

# INCLUSIVE LIBRARY FOR IMPAIRED STUDENTS IN VIETNAMESE UNIVERSITY

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## Abstract

*As one of the first-hand empirical efforts, the paper investigates the outstanding role of the inclusive library formed in the university, examines how they work, structure, and its impacts on cultivating accessibility of students with disabilities. Particularly, the article emphasizes equality rights, policy reforms, and opportunities for approaching institutions of higher education, as well as identifies the practical situations existing. Along with that, an empirical observation was carried out with over 100 websites of libraries in Vietnamese universities including public and private institutions. The findings of the investigation show that the inclusive library contributes significantly to the overall development of people with disabilities, especially in gaining equal accessibility to benefits, rights, policies, and opportunities from society. As a consequence of the state of current existing situations, which directly intervene in the special needs of learners with impairments, the paper makes some recommendations for libraries of Vietnamese universities, such as facilities, library infrastructure, collections and services, activities, etc. Moreover, these practical solutions to practical problems aim to raise further awareness among the government, leaders of parent universities, staff, and non-disabled people with respect to the equal rights and policies of impaired students, regardless of what conditions and where they are. More importantly, they have many more equal opportunities for improving and developing comprehensively their impaired abilities and skills in certain circumstances. Theoretical and practical situations of the findings are considered below.*

**KEYWORDS:** Inclusive library, people with disabilities, Vietnamese University, recommendations.

## 1. Introduction

In a modern and civilized society, especially for users with disabilities, their need for equality becomes more and more important than other ones. Having the same position as non-disabilities is the most essential thing in their life. Like other types of libraries, the inclusive library is also considered to be an essential part and an ideal place for all levels of learners, regardless of who they are, where they live, and their circumstances, they have equal opportunities to discover available

values which nature brings to them. Apart from this, they are also given the same rights without suffering any discrimination (e.g., race, religion, sex, language, age, nationality, etc.), as well as accessibility to benefits from society. In addition to this, in the educational environment, the inclusive library is also considered an indispensable sector of innovating and enhancing the quality of inclusive education and training, an important part that is in charge of different roles to various forms of disabled populations. It can

be argued that it makes great contributions to the lifelong careers of learners with disabilities, a place that takes them all to an equal world that they really desire.

It can be reasoned that providing fully inclusive support and assistance to all disabilities on the one hand helps them-self develop in all aspects, and also gives them opportunities to overcome the community's prejudice, discrimination, and injustice. On the other hand, its presence contributes to reducing a part of the burden for society in both the present and future. Particularly for education institutions, determining and clearly understanding the needs of all target audiences without discrimination are significant factors to thrive and achieve much success in the long-term future, including inclusive and sustainable development in terms of education. Along with this, identifying the existing status and characteristics of people with disabilities is essential to build a solid foundation in the structural buildings and make appropriate products and services for them at the beginning of the establishment. Regarding impaired problems, Vietnamese Government Law shows six main types of disabilities including Mobility disability; Hearing and speaking disability; Visual/seeing disability; Mental disability; Intellectual disability; and other disabilities/impairments. An extra illustration of this, Law also presents the severity of disability into three levels 1. Persons with severe disabilities are those who are unable to support themselves in their daily activities; 2. Persons with moderate disability are those who can support themselves in some of their daily activities; 3. Persons with minor disabilities are those who do not fall under either type (General Statistics Offices, 2018).

On the whole, it can be seen that the inclusive library has many distinguishing factors from the other ones when examined. A typical example of this can be mentioned is the specific needs of learners based on their disabled features including the mental and physical. From an investigation into the practical conditions of disabled students, the

paper conducts an exploratory literature review. Then, examine current situations (e.g., the building model including physical infrastructure and facilities, products/services) in academic libraries of domestic universities. Along with that, this practice provides recommendations for institutions of higher Vietnamese education institutions, which helps them to figure out the current problems that learners with disabilities experience. An illustration of this is accessibility to library resources, products, and services. For institutions of Vietnamese higher education, given a completed operation model in terms of all aspects, which not only contributes to comprehensive goals and sustainable development but also enhances competition among others. More importantly, disabled learners can start a new chapter of their future life by replying to available opportunities.

## **2. Discussion of theoretical basis**

Identifying the important role and impact of the inclusive library for students with disabilities in the inclusive education environment, a theoretical basis is essential to increase a clear understanding of the background, as well as get in-depth knowledge of influential factors from previous articles. Some of the points presented are to provide a convincing explanation of all aspects related to the approach.

First of all, the main sector can be recognized that the characteristics of library target audiences are different from other libraries, namely people with disabilities. Looking at disabled features recognizes that they are various from behavioral, mental, intellectual, cognitive, and physical - in other words, they show any condition that affects a person's body movement and control, particularly, they tend to have difficulties participating in daily activities, such as walking, moving, standing, moving the parts of the body like muscles, hands, arms, etc (Kenya, n.d.). According to the World Health Organization (WHO), "Disability is an umbrella term, covering impairments, activity

limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations". More than 1 billion people around the world have some form of disability (or 15% of the world's population (Rayini, 2017). Also, according to a statistic issued in 2016-early 2017 by the Vietnamese General Statistics Office, the total number of PWDs is 6,225,519 people nationwide, including 5,553,860 people aged 18 years and older (General Statistics Offices, 2018). Thus it can be argued that establishing or having an inclusive model in terms of architecture depends mainly on these typical features.

On top of that it can also mention the relevant policies of government and associations, such as IFLA statements, law documents, or terms issued. Furthermore, the Government's Law on Rights, Benefits, and Privileges of PWDs guides that "States should have preferential treatment policies in every field to support them to access and use information and social services. More importantly, institutions, agencies, organizations, enterprises, and individuals must comply with the provision of relevant legislation for PWDs as well as be responsible for providing orientation and counseling to help PWDs to their independent needs (Nguyen Thi Anh, 2018). It should be noted, that once they learn the characteristics and special needs of PWDs, as well as reluctantly comply with government policies, universities can provide building models and products and services to users with standards and quality. Moreover, the policies also play a primary part in the source to show awareness of government and community towards disabled people. According to the IFLA (International Federation of Library Associations and Institutions and UNESCO (the United Nations Educational, Scientific and Cultural Organization) every library must provide

proper services for those who do not have easy access to them, such as the mentally and physically disabled, the ill and imprisoned (Rayini, 2017). Notably, a Joint Circular No.42/2013/TTLT-BGĐT-BLĐT BXH-BTC of the Government of Vietnam issued in 2013 by the three ministries mentioned the policies on scholarship and support for disabled people in terms of means and learning materials. Briefly, through the demonstration of the government's education policies, it can be said that passing many rules and regulations aims to ensure equality of opportunity for people who have limited accessibility to all existing areas of society.

Something else that it needs to comment on is the nature of inclusive education. Obviously, the UN Convention on the Rights of PWDs affirmed that education can entrust PWDs by increasing their awareness of their choices and reducing their dependency and vulnerability (Nguyen Thi Anh, 2018). All of this means is, that if the universities of Vietnam want to be recognized as prestigious educational institutions, or standard quality education by the global community, they must meet fully the conditions and terms that are mentioned in the law documents of associations related to the Vietnamese government, as well as the goals on the trend of sustainable development towards the future.

And so finally, as statements in theory, communities' attention to scholars who give case studies on particular subjects of learners with disabilities in the inclusive environment of higher education. This helps other researchers have much further proof of considerable knowledge to refer to their paper, and also provide useful sources of information to individuals, administrators, governments, and institutions who contribute substantially to the future of people with disabilities. In spite of the disabled groups being regarded as the labor force is not advantageous to them in terms of economic growth. An extra explanation for this, fact also demonstrates that there are many international studies

related to disabled individuals, such as “Library and Information Services to the Visually Impaired Persons ( Rayini, 2017)”, “The satisfaction level of Students with Disabilities with Library and Information Services (Smadi, 2022)”, “Accessibility and facilities for the disabled in public and university library building in Iran (Bodaghi & Zainab, 2013)”, etc. All argued that library work specialized in products and services aims to create a safe framework for personal conversations that can help to challenge prejudice, get rid of discrimination, prevent conflicts, and contribute to greater human cohesion across social, religious, and ethnic divisions. In addition to this, they have been found effective in increasing positive effective attitudes towards working in diverse groups (Sharif, et al., 2020). According to Moisey’s definition of inclusive library, an inclusive library is a vital community resource, addressing the diverse information needs of all members of the community (Moisey, 2007). However, regarding comprehensive factors at the university level, there are few mentioned articles, especially, and no specific studies on that in Vietnam. The majority of the papers were undertaken in groups that showed obvious impairment such as the visually impaired in public libraries or in the center for the disabled. Thus, fully understanding and being acutely aware of defining characteristics of impaired communities contribute significantly to making reasonable investment funds in the process of future innovation to government and educational institutions.

To sum up, the model of the inclusive library plays a vital role in the lifelong learning opportunities for people with disabilities. Contrary to a variety of illustrated hypotheses and what is happening in practice, Vietnamese students with disabilities currently have practical limitations, such as a shortage of support from people, equipment, technology, and clear policies to access higher education environments in the same areas. Thus to get on the research topic, the following sections of the paper negotiate over

the potentially related issues that impact on in more detail. Through analyzing the existing situations, the study makes some recommendations for the model of the inclusive library to help parent universities pay further attention to persons with disabilities, especially for facilitating their accessibility to an equally inclusive education environment regardless of no matter what their position and circumstances.

### **3. Objective and Methodology**

The purpose of the study is to identify the useful role of the inclusive library as a basis for a clearer understanding of its importance, its impact, and its influence on people with disabilities. Then, it will describe the state of currently existing situations related to library buildings in Vietnamese universities. Examining the different related factors of both public and private education institutions to make recommendations for those, which help them make greater orientations to introduce remarkable improvements in the model of the operational mechanism. All of the above is to provide equal benefits and policies for Vietnamese students with disabilities in the present and the future.

The study is conducted by investigating the theory of previous research and using empirical observations to determine the practical impact of related factors on the learning environment of students with disabilities in higher education institutions all over the world, especially in Vietnam. The typical traits of target-impaired audiences, policies, the structure model of library buildings, products, services, and architectural infrastructure are examples. There are over 100 public and private libraries at Vietnamese universities identified through its websites and an exploratory observation within the paper.

### **4. The state of current situations**

According to Wikipedia, “The academic library is a center or building that is attached to campuses of a higher education

institution and serves two complementary purposes: to support the curriculum and the research of the university faculty and students. Academic libraries must determine a focus for collection development since comprehensive collections are not feasible". It means that the library is located on the campus of parent universities that aim to serve the goal and mission of those. Therein, librarians do this by identifying the needs of the faculty and student body and the mission and academic programs of the college or university. To better understand the operational structure of building models existing, there are probably some significant aspects related to examining whether the capabilities of the provision are adequate for the needs of impaired students, with the general developing goal of society and education in Vietnam now, or not.

The first factor that would be examined is the capability of providing significant resources that are strongly involved in that possibility. 100 of 242 Vietnamese universities (Nguyen Minh Ngoc, 2022) cover both public and private campuses. Observation found that all things initially set into the mechanism of control and work is to only target students who are non-disabled, such as facilities, equipment, IT infrastructure (including assistive equipment and technology), physical buildings, products, services, etc. More interestingly, all libraries in the public units do not even have any special services and standard equipment for students with disabilities (SWDs), and they do not even get any help from the librarian's assistance when needed. Similarly, only very few libraries in the private universities have services delivered, but they do not provide full opportunities for use. The reason for this is to put a limit on available resources and materials when their patrons ask. Some typical sectors could be infrastructural buildings, auxiliary equipment, facilities, and physical spaces (e.g., Van Lang University, RMIT University, and Thang Long University, etc.). As a result of this, it can be reasoned that giving benefits to students with disabilities at the same level of

education presents a lack of equality of opportunity at present.

The second one mentioned the existing characteristics of target audiences with disabilities who recently attended higher education institutions, especially for some typical cases identified as impaired mobility, vision, and deafness. According to a report, MOET has not collected such data from colleges and universities, however, based on the information of WHO, only 0.1% of PWDs in Vietnam obtain a Bachelor's degree and 6.5% have a Certificate of Professional Practicing (Nguyen Thuy Anh, 2018). Based on the statistics, it proved that participants in the university environment of these groups are not much. Furthermore, another exploratory discovery also found that places covered a higher percentage of disabled people than universities that are in the specialized vocational training centers or the disabled centers of the agencies of the local government and charitable associations. More notably, while the number of disabled individuals who tend to join higher education institutions rapidly has increased in recent years, conditions for satisfying their basic and essential needs have been ignored. For an additional instance in practice, although the Government and other organizations of Vietnam recently have a greater awareness of the rights of community groups with disabilities, the policies represented towards inclusive development of them have not been much. If Vietnamese students with disabilities get less attention, it is because most suppose that the impaired belong to the pity group and often get sympathy from them much more than obtain themselves in terms of economic values. Furthermore, most thought that as there would not be any profit from these disabled groups, investing in establishing a standard building or providing separate products and services to serve only this audience group at every location is currently considered unfeasible and costly.

The next one could be demonstrated that learners with impairments are

experiencing a vast amount of difficulties and challenges in their daily lives. Firstly, they attempt to deal with seeking to assert their position in a modern, complex, and competitive world dominated by able-bodied people. On the other hand, they are trying to encounter problems of both physical and mental conditions, which create huge barriers to their accessibility to a higher education environment at present, especially for Vietnamese-impaired students.

The last identification could add that the consciousness of institutions and communities to the role of library position of libraries in education and training activities in particular, and society, in general, is still low now. As a result, leading to a lack of attention and adequate investment in all library work of universities toward disabled people is an inevitable result in Vietnam.

In closing, based on theoretically mentioned illustrations and the results of exploratory observations on the existing situations show that the factors, such as the helpfulness of the inclusive library, a shortage of related matters including awareness of communities and the policies of Government and educational institutions that could be considered to become big influences on the success of organizations, on the comprehensive development of the future of generally disabled people, and sustainable development of society in particular. Broadly speaking, innovation in the operational model that provides for learners with disabilities is necessary for every institution of higher education around the world, especially for Vietnamese organizations. Some recommendations are made to help those carry out further improvement and development orientation towards the promising future of users with disabilities in Vietnamese universities.

## **5. Recommendations for an overall improvement**

It is necessary for all people with different forms of disabilities in the overall education environment to have smooth accessibility to every collection and service, as well as allow them to reach and get into the library building easily and safely. Especially, people in a wheelchair can reach all department blocks, and blind or partially sighted people can walk with a crutch or an assistive tool without encountering any obstacles on their way. Deaf people can find support or communicate with librarians. Individuals with an intellectual impairment can easily find information and other materials in many varieties of different formats. Therefore, the solutions that meet the needs of people with disabilities should suit every one of their profiles. Here, the paper focuses on three main sections in which accessibility for students with disabilities is taken into consideration including facility systems, products, services, and activities.

### ***5.1. Physical facilities and the model of the library building***

Accessible outside and inside the areas of the library building should be designed sufficiently. Wherever impaired users go, they need to have a smooth trip. Some typical components of this section can consist of pathways for wheelchairs, elevator systems, standard restrooms, stairs, special rooms, parking locations, automatic equipment, and modern technical devices including both software and hardware. All those come completely with the information and technology networks for connection. However, in order to complete these well, the funding source of the library is the determining factor in the development process.

- For the outside site, a disabled parking bay should be provided close to the library's gate, ramps with railing at its main gate, and a proper passage to the entrance with non-slippery ramps. In addition, it needs to be equipped with integrated auto-devices and auto-assistive technologies, such as

door openers, fire alarms, and telephones. This is considered to be useful for library users with disabilities to access the inner-physical sections of the library building.

- Some things related to this can be included for the inside side of the building. The first one is providing clear signs/symbols in pictogram formats. All are located in visible sections which help them have an easy look and understanding. The second one is that the piece of furniture should offer a variety of reachable items with compatible heights. It would be nice to place it close to or keep pace with the real abilities of disabled students to enable access to printed materials easily, as well as they can get assistance from the surrounding community immediately. Apart from that, other devices like audible and mobile alarm networks should connect with sound to hear announcements in case of emergencies, particularly for having window signs and induction loop systems to help confirm the identity of disabled people when they enter. There, the physical and ground space must be wide enough for them to move, leave, and get through. The last one is the structural infrastructure, library building blocks should equip a specialized computer system that is integrated and connected with a smooth network system to help librarians interact with library users with special needs through support services, regardless of the certain or remote location.

After all, making inclusive facilities and infrastructure are the considerable modifications, which both provide ready accessibility towards accommodating the level of satisfaction with needs and develop interpersonal skills regardless of whoever is in any regions, or territories.

## ***5.2 Collections and services***

Library collections and services without discrimination are power factors to

greatly assist in overcoming the difficulties and obstacles faced, and impact on the overall and lifelong learning process of disabled users. Designing or the development of collections and services with non-discrimination not only reflects the diversity of forms in serving the community with disabilities but also gives equal opportunities in an inclusive educational environment. Anyone else who is eligible for services in the same way as other participants should not be denied service. Furthermore, it is also the way to further the opportunities and rights of multi-access to the policies, special educational programs, and government benefits, as well as gaining a large amount of wholly-owned knowledge and information resources that are delivered by the library. Thereby contributing significantly to the future development of their own life afterward.

Focusing on the state of current situations, such as the capability of financial and human resources, the characteristics and needs of various existing-user groups with disabilities to have a basis on improving and building available materials/adequate collections and services that serve the special needs related to the disabilities better. More especially in the digital age, apart from traditional categories and forms, library work should be of concern in providing electronic collections and digital services to individuals with disabilities. These are not only necessary for changing the ways of accessibility, increasing the degree of information literacy, and establishing a visual environment and education, but also reducing traveling time or visiting process to physical repositories and library spaces. Additionally with the advent of technical science, combining adaptive devices and assistive technology equipment plays an important role in facilitating easy utilization of library collections and services efficiently and optimally in diverse formats. Thus, the purpose is to enhance the quality and capability of using library systems fully and independently for students with disabilities in universities now, which helps them gain available benefits and get opportunities for

higher education environments and jobs in the future. Some suggestions related to library collections and services can be looked at below.

### **5.2.1. Collections**

Specific collections consider it necessary to help users with disabilities interact with library information resources in university that may include many types of alternative materials in different formats such as leaflets, talking/audiobooks and newspapers and periodicals, easy-to-read books, Braille books, large print materials, E-books, tactile picture books, and video/DVD books with subtitles and/or sign language (Irval & Nielsen, 2005).

### **5. 2.2. Services**

It is essential to see every person as a unique individual, regardless of their physical or mental conditions. The special corresponding service sections of the library for disabled people can be of great concern to educational institutions now. For instance, home delivery and outreach/mobile services assist students who have poor/serious conditions or live in remote areas and cannot take advantage of library physical resources directly. On top of that other typical services can also add that are sign language interpretation services which are used for storytelling, book presentations, talks, and discussion groups, among others. Something else that needs to be considered is a specialist reading service for patrons with reading difficulties, and a consultation service for providing orientations to overcome barriers encountered in library buildings. In addition, a range of other services can be on, such as economic reference service for providing pin-pointed, exhaustive, expeditious ones based on questions asked by library users with disabilities at the same time via email/SMS/Apps, loan library service for responding to the requirements of materials from other cooperating libraries, a circulation service for offering accessibility to all course

and reference books in a special area where are spread out from others, inside equipped with facilities and assistive technologies, and last is the training service to help them learn on how to use library in certain places or at home through website or other support tools.

## **5.3 Activities**

### **5.3.1. Training and education**

All staff need to be knowledgeable about various disabilities and how to assist users best. Training and education aim to further increase the level of employee's awareness and understanding of forms of library users with disabilities. In sympathy with many active assistance in physical/mental obstacles that impaired learners experience is essential, especially for supporting them to have certain orientations to the specific studying purpose that they intend to in the future. This proves also partly their responsibility for contributing to the society's overall growth. Some examples of the actions of training and education for librarians follow.

- By sending staff in-depth courses on the special needs of disabled groups. Thorough specialists' lessons in medical and psychological subjects will help them have more exemplary behavior and be favorable toward disabled learners;
- Institutions of higher education including private facilities and government entities provide staff training programs related to the library field by closely cooperating with vendors that supply specialized facilities, in particular for those who work in special departments. Through the opportunity to practice practical skills, which help them learn more about how to use adaptive equipment professionally, also have the ability to take advantage of assistive technologies optimally in every era of ICT, especially for gaining much more skills at serving user groups with disabilities;
- Strongly encouraging staff to attend workshops and conferences that are held



by educational institutions or sponsors through discussion on the subject of people with disabilities, in particular for those who are studying in university. As a result of gaining practical experience in understanding the special needs of learners with disabilities, employees can make large contributions to developing and having the complete works of the inclusive library in the early future.

### **5.3.2 Working with partnerships**

Cooperation activities are essential for all libraries to enhance and expand their works, which contribute to achieving enormous success further in assisting and serving impaired learners, as well as constituting big improvements to their lives in both the present and future. A practical demonstration of the difficulties and obstacles that both parties struggle with, such as lack of the budget to invest in constructing library buildings and training staff, lack of specialized equipment and modern technologies that are not always considered adequate with giving the complete satisfaction of special needs, and lack of leaders' knowledge about how to implement fully policies towards people with disabilities, particularly, for following the rules of library-related law closely. Again, it could be asserted that the inclusive library contributes a very crucial part to providing equal opportunities for disabled learners in the same way as non-disabilities, for staff who get stuck in a limited condition. A clear explanation for this is one of partnerships involved directly in collaboration with library work, such as

- Some institutions that could be first mentioned are national and international institutions of higher education, entities of non-government or government, and donors. Their presence plays a vital part in giving disabled people a chance to improve their quality of life and the process of their long-life learning, for staff to enhance their competency and skill toward getting a better future job as well.

Scholarship programs, projects, disabled support, and right funds are typical examples;

- The next partners can add that are philanthropic organizations, sponsors, or companies working in the field of ICT. Calling for the grant aid of budgets, specialized facilities, and physical infrastructural improvement is to contribute to the inclusive and sustainable development of library building in a model of a new society. In addition, this is also done in the same way that libraries should work with different publishers to create special collections for users with disabilities in various formats;
- Especially for local government agencies, the place that gathers experts and legislators who are in a good position to persuade the policymakers to pay attention to the issues of impaired people. Those who not only can help libraries draft laws to improve the situation of those with disabilities, to have a change in a positive attitude towards the good value of inclusive libraries for community groups with disabilities in the local regions, and also take part in making adjustments in more coherent policies and regulations that applied to institutions of higher-parent education, in particular for learners with impairments according to the substantive law of the Vietnamese Government;
- Then, establishing strong connections with community groups working in other departments of the school, such as lectures, faculties, departmental staff, and outside partnership libraries. Their attendance is to offer additional assistance to human resources for libraries in dealing with all actual barriers of the disabled immediately or anywhere, and also help reduce pressure on librarians who lack practical experience in serving users with disabilities;
- The last one is enterprises or companies. Cooperation with all is to bring impaired

communities career opportunities that suit their capacities, and also help them look for much more the ability of competition in the workplace market, as well as earn a high level of salary after graduation. It could be said that consultative and vocational guidance is essential for the disabled to have many further chances to access the placement market, and also help them have more understanding of companies' work in order to come up with the right decisions on their future jobs.

### **5.3.3 Other indoor activities**

Providing indoor activities contributes to developing personal issues of most academic students with disabilities, such as studying, entertainment, research, and other purposes. Based on defining characteristics of the needs, library operations should expend many more special events and programs than what did. Above all that, they always feel to be treated equally without discrimination as non-disabled people when all their requirements ask for. Some activities inside the building recommended the following

- The first action that can be added is book clubs. This helps to improve significantly the reading capacities of user groups with intellectual and vision disabilities through volunteers with non-disabilities;
- Something else that it can comment on is the annual workshops and conferences. These events should happen in the library at least once a year. As a reason for this, meeting and communicating with the specialist groups in the different fields is to make disabled students feel more openly and confident when coming up with questions, or needing any assistance. More specifically, these activities present them opportunity access to library products and services much more easily than they did before;
- The last one is holding an exhibition/display of materials based on related events or the chosen subjects as the

library's frequent activity. Conducting this practice is a good way to introduce all existing and new resources to patrons, regardless of whose disabled group are. On the other hand, this also facilitates their understanding of how to find all library materials placed on any shelves, or in any physical sections of the library including both on and off-line sites. What currently almost all libraries in parent universities have not done yet, at least.

In most cases, it demonstrates that the appearance of the overall library makes more specific contributions to the sustainable development of all aspects of impaired communities. Namely, the community groups of disabled students will leave the gap between disabled people and non-disabled ones, particularly for accessibility to values and benefits provided, and give assistance with the process of their long-term learning in an environment of inclusive education. In addition to this, it supports those who overcome barriers and obstacles that they are experiencing, as well as gain something better in the future. Most importantly, as a further awakening of consciousness regarding library leaders, educational communities, staff, users with non-disabled, and other stakeholders in order to be treated with respect for the special needs of disabled individuals when they come to and ask to use all library things, especially for awareness of roles and responsibilities of relevant parties for more acutely understanding of the various characteristics of disabled people. For instance, bring the attention of organizations and the government to the disabled community in society, particularly for feasible policies and law documents. Surely in the near future, if possible, the inclusive library will be a place that can exclude the social prejudice against the disabled group, which contributes substantially to the independent development of personal characteristics with the part of impairments.

## 6. Conclusion

An inclusive library goes beyond existing regulations to provide for disabled students to seek more excellence in all aspects related to special needs, such as physical facilities and infrastructure, collections and services, and associated activities. Through it, all previous barriers and challenges of users with disabilities can be overcome easily, and they no longer feel anxious in the face of all obstacles around them. More positively, a place that helps them take advantage of all values of resources in society, and also gives them a chance to go beyond their capability in order to improve the quality of their future life. Again, the inclusive library is very necessary for Vietnamese students with disabilities to seek equal treatment as non-disabled now. Especially for parent universities, establishing this type should turn more attention to forms of student's student-impaired features, as well as create more favorable conditions for them to gain more accessibility to policies and benefits of inclusive education in the same way as non-disabilities.

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