

Analysis of Existing Problems in Higher Inclusive Education for Physically Disabled Undergraduates

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Abstract.Higher inclusive education is a kind of education model in which physically disabled undergraduates and sound undergraduates receive higher education together. To have physically disabled undergraduates receive higher inclusive education is an objective requirement for equal education right, which will enhance their comprehensive quality, accelerate the pace of their fitting in the society and improving their social status. Although higher education for the disabled in China has made considerable progress since the reform and opening-up, it still has a big difference from ordinary higher education due to restraints of short historical development and social and economic stages, thus requiring concerted efforts and common development of the country, school, family, society and students.

Key words:physically disabled undergraduates, higher inclusive education, existing problems

1 Introduction

Since the reform and opening-up, with China's economic development, the disabled cause has gained momentum development, which is not only realization of personal rights but also significant reflection of a country's civilization degree. As higher education turns into mass education from elite education, compulsory education and vocational education for the disabled can no longer satisfy the demand for their own development neither can it match requirements for just and fair equal education right. Hence, higher education for the disabled has been put on the agenda and attracted extensive attention of people from all walks of life.

2 Status Quo of Higher Inclusive Education for Physically Disabled Undergraduates

2.1 Status Quo of Higher Inclusive Education Development

2.1.1 Overview of Higher Inclusive Education

Higher inclusive education is a kind of education model in which physically disabled undergraduates and sound undergraduates receive higher education together. Inclusive education is grounded on pursuit of equal and free values and proposed for traditional quarantine special education under normal movement background. Higher inclusive education for physically disabled undergraduates is reflection of equal education right for them. They have the right to receive higher education and the right to receive education under integrated environment like sound undergraduates.

The basic concept of inclusive education is that each person has the right to receive education and each person has their own demand for unique personality, interest, ability and learning so the school needs to accept all students and meet with their special demand.

It's extremely important and urgent for physically disabled undergraduates to receive higher inclusive education. It not only matters in social development but also influences personal development of undergraduates. In terms of its social role, it's the reflection of humanistic spirit and equal rights. Its development level and quality directly impact social development, demonstrate social civilization degree and facilitate social harmony, stability and development; in terms of personal aspect, it will facilitate comprehensive quality improvement of physically disabled undergraduates, enhance their communication and social adaptation ability, help them realize self value and social value as well as producing proactive effect in influencing ordinary students with their unremitting spirits.

2.2 Status Quo of Higher Inclusive Education for Physically Disabled Undergraduates

The development history of China's education cause for the disabled is short and the development of relevant higher education is even later, still at the starting stage. Few disabled students enter institutions of higher learning. According to the second national disabled sample survey in 2006 and the fifth population census in 2000, the number of the disabled with a college degree was 940,000 in 2006 and the total number of disabled people was 82.96 million. Its proportion was as low as 1.13%. The population with a college degree in 2000 was 3,611, being 3.61%. By comparison, the education level of the disabled is much lower.

More and more institutions of higher learning and majors are open to disabled students. For instance, Special Education College of Changchun University, founded in 1987, enrolls blind, deaf and extremity disability students nationwide in current majors of art design, acupuncture and massage and accounting; College Of Engineering for the Deaf of Tianjin University of Technology, set up in 1997, enrolls deaf or deaf-mute students nationwide in such majors as manufacturing process and equipment, computer application, fashion design and engineering. Some deaf and blind young people study in some well-known universities in U.S. and Australia to study for master's degree or doctoral degree. College and universities have adopted many measures to ensure easy learning and life of physically disabled undergraduates such as providing capital support and building barrier-free facilities. More and more students have changed their attitude towards disabled students. They start truly accepting and caring about them rather than estrangement and quarantine, and are willing to make friends with them. Surveys show that most students can accept disabled students, contact with them and establish profound bond with an active and normal mind.

At present, the major form of China's higher inclusive education is learning in regular class which allows students with medium and light disability to enter ordinary colleges and universities to receive education. On the one hand, it helps reasonable

use of resources, makes the most of education resources in ordinary colleges and universities and saves funds of creating quarantine education; on the other hand, it provides education environment and an exchange platform with the least limit for disabled students, enhances their social adaptation ability and make them better fit in society.

3 Status Quo of Legislation Regarding to Higher Inclusive Education for Physically Disabled Undergraduates

Legislation regulation is a legal guarantee for the development of higher inclusive education for the disabled. Concrete laws and regulations about China's higher education can trace back to "Constitution of the People's Republic of China" in early 1980s. Together with "Education Law of the People's Republic of China", it includes basic legal regulations about rights and benefits of China's disabled in higher education; the former Ministry of Education, State Development Planning Commission, Ministry of Labor & Personnel and Ministry of Civil Affairs issued "Notice of Preparing Well in Enrollment of Disabled Young People in Colleges and Universities and Employment after Graduation" which regulated that colleges and universities shall not refuse to enroll disabled students because of disability. Later on, "Higher Education Law of People's Republic of China" was announced to stipulate that citizens including the disabled have the right to receive higher education; "Law of the People's Republic of China on the Protection of the Disabled" further provided contents such as the higher education model for the disabled; "Regulations on Education of the Disabled" especially "Regulations on Education of the Disabled (Revision Draft)" worked out concrete regulations on education of the disabled and contents related with higher education were more exhaustive.

4 Problems Existing in Higher Inclusive Education for Physically Disabled Undergraduates

4.1 State Macroscopic Support Is to Be Strengthened

Development of higher inclusive education for physically disabled undergraduates is a project with strong public benefit and inseparable from great national support. The state plays a guiding role in its development and occupies the fundamental status. However, in reality, due to education concepts, economic development and shortcomings of the disabled, state protection of higher inclusive education for physically disabled undergraduates and methods are to be improved.

4.2 School Support System Is to Be Improved

School, as the major venue for physically disabled undergraduates to study and live, is situated at the core of higher inclusive education for physically disabled undergraduates. Completely school support for physically disabled undergraduates directly determines success of higher inclusive education for physically disabled undergraduates. Yet, due to insufficient school funds, to-be-strengthened teachers' education concept and acceptance degree of such students, China's colleges and universities still need to make greater efforts to support physically disabled undergraduates.

4.3 Insufficient Self-Cognition of Physically Disabled Undergraduates

Marxist epistemology maintains that internal cause is the major cause.

Self-improvement and development of physically disabled undergraduates shall mainly rely in their persistent efforts and external support is only an auxiliary factor. Without self efforts, it is in vain for external circle to provide more support. In reality, physically disabled undergraduates usually depend on support of the external circle too much, put down all failures to external cause and maintain it's the society to blame without sufficient cognition of themselves.

4.4 Parents' Support Is to Be Enhanced

The role of a family to physically disabled undergraduates is integral in both material aspect and spiritual aspect and irreplaceable. In addition, family support is usually an important step of destiny for physically disabled undergraduates. In reality, families give up education support for physically disabled undergraduates for many reasons such as financial difficulty, biased concept of education being useless for development of physically disabled undergraduates and ignorance of educating disabled children because of focus on sound children. Lack of family support is mainly demonstrated in the following aspects:

4.5 Investment of All Walks of Life Is to Be Increased

It's mentioned above that higher inclusive education for physically disabled undergraduates is a public benefit cause which entails concerted efforts of the entire society to provide material support and humanistic care for physically disabled undergraduates who are in a weak position. Only in greater social environment full of love can disabled people gain better development and realize personal value and social value. However, our society fails to perform well in this regard because of utilitarian, insufficient cognition of higher inclusive education for physically disabled undergraduates and lack of understanding of inclusive education philosophy, etc.

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