



Research on the Path of Promoting the Employment of Disabled College Students

Haojun Dong

Zhaoqing University, Zhaoqing, Guangdong, China

Abstract: Higher education for the disabled is an important part of education for special groups in our country. After years of development, college students with disabilities have embraced a decent employment environment, high-quality education conditions, and have developed the basic employability. In order to further promote the employment of disabled college students, improve the happiness of disabled college students, and improve the life of disabled college students, we should attach great importance to the employment work, formulate support policies to promote employment, implement employment assistance systems, create a warm employment-supporting environment, and guide to construct correct employment values, build a sound employment ability improvement system, innovate a series of courses for professional development, construct a practical education platform for employment and entrepreneurship, and establish an exchange mechanism for employment and entrepreneurship.

Key words: special education; special groups; disabled college students; college student employment; employment paths

1. Introduction

In China, education for the disabled has fully covered pre-school education, primary education, secondary education and higher education. Higher education for the disabled is an important part of the special education for the disabled, which aims at cultivating specialized talents of disabled college students and developing human resources for the disabled. It is a public professional education based on the disabled who have received overall secondary education. In 2010, the state promulgated *The National Outline for Medium and Long Term Education Reform and Development (2010-2020)*, which proposed to attach importance to the development of higher education for the disabled and strengthen the vocational skills and cultivate the employability of disabled students. With the development of higher education for the disabled, the educational conditions for disabled college students are getting better and better. What is their employment situation and how to further promote their employment? This paper conducts a research on the employment of disabled college students from the perspectives of the current situation of higher education for the disabled, the employment status of disabled college students, and the path to promote employment.

2. The Development Status of Higher Education for the Disabled

Special education refers to the use of special teaching methods, teaching equipment and teaching measures to educate special teaching objects. In a narrow sense, special teaching objects refer to people with physical and mental impairments, such as blind, deaf, dumb, mentally retarded or sick or physically disabled children, adolescents and adults. In a large

sense, special teaching objects refer to both supernormal children, children with moral defects, and mentally ill children. In our country, schools that offer special education generally include schools for the blind, deaf, special primary schools, special middle schools, vocational schools for the disabled, and higher education schools that offer special classes.

Since the founding of the People's Republic of China, the status of special education in China has been gradually improved, and the education of the disabled is heading for a bright future. In 1986, the *Compulsory Education Law of the People's Republic of China* emphasized the protection of the right of school-age children and adolescents with disabilities to receive compulsory education. In 1989, *Several Opinions on the Development of Special Education* clearly proposed to accelerate the development of special education. In 1990, the *Law of the People's Republic of China on Protection of People with Disabilities* proposed to protect the right of people with disabilities to receive education. In 1994, the first special regulation on education for the disabled was promulgated from the legal level, that is the *Regulations of the People's Republic of China on the Education of Persons with Disabilities*.

From 2008 to 2012, the state invested a total of 5.4 billion yuan to build special education schools in the central and western regions, and 1,182 special education schools were newly built or renovated and expanded. In 2010, the *The National Outline for Medium and Long Term Education Reform and Development (2010-2020)* proposed to support special education, improve the education system, and promote the guarantee mechanism. In 2014, the *Special Education Promotion Plan (2014-2016)* clearly proposed to improve the conditions for running schools and education quality. In 2017, the *Regulations of the People's Republic of China on the Education of Persons with Disabilities* was revised again to further improve the education regulations. In 2018, the *Several Opinions on Accelerating the Development of Vocational Education for Persons with Disabilities* emphasized the need to improve the quality of vocational education for the disabled and accelerate the process of promoting a well-off society for people with disabilities.

In terms of higher education for the disabled, the country has continuously improved systems and policies, steadily enhanced the level of higher education for the disabled. In this case, more disabled students can receive higher education and enjoy better and better educational conditions and educational resources. In 1985, Binzhou Medical University established the Second Department of Clinical Medicine, which specially recruited disabled students, creatively opened a new chapter in higher education for disabled students, and helped disabled college students realize their university dreams.

In 2015, the *Regulations (Interim) on the Administration of the National Unified Examination for the Disabled to Participate in the Enrollment of Ordinary Colleges and Universities* proposed that since the 2015 college entrance examination, Braille or large-size test papers can be provided, optical magnifiers can be carried, hearing aids or cochlear implants can be worn, and foreign language listening tests can be exempted, etc., aiming to provide convenience for examinees with disabilities. As of June 2018, 61 general undergraduate colleges and universities across the country offered special education majors. From 2012 to 2018, a total of 62,700 disabled college students were admitted to colleges and universities. The development of higher education for the disabled in the country is getting better and better. The disabled students are enjoying the fruitful results brought by the development of various undertakings in the country in the past 72 years, and realizing their university dream.

3. The Current Employment Status of Disabled College Students

3.1 Construct a decent employment environment

In order to further promote employment, the State has successively issued laws and regulations such as the *Law of the People's Republic of China on the Protection of the Disabled* and the *Regulations on Employment of People with Disabilities*, which effectively guarantee the equal rights of disabled college students to education, provide vocational training opportunities, and create a high-quality employment environment. In colleges and universities that admit students

with disabilities, the schools often formulate student ability improvement plans, focus on cultivating students' professional skills, and have successfully completed career assessment, psychological consultation, job introduction, job search consultation and other employment support work. Education departments around the country regularly hold special job fairs for disabled college students to expand employment channels, create employment opportunities, and provide job-seeking convenience for disabled college students. In response to the call of the State, various companies actively provide employment positions for disabled college students and recruit disabled college students.

Taking Guangdong Province as an example, in December 2021, a series of supply-demand meeting activities for 2022 ordinary college graduates in Guangdong Province--The Disabled Special Session was held at South China Normal University, with more than 60 employers providing more than 230 jobs and more than 1,200 enrollment quotas. This job fair is a special job fair for the disabled, which has been held for nine consecutive years.

3.2 Provide high-quality educational conditions for students employment

In 1985, Binzhou Medical University was the first to recruit students with physical disabilities; in 1987, Changchun University established the first higher special education college in China and in 1997, Tianjin University of Technology established the Deaf Artificial College, and in 2000, Beijing Union University established the Special Education College; in 2002, China Central Radio TV Vocational Middle School established the College of Education for Disabled Persons. More and more opportunities are provided for disabled college students to enroll in regular institutions of higher education and enjoy the same educational resources as healthy college students. With the continuous improvement of national policies and the increasing attention to disadvantaged groups, the higher education conditions for the disabled in China will be further improved, the educational resources for the disabled will be more abundant, and the strength of the teaching staff will become stronger and stronger, which will comprehensively improve the employment of college students with disabilities.

3.3 Disabled college students have basic capability for employment

Because disabled college students have certain physical defects, they cherish the opportunity to enter colleges and universities. With the support of the high-quality educational atmosphere and educational environment in colleges and universities, and the careful training of college teachers, disabled college students will work harder and focus more on their studies than ordinary people. Therefore, disabled college students often have solid theoretical knowledge and proper ability for employment, which could meet the needs of the post.

4. Paths to Promote the Employment of Disabled College Students

In order to further promote the employment of disabled college students, improve the happiness and the life quality of disabled college students, some relevant work should be carried out in the following ways.

4.1 Attach great importance to the employment work

There are more than 85 million disabled people in China. In the face of the huge special education group, the government should continuously pay attention to the disabled college students, and attach importance to the disadvantaged groups. Besides, the government is supposed to reasonably revise and adjust employment-related regulations, formulate employment policies and employment measures under the new situation, and actively promote the employment of disabled college students according to the trend of national policies, the development trend of the times, the actual needs of disabled college students, and the dynamic changes in the market. Colleges and universities should set up leader groups for the work of disabled college students, focusing on researching on talent training programs for disabled college students, and clarifying the direction and path of talent training.

4.2 Formulate supportive policies to promote employment

From the perspective of financial support, the following aspects can be completed well: (1) Allocate more special funds to guarantee a decent job in financial security, and support the special work of improving the employment ability of disabled college students. (2) It is necessary to utilize the professional platform of the Disabled Persons' Federation and the special funds for relevant scientific research to attract the majority of disabled professionals and college teachers to participate in cutting-edge research on the employment of disabled college students, and explore paths to promote the employment of disabled college students. (3) Local governments should allocate special funds for entrepreneurship of disabled college students from the government budget and provide entrepreneurship training and start-up funds for disabled college students, allowing more thoughtful and capable disabled college students to carry out entrepreneurial practice and achieve employment goals. At present, some disabled college students have started their own businesses through online platforms, so the government can provide targeted training in skills such as network technology and online marketing.

From the perspective of venue support, the following aspects should be completed well: (1) The local government builds a maker base, implements a rent policy far below the market price, reduces the economic burden of disabled graduates and provides a high-quality entrepreneurial platform for disabled college students. (2) At present, many colleges and universities have established entrepreneurial parks for college students, so they can set up entrepreneurial studios for disabled college students, implement a rent-free policy, provide free entrepreneurial venues for disabled college students, cultivate their innovative and entrepreneurial capabilities, and then incubate some entrepreneurial projects.

4.3 Implement the employment assistance system

At the national level, it is necessary to continue to improve the relevant systems, policies and regulations of the country to effectively protect the employment rights of disabled college students from the system; to support the equal employment of disabled college students from the policy; to guarantee the employment of disabled college students from the regulations. The country should guide the society to pay attention to disabled students; the colleges and universities should attach importance to disabled students, and enterprises should recruit disabled students. For those enterprises willing to provide jobs to the disabled, incentives, subsidies, and tax incentives should be given to encourage more enterprises to actively provide jobs and support the development of the career for the disabled.

At the local level, the government should implement relevant policies such as job-seeking subsidies and entrepreneurship subsidies, provide transportation subsidies for disabled college students who go out to seek jobs, and provide entrepreneurial subsidies for entrepreneurial practice. At present, some local governments have done considerable work in these aspects, with remarkable results. Hunan Province launched the *Notification on Implementing Employment Assistance for Disabled Graduates in Colleges and Universities* to provide employment assistance subsidies for disabled college students. Fujian Province issued the *Implementation Opinions on Supporting the Disabled to Start a Business and Flexible Employment* to strengthen the support for disabled people to start their own businesses. Guangdong Province issued the *Implementation Opinions on Promoting Self-employment and Entrepreneurship for the Disabled*, which clarified a policy to promote self-employment and entrepreneurship for disabled people.

At the enterprise level, they should actively respond to the call of the State, accept as many disabled college students as possible according to the job requirements of the enterprise, arrange suitable jobs, and solve the employment problems of some disabled college students.

At the college level, colleges and universities should utilize the resources of senior intellectuals on campus to implement a "one-to-one" tutorial system, provide support in major selection, course learning, and professional ability

improvement, and comprehensively improve the professional skills of disabled college students to meet the needs of enterprises. Colleges and universities should make full use of the resources of alumni enterprises, recommend disabled college students to alumni enterprises, and provide high-quality work resources for disabled college students.

4.4 Create a warm employment-supporting environment

When helping college students with disabilities, colleges and universities must be attentive and warm-hearted, so that college students with disabilities can better devote themselves to the process of professional learning and ability improvement. (1) Colleges and universities should establish a mentor system, and set up the intellectual groups of professors, doctors and part-time corporate teachers. According to the physical condition of students and the needs of enterprise employment, the intellectual groups provide professional selection and professional study suggestions, so that the disabled students can master enough professional knowledge and cultivate solid professional ability.

(2) Colleges and universities should set up study support groups in class to let students discuss together, learn from each other, and improve together, which helps to solve the difficulties existing in the learning process of college students with disabilities and lays a solid professional foundation.

(3) Colleges and universities should make full use of the mutual support of the class, establish life support groups, provide sufficient life support on the basis of respecting the privacy of disabled students and obtaining their consent, so as to create a warm and friendly class, and help disabled students integrate into class.

4.5 Guide to construct correct employment values

Full-time teachers of ideological and political course in colleges and universities should comprehensively utilize the function of ideological and political education. In the process of education, the teachers should consider the educational particularity of disabled college students, and patiently analyze national policies, relevant laws and regulations, and the recruitment requirements of enterprises, so that disabled college students can fully understand the current employment environment and correct their attitudes towards employment. Attention should be paid to guiding disabled college students to establish a correct awareness, to have a correct attitude in life and study, be proactive, work hard, overcome difficulties, and strive to improve their employment skills. Through posters, WeChat public account tweets, symposiums, lectures, etc., the employment deeds of positive disabled college students are widely publicized, and the disabled college students are guided to build their confidence in employment and clarify their striving direction and goals.

4.6 Build a sound employment ability improvement system

The platform for improving employment ability includes curriculum construction module, innovation and entrepreneurship ability module, comprehensive quality module, and vocational skills training module. The curriculum construction module should consider issues such as what courses to offer, how to carry out courses, and how to improve the quality of courses, which focuses on cultivating core employment skills. The innovation and entrepreneurship ability module should consider issues like what kind of innovation and entrepreneurship ability the disabled students need and how to improve their innovation and entrepreneurship ability, which focuses on exploring the innovation and entrepreneurship potential of disabled college students. The comprehensive quality module should focus on improving the physical and mental health, teamwork ability, interpersonal communication ability, language expression ability, etc, so as to enhance their employment competitiveness. The vocational skills training module should analyze the vocational needs of disabled college students, implement vocational skills tutorial system, and clarify the content of skills training, focusing on cultivating college students vocational skills.

4.7 Innovate a series of courses for professional development

In addition to the teaching of professional courses, colleges and universities should offer a series of career development courses such as career planning, entrepreneurship guidance, and employment guidance courses for disabled students to guide them into the right road of university. The career planning course is expected to be offered in the first year of university, so that students who are in the ignorant period can understand what college is, what to study, how to plan college life to clarify the goals of career development, and formulate a clear career development path. The entrepreneurship guidance course is offered in the second year of university to master the basic knowledge, ways and methods of entrepreneurship, to stimulate the entrepreneurial enthusiasm of disabled students, and improve the success rate of entrepreneurship among disabled students. Career guidance courses are offered in the third or fourth year of college, so that college students with disabilities can master the knowledge of resume writing, job application skills, job search methods, etc., and make adequate preparations for graduate job hunting.

4.8 Construct a practical education platform for employment and entrepreneurship

Colleges and universities should establish on-campus employment practice courses for disabled college students. Through professional skills competitions, students can combine theory with practice, and apply the professional knowledge they have learned to skills competitions to improve their thinking ability, practical ability, and professional application ability. Colleges and universities should set up entrepreneurship studios to allow disabled college students to carry out entrepreneurial practice and realize their entrepreneurial dreams and goals.

Meanwhile, colleges and universities should create extracurricular practical courses and carry out professional practice, so that students with disabilities can go to the enterprises, the jobs, and the grass roots to test their employment ability and the profoundness of professional knowledge in the actual work of enterprises, and then reflect on their deficiencies and constantly revise their learning methods and goals to enhance employment ability.

4.9 Establish an exchange mechanism for employment and entrepreneurship

Colleges and universities should establish an interactive communication mechanism and hold entrepreneurial salons, allowing disabled college students to communicate face-to-face with entrepreneurs and exchange entrepreneurial experiences, so as to provide opportunities for disabled college students with entrepreneurial ideas to exchange practical experience. Furthermore, graduates with disabilities are expected to be invited to hold employment lectures to share their learning experience, job-hunting experience, and working experience, which could guide disabled college students to make study planning and employment planning in school, and make adequate employment preparations.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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