FACULTY OF EDUCATION
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REGULAR PRE-SERVICE TEACHERS' PERCEPTIONS ON INCLUSIVE EDUCATION OF STUDENTS WITH DISABILITIES IN VIETNAM

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Abstract

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Aim: The study investigates the perceptions of Vietnamese regular pre-service teachers on inclusive education (IE) of students with disabilities (SWD) in Vietnam by examining how pre-service teachers understand the concept of inclusive education, the primary sources of information used by pre-service teachers to acquire knowledge about inclusive education, and their perceived preparedness to include students with disabilities in regular classrooms.

Theory: The charity model or Confucian philosophy, the medical model, and the social model of disability were adopted to explore the perceptions of Vietnamese regular pre-service teachers.

Method: The study employed a qualitative approach based on purposive sampling, whereby semi structured interviews were held with six pre-service teachers studying at three universities in Ho Chi Minh City, Vietnam and document analysis (university program curriculum). The data collected were analyzed thematically.

Results: The results reveal that most Vietnamese pre-service teachers understand IE of SWD as physical placement of SWD in regular classes with students without disability. The pre-service teachers' perceptions are framed mainly by the charity and the medical model of disability. The prospective teachers mainly gained information about IE from the media such as Internet, radio, TV, newspapers, magazines, rarely from teacher training at university or college. Most of the pre-service teachers felt frustrated with IE of SWD and ill-prepared for the implementation of IE. Insufficient initial teacher training and limited knowledge in teaching SWD in regular classes, lack of school supports, limited awareness of the community about SWD, lack of contact with people of disabilities, and the pre-service teachers' skepticism about the effectiveness of IE are factors that affect prospective teachers' preparedness. The study calls for the need of providing teacher training about inclusive education for all educational levels in Vietnamese universities.

Foreword

Dedicated to students with disabilities in my classes, whom I didn't know how to teach effectively.

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UNIVERSITY OF GOTHENBURG

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List of Abbreviations

CWD	Children with disability
IE	Inclusive education
ITT	Initial Teacher Training
PWD	People with disability
SEN	Special educational needs
SWD	Students with disabilities
SWOD	Students without disabilities
SDG	Sustainable Development Goals
WHO	World Health Organization

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Introduction

Inclusive education

The challenges that people with disabilities face, a marginalized and excluded group in society, have received little attention throughout history. In many countries, students with disabilities have been barred from participation in studying in general education classrooms along with their non-disabled peers, even from accessing schools and other institutions of learning. These students have been considered as 'misfits' in society and burdens for the governments, and therefore it is not worth opening the gates for students with disabilities (henceforth: SWD) to enjoy the learning opportunities for their wellbeing because it would be a waste of time, energy, and resources (UNESCO, 2001).

Nevertheless, the concept of human rights has gradually gained ground internationally since the 1970s. The publication of the Convention for the Rights of the Child (United Nations, 1989) and the Salamanca Statement in 1994 (UNESCO, 1994) signed by 92 governments and 25 international organizations led to a global social movement to restructure mainstream schools around the world in favor of inclusive education model. Several international conventions, declarations and treaties such as the United Nations Convention on the Rights of Persons with Disabilities (United Nations, 2006) expressed the conceptual shift in the worldview on education for SWD towards inclusive education, a developing trend today, as the goal of the UNESCO program "Education for All" because of the numerous benefits of inclusive education for both students with and without any form of disabilities and the society (Magyar et al., 2020). These place further legislative responsibilities on governments and educational institutions to remove barriers and discrimination in order to ensure that SWD fully participate in regular classrooms by providing certain educational support or services for these students.

Inclusive education (IE) is considered as one of the most significant worldwide school reform agenda towards creating a more equitable education system for all students, regardless of their physical, cognitive and social background (Savolainen et al., 2022; Van Mieghem et al., 2020). In spite of the globally accepted benefits of inclusive education, the conceptual interpretation of what inclusive education is and what it entails in practice, remain complex and abstract matters in various countries, from one context to the other, from individual to individual, varying from inclusion of students with disability (SWD) or special educational needs to inclusion of students from groups where social stigma applied (Abed & Shackelford, 2021; Göransson & Nilholm, 2014; Qvortrup & Qvortrup, 2018). The most commonly accepted definition for the term inclusive education is the commitment to welcome and be responsive to the diverse needs of not only students with disabilities but also students who are found to be disadvantaged in general education settings where all students can reach their full potential as valued members of the community (Ainscow et al., 2006). This study focuses on teachers' grasp of inclusive education in Vietnam and shares the same perspective of inclusive education interpretation as Barow and Berhanu (2021), Haug (2017), Slee (2018) in considering IE as education form that welcomes and response to the diverse needs of not only students with disabilities but also students who are found to be disadvantaged in general education settings where all students can reach their full potential as valued members of the community.

Implementation of inclusive education has been challenging because it requires a fundamental shift in the culture and leadership of the educational system: how schools and educational systems are organized and delivered to meet the diverse learning needs of all learners (Ainscow and Sandill, 2010). Particularly, all aspects of the educational system around the world - including policies, practices, and culture – and all stakeholders need to commit to the values and principles of inclusive education and are willing to work collaboratively to achieve this goal by changing their structures, assessment processes, layout and atmosphere and changing their attitude towards SWD in the form of

the social model of disability - the idea that the problem is not with the child, it is with the inadequacies of the school (Batstra & Thoutenhoofd, 2021).

Teachers' and/or pre-service teachers' perceptions on IE of SWD and their readiness for inclusive education play a crucial role for the successful implementation of inclusive practices (Adams et al., 2021; Mónico et al., 2020). Teachers' readiness refers to perceived knowledge, understanding, skills, abilities and attitudes (Porakari et al., 2015). As essential stakeholders, teachers' perceptions determine not only their attitudes but also their practices for ensuring inclusion (Van Jaarsveldt & Ndeya-Ndereya, 2015). Findings from most studies showed varied attitudes and opinions among teachers about IE (Adams et al., 2021). Generally, teachers had positive attitudes towards inclusive education (Avramidis et al., 2000; Kantavong & Rerkjaree 2017; Saloviita, 2020), but their perceptions located mainly in the medical model - the idea that the failure of IE is with the SWD (Moriña & Carnerero, 2022), and most teachers understand IE as physical placement (Krischler et al., 2019; Makoelle & Burmistrova, 2021).

Furthermore, a small number of teachers and pre-service teachers expressed readiness to accept all children as they still lacked knowledge and skills of disability (Adams et al., 2021; Saloviita, 2020). Teachers and pre-service teachers are confused about IE but the demands of ensuring inclusive and equitable quality education pose a big challenge to them, which in turn makes it difficult to be inclusive (Kremsner, 2021). Fortunately, teachers' perceptions on IE are dynamic and can be transformed through training about IE and/or disabilities (Ashton & Arlington, 2019; Carballo et al., 2019; Lanterman & Applequist, 2018). Thus, it is important that teachers receive disability and/or IE training systematically in teacher education programs and/or professional development. Like many countries, schools and pre-service teachers in Vietnam are being challenged to display greater sensitivity towards the educational justice issues involved (Hsu et al. 2020).

Inclusive education in Vietnam education context

The formal education system of Vietnam is divided into five levels: kindergarten or preschool, primary school, secondary school, high school, and higher education. Kindergarten education is not compulsory and is for children between three and five years old. Primary school is mandatory and available for students between the ages of six and ten years old, and it lasts for five years. Secondary education, which lasts for four years, is for students between eleven and fourteen years old. High school is for students aged between fifteen and seventeen years old, and it lasts for three years. Higher education includes colleges, universities, and vocational schools, and its duration ranges from two to six years, depending on the program of study.

Historically, children with disabilities in Vietnam are educated separately in special schools or centers. In recognition of international human rights movements, Vietnamese government has actively adopted the concept of inclusive education in recent years and has taken steps to promote inclusive education policies to ensure that students with disabilities have equal academic opportunities and treated as equal members of the classrooms (Hai et al., 2020).

In Vietnam, the seeds of inclusive education were sown when the government ratified the United Nations Convention on the rights of the child in 1991 (Hai et al., 2020). In 2006, the Ministry of Education and Training approved Decision No. 23 on inclusive education with favorable conditions for including children with disabilities to access education and vocational training (Hai et al., 2020). Significantly, the Law on Persons with Disabilities reconfirmed the commitment of Vietnamese government to provide education for all and IE is considered as the preferred mode of education for students with disabilities (Socialist Republic of Vietnam, 2010). It is the first time in a binding law, inclusive education is mentioned. Inclusive education is defined in Vietnam Education Law (Socialist Republic of Vietnam, 2019) as an educational approach aiming to accommodate different needs and

abilities of all learners while ensuring equal learning rights, quality education and respecting diversity and differences of learners.

However, as a developing country with a large disabled population (nearly 8% of its total population) (Statistical Yearbook of Vietnam, 2018), schools in Vietnam are being challenged to display greater sensitivity towards the educational justice issues involved (Hsu et al., 2020). In fact, these problems are often reported as barriers to educational service for SWD: lack of professional identification of disabilities, inadequate school facilities and resources for SWD, lack of trained teachers with sufficient skills to recognize and provide appropriate interventions to meet the requirements of children with disabilities, lack of awareness and understanding of inclusive education principles among teachers and the wider community, negative cultural attitudes and stigmas about disabled people. As a result, in Vietnam, there are approximately 70 per cent of primary school-age children with disabilities are not enrolled in schools (Nguyen, 2016) and just one-in-10 children with disabilities attend secondary school out of a population of 1.3 million (UNICEF Viet Nam, 2022). Moreover, despite a recent shift in favor of IE and more schools are offering IE to integrate SWD into regular schools, the number of children with disabilities in regular schools is still relatively small compared to those attending special schools (MoET, 2014). In fact, the increased numbers of special institutions and special establishments dedicated to social care in recent decades question the inclusive approach the Vietnamese government committed in policy and in practice (Tran, 2014).

In August 2018, Vietnam Ministry of Education and Training issued guidelines for IE modules for preschool, primary and secondary teacher training programs in Vietnamese universities and colleges (Hai et al., 2020). That means every preschool, primary and secondary teacher in pre-service preparation is required to complete a 45-hour course on inclusive principles and practices as part of their curriculum to earn their teaching certification. Nevertheless, many studies after 2018 showed that preschool and primary school teachers still lacked sufficient knowledge and skills of disability in order to feel confidence in teaching in inclusive classrooms, even some did not receive any training at all (Ha & Uyen, 2020; Nguyễn, Đỗ & Nguyễn, 2022; Trang Thu et al., 2022; Trần & Lê, 2022; Van Tran et al., 2020). Therefore, the questions raised here are whether educational institutions have transformed policies into practices and how effective this transformation is. Furthermore, the fact that none of teachers teaching at university level were trained for IE (Nguyễn, 2020) calls for the need of providing teacher training about IE for all educational levels in Vietnamese universities and colleges.

Problem statement

IE in Vietnam has a persistent quality assurance problem. Despite the various supportive national law, policy initiatives and large amounts of resources invested in education annually, in practice, students inclusion was rare, beliefs of most Vietnamese teachers of disability still belong to the outmoded traditional beliefs and Vietnamese teachers express feeling unprepared to include students with disabilities and their need for studying IE to teach in inclusive classrooms because inclusive education is still not a compulsory subject in regular pre-service teacher training program in Vietnam (Hai et al., 2020; Le, 2013; Nguyen & Stienstra, 2020; Nguyễn, 2016; Nguyễn,, 2020). In other words, teachers' readiness for IE, which is a requisite for the successful IE practices (Mónico et al. 2020; Porakari et al. 2015), gains no attention in the regular pre-service teacher training curriculum. Therefore, we cannot expect teachers to do well to include students with disabilities in regular classrooms.

This national quality assurance problem puts pre-service teachers in an ambivalent situation because they remain uncertain about what inclusion means in practice but many global pressures on inclusion make they feel exhausted, unable to go on with IE (Bùi & Tô, 2018; Dương, 2016; Đặng, 2014; Nguyễn, 2016). In fact, if pre-service teachers are more aware of their own outmoded perceptions, trained in IE systematically in order to change their negative attitudes towards SWD, they can exert

greater influence over their own practices and take a more active role in assisting students with disabilities in overcoming the restrictions that hinder them from fully participating regular education to achieve academic success (He, 2009).

Purpose, relevance, and the benefit of the study

Compared to a great number of research published in English and covered Western world on this topic, there is barely any research of Vietnamese scholars has examined in-service teachers (Tran et al., 2020) or pre-service teachers' readiness (Nguyen, 2016) for inclusive education in Vietnam and how IE of students with disabilities is perceived by Vietnamese in-service and/or pre-service teachers in Vietnam (Hsu et al., 2020). In other words, it remains unclear how IE is perceived by Vietnamese regular pre-service teachers and their readiness for inclusive education remains an open question. The scarcity of information on how IE is perceived by Vietnamese regular pre-service teachers is regrettable because evidence of this sort provides meaningful answers why implementing inclusive education is still a challenge in some parts of the world.

In addition, the main weakness in research on this topic is that the researchers could not find out the thorough answers for a complex and ambiguous concept like IE of "how" and "why" Vietnamese teachers think as it is about "perceptions" rather than merely on facts as in 'who', 'when', 'where', 'how often' or 'how many' questions. The qualitative method employed in this study, where data collection includes in-depth interviews, tends to be a more suitable method to explore the issue.

The purpose of this study, therefore, is to explore in depth the perceptions of Vietnamese regular pre-service teachers towards inclusive education of students with disabilities in Vietnam by examining how pre-service teachers conceptualize inclusive education, the primary sources of information used by pre-service teachers to acquire knowledge about inclusive education and their perceived preparedness to include students with disabilities in regular classrooms.

It is observed that beliefs of most Vietnamese teachers of disability still belong to the outmoded traditional beliefs, and they express feeling unprepared to include students with disabilities in inclusive classrooms (Hai et al., 2020; Le, 2013; Nguyen & Stienstra, 2020; Nguyễn, T. A, 2020). Adopting three models of disability, namely charity, medical, and social model (Oliver, 1996), as a theoretical framework of knowledge in this study helps to understand how Vietnamese pre-service teachers think in the context of Vietnamese society. This also implies that teacher education should pay attention to historical and cultural issues with regard to interpretations of the regular pre-service teachers' preparedness to teach in inclusive classrooms. These models of disability, each would provide a basis for explaining and understanding salient aspects of Vietnamese regular pre-service teacher perceptions on IE: how they know, think and feel about IE, as an idea and as a practice that may happen to them.

The findings of this study were expected to contribute to the knowledge base by shedding light on the perspectives of the next generation of Vietnamese teachers who will be in charge of implementing inclusive education policies in Vietnam. This study also attempts to raise awareness about the importance of regular pre-service teachers' training and developing their positive attitudes towards IE which in turn can help disabled students in general education contexts, policy makers and school administrators providing sufficient support to teachers to encourage them to do their job well and stay in the field. The long-term aim is to use knowledge of the pre-service teachers' perceptions for training purposes by providing relevant knowledge and skills to these teachers so that they feel more confident and ready to implement IE in general classroom settings.

Inclusive education for all is one of the global focuses for sustainable development all over the world (Assembly, 2015). Hence, this research is relevant to the Sustainable Development Goals (SDGs) 2030 with particular reference to goal number four and to country's strategic plan of Vietnam for

seeking to ensure "inclusive education and equitable quality education and lifelong learning opportunities for all" by 2030 (UNESCO, 2013). In other words, research on Vietnamese regular pre-service teachers' perceptions on IE seem to be both relevant and timely.

The research questions

This research intended to explore Vietnamese pre-service teachers' understanding of inclusive education of students with disabilities, the primary sources of information used by pre-service teachers to acquire knowledge about inclusive education, and their perceived preparedness to include students with disabilities in regular classrooms. Specifically, it aimed to investigate the following questions:

1. What are Vietnamese regular pre-service teachers' perceptions on inclusive education of students with disabilities?
2. What are the primary sources of information that Vietnamese regular pre-service teachers rely on to acquire knowledge about inclusive education of students with disabilities?
3. How do Vietnamese regular pre-service teachers feel about their perceived preparedness when teaching in inclusive classrooms?

Limitations of the study

There are some limitations in the study which need to be considered. First, due to the nature of the qualitative study, the findings of this study are not statistically representative of the whole pre-service teachers in Vietnam, but the analytic generalization instead. This research can mainly disclose the phenomenon of pre-service teachers' perceptions on IE of SWD and their readiness of implementing IE at the studied universities in Ho Chi Minh City. Second, although two data collection techniques were utilized in this study, semi-structured interview was regarded as the main method. Thus, it is difficult to guarantee the responses' degree of accuracy, which is constructed by many factors, especially potential social desirability effects in order to please the hearer and avoid losing institution's reputation. Third, the study aimed at discovering prospective teachers' perceptions on IE of SWD and their perceived preparedness. However, there are other pre-service teachers' background variables, such as educational experiences, types of institutions, critical incidents, socioeconomic status and so on, which may impact pre-service teachers' perceptions on IE. Fourth, the participants in the study were recruited on a voluntary basis so they have the right to join the research if they feel interested in the topic investigated. As a result, they may have their own pre-determined positive attitudes towards teaching SWD already, leading to possibly inaccuracy and uncertain precision of generalization of the study results to other teacher education institutions in Vietnam. Last but not least, implementation of IE involved all stakeholders such as school principals, administrators, students with and without disabilities, parents or guardians of SWD, specialized teachers, lawmakers. Therefore, multiple case study seems to be effective for a holistic understanding of a complex dimensional concept like IE. However, due to time constraint, this study only interviewed pre-service teachers, with the exclusion of perspectives, experiences, and practices of other stakeholders.

Structure of the study

The study commenced by providing background information about inclusive education in the world and in Vietnam education context, clarifying problem statement, purpose, relevance, the benefit of the study, the proposed research questions, limitations of the study, and structure of the study. Chapter two examines previous studies to give in-depth understanding of the research topic. Then it presents the theoretical framework as an analytical tool for the analysis of the findings. Following that is chapter three, methodological framework. It starts with the research paradigm for studying the

perceptions of Vietnamese regular pre-service teachers on inclusive education for students with disabilities. The framework outlines the research design, the methods for data collection, the population of study, the sampling, the procedure for data collection, and data analysis procedures. Finally, ethical considerations that were considered during the research process and the sustainability of the current study are also addressed. Chapter four is the presentation of the results where the findings from the interviews and data analysis are presented. Alongside the descriptive presentation of the findings, selected excerpts from the statements made by the interviewees are included in this section. Chapter five discusses and examines the results of the findings reported in the previous chapter in respect of the research problem, research questions, literature review, and theoretical framework. Thereafter, conclusions and recommendations for further research follow in chapter six, the final chapter of this study.

Literature review

This chapter provides better understanding of the research topic through the history, definitions of disability, special educational needs, special education, different ways in which the concept inclusive education is defined globally and heated debates around the concepts. Then it briefly discusses pre-service teachers' understanding of inclusive education and their preparedness to teach in inclusive classrooms in a global context. Furthermore, inclusive education in Vietnam, including initial teacher training and inclusion through pre-service teachers' perspectives and their perceived preparedness to include students with disabilities in regular classroom settings are explored.

Definition of key concepts and the terms used

In order to understand IE thoroughly, it is worth defining disability, special educational needs and special education because from a historical perspective, the roots of IE are firmly placed in special education of students with disability (Osgood, 2005).

Disability

Disability is considered as a complex and multidimensional concept that is constructed by different historical, political, cultural, economic, and societal traditions (Gallagher, Connor, and Ferri, 2014). Therefore, it is the result of the dynamic interaction between individuals' biological factors (partial or complete loss of psychological and physiological structures or functions) and the contextual factors (attitudinal and environmental barriers) that restrict persons' full participation in society in the manner considered normal for others (Armstrong et al. 2009; World Health Organisation (WHO), 2018).

The conceptual understanding of disability varies between scholars and along disciplinary lines. The two most well-known and frequently discussed models in scientific literature are the medical model and the social model of disability (Demetriou, 2022; Florian et al., 2006; Shakespeare, 2006). The medical model views disability as a consequence of health or individual problems that need medical interventions. People with disabilities are thus considered as abnormal, as 'having' problems that need to be addressed or even as burdens to society that need to be fixed (Goodley, 2016). In education, students with disabilities may accordingly feel discriminated (treated inequitably on grounds of their handicap) and may feel excluded by their peers and sometimes by their classroom teachers (Nguyen et al., 2019).

The social model, by contrast, considers disability as a social issue: more specifically, as the result of social barriers and restrictions imposed on disabled people that exclude them from participating equitably in community life (Oliver, 1996). It is not the disabled people that must be fixed but the society and the way it is organized, and that is preventing people with disabilities from participation in social life. These two models of disability will be discussed further in the theoretical framework section of this study.

Special educational needs (SEN)

The origins of special educational needs and special education can be dated back to the early twentieth century when there was an increasing recognition of the diverse types of students following the rise of compulsory education laws (Grubb and Lazerson, 2004). Special educational needs (SEN) in the beginning only refer to the unique educational requirements of individuals with disabilities, but with time become more encompassing, including students with learning difficulties or disadvantage conditions that require additional educational services and accommodations different from or

additional to that generally available to most students of the same age in order to access and benefit from education (Shaeffer, 2019; Törmänen & Roebers, 2018; OECD, 2007). These special needs can vary greatly, ranging from physical disabilities to cognitive impairments, sensory impairments, and emotional, or behavioral difficulties (Wedell, 2008). Students who need specialized support or educational accommodations, depending on the cultural environment and/or country, may be students with disabilities, students belonging to vulnerable minorities, marginalized communities and/or students from low socio-economic groups (Weedon and Riddell, 2016)

Special Needs Education or special education

The absence of curriculum adaptations to meet the diverse learning needs of students led to the designation of special needs education or special education, organized in parallel to regular education (Hodkinson, 2016). This is a special and separated educational provision and services that provides students with exceptionalities - namely tailored instruction and support in order for them to achieve their full potentials in real life to pursue their own life projects (Poon-McBrayer & Lian, 2002). However, the education of students with special (needs) education in separate settings excluding them from their peers and the prevailing categorization system focusing on differences have attracted significant criticism towards the field of special education (Demetriou, 2022). Many argued that SEN classification and labels, as well as the programs of special education provision and treatments, tend to increase the division between students without disability and students with disability (Allan, 2006; Demetriou, 2022; Slee, 2010), promote devaluation of students with disability and endorse a repetition of exclusion of students with special needs from regular or mainstream education systems (Florian et al., 2006; Tomlinson, 2012).

Inclusive Education

Over time, the conceptualization of special education underwent substantial changes, as a result of societal attitudes, legislative developments of governments and organizations, and educational research. Particularly, there was a conceptual shift in focus away from a tradition of school segregation of special (needs) education for some students with special needs to inclusion of all learners where individuals should be treated normally as possible by providing them with equal opportunities for learning, social interaction, and maximizing their potentials to become active and competent future citizens.

Since its introduction in Salamanca Statement in 1994 (UNESCO, 1994), inclusive education has been widely debated, attracting scientific attention both as a concept and practice (Göransson and Nilholm, 2014; Lindner et al., 2023; Qvortrup & Qvortrup, 2018). Indeed, along with conceptual shift of international commitment about what inclusive education is - from inclusion of students with disability (SWD) or special educational needs to inclusive schools and inclusive learning environments for all children in local schools, regardless of their physical, cognitive and social backgrounds, inclusive education has been defined in many different ways, in various countries, from one context to the other, from individual to individual (Ainscow et al., 2006, Abed & Shackelford, 2021; Göransson & Nilholm, 2014; Qvortrup & Qvortrup, 2018).

While some Canadian authors defined inclusion as embracing diversity or a set of standards, beliefs and values that secure equal educational rights of disabled students to become valued individuals of the society (Uditsky, 1993), in the UK some advocated for a shift in favour of school improvement rather than individual differences (Ainscow, 1991; Clark, Dyson, and Milward, 1995), and some in the United States defined inclusion as special education renamed or a place has tended towards research that extended special education practices to the regular classrooms (Stainback and Stainback, 1990). However, the above three approaches to inclusion - namely person, classroom and school have proved

partial which call for the need of collecting data at multiple levels for painting a holistic picture and a more nuanced understanding of the concept inclusive education (Florian 2014, p. 288).

Similarly, in their literature review regarding the concept inclusive education, Göransson and Nilholm (2014) found different concepts of inclusion which could be distinguished by their different focus and goals. The authors identified four different understandings of inclusive education hierarchically. For the first understanding, inclusion is defined as the placement of students with disabilities within the regular education setting as its focus is on physical integration and the provision of accommodations and support services to help those students participate in regular education.

The second definition emphasizes inclusion as meeting the specific social and/ or academic needs of pupils with disabilities in mainstream classrooms and in regular schools. Another understanding of inclusive education takes a broader approach when it focuses on meeting the social and/ or academic needs of all pupils within a general education discourse where all students can success rather than the needs of individual students. With the goal of creating communities with supportive, welcoming and inclusive learning environment for all students, including students from groups where social stigma traditionally applied, the fourth understanding of inclusion addresses systemic power imbalances, discrimination and marginalization in the education system. This definition emphasizes broader systemic changes in order to create a more just and equitable society, and calls for collaboration, community involvement, and student empowerment.

However, Göransson and Nilholm (2014) also argued that these four understandings of inclusive education only provide a broad overview which fail to capture the complexity of the concept such as the goals of schooling and who should be responsible for setting them, and what the school can and should achieve. Indeed, the authors contend that the lack of a clear and specific definition of what inclusive education is and what it entails in practice has led to empirical shortcomings in research concerning attitudes towards IE and the successfulness of inclusive practices. Therefore, more precise definitions are needed to guide research and practice in inclusive education. They suggested that a more nuanced and context-specific approach in defining inclusive education is needed, one that takes into account the perspectives and experiences of all stakeholders.

On the contrary, international organizations like UNESCO, UNICEF, the United Nations share some common elements in their definitions of inclusive education such as inclusion highlights the importance of responding to the diversity of children, removing barriers to participation in learning and promoting equitable access to education for all students (Hardy and Woodcock, 2015).

Allan (2013; 2014), Hilt (2015) and Rapp & Corral-Granados (2021) highlighted the tensions and challenges inherent in (defining) inclusive education as it is considered as power structures and dominant ideological forces that may, in fact, lead to exclusion and discrimination. In the article 'Included as excluded and excluded as included: minority language pupils in Norwegian inclusion policy', Hilt (2015) provided an analysis that explained the limitations of inclusion policies by arguing that exclusion processes are not separate from inclusion processes but rather they are integral part that are constructed by different means of communication at various levels in society, like in the instance of minority language pupils in Norway. Allan (2013) also argued that IE must have a foundation of social justice and must critically examine the societal values and beliefs that shape educational policies and practices to see if we are to create a truly inclusive education. Ideology explains why institutions remain relatively stable and why reforms progress slowly or even often fails. The complexity and internal dynamic system of inclusion shaped by various international, national, regional and local actors, structures, and processes call for the urge to understand how perceptions of IE are negotiated and constructed by different stakeholders and how they impact the implementation of inclusive

education policies and practices (Göransson and Nilholm, 2014; Magnússon, 2019; Rapp & Corral-Granados, 2021).

While many advocate that inclusive education as a response to the limitations and criticisms of special education, not everyone agrees that inclusive education effectively addresses the challenges of special education or that special education itself requires a solution (Kauffman and Hallahan, 2018). It is for the reason inclusive practices have not proved its success (Gilmour, 2018) and the processes associated with it tend to be at risk of replicating rather than replacing special education in many situations leading some critics of IE (Armstrong et al., 2009; Croll & Moses, 2000; Hodkinson, 2005) have warned that inclusive education risked becoming another name for special education or IE is an expansion or a form of special education (Slee and Allan, 2001).

As noted, both special education and IE concern the rights of students with special needs to the highest quality education and require a modification of the education system to provide appropriate conditions for their learning in order to develop their capacities to become valuable members of the society (Leijen et al., 2021). However, there are also significant differences in terms of basic values, distribution of power, and ultimate goal of education of students with special needs putting forward in two discourses (p. 8). Particularly, in special education the rights of children with special needs are recognized but the positions of the current education system, schools, and educational practitioners are put at the first place and in many cases, there is a lack of capabilities in mainstream schools for ensuring best quality education of students with special needs to achieve their learning goals. To the contrary, IE prioritizes the voice of students with special needs over the current potential of the education system to guarantee the education rights of children with special needs for a more comprehensive ultimate goals: learners maximize their potential to become valuable members of the society and the education system, and the society are more inclusive (Leijen et al., 2021). Hence, some authors (Florian, 2019; Leijen et al., 2021) proposed the co-existence and professional collaboration between different actors in these two educational forms to support the diverse learning needs of students.

In fact, IE demands the teachers to (1) collaborate with other stakeholders, family members and students, (2) have good didactical skills through the adaptation of teaching methods and curriculum to transmit the teaching contents effectively to every students, (3) dismantle learning barriers and restrictions, (4) create a positive classroom environment where all students are included socially and emotionally, (5) deal with individualised assessment and differentiated monitoring of students' progress (Finkelstein, Sharma, and Furlonger, 2019). As can be acknowledged, inclusive practices perform both systematic implementation approach and unconsciously unplanned way in some cases (Chan et al., 2002). These practices, therefore, require teachers to make tough decisions regarding how students with disabilities can be offered a personalized approach without feeling separated, special or different.

Despite the fact that it has not been smooth sailing in relation to a universally understood concept of inclusive education, this study shares the same perspective of inclusive education interpretation as Barow and Berhanu (2021), Haug (2017), Slee (2018) in considering IE as education form that welcomes and response to the diverse needs of not only students with disabilities but also students who are found to be disadvantaged in general education settings where all students can reach their full potential as valued members of the community.

Although the term IE in the West applied ever more broadly, some researchers argue that as a political project, inclusive education should particularly focus on students with disabilities (Kiuppis, 2014; Miles and Singal 2010), to ensure that these groups are not overlooked in the project 'education for all', thereby preventing their invisibility. Indeed, IE of students with disabilities has become an

established key policy objective in many nations (Lindsay, 2007), especially where education access is limited, due to a lack of resources, in general and for SWD in particular (Miles and Singal, 2010). In the same vein, Florian (2019, p. 698) claimed that despite special education and inclusive education are two distinct concepts, in many parts of the world the terms are used as synonyms, especially in the developing countries where millions of SWD are still missing education or not even accessing to education at all, segregated 'special education provision may represent the only educational opportunity available to children with disabilities' (Florian, 2019, p. 698).

In summary, implementation of inclusive education has been challenging because its precise meaning and practice are not easily captured, while implementation of it requires a fundamental shift in the culture and leadership of the educational system: how schools and educational systems are organized and delivered to meet the diverse learning needs of all learners (Ainscow and Sandill, 2010). Particularly, all aspects of the educational system around the world - including policies, practices, and culture – and all stakeholders need to commit to the values and principles of inclusive education and are willing to work collaboratively to achieve this goal by changing their structures, assessment processes, layout and atmosphere and changing their attitude towards SWD in the form of the social model of disability - the idea that the problem is not with the child, it is with the inadequacies of the school (Batstra & Thoutenhoofd 2021).

Pre-service teachers' perceptions and their readiness for IE of SWD

A number of studies have shown that the role of pre-service teachers becomes critical for the prolific implementation of inclusive practices (Gilor & Katz, 2021; Krischler et al., 2019; Miškolci et al., 2021). As essential stakeholders, pre-service teachers' understanding and beliefs about inclusive education of students with disabilities determine not only their attitudes but also their practices for ensuring the successful implementation of inclusive education (Makoelle & Burmistrova, 2021). Findings from studies showed varied opinions about IE among pre-service teachers around the world (Adigun, 2021; Jia et al., 2022); generally, prospective teachers had positive attitudes towards inclusive education (Gilor & Katz, 2021; Krischler et al., 2019; Uusimaki et al., 2020) but vary by groups (males versus females), experiences of interaction with SWD, the types and the severity of disability (mild, average, severe) and their perceptions located mainly in the medical model - the idea that the failure of IE is with the SWD (Moriña & Carnerero, 2022). Interesting, while in most developed countries, IE is viewed as human rights and prospective teachers' perceptions are mainly based on social model of disability (Jia et al., 2022; Uusimaki et al., 2020), in developing countries the perceptions are in accordance with narrow meaning 'physical placement' as a reflection of medical model (Chambers, 2022).

Pre-service teachers' readiness refers to perceived knowledge, understanding, skills, abilities and attitudes (Porakari et al., 2015). Studies showed that a small number of teachers and pre-service teachers expressed readiness to accept all children as they still lacked knowledge and skills of disability and/or IE (Adams et al., 2021; Aprile & Knight, 2020; Gilor & Katz, 2021; Jacob & Pillay, 2022; Kremsner, 2021), even had no training on disability and/or IE at all (Jacob & Pillay, 2022; Makoelle & Burmistrova, 2021). Pre-service teachers are confused about IE but the demands of ensuring inclusive and equitable quality education pose a big challenge to them, which in turn makes it difficult to be inclusive (Kremsner, 2021; Aprile & Knight, 2020). Fortunately, teachers' perceptions on IE are dynamic and can be transformed through training about IE and/or disabilities (Ashton & Arlington, 2019; Carballo et al., 2019; Lanterman & Applequist, 2018). Thus, it is important that teachers receive disability and/or IE training systematically with high-quality curriculum in teacher education programs (Aprile & Knight, 2020) and establish collaboration teams or co-teaching with other teachers (Makoelle & Burmistrova, 2021).

Sweden is regarded as the most inclusive country in terms of the education system (OECD, 2015). It will be a professional negligence if not mention how pre-service teachers in Sweden understand and prepare for inclusive education.

Uusimaki, Garvis, and Sharma (2020) conducted a study to investigate the attitudes, concerns, and intentions of final year early childhood pre-service teachers in Sweden towards including children with disabilities in regular classrooms. A quantitative research approach was employed, and questionnaires were sent out to participants. The study showed very positive attitudes towards inclusion among Swedish pre-service early childhood educators. Although the respondents expressed a belief in the benefits of inclusive education for all children, they concerned about their own lack of skills and training in inclusive practices to effectively implement inclusive education. In addition, pre-service teachers hold a strong intention to engage in inclusive practices in their profession by expressing their willingness to learn more about inclusive education and to seek professional development opportunities to enhance their skills and knowledge in this area. Swedish pre-service teachers define inclusive education as 'a school for all', and the fundamental factor contributes to that thinking is the Swedish identity: 'democracy' reflected in Swedish national and educational policies. This strong belief is the accumulative process of observation and personal experience from childhood to practicum, participating in well-organized, positive inclusive teacher training programs and close connections with disabled people during their teacher training programs. The study highlights the importance of pre-service teacher training experiences: participation in high quality inclusive teacher education programs in which inclusion embedded throughout in every course across the different areas in their daily life to contribute to their development of positive attitudes and professional beliefs towards inclusion.

In brief, studies about pre-service teachers' perceptions and preparedness towards IE confirmed the dominance of societal values and beliefs in forming the pre-service teachers' attitudinal patterns and highlighted the importance of adequate and relevant teachers' training which well prepares the teachers for practicing inclusion.

Inclusive education in Vietnam

Like many developing countries, Vietnam has special education tradition, which is influencing the principles and the current practices of inclusive education. Vietnamese policy regarding to IE of SWD is guided by international legislation (Trang Thu et al., 2022) with every effort to fulfill children's right to education in regular schools in general and students with disabilities in particular (Hai, et. al, 2020; Le, 2013). Inclusive Education is a relatively new concept for the Vietnamese education system, but this concept has gained public attention recently.

Geographical, historical, political and cultural characteristics of Vietnam

Vietnam, officially the Socialist Republic of Vietnam, is a small country of approximately 330,000 km^2 with a large population of nearly 100 million inhabitants (General Statistical Office, 2019). It is bordered by China to the north, by Laos and Cambodia to the west, by the South China Sea and the Pacific Ocean to the east, and by the Gulf of Thailand (Gulf of Siam) to the southwest. Capital city of Vietnam is Hanoi (Ha Noi) while its most populous city is Ho Chi Minh City, commonly referred to by its former name of Saigon. Ha Noi and Ho Chi Minh city play a crucial role in the development of Vietnam, including education and healthcare, thereby other parts of the country lag behind in some respects.

Located in Southeast Asia, Vietnam has a diverse geography, from towering mountains of the north to the lush Mekong Delta in the South and pristine beaches. Topographically, Vietnam can be divided into four main regions: the Northern Highlands and the Red River Delta in the north, the Central

Highlands, the coastal Lowlands and river deltas in the central region, and the Mekong Delta in the south.

Vietnam experienced many wars throughout its history and was reunified in 1975 when the Vietnam-American war ended. As a result, the contemporary Vietnamese values and beliefs reflect lingering impacts of colonization: one thousand years of Chinese imperial rule before the 10th century AD, one hundred years of French colonial practices and renovation or 'đổi mới' after 1980s (Nguyen & Stienstra, 2020). Indeed, like some other Asian countries, Vietnam is influenced by Buddhism and Confucian philosophy in its leadership and management approaches, philosophical, and educational views (Nguyen & Ha, 2021).

Vietnamese cultural beliefs are centered on agriculture and collectivism: harmony with community and group well-being are more emphasis than individuality (Chambers, 2022; Ritter et al., 2019). Teachers are considered as knowledge providers and highly respected in society (Tran & Nguyen, 2022). The traditional ways of teaching, learning and evaluation are teacher-centered approach, rote learning, and exam orientation, respectively (Nguyen Thi Mai & Hall, 2017). Culturally, it is often perceived from many in Vietnamese society that disability as a matter of fate and punishment for sins of the individuals, resulting from misdeeds in a previous life (ISDS, 2011; Nguyen & Stienstra, 2020). Families of children with disabilities feel ashamed and bear the blame within the larger society for not being able to have normal children to carry on their family name and status (Huang & Zhou, 2016). The attitudes of Vietnamese people towards the disabled, therefore, is charity giving and supporting, but not giving them independence in their own life (Nguyen et al., 2019). Accordingly, children with disabilities were primary cared for by their families within the home rather than in schools (Villa et al., 2003).

In 1886, for the first time, children with disabilities were considered 'teachable' and the first special school (for the deaf) was established by the French colonial government (Hai et al. 2020). In fact, under French colonial practices and after the Vietnam war, there was a drastic attitude change of the community towards people with disabilities, mainly link to the impact of exposure to chemical toxins like Agent Orange (Nguyen et al., 2019). Disabled people are considered as burdens to society that need to be fixed and as Indigenous bodies that must be 'cured' to become normalized and civilized.

Legislation and Policy framework on Inclusive Education

The significant change in the traditional public opinion towards disability brought about the fundamental changes in Vietnam education laws. Consequently, in 1991, the government enacted the Law of Protection and Care for Children which gave access to education to children with disabilities through special education in special schools and rehabilitative services (Hai et al., 2020). While the number of special schools throughout Vietnam increased from 36 in 1991 to 92 in 2002, only 2% of children with disabilities throughout the country received educational services (Villa et al., 2003). In 1998, the Vietnamese Ordinance on Disabled Persons (Socialist Republic of Vietnam, 2019) and the Ministry of Education and Training (MOET) claimed that SWD had the right to receive education in either special or regular classes, rather than in special classrooms only (Villa et al., 2003). Students with severe or multiple disabilities can be admitted to special schools if they have proof of assessments in terms of their high needs by disability professionals as well as parental consent. Students with less severe disabilities are encouraged to attend mainstream schools.

The government ratified the United Nations Convention on the rights of the child in 1991 (Hai et al., 2020). In 2006, the Ministry of Education and Training approved Decision No. 23 on inclusive education with favorable conditions for including children with disabilities to access education and vocational training (Hai et al., 2020). Significantly, in 2005, the Law on Persons with Disabilities reconfirmed the commitment of Vietnamese government to provide education for all and IE is

considered as the preferred mode of education for students with disabilities (Socialist Republic of Vietnam, 2010). It is the first time in a binding law, inclusive education is mentioned. After many times of adjustment, eventually inclusive education is defined in the updated Vietnam Education Law (Socialist Republic of Vietnam, 2019, article 15) as an educational approach aiming to accommodate different needs, characteristics, and abilities of all learners while ensuring equal learning rights, quality education and respecting diversity and differences of learners. However, it seems the law kept up to support segregated education when the government encourages the formation of special schools and classes for SWD to integrate into society (Socialist Republic of Vietnam, 2019, article 63) and focus on IE of children with disabilities when mentioning this group of students in the section of IE definition with the words like according to the 'suitability' and 'capability' of learners (Socialist Republic of Vietnam, 2019, article 15). In other words, the concept of inclusive education is still not specifically and consistently defined in policy documents.

According to Hai & Yusuke (2013), in Vietnam, inclusive education is understood as the placement of children with disabilities to study together with other children in a school in their neighborhood. With this definition, it is still unclear if SWD study in the same school with students without disability but in different classes (Integration). In fact, Pham (2008) confirmed that IE in Vietnam is understood as integration education where children with disabilities study in general education schools but in separated special education classes with different instructions and separate curriculum from students without disability. Recently, Nguyễn (2019) defined IE as an educational method that meets the individual educational needs of all children with inclusive needs within mainstream educational institutions. Throughout the inclusive process, children's fundamental characteristics, such as religious beliefs, ethnic background, physical and psychological conditions, economic circumstances, social background, living and learning conditions, are taken into consideration. Like Hai & Yusuke's definition (2013), this conception remains ambiguous in terms of regular school or regular class. Up to now, although Vietnam has had the experience of implementing inclusive education for over 30 years, there is a lack of a clear and specific definition of what inclusive education is.

Despite the commitment and efforts of the Vietnamese government in enacting a wide range of policy documents in favor of IE and more schools are offering IE to integrate SWD into regular schools, the implementation of inclusive education in Vietnam has remained challenging (MOET, 2014). Indeed, as a developing country with a large disabled population (nearly 8% of its total population (Statistical Yearbook of Vietnam, 2018), schools in Vietnam are being challenged to display greater sensitivity towards the educational justice issues involved (Hsu et al., 2020).

It is evident that IE in Vietnam has a persistent quality assurance problem stemming from many global pressures on inclusion. Vietnamese Education goals, stated in Vietnamese Education Law, aim at producing competitive labor forces that not only contribute to the country's growth and development (like many developing countries in the Southeast Asia region) but also serve the community and its people (communist ideology) (Nguyễn and Laws, 2016). The global integration process with the influence of IE trend creates a conflict between the traditional beliefs in teaching and learning (a teacher-centred culture, the stigma of people with disability, group well-being), the nation's growth (producing competitive labor forces), and modern, global perspectives (learner-centred approach, individuals' well-being), leading many pressures on teachers and schools. This national quality assurance problem puts teachers in an ambivalent situation because they remain uncertain about what inclusion means in practice and skeptical about their own capability to teach and manage SWD, but many global pressures on inclusion make they feel exhausted, unable to go on with IE (Bùi & Tô, 2018; Dương 2016; Đặng, 2014; Nguyễn, 2016).

According to research, these problems are often reported as barriers to educational service for SWD: lack of professional identification of disabilities (Ritter et al., 2019), inadequate school facilities and

resources for SWD (Hai et al., 2020), lack of trained teachers with sufficient skills to recognize and offer essential interventions to meet the requirements of children with disabilities (Dương, 2016; Bùi & Tô, 2018), lack of awareness and understanding of inclusive education principles among teachers and the wider community (Đàm 2018), negative cultural attitudes and stigmas about disabled people (Hai et al., 2020; Nguyen & Stienstra, 2020). As a result, the number of children with disabilities in regular schools is still relatively small compared to those attending special schools (Hai et al., 2020; MOET, 2014). There are approximately 70 per cent of primary school-age children with disabilities are not enrolled in schools (Nguyen, 2016) and just one-in-10 children with disabilities attend secondary school out of a population of 1.3 million (UNICEF Viet Nam, 2022). The increased numbers of special institutions and special establishments dedicated to social care in recent decades questions the inclusive approach the Vietnamese government committed in policy and in practice (Tran, 2014).

Initial teacher training (ITT)/ pre-service teacher training for IE

In international perspective, Vietnam is raised as exemplary in relation to IE in the Asia Pacific region with its fairly well established systematic national teacher inclusive educational approach documented in law and a well-developed inclusive education action plan led by the Vietnamese Ministry of Education and Training (MOET) (Sharma et al., 2013).

Pre-service teachers training in Vietnam normally is a four-year program for university students and three-year program for college students. Generally, pre-service teachers at universities do three-year course work and one year in a school setting for their practicum or professional experience. As in many other countries, Vietnamese ITT has undergone considerable development in recent years when the government has shifted towards IE as educational goal. Vietnam's national policies for inclusive education inevitably affect the national ITT curricula. In 2002, as a response to the policy landscape: building positive attitudes towards IE, the ITT curricula was renovated to enhance pre-service teachers' teaching capability by shifting to a more Western models of learner-centered pedagogy and improving teachers' adaptation to students' varied needs (Ho & Dimmock, 2023).

MOET Decision Number 23 on Inclusive Education for Children with Disabilities regulates ITT for inclusive education in Vietnam (MoET, 2006). Accordingly, pre-service teachers in four universities and ten colleges across the country were exposed to modules on inclusive education and/or special education. Students had the opportunity to pick either a module on inclusive education in the general initial teacher training at primary school level or a course on special education which offered understanding and skills on disabilities and inclusive education. In general, initial teacher training, inclusive education was an additional, optional, separate module that focused mainly on theoretical aspect of disability; therefore, not many pre-service teachers felt interested in registering for it. Instead of providing extensive knowledge on inclusive education, this module only introduced understanding of children with disabilities and ethnic minority children (MoET, 2009). Such a surface focus on IE without a strong rationale behind inclusion leaves the question open as to whether ITT programs truly prepare prospective teachers to teach SWD in mainstream classes.

Offering an optional course on IE for regular prospective teachers seems to imply that IE is just a symbolic image. Providing a separate or stand-alone course on IE (Arthur-Kelly et al. 2013), however, still receives criticism for reinforcing segregation and exclusion when IE is regarded as special course which requires special knowledge and skills (Forlin, 2010). Therefore, some have been argued for an embedded approach or content-infused approach (Loreman, 2010) which IE values and principles, as part of the compulsory curriculum, are incorporated and reflected in other courses with the aim of forming true implementers of inclusive practices. Nevertheless, this is an inconclusive war for two approaches to make any major gains in proving their effectiveness in preparing regular pre-service

teachers to teach in inclusive classes (Symeonidou, 2017). As a result, some universities chose to combine these two approaches in their teacher-training programs (Miškolci et al., 2021).

In August 2018, the Vietnam Ministry of Education and Training issued guidelines for IE modules for preschool, primary and secondary teacher training programs in Vietnamese universities and colleges (Hai et al., 2020). That means every preschool, primary and secondary teacher in pre-service preparation is required to complete a 45-hour course on inclusive principles and practices as part of their curriculum to earn their teaching certification. Nevertheless, many studies after 2018 showed that preschool and primary school teachers still lacked sufficient knowledge and skills of disability and inclusive education in teaching in inclusive classrooms, even some did not receive any training at all (Ha & Uyen, 2020; Nguyễn, Đỗ & Nguyễn, 2022; Trang Thu et al., 2022; Trần & Lê, 2022; Van Tran et al., 2020). The main source of information that teachers gained about IE was from the media such as Internet, radio, TV, newspapers, magazines (Hoàng & Trần, 2018). Furthermore, the fact that none of teachers teaching at university level were trained for IE (Nguyễn,, 2020) calls for the need of providing teacher training about IE for all educational levels in Vietnamese universities and colleges.

Despite the various supportive national law, policy initiatives and large amounts of resources invested in education annually, in practice, beliefs of most Vietnamese teachers of disability still belonged to the outmoded traditional beliefs, Vietnamese teachers expressed the feelings of insecurity, unpreparedness to include SWD and their needs for studying disabilities and IE to teach in inclusive classrooms because inclusive education is still not a compulsory course in many regular pre-service teacher training programs in Vietnam (Hai et al., 2020; Le, 2013; Nguyen & Stienstra, 2020; Nguyễn, T. A., 2020). In other words, teachers' perceptions and readiness for IE, which are requisite for the successful IE practices (Mónico et al., 2020; Porakari et al., 2015), gains little attention in the regular pre-service teacher training curriculum. Therefore, we cannot expect teachers to do well to include students with disabilities. The questions raised here are whether educational institutions have transformed policies into practices and how effective this transformation is.

Inclusion through pre-service teachers' perspectives

Compared to a great number of research published in English and covered Western world on teachers' perceptions of IE, there is barely any research on how IE of students with disabilities is perceived by Vietnamese in-service and/or pre-service teachers in Vietnam. In addition, most study regarding teachers' perceptions of inclusive education in Vietnam has focused generally on in-service teachers' opinions, while studies on pre-service teachers' views have been scarce (Dương 2016; Nguyễn 2016). Since the researcher could find only two studies regarding pre-service teachers' perceptions of IE in Vietnam, it would be advisable to expand the topic to the Southeast Asia region where Vietnam is a member.

In Vietnam, Dương (2016) carried out a quantitative study in order to explore teachers and pre-service teachers' perceived preparedness when teaching in inclusive classrooms in HCM City, Nha Trang, Gia Lai, Tien Giang, Dong Thap (the South of Vietnam) and Ha Noi (the North). By using questionnaires with 10 special education pre-service teachers and 15 regular pedagogical students, the finding showed that most of the prospective teachers, especially in special education pre-service teacher group, felt confident in their ability, skills and knowledge of IE, expressing their readiness for practicing inclusion. However, both special pre-service teachers and regular pedagogical students viewed that only the special teachers can teach in IE classes; otherwise, regular pedagogical students must study some credits about disabilities and attend special education trainings. The study not only highlighted the crucial role of pre-service teachers in enhancing the inclusive educational opportunities for disabled students but also pointed out that it was critical for pre-service teachers to have adequate knowledge and skills and preparation at university and colleges in order for the successful inclusion. As for the perceptions of 50 regular teachers and 15 special education teachers, survey questionnaires

were also employed. The findings revealed that while all specialized teachers believed in their knowledge and ability to teach disabled students, most regular teachers felt that they were not ready to practice inclusion because they believed that only the special teachers can teach in IE classes. In addition, the teachers perceived their lack training for IE, indicating their negative perceptions (charity and/or medical model) towards disabled students. The author argued that it is important for teachers to have knowledge and skills through teacher training. However, one may question the reliability and the possibility of generalization of this study when it did not clearly state how the researcher came up with the sample size, how the samples represented the population. Specifically, the author conducted the quantitative study in six provinces but only 50 regular teachers, 15 special education teachers, 10 special education pre-service teachers and 15 regular pedagogical students participated. Even the study did not mention the school setting - whether they were conducted in preschool, primary or high school- and which year of the teacher training program students are studying.

In the same year, Nguyễn (2016) conducted a study to investigate the awareness of pre-service teachers on SWD. Eighty pre-service teachers in Ba Ria - Vung Tau Pedagogical College participated in the research, 40 of them were primary pre-service teachers and 40 were kindergarten pre-service teachers. In this mixed study, both survey questionnaires and interviews were used to investigate the pre-service teachers' understanding for teaching students with disabilities in terms of IE, law, and reasons of disabilities. The results revealed that pre-service teachers' perception on IE was limited to deficit medical model when almost all of them (93.75%) could not believe that SWD could participate in inclusive classes, could not recognize symptoms of disabled students for providing the most suitable education supports (90%), and had no information about legal documents as regards IE (92.5%). Respondents expressed their views on disability as deterioration and impairment which need to be fixed and they had the feelings of insecurity in teaching SWD. This study manifested that low awareness of pre-service teachers on children with disabilities results in their negative attitudes towards inclusion. This work also concluded that it was essential for pre-service teachers to have experiences with disabled people, get relevant formal institutional training about IE. The author also proposed solutions to raise pre-service teachers' awareness of SWD in order to enhance the quality of teacher training for IE such as case studies in teaching, students participating in activities at schools with SWD.

In Malaysia, Low, Lee, and Che Ahmad (2018) conducted a study to investigate the attitudes of Malaysian pre-service teachers towards inclusive education for students with autism spectrum disorder (ASD). Specifically, the research aims at examining the impact of special education training, teaching specialisations, and societal attitude on predicting pre-service teachers' attitude towards inclusive education for students with ASD. A total of 264 pre-service teachers (151 special education pre-service teachers and 181 pre-service teachers) in a teacher training program in Malaysia participated in this study by answering questionnaires. The study concluded that the special education pre-service teachers expressed less positive attitude towards inclusive education for students with ASD which provides empirical evidence to the dominance of segregated special education in the context of Southeast region. In other words, the IE model with its origin from the Western developed countries may become 'misfit' in other contexts. The research reveals that cultural influence plays a dominant role in forming the pre-service teachers' attitude. In addition, short-term contact with people with ASD like at university or in brief social contact creates more positive attitudes than long-term one. The study manifested the effectiveness of content-infused approach in the current ITT programmes in changing pre-service teachers' attitudes; however, societal attitude is still the prominence/the strongest predictors for the successful implementation of IE. In order to solve this problem, the researchers suggested to combine two approaches: content-infused (focus practical aspect) and stand-alone course approach (focus theoretical aspect) in order to create a more powerful impact than societal attitude on changing pre-service teachers' attitudes. As for removing the boundary between regular and special education teachers, co-teaching is recommended right the time the pre-service teachers are in their

practicum. Interesting, although the respondents demonstrated positive views about the benefits of IE and their preparedness in teaching students with ASD, they expressed some concerns about the capability of regular teachers in mainstream setting, the adaptation ability of students with ASD and the possible negative effects on other students.

In Thailand, Kantavong and Srisuruk (2022) examined relationship between teacher training curriculum and the perceptions of regular pre-service teachers toward inclusive education in two different learning programs: one with single course named IE and another with two new courses named Psychology for Teachers and Learning Management and Classroom Management. Data was collected via semi structured interviews with 48 student teachers from the Faculty of Education, Khon Kaen University, Thailand. The results showed that the prospective teachers in both two groups had an average positive attitude towards IE which demonstrated the effectiveness of teacher training program regardless of different learning programs since both still keep the same goals, instructors, pedagogy (project-based) and similar concepts in the content. Although the respondents in the study showed their concerns in terms of their capacity to teach in inclusive classrooms, they know who they can collaboratively work with since the practicum offered them good opportunities to build relationship with experts in special education. The researchers also confirmed the dominance of Thai traditional culture and beliefs in shaping pre-service teachers' perceptions toward inclusive education, explaining the status of special education in Thailand context. The study highlights the importance of a good pre-service ITT curriculum including coursework, field work with direct interaction with both SWD and school teachers at special education school centers, and reflective practices in reporting and sharing session which can positively impact the understanding and preparedness of prospective teachers for inclusive practices.

In Indonesia, Maulida, Atika, and Kawai (2020) investigates the attitudes of 177 prospective teachers studying the inclusive education course in Yogyakarta city, Indonesia. Before the training activity began, the participants answered the questionnaires about their attitudes towards SWD in IE, beliefs about the efficacy of inclusion, and beliefs about teacher roles and responsibilities. The survey shows that pre-service teachers in Indonesia held moderate attitudes toward inclusive education. In order to improve the attitude of pre-service teachers, a well-designed training program should be implemented. The study further revealed that there are no differences in pre-service teachers' attitudes towards inclusive education in terms of prospective teachers' genders, or their experiences with students with SEN. Considered as the first research concerning pre-service teachers' attitudes towards inclusive education in Indonesia, this study contributes to literature in the field on the attitudes of pre-service teachers.

As can be noticed in these studies, the information on how Vietnamese pre-service teachers perceived IE was missing, leading a sparse understanding of why prospective teachers differ in their belief systems about inclusive education, and how initial teacher training experiences contribute to their development of positive attitudes and professional beliefs towards inclusion. Moreover, in contrast to research in the West where IE is viewed as human rights and prospective teachers' perceptions are based on social model of disability (Jia et al., 2022; Uusimaki et al., 2020), in developing countries as in the case of Vietnam and Southeast Asia, IE is considered in accordance with narrow meaning 'physical placement' as a reflection of the medical model (Chambers, 2022). The understanding differences of inclusive education mainly originate from different traditional cultural norms. Therefore, it is critical to form the pre-service teachers' positive attitude and beliefs, which is a complex and cognitively demanding process (Gregoire, 2003), by designing well-organized initial teacher training programs to prepare them for teaching in inclusive classrooms.

Theoretical framework

Depending on the philosophy, discipline based, methodology, there are different ways of dividing models of disability (Gebhardt et al., 2022). In order to provide a thorough understanding of Vietnamese pre-service teachers' perceptions of IE for SWD, it is inevitable to discuss their understanding in the context of their identity, experiences, relationships with other members of communities, in the social political issues of Vietnam (Nguyen & Stienstra, 2020). Hence, this research project explores the understanding of inclusive education through the lens of history because it helps to explain the way the Vietnamese interpret the world. In fact, the Vietnamese perception on inclusive education reflects lingering impacts of colonization: one thousand years of Chinese imperial rule, one hundred years of French colonial practices and renovation after 1980s (Nguyen & Stienstra, 2020). Therefore, the main theoretical perspectives underpinning this research, or 3 models commonly used in Vietnam are the charity model of disability or Confucian philosophy (551–479 B.C.), the medical model and the social model of disability presented by Oliver (1996).

Beside confirming the dominance of cultural beliefs or societal attitudes in shaping pre-service teachers' attitudes towards IE for SWD, previous studies also highlighted the importance of adequate and relevant teachers' training curriculum which well prepares the teachers for practicing inclusion (Dương, 2016; Kantavong and Srisuruk, 2022; Low et al., 2018; Maulida et al., 2020; Nguyễn, 2016). As a global social movement to restructure educational system around the world, inclusive education signified the conceptual shift in the worldview on education for SWD towards creating a more equitable education system for not only students with disabilities but also students who are found to be disadvantaged in general education settings where all students can reach their full potential as valued members of the community (Ainscow et al., 2006). Teachers need to understand that inclusion is about valuing differences and should stop looking for problems in SWD. Instead, teachers should change their attitudes and look at their didactic skills, their instructional methods of teaching, their levels of creativity and professionalism in supporting different children with various needs but in a way that keeps all of students equal and included so that they do not feel so separate, special or different. IE is a process which poses a radical change in thinking of the community, of which pre-service teachers are members, from the outmoded long-standing perceptions of the charity model and the medical model to the social model of disability where social justice and human rights are promoted (Gesser and Martins, 2019; Jia et al., 2022; Le, 2013; Makoelle & Burmistrova, 2021; Qu, 2022). Participating in well-organized, positive inclusive teacher training programs in which inclusion principles embedded throughout in every course across the different areas in their daily life will contribute to the development of pre-service teachers' positive attitudes and professional beliefs towards inclusion.

Charity model of disability or Confucian philosophy

Confucianism is a belief system or ideology with one of its major virtues: 'support the weak, help the disabled' (Zhang & Rosen, 2018). With this view, Confucian philosophy is perceived as the charity model of disability and people with disabilities are considered as the weak who need special help from their family and the communities in order to function in daily life (Le, 2013; Nguyen et al., 2019). This view, however, indicated the unequal relationship between the deliverers of support and the receivers of mercy. Traditionally, it is also often perceived from the majority of the community that disability as a matter of fate and sin of the individual, resulting from misdeeds in a previous life (ISDS, 2011; Nguyen & Stienstra, 2020). The attitudes of Vietnamese people towards the disabled, therefore, is charity giving and supporting, but not giving them independence in their own life (Nguyen et al., 2019).

Thanks to collective family culture, most children with disabilities are cared for and educated at home where they have a little sense of togetherness compared to a larger exclusion from the

community (Chambers, 2022; Ritter et al., 2019; Zhang & Rosen, 2018). Students with disabilities receive sympathy from the educators to access education but teachers often lack awareness about the potential and value of inclusive education to this groups of students, other students and the society (Tran, 2014; Dương, 2016; Hoàng & Trần, 2018). According to this model, education is not a human right but a charity to help these unfortunate students.

Consequently, these students are educated in segregated special schools where there is less academic pressure and special education is regarded as less important as mainstream education (Hai et al., 2020; Zhang & Rosen, 2018). Teachers need to change their negative attitudes towards IE of SWD by keeping the positive aspect of traditional values and abandoning the negative ones. In fact, 'sympathy', 'support the weak' are not negative when thinking about helping SWD to get equal access to education; the role of family, teachers and community in working together for social integration of these students; the right awareness about the potential and values of IE for SWD. It is considered negative only when these students are deprived of support for IE.

Medical model of disability

One of the most well-known and frequently discussed models of disability in scientific literature, especially in the West, is the medical model (Shakespeare, 2006). The Medical Model is based on the belief that disability is a result of health or individual problems that need medical interventions (Dalkilic & Vadeboncoeur, 2016). With this perspective, people with disabilities are identified as abnormal, different or flawed with social diseases and these people need to blur their differences to fit into normative society. Under French colonial practices, disabled people in Vietnam are considered as Indigenous bodies that must be 'cured' to become normalized & civilized (Nguyen et al., 2019).

As can be seen, both the charity model and medical model underestimate the values of people with disabilities and see them as problems or burden to society that need to be fixed. Students with disabilities are discriminated against and excluded by their peers and sometimes by their classroom teachers from basic social facilities like regular classes (Nguyen & Stienstra, 2020). Like the charity model, the medical model addresses stigma and as a matter of fact, special institutions with individualized curriculum are believed as a preferable mode to provide special treatment in education for disabled students who are different and needed support. In fact, the increasing numbers of special institutions demonstrates that the segregated educational provision under the medical model is still a preferable approach in practice within Vietnamese context (Tran, 2014) which hinders the practices of IE (Allan, 2010).

Teacher effectiveness is one of the most influential factors for the successful implementation of IE but received less attention in Vietnamese literature as well as in ITT in Vietnam (Dương, 2016; Nguyễn, 2016). Regular teachers are in urgent need of an efficient teacher training program to equip them with proper knowledge and skills for handling the increasing number of SWD enrolled in inclusive classes. Teachers should change their attitudes by stopping viewing problems of learning is within SWD and stopping focusing on students' differences to blur them but embrace them. They should, instead, look at themselves to question their professional capabilities and change their methods of teaching to include all students.

Implementation of a good ITT in order for sharping pre-service teachers' positive attitudes towards IE for SWD matters. Offering an optional course on IE for regular prospective teachers or providing a separate or stand-alone course on IE (Arthur-Kelly et al. 2013) in Vietnam currently (Hai et al., 2020), however, still receives criticism for reinforcing segregation and exclusion when IE is regarded as 'special' course which requires special knowledge and skills (Forlin, 2010).

Social model of disability

Another most famous model of explaining disability originated from the West is the social model. According to Oliver (1996), disability is a social issue when it is a result of social barriers and restrictions imposed on disabled people to exclude them from community life. In contrast to the medical model, the social model demonstrates that it is not the disabled people that must be fixed but the society and the way it is organized prevent people with disabilities from participation in social life. Society itself has imposed many restrictions on people with disabilities, "ranging from individual prejudice to institutional discrimination; from inaccessible public buildings to unusable transport systems, from segregated education to excluding work arrangements" (Oliver 1996, p.33). This perspective, indeed, gives people with disabilities independence in life and they can participate in any activities of social life.

As the reaction against the prevalent discourse of the deficit medical model, the social model highlights the struggle of people with disabilities in combating discriminating and oppressive social barriers and restrictions to gain social justice and human rights. Oliver's Social model of disability (1996) is quite new in the sense that it involves a radical change to the outmoded long-standing perceptions like the charity model and the medical model. I agree with Oliver that disability is only a problem in society where stigma applied in relation to unequal status between the non-disabled and the disabled.

As noted, the growth of inclusion principle as a foundation of IE (Ainscow, 2007) is attributed to the adoption of the social model. Therefore, every child' unique needs and capabilities should be recognized and accepted, and the education systems have to restructure to accommodate the needs of all learners to reflect the inclusion principle. Indeed, IE which is underpinned by social model calls for the need of radical change in education system and in society to celebrate diversity and inclusiveness in every aspect of human life (Ainscow et al., 2006). In Vietnam, after reunification in 1975, Western cultures started to penetrate to all aspects of Vietnamese people's life. Under global pressure on human rights, for the first time, systematic education for disabled students in regular classrooms or inclusive education is implemented in Vietnam (Hai et al., 2020; Le, 2013; Nguyễn, 2019). With ramps at schools and in the classrooms, Braille materials and so forth, SWD can equally access education and develop their potentials and values to become valuable members of society.

The significant shift in thinking about disability within the educational system requires Vietnamese regular pre-service teachers to possess relevant knowledge, skills, and attitudes for effective teaching all diverse students in inclusive classrooms. Therefore, a well-designed ITT should focus not only on enhancing pre-service teachers' competence but also their readiness in practicing social justice principles in inclusive classes.

In brief, with ever more broadly definition of IE and national supportive policy initiatives, teacher training programs in Vietnam are facing great challenges to rethink their prejudice and restructure their programs to prepare regular teachers for this change: from sympathy and sensitivity (the charity model) and deficiency (the medical model) into a strong social justice perspective (the social model). Adopting these three models as a theoretical framework of knowledge to understand how Vietnamese pre-service teachers think in the context of Vietnamese society implies that teacher education should pay attention to historical and cultural issues with regard to interpretations of their preparedness to teach in inclusive classrooms. These models of disability, each would provide a basis for explaining and understanding salient aspects of Vietnamese regular pre-service teacher perceptions on IE: how they know, think and feel about IE, as an idea and as a practice that may happen to them. The theory demonstrates about how the society deals with PWD. The schools and universities are parts of society, so the teachers and/or pre-service teachers should be prepared for this inclusive practice. In fact, if pre-

service teachers' perceptions on IE are framed in the social model of disability, they can exert greater influence over their own practices and take a more active role in assisting SWD in overcoming barriers that hinder them from fully participating regular education and future integration into society. Figure below illustrates three models used as theoretical framework in this study.
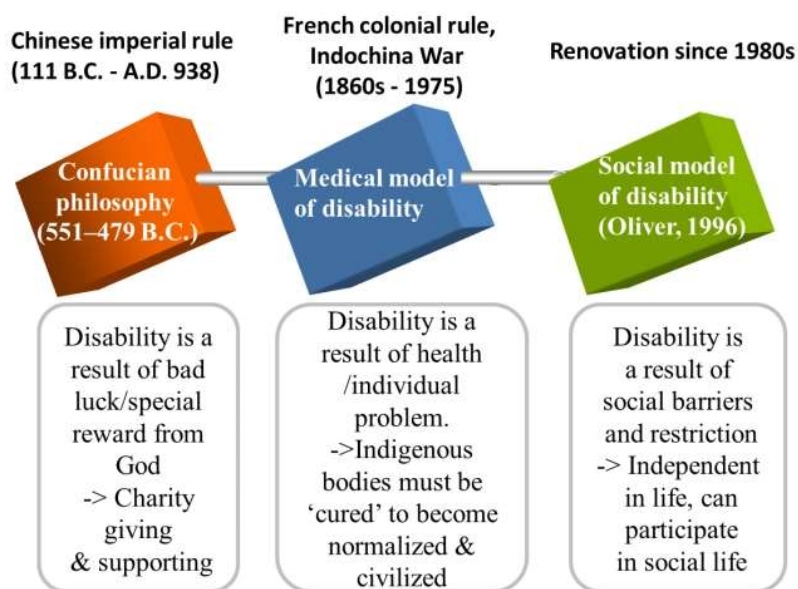
Diagram 1: Three models used as theoretical framework in this study

Methodological framework

Introduction

This chapter presents the research paradigm for studying the perceptions of Vietnamese regular pre-service teachers on inclusive education for students with disabilities. The framework outlines the research design, the methods for data collection, the population of study, the sampling, the procedure for data collection, and data analysis procedures. Finally, ethical considerations like voluntary participation, informed consent, anonymity and confidentiality and harm to participants, that were considered during the research process and the sustainability of the current study are also addressed.

The current study is guided by the constructivist paradigm. It recognizes that there is no objective nature to reality and highlights the importance of social interactions and individual experiences in forming perceptions and understanding of the world (Hammersley, 2013). A paradigm is considered as a set of standards, assumptions, beliefs and values that defines the researchers' world (Guba & Lincoln, 1994) and shape the researchers' choice of methodology and methods for data collection and data analysis or other related decisions in the research process (Kivunja & Kuyini, 2017, p. 26).

The constructivist paradigm or interpretivist paradigm presents an effort to understand and interpret what the individual is thinking of the world around him/her in order to understand the viewpoint of the subject being studied (Kivunja & Kuyini, 2017, p. 33). By adopting a constructivist perspective, this research enabled me to explore and understand deeply the unique experiences, beliefs, and social interactions shaping personal interpretations and meanings that Vietnamese pre-service teachers

attribute to inclusive education for students with disabilities. The researcher and the participants (pre-service teachers) engaged in interactive processes of conversation, questioning, answering, listening, taking notes, reading and recording research data in which we collaborated with each other to construct the concept of IE based on our particular background, culture, feelings, opinions, and assumptions. The findings align with reality are also the product of multiple and socially constructed processes between the researcher and the research participants. Given the purpose of the present study, the qualitative research design and the primary method for data collection - interviews - typically go together in this constructivist paradigm.

In spite of its robust nature, the constructivist paradigm is often criticized for being time consuming, potentially biased or perspectival at best, and standing in the way of generalization (Cohen, Manion, & Morrison, 2011). However, the interpretivist paradigm remains a powerful tool for facilitating rich and nuanced insights into a complex social phenomenon like inclusive education and is particularly well suited to studying the emergence of collective knowledge.

Research Design

Guided by the constructivist paradigm, this study employed a qualitative interview-based approach in order to gain a better understanding of Vietnamese regular pre-service teachers' views about IE for students with disabilities and their perceived preparedness while being trained at ITT program at university (Abed & Shackelford, 2021; Creswell & Creswell, 2018, p. 13; Tiwari et al., 2015). The essence of qualitative research is to explore the perspectives of a specific individual or group in a particular context (Creswell, 2007) or to discover the events and the social world through the participants' lens (Bryman, 2016), and it focuses on "the importance of reporting the complexity of a situation" (Creswell & Creswell, 2018, p. 4). Furthermore, given the limited information about a researched phenomenon - Vietnamese regular pre-service teachers' views about IE – as well as the study's aim of describing the phenomenon through identifying themes (Silverman, 2010), qualitative approach is a perfect match for this research.

In fact, by providing in-depth understanding of complex and multifaceted concept like IE and research questions of "how" and "why" Vietnamese prospective teachers thinks as it is about "perceptions" rather than merely on facts as in 'who', 'when', 'where', 'how often' or 'how many' questions, qualitative is the best choice for this study. In the literature review section of this present study on pre-service teachers' perceptions and their readiness for IE of SWD, it is recognized that the majority of studies available on this topic have adopted a quantitative research approach, collecting evidence that is lacking in nuance, detail and individual difference. The imbalance in research design and methods may also reflect the views of these researchers about this topic and their ambition in generalisation to wider populations and other contexts. However, in my opinion, only qualitative research can provide more thorough and content-rich answers for a complex and ambiguous concept like IE. Rich, lived, descriptive information gathered from a variety of perspectives of individuals best allows researchers to draw findings near to actually experienced realities.

In addition, in qualitative research method, the researchers can collect the information by speaking directly to the subjects being studied, observing their attitudes and behaviors in a particular context and engaging in direct interpersonal communication to better understand the viewpoint of the subject being observed (Creswell & Creswell, 2018). Hence, through collecting multiple types of data like in-depth interviews with pre-service teachers and document analysis, the current research design aims to explore the multidimensional nature of pre-service teachers' perceptions and their readiness in the context of inclusive education in Vietnam.

Instruments for Data Collection

In an attempt to explore what pre-service teachers think about IE of SWD, the primary sources of information used by pre-service teachers to acquire knowledge about IE, and their perceived preparedness to include students with disabilities in regular classrooms, interviews and document analysis were used as adequate sources of data collection for this study.

Interviews

Interviews with individuals who are members of the target group are considered as the most common methods of data collection within qualitative research (Silverman, 2010; Taylor et al., 2016). Indeed, qualitative interviewing allows the researcher to gather information on the perspectives, attitudes, and experiences of the individuals to understand the situation through the point of view of the participants (Taylor et al., 2016). Semi-structured face-to-face interviews with open-ended questions, therefore, were used in this current study to explore Vietnamese pre-service teachers' understanding of IE and their perceived preparedness to include students with disabilities in regular classrooms. According to Lofland, in-depth interview or unstructured interview is a "guided conversation whose goal is to elicit from the interviewee rich, detailed materials that can be used in qualitative analysis" (Lofland, 1995, p. 18).

In this study, open-ended questions in semi-structured interviews provide a framework to guide the interviewer to ask questions informally - like in conversations, exchanges of perspectives - about the participant's perceptions while motivating individual participants to elaborate their understanding, attitudes, and professional preparation regarding inclusion in a regular classroom setting (Taylor et al., 2016, p. 102). The interview process, in which research participants (interviewees) not only share their personal understandings, feelings, and opinions about IE in the most direct ways but also construct the meaning together with the researcher (interviewer) (Taylor et al., 2016), will encourage open-ended discussions and allow for generating of new insights as products of their constructed knowledge.

A semi-structured interview guide (see appendix 5) was developed to serve as a guidance for the interviewer during the interview process. The interview questions, which were guided around the research questions of the study covered the core topics such as: understanding of inclusive education; the primary sources of information used by pre-service teachers to acquire knowledge about IE; attitudes towards inclusive education of students with disabilities; perceived preparedness for inclusive teaching; and perceived challenges or concerns of inclusive practices. In an attempt to increase the reliability of the data, the interviews had both direct questions (What do you think?) and indirect ones (What do you think about what other people said?).

While I made a clear distinction between the terms "students with disability" and "students with special educational needs" in the literature review section, I foresaw the possibility that the interviewees might use these two terms interchangeably. Therefore, from the beginning, I requested clarification from them about the term "students with disability". Before doing the interviews, each participant had signed an informed consent letter. All interviews were conducted in Vietnamese language, later transcribed and then translated into English for data analysis. Each interview lasted for around 45-60 minutes and audio-recorded with the consent of the participants. Taking notes was used during the interviews to register interviewees' gestures, highlight salient points that appeared important during the interview process, cross-check the information gained from the interview, and as a backup in case something wrong happened with the recorded files. The interviews were conducted at convenient time and locations, as equally negotiated by the participants and the researcher to assure that pre-service teachers feel comfortable and safe.

Document analysis

Another instrument for data collection in this study is document analysis. As a qualitative methodological tool, document analysis allows the researcher to evaluate documentary evidence in order to answer the research questions (Frey, 2018). In this current study, document analysis was employed to corroborate information collected during interviews about the primary sources of information used by pre-service teachers to acquire knowledge about IE. The relevant documents such as the university program curriculum outlining the teacher preparation system, posted publicly on the universities' websites were collected and analyzed to see if they make any reference to IE.

The data were collected in three universities offering initial teacher training program which were situated in the biggest city in the South, Ho Chi Minh City, Vietnam to see if they are providing pre-service teachers knowledge about IE and which approach they are employing for teaching: embedded approach/content-infused (focus practical aspect in which IE values and principles, as part of the compulsory curriculum, are incorporated and reflected in other courses with the aim of forming true implementers of inclusive practices) or stand-alone course approach (focus theoretical aspect).

Population of Study

The study population included six regular pre-service teachers (of different genders, hometown, and subject majors of training) who are enrolling in a teacher training program of universities in the South of Vietnam. All regular classroom pre-service teachers can teach later in mainstream secondary (grade 6 to 9) and high schools (grade 10 to 12). Out of these participants, four were males and two were females. They are all twenty-two years old and come from the South of Vietnam. Three students were studying at university A, two students were studying at university B and one at university C. The table below gives a description of the participants:

Table 1: regular pre-service teachers as research participants

Respondent Number.	Gender	Age	Hometown	Name of institution	Subject major
Student 1	male	22	Dong Thap	A	X
Student 2	female	22	Tien Giang	A	X
Student 3	male	22	HCM city	A	X
Student 4	female	22	Bac Lieu	B	Y
Student 5	male	22	Nha Trang	B	Z
Student 6	male	22	Bac Lieu	C	X

Sampling

Depending upon the research questions under study, the researchers can choose the most adequate sampling technique (Creswell & Creswell, 2018). In this study, a purposive sampling technique was used to select participants who are currently enrolled in teacher training program at universities to provide rich and relevant data. A purposive sampling is a non-probability sampling technique which involves choosing specific individuals based on some pre-determined purpose or previously specified criteria to best assist researchers in understanding the research problem and the research questions

under study (Creswell, 2007; Silverman, 2010). All the students who are currently enrolled in a four-year teacher training program at universities in Ho Chi Minh City, Vietnam are considered to have the knowledge about the phenomena (their understanding of IE for SWD) that I want to do the research. However, the participant selection criteria for selecting these prospective teachers were that they were in their final year of study. Given my last research question pertaining to pre-service teachers' readiness, freshmen and sophomore students might not study IE in their initial teacher training yet. In other words, a purposive sampling technique helps the researchers to find a relevant group of people (final year pre-service teachers) from the target population (pre-service teachers) and learning sites (universities offered initial teacher training program) (Creswell, 2007).

Regarding the sample size, there is no definite answer to the question how many participants should be involved in research, but since the nature of qualitative approach is lived and rich explanatory detail, and the main goal for qualitative researchers is not looking for generalization, it is widely accepted that qualitative approach involves a small number of research participants (Creswell, 2018). A range of three to ten participants was recommended by Creswell & Poth (2018). The sample size in this study matched the data collection and analysis effort that could be undertaken within a six-month study.

Procedure for Data Collection

After approval from my supervisor in January 2023, I informed my colleagues, friends and relatives about recruiting persons who met the inclusion criteria to participate in the research. I approached the potential participants by sending recruiting letters with informed consent (see Appendix 1 and 3) and used mainly Facebook, Zalo and Facebook messenger to contact them. In order for participants answer honestly their own understanding of inclusive education, not because I write this term and the research title in the Recruitment Letter and they have time to search for its meaning, I merely wrote the following purpose of the study – regular pre-service teachers' perceptions on students with disabilities in Ho Chi Minh City, Vietnam.

The participants were informed that their identity would be treated as strictly confidential and that their right to withdraw from the study at any time was guaranteed. After I got the contact information of the potential respondents who would like to join the study, I sent messages and arranged a suitable time to telephone them to check if they were eligible for my study. However, recruiting relevant participants took me more time than I anticipated. After one month, with the help of my colleagues, I only get five students (of the same subject - English) from three universities agreeing to take part in the interviews. Realizing that this number is not safe enough for the study because some of them later might decide to drop out of the study, I had reflection on the process of recruiting students and tried to adjust to reach more participants.

The following factors might have prevented me from receiving more and more diverse participants: final year pre-service teachers are very busy with practicum, working part-time and running to different campuses; there is a higher demand for English teachers who can teach at high schools, institutions and language centers compared to teachers of other subjects; my colleagues are also English teachers; among three universities, only one offers teacher training program for multiple subjects. In addition, similar to what I found in literature review, most of research conducted in Vietnam used short survey. Therefore, students are not familiar and not comfortable with an hour interview and time-consuming of member checking. Indeed, all students read my recruitment letter, but they did not know the difference between interview and survey and asked me to send them the questions. Furthermore, the term "interview" in Vietnamese language is quite formal and serious. Students might be scared of this way of data collection since it is like interrogation. Hence, I had to motivate and encourage them by reminding them about the values and benefits of the study; using

synonym "conversation" for the word "interview", explaining what would happen in the interview: just like a conversation in order to know more about their career concerns, no need to have background knowledge, no right or wrong answers, no worry about English because the interview will be in Vietnamese, and assuring them that their identity will be treated as strictly confidential…I asked my potential participants if they could encourage any of their friends or course-mates to come along for interviews or put me in touch with further students who are also the targets of my study then I would persuade them to participate. After two weeks, four more students came forward, one of them was studying another subject. I occasionally felt powerless at that time when I could not be there in Vietnam at once to have face to face meetings with potential participants to build trust in me. This thinking assured my intention to conduct face-to-face interviews rather than online ones.

The researcher interviewed the pre-service teachers in Vietnam at the beginning of March 2023 after scheduling interviews. Interview time and locations were equally negotiated with the participants to assure that they feel convenient, comfortable and safe. The participants signed a consent form agreeing to participate in the study and recording their voice.

Luckily, after the researcher interviewed a student who was studying another subject (subject Y), she introduced a friend who was studying subject Z in her university to join the study. This again confirmed my thought of conducting face-to-face interviews which would be easier to recruit participants, enhance trust in the researcher and have quality data. Although there were nine students agreed for interviews, three of them could not participate because they could not arrange their time for interviews. In total, the researcher interviewed six students from three universities. This sample is adequate when no new or relevant data emerged (data saturation) to ensure representation of diverse perspectives and experiences (Silverman, 2009).

Data analysis

The interview with all participants were held in Vietnamese since there were some students not confident in speaking English. The data then transcribed and translated into English for data analysis. The data in this research were analysed by using thematic analysis, in which key themes emerged will be extracted from responses in the interview (Bryman, 2016). Following Braun and Clarke's (2006) six proposed phases of thematic analysis, data analysis procedure of this study will be described as follows. First, I familiarized myself with the data by manually transcribing verbatim, skimming through the content of the transcripts, taking notes on early impressions, reading and re-reading of the transcripts, and cross checking with the original recordings. Second, each segment of text that is in consistency with the research questions was generated into initial codes manually by highlighted in bold and in color. Specifically, I labelled or assigned a code for each highlighted part, then categorized them based on their similarities. For instance, these categories regarding to pre-service teachers' understanding of inclusive education were found in the study: adaptation of SWD in regular classes; adjustment of all parties- teachers, schools, and SWD in regular classrooms; normalization of SWD, well-being of the majority. Third, the codes were further refined and merged into relevant themes. For example, the following themes in relation to the pre-service teachers' understanding of inclusive education were identified and developed from the data: inclusive education as a physical placement, as integration where SWD study in general education schools but in separated special education classes with different instructions and separate curriculum from students without disability, as equal access for everyone, as unique support to SWD given by various entities in regular classrooms. Next, I reviewed themes to see if they correspond with the coded extract and the context of the entire data set. The fifth step is defining and naming themes, in which the final refinement of the themes appears in relation to research question and the entire data set. Finally, producing the report involved considering the logical and meaningful order for reporting themes. The following tables (Table 2 and Table 3) provide description of examples of the process employed in identifying specific analytical themes in the study.

Furthermore, in this study document analysis was employed to corroborate the evidence explored during interviews about the primary sources of information used by pre-service teachers to acquire knowledge about IE.

Table 2: An example of coding process.

Findings	Theme
Inclusive education aims at bringing SWD study together with normal students so that SWD can become normal like other students without disabilities (Student 5)	Understanding inclusive education
Inclusive education means education for SWD, who are not so fortunate, to get equal rights to study like normal students. All parties: teachers, schools, and SWD have to adjust in order for SWD to study well in regular classrooms (Student 1)	
IE is when SWD study together with normal students in the same school but in different classes because it is very difficult for teachers to teach these special students (Student 4)	

Table 3: An example of categorization of broad themes into subthemes.

Findings	Specific theme	Explanation/Link to theory
Inclusive education is when SWD study together with normal students, but these special students have to adapt to the situation of the school and class. I mean to follow the majority (Student 6) Inclusive education means education for SWD, who are not so fortunate, to get equal rights to study like normal students. All parties: teachers, schools, and SWD have to adjust in order for SWD to study well in regular classrooms (Student 1)	Understanding inclusive education as a physical placement	Reports that indicate the pre-service teachers' understanding of IE resulted in the influence of charity model and medical model. Teachers need to change their negative attitudes towards IE of SWD by keeping the positive aspect of traditional values, abandoning the negative ones, considering IE as human rights and changing their methods of teaching to include all students.
Inclusive education is when SWD study together with normal students in the same school but in different classes because it is very difficult for teachers to teach these special	Inclusive education is understood as integration where children with disabilities study in general education schools but in	Instance which shows that pre-service teachers' conception of IE linked to medical model. Teachers should change their attitudes

students (Student 4)	separated special education classes with different instructions and separate curriculum from students without disability.	by stopping viewing problems of learning is within SWD, instead, look at themselves to question their professional capabilities and change their methods of teaching to include all students.

Ethical Considerations

As my research involves human participants, I had to protect them from any harm resulting from my project by carefully considering the ethical dimension throughout all phases of the research process (Creswell, 2007, p. 44). The ethical principles of Babbie (2008) and checklists of Patton (2002) were employed as main guidelines of ethical matters for my study. Specifically, I need to gain participants' informed consent after explaining clearly the purpose of my study, respect their autonomy, confidentiality and freedom of choice to participate or withdraw from research project, use member checking, maximize benefit and minimize risk (Babbie, 2008, Patton, 2002).

At the beginning, I had to be sensitive to ethical considerations of problem statements to see if the problem is worth researching. Would I, on the way to help a particular group of people (regular pre-service teachers), accidentally violated the benefits or well-being of another group (administrators, educators, students)? After reflection, I thought my research brings benefits to not only administrators, teachers, pre-service teachers, but also students with disability (SWD), family of SWD, and the community. Specifically, once administrators are informed about the needs of pre-service teachers from different perspectives, provide them with adequate knowledge, administrative supports, teacher attrition rate will decrease which, in turn, will make a difference in the outcomes of SWD and humans lives in general.

In developing research questions, I also asked myself if my questions were clearly written by rewording, adding or dropping and changing sequence of questions and whether any potentially distressing or intrusive questioning would create any negatively short- and long-term effects on the well-being of my participants (Agee, 2009, p. 439). Although I did not see any ethical issues in my research questions, I kept high self-cautiousness of assessing risk when continued with other parts of the study.

With respect to research approach and methods of data collection, choosing appropriate methodology and methods for the study showed my conscious consideration to ethical issues (Creswell, 2007, p. 44). Indeed, after reading and discussing with colleagues, tutors, and supervisor, I found out that qualitative approach is best fit for my research questions about "how" and "why", and in-depth interview as well as document analysis well suit my study as I mentioned in previous parts.

Regarding my participants, I was sensitive in choosing who would be in my study (pre-service teachers) and who would be interviewed in in-depth interview (final-year pre-service teachers) (Ellis, 2016). In addition, anticipating the word "interview" in English in recruiting letter may make the participants feel scared by this way of data collection since it is like interrogation, I discussed with my thesis supervisor and decided to use the synonym "conversation" for the word "interview". Moreover, while I made a clear distinction between the terms "students with disability" and "students with special educational needs" in the literature review section, I foresaw the possibility that the interviewees might use these two terms interchangeably. Therefore, from the beginning, I requested

clarification from them about the term "students with disability". The participants were also explained clearly the purpose and goal of my study, the audio recording of the interviews, duration, expected activities, the way in which data will be handled and stored. Informed consent was obtained in writing before participants were included in this study.

All the participants were informed verbally and in writing through consent forms in Vietnamese that they had the freedom to participate in this study without any form of coercion or pressure. It means their participation is entirely voluntary and they are free to withdraw from the study at any time without any consequences. Furthermore, I protected the participants' anonymity and confidentiality by ensuring that participants' identities and their personal information are treated as strictly confidential and are not linked to their responses. In fact, I anonymized the participants, the university names, and subject majors by using pseudonyms such as S1, S2…for students, A, B, C for universities, and X, Y, Z for subject majors, respectively. The respondents were also assured that the recordings were securely stored on the researcher's individual phones and computers with password protected only for a short period of time until to be transcribed, analysed and then deleted.

During and after the interviews, the researcher continued to protect the participants from physical and psychological harm by avoiding any potentially distressing or intrusive questioning and providing adequate support if participants feel emotional. When the study was done, member checking was applied when I provided participants with a written copy of their interviews, discussed, confirmed findings with them and sent them the summary of the study.

Although I know that "We can never definitively know how others interpret our work nor can we ever definitively know who we harm and help with our life stories" (Adams, 2008, p. 184), predicting and implementing suitable protections for the well-being of both direct and indirect subjects of my research is the best method to minimize and prevent any potential ethical issues.

Sustainability

Inclusive education for all is one of the global focuses for sustainable development all over the world (United Nations, 2015). Hence, this research is relevant to the Sustainable Development Goals (SDGs) 2030 with particular reference to goal number four and to country's strategic plan of Vietnam for seeking to ensure "inclusive education and equitable quality education and lifelong learning opportunities for all" by 2030 (UNESCO, 2013).

This project is explicitly related to SDG four: Quality Education. The purpose of this study is to explore the perceptions of Vietnamese regular preservice teachers towards IE of students with disabilities, which contributes to the knowledge base by shedding light on the perspectives of the next generation of Vietnamese teachers who will be in charge of implementing IE policies in Vietnam: inclusive and equitable quality education for all, including those with disabilities. Once regular pre-service teachers are equipped with adequate training (or teacher quality and the quality of education for SWD improve) and develop their positive attitudes towards IE of SWD, more SWD can enroll in general education contexts, which resonates deeply with the core principles of providing high-quality education while accommodating the diverse needs of all learners.

Once all students with disabilities can access and get quality education, as a matter of fact, this will reduce inequalities and promote social justice (SDG 10). In fact, IE of SWD clearly stipulates the rights or equal opportunities of education for all humans to fully develop their potential, leaving no one marginalized. By cultivating an environment that fosters equal opportunities, IE of SWD breaks the social barriers denying SWD a fair chance to improve their lives like other students without disabilities.

Diagram 2: Sustainable Development Goals (SDGs), Source: The United Nations

This study also touches the gender equality issue (SDG 5) in Vietnam when less female disabled students can go to schools compared to male disabled ones (Nguyen & Stienstra, 2020). Once provided with equal opportunities for academic success, female disabled students are less dependent, more capable of breaking the cycle of poverty and altering their lives.

By responding to support needs that pre-service teachers have about inclusive education and/or disability course, teacher quality and the quality of education for SWD improve which will be a strategy for both teachers and students to overcome poverty and hunger (SDG 1: No poverty and SDG 2: zero hunger). In fact, teachers feel more confident in teaching SWD in inclusive classes, which will decrease teacher attrition rate. Furthermore, when a large number of SWD can access regular education, the living conditions of SWD will be radically improved.

This project also aligns with the SDG 3: Good health and well-being. Indeed, only when teachers are well equipped with sufficient knowledge and skills needed for teaching in inclusive classes that they feel confident and well-prepared, which significantly improves their mental health and physical well-being.

Since all students can enroll in schools regardless of their disabilities, they can contribute more to the labor market, industry, innovation and infrastructure in their own way and there will be a limit on the number of people who need support from the state (SDG 8: Decent work and economic growth and SDG 9: industry, innovation and infrastructure). In inclusive practices, everyone can develop their full human potential and are considered as valued citizens of society, which in turn nurture sustainable economic development. As a result, the betterment of the individuals will create the betterment of the society (Magnússon, 2019, p. 685) or sustainable cities and communities (SDG 11) as well as peace, justice, and strong institutions (SDG 16). Once inclusive education is implemented successfully, it implies the fruitful cooperation, partnerships for the goals (SDG 17)

In brief, this research on inclusive education is highly relevant to sustainable development when it touches almost all Sustainable Development Goals.

Presentation of research results

The findings presented here refer to the three research questions: regular pre-service teachers' perceptions on inclusive education of students with a disability, the primary sources of information used by pre-service teachers to acquire knowledge about IE, and their perceived preparedness to include students with disabilities in regular classrooms. Alongside the descriptive presentation of the findings, I include selected excerpts from the statements made by the interviewees.

Question 1: What are Vietnamese regular pre-service teachers' perceptions on inclusive education?

In the interviews with the pre-service teachers, I started by asking some personal information in relation to their reasons of becoming teachers, their studies and experiences with people and/or SWD. All of them admitted that the main reason for them to become teachers is their own perceived capability such as good at the subject they are pursuing, professional love for teaching, ability to transfer knowledge to others, like to help people. Specifically, S6 stated that becoming a teacher is his dream since he was at grade 9 and he tried his best to make his dream comes true. Among other reasons are stable job and good income (English teachers). Regarding family factors, among six participants only one student (S2) grew up in the family with teaching profession tradition, one student (S5) has a sister who is a teacher, and one student (S1) has a cousin following teaching career. Concerning their studies, none attended other universities' teacher training program, apart from the university teacher training program they are following. In terms of experiences with people and/or SWD, two participants (S2 and S3) explained that they had a relative with disability and the family take care of her at home in a separated room.

In the course of the main questions, the participants were asked what they knew about inclusive education. As mentioned in the Methodology chapter, in order for participants answer honestly their own understanding of inclusive education, I merely informed them the purpose of the study – regular pre-service teachers' perceptions on students with disabilities in Ho Chi Minh City, Vietnam. Most of them tried to define this concept as they had never heard about it before. In total, four recurrent themes of Vietnamese pre-service teachers' understanding of inclusive education were found in the interviews: inclusive education as (1) equal access for everyone; (2) integration where SWD study in general education schools but in separated special education classes; (3) physical placement of students with disabilities in regular classes; (4) unique support to SWD given by various entities in regular classrooms.

1. Inclusive education as equal access for everyone

The first theme for pre-service teachers' understanding of IE is equal access for everyone. All the interviewees in the study associated IE with a value: human rights that gives all students the same access opportunities to achievements, as a moral point of view. Half of the interviewees (S1, S2, S6) were emotionally disturbed by question 15. How do you feel if there is a SWD in your regular class. They highlighted the importance of SWD being in school and advocated that an inclusive education system should fully open to all students, including SWD. As one pre-service teacher put it:

> *Inclusive education is a means for students with disabilities to receive education like normal people, to live, study and work like normal ones. I feel unfair to SWD if they are educated separately because they have one minor weakness, their disabilities. I will do my best to let them get all the normal things they deserve. (S2)*

The pre-service teacher S2 changed her tone of voice, expressing emotional sympathy with SWD when talking about their rights to study and her willingness to put great effort in including SWD in regular classes.

Some respondents elaborated on the benefits of inclusive education for students with disabilities' well-being. S6, for example, argued that:

SWD need to get equal access to education, educated like SWOD, so they do not feel sorry for themselves... not feel that they are disadvantaged compared to others and discriminated against, but have the feelings that they are respected by everyone. (S6)

Later, at the end of the interview, S6 was very emotional and almost seemed on the verge of tears while saying his final thoughts on IE.

I support this initiative [IE]. If I put myself in the positions of PWD, I feel a great compassion for them. Given the opportunity, I would share empathy and make friends with them. Due to my compassionate nature, I genuinely sympathize with SWD. I feel deeply moved by the struggles and challenges SWD have to experience. I consider myself fortunate: being born without disabilities. Why should some people be born into suffering? (S6)

Some pre-service teachers recognized IE as a passport to the normative world where SWD are welcomed and gain greater social acceptance.

IE is an education to help students, who are different from normal ones, to learn and integrate into the regular educational environment of all. I think it's an opportunity for PWD, who are also human like us, to study with normal peers in regular schools. (S4)

IE was also perceived as a way to promote success by narrowing the gap between students with disabilities and the normal students or minimizing what SWD can perform and what they are required to do in regular classes. As one pre-service teacher, S5 specifically explained the normalizing effect that IE creates in order for SWD to be as more normal:

The main purpose of education is to help children, normal and abnormal, improve their thinking, have more correct and positive thinking. Inclusive education aims at bringing SWD study together with normal students so that SWD can become normal like other students without disabilities...get them to be as close as the norm. (S5)

Although the interviewees showed their strong support to the goals of IE of SWD, they revealed their reservations about including SWD with some categories of disabilities. In other words, they were selective in terms of specific types and the severity of disabilities for inclusion. This attitude was well documented in the responses of all pre-service teachers. The following selected excerpts are examples of participants' statements:

Depends on what kind of disability students might have. For example, if a student with eye problem studies with normal peers, there will be difficulties for him/her so it is better he/she is put in the right environment. If the student is assessed as having a disability that can be studied with other normal students, then let him/her integrate into the regular environment and study with other peers. (S1)

Similarly, another student also commented on this as follows:

Depends on what disability they have. If they can't talk, can't see or hear, they are better not to study in inclusive classrooms. But if they, just say, can't walk, they can be in regular classes. (S4)

S3 and S6 further elaborated:

I think that students with minor disabilities can learn in inclusive classrooms because at that time they are still aware of whether they can integrate with the surrounding environment as normal people. (S3)

I think it depends on the degree of disabilities. For example, someone with severe Autism cannot listen to lectures in regular class, can't absorb any knowledge, I think it is wasted when I transmit knowledge to them. (S6)

Interesting, S2 raised her concern about the classification of disability types or categorization system:

I wonder what people will use to measure the degree of disability. I don't know about it, so if people have a scale to evaluate, there must be variations between levels. But if it's not clear, then sometimes it causes misunderstandings. That disabled student actually wasn't that bad or it didn't look that bad, but when he/she was in class, his/her performance and/or behaviour weren't suitable...I would accept students with Autism as long as those students do not attack other students and do not do anything harm to me. That means I will accept to a certain extent that the SWD does not have overly impulsive behaviors that directly affect me or their peers. (S2)

According to the interviewees' statements, they acknowledged the benefits of IE in teaching and learning, but they only accept students with physical disabilities and mild disability of invisible disabilities in inclusive classrooms on the ground that such benefits may be unrealistic for students with intellectual disabilities.

When asked if they considered providing opportunity for SWD to study in inclusive classes with normal students as 'charity', all participants emphasized the positive meaning of charity as a way to help the weak, demonstrating the care of the community for the less fortunate individuals. This is confirmed by the statement from selected participants as follows:

Charity is nothing wrong, that's the support to people with difficulties in general and with disabilities in particular. Poor people also get help from the community, why not PWD. (S1, S3, S4)

Charity is good. That's a way to show our care to PWD. We care for disabled, try to do our best: contribute whatever we have - our time, energy, money, gifts - to help them (S1, S2, S5).

We just think that PWD have challenging lives. They need help from the community to reimburse for their unfortunate in life - become disable due to war, genetic mutation, accidents, or stress. (S4, S6)

S5 expressed his opinion about the term charity and the role of teachers:

Charity should be considered with the meaning of help without expecting things back. Teachers do their best to see the development in students. (S5)

These students' responses demonstrated the beauty within the traditional culture of the Vietnamese people: compassion and empathy. Furthermore, S3 advocated that offering educational access to regular classrooms to SWD is not equate with charity.

I think educational opportunities are equal for both the disabled and non-disabled, but for PWD we should give them more priority. I can assist them in acquiring knowledge. I don't think it's an action of charity to provide them chance to study like normal persons. I think 'charity' in a way is making things easier for them, below their ability. Here I want to say it's still teachers' job. If they don't understand something, I'll give them a little more time than the normal students. (S3)

In similar vein, S2 stated that:

Teachers should advise their normal students to be a bit considerate and give way to their peers with disabilities. It's not about pity or anything like that, but rather helping that person. For example, if that person is walking too slowly, you can lend them a helping hand. It's not about walking their own path; it's about helping each other. I think everyone should be treated with love, but that love should also be thoughtful and not make anyone feel sad. (S2)

Interestingly, no interviewees mentioned that they were afraid to teach students with disabilities in their regular classrooms due to the fear of accepting SWD would affect their class, school and their own performance. For them, the most valuable achievement of teachers is seeing the success of their students. As cited in the following statement of S3:

They [the achievements] are not important. If there is a SWD in my regular class, I consider it a matter of chance. In such situations, I will strive to provide them with my best support. If I can assist SWD to success, the joy I feel is far greater than the extent of my own accomplishments. (S3)

The interviewees, in general, shared the same worldviews which are built on normalisation principle. By providing extra supports to SWD, they want SWD to change, to be as close as the norm or fit into normative society. The fact that all the participants failed to recognize and appreciate diversity in regular classrooms reflected their limited acceptance of variation in society.

2. IE as integration education
The second theme grouped pre-service teachers' understanding of IE regarding the actions required by the education system to apply inclusion in education practice. Of the six in this sample, three participants regarded IE as integration education where SWD study in general education schools but in separated special education classes with different instructions and separate curriculum from students without disability. This view illustrates the passivity of the education system when it only provides the chance to success by merely placing SWD in the regular schools. Statements verifying includes:

Inclusive education is when SWD study together with normal students in the same school but in different classes because it is very difficult for teachers to teach these special students. (S4)

Likewise, one other student, describes that the availability of supports for SWD's learning should be in separated classes in general education schools:

If it is difficult for SWD to change to fit into the framework, to be like their normal peers, I think they should be educated in a separate class in the same regular school...Because there their special needs are catered to the fullest extent. (S6)

As can be noted from the excerpts, the system merely allows SWD their presence in the regular school but in separate classes and puts the responsibility on SWD for his/her own success in inclusive process. As a result, even though one participant had positive attitude towards IE of SWD, she had to admit that:

It will be very difficult [for SWD to study with normal students] because not all students can understand what you (teacher) will have to, in general, give special care to SWD. Because sometimes SWD will perform things slower or can't understand quickly. Many cases, classmates bully SWD. Those who can understand and sympathize with, in fact, quite small because they are not old enough to aware that they need to give way to their peers with disabilities more. So I think should let them in a separate class so that they can see that there are peers like them. If they study with normal students,

sometimes I'm afraid that they will get hurt, sad, and be very disadvantaged. Although to me, those SWD are not necessarily separated or treated specially. (S2)

The data disclosed that pre-service teachers in this study were put in an ambivalent situation because they remained uncertain about what inclusion means in practice. That is why S4 expressed her confusion about IE at the end of the interview by posing some questions:

I wonder if inclusive education is to create a common environment for both SWD and the normal students to study together, then why do I still see there are separate schools for SWD? When this inclusive education is available, will those special schools still be open? Or will SWD be taught only in inclusive classrooms in regular schools? (S4)

3. Inclusive education as a physical placement

The third theme also grouped pre-service teachers' understanding of IE related to the actions taken by the education system to implement inclusive policy like the second theme but the education system here somehow plays less passive role. Specifically, some interviewees (n=3) perceived IE as a physical placement of SWD in regular classes with normal students. In other words, with a more active move by the education system, SWD are providing opportunities to study in the same class with other students, but SWD are still the main responsible actor for their success in that framework. Excerpts from narratives that confirm this category include:

Inclusive education is when SWD study together with normal students, but these special students have to adjust in order to adapt to the situation of the school and class. I mean to follow the majority. Changing things to accommodate few SWD in regular classes will affect other normal students. Children without disabilities and their parents will object. (S6)

The above statement from S6 showed his concern that some SWD's low academic performance and psychological accomplishment may negatively impact students without disability in class and therefore would not include in general setting where nothing changes from the nature of the system. Another participant believed that SWD can be included in inclusive classes only if their families are responsible for their integration into inclusive classes:

IE means educating SWD in the same class with normal students only if SWD want and can integrate with their normal peers...If teachers are not well prepared to teach in inclusive classes or if they are equipped with adequate knowledge but the schools do not have enough funds to have appropriate facilities for the disabled, parents of SWD must equip themselves if they want their children to learn in inclusive classrooms. (S3)

However, S1 expressed his view a bit different from S3 and S6 that:

Inclusive education means education for SWD, who are not so fortunate, to get equal rights to study like normal students... All parties: teachers, schools, and SWD have to adjust in order for SWD to study well in regular classrooms (S1)

This view from the respondents reflects the less passive engagement of the education system in changing its nature (opening the door of regular classrooms) to welcome diverse needs of all students but whether SWD can study or not is another matter.

4. IE as unique support to SWD given by various entities

In this fourth category, IE is conceptualized as personalized assistance provided to children with disabilities by diverse stakeholders. To put it another way, inclusive education involves providing supports by different entities within the school system to students who are included in general schools

based on their individual needs. These supports to meet the unique needs of each student, according to the interviewees, encompass assistance from school administrators, teachers, families of SWD, non-disabled peers and the community. The following excerpts from participant interviews confirm the recurring theme include:

IE is providing supports. There must be a support team or unit inside regular schools to see how such special cases need to be handled, what methods are appropriate to teach and support them. (S5)

Schools should build more ramps for those who have difficulty in moving (S1, S2, S3). In addition, schools can also support SWD more such as adding some current regulations, updating a little bit to show their care to SWD. For example, SWD don't need to participate in physical education like non-disabled peers or don't need to do something too heavy. (S1)

There should be modules for teaching SWD in inclusive classrooms because at present, my university has not offered any modules such as Teaching students disabilities in the regular classes. Furthermore, schools should be aware that there will be a time when they have to admit SWD, they must have a backup budget so that when those students enter, they have enough facilities and equipment to support them (S3)

When discussing how schools should implement IE, S6 seemed to cover all the other pre-service teachers' responses: teacher training, administrator supports, school facilities, support unit collaborated with teachers, parents and other parties to promote inclusion.

Schools should create chances for teachers to take disability courses so that they can better understand SWD and have a protocol to adjust their teaching style a little to be suitable for SWD but not interfere other students. The school should equip more facilities to support the disabled like ramps in the schools, assistive technology, support unit for disabled students, special play areas for SWD. Moreover, schools should organize talk-shows to talk about the issues of disability so that other students can understand, have a broader, deeper awareness, sympathy, and willingness to help SWD. (S6)

S2 emphasized the crucial role of building positive attitudes of all the parties involved:

Only when the perceptions of all people involved change, then the things following it change. So for me, I think I will have to help students understand, even the school, parents, teachers, co-teachers, the environment around SWD. We have to make people understand that SWD need our help and support. (S2)

Indeed, inclusion allows students with disabilities to be part of mainstream schools while receiving the necessary support tailored to their specific requirements. Since the participants are final year students, they specified actions that teachers are required to do in implementing IE in their classes. All the interviewees stressed the importance of teachers spending more time teaching SWD, demonstrating their personalised support and adjustments to the needs of SWD. The second dominant sub-theme is teachers talking to the class about disabilities and the less frequent one is teachers' flexibility and strategy change. The following quotes from the interview responses exemplify the first sub-theme:

Teachers need to support SWD more, day by day. If they don't understand this part, I'll explain it to them a bit more than I would with regular students. (S3)

Teachers will need to pay more attention to SWD. For example, teachers should be more proactive to ask if SWD have absorbed the knowledge. (S4)

Prospective teachers frequently mentioned their 'care' by allocating more one-to-one extra time to support SWD in acquiring knowledge, completing task, and creating more meaningful interactions with SWD and this action from the teachers is repeated every day. Not only did the teachers demonstrated their care for SWD through actions but also through their reflections on their own teaching practices in the attempts of supporting academic success of SWD.

Teachers pay special attention to SWD, more than usual...I as a teacher will ask myself if that SWD can keep up with the class? If SWD can keep up, I will support more than the others. If that child can't keep up, I will have my own solutions according to each child's case. (S5)

Aside from 'care' by investing more time and energy in recognizing the identity and individual needs of SWD, prospective teachers also highlighted the importance of 'motivation' to SWD. As one student elaborated:

Care more. The teacher has to talk to SWD more to understand them better, cares more about them, asks and motivates, and gives them the feeling that they are just like normal persons, making them happier and able to integrate with their classmates. (S6)

Therefore, talking to the class about disabilities was also frequently mentioned by pre-service teachers as a way to illustrate their willingness in combating the prevailing negative attitudes towards people with disabilities in classrooms and in society.

Teachers need to have friendly talks in the class so that those who still have negative attitudes towards disabled students will understand and adjust their attitudes accordingly. (S1)

Teachers need to contribute to change the perception of the students in class about the way they look at students with disabilities in particular and people with disabilities in general, to avoid the situation that normal students don't understand, don't sympathize, don't like, don't help students with disabilities, even discriminate. (S6)

This practice requires the teachers to have adequate knowledge and skills to act as role models who possess not only positive attitudes towards SWD but also spread those positive attitudes to each member within the class. As one respondent put it:

Teachers need to know how to create a friendly community without discrimination, which helps other students develop appropriate attitudes towards their peers with disabilities. (S3)

Some pre-service teachers acknowledged that care, motivation, and talking to the class were not enough, so the notion of 'didactic accommodation' was reported frequently during the interviews (n=4). For example, S1 and S4 expressed their awareness of adjusting teaching methods or teachers' flexibility to ensure that SWD were learning in inclusive classrooms.

Teachers need to see if SWD can keep up with the class. If that child can't keep up, I will have my own solutions according to each child's case. For instance, a student with mild autism at the center I am teaching now, I try to teach her the basic things, with optional contents. (S5)

Teachers need to be flexible in their teaching methods and ways of communication... making slight adjustments in their lessons to ensure that SWD don't feel left behind or overly focused on. Instead, they should aim for a balanced classroom environment. (S1)

The quote above also illustrated S1's awareness of the delicate line between modification for supporting the learning needs of SWD and compromising on the academic quality standard. While some final year students demonstrated their knowledge of possible adapting teaching methods, others

merely focused on classroom management strategy, often citing as arranging seats and ensuring the safety of other normal students in regular classrooms. As one respondent justified this, stating that changing SWD' seats to the front would benefit SWD and the teacher.

Arranging seats strategically to facilitate both the teacher and SWD. These students should be seated near the front, close to the board, making it convenient for the teacher to observe and monitor them, allowing timely intervention if needed. (S5)

In addition, S2 elaborated managing all students and teacher safely in the inclusive classrooms is very important in school agenda, and the participation of SWD in regular classes is welcomed only when they pose no problems for teaching-learning process of the class as well as the well-being of normal students and teachers.

Teachers should have flexibility in dealing with SWD and know how to manage the class. For a truly smooth and effective classroom, it is evident that there must be skillful management by the teacher. I will accept [SWD in regular classes] to a certain extent that they do not have overly impulsive behaviors that directly affect me or their peers. (S2)

Question 2: Where are the primary sources of information used by pre-service teachers to acquire knowledge about IE?

This research question was answered by employing two methods of data collection: interviews and document analysis. The analysis of interview responses as well as the documents of universities - university program curriculum posted publicly on the three universities' websites demonstrated that those universities have not developed curricula for inclusive education. Among six prospective teachers, only two of them heard about IE but they could not remember to mention immediately that teacher training program also provided them with the knowledge about IE. Indeed, in interview question number three regarding sources students used to construct their perception of IE, these two students stated that the school they visited in the past while doing charity (S2) or TV, internet as their main sources of information in relation to IE (S5). Only when I asked them the next question about whether teacher training program provided them with the knowledge about IE, they remembered that one of their teachers also mentioned IE in one of their lectures. S2 recalled that there was a lecturer at her university (university A) teaching Psychology in pedagogy:

A teacher in the psychology department told us about how to handle students with various difficulties, such as autism or challenging behaviors or something. He taught us how to solve those problems and sometimes he also told stories about those students. The teacher, if I recall correctly, was instructing a course on Pedagogical Communication, either in the first or second year. In fact, he said nothing about IE. When we studied pedagogical communication, we were mainly taught how to enhance our communication skills with students. But sometimes when we raised questions about dealing with students who had behavioral problems in class, the teacher answered and gave some examples, like telling a story, rather than directly teaching us. As for problems related to students with visual or hearing impairments, we didn't receive any guidance on how to handle them. Because my university has its own special education department. (S2)

In fact, there were no clues about the existence of the courses labelled IE or disabilities or special education for regular initial teacher training in university A's curriculum. The course named pedagogical communication was taught in the third semester of the first year but IE elements were only mentioned by one lecturer when students raised questions about handling students with behavioral problems. The absence of IE course in university A's curriculum was also supported by the responses of S1 and S3:

I have never heard about IE in my regular initial teacher training. (S1 and S3)

For S5's case, IE was mentioned as a subtopic within a lecture on a subject named pedagogy practice.

The teacher mentioned [IE] in one part of the lesson, a small topic in the lecture, I have heard and somehow understood it. The teacher talked about something like not all students are the same, we will have special students. The teacher also told us that we should have unique way in handling these students who have special needs, we have to tutor them one on one. (S5)

(Follow up question: *So teaching IE in ITT depends on the lecturers?*)

In that course outline, there was nothing of IE. The lecture of that lecturer on that day told me more. Depending on the lecturer, whether the lecturers would like to mention IE or not. There are lecturers who did not mention IE at all. (S5)

Based on the statement of S5, university B, like university A, delivered no courses of IE and this was also confirmed by S4. The same situation applied for university C when S6 also verified that. As noted, there is no specific discipline for inclusive education for regular initial teacher training in the three universities and inclusive education is often treated as a small component within pedagogical training, and discussions about it are primarily conducted verbally by lecturers during these lectures.

The findings from the interviews also indicate that the main source of information that students gained about IE of SWD was through media channels such as internet, radio, television, newspapers, and magazines (n=6).

In the past, I read on Facebook that a student has a disability, but he still tried to study and thanked to the help of people around him, he graduated with a master's degree or became a lecturer at a university. (S3)

I think people with disabilities have behaviors that are more challenging to control than other normal people because sometimes they will feel sad and cry. I don't know, but watching TV, I see that. They have random behavior. (S4)

The development of modern mass media has facilitated real-time access to information for people all over the world. A concerning issue, however, is the existence of certain inaccurate and/or unreliable information, especially on the internet, which may contribute to misunderstandings or misconceptions about IE and SWD.

Additionally, a considerable number of students (5 of respondents) reported having encountered SWD like within volunteer settings (S1, S2), at the same university (S1, S4), in the neighborhood (S3), or in other brief social contacts (S6). As S1 stated:

As for me, I haven't had the chance to work extensively with those students, nor have I had many opportunities to interact or make friends with them. However, I've noticed at my university that there are SWD, and I find them to be very determined and confident. (S1)

As can be noted from the findings, none study with SWD in the same class. Interestingly, one student disclosed that it is no problem for her to make friends with SWD but being close friends with them is another issue.

I don't think I and SWD can be close friends because once we're best friends, we'll see each other, go out a lot to get close enough, SWD 'll have some restrictions on movement, so SWD and I will see each

other less often than normal friends. I can help SWD to go out at first, but only for a while. When I have a job or when I have a family, I won't have that much free time. (S4)

Furthermore, only two out of six students revealed that they have relatives (an aunt and a cousin of S2, an aunt of S3) who are PWD. These disabled people, according to both S1 and S2, are kept and cared at home by their parents in their separated room.

I have an aunt who, at her 16-year-old, had to stop her schooling because of her severe mental illness. Due to the pressure of studying, she couldn't live on her own, screaming, so she was taken care of by her parents in a separate room. (S2)

Only one respondent (S5) reported having real-life experience of teaching SWD at the center where he teaches as a part-time job. When asked about his opinion of whether SWD can and should learn in the same classroom with students without disabilities, S5 expressed:

That's normal because I was teaching a class at the center and there was a student with the same problem. I ask very simple questions, really simple ones, just saying a word made her tremble, and her back got soaked in sweat, but she still learns quite well. When I asked the parents, they said it's because the child recently changed school. Whenever they change schools, the child tends to have such reactions, and it takes time for that student to get used to, adapt, and stabilize. It can take a while, around one year. (S5)

In general, pre-service teachers mainly gained information about IE from the media such as Internet, radio, TV, newspapers, magazines, rarely from teacher training at university or college. In other words, they crafted their own conception of IE through their accident engagement with this term.

Question 3: How do Vietnamese regular pre-service teachers feel about their perceived preparedness when teaching in inclusive classrooms?

Through my conversation with the pre-service teachers, we were able to delve into various career-related issues that the prospective teachers may encounter during the implementation process of IE. They expressed their perceived preparedness levels (a ranking of low, medium and high) to include students with disabilities in regular classrooms. There were also times when the participants mentioned different factors that contribute to their preparedness to include SWD in regular classrooms.

1. Degree of perceived preparedness

Since all the participants had not been trained systematically about IE in their initial teacher education programs, most of them (S1, S2, S3, and S4) felt ill-prepared for the implementation of IE. Particularly, S1 believed that his preparation to meet the diverse educational needs of SWD is zero:

I'm pretty sure that if it were me [to teach SWD in inclusive classes], I'd probably consider it an impossible task. I think I have zero preparation. (S1)

Likewise, S2, S3, and S4 ranked their own perceived preparedness level as low, as expressed in the following selected excerpts:

I evaluate my preparedness as 'low' because I have neither contacted people with disabilities in an educational environment nor received any training about IE yet. (S3)

To evaluate specifically for teaching disabled students, I will give myself a low rating because I have not received any training on teaching SWD in inclusive classes...If the disabled students have the

opportunity to study with normal ones, I only know that I will treat them differently from normal students. But as for the specific approach I should take, I'm not sure because I don't have the expertise like specialized teachers. I'm not ready to teach them yet. (S2)

Unlike other respondents, S5 has little knowledge about inclusive education as his teacher mentioned it as a subtopic in his lecture, and S5 has experience teaching a student with special needs at the center. Therefore, S5 rated himself as 'low medium' and explained as follow:

I think it's not low, but not high, it's just low average. Because my teacher merely mentioned it [IE] as a sub-topic of a lecture and I only have the experience teaching one SWD in my center. (S5)

Although not received any initial teacher training about IE at his university, S6 is more confident in teaching SWD in inclusive classrooms compared to his colleagues. S6 ranked his preparedness as 'average' and elaborated:

Average, because I haven't had much contact with SWD and if I had the opportunity, I only had small talks with them. I don't have a good understanding of the psychology and characteristics of these students. I don't feel very confident in teaching SWD. What I can do, I do my best, but whether I can really help them or not depends on many other factors. (S6)

(Follow up question: *why haven't you been trained in IE yet, but you think you are somehow equipped to teach SWD in regular classes?*

I think I haven't received training properly, but about social experience, the social knowledge that I know about disability, I think I can help SWD to some extent, but I can't help them completely. (S6)

The responses from the participants concerning their perceived preparedness to teach SWD in inclusive classrooms and how they expressed it illustrated that pre-service teachers are not ready to include SWD in their regular classes. Their employment of high degree of uncertainty statements such as '*if it were me [to teach SWD in inclusive classes]' (S1), 'If the disabled students have the opportunity to study with normal ones' (S2)* demonstrated that they did not believe that teaching SWD in their regular classes would become a part of their real job. The assumption for their uncertain attitude may root from the ground that they had no knowledge of inclusive education in Vietnam where students with a disability can study in regular classes. The following statement from S2 strengthened this assumption:

I received regular education. As for teaching students with visual or hearing impairments, we [as teachers] didn't receive any guidance on how to handle SWD because my university has its own special education department. (S2)

2. Factors contribute to pre-service teachers' preparedness
The factors that affect pre-service teachers' preparedness of including SWD in their regular education classrooms noted by the participants were categorised thematically into the six categories discussed below.

2.1 Initial teacher training and knowledge about IE
In the previous section regarding the primary sources of information used by pre-service teachers to acquire knowledge about IE, most of the interviewees (n=4) declared that they had never heard of IE and only two of them reported having limited knowledge about IE. In fact, all the prospective teacher admitted that the ITT at their universities have not prepared them for implementing IE, as confirmed by the following quotes from the participants:

I have received no training courses on teaching students with disabilities. When I studied psychology, the lecturer did not mention if there are disabled students in the class, how I [as a teacher] would control the class or handle situations. I have never heard of this concept. (S4)

This student then added that she felt not ready to practice inclusion because she believed only the specialized teachers can teach in IE classes.

As a regular teacher, I would definitely need additional training. During four years studying at my university, there wasn't a specific course dedicated to teaching students with disabilities in regular classes. That's why I think specialized educators with teaching experience for special needs students would be more appropriate. If we were to teach SWD, we would require some additional credits about disabilities and/or IE. (S4)

S4's statement is also what other prospective teachers believed - only if regular teachers study some additional credits about disabilities and attend specialised trainings can they teach disabled students in regular classes. That is why the interviewees expressed their wish to be trained about disability and/or IE systematically in teacher education programs, as stated by S3:

There should be modules for prospective teachers on teaching students with disabilities in regular classrooms because at present, my university still has no courses or modules in Teaching SWD in the inclusive classes. (S3)

In addition, all the students admitted that they felt most prepared to include students with mild disabilities and students with physical disabilities and least prepared to teach students with severe disabilities and students with sensory impairment and intellectual disabilities. The following selected excerpts illustrate the participants' various reasons for this result:

The training I'm receiving is geared towards teaching regular students. There might be some students, like... who cannot move or have physical disabilities, whom I could still teach. However, if there are other types of disability that I haven't anticipated, I wouldn't know how to handle it...Students with disabilities like autism, attention deficit, or hyperactivity, if at a mild level, I might still be able to teach them in inclusive classes. With more severe cases of SWD, the presence of such students might not be comfortable for other normal students, potentially impacting the overall teaching and learning progress of the whole class. (S1)

Another student elaborated that having a student with disabilities in her regular classes would indeed make her job more challenging as she would need to focus more on them and teaching them would be more difficult than teaching others.

I don't feel very confident because it depends on the types of disability. If, for instance, they can't walk, then I can still teach them. If they can't speak, I won't be able to teach them as communication is essential for understanding their thoughts and feelings. If they have visual or hearing impairments, I won't have the ability to teach them either. I can only effectively teach students with mild disabilities in my class. (S4)

When asked the question '*If you have a chance to be trained (more) about disabilities and IE, what possible topics that you find interesting and useful?*', all the respondents showed their interest in behavior and classroom management, curriculum adaptation and exam modification. Other topics that were repeated quite often in the interviews are types of disability and SWD's development (n=5), how to change attitudes and raise public awareness (n=5), teaching-learning materials, technological resources and infrastructure of the classroom (n= 3), parent-teacher collaboration (n= 2). Interesting that none mentioned co-teaching. This may due to the Vietnamese economic situation where lack of

schools is still the major challenge. Several instances from the interviews highlighted the favorite contents about IE, as evident in the following excerpts:

I want to learn more about behavior and classroom management because for a class to run smoothly and for students to achieve effective results, it's clear that teacher management is essential. (S2)

Another student was interested in curriculum adaptation and exam modification because many cases showed that SWD could not pass the exams without appropriate modifications.

While students in the whole country follow the same curriculum, adjusting the teaching and learning program for SWD might result in disparities in their knowledge levels. I'm concerned that changing the textbooks is already a challenge, so designing a separate program exclusively for SWD would be even more difficult. By the time SWD take exams, it wouldn't be feasible to administer two different sets of exams for normal students and SWD. For instance, in the National High School Graduation Examination, if two different curricula are followed, it's unlikely that they would organize separate exams for these two groups of students. (S4)

While S4 expressed her concerns about various types of adaptation, another student admitted that he would like to know more about types of disability and SWD's development.

If teachers have no knowledge about different types of disabilities, it can be challenging. Teachers wouldn't know whether a student is experiencing depression or any other types of disabilities, which could hinder teachers in providing effective solutions⋯ When educators possess adequate knowledge in this area, they will have a better understanding of SWD and be able to adjust their teaching methods to suit these students' needs without adversely affecting the normal students. (S6)

Interestingly, one student who hold a strong intention to engage in inclusive practices in her profession expressed her willingness to learn all topics related to IE:

Since I have no background knowledge about IE, I feel that if I have opportunities to be trained in these topics, I want to learn everything about IE. I want to know as much as possible. (S2)

In the end of her interview, S2 also added that she felt the urge to learn more about IE to prepare for her career without passively waiting to be trained by institutions.

I don't know much about IE. However, after this interview, I realized that I need to learn more about IE since it makes me feel it will be very interesting. I must prepare myself in advance so that for example, if I find out that someone in my class needs special support, I can help him/her in time. (S2)

All the interviewees' interest here showed that the prospective teachers would know not only what to do but also how to do it in specific situations regarding to including SWD in regular classrooms.

2.2 School readiness
All the pre-service teachers in the sample expressed their concerns with the availability of financial and administrator support and other resources from the school for welcoming SWD to inclusive classrooms, citing among the most important rationales for their unpreparedness. A pre-service teacher pointed out the inadequate school facilities and resources:

It is challenging if the teachers are equipped with adequate knowledge, but schools do not have enough funds to provide appropriate resources and support for SWD. Parents of SWD have to bear the additional costs of education if they want their kids to study in inclusive classes. Because SWD were born with disabilities, their parents had to prepare for them. (S3)

(Follow up question: *What if parents can't afford to send their children to regular classes or their child has just had an accident and become disabled recently?*)

I haven't thought of such a big issue. (S3)

(Follow up question: *In your opinion, why schools do not have adequate school facilities?*)

I think it is because of limited funding and currently, the number of SWD studying in regular schools is not much...School administrators should be aware that there will be a time when SWD study in their regular schools, so they need to have a backup budget for facilities and resources to support SWD. (S3)

S6 also agreed with S3 in this respect, stating that:

Regular classes and schools will not need to change in order to meet the needs of SWD due to the small number of SWD in regular classes. (S6)

That is why, despite this student expressing his support for inclusive education, he did not have the need to learn more about IE due to his tight schedule and thought that the responsibility of training teachers for educating students with disabilities falls under the Education Department at the University of Education. In other words, he waited for institutional readiness, as cited in the statement below.

I think this issue [prospective teachers studying additional credits about IE] is related to each individual's circumstances. If someone truly wants to, they can start studying IE early. If someone can manage their time well, it's good to learn and gain more knowledge about it. This way, when there's an opportunity to teach SWD, they can apply their knowledge immediately. Otherwise, they can wait until the right time to study. Even though I know it might be a bit late, personally, I don't currently have the need to study further. I've observed that at the University of Education, there's a special education department that trains teachers to teach SWD. Teacher training institutions should have some credits related to IE for preparing pre-service teachers for it. Since our university lacks this, student teachers don't know much about IE. I don't have knowledge in this area, I just think that these SWD will be taught by special educators. (S6)

In addition, students provided solutions to systematic institutional barriers to IE. For example, S5 suggested the formation of support unit in every regular school to cater the unique needs of SWD more.

There must be a support team or unit in schools to see how such special cases need to be handled, what methods are appropriate to teach and support SWD. (S5)

S1 made recommendations for schools to have ramps and have policies in favor of SWD such as SWD do not need to participate in physical education like non-disabled peers and teachers should spend more time with SWD. S4 suggested SWD should get scholarship money, bonus points in exams and schools that have admitted SWD to receive greater support from local authorities.

Should have more official documents outlining preferential treatment for SWD such as scholarship money, bonus points in exams for SWD. Local authorities need to pay more attention to and provide greater support, including technology, physical infrastructure and associated funding, for the schools that have admitted SWD. (S4)

2.3 Culture norms

Simultaneously all the interviewed students emphasized that the leading factor affecting their readiness in inclusive education implementation is the culture norms, especially the classroom

environment. A student admitted that SWD are stigmatised by their normal peers for having disabilities and therefore would not be easy for them to be educated in general education system.

I really really want [SWD study in the same class with their normal peers and treated like normal students] but it will be very difficult because it is clear that SWD will always be disadvantaged more than others and not all students can understand what you (teacher) will have to, in general, give special care to SWD. Many cases, classmates bully SWD. Those who can understand and sympathize, in fact, quite small because they are not old enough to have the right awareness...If SWD study with normal students, sometimes I'm afraid that they will get hurt, sad, and be very disadvantaged. Although to me, those SWD are not necessarily separated or treated specially. (S2)

Realizing the importance of raising awareness of people around SWD about disabilities, S2 gave out solutions focusing on raising public awareness in relation to SWD. For her, this is a human issue, and only when human awareness changes will there be subsequent changes.

I will have to help the students in the class understand, even the school, parents, other teachers, and the environment around SWD. We need to make all people understand that these students need our support. In the classroom, teachers should advise students to be a bit considerate and give way to their peers with disabilities. It's not about pity or anything like that, but rather helping that person. For example, if that person is walking too slowly, you can lend him/her a helping hand. It's not about walking their own path; it's about helping each other. I think everyone should be treated with love, but that love should also be thoughtful and not make anyone feel sad. (S2)

Another participant expressed his concern about SWD's families not disclosing the truth about their children's conditions to teachers due to the stigma associated with having children with disabilities in Vietnamese culture. This lack of transparency makes it difficult for teachers to provide effective support for students with disabilities.

If parents are not afraid of losing their face of having a child with disability and cooperate well with teachers, for instance, by being honest about the student's situation, teachers can provide better support for the SWD. (S5)

Another student admitted that stigmatisation in Vietnamese culture is hard to be changed and cited humiliation of SWD by their normal peers as a justification for his reluctance in IE implementation.

With such a big class size, it is inevitable that some students will discriminate against SWD. I think this is their own perception, so it's hard to change. And if this discrimination is so explicitly, SWD will be sad and it will affect the teacher's teaching. For example, if the other students keep teasing SWD, the atmosphere in the classroom is difficult for teachers to teach...If it is hard for SWD to study with their normal peers in regular classes, they should be educated separately...Because of the kind of environment where SWD are set up together, they will adapt easily to that environment and the atmosphere there is more friendly for them. (S6)

The above statement from S6 showed his concern that SWD were stigmatised for being disabled and therefore would be educated separately to benefit these students, teachers and their normal peers.

2.4 Contact with SWD

All six interviewed students reported that their lack of close experiences or relationships with people with disabilities is among the factors affecting their readiness for IE. Although some respondents told of a relative with a disability and/or knew someone with disabilities, they only have brief social contact with people with disabilities. For example, S2, S3 admitted that their relatives who have disabilities are kept at home and taken care of by their parents in separate rooms. The fact that many

families are so ashamed of their family members with disabilities that they kept away these SWD from public or institutions, even their relatives. As a result, all the interviewees in this study revealed that they had not had the chance to build close relationships and create more understanding and positive attitudes towards SWD.

I received a normal education so sometimes I don't understand disabled people. If disabled students have the opportunity to study with us, we will understand them better and maybe we can help them integrate into society. We will know what difficulties SWD are facing and how they need help. Then we will know exactly what SWD need so we can help them effectively. Now I see that most of cases when we do charity, at least with us, we contribute something, but in reality, we don't have a specific contribution nor genuine experience with disabled people to go through difficulty with them. My awareness is still limited. (S2)

One participant also confirmed that:

I haven't had much contact with people with disabilities and if I had the opportunity, I would only talk to them, but I don't have a good understanding of their psychology and characteristics. (S6)

Limited genuine contact with people with disabilities and mainly see and read news about person with disabilities as exemplar of overcoming challenges in lives or with special talents on newspapers, TV, internet, prospective teachers also equate disabilities with religious undertones:

When God takes something from you [SWD], He gives you something else. (S2, S6)

The findings suggest that prospective teachers' understanding of IE were predominantly formed through their interaction with mass media. Lacking genuine contact with SWD led to misunderstandings about the potential of SWD or their beliefs in the efficacy of IE.

2.5 Benefits of IE
Aside insufficient training and knowledge in teaching SWD in regular classes, lack of school supports, limited awareness of the community about SWD and contact with people of disabilities, some interviewees expressed their doubts in the effectiveness of IE as a justification to their unpreparedness. One student cited examples of people with autism and hyperactivity to justify that IE does not fit all.

In normal environment, people with autism or hyperactivity are not easy to integrate, so they need other educational methods, more special, more suitable environment. Like a fish that cannot climb a tree. I believe in equality for everyone. There are also cases where I work with children with hyperactivity. In my opinion, people should be in an environment that match their capacities, maximize their strengths and well integrate. It's not that I have a more positive view towards one side or the other. It's about compatibility between the two sides, rather than applying it mechanically: granting regular educational opportunities for all PWD. Appropriate application, targeting the right individuals, and doing it in the right way are crucial to achieving effectiveness. (S1)

The assumption behind this doubt is his view of disability as requiring special attention and treatment, which can only be fulfilled in special education classes. In addition, he perceived that IE which origins from the Western countries might not be effective in the Vietnamese context, so we should not blindly follow what developed countries are doing in their education system. Another participant reasoned his reservation that SWD are not as capable as their normal peers when studying together in regular classrooms regardless of teachers' great efforts.

I observed that SWD also present in inclusive classrooms, and it seems that their ability to concentrate and grasp the lessons is lower compared to other normal students. I often notice that these students

receive special attention from the teachers - taking care one to one, inquiring about their well-being, providing individual encouragement, talking to them more to understand them better. But I'm not sure if these efforts will result in any improvement in SWD. (S6)

Although S6 supported IE because of its humanity, his uncertainty about the effectiveness of IE combined with the passivity of the current education system prevented him from taking more active role in preparing himself for the successful implementation of IE.

Overall summary of results

This current research captures Vietnamese pre-service teachers' perceptions of inclusive education, including their understanding of inclusive education, the primary sources of information used by pre-service teachers to acquire knowledge about IE, and their perceived preparedness to include students with disabilities in regular classrooms. I chose to deliver the new information of my research topic in a more descriptive way in this section, but I will apply the three models of disability in the discussion part. Regarding the pre-service teachers' understanding of inclusive education, four recurrent themes were found in the interviews: inclusive education as (1) equal access for everyone; (2) integration where SWD study in general education schools but in separated special education classes; (3) physical placement of students with disabilities in regular classes; (4) unique support to SWD given by various entities in regular classrooms. As noted, while the first understanding addressed the goals of IE, the other three referred to the actions (from very passive placement to more active engagement) taken by the education system to apply inclusion in education practice. Although the interviewees showed their strong support to the goals of IE of SWD which are compatible with the traditional culture of the Vietnamese people - compassion and empathy, the prospective teachers also revealed their reservations about including SWD with some categories of disabilities: physical disabilities and mild disability of invisible disabilities.

In terms of the primary sources of information used by pre-service teachers to acquire knowledge about IE, the interview data and the university program curriculum disclosed that the prospective teachers mainly gained information about IE from the media such as Internet, radio, TV, newspapers, magazines, rarely from teacher training at university or college. In other words, they crafted their own conception of IE through their accident engagement with this term because none of the three universities concerned have developed explicit inclusive education curricula.

Findings of this study therefore also revealed that most of the pre-service teachers logically felt ill-prepared for the implementation of IE. Insufficient initial teacher training and knowledge in teaching SWD in regular classes, lack of school supports, limited awareness of the community about SWD, lack of contact with people of disabilities, and the pre-service teachers' doubts in the effectiveness of IE are factors that affect prospective teachers' unpreparedness.

Discussion

The present chapter discusses the findings of the empirical research which seeks to explore Vietnamese pre-service teachers' perceptions of inclusive education. In this section, the results of the findings reported in the previous chapter are discussed and examined in respect of the research problem, research questions, literature review, and theoretical framework. The discussion first addresses the pre-service teachers' understanding of inclusive education, the primary sources of information used by pre-service teachers to acquire knowledge about IE, and then their perceived preparedness to include SWD in regular classrooms.

Understanding of inclusive education

1. Inclusive education as equal access for everyone

The first result of this research regarding the understanding of IE is that Vietnamese pre-service teachers considered IE as equal educational access for everyone. This category, in line with previous studies (Gilor & Katz, 2021; Majoko, 2016), highlights the importance of SWD being in regular classes as leading to their well-being and their better future integration into society. Interestingly, no participants appreciate individual differences; that is why in their understanding, IE is not documented as accounted for celebrating each student's diversity. Although the participants somehow understood the social justice principles underpinning IE philosophy and supported inclusion of SWD in regular classes, the way they regarded IE as a kind of value worths nurturing and pursuing contrasts with Western human rights and social justice principles, revealing their limited understanding of IE philosophy.

Indeed, the interviewees based their support for equity and equality for SWD on Confucianism cultural beliefs, which highlight humanity, benevolence and harmony among people. This idea of the common good centering on collectivism encourages the community to show concern and take care of the living and educational situation of those who are disadvantaged, including the disabled people. Nevertheless, the people with disabilities are viewed as the weak – subordinators – who need special help from their family and the communities – superiors – in order to function in their daily life (Le, 2013; Nguyen et al., 2019). The attitudes of Vietnamese people towards the disabled, therefore, is charity giving and supporting to reimburse for the loss in body and/or competence of PWD, but not giving them freedom and rights in their own life (Nguyen et al., 2019). This is evident when half of the participants were emotionally disturbed by expressing their feeling of including SWD in their regular classes.

For example, the pre-service teacher S2 changed her tone of voice, expressing emotional sympathy with SWD when talking about their rights to study and her willingness to put great effort in including SWD in regular classes. Likewise, S6 was very emotional and almost seemed on the verge of tears while saying his final thoughts on IE that he supported IE because of its humanity and his genuine sympathy with unfortunate SWD who are born into suffering struggles and challenges in life. Despite the prospective teachers trying to distinguish the terminology "charity giving" and "IE of SWD", their beliefs were mainly shaped in charity model of disability when they had low learning expectations of SWD. These demonstrated the differences in the Vietnamese understanding of IE of SWD which is grounded in charity model (Hai et al., 2020; Le, 2013) of humanity, care, and charity to help these unfortunate students and the Western attitudes (reflected in social model) rooted in their long history of equity and empowerment perspectives.

It can be observed that the worldviews of the interviewees, in fact, are built on the normalization principle where the individual differences are considered as hindrance to the prosperity and the common good of the society, resulting to the aim of education reported in the interviews: narrowing

the gap between SWD and the students without disability in order for SWD to be as close as the norm. This is why the participants often called the students without disabilities "normal" to distinguish them with SWD and used the achievement standards set for students without disabilities to decide whether SWD can stay in inclusive classrooms or not.

In addition, the fact that the participants expressed their reservations in including SWD in terms of categories and degree of disabilities demonstrated that just like pre-service teachers elsewhere (Majoko, 2016; Moriña & Carnerero, 2022), the Vietnamese pre-service teachers' perceptions of IE are based on normalisation focusing on giving chance for SWD to study with students without disabilities so that they can be 'cured' to become normalized. Therefore, the medical model of disability best explains the rationale behind why prospective teachers are selective regarding types and severity of disabilities.

In brief, pre-service teachers' understanding of IE in this first category failed to capture the spirit of IE, emphasized human rights and autonomy as in the social model, rather than sympathy and dependency as in the charity model or normalisation as in the medical model of disability.

2. Inclusive education as integration education

Another category indicated in this study is that pre-service teachers considered IE as putting SWD into mainstream schools but in separated special education classes with different instructions and separate curriculum from the students without disabilities. This finding resonates with Pham's study (2008) and illustrates the passivity of the educational system which merely allows SWD their presence in the regular schools but in separate classes and puts the responsibility on SWD for his/her own success in inclusive process. While great efforts have been made to ensure that SWD can study in mainstream schools, the evidence revealed a pronounced tendency of interviewees to continue to support segregated frameworks of special education, rather than teaching SWD in inclusive classes.

This is also in agreement with Hai et al. (2020) who argued that despite the government' various steps taken to promote inclusive education, beliefs of most Vietnamese teachers of IE of SWD still belong to the outmoded traditional beliefs. Therefore, the question raised here is whether educational institutions have transformed policies into practices and how effective this transformation is.

The assumption behind this view stems from the increased numbers of special institutions in Vietnam educational system, as cited in the responses of S4 regarding her confusion about what inclusion entails in practice when the existence of those special schools continues to be present, and the future of special education as IE becomes a nationwide implementation. Another assumption is mainly because the concept of IE is not specifically and consistently defined in Vietnamese policy documents, leading to misconceptions that IE is including SWD to regular school settings but in different classes. This also raises concerns of the influence of charity model in combination with medical model of disability in this study by highlighting the very passive actions taken by the education system to apply inclusion in education practice. The action of putting SWD in integrated schools solely aims at showing acceptance of the community to SWD in order for SWD to feel like everyone else or for people without disability feel less guilty about excluding their fellow human beings who cannot reach the norms, while the core within fails to achieve truly inclusion.

3. Inclusive education as a physical placement

Similar to the second category, the third one also highlighted the passive role of the educational system by merely placing SWD in mainstream classes, the narrow understanding of inclusion (Haug, 2017). This demonstrates that, just like other parts of the world (Krischler et al., 2019; Makoelle & Burmistrova, 2021), the Vietnamese pre-service teachers acknowledge the passivity of education system in catering the diverse needs of all students. Although there is some improvement in the

educational system and the attitudes of people towards people with disability by accepting SWD study in the same class with students without disability, SWD are still not treated equally. This is evident when S1 and S3 stated their support to IE by giving SWD a seat in general education classrooms only if SWD can adjust themselves to adapt to the situation of the school and class or follow the majority. This view was also supported by S6 reasoning that SWD are still the main responsible actors for their success in that framework and that SWD may negatively impact other students in class and therefore would not be included in general setting where students without disability' interests are valued higher than those of SWD ones.

Indeed, this understanding is grounded in Confucianism collectivism culture which is respect for harmony with community and group well-being. Therefore, the overwhelming majority is more emphasis than individuality, the former is more authoritative, and the latter has to sacrifice for the former's interests when there is a conflict of interest between the two parties. This is different from Western individualism where individual rights and interests exceed collective wills, which is viewed as conservation and oppression that hinders human development (Xu, 2018). Hence, the charity model, which envisions the inequal treatment that SWD receive from the people around, succeeded in this respect to address the pre-service teachers' understanding of IE as physical placement. Additionally, the medical model would be compliment to charity model in explaining why the respondents have the conception of putting SWD in the same class with SWOD in order for SWD to be like their normal peers but actually nothing changes from the nature of the education system.

4. IE as unique support to SWD given by various entities

The findings of this study revealed that IE is conceptualized as unique support to SWD given by various entities. This confirms the existing research asserting that IE involves providing support by different stakeholders within the school system to students who are included in general schools based on their individual needs (Jia et al., 2022). These supports to meet the unique needs of each student, according to the interviewees, encompasses assistance from school administrators, teachers, families of SWD, non-disabled peers and the community. In order to create a radical change in the school system to reflect the inclusion principle, the interviewees emphasized building teachers' positive attitudes towards SWD and proposed that ITT should have modules for teaching SWD in inclusive classrooms. This understanding illustrates the social model impact by pointing out the society's crucial role in creating disabled people. Therefore, there is a need for radical change to remove barriers which disable and repress people with disabilities.

As final year students, the participants specified actions that teachers need to do in implementing IE actively, thoughtfully and supportively in their regular classes. All the interviewees highlighted the necessity of teachers spending more time with SWD, demonstrating their personalized support in terms of care, motivation and adjustments to the needs of SWD, changing the class environment and the teachers' flexibility and pedagogical strategy change. There are three points worth discussing here. First, although these showed prospective teachers' willingness to put much effort in responding actively to the needs of SWD, most of them are trying to teach SWD in a separated and special manner, reinforcing segregation and exclusion when SWD regarded as special students who require special knowledge and skills from teachers to reach the achievements required of students with no disability in their grade level. This is absolutely not inclusive teaching where teachers are required to teach the whole class using different methods for different sections. In other words, the evidence from the interviewees revealed a strong inclination to medical model, continuing to support special education, rather than in favor of IE.

Another point should be noted here is SWD are regarded as the weak who need special help from the teachers and the classmates in order to function in daily school life. In fact, prospective teachers in this study reported very few references to inclusive teaching such as acceptance and accommodation since

the most frequent teaching strategies documented are more explanation given to SWD, motivating SWD by giving them tasks less challenging than those of other students' and seat arrangement. Undoubtedly, pre-service teachers perceived helping SWD in this way creates more responsibilities for teachers as one interviewee stated IE makes her job 'more challenging', revealing the attitudes of Vietnamese people towards PWD is charity giving and fixing problems but not treating them equally or giving them independence in their own life. Teachers, hence, can invest their time and energy in educating SWD in regular classrooms but it is not equated with including them as an integral part of the class due to the long-standing traditional beliefs and systemic barriers.

Additionally, like noted in other studies (Gilor & Katz, 2021; Aprile & Knight, 2020), the participants in this study also expressed that they accept SWD in their regular classes only if SWD do not affect teaching-learning process and do not have overly impulsive behaviors that harm the teachers and/or their peers. In other words, the charity from the teachers to SWD in general education ends when the teachers feel burn out, as documented in Talmor et al. (2005). As can be noted, keeping things in order by arranging seats, managing all students and teachers safely in the classroom is very important in Vietnam, reflecting Confucian culture in group well-being is more emphasis than individuality (Chambers, 2022; Ritter et al., 2019) and Vietnamese leadership and management approaches of one-party country with a nationally centralized education system (Nguyen & Ha, 2021).

Therefore, the charity model of disability best explains why SWD received sympathy from the educators and classmates to access education, teachers often concerned about the group well-being and reported their lack awareness about the potential and value of IE to this groups of students, other students and the society (Tran, 2014; Dương, 2016; Hoàng & Trần, 2018). Furthermore, the medical model compliments the charity model of disability in this understanding by reflecting the disclosure of participants in admitting that teaching SWD is more stressful, unconsciously affirming that SWD are problems or burden to society that need to be fixed.

Primary sources of information used by pre-service teachers to acquire knowledge about IE

When asked the primary sources of information used to acquire knowledge about IE, the responses from the pre-service teachers revealed that the main source of information that they gained about IE was through media channels such as internet, radio, television, newspapers, and magazines. This is also supported by the findings gained from document analysis (university program curriculum) in this study showing that there were no courses named IE or disabilities or special education for regular initial teacher training in the three universities. In essence, there is a lack of a well-defined curriculum specifically for IE for regular initial teacher training in the three universities and IE is often treated as a small component within pedagogical training, and discussions about it are primarily conducted verbally by lecturers during these lectures. Similar pattern was also captured in the studies of Makoelle and Burmistrova (2021), Hoàng and Trần (2018), Trần et al. (2016), demonstrating that teachers mainly shaped their knowledge about IE from the media such as Internet, radio, TV, newspapers, magazines; rarely from teacher training at university or college.

The findings raised three concerns about the language of IE in Vietnam, the dominance of modern mass media in shaping pre-service teachers' perceptions toward IE, and the government's commitment to IE. Regarding the first concern, the fact that those universities have not developed curricula for IE and the limited knowledge about IE of the participants obviously led to inadequate understandings of pre-service teachers about IE. Specifically, whilst the language about IE in the world has transformed to reflect social justice and human rights as in the social model of disability, the knowledge of IE students is exposed to is still primarily deficit medical perspectives, which support the separated special education that existed under French colonial practices. In other words, the non-existed course

for pre-service teachers about IE and/or disabilities in three universities and the Vietnamese traditional beliefs about SWD have not been paralleled with current developments in the field of IE internationally.

In relation to the impact of mass media on forming pre-service teachers' perceptions toward IE, the question arises about the accuracy of the information presented. Although one cannot deny that the development of modern mass media has facilitated real-time access to information for people all over the world, a concerning issue is the existence of certain inaccurate and/or unreliable information, especially on the internet, which may contribute to misunderstandings or misconceptions about IE and SWD, hindering the successful implementation of IE in Vietnam.

Concerning the government's commitment to IE, the findings raised the question whether educational institutions have transformed policies into practices and how effective this transformation is. In fact, according to Hai et al. (2020), Vietnam Ministry of Education and Training issued guidelines for IE modules for preschool, primary and secondary teacher training programs in Vietnamese universities and colleges since August 2018. However, the document analysis in this study showed no clues of existing courses about IE and/or disabilities for regular pre-service teachers in three universities.

Pre-service teachers' perceived preparedness

1. Degree of perceived preparedness
The responses from the participants concerning their perceived preparedness and how they expressed it illustrated that they are not ready to include SWD. Their employment of high degree of uncertainty statements such as '*if it were me' to teach SWD (S1), 'If the disabled students have the opportunity to study with normal ones' (S2)* demonstrated that they did not believe that teaching SWD in their regular classes would become a part of their real job. The assumption for their uncertain attitude may root from the ground that they had no knowledge of IE in Vietnam where SWD can study in regular classes and that not all prospective teachers comprehend the objectives and approaches of IE of SWD. This finding is supported by an earlier study of Nguyễn (2016) which noted that pre-service teachers' perception on IE was limited to deficit medical model when almost all of them (93.75%) could not believe that SWD could participate in regular classes. In other words, there is a lack of a clear and specific definition of what IE is and what it entails in practice which was already pointed out by Göransson and Nilholm (2014) in their literature review regarding the concept IE. The lack of a universally understood concept of IE, hence, has led to empirical shortcomings in research concerning attitudes towards IE and the success of inclusive practices.

The findings of this present study also revealed that most of the pre-service teachers felt ill-prepared for the implementation of IE. Such findings are in line with some studies in other parts of the world (Adams et al., 2021; Aprile & Knight, 2020; Jacob & Pillay, 2022; Kremsner, 2021). Although there are two participants in this study reported their perceived preparedness (low-medium) higher than their counterparts, they may hold unrealistic self-efficacy beliefs towards teaching SWD in inclusive classes due to their lack of experience (Anspal et al., 2012) and the details documented diminish the optimistic state of their report. It is evident when S5 explained that he knew little about IE due to his teacher mentioned it as a subtopic in a lecture and his experience teaching a SWD at the center but actually his understanding of IE was based on the normalizing effect that IE creates in order for SWD 'to be as close as the norm'. Likewise, it is also evident when S6 narrated that he had no formal training about IE, but he believed in his social experience and social knowledge about disability to help SWD in regular classes to some extent. However, their understanding of IE were based on their sympathy for unfortunate SWD and the normalization principle in an attempt for SWD to change to fit into the framework, to be like their normal peers. Therefore, both the charity model of disability, emphasizing the sympathetic and charitable attitudes towards SWD, and the medical model, highlighting the

compensation for loss or incompetence rather than the competence development, play a major role in explaining why pre-service teachers felt not well-prepared for IE.

2. Factors contribute to pre-service teachers' preparedness

2.1 Initial teacher training and knowledge about IE

Pre-service teachers' readiness refers to perceived knowledge, understanding, skills, abilities and attitudes (Porakari et al., 2015). Consistent with the literature from Vietnam (Dương, 2016; Nguyễn, 2016), the finding of this study highlights the serious deficiencies described by the pre-service teachers regarding their knowledge and training in IE. Most of the interviewees admitted that they had never heard of IE before the interviews, and only two of them perceived that they had limited knowledge about IE. Moreover, the participants answered to the recruitment invitation from the beginning of the study that they did not know other pre-service teachers in different disciplines, showing no collaboration among pre-service teachers which in turn is not a good sign for implementing IE. The data of a considerable part of pre-service teachers with no knowledge of IE failed to make references to the inclusive approach the current government committed in policy. This gives rise to the question of whether the educational system in Vietnam in general and Vietnamese universities in particular have adopted the language of inclusion.

Complimentarily, another question raised whether the insufficient initial teacher training and knowledge, a significant obstacle to successfully implementation of IE, can be compensated by the kindness, sympathy and professional commitment of pre-service teachers towards SWD. Careful scrutiny of the data made me strongly believe that sensitivity and professional love are not enough to bridge the gap between the policy and practice if they are not accompanied by the adequate skills and knowledge in order to fully include SWD in regular classrooms. Indeed, participants in this study like elsewhere in Southeast Asia (Low, Lee, and Che Ahmad, 2018; Kantavong and Srisuruk, 2022) expressed concerns about their lack of competences to instruct and manage learners in inclusive classes, especially students with severe disabilities, students with sensory impairment and intellectual disabilities. Thus, I argue that these views from participants about meeting the needs of some specific learners (focusing on differences or medical model), not all or every learner, are inconsistent with inclusive principle (embracing differences or the social model).

These participants' concerns may stem from their confusion about what IE is and what it entails in practice. The demands of ensuring inclusive and equitable quality education pose a big challenge to them, which in turn makes it difficult to be inclusive (Aprile & Knight, 2020; Kremsner, 2021;). Fortunately, teachers' perceptions on IE are dynamic and can be transformed through training about IE and/or disabilities (Ashton & Arlington, 2019; Carballo et al., 2019; Lanterman & Applequist, 2018). As also indicated in literature, ITT is the best time to shape positive attitudes and build confidence in the teaching profession (Moriña & Carnerero, 2022). Hence, it is crucial that universities in Vietnam provide a well-designed and positive inclusive teacher training program with high-quality curriculum (Aprile & Knight, 2020) in which practicum of teaching SWD in inclusive classes for all educational levels in Vietnamese universities and colleges is a must and collaboration teams or co-teaching with other teachers are established (Makoelle & Burmistrova, 2021).

Once equipped with adequate skills and knowledge in order to fully include SWD in regular classes, pre-service teachers will change their attitudes by stopping considering SWD as the receivers of mercy or viewing problems of learning is within SWD and stopping focusing on students' differences to blur them but embrace them. They should, instead, look at themselves to question their professional capabilities and change their methods of teaching to include all students.

2.2 School readiness

In concert with previous studies (Hai et al., 2020; Majoko, 2015), this study identified that Vietnamese pre-service teachers also concerned with the infrastructure, availability of financial and administrator support and other resources from the schools for welcoming SWD to inclusive classrooms. Currently with national legislations about IE (Socialist Republic of Vietnam, 2019), regular schools have to admit SWD without any discrimination. However, not many parents of SWD can successfully send their children to neighborhood schools because many schools rely on the reason that they lack the necessary resources to support SWD; it is best for SWD to study in special schools where their needs are cared to the fullest extent.

The participants in this study also noted the persistence of the systemic barriers (lack of ramps, assistive technology, support unit, policies in favor of SWD) which is incompatible with the flexible and individualized approach of IE, yielding good performance of IE in schools in Vietnam. According to those pre-service teachers, addressing school readiness requires active collaboration between schools, local authorities, and universities offering ITT. This finding precisely mirrors the content articulated in the social model: it is the systemic barriers that give rise to the concept of disabled people.

2.3 Culture norms

The findings of this study continue to affirm the dominant role of traditional culture and beliefs in shaping the pre-service teachers' perceptions toward IE. This is evident when pre-service teachers stated that although they supported IE, SWD may encounter stigma by their peers in regular classes due to their differences and possibly low learning capability compared to other students, and therefore SWD should be educated separately to benefit these students, teachers and students without disability. Indeed, the responses of the participants in this study illustrated that pre-service teachers had difficulty in constructing positive attitudes towards SWD. Although they held moderate attitudes toward IE, their views of disability are not too different from those of public towards PWD in Vietnam: negative views, fear and worry about the behavior and capability of PWD (Hai et al., 2020; Le, 2013; Nguyen & Stienstra, 2020). One may expect in this study a more positive attitude from the young prospective teachers attending universities in the biggest city of Vietnam like Ho Chi Minh City, but it seems that the long-held traditional beliefs about disability are not easy to change, as admitted by S6.

It is important to bear in mind that Vietnamese prospective teachers' perceptions on IE are constituted from the views of the community and IE requires an inclusive environment and shared responsibility among members of the society. Therefore, it is vital to raise awareness of disability in the community as well (Tran, 2014; Van Tran et al., 2020), and this adequate public awareness should be formed as early as possible since prospective teachers' belief is the accumulative process of observation and personal experience from childhood to practicum (Uusimaki, Garvis, and Sharma, 2020). In classroom context, where relationships between SWD and other students and teachers are improved by both teachers and students learning about disability from an early age, vision towards IE will be implemented successfully (Ha & Uyen, 2020; Nguyễn, Đỗ & Nguyễn, 2022). The study highlights the impact of ITT experiences on pre-service teachers' development of positive attitudes and professional beliefs towards IE. By participating in well-organized inclusive teacher education programs in which inclusion embedded throughout in every course across the different areas in their daily life, prospective teachers make more meaningful contributions to equality and human rights movement. Therefore, I suggest combining two approaches in ITT: content-infused (focus practical aspect) and stand-alone course approach (focus theoretical aspect) in order to create a more powerful impact than societal attitude on changing pre-service teachers' attitudes.

In addition, the media is the main source of information of IE for prospective teachers in this study. However, in media, PWD are still portrayed as either pitiable and helpless individuals who are in need

of special help from the community (drawing upon the compassion and generous gifts from organizations) or as extraordinary individuals with special talents, unique abilities, overcoming adversity and displaying high determination (role models for other people) who have achieved the unbelievable, such as completing master degree, becoming lecturer at university (S3), writing skillfully with their feet (S6). As a result, prospective teachers in this study also equated PWD with religious undertones. For instant, *"When God takes something from you [SWD], He gives you something else [special talents]."* (S2, S6). These portrayals in media make PWD become abnormal, reinforcing differences between PWD and people without disability. Hence, the role of charity model and medical model best explain the attitudes of people towards PWD. In order to practice social justice reflected in the social model, the government should control what information about IE and how the PWD should be portraited in the media to form adequate disability awareness of the public in general and of the prospective teachers in particular, leading to the successful implementation of IE in Vietnam.

In addition, the findings revealed that there are no differences in pre-service teachers' IE understandings in terms of prospective teachers' genders, teaching disciplines, prospective teachers grown up in big cities or in small villages. As noted in all interviews' excerpts in the current study, all pre-service teachers looked at PWD through the lenses of charity model (feel pity for PWD or consider them as heroes) and medical models (disable people who need to be cured to integrate the normative society). This again confirms the dominance of long-held traditional beliefs on shaping public attitudes towards PWD in Vietnam.

2.4 Contact with SWD

In alignment with other studies (Ashton and Arlington, 2019; Kantavong and Srisuruk, 2022), this present study revealed that lack of close experiences or relationships with PWD is a justification for the participants' reluctance in IE implementation. This is evident when all the respondents reported only have brief social contact with PWD although two of them admitted to having relatives with disabilities. The fact that many families are so ashamed of their family members with disabilities that they keep them at home to take care in separated rooms and keep away these SWD from public or institutions, even their relatives. Consequently, the views of these participants on disability are build more on limited short experience with PWD at schools but in different class, volunteer settings, in the neighborhood, or in other brief social contacts than on family relationship or close friend experience.

Limited genuine contact with PWD due to stigmatization and neglect of other people in the society prevents prospective teachers in this study to have the chance to build close relationships and create more understanding and positive attitudes towards SWD. Therefore, the finding of the study calls for the need of combating the prevailing negative attitudes towards PWD in classrooms and in society, which are the reflection of charity and medical model, by raising public awareness of disability.

The findings suggested that pre-service teachers who have better knowledge of IE as well as long-term contact with SWD are prone to support IE more than their counterparts, contributing to the fight against inequality existing in society. S5 in this study is an example. Compared to other students with completely no knowledge of IE, S5 got little training about IE thanks to the lecturer who mentioned IE as a subtopic of his lecture combine with his real experience of teaching an autistic student. As a result, S5 felt a bit more confident and more well-prepared than other prospective teachers in the study. Hence, the study emphasizes the importance of pre-service teacher training experiences: participation in high quality and positive inclusive teacher education programs which offer not only theory but also close connections with PWD during their teacher training programs and practicum of teaching SWD in inclusive classes. When inclusion is embedded throughout in every course across the different areas in pre-service teachers' daily life, it will contribute to their development of positive attitudes and professional beliefs towards inclusion.

2.5 Benefits of IE

Inclusive education is considered as one of the most effective methods of education for SWD in Vietnam (Socialist Republic of Vietnam, 2010) and one of the most significant worldwide school reform agenda towards creating a more equitable education system for all students, regardless of their physical, cognitive and social background (Savolainen et al., 2022; Van Mieghem et al., 2020). Many advocated numerous benefits of IE for both students with and without disabilities and society such as enhancing academic achievement and promoting social integration (Magyar et al., 2020). However, some of the participants in this study expressed their skepticism about the feasibility of IE, reasoning that IE does not fit all types of students. Their views are in concert with Kauffman and Hallahan (2018), and Gilmour (2018) who also questioned the success of inclusive practices.

This is evident when S1 claimed that some, such as students with autism and hyperactivity, are just so special and different that they need special environment with different educational methods in order to match their capacities, maximize their strengths and well integrate. I was quite impressed by the way he compared educating SWD in inclusive class is like asking a fish to climb a tree. His view is in line with the idea of Ehala (2020) (as cited in Leijen, 2021) who argued that there are some special and different children raised in completely different ways due to their home culture and individual needs, and therefore, it is better that students could study in the environment that is more suitable for them. In fact, caring for the well-being of every student is putting them in the right environment where everyone can flourish, and no one has to suffer.

Moreover, S1 criticized mechanically applying IE, which origins from the Western countries, might not be suitable in the Vietnamese context with different socio political, cultural and economic structure, so we should not blindly follow what developed countries are doing in their education system. His view is also not too different from that of many other teachers in different parts of the world. In India, for example, the study of Tiwari et al. (2015) narrated the teachers' voice of negative support IE due to Indian educational context which should give priority to dissolving the social class barriers, then to fully include SWD in regular classes. In Vietnam, the economic constraints lead to limited teacher training opportunities, insufficient resources, and poor infrastructure. Therefore, we cannot expect good results of implementing IE when regular schools and teachers with inadequate preparation are forced to respond to the diverse needs of every student. As a result, special environments with specialized teachers equipped with sufficient knowledge and skills can better cater students with special needs and maximize their potential.

Summary of discussion

When interviewed regarding their perceptions of IE of SWD, participants expressed emotional sympathy with SWD and their willingness to put great effort in including SWD in regular classes because normally most SWD were kept at home and taken care of by their parents in separate rooms, excluded from public or institutions. Although the participants somehow supported inclusion of SWD in regular classes, the way they regarded IE as a kind of value worths pursuing contrasts with Western human rights and social justice principles, revealing their limited understanding of IE philosophy as a result of lacking systematical training in IE. Indeed, the interviewees based their support for equity and equality for SWD on Confucianism cultural beliefs which highlight humanity, benevolence and harmony among people. This idea of the common good centering on collectivism encourages the community to show concern and take care of the living and educational situation of those who are disadvantaged, including the disabled people. Nevertheless, people with disabilities are viewed as the weak – subordinators – who need special help from their family and the communities – superiors – in order to function in their daily life. The attitudes of Vietnamese people towards the disabled, therefore, is charity giving and supporting to reimburse for the loss in body and/or competence of PWD, but not giving them freedom and rights in their own life. This is too different from the social justice principles

underpinning IE philosophy as reflected in the social model of disability. The people with disabilities do not want pity or to be dependent on charity; they want their rights: treated equally like other people in society. This highlights the necessity for a shift in the initial teacher training in Vietnam where pre-service teachers should receive training emphasizing that PWD must be granted identical rights as everybody else. The conventional perceptions of Vietnamese prospective teachers associated with sympathy, which leans towards a charity perspective in providing support, remains in competition with the social model, which advocates for a very strong social justice perspective and the sustenance of an inclusive teaching and learning environment, leading to inclusive society. In fact, if pre-service teachers' perceptions are framed in the social model of disability, they can exert greater influence over their own practices and take a more active role in assisting SWD in overcoming barriers that hinder them from fully participating regular education and future integration into society.

Conclusion

Employing semi-structure interviews and document analysis, the current study sought to explore the Vietnamese pre-service teachers' perceptions on IE of SWD. Given the dearth of qualitative research on this phenomenon in Vietnam and in Southeast Asia, this study attempts to bridge the existing gaps in the literature and contributes to the knowledge base by shedding light on the perspectives of the next generation of Vietnamese teachers who will be in charge of implementing IE policies in Vietnam. It is observed in previous studies that beliefs of most Vietnamese teachers regarding disability belonged to the outmoded traditional beliefs affected by socio political, cultural and economic structure and they expressed feeling unprepared to include SWD in inclusive classrooms (Hai et al., 2020; Le, 2013; Nguyen & Stienstra, 2020; Nguyễn, T. A, 2020). Therefore, through the lenses of the charity, medical, and social model of disability (Oliver, 1996), this research has provided explanations to understand how Vietnamese pre-service teachers know, think and feel about IE of SWD, as an idea and as a practice that may happen to them, in the context of Vietnamese society. In turn, I addressed the three primary areas of Vietnamese pre-service teachers' understanding of IE, the primary sources of information used by pre-service teachers to acquire knowledge about IE, and their perceived preparedness to include SWD in regular classrooms.

Response to the first research question indicated that most Vietnamese pre-service teachers understand IE of SWD as physical placement of SWD in regular classes with students without disability. This perception of pre-service teachers is framed mainly in the medical model of disability where disability is characterized by the notion of abnormality and perceived as a result of individual impairment or burden to society. Thus, SWD are allowed to study in the same class with students without disability but required to modify and adapt to the regular classroom settings which failed to recognize and value diversity in backgrounds and abilities of all students. In other words, the notion of inclusion, as emerges from this understanding reflected passive actions taken by the education system: offering SWD the opportunity to academic success and integration into society (mere physical presence in general education) but SWD must change to fit into the framework, to be like their normal peers in the normative world.

Additionally, the emergence of four categories of IE understanding in the findings confirm that Vietnamese pre-service teachers were involved in the same epistemological conflict as presented earlier in the literature review (Göransson and Nilholm, 2014). As noted, each category touches one or some dimensions of IE and even all the four identified categories have proved partial understanding of the complexity and internal dynamic system of IE. This study is necessitated by the exploration in depth and more detailed account of how perceptions of IE are negotiated and constructed by Vietnamese pre-service teachers and how they impact the implementation of IE policies and practices.

The study, therefore, contributed a small fragment in painting a holistic picture and a more nuanced understanding of the concept IE.

The second research question investigated the primary sources of information used by pre-service teachers to acquire knowledge about IE. Based on respondent responses and document analysis (university program curriculum), the findings revealed that the prospective teachers mainly gained information about IE from the media such as Internet, radio, TV, newspapers, magazines, rarely from teacher training at university or college. In other words, they crafted their own conception of IE through their accident engagement with this term because all three universities have not developed curricula for IE. Thus, it is imperative that the government should control what information about IE and how PWD should be portrayed in the media to form adequate disability awareness of the public in general and of the prospective teachers in particular, leading to the successful implementation of IE in Vietnam.

Findings of the third research question, which involved pre-service teachers' perceived preparedness to include SWD in regular classrooms, showed that most of the pre-service teachers felt frustrated with IE of SWD and ill-prepared for the IE implementation. Insufficient ITT and limited knowledge in teaching SWD in regular classes, lack of school supports, limited awareness of the community about SWD, lack of contact with PWD, and the pre-service teachers' doubts in the effectiveness of IE are factors that affect prospective teachers' preparedness. These barriers put pre-service teachers in an ambivalent situation because they remain uncertain about what inclusion means in practice but many global pressures on inclusion make them feel unable to go on with IE. In fact, if pre-service teachers are more aware of their own perceptions, they can exert greater influence over their own practices and take a more active role in assisting SWD in overcoming the restrictions that hinder them from fully participating regular education to achieve academic success (He, 2009).

Many previous studies highlighted the importance of pre-service teacher training experiences: participation in high quality and positive inclusive teacher education programs which offer not only theory but also close connections with disabled people during their teacher training programs and practicum of teaching SWD in inclusive classes (Low, Lee, and Che Ahmad, 2018; Uusimaki, Garvis, and Sharma, 2020). Therefore, there is a pressing need for institutions of higher education in Vietnam to develop ITT programs that integrate courses in IE to equip prospective teachers with sufficient knowledge and skills to cater the needs of every student. I strongly suggest a combination of two approaches: content-infused (focus practical aspect) and stand-alone course approach (focus theoretical aspect) in order to create a more powerful impact than societal attitude on changing pre-service teachers' attitudes. When inclusion is embedded throughout in every course across the different areas in pre-service teachers' daily life, it will contribute to their development of positive attitudes and professional beliefs towards inclusion.

It is apparent that the interviewed students in the current study recognized culture norms the leading factor affecting their readiness in IE implementation, especially in regular classrooms where SWD are stigmatized by students without disability for having disabilities. Therefore, it is vital to raise public awareness in relation to disabilities through campaigns, talk-shows, seminars, workshops, and periodically round table discussion between lawmakers and educators to see whether policies transformed into practices and how effective this transformation is.

The results of this study can be used by policy makers and school administrators to better understand pre-service teachers' perspectives on IE, which are helpful in making adjustments to inclusion policies accordingly and providing sufficient support to teachers to encourage them to do their job well and stay in the field. Moreover, the findings can also be employed for training purposes by providing

relevant knowledge, skills, and attitudes to these prospective teachers so that they feel more confident and ready to implement IE in general classroom settings.

Despite perpetuating the long-held impact of outmoded beliefs of disability in forming pre-service teachers' understanding of IE of SWD, it is important to acknowledge the small positive shift in prospective teachers' thinking. Indeed, compared with previous studies investigating the same topic in Vietnam (Dương, 2016; Nguyễn, 2016) in the last ten years, there are an increasing number of prospective teachers considered disability as social problem, requiring radical change from all stakeholders to accommodate various needs of SWD and prospective teachers in this study showed more acceptance to include SWD in regular classes or more positive attitudes towards IE of SWD: moving away from religious beliefs of Confucian model which regard disability as a matter of fate and sin of the individual in a previous life. Although there is still a long way for Vietnamese attitudes towards PWD to evolve from sympathy and sensitivity (charity model) and deficiency (medical model) into a sense of social justice (social model), with the government's efforts to promote inclusive policies, growing number of young Vietnamese people with positive views about disability like in this study, increasing studies demonstrating benefits of IE, global social movement to restructure mainstream schools around the world in favor of IE, there is a probability that pre-service teachers' perceptions on IE of SWD would change to the social model and they would feel ready to practice IE in regular classes accordingly.

Recommendations for further research

Although in this study the application of three models of disability, namely charity, medical, and social model, proved to be able to provide adequate explanation for pre-service teachers' perceptions on IE of SWD in the Vietnamese context, there are still not many studies employing these models of disability as theoretical framework. It is, therefore, recommended that further researchers consider adopting these models of disability in investigating this phenomenon in the context of Vietnamese society. For other contexts, choosing the right models of disability which suit the socio political, cultural and economic structure plays a crucial role in exploring the issues investigated in this research.

Previous studies showed that pre-service teachers' attitudes toward IE of SWD vary according to the type and the severity of disability (Moriña & Carnerero, 2022). However, it appears that pre-service teachers in this study mainly contacted people with physical disability, students with one type of disability, and mild disability. Hence, further studies should be conducted to examine whether experiences with people with other types and severity of disability or multiple disabilities create a different impact on prospective teachers' attitudes towards IE of SWD. By doing this, subsequent research would build upon the existing studies in this phenomenon, contributing to painting a holistic picture and a more nuanced understanding of IE.

The scarcity in literature of Vietnamese pre-service teachers' perception on IE mentioned earlier calls for greater attention from the scientific community to carry out more research on this field and in other contexts in order to gain a complete picture across different educational stages. Since the Vietnam Ministry of Education and Training issued guidelines for IE modules for preschool, primary and secondary teacher training programs in Vietnamese universities and colleges (Hai et al., 2020), further studies would examine this phenomenon with the nationwide representative sample.

Given the sensitivity of human rights grained in IE, it is suggested to complement the use of semi-structured interview method with other implicit attitude measures which are less affected by social norms to provide insights into individuals' unconscious attitudes and perceptions.

The study aimed at discovering prospective teachers' perceptions on IE of SWD and their perceived preparedness. However, there are other pre-service teachers' background variables, such as educational experiences, types of institutions, critical incidents, socioeconomic status and so on, which may impact pre-service teachers' perceptions on IE. Further studies, hence, could include other variables that may affect pre-service teachers' perceptions on IE in their research.

Due to time constraint, this study only employed two methods of data collection. The next research could employ multiple techniques of data collection such as classroom observations, self-reports, diary, focus group interviews and so on to create triangulation, ensuring trustworthiness. Similarly, mixed method study is also highly recommended to gain greater understanding of this phenomenon.

Comparative cross-national research should also be carried out in all regions of Southeast Asia or in two geographically different countries, seeking to provide widespread pre-service teachers' perceptions. Empirical evidence from these further studies would provide meaningful answers why implementing IE is still a challenge in some parts of the world.

Implementation of IE involved all stakeholders such as school principals, administrators, students with and without disabilities, parents or guardians of SWD, specialized teachers, lawmakers. Therefore, I strongly recommend next studies should examine perspectives, experiences, and practices of these key informants to explore the potential differences in perceptions of each group of people. In fact, with the data collected from many sources, the evidence is more robust and reliable.

In many parts of the world, ITT in IE showed to have significant impact on pre-service teachers' perceptions on IE. Therefore, future research on how initial teacher education training and continuous professional development in IE and/or disabilities can transform teachers' perception is necessary.

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Appendices

Appendix 1: Recruitment Letter/Email

Dear participant,

My name is Thi Bich Thuan LE. I am pursuing an International Master's degree in Educational Research at the University of Gothenburg, Faculty of Education (Sweden). I would like to do an interview with you for my project about Vietnamese regular pre-service teachers' perceptions on students with disabilities in Ho Chi Minh City, Vietnam.

Your perceptions as regular final year pre-service teacher are key to presenting a deep description about this topic. The study intends to contribute to empirical studies on Vietnamese regular pre-service teachers' perceptions on students with disabilities in Vietnam. In addition, this research is relevant to the Sustainable Development Goals 2030 and to country's strategic plan of Vietnam for seeking to ensure inclusive, equitable quality education and lifelong learning opportunities for all.

The interview will last around 40-60 minutes and be audio-recorded and notes taken. This is not a test. Thus, there is no right or wrong answer.

Kindly be assured that this study will follow standard codes of ethics of conducting educational research. Your participation is voluntary, and you are free to withdraw your participation in this study at any time without any consequences. Your identity in this study will be treated as strictly confidential.

If you agree to be part of this study and/or assist in inviting more participants, you could let me know by responding to this letter or email.

Thank you for your attention and I look forward to your response. Please contact me using the details below if you would like to ask any further information.

Kind regards,

Thi Bich Thuan LE
Email:
Phone number:

Appendix 2: Recruitment Letter/Email (Vietnamese version)

Thư mời tham gia nghiên cứu

Xin chào bạn,

Tôi tên là Lê Thị Bích Thuận, đang theo học Thạc sĩ quốc tế về Nghiên cứu Giáo dục tại Đại học Gothenburg, Khoa Giáo dục (Thụy Điển). Tôi muốn thực hiện một cuộc phỏng vấn với bạn cho nghiên cứu của tôi về nhận thức của giáo sinh đối với học sinh khuyết tật ở Thành phố Hồ Chí Minh, Việt Nam.

Nhận thức của bạn với tư cách là giáo sinh năm cuối đóng vai trò hết sức quan trọng trong việc mô tả sâu về chủ đề này. Nghiên cứu này nhằm đóng góp vào thực nghiệm về nhận thức của giáo sinh Việt Nam đối với học sinh khuyết tật ở Việt Nam. Ngoài ra, nghiên cứu này còn phù hợp với các mục tiêu phát triển bền vững 2030 và kế hoạch chiến lược quốc gia của Việt Nam nhằm đảm bảo giáo dục chất lượng, toàn diện, công bằng và cơ hội học tập suốt đời cho tất cả mọi người.

Cuộc phỏng vấn sẽ kéo dài khoảng 40-60 phút và được ghi âm và ghi chú. Đây không phải là một bài kiểm tra. Vì vậy, không có câu trả lời đúng hay sai.

Bạn yên tâm rằng nghiên cứu này sẽ tuân theo các quy tắc đạo đức khi thực hiện nghiên cứu giáo dục. Tham gia của bạn là tự nguyện và bạn có thể rút tham gia bất cứ lúc nào mà không phải nhận lãnh bất cứ hậu quả gì. Danh tính của bạn sẽ được bảo mật nghiêm ngặt.

Nếu bạn đồng ý tham gia nghiên cứu này và/hoặc hỗ trợ mời thêm người phù hợp tham gia nghiên cứu thì bạn có thể cho tôi biết bằng cách trả lời thư/email này.

Cảm ơn bạn và tôi mong nhận được hồi âm của bạn. Vui lòng liên hệ với tôi qua thông tin liên lạc chi tiết bên dưới.

Lê Thị Bích Thuận

Email:
Đt:

Appendix 3: Participant Consent Form

The research project about regular pre-service teachers' perceptions on inclusive education of students with disabilities in Vietnam

I acknowledge that I have been fully informed about the research project and agree to be a participant in the study.

Participant name: _____

Gender: _____

Year of birth: _____

Home town: _____

University's name of participant: _____

Subject(s) participant specialize in: _____

Level(s) participant have been training to teach:_____

Signature of participant: _____

Date: _____

Appendix 4: Participant Consent form (Vietnamese version)

Đơn Đồng Ý

Dự án nghiên cứu: Nhận thức của giáo sinh đối với giáo dục hòa nhập cho học sinh khuyết tật tại Việt Nam.

Việc ký vào mẫu đơn sau, tôi khẳng định rằng tôi đã đọc và hiểu toàn bộ thông tin của dự án nghiên cứu.

Họ Tên: _____

Giới tính: _____

Năm sinh: _____

Quê quán:_____

Đang học tại trường Đại học:_____

Chuyên về dạy (những) môn:_____

Cấp độ giảng dạy:_____

Chữ ký:_____

Ngày: _____

Appendix 5: Interview guide

Respondents' Background	1. How did you decide to become a teacher? Are there anyone in your family who are already teachers? 2. Have you ever attended other universities' teacher training program, apart from this university teacher training program? 3. Is there any people with disability (PWD) in your family/ in your social network? (If yes: Age, type of disability, severity of disability, gender). Is that person currently schooling? If no, why? If yes, is the school a mainstream or special needs school? Is the school close to his/her home? Is the class a regular or special class?
Main Questions	1. Have you heard of IE? (If the answer is Yes, continue with question 2. If the answer is No, move to question 6) 2. What is your understanding of IE of SWD and its goals? 3. What sources of information did you use to construct your perception of IE (teacher training materials, schools you visited, friends, PWD in your family, Internet, radio, TV, books, newspapers, magazines, etc.)? 4. If your teacher training program provided you with the knowledge about IE, in what course, semester, how? 5. What information on IE did you get from the teaching material? Other contexts (schools you visited, friends, PWD in your family, etc.) 6. What do you think about the causes of disabilities? 7. Do you think that SWD can and should learn in the same classroom with students without disability? 8. In your opinion, how SWD should be treated in regular classrooms? Why? 9. Does your perception vary with respect to particular type of disability? Severity of disability? Gender? 10. Can you name some strengths and limitations of SWD? 11. What do you think about what other people said: SWD should receive charity? Have you ever given CWD money? 12. Do you think the regular classes and schools will have to change in order to meet the needs of SWD? If yes, describe what kinds of changes. 13. Would you like to make friends with SWD at school? Could you be a close friend to a SWD at school? 14. Would you work alongside PWD? Would you work for PWD? Would you hire PWD? 15. Imagine if you teach and there is a SWD in your class, how do you feel? 16. What do you think about what other people said: only the specialized teachers can teach in IE classes; otherwise, regular pedagogical teachers must study some additional credits about disabilities and attend specialized trainings in order to teach disabled students in regular classes? Why? 17. How well do you believe you are equipped to meet the diverse educational needs of SWD? Why? *18.* Are there any challenges you are perceived of facing when teaching in inclusive classrooms? *probs: Curriculum adaptation teaching-learning materials, technological resources and infrastructure of the classroom* *Progress and achievement assessment* *Types of disability and SWD's development*

	Behaviour and classroom management
	Co-teaching
	Disabled-friendly environments.
	Administrative support
	Parent-teacher collaboration
	Your achievement; your class, your school performance
	...
	19. Why do you find them challenging? Can you give me some actual examples of things you found difficult? 20. How should these matters get resolved? 21. Given all of this, could you please tell me where you stand on the inclusive approach to education? 22. What recommendations would you make to improve the quality of education for SWD in inclusive classroom settings? 23. Why are these the changes you would make? 24. If you have a chance to to be trained (more) about disabilities and IE, what possible topics that you find interesting and useful: *probs: Types of disability and SWD's development* *Behaviour and classroom management* *Curriculum adaptation* *teaching-learning materials, technological resources and infrastructure of the classroom* *Progress and achievement assessment* *Co-teaching* *Parent-teacher collaboration* *How to change attitudes and raise public awareness.* *...*
Closing statement	1) Do you have anything else you'd like to say or any final thoughts on topics I may not have covered? 2) If I have any further questions for you later, may I come back to you?

Thanks for taking part in the interview.

Appendix 6: Interview guide (Vietnamese version)

Thông tin nền	1. Tại sao bạn quyết định trở thành giáo viên? Có ai trong gia đình bạn là giáo viên? 2. Bạn đã bao giờ tham gia chương trình đào tạo giáo viên của trường đại học khác ngoài chương trình đào tạo giáo viên của trường đại học này chưa? 3. Gia đình bạn/trong mạng lưới quan hệ xã hội của bạn có người khuyết tật (NKT) nào không? (Nếu có: Tuổi, dạng khuyết tật, mức độ khuyết tật, giới tính). Người đó có đang đi học không? Nếu không, tại sao? Nếu có, trường đó là trường bình thường hay trường chuyên biệt? Lớp thường hay lớp đặc biệt?
Câu hỏi chính	1. Bạn đã nghe nói về Giáo dục hòa nhập (GDHN) chưa? (Nếu câu trả lời là Có, tiếp tục hỏi câu 2. Nếu câu trả lời là Không, chuyển sang hỏi từ câu 6): 2. Bạn hiểu gì về GDHN đối với học sinh khuyết tật (HSKT) và các mục tiêu của nó? 3. Bạn đã sử dụng những nguồn thông tin nào để xây dựng nhận thức của mình về GDHN (tài liệu học tập dành cho giáo sinh, tài liệu tập huấn dành cho giáo viên, trường bạn đã ghé thăm, bạn bè, người thân trong gia đình bạn là NKT, Internet, đài, TV, sách, báo, tạp chí, v.v.)? 4. Nếu chương trình đào tạo giáo viên của trường bạn cung cấp cho bạn kiến thức về GDHN thì ở khóa nào, học kỳ nào, như thế nào? 5. Bạn lấy thông tin gì về GDHN từ tài liệu giảng dạy? Các bối cảnh khác (trường học bạn đã đến thăm, bạn bè, người khuyết tật trong gia đình bạn, v.v.). 6. Bạn nghĩ gì về nguyên nhân của khuyết tật? 7. Bạn có nghĩ rằng HSKT có thể và nên học cùng lớp với học sinh không khuyết tật không? 8. Theo bạn, HSKT nên được đối xử như thế nào trong lớp học bình thường? Tại sao? 9. Nhận thức của bạn có khác nhau đối với một dạng khuyết tật cụ thể nào không? Mức độ tàn tật? Giới tính? 10. Bạn có thể nêu một số điểm mạnh và hạn chế của HSKT không? 11. Bạn nghĩ gì khi có người nói rằng HSKT nên nhận từ thiện? Bạn đã bao giờ cho tiền NKT chưa? 12. Bạn có nghĩ rằng các lớp học và trường học thông thường sẽ phải thay đổi để đáp ứng nhu cầu của HSKT không? Nếu có, hãy mô tả những loại thay đổi nào. 13. Bạn có muốn kết bạn với NKT ở trường không? Bạn có thể là bạn thân của NKT ở trường không? 14. Bạn có muốn làm việc cùng với NKT không? Bạn sẽ làm việc cho NKT chứ? bạn sẽ thuê NKT? 15. Hãy tưởng tượng nếu bạn dạy học và có một HSKT trong lớp, bạn cảm thấy thế nào? 16. Bạn nghĩ gì khi có người nói rằng chỉ có giáo viên chuyên biệt mới được dạy trong các lớp GDHN; nếu không thì giáo viên sư phạm phải học thêm tín chỉ về khuyết tật và tham gia các lớp bồi dưỡng chuyên môn để dạy học sinh khuyết tật ở lớp bình thường? Tại sao? 17. Bạn tin rằng mình được trang bị tốt đến mức nào để đáp ứng nhu cầu giáo dục đa dạng của HSKT? Tại sao? 18. Bạn thấy khó khăn gì khi dạy trong lớp học hòa nhập? *Vd: Điều chỉnh chương trình giảng dạy* *Tài liệu dạy và học, Phòng tài nguyên (công nghệ hỗ trợ), cơ sở vật chất* *Tiến độ và đánh giá thành tích (người học)* *Các dạng khuyết tật và sự phát triển của HSKT*

	Quản lý hành vi và lớp học *Đồng giảng dạy với giáo viên khác* *Môi trường thân thiện với người khuyết tật* *Hỗ trợ hành chính* *Hợp tác giữa phụ huynh và giáo viên* *Thành tích của bạn, của lớp, của trường bạn* *...* 19. Tại sao bạn thấy chúng đầy thử thách? Bạn có thể cho một số ví dụ thực tế về những điều bạn thấy khó không? 20. Những vấn đề này nên được giải quyết như thế nào? 21. Với tất cả những điều này, bạn vui lòng cho biết quan điểm của bạn về Giáo dục hòa nhập? 22. Bạn sẽ đưa ra khuyến nghị gì để cải thiện chất lượng giáo dục cho HSKT trong môi trường lớp học hòa nhập? 23. Tại sao đây là những thay đổi mà bạn muốn thực hiện? 24. Nếu bạn có cơ hội được đào tạo (thêm) về khuyết tật và GDHN, những chủ đề nào bạn thấy thú vị và hữu ích: *Vd: Các dạng khuyết tật và sự phát triển của HSKT* *Quản lý hành vi và lớp học* *Điều chỉnh chương trình giảng dạy* *Tài liệu dạy và học, phòng tài nguyên (công nghệ hỗ trợ), cơ sở vật chất* *Tiến độ và đánh giá thành tích (người học)* *Đồng giảng dạy* *Hợp tác giữa phụ huynh và giáo viên* *Làm thế nào để thay đổi thái độ và nâng cao nhận thức cộng đồng về NKT* *...*
Kết thúc	1. Bạn có điều gì muốn nói hoặc bất kỳ suy nghĩ cuối cùng nào về các chủ đề liên quan GDHN mà có thể tôi chưa đề cập đến không? 2. Nếu tôi có thêm bất kỳ câu hỏi nào cho bạn sau này, tôi có thể liên lạc lại với bạn không?

Cảm ơn bạn đã tham gia phỏng vấn