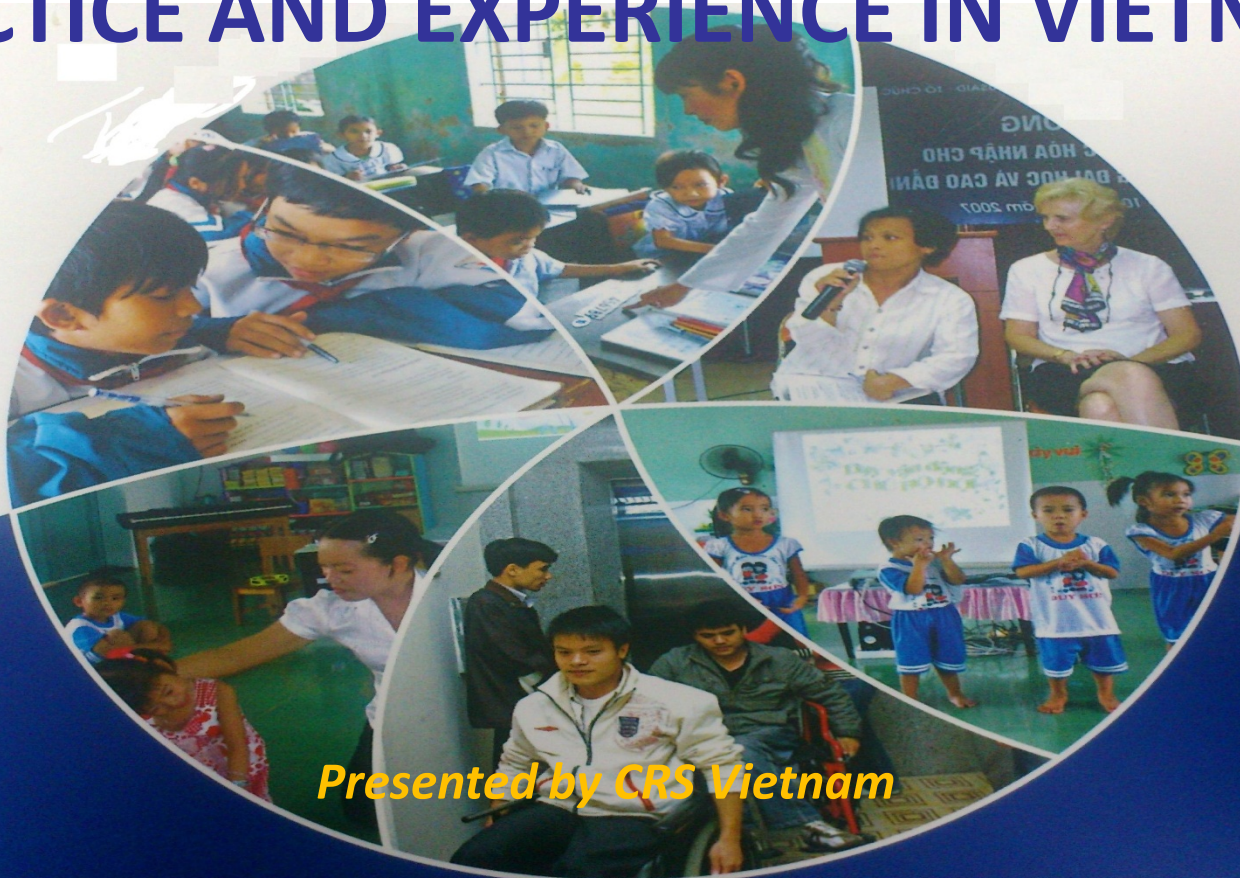


INCLUSIVE EDUCATION

PRACTICE AND EXPERIENCE IN VIETNAM



Presented by CRS Vietnam

Vietnam context

- 15.3% people with disabilities (PWD) in total population
- 1,2 million are children with disabilities (CWD) age 1 to 18 (4.8 % total children age 1-18)
- Children with disabilities have right to regular schooling as non-disabled peers. Many children with disabilities do not go to schools
 - 52% of CWD are not in school (19% are still in kindergarten age) 49% of PWD do not complete primary school, of which 34% are illiterate
- Types of disabilities: vision impaired, hearing impaired, mobility and mental disabilities

Vietnam disability – *Structure & System*

- The Ministry of Labor Invalids and Social Affairs (MOLISA) has the political mandate to address issues on PWD and is responsible for coordinating the implementation of disability legislation. Other ministries involved as MOET; MOH; Ministry of Construction; the people's committees at provincial, district and commune levels are the most direct implementers of all disability-related policies
- MOET has the National Institute for Educational Services that has a special education unit. Decision 23 on IE policy which officially regulates IE in Vietnam (2006) by MOET has recently set Inclusive Education (IE) as a policy objective
- 15 NGOs and networks are working on persons with disabilities

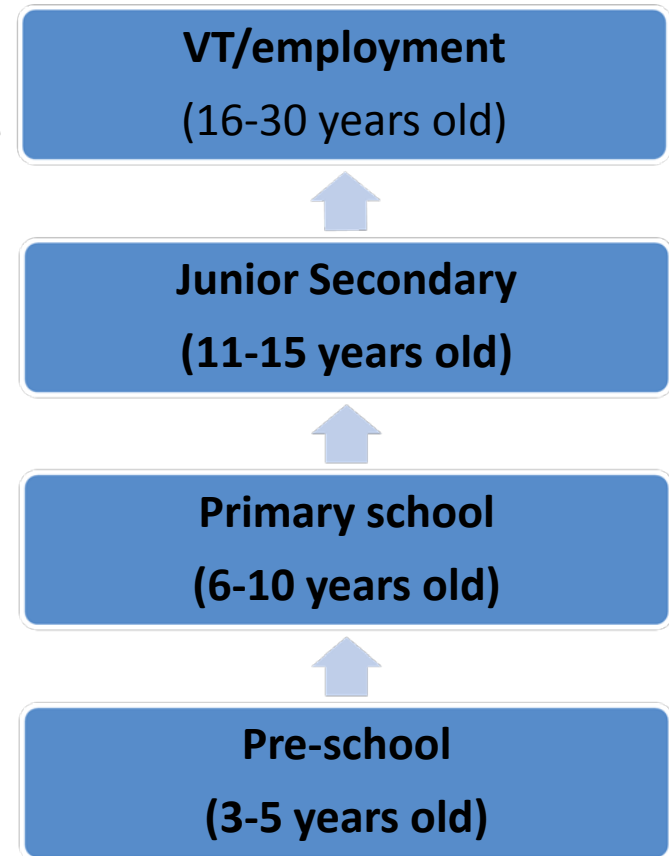
Vietnam disability education- Structures and systems

- Three main kind of disability education: Home-based teaching, Inclusive Education in regular school and special schools for PWD/CWD
- A number of organizations, including the MOET's Center for Special Education, Hanoi teachers training University, and NGOs have been working to develop special education and inclusive education programs for children with disabilities

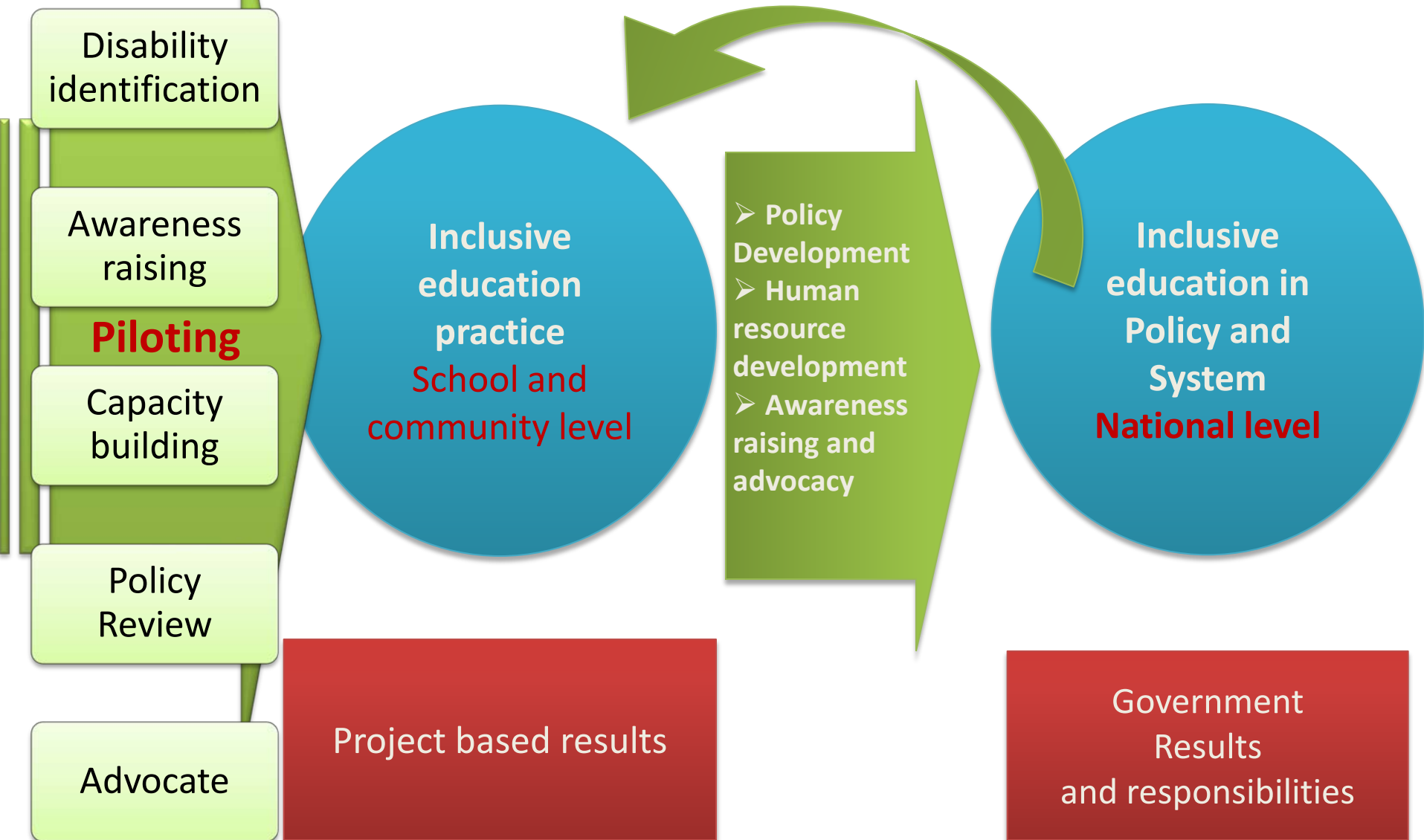
CRS Vietnam interventions

- Since 1995;
- Focusing on:
 - **Organization development (pilot):**
Establishment and support operation for the Parent Associations and DPOs (85 PAs, 5 DPOs)
 - **Awareness raising:** Communities, Parents, Educators, Managers
 - **Capacity building:** Educators, Manager/Authorities, Parents, DPO, Vocational (7348 IE and 1666 Parents)
 - **Advocacy:** Policy maker, MOET
 - Strengthen link among Parents – Schools – communities (85 communes)

Comprehensive support model



Inclusive education development process by CRS Vietnam



IE Outcome

- CRS has delivered education and vocational training services to over 6,700 children and youth with disabilities
- More than 6498 core teachers have been trained on IE techniques, thematic training and working with different types of CWD
- More than 595 Parents participated in some part of IE training and other trainings on fundraising, counseling and soft skills



IE Outcome

- 800 young PWD (40% women) trained on IT skills, 80% of them got job
- 85 PAs were established and trained to support children's education in schools and at home, fundraise and network



- Mainstreaming of IE into policies:
 - CRS contributed to the development of Vietnamese Government policies, including Ministry of Education and Training (MOET) Decision 23 on IE policy which officially regulates IE in Vietnam (2006) and the National Disability Law (2010)
 - Contributed to development of MOET National Action Plan on Education of CWD 2005-2010 (advocacy and technical support)
 - CRS and MOET jointly developed and published a series of training guide books for IE teachers which are used on all provinces and teacher training colleges
 - Supported MOET to develop IEP use regulation



- Successful change of the life of PWD/CWD for a sustainable inclusion in to society
 - In the project areas, **enrollment rate of CWD in regular schools is 70-80%, compared to the national average of around 43%.**
 - inclusive education models was disseminated and implemented by MOET at all school levels across all 63 provinces
 - 80%of youths trained in IT skills got jobs
 - Changes in people's attitude towards PWD

Lessons Learned

- Although policies are in place, Rights of CWD can be ensured only if parents and communities take the lead and promote
- A regular capacity building support to both teachers and PAs on technical and organizational skills, with monitoring and follow ups is a must to sustain the project impact
- Information technologies such as computers and the Internet are powerful tools that can help PWD/CWD overcome barriers and access educational and economic opportunities

Challenges

- Lack of proper guidance on how to implement the laws and policies related to CWD's rights is always a barrier to policy implementation
- Communities still believe Disability of a person is a result of SIN from forefathers
- Low salaries of teachers demotivates the teachers to apply IE techniques and skills
- Unlike DPOs, PAs at commune are not recognized as a legal entity and hence, don't receive any policy support
- The different parties involved do not always coordinate in order to make the IEP useful for the individual child

Conclusion

- For such a huge population with Disability in a country like Vietnam, IE in regular schools is the right approach to ensure education for all children, with continuous capacity building inputs
- Policy development and its implementation goes hand in hand with empowering communities through capacity building and networking
- CRS Vietnam will continues assist Gov. and collaboration with others to strengthen service system
- Information technologies such as computers and the Internet are powerful tools that can help PWD/CWD overcome barriers and access educational and economic opportunities. CRS Vietnam will continues expand this

Thanks for your attention!

