The Advantages and Disadvantages of Inclusive Education

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Abstract: *This paper illustrates the positive impact of inclusive education in protecting the basic rights of children with disabilities, alleviating marginalization and mental health, and critically discusses the challenges children with disabilities face in inclusive education regarding violence, self-perception, and educational resources. Access to education as a fundamental right for people with disabilities can effectively be the only way to break down further "ableist" bias and alleviate the marginalization of people with disabilities in today's social environment. However, the medical model and the "ableist" stereotype in people's minds are challenging to eliminate; the lack of educational resources has become one of the biggest obstacles to universal inclusive education. To solve the above problems, firstly, the diversity of the social environment for people with disabilities should be respected and accommodated from a conceptual point of view. Secondly, schools and the government should continue implementing inclusive education policies and increasing investment in education to alleviate the current situation of insufficient educational resources and teacher training. Meanwhile, mainstream media should be more objective in depicting facts rather than their traumas to break traditional prejudices and promote a more equal and diverse social environment.*

Keywords: *inclusive education, disabilities, inclusion, social justice*

1. Introduction

The Salamanca Statement was the first decisive inclusive policy document [1]. Since then, inclusive education has been globally recognized as a tool to promote equity and quality education for all students [2]. Especially for children with disabilities, they can be accepted by mainstream education. However, Thomas argues that inclusive education should not be limited to narrow definitions, and we need to focus on the education of all children, not just those with disabilities [3]. Different kinds of literature have different definitions of the boundary of inclusive education. This paper builds on the latest ideas of Love, conceptually defining inclusive education as a teaching practice and meaningful social integration rather than simply physical placement [4]. Therefore, this paper will critically discuss the positive impact of inclusive education on protecting the fundamental rights of children with disabilities, alleviating marginalization and mental health. And the challenges faced by disabled children in inclusive education from violence, self-perception, and educational resources. Finally, the possible solutions and future visions will be proposed based on the above problems.

2. Body Part

2.1. Human Rights

Firstly, inclusive education provides disabled children with basic educational rights protection. Inclusive education aims to meet the learning needs of all children, with special attention to those vulnerable to marginalization and exclusion [5]. Singh supported this view and further indicated that inclusive education ensures every child's fundamental right to access education [6]. As mentioned in Right of Children for Free and Compulsory Education, the right of teenagers aged 6-14 to receive education must be recognized and guaranteed [7]. At the same time, the Persons with Disability Act issued in 1995 clearly states that disability is entitled to free education up to the age of 18 years. A series of policies help children with disabilities to access mainstream education and acquire knowledge. Although this is the most basic right for most children, it is an opportunity that is hard to obtain for the disabled. People with

disabilities have worse health, lower educational achievement, lower economic participation, and higher rates of poverty than people without disabilities all around the world [7]. In this context, education is of paramount importance, as it has significant economic, social and personal returns and has the potential to create more equitable and healthy societies. The inclusive education policy fundamentally solves the problem of disabled children's difficulty in entering school and effectively protects their basic rights to education, and provide a practical policy foundation for creating fairer and healthier societies.It is advisable to keep all the given values.

2.2. Integration

Secondly, inclusive education can effectively address the marginalization of the disabled. Clapton claims that we have created an artificial "human paradigm," and life outside the human paradigm is likely characterized by isolation and abuse [8]. Hengshun further demonstrates that the reason for the marginalization is that the disabled have an imperfect mechanism to right of speech in authority, change the special education-oriented education model for persons with disabilities, and build an integrated education system with inclusive education can be one of the effective solutions [9]. The introduction of inclusive education policies enables people with disabilities to truly enter the public eye through school education, breaking their marginalization in the social environment and thus promoting inclusion and equality. Society's perception of the disabled currently comes from two basic models: medical and social models. A medical model is a "set of procedures in which all doctors are trained. [10]" The medical model focuses on the impairment itself and views it as a defect in the person with the disability. The social model states that disability is not caused by impairment or differences but by society's organization [11]. From the perspective of people with disabilities, this theoretical model helps build an equal social environment while fighting for the rights and interests of people with disabilities. The Government Equalities Office has endorsed the model and recommended that all government departments use it when interacting with disabled people. Inclusive education further helps to create a positive social environment of identity, coexistence, diversity, and mutual learning. At the same time, it has also made further contributions to alleviating the marginalization of disabled groups as the social model expects.

2.3. Definition

Besides entering inclusive education, students with disabilities usually receive special education in special schools according to their own restrictions. Bunch argues that inclusive education produces more positive social relationships than special education [12]. People often neglect the mental health of disabled children. The introduction of inclusive education can meet the psychological needs of some disabled children [13]. Inclusive education provides a social platform for students with disabilities to help students build more confidence and become more socialized, shaping a complete personality and healthy psychological condition. An inclusive and diverse school environment allows students with disabilities to develop a more complete sense of identity, and they will find themselves in the process of social interaction. Based on Love's definition of inclusive education, the ultimate goal of inclusive education is not knowledge transfer or physical placement itself but further social integration. Inclusive education provides disabled students with the opportunity and experience to engage with a diverse society. Along with this socialized identity and the improvement of education level, it will primarily help them better integrate into the social environment and find a suitable way of life in the complex social environment. This well meets the goals and expectations of inclusive education.

2.4. Violence

However, the introduction of inclusive education also has many adverse effects. Žižek suggests that society needs to abandon identity based on universality and replace it with respect for the disabled [14]. The United Nations Convention on the Rights of Persons with Disabilities reinforces the need to protect the rights of children with disabilities; this includes avoiding the adverse experiences resulting from violence in childhood which is known to have a wide range of detrimental consequences for health and well-being later in life. Nevertheless, the tendency towards violence against children with disabilities is deeply ingrained in our time's relationships, institutions, and cultural behavior in reality [15]. In the context of inclusive education, the causes of violence experienced by disabled children are often intersectional. Culture, family background, parenting support, and even the trauma itself can all contribute to their exposure to violence. Inclusive education exposes this particular group of children to a complex social environment. Although they experience less violence in inclusive education than in special education, they are still at risk of different forms of violence. Žižek addresses that the being of people is a socio-

symbolic or culturally formed being and further concludes that the violence experienced by children with disabilities and their families reflects the prevailing disablism culture [14]. The primary forms of violence mainly manifest as discriminatory interaction, invalid behavior, the patronizing reaction of others, and hate crimes [15,16]. In addition to malicious violence, more violence may come from classmates' or teachers' unconscious words or actions. This can lead to children with disabilities harming themselves again by lowering their self-worth and sense of intrinsic worth. Violent environments are not conducive to the healthy physical and mental development of children with disabilities. However, to fundamentally solve the problem of violence against disabled children, it is necessary to change the viewpoint of "ableism" and build up a pluralistic integration and non-discriminatory social environment, which still has a long way to go.

2.5. Expectation

In addition to the negative impact of violence on mental health, low expectations and poor academic achievements for students with disabilities will also lead to the unhealthy internal psychological state and low self-perception of students with disabilities due to an imperfect inclusive education system. Hanreddy indicates that disabled children are easy to be underestimated [17]. Although disability is a culturally defined concept, people with this label often face the considerable risk of isolation and low expectations, especially in school settings. This bias comes from the view of ableism. Bogart defines ableism as a social prejudice that people with disabilities are inferior to non-disabled people and that their lives are incredibly inconvenient and restrictive by their impairment [18]. This prejudice is further extended to the inclusive education of children with disabilities. Specific cases point out that when students with intellectual disabilities participate in sports activities, their athletic ability is far underestimated [19]. The same applies to academic education. Teachers' low expectations of students' academic ability may lead to correspondingly low requirements. Students with disabilities may not be required to learn complex knowledge in mainstream education even if they have the corresponding academic ability. As a result, students with disabilities perform poorly in exams. Such persistent low academic performance will put disabled students in a more vulnerable position, even lose interest in learning, and fall into a mood of inferiority, further affecting subsequent academic performance. From the statistical manifestation of results, the academic performance of disabled children is lower than that of other students, which further strengthens people's stereotype of disabled children's ability defects. This self-perception bias comes from the process of social comparison, which plays an essential role in the formation of LD students' perceived academic ability [20]. When students with disabilities were compared with students in standard classes, they rated themselves as less able to learn throughout the grade. The determinants of the reference basis of learning ability are often intersectional, including the impact of low expectations on academic performance due to the ableism biases. In order to solve the problem of cognitive bias and ability bias for children with disabilities, changing the traditional concept of the medical model is still a crucial step. In addition, mainstream media should also play its propaganda role. In daily life, the media overemphasize the physical defects of the disabled and tend to create positive, hardworking, and inspiring images of the disabled. This does not help break ableism's prejudice against the disabled. The mainstream media should describe the event itself from an objective and humanistic perspective instead of further aggravating society's excessive attention to the impairment.

2.6. Educational Resources

Finally, education itself is also problematic. One of the most obvious problems is the scarcity of resources. The resource limitation excludes some students with disabilities and further exacerbates educational inequality. According to UNICEF, about 150 million children with disabilities do not have access to childcare, schools, recreation, and other social services and are likely to remain illiterate and untrained to join the labor force eventually [21]. Okongo finds out that the availability of teaching resources is one of the biggest obstacles to implementing inclusive education in Kenya [22]. Kalyanpur demonstrates that the limitation of the resource does not only occur in a specific country [23]. The commonality between developing countries leads to the inoperability of the popularization of inclusive education. At the same time, the training of teachers also needs to invest more energy to improve further. Teachers do not have formal training, and schools do not have enough money to offer special courses or classes. In practice, disabled children have different individual needs as a result of different kinds of impairments they have, which further requires teachers to have the ability to perceive and deal with needs and corresponding special nursing knowledge. It is not easy to achieve comprehensive coverage in practical training. Therefore, disabled children cannot enter inclusive education due to the lack of educational resources. Even if they can receive the opportunity of inclusive education, the needs of

disabled children cannot be well met in the current teaching. In terms of infrastructure recourses within the school, many schools still exclude students with disabilities. The school does not have enough money to install elevators to facilitate students. This makes students with disabilities also face significant challenges in the school's physical environment. For example, in South Africa, in addition to the lack of educational resources, the exclusivity of hardware facilities is also a widespread phenomenon [24]. Under the framework of educational equality as capability equality, Terzi points out the importance of providing additional supports to vulnerable groups [25]. The way of support did not elaborate on specific measures. To address resource scarcity and exclusivity, we need to understand needs from the perspective of students with disabilities. In this process, the government and schools are responsible for increasing investment and improving inclusive education at the financial and policy levels to build an inclusive, safe, and diverse campus and social environment.

3. Conclusion

This paper illustrates the positive impact of inclusive education in protecting the fundamental rights of children with disabilities, alleviating marginalization and mental health. It also critically discusses the challenges children with disabilities face in inclusive education regarding violence, self-perception, and educational resources. This paper argues that it is necessary to promote inclusive education, which is the fundamental right of the disabled to receive education and the only way to break the "ableism" prejudice further. At the same time, the spread of inclusive education can alleviate the marginalization of persons with disabilities in today's social environment. By increasing the experience of interacting with others in the complex and diverse campus environment, they can better adapt to the diverse social environment in the future. However, medical models and "ableism" stereotypes of people's minds are difficult to eliminate completely, which puts groups of children with disabilities at risk of violence, self-perception bias, and psychological trauma during learning. The lack of educational resources has also become one of the biggest obstacles to popularizing inclusive education. In order to solve the above problems, we should first respect and tolerate the diversity of the social environment for the disabled from the perspective of concept. In addition, schools and governments should continue to implement inclusive education policies and increase investment in education to alleviate the current situation of lack of educational resources and teacher training. At the same time, mainstream media should more objectively describe the facts rather than their own trauma in their propaganda to break traditional prejudices and promote the construction of a more equal and diverse social environment.

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