Background, measures and enlightenment of inclusive education reform in Israel

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Abstract: *Taking inclusive education in Israel at the end of the 20th century and the beginning of the 21st century as the research object, through combing the background of inclusive education reform in the field of basic education in Israel, it is found that Israel has promoted the implementation of inclusive education through legislation guaranteeing inclusive education, setting up an inclusive education administration, building an inclusive education environment, increasing the training of inclusive education teachers, and regularly screening the educational population. On this basis, the development of special education in our country should play the policy-oriented function to promote the implementation of inclusive education; Deepen scientific and technological empowerment, develop special education applications, and build an inclusive education supervision system.*

Keywords: *Education reform in Israel; Inclusive education; enlightenment*

1. Introduction

In 1994, UNESCO organized the World Congress on Special Needs Education in Salamanca, Spain, under the theme "Access and Quality". The conference reaffirmed the fundamental right of every person to education and emphasized that each individual has a unique personality, interests, abilities and learning needs. Therefore, schools should accommodate all children and meet their special educational needs. At this conference, an epoch-making concept - "inclusive education" was formally put forward and advocated for widespread practice on a global scale. Inclusive education, as defined by UNESCO, is a process that aims to meet the diverse needs of all learners by improving learning and community participation and reducing educational exclusion. [1] It emphasizes inclusivity, believing that all school-age children should be included in the education system and that the formal system should be responsible for their education. In order to achieve this goal, inclusive education not only focuses on the innovation of educational content, but also focuses on the reform and adjustment of educational approaches, educational structures and educational strategies. It can be said that the 1990 World Conference on Education for All laid the foundation for the rise of inclusive education, while the 1994 World Conference on Special Needs Education marked the official launch of inclusive education. This new educational concept aims to break the boundaries of traditional education, so that every child can find their own learning path in an inclusive, equal and respectful environment.

2. Background in the implementation of inclusive education in Israel

2.1. The population composition of the education is complex

The field of education in Israel faces a unique challenge that stems from the diversity of its demographic background. In this land, Jews and Arabs live together, believing in Judaism and Islam respectively, and their inhabitants from other races. Especially after the founding of Israel, the large-scale return of the Jews made the culture and language of the country more colorful. However, this diversity also poses problems. Due to religious and linguistic differences, the Israeli school system is divided into four different types: public secular Jewish schools, public religious Jewish schools, ultra-Orthodox Jewish schools, and Arab schools.[2] This state of division not only brings difficulties for students to study, but also has a negative impact on the economic and political activities in Israel. Therefore, Israel is urgently needing an education reform to break this situation and make education fairer, more inclusive and more effective. This will not only help students to better study and

employment, but also pave the way for Israel's future development.

2.2. Educational needs caused by the sudden population increase

Israel's educational challenges are multifaceted manifestations. In the past 20 years, Israel's population has surged 40 percent between 5 and 24, the best among OECD members.[3] Coupled with the return of the Jewish population, Israel's population growth is stable. This growth trend has also had a huge impact on the demand for educational resources. The increase of school enrollment makes the allocation of educational resources scarce, and some students with low economic status may even lose the opportunity of education. It is worth noting that education investment in Israel is limited by gross domestic product, which leads to slow growth in funding per student. This situation further aggravates the problems of population out of school, large class size and shortage of teachers. Therefore, there is an urgent need for Israel to address these pressing problems through education reform to ensure that every child has a fair and quality education. Overall, Israel's education system is facing multiple challenges such as population growth, uneven distribution of resources and funding shortage. Reform is not only necessary, but urgent, to ensure that all students can access the educational opportunities they deserve.

2.3. Presentation of educational results of international tests such as PISA and PIRLS

Since 1999, the performance of Israeli students in international academic assessments, including PISA, PIRLS, and TIMSS, has failed to compare with most members of the OECD, which has attracted widespread attention and reflection. Turkey and Mexico are the exceptions, whose students perform relatively well, but this highlights Israel's weaknesses in international academic evaluations. As the only developed country in the Middle East, Israel has a strong strength in the fields of high-tech technology, military technology, agricultural innovation and other fields. However, the overall performance of students is depressed, the distribution is extremely scattered, and the performance of students among various nationalities and regions varies significantly. It is worth mentioning that the differences between urban and rural students are even more worrying. In Israel, urban students generally achieve higher grades than rural students, a phenomenon that is not only reflected in the overall level, but also creates a huge gap between individual students. Moreover, the results of the national tests are troubling. About two-thirds of the students failed to meet the predetermined grade criteria, further highlighting the inadequacy of the Israeli education system.[2] These students have obvious weaknesses in key areas such as reading, mathematics and science, which will have a profound impact on their future development. Therefore, Israel urgently needs to reverse this situation through education reform to ensure that every student has fair and quality educational opportunities.

3. Israel to implement inclusive education measures

3.1. Legislation guarantees inclusive education

Israel has no written constitution, only a system of basic laws and rights with a semi-constitutional status. For inclusive education, the Israeli education authorities have enacted legislation to protect the disabled students, the gender disadvantaged groups, the ethnic and language groups, and the poor education groups.

3.1.1. Legislation aimed at targeting students with disabilities

Israel ratified the 2006 Convention on the Rights of Persons with Disabilities (CRPD) in 2012 and amended the Special Education Act of 1998 in 2002 to ensure that students with disabilities are integrated into the formal classroom in accordance with the provisions of the Convention.[4] According to an Israeli Supreme Court ruling on Down syndrome, ordinary schools have an obligation to include students with disabilities in ordinary schools with the help of auxiliary teachers (the ruling is for Down syndrome, but is implemented for all children with disabilities). In 2018, Israel adopted the Amendment to the Special Education Act (Article 11), which, unlike the Ministry of Education's previous proposal to establish a comprehensive education fund for children with disabilities, uses the additional funds for special services for individual education of children with disabilities. In 2000, Israel passed a law on free education for sick children, requiring the Minister of Education to develop plans to provide education for children hospitalized or unable to attend school for more than 21 consecutive days. The program must take into account the medical restrictions and pre-illness study

courses.

3.1.2. Legislation for gender groups

In 1991, Israel ratified the 1979 Convention on the Elimination of All Forms of Discrimination against Women and began to begin an investigation into the issue of women's schooling. In 1998, the Knesset set up the Status of Women Authority, a mandate to provide gender assessment for the proposed legislation. In 2002, on the basis of the ISRA, the Ministry of Education established the gender Equality Division to promote and raise awareness of gender equality throughout the education process. In higher education, the Council of Higher Education is responsible for promoting gender equality in universities and colleges. In addition, Israel has designed different programs to promote gender equality in education, such as Shaveh Dibur (for the ghetto of grade 5,6,8 and 9), Sharsheret (high school girls guide junior high school girls) and masculinity (focusing on gender stereotypes, social structure and masculinity patterns, and in three schools in Jerusalem in 2018). Other programs target female students who have made progress in mathematics, technology, and science, such as the Latet Chamesh program, breaking the glass ceiling up, and future female scientists. As of 2019, the Bureau is committed to developing 217 leaders within higher education institutions, aiming to enhance their effectiveness by enhancing and optimizing training programs. In 2007, the revised Student Rights Act further expanded the scope of prohibiting discrimination, including sexual orientation and gender identity.[5] At the same time, regarding early marriage, the sixth Amendment of the Marriage Age Law has also raised the minimum age for marriage from 17 to 18 years old. These measures all reflect the emphasis on gender equality and individual rights.

3.1.3. Legislation aimed at ethnic groups and language groups

Since 1997, the Ministry's language policy aims to encourage the learning of native and foreign languages. It aims to increase the number of obligatory years for Hebrew speakers to learn Arabic or French, and to encourage the study of Russian and other immigrant languages, including native Hebrew speakers. Arabic has long been the official language, but in July 2018 a new Jewish national national state law removed its official language status and changed it to be a "special status" language, although it mentioned that the change "would not harm the status given to Arabic before the law came into effect".[6] Division A, the executive department responsible for teaching development, is responsible for planning and developing the curriculum and adapting it to different population classes, including official Jews, official religious figures, Arabs and Druze. The Native Growth program invites all Ethiopian parents and students to four annual sessions providing hands-on activities, conversations, and advice that they can implement in their homes based on their experiences. In addition, the One-stop Center program (2012) was established to increase access to vocational education, training and employment in the Arab and Jewish ultra-Orthodox communities. In this regard, the government opened 20 centres in Arab and ultra-orthodox towns with high resident density to attract the local population and increase participation in the labour market. Finally, the head teacher program launched in 245 primary schools in 2018 to help students in difficulty, especially Hebrew students.

3.1.4. Legislation for the poor and educated groups

Equal educational opportunities for students in poor areas were centrally targeted in the 2018-2019 work plan. To achieve this goal, Israel has carefully planned and implemented the Merom program, which focuses on the rational allocation of financial and teaching resources for K1 to K9 classes, ensuring equitable educational access to every student. Knowing that the investment in the education of younger children is key to breaking the poverty cycle, they have increased their investment in this group to help them have an edge at the starting line. In order to further improve the quality of education, we also began to reduce the number of students in each class. By reducing the number of classes, we can better pay attention to the needs of each student and provide more personalized and accurate teaching guidance. In addition, school days and school years were extended to provide more time and opportunities. In this process, Israel pays special attention to the organization and implementation of camp and after-school activities, so that students can consolidate what they have learned and cultivate their comprehensive quality in a relaxed and happy atmosphere. It is worth mentioning that as early as the 2014-2015 school year, the government has already implemented a series of education programs designed to increase the length of special care for vulnerable groups in primary and junior high schools. These vulnerable groups mainly include new immigrants, Arabic-speaking minority groups, and students with lower socioeconomic status. By providing them with more educational resources and attention, efforts should be made to eliminate discrimination and inequality in the field of education, so that every child can enjoy a fair and high-quality education. The implementation of these plans will not only help to improve the education level of the vulnerable groups, but also lay a solid foundation for

social harmony, stability, development and progress.

3.2. Establishing inclusive educational institutions

Israel's education system is a model of inclusive education. From the premier's office to the Ministry of Labor and Social Affairs, to the specific education sector, all levels are working to promote the development of inclusive education. Women status consultants, youth development agencies, and courses designed for specific groups all embody an emphasis on diversity and inclusion. At the same time, the cooperation between the gender Equality Unit and the mathematics, science, technology and other relevant departments also ensures the gender equality and sensitivity in education. For students with disabilities, there are dedicated committees to assess their needs and ensure that they have an appropriate education. The Committee on Equal Rights for Persons with Disabilities is also actively implementing and monitoring the Convention.[7] In addition, from health care workers to social workers to special education experts, a comprehensive support system is formed on the well-being of every special child. NGOs also play an important role in this inclusive education movement. From Jewish institutions to women's organizations to the student union, these organizations are doing their contribution to inclusive education in Israel. Projects like Access Israel share Israel's experience and knowledge with partner countries around the world, promoting the development of global inclusive education.

3.3. Building an inclusive education environment

3.3.1. Build an inclusive education infrastructure

To create a more inclusive learning environment, the Bikurim School in Tel Aviv has adopted a series of innovative measures. The school reduces the number of traditional classrooms and has created common areas between each pair of classrooms that not only provide space for students to rest and socialize, but also become ideal places for extracurricular activities.[8] Through the setting of these public areas, the school encourages the communication and cooperation between students, breaking the sense of isolation brought by the traditional classroom. In addition to the physical space renovation, the Bikurim School has also introduced innovative teaching facilities to make the learning process more lively and interesting. For example, the school uses gamified teaching methods to allow students to learn basic knowledge such as measurement in play, which not only improves students' interest in learning, but also cultivates their practical ability and innovative thinking. In addition, in order to further promote inclusiveness, Bikurim schools also actively promote sign language teaching, so that hearing-impaired students can also communicate with teachers and other students in class. This respect and tolerance for diverse cultures enables every student to feel the warmth and care of the school.

3.3.2. Create all-inclusive education courses

Under the framework of the National Education Act of 1953 and relevant regulations, the Minister of Education had the right to approve the addition of a new course with the support of 75% of the parents, which should not contain more than 25% of the existing curriculum. In addition, local authorities or parents can fund additional courses.[9] Although core subjects always occupy a core position in the entire education system, schools have the right to choose from a variety of learning units and textbooks provided by the Ministry of Education to ensure that the teaching content can meet the personalized needs of students to the greatest extent. Each year, the Ministry of Education explores in depth around a theme of national importance, such as democratic values, Hebrew, immigration, Jerusalem, peace or industry. In particular, special arrangements will be made for a period of time in secondary education to explore human rights issues. In order to better develop students' character and values, the theme of "keeping unity and uniqueness" is particularly incorporated in the curriculum of the 2019-2020 academic year, in which tolerance is an important aspect. At the same time, the curriculum is tailored to the needs of The Times to cover issues such as racism, tolerance and human rights. In addition, in order to enhance students' sense of social responsibility and participation, relevant activities and learning content will be organized on specific days, such as the International Day for the Elimination of Racism, the International Day of Tolerance, and the Human Rights and Civil Rights Day.

3.3.3. Provide inclusive educational learning materials and information and communication technology

Regional support centers are the key institutions responsible for promoting inclusive education in

the region. According to the number of students served and their personalized needs, the government allocates rich educational resources to these centers, such as weekly teaching hours for teachers and therapists, evaluation time, featured textbooks and courses, and teacher training programs, etc. In Israel, with special focus on early students, immigrants and students with special education needs, the application of information technology in these areas is a development priority. To this end, the national level has launched a digital education policy of "adapting to the 21st century education system", aiming to comprehensively improve the quality of teaching by integrating information technology, including enhancing teachers' technology application ability and promoting the adaptive learning model. In addition, the NGO Beit Issie Shapiro has also developed multiple apps for disabled groups, such as Issie Sign, an app that teaches basic sign language vocabulary, based on an Israeli sign language design.[10] These apps are loved by Israeli educators and therapists and become important tools for their daily work.

3.3.4. Increase the training of inclusive education teachers

The topics of in-service training for inclusive teachers include education and equal opportunity, right of discourse and right of participation, privacy, reporting obligation, confidentiality obligation, educator liability for damages, rights of child victims and interrogation of children, rights of LGBT students in the educational framework, etc. Gender workshops are also held across the country to discuss issues such as gender stereotypes and gender relationships. The Israel School Leadership Institute oversees the initial and ongoing training of school leaders. It also develops new tools to maintain a network of school leaders to assist them in their work. The International Development Cooperation Agency of the Israeli Ministry of Foreign Affairs opened a course on special and inclusive education in 2018. This course introduces teachers and school staff to the different theories, methods and techniques of inclusive education, such as sex education for people with special needs. It aims to introduce the different activities and courses offered by different schools (inclusive and isolated) for students with special needs, and to provide the tools and guidelines for curriculum development. It also enables participants to choose methods and tools appropriate to their environmental needs. In the 2018-2019 work plan, promoting the training of inclusive education teachers has become a focus. This includes strengthening teacher training institutions, such as improving enrollment standards, integrating resources, planning career paths; providing ongoing support and evaluation for new teachers, and updating professional development ideas and improving guidance, evaluation and implementation strategies for teachers and principals.

3.3.5. Regular screening of the educated population

The regular reports issued by the Israeli Central Bureau of Statistics and the Statistical Summary of Israel provide detailed data for the Israeli education sector. Especially when the public focuses on the field of education, the education statistics in these publications undoubtedly provide strong data support for it. Moreover, Israel also regularly publishes education monitoring reports, among which the "Selection of the Committee on Education, Culture and Sports" is an indispensable information. In the 2019 voluntary national review, the Israeli government not only focused on the overall education level, but also specifically emphasized the importance of inclusive education. The equity of education is assessed through a range of key indicators, such as sex ratio in schools, urban-rural differences, wealth distribution, etc. Furthermore, Israel pays special attention to the status of disabled students in the conflict-affected areas, ensuring that they have equal access to education. It is worth mentioning that the voluntary national review also closely followed groups of youth who did not receive education, employment or training. This initiative not only reflects the high importance that the Israeli government attaches to youth development, but also provides a brand new perspective to examine the relationship between education and social development. Overall, Israel has done a very good job in its statistics and monitoring in the field of education. They not only have comprehensive and detailed data support, but also evaluate the quality and fairness of education through a series of innovative indicators. These practices are not only worth learning and reference, but also provide valuable experience and inspiration for the progress of global education.

4. The enlightenment to China's inclusive education

4.1. Give full play to the policy-guiding function and promote the implementation of inclusive education

As the cornerstone of national development, the importance of education is increasingly important.

As a highly inclusive educational concept, inclusive education is designed to ensure that all students, regardless of their background, ability or needs, have equal opportunities and respect in the education system. In order to promote the in-depth implementation of inclusive education, it is necessary to give full play to the guiding function of the policy and promote its implementation from multiple levels. First of all, the country must improve the relevant legal and regulatory system. This includes the enactment and improvement of relevant laws on the inclusive education, clarifying the responsibilities and obligations of governments at all levels in the inclusive education, and protecting the legitimate rights and interests of students with special needs. At the same time, the supervision and inspection of the implementation of laws and regulations should also be strengthened to ensure their effective implementation. The government should increase the financial input in inclusive education to ensure the normal operation of inclusive education institutions such as special education schools and special education classes in ordinary schools. At the same time, all sectors of society should also be encouraged to participate in the investment of inclusive education to form a diversified source of funds. Secondly, excellent teachers are the key to promote the implementation of inclusive education. The government should strengthen the training and introduction of special education teachers and improve their professional level and teaching ability. In addition, an incentive mechanism should be established to encourage more teachers to participate in inclusive education. The implementation of inclusive education needs the joint participation and support of the whole society. The government should strengthen the publicity of inclusive education and improve the public's understanding and acceptance of inclusive education. At the same time, enterprises and individuals should also be encouraged to participate in the support and help of the inclusive education, so as to form a good atmosphere for the whole society to pay common attention to and support the total inclusive education. Finally, inclusive education is a global issue, and strengthening international cooperation and exchanges is of great significance to promoting the implementation and expansion of inclusive education. The government should actively participate in the exchange and cooperation projects of international inclusive education, and learn from the international advanced experience and technical means. On this basis, cooperation and exchanges with other countries and regions should be strengthened to jointly promote the global development of inclusive education.

4.2. Deepen the empowerment of science and technology, and develop exclusive applications of special education

With the rapid development of science and technology, its application in various fields has had a profound impact. Especially in the field of special education, the introduction of science and technology not only greatly enriches the teaching means, but also improves the teaching effect. In order to further promote the development of special education and deepen the empowerment of science and technology, the development of exclusive application of special education has become an important task at present. Deepening the empowerment of science and technology and the development of exclusive application of special education is a long-term process, which requires continuous investment and efforts.[11] First of all, deepening the empowerment of science and technology means to make full use of the existing scientific and technological achievements, and closely integrate them with special education, so that science and technology will become an important support for special education. This includes, but is not limited to, cutting-edge technologies such as virtual reality, augmented reality, and artificial intelligence. These techniques can help students to better understand abstract concepts and increase their interest and motivation in learning. Secondly, the development of special education exclusive applications is the key to meet the needs of special education. Students of special education often have unique learning styles and needs, and traditional educational applications often fail to meet these needs. Therefore, we need to develop applications specifically for special education students, which should be able to provide personalized learning content and methods according to the students' actual conditions. In the process of exclusive application of special education, more attention should be paid to the practicality and ease of use of the application. Practicability means that applications should really help students solve problems in learning and improve their learning effect. Ease of use means that the application should be simple to operate and convenient for students to use. At the same time, it is also necessary to continuously collect user feedback to continuously optimize and update the app.

4.3. Building an inclusive education supervision system

In order to promote the fairness and popularization of education, we must build a comprehensive, inclusive and efficient education supervision system. The system should not only cover all kinds of educational institutions, including public schools, private schools, special education institutions and

online education institutions, but also focus on the needs of different groups of students to ensure that every child can enjoy equal educational opportunities. In the process of constructing this inclusive education supervision system, the objectives and principles of supervision should be clarified, namely, to promote education equity, improve the quality of education and protect the rights and interests of students.[12] On this basis, detailed regulatory policies and standards should be formulated to comprehensively supervise the curriculum setting, teachers, teaching facilities and other aspects of educational institutions. At the same time, effective information collection and feedback mechanisms should be established to timely understand and grasp the needs and problems of educational institutions and students, so as to provide a basis for policy adjustment and improvement. In addition, the communication and cooperation with educational institutions should be strengthened to jointly promote the improvement of education quality and the all-round development of students. Finally, it is necessary to strengthen the publicity and promotion of the inclusive education concept through various channels, and improve the understanding and support of all sectors of society on the fairness and popularization of education. By building this comprehensive, inclusive and efficient education supervision system, we will create a more fair and high-quality education environment for every child.

4.4. Strengthen the construction of the total number of accepted teachers

Strengthening the construction of inclusive teachers is the cornerstone of realizing educational fairness and improving educational quality. The primary task is to enhance teachers 'awareness of inclusive education, deepen teachers' understanding of special education needs and diverse cultures through regular professional development training, and master differentiated teaching strategies.In the recruitment and selection of teachers, we focus on the inclusiveness of teachers' educational background and experience to ensure the diversity and inclusiveness of the teaching staff.It is vital to construct a comprehensive teacher support system, including psychological counseling, teaching guidance, and resource sharing, to help teachers effectively respond to the challenges of inclusive education. In addition, interdisciplinary cooperation and team teaching among teachers are encouraged, using educational technologies to provide individualized learning support for students with different needs. Home-school-community cooperation is the key to the success of inclusive education, requiring greater cooperation with families and communities to jointly create a supportive and inclusive learning environment. The support of policies and regulations is also indispensable, which needs to formulate and implement relevant policies to provide legal guarantee for inclusive education, and establish an effective evaluation and feedback mechanism. Recognition and rewarding teachers who have performed well in inclusive education can encourage more teachers to participate in this field. At the same time, teachers should develop a lifelong learning culture and encourage them to constantly update their knowledge and skills to adapt to the constant change of education. Community engagement is equally important for teachers to understand diversity and to respect different cultures. By participating in community activities, teachers can have a deeper understanding of students' family and social backgrounds, thus teaching more effectively. In short, strengthening the construction of the all-inclusive teachers is a systematic project, which requires the joint efforts and support of the education departments, the government, schools, families and the whole society. Through these comprehensive measures, we can gradually build a professional, inclusive and efficient team of inclusive teachers, provide equal and high-quality educational opportunities for all students, and realize the real fairness of education.

4.5. Improve the inclusive education system

Improving the legal system construction of inclusive education is the key to promoting educational fairness and realizing an inclusive society. First of all, legislation must be adopted to establish the legal status of inclusive education, clarifying the educational rights of all students, including students with disabilities and minority groups, as well as the obligations of educational institutions. Policy guidelines need to be clear, such as equality, respect, inclusion and participation, to ensure that these principles are reflected in educational practice. The formulation of implementation rules and operational guidelines provides clear implementation standards for schools and educators,strengthen supervision mechanisms, establish regulatory agencies, and ensure the effective implementation of integrated education laws.At the same time, it provides legal advice and professional support for schools and teachers, strengthens legal training for teachers, and enhances their understanding and application ability of inclusive education law. Protecting the rights of special needs students is at the heart of the law, ensuring that they have access to the necessary support and resources, such as assistive technology and personalized education programs. Social participation and supervision are equally important, encouraging parents,

community members, and other stakeholders to participate in the supervision and evaluation of inclusive education. An effective dispute resolution mechanism is crucial for handling disputes and complaints related to inclusive education. Legal popularization education can not be ignored, and the public needs to raise their awareness of the importance of inclusive education in a broader social level. Cross-departmental collaboration, such as cooperation in the education, health, and social welfare sectors, is crucial to jointly support the development of inclusive education. Legal content needs to be continuously updated, to adapt to the development of society and changes in educational needs and ensure its adaptability and effectiveness. Financial and policy support is a solid foundation for the implementation of inclusive education, and sufficient investment must be ensured. In addition, research and innovation are encouraged to support in-depth research on inclusive education law and practice to promote the development of educational methods and strategies. In short, improving the legal system construction of inclusive education is a systematic project, involving legislation, policy formulation, implementation supervision, resource allocation, social participation and continuous improvement and other aspects. This requires the joint efforts and participation of the government, educational institutions, society and every citizen to achieve a truly equitable and inclusive educational society. Through these comprehensive measures, we can create an equal, respected and supportive learning environment for all students, so that they can realize their own potential and build a harmonious society together.

4.6. Improve the inclusive education incentive system

The purpose of constructing the inclusive education incentive mechanism is to stimulate the enthusiasm of educators, improve the quality of education, and promote educational equity. First, establish incentive goals to ensure that they are consistent with the inclusive education vision, such as improving the quality of teaching and promoting the all-round development of students. Then, design a variety of incentives, including material rewards, spiritual encouragement, career development opportunities, and social recognition, in order to meet the needs of different teachers. Personalized incentive programs can meet the personal characteristics and career development needs of teachers, while the principle of fairness ensures that all teachers receive incentives under equal conditions. Transparent and open incentives allow teachers to clearly understand the standards and procedures. Regular evaluation and feedback mechanism can help collect opinions from teachers and students and adjust incentives. Career development support, such as professional training and academic conferences, helps teachers improve their teaching skills; obtain social recognition and honors, such as commendations and honorary certificates, to improve the social status of teachers.Team work encourages collaboration among teachers, and the participation of students and parents, such as the selection activities, increases the social recognition of teachers. The encouragement of innovation and experiment promotes teachers' innovation in teaching methods, and the resources and facilities support them to create a good teaching environment for teachers. Pay attention to teachers' mental health, provide psychological counseling services, and cultivate a continuous improvement of the campus culture. The support of policies and regulations provides a legal basis for the incentive mechanism and ensures the legitimacy and effectiveness of the incentive measures. Through these comprehensive measures, a comprehensive, fair and effective inclusive education incentive mechanism can be constructed, which can not only stimulate the potential of teachers, improve the quality of education, but also promote the fairness of education and realize the sustainable development of education. This requires the joint efforts and support of education administrators, policy makers, schools, teachers, and all sectors of society. Ultimately, the inclusive incentives will help foster a professional, enthusiastic, innovative faculty to provide quality education for all students who are successful and satisfied in education regardless of their background or ability.

5. Conclusions

After deeply discussing the core concept of inclusive education, we find that the policy implementation and concrete practice of this educational philosophy under different political and cultural backgrounds show a diversified appearance. Although the inclusive development guidelines are set out in the international documents, the actual situation shows that these guidelines are not unchanged, but need to be flexibly adjusted according to the specific national conditions of each country. The core of inclusive education is to maintain the dignity and rights of each person and ensure that everyone enjoys equal opportunities for education. As Amatiassen emphasized, the concept of justice is diverse, and we should respect and allow the existence of different causes of justice. In the

pursuit of inclusive education, the key lies in how the school system accepts those marginalized or excluded groups, which may differ from mainstream groups due to racial, ethnic, cultural, cultural, religious, language, physical or psychological differences. In order to achieve truly inclusive education, we need all stakeholders, including education policy makers, school administrators, teachers and parents to change the concept of education together, and make it clear that the goal of inclusive education is not to mainstream the vulnerable groups, but to pay attention to and meet their personalized education needs. Therefore, the school education system should abandon the traditional education paradigm, strive to provide equal learning opportunities and experiences for different groups of students, and build an inclusive, diversified learning environment that is conducive to the growth and development of all students. Such a change is not only the practice of the concept of inclusive education, but also the deep pursuit of educational fairness and social justice.

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