

**DANANG UNIVERSITY
UNIVERSITY OF EDUCATION**

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**MANAGEMENT OF INCLUSIVE TEACHING ACTIVITIES
FOR CHILDREN WITH DISABILITIES IN PRIMARY
SCHOOLS IN THE SOUTH CENTRAL REGION**

**Major: Educational Management
Code: 9140114**

**SUMMARY OF THE DOCTORAL THESIS IN
EDUCATIONAL MANAGEMENT**

Danang- 2024

The work was completed at
UNIVERSITY OF EDUCATION

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The thesis will be defended before the University-level Thesis
Evaluation Council at the University of Education on2024

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1. The necessity of the topic

Inclusive education (IE) is the most important aspect of the education process for children with disabilities (CWD), determining the effectiveness of their education. The fundamental issue of inclusive teaching is organizing learning activities so that every child has the opportunity and conditions to develop their abilities, creating a learning environment for all children. Theoretically, the issue of IE for CWD has been addressed by many researchers from various perspectives, but there is still a lack of systematic and comprehensive studies on managing inclusive teaching for CWD.

In the context of educational reform in Vietnam, the 2018 general education program has been developed and implemented, shifting from content-oriented teaching to competency and quality development-oriented teaching. This change affects not only the goals, content, forms, and methods of teaching for regular students but also for CWD.

Along with the North Central region, the South Central region has the highest disability rate in the country. Over the years, IE for CWD in this region has been implemented but has not achieved high results, with low quality and limited management and direction, especially in the organization of implementation.

Moreover, in the current practical context, there are very few scientific studies discussing the management of IE activities for CWD in primary schools in the South Central region.

For these reasons, the author chose the topic: *“Management of inclusive teaching activities for children with disabilities in primary schools in the South Central region”* for the doctoral thesis.

2. Research objectives

The thesis focuses on theoretical research and surveys, evaluating the current state of IE management for CWD in primary schools in the South Central region, and proposing management measures to ensure CWD can develop their abilities and qualities in inclusive schools under the 2018 general education program, contributing to improving

the teaching and learning quality of primary schools.

3. Research subjects, objects, and scope

3.1. Research subjects

Inclusive teaching activities for CWD in primary schools.

3.2. Research objects

Management of inclusive teaching activities for CWD in primary schools in the South Central region.

3.3. Research scope

The thesis focuses on inclusive teaching activities for CWD in primary schools in the South Central region. The research area includes three provinces in the South Central region (Danang, Phu Yen, and Ninh Thuan). The study tests two proposed measures with managers and teachers in some primary schools in Phu Yen province. The research period covers inclusive teaching activities and management from 2020 to 2024.

4. Scientific Hypothesis

Inclusive teaching activities in primary schools within the context of educational reform need to be built on the approach of renewing the general education program towards competency development. Currently, inclusive teaching activities for children with disabilities (CWD) in primary schools in the South Central region still show many inadequacies and limitations, mainly due to poor management. If comprehensive measures are proposed and implemented, the effectiveness of managing inclusive teaching activities for CWD in primary schools in the South Central region will be improved, thereby enhancing the quality of teaching and learning in schools, meeting the requirements of the 2018 general education program for primary education.

5. Research Tasks

The thesis identifies three main research tasks: 5.1. Study the theoretical basis of managing inclusive teaching activities for CWD in primary schools within the context of educational reform. 5.2. Survey the current state of managing inclusive teaching activities for CWD in primary schools in the South Central region within the context of

educational reform. 5.3. Propose management measures for inclusive teaching activities for CWD in primary schools in the South Central region within the context of educational reform.

6. Approach and Research Methods

6.1. Approach Methods

6.1.1. Content approach and management function approach

6.1.2. System approach

6.1.3. Development approach

6.1.4. Activity approach

6.1.5. Interactive pedagogy approach

6.2. Specific Research Methods

6.2.1. Group of theoretical research methods

6.2.2. Group of practical research and experience summarization methods

6.2.2.1. Survey method using questionnaires

6.2.2.2. In-depth interview method

6.2.2.3. Document research method 6.2.2.4. Experimental method

6.2.3. Group of information processing methods

7. New Contributions of the Thesis

7.1. Theoretical Contributions

The thesis systematizes and constructs several theoretical issues regarding the management of inclusive teaching activities for children with disabilities (CWD) in primary schools within the context of educational reform. The research results of the thesis contribute to enriching the theoretical basis of inclusive education for CWD, clarifying the theoretical basis of managing inclusive teaching activities for CWD in primary schools within the context of educational reform. The thesis identifies the management components of objectives, content, forms, methods, and evaluation of inclusive teaching activities, along with the conditions for implementing inclusive teaching activities in primary schools to successfully implement the 2018 general education program, meeting the fundamental and comprehensive educational reform requirements.

7.2. Practical Contributions

The thesis analyzes and clarifies the current state of inclusive teaching activities and the management of inclusive teaching activities for children with disabilities (CWD) in primary schools in the South Central region, thereby identifying the issues in managing inclusive teaching activities for CWD in primary schools in this region. The research results of the thesis contribute to creating a scientific basis, serving as a core foundation to determine the objectives, content, forms, methods, and evaluation in inclusive teaching for CWD suitable to practical conditions, thereby improving the quality of inclusive teaching for CWD in primary schools in the South Central region in particular and the whole country in general. The thesis proposes effective and feasible measures for managing inclusive teaching activities for CWD in primary schools in the South Central region within the context of educational reform.

8. Thesis Arguments

8.1. Inclusive teaching activities in primary schools within the context of educational reform need to be built on the approach of renewing the general education program towards competency development.

8.2. The current management of inclusive teaching activities for children with disabilities (CWD) in primary schools in the South Central region shows many inadequacies compared to the requirements of educational reform. The main reason for these limitations is the lack of strict management of inclusive teaching activities for CWD in primary schools in the South Central region.

8.3. There is a need for measures to address the inadequacies and limitations in managing inclusive teaching activities for CWD in primary schools in the South Central region to meet the requirements of the current general education program reform. 8.4. Implementing two breakthrough measures: “Directing the selection of general education program content in inclusive teaching for children with disabilities in primary schools” and “Organizing the development of specific skill education programs in inclusive teaching for children with disabilities

in primary schools” will enhance the effectiveness of managing inclusive teaching activities for CWD in primary schools in the South Central region.

9. Thesis Structure

Besides the Introduction, Conclusion and Recommendations, References, and Appendices, the main content of the thesis is structured into three chapters:

Chapter 1: Theoretical basis for managing inclusive teaching activities for children with disabilities in primary schools.

Chapter 2: Current state of managing inclusive teaching activities for children with disabilities in primary schools in the South Central region.

Chapter 3: Measures for managing inclusive teaching activities for children with disabilities in primary schools in the South Central region.

CHAPTER 1 THEORETICAL BASIS FOR MANAGING IN CLUSIVE TEACHING ACTIVITIES FOR CHILDREN WITH DISABILITIES IN PRIMARY SCHOOLS

1.1. Overview of Research on the Issue

1.1.1. Research on Inclusive Teaching Activities for Children with Disabilities (CWD) in Primary Schools

1.1.1.1. Research Abroad

1.1.1.2. Research in Vietnam

1.1.2. Research on Managing Inclusive Teaching Activities for CWD in Primary Schools

1.1.2.1. Research Abroad

1.1.2.2. Research in Vietnam

1.2. Key Concepts in the Research

1.2.1. Concept of Educational Management

1.2.2. Concept of Children with Disabilities

1.2.3. Teaching Activities

1.2.4. Inclusive Teaching Activities for Children with

Disabilities

Inclusive teaching activities for children with disabilities (CWD) are a purposeful process, with content and methods, forms, and a positive teaching environment aimed at promoting the learning potential of CWD.

1.2.5. Management of Inclusive Teaching Activities for Children with Disabilities

Management of inclusive teaching activities for children with disabilities (CWD) involves planned, organized, and directed actions by the management entity towards the managed subjects, based on objective theoretical and practical requirements of inclusive teaching, to achieve the set management objectives.

1.3. Characteristics of Children with Disabilities in Inclusive Primary Schools

1.3.1. Common Types of Disabilities in Inclusive Primary Schools

1.3.2. Basic Developmental Characteristics of Children with Disabilities in Inclusive Primary Schools

1.4. Inclusive Teaching Activities for Children with Disabilities in Primary Schools

1.4.1. Objectives of Inclusive Teaching for Children with Disabilities in Primary Schools The objectives of inclusive teaching for children with disabilities (CWD) are based on the general teaching objectives of the educational level. To achieve the set teaching objectives, teachers need to design and adjust teaching and educational activities for each subject and lesson, focusing on teaching specific skills for each type of disability

1.4.2. Content of Inclusive Teaching for Children with Disabilities in Primary Schools

The content of inclusive teaching for children with disabilities (CWD) in primary schools is implemented based on the 2018 General Education Program. Additionally, for CWD, it is necessary to supplement the program with specific skills tailored to each type of disability, as CWD need to maximize their potential while overcoming

the limitations caused by their impairments.

1.4.3. Forms of Inclusive Teaching for Children with Disabilities in Primary Schools

Common forms of teaching for children with disabilities (CWD) often applied in schools include: individualized instruction and cooperative group learning.

1.4.4. Methods of Inclusive Teaching for Children with Disabilities in Primary Schools

In inclusive teaching, the selection and synchronized use of current teaching methods, combined with specific methods for children with disabilities (CWD) and the organization of diverse learning forms that stimulate the interest and participation of CWD, will result in a highly effective teaching process.

1.4.5. Checking and Evaluation the learning Outcomes of Children with Disabilities in Primary Schools

For children with disabilities (CWD) in inclusive education, the assessment of learning outcomes follows the regulations. Emphasis is placed on progress in developing specific skills.

1.4.6. Conditions for Inclusive Teaching for Children with Disabilities in Primary Schools

1.4.6.1. Regarding Facilities

1.4.6.2. Regarding Policy Framework and Implementation of Policies in Inclusive Teaching for Children with Disabilities

1.4.6.3. Regarding the Management Staff and Teachers Involved in Inclusive Teaching for Children with Disabilities in Primary Schools

1.4.6.4. Regarding the Coordination of Forces in Inclusive Teaching for Children with Disabilities in Primary Schools

1.5. Management of Inclusive Teaching Activities for Children with Disabilities in Primary Schools

1.5.1. Management of Implementing Inclusive Teaching Objectives for Children with Disabilities in Primary Schools The manager identifies the core objectives of inclusive teaching for children with disabilities (CWD), disseminating specific and clear objectives for subjects and educational activities, and specific skills suitable for each

type of disability.

1.5.2. Management of Implementing Inclusive Teaching Content for Children with Disabilities in Primary Schools The management of inclusive teaching content for CWD is carried out according to the school's professional regulations. The manager directs the adjustment of content, educational programs, and the addition of specific skills programs to suit the cognitive level and learning interests of CWD according to their type of disability.

1.5.3. Management of Implementing Inclusive Teaching Forms for Children with Disabilities in Primary Schools

The manager performs the function of managing teaching towards individualized instruction and cooperative group learning that includes CWD.

1.5.4. Management of Implementing Inclusive Teaching Methods for Children with Disabilities in Primary Schools

The manager directs the selection and synchronized use of current teaching methods, combined with specific methods for teaching CWD.

1.5.5. Management of Implementing of Checking and Evaluation the learning Outcomes of Children with Disabilities in Primary Schools

The assessment and evaluation work is the responsibility of the manager to ensure that inclusive teaching for CWD is carried out to meet the objectives of inclusive teaching.

1.5.6. Management of Implementing Conditions for Inclusive Teaching for Children with Disabilities in Primary Schools

1.5.6.1. Management of Facilities for Implementing Inclusive Teaching for CWD in Primary Schools

1.5.6.2. Management of Policy Implementation in Inclusive Teaching for CWD in Primary Schools

1.5.6.3. Management of Teachers Involved in Inclusive Teaching for CWD in Primary Schools

1.5.6.4. Management of Coordination of Forces in Inclusive Teaching for CWD in Primary Schools

Summary of Chapter 1

Chapter 1 establishes the theoretical framework for managing inclusive teaching activities for children with disabilities (CWD) in primary schools, including: Objectives of inclusive teaching for CWD in primary schools; Content of inclusive teaching for CWD in primary schools; Forms of inclusive teaching for CWD in primary schools; Methods of inclusive teaching for CWD in primary schools; Assessment and evaluation of inclusive teaching results for CWD in primary schools; Conditions for inclusive teaching for CWD in primary schools; Management of inclusive teaching objectives for CWD in primary schools; Management of inclusive teaching content for CWD in primary schools; Management of inclusive teaching forms for CWD in primary schools; Management of inclusive teaching methods for CWD in primary schools; Management of assessment and evaluation of inclusive teaching results for CWD in primary schools; Management of conditions for inclusive teaching for CWD in primary schools

These theoretical bases guide the author in investigating and analyzing the current situation in Chapter 2 and proposing management measures for inclusive teaching activities for CWD in primary schools in the South Central region in Chapter 3.

CHAPTER 2

CURRENT STATE OF MANAGING INCLUSIVE TEACHING ACTIVITIES FOR CHILDREN WITH DISABILITIES IN PRIMARY SCHOOLS IN THE SOUTH CENTRAL REGION

2.1. Overview of the Survey Process

2.1.1. Purpose of the Survey

2.1.2. Content of the Survey

2.1.3. Survey Organization Plan

2.1.4. Survey Methods

2.1.5. Data Processing of the Survey

2.2. Overview of the Socio-Economic, Educational, and Training Situation in the South Central Region

2.2.1. Geographical Location and Socio-Economic Conditions of the South Central Region

2.2.2. Educational and Training Situation in the South Central Region

2.2.3. Primary Education Situation in the South Central Region

2.3. Current State of Inclusive Teaching Activities for Children with Disabilities in Primary Schools in the South Central Region

2.3.1. Current Awareness of Management Staff and Teachers on the Importance of Inclusive Teaching Activities in Primary Schools in the South Central Region

2.3.2. Current Implementation of Inclusive Teaching Objectives for Children with Disabilities in Primary Schools in the South Central Region

The survey results on the implementation of the inclusive education objectives for children with disabilities in the South Central region have shown that primary schools have effectively identified and correctly directed these objectives in their inclusive education efforts

2.3.3. Current Status of Implementing Inclusive Education Content for Children with Disabilities in Primary Schools in the South Central Region

Several areas need improvement to enhance the results in developing inclusive education content for children with disabilities in primary schools.

2.3.4. Current Status of Implementing Inclusive Education Methods for Children with Disabilities in Primary Schools in the South Central Region

The current status shows that primary schools have not effectively developed and applied appropriate teaching methods for children with disabilities.

2.3.5. Current Status of Inclusive Education Methods for Children with Disabilities in Primary Schools in the South Central Region

The current status indicates that primary schools have not effectively developed and applied specific teaching methods suitable for children with disabilities.

2.3.6. Current Status of Checking and Evaluation the learning Outcomes of Children with Disabilities in Primary Schools

Survey results show that the content in the assessment and evaluation of inclusive education has been relatively well implemented and achieved.

2.3.7. Current Status of Conditions for Inclusive Education for Children with Disabilities in Primary Schools in the South Central Region

2.3.7.1. Current Status of Physical Conditions for Inclusive Education for Children with Disabilities in Primary Schools in the South Central Region

Based on survey results, the current status of physical conditions for inclusive education remains inadequate.

2.3.7.2. Current Status of Policy Implementation in Inclusive Education for Children with Disabilities in Primary Schools in the South Central Region

Survey results indicate that schools have fully and systematically received and implemented guidelines on inclusive education, facilitating the identification, compliance, and transparent evaluation, aiming to ensure the quality of inclusive education.

2.3.7.3. Current Status of Teachers for Inclusive Education for Children with Disabilities in Primary Schools in the South Central Region

These issues highlight the need to develop and train management staff and teachers to enhance their professional capacity in theoretical foundations, skills, and pedagogical methods for inclusive education.

2.3.7.4. Current Status of Coordination in Inclusive Education for Children with Disabilities in Primary Schools in the South Central Region

The current status of coordination in inclusive education in the South Central region is relatively uniform but not highly effective.

2.4. Current Status of Managing Inclusive Education Activities for Children with Disabilities in Primary Schools in the South Central Region

2.4.1. Current Status of Managing the Implementation of Inclusive Education Objectives for Children with Disabilities in Primary Schools in the South Central Region

Survey results show that schools have done very well in managing the objectives of inclusive education for children with disabilities.

2.4.2. Current Status of Managing the Implementation of Inclusive Education Content for Children with Disabilities in Primary Schools in the South Central Region

The current status of managing inclusive education content in primary schools in the South Central region has not been very effective. Adjusting and developing the inclusive education curriculum is a key factor for the overall development of inclusive education for children with disabilities. This includes focusing on adjusting the general education program for children with disabilities and developing specific skills suitable for each type of disability. This content needs to be innovated and tightly managed.

2.4.3. Current Status of Managing the Implementation of Inclusive Education Methods for Children with Disabilities in Primary Schools in the South Central Region

The current status of managing inclusive education methods in primary schools in the South Central region has not been very effective.

2.4.4. Current Status of Managing the Implementation of Inclusive Education Methods for Children with Disabilities in Primary Schools in the South Central Region

To achieve high results in managing inclusive education methods for children with disabilities in primary schools in the South Central region, it is necessary to develop truly essential measures that can be applied in the practical conditions of schools implementing the 2018 general education program.

2.4.5. Current Status of Managing the Implementation of Checking and Evaluation the learning Outcomes of Children with Disabilities in Primary Schools

As analyzed from the survey results, the author concludes that primary schools have relatively well managed the assessment and evaluation of inclusive education activities for children with disabilities.

2.4.6. Current Status of Managing the Implementation of Conditions for Inclusive Education for Children with Disabilities in Primary Schools in the South Central Region

2.4.6.1. Current Status of Managing Physical Conditions for Inclusive Education Activities for Children with Disabilities in Primary Schools in the South Central Region

2.4.6.2. Current Status of Managing the Implementation of Policies in Inclusive Education for Children with Disabilities in Primary Schools in the South Central Region

2.4.6.3. Current Status of Managing the Staff and Teachers for Inclusive Education for Children with Disabilities in Primary Schools in the South Central Region

2.4.6.4. Current Status of Managing the Coordination of Forces in Inclusive Education for Children with Disabilities in Primary Schools in the South Central Region

2.5. General Evaluation

2.5.1. Strengths

Along with general professional guidance, the implementation, organization, and management of inclusive education activities have been carried out consistently and systematically, with coordinated efforts among functional departments. Schools also regularly monitor inclusive education activities for children with disabilities through various methods, thereby continuously improving the quality of inclusive education. General Evaluation

2.5.2. Areas for Improvement and Causes

The content, methods, forms, and conditions of inclusive education have not yet met the needs of students with disabilities.

These aspects need to be developed and adjusted so that students with disabilities can actively participate in learning and maximize their individual potential. Specifically, it is essential to organize and direct the development of educational content based on the general education program and to supplement it with specific skill programs for inclusive education for children with disabilities in primary schools.

The activities of inclusive education and the management of inclusive education for children with disabilities in primary schools in the South Central region still reveal many limitations and weaknesses. Therefore, stronger and more decisive measures are needed to promote inclusive education activities and the management of inclusive education for children with disabilities at the primary level across the entire education sector in the region.

Chapter 2 Summary

In Chapter 2, the author has surveyed, analyzed, and initially assessed the current status of managing inclusive education activities for children with disabilities in primary schools in the South Central region.

The author considers these practical bases very important, combined with the researched theories, to propose reasonable and feasible measures to improve the effectiveness of managing inclusive education activities for children with disabilities in primary schools in the South Central region in the near future. These important contents will be presented in Chapter 3.

CHAPTER 3

MEASURES FOR MANAGING INCLUSIVE EDUCATION ACTIVITIES FOR CHILDREN WITH DISABILITIES IN PRIMARY SCHOOLS IN THE SOUTH CENTRAL REGION

3.1. Principles for Proposing Measures

3.1.1. Principle of Ensuring Systematic and Synchronized Implementation

3.1.2. Principle of Ensuring Inheritance and Development

3.1.3. Principle of Ensuring Rationality and Feasibility

3.1.4. Principle of Ensuring Effectiveness

3.1.5. Principle of Ensuring Practicality

3.1.6. Principle of Ensuring the Characteristics of Inclusive Education

3.2. Measures for Managing Inclusive Education Activities for Children with Disabilities in Primary Schools in the South Central Region

3.2.1. Organizing Awareness Raising for Participants in Inclusive Education for Children with Disabilities in Primary Schools

Raising awareness and understanding of those participating in child education activities helps children with disabilities and their families reduce barriers and complexes, increase trust in the social community, and help children with disabilities take ownership. Actively integrate, learn, communicate and develop to the maximum of your abilities.

3.2.2. Directing the Selection of General Education Program Content for Inclusive Education for Children with Disabilities in Primary Schools

Depending on the characteristics of each disabled child, teachers suggest keeping the content and duration of learning the same; Reduce content, increase teaching time or exempt content and subjects for children with disabilities. Any adjustments to teaching content for children with disabilities are clearly shown in the individual plan.

3.2.3. Organizing the Development of Specific Skill Education Programs for Inclusive Education for Children with Disabilities in Primary Schools



Figure 3.1. Model for Developing Inclusive Education Content for Children with Disabilities

The content for inclusive education for children with disabilities

is not developed in isolation but is built upon the general education content, supplemented with specific skills, and adjusted to suit the abilities of children with disabilities. The inclusive education content needs to focus on the aforementioned aspects and be concretized in the specific educational plans to ensure high effectiveness in the inclusive education process for children with disabilities.

3.2.4. Directing the Implementation of Inclusive Education Approaches Based on Individual Competencies in Primary Schools

Individual lessons need to enhance communication between teachers, support teachers and children with disabilities, practice specific skills, and guide rules for children with disabilities to take place smoothly and effectively.

3.2.5. Directing the Implementation of Group Cooperative Inclusive Education Methods in Primary Schools

The group cooperative teaching form has the outstanding advantage that children can interact and influence each other. Children with disabilities can participate in activities as active subjects, so they remember and deeply understand learning issues.

3.2.6. Guiding the Selection of Active Teaching Methods in Inclusive Education for Children with Disabilities in Primary Schools

Direct the selection and synchronous use of current teaching methods, combined with specific methods and means for children with disabilities.

3.2.7. Building a Psychological Environment Inside and a Physical Environment Outside the School to Support Inclusive Education for Children with Disabilities in Primary Schools

Building a psychological environment in schools requires paying attention to respecting differences based on recognizing the diversity of children in terms of cognitive level, behavioral characteristics, gender, etc., without using physical punishment and psychology towards children with disabilities.

Make reasonable use of the State budget, take full advantage of the support of localities and organizations and individuals inside and outside the school legally.

3.2.8. Organizing Training for Teachers to Carry Out Educational Activities for Children with Disabilities in Primary Schools

The organization of fostering knowledge about disability education for teachers at school must be carried out according to each type of disability and each stage in the school year, in many different forms.

3.2.9. Mobilizing Educational Forces to Participate in Inclusive Education Activities for Children with Disabilities in Primary Schools

3.3. Relationship between Measures

For inclusive education to truly be the most advanced and effective educational model, it is necessary to clearly define the functions, tasks and powers of the forces involved in inclusive teaching. At the same time, there needs to be a smooth coordination between inclusive education forces in supporting and helping children overcome difficulties to integrate into society.

These measures correspond to the functions of educational management, having a dialectical relationship with each other, where one measure is the condition and premise for the other, and vice versa. During implementation, they intertwine, blend, support, interact, and promote each other in a developmental process. The measures “Directing the selection of general education program content for inclusive education for children with disabilities in primary schools” and “Organizing the development of specific skill education programs for inclusive education for children with disabilities in primary schools” are considered breakthrough measures, paving the way for the innovation of managing inclusive education activities for children with disabilities. The measures “Organizing awareness raising for participants in inclusive education for children with disabilities in primary schools”; “Directing the implementation of inclusive education approaches based on individual competencies in primary schools”; “Directing the implementation of group cooperative inclusive education methods in primary schools”; and “Guiding the selection of active teaching methods in inclusive education for children with disabilities”

are considered key measures, laying the foundation for the management process to operate according to the plan and towards the set goals. The measures “Building a psychological environment inside and a physical environment outside the school to support inclusive education for children with disabilities in primary schools”; “Organizing the training of teachers to implement inclusive education activities for children with disabilities”; and “Mobilizing educational forces to participate in inclusive education activities for children with disabilities in primary schools” are conditions for the implementation of inclusive education management. Depending on the circumstances and specific conditions of each school unit, these measures can be used, coordinated, or supplemented with new, appropriate measures to improve the quality of inclusive education for children with disabilities in the locality.

3.4. Testing the Necessity and Feasibility of the Measures

3.4.1. Purpose of Testing

To verify the necessity and feasibility of applying management measures for inclusive education activities for children with disabilities in primary schools in the South Central region to meet educational innovation requirements.

3.4.2. Content of Testing

Testing the necessity and feasibility of 9 measures as shown in Table 3.2:

Table 3.2. Management Measures for Inclusive Education Activities for Children with Disabilities in Primary Schools in the South Central Region

Names of the Measures
1. Organizing Awareness Raising for Participants in Inclusive Education for Children with Disabilities in Primary Schools
2. Directing the Selection of General Education Program Content for Inclusive Education for Children with Disabilities in Primary Schools
3. Organizing the Development of Specific Skill Education Programs for Inclusive Education for Children with Disabilities in Primary Schools
4. Directing the Implementation of Inclusive Education Approaches Based on Individual Competencies in Primary Schools
5. Directing the Implementation of Group Cooperative Inclusive Education

Methods in Primary Schools
Guiding the Selection of Active Teaching Methods in Inclusive 6.Education for Children with Disabilities in Primary Schools
7.Building a Psychological Environment Inside and a Physical Environment Outside the School to Support Inclusive Education for Children with Disabilities in Primary Schools
8. Organizing the Training of Teachers to Implement Inclusive Education Activities for Children with Disabilities
9. Mobilizing Educational Forces to Participate in Inclusive Education Activities for Children with Disabilities in Primary Schools

3.4.3. Subjects of Testing

Surveying the opinions of 116 management staff and teachers from 30 randomly selected primary schools in three provinces: Da Nang, Phu Yen, and Ninh Thuan.

3.4.4. Testing Methods and Data Processing

3.4.5. Testing Results

These results show consistency in the evaluations of management staff and teachers regarding the necessity and feasibility of the measures. The measures considered necessary are also deemed feasible. This indicates that the criteria for evaluating necessity and feasibility are closely related in the author's research.

3.5. Experimental Measures

3.5.1. Experimental Hypothesis

If the two measures "Directing the selection of general education program content for inclusive education for children with disabilities in primary schools" and "Organizing the development of specific skill education programs for inclusive education for children with disabilities in primary schools" are applied, they will help school leaders develop their capacity to manage inclusive education activities for children with disabilities in primary schools.

3.5. Experimental Measures

3.5.2. Basis for Selecting Experimental Measures

The experiment of two management measures for inclusive education activities for children with disabilities in primary schools in the South Central region is based on the following:

Soliciting opinions on the necessity and feasibility of the proposed measures.

Based on the analysis of necessity and feasibility; considering practical conditions to select two measures from the proposed ones that have been confirmed for their necessity and feasibility for testing. The author chose these two measures for experimentation because they are key, breakthrough measures that pave the way for the innovation of managing inclusive education activities for children with disabilities. Successfully implementing these two measures is the basis for effectively implementing other measures.

3.5.3. Purpose of Experimentation

To determine the effectiveness and necessary conditions for implementing the selected experimental measures and thereby prove the correctness of the scientific hypothesis of the research.

3.5.4. Content of Experimentation

Based on the scope of the dissertation research, practical conditions, and the current status of managing inclusive education activities for children with disabilities, the author cannot organize experiments for all measures but will only experiment with two measures:

Measure 1: “Directing the selection of general education program content for inclusive education for children with disabilities in primary schools.”

Measure 2: “Organizing the development of specific skill education programs for inclusive education for children with disabilities in primary schools.”

3.5.5. Experimental Sample and Subjects

3.5.5.1. Selection of Experimental Sample

The researcher selected three primary schools (Lac Long Quan Primary School, Trung Vuong Primary School, Dao Duy Tu Primary School in Tuy Hoa city, Phu Yen province), which are also part of the sample surveyed for the current status.

3.5.5.2. Experimental Subjects

The experiment was conducted on 116 management staff and teachers from three primary schools: Lac Long Quan Primary School,

Trung Vuong Primary School, Dao Duy Tu Primary School, in Tuy Hoa city, Phu Yen province. These participants attended professional training courses in March 2023 at the Tuy Hoa City Department of Education, Phu Yen province. The management staff and teachers were divided into two groups, with 58 in the control group and 58 in the experimental group.

3.5.6. Methods for Evaluating Experimental Measures

To evaluate the experimental results, the author used a survey method with pre- and post-experiment questionnaires regarding the application of these measures in the practical management of inclusive education activities for children with disabilities in primary schools in Phu Yen province, using SPSS software to determine the effectiveness of the experimental measures.

3.5.7. Criteria and Evaluation Scale for the Experiment

3.5.7.1. Evaluation Criteria

Evaluating the effectiveness of the training courses through changes in awareness, knowledge, skills, and attitudes of the management staff and teachers participating in the training. This includes core content for evaluation (according to the training program) and required achievement levels (effectiveness).

3.5.7.2. Evaluation Scale and Method

The evaluation scale is uniformly used with 4 levels, with a maximum of 4 points and a minimum of 1 point (very effective, effective, less effective, and ineffective). The research uses SPSS software to process research results such as mean values, variance, standard deviation, percentage, and interpretation of some parameters.

3.5.8. Description of the Experimental Organization Process

The experiment was conducted following steps divided into three implementation stages as follows:

- Preparation
- Conducting the experiment
- Concluding the experiment

3.5.9. Experimental Results and Evaluation

Following the experimental organization process, surveys were

conducted using questionnaires, and the indices of the control and experimental groups were studied, compared, analyzed, and concluded. The results obtained are as follows:

Table 3.8. Results of Differences in Effectiveness Levels of Training Content for Management Staff and Teachers between the Control Group and the Experimental Group

No.	Measure	Group	Quantity	Mean	SD	t	P
1	Directing the Selection of General Education Program Content for Inclusive Education for Children with Disabilities in Primary Schools	Control	58	1,59	0,428	-21,676	<0.001
		Experimental	58	3,25	0,395		
2	Organizing the Development of Specific Skill Education Programs for Inclusive Education for Children with Disabilities in Primary Schools	Control	58	1,73	0,406	-20,562	<0.001
		Experimental	58	3,22	0,374		

Based on the experimental results, it can be affirmed that the proposed measures contribute to improving efficiency and have the potential for practical implementation in the provinces of the South Central Coast region in the context of educational reform.

3.5.10. General Evaluation of Experimental Results

During the experiment, administrators and teachers grasped and approached the organization and implementation of developing inclusive education content for children with disabilities in primary schools. Thanks to this content, most administrators and teachers fully recognized the necessity of adjusting the 2018 general education program and supplementing it with specific skill programs tailored to each type of disability. To do this well, schools need to have plans, inspections, and supervision of the inclusive education program for

children with disabilities.

Thus, the measures “Directing the selection of general education program content in inclusive education for children with disabilities in primary schools” and “Organizing the development of specific skill education content in inclusive education for children with disabilities in primary schools” were experimentally implemented in practice, yielding higher effectiveness compared to before implementation. To effectively manage the development of inclusive education content for children with disabilities in primary schools, it is necessary to innovate both forms and methods, enhance facilities and teaching equipment, increase the participation and coordination of forces in inclusive education, and especially train the teaching staff involved in inclusive education for children with disabilities. When the proposed measures are implemented synchronously, they will certainly achieve high efficiency in managing inclusive education activities, particularly creating conditions for teachers in difficult and remote areas to have better learning conditions and achieve the desired training effectiveness.

Based on the above experimental results, it can be affirmed that the proposed measures contribute to improving efficiency and have the potential for practical implementation in the provinces of the South Central Coast region in the context of educational reform.

Summary of Chapter 3

Based on the theoretical research on the management of inclusive education activities for children with disabilities and the survey of the current management situation of these activities in primary schools in the South Central Coast region, the dissertation proposes 09 management measures to enhance the effectiveness of managing DHHN TKT activities in the region’s primary schools.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

From the theoretical and practical bases of managing activities in primary schools in the South Central Coast region, the dissertation

proposes 9 measures based on 6 fundamental principles. All proposed measures are linked to the context of educational reform and reflect the specific characteristics of the South Central Coast region. These measures have initially been verified through the examination of all 09 measures and have preliminarily proven their correctness and effectiveness through the experimental implementation of 02 out of the 09 measures.

2. Recommendations

2.1. For the Ministry of Education and Training

Provide specific guidelines for implementing the 2018 General Education Program in inclusive education for children with disabilities at the primary level.

Develop supplementary programs for specific skills tailored to each type of disability.

2.2. For the People's Committees of the South Central Coast Provinces

Establish appropriate mechanisms and policies for inclusive education for children with disabilities at the primary level in each locality.

2.3. For the Departments of Education and Training of the South Central Coast Provinces

Develop plans, regulations, and mechanisms for inclusive education activities at the primary level based on the general guidelines of the Ministry of Education and Training and the specific characteristics of the locality; direct and coordinate the compilation and provision of inclusive education materials for the primary level, especially materials for developing specific skills for each type of disability.

2.4. For Primary Schools in the South Central Coast Region

Schools need to effectively perform educational management functions: planning, organizing, directing the implementation of plans, and regularly inspecting and evaluating all inclusive education activities for children with disabilities.

Focus more on training and developing a pool of teachers and support staff for inclusive education for children with disabilities.

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