VIET NAM Country Recommendations

Topic One: Policy and Legislation, Budgetary Policy and Finance

I. Recommendations on policy:

VT 1.1 VIET NAM

VT1.1.1 Include education for children with disabilities in a monitoring system appropriate for monitoring the access and quality (at present, laws talk more about quantitative aspects such as enrolment figures, not quality of education of CWD).

VT1.1.2 Enforcement system should be in place which is directly related to the monitoring of education of CWD.

VT1.1.3 EFA plan should include specific objectives for education for CWD (from planning, monitoring to evaluation). Who does it: EFA committee in consultation with Steering Committee for Education of CWD. Existing Strategic Plan for Children with Disabilities should be integrated with the National EFA Plans.

II. Recommendations on Legislation:

VT1.2.1

VT1.2.1 Government should make the Education law and the Law on the Protection and Care of Children, Law on the Universalization of Primary Education more specific on implementation and enforcement for education of children with disabilities.

VT1.2.2 Education laws should be screened to identify aspects that might limit access to education for CWD and propose measures to address them. Who will do this: National Education Council (under the leadership of the Council of Ministers) and National Committee on Education of children with disabilities (of Ministry of Education) and if needed external resources can be mobilized (there are different councils at present but they don’t work together).

VT1.2.3 The Education Law should have a provision for the right of parents to claim a right for education for their child (e.g. in the case that a school denies
III. Recommendations on Budgetary Policy and Financing: 
VT1.3 VIETNAM

VT1.3.1 Define essential budgetary requirements for the education of CWD and allocate budget accordingly including budget for making schools accessible for children with all kinds of disabilities, teaching and learning aids, training and on the job support.

Topic Two: Implementation Strategies, Administrative Procedures and Education Providers for Children with Disabilities

I. Recommendations on education provision to children and youth with disabilities:

VT2.1 VIETNAM

VT2.1.1 Local authorities should ensure that additional stakeholders besides teachers are involved in the provision of education for children with disabilities to emphasize life skills and vocational training as part of the education program;

VT2.1.2 Local authorities should ensure that community networks are effectively involved in identification of CWD, raise awareness of their right to education and support their access to education in the community;

VT2.1.3 Different ministries (incl. MoET, MoH, MoC, MoLISA and CPFC-Committee for Population, Family and Children) should participate in the development of a comprehensive strategy to mobilize CWD to attend mainstream schools and enhance access to and accessibility of schools;

VT2.1.4 Schools should work with parents of CWD as partners in the provision of education and involve them closely in the development and implementation of the IEP;

VT2.1.5 Schools and authorities should mobilize persons with disabilities in the provision of education (e.g. as supporters, assistants, interpreters…) as well as in awareness building activities and advocacy.

VT2.1.6 Education authorities at all levels should pay attention to and collaborate with relevant other authorities (like health and social sector) to make additional provisions where necessary, to ensure successful transition from early
intervention to preschool, preschool to primary education, primary to secondary, secondary to tertiary or vocational training, until actual employment.

II. Recommendations on administrative and implementation steps:
VT2.2 VIET NAM

VT2.2.1 The Ministry of Education should develop and disseminate clear guidelines on implementation of IE at school level: including enrolment criteria, management, assessment, monitoring and evaluation;

VT2.2.2 The responsibility of headmasters of inclusive schools in the implementation of inclusive education should be more clearly defined and the Ministry of Education and education authorities at all levels should ensure that the headmasters are continuously trained, guided, informed and involved in the implementation process;

VT2.2.3 The Ministry of Education, local and education authorities at all levels should establish a support mechanism that ensures support for the management of the schools, inclusive teachers, parents, and children with disabilities. Provincial education support centres and/or professional bodies, and classroom assistants could be part of such a support mechanism.

VT2.2.4 The Ministry of Education in close cooperation with the General Statistical Office should develop and put in place a standard nationwide information system starting at school level, to be able to follow up enrollment of CWD, drop-outs, progress, etc.

VT2.2.5 The Ministry of Education in close cooperation with the Ministry of Health should develop a mechanism to identify children with disabilities, refer them to school and maintain their school attendance. This mechanism should include a clear description of the roles and responsibilities of each of the respective actors.

VT2.2.6 Education authorities in collaboration with health and other relevant stakeholders should provide (home-based) early intervention activities to children below 3 years old;

VT2.2.8 At the level of the Ministry of Education and Training and province and district education departments, there should be a focal point on education for CWD (or disadvantaged children), who has expertise and allocated time to focus on Inclusive Education development and implementation;
TOPIC Three: Education System Structures for Children with Disabilities

I. Recommendations for education of children with disabilities in the school system:

VT3.1 VIET NAM

Early detection and early intervention

VT3.1.1 Tools for Early Detection of disabilities should be developed jointly by the Ministry of Health and the Ministry of Education and Training (COMMENT: So far only Min. of Health is dealing with it)

VT3.1.2 Guidelines on a mechanism for Early Detection and Intervention of Children with Disabilities should be developed jointly by the Ministry of Health and the Ministry of Education and Training, including:
- the roles of different institutions at different administrative levels regarding different types of disabilities;
- referral mechanism within the health and education network;

VT3.1.3 Support centers for Education for CWD and rehabilitation departments of provincial hospitals should build capacity at grass root level (including village health workers, parents and school children) to enable them to identify children with disabilities in an early stage and inform them on where to refer the child.

Pre school education

VT3.1.4 The Committee of Population, Family and Children (CPFC) at commune level should ensure that regular medical check ups take place at preschools, and that additional attention is paid to identification of impairments, and additional advice is provided to parents of already identified CWD.

VT3.1.5 The district education office in cooperation with the CPFC should actively look for CWD between 3 and 6 years old that are out of school (Comment: because in Viet Nam pre-school education is not compulsory until the age of 6) and:
- mobilize these children to attend the preschool by informing parents about the importance of early inclusion of CWD;
- work with the management of the school and the classroom teacher to receive the child;
- in case the CWD cannot attend school for whatever reason, arrange home-based support and education.

Primary school

VT3.1.6 MoET (Min. of Education and Training) should develop guidelines for child-friendly (disability-friendly!) school environments.

VT3.1.7 MoET should plan and budget for continuous teacher training including
different modes of training.

Secondary school and tertiary education
VT3.1.8 The Ministry of Education and Training should develop guidelines for secondary and tertiary schools on implementation of education for CWD that take into account the specific arrangements that need to be made to support the CWD in the specific school system;

VT3.1.9 The Province and District department of Education should take measures to ensure the readiness of secondary and tertiary schools to receive CWD (including teacher training, classroom support where needed, textbooks, teaching and learning material, accessibility etc.);

VT3.1.10 The Ministry of Education and Training in close cooperation with the Ministry of Labor, Invalids and Social Affairs should ensure that (learning) options for (pre)-vocational training for students with disabilities is available at all level in line with their specific abilities;

Topic 4: Teacher Training and Professional Development

I. Recommendations for teacher training and professional development:

VT4.1 VIET NAM

VT4.1.1 The Ministry of Education and Training should include a module on Inclusive Education in pre service teacher training for pre-school, primary school and secondary school teachers

VT4.1.2 MoET should plan and budget for regular in-service and on-the-job training, and guide provincial Education support Centers on conducting this training as well as follow-up actual implementation.

VT4.1.3 MoET should endorse standard curricula for pre-service education for Inclusive Education, such as:

- BA in special education (disability specific including skills for early intervention)
- BA in inclusive education (for all disabilities)
- Subject specific BA (eg maths, physics etc) including module on disabilities (secondary education teachers)

VT4.1.4 MoET should include a module on Inclusive Education in the in-service training program for education managers;

VT4.1.5 MoET should plan and budget for regular training for education inspectors on Inclusive Education;

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VT4.1.6 Provincial Education Departments should plan and budget for exchange workshops for Inclusive Education teachers and education managers to enhance sharing and learning;

VT4.1.7 The role and function of Provincial Education support centers in providing in-service training and on-the-job support for IE teachers and school managers should be clearly described by the MoET; Based on these guidelines localities should plan and budget for training and follow-up activities.

VT4.1.8 The MoET and teacher training institutions should collect regular feedback on the quality and outcome of the training from institutions that employ teachers;

VT4.1.9 Teacher training colleges and education support centers should actively look out for and collect reference materials from all sources. (If these are international documents they should be translated and adapted to the local context and tested.)

VT4.1.10 Governments should develop and establish a structure for teacher training on inclusive education that responds to the need for trained teachers at all levels (special education faculties at educational universities, teacher training colleges, etc).

VT4.1.11 The MoET should ensure that adequate human resources are available at all levels to plan, monitor and guide training activities in education for CWD nation-wide.

VT4.1.12 A strategy for human resources development for education for CWD’s should be developed by the Ministry of Education, in line with the national action plan for education for CWD as well as the targets in the National Education Development Strategy.

VT4.1.13 Provincial Education Departments should ensure that each district has a team of key specialized teachers with expertise on the main types of disabilities, who are available to provide support for classroom teachers when needed. This team will receive more in-depth training and will have some allocated time to respond to requests for support from the classroom teachers.

VT4.1.14 The district education departments should plan and conduct trainings for parents of CWD. The training courses will be disability specific, focus on concepts and awareness building as well as more technical issues like sign language and Braille. The training should consist of a range of one or two-day sessions and include trainers from the education as well as the health and social sector. The parents should be provided with easy to understand materials and
they should have the opportunity to ask questions and advice and provide feedback on the contents of the sessions.

Topic Five: Monitoring and Evaluation

(No Viet Nam-specific recommendations)

Topic Six: The role of DPO, community and family involvement in education provision

I. Recommendations:

VT6.1 VIET NAM

VT6.1.1 When identifying a CWD health staff should inform parents about other similar cases in the village or community and stimulate them to meet. Linking parents of CWD is a first essential step in forming a club of parents of CWD; the Committee of Population, Family and Children and/or the Women’s Union should stimulate the formulation of clubs and regular meeting of the clubs. The parent clubs could meet at each other’s houses, schools or community learning centers if available.

VT6.1.2 The management of the school should stimulate the formation of a group of parents of CWD as a sub group of the parent association of the school. The CPFC should play a role to look for and attract parents of younger CWD who are not in this school to take part in this group.

VT6.1.3 The CPFC and/or the Women’s Union should play a main role in the formation of a parent group of CWD at commune level. This group should be sensitized and trained by education and health staff on children’s rights, disability, inclusive education, community based rehabilitation and how to support the CWD at home. They should act as advocates for inclusive education in their own group as well as in the whole community and be consulted by the school as well as the education department on all issues that relate to education for CWDs.

VT6.1.4 The commune parent of CWD group should actively link with the regular parent teacher association of schools;

VT6.1.5 Teachers should accept parents as partners in the process of education of the CWD, among other things this implies that parents are actively involved in the development and implementation of the IEP. To realize this partnership, empowerment, sensitization and training of parents, as mentioned before, is a necessary condition.
VT6.1.6 The Community Based Rehabilitation committee should play a key role stimulating the establishment of a commune DPO. In the initial stage the CBR committee should support this DPO with the development of a plan of action. At district level a DPO should be established as well consisting of representatives of the commune DPOs. The district DPO can than be considered as branches of a provincial DPO.

VT6.1.7 Representatives of DPOs and parent associations should be invited by community leaders to attend commune meetings, besides representative of commune authorities should be represented in meetings of DPOs and parent associations. At district level, a DPO should be established.

VT.6.1.8 The Blind Association as an acknowledged DPO with a nationwide network, should bring together existing DPOs and guide them in a lobby for a National Disabled People’s Organization in Viet Nam.