

Research on the Embodiment of Educational Equity in Inclusive Education Present Situation

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Abstract: The promotion of equity in education has an essential positive effect on reducing social inequalities and social instability. States and international organizations are also committed to promoting global equity in education by reforming education systems and improving the quality and inclusiveness of education. Although there are still many difficulties in universalizing educational equity, educational equity for persons with disabilities is receiving growing attention and discussion in the current social context. In particular, the concept of "inclusive education" under the new definition offers children with disabilities the opportunity to leave special schools and study in general schools alongside normal students. Inclusive education is the most effective way to eliminate discrimination, create a welcoming community, build an inclusive society and realize education for all. Therefore, this study explores the contribution of inclusive education to educational equity through qualitative analysis and literature review, and analyzes the approaches to guaranteeing the right of persons with disabilities to educational equity and the development trend in the light of the current popularization of inclusive education.

Keywords: equity, education, inclusive education, disabled, education reform

1. Introduction

Equity in education refers to equal rights and opportunities for everyone, regardless of background or characteristics, to receive an education, including the provision of equal educational resources, educational content, teaching methods, school environment, etc., to ensure that every student benefits from a quality education. However, equality and equity are often confused, and usually, equity in education refers to fairness (everyone gets what they need) rather than equality (everyone gets the same thing). Internationally, equity in education is not only recognized as an ethical principle, but also as one of the key factors in achieving sustainable development goals and social justice. This is because achieving equity in education can help reduce social inequalities and thus promote economic growth and social stability. Therefore, nations and international organizations are committed to promoting the achievement of equity in education worldwide and to increasing universal access to education by reforming education systems, improving the quality of education, and promoting inclusion in education.

While international policy advocacy, technological innovation and international cooperation have contributed to the realization of educational equity worldwide, equity in education remains a global challenge with many issues that need to be addressed, especially for disability groups. The educational

equity of persons with disabilities has been increasingly recognized and discussed in the context of education equity initiatives.

According to the Convention on the Rights of Persons with Disabilities, special education refers to education provided to ensure that persons with disabilities can fully participate in society and enjoy the human rights. In contrast to the past when people with disabilities were enrolled in special education schools, people nowadays tend to allow children with disabilities to study in ordinary schools together with ordinary students, which has created a new definition of "Inclusive education" in the international community. Therefore, this research will explore how inclusive education reflects educational equity, how it guarantees the right of persons with disabilities to educational equity, and its development trend through qualitative analysis and literature review.

2. The proposal of Inclusive education

With the promotion of the human rights movement and the change of social and cultural concepts, education reform has gradually expanded to the field of special education. In 1994, UNESCO held the "World Conference on Special Needs Education" in Salamanca, Spain. The conference adopted the Salamanca Declaration and the Program of Action for Special Needs Education, and formally put forward the concept of "Inclusive Education". It pointed out that the so-called "Inclusive education" means that education should meet the needs of all children, every school must accept all children in the service area, provide various conditions for these children to receive their own needs of education, and ensure the quality of education through appropriate curriculum, school management, resource utilization, and cooperation with the community [1].

The Salamanca Declaration sets out five basic requirements for inclusive education. First, every child has the right to education and must have the opportunity to achieve and maintain an acceptable level of learning. Secondly, each child has unique personal characteristics, interests, abilities, and learning needs. Next, the design of educational systems and the implementation of educational programs should take into account the wide diversity of characteristics and needs. Fourth, children with special educational needs must have access to regular schools, which should accommodate them with a child-centered approach to education that meets their special needs. Finally, inclusive schools are the most effective way to combat discriminatory attitudes, create welcoming communities, build inclusive societies, and achieve education for all.

Inclusive education originated from the practice of special education reform in developed countries in Europe and the United States. It has experienced a progressive development process from segregated education to inclusive education in developed countries, represented by the United States and Britain. It can be said that inclusive education refers to the integration of general education and special education, which is one side of the development of education reform toward education equity.

3. The embodiment of educational equity in inclusive education

The three levels of integration were proposed by the Integration Movement represented by the United Kingdom, which illustrate that the three dimensions of achieving educational equity in inclusive education include location integration (all children in the same place), social integration (disabled students and healthy students influence each other in non-learning time, and disabled students are not discriminated against), and functional integration (full integration of classroom, curriculum adjustment, teaching method, teaching resource etc.) [2]. One of the most important and most studied points is functional integration, which represents the highest level of integration for disabled students.

3.1. Curriculum adjustment

Curriculum has always been the core of educational equity reform, and curriculum integration is the highest goal of inclusive education, and the most difficult to achieve the goal is to rationally adjust the curriculum content so that the curriculum under the integrated pedagogy can be transformed into a curriculum that is suitable for both special education and ordinary students [3].

The fairness reform of inclusive education curriculum mainly follows the principle of wholeness (facing all students), the principle of individuation (adjusting students' individual learning needs and differences), and necessity principle (adjustments are based on special educational needs, the individual's level of adaptation to and mastery of the existing curriculum) [4]. On this basis, the objectives, content and organization of the curriculum are adapted and modified. Downing and Eichenger claimed that emphasis is placed on considering how the needs of special students can be incorporated into general curriculum units [5].

Taking Australia as an example, in 2005, the Australian federal government introduced Disability Standards for Education 2005, which set standards at five levels, enrolment standards, participation standards, curriculum development standards, support service standards, and discrimination elimination standards, etc. It is regarded as the core programming document for promoting equality in special education in Australia. In recent years, Australia has constantly adjusted its policy content to adapt to the development of Inclusive education, but it has always focused on the educational goal of "Excellence and Equity", thereby promoting effective participation of all students in the national curriculum and ensuring that every student has an equal opportunity for education [6].

Second, the national curriculum sets a benchmark for the learning of all students to meet the diverse needs of different students, and they specify that personalized education is one of the important measures to promote educational equity. In terms of specific adjustment strategies, ACARA (Australian Curriculum, Assessment and Reporting Authority) divides the curriculum content into three levels. In terms of content presentation, teachers are required to rewrite the curriculum content to make it easier for students to accept. Besides, it supplements the Functional Curriculum for special teaching students to increase the flexibility of the curriculum [6].

3.2. Differentiated teaching

In addition to ensuring the educational fairness of special education students in the course adjustment, the same teaching method can no longer meet the diverse needs of students with different learning needs. How to teach students to understand the course content is also an important part of promoting Inclusive education. In recent years, Canada Alberta begins to pay attention to implementing Differentiated instruction in integrated schools. In 2010, the *Alberta Department of Education specifically released the Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction* provides detailed guidance on the implementation of differentiated instruction for the education of special needs groups including how to make thoughtful plans, build profiles for learners, assess learners' needs and progress, create personalized learning experiences, and build school-based support systems [7].

3.3. Teaching Resources

In order to change the low professional level of inclusive education teachers and make special education children receive the same teaching quality, strengthening the pre-service training of inclusive education teachers is the only way. However, this kind of training involves two completely different tracks of general teacher education. Although the education policies of various countries have been supporting the addition of special education courses to general teacher education, there is still a long way to go to completely reform the teacher team.

Under such conditions, some countries, such as Australia, have also put forward a similar "transitional" nature system of establishing professional support teams, especially the most representative state of New South Wales. Judging from the policies and practices in New South Wales in recent years, the team structure of this learning support team has basically stabilized, and it is mainly composed of learning support teachers, itinerant support teachers, principal assistants, learning support counselors, and school professional assistants. Itinerant support teacher is a special education professional from a local special education school who can adjust and solve the teaching needs of students with disabilities in the classroom and school environment. Provide professional suggestions for reasonable adjustments to teaching for students with disabilities. The establishment of this system effectively solves the current shortage of specialized integrated teachers [6].

In addition, Canada's implementation of the coaching model has gradually become a new practice of inclusive education reform in developed countries, represented by the United States, Britain, and Canada. It refers to staff with special education expertise in ordinary schools to strengthen the ability of teachers in ordinary classes to face students with special education needs through guidance and cooperation. This way of increasing professional competence developed in the field of sports has also greatly promoted the construction of professional teachers and become a powerful means to promote the fairness of education quality [7].

3.4. Achievement Requirements

To achieve educational equity in achievement assessment, there is a need to standardize the development of achievement assessment. An Individualized Education Program proposed by western countries represented by the United States provides a new perspective for individualized education. An Individualized Education Program refers to an overall education and special teacher education. program designed for students with special educational needs to adapt to their individual physical and mental differences, meet their unique educational needs, and promote their integration. It clearly defines the responsibilities and tasks that relevant professionals should undertake in the education and teaching process of each special educational needs student. Therefore, it is the job of the subject teacher to ensure that each student achieves his or her personal goals. This kind of evaluation mechanism, which compares students' achievements vertically rather than horizontally, is in line with the original intention of personalized teaching and is an important aspect of educational equity [8-9].

3.5. Resource Allocation

Since students with disabilities have some inconveniences in normal schools, the construction of resource classrooms has become one of the more common practical measures in normal schools in recent years, and it is also a part of campus life that should not be ignored in promoting the educational equity of inclusive education. The so-called resource classroom refers to a place built in ordinary schools to provide professional support services for students with special educational needs in order to meet their educational needs. The concept of resource classrooms emerged in the 1970s with the reform movement of inclusive education in the United States. Since the 1990s, with the internationalization of inclusive education, resource classrooms, as a way to provide professional support and services for students with special educational needs in the ordinary school environment, have been increasingly cited and referenced by countries all over the world. It should be noted that the resource classroom is an auxiliary institution for studying with the class, not a separate placement method. In short, children in special education spend most of their time in a regular classroom with regular students, rather than treating it as a separate, close institution within a regular school [10].

4. The urgent issue of educational equity

At present, most of the research topics in inclusive education focus on the classroom, but pay little attention to the career development planning of disabled students in inclusive education. The international push for inclusive education itself is designed to enable special education students to integrate into social networks, avoid social discrimination, and be able to survive on their own. Career development planning education is not only the development and extension of classroom education, but also an important way to realize real educational equity and social equity.

It is undeniable that under the inclusive education mode, disabled students receive education in the same environment as ordinary students to a certain extent, but compared with ordinary graduates, disabled graduates face more severe problems in choosing and finding jobs. As an indispensable link to inclusive education, career planning is not only conducive to improving the vocational ability of disabled students, enhancing employment advantages, and increasing employment opportunities, but also of great significance to the realization of personal ideals, the improvement of the special education system, and the harmony and development of society [11].

Looking at the current career planning in special education, there are still many deficiencies. In the face of the relatively backward construction of career planning team, it is necessary to establish a multi-disciplinary and multi-field special education teacher guidance team, so as to effectively combine theoretical education and practical guidance, and carry out vocational education covering and tracking throughout the whole process. More importantly, it is necessary to promote the organic integration of modern scientific and technological means of career planning education to break through the shackles of traditional professions. Although educational equity in the field of inclusive education has achieved great results, there is still a long way to go.

5. Conclusion

This paper discusses the current implementation of inclusive education in different countries through the perspectives of curriculum adaptation, differentiated teaching methods, teaching resources, assessment of achievement measures, and teaching resources, and analyzes its shortcomings. Inclusive education provides opportunities for students with disabilities to realize educational equity and creates more possibilities. However, it mainly focuses on classroom education in the early stage of education, and pays little attention to students' career development planning in the later stage. Career development planning education is the development and extension of classroom education, and an important way to realize real educational and social equity. In the analysis process of this paper, it is mainly based on the cases of Australia and Canada about inclusive education, and involves less relevant data information, which is easy to cause the lack of information and one-sidedness of the analysis. With the author's study in education and in-depth research on education equity, thus increasing the accuracy of the relevant content and the objectivity of the discussion.

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