
Inclusive In Vietnam: Does the Government's Responsibility Go Far Enough to The Education Right for Children with Disability?

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Abstract

Children with disabilities are people with double vulnerability, facing many obstacles in enjoying human rights, including education rights. Vietnam ratified the International Convention on the Rights of the Child in 1990, then signed the International Convention on the Rights of People with Disabilities in 2007, and already ratified this Convention in November 2014, setting forth the responsibility to fulfill international commitments for ensuring the child's rights with disabilities. The article explores the state responsibility of Vietnam in implementing international commitments to ensure the right to inclusive education for children with disabilities by analyzing how the Vietnamese government respects, protects and fulfills this right. The article argues that, although there have been many efforts to incorporate international standards and norms on the education rights of children with disabilities, there are still gaps in policies and laws. In addition, accessing quality inclusive education, especially at higher education levels, remains a challenge for children with disabilities in Vietnam. The article finds that gaps in ensuring the right to inclusive education for children with disabilities will affect the realization of many other human rights, such as the right to participation, entertainment, employment, and so on. This situation requires the Vietnamese Government to make more significant efforts in fulfilling its state responsibility for the international human rights commitments that Vietnam is a member of.

Keywords: Inclusive education, children with disabilities, Government's responsibility, education rights.

1. Introduction

Ensuring the rights of children with disabilities ("CWD") is a global concern. According to UNICEF, an estimated 240 million CWD worldwide[1] face many challenges in achieving rights, including the right to education. CWD are deprived of their human rights due to their dual vulnerability, resulting in social consequences. Forcing countries to take action so that they are not 'left behind'.

In Vietnam, statistics on CWD are officially reported. As of 2016, there are approximately 6.2 million people with disabilities ("PWD") aged two years or older in Vietnam, which is 7.06 percent of the population, including more than 663,000 disabled children aged 2–17 years. [2] Like CWD worldwide, CWD in Vietnam faces many barriers to realizing human rights, including the right to education. There are three methods of child education to realize this right of CWD: special education, semi-inclusive education, and inclusive education. [3] Through inclusive education, CWD develops fully physically, mentally, intellectually, aesthetically, and in personality formation. They can learn and acquire knowledge with other students without any discrimination. It helps them to be more confident in life and studies.

Vietnam signed the International Convention on the Rights of People with Disabilities ("CRPD") in 2007 and ratified it in February 2015. Vietnam has an obligation to implement the Convention and incorporate its provisions into the country's constitution and legal system. The Convention states that member states must have conditions to ensure that CWD can attend and learn at school. [5] Vietnam seeks to fulfill its international commitment to protect the right to education, including inclusive education for CWD, but a gap needs to be filled by improving legal regulations and accountability for responsible issues and efforts by society as a whole. Above all, this question needs to be researched and answered: Has the Vietnamese Government fulfilled its obligations as a member state to protect the rights of CWD in inclusive education?

2. Why Inclusive Education for Children with Disability?

Children with disability – who are you?

CRPD does not explicitly define PWD but broadly describes this group as "including persons with chronic physical, mental, intellectual or emotional disabilities" that may cause various barriers to their interaction. Entirely and utterly incompetent. Effective participation in society on an equal basis with others Schools with limited mobility.

According to the Law on PWD, PWD is defined as: "A person with a disability can be understood as a person who has a defect in one or more parts of the body or a functional impairment that causes difficulty in work, life, and study. [3] The understanding is that the Ministry of Education and Training Circular No. 03/2018/TT-BGDT Inclusive Education for PWD, 2016 Article of the Vietnam Law on Children (2016) also states that a child is a 16-year-old. In addition to the definitions, CWD in Vietnam is defined as individuals under 16. Individuals can be defined with specific characteristics, including the Disability Act.

What Is Inclusive Education?

Inclusive education is defined as a process that focuses on the diverse needs of all students. It removes barriers to quality education, increasing learning and participation inside and outside the classroom. Minimize exclusion. [9] In an inclusive learning environment, all students are empowered to access and participate in all activities, including CWD. Vietnam's Disability Law also defines inclusive education as a group education method for PWD in educational institutions. [3] However, that environment must consider the unique characteristics of CWD to enable them to participate in activities. For example, a child with cognitive problems (cognitive disability) will have limited cognitive and learning abilities, even in understanding the need to participate in activities. Teachers need to give more attention and support to that student so that he can equalize and develop to his best potential. This is the goal of inclusive education.

Thus, all students a school supports, including children with inclusive learning disabilities, are understood to have an equal opportunity to receive educational services, including the support necessary to complete them in the appropriate classroom. Work Live to Do - A participating member of society.

From the goal of inclusive education, it can be seen that this education system targets the target groups traditionally excluded from general education for various reasons. This leads to equality of education, easy access, and easy integration with the best educational conditions. Disparities in society and society will be removed from the school environment.

The positive aspect of inclusive education is that CWD can work, live and participate in activities with other CWD. It helps them stay close to family and friends, overcome prejudice and discrimination, and have the confidence to manage activities in a group and integrate more easily into society as they grow older. When CWD is isolated to learn in a different environment, they will feel inferior to other children, making them inferior in both education and life. Also, CWD will have access to school because they can go to school where they live with their families, so there is better collaboration between families, communities, and schools. [10]

Inclusive education provides benefits not only for CWD but also for other subjects:

For families of CWD, it takes time and effort to take care of them. Schools are usually located in residential areas, but individual schools are scattered and difficult to access. Through inclusive education, children will get to know their neighboring friends and connect with them outside of school. Therefore, inclusive education not only helps integrate them into schools but also helps in social and community activities.

The community, CWD in inclusive education and participation in general activities will help the community to have a more positive and humane view of CWD. At the same time, efforts will be made to find suitable models and activities to help children participate effectively, enhancing creativity, solidarity, and humanity.

For schools, inclusive education forces training institutions to design a variety of content and programs suitable for different students. This requires teachers to improve their pedagogical knowledge and skills and self-standardize them to meet the standards. Therefore, both students with disabilities and students with disabilities benefit from the enhancement of this capacity of teachers.

Inclusive Education Is the Right of Children With Disabilities.

CWD faces a double whammy. In poor and developing countries, CWD is seen as a misfortune for the family [11], and they are denied the right to spiritual life without education, enjoyment, and recreational play. Minors

with disabilities are allowed to attend school, but when they do, they are ridiculed and discriminated against by their peers.

Over the past decade, awareness and understanding of issues relating to the rights of PWD have improved. In particular, CRPD, adopted in 2006 and entered into force on May 3, 2008, is an integral part of promoting the recognition of human rights of PWD and formally launched the issue, Rights in New International Human Rights Law: The Right to Inclusive Education. [12]

Article 24 of CRPD states that inclusive education is a means of realizing the right of PWD to education. It is an appropriate approach through a human rights lens that addresses the universality and non-discrimination of the right to education. With a human rights approach, inclusive education is not the children's right, gift, or humanity. [13] As a human right, states are responsible for ensuring that PWD enjoys the right to education, including the right to inclusive education. [14]

The right to education is one of the fundamental human rights. For PWD, access to education is even more critical, as it helps them to increase their awareness of themselves and other social issues, understand their rights, and integrate into the community. The CRPD also emphasizes the importance of education, requiring States Parties to take necessary measures to pool all their resources to ensure that CWD can fully enjoy human rights and fundamental freedoms. [6] At the same time, State Parties shall ensure that lifelong education is available to PWD based on equality of opportunity and education at all levels so that PWD can practice life and social development skills so that they can become part of the community, Producing members of can participate fully and equally in education.[6]

In 2016, the Committee on the Rights of PWD adopted General Comment no. 4. It is an essential document on the right to inclusive education, which has been identified to guide and call upon member states to ensure the right to inclusive education for CWD in general and CWD in particular. General Note No. 4 emphasizes that inclusive education is a fundamental human right for all students. In particular, education does not depend on individual student rights, parents, or carers. It is also seen as a policy that values the well-being of all learners, respects their inherent dignity and autonomy, recognizes individual needs, and enables them to contribute and participate effectively in society. She prepares and recognizes potential. Most importantly, it is a way of realizing other human rights, enabling PWD to overcome poverty, participate fully in their communities and find ways to avoid exploitation. [15]

The Convention on the Rights of the Child [16] (1989) ("CRC") is an important international legal document that recognizes inclusive education as a human right for children and young PWD. Accordingly, States Parties to the Convention must ensure that "CWD have effective access to education and training" [16] so that they can enjoy a meaningful life in adequate conditions that guarantee dignity, promote self-reliance, and gives and enables children to be active in society. [14]

Apart from the two legally binding documents, several other documents are essential for ensuring the right to inclusive education for CWD. In 1993, the United Nations General Assembly adopted the Standard Code of Equal Opportunities for PWD, which recommended that "education for PWD should be an integral part of national education plans, training programs and a framework for organizing schools." [17] In 2000, the World Education for All Declaration was issued by the World Education Forum in Senegal, which emphasized that education systems should be inclusive and responsive to the circumstances and needs of all learners. [18]

As the above documents show, inclusive education is considered a fundamental human right, even a moral one. [19] For CWD, this is an important right that prevents them from being discriminated against in education and has excellent legal and moral power over their care. [19] In addition, ensuring the right to inclusive education helps CWD to exercise other rights, such as the right to participate, the right to recreation, etc. According to the principle of interdependence of human rights, protecting an individual right positively or negatively affects the enjoyment of other rights. Ensuring the right to education in general and inclusive education, in particular, will contribute to the comprehensive development of children's morals, knowledge, and skills. If this right is guaranteed, CWD can be freed from poverty and participate fully in society. Intelligent children will confidently participate in school, community, and other recreational activities. To ensure the effectiveness of their obligations, Member States should respect, protect and enforce this right in accordance with their international commitments.

3. What Responsibility Does Vietnam Take to Ensure Inclusive Education When Ratifying the International Convention on The Rights of People with Disabilities?

The CRPD is the first international legal document that guarantees the rights of PWD as members of the human rights community. Accordingly, PWD has the same rights and status as other members.

Vietnam signed the Convention on November 22, 2007. The signing demonstrates Vietnam's goodwill, as well as Vietnam's attitude and sense of responsibility to protect the rights of PWD.

The Convention states that children have the right to education. In addition to ensuring children's education through the Convention, the role and responsibility of the States Parties have been ensured. Therefore, although it only showed goodwill when it signed the Convention, Vietnam has tried to perfect its legal system by introducing a Law on PWD instead of the Ordinance on PWD, 1998, in 2010. According to the Law on PWD, PWD, including children, have the right to education.

By signing this Convention, Vietnam has proved that the state and Government of Vietnam deeply respect the rights of PWD. It is not the rights of PWD, gifts of social communities, or humanitarian activities. PWD who have physical and mental disabilities have noble and beautiful values deep in their souls that need to be respected. The state, family, society, and even schools must work for the rights of PWD, especially CWD.

On February 5, 2015, Vietnam ratified the Charter of The Rights of PWD. [20] Ratification of the Convention has given the Vietnamese state the responsibility to internalize the Convention while simultaneously demonstrating a strong political commitment to the protection and promotion of development for the benefit of CWD and disabilities. This is the legal basis for expressing Vietnam's consistent position on human rights in general and PWD in particular. [21]

Education and inclusive education are fundamental rights among the CWD as community members. As a member state of the Convention, Vietnam must fulfill its responsibility to recognize this right in the legal system and realize the right to inclusive education in practice.

According to international human rights law, member states have a three-tier obligation to ensure the child's rights with disabilities, including respect, protection, and fulfillment. So how has Vietnam applied these three levels to ensure the education right of CWD?

Firstly, the obligation to respect: This obligation requires Vietnam to recognize the right to inclusive education of CWD in the national legal system; develop specific standards on the right to inclusive education that are in compliance with international commitments; Focus on raising awareness for teachers, education administrators and the whole society about the right to inclusive education of CWD. This obligation is considered harmful when it does not require state agencies to take initiatives, measures, or programs to assist CWD in enjoying their right to inclusive education. This requires the state to refrain from interfering (directly or indirectly) in the enjoyment of the educational Child rights with disabilities as recognized in the law.

Secondly, the obligation to protect: This obligation explains that the people, educational institutions or government agencies, and social, economic, and state organizations must be responsible for intervening and solving any violation of the treaty's provision. This is considered a positive obligation because states need to proactively take political, legal, and institutional measures to prevent violations of CWD's right to inclusive education by government agencies, schools, social organizations, and individuals. Simultaneously, the Vietnamese state needs to prevent discrimination or the creation of threats to violate education rights. States are obliged to prevent, investigate, punish and reinstate the rights that have been violated or to compensate whenever possible.

Thirdly, the obligation to fulfill: This obligation requires Vietnam to take measures to assist CWD in realizing their right to inclusive education, including building an institutional framework (organizations, apparatus, people) to realize the provisions of law and standards on the education right; create a favorable and supportive economic environment for CWD' access to the rights, establish and maintain a transparent and effective mechanism to monitor the implementation of the right to inclusive education.

To fulfill these three levels of obligations, Vietnam has improved the legal system and institutions and ensured the right to inclusive education for CWD in practice.

4. How Has Vietnam Fulfilled Its National Obligations to Ensure the Right to Inclusive Education for Children with Disabilities?

4.1. Internalize Provisions on The Right to Inclusive Education for Children With Disabilities Under The International Convention On The Rights Of People With Disabilities Into The National Legal System

In 2013, Vietnam passed an amended Constitution with many critical new points on human rights recognized. In Article 14, the constitution affirms: "...human rights, civil rights in political, civil, economic, cultural and social fields are recognized, respected, protected and guaranteed according to the Constitution and law" [22] without discrimination.[22] Articles 59 and 61 of the Consitution emphasize the rights of PWD when setting forth the state's responsibility to create equal opportunities for citizens to enjoy social welfare.[22] PWD and the poor are allowed to study at schools and vocational training.[22] This document, with the highest legal value in the Vietnamese legal system, recognizes the rights of PWD, including the right to an inclusive education for CWD, demonstrating Vietnam's efforts in codifying the text of CRPD and the national legal system.

Another vital document for PWD is the Law on PWD 2010. This is the time when Vietnam has just signed but has yet to ratify the Convention, displaying a positive legal adjustment to ensure the compatibility of Vietnamese law with the CRPD Convention before ratification by Vietnam. According to Article 27 of the Law on PWD 2010, the state has the responsibility to create conditions for PWD, including CWD, to study following their needs and abilities; be provided with dedicated learning aids and materials in case of necessity; people with hearing and speaking disabilities are taught in sign language; People with visual disabilities are taught in Braille according to national standards.[3]

The Law on Children 2016 provides a fundamental legal framework to ensure the full realization of the rights of all children, including CWD, with provisions more consistent with the CRC. Other codes and laws (Criminal Law, Criminal Procedure, Handling of Administrative Violations, Labor, Marriage and Family, Organization of People's Courts, etc.) are updated accordingly, which satisfy fully international practices and standards related to children's rights in general and ensure the right to inclusive education of CWD in particular.

Thus, Vietnam always pays attention to the issue of education for CWD. The education regulations for CWD ensure the fulfillment of the learning needs to have knowledge like others. Furthermore, Vietnam also supports and creates necessary conditions for CWD to participate in learning, promotes and encourages community-inclusive education... Regulations on education for CWD include special regulations on education for CWD, methods of educating CWD, [3] the responsibility of the subject in education for CWD.

In addition to the 2013 Constitution and the 2010 Law on PWD, which are technical legal documents, Vietnam has also issued many sub-law documents ensuring CWD's right to inclusive education.

On January 29, 2018, the Ministry of Education and Training issued Circular No. 03/2018/TT-BGDĐT regulating inclusive education for PWD. This is the most direct document stipulating provisions related to inclusive education for PWD in general and CWD in particular. Accordingly, the goal of inclusive education is for PWD to develop their abilities, integrate and increase opportunities to contribute to the community. Inclusive education also aims to ensure equal, quality, and appropriate learning rights for PWD.[8]

The Circular emphasizes the right of PWD, including CWD, to learn to integrate. These rights are the concretization of the contents recognized in CRPD. Expressly, CWD is admitted to school at an age higher than the prescribed enrollment age; to study in educational institutions suitable to their level and capacity; be interested, respected, and protected; and equal treatment in learning and educational activities to develop personal abilities; to be provided with information, textbooks, academic products and scholarships as prescribed; to study, practice and support in individual lessons on specific knowledge and skills for effective integration learning; be consulted on support services, early intervention, inclusive education, career orientation suitable to the abilities and needs of PWD; and their information is kept confidential...[8]

An important point is the circular defining the organization and activities of inclusive education for PWD in terms of individual education plans. Accordingly, each child has an individual education plan developed by teachers and lecturers in collaboration with educational support staff for CWD and their families based on their abilities and needs, which is appropriate to the actual conditions of the educational institution.[8]

Recently, the Ministry of Labour, Invalids and Social Affairs collaborated with the Ministry of Education and Training to take a significant step forward in implementing inclusive education by publishing a guide to establishing and operating inclusive education support centers. These centers will provide information,

materials, curricula, parent support, early detection, early intervention, and other beneficial services to PWD and their families. By promulgating Joint Circular No. 58/2012/TTLT-BGDDT- BLDTBXH stipulating conditions and procedures for the establishment, operation, suspension of operation, reorganization, and dissolution of the Education Development Support Center Inclusive Education for CWD, the two ministries hope to build effective centers in all 64 provinces.

In addition, many documents of the Government and ministries and branches encompass provisions to support CWD to access inclusive education, such as Decree 49/2010/ND-CP dated May 14, 2010, Decree No. Decree 61/2006/ND-CP dated June 20, 2006, stipulates that teachers and administrators working in schools and classes with disabilities are entitled to an allowance of 70% of their current salary (Point 2, Article 5); Decision 23/2006/QĐ-BGD & DT dated May 22, 2006, specifying the organization of activities related to inclusive education for CWD, teachers, lecturers, support staff providing technical assistance for the work of inclusive education, facilities, equipment and teaching aids for CWD; Official Dispatch 9890 / BGD DT-GDTH was stipulating the content of inclusive education.

The above documents affirm the efforts to fulfill the obligation to internalize the provisions of international law on the rights of PWD into the national legal system. At the time of submission to the National Assembly for ratification of the CRPD, the Government's report to the President stated: when signing the CRPD Convention, due to the existing limitations of the Vietnamese legal system on disabilities, especially the 1998 Ordinance on PWD, it takes time to amend and supplement to conform to the provisions of the CRPD Convention. Our country's legal system on PWDs has been complete and conforms to the Convention.

The state and society ensure equal access to education opportunities for all and create suitable educational modes based on the circumstances and abilities of each person with difficulties. That means that CWD has the right to quality education, not only "inclusive." This spirit is reflected in policies oriented to the development of inclusive education, focusing on improving the professional capacity of teachers, assessing students with disabilities, and building and developing systems and programs that relate to this.

4.2. Ensuring The Implementation of The Right to Inclusive Education for Children with Disabilities in Practice.

Results of the 2016 National Survey on PWD by the General Statistics Office show that about 7.06 percent of the population aged two years and older are disabled, of which the rate of CWD from 2 to 17 years old is 2.83%, and adults are 8.67%. By the end of 2016 - early 2017, the whole country had more than 6,199,048 PWD permanently residing in households, including 663,964 children 2-17 years old, 635,811 children aged 2-15 years old, and 5,535,084 people aged 18 years and over. If the data source is included in the total administrative review of PWD and the total number of PWD, the whole country has a total of 6,225,519 PWD, including 671,659 children aged 2-17 and 5,553,860 people from 2 to 17 years old. 18 years or older.[2]

To ensure the right to inclusive education for CWD, Vietnam has established a system of centers to support the development of inclusive education at the provincial level in over 20 cities and provinces. There have been 107 particular education institutions and 12 centers for educating CWD and implementing inclusive education at all general education levels. The number of CWD attending school in Vietnam has increased tenfold over the past two decades. The rate of CWD attending primary school at the correct age is about 88.7%, and 33.6% in upper secondary school.[23]

Currently, there are 4 Pedagogical Universities and 3 Pedagogical Colleges in the country that have established special education departments and opened codes to train teachers for CWD. Each year, these schools train nearly 600 teachers for CWD. Annual training on inclusive education for 600 - 700 managers and about 2,000 - 2,500 teachers of preschool, junior high, and high schools in 63 provinces/cities so that these people can conduct training and guide local teachers on inclusive education, thereby expanding a network of teachers teaching CWD throughout the country.[23]

The above figures have partly testified to Vietnam's efforts in ensuring the right to inclusive education for CWD. However, in current reality, the work of inclusive education for CWD has only focused on preschool and primary school. Children are learning and evaluated according to their progress; teachers also try to prepare lesson plans suitable for the type of disability of the child. Not much attention has been paid to the education level from lower secondary school and above, especially for children with mental retardation. Many of them have to stay at home and drop out of school when they are at a higher education level. Thus, the synchronous attention of education still has many limitations, making it difficult for many children to receive inclusive

education at higher education levels.[24] These are challenges for Vietnam in implementing international commitments on the rights of PWD, not only in promulgating legal documents but also in ensuring their implementation in practice. That is also the basis for Vietnam to identify gaps and implement solutions to ensure the right to inclusive education for CWD.

In implementing its national obligations related to ensuring the right to inclusive education for CWD, Vietnam has achieved specific results, such as promulgating legal documents and progress in practice. However, specific legal documents and reality barriers affect CWD's right to inclusive education.

Regarding legal regulations, the concept of disability in Vietnam does not fully reflect social aspects and environmental factors. Therefore, CWD has yet to be understood or defined according to the whole meaning of this concept. Moreover, at point (f), clause (1), article 3 of the Law on PWD of Vietnam, the category of "other disability" is stated, but the function and purpose of this regulation are unclear. Furthermore, when placed in compatibility with the International Convention on the Rights of Persons with Disabilities, the Law on PWD in Vietnam needs to take into account the reasonableness of determining the degree of disability, "severe" or "especially severe," in correlation with the ability to measure support and assistance needs for PWD.

In terms of practical barriers, many educational institutions do not have sign language interpreters for the hearing impaired, Braille for the visually impaired, or accessible facilities for CWD, such as walkways or toilets accessible to wheelchair users. Especially in rural areas and areas with difficult socioeconomic conditions. In addition, the number of CWD in these areas is often from households with challenging economic conditions, poor households, near-poor households, and ethnic minorities, causing education even more difficult.

Statistics also show that 0.5% of PWD in special classes for PWD in regular schools; 2.9% of schools have designs suitable for CWD, and 9.9% of schools have toilets designed suitable for PWD; 55.5% of PWD aged 5-24 who are attending school are exempted from tuition fees. Only 1 out of 7 primary and lower secondary school teachers are trained to teach students with disabilities (14.1%).[25]

Inclusive education requires schools to have individual plans to exempt or reduce some subjects for children. Still, currently, only special education programs are available for primary school students, not for the high school system. These barriers indicate that Child rights with disabilities, as stipulated in Articles 27, 29, and 30 of the Law on PWD, have not been effectively implemented.

According to data from the United Nations Children's Fund (UNICEF), in the years 2016-2017, 94.2% of CWD attended regular schools in Vietnam.[25] Despite the large number of children receiving inclusive education, the challenge is to ensure equity in inclusive education for CWD from areas of lower socioeconomic status. The participation of CWD in inclusive education between the ages of 5 and 14 in poor households is lower than that of children without disabilities (21%).[26]

From the above legal and practical gaps, continuing to improve the system of policies and laws to fully internalize the CRPD, as well as the recommendations of the Committee on PWD of the United Nations, are issues that Vietnam needs to continue to work on. At the same time, Vietnam also needs to implement several critical solutions to implement the member's national obligations in ensuring the right to inclusive education for CWD as follows:

- **First**, Vietnam continues to promote a rights-based approach in promulgating policies and laws and implementing inclusive education plans for CWD. Accordingly, when promulgating guidelines and policies on inclusive education, it is necessary to respect, consider and take measures to meet children's legitimate needs and aspirations. In policies and implementation plans, it is necessary to ensure that CWD has the opportunity to participate and equally enjoy the results that these policies and plans aim for.

- **Second**, it is necessary to study and amend the Law on Education to provide more detailed regulations on inclusive education

As inclusive education meets the diverse needs of all learners, the definition of inclusive education in the Law on PWD refers to merely one aspect of joint education for children with and without disabilities. As such, inclusive education involves all learners and plays a pivotal role in the entire education system. Meanwhile, the current Education Law only refers to the regulated subjects who are citizens, while the stateless or foreigners are not subject to the law's regulation. Therefore, the Education Law must be revised to refer to "all students" or "all learners" consistently and provide more detailed regulations on inclusive and equitable education.

- **Third**, study the establishment of a national human rights institution

The National Human Rights Agency is part of a multi-layered system built to promote and protect human rights".[27] Establishing a national human rights institution in Vietnam will be pivotal in ensuring human rights in general, including Child rights with disabilities, more specifically, the right to inclusive education. Because based on the functions and tasks of national human rights agencies in some parts of the world, this agency will ensure the excellent implementation of human rights issues in the field of inclusive education for CWD in the following areas:

- + To consider whether the promulgation of laws and sub-law documents is consistent with the provisions of the constitution on ensuring the right to inclusive education for CWD;
- + To promote and protect the right to inclusive education for CWD through propaganda, education, and raising people's awareness of international standards and national regulations on the right to inclusive education at the national and regional levels;
- + To make recommendations to the Government and government agencies on policies and laws related to inclusive education for CWD.
- + To conduct research programs and field surveys on CWD's right to inclusive education and supervise the implementation of international human rights treaties that the country has ratified or acceded to, including the Convention on the rights of persons with disabilities.
- + To review national human rights reports, considering the compatibility of national legislation with the provisions of CRPD.

- **Fourth**, raise awareness about the right to inclusive education for CWD. For CWD and society to understand that inclusive education is a child's right, raising awareness for children and society is very necessary. Education about human rights in general and Child rights with disabilities, in particular, is one of the obligations to be performed by member states of the United Nations. And this awareness-raising is done most effectively through human rights education.

Education on the right to inclusive education includes training and dissemination on the right to inclusive education to empower CWD to learn and fulfill the teacher's responsibility for the protection of CWD to (i) Promote respect for the rights and fundamental freedoms of CWD in education; (ii) Develop qualities, capacities, and skills to respect, protect and exercise their rights and respect the rights of others; (iii) Create conditions for CWD to participate equally and effectively in educational activities.

5. Conclusion

To respect, protect and fulfill the right to inclusive education for CWD is the responsibility of Vietnam as a member state of CRPD. Vietnam has made great efforts to implement international commitments on this issue through the promulgation of legal documents and action plans and efforts to ensure the right to inclusive education for CWD in practice. However, there are still many gaps that Vietnam needs to overcome for inclusive education to be a human right, and that education is about quality, not just participation. That will help Vietnam affirm its initiative and positivity in better ensuring human rights in general and Child rights with disabilities in particular.

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