

Analyzing the Phenomenon of Policy Support for the Education and Employment of Persons with Disabilities Based on the Groupthink Model--Take Hunan Province as an Example

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Abstract:

In recent years, the Hunan Provincial government has adopted a series of support measures in the education and employment policies for the disabled. The study focused on the education and employment policy for the disabled in Hunan Province, and used the groupthink model. The study found that there are blind spots in the process of policy formulation and implementation, and the lack of attention to the overall needs of persons with disabilities, resulting in incomplete content and poor implementation. The internal differences and interaction of the disabled affect the support effect, the policy content is limited, the implementation of resistance, and the one-sided evaluation. Policy makers need to pay attention to diverse voices and practical needs, and avoid fixed thinking and prejudice. This study helps to reveal the negative impact of groupthinks on the formulation of education and employment policies for the disabled, provide warnings and reference for policy makers, promote policy innovation and improvement, and promote the inclusive and diverse development of social culture.

Keywords: groupthink model, education and employment policy, the disabled.

1. Introduction

In today's society, as an important part of the society, the education and employment of the disabled has been increasingly widely concerned. According to the World Health Organization, about 1 billion people worldwide have some form of disability, and this large group faces many challenges in the pursuit of educational opportunities and employment equality. The formulation and implementation of education and employment policies for the disabled is not only related to the protection of the basic rights and interests of the disabled, but also an important symbol of social civilization and progress. Therefore, the in-depth analysis of the education and employment policy support for the disabled under the groupthink has important practical significance and far-reaching social impact.

Traditional policy adjustments or charity assistance has been difficult to meet the diverse needs of persons with disabilities, especially in the construction of special education and employment service network, the relevant departments still need to make great efforts. Since the implementation of the Compulsory Education Law and the Law on the Protection of Persons with Disabilities, China has provided a solid legal guarantee for education for persons

with disabilities. However, in the face of challenges such as the breadth of legal provisions and the lack of enforcement, the government needs to learn from the advanced international experience, such as the successful practice of the special education legislation in the United States, in order to further improve China's special education legislation and ensure its steady progress on the track of the rule of law. Although some achievements have been made in the construction of the employment service network for the disabled, the problems of service formalization and low employment quality still cannot be ignored. As an important measure for the state to realize the centralized employment of the disabled with certain labor ability and safeguard the basic rights and fundamental interests of the disabled, the shrinkage of welfare enterprises and the social misunderstanding and discrimination on the employment of the disabled also affect the quality of life and social integration of the disabled [1].

In addition, in the process of formulating education and employment policies for the disabled, groupthink, as a common social psychological phenomenon, often leads policy makers to fall into a fixed mindset and ignore diverse voices and practical needs. As a minority and vulnerable group, it is difficult for the disabled to have the

opportunity and ability to express their demands in this society centered on able-bodied people. At the same time, able-bodied people often ignore the real demands of the disabled or restrict the expression of the demands of the disabled people when formulating relevant policies or plans. This phenomenon not only limits the space for policy innovation, but also may aggravate social injustice and affect the all-round development of the disabled. Although the government has formulated many security policies for the disabled, it is still doubtful whether the myth of the group of the able-bodied and the essential needs of the disabled. Therefore, it is of great significance to promote the optimization of policies and promote social equity to deeply explore the performance and causes of groupthink in the formulation of education and employment policies for the disabled.

This study will be analyzed using a groupthink model. The groupthink model is a theoretical framework proposed by American psychologist Irving Janis in 1972 to explain why collective decision-making error occurs in a highly cohesive and united decision-making group. The model points out that under the strong desire to seek consensus and maintain group harmony, members may give up independent thinking and ignore opposition, leading to one-sided analysis of the problem and ultimately making unreasonable or even dangerous decisions.

In terms of research significance, first of all, this study helps to reveal the negative impact of groupthink on the formulation of education and employment policies for the disabled people, and provide warnings and reference for policy makers. Through in-depth analysis of the causes and manifestations of groupthink, policy makers can be guided to pay more attention to diverse voices and practical needs, and avoid falling trapped in thinking and bias. Secondly, this study helps to promote the innovation and improvement of the education and employment policies for the disabled. On the basis of breaking the groupthink, this study can explore a more scientific, democratic and inclusive policy formulation path to provide more equitable and effective education and employment support for persons with disabilities.

This paper will start from four parts: case introduction, problem analysis, suggestion and conclusion, to explain the current situation, existing problems and reasons of the education and employment policy for the disabled in Hunan Province in detail, and suggestions are put forward.

2. Case Introduction

In nearly three years, the government of Hunan province to the China Disabled Persons 'Federation and provincial disabled persons' federation eight spirit as the lead, gener-

al secretary of the undertakings for the disabled important and instructions spirit, has issued the "difference" of the Hunan province disabled security and development planning " and promote the employment of the disabled in Hunan province three years action plan (2022-2024), and publish the development of undertakings for disabled persons every year. The main data sources of this study and the Statistical Bulletin of the Development of Disabled Persons in 2023.

2.1 Education

In 2023, Hunan province checked the enrollment of school-age disabled children, and the compulsory enrollment rate of school-age disabled children in the province reached 97.6 percent [2]. The study launched a special campaign to protect and help students for disabled students. 172 disabled students received reasonable and convenient support for the college entrance examination, and 811 were admitted to institutions of higher learning [2]. Educational assistance was provided to 19,000 students with disabilities in high school and above and children from disabled families.

In 2023, there will be 7 general high schools (departments and classes) for special education in the province, with 494 students, including 197 deaf students, 58 blind students and 239 others. There are 3 secondary vocational schools (classes) for the disabled, with 734 students, 180 graduates, and 154 graduates of whom have obtained vocational qualification certificates. In the higher education stage, 1,330 disabled students are enrolled, including 818 higher vocational students, 458 undergraduates, 50 master's students and 4 doctoral students [3].

2.2 Employment

In 2023, Hunan province will provide practical technical training for disabled people with difficulties in rural areas, empowering 16,020 disabled people. A total of 6,381 disabled people were employed in the 424 employment assistance bases for the disabled in the province, increasing the income of 9,281 families with disabled people. The employment rate of college graduates with disabilities has reached 94 percent. Promote skills training, qualification examination, professional title evaluation, store support to promote the healthy development of the blind massage industry. During the year, 330 blind health care massage personnel and 412 blind medical care massage personnel were trained. There are 804 health care massage institutions and 21 medical care massage institutions. 3 obtained the junior position qualification for blind medical massage personnel, and 4 people obtained the intermediate position qualification. During the employment assistance month, the province provided more than 6,100 jobs suitable for

the disabled, and helped about 1,800 disabled people to find jobs.

In 2023, the number of certified disabled persons in urban and rural areas of the province was 418,801, including 23,831 employed in proportion, 11,875 concentrated, 30,508 employed individuals, 3,169 employed in public welfare positions, 6,224 employed auxiliary, 140,666 flexible employment (including community and home employment), and 2,252,528 engaged in agricultural farming and breeding [3].

2.3 Existing Problems

In the process of discussing the formulation of education and employment policies for the disabled, the phenomenon of solidified group thinking is particularly significant. Policy makers are often limited by the existing cognitive framework and thinking mode, and it is difficult to jump out of the shackles of traditional ideas, resulting in the lack of forward-looking and innovative policy content. According to the survey, although the central south region for the main flexible employment for the disabled, Hunan is the top four provinces of flexible employment for the disabled, have more flexible employment opportunities, but the policy documents in mention education employment for the disabled, still focus on the traditional skills training and job placement, lack of innovation and inclusive [4].

In previous studies, cases tended to emphasize disability employment barriers and challenges, while insufficient attention was paid to cases demonstrating disability potential and successful employment. This selective reception of information not only limits the vision of policy making, but also aggravates the social prejudice and misunderstanding of people with disabilities, and even forms stereotypes. When designing policies, Hunan province prefers to provide low-level assistance and security, rather than actively promoting its pursuit of higher-level needs.

Policy making is often dominated by a minority elite or specific interest groups, and with the able-bodied as the subject of leadership, the voices of the disabled and their representatives are often marginalized. In the process of policy making, people with disabilities or their representatives can rarely directly participate in and speak out effectively, which directly leads to the difficulty of the policy content to fully reflect the real needs and difficulties of persons with disabilities. In addition, due to limited physical conditions, limited access to information and relatively weak social network and limited resources and influence, it is often difficult to obtain the same opportunities to participate in policy discussion and development.

In view of this, this study will focus on the education and employment policy for the disabled in Hunan Prov-

ince, and use the groupthink model. This study hopes that careful research will provide a scientific basis for the optimization and improvement of policies, so as to meet the actual needs of the disabled, and promote them to make greater progress in key fields such as education and employment. At the same time, such research can also promote the continuous reform and improvement of the social welfare system, promote social fairness and justice, and build a more harmonious and inclusive social environment.

3. Problem Analysis

3.1 Traditional Ideas and Stereotypes

Traditional ideas and stereotypes have had a profound impact on the formulation and implementation of education and employment policies for the disabled. For a long time, the widespread misunderstanding and prejudice of disabled people, the idea that they are incompetent by physical or intellectual barriers to certain jobs is deeply rooted and difficult to eliminate. Therefore, some scholars believe that the employment model of the disabled in China presents the characteristics of asylum, and its core concept is to regard the disabled as a vulnerable group from the normal population, facing the biggest challenge of the competitive employment market, and is the group that the government and society must give special care and attention to. Based on this concept, the government has built a set of asylum-based employment support policy framework and employment service system [5]. According to the preliminary survey of this study, the majority of respondents indicated that non-disabled people were given priority in the recruitment process, even if the professional skills and experience of persons with disabilities were more prominent. This prejudice based on stereotypes undoubtedly sets up many obstacles for the promotion of the education and employment policy for the disabled.

Moreover, stereotypes in social culture are reflected in the perception of education and employment policies for the disabled. Many believe that providing educational employment support for people with disabilities is based on compassionate and compassionate considerations, not based on the rights and opportunities they deserve as members of society. However, the primary aspiration of individuals with disabilities lies in confronting the reality of their “disability” and attaining citizenship status. The fundamental appeal centers on the notion of “normalization,” as opposed to “specialization”[6]. This concept ignores the importance of disabled people as an important part of social productivity, and their potential value in promoting social progress and development. Therefore, in the process of policy formulation and implementation, there

is often a lack of sufficient attention and input, resulting in the policy content is not comprehensive enough, and the implementation effect is not satisfactory.

3.2 Differences and Interactions within the Disabled Group

When exploring the causes of the groupthink supported by the education and employment policy for the disabled, the differences and interactions within the disabled group are a dimension that cannot be ignored. Within this group, complex and diverse demands and interest demands are formed due to the differences in disability type, degree, age, gender, educational background and socioeconomic status. This difference is not only reflected in the physiological level, but also more profoundly affects their psychological, social participation ability and career development path.

In terms of internal interaction, there are often problems of poor information circulation and unequal distribution of resources. On the one hand, due to the lack of effective communication channels to express their own needs, their voices are ignored in the process of policy making; on the other hand, there are divisions within the group, divided into divided and unconnected communities according to different types and regions of disabilities. This imbalance of internal interaction further exacerbates the limitation and one-sidedness of policy support.

3.3 Limitations and One-sidedness of the Policy Content

The current education and employment policies for the disabled often fail to fully cover the diverse needs of the disabled group, leading to a great discount in the effect of the policy. At present, the disabled people are increasingly pursuing a higher level of developmental social needs, which is also known as the development needs. It refers to equal access and ability to fully participate in social life. Therefore, the functional orientation of social policies for the disabled should not be limited to “help the bottom” and “protect the survival”, but should further achieve the goal of “promoting the development of people”, and promote the comprehensive development of the disabled in the society [7]. Take the education and employment policy for the disabled in Hunan Province as an example. Although the employment rate of the disabled has increased in recent years, according to the 2023 report of the Provincial Disabled Persons’ Federation, the employment of the disabled is concentrated in traditional industries such as medical massage and handicraft industry, and there are more universal positions or emerging industries. This reflects the limitations of policies in promoting the employment of the disabled and failing to fully stimulate the

employment potential and enthusiasm of the disabled.

To be specific, first of all, the policy guidance in career planning is relatively one-sided, and it fails to provide personalized career path planning according to the individual differences of the disabled and their own needs. Secondly, the traditional employment pattern accounts for a large proportion in the process of policy implementation, while the emerging employment pattern under the current economic model is in the initial stage. At the same time, relying on the current development of general education and integrated education for the disabled, the disabled have a higher level of education and skills, and have a higher pursuit of their own value. However, the number of jobs meeting their needs is seriously unmatched, which limits the opportunities for the disabled to enter more industries. However, the current policy is still insufficient in supporting the participation of the disabled in the emerging employment forms, and the lack of corresponding policy guidance and support measures.

In addition, the one-sidedness of the policy content is also reflected in the unbalanced educational support for the disabled. Although Hunan province has established a relatively complete education system for the disabled, there are still great differences in the allocation of educational resources and teaching quality. Integrated education schools and special education schools are mostly distributed in Changsha. There are some remote and underdeveloped cities and counties with a small number and weak facilities and teachers, which make it difficult to meet the educational needs of the disabled.

3.4 Resistance and Deviation in Policy Implementation

In the implementation of education and employment policy for the disabled, due to the lag of social cognition, the society generally believe that the disabled have “natural disadvantage” in the work, the policy in the ground, corporate employers in the recruitment of the reservations, affect the actual implementation effect of the policy. For example, the current proportional employment system tends to favor those with lower disabilities, who are easier to integrate into the “regular” work environment and quickly adapt to the competitive labor market, where efficiency comes first. However, a significant problem is that some employers are reluctant to invest in the renovation of accessibility facilities due to cost considerations, which virtually sets up employment barriers for the severely disabled, making it difficult for them to obtain jobs directly through the mainstream employment channels [8]. In addition, the information asymmetry in the process of policy implementation is also a big resistance. Some lower-level governments have a “discount” phenomenon in conveying

and implementing policies, which leads to the failure of the policy spirit to be accurately conveyed to the grassroots level, and it is difficult for the disabled group to fully benefit.

3.5 One-sided and Distortion of Policy Effect Evaluation

As for the effect evaluation of the education and employment policy for the disabled, a problem that cannot be ignored is the one-sidedness and distortion of the evaluation. This phenomenon often stems from the incomplete information in the evaluation process, the single evaluation method, and the subjective bias of the evaluation subject. At present, there are four mature methods to evaluate the employment policy for the disabled. One is the double difference method (Difference-in-Difference), the other is the propensity score matching method (Propensity Score Matching), the third is the method of breakpoint regression (Regression Discontinuity Design), and the fourth is to evaluate the policy effect by using mixed cross-section data. As used by Liao Juan, the method used in the ADA, the fourth method, is the assessment based on the employment rate of the disabled [9]. Specifically, the evaluation of policy effects often focuses on quantifiable indicators, such as enrollment rate, employment rate, income level, while ignoring more complex and difficult to quantify aspects such as individual development and social integration of the disabled. This one-sided evaluation method can not only not fully reflect the real impact of the policy on the disabled group, but also may mislead policy makers and the public perception of the effect of the policy.

Taking the 2023 report of the Hunan Disabled Persons' Federation as an example, the policy is mainly based on the enrollment rate and employment rate data of the disabled. Data show that after the implementation of the policy, the enrollment rate and employment rate of the disabled in Hunan province have increased, which seems that the policy effect. However, the high enrollment rate is mainly for compulsory education and vocational skills education, and the enrollment rate of higher education is not significantly. At the same time, a large proportion of these new jobs are low-skilled, low-income jobs, and they have high mobility. In addition, the effect of the policies on improving the vocational skills of the disabled and promoting their long-term and stable employment is not obvious. This practice, which only takes the employment rate as the evaluation criterion, obviously ignores the role of policy in promoting the comprehensive development and social integration of persons with disabilities, leading to one-sided and distorted evaluation results.

4. Propose

To address the problems found in this study, first, policy making should fully consider the diversity and differences within the disabled community, including disability type, degree, age, gender, educational background and socio-economic status, to ensure that policies can fully cover and meet the specific needs of different persons with disabilities. In terms of career planning, personalized career path planning should be provided to avoid one-sided guidance, and the disabled should be encouraged to participate in a wider range of industry types, and corresponding policy guidance and support measures should be supported.

Secondly, the resistance of social cognition lag and information asymmetry should be overcome in the process of policy implementation. Through strengthening publicity and education, improve the social understanding and acceptance of the disabled, and eliminate the prejudice and discrimination against the disabled. At the same time, an effective information communication mechanism should be established to ensure that the spirit of the policy is accurately conveyed to the grassroots level, and disabled people are encouraged to actively express their needs. In addition, unified policy implementation standards and regulatory mechanisms should be formulated to reduce the discretionary space between regions and departments and ensure the fairness and consistency of policy implementation.

In terms of resource allocation, the study should increase the investment in remote and underdeveloped areas, improve the teaching quality and facilities level of special education schools and integrated education schools, and ensure the balanced distribution of educational resources. At the same time, resources should be flexibly allocated according to the actual needs of the disabled to improve the efficiency of resource utilization.

Finally, as for the evaluation of policy effect, a multi-dimensional and comprehensive evaluation system should be established, which not only focuses on quantifiable indicators such as enrollment rate and employment rate, but also considers complex and difficult aspects such as individual development and social integration of the disabled. Introduce third-party evaluation agencies to ensure the objectivity and impartiality of the evaluation results, and establish a long-term follow-up evaluation mechanism to continuously monitor and evaluate the effect of policy implementation, so as to timely adjust and optimize policies. To sum up, by considering the disabled group internal differences, optimize the policy content, strengthen policy implementation and supervision, balanced the allocation of resources and improve the effect evaluation system, the study can effectively improve the disabled education

employment policy credibility and the actual effect, for the disabled to create a fairer and inclusive employment environment for the disabled.

5. Conclusion

This study revealed the negative impact of groupthink on the development of educational employment policies for persons with disabilities and makes suggestions for improvement. The study found that there are blind spots in the process of policy formulation and implementation, and the lack of attention to the overall needs of the disabled, leading to incomplete content and poor implementation, which limits their development. The internal differences and interaction of the disabled affect the support effect, and the differences are reflected in many aspects, and the interaction imbalance is aggravated and limited. The policy content is limited, for example, the employment of the disabled in Hunan province is concentrated in traditional industries and lack of universal positions. There are problems such as resistance in implementation, social cognition lag and information asymmetry. Corporate prejudice, the government “discount” phenomenon affect the effect. Regional differences lead to uneven distribution of resources and great difficulty to implement. The evaluation is one-sided, emphasizing quantifiable indicators, ignoring complex aspects such as individual development and social integration, and misleading cognition. Policy makers need to pay attention to diverse voices and practical needs, and avoid fixed thinking and prejudice.

Therefore, to improve the effect of disabled education employment policy, research emphasizes to break the groupthink, from the policy formulation and implementation, group internal differences and interaction, policy content comprehensive and pertinence, policy implementation resistance and deviation, and policy effect evaluation, in-depth reflection and improvement, promote policy innovation and perfect for the disabled group to provide more comprehensive, effective, personalized support, promote them in education, employment and social integration of all-round development.

In terms of research impact, this study helps policy makers and all sectors of society to have a deeper understanding of the current situation and problems of education and employment policies for the disabled, pay attention to complex aspects such as individual development and social integration of the disabled, promote the social understanding and acceptance of the disabled group, and

eliminate the constraints of traditional concepts and stereotypes.

However, data collection and analysis need to be strengthened, and current research relies on literature and policy documents and lacks empirical data. In the future, data collection should be strengthened, and various methods should be used to obtain detailed data. In addition, the dynamic changes in policy formulation and implementation should be paid attention to groupthink changes with the policy environment, social public opinion and technological progress. Although the causes and influences are preliminarily analyzed, the dynamic change process is not revealed. In the future, dynamic analysis models should be used to simulate and predict the evolution process to provide scientific decision-making basis for policy makers.

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