

# A Study of a Teacher's First Training Experience in Special Education in Vietnam

Bunro Fujimoto\*、Ton Nu Cam Thanh\*\*

## 要約

私たち「ベトちゃんとドクちゃんの発達を願う会」(1985年発足) ベトナム・ホーチミン市教育委員会の要望で、ベトナムで初めての障害教育教師養成のコースの発足 (於ホーチミン市幼児教育師範学校、ハノイ師範大学ホーチミン分校として、1999年) を支援した。そのカリキュラムなどと第一期卒業生のC.Thanh (現サイゴン大学教授) の体験・感想などを加え歴史的記録とする。

キーワード：障害教育教師養成、ベトナム、最初

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## I. Our Goal

We opened the first teachers' training course in Special Education in Vietnam in 1999. Vietnam HCMC had hoped that "Negaukai" (the Association of Hoping for Viet and Duc's Development) would open a teachers' training course in special education in Vietnam in 1998. We supported the plan on hand and soft (Curriculum, lectures and money). This was a 2-year course in which the first year offered fundamental study in special education and the second year offered a special study course (Blind, Deaf and Mental Retarded- MR). Curriculum marked to the Japanese teacher's training curriculum in special education at Shiga University.

In our program, there are approximately 50 Japanese lecturers, 10 Vietnamese lecturers, and 2 Dutch lecturers. There are 32 students (the first graduates), all of whom are teachers who wanted to enter this field and passed the test to study in the special school, leaving their schools in daytime.



Opening Ceremony of the first Teacher's Training Course on HCMC Vietnam in the year 1999.

## II. Curriculum

The fundamental curriculum and MR course curriculum.

A. Fundamental Course for Special Education (1999-2001)

1) Introduction to Special Education

45x45 minutes

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|  |               |
|--|---------------|
| 2) Education Communication for Special Education | 45x45 minutes |
| 3) Research Method for Special Education         | 30x45 minutes |
| 4) Sense Organ Physiology                        | 30x45 minutes |
| 5) Early Special Education                       | 30x45 minutes |
| 6) Developmental Psychology                      |               |
| 7) Fundamental Resources for Special Education   | 30x45 minutes |
| 8) Early Education                               | 45x45 minutes |
| 9) Elementary School Education                   | 45x45 minutes |
| 10) Sociology (welfare)                          | 45x45 minutes |
| 11) Medicine                                     | 45x45 minutes |
| Unit 30  | 450 minutes   |

|  |                |
|--|----------------|
| 10) Communication with MR                              | 75x45 minutes  |
| 11) System of Methods for Teaching and Learning for MR | 75x45 minutes  |
| 12) Learning Methods System for Each Degree of MR      | 75x45 minutes  |
| 13) Learning Method Systems for MR                     | 75x45 minutes  |
| 14) Systems and Management for School for MR           | 75x45 minutes  |
| C. Education Practice                                  | 120x45 minutes |
| D. Graduation Thesis                                   | 150x45 minutes |
| Total  | 1260 minutes   |
| Unit 84  |                |



Classroom in the year 1999 on HCMC

## B. Special Course for MR Education

### a. Basic Knowledge

|   |               |
|---|---------------|
| 1) Special Education for MR   | 75x45 minutes |
| 2) Physiology and Psychology of MR                                  | 75x45 minutes |
| 3) Developmental Psychology of MR                                   |               |
| 4) Early MR Education   | 70x45 minutes |
| 5) Objectives and Methods of MR Education                           | 60x45 minutes |
| 6) Individual Plan for MR on Teaching Theory and Educational Theory | 60x45 minutes |
| 7) Individual Educational Plan for MR                               | 75x45 minutes |
| 8) Cooperation with Family and School                               | 75x45 minutes |
| 9) Psychological Diagnosis for MR                                   | 75x45 minutes |

### b. Management Knowledge

※Japanese lecturers spoke through an interpreter



Japanese lecturer

(Araki and Fujimoto at the Graduation Ceremony in the year 2001)

## III. C. Thanh's (student) Memories

I am Cam Thanh Ton Nu, currently a lecturer in Inclusive Education Studies at the Pre-school Education Department of Saigon University. Also, I am one of the alumni of the first Special Education Course, and was honored to be supported by Ritsumeikan University and Pedagogical University of Hanoi.

The purpose of this article is to give heartfelt thanks from the Vietnamese students to our beloved Japanese teachers. We appreciated the invaluable knowledge passed to us by these dedicated teachers. With ardor and passion, they provided us with basic knowledge to continue our journey as teachers.

They showed an affectionate compassion for unfortunate Vietnamese youngsters that we shall never forget.

Whenever lecturing about working with impaired children, I always mention the special compassion of my Japanese teachers. I told my students: "My Japanese teachers always and will ever teach with their foremost enthusiasm and passion, regardless of their age." They taught me from the basic skills to the advanced concepts with vivid examples and descriptions.

There were 35 students in our class. This course lasted 2 years and included courses aimed at three groups: special-needs children, sight-impaired children and hearing-impaired children. In the first three months, all of us attended a general course of Special Education. After that, we followed one of the three different courses. There were about a dozen students in each class. These nice size classes provided us with the best chances to interact with our teachers. The combination of reading, discussing and experimenting engaged us during these courses.

Throughout the 2-year course, the teachers taught me with meticulous and persuasive lectures and captivating and comprehensive methods. Yet, they affected us the most with their humanity when working with impaired children.

Every lecture left me filled with excitement. With their well-prepared program, the Japanese teachers passed to us their first-hand experiences, which I can recall vividly. We were divided into small groups to devise different activities for impaired children, with both rudimentary and advanced equipment. The assiduity of these teachers always inspired us to work hard, as they did.

I remember well that in the first lecture, Dr. Fujimoto Bunro said: "We need a cold head to be pragmatic and patient, a warm heart to be compassionate and protective, and arms to give hugs and cherish these impaired kids." Dr. Bunro considers Vietnam as his second homeland. Although in his 80s, he visits often and always helps to bridge the education gap between Vietnam and Japan.

We have been trying to convey what we learned from our Japanese teachers to our students. Since 2002, the Inclusive Education Study program has been included in all the courses of the Education Department at Saigon University as well as at The Pedagogical University of Hanoi, at the Pedagogical University of Ho Chi Minh City and at the College of Pedagogy. We are excited that the former students of the Japanese teachers are currently the principals or vice principals of several schools for special-need kids. We are transforming the lessons we were once taught into reality to provide the best opportunities for the mental and physical development of impaired children. As an example, the program intervention in Advanced for Impaired Children has been brought to the Pre-school Inclusive Education program, which is on the edge of rapid development, contributing to the improvement of Special Education in Vietnam. We are proud of paying forward what our teachers taught us. We have become involved in several international conferences discussing Special Education and Nursing for the elderly.

We believe that it is thanks to the dedication and compassion of the Japanese teachers that several kindergartens and elementary schools now warmly welcome these impaired children. I have beheld a host of parents bursting into tears when knowing that their children, despite impairments, can learn and play like other children.



Education Practice in MR school (right: C. Thanh)

#### IV. Development

Today (2011), the Teacher's Training in Special Education course is taught in 17 universities, in Hanoi, Hue, HCMC and elsewhere as part of the College of Pedagogy in Vietnam. Eighty-one graduates of our course have become professors and heads of special schools.

#### V. Notes

1. B. Fujimoto and F. Saito, J, of Japanese Science 2003-1, (vol 38-No 1)

2. B. Fujimoto: "Hội thảo hữu nghị Việt - Nhật về chăm sóc người cao tuổi lần 1 năm 2006, Số 1-2008 Thông tin khoa học và nghiệp vụ, pp 104~105.

3. Japanese lecture name :

- ① Yoshihiro Usami
- ② Masakiyo Morisawa
- ③ Fumio Saito
- ④ Masami Kawahara
- ⑤ Yoshihiro Arakawa
- ⑥ Chieko Masukura
- ⑦ Manabu Kuroda
- ⑧ Masatoshi Tsudome
- ⑨ Yoshio Uchida
- ⑩ Kyoko Nishimura
- ⑪ Yukari Nose
- ⑫ Shigeko Azuma
- ⑬ Mitsuyuki Tsuda
- ⑭ Kenichiro Hosokawa
- ⑮ Susumu Imai
- ⑯ Kiyoyasu Sakai
- ⑰ Yukio Nagano
- ⑱ Keiichi Tanahashi
- ⑲ Kiyoshi Nishida
- ⑳ Moto Ikezoe
- ㉑ Toshimasa Nimi
- ㉒ Yuriko Mori
- ㉓ Chieko Tamura
- ㉔ Yukiko Nishikawa
- ㉕ Yasuharu Takeda
- ㉖ Shinichi Koide
- ㉗ Norio Suzuki
- ㉘ Mifuko Kurokawa
- ㉙ Yusuke Eda
- ㉚ Teruaki Tawara
- ㉛ Mariko Sato
- ㉜ Ikuyo Hattori
- ㉝ Sadako Fujimoto
- ㉞ Katsumi Fujii
- ㉟ Ikuyo Saburi

and others

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## Abstract

We at the “Association of Hoping for Viet and Duc’s Development” (formed in 1985) received from the faculty of Education of the People’s Committee in HCMC, Vietnam, a description of their initiation of the first teacher training course in Special Education in Vietnam (1999 HCMC) .

We supported this program. This paper describes their curriculum and includes a statement of thanks from one of the students, C. Thanh, who is now a professor at Saigon University. This is a positive occurrence in the history of interaction between Vietnam and Japan.

Key words: Teacher’s Training in Special Education, Vietnam, First Try

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