



On the Development of Inclusive Education in Hainan Province Under the Background of Educational Equity

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Abstract. With the development of society, economy and culture, China's inclusive education are in a critical period of vigorous development. Educational equity is the basic project of constructing a socialist harmonious society and is representative of constructing a harmonious civilized society. Inclusive education is a trend of educational development and the direction of school education in the future [14]. In recent years, the development of inclusive education in China has achieved initial results. However, there are still many problems with inclusive education in less developed areas, and there is a lack of research in this area. Therefore, this paper takes Hainan province, an underdeveloped province, as an example to explore the existing problems in the development of inclusive education in Hainan province, provide bases and ideas for the formulation and improvement of relevant departments' policies, and promote the high-quality development of education in Hainan. This article refers to a large number of literature materials, based on data and comparative analysis of empirical evidence, and intuitively shows the shortcomings of the development of special education in Hainan, such as the old concept of special education, the government does not pay attention to it, the scarcity of teacher resources, and the lack of funds. This study can arouse the attention and concern of the government, provide improvement ideas for the inadequate and obscure characteristics of special education development in Hainan, improve the quality of teaching, guide the development of education in Hainan towards a more positive direction, and promote the realization of educational equity in a real sense.

Keywords: Hainan province · development situation · education equity · less developed areas · special education · inclusive education · open inclusive

1 Introduction

At present, China is in the critical period of building a moderately prosperous society in an all-around way. Education, as the first to improve people's livelihood, is of great significance to social construction. To promote the modernization of education, we must take educational equity as a basic principle. In recent years, the implementation of special education in China has been quite effective, and the research on this aspect has become more and more mature. A series of supporting measures have been issued.

For example, The Measures for The Management of Special Education Subsidy Funds (2015) has clarified the measures for the management of central special education subsidy funds. The Implementation Plan for barrier-free Environment Construction during the 13th Five-Year Plan period (2016) specifies the objectives, tasks and main measures for barrier-free environment construction during the 13th Five-Year Plan period [2]. The Opinions on Establishing a Rehabilitation and Assistance System for Children with Disabilities (2018) clarified the construction of a rehabilitation and assistance system for children with Disabilities. China's special education system is gradually improving, and inclusive education has ushered in the spring of development. However, China's special education still suffers from unbalanced regional development. Statistics on the development of national education in 2019 show that 794,600 students were enrolled in special education nationwide, and 390,500 students were enrolled in classes, accounting for 49.15% of the total students in special education [3]. This shows that the equal right of special children to education has not been fully guaranteed. However, the problem is particularly acute in less developed provinces, where special education lacks top-level design and meticulous research into the problems that arise. The special education in Hainan province started late, and there are many problems such as inadequate policy implementation and lack of experience. Therefore, this study takes Hainan province, a representative underdeveloped province, as an example to study the reasons for the slow development of special education, and seek a way out for the development of inclusive education in Hainan. The purpose of this study is to raise social attention to vulnerable groups while pointing out defects and deficiencies through a large amount of data investigation and analysis, broaden the research field, attract the attention of relevant departments and make new policies so that more children with special needs can benefit from inclusive education.

2 Literature Review

In 1994, the World Conference on Special Needs Education issued the Salamanca Declaration, which proposed the five basic principles of "inclusive education" for the first time [12]. In 2005, UNESCO published the Guide to Inclusive Education: Ensuring Access to Education for All. From 25 to 28 November 2008, the 48th International Conference on Education was held in Geneva. The theme of the conference was "Inclusive Education: Path to the future", which discusses the way of inclusive education, the scope and content, public policy, system, contact with the transition from inclusive education, learners and teachers, and to the whole society, from the concept of inclusive education into practice issues, such as the convening of the conference, the world set off an upsurge of implementing inclusive education, inclusive education has become a reality.

The core of inclusive education is educational equity. Hua et al. (2006) said that educational equity is a state in which citizens can freely and equally share local public education resources [4]. Usually refers to the development under the premise of maintaining social stability, according to the needs of the individual to the allocation of education resources, namely, fair allocation of urban and rural education resources, as a whole the good public education and private education, general education and vocational education, the left-behind children, disabled children, migrant children and accurately help

minority students, ensuring everyone is affected by the power of education. Inclusive education has rich connotation and it is very researchable.

In recent years, many scholars have studied the development of inclusive education and achieved fruitful results.

Li (2019) reviewed the 30 years of reform and development of special education in Hainan and believed that Hainan's special education decision-making plan still has the problem of narrowing "special education" to "education for the disabled" [7]. Special education teachers cannot be recruited or retained. The number of special education institutions is low, the number of degrees is low, and children with disabilities are discriminated against and the quality of class attendance is low. Education management personnel and teachers are not enough to update the concept of education. The spirit of reform, opening and innovation is not enough, and the awareness of internationalization is relatively weak. Many special education institutions fail to combine special education with regional advantages, ethnic cultural characteristics and vocational education. There are many limitations in integration, after-school teaching, teacher guidance tour, teaching and research methods, and teacher professional development.

Li (2020) believes that traditional ideas limit the development of special education. On one hand, traditional Chinese mass culture is "lax". In the aspect of the discipline environment, the comprehensive scientific understanding of special education has not been formed, the educational concept has been outdated and backward, and there is no "integration" and "inclusive" educational perspective. The practice of classroom learning is based on immature modernism culture and restricted by elite education culture. China's culture of disadvantaged groups is not conducive to the integration of disabled people into society [8]. On the other hand, the "stereotype" of Hainan culture is also one of the reasons. Residents of ethnic minority areas in Hainan province have long worked and lived in a closed world. They have little connection to the outside world and little knowledge of advanced manufacturing techniques and experience. They have narrow vision and conservative thinking, thinking and pushing things in the closed mountains. For example, the business atmosphere of Hui nationality encourages Hui women to start businesses early and give up business studies, which dilutes the conflict between school education, religious education and formal education and disrupts the normal order of school education [6]. This paper summarizes the development and change of special education in Hainan from the perspective of historical development.

The survey by Tan et al. (2012) found that 69% of teachers believed they lacked special education knowledge, while 81.5% said they lacked special education skills [9].

Statistics on China's education sector show that in 2019, only 3,545 disabled students were enrolled in special education classes, accounting for only 0.48% of registered disabled students, and the number is gradually shrinking. In the UK, 43.1% of students with severe and multiple disabilities who need special support can receive a good education as early as 2015 [10].

Under the background of the new era, the revision and implementation of a series of special education policies and regulations have given new value and functions to the in-class study. According to the 2019 Statistical Bulletin on National Education Development, 794,600 students are receiving compulsory education. A total of 170,800 students, or 21.5% of the total were enrolled, an increase of 54,700 in the previous

year. In recent years, more and more special students have been sent to school. With the continuous development of comprehensive education, the functions and values of special education classes in Hebei, Hefei and Shanghai are becoming more and more important. Education classes are function as resource centres, providing teachers for ordinary nearby schools. In the value game between equality and difference, special education classes will play more functions in the comprehensive education framework [11]. By controlling the number of teachers sent to their homes and improving their quality, the model of “home education” has been broken and education centered on the community or village committee has been actively established.

Through reading articles on special education, I believe that only by finding a path of inclusive education suitable for Hainan’s development can we solve the current problems.

3 Research Methods

Through reading papers, newspapers and Internet statistics, I have mastered some secondary original materials. Searched for articles related to educational equity and special education on CNKI and selected 20 articles with high relevance to this research in the past ten years. In this paper, time is taken as the independent variable, the percentage of special education schools in Hainan province in the whole country, and the education background and skills of teachers are taken as the dependent variables. The enrolment rate of children with disabilities in China and the UK was also investigated for quantitative analysis. This paper uses the investigation method and comparative analysis method to compare the special education enrollment of developed countries in Europe and America with that of China, and also compares the special education situation of Hainan province with other provinces in China. I have a basic understanding of the construction of special education schools and the gap between integrated education level and advanced level in Hainan province. On this basis, the reasons for the slow development of special education in Hainan province are discussed.

4 Results

A survey on the operating conditions of special education schools in Hainan province and the whole country from 2013 to 2017 shows that in 2017, the area of special education schools in Hainan province, the floor space of school buildings and the basic facilities such as books only accounted for 0.63, 0.52 and 0.60% of the national total respectively, far lower than other provinces (municipalities and autonomous regions). The conditions of running schools and the resources of the following classes can not meet the needs of the modernization of special education.

Table 1 takes year as independent variable, and the area of special schools and the building area of living facilities in China and Hainan as dependent variable [1]. Comparative analysis is used to explore the relationship between them. The analysis results show (see Table 1) that from 2013 to 2017, the area occupied by special schools and the area occupied by infrastructure gradually increased. As the area of special education schools and living facilities increases nationwide, so does the area of special education schools and living facilities in Hainan province. However, it can be seen from the comparison

Table 1. Comparison of conditions of special education schools in Hainan and nationwide from 2013 to 2017

Year	Floor area (10,000 square meters)		Living facilities building area (10,000 square meters)	
	National	Hainan	National	Hainan
2013	1655.56	9.35	732.90	4.25
2014	1798.26	12.10	820.63	4.82
2015	1932.34	12.09	673.50	4.65
2016	1990.12	12.10	923.87	4.88
2017	2055.77	12.88	971.71	5.08

Table 2. Comparison of educational background of teachers in special schools in Hainan province and China from 2013 to 2017

Year	Total number		Specialized		Undergraduate		Graduate degree	
	National	Hainan	National	Hainan	National	Hainan	National	Hainan
2013	45653	184	17569	98	25068	77	703	0
2014	48585	213	17402	110	27833	96	846	0
2015	49974	212	17415	107	30284	99	957	1
2016	54213	250	17307	121	33386	118	1085	1
2017	55979	246	16952	113	36624	128	1246	3

results that the area occupied by special schools in Hainan province is very small in proportion to the total area of special education schools in China.

In 2017, the proportion of full-time teachers in Hainan special education schools with postgraduate, undergraduate and junior college degrees was 1.22%, 52.03% and 45.93%, respectively, lower than the national average of 2.23% and 65.42%.

Table 2 takes year as independent variable and the number of teachers with different educational backgrounds as dependent variable to compare the changes in the number of teachers. The results of the analysis (see Table 2) show that, nationally, the number of special education teachers has increased year by year, with undergraduate and graduate students increasing more than junior college students [5]. However, the overall growth rate of Hainan province is small and unstable, and the total number of teachers will decrease. The results show that the number of special education teachers in Hainan province accounts for a small proportion of the whole country, among which, the number of teachers with graduate degrees accounts for the smallest proportion of the whole country.

5 Discussion

The results show that although the level of special education in Hainan has grown rapidly, it has not kept pace with the development of the whole country. This shows that the backward economy in Hainan leads to the lack of investment funds in education. Meanwhile, limited career development opportunities can not attract a large number of excellent teachers, which leads to the problem of low the educational background of teachers. Teacher training and management policies are not in place, the evaluation system is lacking, and professional training for teachers is not enough. The government and schools do not form a joint force, social resources can not meet the needs of teachers' growth, teachers' "inclusive" ability is insufficient. Due to the restrictions of policies and financial conditions, the level of special education in Hainan lags far behind other provinces. Through systematic analysis, this paper can arouse the attention of the government and the education department. Introducing more advanced international education concepts and increasing financial support for special education. At the same time, it can attract the attention of colleges and universities in Hainan, improve the level of running schools, implement enrollment expansion, increase the number of students in related majors, and cultivate more excellent postgraduate and doctoral talents to devote themselves to the work of inclusive education.

6 Conclusion

This paper aims to explore the factors hindering the lagging development of special education in Hainan province, through quantitative analysis of the construction of special education schools in Hainan Province, teachers' educational backgrounds and other data. It can be concluded that the backwardness of special education in Hainan province has a certain inevitability, which is influenced by its economic basis, regional conditions and traditional ideas. This paper combines the current status of China's education development, starting from the reality of Hainan Province, on the basis of previous studies from the perspective of historical evolution analysis of the status quo, with a certain degree of innovation. However, there are still some deficiencies in this paper. Due to the limitation of time and objective conditions, this paper only studies the current situation of inclusive education in Hainan province. The scope of study is relatively narrow, and the research on other less developed areas needs to be further studied. There are many factors restricting the development of inclusive education in Hainan, the analysis of this paper does not cover all the factors. In order to give full play to the advantages of Hainan province in special education, future research can conduct a more in-depth analysis of cultural and geographical factors. A large number of field investigations can also be carried out in different underdeveloped areas to find out the different causes of backward inclusive education. Based on the current status of education in China, this paper focuses on the existing practical problems, which will contribute to the formation of an inclusive education atmosphere in Hainan province and fill the research gap in this field.

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