

**USAID – CATHOLIC RELIEF SERVICES**



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

*Progress Report 25*

**HANOI, VIETNAM – January 2005**

**PROJECT NUMBER:** G 00-98-0035-00  
**PROJECT TITLE:** Expansion of Community Support for Children with Disabilities  
**Progress Report:** No. 25  
**Period:** October - December 2004

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

This project is implemented through a partnership between the 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. Also during this reporting period, the Grant was extended by USAID from January 1-April 30, 2005. The following progress report provides an update on the objectives and activities as defined in the original proposal and project extension documents.

#### **B. PROJECT OBJECTIVES**

**Objective 1:** To increase awareness of and support to children with disabilities in Vietnam 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 Vietnam 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**

**Development of MOET National Action Plan on education of children with disabilities:** In December 2004 CRS coordinated with NIESaC to organize 2 sub-workshops to develop the framework of the MOET National Action Plan on Education of children with disabilities, including an outline of the vision, mission, objectives and action programs covered in the Action Plan.

**Development of Regulations on Inclusive Education:** The draft of temporary regulations on Inclusive Education was provided in October 2004 to representatives from 64 provinces for comment through the workshop on school-year 2004-05 academic tasks on education of children with disabilities. After the workshop, all comments were recorded and incorporated for the second revision. CRS will continue cooperation with MOET in revising and finalizing the temporary regulations, which is expected to be approved by MOET by April 2005 for official implementation by all 64 provinces nation-wide.

#### **Workshop on School-year Academic Tasks on Education of children with disabilities**

Two workshops were organized for the southern regions in Ho Chi Minh city and for the northern provinces in Hanoi in October and November 2004 to officially present MOET's direction and strategy in implementing education for children with disabilities with a focus on inclusive education and transforming special schools into resource centers. During the workshops, Vice-Minister of MOET, Ms. Dang Huynh Mai emphasized MOET's goal to

achieve the objectives set out in the Educational strategy 2000-2010 enrolling 50% of children with disabilities in mainstream education by 2005 and 70% by 2010.

#### **Training for parents of children with mobility disabilities**

During October and November, a number of Community-Based Rehabilitation (CBR) training workshops were organized for parents of children with mobility disabilities. The training focused on providing basic CBR techniques in how to identify mobility problems and support their children with mobility difficulties.

#### **Health intervention: delivery of orthopedic devices and mobility operation**

CRS has coordinated with Ninh Binh general hospital and the Vietnam-German Hospital to organize operations for 30 children with mobility disabilities from Kim Son district. During December, CRS also coordinated with the National Pediatrics Hospital to make and deliver orthopedic devices for 36 children with mobility disabilities in KimSon.

#### **Establishment of Parents Association**

During November and December, CRS and NIESaC coordinated with local partners to organize meetings for parents of children with disabilities. The purpose of the meetings was to share experience in supporting children's schooling and to establish a parent association network at commune and district levels.

#### **Review of Community Based Rehabilitation activities by CBR workers**

The review of CBR support activities by CBR workers aimed to identify successful experiences in CBR support to children with disability. With support trainers from the National rehabilitation association, CBR workers at commune and district levels evaluated their rehabilitation activities and the progression by children in rehabilitation.

#### **Disability Day**

In December, CRS participated in the celebration of International Day of Disability, World AIDs Day and International Volunteers Day through the organization of an information booth and involving local participants to join celebration activities including musical performances in order to increase awareness of local partners of people with disabilities.

#### **Project Impact Evaluation**

In corporation with the Hanoi School of Public Health, CRS has supported 6 Master's Degree research students to conduct a formative assessment of the impact of CBR activities on children's progress and their families. The research also aims to find out the relationship between health intervention activities and community support and there combined influence on children with disabilities.

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

Activities implemented during the period October - December 2004 are reported by objective and activity number.

**Objective 1:** To increase awareness of and support to children with disabilities in Vietnam by documenting and disseminating experiences, methodology and training curricula for use in preschools and primary schools

#### **1.1. Inclusive Education resource and curricula development**

No specific activities implemented through this reporting period

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

### **Development of MOET National Action Plan on education of children with disabilities**

To strategically support education of children with disabilities in Vietnam, CRS collaborated with NIESaC, under MOET direction, to develop the MOET National Action Plan (MOET NAP) on Education of Children with disabilities 2005-2015. On December 9<sup>th</sup> -10<sup>th</sup>; and 22<sup>nd</sup>-23<sup>rd</sup> 2004 two workshops were organized with participation of 48 representatives from MOET, NIESaC, MOLISA, CPFC, the Hanoi Pedagogic University and International Organizations such as UNESCO, USAID, VSO, Save the Children alliance, MCNV etc.



*Workshop on MOET National Action Plan on Education of children with disabilities*

Facilitated by the Deputy Director of NIESaC, participants developed the outline of the MOET NAP with in-dept discussion on the overall vision, mission, objectives and key action programs. Through the workshops, NIESaC was strongly aware of a significant need to conduct a national survey of teachers, students, and training needs to incorporate into the indicators and forecasting of the NAP for education of children with disabilities. Planning and implementation of the survey will extend through the next reporting period and be in-line with MOET NAP.

With efforts and commitment of all stakeholders involved, especially MOET, NIESaC and INGOs, the MOET NAP was planned to be completed for submission to MOET for approval by April 2005.

### **Development of Regulations on Inclusive Education**

Following the workshop on IE Regulations development in August 2004, MOET presented the temporary IE regulations to all 64 provinces for comments through the workshop on school-year academic tasks on education of children with disabilities. Most of representatives from all provinces strongly support the initiative of the regulations with planned implementation at local levels. However, local participants also recommended for the integration of the IE regulations into the current educational regulations issued by MOET at different school-levels. The MOET National Steering Committee on Education of children with disabilities will be responsible for collecting all comments for the second revision. CRS will cooperate further with MOET in collecting further comments within the Education sector and other relevant sectors for finalizing the regulations, which is expected to be completed for MOET approval by April 2005.

### **Workshop on Implementation of School-Year Tasks on education of CWDs**

Following the general direction from MOET on implementing Inclusive Education for children with disabilities nationwide, CRS cooperated with MOET to organize two workshops for the southern and northern regions on Academic Task relating to education of children with disabilities at local and provincial levels. At the workshops, participants had opportunity to give comments and recommendations towards the temporary regulations on education for children with disabilities for approval by



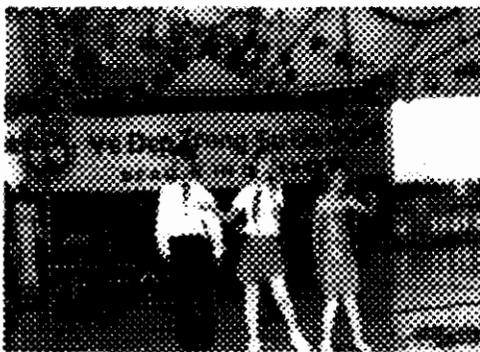
*Vice-Minister, Ms. Dung Huong Mai presenting MOET's direction on Education of CWDs at the Educational Task Workshop*

MOET in April 2005. Please refer to **Annex 2** for minutes summary of the workshop in Hanoi for 31 northern provinces.

### **Launch a campaign to advocate for Inclusive Education**

More than 40 articles and stories of education for children with disabilities have been developed for a national advocacy campaign on achievement of children with disabilities. Articles were developed by a variety of stakeholders: practitioners including students and teachers; and policy-makers including MOET leaders and staff. The advocacy campaign aims to raising awareness of community and society attitudes towards children with disabilities and their education, and has received positive feedback at various levels. It also aims to create a forum for advocating for the needs of children with disabilities and importance of legislative support to meet the rights of these children in education and society through the collection and documentation of experiences and practices nationwide. The outcomes of the campaign will be presented through the National 10-year Inclusive Education Review Conference and will be used as evidence for reporting to the National Assembly for future planning and support by the Government towards children with disabilities.

### **Disability Day**



*Children from Yen Khanh district joined in the celebration activities at the International Day of Disability*



*CRS organized an information Booth at the international Day of Disability*

On December 5<sup>th</sup> CRS collaborated with local partners in celebrating the International Day of Disability through the participation at the “Beauty in Diversity” celebration in Hanoi organized by the Disability Forum and UNDP.

With an Information Booth and musical performance by children from Yen Khanh district at the event, CRS had an opportunity to advocate for CRS and partners efforts in addressing rights and needs of children with disabilities in education and society. By involving local partners, children and their families in a national Disability event, CRS aimed to empower local participants in advocating for their rights in society.

**Objective 2:** To expand inclusive education into three districts of northern Vietnam 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**

No specific activities implemented through this reporting period

#### **2.2. Advanced Expertise**

### **Master's Course in IE**

The two teaching staff from Ho Chi Minh City University of Education returned from the UK after completing the one year Masters training program. Ms. My Dung has completed the MA program with satisfactory degree. Ms. Bao Chau has been doing a comparative education research between special education in Vietnam and the UK and needs to do an empirical research on education of children with disabilities in Vietnam, and will submit her dissertation in May 2005. Follow up meetings with the returned graduates will be held during the next reporting period.

The teaching staff from Hanoi university of Education, Mr. Doan Xuan Truong and staff from NIESaC, Mr. Bui The Hop are preparing to submit their dissertation proposals dissertations. They both use experience of education of children with disabilities in Vietnam for their thesis. Mr. Hop will focus his research on "Implications for teaching grade-one-children with dyslexia to learn to read in Vietnam".

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

No activities implemented during the reporting period

### **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 project districts. In addition to the regular monitoring activities, in December, CRS coordinated with MOET to implement a monitoring trip to Tien Giang province. The trip focused on identifying how educational leaders of the province and districts undertook initiatives to implement inclusive education for children with disabilities after receiving training inputs and direction from MOET.

Since November 2004 CRS has cooperated with the Hanoi School of Public Health to support 6 MA students conduct research on the impact of rehabilitation work on children with disabilities and their families in Kim Son and Uong Bi districts. The results of the research will be used for internal evaluation of the impact of health intervention activities on children with disabilities for project planning and development in the future.

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

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

#### **Training for parents of children with mobility difficulties:**



*Rehabilitation for a child with mobility difficulty by a parent member during the CBR training in KimSon - November 2004*

In October, CRS coordinated with NIESaC and rehabilitation doctors from National Pediatrics Hospital, National Rehabilitation Association and some other hospitals to conduct 3 day training for parents of children with mobility difficulties in how to identify mobility problems and possible orthopedic devices to support their children, as well as how to apply rehabilitation techniques to support their children. Through this training, parents awareness of their children's ability and possible progression and how important their roles are in helping their children is increased.

### **Review of rehabilitation activities by local CBR workers**

A one-day meeting aimed to review rehabilitation activities and performance by CBR workers at local levels was conducted initially in Luong Son district for 192 CBR workers. At the meeting, CBR workers had opportunity to discuss strengths and weaknesses of rehabilitation work and record case studies of children. CRS will use the results from discussion and evaluation for project documentation and training need assessment for future planning of CBR activities.

### **3.2. Health Interventions**

#### **Operation for children with mobility disabilities from Kim Son district**



*A child with mobility difficulty and his Mother from Kim Son district after the operation at the Ninh Binh general hospital*



*A child with mobility difficulty from Kim Son district was operated at the Ninh Binh general hospital*

After re-examination for children with disabilities in Uong Bi and Kim Son districts, CRS has collaborated with local partners, Ninh Binh General Hospital and the Vietnam-German Hospital to operate on 30 children with mobility disabilities from Kim Son district. The operation was conducted by surgeons from the Vietnam-German hospital. During the operation period, children and parents were also provided with rehabilitation training on mobility support during the post-operation period.

#### **Provision of orthopedic devices for children with mobility disabilities from Kim Son**

With support from VVAF and the National Pediatrics hospital, CRS cooperated with Kim Son district to develop and deliver orthopedic devices for 36 children with mobility difficulties. This activity was much appreciated by families and local community in supporting for children's access to schools.

### **3.3. Community Support**

#### **Establishment of Parents Association of children with disabilities**

During November and December, a number of parent meetings were organized in all districts aiming to increase awareness of parents towards their children with disabilities needs, sharing experience among parents in supporting their children's schooling and setting up a support network among parents at commune and district levels. At the meeting, parents had a chance to watch a video on case studies of family support to children with disability's education and share experience with others in how to support and care for their children at home. After the meeting, each commune and cluster established parents associations with clear responsibilities and action plans in supporting children with disabilities. The parent association will function as self-help group which CRS is looking to support through collaboration with VVAF. Please refer to Annex 3 for an example summary of the functions and activities by Parents Associations.

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

No specific activities implemented during the reporting period

## E. CHALLENGES

### Community support to children with disability in health intervention activities:

During the implementation process of operation and delivery of orthopedic devices for children with mobility difficulties in Kim Son district, CRS worked with the Kim Son health and education partners in coordination among all stakeholders in supporting for travel by children to Ninh Binh general hospital for operation. However, the support by the district people committee was limited. Meanwhile, CRS continues to seek for local contribution to these activities, limiting financial support to travel costs and allowance to children and their families for operations. This situation influences the motivation by children and families towards these intervention supports due to their economic difficulties.

### Limited initiatives by families towards the treatment and health intervention to their children

In spite of joint efforts by district and commune health staff in mobilizing children to health intervention activities, only 75% of total attendees participate. CRS had discussed the situation with local partners, however results remain limited due to the economic difficulties of families.

### Geographical constraints to local people in Cao Phong district

CRS's financial regulation state that local people do not receive any travel support to the training or meeting activities, Cao Phong partner has raised their concern towards the geographical difficulties by their local participants when attending any training or meeting activities. CRS will consider revising the financial regulation applied to partners in order to equally create conditions for their full participation.

## 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	Oct- Dec 04
<b>Local IE Activities</b>					
1782	Children with disabilities attending school in project sites	844	549	589	
115	Key teachers attending one-year teacher training on IE at TTCs	40	39	56	
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	258	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	
176	Training for class teachers on Individual Education Plans (IEP)	60	60	56	
105	Demonstration training for headmasters and key teachers in IEPs	60	21	24	

600	Meetings for parents of CWDs to establish Parents association	200	200	200	600
240	Training for Parents in how to support for children with moving difficulties	90	90	60	240
192	Meetings for CBR workers to review and evaluate rehabilitation activities			192	192

#### National IE Activities

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
285	Representatives from 64 provincial education departments attended the workshops on School-year Academic Tasks for Education of CWDs
48	Key representatives from MOET, NIESaC, Hanoi University of Education, CPFC, INGOs participated in the development workshop on MOET National Action Plan on Education of CWDs

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 Uong Cao Jul-  
Son Bi Phong Sept04

#### Local IE Activities

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	
240	Training for Parents in how to support for children with moving difficulties	120	60	60	
170	Training for class teachers on Individual Education Plans (IEP)	84	44	42	
1247	Re-examination for CWDs for health intervention in Kim Son and Uong Bi	918	329		
38	Demonstration training for headmasters and key teachers in IEPs	18	10	10	
590	Meetings for parents of CWDs to establish Parents association	300	150	140	590
210	Training for Parents in how to support for children with moving difficulties	90	60	60	210

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

1. Conduct of survey on teachers/ students data
2. Continued development and finalization of regulations on education of children with disabilities
3. Continued development and finalization of the National Action Plan on Education of children with disabilities 2005-2015
4. 10 year National Inclusive Education Review Conference
5. Development of a comprehensive Inclusive Education project video
6. Meeting among writers of Teacher Training College Inclusive Education training materials for final revision
7. Launch advocacy campaign on Inclusive Education for children with disabilities
8. Continuing to compile project documentation
9. Assist with USAID assessment of disabilities portfolio
10. Health interventions for children with disabilities

## **H. FINANCIAL REPORT**

Please refer to **Annex 4** for the detailed financial report for period October to December 2004

## **Annex 1 MOET guidelines on School-Year academic tasks 2004-2005 on Education of Children with Disabilities**

**Ministry of Education and Training**

No: 9745/GDTH

Ref: Guideline on Implementation of Education of CWDs Academic Year 2004-2005

**Socialist Republic of Vietnam  
Independence-Freedom-Happiness**

*Hanoi November 1<sup>st</sup> 2004*

### **Guideline**

**Implementation of the Academic Task 2004-2005 on Education of children with disabilities**

Pursuant to the Decision No 201/2001/QĐ-TTg by Prime Minister on the approval of “ Educational Development strategy 2001-2010” on Education of children with disabilities.

Pursuant to the Instruction No 25/2004/CT-BGD &DT dated August 2<sup>nd</sup> 2004 by Minister of MOET on Tasks of educational sector during Academic year 2004-2005, Ministry of Education and Training develops guidelines on Education of CWDs for Academic Year 2004-2005 as follows:

#### **I. General Tasks**

To provide favorable conditions for all authorities, society and community in the execution of Laws, National policies and social equity of CWDs. For academic year 2004-2005, MOET gives guideline on some tasks relating to education of CWDs as follows:

Strengthening the awareness raising among community and society at all levels, helping community have a proper understanding of education of CWDs leading to promotion of action plan on mobilization of CWDs to schools; Comprehensive organization of the steering committee on Education of CWDs at provincial level throughout the country; Building up teachers of CWDs at all grades, at all levels, especially the lower-secondary education and legislation on Education of CWDs with focuses on training and education for class teachers and educational managers in inclusive education; Giving recommendations on policy of inclusive teachers; Continuing special schools with direction on the transform of special schools into resource centers.

#### **II. Specific Tasks**

1. Develop teachers and educational managers, schools and centers working in education of CWDs
  - DEDs, PEDs must have strategy in using trained teachers as key staff in replication of training to other teachers in inclusive education and data collection; DEDs and PEDs can re-allocate teachers either to work in resource centers or combine work in the resource center with the teaching job.
  - Universities and colleges (i.e. Faculties of special education) at Pre-school and Primary levels need to organize teachers specialized in education of CWDs.
  - Special schools and centers continue organization of staff and teachers in order to increase the enrollment of CWDs, teach children with life skills for children with severe disabilities and to train other staff/ teachers in inclusive education.
2. Mobilization of CWDs to schools and implementation of Inclusive education

- Based on the survey data record, universal primary education record to identify children with disabilities at proper age at the beginning of academic year
  - Use the National Day of Children mobilization to schools as the Survey day to collect number of 3 or 4 years old children entering kindergarten 3 years old class, or 6-7 years old children starting Grade 1, provide tracking book of children with disabilities have not attended any class.
  - Coordinate with CPFC at local level to conduct survey on data of CWDs at the ages of 11 to 14, who completed primary education in order to organize them to Grade 6.
  - Coordinate with health sector in screening examination and identification of CWDs, develop plan in early intervention and rehabilitation for CWDs at schools.
  - Schools must develop a management mechanism and system in children profile, tracking records of CWDs, teacher record and list of attended and non-attended children in school. Schools need to report these data to the DEDs and PEDs, then PEDs will synthesize and report to the MOET steering committee on Education of CWDs.
  - Teachers of CWDs develop children profile and progression record of individual children and hand-over to the following grade teachers after each academic year.
  - Based on the MOET direction of transforming special schools into resource centers, centers of CWDs and special schools continue acceptance of children with severe disabilities providing them with life skills so as they can attend inclusive classes, develop activities and implementation plans in line with local conditions.
3. Enrollment of CWDS to first grade at each level and to universities, colleges and vocational schools.
- Mobilizing CWDs at pre-school ages to pre-schools and CWDS at 6 (7) to IE classes at proper age.
  - CWDs after graduating primary school will be supported to study at Grade 6; those graduating secondary school will be continued studying at grade 10. The number of students with disabilities enrolled in schools will be recognized as school's achievement. The results of grade completion and graduation of children will be not influenced by the learning performances by CWDs of schools.
  - Creating favorable conditions for students with disabilities to take seat in the entrance examination to universities, colleges and vocational schools.
4. Administrative Organization at POETs, DOETs and centers.
- POETs and DOETs should strengthen steering committees of IE, staff and experts who are following these activities in provinces.
  - The centers need:
    - Strengthening specialty groups.
    - Establishing IE groups.
    - Supplement planning and improving the quality of teachers.
5. On-the-job training
- The IE steering committee of MOET will outline guidelines of requirements and contents and training plans for teachers.
  - POETs and DOETs will set up key teacher network and provide technical support in training to IE teachers.
  - Schools will organize professional development meetings: thematic reporting, lesson observation, exchanging management experiences in IE to IE teachers.
6. Reporting
- MOET will develop forms and give guideline on implementation
  - POETs will collect reports from district level and send to MOET
  - Report on regular-basis in October and July ( after opening of and closing of school year)

7. Others

- MOET will not organize best teacher competition, however will select teachers with good teaching of CWDs at national level for rewarding during this academic year ( MOET will send guidelines on the process)
- MOET will organize paragames for 2005 ( MOET will send guidelines later)

**III. Implementation**

Pursuant to these above guidelines, POETs and local steering committee on education of CWDs will take initiatives in developing specific implementation plans on Education of CWDs for Academic Year and execute the implementation at local levels. Local authorities execute the implementation and reporting on a regular as required by the MOET steering committee.

During the implementation process, POETs and local steering committee must immediately report and feedback to the MOET steering committee when facing any challenges or problems which requires support and solution from MOET.

Signed on behalf of the Minister of Education and Training

Vice – Minister, Head of the MOET steering committee on Education of CWDs

Dang Huynh Mai

**Annex 2- Summary of the Workshop on Implementation of Educational Tasks for  
Children with disabilities- Academic year 2004-2005  
Northern provinces**

**Objective**

- Define the educational tasks on Implementation of Education of children with disabilities for the academic year 2004-2005
- Getting feedback from provinces on the temporary Inclusive Education regulation.

**Feedback from Provinces to the Educational Tasks:**

1. Education for CWDs is a special task of our society and it needs the inter-sector collaboration. Therefore, members of the provincial steering committees of education for CWDs must include leaders and representatives from other sectors.
2. There need to be a consistent curriculum among special schools.
3. There need to be a follow-up program for students with disabilities after graduation
4. Consolidate on-the-job training materials for IE and special teachers.
5. Inclusive education must be professionalized and there need to be a separate training code incorporated in the training curriculum at the Universities of Education.
6. CWDs need to be provided with opportunities to participate in social activities, movements, and activities of the Youth Union. The MOET National Steering Committee of education for CWDs has planned to organize Paragame this year and is seeking financial support for this activity.
7. Developing and strengthening human resources for resource centers. MOET will provide guidelines in transforming special education centers/schools into resource centers.
8. Reviewing 10 year of implementation inclusive education in Vietnam and developing IE regulations.

**Feedback from provinces to the temporary regulation:**

**Group 1:**

- Agreed about developing IE regulations because it will be a basic document for guiding the implementation and management of education for CWDs.
- The article 8 in chapter II should be moved to chapter III.
- Reword the Article 7: It should say as the whole society should cooperate to create a safe environment for CWDs to go to school
- Article 14 and 17 in chapter IV should be merged into one Article.
- Article 23 and 26c is overlapped.
- Article 28 should be incorporated in the Article 30.
- It should add one article on budget of the IE implementation.

**Group 2:**

- Agreed with Group 1 about adding a number of legislative documents on policy and responsibilities of educational managers into Part A.
- Article 21: there should be clear information on salary increase for teachers of CWDs, either increase of the total income or of the salary.
- Article 24 and 26d is overlapped.

- Article 27: if it is required for inclusive teachers to have frequent professional development meeting, it is too much for teachers as they also have regular professional development meetings.
- Regulation on Education of CWDs should be covered in the general regulations applied to each educational level (pre-school, primary, lower-secondary..).

**Group 3:**

- Agreed on development of resource centers and functions of the resource centers.
- Each province should set up one resource center.
- Recommended MOET to develop a legal corridor on responsibilities and functions of resource centers. Those centers must be supported to develop or to improve
- Schools with children with learning difficulties have to develop curriculums for those children by their own because at the moment there is no general curriculum

**Conclusion from Vice-Minister, Ms. Dang Huynh Mai:**

Ms. Dang Huynh Mai emphasized the following follow-up activities and MOET's direction

- Guidelines of implementing education tasks for CWDs must be formalized before closing the first semester.
- The nationwide survey on number of CWDs is not necessary as we can use data from CPFC.
- Functions and responsibilities of resource centers will be incorporated into regulations the Inclusive education regulation
- Directors of special centers should send their recommendations to the MOET National Steering Committee on what items should be incorporated in the regulation
- MOET will collaborate with MOH and Department of Higher education and will find out solutions to facilitate student with disabilities to have a chance to go to university.
- All POETs should continue sending suggestions and recommendations on IE regulation to the secretariat of the steering committee.

### **Annex 3- Example of the functions and activities of Parents Associations Luong Son district**

#### **Objectives**

1. Mobilize all parents of children with disabilities in commune to join the Association in order to set up supporting network in education, rehabilitation and community integration, helping children to develop to full potentials
2. Mobilize and retain maximum number of children with disabilities to school
3. Increase quality of education for children with disabilities in and out of schools.
4. Contact schools for collaboration between schools and families for education quality of the children

#### **Activities of the Associations**

1. Mobilize parents of children with disabilities to join Association
2. Organize supporting activities in terms of spiritual and physical aspects
3. Help overcome difficulties by children in education and social life
4. Rehabilitate for children (parents trained in CBR techniques will share experience with others)
5. Develop fund and organize fund raising activities
6. Home visits
7. Advocate for rights of children with disabilities and increase awareness about education of CWDs and how to support children's schooling

#### **Implementation plan of the Association**

1. Develop rules and regulation of the Association
2. Collect and record list of children with disabilities from the whole commune
3. Organize meeting among parents to share information and experiences, once a month