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A Comparative Study of the Inclusive Education Policy in Vietnam and Malaysia: Proposed Solutions for Sustainable Development

Education in Vietnam

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Abstract

The main aim of this study is to analyse and compare the policies of inclusive education for handicapped people in general, and children with disabilities in particular. It focused on inclusive education for children with disabilities in Vietnam and Malaysia. The study has also highlighted the challenges and issues of inclusive education for children with disabilities in Vietnam and has compared with Malaysia. It has eventually proposed the solutions to the sustainable development of inclusive education for children with disabilities in Vietnam.

Keywords: Inclusive Education, Vietnam, Malaysia, Sustainability, Educational Development

1. Introduction

People with disabilities all over the world are abnormal and completely helpless. This stigma is one of the many ways people with disabilities are marginalized by society. Because most societies believe that people with disabilities are unable to do their own tasks, so they are usually excluded from all aspects of life: they do not have adequate health care and do not enjoy the learning opportunities due to the lack of facilities and accurate planning. Therefore, the education of people with disabilities in general, especially the education of children with disabilities in inclusive with the social community is being paid attention and focused on by many researchers (Sufean Hussin & Quek ai Hwa, 2012; Zalizan M. Jelas & Manisah Mohd Ali, 2015; Amar-Singh HSS& Alvin Teoh, 2018) and by domestic, foreign agencies and organizations. Inclusive education is a trend, a necessity of the times. At the Conference on Education for Children with Disabilities in Agra, India (March, 1998) organized by UNESCO confirmed the trend: Inclusive education for all children. UNESCO has set four goals for human training as follows: Learning to human; Learn to know; Learning to do; Learn to live together¹.

¹ United Nations Educational Scientific and Cultural Organisation (UNESCO). 1990. The world conference on education for all (Jomtien, Thailand). Paris: UNESCO.

Equal education is the goal of the UNESCO program “Education for All” (Education for All by 1990), which emphasizes education and integration for children with disabilities. Before you can integrate into society, children with disabilities should be really integrated, participating as ordinary members of the immediate environment of the child is also close as in society (UNESCO, 1990).

On October 18, 2011, the Southeast Asian Ministers of Education Organization (SEAMEO) identified inclusive education as the goal of Southeast Asian nations. Since 2008, SEAMEO has implemented 10 multinational projects, targeting disadvantaged people without access to education. In order to support inclusive programs, SEAMEO identifies a series of priority strategies: education for all, preschool, special education, emergency education, lifelong education. In particular, inclusive education is emphasized as the focus of the targeted programs of Southeast Asian countries. Inclusive education that educates Southeast Asian countries has focused on children with disabilities. Accordingly, regional countries such as Vietnam and Malaysia have had policy-making strategies for many years, opening up various modes of education, human resource training, strengthening facilities, equipment, and inclusive education research. Thus, the researchers have intended to analyze and compare inclusive education policies in Vietnam and Malaysia. At the same time, the study has highlighted the challenges and issues of inclusive education in Vietnam comparing with the case in Malaysia. Since then, it has proposed solutions to the sustainable development of inclusive education in the present and future in Vietnam.

2. Research Methods

2.1. Methods of integrated research

The researchers synthesize and analyze the data on inclusive education policies in Vietnam and Malaysia, collected from specialized books, magazines, scientific conference proceedings, scientific topics, and related documents.

2.2. Comparative research methods

From the above sources, the researchers conducted analysis and comparison of inclusive education policies of Vietnam and Malaysia; they finally gave suggestions and solutions for sustainable development of inclusive education in Vietnam.

2.3. Group research methodology

The researchers will gather into small research groups of inclusive education experts, have group discussions on inclusive education policies in Vietnam and Malaysia; thereby, they will offer a view to the sustainable development of inclusive education in Vietnam before setting education reform and international integration.

2.4. Method consult experts

During the study, the authors have contacted and exchanged with experts in inclusive education in Vietnam and Malaysia to look for several sources and books to offer a model for inclusive education in Vietnam as well as giving lessons for Vietnam.

3. Exchange and Discussion

3.1. Asian inclusive education policy

The World Declaration on Education for All (EFA), adopted in Jomtien, Thailand in 1990, provides an overview: universal access to education for all children, youth. Annual and adult, promote equality. Career-oriented education is a process of strengthening the capacity of the education system to reach everyone and therefore, IE is considered an important strategy to achieve Education for all (EFA).

UNESCO's policy orientation on inclusive education (2009) provides arguments to work towards the implementation of inclusive and educational education for all, through discussion and discussion, group research give proposal:

- Education argument: Inclusive schools must develop ways to respond to differences and benefit all children.
- Social arguments: Inclusive schools can change attitudes towards diversity and form a model for a non-discriminatory society.
- Economic arguments: Schools let people save more than establishing and maintaining “special” schools for different groups of children.

For many decades, a series of legal documents such as international conventions, declarations, and recommendations are released, set the standard as a foundation base for the development of policies and procedures approaches to inclusive education. They set out the central elements that need to be addressed to ensure the Right to Education Access, the Right to Educational Quality, and the right to Respect in the educational environment. Inclusive education is based on the legal framework through international legal instruments such as conventions, recommendations, and international claims (UNESCO, 2009).

3.2. Inclusive education policy in Vietnam

3.2.1. The state actively participates in international conventions to ensure rights and benefits for children with disabilities

Since the early 1990s, the Government of Vietnam has developed policies to ensure that children with disabilities have access to education. Currently, this issue has been mentioned in the national plan of the education and training sector "Inclusive Education until 2018 - 2020" with the goal of enhancing accessibility and improving the quality of education. Education accessibility, ensuring people with disabilities have access to quality education and equality. Specifically, by 2020, at least 70% of people with disabilities in preschool age and in general have access to inclusive, quality and fair education; at least 50% of managers, teachers, and staff support education for people with disabilities are trained and fostered in the education of people with disabilities, with at least 40% center to support inclusive education development in provinces and cities under central authority; 100% of provinces, cities, educational institutions are common and implement legal documents on education accessibility². Therefore, Vietnam has actively participated in the international commitments and implement regional and inclusive education goals, Vietnam has built a solid legal framework at many levels.

At the international level, Vietnam has signed accede the UN on the Rights of Persons with Disabilities (UNCRPD) on 22/10/2007 and adopted the Convention on November 2014; ratified the UN Convention on the rights of the child on 01.26.1990 and ratified on 02.20.1990 under Resolution No. 241/NQ-HDNN of the State Council dated 02.20.1990. The Government of Vietnam is also committed to implementing the Biwako Millennium Action Framework towards an integrated, barrier-free, rights-based society in Asia and the Pacific, in the period of 2003- 2012, offering policy recommendations for governments and stakeholders in the Asia - Pacific region on solving problems and developing action plans for an integrated society³.

Ensuring equal rights and access to education for children with disabilities is reflected in many legal documents of Vietnam such as: The first Constitution of the Democratic Republic of Vietnam in 1946; The Constitution of 1959, 1980, 1992, and 2013 all stipulate the protection of civil rights, prohibiting all acts of discrimination and mistreatment. In addition, the Laws and Decrees have separate Chapter, section, or some specific provisions for people with disabilities regarding policies, assistance, and care solutions. Vietnam also has a system of legal documents referring to the rights of children with disabilities and access to education.

3.2.2. The State guarantees the rights and responsibilities involved, complete education for children in educational establishments

² Electronic Portal Ministry of Education and Training of Vietnam (2018), Many difficulties in educating children with disabilities, Access on November 13, 2018.

³ Convention on the Rights of Children. National Political Publishing House. Hanoi, 1992; Ministry of Education and Training, 2007, Inclusive Education Management, Women's Publishing House; Ministry of Labor and Social Affairs, UNICEF (2009), Construction Environmental Protection Vietnam Children: Review of laws and policies to protect children, especially children with special circumstances in Vietnam, Publisher Culture - Information; Vu Ngoc Binh (2001), Human Rights and the disabled, Published Labor - Society.

- For normal children

Vietnam's Constitution stipulates that "the State Children, family and social protection, care and education" (Article 37) and "Citizens have the right and obligation to learn" (Article 39). Article 61 of the Constitution provides that "The State shall prioritize investments and attract other investments for education; ensuring primary education is compulsory, the State does not charge fees; gradually universalize secondary education"⁴.

Realizing the provisions of the Constitution, Vietnam has issued and implemented a number of laws aimed at "ensuring equal rights to participate in education for all children regardless of ethnicity, gender, belief, religion, composition, social status" and "prohibit obstruction of children's education" (Articles 4 and 7 of the Law on Protection, Care and Education of Children)⁵. Children have the right to education, learning, and developing talents. Children have the right to education and learning to develop and promote their own potential comprehensively. Children are equal in learning and education opportunities; Developed talent, gifted, creative, inventive⁶.

Not only encouraged, ensuring the right to participate in learning, policies of Vietnam also participated in mandated universal primary education for all children in the age⁷. With the goal of improving people's knowledge, training human resources and fostering talents, the State stipulated in the law on universal primary education and junior secondary education. All Vietnamese citizens of the prescribed age are obliged to learn to achieve primary education. That means that all children of Vietnam school age have the right and obligation to make secondary education and basic secondary education.

Implementing the provisions of the law, Vietnam has developed the education development strategy 2018 - 2020, which has set the goal: "By 2020, the right attendance rate at primary school is 99%, junior high school is 95%, and 80% of young people between the ages achieve educational level high school or equivalent; 70% of disabled children go to school "⁸.

Affirming implementation of this objective, Resolution 29 of the Executive Committee of the Politburo of the basic renovation, comprehensive education, and training of Vietnam has set a target "Improving the quality of education, real now 9 years' compulsory education since 2020. Striving to 2020, 80% of youth aged qualifications high school education or equivalent"⁹.

Thus, through systematic analysis of legal documents on the discussion, the authors unified view, the rules in the policy ensuring that all children can participate and have the responsibility to participate in education, universal primary and junior high quality and can continue studying at the higher level.

- For children with disabilities

Inclusive education is a method of education to meet the needs and abilities of different learners; ensure equal rights to education, quality of education, in accordance with the needs, characteristics, and abilities of students; respect for diversity, a difference of learners and non-discrimination. State policies to support the implementation of inclusive education for learners are children with special circumstances prescribed by Law Children, students with disabilities in accordance with the provisions of the Disability Law and other regulations law-related¹⁰.

Children with special circumstances can live in all localities in all regions should participate in education and completion of education, the child should be at school most convenient and unimpeded by conditions, socio-economic situation. Thus the network of public schools in all localities should be best prepared to take all the

⁴ Vietnamese Constitution 2013.

⁵ Law on Protection, Care and Education of Children in 2004

⁶ Article 16 of the 2016 Children's Law replaces the 2004 Law on Protection, Care and Education of Children.

⁷ Article 14, Education Law 2019

⁸ Electronic portal Ministry of Education and Training of Vietnam (2018), many difficulties in the education of children with disabilities, access date 13/11/2018.

⁹ Resolution 29 of the Party's Central Executive Committee of fundamental innovation, comprehensive education and training Vietnam

¹⁰ Article 15, Education Law 2019.

children to class. Education also requires schools where children live or not an exemption of tuition fees and are willing to help the media, essential teaching aids for students with special circumstances. Teachers who directly educate and teach need to apply the provisions of the law to mobilize and ensure conditions to help children with special circumstances to implement primary education universal at the right age.

Each child with special circumstances has different conditions and circumstances, so participating in education and completing universal primary education will not be the same. Therefore, the State has set up various policies to support all children to achieve their right to universal education.

In some of the Code stated, "All citizens, regardless of ethnicity, religion, creed, sex, family background, social status, economic circumstances are equal learning opportunities. State implements social justice in education, create conditions for everyone to education. State priorities, enabling children of ethnic minorities, child families in areas with economic conditions, especially social difficulties, those entitled to preferential policies, the disabled and handicapped and other social policy beneficiaries who exercise their learning rights and obligations"¹¹. For secondary education, students are learning beyond the classroom, learning in higher age-old rules in the following cases: "Students in higher age-old provisions in the event of biological repetition, learning born in regions where economic conditions - especially social difficulties, students are ethnic minorities, students with disabilities, students underdeveloped physical or intellectual, students orphaned nowhere refuge, students from poor families, students abroad return home and other cases prescribed by law"¹².

This is also confirmed and concretized more in Disability Law. Article 27 of the Law on Persons with Disabilities states: "The State facilitates people with disabilities to learn in accordance with the needs and abilities of people with disabilities. Persons with disabilities are enrolled in higher age than the age prescribed for general education; priority in enrollment; exemption, reduction of some subjects or educational content and activities that the individual's ability cannot meet". Under this regulation, students with disabilities will be adjusted to the program in the direction of "exemption or reduction." About some content and subjects. The course content and remaining under the program must ensure that general education.

The Law also stipulates the institution responsible and obliged to create conditions for children with disabilities may attend integration. Article 30, Disability Law stipulated the institution must "Ensuring the conditions of teaching and learning is inappropriate for people with disabilities, can not refuse to receive disability admission contrary to the provisions of law. Implementing the renovation and upgrading of teaching and learning facilities has not ensured access conditions for people with disabilities".

To concretize the object child has special circumstances should receive assistance in participating in education, social activities, the Law on Protection, Care and Education of Children with regulations: Children complete Special scenes include helpless orphans; abandoned children; disabled children, disabled; children are victims of chemical toxins; children living with HIV/AIDS; children must work hard, dangerous, exposed to toxic substances; children work outside the home; Street children; sexually abused children; children addicted to drugs; children violate the law.

Thus, legally, Vietnam has ensured equal opportunities to participate in and complete education for all children, including children with special circumstances, access to education. However, one of the reasons resulting universal education for all children has yet to be achieved because of this regulation, and it is not really close to reality and the specific policies and implementation not good, so efficiency is not achieved as expected.

- Inclusive education centers

Education law stipulates the following system of schools and centers for people with disabilities: The State establishes and encourages organizations and individuals to establish schools and classes for people with

¹¹ Article 13, Education Law 2019.

¹² Article 28, Education Law 2019.

disabilities to help people with disabilities be subdued. Rehabilitation, education, vocational training, and community integration. State prioritize the allocation of teachers, facilities, equipment, and funding for schools and classes for the disabled established by the State; have preferential policies for schools and classes for people with disabilities by organizations and individuals to set up¹³.

Disability Law also considers the difficulty of each object learners with disabilities and to make provisions for the Center to support the development of inclusive education in Article 31:“Center supports development of education integration is the base program content providers, equipment, teaching and learning materials, advisory services, educational support, educational institutions conform to the characteristics and circumstances of persons with disabilities”¹⁴. Ensuring learning conditions, universal primary education for all children, Vietnam was considered a special policy to support learning disability.

Therefore, for a system of schools, education centers for children with disabilities need to ensure facilities and equipment; teachers have quality and professional competence; Data systems include: textbooks, documents, open information systems to meet the needs of the education and training of disabled children integrate into society.

3.2. Inclusive education policy in Malaysia

- The orientation of the Malaysian government through participation in the legal system and international treaties on inclusive education

Inclusive education has been introduced in the Education Act of Malaysia from 1996 as part of the tasks of the services available for children with special needs to ensure children a healthy life, comprehensive educational environment that aims to integrate into the community for children in extremely difficult circumstances¹⁵.

Under the auspices of the United Nations, represented by UNESCO, the Malaysian Government has actively participated in conferences, sponsoring the rights of disadvantaged children, in order to show the nation's voice in protecting the legitimate rights and interests of children to integrate into society.

Education (UNESCO 1994), emphasizes the importance of national development, policy-making capacity, and management of inclusive education support, the need to address equal educational opportunities and access with all children including those with special education needs (SENs). Then, inclusive education was introduced in the Malaysian Education Act 1996, along with provisions for disadvantaged children in learning¹⁶. Although great strides have been made in terms and allocations for special needs education in Malaysia. It is this, bringing inclusive education in Malaysia to develop rapidly and strongly in the region, learning from Malaysia is an expensive lesson for the sustainable development of inclusive education in Vietnam.

From this concept, inclusive education will be discussed to contribute to the development of Malaysia's school culture and the general education system. Inclusive education is a concept derived from the agenda of the Government of Malaysia, the program of the Organization and abroad in Malaysia; Since then, the concept of special education is defined in the 1996 Education Act, and its approach is addressed to combine tradition and modernity in the development of inclusive education policies for children. I have a particularly difficult situation now.

The debate and inclusive education began with an introduction to the development of special educational needs for children with disabilities. Since then, inclusive education has been developed into a discipline, a career in Malaysia, and its impact on the development of policies and practices for the sustainable development of inclusive education in Malaysia.

¹³ Article 63, Education Law 2019.

¹⁴ Article 31, People with Disability Law 2010.

¹⁵ Education Act 1996, 1998. (Act 550) Part IV, National Education System. Chap. 8. Kuala Lumpur: International Law Book Services

¹⁶ Jelas, Z.M. 1996. Pre-service teacher education in Malaysia to meet special needs in the classroom. In Partnerships in teacher development for a New Asia, ed. Rupert Maclean, 262–71. Bangkok: UNESCO.

- The development phase of the inclusive education

History of education for special needs in Malaysia is equivalent to the development of the educational system, professions related to inclusive education with the aim of helping and supporting developing countries worldwide (Ains, M.1994). Early inclusion education professionals rely on providing knowledge, encouraging sustainable development of inclusive education before a career occurs in a country. (i) First, the experts advise, support and provide services related to inclusive education were trained abroad; (ii) The second phase after this first stage sees colleges and universities set up programs and departments to teach discipline and prepare experts; (iii) The third stage is when colleges and universities import knowledge from abroad to achieve specific standards for disciplines in more developed countries. In this stage, concepts, theory, and implementation models are found in more developed countries taught, applied and tested; some of which may turn more successful than others; (iv) The fourth stage is the stage of domestic technological development and research to formulate essential concepts, theories, practices, and technologies to enhance knowledge about practice; (v) The fifth stage is also the final stage of acquiring new knowledge, development in a country is integrated into the greater mechanism of general education and sustainable development of inclusive education, in particular, System of inclusive education was developed from stage to stage, which focuses on developing infrastructure, system of learning materials and teachers who have the power, necessary to enhance the quality, investment Maintaining teachers attached to the actual experience¹⁷.

- The school system and inclusive education program

Inclusive school system: Inclusive education in Malaysia entered the first phase when the school for the blind was opened in 1929, then a deaf school in 1954. These schools are program was launched by the Ministry of social welfare, with the help of educators, religionists school¹⁸.

The Malaysian education system entered the second stage when professionally preparing special education programs officially established by the Ministry of Education of Malaysia (MOE) in 1961. Due to lack of expertise and technology, Malaysia participated in the third phase, which began importing knowledge and expertise by sending educational experts abroad to obtain evidence of research on inclusive education in the 1980s and 1990s. To date, the Malaysian inclusive education system tries to customize what has been learned from its national conditions. Malaysia participated in workshops, international conferences and activities of the United Nations and UNESCO, the further reforms as reflected in the Education Act 1996 (1998), describes the positive development of the changes in policies and practices in this period.

Inclusive education program

Education for children and youth with special needs is provided by two agencies: the Ministry of Education and Training and the Ministry of Women, Family and Community Development (MWFCDD). MWFCDD adopts the Ministry of Social Welfare and provides learning services and training skills for children and youth with (i) severe disabilities, (ii) serious and profound intellectual disabilities; and (iii) multiple disabilities. Skills training and learning services are conducted in collaboration with non-governmental agencies and community-based rehabilitation centers (CBR)¹⁹.

MOE's special education department is responsible for coordinating all special education programs in schools and continuing education centers to serve students with hearing and vision impairments. The child is determined to have (i) Down Syndrome, (ii) Autism light, (iii) Retardation, (iv) disorder hyperactivity, inattention and (v) specific learning disabilities are placed in closed special classes in learning disabilities²⁰.

¹⁷ Clark, C., A. Dyson, and A. Millward. 1998. *Theorising special education*. London: Routledge.

¹⁸ Carrington, S., and R. Robinson. 2006. Inclusive school community: Why is it so complex? *International Journal of Inclusive Education* 10: 323–34.

¹⁹ Peters, S.J. 2004. *Inclusive education: An EFA strategy for all children*. Washington, DC: World Bank.

²⁰ Carrington, S., and R. Robinson. 2006. Inclusive school community: Why is it so complex? *International Journal of Inclusive Education* 10: 323–34.

However, in order to qualify for the development of special education to ensure the educational position based on children's educational ability, is assessed by a group of experts. This is recorded in the Education Act of 1996 (1998, 342), which states:

- (i) With regard to the government and government support, students with special needs who can education be participating special education except for the students the following: (a) school students with physical disabilities learning ability as normal students; and (b) students with multiple disabilities or profound physical disabilities or severe mental retardation.
- (ii) A student with special needs may be educated if he can manage without help and is endorsed by a committee of a medical doctor, staff from MOE and an official from MWFCD's Welfare Department, capable of undergoing a national education program²¹.

Some issues and conflicts arise when we analyze these policies with eligibility criteria. While the current public policy for children with special needs is for children with learning disabilities, people with disabilities have access to ordinary schools as outlined in the Act, the education criteria of education. In line with the objectives of providing equal educational opportunities as defined in the United Nations Standard Rules for Equalization of Opportunities for Persons with Disabilities (1993), Salamanca Declaration (1994) and Framework Biwako millennium for action (UNESCAP 2002).

The mission aims to promote equal rights and access to education for people with disabilities. Criteria 'of education educational assumption that there are children who are not enrolled in the public school system, and so these children served in settings CBR (UNICEF, 2009). The CBR program is government-based programs at the community center to provide an education, which emphasizes treatment and rehabilitation for children with learning disabilities (Kuno, 2000).

The CBR program is quite separate from the school system. However, in practice, the division between both terms is less clear, and students should benefit from becoming victims of bureaucratic procedures (Adnan and Hafiz 2001). According to Adnan and Hafiz (2001), the application of diagnosis and procedural work is a long and difficult process that requires testing from different health professionals to testify about the validity of complaints. Even if they can be certified with a disability, it does not mean that the child is automatically eligible for educational regulations.

In inclusive education, a student with or without special education needs poses a big problem for Malaysian education. Before the special programs available, students with special needs are described by their characteristics and by the teaching challenges they face. When the education system started to meet the needs of each group of students with special needs, service setup, and eligibility criteria determined. From that point onwards, if a child is identified as having or experiencing special needs in education, and if he or she can manually manage without help (Education Act 1996, 1998), the child will qualify for a certain program or service.

This process is repeated when each group of students with special needs emerging, for example, blind children and hearing in the 1960s, children with intellectual disabilities slightly in 1980 and 1990 and more recently, children with attention deficit hyperactivity disorder and dyslexia children. Therefore, it is stipulated in the Education Act 1996 (1998) that the views of the experts, a medical doctor, an officer from MOE and an officer from the Ministry of Welfare of MWFCD, most powerful in determining how children are classified and whether the child is capable of experiencing.

Policymakers, experts, continue to advise in schools and classrooms, in particular, ensure strict compliance with the provisions of the Education Law of Malaysia. Responses at the management level for learning difficulties are issues that require specialized knowledge in normal classes with normal children (Education Act 1996, 1998, 341). In this context, MOE considers discrimination the right to education in a separate environment from the

²¹ Dyson, A. 1990. Special educational needs and the concept of change. *Oxford Review of Education* 16, no. 1: 55–66

mainstream, following the principle of integration and includes children with special needs if possible and retains the right to separate when needed (Ainscow, M. 1994).

3.3. Comparison inclusive education policy in Vietnam and Malaysia

The general

Vietnam and Malaysia are two countries in the ASEAN region. At the end of 2015, the ASEAN community was born with three main pillars: security - politics, economy, and culture - education. Therefore, these two countries have similarities in education and inclusive education with the goal of sustainable development for inclusive education in the present and future.

Inclusive education from a regional perspective Asia-Pacific Region (Sufean Husin&Quek Ai Hwa, 2012):

+ *Conventional perception*: In many Asian countries, the term inclusive education does not exist or is not recognized by all; otherwise, it refers to education for children with disabilities.

+ *Broadened conceptualization as a point of comparison*: A general guiding principle to strengthen education for sustainable development, lifelong learning for all and equal access of all levels of society to learning opportunities (UNESCO, 2008).

+ *Some regional issues and challenges*: a) Early childhood care and education (ECCE); b) Exclusion in Primary and Secondary Education (especially for children with disabilities, children affected and/or infected with HIV/AIDS, children from ethnolinguistic minority groups, children of illegal migrant workers, refugee children, girls); c) Non-formal education; d) Fragmentation and low quality of teacher training.

+ *Some regional policy priorities*: a) Raise awareness around the broadened concepts and practices of inclusive education; b) Design coherent and sustainable policies to address the issues of social exclusion and anti-discrimination laws; c) Adopt inclusive teaching and learning practices into the regular pre-service teacher training programs; d) Initiate early intervention programs; e) Create a database of children to monitor the progress of inclusion; f) Pay special attention to children affected by war, civil strife and natural disaster; g) Provide health services for children in a child-friendly way and offer voluntary testing, counseling and treatment for HIV/AIDS and related illnesses.

+ *Some regional initiatives and practices*: a) Develop inclusive education policy in countries (i.e, Vietnam, Laos, PDR, Timor-Leste and Pakistan); b) Establish pilot inclusive schools (i.e, Afghanistan, Indonesia, Malaysia and Pakistan); c) Improving inclusive teacher training (i.e., Brunei, Darussalam); d) Promoting awareness and positive attitudes towards inclusion (i.e, Indonesia, Malaysia and Mongolia).

The different

Vietnam and Malaysia are two countries in the Asia - Pacific. Unlike Vietnam, Malaysia is a multi-religious, ethnic, and resident country. However, policy on education and training in general and policies on inclusive education between the two countries are different law, school systems, programs, and teachers.

Table 1: Comparing inclusive education's policy of Vietnam and Malaysia

Vietnam	Malaysia
<i>The domestic legal system provides for inclusive education policy</i>	
The Constitution, the Law on Education, Disability Law and the guiding documents;	Malaysian Education Act, Malaysia Special Needs Education Law and other documents and laws mapped into inclusive education regulations.
<i>School system</i>	
The system of inclusive education schools in Vietnam includes: Center for supporting inclusive education development, Center for children with disabilities, Special education institutions, Special schools for children with disabilities; the institution of disabled children increased, especially elementary and preschool, with a significant number continue to secondary school & high school.	School system for inclusive education was formed on the basis of: School for the Blind in 1929; School for the deaf in 1954; central system of inclusive education and private companies active. Inclusive school system established and developed in parallel with the public educational establishments
<i>Inclusive education program</i>	
In Circular No. 30/2014 / TT-BGDĐT, August 28, 2014, issued regulations evaluate primary pupils, in Article 12 also	Programs in regular schools. The terms students have special needs, and programs for special education was

<p>for a separate item for evaluation of inclusive education of students with disabilities: "For students with disabilities who follow inclusive education methods, if the student's ability to meet the general curriculum requirements is assessed as for normal students but with a slight decrease demand for learning outcomes. Subjects or educational activities that students can not afford to meet the general requirements shall be assessed at the request of the individual education plan".</p> <p>In Vietnam, the system of special schools for kindergarten thrive, separately; ensure the quality of child education to grow at the right age, integrate with the social community. Inclusive education programs for preschool children are built by educational experts from developed countries, and even, many institutions buy foreign education rights.</p>	<p>introduced in the Education Act 1996 (1998, 341) is defined as follows: Students with special needs, which means school born blind, deaf or learning disabilities. Special education program means:</p> <p>(i) A program is offered in special schools for students with impaired vision or hearing impairment;</p> <p>(ii) An integrated program in schools for students with visual, hearing, or learning disabilities; and</p> <p>(iii) inclusive education program for students with special needs and who can join normal classes with normal students. The term inclusive education, introduced in the Act as part of the continuity of services for children with special needs. Education in Malaysia is mainly being driven by an orientation test system (MOE 2006b) characterized by rigidity in the curriculum and pressure to do well on exams (Hamzah 2007).</p>
Teachers	
<p>With a team of teachers to be trained from the institution prestige in the country, teachers in inclusive education are those who have knowledge expertise, ethics, and dedication to children with disability.</p> <p>The institution regularly organizes training courses for teachers in order to improve the capacity of teachers, and she let them completely confident in his class with students with disabilities.</p>	<p>In 1993, Malaysia prepared an integrated teaching staff, bringing teachers to train in the UK and other countries to serve the country. Teachers are responsible for building and developing inclusive education curricula.</p> <p>Inclusive education in Malaysia is seen as an important issue; educators, teachers, and policymakers are serious about the experience and training of students with special needs in mainstream schools because of competitive priorities in the school system.</p>

3.4. Proposing solutions for sustainable development of inclusive education in Vietnam

Through analysis and comparison of inclusive education in Vietnam and Malaysia, the authors propose a number of solutions to the sustainable development of inclusive education in Vietnam in the current period as follows:

- Inclusive Education in Vietnam needs to improve the system strong enough legal documents to ensure equal opportunity to participate in inclusive education with high quality of CWD. Inclusive education of children with disabilities are areas that need to be resolved with the participation of different sectors. Therefore, there should be consistency in the legal text of the industry on this issue.
- Develop a management agency under the Ministry of Education, and Vietnam Gào create enough functions and duties to direct and manage the education of children with special circumstances. Besides, the functioning management system of schools, inclusive education centers, programs, and teachers.
- Collaborate in developing multidisciplinary criteria identified special needs children. Develop criteria for identifying children with special needs with a full range of types, levels as a basis for the development of educational programs, learning materials, and support policies for inclusive education special needs children.
- Improve the quality of training and retraining of human resources, especially teachers, to serve inclusive education for children with disabilities. Teachers who directly organize and implement educational programs. Preparing teachers for inclusive education is a task to be done within the training institutions of teacher training. The fostering of inclusive education for teachers should be put into regular operation plan of the sector annually.
- Develop a network of Inclusive Education Support Centers in all provinces/cities in Vietnam: Teachers and students at inclusive educational institutions need regular support and advice. Center supports inclusive education quality assurance function properly defined in the Disability Law will stand for the sustainable development of inclusive education in localities in Vietnam.
- Construction services network inclusive education of children with disabilities: To develop inclusive education quality, the services of information, advice, support and provide the facilities, teaching aids should be developed wide open to every locality nationwide.
- Strengthening information and propaganda on inclusive education: Expanding information and propaganda about inclusive education to all people. In educational programs, textbooks/teaching materials should focus

on educational participation of children with disabilities, avoiding biased content, discrimination against persons with special circumstances.

- Strengthen cooperation, enlist the support of individuals and organizations in educating children with special circumstances. Many domestic and foreign individuals and organizations are supporting the education of Vietnamese children with disabilities. Therefore, building a general plan and mobilizing the participation of individuals and organizations in a scientific way will make better use of the resources, experience of individuals, organizations, and advanced, effective inclusive education.
- Create output for CWD education (colleges and vocational training and employment). With interest, the investment by the State in the implementation phase basic reforms, comprehensive education in Vietnam is full of enthusiastic supporters and willing to participate, individuals and international organizations actively support, if timely applied practical solutions that are inclusive education will definitely achieve rapid development and sustainability. The target of ensuring equality of opportunity to participate in and complete education of children with special circumstances, including children with disabilities, will become a reality.

4. Findings

First, inclusive education policies of Vietnam and Malaysia are subject to the provisions of international treaties and the provisions of the Education Law in general and inclusive education law of the country in particular;

Second, the big difference between inclusive education of Vietnam and Malaysia's educational programs and teachers. If in Vietnam, only the inclusive education system in preschool is separate, and the program and teachers of inclusive education at a primary and higher level are students with special needs studying in the same chapter. Submit to normal students. This, as well as an inadequate teacher during teaching and curriculum development. In Malaysia, systematic education of students with special needs in particular, therefore, from the teachers to the program and team, testing the quality of Malaysia was done methodically, systematic and scientific.

Third, the training of teachers for inclusive education, if in Malaysia, teachers for inclusive education to be sent overseas training from 1993. In Vietnam, the training process, as well as inclusive education study, be done later. So far, the system of inclusive education centers, special schools in Vietnam to develop a large scale, reliable in quality. However, Viet Nam's inclusive education needs to learn Malaysia's lessons about training in schools, developing programs, and developing sustainable, inclusive education in Vietnam in the present and future.

5. Conclusion

As countries in the ASEAN educational culture community, in the direction of sustainable development of inclusive education in Vietnam and Malaysia, these two countries have focused on improving policies and laws related to the Inclusive education. In particular, the two countries are involved in international conventions to protect the legitimate rights and interests of people with disabilities with special needs. Specific development of inclusive education system as the basis of system development of inclusive education, training programs, and teaching staff. Although there are differences in the education system, in strategic education and training in Vietnam and Malaysia are oriented to sustainable development of inclusive education, with the goal of "do not let anyone behind," ensuring for people with special needs to soon integrate with the social community.

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