THE NATIONAL CURRICULUM AND ITS ADAPTATION TO PRIMARY CURRICULUM DEVELOPMENT FOR INCLUSIVE STUDENTS WITH VISUAL IMPAIRMENTS: PERSPECTIVES OF TEACHERS

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ABSTRACT

Objective: The objective of this study is to investigate the perspectives of teachers who have been teaching students with special needs, with the aim of how to develop a suitable curriculum for students with visual impairments.

Theoretical Framework: In this topic, the main concepts and theories that underpin the research presented regarding the curriculum of visual impairments stand out, providing a solid basis for understanding the context of the investigation.

Method: Using a teacher's questionnaire focused on adapting the national curriculum to a curriculum for inclusive students with visual impairments in terms of curriculum development, contents of the curriculum, and influencing factors.

Results and Discussion: The findings show that it is possible that the adaptation will be successful if all necessary conditions are well prepared and carefully considered by managing the influencing factors with full consideration. Special education is a sector that has been interested by many stakeholders who have profoundly taken care of these students with special needs, making them and other students with manifold benefits, but it is invariably difficult to develop a suitable curriculum to meet the varied demands of these learners.

Research Implications: The practical and theoretical implications of this research are discussed, providing insights into how the results can be applied or influence practices in the field of developing a curriculum for students with visual impairments. There is a need for further studies on the perspectives of these special students and their parents.

Originality/Value: This study contributes to the literature by providing perspectives on teachers teaching students with visual impairments and adapting the national curriculum to a suitable curriculum that meets the demands of the students with visual impairments.

Keywords: Competencies, Inclusive Education, Teachers' Perceptions, Vietnam, Visual Impairments.

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O CURRÍCULO NACIONAL E SUA ADAPTAÇÃO AO DESENVOLVIMENTO DO CURRÍCULO PRIMÁRIO PARA ALUNOS INCLUSIVOS COM DEFICIÊNCIAS VISUAIS: PERSPECTIVAS DE PROFESSORES

RESUMO

Objetivo: O objetivo deste estudo é investigar as perspectivas de professores que lecionam para alunos com necessidades especiais, com o objetivo de desenvolver um currículo adequado para alunos com deficiência visual.

Referencial Teórico: Neste tópico destacam-se os principais conceitos e teorias que fundamentam as pesquisas apresentadas a respeito do currículo da deficiência visual, fornecendo uma base sólida para a compreensão do contexto da investigação.

Método: Utilização de um questionário para professores focado na adaptação do currículo nacional a um currículo para alunos inclusivos com deficiência visual em termos de desenvolvimento curricular, conteúdo do currículo e fatores de influência.

Resultados e Discussão: Os resultados mostram que é possível que a adaptação seja bem sucedida se todas as condições necessárias forem bem preparadas e cuidadosamente consideradas, gerindo os factores que influenciam com plena consideração. A educação especial é um setor que tem despertado o interesse de muitos stakeholders que têm cuidado profundamente desses alunos com necessidades especiais, proporcionando a eles e a outros alunos múltiplos benefícios, mas é invariavelmente difícil desenvolver um currículo adequado para atender às diversas demandas destes. aprendizes

Implicações da pesquisa: As implicações práticas e teóricas desta pesquisa são discutidas, fornecendo insights sobre como os resultados podem ser aplicados ou influenciar práticas no campo do desenvolvimento de um currículo para alunos com deficiência visual. Há necessidade de mais estudos sobre as perspectivas desses alunos especiais e de seus pais.

Originalidade/Valor: Este estudo contribui para a literatura ao fornecer perspectivas sobre professores que ensinam alunos com deficiência visual e adaptam o currículo nacional a um currículo adequado que atenda às demandas dos alunos com deficiência visual.


EL CURRICULUM NACIONAL Y SU ADAPTACIÓN AL DESARROLLO CURRICULAR PRIMARIO PARA ESTUDIANTES INCLUSIVOS CON DISCAPACIDAD VISUAL: PERSPECTIVAS DE LOS DOCENTES

RESUMEN

Objetivo: El objetivo de este estudio es investigar las perspectivas de los profesores que han estado enseñando a estudiantes con necesidades especiales, con el objetivo de cómo desarrollar un currículo adecuado para estudiantes con discapacidad visual.

Marco Teórico: En este tema se destacan los principales conceptos y teorías que sustentan la investigación presentada respecto al currículo de la discapacidad visual, brindando una base sólida para comprender el contexto de la investigación.

Método: Se utilizó un cuestionario para docentes enfocado en adaptar el currículo nacional a un currículo inclusivo para estudiantes con discapacidad visual en términos de desarrollo curricular, contenidos del currículo y factores que influyen.

Resultados y discusión: Los hallazgos muestran que es posible que la adaptación sea exitosa si todas las condiciones necesarias están bien preparadas y consideradas cuidadosamente manejando los factores que influyen con total consideración. La educación especial es un sector que ha despertado el interés de muchas partes interesadas que se han ocupado profundamente de estos estudiantes con necesidades especiales, brindándoles a ellos y a otros estudiantes múltiples beneficios, pero invariablemente es difícil desarrollar un plan de estudios adecuado para satisfacer las variadas demandas de estos estudiantes.
1 INTRODUCTION

According to statistics from the Ministry of Education and Training (MOET), in the 2021 - 2022 school year, the whole country had 9,201,399 primary school students, of which the number of students with disabilities was 58,996, accounting for 0.64%. According to the 2016 National Survey Report on People with Disabilities published by the General Statistics Office in 2018, there is a difference in school attendance rates between children with disabilities and children without disabilities at the primary school level. The primary school attendance rate for children with disabilities is 81.69% compared to 96.05% for children without disabilities. The overall primary school attendance rate of children with disabilities is 88.41% compared to this rate of children without disabilities, which is 100.85%. The gap between the net enrollment rate and the general school attendance rate of children with disabilities is larger than that of children without disabilities. That means that many people with disabilities beyond primary school age are still in primary schools. The reason may be because people with disabilities enter school later or because they repeat grades.

Also, according to the above report, nationwide, 76.6% of primary schools have students with disabilities learning in inclusion; on average, each school has 7.5 students with disabilities, including a variety of disabilities. Specifically, the rate of students with mobility disabilities is 12.6%; Students with hearing and speech disabilities are 10%; students with visual disabilities is 13.1%; Students with neurological and mental disabilities are 6%; students with intellectual disabilities is 51.6%; and students with other types of disabilities is 6.7%. Moreover, among the total number of students with disabilities attending primary school, the participation rate in inclusive education accounts for 94.3%. Students with disabilities in general, and students with visual impairments: Perspectives of Teachers.
visual impairments in particular at the primary level, will face many difficulties when participating in inclusive learning. Visual disability is one of six types of disabilities specified in the Law on People with Disabilities 2010. The Decree 28/2012/ND-CP detailed regulations and guidance on the implementation of several articles of the Law on People with Disabilities has introduced the definition: Vision disability is a condition of reduced or lost ability to see and perceive light, colors, images, and objects under standard lighting and environmental conditions.

According to the Circular No. 32/TT-BGDDT dated December 26, 2018, of the Ministry of Education and Training promulgating the General Education Curriculum effective from February 15, 2019. The general education curriculum specifies the goals of general education, helping students master general knowledge, effectively apply the knowledge and skills they have learned in life, and have lifelong, oriented self-study; choosing a suitable career, knowing how to build and develop harmonious social relationships, having a rich personality, character and soul life, thereby having a meaningful life and making positive contributions in the development of the country and humanity. The primary education program helps students form and develop the basic elements that lay the foundation for harmonious physical and mental development, qualities and competencies. The main orientation is education about personal values, family, community, and necessary habits and routines in learning and living.

The 2018 General Education Curriculum includes the overall program and subject programs. **The overall program** regulates general issues of general Education, including Perspectives on program development; General education program goals and educational program goals of each educational level; Requirements to be met regarding key qualities and competencies of students at the end of each educational level and field; Education plans; Orienting education contents in each educational field and dividing it into subjects at each level for all students nationwide; Orientation on methods, forms of educational organization and ways to evaluate educational results of each subject; Minimum conditions of the school to implement the program. **The subject program** determines the position and role of the subject in implementing the goals of the general education program; objectives and requirements of subjects to be achieved in each class or level; core educational contents at each educational level for all students nationwide; subject teaching plan for each grade and level; orienting teaching methods and forms, and how to evaluate student learning outcomes in the subject. Thus, the essential components of an educational program can be as follows: Educational needs, Educational goals and objectives, Educational contents, Educational methods, Forms of organizing educational activities, Forms of testing to evaluate educational results. Thus, the
structure of the program includes two main components: the visualization of the achievements that learners will achieve after a period of study and the ways, means, paths, and conditions to achieve those expectations become a reality (MOET, 2018; D. M. Nguyen, 2008; T. H. Y. Nguyen, 2008).

The term educational program appeared in 1820, but it was not until the mid-20th century that this term was used professionally in the United States and some countries with developed Education. The curriculum has the Latin root Currere, meaning "to run a course". Therefore, the traditional definition of an educational program is "a course of study". By the 1990s and until the early years of the 21st century, concepts about educational programs had great changes. For example, William Doll Jr. (1993) argued that the current linear and quantitative education system will give way to a more diverse, complex, and less stable education system. Like life itself, such a system will always be in motion and change.

Up to now, there are still many different opinions on the definition of educational programs. That difference depends on the perspectives of researchers and practitioners when thinking and designing the program. The "International Encyclopedia of Education" (Oxford) has listed nine different definitions of educational programs (Oxford, 2023). However, the general trend is not limited to only two components: teaching contents and goals. The program addresses other aspects of the teaching-learning process.

Gatawa (1990) described four basic groups of elements in educational programs: Program purposes and standards, program scope and content, teaching methods, teaching organization forms and learning experiences, educational outcomes evaluation, and the interaction between them. At the same time, the elements and relationships between them are placed in the national context (society, politics, policy, environment). According to K. Frey (1998), the educational program is defined as the systematic presentation and description of teaching and learning planned for a specified period of time, the product of which is a system that identifies different elements to prepare, implement, and evaluate teaching and learning optimally. This definition is of interest to many researchers and practitioners.

Although the definition of educational curriculum is always changing due to the impact of society with giant advances in science and technology, educational curriculum is now seen as a set of goals and objectives. Learners can form values through planned and organized school activities associated with social life. The degree to which these goals are achieved demonstrates the effectiveness of an educational program. The purpose of designing an educational program depends on the target audience of that educational program.
Developing programs for students with disabilities based on the general education curriculum

In a broad sense, accessing the general education curriculum for students with disabilities means that students with disabilities can participate in all activities in school (Ryndak & Billingsley, 2004). For example, students with disabilities participate in educational activities in the classroom, clubs, and extracurricular activities, share meals with schoolmates, and contribute to building a learning environment in ways that have different meanings. However, students with disabilities always face significant challenges in accessing the general education curriculum and ensuring conditions for students with disabilities to participate in all processes of general education actively.

According to this orientation, Hitchcock et al. (2002) stated that within the framework of a specific classroom, accessing the general education program means that students with disabilities participate in the program, learn the content practice, and use the same learning aids as non-disabled classmates. In addition, teachers need to provide students with appropriate support and accommodations to maximize learning and participation in activities. Research in this direction mainly focuses on answering several issues, such as (1) How to help students with disabilities access the general education program; (2) Difficulties in accessing the general program for students with disabilities; (3) Resolving challenges in accessing general education programs; (4) Adjusting the content of general education programs for students with disabilities; (5) Decision-making process on adjusting program content; (6) Types of adjustments.

According to Lisa S. Cushing and Craig H. Kennedy (2001), to ensure that students with disabilities have access to learning content and participate in the learning process in a way that both achieves personal goals and ensures the general program needs to use a combination of methods. The methods are carried out according to a process:

- Identifying the national and school program: This program will provide the framework, guidelines, and assessment for inclusive education. Understanding what teachers expect all students in the classroom to achieve with common support will help educators address how students with disabilities access the general program;
- Identifying expectations from the classroom: Identifying expectations from the general education classroom will help educators design appropriate adjustments and identify skill requirements for activities. There is a plan to participate in activities for students with disabilities. Additionally, when educators can clearly understand expectations in the inclusive classroom, they can promote positive learning for the classroom itself;
Developing individualized educational plans for students: When special educators can identify the inclusive classroom learning content agenda and expectations, they can more easily identify learning goals. What are the goals that students need to achieve? Developing a personal education plan can help teachers recognize when, when, and what activities students can participate. General education teachers and special educators collaborate to determine whether students with disabilities can achieve the goals of each activity in the classroom environment;

- Classroom observation: Once educators have agreed on individual goals based on the general program, educators will have to determine the necessary supports and skills students need to be able to participate. Participate in meaningful activities and achieve defined goals;

- Developing and implementing appropriate adjustments for individual students.

- Evaluating output and adjusting.

According to the National Council for Curriculum and Assessment - NCCA (1999), important contents that need to be focused in the education program for children with special educational needs include seven basic areas: Language and Communication; Maths; Society - Living environment - Science - History - Geography; Society - Individual - Health education; Physical education; Arts; Religion and Moral education. These contents are designed and adjusted compared to the primary education program for non-disabled students.

Hitchcock et al. (2002) stated that within a specific classroom, access to the general education program means that students with disabilities participate in the program, learn academic content, and use the same learning aids as non-disabled classmates. In addition, teachers need to provide students with appropriate supports and accommodations to maximize learning and participation in activities.

According to research by T. Jones et al. (2006), there are currently three approaches to developing educational programs for children with disabilities: (1) Individual master plan; (2) Environmental assessment; (3) Adjusting the general program. Children with disabilities have the right to not only access the general education program but also have the right to receive appropriate supplementary programs to maximize their learning opportunities. Preparation for children with learning disabilities needs to be done before the program is adapted, including assessing the child with an environmental assessment or individualized master plan. Also, according to this study, the leading educational content for children with disabilities is functional school skills, communication and language, social-behavioral skills, motor skills, and daily living skills.
In Israel, in 2011, the Ministry of Education of this country introduced basic principles in developing programs for students with special educational needs, including (1) Ensuring participation and formation of content in the core educational program; (2) Developing a supplementary education program focusing on the following contents: Social education, career education, independent living skills, civil rights; (3) Program development must go hand in hand with conditions to ensure quality program implementation: Educational services, supports, adjustments and design of Individual Education Plans (O'Maral & Akre, 2012).

In India, educational programs for children with disabilities are designed according to an individualized orientation with the goal of creating opportunities for children to have learning experiences, helping them develop their essential needs, such as eating, brushing teeth, bathing and washing, as well as the need to move from one place to another, searching and locating objects that children need; forming problem-solving skills that naturally appear in life, recognizing essential people in children's lives, establishing relationships with them and making requests when children need support (Bhandari & Narayan, 2011).

According to the Saskatchewan Education Research, 1989 in "Creating opportunities for students with intellectual or multiple disabilities", there are three approaches to developing programs for children with intellectual disabilities or multiple disabilities: the Developmental approach, the Functional approach, and the Ecological approach. Accordingly, the authors have proposed a program development process for children with multiple disabilities that includes four steps (Saskatchewan Special Education Unit, 2001): (1) Assessment to determine development needs; (2) Unification of goals; (3) Development of specific educational content in a functional direction; (4) Evaluation.

Mgbodile (2004) emphasizes that the approach to developing special education programs for children with disabilities should focus on (1) Personalizing instruction; (2) Designing alternative programs when necessary; (3) Not focusing too much on structure, increasing selection activities; (4) Maximizing encouragement and interaction with teachers; (5) Focusing on group projects; (6) Using audio-visual media; (7) Using concrete instead of abstract; (8) Reducing competition to a minimum.

Faced with the urgent need for a primary education program for inclusive students with visual impairment based on the National Curriculum, a number of questions were raised and answered in this study, including:

1. In what direction should the program be used for inclusive students with visual impairments at the primary level?

2. How do educational institutions develop and adjust the 2018 General Education...
2 METHODS

Survey, analyze, and evaluate the current situation of using and developing primary education programs for inclusive students with visual impairments based on the 2018 General Education Curriculum. The content includes the current situation of education program development for students with visual impairments who are learning at inclusive primary schools according to the 2018 General Education Curriculum.

Quantitative method: using questionnaires for teachers at several educational institutions and centers supporting the development of inclusive education in 03 provinces: Hanoi, Da Nang, and Ho Chi Minh City. The questionnaire aims to collect teachers’ opinions on developing and adjusting the 2018 General Education Curriculum for inclusive students with visual impairments at the primary level. Data collected through survey questionnaires were processed using SPSS software. The mathematical formula used to analyze data is the formula to calculate the average value (Mean) with Likert-4 and Likert-5 scales.
Table 1

*The characteristics of the participants*

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Table 1 provides information about the characteristics of the survey sample: teachers participating in teaching children with visual impairments. Among the 36 teachers participating in the survey, in terms of work experience, about 70% of teachers have over 10 years of teaching experience. Regarding experience working with students with visual disabilities, more than 50% of teachers have more than 10 years of experience working with students with visual impairments. Regarding training qualifications, most teachers have university degrees (more than 90%), with one teacher having a master's degree. Regarding professional training, over 80% of teachers have received professional training and development on inclusive education for students with disabilities, and nearly 70% of teachers have received professional training and development on inclusive education for students with visual impairments. In summary, the characteristics of the teacher sample have shown the necessary requirements to be able to participate in answering the questionnaire, provide information about the general education curriculum, and adjust this curriculum to educate inclusive students with visual impairments at the primary level.
3 RESULTS AND DISCUSSIONS

Today, the concept of educational programs is broader. It is not just about presenting the final goal and a list of teaching contents. The program needs to be more specific, comprehensive, and complex, including the following components: learning objectives; scope, level and structure of learning contents; methods and forms of learning organization; and learning outcomes evaluation.

White (1995) believes that a program is a training plan that reflects the educational and training goals that the school pursues. That plan indicates the content, teaching and learning methods necessary to achieve the set goals. Tim Wentling (1993) defines a program as the overall design for a training activity. That activity can be just a course lasting a few hours, a day, a week, or several years. That overall design tells us the content that needs to be trained, clearly shows what can be expected of the learner after finishing the course, and outlines the process of implementing the training content. It also tells us about teaching methods and methods of testing and evaluating learning outcomes, and all issues of this design are arranged according to a strict timetable.

Mogbo (2002) defined the term "educational program" as including the content, structure, and process of teaching and learning that a school provides following the school's educational goals and values. Ozoji (2003) shared this view when he pointed out that any ideal and effective teaching process should be made up of fundamental issues such as objectives, contents, learning experiences, organization, and assessment to achieve the goals of the educational program.

Curriculum development is a continuous process that improves the educational curriculum. According to this perspective, the educational program is an entity that is not designed once and used forever but is developed, supplemented, and perfected depending on changes in the level of socio-economic development, scientific and technological achievements, and also according to the requirements of the labor market. In other words, once the training goals of national education change to meet social needs, the education program must also change, and this is a continuous process, so the education program must also be constantly developed and perfected.
3.1 CURRICULUM DEVELOPMENT

Figure 1
Applying an educational program for students with visual disabilities

According to the opinions of teachers participating in the survey, about 90% of teachers apply the 2018 general education curriculum and the adjusted 2018 general education curriculum in teaching students with visual impairments. In addition, teachers also combine programs compiled by teachers, programs developed by schools and specialized programs for students with visual impairments. These combined programs all focus on developing specific skills for students with visual impairments, such as orientation-mobility skills, and Braille reading and writing skills. Reality shows that the educational program for students with disabilities seems to be a challenging task. If following a program imported from abroad, it is necessary to consider and adjust all issues of the program and implement the program accordingly with the characteristics of students in Vietnam in their daily learning process. More important is the program's legality because it requires approval from authorities.

With the special education program, in 2010, the Research Center for Special Education - the Vietnam National Institute of Educational Sciences developed a specialized primary education program for three groups of children: hearing impairment, visual impairment, and intellectual disability. This program aims to equip the most basic and necessary knowledge of the primary level while forming and developing specific skills for each target group with different typical needs.

Author Nguyen D. M., in the book "Educating children with visual impairments"", and author Pham M. M., in the document "Managing inclusive education", also raised the importance of supporting school skills and specific skills for children with visual impairments at the primary school level. So that children can study with their sighted peers and integrate into
inclusive primary schools (D. M. Nguyen, 2008; D. M. Nguyen et al., 2006; M. M. Pham, 2004). In the research topic "Developing general education programs to meet equal opportunities to participate in education for ethnic minority students, students with disabilities, and non-formal students", author Nguyen D. M. and the research team (2017) pointed out arguments related to adjusting the primary education program for specific student groups.

Adjusting the content of Vietnam's current primary education program for specific subjects is based on (i) The current general education curriculum, and (ii) The specific skills of those subjects. The object of students with special educational needs is integrated into the content of general subjects and specific subjects. The content is adjusted in the general education program based on the principle of choosing the most basic and practical content with the required level to be adjusted to suit the students' abilities and characteristics. Besides, the adjustment is also the integration of specific content into subjects such as the Vietnamese language, Nature and Society, or Life Skills Education. In addition, adjustments in inclusive schools for children with special educational needs depend on the physical conditions of the school, which has a support room for students to be able to study outside of class time. Tutoring hours for other specific subjects include Vocational, Vietnamese language, Orientation - Mobility, communication, and self-service skills. Many educational institutions and teachers are also building their own inclusive education programs for children with disabilities in general and children with visual impairments learning in inclusive primary schools. However, there is a need for an inclusive primary education program for children with visual impairments to serve as a basis for schools, centers, educators, and teachers to develop detailed and individual programs suitable for children with visual impairments (X. H. Nguyen, 2008; M. M. Pham, 2006a; M. M. Pham, 2006b; M. M. Pham, 2007).
3.2 PARTICIPATE IN DEVELOPING AND ADJUSTING THE NATIONAL CURRICULUM

From the two Figure 2 and Figure 3, it can be seen that according to teachers' opinions, nearly 90% think that their educational institutions have adjusted and developed the 2018 national curriculum for visually impaired students at the primary school level. However, only about 72% of teachers responded that they participated in developing and adjusting the 2018 national curriculum. Through interviews with teachers, opinions on the levels of participation in national adjustment were obtained. The curriculum is also very different. Most teachers only proactively create and change teaching methods so that visually impaired students can better participate in lessons, apply and make their own teaching aids suitable to the lesson content, and increase their learning ability. Enhance the use of visualization for primary school visually impaired students. Teachers show adjustments to the lesson plans for each specific lesson and period.

Equity in Education to meet the needs of all learners is an inevitable trend in most countries in the world to ensure the fundamental rights of all children. This is stipulated in many international documents: the International Convention on the Rights of the Child, the International Convention on the Rights of Persons with Disabilities, and the Declaration on Education for All (Thailand, 1990). The Salamanca Declaration on Special Education (Spain, 1994) stated that Education is a human right and people with disabilities also have the right to study in general schools, and those schools must be changed to accommodate everyone. All children can learn. In Vietnam, the education regime for people with disabilities is specified in
Chapter IV from Article 27 to Article 31 of the 2010 Law on People with Disabilities. In addition, in other specialized laws, there are also provisions regulating education for people with disabilities: Law on Education (Articles 10, 26, 63, 82, 98); Law on protection, care and education of children (Article 41, Article 52); Law on Youth (Article 27).

The authors M. H. Gense and D. J. Gense (2005) pointed out four principles when building programs for children with vision impairment. The program should provide different levels of critical guidance to encourage children's interaction based on a planned system, ensuring the appropriateness of each child’s educational activities. The program provides direct, systematic, and procedural instructions for teachers and children to implement. The program needs to create many opportunities for children with disabilities to interact with their non-disabled peers. Program evaluation is an indispensable part; the results of regular evaluation will be the basis for making decisions to adjust and improve educational programs for children with vision impairments.

The Expanded Core Curriculum (ECC) meets specific skills for children with visual impairments, such as communication, mobility, social interaction, independent living, daily living, vocational education, and technology skills (Hatlen, 2000). The term "Expanded Core Curriculum" is a term commonly used in the education of children with visual impairments and children with visual impairments and multiple disabilities. Allman, Lewis, and Spungin (2014), in "Essentials: Teaching the Expanded Core Curriculum to students with visual impairments" pointed out that ECC is a program combining the general education program for all children from preschool to grade 12 with essential skills for children with visual impairments and multiple disabilities. The EEC program covers nine specific areas as follows (Allman et al., 2014)

- Compensatory skills: In this area, children will be prepared with the necessary conditions to learn about surroundings, communication and literacy skills, and access current program contents in the classroom. This field includes six basic components: Concept development; Understanding spatial relationships; Forms of communication; Speaking and listening skills; Learning and self-management skills; and Using adapted learning materials and specialized equipment;

- Sensory efficiency: The functions of the senses will be improved, including Functional vision; Functional hearing; Functional touch; Functional taste; Functional olfactory; Internal sensor; Interoception; and Vestibular function;
- Assistive technology: Children with visual impairments and multiple disabilities will develop skills in accessing information and communication and using basic software in learning and daily life;

- Orientation and Mobility: Learning skills to travel and move safely and effectively is essential for all children. Children will learn about body parts and their functions; understand the surrounding environment; understand the relationship between themself and the surrounding space; understand relationships between things in the surrounding world; movement skills; orientation skills; interpersonal skills; and decision-making skills of traveling;

- Independent living skills include self-management, personal hygiene, dressing, washing/drying/folding clothes, time management, eating skills, self-cooking, house cleaning, phone use, and money management;

- Social interaction skills: Children will learn skills to use body language effectively; social communication skills; conversation development; collaboration skills; interaction skills; following some simple social behavior standards; developing relationships and friendships; understanding oneself; and having appropriate social behaviors;

- Recreation and Leisure: Focusing on developing playing skills, physical education activities, health and individual sports, team sports, and recreational activities.

- Career education: The best preparation for children is the simple understanding of careers (professions, differences, and value of labor), exploring each job, preparing for a career, and other skills (preparing documents, completing application submissions, interviewing, participating in jobs);

- Self-determination: Understanding oneself (needs, desires, ways of expressing yourself); Understanding rights and responsibilities; Offering choices; Solving problems and setting oneself up to accomplish goals,...
3.3 THE CONTENTS OF CURRICULUM DEVELOPMENT

Figure 4

Contents of developing and adjusting the national curriculum 2018 for visually impaired students at the primary level

When asked for opinions on the content of adjusting the 2018 General Education Curriculum for students with visual impairments at the primary level, all of the contents asked had a high adjusted response rate of over 70%.

To promote the Education of children with disabilities and in accordance with the Convention on the Rights of Persons with Disabilities, countries around the world are taking steps to make their education systems more inclusive. Inclusive Education is not simply about bringing children with disabilities into the classroom. Inclusive Education means schools apply a child-centered approach to meet children's needs and abilities, minimizing barriers that affect children's participation and integration.

Fisher and Frey (2001) offer nine types of accommodations that can be adapted to groups of students with different developmental characteristics for each student with visual impairment as follows:

- Inputs: Adjusting instruction for students. For example, using different utensils, the plan is specified with examples, providing various hand-on activities, and bringing students into group activities;
- Outputs: Adjusting so that learners can respond/interact with the instructions. For example, allowing the use of speech in conjunction with writing, using communication books, and allowing students to demonstrate their knowledge by using school supplies;
- Time: Adjusting the time for students to complete lessons and tasks. For example, individual timetables for students to complete tasks, adjusting to different learning speeds (increasing or decreasing) for students;
- Difficulty: Adjusting the level of skill required, the problem to be solved, or the rules for how students approach the task. For example, allowing the use of calculators to do math, simplifying tasks, and adjusting rules for students;
- Level of support: Increasing the amount of individual support with students. For example, supportive classmates and supportive teachers;
- Volume: Adjusting the number of assignments that students are expected to complete.
- Engagement level: Adjusting the student's level of engagement in the task;
- Flexible goals: Adjusting goals and expected outcomes while using the same school supplies;
- Program Alternatives: Providing different instruction and materials to meet students' individual goals.

The adjustments that the authors mentioned above mainly focus on adjusting the program for each student. There is a possibility of adjusting goals, time, and level of student participation, as well as replacing the program. However, adjustments can basically be made simultaneously for each group of students with similar developmental characteristics (visually impaired, hearing impaired, intellectual disability, autistic). Then, adjustments can be made accordingly for each student.

3.4 THE ROLES OF STAKEHOLDERS IN DEVELOPING AND ADJUSTING NATIONAL CURRICULUM 2018

| Table 2 |
| Collaboration in developing and adjusting the 2018 national curriculum for visually impaired primary school students |

<table>
<thead>
<tr>
<th>No.</th>
<th>Contents</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>SD</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Managers of the Department/ Office of Education</td>
<td>0</td>
<td>4</td>
<td>2.67</td>
<td>1.39</td>
<td>Necessary</td>
</tr>
<tr>
<td>2</td>
<td>Managers of the educational institutions</td>
<td>0</td>
<td>4</td>
<td>3.53</td>
<td>0.77</td>
<td>Very necessary</td>
</tr>
<tr>
<td>3</td>
<td>Professional team leaders</td>
<td>1</td>
<td>4</td>
<td>3.58</td>
<td>0.65</td>
<td>Very necessary</td>
</tr>
<tr>
<td>4</td>
<td>Other teachers</td>
<td>1</td>
<td>4</td>
<td>3.64</td>
<td>0.64</td>
<td>Very necessary</td>
</tr>
<tr>
<td>5</td>
<td>Parents and families of students</td>
<td>0</td>
<td>4</td>
<td>3.42</td>
<td>0.87</td>
<td>Very necessary</td>
</tr>
<tr>
<td>6</td>
<td>Program development experts</td>
<td>0</td>
<td>4</td>
<td>3.28</td>
<td>1.19</td>
<td>Very necessary</td>
</tr>
</tbody>
</table>
Regarding the question about teachers' opinions on coordination in developing and adjusting the 2018 general education curriculum for visually impaired primary school students, each item has 5 rating levels: 0 - No coordination; 1 - Not necessary; 2 - Less necessary; 3 - Necessary; 4 - Very necessary. The mathematical formula used to analyze data is the formula to calculate the average value (Mean) with a Likert-5 scale, we have the following interval scale levels: Level 1: from 0 - 0.8: No coordination; Level 2: from 0.81 - 1.6: Not necessary; Level 3: from 1.61 - 2.4: Less necessary; Level 4: from 2.41 - 3.2: Necessary; Level 5: from 3.21 - 4: Very necessary.

According to teachers' opinions, 5/6 forces need to coordinate in adjusting the program for visually impaired students, which is rated at level 5 - Very necessary, in which it is considered necessary to coordinate with other teachers with the highest mean level (3.64).

Circular No. 03/2018/TB-BGDDT dated January 29, 2018, of the Ministry of Education and Training Regulations on Inclusive Education for People with Disabilities takes effect from March 16, 2018. Inclusive education for people with disabilities is a method of educating people with disabilities with people without disabilities in educational institutions. The goals of inclusive education are (1) People with disabilities can develop their own abilities, integrate and increase their opportunities to contribute to the community; (2) Ensure equal, quality learning rights and appropriate to the characteristics and abilities of people with disabilities.

To promote the education of children with disabilities and in accordance with the Convention on the Rights of Persons with Disabilities, countries around the world are taking steps to make their education systems more inclusive. Inclusive education is not simply about bringing children with disabilities into the classroom. Inclusive education means that schools apply a child-centered approach to meet children's needs and abilities, minimizing barriers that affect children's participation and integration.
3.5 FACTORS INFLUENCING THE DEVELOPMENT AND ADJUSTMENT OF THE 2018 NATIONAL CURRICULUM

Table 3

Factors affecting the development and adjustment of the 2018 national curriculum for visually impaired primary school students

<table>
<thead>
<tr>
<th>No.</th>
<th>Contents</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>SD</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Directions on program development and adjustment</td>
<td>1</td>
<td>3</td>
<td>2.31</td>
<td>0.75</td>
<td>Very influential</td>
</tr>
<tr>
<td>2</td>
<td>Managers' capacity</td>
<td>0</td>
<td>3</td>
<td>2.14</td>
<td>1.07</td>
<td>Influential</td>
</tr>
<tr>
<td>3</td>
<td>Teachers' capacity</td>
<td>0</td>
<td>3</td>
<td>2.33</td>
<td>1.12</td>
<td>Very influential</td>
</tr>
<tr>
<td>4</td>
<td>Program development experts</td>
<td>0</td>
<td>3</td>
<td>2.25</td>
<td>1.11</td>
<td>Influential</td>
</tr>
<tr>
<td>5</td>
<td>Facilities conditions</td>
<td>0</td>
<td>3</td>
<td>2.14</td>
<td>0.83</td>
<td>Influential</td>
</tr>
<tr>
<td>6</td>
<td>Conditions for learning materials and teaching and learning aids</td>
<td>1</td>
<td>3</td>
<td>2.36</td>
<td>0.64</td>
<td>Very influential</td>
</tr>
<tr>
<td>7</td>
<td>Educational environment</td>
<td>0</td>
<td>3</td>
<td>2.17</td>
<td>1.11</td>
<td>Influential</td>
</tr>
<tr>
<td>8</td>
<td>Coordination between forces</td>
<td>0</td>
<td>3</td>
<td>2.19</td>
<td>0.82</td>
<td>Influential</td>
</tr>
</tbody>
</table>

Regarding the question about teachers' opinions on factors affecting the development and adjustment of the 2018 general education program for visually impaired elementary school students, each item has 4 rating levels: 0 - No influential; 1 - Less influential; 2 - Influential; 3 - Very influential. The mathematical formula used to analyze data is the formula to calculate the average value (Mean) with a Likert-4 scale, we have the following interval scale levels: Level 1: from 0 - 0.75: No influential; Level 2: from 0.76 - 1.5: Less influential; Level 3: from 1.51 - 2.25: Influential; Level 4: from 2.26 - 3: Very influential. Three factors identified as Very Influential include: Directions on program development and adjustment (Mean = 2.31), Teachers' capacity (Mean = 2.33), and Conditions for learning materials and teaching and learning aids (Mean = 2.36).

Thus, the research situation on educational programs for students with disabilities in general and students with visual impairments in particular focuses on the following issues:

- Children with visual impairments have individualized difficulties. Different types of disabilities combine and influence each other, causing children to have serious problems accessing the general education program;

- Developing an inclusive primary education program for students with visual impairments based on the general education program is important to ensure equal educational access opportunities for all children with visual impairments;

- It is necessary to continue researching measures to develop effective programs and teaching strategies for inclusive students with impairments;
- It is necessary to apply lessons from international experience to adjust the content of the general education program to suit students with visual impairments in order to learn inclusively at the primary level.

4 CONCLUSION

First of all, each student with vision impairment has specific physical difficulties, cognition, language - communication, behavior,… which lead to limitations or difficulties in participating in primary education programs in several certain specific areas. However, other factors impact, hinder, or cause difficulties in the comprehensive, equal, and quality participation of students with visual impairments at the primary level in the school's educational activities inclusively. For example, the school program does not pay attention to the individualization of students with visual impairments; the professional capacity of inclusive teaching teachers is not enough; the physical environment still has many barriers;…

The Ministry of Education and Training issued a special education program for students with disabilities at the primary school level in 2010, including students with visual impairments, and also had a ministerial-level task in 2015-2017 on "Developing general education programs to meet equal opportunities to participate in education for ethnic minority students, students with disabilities and non-formal students". However, to achieve effective implementation of the 2018 General Education Curriculum, there is a need to research and develop programs suitable for diverse student populations and students’ abilities, including students with visual impairments. Thus, if the National Curriculum is adapted to suit inclusive students with disabilities at the primary level, it will not only help educational managers and teachers have a basis to organize appropriate teaching and learning activities but also truly create equal and quality learning opportunities for students with visual disabilities, ensuring "Education for All".

ACKNOWLEDGEMENTS

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