THE REALITY OF QUALITY OF INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES AT PRIMARY EDUCATION LEVEL FOLLOWING THE QUALITY ASSURANCE APPROACH IN VIETNAM

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Abstract. Quality and quality assurance of inclusive education in general as well as in primary education level have been paid attentions by scientists, school teachers, parents of students with disabilities and community members. Doing research this issue in order to draw an overall picture of reality and to have bases for the future actions taken for improving the quality of inclusive education following the quality assurance approach has an important meanings. The contents of papepr reflects a research results by the author on this issue which follows the quality assurance approach as for the quality which is considered an overall quality or the quality combination by all the quality factors of inclusive education process in school and manifested by the development results of students with disabilities.

Keywords: Approach, inclusive education, quanlity; quality assurance, student with disability.

1.   Introduction

Inclusive education (IE) is a mode of education that persons without disabilities and the ones with disabilities are learning together in educational institutions [1]. And IE for student with disabilities has been implementing in Vietnam since the early of 1990s in the last centery, an increasing number of students with disabilities are learning inclusively in genral schools [2].

IE quality and IE quality assurance for students with disabilities in schools and at primary education level have been paid attention by internal expertise. It considers as an abstract term by diverse opinions and approaches.

As for the Vietnam Quality Metering Department, *quality is not only the properties of products or services but also the level of these properties to meet the needs of custormers and use the services in concrete conditions* [3]. Based on a joint research between Vietnam and USA named: "IE quality assurance for students with intellectual disabilities: Lessons learnt from USA for Vietnam" in 2017 [4], the author Nguyen Xuan Hai defined that *IE quality for students with disabilities is understood as an overall of quality or a combination of all the quality factors of the whole IE process in school which is manifested by the development results of students with disabilities* [5]. *IE quality insurance for students with disabilities is also understood as a procedure of appying opinions on IE quality, policies, objectives, resources, solutions and tool approaciately to make sure of implementing educational expected outcomes for students with disabilities (knowledge, skills, behaviors, language and communication, social emotions, etc* [6].

The manuscript doesn't go inside to reflect theoretical results but focuses on research of the reality of this issue. Based on the results, the paper will draw a picture of the reality on IE quality for student with disabilities following the approach of quality insurrance in Vietnam.

2. Content

2.1. Overall introductions on the reality research

The aims of the research is to assess the reality of IE quality for students with disabilities at primary education level following the approach of quality insurrance, so to draw a picture of this reality, to have bases for the future actions in improving IE quality for students with disabilities in Vietnam.

The research was conducted in some provicial and district departments of training and education (DOET), primary schools and Support Centre for the Development of IE (so call Support Centre afterwards) which are representatives of regionals in the country as: 1) of the northern: Thai Nguyen, Dien Bien, Hai Phong; 2) of the middle and high land: Da Nang, Quang Ngai, Dak Lak; 3) of the southern: Hochiminh city, Tien Giang and Vinh Long.

Table 1. Research Surveyees

N^0	Surveyees Office/educationa level	Teachers	Educational officers	Total
1	Provincial DOET	0	30	30
2	District DOET	0	36	36
3	Primary school	900	270	1170
4	Support Centre	21	14	35
	Σ	**921**	**350**	**1271**

The checklist includes 11 questions with 40 items and items are shown in each table. All the checklist composes basic issues as: 1) Achievement level of developing and inplementing the individual education program (IEP) for students with disabilities by primary schools; 2) Level of IE competency of primary education officers who are from provincial, district DOETs and primary schools; 3) Levels of the importance and achievement of teacher's knowledge and skills in education and teaching for students with disabilities in IE primary schools; 4) Levels of the importance and achievement of adaptation methods in education and teaching for students with disabilities in IE primary schools; 5) Facilities, equipments to meet the needs of education and teaching for students with disabilities in IE primary schools; 6) Role and of collaboration between community resources in IE for students with disabilities; 7) Outcomes of IE for students with disabilities in primary schools.

Research methods and the ways of implemeting the research includes: filling in the checklist, review in depth, gettingg reports, taking part in lessons, looking at products of teachers in teaching and the ones of students with disabilities in learning, etc

All the gathered data will be composed and analized by mathematic statistic methods, SPSS software or Microsoft Office Excel and by %, mean and X_{TB}.

2.2. Analyzing the research results

2.2.1. Understanding on quality of IE for students with disabilities

Three definitions are given out as: 1) Definition 1: As learining outcomes of students with disabilities; 2) Definition 2: As the quality of each and seperated factors: quality of resources,

quality of activities and process, quality of products which manifest learining outcomes of students with disabilities, etc to achieve the expected aims in IE for students with disabilities; 3) Definition 3: As an overall quality or the quality combination by all the quality factors of inclusive education process in school and manifested by the development results of students with disabilities.

Table 2. Understanding on IE quality for students
with disabilities by educational officers and teachers

Level Content	Eduactional officers						Teachers					
	Correct		*Incorrect*		*Don't know*		*Correct*		*Incorrect*		*Don't know*	
	Amt.	*%*	*Amt.*	*%*	*Amt.*	*%*	*Amt.*	*%*	*Amt.*	*%*	*Amt.*	*%*
Definition 1	350	100.0	0	0.0	0	0.0	921	100.0	0	0.0	0	0.0
Definition 2	312	89.14	0	0.0	38	10.86	814	88.38	0	0.0	107	11.62
Definition 3	81	23.14	0	0.0	0	0.0	806	87.51	0	0.0	115	12.49

As the survey results shown in the above table, from the educational officers'opinions the IE quality for students with disbilities with 100% is *"learining outcomes of students with disabilities"*; most of the opinions with 89.14% as for the definition 2; only 23.14% as for the definition 3. So the educational officers'opinions are toward the quality of each factor not overall one and not correctly understood of IE quality for students with disabilities.

Similarly, from the school teachers'opinions, the IE quality for students with disbilities with 100% is as for the definition 1; most of the opinions with 88.38% as for the definition 2; but up to 87.51% as for the definition 3. Therefore, IE quality from teachers'aspect considers as learning outcomes of the students and the last two definitions are not surely understood by them.

In sumary, the educational officers'opinions as well as teachers' focuse on considering IE quality for students with disabilities to be their learning outcomes. Both of them understand fully the definition of this issue.

2.2.2. Individual Education Program

Individual education program is regarded a core quality factor in IE for students with disabilities following the quality assurance appoach.

An individual education program includes individual education plan (IEP) for student with disability and teaching plan. An IEP needs the participation in developing and implementing by a cooperative group which composes by class teacher, parents of students with disabilities, students with disabilities, key teachers in IE, school nurse, representative of school board, etc. Teaching plan is developed by class teacher as a specification of IEP.

Table 3a. Achievement level of developing IEP for students with disabilities of schools

TT	Level Content	Well		Fair well		Not very well		Not well	
		Amt.	*%*	*Amt.*	*%*	*Amt.*	*%*	*Amt.*	*%*
1	Developing IEP for student with disability	155	12.2	278	21.87	565	44.45	273	21.48
2	Developing teaching plan in inclusive classroom	112	8.81	165	12.98	751	59.09	243	19.12

As the survey results shown in the above table, levels of developing IEP for student with disability and teaching plan are at not very well making a highest number as well as percentages, correspondingly 44.45% và 59.09%; at not well making a fair percentages with

21.48% và 19.12% comparably. However, low number and percentages consider developing IEP and teaching plan for students with disabilities, correspondingly at 12.2% và 8.81% and fair well at 21.87% và 12.98%.

By interviewing, teachers of primary schools have shown the un-selfconfidence to develop a good IEP and teaching plan wich causes by laking of expetise. All the things they can do is from guidelines of provicial and district departments of education and training as well as their responsibilities to the students.

Table 3b. Achievement level of implementing IEP for students with disabilities of schools

		Level	Well		Fair well		Not very well		Not well	
TT	**Content**		*Amt.*	*%*	*Amt.*	*%*	*Amt.*	*%*	*Amt.*	*%*
1	Implementing the objectives of IEP for students with disabilities		95	7.47	125	9.83	653	51.38	398	31.31
2	Implementing the objectives of teaching plan for students with disabilities		132	10.39	148	11.64	695	54.68	296	23.29

Similarly to the survey results shown in table 3a, the results in the above table show levels of achievements of implementing the objectives of IEP and the objectives of teaching plan for students with disabilities. Most of the opinions point out levels of being not very well and not well, correspondingly at 82.69% and 77.97%, just only a low number and percentages at well and fair well at 17.3% and 22.03%.

So can make the comparision between level of developing and the one of achieving on implementing the objectives of IEP and teaching plan for students with disabilities at the sited survey which shown in the diagram below:
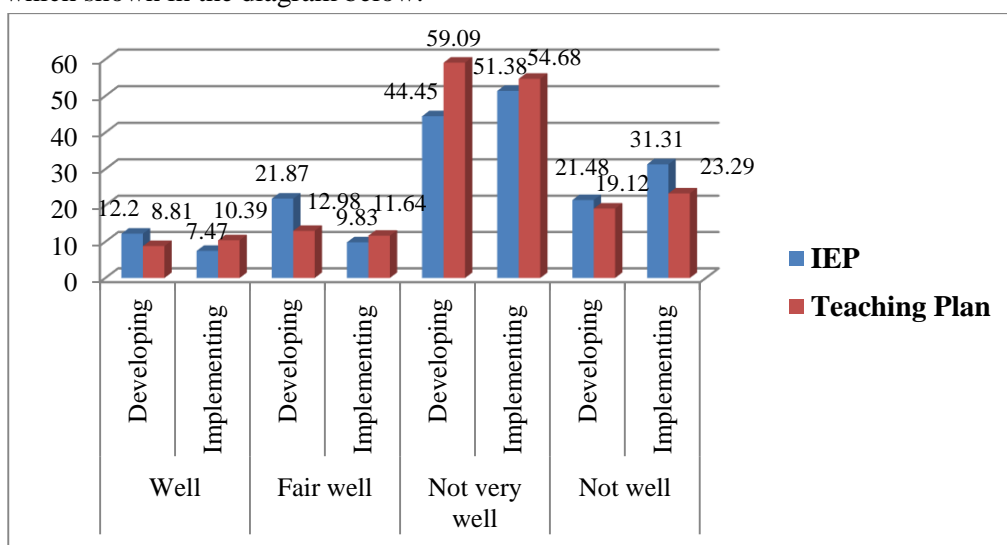

Diagram 1. Comparision between level of developing and the one of achieving on implementing the objectives of IEP and teaching plan for students with disabilities

2.2.3. Competency of educational officers in IE for students with disabilities

This issue was conducted with 03 contents as:

(i) Professional competency on education, eduactional management and IE management for students with disabilities (Content 1).

(ii) Competency of Interpersonal relationship (with offices of management, teachers, students, authorities, communities, families with students with or without disabilities, etc (Content 2).

(iii) Competency of generalization in IE for students with disabilities and other offices of management (Content 3).

The gathered data shown in table 4a and table 4b as belows:

Bảng 4a. Level of importance of required competency for educational officers in IE for students with disabilities

Level Content	Important		Fairly important		Not very important		Not important		n	X_{TB}	The level
	Amt.	%	Amt.	%	Amt.	%	Amt.	%			
Content 1	855	67.27	416	32.73	0	0.0	0	0.0	4668	3.67	1
Content 2	678	53.34	362	28.48	231	18.17	0	0.0	4260	3.35	2
Content 3	421	33.12	563	44.3	233	18.33	54	4.25	3893	3.06	3
M										3.36	

All the three contents are appreciated by educational officers and school teachers with X_{TBC}=3.36 at the levels of the important and fairly important, content 1 and content 2 get no opinion of being not very important and not important. It also shows thay just only a very low number and percentages are at the level of being not important for the content 3 (make up 4.25%).

Content 3 is at the highest with 100% of being important and fairly important and makes up at the first ranking with X_{TB}=3.67, correspongly content 2 at the second with X_{TB}=3.35 and content 3 at the third with X_{TB}=3.06.

So educational officers are not only required to have the competency in genneral education management but also the one in specific one in IE for students with disabilities. This job have it own typical characteristics and not only the responsibilities of educational sector but also the one of others who related to.

Competecies of educational officers will be premise to ensure effectively the IE implementation and management in primary schools.

Bảng 4b. Levels of Competency of educational officers and primary school managers in IE for students with disabilities

Level Content	Well		Fair well		Not very well		Not well		n	X_{TB}	The level
	Amt.	%	Amt.	%	Amt.	%	Amt.	%			
Content 1	232	18.25	351	27.62	483	38.0	205	16.13	3152	2.48	3
Content 2	533	41.94	398	31.31	235	18.49	105	8.26	3901	3.07	1
Content 3	411	32.34	428	33.67	245	19.28	187	14.71	3605	2.84	2
TBC										2.80	

The results on levels of competency of educational officers and primary school managers in IE for students with disabilities shown on the above table point out that, level of competency at fair well with $X_{TB}=2.80$ is much lower than it is the one of the important of educational officers in IE for students with disabilities. Of which, content 2 is at the highest ranking with 73.25% as for well and fair well levels, $X_{TB}=3.07$ (level 1); content 1 is at the lowest ranking with 54.13% as for not very well and not well, $X_{TB}=2.48$ (level 3).

In general, educational oficers have outstanding competency not only in general education but also in IE which are in relationship with managers at different levels, class teachers parents of students with disabilities, students with disabilities, key teachers in IE, school nurse, representative of school board, etc in order to mobilize the participation and resources for IE in schools. Besides, generalization of educational officers is considered as an oustanding competency in Vietnam.
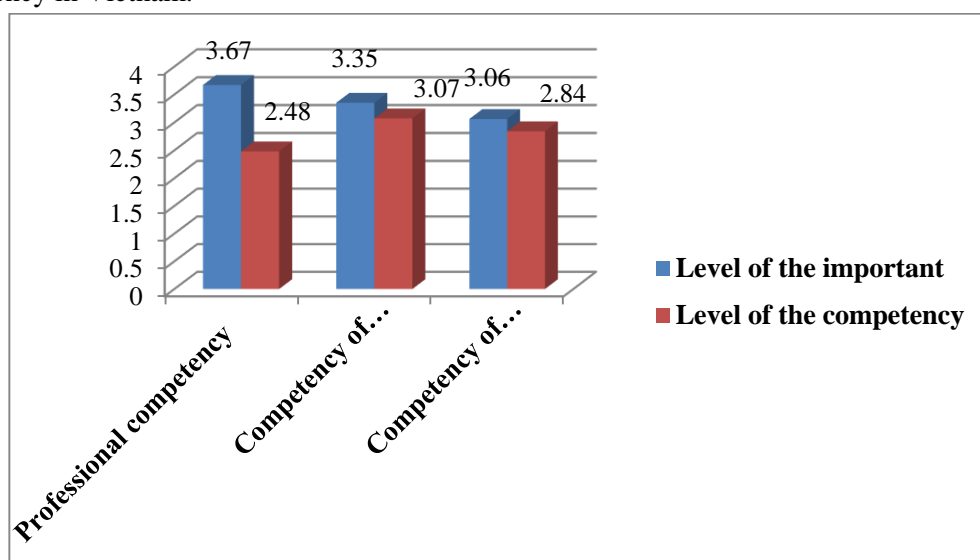

Diagram 2. A comparision bewteen level of the important and the achieving of needed competency of educational officers in IE for students with disabilities

As for the comparision shown the above diagram, there is differences between level of awareness and the achievement of the competencies. However, both of them are at well and fair well levels, so the competencies of educational officers are consideredl qulified enough to ensure the quality of IE implementation in the reality.

2.2.4. Knowledge and skills of primary school teachers in IE for students with disabilities

05 contents are surveyed:

(i) Having knowledge and skills on teaching at primary education level (Content 1).

(ii) Having knowledge and skills on teaching in inclusive classroom for students with disabilities (Content 2).

(iii) Having knowledge and skills on communicating with students with disabilities (Content 3).

(iv) Implementing the collaboration with other educational forces in IE for students with disabilities (Content 4).

(v) Having knowledge on policies of IE for students with disabilities in general and at the primary education level (Content 5).

The gathered data results shown in the table 5a and table 5b as belows:

Bảng 5a. Levels of the important in knowledge, skills of priamry school teachers in IE for students with disabilities

Level / Content	Important		Fairly important		Not very important		Not important		n	X_{TB}	The level
	Amt.	%	Amt.	%	Amt.	%	Amt.	%			
Content 1	329	25.89	332	26.12	445	35.01	165	12.98	3367	2.65	**5**
Content 2	786	61.84	426	33.52	59	4.64	0	0.0	4540	3.57	**2**
Content 3	885	69.63	335	26.36	51	4.01	0	0.0	4647	3.66	**1**
Content 4	387	30.45	216	16.99	541	42.56	127	9.99	3405	2.68	**4**
Content 5	385	30.29	480	37.77	281	22.11	125	9.83	3667	2.89	**3**
M										**3.09**	

In general, levels of the important in knowledge, skills of primary school teachers in IE for students with disabilities are at the fairly high rate with X_{TBC}=3.09. Content 2 and content 3 get the most opinions during having no ideas on not being important, correspondingly 0.0% và 0.0%; level of not being important is at a very low as 4.01% và 4.64%; levels of being important and fairly important are at the high rate, X_{TB}=3.66 và X_{TB}=3.57.

Content 1 and content 4 at the lowest assessment in comparisions with the other ones, oppinions of being not very importnant and not important are at 47.99% và 52.55%, X_{TB}=2.65 và X_{TB}=2.68 correspondingly.

Although content 5 relates directly to educational officers and school teachers but also get much opinions for being at the important and fiarly important, correspondingly at 30.29% và 37.77%, X_{TB}=2.89.

So, as for the above results, knoelwdge and skills on communicating with students with disabilities is considered as the most important in IE for students with disabilities.

Table 5b. Levels of the achievement in knowledge, skills of primary school teachers in IE for students with disabilities

Level / Content	Well		Fair well		Not very well		Not well		n	X_{TB}	The level
	Amt.	%	Amt.	%	Amt.	%	Amt.	%			
Content 1	884	69.55	387	30.45	0	0.0	0	0.0	4697	3.70	**1**
Content 2	121	9.52	132	10.39	613	48.23	405	31.86	2511	1.98	**5**
Content 3	212	16.68	288	22.66	503	39.58	268	21.09	2986	2.35	**2**
Content 4	187	14.71	225	17.7	484	38.08	375	29.5	2766	2.18	**4**
Content 5	185	14.56	225	17.7	623	49.02	238	18.73	2899	2.28	**3**
M										**2.50**	

As the above results with 05 contents, level of the achievement in knowledge, skills of priamry school teachers in IE for students with disabilities is at X_{TBC}=2.50 as average in general and different between 05 contents which related directly to IE for students with disabilities.

Content 1 gets the highest rank with 100.0% just for well and fair well and X_{TB}=3.70. However, the rest of contents are at a low levels of even very low as content 2.

Getting X_{TB} >2.0 are contents3, 4 and 5, correspondingly at 60.67%, 67.75% và 67.58% and X_{TB} =2.35, X_{TB} =2.28, $X_{average}$ =2.18. This results show the levels of the achievement in knowledge, skills of priamry school teachers in IE for students with disabilities are limitied and effected not so well to the quality and quality assurance in IE.

Content 2 is at the lowest level with 80.09% of being not very well and not well, X_{TB}=1.98. Knowledge, skills of priamry school teachers in IE for students with disabilities are regarded as the key to ensure the quality of IE but not as expected in comparision with the other factors.

So as for the results, educational and school teachers are well awareness of the important of knowledge, skills of priamry school teachers in IE for students with disabilities. However, their achievements in this factor are limited, not as expected in the field.
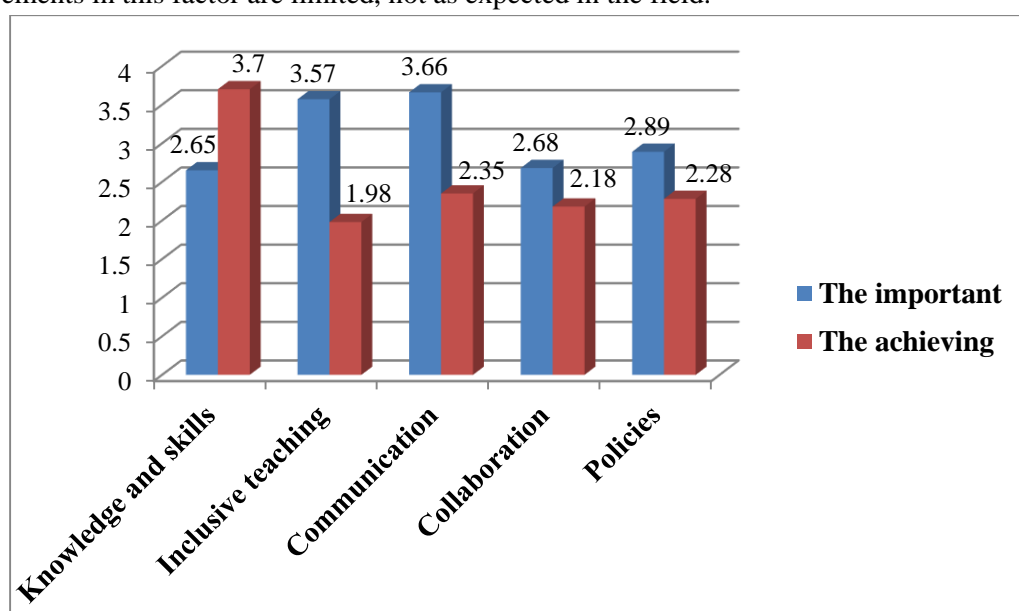

Diagram 3. A comparision between level of the important and the one of achieving knowledge and skills of primary school teachers in IE for students with disabilities

As for the comparision shown the above diagram, there are diffences between the awareness and achievement of teachers in IE for students with disabilities. Level of achieving knowledge and skills of primary school teachers in IE for students with disabilities is at the low rate so it is considered as direct cause to the limitation of IE for students with disabilities in the research site.

2.2.5. Adaptation methods in education and teaching for students with disabilities at primary schools

Four adaptation methods are appying in education and teaching for student with disabilities as 1) No accommodations needed; 2) Multi-level curriculum and instructions; 3) Curriculum overlapping; 4) Alternative activities. Based on each lesson requirements of student's knowledge and skills, coditions of the school and capacities of students with disabilities, teacher can use on of or all of the four adaptation methods.

The survey results shown in the table 6a and table 6b as belows:

Table 6a. Level of the important in using adaptation methods in IE for students with disabilities

Level Content	Important		Fairly important		Not very important		Not important		n	X_{TB}	The level
	Amt.	%	Amt.	%	Amt.	%	Amt.	%			
1. No accommoda-tions needed	529	41.62	434	34.15	175	13.77	133	10.46	3901	3.07	3
2. Multiple	852	67.03	316	24.86	81	6.37	22	1.73	4540	3.57	1
3. Overlapping	655	51.53	335	26.36	230	18.1	51	4.01	4136	3.25	2
4. Alternative	332	26.12	254	19.98	445	35.01	240	18.88	3220	2.53	4
M										3.11	

In general of X_{TBC}=3.11 for the 04 contents, the importance of using adaptation methods is at the high levels by educational officers and teachers. Three first methods is at high rank with X_{TB}>3.0 and the fouth method is at lower rank with X_{TB}=2.53.

In the reality of IE for students with disabilities, using multi-level curriculum and instruction is always focused to meet the diverse needs of students and it plays a very important role in IE for students with disabilities. This shows at 91.89% and X_{TB}=3.57, rank number 1 for the important and fairly important opinions. Curriculum overlapping is also at the high level with 77.89%, X_{TB}=3.25, rank number 2. Although the two methods as no accommodations needed and alternative activities are at the high level with X_{TB}=3.07 and X_{TB}=2.53, rank number 3 and number 4 correspondingly. Just only 18.88% is of being not important.

The above results show that, all the four adaptation methods are highly valued in IE for students with disabilities.

Table 6b. Level of the achievement in using adaptation methods in IE for students with disabilities

Level Content	Well		Fair well		Not very well		Not well		n	X_{TB}	The level
	Amt.	%	Amt.	%	Amt.	%	Amt.	%			
1. No accommodations needed	330	25.96	412	32.42	345	27.14	184	14.48	3430	2.70	3
2. Multiple	225	17.7	318	25.02	311	24.47	417	32.81	2893	2.28	4
3. Overlapping	455	35.8	332	26.12	381	29.98	103	8.1	3681	2.90	1
4. Alternative	415	32.65	323	25.41	394	31.0	139	10.94	3556	2.80	2
M										2.67	

In general of X_{TBC}=2.67 for the 04 contents, using adaptation methods by teachers is at the fairly average and levels of achievement between three methods as 1) No accommodations needed; 2) Curriculum overlapping; 3) Alternative activities are fairly similar to each others.

Method of curriculum overlapping is at the highest rate with 61.92% of being well and fair well, but also a percentage of 38.08% is raised for being not very well and not well. Taking part in the lessons, we realized that teachers often use this method and especially for students with

intellectual disability during the non disability focuses on implementing complecated learning assigments. Similarly, method of alternative activities is well used with 58.06% at well and fair well levels, X_{TB}=2.80.

Methods of multi-level curriculum and instruction are at the most important as awareness shown but the achiement of it is at the lowest level, 57.28% of which 32.81% are at the not very well and not well levels.
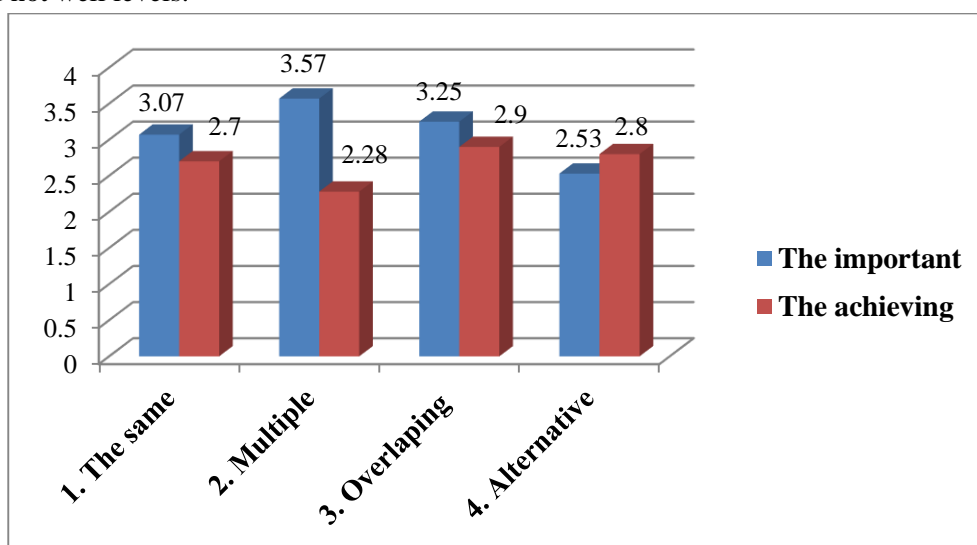

Diagram 4. A comparision between level the important and the one of achieving in using adaptation methods in IE for students with disabilities

Adaptation in IE education and teaching for students with disabilities requires inevitable and as the important factor to essure the success of IE. The above results shown, educational officers and school teachers are clearly aware of the importance of adaptation methods, especially the multiple. However, there is quite a big gap between the awareness and the using of these methods that needs to fulfil to guarantee the quality of IE for studetns with disabilities.

2.2.6. Facilities and equipments in IE for students with disabilities at primar education schools

Table 7. Reality of facilities, equipments to meet the needs of IE for students with disabilities in schools

Level Content	Appropciate		Fair appropciate		Not very appropciate		Not appropciate		n	X_{TB}	The level
	Amt.	%	Amt.	%	Amt.	%	Amt.	%			
1. General facilities and equipments	453	35.64	385	30.29	355	27.93	78	6.14	3755	2.95	**1**
2. Repairments needed	75	5.9	112	8.81	328	25.81	756	59.48	2048	1.61	**2**
3. Newly facilities and equipments	65	5.11	98	7.71	196	15.42	912	71.75	1858	1.46	**3**

for students with disabilities										
M									**2.01**	

Facilities and equipments to meet the needs of IE teaching is regarded as one of the factors ro ensure the IE implementation and quality. The results gathered in the above table shown, most of the opinions are towards to underestimate the suitability of school facilities and equipments to organize IE activities for students with disabilities. Facilities and equipments are often in use for all students in general, not in specific or particular for students with disabilities in IE. One of the reasons, schools are not provided these specific facilities and equipments which can be used for specified needs of students with disabilities in teaching and learning.

So, school's facilities and equipments are considered as a big limitation to meet the requirements of the implementation and assureance of IE quality for students with disabilities at primary education level.

2.2.7. Community forces in IE for students with disabilities in primary schools

Community forces in IE for students with disabilities in primary schools mentioned here include as: i) Community team (content 1); ii) Club of families of students with disabilities (content 2); iii) Local authorities and social organizations (content 3); iv) Circle of student with disabilities' friends (content 4); Student's parents committee (content 5); and vi) The school (content 6).

Table 8. Role and cooperation between community forces
in IE for students with disabilities in schools

Level Content	Effecitive		Fair effective		Not very effective		Not effective		n	X_{TB}	The level
	Amt.	*%*	*Amt.*	*%*	*Amt.*	*%*	*Amt.*	*%*			
Content 1	238	18.73	295	23.21	521	40.99	217	17.07	3096	2.44	**6**
Content 2	386	30.37	468	36.82	255	20.06	162	12.75	3620	2.85	**3**
Content 3	315	24.78	261	20.54	425	33.44	270	21.24	3163	2.49	**5**
Content 4	773	60.82	285	22.42	115	9.05	98	7.71	4275	3.36	**1**
Content 5	389	30.61	422	33.2	302	23.76	158	12.43	3584	2.82	**4**
Content 6	443	34.85	749	58.93	79	6.22	0	0.0	4177	3.29	**2**
M										**2.87**	

At present, many organizations and individuals are participating into the implementation of IE for students with disabilities in schools as Student's parents committee, Circle of student with disabilities' friends, the shool itself and outside of the school as Community team, Club of families of students with disabilities, Local authorities and social organizations, etc. of which, the shool is always regarded as the central factor to mobilize the participation of outside school forces into the IE for students with disabilities in schools.

As the results shown in the above table, level of effectiveness is at low rate with X_{TBC}=2.87 (under the avarage point). The two contents as "circle of freinds" and "the school itself" are at X_{TB}=3.36 và X_{TB}=3.29 (ovef the avarage point), ranking number 1 and number 2 corresspongdingly. Therefore, the roles of educational officers, school teachers and his/her

friends have remarkablly contributed to the procees of being included for students with disabilities in primary schools.

The two factors are at the low rate of effectiveness as the authorities and social organizations and community team, X_{TB}=2.49 and X_{TB}=2.44, ranking number 5 and number 6 corresspongdingly. The attentions of these two factors is just as impementing state policies for students who get the certificates of being disable and belong to the poor families as ranked. There is a limitation of effectiveness of cooperation between community forces in IE for students with disabilities in schools.

Club of families of students with disabilities has beeing set up recently but shown real effectiveness as at effecitve and fairly effective levels with 67.19% in total, X_{TB}=2.85, ranking 3. Anh similarly, Student's parents committee of schools show the results at at effecitve and fairly effective levels with 63.63% in total, X_{TB}=2.82, ranking 4. In reality, parent's students with disabilities have involved into Student's parents committee of schools, so that, they can share many things about students with disabilities togethers and have more responsibilities to their children who are not in advantaged circumstances.

IE for students with disabilities requires a very close collaboration between different forces in society, especially the role of schools. As the survey results, the effectiveness of the cooperation has some limitations which need to improve to enssure the IE implementation and qualiy for students with disabilities in the research site.

2.2.8. Educational outcomes of IE for students with disabilities in primary schools

Table 9. Educational outcomes of IE for students with disabilities in primary schools

Level	Well		Fair well		Not very well		Not well		n	X_{TB}	The level
Content	*Amt.*	*%*	*Amt.*	*%*	*Amt.*	*%*	*Amt.*	*%*			
1. Learning outcomes	93	7.32	124	9.76	312	24.55	742	58.38	2110	1.66	2
2. Skills	165	12.98	228	17.94	409	32.18	469	36.9	2631	2.07	1
3. Beha-viors	75	5.9	128	10.07	253	19.91	815	64.12	2005	1.58	3
M										1.77	

Educational outcomes of IE for students with disabilities in primary schools has much limitations, just for the students' skills are at the avarage point, however learining and behavior outcomes are at under avarage level.

2.3. General assessment and some recommendations for the reality of IE and IE quality for students at primary school in the research site

As all the results of the reality of IE and IE quality for students at primary school in the research site in the contents of the paper shows:

i) Educational officers and primary school teachers are at and at over the requirements of standards of being a teacher in general. However, few of them have trained on special education/IE at bachelor level and most of them have just got short course trainings on IE general. And most of the surveyees are aware and understood the concepts of students with disabilities which are enssure to objectiveness and validity of the research's contents.

ii) Schools have dentified focused on the implementation of the important tasks in IE for students with disabilities. However, concept of IE have not still been understood correctly in the reality.

iii) Right awareness on the requirements of competencies of educational officers and school teachers but the gap between the training qualifications and the fact ones in IE for students with disabilities.

iv) Facilities and equipments are considered the bigest limitation to meet the needs of the implementation and assurance of IE for students with disabilitien in primary schools of Vietnam at present.

v) The collaboration and the effectiveness of the collaboration betwee different forces in and out of schools are not as for expectation, especially with school outside forces.

3.   Conclusions

Although, IE for students with disabilities have been implementing for nearly 30 years in Vietnam but it just get the attention to the quality for some years now. Based on the results of the research, we propose some recommendations as the followings:

1) Conduct raising awareness and provide knowledge and skills on IE for students with disabilities following the approach of quality assurance for educational officers and primary school teachers.

2) Develop and apply the standards of IE quality for students with disabilities at primary schools following quality assurance approach which based on this research results.

3) Ensure requirements of facilities, equipments to support IE quality for students with disabilities at primary schools following quality assurance approach.

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