

Study on the Development of Inclusive Education Globally and Enlightenment to Its Development in China

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Abstract: From Special Education to Inclusive Education, it is the evolution of human social civilization. It is of great practical importance and far-reaching historical significance to understand and grasp the development trend of International Inclusive Education and the common interests of mankind, further understand the value and necessity of promoting Inclusive Education in contemporary China, and explore the realistic path.

1. Introduction

Inclusive Education is a kind of brand-new concept. It has already out of the scope of Special Education and entered the big concept of universal education. Inclusive Education means that the attention on the all-round development of every child, and efforts in building a harmonious family, campus, social trinity of environment, to construct lifelong education system. At the same time, people's consciousness of opposing exclusion is improving, and the field of view of exclusion is also expanding, and more and more unrecognized exclusions in the field of education are gradually emerging. In this background, the fairness and justice of education have become an increasingly prominent problem of The Times.

Especially in China, the relevant practice and exploration of Inclusive Education has already begun in a few big cities, but in fact, except for the traditional field of Special Education, Inclusive Education has not been generally understood and recognized, and its practice is still in its initial stage. At this point, it is still an important and realistic topic for contemporary Chinese education to fully understand Inclusive Education, especially to understand its connotation and essence in its development process, and to broaden and deepen the thinking on the issue of educational equity.

2. Overview of Inclusive Education Development

Inclusive Education as a kind of education thoughts, arose in the 1990s. It is in the wave of democracy in international education, especially in international organizations under the push of rise and development. There are three international conferences on education played a direct role.

In 1990, UNESCO and other organizations held "The World Conference on Education for All" in Thailand, which adopted 'The World Declaration on Education for All'. The conference proposed

“National Education” stressed: Education is one of the basic rights; Education is of extreme importance to individual development and social progress. To popularize basic education and promoting education equality. Universal education's goal is to meet the basic learning needs of all people.

In 1994, UNESCO held “The World Conference on Special Needs Education: Access and Quality” in Spain, and the Conference adopted ‘The Salamanca Statement’. The conference once again stressed that each person has a fundamental rights by education, put forward everyone has its own unique personality, interests, abilities and learning needs, schools should take all the children, and to meet their special education needs. The Statement for the first time officially proposed “Inclusive Education”, and called on countries around the world carrying out Inclusive Education, which plays an important role in the development of international education. If “The World Conference on Education for All” set the stage, so “The World Conference on Special Needs Education” opened the prelude of Inclusive Education.

In 2008, UNESCO convened its 48th International Conference on Education in Switzerland under the theme of “Inclusive Education: the Way of the Future”. The meeting was to hope that the international education system could realize at that time of the social and education system still exist in various forms of rejection. The most important was to be carried out in the long term observation and reflection, to practically change, develop and implement new policies, so as to establish the whole society, and realize the goal of universal education and lifelong education. Reached a consensus on all countries at that time of the conference, and made a promise, set off a upsurge “Inclusive”.

And for the development of various countries, because of State spending on education more, Inclusive Education are more likely to be pushed in economically developed countries. Such as the “Integrated Inclusive Education Practice” in the UK began in the 1970s, all pre-job training for teachers must include Special Education. By the end of the 1980s, American education began to transform to Inclusive Education, and teachers taught for differences, and safeguarding the rights and interests of every student became the value orientation of American school education. Since the amendment of the ‘Law on Education for Person with Disabilities’ in 1990, all schools in the United States had started the attempt and practice of Inclusive Education. Sweden in 2000 passed the ‘National Plan of Action for the Disabled’, which further implemented the rights and obligations of citizens and fully implemented Inclusive Education in the country through the mass closure of special schools. And in 2003, seven cities proposed to create “Inclusive City” in Canada, as further deepening of Inclusive Education concept, Inclusive Society construction began.

3. The Development Conception of Inclusive Education in China

Based on the above development course, it is necessary to point out that one of the key revelation: for decades, Inclusive Education has extended to General Education field from the Special Education field, from Special extended to children from different backgrounds, culture, family and the needs of all children, went through a process from Specific to General. This process of increasing richness and complexity is in line with Hegel's systematic evolution logic of “Positive & Negative Combination”, and gives us inspiration and direction to further explore and practice Inclusive Education in China.

However, based on the value standpoint of pursuing fairness and justice, Inclusive Education is bound to fundamentally oppose all forms of “Exclusion”. In China, building a fair and just society is still a cultural project with a long time and its effects cannot be evaluated by simple linear thinking. And from the perspective of extending the vision beyond Special Education, there is still a long way to go to realize Inclusive Education in the true sense in China, and it is still too early to

judge Inclusive Education itself and its social effects. So it is better for us to make clear conception of future development at first, and use a lucid ideal state to force us to start from now and promote the “landing and taking root” of Inclusive Education in China in an all-round way.

In practice, in response to various objectively existing differences and contradictions in modern society, as well as various forms of complex educational issues and disputes, all Chinese teaching workers, including education decision-makers and policy makers, should first fully realize the practical and historical significance of Inclusive Education, and then oppose all forms of exclusion with practical actions and treat all learners with an inclusive mind. With this firm historical responsibility and mission, they will practice it throughout their lives as educators' self-conscious value stance and code of conduct. Concretely embodied in:

First, Inclusive Education should not only be seen as a humanitarian concern based on compassion, but also has the significance of people-oriented and scientific development. The mission of education is to enhance the human spirit, promote noble morality, inspire every individual, activate the source of power hidden in the soul, and make every life shine bright, which is the greatest thing in human fairness and justice. Let everyone learn to treat others equally, be good at seeing the strengths of others, accommodate different opinions and learn to live with others as equals. This is the basic quality that all members of the future civil society should have. The fairness advocated by Inclusive Education is reflected here in the promotion of real humanity spirit, which is the conflict zone of the evolution from the old ideology to the new civilization. Inclusive Education actually touches the thorough social transformation, and it is the forerunner of the huge social transformation.

Second, the concept of inclusive not a termination, not as an end state. It is not to accommodate to the education even if all people over. The quality problem of the education, each individual's personal development is important, but more vitally in an inclusive environment, the common development of all people. It is a kind of experience and process, no one can give the ready-made answers.

Third, it is a process movement, including participation and interaction, which means to learn from different people, learn to understand and tolerate, accept different opinions, and also live with different people in the process, which will grow out of a value orientation pointed to by the ultimate goal, an ideal state and endless pursuit.

Fourth, “Inclusive” means not only education for each individual no exclusive fully open, its significance should also expand into deeper level, it also means that each individual tolerance heart to the world, and should be in a barrier-free participation and interaction in the process of growth, enriched and improved continuously.

4. Practical Strategies

To sum up, this means that we need to incorporate the Inclusive Education of National Education Policy, with the emphasis on the fact that social justice and educational equity should tilt the interests to the most disadvantaged with unbalanced strategies. It is worthwhile to devote abundant educational resources to Inclusive Education, to make special people become the man of unique value and significance who can make special contributions to the society rather than the objects of social pity and sympathy, and to make policy preference to the disadvantaged groups in a wider range, and to give more opportunities to those relatively vulnerable groups or individuals.

Therefore, we should further change the way of education, provide appropriate education for all other learners, open a channel for each individual's unique development. The key is to constantly improve the quality of educators, starting with the establishment of their own Inclusive Education concept. Teachers are the decisive factor in the successful implementation of Inclusive Education.

The proper inclusion of Special Education in general teacher education is already done in many countries. Special Education, Multicultural Education and Inclusive Education, which is now discussed, seem to be only related to certain special groups in the minds of many people: Special Education for special children, Multicultural Education for ethnic minority groups. But in fact, the core values of Inclusive Education advocates that is associated with all social main body. Teacher education based on the concept of Inclusive Education puts forward higher requirements for teachers' quality, while the implementation of Inclusive Education should be set to start from the concept of Inclusive Education teachers, and of course also includes all educators.

5. Conclusion

let's uphold the ideals, and strive to build inclusive school education and living environment, as well as social cultural environment, various concerted booster Inclusive Education popularization and its development in China, with practical actions to find the best way to response differences and diversified values.

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