

SUMMARY OF DOCTORAL THESIS

Author's Name: Trương Thị Minh Phượng

Thesis Title: Management of Inclusive Education for Children with Disabilities in Preschools in Hanoi

Field of Study:

Major field: Educational Management Code: 9.14.01.14

Training institution: Hanoi Pedagogical University 2.

1. Purposes and scope of the thesis:

1.1. Purposes of the thesis:

Based on the study of the theory and current situation of managing inclusive education for children with disabilities in preschools, the thesis proposes management methods for inclusive education to ensure the right to enroll quality education for children with disabilities in preschools in Hanoi.

1.2. Scope of the thesis:

Management of inclusive education for children with disabilities in preschools in Hanoi.

2. Applied research methods

2.1. Theoretical research methods group.

2.2. Practical research methods group.

The thesis employed the following methods: the survey method using questionnaires, the observation method, the in-depth interview method, the expert method, and the experimental method.

2.3. Statistical analysis methods in educational science

3. Key findings and conclusions:

3.1. Key findings:

The thesis establishes and systematizes the scientific basis of the theory and practice of inclusive education and the management of inclusive education for children with disabilities in preschools. It assesses the current situation of inclusive education and the management of inclusive education for children with disabilities in preschools, identify limitations, and analyzes the causes of these

limitations in the management of inclusive education for children with disabilities in preschools in Hanoi.

The author also proposes several management measures for inclusive education for children with disabilities in preschools; evaluates the necessity and feasibility of these measures; selects and conducts an experiment on one of the measures to validate the proposed scientific hypothesis.

3.2. Conclusion

Education is the path to shaping a child's character. All children have the right to get the finest care and education available, regardless of whether they have disabilities. Every individual, including students, possesses distinct biological, genetic, and psychological-social qualities that set them apart from other people. Creating an inclusive learning environment is especially crucial for preschool-aged children with disabilities.

In Vietnam, the Party, the State, and the Government have paid attention to, thoroughly understood, and directed the education of children with disabilities through Party publications, state policies, and laws. Even though there is a fair amount of demand for inclusive education among preschoolers, the efficacy of teaching disabled children in these settings has not received much attention up to this point.

In order to maximize the development prospects for preschool-aged children, the study has addressed the challenge of managing inclusive education for preschoolers, taking into account the existing requirements, the practical context, and an overview of worldwide experiences. The goal of inclusive education research is to create a comprehensive approach that maximizes the development of preschool-aged children with impairments.

The research has investigated and developed theoretical issues related to managing inclusive education for preschool children, clarifying related concepts: educational management, inclusion, inclusive direction, management of inclusive education, children with disabilities in preschools, inclusive education for children with disabilities in preschools. Hence, the theories of managing inclusive

education for children with disabilities in preschools and inclusive education for children with disabilities in preschools have been made clearer.

The research conducted practical surveys in five districts of Hanoi (Cầu Giấy, Ba Đình, Long Biên, Mỹ Đức, and Đan Phượng) utilizing a theoretical framework and a well-crafted survey technology. In order to assess the management of inclusive education for children with disabilities in preschools in the surveyed areas, as well as the strengths, shortcomings, and reasons of the existing situation regarding educating children with disabilities in preschools, the survey data were evaluated. The results show that there are comparatively many preschool-aged disabled children in Hanoi, and the majority of them take part in inclusive and special education programs in preschools. Nonetheless, there are still a number of reasons why inclusive education for children with disabilities is not as effective as it could be. These include a lack of awareness among administrators and teachers, who frequently only consider their jobs; teachers' limited ability to plan lessons individually; a lack of appropriate policies to support teachers in developing their inclusive education skills; a lack of funding and expertise to support inclusive education, necessitating support from political and social organizations; and a lack of facilities and equipment for teaching children with disabilities, which causes problems in the educational process and thus affects management efforts.

The research also suggests five measures based on the real-world experiences and insights gained from examining trends and practices in overseeing inclusive education for preschool-aged children with disabilities:

1. Design campaigns to raise awareness about inclusive education for preschool-aged children with disabilities among administrators, teachers, staff, families of these children, and the larger educational community.

2. Oversee the development of teachers', staff members', and parents' skills in inclusive education planning and implementation for preschool-aged children with disabilities.

3. Provide guidance, make policy recommendations, and put those ideas

into action to encourage educators to engage in inclusive preschool education for students with disabilities.

4. Organize societal forces to take part in inclusive preschool education for kids with impairments.

5. Ensure preschools have all the requirements for inclusive education for kids with impairments

Additionally, the study has assessed the relationship, necessity, and feasibility of these measures, their appropriateness through expert evaluations, and the results of scientific experiments, thereby evaluating the effectiveness of applying the management measures and proposing recommendations to enhance the effectiveness of these measures.

**ON BEHALF OF THE
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