TOWARDS INCLUSIVE EDUCATION
The Vietnamese Experience
Radda Barnen (Swedish Save the Children) works for children and young people based on the UN Convention on the Rights of the Child. We fight child abuse and exploitation and work for the protection of children in Sweden and all over the world. We provide assistance to these children and amass experience through practical action. We influence public opinion, values and attitudes in society through information and education.

Radda Barnen publishes books for people who work with children in order to disseminate knowledge concerning the situation of children and provide guidance and impulses for new ideas and discussion.

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As part of Rädda Barnen’s effort to raise awareness of Inclusive Education development, I was commissioned to write this report on my experiences in Vietnam. My special thanks to Eva Clähäll of Rädda Barnen for taking this initiative.

Having most of my special educational needs attended to at this stage in my life, I am in complete agreement with my colleagues at the Department of Special Education, Göteborg University, who stress that as all children have special needs, the concept “special needs” should not entail labelling. The concept is used in this booklet with the understanding that while all children’s needs are special, some children need extra attention at some stage—or for the whole duration—of their educational period. Providing this extra attention is worthwhile as it promotes the children’s ability to participate fully in education.

Last but not least, I want to thank Jan Bahlenberg who understood that this text needs illustrations that highlight the context and who made the drawings.
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Prologue

We need each other to create a better world. Together, through Inclusive Education, we can give children who are disabled or in other ways disadvantaged back their childhood.

This report is concerned with the Inclusive Education programme conceived and implemented by the Vietnamese National Institute of Education and Science (NIES). As I served as consultant to NIES in developing the Inclusive Education strategy in Vietnam, the report also reflects my own views and bias. The programme, which started in 1991, aims to provide education to a large number of children with disabilities and learning problems, often called children with special educational needs, who had not earlier been enrolled in schools.

The Inclusive Education movement can be described in many different ways. The specific focus of this report is how Inclusive Education has been developed in Vietnam between 1991 and 1995, encompassing the whole span of the programme from inception to present day. Five Rädda Barnen consultancy reports, one for each yearly consultancy visit, provide the basic background material. The consultancy reports were written by the author in cooperation with the two staff members of the Special Education Unit at NIES, Dr Dui and Mr Tac. Dr Dui, who heads the Unit, and Mr Tac, who has been my interpreter and who translated course texts and other written material, have been my major discussion partners during the development of the Vietnamese programme.

In this report I will discuss what (Inclusive Education is), why (we do it), where (Inclusive Education is possible—if not anywhere, what are the hinders?), who (can be included, and who can not), how (can it be done) and other issues related to the development of an Inclusive Education model in Vietnam.

The material is presented in four chapters. Chapter 1 provides a historical background and describes the Inclusive Education strategy from an international perspective. Chapter 2 is a country report outlining the Vietnamese educational system, which provides the context for the programme. Chapter 3 describes the development of Inclusive Education in Vietnam. Chapter 4, which is by far the longest, describes the programme in greater detail, including summaries of the different workshops.

Integrating Inclusive Education in the Vietnamese educational system raises more challenges than conventional education development aid would. The reason for this is that Inclusive Education requires a dynamic system involving many different professionals on separate levels as well as many ordinary people in the local communities. In this sense the development and implementation of Inclusive Education becomes a continuation of previous Community Based Rehabilitation (CBR) programmes. Successful implementation of the programme depends of course on the availability of the necessary human, financial and other resources.

Inclusive Education is being developed in Vietnam on a country-wide basis. It is recognised as a national policy. At the same time, as it is community based, the actual implementation of the programme differs from province to province, from district to district, and even from school to school. It is a characteristic of CBR services that local applications are adapted to fit the specific needs of each community. These differences are as a consequence reflected in the services offered. No other country-wide special education service exists in Vietnam, which has proven to be an advantage in the development of the new strategy.

My own experiences of special education in Third World countries date back to the early 1980s, when I began working with special educational matters in Africa. I worked for several years as coordinator of the UNESCO Special Education Project in Eastern and Southern Africa, supporting the development of services for children with disabilities and other special educational needs. During this time I began to reflect on the impossible situation facing poor countries that have
great difficulties in providing even basic education services.

Returning from Africa I was appointed a consultant to the Sri Lankan Ministry of Education. My task was to assist in the development of education services for mentally retarded children and to advise in all other matters of special education. While working for the Ministry of Education, which at the time was the only body concerned with developing services and training teachers, serious discussions took place about how to find ways to develop education possibilities for all children. Good attempts were—and are still being—made.
Historical background to the Inclusive Education concept

REHABILITATION AND SPECIAL EDUCATION
There is no denying that the economic crises experienced by many countries the world over is having a deep impact on national rehabilitation services and education. This is especially the case for Third World countries. Even if economic failures also mark many industrial countries, the consequences for them are not as devastating.

In 1948, the United Nations proclaimed education to be a basic human right. Between 1950 and 1979, enrolment in schools rose at an unprecedented rate on a global level.

However, in many Third World countries—in villages, in shanty towns and in refugee camps—children were not in school. This was especially the case of rural girls and of children with disabilities. These children were to a great extent denied educational opportunities even during those years.

In the course of the 1980s, growth in educational opportunities for children in developing countries has slowed down dramatically. In theory, educational systems are made available for all children, but the opportunities for children with disabilities to be enrolled are possibly even more severely affected as these children were earlier not automatically considered for enrolment to schools.

In developing countries, missionary groups were the first to start special schools for children with disabilities. This was followed by a shift from missionary schools to state-run schools, and the development of the so-called education for all strategy, but this has seldom been followed by mainstreaming of special education services.

Although much money was often spent in the past on services for children with disabilities in different special schools and institutions, these services rarely reached more than a fraction of children in need.

Furthermore, so-called “miracle methods” that could offer help to children with disabilities and special education needs in isolated locations have not yet been found.

There are no accurate figures on the number of children who are disabled or who have other learning difficulties attending schools in Vietnam. We can only make qualified guesses.

Ross (1988) wrote in a UNESCO report on special education in Africa that out of every 200 children that are deaf, blind or mentally retarded, less than 3 had any access to education. According to the same report, in 13 English-speaking countries in eastern and southern Africa only about 0.1 per cent or less of the children needing special education were enrolled in such school programmes. The enrolment figure is still much lower for Vietnam. According to NIES staff, before the start of the Community Based Rehabilitation/Inclusive Education movement in the country, only 0.001 per cent of the children with disabilities had any access to educational services.

In the industrial world, much progress has been made in the past decades in developing and instituting special education programmes for disabled children. This progress notwithstanding, very little has been done to allow disabled children and their families in the Third World to gain access to similar services.

Ironically, to be effective, such services need
neither be sophisticated nor expensive. Instead, they should be simple, using techniques that can easily be acquired with only short training by anyone, from parents to specialised professionals, according to the needs and limitations of the situation.\textsuperscript{13}

The difficulties facing Third World countries seeking to develop any kind of support for families with more or less severely disabled children are enormous. Vietnam is a case in point, as it struggles with limited economical resources to cover, on top of the costs of regular educational services, the relatively high costs of special education.

\textit{Having abandoned the "miracle solution" to education for children with disabilities, more realistic approaches to education have been looked for and have eventually emerged.}

Using current World Health Organization (WHO) definitions of impairment, disability and handicap,\textsuperscript{14} it is now possible to accept that handicap as such does not exist, but as a term rather reflects factors external to the individual. The child—or for that matter adult—should be seen as a person with a disability. In this perspective, the task of persons providing services or advice to the disabled is to make sure that handicap is avoided by adjusting the environment, not the individual. In other words, whereas the disability may be individual, the handicap is a factor of the social environment. This means that services must be built on principle of empowerment, and require a readiness to take action in a social context.

In keeping with these principles, which are the basis for all Community Based Rehabilitation programmes, Inclusive Education has as its aim to train teachers in ordinary schools to accept, and teach, all children. In other words, the responsibility to teach all children lies with the class teacher.

This implies that the teachers must be given the necessary means—knowledge and confidence—to be able to teach all children. Maintaining positive teacher attitudes is crucial to the success of Inclusive Education.\textsuperscript{15} Training and supervision therefore serves both to ensure quality in teaching and to promote and sustain enthusiasm and involvement.

\textbf{INCLUSIVE EDUCATION STRATEGY}

Inclusive Education has become a fashionable concept among many professionals working in the field in recent years, as Integration (and the more controversial concept of Individual Integration for children who never were segregated) were in past decades. But the new term isn’t just a new word for an old concept. If Integration means closing down institutions and moving people with severe disabilities, and their activities, closer to mainstream society, then Inclusive Education must mean something more than just moving disabled children into ordinary schools.

To be integrated implies that one has first to be segregated. The term integration is likewise irrelevant when talking of individuals.\textsuperscript{16}

In a majority of developing countries, most children with disabilities have never been segre-
gated. This is certainly true for Vietnam. Few children in disadvantaged conditions have ever had access to schools.

In the light of research, and knowledge gained by experience, and as is expressed in international documents, the direction is set:

- The aim is to strive towards education for all children, while recognising the diversity of people by accommodating all children in the same classroom setting.
- Inclusive education is not about sameness. It is about a world where people are different. It is about what we can do to celebrate those differences by being together.

Inclusive Education means welcoming all children, without discrimination, into ordinary schools. By this change in attitude to education, differences between people will possibly be seen in a positive perspective.

Inclusive Education implies that education is about learning to live and learn together with each other. This means that inclusion is not just a disability issue because it has been embraced by politicians, bilingual educators, people who call for system changes and minority groups. The deeper meaning is that the members of a community are ready to accept a new reality.

The Inclusive Education concept is dynamic. Inclusion is an activity and in all activities the underlining understanding is that commitment, hard work and humour is involved.

Inclusive Education is not about individual education/teaching but about providing teachers with the knowledge and skills that will enable them to put the principle that together we are better in practice in the classroom. With the aim of changing the kinds of traditional thinking that leads to isolation, neglect and prejudice, educators must work with, and within, the whole environment.

One traditional notion that must be overcome is that teachers should work by themselves, in isolation. Inclusive Education is about teamwork. Ultimately, it is the responsibility of the whole school.

Inclusive Education is also an instrument for promoting human rights and promoting and reinforcing principles spelled out by international conventions and other key documents such as the 1994 Salamanca Declaration.

But what difference do these documents make if the principles they espouse are not understood by those who are concerned with developing educational services? Is it understood and accepted that human beings have a need to be together and to develop together? Inclusive education is about attitudes to, and acceptance of, these human needs.

Inclusive Education works on the premises that the school is better for all when it includes all children in a community and that teachers become better teachers when they have the responsibility for all children. By assuming that responsibility, teachers become more active, innovative and creative, and learn to see the needs of the individual.

Through research, it has been proven that children develop better physically, psychologically, and socially if they learn together with other children. Most families will also feel safer when schools accept all children within the same schools and programmes.
Vietnam country report

COUNTRY PROFILE
The Socialist Republic of Vietnam is situated along the coast of the Gulf of Tonkin and the South China Sea, and borders on China, Laos and Cambodia. The population is estimated to number more than 73 million, of which 85 per cent are ethnic Vietnamese. Some 50 different minority groups account for the remaining 15 per cent. The official language is Vietnamese, and Buddhism is the major religion. As a consequence of the failure of France to restore its colonies after World War II, Vietnam was divided into two states—the Democratic Republic of Vietnam and South Vietnam. Formal reunification of the two parts took place in 1976. Vietnam has a predominantly agrarian economy, with large rice-growing areas and a fast-growing free market economy.

Vietnam is divided into 47 administrative provinces, including three autonomous cities: Hanoi, Haiphung and Ho Chi Minh City. Each province and municipal region is governed by a local Peoples Committee which is appointed by the People's Council. The same pattern of administration is repeated in the provincial districts and communes.

THE EDUCATION SYSTEM
By the time it came under French colonial administration in 1858, Vietnam had been strongly influenced by many centuries of Chinese hegemony and culture. In pre-colonial times, while education was open to all in theory, in practice it was only the sons of Mandarins and government officials who received it. The traditional system—based on Confucianism, emphasising high moral values, the study of Confucian classics and the learning of Chinese script—continued until around 1918. The French school system subsequently introduced by the colonial administration offered French children as well as the children of the Indochinese élite an education in the French language.

Even if education was compulsory by law, a majority of the Vietnamese children never received any. As late as 1945, about 90 per cent of the population remained illiterate. This began to change with the literacy campaigns begun by the Viet Minh leadership as part of its political mass education programme. After reunification, illiteracy among adults fell sharply and more children received a formal basic five-year education. In January 1979, a resolution was taken which emphasised education as an important element in the ideological and cultural revolution.

THE CURRENT PRIMARY EDUCATION SYSTEM
The current school system is preceded by preschool education from birth to three years of age, followed by kindergartens from three to six. Because of shortages, less than 50 per cent of all children under six years of age find a place in the pre-school system. Many children are five years old by the time they enter. Five years of basic primary education follows. All children must pass an examination at the end of each year. Children
must pass primary school graduation examinations to enter the lower secondary school and the upper secondary school. Primary education is free and compulsory, but the goal—universal primary education—is far from reached.

Pre-school teachers are normally trained in two-year programmes, and primary school teachers are normally trained in two-year post-secondary programmes. There is a great lack of trained teachers.

THE DEVELOPMENT OF SPECIAL EDUCATION PROGRAMMES

The features of the new educational thinking of special education services in Vietnam are based on the Community Based Rehabilitation approach, where the aim is the training of local people with regular contact with children with disabilities.24

These individuals are the teachers for the school children.

The training of parents starts during preschool years and is part of the Community Based Rehabilitation continuum25 to intensify the cooperation between homes and schools.

The Community Based approach to education was introduced in Vietnam in 1990 by giving short training courses to a number of school principals from districts earlier involved in the Community Based Rehabilitation health programme. In 1991, the staff at the National Institute of Education and Science (NIES) held the first introduction course in integration and mainstreaming. The staff at NIES had been trained in a highly specialised defectology approach to special education in the Soviet Union during the 1970s and 1980s, but no nation-wide special education services had been developed. Only a few separate institutions and special schools exist, most of them in Ho Chi Minh City.26

When it was understood that many Vietnamese children with disabilities and other learning problems would never get access to the limited special education services offered in the existing “miracle model” programmes, the Inclusive Education approach was adopted.

During 1991, Inclusive Education programmes were started in selected districts in seven provinces as well as in Hanoi.

The special education strategy evolved by NIES involves training pre-school and primary school teachers in early intervention, stimulation and training programmes and in special education strategies. The training courses last only three weeks and are held locally by specially trained key persons. These key persons are trained by NIES and receive refresher and update courses once a year. They have been with the programme since start in 1991–92.

To ensure success, administrators and educators—including pre-school and school principals, provincial Peoples Committee members involved in ongoing Community Based Rehabilitation development programmes, lecturers from teacher colleges as well as individual teachers selected for their special innovative capacities—are trained together with staff at the NIES.

Also health personnel, such as rehabilitation doctors and other community health workers, participate in parts of the training. In 1994, principals and teachers working in institutions and boarding schools in Ho Chi Minh City were trained in Inclusive Education strategies.

In striving towards including all children in ordinary schools, it is important to discuss—and develop an understanding for—the Why (do we do it), the Who (benefits from it) and the How (it can be done in this specific environment).

In order to help people develop new attitudes towards learning and developing human capacities, information and knowledge is continuously being shared with all teachers and other persons participating in the Inclusive Education movement.
Given the country's traditional education system, based on a rigid curriculum where every lesson is planned in detail by the authorities and with examination routines every year, the task faced by everyone involved in the Vietnamese Inclusive Education movement in seeking to change people's attitudes is no small challenge.
Development of Inclusive Education in Vietnam: concepts and programme

The experience from Vietnam shows that the development of a country-wide Inclusive Education strategy can be successful if the process is permitted to work, and is allowed to take the time it needs. Reflecting over each step that has been taken, continuous evaluation followed by discussions over necessary changes with the subsequent adjustment of strategies, are steps in the process which the programmes have gone through in Vietnam.

There are no ready-made recipes for success.

From the Vietnamese experience we can learn that creativity and flexibility, together with willingness to change and to improve educational opportunities, are the keys for building a new educational concept that will eventually lead to schools open to all children.

The social, cultural and economic circumstances that provide the local context for each Inclusive Education programme differ from province to province. As a consequence, the way each programme has been developed differs as well. Each province has adapted the NIES model to suit its particular needs and circumstances.

Even though there for this reason are no fixed rules for implementing Inclusive Education, a few general principles and patterns can be identified that can serve as guidelines, and there are lessons to learn from experiences in other countries.

What the outcome of inclusion will be, and how successful the development of Inclusive Education will be, depends on the involvement of the people involved in the programme.

WORKSHOP PROGRAMME: THE FIRST STEP

The experience in Vietnam shows that developing Inclusive Education is a process which must be allowed to take time. People enrolled in the programme must be given time to absorb and critically consider the new ideas. They must be given time to discuss them, try them out on friends and colleagues and together weigh the pros and cons of the programme. Only by allowing each individual this opportunity to reach his or her own conclusions can the programme be anchored in local life. This process of discovery and critical scrutiny forms the basis of the series of professional workshops designed by NIES for disseminating Inclusive Education in local communities. The steps described below were followed in all workshops. Some elements have been repeated in the annual refresher courses.

Step one, part one: introducing concepts

When starting a discussion about Inclusive Education, the first order of priority is to define the basic concepts. People use terms differently, so in order to avoid misunderstanding and misinterpretation, it is important that everyone understands, and uses, the various terms in the same way. Some terms that must be clearly understood by everyone involved in developing services and training teachers are:

- Integration
- Inclusive Education
- Inclusive schools
- Normalisation
- Neighbourhood schools
- Mainstream/mainstreaming
In the development of Inclusive Education in Vietnam, the following definitions have been used for these terms.

**Integration**
Integration is considered to have two meanings. The first refers to the process of combining or forming one or several parts into a whole. In this sense the term has been used in Sweden to describe the breaking up of big care institutions and moving the residents closer to society. This is called physical integration, and is the lowest level of integration in a hierarchy of four stages, where social integration is the last stage.  

The second meaning refers to the process of bringing or coming into equal membership of a community. From the two definitions we understand that the ultimate goal of integration is to provide the means for everyone living in a community to take part under equal conditions in all community activities and services.

In either sense, integration, seen as a final goal, presupposes that inclusion has taken place. Integration only begins when each child has a given place in the community school, and is included in the classroom.

Other uses of the term may appear in the literature, so it is up to the reader to define the meaning from the context of the discussions.

**Inclusive education**
Inclusive education is a relatively new US concept that is finding increasing expression in UN declarations. As the term is used in documents, it indicates a dynamic concept to express a "together we are better" perspective. The original Latin verb includere means to shut the door after someone entering a house. A common definition of the English verb include is to have, regard or treat something as part of a whole. Education in this context emphasises activities to encourage critical thinking, empower intellectual capacities and stimulate curiosity.

**Inclusive schools**
The term inclusive schools is sometimes used simultaneously and interchangeably with Inclusive Education. An inclusive school is an administrative institution, and as such it does not implicate that all teaching should take place in the ordinary classroom, but rather within the school building as a physical body.

By using the two terms Inclusive Education and inclusive schools interchangeably, there is the risk of ending up with segregated classrooms for different kinds of disabilities and learning difficulties under the cover of Inclusive Education.

**Normalisation**
The term normalisation is often misinterpreted as the process of making or becoming normal. Instead, the term must be understood as the development of a social infrastructure that provides equal opportunities for all in a society. The opportunities as such differ greatly from country to country. For example, in the case of education, if 80 per cent of non-disabled children go to school, then 80 per cent of all children who are disable should have the same opportunity.
Neighbourhood school
By neighbourhood school we mean a public school that a child would normally attend if he or she were not disabled.

Mainstream/mainstreaming
The term mainstream refers to the general education setting, where students without disabilities receive their education. Mainstreaming is not synonymous with inclusion. The word implies that the student with a disability may receive part, often a major part, of his education in a separate, self-contained, special education classroom. In some schools the term often refers to a practice of dumping the child and hoping for the best.

Step one, part two: analysing and understanding the historical aspects of rehabilitation
This part is important for understanding the consequences of the decisions taken by persons responsible for rehabilitation and/or educational services. Historically, three models of rehabilitation can be distinguished:

The traditional model
This model describes practices defined by a society's religious and cultural beliefs. In most societies, disabilities are or were at one time seen as a punishment by ill-humoured ancestors or divine forces, or as a consequence of a person's behaviour in earlier lives. In workshop discussions, these beliefs were understood as hinders to the development of Inclusive Education.29

The medical model
In the Western world, the medical model has taken over the rehabilitation role of from the traditional model. The medical model describes practices in which disabilities are viewed as abnormalities that must be corrected. The "miracle method" approach belongs squarely in this model. According to this view, the human body is flexible to such an extent that it can be carved or modelled to suit an environment that in turn does not need to be altered. In other words, if a person does not fit in a society, it is the person, not the environment, that should be changed. It was discussed in workshops that the shift from the traditional to the medical model does not mean any significant change, since the medical model is an extension of the traditional one and no change of society is needed or accomplished.

The lively discussions about the traditional and the medical model that took place aimed at making the participants realise that no significant change in mentality occurred when the former was replaced with the latter. It also served to furnish the participants with arguments for promoting the development of contemporary inclusive services.

Is it the child who should be changed or is it the environment?

The social model
This model discusses how the obstacles at different levels in a society can be removed and how to the dignity that has been taken away from people with disabilities may be returned to them. The Community Based Rehabilitation approach, with its educational component Inclusive Education, belongs to the social model.

For Vietnamese schools, the Inclusive Education approach involves holding discussions about how to adjust school curricula and examinations, the building of networks, the elimination of physical barriers in school buildings and roads and the elimination of
psychological barriers such as negative attitudes and values.

Many Vietnamese examples from the traditional and the medical models were presented. It became evident that hardly anyone in Vietnam had heard about anything else than the traditional and the medical models. It was realised that in many societies all three discussed can and do live side by side.

The two parts of step one have been discussed several times in the workshops held over the past years, in response to questions and input from the participants. It is important that no fear is hidden. This is the responsibility of the project leaders. If these steps are followed, development can take place as in the case of Vietnam.

WORKSHOP PROGRAMME: THE SECOND STEP
Step two, part one: understanding the role of the local community
In order to understand the advantages of Community Based Services, it is necessary to discuss the role of the local communities in which they are to function. Essential questions in this context are:

- What is a community?
- What is it not?
- How can a community become involved?
- What is the meaning of empowerment?

Among the answers given by participants during the workshops was the recognition that communities are setting in which people are accepted and therefore do not fear being rejected if they fail. The relationships established in such an atmosphere are safe and true. Insights gathered at the workshops included:

- People take care of each other without question, and probably will do all kinds of things for each other and recognise that there is pain and suffering.

- When pain and suffering is shared, it is most likely relieved.
- In a true community people welcome each other, are hospitable and willing to make friends.

It was felt that all communities must be given a chance to become full inclusive societies where all citizens are welcome to take part in all the community activities. This approach fosters empowerment. It helps us realise that it is where we were born and have our roots that we belong.

Step two, part two: Exploring attitudes and values
The exploration of attitudes and values is an important element of the Inclusive Education process, as it allows us discuss how we want to live and share our lives with each other. This is also the part which is most difficult to describe, because it depends totally on the attitudes and values of the individuals involved in the development. In this part, the participants own feelings are questioned as are those of the persons introducing the subject.

To help the Inclusive Education process along, specific questions like the following raised in Vietnam should be introduced for discussion:

- What do we want our own future to look like?
- What kinds of school communities do we want our children to receive their education in?
- Shall we develop schools for only a few chosen children, and let the rest be left without?
- Are we prepared to take steps towards a more peaceful and democratic society?
- Do we believe that Inclusive Education, or “education for all”, is a human rights issue?

These kinds of questions were raised and discussed from various point of view in the different workshops.
The question is: how do we want to live and share our lives with each other?

**Step two, part three: discussing labelling**

The problem of labelling was discussed in terms of the social pressures that shape and codify the conventions of normality and deviance of a given society. Social groups create a notion of deviance through a general consensus of what is normal. Behaviour or traits that differ are judged as offensive, and the person exhibiting them is labelled an outsiders.

In order to understand how these processes affect rehabilitation and education today, it is important to know something about the historical background of labelling and institutionalisation. To stimulate discussion, participants in the workshops were asked to reflect on the saying "out of sight, out of mind". The examples given by the participants were discussed in terms of two diametrically opposite societal principles: segregation and inclusion.

Segregation leads to isolation and neglect. A result of the medical model to rehabilitation, it is characterised by a fixation on labelling in which children are stigmatised and blamed for being who they are. It presupposes a belief that IQ tests and diagnostic assessments tell us something essential about human beings, that individual problems can be solved by ready-made solutions and that people with disabilities can be healed and corrected. Underlying these conservative ideas is the assumption that persons who are not equal in capacity are not equal in value and don’t merit equal opportunities. A corollary to this is that it is better to train "competent" people to take care of those who are considered incapable of taking care of themselves.

Inclusion, by contrast, leads to interaction and support, which means working within societal systems. In the case of Inclusive Education, it means we need to look at how we can work within schools instead of labelling and excluding disabled children. The inclusion perspective recognises that we all have different and unique values, that our capacities are unique—which means they differ from individual to individual—and that we have sufficient knowledge to give each person the opportunity to share in and contribute to the life of a community.

We are all different, and have different and unique values.

In this part of the workshops, the participants tried to identify arguments used in favour of segregation. They came up with their own arguments against segregation, and in role-play argued against segregation by using arguments in favour of inclusion.

To know how to manage trends towards segregation in a given society is crucial for a successful inclusion movement, as is the knowledge of how to act as advocates for disadvantaged people.
All issues described in this part were given considerable attention and time, which probably paid well off for the continued development of the programme.

**Step two, part four: formulating new educational principles**

In concluding the parts described above, it became clear that in order to move towards a stronger, more just and fully inclusive educational system there was a need to formulate a new set of educational principles. At the conclusion of the workshops, the participants agreed to the following new principles:

- All children have the right to be together in the community of a regular class-room.
- All children have the right to be enrolled in the school closest to their homes.
- Education opportunities should not be determined by an assessment of disabilities but on the needs of the individual child.
- All teachers can teach and all teachers can teach all children.
- Family, friends, peers and the children themselves have a role to play in educational decisions.
Involvement and training courses

WORKSHOP PROGRAMME: THE THIRD STEP
In step three, concentration was focused on the schools and the work by principals, teachers and pupils as well as the influence of parents and their involvement in the school's activities.

Children with any kind of impairment are usually known to the communities through the health part of Community Based Rehabilitation scheme. Prior to enrolment, parents have been encouraged to contact pre-schools and schools for their children. Other children with hidden disabilities are more difficult to recognise, and their problems are often identified when they begin school.

The enrolment of an individual child with severe and recognised problems is a process starting with the preparation of the child, the class mates, the class teacher, other teachers and the principal. When a family wants their disabled child to attend the nearest school, the enrolment process starts. All persons who will interact with the child must be involved, take part in the process and work together.

The starting point for work in schools with Inclusive Education acceptance is to believe that:

- Schools are better when all children, no matter who they are, are included.
- Teachers become more active and able to create new methods which help all children to learn according to their individual needs.
- All children will have the opportunity for maximum development physically, psychologically and socially if they learn together and from each other.
- Parents feel better when they realise that the schools are for all children.

WORKING METHODS FOR WORKSHOPS, 1991–94
The workshops were conducted in such a way as to give the participants the opportunity to become aware of their own potential by working in a dialectic-creative relationship involving each other and the subject in activities and discussions. The teaching methods used also aimed at instilling among the participants that learning is a process. They were not given any ready-made answers.

Learning is a process, and must be seen in the greater perspective of life as a whole.

A basic element of the workshops were short lectures based on key papers. There was practically no access to written material in Vietnamese. These sessions were followed by group discussions or other forms of group work suitable for the subject at hand. All group work was followed up in major sessions where the different solutions or suggestions were analysed by the whole group of participants.

The key papers on Inclusive Education were based on the different topics outlined in this report. Other aspects of international Inclusive Education development, such as the experiences in Italy, New Zealand, Spain, Sri Lanka, Sweden, the USA and other countries, were raised in the workshops. The participants were also introduced to research areas of relevance to special edu-
cation, such as contemporary programmes on sign language, mental retardation and early childhood training.

GETTING SCHOOL PRINCIPALS INVOLVED
The first persons to be involved in a local Inclusive Education strategy must always be the pre-school and school principals. Without their understanding, concern and necessary support it would not be possible to reach success in Inclusive Education. If principals do not approve of the programme, inclusion becomes impossible. This was also the focus of the training sessions for principals, which were part of the administrators workshops.30

This means that the principals must reflect over what steps they can take to help teachers widen their perspectives in such a way as to be able to face, and deal with, the new challenges. The workshops focused on approaches to teacher in-service training in the schools that could contribute to this shift of perspective in education. The principals were invited to identify ways of allowing teachers gain the needed knowledge. Among the issues raised in the workshops were possibilities and strategies for adjusting school curricula and examination routines for children who cannot follow the ordinary curriculum or succeed in the yearly examinations.

To be prepared for hinders and to know how to deal with them are key issues for administrators in charge of school development. In the workshops, the principals identified obstacles to introducing Inclusive Education in their schools, and discussed how these obstacles could be turned into possibilities. They discussed implementation strategies from the start to the goal. They laid plans for how to use school personnel as resource persons in the development procedures. They analysed the present school situation and identified persons in the schools as well as in their local communities who could be of help in the development process.31

An important part of a successful implementation strategy is to identify the best mix and sequence of knowledge and acculturation sessions. The participants tried to identify what knowledge and skills classroom teachers and other school staff are most in need of to implement the programme effectively, but also what is needed to maintain their interest.

In the workshops the participants worked in small groups on specific case studies suggested by the participants themselves,32 and then introduced their cases to the larger groups and received feedback. The pace in all workshops was set by the participants themselves.

Comments to the workshops:

- Difficult and hard work faces those who commit themselves.
- The way towards Inclusive Education is not straightforward. Creativity is needed to find the tools that help pave the way.
- Everyone involved must study all aspects and let the process take the time it needs.

After receiving training, the principals selected the teachers who were to be responsible for developing an Inclusive Education programme in their schools, and sent them on three-week training courses. These were conducted by local key teams, supervised by one or two persons from NIES.32 Good teachers, in the sense of being...
active, creative, full of empathy and appreciative of children even if they are not the most clever ones in the class, are important for all children, but crucial when developing Inclusive Education. The criteria for the principals in selecting teachers for the workshops were the same.

THE ADMINISTRATORS' WORKSHOP
The management of how to plan and implement good Inclusive Educational programmes were the key issues during parts of the administrators' workshop. The focus was on organisational and managerial aspects in planning for Inclusive Education, where one of the lessons stressed the need for positive and realistic goals. The group work during these sessions centred on planning a development strategy that takes into account the participants' own situations. All planning activities received feedback from fellow participants and from course leaders. The workshops trained administrators in:

- Setting short- and long-term goals;
- Identifying people suitable for various activities;
- Recognising the strength they need to build up in order to succeed;
- Drafting the first few months of work, understanding that it has to be done and learn from the experience;
- Planning in detail of the first month of inclusion work;
- Taking the first step to initiate the programme in their communities.

Street children and child labour
In the context of rehabilitation models and the historical experience of labelling, a series of workshops held in 1994 raised issues concerning child labour and the educational needs of street children and other illiterate groups. The participants realised that underprivileged children make societies uncomfortable. The reaction of most ordinary people is to ignore the existence of these children, and disregard their needs when planning for educational services.

It is now recognised that underprivileged children make society uncomfortable.

The participants in this workshop were NIES personnel, regional education officers for pre- and primary schools, teachers at teacher training colleges for pre- and primary education departments, and key teachers and principals from the provinces.

During discussions it was highlighted that in Vietnam, all marginal groups have traditionally been rejected from the common educational community and given the message that they are better off if they are placed in segregated settings.

Separate special education and rehabilitation services offered in Vietnam and, for that case, in any developing society, is dominated by children who have been labelled. What it means to support such services was discussed in the workshops, and understood as disabling in itself. This applies to street children and child labourers as well. These children are marginalised, and it is therefore commonly believed that they must be
treated in the same way. The consequence of this thinking is that they themselves are to be blamed for their situation.

The participants were asked to give examples of institutions for disabled people, elderly people, the homeless or other marginalised groups, where people want to stay of their own free will. No one was able to suggest any such institution, and discussion automatically followed on why this is so. They suggested that the fact that people in institutions have no power, and never will have, and that these places are filled with people experiencing agony, fear and anger, resulting in feelings of hate to everybody and everything, probably was the reason.

The workshops focused on Vietnam's fast-growing problem of street children. These are children who are leaving their village homes to live in the streets in major towns, surviving through begging and stealing and other activities, nearly all of which are unwanted by the society and more often than not criminal. The participants discussed what could take the children off the streets, and away from activities that are not socially accepted, and keep or return them to their home communities. Most agreed that the answer would depend on how the community members function together. Very few believed that the children could be kept off the streets by a stronger police force. The answer for most was instead that people must make friends with each other and create functioning networks. It was understood that such networks are not the same everywhere, but reflect the differences between the distinct cultures that can exist even within one country.

The participants suggested that the best place to create such networks is in the schools, because a school is a place where social competence and capacity is being built, maybe the only place in a given society. It was realised that an important role of a school, in addition to providing knowledge and skills to the children, may be to furnish them with the capacity to become competent, caring citizens. A school must be a place where the children's capacities, not their deficiencies, should be recognised and developed.

Furthermore it was understood that literacy is a human rights issue and not a privilege for certain groups. The literacy movement was seen as a mission for everyone concerned in societal development. Literacy must be a community movement.

The implications are that schools have tremendous responsibility in enrolling and keeping children in the schools and in giving them relevant reading and writing opportunities.

The workshops provided the first opportunity for an open discussion in Vietnam of the controversial belief that anyone, with maybe a few exceptions, have the capacity to read and write.34

The need for texts on special education
Many participants expressed the need to train educational leaders on different levels en masse, by providing access to recent international research reports and other documents.35 There is also a need to provide teachers with opportunities to meet to discuss with each other, in order to share experiences and newly acquired knowledge on how to take effective action to change schools and enrol all kinds of children.

To acquire Inclusive Education is a radical step and implies that the role of the teacher must be redefined. The same is true for the educational programmes.

PRE-SCHOOL AND SCHOOL TEACHERS' WORKSHOPS
It is unrealistic and unfair to expect that ordinary class teacher would be able to include children with disabilities in the ordinary classroom without first receiving adequate training. Ordinary teachers must be provided with the training and resources they need to meet children's specific learning and behavioural needs. This training can come in many forms. This section outlines the methods used in Vietnam.
The early teachers' workshops were divided into two parts: in the first part, the consultant introduced the Inclusive Education concept. This was followed by sessions on the general and special education issues described below. The second part focused on different specific impairments, and was carried out by NIES officials. This part is the easiest one to carry out, and is not described further in this report.

The teachers' workshops were organised differently from those of the administrators, but the working procedures here, as in all courses, were participator-oriented in the sense that teachers had to discuss issues, come with suggestions and find solutions to different problems and obstacles.

One of the issues raised by the teachers, and discussed in depth, was individualised education. Many teachers believed that such education is not possible in big classes, and that it requires that the number of children are reduced. This notion rested on the assumption that individualised education means making individual programmes for each and every child in different subjects. Instead, participants were invited to consider individualised education as a way of giving children the opportunity to individualise their exercises, that is, to give them the means to influence their own learning situation. The following qualities were identified with this approach to individualised education:

- The students take responsibility for their own learning;
- The teachers help the children understand that they must help each other;
- The teachers task is to teach the children to cooperate, and to communicate with, and to learn from, one another;
- The teachers' time and engagement is distributed differently than in the traditional classroom situation. Most support and help is given to students in need of extra attention.

The teachers' workshops started with discussions on Inclusive Education in the context of human rights. This resulted in discussions of the factors leading to inclusion as well as to exclusion. It is essential to be able to recognise the traps and hinders on the way to inclusion.

Inclusive Education does not come about by itself. It must be brought about.

The workshops also underlined the importance of personal relationships in the development of the inclusion movement. As relationships take time to develop, existing relationships can provide great support to teachers welcoming children to pre-schools and schools. Children with disabilities or other difficulties have friends and families that provide an important support network. When introducing these children to a community school, it is only natural that they should be accompanied by their sisters and brothers and with other neighbourhood children.

Visits by rejected children
At an early stage in the district programmes, the workshops included visits by families with children who had been denied enrolment in schools because of disfigurements or physical anomalies that were not necessarily linked to physical or mental impairments. There were many cases of children being rejected on appearances alone.

The participants observed the students and talked with them, and interviewed the parents about their expectations and their children's abilities. The children were observed through their activities in games and in more traditional schoolwork such as drawing, reading and counting.

Before these observations and interviews took place, the teachers took part in lessons on how to carry out observation and what behaviour to look for. They were also informed about interview techniques and what they should concentrate on while talking with the parents. Specific stress was laid on what information children themselves
can give if the interviewer is prepared to listen to what they have to say.

These visits by children and their families formed the basis for discussions on individual differences among children, on how to adapt curricula and school routine and how to change and arrange classrooms to allow children with special educational needs to learn in the same classroom as other children.

Some general teaching guidelines were developed in the teachers' workshops. These included:

- Teachers should try to use low-cost teaching materials—such as things found on the ground, in the woods and in the homes—that can stimulate children's curiosity.
- As learning occurs via all the senses, teaching tools should be developed that promote learning by seeing, hearing, feeling, smelling, tasting and moving.
- The school day should be planned to allow a variation of activities. The best learning takes place when there are alternate activities between organised projects and free activities.
- When teachers teach new skills they should first present them in familiar contexts, using also skills that the child already has mastered. This approach lessens the child's uncertainty and frustration.
- It is important that children with difficulties are grouped with other children. At home these children may be isolated from other children. In school they need the security of a few classmates, and also to be involved in large group activities.
- Peer tutoring should be encouraged when helping a confused child organise his school days, practice newly learned skills and train in tasks like cutting and pasting.

One of the lessons of the workshops is that no child, disabled or non-disabled, is good at everything or bad at everything. This means that all children have the opportunity to help to their classmates and also to receive help from them.

**Consequences of learning difficulties**

The workshops continued with general knowledge sessions on different learning difficulties and their consequences. As a first step, participants were invited to distinguish impairments and disabilities from learning problems, and to accept that children cannot be considered handicapped simply because they have an impairment. An example of such a fallacy is the notion that children with impaired vision also have learning problems.

All lessons were practical, using sensory deprivation exercises to give the participants an idea of how it is to have a disability. For instance, participants were tasked with reading in poor lighting and with moving about blindfolded. In another exercise, a participant would sit blindfolded surrounded by a number of personal objects which other participants would try to snatch away. To illustrate loss of hearing, the participants had to try to follow a lesson with their ears covered. It is now recognised that many children who are disabled do not have learning problems.
To demonstrate the difficulties that people with motor problems face, the participants had to try to paint and draw with their arms trapped inside their shirts.

Important group discussions took place on how different difficulties were experienced. The possible psychological consequences that were likely to follow the different conditions were highlighted.

The emphasis of these sessions was on how disabled children are treated by other people, and what consequences this has on them socially as well as psychologically. The teachers realised that the values and attitudes of other people is the largest problem facing people with disabilities and other problems.

Initially in the workshops, participants tended to believe that inclusion depends on how disabilities are labelled and judged according to their degree or severity. After this session, these beliefs were questioned and understood as an issue to keep alive for further reflection and discussion. Labelling as such was understood as an unhelpful tool as it stigmatises children, which leads to prejudice, rejection and segregation. It was agreed that what matters for teachers is to find ways to help all children become active learners—not necessarily to learn the same amount of knowledge, to learn it in the same way or using the same specific methods.

The participants also had the opportunity to observe a fictive classroom situation, in which the participants played the role of school children at work in the classroom. In the role-play the participants were asked to draw pictures, and afterwards the ones who observed discussed what they had seen. The observations were compared and discussed with other situations in real classroom work.

One result of these experiences were discussions about the need to encourage creativity in the child, which in part means showing appreciation for students attempts, regardless of results, to do something well. Pupils cooperating and helping each other was also seen in a positive light, and not, as earlier, as a way of cheating. The advantages of peer tutoring as a method in inclusion was discussed, and it was suggested that teachers should try different ways to get children to help each other.

The evaluation of this led to further sessions on group processes. Having analysed their own groups and group-work, the participants were interested in learning how to use groups and group-work to strengthen children's identities.

All activities focused on recognising the needs of the individual child.

Many children in schools and in classrooms behave in ways that interfere with their own learning and sometimes with the learning of other children. The teachers discussed such difficult behaviour and how to manage it in school and classrooms. They gave examples from their own experiences of disruptive behaviour. These examples were discussed in work groups focusing on finding possible courses of action and solutions to specific problems. The results from these work groups were later introduced to and discussed in the main group. In this session the teachers discussed their role, and that of other persons or situations, in triggering disruptive behaviour in class.

Many questions raised in the workshops focused on the isolation of children with problems or difficulties. Because they are different from the other children, they are very often alone, and sometimes even rejected by their peers. The concluding workshops focused on how to involve the whole class in supporting these children.

**Peer interaction**

It was realised that the sound development of any child depends on the interaction with his peers, and that it is normal to be accepted sometimes and to be rejected at other times. When the ordinary school child suffers a negative experience, he can usually find support and comfort from other children. This is seldom possible for the child who seems different to his peers, because
he is not automatically felt to belong to the class. Until all children are included in the classroom community, some will always face rejection, cruelty and isolation.

To shed light on this instinctive rejection, participants were invited to discuss their own fears. If teachers are to be able to help children discuss their fears in class, they must first acknowledge that everyone, themselves included, carry around fears. Even if we do not like to admit it, we all carry within us attitudes and values that hinder our acceptance of all children as they are. To overcome our prejudices, we first have to acknowledge them. When a new child who is a bit different is introduced to a class we are all, adults as well as children, reluctant or even afraid of him. Among the questions raised in the group discussions were the following:

- Why do I think I am scared?
- If I gave birth to a child who is different from others, what would I like his or her life to be?
- How would I like to live my life if something happened to me that made me less capable than today?

It is important to realise that it is the good principals and the good teachers who can create safe and good learning environments. Such school environments have managed to involve all students and encourage them to see themselves as responsible and resourceful and as capable of contributing to all activities. This implies awareness that all children can learn and benefit from others.

It also means that the ‘normal’, the able-bodied, need those who are not if they are to appreciate life fully and to reach a more complete understanding of life.

It is as much taking as giving when sharing life with all kinds of children in the classroom. We are all gifted in some way, in mathematics or writing poems, in story-telling, in being good friends or in just smiling.

**Commitment to share workshop experiences**

All teachers who took part in a workshop made a commitment to conduct short training courses for all teachers in their schools as soon as they returned. They were to concentrate on the background issues of inclusion. These local training courses lasted one to three days. Teachers from the various schools in a district involved in the programme were also to meet, at least once a year, to discuss common issues. Each year the provincial directors of education send instructions to all schools in the their districts. In recent years some directors have included in their instructions the message that Inclusive Education is a priority in the provincial schools, and that it is the duty of the teachers to strive towards the goal of including all children in the local school community.

**DEVELOPING CHILDREN’S NETWORKS**

As was discussed in the different workshops, many children feel frustration and failure because they are not admitted to schools or because
they feel rejection within the school system. To help inclusion become a reality, children must help each other, and network development is one of the steps in this process. In such networks, the school children themselves are fully involved in planning activities and in helping their friends who need support and care. One of the lessons of the workshop was that the children themselves constitute a powerful but little used resource.

Many disruptive children are bored in school, because they do not feel that the school responds to their need. They often drop out, or are sent away from school for exhibiting a behaviour that only signals that there is something wrong with the system. These children, if entrusted with useful tasks such as taking care of less capable peers, can feel that school is a meaningful place to be in. It is also an economically sound strategy to use the huge resources that the children in a class represent.

Participants were asked what the specific networks in their schools would look like. From the pre-school and school point of view, the networks were seen as building commitment between friends.

The first step in building commitment through networking was to find out the specific needs of the child who will receive the extra help. It was understood that teachers and peers need to get to know the child, and become familiar with his or her strengths and weaknesses, dreams and fears. This means it becomes necessary to engage the parents in the process.

There are no ready-made answers on how the network should look. The specific network solution must be worked out with all the persons concerned. The child is in the centre of the network and should be involved and present whenever his matter is on the agenda.

It was questioned as to whether a child with more severe disabilities would benefit from being involved. The fact is that we do not know but we have to assume that it is possible.

To believe that everything is possible when starting Inclusive Education is a strength.

Nothing we have learned gives us reason to believe that there is ever any justification for rejecting a child. Many experiences show that children know much more than we believe they do, and understand things which we never thought they were able to.

The role of parents and other family members

Parents have an important role to play in the Inclusive Education programme and must be invited to the network development process. The parents who have taken part in Inclusive Education strategies in Vietnam were asked what they wish for their children. Only when asked do they express their feelings and wishes. Their responses show that this was the first time they had ever been asked about their desires for their disabled child and had been listened to and understood. The parents invariably expressed relief. It was a revelation to the participants to hear that the parents' wishes were no different than those they have for their own children—that they wouldn't be rejected, that they would have friends, etc.
Mutual commitments on the part of parents and school authorities are important to weld the parents' determination to help in accomplishing Inclusive Education.

Parents who feel involved are usually cooperative and useful, and ready to support and help the teacher in his work. Furthermore, the child will learn better if he feels that the parents support the school.

Each child who needs help in some ways must have people around him who are responsible for the development and maintenance of the different parts of their individual programme. These people could form a core team that meets regularly to discuss and follow up on the child's progress.

Parents and other family members such as siblings or grandparents are important members of the team planning the network, the adaptation of curricula and the order of daily routines. The team should also include the child himself, his teachers and the school principal as well as peers involved in the network. Some teams might need a person from the health service or some other public service. There are many possible combinations, and how the teams finally will look like depends on the actual situation.

The Inclusive Education approach is not a simple formula. It is a journey during which lessons from the past are learned.
A central lesson of the Vietnamese experience is that there are no ready-made solutions to how to implement Inclusive Education. Instead it is a journey where lessons from the past are learned, and where problems are solved as they come along. It evolves out of people's creativity and cooperation. Brain storming and discussions about fears are natural in the course of the development of the local programmes.

Key teachers in Vietnam have been trained with the aim to facilitate the Inclusive Education movement. Given the difficulties Vietnam faces in providing sufficient school teachers, a problem it shares with many other developing countries, it is difficult to release teachers working in schools to work as facilitators of Inclusive Education. Today these key teachers face the multiple tasks of working with their own classes, training other teachers at the same schools and participating in training courses organised by the district educational services. In the future, it is desirable that at least one key teacher in every district is released to function as facilitator of Inclusive Education.

This booklet is not meant as a step-by-step guide. It's purpose is to touch on some important aspects, and to raise some equally important questions, about the way, or maybe several ways, that lead towards Inclusive Education.

"The Inclusive Education approach is not a simple formula that can be written down on a sheet of paper."

Finally, the importance of an early introduction of the Inclusive Education strategy to teacher training colleges must be pointed out. In Vietnam this didn't happen until 1994, when three colleges included courses in special education in their ordinary teacher training curricula for pre- and primary school teachers. As the first teacher students that have complete these courses have not yet graduated, the results remain to be seen.
References and other relevant literature


Barton, L., Lecture delivered at the Department of Special Education, University of Gothenburg, February 1995.


Examples of Good Practice in Special Needs Education & Community-Based programmes (UNESCO: Paris, no year).


Notes

1. NIES is a research unit under the Vietnamese Ministry of Education. Its offices are located in Hanoi.
2. Rädda Barnen is the Swedish name of Save the Children Fund, Sweden. The Reports are available at Rädda Barnen’s office in Stockholm.
3. The staff at NIES have all received their special education training in the former Soviet Union. The Soviet understanding of rehabilitation and special education services was, and in Russia still is, based on the defectology approach. This approach places the main emphasis on understanding the impairment itself. In practice, this means the rehabilitative effort is focused on adapting the individual to fit the environment, rather than the other way around.
4. The Community Based Rehabilitation (CBR) concept is described in various ways in different documents but in this text it is interpreted as in the United Nations Development Programme (UNDP) publication *Prejudice and Dignity* (Helander, 1994): “The CBR strategy is an effort to design a system for change—for improving services delivery in order to reach all in need, for providing more equal opportunities and for promoting and protecting the human rights of disabled people” (p. 5).
5. I have chosen to use the expression “Third World” in this text because the expression “developing countries” is value laden, as it suggests a progression of less and more developed nations that fails to view the development over time and in space.
6. UNESCO stands for The United Nation Educational, Scientific and Cultural Organisation.
7. The final report on the Consultancy Period 1984–88 by the author is the property of SIDA, which is the Swedish International Development Agency.
8. The National Institute of Education (NIE) in Colombo trains ordinary school teachers in special education strategies. The responsibility for the Inclusive Education movement lies, since early 1990, with the Provincial Education Authorities.
9. Barton, L. was guest lecturer at the Department of Special Education, Göteborg University, on 5–6 February 1995. Among the issues he raised in his lectures was the economic challenges to educational development.
10. This aspect is discussed in *Education in the Developing World: Conflict and Crisis* (Graham-Brown, 1991).
11. “Mainstreaming” refers in this text to education services developed equally within the same school system for all children of the same age.
12. “Miracle methods” refer to the establishment of all kinds of specialist services established in segregated settings on the premise that disabilities can be remedied. This approach dominated rehabilitation through the early 1970s.
13. This aspect is discussed further in *Prejudice and Dignity* (Helander, 1994).
14. This is explained in *International Classification of Impairment, Disability and Handicap*. (WHO, 1995).
16. Education being one of the activities.
17. See “School integration—its meaning and consequences” (Emanuelsen, 1993): “I think it is urgent to stop talking of integration as a kind of measure or method, and definitely to stop using the label integrated on individual persons” (p. 6).
18. This refers to children who are disabled or who belong to other marginalized groups.
19 Each individual's intellectual potential is within him/herself from the beginning, a genetic inheritance. Everyone has a different potential, and its development depends on the interplay with, among other things, the social environment. Among the ones who argues this is Bruner.


21 The document is available from UNESCO in Paris.

22 Among other researchers giving theoretical explanations about the importance for children to develop together with each other are Vygotsky, Ellström and Bergrström.

23 The background material to this chapter is gathered from Insight Guides: Vietnam (1993) and from newspaper articles, interviews with officials at NIES, and Rädda Barnen officers in Vietnam, as well as from own observations during consultancy visits.

24 Helander, E., and O'Toole, B. both explain how to train personnel for CBR.

25 The health part of CBR was introduced in Vietnam in 1987.

26 Former Saigon.

27 This aspect is argued by Söder 1978.

28 One of the documents is the 1994 Salamanca Declaration, available from UNESCO.

29 Disability, Liberation, and Development (Coleridge, 1993) describes these three models in detail.

30 Some of this material was also introduced in the teachers' workshops.

31 When planning the administrative part I had help of The Logical Framwork Approach, published by the Norwegian Agency for Development Co-operation (NORAD) and of Action for Inclusion, published by Inclusion Press in Canada.

32 Some examples of case-studies were: how to introduce inclusive education into a training-colleague; how to include a mentally retarded child in an ordinary class-room; how to introduce Inclusive Education to a commune; and how to renew an entire school.

33 These first courses were conducted by NIES personnel in cooperation with some earlier-trained local staff.

34 This issue is important, and will be one of the topics in coming workshops where contemporary research will be accounted for.

35 Since early 1995, Rädda Barnen, through the Department of Special Education, Göteborg University, provides NIES with reading material, including research reports, articles and country reports.

36 Examples of obstacles raised by the participants were attitudes of parents of non-disabled school children and others, rigid curricula and difficulties in reaching school faced by children with physical disabilities.

37 Peer tutoring refers to arrangements whereby one or more students help a classmate with his schoolwork.
The Inclusive Education movement can be described in many different ways. The specific focus of this report is how Inclusive Education has been developed in Vietnam between 1991 and 1995, encompassing the whole span of the programme from inception to present day.

The material is presented in four chapters. Initially a historical background is provided, which describes the Inclusive Education strategy from an international perspective. In the following country report the Vietnamese educational system is outlined, providing the context for the programme. The development of Inclusive Education in Vietnam is then described and the report sums up with a description in detail of the programme, including summaries of different workshops.