

A Comparative Study of Integrated Education Policies in China and the United States

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Abstract

Integrated education refers to placing children and adolescents with physical and mental disorders in an educational model under the ordinary teaching mode, emphasizing providing a normalized and undifferentiated educational environment for children and adolescents with physical and mental disorders. China has been committed to the development of special education since the 1980s and has carried out a series of explorations and practices to this end. Compared with China, the United States is currently one of the more well-developed countries in global education integration at a higher level. In the research of integrated education, a large number of literature studies the development of integrated education system and standards and the development of integrated education in China, but it lacks a systematic review of the commonness and individuality of the integration of Chinese and American education policies. Therefore, this study will analyze the commonness and individuality of the integrated education policies between China and the United States by comparing them, so as to further promote the development of integrated education in China.

Keywords

Integrated Education; Special Education; United States; China; Comparative Study; Policy Analysis.

1. Introduction

Integrated education respects differences and pursues equality, and the concept of education is "integrated" and "fair". Under the framework of the integrated education policy, all children have an equal right to receive education, regardless of their physical and mental development status, learning ability, and family background, etc. Integrated education is one of the export platforms for civilized society, which fully embodies the concepts of freedom, equality, fairness and inclusiveness, and is also an inevitable trend to promote the development of special education in today's international community. The concept of equality in the early Western world laid a profound ideological foundation for the emergence of integrated education, such as Rousseau's "theory of natural human rights" and Voltaire's "theory of natural rights". Since the Salamanca Statement was issued by UNESCO in 1994, many countries around the world have helped children with physical and mental disabilities to enter ordinary classrooms in ordinary schools and receive more Integrated education, and more children have the basic right to education. The United States, as one of the countries in the world where educational integration is relatively well-developed, offers many lessons for the development and improvement of educational integration in China. The Education for All Handicapped Children Act of 1975, enacted in the United States in 1975, is the most complete and important piece of legislation on the education of special children in the United States, and it proposes that students with disabilities be placed in regular classes to receive education to the greatest extent possible, and that they be provided with appropriate support services along with regular students. The United States is the most complete and important legislation on special education for children in the United States. China, for its part, has been exploring and practicing the

development of special education in the country since the 1980s, and in June 2020, the Chinese Ministry of Education issued the Guidelines on Strengthening the Work of Accompanying Children and Youth with Disabilities in Classes at the Compulsory Education Stage, a guidance document that requires schools to implement a "one person, one case" educational placement policy, meaning that the school will provide one placement for each child. The guideline requires schools to implement a "one-person, one-case" education placement policy, which sets up special files for each disabled person in their class and provides them with personalized education plans. The development of special education in China reflects a shift from cultural transplantation to grafting, and is a product of the clash and mingling of Western cultures in China since modern times. China's shadowing learning model is a kind of grafting that combines Western forms of integrated education with the reality of special education in China. In this paper, by selecting the Education for the Disabled Regulations and the Every Student Succeeds Act (ESSA) for study, there are five principles of selection: first, typicality, i.e., the selected policies on integrated education that are closely related to integrated education; second, authority, refers to teaching; third, scientific, refers to the selection of integrated education guiding ideology is widely recognized and implemented; fourth, structural, refers to the selection of education integration policy hierarchy. In this way, we can study the commonness and individuality of the integration of China and the United States, and enrich the comparative study of the integration education policies of China and the United States. This is used to study the commonality and individuality of integration in China and the United States, and to enrich related research through a comparative study of integration education policies in China and the United States[1-3].

2. Comparison of policy objectives

Due to the different national conditions in China and the United States, there are differences in the specific implementation of integrated education for children with special needs. The root cause of this difference lies in the different positioning of integrated education in China and the United States, and the national ideology also plays a big role in the process of implementation. Fusion Education (Fusion Education) in the United States is an idealistic model of Fusion Education that started earlier in American education, has a relatively well-developed system, and pays more attention to the concepts of individual freedom and social equality. Every Student Succeeds Act The predecessor of this bill is the "No Child Left Behind Act" (No Child Left Behind) signed by U.S. President Barack Obama, from the change in the name of the bill - "No Child Left Behind" to "All Success". From the change of the bill's name - "No Child Left Behind" to "Success for All", it reflects the United States' persistence and dedication to "humanism". The bill places special emphasis on promoting in-depth learning and fostering personal competence and positive attitudes towards learning, as well as cultivating the qualities and abilities students need to succeed in college and careers. China's integrated education started late and is a pragmatic integration model that values equity in education and focuses on knowledge transfer and academic progress. It is noteworthy that the development of integrated education in China is closely related to the country's major strategic policies. Allowing the disabled community to move into comprehensive well-being is an important part of the strategic goal of building a moderately prosperous society in all respects. This means that for educational equity for people with disabilities, the State needs to promote it through mandatory measures. Over the years, as the compulsory school enrolment rate for children of special school age has increased and access to mainstream schooling has grown, students and parents have come to expect more and more high-quality, integrated education, which is being promoted with the support of the State and the people for the continued development of high-quality integrated education. China's integrated education takes universal education as the key approach to guaranteeing compulsory education, with general or special education as the main

focus, focusing on improving the quality of education, with universal education as the main focus, and with education classified according to the type of disability and the ability to accept it.

3. Comparison of policy subjects

In terms of the game of management authority and the responsibility assumed, the main bodies involved in the cause of integrated education in China and the United States are different. The development of integrated education in the United States has witnessed a process of joint participation by different subjects such as social groups, enterprises and individuals, from being led by the United States government. Participating subjects such as states, Congress, the federal government, and local communities have experienced a parallel process of exercising rights and sharing responsibilities in the development of integrated education. The development of integrated education in China is mainly valued and promoted by the Party and the national government. In the later development, local governments will increase their close cooperation with various social organizations, enterprises, schools and professional organizations, and give full play to the assisting role of special education resource centers. Both China and the United States focus on giving full play to the role of state resources and social resources in educational integration. This paper analyses each subject of integrated education policy in China and the United States in terms of the dimension of compulsory measures, the dimension of safeguards, the dimension of incentives and penalties, and the dimension of flexible measures.

3.1. Dimension of coercive measures

The dimension of compulsory measures is divided into three aspects: "performing duties", "dispute settlement" and "situation mastery". "Performing duties" refers to the basic obligations that policy makers require different actors in the implementation of integrated education. Furthermore, in accordance with these provisions and relevant national laws and regulations, preschool education institutions, schools and other educational institutions shall all meet the requirements for the registration of laws and regulations; ESSA stresses that all students should raise their education expectations, whether they are disabled or not. "Dispute Handling" refers to the criteria for resolving disputes between different actors in the implementation of IE, if any. The Regulations clearly stipulate that when the guardian and the school conflict, they can apply to the education administrative department of the people's government at the county level; ESSA does not mention the dispute settlement plan, but can apply for mediation or file a lawsuit in the education. Students, parents and schools can enjoy the right of due process in accordance with the spirit of the United States Constitution. "Knowledge of the situation" refers to the basic information that the different actors should have on the target group of integrated education, as stipulated by the policy makers. The Regulations mentioned that the organization needs the means of screening, statistics and registration; ESSA emphasizes that in addition to the basic information, it also mentioned the information that states should have, including the occurrence of bullying, harassment, and the punitive measures taken by schools.

3.2. Safeguards dimension

The dimension of safeguard measures is divided into four aspects: "site guarantee", "equipment guarantee", "education concept guarantee" and "training guarantee". "Place guarantee" refers to the integrated education site guarantee provided by the government to individuals or institutions. The Regulations state that ordinary schools shall establish special education resource classrooms that meet the requirements, which refer to special education classrooms set up in ordinary schools; ESSA specifically mentions that, in order to provide parents of

students with disabilities with more choices of high-quality educational resources, the investment in charter schools will be further increased - the investment in public private schools will be made by the government, the investment in private schools will be made by the government, and the investment in charter schools will be made by the private sector. The government invests in private schools. "Equipment guarantee" refers to the equipment guarantee for integrated education that the Government can provide. The Regulations state that the establishment of classrooms dedicated to educational resources shall be carried out under the condition that some ordinary schools are equipped with the necessary equipment, which includes teaching instruments and equipment and rehabilitation training facilities for students with disabilities; and ESSA states that officials shall cater for the needs of all students, including students with disabilities, educational radio and television broadcasting, computer equipment and materials, other technologies, and mobile educational services and equipment. "Educational concept guarantee" refers to the direction of the government to guide educational practice, predict the trend of educational development, and regulate educational behavior and educational decision-making. The Regulations regulate the teaching direction of special education schools (classes) for disabled children and adolescents, and point out that in the implementation of individualized education plans, ideological education and cultural education, and labor skills education and the combination of physical and mental compensation are combined; ESSA emphasizes the pursuit of educational fairness, respect for students' differences, an understanding of the nature of education, and an understanding of the functions of the school and society. The term "training guarantee" refers to the support in training resources that the Government can provide. The Regulations clearly point out that the educational administrative departments and other relevant departments should make full use of modern information technology according to the actual situation, adopt flexible and open teaching and management mode to provide convenience and help, and support for the disabled to complete their studies through distance education and majors and courses suitable for the disabled; ESSA requires the special education, and the US Department of Education requires all teachers to obtain the specialized theoretical knowledge of pedagogy to meet the standard.

3.3. Dimension of incentives and disincentives

The dimension of incentives and penalties is divided into three aspects: "punishment mechanism", "supervision and guidance" and "recognition and reward". The "punishment mechanism" refers to the Government's penalties for inaction in integrated education. The Regulations state that the state imposes penalties and even criminal liability on those who impede the development of integrated education; ESSA further details the accountability mechanism, with states holding accountable students who fail to attend school, and students with disabilities who have large gaps in their academic performance. "Supervision and guidance" refers to the way in which the government supervises and guides the implementation of integrated education. The Regulations make it clear that government agencies responsible for education supervision should include in the scope of supervision the implementation of laws and regulations on education for persons with disabilities, the quality of teaching and learning in education for persons with disabilities, the management and use of funds, and the implementation of education for persons with disabilities, and that they may carry out special supervision; and the ESSA notes that states can flexibly adjust to the integration of education plans, and that the federal government will regulate the rationality of the programs and require state and local agencies to set up educational liaisons officers to protect the educational rights of students with disabilities. "Commendation and award" refers to the government's reward and commendation to organizations or individuals with good results in implementing integrated education. The Regulations clearly state that, in accordance with relevant regulations, the State shall commend and reward organizations and individuals who have made outstanding contributions to the education of persons with disabilities; ESSA provides free and

appropriate public education. In terms of education funding, in addition to \$15 billion annually per year, many incentive funding programs have been set up to support schools with excellent performance and disabled students with access to better school resources.

3.4. Dimension of resilience measures

The dimension of elastic measures is divided into five aspects: "learning requirements", "scale setting", "class number", "staff staffing" and "enrollment time". "Learning requirement" means that the individual and the subject can appropriately change the specific goals to be achieved in integrated education according to the situation. According to the regulation, the curriculum, standards and textbooks of disabled students in ordinary schools can adapt to the compulsory education stage, but the learning requirements can be appropriately arranged. At the same time, the Regulations continue to promote the unique "class" integrated education model; ESSA emphasizes that the curriculum design needs to meet the personalized development of students, to ensure the extraordinary play of students and the personal development of children with disabilities, so that they can get appropriate education. "Scale setting" means that the size of the integrated class can be appropriately changed appropriately. According to the Regulations, in order to improve school conditions and expand the enrollment scale of secondary vocational schools for the disabled, the government should reasonably set up special vocational education institutions according to their needs; ESSA emphasizes that states have wider autonomy in the enrollment scale. "Class size" means that the number of disabled persons in the integrated class can be changed according to the specific circumstances. According to the regulation, ordinary schools that enroll students with disabilities can decide whether to open special education classes according to the number of students, and can reasonably enroll in the classes of disabled students according to the actual situation. ESSA pointed out that to determine a reasonable class size and the proportion of children and teaching staff, but not too much on this point, the concept is relatively vague, and the school needs to arrange flexibly according to the actual situation. "Employee staffing" means that the government should flexibly designate the employee staffing standards according to the learning situation of the disabled persons. The Regulations state that the staffing standards of teachers can be used as special education schools according to local conditions and ordinary schools recruiting disabled students; ESSA stipulates the implementation of Dual Licensure Pre-Service Teacher Education Programs to ensure that teachers obtain the dual qualifications of general education teachers and special education teachers. "Admission time" means that the time for the disabled to enter the integration schools can be changed according to the specific circumstances. The Regulations state that the age for disabled children can be appropriately increased according on their own circumstances; the ESSA states that states may adjust the age for children with disabilities. In most states, students with disabilities must begin their compulsory education at the age of 6. Some states allow students with disabilities to enroll at age 5 or 7.

3.5. Dimension of counselling measures

The dimension of advice measures is divided into three aspects: "self-study", "career love" and "family help". "Self-taught" means that the government encourages disabled people to study independently at home. The Regulations point out that the State and society should encourage and assist persons with disabilities who are self-employed; ESSA pointed out that called for learners, parents and civil society response, actively participate in, let the disabled students in as far as possible to realize their strengths, let them have a sense of pride, let them have the courage to face the life at the same time, also let the need to accept special education students feel is can do behavior, promote their confidence and independence. "Career love" refers to the call for policy makers engaged in integrated education to love integrated education. The Regulations point out that teachers engaged in the education of the disabled should love the

cause of education for the disabled, have socialist humanitarian spirit, respect and care for disabled students, and strive to master the professional knowledge and skills of the education of the disabled; ESSA points out that the government encourages teaching personnel engaged in special education to make progress, and have critical dialogue with colleagues and other professional staff so as to meet the needs of the parties concerned in a timely and professional manner. "Family help" refers to policy makers calling for families with disabilities to help them receive education. The Regulations provide school assistance to disabled families with the ability to enter higher school, and ESSA points out that special schools are more specialized in helping students with disabilities in integrated education.

4. Comparison of policy objects

Integrated education in the United States has a wide range of children with disabilities, disadvantaged children, ethnic minorities, and marginalized ethnic groups. Its policy is committed to ensuring every child's freedom and equal rights in education, and providing them with a fair and equitable education. After ESSA replaced NCLB, the educational concept of this group changed from the concept of academic study and performance reflected in the phenomenon of exam-oriented education and standardized examination to returning to the concept of cultivating good American citizens, so as to improve the overall quality of American education. The target of integrated education in China is relatively limited, mainly focusing on the disabled. There is no clear provision in the definition of "disabled persons". The regulation stipulates that disabled persons who meet the requirements stipulated by laws and regulations shall not be refused to enroll. China's special education schools recruit disabled students who are unable to adapt to studying in ordinary primary and secondary schools. These two provisions lack accuracy and science, to disabled children to enter ordinary primary and secondary schools. At present, there is still a gap between China's achievements and the United States in promoting educational equity and balanced education development. The investigation and supervision of disability enrollment are also hindered by geographical, ethnic differences, regional economic development and law enforcement by local officials. However, the definition of integrated education groups reflects that China's integrated education policy is committed to promoting educational equity, changing the lag of special education, and is committed to providing fair and high-quality education opportunities for disabled children, and promoting the wide and equal acceptance of disabled people.

5. Conclusion

Comprehensive analysis of the above studies reveals that although integrated education in China started late, it has been greatly developed under the support of national policies and has pioneered a path of integrated education with Chinese characteristics in line with national conditions. By comparing the representative documents of China and the United States in the field of integrated education, it is found that There is a commonality in the policy goals of integrated education in China and the United States: both countries are committed to providing fair, non-discriminatory education programs for integrated targets and improving the overall quality of education in the country; there is an individuality in the policy goals of integrated education in China and the United States: the integrated education in the United States is more idealistic and committed to creating a fair and non-discriminatory integrated education; the integrated education in China is more practical and pragmatic; and the integrated education in China is more practical and pragmatic. The policy goals of integrated education in the United States and China are individual: integrated education in the United States is more idealistic, with a commitment to creating equitable and non-discriminatory integrated education;

integrated education in China is more pragmatic, with China focusing on the educational rights of children with disabilities and working to create a strong educational nation.

The policy subjects of integrated education in China and the United States share commonalities: the cause of integrated education in both countries is led and promoted by the state, in which the government, schools, parents and various social groups all make contributions in order to reach a good situation in which the subjects of integrated education fulfil their corresponding responsibilities and grasp the basic information of the targets of integrated education; both China and the United States emphasize the provision of places and equipment for integrated education, promote integrated education under the concept of education, and emphasize the training of general and special education teachers in integrated education; for the promotion of integrated education, both governments have set up punishment and supervision mechanisms to monitor and punish inaction, and have also established corresponding reward mechanisms. Both the Chinese and American governments emphasize the provision of places and equipment for integrated education and the promotion of integrated education under the concept of education, as well as the training of general teachers and special education teachers in integrated education; for the promotion of integrated education, the governments of the two countries have set up punishment and supervision mechanisms to supervise and punish acts of omission, and at the same time, a corresponding reward mechanism has been established to commend individuals or organizations with outstanding contributions. In terms of social forces, the two governments, schools, parents and social organizations have made great contributions to encourage and support disabled students to receive education and encourage more social people to engage in special education, creating many cooperation modes, such as cooperation between governments and schools and between schools and families. The policy subjects of integrated education in China and the U.S. have certain individuality: the U.S. has not developed a dispute handling mechanism to deal with corresponding conflicts; compared to the U.S., China lacks better quality resources in terms of integrated education venues, equipment, and teachers, and there is a widespread lack of integrated competence among ordinary teachers; China's penalties for inaction are stronger than those of the U.S. The U.S. has a federal and presidential-republican political system, and there is a difficulty in regulating integrated education in the states, and there are differences in specific standards. The United States has a federal and presidential-republican political system, which makes it difficult to regulate integrated education in all states, and there are differences in specific standards; the United States has formulated targeted learning requirements according to the differences in curriculum content, learning habits, learning habits, and placed more emphasis on the personalized development of students' body and mind, preferring to integrate ordinary students and disabled students with small class teaching, and stipulating that teachers implement "double certificate" pre-service training programs for teachers; and China China pays more attention to differences in the knowledge receptive capacity of students with disabilities, and because China is a large country with a large population, there are still major obstacles to the implementation of small-class teaching at this stage. China has flexible staffing standards based on the learning situation of persons with disabilities, and the relevant teachers have greater professional competence, but still face a shortage of teachers.

There are some commonalities in the targeting of integrated education policies in the United States and China: both policies address children with physical disabilities and disadvantaged children. There are also differences in the target groups of integrated education policies in the United States and China: the United States focuses more on children with different abilities or disabilities, ethnic, cultural or social backgrounds; China focuses more on people with disabilities who are physically handicapped and who meet the prescribed conditions, but the "conditions" are not clearly defined.

Different policy tools are optimally suited to different situations and have their own strengths and weaknesses. A comparison of representative bills in the field of integrated education in China and the United States will enhance Chinese society's understanding of the process of integrated education for persons with disabilities in the country, and enable it to identify its strengths and weaknesses in relation to the world's advanced level and make adjustments.

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