

**MINISTRY OF EDUCATION AND TRAINING
HANOI PEDAGOGICAL UNIVERSITY 2**

TRUONG THI MINH PHUONG

**INCLUSIVE EDUCATION MANAGEMENT
DISABLED CHILDREN AT PRESCHOOL
IN HANOI CAPITAL**

**SUMMARY OF DOCTORAL THESIS
IN EDUCATIONAL SCIENCE**

HANOI - 2024

**Doctoral Thesis conducted at
HANOI PEDAGOGICAL UNIVERSITY 2**

Scientific instructors: 1. Assoc. Prof. Dr. Pho Duc Hoa
2. Dr. Dang Loc Tho

Review 1 : Prof. Dr. Nguyen Hoang Yen

Review2: Assoc. Prof. Dr. Nguyen Xuan Hai

Review3: Dr. Pham Thi Thuy Hong

The Thesis will defend at Hanoi Pedagogical University 2.

Date:.....hour.....day.....month.....2024.

The thesis can be found at:

- Vietnam National Library;
- Library of Hanoi Pedagogical University 2 .

INTRODUCTION

1. Reason for choosing the topic

1.1. The United Nations Convention on the Rights of the Child of 1989 makes it very evident that one of the rights that children have is the right to an education. Right to education, learning, and talent development (Article 16.) [67]. It is crucial for every child, their family, and the future of socinclusive educationty to provide inclusive education access to disabled children from an early age;

1.2. The education of disabled children in the city is demonstrated by reality. Hanoi continues to have numerous problems and inadequacinclusive educations. Management and direction play a critical role in the successful implementation of inclusive education for children with disabilitinclusive educations. This is one of the factors that determines the quality of inclusive education for children with disabilitinclusive educations.

1.3. While a large number of studinclusive educations on the education and educational management of disabled children have been conducted recently, none have examined the education and educational management of preschool-aged children with disabilitinclusive educations. city region. Vinclusive educationtnam. The topic, "Management of inclusive education for disabled children at preschools in the city," was derived from the analysis above. "Hanoi" aims to meet the policinclusive educations and guidelines of the Party and State for people with disabilitinclusive educations in the current context, as well as to create inclusive learning opportunitinclusive educations for children with disabilitinclusive educations, thereby improving the quality and effectiveness of inclusive education for disabled children in preschool.

2. Research purposes

Propose strateginclusive educations to manage inclusive education to protect children with disabilitinclusive educations' right to engage in high-quality learning, taking into account theoretical research and the state of inclusive education management for preschoolers. impairments at urban preschools. Vinclusive educationtnam.

3. Object, research object

3.1 Object

Activitinclusive educations for inclusive education in preschools for kids with disabilitinclusive educations.

3.2 Research object

Overseeing inclusive education for kids with disabilitinclusive educations in capital Hanoi's preschools

4. Scientific conjecture

If appropriate measures to manage inclusive education for disabled children at preschools are proposed, it will improve the quality of education, thereby bringing fairness to disabled children in education.

5. Research missions

5.1. Study inclusive education on the theoretical underpinnings of overseeing inclusive preschool education for kids with disabilities in inclusive education

5.2. Conduct an analysis of the city's preschools' current practices for managing inclusive education for students with disabilities in inclusive education. Inclusive education

5.3. Making recommendations for policies in inclusive education to oversee inclusive education for kids with disabilities in inclusive education in city preschools. Inclusive education

6. Research limitations

6.1 Research content limitations: Various approaches, including the management function approach, content approach, and activity approach, are used to study educational management.

6.2. Limited survey area

Three districts and two districts, namely Cau Giay, Ba Dinh, Long Bin inclusive education, Dan Phuong, and My Duc, were the locations of the research area deployment.

6.2. Limit on the number of samples participating in the survey

- There are 60 people working in the kindergarten management department; 15 in the education and training department; and 45 in the board of directors.
- There are 612 preschool teachers.
- There are 225 parents of disabled children.

The experiment was conducted on a large scale in 3 districts: Cau Giay District, Ba Dinh District, Dan Phuong District in the capital Hanoi.

7. Research approach and methods

7.1. Approach

7.2. Research Methods

8. Defense arguments

8.1. Management of inclusive education for disabled children at preschools

8.2. inclusive education for disabled children at preschools is generally limited

8.3. When accessing human resources and capacity in human resource management, it is necessary to ensure that teachers have special abilities in inclusive education in the inclusive education of disabled children in preschools.

9. New finding

9.1. Build and systematize the scientific basis for theory

and practice of inclusive education and management of inclusive education for disabled children at preschools.

9.2. Assess the current status of inclusive education and the current status of inclusive education management for disabled children at preschools, limitations and causes of limitations in the management of inclusive education for disabled children at preschools. non In Hanoi city

9.3. Propose measures to manage inclusive education for disabled children at preschools; Testing the necessity and feasibility of measures; Select and conduct an experiment to prove the proposed scientific hypothesis.

10. The thesis's structure

The thesis is organized into three chapters, which include the following, in addition to the introduction, conclusions, and recommendations, list of references, and appendices.

Chapter 1: Theoretical underpinnings of inclusive preschool education management for kids with disabilities

Chapter 2: Present condition of integrated education management for disabled children in capital Hanoi preschools

Chapter 3: Pedagogical experiments and strategies for ensuring inclusive education for kids with disabilities in capital Hanoi preschools

CHAPTER 1: THEORETICAL BASIS OF INCLUSIVE EDUCATION MANAGEMENT FOR DISABLED CHILDREN IN PRESCHOOLS

1.1. Overview of problem research

1.1.1. Research on inclusive education of disabled children in preschools

1.1.2. Research on inclusive education management for disabled children at preschools

1.1.3. Overall assessment and problems to be solved

Research on disabled children has been studied by many researchers at home and abroad. Research has shown that in any period of time, there is still a group of children with disabilities. Disabled children come in many different forms and to varying degrees. Even though disabled children are children, they still enjoy the same rights to education and development as all children.

Inclusive education for disabled children in preschools plays an extremely important role in the development of children with disabilities, preparing disabled children to integrate well at higher levels of education.

However, domestic research on career-orinclusive educationnted education models in preschools in Vinclusive educationntam is currently not synchronized, small, and lacks coordination between forces. However, there are not many studinclusive educations on inclusive education management for disabled children in inclusive preschools is especially unsuitable for specific areas such as the Hanoi capital.

Research on the management of inclusive education of disabled children in preschools is based on an overvinclusive educationw of the literature on the topic of children with disabilitinclusive educations, inclusive education of children with disabilitinclusive educations, and management of inclusive education of children with disabilitinclusive educations. Both domestic and foreign authors have brought up the topic of disabilitinclusive educations in inclusive preschools. New research, however, focuses on each distinct area of management; in particular, the management of inclusive education for kids with disabilitinclusive educations at inclusive preschools in the capital has received little attention. fnooij ha ha. As a result, the doctoral thesis will center on investigating the theoretical underpinnings, evaluating the existing state of affairs, and suggesting strateginclusive educations for overseeing inclusive education programs for students with disabilitinclusive educations in classrooms.

1.2. The basic concepts

1.2.1. Concept of Educational Management

- Management concepts

There are many concepts of management. In this study, we agree with the vinclusive educationws of the author group Nguyen Quoc Chi and Nguyen Thi My Loc: "Management is the intentional impact of the management entity on the subjects. management to achinclusive educationve organizational goals".

- Educational management is the process of planning, organizing, operating and controlling activitinclusive educations related to the education system. Educational management includes the direction and implementation of policinclusive educations, regulations, processes and goals in the finclusive educationld of education to ensure educational quality, learning opportunitinclusive educations as well as improve efficinclusive educationnncy and responsiveness. community and social needs.

1.2.2 Concept of Managing preschools with disabled children

- *Management of preschools with children with disabilitinclusive educations*: Is a school-based educational management method (School Based Management) with unique characteristics of each school including students with disabilitinclusive educations.

- *Inclusive classroom management*: Is a task that is integrated and coordinated in the overall school educational management activitinclusive

educations of the Principal and is complex and flexible in the stages of the management process such as planning, organizing, directing, checking, and evaluating because it involves different types of students in all educational and teaching activities in inclusive educations of the school and classroom.

1.2.3. Concept of inclusive education management for disabilities children at preschools

Inclusive education is a method of educating disabled children and children without disabilities in the same educational facility on the basis of equality, taking into account basic characteristics such as religion and ethnicity, physical and psychological condition, economic conditions, social class, living situation and learning conditions.

1.2.4. Concept of inclusive education Management for Disabled children at Preschools

From the definition of management, inclusive education and children with disabilities, the definition of inclusive education management for disabled children at preschools is understood as follows: "Management of inclusive education for disabled children at preschools is the cooperation Intentional action of the management entity on the educational activities of disabled children at preschools to achieve the goal of inclusive education, thereby creating a friendly, close educational environment for disabled children in preschools. Closest and most suitable for learning and development.

1.2.5. inclusive education for disabled children at preschools

Inclusive education of disabled children at preschools is an educational activity aimed at ensuring the right to education of disabled children in a common educational environment with children without disabilities at preschool age. The content of educational activities in inclusive education of disabled children at preschools includes: Objectives of inclusive education of disabled children at preschools; Content of inclusive education for disabled children at preschools; inclusive education methods for disabled children at preschools; Forms of inclusive education for disabled children at preschools; Inspect and evaluate inclusive education activities for disabled children at preschools

1.2.6. Management of inclusive education for disabilities children at preschools

The process of organizing, planning, and implementing educational activities to guarantee that disabled children can participate in the same educational environment as children without disabilities is known as managing inclusive education activities for preschool-aged children with disabilities. Organizing and

implementing inclusive education methods; Organizing inspection and evaluation of the outcomes of inclusive education activities; Managing the goals of inclusive education; Managing educational content and activities; Managing the assessment and admission of disabled children to schools;

1.3. inclusive education for disabilities children at preschools

1.3.1. Characteristics of disabilities children of preschool age

The primary categories of disabled children are as follows: Kids with Autism Spectrum Disorders (ASDs); Kids with Visual impairments; Kids with Intellectual Disability; Kids with Low-Cost Learning Disability; Kids with Language and Communication Issues; Kids with Attention Deficit Hyperactivity Disorder (ADHD)

1.3.2. Signs of disability children

Learning disabilities are divided into six subgroups according to the unique challenges that students face: difficulty with hearing, speaking, reading, writing, and calculating; difficulty with reasoning. expressed via outward look and physical attributes; communicated through a language of communication; conveyed through the play of children; demonstrated by a lack of learning articulated through knowledge

1.3.3 The goal of inclusive education for disabilities children in preschools

The intended outcomes of the educational process are known as educational goals, and they represent the process's end point.

Preschool inclusive education objectives for kids with disabilities must be carefully developed so they can be assessed and put into practice. A clear indication of realism and direction within a constrained time frame is another requirement for objectives.

Specific educational goals for disabled children must be ensured by inclusive education programs in preschools, with the aim of ensuring educational goals (like children without disabilities). In particular, as stated in [41], [42], [68], and [78]:

Acknowledge the objectives of early childhood education; Put these objectives into practice for kids with disabilities:

1.3.4. Content of inclusive education for disabilities children in preschools

Preschool vocational education curriculum for kids with disabilities covers the following topics:

(1) Development of working ability for children like non-disabled children; (2) Teaching children about cultural knowledge and skills during special educational times and environments; (3) Special needs education, such as preschool education according to age; and (4) Rehabilitation of disabled children at preschools

1.3.5. Inclusive education methods for disabilities children at preschools

Several well-liked approaches to teaching impaired children in preschools include:

1. Play-based learning; 2. Problem-based learning; 3. Personalized education; 4. Image-based learning; 5. Personalized reinforcement; 6. Supportive education:

1.3.6. Forms of inclusive education for disabilities children at preschools

The following are a few examples of inclusive preschool education for kids with disabilities: arranging for instruction in small groups, the entire school, or the class; individual instruction; education outside of the classroom; assistance from external resources and specialists.

Most importantly, agreement and support from families, educators, the school administration, and the local community are necessary for any type of inclusive education for kids with disabilities.

1.3.7. Testing and evaluating the results of inclusive education for disabilities children at preschools

The tests and assessments for disabled children will include more in-depth, thorough, detailed, and comprehensive tests and assessments in addition to covering common knowledge, skills, spirit, and health. Pay closer attention to disabilities concerning the disabilities of children. Particularly: assess and test cognitive, motor, communication, and language disabilities; assess and evaluate social and emotional disabilities; Assess and gauge adaptive disabilities and self-care: Test and assess eating skills, personal hygiene (teething, brushing teeth, hand washing, etc.), and dressing/undressing.

1.3.8. Conditions to ensure inclusive education for disabilities children at preschools

- About the resources used in the integrated education of preschoolers with disabilities - About the facilities and tools used in inclusive education for young children

- Educational establishments also need to encourage community involvement in the education of children with disabilities. Participating forces include families of children with

disabilitinclusive educations; organizations that support the development of inclusive education; and preschool education facilitinclusive educations.

1.4. Management of inclusive education for disabled children at preschools

1.4.1. Manage evaluation and admission of disabled children to school

Managing the process of accepting disabled children at preschool includes the following steps:

Direct registration and information collection; Organize needs assessment and reception capacity; Make educational plans and assign teachers in charge; Create a suitable learning environment; Organize communication and cooperation with parents; Direct evaluation and monitoring of progress; Training and support for teachers.

Accepting disabled children at preschool requires cooperation and coordination between the school, parents and support professionals. The goal is to ensure that disabled children have access to equitable learning environments and receive appropriate support for their comprehensive development.

1.4.2. Manage and implement the goal of inclusive education for disabled children at preschools

The management content of goal implementation is implemented to ensure two main goals: (i). Manage the implementation of common goals of preschool education for each age level; (ii). Manage and implement specific goals of specialized education for each individual child with autism in inclusive education

The contents of managing and implementing goals include: Organizing and setting educational goals; Direct planning and implementation of educational goals; Organize the implementation of educational goals; Organize evaluation of the results of implementing educational goals.

1.4.3. Managing the implementation of inclusive education content for disabled children at preschools

Below are the main steps to manage and implement inclusive education content for disabled children at preschools:

1. Organize an assessment of the child's needs and abilitinclusive educations;
2. Determine educational goals;
3. Make an individual education plan for autistic children;
4. Organize teaching methods;
5. Direct, adjust and evaluate the educational process of autistic children;
6. Create an inclusive learning environment;
7. Teacher training and support;
8. Guide teachers to monitor and evaluate the progress of children with autism;
9. Direct interactions and support familinclusive educations.

1.4.4. Managing and implementing inclusive education methods for disabled children at preschools

Managing the implementation of inclusive education methods for disabled children at preschools is directing the use of adjustment methods (uniform, multi-

level, duplicate lesson plans, substitution) in implementing inclusive education. import; Methods include:

Organize and implement positive teaching methods (Positive reinforcement); Organize the implementation of situation-based learning method (Problem-based learning); Organize active learning methods through play (Play-based learning); Organize the implementation of visual-based learning methods; Organizing individualized education methods: Teachers need to consider children; Organize and implement supportive educational methods

1.4.5. Managing and implementing inclusive education for children with disabilities

Forms of inclusive education for disabled children at preschools include:

- Organize education in large groups/the whole school or class;
- Organize education in small groups;
- Personal education;
- Education outside the classroom;
- Support from external experts and resources;

1.4.6. Manage inspection and evaluation of inclusive education activities for disabled children at preschools

To manage inclusive education activities effectively, it is necessary to develop a plan to test and evaluate inclusive education activities in forms such as regular testing, periodic testing (by year, by semester), monthly) and develop a surprise inspection plan based on the master plan on inclusive education for disabled children that educational institutions have developed.

1.4.7. Manage conditions to ensure inclusive education for disabled children at preschools

Managing conditions to ensure inclusive education for disabled children at preschools includes:

- Develop a plan to prepare resources, facilities, equipment, and environmental conditions for inclusive education of disabled children at preschools.

- Organize and direct the implementation of plans to develop professional capacity for teachers, including:

1.5. Factors affecting the management of inclusive education for disabled children at preschools

1.5.1. Elements of policy mechanisms

1.5.2. Human resource factors

1.5.3. Elements of educational facilities and environment

CONCLUSION OF CHAPTER 1

Based on the analysis, evaluation and overinclusive educationw of previous research works and the theoretical basis system on inclusive education for children with disabilitinclusive educations, it is shown that: Studinclusive educations have shown the importance of education for children with disabilitinclusive educations. inclusive education of disabled children at preschools is to exercise the basic right of every human being, the right to education. Research projects also point out the position and role of inclusive education for disabled children and management of inclusive education for disabled children to implement the International Convention on the Rights of Children and the Rights of People with Disabilitinclusive educations.

The topic has built a system of related concepts such as: Management concepts, educational management; Inclusive education, inclusive education management; children with disabilitinclusive educations... to build a concept of inclusive education management for disabled children at preschools.

The project has systematized the theory of inclusive education for disabled children at preschools; Theory on the management of inclusive education for disabled children at preschools in preschool educational establishments to form the theoretical framework of the topic, as a basis for practical research, assessment of the current situation and issues. Propose measures to improve the effectiveness of integrated education management for disabled children at preschools.

The content of managing inclusive education for disabled children at preschools is: Managing the implementation of the goal of inclusive education for children with disabilitinclusive educations; Managing the implementation of content and methods of inclusive education for children with disabilitinclusive educations; ensure conditions for implementing inclusive education for children with disabilitinclusive educations; Testing and evaluating the results of inclusive education for disabled children at preschools. These are the basic contents to conduct a survey to assess the current situation in order to build a practical basis to propose management measures to improve the quality and effectiveness of inclusive education for disabled children at preschools. suitable for practical conditions in the current context.

The research content of chapter 1 also mentions factors that influence and impact the management of inclusive education for disabled children at preschools, which are: Factors in policy mechanisms of the Party and State; on the capacity and quality of human resources; on physical facilitinclusive educations and environmental conditions for implementing inclusive education for disabled children at preschools.

CHAPTER 2: CURRENT SITUATION OF INCLUSIVE EDUCATION MANAGEMENT DISABLED CHILDREN AT PRESCHOOLS IN HANOI CAPITAL

2.1. Overview of the economic, social and educational situation in Hanoi capital

2.1.1. Natural and social characteristics

2.1.2. Introduction to inclusive preschool education in Hanoi capital

2.2. Organize research on the current situation

2.2.1. Survey objectives

Assessing the current status of inclusive education management for disabled children at preschools in Hanoi capital to build a practical basis for proposing measures to manage inclusive education for disabled children at schools. preschool in the capital city.

2.2.2. Survey content

- Assess the current status of education and the current status of integrated education management for disabled children at preschools in Hanoi capital, including:

2.2.3. Toolkit and evaluation scale in survey data processing

2.2.4. Survey process

2.3. Results of research on the current status of inclusive education for disabled children at preschools in Hanoi capital

2.3.1. Thực trạng nhận thức của cán bộ quản lý, giáo viên, phụ huynh về giáo dục hòa nhập trẻ khuyết tật tại các trường mầm non

To measure the awareness level of survey samples directly related to the process of inclusive education for disabled children at preschools in the capital Hanoi, we used a pre-designed survey questionnaire. combined with scinclusive educationntific talks.

The survey sample's awareness of the importance of implementing the goal of inclusive education for disabled children at preschools is as follows:

Through this assessment, it is necessary to raise awareness of teachers and parents about the importance of inclusive education for disabled children in preschools in order to promote the role of teachers as well as improve their abilitinclusive educations. teachers' learning and self-study to achinclusive educationve the requirements of inclusive education for disabled children in preschools.

2.3.2. Current situation of disabled children in preschools

Results of assessing the current situation of disabled children in preschool

areas, assessing the current situation through a survey sample of 225 disabled/inclusive education children in preschools.

- Distribution of types and causes of defects
- Current status of children's development areas:

2.3.3. Current status of implementing the goal of inclusive education for disabled children in preschools

Although there have been efforts in implementing education for children with disabled/inclusive education. However, to improve the level of implementation of education for children with disabled/inclusive education, there needs to be adequate investment in resources, teacher training, building a diverse learning environment, and strengthening cooperation and linkages. , pay attention to the comprehensive aspect of children, and carry out periodic evaluation and innovation. Only when these factors are guaranteed can we truly ensure that children

2.3.4. Current status of implementing inclusive education content for disabled children in preschools

Analysis by average score and rank shows that rehabilitation for children with special educational needs is considered a top priority, with an average score of 3.9 and ranking 1. Contents Special needs education for preschool children according to age and education of knowledge and cultural skills for children during the time and environment of special education also have a high level of importance, ranked 2nd and 3rd order. 3. Developing working ability for children like non-disabled children has the lowest priority in the table, with an average score of 3.0 and ranking 4, showing that developing working ability for children like Children without disabled/inclusive education are not at the forefront of special education prior/inclusive education.

2.3.5. Current status of implementing inclusive education methods for disabled children in preschools

Evaluation results show that although the frequency of implementation of different methods is different, there is no method that is not implemented in the inclusive education of disabled children at preschools.

2.3.6. Current status of implementing inclusive education for disabled children in preschools

It can be seen that the form of organizing inclusive education for disabled children at preschool has been implemented relatively well in the organization of education in large groups/whole schools, classes and in small groups. However, forms of personal education and education outside the classroom need to be improved and better meet the needs of children with disabled/inclusive education. In addition, support from outside experts and resources also needs to be enhanced

to better meet the educational needs of children with disabilities in inclusive educations.

2.3.7. Current status of testing and evaluating the results of inclusive education for disabled children at preschools

The results of data analysis show that there is interest in testing and evaluating different skills of preschool children with disabilities in inclusive educations. This assessment can help teachers and schools identify areas where disabled children need support and development to better adapt in an inclusive educational environment.

2.3.8. Current status of conditions to meet the requirements of inclusive education for disabled children in preschools

Facilitating inclusive educations in inclusive education for disabled children at preschools are considered appropriate, with a high level of infrastructure and teaching staff. However, equipment and other participating forces may need improvement to better meet the educational needs of preschool children.

2.4. Results of research on the current status of educational management for disabled children at preschools in Hanoi capital

2.4.1 Current status of organizing assessment and acceptance of disabled children for integrated learning at preschools in Hanoi capital

Regarding the assessment and acceptance of disabled children for inclusive learning, there are aspects that have scored well such as directing registration and information collection, organizing communication and cooperation with parents. However, there is still a need to improve the organization of assessing children's needs and assessing the ability of preschool education institutions to respond.

2.4.2. Current status of management and implementation of the goal of inclusive education for disabled children at preschools in Hanoi capital

The results of assessing the level of achieving inclusive education in implementation show that, basically, educational institutions have complied with the steps in organizing the implementation of educational goals, however, according to the assessment of managers and teachers about the levels implementation shows that the Organization's setting of educational goals is assessed as being implemented but not achieved, there are still many educational contents not shown in the goals (2.92); Directing planning to implement educational goals is a step that is assessed to be implemented at a fairly satisfactory level (3.24); Next is the assessment of the organization to implement educational goals (3.25); Organize and evaluate the results of implementing educational goals (3.11).

2.4.3. Current status of management and implementation of inclusive education content for disabled children at preschools

Results of analysis and assessment of the current status of managing inclusive educational content for disabled children at preschools in Hanoi City show that: The management of inclusive educational content for disabled children at preschools has been achieved. Some positive results such as assessing children's needs and abilities in inclusive education, determining educational goals and organizing teaching methods. However, there are still aspects that need improvement such as individualized education planning, adjustment guidance and progress assessment, creating an inclusive learning environment, teacher training and support, and teacher guidance, monitoring and evaluation, as well as family engagement and support.

2.4.4. Current status of management and implementation of inclusive education methods for disabled children in preschools

In the organization of teaching methods, the organization implementing active teaching methods has the highest management effectiveness in inclusive education, while the organization implementing personalized education methods has the lowest management effectiveness in inclusive education. However, evaluating management effectiveness depends on many different factors, including teacher participation and support, resources and facilities in inclusive education, student motivation and interaction, and innovation and continuous improvement in the teaching process.

2.4.5. Current status of management and implementation of inclusive education for disabled children in preschools

Assessing the overall effectiveness of managing the implementation of inclusive education for children with disabilities in inclusive education, it is necessary to consider simultaneously the above factors and the progress and development of students with disabilities in inclusive education. Evaluating management effectiveness also needs to consider family and community satisfaction, response and support from the school and teachers.

2.4.6. Current status of testing and evaluating results of inclusive education for disabled children at preschools

The analysis results show that leaders have not fully focused on testing and evaluating the results of inclusive education for disabled children at preschools. Many evaluation criteria do not really apply to disabled children in preschools in inclusive environments, so it is difficult to evaluate the educational effectiveness of each child.

2.4.7. Current status of managing conditions to ensure inclusive education for disabled children at preschools

In general, preschool education establishments have paid attention to the management and development of teachers with disabilities in inclusive education, but

it has not been really effective. Evaluation scores range from 2.60 to 2.69 in the evaluation framework. This evaluation result is at an average level, showing that team development management is not really effective despite attention.

2.5 Current status of the influence of some factors on the management of inclusive education for disabled children at preschools in Hanoi city

2.5.1 Policy factors and policy mechanisms

Exploring the effects of mechanism and policy factors on the effectiveness of management activitinclusive educations, teacher capacity, and the quality of children's education shows that

Poll results show that these policinclusive educations have a positive impact on teachers' work motivation and this is also an indirect impact on their love for the profession and determination to improve their professional capacity. of the teacher.

2.5.2. Human resource factors

Research results have shown that, despite achinclusive educationving certain achinclusive educationvements, inclusive education activitinclusive educations still have limitations in terms of human resources, such as limited awareness of teachers and lack of numbers. quality and limitations in expertise in teaching disabled children at preschools. Many limitations in teachers such as: lack of professional capacity, lack of knowledge and understanding about inclusive education, lack of financial resources, teacher anxinclusive educationty, negative attitudes, fear of diminished achinclusive educationvements, or lack of professional development for teachers, with little or no courses aimed at improving professional levels.

2.5.3. Elements of facilitinclusive educations and inclusive educational environment for disabled children at preschools

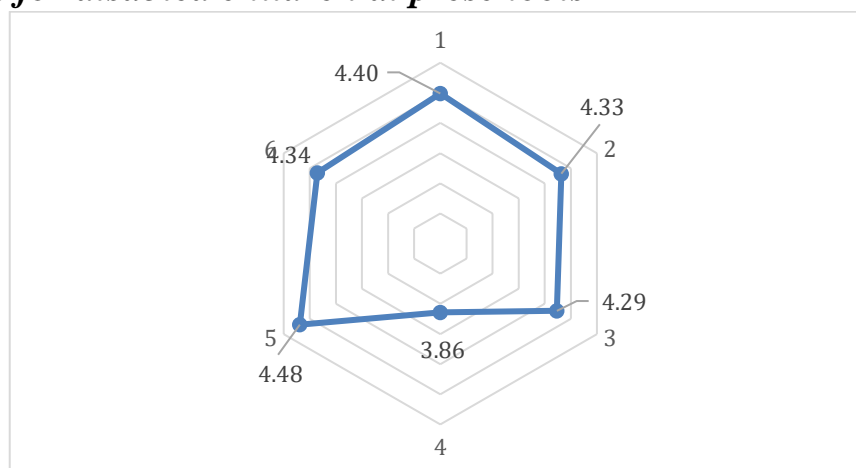


Chart 2.9. Evaluation of the impact of factors on facilitinclusive educations and environment of vocational education

In general, to enhance the effectiveness of education and the effectiveness of inclusive management for preschool children with disabilities in inclusive education, it is necessary to focus on building cooperation with families in inclusive education, improving equipment and facilities in inclusive education, and increasing awareness and community awareness.

2.6. General assessment of the current status of integrated education management for disabled children at preschools in the capital Hanoi

A general assessment of the current status of educational management for disabled children at preschools in Hanoi shows that, basically, the awareness of school administrators and teachers about the need to implement inclusive education for disabled children are relatively clear, teachers and administrators clearly see their position and role in implementing inclusive education for disabled children at kindergartens. However, limitations cannot be avoided due to the lack of comprehensive approach to educational work of managers and teachers.

The results of research on the current situation show that schools have implemented procedures to evaluate and accept disabled children into inclusive education, on this basis, most children are initially assessed and individually controlled in their education. the process of participating in inclusive education

The organization of management of objectives, content, methods, forms and management of testing and evaluating educational results has been paid attention to and implemented well by many schools, however, due to limited physical conditions. facilities in inclusive education, equipment, and staff capacity, so the educational process has not been carried out well and the role of administrators and teachers in organizing educational activities in inclusive education has not been fully promoted.

Some difficulties in inclusive education for teachers are also one of the reasons why teachers limit their love for the profession and sometimes feel discouraged when accepting classes with disabled children to participate in inclusive education.

2.6.1. Strengths and reasons

In general, preschool educational establishments have been aware of their position and role in the inclusive education of disabled children at preschools, managers and teachers have also seen the role of in implementing inclusive education for disabled children in inclusive education at preschools

Students' parents are fully consulted in detail about educational content, educational programs, and evaluation of educational effectiveness in inclusive education for disabled children in inclusive education at preschools, and there is

consensus within the organization. inclusive education for disabled children in preschools. Basically, parents closely follow educational goals and cooperate with schools in implementing inclusive education for disabled children at preschools.

Many social organizations are interested in the integrated education of disabled children in preschools, although coordination has not yet been effective.

Infrastructure for classroom education and basic standard conditions have been relatively fully prepared by preschools.

2.6.2. Limitations and causes

Limitations in the capacity of management staff in promoting the role of a coordinating force to organize inclusive educational activities for disabled children at preschools;

The capacity of the teaching staff is limited because they have not been trained in a fully formal and methodical program organized by the state management agency on education. There is no support mechanism for teachers during teaching hours for classes with disabled children at preschools, so teachers are not encouraged to actively participate in the inclusive education of disabled children at preschools. such as self-improvement in professional capacity;

The educational program is still fragmented, due to lack of professional investment and no model program issued, so educational institutions are still sometimes passive in organizing program development to develop capacity. for disabled children at preschools in inclusive education

Although the government has paid attention to guidance and guidance, there has not been any specific support for promoting team capacity or equipping assistive devices for disabled children at children with disabled children in preschools. Preschools, therefore, although the physical infrastructure is relatively complete and meets educational needs, the equipment does not meet the needs and is lacking, especially specialized equipment for disabled children at preschools.

CONCLUSION OF CHAPTER 2

Based on the theoretical basis in chapter 1, the project surveyed the current status of inclusive education for disabled children at preschools and the current status of integrated education management for disabled children at preschools in the locality. Basically, it can be seen that the awareness of administrators and teachers about inclusive education for disabled children at preschools is considered to be relatively complete. However, the current status of inclusive education for disabled children at preschools still has many

limitations in implementing educational goals, educational programs, educational content as well as testing and evaluating the results of educational activities in inclusive education for disabled children in preschools.

Considering these limitations in management, it shows that educational institutions have organized and managed inclusive education activities for disabled children at preschools, all educational contents are taken into account in planning. Organize implementation to direct implementation and inspection and evaluation, including managing the implementation of educational goals, managing the construction and organizing the implementation of educational program content, and organizing the implementation of educational methods. education, organizing the development of evaluation criteria and directing inspection and evaluation of the results of inclusive education activities for disabled children at preschools and has had certain achievements.

However, the management effectiveness compared to expectations still has many limitations in the organization of implementing educational goals, the organization of implementing educational program content, the organization of implementing educational methods, and the organization of inspection. evaluate educational outcomes. The reason can be seen that educational institutions have to be more proactive in implementing inclusive education for disabled children at preschools without the support of state management agencies in charge of education. support for management mechanisms and incentive mechanisms for teachers in implementing inclusive education for disabled children at preschools; there is no separate training regime for teachers in inclusive education for disabled children in preschools. preschools. In addition, equipment to support disabled children at preschools is considered necessary but is not equipped. Most educational establishments are only equipped with simple equipment at the financial level for children. There are no conditions to equip important support equipment to develop functions for disabled children at preschools.

It can be said that the above difficulties in inclusive education are also one of the important reasons affecting the effectiveness of education as well as the effectiveness of managing inclusive education for disabled children in preschools at current preschool educational establishments.

**Chapter 3. MEASURES FOR MANAGING INCLUSIVE EDUCATION
DISABLED CHILDREN AT PRESCHOOLS
IN THE AREA OF THE HA NOI CAPITAL
AND PEDAGOGICAL EXPERIMENTAL INCLUSIVE EDUCATION**

3.1. Principles of proposed measures

3.1.1. Principles ensure goals meet the requirements of inclusive education

3.1.2. Principles to ensure systematicity and inheritance

3.1.3. Principles ensure practicality and feasibility

3.1.4. Principles of ensuring early education and inclusivity

3.2. Measures to manage inclusive education for disabled children at preschools in Hanoi capital

3.2.1. Measure 1: Organize propaganda to raise awareness for managers, teachers, staff of preschools, families, inclusive education of children with disabilities, and community forces on inclusive education of disabled children at school Preschool

3.2.2. Measure 2: Fostering the capacity to make and implement educational plans for teachers, staff and parents in inclusive education of disabled children at preschools

3.2.3. Measure 3: Advise, propose and implement policies, inclusive education to motivate teachers to participate in inclusive education for disabled children at preschools

3.2.4. Measure 4: Organize the mobilization of social forces to participate in the inclusive education of disabled children at preschools

3.2.5. Measure 5: Ensure conditions for inclusive education for disabled children at preschools

3.3. Relationship between measures

The evaluation results allow the conclusion that the measures have a dependent and interrelated relationship. Each proposed measure has a certain position, importance and impact on improving the quality of inclusive education for disabled children at preschools and they are unified together in a system and interactive relationship. Together, creating motivation to promote the implementation process and improve the effectiveness of inclusive education for disabled children at preschools.

3.4. Testing the urgency and feasibility of the measures

The results of the assessment of urgency show that basically the measures are considered urgent and feasible.

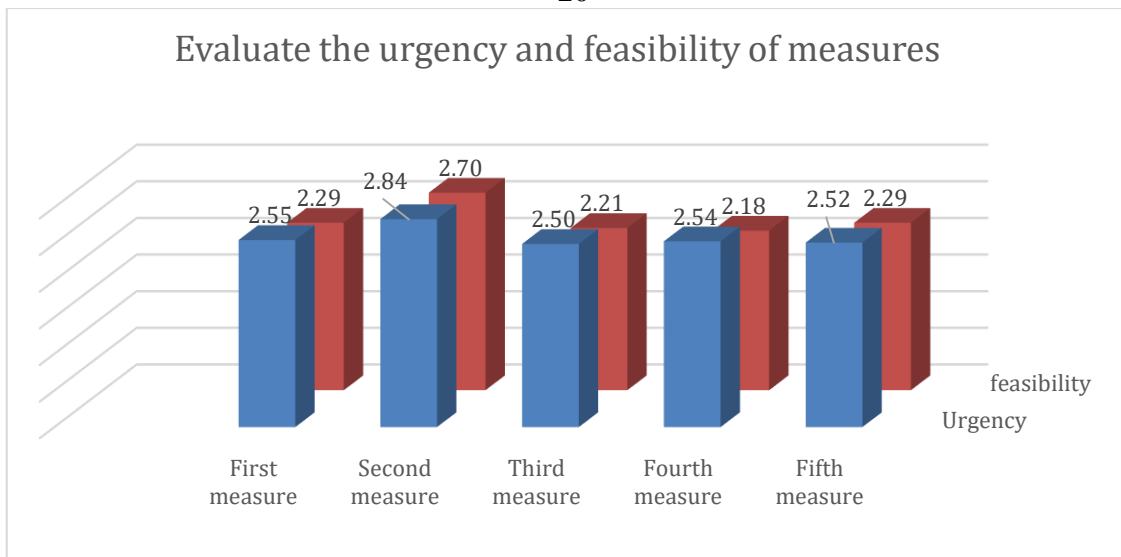


Chart 3.2. Evaluate the urgency and feasibility of the measure

3.5. Pedagogical experinclusive educationnncce

After evaluating the urgency and feasibility of the measure, we decided to choose the measure that is considered the most urgent and feasible to conduct the experiment. The selected measure is "Fostering the capacity to make and implement educational plans for teachers, staff and parents in the inclusive education of disabled children at preschools". This is the measure that is considered the most urgent and also the most feasible in the implementation process

3.5.1. *Experimental scale and location*

To confirm the urgency and feasibility of the management measure, we conducted two rounds of experiments: formative practice and impact experiment. The following is information about the scale and location of the two experimental rounds

3.5.1.1. *Experiment round 1: Formative experiment*

3.5.1.2. *Experiment round 2: Impact experiment*

3.5.2. *General assessment of experimental results*

3.5.2.1 *Experimental results*

Educational management measures through management innovation have brought high efficinclusive educationnncy, shown in:

- □ Teachers clearly understand their position and role in the inclusive education of disabled children at preschools.

- After the experiment, teachers were able to create individual education plans for disabled children at preschools, thereby improving educational effectiveness for each child.

- Teachers have a greater sense of responsibility for the care and education of disabled children at preschools.

- Parents clearly understand their position and role in the inclusive education

of disabled children at preschools.

- After the experiment, parents have performed their role better and have cooperated with the school in carrying out educational activities in inclusive education for children.

- Parents always closely monitor the child's progress

- The results of training and caring for disabled children at preschools have improved significantly. Children's abilities in inclusive education and skills have also changed, shown through assessment and measurement scores. with students

- However, besides positive changes, we also need to create conditions for more feasible measures such as:

- Combine proposed measures to improve management efficiency in inclusive education.

- Should create incentive mechanisms for teachers.

CONCLUSION OF CHAPTER 3

Based on the theory of management of inclusive education for disabled children in preschools in chapter 1, the current situation of management of inclusive education for disabled children in preschools in chapter 2, the article has presented Understand the difficulties in inclusive education, limitations and causes of the current situation as a foundation to build and propose measures in chapter 3.

In this chapter, the project has built a system of management measures to increase management efficiency in inclusive education for educational activities in inclusive education, in which the measures are expected to directly impact the education and care process. Taking care of children thereby improving educational effectiveness. The measures are built based on a number of principles such as the principle of ensuring objectiveness, the principle of ensuring inheritance, the principle of ensuring practicality and feasibility, the principle of ensuring systematicity and planning. redundancy, principles of ensuring inclusivity, principles of ensuring early education.

Among the 5 proposed measures, the measure "Management and training to improve planning and implementation capacity for teachers, staff, and parents in inclusive education for disabled children at preschools" is considered to be the most necessary and feasible, and is also a measure with a positive impact in improving educational effectiveness chosen to organize pedagogical experiments. Analyzing the quantitative and qualitative results of the pedagogical experiment process shows that the impact of management measures on the management process, including the elements of the educational process of

disabled children at preschools, has helped improve the quality of education for children with disabilities in inclusive education. Raise awareness for teachers, staff and administrators, thereby influencing educational activities in inclusive education to improve educational effectiveness, contributing to the development of capacities in inclusive education and abilities in inclusive education for children with disabilities in inclusive education.

From the results of the pedagogical experiment process, it can be confirmed that the scientific hypothesis proposed by the project is correct, effective and feasible.

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

Education is the path to creating a child's personality. Whether disabled children or non-disabled children, they all have the right to be cared for and educated in the best way.

In Vietnam, the policy of educating disabled children has been paid attention, thoroughly understood and directed by the Party, State and Government in Party documents, policies and laws of the State. However, up to now, the effectiveness of educating disabled children at preschools has not been highly appreciated, while reality shows that the need for inclusive education of preschool children is relatively high.

From practical requirements, in the current context and from the perspective of international experience, the topic has posed the problem of managing inclusive education for preschool children to create maximum development opportunities in inclusive education for children of this age. Preschool inclusive education is a comprehensive approach in research to create the best development opportunities in inclusive education for disabled children in preschools.

The project has researched and developed theoretical issues about inclusive education management for preschool children, clarifying related concepts: educational management, integration, direction of integration, and management of inclusive education. integration, disabled children at preschools, disabled children at preschools at preschools, inclusive education of disabled children at preschools... Clarifying the theory of inclusive education for Disabled children in preschools and theoretical issues on inclusive education management for disabled children in preschools.

Based on the theoretical framework, with an elaborately designed survey toolkit, the Project conducted practical surveys in 5 districts in Hanoi capital (Cau Giay, Ba Dinh, Long Bin inclusive education, My Duc District, Dan Phuong)

survey results were analyzed, identifying the strengths, weaknesses and causes of the current situation of educating disabled children in preschool, as well as the current status of educational management of disabled children in preschools. Preschools in the survey area show that currently, the rate of disabled children in preschools in Hanoi city is relatively high, the majority of children are participating in special education and inclusive education programs. at preschool. However, reality shows that the effectiveness of inclusive education and management for disabled children is not effective for the following reasons: the awareness of managers and teachers is not high, most of them approach awareness based on The job position is not comprehensive; Teachers' personal education planning capacity is still limited, there is no appropriate remuneration policy to encourage teachers to proactively hone their expertise to improve their capacity for inclusive education for children; The requirements for funding and expertise for inclusive education for children have not been completely met, requiring support from political and social organizations; Facilitative inclusive educations and equipment for disability education are not satisfactory, leading to difficult inclusive educations in educational work and also significantly affecting management.

From practice with lessons learned from an overview of inclusive education trends and experiences in educational management of disabled children at preschools, the project has proposed 5 measures to improve the effectiveness of educational management. inclusive education for disabled children at preschools

In addition, the project has evaluated the relationship, urgency and feasibility of the measures, suitability through expert assessment and results of scientific experiments, thereby evaluating the effectiveness when applying inclusive education management measures as well as proposed recommendations to improve the effectiveness of the measures.

2. Recommendations

2.1. For the Ministry of Education and Training, People's Committees of provinces/Cities/inclusive educations

2.2. For educational institutions

2.3. For teachers

2.4. For young parents

THESIS-RELATED PUBLICATIONS

- [1] Truong Thi Minh Phuong: Establishing a model of inclusive education and early intervention for kids with disabilities in delta, midland, and mountainous preschools: Current challenges and potential solutions. Magazine of Ethnic Studies, September 2020.
- [2] Truong Thi Minh Phuong: In the framework of the present 4.0 industrial revolution, strategies for managing preschool-aged children with impairments in the delta, midland, and mountainous regions using an inclusive approach. Magazine of Ethnic Studies, September 2020.
- [3] Truong Thi Minh Phuong: Overview of Studies on the Inclusive Education of Preschool Children with Disabilities. International Journal of Advanced Multidisciplinary Research and Studies. International Journal of Advanced Multidisciplinary Research and Studies, Public March 4, 2023
- [4] Truong Thi Minh Phuong: Present state of inclusive education management in preschools serving children with impairments. Magazine of Educational Management, April 2023.