



# Research on the Reform of Management Service of Disabled Students in Colleges and Universities Under the Concept of Inclusive Education

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**Abstract.** Nowadays, China's disabled population base is huge, and the development of education for the disabled is not optimistic. It is true that the education model for the disabled mainly includes general education and special education. Under the profound influence of inclusive education, the state pays more and more attention to the application of the talent training mode of regular classes, and respects the independent choice of disabled students, in order to maximize the inclusive development of ordinary colleges and universities and strengthen legislative protection. In this environment, although the education for the disabled has made some achievements, there are still some problems in the management service for disabled students in colleges and universities. In this regard, colleges and universities should be guided by the concept of inclusive education, and reform should be made in the management service mode of disabled students in colleges and universities by building a management service platform and improving the management service system.

**Keywords:** Inclusive education concept · Colleges and universities · Disabled students · Management service

## 1 Introduction

The programs to help the physically and mentally disabled are the main components of the national socialist cause. Actively promoting the development of education for the disabled will help stimulate their creativity, initiative and enthusiasm, improve the basic ability and quality and scientific and cultural level of the disabled, improve the social status of the disabled, earnestly safeguard their legitimate rights and interests, promote social equity and achieve the progress of social civilization and scientific development. Indeed, caring for the disabled is the key symbol of the development and progress of national social civilization. In most developed countries and regions, people with disabilities gain understanding and respect on the basis of receiving preferential treatment from all parties, and the public carries out large-scale publicity for innovating the management services of disabled students in colleges and universities, and also carries out necessary supervision for the improvement and construction of relevant systems. Although colleges and universities in China have implemented the concept of inclusive education,

guaranteed equal enrollment of many disabled students according to law, introduced some equipment on education service for disabled students and promoted the construction of infrastructure, there are still some problems at the level of management service, including the lack of the concept of inclusive education and the imperfect construction of management service system. Guided by the concept of inclusive education, reforming the management service for disabled students in colleges and universities is of practical significance to the development of national education for the disabled and the promotion in the equity of education for disabled students.

## **2 Generation and Development of Inclusive Education**

With the increasing attention paid by the international community to the management service of education for the disabled, the concept of inclusive education was born [1]. Inclusive education belongs to a brand-new educational concept and process. Inclusive education first appeared in the conference held in Salamanca, Spain, in 1994. UNESCO defined inclusive education as an educational process that focuses on and meets the diverse needs of the educated population by increasing the participation of the educated population in learning, social and cultural fields and reducing the exclusion of disabled students within and outside the current education system. Inclusive education emphasizes accommodating all students, which belongs to an emerging educational concept and process without classification, exclusion and discrimination. At this stage, the educational ideas, methods, systems and inclusive education ideas pursued by most developed countries are highly integrated, so inclusive education has chances for development and growth. As everyone knows, Italy is the first western country to implement the concept of inclusive education thoroughly in the world. From 2005 to 2006, in the context of inclusive education, the disabled students in compulsory education in Italy accounted for 99.3% of the total number of students. In the UK, inclusive education developed rapidly, with strong support from the official level. At the same time, British academics and educators focused on promoting the development and reform of inclusive education. In developed countries and regions, inclusive education has been integrated into all sectors of the education for the disabled, and has also achieved rapid and sustainable development. However, for developing countries, although the concept of inclusive education has been introduced, countries have followed the current development wave of inclusive education and actively promoted the development of education. Fundamentally speaking, developing countries do not fully meet the development requirements of inclusive education in terms of economic level, social environment and political environment, and the inclusive ideas do not match the current social development status of developing countries. As a result, the implementation effect of inclusive education has not reached the ideal goal. Taking China as an example, in the long-term development process of educational practice, China has always divided education for disabled students and normal students. And this kind of educational status quo has become the educational practice and norm in China, and the public is also accustomed to it. However, with the use of inclusive education concept, it is suggested to analyze the current educational situation based on the sociological dimension, and criticize the isolation between ordinary colleges and special colleges based on the concept of human rights.

In the face of this challenge, special colleges and universities in China have carried out fundamental reform to maximize the transfer of students with special needs to ordinary colleges and universities. The learning mode in regular class for students with physical disabilities is a concrete manifestation of the initial application of the concept of inclusive education [2].

### **3 Current Situation of Management and Service for Disabled Students in Colleges and Universities**

#### **3.1 The Guiding Ideology of Management Service is Vague and the Concept of Inclusive Education is Lacking**

At this stage, student management emphasizes the people-oriented concept and students as the main body [3]. However, people here refer to sound people, and students also refer to sound students. Schools have not introduced part of the existing disabled students into the daily education order, resulting in the marginalization of the management service of disabled students and causing serious damage to the right of disabled students to enjoy education. Also, schools deviate from the concept of human rights, the concept of educational equity, the concept of educational democracy and the concept of new disabled people. And this problem is worth pondering by all schools and teachers. The concept of modern education, that is, the concept of inclusive education, emphasizes the needs, knowledge learning and practical participation of the majority of students and pays attention to cooperation and collectivity. Indeed, as members of the higher education system, disabled students should be concerned by schools and teachers, and their needs should also be highly valued. However, at this stage, the management service system of colleges and universities lack the concept at this level, and stand at the so-called mainstream education level of sound student group, but ignore the personalized needs of disabled students for education and management services. To some extent, this educational concept will have a negative impact on the established expectations of disabled students on the results of education, affect their self-assessment, and ultimately have a negative impact on their learning status, resulting in unfair and equal access to education for disabled students.

#### **3.2 The Systematic Form of Management Service is Insufficient, and the Management Service System is Imperfect**

Because of the lack of concepts, the management service system built by colleges and universities for disabled students is lack of systematicness. Colleges and universities often look at their defects from the perspective of a third party. Due to these defects, it is suggested to exempt the normal educational activities of disabled students. Taking physical education courses as an example, some colleges and universities have formulated policies such as test free and examination free for disabled students. For another example, colleges and universities provide policies of transferring major for some disabled students who are difficult to continue their study due to their own defects. However, the concept of providing systematic services for students with disabilities in higher

education is not based on the creation of conditions. Colleges and universities should systematically consider their personalized needs in the whole learning process and build a perfect management service system for them, including barrier-free environment management services, education management, rehabilitation and health care management and employment promotion services based on life, learning, rehabilitation and employment and other dimensions of the perfect management service system. It is suggested to create a harmonious and democratic education environment for disabled students, so that disabled students can fully and actively participate in educational activities in various fields of colleges and universities [4].

## **4 Reform Strategy of Management Service for Disabled Students in Colleges and Universities Under the Concept of Inclusive Education**

### **4.1 Clarifying the Concept of Inclusive Education and Optimizing the Management Services for Disabled Students**

It is suggested to take the concept of inclusive education as the guide, advocate the management service concept of the integration of disability and health, and effectively infiltrate the concept of inclusive education into the management service of disabled students. Relevant colleges and universities should strengthen the education and training of the head teacher of sunshine class for disabled students and the teaching staffs, clarify the concept of serving the disabled student group in the ideological dimension, and integrate the concept of inclusive education into the management service for the disabled students at the action level. With the convenience and advantages of educational technology, schools should widely publicize the advantages and values of higher education for disabled students, organize practical activities such as theme consultation days, distribute the policy documents on recruiting disabled students to all urban areas, and attach the tuition subsidy application form for disabled students to apply for examination and attend higher education, so that disabled students can enjoy the opportunity and right of knowledge learning as normal students. In addition, schools should also seriously answer the distinctive characteristics and learning difficulties of various majors for the disabled students, positively guide them to choose their own professional disciplines, and mobilize the sunshine class students to actively participate in the social grading examination, including junior assistant social worker and accounting qualification certificate, so as to provide guarantee for their smooth employment after graduation [5].

### **4.2 Building a Management Service Platform to Ensure the Smooth Progress of Management Services**

On the one hand, it is suggested to build a special management service department for disabled students. At this stage, there is no special department in charge of managing and serving disabled students in colleges and universities, which leads to a lax situation in the management of disabled students. In order to effectively change this situation,

colleges and universities should build a special management service department fully responsible for the affairs related to disabled students on campus, fully connect with the Disabled Persons' Federation, coordinate all departments of colleges and universities to implement the work of disabled students covering learning, life, rehabilitation and employment, and organize the teaching assistants and teachers responsible for the management service of disabled students in colleges and universities to implement the training activities of education and service for disabled students. On the other hand, a special fund for the development of disabled students in colleges and universities should be established. Nowadays, colleges and universities have not yet fully formulated the relevant policy guarantee systems for the investment in higher education of disabled students, which cannot meet the diversified needs of China's higher education for the disabled, such as continuously expanding the scale, improving the quality and accelerating the development. In order to effectively solve the funding source of education costs related to disabled students in colleges and universities, colleges and universities should appropriately improve the proportion of education funding in the management service of disabled students, strengthen supervision and realize the earmarking of special funds. Moreover, through the cooperation with various social forces, including individual philanthropists and charities, a special fund for the education and development of disabled students in colleges and universities should be established to provide guarantee for the source of funds needed for the education and management services of disabled students.

### **4.3 Improving the Management Service System to Meet the Actual Needs of Disabled Students**

#### **4.3.1 Building a Perfect Life Security Mechanism for Disabled Students**

Firstly, it is required to build a barrier-free living physical space environment. It is true that barrier-free environment is the most basic and important living guarantee for disabled students in colleges and universities. Colleges and universities should incorporate the construction of barrier-free living environment into the management service system of disabled students, and truly implement the barrier-free learning and living environment of disabled students while providing them with life guarantee. At the same time, colleges and universities should firmly adhere to the basic principle of the organic integration of personalized design and universal design, take the construction of universal barrier-free infrastructure as the foundation, and appropriately increase the personalized learning and living needs of disabled students. Generally speaking, the number of disabled students in colleges and universities is small. It is feasible to implement this goal. Barrier-free environment requires full coverage of college student apartments, teaching buildings, stadiums, campus roads, libraries, student canteens and other fields. Secondly, it is required to improve the construction of economic subsidy security system for college disabled students with living difficulties. In recent years, the policy documents jointly issued by China's Disabled Persons' Federation, the Ministry of Human Resources and Social Security, the Ministry of Education and the Ministry of Civil Affairs clearly put forward that among the students in colleges and universities in China, all disabled students from families with disabilities and family difficulties should enjoy the financial aid provided by the state. However, there are no relevant provisions on the above contents in the specific work of ordinary colleges and universities. Therefore, colleges and

universities should incorporate the above provisions into the application documents of financial aid for disabled students, build a special fund for disabled students, and ensure that all poor students with disabilities have access to appropriate security, even though it is difficult to provide assistance to all poor students.

#### **4.3.2 Establishing Targeted and Differentiated Education Management Service Mechanism for Disabled Students**

On the one hand, it is necessary to build a targeted and differentiated education model and system for disabled students. Schools should formulate a highly targeted talent training plan. At the level of curriculum design, colleges and universities should focus on the three dimensions of basic knowledge framework, comprehensive quality and professional ability of disabled students, implement curriculum design, avoid to carry out oral English and English listening training for students with hearing disorder and ordinary students to the greatest extent, avoid physical disabled students and healthy students from participating in military training, and appropriately increase courses, employment counseling and psychological counseling related to the future employment direction of disabled students. At the same time, at the level of class hour arrangement, targeted learning should be arranged based on students' individual differences to strengthen learning effectiveness. In addition, at the level of school system construction, it is necessary to adopt the flexible school system. On the basis of appropriately extending the school system of disabled students, colleges and universities can also learn from foreign successful experience and use the "2 + 2" talent cultivation mode, that is, two-year undergraduate preparatory class and two-year undergraduate professional class. On the other hand, colleges and universities should provide perfect auxiliary support for the learning of disabled students. Generally speaking, disabled students need some auxiliary resources and equipment in their study because of their physiological defects. Therefore, colleges and universities should actively develop and introduce diversified auxiliary equipment based on the actual needs of students, so that disabled students can fully grasp the knowledge they have learned. Specifically, it covers the introduction of diversified learning aids and hardware facilities, as well as the improvement of special education literature resources [6].

## **5 Conclusion**

To sum up, if China wants to actively develop the national higher education for the disabled, it is suggested to innovate and reform the previous education model, create a grateful and inspirational education environment, and organize practical activities conducive to the physical and mental health development of the disabled students in colleges and universities. In the context of paying high attention and care for the disabled by various fields, the education of the disabled has made great progress, and the concept of helping the disabled and the noble spirit of selfless dedication have been reflected. However, there is still a long way to improve the management service system of disabled students in colleges and universities. The key to infiltrate the concept of inclusive education into the management service of disabled students in colleges and universities is to

promote the conditions and atmosphere of inclusive education. Only by building a perfect management service system and implementing the work of managing and serving disabled students can colleges and universities fully protect the due rights and interests of disabled students, promote social equity and educational equity and contribute to the construction of a harmonious society.

**Authors' Contributions.** This paper is independently completed by Henghui Chen.

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