



救助儿童会
Save the Children



Inclusive Education Project

Newsletter No. 2

January - June, 2013

PROJECT OVERVIEW

From July 1, 2012, with the fund support of IKEA Foundation, Save the Children launched An Inclusive Education Project set for a term of three years. The objectives of the 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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Note: Permission to use pictures of children has been obtained from parents or guardians.

PROJECT ACTIVITIES

Yunnan Inclusive Education Project Organized Orientation Meeting

From January 7 to 9, 2013, Yunnan Inclusive Education Project organized the orientation meeting in Beijing. 21 participants including education bureau officials from Dali Prefecture and Pu'er Prefecture, Deputy County Chief from Mojiang County, and education bureau officials and disabled persons' federation staff from 4 counties attended. During the 3 days of events, the participants met with officials and experts from Ministry of Education, National Institute of Education Sciences, Beijing Municipal Special Education Center, Haidian District Special Education Center in training workshops to understand policy and practice of inclusive education in China. The group also visited Haidian District Special Education School and the Primary School of Renmin University to observe teaching sessions and rehabilitation services in resource rooms and talked to teachers, parents and students. The participants stated that they were impressed by the child-friendly environment that the two schools created for all students, especially the services for children with disabilities. One official from Binchuan County Education Bureau said that, "Inclusive Education is quite new in our county. Compared with Beijing, we have a long way to go. However, we are confident that constant effort brings success. We will adhere to the concept of Inclusive Education and develop model and policies which are suitable for our local conditions."



Yunnan Inclusive Education Project Trained Project Schools' Heads

From March 28 to 29, 2013, Yunnan Inclusive Education Project organized the 1st project school head teacher training workshop in Kunming. 4 officials from the project county education bureaus, and 21 head teachers from 20 project schools and 1 Special Education School participated in the training. Professor Li La from Nanjing Technical College of Special Education talked to the participants on basic concept of inclusive education, policies and practice of inclusive education, development and management of inclusive education supporting system. The training also included a half-day session on project financial management for focal persons in the project county education bureaus. After the training, each project school would make action plan on inclusive education initiatives.

Sichuan Inclusive Education Project Conducted Baseline

In March 2013, Save the Children Sichuan Program Office decided to partner with Wuhou District Education Bureau and Pi County Education Bureau to implement inclusive education project. From March 19-22, staff from Save the Children, the education bureaus of the 2 district/county, special education schools conducted baseline in these two areas, during which leaders from county/district

education bureaus and disabled persons' federation, heads and teachers from special education schools, teachers, parents and children from pilot regular schools are interviewed.

Wuhou District has a population of 1.08 million. The total number of registered persons with disabilities is 17,729. Wuhou District Special Education Center was set up in 1998 and then became a school offering 9-year compulsory education from grade 1 to 9. Currently, the school enrolls 57 students with disabilities, 38 are in Grade 1-6 and 19 are in Grade 7-9. There are 85 students with disabilities included in regular classes in 28 general education schools in the district. Children with disabilities under 6 and above 15 are served respectively in early childhood education and rehabilitation program and vocational education and rehabilitation program managed by Wuhou District Federation of Persons with Disabilities. In 2004, Wuhou District Government and Education Bureau issued Opinion on Ensuring Compulsory Education for Children with 3 Types of Disabilities and its implementation plan. In 2008, Wuhou District Government issued "Wuhou District Special Education Development Plan 2008-2010".

Pi County has a population of 0.51 million. The total number of registered persons with disabilities is 12,996. 140 children with disabilities are in general primary education schools. Children with disabilities under 6 and above 15 are served respectively in early childhood education and rehabilitation program and vocational education and rehabilitation program managed by Pi County Federation of Persons with Disabilities. Pi County Special Education center currently enrolls 16 students. In September 2013, Pi County Special Education Center (then called Pi County Special Education School) will be able to serve more children with disabilities in the newly constructed campus. In August 2012, Pi County Government issued "Notice on Further Development of Special Education in Pi County".

Sichuan Inclusive Education Project Kicked off

On April 16, Sichuan Inclusive Education Project was officially kicked off. Deputy Directors from Pi County Education Bureau and Wuhou District Education Bureau gave speeches to introduce basic situation of education development, and also expressed strong confidence in the cooperation and their determination for project implantation.

Professor Zhang Wenjing from Chongqing Normal University talked about the potential impact of the revised Regulation on Education for Persons with Disabilities on the development of inclusive education for children with disabilities, and also introduced the recent practices.

Plaques were issued to 2 resource centers and 10 project schools by Save the Children and Pi County Education Bureau and Wu Hou District Education Bureau to recognize their participation and role in the project. Sichuan news web completed the news report for the whole events, you can visit below: <http://igy.newssc.org/system/2013/04/17/013762108.shtml>



Xinjiang Inclusive Education Project Was Launched

In Xinjiang, Save the Children partners with Yining Municipal Education Bureau to implement inclusive education project. 5 general education schools and Yining Special Education Schools will be pilots. On May 29, the orientation meeting was organized in Yining City. Ms. Yang Xijie from National Education and Science Institute was invited to talk about policy and practice of including children with disabilities in regular schools. On the meeting, Save the Children and Yining Municipal Education Bureau also signed partnership agreement.

The First Resource Center Teacher Training Was Organized in Yunnan

From May 6-17, 2013, the 1st Training Workshop for Resource Center Teachers took place Weishen County in Yunnan Province. 38 participants from 7 counties in Xinjiang, Sichuan and Yunnan attended the training courses. Perkins School for the Blind as technical support partner invited a team of 4 international and national trainers, who adopt a combination of lectures, seminars and class observation as methods. Inclusive Education Project aims to support the 7 counties to set up special education resource center by providing 5 training workshops for 4 resource center teachers and seed fund for each county. Each workshop will last for 8-10 days.



Mr. Ju Sihua Completed Education Leadership Program in Perkins School for the Blind

With financial support from Inclusive Education Project, Mr. Ju Sihua, a teacher from Nanjing Technical College on Special Education attended the Educational Leadership Program (ELP) by Perkins School for the Blind from September 2012 to February 2013. During his six months at Perkins, Mr. Ju Sihua observed and taught in Perkins' classrooms and assisted students in their residences. Curriculum included academic courses led by Perkins' experts and other noted professionals in the field, as well as hands-on learning in classrooms and living quarters, where he and other fellows put theory into practice. According to Mr. Ju, the ELP gave him "a new perspective to look upon the development of Chinese blind education, and gives a good role-model to learn from." He also learned a lot about the role of Teachers of the Visually Impaired, and is proposing that his college "set up an educational center for children who are blind and have multiple disabilities, and use the Perkins education model to educate these children", as well as work more with schools for the blind. Ju's project was entitled "The Assessments of American Blind Students with Multiple Disabilities".



Nanjing Technical College on Special Education Developed Pre-school Inclusive Education Course

Inclusive Education Project starts to support Nanjing Technical College on Special Education to revise its inclusive education program. Dr. Helen McCabe, Project Coordinator for Perkins, met with faculty at the university in May to begin this revision. Guidance was provided on nine courses that students in the major take. Specifically, Helen McCabe met with six professors and had a full day of discussion where she provided detailed feedback and guidance on each of the nine courses (Introduction to Special Education, Educational Diagnosis and Assessment, Special Children's Psychology and Education, Remedial Instruction for Students with Learning Difficulties, Behavior Change Strategies, Introduction to Suiban Jiudu, Individualized Education Theory and Practice, Resource Room Plan and Management, and Special Education Workers' Communication Strategies). From Helen's sharing of suggestions, Prof. Li Zehui typed up a list of things to do, on which college faculty will follow up. Helen provided feedback about ways to make courses organized more logically, have less repetition, and most importantly, have more practical content related to inclusion. After initial revisions are made, follow up discussion will focus on the course on behavior, as well as developing a new course. Specifically, Perkins and Nanjing Technical College will develop a new course on Early Childhood Inclusion. Work will begin on this course in the fall, and further information will be provided in future reports. Dr. Ling-Ling Tsao, Assistant Professor at University of Idaho, has been selected by Perkins to lead the training and development of the new course in Early Childhood Education, and she will visit the college in September to provide training.

Multiple and Severe Disability Course Development in East China Normal University

From March 17 to 24, 2013, Dr. Patricia Wright provided training and participated in discussion with faculty at East China Normal University on the development of the course, Severe and Multiple Disabilities. This course was under discussion by ECNU, which already had a general course outline before this project began, and committed to providing this course to students, but the course was not yet fully developed and had not yet been implemented. The faculty felt unsure about appropriate content and materials to use. They requested technical assistance from Perkins as they began to implement and revise the course. ECNU requested technical assistance in the development of the course, including content and materials. Dr. Wright provided training regarding relevant content, and also brought English language teaching materials, including Perkins School for the Blind teaching material, "Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities." In addition, there was discussion about infusing some of this content about children with severe and multiple disabilities into other courses. Dr. Wright gave three in-depth training lectures, attended by approximately 150 students and 5 faculty. Extensive discussion followed each lecture. (The topics were: Alternative and Augmentative Communication, Data-based teaching, and Visual Supports to Organize the Educational Environment). The new course will be an elective for all students in the School of Special and Early Childhood Education in the third or fourth year (junior or senior year students). While in Shanghai, faculty also brought Dr. Wright to two special education schools in order to familiarize her with special education in China.

Inclusive Education Course Development in Chongqing Normal University

From March 25 to 29, Dr. Helen McCabe, Project Coordinator—China Programs, at Perkins International, worked with faculty at Chongqing Normal University in the beginning to develop a new course on inclusive education. Dr. McCabe provided 3 in-depth lectures to 15 graduate students and 4 faculty in special education. (Topics: Introduction to Inclusion, Differentiating

Instruction, and Inclusion and Children with Autism). During the week, Dr. McCabe also met with faculty several times to discuss more detailed needs and the design of the course, entitled “Inclusive Education”. It will be an elective for all undergraduate students, mainly those studying education in fields other than special education. While Dr. McCabe is taking the lead in the initial work, Perkins has identified a consultant with extensive classroom experience to provide the next round of training. CNU faculty are eager for a trainer who has taught extensively in elementary school classrooms, using differentiated instruction for inclusion, and thus we have identified the consultant, Barbara Horvath, a Research Associate at Indiana University’s Indiana Institute on Disability and Community. Ms. Horvath provides ongoing and multiple training on the Universal Design for Differentiated Instruction framework. She will go to Chongqing in September.

Developmental Disabilities Course Development in Sichuan Normal University

From March 25 to 29, 2013, Dr. Patricia Wright provided training and had meetings with faculty at Sichuan Normal University. She is leading the development of faculty capacity at Sichuan Normal University. Sichuan Normal University is in the process of applying for a major in special education. Dr. Wright will assist in developing this major, as well as in developing a course open to students studying general education and early childhood education; that specific course is entitled, “Developmental Disabilities”. This topic was selected in order to improve the ability of students studying general education and early childhood education in working with children with disabilities, where children with intellectual/developmental disabilities are the largest number. This new course will also be part of the special education major. Sichuan Normal University has requested that Dr. Wright help them design the major, specifically this course. At the planning meetings, faculty and Dr. Wright discussed next steps and the focus of training for the next visit, which will occur in January, at the request of Sichuan Normal University. The areas of interest that Sichuan Normal University hopes to integrate into current course offerings as well as the new major are: autism, intellectual disability and emotional/behavioral disorders. Currently the course design is being determined to discern the best length and content for the course. Dr. Patricia Wright provided a lecture entitled “Early Intervention and Inclusion” attended by 250 students and 3 faculty.

Save the Children Facilitated Commenting on Revised Regulation on Education for Persons with Disabilities.

Invited by the State Council to provide comments on the revised Regulation on Education for Persons with Disabilities, Save the Children organized a seminar on March 7 2013 with 25 participants from 14 organizations including university, special education schools, UN organization, non-government organizations to discuss and provide comments on the revised Regulation on Education for Persons with Disabilities. Professor Xu Jiacheng from Beijing Union University was invited as facilitator of the seminar and expert to consolidate the comments. Dr. Cui Fengming from Harvard Project on Disabilities provided feedback on questions and comments from the participants. As a result of the seminar, a consolidated report with detailed comments article by article was developed and sent to the State Council.

China National Radio and China Daily Interviewed Save the Children

In March 2013, Voice of China, a program of China National Radio interviewed Liu Ming, Inclusive Education Project Manager from Save the Children and Prof. Xu Jiacheng from Beijing Union University to comment on the revised Regulation on Education for Persons with Disabilities. Liu Ming shared ideas and practice of inclusive education in UK and China. Liu Ming, also wrote an article for China Daily on March 26, which is available at: http://www.chinadaily.com.cn/opinion/2013-03/26/content_16347441.htm

HUMAN STORY

A Boy Named Dong

Dong (not his real name), 11, is studying in Grade 4 of a nine-year school in Pi County, Sichuan Province. At age of four months, Dong suffered from a high fever that left him with serious cognitive and understanding impairments. "Because of this mental damage, Dong could not walk until he was 2 years old," said Gou Yunhong, Dong's mother. To take care of her son, Yunhong does not hold a regular job and his father works as a cook.



"I began to teach Dong from 2012. We found there are two main problems: Firstly, he cannot catch what his teachers are teaching, resulting in serious difficulties in learning. Secondly, he acts strangely at times and has trouble expressing his thoughts cohesively. For example, he often scrapes the walls in class, pushes down the desks or makes noises to bother other children in the class," said Teacher Wu, the teacher in-charge-of Dong's class and also his math teacher.

"Dong has trouble pronouncing certain Chinese characters," said Dong's Chinese language teacher, Teacher He. "For example, I taught Dong to pronounce the character, Shuan, for at least 10 times before class, but he was still unable to read it correctly with the other students. At grade three, his Chinese language skills are equivalent to that of a Grade One student. He can only write his name correctly, but cannot write correctly any other words and expressions."

"We don't have a high expectation on Dong's study achievement, but we really hope Dong learn how to behave and communicate with others so that when he grows up he can make a living by himself." Yunhong said.

In October 2012, a resource classroom was set up in Dong's school with Teacher Xue as the resource teacher. A few months later, Dong and two other children with cognitive disabilities began to attend the resource classes four times a week.

"Based on Dong's personal situation, I focus on teaching him how to use the calculator to add and subtract. We want to help him adapt to his environment through activities to help him relax," said Teacher Xue. "To help Dong count correctly, we integrate the exercises into games like throwing a basketball."

To help children with disabilities like Dong get quality basic education, Save the Children has started a new Inclusive Education project in Sichuan, Yunnan and Xinjiang provinces with the support from Ikea from July 2012. Tangchang Chongde School in Pi County is one of the project schools. Teacher Xue will also be enrolled in a series of training workshops held by Save the Children for resource teachers and teachers from the special education schools.

"Now we can see gradual but obvious changes in Dong, especially in his daily behaviors and habits," said Dong's mother. "He became much more polite, even carried hot water for us to wash feet at home, which surprised us a lot, as he never did this before."

Teacher He said: "Dong is willing to finish homework now, and though the quality of it is not so good, I am delighted to see that he is now willing to follow the teachers' instructions."



Apartment 51-52, Entrance 2, Building 2, Jianwai Diplomatic Compound

Chaoyang District, Beijing P. R. China, 100600

Tel: +86 (010)65004408, 65006441

Fax: +86 (010) 65006554

Official website: www.savethechildren.org.cn