaign to advocate for inclusive education**

A National Inclusive Education Review Conference, reviewing 10-years of implementation of inclusive education in Vietnam will be organized in March 2005. Simultaneously, a

National Action Plan in Inclusive Education for children with disabilities will be developed by a working group of MOET and NIESaC representatives and experts, and the temporary regulation on inclusive education will be published. To prepare for this, an advocacy campaign on inclusive education has been launched nationwide by NIESaC, in cooperation with Voice of Vietnam and the Education & Time Magazine with the financial support from CRS and USAID. This campaign aims to raise awareness of the importance of full support for children with disabilities and celebrate achievement of children with disabilities and their carers. With an emphasis on creative arts and media, the materials produced, artwork, music and stories will be published and distributed to National Inclusive Education Review Conference participants. Initial outcomes of the advocacy campaign will be used in planning for the up-coming end of year National Assembly meeting where the topic of quality and equality in education will be a significant agenda point.

### **1.3. International Exposure** **Summer short course in US**

In July a delegation of 12 representatives of MOET, NIESaC and CRS returned to Vietnam after a one-month training on inclusive education to the USA. Participants had a wide variety of interests and learning priorities for the training and exposure trip; aiming to learn about inclusive education policy and legislation, in-school assessment and professional development, and best practice in management and community support for inclusive. During the study tour, the group attended courses on various aspects of



*Staff from MOET, NIESaC and CRS attending lectures on IE in the US, July 2004*

inclusive education taught by lecturers from the University of Saint Marcos, California, attended the inclusive education summer institute, an opportunity for practitioners in inclusive education to share best practice, exchange experience with US professors, visit inclusive education classes to meet with teachers and students and study further on issues within their professional interest.

**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 Teacher training**

#### **Training Workshop on Individual Education Plan**

During August, a training workshop on strengthening the Vietnamese model of the Individual Education Plan, the IEP, was held in Hanoi with participation by 45 staff from district and provincial education departments and TTCs of the three project provinces. A further 10 staff working in the area of Inclusive Education from SIDA, Radda-Barmen and PSBI also attended the workshop. During the workshop participants were provided with knowledge and skills to develop and use the IEP; training was provided by international Inclusive Education expert, Dr. Richard Villa. As a result of the workshop the old format of the IEP was modified to be more appropriate to the Vietnamese context, and simple and easier to use for teachers

and education managers. Please refer to Annex 3 for a full trip report from Dr. Richard Villa from his technical assistance inputs to the CRS Inclusive Education program in August 2004.

#### **Demonstration IEP training for teachers**

During September, a 4-day Individual Education Plan demonstration training was organized in Yen Khanh district for 143 headmasters and key teachers from all project provinces. This was the follow-up training of the training on IEP facilitated by Dr. Richard Villa in August. The training was divided into two parts; initially participants were divided into several groups to visit children with disabilities at their homes. After that, they were instructed to develop IEPs for these children in collaboration with representatives from the Youth Union, the Health Sector and other appropriate mass or government agencies. Finally, the training addressed assessment methods to design the IEP; collecting information about the child with disabilities and their family, considering their priorities and concerns, and how to identify children's needs and abilities. The participants were also provided with training in facilitation skills so that they can replicate the IEP training with their colleagues.

According to the participant's evaluation of the training, overall it was considered a very useful training, and very practical in supporting the work of teachers. As a follow up to the training all participants developed a plan for implementing the training for teachers of children with disabilities on their return to their communities.

#### **Strengthen use of the IEP at district level**

As a follow-up to the demonstration IEP training which was organized in Yen Khanh District, participants returned to their communities and organized replicated training for other teachers. According to the plan made by the training participants, by the end of October 2004, 3 replicated training courses will be organized for inclusive education teachers in all project districts. In late September 1 replicated training course was organized for inclusive education teachers in Luong Son district.

### **2.2. Advanced Expertise**

#### **Masters course in IE**

A teaching staff from Hanoi Pedagogical University, Mr. Doan Xuan Truong, selected to attend the Master course at Inclusive Education started his course at Manchester University in the UK and departed Vietnam on 15<sup>th</sup> September 2004. A member of staff from the National Institute of Educational Strategy and Curriculum, Mr. Bui The Hop, received an IELTS language test score of 6, Manchester University required a score of 7 and he was not accepted at the university. However, he was enrolled on a similar course, the Masters in Inclusive Education at Nottingham University in the UK where his IELTS score was accepted. In September two pre-departure meetings were organized between MOET, CRS, the sending institutions and the students to discuss the training follow-up action plan and student commitments. The four parties also signed a Memorandum of Understanding for each student on roles and responsibilities for each of the parties during the study period and on return.

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

#### **Capacity building for counterparts**

In July, Mr. Le Van Tac, Head of Center for Special Education, NIESaC, and Inclusive Education Program Manager attended a 10-day training course on Organizational Development in Hanoi. As a follow-up to the training, Mr. Tac will develop a Inclusive Education development strategy for his center.

#### **2.4. Project impact monitoring and evaluation**

Regular monitoring by NIESaC and CRS of the project activities and impact is regularly implemented through field visits and regular meetings with counterparts during project workshops, trainings and events. CRS staff has worked with NIESaC and local partners in monitoring of the medical rehabilitation and community support for children with disabilities by community support teams in all 3 project districts.

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

#### **3.1. Disability support capacity building activities**

No activities implemented during this reporting period

#### **3.2. Leaflets on identification and guidelines on rehabilitation for children with disabilities**

The booklet on disability identification and care for children with disabilities was distributed to 1200 parents of children with disabilities in the project sites. CRS and NIESaC will review the usefulness of the materials to parents during the next reporting period.

#### **3.3. Community support**

No activities implemented during this reporting period

#### **3.4. Strengthen management capacity**

##### **Internal Audit**

During the period August through November CRS Vietnam will under-go an internal CRS audit. In September 2004, the audit team met with local and national counterparts of the Inclusive Education project. Initial findings indicate effective management of activities and finances by local counterparts, the internal audit report will be finalized in November.

### **E. CHALLENGES**

**1. The turnover of inclusive education teachers.** A number of teachers trained through the project continue to not be involved in supporting inclusion of children with disabilities. This is due to various reasons beyond the control of the project including; teacher transfer to another school or teachers leaving the profession, and teachers are unable to continue working with their students in subsequent grades beyond Grade 1 or 2, when the school will not permit the teacher to teach higher grades as their level of qualifications are not in-line with national standards for higher grades. The result of this is that the children themselves have considerable difficulties in adjusting to a new teacher, and the new teacher requires skills development to support the needs of children with disabilities. CRS continues to bring this to attention of the MOET and NIESaC as a significant issue that requires policy review to support teachers in working with a group of children beyond the current commitment of a single grade.

**2. Lack of formal evaluation for inclusive education teachers.** Despite improved quality of inclusive teaching and professional support through the project, there remains a lack of formal evaluation of inclusive education teachers by education managers. CRS continues to bring this to attention of the MOET and NIESaC as a significant issue that requires policy review to support teachers in professional acknowledgement of the contribution and effectiveness of inclusive teachers work.

**3. MOET project management structure.** Through the current MOET project management committee involving 4 MOET departments; Pre-school Education, Primary Education,

Secondary Education, High Education the project faces continuing challenges in coordination. Currently, Ms. Le Minh Ha, Vice-head of Pre-school Education Department acts as a head of the project management committee, on behalf of Vice-Minister of Education, Ms. Dang Huynh Mai. In her position it remains a challenge to coordinate involvement of other departments, as the project management committee members from other departments are under the direct supervision of their department leaders. Representatives of all departments remain over committed to various government and project priorities; ensuring regular project planning meetings with representatives of the project management committee continues to be a challenge. Working between two national partners NIESaC and MOET mutual activities remain highly sensitive and require overly defined roles and responsibilities in consideration of the political and relationship structures in place. CRS continues to take these issues into consideration in project and activity planning to ensure most effective results.

## F. STATISTICS AND TABLES

A summary of the number of project participants by district or province (where appropriate) and major activity areas is presented below.

Inception to date		Yen Khanh	Yen Hung	Luong Son	Ju- Sept04
<b>Local IE Activities</b>					
1782	Children with disabilities attending school in project sites	844	549	389	
115	Key teachers attending one-year teacher training on IE at TTCs	40	39	36	
45	Key teachers attending six-week teacher training on IE in Hanoi	14	14	17	
540	Key teachers and school managers attending three-week teacher training on IE in their district	180	180	180	
926	Classroom teachers attending workshops to share good practice in IE	238	200	142	
45	Student teachers attending pre-service teacher training on IE at TTCs	14	14	17	
39	Teachers attending in-service BA training on IE management practice at the Hanoi University Faculty of Education				
302	Health workers and teachers trained in disability screening	104	104	94	
470	Health workers trained in CBR Rehabilitation	164	160	146	
472	Health workers trained in Advanced CBR Rehabilitation	164	160	148	
3	District Rehabilitation centers established	1	1	1	
120	Training in Community Support	40	40	40	
218	Teachers and Parents attending trained in using hearing aids and teaching communication development	0	68	150	
74	Key staff from NIES and the districts trained in facilitation skills	16	16	30	
150	Classroom teachers and managers from lower secondary school trained in basic IE	50	50	50	
240	Training for Parents in how to support for children with moving difficulties	90	90	60	240
176	Training for class teachers on Individual Education Plans (IEP)	60	60	56	176
105	Demonstration training for headmasters and key teachers in IEPs	60	21	24	105
<b>National IE Activities</b>					
132	Key educators from pre school provincial Department of Education & Training trained in IE				
182	Key educators from primary school provincial Department of Education & Training trained in IE				
121	Key educators from provincial teacher training colleges trained in IE				
4	Key staff attending a one-year Masters in Inclusive Education, University of Manchester, UK				

18	Key MOET staff attend training in the US in Leadership skills in IE
135	Key educators from provincial pre-school Department of Education & Training trained in Early Intervention
90	Key representatives from MOET, MOH, MOLISA, INGOs, NGOs, NIESaC and 7 provincial education departments with IE pilot models participated in the Workshop on IE policy development
32	Key representatives from MOET, NIESaC and local counterparts participated in the workshop on IE regulation development

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

A summary of the number of project participants by district and major activity areas implemented through the CRS-Monetization project is summarized below.

Inception to date		Kim Son	Uong Bi	Cao Phong	Jul-Sept04
<b>Local IE Activities</b>					
943	Children with disabilities attending school in project sites	747	196	261	
33	Key teachers attending six-week teacher training on IE in Hanoi	17	8	8	
653	Key teachers and school support staff attending training to share good practice in IE in their district	367	154	132	
33	Student teachers attending pre-service teacher training on IE at TTCs	17	8	8	
269	Health workers and teachers trained in disability screening	146	54	69	
170	Health workers trained in CBR Rehabilitation	90	35	45	
168	Teachers and Parents attending trained in using hearing aids and teaching communication development	120	32	16	
37	Key staff from NIES and the districts trained in facilitation skills	17	10	10	
287	Thematic training in IE for class teachers	125	85	77	287
240	Training for Parents in how to support for children with moving difficulties	120	60	60	240
170	Training for class teachers on Individual Education Plans (IEP)	84	44	42	170
1247	Re-examination for CWDs for health intervention in Kim Son and Uong Bi	918	329		1247
38	Demonstration training for headmasters and key teachers in IEPs	18	10	10	38

## G. MAIN ACTIVITIES FOR NEXT QUARTER

1. TOT training for NIESaC and DOET staff
2. Parents training in working together access support for their children with disabilities
3. Review workshop on the temporary inclusive education regulation and guidelines.
4. Launch advocacy campaign on inclusive education for children with disabilities
5. Design action plan to develop National Action Plan on inclusive education for children with disabilities
6. Continuing to compile project documentation
7. Assist with USAID assessment of disabilities portfolio
8. Discuss/Finalize grant extension in anticipation of new RFA

## H. FINANCIAL REPORT

Please refer to Annex 4 for a more detailed financial report for period July – September 2004

**ANNEX 1 - Table of Activities FY 2003 and FY2004**

Activities	Status / Results Achieved	FY 2004			
		Q1	Q2	Q3	Q4
<b>1.1. IE resource development</b>					
1.1.1 IE Book Development and Publishing – Inclusive Education from Theory to Practice	1.1.1 - Ongoing	⇒	⇒	⇒	⇒
1.1.2 IE Booklet Development and Publishing – Community information on support of children with different types of disabilities	1.1.2 - Publication completed and distributed		⇒	⇒	
1.1.3 IE training curricula and materials developed at pre-service training of pre-school and primary teachers	1.1.3 - Completed <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	1.1.4 - Completed <i>Result: Materials piloted; in process of evaluation</i>	⇒	⇒		
1.1.5 Expand and revise training curricula and materials	1.1.5 - 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	1.1.6 - Ongoing <i>Result: Consultative meeting held on material revision</i>	⇒	⇒	⇒	⇒
<b>1.2. CWD Advocacy and Policy Development activities</b>					
1.2.1 IE Awareness Raising and CWD Advocacy activities at National, Provincial & District levels	1.2.1 - Completed <i>Result: 150 children with disabilities and 300 their peers participated in inclusive mid-autumn camp in Yen Khanh, Ninh Binh</i>	⇒	⇒	⇒	⇒
1.2.2 Media publication activities: newsletter, TV, radio broadcast at National, Provincial, District & Commune levels	1.2.2 - Ongoing <i>Result: A creative campaign to advocate for IE launched to motivate the community's participation in IE implementation and celebrate CWD. The selected works will be published.</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 & District levels	1.2.4 - Ongoing <i>Result: Best practices are being captured to prepare for the National Review Conference on IE model to be organized in March 2005</i>	⇒	⇒	⇒	⇒
1.2.5 National conferences to review and share experiences on IE among all provinces in Vietnam	1.2.5 - Ongoing-Preparation process			⇒	⇒
1.2.6 Regional workshops to develop primary guidelines, instructions and policy on IE nationwide	6- Completed <i>Result: Draft of Temporary Regulation on IE implementation completed, definition of CWD and 6 guiding principles developed and submitted to incorporate in the Regulation on IE implementation</i>		⇒	⇒	⇒

<b>1.3 International Exposure</b>		1.3.1 - Ongoing			
1.3.1	Study Tours to gain awareness and exposure to IE practice internationally by education decision makers and practitioners	<b>Result:</b> 6 Key MOET staff and 2 key NIESaC staff attend training in the US in Leadership skills in IE	=>	=>	=>
<b>2.1 Need Assessment</b>		2.1.1 - Completed FY 1999			
2.1.1	Base-line surveys				
2.1.2	House to house survey	2.1.2 - Completed - All districts FY 2000			
2.1.3	Clinic survey	2.1.3 - Completed - All districts - FY 2000			
<b>2.2 Teacher training:</b>		2.2.1 - completed			
2.2.1	In-service teacher training on IE practice and management at pre-school and primary level	<b>Results:</b> 120 teachers attending 1 year IE training 34 teachers attending 6-week IE training	=>	=>	
2.2.2	In-service training for province educators	2.2.2 - completed			
2.2.3	Pre-service teacher training on IE for pre-school & primary teachers	<b>Results:</b> 120 educators attend 5-day IE training			=>
		2.2.3 - completed			
		<b>Results:</b> 160 teachers graduate from IE course at TTC	=>	=>	

<b>Activities</b>		<b>Status / Results Achieved</b>	<b>FY 2004</b>			
			Q1	Q2	Q3	Q4
<b>2.2 Teacher training cont.</b>		2.2.4 - completed				
2.2.4	In-service BA training on IE practice and management.	<b>Results:</b> 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 - Completed	=>	=>	=>	
		<b>Results:</b> 435 educators attend training courses				
		2.3.1 - Ongoing				
		<b>Results:</b> 2 educators completed the Masters course in the UK, the other 2 educators attended the Master course of 2004 school year	=>	=>	=>	=>
		2.4.1 - Ongoing				
		<b>Results:</b> Head of CSE/NIESaC attended a course on Organizational Development CRS and NIESaC staff attended study tour in IE	=>	=>	=>	=>
		2.4.2 - Ongoing	=>	=>	=>	=>
		2.4.3 - Ongoing	=>	=>	=>	=>
		<b>Results:</b> 580 teachers attending workshops to share good practice in IE				
		2.4.4 - Completed			=>	
		2.4.5 - Ongoing	=>	=>	=>	=>

	3.1.1 – Ongoing	⇒	⇒	⇒	⇒
	<i>Results: # of participants who attend TOT training</i>				
	3.1.2 – Completed	⇒			
	3.1.3 – Completed	⇒			
	3.2.1 – Planned (Upgrading training on CBR for new districts)				⇒
	3.2.2 – Completed – FY 2001				⇒
	3.3.3 - Ongoing				⇒
	3.3.1 – Completed – FY 2001				
	3.3.2 – Completed – FY 2001				
	3.3.3 – Completed – FY 2001				
	3.4.1 – Completed – FY 2001				
	3.4.2 – Ongoing				
	<i>Results: Infrastructure completed in FY 2002</i>				
	3.4.3 - Ongoing	⇒	⇒		
<b>3.1 Disability Support Capacity Building activities</b>					
3.1.1 Train health, education and social staff in CWDs abilities and community support techniques.					
3.1.2 Train community support team in social work and rehabilitation techniques					
3.1.3 Community based rehabilitation-training courses					
<b>3.2 Health Intervention</b>					
3.2.1 Clinic treatment					
3.2.2 Providing supporting devices to children with severe disabilities					
3.2.3 Adaptation for accessibilities for children at home and schools					
<b>3.3 Community support</b>					
3.3.1 Home visits					
3.3.2 Parents and teachers support groups meeting					
3.3.3 Operate Inclusive day camps					
<b>3.4 Strengthen management capacity</b>					
3.4.1 Set up district and commune steering committees					
3.4.2 Facilitate formation of three district level support & resource centers					
3.4.3 Establish and strengthen district Rehabilitation centers					

**ANNEX 2 - Summary of the Inclusive Education Regulation Development workshop, August 2004**

**Main outcomes of the national "workshop to develop recommendations on education policy for children with disabilities" agreed by all workshop participants**  
*Organized in coordination between CRS, MOET, NIESaC and local provinces*

**I. Definition/concept of CWDs**

Participants reviewed and discussed definition of CWDs given by Australian and WHO:

- CWDs' educational needs are different to medical needs, therefore, it is important to develop a definition from an education perspective
- The definition should highlight children's potentialities rather than their disabilities.
- The definition should clearly present what kinds of support needed for CWDs.

After discussion, participants reached a consensus on definition of CWDs, based on WHO definition (April 2004), from an education perspective:

*"Children with disabilities are children who have impairment in their body structure or functioning, have difficulties in independent activities and social participation, and have difficulty in learning the general curriculum without special assistance, modification of curriculum, instruction and assessment, or the provision of supporting equipment"*

**II. Development of guiding principles on Education for CWDs in Vietnam**

After discussion, the respective participants developed and reached consensus on 6 guiding principles on Education for CWDs in Vietnam as follows:

- 1 Ensure that all children with disabilities learn in general education schools/institution appropriately to their age,
- 2 Ensure that all children with disabilities learn in the least restrictive environment,
- 3 Ensure that all CWDs are educated according to Individual Education Plan cooperatively developed by children, families, and schools, etc.
- 4 Ensure that all CWDs are identified and provided with timely intervention,
- 5 Ensure that all CWDs are respected, equally treated, provided with opportunities to maximize their potentials, and participate in in-school and out-of-school activities,
- 6 Ensure that all CWDs are provided with coordinated-support from all forces, sectors in the community.

**III. Responsibilities and relevant conditions by different sectors, presented in table below**

**A -MOET**

<b>Responsibilities to children</b>	<b>Conditions</b>	<b>Legislation doc, regulation</b>
<ul style="list-style-type: none"> <li>- Prepare human development strategy for education for CWD (Law - L)</li> <li>- Coordinate with other ministries in charge of supporting education for CWD (L)</li> <li>- Develop regulations on education for CWDs (L)</li> <li>- Develop guidelines on implementation of education for CWDs (L)</li> <li>- Job orientation, vocational training (L)</li> <li>- Prepare budget for education for CWDs (L)</li> <li>- Develop a rewarding/ allowance mechanism for teachers of CWDS and CWDS (L)</li> <li>- Appropriate teaching and learning equipments: Braille, textbooks, papers, whiteboard, sign language, and hearing aids. (other assistive devices. (Regulation-Reg)</li> <li>- Orientation on transition for CWDs when they get to secondary level (Reg)</li> <li>- Monitoring and supervision of education for CWDs (Reg)</li> <li>- Consultation in IE (?)</li> <li>- Guideline on establishment of IE Steering Committee at different levels (Guideline-G)</li> </ul>	<ul style="list-style-type: none"> <li>- Availability of law and guidelines</li> <li>- Give instruction to learning equipment company (Reg)</li> <li>- Experts, budget (?)</li> <li>- Establish consultancy centre (?)</li> </ul>	

**B – Provincial Education Department**

<b>Responsibilities to children</b>	<b>Conditions</b>	<b>Regulation Law, regulation</b>
<ul style="list-style-type: none"> <li>- Execute and monitor the IE implementation (Reg)</li> <li>- Set up a resource centre of education for CWDs (Reg)</li> <li>- Allocation of resources for education for CWDs (reg)</li> <li>- Establish Steering Committee for CWDs education (Reg)</li> <li>- Enhance monitoring, support for CWDs education, develop monitoring mechanism as a regular activity (Reg)</li> <li>- Giving instructions to mobilize children to schools (Reg)</li> <li>- Develop long term training plans for teachers of CWDs (Reg)</li> <li>- Develop execution plans (Reg)</li> <li>- Training for key teachers in IE (Reg)</li> </ul>	<ul style="list-style-type: none"> <li>- Financial resources (L)</li> <li>- Incorporated in the People Committee resolution (L)</li> <li>- Annual/ quarter plans (Reg)</li> <li>- Guidelines, instruction of activities (reg)</li> <li>- Steering Committee, plan (?)</li> <li>- Develop human resource plan (reg)</li> <li>- Commitment to cooperation (?)</li> </ul>	<p>Law</p> <p>Regulation</p>
<ul style="list-style-type: none"> <li>- Propose and encourage the mobilization of local resources in supporting IE (G)</li> <li>- Propose budget for education for CWDs to Provincial People Committee (G)</li> <li>- Develop best practices of education for CWDs (G)</li> <li>- Acting as a liaison with related organizations (G)</li> <li>- Organize advocacy workshops on awareness and expertise (G)</li> <li>- Consult with provincial and municipal leaders about supporting structure (G)</li> </ul>	<ul style="list-style-type: none"> <li>- Study tours for experience learning (G)</li> <li>- Implementation of pilot models, expansion of good practices, monitoring and support (G)</li> <li>- Awareness raising for officials (G)</li> <li>- Availability of guidelines prepared by MOET (G)</li> </ul>	<p>Guidelines</p>

**C- Department of Education and Training at district level**

Responsibilities	Conditions	Regulation
<ul style="list-style-type: none"> <li>- Consultancy (Reg)</li> <li>- Develop competition criteria including the mobilization of CWDs to school and IE quality (Reg)</li> <li>- Statistic, advocacy (Reg)</li> <li>- Provide upgraded training for teachers (Reg)</li> <li>- Provide professional instruction (Reg)</li> <li>- Coordination (Reg)</li> <li>- Evaluate and monitor teachers of CWDs (Reg)</li> <li>- Develop monitoring mechanism for education for CWDs (Reg)</li> <li>- Assign a key official in charge of IE (Reg)</li> <li>- Execute the mobilization of children to school at appropriate ages (Reg)</li> <li>- Develop a team of key teachers of CWDs (Reg)</li> <li>- Develop monitoring and supervision plans (Reg)</li> <li>- Organize IE teacher contest (Reg)</li> <li>- Allocate teachers of CWDs at sites. (Reg)</li> <li>- Write regular reports on education for CWDs (Reg)</li> <li>- Giving instructions on implementation methods, means of transport (Guideline)</li> <li>- Support schools in IE implementation (Guideline)</li> <li>- Organize IE sharing experience activities (Guideline)</li> <li>- Organize activities to promote IE (summer camps) (Guideline)</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge, understanding of CWDs (?)</li> <li>- Means/ Conditions (?)</li> <li>- Availability of guidelines incorporated in the School Year Plan (Reg)</li> <li>- Capacity building, competition and assessment, self-studying, training according to local needs (Reg)</li> <li>- Establish a key group having one DOET staff (?)</li> <li>- Execution of IE implementation Plan (Reg)</li> <li>- Monitoring plan (Reg)</li> <li>- Establish the steering unit from the People Committee (Legal doc)</li> <li>- Appropriate allocation of teachers, appropriate proportion of government teaching staff ( based on capacity, academic profession and interest in teaching CWDs(Reg)</li> <li>- Comply with laws (?)</li> <li>- Academic profession at school level (?)</li> <li>- Training plan and criteria (Reg)</li> <li>- Resource centre (Reg)</li> <li>- Monitoring and supervision on a regular basis (Reg)</li> <li>- Survey plans developed at school levels, regular work plan, training materials and training contents (Guideline)</li> <li>- Feedback from schools (guidelines-G)</li> <li>- Participation of different stakeholders (G)</li> <li>- Budget for IE competition and comparison (G)</li> <li>- Organize thematic workshops, workshops (G)</li> <li>- Establish Steering Committee at district level (G)</li> </ul>	<p>Regulation Regulation</p>

## D -SCHOOLS

		Legislation
<ul style="list-style-type: none"> <li>- Equal treatment to CWDs (Law)</li> <li>- Meeting needs of CWDs of being respected ( by School-Family-society) (L)</li> <li>- Expertise group assist in IE plan implementation (L)</li> <li>- Needs of access to schools (L)</li> <li>- Appropriate educational facilities (Reg)</li> <li>- Organize consultancy council to assess needs and support for CWDs(Reg)</li> <li>- Mobilize CWDs to schools (reg)</li> <li>- Supporting measures to teachers of CWDs (Reg)</li> <li>- Implement evaluation based on children progress (Reg)</li> <li>- Develop action plan of IEP for CWDs (Reg)</li> <li>- Rewarding mechanism for teachers of CWDs (Reg)</li> <li>- Secured environment (Reg)</li> <li>- Assign a core teacher in IE knowledge(Reg)</li> <li>- School management board develop coordination plans among schools, community and families (Reg)</li> <li>- Accommodation and Modification of curriculum and teaching methods (Reg)</li> <li>- Management of CWDs profile (Reg)</li> <li>- Having teaching-learning visual aids (Reg)</li> <li>- Coordinate and consult with local government in IE implementation and management (Reg)</li> <li>- Friends, teachers (?)</li> <li>- Develop and execute IE implementation plan (Reg)</li> <li>- Appropriate educational facilities (Reg)</li> <li>- Develop a monitoring and supervision mechanism (Reg)</li> <li>- Develop a team of qualified and kind-hearted teachers (Reg)</li> <li>- Alternative expression form (?)</li> <li>- Leadership (?)</li> </ul>	<ul style="list-style-type: none"> <li>- Budget, plan and support from higher levels (L)</li> <li>- Coordination and commitment (L &amp; Leg doc.)</li> <li>- Evaluation committee having different members with inter-sector expertise (reg)</li> <li>- Available budget for allowance and resources for rewarding (Reg)</li> <li>- Assessment framework from MOET (Reg)</li> <li>- Rewarding plans at all levels (Reg)</li> <li>- Reg. for enrollment of CWDs, promotion of participation opportunities for them (Reg)</li> <li>- Proportion of government teaching staff, professional development plans (Reg)</li> <li>- Knowledge, skills, budget (Reg)</li> <li>- Reports by teachers (Reg)</li> <li>- Research, statistic, advocacy (Reg)</li> <li>- Incorporated into the existng decrees at ministerial and local levels...(Leg. doc.)</li> <li>- Management, instruction ("green light", doc..) (Reg)</li> <li>- Consultancy from higher levels (Reg)</li> <li>- Annual, quarter, term and subject-oriented plans (Reg)</li> <li>- Self learning and improvement (Reg)</li> <li>- Attention to IE content (?)</li> <li>- Academic improvement activities (Reg)</li> </ul>	<p>Regulation Law</p> <p>Regulation ns</p>

- Adding IE content to the content of Pedagogical committee (Reg)
- Enjoy playing activities as other children (G)
- Arrange an appropriate seat with easy access for CWDs (G)
- Appropriate teaching methodologies (G)
- Accessibility orientation for CWDs (G)
- Enable children to involve in public activities (G)
- Empower children to prove themselves (G)
- Everybody accept diversified communication methods of CWDs (G)
- Explore new things (G)

- Community participation, teachers' initiatives (G)
- Information from community to develop evaluation plan (G)
- Coordination for information sharing (G)
- Opportunities (G)
- Set up a circle of friend with coordination of teachers-friends (G)
- Mobilize available resources: communication skills, health, advocacy and advocacy methods, materials and knowledge (G).
- Coordination with experts, professionals (G)

## **E-TEACHERS**

		Regulation
<ul style="list-style-type: none"> <li>- Equal treatment (L)</li> <li>- Love and respect children (L)</li> </ul>		Law
<ul style="list-style-type: none"> <li>- Coordinate and collaborate with parents (Reg)</li> <li>- Hand-over pupils to new teacher (Reg)</li> <li>- Be aware of teachers' roles in education for CWDs (reg)</li> <li>- Share experience with other teachers (Reg)</li> <li>- Set objectives for each child (Reg)</li> <li>- Receive training on skills of teaching CWDs (Reg)</li> <li>- Coordinate with other people in the field and experts to implement IEP (regular evaluation) (Reg)</li> <li>- Evaluation (Reg)</li> <li>- Teaching-learning equipments, toys (Reg)</li> <li>- Awareness, thematic training (disability) (Reg)</li> </ul>	<ul style="list-style-type: none"> <li>- Training, education and self-learning (Reg)</li> <li>- Provide orientation and direction in academic and professional development activities (Reg)</li> <li>- Curriculum modification (Reg)</li> <li>- Cooperate with parents (Reg)</li> <li>- Receive training in teaching methodologies &amp; academic areas (Reg)</li> <li>- Management of profiles (Reg)</li> <li>- Educational facilities</li> <li>- Mobilize children to school</li> <li>- Develop plan</li> <li>- Create a secured environment</li> <li>- Give assignments</li> </ul>	Regulation
<ul style="list-style-type: none"> <li>- Teachers need to know about necessary services to help solve children's problems (G)</li> <li>- Solving problem skills (G)</li> <li>- Group work (G)</li> <li>- Appropriate teaching methodologies to individuals (G)</li> <li>- Modification of curriculum (G)</li> <li>- Accommodation of learning environment (schools, classrooms)(G)</li> <li>- Adjustment of teaching methodologies (G)</li> <li>- Communicate by sign languages (G)</li> <li>- Teaching adaptive behavior (G)</li> <li>- In-time compliment (rewarding good cases of CWDs) (G)</li> <li>- Promote strengths of CWDs (G)</li> <li>- Create appropriate teaching tools (G)</li> <li>- Develop circle of friends (G)</li> </ul>	<ul style="list-style-type: none"> <li>- Understand CWDs (G)</li> <li>- Organization capacities and design activities (G)</li> <li>- Develop circles of friends (G)</li> <li>- Give immediate praise and rewarding, love for children (G)</li> </ul>	Guidelines document

**F - COMMUNITY**

<ul style="list-style-type: none"> <li>- Support children spiritually and physically (L)</li> <li>- Raise awareness of CWDs (L)</li> <li>- Promotion of societal attention, vocational orientation and employment opportunities for CWDs (Law)</li> </ul>	<ul style="list-style-type: none"> <li>- Implementation of education socialization for CWDs (L)</li> <li>- Budget (L)</li> </ul>	<p><b>Law</b></p>
<ul style="list-style-type: none"> <li>- Facilities (accessibilities, moving conditions, quiet classrooms, appropriate seats (Sub-law doc.)</li> <li>- Support, give instruction on education and rehabilitation (Sub-law doc)</li> <li>- Identification and rehabilitation (Sub-law doc)</li> </ul>	<ul style="list-style-type: none"> <li>- Support in rehabilitation (Sub-law doc)</li> </ul>	<p><b>Sub-law documents</b></p>
<ul style="list-style-type: none"> <li>- Share knowledge in terms of techniques, husbandry, planting (?)</li> <li>- Child to child activities (G)</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of CWDs (G)</li> <li>- Encouragement of being involved in supporting group to CWDs (G)</li> <li>- Skills of working with children, communication skills (G)</li> <li>- Action plans covered the education for CWDs (G)</li> <li>- Cooperation skills, participation (Leg doc)</li> <li>- Mobilization of local resources (G)</li> <li>- Rewarding, compliment (Reg)</li> <li>- Establishment of supporting group (G)</li> </ul>	<p><b>Guidelines, Regulations</b></p>
<ul style="list-style-type: none"> <li>- Compliment, rewarding (district, commune) (community rules)</li> <li>- Create favourable facilities conditions, communication environment, playground, etc. (community rules)</li> </ul>		<p><b>Rules</b></p>

**G -FAMILY**

<b>Responsibilities to children</b>	<b>Comments</b>	<b>Legislation (Gov. regulation)</b>
<ul style="list-style-type: none"> <li>- Equal treatment to CWDs in the family (L)</li> <li>- Security needs (Family, School, society) (L)</li> <li>- Communication needs (L)</li> <li>- Rehabilitation (L)</li> <li>- Take care of, bring up, educate and love CWDs (have knowledge of CWDs (L)</li> <li>- Educate children to have responsibility for themselves and family (L)</li> <li>- Share responsibilities with intervention services (I)</li> <li>- Early intervention (L)</li> <li>- Take care (L)</li> <li>- Provide means of transport (L)</li> </ul>		
<ul style="list-style-type: none"> <li>- Close and frequent contact with teachers (Reg)</li> </ul>	<ul style="list-style-type: none"> <li>- Giving orientation to the educational facilities companies (Reg)</li> <li>- Experts and budget (?)</li> <li>- Set up consultancy centers (?)</li> </ul>	
<ul style="list-style-type: none"> <li>- Care for their feelings (G)</li> <li>- Friends and relatives give help (G)</li> <li>- Identify and develop children potential abilities (G)</li> <li>- Build up and nurture children's confidence in the family (G)</li> </ul>		

## H – FRIENDS

Responsibilities to children	Activities	Regulations
<ul style="list-style-type: none"> <li>- Create opportunities for CWDs to participate in all in-school &amp; out-door activities</li> </ul>		Regulations
<ul style="list-style-type: none"> <li>- Child to child learning</li> <li>- Sharing</li> <li>- Having friends</li> <li>- Making friends</li> <li>- Communicating</li> <li>- Group work</li> <li>- Playing</li> <li>- Friends: accept, coordinate, help and support</li> <li>- Encouragement</li> <li>- Understanding disabled friend</li> <li>- Moving</li> <li>- Having close friends</li> </ul>	<ul style="list-style-type: none"> <li>- Group of friends, activities of the group</li> <li>- Giving chance</li> <li>- Act on their abilities and level of participation</li> <li>- Change awareness</li> <li>- Teachers give instruction on communication skills</li> <li>- Design activities</li> <li>- Sympathy, understanding, encouragement and sharing with friends</li> <li>- Child to child learning</li> </ul>	Guidelines

## I – OTHER SERVICES

Responsibilities to children	Activities	Regulations
<ul style="list-style-type: none"> <li>- Large pictures</li> <li>- Hearing aids</li> <li>- Learning facilities</li> <li>- Operation (mouth, palate..)</li> <li>- Means of transport</li> <li>- Primary health care</li> <li>- Early prevention, rehabilitation</li> <li>- Operation</li> <li>- Health check, rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers prepare some teaching aids themselves (G)</li> <li>- School equipment companies</li> <li>- Evaluation by health sector (G)</li> <li>- Investment by MOET</li> <li>- Regular health check conducted by Health sector</li> <li>- Involvement of Health sector</li> </ul>	

**ANNEX 3 - Trip report by Dr. Richard Villa- CRS international consultant from his technical assistance inputs to the CRS Inclusive Education program, August 2004**

*(This report reflects working period from August 16<sup>th</sup> to August 25<sup>th</sup> 2004)*

Upon arrival on Monday August 16<sup>th</sup>, I attended a planning meeting with Dieu Anh and Mr. Tac. We finalized the plan for the two-day IEP training and part I of the Policy Workshop. Fine-tuning of Part II of the Policy Workshop occurred throughout the four days of training and discussion.

***August 17-18<sup>th</sup>***

On day two and three of my consultancy, I facilitated a two-day training session on IEPs at the Trade Union Hotel. This training was important and timely because the use of IEPs is emphasized in the newly developed inclusive education guiding principles and may one day soon be required by law or regulation in Vietnam. IEPs correctly developed, implemented, and monitored can be extremely valuable at the national, provincial, district, and local level as an accountability measure as well as of practical assistance at the local level to classroom teachers, families, and students.

**The objectives for the IEP workshop included the following:**

**Participants will**

1. have a thorough understanding of the importance (rationale) for developing, implementing, and monitoring IEPs.
2. understand the process for collaboratively developing an IEP.
3. become familiar with the MAPs process and its use as a person-centered assessment and planning tool.
4. draft an IEP form.
5. understand the various component parts of the IEP.
6. receive training in Task Analysis, Concept Analysis, Bloom's Taxonomy, and the four component parts of a behavioral objective.
7. understand how to use the IEP within inclusive classrooms.
8. plan to replicate the IEP training for others in Viet Nam.

In designing the workshop content and activities, I built upon and linked to prior training provided in Vietnam and the more recent extensive training in the United States. Participants were provided with ample printed materials. In addition, a copy of my PowerPoint slides was given to Dr. Thuy and Mr. Muc so that they could be translated and used in future trainings.

There was no formal evaluation instrument for the participants of the IEP workshop. Based on participant feedback, enthusiasm, and participation as well as feedback from NIESAC and CRS staff, I feel that the objectives of the IEP training were met.

**In terms of next steps, I hope that CRS will:**

1. Pilot the use of the IEP form accepted by the participants of the workshop at several schools in the near future.
2. Continue to work with NIESAC in designing and fine-tuning an IEP form and process for Vietnam that will be student centered, collaborative, and not too cumbersome for the teachers who will use it.

3. Support the development of an IEP manual to assist in future training of administrators and teachers as well as serving as a resource to local school teachers in facilitating the IEP process at their sites.
4. Support IEP training initiatives in Viet Nam.

***August 19<sup>th</sup>, 2005***

On the third day of my consultancy, I participated in an all-day plenary session on inclusive education policy and procedures. This conference was well attended by representatives of various Vietnamese Ministries, non-governmental organizations, World Bank consultants, NIESAC personnel, and provincial, and district education officers.

I provided two keynotes. One dealt with policy, research, and experience in inclusive education in the United States and the second focused upon policy, research, and experience in inclusive education in numerous countries around the world. Following the two keynotes, I responded to questions from participants of the policy conference.

This session served to increase awareness of inclusive education in Viet Nam as well as highlight and sanction the work that would follow in the four-day workshop.

***August 10, 11, 23, and 24, 2005***

The one-day plenary was followed by an intensive 4-day workshop designed to produce policy, regulation, and guideline recommendations for inclusive education in Vietnam. Participants included personnel from the Ministry of Education and Training (MoET), National Institute for Educational Strategies and Curriculum (NIESAC), provincial, district, and local education administrators, and Catholic Relief Services (CRS) inclusive education project staff.

**Outcomes of the four-day workshop included:**

1. Agreement on a non-categorical definition of disability
2. Agreement on six guiding principles for inclusive education in Vietnam
3. Identification of roles and responsibilities for implementing inclusive education at all levels (i.e., child, family, friends, teacher, school, District, Province, and National).
4. Identification of conditions necessary to support personnel at each level to carry out their responsibilities.
5. An analysis of current law and recommendations for changes so that Vietnamese law could be more supportive of inclusive education.
6. A review of the current draft document on inclusive education developed by the National Inclusive Education Steering Committee and the generation of recommendations for change.
7. A presentation on accountability and monitoring recommendations.
8. An overview of inclusive education legal structures within United States, Australian, and Italian law.

I facilitated some of the discussion related to the definition and guiding principles, provided the framework for the roles and responsibilities activity, commented on roles and responsibilities identified by the group, participated in a discussion of best practices in inclusive education (e.g., age-appropriate placement), shared my own analysis of current Vietnamese laws and the steering committee document, explained the legal structure of the United States law, and made a presentation on accountability and monitoring.

Participants in this workshop were provided with handouts and I brought a 504-page document on roles and responsibilities in special education from the United States that had already been translated into Vietnamese. Mr. Muc and Dr. Thuy were given copies of my numerous PowerPoint slides on inclusive education policy.

I was impressed and on some levels amazed at all that was accomplished in the four-day workshop. In many ways, this workshop served as a culminating event for numerous training, study tour, and consultancy projects over the past eight years in general and the past year and a half specifically. It provided a bridge to future inclusive education research, dissemination, and training activities. The participants modeled participatory decision-making and consensus building. They worked diligently and successfully completed numerous tedious but important tasks and demonstrated a sophisticated understanding of complex concepts, principles, and ideas related to inclusive education.

On a professional and personal level, I was thrilled to witness the evolution of thoughts and perspectives on disability as well as the advocacy for progressive best practices in the education of children with disabilities articulated by the participants of the USAID sponsored study tours to Italy (January, 2003) and the United States (December 2003 and June/July, 2004). This was a historic and successful event.

Next steps should include sharing of information with the Vice Minister of MoET as well as members of the Vietnamese National Inclusive Education Steering Committee, other Ministries (e.g., MOLISA), NGOs, and participants in part one and two of the policy workshop. Suggestions for changes in law and policy generated by participants should be shared with members of the National Assembly. Additionally, NIESAC plans to pilot and research some of the recommendations developed during the workshop in the coming months.

The staff of CRS and NIESAC who participated in the design and delivery of these training and policy discussions are to be commended for a job well done. It has been an honor to participate in these training and policy discussions and to witness firsthand the continued evolution of inclusive education in Vietnam. I remained committed to this project and am available to review documents, provide training, or assist in future study tours (e.g., Spain). Thank you for this opportunity.

**Annex 4 - Financial report for period July - September 2004**