



救助儿童会  
Save the Children



**Inclusive Education Project**

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# Overview of Inclusive Education Project

Beginning from 1988, Save the Children successively launched education programme for children with disabilities in Anhui, Yunnan, Sichuan and some other areas. From December 2009 to November 2012, Save the Children implemented Phase I Inclusive Education Project in four counties in Sichuan and Yunnan, aiming to enhance the enrolment of children with disabilities and the quality of the education in the project areas. On July 1, 2012, with the fund support of IKEA Foundation, Save the Children launched Phase II Inclusive Education Project set for a term of three years.

The objectives of Phase II Inclusive Education Project include:

- To establish the supporting system for county-level learning in regular classroom (LRC) in project areas (Sichuan, Yunnan, and Xinjiang);
- To support provincial education authorities to implement the laws/regulations related to the education for persons with disabilities, and promote the studies on the legal systems and implementation mechanisms for the laws/regulations on education of persons with disabilities among Chinese academic and research institutions;
- To drive higher normal colleges to strengthen pre-service training for special education teachers and LRC teachers; and
- To raise the awareness of disability and the right of persons with disabilities to equal education among the general public.



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**We are different. We are the same.**

## Introduction to Inclusive Education Project (Phase II)

Phase II Inclusive Education Project was launched on July 1, 2012, and will be ended on June 31, 2015. The project aims to develop activities in the following areas:

I. To establish the supporting system for county-level learning in regular classroom (LRC) in project areas (Sichuan, Yunnan, and Xinjiang)

Select nine project counties in Sichuan, Yunnan and Xinjiang to pilot the establishment of county-level LRC supporting systems, specifically including the following activities:

1. Establish county-level special education resource/facilitation centres and five demonstration LRC primary schools;
2. Provide training to education authority officers, school principals, resource centre teachers, LRC teachers and resource teachers;
3. Support special schools in the counties to explore preschool special education and the education of children with multiple or severe disabilities;
4. Promote the project counties to gradually refine their special education policies; and
5. Develop training manuals;

II. To support provincial education authorities to implement the laws/regulations related to the education for persons with disabilities, and promote the studies on the legal systems and implementation mechanisms for the laws/regulations on education of persons with disabilities among Chinese academic and research institutions

1. Carry out comparative studies on the international and Chinese legal systems and implementation mechanisms for the laws/regulations on education of persons with disabilities;
2. Provide provincial education authority officers with training on the implementation of laws/regulations on the education of persons with disabilities;
3. Promote the development of legal/policy courses on education of persons with disabilities at law schools and higher normal colleges in China by providing training; and
4. Develop training materials;

III. To drive higher normal colleges to strengthen pre-service training for special education teachers and LRC teachers

Create or improve special education course according to the needs of the partner higher normal colleges in terms of disciplines and course development.

1. Design or improve the special education programme;
2. Provide training to course teachers; and
3. Generate teaching resources for the courses;

IV. To raise the awareness of disability and the right of persons with disabilities to equal education among the general public

1. Raise the awareness of disability among the general public via TV, the Internet and other media, in order to reduce discrimination; and
2. Raise the citizens' awareness of the need of children with disabilities for education and their right to equal education via documentary films or media reports.

## Cooperation between Save the Children and Perkins School for the Blind

In October 2012, Save the Children signed an agreement with US-based Perkins School for the Blind to commission the Perkins International program ([www.PerkinsInternational.org](http://www.PerkinsInternational.org)) of the School to undertake two tasks as part of the Inclusive Education Project. The first task is to organise international and Chinese expert trainers to provide training to teachers in the project counties of Sichuan and Yunnan, and to develop training materials; the second task is to cooperate with Chinese higher normal colleges to develop or improve special education courses. The Inclusive Education Project will also support a Chinese teacher or scholar working in the field of special education to attend the educational leadership training held by Perkins School for the Blind.

Established in 1832, Perkins School for the Blind ([www.perkins.org](http://www.perkins.org)) is a special school in the U.S. that is dedicated to serving children with visual impairment. The school is located in Watertown, Boston. It consists of Infant and Toddler Programme, Early Learning Programme, Lower School, Secondary Programme, Deafblind Programme and Education Partner and Perkins International program.

Perkins International ([www.PerkinsInternational.org](http://www.PerkinsInternational.org)) provides support to people with blindness, blind-deafness and multiple impairments. Its work covers Asia and Pacific (including China), Latin America, Africa, Europe, and Middle East. Its activities mainly include training to special school teachers and inclusive education teachers, development of curricula for high schools, information technology, educational leadership development, and policy advocacy. In China, Perkins School for the Blind cooperates with Philippine Normal University, University of Southeastern Philippines, Cebu Normal University, and some other universities. Perkins School for the Blind cooperates with the universities to jointly design visual courses to meet their need for curriculum development, provide training to their teachers, and assist in developing teaching materials. By cooperating with the three normal universities of the Philippines, Perkins School for the Blind developed the curriculum of "Providing quality education to children with multiple impairments (including visual impairment)".

## Project Counties Selected in Yunnan Province, and Baseline Survey Completed

In September-October, 2012, by cooperating with the Minority Education Committee of Yunnan Provincial Education Association, Save the Children requested for proposals from city/prefecture-level education authorities in Yunnan for the selection of Inclusive Education Project counties. Based on the recommendations of city/prefecture-level education authorities, a number of counties submitted the applications for project counties. From them, Save the Children and the Minority Education Committee jointly selected four project counties for the Inclusive Education Project, namely Mojiang County and Jingdong County in Pu'er City, and Weishan County and Binchuan County in Dali Prefecture.

On November 22-30, 2012, with the support of Pu'er City Education Bureau and Dali Prefecture Education Bureau, Save the Children carried out baseline survey in the four counties. Participants included staff members of Pu'er City Education Bureau, Dali Prefecture Education Bureau, the county governments, the county education bureaus, and the county disabled persons' federations. The baseline survey leveraged a combination of interviews, attendance to class sessions and observations. Some officers at education bureaus and disabled persons' federations in the project counties, the principals and teachers at special schools and the three recommended LRC demonstration schools, and students with disabilities and their parents, were interviewed. Information on the policies regarding special education in the counties and the relevant schools, as well as teachers' plans, were collected.

The baseline survey report in Yunnan Province will be finalised and released in January 2013.



Interviewing children in baseline survey in Yunnan

## The Project Supports East China Normal University and Sichuan Normal University to Enhance Special Education Curricula

In September 2012, Save the Children together with Perkins School for the Blind successively negotiated with Sichuan Normal University, Chongqing Normal University, East China Normal University and Nanjing Technical College of Special Education with regard to the potential cooperation in developing special education curricula for higher normal colleges. Liu Ming, the project coordinator of Save the Children, and Helen McCabe, the project coordinator of Perkins School for the Blind, briefed on the Inclusive Education Project and the implications of special education curricula development by cooperating with higher normal colleges. They also learned about the situations of the special education courses and curriculum development at the colleges, and preliminarily established the intent for cooperation between the two parties. It was determined that the "course on developmental impairment" for Sichuan Normal University, the "inclusive education course" for Chongqing Normal University, and the "course on severe and multiple disabilities" for East China Normal University, and the "LRC education specialty development" for Nanjing Technical College of Special Education would be developed.

As the implementer of "Special education curriculum development for higher normal colleges" as part of the Inclusive Education Project, Perkins School for the Blind will, according to the curriculum/discipline development plans to be determined with the individual colleges, employ international experts to design curriculum/discipline programmes in cooperation with the partner colleges, develop teaching resources, provide training to the teachers at the partner colleges, and provide assistance to the relevant courses offered by the colleges.

In November 2012, Perkins School for the Blind signed agreements with East China Normal University and Sichuan Normal University with regard to the cooperation in curriculum development.

## Study Report on Special Education Development and LRC Development in Mainland China Released

In December 2012, the National Institute of Education Sciences released the report for the *Study on Special Education Development and "Learning in Regular Classroom" Development in Mainland China*, a study commissioned by Save the Children.

The study aimed to look at the situations of special schools and LRC development in different parts of China, as well as the relationship between the two subjects, in order to inform the development of special education policies and practice. From October 2010 to May 2012, the study team carried out the study with 45 schools located in 22 cities/districts/counties in Beijing, Shanghai, Jiangsu, Guangdong, Hebei, Sichuan, Yunnan, Xinjiang and Liaoning, and interviewed over 900 interviewees including education authority officers, principals and teachers. It comprehensively reviewed the situations of special education and LRC development throughout China, and offered diversified perspectives and background information for the implementation of the Inclusive Education Project. Meanwhile, the study team reviewed the experiences and practices of Haidian District, Beijing and Shuangliu County, Sichuan Province in developing LRC.

By analysing the substantial information and data collected, the study report was developed, with the lead author being Yang Xijie, the study team leader who was an associate research fellow at National Institute of Education Sciences. The study report can be of reference for education authority decision-makers, special schools, regular schools and organisations/individuals engaged in or supporting special education development.

Contact [ming.liu@savethechildren.org](mailto:ming.liu@savethechildren.org) for the electronic version of the study report.

## Save the Children Staff to Talk about Inclusive Education on CCTV

Pia MacRae, Country Director for Save the Children China Programme, and Liu Ming, Coordination Officer for the Inclusive Education Project, were invited by CCTV to participate in the Crossover, an interview programme on the CCTV News Channel (in English), and talked about the implementation of the Inclusive Education Project in China.

The programme will be first aired to the globe at 6:30 a.m. Beijing Time on December 21, 2012.

## Training Manual for Inclusive Education Teachers Finalized

In October 2012, the *Training Manual for Inclusive Education Teachers* was finalised by the Inclusive Education Research Centre, Nanjing Technical College of Special Education, as commissioned by Save the Children. The manual was designed based on the outcomes of the training activities as part of the Phase I Inclusive Education Project implemented by Save the Children in Sichuan and Yunnan. It is applicable as a training reference and self-reading manual for special education (including LRC) administrative staff, special school teachers, regular school teachers, etc.

The manual consists of two parts, namely the common knowledge and professional knowledge.

The part of common knowledge contains ten topics, including the situations of special children; special education development; the right of special children to education and protection; inclusive education and LRC; LRC management; the development and management of resource centres; screening and evaluation of children with disabilities; social welfare and services for persons with disabilities; family education and rehabilitation for children learning in regular classroom; and the vision and facilities for accessibility.

The part of professional knowledge consists of 12 topics, including psychology and education of special children; diagnosis and evaluation of special children; behavioural change skills; curriculum and teaching for children learning in regular classroom; classroom teaching for LRC; class management for LRC; protocol and management of resource classrooms; formulation of individualised education plans; integrated sensory and consciousness training for special children; speech/oral training for children with impaired hearing; visual rehabilitation exercises; mobility orientation exercises for children with impaired vision.

Save the Children and Nanjing Technical College of Special Education will jointly publish the manual.

## Inclusive Education Project (Phase I) Concluded

From October to November 2012, the Special Education College of Beijing Union University carried out final evaluation of the Phase I Inclusive Education Project. Prof. Xu Jiacheng together with two students visited eight project schools in An County and Mianzhu City of Sichuan Province, and Mojiang County and Nanjian County of Yunnan Province, and conducted in-depth interviews with education bureau officers, resource teachers at the project schools, inclusive education teachers, principals, teaching directors, students and parents in the project counties. They also observed some resource classes and LRC classes at the schools.

On November 31, 2012, the EU-funded three-year Phase I Inclusive Education Project was concluded. In Phase I, the project supported 24 regular primary schools/kindergartens in the four project counties to develop LRC for children with disabilities. The training provided by the project also benefited a number of teachers at Mianzhu City Special School, Pu'er City Special School and Dali Prefecture Special School. Consequently, Mianzhu City government and Education Bureau promulgated local policies on special education.



Interview for the final evaluation

## Regulations of Yunnan Province on the Protection of People with Disabilities became effective as of October 1, 2012

Source:

[http://yndaily.yunnan.cn/html/2012-07/31/content\\_606234.htm?div=-1](http://yndaily.yunnan.cn/html/2012-07/31/content_606234.htm?div=-1)

## Opinions on Strengthening the Development of Special Education Teaching Staff Issued by Ministry of Education

On December 13, 2012, the Ministry of Education released the *Opinions on Strengthening the Development of Special Education Teaching Staff*, which requires the establishment of professional qualifications for special school teachers, enhance the special education teachers' access system, explore the development of certification for special education teachers, and strengthen the training of special school teachers throughout China on the basis of the National Teacher Training Program.

To meet the need for LRC, the Opinions recommend supporting normal schools/colleges and other higher education schools to incorporate special education into the teacher training curricula, enhance the capacity of normal school students in facilitating LRC for students with disabilities, and incorporate special education into the assessment of the qualifications of teachers.

Source:

[http://www.gov.cn/jrzq/2012-12/13/content\\_2289807.htm](http://www.gov.cn/jrzq/2012-12/13/content_2289807.htm)

## Per-student Public Fund for Students Receiving Special Education Increased by Sichuan Province Again

In 2012, the finance department of Sichuan Province again increased the per-student public fund for the 41,800 students receiving special education (in the compulsory education stage) in the province, from RMB 1,500 per student in 2011 to RMB 2,100, which is 300% of the annual per-student public fund for junior high school students. All the funds will be disbursed by the provincial finance department.

Source:

<http://www.scjks.net/Article/ywjy/Class2/tsjy/201204/8841.html>

## Case Study: Zhang Jianjun



9-year-old Zhang Jianjun is now in grade 2 of Liangzhu No.2 primary school which is supported by Save the Children for implementing inclusive education. For this boy who was born deaf, he is experiencing to hear this world and truly talk with others.

Jianjun was sent to special education school for a semester before, but the father decided to transfer him back to a normal primary school after several visits to the boy in special education school, "We were worried about his life in school. He was too young to look after himself, and hardly to get help in school. The most

important is he was living in a silent world, and was farther and farther away from the normal education. He would totally lose the chance to speak out if continuing to stay in such an environment!"

With the inclusive education idea, Liangzhu No.2 primary school accepts Zhang Jianjun to study in school without any hesitation. For his special situation, the teacher arranges him to sit in the first row of the class to better hear the teacher's words and give more attention to his response in the class, also. Additionally, the teacher arranges a peer supporting group for Jianjun of which one helps his study, one for boarding life care and another for learning in the resource room together. The school accepts him as a normal child as others, but also creates the conditions to meet his special learning needs.

Yang Rong, a girl aged 8, is very happy to be Jianjun's supporting peer in study. After class, Yang Rong usually repeats some teaching points to help Jianjun fully understand. "I explain these points by words or by gestures. For Chinese words, I will read the words for many times for him to watch my lip and to follow."

Mr. Jiang, Jianjun's teacher, witnesses the boy's progress in the school. "In the beginning at school, he could hardly speak and only communicate with other children by gestures. Later he started to try to speak out as much as possible since more and more interacting with these hearing children, particularly with his supporting peers. Now, Jianjun can call the names of some children in the class and even can talk a little with others by verbal words although speaking very slowly and unclearly. Sometimes he also can give response if he hears something. This is the very significant change of him!"

"Even with hearing difficulty, Jianjun is truly a smart boy! He observes very carefully and learns very quickly. He is very active in the class and always raises his hand high to do exercise on the blackboard! His handwriting is very nice! He got 90 in Chinese and 73 in math in the examination of last semester. And with peers' help, he increases his self-care ability and can better look after himself in school." Mr. Jiang continued.

Inclusive education work helps Jianjun gradually step out of the silent world and start to enjoy the normal education like other children. The parents now are so gratified by Jianjun's progress and do not worry his life in school any more.

Jianjun expresses that he is very happy in school and feels more comfortable and interesting, he says unclearly but firmly, "Here is good! They (the classmates and teachers) are nice!"

## History of Save the Children Education Programme for Children with Disabilities

Save the Children ([www.savethechildren.org.cn](http://www.savethechildren.org.cn)) is an international charity organisation which began to develop programmes in China since 1980s, covering the components of education, protection, health and emergency relief. Currently, it has programme offices in Beijing, Shanghai, Sichuan, Yunnan, Xinjiang and Tibet.

Education for children with disabilities is a major part of Save the Children Education Programme.

In 1988, Save the Children and Anhui Province Department of Education jointly launched the integrated education pilot project, placing children with mild, moderate and severe disabilities at regular kindergartens. By 2000, 80 kindergartens in 16 cities/prefectures of Anhui Province launched integrated education.

In 2003, by cooperating with Sanshitou Township Education Office in Changfeng County, Anhui Province, Save the Children piloted learning in regular classroom (LRC) in some local primary schools. By upgrading the hardware and software facilities of the schools, the project supported children with disabilities to attend regular schools and gain access to appropriate education. In 2005, Save the Children signed an agreement with Anhui Province Department of Education to jointly replicate LRC to 60 primary schools in 12 additional counties/districts.

From July 2008 to August 2009, Save the Children together with China Disabled Persons' Federation developed one-year LRC education project in Xinjin County, Sichuan Province.

From December 2009 to November 2012, Save the Children cooperated with China Disabled Persons' Federation and the Minority Education Committee of Yunnan Provincial Education Association to develop the Phase I Inclusive Education Project in An County and Mianzhu City of Sichuan Province, and Mojiang County and Nanjian County of Yunnan Province, which established resource classrooms at 24 project schools, provided training to the teachers, developed training materials and studies, and carried out policy advocacy and public awareness-raising campaigns.

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