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RESEARCH ON DEVELOPING AND UTILIZING A SET OF STANDARDS ON THE ASSURANCE OF INCLUSIVE EDUCATION QUALITY FOR STUDENTS WITH DISABILITIES IN GENERAL SCHOOLS IN VIETNAM

Although inclusive education has been implemented for over 20 years in Vietnam, the assurance of inclusive education quality for students with disabilities in general schools has not recognized either theoretical or practical perspectives. Little research has been done, focusing on just one or a few sides of this issue. Therefore, it is high time to do research on developing and utilizing a set of standards on the assurance of inclusive education quality for students with disabilities in general schools in Vietnam. The paper's contents show some research results of a bilateral international cooperation project between Hanoi National University of Education, San Marcos University, and Missouri University (USA) from 2012 to 2016, in which the author of this paper was the project manager, and also refer to a number of related studies of other authors in the field. Based on the theoretical and practical results of the research, we have developed and suggested a set which includes eight criteria with 45 items to be used in general schools in Vietnam.

Keywords: general school, inclusive education, quality, standards, student with disability

Proposed issues

The implementation of inclusive education in Vietnam started in 1991, when a pilot project providing shared education to children with disabilities and children without developmental challenges was introduced in three provinces of Vietnam. Based on positive evidence, the Vietnamese Ministry of Education and Training (MOET) has considered inclusive education as an initial form to meet the right of the child with disability to go to school since the 2002–2003 school year. However, the quality of inclusive education remains an important and urgent issue for schools to handle at present (Hai, 2006).

A lot of scientists in and outside of Vietnam have done research on the assurance of education quality for students, including: William Edwards Deming (1900–1993), Joseph Moses Juran (1904–2008), Philip Bayard Crosby (1930–2001), Armand Vallin Feigenbaum (1922–2014) (Hai, 2006); Terry Richardson (1997), Keith Prenton (2003), Konusuke Matsushita (1991), New Zealand Qualifications Authority (1995), Loc N.T., Kinh N.Q., Tien P.D.N. (2009), Duc T.K. (2004), Kha P.V., and Loc N.L. (2009). Their research results have confirmed that the assurance of education quality is regarded as one factor or a procedure of educational

quality management; the assurance of education quality is to develop standards with criteria and utilize them as a tool to evaluate education quality in a school or by a school itself.

The assurance of inclusive education quality for students with disabilities in general schools in Vietnam has been recognized recently, but little research has been conducted, focusing on just one or a few sides of this issue. Some examples include: *Research on Educational Competency Standards of School Teachers for Children with Disabilities* (Tac & Begmar, 2006), *Teacher Competence: An Important Factor to Ensure the Quality of Inclusive Education for Children with Intellectual Disabilities in Vietnam* (Hai & Yusuke, 2013), *Research on Developing Standards on Professional Practice Competency of Vietnamese School Teachers for Inclusive Education of Children with Disabilities* (Hai, Hang, & Yusuke, 2016), *Research on American Experiences of the Assurance of Inclusive Education Quality for Children with Intellectual Disability – Recommendations for Vietnam* (Hai, 2016). These research results have shown that the assurance of inclusive education quality for students with disabilities is based on the implementation of the rights of people with disabilities stated in international and national legal documents which the Vietnamese government committed itself to execute. Also, they have revealed the importance of the following factors, among other things: the participation and commitment of different stakeholders, support service systems, the procedure of the quality management process which conforms to the environment of inclusive education, and concrete conditions to carry out inclusive education.

The paper's contents show some research results of an international cooperation project between Hanoi National University of Education, San Marcos University, and Missouri University (USA) from 2012 to 2016, in which the author of this paper was the project manager, and also refer to a number of related studies of other authors in the field.

Contents

Some concepts

Definition and types of disabilities

According to the Law on Persons with Disabilities 2010 of Vietnam (Law N^o 51/2010/QH12), the person with disability is defined as follows: The person with disability is a person with an impairment of one or more body parts or of functional performance which shows in different forms of disabilities and may cause difficulties in work, daily life, and learning. The Law also recognizes *six basic types of disabilities*: (1) Physical disability; (2) Hearing and speaking disability; (3) Visual disability; (4) Mental and psychiatric disability; (5) Intellectual disability; (6) Other disabilities (Congress of the Socialist Republic of Vietnam, 2010).

Inclusive education for persons with disabilities in Vietnam

According to the Law on Persons with Disabilities 2010 of Vietnam mentioned above, the most common concept of inclusive education which is understood and used in Vietnam is that it is *a form of education in which persons with disabilities learn together with other students without disabilities in a school*.

There are four characteristics of inclusive education for students with disabilities in Vietnam: (1) Education for all, regardless of gender, ethnicity, socio-economic or any other factors that may lead to exclusion; (2) Students with disabilities go to schools in their neighborhood; (3) Do not equate all the children, each child is unique; (4) Modification and accommodation of educational objectives, content, methods, and assessments to meet the individual's needs and abilities (Congress of the Socialist Republic of Vietnam, 2010).

Quality of inclusive education and quality assurance of inclusive education for persons with disabilities

It has been found that whether education quality is examined as a whole or if its components are examined, there are certain factors that have a significant impact on education quality. So based on the concept of quality of education in general, the quality of inclusive education for students with disabilities means the quality of the overall process or the quality of all the components of the whole inclusive education process in schools which results in the development of people with disabilities.

It can be seen that the quality of inclusive education for students with disabilities: (1) is assessed through the access to the educational process at a macro level – school level; (2) is not only the quality of each component but also the overall quality or the quality of all the components of all factors; (3) is evaluated based on the results of the development of people with disabilities (Hai & Yusuke, 2013).

The assurance of education quality in general and the assurance of inclusive education quality for students with disabilities in particular is a stage of quality management; therefore, the assurance of education quality can be understood as management towards standards or criteria for a defined field.

So in general, quality assurance can be a procedure which applies theories, opinions, policies, goals, resources, measures, referendums, and relevant tools to ensure the implementation of proposed standards (Dung, 2008; Duc, 2004). Educational quality assurance is one of the initial stages of quality management (Vietnam Department of Quality Standards Assessment, 2004).

The assurance of inclusive education quality for students with disabilities can be a procedure which applies theories, policies, goals of inclusive education, and resources to implement and achieve quality goals in the whole of education for students with disabilities (Hai, 2015).

Reality research

Objectives of the reality research

The overall aim of the reality research is to review the reality of the assurance of inclusive education quality for students with disabilities in general schools in Vietnam, and based on the theoretical results, to develop and propose a set of standards on the assurance of inclusive education quality for students with disabilities as well as to provide school teachers and managers with the set so they can use it to review their schools by themselves, to monitor and evaluate the whole process of inclusive education, to propose solutions to improve school quality and inclusive education quality for students with disabilities.

Specific objectives are:

- i) to improve and upgrade the quality of the schools' inclusive education for students with disabilities based on their self-review of all the activities which follows the requirements of the assurance of inclusive education quality for students with disabilities;
- ii) to have a plan to improve the quality of the schools' inclusive education with the consideration of the schools' self-review on the basic and scientific data;
- iii) to identify the schools' goals for the next coming period, make an action plan based on the their reality reviews. The goals of the schools can be adapted or accommodated to meet the needs of inclusive education of the schools as well as of the society in different development stages;
- iv) to make the schools' autonomous and responsible for all the activities and tasks as inclusive education schools for students with disabilities.

Survey content and tools

a. Survey content

- i) Quality of inclusive education for students with disabilities: (1) Quality of resources: Inclusive education programs for students with disabilities; capacity of school teachers and managers in education and teaching for students with disabilities; facilities and equipment, learning and teaching materials for conducting educational activities and teaching for students with disabilities; (2) Quality of activities: collaboration of the school, community, authorities, and other stakeholders in inclusive education for students with disabilities; instruction methods for students with disabilities; management of inclusive education for students with disabilities; (3) Quality of products: learning outcomes of students with disabilities.
- ii) Assurance of inclusive education quality for students with disabilities: (1) Control of the school's internal quality; (2) Audit of the school's quality; (3) Self-review of the school's quality; (4) Expertise in the school's quality; (5) Accreditation and recognition of the school's quality; (6) Improvement of the school's quality.

These two content areas above are designed into two questionnaires with the names of the questionnaires on the realities of (a) quality and (b) assurance of inclusive education quality for students with disabilities: one for teachers and the other for school managers.

Each questionnaire includes five concrete components: (1) Surveyee's information; (2) Training background; (3) Awareness of inclusive education, quality of inclusive education, and assurance of inclusive education quality for students with disabilities; (4) Reality of inclusive education quality for students with disabilities; and (5) Reality of the assurance of inclusive education quality for students with disabilities. And each questionnaire has the same number of 39 questions.

Three initial content areas are: (1) Awareness of inclusive education, quality of inclusive education, and assurance of inclusive education quality for students with disabilities including six questions with 10 items; (2) Reality of inclusive education quality for students with disabilities including 13 questions with 50

items; (3) Reality of the assurance of inclusive education quality for students with disabilities including 10 questions with 61 items.

Each question in the three initial content areas on inclusive education quality and the assurance of inclusive education quality for students with disabilities has a 1–4 scale, where 1 refers to the lowest effectiveness/suitability/difficulty, etc. and 4 refers to the highest effectiveness/suitability/advantage, etc.

A four-point scale was chosen to avoid surveyees giving unclear opinions and to make sure each item, each content area, and the whole of the tools are reliable and valid.

Additionally, in order to have more precise data, two interviews were developed based on the two questionnaires: (1) Interview with school managers and (2) Interview with school teachers on the realities of inclusive education quality and the assurance of inclusive education quality for students with disabilities.

b. Surveyees and the surveyed institutions

The survey was done with school teachers and managers in general schools in the cities of Hanoi and Da Nang, in Tien Giang province, and in provincial resource centers in Da Nang and Tien Giang.

Fig. 1. Surveyees

N ^o	Surveyees			Total
	Education levels	Teachers	Managers	
1.	Primary school	190	23	213
2.	Lower secondary school	322	32	354
3.	Secondary school	76	22	98
4.	Resource center	31	4	35
	Σ	619	81	700

c. Procedure of carrying out the survey

- Introduce and guide surveyees to fill out each questionnaire with the required information (school management board, class teachers, teachers). These activities are over once all the surveyees have understood and completed their tasks by themselves. These activities often last for about 30 minutes.
- In-depth interview: conducted directly with surveyees, following a semi-structured group discussion and in combination with selected individual interviews (school management board representatives, class teachers, teachers).
- Report review: review the school's yearly development plan, school reports, and other school documents related to the issues in the survey.
- Participation in lessons that students with disabilities have, afterschool activities within inclusive education in the schools, thematic/expertise sharing meetings.
- Review of teaching products, such as individualized education plans, teaching plans, documents, and equipment as well as the achievements by students with disabilities, such as learning papers, exercise papers, records of learning outcomes, etc.

d. Compilation and analysis of the survey data.

All the collected data from the survey was compiled with the use of SPSS.

*Results and discussion of the survey**Achievements and the reasons behind them*

Teachers and managers in the institutions where the survey was conducted had experience in inclusive school management and teaching students with disabilities. Besides, 100% of these surveyees had college certificates and most of them - university diplomas. They also received training in inclusive education for students with disabilities and participated in short preparatory courses.

According to most of the teachers and managers, the task of schooling is to support students with disabilities in learning appropriate behaviors and how to communicate with others as well as to develop self-reliance.

Inclusive education programs for students with disabilities are carefully designed by schools. Teachers are highly aware of their importance and that instruction methods need to be adapted to the abilities of students with disabilities – the core factors to ensure the success of inclusive education.

Reasons behind the achievements

- The surveyed institutions have been regarded as places implementing inclusive education for years: Tien Giang province since 1991, and the cities of Hanoi and Danang are the two advanced ones in Vietnam.
- Inclusive education has been included in the national official policy since the 2002-2003 school year. Every year, the MOET issues guidelines on inclusive education implementation for all the schools nationwide. Besides, a variety of legal documents are enacted to make a “legal corridor” for society, communities, and schools to meet the needs and rights of people with disabilities, especially the right to education. These policies are positively effective in the reality of the country.
- The MOET – in cooperation with other ministerial sectors – undertakes monitoring activities to support the implementation of inclusive education. This has shown positive effectiveness in promoting inclusive education for students with disabilities in schools.

Challenges and the reasons behind them

An imbalance between trained and untrained human resources in inclusive education – teachers who work directly with students with disabilities get less training than managers that work with students indirectly (41.36% and 80.25% respectively).

Developmental needs of students with disabilities are unique and diverse and do not focus too much on academic learning. However, most of the teachers still have high expectations for academic goals for students (70.27%).

The understanding of the concept of the assurance of inclusive education quality is shown in a small number and percentage of teachers and managers (4.19% and 17.24% respectively).

Professional values and relationships are not really highly respected (7.92% and 8.89%, 4.36% and 3.07% respectively) by teachers and managers unlike

knowledge and practical competencies (100.0% and 97.53%, 100.0% and 99.68% respectively).

The competencies of teachers and managers in inclusive education for students with disabilities are low (55.97% and 56.84% respectively). That is why they need to self-improve their knowledge and skills in this area.

Models of Community Support Teams and Student with Disability Family Clubs have been developing recently but they do not meet all needs and need to be improved.

The reality of the assurance of inclusive education quality for students with disabilities regarding the *control of school internal quality* shows the following: teachers and managers understand the concepts of school internal quality control as the director's supervision over teachers rather than a means to ensure inclusive education quality in the school. School internal quality control criteria are used that do not ensure quality education, e.g. uniforms. As a result, inclusive education quality and school effectiveness are often quite low.

The audit of school quality revealed the following weakness of the schools: (i) they are not very well-structured to meet the learning needs of students with disabilities; (ii) no standards or criteria are given to evaluate the development and implementation of an individualized education plan/program; (iii) also no standards or criteria are given to assess class teachers on the implementation of inclusive education; (iv) student progress assessment is mainly based on guidelines from authorities and not so much on science.

School quality self-reviews, expertise in school quality, accreditation and recognition of school quality are obviously not fully appreciated or implemented in educational management sectors or in the schools all over the country.

Improvement of school quality with factors such as educational programs, finance and allocation, technologies and equipment, infrastructure and facilities, monitoring, etc. is not taken into consideration.

Assurance of the policy on inclusive education for students with disabilities: Although there are enough policies on inclusive education that make a good "legal corridor" to support related stakeholders, such as people with disabilities, teachers, parents of students with disabilities, the effectiveness of these policies is not very well recognized in practice.

Reasons behind these challenges

All the reasons for these challenges can be seen very clearly. Teachers and managers in schools implementing inclusive education for students with disabilities have not given inclusive education serious consideration and do not have enough knowledge and skills in the field of inclusive education.

Proposing a set of standards on the assurance of inclusive education quality for students with disabilities in general schools in Vietnam (Hai, 2016).

As the theoretical and practical results of the research, we have developed and proposed a set of standards on the assurance of inclusive education quality for students with disabilities in general schools in Vietnam (composed of eight standards with 45 criteria) as the following:

Standard 1. Mission, vision, value, and goal of inclusive education for students with disabilities

- 1.1. Mission and vision regarding inclusive education for students with disabilities are developed and ensured to be in line with the school's declaration on educational vision and mission.
- 1.2. Inclusive education for students with disabilities is based on integration principles that should be in line with the local culture.
- 1.3. Mission, values, and vision regarding inclusive education for students with disabilities are the basis for setting goals for students with disabilities in school.
- 1.4. Resources are recognized and mobilized to carry out the previously set goals of inclusive education for students with disabilities, taking into account the educational stage and performance indicators.
- 1.5. Mission, vision, values, and goals of inclusive education for students with disabilities are manifested in the school's strategic action plan.
- 1.6. The school's strategic action plan on inclusive education for students with disabilities is public so that all the school members as well as other community members can understand it and guide the school's activities towards inclusive education for students with disabilities.

Standard 2. School management structures

- 2.1. Key teacher or educational support staff is available in school.
- 2.2. The school parent association of students includes a parent representative of students with disabilities.
- 2.3. The school has at least one teacher who is trained in inclusive education and qualified enough to take responsibility for inclusive education for students with disabilities.
- 2.4. The school is structured with functional parts, and the school and each part have regulations on their accountabilities for the implementation of inclusive education for students with disabilities.
- 2.5. School has a comment box for teachers, students, parents, community members, and others.
- 2.6. School has a job position of educational support staff for students with disabilities.

Standard 3. Programs of inclusive education for students with disabilities

- 3.1. Programs of inclusive education for students with disabilities are developed and adapted based on compulsory education programs and suitable for the abilities and needs of the student with disability.
- 3.2. Each student with disability needs an individualized education plan/program that is developed by a cooperative team.
- 3.3. Teaching plans might be designed so as to meet the needs of all students and not only students with disabilities.
- 3.4. The development and implementation of an individualized education plan/program is evaluated every month, mid-semester, end of semester, and end of the school year.
- 3.5. The assessment of the lesson's design and implementation is often conducted just after the lesson, at the end of a theme or a subject.

Standard 4. Competence and attitude of school managers in inclusive education for students with disabilities

- 4.1. Have competence in education, school management, and inclusive education management.
- 4.2. Have good and effective relationships with stakeholders (teachers, students, local authorities, community and family members with students with and without disabilities).
- 4.3. Show competence in mobilizing school activities for inclusive education for students with disabilities.
- 4.4. Have competence and experience in management not only in education in general but also in inclusive education for students with disabilities at a given school level.
- 4.5. Be strongly convinced that students with disabilities have a great developmental potential.
- 4.6. Successful management of inclusive education for students with disabilities by teachers and managers.
- 4.7. Policies on inclusive education for students with disabilities understood and applied effectively in the school.

Standard 5. Competence and attitude of teachers in inclusive education for students with disabilities

- 5.1. Understand capacity and educational needs of students with disabilities.
- 5.2. Develop and implement individualized education plans/programs for students with disabilities efficiently.
- 5.3. Adaptation of educational programs is one of the key competences to meet the needs of students with disabilities.
- 5.4. Communicate effectively with students with disabilities.
- 5.5. Develop inclusive and friendly environments in the classroom and school.
- 5.6. Design lessons in accordance with Universal Design for Learning (UDL).
- 5.7. Have skills in using equipment and support technologies in education and teaching for students with disabilities.
- 5.8. Use assessment checklists to assess and identify the progress of students with disabilities.
- 5.9. Consult parents and community members on inclusive education for students with disabilities.
- 5.10. Good and effective collaboration with authorities in inclusive education for students with disabilities.
- 5.11. Deep and effective understanding and application of the policies on inclusive education for students with disabilities in the classroom and school.

Standard 6. Infrastructure and equipment in the school for inclusive education for students with disabilities

- 6.1. The infrastructure of the school is designed and constructed following the regulations of safety, hygiene, providing students with disabilities with access to learning and educational activities.
- 6.2. Materials, guidelines, and references on inclusive education for students with disabilities are available for teachers, students, and others.

- 6.3. Availability of visual and hearing equipment, video clips, software as well other resources collected by teachers and students to support instruction for students with disabilities.

Standard 7. Collaboration between authorities in inclusive education for students with disabilities

- 7.1. Have cooperation between the school and educational authorities in mobilizing students with disabilities to go to school and stay in school.
- 7.2. Regularly share information between the school, teachers, and educational authorities to propagate and unify activities of inclusive education for students with disabilities.
- 7.3. In cooperation between the school, local sectors, and educational authorities, conduct cultural, sports, and entertainment activities with the participation of students with disabilities in the school and community on the occasion of anniversaries of the country and local celebrations.
- 7.4. Have collaboration between mass-organization in and out of school in inclusive education for students with disabilities.

Standard 8. Outcomes of inclusive education for students with disabilities

- 8.1. Outcomes in academic achievement.
- 8.2. Outcomes in skill development.
- 8.3. Outcomes in behavior and attitude changes.

Proposing to organize the application of the set at a school level

The application of the set of standards to assure inclusive education quality for students with disabilities in general schools in Vietnam should follow the steps below:

Step 1: Setting up the core self-review team

The core self-review team is in charge of implementing a self-review of its quality and development by the school. The core self-review team should have the following members:

- Principal or vice principal of the school.
- One or more than one teacher (in the case of more than two teachers, one teacher needs to work in the school).
- One or more than one parent of students (both parents of students with and without disabilities).
- One representative from municipalities or a person from the certified committee for disabled people from the community.

Some requirements concerning the qualifications of the core self-review team members:

- Knowledge of inclusive education implemented in the school for students with disabilities.
- Knowledge of the standards and criteria to review the assurance of inclusive education quality for students with disabilities in the school.
- Capacity to cooperate with other members to evaluate the quality of inclusive education for students with disabilities in the school.

- Ability to listen, objectiveness, and non-discrimination.
- Good skills of communication with teachers, students, members of the student's family and the community.
- Good skills in gathering, compiling, and analyzing data.
- Good skills in synthesizing and writing reports on self-reviews.

The core self-review team should hold discussions on issues concerning their school before officially starting the job and try to make and answer some initial questions, such as:

- What are our school's goals in inclusive education for students with disabilities?
- How to measure the achievement of these goals?
- How can we overcome challenges to make sure all the students go to school, actively participate in school activities and achieve their learning objectives?
- What are our school's successes in inclusive education for students with disabilities? How to measure these?
- What problems are there in inclusive education and how to solve them?
- What are the students' learning outcomes? How to measure these?

Then the core self-review team need to revise all the content areas of the set, checklists, and questionnaires, and make corrections, if needed.

Step 2: Making a review plan

A review plan as well as a detailed schedule must be developed and implemented before the actual evaluation by the team. A sample plan can be referred to below:

Time	Activities	Person/s in charge		How to carry out	Reviewees
		Key ones	In Cooperation		

Step 3: Conduct data gathering

To gather useful data, the school's core self-review team should carry out a variety of designed activities. These activities can be conducted as group discussions between teachers, students, parents of students, community members, etc. The participants will be supported with questionnaires, checklists, etc., then will fill in these papers. The members of the core self-review team should be good role models for behavior, communication, emotions, etc., in group activities:

- Work cooperatively.
- Make sure all the participants take an active part, listen respectfully without criticizing ideas.
- Make sure the participants are not prevented from talking or expressing ideas even if unrelated to the discussed issues.
- Make the environment cooperative so that all the participants feel comfortable and open to share their ideas.
- Be ready to receive different ideas about inclusion that should be considered as an opportunity for the participants to understand their school and community.

Data gathering can involve the following activities: (1) organize a workshop to introduce the set; (2) divide into groups to gather data (groups of school teachers and staff, students, parents of students, and community); (3) participate in class activities and review the teacher's teaching plan; and (4) revise materials and school reports.

Step 4: Compiling and analyzing the collected data

The core self-review team gather data from different groups and can start to analyze the collected data in different ways. It is often very useful to analyze the data just after collection.

Compiling the collected data

- Count the reviewees who have filled in the questionnaires or checklists.
- Check if the collected data is correct against each standard and criteria.
- Compile all the data and count the percentage of answers for each question.

Compiling information collected from class observation

After finishing class observation, one member of the team needs to collect all the lesson observation checklists and note the teacher's feedback in order to get reliable information.

Compiling information collected from observation, review of materials and teaching plans

Information collected from the observation of teaching and learning in the school and a review of materials and teaching plans will be useful data to compare the collected data from group discussions between teachers, students, parents of students, community members, etc. This is a chance for the core self-review team to compare different data collected from the questionnaires.

Sum up participants' ideas from interviews

It is also necessary for the team to arrange a meeting to discuss, compile, and synthesize some gathered information through in-depth interviews with some participants. This step is to verify how complete and reliable the collected information is. Participants' ideas are valuable for the team to include in the review report.

Step 5: Checking up the data

After completing the analysis of the collected data, the team need to discuss it further to revise and compare the collected qualitative data with the quantitative data. If differences between the two sets of data happen, the team need to explain the variance by way of interviewing more participants or taking part in class observations, revising more teaching plans, etc.

The team should provide documentation for all the gathering data activities and write a final report.

Step 6: Writing the report

Report writing should be carried out following detailed guidelines for each part:

Part 1: Initial information on the review

This part provides basic information concerning the self-review: location of the school, socioeconomic conditions, the school's strengths and weaknesses, number of students learning at the school.

The final opinion with clear recommendations is considered to be the main indicator of a very well conducted self-review.

Part 2: Results of the review and analysis

This part shows the process of working with different participants/reviewees and the results.

In sum, strengths and weaknesses are identified so that school heads/principals can organize activities according to the criteria of priority and validity, and the analysis will provide data for the school’s future development plan and for formulating inclusive education goals for students with disabilities.

Part 3: Conclusion and recommendations

The conclusion should summarize results of the review, propose general recommendations to the school as well as recommendations on the collaboration between the school and the community and local sectors in order to improve the quality of inclusive education for students with disabilities.

Step 7: Presentation of the results of the review

Once the report has been completed, the core self-review team need to organize a meeting to share the self-review results and a tentative plan to improve the quality of inclusive education for students with disabilities in the school.

To conduct the meeting successfully, the team need to prepare carefully.

As mentioned above, the meeting will cover two main issues: (i) the self-review results and (ii) a tentative plan to improve the quality of inclusive education for students with disabilities in the school.

All the seven steps of the application of the set at a school level can be seen in the below diagram:

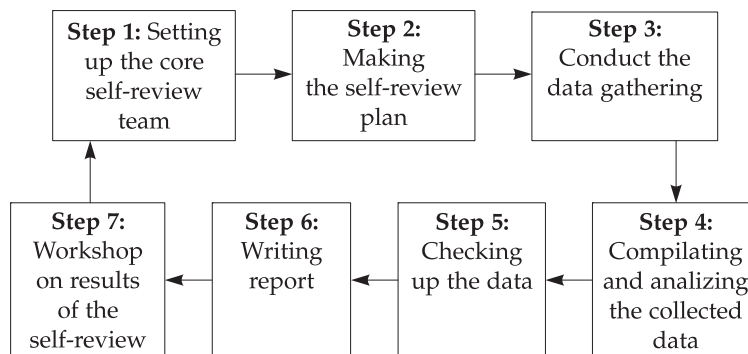


Diagram 1. Steps to utilize the set of standards on the assurance of inclusive education quality for students with disabilities in general schools in Vietnam

Conclusion

Based on the results of the research, we also propose some solutions to improve the quality of inclusive education for students in general schools in Vietnam, such as: (1) raising awareness, providing school teachers and managers with knowledge

and skills concerning the quality of inclusive education and the assurance of inclusive education quality for students with disabilities; (2) utilizing the developed set of standards on the assurance of inclusive education quality for students with disabilities in general schools in Vietnam following seven steps as mentioned above; (3) developing and implementing a procedure of quality management in inclusive education for students with disabilities in school; (4) structuring and organizing the implementation of the assurance of inclusive education quality for students with disabilities in general schools; (5) making sure each general school meets the prerequisites to effectively assure inclusive education quality for students with disabilities; (6) making sure schools' principals and local educational authorities participate in effective assurance of inclusive education quality for students with disabilities in each general school (Hai, 2016).

As mentioned at the beginning of the paper, the assurance of inclusive education quality for students with disabilities in general schools in Vietnam is still a new issue in the field of inclusive education. Therefore, the results shown in this paper are just a beginning for further research to meet the practical needs of inclusive education for students with disabilities in Vietnam in the nearest future.

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**BADANIA DOTYCZĄCE OPRACOWANIA ORAZ WYKORZYSTANIA
ZBIORU STANDARDÓW SŁUŻĄCYCH ZAPEWNIENIU ODPOWIEDNIEJ
JAKOŚCI EDUKACJI WŁĄCZAJĄCEJ UCZNIÓW NIEPEŁNOSPRAWNYCH
W SZKOŁACH OGÓLNODOSTĘPNYCH W WIETNAMIE**

Abstrakt

Mimo że edukację włączającą realizuje się w Wietnamie od ponad 20 lat, nie uwzględniono w tym temacie ani perspektyw teoretycznych, ani praktycznych w celu zapewnienia jakości tego typu kształcenia uczniów niepełnosprawnych w szkołach ogólnodostępnych. Niewielka liczba przeprowadzonych badań koncentrowała się tylko na jednej bądź kilku stronach tego zagadnienia. Dlatego najwyższa pora zrealizować badania w celu opracowania i zastosowania zestawu standardów gwarantujących odpowiedni poziom jakości edukacji włączającej dla uczniów niepełnosprawnych uczęszczających do szkół ogólnodostępnych w Wietnamie. Niniejsze opracowanie przedstawia wybrane wyniki projektu współpracy międzynarodowej między uczelniami: Hanoi National University of Education, San Marcos University oraz Missouri University (USA) zrealizowanego w latach 2012–2016, w którym autor tekstu pełnił funkcję kierownika, a także odwołuje się do kilku związanych z tym tematem badań przeprowadzonych przez innych autorów. Na podstawie praktycznych i teoretycznych wyników badań opracowano oraz zaproponowano zestaw składający się z ośmiu standardów, obejmujących w sumie 45 punktów do wykorzystania w wietnamskich szkołach ogólnodostępnych.

Słowa kluczowe: szkoła ogólnodostępna, edukacja włączająca, jakość, standardy, uczeń z niepełnosprawnością