

REPORT

Project: Teaching children with mental disabilities to cook and bake

1. Time: From June, 2015 to August 2016

2. Location: Hanoi and Van Giang District (Hung Yen)

3. Participants:

- Yen Thuong class: 20-22 children with mental disabilities, 1 teacher accompanying and 11-12 parents
- Hy Vong class: 12-15 children with mental disabilities, 4-5 parents and 1 teacher
- Tue Tam class: 10-12 children with mental disabilities, 1 teacher and 4-5 parents accompanying.
- Huu Nghi class: 10-12 children with mental disabilities, 1 teacher and 4-6 parents accompanying.
- Van Giang class: 14-15 children with mental disabilities and 12-13 parents accompanying.

4. The contents carried out during the project implementation:

- Each class had 4 sessions/month, children with mental disabilities have learned the skills of cooking, baking and doing housework.
- Children with mental disabilities have been participated in classes of cooking baking and doing housework, introduced the tools such as an oven, mixer, rolling pin ... touched the flour, butter, sugar ...
- Children with mental disabilities have been guided how to balance flour, butter, knead dough, roll dough, mold biscuits, put biscuits in trays ... guided to beat and mix eggs, butter; eject cream; decorate their cakes by themselves.
- Children have been guided basic skills in cooking simply like as picking vegetables, cutting vegetables, cleaning vegetables, frying soya curd, eggs, frying potatoes, ... up to the more difficult dishes such as making the spring rolls (Nem), rolling Nem, frying Nem, making rice pancake, frying the mixed noodles ...

- In addition to cooking, children have been also taught how to clean up the kitchen, washing pots, baskets, bowls, dishes...

5. Comments - Evaluation:

5.1 Children with mental disabilities

- Children with mental disabilities in Van Giang and Yen Thuong classes always had fathers /mothers accompanying. It helps them to acquire more skills, more focus. When they came back home, they have been practiced immediately with the parents. With this implementation, the children better remember lessons; skills of children gradually progressed through the lessons.

- However, children with mental disabilities in Hy Vong, Tue Tam, Huu Nghi classes had only teacher in charge and some parents accompanying, so the lessons were done only in class. When children came back home, they were not guided to practice by parents (because parents did not attend the classes with the children). It directly affected the learning effects of the children. The children with mental disabilities are difficult to remember, quick to forget, so in order to teach the children to learn a skill, it needs time for children to practice much.

5.2 Parents of children with mental disabilities

- Parents have been learned to bake with the children and guiding them, confiding, sharing and knowing how to teach children, doing together with children. Parents could confide the family private affairs besides children conversations.

- After a year learning with their children, the parents have become close friends, they can organize picnics together, they share stories of their children on Facebook ...

6. Some of advantages and difficulties happened during project implementation

6.1 Advantages:

- Children with mental disabilities, from the point that parents did not permit them to hold knife, the children dared not to hold knife, so some children are able to use a knife competently for chopping vegetables, meat...

- We have interviewed the parents: parents actively created conditions for children participation, parents often asked teachers to know what items will be in next lessons, what instruments needed to bring for the children ... Parents and children looked forward to each lesson, there were some mothers requested to change work shifts to get day off on the day having class schedule with children.
- There were children with mental disabilities could remember each class schedule, counting and reminding mother how many days remained up to lessons, children could cancel all the other activities such as outings, visiting relationships... to attend class.

6.2 Difficulties

- When registering for the participating classes, some parents committed to take their children to class and join with children until the end of lesson. However, during the course, because of office and family works ... parents could not take their children to class or could only take their children to class and pick up their children at the end of lesson. Meanwhile there were only teacher and volunteer helped children with mental disabilities, children were not much practiced. It affected the learning result of children with mental disabilities.
- Due to the type of disabilities of the children, so some children have poor concentration ability, are difficult to remember, quick to forget. It affects children's learning outcomes.
- Some children have poor fine motor skills: children are difficult to hold a knife, cut, hardly use chopsticks ... these children required more guidance from teachers, parents, volunteers.

7. Recommend

- After ending the project in 5 classes, most children with mental disabilities want to learn continuously, however SFCD can not have ability to maintain classes.
- In fact for a year, the children have the basic skills but they can not reached the skilled level. The parents strongly want to have the project of next stage soon so that the children can continue to learn.

- Due to the circumstance of family economic conditions, most of the parents can not permit their children to learn continuously when the project ended. This is very regrettable because in poor families, parents can not afford to teach their children at home, the knowledge and skills children have learned will gradually fade.
- The parents are looking forward to the project of next stage soon so that the children can continue to learn.
- The project should be lasted 2or 3 years so that children's skills are mastered. There should be a section of project used for vocational guidance for the children. This activity can create a source of revenue to encourage the children and aiming to reduce the burden for families and society. Example: Open the office lunch shop, cake shop so that the children can have places for a regular practice, it can create jobs for the children with ability in the long term.

8. Some images of baking lessons

(In the report slides attached)

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Reporter

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