

Annual Report

2019



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1. INTRODUCTION

The Research Center for Inclusion (RCI) is legally registered in 2018 with the Vietnamese Ministry of Science and Technology in Vietnam as a Vietnamese non-governmental organization (NGO). RCI is under coordination and management of the government focal point of Southeast Asian Research Association of Vietnam (SEARAV).

RCI aims to improve quality of life of persons with disability, in particular children and persons affected by leprosy, through research and advocacy on disability, inclusive education, inclusive health, social inclusion and community-based rehabilitation. By focusing on these areas, RCI gathers evidence for advocating stronger implementation of disability policies; improves access to quality inclusive education for children with disability; improves quality of health care and rehabilitation services for persons with disability; and enhances participation and involvement of persons with disability in community activities.

2. MISSION AND VISION

Vision: RCI envisions a world in which people with disability, including children and persons affected by leprosy enjoy equal rights and full inclusion in society.

Mission: RCI mobilizes resources and implements interventions with specific attention to research, innovation and technology to enhance independence and social inclusion of people with disability, including children and persons affected by leprosy.

3. HISTORY OF RESEARCH CENTER FOR INCLUSION

RCI is formerly known as Netherlands Leprosy Relief – Mekong Region (NLR Mekong). NLR has operated in Vietnam since 1981 and NLR Mekong has since 2012 managed programs in Cambodia, Myanmar, Vietnam, China, Laos and Thailand. Initially NLR supported leprosy disease control projects in the region, but more recently shifted towards projects for disability and inclusion of persons with disability, including those disabled by leprosy.

As part of the plan by Netherlands Leprosy Relief to localize its country offices, NLR Mekong became a local NGO at the end of 2018 and RCI continues NLR Mekong's expertise, experience and network established throughout 35 years in Vietnam.



4. OFFICIAL LAUNCHING OF RESEARCH CENTER FOR INCLUSION

On 18 October 2019, the launching ceremony of RCI was successfully organized with more than 60 people attended. This event was categorized in two main sessions:

- (1) Positioning RCI (history, strategies and key activities) and
- (2) Inclusion in the context of Viet Nam (various presentations about inclusions from key note speakers coming from NGO sectors, government sector and representative for children with disabilities).



At this event, RCI exhibited key achievements of many projects that have been operating in Viet Nam for more than 30 years via infographic on the standee. Additionally, the most impressive photos from Photovoice Collection were selected and exhibited to reflect the voice of children with disabilities. In addition to presentation from RCI about the research findings and presentation from Action to the Community Development Center (ACDC) about Inclusion, RCI invited representative of Department of Children Affair to shed a light from government's perspective about the progress of supporting children with disabilities in Viet Nam. RCI wanted to emphasized the importance of having all stakeholders involving in the work toward inclusion. Lastly, the presentation in sign-language by a girl with deaf, a beneficiary of Blue Dragon Foundation, talking about "The garden of Inclusion" helped people understand more clearly about the wish of children with disability. And the needs as well as the wishes of people with disability were clearly reflected through the documentary film A dream of an Inclusive world that RCI gathered the voices of people with disability and key experts in the field of disability.

The opening speech from RCI's director, following by speeches from key donors (Netherlands Leprosy International and Liliane Fonds) provided a comprehensive picture about RCI's mission and vision.



The ceremony left great impression for all participants as it was very well-organized with rich information about disability inclusion. The event ended with a drum performance from RCI's team members that made all participants once again impressed and inspired.



5. STRATEGIC PLAN

In Vietnam, there are 6,225,519 persons with disabilities (accounted for 7.09%), in which 671,659 children aged 2-17 and 5,553,860 people aged 18 years and older. *Though PWD accounted for a large proportion of the population, they are yet to receive equal treatments, opportunities to fully develop self-potentials to participate independently and equally in the social sphere.* RCI has identified a number of challenges in the field of disability including:

- Gap in disability research
- Inclusive education is far from meeting children with disabilities needs
- Inclusive health is yet to be effective
- Persons with disabilities have not been fully integrated into social and political spheres

Based on these issues, RCI has developed our strategic plan for the year 2020 -2025 with the focus on 4 priority programs comprising: Research (1) – Inclusive Education (2) – Inclusive Health and Community Based Rehabilitation(CBR) (3) – Social Inclusion (4).



Details of the priority programs are presented as below:

PROGRAM 1: RESEARCH, PUBLICITY AND ADVOCACY ON DISABILITY ISSUES

Objective: Comprehensive data on disability issues and effective interventions in the areas of social care, inclusive education and social inclusion of people with disabilities constructed and communicated to relevant actors.

1. Conduct research, studies on disabilities
2. Publish research results national and internationally
3. Establish a related- disability platform in Vietnam
4. Engage with policy makers and networks for better policies influencing.

PROGRAM 2: INCLUSIVE EDUCATION

Objective: Improved access to quality inclusive education for children with disabilities in targeted project sites (North, Central and South regions of Vietnam)

1. Provide support to build a more inclusive education environment in the mainstream schools.
2. Strengthen operations of inclusive education centers for supporting inclusive education.
3. Support to strengthen partnership between special schools and mainstream schools.
4. Advocate for and promote a comprehensive sexuality education
5. Support establishment of Support Units for inclusive education within mainstream schools premises.

PROGRAM 3: INCLUSIVE HEALTH AND COMMUNITY BASED REHABILITATION (CBR)

Objective: Improved quality of care and rehabilitation services to people with disabilities in RCI project locations with enhanced capacity of care givers and advance technologies.

1. Raise public awareness improved rehabilitation services at national and community levels
2. Strengthen skills of care givers, people with disabilities and family members on care/self-care, and rehabilitation of people with disabilities.
3. Bridge and connect people with disabilities led organizations with employers, policy makers, other networks and social forum

PROGRAM 4: SOCIAL INCLUSION

Objective: Enhanced integration of people with disabilities, including leprosy-affected people with disability to social and political spheres at local and national levels

1. Enhance access of people with disabilities and leprosy-affect persons with disability to social life and public services.
2. Create more job opportunities via different means.
3. Support people with disabilities' involvement in political and policy making processes.



6. RESULTS by PROGRAM AREAS

In this section, we highlight the achievements made in 2019 across the four key program areas including: Health & Community Base Rehabilitation – Inclusive Education – Inclusion – Research. The work of RCI to enhance independence and social inclusion of persons and children with disability is based on the fundamental recognition that all human beings are entitled to the universal right to health, education and participation. Thus, our programs are designed to address persons with disabilities' needs while at the same time intensifying inclusive values within communities – by growing disability awareness, strengthening rehabilitation programs, deepening collaborations, develop database system and boosting person with disabilities' competences.

HEALTH & COMMUNITY BASE REHABILITATION (CBR)

PROSTHETIC CARE FOR LEPROSY AFFECTED PERSONS

Leprosy is officially eliminated in Viet Nam, with the prevalence is lower than 1 in 100,000. However, leprosy affected people have permanent nerve damage, minor cuts and abrasions on fingers and toes that can often turn into gaping or inflamed ulcers. Therefore, there is a strong need to turn attention to fulfil the physical and social needs for those affected by leprosy. Particularly, protection of the feet is crucial in order to prevent injury or deterioration of ulcers and wounds. Thus, Prosthetic Care for Leprosy Affected Persons aims at providing necessary prostheses for our beneficiaries living in leprosaria in Viet Nam. The project is funded by Peerke Donders Stichting (PDS) from the Netherlands.

RCI is currently working with stakeholders nationwide of Vietnam, including the North, Central and the South:

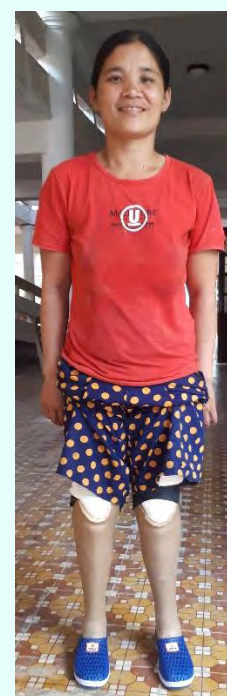
- The North of Viet Nam: RCI worked with our partner – Hoan Hao orthopedic workshop with technicians who are people with disabilities. They travel to leprosaria with RCI program officers to meet persons affected by leprosy and cast orthopedic prostheses for them then return other days with finished shoes. Technicians from Hoan Hao also help repair/fix orthopedic prostheses for persons living in leprosaria.
- The South of Viet Nam: RCI operated the project with our local partner – Ben San Leprosaria. RCI supports Ben San Leprosaria for partial production and repair prostheses costs. The remaining costs are provided by the leprosaria.
- The Central of Viet Nam: RCI worked with Quy Hoa National Leprosy Dermatology Hospital and RCI only partially supported the cost of producing prostheses. The other costs are borne by the hospital.



Prostheses Care Project has brought tremendous impact to the lives of person affected by leprosy. Firstly, prostheses help to prevent impairments and secondary deformities. Secondly, they help facilitate physical functioning of leprosy affected people. Therefore, with the prostheses, persons affected by leprosy can walk, work and take care of themselves independently. Without the support from Prostheses Project, most of the leprosy affected people cannot afford the cost of having new prostheses. As a result, the quality of such persons may decline rapidly. During our field visit to the leprosaria, RCI team met many cases that receiving the prostheses enabled the beneficiaries to restore their physical well-being and integrity. They could return to their active normal life such as having a job, having stable incomes, having a family...In the past, leprosy patients used to be forced to leave their hometown, some were admitted to asylum. Now, although there is still stigma, former leprosy patients can become active members of the community, where they can contribute to their families and community just like many others.



Technician from Hoan Hao orthopedic workshop is fitting prosthetic for person with disability affected by Leprosy



People with disability affected by Leprosy received prosthetic from PDS's program

Figure 1: Statistic of beneficiaries in 2019

	<i>Female</i>	<i>Male</i>	<i>Total</i>
Number of beneficiaries	69	121	190
Number of prostheses	76	132	208



COMMUNITY BASE REHABILITATION PROJECTS (CBR Projects)

Community Base Rehabilitation Projects are among key pillars of RCI in supporting persons with disabilities through multi-facet interventions including health – education – livelihood – social – empowerment. The project is funded by Liliane Foundation from the Netherlands.

At present, the CBR project is implemented in partnership with Partner Organization in Cambodia, Myanmar and Viet Nam. The key role of RCI as a Strategic Partner Organization is to provide annual financial support, technical advices and capacity building to all partners. This regional network enables each partner to benefit from each other' expertise and to have access to multiple funding and learning opportunities. The annual projects in Cambodia, Myanmar and Viet Nam address the needs of children and persons with disabilities in respective countries by making optimum use of local resources while at the same time, ensuring their participation and inclusion in society as well as enhancing their quality of life.

Figure 2: RESULTS IN 2019 - RCI AND PARTNERS

	Cambodia	Myanmar	Vietnam
Number of Partner Organizations	5	2	6
Number of children with disabilities benefit from projects	<i>to be updated</i>	<i>to be updated</i>	<i>to be updated</i>
Funding allocation	50,000 EUR	30,0000 EUR	125,015 EUR

CBR PROJECTS IN CAMBODIA

The annual CBR projects are implemented by 5 Partner Organizations who are:

- Veteran International Cambodia (VIC)
- Marist Solidarity Cambodia (MSC)
- Rabbit School (RS)
- Disability Development Services Program (DDSP)
- Capacity Building for Disability Cooperation (CABDICO)

Cambodia is subject to a number of risk factors which lead to a high prevalence of disability. Persons with disabilities face many barriers including physical, social, economic and attitudinal. They lack access to appropriate, quality and affordable healthcare, rehabilitation, education and disability services. These prevent person with disabilities from full and effective participation in society. Although the Law on the Protection and the Promotion of the Rights of Persons with Disabilities was approved in 2009, the enforcement of this law is still an on-going issue with regards to employment, health, education, rehabilitation and public accessibility.



Understanding the needs of children and persons with disabilities in Cambodia, our POs' annual projects focus on providing assistive devices, promoting inclusive education and social participation. VIC is a leading organization in producing wheelchairs and crutches for children with physical disability. These assistive devices help maintain or improve their functioning and independence so as to facilitate participation and to enhance overall well-being. Similarly, MSC and CABDICO are have rich experiences in providing rehabilitation services such as physiotherapy, speech therapy, occupational therapy at grass root level. Remarkably, Rabbit School has outstanding achievements in integrating children with special needs in mainstream school.

At present, there are over 500 children with intellectual disability studying at Rabbit School. Moreover, they have been proactively engaging in advocacy activities, aiming at promoting the rights to education of children with disabilities in Cambodia. In Pursat province, DDSP also promote integrated classes for children with disabilities at mainstream schools. Besides, DDSP offers day care programs to meets the needs of children with disabilities through comprehensive individual plans of care that include a variety of health, educational, social and related support services. These activities contributed largely to the protection of the rights of persons with disabilities and advocate for the better implementation of UNCRPD in Cambodia.



A children with disability received a wheelchair in Cambodia



The most significant of change (MSC) in Cambodia:

Long term intervention lead to sustainable success



Keo Srey Pov used to be a child with deformity physical disability from Khmot village, 95km away from Phnom Penh city. Before receiving support and intervention from VIC, it was very difficult for her to walk and do other physical activities. Her family had very unstable income that they could not afford the rehabilitation services. However, since Srey Pov was referred to VIC, she received lots of treatments and rehabilitation programs. VIC also encouraged her to continue her study in secondary school and university with the support of VIC and Liliane Foundation for her school support. She is now able to walk confidently without pain and difficulties like before. Srey Pov becomes a clever student studying finance at university in Phnom Penh. She has a bright future ahead and she believes that she can find a good job and live a life she wants.

CBR PROJECTS IN MYANMAR

In Myanmar, there are 2 Partner Organizations including The Leprosy Mission Myanmar (TLMM) and Eden Centre for Disabled Children (ECDC) who have accumulated experiences in supporting persons affected by leprosy and persons with disabilities.

Statistics from Myanmar showed that there are approximately 2.3 million people with disabilities, which equivalent to about 4.6 percent of the population. Furthermore, there are about 100,000 individuals are living with consequences of leprosy with limited support. A National Disability Survey showed that 52% of persons with disabilities do not attend school and only 1% can access to education. Reports from UNICEF also found that 67% of children with disabilities are out of the formal education system and do not attend school. Although Myanmar government ratified United Convention on the Rights of Persons with Disabilities, understanding and awareness towards disability is very limited. Particular, the classification of disability is not well-practiced and there is a lack of qualified people can provide disability identification as well as supporting and accommodating disability in society. Especially, the majority of service provisions for people with disability in Myanmar is based in Yangon, therefore, which lead to greatly inaccessible to people with disability living in rural or remote areas.



To address this gap, TLMM and ECDC are implementing various projects providing inclusive rehabilitation services based on the needs of children with disabilities and the community.

TLMM is a leading organization in supporting persons and children affected by leprosy in Myanmar. TLMM is now managing 15 Disability Resource Center (DRC) across the country to provide rehabilitation services for children with disabilities and training on physiotherapy for caregivers.

ECDC offers a range of comprehensive rehabilitation programs for children with disabilities including the Day-care program, inclusive education, assistive device, self-help groups, and humanitarian aids and inclusive community development. Children with disabilities in ECDC's project site have access to day care center where they can participate in various activities such as basic education, physical and occupational therapy, sport, art and life skills.



A physiotherapy technician is helping children with disability with rehabilitation exercise for hand in Kalaymyo - Myanmar



A class with sign language symbol on class's wall for deaf children in Kalaymyo - Myanmar



MSC in Myanmar: The power of community work at Kalaymio, Myanmar



La Ram Ruata is a bright boy with no arm since he was born. He is now receiving school support from ECDC at his hometown in Kalaymyo. When he was at the age of going to school, there was no school accept his enrolment because of his disability. They assumed that he cannot write without arm. Recognizing this case, the director of Disability Development Initiative, a partner of ECDC had successfully advocated the school to accept his enrolment. Since then, he studies diligently at school and he learnt to write by his foot finger. Lesson learnt from La Ram Ruata is that we need to believe in

children's ability despite their difficulties. A strong action in time is necessary to ensure that children's right to education is guarantee and more than that, open opportunities for them to grow like any other children.

CBR PROJECTS IN VIET NAM

In 2019, RCI continued its partnership with 6 Partner Organizations who are:

1. Microfinance and Community Development Institute - MACDI
2. Office of Genetic Counselling for Disable Children - OGCDC
3. Nguyet Bieu Social Protection Centre Home of Hope – Nguyet Bieu
4. Quang Tri Charity Association – QCA
5. Children of Viet Nam - COV
6. Viet Nam Health Improvement Project -VNHIP

In Viet Nam, most of our POs have placed a strong focus on promoting rehabilitation and social inclusion for children with disabilities.



Regarding rehabilitation activities, our PO - QCA cooperated with Trieu Phong Health Centre to set up Rehabilitation Office in Trieu Thuan commune so as to provide an accessible place for children with disabilities at commune level to have better and more frequent rehabilitation activities. The Rehabilitation Office has two staff: one social worker and one health staff of Trieu Phong Health Center. QCA has been training these two staff to ensure they can provide quality services to children with disability. Similarly, other POs such as OG CDC, Nguyet Bieu, VNHIP, COV, MACDI are very active in providing physiotherapy, speech therapy, occupational therapy and assistive devices to maximize physical functions of children with disabilities and their capacity to participate in daily life activities.

In order to promote social inclusion, our POs including MACDI, QCA, VNHIP, COV organized various types of exposure trips for children with disabilities in their project sites. For example, VNHIP took children to Vinpearl Nam Hoi An, a very well-known resort with lots of entertainment activities for children to learn such as paper making, silk weaving, pottery make and other traditional art. OG CDC also organized football competition which created lot of joy and excitement for children with disabilities. Through the activities, our POs observed that children with disabilities, just like any other children, are very interested in recreational and fun activities. However, due to family conditions and barriers to participate in social activities, they do not have many opportunities to play and learn. Thus, RCI and POs wanted to create fun activities in combination with learning sessions for the children to play and learn at the same time. Additionally, RCI and its partners also promote the participation of families and community through frequent meetings of self-help groups and consultation their opinions in all project activities as these are the projects started from the community and for the community.

MSC in Viet Nam: The joy and happiness of teaching children with special needs.

Ms. Pham Thi Thao is a teacher at Future Special School for 19 years since the establishment of the school in 2001. Her students are children with intellectual disabilities, down syndrome, cerebral palsy, children with autism. Ms. Thao shared that teaching children with special needs requires lots of perseverance, love and determination. However, it rewards with tears of happiness to see the improvement of the children when they are able to feed themselves, to write first words and to hear them calling teachers' names. She emphasized that teachers need to put themselves in children's shoes, to truly understand their needs and their difficulties so that they can help them effectively. Ms. Thao wished that community will have better understanding about disability and that persons with disabilities can participate in society with equality and joy.



INCLUSIVE EDUCATION

INCREASING THE PARTICIPATION OF CHILDREN WITH DISABILITIES IN INCLUSIVE EDUCATION

The Increasing the Participation of Children with Disabilities in Inclusive Education is a three-year project (2018-2020) funded by Liliane Foundation. The project's goal is to ensuring children with disability in Da Nang, Quang Tri and Hoa Binh are in primary and secondary schools attaining quality inclusive education. The project's initial focus will be on primary education and in a later stage also include secondary education. RCI has been implementing this project with three Partner Organizations: MACDI (*Microfinance and Community Development Institute* in Hoa Binh) - QCA (*Quang Tri Charity Association* in Quang Tri province)- VNHIP (*Vietnam Health Improvement Project* in Da Nang).

In 2019, in order to achieve the project's goal, our POs executed wide range of activities to strengthen the capacity of mainstream schools to respond to diverse needs. The manual/handbook on inclusive education was fully developed with details instruction on teaching children with special needs, which cover all types of disabilities. Various trainings on the topic of teaching methodology for children with special needs were delivered for 112 teachers at the 3 project sites. Additionally, some learning visits were organized by QCA and VNHIP to different organization specialized in special education such as Ki Anh Foundation; Dang Nang Support Center for Inclusion. Different from QCA and VNHIP, MACDI wanted to learn from schools who have supporting policies that teach children with special needs in Tuyen Quang, so that they can lobby for the same practice in their project sites.

School infrastructures and school culture is indeed important to motivate children, especial children with disability to go to school. Thus, the project wants to improve accessibility of the schools at project sites by installing ramps, accessible doors and sinks. With regards to the practice of inclusive culture at schools, MACDI invited teachers to participate in a competition to share about inclusive values in schools. The results showed that it is importance for the school leaders, teachers and students to understand inclusive values how to integrate it into the curriculum. For example, child-to-child support is one of the ways for children with and without disabilities to learn together and support each other. This practice is applied in Quang Tri where children with disabilities are assisted by their peers without disability in learning mathematic and Vietnamese.



At the same time, collaboration and networking are strongly promoted to enhance multi-sectors' coordination in mobilizing resources for creating disability friendly and inclusive schools and classrooms in the 3 project target provinces. Specifically, QCA has established the coordination mechanism of transitioning from special education to mainstream schools by working closely with Department of Education and Training in Quang Tri to establish a core group of project trained teachers who aim to support teachers of other non-project schools. Several dialogues and discussion were held to share knowledge on behavior management in class with Ki Anh Foundation. Especially, all the good practices from the projects are documented by our POs through different channels and forms such as publishing an article on local newspaper in Hoa Binh about lesson learnt from the project by MACDI; or VNHIP and QCA made a documentary film about school support and the impact of inclusive education on children with disabilities.

The participation of children with disabilities and parents' involvement in children's learning is a key factor to facilitate effective education. As such, our POs have initiated a number of activities focusing on child participation. For example, QCA has organized a training for children with disabilities on group work and how to use money. Similarly, to prepare children to become independent, MACDI organized training on injuries prevention and sexual abuse prevention. VNHIP also organized an exposure trip combined with life skills sessions so that children could play and learn at the same time. These are essential skills to prepare children to enter adulthood life. For the sake of providing technical support for the development of transition planning to mainstream school, VNHIP set up Inclusive Education support rooms at different primary school in project site while QCA assisted school teachers to develop individual education plans for pupils with special needs.



Training in life skills for children with disabilities in Quang Tri



The project created many social and cultural events for children with disabilities and their families to attend such as Children's day, Mid-Autumn Festival, Lunar New Year. These events are bridges to connect children, families and community together to bring about harmony and joy, especially for those who facing adversity.

A mid-term review was executed in March 2019 to evaluate the project's achievement and impact and to lay the basis for follow-up plans after the project. The mid-term report showed that after two years implementing the Inclusive Education project, there has been positive and effective impacts on the participation of children with disabilities in education in the three province Hoa Binh, Quang Tri and Quang Nam. In 2019, the percentages of teachers trained on inclusive education in Hoa Binh, Quang Tri and Quang Nam are 46.11%; 55.88%; 63.37% respectively.

This ratio has been increased significantly compared to the initial assessment in 2017. Results also indicated that over 90% of children with disabilities in the project sites are attending inclusive education. However, only 56.56% of children with disabilities are taught by trained teachers, leaving urgent needs to provide more trainings to teachers at mainstream school. More importantly, parents, teachers and community have significant changes in their awareness about disability and the role of education to the development of children with disabilities.

Figure 3: The pathway leading to changes in the systems

Pathway of changes		
Changes in the students	Changes in the families	Changes in the education system
Students with disabilities feel more confident and comfortable in studying at mainstream school.	Family members become more supportive towards children's learning progress.	Teachers are equipped with better skills and knowledge in teaching children with disabilities
Students with disabilities have made positive progress in learning.	Parents of children with disabilities cooperate well with schools.	Accessible infrastructure has been installed and much appreciated by students with disabilities.
Students without disabilities are more willing to help and care for their peers with disabilities.	Parents of children without disabilities have better understanding about disability, thus, have a more positive attitude toward children with disabilities.	Collaboration between special schools and mainstream schools were established, which brought great benefit in sharing experiences and supporting each other in providing education for children with disabilities



GOOD PRACTICE:**Home tutoring for children with intellectual disabilities for better study at school.**

Recognized that children with intellectual disabilities encounter more difficulties at school while parents are too busy with making ends meet to assist their children, our partner in Quang Tri – QCA came up with an initiative to support children to study at home. QCA invited a teacher from Support Center for Children with disabilities to teach 5 children with intellectual disabilities at home. Twice per month, the teacher came to each child's house and support the children with their studies including doing homework, follow the lessons in class. She also taught the children basic life skills. More importantly, the teacher guided parents of children with disabilities on how to communicate and support their children to study at home. After 5 months providing home support, these children have remarkable improvements. They showed improved capacities in reading and doing math. More than that, they became more confident and have better respond to people. These are very positive signs for the families to maintain motivation and hope in supporting their children to integrate into society.



WE RING THE BELL FOR THE RIGHTS TO EDUCATION OF CHILDREN WITH DISABILITIES

WE RING THE BELL is an annual campaign initiated by Liliane Foundation to promote the rights to education of children with disabilities. This campaign has been implemented for 3 years globally and has received positive attentions worldwide which resulted in many changes in the implementations of children with disabilities' rights to education, especially in ASIA, LATIN –AMERICA and AFRICA.



In 2019, We ring the Bell was organized at Xa Dan Secondary school, the only inclusive school in Ha Noi. The event involved the participation of Xa Dan Secondary school's teachers, representatives KOIKA (Korean International Cooperation Agency), from Parent Association, Viet Nam Relief Association for

Children with disability. Most of participants, especially parents, children and teachers shared positive impression on the event and the contents of the manifesto.



MANIFESTO

9 OUT OF 10 CHILDREN WITH A DISABILITY ARE NOT WELCOME IN SCHOOL.

Countries have mutually agreed* that it should be possible for all children to go to school no matter what. So this includes children with a disability. But precisely this vulnerable group is commonly left behind at home. And if we don't act, will also be left behind in life. We are sounding the alarm bell, and say:

ALL CHILDREN ARE WELCOME TO SCHOOL, INCLUDING CHILDREN WITH A DISABILITY.

Hence 10 urgent action points:



1. All children want to be able to reach school.

Provide children with a disability (adapted) transport to school.



2. All children want to be able to enter and pass through the school.

Make school buildings, furniture and grounds accessible for children with a disability.



3. All children want to be able to visit the restroom.

Provide an adapted restroom at every school for children with a disability.



4. All children want to receive 'honest' education.

Adapt lessons and rules for children with a disability.



5. All children want to play.

Allow children with a disability to participate in sports and games at school.



6. All children want friends.

Teach children how they can be there for children with a disability.



7. All children want parents to help.

Stand up as parents for children with a disability.



8. All children want good guidance.

Train teachers how they can better counsel children with a disability.



9. All children want positive attention.

Children with a disability have the right to go to school.

Finally:

It is high time that 'accessible education' becomes a reality in all nations. All children with a disability must feel really welcome at school. Wherever they are in the world.

SO PLEASE SIGN AND SHARE THIS MANIFESTO.

On behalf of all children with a disability, The Liliane Foundation

THANK YOU!



10. All children want to just be a kid.

Let children with a disability advance and enjoy.

* As stated in the UN Convention on the Rights of Persons with Disabilities (CRPD), the UN Convention on the Rights of the Child (CRC) and the 2030 Agenda for Sustainable Development.

WWW.WELCOMETOSCHOOL.ORG

Especially, the vice-principal of Xa Dan Secondary school highlighted that the messages of manifesto are very concise and practical which make teachers, parents and children more aware of the importance of education and understand how to support children with disabilities at school. Participants at the event, including CWDs were invited to express their expectations, their advocacy message on education for CWDs to write on balloon. A balloon release ceremony was organized to spread out the message to wider audience who did not attend the event. In Ha Noi, the event was broadcasted in the national television, accompanied by the interviews with deaf children sharing about their dreams.

Besides the key ceremony, RCI also organized a fun activity for children with and without disabilities to explore their schooling environment and share their expectation of an inclusive school. The activity was adopted from the Welcome to School Kit's activities with some guiding questions to discuss about school's accessibility as well as school support for children with disabilities. Based on the results of the discussion, children shared their ideas of how to make their school even more inclusive for all. For example, a group of children proposed to have a designated curriculum that suit children who have slower progress and those children will be tutored by teachers and their peers. This is a very helpful way to engage the participation of children and listen to their opinions on building inclusive schools.



A fun activity for children with and without disabilities in Xa Dan Secondary school - Hanoi

At local level, RCI's Partner Organizations initiated various creative ideas to integrate the contents of manifesto into their activities. For example, one of our POs - Microfinance & Community Development Institute (MACDI) turned it into a quiz for children to play during the event. More importantly, MACDI worked closely with the school to emphasize the importance of sending children with disabilities. As a result, the principle agreed to join We ring the Bell campaign annually from now on to spread out the messages of We ring the Bell to local people.

In total, We Ring the Bell was organized by 40 schools with the participation of more than 12,000 children, policy makers, local authorities and local people.



SCHOOL SUPPORT FOR CHILDREN FROM LEPROSY AFFECTED FAMILIES

Every child is entitled with the right to education, however, there are many children facing the risks of dropping out from school due to poverty, especially children coming from poor leprosy affected families. There are cases of children who quit education in order to work and support for the family. Hence, School Support Project aims to provide financial support to children of poor leprosy affected families so as to partly remove the financial hardship, and to keep children stay in school as long as possible.

In 2019, School Support Project expanded its current project sites to 7 new other provinces including: Bac Ninh (Qua Cam), Thai Binh (Van Mon), Binh Dinh (Quy Hoa), Dong Thap, Kien Giang and Quang Tri.

School Support Project not only provided financial support but it also became a source of motivation and emotional encouragement for the family to keep sending their children to school. Parents can utilize the school support to cover a part of school cost such as extra class fee, learning equipment, uniforms ... For students who are currently enrolling in university or college, the school support reduced a big part of their financial burden as the tuition fee at tertiary is quite high.



a girl with disability received scholarship in Chi Linh

Figure 4: Total number of beneficiaries of School Support Project

	Primary School	Secondary School	High School	College/University
Female	20	15	13	10
Male	30	12	9	3
Total	50	27	22	13



SOCIAL INCLUSION

INTEGRATED REHABILITATION FOR LEPROSY AFFECTED PERSONS IN GIA LAI & KONTUM

The Integrated Rehabilitation for Leprosy Affected Persons in Gia Lai & Kon Tum has been implementing since 2017 with the financial support from Sasakawa Memorial Health Foundation. The overall goal of the project is to improve quality of life of persons with disability including persons affected by leprosy and due to other causes in Gia Lai and Kon Tum provinces by increasing their access to rehabilitation, educational social and cultural services.

Particularly, the project aims to support 247 people with disability (122 in lake commune and 125 in Dak Doa Township) including 70 persons with leprosy related disability (32 in lake commune and 38 in Dak Doa township). Our partner who is responsible for project management at local level is Gia Lai Center of Disease Control (Gia Lai CDC).

In 2019, we organized a number of activities in the areas of Health – Livelihood – Inclusion. These are key areas that can help leprosy affected persons have better quality of life as well as better integration.

Health: Leprosy affected persons in Gia Lai and Kontum are mostly persons living in poverty and isolation. They hardly have access to health care even though their physical conditions require to have frequent health checks. Thus, the project provided support for 20 leprosy affected persons to have health examination Quy Hoa National Leprosy Dermatology Hospital where they can do medical tests and receive consultations from dermatology experts. The trip to Quy Hoa National Leprosy Dermatology was accompanied by health commune staff and project management officers to ensure that leprosy affected persons have adequate assistance during the health check.

Livelihood: In order to help leprosy affected persons become more self-reliance and financial sufficiency, the project provided a mean of livelihood to a number of persons. Particularly, we provided 4 cows for 4 families who are interested and have capabilities to raise the cows. Raising cows can bring great economic benefits when the owners can sell the baby cows once they give birth. Families who received the cows were also trained on cattle rearing.

Inclusion: Persons affected from leprosy are often subject to discrimination and stigma which limit them from participation in community activities. On the other hand, the social and cultural activities are really important as it helps people with disabilities feel a sense of belonging at their community. Thus, the project organized several cultural activities on the full moon festival Mid-Autumn, International day of people with disabilities - 3 December and Lunar new year. The events involved 150 persons in DakDoa commune and 66 persons in Phu Thien commune including leprosy affected persons, people with disabilities due to other causes, their family members, villagers, commune representatives joined a social activity in 2 project communes.

The project has enhanced both physical and mental health of persons affected by leprosy in Gia Lai & Kontum which led to better quality of life. Most importantly, persons affected by leprosy are enabled to achieve economic independence and social integration.





Cultural exchange meeting with people with disability on the first days of Spring 2019 - Ia Ake Commune - Gia Lai



Cultural exchange meeting with people with disability on the first days of Spring 2019 - Dak Doa Town, Gia Lai

PHOTOVOICE WITH YOUNG PERSONS WITH DISABILITIES

Photovoice is a participatory action research method that employs photography and group dialogue as a means for marginalized individuals to deepen their understanding of a community issue or concern. The visual images and accompanying stories are the tools used to reach decision-makers. RCI has reviewed the existing disability data and finds a need to do a research about the environmental factors affecting the lives of children with disabilities so as to understand their difficulties, strength, concerns and expectation. Thus, having knowledge on these factors will be of great importance to develop innovation and solution to promote the inclusion of children with disabilities. Especially, by involving children with disabilities as active agents, the research can voice out children's opinions for the sake of practicing and promoting children's participation right. Thus,

Photovoice – My Daily Life was implemented with the participation of almost 50 children and young people with different types of disabilities in Viet Nam. Approximately 100 pictures were taken on the themes about family, school, friendship, village and daily activities. They identified some barriers in their living environment such as bumpy road, unclean source of water, modest living conditions, lack of playground for children. On the bright side, there were many photos that captured happy family life in which participants felt loved and cared by their family members. For example, photos from participants of OGCDRC reflected a very joyful life that they live together in a farm where they learn to do farming and selling products at the markets. Many children from VNHIP's project took pictures at school, their playground and pictures with friends, which reflect the importance of recreational and leisure activities for children.





Dự án Photovoice với chủ đề **Cuộc sống của Em** được Trung tâm Nghiên cứu Phát triển Hòa nhập thực hiện cùng với 5 tổ chức đối tác bao gồm: Viện Nghiên cứu Vì mô và Phát triển Cộng đồng (MACDI), Nhóm Play & Learn, Quỹ Tư vấn di truyền và hỗ trợ trẻ khuyết tật (FGCDC), Mái ấm Hy vọng Nguyệt Biều, Hội từ thiện tỉnh Quảng Trị (QCA) và Tổ chức VNHIP.

Dự án được thực hiện nhằm mục đích để trẻ khuyết tật và thanh thiếu niên khuyết tật thể hiện quan điểm riêng và cách nhìn của chính các em về môi trường sống xung quanh mình bằng việc chụp ảnh và viết những câu chuyện về các bức ảnh mình đã chụp.

Photovoice – Cuộc sống của Em được thực hiện từ tháng 7-9/2019 tại các địa bàn Hòa Bình, Hà Nội, Huế, Quảng Trị và Quảng Nam với sự tài trợ của Quỹ Liliane Foundation và với sự tham gia của gần 50 trẻ em và thanh thiếu niên với các loại hình khuyết tật khác nhau. Gần 100 bức ảnh đã được chụp xoay quanh chủ đề cuộc sống như gia đình, trường học, bạn bè, làng xóm, sinh hoạt hàng ngày. Thông qua hoạt động này, các em được trải nghiệm việc chụp ảnh, kể chuyện và quan trọng nhất, các em được thực hành quyền tham gia của trẻ em từ chính những việc đơn giản nhất.

*Photovoice project with the topic **My daily life** was implemented by Research Center for Inclusion in partnership with 5 Partner Organizations including Microfinance and Community Development Institute (MACDI), Play&Learn, Funds of Genetic Counseling & Disabled Children (FGCDC), Nguyệt Bieu Social Protection Home of Hope, Quang Tri Charity Association (QCA), Viet Nam Health Improvement Project (VNHIP) at their project sites in Hoa Binh, Ha Noi, Hue, Quang Tri and Quang Nam. The project was funded by Liliane Foundation.*

The project aims at empowering children and young people with disabilities with opportunities to express their opinions and perspectives on the living environment by taking pictures and writing stories for the pictures.

Photovoice – My Daily life was implemented from July to September 2019 with the participation of almost 50 children and young people with different types of disabilities. Approximately 100 pictures were taken on the themes about family, school, friendship, village and daily activities. Through Photovoice project, children and young people with disabilities had experiences with taking pictures, writing stories and most importantly, they can practice their participation rights in the simplest way.

Through Photovoice project, children and young people with disabilities had experiences with taking pictures, writing stories and most importantly, they can practice their participation rights in the simplest way. Besides exposure trips, social and sport events are the most common activities that can promote inclusive spirit and create a space for children with disabilities to have fun as well as to feel more included in the society.

Figure 5: Most enabling and constraining factors on daily lives of children with disabilities reflected through the photos

Enabling factors	Constraining factors
<ul style="list-style-type: none"> - Family members and family time - Having fun with friends - Playing with pet - Going to school - Enjoy the surrounding nature - Teachers 	<ul style="list-style-type: none"> - Inaccessible infrastructures - Unclean water - Family difficulties



SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS FOR YOUNG PERSONS WITH DEAF

Improving Sexual Reproductive Health Right for the Deaf, especially Deaf Women in Vietnam is a project jointly funded by Aus4Skills Fund for Vietnamese Alumni from Australia and Viet Nam Association for Education for All. The project was implemented in partnership between Research Center for Inclusion, Viet Nam Association for Education for All and Hanoi Association for Deaf in 2019.

The project aimed to equip Vietnamese deaf people with knowledge on SRHR including safe sex, safe abortion, family planning, prenatal and maternal healthcare, and skills to protect oneself from unwanted pregnancy, and sexual abuse and rape, by developing and training a core group of deaf trainers on these SRHR issues. Participants are young deaf coming from 6 provinces in Viet Nam including Ho Chi Minh, Hue, Dak Lak, Nghe An, Lam Dong and Ha Noi. The training and coaching of the core group is provided by Australian Deaf experts who not only deliver a training of trainers but also facilitates post-training coaching sessions as well as material development.





After the core training, graduated participants organized trainings at their hometown to disseminate the acquired knowledge to their deaf community. In total, 210 young deaf benefited from the training courses. Also, a video about reproductive health as a training material was developed in sign language to share to the wider network of the deaf community. Another important component of the project is to create a strong connection between health officials and sign language interpreter resources towards friendly health care service for the deaf, especially maternal healthcare for deaf women.

Thus, a round table discussion with health sectors representatives, UNFPA, International and local NGOs, Hanoi Youth Union, Maternity Hospital was held in Hanoi on 26 September 2019 for the sake of delivering the advocacy messages. As a result, an official letter of recommendations was sent to Ministry of Health to advocate for improved access and quality SRH care services for the deaf.

Quote from participants

*“Now I know about the changes in my body during puberty time, I really like this class”
(Male participant from Ho Chi Minh).*

“The menstruation topic was discussed in details with the pictures which improved my understanding about that. Many thanks to the class (Female participant from M’Nong minority ethnic group)”.



EMBRACING THE JOURNEY:

SHARING FROM PARENTS IN VIETNAM AND INFORMATION ABOUT CEREBRAL

Embracing the journey – Sharing from parents in Vietnam and information about cerebral palsy is a book grew out of an intention that through knowing the journey of these parents, caregivers of children with cerebral palsy, health professionals and the public would come to understand each other better. Moreover, the journeys were written with the message that children with cerebral palsy have every right to equal opportunities to develop to their fullest potential as well as participate in an inclusive society.



The book is a collection of letters from 13 mothers of children with cerebral palsy in Vietnam and Ms. Nguyen Thuy Chi – a person with cerebral palsy, who wanted to share their real-life stories in the journey of finding answers to the questions in their lives, strength and overcoming challenges. Hence, this book is truly written by the parents and for the parents, those who never give up and always stand by the side of their children with cerebral palsy

Readers can find many experiences that may resound with theirs: the fear and confusion, the longing to have information about the development of their child, the search for meaning and solutions, and the courage and strength rising out of the challenges. These are raw and honest emotions and feelings that carry messages of love, resilience and hope.



RESEARCH

TRANSITION FROM CHILDHOOD TO ADULthood OF YOUNG PERSONS WITH DISABILITIES

Young persons with disabilities, like any young people, face a number of life stages including the transition from childhood to adulthood that encompass across the duration 15-24. This particular period is a major developmental challenge with numerous changes in life regarding education, employment, independent living, social/community life. Nevertheless, as young persons with disabilities often face more discrimination and severe social, economic, and civic disparities than their non-disabled counterparts, it is even more difficult for them to go through the transition to adulthood. In order to provide effective support for young persons with disabilities, Research Center for Inclusion (RCI) found an urgent need to acquire knowledge and understanding about the transition from childhood to adulthood of young persons with disabilities.

In 2019, Research Center for Inclusion conducted a qualitative research to explore the transition period from childhood to adulthood of children with disabilities in Viet Nam for the sake of gaining understanding on their daily experiences, the influencing factors to the transition and how young persons with disabilities and their families are prepared to enter adulthood. The research gathered evidences from a range of stakeholders including the young persons with disabilities, caregivers and parents of young persons with disabilities, school teachers and RCI-funded project employers by means of in-depth interviews and focus groups discussions. The research was designed to ensure professional and ethical manner that left no harm to the participants. Data collection was conducted in four project sites of RCI in Hue, Quang Tri, Da Nang and Quang Nam in collaboration with RCI's Partner Organizations.



The overarching finding throughout the research is that many young persons with disabilities have limited and poor preparation for entering adulthood. There is a lack of knowledge and understanding of disability-related needs of young people by parents, educators and community members. And this is one of the key influencing factors that hinder the transition process. The prominent challenges during the transitioning arise from many factors such as health and self-care, education, employment, social relationship, leisure roles, which may affect young persons with disabilities' independence, self-esteem, integrity and quality of life. Young persons with disabilities often spend most of their time at home and at school. However, there is hesitation from parents about children's participation in social activities at school and at the community as they are afraid that their children may get bullied, hurt or have no ability to participate. Thus, young persons with disabilities often lack transition-related skills such as self-determination skills, social/relationship skills, work-readiness skills, mobility, communication



skills, community skills, daily-living skills. There is limited service available and accessible to this particular age group whereas families have strong need to receive support and prepare young persons with disabilities for adulthood and future life. For the cases that young persons with disabilities receive support from developmental projects, their participation in the project as key actors is quite vague, which may affect the sustainability of the interventions. Most parents shared that they are raising their children by their parental instinct without knowing technical skills to take care of children with disabilities. Thus, when children with disabilities come to the age of puberty, they find themselves perplexed in giving instruction for their children in terms of reproductive health care issues. In addition, parents have ambiguity towards the future life of their children, regarding education, employment and marriage.



Overall, the research findings suggested a number of recommendations, which focus on intervention programs concerning capacity building on transitional-related skills, adult education, youth empowerment, family support and system linkages. Young persons with disabilities, parents, teachers and those who directly support young persons with disabilities need to be informed and aware of the transition period. Therefore, capacity building for these groups will be of great importance to enhance their knowledge and skills about the transitioning.

Furthermore, the intervention programs need to be designed on the basis of individual child's needs, taking into account the child's strengths, preferences and interests instead of short-term and acute support. Also, the supporting system and mechanism should be augmented by identifying the gaps in the systems and integrate different services and multiple agencies. These elements are essential to enable young persons with disabilities to enter adulthood more confidently.

In the coming years, RCI will bring the research findings into practice by developing strategic programs together with Partner Organizations in Viet Nam to address the challenges of young persons with disabilities during the transition to adulthood.

"I feel closest to my mother. And my parents always ask for my opinions about school choice and other things. My family always love me and care for me so I have nothing to worry. Then I feel more optimistic and family is the source of my strength, my optimism" (A girl with physical disability)

Figure 6: Number of respondents of the research

Location	Young persons with disabilities	Parents	Teachers	Project staff
Hue	8	9	2	2
Quang Tri	8	11	2	1
Da Nang & Quang Nam	9	13	1	1
Total	25	33	5	4



7. FUTURE WORK PLAN

The past experiences and 2019 project activities have created a solid base for further growing of RCI's work in the field of disability. In line with the RCI's strategy, RCI will continue its work in the 4 core pillars: Research – Inclusive Health and Community Based Rehabilitation – Inclusive Education – Social Inclusion.

- Research: In 2020, RCI aims to conduct a youth led action research on the topic of sexual and reproductive health rights. The research will be implemented in two phases.

Phase 1: Training on sexual and reproductive health care and research.

RCI will train young deaf to become peer educators, mentors acting as role models in their communities and increase awareness of people with disability toward SRHR. Specifically, together with our POs, RCI will organize trainings that equip them practical skills to communicate effectively in sign language about SRHR, understand SRH and their rights to reproductive healthcare. At the same time, participants will learn about conducting a research and how to collect data by themselves.

Phase 2: Doing the research

Young persons with disabilities who attended the training will be empowered to lead the research on the topic of reproductive healthcare. RCI will provide necessary assistance to help them accomplish the missions. Results of the research will be use to advocate for the rights to sexual and reproductive health and rights of persons with disabilities.

- Inclusive Health and Community Based Rehabilitation: RCI will continue our annual projects in providing prostheses for persons affected by leprosy and CBR projects in Cambodia, Myanmar and Viet Nam. These projects are implemented in partnership with our POs in the three countries.
- Social Inclusion: In order to create opportunities to involve children with disabilities in social participation, RCI's POs in the 3 countries will organize extracurricular events along the year such as We ring the Bell Campaign, Full-moon Festival, New Year Celebration, Outdoor Camping Day, Children's Day Event, People with disabilities' Day... We ensure that children with disabilities have access to these events at their schools and community so as to promote the message of inclusion and alleviate discrimination.



8. FINANCIAL SUMMARY 2019

This section includes Audit report 2019 of both RCI & NLR Mekong because during transition all projects/programs were implemented under RCI & NLR Mekong.

RCI 2019 AUDIT REPORT

Research Center for Inclusion

Statement of income and expenditure

	Notes	Period from 22 November 2018 to 31 December 2019 VND
Income		
Funds transferred from NLR Mekong		8,812,625
Contributions from Peerke Donders Stichting	3	586,157,700
Contributions from Liliane Foundation for AP2509 project	4	3,238,125,586
Other incomes	5	866,978,695
Foreign exchange loss		(15,742,611)
		4,684,331,995
Expenditure		
Expenditures of the RCI office (other expenses)		(43,309,270)
Expenditures of Prostheses and School Support project funded by Peerke Donders Stichting	6	(970,118,767)
Expenditures of Annual Plan Project (AP2509) funded by Liliane Foundation	7	(3,237,419,502)
		(4,250,847,539)
Surplus of income over expenditure		433,484,456

Hanoi, Vietnam
30 June 2020

Nguyen Thanh Thuy
RCI Director

Nguyen Thi Thanh Hang
Financial Manager

The notes set out from 7 to 11 form an integral part of these financial statements

5




Statement of income and expenditure

	Notes	Year ended 31 December 2019 VND	Year ended 31 December 2018 VND
Income			
Contributions from Netherlands Leprosy Relief	3	2,500,807,340	5,160,960,000
Contributions from Peerke Donders Stichting	4	363,578,006	561,057,000
Contributions from Sasakawa Memorial Health Foundation	5	238,513,477	746,154,073
Contributions from Liliane Foundation – Project 2396	6,11	1,226,066,348	4,457,611,692
Contributions from Liliane Foundation – Project 2472	6	655,634,750	-
Contribution from DBAV		48,504,000	-
Contribution from VOICE	7	404,146,440	-
Transfer from Butterfly Foundation		-	35,153,099
Other transfers for reimbursement of oversea trips		67,872,821	-
Other incomes	8	581,087,600	189,000,000
Interest income/ (expenses)		155,242	(1,439,619)
Foreign exchange loss		(28,254,969)	(46,016,799)
		6,058,111,055	11,102,479,446
Expenditure			
Expenditures of projects including Voice project, NLEP & LPEP in Cambodia, National Rehabilitation activities and NLR office expenditures	9	(4,610,869,357)	(3,238,625,404)
Expenditures funded by Peerke Donders Stichting (2019 activities were implemented by RCI)		-	(913,108,435)
Expenditure of Rehabilitation Kon Tum	10	(118,455,621)	(239,932,115)
Expenditures of Rehabilitation in Gia Lai Project	10	(297,451,220)	(430,756,685)
Expenditures of activities as Strategic Partnership with Liliane Foundation	11	(2,166,917)	(3,324,939,835)
Expenditures of Inclusive Education 1 year (Project number 2386) financed by Liliane Foundation	11	-	(426,289,000)
Expenditures of Inclusive Education 3 year 2018-2020 project (Project number 2396) financed by Liliane Foundation	11,12	(1,230,910,000)	(1,306,585,856)
Expenditures of "These shoes are made for walking" Project		-	(2,361,841,949)
		(6,259,853,115)	(12,242,079,279)
Deficit of income over expenditure		(201,742,060)	(1,139,599,833)

Hanoi, Vietnam

30 June 2020


Nguyen Thanh Thuy
Country Director


Nguyen Thi Thanh Hang
Financial Manager



9. EXPRESSION of THANKS

Research Center for Inclusion expresses its sincere appreciation to all partners and stakeholders who contributed to its work and delivered quality support under all circumstances which has made possible the results described in this report.

RCI would like to thank Liliane Foundation, The Netherlands Leprosy Relief, Sasakawa Memorial Health Fund, Peerke Donders Stichting, VOICE for providing consistent and generous funding for all the programs.

Additionally, special thanks to our colleagues who contributed their ideas and constructively engaged in all programs.



ABBREVIATIONS AND ACRONYMS

CBR Community Based Rehabilitation

RCI Research Center for Inclusion

PO Partner Organization

