

# Inclusion of Vietnamese with Disabilities

Since 1989, the U.S. Government has been improving the quality of life and supporting the inclusion of Vietnamese with disabilities into all aspects of society. To date, the USG has contributed over \$60 million in assistance to people with disabilities, regardless of cause.



Visually impaired students learning computers with text-to-speech technology

## Key Accomplishments

- **3469** teachers and administrators trained in inclusive education
- **76%** school-aged children with disabilities in project areas are going to school
- **1769** parents of children with disabilities were organized into **40** parent associations
- **1222** parents and teachers trained to provide community-based services for children with disabilities and their parents
- **694** young Vietnamese with disabilities trained in advanced IT skills, soft skills, and job search skills
- **85%** of students trained in advanced IT skills were able to get jobs
- **20** lecturers, school management and government staff have been trained in inclusive education management
- **3** higher education institutions have increased capacity to provide training and support services for students with disabilities

### USAID Vietnam

15/F, Tung Shing Building  
2 Ngo Quyen Street  
Hanoi, Vietnam  
[vietnam.usaid.gov](http://vietnam.usaid.gov)

### CRS

No. 1, Alley 7, Nguyen Hong Street, Ba Dinh District, Hanoi  
Chengguang Zhao  
Chief of Party  
[cheng.zhao@crs.org](mailto:cheng.zhao@crs.org)

Since 2005, the project funded by USAID and implemented by CRS has worked with different Vietnamese counterparts to promote educational and social inclusion of people with disabilities.

## Inclusive Education (IE)

The project worked closely with the Ministry of Education and Training (MOET) to strengthen its institutional capacity in IE and promote mainstreaming of IE into national policies. The project developed teacher training curricula on IE principles and practices, organized IE trainings for teachers, school managers, and policy makers throughout Vietnam, and piloted inclusive education in two provinces. As a result of project interventions, 76.5% of children with disabilities (CWD) in project areas were enrolled in school; while nationwide, only about 25% of CWD at school age went to school.

## Parent Associations (PAs)

Raising awareness of the benefits of inclusive education among parents of CWD was an important part of the project strategy to promote social and educational inclusion for CWD. The project has piloted establishing and strengthening associations of parents of children with disabilities. The project provided trainings for core parents on awareness raising, rehabilitation and project management skills; the project also supported PAs with small grants to encourage parents to assess the needs of their children and design interventions to address those needs. Through project support, PAs organized awareness raising activities on disability issues, home-based teaching for children with severe disabilities, home-based counseling to psychosocial support for both parents and their children with disabilities, peer-group activities and life skills training for CWD to promote social inclusion for CWD and increase CWDs confidence and skills to take care of themselves.

## IT Training Program (ITTP)

Partnering with Hanoi College of Information Technology and Van Lang University and Dong A University, the project is expanding employment opportunities for youth with disabilities all over Vietnam by providing advanced IT training to young people with disabilities. The project built school capacities in developing training curriculums that meet market demand, and accommodating and supporting different forms of disabilities so that all students can learn effectively. The project also helped schools in establishing linkages with disabled persons' organizations and private sector businesses to provide soft skill and job preparation trainings, internship opportunities and ultimately employment for students with disabilities.

## Next Steps

The project is working with the current ITTP schools to ensure the training programs continue after project ends. The project has demonstrated that Information and Communication Technologies (ICT) can be highly effective in removing barriers for people with disabilities. Building on the success of ITTP, the project is collaborating with the Ministry of Education and Training to develop and pilot ICT assistive technologies to help children with disabilities to access quality education.